



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

February 10, 2026, 3:00 p.m.
Cranbrook Board Office

Pages

1. COMMENCEMENT OF MEETING

1.1 Call to Order

1.2 Greeting

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

1.3 Chairperson's Opening Remarks and Recognitions

1.4 Opening Round

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

1.5 Consideration and Approval of Agenda

1.6 Approval of the Minutes

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Minutes of the Public meeting of the Board of Education of January 13, 2026

1.7 Receipt of Records of Closed Meetings

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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

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RECOMMENDATION A

THAT the Board of Education authorize travel of a Mount Baker Secondary student to Oregon. This trip is not a school-sponsored event.

RECOMMENDATION B

THAT the Board Authority/Authorized Course - Strength, Conditioning, Leadership & Performance 10 be approved.

RECOMMENDATION C

THAT the Board Authority/Authorized Course - Teen Development and Caregiving 12 be approved.

RECOMMENDATION D

THAT a letter of support be written to School District 60 regarding the request to include educational assistants in the Canada Student Loan Forgiveness Program.

RECOMMENDATION E

THAT the Draft 2026-2027 School District Calendar be submitted for public consultation.

3.2 BCSTA /Provincial Council

3.3 Communications Media Committee

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3.4 Mount Baker Secondary School Replacement Committee

3.5 Key City Theatre

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3.6 Legacy of Learning

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3.7 French Immersion Update

3.8 Traffic Safety Committee

3.9 Trustee Reports

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4. SECRETARY TREASURER'S REPORT TO THE BOARD

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

4.1 Updates

4.1.1 Fernie Elementary School Update

4.1.2 Steeples Elementary Child Care

Grand opening held on February 3, 2026

4.1.3 Jaffray Elementary Junior Secondary Child Care

4.1.4 Mountainview Facility

4.2 Recommendations

5. SUPERINTENDENT'S REPORT TO THE BOARD

5.1 Framework for Enhancing Student Learning

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5.2 Updates

5.2.1 Indigenous Education Council

5.2.2 Child Care

5.3 Recommendations

6. CHAIRPERSON'S REPORT

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6.1 Updates

6.2 Recommendations

7. NEW BUSINESS

7.1 Amended Budget Bylaw

THAT permission be granted for all the three readings of the Amended Annual Budget Bylaw to be passed at the February 10, 2026, public meeting of the Board of Education of School District No. 5 (Southeast Kootenay).

THAT the Board of Education of School District No. 5 (Southeast Kootenay) adopt the amended annual budget of the Board for the fiscal year 2025/2026 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 Bylaw READ A FIRST TIME THE 10 DAY OF FEBRUARY, 2026;
2. The Bylaw READ A SECOND TIME THE 10 DAY OF FEBRUARY, 2026;
3. The Bylaw READ A THIRD TIME, PASSED AND ADOPTED THE 10 DAY OF FEBRUARY, 2026.

8. ITEMS FOR INFORMATION/CORRESPONDENCE

8.1 February 13 Yellow Friday

8.2 February 16 Family Day

8.3 February 19 Board Working Session Budget 2026/27

8.4 February 23 Committee Meetings

- Irene Bischler
- Sarah Madsen

8.5 February 27 Pro-D

8.6 March 10 Board Meetings (KLC Fernie)

8.7 March 16-27 Spring Break

9. QUESTION PERIOD

10. CLOSING ROUND

11. ADJOURNMENT

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



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

**January 13, 2026, 3:00 p.m.
Cranbrook Board Office**

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

Staff Present: Superintendent Viveka Johnson
Secretary Treasurer Nick Taylor
Director of Instruction Human Resources Brent Reimer
Director of Instruction Systems Leadership and Safe Schools Jason Tichauer
Director of Instruction Curriculum and Assessment Michael Kelly
Director of Operations Joe Tank
District Principal Early Learning and Child Care Laura-Lee Phillips
District Vice Principal Human Resources and Health & Safety Erin Boehm
Manager of Board Office & Executive Services (recorder) Jane Nixon

1. COMMENCEMENT OF MEETING

1.1 Call to Order

Chairperson McPhee called the January 13, 2026, regular public meeting of the Board of Education to order at 3:02 p.m.

1.2 Greeting

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

1.3 Chairperson's Opening Remarks and Recognitions

Chairperson McPhee provided opening remarks and acknowledgements related to the recent holiday events around the District.

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-26-001

Moved/Seconded by Bischler/Clarke:

THAT the agenda for the regular public meeting of the Board of Education of January 13, 2026, be approved as circulated.

CARRIED

1.6 Approval of the Minutes

MOTION R-26-002

Moved/Seconded by Heckendorf/Johns:

THAT the minutes of the regular public meeting of the Board of Education of December 9, 2025, be approved as circulated.

CARRIED

1.7 Receipt of Records of Closed Meetings

MOTION R-26-003

Moved/Seconded by Turner/Johns:

THAT the Board accept the closed records of the in-camera meeting of the Board of Education of December 9, 2025.

CARRIED

1.8 Business Arising from Previous Minutes

1.8.1 Amy Woodland Elementary Update

Secretary Treasurer Taylor has received the updated business case/Project Definition Report (PDR) from Berry Architecture. The formal submission of the business case/PDR will follow.

2. RECEIVING OF DELEGATIONS/PRESENTATIONS

3. COMMITTEE REPORTS/TRUSTEE REPRESENTATIVE REPORTS

3.1 All Committees Public Meeting

No meetings were held in December.

3.2 BCSTA /Provincial Council

MOTION R-26-004

Moved/Seconded by Bellina/Turner:

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

CARRIED

3.3 Communications Media Committee

Trustee Ayling reviewed the Communications Media report included in the agenda package.

MOTION R-26-005

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 provided an update of the Mount Baker Secondary School Replacement Committee.

MOTION R-26-006

Moved/Seconded by Johns/Bischler:

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

CARRIED

3.5 Key City Theatre

Trustee Ayling reviewed the Key City Theatre report which was included in the agenda package.

MOTION R-26-007

Moved/Seconded by Ayling/Heckendorf:

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

CARRIED

3.6 Legacy of Learning

Trustee Johns reviewed the Legacy of Learning report which was included in the agenda package.

MOTION R-26-008

Moved/Seconded by Johns/Madsen:

THAT the Legacy of Learning report be accepted as presented.

CARRIED

3.7 French Immersion Update

Trustee Heckendorf advised that a report from the French Immersion Committee will be provided to the Board following the February 5, 2026, meeting.

MOTION R-26-009

Moved/Seconded by Heckendorf/Bellina:

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

CARRIED

3.8 Traffic Safety Committee

Trustee Johns provided an update from the Traffic Safety Committee.

MOTION R-26-010

Moved/Seconded by Johns/Heckendorf:

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 Update

Secretary Treasurer Taylor provided an update on the Fernie Elementary School environmental assessment submission and overall project status.

4.1.2 Steeples Elementary Child Care

District Principal Phillips provided an update on the Child Care facility at Steeples Elementary. There will be an open house, ribbon cutting ceremony and a community engagement event in February 2026.

4.1.3 Jaffray Elementary Junior Secondary Child Care

District Principal Phillips provided an update on the Child Care facility at Jaffray Elementary Junior Secondary.

4.2 Recommendations

MOTION R-26-011

Moved/Seconded by Heckendorf/Bellina:

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 is available on the School District's website at www.sd5.bc.ca.

5.1 Framework for Enhancing Student Learning (FESL)

Superintendent Johnson reported that data collection has commenced using the Middle Years Development Instrument and the Youth Development Instrument.

Director Kelly provided additional updates related to the extension of the Provincial Assessment window, the review of literacy and numeracy assessments, and planning for the upcoming STEAM Fair and Regional Science Fair.

5.2 Updates

5.2.1 Child Care, Early Learning and Literacy

District Principal Phillips provided updates related to Child Care, Early Learning, and Literacy initiatives, including progress on the Métis Child Care facility, the grand opening and ribbon cutting ceremony at Steeples Elementary Child Care facility, upcoming StrongStart meetings, meetings with Yaqit ʔa·knuq̓i't First

Nation, professional learning related to UFLI and Acadience, and the upcoming Kindergarten registration period beginning February 2, 2026.

5.2.2 Indigenous Education Council

Superintendent Johnson advised that a meeting with the Indigenous Education Council will be held on January 19, 2026. Agenda items will include Budget 2026/2027 and the review of the Indigenous Education Support Workers CUPE job description.

5.3 Recommendations

MOTION R-26-012

Moved/Seconded by Johns/Clarke:

THAT the Superintendent's Report be accepted as presented.

CARRIED

6. CHAIRPERSON'S REPORT

6.1 Updates

Chairperson McPhee provided several updates, including a reminder that Heritage Fair registration is currently open. Chairperson McPhee also advised that 2026 is a trustee election year and that the Motion Building session will be held on January 24, 2026.

In addition, Chairperson McPhee noted that there is a recommendation to change the timing of the Kootenay Boundary Branch Annual General Meeting to Spring 2027. Budget planning for 2026/2027 will commence on February 19, 2026.

6.2 Recommendations

MOTION R-26-013

Moved/Seconded by Heckendorf/Bischler:

THAT the Chairperson's report be accepted as presented.

CARRIED

7. NEW BUSINESS

Nil

8. ITEMS FOR INFORMATION/CORRESPONDENCE

8.1 January 16 Yellow Friday

8.2 January 24 KBB Motion Building Session

8.3 January 26 Committee Meetings

8.4 January 27 Semester Change

8.5 February 10 Board Meetings

8.6 February 19 Board Working Session Budget 2026/27

9. QUESTION PERIOD

Nil

10. CLOSING ROUND

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

11. ADJOURNMENT

MOTION R-26-014

Moved/Seconded by Bischler/Johns:

THAT the January 13, 2026, regular public meeting of the Board of Education adjourn at 3:47 p.m.

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

Doug McPhee, Chairperson

Nick Taylor, Secretary Treasurer



1.7. RECEIPT OF RECORDS OF CLOSED MEETINGS

In-camera Meetings:

January 13, 2026

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

January 26, 2026

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

Nick Taylor
Secretary Treasurer



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

**January 26, 2026, 3:00 p.m.
Cranbrook Board Office**

Committee Members
in Attendance: Trustee Alysha Clarke (Co-Chair)
Trustee Trina Ayling (Co-Chair)
Trustee Bev Bellina (remotely)
Trustee Chris Johns
Chairperson Doug McPhee
Trustee Wendy Turner

Regrets: Trustee Irene Bischler
Trustee Nicole Heckendorf
Trustee Sarah Madsen

Board/District Staff in
Attendance: Superintendent Viveka Johnson
Secretary Treasurer Nick Taylor
Director of Instruction Human Resources Brent Reimer
Director of Instruction Systems Leadership and Safe Schools Jason Tichauer
Director of Instruction Curriculum and Assessment Michael Kelly
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
Manager of Board Office & Executive Services (recorder) Jane Nixon

1. COMMENCEMENT OF MEETING

1.1 Call to Order

Co-Chair Trustee Clarke called the public All Committees meeting of January 26, 2026, to order at 3:04 p.m.

1.2 Acknowledgement of Ktunaxa Territory

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

1.3 Approval of the Agenda

Moved/Seconded by Turner/Bellina:

THAT the All Committees public agenda of January 26, 2026, be approved as circulated.

1.4 Approval of the Minutes

Moved/Seconded by Johns/McPhee:

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

2. BUSINESS ARISING FROM PREVIOUS MINUTES

Nil

3. PRESENTATIONS

Nil

4. REPORTS

4.1 Secretary Treasurer

4.1.1 Mountainview Sparwood

Secretary Treasurer Taylor provided an update on the anticipated timing for Elk Valley Resources to vacate the Mountainview building and advised that a meeting has been arranged with the Mayor and staff of the District of Sparwood and Trustee Bellina and staff on January 27, 2026, to discuss the potential future of the facility.

4.1.2 Fernie Elementary School

Secretary Treasurer Taylor provided an update on the Fernie Elementary School environmental assessment submission and overall project status.

4.2 Superintendent

4.2.1 Indigenous Education Council (IEC)

Superintendent Johnson reported on the Indigenous Education Council meeting on January 19, 2026, during which the District's Indigenous Education Support Worker job description was reviewed. The next meeting with the Indigenous Education Council is scheduled for February 27, 2026.

Superintendent Johnson also advised that an Indigenous Education Support Worker meeting will take place on January 27, 2026, which will include a review of the Indigenous Education Council Terms of Reference.

4.2.2 Early Learning Child Care and District Literacy

District Principal Phillips presented the District Childhood Experiences Questionnaire (CHEQ) data for 2025 and provided an update on Literacy initiatives supporting early literacy instruction, screening, and intervention.

She also reported on Early Learning and Early Childhood Learning and Care activities, including transition to kindergarten initiatives, StrongStart programming, and collaboration with community partners.

