



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

February 11, 2025, 3:00 p.m.
Cranbrook Board Office

Pages

1. COMMENCEMENT OF MEETING

1.1 Call to Order

1.2 Greeting

Acknowledgement that we are gathered on the Homelands of the Ktunaxa People.

1.3 Chairperson's Opening Remarks and Recognitions

1.4 Opening Round

Members of the Board, District Management, District Staff and local Union Presidents share a reflection of gratitude.

1.5 Consideration and Approval of Agenda

1.6 Approval of the Minutes

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Approval of the minutes from January 14, 2025

1.7 Receipt of Records of Closed Meetings

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THAT the Board accept the closed records of the in-camera meetings of the Board of Education of January 14, 2025 and January 27, 2025.

1.8 Business Arising from Previous Minutes

1.8.1 Amy Woodland Elementary Update

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2. RECEIVING OF DELEGATIONS/PRESENTATIONS

3. COMMITTEE REPORTS/TRUSTEE REPRESENTATIVE REPORTS

3.1 All Committees Public

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Co-Chair Trustee Clarke

RECOMMENDATION A

THAT a letter of support for the Cranbrook Pickleball Club be written by the Board of Education approving, in principle, the Cranbrook Pickleball Club's Winter Facility project.

RECOMMENDATION B

THAT the Warriors 10-12 Board Authorized Course be approved by the Board of Education.

RECOMMENDATION C

THAT the draft BC Accessibility Plan be approved and subsequently posted on the District website.

RECOMMENDATION D

THAT the spring of 2025 Sparwood Secondary rafting trip be approved with the understanding that the river will be run two days prior to the students taking the trip. Furthermore, this trip is only approved if there is guaranteed and adequate, emergency services available and the most experience river rafting guides are used.

3.2 BCSTA/Provincial Council

3.3 Communications Media Committee

No report

3.4 Mount Baker Secondary School Replacement Committee

3.5 Key City Theatre

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3.6 Legacy of Learning

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3.7 French Immersion Update

3.8 Traffic Safety Committee

3.9 Trustee Reports

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4. SECRETARY TREASURER'S REPORT TO THE BOARD

Reporting on (finances/budget, capital projects, facilities, operations/maintenance/transportation)

4.1	Updates	
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RECOMMENDATION:

THAT the 2025-2026 Annual School Calendar be approved as amended.

THAT permission be granted for all the three readings of the Amended Annual Budget Bylaw to be passed at the February 11, 2025, public meeting of the Board of Education of School District No. 5 (Southeast Kootenay).

THAT the Board adopt the amended budget of the Board for the fiscal year 2024/2025 pursuant to section 113 of the *School Act*, RSBC, 1996, c.412 as amended from time to time (called the "Act").

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8. ITEMS FOR INFORMATION/CORRESPONDENCE

8.1 February 14 - Yellow Friday

8.2 February 17 - Statutory Holiday

8.3 February 19 - Budget Meeting

Cranbrook Board Office (9:00-4:00)

8.4 February 24 - Committee Meetings

- Chair Nicole Heckendorf
- Alternate Irene Bischler

8.5 February 28 - Professional Development

8.6 March 7 - Yellow Friday

8.7 March 17-28 - Spring Break

9. QUESTION PERIOD

10. CLOSING ROUND

11. ADJOURNMENT

What have we done at this meeting to help our students become more interested in school and to support them in their personal learning journey?



**The Board of Education of
School District No.5 (Southeast Kootenay)
MINUTES - REGULAR PUBLIC MEETING**

**January 14, 2025, 3:00 p.m.
Cranbrook Board Office**

Present: Chairperson Doug McPhee
Trustee Trina Ayling
Trustee Bev Bellina (remotely)
Trustee Irene Bischler
Trustee Nicole Heckendorf
Trustee Chris Johns
Trustee Sarah Madsen (remotely)
Trustee Wendy Turner

Regrets: Trustee Alysha Clarke

Staff Present: Superintendent Viveka Johnson
Secretary Treasurer Nick Taylor
Director of Instruction Human Resources Brent Reimer
Director of Student Learning and Indigenous Education Jason Tichauer
Director of Student Learning and Innovation Diane Casault (remotely)
Director of Operations Joe Tank
District Principal Early Learning and Child Care Laura-Lee Phillips (remotely)
District Vice Principal Human Resources and Health & Safety Jaslene Atwal
District Principal of Learning Services Kaley Wasylowich
Executive Assistant to Secretary Treasurer and Superintendent (recorder) Jane Nixon

1. COMMENCEMENT OF MEETING

1.1 Call to Order

Chair McPhee called the January 14, 2025, regular public meeting of the Board of Education to order at 3:10 p.m.

1.2 Greeting

Chair McPhee acknowledged that we have gathered here in the Homelands of the Ktunaxa People.

1.3 Chairperson's Opening Remarks and Recognitions

Chairperson McPhee recognized the recent retirement of long-time CUPE 4165 employees including Debbie Coleman, Lorraine Pearson and Rick Sum.

1.4 Opening Round

Members of the Board, District Management, District Staff, and local Union Presidents shared a reflection of gratitude.

1.5 Consideration and Approval of Agenda

8.8 Professional Development – Trustee Bellina

MOTION R-25-001

Moved/Seconded by Heckendorf/Bischler:

THAT the agenda for the regular public meeting of the Board of Education of January 14, 2025, be approved as amended.

CARRIED

1.6 Approval of the Minutes

Minutes of the Public meeting of the Board of Education of December 10, 2024.

MOTION R-25-002

Moved/Seconded by Bellina/Bischler:

THAT the minutes of the regular public meeting of the Board of Education of December 10, 2024, be approved as circulated.

CARRIED

1.7 Receipt of Records of Closed Meetings

MOTION R-25-003

Moved/Seconded by Heckendorf/Turner:

THAT the Board accept the closed records of the December 10, 2024, in-camera meeting of the Board of Education.

CARRIED

1.8 Business Arising from Previous Minutes

Nil

2. RECEIVING OF DELEGATIONS/PRESENTATIONS

3. COMMITTEE REPORTS/TRUSTEE REPRESENTATIVE REPORTS

3.1 All Standing Committees Meeting

There was no meeting in December.

3.2 BCSTA /Provincial Council

MOTION R-25-004

Moved/Seconded by Bellina/Bischler:

THAT the report of the BCSTA Provincial Council be accepted as presented.

CARRIED

3.3 Communications Media Committee

Trustee Ayling reviewed the report included in the agenda package.

MOTION R-25-005

Moved/Seconded by Ayling/Heckendorf:

THAT the report of the Communications Media Committee be accepted as presented.

CARRIED

3.4 Mount Baker Secondary School Replacement Committee

Trustee Johns provided a verbal report.

MOTION R-25-006

Moved/Seconded by Johns/Bischler:

THAT the report of the Mount Baker Secondary School Replacement Committee be accepted as presented.

CARRIED

3.5 Key City Theatre

MOTION R-25-007

Moved/Seconded by Ayling/Johns:

THAT the report of the Key City Theatre Committee be accepted as presented.

CARRIED

3.6 Legacy of Learning

Trustee Johns reviewed the Legacy of Learning report distributed at the meeting.

MOTION R-25-008

Moved/Seconded by Johns/Heckendorf:

THAT the Board accept the Legacy of Learning report.

CARRIED

3.7 French Immersion Update

Trustee Heckendorf reported that the next French Immersion meeting is February 20, 2025.

MOTION R-25-009

Moved/Seconded by Heckendorf/Bellina:

THAT the report of the French Immersion Committee be accepted as presented.

CARRIED

3.8 Traffic Safety Committee

Director of Operations Tank provided a report on the installation of the traffic signs at Pinewood Elementary.

MOTION R-25-010

Moved/Seconded by Johns/Bischler:

THAT the report of the Traffic Safety Committee be accepted as presented.

CARRIED

3.9 Trustee Monthly Reports

Trustees reported on their activities for the month.

4. SECRETARY TREASURER'S REPORT TO THE BOARD

4.1 Updates

4.1.1 Fernie Elementary School

Secretary Treasurer Taylor reported on the meeting with Yaqit ʔa-knuq̓i'it First Nation (Tobacco Plains), Berry Architecture, and Turner and Townsend held on January 14, 2025.

There will be a design meeting with stakeholders on Wednesday, January 15.

The expected timeline for construction to commence is the end of August 2025.

4.1.2 Elkford Crown Land

Secretary Treasurer Taylor reported that legal title on the Elkford Crown lands will be received this month. Once the land is registered and the title is received, the change of zoning will commence.

Secretary Treasurer Taylor will work with various groups to potentially create teacherages and child care spaces on this land.

4.1.3 Grasmere Community Society

The Board of Education has approved a letter of support for the Grasmere Community Society's proposal to install a disc golf course on the leased lands in Grasmere.

4.1.4 District of Elkford Official Community Plan

Trustee Bellina provided comments on the Official Community Plan. School District No. 5 (Southeast Kootenay) will be a named partner in the District of Elkford's future plans and developments.

4.1.5 Cranbrook Boundary Catchment Review and Feedback

Secretary Treasurer Taylor reported the results of the Cranbrook Boundary Catchment survey that closed on January 3, 2025. These results will be made available to the public following the meeting.

The following motion was passed in the in-camera meeting on January 14, 2025:

THAT the Amy Woodland Elementary School catchment boundary be amended as proposed along 11th Avenue South. This catchment boundary amendment will be effective February 1, 2025.

4.1.6 Budget Timelines

Secretary Treasurer Taylor reviewed the budget timelines included in the agenda package.

4.2 Recommendations

MOTION R-25-011

Moved/Seconded by Johns/Turner:

THAT the Secretary Treasurer's report be accepted as presented.

CARRIED

5. SUPERINTENDENT'S REPORT TO THE BOARD

The Framework for Enhancing Student Learning report can be found on the School District's website at www.sd5.bc.ca.

5.1 Updates

5.1.1 Child Care

District Principal Phillips reviewed the written report distributed at the meeting.

Discussion highlights included:

- Potential New Spaces Funds application for the Mountainview Child Care Hub
- Hiring of new StrongStart Coordinator in Sparwood
- Upcoming SEY2K sessions
- Early Years Virtual Workshop
- School Aged Care licencing at various District facilities

5.1.2 Literacy Supports Professional Learning Grants

Superintendent Johnson provided information on the K-12 Literacy Supports Professional Learning Grants included in the agenda package.

5.1.3 Strategic Plan

Superintendent Johnson requested that the public review and provide feedback on the published version of the Strategic Plan. (Copies were circulated at the meeting).

5.2 Recommendations

MOTION R-25-012

Moved/Seconded by Heckendorf/Bischer:

THAT the Superintendent's Report be accepted as presented.

CARRIED

6. CHAIRPERSON'S REPORT

6.1 Updates

Chairperson McPhee reviewed and discussed the following upcoming and ongoing items requiring trustee participation and attention:

- Budget timelines for 2025/2026
- Bargaining for CFTA and CUPE 4165
- Dates for District Scholarship
- Accessibility Committee and documentation

6.2 Recommendations

MOTION R-25-013

Moved/Seconded by Bischler/Turner:

THAT the Chairperson's report be accepted as presented.

CARRIED

7. NEW BUSINESS

7.1 Transportation Accountability Report

Secretary Treasurer Taylor reviewed the accountability report included in the agenda package. He answered questions raised on field trip costs, electric buses, and infrastructure. The accountability report will be posted on the District website.

8. ITEMS FOR INFORMATION/CORRESPONDENCE

8.1 January 24 - Yellow Friday

8.2 January 27 - All Committees Meeting

8.3 January 27 - Semester Change

8.4 February 7 - 1701 Snapshot Due

8.5 February 14 - Yellow Friday

8.6 February 17 - Statutory Holiday

8.7 February 28 - Professional Development Day

8.8 Professional Development – Trustee Bellina

Trustee Bellina requested approval for Ktunaxa Language course and Metis Community of Practice class.

9. QUESTION PERIOD

Nil

10. CLOSING ROUND

Trustees, District Management and local Union Presidents were offered an opportunity to share a final comment on the meeting.

11. ADJOURNMENT

MOTION R-25-014

Moved/Seconded by Bischler/Heckendorf:

THAT the January 14, 2025, regular public meeting of the Board of Education adjourn at 4:25 p.m.

What have we done at this meeting to help our students become more interested in school and to support them in their personal learning journey?

Doug McPhee, Chairperson

Nick Taylor, Secretary Treasurer

DRAFT



1.7. RECEIPT OF RECORDS OF CLOSED MEETINGS

In-camera Meetings:

January 14, 2025

- Secretary Treasurer's Report
 - Personnel
 - Land
 - Legal
 - Matters if in the opinion of the Board the public interest requires consideration in camera

January 27, 2025

- Secretary Treasurer's Report
 - Personnel
 - Land
 - Legal
 - Matters if in the opinion of the Board the public interest requires consideration in camera

Nick Taylor
Secretary Treasurer



Amy Woodland Elementary School (AWES)


Catchment Boundary Review and 2025-2026 Information

Catchment Boundary Review Summary


Survey Results

The District received 119 responses to the survey that closed on January 3, 2025. Thank you to everyone who took the time to provide feedback on the options presented.

- **Response to a Full Catchment Boundary Review:**

-  The respondents were split approximately 50/50 on reviewing all Cranbrook catchment boundaries. Based on this limited number of respondents compared to the approximate student population (3,300), a complete review of all Cranbrook Catchment Boundaries will not be completed at this time until the District receives further information on the future of AWES.

- **Response to the Preferred Options Dividing AWES Catchment Along 11 Avenue South:**

-  A clear majority (87.7%) of respondents supported the preferred option of dividing the AWES catchment along 11 Avenue S. Therefore, at the public meeting of the Board of Education on January 14, 2025, this option was approved for a February 1, 2025 effective date.

Key Themes from Feedback

Respondents noted the need to balance enrollments and minimize student disruptions, prioritize sibling and peer group continuity, and address transportation challenges. Some respondents noted “change fatigue” given the catchment boundary changes that were completed during the 2023-24 school year in addition to the significant disruptions created by emergency situations as reasons not to pursue further significant changes in the short-term until more information is available. There was significant emphasis placed on ensuring that families and students impacted by AWES disruption continue to be supported by the District.

The Board of Education ensures that all decisions would continue to be made through a lens of transparency and long-term sustainability with the intent to avoid multiple year-to-year solutions that introduce further uncertainty to impacted students and families.



Important Notes for AWES Families for the 2025-2026 School Year

No Action Needed for AWES Catchment Families

Families satisfied with their current school and residing in the AWES catchment **do not need to submit transfer requests.**

Out-of-Catchment Families

Catchment areas continue to be determined by your current address. Families wishing to continue out-of-catchment attendance must submit a [formal request](#) annually.

Kindergarten Placements with Amended AWES Catchment Boundary

Kindergarten placements will follow updated catchment boundaries. However, parents may request [out-of-catchment placement](#) to keep siblings together and the District will prioritize transfer requests with this reason stated.

Transportation

Bussing will remain available from AWES to elementary schools in Cranbrook.

Transportation will not be provided to Laurie Middle School for the 2025–2026 school year because there will no longer be elementary-aged students attending Laurie Middle School.

Frequently Asked Questions

Is it necessary to complete out-of-catchment requests on an annual basis?

The District will track student placements using the internal MyEducation BC system. Students that were impacted by the AWES fire will not be required to complete an out-of-catchment transfer request each year. They should only complete this form if they would like to transfer to a different school. For example, grade one students at Highlands Elementary School that want to stay at Highlands do not need to complete a transfer request. However, if these students have a sibling at another elementary school, then the family should complete a transfer request and note this reason.

Priority will be given to requests citing the need to keep siblings together. If the requested school cannot accommodate all siblings, efforts will be made to place them together elsewhere.

All other families must continue to complete an out-of-catchment request on an annual basis.



