



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

February 23, 2026, 3:00 P.M.
Cranbrook Board Office

Members

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

Pages

1. COMMENCEMENT OF MEETING

1.1 Call to Order

1.2 Acknowledgement of Ktunaxa Territory

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

1.3 Approval of the Agenda

1.4 Approval of the Minutes

4

Approval of the minutes from January 26, 2026.

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	RECOMMENDATION	
	<p>THAT the spring of 2026 Fernie Secondary rafting trip be approved with the understanding that the river will be run two days prior to the students taking the trip. Furthermore, this trip is only approved if there is guaranteed and adequate, emergency services available and the most experienced river rafting guides are used.</p>	
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**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

SD5 STEAM Fair 2025

Highlights

Last year's SD5 STEAM Fair brought together hundreds of students and multiple schools to celebrate hands-on STEAM learning and highlight creative classroom projects. The event strengthened STEAM/ADST capacity across the district through shared resources, weekly activities, and innovative showcases.

2025 Theme - SPACE



Engaged approximately 300 students across multiple schools (RMES, FJMES, FSS, EIDES, KO, HES).



Highlighted schools with events and hands-on interactive exhibits.

Resources included the STEAM Fair Blueprint guide and weekly classroom based STEAM Activities.



SD5 STEAM Fair 2025 Highlights

Students at KO building a scale model of the sun, earth and moon



Students at KO testing out their designs to help astronauts eat in micro gravity



EIDES Gr.6 Hosted a class based STEAM Fair and invited parents to their fair



FJMES Grades 4-6 STEAM Fair - students and parents were in attendance



HES students testing out the paper airplanes in an aeronautics design challenge



FJMES students showcasing a game they created for the Fair



RMES Gr.4-5 STEAM Fair with parents and judges in attendance



Prizes, Prizes, Prizes! Space themed prizes were handed out to participating classes and supported additional STEAM learning

SD5 STEAM Fest 2026

What's happening this Year?

STEAM Fest 2026 builds on the 2025 Fair with a two-stream model that gives teachers and students flexible, curriculum-aligned ways to participate. Updated resources, stronger collaboration opportunities, and a new theme will provide engaging pathways for every classroom that chooses to participate.

2026 Theme - WATER

Two Stream Model

Class-Based Challenges

Whole-class STEAM challenges connected to water themes.

Topic possibilities: oceans, rivers, lakes, rain & weather, ice, climate change, drinking water, waves, clouds.

Flexible for any grade level.



Innovation Projects

Students work through the Design Thinking Process.

Design and create water-related innovations that solve a real problem.

Opportunity to align with Capstone Projects or Science Fair Innovation stream.

Collaboration opportunities across district schools.

May/June 2026

Teacher supports include updated STEAM Fair Blueprint (Handbook), Design Thinking Guidance, planning tools and direct support from the TLT Team.

The STEAM Fest Model

Why is it important

The STEAM Fest serves as an entry point for students to develop the questioning, experimentation, and design skills needed for deeper scientific inquiry and innovation.

By progressing from hands-on exploration to structured innovation, students gain confidence and readiness for Science Fair-level projects and skills relevant to future learning and careers.

1. Accessible & Flexible for All Schools
2. Builds Future-Ready Skills
3. Strengthens District Collaboration
4. Encourages Real-World, Problem-Based Learning
5. Engages a Wide Range of Learners
6. Community & School Culture Impact

Class-Based Challenges will go through the Design Thinking process for each challenge



Innovation Projects will use the Design Thinking process to guide their thinking over the course of a project

The Path from the STEAM Fest to the Science Fair

Innovation Projects

The innovation stream of the traditional Science Fair recognizes original inventions, engineered solutions, prototypes, and technology innovations

Designed for students who are addressing real-world problems, designing systems, or creating something new

Students who are interested in expanding their innovation project into a science fair project need to plan to do the following:

- Identify a real-world challenge (environment, health, technology, etc.)
- Design and build a prototype, model, device, app, or engineered system
 - Iterate and improve their design after receiving feedback
 - Demonstrate functionality and practical application
- Document their progress in a log book including sketches, development, testing, and refinements
- Follow local and national science fair guidelines in their project

Digital Literacy is Everyone's Job!

How Digital Literacy Is Woven Throughout BC's Curriculum

In British Columbia, digital literacy is not taught as a single course or subject. Instead, it is intentionally embedded across multiple areas of the K–12 curriculum. Guided by the BC Digital Literacy Framework, students progressively develop the skills, knowledge, and ethical awareness needed to learn, communicate, and participate in a digital world. The following overview outlines how digital literacy is integrated course by course across the BC curriculum.

Applied Design, Skills, and Technologies (ADST)

ADST provides the most explicit and structured opportunities for digital literacy development. Students engage in hands-on design and problem-solving using digital tools.

- Digital literacy is embedded through:
 - Designing, creating, and testing solutions using digital technologies
 - Understanding digital citizenship, online safety, law, and ethics (especially Grades 6–9)
 - Developing practical skills related to coding, media creation, and emerging technologies

English Language Arts (K–12)

English Language Arts embeds digital literacy through reading, writing, viewing, and representing across print and digital texts.

- Digital literacy is embedded through:
 - Analyzing and creating multimodal and digital texts
 - Evaluating credibility, bias, and authorship of online sources
 - Communicating effectively and ethically in digital environments

Social Studies

Social Studies integrates digital literacy by examining how information, media, and technology influence society, identity, and decision-making.

- Digital literacy is embedded through:
 - Critical analysis of media, online information, and perspectives
 - Understanding misinformation, bias, and digital influence on public opinion

- Responsible participation in digital and civic spaces

Science

Science incorporates digital literacy as students investigate, analyze data, and communicate scientific understanding using digital tools.

- Digital literacy is embedded through:
 - Using digital tools for data collection, modeling, and analysis
 - Evaluating the reliability of scientific information found online
 - Exploring ethical and societal impacts of scientific and technological advances

Mathematics

Mathematics integrates digital literacy through the use of technology to support reasoning, representation, and problem-solving.

- Digital literacy is embedded through:
 - Using digital tools for visualization, modeling, and analysis
 - Interpreting and evaluating digitally presented data and information

Career Education

Career Education emphasizes digital literacy as a foundational skill for life, work, and post-secondary pathways.

- Digital literacy is embedded through:
 - Developing responsible digital identities and online presence
 - Using digital tools for career exploration and planning
 - Understanding the role of technology in the workplace

Arts Education

Arts Education integrates digital literacy through creative expression and media arts.

- Digital literacy is embedded through:
 - Creating and sharing digital and multimedia works
 - Understanding copyright, attribution, and ethical remixing

Transformative Learning Team

The Transformative Learning Team tackles digital literacy through targeted initiatives.

- All design lab activities have digital literacy embedded in the activities
- All classroom support activities have digital literacy embedded in the lesson
- Digital Literacy is part of the Transformative Learning Team's resource hub
- Monthly digital literacy challenges are created by the TLT team and offered to teachers

Shared Responsibility Across the Curriculum

This integrated approach means that digital literacy is a shared responsibility across all subject areas. Classroom teachers, supported by teacher-librarians, district staff, and provincial resources, embed digital literacy into authentic learning experiences aligned with curriculum goals. Through this cross-curricular model, students develop the skills, critical thinking, and ethical awareness needed to navigate an increasingly digital world with confidence and responsibility.



BUDGET

P R O P O S A L S

2 0 2 6

Prepared For :
SCHOOL DISTRICT 5
BOARD OF TRUSTEES

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

WHO IS CUPE?

CUPE represents more than 32,000 school support workers across British Columbia, and almost 500 support workers in School District No. 5.

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

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

CUPE SUPPORT STAFF KEEP OUR SCHOOLS CLEAN, SAFE AND INCLUSIVE

CUPE members work as:

Education Assistants

Clerical and support staff

Building Service Workers

Library Clerks

Indigenous Support Workers

IT Workers

Trades Workers

Bus Drivers

Maintenance Workers

Youth Care Workers



TABLE OF CONTENTS

CUPE 4165 BUDGET
PROPOSALS | 2026

PROPOSALS

- Pro d Day Committees
- Daytime Building Service Workers
- Violence in the Workplace
- Alternate Education Options
- Counselling for Members
- Additional EA support for tolleting

EA PRO D Committee Fall 2025

IT WORKED!

- **4-5 EAS WERE SELECTED TO JOIN KALEY IN A PLANNING MEETING IN SPRING 2025**
- **THE EAS WERE FROM DIFFERENT LEVELS OF EDUCATION AND EXPERIENCE**
- **THE EAS CAME WITH IDEAS OF THEIR OWN AND FROM COWORKERS**
- **COST WAS MINIMAL, THE MEETING WAS VIA TEAMS, COST WAS FOR THE BOOK OFF OF THE EAS (LESS THE \$100 PER EA)**
- **FEEDBACK FROM EAS WAS THAT IT WAS ONE OF THE BEST PRO D DAYS THEY HAVE EVER ATTENDED.**

RECOMMENDATION

ESTABLISH PROFESSIONAL DEVELOPMENT COMMITTEES FOR OTHER JOB CLASSIFICATIONS (BUILDING SERVICE WORKERS, CLERICAL, ETC

- **To ensure Professional Development Days are meaningful and relevant from all job classifications**
- **To ensure that the Professional Development days happen and are not missed due to lack of planning.**

DAYTIME BUILDING SERVICE WORKERS

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

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

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

In 2017 CUPE,

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

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

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

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

DAYTIME BUILDING SERVICE WORKERS NOT ONLY CLEAN, THEY:

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

BUILDING SERVICE WORKERS NOT ONLY CLEAN, THEY:

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

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

WHAT DOES IT LOOK LIKE NOW?

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

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

Recommendation 1:

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

Daytime BSWs would help:

Stops the spread of disease in schools and in communities.

Protects our most valuable citizens.

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

Protects the overall health of our community.

Cost??

- **Cannot put a price on the health and wellness of staff and students. Keeping schools clean will reduce the spread of illness**
- **the cost of having daytime BSWs will be offset by less need for super cleans of schools which increases cleaning cost for the district**
- **the cost will also be off set by employees need to take less sick time off which is a cost savings to the district as well**

RECOMMENDATION 2

Rover Building Service Worker in each community

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

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

Cost??

- **The Union was informed after last year's budget proposal that to hire 5 roving BSWs the cost would be approx. \$338, 280**
- **cannot put a cost on decreasing the disruptions of classrooms while waiting for the oncall BSW to arrive**
- **cost would also be onset by using the roving BSWs to fill BSW call out when no replacement is available**

VIOLENCE IN THE WORKPLACE

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

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

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

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

SCHOOL DISTRICT NO 5 CREATING SAFE SCHOOLS POLICY AP172

Background

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

Definition

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

POLICY AP172 Continued

Procedures

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

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

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



VIOLENCE PREVENTION SHOULD OCCUR IN THREE WAYS:



Primary prevention

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



Secondary prevention

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



Tertiary prevention

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

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

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

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

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

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

IT IS CLEAR THAT VIOLENCE IS ON THE RISE IN OUR SCHOOLS AS MEMBERS DO REACH OUT TO LET THE UNION KNOW

THE UNION DOES NOT SEE MANY THREAT/VIOLENCE FORMS COME IN NOW WITH THE NEW FORM SAYING DO NOT SEND TO THE UNION. HR HAS STARTED TO SEND A MONTHLY SPREADSHEET WITH INFORMATION OF FORMS RECEIVED.

