



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

September 28, 2026, 3:00 P.M.

Cranbrook Board Office

Members

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

Pages

1. COMMENCEMENT OF MEETING

1.1 Call to Order

1.2 Acknowledgement of Ktunaxa Territory

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

1.3 Approval of the Agenda

1.4 Approval of the Minutes

Approval of the minutes from August 31, 2026

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2. BUSINESS ARISING FROM PREVIOUS MINUTES

2.1 Amy Woodland Elementary Update

3. PRESENTATIONS

3.1 Partnering to Bring the 2030 or 2032 Summer Games to the East Kootenay Region

Presentation

4. REPORTS

4.1 Secretary Treasurer

4.1.1 Gordon Terrace Roof Update

4.1.2 Mountain View Sparwood

4.1.3 Fernie Elementary School and Child Care

4.1.4 Traffic Safety Concerns and Responses

4.2 Superintendent

4.2.1 Indigenous Education Council (IEC)

4.2.2 Child Care

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4.2.3 Framework for Enhancing Student Learning

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4.2.4 District Professional Development Initiatives

Director Kelly

5. REPORTS FROM COMMITTEES

5.1 Advocacy Education

5.1.1 DSAC Report

The DSAC meeting schedule has been set for 2026/27.

5.1.2 DPAC Report

5.2 Learning Services

5.3 Policy

RECOMMENDATION

THAT the Board of Education approve the revisions to Policy 22, Provision of Child Care, and direct that the revised policy be posted immediately.

5.4 Finance Operations Personnel

- 6. NEW BUSINESS**
- 7. ACTION ITEMS FOR FUTURE MEETINGS**
- 8. CORRESPONDENCE**
 - 8.1 District Occupational Health and Safety Committee Minutes**
 - 8.2 Finance and Capital Analysis Report** 36
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- 9. QUESTION PERIOD**
- 10. ADJOURNMENT**



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

**August 31, 2026, 3:00 p.m.
Cranbrook Board Office**

Committee Members in Attendance: Trustee Trina Ayling
Trustee Bev Bellina (remotely)
Trustee Irene Bischler
Trustee Alysha Clarke
Trustee Nicole Heckendorf
Trustee Chris Johns
Chairperson Doug McPhee
Trustee Sarah Madsen (remotely)
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 Curriculum and Assessment Michael Kelly
Director of Operations Joe Tank
District Principal Early Learning and Child Care Laura-Lee Phillips
District Principal of Learning Services Kaley Wasylowich
District Vice Principal Human Resources and Health & Safety Erin Boehm
Manager of Board Office & Executive Services (recorder) Jane Nixon

1. COMMENCEMENT OF MEETING

1.1 Call to Order

Chairperson McPhee called the public All Committees meeting of August 31, 2026, to order at 3:01 p.m.

1.2 Acknowledgement of Ktunaxa Territory

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

1.3 Approval of the Agenda

Amendment

5.3 Policy

The items under Policy were tabled.

5.3.1 Policy 2 Role of the Board

5.3.2 Policy 7 Board Operations

5.3.3 Policy 11 Board Delegation of Authority

5.3.4 Policy 12 Role of the Superintendent

5.3.5 Policy 13 Role of the Secretary Treasurer

5.3.6 Amendments to the Child Care Ministerial Order

Moved/Seconded by Johns/Turner:

THAT the All Committees public agenda of August 31, 2026, be approved as amended.

1.4 Approval of the Minutes

Moved/Seconded by Johns/Ayling:

THAT the minutes of the public All Committees meeting of May 25, 2026, be approved as circulated.

2. BUSINESS ARISING FROM PREVIOUS MINUTES

2.1 Amy Woodland Elementary Update

The final Project Definition Report was submitted to the Ministry of Infrastructure. There is no known timeline for the decision at this time.

3. PRESENTATIONS

Nil

4. REPORTS

4.1 Secretary Treasurer

4.1.1 Mountain View Sparwood

Secretary Treasurer Taylor provided an update of lessees at the Mountain View facility.

4.1.2 Fernie Elementary School and Child Care

Secretary Treasurer Taylor provided an update on the Fernie Elementary School and Child Care project. He discussed the contract review with Chandos (contractor) however the building permit is still in process with the City of Fernie.

District Principal Phillips provided an update on operators for the Child Care.

4.1.3 Traffic Safety Concerns and Responses

Secretary Treasurer Taylor provided a brief update on traffic safety templates for schools to tailor to school traffic safety issues. PAC representatives at the schools have been working with school administrators to ensure safe school zones.

RCMP will be touring around school zones over next few weeks. They will also help create resources for schools.

School PACs will be looking into grants to support ongoing traffic safety initiatives.

4.2 Superintendent

4.2.1 Indigenous Education Council (IEC)

Superintendent Johnson provided an update from the IEC.

She also reviewed the shape of the day for the September 18 Indigenous Professional Development Days.

Non-school based staff will be working with Erin Boehm on the Four Seasons of Truth and Reconciliation.

There is year end reporting due October 1, 2026.

