



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

March 10, 2026, 3:00 p.m.
Kootenay Learning Campus - Fernie

Pages

1. COMMENCEMENT OF MEETING

1.1 Call to Order

1.2 Greeting

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

1.3 Chairperson's Opening Remarks and Recognitions

1.4 Opening Round

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

1.5 Consideration and Approval of Agenda

1.6 Approval of the Minutes

4

Approval of the minutes from February 10, 2026

1.7 Receipt of Records of Closed Meetings

13

THAT the Board accept the closed records of the in-camera meetings of the Board of Education of February 10, 2026, and February 23, 2026.

1.8 Business Arising from Previous Minutes

1.8.1 Amy Woodland Elementary Update

2. RECEIVING OF DELEGATIONS/PRESENTATIONS

2.1 2026/27 Budget Presentation CFTA

3. COMMITTEE REPORTS/TRUSTEE REPRESENTATIVE REPORTS

14

3.1 All Committees Public Meeting 19

Review minutes from the February 23, 2026, All Committees Public Meeting. These minutes will be approved at the next meeting on April 28, 2026.

RECOMMENDATION A

THAT the Transportation Accountability Report be approved and posted on the District website.

RECOMMENDATION B

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.

3.2 BCSTA /Provincial Council

3.3 Communications Media Committee 38

3.4 Mount Baker Secondary School Replacement Committee

3.5 Key City Theatre 39

3.6 Legacy of Learning 40

3.7 French Immersion Update

3.8 Traffic Safety Committee 42

3.9 Trustee Reports 43

4. SECRETARY TREASURER'S REPORT TO THE BOARD

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

4.1 Updates

4.1.1 Fernie Elementary School and Child Care

4.1.2 Mountain View Facility

4.2 Recommendations

5. SUPERINTENDENT'S REPORT TO THE BOARD

5.1 Framework for Enhancing Student Learning

45

The submission of the 2025 Framework for Enhancing Student Learning has been reviewed by the Ministry Review Team.

5.2 Updates

5.2.1 Child Care

5.2.2 Indigenous Education Council

5.3 Recommendations

6. CHAIRPERSON'S REPORT

6.1 Updates

57

6.2 Recommendations

7. NEW BUSINESS

7.1 School Calendar for 2026/27

61

THAT the revised 2026/27 Annual School Calendar be approved and submitted to the Ministry for review.

7.2 2026/27 Board of Education Meeting Schedule

74

THAT the 2026/27 Regular Public, Regular In-Camera and All Committees Meetings schedule be accepted, with the understanding that the schedule and locations may be reviewed as required.

8. ITEMS FOR INFORMATION/CORRESPONDENCE

9. QUESTION PERIOD

10. CLOSING ROUND

11. ADJOURNMENT

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



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

February 10, 2026, 3:00 p.m.

Cranbrook Board Office

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

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

1. COMMENCEMENT OF MEETING

1.1 Call to Order

Chairperson McPhee called the February 10, 2026, regular public meeting of the Board of Education to order at 3:01 p.m.

1.2 Greeting

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

1.3 Chairperson's Opening Remarks and Recognitions

Chairperson McPhee acknowledged the organization of the Steeples StrongStart and Child Care Facility grand opening.

He expressed condolences to the families of Daphne Hayden, Vicky Ann McDonald, Don Moore and Joanna Popoff.

1.4 Opening Round

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

1.5 Consideration and Approval of Agenda

MOTION R-26-015

Moved/Seconded by Bellina/Bischler:

THAT the agenda for the regular public meeting of the Board of Education of February 10, 2026, be approved as circulated.

CARRIED

1.6 Approval of the Minutes

MOTION R-26-016

Moved/Seconded by Johns/Heckendorf:

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

CARRIED

1.7 Receipt of Records of Closed Meetings

MOTION R-26-017

Moved/Seconded by Bischler/Clarke:

THAT the Board accept the closed records of the in-camera meeting of the Board of Education of January 13 and January 26, 2026.

CARRIED

1.8 Business Arising from Previous Minutes

1.8.1 Amy Woodland Elementary Update

Secretary Treasurer Taylor will meet with the Ministry of Infrastructure, Berry Architecture and the project manager, Turner and Townsend, on February 11, 2026, to finalize the Business Case.

2. RECEIVING OF DELEGATIONS/PRESENTATIONS

Nil

3. COMMITTEE REPORTS/TRUSTEE REPRESENTATIVE REPORTS

3.1 All Committees Public Meeting

Co-Chair Trustee Clarke reviewed the All Committees minutes of January 26, 2026.

MOTION R-26-018

Moved/Seconded by Clarke/Bischler:

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

CARRIED

MOTION R-26-019

Moved/Seconded by Clarke/Bellina:

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

CARRIED

MOTION R-26-020

Moved/Seconded by Clarke/Madsen:

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

CARRIED

MOTION R-26-021

Moved/Seconded by Clarke/Turner:

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.

CARRIED

MOTION R-26-022

Moved/Seconded by Clarke/Ayling:

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

CARRIED

MOTION R-26-023

Moved/Seconded by Clarke/Bischler:

THAT the report of the All Committees be accepted as presented.

CARRIED

3.2 BCSTA/Provincial Council

Trustee Bellina provided a verbal report.

MOTION R-26-024

Moved/Seconded by Bellina/Heckendorf:

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

CARRIED

3.3 Communications Media Committee

Trustee Ayling provided the report included in the agenda package.

MOTION R-26-025

Moved/Seconded by Ayling/Johns:

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

CARRIED

3.4 Mount Baker Secondary School Replacement Committee

Trustee Johns reported that a future meeting and tour of Mount Baker Secondary will be arranged with MLA Pete Davis.

MOTION R-26-026

Moved/Seconded by Johns/Ayling:

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

CARRIED

3.5 Key City Theatre

Trustee Ayling provided the report included in the agenda package.

MOTION R-26-027

Moved/Seconded by Ayling/Turner:

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

CARRIED

3.6 Legacy of Learning

Trustee Johns reviewed the report included in the agenda package.

MOTION R-26-028

Moved/Seconded by Johns/Clarke:

THAT the Board accept the Legacy of Learning report.

CARRIED

3.7 French Immersion Update

Trustee Heckendorf requested that Director Kelly provide an update from the meeting on February 5, 2026.

MOTION R-26-029

Moved/Seconded by Heckendorf/Clarke:

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

CARRIED

3.8 Traffic Safety Committee

Trustee Johns and Secretary Treasurer Taylor provided an update from the Vision Zero grant application.

MOTION R-26-030

Moved/Seconded by Johns/Bellina:

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

CARRIED

3.9 Trustee Reports

Trustees reported on their activities for the month.

4. SECRETARY TREASURER'S REPORT TO THE BOARD

4.1 Updates

4.1.1 Fernie Elementary School Update

Secretary Treasurer Taylor reported that the Ministry of Environment is nearing completion of the environmental review. He advised that a meeting with Berry Architecture, Turner and Townsend and the Ministry of Infrastructure is scheduled for February 11, 2026.

4.1.2 Steeples Elementary Child Care

Secretary Treasurer Taylor provided an update on the grand opening of the Steeples StrongStart and Child Care facility.

4.1.3 Jaffray Elementary Junior Secondary Child Care

Director Tank gave an update on the Jaffray Elementary Junior Secondary Child Care project.

4.1.4 Mountain View Facility

Secretary Treasurer Taylor provided an update on the recent meeting with the Mayor and Chief Administrative Officer of the District of Sparwood regarding the Mountain View facility.

4.2 Recommendations

MOTION R-26-031

Moved/Seconded by Bellina/Madsen:

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

CARRIED

5. SUPERINTENDENT'S REPORT TO THE BOARD

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

5.1 Framework for Enhancing Student Learning

Superintendent Johnson reported that the District is awaiting the Ministry's feedback and reporting on the Framework for Enhancing Student Learning. She advised that the How Are We Doing (HAWD) report has not yet been received.

Superintendent Johnson also provided updates on the ongoing Acadience training, the Student Learning Survey, Youth Development Instrument (YDI) and the Middle Years Development Instrument (MDI).

5.2 Updates

5.2.1 Indigenous Education Council

Superintendent Johnson and Secretary Treasurer Taylor met with the Indigenous Education Council (IEC) regarding the 2026/27 budget. Ongoing budget meetings with the IEC will continue to determine the use of Targeted Funds.

5.2.2 Child Care

District Principal Phillips provided an Early Learning and Child Care report.

5.3 Recommendations

MOTION R-26-032

Moved/Seconded by Johns/Madsen:

THAT the Superintendent's Report be accepted as presented.

CARRIED

6. CHAIRPERSON'S REPORT

6.1 Updates

Chairperson McPhee reminded the public and the Board of the importance of budget planning and related meetings for the 2026/27 school year.

6.2 Recommendations

MOTION R-26-033

Moved/Seconded by Heckendorf/Clarke:

THAT the Chairperson's report be accepted as presented.

CARRIED

7. NEW BUSINESS

7.1 Amended Budget Bylaw

MOTION R-26-034

Moved/Seconded by Clarke/Bischler:

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

CARRIED

MOTION R-26-035

Moved/Seconded by Johns/Ayling:

THAT the Board of Education of School District No. 5 (Southeast Kootenay) adopt the amended annual budget of the Board for the fiscal year 2025/2026 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

The Bylaw read a first time the 10 day of February, 2026.

CARRIED

MOTION R-26-036

Moved/Seconded by Clarke/Heckendorf:

THAT the Board of Education of School District No. 5 (Southeast Kootenay) adopt the amended annual budget of the Board for the fiscal year 2025/2026 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

The Bylaw read a second time the 10 day of February, 2026.

CARRIED

MOTION R-26-037

Moved/Seconded by Turner/Bellina:

THAT the Board of Education of School District No. 5 (Southeast Kootenay) adopt the amended annual budget of the Board for the fiscal year 2025/2026 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

The Bylaw read a third time, passed and adopted, the 10 day of February, 2026.

