



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

February 24, 2025, 12:00 P.M.

Cranbrook Board Office

Members

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

Pages

1. COMMENCEMENT OF MEETING

1.1 Call to Order

1.2 Acknowledgement of Ktunaxa Territory

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

1.3 Approval of the Agenda

1.4 Approval of the Minutes

Approval of the minutes from January 27, 2025

4

2. BUSINESS ARISING FROM PREVIOUS MINUTES

3. PRESENTATIONS

3.1 Budget Presentation - Krista Napl

9

3.2 Budget Presentation - CUPE 4165

28

3.3 Budget Presentation - Legacy of Learning

59

4. REPORTS

4.1 Secretary Treasurer

4.1.1 Mountainview Child Care Hub

4.1.2 Fernie Elementary School

4.2 Superintendent

4.2.1 Human Resources - Recruitment and Retention

4.2.2 Child Care

4.2.3 Framework for Enhancing Student Learning

5. REPORTS FROM COMMITTEES

5.1 Advocacy Education

5.1.1 DSAC Report

5.1.2 DPAC Report

5.1.3 Board Authority Authorized Course - Nature Based Wellness 80

RECOMMENDATION:

THAT the nature Based Wellness Board Authorized Course be approved by the Board of Education.

5.1.4 BCSTA Advocacy Letters 87

5.1.4.1 BCSTA Advocacy Letter - Emergency Management and Climate Readiness

5.1.4.2 BCSTA Advocacy Letter - Ministry Mandate

5.1.4.3 Winter and Summer Games Letter

5.1.4.4 Cedar Annex Rebuild

5.2 Student Services

5.2.1 Special Education Funding - 1701 February Final

5.3 Policy

5.3.1	Administrative Procedure 360 - Assessment	97
5.3.2	Administrative Procedure 255 - Animals in Schools	99
5.4	Finance Operations Personnel	
6.	NEW BUSINESS	
6.1	Board and Committee Meeting Schedule	
	RECOMMENDATION	
	THAT the 2025-2026 Regular Public, Regular In-Camera and All Committees schedule be accepted.	
7.	ACTION ITEMS FOR FUTURE MEETINGS	
8.	CORRESPONDENCE	
8.1	District Occupational Health and Safety Committee Minutes	
	Next meeting - February 20, 2025	
8.2	Finance and Capital Analysis Report	100
8.3	Trustee Professional Development	105
8.4	Staff Travel Summary	106
9.	QUESTION PERIOD	
10.	ADJOURNMENT	



**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 experienced 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?

FEBRUARY 24, 2025

YOUTH ENRICHMENT PROJECT

*School District No. 5
Supporting
Exceptional Learners*

PRESENTED BY: Krista Napl, parent, Pinewood
Elementary School.

TABLE OF *CONTENTS*

**YOUTH ENRICHMENT
PROJECT
PRESENTATION**

01	INTRODUCTION	09	INCLUSION
02	OVERVIEW OF GIFTED ED IN B.C.	11	BENEFITS OF A PROGRAM
03	GIFTED/EXCEPTIONAL LEARNERS	12	PROGRAM/ PROGRAM CRITERIA
07	PROFESSIONAL DEVELOPMENT	14	DATA
08	PURPOSE AND NEED OF A PROGRAM	16	RECAP

INTRO

What is the purpose of this presentation?

Gifted/ Enrichment Programs offer tailored learning experiences that challenge students beyond the standard curriculum, helping them reach **their full potential**.

This proposal is intended to demonstrate:

- purpose and need for this kind of program;
- the forms this program can take;
- the benefits of a program;
- costs of a program.

Inclusive Education Services : A Manual of Policies, Procedures & Guidelines 2024

POLICY STATEMENT

ALL STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES SHOULD HAVE EQUITABLE ACCESS TO LEARNING OPPORTUNITIES FOR ACHIEVEMENT, AND THE PURSUIT OF EXCELLENCE IN ALL ASPECTS OF THEIR EDUCATIONAL PROGRAMS.

Definition

E.4 Gifted

Definition

A student is considered gifted when they possess demonstrated or potential abilities that give evidence of exceptionally high capability with respect to intellect, creativity, or the skills associated with specific disciplines. Students who are gifted often demonstrate outstanding abilities in more than one area. They may demonstrate extraordinary intensity of focus in their particular areas of talent or interest. However, they may also have accompanying disabilities and should not be expected to have strengths in all areas of intellectual functioning.

A student that demonstrates abilities that are significantly advanced compared to other children of the same age, experience, and background. Areas of advancement can be in any domain - literacy, math, music, and art.

Funding

D.9 Funding Inclusive Education Services

The current funding system, introduced on March 1, 2002, moved into the student base allocation a significant portion of those resources that, in the past, formed part of the inclusive education supplement. This includes funds that were previously identified as part of the inclusive education "core" allocation: funds for learning assistance, special health services, identification assessment/ planning and hospital/homebound services and supplementary funds for students who are identified as having severe learning disabilities, mild intellectual disabilities, students requiring moderate behaviour supports and students who are gifted.

Supplementary funding continues to be provided to school boards in addressing the aspects of inclusive education for students who meet criteria as Level 1, 2 or 3 unique needs.

- **Level 1** - includes students with multiple needs who are Physically Dependent or DeafBlind
- **Level 2** - includes students with Moderate/Profound Intellectual Disabilities, with Physical Disabilities or Chronic Health Impairments, with Visual Impairments, with Autism Spectrum Disorder, or students who are Deaf or Hard of Hearing
- **Level 3** - includes students requiring Intensive Behaviour Interventions or students with Serious Mental Illness

Though the funding system changed, the obligations placed on school boards to address the disabilities or diverse abilities of students did not.

For more information see Appendix H.16 Inclusive Education Policy and Resources.

OVERVIEW OF *GIFTED EDUCATION IN B.C.*

ABOUT GIFTED/ EXCEPTIONAL LEARNERS

Gifted learners have a more difficult time finding like-minded others who share learning traits such as:

- Significantly less need for repetition of concepts and information, therefore being ready to move ahead in learning at a faster pace.
- asynchronous development when learning in specific curricular areas develops at different rates across several years.
- focused and passionate interests in specific areas not necessarily shared with their chronological age group thus isolating them; and
- the scope of areas in which giftedness manifests itself: intellectual, academic, visual and performing arts, creativity, and leadership ability.

<https://giftedchildrenbc.org/where-have-all-bcs-gifted-students-gone>

FACTS ABOUT GIFTED/ EXCEPTIONAL LEARNERS

there is a common belief by some educators, parents and policy makers in the “myth that high ability students don’t face problems or challenges” (Moon, 2009); a belief that they will “be OK on their own” and that special services are optional. However, gifted students, like all other special needs students, in fact do need educational adaptations to support an appropriately challenging academic environment, as well as to provide recognition and support for the social-emotional challenges their unique profile requires.

Moon, S.M. (2009). Myth 15: High-ability students don’t face problems and challenges. *Gifted Child Quarterly*, 53(4), 274-276.

Gifted learners are not always at the top of their classes.

Gifted learners may not be fine on their own.

You can be gifted if you have a learning disorder.

Gifted children do not all exhibit the same characteristics.

Gifted learners may or may not prefer to socialize with their same-age peers.

PROFESSIONAL DEVELOPMENT

Teacher support needed:

Ongoing professional development is key to support, however professional development is more commonly focused on needs that are growing in number and intensity, therefore impacting the classroom more significantly.

In the case of gifted learners, there is a common belief that they should be academically capable and self-directed individuals, while the reality of diminishing resources that increase pressure on classroom teachers to meet wide ranging teaching and learning needs continues to go under-acknowledged.

This means teachers need professional development in gifted pedagogy to enable the delivery of appropriate differentiated learning opportunities. Without this, gifted students cannot benefit from an inclusive classroom. In addition, support specialists working with the gifted need to be provided and well versed in best practices for gifted education.

The current focus on inclusive classrooms is based on a belief that the needs of all learners can be adequately supported by a teacher and perhaps an EA; however it is not clear that this plays out in practice.

PURPOSE AND NEED OF A PROGRAM

Gifted learners require appropriate educational environments that challenge and enrich their learning experiences. If not provided with adequate support and stimulation, gifted learners can become bored and disengaged, which may lead to underachievement and not reaching their potential. Without the appropriate educational opportunities that nurture their unique abilities, gifted learners may not thrive academically and may even experience frustration or disinterest in their studies.

Are we possibly identifying gifted students as behavioural rather than understanding the need to adapt their learning environment?

When a learning environment doesn't fit the needs of the situation, the result is often behaviours that are inappropriate or disruptive. Does this result in including them in the growing reported numbers in the behavioural category?

INCLUSION

As stated by the Board in a letter dated November 21, 2023, to the Minister of Education and Childcare

SD 5 MISSION STATEMENT



Our mission is to empower every student to graduate with dignity, purpose, and options. We are committed to providing engaging, personalized educational experiences that nurture curiosity, celebrate diversity, and foster lifelong learning.



We would like to remind the Minister of a keystone principle in public education; equity and equality are not synonymous. Equality means a person or group is provided the same resources or opportunities. Equity recognizes that each person or group has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome.

INCLUSION & GIFTED LEARNERS

We can all agree that our education system is responsible for considering and supporting the unique needs of all learners.

Assuming gifted learners can take care of their own learning needs, as they have greater academic capacity than others, completely ignores the social-emotional needs of these students (i.e. their need for belonging) and/or their need to continue to progress in their learning at a rate appropriate to their capacity.

Grouping gifted learners together for instruction by qualified teachers so they can learn and progress to their capacity is another method of inclusion.

To be included, these students, as all others, have the right to be taught by adults who recognize and can respond appropriately to their learning needs - this too, is how we include.

BENEFITS *OF A PROGRAM*

01.

GROWTH

- Academic growth.
- Social emotional support.
- Preparation for future success.
- Opportunity to learn at a faster pace with intellectual peers.
- Creativity development.
- Critical thinking skills.
- Improved self-esteem.
- Boredom prevention.
- Exploration of interests.

02.

INCLUSION

- Advanced learning opportunities - students experience learning in a variety of contexts.
- Balanced unique needs of all learners.
- Increased engagement.
- Preparation for higher education.

03.

ATTRACTION

- Might help attract students back into the public school system.
- St. Mary's School and KCA both advertise as being "academically driven and focused".
- Some students are being homeschooled because of not being challenged.

FORMS THIS PROGRAM CAN TAKE

USE WHAT WE HAVE

Utilize the district literacy, numeracy, and transformative teachers.

Together they create the curriculum and provide it to teachers within the district that have gifted learners in their classrooms.

FIND A SPACE

USE LIBRARIES

Libraries are an area of a school that typically are not utilized to their full potential. They are free to use, and can be scheduled.

TIME INVESTMENT

The district literacy teacher can pull gifted learners into groups by rotation to learn together. One afternoon a week is all it would take. With 4 district teachers overseeing the program, it would mean one afternoon a month each.

FUNCTIONALITY

Students in the program can take their projects back to class to work on until their next half-day pull out group session.



Create something great, something equitable, and something truly inclusive for students with high ability.

PROGRAM *CRITERIA*

ACADEMICALLY INCLINED STUDENTS

Look for students that have an interest, skill or talent that would benefit from enrichment. Students identified as gifted are prioritized for the program.

Students would be nominated by their teacher or SBT along with their parents.

PROGRAM GOAL

To provide academic challenge and social-emotional support for gifted (elementary) students through an intellectual peer group and conceptually advanced curriculum.

Goal would be to build the program. It would start small and be very cost-efficient.

PROGRAM DESIGN

A program designed to challenge and develop the depth and breadth of the student's critical and creative thinking abilities.

COST AND BUDGET

Cost of a teacher for one afternoon a week (to start).
 Can use the literacy, numeracy, technology, and transformative district teachers.
 Cost of a bus - \$60?
 Cost of spaces - none, utilize the spaces not being used for one-half day a week (libraries).

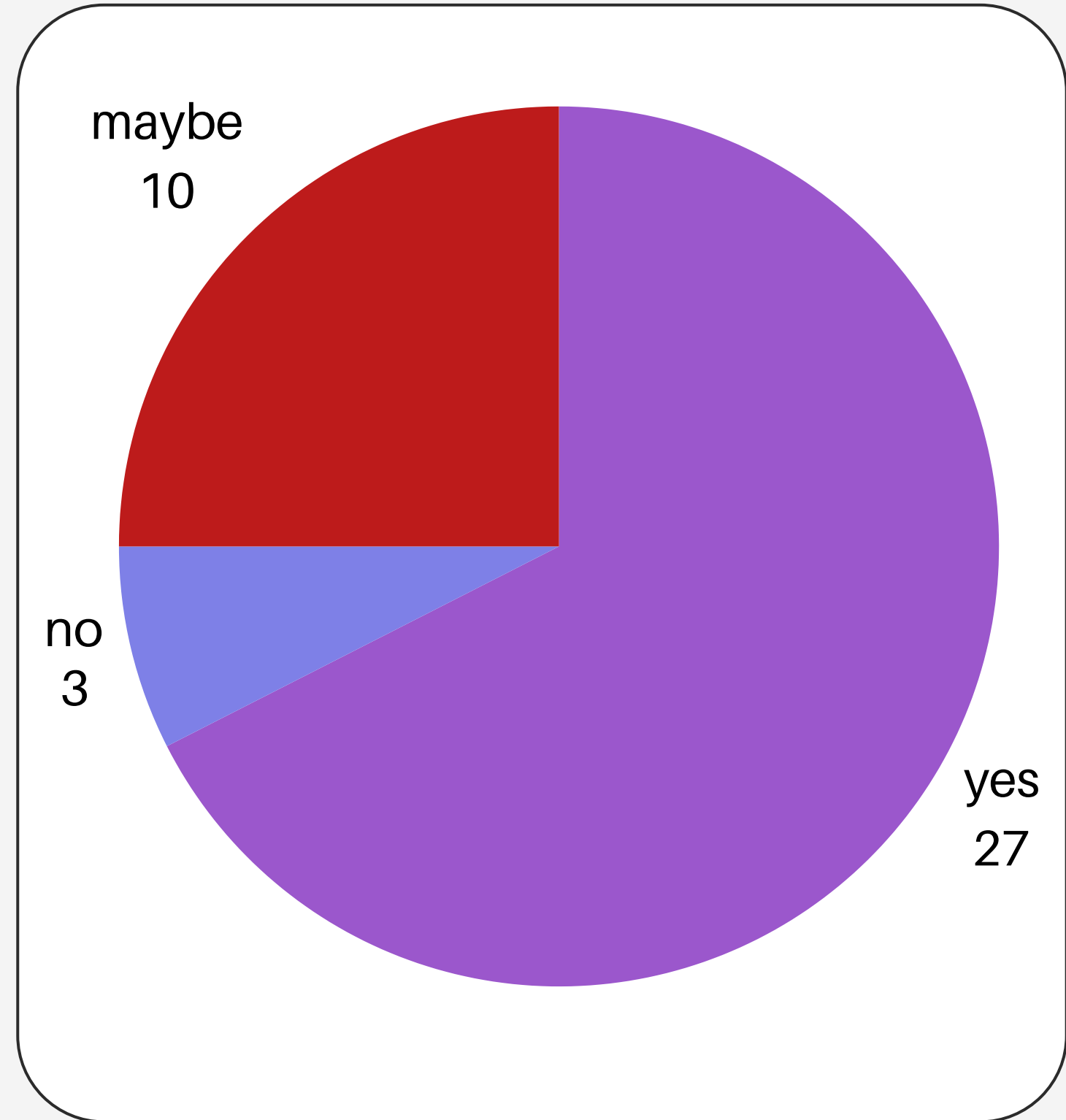
QUESTION 1

Do you have a child that fits this definition:
Students that think and learn faster than most.

Students that show advanced skills in areas of reading, math, music or art.
Students that learn at a faster pace and/or achieve at higher levels than their peers.

