



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

May 13, 2025, 3:00 p.m.  
Kootenay Learning Campus - Fernie

**Pages**

**1. COMMENCEMENT OF MEETING**

**1.1 Call to Order**

**1.2 Greeting**

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

**1.3 Chairperson's Opening Remarks and Recognitions**

**1.4 Opening Round**

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

**1.5 Consideration and Approval of Agenda**

**1.6 Approval of the Minutes**

**5**

Approval of the minutes from April 8, 2025

**1.7 Receipt of Records of Closed Meetings**

**14**

THAT the Board accept the closed records of the in-camera meetings of the Board of Education of April 8 and April 29, 2025.

THAT the Board accept the closed records of the in-camera special meeting of the Board of Education of April 29, 2025.

**1.8 Business Arising from Previous Minutes**

**1.8.1 Amy Woodland Elementary Update**

**2. RECEIVING OF DELEGATIONS/PRESENTATIONS**

**3. COMMITTEE REPORTS/TRUSTEE REPRESENTATIVE REPORTS**

**3.1 All Committees Public Meeting 15**

Minutes from All Committees Meeting on April 29, 2025, attached. These minutes will be approved at the upcoming All Committees meeting on May 26, 2025.

**RECOMMENDATION A**

THAT the Board Authority/Authorized Course – Historical Context and Appreciation of Film be approved.

**3.2 BCSTA /Provincial Council 27**

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**3.4 Mount Baker Secondary School Replacement Committee**

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**4. SECRETARY TREASURER'S REPORT TO THE BOARD**

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

**4.1 Updates**

**4.1.1 Fernie Elementary School**

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**5. SUPERINTENDENT'S REPORT TO THE BOARD 39**

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**5.1.1 Child Care 53**

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**5.2 Recommendations**

## 6. CHAIRPERSON'S REPORT

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### 6.1 Updates

6.1.1 Meeting with the City of Cranbrook

6.1.2 Meeting with Minister Bowinn Ma

6.1.3 Meeting with Minister Lisa Beare

### 6.2 Recommendations

## 7. NEW BUSINESS

### 7.1 Annual Budget Bylaw for 2025/26

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A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 5 (Southeast Kootenay) (called the "Board") to adopt the annual budget of the Board for the fiscal year 2025/26 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

Read for a first time the **13 DAY OF May 2025**

## 8. ITEMS FOR INFORMATION/CORRESPONDENCE

8.1 Fernie Engagement Night - May 13

8.2 Jaffray Engagement Night - May 14

8.3 Ready Set Learn Cranbrook - May 15

8.4 Yellow Friday - May 16

8.5 Victoria Day - May 19

8.6 Committee Meetings - May 26

Bev Bellina Chairperson

Wendy Turner (alternate)

8.7 Cranbrook Engagement Night - May 28

8.8 Yellow Friday - May 30

8.9 Graduation Ceremonies Sparwood - May 31

8.10 Sparwood Engagement Night - June 3

- 8.11 Elkford Engagement Night - June 5
- 8.12 Ready Set Learn Fernie - June 11
- 8.13 Graduation Ceremonies Elkford - June 26
- 8.14 Graduation Ceremonies Cranbrook - June 26
- 8.15 Graduation Ceremonies Fernie - June 27

9. QUESTION PERIOD

10. CLOSING ROUND

11. ADJOURNMENT

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



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

**April 8, 2025, 3:00 p.m.  
Cranbrook Board Office**

**Present:** Chairperson Doug McPhee  
Trustee Trina Ayling  
Trustee Bev Bellina (remotely)  
Trustee Irene Bischler  
Trustee Alysha Clarke  
Trustee Nicole Heckendorf  
Trustee Chris Johns  
Trustee Sarah Madsen (remotely, in at 3:15 p.m.)  
Trustee Wendy Turner

**Staff Present:** Superintendent Viveka Johnson  
Secretary Treasurer Nick Taylor  
Director of Instruction Human Resources Brent Reimer  
Director of Student Learning and Indigenous Education Jason Tichauer  
Director of Instruction Curriculum and Assessment Michael Kelly  
Director of Operations Joe Tank  
District Principal of Learning Services Kaley Wasylowich  
District Vice Principal Human Resources and Health & Safety Erin Boehm  
Executive Assistant to Secretary Treasurer and Superintendent (recorder)  
Jane Nixon

**1. COMMENCEMENT OF MEETING**

**1.1 Call to Order**

Chair McPhee called the April 8, 2025, regular public meeting of the Board of Education to order at 3:07 p.m.

**1.2 Greeting**

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

### **1.3 Chairperson's Opening Remarks and Recognitions**

Chairperson McPhee congratulated Janet Kuijt on her upcoming retirement. He also extended condolences to the families of Betty Gonsalvez and Catherine Nelson.

Chairperson McPhee also acknowledged the passing of Naomi Miller.

### **1.4 Opening Round**

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

### **1.5 Consideration and Approval of Agenda**

#### **MOTION R-25-054**

Moved/Seconded by Johns/Clarke:

THAT the agenda for the regular public meeting of the Board of Education of April 8, 2025, be approved as circulated.

**CARRIED**

### **1.6 Approval of the Minutes**

Minutes of the Public meeting of the Board of Education of March 11, 2025.

#### **MOTION R-25-055**

Moved/Seconded by Heckendorf/Bischler:

THAT the minutes of the regular public meeting of the Board of Education of March 11, 2025, be approved as circulated.

**CARRIED**

### **1.7 Receipt of Records of Closed Meetings**

#### **MOTION R-25-056**

Moved/Seconded by Bellina/Madsen:

THAT the Board accept the closed records of the in-camera meeting of the Board of Education of March 11, 2025.

**CARRIED**

### **1.8 Business Arising from Previous Minutes**

### **1.8.1 Amy Woodland Elementary Update**

Secretary Treasurer Taylor discussed the emergency replacement of Amy Woodland Elementary.

The next steps in the planning process will include a Project Definition Report (PDR). The Ministry will provide capital clarification and direction moving forward.

This will be an ongoing agenda item.

## **2. RECEIVING OF DELEGATIONS/PRESENTATIONS**

Nil

## **3. COMMITTEE REPORTS/TRUSTEE REPRESENTATIVE REPORTS**

### **3.1 All Committees Public Meeting**

No meeting in March

### **3.2 BCSTA/Provincial Council**

#### **MOTION R-25-057**

Moved/Seconded by Bellina/Heckendorf:

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

**CARRIED**

### **3.3 Communications Media Committee**

Trustee Ayling reviewed the report included in the agenda package.

#### **MOTION R-25-058**

Moved/Seconded by Ayling/Turner:

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

**CARRIED**

### **3.4 Mount Baker Secondary School Replacement Committee**

Trustee Johns reported that the Board of Education will meet with Minister Beare on April 29, 2025.

There will be a presentation to the Select Standing Committee advocating for the replacement of Mount Baker Secondary School in June.

**MOTION R-25-059**

Moved/Seconded by Johns/Ayling:

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

**CARRIED**

**3.5 Key City Theatre**

**MOTION R-25-060**

Moved/Seconded by Ayling/Clarke:

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

**CARRIED**

**3.6 Legacy of Learning**

Trustee Johns reviewed the report included in the agenda package. He also reported on the open house at the Legacy of Learning location prior to the Board meeting on April 8, 2025.

**MOTION R-25-061**

Moved/Seconded by Johns/Turner:

THAT the Board accept the Legacy of Learning report.

**CARRIED**

**3.7 French Immersion Update**

Trustee Heckendorf

**MOTION R-25-062**

Moved/Seconded by Heckendorf/Turner:

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

**CARRIED**

**3.8 Traffic Safety Committee**

Trustee Johns reported that the District was not successful in receiving the Vision Zero grant for 2025. Secretary Treasurer Taylor will review the application with the Vision Zero selection committee to understand why the District was not successful with this request.

Isabella Dicken Elementary School PAC was a successful recipient of the Vision Zero grant.



**MOTION R-25-063**

Moved/Seconded by Johns/Madsen:

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

**CARRIED**

**3.9 Trustee Reports**

Trustees reported on their activities for the month.

**4. SECRETARY TREASURER'S REPORT TO THE BOARD**

**4.1 Updates**

**4.1.1 Fernie Elementary School**

Secretary Treasurer Taylor reported that the osprey nest has been moved to the corner of the Cokato property. WSP has completed the remediation work and will be analysing data collected.

The demolition of existing buildings on the property is planned for April 21, 2025.

**4.2 Recommendations**

**MOTION R-25-064**

Moved/Seconded by Clarke/Heckendorf:

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

**CARRIED**

**5. SUPERINTENDENT'S REPORT TO THE BOARD**

The Framework for Enhancing Student Learning report can be found on the School District's website at [www.sd5.bc.ca](http://www.sd5.bc.ca).

**5.1 Updates**

**5.1.1 Child Care**

Superintendent Johnson reviewed the Child Care report included in the agenda package prepared by District Principal Phillips. She also reminded the public of upcoming Ready Set Learn events across the District.

**5.1.2 Framework for Enhancing Student Learning (FESL)**

Superintendent Johnson provided updates on the Framework for Enhancing Student Learning (FESL). She reported that the FESL communities of practice will be delayed until October 2025. She also announced that the dates have been set for community engagement events across the District. A community learning survey has been distributed to all parents, guardians, students, staff and community rightsholders.

Kevin Godden will be assigning a critical support person to work with the District on areas of improvement.

The full FESL report will be completed for September 2025. There was an option to do a condensed version of the report; however, the District has opted to complete the fulsome report this year.

#### **5.1.3 Ombudsperson Report**

The Ombudsperson's Report was completed and submitted by the District. This report was submitted on April 2, 2025.

Superintendent Johnson answered questions from the public on the submission.

### **5.2 Recommendations**

#### **MOTION R-25-065**

Moved/Seconded by Bischler/Turner:

THAT the Superintendent's Report be accepted as presented.

**CARRIED**

## **6. CHAIRPERSON'S REPORT**

### **6.1 Updates**

#### **6.1.1 Meeting with the City of Cranbrook**

The Board of Education will meet with the City of Cranbrook to discuss items including child care, land and housing developments and other items requiring attention. This meeting will be on April 16, 2025, in council chambers.

#### **6.1.2 Board of Education Self-Evaluation**

The Board of Education Self-Evaluation will be completed before the end of June with the intention of seeking input on areas for potential growth and development for the Board of Education moving forward.

#### **6.1.3 Meeting with Minister Lisa Beare**

This meeting is scheduled for April 29, 2025. The Office of Minister Beare has requested agenda items by April 9, 2025.

## **6.2 Recommendations**

### **MOTION R-25-066**

Moved/Seconded by Johns/Ayling:

THAT the Chairperson's report be accepted as presented.

**CARRIED**

## **7. NEW BUSINESS**

### **7.1 Business Arising from Delegations**

Nil

### **7.2 Capital Budget Bylaw**

#### **MOTION R-25-067**

Moved/Seconded by Ayling/Johns:

THAT permission be granted for all three readings of BYLAW NO. 2025/26 CPSD05-01 CAPITAL PLAN 2025/26 to be passed at the April 8, 2025, public meeting of the Board of Education of School District No. 5 (Southeast Kootenay).

**CARRIED**

#### **MOTION R-25-068**

Moved/Seconded by Bischler/Clarke:

THAT the Capital Bylaw No. 2025/26 CPSD05-01 of the Board for the 2025/26 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated *March 25, 2025*, is read the first time.

**CARRIED**

#### **MOTION R-25-069**

Moved/Seconded by Heckendorf/Madsen:

THAT the Capital Bylaw No. 2025/26 CPSD05-01 of the Board for the 2025/26 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated *March 25, 2025*, is read the second time.