District Principal Phillips invited the public to the grand opening of the Steeples StrongStart and Child Care Facility on February 3, 2026.

4.2.3 Framework for Enhancing Student Learning

Director Kelly provided an update on student data collection activities currently underway to support district planning and decision making.

5. REPORTS FROM COMMITTEES

5.1 Advocacy Education

5.1.1 DSAC Report

No report

5.1.2 DPAC Report

Trustee Turner provided a report. A review is underway of the District Parent Advisory Council's (DPAC) constitution and bylaws. It was also reported that the DPAC Treasurer has resigned.

5.1.3 Student Travel to the USA

Vice Principal Sinclair presented a request for a Mount Baker Secondary student to travel to Oregon to participate in a Track and Field competition. It was noted that the student would be competing under Mount Baker Secondary; however, the trip is not a school-sponsored event and is being arranged by the family.

Secretary Treasurer Taylor advised that there are no liability concerns associated with the proposed travel. Superintendent Johnson noted that requests of this nature are considered on a case-by-case basis.

RECOMMENDATION

Moved/Seconded by Ayling/Johns:

THAT the Board of Education authorize travel of a Mount Baker Secondary student to Oregon. This trip is not a school-sponsored event.

5.1.4 Board Authority/Authorized Course - Strength, Conditioning, Leadership & Performance 10

RECOMMENDATION

Moved/Seconded by Ayling/Turner:

THAT the Board Authority/Authorized Course - Strength, Conditioning, Leadership & Performance 10 be approved.

5.1.5 Board Authority/Authorized Course - Teen Development and Caregiving 12

RECOMMENDATION

Moved/Seconded by McPhee/Turner:

THAT the Board Authority/Authorized Course - Teen Development and Caregiving 12 be approved.

5.1.6 Expansion of Canada Student Loan Forgiveness Program

RECOMMENDATION

Moved/Seconded by Bellina/McPhee:

THAT a letter of support be written to School District 60 regarding the request to include educational assistants in the Canada Student Loan Forgiveness Program.

5.2 Learning Services

District Principal Wasylowich reported on supports for students with complex learning and behavioural needs, including work underway to build staff capacity in supporting student regulation, engagement, and inclusive learning practices. This work supports consistent strategies across schools, early intervention, and improved student outcomes.

An update was provided on professional learning related to the use of Artificial Intelligence within Learning Services. Staff are exploring the use of AI tools to support the development of Individual Education Plans, adapted and replacement curriculum, and student support planning.

It was also reported that the District is working under a shared contract with Rocky Mountain School District 6 to provide Orientation and Mobility specialist services for students with visual impairments. The specialist supports student independence and safety through assessment and instruction related to movement and navigation in school and community environments.

5.3 Policy

Director Tichauer reviewed the new and revised administrative procedures.

5.3.1 Administrative Procedure 167 Unexpected Health Emergencies

For information only

5.3.2 Administrative Procedure 168 Planned Health Emergencies

For information only

5.3.3 Administrative Procedure 358 Classroom Placement

For information only

5.3.4 Administrative Procedure 375 Graduation Celebrations

For information only

5.4 Finance Operations Personnel

Nil

6. NEW BUSINESS

6.1 School District Calendar 2026-2027

RECOMMENDATION

Moved/Seconded by Turner/Bellina:

THAT the Draft 2026-2027 School District Calendar be submitted for public consultation.

7. ACTION ITEMS FOR FUTURE MEETINGS

Nil

8. CORRESPONDENCE

8.1 District Occupational Health and Safety Committee Minutes

8.2 Finance and Capital Analysis Report

8.3 Trustee Professional Development

8.4 Staff Travel Summary

9. QUESTION PERIOD

Nil

10. ADJOURNMENT

Moved/Seconded by Johns/Ayling:

THAT the January 26, 2026, public All Committees meeting adjourn at 4:14 p.m.

Board Reflection

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

DRAFT

From: [Sean Sinclair](#)
To: [Viveka Johnson](#); [Jane Nixon](#)
Cc: [Nick Taylor](#); [Jason Tichauer](#)
Subject: Re: Committee Day January
Date: December 11, 2025 12:02:40 PM

Thanks Viv,

The track meet is the Oregon Relays and take place April 3-4 2026 at the Unverisity of Oregon in Eugene. BC School Sport is very aware of this meet and has several BC Students attend this meet each year. It would be just the one athlete attending and the parent would act as coach and is a certified coach. We are looking to have the parent join our track coaching team for the spring.

Sean

From: Viveka Johnson <Viveka.Johnson@sd5.bc.ca>
Sent: December 11, 2025 11:44 AM
To: Jane Nixon <Jane.Nixon@sd5.bc.ca>
Cc: Nick Taylor <Nick.Taylor@sd5.bc.ca>; Sean Sinclair <Sean.Sinclair@sd5.bc.ca>; Jason Tichauer <Jason.Tichauer@sd5.bc.ca>
Subject: Committee Day January

I'm not sure what the lineup looks like for January's committee day, but Sean will need to present a request to the Board regarding a student who wishes to compete in the United States under MBSS's banner for track and field (an NCAA opportunity) sometime in the spring. The request has come from the parents, so I'm not certain whether they or the school should present it. Since it falls outside the current travel restriction, I advised that it needs to come before the Board.

Sean, anything to add?

Viveka Johnson (she/her)

Superintendent of Schools
Southeast Kootenay (School District 5)

viveka.johnson@sd5.bc.ca

T: 250.417.2079

C: 250.919.3781

I acknowledge that I am privileged to work, learn, and grow in the traditional, unceded territory of the Ktunaxa People, I am also grateful to live and raise my family in the Ktunaxa land known as ʔa-kisKaq̓iʔit.





Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District 5	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD5
Developed by: Micheal Eadie	Date Developed: November 23, 2025
School Name: Mount Baker Secondary School	Principal's Name: Aaron Thorn
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Strength, Conditioning, Leadership and Performance	Grade Level of Course: 10
Number of Course Credits: 4.0	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

N/A (offered as an elective credit) – DOES NOT replace PE 10

Special Training, Facilities or Equipment Required:

- Access to a gymnasium and training/weight room with age-appropriate equipment
- Instructor with training/experience in:
- Foundational strength and conditioning principles
- Safe equipment use, spotting, and injury-prevention practices
- Outdoor spaces for land-based movement activities

Course Synopsis:

This elective develops students' foundational knowledge, skills, and habits for lifelong physical activity through safe, planned strength and conditioning experiences. Students participate in introductory resistance training, movement literacy, agility and balance drills, moderate cardiovascular conditioning, and mobility/recovery practices.

The course emphasizes holistic wellness, connecting physical activity to mental, emotional, and social well-being. Students engage in leadership and teamwork, develop confidence through movement, and explore how Indigenous perspectives—particularly Ktunaxa understandings of balance, land, and community—inform wellness practices.

Strength, Conditioning, Leadership & Performance 10 is distinct from the Physical and Health Education 10 curriculum because it focuses on foundational strength and conditioning principles rather than general physical activity. The course remains introductory and does not include advanced training, periodization, or high-load fitness programming typical of senior Fitness & Conditioning courses.

Goals and Rationale:

The goals of this course are to:

- Build students' **movement competence** and confidence through safe, progressive activities.
- Introduce foundational strength and conditioning skills that support long-term physical literacy.
- Foster **holistic wellness**, integrating physical, mental, emotional, and social health.
- Develop leadership through teamwork, encouragement, feedback, and responsibility.
- Strengthen students' understanding of **land-based activity** and the local Ktunaxa context as it relates to movement and well-being.
- Empower students to make positive, lifelong choices related to physical activity, recovery, and self-care.

Rationale:

Regular physical activity is linked to improved health, reduced stress, and increased confidence. Foundational training skills help students participate safely in sports, recreation, and daily activities. Embedding Indigenous perspectives highlights holistic well-being, the importance of community, and the interconnectedness of the physical, emotional, spiritual, and environmental aspects of health. This approach supports diverse learners and promotes respect, balance, and responsibility.

Indigenous Worldviews and Perspectives:

This course integrates Indigenous perspectives—particularly local Ktunaxa understandings—by emphasizing *ʔa·knumu+i=iit* (respect), holistic wellness, connection to land, and the importance of community. Students participate in experiential and land-based movement activities (such as outdoor circuits or trail walks) that highlight how physical, emotional, mental, and spiritual health are interconnected. Learning follows the First Peoples Principles of Learning by being relational, reflective, and grounded in respect, responsibility, and balance. Indigenous knowledge is included authentically and with permission, avoiding any cultural appropriation while encouraging students to understand wellness through multiple worldviews.

Students will develop fitness while learning that:

- Strength is more than muscles
- Leadership includes service and responsibility
- Wellness is physical, mental, emotional, and spiritual

BIG IDEAS

Well-being is holistic, and physical activity supports mental, emotional, and social wellness.

Foundational movement skills build confidence and lifelong participation in physical activity.

Safe, progressive practice improves strength, mobility, and overall physical competence.

Connection to land and community enhances wellness and encourages meaningful engagement.

Leadership grows through teamwork, responsibility, and supporting others in movement activities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Physical Skills & Safety</p> <ul style="list-style-type: none"> • Demonstrate safe technique in basic strength and movement patterns (e.g., squat, hinge, push, pull, carry). • Participate safely in agility, balance, coordination, and cardiovascular activities. • Warm up and cool down effectively using age-appropriate methods. • Monitor exertion and adjust intensity based on personal readiness and safety cues. <p>Personal Fitness & Wellness</p> <ul style="list-style-type: none"> • Describe how physical, mental, emotional, and social wellness are interconnected. • Reflect on personal strengths, challenges, and growth in physical activity. • Use simple logs or journals to track participation, effort, and wellness habits. • Apply basic strategies for recovery, mobility, and self-regulation. <p>Indigenous Perspectives & Land-Based Wellness</p> <ul style="list-style-type: none"> • Explain how wellness connects to land, community, and balance through Indigenous perspectives. • Participate in land-based movement experiences and reflect on their impact on well-being. 	<p><i>Students are expected to know the following:</i></p> <p>Foundational Movement & Training Concepts</p> <ul style="list-style-type: none"> • Basic movement patterns: squat, hinge, lunge, push, pull, carry • Introduction to resistance training using bodyweight, bands, and light free weights • Principles of warm-up, cool-down, and safe progression • Agility, balance, coordination, and reaction drills • Introductory cardiovascular training methods (moderate intervals, steady-state) <p>Mobility, Recovery & Self-Regulation</p> <ul style="list-style-type: none"> • Flexibility and mobility routines • Breathing strategies and self-regulation techniques • Rest, sleep, hydration, and recovery habits • Land as teacher — adapting movement to terrain <p>Holistic Wellness</p> <ul style="list-style-type: none"> • Connections between physical, mental, emotional, and social well-being • Goal setting, reflection, and personal wellness habits • Understanding motivation, confidence, and balanced participation

Leadership & Social Responsibility

- Demonstrate leadership through encouragement, safety awareness, and respectful communication.
- Work collaboratively in group activities and support peers in learning new movements.
- Lead or co-lead simple warm-ups, cool-downs, or movement activities with guidance.

Indigenous Perspectives on Wellness

- Indigenous understandings of balance, land, and community wellness
- Land-based movement experiences and reflection
- Respect, responsibility, relationship, and connection to place as part of well-being
- Strength as perseverance and responsibility to self and community

Leadership & Collaboration

- Basics of peer support, encouragement, and teamwork
- Leading simple warm-ups or movement activities
- Communication skills, safety awareness, and shared responsibility during activities

Big Ideas – Elaborations

1. Well-being is holistic, and physical activity supports mental, emotional, and social wellness.

Physical activity is connected to more than just fitness; it also influences mood, confidence, stress levels, and relationships. Students learn how movement, rest, nutrition, and connection to land contribute to overall well-being.

2. Foundational movement skills build confidence and lifelong participation.

By learning the basics of strength, mobility, and coordination, students gain skills they can use in any sport, activity, or daily task. Confidence increases as students experience safe and successful movement patterns.

3. Safe, progressive practice improves strength, mobility, and physical competence.

Students learn to develop skills gradually, starting with simple movements and progressing responsibly. Safety, proper technique, and body awareness are emphasized over load or performance.

4. Connection to land and community enhances wellness and meaningful engagement.

Movement connected to outdoor spaces, local trails, and the natural environment supports grounding, motivation, and mental health. This also reflects Indigenous perspectives—especially Ktunaxa—on balance, respect, and place-based learning.

5. Leadership grows through teamwork, responsibility, and supporting others.

Students learn to encourage peers, lead small activities, communicate respectfully, and contribute to a positive training environment. Leadership is viewed as shared, relational, and based on responsibility rather than authority.