When will School Locator be updated so that I know which school my student should attend in the 2025-26 school year?

[School Locator](#) will be updated prior to the effective date of February 1, 2025, to reflect finalized amended catchment boundaries for new kindergarten students living in the AWES catchment. If your catchment changes from AWES to Highlands, the locator will show only Highlands as the catchment school. A comprehensive list of placements will be available at the Board Office for reference to support any families that have additional questions.

As noted above, students that are already placed in a school as a result of the AWES fire will continue to stay at that school unless the family requests a different school.

Will my student continue to receive transportation from AWES?

Bussing will remain available for elementary-aged students relocated as a result of the AWES fire. Students that transfer schools this upcoming year (e.g. from Highlands to Pinewood) will also continue to receive transportation from AWES.

Conclusion

The amendment to the AWES catchment boundary along 11 Avenue South, was approved at the January 14, 2025 meeting of the Board of Education and is effective **February 1, 2025**.

Transportation support will continue for elementary-aged students in the AWES catchment.

The District strongly recommends families to complete a transfer request for those wanting to keep siblings together. Priority will be given to impacted AWES families during this transfer process.

Important Links:

[Registration Pages](#)

[Online Portal Kindergarten Registration Information](#) (StrongStart students do not need to re-register)

[Request for Student Placement Form](#)

[Other Registration Forms and Documents](#)

[School Locator](#)

[Administrative Procedure 300](#)

[Contact Us](#)



**The Board of Education of
School District No.5 (Southeast Kootenay)
MINUTES - ALL COMMITTEES (PUBLIC)**

January 27, 2025, 12:00 p.m.

Cranbrook Board Office

Committee Members in Attendance: Trustee Trina Ayling
Trustee Bev Bellina (remotely)
Trustee Irene Bischler
Trustee Alysha Clarke
Trustee Nicole Heckendorf
Trustee Chris Johns
Trustee Sarah Madsen (remotely)
Trustee Wendy Turner (remotely)

Board/District Staff in Attendance: Chairperson Doug McPhee
Superintendent Viveka Johnson
Secretary Treasurer Nick Taylor (out at 1:15 pm)
Director of Instruction Human Resources Brent Reimer
Director of Student Learning and Innovation Diane Casault
Director of Student Learning and Innovation Michael Kelly (incumbent)
Director of Student Learning and Indigenous Education Jason Tichauer
Director of Operations Joe Tank
District Principal Early Learning and Child Care Laura-Lee Phillips
District Principal of Learning Services Kaley Wasylowich
Executive Assistant to Secretary Treasurer and Superintendent (recorder)
Jane Nixon

1. COMMENCEMENT OF MEETING

1.1 Call to Order

Co-Chair Trustee Clarke called the public All Committees meeting of January 27, 2025, to order at 12:15 p.m.

1.2 Acknowledgement of Ktunaxa Territory

Board Chairperson McPhee acknowledged that we have gathered on the Homelands of the Ktunaxa People.

1.3 Approval of the Agenda

Moved/Seconded by Heckendorf/Bischler:

THAT the All Committees public agenda of January 27, 2025, be approved as circulated.

1.4 Approval of the Minutes

Moved/Seconded by Ayling/Heckendorf:

THAT the minutes of the public All Committees meeting of November 25, 2024, be approved as circulated/amended.

2. BUSINESS ARISING FROM PREVIOUS MINUTES

2.1 Cranbrook Pickleball Club

Secretary Treasurer Taylor provided a brief update from the Cranbrook Pickleball Club and requested a recommendation be forwarded to the February 11, 2025, public meeting of the Board of Education.

RECOMMENDATION A

Moved/Seconded by Johns/Bischler:

THAT a letter of support for the Cranbrook Pickleball Club be written by the Board of Education approving, in principle, the Cranbrook Pickleball Club's Winter Facility project.

2.2 Amy Woodland Update

The new catchments and boundaries have been updated in the Baragar School Locator system and will be effective for the 2025 kindergarten student registrations.

Superintendent Johnson provided an update on the status of staffing letters for the upcoming year being sent to the former Amy Woodland teaching staff.

3. PRESENTATIONS

3.1 South Country Social Planning Committee & South Country Creatives

Presentation from Krista Damstrom and Judy Winters from South Country Social Planning Committee and South Country Creatives. The South Country groups were proposing a detachable art display at Jaffray Elementary Junior Secondary School.

3.2 Childhood Experiences Questionnaire

Presentation by District Principal Laura-Lee Phillips on the 2024 School Report.

4. REPORTS

4.1 Secretary Treasurer

4.2 Superintendent

4.2.1 Child Care

District Principal Phillips provided an update on Child Care projects across the District.

4.2.2 Framework for Enhancing Student Learning

Superintendent Johnson provided a synopsis of the comments received on the 2024 Framework for Enhancing Student Learning.

4.2.3 Correspondence from Ombudsperson Jay Chalke

Superintendent Johnson reviewed the notice of investigation – exclusion of students from schools, received from the Ombudsperson of British Columbia included in the agenda package.

5. REPORTS FROM COMMITTEES

5.1 Advocacy Education

5.1.1 DSAC Report

The next meeting of the District Student Advisory Council will be February 19, 2025, in Cranbrook.

5.1.2 DPAC Report

Trustee Turner provided an update from District Parent Advisory Committee. She reported on difficulties experienced by the school community at Rocky Mountain Elementary. She also provided updates and concerns from other Parent Advisory Committees across the District.

5.1.3 Board Authority/Authorized Course

Director Casault reviewed the Warriors 10-12 Board Authority Authorized Course included in the agenda package.

RECOMMENDATION B

Moved/Seconded by Johns/Bischler

THAT the Warriors 10-12 Board Authorized Course be approved by the Board of Education.

5.1.4 BCSTA Advocacy Letters

Received and filed

5.2 Student Services

5.2.1 Ombudsperson Investigation - Follow Up Information

As reported by Superintendent Johnson above.

5.2.2 Special Education Funding - 1701 February

District Principal Wasylowich provided an update on the projected numbers for Special Education Funding for the February 1701 count. Currently there is no change to Level 1 funding; Level 2 funding is up by approximately 17 students and level 3 students have decreased by 15 students.

5.2.3 File Review Report

District Principal Wasylowich is performing an internal audit of Categories D and H files. She will visit every school to meet with Principals and Learning Services Teams to review findings and ensure there is a good understanding of the budget requirements for 2025/2026.

5.2.4 Needs Assessment for Baseline Funding of Education Assistants

District Principal Wasylowich is reviewing the Needs Assessment for Baseline Funding for upcoming budget meetings. This is a process to ensure that Learning Services Teachers demonstrate their school's needs through a standard assessment.

5.2.5 BC Accessibility Plan – DRAFT

The draft BC Accessibility Plan was included in the agenda package.

RECOMMENDATION C

Moved/Seconded by Johns/Bischler:

THAT the draft BC Accessibility Plan be approved and subsequently posted on the District website.

5.3 Policy

5.3.1 Policy 8 Review and Discussion

The Board will continue to review the draft Policy 8 - Board All Standing Committees.

5.4 Finance Operations Personnel

Nil

6. NEW BUSINESS

6.1 Sparwood Secondary School Field Trip Application

RECOMMENDATION D

Moved/Seconded by Heckendorf/Bellina:

THAT the spring of 2025 Sparwood Secondary rafting trip be approved with the understanding that the river will be run two days prior to the students taking the trip. Furthermore, this trip is only approved if there is guaranteed and adequate, emergency services available and the most experience river rafting guides are used.

7. ACTION ITEMS FOR FUTURE MEETINGS

Nil

8. CORRESPONDENCE

8.1 District Occupational Health and Safety Committee Minutes

8.2 Finance and Capital Analysis Report

8.3 Trustee Professional Development

8.4 Staff Travel Summary

9. QUESTION PERIOD

Nil

10. ADJOURNMENT

Moved/Seconded by Ayling/Bischler:

THAT the January 27, 2025, public All Committees meeting adjourn at 1:42 p.m.

What services and resources did we provide to which students at what cost and resulting in what benefits?



SCHOOL DISTRICT 5

S O U T H E A S T K O O T E N A Y

January 29, 2025

Cranbrook Pickleball Club

Cranbrook, BC

Attention: [Don Morrison](mailto:mayook55@gmail.com) (mayook55@gmail.com)

Dear Members of the Cranbrook Pickleball Club:

On behalf of School District No. 5 (Southeast Kootenay) (the "District"), we are pleased to express our support, in principle, for the Cranbrook Pickleball Club's ("CPC") proposal to develop a year-round indoor pickleball facility on the Mount Baker Secondary School tennis courts. This initiative represents an exciting opportunity to enhance recreational opportunities and support the physical and social well-being of our community.

As CPC already provides lessons and training programs for District students, this project is a natural extension of the District's shared commitment to community development. CPC's proven success managing the Kinsmen Park facility, alongside its partnerships with the City of Cranbrook, and dedication to accessible programming, highlights your ability to lead this initiative.

While in the exploratory phase, the District is open to further discussions about using District property for this project. We look forward to seeing what the Cranbrook Pickleball Club can do to make this vision a reality.

Please do not hesitate to reach out to Nick Taylor, Secretary Treasurer (Nick.Taylor@SD5.BC.CA) with any questions.

Sincerely,

Doug McPhee
Board Chairperson
School District No. 5 (Southeast Kootenay)

Doug McPhee (Chair) • Trina Ayling • Bev Bellina • Irene Bischler
• Alysha Clarke • Nicole Heckendorf • Chris Johns • Sarah Madsen • Wendy Turner



Warriors 10

School District/Independent School Authority Name: School District #5 Southeast Kootenay	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD#5
Developed by: Christie Johnson/Dave Hill	Date Developed: December 15 th , 2024
School Name: Mount Baker Secondary School	Principal's Name: Dave Hill
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Warriors	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 2 hours per month/20 hours per school year plus volunteering

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis: This course is designed to provide students with the opportunity to master the traits, skills, and responsibilities cultivated in leadership and to use those skills to serve their school, extended community, and lead others in the spirit of service. The Warriors course focuses on leadership through the lens of First Peoples' Principles of Learning, with an eye to ensuring that our First Nations students are given the opportunity to demonstrate leadership in the school and in the community.

Of particular importance is the role of our Elders in Residence program, which works closely with the Warriors meetings and leadership initiatives. We currently have two Indigenous Education support workers and five elders that provide ongoing support to the group.

Goals and Rationale: Warriors helps students to engage their leadership skills. Our world is evolving, and leadership skills and other “soft skills” are highly valued in the workforce and in our communities. Warriors allows First Nations students to engage with the First Nations Principles of Learning while honing the leadership skills needed for success in both their personal and professional lives.

Aboriginal Worldviews and Perspectives: Acknowledgement that First Peoples Principles of learning are the touchstones of Warriors:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors
- Learning is holistic, reflexive, experiential, and relational
- Learning involves the consequences of one’s actions
- Learning involves generational roles and responsibilities
- Learning is embedded in memory, history, and story
- Learning involves patience and time
- Learning requires exploration of one’s identity

BIG IDEAS

Leadership is rooted in a philosophy of service	Effective communication is a foundation of leadership development	Leadership is about understanding diversity and respecting others	Leadership is grounded in place-based learning	Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Analyze and interpret the importance of leadership • Design goals for developing as a leader • Design and implement a plan for contributing to their school and/or community • Develop skills in communication, interpersonal relations, teamwork, and conflict management • Practice an appreciation for diversity • Practice personal reflection through discussion • Demonstrate elements of effective communication • Demonstrate an understanding of how to respond appropriately to interpersonal conflict • Demonstrate the ability to provide feedback to help others identify their strengths and areas needing improvement • Design and implement constructive problem solving strategies • Analyze the importance of ethics and etiquette and make connections • Demonstrate the ability to design and implement service learning that addresses needs identified in the school and the community • Design and implement team building strategies 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • What leadership qualities they possess and what qualities need further development • Identify and differentiate between their personal characteristics and skills they have developed over time • Summarize their leadership qualities and experiences, and describe how they may affect interactions with others in leadership roles • Identify the strengths and weaknesses of a group • Develop an understanding of different leadership styles and when it may be more appropriate to use one over the other • Describe various learning styles (e.g. auditory, visual, kinesthetic) and identify strategies used to support people with these learning styles • How acquiring experience in leadership and peer support roles at school and in the community can help achieve their present and future goals (e.g. meeting diploma requirements for community involvement, developing skills for the work force, attaining scholarships) • The elements of effective communication and interpersonal relationships • How service to others is beneficial to oneself and community

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Big Ideas – Elaborations

Leadership: qualities can be learned and are skill-based

Service Learning: allows students to connect what they are learning with action, while at the same time improving the lives of those around them

Place Based Learning: immerses students in local heritage and culture

First Nations Principles of Learning: understanding and implementing the Principles through the assistance of the Elders in Residence.

Curricular Competencies – Elaborations

Communication: curiosity and inquiry, active listening

Interpersonal Relations: sharing common goals and objectives

Teamwork: creativity, innovation, and different viewpoints are expected

Conflict Management: can be a healthy way to open up lines of communication

Diversity: should be embraced and allows for increasing learning opportunities

Reflection: an important method of self-evaluation

Group Dynamics: affect problem solving, teamwork, and productivity

Feedback: part of the process and should be viewed in a positive, growth mindset. Focus on strength based language.

Content – Elaborations

Learning styles vary and allow all members to contribute

Leadership styles vary and allow all members to contribute

Service learning is a form of experiential education where learning occurs through a cycle of action and reflection as students seek to achieve real objectives for the community and deeper understanding and skill for themselves

Recommended Instructional Components:

- Direct instruction
- Demonstrations
- Modeling
- Simulations
- Student-in-role
- Peer teaching
- Experiential learning
- Reflective writing and discussion
- Service learning
- Guest speakers

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Journaling
- Peer assessment
- Self assessment
- Performance assessment
- Observation
- Oral presentations
- Portfolios

Learning Resources:

- Community stakeholders
- Community experts
- As selected by teacher

Additional Information:



Warriors 11

School District/Independent School Authority Name: School District #5 Southeast Kootenay	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD#5
Developed by: Christie Johnson/Dave Hill	Date Developed: December 15 th , 2024
School Name: Mount Baker Secondary School	Principal's Name: Dave Hill
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Warriors	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 2 hours per month/20 hours per school year plus volunteering

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis: This course is designed to provide students with the opportunity to master the traits, skills, and responsibilities cultivated in leadership and to use those skills to serve their school, extended community, and lead others in the spirit of service. The Warriors course focuses on leadership through the lens of First Peoples' Principles of Learning, with an eye to ensuring that our First Nations students are given the opportunity to demonstrate leadership in the school and in the community.

Of particular importance is the role of our Elders in Residence program, which works closely with the Warriors meetings and leadership initiatives. We currently have two Indigenous Education support workers and five elders that provide ongoing support to the group.

Goals and Rationale: Warriors helps students to engage their leadership skills. Our world is evolving, and leadership skills and other “soft skills” are highly valued in the workforce and in our communities. Warriors allows First Nations students to engage with the First Nations Principles of Learning while honing the leadership skills needed for success in both their personal and professional lives.