4.2.2 Child Care

District Principal Phillips provided a report on Child Care. She reported on revised space at Mountain View, the licencing of 30 before and after care spaces and renovations at TM Roberts Elementary.

Kootenay Orchards is still in planning stages for before and after care spaces.

The Métis Nation of British Columbia child care project on the Amy Woodland Elementary school site is planned for Spring 2027.

4.2.3 Framework for Enhancing Student Learning

Superintendent Johnson discussed the submission of the Framework for Enhancing Learning Interim Progress Report.

4.2.3.1 Literacy Screening Schedule

District Principal Phillips reviewed the Literacy Screening schedule included in the agenda package.

5. REPORTS FROM COMMITTEES

5.1 Advocacy Education

5.1.1 DSAC Report

Trustee Bellina reported that there was no DSAC meeting in June.

5.1.2 DPAC Report

Trustee Turner provided a DPAC report regarding the meeting dates for 2026/2027 school year.

5.1.3 Letter from Minister Lisa Beare

Superintendent Johnson discussed the letter from Minister Lisa Beare included in the agenda package.

5.2 Learning Services

District Principal Wasylowich provided a verbal report regarding school start up for Learning Services. She reported that every elementary school in the District is supported by a dedicated 1.0 FTE Speech Language Assistant. There are two new Speech Language Pathologists in the District and that the expanded services will now include support for students using Augmentative Alternative Communication (AAC) systems in both middle and secondary schools as well as support for KDS students.

5.3 Policy

5.3.7 Administrative Procedure 550 Facilities

Trustees Ayling and Bellina discussed revisions that were noted and amended accordingly.

5.4 Finance Operations Personnel

Nil

6. NEW BUSINESS

Nil

7. ACTION ITEMS FOR FUTURE MEETINGS

Nil

8. CORRESPONDENCE

8.1 District Occupational Health and Safety Committee Minutes

District Vice Principal Boehm discussed the threat violence reporting process and acknowledged District-wide barriers to reporting.

She provided an overview of the new safety procedures presented by Director Tichauer at the principals and vice principals meeting on August 28, 2026.

District Vice Principal Boehm reported that identification badges are being developed as part of the District's safe school procedures. Trustees will also receive identification badges.

She also provided an update regarding encampments in the vicinity of Mount Baker Secondary School. Director Tank reported on additional lighting that has been installed as a deterrent, and permanent fencing along 2nd Avenue is planned once approval is received from the City of Cranbrook.

8.2 Finance and Capital Analysis Report

No report

8.3 Trustee Professional Development

Final report for the 2025/26 school year.

8.4 Staff Travel Summary

Final report for the 2025/26 school year.

8.5 Report on the Budget 2027 Consultation

Trustee Johns provided a brief report on the Budget 2027 consultation. Trustee Ayling commended Trustee Johns on his presentation.

Trustee Ayling suggested that the incoming Board consider submitting new motions for consideration at the Annual General Meeting.

8.6 Ombudsperson British Columbia Report

Superintendent Johnson reviewed the Ombudsperson British Columbia report included in the agenda package.

9. QUESTION PERIOD

Nil

10. ADJOURNMENT

Moved/Seconded by Johns/Clarke:

THAT the August 31, 2026, public All Committees meeting adjourn at 3:42 p.m.

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

DRAFT



SCHOOL DISTRICT 5
S O U T H E A S T K O O T E N A Y

2026/27

Child Care in SD5

Operators | StrongStart | School Partnerships



Child Care

School Name	Child Care Name	Contact / Opening	Program Type
Amy Woodland (Child Care Facility in Partnership with ʔaᑭam and MNBC)	<i>Planned</i>	Spring 2027	Group Child Care (Under 36 months), Group Child Care (30 months to school age), Group Child Care (School Age)
Fernie Learning Centre	Bright Beginnings	brightbeginningsferniecebc@gmail.com	Group Child Care (30 Months to School Age); Preschool (30 Months to School Age)
Fernie Learning Centre	Elk Valley Kids Club	elkvalleykidsclub@gmail.com	Group Child Care (School Age)
Fernie New School	<i>Planned</i>	Fall 2029	Group Child Care (Under 36 months), Group Child Care (30 months to school age), Group Child Care (School Age Care on School Grounds)
Gordon Terrace	Stay and Play	gt.staynplay@gmail.com	Group Child Care (School Age Care on School Grounds)
Highlands	Just4Kids	j4k@ccssebc.com	Group Child Care (School Age Care on School Grounds)
Jaffray	South Country Preschool	nicky@ferniewomenscentre.com	Preschool (30 months to school age)
Jaffray	South Country Programs	southcountryspc@gmail.com	Group Child Care (School Age Care on School Grounds)
Mountain View	Treehouse	sparwoodtreehousemanager@gmail.com	Group Child Care (Under 36 months), Group Child Care (30 months to school age), Multi-Age Child Care, Group Child Care (School Age)
Rocky Mountain	Griz Kids	ewtf@telus.net	Group Child Care (School Age Care on School Grounds)
Steeples	Steeples Clubhouse	christine@bgc.cranbrook.ca	Group Child Care (School Age Care on School Grounds)
TM Roberts	Stay and Play	tm.staynplay@gmail.com	Group Child Care (School Age Care on School Grounds)