Curricular Competencies – Elaborations

Physical Skills & Safety

- **Demonstrate safe technique in basic movement patterns:**
Students practice foundational movements (squat, hinge, push, pull, lunge) with attention to posture, alignment, and controlled range of motion.
- **Participate safely in agility, balance, and cardiovascular activities:**
Students learn to manage space, follow instructions, and adjust intensity to prevent injury.
- **Warm up and cool down effectively:**
Students apply dynamic warm-ups, mobility work, and simple cooldown routines to prepare for and recover from activity.

- **Monitor exertion:**
Students use cues such as breathing, heart rate, and perceived effort to ensure safe participation.

Personal Fitness & Wellness

- **Describe holistic wellness connections:**
Students identify how physical activity influences mental health, emotional regulation, and social relationships.
- **Reflect on strengths and challenges:**
Students engage in brief written, verbal, or video reflections about effort, progress, and personal goals.
- **Track participation and habits:**
Students use simple logs to record workouts, wellness habits, or mood changes.
- **Apply recovery and self-regulation strategies:**
Students practice stretching, mobility, breathing, and grounding strategies to support recovery and stress management.

Indigenous Perspectives & Land-Based Wellness

- **Explain relationships between wellness, land, and community:**
Students learn how Indigenous worldviews movement to balance, respect, and place.
- **Participate in land-based activities:**
Students engage in outdoor circuits, trail walks, or seasonal activities and reflect on how the environment affects their wellness.

Leadership & Social Responsibility

- **Demonstrate leadership and encouragement:**
Students support peers, model safe behaviour, and use positive communication during activities.
- **Work collaboratively:**
Students participate in group stations, partner drills, and team exercises while sharing responsibility for equipment and safety.
- **Lead simple warm-ups or activities:**
Students prepare and lead short, structured warm-ups or cooldowns with the teacher's guidance.

Content – Elaborations

Foundational Movement & Training Concepts

- Safe execution of basic movement patterns (squat, hinge, push, pull, lunge)
- Understanding why proper form, warm-ups, and cool-downs support safe participation
- How gradual progression, body awareness, and controlled effort reduce injury risk
- The purpose of agility, balance, and coordination drills in building movement confidence
- Differences between moderate-intensity and higher-intensity cardiovascular activities

Mobility, Recovery & Self-Regulation

- How mobility and flexibility contribute to functional movement
- The role of breathing, grounding, and self-regulation strategies in physical activity
- Why recovery habits—hydration, rest, sleep, and stretching—affect performance and well-being

Holistic Wellness

- Connections between physical, mental, emotional, and social health
- How routines, goal setting, and reflection support personal wellness
- Factors that influence motivation, confidence, and participation

Indigenous Perspectives on Wellness

- Indigenous views on balance and holistic well-being
- How land and place-based activities support grounding, connection, and wellness
- Respect, responsibility, and relationships as core principles in healthy living

Leadership & Collaboration

- How leadership is demonstrated through safety, encouragement, and teamwork
- Skills needed to support peers and communicate respectfully during activities

Content – Elaborations

- Basic steps involved in planning and leading simple warm-ups or group tasks

Recommended Instructional Components:

- Direct instruction** on foundational movement skills, safety procedures, and proper technique
- Demonstrations and modelling** of strength, mobility, and conditioning exercises
- Guided practice** with teacher feedback to ensure safe and effective movement
- Station-based circuits** to promote variety, engagement, and skill development
- Land-based learning activities**, such as outdoor walks, trail sessions, and environmental movement experiences
- Collaborative activities** including partner work, small-group tasks, and team challenges
- Leadership opportunities** where students lead warm-ups, cooldowns, or simple group drills
- Reflective practices** such as journals, check-ins, or wellness logs to support self-awareness
- Use of technology** (optional) such as heart-rate monitors, RPE scales, or simple tracking apps
- Integration of Indigenous perspectives**, including discussions about holistic wellness, respect, balance, and connection to land (with guidance and permission)
- Formative feedback cycles** to reinforce growth, safety, and confidence in movement

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

Formative Assessment (Assessment *for* Learning)

- Ongoing **technique checks** with descriptive feedback focused on safety and improvement
- **Observation checklists** during movement stations, teamwork, and leadership activities
- **Student reflections** (written, verbal, or digital) on effort, wellness habits, and personal growth
- **Goal-setting activities** with revisits and adjustments throughout the course
- Low-stakes **self-assessment check-ins** using clear criteria (e.g., effort, safety, participation)

Summative Assessment (Assessment *of* Learning)

- **Movement Skills Demonstration:** students safely demonstrate foundational movement patterns (assessed on technique, not load or performance)
- **Wellness Reflection or Project:** students reflect on how physical activity impacts holistic wellness, including Indigenous or land-based connections
 - SAMPLE STUDENT REFLECTION PROMPTS:
 - “How did outdoor movement change how I felt physically or mentally?”
 - “What kind of leader was I during group activities?”
 - “How does the Ktunaxa idea of balance apply to my own wellness?”
- **Leadership Task:** students lead or co-lead a warm-up, cooldown, or simple activity, showing communication, safety awareness, and encouragement
- **Participation & Engagement:** evaluated using transparent criteria that value consistency, effort, safety, and respect (not athletic ability)

Assessment Practices (Quality Assessment Principles)

- **Clear learning intentions** and criteria shared with students before each activity
- **Multiple ways** to show learning (demonstrations, reflections, discussions, projects)
- **Feedback-focused** assessment emphasizing growth, not comparison or competition
- **Assessment separated from behaviour/attitude**, except where it relates to safety
- **No grading based on fitness level, body type, or performance metrics**
- **Culturally responsive assessment**, including respectful consideration of diverse backgrounds, abilities, and comfort levels
- **Student involvement** through self-assessment, reflection, and voice in goal-setting
- **Opportunities to redo or revisit** tasks to demonstrate improved learning

Learning Resources:

Print & Digital Resources (General Physical Literacy & Movement)

- Canada’s Physical Literacy resources (via Sport for Life)
- CSEP (Canadian Society for Exercise Physiology) movement guidelines
- ParticipACTION Teen Activity Guidelines and educational materials
- Introductory strength and conditioning manuals focused on technique and safety
- Teacher-created movement videos, demonstrations, and activity guides

Holistic Wellness & Self-Regulation

- Resources on breathing techniques, grounding strategies, and basic mindfulness
- Sleep, hydration, and recovery infographics from reputable Canadian health organizations
- Student wellness journals or digital tracking tools (e.g., Google Docs, school learning platform)

Indigenous Perspectives & Land-Based Learning

(Used respectfully and with permission)

- First Peoples Principles of Learning (FNESC)
- Land-based activity guides developed in consultation with local Indigenous partners
- Guest speaker from Ktunaxa Nation (if available)

Instructional & Classroom Tools

- Posters illustrating basic movement patterns and safety cues
- RPE (Rate of Perceived Exertion) charts
- Heart rate monitors or simple tracking tools (optional)
- Station cards for movement circuits and warm-up templates
- Teacher-developed safety guidelines, technique breakdowns, and visual cues

Equipment Resources

- Resistance bands, light dumbbells, medicine balls, agility ladders, cones
- Mats for mobility and recovery work
- Access to gymnasium, training room, and outdoor spaces

Additional Information:

We have many of our students asking for additional fitness classes. They feel the benefits physically and with their mental health. We are trying to accommodate the requests of the students.



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Southeast Kootenay School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD5
Developed by: Brad Slater	Date Developed: November 21, 2025
School Name: Mount Baker Secondary School	Principal's Name: Aaron Thorn
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Teen Development and Caregiving	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): Child Development and Caregiving 12 is recommended but not required.

Special Training, Facilities or Equipment Required:

Training

- Teacher knowledge and professional development in teenager development, social-emotional learning, and caregiving practices.
- Optional professional learning in mental health first aid, trauma-informed approaches, and Indigenous perspectives in teenage development.
- Training or guidance in facilitating sensitive discussions about identity, mental health, relationships, and social challenges.

Facilities

- Standard classroom with flexible seating to allow for group discussions, collaborative work, and role-playing activities.
- Access to a library or media resources for research and project work.
- Optional spaces for project presentations or service-learning preparation, e.g., computer labs, multipurpose rooms, or community spaces.

Equipment

- Digital tools: computers, tablets, or devices for research, multimedia projects, and presentations.
- Relevant Textbook(s).
- Multimedia resources: projector or screen for videos, case studies, and guest presentations.
- Reflection and applied learning materials: journals, scenario cards, role-play scripts, project planning templates.

Course Synopsis:

Teen Development and Caregiving explores the physical, cognitive, emotional, and social growth of youth ages 13–19. Students examine how relationships, identity, culture, and community shape teenage development, and how caregivers support wellbeing during this stage. Through discussions, case studies, and applied projects, students build practical skills related to communication, guidance, mental health, and life planning. The course prepares students to understand themselves and others, and to apply this knowledge in family, community, and future caregiving roles.

Goals:

1. To develop students' understanding of teen development—including physical, cognitive, emotional, and social changes from ages 13–19.
2. To help students recognize the role of relationships and caregiving in supporting teenagers' wellbeing at home, in school, and in the community.
3. To build practical skills in communication, guidance, mental health awareness, conflict resolution, and life planning.
4. To foster empathy, inclusion, and respect for diverse teenage experiences, identities, and cultural contexts.
5. To provide opportunities for applied learning where students connect course concepts to real-life situations through projects, scenarios, and community engagement.
6. To help students make sense of what is happening in their teenage years, so they can feel more confident, build better relationships, and find happiness and success in their lives.
7. To help students take more control of their lives by understanding how technology, social media, and other influences affect their choices, emotions, and relationships, so they can make healthier decisions, focus on what matters, and live more balanced, meaningful lives.

Rationale:

Teenagers are in a critical stage of human development marked by rapid changes and increasing independence. While the existing Child Development and Caregiving course focuses on ages 0–12, there is a clear need for a complementary course that addresses the unique challenges and opportunities of teenagers. Students benefit from understanding their own development, the experiences of their peers, and the role of caregivers in supporting youth during this complex stage. This course equips students with essential life skills, promotes mental health awareness, and encourages inclusive and culturally responsive thinking. By providing applied, real-world learning experiences, this course prepares students to support teenagers in their families, schools, and communities, and lays the groundwork for careers in education, health, social services, and youth work.

Aboriginal Worldviews and Perspectives:

This course recognizes that teenage development is understood holistically in Indigenous worldviews, where physical, emotional, mental, and spiritual growth are interconnected. Teenagers learn and grow within the context of family, extended family, and community, and caregiving is often shared across generations. Students will explore how culture, land, and tradition shape identity, relationships, and responsibilities, and will consider how Indigenous approaches to mentorship, guidance, and community engagement can inform caregiving and support during the teenage years.

BIG IDEAS

Teenagers are in a period of rapid physical, cognitive, emotional, and social change that shapes identity and future development.

Supportive relationships—with family, peers, caregivers, and communities—play a crucial role in promoting healthy teenage development.

Teenagers develop essential life skills that support wellbeing and personal growth

Understanding diversity, culture, and individual lived experiences is essential for fostering inclusive, respectful, and equitable environments for teenagers.

Applying knowledge of teenage development empowers individuals to make informed decisions, contribute to their communities, and support the wellbeing of others.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Investigating and Understanding</p> <ul style="list-style-type: none"> Analyze physical, cognitive, emotional, and social changes in teenagers (ages 13–19). Examine how relationships, family, peers, schools, and communities influence teenage development. Investigate the roles of caregivers, including shared and intergenerational responsibilities. Explore how culture, diversity, and Indigenous perspectives influence teenage growth and wellbeing. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Physical, cognitive, emotional, and social changes during teenage life (ages 13–19) Teenage stages: early, middle, and late Puberty and sexual development Brain development and decision-making Identity formation: self-concept, gender identity, cultural identity, values Emotional regulation, stress management, and mental health awareness Self-esteem, body image, and resilience

Applying and Communicating

- Apply strategies to support mental health, resilience, and positive development in teenagers.
- Demonstrate communication, conflict resolution, and caregiving skills in realistic scenarios.
- Plan and implement projects or activities that support teenagers in families or communities.
- Reflect on personal growth, learning, and responsibilities as they relate to teenagers.

Reasoning and Reflecting

- Evaluate the impact of lifestyle choices, technology, and media on teenage development.
- Assess ethical, social, and cultural considerations in caregiving and support roles.
- Make connections between teenagers' experiences, caregiving practices, and broader societal systems.
- Reflect critically on one's own beliefs, biases, and responsibilities in supporting teenagers.

