



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

April 14, 2026, 3:00 p.m.
Cranbrook Board Office

Pages

1. COMMENCEMENT OF MEETING

1.1 Call to Order

1.2 Greeting

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

1.3 Chairperson's Opening Remarks and Recognitions

1.4 Opening Round

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

1.5 Consideration and Approval of Agenda

1.6 Approval of the Minutes

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Approval of the minutes from March 10, 2026

1.7 Receipt of Records of Closed Meetings

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THAT the Board accept the closed records of the in-camera meeting of the Board of Education of March 10, 2026.

1.8 Business Arising from Previous Minutes

1.8.1 Amy Woodland Elementary Update

2. RECEIVING OF DELEGATIONS/PRESENTATIONS

3. COMMITTEE REPORTS/TRUSTEE REPRESENTATIVE REPORTS

3.1 All Committees Public Meeting

No meeting in March

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6.2 Recommendations

7. NEW BUSINESS

7.1 Capital Budget Bylaw

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THAT permission be granted for all three readings of the Capital Bylaw No. 2026/27 CPSD05-01 of the Board for the 2026/27 Capital Plan to be passed at the April 14, 2026, public meeting of the Board of Education of School District No. 5 (Southeast Kootenay).

THAT the Capital Bylaw No. 2026/27 CPSD05-01 of the Board for the 2026/27 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary Treasurer and Superintendent, dated *March 27, 2026*, is read the first time.

THAT the Capital Bylaw No. 2026/27 CPSD05-01 of the Board for the 2026/27 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary Treasurer and Superintendent, dated *March 27, 2026*, is read the second time.

THAT the Capital Bylaw No. 2026/27 CPSD05-01 of the Board for the 2026/27 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary Treasurer and Superintendent, dated *March 27, 2026*, is read the third and final time.

7.2 Indigenous Student Outcome Summary

49

8. ITEMS FOR INFORMATION/CORRESPONDENCE

8.1 Ready Set Learn Events

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April 15 - Jaffray Elementary and Grand Opening of Child Care Spaces

April 24 - Frank J Mitchell Elementary

May 22 - Rocky Mountain Elementary

May 27 - All Cranbrook Schools

June 11 - Isabella Dicken Elementary

8.2 April 17 - School Break

8.3 April 27 - RSA Day (Professional Development)

8.4 April 28 All Committees Meeting

Co-Chairs Trustee Heckendorf and Trustee Bischler

8.5 May 12 - Board Meeting (KLC Fernie)

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**

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

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

Regrets: Trustee Wendy Turner

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

1. COMMENCEMENT OF MEETING

1.1 Call to Order

Chairperson McPhee called the March 10, 2026, regular public meeting of the Board of Education to order at 3:07 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 retirement of the vice principal of Jaffray Elementary Junior Secondary School and congratulated athletes from Fernie on their recent Nordic competition achievements. Chairperson McPhee also recognized elementary school students who performed Métis jigging at the recent Métis Kitchen Party. Chairperson McPhee also extended condolences to the families of Gordon Walmsley, Seth Stevens, and John Legge.

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-26-039

Moved/Seconded by Johns/Ayling:

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

CARRIED

1.6 Approval of the Minutes

Minutes of the Public meeting of the Board of Education of February 10, 2026

MOTION R-26-040

Moved/Seconded by Heckendorf/Bischler:

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

CARRIED

1.7 Receipt of Records of Closed Meetings

MOTION R-26-041

Moved/Seconded by Bellina/Madsen:

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.

CARRIED

1.8 Business Arising from Previous Minutes

1.8.1 Amy Woodland Elementary Update

Secretary Treasurer Taylor provided an update on the development of the draft of the business case/Project Definition Report (PDR) and advised that the goal is to submit the business case to Treasury Board as soon as possible.

2. RECEIVING OF DELEGATIONS/PRESENTATIONS

2.1 2026/27 Budget Presentation CFTA

Adrienne Demers and Jennifer Johns presented the CFTA requests for the 2026/27 budget.

3. COMMITTEE REPORTS/TRUSTEE REPRESENTATIVE REPORTS

3.1 All Committees Public Meeting

Co-Chair Trustee Bischler reviewed the All Committees minutes of February 23, 2026.

MOTION R-26-042

Moved/Seconded by Bischler/Clarke:

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

CARRIED

MOTION R-26-043

Moved/Seconded by Bischler/Heckendorf:

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.

CARRIED

MOTION R-26-044

Moved/Seconded by Bischler/Heckendorf:

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

CARRIED

3.2 BCSTA/Provincial Council

MOTION R-26-045

Moved/Seconded by Bellina/Clarke:

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

CARRIED

3.3 Communications Media Committee

MOTION R-26-046

Moved/Seconded by Ayling/Clarke:

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

CARRIED

3.4 Mount Baker Secondary School Replacement Committee

There was no report provided from the Mount Baker Secondary School Replacement Committee.

MOTION R-26-047

Moved/Seconded by Johns/Clarke:

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

CARRIED

3.5 Key City Theatre

MOTION R-26-048

Moved/Seconded by Ayling/Bischler:

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-26-049

Moved/Seconded by Johns/Madsen:

THAT the Board accept the Legacy of Learning report.

CARRIED

3.7 French Immersion Update

No report at this time.

MOTION R-26-050

Moved/Seconded by Heckendorf/Bellina:

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

CARRIED

3.8 Traffic Safety Committee

Trustee Johns provided an update from the Vision Zero grant application process indicating that the District was unsuccessful in its application.

MOTION R-26-051

Moved/Seconded by Johns/Heckendorf:

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

CARRIED

3.9 Trustee Reports

Trustees reported on their activities for the month.

4. SECRETARY TREASURER'S REPORT TO THE BOARD

4.1 Updates

4.1.1 Fernie Elementary School and Child Care

Secretary Treasurer Taylor provided an update on Fernie Elementary School. The environmental work has been completed, and a stakeholder design meeting was held prior to the Regular Board meeting on March 10. Groundbreaking is anticipated in July.

4.1.2 Mountain View Facility

Secretary Treasurer Taylor and Director Tank are working to ensure that the building is returned to its original condition while exploring opportunities to expand daycare services and seek potential tenants for the Mountain View facility.

4.2 Recommendations

MOTION R-26-052

Moved/Seconded by Heckendorf/Bellina:

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

CARRIED

5. SUPERINTENDENT'S REPORT TO THE BOARD

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

5.1 Framework for Enhancing Student Learning

Superintendent Johnson provided an update on the feedback received from the Ministry regarding the Framework for Enhancing Student Learning. The District is participating in a community of practice with the Ministry to support this work. Directors Reimer and Kelly attended a session on March 10, and additional sessions are planned.

Superintendent Johnson noted that the District is reviewing overall alignment of its initiatives with a focus on supporting vulnerable students. She also emphasized the need for Learning Services to be more explicit in identifying supports and recognizing the importance of early intervention.

Director Kelly clarified that the Ministry is seeking school level data. He noted that growth plans and recommendations will be reviewed mid year to address current realities and ensure the plan remains a living document.

5.2 Updates

5.2.1 Child Care

District Principal Phillips provided an update on funding received by Treehouse Daycare to upgrade its space within the Mountain View facility and to expand before and after school care services. She also reviewed an Early Learning document that was distributed by email during the meeting.

5.2.2 Indigenous Education Council (IEC)

The next meeting of the IEC is on May 1, 2026.

5.3 Recommendations

MOTION R-26-053

Moved/Seconded by Heckendorf/Bellina:

THAT the Superintendent's Report be accepted as presented.

CARRIED

6. CHAIRPERSON'S REPORT

6.1 Updates

Chairperson McPhee discussed the collective review of Board policy taking place across the province. A review of specific Board governance documents will occur prior to October 2026.

Chairperson McPhee also advised that a meeting with the City of Cranbrook will take place on March 31 in Council Chambers. Agenda items are currently being collected.

In addition, Chairperson McPhee noted that long service awards will be presented at the Annual General Meeting in Vancouver.

Chairperson McPhee further advised that the Heritage Fair is still looking for judges.

6.2 Recommendations

MOTION R-26-054

Moved/Seconded by Heckendorf/Bischler:

THAT the Chairperson's report be accepted as presented.

CARRIED

7. NEW BUSINESS

7.1 School Calendar for 2026/27

MOTION R-26-055

Moved/Seconded by Johns/Clarke:

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

CARRIED

7.2 2026/27 Board of Education Meeting Schedule

MOTION R-26-056

Moved/Seconded by Bellina/Madsen:

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.