CARRIED

8. ITEMS FOR INFORMATION/CORRESPONDENCE

- 8.1 February 13 Yellow Friday**
- 8.2 February 16 Family Day**
- 8.3 February 19 Board Working Session Budget 2026/27**
- 8.4 February 23 Committee Meetings**
- 8.5 February 27 Pro-D**
- 8.6 March 10 Board Meetings (KLC Fernie)**
- 8.7 March 16-27 Spring Break**

9. QUESTION PERIOD

Nil

10. CLOSING ROUND

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

11. ADJOURNMENT

MOTION R-26-038

Moved/Seconded by Bischler/Johns:

THAT the February 10, 2026, regular public meeting of the Board of Education adjourn at 4:03 p.m.

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

Doug McPhee, Chairperson

Nick Taylor, Secretary Treasurer



1.7. RECEIPT OF RECORDS OF CLOSED MEETINGS

In-camera Meetings:

February 10, 2026

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

February 23, 2026

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

Nick Taylor
Secretary Treasurer



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

**February 23, 2026, 3:00 p.m.
Cranbrook Board Office**

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

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 (remotely)
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 Bischler called the public All Committees meeting of February 23, 2026, to order at 3:01 p.m.

1.2 Acknowledgement of Ktunaxa Territory

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

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

1.3 Approval of the Agenda

Moved/Seconded by Clarke/Heckendorf:

THAT the All Committees public agenda of February 23, 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 January 26, 2026, be approved as circulated.

2. BUSINESS ARISING FROM PREVIOUS MINUTES

2.1 Amy Woodland Elementary Update

Secretary Treasurer Taylor provided an update on the Project Definition Report/business case for Amy Woodland Elementary. The Project Definition Report is under Ministry of Infrastructure review.

2.2 STEAM Fair Information

Director Kelly reviewed the STEAM Fair Information included in the agenda package. Trustee Clarke requested information be sent to the schools on the upcoming Science Fair.

2.3 Digital Literacy

Director Kelly reviewed the document; *Digital Literacy is Everyone's Job*, which was included in the agenda package. This information was in response to discussion during the January in-camera meeting, Online Safety and Awareness.

3. PRESENTATIONS

3.1 2026/27 Budget Presentation CUPE 4165

President Sarah Mooy presented on behalf of CUPE 4165.

3.2 2026/27 Budget Presentation Legacy of Learning

Erin Knutson and Deryll White presented on behalf of the Legacy of Learning.

4. REPORTS

4.1 Secretary Treasurer

4.1.1 Mountain View Sparwood

Secretary Treasurer Taylor continues to look at options for leasing the Mountain View building. Discussions with Elk Valley Resources are ongoing.

4.1.2 Fernie Elementary School

The draft design approval has been received to allow the District to start working on pre-tender documents. The formal Certificate of Compliance should be received in the near future. A stakeholder meeting has tentatively been arranged for March 10, 2026.

4.2 Superintendent

4.2.1 Indigenous Education Council (IEC)

The next meeting is March 12, 2026. Secretary Treasurer Taylor will meet with the IEC representative regarding the 2026/27 budget on February 24, 2026.

4.2.2 Early Learning, Child Care and District Literacy

District Principal Phillips reviewed the report included in the agenda package.

4.2.3 Framework for Enhancing Student Learning

Superintendent Johnson will meet with Dr. Kevin Godden and the Ministry of Education and Child Care to review the Framework for Enhancing Student Learning submission. This meeting will be on February 24, 2026.

5. REPORTS FROM COMMITTEES

5.1 Advocacy Education

5.1.1 DSAC Report

No report at this time.

5.1.2 DPAC Report

Trustee Turner provided the District Parent Advisory Council update.

5.2 Learning Services

District Principal Wasylowich reviewed the Learning Services report included in the agenda package.

5.3 Policy

5.3.1 Administrative Procedure 261 Participation in Extra-Curricular Events and Competitions

5.3.2 Administrative Procedure 305 School Catchment Areas

5.3.3 Administrative Procedure 306 Cross Enrollment

5.3.4 Administrative Procedure 315 Student Illness and Injury

5.3.5 Administrative Procedure 321 Court Documents and Records

5.3.6 Administrative Procedure 322 Legal Custody of Children

Administrative Procedure 322 Legal Custody of Children was removed from the Administrative Procedures.

5.3.7 Administrative Procedure 352 Police Questioning of Students in Schools

5.4 Finance Operations Personnel

Nil

6. NEW BUSINESS

6.1 Fernie Secondary Outdoor Education White Water Rafting Trip

RECOMMENDATION

Moved/Seconded by Ayling/Clarke:

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.

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/Heckendorf:

THAT the February 23, 2026, public All Committees meeting adjourn at 4:15 p.m.

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

DRAFT



2025-2026

Transportation Accountability Report



Report to the Board of Education
School District No. 5 (Southeast Kootenay)
Reviewed and Approved March 10, 2026



School District No. 5 (Southeast Kootenay) Transportation Accountability Report 2025-2026

Table of Contents

District Information.....	2
Transportation Highlights.....	3
Transportation Data.....	3
Fleet Management and Operations	4
Fleet Maintenance.....	4
Transportation Budget.....	4
District Transportation Challenges.....	5
Summary.....	5

DRAFT



School District No. 5 (Southeast Kootenay) Transportation Accountability Report 2025-2026

District Information

School District No. 5 (Southeast Kootenay) (the “District”) respectfully honours and acknowledges that we live, work, and learn on the traditional territories of the Ktunaxa peoples and the chosen home of the Rocky Mountain Métis. The footprint of our School District is fully contained within the Ktunaxa Nation, including the communities of ʔaq'am and Yaq'it ʔa·knuq'i'it.

The District is located in the southeast corner of the province of British Columbia. Our region features spectacular mountain scenery, clean lakes, forested hillsides, and an abundance of wildlife. With an approximate population of 36,000, most people live in the communities of Cranbrook, South Country (Baynes Lake, Grasmere, Elko, Galloway and Jaffray), Fernie, Sparwood and Elkford.

The District serves approximately 5,900 students in 16 neighbourhood schools (10 elementary schools, 2 middle schools, and 4 secondary schools); Kootenay Discovery School (KDS); Kootenay Education Services (KES); and the Kootenay Learning Campus (KLC), the Continuing Education program. Approximately 2,517 students are transported on 25 bus routes.

The Transportation Department provides financial transportation assistance to parents, whose children are eligible to receive transportation, where bussing is not available. This enhances the connection to these families' schools and to the District. The District also strives to create a welcoming, safe, and inclusive environment and currently has two accessible bus routes in Cranbrook and one accessible route in the Elk Valley.

A transportation agreement has been developed in collaboration with both of our Indigenous communities to adjust our school bus routes to enhance the service level for our Indigenous students. The Transportation Department is active in the creation and implementation of the transportation plan with respect to the BC Tripartite Education Agreement (BCTEA), providing extracurricular access to our on-reserve Indigenous students.

As part of the District's commitment to reducing our carbon footprint, the District fleet includes four electric buses.

The Transportation Department's priorities are student safety, fiscal responsibility, ridership, school viability and parent satisfaction.

The Transportation Department is guided by the District's Mission Statement which is to empower every student to graduate with dignity, purpose and options as stated in the [Strategic Plan 2024-2028](#). The Transportation Department is also specifically guided by the [Board Policy Handbook and Administrative Procedures](#).



Transportation Highlights

-  All bus drivers have Level One (1) first aid certification (renewed every three years);
-  The District had purchased [Transfinder](#) software, however, this project has been halted, and Canadian-based options are being reviewed to best modernize the Transportation Department processes.
-  The District operates 25 bus routes (12 in the Cranbrook Area, 13 in the Elk Valley) that carry 2,517 students (2023/24 – 2,425) safely over 2,652 kilometers each day with an average one-way rider time of 56.5 minutes. The District also carries 29 Students from School District No. 93 (Conseil Scolaire Francophone);
-  Communication regarding bus route changes, delays or cancellations is done through School Messenger. School Messenger is an effective communication tool that allows the District to send emails and SMS messages directly to parents for real-time transportation updates.

Transportation Data

The following tables provide valuable information on the District's overall transportation operations:

Transportation Fact Summary	Elk Valley	Cranbrook	Total
Number of students transported	1,447	1,070	2,517
Number of transportation routes	13	12	25
Number of buses (including spares)	20	16	36
Route kilometres traveled each day	1,416	1,341	2,757
Number of field trips per year (2023/24)	704	1,156	1,860
Number of field trips per year (2024/25)	816	1,409	2,225
Fuel costs per kilometre (\$/km)	\$0.75	\$0.75	\$0.75
Bus Field Trip Charge Back	\$34.00/Hr	\$34.00/Hr	\$34.00/Hr

Table 1-Fact Summary

Transportation Department Staff	Elk Valley	Cranbrook	Total
Director of Operations	-	-	1
Assistant Managers of Operations	1	1	2
CUPE Support Staff (10 hours/week)	1	1	2
CUPE Mechanics (including Apprentices)	2	2	4
CUPE Regular Bus Drivers	13	12	25
CUPE Spare Bus Drivers	6	8	14

Table 2-Staffing



Fleet Management and Operations

The Board of Education of School District No. 5 (Southeast Kootenay) continues to apply for provincial grants for new buses each year. The current fleet is comprised of 32 diesel buses and 4 electric buses. The electric buses are being utilized on longer bus routes to reduce fuel costs.

The District has joined the Association of School Transportation Services of British Columbia (ASTSBC) group to help sell generated Carbon Tax credits. The District generated 18 carbon credits in 2024. ASTSBC has been able to function as an aggregator on behalf of all BC schools and school districts operating electric buses. This has allowed ASTSBC to manage the data input, collection and selling of credits. The District has saved approximately \$31,950 in diesel, and 60,153 kg in CO2 emissions with the 4 electric buses (when compared to 4 diesel buses).