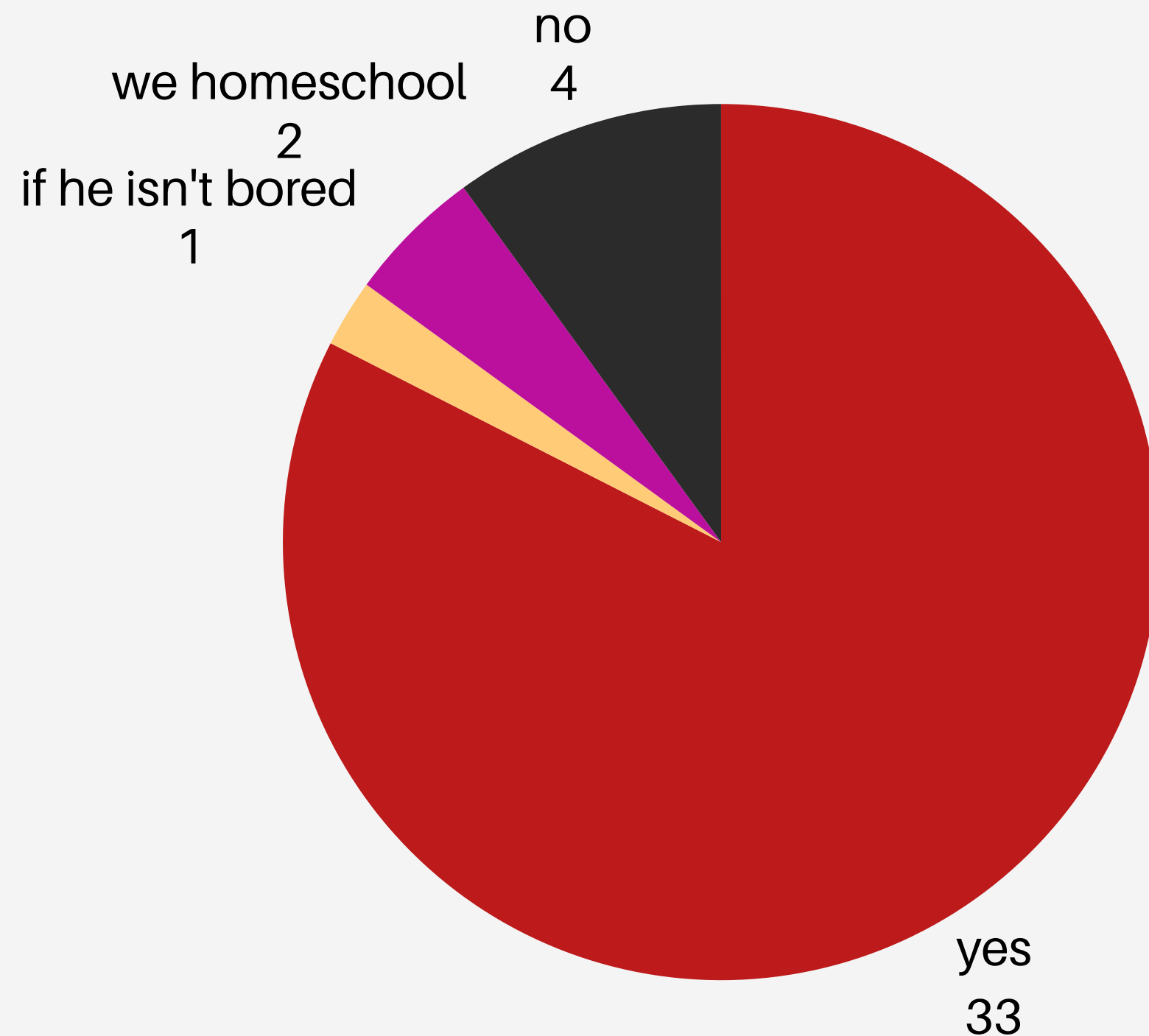
DATA

I sent a survey to the District PAC and it was sent out to most PAC's.
I received 40 responses from parents within Sd5.



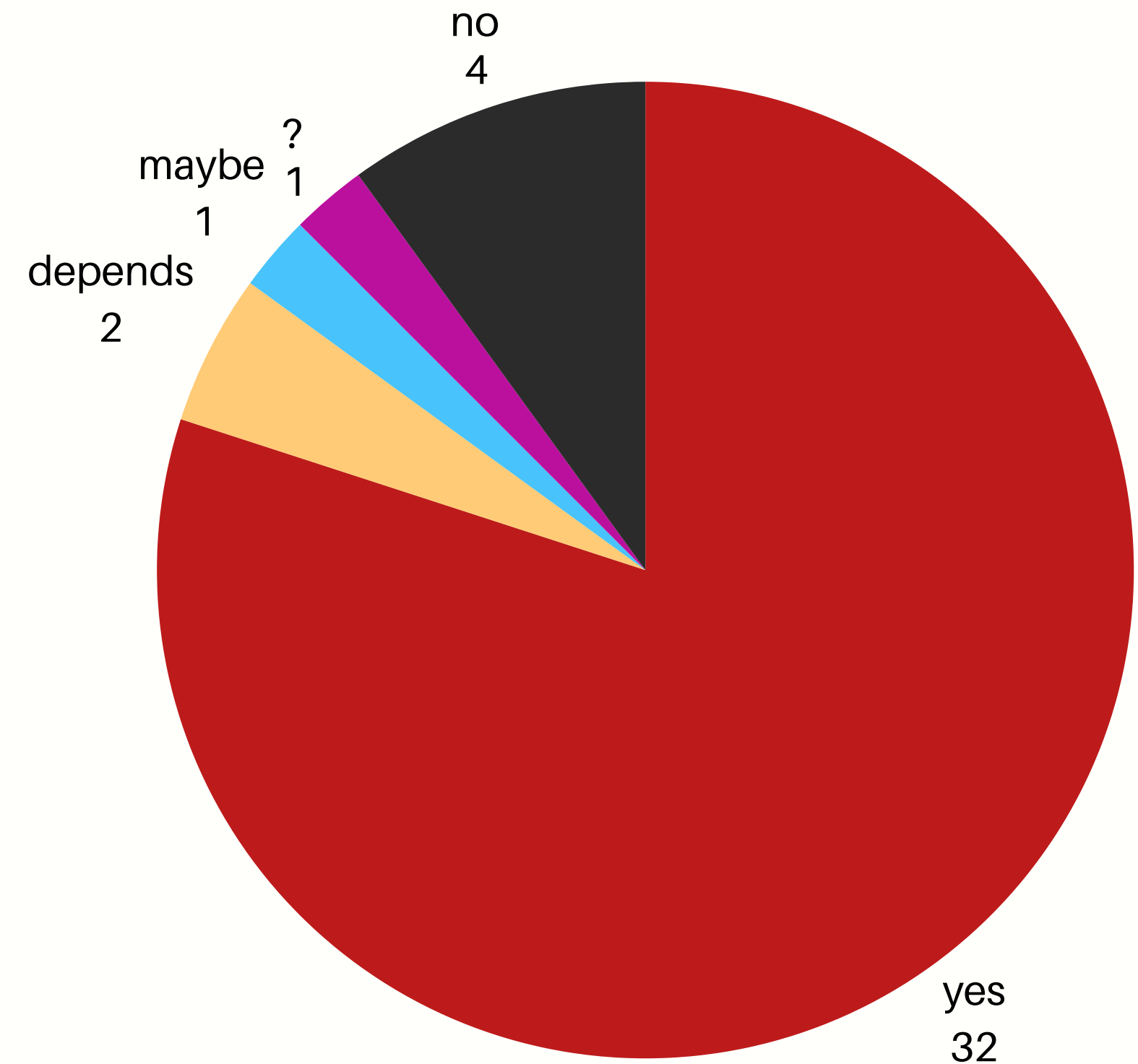
QUESTION 2

Does your child consistently receive proficient to exceeding in the majority of subjects on their report card?



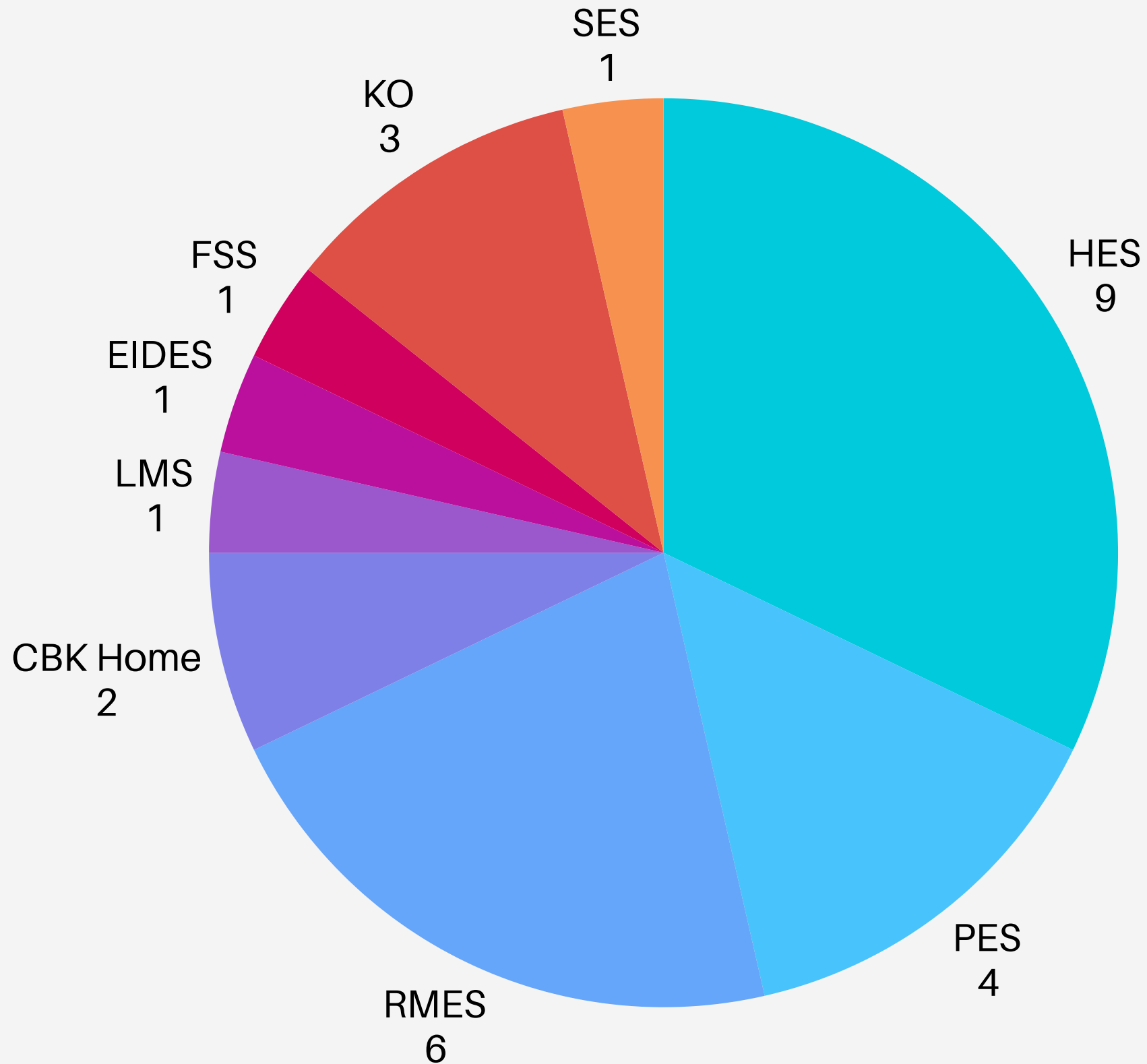
QUESTION 3

Would your child benefit from an enrichment program designed with services to supplement learning?



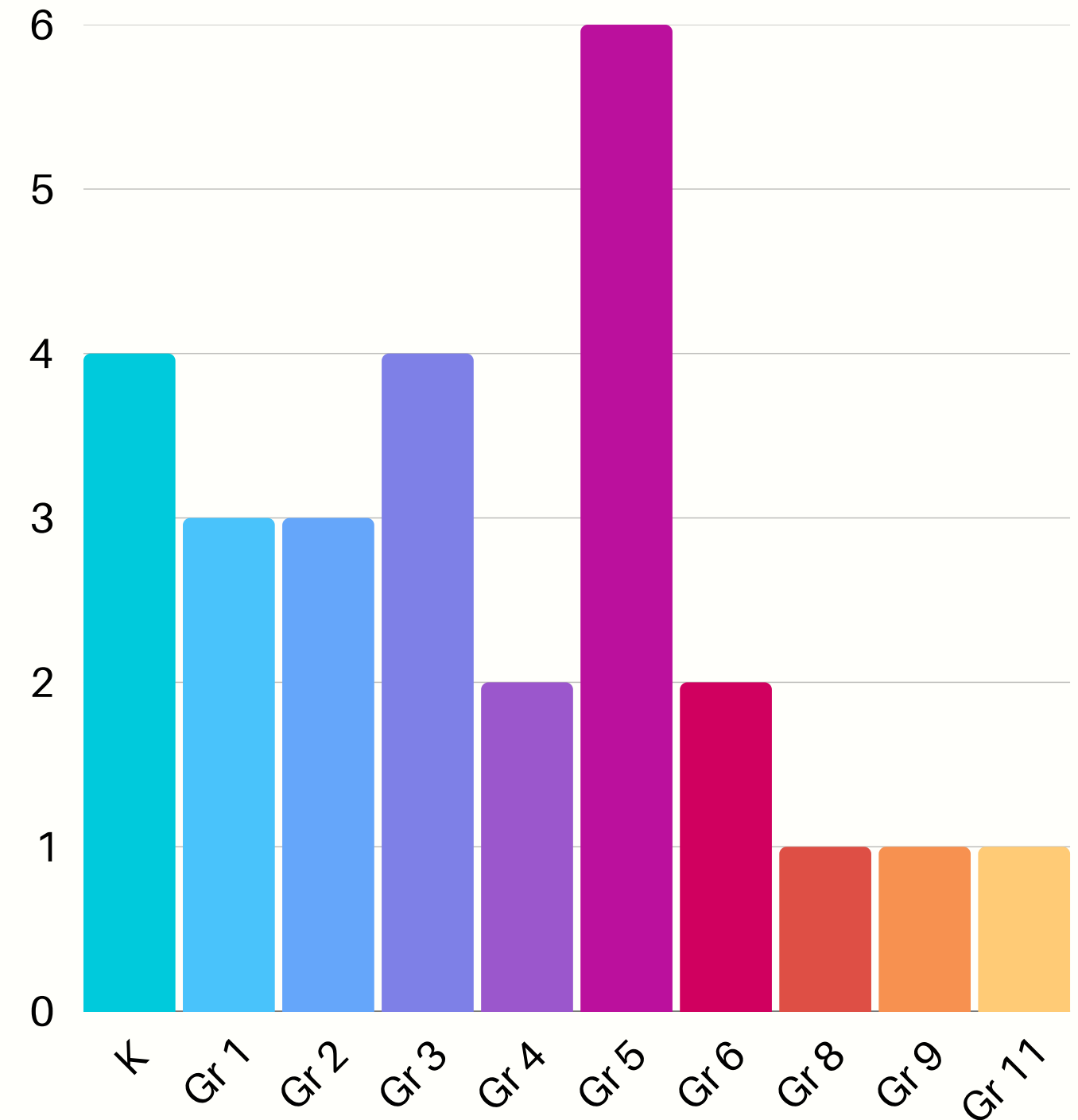
QUESTION 4

Geographical area of need of the 27 that said yes



QUESTION 5

Grade level of the 27 that said yes





In School District No. 5 (Southeast Kootenay), **we set high expectations for our students. Our students thrive in an innovative and academically enriched educational environment.** Our caring and supportive school communities value family involvement and foster clear values that build confidence, character, and good citizenship every day. **We encourage our students to participate in a wide array of co-curricular activities and motivate each child to reach his or her individual potential.**

<https://www.sd5.bc.ca/page/6547/about-us>

RECAP

- Gifted programs offer a wide range of opportunities for students to grow intellectually, socially, and emotionally.
- Supporting gifted learners is inclusion.
- Support can look simple, with a low-cost/ cost effective program.

Call to action: To invest in a program to ensure access for all learners to reach their full potential.

To ensure all learners, including advanced learners, have access to programs to help them reach their full potential (As stated by the Board in a letter dated November 21, 2023, to the Minister of Education and Childcare)

Questions?



BUDGET

P R O P O S A L S

2 0 2 5

Prepared For :
SCHOOL DISTRICT 5
BOARD OF TRUSTEES

CUPE LOCAL 4165
116 - 7TH AVE SOUTH
CRANBROOK, BC
V1C2J4

WHO IS CUPE?

CUPE represents more than 32,000 school support workers across British Columbia, and more than 400 support workers in School District No. 5.

CUPE members help create a high-quality public education system that serves and cares for students, offers support for families, and benefits everyone in our communities.

School support staff keep our schools safe and clean, get our kids to school safely, keep our schools running, and help our children and youth learn, grow, and succeed.