MANY EMPLOYEES DO NOT UNDERSTAND THE REPORTING PROCESS OR THE STEPS THAT SHOULD BE HAPPENING

EVEN WHEN REPORTED OFTEN EMPLOYEES FEEL NOTHING CHANGING AND BECOME DISCOURAGED FROM REPORTING

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

WHAT NEEDS TO BE DONE

- Include EAs in the creation of their student's Staff Safety Plans.**
- Give EAs opportunities to work with other students when they request not to work with students who have been violent towards them.**
- Allocate paid time to fill out Threat Violence Forms.**
- Admin and Student Services should encourage all staff to fill out Threat Violence Forms and submit them in a timely fashion.**
- debriefing at the school level immediately after an incident**
- Give EA's opportunities to mitigate the risks themselves. EA's often know their students better than the teacher.**
- Honour their right to refuse unsafe work.**

RECOMMENDATION #1

DOJHS Committee CREATE A WORKPLACE VIOLENCE PREVENTION POLICY

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

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

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

RECOMMENDATION #2

Improve the reporting process around threats and violence that involves the Unions. Ensure Union continues to receive spreadsheet with clear and detail information

RECOMMENDATION #3

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

RECOMMENDATION #4

Include the Unions in debriefing after an incident..

RECOMMENDATION #5

Include EAs in developing safety plans

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

Cost?

- after last year's budget proposal the Union was informed the recommendations have no cost and to refer them to HR.
- The Union does continue discussions with HR regarding these recommendations. The Union does believe there is a cost for these recommendations with book offs for meetings and debriefing
- The cost will vary depending on each school's need for meetings and debriefing but this is a cost that is needed to support employees and improve working conditions

ALTERNATIVE WAYS OF LEARNING

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

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

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

ALTERNATE WAYS OF LEARNING

SYSTEM DOESNT FIT

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

The Union recognizes that the Board does have programs available at KDS, KES, KLC and blended options

WHAT IT LOOKS LIKE NOW

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

With increase number of complex learners more options need to available to fit the needs of these learners

RECOMMENDATION

DISTANCE LEARNING AT LAURIE MIDDLE SCHOOL

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

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

RECOMMENDATIONS

PROVIDE ALTERNATE WAYS OF LEARNING OPTIONS IN SD5

GAUGE Program

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

Online In-School Learning

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

Satellite Program

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

Programs like the GAUGE program

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

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

COUNSELLING FOR MEMBERS

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

WHEN A CRISIS HAPPENS THAT INVOLVES EMPLOYEES OR STUDENTS, SUPPORT IS NEEDED ON A LARGE SCALE THEN WHAT OUR COUNSELLORS CAN HANDLE AND THEY MAY ALSO NEED SUPPORT

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

The Union recognizes that the Board does provide EFAP services for employees which can be very beneficial

When a major tragedy or crisis happens in the community and or school a bigger scale reponse and counselling may be needed to support all those affected

RECOMMENDATION

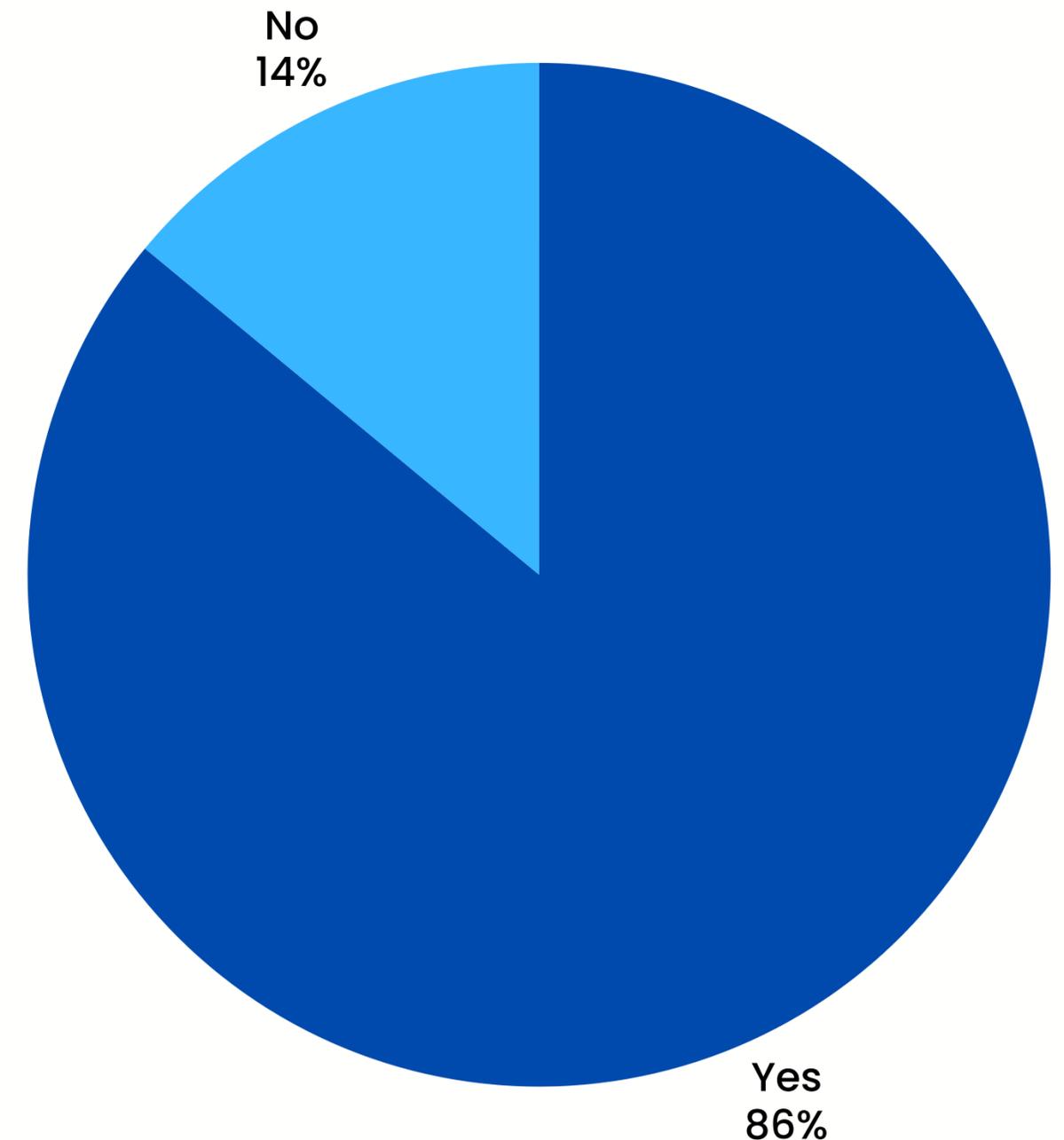
THE BOARD PROVIDE OUTSIDE COUNSELLING AGENTS WHEN A CRISIS OCCURS.

ADDITIONAL EA SUPPORT FOR TOLIETING

THE UNION RECENTLY
SURVEYED OUR MEMBERS
TO GAIN INSIGHT ON THE
NEEDS OF SUPPORTING
STUDENTS WITH
TOLIETING.