- Peer influence, friendships, romantic relationships, and consent
- Family dynamics, communication, and conflict resolution
- Teenagers as caregivers (siblings, grandparents, community)
- Understand the effects of substance abuse on teenagers (drugs, alcohol, tobacco, caffeine)
- Mentorship, volunteerism, and youth leadership
- Ethical, cultural, and social considerations in caregiving
- Healthy lifestyle choices: nutrition, exercise, sleep
- Time management, organization, and self-care
- Indigenous perspectives on teenage development and caregiving
- Diversity, equity, inclusion, and social justice
- Community engagement, culture, and belonging
- Applied projects and service-learning experiences supporting teenagers
- Reflection on personal growth, responsibility, and supporting others

Big Ideas – Elaborations

1. Teenagers are in a time of significant physical, cognitive, and emotional change.

Elaboration: Teenagers experience rapid growth, changes in brain development, and evolving thinking skills. They begin to form their identity, make more complex decisions, and develop emotional self-regulation skills. Understanding these changes helps students support themselves and others during this stage.

2. Relationships shape teenage development and wellbeing.

Elaboration: Family, peers, mentors, and communities provide guidance, support, and social learning. Healthy relationships contribute to positive emotional and social growth, while challenges in relationships can impact mental health and development.

3. Teenagers develop essential life skills that support wellbeing and personal growth.

Elaboration:

During the teenage years, students learn and practice skills that help them navigate daily life and social interactions. These include decision-making, problem-solving, self-reflection, time management, emotional regulation, and coping strategies. Developing these skills supports personal wellbeing, fosters resilience, and prepares students to take responsibility for themselves, their relationships, and their roles within their families and communities.

4. Identity and development are influenced by culture, diversity, and lived experiences.

Elaboration: Cultural background, personal experiences, and social context shape how teenagers see themselves and interact with others. Understanding diversity fosters empathy, inclusion, and respect for the unique experiences of all teenagers.

5. Understanding the teenage stage helps individuals support healthy growth in themselves and others.

Elaboration: Knowledge of teenage development equips students to make informed decisions, communicate effectively, and provide guidance or caregiving when needed. It encourages reflection, responsible actions, and supportive behaviors in personal, family, and community contexts.

Big Idea	Students Know	Students Understand	Students Can Do
1. Teenagers are in a time of significant physical, cognitive, and emotional change.	Key physical, cognitive, and emotional changes in teenagers; teenage stages; brain development; puberty and sexual development.	Teenagers experience rapid growth and evolving thinking, which affects decision-making, emotions, and identity formation.	Observe, describe, and analyze teenage changes; reflect on their own development; identify strategies to manage change.
2. Relationships shape teenage development and wellbeing.	Types of relationships (family, peers, mentors, community); social and emotional influences on teenagers' wellbeing; healthy vs. unhealthy relationships.	Supportive relationships foster growth, self-esteem, and resilience; conflict or poor relationships can affect mental health.	Communicate effectively, resolve conflicts, support peers, and evaluate relationship dynamics in scenarios.
3. Teenagers develop essential life skills that support wellbeing and personal growth.	Key life-skills that support wellbeing, including decision-making, problem-solving, self-reflection, time management, emotional regulation, and coping strategies.	Developing these skills helps teenagers navigate daily life, manage stress, build resilience, and take responsibility for themselves and their relationships.	Practice decision-making and problem-solving in real-life or simulated scenarios; reflect on personal growth and wellbeing; apply strategies for emotional regulation, self-care, and effective time management.
4. Identity and development are influenced by culture, diversity, and lived experiences.	Cultural influences, diversity in gender, sexuality, ability, and experience; Indigenous perspectives on teenage development; social context factors.	Identity and development are shaped by culture, personal experiences, and social expectations, and understanding diversity fosters inclusion.	Reflect on personal identity, consider diverse perspectives, analyze how culture and context influence growth, and demonstrate empathy.
5. Understanding teenagers helps individuals support healthy growth in themselves and others.	Principles of teenager support, caregiving roles, mental health strategies, ethical and cultural considerations.	Knowledge of teenage development allows for effective guidance, caregiving, and responsible decision-making.	Design and implement projects, provide peer support, reflect on personal actions, and apply knowledge to support wellbeing

Curricular Competencies – Elaborations

Investigating and Understanding

- Students explore physical, cognitive, emotional, and social changes through case studies, personal reflection, and observation of peers or media examples.
- Students examine how family, peers, school, and community environments influence teenage development, wellbeing, and identity.
- Students investigate caregiving roles, including mentorship, sibling care, and community support, and consider ethical and cultural dimensions.
- Students analyze how cultural background, diversity, and Indigenous perspectives influence teenagers' experiences and developmental outcomes.

Applying and Communicating

- Students apply strategies to support mental health, resilience, and wellbeing in realistic scenarios or role-play activities.
- Students communicate ideas about teenage development clearly through projects, presentations, reflections, or group discussions.
- Students plan and implement small-scale projects, simulations, or service-learning experiences that support teenagers in families, schools, or communities.
- Students demonstrate caregiving, leadership, and mentoring skills in applied contexts while reflecting on ethical and social responsibilities.

Reasoning and Reflecting

- Students evaluate the impact of lifestyle choices, technology, media, and social influences on teenage growth and wellbeing.
- Students assess social, ethical, and cultural considerations in caregiving or support roles, including inclusion, diversity, and Indigenous worldviews.
- Students reflect critically on personal beliefs, biases, and responsibilities in supporting teenagers and peers.
- Students synthesize learning from multiple sources to inform decision-making, project design, and applied caregiving strategies.

Content – Elaborations

- **Physical, cognitive, emotional, and social changes during the teenage years (ages 13–19):**

Students explore how puberty, brain development, and emerging thinking skills influence behavior, decision-making, and self-concept.

- **Teenage Stages (early, middle, late):**

Students examine developmental milestones across ages 13–19, noting differences in physical growth, cognitive reasoning, and social/emotional maturity.

- **Puberty and sexual development:**

Students learn about physical changes, reproductive health, sexual orientation, consent, and respectful relationships.

- **Brain development and decision-making:**

Students investigate how neurological changes affect risk-taking, impulse control, moral reasoning, and problem-solving.

- **Identity formation (self-concept, gender identity, cultural identity, values):**

Students explore personal identity and how cultural, social, and familial factors shape beliefs, goals, and self-image.

- **Emotional regulation, stress management, and mental health awareness:**

Students learn strategies for managing emotions, coping with stress, building resilience, and supporting mental wellbeing.

- **Self-esteem, body image, and resilience:**

Students examine factors affecting confidence and self-perception, including media, peer influence, and cultural messages.

- **Peer influence, friendships, romantic relationships, and consent:**

Students explore social dynamics, healthy boundaries, and communication skills necessary for positive relationships.

- **Family dynamics, communication, and conflict resolution:**

Students investigate how teenagers interact with parents, siblings, and caregivers, and develop strategies for resolving disagreements.

- **Teenagers as caregivers (siblings, grandparents, community):**

Students explore caregiving roles and responsibilities, including intergenerational and shared caregiving within families and communities.

Content – Elaborations

- **Mentorship, volunteerism, and youth leadership:**

Students learn about opportunities to support others, develop leadership skills, and participate meaningfully in communities.

- **Ethical, cultural, and social considerations in caregiving:**

Students examine fairness, respect, inclusivity, and culturally appropriate caregiving practices, including Indigenous perspectives.

- **Healthy lifestyle choices: nutrition, exercise, sleep, substance use:**

Students explore strategies to maintain physical and mental health and make informed decisions regarding wellness.

- **Time management, organization, and self-care:**

Students develop skills to balance responsibilities, school, social life, and personal wellbeing.

- **Indigenous perspectives on adolescent development and caregiving:**

Students explore holistic, relational, and community-based approaches to growth, identity, and caregiving.

- **Diversity, equity, inclusion, and social justice:**

Students learn to recognize and respect differences in culture, ability, gender, sexual orientation, and social context.

- **Community engagement, culture, and belonging:**

Students examine how cultural, social, and community connections support adolescent identity, growth, and participation.

- **Applied projects and service-learning experiences supporting teenagers:**

Students apply knowledge in real-world or simulated projects that benefit peers, younger children, middle school students, or community members.

- **Reflection on personal growth, responsibility, and supporting others:**

Students critically evaluate their actions, beliefs, and decisions in relation to teenage development and caregiving responsibilities.

Recommended Instructional Components:

1. Direct Instruction and Mini-Lectures

- Introduce key concepts related to teenage development, caregiving, life skills, and diversity.
- Use visuals, diagrams, and multimedia resources (videos, case studies, articles) to illustrate developmental changes and social-emotional topics.

2. Group Discussions and Collaborative Learning

- Facilitate class discussions, seminars, and peer dialogues about identity, relationships, and wellbeing.
- Use small group activities to analyze scenarios, role-play conflicts, and practice communication and caregiving strategies.

3. Applied Learning and Experiential Activities

- Incorporate service-learning or mentorship projects that allow students to apply knowledge in real-world contexts (e.g., supporting younger peers (middle school students), community programs).
- Use simulations and role-play exercises to practice problem-solving, conflict resolution, and caregiving skills.

4. Reflection and Journaling

- Encourage students to maintain journals reflecting on their own development, experiences, and learning.
- Use guided prompts to connect theory to practice, such as “Describe how relationships influence your wellbeing” or “Reflect on a caregiving experience you’ve had.”

5. Case Studies and Scenario Analysis

- Analyze realistic teenage scenarios to explore decision-making, mental health, ethical considerations, and interpersonal dynamics.
- Encourage critical thinking and problem-solving by asking students to propose solutions or interventions.

6. Guest Speakers and Community Connections

- Invite counselors, youth workers, Indigenous Elders, or health professionals to provide real-world perspectives on teenage development and caregiving.
- Connect students with community programs to observe or participate in youth mentoring or support activities.

7. Project-Based Learning

- Implement a final project or service-learning project focused on teenager needs (e.g., designing a program, workshop, or resources for peers).
- Include planning, research, implementation, and reflection components to reinforce applied learning.

8. Technology Integration

- Use digital tools for research, collaboration, presentations, and reflections.
- Incorporate multimedia resources to explore diverse perspectives on teenage development and caregiving.

9. Assessment-Driven Instruction

- Include formative assessments such as quizzes, reflections, and scenario exercises to guide instruction.
- Use summative assessments like projects, presentations, portfolios, and service-learning evaluations to measure student learning.

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

1. Formative Assessments (Ongoing, Supporting Learning)

- **Journals and Reflection Prompts:**
Encourage students to reflect on their own development, relationships, and caregiving experiences. Supports self-assessment and metacognition.
- **Class Discussions and Participation:**
Observe students' engagement in group discussions, role-plays, and collaborative problem-solving to monitor understanding.
- **Scenario Analysis / Case Studies:**
Evaluate students' ability to apply knowledge to realistic teenage situations and caregiving challenges.
- **Quizzes / Knowledge Checks:**
Short quizzes on physical, cognitive, and social development, mental health, and life skills concepts to provide timely feedback.

2. Summative Assessments (Demonstrating Learning)

- **Final Project / Service-Learning:**
Students plan and implement a project supporting teenagers (e.g., mentorship program, workshop, or resource creation). Includes planning, implementation, reflection, and presentation components.
- **Portfolio / Collection of Work:**
Includes journals, reflections, scenario responses, and evidence of applied learning. Provides holistic view of student growth over the semester.
- **Presentations / Group Projects:**
Students present findings, projects, or research on teenage development, caregiving strategies, or social issues affecting youth.
- **Written Assignments / Reports:**
Case study analyses, reflective essays, or research papers demonstrating understanding of teenager development, caregiving, and diversity considerations.

3. Assessment Principles Alignment

To ensure alignment with the Principles of Quality Assessment (BC Ministry of Education):

- **Fairness:**
Assessments provide multiple opportunities for students to demonstrate learning in ways that suit diverse strengths and needs.
- **Transparency:**
Clear criteria, rubrics, and expectations are provided for each task, so students understand how they will be assessed.
- **Inclusivity:**
Assessments respect diversity in learning styles, cultural backgrounds, and lived experiences, including Indigenous perspectives.
- **Purposeful and Relevant:**
Tasks are meaningful, connected to real-life applications, and linked to the course Big Ideas, competencies, and content.
- **Support of Learning:**
Ongoing feedback guides students to reflect, revise, and improve their understanding and skills.
- **Flexible and Varied:**
A mix of formative and summative assessments—including written, oral, applied, and creative tasks—supports different modes of learning and expression.

Learning Resources:

1. Textbooks and Print Resources

- **Adolescent Development Texts:**
 - Steinberg, L. *Adolescence* (latest edition) – comprehensive coverage of physical, cognitive, and social-emotional development.
 - Santrock, J. *Adolescence* – practical examples and applied case studies.
- **Child and Family Caregiving References:**
 - Berk, L. *Child Development* – for connecting early childhood development to adolescence.
 - Resources from Canadian health and youth organizations (e.g., Canadian Paediatric Society guides).
- **Mental Health and Wellness Guides:**
 - *Mind Matters* or similar adolescent mental health guides.
 - Resources on stress management, mindfulness, and resilience.