Aboriginal Worldviews and Perspectives: Acknowledgement that First Peoples Principles of learning are the touchstones of Warriors:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors
- Learning is holistic, reflexive, experiential, and relational
- Learning involves the consequences of one’s actions
- Learning involves generational roles and responsibilities
- Learning is embedded in memory, history, and story
- Learning involves patience and time
- Learning requires exploration of one’s identity

BIG IDEAS

Leadership is rooted in a philosophy of service	Effective communication is a foundation of leadership development	Leadership is about understanding diversity and respecting others	Leadership is grounded in place-based learning	Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Analyze and interpret the importance of leadership • Design goals for developing as a leader • Design and implement a plan for contributing to their school and/or community • Develop skills in communication, interpersonal relations, teamwork, and conflict management • Practice an appreciation for diversity • Practice personal reflection through discussion • Demonstrate elements of effective communication • Demonstrate an understanding of how to respond appropriately to interpersonal conflict • Demonstrate the ability to provide feedback to help others identify their strengths and areas needing improvement • Design and implement constructive problem solving strategies • Analyze the importance of ethics and etiquette and make connections • Demonstrate the ability to design and implement service learning that addresses needs identified in the school and the community 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • What leadership qualities they possess and what qualities need further development • Identify and differentiate between their personal characteristics and skills they have developed over time • Summarize their leadership qualities and experiences, and describe how they may affect interactions with others in leadership roles • Identify the strengths and weaknesses of a group • Develop an understanding of different leadership styles and when it may be more appropriate to use one over the other • Describe various learning styles (e.g. auditory, visual, kinesthetic) and identify strategies used to support people with these learning styles • How acquiring experience in leadership and peer support roles at school and in the community can help achieve their present and future goals (e.g.

meeting diploma requirements for community involvement, developing skills for the work force, attaining scholarships

Big Ideas – Elaborations

Leadership: qualities can be learned and are skill-based

Service Learning: allows students to connect what they are learning with action, while at the same time improving the lives of those around them

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Content – Elaborations

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- Direct instruction

- Demonstrations
- Modeling
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- Peer teaching
- Experiential learning
- Reflective writing and discussion
- Service learning
- Guest speakers

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Journaling
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- Self assessment
- Performance assessment
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- Oral presentations
- Portfolios

Learning Resources:

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- As selected by teacher

Additional Information:



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	<p>meeting diploma requirements for community involvement, developing skills for the work force, attaining scholarships</p> <ul style="list-style-type: none">• The elements of effective communication and interpersonal relationships• How service to others is beneficial to oneself and community• Taking on leadership roles in a more robust manner (leading small groups, presenting to a larger group, and mentoring younger members)
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Big Ideas – Elaborations

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- Portfolios

Learning Resources:

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- Community experts
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Additional Information:

School District No. 5
(Southeast Kootenay)

BC Accessibility Plan

2024 - 2027



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- 01** Territory Acknowledgement
- 01** Introduction
- 02** Aim of the Accessibility Plan
- 03** Definitions
- 04** Guiding Framework
- 05** Commitment to Accessibility
- 06** Accessibility Committee
- 07** Accessibility Committee Roles and Responsibilities

Territory Acknowledgement



We respectfully acknowledge that we live, work, and learn on the unceded traditional territory of the Ktunaxa and the chosen homeland of the Metis.

We are committed to listening, learning, and honouring the rich cultures, histories, and contributions of Indigenous peoples.



Introduction



School District No. 5 (Southeast Kootenay) has an enrolment of approximately 6606 students in 16 brick and mortar schools plus Kootenay Discovery School, Kootenay Education Services, and Kootenay Learning Campus located in the communities of Cranbrook, Jaffray, Fernie, Sparwood, and Elkford. We have nine Elementary Schools, four Secondary Schools, one Elementary Junior Secondary School, two Middle Schools, one Alternative School, and one Blended Distance Learning School.

We strive to create an innovative and academically enriched educational environment where our students can thrive, and we encourage our students to participate in a wide array of co-curricular activities.

Our leadership team and staff are actively working to foster and embrace diversity, and are committed to continue to work toward fostering an atmosphere that encourages personal growth.

Aim of the Accessibility Plan



The District's Accessibility Plan is developed in accordance with the Accessible British Columbia Act, 2021 as it applies to prescribed organizations including school districts as of September 1, 2023. In alignment with the Act, the plan aims to support the identification, prevention, and removal of barriers that persons with disabilities face in their day-to-day lives.

The plan also sets out the steps that we will take to achieve these goals.



Mount Baker Secondary School Special Olympics 2024



Accessibility: The state of having programs, services, and environments that allow all individuals to participate fully in society without encountering barriers.

Accessibility Committee: An official group formed by one or more organizations in collaboration with people with disabilities, to create an accessibility plan and feedback mechanism.

Accessibility Plan: A plan developed by an Accessibility Committee that identifies challenges and solutions for addressing accessibility barriers.

Barrier: Anything that prevents a person with a disability from fully participating in all aspects of society because of their disability. This includes physical/environmental, attitudinal, information, communications, policy or practice, and technological barriers.

Types of barriers:

- **Physical/Environmental Barrier:** A barrier resulting from building design, smells/sounds, lighting, the area adjacent to the building, shape of rooms, the size of doorways, etcetera.
- **Attitudinal Barrier:** A barrier that arises from the attitudes of staff, students, and the school community, including discriminatory behaviours and a lack of disability awareness.
- **Communication Barrier:** A barrier that arises from difficulties receiving information in person, by telephone or online, interacting with teachers, peers, or other staff, and receiving training.
- **Informational Barrier:** A barrier that arises from inadequate or incomprehensible signage, difficulties reading brochures, forms, manuals, websites, equipment labels, computer screens, etcetera.
- **Policy or Practice Barrier:** Rules, regulations, and protocols that prevent a person from performing their job satisfactorily or participating in society, and policy, practice, and procedures that prevent a student from accessing the curriculum and fully participating in the school community.
- **Technological Barrier:** Barriers resulting from computers, photocopiers, telephones and switches, including the lack of assistive technologies.

Disability: The state of being unable to participate fully and equally in society as a result of the interaction between an impairment and a barrier.

Impairment: A physical, sensory, mental, intellectual, cognitive limitation, whether permanent, temporary, or episodic.



The Accessible British Columbia Regulation, under the Accessible British Columbia Act, came into force on September 1, 2022. These regulations identify schools as accessible organizations, and school districts and independent schools are required to have an Accessibility Committee, an Accessibility Plan, and a tool to receive feedback on accessibility.

Principles in the Accessible British Columbia Act:

The Accessible British Columbia Act includes a list of principles that must be considered as organizations develop an accessibility plan. The definitions are adapted from the foundational document BC Framework for Accessibility Legislation.

01

Adaptability

Accessibility plans should reflect that disability and accessibility are evolving concepts that change as services, technology, and attitudes change.

02

Collaboration

Promoting accessible communities is a shared responsibility and everyone has a role to play. Accessibility plans should create opportunities for organizations and communities to work together to promote access and inclusion.

03

Diversity

Every person is unique. People with disabilities are individuals with varied backgrounds. Individual characteristics including race, gender, sexual orientation, religion, and lived experience greatly inform the experiences of individuals.

04

Inclusion

All British Columbians, including persons with disabilities, should be able to participate fully and equally in their communities.

05

Self-Determination

Accessibility plans should seek to empower people with disabilities to make their own choices and pursue the lives they wish to live.

06

Universal Design

The Centre for Excellence in Universal Design defines Universal Design as “the design and composition of an environment so that it can be accessed, understood, and used to the greatest extent possible by all people regardless of their age, size, ability, or disability.”

Commitment to Accessibility



The book “Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation” by Shane Safir and Jamila Dugan emphasizes the significance of embracing human stories and experiences to foster knowledge and comprehension. In alignment with this perspective, the Accessibility Committee is dedicated to actively listening to the narratives shared by our students, families, and employees.

School District No. 5 is committed to providing an environment that is engaging for all members of our diverse community, including people with disabilities. We recognize the importance of conscious planning, design, and effort in ensuring that barriers are removed, and full accessibility is created.

Our district is committed to working collaboratively with the community to provide equitable treatment for people with disabilities in a way that respects their dignity. To achieve this goal, we have outlined the following commitments:

- Engage with staff, community members, and people with disabilities in the development and review of our accessibility plan.
- Increase opportunities for staff to learn about disabilities/diverse abilities and how to remove and prevent barriers.
- Ensure that our school board policies and procedures align with the principles of accessibility.
- Continually improve accessibility for people with disabilities/diverse abilities in our school community.

Last year, we began the process of establishing an accessibility committee and to begin the process for identifying barriers to accessibility in our school district community. This process involved:

- Making a plan to assess the current physical and architectural accessibility of our schools.
- Conducting a survey to understand the issues, challenges, and priorities within our school district community.
- Forming an Accessibility Committee.
- Developing a district-wide feedback tool.
- Establishing a monitoring and evaluation process.





Purpose of the Accessibility Committee

Under the Accessible BC Act, organizations must establish an Accessibility Committee to assist with identifying and preventing barriers to individuals in or interacting with the organization. The purpose of the accessibility committee is to work collaboratively to assess and improve community accessibility, focusing on the experiences of individuals with disabilities while encompassing the whole community. The Accessibility Committee also advises the Board on strategies to reduce social, physical, sensory, and other barriers that prevent people from fully participating in all aspects of school community life. The Committee makes recommendations regarding issues that have been identified.

Recruitment of the Accessibility Committee Members

Under the Accessible BC Act, the selection of accessibility committee members must, to the extent possible, align with the following goals:

- At least half the members are persons with disabilities (PWD), or individuals who support or are from organizations that support persons with disabilities;
- At least one member is Indigenous; and
- Members reflect the diversity of persons in BC.

Accessibility Committee Membership

We would like to thank the following committee members for their time and commitment to accessibility and inclusion:

Doug McPhee, SD5 Board Chair

Wendy Turner, SD5 Trustee

Larry Dureski, Union President, CDTA

Adrienne Demers, Union President, FDTA

Isabel Craig, Parent

Kaley Wasyłowich, District Principal of Learning Services

Pam Drydale, Vice Principal, Parkland Middle School

Jaslene Atwal, District Vice Principal of Health and Safety and Human Resources

Krysten Tzakis, Teacher for the Deaf and Hard of Hearing

Jodi Lode, Counsellor, Mount Baker Secondary

Kim McKeown, Learning Services Coordinator, Elk Valley and Jaffray

Julie Russchen, Learning Services Coordinator, Cranbrook



Accessibility Committee Roles and Responsibilities



The Accessibility Committee used the following methods to identify barriers:

- **Survey:** An accessibility and inclusion survey was developed and distributed to staff and parents. Completed: April 2023.
- The survey input was reviewed and an **Accessibility Committee** and **Accessibility Plan** were developed. Completed: December 2024.
- **District Accessibility Feedback Tool:** A feedback tool was developed and posted to the district website. Information about the tool will be shared with district and school partners including students, staff, and parents/guardians. Projected Completion: January 2025.



Report an Accessibility Barrier

We want to learn about specific barriers that people face when they are trying to access a school program, building, or school information. A public mechanism will be developed to elicit feedback about the Accessibility Plan and experiences within the organization related to accessibility. This information will be relayed via the online feedback tool that will be posted on our district website or by email at accessibility@sd5.bc.ca. The Committee will review feedback to better understand and identify the issues, challenges, and priorities of stakeholders within our school district community.

PSYCHOLOGICAL BENEFITS OF ACCESSIBILITY



REDUCED ANXIETY



IMPROVED SELF-ESTEEM



ENHANCED WELL-BEING

contact us:

www.sd5.bc.ca
accessibility@sd5.bc.ca
250-426-4201



Field Trip Application Checklist

Required for school trips *within Canada and the Mainland of the United States excluding British Columbia, Alberta or the states of Washington, Idaho or Montana (Must be submitted 14 days prior to departure)*

SUPERINTENDENT APPROVAL (Please complete and email to amanda.skene@sd5.bc.ca)

Date: TBD

School(s): Sparwood Secondary School

Grade(s): 10-12

Sponsor Teacher(s): Melissa Traub

Educational Objectives and Rational (curriculum connection):
(attach separate sheet)

Departure Date: TBD

Return Date: Same as departure date

Destination: Elk or Bull River

Method of Transportation: SD5 bus, Canyon Rafting bus

Cost Per Student: TBD (minimal)

Fundraising Opportunities for Students: (attach separate sheet)
(all students must be given an opportunity to participate)

Trip Details: Please attach supporting documents at least 14 days prior to departure for the following:

	For School Use Only: (check when completed)	For District Use Only: (check when completed)
Names of Students, Grade, Emergency Contact Numbers:	see attached	
Transportation & Accommodation Details: (include name of travel company)	Canyon Raft (no accom needed)	
List of Chaperones: (minimum ratio 15:1) (attach Criminal Record Checks) # of Staff: <u>2</u> # of Non-Staff: <u>TBD</u>	- Melissa Traub + one other staff or volunteer - Canyon Raft guides	
Schedule/Itinerary:	see attached	
Insurance: (Health & Liability):	-	
Safety/Worst Case Scenario Plan: (see example attached)	see attached	

Teacher(s) Signature: Date: Jan 7, 2025

Principal's Approval: Date: Jan 7, 2025

Superintendent Approval: _____ Date: _____

Educational Objectives and Rational

This trip will touch on many aspects of the BC Outdoor Education curriculum as well as meeting some key aspects of our School Growth Plan such as Numeracy, Connectedness, Personalized Learning, and Sense of Belonging:

- Developing and demonstrating a variety of skills (paddling, entering and exiting boats on the water, maneuvering boats as a team, etc.)
- Monitoring exertion levels of self and others (Numeracy – here we could examine heart rates and/or calorie needs/burning for rafting)
- Monitoring environmental conditions (weather, river)
- Planning and implementing ways to reduce potential impacts on the local environment (Pack It In/Pack It Out, properly disposing of waste, staying on trails, etc.)
- Demonstrating and explaining awareness of place-based sensitivities (rules of park land vs crown land, river safety, etc.)
- Demonstrating appropriate responses to emergency situations
- Demonstrating responsibility for personal safety and that of others (on the shore, in the boat, location and use of paddles, etc.)
- Anticipating and managing risks during activities (spatial awareness, placement of equipment, knowing where fellow boat members are at all times, etc.)
- Learning about environmental stewardship (interpretive information from guides about ensuring rivers are respected and taken care of future generations) (Numeracy – looking at changing water levels and causes)
- Strategies for adapting and responding to changing conditions and emergencies (briefing/training before getting on the water)
- Management of group dynamics (students must collaborate and work together to ensure everyone is being safe and paddling together; this cannot always be done verbally on the water, so students will need to communicate in other ways)
- Maintenance, use, and care of equipment for outdoor activities
- Group management and leadership skills – (Connectedness to School Community is part of our School Growth Plan – “Encouraging all staff and students to become a crew with no passengers” – this is key to rafting successfully; everyone paddles as a team)
- Connectedness to Community (part of our Growth Plan – we will be using a local guiding service, Canyon Raft)
- Building Strength of Character – facing challenges and taking part in new activities in outdoor environments allows students to build resilience, perseverance, and confidence
- Indigenous traditional practices and ecological knowledge related to use of the rivers and the local environment

Fundraising

Our Outdoor Education class fundraises throughout the year. This trip will be primarily funded through the funds raised when we ran the concession at various Fernie Ghost rider games this season.

General Itinerary (for running the Bull River; if on the Lower Elk the itinerary will change slightly)

8:45 – SD5 bus pick up at Sparwood Secondary School

9:30 – Meet Canyon Raft guides and bus at Fernie Alpine Resort

- Drive to Juniper Meadows on Galbraith Forest Road, arrive around 11:00

11:00 – Safety talk and suit up in river gear

- Interpretive lesson on river ecology
- Raft
- Lunch and interpretive lesson on levels, climate change, fitness and nutrition, team-building, debrief of the morning
- Raft

3:30 – Take-out at Iron Creek (km 27) on Bull River Rd.

- Canyon Raft bus back to Fernie Alpine Resort
- Debrief

5:00 – SD5 bus pick up at Fernie Alpine Resort, drive back to Sparwood Secondary School

5:45 – Arrive at Sparwood Secondary School

1. Overview of the trip:

General Itinerary

8:45 – SD5 bus pick up at Sparwood Secondary School

9:30 – Meet Canyon Raft guides and bus at Fernie Alpine Resort

- **Drive to Juniper Meadows on Galbraith Forest Road, arrive around 11:00**

11:00 – Safety talk and suit up in river gear

- **Interpretive lesson on river ecology**
- **Raft**
- **Lunch and interpretive lesson on river levels, recreating on traditional Ktunaxa land and how to do so respectfully, climate change, fitness and nutrition, team-building, debrief of the morning**
- **Raft**

3:30 – Take-out at Iron Creek (km 27) on Bull River Rd.