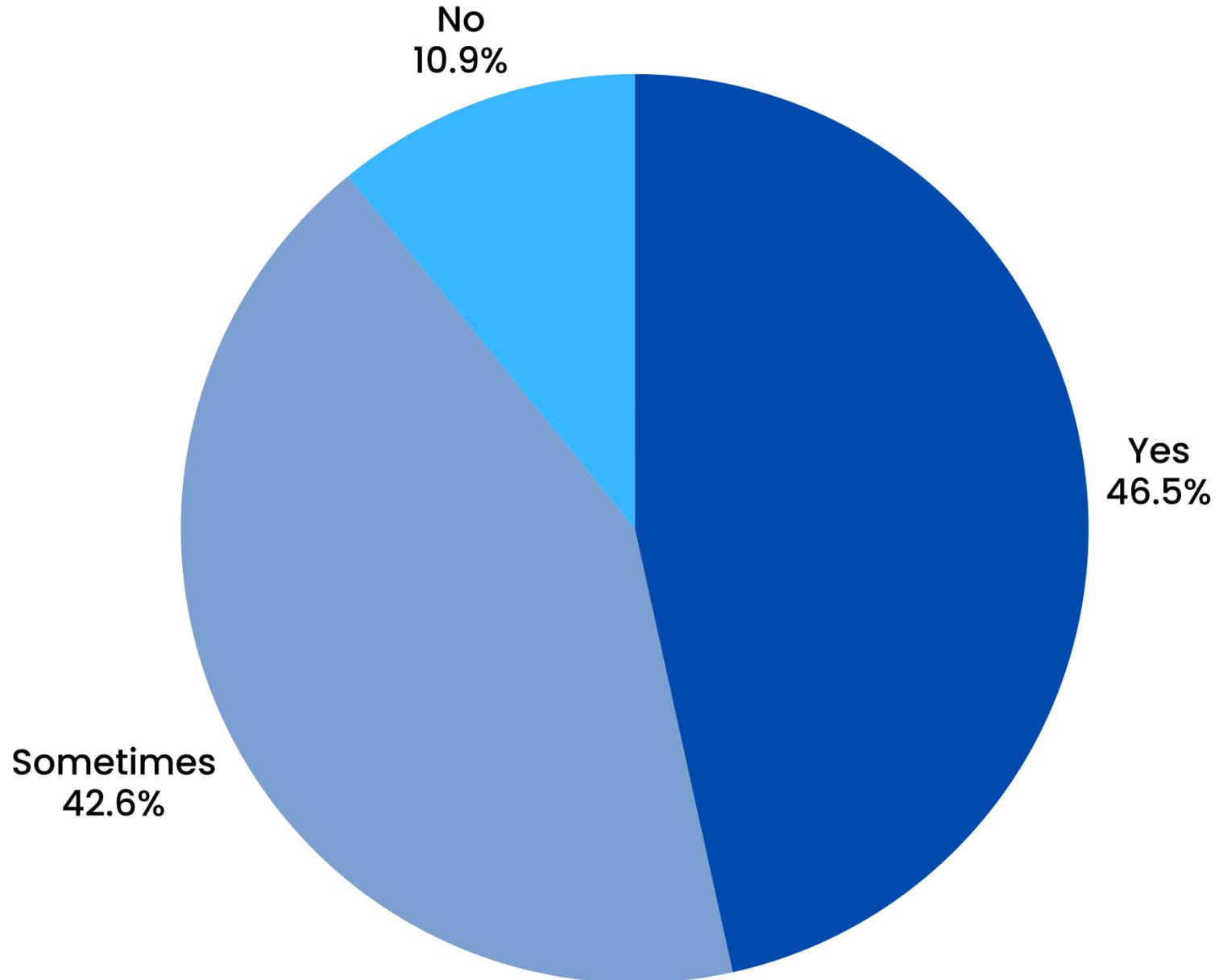
110 MEMBERS RESPONDED

QUESTION NUMBER 1:
ARE YOU CURRENTLY
SUPPORT A STUDENT WITH
TOLIETING



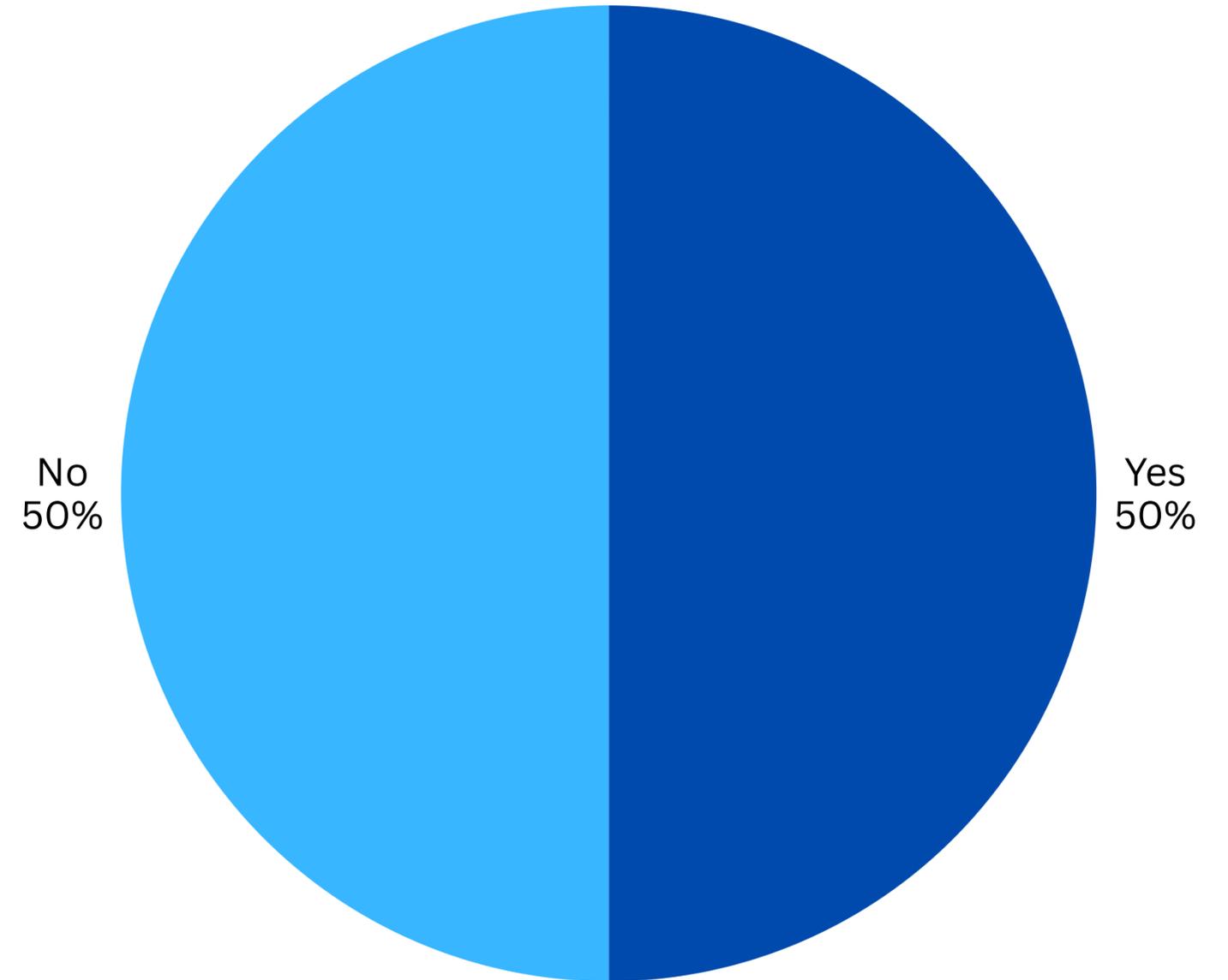
QUESTION 2:

DO YOU HAVE A SECOND PERSON SUPPORTING YOU WITH TOLIETING?



QUESTION 3:

HAVE YOU ASKED A SUPERVISOR TO ARRANGE FOR A SECOND PERSON WITH YOU?



Comments shared by members

"I would always like a second person but have not asked because there is not enough support staff available at needed times. "

"I didn't know we were supposed to have a second person with us when helping a student with toileting."

"Sometimes hard to find another EA to be a second person"

"Supervisor should have second person set up and in the schedule "

“It is definitely a two person job”

"It is not always simple to get another person. Every EA is busy and run off their feet with every school not have near enough the support that is needed. "

"Often dismissed or promised something will change and then it doesn't and you can't leave the student to themselves so it's a hard place to be in."

Safety Concern

There **MUST** always be 2 adults supporting a student with toileting needs

This is to ensure the safety of both adults and student

Recommendations

- When looking at staffing levels in schools look at toileting needs
- Give extra support to those schools with high toileting needs to ensure there is always a second person to support
- education and support school teams to include toileting support when building EA schedules

RECOMMENDATIONS

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

ADDITIONAL EA TO SUPPORT TOLIETING

THE BOARD PROVIDE OUTSIDE COUNSELLING

AGENTS WHEN A CRISIS OCCURS.

PROVIDE ALTERNATE WAYS OF LEARNING OPTIONS IN SD5

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

DOJHS COMMITTEE CREATE A WORKPLACE VIOLENCE PREVENTION POLICY

Improve the reporting process around threats and violence that involves the

Unions.

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

Include the Unions in debriefing after an incident.

Include EAs in developing safety plans

ESTABLISH PROFESSIONAL DEVELOPMENT COMMITTEES FOR ALL JOB CLASSIFICATIONS THAT INCLUDES CUPE MEMBERS

CONTACT US

Mailing Address:

CUPE LOCAL 4165

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

E-mail Address:

cupe4165@outlook.com

HEALTH AND SAFETY GUIDELINES PREVENTING VIOLENCE AND HARASSMENT IN THE WORKPLACE

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

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

ALTERNATE EDUCATION PROGRAM

ALTERNATE EDUCATION PROGRAM - PROVINCE OF BRITISH COLUMBIA (GOV.BC.CA)

RESOURCES

Legacy of Learning – 2026/27 Budget Submission

• Legacy of Learning Archives Room – yearly rent	\$ 4,800
-this space houses educational artifacts and archival records pertaining to past and present SD#5 (SD#1 & SD#2) schools, administration, teaching staff, and students (as per Administrative Procedure 159)	
• Legacy of Learning Project Expenses	\$11,910
Total requested	\$16,710

Project Expenses Breakdown:

• Yearbook Collection – 4 new volumes processed & brought online to support development of the Building Families App	\$1,300
-approximately 13 hours per book @ \$25 = \$325x4 = \$1,300	
• Digital Multimedia Displays – containing approx. 70 photos per display	\$2,100
-4 outlets (District Office, First Perk at Jaffray, Kootenay Grounds Café in Cranbrook and Kootenay Learning Campus in Fernie) three times a year, displays featuring SD#5 and the history of the region – 7 hours each. x 12 displays = 84 hours @ \$25/hr = \$2,100	
• New Exhibit – Board Room [Mount Baker Warriors – Introductory History of Aboriginal Education]	\$1,710
-planning, selecting images, writing text – 40 hours @ \$25/hr = \$1,000	
-volunteer contributions to exhibit [50 hours @ \$17.85 = \$892.50]	
-production costs – 7 large images @ \$80 average = \$560	
-installation – 2 people for 3 hours - 6 hours @ \$25/hour = \$150	
• New SD#5 Photos on Internet to enhance student access for the Building Families App – 100 @ \$41/image	\$4,100
-volunteer contributions to this effort [75 hours @ \$17.85 = \$1,338.75]	
-prepare, setup and scan image - \$18/image	
-crop, convert and transfer image - \$12/image	
-create metadata for searching, add cutline, activate to the website – \$10/image	
-ongoing maintenance, updates, cloud storage - \$1/image	
• Organize and maintain Archives Room and collection	\$1,200
-4 hours/month X 12 at \$25/hour = \$1,200	
-volunteer [7 hours/month at \$17.85 = \$1,499.40]	
• Develop and extend Building Family School App	\$1,500
-collaborating with pilot classrooms – 20 hours @ \$25/hour - \$500	
-managing and developing personal student portfolio collections – 40 hours @ \$25/hour = \$1,000	

Sub-Total \$11,910

Total \$16,710

As we did in 2025/2026 the Columbia Basin Institute of Regional History will be working with other outside funding agencies to bring additional resources to the Legacy of Learning project. As noted in the budget proposal we have introduced voluntary support to the Legacy of Learning project with an additional \$3,730 not reflected in the totals.

The budget proposed here is barebones, particularly in the areas of building the photo collections accessible to the students and in finetuning and adapting the Building Families App to meet the needs/desires of students, parents, and teachers. To that end we will approach the Cranbrook Retired Teachers Association (who have given immense support both in money and voluntary effort already) and the B.C. Retired Teachers Association for extended support on the 'Name That Teacher' project. We intend to approach the Community Foundation of the Rockies and the Jensen Foundation for offsetting funds on continued App development.

We will also be starting to canvas for additional financial support (looking at a 3-year horizon) to develop a larger presentation on the ongoing legacy of SD#5 and its support for Indigenous Education. Also, in this regard we will be seeking outside funding sources to assist in developing a Science Fair presentation based on the 13 Science Fair trophies that came into the Legacy of Learning Archives this year.

Having said that, the **SD#5 contribution is crucial** to attracting other participating partners.

Early Learning and Child Care Report – February 2026

Ministry & Partnership Meetings

- **January 29:** Jasmine Dyck, Manager of 'Akanuxunik' Education & Workforce Development, met to strengthen connection and collaboration.
- **February 5:** Introductory meeting held with the Ministry, SD5, and Aqam representatives (Eryn Geddis) and Lena Hirst, Child Care Project Lead.

Next Steps:

- Forward updated Cooperation Agreement and Construction Agreement.
- Schedule a date for community consultation.

Steeles Childcare

- **February 3:** Steeles Childcare Grand Opening – thank you to everyone who attended and supported this milestone.
- Currently reviewing playground quotes from four different companies for the Steeles site.

SEY2KT (StrongStart Early Years to Kindergarten Transition) – RMES

- Countdown to Kindergarten: 8-week program running May and June.
 - Kindergarten visits: Thursdays, 12:30–1:30 p.m.
- Baby Group: Tuesdays, 10:00–11:30 a.m. (running until the end of May).

Upcoming Grand Openings & RSL (Raising Stars Learning) Visits

- **April 15:** Jaffray Child Care Grand Opening and RSL visit (tentative).