CARRIED

8. ITEMS FOR INFORMATION/CORRESPONDENCE

Nil

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-26-057

Moved/Seconded by Heckendorf/Bischler:

THAT the March 10, 2026, regular public meeting of the Board of Education adjourn at 4:47 p.m.

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

Doug McPhee, Chairperson

Nick Taylor, Secretary Treasurer



1.7. RECEIPT OF RECORDS OF CLOSED MEETINGS

In-camera Meetings:

March 10, 2026

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

A handwritten signature in black ink, appearing to read 'Nick Taylor'.

Nick Taylor
Secretary Treasurer

Summary for April 10, 2026 Board Meeting

Trustee Media Report

Nothing to report in-camera or at the regular Board meeting

Summary for April 10, 2026 Board Meeting

TRUSTEE REPORT

Mar 10	SD5 Board meetings & budget presentations
Mar 11	KCTS Extraordinary meeting
Mar 12	KCT Elevator Opening event
Mar 26	KCTS in-camera meeting
Mar 26	KCTS regular Board meeting
Apr 01	TMRES PAC meeting
Apr 02	KCTS Governance meeting
Apr 07	SD5 Budget meeting
Apr 9 – 11	BCSTA AGM

Summary for April 10, 2026 Board Meeting

Key City Theatre Society (KCTS) Report –*Regular Board meeting*

- Elevator opening ceremony was successfully attended and Kyla Knull and her family honoured for their financial contribution. Other contributors were also recognized.
- Elevator is now operational but has required maintenance; is thought that wind was a contributing factor to the reason elevator stopped running.
- This year marks the 40th Anniversary of Children’s Festival; BC Arts Council is donating \$20K.
- \$27K grant will be received for the “No Apologies” tour; prorated to each of the four communities hosting the event.

Two items from the past that highlight the importance of schools and school memories to those long gone from the system . This is part of what our current **Name That Teacher** project accesses and builds on. School is important – memories are sweet.

Back to school! (by Daryl Shellborn, Kootenay Advertiser)

About 800 former residents and school students of south country schools gathered to renew old friendships at a reunion held at Baynes Lake during the holiday weekend.

Campers, motorhomes and single vehicles began to arrive on Thursday (June 30) to register at the old Baynes Lake School. Many camped right on the grounds while others stayed with neighbors or relatives in private homes.

For three days, people visited, told stories, shared memories, played games and generally had a great time.

They came from all over, the registration book showed home addresses from as far away as Colombia, South America and Guam.

Others hailed from Vancouver, Lumby, Sandpoint, Spokane, Ottawa, Montreal, Calgary, Moosejaw and Prince George. And they came in all age groups. The oldest person was 96 and many were in their 80's.

One former school teacher, Flo Hurry (formerly Miss Dilley), taught classes At the Big Sand Creek School south of Jaffray in the year of 1928 to 1929.

Former students return to mark Elko School's closure – by Judy-Lou McDonald
(newspaper, probably Fernie Free Press 1987)

The closure of the Elko School held on Monday, June 22nd, will be remembered by many with mixed emotions. It was a tribute to the more than 90 years of a school's existence in Elko. There were amusing stories and interesting history of the once-boom town of Elko and its several schools. But with all of this there was a sadness felt by old-timers and newcomers alike. It was like the closure of a chapter of an exciting but unfinished book, one which the rural residents would like to have seen finished but, due to economics will remain unfinished. The school will simply be closed after 90 years.

Some of the Class of 1920 travelled from different parts of Alberta and British Columbia to take part and reminisce.

Legacy of Learning Report – April 2026

Board Office Display Case

Staff – 7 hours @ \$25
 Exhibit production costs
 Volunteer – 7 hours @ \$17.85

Receiving and Processing of collections

Quinn, Molnar, Radies, Slobodian – sorting & documenting, preparing for processing
 Staff – 3 hours @\$25
 Volunteer - 10 hours @ \$17.85

Mount Baker 75th Digital Display

Staff – 6 hours @ \$25 – design & prep
 Volunteer – 14 hours \$ \$17.85 – researching & assembling resources for display

SD#5 Board Office Digital Display

Staff – 12 hours @ \$25 – research and design

NTT (Name That Teacher) voluntary research time on backlogged photos (naming and recording events and schools)

Staff – 10 hours @ \$25
 Volunteers – 23 teachers 58 hours @ \$17.85

NTT (Name That Teacher) work on photo uploads (42) SD#5 photos for public viewing with school/teachers/some students identified

Staff – 10 hours @ \$25
 Volunteers – 16 hours @ \$17.85

Work In Archives Room on Collection Storage

Staff – 4 hours @ \$25
 Volunteer – 10 hours @ \$17.85

	<u>Volunteer</u>	<u>SD#5</u>	<u>BCRTA/CRTA</u>
		\$ 175.00	
		\$ 18.00	
	\$ 125.00		
		\$ 75.00	
	\$ 180.00		
		\$ 150.00	
	\$ 250.00		
		\$ 300.00	
			\$ 250.00
	\$ 1,035.00		
			\$ 250.00
	\$ 285.00		
		\$ 100.00	
	\$ 180.00		
Sub-Total	\$ 2,055.00	\$ 818.00	\$ 500.00
April Total		\$ 3,373.00	

Trustee Report

Bev Bellina

- February 10th - Board of Education Meeting
- February 11th - Personal Tour of SSS Classrooms by Students
"Awesome" SSS Used Book Fair (huge selection)
- February 12th - Provincial Council Voter Training
- February 19th - Budget Working Session #1
- February 20th - Provincial Council Meeting
- February 23rd - All Committees Meeting
- February 25th - SSS PAC Meeting
- March 9th - FJMES PAC Meeting
- March 10th - Board of Education Meeting
Final Budget Input from Stakeholders

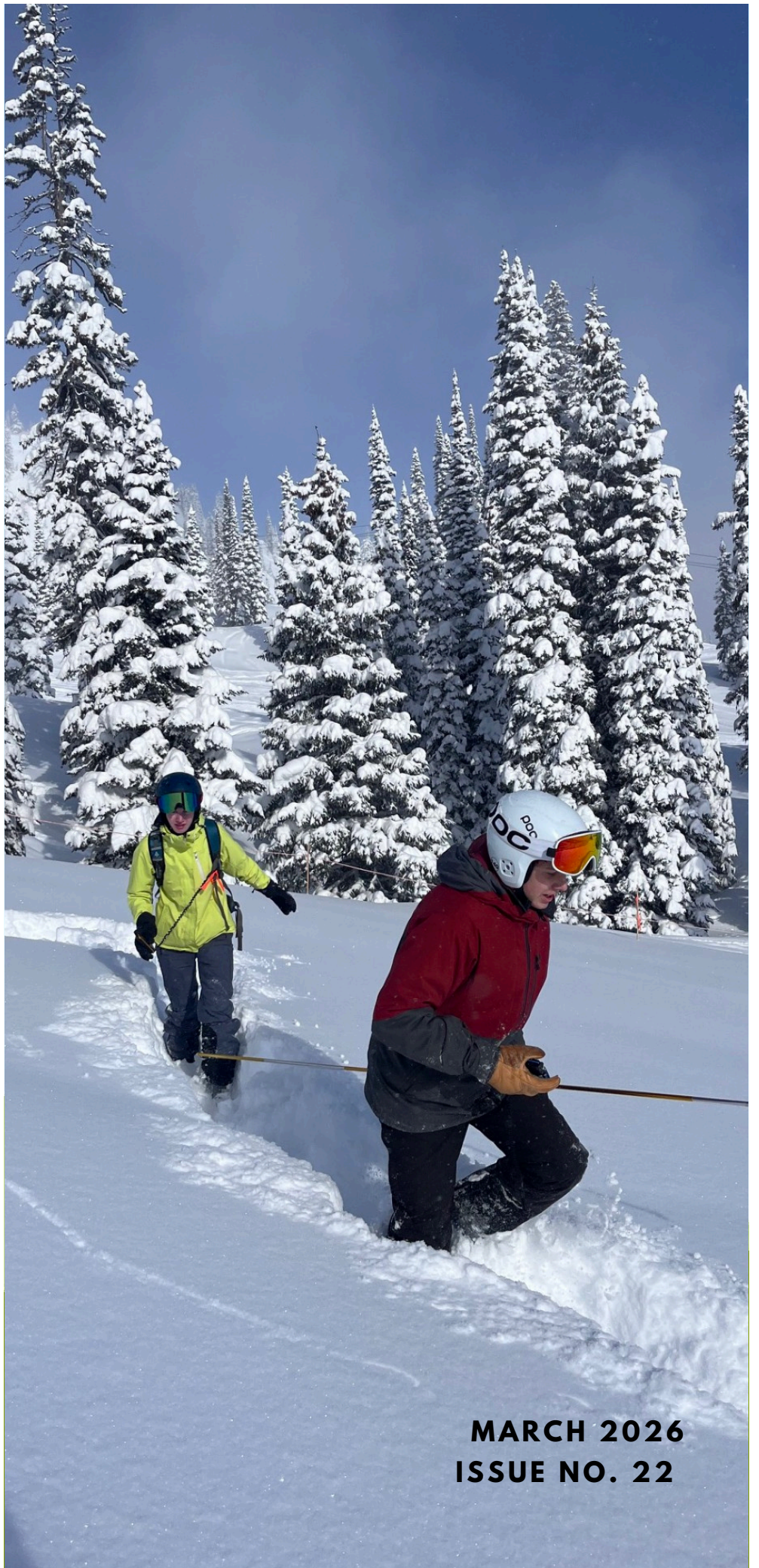
Summary for April 10, 2026 Board Meeting