**CARRIED**

#### **MOTION R-25-070**

Moved/Seconded by Bellina/Turner:

THAT the Capital Bylaw No. 2025/26 CPD05-01 of the Board for the 2025/26 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated *March 25, 2025*, is read the third time.

**CARRIED**

**8. ITEMS FOR INFORMATION/CORRESPONDENCE**

- 8.1 April 9 Ready Set Learn (Jaffray Elementary Junior Secondary)**
- 8.2 April 11 Budget Meeting**
- 8.3 April 18 Good Friday**
- 8.4 April 21 Easter Monday**
- 8.5 April 22 Budget Meeting**
- 8.6 April 22 Grasmere Community Consultation Night**
- 8.7 April 24-26 BCSTA AGM**
- 8.8 April 28 RSA Day**
- 8.9 April 29 Committee Day**
- 8.10 April 29 Meeting with Minister Beare**
- 8.11 April 29 Ready Set Learn (Frank J. Mitchell Elementary)**
- 8.12 May 13 Community Engagement Fernie**
- 8.13 May 14 Community Engagement Jaffray**

**9. QUESTION PERIOD**

There was a discussion regarding fundraising for Gordon Terrace Nepal School.

**10. CLOSING ROUND**

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

**11. ADJOURNMENT**

**MOTION R-25-071**

Moved/Seconded by Heckendorf/Bischler:

THAT the April 8, 2025, regular public meeting of the Board of Education adjourn at 4:06 p.m.

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

---

Doug McPhee, Chairperson

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Nick Taylor, Secretary Treasurer

DRAFT



## **1.7. RECEIPT OF RECORDS OF CLOSED MEETINGS**

### **In-camera Meetings:**

#### **April 8, 2025**

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

#### **April 29, 2025**

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

#### **April 29, 2025**

- Special In-Camera Meeting

Nick Taylor  
Secretary Treasurer



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

**April 29, 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 (remotely, out at 12:50 p.m.)  
Trustee Chris Johns  
Chairperson Doug McPhee  
Trustee Sarah Madsen (remotely)  
Trustee Wendy Turner

**Board/District Staff in  
Attendance:**

Superintendent Viveka Johnson (remotely)  
Secretary Treasurer Nick Taylor  
Director of Instruction Human Resources Brent Reimer  
Director of Student Learning and Indigenous Education Jason Tichauer  
(out at 2:00 p.m.)  
Director of Operations Joe Tank  
District Principal Early Learning and Child Care Laura-Lee Phillips  
District Principal of Learning Services Kaley Wasylowich  
District Vice Principal Human Resources and Health & Safety Erin Boehm  
Executive Assistant to Secretary Treasurer and Superintendent (recorder)  
Jane Nixon

**1. COMMENCEMENT OF MEETING**

**1.1 Call to Order**

Co-Chair Trustee Johns called the public All Committees meeting of April 29, 2025, to order at 12:43 p.m.

**1.2 Acknowledgement of Ktunaxa Territory**

Co-Chair Trustee Johns acknowledged that we have gathered on the Homelands of the Ktunaxa People.

**1.3 Approval of the Agenda**

Moved/Seconded by Turner/Ayling:

THAT the All Committees public agenda of April 29, 2025, be approved as circulated.

#### **1.4 Approval of the Minutes**

Moved/Seconded by Bischler/Ayling:

THAT the minutes of the public All Committees meeting of February 24, 2025, be approved as circulated.

### **2. BUSINESS ARISING FROM PREVIOUS MINUTES**

Nil

### **3. PRESENTATIONS**

#### **3.1 Erin Jones - District Literacy Teacher**

The District Literacy presentation was included in the agenda package.

#### **3.2 Marzia Bottoni - District French Immersion Teacher**

The District French Immersion presentation was included in the agenda package.

### **4. REPORTS**

#### **4.1 Secretary Treasurer**

##### **4.1.1 Fernie Elementary School**

Secretary Treasurer Taylor provided an update on Fernie Elementary School.

##### **4.1.2 Mountainview Child Care Hub**

The Mountainview Child Care Hub is an ongoing project. Secretary Treasurer Taylor continues to work with Ministry contacts for instruction on next steps on this project application process.

##### **4.1.3 Vision Zero Application Follow Up**

The Vision Zero application for 2024/25 was not approved for Cranbrook; however, the Ecole Isabella Dicken Elementary Parent Advisory Committee project was approved.

Future Cranbrook Vision Zero applications will consider requesting permanent infrastructure.

#### **4.2 Superintendent**



#### **4.2.1 Child Care**

District Principal Phillips reviewed cost escalations and provided other child care updates across the District.

#### **4.2.2 Framework for Enhancing Student Learning**

Superintendent Johnson provided an update on the Framework for Enhancing Student Learning (FESL). She reported that the District Management team has chosen to maintain the FESL full reporting cycle for 2025.

Superintendent Johnson also reported that Director Tichauer has been working with Indigenous Education Coordinators, Joe Pierre and Faye O'Neil, to analyse and understand individual student data and how the District can better support vulnerable student populations.

### **5. REPORTS FROM COMMITTEES**

#### **5.1 Advocacy Education**

##### **5.1.1 DSAC Report**

Trustee Bellina provided a report on the District Student Advisory Council.

##### **5.1.2 DPAC Report**

Trustee Turner provided a report from the District Parent Advisory Council. She reported that Mount Baker Secondary continues to look for anti-racism resources.

Trustee Turner also discussed parent concerns about vaping in school bathrooms and the removal of bathroom doors. This matter is being resolved through Director Tank and Mount Baker Secondary administrators.

The RCMP liaison letter written on behalf of Highlands Elementary was provided to Chairperson McPhee and Superintendent Johnson.

A presentation by Gang Violence and Exploitation Prevention Coordinator, Erin Stevenson, will be arranged for a future meeting.

##### **5.1.3 Board Authority/Authorized Course - Historical Context and Appreciation of Film**

#### **RECOMMENDATION**

Moved/Seconded by Ayling/Clarke:

THAT the Board Authority/Authorized Course – Historical Context and Appreciation of Film be approved.

##### **5.1.4 STEAM Fair**

Science, Technology, Engineering, Art, or Math

This was included in the agenda package for trustee information only.

**5.1.5 BCSTA Improving Student Outcomes**

Chairperson Johns requested a presentation from District Principals Wasylowich and Phillips on the For Students with Disabilities and Diverse Abilities document.

Received and filed.

**5.2 Student Services**

Nil

**5.3 Policy**

Trustee Ayling requested to review the Artificial Intelligence Policy and Administrative Procedure.

**5.4 Finance Operations Personnel**

Nil

**6. NEW BUSINESS**

Nil

**7. ACTION ITEMS FOR FUTURE MEETINGS**

Nil

**8. CORRESPONDENCE**

**8.1 District Occupational Health and Safety Committee Minutes**

The next meeting of the District Occupational Health and Safety Committee is May 8, 2025.

**8.2 Finance and Capital Analysis Report**

Secretary Treasurer Taylor reviewed the reports included in the agenda package.

**8.3 Trustee Professional Development**

**8.4 Staff Travel Summary**

**9. QUESTION PERIOD**

CFTA Co-Chair Adrienne Demers requested that the CFTA be added to an upcoming agenda for a presentation on Sanctuary Schools.

**10. ADJOURNMENT**

Moved/Seconded by Bischler/Bellina:

THAT the April 29, 2025, public All Committees meeting adjourn at 1:58 p.m.

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

DRAFT



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Southeast Kootenay	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD#5
<b>Developed by:</b> Janice Marschner Adapted from: Tiger Thakkar, Andrew Leamy, and Brad Krahn	<b>Date Developed:</b> February 2025
<b>School Name:</b> Mount Baker Secondary School	<b>Principal's Name:</b> Dave Hill
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Historical Context and Appreciation of Film 12	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

### Board/Authority Prerequisite(s):

- Students should be finished grade 10 and are in Grade 11 or Grade 12

### Special Training, Facilities or Equipment Required:

- Film viewing equipment: WiFi streaming, DVD player, computer sound, screen

**Course Synopsis:**

This course will encourage an appreciation of the narrative film form and the understanding that films can be technical, cultural, creative and artifacts of their time and place. By exploring a variety of thematically linked films with a focus on analysis, students will gain an appreciation for artistic choice, intention, and overall meaning. Students will develop critical thinking, written, and oral skills through the careful study and exploration of narrative film.

**Goals and Rationale:**

- To think critically about what film has to say about society and self.
- To articulate in various forms (oral, written, group discussion) a critical understanding of films viewed.
- To see the evolving nature of film and evaluate the many impacts it has on society.
- To develop the ability to form and support opinions.
- To learn to examine texts with a critical and informed perspective.

**Aboriginal Worldviews and Perspectives:****Connectedness and Relationship**

Learning about film and history involves recognizing the consequences of our actions. Learning is embedded in memory, history, and story. The study of film can demonstrate to the student where they fit in society and help them examine identity.

**Traditional Teaching**

Learning can be from peers, mentors, and staff. Student discussion circles will allow peer sharing and growth. Teacher mentorship can guide this growth.

**Experiential Learning**

Taking on the challenges involved in analysis and sharing of critical thinking builds self-confidence.

BIG IDEAS

The study of film deepens our understanding of diverse, complex ideas about identity, others, and the world.

Films are socially, **culturally, geographically, and historically constructed.**

Film appreciation can expand our understanding of the **influence** of film on us and on society.

Indigenous and non-indigenous film can be viewed through an indigenous lens.

People understand film differently depending on their world views and **perspectives.**

## Learning Standards

Curricular Competencies	Content
<p><i>Using a variety of films as texts, students are expected to individually and collaboratively be able to:</i></p> <ul style="list-style-type: none"> <li>▪ Watch films for enjoyment and to achieve personal goals</li> <li>▪ Recognise recurrent <b>tropes</b> and formulas present within indigenous and non-indigenous film and discuss how such conventions shape and reflect meaning and purpose</li> <li>▪ Recognise that films are not created in a cultural vacuum and are often best understood within a cultural or historical context</li> <li>▪ Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts</li> <li>▪ Construct meaningful personal connections between self, films, and the world.</li> <li>▪ Evaluate how filmmakers use <b>narrative elements</b>, techniques, and devices to enhance and shape meaning and impact</li> <li>▪ Use <b>Social Studies inquiry processes</b> to ask questions, gather information, and support analysis of conflicting texts</li> <li>▪ Identify the type and <b>intention</b> of a text</li> <li>▪ <b>Interpret</b> the sound effects, music, and images in cinematographic works to identify implicit and explicit messages</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>▪ <b>Narrative structures</b> found in films, including First Peoples films</li> <li>▪ How to write a comprehensive opinion review of films</li> <li>▪ Discussion principles in small group and whole class</li> <li>▪ Details of films, such as acting, camera techniques, plot devices, and sound effects</li> <li>▪ Supporting opinion with <b>relevant</b> examples and facts from the text and personal experience</li> <li>▪ <b>Metacognitive strategies, writing processes, and oral language strategies</b></li> <li>▪ <b>Language features, structures, and conventions</b></li> </ul>

## Big Ideas – Elaborations

**Perspectives:** Our position in life, society, experiences, and beliefs can cause us to interpret films and texts differently than others.

**Culturally, geographically, and historically constructed:** The lens through which concepts are viewed can be relative to who, where, and when an event or concept is examined by a film maker. Protocols for using First Peoples stories.

**Influence:** Films often reflect prevailing viewpoints at the time of their creation. Many of these unintentional and intentional biases can be seen and examined for their impact on consumers of film media.