RSL Schedule:

- Jaffray – April 15
- Sparwood – April 24
- Elkford – May 22
- Cranbrook – May 27
- Fernie – June 11
- Waiting on confirmation of Kindergarten Orientation dates

Early Years Fairs – Fall 2026

In partnership with the Early Years Team at Ktunaxa Kinbasket Child and Family Services Society (KKCFSS), an Early Years Fair will be hosted in the Elk Valley in September 2026. These events are dedicated to supporting children's development, celebrating families, and strengthening connections with early childhood professionals and community resources.

- Sparwood – Monday, September 21
- Fernie – Tuesday, September 22
- Elkford – Wednesday, September 2

Accessibility Committee Update

- Lowered counters in Foods Room at PMS.
- Stand Up Desk for wheelchair accessibility for Computer Lab at PMS.
- Water Float for student to attend swim program from SES.
- Adaptive Sled for student from RMES.

Update on SLP Posting

- Hired a 1.0 Speech Language Pathologist for Cranbrook who is working as Speech Language Assistant while she waits for College Certification.
- GTES, HES, KOES will see increases, and Collette Tovee (SLP) will allocate a day to work with KDS, LMS, and PMS students.

Orientation and Mobility Support

- We have contracted an Orientation and Mobility specialist from Rocky Mountain School District who is working with students from MBSS, PMS, KES, TMRES, and GTES on classroom navigation, safety in busy/shared spaces, environmental orientation, and guided mobility safety.

Designated School Count for February 2026 1701

- Level 1: no change.
- Level 2: + 7 overall.
 - C Designation: +2
 - D Designation: -5
 - E Designation: 0
 - F Designation: 0
 - G Designation: +10
- Level 3: -8

**Education Assistant In-Servicing from the Support Staff Education Committee
Training Funds**

- Every Wednesday, teams of EAs along with their Learning Services Teacher and Classroom Teacher meet with Susy Passey and Krysta Leiman to case study a complex student and create strategies to support.
- Participants so far: SES twice, HES twice, GTES, TMRES. KOES will attend before Spring Break, and the Elk Valley schools have dates for after Spring Break.

PARTICIPATION IN EXTRA-CURRICULAR EVENTS AND COMPETITIONS

Background

The District recognizes the benefits of extra-curricular activities and that they are an integral part of a student's education. The District therefore encourages and supports extra-curricular school events, competitions and trips as a viable method of enriching the learning situation for students, to develop their sense of responsibility and to develop the student's physical and mental well-being.

The District recognizes that many extra-curricular activities involve students representing their school or district on a recognized team or group. The expectation is that students who are representing their school and/or the district on these teams or groups are students registered in the District, including Kootenay Discovery School.

The District recognizes the authority of outside regulatory groups (BC School Sports, etc.) to control participation at an external level; but also recognizes the authority of the school principal or designate to ultimately decide participation within the boundaries set out by those outside regulatory groups.

The District is not limiting participation in events involving non-School District 5 schools, nor is it attempting to limit competitions against non-School District 5 schools. The District does believe, however, that groups or teams representing the District or one of its schools should be composed of students of the District.

Procedures

1. The Principal will ensure that all students participating in extra-curricular events and competitions on behalf of the school or district are students in School District 5
2. For events that require school aged students outside the ages of the school (i.e.: a child role in a high school theatre production), the expectation is that a School District 5 student fulfills that role.
3. Students whose primary school of record is Kootenay Discovery School are allowed to participate in extra-curricular events and competitions for their School District 5 catchment area school
4. Students of KDS who participate in extra-curricular events or competitions for their catchment area school should be informed of or sign the school's athlete or student contract or handbook as per school procedures for all participants

Procedures specific to BC School Sports

1. For students enrolled at Kootenay Discovery School, there may be BC School Sports regulations that will differentiate the boundaries of participation for individual and/or team sports which may limit under which school a student may participate.
2. Jointly Sponsored Team applications to BC School Sports between School District 5 schools are approved at the school level.
3. Any School District 5 school that wished to submit a Jointly Sponsored Team application to BC School Sports that involves a non-School District 5 school must have prior approval from the Superintendent or designate

Approved: February 10, 2026
Revised:

SCHOOL CATCHMENT AREAS

Background

The District is obligated to provide educational programs and services for eligible students who live within the geographical boundaries of the District. This eligibility is defined in Administrative Procedure 300 – Student Registration, Enrolment and Placement.

Students who are resident within the District are generally expected to attend their neighbourhood school according to catchment areas defined by the Board. All students who are resident within the District are considered within catchment for the District's online learning school, Kootenay Discovery School. Updated catchment areas are found on the District website.

The District may, from time to time, see the need to offer students a program at a school that is not their catchment area school. Potential reasons can include, but are not limited to, enrollment in a specialized program or for safety/support needs.

Space permitting, students may attend a school outside their catchment area.

Procedures

1. Maps of the District defining the [catchment areas for each school](#) will be maintained. Amendments to a school's catchment area must be approved by the Board.
2. Parents of students desiring to have their child attend a school outside of their catchment area may request a transfer.
3. School bus transportation may not be available to students whose parents have requested a transfer to a school outside the student's catchment area.
4. Students whose residence changes during the school year may either stay at their current school or attend the school in their new catchment area if space and educational service permit.

Reference: Sections 2, 3, 3.1, 7, 20, 22, 65, 74.1, 75, 75.1, 85 School Act

Approved: August 15, 2021

Revised: February 10, 2026

CROSS ENROLMENT

Background

A student may need to complete part of their educational program in a given year by taking a combination of courses in other schools. This may be as a result of:

- The course that the student requires is not available in the regular school;
- The student is not having success with a course(s) taught in the regular school and requires a more independent approach;
- The student may have other time commitments that make regular attendance at school difficult. This may include part-time work, raising children and commitments to athletics, fine arts or travel.

Procedures

1. A student who is registered in more than one school in the District, or in a district school and out of district school, is referred to as cross enrolled.
2. Each student who is cross enrolled must designate a School of Record. The responsibilities of the School of Record are:
 - 2.1. Reporting the student to the Ministry using the 1701 process;
 - 2.2. Ensuring the overall educational program of the student and for tracking the students' progress through to graduation;
 - 2.3. Preparing reports cards;
 - 2.4. Making appropriate arrangements for the students' participation in the governmental exams associated with the Graduation Program, Foundation Skills Assessment, Portfolio Assessment and Satisfaction Surveys.
3. Only one school, the School of Record, will report the student to the ministry during the 1701 process, unless the student is cross-enrolled with The District's online learning school (Kootenay Discovery School). The School of Record will be determined by:
 - 3.1. The school at which the majority of courses are being taken;
 - 3.2. If there are an equal number of courses taken in each of the schools delivering services to a cross enrolled student, the parent of the student will designate the School of Record. The District will require that the parent submit their decision in writing.
4. Students cross-enrolled to The District's online learning school, Kootenay Discovery School (KDS), may be claimed by both schools during the 1701 process where allowed. This is usually at the Grade 10-12 level and is funded by course.

4.1. Student eligibility for cross enrolment with KDS is detailed in AP 230- Online Education and Adult Education

Reference: Sections 2, 3, 3.1, 7, 20, 22, 65, 74.1, 75, 75.1, 85 School Act

Approved: November 1, 2005

Revised: August 15, 2021, February 10, 2026

STUDENT ILLNESS AND INJURY

Background

The District endeavours to ensure the safety and well-being of the students of the District. Therefore, it is District practice to provide sick or injured students with appropriate medical attention. To implement this Administrative Procedure effectively, the following procedures will be followed:

- In the case of emergency treatment being required, the student shall be transported by ambulance to a hospital. There are infrequent circumstances, as a result of remote location or unavailability of ambulance, where approved staff may transport students if deemed by the First Aid attendant that it is safe to do so.
- In the case of non-emergency treatment being required, the student will be treated by a first aid attendant, the Principal, or other designated staff person.
- In the event of sickness or accident, the student's parent shall be notified by an attending adult as soon as possible.

Procedures

1. Every school in the District is required to ensure that at least two staff members possess a minimum Level 1 current First Aid Training Certification. The District will cover the costs of training and in-service for staff.
2. All noon-hour supervisors at all schools shall have a minimum Level 1 current First Aid Training certificate.
3. For field trip first aid requirements, refer to Administrative Procedure 260 – Curricular Field Studies and Extra-Curricular School Trips.
4. All Principals are required to have a designated inside location where a District approved first aid kit will be placed. For all outdoor activities, including recess and lunch, a portable kit is also to be available.
5. During the first week of each school year, the Principal is to review with all staff the school's first aid procedures for caring for sick and/or injured students. Reference must be made to this Administrative Procedure. Staff are to be informed of the location of information regarding students who may require "special" medical assistance. Staff members that require and/or possess current first aid training are to be identified at this time.
6. Given all staff are to act as a prudent parent in the case where students become ill or injured, they shall provide first aid to their level of current first aid training when needed. Principals

have the authority to call upon such staff to attend to student illness and injury outside of their educational assignment.

7. All staff are to be made aware of the District's monitoring expectations regarding the timely notification of parents in cases of student accidents during the review referred to in section 5 above.
8. By the end of the first full week of October of each year, all schools must register with the District Health and Safety Officer the names and certificate copies of all Level 1 and Level 2 trained staff, along with the completed District Assessment form. Each Principal is to keep a copy of this file in their office. Principals are to copy and file copies (not originals) of certificates.
9. All staff are to be made aware that the [Schools Protection Incident Report](#) is to be completed online and filed as soon as possible following an accident involving a student. Completion of such forms is the responsibility of the Principal.

Reference: Sections 7, 8, 17, 20, 22, 65, 84, 85, 95 School Act
Good Samaritan Act
School Regulation 265/89

Approved: August 15, 2021
Revised: February 10, 2026

SCHOOL CATCHMENT AREAS

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Students who are resident within the District are generally expected to attend their neighbourhood school according to catchment areas defined by the Board. All students who are resident within the District are considered within catchment for the District's online learning school, Kootenay Discovery School. Updated catchment areas are found on the District website.

The District may, from time to time, see the need to offer students a program at a school that is not their catchment area school. Potential reasons can include, but are not limited to, enrollment in a specialized program or for safety/support needs.

Space permitting, students may attend a school outside their catchment area.

Procedures

1. Maps of the District defining the [catchment areas for each school](#) will be maintained. Amendments to a school's catchment area must be approved by the Board.
2. Parents of students desiring to have their child attend a school outside of their catchment area may request a transfer.
3. School bus transportation may not be available to students whose parents have requested a transfer to a school outside the student's catchment area.
4. Students whose residence changes during the school year may either stay at their current school or attend the school in their new catchment area if space and educational service permit.

Reference: Sections 2, 3, 3.1, 7, 20, 22, 65, 74.1, 75, 75.1, 85 School Act

Approved: August 15, 2021

Revised: February 10, 2026

POLICE QUESTIONING OF STUDENTS IN SCHOOLS

Background

The District recognizes the importance of a positive and productive professional relationship with law enforcement which should include police presence in schools. As part of that relationship, there may be times when the lawful presence of police in schools is required in the pursuit of justice.

The District supports police presence in schools both in a school liaison role and under emergent circumstances as set out below.