CUPE SUPPORT STAFF KEEP OUR SCHOOLS CLEAN, SAFE AND INCLUSIVE

CUPE members work as:

Education Assistants

Clerical and support staff

Building Service Workers

Library Clerks

Indigenous Support Workers

IT Workers

Trades Workers

Bus Drivers

Maintenance Workers

Youth Care Workers

TABLE OF CONTENTS

CUPE 4165 BUDGET
PROPOSALS | 2025

PROPOSALS

- EA Pro D
- Daytime Building Service Workers
- Violence in the Workplace
- Kindergarten EA Support
- Alternate Education Options
- Counselling for Members
- Mount Baker Rover Position

EA PRO D WHAT IT LOOKS LIKE NOW

EDUCATION ASSISTANTS ARE GIVEN 2 PRO D DAYS, PER SCHOOL YEAR.

THE FIRST BEING AT THE END OF SEPTEMBER FOR THE INDIGENOUS TRUTH AND RECONCILIATION PRO D.

THE SECOND IS A DATE CHOSEN BY THE EMPLOYER. OFTEN IT IS NOT COMMUNICATED EFFECTIVELY OR IN A TIMELY MANNER. THIS YEAR THERE WAS A LOT OF CONFUSION WITH WHEN THE CUPE PRO D DAYS WERE WITH TRUTH AND RECONCILIATION DAY BEING MOVED!

RECOMMENDATION

ESTABLISH AN EDUCATIONAL ASSISTANT PROFESSIONAL DEVELOPMENT COMMITTEE THAT INCLUDES CUPE MEMBERS

- To ensure Professional Development Days are meaningful and relevant to Education Assistants**
- To ensure that the Professional Development days happen and are not missed due to lack of planning.**
- After the last budget proposal it was told to CUPE this would be address at Labour Management which never happened. This does have a budget impact as release time will be needed for the committee.**

DAYTIME BUILDING SERVICE WORKERS

Decades of custodial underfunding has eliminated dayshifts and daytime hours, which threatens their ability to perform the work that they know is vital to maintaining a safe and healthy learning environment for students.

Understaffing and overwork in this area is a health and safety issue for all students and staff.

Building Service Workers must be provided the fair wages, adequate hours, and necessary protections to safely carry out their essential work.

In 2017 CUPE,

which represents the majority of custodians in the province's public schools, polled 1,100 custodians in 40 of BC's 60 school districts about their working conditions.

Just over half said they were not able to keep schools clean enough to meet their own health and safety standards;

80 % said their job was not done at all or left incomplete when they took sick leave; and nearly

three-quarters said their job was regularly left unfinished because of increased or unsustainable workloads. [Are BC Schools Clean Enough to Reopen? | The Tyee Katie Hyslop 1 May 2020TheTyee.ca](#)

DAYTIME BUILDING SERVICE WORKERS NOT ONLY CLEAN, THEY:

- Ensure secure, safe and sanitary conditions of facility and grounds such as setting alarms, locking doors, snow removal, dusting, sweeping, washing and garbage pickup.
- Maintain an inventory of cleaning equipment and supplies.
- Operate and care for equipment related to the position.
- Make routine repairs on a regular basis.
- Develop work methods to handle assigned tasks.
- Monitor, order and replace supplies as needed.
- Perform safety inspections of all facilities and grounds and submit monthly reports.
- Maintain WHMIS information.
- May be required to assume a supervisory role.
- May be required to liaise with general contractors.
- Knowledge in location and operation of all utility and security control.
- Detect, report major problems in utilities.
- Perform other job and maintenance related duties

BUILDING SERVICE WORKERS NOT ONLY CLEAN, THEY:

- Ensure secure, safe and sanitary conditions of facility and grounds such as setting alarms, locking doors, snow removal, dusting, sweeping, washing and garbage pickup.
- Maintain an inventory of cleaning equipment and supplies.
- Operate and care for equipment related to the position.
- Make routine repairs.
- Develop work methods to handle assigned tasks.
- Check and replace supplies as needed.
- Perform other job and maintenance related duties.

<https://www.sd5.bc.ca/staff/employment/SupportStaff/JobDescriptions>

WHAT DOES IT LOOK LIKE NOW?

Daytime Building Service Workers work daytime hours at more than one school on an on-call basis.

- If a child throws up, the school calls a daytime BSW who works at the middle schools or high school. That BSW has to stop what they are doing and travel to the school to clean up the vomit. **This has happen 15-20 this school with the BSW at Mount Baker.**
- This not only wastes money in travel time to and from the schools, it also leaves spills and hazards in hallways, classrooms, and bathrooms in what should be a clean safe learning environment. **This is disruptive for classes and students. Students that struggle with changes to environment and routine can become unregulated with these changes.**
- BSW haven't been able to complete their daily tasks since the removal of daytime custodial hours.

Recommendation 1:

Bring back daytime BSW hours for every school in School District No. 5

To ensure the work of Daytime

BSW's:

Stops the spread of disease in schools and in communities.

Protects our most valuable citizens.

Reduces the amount of time staff and students miss due to illness.

Protects the overall health of our community.

RECOMMENDATION 2

Rover Building Service Worker in each community

This is at least the starting point to having daytime BSW. A Rover BSW in each community could be use to:

- 1) Go to schools to clean up any spills, vomit, etc. They would be able to get to the schools quicker.
- 2) Available to support with additional cleaning such as super cleans of classrooms and buildings when needed
- 3) could be used on an emergency basis to fill in when no replacement for BSW.

VIOLENCE IN THE WORKPLACE

Violence in the workplace is any incident(s) in which an employee is threatened, assaulted, or abused during the course of their employment that may cause physical or psychological harm. This includes threats, attempted or actual assault, application of force, verbal abuse or harassment.

Workplace Policies and Procedures can have a significant effect on the frequency of violent incidents.

<https://cupe.ca/preventing-violence-and-harassment-workplace-0>

**IT'S
NOT
PART
OF THE
JOB**

SCHOOL DISTRICT NO 5 CREATING SAFE SCHOOLS POLICY AP172

Background

District staff members and students have the right to work and learn in an environment that is protected from violence or the threat of violence.

Definition

Violence shall be defined as, “the attempted or actual exercise by a person, of any physical force so as to cause injury to any person and includes any threatening statement or behaviour which gives a person reasonable cause to believe that they are at risk of harm - to include, but not restricted to direct physical or direct emotional injury or indirect, collateral emotional injury.”

POLICY AP172 Continued

Procedures

1. Abusive behaviour including harassment and intimidation may cause harm to students or staff. Such behaviour **will not be tolerated. All incidents** of violence and/or threats of violence that involve staff members and students **shall be reported and investigated (Form 172-1)**.
2. It is mandatory that staff members respond without delay when incidents or situations involving violence or potential violence threaten the safety and security of staff, students, schools, workplaces and the larger school community. Mandatory response does not include placing yourself or others at risk. The emergency procedures outlined in the Emergency Procedures Handbook define the appropriate level of response.
3. Minor incidents that involve strictly students may be dealt with at the school level if the Principal/Vice-Principal determines that the incident presents no threat of escalation or repetition.

**PREVENTION IS OFTEN
CONFUSED WITH REDUCING
SEVERITY OF AN INCIDENT BY
CONTROLLING VIOLENCE ONCE IT
HAS STARTED.**

**SECONDARY AND TERTIARY
STRATEGIES DO NOT ACTUALLY
PREVENT INCIDENTS FROM
OCCURRING. PRIMARY
PREVENTION STRATEGIES
ADDRESS THE ROOT CAUSES OF
VIOLENCE.**



VIOLENCE PREVENTION SHOULD OCCUR IN THREE WAYS:



Primary prevention

is a strategy that stops violence before it occurs. The intent is to reduce the factors that put people at risk of facing violence. Violence prevention involves hazard identification and removal before someone gets hurt.



Secondary prevention

focuses on the immediate response to violence. These efforts may include emergency response services or medical care for workers who are injured.



Tertiary prevention

involves long-term approaches that occur in the aftermath of violence. It includes investigations to determine the cause of the incident and remove hazards.

<https://cupe.ca/preventing-violence-and-harassment-workplace-0>

WHAT DOES IT LOOK LIKE NOW IN SCHOOL DISTRICT NO. 5?

Frequency of violence in K-12 settings is nearly impossible to accurately determine.

Statistics are rarely kept unless there is a loss of time at work as a result of an injury.

A significant number of incidents go unreported, especially if there was no lost work time as a result.

Update: We do know that violence is on the rise in our schools.

THE UNION CONTINUES TO SEE NUMEROUS THREAT/VIOLENCE FORMS COMING IN.

THE REPORTING PROCESS IS ABOUT TO CHANGE. HR WOULD LIKE THE EMPLOYEE TO ONLY SEND THE FORM TO HR, NO LONGER KEEPING THE UNION IN THE LOOP. HR HAS SAID THEY WOULD SEND US A REDACTED COPY. WE DO NOT AGREE WITH THE NEW PROCESS.

FOLLOW UP BY HR IS LACKING WITH MEMBERS BEING ASKED TO SCHEDULE MEETINGS OUTSIDE OF WORK HOURS VIA PHONE CALL OR TEAMS. WORKSAFE ISSUES NEED TO BE DEALT WITH DURING WORK HOURS. OFTEN THERE IS A LONG WAIT TIME FOR A MEETING.

IMPROVING THE REPORTING PROCESS AROUND ATTACKS, PROVIDING STAFF WITH MEDICAL AND PSYCHOLOGICAL SUPPORT, DEBRIEFING AFTER AN INCIDENT AND ENSURING THEY DON'T HAVE TO CONTINUE WORKING WITH THE YOUNG PERSON WHO HAS JUST ASSAULTED THEM MUST BE ADOPTED AS A MATTER OF URGENCY.

WHAT NEEDS TO BE DONE

- Include EAs in the creation of their student's Staff Safety Plans.**
- Give EAs opportunities to work with other students when they request not to work with students who have been violent towards them.**
- Allocate paid time to fill out Threat Violence Forms.**
- Admin and Student Services should encourage all staff to fill out Threat Violence Forms and submit them in a timely fashion.**
- debriefing at the school level immediately after an incident**
- Give EA's opportunities to mitigate the risks themselves. EA's often know their students better than the teacher.**
- Honour their right to refuse unsafe work.**
- Forms to be sent to the union within 24 hours of HR receiving.**
- When meetings are requested they need to happen quickly and within work hours.**
 - Utilize the Unions to help with debriefing after a form is filled. We have the resources to fill this need and are willing.**

RECOMMENDATION #1

DOJHS Committee CREATE A WORKPLACE VIOLENCE PREVENTION POLICY

To ensure school district no 5 is committed to developing and maintaining a workplace culture where workers are treated with respect by managers, co-workers, students and members of the public, and where incidents of violence are dealt with promptly and effectively as they arise.

Violence Prevention Policy includes - a healthy workplace culture and what that looks like.
- The policy must recognize that our workplaces are more prone to violence, and acknowledge the need for additional preventative measures.

A policy is not enough on its own. Effective communications and training about the policy for all levels of the organization are critical for uptake of the policy. Consistent enforcement of the policy, ongoing efforts to evaluate the workplace environment and the effectiveness of the policy, are also critical to maintaining a violence-free workplace.

RECOMMENDATION #2

Improve the reporting process around threats and violence that involves the Unions. Ensure forms are shared with Union within 24 hours.

RECOMMENDATION #3

Give time for debriefing, time to fill out forms, time to make sure they themselves are ok.

RECOMMENDATION #4

Include the Unions in debriefing after an incident..

RECOMMENDATION #5

Include EAs in developing safety plans

It is common for EAs to know when a situation may not be successful for a student, but is told to go along with it and 'see how it goes'. This doesn't prevent violence, this does not mitigate the risk. This does not make the EA feel like their voice is being heard.

Kindergarten EA Support

WHAT IT LOOKS LIKE:

- **PREVIOUS YEARS - KINDERGARTEN CLASSES WERE GIVEN AN EXTRA EA FOR THE GRADUAL ENTRY TIME FOR THE MONTH OF SEPTEMBER.**
- **ONCE THE MONTH OF SEPTEMBER IS OVER THE SUPPORT IS GONE BUT THE NEED FOR SUPPORT OFTEN REMAINS IN PLACE.**
- **SUPPORT MAY BE PULLED FROM OTHER CLASSES IN THE SCHOOL TO COVER NEEDS IN KINDERGARTEN.**

IMPORTANT INFORMATION

- **THE FULL NEED OF KINDERGARTEN CLASSROOMS ARE OFTEN UNKNOWN.**
- **MANY STUDENTS MAY NOT BE DIAGNOSED BEFORE ENTERING THE SCHOOL SYSTEM**
- **LATE REGISTRATION OF KINDERGARTEN STUDENTS OFTEN CHANGES THE NEED IN THE CLASSROOM**

RECOMMENDATION #1

FULL TIME/YEAR ROUND KINDERGARTEN EA

- this EA would be in addition to other EAs/support in the classroom
- Dedicated to supporting Kindergarten

Benefits:

- support/help for students with transitioning to kindergarten. For some students this is the first time in a school setting if they never attended preschool or daycare
- support/help identify students that present with behaviours and support needs
- to help with tracking and data collecting needed to show support and students that need to be coded and on IEPs.

RECOMMENDATION #2

USE FOR KINDERGATEN EA DURING GRADUAL ENTRY TIME IN SEPTEMBER

- create a schedule for the Kindergarten EA to cover other EAs so these EAs can review student files, safety plans etc.
- this will ensure EAs are better equipped with the knowledge needed to support all students
- EAs having time to review safety plans for students may lead to EAs being less subject to violence and work place injury.

ALTERNATIVE WAYS OF LEARNING

Students who attend alternate education programs are often the most vulnerable population in the school system.

Alternate education programs focus on educational, social and emotional issues for students whose needs are not being met in a traditional school program. An alternate education program provides its support through differentiated instruction, specialized program delivery and enhanced counselling services based on students' needs.

IT IS ACKNOWLEDGE THAT THE DISTRICT HAD A PLAN FOR AN ALTERNATE PROGRAM THIS SCHOOL YEAR BUT DUE TO THE AMY WOODLAND FIRE THE PLAN DID NOT HAPPEN.

ALTERNATE WAYS OF LEARNING

SYSTEM DOESNT FIT

If a student continues to avoid attending school and/or particular classes, and school staff, parents, and/or community partners have not succeeded in finding ways of helping the student become interested in attending school regularly, alternate ways of learning should be considered.

WHAT IT LOOKS LIKE NOW

- A rise in behaviours that result in poor learning environments and staff burnout.
- Students not attending middle and high school.
- Mental wellness gets in the way of learning.
- Students need extra help, and can't access it because they aren't attending or behaviours get in the way.
- Families increasingly asked to keep their children home for an indefinite period because of behavioural issues.

RECOMMENDATION:

DISTANCE LEARNING AT LAURIE MIDDLE SCHOOL

The Board reach out to the DL Team from Laurie Middle School to help provide information on how their program is successful.

The Board use Laurie Middle School's program as a baseline for what is working and implement their program into other middle schools and high schools.

RECOMMENDATIONS

PROVIDE ALTERNATE WAYS OF LEARNING OPTIONS IN SD5

GAUGE Program

The GAUGE program provided elementary students with severe behaviour challenges an option for continuing to attend school.

Online In-School Learning

creating an option where students can do online learning from inside the school they attend if they don't have access to technology at home.

Satellite Program

A program based off site that meets the needs for students who are unable to attend classes, that can't fulfill a fulltime schedule.

Programs like the GAUGE program

Not only address the current needs of students but also successfully transition a majority of those students back into the mainstream classroom

INVOLVE CUPE staff that work directly with students who would benefit from an alternate way of learning in creating new ways to look at the system and how we can make it fit all students.

COUNSELLING FOR MEMBERS

DURING A CRISIS WITHIN A COMMUNITY, OFTEN THE SCHOOLS ARE THE ONES REQUIRED TO COUNSEL AND SUPPORT FAMILIES THAT ARE STRUGGLING.

WHEN A CRISIS HAPPENS THAT INVOLVES EMPLOYEES OR STUDENTS, WE OFTEN FORGET THAT OUR COUNSELLORS AND YCWS AND IESW NEED SUPPORT AS WELL.

COUNSELLING AFTER A CRISIS IS VITAL FOR INDIVIDUAL AND COMMUNITY RECOVERY, OFFERING A PATHWAY THROUGH WHICH PEOPLE CAN HEAL, REBUILD, AND EMERGE STRONGER IN THE FACE OF ADVERSITY.

RECOMMENDATION

THE BOARD PROVIDE OUTSIDE COUNSELLING AGENTS WHEN A CRISIS OCCURS.