The electrical infrastructure upgrade at the Cranbrook Bus Shop will be completed in summer of 2026. This will help accommodate more electric and hybrid vehicles. The District has been approved for rebates from Hydro and ZETF funding. Funding has also been approved for the Elk Valley electrical vehicle infrastructure upgrade at the Fernie Maintenance Shop which is under way.

Fleet Maintenance

District CUPE Mechanics perform the bus fleet maintenance. Scheduled maintenance includes lube and inspection every 1,500 kilometers and oil changes every 10,000 kilometers.

Transportation Budget

The total Transportation Department budget for 2024/25 was \$2,369,560 (2023/24 - \$2,336,782). The breakdown of budget expenditures is shown in the chart below:

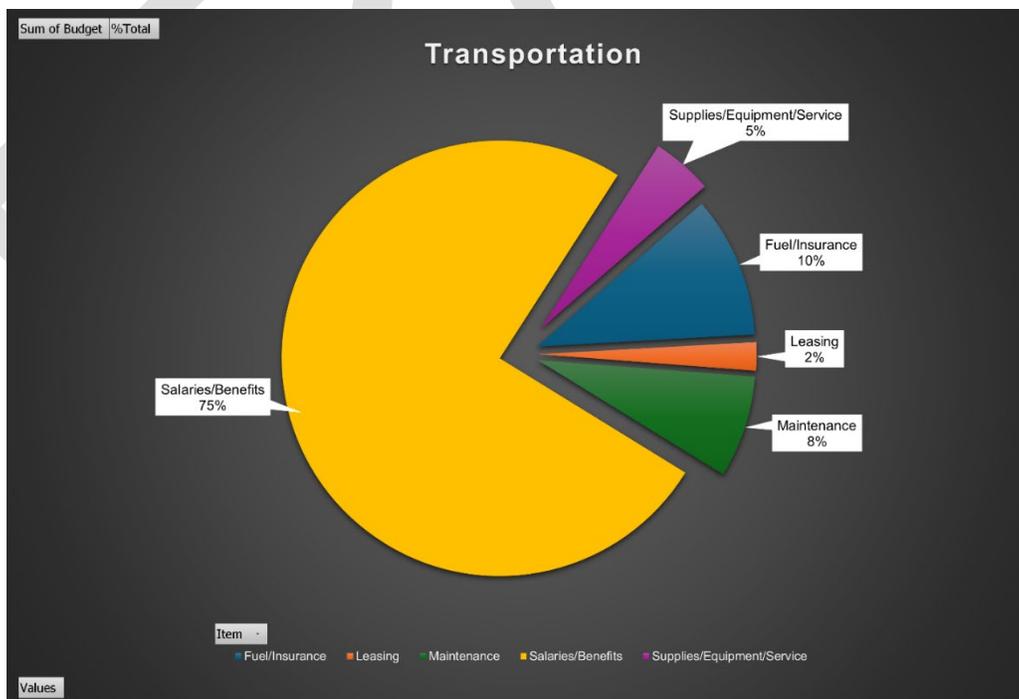




Chart 1-Transportation Budget

District Transportation Challenges

The disruption to Amy Woodland Elementary School after the fire on June 30, 2024, continues to have a significant impact on students and staff in Cranbrook. There were over 240 students in the Amy Woodland Elementary catchment area that were displaced due to the fire in addition to a total of 40 teaching, exempt, and CUPE staff. This created increased barriers for these students now requiring transportation to school and after-school child care.

The District continues to work closely with the Ministry on possible solutions and next steps to ensure the future needs of Cranbrook students are met. The Transportation Department remains committed to providing transportation to the impacted students in this area, where required.

The District previously faced financial challenges in managing transportation expenses (capital, fuel, and maintenance costs). For example, a standard diesel bus tailored to our needs in our geographic region, had an average cost of approximately \$335,000 whereas electric buses cost approximately \$520,000 (\$381,000 after ZETF grants) that were significantly in excess of Provincial funding amounts received to purchase buses. However, starting in 2024/25, the Ministry of Infrastructure will be providing full funding for all new Type C bus purchases which will alleviate significant capital cost pressures the District was facing when purchasing new buses.

It is important to note that the District lost four buses due to cracked frames as part of annual inspections completed near the end of the 2024/25 school year. The District was required to lease four buses to replace these at an annual cost of approximately \$150,000. These costs are required to be expended out of general operating funds and are not funded from the Provincial capital funds.

The Transportation Department continues to review school charge costs for transportation requests. Currently, fuel and driver's time is being accounted for but maintenance costs are not. The impacts of this change are being considered at a District level to avoid any unintended consequences, such as reducing a school's ability to provide transportation for field trips.

Accommodating student accessibility is a priority for the Transportation Department, however this is an ongoing challenge in the Elk Valley. As part of the 2023/24 minor capital plan, the District applied for funding for an Accessible Bus in the Elk Valley. This accessible bus is now operating in Elkford and supports other accessibility requests in the Elk Valley.

The driver recruitment plan launched in 2023, continues to be successful, resulting in an adequate number of available drivers (full time and casual).

Summary

The Transportation Department of the District continue to support the Priorities identified in the Framework for Enhancing Student Learning and the Strategic Plan through the transparent allocation of resources for instruction, efficient and effective communication, and understanding that all employees of the District are responsible for the success of students.



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)

Summary for March 10, 2026 Board Meeting

Trustee Media Report

Letter of support to Peace River North School District (SD60) re: Education Assistant Loan Forgiveness, cc'd to BCSTA. Sent on February 19th

Summary for March 10, 2026 Board Meeting

Key City Theatre Society (KCTS) Report

- Approved the *Sensitive Event Evaluation Policy*.
- Following an in-depth discussion the Board carried the following motion: *To move ahead with the Ben Bankas Show, following review of legal advice and community input and fulsome discussion around legal obligations, policy and the least disruption to the community.*

Legacy of Learning Report – March 2026

	Vol.	SD#5	BCRTA/ CRTA
Preparations for annual SD#5 report	\$53.55		\$50
Staff – 2 hours @ \$25			
Volunteer – 3 hours @ \$17.85			
Prep and ordering of display case for Board Office	\$71.40		\$25
Staff – 1 hour @ \$25			
Volunteer – 4 hours searching @ \$17.85			
Receiving and processing of large collections of district photo albums – Etmanski, Sandberg, Thompson – registering, sorting, documenting		\$107.10	\$25
Staff - 1 hour @ \$25			
Volunteer – 6 hours @ \$17.85			
NTT (Name That Teacher) work on uploading identified \$250.00		\$321.30	
SD#5 photos (40) for public viewing with school/ teachers/some students identified			
Staff – 10 hours @ \$25			
Volunteer – 18 hours @ \$17.85			
NTT voluntary teacher research time – 14 teachers			
Volunteer – 32 hours @ \$17.85	\$571.20		
Work in Archives room storing collections		\$124.95	\$50
Staff – 2 hours @ \$25			
Volunteer – 7 hours @ \$17.85			
	Sub-totals	\$1249.50	\$150.00 \$250.00
	TOTAL	\$1649.50	

The Fernie Free Press, July 13, 1944 (p5)

WANTED – A teacher for one room school,; grade 1 to 6; number of pupils 15; salary \$1350 PER YEAR. Apply to J.R. Johnstone, Secretary School Board; Coal Creek, B.C.

Cranbrook Herald, March 28, 1924

(p1) TO ESTABLISH NEW SCHOOL IN DISTRICT SOUTH OF WALDO – Settlers Near Dorr Petition Department for Educational Facilities.

The Department of Education recently received an application from a number of ranchers at Dorr, south of Waldo, for the establishment of a new school at that point.

To make an investigation of the situation, Inspector Manning made a motor trip to the district on Friday last. It appears that recently a number of Finlanders from Manyberries, Alberta, settled there.

A Herald representative who accompanied the Inspector, was much impressed with the many evidences of the keen interest shown by these citizens of foreign blood in the starting of a school in their new home.

One had some time ago purchased the Gregory house on the Waldo road and though he might have sold it at a profit, has kept it for a school and is willing to turn it in as part of the contribution thereto.

The department of education supplies the teacher, desks and maps, while the district supplies the building, grounds, running expenses, fuel supply and janitor service.

Should a school be established at this point, a number of other families intend settling in that district.

Thirteen pupils of school age are available in this section and as the minimum number for an assisted school is ten, the inspector has recommended that a school be established.

This should be ready for opening about Easter.

March 3, 2026

Dear School District No. 5,

Thank you for your application to the *British Columbia Vision Zero in Road Safety for Vulnerable Road Users Program*, for your project entitled, “**Safe School Zones Initiative – Cranbrook (Comprehensive Safety and Active Transportation Strategy)**” (Application 882).

We received a high volume of strong applications this year, and a decrease in available program funding. **We regret to inform you that your application was not selected for funding this cycle.**

All eligible submissions were evaluated using the following criteria:

- **Project Need:** The proposal demonstrated urgency and necessity addressing an identified road safety issue.
- **Potential for Impact:** The anticipated outcome aligned with the Vision Zero principles and demonstrated the potential to reduce fatalities and serious injuries on the road.
- **Equity-Grounded Approach:** The project addressed the needs of underserved and/or vulnerable populations in the province.
- **Evaluation:** The proposed methods were robust in measuring and assessing project success.
- **Budget:** The budget was appropriate and aligned with the project’s goal(s) and expected outcome(s).
- **Partnerships (bonus):** Community and relevant organizations were identified to support the project success and/or sustainability. Rationale was provided for projects that could be implemented without additional partners.

Funding was awarded to the highest-ranking applications. A copy of the program’s **Scoring Guide** is available on the [Vision Zero BC website](#), under the “For More Information” section.

Thank you for your interest in and commitment to advancing road safety for vulnerable road users in British Columbia. We encourage you to consider applying again in a future funding cycle. If you have any questions about your application, please do not hesitate to contact us at bcinjury@bcchr.ca and/or injuryprevention@interiorhealth.ca.