- **Canyon Raft bus back to Fernie Alpine Resort**
- **Debrief**

5:00 – SD5 bus pick up at Fernie Alpine Resort, drive back to Sparwood Secondary School

5:45 – Arrive at Sparwood Secondary School

2. Safety precautions in place:

- a. Well-know rafting company, that my Outdoor Ed class already has a relationship with as we went kayaking and stand-up-paddleboarding with them in 2021**
- b. The safety benefits of going with a guiding company that has been in business and running the Bull since 1995**
- c. High-quality equipment**
- d. Professional guides, all licensed with the BCROA (British Columbia River Outfitters Association); trained in first aid and swift water rescue; have extensive knowledge of the Fernie area rivers, their geology and history**
- e. Radios and Garmin in-reach**

3. Why is this trip worth it – why accept this amount of risk?

- a. Place-based learning – in an environment that our students are not (if ever) exposed to**
- b. Indigenous Importance of the Area – the Bull River was an important aspect of traditional Ktunaxa life as it was a major source of chert used in making stone tools; it was also important to seasonal resource procurement and to intermountain travel**
- c. Management of Group Dynamics - students must collaborate and work together to ensure everyone is being safe and paddling together; this cannot always be done verbally on the water, so students will need to communicate in other ways**
- d. Learning about environmental stewardship (interpretive information from guides about ensuring rivers are respected and taken care of future generations)**
- e. Challenging students in new skills and environments grants opportunities to learn about themselves, about how to work as a crew/team, how to face adversity and overcome it – giving them a sense of pride and accomplishment**
- f. Working as a crew in a boat ensures that students must work cohesively and cooperatively – increasing our sense of community as a class which ultimately can spread to the school level as well**

4. How will the students benefit?

- a. Empowerment and Sense of Accomplishment – taking students out of their comfort zone and allowing them the opportunity to push themselves in a new experience and environment leads to an increase in self-confidence and self-worth; new experiences also allows students to find new strengths and skills they may not otherwise have known they can possess**
- b. Developing and demonstrating a variety of skills (paddling, entering and exiting boats on the water, maneuvering boats as a team, etc.)**
- c. Building Strength of Character – facing challenges and taking part in new activities in outdoor environments allows students to build resilience, perseverance, and confidence**
- d. Demonstrating responsibility for personal safety and that of others (on the shore, in the boat, location and use of paddles, etc.)**

5. How does this fit with our school growth plan?

- a. **Group management and leadership skills – (Connectedness to School Community is part of our School Growth Plan – “Encouraging all staff and students to become a crew with no passengers” – this is key to rafting successfully; everyone paddles/works as a team)**
 - i. **The success of our running this trip last school year lead to a significant increase in the popularity of our Outdoor Education program here at Sparwood Secondary with requests for enrollment more than tripling that of previous years**
- b. **Connectedness to Community (part of our Growth Plan – we will be using a local guiding service, Canyon Raft); connecting to an area of our community that students don’t often (if ever) get the chance to – the Bull River (on traditional territory of the Ktunaxa)**
- c. **Demonstrating and explaining awareness of place-based sensitivities (recreating on Ktunaxa land, rules of park land vs crown land, river safety, etc.)**
- d. **Monitoring exertion levels of self and others (Numeracy – here we could examine heart rates and/or calorie needs/burning for rafting)**
- e. **Learning about environmental stewardship (interpretive information from guides about ensuring rivers are respected and taken care of future generations) (Numeracy – looking at changing water levels and causes)**

Know Potential Risks:

- Injuries related to stepping on sharp objects with bare feet;
- Injuries if swimming in moving water environments due to foot entrapment in bottom hazards such as rocks or submerged branches;
- Environmental hazards such as murky water, wind, waves, currents, etc. depending on the specific site used;
- Complications of injury or illness due to remoteness and time to emergency services;
- Other risks normally associated with the activity and environment;
- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to slips, trips, and falls in the program area or en-route to/from it and/or from the board;
- Injuries related to collisions with movable (e.g., other boats or paddles, own boat or paddle) or immovable (e.g., rock, bridge abutment) objects;
- Injuries related to capsize of craft or falling out of craft (e.g., due to hazards such as high or low water levels, strong currents, cross currents, weirs, shoals, dead heads, rocky shorelines or other factors); falling overboard
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Weather changes creating adverse conditions (e.g., cold, wind, precipitation);
- Hypothermia due to remaining in cool/cold water too long or due to insufficient clothing;
- Loss of manual dexterity in hands during cold and wet weather;
- Hyperthermia (e.g., overheating) due to insufficient hydration, overdressing and/or overexertion;
- Injuries related to equipment (poor fit, improper adjustment, malfunction, or becoming tangled in apparatus; e.g., foot snag in bailer cord);
- Injuries related to lifting, carrying, walking with, or putting down the craft and/or packs;
- Other injuries (e.g., blisters, sprains, strains; acute or overuse injuries/conditions);
- Motion sickness when on large and/or wavy bodies of water (rivers);
- Drowning or near drowning;
- Illness related to poor personal hygiene, or failure to purify drinking water;
- Allergic reactions to natural substances in the outdoor environment (e.g., bee stings or jellyfish stings in ocean) or food items;
- Injuries related to encounters with animals and plants in the environment;
- Injuries related to board capsize or falling off of board;
- Psychological injury related to anxiety of open water; and
 - Psychological injury due to anxiety or embarrassment (e.g., re: lack of skill, body image).

Risk Management Plan

Trip: Whitewater Rafting with Canyon Raft

Trip Dates: TBD

Risks	Hazards	Mitigation Strategies	Plan/Notes
Injuries related to vehicle crashes en route to and from activity area	-other cars -wildlife	-assess situation -call 911 -arrange alternate transportation -out of service area, radios will be used or Garmin In-Reach	
Becoming lost or separated from the group or the group becoming split up	-losing sight of partner/group -not paying attention	-Group will remain in close proximity at all times -Small overall environment -create appropriately spaced regroupings/raft-ups -establishing clear boundaries	
Injuries related to slips, trips, and falls in the program area or en-route to/from it	-loose gravel/dirt -roots -sand -tripping over equipment/gear	-warn students walk carefully and attentively -assess injuries; treat and/or call 911 -out of service area, radios will be used or Garmin In-Reach	
Injuries related to collisions with movable (e.g., other boats or paddles) or immovable (e.g., rock, bridge abutment) objects	-logs, rocks, docks -other paddleboards or kayaks, paddles	-Constant-visual at the site of significant hazards	
Injuries related to capsize of craft or falling out of craft (e.g., due to hazards such as high or low water levels, strong currents, cross currents, weirs, shoals, dead heads, rocky shorelines or other factors -Falling off board	-falling out of raft -raft capsizing	- call for help - attempt to hang onto paddle and craft -students may be taught skills such as re-entries in deep water, kayak rolls, changing places, etc. as appropriate -leaders always near by -familiarize students with self-rescue procedures	
Injuries related to the physical demands of the activity and/or lack of activity skill	-pulled muscles -exhaustion -sprains/sprains	-Appropriate lightweight and securely fastened footwear must be worn	

Weather changes creating adverse conditions (e.g., cold, wind, precipitation)	-cold, rain, snow, sun, heat	-Seek shelter around the campsites -Call for early pick-up -out of service area, radios will be used or Garmin In-Reach	
Hypothermia due to remaining in cool/cold water too long or due to insufficient clothing	-weather and cloud coverage -lake temperature	-A wetsuit, drysuit or appropriate clothing layers, including a dry change(s) (packed in waterproof bag/container) -extra clothing and towels -familiarize students with procedures and signs	
Loss of manual dexterity in hands during cold and wet weather	-hands being in lake too long	-Warm hands near fire -keep hands and bodies moving to stay warm	
Hyperthermia (e.g., overheating) due to insufficient hydration, overdressing and/or overexertion	-high temperatures; sun exposure -insufficient amount of drinking water -wearing too much/too warm clothing	-Dress in layers -Ensure adequate supply of and drinking of water -take breaks -familiarize students with procedures and signs	
Injuries related to equipment (poor fit, improper adjustment, malfunction, or becoming tangled in apparatus; e.g., foot snag in bailer cord)	-ill-fitting life jacket/PFD -equipment not put away properly	-Craft should be checked for leaks, broken seats, etc. and paddles/oars for cracks and splinters -PFDs should be pre-use checked to ensure they are in appropriate condition -approved PFDs/life jackets, must be worn properly and done up at all times by all group members while on/in the water	
Injuries related to lifting, carrying, walking with, or putting down the craft and/or packs	-improperly lifting/carrying equipment	-students taught how to properly lift and carry all equipment	
Other injuries (e.g., blisters, sprains, strains; acute or overuse injuries/conditions)	-stepping on something sharp, getting foot stuck in something -improper footwear -hand injuries from paddling -improper skills	-Appropriate lightweight and securely fastened footwear -teach proper paddling techniques	
Motion sickness when on large wavy bodies of water (lakes, ocean)	-nausea from movement of water	Student may return to shore to feel better	

Drowning or near drowning	<ul style="list-style-type: none"> -being on water -capsizing -inability to swim -fainting; being knocked unconscious 		<ul style="list-style-type: none"> -PFDs should be pre-use checked to ensure they are in appropriate condition -approved PFDs/life jackets must be worn properly and done up at all times by all group members while on/in the water -constant visual supervision and high number of supervisors to students -familiarize students with self-rescue procedures
Illness related to poor personal hygiene, or failure to purify drinking water	<ul style="list-style-type: none"> -drinking river water -using river water to wash dishes 		<ul style="list-style-type: none"> -Warn students not to drink untreated water from any lakes, rivers or streams -Water will be brought to the site and if no potable water available, I will have a filtration system with me
Allergic reactions to natural substances in the outdoor environment (e.g., bee stings or jelly fish stings in ocean) or food items	<ul style="list-style-type: none"> -bees -foods brought with group -various plants, animals, insects in area 		<ul style="list-style-type: none"> -Epi pens carried if needed -Remove offending object -Cleanse exposed skin and remove any affected clothing -Bring bug spray -Check for posts/signs about animals -Continually make lots of noise
Psychological injury due to anxiety or embarrassment (e.g., re: lack of skill, body image)	<ul style="list-style-type: none"> -feeling embarrassed due to lack of skill or body image issues 		<ul style="list-style-type: none"> -Continuing to build group cohesiveness and empathy -encouragement -lead by example
Complications of an injury or illness related to remoteness and time to emergency services	<ul style="list-style-type: none"> -nearest hospital is about an hour away 		<ul style="list-style-type: none"> -treat as much as possible on site -call for 911 immediately if deemed necessary -out of service area, radios will be used or Garmin In-Reach

Name of Lead Teacher (please print): <i>Melissa Traub</i>	Date (year/month/day) <i>2025 / 01 / 07</i>	Signature <i>MTraub</i>	Comments
Name of Principal (please print):	Date (year/month/day) / /	Signature	Comments
Additional Approval (as needed) (specify name and title):	Date (year/month/day) / /	Signature	Comments

Key City Theatre Society (KCTS) Report

- This year will be the 40th anniversary of the Children's Festival. Will use some of the surplus saved to make it extra special.
- Equity, Diversity and Inclusion (EDI) sub-committee is working on Terms of Reference (ToR)
- New date for bylaw amendment vote has been rescheduled to February 7th at 6:00 pm

School District #5 – Legacy of Learning – February 2025 Report

1. inventory of all materials received from shutting down of Cranbrook High School Girls Bugle Band and packing for future use (a large amount taking four storage bins and 18 hours) [\$450 + \$30 for bins]
2. research inquiry re: T.M. Roberts School [\$25]
3. Secured an additional \$2,000 from the Community Foundation of the Rockies to assist with the 'Building Families' app (to complement the \$6,000 SD5 investment made in the current budget year).
4. arrangements made to film in Textiles 9 classroom at Parkland (2nd year of shooting) – aim to create a short video of school-community interaction and depth of learning

Contacted Ryan McKenzie at the Resource Centre regarding the 'Building Families' app development. We are excited to share that our current database of 40,000 SD5 photos and 60,000 historical photos, along with the new search engine built by Eggplant Studios, will soon allow students to construct personal family portfolios. Our ongoing work and discussions with the contracted app developer ensure that this project is progressing smoothly. -January expenditures **TOTAL - \$580**

Historical Education Fact:

Vancouver, Feb. 14 – A long contemplated change in the teaching of Orientals in public schools has taken place in the Central school, when all Orientals above the age of sixteen were weeded out from the other pupils and segregated in an apartment by themselves. About forty of these, primarily Chinese, range in age from sixteen to twenty years. The policy of keeping the older Oriental pupils separate from the white children will be followed from now on in the above normal school, which is, in fact, the only local school in which the question had reached the proportion of a problem, more Chinese attending this school than any other on account of the proximity of the institution to the Chinese quarter. – from The Golden Times, Feb. 22, 1908 (p4)

Trustee Report – Bev Bellina

January 16th - SEY2KT provincial meeting

January 18th - BCSTA KBB Motion Building Session

January 22nd - Metis Community of Practice 2025 Session

January 30th - The Medicine of Stories (Outdoor Learning Series)

February 3rd - Ktunaxa Language Course

BCSTA/Provincial Council

I attended the BCSTA KBB Motion Building session as noted above.

Provincial Council AGM is coming up this month and will be virtual.

DSAC and our First Team Budget Working Session are both on February 19th. I will be reporting on one of them.

TRUSTEE REPORT – Trina Ayling

Jan 14 –Board Meeting

Jan 15 –BCPSEA Budget Webinar

Jan 18 –KBB Motion Building Session

Jan 21 –Served at the KCTS Volunteer Dinner

Jan 22 –Attended Columbia Institute’s Women & Gender Minorities in Local Government Webinar

Jan 22 –PES PAC Meeting

Jan 24 –KCTS Board Meeting

Jan 27 –SD5 Committee Day

Jan 29–31 –BCPSEA AGM

Feb 5 –TMRES PAC Meeting

Feb 5 –CDTA Exec. Meeting

Feb 10 –KCTS Fundraising Committee Meeting

Tuesday, February 11, 2025

Public Meeting of the Board - Early Learning and Child Care Update

Cranbrook Ready, Set, Learn (RSL) May 15th in Cranbrook 10:00-11:30 in Rotary Park

Other community RSL dates are not confirmed at this time.

Meeting with Child Care Project Lead Ministry of Education MNBC on Thursday, February 6 to answer questions that were discussed at Committee Day.

School Aged Care

Cranbrook

HES Just for Kids (Candice Bennett) is located at Highlands Elementary School

Busing Information: The students attending the after-school program will need to take a bus from their school to the Mount Baker transfer at the end of the day. They will arrive there approximately 3:20pm. They will then depart on the Gold Creek East (#5058 bus) at 3:30, arriving at Highlands at 3:40.

GTES is currently licenced for 30 Stay n' Play Association

October 1, 2024 was their opening day

SES New Mountain bid \$1.37 million (originally approved for \$1 199 166.61). Still waiting on a response from the cost escalation request was sent to the Ministry. The project has started and planned to be completed for September 2025.

Elkford

RMES licensing rescheduled the January 24 inspection, date TBA

Jaffray

JESS The project has started and planned to be completed for September 2025.

Fernie

FLC

FLC is now licensed for:

25 Group

30 Preschool

19 school aged care to create a total of 58 new spaces.

Fernie Elementary School (new)

We submitted concept development documents to the Ministry for New Spaces Funding on November 19.