MOUNT BAKER ROVER POSITION

- AT MOUNT BAKER MANY SUPPORT STAFF ARE NOT GETTING THEIR REQUIRED BREAKS
- THEY ARE TOLD TO FIGURE OUT THEIR OWN BREAKS BUT OFTEN HAVE NO ONE TO COVER THEM.
- BREAK SCHEDULING CAN BE DIFFICULT WITH THE TIME TABLE AND SUPPORT NEEDS SUCH AS ONE TO ONE STUDENT THAT CAN NOT BE LEFT ALONE
- ADMIN'S ONLY SOLUTION IS FOR EAS TO LEAVE EARLY. THIS IS NOT A SOLUTION
- THERE IS CLEAR COLLECTIVE AGREEMENT LANGUAGE REGARDING BREAKS THAT IS NOT BEING FOLLOWED.(THE COLLECTIVE AGREEMENT STATES THEY ARE ENTITLED TO 1 15 MIN BREAK)

RECOMMENDATION

PROVIDE AN ADDITIONAL EA TO THE SUPPORT STAFF AT MOUNT BAKER TO PROVIDE THIS NECESSARY SUPPORT.

A ROVER EA COULD BE SCHEDULED TO COVER EA BREAKS, PROVIDE ADDITIONAL SUPPORT WHEN TWO EAS ARE NEEDED (EG: SUPPORTING A STUDENT WITH TOLIETING, LIFTING, OR WHEN A STUDENT BECOMES UNREGULATED AND SAFETY IS A CONCERN)

RECOMMENDATIONS

Bring back daytime custodial hours for every school in School District No. 5

FULL TIME/YEAR ROUND KINDERGARTEN EA

USE FOR KINDERGARTEN EA DURING GRADUAL

ENTRY TIME IN SEPTEMBER

PROVIDE AN ADDITIONAL EA TO THE SUPPORT STAFF AT MOUNT BAKER TO PROVIDE THIS NECESSARY SUPPORT.

THE BOARD PROVIDE OUTSIDE COUNSELLING

AGENTS WHEN A CRISIS OCCURS.

PROVIDE ALTERNATE WAYS OF LEARNING OPTIONS IN SD5

THE BOARD USE LAURIE MIDDLE SCHOOL'S PROGRAM AS A BASE-LINE FOR WHAT IS WORKING AND IMPLEMENT THEIR PROGRAM INTO OTHER MIDDLE SCHOOLS AND HIGH SCHOOLS.

DOJHS COMMITTEE CREATE A WORKPLACE VIOLENCE PREVENTION POLICY

Improve the reporting process around threats and violence that involves the Unions.

Give time for debriefing, time to fill out forms, time to make sure they themselves are ok.

Include the Unions in debriefing after an incident.

Include EAs in developing safety plans

ESTABLISH AN EDUCATIONAL ASSISTANT PROFESSIONAL DEVELOPMENT COMMITTEE

THAT INCLUDES CUPE MEMBERS

CONTACT US

Mailing Address:

CUPE LOCAL 4165

116 7th Ave South, Cranbrook, B.C. V1C2J4

E-mail Address:

cupe4165@outlook.com

HEALTH AND SAFETY GUIDELINES PREVENTING VIOLENCE AND HARASSMENT IN THE WORKPLACE

CANADIAN UNION OF PUBLIC EMPLOYEES HEALTH AND SAFETY BRANCH JULY 24, 2018

[HTTPS://CUPE.CA/PREVENTING-VIOLENCE-AND-HARASSMENT-WORKPLACE-0](https://cupe.ca/preventing-violence-and-harassment-workplace-0)

ALTERNATE EDUCATION PROGRAM

[ALTERNATE EDUCATION PROGRAM - PROVINCE OF BRITISH COLUMBIA \(GOV.BC.CA\)](http://gov.bc.ca)

RESOURCES



The Legacy of Learning Project



A SCHOOL DISTRICT NO.5 PARTNERSHIP



BUILDING BRIDGES IN THE COMMUNITY



Since its inception in 2013, the Legacy of Learning Project has built bridges in the community.

The Columbia Basin Institute of Regional History (CBIRH) has collaborated successfully with School District No.5 and its partners to preserve the unique educational history of the communities within its jurisdiction.

**CBIRH FILMS PARKLAND MIDDLE SCHOOL
TEXTILES CLASS FOR HERITAGE BC PROJECT**

Amy Woodland Elementary School - Collection No. 0493.0108



#0493.0108: Cranbrook Central School Staff
Amy Woodland 2nd from left wearing the Poka Dot dress

Amy Woodland Elementary Class Play 1958-1959 - Collection No. 2013.0046



#2013.0046: Amy Woodland Elementary School Grade 6 1958-1959 Class Play

WE ARE ENTERING THE TWELTH
YEAR OF THE LEGACY OF LEARNING
PARTNERSHIP WITH SCHOOL
DISTRICT #5
THE COLUMBIA BASIN INSTITUTE OF
REGIONAL HISTORY (CBIRH) HAS
WORKED DILIGENTLY TO REACH
INTO EVERY CORNER OF SD#5 WITH
THE MESSAGE THAT THE
PRESERVATION OF EDUCATIONAL
HISTORY IS FUNDAMENTALLY
IMPORTANT

SCHOOL USE



FROM THE LEGACY OF LEARNING ARCHIVES ROOM, WE PULLED PHOTO ALBUMS, YEARBOOKS AND OTHER MATERIALS TO ENHANCE VARIOUS PROJECTS WITHIN SD#5 INCLUDING HOUSING THE REMAINING ARTIFACTS OF THE CRANBROOK GIRLS BUGLE BAND FOLLOWING ITS DISSEMINATION IN 2024. WE ANTICIPATE HOLDING MANY PRECIOUS ARTIFACTS FROM AMY WOODLAND ELEMENTARY.

KOOTENAY LEARNING CAMPUS



Kootenay Learning Campus

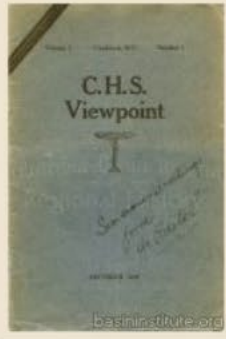


WE ORIGINALLY SURVEYED THE PREMISES WITH PRINCIPAL MIKE KELLY, IDENTIFYING NEEDS FOR LARGE PHOTO PANELS POTENTIAL FUNDING SOURCES FOR THE EXHIBIT WERE DISCUSSED WITH LOCAL FERNIE RESIDENTS. A NEW DIGITAL DISPLY OF ELK VALLEY AND SOUTH COUNTRY PHOTOS WAS CREATED AND INSTALLED AT KLC IN SEPTEMBER, 2024 AND A NEW ISABELLA DICKENS DISPLAY EXHIBIT (LEFT).

HERITAGE RESOURCES



Coronation Celebration Program 1937 : Coronation Celebration Program 1937 from Cranbrook, B.C.



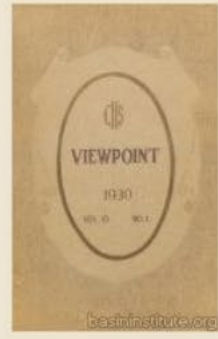
Cranbrook High School 1920 Viewpoint Yearbook : Cranbrook High School 1920 Viewpoint Yearbook



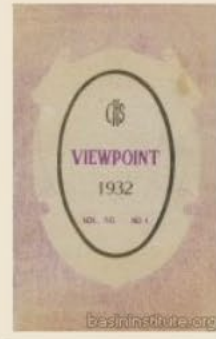
Cranbrook High School 1921 Viewpoint Yearbook : Cranbrook High School 1921 Viewpoint Yearbook



Cranbrook High School 1922 Viewpoint Yearbook : Cranbrook High School 1922 Viewpoint Yearbook



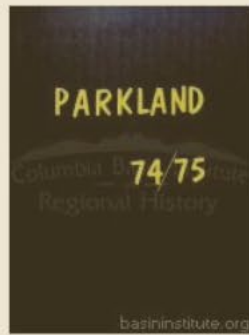
Cranbrook High School 1930 Viewpoint Yearbook : Cranbrook High School 1930 Viewpoint Yearbook



Cranbrook High School 1932 Viewpoint Yearbook : Cranbrook High School 1932 Viewpoint Yearbook



Cranbrook High School 1940 Viewpoint Yearbook : Cranbrook High School 1940 Viewpoint Yearbook



Parkland Junior Secondary School 1975 Yearbook : Parkland Junior Secondary School 1975 Yearbook Cranbrook, B.C.



Parkland Junior Secondary School 1976 Yearbook : Parkland Junior Secondary School 1976 Yearbook



Cranbrook Labour Day Stampede September 2nd & 4th 1950 : Cranbrook Stampede 1950 Pamphlet



Elkford High School Summit 1992 Yearbook : Elkford High School Summit 1992 Yearbook

THE DIGITAL YEARBOOK COLLECTION CONTINUES GROWING AND IS A POPULAR RESOURCE THROUGHOUT THE DISTRICT. THE “BUILDING FAMILY” APPLICATION WE ARE FINALIZING AND TESTING WITH EGGPLANT STUDIOS AS A NEW FEATURE ON OUR WEBSITE WILL INCREASE THE PROFILE OF THIS COLLECTION. YEARBOOKS ARE ACCUMULATED FOR DIGITIZATION IN PART THROUGH THE PARTICIPATION OF TRUSTEES PROMOTING THEIR SHARING WITH CBIRH IN THE SCHOOLS.

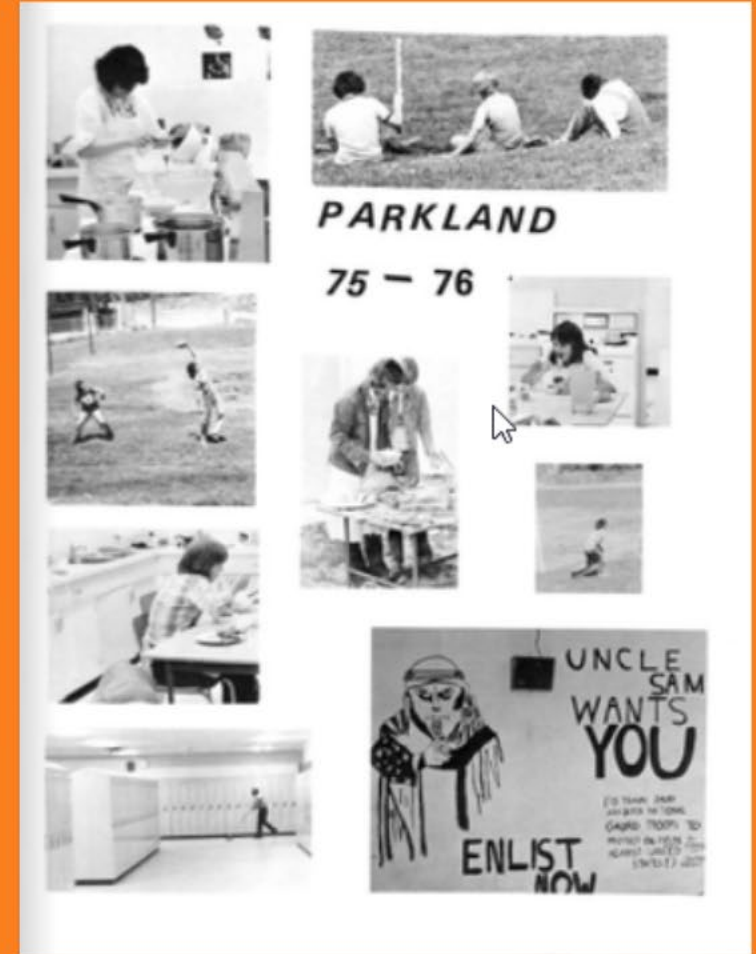
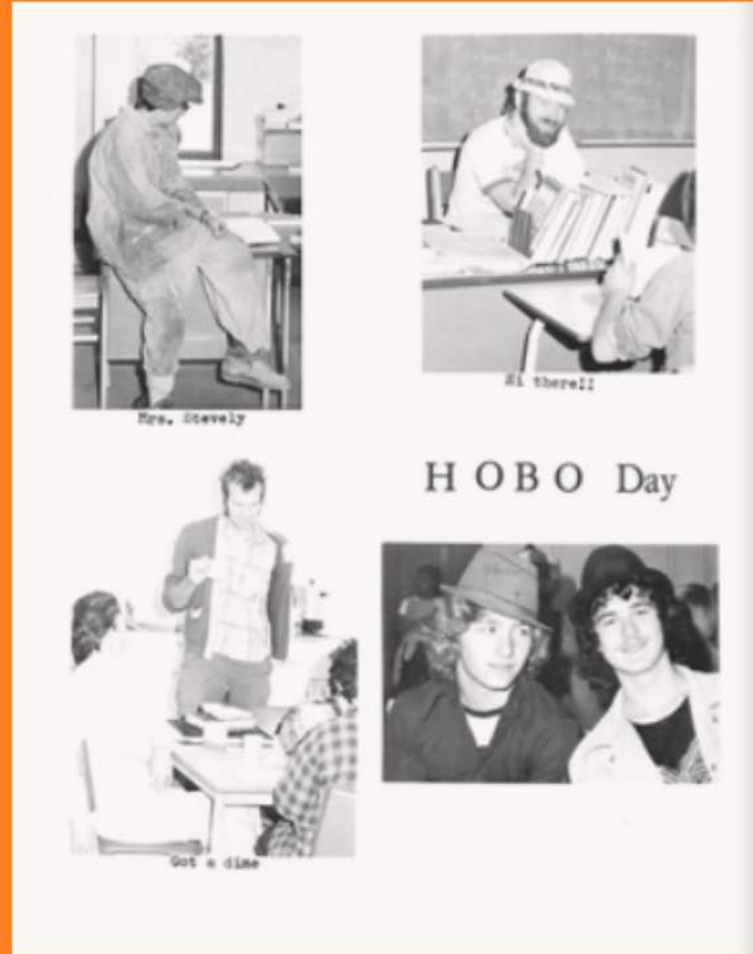
YEARBOOKS ABOUND

CURRENTLY ONLINE, WE HAVE:

- CRANBROOK HIGH SCHOOL 1922-1950 – 24 VOLUMES**
- MOUNT BAKER SECONDARY 1951-1995 – 33 VOLUMES**
- ELKFORD HIGH SCHOOL 1985-1995 – 4 VOLUMES**
- FERNIE SECONDARY SCHOOL 1949-2013 – 38 VOLUMES**
- JAFFRAY ELEMEN. - JR. SECONDARY SCHOOL 1982-2006 – 5 VOLUMES**
- LAURIE JR. SECONDARY SCHOOL 1968-1988 – 4 VOLUMES**
- PARKLAND JR. SECONDARY SCHOOL 1975-1993 – 12 VOLUMES**
- SPARWOOD HIGH SCHOOL 1964-1985 – 3 VOLUMES**
- WALDO CONSOLIDATED SCHOOL – 1957 – 1 VOLUME**

**THERE ARE 100+ SD#5 YEARBOOKS BEING ACTIVATED BY VOLUNTEERS.
EACH YEARBOOK REQUIRES MORE THAN 10 HOURS OF WORK TO PLACE ONLINE**

School Activities





Parkland Junior Secondary School 1976 Yearbook - Collection No. 2250.0010

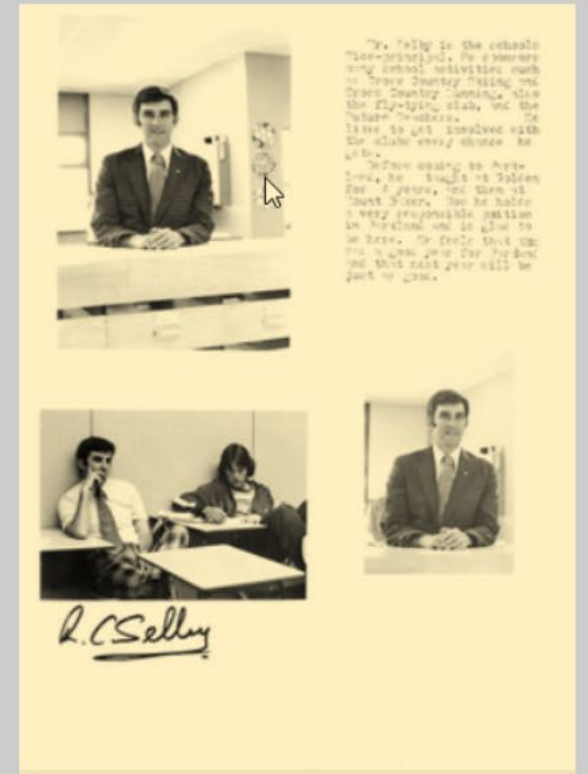
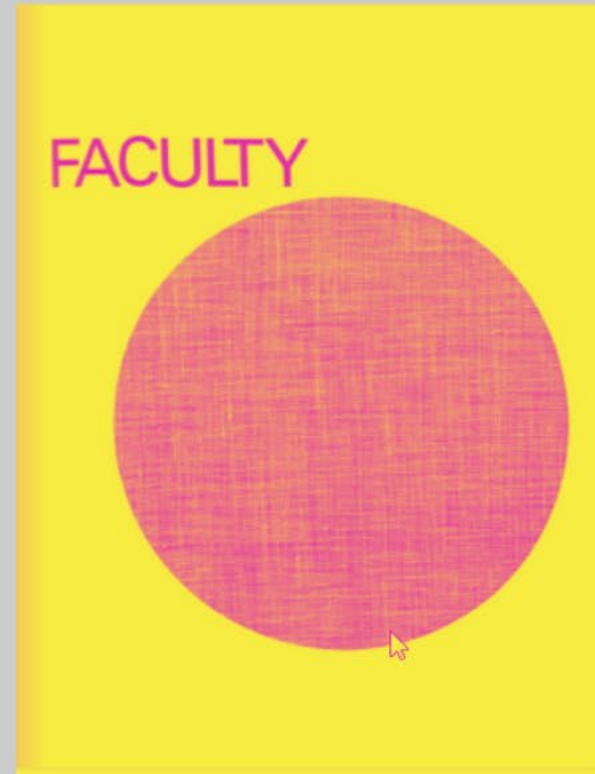