## Curricular Competencies – Elaborations

**Tropes:** significant or recurrent themes. Often communicate information to the audience figuratively.

**Narrative Elements:** plot, characters, theme, setting, point of view, style.

**Social Studies inquiry processes:** draw conclusions about a problem, interpretation, or topic. Assess and defend a variety of positions on a problem, interpretation, or topic. Accurately cite sources. Interpret and present data in a variety of forms. (eg. Oral, written, and graphic).

**Intention:** the purpose of the text.

**Interpret:** find meaning in the text. This can be the intentional meaning or experienced meaning.



## Content – Elaborations

**Metacognitive Strategies:** thinking about our own thinking, and reflecting on our processes and determining strengths and challenges. Students employ metacognitive strategies to gain increasing independence in learning.

**Writing Processes:** there are various writing processes depending on context. These may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising, and/or editing. Writers often have very personalized processes when writing. Writing is an iterative process.

**Oral Language Strategies:** includes speaking with expression, connecting to listeners, asking questions to clarify, listening for specifics, summarizing, paraphrasing

**Writing Processes:** there are various writing processes depending on context. These may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising, and/or editing. Writers often have very personalized processes when writing. Writing is an iterative process.

**Conventions:** common practices of standard punctuation, capitalization, quoting, and Canadian spelling

**Relevant:** consider the extent to which material has credibility, currency, and significance for the purpose, and whether it resonates with personal experience

### Recommended Instructional Components:

- Teacher instruction in a wide range of film media
- Peer and group discussion
- Teacher initiated elaboration and analysis
- Teacher will mentor students to see film in a purposeful and critical manner

### Recommended Assessment Components:

- Student conferencing
- Written critical analytical assignments
- Observation of discussion

- Varied and multiple opportunities for students to present their learning in written work, formal essays, oral discussions, and presentations

**Learning Resources:**

- Varied and thematically linked collection of films from various timeframes
- Many presentations and handouts about film and critical analysis of film
- Contemporary and non-contemporary critical reviews and critiques of films

## **AGM HIGHLIGHTS, April 24 – 26, 2025**

### **Keynote: Communicate, Educate, Engage: Lauren Sergy**

- A consistent message sends a message that the board is reliable, competent and well-functioning, which boosts public confidence.
- Regardless of individual votes on a matter, the public must only ever see/hear the final board decision on the matter.
- Mental strategies to stay consistent with the message include:
  - Focus on interests, not positions
  - Interest reflects needs, motivation reflects the why
  - Consider both positions and explore why they are valid; can make a pro/con list.
  - Do not speak to outcome; speak to consensus.
- Be honest with your board/admin about how you feel on any given issue.
- Not everyone wants to be “educated”.
  - When we know our subject well, we can lose sight of what the audience cares about.
  - Talk to what is relevant to the public/individual while recognizing that not everyone will care about the same thing on a given issue.
  - Make the connection between what the Board is doing and relate that back in a way that addresses the group or individual’s interests.
- Keep your language and information simple and conversational.
  - Use common words and simple concepts (aprox. Grade 8 level reading and comprehension).
  - Avoid sector-specific terms and acronyms.
- Be a presence in your communities. Go to community gatherings (sports, music, parades, car shows, etc.) for no specific reason other than to engage with people. The more people are exposed to something, the more positive they feel about it. It is not even necessary to speak about school things!
- Look for local events in each community (may help with public vs. private school uptake) and remember, results take time!

### **Minister Lisa Beare’s Address**

- 475 more psychologists in schools—total is now 1200.
- BC Government signed on with the Federal Government for an additional \$39 million in funding for school food programs
- Federal immigration has slowed down which has helped slow down enrolment.
- K – 12 Workforce Plan has hired 100 new teachers through provincial incentives. Third round will be rolling out next year.
- BC Certification has received some supports to speed up turnaround. Can now process applicants from BC in two to three (2 – 3) days and applicants from Canada in seven to ten (7 - 10) days.

- Province received over 1700 international application in 2024, over 100% increase over the previous year.
- Will be bringing back the mentorship program.

## **Sessions:**

### **Communications and Community Engagement**

#### **Richmond SD: Engagement Process for Long Range Facilities Plan (LRFP)**

- Engaged with elected officials, held open houses, launched online LRFP consultation website and posted to social media.
  - Phase I: Established objectives, identified stakeholders, built timelines,
  - Phase II: Developed consistent messaging while leveraging stakeholder involvement and remaining flexible.
  - Phase III: Integrated feedback into LRFP, continued with ongoing implementation.
- Is effective and meaningful as it:
  - Fosters inclusive dialogue and diverse perspectives.
  - Builds trust and shows commitment.
  - Aligns with Board's mandate, strategic plans and priorities.

#### **Saanich SD: Communication Protocol that Yields Public Confidence**

- Foundations for success:
  - Anchor strategic plan to conversations and actions.
  - Clearly define Board and Superintendent responsibilities
  - Align systems –instructional, business and facility.
  - Focus on the important things –do not get distracted by trivial things.
  - Data driven decision-making.
- What guides us:
  - Prioritizing people
  - Being public about our district values
  - Trust, transparency and a focus on relationships
  - Nurturing community partnerships
- Support:
  - Staff (ie: mental health and wellness)
  - Aligned professional development.
  - Honouring ProD and personal risk-taking

#### **Okanagan Skaha SD: Building our Future in Collaboration with First Nations**

- Learn and understand local context: Rightsholders, language, land significance and importance of place, political dynamics and self governance, cultural practices and laws.

- Learn and understand Protocols and seek permission: protocols around ceremony, storytelling and gift-giving, knowledge keepers and elders, communication styles.
- Sustainability: equitable partnerships, cultural preservation, providing educational resources, honouring their observations, respecting their priorities.
- Understand the psychological mechanisms of past practices of social control, violence and marginalization that have created fear, anxiety, insecurity and loss of self.
- Celebrate the Rightsholders: their stories matter, and their voice is important. Foster a sense of unity and appreciation, promote collective work and celebrate art and creativity.

## **Indigenous Education**

### **Chilliwack SD: Our Journey Towards Truth & Reconciliation**

- Is a collective responsibility; no longer siloed into departments as it is seen as everyone's responsibility.
- Important to understand the roles of Chief and Council and the role of the Board of Education.
- Use street data. Ask Indigenous students whether the in-class content worked for them.
- Students presented their stories to teachers at a ProD venue,
- Board learning sessions with an Indigenous-led session specific to the area's Nation(s).
- RFP for outside experts to provide indigenous learning to ALL students.
- Invest in knowing the context of the land from the Indigenous lens of place and culture.

### **Sea to Sky SD: Navigating Bill 40: A Lesson in Letting Go**

- No longer use "pull out" indigenous services to provide content. Now teach all students indigenous content together, including the language.
- Moving from collaboration to deference
- Is challenging to not be able to "sit at the table" unless invited. You must "give up", not "share" power with the Rightsholders.
- Funding cycle of LEAs is challenging as monies not received in a timely fashion.
- Need to let go of timelines and schedules; "it takes as long as it takes".

### **Conseil Scolaire Francophone –Knucwentw'we: Braiding Paths for a Transformative Education**

- Listen with discipline.
- Indigenous peoples have felt like they have no control for many years/generations.

- We will never be able to decolonize education, as it is a colonial system, but we CAN indigenize it.
- Ask what the priorities of the Indigenous rightsholders in your district are.
- SD97 worked with the rightsholders to get them to agree to provide one vote each to a Metis, an Inuit and an Urban Indigenous representative. This was difficult at first but worked as the Rightsholders feel uneasy about making decisions for children that are not indigenous to their lands.
- Come to the table with a blank page, not a plan. Co-create the plan together.

## **Data and Evidence: Jeremy Higgs**

- Qualitative data is culmination of stories and meaning from a range of voices.
- Much of what happens in schools is based on what happens outside of schools. In most districts there is a correlation between lower socio-economic status and lower educational outcomes. Seek out those districts who have the opposite results and learn from them.
- There are 204 Nations, all with different organizational structures, ways of knowing and perspectives.
- Reliable sources for data include:
  - Statistics Canada –The Daily—Canadian Education—press “tables” button & bookmark
  - BC Statistics –there is an app to download data about your community, district, health authority etc.
  - Studentsuccess.gov.bc.ca
- Enrolment in BC between 2022 – 2025 grew at rates not seen since the 1990s. We are also finally realizing more births than deaths.
- Interprovincial migration typically between BC/AB/ON. Migration patterns follow provincial economic health and is difficult to predict.
- Other than the “withdrawal” code in MyEd, there is not a data set for number of people leaving BC or Canada.
- There has been a 4.1% increase in children with designations since 2014. Autism designations grow by approximately two (2) to three (3) thousand per year.
- Using AI to capture data is still difficult to do as how a question is worded can provide vastly different answers. Government is working on this, as well as privacy issues.
- Nothing has been undertaken yet to analyze overcrowding in facilities; however the presenter took notes on this question. Also does not have data on number of students learning in portables but he will ask Capital if they have/should get that data.
- Both Indigenous birth rates and on/off reserve school attendance is changing.

## **Student Success**

### **Nicola Similkameen SD: Collaborative Approach to Supporting Vulnerable Learners**

- The elementary model uses the “Connection” pillar of the Strategic Plan and collects data three times per year.
- The secondary school model has a Diploma Verification Review document they use to identify which students are not on track with the courses/credits needed to graduate in time for adjustments to be made to get them back on track.
- Some students are not ready to graduate (for whatever reason) so it is important to help them get ready for employment (ie: resume writing, interviewing skills etc.) It is just as important that these students are prepared for their next steps as it is for graduating students.
- There is power in “hokey” ideas and the ability to “fail”.

### **Haida Gwaii: Island Insights: Youth Research on Adolescent Health**

- This was a student led, student powered initiative by students who reached out to the McCreary Centre Society for assistance. The students replicated a local version of the McCreary Survey BC Adolescent Health Survey for Grade seven (7) to twelve (12) students.
- Students running survey learned valuable data skills through their work.
- Students often filled out the survey during their “spare”.
- Surveys provided to students by teachers had less uptake than when provided to students by students. To do this, the students who spearheaded this initiative presented about the survey to classrooms and promoted it as an opportunity to having your voice heard.
- Quick & dirty bottom line: “Kids need more to do, or they get into trouble”.

### **Sunshine Coast: Listening to Lead: The Power of Student Trustees**

- Has a District Student Leadership Team (DSLTL) and a single student trustee.
- DSLTL Students meet with the superintendent once a month and request data and presentations.
- The student trustee is elected by the DSLTL.
- DSLTL hold events for other students including two semi-annual forums to discuss current issues (ie: vaping, transportation, etc.). This has led to students advocating to other levels of government to make changes that would make a difference to them.
- Meetings happen during school hours. This has not detracted from schoolwork and is believed to enhance overall learning.

## **REGIONAL SPECIALIST ASSOCIATION (RSA) PROFESSIONAL DEVELOPMENT, April 28, 2025**

### **Keynote: Transformative Potential of AI: Danny Leeming**

- At this point in time, AI “impersonates” us. It is reactive, predictive and generative. It learns patterns from vast amounts of data and structures. It does not differentiate between true or false, fiction or non-fiction. It may or may not provide you with correct information.
- For this reason, Inherent biases are rampant in AI
- AI has no context for how or to what the information it generates is being applied.
- There is a long-term cost for upfront convenience. Reflect on the cost before engaging AI:
  - AI reacts in a way that creates “relationships” between the user and the AI. Having a “relationship” creates trust, so the AI becomes trusted.
  - Intimacy will be the next long-term consequence of putting AI in front of children. Attention was the first consequence.
  - This is the time to engage in slow, thoughtful conversations about AI. Always think about the process each time you consider using AI –Are there ethical questions or a relationship to consider before proceeding? Is there a teachable moment that could be lost, or a new connection that is no longer possible, or an understanding that could be missed?
  - If you would not want to tell someone you used AI to do something, there is an ethical reason you should not use AI for that task.
  - “The role of school is to train the hands that will guide these tools”
  - These questions should be discussed with students. Let them debate AI in a deeply thoughtful and meaningful way.
  - Whether you want to use AI or not, you should be part of the conversation.