Sincerely,



Dr. Shelina Babul
Director, BC Injury Research & Prevention Unit



Katrina Lehenbauer Manage
Healthy Communities, Interior Health

Trustee Report

Bev Bellina

- February 10th - Board of Education meeting
- February 11th - Tour by students of SSS
SSS Book Fair
- February 12th - Provincial Council Voter Training
- February 19th - Budget Working Session #1
- February 20th - BCSTA Provincial Council Meeting
Report sent to trustees of the above
- February 23rd - All Committees Meeting
Preliminary Budget Input by Stakeholders
- February 24th - Sparwood Early Years Meeting
- February 25th - SSS PAC Meeting

Summary for March 10, 2026 Board Meeting

TRUSTEE REPORT

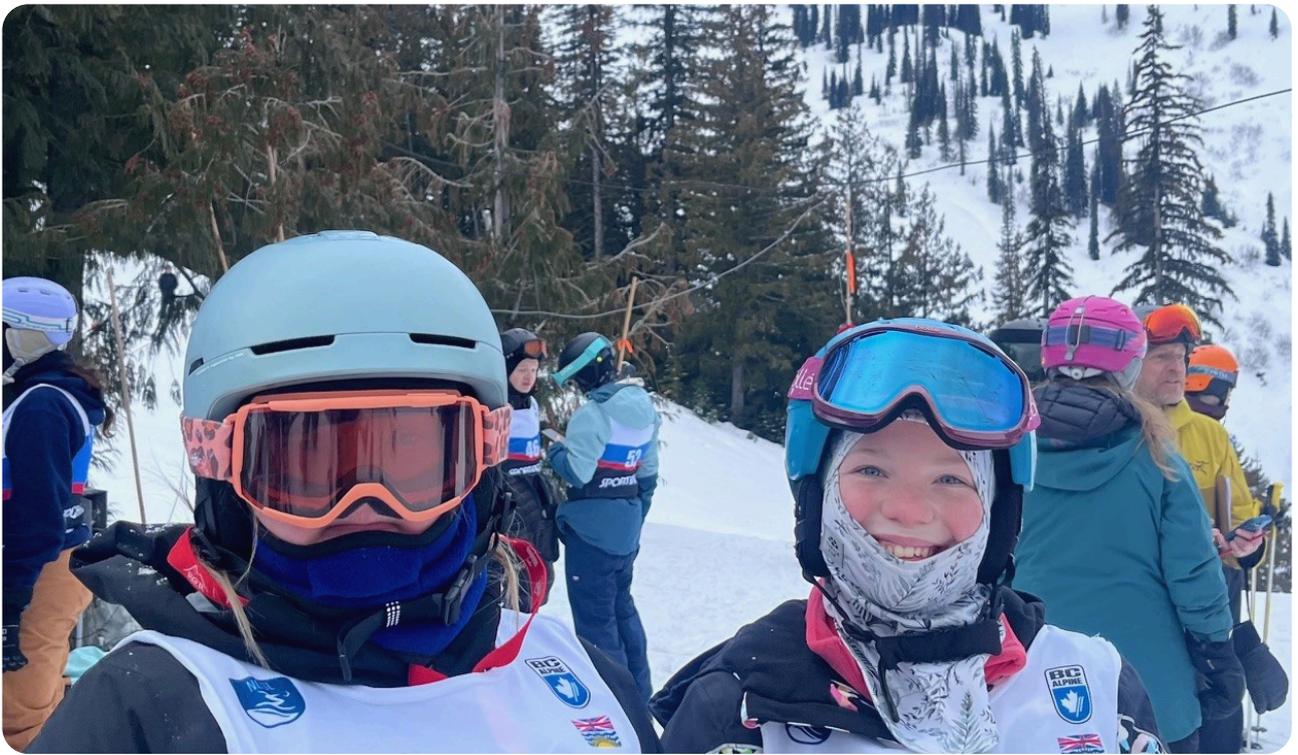
Feb 10	Board meeting
Feb 11	Attended "Litzblitz" at SES with Wendy
Feb 11	KCTS Governance Committee meeting
Feb 12	Online SD5 Safety protocols update
Feb 13	Online call with Mike Stoltz re: AGM Motions
Feb 17	KCTS Equity, Diversity, Inclusion (EDI) Committee meeting
Feb 17	Pinewood PAC meeting
Feb 19	SD5 Budget meeting
Feb 23	SD5 Committee meeting and Budget input
Feb 26	KCTS Board meeting
Feb 27	BCPSEA Sector call
Mar 4	TMRES PAC meeting
Mar 4	CDTA Executive meeting
Mar 6	BCPSEA Teacher CA Ratification Vote (online)
Mar 9	CUPE Bargaining

LEARNING TOGETHER

NO. 21



FEBRUARY 2026
ISSUE NO. 21



CONTENTS

NO. 21

PAGE 3

Learning Together

PAGES 6-7

News from District Teachers

PAGE 4

Indigenous Education

PAGE 8

Outdoor and Environmental Education

PAGE 5

Early Learning and Child Care

PAGES 9-10

In the Schools

LEARNING TOGETHER IN SCHOOL DISTRICT NO. 5 (SOUTHEAST KOOTENAY)



As we begin this month, I want to acknowledge the tragic events that have recently taken place in Tumbler Ridge. Our thoughts are with that community as they navigate an incredibly difficult time. Events such as these affect us all, and they often spark important conversations about school safety, preparedness, and how we support students and families during times of uncertainty.

Following these events, the District Parent Advisory Council engaged in thoughtful discussion about what we have in place in the Southeast Kootenay School District to support safe schools. I want to reassure families that we have well-established critical incident response procedures. Our Director of Instruction, Jason Tichauer, serves as our Safe School Coordinator and leads the District's Critical Incident Response planning. Our district manual mirrors provincial guidelines and aligns closely with the terminology and best practices of Safer Schools Together. We regularly review and update our processes to ensure we are prepared and responsive.



After a highly publicized critical incident, it is common to see a surge in activity. Heightened awareness can lead to increased reporting of concerns, increased anxiety among students and families, and greater sensitivity to situations that might otherwise have felt routine. Recently, we experienced two incidents in our district that resulted in schools moving into a hold and secure out of an abundance of caution. In both cases, the RCMP responded promptly. While neither incident was directly related to students, these responses reflect our commitment to erring on the side of safety.

In times like these, maintaining calm, routine, and clear communication is essential. Our schools are guided by age-appropriate practices when discussing traumatic events with students. We focus on listening first, acknowledging feelings, providing factual and developmentally appropriate information, and reinforcing that students are safe. Structure and normal routines are important protective factors, and staff are encouraged to connect students with school counsellors and community supports when needed.

We also want to remind families of the many mental health and well-being resources available to support children, youth, and families. These include school-based supports, community agencies, and provincial services such as Kids Help Phone (24/7), the Suicide Crisis Helpline (9-8-8), Kelty Mental Health, Foundry, the Canadian Mental Health Association, Child and Youth Mental Health intake clinics, and the BC KUU-US Indigenous Crisis and Support Line, among others.

If families have concerns about student safety, they are encouraged to contact their school directly or use the provincial [ERASE reporting tool](#), which allows concerns to be reported confidentially online.

Looking ahead to the 2026–2027 school year, our draft school calendar has been posted for community input. We encourage families to review it and share feedback through the posted channels.

February also brings Pink Shirt Day celebrations across our district. Pink Shirt Day is an opportunity to reaffirm our commitment to kindness, inclusion, and standing up against bullying. Schools will be recognizing this day in ways that are meaningful to their communities, reminding students that small acts of kindness and courage can have a significant impact.

One of the guiding commitments in our Strategic Plan is to foster caring, safe, and welcoming schools where every learner feels a sense of belonging. This month, primary classrooms are also taking another snapshot of Acadience data to help guide literacy instruction across the district. These brief, structured assessments allow teachers to identify strengths and areas for support, ensuring students receive timely and targeted instruction. This ongoing attention to literacy development is one of the ways we continue to strengthen learning outcomes for all students.

In challenging times, our strength lies in partnership. We remain committed to working together with families, staff, and community partners to ensure our schools are safe, welcoming, and responsive places for every learner.


Viveka Johnson,
Superintendent



Indigenous Education

Galt Museum and International Peace Pow Wow

Students from Laurie Middle, Parkland Middle and Mount Baker Secondary, along with Elders and Knowledge Keepers, traveled to Lethbridge, Alberta to visit the Galt Museum. During the visit, students had the honour of listening to Elder Blanche, a Blackfoot woman, who shared stories, teachings, and knowledge rooted in Blackfoot traditions. Her words offered students a deeper understanding of culture, history, and the importance of oral storytelling.

Students also had the opportunity to tour the museum exhibits, further connecting classroom learning to lived history and local perspectives.

The following day, the group attended the International Peace Pow Wow, where they experienced powerful drumming, beautiful regalia, and traditional dancing. The students were proud to participate in some of the dances, demonstrating respect, courage, and community spirit.



Early Learning and Child Care

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



Grand Opening of the Steeples StrongStart and Child Care Facility

Thank you to everyone who joined us for the grand opening of the new Steeples StrongStart and Child Care Facility on February 3.