Photo Heritage Resources



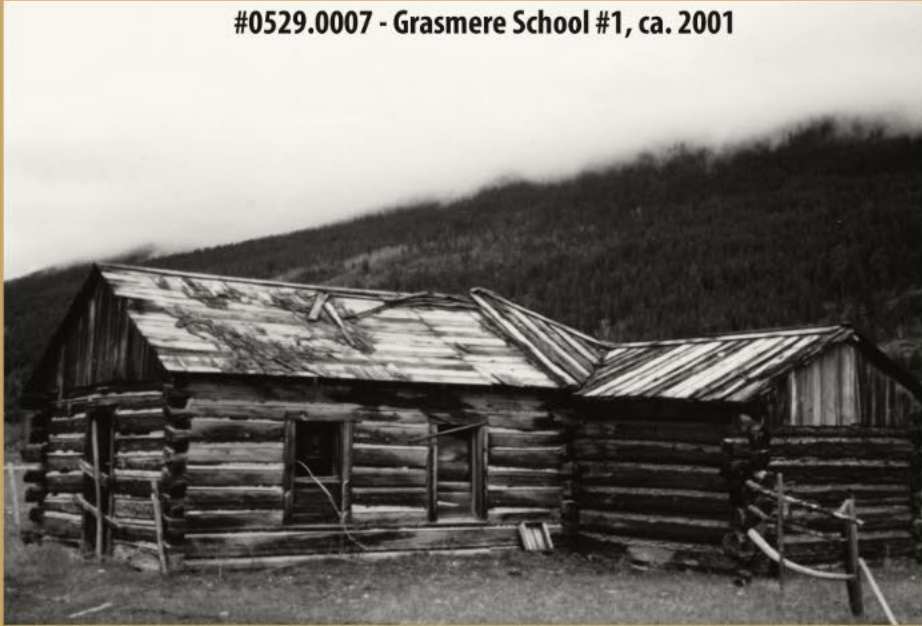
JAFFRAY team won the East Kootenay Boys' Basketball Tournament held in Cranbrook on the weekend. They edged Invermere 52-50 in a thrilling final battle.
(tc)

Legacy of Learning, at last count, had more than 23,000 SD #5 photos, of which approximately 2,000 are live on the website. The 2025 budget reflects the cost of bringing these items to the public - \$45 per image.

**Jaffray Basketball -
Collection No. 2070.0001**

Digital Multimedia Exhibits - SD#5 Board Office



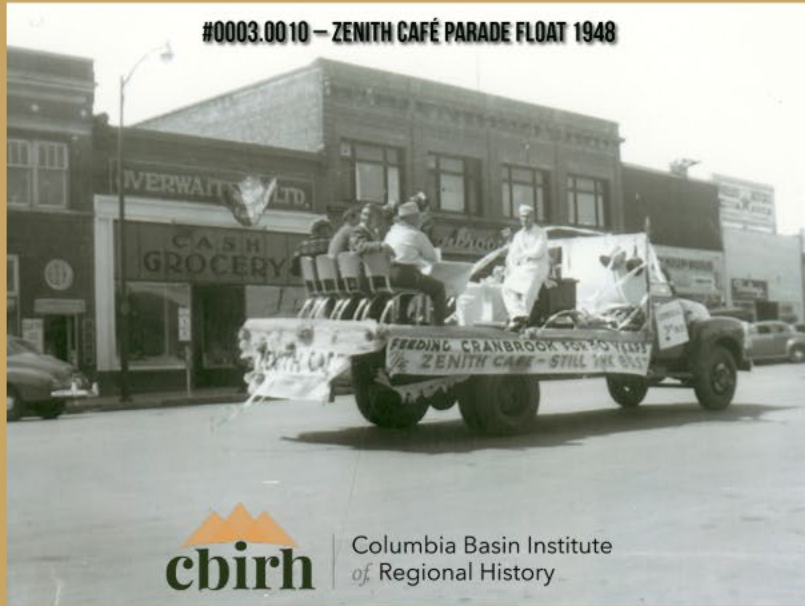


First Perk - Jaffray Digital Display (Views of Elk Valley & Area)

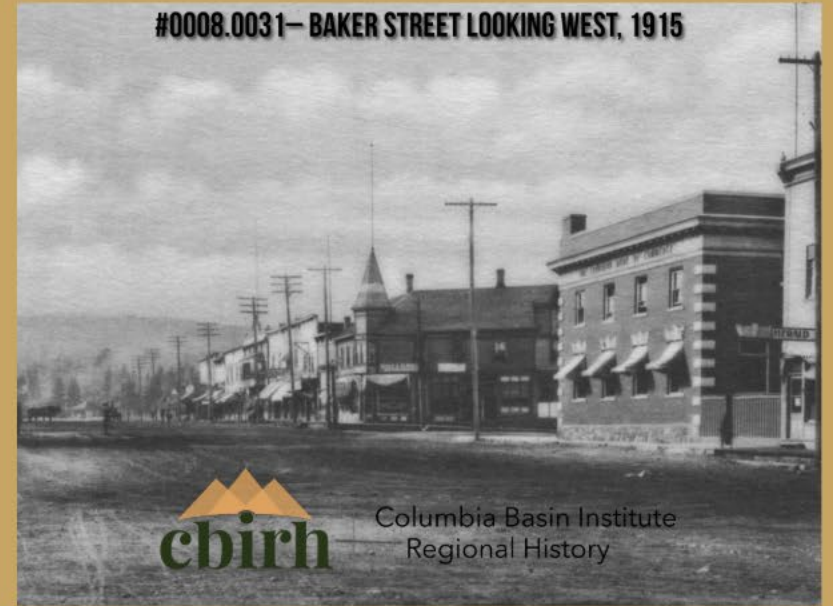


To add photos or information on the history of this area to our collection, please get in touch with info@basininstitute.org or visit www.basininstitute.org.





Kootenay Grounds - Digital Display (Views of Cranbrook & Area)



BUILDING FAMILIES THROUGH TIME APP

RESEARCH MEETS TECHNOLOGY

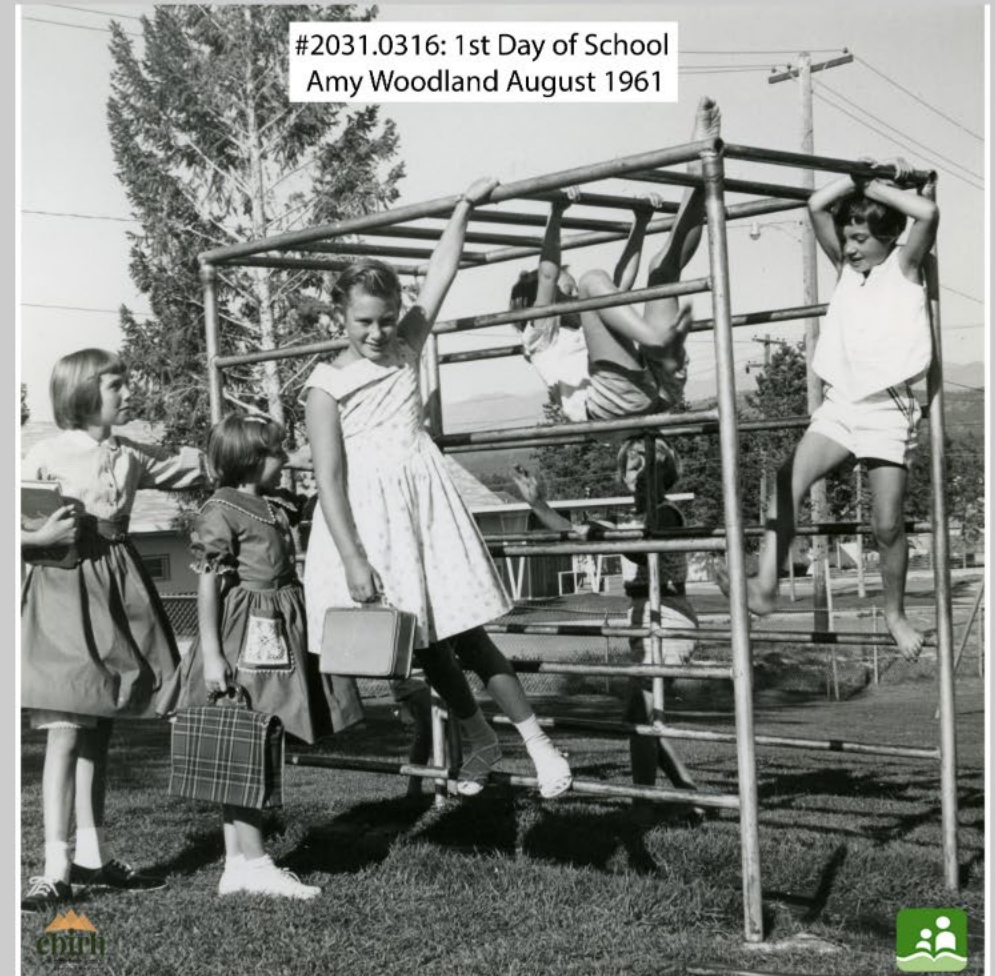
As we progress through 2025, we are excited to finalize our *Building Families Through Time* Application in partnership with Eggplant Studios. SD #5 students (Gr. 4 to 6) will test the App as part of a pilot project to determine the model's success as an interactive and engaging tool for students in a curriculum-based setting.

The initiative is to bring students to the CBIRH website to create their legacies.

The App will create a way for students to capture family photos (siblings, parents, grandparents) from the CBIRH website photo and Yearbook holdings

We also plan to create the ability for the student to write a simple family history and include school memories

This work will find a permanent place on the CBIRH's website, encouraging other students to conduct web research



Legacy Building



The Columbia Basin Institute of Regional History is proud to work with SD #5 in the establishment and growth of the Legacy of Learning programme. We appreciate the support coming from Trustees and Administrative staff, and to that end, we encourage any reminders to School Staff and Principals that the preservation of school and student memorabilia is essential.





The Legacy of Learning Project





Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Southeast Kootenay	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD5
Developed by: Kevin Hogg	Date Developed: April 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: Nature-Based Wellness	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Teaching Requirements:

- Wilderness First Aid
- Knowledge of local trails and wilderness sites
- Experience managing groups in outdoor environments

Student Requirements:

- Hiking boots or sturdy shoes
- Weather-appropriate clothing
- Notebook
- Water bottle and any required food/snacks

Course Synopsis:

Students will spend time in local forests and natural settings, focusing on the mental and emotional benefits of connecting with nature. Some physical activity will be required, helping students develop fitness skills as well. Overall wellness is the focal point of the course—inviting students to find strategies and make decisions that support their holistic development and enhance their understanding and appreciation of the local environment and the benefits it provides. This course combines short hikes with intentional quiet time and mindful reflection in the forest.

Goals and Rationale:

Studies have shown that spending time in nature has many benefits for mental, emotional, and physical wellbeing. This course aims to provide strategies and promote healthy practices to help students maintain balance during their time in school and after graduation. Goals for this course include:

- Promoting holistic wellness
- Fostering environmental stewardship
- Enhancing connection to the land
- Encouraging self-reflection and personal growth
- Developing physical fitness

Aboriginal Worldviews and Perspectives:

Students will explore the interconnectedness of beings and the mutually beneficial relationship between humans and nature. They will examine their health from a holistic perspective, focusing on how deliberate time in nature can reduce stress, support physical health, and enhance a sense of confidence and purpose.

BIG IDEAS

Natural settings provide space for a variety of physical activities

Nature is an important part of overall well-being

A connection to nature enhances environmental stewardship

Time in nature provides opportunities for self-care and resilience

Outdoor activity allows time to learn about the natural world and our place in it

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> * Investigate the relationship between nature and wellness * Participate in short to medium walks in local forests * Participate in a variety of recreational activities in natural settings * Explore local plants and animals to develop an increased understanding of the local environment * Work collaboratively to support classmates * Reflect on discoveries and experiences in the forest * Develop personal goals and assess progress 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> * Discuss multiple aspects of wellness and how time in nature supports wellness in a variety of ways * Demonstrate sensitivity toward natural settings and how to reduce impact on the local environment * Discuss components of the local environment, with an understanding of a variety of plants and animals * Explain how they feel connected, inspired, and/or impacted by discoveries and experiences * Discuss how to apply knowledge and practices from the course to future goals and well-being * Demonstrate awareness of the local environment, including natural, historical, and cultural events and influences

Big Ideas – Elaborations

Space for a variety of physical activities – In addition to walking, students will gain experience with guided relaxation, geocaching, and other activities that may include biking, snowshoeing, etc.

Overall well-being – Nature is connected to our physical, mental/intellectual, emotional, spiritual, social, and environmental wellness and provides opportunities to develop each

Environmental stewardship – Our relationship with the forest is mutual, and people have a responsibility to take care of our surroundings and minimize our impact

Self-care and resilience – Numerous studies have shown that time spent in nature reduces stress and blood pressure, boosts immunity, and increases people’s reported happiness.

Learn about the natural world – The local environment provides opportunities to learn about traditional Indigenous uses of the land, local plants and animals, and how humans relate to the world around them.

Curricular Competencies – Elaborations

* Investigate the relationship between nature and wellness

- What positive physical effects does time in nature provide?
- What positive effects does time in nature provide for people’s emotional state?

* Participate in short to medium walks in local forests

- What equipment and clothing are necessary to explore the forest safely and comfortably?
- What specific knowledge is necessary to explore the forest safely?

* Participate in a variety of recreational activities in natural settings

- What recreational opportunities are possible in a forest setting?
- What knowledge, supplies, and skills are helpful to participate in these activities?

* Explore local plants and animals to develop an increased understanding of the local environment

- What can we learn by observing our local ecosystem?
- What can we observe about the interconnectedness of plants and animals in this area, and how does this connect to our wellness?

* Work collaboratively to support classmates

- How can we use our individual strengths to support peers?
- What challenges might arise, and how can we overcome them together?

* Reflect on discoveries and experiences in the forest

- What discoveries about yourself or the environment might be made?
- What lessons from nature can be applied to your daily life to promote wellness and balance?

* Develop personal goals and assess progress

- What specific personal goals would be valuable to you?
- What steps can you take to make measurable progress toward achieving your wellness goals?

Content – Elaborations

* Discuss multiple aspects of wellness and how time in nature supports wellness in a variety of ways

- What are some physical, mental, and emotional benefits of spending time in nature?
- What are some ways time in the forest can reduce stress and enhance mental clarity?

* Demonstrate sensitivity toward natural settings and how to reduce impact on the local environment

- What steps can you take to minimize your environmental impact when exploring natural areas?
- What actions can you take to show respect for wildlife and plants while in natural settings?

* Discuss components of the local environment, with an understanding of a variety of plants and animals

- What are the key characteristics of the local environment, and how are they important in preserving and maintaining the ecosystem?
- What makes you feel connected to the natural environment, and how is this tied to wellness?

* Explain how they feel connected, inspired, and/or impacted by discoveries and experiences

- What is your connection to the land, and how can it deepen your sense of belonging and inspiration when exploring nature?
- What aspects of your experiences in nature lead to personal reflection or growth?

* Discuss how to apply knowledge and practices from the course to future goals and well-being

- What practices learned in the course can help you stay grounded and balanced as you pursue future goals?
- What strategies from this course can you incorporate into your daily life to enhance your overall wellness?