2. Multimedia Resources

- Educational videos and documentaries on teenage brain development, identity formation, and relationships.
- Short films or case studies illustrating social, cultural, or caregiving scenarios.
- Podcasts or interviews with youth workers, psychologists, or educators.
- Online simulations or interactive scenarios to explore decision-making, conflict resolution, or caregiving skills.

3. Online Resources

- BC Ministry of Education: curriculum documents, learning guides, and assessment exemplars.
- Canadian and Indigenous youth-focused organizations:
 - Kids Help Phone (<https://kidshelpphone.ca/>)
 - First Nations Health Authority (<https://www.fnha.ca/>)
 - Local Indigenous education resources and Elder guidance materials.
- Government and community resources on mental health, substance use, and teenage development.

4. Community-Based Learning

- Guest speakers: counselors, youth workers, Indigenous Elders, or health professionals.
- Service-learning opportunities with schools, community centers, or youth organizations.
- Observation or participation in mentorship programs, youth leadership initiatives, or peer-support programs.

5. Classroom and Applied Learning Materials

- Scenario cards and role-play scripts for relationships, decision-making, and caregiving exercises.
- Reflection journals and guided prompts for self-assessment and metacognition.
- Project-based learning materials: rubrics, planning templates, and presentation tools.
- Multimedia tools for research, collaboration, and digital presentations.

Additional Information:

1. Credit Value and Grade Level

- This is a 4-credit, semester-long course for Grades 11 or 12 (grade 10 students can also take this course).
- No prerequisites, although Child Development and Caregiving 12 is recommended.

2. Course Duration and Structure

- The course runs for 19-20 weeks (~80–85 instructional days), with weekly classes and possible integration of project or service-learning days.
- With flexibility for integration of guest speakers, field trips, or community projects.

3. Connections to Career Education and Applied Skills

- This course supports career-life skills, including:
 - Careers in education, health, social services, or youth work.
 - Applied learning through caregiving, mentorship, and community engagement.
 - Development of critical thinking, communication, and problem-solving skills.

4. Integration of Indigenous Perspectives

- Opportunities to engage with Elders, local knowledge keepers, or Indigenous youth programs.
- Ways the course aligns with local First Nations priorities or culturally safe practices.

5. Cross-Curricular Connections

- Links to other subject areas, such as:
 - **Health and Career Education:** Mental health, life skills, and relationships.
 - **Social Studies:** Equity, diversity, inclusion, and social justice.
 - **Physical Education:** Physical health including nutrition and body image.
 - **Applied Design, Skills & Technologies (ADST):** Project planning, service learning, and applied research.
 - **Psychology:** Human development, social and emotional learning, mental health, and behaviour.

6. Resources for Diverse Learners

- Strategies for supporting students with varied learning needs:
 - Differentiated instruction, flexible assessment options, and scaffolding of applied projects.
 - Support for English Language Learners or students with individualized education plans.

7. Assessment Overview

- Suggested weighting (e.g., 40% projects/portfolio, 20% classwork/participation, 20% quizzes, 20% reflections).
- Examples of rubrics or success criteria for project-based learning.

8. Alignment with BC Curriculum Principles

- This course:
 - Promotes student-centered, applied learning.
 - Fosters core competencies: Communication, Thinking, Personal & Social responsibility.
 - Integrates Indigenous perspectives, diversity, and equity.

<https://www.canada.ca/en/services/benefits/education/student-aid/grants-loans/repay/assistance/student-loan-forgiveness.html>

Hi Doug;

I am following up on your letter of September 16th regarding a joint motion related to the Canadian Student Loan Regulations.

We never did get any response back from the Ministry of State for Labour. The good news though is that the change did go through.

We are wondering if we should now be asking that Educational Assistants also be included in loan forgiveness as the recruiting challenges in this area significantly impact our operations as well.

I have an upcoming Rural and Remote Meeting and a Northern Interior Branch Meeting where I will spread the word that the Canada Student Loan Forgiveness Program has expanded.

I don't know where the federal government announced the change but with so few regional papers left information spread is not easy unless you know where to look and monitor things.

Thanks for the reach out on this. More voices is always better.

Helen

250-262-6822

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Helen Gilbert
School District #60 Trustee
Board Chair
District Address
10112-105 Avenue, Fort St John, BC V1J 4S4
BCSTA Northern Interior Branch President

Respecting the beautiful ancestral lands of the Dane Zaa and Treaty 8.
"Do the best you can until you know better. Then when you know better, do better."
Maya Angelou



School District No. 5 (Southeast Kootenay) 2026-2027 Annual School Calendar DRAFT

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

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

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

January 2027						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
Su	M	Tu	W	Th	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						
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				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

-  School Breaks
-  Professional Development Day
-  Stat Holidays
-  Administrative Day

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

		S1	S2	Summer
Days in Session	179	90	89	0
Days of Instruction	172	87	85	0
School Breaks	 68	 12	14	42
Non-Instructional Professional Development Days	 6	 3	3	0
Administrative Day	 1	 0	1	0
Weekend	 104	 42	44	18
Stat Holidays	 13	 7	4	2
First Day of School	September 7, 2026			
National Day for Truth and Reconciliation	September 30, 2026			
Thanksgiving Day	October 12, 2026			
Remembrance Day	November 11, 2026			
Christmas vacation period	December 21, 2025 - January 1, 2027			
Schools reopen after Christmas vacation	January 4, 2027			
First day of second semester	January 26, 2027			
Family Day	February 15, 2027			
Spring vacation period	March 15, 2027 - March 26, 2027			
Schools reopen after spring vacation	March 30, 2027			
Good Friday	March 26, 2027			
Easter Monday	March 29, 2027			
Victoria Day	May 24, 2027			
Last day of school for students	June 24, 2027			
Administrative Day	June 25, 2027			
Minimum Hours of instruction (Kindergarten)	853			
Minimum Hours of instruction (Elementary)	878			
Minimum Hours of instruction (Secondary)	952			
Minimum Hours of instruction per day (Elementary)	5.08			
Minimum Hours of instruction per day (Secondary)	5.5			

Summary for February 10th, 2026 Board Meeting

Trustee Media Report

Nothing sent to media (other than completed motions for January)

Key City Theatre Society (KCTS) Report

- A show was booked that may contain offensive content that conflicts with the priorities and values of the Theatre. To mitigate this type of conflict in future, the Board will be engaging Miller Thomson LLP to provide a comprehensive legal review and provide Board with revisions to policy and contract language.
- Board accepted the Berry Architecture proposal for the Designated Accessible Seating Feasibility Study and authorized staff to proceed with engaging Berry Architecture to undertake this work.
- A fraudulent site used KCT copywritten images to impersonate the website and “sold” Johnny Reid tickets. Google has been contacted about this issue and patrons who purchased these tickets were able to challenge the fraudulent purchases. To avoid fraudulent sales in future KCT amended the ticketing system. It can now delay the distribution of purchased tickets to provide time for suspected re-sellers to be verified or refunded.
- Elevator Inspection scheduled for Tuesday February 10th. If all’ is well, elevator will be running by day’s end.

Legacy of Learning Report – February 10, 2026

Vol. SD#5 BCRTA/
CARTA

-Uploaded 24 Sparwood grad Boards for public viewing
1981 to 2004 with each name indexed for searching. These
are a lot of work, taking approx.. 50 minutes per board

Staff – 20 hours @ \$25 \$500.00

-Responded to Dan Lough referral from SD#5 re registration
of Mieczwslaw (Henry) Wasiewicz in Fernie Schools c. 1930.
Located him and his brother 1930, 1932and 1934 School Regusters.
For residential verification

Volunteer time – 4 hours @\$17.85 \$71.40

Staff time - 1 hour @ \$25.00 \$25.00

-App development with Eggplant Studios, preliminary work to
create interactive AI-Chatbot and companion to assist students
with searching and building archival portfolios that are integrated
with the Internet.

Volunteer time – 5 hours @ \$17.85 \$89.25

Staff time – 4 hours @ \$25.00 \$100.00

Contract time – 2 Hours @ \$100/hr \$200.00

-Resumed Name That Teacher work, identifying students and
teachers in SD#5 archived photos

Volunteers – 8 volunteers = 17 hrs @ \$17.85 \$303.45

Staff time – 5 hours @ \$25.00 \$125.00

-Development work on Cranbrook Tri-School Bugle Band display

Staff time – 4 hours @ \$25 \$100.00

failure of incorporation how many possessed the revenue that Fernie would possess? Very few. The recklessness and extravagance of other towns need not be repeated and indeed their mistakes should be our danger signals to warn and guide. It is surely superfluous to state that the citizens of Fernie possess the necessary common sense and good judgment to govern their own affairs wisely and for the common good.

The town is, we believe, on the verge of a period of unprecedented prosperity and growth. The extension of the Great Northern to this point and the proposed introduction of the smelting industry are but signs of the times one can read. The town is outgrowing its present system of government and soon it will present as ludicrous a spectacle as a grown man squeezed into a boy's clothes.

Trustee Report

Bev Bellina

- December 9th - Board of Education meeting.
- December 15th - Ktunaxa Level 2 Language Course
- December 17th - SSS PAC Meeting
- January 12th - FJMES PAC Meeting
- January 13th - Board of Education Meeting
- January 26th - All Committees Meetings
- January 27th - Meeting with Sparwood Mayor Wilks with Nick and Laura-Lee
- January 28th - SSS PAC Meeting

Summary for February 10th, 2026 Board Meeting

TRUSTEE REPORT

Jan 13	SD5 Board Meetings
Jan 16	BCPSEA Sector Call
Jan 19	KCTS Volunteer Dinner
Jan 20	Pinewood PAC
Jan 21	Metis Childcare Meeting
Jan 22	KCTS Board Meeting
Jan 24	KBB Motion Building Session
Jan 26	SD5 All Committees Meeting
Jan 29	BCPSEA AGM (Virtual)
Feb 03	Steeple Child Care Grand Opening
Feb 03	Metis Childcare Meeting
Feb 04	TMRES PAC
Feb 04	CDTA Executive Meeting

LEARNING TOGETHER

NO. 20



JANUARY 2026
ISSUE NO. 20



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Coordinator

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Budget 2026-2027

LEARNING TOGETHER IN SCHOOL

DISTRICT NO. 5 (SOUTHEAST KOOTENAY)



As we begin a new year together, I want to take a moment to thank our students, families, staff, and community partners for the care, collaboration, and commitment you show every day across the Southeast Kootenay School District. Our shared vision continues to guide us: students love to learn here, staff love to work here, and families love to gather here.

The District continues to be guided by our Framework for Enhancing Student Learning, which keeps us focused on what matters most. This work supports student success through strong literacy and numeracy learning, fosters schools where students and staff feel welcome, safe, and connected, and ensures every learner is supported as they transition successfully into their future with dignity, purpose, and options.



As we approach the halfway point of the school year, students will also be engaging in graduation assessments. We will also be surveying students in grades five and eight through the Middle Years Development Instrument (MDI), and students in grades ten and twelve through the Youth Development Instrument (YDI). These tools support our understanding of student experiences and well-being, helping to inform programs that strengthen belonging and connection. To continue strengthening literacy instruction, we are also offering more training opportunities in UFLI and continuing to use Acadience screening three times per year in kindergarten to grade three classrooms so we can identify needs early and respond with timely support.

Alongside these learning goals, the Board of Education's Strategic Plan helps guide the direction of the District and the decisions we make throughout the year. The plan reflects our shared commitment to academic success for all learners, equity, diversity and inclusion, caring and welcoming schools, community engagement, innovation and choice, technology integration, and responsible stewardship of resources, including the environment.

January also marks the beginning of our planning for the 2026–2027 budget. Each year, the budget process is an important opportunity to ensure our resources are aligned with our values and priorities, and that we are supporting student needs across all of our communities as effectively and responsibly as possible.

As we look ahead, I also want to remind families that kindergarten registration opens Monday, February 2, 2026, at 8:30 a.m. The Southeast Kootenay School District welcomes all children born between January 1, 2021 and December 31, 2021, and encourages families to register their children at their catchment area school for September 2026 entry. Online registration will once again be available, with the registration link posted on the District and elementary school websites.

Public education offers children a joyful beginning where learning happens through curiosity, play, and connection to the world around them. Our schools are grounded in respect, belonging, and care for every child, and we are committed to reconciliation by honouring Indigenous perspectives, fostering a sense of place, and building inclusive learning environments. Through outdoor learning, creative exploration, technology, and caring student supports, public education in the Southeast Kootenay School District provides a joyful beginning and a strong foundation for lifelong learning.