### **Power up your Prompting**

- Grow with Google (grow.google) is free, flexible AI training designed for teachers. It provides information on:
  - AI essentials to help save time on everyday tasks, personalize education and enhance instruction in creative ways.
- Prompting essentials to effectively write clear and specific prompts to query AI in five (5) easy steps.

### **What’s all the Buzz about Compassionate Systems Leadership?**

- The four pillars are awareness, insight, connection and purpose.
- Three types of awareness are self, relational and systems
- **Awareness** begins with grounding and breathwork to reduce cortisol and anxiety.



- Reduces stress contagion.
  - Helps rewire automatic “go-to” responses to things.
  - Effective way to “unplug” from phones.
- Writing things down is a helpful way to get things “off your mind”.
- Reframe the question: Do not ask “what’s *wrong with you?*”. Reframe the question to “What’s *happened to you?*”
- **Relational** is being open to others’ perspectives and experiences.
- There are four levels of listening; the level you are in determines the quality of your engagement.
- We are all a part of many “**systems**” (work, family, social etc.) and how we “show up” to each one impacts that system.

## Trustee Media Report – Trina Ayling

### **Public**

No letters or media releases were carried by the Board at their public meeting in March.

## Key City Theatre Society (KCTS) Report

Elevator is going to bid tender next week. The KCT lettering will be the mid-sized block letters.

- Three responses have been received from persons interested in joining the KCTS Board. The deadline for applications was May 2<sup>nd</sup>, 2025. A time will be set up for interviews sometime after May 10<sup>th</sup>, 2025.

## SD#5 Report for May 2025 from Legacy of Learning

- Published six class photos of Cranbrook Central School 1933-1967 (1.5 hours)
- Published two photos of Amy Woodland School c. 1980 sports success (.5 hour)
- Beginning work on Mount Baker grad and school panels for display in school (3 hours)
- Soliciting funds and support to extend the 'Building Families' app for classroom use using AI architecture (4 hours)
- Preparing sketch for Boardroom display case (1 hour)
- Work in SD#5 Legacy of Learning Archives (4 hours)

14 hours - \$350

### History Facts:

From The International [Wardner, B.C.], August 19, 1897 (p2)

There are about twenty-five children in Wardner who will soon stand in need of school advantages. There are any number of ladies in Canada anxious to secure a school to teach. The sooner the government recognizes this fact and takes the necessary action to maintain a reasonable parity between schools and teachers, the better it will be all around.

From The Cranbrook Herald, August 29, 1924 (p5)

Miss A. Woodland, principal of Central School, returned on Sunday evening last from a pleasant holiday spent in Victoria and Vancouver. During her stay in Victoria Miss Woodland was the guest of Miss Blankenbach, formerly of this city. When spoken to with regard to the results in the entrance exams, the principal said she was naturally very pleased with the excellent showing made by the class and paid tribute to the work of her assistants who had helped to make the results possible.

From The Cranbrook Courier, November 6 1930 (p12)

LOCAL NOTES – The contract for fencing the street in the rear of the Central school grounds, which now forms part of the school property, was awarded to Linton Lundy, who completed the work this week. When the school board grades and levels this land the children will be provided with all the playground necessary.

## TRUSTEE REPORT – Trina Ayling

April 4	Meeting with MLA Pete Davis; Doug and Chris also in attendance
April 8	Legacy of Learning Tour SD5 Board meetings
April 9	Discussion with candidate for BCSTA presidential election CDTA executive meeting Pinewood PAC meeting
April 11	Budget meeting
April 16	Meeting with Cranbrook Mayor & Council; Doug, Chris & Irene also in attendance
April 22	Budget meeting
April 24	KCTS Board meeting
April 24 – 26	BCSTA AGM –presented three motions; all were carried
April 28	Regional Specialist Association (RSA) ProD
April 29	SD5 Committee Day Special in-camera meeting
May 7	TMRES PAC meeting CDTA executive meeting Pinewood PAC meeting
May 8	Meeting of judges for Heritage Fair
May 9	Judge @ Heritage Fair
May 10	Volunteer @ Children's Fair (for KCTS)
May 12	Sell 50/50 tickets (for KCTS)

## Trustee Bev Bellina

April 8<sup>th</sup> - Board of Education Meetings

April 11<sup>th</sup> - Budget Meeting

April 14<sup>th</sup> - FJMES PAC Meeting

April 16<sup>th</sup> - Metis Community Meeting

April 18<sup>th</sup> - SEY2KT Meeting

April 22<sup>nd</sup> - Budget Meeting

April 23-27<sup>th</sup> - BCSTA AGM

April 29<sup>th</sup> - Board Committee Meeting

May 6<sup>th</sup> - Project Heavy Duty site visit

May 7<sup>th</sup> - Project Heavy Duty Wind-up Luncheon

# LEARNING TOGETHER

## NO. 15



APRIL 2025  
ISSUE NO. 15





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# LEARNING TOGETHER IN SCHOOL

## DISTRICT NO. 5 (SOUTHEAST KOOTENAY)



As the days grow longer and the sun stretches into spring, we are reminded of the vibrant energy this season brings to our schools. With celebrations, achievements, and new opportunities for connection, April is a time of renewal not only in nature but also in our commitment to enhancing student learning across the District.



This month, I'd like to spotlight an element of our Strategic Plan that hasn't been front and centre in recent conversations but is essential to the work we do every day: Equity, Diversity, and Inclusion (EDI). Our plan challenges us to ensure that every student regardless of background, identity, or circumstance has the opportunity to succeed. EDI work is not about checklists or buzzwords; it is about shaping spaces where students feel seen, valued and supported.



In the spirit of community voice, we have launched the Community Learning Survey and are looking forward to connecting in person at upcoming Community Engagement Nights, scheduled for each of our communities. These evenings are designed to provide highlights around the Framework for Enhancing Student Learning, share how our budgeting process supports learning, and offer space to answer your questions about student achievement and school improvement efforts. We value your input and look forward to these collaborative conversations.

Spring is also staffing season, and I want to acknowledge the questions that often arise during this time of year. Our goal is always to ensure stability and strong leadership in every one of our schools. Staffing and leadership decisions are never taken lightly. We consider multiple factors including school needs, enrollment shifts, and long-term planning when making these choices. While our engagement nights won't focus on individual personnel decisions, I hope this offers some helpful context and assurance that our approach is thoughtful.

As we head into the final stretch of the school year, there's a buzz of excitement in the air. Graduation season is just around the corner, a time of pride, joy, and reflection for students, families, and staff alike. While we celebrate these important milestones, it is also a time to look out for one another. If you are ever concerned about a friend, don't hesitate to connect with a trusted adult; your care and compassion can make a real difference. And for our families, if you are in need of support or guidance, please know that we are here for you. We encourage you to reach out to your school or the District, we are always stronger when we walk this journey together.

Our schools are also buzzing with spring concerts, athletic competitions, and special events. These moments showcase the talents and dedication of our students and staff I encourage everyone to check out what's happening at your local school and join in the celebrations.

A special congratulations goes to Pari Parmar, a Grade 11 student from Fernie Secondary School, who was a winner at the East Kootenay Regional Science Fair and will now represent the District at the Canada-Wide Science Fair in Fredericton. What an amazing accomplishment! I also had the pleasure of attending the Highlands Elementary School Science Fair in April. The joy and excitement on students' faces was absolutely contagious. As a former Science Fair participant myself, I remember how these experiences helped me build confidence, creativity, and critical thinking skills that extend far beyond the classroom.

As always, thank you for your ongoing partnership and for being a part of our shared journey in supporting every learner, every day.

*V. Johnson*

Viveka Johnson,  
Superintendent



# Supporting Alternate Pathways to Graduation at KDS

Contributed by Scott Bailey, PHE & Humanities Teacher

Kootenay Discovery School (KDS) sees a wide range of high school students from across the District completing their Physical and Health Education 10 (PHED 10) course online each year. This course is a graduation requirement, but for many, it also serves as a key part of an alternate or flexible graduation plan.

Whether students are in traditional high school settings or exploring alternate graduation paths, PHED 10 at KDS offers a flexible and accessible route to success. The online format supports learners who are:

- Balancing work or external training
- Dealing with health or personal commitments
- Learning through alternate or adult education programs



Just like all of other online high school courses with KDS, PHED 10 is delivered through Brightspace. Students start by building a personalized schedule using the MyPacing Tool, giving them control over their timeline and workload. This course supports graduation plans by allowing students to:

- Track 80 hours of physical activity in a way that suits their lifestyle
- Choose learning formats (photovoice video or one-on-one meeting)
- Align activities with work, community involvement, or independent fitness

The structure supports students in alternate education streams, including Independent Directed Studies and Adult Graduation Programs. Students are encouraged to complete at least one project through a meeting with the teacher either online or in person. This ensures the course goes beyond written assignments and focuses on meaningful engagement in physical activity, skill development, and health-related decision-making.

To deepen learning and make it truly experiential, KDS has added new activities such as:

- Trying a healthy eating strategy from the Canada Food Guide and sharing the results
- Creating an Emergency Preparedness Plan using GetPrepared.ca
- Having a conversation with a parent or trusted adult about drug and alcohol awareness using HealthLinkBC



These real-world tasks help students build confidence and competence, while also contributing toward their broader learning goals.

To complete the course, students either create a photovoice project or meet one-on-one to share reflections. They discuss what they've learned and how it will support a lifelong commitment to health. Motivations vary from team sports and solo hiking, to discovering a love of teaching or setting personal fitness goals.

## How PHED 10 Supports Alternate Graduation Plans

- Integrates with learning and graduation plans
- Offers flexible, student-paced scheduling
- Accepts physical activity done in work or community settings
- Provides supportive assessments through personalized meetings
- Meets Ministry of Education requirements in a learner-centered format



Whether students are a part of a traditional cohort or charting their own graduation pathway, PHED 10 at KDS ensures they can meet their goals in a flexible, engaging, and supportive environment.

For more information, please contact:

[scott.bailey@sd5.bc.ca](mailto:scott.bailey@sd5.bc.ca)



# Early Learning and Child Care

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



## Spring into School: Ready, Set, Learn & Kindergarten Orientation Events This Season!

As the flowers bloom and the days grow longer, it is time to welcome the newest members of our school communities! This spring, schools and community locations across the district are welcoming families for Ready, Set, Learn and Kindergarten Orientation events. These events are special opportunities for young learners and their families to explore, connect, and prepare for an exciting educational journey ahead.

### What is Ready, Set, Learn?

Ready, Set, Learn is a welcoming event designed for families with children aged birth – 5 who are not yet in kindergarten. It is a fun and engaging way to introduce children to the school environment, meet early childhood educators, and learn about resources that support early learning at home and in the community. These events often feature story time, hands-on activities, music, crafts, and opportunities to ask questions about the transition into school life.

These events are a partnership between the province, the school district, and the early learning and community partners in the Elkford, Sparwood, Fernie, Jaffray/South Country, and Cranbrook area communities.