* Demonstrate awareness of the local environment, including natural, historical, and cultural events and influences

Content – Elaborations

- What cultural practices or traditions are tied to the local environment, and how can we honor them today?
- What knowledge of the local environment can help guide future efforts in conservation and sustainability?

* Discuss safety considerations

- Preparation
- Hazards (wildlife, terrain, weather)
- Navigation

Recommended Instructional Components:

- Regular meetings at school to discuss connections between nature and wellness
- On-site activities in local forests
- Debriefing, both in group and with teacher
- Readings to explore connections between nature and wellness
- Reflections on experiences, connections, and growth

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

- Regular debriefing to include students in their learning and to ensure timely feedback
- Variety of methods to communicate understanding (discussion, journaling, project-based)
- Focus on the three components of the curriculum model:
 - Knowing
 - Participation in discussions
 - Preparation for activities
 - Growing understanding of ecosystem
 - Doing
 - Participation in outdoor activities
 - Engagement in nature-based wellness practices
 - Contributing to conservation and stewardship
 - Understanding

- Reflections on connections between nature and wellness
- Reflections on Indigenous worldviews about the environment, including respect for the land and sustainable practices
- Developing individualized wellness plans to incorporate nature-based practices

Learning Resources:

- *Braiding Sweetgrass* by Robin Wall Kimmerer
- Articles and excerpts from other books
- Local guides and knowledge holders
- Local natural settings and recreational sites

Additional Information:

January 14th, 2025

Reference: 642217

Carolyn Broady
President
British Columbia School Trustees Association
Email: cbroady@bcsta.org

Dear Carolyn Broady:

Thank you for your correspondence received on September 17th, 2024, addressed to Tara Richards, former Deputy Minister of Emergency Management and Climate Readiness (EMCR), concerning the British Columbia School Trustees Association's request for the Ministry of Education and Child Care (ECC) to work with EMCR to ensure school districts are included in emergency communications (e.g., evacuation orders and alerts). I am responding as the current Deputy Minister.

EMCR recognizes and appreciates the crucial role that school districts play in ensuring the safety of students, staff, and the broader community during emergency events. We understand that timely, relevant, and accurate information is essential in helping school districts fulfill this important responsibility.

Local authorities are responsible for communicating emergency information and notifications to partners within their jurisdiction. To support communication and preparedness, we encourage school districts to connect with the First Nation communities, municipalities and regional districts in which they operate and discuss emergency communication protocols so they receive the critical information needed to respond effectively in such situations. In addition, we encourage school districts to follow and monitor EmergencyInfoBC (<https://www.emergencyinfobc.gov.bc.ca/>; [@EmergencyInfoBC](#) on X/Twitter), where they can receive accurate, reliable and timely emergency notifications.

EMCR has reached out to ECC regarding your concerns and can confirm that ECC actively supports schools, districts and child care centres on school grounds related to evacuation orders and alerts. ECC monitors evacuation and alert orders and engages with affected schools and districts. ECC also shares with the education sector emergency management resources that district and school administration as well as child care operators can use to support planning and response. ECC has a website dedicated to Emergency Management Planning for Schools, Districts and Authorities ([Emergency Management Planning for Schools, Districts and Authorities - Province of British Columbia](#)).

Thank you again for taking the time to write.

Sincerely,

A handwritten signature in black ink, appearing to read 'Teresa', with a stylized flourish at the end.

Teresa Dobmeier
Deputy Minister

CC: The Honourable Lisa Beare, Minister of Education and Child Care
Kathryn Krishna, Deputy Minister, Ministry of Education and Child Care
Mike Russell, British Columbia School Trustees Association
Board of Directors, British Columbia School Trustees Association



January 16, 2025

Honourable Lisa Beare
Minister of Education and Child Care
Parliament Buildings
Victoria, BC V8V 1X4

Dear Minister Beare:

Congratulations on your appointment as Minister of Education and Child Care at a critical time for our province. Serving as a member of the executive council is a privilege and responsibility which I am confident you will fulfill with integrity and a commitment to the people of our province.

British Columbians have trusted us with a mandate to deliver for them in ways that make a tangible difference in their daily lives. They expect us to listen and learn from people of different perspectives – and work together to make things better for everyone.

Specifically, we will tackle the challenges people worry about at the kitchen table:

- **Grow the economy by creating good jobs across British Columbia.** We will collaborate with businesses, workers, and communities to attract investments in both new and traditional sectors as well as emerging sectors of the economy. This approach will bring certainty for business, security for workers, and generate the wealth needed to support the essential services British Columbians rely on.
- **Reduce costs for families** including by helping people access homes they can afford through support for first-time homebuyers, increasing the supply of rental housing stock, and stronger measures to crack down on housing speculation.

.../2

- **Strengthen health care** by expanding access to family doctors and recruiting and training more health professionals, ensuring that every British Columbian can access the care they need, no matter where they live. We will also increase access to addictions treatment and provide help for people whose struggles require intensive supports.
- **Make our neighbourhoods and communities safer** by working with law enforcement and social agencies to address street disorder, crack down on organized crime, and do all we can to ensure repeat offenders stay behind bars.

Our commitment to take action on climate change remains foundational and will be key to a healthy and prosperous BC for future generations.

Underlying all this work is our partnership with Indigenous peoples. Advancing reconciliation, implementing the *Declaration on the Rights of Indigenous Peoples Act* and working in partnership with First Nations rights-holders to advance shared interests is the responsibility of every Minister.

Over this mandate I expect you to prioritize making progress on the following:

- In order to protect key services that British Columbians rely on, work with the Minister of Finance to review all existing Ministry of Education and Child Care programs and initiatives to ensure programs remain relevant, are efficient, and improve the experience of British Columbians who access child care and education services in our province. This is important in the context of current Provincial budget constraints and overall efficiency in delivering cost effective and relevant education and child care services to British Columbians.
- Work to ensure that teachers and schools have access to additional supports in the classroom and beyond, including the expansion of education assistants and counseling resources.
- Support effective learning for students across the province by working with the Minister of Infrastructure to accelerate the delivery of new and expanded schools in a cost-effective manner, and by working with the Minister of Post Secondary Education and Future Skills to expedite the certification and deployment of new and experienced international and domestic teachers.
- Continue work to increase Indigenous graduation rates.
- Continue implementing ChildCareBC to improve access to accessible, affordable child care.

.../3

- Work with school districts to expand before- and after-school care programs across the province using cost-effective models for parents and the public that leverage existing school facilities and education workers.
- Work with key stakeholders in relation to the SOGI anti-bullying program to improve understanding, protect vulnerable children and support parents.
- Ensure that British Columbia's early interventions for children struggling with numeracy and literacy are the most effective in North America through a centre of excellence in applied research and professional development.
- Prioritize excellence in the British Columbia education system by reviewing existing inter-jurisdictional student evaluation scores post pandemic, and working with teachers, parents, and relevant stakeholders to ensure the global competitiveness of British Columbia student outcomes.

To assist you in meeting the commitments we have made to British Columbians, you are assigned a Parliamentary Secretary for Child Care whose focus will be to:

- Work with you to deliver cost-effective before- and after-school care that leverages existing school infrastructure and workers.
- Work with you to expand child care spaces in a cost-effective way so that more parents may have access to cost-effective child care for their family.
- Support you in continuing to work with Indigenous peoples and the federal government to advance jurisdiction over child care for Indigenous peoples.
- Build relationships with parents, child care service providers, early childhood educators, and advocates to ensure that government policy is responsive to the concerns and interests of these groups.

You will work closely together and ensure your Parliamentary Secretary receives appropriate support to deliver on this work.

As you are aware, we have established an accord with the BC Green Caucus that supports our shared commitment to ensuring stable governance focused on delivering progress and tangible outcomes for British Columbians. The commitments in that accord complement the direction in these mandate letters.

As a Cabinet, we will uphold the highest standards of ethics, collaboration, and good conduct in service of the public, and as a Minister of the Crown, you are expected to review, understand, and act according to the *Members' Conflict of Interest Act*. You will

establish a collaborative working relationship with your Deputy Minister and the public servants under their direction, who provide the professional, non-partisan advice that is fundamental to delivering on our government's priorities. Your Minister's Office must meet the highest standards for integrity and provide a respectful, rewarding environment for all staff.

The work we have ahead takes place in a profoundly challenging geopolitical environment. Close friends and neighbours to our south are contemplating imposing draconian tariffs on our products that would hurt both Americans and Canadians. Our allies internationally face governmental instability. Hate and racism are on the rise around the world. Artificial intelligence breakthroughs with unclear implications and astonishing potential are announced daily. Global inflation, snarled supply chains, and war are threatening global economic growth and prosperity as well as the transition to a low-carbon economy.

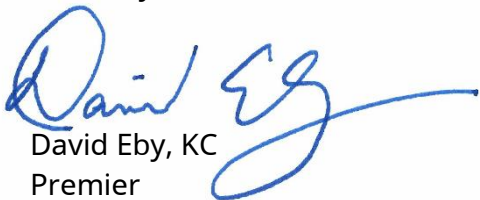
We have an obligation to protect and defend British Columbians, as well as seize opportunities, in these uncertain times.

The good news is that we have everything we need to succeed, and we will succeed. British Columbia's people – our workers, entrepreneurs, business leaders, artists, and innovators – are among the most talented in the world. We are home to world-class educational institutions and public services. Our natural beauty is unmatched, we have internationally envied resources, and we are one of the most diverse places on the planet. Your job is to help us leverage these advantages in perilous times.

Use this mandate letter to guide your work, and do not be afraid to challenge assumptions, or be innovative, bold and aggressive in achieving the goals set out for you and your Ministry by the people of this province.

Thank you for joining me in the work ahead.

Sincerely,

A handwritten signature in blue ink, appearing to read "David Eby", with a long horizontal flourish extending to the right.

David Eby, KC
Premier

cc: Rohini Arora, MLA
Parliamentary Secretary for Child Care

December 16, 2024

Honourable Spencer Chandra Herbert
Minister of Tourism, Arts, Culture and Sport
Parliament Buildings
Victoria, BC V8V 1X4
TACS.Minister@gov.bc.ca

Dear Minister Chandra Herbert:

RE: BC Summer & Winter Games

We are writing on behalf of School District 42 Maple Ridge/Pitt Meadows, School District 73 Kamloops Thompson, and School District 67 Okanagan Skaha to express our shared concern regarding the funding model for **BC Summer & Winter Games** (the "BC Games"). Maple Ridge recently hosted the games and have shared our experience with our school district colleagues who will be hosting upcoming games. The BC Games, a thrilling event that brings communities together and supports young athletes in their athletic endeavors, is a testament to the spirit and unity of our province. However, we believe the current funding model does not adequately address the diverse financial realities of different host communities.

As you are aware, the funding for the BC Games has remained largely unchanged since 2008, with only a modest increase in 2023. The stagnant funding has put significant pressure on communities like Maple Ridge, where the ability to secure corporate sponsorships is considerably more restricted compared to communities with increased options for industrial and private support. The expectation for all communities to meet the same financial obligations regardless of their size or local economy creates an uneven playing field that can undermine the very spirit of the games.

It's important to note that the costs to the school district include, but are not limited to, janitorial services, maintenance, waste disposal, hydro, managerial and administrative planning and oversight, loss of rental income for the eight days that the facilities were booked, increased deferred maintenance costs, and more. One of our most pressing concerns is the expectation that school districts bear these financial burdens for the games. In Maple Ridge, despite recovering a portion of direct operating costs incurred, the balance of unrecovered costs incurred and to be incurred by the school district has placed added strain on an already underfunded public education system, requiring the diversion of essential operating funds and human resources to support the event. We anticipate that this same financial reality will be shared by those districts who will be hosting the games in the future if the funding model is not addressed.

We strongly believe in the importance of the BC Games and the opportunities they provide for young athletes. However, we urge you to reconsider and restructure the funding model to better reflect the unique circumstances of each host community. Specifically, we ask that the province increase the base funding for the games to account for inflation and the rising costs associated with hosting such events. Additionally, we request that the requirement for school districts to contribute from their operating funds be reconsidered, as this burdens our educational institutions and often affects our most vulnerable students most.

School District 42 was committed to supporting the BC Games and the athletes participating, but the funding model must be equitable and sustainable for all host communities. We hope you will consider our concerns and ensure that the BC Games can continue to be a successful and inspiring event for years.

While the current financial structure of the Games was unsustainable, we would like to stress our commitment to the continuation of these games. The benefits it provides to young people across the province is evident and the sense of community pride felt throughout Maple Ridge was palpable.

We appreciate your attention to this important matter and look forward to your response. We are hopeful that a solution can be found that benefits all British Columbians and supports the continued success of the BC Games.

Sincerely,



Elaine Yamamoto, Chairperson
Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows)

cc: Lisa Beare, M.L.A. Minister of Education and Child Care
Lawrence Mok, M.L.A.
James Palanio, Chairperson SD67
Heather Grieve, Chairperson SD73
Mayor and Council, City of Maple Ridge
Alison Noble, President & CEO, BC Games Society
Laura Butler, Chair, 2024 BC Summer Games
BCSTA President and CEO
All Boards of Education

January 27, 2025

The Honourable Lisa Beare
Minister of Education and Child Care
PO Box 9045, Stn Prov Govt
Victoria, BC V8W 9E2

The Honourable Bowinn Ma
Minister of Infrastructure
PO Box 9021, Stn Prov Govt
Victoria, BC V8W 9E2

Re: Advocacy for the Rebuild of Cedar Annex and Support for Laichwiltach Family Life Society

Dear Minister Beare and Minister Ma:

On behalf of the Board of Education for School District 72 (Campbell River), I am writing to advocate for the rebuilding of Cedar Annex, a vital community-based facility and home to the Laichwiltach Family Life Society for the past 20 years. This facility, which was significantly damaged by fire in July 2024, serves as a cornerstone for providing essential childcare, family supports, and cultural connections to Indigenous families, many of whom live away from their home communities and face unique challenges.

The BC NDP's campaign promise to replace Cedar Elementary and rebuild the Laichwiltach Family Life Society ([David Eby and the BC NDP will build a new school in Campbell River](#)) presents a critical opportunity to deliver on a commitment that will benefit countless vulnerable families. The Cedar Annex is not just a building – it is the heart of integrated family and Indigenous community care in Campbell River and for our surrounding area.

The Laichwiltach Family Life Society, from its location in the Cedar Annex on the Cedar Elementary School grounds, operates within walking distance of all levels of schools, the hospital, and essential services, making it a lifeline for the families it serves. Its programs, supported by the Ministry of Education and Child Care, the Ministry of Children and Family Development, and health services, address vital needs, including:

- **Childcare:** Before- and after-school care, as well as early childhood care, accessible to working parents.
- **Family care:** Programs supporting at-risk teens, new parents, and families in crisis, including culturally meaningful connections to foster resilience and healing.
- **Counselling and cultural connections:** Services that celebrate and honour the diverse Indigenous backgrounds within our community, fostering belonging and identity.
- **Inter-generational connections and supports:** Programs that create and nurture inter-generational connections between youth and elders, as well as important elder support.

Laichwiltach Family Life Society has also recently started an Indigenous community health centre in downtown Campbell River. All the administrative services for this health centre and their other services are supported by staff working out of the Cedar Annex.

The unique circumstances of these families – many living hours away from their homes – underscore the importance of the Cedar Annex as a central hub for providing support and cultural connections. Should Cedar Annex not be rebuilt, these families risk losing the critical supports they rely on, further marginalizing a vulnerable population.

Minister Beare, this project is not just about rebuilding a structure. It is about honouring a commitment to reconciliation, equity, and community wellbeing. By delivering a new facility that serves both Cedar Elementary and the Laichwiltach Family Life Society, the government will fulfill part of its campaign promise while ensuring that families continue to have access to the supports that allow them to thrive.

We respectfully urge you to prioritize this rebuild, along with the rebuilding of Cedar Elementary School, in the province's capital planning. The continued success of Laichwiltach Family Life Society and the well-being of the families it serves depends on it.

Thank you for your attention to this important matter. We are committed to working with you and other government ministries, as necessary, to see the rebuild of Cedar Annex for the Laichwiltach Family Life Society come to fruition.

Sincerely,



Kat Eddy
Chair, Board of Education
School District 72 (Campbell River)

cc: The Honourable David Eby, M.L.A. Premier of British Columbia
The Honourable Jodie Wickens, M.L.A. Minister of Children & Family Development
The Honourable Anna Kindy, M.L.A. North Island
The Board of the Laichwiltach Family Life Society
Audrey Wilson, Executive Director, Laichwiltach Family Life Society
BC School Trustees' Association



ASSESSMENT

Background

The District believes that the primary goal of student assessment is to provide authentic information to be used in making decisions about students' educational needs and to guide instruction.