Viveka Johnson,
Superintendent



**KINDERGARTEN
REGISTRATION**

OPENS ON FEBRUARY 2, 2026

Children born January 1 to December 31, 2021

- ✓ Register at your catchment area school
- ✓ Online registration also available
- ✓ StrongStart students automatically enrolled*
- ✓ Proof of birth and BC residency required

Indigenous Education



Warriors Leadership at Mount Baker Secondary

The Warriors Leadership Class organized a winter clothing drive for the unhoused in our community. Street Angels were grateful to receive the donation and will distribute the items to people in need. Thank you to all Mount Baker Secondary Elders, staff, and students for your contributions.



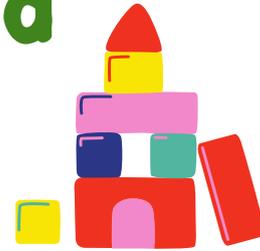
Canning at Laurie Middle School

Students from the Indigenous Leadership group at Laurie Middle had the opportunity to learn how to can and make jam with the Elder in Residence, Winnie Vitaliano. Her techniques were inspirational, and she generously invited students to learn by sharing her knowledge and ways of doing. The jams will be gifted and used at Indigenous related events throughout the school.



Early Learning and Child Care

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



You are invited to celebrate the



GRAND OPENING OF

STEEPLES STRONGSTART AND CHILD CARE FACILITY

Tuesday, February 3, 2026

700 24 Avenue North
Cranbrook, BC

9:30 a.m. – Ribbon Cutting and Remarks

9:45 a.m. to 11:30 a.m. – Facility Tours



StrongStart BC



Cranbrook
Steeples Clubhouse

*StrongStart BC is a free, family-centered early learning program for children ages 0-5 and their caregivers



News from District Teachers

District French Support Teacher, Marzia Bottoni

Joyeuse nouvelle année!

Happy New Year! Here is an update from the wonderful world of French Learning!



Art at École Isabella Dicken Elementary

Students learned all about the French artist, Claude Monet and then tried impressionist painting!

Digital and Media Literacy in French Immersion

Teachers at Fernie Secondary attended an important workshop in the Fall to learn and teach students how to spot fake news stories. [Learn more here!](#)



Fantastic Learning Resources

Core French students in grade five across the District have been learning from the fantastic resource kits available.

Recruiting French Educators

We continue to work with Make A Future to recruit French educators.



Embracing courage, determination and joy in our language journey towards bilingualism.



Invent. Experiment. Share!

EAST KOOTENAY SCIENCE FAIR

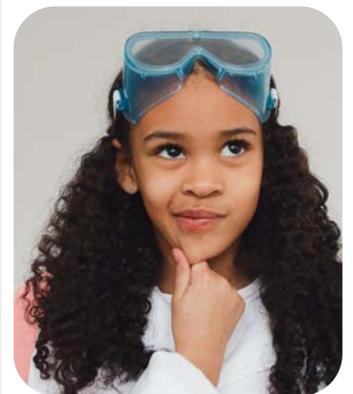
April 10, 2026
9 AM - 4 PM

College of the Rockies, Cranbrook

WIN CASH PRIZES OR A TRIP TO THE CANADA-WIDE SCIENCE FAIR

GET MORE DETAILS, AND REGISTER AT:
www.ekrsf.ca

Coming
SOON!



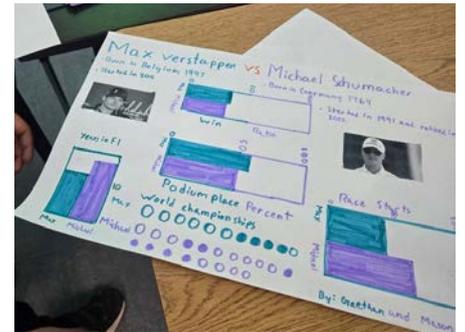
News from District Teachers

District Numeracy Teacher, Nicole Fulton

Sports Data Analytics

In Steven Hammond's grade six class at Steeples Elementary School, students explored a data project focused on sports analytics and basketball. Students were introduced to the growing field of sports analytics and examined how data is used to inform decisions in sport. In class, students learned about different aspects of basketball and then took their learning into gym class, where they are completing their basketball unit. As part of the project, students also watched a thrilling overtime college women's basketball game and analyzed game statistics together.

Students then completed an inquiry project where they chose two athletes from a sport of their choice and used data to compare and justify who they believed to be the "GOAT" (Greatest of All Time). This work supported key numeracy skills such as collecting and analyzing data, creating representations, and clearly communicating mathematical reasoning using evidence.



Prime Factors

In Jennifer Heath's grade six class at École Isabella Dicken Elementary School, students explored prime factorization in a hands-on way by breaking down the first 100 numbers into their prime factors. They built a "tower city" of numbers based on these prime components, helping students see patterns and relationships between numbers.

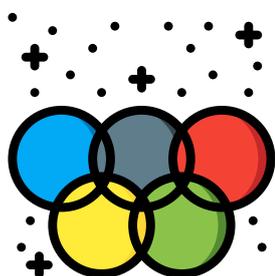
This visual approach supported deeper understanding of factors, multiples, and how to determine the lowest common multiple of two numbers.



Looking Ahead

The upcoming Winter Olympics are a great opportunity to incorporate meaningful numeracy tasks in the classroom. Students can track medal counts, create graphs, compare countries, and analyze trends either individually or as a class. There are some helpful resources and ideas to support this in the Olympic Medal Math Project from Byrdseed:

<https://www.byrdseed.com/olympic-medal-math-project/>



News from the School Food Coordinator

School Food Coordinator, Vince Girimonte



Check out [Canada's Food Guide](#)! Are you and your family eating a variety of healthy foods each day?

Canada's
food guide

Eat well. Live well.

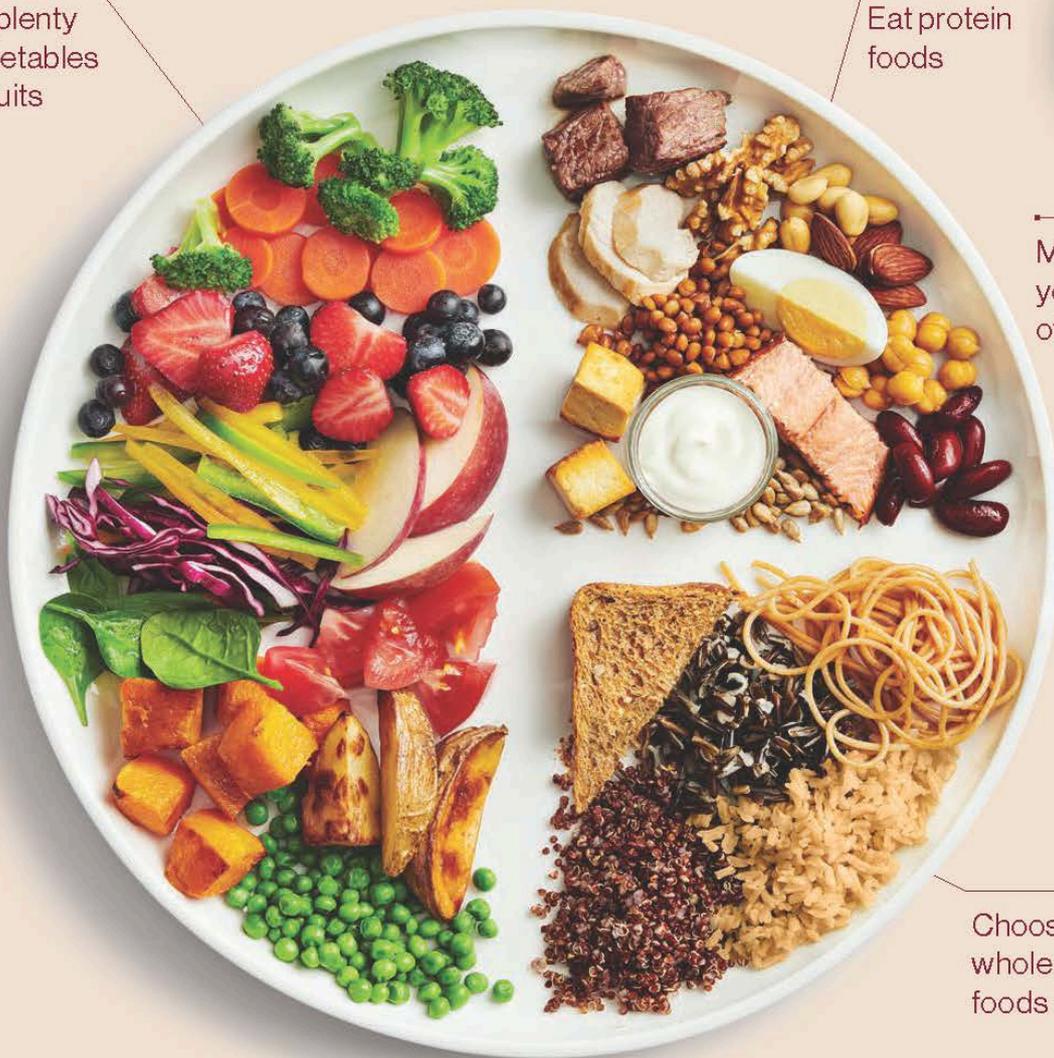
Eat a variety of healthy foods each day

Have plenty
of vegetables
and fruits

Eat protein
foods

Make water
your drink
of choice

Choose
whole grain
foods

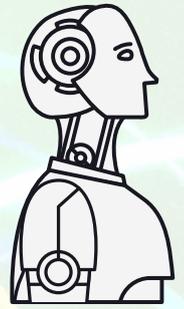


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Print Cat: H164-2571-2019E ISBN: 978-0-600-29767-7 Pub.: 180294
PDF Cat: H164-2571-2019E ISBN: 978-0-600-29768-4

Discover your food guide at

Canada.ca/FoodGuide





DISTRICT DESIGN LABS

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

Chompsaw Cardboard Cutters

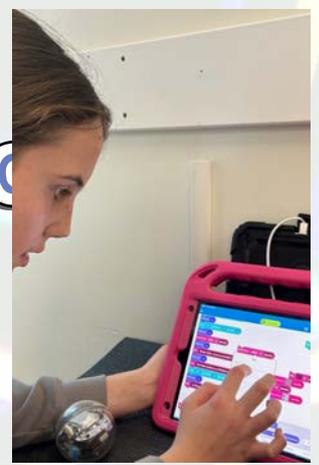
Students from Ms. Kristen's class at Kootenay Discovery School in Fernie embraced their creativity by safely using Chompsaw cardboard cutters to craft a variety of imaginative creations. The excitement didn't stop there; in the afternoon, they collaborated on a community build with Lego Coding Express kits, bringing their ideas to life in vibrant colors and train movement.

Open Design Challenge and Spheros

Ms. Chiasson's students at FJ Mitchell engaged in an Open Design Challenge, designing and building machines capable of pushing or pulling a variety of objects using Ozobot robots and assorted craft materials, which showcased their problem solving skills, creativity, and innovation. Meanwhile, at the Fernie Design Lab, Madame Heath's class from École Isabella Dicken worked with Sphero robots to design zoo maps and program their robots to navigate the routes while communicating in French, creating an engaging and educational experience that combined coding, language learning, and exploration of diverse animal habitats..

Graphic Design

Ms. Lanyon's class from Elkford Secondary visited the Fernie Design Lab, where they explored the world of graphic design. Using Cricut machines, they crafted stylish logos for T-Shirts, cell phone cases, and more, transforming their creative visions into tangible vinyl stickers.



Custom Brands

Creativity and technology came together in Mr. Hammond's class as students learned how to build their personal brand.

Using a variety of digital tools, they explored ways to combine and customize designs, turning ideas into tangible products like decals and keychains. This hands-on project gave students practical experience in digital design and branding, while encouraging innovation and individuality. By mastering these tools, students not only created unique items but also gained valuable skills that connect creativity with real-world applications.





OUTDOOR AND ENVIRONMENTAL EDUCATION



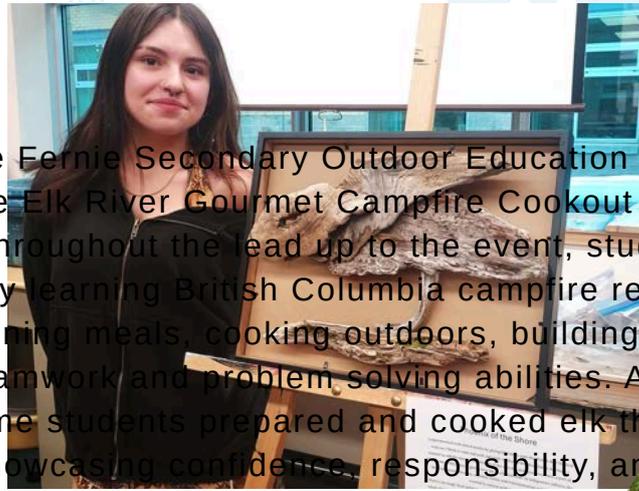
Elk River Gourmet

Students in the Fernie Secondary Outdoor Education 8/9 class proudly participated in the Elk River Gourmet Campfire Cookout after several weeks of preparation.