News from District Teachers



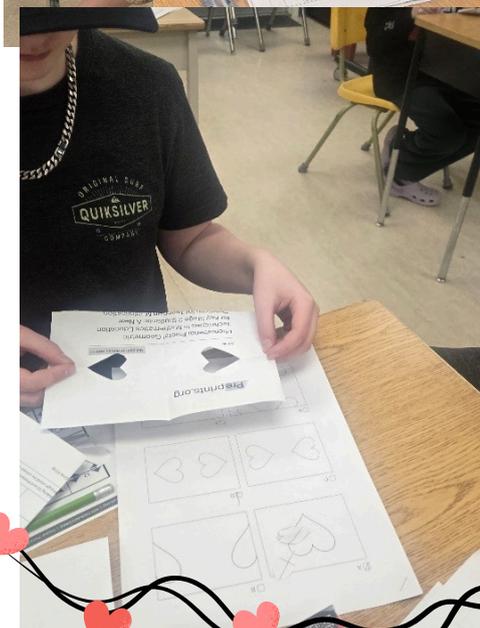
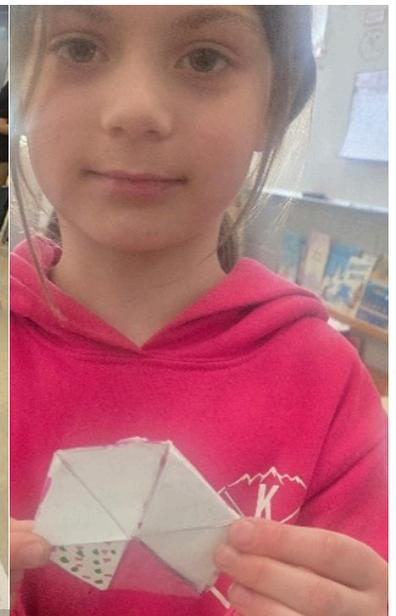
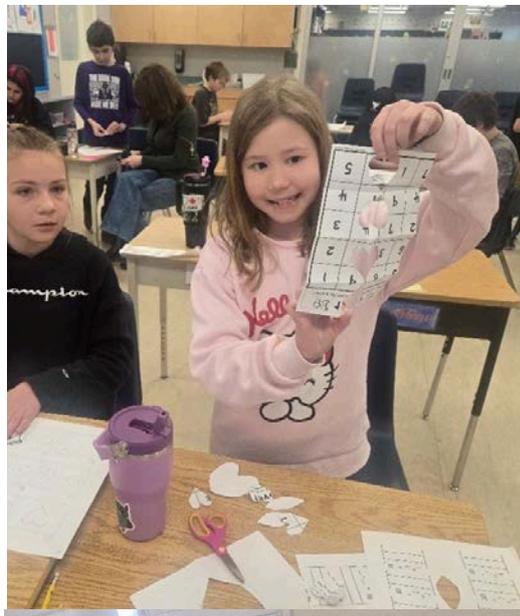
District Numeracy Teacher, Nicole Fulton

February offered two great examples of students experiencing mathematics through art and movement.

At Gordon Terrace, a Grade 6 class explored a Valentine's-themed lesson inspired by Kathy Paur's Cutting Out Hearts. Students were challenged to create increasingly complex heart designs using as many folds as they wanted, but only one cut. As they worked, they examined symmetry and transformations and asked what made some designs possible, and others not.

At Highlands, a Grade 2/3 class created tri-fold hexaflexagons as part of their geometry work. The focus was on careful folding and noticing what happened as the shape flexed. Students were excited to discover that their creation had three different faces and enjoyed decorating each side. Through the process, they experienced symmetry and transformation in a concrete, hands-on way.

Across both classrooms, students were actively building and exploring rather than simply observing. Research continues to show that students understand mathematics more deeply when they explore and notice patterns for themselves.



News from District Teachers



District Literacy Teacher, Laura-Lee Phillips

Growing Readers Across the Southeast Kootenay

March is a time of renewal and growth and in the Southeast Kootenay School District, it is also a time to celebrate literacy.

Literacy is at the heart of student success. It empowers learners to think critically, communicate confidently, and engage meaningfully with the world around them. From our earliest learners to students preparing for graduation, reading, writing, speaking, and thinking skills are nurtured every day in classrooms across the District.

In schools throughout Cranbrook, Jaffray, Fernie, Sparwood, and Elkford, educators are fostering a love of reading through engaging classroom instruction, vibrant library programs, storytelling, inquiry projects, and meaningful discussions. Whether students are building foundational phonics skills, exploring novels, analyzing complex texts, or expressing their ideas in writing, literacy connects learning across all subject areas.

Strengthening Writing Instruction

This year, teachers across the District participated in professional learning focused on enhancing writing instruction. Adrienne Gear facilitated a three-part learning series designed to strengthen literacy practices and deepen student engagement in writing.

Throughout the sessions, Adrienne shared strategies to help teachers establish an effective, process-driven writing program centered on regular weekly practice writes. She offered practical ideas for organizing a year of writing instruction around key text structures, including personal narrative, nonfiction, and story writing.

Adrienne also modeled a variety of mini-lessons focused on writing techniques to raise the quality of student work, while sharing valuable insights on assessment, writing conferences, and supporting student growth over time.

A key focus of the series was the intentional use of rich read-alouds and anchor books to model strong writing and deepen student understanding. Through thoughtfully selected mentor texts, teachers explored ways to inspire student writers and foster meaningful literacy conversations. Rather than scripted programs, these approaches provide flexible frameworks that help educators build strong, responsive literacy foundations within their classrooms.

Participants came away with an abundance of new anchor books, mentor texts, and writing lesson ideas to bring back to their classrooms.

Writing Power is a metacognitive approach grounded in research and designed to support high-quality writing instruction for all students. This practical, user-friendly resource provides daily lesson ideas, ongoing assessment strategies, and connections to outstanding contemporary children's literature.

Literacy does not only happen at school; it grows through everyday conversations, shared experiences, and curiosity about the world.

As we head toward spring break and the final stretch of the school year, we encourage everyone to continue nurturing a love of reading and learning.

For Staff:

For more information, please visit the Curriculum and Assessment - District Literacy Support page on the Staff Hub.

For Parents and Caregivers:

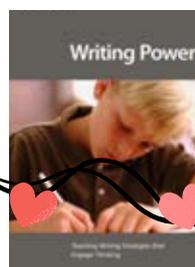
To learn more about supporting literacy at home, explore these helpful resources:

[Reading Rockets: Launching Young Readers](#)

[Literacy at Home | Reading Rockets](#)

[Families and Caregivers - The Reading League](#)

[Early Years Learning](#)





OUTDOOR AND ENVIRONMENTAL EDUCATION



Fernie Secondary Outdoor Education



The Fernie Secondary Outdoor Education 8/9 class spent an immersive day in the Silver Springs area during a winter survival field trip.

Students learned various Ktunaxa language and the ecology of the region while developing practical winter survival skills. They demonstrated strong physical effort and perseverance by hiking through winter conditions while carrying their gear, building and starting fires using materials from their surroundings, and preparing food over an open fire. This hands-on experience was highly engaging and provided students with a memorable opportunity to challenge themselves while connecting learning to the land.





IN THE SCHOOLS



News from Schools Across the District



Sparwood Secondary School Wood and Metal Shop

Check out the amazing creations from Mr. Ware's woodwork and metal shop classes at Sparwood Secondary.



New Jerseys for Rocky Mountain Elementary

Rocky Mountain Elementary School has new jerseys this year thanks to the help of some amazing donors including The Elkford Project Society, McRae's Auto Electric Ltd., and ATCO.





IN THE SCHOOLS



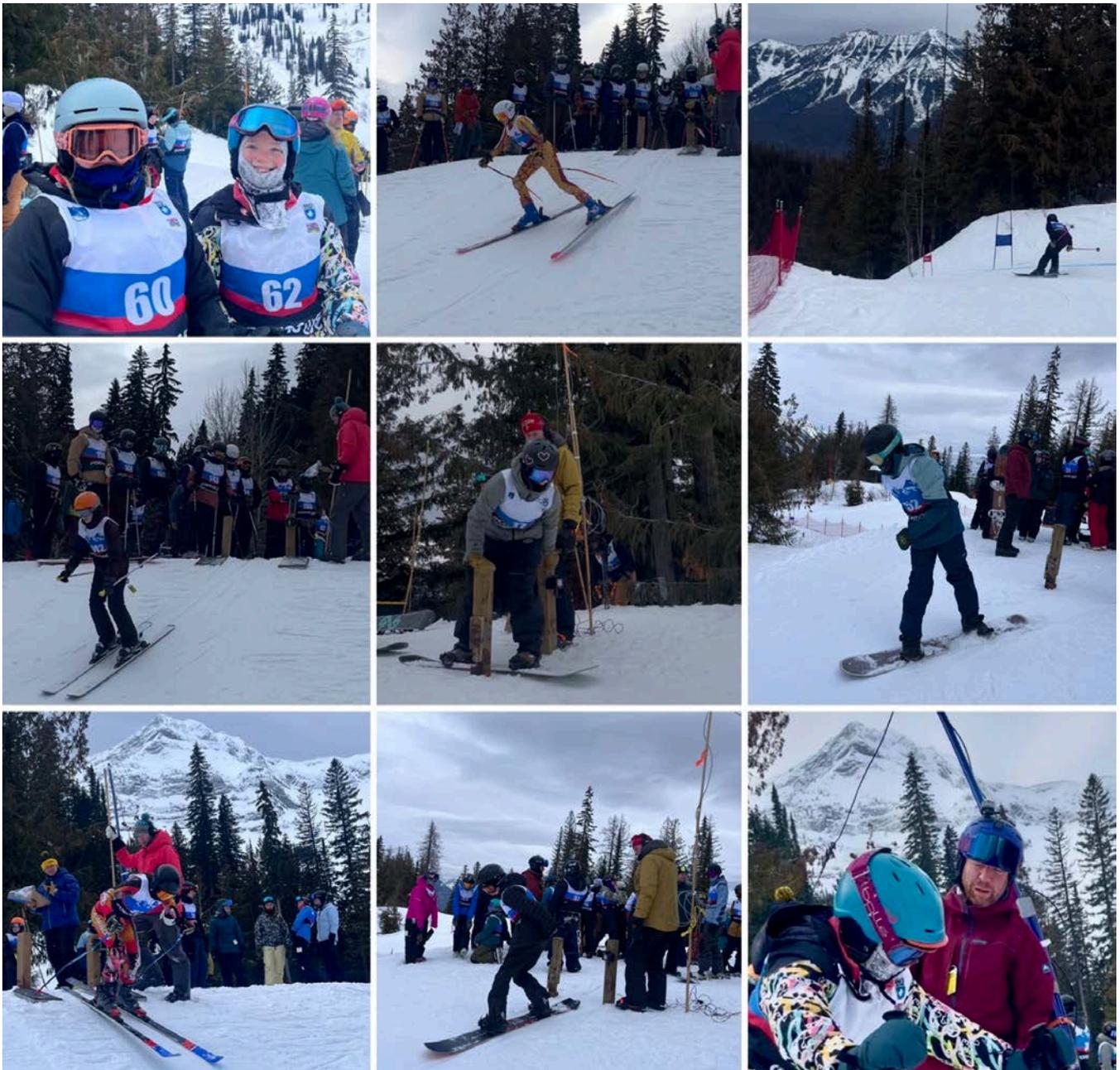
News from Schools Across the District

Back in the Gates: High School Ski & Snowboard Racing Returns to Fernie

On February 6, 2026, 114 student-athletes gathered at Fernie Alpine Resort for the Eastern Kootenay Championships, marking the return of high school ski and snowboard racing to the Elk Valley. For many students, this was their first time pulling on a bib and stepping into a start gate to represent their school, and the stoke was in the air from the first chair of the morning.