The District assessment plan, complementing the school-based and provincial assessment evaluation programs, will be based on the British Columbia curriculum and the First Peoples Principles of Learning. School-based assessment involves the wide variety of methods and tools that teachers use to describe and evaluate learning in relation to the provincial learning standards.

Assessment is an ongoing, wholistic collection of what students know, how students understand and what they can do in relation to the learning standards.

Procedures

The following Guiding Principles of student assessment provide an understanding of how educators develop and implement assessment practices at the classroom, school and District level.

1. Guiding Principles
 - 1.1. Assessment practices are fair and equitable for all students.
 - 1.2. Assessment is communicated in a timely, consistent, meaningful and clear manner to the intended parties.
 - 1.3. Assessment is collaborative, research based and supported through professional development.
 - 1.4. Assessment is transparent and clear and may involve students in the co-creation of criteria.
 - 1.5. Assessment practices are dynamic and are regularly reviewed and refined by educators.
 - 1.6. Assessment practices are designed with the awareness that implicit bias may lead to unreliable results.
 - 1.7. Assessment is informative and guides school and district initiatives and goals. (school growth plans and FESL)
 - 1.8. Assessment is separate from effort and behaviour. Learning habits and engagement is shared in the descriptive feedback.

2. Evidence of Learning

- 2.1 Provide all students with appropriate, multiple and varied opportunities to demonstrate their knowledge, skills, strengths and understanding.
- 2.2 Provide opportunities for all students to demonstrate their learning through observation, conversation and product assessment.
- 2.3 Evidence is Aligned with competencies identified in the Provincial Curriculum or the student's Individual Education Plan (IEP).

[Ministry of British Columbia Education and Child Care Curriculum](#)

[First Peoples' Principles of Learning](#)

[Learning in the Primary Years](#)

[Ministry of British Columbia Education and Child Care K-12 Student Reporting Policy](#)

Approved: May 11, 2021

Revised: February 24, 2025

ANIMALS IN SCHOOLS

Background

The Board recognizes that animals have a place in schools or other district buildings in certain circumstances. Animals brought to schools for educational reasons during instructional times, including service or police dogs, can provide valuable learning opportunities for children if the animals are properly cared for and controlled, and if parents have provided informed consent.

Small classroom pets provide children with opportunities to develop empathy and learn about the care of animals. Beyond educational purposes for having animals in schools, assistance dogs such as registered and trained Guide Dogs or Service Dogs should also be welcomed in schools and workplaces as approved supports for children or staff members.

Therapy Animals, when accompanied by handlers, may provide supports in schools and workplaces in areas such as reducing anxiety or providing emotional support as part of Critical Incident support.

Procedures

1. General

- 1.1. All Guide and Service Dogs must be certified. British Columbia's [Guide Dog and Service Dog Act](#) and [Guide and Service Dog Regulation](#) govern how these dogs and their handlers are certified.
- 1.2. Proof of this certification must be provided to the principal/supervisor or designate.
- 1.3. Approval of access for Therapy Animals and their handlers will be at the discretion of the superintendent or designate and will be on a case-by-case basis. This approval may be revoked for any reason.
- 1.4. Animals brought to the school for curricular or educational purposes, including for large assemblies out of the classroom, must be approved in advance by the principal or designate. Parents must also be informed in advance of the animal's presence.
- 1.5. Prior to an animal being around students, there must be a discussion and understanding with staff and students to determine any individual health concerns such as allergies.
- 1.6. In situations where there are individual health concerns, principals will try to ensure the needs of those with Service Animals and those with health concerns are both met, including with alternate placements. Any inability to meet these needs should result in communication with the superintendent.

Monthly Analysis Workbook - Jan 2025
SD5 Southeast Kootenay

Procedures: Run the following report for this reporting month from PowerSchool: Secretary Treasurer -> Finance Committee -> Operating Budget by Program.
Fill in all gray shaded cells below for YTD compared to budgets and CY YTD vs PY YTD.
Add comments for each line item that meets our threshold (2% for YTD vs Budget; 5% for CY YTD vs PY YTD).

2022/2023 YTD vs Budget												
Program	Jan 31, 2025 Year to Date	2024/2025		Remaining Balance	Percent	P/Y Percent	Budget Year	Expected Remaining (%)	Variance	Comment Required?	Comments	
		2024/2025 Budget (12 Months)	Amended Budget (12 Months)									
Months Remaining	5											
1 Instruction												
Program 02 Regular Instruction	20,205,596	41,317,259	41,567,302	21,361,706	51.39%	53.78%	10	50%	1.4%	Below threshold	Supplies budgets under career prep haven't been utilized yet. Higher than budget teachers salaries & benefits Casual EA wages and benefits are 100% over budget already. Other than travel and dues, rest of the program is being funded under ECL special purpose funds Teachers salaries & benefits higher than budget Supplies expenses for some schools are over budget and Salaries & benefits slightly over budget	
Program 03 Career Preparation	24,759	92,551	93,070	68,311	73.40%	71.97%	10	50%	23.4%	Comment Required		
Program 07 Library Services	678,589	1,279,647	1,325,955	647,366	48.82%	46.13%	10	50%	-1.2%	Below threshold		
Program 08 Counselling	650,197	1,300,984	1,238,944	588,747	47.52%	49.87%	10	50%	-2.5%	Comment Required		
Program 10 Special Education	7,519,143	15,909,378	16,159,343	8,640,200	53.47%	56.96%	10	50%	3.5%	Comment Required		
Program 20 Early Learning & Child Care	6,154	40,413	40,413	34,259	84.77%	0.00%	10	50%	34.8%	Comment Required		
Program 30 English Language Learning	42,754	87,700	74,022	31,268	42.24%	49.91%	10	50%	-7.8%	Comment Required		
Program 31 Indigenous Education	1,002,194	2,021,589	1,890,759	888,565	47.00%	57.01%	10	50%	-3.0%	Comment Required		
Program 41 Administration	3,478,565	6,309,033	6,110,963	2,632,398	43.08%	44.64%	12	42%	1.4%	Below threshold		
	33,607,951	68,358,554	68,500,771	34,892,820	50.94%	53.59%	10	50%	0.9%			
4 District Administration												
Program 11 Educational Administration	354,959	783,470	807,404	452,445	56.04%	56.22%	12	42%	14.4%	Comment Required	PVP Mtg Release, MyED Licence fees and other Pro-D budgets haven't been utilized yet. Overbudget mainly due to higher than budget Pro-D and travel costs for trustees. Also, BCSTA dues & fees which is for full year and higher than budget school PAC grant expense. Underbudget mainly due to Pro-D budget not being utilized yet.	
Program 40 School District Govt	172,877	275,219	275,219	102,342	37.19%	36.49%	12	42%	-4.5%	Comment Required		
Program 41 Administration	1,164,163	2,083,710	2,307,641	1,143,478	49.55%	48.97%	12	42%	7.9%	Comment Required		
	1,691,999	3,142,399	3,390,264	1,698,265	50.09%	49.46%	12	42%	8.4%			

5 Operations & Maintenance

Program 41 Administration	375,320	645,912	703,302	327,982	46.63%	40.68%	12	42%	5.0%	Comment Required	Underbudget mainly due to clerical position not filled and travel and Pro-D budgets haven't been utilized as at Jan 31, 2025
Program 50 Maintenance Operations	3,313,468	6,363,167	6,169,402	2,855,934	46.29%	50.21%	12	42%	4.6%	Comment Required	Lower than budget tech support wages, as Ken's wages are part of excluded wages now, Contract expenses for cleaning & plumbing are lower as well.
Program 52 Maintenance Of Grounds	258,039	425,128	499,192	241,153	48.31%	53.14%	12	42%	6.6%	Comment Required	Maintenance salaries and benefits are under budget, but salaries casual & benefits are way higher than budget. Other budgets not fully utilized yet are insurance and grounds vehicle repairs.
Program 56 Utilities	643,392	1,265,000	1,265,000	621,608	49.14%	52.61%	12	42%	7.5%	Comment Required	Lower as NGN Charge back & Carbon Tax Offset expenses haven't been accounted for yet. But water, sewer costs are higher than budget.
	4,590,219	8,699,207	8,636,896	4,046,677	46.85%	50.04%	12	42%	5.2%		

7 Transportation & Housing

Program 41 Administration	102,106	168,032	173,058	70,952	41.00%	40.65%	12	42%	-0.7%	Below threshold	Casual bus driver salaries & benefit costs have been higher than budget. Also, supplies for tires and conveyance in Elk Valley is 50% over budget.
Program 70 Student Transportation	1,158,550	2,228,218	2,196,502	1,037,952	47.25%	47.19%	10	50%	-2.7%	Comment Required	These costs are offset by lower diesel fuel expense than budget.
	1,260,656	2,396,250	2,369,560	1,108,904	46.80%	52.87%	10	50%	-3.2%		
	41,150,824	82,596,410	82,897,491	41,746,667	50.54%	52.87%		48%	2.3%	Comment Required	Under budget mainly due to lower than budget expenses in instruction and admin.

2024/2025 YTD vs 2023/2024 YTD

Program	1/31/2025 YTD	1/31/2024 YTD	Variance	Percent	Comment Required?	Comments
Months Remaining	5					
1 Instruction						
Program 02 Regular Instruction	20,205,596	19,108,565	-1,097,031	-5.74%	Comment Required	Higher PVP, teacher and TTOC salaries & benefits in CY compared to PY, and higher SD#5 charges receivable from schools end of January in c/y compared to p/y Higher teacher salaries & benefits than p/y, but the increase was budgeted for. Teachers salaries & benefits under 705 (Counselling) project are higher than p/y. Most of the increase from p/y pertains to salaries and benefits for teachers and Eas. IESW wages & benefits higher in C/Y fiscal period compared to P/Y. Higher Pro-D expense in c/y. Also District Initiative expenses are \$50K (mainly for payments made to S. Passey) higher than in p/y.
Program 03 Career Preparation	24,759	24,667	-92	-0.37%	Below threshold	
Program 07 Library Services	678,589	636,198	-42,391	-6.66%	Comment Required	
Program 08 Counselling	650,197	565,313	-84,884	-15.02%	Comment Required	
Program 10 Special Education	7,519,143	6,828,819	-690,324	-10.11%	Comment Required	
Program 20 Early Learning & Child Care	6,154	5,936	-218	-3.67%	Below threshold	
Program 30 English Language Learning	42,754	43,479	725	1.67%	Below threshold	
Program 31 Indigenous Education	1,002,194	841,139	-161,056	-19.15%	Comment Required	
Program 41 Administration	3,478,565	3,423,460	-55,105	-1.61%	Below threshold	
	33,607,951	31,477,576	-2,130,375	-6.77%		
4 District Administration						
Program 11 Educational Administration	354,959	306,080	-48,879	-15.97%	Comment Required	Exempt mgmt salaries & benefits for gang violence prevention position which wasn't there in the period of p/y
Program 40 School District Govt	172,877	178,251	5,374	3.01%	Below threshold	
Program 41 Administration	1,164,163	1,132,554	-31,608	-2.79%	Below threshold	
	1,691,999	1,616,885	-75,114	-4.65%		
5 Operations & Maintenance						
Program 41 Administration	375,320	352,314	-23,006	-6.53%	Comment Required	Insurance - public liability is \$20K higher than p/y, which was then budgeted for in c/y. Salaries maintenance are over \$200K higher than p/y and benefits are \$100K higher than p/y. Other c/y increases are due to increased costs of software licences. In c/y we have recorded over \$25K of casual maint.wages already, where as in p/y the cost was nil. Also, lawn maint. supplies cost increase of \$11K in c/y than in p/y in this period. Snow removal costs are higher in c/y than p/y as well. Higher natural gas expense than p/y
Program 50 Maintenance Operations	3,313,468	2,906,608	-406,859	-14.00%	Comment Required	
Program 52 Maintenance Of Grounds	258,039	197,762	-60,277	-30.48%	Comment Required	
Program 56 Utilities	643,392	597,164	-46,229	-7.74%	Comment Required	
	4,590,219	4,053,847	-536,371	-13.23%		

7 Transportation & Housing

Program 41 Administration	102,106	96,974	-5,132	-5.29%
Program 70 Student Transportation	1,158,550	1,218,545	59,995	4.92%
	1,260,656	1,315,519	54,863	4.17%
	41,150,824	38,463,827	-2,686,997	-6.99%

Comment Required	Higher management salaries and benefits as budgeted.
Below threshold	

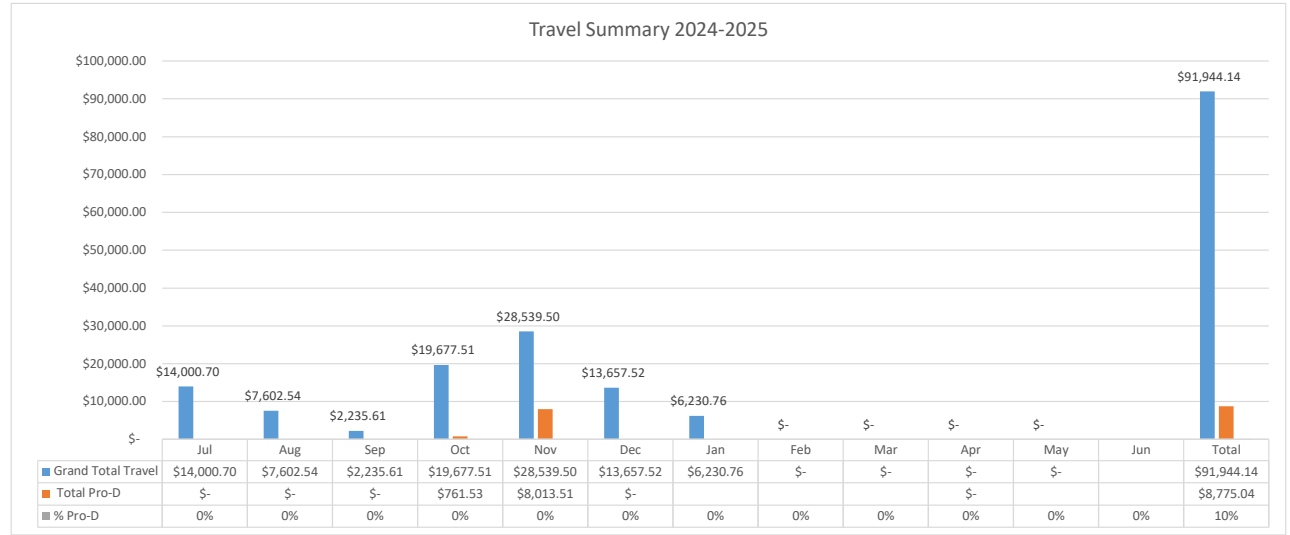
**2024/25 Fiscal Year
Capital Projects - Budget Tracking Sheet**

Major/Minor Capital	Project Name	Project Description	COA Amount	Budget	Actual Spent (Per GL)	Forecasted Amount to be	Expected Over (Under) Budget	Comments
Major 1-2021-0-00-78100-009	Fernie Elementary School	Fernie Elementary School	20,675,498	33,517,714	498,958	33,018,756	-	Amounts and project scope to be further clarified during design phases. This does not include the \$10M requested through the New Spaces childcare funds. We are still waiting to hear back from the Ministry on this approval.
Minor	SEP Plumbing Upgrades - MBSS (Phase 2) 1-2024-0-00-78100-001	MBSS Plumbing	1,214,000	892,863	470,140	458,430	(285,430)	Project quote for Phase 2 came in significantly under budget. The remaining amount of approximately \$285,430 is to be spent on MBSS metal shop updates. Venture has completed the basement/crawl space areas and both Band/Drama room attics. They are currently working on the second-floor installation, pending further information and CR001 approval for the boiler room storage. Through February and into March, they will address seismic restraints, valve station work, testing, electrical tasks, painting, draft stopping, and the final labeling and cover plate installations.
Minor	SEP - Mechanical Upgrades - ESS	ESS Mechanical Upgrades	400,000	400,000	228,579	221,496	50,075	M&K have ordered a new Make up air unit and this was a scope change that we decided to move forward with and pay for the \$50,000 increase through.
Minor	CNCP - Electrical Upgrades - SD5 Core Facilities	Sd 5 Core Facilities Electrical Upgrades	998,800	998,800	32,739	966,061	-	
Minor	FIP Kitchen Equipment - IDES Kitchen Renovation	Kitchen Equipment	213,000	213,000	40,165	172,835	-	Moving forward with small scope IDES kitchen renovation. Schools Food Coordinator is working with schools to upgrade/update other facilities across the District. No significant issues experienced to date.
Minor	2024/25 Buses	2024/25 Buses	775,844	775,844	775,844	-	-	
Child Care	5-0210-0-00-78100-028	Gordon Terrace Child Care	562,557	562,557	493,389	15,018	(54,150)	
Child Care	5-0210-0-00-78100-017	Rocky Mountain Child Care	222,750	222,750	169,935	49,630	(3,185)	
Child Care	5-0210-0-00-78100-007	Jaffray Child Care	1,235,137	1,235,137	57,285	1,177,852	-	North Mountain was awarded tender. Permit has been applied for, waiting for RDEK approval before we can start this project.
Child Care	5-0210-0-00-78100-031	Steeple Child Care	1,199,167	1,199,167	116,598	1,429,619	347,050	We have requested a cost escalation of \$511,605.60 based on tender quotes. We are waiting on this approval with the Ministry. North Mountain was awarded tender and they have started site work on this project. We are still operating on a timeline to have this facility open by September 2025.
Child Care	1-2019-0-00-78100-000	Fernie Elementary School Childcare	TBD	TBD	11,882	-	-	Waiting on approval from Ministry.
	Totals		27,496,753	40,017,832	2,895,515	37,509,696	54,360	