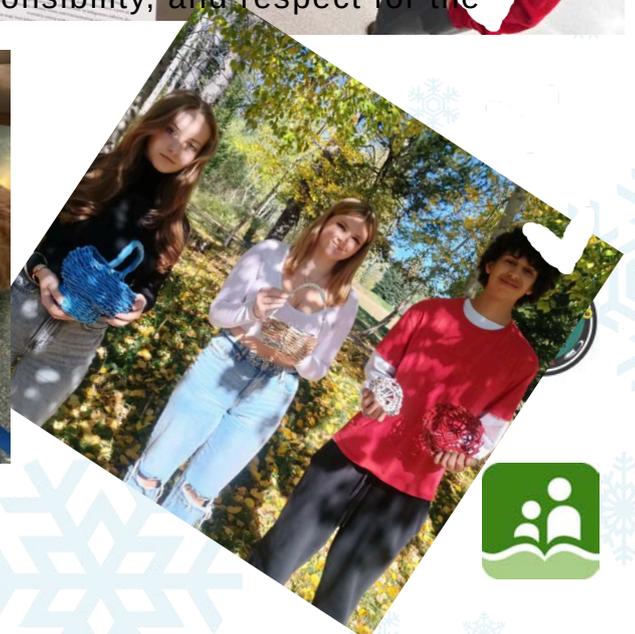
Throughout the lead up to the event, students built practical outdoor skills by learning British Columbia campfire regulations and fire safety, planning meals, cooking outdoors, building shelters, and strengthening teamwork and problem solving abilities. As a highlight of the experience, some students prepared and cooked elk they had harvested themselves, showcasing confidence, responsibility, and respect for the outdoors.



A picture says a thousand words...



Students in the Fernie Secondary Outdoor Education 8/9 class proudly participated in the Elk River Gourmet Campfire Cookout after several weeks of preparation. Throughout the lead up to the event, students built practical outdoor skills by learning British Columbia campfire regulations and fire safety, planning meals, cooking outdoors, building shelters, and strengthening teamwork and problem-solving abilities. As a highlight of the experience, some students prepared and cooked elk they had harvested themselves, showcasing confidence, responsibility, and respect for the outdoors.





**THE BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 5 (SOUTHEAST KOOTENAY)
seeks**

Public Input into the 2026/2027 Annual Budget

**Monday, February 23, 2026 – Cranbrook (Cranbrook Board Office)
Committee Meeting
3:00 p.m.**

**Tuesday, March 10, 2026 – Fernie (Kootenay Learning Campus)
Public Board Meeting
3:00 p.m.**

**If you wish to make a presentation to the Board, please contact
Jane Nixon by email at jane.nixon@sd5.bc.ca
by 12:00 p.m. on Wednesday, February 11 for presentations at the
Committee Meeting or by 12:00 p.m. on Wednesday, February 25 for
presentations at the Board Meeting.**

The allotted maximum time is 10 minutes per presentation.

**Presentations to the Board will be accepted in writing if you are unable to
attend or if you do not wish to attend the meeting. You may drop off your
requests at the Board office at 940 Industrial Rd 1, Cranbrook, BC V1C
4C6, or email your requests to jane.nixon@sd5.bc.ca.**



Chairperson's Report

From the Province:

New Daycare Guidelines, effective April 1st, 2026, set minimum 9.5 hours of care before extended-hour fees apply

"Summary:

- *Effective April 1, 2026, child care providers participating in the Child Care Fee Reduction Initiative must offer at least 9.5 hours of care, per day, before charging for extended hours*
- *Ensures families are not charged extra fees for hours that should reasonably be expected to be included in their base fee*
- *Creates a level playing field to ensure fairness, consistency for child care providers"*

Ministry of Education and Child Care <https://news.gov.bc.ca/releases/2025ECC0051-001248>

From the District

Welcome Back!

It is our hope that you and your family have had a safe and restful conclusion to 2025. As January 2026 unfolds, much needs to be done to prepare the budget for 2026-27. The initial step in that 6 month deliberation is to welcome the new kindergarten students and their families to one of our neighborhood schools. The formal kindergarten registration starts on February 2nd.

In the background of this registration, students are moved forward in grade placement in anticipation of September 2026. In some communities of SD5, the future grade 7 students are transferred to the community secondary school. Cranbrook, having two middle schools, students are initially placed in either Laurie or Parkland Middle Schools. Students currently attending school in Jaffray usually wait until the end of the grade 10 year before considering either Fernie or Cranbrook for grade 11.

The following discussions, with each school, are focused on the anticipated enrollment and how that ideally would be matched with adequate staffing to address the equitable learning needs of all students across the district.

Work of the Board of Education – Public Meeting January 13, 2026

- *Steeple Elementary School Update: Just prior to the break, the board had an opportunity to view the completed child care facility. The district has received formal occupancy and we are pleased that*

chairs, tables and little ones are in attendance. The next planning stages will include repair to the grounds around that site and holding an official opening later in January.

- *Fernie Elementary School Update:* It was reported earlier that SD5 had received funding from the ministry to include a Child Care facility in the design aspects for the new school. There will be a meeting scheduled shortly to bring the community consultation group back together and discuss the seamless incorporation of this opportunity into future planning.
- *Jaffray Elementary Junior Secondary Child Care:* The final touches are being added to the child care facility in Jaffray. We will look forward to a tour of that facility in the near future.
- *Framework for Enhancing Student Learning, Learning Together No. 19:* Every month during the regular school year, the district generates a celebration of the learning opportunities which have been provided during the month. December has been a very exciting month with seasonal activities in all schools.

This edition, which can be accessed in a full colour version on the SD5 website <https://www.sd5.bc.ca/learning-together-monthly-reports>, includes articles on:

- *Early Learning and Child Care,*
- *Indigenous Education,*
- *District Numeracy, Nicole Fulton,*
- *Transformative Learning, Ryan McKenzie and Kim Froehler*
- *Outdoor Education, Michael Kelly*
- *Candid Photos from School Events*
- *Always great – comments from Viveka Johnson, Superintendent of Schools*

Other Items:

Doug McPhee had the opportunity to attend the meeting of the Heritage Fair Committee. It was reported that 14 classes have been registered to take advantage of this learning opportunity. Registration closes at the end January and the event is held at the Royal Alexander Hall in the first week of May.

Events:

Jan 16 - Yellow Day

Jan 24 - Motion building Session for Trustees

Jan 26 - Committee Day

Jan 27 – Semester Change

Feb 2 – Kindergarten Registration

Feb 12 – Board Meeting

Feb 19 – First Budget Working Session for the Board

Doug McPhee

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 5 (SOUTHEAST KOOTENAY) (called the "Board") to adopt the amended annual budget of the Board for the fiscal year 2025/2026 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 5 (Southeast Kootenay) Amended Annual Budget Bylaw for fiscal year 2025/2026.
3. The attached "Statement 2" showing the estimated revenues and the estimated expenditures for the 2025/2026 fiscal year and the total budget bylaw amount of \$ 106,076,706 for the 2025/2026 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, Statement 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2025/2026.

READ A FIRST TIME THE 10 DAY OF FEBRUARY, 2026;

READ A SECOND TIME THE 10 DAY OF FEBRUARY, 2026;

READ A THIRD TIME, PASSED AND ADOPTED THE 10 DAY OF FEBRUARY, 2026.

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 5 (Southeast Kootenay) Amended Annual Budget Bylaw 2025/2026, adopted by the Board the 10 DAY OF FEBRUARY, 2026;

Secretary Treasurer

Version: 1317-9571-7589

Amended Annual Budget

School District No. 05 (Southeast Kootenay)

June 30, 2026

School District No. 05 (Southeast Kootenay)

June 30, 2026

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

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 05 (SOUTHEAST KOOTENAY) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2025/2026 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

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- 4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2025/2026.

READ A FIRST TIME THE _____ DAY OF _____, 2026;

READ A SECOND TIME THE _____ DAY OF _____, 2026;

READ A THIRD TIME, PASSED AND ADOPTED THE _____ DAY OF _____, 2026;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

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

Secretary Treasurer

School District No. 05 (Southeast Kootenay)

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2026

	2026 Amended Annual Budget	2025 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	5,905,310	5,888,560
Adult	0,875	1,500
Total Ministry Operating Grant Funded FTE's	5,906,185	5,890,060
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	96,052,788	94,573,887
Other	281,238	281,238
Other Revenue	1,459,404	1,422,030
Rentals and Leases	100,000	200,000
Investment Income	140,000	125,000
Amortization of Deferred Capital Revenue	3,789,789	3,554,185
Total Revenue	101,823,219	100,156,340
Expenses		
Instruction	85,551,379	82,433,557
District Administration	3,505,152	3,393,264
Operations and Maintenance	13,240,048	12,821,326
Transportation and Housing	2,494,702	2,421,057
Debt Services	101,000	26,000
Total Expense	104,892,281	101,095,204
Net Revenue (Expense)	(3,069,062)	(938,864)
Budgeted Allocation (Retirement) of Surplus (Deficit)	4,574,117	1,721,984
Budgeted Surplus (Deficit), for the year	1,505,055	783,120
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	1,505,055	783,120
Budgeted Surplus (Deficit), for the year	1,505,055	783,120

School District No. 05 (Southeast Kootenay)

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

	2026 Amended Annual Budget	2025 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	86,049,726	82,987,847
Operating - Tangible Capital Assets Purchased	46,136	16,859
Special Purpose Funds - Total Expense	14,303,396	13,921,357
Special Purpose Funds - Tangible Capital Assets Purchased	769,289	575,076
Capital Fund - Total Expense	4,539,159	4,186,000
Capital Fund - Tangible Capital Assets Purchased from Local Capital	369,000	320,000
Total Budget Bylaw Amount	<u>106,076,706</u>	<u>102,007,139</u>

Approved by the Board

Signature of Chairperson of the Board of Education _____ Date Signed _____

Signature of Superintendent _____ Date Signed _____

Signature of the Secretary Treasurer _____ Date Signed _____

DRAFT

School District No. 05 (Southeast Kootenay)

Statement 4

Amended Annual Budget - Changes in Net Financial Assets (Debt)
Year Ended June 30, 2026

	2026 Amended Annual Budget	2025 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	<u>(3,069,062)</u>	<u>(938,864)</u>
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(815,425)	(591,935)
From Local Capital	(369,000)	(320,000)
From Deferred Capital Revenue	(9,124,889)	(8,417,354)
Total Acquisition of Tangible Capital Assets	<u>(10,309,314)</u>	<u>(9,329,289)</u>
Amortization of Tangible Capital Assets	4,438,159	4,160,000
Total Effect of change in Tangible Capital Assets	<u>(5,871,155)</u>	<u>(5,169,289)</u>
Use of Prepaid Expenses	(600,000)	(500,000)
Acquisition of Supplies Inventory	300,000	300,000
	<u>(300,000)</u>	<u>(200,000)</u>
(Increase) Decrease in Net Financial Assets (Debt)	<u><u>(9,240,217)</u></u>	<u><u>(6,308,153)</u></u>

School District No. 05 (Southeast Kootenay)

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
 Year Ended June 30, 2026

	Operating Fund \$	Special Purpose Fund \$	Capital Fund \$	2026 Amended Annual Budget \$
Accumulated Surplus (Deficit), beginning of year	9,116,562	-	20,491,832	29,608,394
Changes for the year				
Net Revenue (Expense) for the year	(3,128,981)	769,289	(709,370)	(3,069,062)
Interfund Transfers				
Tangible Capital Assets Purchased	(46,136)	(769,289)	815,425	-
Local Capital	(1,000,000)		1,000,000	-
Other	(399,000)		399,000	-
Net Changes for the year	(4,574,117)	-	1,505,055	(3,069,062)
Budgeted Accumulated Surplus (Deficit), end of year	4,542,445	-	21,996,887	26,539,332

School District No. 05 (Southeast Kootenay)

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

	2026 Amended Annual Budget	2025 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	81,837,785	80,917,618
Other	171,074	171,074
Other Revenue	731,886	712,030
Rentals and Leases	100,000	200,000
Investment Income	80,000	80,000
Total Revenue	82,920,745	82,080,722
Expenses		
Instruction	71,275,413	68,591,127
District Administration	3,502,152	3,390,264
Operations and Maintenance	8,777,459	8,636,896
Transportation and Housing	2,494,702	2,369,560
Total Expense	86,049,726	82,987,847
Net Revenue (Expense)	(3,128,981)	(907,125)
Budgeted Prior Year Surplus Appropriation	4,574,117	1,721,984
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(46,136)	(16,859)
Local Capital	(1,000,000)	(650,000)
Other	(399,000)	(148,000)
Total Net Transfers	(1,445,136)	(814,859)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 05 (Southeast Kootenay)