TRUSTEE REPORT

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Apr 9 – 11	BCSTA AGM

LEARNING TOGETHER

NO. 22



MARCH 2026
ISSUE NO. 22



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A Picture Says a Thousand Words

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News from District Teachers
News from Learning Services

Indigenous Education

Galt Museum and International Peace Pow Wow

Students from Elkford Secondary, Sparwood Secondary, Fernie Secondary and Jaffray School, along with Elders and Knowledge Keepers, traveled to Lethbridge, Alberta. On the way, they stopped in the Piikani Nation, where students were welcomed with fresh fry bread made especially for them.

In Lethbridge, students visited the Galt Museum where they reconnected with Elder Blanche, someone they have built a relationship with and learned from over the years.

The experience continued at the Lethbridge International Pow-wow. The students arrived early, not as spectators, but as helpers. They supported Elders, assisted vendors with setting up their handmade crafts, and engaged in meaningful conversations with dancers and community members. They listened. They learned. They gave back.



Drumming at Mount Baker Secondary, Kootenay Educational Services & Laurie Middle

Students have started drumming, using the drum that MBSS students previously helped to make with Pete Sanchez and Bertha Andrew. Students learned from the Su?kni Singers, Andrea Alexander and Doreen Alexander about protocols, welcoming and closing of the drum, and many songs. Students were able to feel firsthand how powerful drumming is, and that drumming represents the heartbeat of mother earth. Many students are just starting to learn about their culture while others are strengthening their connections to their culture.



Ribbon Skirt Making

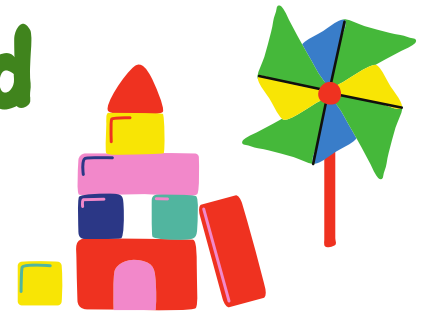
Students from both Laurie Middle and Parkland Middle recently took part in a Ribbon Skirt Making Workshop hosted by Faye O'Neil and support from Johanna Kinsman. During the workshop, students learned about the cultural significance of ribbon skirts and were introduced to techniques used in creating one.

The hands-on experience allowed the students to explore their creativity while developing new sewing and design skills. The event provided a valuable opportunity for students from both middle schools to collaborate, learn together, and take part in a meaningful cultural learning experience.



Early Learning and Child Care

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



We are pleased to share an opportunity for students interested in careers working with young children. We are exploring the feasibility of offering an Early Childhood Education (ECE) Dual Credit cohort scheduled to run February–May 2027.

This dual credit program would allow secondary students to complete four ECE courses for both high school and post-secondary credit, providing an excellent pathway for students interested in careers in early learning and childcare.



Cohort details:

- Four ECE courses delivered as a cohort from February to May 2027
- Students will earn both high school credits and college credits
- Ideal for students interested in Early Childhood Education, childcare, or related fields
- We are seeking a minimum of 10 students, with an ideal cohort size of 12–20 students.

Timeline: Confirmation of at least 10 students by June 2026 is required for the cohort to proceed

We would appreciate your support in sharing this opportunity with interested students and helping identify potential applicants. Early expressions of interest will help us determine whether we can move forward with offering this cohort.

If you have students who may be interested or would like additional information, please feel free to contact me.

Thank you for helping us support students interested in careers in early learning and childcare.



GET A HEAD START WITH DUAL CREDIT

Dual Credit is an opportunity for high school students to begin post-secondary programs and courses while they are still in high school.

Why should I take dual credit?

- ✔ Save Money: Your tuition may be covered by your school district**
- ✔ Earn credits for high school and post secondary at once.
- ✔ Start college with a lighter load.
- ✔ Transfer credits to other post-secondary institutions.



Need guidance? Speak with your school counsellor
 Application package **MUST** be submitted to your school, and students must be enrolled into dual credit programming before September 30th for ITOI funding purposes.



**Schools must have the dual credit courses in MYED in September for funding



For more information, please contact:
 Laura-Lee Phillips (she/her)
 District Principal of Early Learning and Child Care
laura-lee.phillips@sd5.bc.ca



News from District Teachers



District French Immersion Teacher, Marzia Bottoni

Here is what has been happening in the wonderful world of French learning in January and February!

Core French students at Kootenay Orchards Elementary School celebrated Carnaval de Québec with Bonhomme, poutine and face painting

Core French students from Laurie Middle School met the real Bonhomme on a trip to Québec where they visited the ice hotel, cabane à sucre and went dog sledding!! Vive le français!



News from the School Food Coordinator

School Food Coordinator, Vince Girimonte

School food programs play an important role in providing students with access to nutritious, local food in a way that reduces stigma. Learn how school food programs are meeting the needs of students in B.C. Check out the updated [Feeding Futures website](#) to find important information about Feeding Futures funding and how schools and districts are creating and expanding school food programs in BC.

The website includes information on:

- What Feeding Futures funding is and how it works in BC
- Why school food programs matter
- Creating and expanding a school food program
- BC food and local food literacy
- Nutrition and the BC School Food Toolkit
- Additional grants and funding opportunities



News from District Teachers

District Numeracy Teacher, Nicole Fulton

This month's classroom visits focused on building number sense through hands-on mathematics.

In several grade five and six classrooms, students explored two types of division: sharing (partitive division) and grouping (quotitive division). Building on ideas from the January division in-service, students worked through problems and discussed what each type of division was asking them to find. Looking at both interpretations helped students understand what division represents and why different situations can lead to the same equation.

We also continued exploring the CRA model (Concrete–Representational–Abstract) in classrooms across the District.

At Steeples, a grade one class practiced teen numbers by building a ten and then adding the extra ones. Using manipulatives helped students clearly see that numbers like 14 or 17 are made of one ten and some ones, strengthening their understanding of place value.

At Highlands, a grade 2/3 class used Lego and playdough to build repeated groups as an introduction to multiplication. Students created their groups and then connected what they built to multiplication sentences, helping them develop a strong conceptual foundation for multiplication.

Research shows that when students explore, build, and notice patterns, their understanding grows.



News from Learning Services

District Principal Kaley Wasylowich & SEL Support Teacher Krysta Leiman

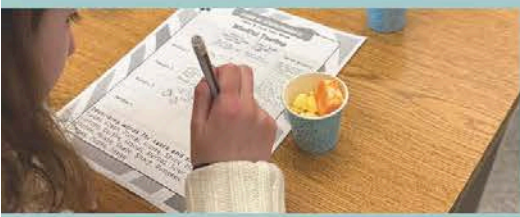
Social
Emotional
Learning

Update

BUILDING SKILLS FOR LIFE

DISTRICT-WIDE SEL CLASSROOM LESSONS

Over the past six months, SEL has supported classrooms across the district with a four-lesson series focused on helping students understand how their brains work during stress and how they can use simple, effective strategies to return to a calm, regulated state. Students explored executive functioning, practiced movement-based regulation tools and engaged in mindfulness activities to build awareness and emotional resilience.