### Ready Set Learn Dates for Spring 2025

- Sparwood - April 29 at the Sparwood Community Center 10:00 - 11:30
- Elkford - May 12 at Rocky Mountain Elementary 9:30 - 11:15
- Cranbrook - May 15 at Rotary Park 10:00 - 11:30
- Fernie - June 11 at Ecole Isabella Dicken Elementary 10:45 - 12:00



### Kindergarten Orientation: A Big Step Made Easy

For children starting kindergarten this fall, Kindergarten Orientation offers a valuable sneak peek into what their first year of school will look like. Families will have a chance to tour classrooms and the school, meet teachers and support staff, and participate in fun, age-appropriate activities. It is also a great time to learn about school routines, bus safety, nutrition programs, and more. These activities are all designed to help ease the transition and build confidence for both students and parents.

### Event Highlights

- Meet and greet with school staff and other families
- Explore classrooms and learning spaces
- Learn about daily routines, school readiness, and support services
- Enjoy fun learning stations and take-home resources
- Ask questions and complete any registration needs



**Mark Your Calendar!** These events will take place throughout April, May, and June.

Check with your local school for specific dates and times. Invitations and event details are also available on school websites and social media pages.

We look forward to welcoming you and your little learner to a wonderful new beginning!

### Ready, Set, Learn... and grow with us!





# News from the School Food Coordinator

## School Food Coordinator, Vince Girimonte



### Hot Lunch at Gordon Terrace

Exciting news: the Hot Lunch Wednesday program has expanded to Gordon Terrace. The students were very keen to try the new meals, such as Chicken Pot Pie and Honey Garlic Beef with Noodle Salad. Meals are served on a pay-what-you-can basis every Wednesday and all families are encouraged to sign up. We hope to add more schools to the Hot Lunch Wednesday program in 2025/2026.

### College of the Rockies Practicum

Students from College of the Rockies (COTR) Nursing program completed a practicum in the District researching and presenting on how schools can incorporate Indigenous culture and ways into our food programming. Paul and Kyle explored Ktunaxa and other Indigenous foods in the modern context and stressed the importance of building connections through food. Some suggestions presented included building more communal food areas within our schools and pushing for more local sourcing purchasing and preparing of foods distributed to our students.

We are very honoured to be working with COTR through these practicums. They have provided great learning opportunities for our students and staff while providing future health care professionals the valuable opportunity to volunteer in our school community.

Special thanks to staff at Laurie Middle School, TM Roberts Elementary School, Steeples Elementary School, Joe Pierre and Faye O'Neil for guiding COTR students during their practicum.

I love hearing from people in the District and the broader community. Please do not hesitate to get in touch!

[vincent.girimonte@sd5.bc.ca](mailto:vincent.girimonte@sd5.bc.ca)  
(250) 919-3759



## IN THE KITCHEN<sup>with</sup> TAKE A BITE OF BC!

BCAITC's Chef Randle

### BC INSPIRED MINESTRONE SOUP

YIELD: 1.5 litres (6 cups)

- 60 mL (1/4 cup) olive oil
- 120 mL (1/2 cup) BC onion, small dice
- 60 mL (1/4 cup) BC celery, small dice
- 60 mL (1/4 cup) BC carrot, small dice
- 60 mL (1/4 cup) BC butternut squash, small dice
- 3 cloves of BC garlic
- 10 BC green/yellow beans, cut into 1 cm pieces
- 5 mL (1 tsp) dried thyme leaves
- 5 mL (1 tsp) dried oregano leaves
- 150 mL (2/3 cup) tomato paste
- 800 mL (3.5 cups) diced tomato, canned
- 900 mL (3.75 cups) beef stock
- 1 bay leaf
- 1 small yellow skin BC potato, small dice
- 60 mL (1/4 cup) dried orzo pasta (or any small pasta)
- 240 mL (1 cup) kale leaves, sliced
- 60 mL (1/4 cup) beans (pinto, cannellini etc.)
- Salt and pepper to taste



### SOUP BASICS

## IN THE KITCHEN<sup>with</sup> TAKE A BITE OF BC!

BCAITC's Chef Randle

### BC INSPIRED MINESTRONE SOUP

YIELD: 1.5 litres (6 cups)

#### Method

1. Heat oil in a large pot.
2. Add the onion, celery, carrot, squash, garlic and beans. Sautee without browning (sweat) for 10 minutes or until vegetables are soft.
3. Add dried thyme and oregano and stir for 30 seconds.
4. Add tomato paste and stir to combine.
5. Add the diced tomato, beef stock, bay leaf, and potato. Stir the ingredients together.
6. Bring to a boil and simmer for 10 minutes, stirring occasionally.
7. Add orzo and simmer 6 minutes more.
8. Stir in kale and beans and season with salt and pepper.
9. Serve with parmesan cheese and focaccia bread.





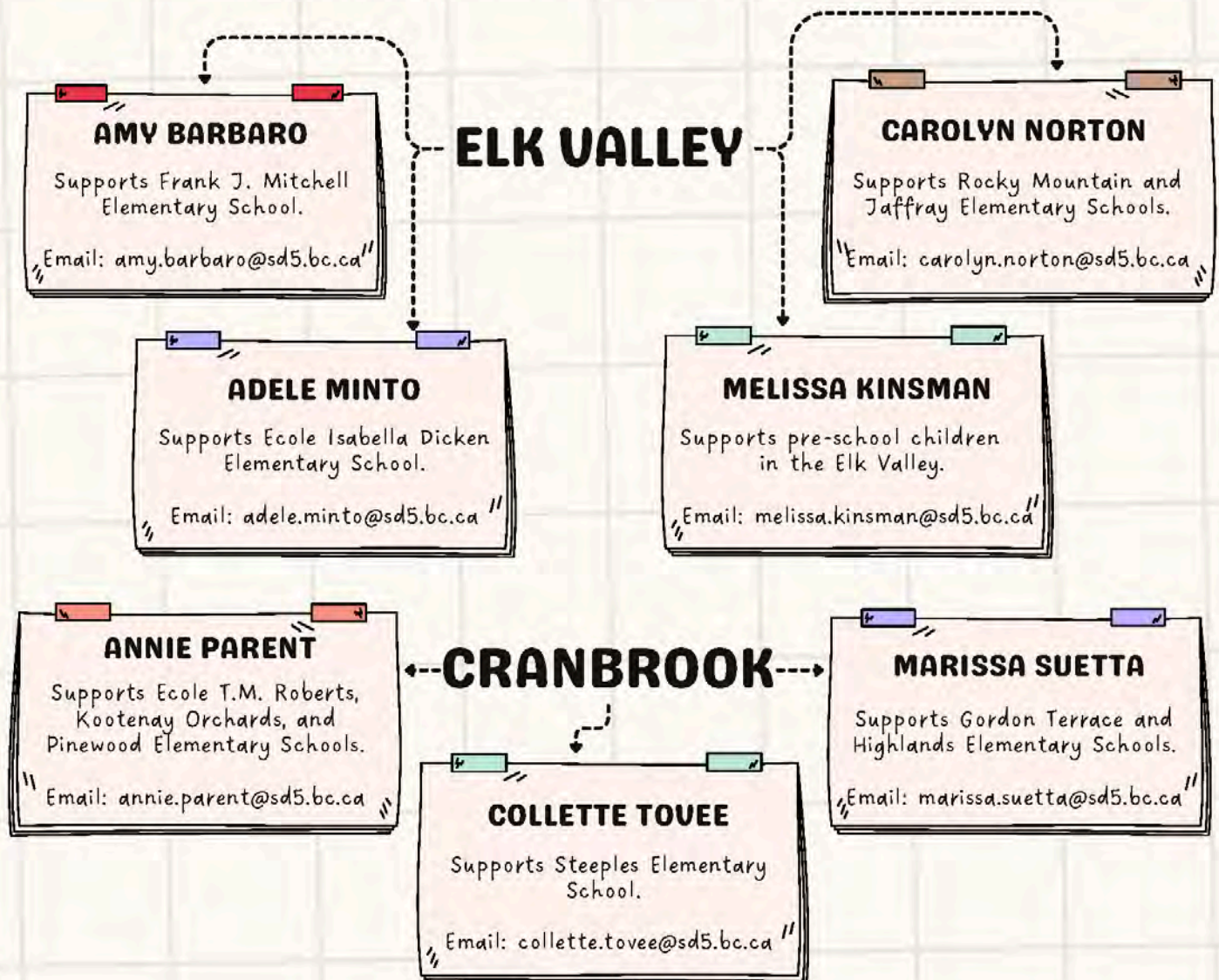
# News from Learning Services

District Principal Kaley Wasylowich



## SCHOOL DISTRICT 5 SPEECH-LANGUAGE PATHOLOGISTS

*IF YOU HAVE CONCERNS ABOUT YOUR CHILD'S COMMUNICATION, CONTACT YOUR SCHOOL'S SPEECH-LANGUAGE PATHOLOGIST.*



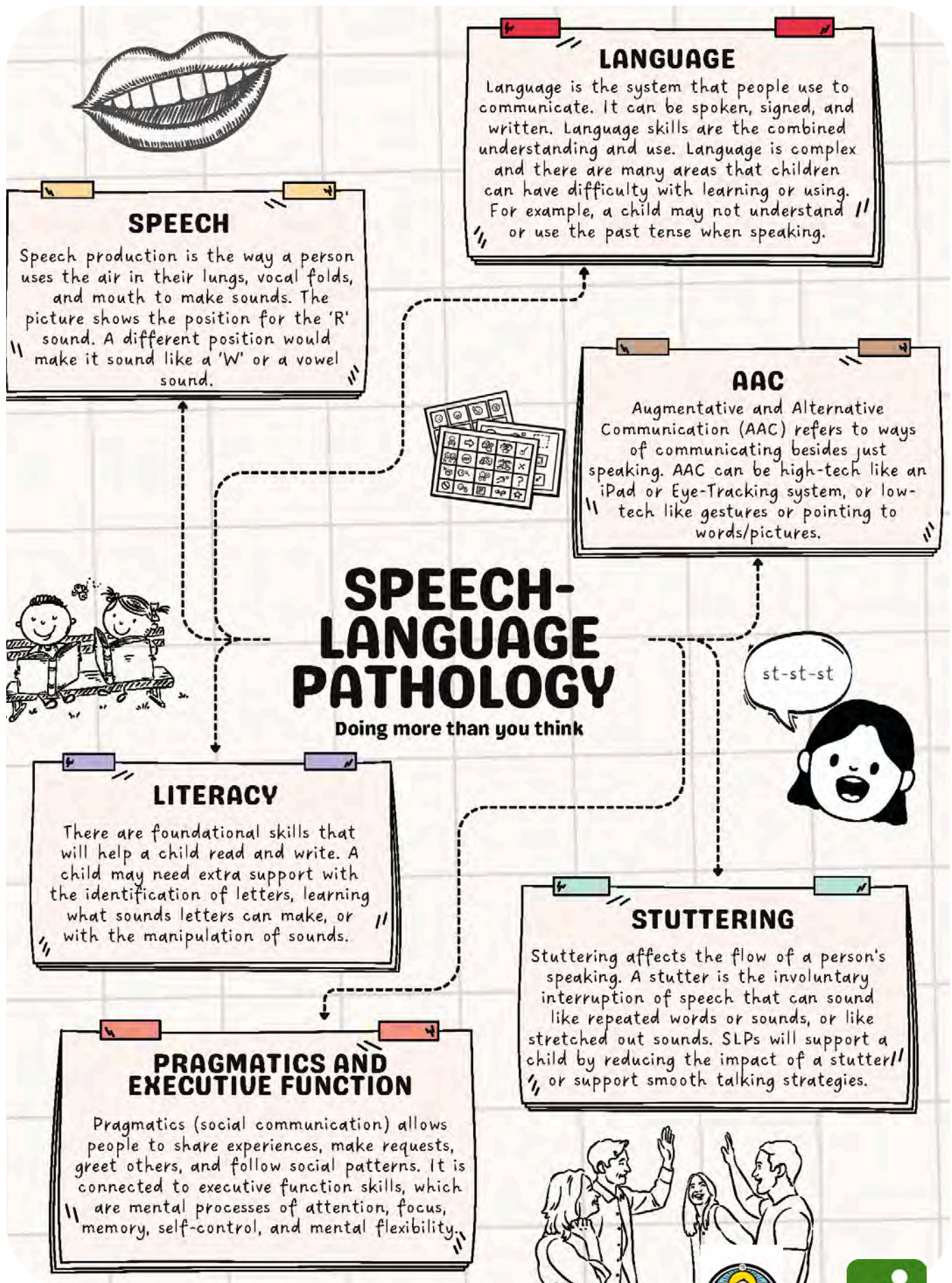
MAY IS SPEECH AND HEARING MONTH IN CANADA. IT IS DEDICATED TO INCREASING PUBLIC AWARENESS ABOUT COMMUNICATION HEALTH. SPEECH-LANGUAGE PATHOLOGISTS (SLPs) SUPPORT STUDENT'S COMMUNICATION.