Trustee Professional Development

TRUSTEE NAME	YTD PRO-D AMOUNT	YTD TRAVEL AMOUNT	TOTAL PRO-D & TRAVEL	Budget Amount	PERCENT REMAINING	COMMENTS
Doug McPhee	3,825.00	2,731.60	6,556.60			HR Symposium, KBB, Trustee Academy
Bev Bellina	275.00		275.00			Outdoor Learning Store
Wendy Turner			-			
Trina Ayling	2,318.95	2,263.86	4,582.81			HR Symposium, Trustee Academy
Chris Johns			-			
Nicole Heckendorf			-			
Irene Bischler	3,564.30		3,564.30			HR Symposium, BCPSEA AGM
Alysha Clarke		2,148.64	2,148.64			Trustee Academy
Sarah Madsen		1,668.69	1,668.69			Trustee Academy
Totals	9,983.25	8,812.79	18,796.04	39,500.00	52%	

Month	Grand Total Trave	Total Pro-D	% Pro-D
Jul	\$ 14,000.70	\$ -	0%
Aug	\$ 7,602.54	\$ -	0%
Sep	\$ 2,235.61	\$ -	0%
Oct	\$ 19,677.51	\$ 761.53	0%
Nov	\$ 28,539.50	\$ 8,013.51	0%
Dec	\$ 13,657.52	\$ -	0%
Jan	\$ 6,230.76		0%
Feb	\$ -		0%
Mar	\$ -		0%
Apr	\$ -	\$ -	0%
May	\$ -		0%
Jun			0%
Total	\$ 91,944.14	\$ 8,775.04	10%



Total Travel Costs Pro-D Allocation Other
 \$ 91,944.14 \$ 8,775.04 \$ 83,169.10



Month	Total
Jan	6,230.76
Jul	14,000.70
Aug	7,602.54
Sep	2,235.61
Oct	19,677.51
Nov	30,346.20
Dec	13,657.52
Grand Total	93,750.84

Position	Total Travel Expense	
Chairperson		6,853.48
McPhee	\$	6,853.48
Counsellor		1911.92
Charest	\$	292.40
Morgan	\$	254.00
Knight	\$	543.92
Keast	\$	337.20
Harty-Blank	\$	484.40
Director		3534.22
Casault	\$	587.08
Reimer	\$	1,792.72
Tank	\$	373.08
Tichauer	\$	781.34
District Principal		5874.2
Phillips	\$	3,001.55
Wasylowich	\$	2,872.65
Indigenous Ed Coordinator		3087.55
O'Neil	\$	1,287.63
Pierre	\$	1,799.92
Mechanic		1829.35
Butler	\$	1,829.35
Principal		3184.22
Holt	\$	190.00
Kelly	\$	958.25
Kuijt	\$	761.53
Sommerfeld	\$	790.04
Doll	\$	484.40
School Psychologist		1806.7
Anderson	\$	825.62
Griffieon	\$	981.08
Secretary Treasurer		2390.19
Taylor	\$	2,390.19
SLP		925
Minto	\$	925.00
Superintendent		4409.88
Johnson	\$	4,409.88
Teacher		3972.29
Blais	\$	2,103.22
O'Grady	\$	1,369.07
Macleod	\$	500.00
Trustee		13922.92
Ayling	\$	5,729.47
Bellina	\$	811.82
Bischler	\$	3,564.30
Madsen	\$	1,668.69
Clarke	\$	2,148.64
(blank)		
(blank)		
Assistant Manager		2165.11
Reid	\$	2,165.11
Foreman		3815.66
Primeau	\$	1,891.66
Whitlock	\$	1,924.00
VP		5212.36
Conlin	\$	340.00
Leeden	\$	290.00
Shully	\$	4,087.36
Drydale	\$	190.00
Gruggen	\$	305.00
District Vice Principal		5807.39
Atwal	\$	5,807.39
Human Resources Coordinator		6166.74
Skene	\$	6,166.74
Coordinator		2135.27
Giromonte	\$	955.99
Stevenson	\$	1,179.28
IESW		10665.14
Gamache	\$	2,026.73
Kinsman	\$	1,888.95
Newlove	\$	1,973.73
Strauss	\$	2,344.65
Holmes	\$	2,431.08
IT System Specialist		1674.67
Bishop	\$	1,674.67
Teacher of Transformative Learning		2406.58
McKenzie	\$	2,406.58
Grand Total	\$	93,750.84

**SD5 Out of District Staff Travel Summary
2024-2025**

Month	Last Name	First Name	Position	Conference	Travel Location	Total Expense	Monthly Total
Jul	Reid	Eric	Assistant Manager	ASTSBC	Penticton	\$ 2,165.11	
Jul	Whitlock	Gerry	Foreman	ASTSBC	Penticton	\$ 1,924.00	
Jul	Primeau	Dillen	Foreman	ASTSBC	Penticton	\$ 1,891.66	
Jul	Butler	Paul	Mechanic	ASTSBC	Penticton	\$ 1,829.35	
Jul	Blais	Carrie Ann	Teacher	Professional Boundaries Course	Vancouver	\$ 2,103.22	
Jul	Shully	Leanna	VP	BCPVPA Foundations Course	Vancouver	\$ 4,087.36	
							\$ 14,000.70
Aug	Johnson	Viveka	Superintendent	BCSSA Summer Leadership	Whistler	\$ 2,025.22	
Aug	Phillips	Laura-Lee	District Principal	BCSSA Summer Leadership	Whistler	\$ 2,704.67	
Aug	Wasylowich	Kaley	District Principal	BCSSA Summer Leadership	Whistler	\$ 2,872.65	
							\$ 7,602.54
Sep	McPhee	Doug	Chairperson	KBB AGM	Nakusp	\$ 549.08	
Sep	Minto	Adele	SLP	Speech Sound Disorder Workshop	Lethbridge	\$ 925.00	
Sep	Kuijt	Janet	Principal	Play is the Way	Blackie	\$ 761.53	
							\$ 2,235.61
Oct	Atwal	Jaslene	District Vice Principal	Bargaining Academy	Vancouver	\$ 3,436.13	
Oct	Skene	Amanda	Human Resources Coordinator	Bargaining Academy	Vancouver	\$ 3,535.18	
Oct	Casault	Diane	Director	Compassionate Systems Leadership	Nelson	\$ 587.08	
Oct	Giromonte	Vince	Coordinator	Feeding Futures Fall Gathering	Vancouver	\$ 955.99	
Oct	Stevenson	Erin	Coordinator	Safe Schools Conference	Vancouver	\$ 1,179.28	
Oct	Tichauer	Jason	Director	Safe Schools Conference	Vancouver	\$ 781.34	
Oct	Holmes	Megan	IESW	C2C Conference	Vancouver	\$ 2,431.08	
Oct	Knight	Lindsay	Counsellor	Compassionate Systems Leadership	Nelson	\$ 543.92	
Oct	Morgan	Rusan	Counsellor	Compassionate Systems Leadership	Nelson	\$ 254.00	
Oct	Keast	Katie	Counsellor	Compassionate Systems Leadership	Nelson	\$ 337.20	
Oct	Harty-Blank	Aleata	Counsellor	Compassionate Systems Leadership	Nelson	\$ 484.40	
Oct	Charest	Sharlene	Counsellor	Compassionate Systems Leadership	Nelson	\$ 292.40	
Oct	Conlin	Kathy	VP	Compassionate Systems Leadership	Nelson	\$ 340.00	
Oct	Sommerfeld	Jason	Principal	Compassionate Systems Leadership	Nelson	\$ 790.04	
Oct	Holt	Scott	Principal	Compassionate Systems Leadership	Nelson	\$ 190.00	
Oct	Doll	David	Principal	Compassionate Systems Leadership	Nelson	\$ 484.40	
Oct	Drydale	Pam	VP	Compassionate Systems Leadership	Nelson	\$ 190.00	
Oct	Bellina	Bev	Trustee	Provincial Council	Vancouver	\$ 811.82	
Oct	Leeden	Amy	VP	Compassionate Systems Leadership	Nelson	\$ 290.00	
Oct	Gruggen	Lauren	VP	Compassionate Systems Leadership	Nelson	\$ 305.00	
Oct	Macleod	Kelly Anne	Teacher	FI Conference	Vancouver	\$ 500.00	
Oct	Kelly	Michael	Principal	Feeding Futures Fall Gathering	Nelson	\$ 958.25	
							\$ 19,677.51

**SD5 Out of District Staff Travel Summary
2024-2025**

Month	Last Name	First Name	Position	Conference	Travel Location	Total Expense	Monthly Total
Nov	McPhee	Doug	Chairperson	Encore HR Symposium	Vancouver	\$ 1,964.48	
Nov	Bischler	Irene	Trustee	Encore HR Symposium	Vancouver	\$ 1,831.38	
Nov	Ayling	Trina	Trustee	Encore HR Symposium	Vancouver	\$ 2,318.95	
Nov	Reimer	Brent	Director	Encore HR Symposium	Vancouver	\$ 1,792.72	
Nov	Bishop	Warren	IT System Specialist	IT4K-12 Conference	Vancouver	\$ 1,674.67	
Nov	Atwal	Jaslene	District Vice Principal	Encore HR Symposium	Vancouver	\$ 1,774.28	
Nov	Skene	Amanda	Human Resources Coordinator	Encore HR Symposium	Vancouver	\$ 1,898.70	
Nov	Johnson	Viveka	Superintendent	All Superintendent Mtg & BCSTA	Vancouver	\$ 2,384.66	
Nov	Taylor	Nick	Secretary Treasurer	BCASBO & BCSTA	Vancouver	\$ 2,390.19	
Nov	Ayling	Trina	Trustee	Trustee Academy	Vancouver	\$ 2,103.04	
Nov	Madsen	Sarah	Trustee	Trustee Academy	Vancouver	\$ 1,668.69	
Nov	Clarke	Alysha	Trustee	Trustee Academy	Vancouver	\$ 2,148.64	
Nov	McPhee	Doug	Chairperson	Trustee Academy	Vancouver	\$ 2,182.52	
Nov	McKenzie	Ryan	Teacher of Transformative Learning	IT4K-12 Conference	Vancouver	\$ 2,406.58	
Nov	Anderson	Trina	School Psychologist	BCASP Conference	Vancouver	\$ 825.62	
Nov	Griffieon	Olivia	School Psychologist	BCASP Conference	Vancouver	\$ 981.08	
							\$ 28,539.50
Dec	Tank	Joe	Director	Tour of Schools	Red Deer	\$ 373.08	
Dec	Phillips	Laura-Lee	District Principal	Tour of Schools	Red Deer	\$ 296.88	
Dec	McPhee	Doug	Chairperson	Tour of Schools	Red Deer	\$ 296.88	
Dec	Pierre	Joe	Indigenous Ed Coordinator	FNESC	Vancouver	\$ 1,799.92	
Dec	O'Grady	Sheila	Teacher	FNESC	Vancouver	\$ 1,369.07	
Dec	Strauss	Nathan	IESW	FNESC	Vancouver	\$ 2,344.65	
Dec	Newlove	Brenda	IESW	FNESC	Vancouver	\$ 1,973.73	
Dec	Gamache	Natasha	IESW	FNESC	Vancouver	\$ 2,026.73	
Dec	O'Neil	Faye	Indigenous Ed Coordinator	FNESC	Vancouver	\$ 1,287.63	
Dec	Kinsman	Johanna	IESW	FNESC	Vancouver	\$ 1,888.95	
							\$ 13,657.52

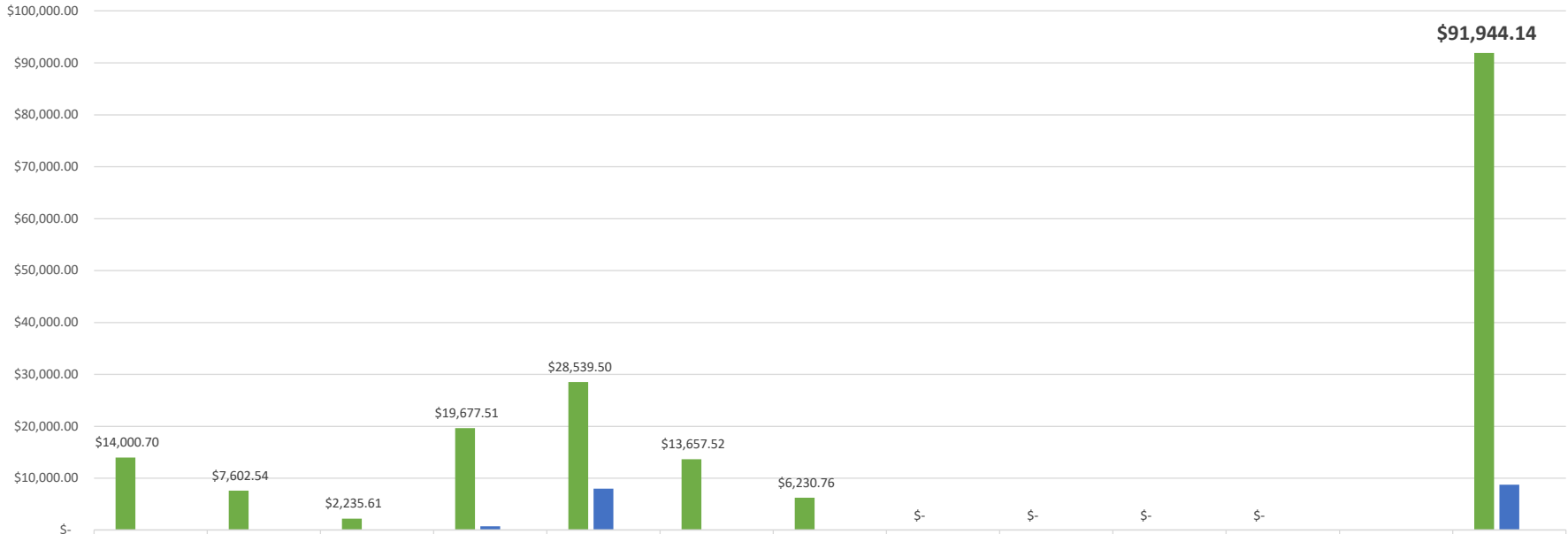
**SD5 Out of District Staff Travel Summary
2024-2025**

Month	Last Name	First Name	Position	Conference	Travel Location	Total Expense	Monthly Total
Jan	Skene	Amanda	Human Resources Coordinator	Career Fair	Lethbridge	\$ 732.86	
Jan	Bischler	Irene	Trustee	BCPSEA AGM	Vancouver	\$ 1,732.92	
Jan	McPhee	Doug	Chairperson	BCPSEA AGM	Vancouver	\$ 1,860.52	
Jan	Ayling	Trina	Trustee	BCPSEA AGM	Vancouver	\$ 1,307.48	
Jan	Atwal	Jaslene	District Vice Principal	Career Fair	Lethbridge	\$ 596.98	
							\$ 6,230.76

**SD5 Out of District Staff Travel Summary
2024-2025**

Month	Last Name	First Name	Position	Conference	Travel Location	Total Expense	Monthly Total
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Travel Summary 2024/2025



■ Grand Total Travel	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
	\$14,000.70	\$7,602.54	\$2,235.61	\$19,677.51	\$28,539.50	\$13,657.52	\$6,230.76	\$-	\$-	\$-	\$-		\$91,944.14
■ Total Pro-D	\$-	\$-	\$-	\$761.53	\$8,013.51	\$-							\$8,775.04
■ % Pro-D	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	10%

Pro-D Allocation	Other Travel
\$ 8,775.04	\$ 83,169.10