Procedures

1. Principals are to be aware of the provisions and requirements of the Youth Criminal Justice Act and be prepared to use discretion and good judgement in carrying out this Administrative Procedure.
2. Under usual circumstances, interviews of students suspected of illegal activity are not to be held in the school. Prior to interviewing students in the school, the Principal will meet with the police officer to determine whether it is imperative to conduct the interview on school premises. If it is an emergent situation, disruption to the school and students is to be kept to a minimum.
3. A parent is to be present if the school must be used. If a parent cannot be contacted in emergent situations, the Principal may act instead. Their concern is to be the protection of a student's rights. Notes are to be taken.
4. The Principal shall inform the parent and the Superintendent as soon as possible of any actions taken under section 3, or in any case where a student is apprehended or is accused of an alleged offense.
5. A police officer may arrest a student if the officer is in possession of a warrant for such arrest or has other legal authority to make such an arrest.
 - 5.1. The Principal may, if appropriate, arrange an alternate location for the arrest with the police officer.
6. The Principal shall inform the parent of an arrest of a student as soon as practical following the arrest.
7. When in possession of a search warrant, a police officer may conduct a search of the school and/or its storage areas or devices.
 - 7.1. The Principal can assist the police officer in accessing spaces to facilitate the search.

8. In facilitating police access to student witnesses, victims and suspects in a school-related investigation, the Principal is exercising their authority for school purposes.
9. The RCMP school liaison officer is authorized to discuss police matters with students at the school except when the student(s) is suspected of illegal activity pursuant to section 2.

Reference: Sections 6, 7, 20, 22, 26, 65, 85 School Act
Youth Justice Act
Youth Criminal Justice Act (Canada)

Approved: August 15, 2021
Revised: February 10, 2026



Field Trip Application Checklist

Complete this form for school trips *that require approval of the Superintendent.*
(Must be submitted 14 days prior to departure)

SUPERINTENDENT APPROVAL Please complete and email to jane.nixon@sd5.bc.ca

Date: February 14th, 2026

School(s): Fernie Secondary School

Grade(s): PE (Outdoor ed) 10-12

Sponsor Teacher(s): Andrew Gulyas

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

Departure Date: May 14th, 2026

Return Date: May 14th, 2026

Destination: White Water Rafting. Elk/Bull River

Method of Transportation: Bus

Cost Per Student: \$175 (with planned fund raising)

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

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

	For School Use Only: (check when completed)	For District Use Only: (check when completed)
Names of Students, Grade, Emergency Contact Numbers:	Outdoor Education Class	
Transportation & Accommodation Details: (include name of travel company)	Sd5 Bussing and Canyon Rafting	
List of Chaperones: (minimum ratio 15:1) (attach Criminal Record Checks) # of Staff: <u>1</u> # of Non-Staff: <u>2</u>		
Schedule/Itinerary:	See attached Proposal	
Insurance: (Health & Liability):	School District 5 and Canyon Rafting commercial company	
Safety/Worst Case Scenario Plan:	Attached with Proposal	

Teacher(s) Signature: _____

Date: February 10th, 2026

Principal's Approval: _____

Date: February 10th, 2026

Superintendent Approval: _____

Date: _____



Fernie Secondary School

102 Fairway Drive (Box 370) Fernie, British Columbia V0B 1M0. 250 423.4471
email: andrew.gulyas@sd5.bc.ca

Fernie Secondary School's White Water Rafting Adventure in 2026: Safety, Preparation Educational Objectives, Rationale and Cost Proposal

Dear School District 5 Board,

Introduction

My name is Andrew Gulyas and I have been teaching Physical and Health Education (PHE) for over 8 years at Elkford Secondary School and I am currently teaching PHE and Senior Outdoor Education at Fernie Secondary School in my second year. The focus of my localized programming has been to support students in participating in local and community focused recreational active living activities. This has been everything from rock climbing in Cranbrook to camping in the Elk Lakes, cross-country skiing in the Kootenays, snowshoeing up to Josephine Falls in Elkford up Spine Back in Fernie and whitewater rafting down the Bull River in June of 2025. The focus of my programming has been to give opportunities for students to find a passion for life long recreational active living pursuits and activities in their community.

On May 14th, 2026 I would like to take my Senior Outdoor Education class white-water rafting with Canyon Rafting Company down either the Bull River or the Elk River.

To ensure the safest and most appropriate river conditions on the day of the trip, Canyon Raft Company will select the river section based on water levels, weather, and group suitability. I believe a trip such as this, will be an enriched adventure under The Big Ideas of the Active Living Curriculum.

Safety and Preparation

Safety

The initial focus of this adventure will be safety and preparation. I have worked with Canyon Rafting Company on developing a Safety Plan and we have chosen to run either the Lower Elk River or the Bull River. Providing both the Lower Elk and Bull River as viable options ensures the safest possible conditions on the day of the trip, as Canyon Rafting can select the river that best matches water levels, weather patterns, and student readiness.

- Lower Elk River Class 3/4

The Lower Elk River is a truly spectacular adventure down one of BC's most pristine river canyons. With a terrifically balanced mixture of class 2/3 rapids to start the trip,

allows time to practice and hone paddling skills before a delicious riverside lunch half way. All guests get to experience a breathtaking 3km canyon run through a class 4 canyon section before easing up into a really fun and splashy class 2/3 section to finish. The Lower Elk is truly a gem of Canadian Wilderness Rafting.

This section allows for the guides to be able to cater to each groups skill sets with several options for different paths of navigation. Dynamic risk assessment of both the group and the river conditions allow it to be a wonderful section for almost anyone.

Bull River Class 3/4

The Bull River is an incredible wilderness river valley run with tons of playful waves and beautiful scenery. The upper section is 14km of class 2/3 that's very fun and a great chance to experience a remote river adventure. Then you have a 3 km of class 3/4 canyon section to finish off the run with an exhilarating blast of fantastic whitewater and challenging somewhat continuous rapids.

The class 3/4 canyon section is somewhat committing and continuous but with a takeout point before the canyon section, it allows for the guides and trip leaders to assess the river conditions and skill levels of the groups on the day and make all necessary safety assessments.

We selected these stretches of river because they provide multiple safe access points, well-established evacuation routes, and several areas suitable for helicopter or vehicle extraction if required. Both the Lower Elk and Bull River have many intermittent road approaches along the river corridor, allowing for emergency access and guide-directed adjustments to the route based on conditions.

Canyon Raft Company is a member of the British Columbia River Outfitters Association which requires operators to comply with the relevant sections of the "River Rafting Standards" that exceeds Canada's federal guidelines set for safety. They have been running whitewater trips on the Bull River since 1996 which makes them very intimate with the area and the rivers character throughout different water levels. This company operates with highly experienced guides. Senior Guides who support the Trip Leader, are not only experienced but also trained in Swift Water Rescue and First Aid. The Trip Leader needs to have years of experience and training before attaining their commercial certification. Canyon Rafting Company is the commercial outfit I plan to go down the Bull River with. They are accomplished and an experienced company who provide safety and experience for the trip.

Finally for this adventure, I will be the lead teacher supervisor with guide/chaperone supervision that matches the Youth Safe ratio requirements for such an activity. The teacher and guides/chaperones will be there to ensure the safety rules and regulations of the guiding company

are followed by students, as well as support this positive recreation active living activity in a safe manner. These combined safety measures, experienced guides, multiple access points, commercial certification, and trained school supervision, ensure this trip meets and exceeds all district requirements for high-risk outdoor activities.

Preparation

For this adventure, I plan to use Youth Safe Outdoors as a template on how to move through the intricacies of the planning stages (known risks and how to mitigate them, checklists, ratios, consent and liability documents for students and volunteers, as well as instructing the students).

Prior to going down the river, students and parents will learn of the risks and dangers of white water rafting. Students will also learn about river hydrology - how the currents work, river features and what to look out for, dangers, and what causes rivers to change their course. Students will also learn what to bring on this adventure, how to use their equipment, how to row, navigate the river and control the boat. Students will learn about emergency procedures and what they should do if they go overboard and how to help others back into the boat that have fallen overboard.

The preparation will aim to plan for the trip, inform students and parents of the dangers as well as how to navigate and make decisions on the river.

Educational Objectives for White Water Rafting Trip on the Bull River

This white water rafting trip with Canyon Rafting company on the Bull River is designed to provide students with a rich, experiential learning opportunity that aligns with the BC Physical and Health Education curriculum, specifically the Outdoor Education components for Grades 11 and 12. The trip aims to achieve the following educational objectives:

1. Development of Outdoor Activity Skills and Healthy Living:

- **Objective:** To actively participate in a challenging outdoor activity, developing and demonstrating skills specific to white water rafting. This will allow students to explore their *Outdoor activity skills and healthy living* on a river.
 - **Curriculum Links:**
 - Grade 11: Participate in a variety of outdoor activities; Develop and demonstrate a variety of skills for outdoor activities.
 - Grade 12: Participate in and lead a variety of outdoor activities; Develop and demonstrate a variety of skills for outdoor activities.
 - **Expected Outcomes:** Students will learn and apply paddling techniques, understand river navigation basics, and work as a team to maneuver the raft.

- **Objective:** To monitor exertion levels and energy levels during physical activity in a dynamic environment.
 - **Curriculum Links:**
 - Grade 11: Monitor exertion levels and energy levels during outdoor activities.
 - Grade 12: Monitor exertion levels and energy levels of themselves and others.
 - **Expected Outcomes:** Students will learn to gauge their physical limits, manage their energy effectively throughout the trip, and understand the importance of hydration and nutrition in outdoor pursuits.
- **Objective:** To understand nutritional considerations for preparation and participation in outdoor activities.
 - **Curriculum Links:**
 - Grade 11: Explain nutritional considerations and other requirements for preparation for and participation in outdoor activities.
 - Grade 12: Analyze and explain nutritional considerations and other requirements for preparation for and participation in outdoor activities.
 - **Expected Outcomes:** Students will apply knowledge of appropriate food choices and hydration strategies for sustained energy during the rafting trip.

2. Fostering Social Responsibility and Environmental Stewardship:

- **Objective:** To plan and implement ways to reduce potential impacts of outdoor activities on the local environment, demonstrating awareness of cultural and place-based sensitivities.
 - **Curriculum Links:**
 - Grade 11: Plan and implement ways to reduce potential impacts of outdoor activities on the local environment; Demonstrate awareness of cultural and place-based sensitivities regarding the use of outdoor locations.
 - Grade 12: Plan and implement ways to reduce potential impacts of outdoor activities on the local environment; Demonstrate and explain awareness of cultural and place-based sensitivities regarding the use of outdoor locations.
 - **Expected Outcomes:** Students will adhere to Leave No Trace principles, respect the natural environment of the Bull River or Elk River, and understand the

importance of responsible recreation in sensitive ecosystems. They will also gain an understanding of the First Peoples territories and stewardship.