EXPANDING SEL LEARNING

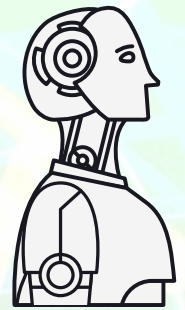
New lessons extending this learning have also been taught at Pinewood Elementary. Students participated in a mindful tasting experience and explored their body's "sixth sense"—proprioception—using purposeful movement to help support regulation and create stronger mind-body awareness.

FEBRUARY PROFESSIONAL DEVELOPMENT

SEL was a focus for staff from Parkland Middle School and Isabella Dicken Elementary. Staff engaged in learning focused on the neuroscience of mindfulness, explored regulation strategies, and participated in new classroom-friendly games designed to support students' social-emotional development.



DISTRICT DESIGN LABS



Teachers of Transformative Learning
Ryan McKenzie and Kim Froehler

Olympic Parade

Grade four students in Ms. Chiasson's class at Frank J Mitchell Elementary used Spheros to create an Olympics Opening Ceremonies parade. Students in Ms. Laviolette's class programmed Spheros for ski slalom and figure skating challenges. Both classes applied the ADST design process and coding skills to test, debug, and refine their programs while building creative thinking, communication, and collaboration.

Logos and Dragon Masks

In the Design Lab, Ms. Storey's students in grade six designed unique logos and printed them onto T-shirts using the Cricut Maker and Cricut app. The project supported ADST and Arts Education by guiding learners from concept to completion, encouraging safe use of tools and technology and growth in creative thinking. A small group of students from École Isabella Dicken Elementary also crafted personalized logos and T-shirts using the Cricut app.

Grade one students in Ms. Spergel's class created dragon masks using the ChompSaw. This hands-on build supported ADST learning as students practiced safe and appropriate tool use and worked with materials to create a finished product.

What is in Your School's Walls?

The District partnered with UVic teacher candidates and Marci Archibald's class at Gordon Terrace to bring the story Wolves in the Walls to life through immersive, multi-sensory learning. Students began by hearing the book read aloud in various hidden corners of the school, listening carefully to the walls, slipping between classrooms, and exploring tucked-away spaces like storage rooms and stairwells to spark their imaginations about where the wolves might be hiding.

The experience then shifted into the virtual world, where students entered the story through VR and joined the main character, Lucy, on her quest to track down the wolves and help chase them out of the house. This layered approach blended literacy, movement, place-based learning, and technology—creating a powerful, memorable storytelling journey for students.

How To Make a How-To

Grade two students in Ms. Shultz's class showcased their creativity and growing digital literacy skills through an engaging stop-motion "How-To" project. Using the Design Lab's Cricut machines, chomp saws, and a collection of LEGO, they created cutouts and sets to animate their chosen topics. Their mini-tutorials ranged from how to draw Hello Kitty to How to Make Popcorn and How To Make Pizza. This hands-on project beautifully blended technology, storytelling, and visual communication—highlighting how digital tools can enhance early literacy in fun and meaningful ways.





OUTDOOR AND



ENVIRONMENTAL EDUCATION



Mount Baker Secondary Outdoor Education

The Outdoor Education Students have been researching and planning lessons in the outdoors. They were also mentored by some amazing Cranbrook curling club members and also cross country skied in Kimberley.

Lastly, the students were so thrilled to have a big snowfall that allowed them to get out into the field and practice building quinzees, which they will use during the winter camp at Kootenay Pass.

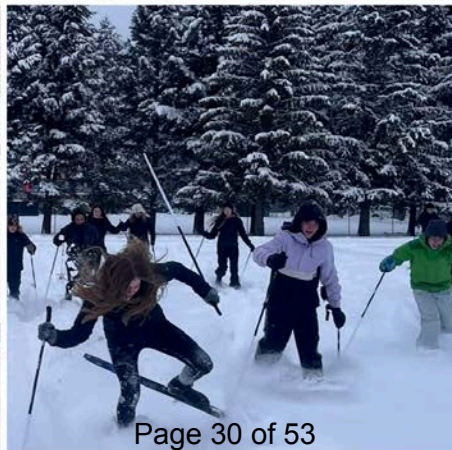
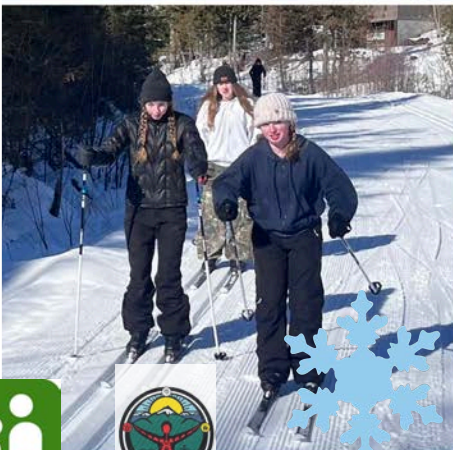


A Village on Skis at Fernie Secondary

First glide. First fall. First big laugh in the snow. This winter, many young people at Fernie Secondary School stepped into cross-country skis for the very first time, learning to glide, tumble, and get back up again on the Nordic trails right beside their school and out into the mountains.

Thanks to the incredible support of the Emily Brydon Foundation, the Abi Moore Foundation, the Fernie Nordic Society, Fernie's Guides Hut, the Lions Club of Fernie, North Coal, and Elk Valley Resources, more than \$20,000 was raised to build a ski fleet so youth in Fernie can experience winter in the Elk Valley.

It truly takes a village. ❤️





IN THE SCHOOLS



News from Schools Across the District

Physical Literacy

Teachers from across the District took part in the Junior Canucks Floor Hockey program. This physical literacy program is all about building skills, promoting physical activity, and encouraging positive sportsmanship in a supportive and engaging environment.

Thanks to the Canucks for Kids Fund (CFKF) for organizing and running the event. The CFKF grants to children's and family centred charities in BC that support health and wellness, education and grassroots hockey and lacrosse programming. Thank you to Jaffray Elementary Secondary School for hosting the event.



Crazy Hair Day at Pinewood Elementary

Everyone went a little wild for Crazy Hair Day at Pinewood Elementary right before spring break.



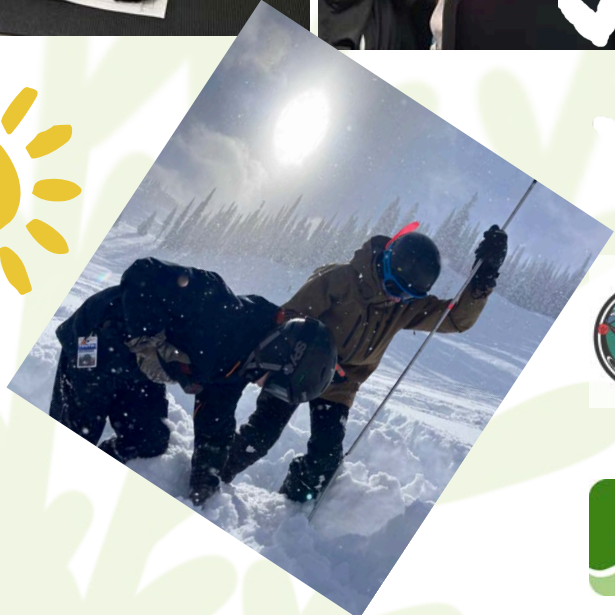
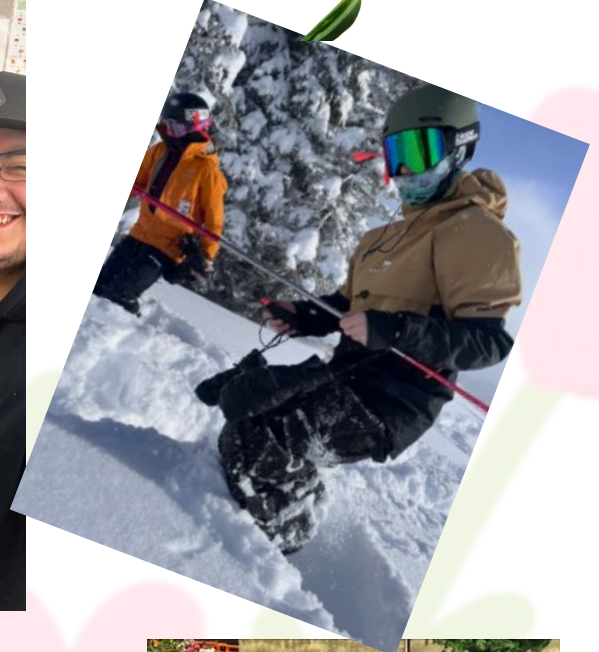
Compassionate Systems at Elkford Secondary

Students in Leadership 10 with Mr. Skelton have been working on Compassionate Systems Leadership.