Waiting to hear from the Ministry.

Sparwood

MVO Child Development Hub Feasibility Study by C+S Planning has been, as well as a cost estimate of the project (consulting services). Our next steps are to put in a New Spaces Application in the spring, meet with EVR, and then submit a capital plan.

StrongStart:

StrongStart Cranbrook – Nicole Green

ES with two programs running in the SES kitchen area space.

Days: M-Th, 9 -11:30am and 12:15 - 2:45pm (Following the school calendar)

Logistics: 10 families per session with requirement of Simple Survey signup – [StrongStart Centres - Southeast Kootenay](#)

StrongStart Fernie – Celine Hawkins

1301 2nd Ave. (Portable behind Isabella Dicken Elementary)

Monday through Friday 9:00am - 12:00pm (Following the school calendar)

Facebook page "[StrongStart Fernie](#)"

StrongStart Sparwood

Hailey Palmer is our new StrongStart Facilitator

Monday, Tuesday, Wednesday, Thursday, Friday 9:00am - 12:00pm (Following the school calendar)

SEY2KT /Core Concepts of Compassionate System Leadership

9:00 – 2:30

Feb. 13, 2025

April 10, 2025

May 8, 2025

All sessions will take place at the CBO.

The Strengthening Early Years to Kindergarten Transitions (SEY2KT) Group is a collaborative, multi-partner initiative designed to improve early learning experiences and transition processes for children and families in British Columbia. Comprised of Principals, Vice Principals, District staff, Kindergarten Teachers, community members, Speech and Language pathologists, ECEs, Strong Start facilitators, childcare providers, and school trustees, the program brings together educators from both the school district and community settings to design and implement ongoing collaborative actions, based on local resources and needs.

CR4YC

One of the main goals of this project is to improve social and emotional well-being outcomes for children. School Districts participating in CR4YC are expected to continue the practice of bringing together Community Early Childhood Educators, Strong Start Facilitators, and Primary Teachers to engage in collaborative inquiry with the foundational focus of improving social and emotional well-being outcomes for children. And as well as strengthening the early years into kindergarten transitions.

All sessions will take place at the KLC.

Feb 26 9:00 – 11:30 am

May 14, 2025 full day Provincial Session

Laura-Lee Phillips (she/her)

District Principal of Early Learning and Child Care

Southeast Kootenay (School District 5)

laura-lee.phillips@sd5.bc.ca

CBO: 250.417.2053

I acknowledge that I am privileged to work, learn, and grow on the lands of the Ktunaxa people, the original occupiers of this land.



REF: 304075

Framework for Enhancing Student Learning

2024 Annual Review Feedback

School District 05 – Southeast Kootenay

The Enhancing Student Learning Report (ESLR) is intended to fit within each district's continuous improvement cycle. It acts as an annual touchpoint for districts to reflect and report on the progress made toward the district strategic plan priorities. This allows districts to adapt strategies to focus on areas for growth on an ongoing basis, and to communicate progress with the public.

The ministry reviews ESLRs annually to monitor sector-wide progress and identify potential areas requiring support.

During the Annual Review, a team comprised of ministry and sector representatives read every district's ESLR and built consensus on strengths, considerations, and proficiency levels within five focus areas:

1. District's approach to continuous improvement
2. Ongoing data and evidence review (qualitative and quantitative data)
3. Ongoing strategic engagement focussed on student learning
4. Alignment
5. Improving equity of learning outcomes for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities

For additional context during the review process, the team referred to additional district documents, including but not limited to the district strategic plan, the Aboriginal How are We Doing Report, previous feedback reports, and samples of available school plans and operational plans.

This feedback report is intended to support SD05 Southeast Kootenay continuous improvement efforts by providing constructive feedback on the September 2024 Enhancing Student Learning Report.

Focus Area 1 – District’s Overall Approach to Continuous Improvement

To demonstrate proficiency, districts are expected to provide evidence of a comprehensive, annual continuous improvement approach in place within the district, including:

Approach Overview

- Clear descriptions, illustrations (e.g., [Continuous improvement cycles](#)), and/or other indications of the district’s annual reflective processes, including:
 - Evidence of how the continuous improvement approach connects to school-level work
 - An explanation of how the district monitors the effectiveness of implemented strategies (i.e., [Monitoring Strategy Effectiveness Worksheet](#)).
 - Artefact/template for alignment
- Evidence that feedback from the previous year’s review has been considered during district planning.

Ongoing Data and Evidence Review (Qualitative Evidence and Quantitative Data)

- An explicit connection between the outcome of the data analysis and interpretation and the selection of targeted strategies and/or explicit interventions (i.e., what is being continued, adjusted, or added and why?)

Ongoing Strategic Engagement

- An explicit description of how feedback from ongoing strategic engagement informs the selection or adjustment of strategies (i.e., what actions were taken based on the received feedback?).

Adaptations

- An explicit description of how the district has monitored and adjusted strategies based on:
 - Data analysis and interpretation
 - Feedback from ongoing strategic engagement
 - The effectiveness of implemented strategies
- Evidence that feedback from the previous year’s review has been considered during district planning.

Alignment

- An explicit description of how district departments and schools are working in tandem to achieve strategic plan priorities (i.e., how is the district building system coherence?).

2024 Feedback
The district's report shows evidence of employing selected components of continuous improvement processes, while working to build upon their application.
Strength
The district is well-positioned with a new strategic plan to deeply engage in continuous improvement. The submission of the self-reflection document provided further evidence of the district's ongoing commitment to the continuous improvement process.
Considerations
Future reports will benefit from clarity on how implemented strategies are monitored for effectiveness and adjusted accordingly.

2023 Feedback
The district's report shows evidence that the district employs selected components of continuous improvement processes, while working to build upon their application.
Strength
The report shows evidence that the district operates in the early stages of a continuous improvement cycle including applying feedback.
Consideration
Future reports would benefit from more explicit connections to the adaptations and/or modifications to strategies.

Focus Area 2 – Ongoing Data and Evidence Review (Qualitative and Quantitative Data)

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- Clear evidence that the district has reviewed, analyzed, and interpreted both qualitative and quantitative sources of data and, where applicable, triangulated multiple sources of data to inform planning.

Required Data Template

- As provided in the “Section A: Pre-Populated Data Template,” visual representations of all the student performance data required by the [Enhancing Student Learning Reporting Order](#), masked where necessary and disaggregated to show results for Indigenous students on and off reserve, children and youth in care, and students with disabilities or diverse abilities. To reflect the [Educated Citizen](#), data is organized into three pillars:
 - Intellectual Development
 - Human and Social Development
 - Career Development

- Concise, reflective analyses and interpretations of all presented data, including:
 - Analyses and interpretations of disaggregated student performance data for **each** priority population.
 - Explicit acknowledgement of masked or missing data points, especially for priority populations, with an explanation of how these data points have been considered in the data review.
 - An overview of key trends, learnings, and existing or emerging areas for growth (“So what?”) that the data review illustrates.
- Clear identification of any inequities illuminated by the disaggregated student performance data sets.

Additional Data Sets

- Representations of supplemental relevant local and contextual sources of information that the district is using to triangulate with provincial data. Where districts are faced with low FSA participation rates, triangulation is especially important to better gauge student performance and identify achievement gaps. Additional measures may include:
 - Additional student performance data (both qualitative and quantitative data, including How Are We Doing Reports, attendance data, report card data, results from local assessments, student voice).
 - Qualitative data, for example:
 - MDI/YDI
 - Student voice
 - BC Adolescent Health Survey (from McCreary Centre Society)
 - “Tell Them from Me” survey
 - Contextual information (i.e., Equity Action Plans, Local Education Agreements, Enhancement Agreements).
 - Data and evidence collected regarding the impact of implemented strategies (both qualitative and quantitative data).
- Clear acknowledgement of trends (minimum 3 years) and inequities that emerged from the analysis and interpretation of data sets focussed on the priority populations, including qualitative evidence where applicable.

2024 Feedback

The district’s report shows evidence that the district engages in several components of comprehensive data and evidence review processes.

Strength

The report identifies areas for growth based on the results of the data analysis, particularly in literacy.

Consideration

Future reports will benefit from further disaggregation/triangulation of local data sets for priority populations to enhance analysis and further interpretation of results.

2023 Feedback
The district's report shows evidence that the district engages in several components of comprehensive data and evidence review processes.
Strength
The report utilizes a broad range of data sources and identifies the achievement gaps that exist.
Consideration
Future reports would benefit from consistency in the presentation of data sets.

Focus Area 3 – Ongoing Strategic Engagement Focussed on Student Learning

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

Report Body (10 pages)

- A brief description of the district's strategic and deliberate processes for inclusive, ongoing, and meaningful engagement specific to the continuous improvement of student learning outcomes. This includes specific details on:
 - The Rightsholders and stakeholders involved (i.e. **who**), including:
 - Local First Nation(s) on whose territory the district operates schools;
 - District Indigenous Education Council;
 - First Nations, Métis, and Inuit parents/caregivers and students;
 - Existing district committees and structures (i.e., employee groups, DPAC);
 - Student groups; parents/caregivers and
 - The local community.
 - The format of the engagement process (i.e. **how**). This includes timing/frequency of engagement, level of engagement, and specific methods used to demonstrate an ongoing process.
- An explicit explanation of how the feedback gathered from engagement processes helped shape any adjustments and adaptations to strategies.

2024 Feedback
The district's report shows evidence that the district has components of broad and meaningful engagement processes in place.
Strength
The report demonstrates robust engagement for the development of the strategic plan, including how feedback helped shape the plan.
Consideration

Future reports will benefit from an outline of how the district will continue to engage with Rightsholders and stakeholders on an ongoing basis.

2023 Feedback

The district's report shows evidence that the district has components of broad and meaningful engagement processes in place.

Strength

The report provides a clear description of engagement activities.

Consideration

Future reports would benefit from providing additional evidence to demonstrate how community feedback informed the updated strategies.

Focus Area 4 – Alignment

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

Report Body (10 pages)

- A description of the district's implementation plan and its alignment to the strategic plan.
- A description of how current school plans are aligned with the educational objectives from the district Strategic Plan. **(Vertical alignment.)**
- A description of the district's mechanism to monitor ongoing effectiveness and alignment of school plans.
- A description of how the district leveraged and/or re-allocated existing resources (i.e. finances, FTEs and staff time) to support successful implementation of new, adapted, or continued strategies.
- A description of how district operational plans/district departments (financial, human resources, information technology, engagement, communications, and long-range facilities) are aligned to support the implementation of new, adapted, or continued strategies. **(Horizontal alignment.)**

2024 Feedback

The district's report shows evidence that the district has several components of vertical and horizontal alignment processes in place.

Strength

The report provides evidence of structures in place within the district to support horizontal alignment.

Consideration

Future reports will benefit from articulating the district's approach to annually reviewing alignment of school plans for coherence.

District Promising Practices

The district has established a Framework Team for monitoring alignment.

2023 Feedback

The district's report shows evidence that the district has several components of vertical and horizontal alignment and adaptation processes in place.

Strength

The report shows efforts to align school and operational plans with the district strategic plan.

Consideration

Future reports would benefit from showing specific, targeted resources to support the adapted strategies.

Focus Area 5 – Improving Equity of Learning Outcomes for Indigenous Learners, Children and Youth in Care, and Students with Disabilities or Diverse Abilities

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

Report Body (10 pages)

- Descriptions of how the district uses data to track and support cohorts of priority learners, including those represented in masked data sets.
- A description of the district's approach to address inequities in learning outcomes for identified priority populations, including:
 - District structures to address inequities identified through the data analysis and interpretation
 - Targeted, evidence-informed strategies implemented to address inequities for Indigenous students, children and youth in care, and students with disabilities or diverse abilities.
- Descriptions of how the district monitors the effectiveness and/or impact of currently implemented strategies.

Focus Area 5.1 – Focus on Indigenous Learners

2024 Feedback

The district's report shows some evidence that the district focusses on cohorts of Indigenous learners and is working to further improve equity of learning outcomes.

Strength

The report shows that the district has prioritized specific cohorts of Indigenous learners through targeted, evidence-informed strategies implemented to address inequities.

Considerations

Future reports will benefit from showing how the district monitors and adjusts implemented strategies to support cohorts of Indigenous learners.

District Promising Practices

The district benefits from participating in the province's Equity in Action initiative.

2023 Feedback

The district's report shows some evidence that the district focusses on Indigenous students and is working to further improve equity of learning outcomes.

Strength

The report shows a focus on Indigenous learners with the identification of gaps and universal strategies.

Consideration

Future reports would benefit from greater clarity on the specific targeted strategies for Indigenous students.

Focus Area 5.2 – Focus on Children and Youth in Care**2024 Feedback**

The district's report shows some evidence that the district focusses on children and youth in care and is working to further improve equity of learning outcomes.

Strength

The report demonstrates a focus on children and youth in care through monitoring and support.

Consideration

Future reports will benefit from an analysis of the impact of implemented strategies on outcomes for children and youth in care.

2023 Feedback

The district's report shows limited evidence that the district focusses on children and youth in care.

Consideration

Future reports would benefit from showing the district's process for tracking and supporting students with masked results.

Focus Area 5.3 – Focus on Students with Disabilities or Diverse Abilities**2024 Feedback**

The district's report shows some evidence that the district focusses on students with disabilities or diverse abilities and is working to further improve equity of learning outcomes.

Strength

The report includes some targeted strategies to support students with disabilities or diverse abilities, such as a case manager to monitor progress.

Consideration

Future reports will benefit from providing evidence-informed, targeted strategies for students with disabilities or diverse abilities.

2023 Feedback

The district's report shows limited evidence that the district focusses on students with disabilities or diverse abilities.

Consideration

Future reports would benefit from greater clarity on the specific targeted strategies for students with disabilities or diverse abilities.

Accessibility and Readability

In addition to demonstrating proficiency in the above focus areas, reports are expected to:

- Be readable and accessible (i.e., written in plain language with elements such as graphics, bullet points, and a table of contents).





January 14, 2025

Ref: 303525

Viveka Johnson, Superintendent
School District No. 5 (Southeast Kootenay)
Email: Viveka.Johnson@sd5.bc.ca

Dear Viveka:

On behalf of the Ministry of Education and Child Care, I would like to thank you and your team for your work on School District No. 5 (Southeast Kootenay)'s 2024 Enhancing Student Learning Report submission.

The continuous improvement work we are undertaking is foundational to our shared purpose and collective responsibility of developing educated citizens, supporting student success, and addressing persistent inequities in opportunities and outcomes for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.

Using the same process and approach developed through engagement with education partners in 2022/23, the Ministry held the second annual review in October 2024. The review team, comprised of ministry and sector representatives, has now completed the review of all 60 School District Enhancing Student Learning Reports (the Reports). To honour the districts' work, the review team used a collaborative consensus process that integrated the varied perspectives of all team members. The review team used the published criteria throughout their review to provide consistent feedback on district processes as they are reflected in the Reports. The team identified a strength and a consideration for each district in five focus areas:

1. District's overall approach to continuous improvement;
2. Ongoing data and evidence review (qualitative and quantitative);
3. Ongoing strategic engagement focussed on student learning;
4. Alignment; and
5. Improving equity of learning outcomes for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.

.../2

It is important to note that the review team approached this process with the awareness that one report may not necessarily provide a full and accurate picture of a given district. The review team also recognizes that operational methods and systems differ between districts depending on student population, rurality, and district staff numbers. Evidence of proficiency may also differ based on district enrollment and community context, and the review team took this into account during the review process. Strengths and considerations reflect the contents of the Report and are not firm conclusions about district performance.

The intent of this feedback is to support continuous improvement and to build upon what is already recognized as a deep commitment to improving student outcomes in your school district. In this light, the Ministry is pleased to share with you the attached 2024 feedback report.