- **Objective:** To promote environmental stewardship and responsible use of the outdoor environment.
 - **Curriculum Links:**
 - Grade 11: the role of environmental awareness and stewardship in outdoor recreation and conservation.
 - Grade 12: environmental stewardship for outdoor activities; responsible use of the outdoor environment.
 - **Expected Outcomes:** Students will actively participate in minimizing their environmental impact, demonstrating respect for the river ecosystem, and understanding the importance of conservation efforts.

3. Enhancing Collaboration, Teamwork, and Safety Skills:

- **Objective:** To collaborate effectively with others in a challenging outdoor activity, utilizing applicable communication skills. This will allow students to explore *Collaboration, teamwork, and safety activities*.
 - **Curriculum Links:**
 - Grade 11: Collaborate with others in a variety of outdoor activities; Use applicable communication skills when interacting with others.
 - Grade 12: Collaborate with others in a variety of outdoor activities; Use applicable communication and outdoor leadership skills when interacting with others.
 - **Expected Outcomes:** Students will work together as a team to navigate the raft, communicate effectively in a dynamic environment, and support each other throughout the experience.
- **Objective:** To demonstrate appropriate responses to emergency situations and prioritize personal safety and the safety of others.
 - **Curriculum Links:**
 - Grade 11: Demonstrate appropriate responses to emergency situations during outdoor activities; Demonstrate responsibility for personal safety and the safety of others.

- Grade 12: Demonstrate appropriate responses to emergency situations during outdoor activities; Demonstrate responsibility for personal safety and the safety of others.
- **Expected Outcomes:** Students will learn and practice safety protocols, understand emergency procedures, and be prepared to respond effectively in unforeseen circumstances.
- **Objective:** To assess and manage risks during a dynamic outdoor activity.
 - **Curriculum Links:**
 - Grade 11: Assess and manage risks during different types of outdoor activities.
 - Grade 12: Anticipate and manage risks during different types of outdoor activities.
 - **Expected Outcomes:** Students will identify potential hazards, assess risks, and implement strategies to mitigate those risks, fostering a culture of safety and responsible decision-making.
- **Objective:** To understand communication in emergency situations.
 - **Curriculum Links:**
 - Grade 11: communication in emergency situations.
 - Grade 12: communication in emergency situations, including communication with emergency and rescue services.
- **Expected Outcomes:** Students will learn different modes of communication and how to communicate with emergency and rescue services.

4. Developing Leadership Skills (Grade 12):

- **Objective:** To utilize communication and outdoor leadership skills when interacting with others on the expedition.
 - **Curriculum Link:**
 - Grade 12: Use applicable communication and outdoor leadership skills when interacting with others.
 - **Expected Outcomes:** Grade 12 students will have opportunities to take on leadership roles within the raft team, guiding and supporting their peers, and making decisions that contribute to the success and safety of the group.

5. Understanding Environmental Conditions and Preparation:

- **Objective:** To understand and adapt to changing environmental conditions.
 - **Curriculum Links:**
 - Grade 11: environmental conditions; strategies for adapting and responding to changing conditions and emergencies.
 - Grade 12: environmental conditions; strategies for adapting and responding to changing conditions and emergencies.
 - **Expected Outcomes:** Students will learn to assess weather conditions, water levels, and other environmental factors, and adjust their plans and strategies accordingly.
- **Objective:** To understand the importance of preparation for outdoor activities.
 - **Curriculum Links:**
 - Grade 11: preparation for outdoor activities.
 - **Expected Outcomes:** Students will understand the importance of emergency plans, route plans, day plans, equipment selection and location choices.

Big Ideas Alignment:

This trip directly aligns with the "Big Ideas" of the Outdoor Education curriculum:

- **Participation in outdoor activities allows for the development of skills in a complex and dynamic environment:** White water rafting inherently provides this.
- **Spending time outdoors allows us to develop an understanding of the natural environment and ourselves:** Students will connect with nature and challenge their personal limits.
- **Participating safely in outdoor activities requires communication, teamwork, and collaboration:** Essential for successful rafting.
- **Participation in outdoor activities allows for the development of leadership skills that can be applied in a variety of contexts and environments:** Grade 12 students will have opportunities to lead.

Assessment:

Student learning will be assessed through:

- Active participation and engagement in all activities.
- Demonstration of rafting skills and safety protocols.
- Contributions to teamwork and group decision-making.

- Reflection on personal growth and learning experiences.
- Adherence to Leave No Trace principles.

Rationale

This white water rafting adventure is something that we completed last year at Fernie Secondary School; it is in line with my programming and direction of my Outdoor Education model. The intention for this venture is to support Outdoor Education 11-12 students in exploring their *Outdoor activity skills and healthy living* on a river as well as explore *Collaboration, teamwork, and safety activities*. This adventure will allow active participation with a new recreational activity for all Outdoor Education Students in grade 11 and 12 student who want to go on this trip, as well as an opportunity to enrich their understanding of local lifelong active living activities. This trip will allow students to actively participate in a challenging outdoor activity, developing and demonstrating skills specific to white water rafting.

With the planning and hands on learning, students will understand safety and injury prevention practices, which will give them the tools to prepare for future lifelong participation in physical activities. At the culmination of this adventure, it is hoped that students' health and well being will have gained an enriched sense of confidence and have possibly found an enjoyable recreational activity that could motivate them to participate in more regular physical activity and spark a passion for safe and well-planned adventurous recreation.

The intention is to also make this a multi disciplinary adventure. Upon board approval, the goal is to also add another component to the overall adventure, specifically elements from the Career Life Connections curriculum. I would like to further enrich this adventure by bringing in speakers from the adventure tourism industry prior to the trip as well as talking with the white-water rafting guides themselves about their journey into their field. The initial hope is to introduce an adventurous active living activity; as well as, an opportunity for students to gain insight into the field of adventure tourism. I plan to have students interact with professionals and make connections with community members that are in the adventure tourism industry.

The overarching objective of this adventure is to introduce students to a new and exciting activity that could spark a newfound passion for well-planned local recreational adventures. Secondly, it is hoped to give students insight into the adventure tourism industry and potential career pathways. This adventure is more intensive and comprehensive than our other experiences; students will need to work together, make quick decisions, and understand the effects of their choices. It will serve as a culminating experience that examines students' resilience, grit, and strength while working with a local, commercially certified recreational adventure tourism company based in Fernie. This trip further strengthens Fernie Secondary's relationship with local operators and community recreation partners, reinforcing our commitment to place-based learning.

Cost

This trip will cost \$175 per student. The hope is to get the cost down to at least \$100 for each student through fundraising. I hope to offer a bottle drive, begin a fund raising campaign with Fernie Roasting Company as well as working with other supportive organizations like the Lions Club and the Rotary Club before the adventure, so all students will have the opportunity to fund raise and reduce the cost.

Thank you for your time,

Andrew Gulyas.

A handwritten signature in black ink, appearing to be 'AG' or similar initials, written in a cursive style.



Canyon Raft Company Safety Plan

1. Company Info

- **CANYON RAFT COMPANY**
- **ELK RIVER (Class 1-4) BULL RIVER (Class 1-4)**
- **Canyonraft.com; Adam Howie (Owner) 250-688-7860 Office 250-423-7226**
- **Operating Season: May 1st – September 15th**

2. Risk Assessment

Identify potential hazards and risks:

- River hazards (rapids, debris, waterfalls, low water levels)
- Weather conditions (sudden storms, heat/cold exposure)
- Wildlife encounters
- Medical emergencies (drowning, allergic reactions, trauma)
- Equipment failure
- Lost person scenario

3. Staff Training & Certification

- **Guides must have:**
 - Wilderness First Responder (WFR) or Wilderness First Aid
 - Swiftwater Rescue Certification (Level I or II)
 - CPR & AED Certification
- **Ongoing training:** Monthly safety drills, annual refreshers
- **Emergency roles:** Assign clear roles to each guide during incidents

4. Pre-Trip Procedures

- **Briefing for clients:**
 - Safety talk: paddling basics, river features, what to do if you fall out
 - Equipment fitting: helmet, PFD (life jacket), wetsuit/drysuit if needed
 - Risk acknowledgment: waiver signing
- **Weather check:** Monitor forecasts using local systems
- **Communication plan:** Radios, satellite phones, check-ins

5. Equipment Checklist

- Rafts/kayaks in good condition (daily inspection)
- Personal Protective Equipment (PPE): helmets, PFDs, throw bags, drybags
- First aid kits (guide pack + larger Trip Leader kit)
- Repair kits for rafts
- Emergency shelter (tarp or bivy bags)
- Food/water supplies

6. Emergency Response Protocols

A. Medical Emergency:

- Perform initial assessment
- Stabilize injury
- Evacuate using pre-planned routes
- Contact emergency services if necessary

B. Capsize/Man Overboard:

- Rescue priority: people > gear
- Use throw bags, paddle assists
- Reassess group once recovered

C. Missing Person:

- Begin immediate search upstream/downstream
- Notify authorities if not found within 30 minutes
- Use GPS tracker/spot beacon if available

D. Severe Weather:

- Move to high ground if flash flooding risk
 - Shelter in place during lightning storms (avoid open water)
-

7. Communication & Check-in System

- Use VHF radios or satellite communicators (e.g., Garmin InReach)
 - Daily check-ins with base
 - Route plan submitted before departure
 - Post-trip debrief & safety log
-

8. Evacuation & Access Plan

- Identify nearest take-out points and access roads
 - Pre-arranged emergency transport options (helicopter/road)
 - Map of helicopter landing zones if applicable
 - Evacuation times for each segment of the river
-

9. Environmental Considerations

- Leave No Trace practices
 - Waste disposal: carry out all trash, human waste procedures
 - Wildlife interaction protocols (no feeding, maintain distance)
-

10. Documentation & Reporting

- Incident report forms
- Maintenance logs for all equipment
- Client medical forms (confidentially stored)
- Guide logs (daily trip reports)

Monthly Analysis Workbook - Jan 2026
SD5 Southeast Kootenay

Procedures:

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

2025/2026 YTD vs Budget											
Program	Jan 31, 2026 Year to Date	2025/2026 Amended		Remaining Balance	Percent	P/Y Percent	Budget Year	Expected Remaining (%)	Variance	Comment Required?	Comments
		Budget (12 Months)									
Months Remaining	5										
1 Instruction											
Program 02 Regular Instruction	21,389,581	42,515,406	21,125,825	49.69%	61.24%	10	50%	-0.3%	Below threshold		Supplies budgets under career prep haven't been utilized yet.
Program 03 Career Preparation	21,566	110,521	88,955	80.49%	78.35%	10	50%	30.5%	Comment Required		
Program 07 Library Services	697,909	1,384,972	687,063	49.61%	57.94%	10	50%	-0.4%	Below threshold		Occupational therapy and Nuewo Affirming Contract hasn't been expensesd yet. Travel & Pro-D expenses haven't been fully utilized.
Program 08 Counselling	621,693	1,244,750	623,057	50.05%	58.00%	10	50%	0.1%	Below threshold		
Program 10 Special Education	7,400,723	17,868,044	10,467,321	58.58%	61.52%	10	50%	8.6%	Comment Required		Other than travel and dues, rest of the program is being funded under ECL special purpose funds
Program 20 Early Learning & Child Care	2,761	40,413	37,652	93.17%	85.60%	10	50%	43.2%	Comment Required		
Program 30 English Language Learning	37,279	74,621	37,342	50.04%	54.37%	10	50%	0.0%	Below threshold		Underbudget mainly due to underutilized budgets for cultural projects, supplies and wecoming spaces at school level.
Program 31 Indigenous Education	829,215	1,920,748	1,091,533	56.83%	57.47%	10	50%	6.8%	Comment Required		
Program 41 Administration	3,365,960	6,115,938	2,749,978	44.96%	51.56%	12	42%	3.3%	Comment Required		Underbudget as clerical wages and benefits lower than budget. Also, office supplies budget at school level hasn't been utilized. Also. PVP Mentoring and PVP Pro-D release expense lower than budget for this period.
	34,366,687	71,275,413	36,908,726	51.78%	60.25%	10	50%	1.8%			
4 District Administration											
Program 11 Educational Administration	385,311	917,674	532,363	58.01%	63.67%	12	42%	16.3%	Comment Required		PVP Mtg Release, MyED Licence fees and other Pro-D budgets haven't been utilized yet.
Program 40 School District Govt	162,328	275,219	112,891	41.02%	41.93%	12	42%	-0.6%	Below threshold		
Program 41 Administration	1,074,355	2,309,259	1,234,904	53.48%	56.59%	12	42%	11.8%	Comment Required		Underutilized budgets for Legal, Bargaining Labour Management and Pro-D budgets.
	1,621,994	3,502,152	1,880,158	53.69%	57.08%	12	42%	12.0%			

5 Operations & Maintenance

Program 41 Administration	399,630	708,302	308,672	43.58%	51.34%	12	42%	1.9%	Below threshold	<p>Although the software costs have been recorded for the full year, it is underbudget as most of the maintenance expense budgets haven't been utilized yet and lower custodial salaries and benefits, but casual custodial salaries and benefits are higher than budget.</p> <p>Snow removal budget haven't been utilized as due to mild winter so far. Maintenance salaries & benefits are lower than budget as well.</p> <p>Lower as NGN Charge back & Carbon Tax Offset expenses haven't been accounted for yet.</p>
Program 50 Maintenance Operations	3,148,221	6,230,901	3,082,680	49.47%	53.71%	12	42%	7.8%	Comment Required	
Program 52 Maintenance Of Grounds	151,701	573,256	421,555	73.54%	63.36%	12	42%	31.9%	Comment Required	
Program 56 Utilities	615,794	1,265,000	649,206	51.32%	61.86%	12	42%	9.7%	Comment Required	
	4,315,346	8,777,459	4,462,113	50.84%	55.27%	12	42%	9.2%		

7 Transportation & Housing

Program 41 Administration	108,242	176,759	68,517	38.76%	50.30%	12	42%	-2.9%	Comment Required	<p>Management Salaries & benefits higher than budget. Staff training budget has already been utilized in full and is over budget. Also, equipment and supplies expenses, especially in Fernie are higher than budget. Also, radio rental expenses and bus lease expenses are higher than budget.</p>
Program 70 Student Transportation	1,228,249	2,317,943	1,089,694	47.01%	56.58%	10	50%	-3.0%	Comment Required	
	1,336,491	2,494,702	1,158,211	46.43%	56.12%	10	50%	-3.6%		
	41,640,518	86,049,726	44,409,208	51.61%	59.48%		48%	3.4%	Comment Required	<p>Underbudget as mainly due to some budget lines haven't been utilized yet in administration and maintenance.</p>

2025/2026 YTD vs 2024/2025 YTD

Program	1/31/2026 YTD	1/31/2025 YTD	Variance	Percent	Comment Required?	Comments
Months Remaining	5					
1 Instruction						
Program 02 Regular Instruction	21,389,581	20,220,080	-1,169,501	-5.78%	Comment Required	CY Teachers & TTOC salaries & benefits are higher than prior year approx. by \$800K, rest of the difference is from higher supplies expenses than PY at school level in different categories.
Program 03 Career Preparation	21,566	26,673	5,107	19.15%	Comment Required	More supplies expensed by KLC in current year. But overall the schools haven't used most of their budgets yet.
Program 07 Library Services	697,909	679,065	-18,844	-2.77%	Below threshold	
Program 08 Counselling	621,693	650,197	28,504	4.38%	Below threshold	
Program 10 Special Education	7,400,723	7,526,133	125,410	1.67%	Below threshold	
Program 20 Early Learning & Child Care	2,761	6,153	3,392	100.00%	Comment Required	
Program 30 English Language Learning	37,279	42,815	5,536	12.93%	Comment Required	P/Y had travel and dues recorded but in c/y not much has been spent on travel yet.
						Lower teacher salaries & benefits in c/y than in p/y
						Jason & Kelly salaries and benefits is not coming out of INED as of Oct 1, 2025. Equipment supplies expense of \$10K recorded in p/y for this period, while in c/y there were none for this period. Also District Initiative expenses in p/y included consulting exp of \$8.400 and outdoor learning registration of \$3K and none in current fiscal period.
Program 31 Indigenous Education	829,215	1,002,991	173,776	17.33%	Comment Required	
Program 41 Administration	3,365,960	3,479,112	113,152	3.25%	Below threshold	
	34,366,687	33,633,219	-733,468	-2.18%		
4 District Administration						
Program 11 Educational Administration	385,311	355,004	-30,307	-8.54%	Comment Required	PVP Salaries and benefits are higher than p/y as Jason's salaries have been moved from IE to Administration. Public Relations expenses in c/y are lower than p/y by approx. \$6K and Pro-D accounts haven't been utilized yet in c/y.
Program 40 School District Govt	162,328	175,039	12,711	7.26%	Comment Required	Lower Clerical wages and benefits expense in c/y than in p/y, as Olive retired. Legal, Bargaining Labour Management and Business Advertisement expenses are lower current fiscal period than in prior.
Program 41 Administration	1,074,355	1,164,857	90,502	7.77%	Comment Required	
	1,621,994	1,694,900	72,906	4.30%		

5 Operations & Maintenance

Program 41 Administration	399,630	376,358	-23,272	-6.18%	Comment Required	Higher Safety Services and Public Liability Insurance cost in Custodial Salaries & benefits in c/y are lower than p/y. In p/y we have recorded over \$25K of casual maint.wages already, where as in c/y the cost is nil as of Dec 31, 2025. Also, due to mild winter so far, c/y had lower snow removal expense than p/y.
Program 50 Maintenance Operations	3,148,221	3,318,316	170,095	5.13%	Comment Required	
Program 52 Maintenance Of Grounds	151,701	258,572	106,871	41.33%	Comment Required	
Program 56 Utilities	615,794	643,392	27,598	4.29%	Below threshold	
	4,315,346	4,596,638	281,292	6.12%		

7 Transportation & Housing

Program 41 Administration	108,242	102,107	-6,135	-6.01%	Comment Required	Higher management salaries as budgeted and higher Pro-D expense than p/y. Mainly due to staff training expense and bus lease expense which we didn't have in p/y.
Program 70 Student Transportation	1,228,249	1,157,555	-70,694	-6.11%	Comment Required	
	1,336,491	1,259,662	-76,829	-6.10%		
	41,640,518	41,184,419	-456,099	-1.11%		

2025/26 Fiscal Year
 Capital Projects - Budget Tracking Sheet

Project Name	Project Description	Budget	Total Spent	Forecasted Amount to be Spent	Expected Over (Under) Budget	Comments
Amy Woodland Elementary	Amy Woodland Replacement/Reno		548,848	-		Fully recovered by SPP.
Fernie Elementary School	Fernie Elementary School	33,517,714	1,773,685	31,744,029	-	Waiting on final pieces for the Certificate of Compliance and building permit. Tender process expected to take place in Spring 2026 which will help further determine actual costing.
Plumbing Upgrades - MBSS (Phase 3)	Plumbing Upgrades - MBSS (Phase 3)	771,000	461,238	309,762	-	Phase 3 substantially completed. Any amounts under budget will be re-routed to other projects of a similar nature.
SEP - Mechanical Upgrades - ESS	ESS Mechanical Upgrades	400,000	356,660	93,340	50,000	M&K have ordered a new Make up air unit and this was a scope change that we decided to move forward with and pay for the \$50,000 increase through AFG.
Electrical Upgrades - SD5 Core Facilities	Sd 5 Core Facilities Electrical Upgrades	998,800	538,799	460,001	-	The new electrical conduit is been pulled into the kiosk and the side of the building. We will be waiting until summer 2026 to find a 2 week period to shut down the office to change out the main electrical cabinets.
Fernie Bus Shop Upgrade	Sd 5 Core Facilities Electrical Upgrades	661,500	5,914	655,586	-	We are in discussions with the electrical engineers to get ths project started.
Kitchen Equipment - IDES & FJMES Kitchen Renovation	Kitchen Equipment & Kitchen Renovations	358,000	198,782	159,218	145,000	The Kitchens are complete. Waiting on invoices for final amounts. 4 additional kitchen projects at MBSS, LMS, and PMS are in the design phase and expected to start ASAP. Additional details to be provided in future capital updates.
Playground	Playground Equipment	293,000	296,714	(3,714)		On budget, no comment.
Child care	Jaffray Child Care	758,000	864,943	(106,943)	(477,137)	Project delays experienced largely due to electrical inspections requiring more work than usual, project now expected to be completed by end of March 2026 instead of January 2026.
Child care	Steeple Child Care	1,721,261	1,591,636	129,625	-	Grand opening recently held. Future expenditures expected for parking and playground.
Child care	Fernie Elementary School Child care	7,900,000	111,404	7,788,596	-	Ministry approved \$7.9 Million per the signed funding agreement. Final costing to be determined after tender process completed.
Totals		47,629,275	6,496,488	41,182,787	(232,137)	

Trustee Professional Development

TRUSTEE NAME	YTD PRO-D AMOUNT (September)	KBB AGM	Trustee Academy	Trustee Academy	Provincial Council	BCPSEA AGM	BUDGET PRO-D AMOUNT
Doug McPhee		403.91	1,957.58				2,361.49
Bev Bellina							-
Wendy Turner							-
Trina Ayling	233.03		2,085.92				2,318.95
Chris Johns			2,191.42				2,191.42
Nicole Heckendorf							-
Irene Bischler	403.91						403.91
Alysha Clarke			2,154.26				2,154.26
Sarah Madsen							-
							9,430.03

TRUSTEE NAME	YTD PRO-D AMOUNT	YTD TRAVEL AMOUNT	TOTAL PRO-D & TRAVEL	Budget Amount	PERCENT REMAINING	COMMENTS
Doug McPhee		2,361.49				KBB AGM, Trustee Academy
Bev Bellina						
Wendy Turner						
Trina Ayling		2,318.95				KBB AGM, Trustee Academy
Chris Johns		2,191.42				Trustee Academy
Nicole Heckendorf						
Irene Bischler		403.91				KBB AGM
Alysha Clarke		2,154.26				Trustee Academy
Sarah Madsen						
Totals		9,430.03	9,430.03	39,500.00	76%	