Fernie Secondary School and Kootenay Discovery School joined forces to create a joint team and competed alongside schools from across the region. Athletes showed courage, effort, and great sportsmanship, cheering teammates on after clean runs and helping each other back up after tough ones. The adaptive racers were a true highlight and received some of the biggest cheers of the day.

Several Elk Valley athletes have now qualified for Provincials, an awesome accomplishment and a proud moment for our schools and community.



School District No. 5 (Southeast Kootenay)

Framework for Enhancing Student Learning 2025 Annual Review Feedback – Summary

The Ministry's 2025 Annual Review Feedback Report recognizes that SD5 is building strong foundations in engagement, equity, and strategic alignment. The feedback affirms our direction while identifying specific areas where we can strengthen clarity, monitoring, and demonstration of impact.

What the Ministry Recognized as Strengths

- Robust engagement process to develop the new Strategic Plan, with a clear focus on equity, diversity, inclusion, and success for all learners.
- Clear horizontal alignment between district operational plans and strategic priorities, with efforts to strengthen vertical alignment with school plans.
- Strong ongoing engagement with the Indigenous Education Council, local Rightsholders, Indigenous communities, and Indigenous students, including student success meetings on Reserve.
- Inclusion of all required provincial data sets and reference to local supplemental data, with areas for growth identified, particularly in literacy.
- Continued focus on priority learners, including Indigenous learners, Children and Youth in Care, and students with disabilities or diverse abilities.

Key Areas for Growth

- Provide clearer evidence of how strategies are monitored for effectiveness and adjusted in response to data.
- Use the Ministry Reflect and Adjust framework to explicitly outline next steps, including which strategies will be continued, adapted, discontinued, or introduced.
- Strengthen analysis of trends over time and comparisons for specific cohorts, including clearer triangulation of provincial and local data.
- Demonstrate how priority learner cohorts are tracked and show measurable impact of implemented strategies.
- Enhance coherence and consistency in school plans and clearly describe district mechanisms to monitor alignment and effectiveness.

Overall Takeaway

The Ministry's feedback affirms that SD5 is well positioned with a strong Strategic Plan and meaningful engagement processes. The next stage of growth is to more clearly demonstrate how data leads to action, how strategies are monitored for impact, and how adjustments are made to improve outcomes for priority learners. This feedback aligns directly with our Strategic Plan commitment to equity, coherence, and improved student learning outcomes for every learner.

Chairperson's Report

Doug McPhee

The Board of Education for Southeast Kootenay wishes to extend our support and condolences for the tragic loss experienced by the community of Tumbler Ridge. We have experienced the loss of loved ones in our communities and the impact has always been deeply felt. A tragedy of the nature experienced in Tumbler Ridge has impacted everybody in that community and we wish them well as they move forward during this difficult time. Our hearts are with you.

The school district has circulated information to schools and parents which may help with the questions being asked about support services and information which may help with the questions students may have.

New Child Care Center Coming for Fernie Families

The Ministry of Education and Child Care announced in November 2025 that 37 new licensed child care spaces will be provided with the new elementary school in Fernie. Work is ongoing on this project and with the announcement coming before the design phase has been completed, the addition of the child care will be seamlessly integrated into the overall build.

Steeple's Strong Start and Child Care Center Grand Opening, February 3rd, 2026

A Grand Opening Celebration was held for the new facility at Steeples Elementary School. Community child care providers and support organizations were in attendance and displayed information on the communities support for day care. The celebration was also attended by trustees, district staff, Cranbrook City counsellors and media.

In addition to the facility at Steeples, the final work on the day care for Jaffray Elementary/Jr Secondary is nearing completion. Providing affordable day care in all of the communities of the school district is our goal. We hope to again gather and celebrate the opening of this opportunity for the community of Jaffray and South Country.

Public Board Meeting February 10th, 2026

The Board authorized the travel for one student who hopes to compete in a track and field completion in Oregon. Due to the difficult political circumstances in the US, student travel for groups has been restricted to Canada. The student in this request will be travelling with a parent.

Two BA (Board Approved) courses have been approved for secondary schools in the district: Strength and Conditioning, Leadership and Performance 10 and Teen Development and Caregiving 12.

The Board approved the Amended Annual Budget for 2025/26. The budget is largely determined by student enrollment. The best estimate for the 2026/27 year is being conducted now, fueled largely by the registration of new kindergarten student. The work of the next few months will be to ensure that the educational needs of all students will be addressed for the next cycle.

An official count of enrollment occurs at the end of September. The budget for that year is adjusted accordingly – the amended budget.

The Draft Annual School Calendar for 2026-2027 has been posted on the website for input. Suggestions or comments can be submitted to Jane Nixon on or before March 3rd, 2026.

Learning Together No. 20 January 2026

Great read again this month and can be accessed online SD5.BC.CA

- Viveka talks about: FESL, Development Instruments and Strategic Planning.
- Warriors Leadership at Mount Baker Secondary
- Early Learning and Child Care
- News for District Teachers
- The Food Guide
- Transformative Learning and the Design Labs
- Outdoor Education

Yours truly,

Doug McPhee, (he, him)
Trustee, School District 5 (Southeast Kootenay)



250-489-9622
250-426-5494

Doug.McPhee@sd5.bc.ca
Doug.McPhee@me.com

Ki?su?k kyukyit. I am honoured to work, live and play in the homelands of the Ktunaxa people. The footprint of our School District is fully contained within the Ktunaxa Nation, including the communities of ?aq'am and Yaqit ?a·knuqii'it.

Highlights from the Board Chair Meeting 2026/02/19

Chad Anderson, Trustee SD59

- Extended his thanks for the support received from the government.
- Extended the value of the lock down drills that the schools had practiced as having saved lives in this unfortunate circumstance.

Lisa Beare, Minister of Education and Child Care

- Condolences to the community of Tumbler Ridge
- Encouraged continued lock down - secure in place drills
- Restated her commitment to student and staff safety

Bowin Mae, Minister of Infrastructure

- Infrastructure is moving temporary school facilities (portables) into place at Tumbler Ridge.
- All portables will be ready for next week.

Lisa Beare

Economic Outlook:

- Maintaining priority for education and healthcare.
- Trend is for reduced enrollment and increases in the need to address complex learners.
- Existing programs will continue (Feeding Futures, admin support for childcare).
- Focus on efficiency and funding efficiency which may result in a decrease in the workforce.
- Child care will remain a focus.
- ELC Leadership funding (Laura Lee) is extended for another year.

Bowin Mae

Economic Outlook:

- Current fiscal situation is difficult.
- Modest investment.

- Current business cases will continue to be supported.
- New Spaces which have been approved will continue.
- Other requests/projects will receive notification in late March.

Tracy Loffler, President BCSTA

- Reaffirmed condolences and support for Tumbler Ridge

Southeast Kootenay School District 2026-2027 Annual School Calendar



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

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

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

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

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

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

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

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

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

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

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

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

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

Southeast Kootenay School District 2026-2027 Annual School Calendar

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

		S1	S2	Summer
Days in Session	180	90	90	0
Days of Instruction	173	87	86	0
School Breaks	 68	 12	14	42
Non-Instructional Professional Development Days	 6	 3	3	0
Administrative Day	 1	 0	1	0
Weekend	 104	 42	44	18
Stat Holidays	 13	 7	4	2
First Day of School	September 8, 2026			
National Day for Truth and Reconciliation	September 30, 2026			
Thanksgiving Day	October 12, 2026			
Remembrance Day	November 11, 2026			
Winter Break	December 21, 2026 - January 1, 2027			
Schools re-open	January 4, 2027			
First day of second semester	February 1, 2027			
Family Day	February 15, 2027			
Spring Break	March 15, 2027 - March 25, 2027			
Good Friday	March 26, 2027			
Easter Monday	March 29, 2027			
Schools re-open	March 30, 2027			
Victoria Day	May 24, 2027			
Administrative Day	June 11, 2027			
Last day of school for students	June 25, 2027			
Minimum Hours of instruction (Kindergarten)	853			
Minimum Hours of instruction (Elementary)	878			
Minimum Hours of instruction (Secondary)	952			
Minimum Hours of instruction per day (Elementary)	5.08			
Minimum Hours of instruction per day (Secondary)	5.5			

2026–2027 Annual School Calendar

Summary of Stakeholder Feedback

This report provides a summary of stakeholder feedback received regarding the draft 2026–2027 Annual School Calendar. Feedback reflects input from staff and school community members and highlights themes related to workload distribution, student and staff wellness, instructional time, and the placement of non instructional days.