They have now been collaborating by teaching grade six students what CSL is, as well as what the RISE character program is at Elkford Secondary!



A Picture Says a Thousand Words...



Early Learning and Child Care Update – April 2026

Human Early Learning Partnership (HELP) Project Knowledge Exchange Sessions:

- April 20 – KLC Fernie
- April 21 – CBO Cranbrook

Researchers at the Human Early Learning Partnership (HELP) at UBC, led by Dr. Martin Guhn, have launched a two-year project to improve the well-being of children, youth, and families by strengthening collaboration between communities, advocacy



organizations, researchers, and Ministry partners. HELP researchers will use data from the Child Development Monitoring System (CHEQ, EDI, MDI, YDI) to support dialogue and decision-making. They will engage participating communities through in-person “knowledge exchange sessions” designed to connect child and youth development data with the experiences of service providers and professionals.

What will happen with information from the sessions?

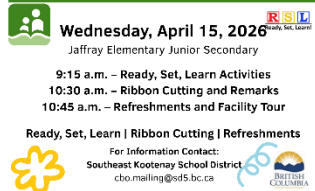
Feedback from the Southeast Kootenay region will be combined with input from the other participating communities. HELP researchers will share back what they

heard so that community members and service providers can identify additional priorities not currently reflected in the data. They will also collect feedback from the advocacy organizations and Ministry partners. Once all of the sessions have concluded, the researchers will analyze what they heard from everyone to create insights about how to better support the well-being of children and youth in Southeast Kootenay and BC. HELP will create reports and other resources that people can use for community-based decision making.

Cranbrook

An agreement has been signed with MNBC to provide child care services at the Amy Woodland site. In addition, Steeples child care has expressed interest in operating a summer program. GTES child care is planning to offer before- and after-school care beginning in September.

Jaffray



The grand opening of the Jaffray child care space will take place on **April 15**, in conjunction with a Ready, Set, Learn (RSL) event at Jaffray Elementary Secondary School (JESS). The schedule is as follows:

- **9:25 a.m.** – Ready, Set, Learn (RSL)
- **10:30 a.m.** – Ribbon Cutting and Remarks
- **10:45 a.m.** – Refreshments and Facility Tour

Child care programming in Jaffray is planned to operate throughout the summer months.

Fernie



The PlayB4K program will run from 2:00–3:00 p.m. on the following dates:

- April 10 – Feelings (social/emotional)
- May 1 – Movement (gross and fine motor skills)
- May 8 – Sounds (literacy)
- May 22 – Playing Together (interactive play)

Each session will include a story, craft, guest/community connection, and activity.

The program is offered in partnership with CBAL, which is providing facilitator Laura Vaughan and take-home learning packages.

Sparwood

Treehouse child care will be providing before- and after-school care at Mountain View. Work is underway to finalize the licensing/lease agreement.

Elkford

RMES – Countdown to Kindergarten: an 8-week program running in May and June.

RMES child care plans to operate before- and after-school care.

Ready, Set, Learn (RSL) Schedule

The following RSL events are scheduled across the district:

- Jaffray (JESS) – April 15
- Sparwood (FJMES) – April 24
- Elkford (RMES) – May 22
- Cranbrook – May 27
- Fernie (EIDES) – June 11

Early Years Fairs – Elk Valley

Schools in the Elk Valley will host Early Years Fairs in collaboration with the Early Years Team at **Ktunaxa Kinbasket Child and Family Services Society (KKCFSS)**. These events are designed to support early childhood development, celebrate families, and strengthen connections to local resources and professionals.

Scheduled dates are:

- Sparwood – September 21, 2026
- Fernie – September 22, 2026
- Elkford – September 23, 2026

StrongStart



On May 29, StrongStart, CBAL, and interested teachers will participate in a Pro-D session at the Cranbrook Board Office in partnership with Métis Early Years.

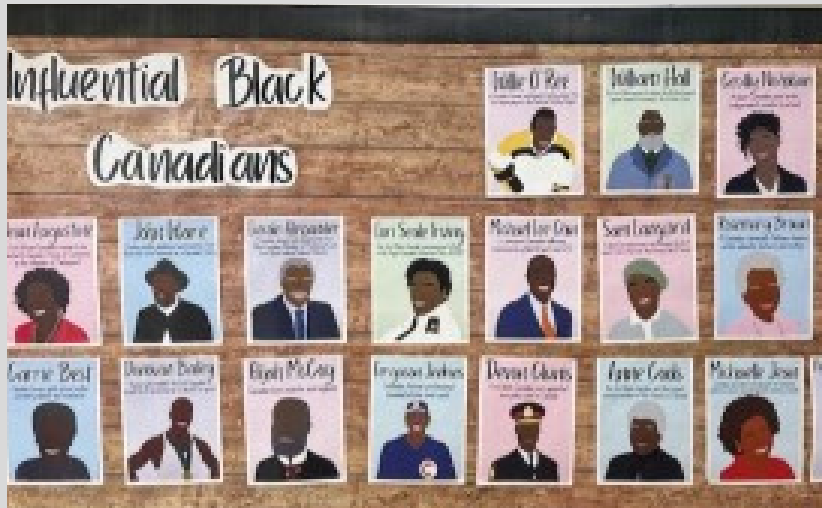
Ministry of Education and Child Care Updates

- The Ministry has announced a \$5 million investment to support minor capital projects for new or expanded before- and after-school care programs. Additional details are expected in the coming months.
- A guide for school-age care is being developed to support board-operated child care programs.
- Funding for the ELCC position has been extended for two years.
- A new “made in BC” Early Literacy Screening Tool will be implemented in the 2027–2028 school year.
- *Changing Results for Young Children: A Working Guide*
- *Strengthening Early Years to Kindergarten Transitions*

These guides support districts engaged in early learning initiatives, providing practical strategies, background information, and insights from across the province to support ongoing implementation and growth.

Inclusion Calendar

Stories from Our Schools



BLACK HISTORY MONTH

February, 2026

FJMES put together an amazing display highlighting influential Black Canadians, featuring:

- Space badges honouring the first Black female astronaut.
- An art piece celebrating the first Black woman to have permanent artwork displayed in the White House.
- Paper planes recognizing the first Black female pilot.



CARNAVAL D'HIVER

February 12, 2026

Memories were made at the world's largest and oldest winter festival when students from Laurie Middle School travelled to Quebec.



PINK SHIRT DAY

February 25, 2026

By standing up to bullying, showing kindness, and supporting those struggling with their mental health, students across the district participated in a variety of Pink Shirt Day activities:

- Button contest
- Stories
- Assemblies
- Kindness-themed Art
- Kindness Coupon Initiative

Chairperson's Report

Doug McPhee

From the Province – Safe Access to Schools Act Extended to July 1, 2028

Rationale

The province reports more than 40 protest disruptions outside K–12 schools since 2023, including those related to SOGI and vaccines, which helped justify extending the safe-access legislation. It also cites a rise in vandalism and intimidating behaviour at churches and other religious sites that has affected people's ability to attend worship safely.

20 m Zones

The Safe Access to Schools Act establishes a protected zone around schools that includes the property and a 20-metre buffer where disruptive or intimidating behaviour is prohibited. Originally set to expire in 2026, the provincial government has proposed extending these protections to July 1, 2028. The new legislation would also allow eligible places of worship to create similar 20-metre safe-access zones around their buildings and property. These zones would only take effect when a site opts in by posting government-approved signage. Once activated, police would be able to intervene, ticket, or arrest individuals who impede access or intimidate people within the designated area.

From the District – Highlights of the Public Meeting of the Board - March 10, 2026 Fernie, BC

Presentation from CDTA and FDTA

The CDTA and FDTA presidents presented their perspectives to support the District Budget 2026–18 consultation process, highlighting current and future practices they believe enhance educational quality. The budget work will continue in the coming months, with the goal of meeting student needs within limited financial resources.

Motions Discussed:

- The Board approved the Transportation Accountability Report.
- Fernie Secondary School prepared a request to have students involved in a rafting trip. The application addressed the required safety considerations addressed all questions from the board.
- The revised 2026/27 Annual School Calendar was presented and passed. Thanks again to everyone who had the opportunity to provide input into the calendar.
- Knowing "Where", "When" and "Why" are important considerations for board meetings. The 2026/27 schedule for Board Meetings was presented and passed.