As we work together on continuous improvement, the Ministry recognizes that districts are identifying areas for growth and refining annual reports to best reflect district processes, successes, and opportunities. Similarly, the annual review process continues to be refined to best support overall system improvement. The outcomes of this year's review process will inform and help to refine capacity building for our sector in the 2024/25 school year. Through this work, we continue to collectively build capacity within the education system and foster robust strategic and continuous improvement planning practices to support student outcomes.

The "Aboriginal How Are We Doing?" Report (AHAWD) will soon be available to all districts. I would encourage you to continue to use the AHAWD data, your own local data and evidence, and the annual review feedback report strengths and considerations as you undertake continuous improvement in the year ahead to improve outcomes for Indigenous learners.

Thank you for your ongoing leadership and collaboration in supporting transformative change and improving outcomes for all students, and I look forward to continuing to work with you.

Sincerely,



Kathryn Krishna
Deputy Minister

Attachment: 2024 *SD 5 District Feedback Report*

cc: Doug McPhee, Board Chair, School District No. 5 (Southeast Kootenay)

Trustee Report - Welcome to 2025!

January 2025

Board Meeting Held on Tuesday, January 24th, 2025, Cranbrook Board Office

From the Province

Supporting Foundry BC Services in Remote and Rural Communities

The following excerpt was sent to the Ministers of Health, Children and Family Development, and Social Development and Poverty Reduction by BCSTA President Carolyn Broady on Wednesday, January 15, 2025 on behalf of the BCSTA's Comprehensive School Health Working Group.***

“The Foundry BC initiative is vital to inclusive and culturally appropriate mental health and wellness services for young people aged 12 to 24. As the CSHWG analyzed Foundry locations and services, we noted that many regions, predominantly rural and remote areas, are disproportionately lacking in these essential services. The gap in services not only undermines the support available to vulnerable youth but also exacerbates existing disparities in mental health outcomes across our province.”

Link to the full article: <https://bcsta.org/cshwg-advocacy-letter-funding-increases-and-accessibility-of-foundry-bc-resources/>

From the District:

In the Public Meeting the following motions were discussed and passed:

- Following a Consultation Meeting held in the Grasmere Community in the fall an ask was made that the school grounds on the Grasmere Elementary site be used by the community for a disc golf course. The request was granted, and we look forward to the recreational opportunity this creates for families in Grasmere.
- As indicated in the December report, there is a new Minister of Education and Child Care, and a ministry created to support coordination of infrastructure. The board has prepared an invitation to both ministers to visit our district and an opportunity for SD5 to share the unique challenges of our urban-rural district.
- Starting in February of each year, considerable work is done to prepare a budget for the following year. The initial step, and important step, is to establish the enrollment for each school as part of the funding process for the district and to each school is determined by the number of students and their unique needs.

As there has been disruption in catchment areas in Cranbrook following the closure of the physical space of Amy Woodland Elementary, community consultation and a survey was used to guide the boundary changes for 2025-26. Notification to parents was send out and clarification on the processes will used to guide specific parent requests.

Ongoing work:

District of Elkford Official Community Plan - SD5 was successful in securing Crown Land for the purposes of building additional living spaces for prospective new staff and day care for the community. The next steps will be working with the City of Elkford to ensure that the zoning of the site will support this intention.

Fernie Elementary School - Work with the contracted services of Barry Architects continues. Most recently, several schools in Red Deere were visited to determine element of design which support education, now and in the future. Discussions took place with the community of Tobacco Plains to ensure that considerations be given to Indigenous Learners and Indigenous Concepts.

Guide to Parents - Additional information on how parents may request placement for their students in schools other than the recent assignment information will be developed and posted on the website.

Dates of Note:

January 24 Yellow Day - Schools not in session

January 27 Semester Change - Middle and Secondary Schools

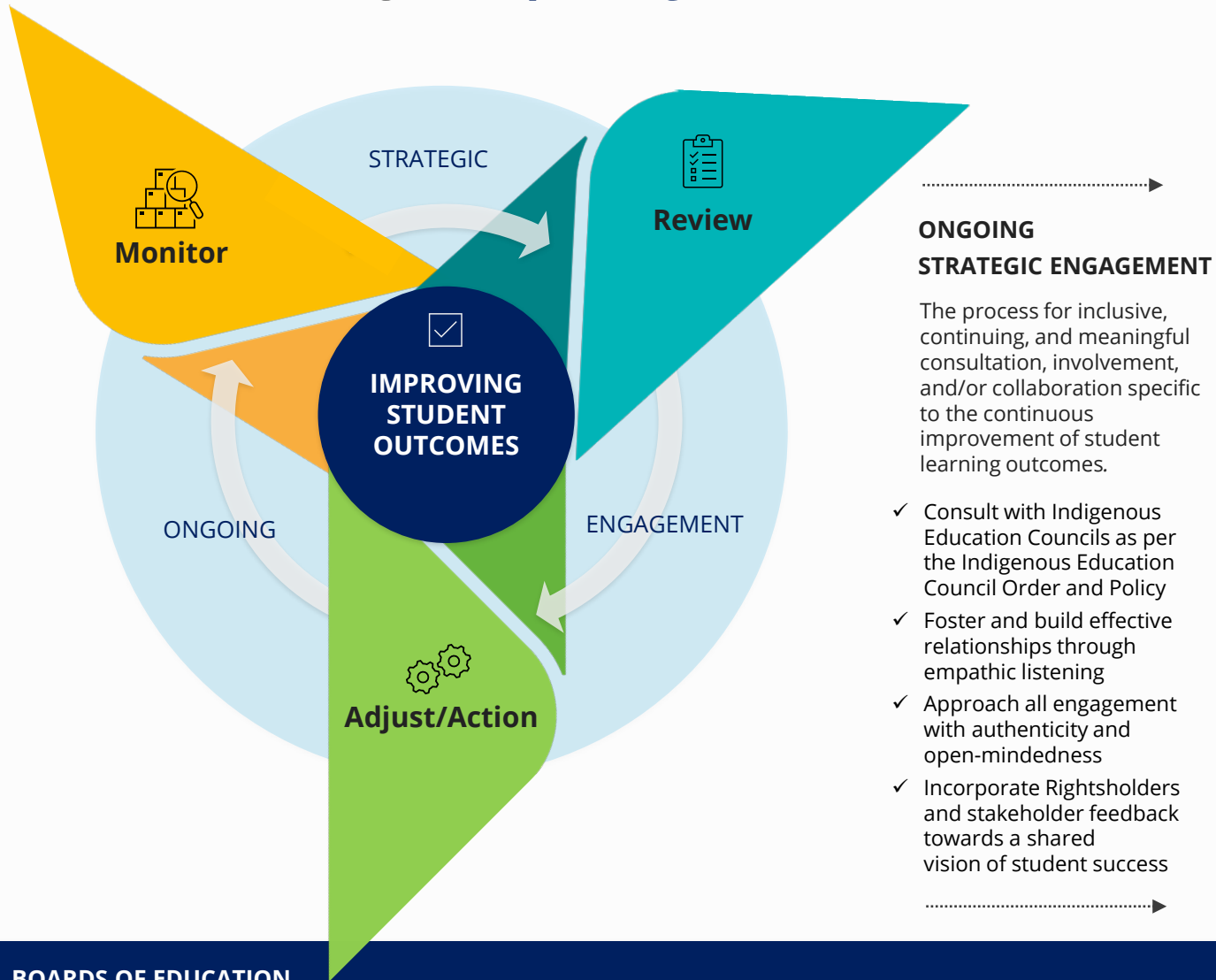
February 14 Yellow Day - Schools not in session

February 17 Statutory Holiday

February 28 Professional Development Day

Roles + Responsibilities for Boards of Education

→ Focusing on *Improving Student Outcomes*



ONGOING STRATEGIC ENGAGEMENT

The process for inclusive, continuing, and meaningful consultation, involvement, and/or collaboration specific to the continuous improvement of student learning outcomes.

- ✓ Consult with Indigenous Education Councils as per the Indigenous Education Council Order and Policy
- ✓ Foster and build effective relationships through empathic listening
- ✓ Approach all engagement with authenticity and open-mindedness
- ✓ Incorporate Rightsholders and stakeholder feedback towards a shared vision of student success

CONTINUOUS IMPROVEMENT

The ongoing practice of understanding and addressing local and societal context, which includes reviewing and refining district and school practices to identify and respond to learning needs and improve equity of outcomes.

Review

- Ensure policies are reviewed to achieve priorities in the strategic plan driving student success
- Identify and understand key data and evidence sources
- Review district data and evidence – asking relevant questions

Adjust/Action

- Align policies to achieve priorities in the strategic plan driving student success, accountability, and transparency
- Consult and cooperate with Indigenous Education Councils to improve Indigenous student outcomes
- Address systemic barriers for inequity of outcomes for priority populations
- Utilize data and evidence to inform decision-making
- Oversee fiscal resources to align with strategic plans and help improve student outcomes
- Align actions with evidence

Monitor

- Use evidence-informed approaches to monitor the achievement of strategic plan priorities and improve student learning outcomes
- Ensure the district is responding proactively to diverse and cultural learning needs of all students
- Maintain a focus on Indigenous students, children and youth in care, and students with disabilities or diverse abilities

Ongoing Strategic Engagement

BOARDS OF EDUCATION

set a strategic direction for the district; evaluate policy implementation & outcomes; attend to local and societal context; and oversee fiscal resources to ensure optimum learning through quality teaching, quality leading, and supportive learning environments.

Finalized Infographic for “Roles and Responsibilities for Boards of Education”

In partnership with the BC School Trustees Association, the ministry struck an advisory committee composed of members from FNEESC, BCSSA, and BCASBO to:

- establish clear expectations for boards of education to support continuous improvement through strategic planning and
- define the role of boards of education within the Framework for Enhancing Student Learning and in improving the equity of learning outcomes for all students, especially Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.

This [Roles and Responsibilities for Boards of Education infographic](#) was co-created by the committee and incorporates feedback from the May 2024 All Superintendents meeting. BCSTA will begin the development of trustee training based on the infographic and articulated roles and responsibilities.



School District No. 5 (Southeast Kootenay)
REVISED 2025-2026 DRAFT Annual School Calendar

July 2025						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				



School Breaks



Professional Development Day



Stat Holidays



Administrative Day

From the School Act, sections 87.01 and 87.02 and the new
School Calendar Regulation

Days in Session	180
Days of Instruction	173
School Breaks	68
Non-Instructional Professional Development	6
Administrative Day	1
Weekend	104
Stat Holidays	13
First Day of School	September 2, 2025
National Day for Truth and Reconciliation	September 30, 2025
Thanksgiving Day	October 13, 2025
Remembrance Day	November 11, 2025
Christmas vacation period	December 23, 2025 - January 3, 2026
Schools reopen after Christmas vacation	January 5, 2026
First day of second semester	January 27, 2026
Family Day	February 16, 2026
Spring vacation period	March 16-27, 2026
Schools reopen after spring vacation	March 30, 2026
Good Friday	April 3, 2026
Easter Monday	April 6, 2026
Victoria Day	May 18, 2026
Last day of school for students	June 25, 2026
Administrative Day	June 26, 2026
Minimum Hours of instruction (Kindergarten)	
Minimum Hours of instruction (Elementary)	
Minimum Hours of instruction (Secondary)	
Minimum Hours of instruction per day (Elem)	
Minimum Hours of instruction per day (Sec)	

Concerns Raised:

1. Long Stretches Without Breaks:

- There is a five-week stretch of full 5-day weeks in January to early February, which is seen as too demanding for students and staff.
- Many feel this could lead to burnout, increased absences, and challenges for vulnerable students, especially during winter.

2. Four-Day Weekends:

- While appreciated by some, four-day weekends disrupt routines for younger and vulnerable students.
- Suggestions include reducing such breaks and redistributing days to other parts of the year.

3. Spring Break Timing:

- Questions about why spring break starts early in March.
- Suggestions to align it with Easter for a smoother flow and fewer short weeks in April.

4. September and October Non-Instructional Days:

- Feedback suggests moving yellow days (non-instructional) from September 29 and October 10 to January to break up the long stretch after the winter break.

5. May Yellow Days:

- Several recommendations to shift the May 29 yellow day to January to ease the post-holiday workload.

Suggestions:

1. Redistribute Yellow Days:

- Shift yellow days from September, October, April, or May to January (e.g., Jan 16, 23, or 30) to create shorter weeks during the difficult winter stretch.

2. Break Up January:

- Include a non-instructional day in mid-to-late January, such as January 23 or 30, to relieve pressure during the cold and dark season.

3. Spring Break Adjustment:

- Start spring break later in March to align with Easter and reduce disruptions caused by consecutive 4-day weeks in April.

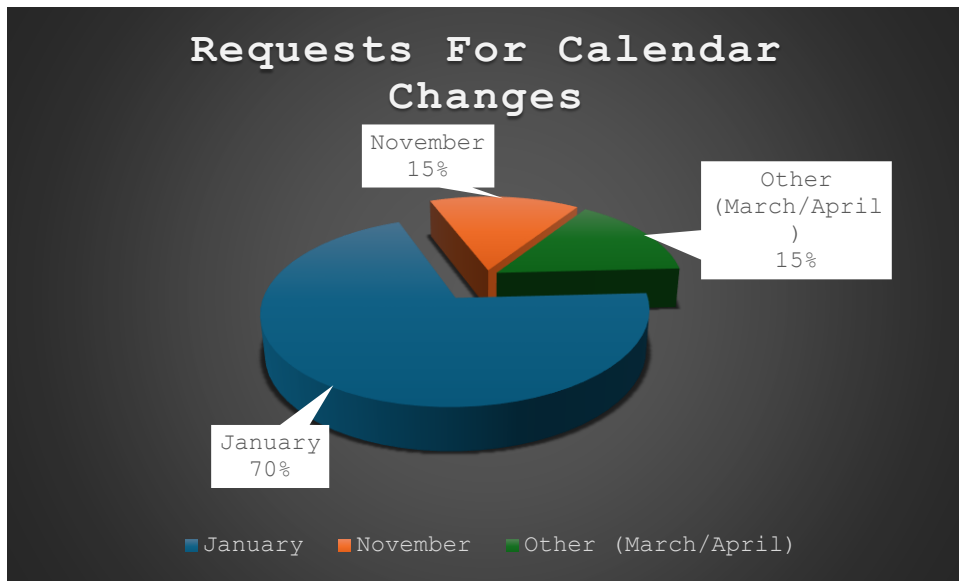
4. Shorter Breaks in Early School Year:

- Eliminate or reduce 4-day weekends in September and October, as they occur too soon after the school year starts.

Recurring Themes:

- Mental and physical health concerns during winter months.
- The need for consistent routines, especially for vulnerable students.
- The importance of balancing breaks throughout the year for staff and student well-being.

This feedback highlights the community's strong preference for redistributing non-instructional days to reduce stress and maintain a sustainable rhythm for both students and educators.



January: 70%

- The majority of feedback recommended moving yellow days to January to break up the long stretch of 5-day weeks.

November: 15%

- Some suggested creating a longer weekend around Remembrance Day (November 10).

Other Months (e.g., March/April): 15%

- A smaller number suggested redistributing days to March (before spring break) or April (reduce short 4-day weeks).

CALENDAR FEEDBACK

Can something be changes the week of Nov 9?

Monday School Day
Tuesday No School STAT
Wed-Fri School Day

That will be a hard week for routines especially for the younger kids and those with Developmental Disabilities.

Suggestions I have for the 2025/26 school calendar:

- have Monday November 10th become a non-instructional day to create a 4 day weekend instead of being in session on Monday, off for Remembrance Day on the Tuesdays and back Wednesday.
 - have a non instructional day somewhere in January. To have five consecutive 5 day weeks is a long stretch for students and staff.
 - Perhaps taking a non instructional day from May 29th with a proposed 4 day May long weekend to help have a shorter week somewhere else throughout the year.
-

I just wanted to send some feedback regarding the 25-26 School Calendar.