Key Themes Identified

1. January Calendar Structure

The most consistent concern identified across feedback relates to the structure of January. Respondents noted that the draft calendar includes four consecutive five day weeks with no break. January was described as the longest and most challenging month due to darkness, illness, report card preparation, examinations, and overall fatigue following Winter Break. Stakeholders expressed concern that the absence of a non instructional day in January may contribute to increased staff and student absences and reduced morale.

2. Distribution and Number of Yellow Days

Many respondents expressed concern regarding the perceived reduction and placement of Yellow Days. There is strong support for redistributing non instructional days throughout the school year rather than concentrating them near the September start or the end of June. Stakeholders emphasized that strategically placed four day weeks support mental health, morale, and attendance.

3. February Long Weekend Alignment

Multiple respondents recommended moving the February 5 Yellow Day to align with the Family Day weekend. Creating at least one four day weekend during the school year was viewed as beneficial for families and staff. Respondents noted that all statutory long weekends in the draft calendar are currently three days.

4. May Workload Considerations

May was identified as another demanding month with limited breaks before year end responsibilities intensify. Several respondents suggested relocating the April Yellow Day to May or adding a non instructional day in May to support wellness and reduce anticipated absences.

5. Semester Transition Timing (Secondary Schools)

Secondary school staff raised concerns regarding the proposed Semester Two start date occurring on a Tuesday. Feedback indicated that attendance significantly decreases on the preceding Monday, resulting in lost instructional time. There is support for beginning Semester Two on a Monday and for considering a non instructional day near the semester change to support examination marking, report card preparation, and course transitions.

6. Structural Suggestions

Additional recommendations include exploring a school start date prior to the Labour Day weekend to allow redistribution of non instructional days, increasing daily instructional minutes to generate additional Yellow Days, and maintaining the Administrative Day at the end of June, which received general support.

Summary of Frequently Suggested Adjustments

1. Add or relocate a Yellow Day into January (commonly suggested dates include January 15, January 22, or January 29).
2. Move the February 5 Yellow Day to February 12 to create a four day Family Day weekend.
3. Redistribute non instructional days from September and or late June into January and May.
4. Add a Yellow Day in May or relocate the April Yellow Day to May.
5. Begin Semester Two on a Monday rather than a Tuesday.
6. Consider starting school prior to the Labour Day weekend to increase flexibility in distributing non instructional days.
7. Explore adding instructional minutes to generate additional Yellow Days during the school year.

Overall, feedback strongly emphasizes the importance of calendar structures that support staff and student wellness, reduce burnout, and promote consistent attendance while maintaining instructional requirements.

Feedback on the 2026/2027 Annual School Calendar

The one thing I noticed with the calendar is that there are four five-day weeks in a row in January. January already feels super long, so maybe the yellow day on Feb 5 could be bumped up a week to Jan 29 to help break up those long weeks. I think the rest looks great.

I don't understand how the 2 month summer break has become 10 weeks off. This is getting ridiculous for families with two working parents.

Thank you for the draft calendar. I noticed Easter Monday and Christmas Eve are marked as stats. Was this in error?

Just my two bits - the 3 yellow days in June might be better used in January the longest and darkest month and maybe in May another long month with few breaks.

Thank you for sending this out to us. At a quick glance January looks like burn-out city in terms of it having 4 five day weeks with nothing to break it up. Especially returning from the holidays I think it would be hard on students and teachers alike.

I'm happy for an extra week off in the summer but that makes for a scary school year with few yellow days!

Here are my suggestions for changes that would benefit schools more:

1. Move the November pro-d day to Friday, December 4th.
 2. Move the yellow day in December to Friday, January 15th (December is a hectic month, but you can get through knowing that Christmas break is just around the corner. Having a pro-d day at the beginning would help to break it up a bit. January is a hard month for staff and kids returning after the break, it would be really difficult to go through that whole month without a break. I would guess you would see even more staff absences booked without a yellow day to have a breather.)
 3. Move the February yellow day to Friday, Feb 12th to have at least one 4-day long weekend in the school year since there is none at Thanksgiving , Easter (since it's tied to spring break) or the May long weekend. Having at least one of these long weekends in the year is so nice!
-

A yellow day some time in January would be extremely appreciated. The dead of winter is always the hardest time of year, and that many 5 day weeks will result in many absences by staff! Thanks for your consideration,

Suggestions I have for the 2026/2027 calendar would be to have the school year start on September 2nd instead of September 8th. I think those 4 non instructional days could be better utilized throughout the year versus having a later start to the school year.

I know as an educator and a parent, I appreciate 4 day weekends to be able to reset with my family. I also know how exhausting January can be having 4, 5 day weeks in a row for staff and students. I propose changing the following days to yellow days:

- Friday October 9, 2026
- Friday January 22, 2027
- Friday February 12, 2027
- Friday May 21, 2027

Thank you for your time and consideration

I suggest more yellow days!

I would personally like to see either the December 11th Yellow Day or the February 5th Yellow Day moved to January, as January is always such a difficult month to get through to begin with due to the darkness and "winter blues" and having all those 5 day weeks for the whole month is truly tough on both teachers and students.

I would also be okay with moving the Yellow Day on April 16th to either April 30th or even into May, due to the fact we just had our Spring Break.

I would personally like to see either the December 11th Yellow Day or the February 5th Yellow Day moved to January, as January is always such a difficult month to get through to begin with due to the darkness and "winter blues" and having all those 5 day weeks for the whole month is truly tough on both teachers and students.

I would also be okay with moving the Yellow Day on April 16th to either April 30th or even into May, due to the fact we just had our Spring Break.

Those are my two cents Thank you!

My only feedback would be that it is really great having a 4 day weekend for Family Day. The change would mean moving Feb 5 to Feb 12.

At first glance I noticed that January and May are very full months with only 1 school day off each month. I pared to this year there were 3 days off each of those months.

Thanks for the opportunity to share feedback

Change the Nov PD one week later to make it only 4 five day weeks in a row instead of 5 (based on my thought to move the Dec yellow to Jan see below)

Moving the Dec 11 yellow day to January 15 to help break up those 5 day weeks. January can feel pretty bleak and having a four day week in that second week helped to break up the January blahs this year so I thought it was well placed.

Consider Feb 5 yellow day be moved to Feb 12 so families can do something for Family Day with a four day weekend.

Consider moving the April yellow day to May so we can have a four day May long weekend - we just got back from two weeks off in March so that yellow day in April does not really feel needed but a longer weekend in May is always appreciated -especially as many families are gone on the Friday anyways.

Just looking at the draft calendar. Is it possible to go back to work before the long weekend and save some of those yellow days to disperse throughout the school year?

Hi, thank you for taking comments & suggestions for the 2026/27 school calendar. I noticed that January has no extra days off in 2027. With January being the longest & darkest month (or at least it feels that way), it would be beneficial for students and staff to have a day off on the 15th or 22nd of January. The family day weekend in February also often has the Friday off too, is it possible to move the Feb 5th day off to the 12th?

Thanks for all the work put into making the school calendar - I realize there are many things you are taking into consideration as you plan out the school year.

Thank you for your time,

Thank you for your work on the calendar.

Personally, I would rather start school the week before Labor Day weekend. That way, those 4 yellow days could be dispersed throughout the rest of the year. Ideally, it would be great if we could use those yellow days to break up January and May.

Placing the yellow days before the September long weekend really has an impact on the yellow days we have throughout the year. Can we look at moving those around and coming in before the September long weekend?

January is a long month and many people get the January Blues - no days off might be people calling in sick.

Also with May - it becomes a long haul to the end of the year.

Can we please consider a yellow day close to the semester change over and/or moving the first day of the new semester to the Monday instead of the Tuesday? In schools like FSS, SSS and ESS, often teachers have no turnaround day and this makes it very difficult in semester change over.

Thank you for considering,

Seems we've lost some yellow days somewhere. I would rather go later in June than lose them all through the year.

My biggest thought though is we need a yellow day between semester 1 and 2. That was incredibly difficult this year for a multitude of reasons. It isn't denoted in the calendar, so I don't have a date suggestion. I would also prefer to see the Feb yellow day connected to family day weekend rather than a one off. The four day weekend in February was really helpful.

Here are my suggestions for the upcoming 2026-2027 school year draft calendar.

- Move the December 11th yellow day to January 15th or January 22nd as having a whole month of 5 day weeks, especially January, will be really rough. I would bet there would be a bigger need for substitutes due to teachers being burnt out and getting sick and needed time off more. Whereas if you move the December 11th day to one of those January days, it breaks up January (the notoriously hard month) at least a little bit, and we do not need a yellow day in December right before having 2 weeks off.
- Move the February 5th yellow day to February 12th instead so we get a nice long 4 day family long weekend instead.
- Move the November PD day on November 20th to be on November 27th instead if you change the December 11th yellow day to January so that it is more spread out. Moving some of the yellow days from the beginning of the year and starting school a week earlier like normal would be nice as that takes away 4 of our yellow days that we would then use during the school year when the teachers, EAs, admin, and students actually need the breaks rather than after 2 months of summer. Leaving only 3 yellow days will be extremely hard and make for a rough year

Here is my input for next year's draft calendar:

- Moving the Dec. 11th yellow day to somewhere in January to help break up those 5 day weeks.
- The Feb. 5th yellow day I am going to suggest to move to Feb. 12th so that we get a longer Family Day weekend.

- The same can be said for May long...I anticipate lots of absences on the Friday if it is only a 3 day weekend.

Thank you,

Thanks for this Jane! My only concern is January is going to be REALLY long with all 5 day weeks. Not sure if there is something that can be done to break that up a bit, though.

I would way rather have more yellow Fridays, including one or two four day weekends (Thanksgiving and/or Family Day weekend) than start the school year later in September. I (for myself and my family) would rather start school before Labour Day weekend.

One more piece of feedback, I would love the purple administrative day in June to be moved to the first Tuesday in September so schools could have one day to meet and gather as a staff before students come. Students would then finish on the Friday in June instead of Tuesday.