**SDS Out of District Staff Travel Summary
2025-2026**

Month	Last Name	First Name	Position	Conference	Travel Location	Total Expense	Monthly Total	Pro-D	Pro-D Amt
Jul	Gruggen	Lauren	VP	BCPVPA Foundations	Vancouver	\$ 3,860.56			
Jul	Sinclair	Sean	VP	BCPVPA Foundations	Vancouver	\$ 3,644.80			
Jul	Pocha	Patti	Payroll and Benefits Manager	Ropin Results with Dayforce	Calgary	\$ 1,136.43			
Jul	Reid	Eric	Assistant Manager Operations	ASTSBC Conference	Penticton	\$ 2,071.03			
Jul	Wyatt	Dawn	Assistant Manager Operations	ASTSBC Conference	Penticton	\$ 2,093.55			
Jul	Primeau	Dillen	Mechanic Foreperson	ASTSBC Conference	Penticton	\$ 2,099.55			
Jul	Boehmer	Craig	Vice Principal	BCPVPA Foundations	Vancouver	\$ 4,500.70			
Jul	Butler	Paul	Transportation Mechanic	ASTSBC Conference	Penticton	\$ 1,895.75			
Jul	Whitlock	Gerry	Transportation Foreperson	ASTSBC Conference	Penticton	\$ 2,048.55			
Jul	Tank	Joe	Director Operations	ASTSBC Conference	Penticton	\$ 2,143.55		Yes	\$ 2,143.55
							\$ 25,494.47		\$ 2,143.55
Aug	Johnson	Viveka	Superintendent	Camp Courage	Kananaskis	\$ 4,016.35		Yes	\$ 4,016.35
Aug	Boehm	Erin	District VP	BCSSA Conference	Whistler	\$ 3,310.79		Yes	\$ 1,655.40
Aug	Johnson	Viveka	Superintendent	BCSSA Conference	Whistler	\$ 3,276.74			
Aug	Tichauer	Jason	Director	BCSSA Conference	Whistler	\$ 2,208.92		Yes	\$ 1,104.46
Aug	Reimer	Brent	Director	BCSSA Conference	Whistler	\$ 2,855.61		Yes	\$ 1,427.80
Aug	Kaley	Wasylowich	District Principal	BCSSA Conference	Whistler	\$ 2,941.13		Yes	\$ 1,470.57
Aug	Kelly	Michael	Director	BCSSA Conference	Whistler	\$ 3,474.51		Yes	\$ 1,854.44
Aug	Whalen	Sean	Teacher	Justice Institute	New Westminister	\$ 3,018.03			
Aug	Miller	John	Bus Driver	Think Driver Instructor Program	Williams Lake	\$ 9,511.98			
							\$ 34,614.06		\$ 11,529.02
Sep	McPhee	Doug	Chairperson	KBB AGM	Invermere	\$ 403.91			
Sep	Ayling	Trina	Trustee	KBB AGM	Invermere	\$ 233.03			
Sep	Bischler	Irene	Trustee	KBB AGM	Invermere	\$ 403.91			
Sep	Bottoni	Marzia	District Teacher	SILC Conference	Kelowna	\$ 159.64			
							\$ 1,200.49		
Oct	Sommerfeld	Jason	Principal	GEN AI Leadership Summit	Surrey	\$ 1,276.55			
Oct	McKenzie	Ryan	District Teacher	GEN AI Leadership Summit	Surrey	\$ 1,468.29	\$ 1,276.55		
Oct	Kelly	Michael	Director	GEN AI Leadership Summit	Surrey	\$ 1,526.11			
Oct	Reimer	Brent	Director	Compassionate Systems Leadership	Nelson	\$ 793.60			
Oct	Boehm	Erin	District VP	Compassionate Systems Leadership	Nelson	\$ 924.96			
Oct	Legacy	Sara	YCW	Compassionate Systems Leadership	Nelson	\$ 796.93			
Oct	Hamilton	Garrett	Teacher	Compassionate Systems Leadership	Nelson	\$ 825.60			
Oct	Priore	Robin	YCW	Compassionate Systems Leadership	Nelson	\$ 628.00			
Oct	Reid	Shari	YCW	Compassionate Systems Leadership	Nelson	\$ 628.00			
Oct	Horvath	Jen	Teacher	Compassionate Systems Leadership	Nelson	\$ 628.00			
Oct	Reid	Eric	Assistant Manager Operations	ASTSBC Executive Meeting	Kelowna	\$ 66.64			
Oct	Pierre	Joe	Indigenous Education Coordinator	Outdoor Learning Leadership Conference	Banff	\$ 1,736.46		Yes	\$ 1,736.46
Oct	Leeden	Amy	Vice Principal	Outdoor Learning Leadership Conference	Banff	\$ 1,053.56		Yes	\$ 1,053.56
Jan	Hart	Carissa	Principal	Outdoor Learning Leadership Conference	Banff	\$ 1,053.56		Yes	\$ 1,053.56
Oct	Shully	Leanna	Vice Principal	Outdoor Learning Leadership Conference	Banff	\$ 1,547.64		Yes	\$ 1,547.64
Oct	Kelly	Michael	Director	Outdoor Learning Leadership Conference	Banff	\$ 1,849.91			
Oct	Gaudet	Meghan	Accounting Clerk	KEV School Finance	Vancouver	\$ 1,255.85			
Oct	Reid	Eric	Assistant Manager Operations	ASTSBC EFMA Zone Meeting	Nelson	\$ 315.00			
Oct	Tank	Joe	Director	ASTSBC EFMA Zone Meeting	Nelson	\$ 315.00			
Oct	Wyatt	Dawn	Assistant Manager Operations	ASTSBC EFMA Zone Meeting	Nelson	\$ 315.00			
Oct	Tichauer	Jason	Director	Safe School Coordinator Meeting	Surrey	\$ 1,005.42			
Oct	Wasylowich	Kaley	District Principal	Mock Audit	Rossland	\$ 539.08			
Oct	Russchen	Julie	LST Coordinator	Mock Audit	Rossland	\$ 234.44			
Oct									
Oct							\$ 20,783.60		\$ 5,391.22
Nov	Tichauer	Jason	Director	Threat Assessment Workshop	Nelson	\$ 300.50			
Nov	Jeeves	Lonnie	IT Manager	IT K12 Conference	Vancouver	\$ 2,199.55			
Nov	Bishop	Warren	IT Specialist	IT K12 Conference	Vancouver	\$ 1,732.17			
Nov	Girimonte	Vince	School Food Coordinator	Basin Food Summit	Nelson	\$ 630.65			
Nov	Kelly	Michael	Director	Threat Assessment Workshop	Nelson	\$ 507.05			
Nov	Johnson	Viveka	Superintendent	BCSSA Conference	Vancouver	\$ 2,142.98			

**SDS Out of District Staff Travel Summary
2025-2026**

Month	Last Name	First Name	Position	Conference	Travel Location	Total Expense	Monthly Total	Pro-D	Pro-D Amt
Nov	Thorn	Aaron	Principal	Threat Assessment Workshop	Nelson	\$ 300.50			
Nov	Leeden	Amy	Vice Principal	Threat Assessment Workshop	Nelson	\$ 105.00			
Nov	Johnson	Christie	Principal	Threat Assessment Workshop	Nelson	\$ 398.76			
Nov	Bailey	Deirdre	Vice Principal	Threat Assessment Workshop	Nelson	\$ 300.50			
Nov	Conlin	Kathy	Vice Principal	Threat Assessment Workshop	Nelson	\$ 105.00			
Nov	Jones	Erin	Vice Principal	Threat Assessment Workshop	Nelson	\$ 834.84			
Nov	Spanos	Chris	Principal	Threat Assessment Workshop	Nelson	\$ 594.26			
Nov	Sommerfeld	Christina	Counsellor	Threat Assessment Workshop	Nelson	\$ 300.50			
Nov	Adams	Jennifer	Principal	BCPVPA Conference	Victoria	\$ 2,029.12			\$ 2,029.12
Nov	Attorp	Jennifer	Principal	BCPVPA Conference	Victoria	\$ 1,846.25			\$ 1,864.25
Nov	Leiman	Krysta	SEL Teacher	Mental Health Support	Nisku	\$ 1,516.03			
Nov	Holt	Scott	Principal	Resiliency Destination	Victoria	\$ 2,587.98			\$ 2,587.98
Nov	Johnson	Viveka	Superintendent	BCSTA Trustee Academy	Vancouver	\$ 1,794.12			
Nov	Taylor	Nick	Secretary Treasurer	BCASBO and BCSTA	Vancouver	\$ 3,459.08			
Nov	Ayling	Trina	Trustee	BCSTA Trustee Academy	Vancouver	\$ 2,085.92			
Nov	Johns	Chris	Trustee	BCSTA Trustee Academy	Vancouver	\$ 2,191.42			
Nov	Clarke	Alysha	Trustee	BCSTA Trustee Academy	Vancouver	\$ 2,154.26			
Nov	Kaushal	Vintee	Finance Manager	BCASBO	Vancouver	\$ 2,737.17			
Nov	McPhee	Doug	Chairperson	BCSTA Trustee Academy	Vancouver	\$ 1,957.58			
							\$ 34,811.19		\$ 6,481.35
Dec	Skene	Amanda	HR Coordinator	Career Fair	Lethbridge	\$ 602.90			
Dec	Boehm	Erin	District VP	Career Fair	Lethbridge	\$ 45.00			
Dec	Leduc	Terrace	IESW	FNESC	Vancouver	\$ 1,429.69			
Dec	Hekker	Alexis	IESW	FNESC	Vancouver	\$ 2,187.35			
Dec	Shatowsky	Teri	IESW	FNESC	Vancouver	\$ 2,083.99			
Dec	Peters	Kerry	IESW	FNESC	Vancouver	\$ 2,248.79			
							\$ 8,597.72		
Jan	Skene	Amanda	HR Coordinator	Career Fair	Calgary	\$ 1,595.03			
Jan	Skene	Amanda	HR Coordinator	Career Fair	Edmonton	\$ 1,735.64			
Jan	Boehm	Erin	District VP	Career Fair	Calgary	\$ 522.00			
Jan	Boehm	Erin	District VP	Career Fair	Edmonton	\$ 728.17			
Jan							\$ 4,580.84		

Month	Grand Total Trave	Total Pro-D	% Pro-D
Jul	\$ 25,494.47	\$ 2,143.55	8%
Aug	\$ 34,614.06	\$ 11,529.02	33%
Sep	\$ 1,200.49	\$ -	0%
Oct	\$ 20,783.60	\$ 5,391.22	0%
Nov	\$ 34,811.19	\$ -	0%
Dec	\$ 8,597.72	\$ 6,481.35	0%
Jan	\$ 4,580.84		0%
Feb	\$ -		0%
Mar	\$ -		0%
Apr	\$ -	\$ -	0%
May	\$ -		0%
Jun			0%
Total	\$ 130,082.37	\$ 25,545.14	20%



Total Travel Costs Pro-D Allocati Other
 \$ 130,082.37 \$ 25,545.14 \$ 104,537.23