The one comment I have is that the Jan 5th - Feb 8th section seems like a long period to go with no breaks.

Wondering if it might be possible to take one of the Pro D or School Break days from April or May and shift to Jan or early Feb?

I would suggest that we switch a yellow day up so we do not have 5 weeks straight of 5 days in January. Either move May 29 to Jan 23 or move it to the Jan 30th if they have to keep it on one side of the semester or the other for middle and high school.

Why does the Spring break have start so early in March? Why can't it be one week later and the second week include Easter weekend? This would reduce the number of short 4 day weeks in April and be less disruptive to children's routines.

I have a few thoughts about the calendar for the next school year.

Four day weekends, while appreciated by grown-ups, are VERY HARD on our students, especially our more vulnerable students.

1. I would suggest moving the Sept 29 and Oct 10 yellow days to January...which is a very challenging month for both adults and children and as next year's calendar stands, there are five 5 day weeks in a row from January to the first week of February.

- a. So maybe consider Jan 9 and 23 as yellow days as I feel these would be appreciated by students, staff, and families.
- b. A three day weekend is hard enough so Thanksgiving weekend for three days is plenty.
- c. For the Sept 30, I would rather come to school for one day and have Tuesday off which is what we will be doing in November for Remembrance Day. I suspect this would be easier on families as well.

Thanks for the opportunity to provide feedback from someone working in the classroom!

Hope you're doing well! I would like to suggest for the DRAFT 2025/2026 ANNUAL SCHOOL CALENDAR that spring break first week be moved to the last week of March so it runs right into Easter weekend. Not sure if that was suggested before or if even possible however I think that would be nice to be closer into the spring season and Easter.

Hey Jane,

My vote is the Oct 10th no-school Friday to get moved to Jan 23rd. We would come back to 5 full 5 days weeks after Christmas. Yikes!

Just my opinion...

Thanks for getting the draft calendar out to us! I did notice that in January the kids will have 5 5-day weeks with no Friday off until the 13th of February. Would it be possible to break that up a little? I know the transition of back to school after the Christmas break is a tough one and with long weeks it'll only make it tougher!

Thanks again and thanks for being open to suggestions and comments.

Sent out to staff yesterday and some are commenting on five 5 day weeks coming back in January. Suggestion was about moving the October day to this stretch?

Just wondering about the 5, 5 day weeks in a row in January and the first week of February seems like a lot, no?

My suggestion would be to remove the May 29th Yellow Day and put it in January. There will be 5 weeks of 5 day work weeks after Christmas which will be hard on everyone.

Thank you for taking feedback on the draft calendar for next year! My biggest, biggest most hopeful suggestion is that one of the yellow days, perhaps May 29? Could be moved to January. January is quite honestly a month from hell in the schools, and having five, five day weeks in a row might just kill some of us! A yellow day somewhere in there would be so very much appreciated. Even two yellow days if we can swing it.... I feel like we don't need the 4 day weekend for thanksgiving just yet since it's still so early in the school year.

I want to provide feedback that the proposed calendar has four, 5 day weeks in January. I know we're happy the kids have a 3 day week this January, so having one of the PD days in January would be nice.

My suggestion for the calendar is having 5 5 day weeks in a row from January to February has proven to be very tough on students and staff, it would be so helpful for all to have a non instructional Friday during that time period.

Another suggestion would be making Monday November 10th a non instructional day as we will not be here on the Tuesday for Remembrance Day.

The amount of "days off" is absurd. The amount of time the kids have between fun days and days off. How is it possibly enough time for them to learn the skills that they need in life this is atrocious.

We were encouraged to give you feedback about the School Schedule draft. I see that there is a **29 day period with NO BREAKS** from Jan 5- Feb 12 2026. We are at that time of year now, and I can tell you that I am very much looking forward to the break day Jan 24. I think there will be a lot of burnout next year if we have no days off for over a month.

Is it possible to shift the Feb 13th yellow school break day into January?

I noticed a five week period of five days in January and February. My suggestion would be to insert a no school Friday to break this up. Baker is into finals, assessment exams, and starting a new semester. I have witnessed many meltdowns this month and I know a three day weekend would provide some relieve. This year we have a 3 day weekend before the new semester starts. Everyone will need it.

Thank you for sending out the draft calendar for next year! In looking at our yellow days, it seems silly to me to have a yellow day in September, when we have a Pro-D Day a week before and another yellow day the next week, but absolutely no yellow days from the first day back in January until the second week of February. I understand that there is a stat holiday on Tuesday the 30th, and this would give an extra long weekend, but the same was not done in November when Remembrance Day falls on the Tuesday. January is already a long month, with the weather and the darkness, so it would make more sense to have a yellow day at some point in there- January 23rd seems like the best option, as it is in the middle of the weeks without any breaks.

Thank you so much for the consideration!

Can we get a day between Jan 2 and Feb 13? That's a killer 6 weeks for kids coming back off of a 2 week holiday

I would like to see the yellow day on September 29th moved to either the second or third week in January. I am happy to come to school on Monday and have Tuesday off that week in September. We don't need a 4 day weekend so soon after school starts, but we will need a break after the winter holidays. Five weeks in a row with five day weeks is wayyyyyy toooooo looooooong!

It is a suggestion you take out the April 17 yellow day and move it to January. Five straight weeks back right out of January is a lot for kids. Evens it out more

4 days weekends can be great but it's really hard for vulnerable kids to have 4 days without school as a safe place. It's also hard for many students to get back into the school groove after 4 days off.

I would recommend taking the Sept 29 and Oct 10 yellow days and moving them to Jan in the 1st semester. Additionally 5x 5 day weeks in the coldest month of the year would be very hard on everyone.

I think the February 13th school break day should be used in January on the 23rd. That month is typically hard for students to get back to routine. Having that break in the later part of the month would be a much need break.

As a parent of kids in schools here in Elkford and EA here in Elkford as well, Jan/Feb months are our coldest months of the year, and that 5 x 5 day weeks in a row is going to be too much, mentally and physically on everyone! The behaviors will be up, the sicknesses and absences will be up, the mental load burnout from teachers/staff will be up.

I am a lover for a 4 day weekend and would 110% vote for 3-day weekends always. In a perfect world, every friday would be off! Ha!

I do believe routines help kids develop a healthier lifestyle, but also mental overload for everyone is real, too! I'm sure you know that way too well!

I wonder if taking September 29th and October 10th of 2025 and putting them on Jan 16th and 30th would work? I see why the 29th is off to kind of cover that 1-day return to school gap, but I see that there is another 1-day gap for November 11th so they could match :)

My only issue with the draft calendar is the 5-day weeks following the winter break. These long stretches of full weeks are very demanding on our vulnerable students. The weather and illnesses that occur during this time of year can make it especially difficult to get through those long weeks. I would propose that the Oct. 10th yellow day possibly be moved to help break up that long stretch in January.

With the five-in-a-row five-day weeks in January and the first week of February, I would like to suggest a move of a yellow Friday in April or May to the middle of those five-day weeks.

Just some quick feedback on next year's proposed calendar. This draft would make semester turnover really awful for students and teachers alike at MBSS (as well as for the Elk Valley schools on a semestered schedule). Having S2 start on a Tuesday with yellow days to recuperate after final exams and provincial assessments, write report cards or prep for 4 new classes would be extremely stressful for everyone.

If you are unable to add another yellow day on Jan 26, I would suggest moving the one on October 10, when there are several 3- and 4- day weeks in a row. I noticed that Monday, September 29th is a "yellow" day, then Tuesday, September "30th" is TRC Stat Holiday.

They should move the Monday, "yellow" day to halfway through January, as there is a LONG HAUL there, that needs to be broken up a bit. This is when teachers call in and get sick.

Something to think about.

January is looking pretty heavy with 5 day weeks. Might it make more sense to move a non-instructional day from another month on over? Maybe from May 29th?

September - we have just got back to school and having the 29th off doesn't seem appropriate as we already have the 19. - also If you look at Nov we do not have the day before off right before remembrance day. -- my suggestion would be to move it to Jan so we are not going back for 5 full weeks

Oct - Thanksgiving long weekend, we could move the one day also to Jan - I don't think we need a 4 day long weekend
One of the reasons for this is we leave our valuable kids that need school assistance away from school and the necessary support

As a working and as a parent, 5 full day weeks in a row are very hard on the kids, teachers, support, and admin.

My only suggestion would be to move the April 17th yellow day to January. That would push the semester 2 start to Wednesday, January 28th.

It was discussed at a DPAC meeting last year the possibility of exploring early dismissal every Friday rather than the no school days on Fridays and some Mondays.

Curious if it may be possible to circulate a survey to see what interest there is in our district. Attendance is very low on Friday afternoons due to a multitude of reasons, but primarily school and club sports.

In looking at the calendar for next year, I would be interested to know if we could break up the 5 week stretch of 5 day weeks in January. If it's possible to move the September yellow day to January, I think that would help break up what typically feels like a long month in January. September we're a little fresher from the summer.

I've been looking over the draft calendar and I'm worried about January. This coming Friday, with us having a day off, feels like an absolute godsend. We are all exhausted and ready for a break. I've been fighting sickness all month and I feel like this every year after the Christmas break; I'm sure overall staff attendance is lower in January than it is in September or October. 5 full weeks after the Christmas break feels like a lot. Maybe we could move one of the other NI or ProD days to January to break it up a little bit.
Just my two cents.

I would recommend changing the month of January as it is 5 full weeks. It is too much especially at that time of the year.

January looks like seasonal depression and burn out. 5 weeks in a row of 5 days is a lot. Can we borrow a yellow day from another month? May seems to have a lot of 4 days weeks.

1. There should be a school break day between the December break and Family Day. Six weeks without a break day is very long, especially at the coldest and darkest time of year.

2. Spring Break should overlap with Easter to allow for more school break days spread over the year.
3. Consider a school break day on November 10th.

For a district that chose a 4-day/ 5-day school schedule this calendar seems very inconsistent. From an educator perspective, the five 5-day weeks in a row after the winter break will be extremely challenging. January is a difficult month to begin with, and having no breaks seems odd. I don't think we need a four day weekend in September (we should have school on Monday like we are going to do in November with remembrance day). Place that non-instructional day in January (Monday days off are typically more challenging for parents to plan childcare).
Is it possible to take the pro d in February and put it in the last week of January?

Just some feedback on the Calendar for next year.

As proposed, we have 5 straight 5 day weeks in January, and I request to have a yellow day inserted to break that up on Jan 23rd

My suggestion is to move the Monday, September 29 yellow day to the 23rd of January, as we have TRC day on Tuesday, September 30th, and prior to that we have a Pro D day on Friday, September 19th. And we just had the summer off, so I think it would be way more valuable for us to move it to January.

Taking a look at the calendar the Union is concerned with the proposed 5, 5 day weeks right after winter break. January is always a tough time of year with the cold weather, limited daylight and cold/flu season still in full swing. I understand that coming off of break our members should be somewhat rested (Christmas can be busy and draining for some) but so 5, 5 day weeks right after is not ideal. I believe having this in the calendar will result in burn out of staff and students. This will result in increased absences. The solution the Union suggests is moving the yellow Friday on April 17 or May 29 to January 23 or 30. This would break up the 5, 5 day weeks.

I'm open to moving the September 29th yellow day to the November 10th Remembrance day so we can have a longer weekend...AND maybe one of the yellow days in May to the January (as this month is longggggg) hahahah
Thanks for doing what you do, just thought I'd throw my two cents in...

I really appreciate that the yellow days have been paired with the holidays to create four day long weekends. I would propose moving the yellow day from May 29 or April 17th to November 11th to create a long weekend.

The talk around the lunch table at Laurie Middle School sounds like 'phew...five weeks of five day weeks, if only we could work an extra week in the summer, I'd trade that for four day weeks in January'

I am thankful for my job, and don't want to complain, but I thought I would pass along the thought/feeling I have heard from a few colleagues.

I think the yellow day in September should be moved to either January 16th or January 19th. Mental health authorities say that the third Monday of January is difficult for many people. Having something to look forward to for kids and adults during this 'blue' month is important. January is a long month and I believe there should be at least one school break day.

The September 29th day has no significance. I know the stat holiday for September is for Truth and Reconciliation, but having the day before Tand R day would be a good way to talk about it and celebrate it in the classroom.

Nov 11 is also on a Tuesday and it is not preceded with a school break day, so you don't want to set a precedent by having a school break day prior to a stat day should the stat land mid week.

Here are my suggestions for the calendar for your consideration:

- Since Easter is so early, would it be possible to push Spring break to March 23- April 3? If that stretch between Feb and Spring break is too long a friday off could be added March 13

- There is no break from Jan 5 until Feb 16. This is a very long stretch with the kids coming off spring break, Could a day off be added in between?

Hello noticed there's many 5 day weeks in a row in January and not many in April (4day weeks)is it possible to make a change .

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 5 (SOUTHEAST KOOTENAY) (called the "Board") to adopt the amended annual budget of the Board for the fiscal year 2024/2025 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 5 (Southeast Kootenay) Amended Annual Budget Bylaw for fiscal year 2024/2025.
3. The attached "Statement 2" showing the estimated revenues and the estimated expenditures for the 2024/2025 fiscal year and the total budget bylaw amount of \$102,007,139 or the 2024/205 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, Statement 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2023/2024.

READ A FIRST TIME THE 11 DAY OF FEBRUARY, 2025;

READ A SECOND TIME THE 11 DAY OF FEBRUARY, 2025;

READ A THIRD TIME, PASSED AND ADOPTED THE 11 DAY OF FEBRUARY, 2025.

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 5 (Southeast Kootenay) Amended Annual Budget Bylaw 2024/2025, adopted by the Board the 11 DAY OF FEBRUARY, 2024;

Secretary Treasurer

Version: 1317-9571-7589

Amended Annual Budget

School District No. 05 (Southeast Kootenay)

June 30, 2025

School District No. 05 (Southeast Kootenay)

June 30, 2025

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*NOTE - Statement 1, Statement 3, Statement 5 and Schedules 4A - 4D are used for Financial Statement reporting only.

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 05 (SOUTHEAST KOOTENAY) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2024/2025 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 05 (Southeast Kootenay) Amended Annual Budget Bylaw for fiscal year 2024/2025.
3. The attached Statement 2 showing the estimated revenue and expense for the 2024/2025 fiscal year and the total budget bylaw amount of \$102,007,139 for the 2024/2025 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2024/2025.

READ A FIRST TIME THE _____ DAY OF _____, 2025;

READ A SECOND TIME THE _____ DAY OF _____, 2025;

READ A THIRD TIME, PASSED AND ADOPTED THE _____ DAY OF _____, 2025;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 05 (Southeast Kootenay) Amended Annual Budget Bylaw 2024/2025, adopted by the Board the _____ DAY OF _____, 2025.