To be honest Jane, it looks very challenging.

Could we please take the three days at the end of June and intersperse them throughout? In particular, January is way too much. Four five day weeks is very unreasonable. Please take the June end of year days and put them in January for flex days off.

I for one would not mind at all to come in those June days to help us get through January,

It would be beneficial to students to have the non-instructional day in Feb moved to January to break up the number of consecutive 5 day weeks. Two years ago, our calendar looked similar to this draft, and it was a very challenging January with overly fatigued kids. This year's calendar was adjusted to reflect this need. I'm hoping 26/27 can be adjusted as well.

I noticed that January doesn't have any "no school" days. I know we find it to be a bit of a struggle here at the high school when that happens in January, between coming back from Christmas break (and everything that might come from that), and the end of Semester 1 (students hoping for an extra day off to study, catch-up, etc.). I see that February has 1 stat, 1 Pro-D day, and 1 yellow day. I just thought that if the yellow day could be moved into January (especially seeing as it is the first week of February/first week of Semester 2), it might give a little break in January I have no idea how much that might mess with instructional time for Semester 1 though, but looking at the break down, it might even out the days of instruction and the school break days between the 2 semesters.

Thank you for sharing the draft Calendar. I have spoken to HR about it too. The only issue I really see is the 4 5 day weeks in January. January is always a tough month for employees with coming off a break that can be busy. There is often a lot of illness that is spread during January as well. My concern will be burn out and a lot more illness due to burn out and fatigue.

I know school always starts after Labour day weekend, but is it possible to start the week before so that there are more non instructional days throughout the year? January is a really hard month on students, and 4 five day weeks is a long stressful month in the darkest time of year. Is it possible to move something around so that there is a reprieve in there somewhere? Also is it possible to have the semester change on the Monday instead of the Tuesday in January. It was on a Tuesday this year and we had roughly 25-30% student attendance on the Monday. Classes are finished, exams are done, the Friday completion day is hard enough to entice students to come to school, the Monday was a write off. This is a waste of time, and resources for students, parents, teachers, and support staff. Also thank you for putting the Administrative day back on the Friday of the last week. This will make commencement and graduation so much smoother for us at the High School. It is greatly appreciated.

The month of January is long and would drag on without any breaks. The February 5 day should be moved up into January to break up the weeks they are in school prior to the February holiday.

January is a long month with report cards due and semester change all happening at the end of month. Our school does not have any turn around days so having a yellow day in January is very important.

May is also a month where teacher are tired and need a three day weekend as we approach the end of the year.

My feedback after experiencing this impact is the Semester Two start date being on a Tuesday. Looking at page two, it shows the two semesters can still be balance and have Semester Two start on January 25th, a Monday.

The impact of this at the secondary schools is a lost day of instruction. Friday is completion day and families allow their kids to not come... for most, class is over and done with. Having Monday as the last day means attendance down 30-50% both Friday and Monday, maybe even higher on the Monday. We would prefer we simply just go to work on Monday Jan 25th in Semester 2.

I would like to see additional minutes added to each day to increase the number of yellow days during the school year. Also, moving the Feb 5th day to Feb 12th to make a 4 day weekend.

Looking over the draft calendar, there is one thing I noticed and would like to suggest is take the Feb 5 non-instructional day to either Jan 15 or Jan 22. It makes for a very long January.

I am happy to see the administrative day back at the end of June. This works better at

Baker for end of year tasks and also grad. The highlighted day for start of semester 2 is Feb. 1, but on the data page it says Jan 26. I'm not certain if this is possibly just unchanged from last year in the data page. The Feb. 1 date works well for Baker as the new start on a Monday allows for a smoother transition.

January is a long block of 5 day weeks. I don't know which days, if any, could be shifted to break that up, but if possible that would make the new year less daunting.

Since the split is 87/85, it would be preferred by many at MBSS that we have the second semester start on a Monday and not a Tuesday.

The other is the January, hoping for the 15th off somehow to break up that long month?? (I do not have a solution for this however.)

Please add my voice to feedback for next year's calendar. I noticed a large number of 5 day weeks next year and I understand why those exist (contractual, CUPE, bookends, etc), but I am a proponent of a slightly longer day in order to offset 5 day weeks. I teach primary and those weeks are extremely difficult for our young students to get through. We see students being kept at home on those longer weeks and it makes it more difficult to offer programming on those days when student attendance varies so much.

Thank you for adding my voice to the conversation.

If at all possible, is there any way of adding a yellow day on January 29th (end of semester 1)? That time of year is **extremely** stressful for high school teachers, with final exams, heaps of marking, and writing report cards, all while trying to prepare for four brand new classes *with no extra time to do any of it*. It's also stressful for the students, who are finishing off major projects and writing final exams. They need a day to decompress before bracing themselves for a whole new course load.

Thanks in advance for bringing concerns and suggestions forward.

Just taking a look at the calendar and noticing the lack of yellow days. I understand that we need a set amount of minutes but think it would be valuable to increase the daily minutes to allow for more yellow days within the school year.

Thanks for your time,

Suggestion- add extra minutes to each day in order to get a few more yellow days

I would prefer to add extra minutes to each school day so we can have extra yellow Fridays.

Having no Yellow Day in January, that already feel long – could result in parents and staff taking days off

- May – Same as January
- Having three yellow days, does not reflect the 4/5 schedule that we originally had – EVR(TECK) adopted a every other Friday off to allow for more family time to match the schools. This will result in more students being away on Fridays when we already have $\frac{3}{4}$ of the student out on Fridays. Do other schools in the district have low attendance on Fridays?
- All long weekend for 2026-2027 are only 3 days – could result in more time taken off for staff and students – shortage of TTOC/CUPE
- With less yellow Fridays, CUPE with the highest number of vacation days, will have to take instruction days off – meaning you are now paying vacation and sub time. (I always took vacation on yellow Fridays. Should yellow days outside of the bookends be counted as non-instructional days
- With dropping enrollment of Fridays – maybe it is time to look at 4 day week like Grand Forks and Alberta schools.
- Happy to see the Administrative day back to the last day in
- Yellow Day in January - move December 11 day to January 22
- Yellow Day in February - move to February 12 before Family Day weekend Spring Break - move to March 22-April 2
- Yellow Day in May - add May 21

I'm writing about the draft calendar. I strongly believe that the benefit of the 7 yellow days that were all used this year on Fridays are an essential part of supporting /promoting mental health for teachers. The number of times I have heard teachers, including myself, say "thank goodness it's a 4-day week" is countless. The darker months are especially tough. I believe those days should be spread out on Fridays to make the school year more manageable.

I just had a little feedback on the proposed SD5 calendar. As a parent of an ESS student I would prefer to see another 1-3 days off in January and have school go later in June, than the current schedule shows. January tends to be a hard month with illnesses and missing school, so the less missed the better. End of June makes no difference for a working family, a few days off earlier at that time changes nothing for my holidays.

I don't think my feedback means much, but it would be amazing to align the yellow days "School Breaks" with the long weekend in October and February. This always seems to work well with helping with

teacher burnout, and families tend to use the Friday's before the Thanksgiving and Family long weekend as travel days.

Calendar 2026-27 CDTA Feedback

CDTA feedback:

- Nov 20 green pro-d to Nov 27 or dec 4.
 - Semester change- the back of the calendar says the date is Jan 26, the front says feb 1.
 - Move Dec. 11 yellow to Jan. 22 or 29 (secondary wants 29th).
 - Move Feb. 5 Yellow Day to Feb. 12.
 - Move Feb. 26 Green Pro D to March 5.
-



Meetings of the Board of Education of School District No. 5 (Southeast Kootenay)

REGULAR PUBLIC, REGULAR IN-CAMERA AND ALL COMMITTEES

2026-2027

<u>2026</u>	August 31	1:00 & 3:00 p.m.	All Committees Meeting	Cranbrook
	September 8	1:00 & 3:00 p.m.	Board Meetings	Cranbrook
	September 28	1:00 & 3:00 p.m.	All Committees Meeting	Cranbrook
	October 13	1:00 & 3:00 p.m.	Board Meetings	KLC - Fernie
	October 26	1:00 & 3:00 p.m.	All Committees Meeting	Cranbrook
	November 10	1:00 & 3:00 p.m.	Board Meetings	Cranbrook
	November 30	1:00 & 3:00 p.m..	All Committees Meeting	Cranbrook
	December 8	1:00 & 3:00 p.m.	Inaugural Meeting	Cranbrook
<u>2027</u>	January 12	1:00 & 3:00 p.m.	Board Meetings	Cranbrook
	January 25	1:00 & 3:00 p.m..	All Committees Meeting	Cranbrook
	February 9	1:00 & 3:00 p.m.	Board Meetings	Cranbrook
	February 22	1:00 & 3:00 p.m..	All Committees Meeting	Cranbrook
	March 9	1:00 & 3:00 p.m.	Board Meetings	KLC – Fernie
	April 13	1:00 & 3:00 p.m.	Board Meetings	Cranbrook
	April 27*	1:00 & 3:00 p.m.	All Committees Meeting*	Cranbrook
	May 11	1:00 & 3:00 p.m.	Board Meetings	KLC – Fernie
	May 31	1:00 & 3:00 p.m.	All Committees Meeting	Cranbrook
	June 8	1:00 & 3:00 p.m.	Board Meetings	Cranbrook

In-camera Board meetings will begin at 1:00 p.m. and Public Board meetings will begin at 3:00 p.m.

Other special public or in-camera meetings will be at the call of the Chair as per the Procedural Bylaws. The location of each meeting is to be determined by the Chairperson.

All Committees Meeting Schedule – All meetings at the Cranbrook School Board Office

1:00 p.m. – 3:00 p.m. In-Camera All Committees Meeting
3:00 p.m. – 4:00 p.m. Public All Committees Meeting

**Tuesday, April 27 (Monday, April 26 is RSA Day)*