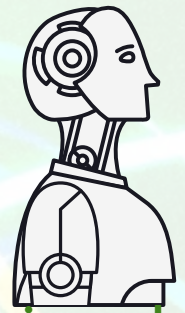
# News from Learning Services

District Principal Kaley Wasylowich





# DISTRICT DESIGN LABS



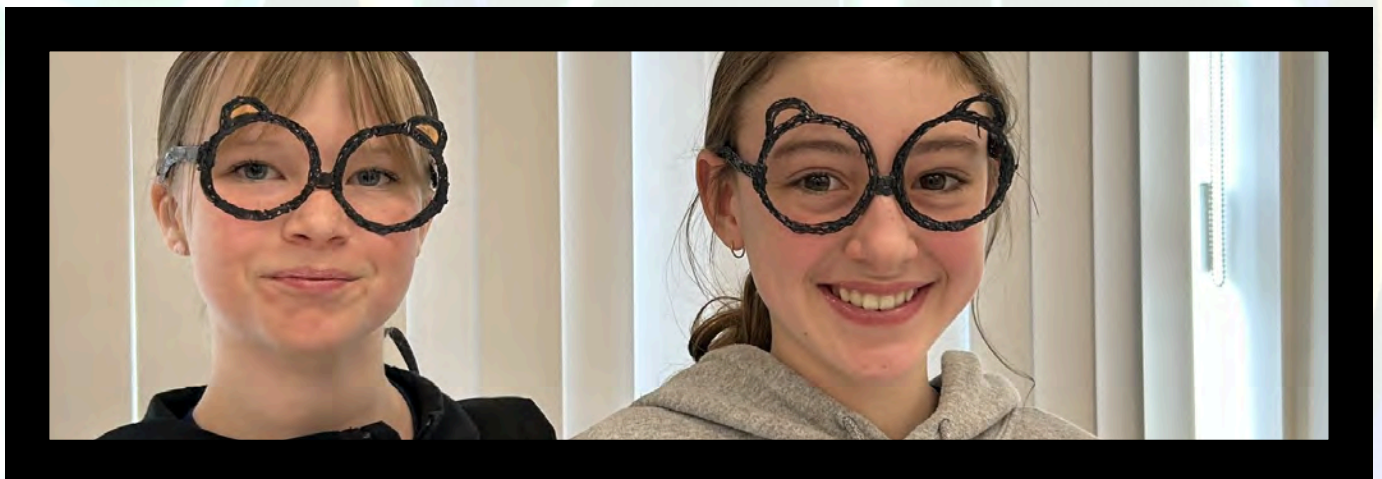
**Teachers of Transformative Learning Ryan McKenzie and Kim Froehler**

## **Making and Coding in the Design Lab**

In April, a group of students from Fernie Secondary visited the Design Lab to work with 3-D pens. They created a variety of original designs, including pendant necklaces, miniature figurines, and even wearable glasses. The activity supported creative thinking and hands-on skill development as students experimented with form and structure.

## **Robotic Bunnies**

Students from École Isabella Dicken Elementary took part in a robotics challenge using LEGO Spike Prime. Students built robotic bunnies and used block-based coding and numeracy skills to program their movement. The goal was to navigate a path and reach a carrot at the end. Programming the robotic bunnies to follow a hand-drawn path presented a unique challenge, as students had to fine-tune their code which required testing and debugging to keep their robots on track toward the carrot.



## **Inter-District Collaboration on STEM Education**

Last week, educators from the District met with colleagues from School District No. 6 at the Cranbrook Design Lab to collaborate on the integration of STEM technologies in the classroom. The meeting focused on sharing current practices, discussing implementation strategies, and exchanging ideas to enhance student engagement through hands-on, technology-focused learning.

The session provided a valuable opportunity to compare implementation models and identify areas for potential collaboration going forward. As both districts continue to expand access to emerging technologies, this kind of professional exchange helps align efforts and strengthen support for students and teachers alike.





# OUTDOOR AND ENVIRONMENTAL EDUCATION



## Kootenay Discovery Students

The middle school blended program at KDS in Fernie worked with the Elk River Alliance to help them meet their goal of harvesting 2,000 cottonwood live stakes to help restore riparian zones along the Elk River. One day a week these students participate in an outdoor learning experience intended to provide them with opportunities to make connections with one another, the community, and the local ecosystems around the Elk Valley.



## Fernie Secondary Outdoor Education and Physical Education Classes

This April, students from Outdoor Education and Physical Education 8 have been actively exploring their surroundings during the "shoulder season." They have been investigating local forestry cut blocks and seeking adventure in their own back yard. PE 8 students have also been practicing their disc golf skills on the school course and plan to play on the Bug City course later this month.







# IN THE SCHOOLS



## News from Schools Across the District

### École Isabella Dicken Elementary

A fun and exciting literacy week organized by Mrs. Schacker.

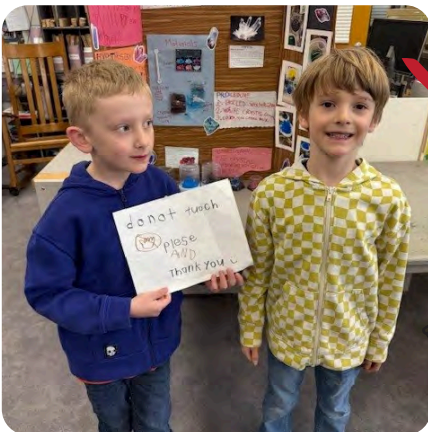


### Rocky Mountain Elementary

An amazing reveal of the mosaic at Rocky Mountain. Thank you to local artist, Katherine Russell.

### Science Fair at Highlands Elementary

Highlands Elementary hosted a school-wide Science Fair on April 17.



**EAST KOOTENAY HERITAGE FAIR**

**2024-2025**

**2025 SCHEDULE**

- May 8: Student Set-Up (3-5pm)
- May 9: East Kootenay Regional Fair  
Judging & Programming  
\*select students only
- May 10: Open House (10am) & Award Ceremony (11am)  
\*open to the public

More Info:  
[www.cranbrookhistorycentre.com/learn/heritage-fair](http://www.cranbrookhistorycentre.com/learn/heritage-fair)

BC HERITAGE SOCIETY | School District 5 SOUTHEAST KOOTENAY | CRANBROOK HISTORY CENTRE

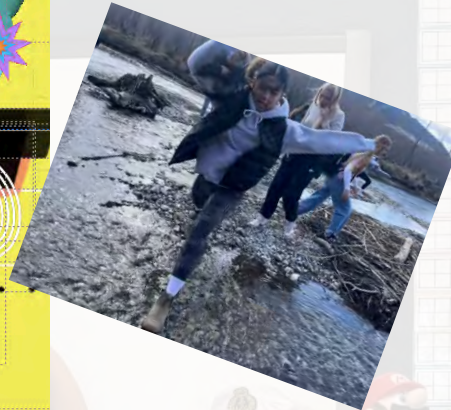
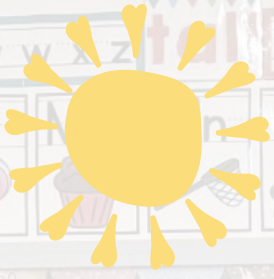
### East Kootenay Regional Science Fair

Congratulations to students from the District who competed at the East Kootenay Regional Science Fair on April 11, 2025. The group was small but mighty! Eight students from various schools including Fernie Secondary, Laurie Middle, Parkland Middle received medals, door prizes and scholarships.





A picture says a thousand words...





SCHOOL DISTRICT NO. 5 (SOUTHEAST KOOTENAY)

# COMMUNITY ENGAGEMENT NIGHTS

**MAY 13 - FERNIE**

**(Ecole Isabella Dicken Elementary)**

**6:00-7:00 p.m.**

**MAY 14 - JAFFRAY**

**(Jaffray School)**

**5:30-6:30 p.m.**

**MAY 28 - CRANBROOK**  
**(Mount Baker Secondary)**

**6:00-7:00 p.m.**

**JUNE 3 - SPARWOOD**  
**(Sparwood Secondary)**

**6:00-7:00 p.m.**

**JUNE 5 - ELKFORD**  
**(Elkford Secondary)**

**6:00-7:00 p.m.**

Reflect

- What will we do differently?

Develop

- What is our focus?

Act

- How will we implement?

Evaluate

- Review, Assess and Update

## TOPICS

The Framework for  
Enhancing Student  
Learning for the District  
and the Community

School Growth Plans

Strategic Plan



**Open until  
April 30**

**School District No. 5 (Southeast  
Kootenay) Community Learning  
Survey**



*Open*



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## *Board of Education*

### *Early Learning and Child Care Update*

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#### **Changing Results for Young Children Provincial Network Session**

The Changing Results for Young Children Provincial Network Session will take place on Wednesday, May 14, 2025, from 9:00 am – 12:00 pm PDT (via Zoom).

Please join us for an engaging session focused on celebrating the project involvement of 49 school districts. Learn from national and international experts about how focusing on social-emotional well-being supports children's success. Find out about project successes and hear stories of educator participation and practise. Learn about developmental science focused on children's social-emotional well-being and mental health.

Speakers include:

- Denise Augustine: Welcome
- Monique Gray Smith: Children's book author, featuring her newest children's book
- Sharon Jeroski: Research reflections and achievements
- Rhona MacIntosh, Jill McDonald and Jodi McLean: Participant stories and reflections
- Jean Clinton: Children's mental health and wellness
- Kim Schonert-Reichl: Early childhood science and research focused on social/emotional well-being.

[Registration](#) for this event is free and everyone is welcome. See this [event poster](#) for more information.

# Ready Set Learn

- Elkford Ready, Set, Learn (RSL) May 12<sup>th</sup> in Elkford RMES 9:30 – 11:15
- Cranbrook Ready, Set, Learn (RSL) May 15<sup>th</sup> in Cranbrook 10:00-11:30 in Rotary Park
- Fernie Ready, Set, Learn (RSL) June 11 EIDES Playground 10:45 – 12:00

## School Aged Care

### Cranbrook

**SES** School Age Care will be offered in September operated by BGC Cranbrook.

### Elkford

**RMES** licensing – IH went in April 7 and now just waiting for municipal approval.

### Jaffray

**JESS** The project has started and planned to be completed for December 2025. School Age Care will be offered in September operated by Sand Creek Community Club – South Country Social Planning.

### Fernie

#### **Fernie Elementary School (new)**

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

Waiting to hear from the Ministry.

### Sparwood

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

### [Capital Plan Instructions: 5-Year Capital Plan Submission for 2026/27](#)

On page 6 - “NOTE: Submission deadlines for Child Care (CC) projects to be confirmed at a later date.”