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2026

	2026 Amended Annual Budget	2025 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	81,247,755	79,585,414
ISC/LEA Recovery	(340,061)	(330,455)
Other Ministry of Education and Child Care Grants		
Pay Equity	457,171	457,171
Funding for Graduated Adults		6,916
Student Transportation Fund	361,459	361,459
Support Staff Benefits Grant		106,661
FSA Scorer Grant	8,187	8,187
Labour Settlement Funding		722,265
Extended Health Benefits Plan	103,274	
Total Provincial Grants - Ministry of Education and Child Care	81,837,785	80,917,618
Provincial Grants - Other	171,074	171,074
Other Revenues		
Other School District/Education Authorities	354,825	344,575
Funding from First Nations	340,061	330,455
Miscellaneous		
Miscellaneous	10,000	10,000
Health Promoting Schools	27,000	27,000
Total Other Revenue	731,886	712,030
Rentals and Leases	100,000	200,000
Investment Income	80,000	80,000
Total Operating Revenue	82,920,745	82,080,722

School District No. 05 (Southeast Kootenay)

Schedule 2B

Amended Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2026

	2026 Amended Annual Budget	2025 Amended Annual Budget
	\$	\$
Salaries		
Teachers	32,284,830	32,255,339
Principals and Vice Principals	5,120,081	5,277,101
Educational Assistants	8,907,170	8,083,280
Support Staff	7,101,859	7,121,296
Other Professionals	3,270,921	3,439,625
Substitutes	2,479,638	2,414,541
Total Salaries	59,164,499	58,591,182
Employee Benefits	14,842,143	14,764,378
Total Salaries and Benefits	74,006,642	73,355,560
Services and Supplies		
Services	2,753,793	2,608,763
Student Transportation	145,312	151,973
Professional Development and Travel	1,221,093	1,086,459
Rentals and Leases	272,327	148,607
Dues and Fees	88,300	93,609
Insurance	247,800	247,800
Supplies	6,049,459	4,030,076
Utilities	1,265,000	1,265,000
Total Services and Supplies	12,043,084	9,632,287
Total Operating Expense	86,049,726	82,987,847

School District No. 05 (Southeast Kootenay)

Amended 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
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	26,993,669	1,152,182		503,745	247,473	1,414,753	30,311,822
1.03 Career Programs							-
1.07 Library Services	782,943			163,949		38,903	985,795
1.08 Counselling	970,349					27,538	997,887
1.10 Inclusive Education	3,351,496	164,391	8,000,675	24,408	663,465	684,724	12,889,159
1.20 Early Learning and Child Care	53,857	32,413					32,413
1.30 English Language Learning	132,516	31,143	906,495		145,159		1,215,313
1.31 Indigenous Education		3,486,558		1,161,875		149,377	4,797,810
1.41 School Administration				1,853,977	1,056,097	2,315,295	51,284,056
Total Function 1	32,284,830	4,866,687	8,907,170	1,853,977	1,056,097	2,315,295	51,284,056
4 District Administration							
4.11 Educational Administration		253,394			309,272	40,000	602,666
4.20 Early Learning and Child Care							-
4.40 School District Governance				134,560	146,545	5,500	146,545
4.41 Business Administration				1,319,884	1,319,884		1,459,944
Total Function 4	-	253,394	-	134,560	1,775,701	45,500	2,209,155
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				90,057	304,387	990	395,434
5.50 Maintenance Operations				3,619,421		86,977	3,706,398
5.52 Maintenance of Grounds				227,616		1,700	229,316
5.56 Utilities							-
Total Function 5	-	-	-	3,937,094	304,387	89,667	4,331,148
7 Transportation and Housing							
7.41 Transportation and Housing Administration					134,736		134,736
7.70 Student Transportation				1,176,228		29,176	1,205,404
Total Function 7	-	-	-	1,176,228	134,736	29,176	1,340,140
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	32,284,830	5,120,081	8,907,170	7,101,859	3,270,921	2,479,638	59,164,499

School District No. 05 (Southeast Kootenay)

Amended 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 Amended Annual Budget	2025 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	30,311,822	7,312,611	37,624,433	4,890,973	42,515,406	41,657,658
1.03 Career Programs	-	-	-	110,521	110,521	93,070
1.07 Library Services	985,795	252,361	1,238,156	146,816	1,384,972	1,325,955
1.08 Counselling	997,887	243,163	1,241,050	3,700	1,244,750	1,238,944
1.10 Inclusive Education	12,889,159	3,329,449	16,218,608	1,649,436	17,868,044	16,159,343
1.20 Early Learning and Child Care	32,413	8,000	40,413	-	40,413	40,413
1.30 English Language Learning	53,857	13,464	67,321	7,300	74,621	74,022
1.31 Indigenous Education	1,215,313	354,913	1,570,226	350,522	1,920,748	1,890,759
1.41 School Administration	4,797,810	1,196,288	5,994,098	121,840	6,115,938	6,110,963
Total Function 1	51,284,056	12,710,249	63,994,305	7,281,108	71,275,413	68,591,127
4 District Administration						
4.11 Educational Administration	602,666	111,621	714,287	203,387	917,674	807,404
4.20 Early Learning and Child Care	-	-	-	-	-	-
4.40 School District Governance	146,545	6,474	153,019	122,200	275,219	275,219
4.41 Business Administration	1,459,944	342,055	1,801,999	507,260	2,309,259	2,307,641
Total Function 4	2,209,155	460,150	2,669,305	832,847	3,502,152	3,390,264
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	395,434	93,626	489,060	219,242	708,302	703,302
5.50 Maintenance Operations	3,706,398	1,081,576	4,787,974	1,442,927	6,230,901	6,169,402
5.52 Maintenance of Grounds	229,316	68,940	298,256	275,000	573,256	499,192
5.56 Utilities	-	-	-	1,265,000	1,265,000	1,265,000
Total Function 5	4,331,148	1,244,142	5,575,290	3,202,169	8,777,459	8,636,896
7 Transportation and Housing						
7.41 Transportation and Housing Administration	134,736	29,050	163,786	12,973	176,759	173,058
7.70 Student Transportation	1,205,404	398,552	1,603,956	713,987	2,317,943	2,196,502
Total Function 7	1,340,140	427,602	1,767,742	726,960	2,494,702	2,369,560
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	59,164,499	14,842,143	74,006,642	12,043,084	86,049,726	82,987,847

School District No. 05 (Southeast Kootenay)

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

	<u>2026 Amended Annual Budget</u>	<u>2025 Amended Annual Budget</u>
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	14,215,003	13,656,269
Other	110,164	110,164
Other Revenue	727,518	710,000
Investment Income	20,000	20,000
Total Revenue	<u>15,072,685</u>	<u>14,496,433</u>
Expenses		
Instruction	14,275,966	13,842,430
District Administration	3,000	3,000
Operations and Maintenance	24,430	24,430
Transportation and Housing		51,497
Total Expense	<u>14,303,396</u>	<u>13,921,357</u>
Net Revenue (Expense)	<u>769,289</u>	<u>575,076</u>
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(769,289)	(575,076)
Total Net Transfers	<u>(769,289)</u>	<u>(575,076)</u>
Budgeted Surplus (Deficit), for the year	<u>-</u>	<u>-</u>

School District No. 05 (Southeast Kootenay)
 Amended 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
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	506,668		838,591	435,843		26,789	285,466		
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	287,051	279,711			136,000	26,950	205,738	422,724	169,780
Provincial Grants - Other			5,000	650,000					
Other			20,000						
Investment Income			25,000	650,000	136,000	26,950	205,738	422,724	169,780
Less: Allocated to Revenue	793,719	279,711	25,000	650,000	136,000	53,739	491,204	422,724	169,780
Deferred Revenue, end of year	-	-	838,591	435,843	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	793,719	279,711			136,000	53,739	491,204	422,724	169,780
Provincial Grants - Other			5,000	650,000					
Other Revenue			20,000						
Investment Income	793,719	279,711	25,000	650,000	136,000	53,739	491,204	422,724	169,780
Expenses									
Salaries									
Teachers									
Principals and Vice Principals									
Educational Assistants		223,770				80,000		268,000	40,700
Support Staff									
Other Professionals									
Substitutes							20,000	1,500	1,500
Employee Benefits							100,000	269,500	42,200
Services and Supplies	24,430	55,941	25,000	650,000	136,000	53,739	369,204	81,000	12,000
	24,430	279,711	25,000	650,000	136,000	53,739	491,204	422,724	169,780
Net Revenue (Expense) before Interfund Transfers	769,289	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	(769,289)								
	(769,289)								
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 05 (Southeast Kootenay)
 Amended Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2026

	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children (CR4YC)	SEY2KT (Early Years to Kindergarten)	ECL Early Care & Learning	Feeding Futures Fund	Professional Learning Grant
Deferred Revenue, beginning of year	\$ -	\$ -	\$ 46,110	\$ 35,038	\$ 1,991	\$ 9,496	\$ 3,428	\$ 3,086	\$ 225,839
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	10,153,310	142,796					175,000	770,348	
Provincial Grants - Other									
Investment Income									
	10,153,310	142,796					175,000	770,348	
Less: Allocated to Revenue									
Deferred Revenue, end of year	\$ -	\$ -	\$ 46,110	\$ 35,038	\$ 1,991	\$ 9,496	\$ 178,428	\$ 773,434	\$ 225,839
Revenues									
Provincial Grants - Ministry of Education and Child Care	10,153,310	142,796	46,110	35,038	1,991	9,496	178,428	773,434	225,839
Provincial Grants - Other									
Other Revenue									
Investment Income									
Expenses									
Salaries	7,818,050								143,395
Teachers									
Principals and Vice Principals									
Educational Assistants									
Support Staff									
Other Professionals									
Substitutes									
Employee Benefits	2,335,260	28,796		6,000			30,400	42,155	40,444
Services and Supplies			46,110	4,038	1,991	9,496	23,428	500,804	42,000
	10,153,310	142,796	46,110	35,038	1,991	9,496	178,428	773,434	225,839
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased									
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 05 (Southeast Kootenay)
 Amended Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2026

	National School Food Program	MCF Programs	Estate of Clarence SES	TOTAL
	\$	\$	\$	\$
Deferred Revenue, beginning of year	116,684		72,518	2,607,547
Add: Restricted Grants				
Provincial Grants - Ministry of Education and Child Care	185,000	110,164		12,954,408
Provincial Grants - Other				110,164
Other				655,000
Investment Income	185,000	110,164	-	20,000
				13,739,572
Less: Allocated to Revenue	301,684	110,164	72,518	15,072,685
Deferred Revenue, end of year	-	-	-	1,274,434
Revenues				
Provincial Grants - Ministry of Education and Child Care	301,684			14,215,003
Provincial Grants - Other		110,164		110,164
Other Revenue			72,518	727,518
Investment Income	301,684	110,164	72,518	20,000
				15,072,685
Expenses				
Salaries				7,818,050
Teachers				143,395
Principals and Vice Principals				303,770
Educational Assistants				461,641
Support Staff		86,000		288,134
Other Professionals				162,000
Substitutes	-	86,000	-	9,176,990
Employee Benefits				2,673,996
Services and Supplies	301,684	4,164	72,518	2,452,410
	301,684	110,164	72,518	14,303,396
Net Revenue (Expense) before Interfund Transfers	-	-	-	769,289
Interfund Transfers				
Tangible Capital Assets Purchased				(769,289)
	-	-	-	(769,289)
Net Revenue (Expense)	-	-	-	-

School District No. 05 (Southeast Kootenay)

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

	2026 Amended Annual Budget			2025 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Investment Income		40,000	40,000	25,000
Amortization of Deferred Capital Revenue	3,789,789		3,789,789	3,554,185
Total Revenue	3,789,789	40,000	3,829,789	3,579,185
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	4,438,159		4,438,159	4,160,000
Debt Services				
Capital Lease Interest		101,000	101,000	26,000
Total Expense	4,438,159	101,000	4,539,159	4,186,000
Net Revenue (Expense)	(648,370)	(61,000)	(709,370)	(606,815)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	815,425		815,425	591,935
Local Capital		1,000,000	1,000,000	650,000
Capital Lease Payment		399,000	399,000	148,000
Total Net Transfers	815,425	1,399,000	2,214,425	1,389,935
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	369,000	(369,000)	-	
Principal Payment				
Capital Lease	298,000	(298,000)	-	
Total Other Adjustments to Fund Balances	667,000	(667,000)	-	
Budgeted Surplus (Deficit), for the year	834,055	671,000	1,505,055	783,120