Ongoing Work:

A meeting of the consultation group for the Fernie Elementary School development project was held on the morning of **March 10, 2026**. The group received an update on the previously reviewed design elements, along with clarification on the next steps required as the project advances toward the tendering and construction phases.

Chairperson's Report

Doug McPhee

Additional work was also identified for the **Amy Woodland Elementary** business plan, as required by the Ministry of Infrastructure. It was noted that the remaining reports are expected to be completed and submitted by **mid-March 2026**.

Learning Together NO.21 February 2026

In this addition:

Superintendent Johnson's insights into the steps taken to address the traumatic events of Tumbler Ridge using both school-based, community-based and provincial resources.

The Learning Together publication are a wealth of information and pictures celebrating the educational activities and opportunities in SD5. The full report can be accessed on the SD5 website.

Ministry of Education and Childcare – Annual Review Feedback

The Ministry of Education and Childcare recognized in its feedback report that **“SD5 is building strong foundations in engagement, equity, and strategic alignment.”** The Ministry highlighted several key areas of strength, including:

- **Robust engagement and development of the new Strategic Plan**, demonstrating strong collaboration and broad stakeholder involvement.
- **Clear alignment between district operational plans, strategic priorities, and individual school plans**, ensuring cohesive direction across the system.
- **Ongoing engagement with the IEC and Indigenous students and communities**, reflecting a sustained commitment to respectful collaboration and cultural responsiveness.
- **Inclusion of required provincial data and local supplemental data**, strengthening evidence-informed decision-making.
- **Continued focus and support for Indigenous Students, Students in Care, and Students with Disabilities or Diverse Needs**, reinforcing SD5's commitment to equity and improved outcomes for all learners.

ChildCare

This month's report included an invitation to the official opening of the Strong Start Center at Jaffray Elementary/Middle School. In support of helping children enter the primary program with confidence, each elementary school is hosting activities designed to support that important first step into kindergarten.

If you have a child entering kindergarten, please contact your registering school to find out the scheduled date and time for these activities.

**CAPITAL BYLAW NO. CPSD05-01
CAPITAL PLAN 2026/27**

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 05 (*Southeast Kootenay*) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2026/27 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated *March 27, 2026*, is hereby adopted.
- 2. This Capital Bylaw may be cited as *Southeast Kootenay Capital Bylaw No CPSD05-01*.

READ A FIRST TIME THE *14 DAY OF April, 2026*
READ A SECOND TIME THE *14 DAY OF April, 2026*;
READ A THIRD TIME, PASSED THE *14 DAY OF April, 2026*.

APPLY CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original *Southeast Kootenay Capital Bylaw No. CPSD05-01* adopted by the Board the *14 day of April, 2026*.

Secretary-Treasurer

ANNUAL PROGRAMS FUNDING AGREEMENT

This Annual Programs Funding Agreement dated for reference the 27th day of March 2026, is in effect for the 2026/27 fiscal year period of April 1, 2026 to March 31, 2027.

BETWEEN: His Majesty the King in Right of the Province of British Columbia,
represented by the Minister of Infrastructure (the "Ministry")

OF THE FIRST PART

AND: the Board of Education of School District No. 5 (Southeast Kootenay) (the "Board")

OF THE SECOND PART.

The parties agree as follows:

1. DEFINITIONS

1.01 In this Agreement, unless the context otherwise requires:

"Agreement" means the Annual Programs Funding Agreement;

"Board" or "Board of Education" means a board of school trustees constituted under the *School Act* [RSBC 1996] c. 412 and any person designated by the Board to act with respect to a provision of this Agreement;

"Business Day" means a day, other than a Saturday or Sunday or Statutory Holiday, on which Provincial government offices are open for normal business in British Columbia;

"Capital Funding Grant" means a funding grant authorized by the Minister of Finance in accordance with section 56.1 of the *Financial Administration Act* [RSBC1996] c. 138;

"Certificate of Approval" means the Certificate of Approval described in paragraph 3.04;

"Eligible Expenditure(s)" means those expenditure(s) areas more particularly described in paragraph 3.04;

"Event of Force Majeure" means invasion, rebellion, hostilities, sabotage, government regulations or controls, acts of God, strikes, lockouts or labour disputes that are a major disabling event or circumstance in relation to the normal operations of the party concerned as a whole that is beyond the reasonable control of the party directly affected and results in a material delay, interruption or failure by such party in carrying out its duties, covenants or obligations under this Agreement;

"Minister" means the Minister of Infrastructure, and includes the respective Ministry Deputy Minister and/or any person designated by either of them to act with respect to a provision of this Agreement;

"Ministry" means the Ministry of Infrastructure of the Province of British Columbia;

2026/27 Annual Programs Funding Agreement for School District No. 5 (Southeast Kootenay)

"Project" means the project(s) described in paragraph 3.01;

"Schools Protection Program" means the risk management program administered and delivered by the Risk Management Branch of the Ministry of Finance in conjunction with the Ministry, and includes the "Schools Protection Program Reference Manual" and all amendments and updates to the program and manual;

"Treasury Board" means the Treasury Board established under the *Financial Administration Act* [RSBC 1996] c. 138.

2. SCHEDULES

2.01 The following Schedule(s) form an integral part of this Annual Programs Funding Agreement:

- A. Communications Protocol Agreement on Minor Capital Projects between the Ministry and School Districts

3. PROVINCIAL FUNDING CONTRIBUTIONS AND OBLIGATIONS

3.01 The Ministry will provide capital funding to the Board which is to be used for the purposes of the following Project(s):

Facility Name	Program Project Description	Amount Funded by Ministry
Gordon Terrace Elementary	SEP - Roofing Upgrades	\$500,000
Fernie Secondary	SEP - Interior Construction Upgrades	\$350,000
Gordon Terrace Elementary	CNCP - HVAC Upgrades	\$590,000
Laurie Middle , Parkland Middle, T M Roberts Elementary	FIP - Delivery Vehicle	\$175,000
3051A	INTERNAL COMBUSTION ENGINE - Type C with 0 wheelchair space(s)	TBD
3052A	INTERNAL COMBUSTION ENGINE - Type C with 0 wheelchair space(s)	TBD
0056	INTERNAL COMBUSTION ENGINE - Type C with 0 wheelchair space(s)	TBD

School bus purchase approvals will have funding amounts confirmed after school districts place their order(s) with bus vendors through the upcoming Bus Standing Offer process.

2026/27 Annual Programs Funding Agreement for School District No. 5 (Southeast Kootenay)

Note the Ministry will provide funding for Type A2 and Type C buses, however, will not provide funding towards new or replacement Type D buses. School districts that wish to purchase a Type D bus may do so, however will be required to pay the difference in cost between the Type D bus and the Type C funding provided by the Ministry.

Bus funding amounts will be as identified in the Bus Standing Offer for the base cost of the chosen Type A2 or Type C bus, plus up to \$20,000 per bus in options, plus cost of wheelchair spaces (if applicable), plus cost of seat belted seats (if applicable), plus GST and PST.

The Ministry will not provide additional funding or compensation for any costs or fees associated with the Bus Standing Offer.

Please refer to the attached 2026/27 School Bus Purchasing Letter for additional details.

- 3.02 The Ministry may consider, under special circumstances, providing more than the amount listed above.
- 3.03 The Ministry will provide the capital funding in paragraph 3.01 in the form of a Capital Funding Grant.
- 3.04 Payment of a Capital Funding Grant is subject to the Ministry issuing a Certificate of Approval for the Project(s) in paragraph 3.01 in accordance with Treasury Board policies and directives and to the following conditions:
 - a) in no case may the Board make a draw against funds available under a Certificate of Approval, unless the draw is reimbursement for Eligible Expenditure(s) properly incurred by the Board in connection with the Project;
 - b) accrued cost-savings realized from completed capital projects may not be drawn from a Certificate of Approval (see paragraph 4.01(v) for additional details);
 - c) the Ministry may modify or withhold a Capital Funding Grant and applicable Certificate of Approval, or any portion thereof, in the event the Board fails to observe, perform and comply with any provision of this Agreement or if, in the opinion of the Ministry, there has been a material change in the Project;
 - d) the Board will comply with all applicable policies and directives of the Treasury Board respecting Capital Funding Grants.3.05 Notwithstanding any other provision of this Agreement, the payment of funds by the Ministry to the Board, pursuant to this Agreement, is subject to the provisions of the *Financial Administration Act* ("the Act"), which makes that payment obligation subject to:
 - a) there being sufficient monies available in an appropriation, as defined in the Act, to enable the Ministry, in any fiscal year or part thereof when any payment of money by the Ministry to the Board falls due pursuant to this Agreement, to make that payment;

- b) Treasury Board, as defined in the Act, not having controlled or limited, pursuant to the Act, expenditure(s) under any appropriation referred to in this subparagraph a).