# Celebrate Community

## Changing Results for Young Children Provincial Network Session

May 14, 2025

9:00 am - 12:00 pm

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**Dr. Jean Clinton**



**Host and Moderator  
Maria LeRose**



**Monique Gray Smith**



**Welcome  
Denise Augustine**



**Research  
Sharon Jeroski**



**Dr. Kimberly Schonert-Reichl**

[Registration Link](#)

**All participants and speakers must register using the link above, including those meeting in CR4YC groups. A ZOOM link for the CR4YC session on May 14 will be sent in an email confirming each participant's registration.**

Laura-Lee Phillips (she/her)  
District Principal of Early Learning and Child Care



# Trustee Report - April 2025

Chairperson Doug McPhee

Board Meeting Held on Tuesday, April 8, 2025, Cranbrook Board Office

## From the Province

### Budget 2025

*Carolyn Broady, president of the BC School Trustees Association (BCSTA) is releasing the following statement in reaction to the unveiling of Budget 2025.*

*"Today the Government of BC released Budget 2025, a budget built to protect and grow BC's economy by prioritizing three key areas: health, education and social development. The BCSTA is pleased to see that Budget 2025 provides stable funding for the K-12 public education system; however, the ever-increasing financial pressures on boards of education still exist."*

### Government contracts with the US

*The B.C. government has updated its direction to ministries, health authorities and core Crown corporations to critically review all contracts with United States companies to decrease the Province's dependence on goods and services from U.S. suppliers.*

## From the District:

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

*Bylaw: CAPITAL PLAN for 2025/26\**

The Capital Plan identifies major and minor capital projects which are supported to proceed to the next stage of development. All 3 readings of the Capital Plan were passed by the Board.

### New Projects: Major Capital Projects

Amy Woodland Elementary: Replacement /Renovation

### New Projects: Minor Capital Projects

Mount Baker Secondary: Plumbing Upgrades

Fernie Secondary: Electrical Upgrades

Ecole Isabella Dicken Elementary: Kitchen and Equipment Upgrades

Rocky Mountain Elementary: Universally Accessible Playground Equipment

### New Projects BUS

Bus: Internal Combustion Engine - Type D

### Meetings to Support Education

April 11 - All trustees working with Nick Taylor on the 2025-26 Draft Budget

April 15 - Doug to meeting with the BCSTA-BCPSEA Exempt Compensation Working Committee

April 16 - Cranbrook trustees meeting with the City Council of Cranbrook

April 22 - All trustees working with Nick Taylor on the 2025-26 Draft Budget

April 22 - Trustees and District Management meeting with Grasmere Community

April 24-26 - BCSTA AGM in Vancouver

April 28 RSA Day

April 29 Committee Day

April 29 Meeting with Minister Lisa Beare - an opportunity to share our good work with FESL and current issues concerning education in each community of SD5

April 29 - Ready Stet Learn at Frank J. Mitchell Elementary in Sparwood

May 13 - Community Engagement in Fernie

May 14 Community Engagement in Jaffray

### Other Important Dates to Consider

April 16 - School Bus Driver Appreciation Day

April 18-21 - Easter Break

## ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 5 (Southeast Kootenay) (called the "Board") to adopt the annual budget of the Board for the fiscal year 2025/26 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the annual budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 5 (Southeast Kootenay) Annual Budget Bylaw for fiscal year 2025/26.
3. The attached "Statement 2" showing the estimated revenue and expense for the 2025/26 fiscal year and the total budget bylaw amount of \$ **\$97,585,516** for the 2025/26 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, Statement 4 and Schedules 2 to 4 are adopted as the annual budget of the Board for the fiscal year 2025/26.

READ A FIRST TIME THE **13 DAY OF MAY, 2025**

READ A SECOND TIME THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 20\_\_\_\_\_;

READ A THIRD TIME, PASSED AND ADOPTED THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 20\_\_\_\_\_.

(Corporate Seal)

\_\_\_\_\_  
Chairperson of the Board

\_\_\_\_\_  
Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. \_\_\_\_\_  
(\_\_\_\_\_) Annual Budget Bylaw 2025/26, adopted by  
the Board the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
Secretary Treasurer

Annual Budget

## **School District No. 05 (Southeast Kootenay)**

June 30, 2026

DRAFT

# School District No. 05 (Southeast Kootenay)

June 30, 2026

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\*NOTE - Statement 1, Statement 3, Statement 5, Statement 6 and Schedules 4A - 4D are used for Financial Statement reporting only.

## ANNUAL BUDGET BYLAW

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1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 05 (Southeast Kootenay) Annual Budget Bylaw for fiscal year 2025/2026.
3. The attached Statement 2 showing the estimated revenue and expense for the 2025/2026 fiscal year and the total budget bylaw amount of \$97,585,516 for the 2025/2026 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2025/2026.

READ A FIRST TIME THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2025;

READ A SECOND TIME THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2025;

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

( Corporate Seal )

\_\_\_\_\_  
Chairperson of the Board

\_\_\_\_\_  
Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 05 (Southeast Kootenay) Annual Budget Bylaw 2025/2026, adopted by the Board the \_\_\_\_\_ DAY OF \_\_\_\_\_, 2025.

\_\_\_\_\_  
Secretary Treasurer

# School District No. 05 (Southeast Kootenay)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2026

	2026 Annual Budget	2025 Annual Budget
<b>Ministry Operating Grant Funded FTE's</b>		
School-Age	5,873,000	5,967,000
Adult	1,500	2,625
<b>Total Ministry Operating Grant Funded FTE's</b>	<b>5,874,500</b>	<b>5,969,625</b>
<b>Revenues</b>	\$	\$
Provincial Grants		
Ministry of Education and Child Care	92,044,397	92,582,394
Other	68,000	68,000
Federal Grants	103,074	103,074
Other Revenue	1,386,886	1,377,424
Rentals and Leases	100,000	200,000
Investment Income	125,000	125,000
Amortization of Deferred Capital Revenue	3,789,789	3,440,477
<b>Total Revenue</b>	<b>97,617,146</b>	<b>97,896,369</b>
<b>Expenses</b>		
Instruction	77,959,057	79,401,558
District Administration	3,177,356	3,056,835
Operations and Maintenance	13,294,942	12,845,008
Transportation and Housing	2,344,519	2,396,289
Debt Services	75,000	26,000
<b>Total Expense</b>	<b>96,850,874</b>	<b>97,725,690</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>766,272</b>	<b>170,679</b>
<b>Budgeted Surplus (Deficit), for the year comprised of:</b>		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	766,272	170,679
<b>Budgeted Surplus (Deficit), for the year</b>	<b>766,272</b>	<b>170,679</b>

School District No. 05 (Southeast Kootenay)

Statement 2

Annual Budget - Revenue and Expense  
Year Ended June 30, 2026

	2026 Annual Budget	2025 Annual Budget
<b>Budget Bylaw Amount</b>		
Operating - Total Expense	79,535,484	80,955,416
Operating - Tangible Capital Assets Purchased	152,021	92,952
Special Purpose Funds - Total Expense	12,802,231	12,619,903
Special Purpose Funds - Tangible Capital Assets Purchased	262,621	262,621
Capital Fund - Total Expense	4,513,159	4,150,371
Capital Fund - Tangible Capital Assets Purchased from Local Capital	320,000	320,000
<b>Total Budget Bylaw Amount</b>	<b>97,585,516</b>	<b>98,401,263</b>

Approved by the Board

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

# School District No. 05 (Southeast Kootenay)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2026

	2026 Annual Budget \$	2025 Annual Budget \$
<b>Surplus (Deficit) for the year</b>	<b>766,272</b>	<b>170,679</b>
<b>Effect of change in Tangible Capital Assets</b>		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(414,642)	(355,573)
From Local Capital	(320,000)	(320,000)
From Deferred Capital Revenue	(23,929,693)	(6,234,982)
<b>Total Acquisition of Tangible Capital Assets</b>	<b>(24,664,335)</b>	<b>(6,910,555)</b>
Amortization of Tangible Capital Assets	4,438,159	4,124,371
<b>Total Effect of change in Tangible Capital Assets</b>	<b>(20,226,176)</b>	<b>(2,786,184)</b>
Acquisitions of Prepaid Expenses	(200,000)	(200,000)
Use of Prepaid Expenses	200,000	200,000
	-	-
<b>(Increase) Decrease in Net Financial Assets (Debt)</b>	<b>(19,459,904)</b>	<b>(2,615,505)</b>



# School District No. 05 (Southeast Kootenay)

Schedule 2

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2026

	2026 Annual Budget \$	2025 Annual Budget \$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education and Child Care	79,654,545	80,374,870
Other	68,000	68,000
Federal Grants	103,074	103,074
Other Revenue	731,886	722,424
Rentals and Leases	100,000	200,000
Investment Income	80,000	80,000
<b>Total Revenue</b>	<b>80,737,505</b>	<b>81,548,368</b>
<b>Expenses</b>		
Instruction	65,184,256	66,809,085
District Administration	3,174,356	3,053,835
Operations and Maintenance	8,832,353	8,696,207
Transportation and Housing	2,344,519	2,396,289
<b>Total Expense</b>	<b>79,535,484</b>	<b>80,955,416</b>
<b>Net Revenue (Expense)</b>	<b>1,202,021</b>	<b>592,952</b>
<b>Net Transfers (to) from other funds</b>		
Tangible Capital Assets Purchased	(152,021)	(92,952)
Local Capital	(1,050,000)	(500,000)
<b>Total Net Transfers</b>	<b>(1,202,021)</b>	<b>(592,952)</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>

# School District No. 05 (Southeast Kootenay)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source

Year Ended June 30, 2026

	2026 Annual Budget \$	2025 Annual Budget \$
<b>Provincial Grants - Ministry of Education and Child Care</b>		
Operating Grant, Ministry of Education and Child Care	79,064,515	78,879,535
ISC/LEA Recovery	(340,061)	(340,061)
Other Ministry of Education and Child Care Grants		
Pay Equity	457,171	457,171
Student Transportation Fund	361,459	361,459
Support Staff Benefits Grant	103,274	106,661
FSA Scorer Grant	8,187	8,187
Enrollment and Other Adjustments		901,918
<b>Total Provincial Grants - Ministry of Education and Child Care</b>	<b>79,654,545</b>	<b>80,374,870</b>
<b>Provincial Grants - Other</b>	<b>68,000</b>	<b>68,000</b>
<b>Federal Grants</b>	<b>103,074</b>	<b>103,074</b>
<b>Other Revenues</b>		
Other School District/Education Authorities	354,825	345,363
Funding from First Nations	340,061	340,061
Miscellaneous		
Miscellaneous	10,000	10,000
Health Promoting Schools	27,000	27,000
<b>Total Other Revenue</b>	<b>731,886</b>	<b>722,424</b>
<b>Rentals and Leases</b>	<b>100,000</b>	<b>200,000</b>
<b>Investment Income</b>	<b>80,000</b>	<b>80,000</b>
<b>Total Operating Revenue</b>	<b>80,737,505</b>	<b>81,548,368</b>

# School District No. 05 (Southeast Kootenay)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object

Year Ended June 30, 2026

	2026 Annual Budget	2025 Annual Budget
	\$	\$
<b>Salaries</b>		
Teachers	31,607,498	32,353,270
Principals and Vice Principals	5,254,720	5,634,904
Educational Assistants	7,131,913	7,411,954
Support Staff	7,041,224	7,428,302
Other Professionals	3,381,279	2,844,719
Substitutes	2,335,353	2,500,021
<b>Total Salaries</b>	<b>56,751,987</b>	<b>58,173,170</b>
<b>Employee Benefits</b>	<b>14,220,162</b>	<b>14,616,145</b>
<b>Total Salaries and Benefits</b>	<b>70,972,149</b>	<b>72,789,315</b>
<b>Services and Supplies</b>		
Services	2,323,027	2,217,276
Student Transportation	141,176	142,556
Professional Development and Travel	978,169	923,023
Rentals and Leases	122,327	148,607
Dues and Fees	94,300	75,450
Insurance	247,800	208,800
Supplies	3,391,536	3,185,389
Utilities	1,265,000	1,265,000
<b>Total Services and Supplies</b>	<b>8,563,335</b>	<b>8,166,101</b>
<b>Total Operating Expense</b>	<b>79,535,484</b>	<b>80,955,416</b>