Secretary Treasurer

School District No. 05 (Southeast Kootenay)

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2025

	2025 Amended Annual Budget	2024 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	5,888,560	6,007,063
Adult	1,500	2,125
Total Ministry Operating Grant Funded FTE's	5,890,060	6,009,188
Revenues		
	\$	\$
Provincial Grants		
Ministry of Education and Child Care	94,573,887	93,191,284
Other	281,238	283,548
Other Revenue	1,422,030	1,442,482
Rentals and Leases	200,000	200,000
Investment Income	125,000	105,000
Amortization of Deferred Capital Revenue	3,554,185	3,299,934
Total Revenue	100,156,340	98,522,248
Expenses		
Instruction	82,433,557	81,161,174
District Administration	3,393,264	3,099,181
Operations and Maintenance	12,821,326	12,220,525
Transportation and Housing	2,421,057	2,518,894
Debt Services	26,000	11,900
Total Expense	101,095,204	99,011,674
Net Revenue (Expense)	(938,864)	(489,426)
Budgeted Allocation (Retirement) of Surplus (Deficit)	1,721,984	980,668
Budgeted Surplus (Deficit), for the year	783,120	491,242
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	783,120	491,242
Budgeted Surplus (Deficit), for the year	783,120	491,242

School District No. 05 (Southeast Kootenay)

Amended Annual Budget - Revenue and Expense
 Year Ended June 30, 2025

	2025 Amended Annual Budget	2024 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	82,987,847	81,275,943
Operating - Tangible Capital Assets Purchased	16,859	43,291
Special Purpose Funds - Total Expense	13,921,357	13,641,293
Special Purpose Funds - Tangible Capital Assets Purchased	575,076	442,555
Capital Fund - Total Expense	4,186,000	4,094,438
Capital Fund - Tangible Capital Assets Purchased from Local Capital	320,000	700,000
Total Budget Bylaw Amount	102,007,139	100,197,520

Approved by the Board

Signature	Chairperson of the Board of Education	Date Signed
Signature	Superintendent	Date Signed
Signature	Secretary/Treasurer	Date Signed

DRAFT

School District No. 05 (Southeast Kootenay)

Statement 4

Amended Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2025

	2025 Amended Annual Budget	2024 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	(938,864)	(489,426)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(591,935)	(485,846)
From Local Capital	(320,000)	(700,000)
From Deferred Capital Revenue	(8,417,354)	(4,102,468)
Total Acquisition of Tangible Capital Assets	(9,329,289)	(5,288,314)
Amortization of Tangible Capital Assets	4,160,000	4,082,538
Total Effect of change in Tangible Capital Assets	(5,169,289)	(1,205,776)
Use of Prepaid Expenses	(500,000)	(200,000)
Acquisition of Supplies Inventory	300,000	200,000
	(200,000)	-
(Increase) Decrease in Net Financial Assets (Debt)	(6,308,153)	(1,695,202)

School District No. 05 (Southeast Kootenay)

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
 Year Ended June 30, 2025

	Operating Fund	Special Purpose Fund	Capital Fund	2025 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	6,115,600		20,499,617	26,615,217
Changes for the year				
Net Revenue (Expense) for the year	(907,125)	575,076	(606,815)	(938,864)
Interfund Transfers				
Tangible Capital Assets Purchased	(16,859)	(575,076)	591,935	-
Local Capital	(650,000)		650,000	-
Other	(148,000)		148,000	-
Net Changes for the year	(1,721,984)	-	783,120	(938,864)
Budgeted Accumulated Surplus (Deficit), end of year	4,393,616	-	21,282,737	25,676,353

School District No. 05 (Southeast Kootenay)

Amended Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2025

	2025 Amended Annual Budget	2024 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	80,917,618	79,948,910
Other	171,074	171,074
Other Revenue	712,030	718,482
Rentals and Leases	200,000	200,000
Investment Income	80,000	80,000
Total Revenue	82,080,722	81,118,466
Expenses		
Instruction	68,591,127	67,595,283
District Administration	3,390,264	3,096,181
Operations and Maintenance	8,636,896	8,113,557
Transportation and Housing	2,369,560	2,470,922
Total Expense	82,987,847	81,275,943
Net Revenue (Expense)	(907,125)	(157,477)
Budgeted Prior Year Surplus Appropriation	1,721,984	980,668
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(16,859)	(43,291)
Local Capital	(650,000)	(700,000)
Other	(148,000)	(79,900)
Total Net Transfers	(814,859)	(823,191)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 05 (Southeast Kootenay)

Amended Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2025

	2025 Amended Annual Budget	2024 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	79,585,414	78,033,302
ISC/LEA Recovery	(330,455)	(340,061)
Other Ministry of Education and Child Care Grants		
Pay Equity	457,171	457,171
Funding for Graduated Adults	6,916	6,916
Student Transportation Fund	361,459	361,459
Support Staff Benefits Grant	106,661	106,661
FSA Scorer Grant	8,187	8,187
Labour Settlement Funding	722,265	1,308,275
Equity Scan Grant		7,000
Total Provincial Grants - Ministry of Education and Child Care	80,917,618	79,948,910
Provincial Grants - Other	171,074	171,074
Other Revenues		
Other School District/Education Authorities	344,575	341,421
Funding from First Nations	330,455	340,061
Miscellaneous		
Miscellaneous	10,000	10,000
Health Promoting Schools	27,000	27,000
Total Other Revenue	712,030	718,482
Rentals and Leases	200,000	200,000
Investment Income	80,000	80,000
Total Operating Revenue	82,080,722	81,118,466

School District No. 05 (Southeast Kootenay)

Schedule 2B

Amended Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2025

	2025 Amended Annual Budget	2024 Amended Annual Budget
	\$	\$
Salaries		
Teachers	32,255,339	32,408,318
Principals and Vice Principals	5,277,101	5,485,978
Educational Assistants	8,083,280	7,556,659
Support Staff	7,121,296	6,939,056
Other Professionals	3,439,625	2,851,328
Substitutes	2,414,541	2,610,534
Total Salaries	58,591,182	57,851,873
Employee Benefits	14,764,378	14,716,403
Total Salaries and Benefits	73,355,560	72,568,276
Services and Supplies		
Services	2,608,763	2,422,127
Student Transportation	151,973	153,424
Professional Development and Travel	1,086,459	1,005,447
Rentals and Leases	148,607	143,660
Dues and Fees	93,609	75,700
Insurance	247,800	208,800
Supplies	4,030,076	3,438,509
Utilities	1,265,000	1,260,000
Total Services and Supplies	9,632,287	8,707,667
Total Operating Expense	82,987,847	81,275,943

School District No. 05 (Southeast Kootenay)
 Amended Annual Budget - Operating Expense by Function, Program and Object
 Year Ended June 30, 2025

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	26,870,490	1,308,908		556,885	273,558	1,418,240	30,428,081
1.03 Career Programs							-
1.07 Library Services	744,483			161,612		36,603	942,698
1.08 Counselling	965,466					27,508	992,974
1.10 Inclusive Education	3,490,139	164,391	7,234,390	22,928	858,948	635,394	12,406,190
1.20 Early Learning and Child Care		32,413					32,413
1.30 English Language Learning	53,378						53,378
1.31 Indigenous Education	131,383	123,498	848,890		149,376		1,253,147
1.41 School Administration		3,486,558		1,155,759		130,922	4,773,239
Total Function 1	32,255,339	5,115,768	8,083,280	1,897,184	1,281,882	2,248,667	50,882,120
4 District Administration							
4.11 Educational Administration		161,333			309,272	40,000	510,605
4.40 School District Governance					146,545		146,545
4.41 Business Administration				172,006	1,262,803	6,107	1,440,916
Total Function 4	-	161,333	-	172,006	1,718,620	46,107	2,098,066
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				90,057	304,387	990	395,434
5.50 Maintenance Operations				3,619,422		86,977	3,706,399
5.52 Maintenance of Grounds				170,712		1,700	172,412
5.56 Utilities							-
Total Function 5	-	-	-	3,880,191	304,387	89,667	4,274,245
7 Transportation and Housing							
7.41 Transportation and Housing Administration					134,736		134,736
7.70 Student Transportation				1,171,915		30,100	1,202,015
Total Function 7	-	-	-	1,171,915	134,736	30,100	1,336,751
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	32,255,339	5,277,101	8,083,280	7,121,296	3,439,625	2,414,541	58,591,182

School District No. 05 (Southeast Kootenay)
 Amended Annual Budget - Operating Expense by Function, Program and Object
 Year Ended June 30, 2025

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2025 Amended Annual Budget	2024 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	30,428,081	7,427,957	37,856,038	3,801,620	41,657,658	41,398,712
1.03 Career Programs	-	-	-	93,070	93,070	88,014
1.07 Library Services	942,698	242,111	1,184,809	141,146	1,325,955	1,181,077
1.08 Counselling	992,974	242,270	1,235,244	3,700	1,238,944	1,127,707
1.10 Inclusive Education	12,406,190	3,189,505	15,595,695	563,648	16,159,343	15,573,546
1.20 Early Learning and Child Care	32,413	8,000	40,413	-	40,413	-
1.30 English Language Learning	53,378	13,344	66,722	7,300	74,022	86,200
1.31 Indigenous Education	1,253,147	352,621	1,605,768	284,991	1,890,759	1,956,517
1.41 School Administration	4,773,239	1,194,397	5,967,636	143,327	6,110,963	6,183,510
Total Function 1	50,882,120	12,670,205	63,552,325	5,038,802	68,591,127	67,595,283
4 District Administration						
4.11 Educational Administration	510,605	93,918	604,523	202,881	807,404	596,058
4.40 School District Governance	146,545	6,474	153,019	122,200	275,219	280,678
4.41 Business Administration	1,440,916	339,377	1,780,293	527,348	2,307,641	2,219,445
Total Function 4	2,098,066	439,769	2,537,835	852,429	3,390,264	3,096,181
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	395,434	93,626	489,060	214,242	703,302	593,911
5.50 Maintenance Operations	3,706,399	1,081,576	4,787,975	1,381,427	6,169,402	5,837,582
5.52 Maintenance of Grounds	172,412	51,780	224,192	275,000	499,192	422,064
5.56 Utilities	-	-	-	1,265,000	1,265,000	1,260,000
Total Function 5	4,274,245	1,226,982	5,501,227	3,135,669	8,636,896	8,113,557
7 Transportation and Housing						
7.41 Transportation and Housing Administration	134,736	29,050	163,786	9,272	173,058	163,401
7.70 Student Transportation	1,202,015	398,372	1,600,387	596,115	2,196,502	2,307,521
Total Function 7	1,336,751	427,422	1,764,173	605,387	2,369,560	2,470,922
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	58,591,182	14,764,378	73,355,560	9,632,287	82,987,847	81,275,943

School District No. 05 (Southeast Kootenay)

Amended Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2025

	2025 Amended Annual Budget	2024 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	13,656,269	13,242,374
Other	110,164	112,474
Other Revenue	710,000	724,000
Investment Income	20,000	5,000
Total Revenue	14,496,433	14,083,848
Expenses		
Instruction	13,842,430	13,565,891
District Administration	3,000	3,000
Operations and Maintenance	24,430	24,430
Transportation and Housing	51,497	47,972
Total Expense	13,921,357	13,641,293
Net Revenue (Expense)	575,076	442,555
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(575,076)	(442,555)
Total Net Transfers	(575,076)	(442,555)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 05 (Southeast Kootenay)

Schedule 3A

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2025

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
Deferred Revenue, beginning of year	312,455		821,615	399,510	7,378	19,517	235,730	187	
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	287,051	279,294			128,000	29,400	224,238	422,724	169,780
Provincial Grants - Other									
Other			5,000	650,000					
Investment Income			20,000						
	287,051	279,294	25,000	650,000	128,000	29,400	224,238	422,724	169,780
Less: Allocated to Revenue	599,506	279,294	25,000	650,000	135,378	48,917	459,968	422,911	169,780
Deferred Revenue, end of year	-	-	821,615	399,510	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	599,506	279,294			135,378	48,917	459,968	422,911	169,780
Provincial Grants - Other									
Other Revenue			5,000	650,000					
Investment Income			20,000						
	599,506	279,294	25,000	650,000	135,378	48,917	459,968	422,911	169,780
Expenses									
Salaries									
Teachers									
Principals and Vice Principals									
Educational Assistants		223,436					78,058		
Support Staff								271,000	43,597
Other Professionals									
Substitutes									1,500
	-	223,436	-	-	-	-	78,058	271,000	45,097
Employee Benefits		55,858					12,942	84,000	12,720
Services and Supplies	24,430		25,000	650,000	135,378	48,917	368,968	67,911	111,963
	24,430	279,294	25,000	650,000	135,378	48,917	459,968	422,911	169,780
Net Revenue (Expense) before Interfund Transfers	575,076	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	(575,076)								
	(575,076)	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 05 (Southeast Kootenay)

Schedule 3A

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2025

	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Student & Family Affordability	SEY2KT (Early Years to Kindergarten)	ECL Early Care & Learning	Feeding Futures Fund
	\$	\$	\$	\$	\$	\$	\$	\$	
Deferred Revenue, beginning of year			47,972	26,066		155,993	16,002	20,321	119,966
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	9,975,101	146,940	3,525	52,000	11,250		19,000	175,000	771,379
Provincial Grants - Other									
Other									
Investment Income									
	9,975,101	146,940	3,525	52,000	11,250	-	19,000	175,000	771,379
Less: Allocated to Revenue	9,975,101	146,940	51,497	78,066	11,250	155,993	35,002	195,321	891,345
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	9,975,101	146,940	51,497	78,066	11,250	155,993	35,002	195,321	891,345
Provincial Grants - Other									
Other Revenue									
Investment Income									
	9,975,101	146,940	51,497	78,066	11,250	155,993	35,002	195,321	891,345
Expenses									
Salaries									
Teachers	7,880,841								
Principals and Vice Principals								143,904	
Educational Assistants									91,084
Support Staff									77,534
Other Professionals									
Substitutes		117,552		32,000	6,660		22,400		
	7,880,841	117,552	-	32,000	6,660	-	22,400	143,904	168,618
Employee Benefits	2,094,260	29,388		8,000	1,665		5,600	28,417	42,155
Services and Supplies			51,497	38,066	2,925	155,993	7,002	23,000	680,572
	9,975,101	146,940	51,497	78,066	11,250	155,993	35,002	195,321	891,345
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 05 (Southeast Kootenay)

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2025

	MCF Funding	Estate of Clarence SES	TOTAL
	\$	\$	\$
Deferred Revenue, beginning of year		55,000	2,237,712
Add: Restricted Grants			
Provincial Grants - Ministry of Education and Child Care			12,694,682
Provincial Grants - Other	110,164		110,164
Other			655,000
Investment Income			20,000
	110,164	-	13,479,846
Less: Allocated to Revenue	110,164	55,000	14,496,433
Deferred Revenue, end of year	-	-	1,221,125
Revenues			
Provincial Grants - Ministry of Education and Child Care			13,656,269
Provincial Grants - Other	110,164		110,164
Other Revenue		55,000	710,000
Investment Income			20,000
	110,164	55,000	14,496,433
Expenses			
Salaries			
Teachers			7,880,841
Principals and Vice Principals			143,904
Educational Assistants			301,494
Support Staff			405,681
Other Professionals	84,000		161,534
Substitutes			180,112
	84,000	-	9,073,566
Employee Benefits	20,000		2,395,005
Services and Supplies	6,164	55,000	2,452,786
	110,164	55,000	13,921,357
Net Revenue (Expense) before Interfund Transfers	-	-	575,076
Interfund Transfers			
Tangible Capital Assets Purchased			(575,076)
	-	-	(575,076)
Net Revenue (Expense)	-	-	-

School District No. 05 (Southeast Kootenay)

Amended Annual Budget - Capital Revenue and Expense
 Year Ended June 30, 2025

	2025 Amended Annual Budget			2024 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Investment Income		25,000	25,000	20,000
Amortization of Deferred Capital Revenue	3,554,185		3,554,185	3,299,934
Total Revenue	3,554,185	25,000	3,579,185	3,319,934
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	4,160,000		4,160,000	4,082,538
Debt Services				
Capital Lease Interest		26,000	26,000	11,900
Total Expense	4,160,000	26,000	4,186,000	4,094,438
Net Revenue (Expense)	(605,815)	(1,000)	(606,815)	(774,504)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	591,935		591,935	485,846
Local Capital		650,000	650,000	700,000
Capital Lease Payment		148,000	148,000	79,900
Total Net Transfers	591,935	798,000	1,389,935	1,265,746
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	320,000	(320,000)	-	
Principal Payment				
Capital Lease	122,000	(122,000)	-	
Total Other Adjustments to Fund Balances	442,000	(442,000)	-	
Budgeted Surplus (Deficit), for the year	428,120	355,000	783,120	491,242