4. BOARD OBLIGATIONS

4.01 The Board will:

- a) carry out the Project in a manner that ensures:
 - i) drawing against funds available under a Certificate of Approval on a regular basis throughout the fiscal year (monthly if possible) as reimbursement for Eligible Expenditure(s) as incurred by the Board;
 - ii) delivery within budget;
 - iii) completion by March 31, 2027;
 - iv) scope details are fully met upon completion;
 - v) accrued cost-savings realized from completed capital projects as approved in this Agreement are to be reported to the Ministry well in advance of the Certificate of Approval's expiration date, at which time the Ministry will determine if the surplus funds can be re-allocated or transferred into the school district's Minister-Restricted Capital account.
- b) comply with all policies and best practices related to Capital Project Procurement, as documented in the Capital Asset Management Framework and Capital Procurement Checklist published by the Ministry of Finance;
- c) procure the Project in accordance with the Capital Asset Management Framework;
- d) include in any contracts all standard insurance and indemnification clauses required by the Schools Protection Program;
- e) ensure all communication related to the Capital Project conforms to the "Communications Protocol Agreement on Minor Capital Projects between the Ministry and School Districts" (provided as Schedule A). This protocol may be amended from time to time by the Ministry, with the most current version of the protocol being used.

4.02 Provide written notice to the Ministry immediately upon completion of each Project. (Note: the Ministry will be follow up with school districts regarding delayed and/or incomplete projects in early January, at which time the Ministry may choose to re-allocate associated funds depending on the status of the Project).

4.03 At the request of the Ministry, prepare additional reports relating to the Project.

4.04 Notify the Ministry immediately, in writing, should any Event of Force Majeure arise that could materially affect the scope, costs or schedule of the Project.

4.05 Indemnify and save harmless the Province of British Columbia and its employees and agents from and against any losses, claims, damages, actions, causes of action, costs and

expenses that the Province of British Columbia or any of its employees or agents may sustain, incur, suffer or be put to at any time, either before or after this agreement ends, which are based upon, arise out of or occur, directly or indirectly, by reason of, any act or omission by the Board or by any of its agents, employees, officers, directors, or contractors with respect to the Project.

4.06 Boards are to procure school buses using the bus standing offer process as directed by the Ministry in the 2026/27 School Bus Purchasing Letter (attached if applicable).

4.07 Enter into a tripartite agreement with the Ministry and BC Housing for all Building Envelope Program (BEP) projects and agree to carry out the projects in collaboration with BC Housing as defined in the tripartite agreement (if applicable).

5. EVENT OF FORCE MAJEURE

5.01 In the Event of Force Majeure:

- a) the Board will immediately notify the Ministry, in writing, describing the Event of Force Majeure.
- b) within five (5) Business Days of being notified of the Event of Force Majeure, the Ministry will communicate with the Board to explore what steps are to be taken to mitigate the Event of Force Majeure, determine an appropriate course of action, and establish an estimated cost related to the Event of Force Majeure.
- c) the course of action must be agreed to by the Ministry and the Board.
- d) either party may request the assistance of an independent cost consultant appointed by mutual agreement of the parties.
- e) the Ministry will not approve any expenditure(s) incurred prior to the agreed course of action unless the costs were demonstrably incurred for the preservation of life and/or safety.

6. PUBLIC ANNOUNCEMENTS

6.01 Any public announcement relating to the Project will be in accordance with the “Communications Protocol Agreement on Minor Capital Projects between the Ministry and School Districts” (provided as Schedule A).

7. NOTICE

7.01 Any notice or communication required or permitted to be given under this Agreement will be in writing and will be considered to have been sufficiently given if delivered by hand or electronic transmission to the physical address or electronic mail address of each party set out below:

- a) if to the Board:

2026/27 Annual Programs Funding Agreement for School District No. 5 (Southeast Kootenay)

School District No. 5 (Southeast Kootenay)
940 Industrial Rd #1, Invermere, BC, V0A 1K0
Attention: Nick Taylor, Secretary-Treasurer
Email: nick.taylor@sd5.bc.ca

b) if to the Ministry:

Ministry of Infrastructure
PO Box 9192 Stn Prov Govt, Victoria, BC, V8W 9E6
Attention: Education & Child Care Capital Branch (Minor Capital Projects)
Email: CMB@gov.bc.ca

7.02 Any such notice or communication will be considered to have been received:

- a) if delivered by hand during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day;
- b) if sent by electronic transmission during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day, provided that:
 - i) the receiving party has, by electronic transmission or by hand delivery, acknowledged to the notifying party that it has received such notice; or
 - ii) within twenty-four (24) hours after sending the notice, the notifying party has also sent a copy of such notice to the receiving party by hand delivery.

7.03 Delivery by mail will not be considered timely notice under this Agreement.

7.04 In the event a contact name changes for either the Ministry or for the Board, then parties must be notified within five (5) Business Days.

Contact Branch Director [Michael Nyikes](#) with questions regarding this Annual Programs Funding Agreement.

2026/27 Annual Programs Funding Agreement for School District No. 5 (Southeast Kootenay)

IN WITNESS WHEREOF the parties have executed this Agreement, in duplicate, as of the day and year first above written.

SIGNED on behalf of His Majesty the King)
in Right of the Province of British Columbia)
by a duly authorized designate of the)
Minister of Infrastructure)

Authorized Signatory (For the Minister of Infrastructure)

Name (Print)

Title

Date Signed (Month/Day/Year)

SIGNED on behalf of **the Board**)
of Education of School District)
No. 5 (Southeast Kootenay) by its duly)
authorized signatories)

Signatory (Secretary-Treasurer)

Name (Print)

Date Signed (Month/Day/Year)

SCHEDULE A

**COMMUNICATIONS PROTOCOL AGREEMENT ON MINOR CAPITAL PROJECTS
BETWEEN THE MINISTRY OF INFRASTRUCTURE (INF) AND SCHOOL DISTRICTS**

News Release

Upon issuance of Capital Plan approvals and funding agreements to school districts, INF will issue public news releases regarding minor capital projects. School district(s) may be requested to provide a quote from a designated representative for such news releases.

Signage

Significant, high-profile minor capital construction projects and/or initiatives approved in the INF Capital Plan **may** be requested to be identified by signage prominently displayed at the site. INF will notify a school district(s) if this is the case.

If requested, signs must conform to Government of B.C.'s Infrastructure Sign Specifications and be produced by Government Communications and Public Engagement (GCPE) graphics department. In addition to the BC logo, school districts and other funding partners will be identified with their logos on signage. Signs are to be installed as soon as possible after announcement of the project, and amended to include the amount of investment and date of completion after award of the contract and preferably before the start of work. The signs are to remain on the site until the work is completed and after any completion ceremonies where applicable. A digital picture of the sign is to be sent to GCPE after it has been installed. Cost of the sign is to be funded from the approved project budget. School districts are responsible for installing the signs.

The steps from signage design to installation are as follows:

1. Project is announced;
1. GCPE will have their graphics department create a construction sign;
2. GCPE graphics department will create and send the approved file to Kings Printer for print production;
3. Kings Printer will notify GCPE when the sign is ready;
4. GCPE will notify the school district(s) when the sign is ready to be ordered and provide them with the online requisition form: <http://brokerage.qp.gov.bc.ca/submit-print/print-form.aspx>;
5. The school district(s) orders, pays and arranges for the sign to be installed. Signs are to be post mounted in a visible location;
6. School district(s) will notify GCPE when the sign is installed and send photo as confirmation.

Official Ceremonies

INF will notify a school district(s) if an official ceremony **may** be held to commemorate the launch and/or ground-breaking for a project. The parties shall co-operate in the organization ceremonies, and messages and public statements for such events should be mutually agreed upon.

Plaques

INF **may** request the district provide and install (upon completion of significant, high-profile construction projects and/or initiatives), a plaque bearing an appropriate inscription. The design, wording and specifications of such plaques must be approved by INF. Cost of the plaque is to be funded from the approved project budget.