# School District No. 05 (Southeast Kootenay)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	26,375,110	1,286,527		516,906	273,558	1,382,442	29,834,543
1.03 Career Programs							-
1.07 Library Services	682,418			157,758		33,689	873,865
1.08 Counselling	954,417					27,020	981,437
1.10 Inclusive Education	3,409,180	164,391	6,254,981	24,408	800,602	596,460	11,250,022
1.20 Early Learning and Child Care		2,413					32,413
1.30 English Language Learning	53,857						53,857
1.31 Indigenous Education	132,570	123,188	876,932		149,376		1,282,322
1.41 School Administration		3,486,188		1,161,875		131,477	4,779,910
<b>Total Function 1</b>	<b>31,607,498</b>	<b>5,095,587</b>	<b>7,131,913</b>	<b>1,860,947</b>	<b>1,223,536</b>	<b>2,171,088</b>	<b>49,088,369</b>
<b>4 District Administration</b>							
4.11 Educational Administration		164,333			229,008	40,000	430,341
4.40 School District Governance					146,545		146,545
4.41 Business Administration				126,150	1,343,067	5,500	1,474,717
<b>Total Function 4</b>	<b>-</b>	<b>161,333</b>	<b>-</b>	<b>126,150</b>	<b>1,718,620</b>	<b>45,500</b>	<b>2,051,603</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration				90,057	304,387	990	395,434
5.50 Maintenance Operations				3,610,712		86,977	3,706,398
5.52 Maintenance of Grounds						1,700	172,412
5.56 Utilities							-
<b>Total Function 5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,801,190</b>	<b>304,387</b>	<b>89,667</b>	<b>4,274,244</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration							134,736
7.70 Student Transportation				1,173,937		29,098	1,203,035
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,173,937</b>	<b>134,736</b>	<b>29,098</b>	<b>1,337,771</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>31,607,498</b>	<b>5,254,720</b>	<b>7,131,913</b>	<b>7,041,224</b>	<b>3,381,279</b>	<b>2,335,353</b>	<b>56,751,987</b>

# School District No. 05 (Southeast Kootenay)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2026 Annual Budget	2025 Annual Budget
	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>						
1.02 Regular Instruction	29,834,543	7,198,648	37,033,191	2,856,499	39,889,690	40,212,369
1.03 Career Programs	-	-	-	101,882	101,882	100,750
1.07 Library Services	873,865	224,818	1,098,683	126,985	1,225,668	1,260,497
1.08 Counselling	981,437	239,153	1,220,590	3,000	1,223,590	1,300,284
1.10 Inclusive Education	11,230,022	893,119	14,143,141	394,350	14,537,491	15,516,863
1.20 Early Learning and Child Care	32,413	8,000	40,413	-	40,413	-
1.30 English Language Learning	53,857	1,164	67,321	7,300	74,621	87,700
1.31 Indigenous Education	1,282,378	368,888	1,650,690	342,522	1,993,212	2,021,589
1.41 School Administration	4,776,710	1,196,118	5,976,198	121,491	6,097,689	6,309,033
<b>Total Function 1</b>	<b>49,088,870</b>	<b>12,177,558</b>	<b>61,230,227</b>	<b>3,954,029</b>	<b>65,184,256</b>	<b>66,809,085</b>
<b>4 District Administration</b>						
4.11 Educational Administration	430,341	76,154	506,495	135,500	638,355	714,090
4.40 School District Governance	146,545	13,474	160,019	122,200	275,219	630,831
4.41 Business Administration	1,474,717	345,565	1,820,282	440,500	2,260,782	1,708,914
<b>Total Function 4</b>	<b>2,051,603</b>	<b>424,553</b>	<b>2,476,156</b>	<b>698,200</b>	<b>3,174,356</b>	<b>3,053,835</b>
<b>5 Operations and Maintenance</b>						
5.41 Operations and Maintenance Administration	395,434	93,626	489,060	212,700	701,760	642,912
5.50 Maintenance Operations	3,706,398	1,081,576	4,787,974	1,577,111	6,366,401	6,363,167
5.52 Maintenance of Grounds	172,412	51,780	224,192	65,000	499,192	425,128
5.56 Utilities	-	-	-	165,000	1,265,000	1,265,000
<b>Total Function 5</b>	<b>4,274,244</b>	<b>1,226,982</b>	<b>5,501,226</b>	<b>3,320,127</b>	<b>8,832,353</b>	<b>8,696,207</b>
<b>7 Transportation and Housing</b>						
7.41 Transportation and Housing Administration	134,736	29,050	163,786	10,144	173,930	168,071
7.70 Student Transportation	1,203,035	397,719	1,600,754	569,835	2,170,589	2,228,218
<b>Total Function 7</b>	<b>1,337,771</b>	<b>426,769</b>	<b>1,764,540</b>	<b>579,979</b>	<b>2,344,519</b>	<b>2,396,289</b>
<b>9 Debt Services</b>						
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>56,751,987</b>	<b>14,220,162</b>	<b>70,972,149</b>	<b>8,563,335</b>	<b>79,535,484</b>	<b>80,955,416</b>

# School District No. 05 (Southeast Kootenay)

Schedule 3

Annual Budget - Special Purpose Revenue and Expense

Year Ended June 30, 2026

	2026 Annual Budget \$	2025 Annual Budget \$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education and Child Care	12,389,852	12,207,524
Other Revenue	655,000	655,000
Investment Income	20,000	20,000
<b>Total Revenue</b>	<b>13,064,852</b>	<b>12,882,524</b>
<b>Expenses</b>		
Instruction	12,774,801	12,592,473
District Administration	3,000	3,000
Operations and Maintenance	24,430	24,430
<b>Total Expense</b>	<b>12,802,231</b>	<b>12,619,903</b>
<b>Net Revenue (Expense)</b>	<b>262,621</b>	<b>262,621</b>
<b>Net Transfers (to) from other funds</b>		
Tangible Capital Assets Purchased	(262,621)	(262,621)
<b>Total Net Transfers</b>	<b>(262,621)</b>	<b>(262,621)</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>

# School District No. 05 (Southeast Kootenay)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds  
Year Ended June 30, 2026

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>									
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	287,051	279,711	841,000	399,510	128,000	26,950	155,187	422,724	169,780
Other			5,000	650,000					
Investment Income			20,000						
	287,051	279,711	25,000	650,000	128,000	26,950	155,187	422,724	169,780
<b>Less: Allocated to Revenue</b>									
<b>Deferred Revenue, end of year</b>	-	-	841,000	399,510	-	-	-	-	-
<b>Revenues</b>									
Provincial Grants - Ministry of Education and Child Care	287,051	279,711	5,000	650,000	128,000	26,950	155,187	422,724	169,780
Other Revenue			20,000						
Investment Income			25,000						
	287,051	279,711	25,000	650,000	128,000	26,950	155,187	422,724	169,780
<b>Expenses</b>									
Salaries									
Teachers									
Educational Assistants									
Support Staff		218,366					37,000	116,525	
Other Professionals							40,000	178,600	40,700
Substitutes									
	-	218,266		-	-	-	1,900	11,930	1,500
							78,900	307,055	42,200
Employee Benefits									
Services and Supplies	24,430	61,445					27,500	84,500	12,000
	24,430	279,711	25,000	650,000	128,000	26,950	48,787	31,169	115,580
			25,000	650,000	128,000	26,950	155,187	422,724	169,780
<b>Net Revenue (Expense) before Interfund Transfers</b>	262,621	-	-	-	-	-	-	-	-
<b>Interfund Transfers</b>									
Tangible Capital Assets Purchased	(262,621)								
	(262,621)	-	-	-	-	-	-	-	-
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-

# School District No. 05 (Southeast Kootenay)

Annual Budget - Changes in Special Purpose Funds  
Year Ended June 30, 2026

	Classroom Enhancement Fund - Staffing \$	ECL Early Care & Learning \$	Feeding Futures Fund \$	TOTAL \$
<b>Deferred Revenue, beginning of year</b>				1,240,510
<b>Add:</b> Restricted Grants				
Provincial Grants - Ministry of Education and Child Care	9,975,101	175,000	770,348	12,389,852
Other				655,000
Investment Income				20,000
	9,975,101	175,000	770,348	13,064,852
<b>Less:</b> Allocated to Revenue	9,975,101	175,000	770,348	13,064,852
<b>Deferred Revenue, end of year</b>	-	-	-	1,240,510
<b>Revenues</b>				
Provincial Grants - Ministry of Education and Child Care	9,975,101	175,000	770,348	12,389,852
Other Revenue				655,000
Investment Income				20,000
	9,975,101	175,000	770,348	13,064,852
<b>Expenses</b>				
Salaries	7,680,828	121,600	297,606	8,100,034
Teachers				7,834,353
Educational Assistants				436,866
Support Staff				260,516
Other Professionals		600	17,920	199,520
Substitutes				15,330
	7,680,828	121,600	297,606	8,100,034
Employee Benefits	2,294,273	30,400	950	2,584,000
Services and Supplies		23,000	8,662	1,471,578
	9,975,101	175,000	770,348	11,922,231
<b>Net Revenue (Expense) before Interfund Transfers</b>	-	-	-	262,621
<b>Interfund Transfers</b>				
Tangible Capital Assets Purchased	-	-	-	(262,621)
	-	-	-	(262,621)
<b>Net Revenue (Expense)</b>	-	-	-	-



# School District No. 05 (Southeast Kootenay)

Schedule 4

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2026

	2026 Annual Budget			2025 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
<b>Revenues</b>				
Investment Income		25,000	25,000	25,000
Amortization of Deferred Capital Revenue	3,789,789		3,789,789	3,440,477
<b>Total Revenue</b>	<b>3,789,789</b>	<b>25,000</b>	<b>3,814,789</b>	<b>3,465,477</b>
<b>Expenses</b>				
Amortization of Tangible Capital Assets				
Operations and Maintenance	4,438,159		4,438,159	4,124,371
Debt Services				
Capital Lease Interest		75,000	75,000	26,000
<b>Total Expense</b>	<b>4,438,159</b>	<b>75,000</b>	<b>4,513,159</b>	<b>4,150,371</b>
<b>Net Revenue (Expense)</b>	<b>(648,370)</b>	<b>(50,000)</b>	<b>(698,370)</b>	<b>(684,894)</b>
<b>Net Transfers (to) from other funds</b>				
Tangible Capital Assets Purchased	414,642		414,642	355,573
Local Capital		1,050,000	1,050,000	500,000
<b>Total Net Transfers</b>	<b>414,642</b>	<b>1,050,000</b>	<b>1,464,642</b>	<b>855,573</b>
<b>Other Adjustments to Fund Balances</b>				
Tangible Capital Assets Purchased from Local Capital	320,000	(320,000)	-	-
Principal Payment				
Capital Lease	241,000	(241,000)	-	-
<b>Total Other Adjustments to Fund Balances</b>	<b>561,000</b>	<b>(561,000)</b>	<b>-</b>	<b>-</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>327,272</b>	<b>439,000</b>	<b>766,272</b>	<b>170,679</b>