March 31, 2026

Ref: 316188

Viveka Johnson, Superintendent
School District No. 5 (Southeast Kootenay)
Email: viveka.johnson@sd5.bc.ca

Dear Viveka Johnson:

The Ministry of Education and Child Care is committed to meaningful truth and reconciliation with Indigenous Peoples and improving Indigenous graduation rates. This annual letter is intended to highlight progress and identify challenges as we collectively pursue equity for Indigenous learners attending British Columbia public schools.

The “Aboriginal How Are We Doing?” Report (AB:HAWD) provides administrators, teachers, schools, school districts, First Nations, Indigenous Education Councils (IECs), and the Ministry with important information on Indigenous student outcomes. This information should inform areas of action identified within your district strategic plan and your annual Framework for Enhancing Student Learning report to the Ministry.

In alignment with the purpose and mandate of IECs, this data should also inform the planning and delivery of comprehensive and equitable education and support services for Indigenous students, including those delivered through Indigenous Education Targeted Funds and other targeted grants. The Ministry will also be continuing the Indigenous Focused Non-Instructional Day for 2026/27, and this data should be used to inform planning for that day, with your IEC.

Across the province, the 2024/25 six-year completion rate (Dogwood only) for Indigenous students in public schools was 67.3 percent compared to 92.2 percent for non-Indigenous students. The five-year completion rate (Dogwood only) was 62.7 percent for Indigenous students compared to 89.6 percent for non-Indigenous students. This information must inform our collective work.

I also want to highlight the number of Indigenous students receiving Adult Dogwood credentials who are under 19 years of age. In 2024/25, at the provincial level, 58 percent of Indigenous students who received the Adult Dogwood were under 19 years of age, compared to 39 percent of non-Indigenous students. This is an area of priority focus at the provincial level and must be a priority for you at the district level to ensure the “racism of low expectations”, referenced in the Auditor General’s 2015 report on Indigenous Education, is being addressed. It is our collective responsibility to be active partners in driving better educational outcomes for Indigenous students.

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In your school district, the Indigenous five-year completion rate (Dogwood only) has decreased by 3.5 percentage points from 70.3 percent in 2020/21 to 66.8 percent in 2024/25.

First Nations rights holders and Indigenous partners have also expressed the importance of the Foundation Skills Assessment (FSA) which provides an important line of sight for all of us into the learning trajectories for Indigenous students and all students.

In your school district, FSA participation and results are as follows:

Grade 4 Literacy: With 87 percent participation, 43 percent on-track or extending for Indigenous students compared to 57 percent on-track or extending for non-Indigenous students.

Grade 7 Literacy: With 92 percent participation, 47 percent on-track or extending for Indigenous students compared to 59 percent on-track or extending for non-Indigenous students.

Grade 4 Numeracy: With 86 percent participation, 36 percent on-track or extending for Indigenous students compared to 46 percent on-track or extending for non-Indigenous students.

Grade 7 Numeracy: With 95 percent participation, 28 percent on-track or extending for Indigenous students compared to 44 percent on-track or extending for non-Indigenous students.

School attendance has a significant positive effect on a student's learning outcomes and social-emotional development. Absenteeism has been shown to be a major predictor of dropping out, which can lead to lifelong socio-economic challenges.

In your school district, the Chronically Absent Student Rate for Grades K-7 Indigenous Learners has decreased by 9.1 percentage points from 65.3 percent in 2022/23 to 56.2 percent in 2024/25.

The Chronically Absent Student Rate for Grades 8-12 Indigenous Learners has increased by 4.3 percentage points from 76.4 percent in 2022/23 to 80.7 percent in 2024/25.

The Chronically Absent Student Rate for Grades K-7 non-Indigenous Learners has decreased by 9.1 percentage points from 52.7 percent in 2022/23 to 43.6 percent in 2024/25.

The Chronically Absent Student Rate for Grades 8-12 non-Indigenous Learners has decreased by 2.9 percentage points from 69.7 percent in 2022/23 to 66.8 percent in 2024/25.

You have a link to the secure SharePoint site that contains your district's AB:HAWD. If you need this link again, please email Jeremy Higgs, Executive Director of Systems Modeling and Analytics, by email at Jeremy.Higgs@gov.bc.ca. This version contains unmasked results, even where cohort numbers are below 10. Key highlights of your school district's AB:HAWD are attached. Public masked versions of the provincial and local 2024/25 AB:HAWD (including your FSA results) are available on the [Student Success](#) website.

Indigenous students are a priority under the Framework for Enhancing Student Learning, and you will soon be hearing from the Ministry with a summary of feedback on your Enhancing Student Learning Report. The data and insights from the AB:HAWD Report should go hand in hand with district continuous improvement processes and adapting strategies to improve the outcomes and attendance of all Indigenous students.

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Continue strengthening relationships with the local First Nation(s) and your IEC using these results as a foundation for the conversation. Please share this letter with your IEC Chair and Secretariat. If you are in the process of setting up the IEC, please share this letter with the IEC Chair and Secretariat once named. Honest discussions about the present state of achievement are one way for districts, First Nations, and Indigenous partners to work collaboratively to benefit and improve learning and attendance for Indigenous students and all students.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kaye Krishna', with a long horizontal line extending to the right.

Kaye Krishna
Deputy Minister

Appendix 1 - Highlights SD 5 (Southeast Kootenay)

cc: Jeremy Higgs, Executive Director, Systems Modeling and Analytics, Strategic
Integration, People, and Partnerships
Doug McPhee, Chair, Board of Education, School District No. 5 (Southeast Kootenay)
Chair, Indigenous Education Council
Viveka Johnson, Indigenous Education Lead

Highlights – SD 05 (Southeast Kootenay)

Foundation Skills Assessment

Grade 4 Literacy assessment: 79% of Aboriginal learners participated in 2020/21 compared to 87% in 2024/25. Persistent gap in On Track & Extending between Aboriginal and non-Aboriginal learners in 2024/25 (43% vs. 57%).

Grade 7 Literacy assessment: 75% of Aboriginal learners participated in 2020/21 compared to 92% in 2024/25. Persistent gap in On Track & Extending between Aboriginal and non-Aboriginal learners in 2024/25 (47% vs. 59%).

Grade 4 Numeracy assessment: 79% of Aboriginal learners participated in 2020/21 compared to 86% in 2024/25. Persistent gap in On Track & Extending between Aboriginal and non-Aboriginal learners in 2024/25 (36% vs. 46%).

Grade 7 Numeracy assessment: 74% of Aboriginal learners participated in 2020/21 compared to 95% in 2024/25. Persistent gap in On Track & Extending between Aboriginal and non-Aboriginal learners in 2024/25 (28% vs. 44%).

Completion Rates

Five-year Completion Rate (Dogwood only) for Aboriginal learners has decreased by 3.5 percentage points from 70.3% in 2020/21 to 66.8% in 2024/25. The rate for non-Aboriginal learners has increased by 1.0 percentage points from 88.8% in 2020/21 to 89.8% in 2024/25.

Six-year Completion Rate (Dogwood only) for Aboriginal learners has decreased by 0.9 percentage points from 69.9% in 2020/21 to 69.0% in 2024/25. The rate for non-Aboriginal learners has increased by 0.6 percentage points from 88.9% in 2020/21 to 89.5% in 2024/25.

Chronically Absent Student Rate

Chronically Absent Student Rate for Grades K-7 Aboriginal Learners has decreased by 9.1 percentage points from 65.3 percent in 2022/23 to 56.2 percent in 2024/25.

Chronically Absent Student Rate for Grades 8-12 Aboriginal Learners has increased by 4.3 percentage points from 76.4 percent in 2022/23 to 80.7 percent in 2024/25.

Chronically Absent Student Rate for Grades K-7 non-Aboriginal Learners has decreased by 9.1 percentage points from 52.7 percent in 2022/23 to 43.6 percent in 2024/25.

Chronically Absent Student Rate for Grades 8-12 non-Aboriginal Learners has decreased by 2.9 percentage points from 69.7 percent in 2022/23 to 66.8 percent in 2024/25.

You are invited to celebrate

READY, SET, LEARN
AND THE
GRAND OPENING
OF
JAFFRAY SCHOOL
CHILD CARE SPACES



Wednesday, April 15, 2026



Jaffray Elementary Junior Secondary

- 9:15 a.m. – Ready, Set, Learn Activities**
- 10:30 a.m. – Ribbon Cutting and Remarks**
- 10:45 a.m. – Refreshments and Facility Tour**

Ready, Set, Learn | Ribbon Cutting | Refreshments

For Information Contact:
Southeast Kootenay School District

cbo.mailing@sd5.bc.ca

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