StrongStart

School Name	Facilitator	Contact Information	Hours
Isabella Dicken	Celine Hawkins	cbal.chawkins@sd5.bc.ca	Monday through Friday, 9:00 a.m.–12:00 p.m. (following the school calendar)
Frank J. Mitchell	Lucie Cambridge	cbal.lcambridge@sd5.bc.ca	Monday through Friday, 9:00 a.m.–12:00 p.m. (following the school calendar)
Steeple (2 Programs)	Nicole Green	cbal.ngreen@sd5.bc.ca	Monday through Thursday, 9:00–11:30 a.m. and 12:15–2:45 p.m. (following the school calendar)

Please note

- Current child care providers listed on page 2 are independently operated and located on SD5 school property.
- Rows marked “Planned” identify future child care sites and anticipated opening dates.
- Please contact the provider directly for inquiries about the services they offer.
- For more information on StrongStart, visit [StrongStart Centres](#).
- For more information, visit [Child Care](#) or email laura-lee.phillips@sd5.bc.ca.

Ministry Mandate



The Ministry of Education's 2025/26–2027/28 Service Plan includes a goal focused on child care development across the province.

Goal 3: High-quality, inclusive child care as a core service that supports families and the early learning development of children 12 years of age and under. We know children learn the most from birth to five years old. The ministry, along with other partners in government, is working to improve access to affordable, inclusive, quality child care for families living in B.C. This includes reducing child care fees for parents, building more licensed spaces, and increasing supports for those working in the sector.

The objectives under this goal are:

- **Objective 3.1:** Families have access to affordable, licensed child care options.
- **Objective 3.2:** Enhance provider capacity to offer high-quality, culturally safe child care options.
- **Objective 3.3:** Build and enhance system capacity to support child care as a core service families can rely on.

Key direction: *Work with school districts to deliver cost-effective before- and after-school care by leveraging existing resources.*

As set out in the Minister Mandate Letter (2025), districts are required to:

- Implement ChildCareBC to improve access to accessible, affordable child care.
- Expand before- and after-school care programs across the province using cost-effective models for parents and the public that leverage existing school facilities and education workers.

Types of Child Care

Group Child Care and Before and After School Care programs are operated by independent non-profit societies or for-profit child care providers. These programs follow the regulations of the Community Care and Assisted Living Act and are licensed through Interior Health's Community Care Facility Licensing program. SD5 works with child care providers through both exclusive- and shared-space accommodations.

Types of Care Programs

- **Group Child Care (Under 36 Months):** provides care to children younger than 36 months old (infants).
- **Group Child Care (30 Months to School Age):** provides care to preschool children.
- **Preschool (30 Months to School Age):** provides care to preschool children.
- **Multi-Age Child Care:** provides care to children of different ages within one licensed program.
- **Group Child Care (School Age Care on School Grounds):** provides care at a school before or after school hours, or on a day of school closure, for children who attend school, including kindergarten.

These programs support children's learning and healthy development while meeting the care needs of working families.

Child care centres in SD5 schools are modelled in one of three formats:

Purpose-built	Exclusive use	Shared space
A separate building designed specifically for child care.	A classroom within a school dedicated to child care.	A classroom or other space shared with the school for before- and after-school care.

Strategies to Promote Strong Partnerships

Intentional leadership, purposeful partnerships, and open communication help establish a positive culture that meets individual and collective needs. Although sharing space can present challenges, strong relationships allow partners to solve issues collaboratively. The following considerations support effective school–child care partnerships.

Enhancing Communication

- Plan a start-of-year meeting and use the **Child Care Provider/School Meeting Template**.
- Establish regular check-ins throughout the school year with the child care supervisor.
- Discuss pick-up/drop-off routines, transitions, and busing (as applicable) with Before and After School (BAS).
- Consider sharing relevant supervisor communications and other internal communications.
- Invite the supervisor to the beginning of relevant staff meetings, such as building repair updates, school-wide events, or possible disruptions.
- Invite child care staff and children to participate in school events, such as assemblies, school-wide runs, open houses, registration events, and Welcome to Kindergarten events.
- Coordinate evacuations and lockdowns and include child care staff in drills.
- Coordinate the kindergarten gradual-entry schedule and room allocations with the program supervisor.
- Share offerings and announcements that support families, including professional-development day and summer camp registration information.
- Refer families to the district [Child Care website](#).

Building Connections

We aim to create a district culture where child care providers on school grounds feel connected to their school and part of the learning community. Recognizing everyone's role in student growth and well-being helps create a collaborative culture in which school staff respect the knowledge and experience of child care staff. It is equally important that children, parents, and community members view all staff as a cohesive team.

Suggested ways to help child care providers feel connected, respected, valued, and part of the learning community:

- Visit the child care centre during site walk-arounds.
- Build regular informal connections with child care staff.
- Include pictures of child care staff on the staff photo wall.
- Invite the child care team to the start of a staff meeting for introductions and to share their program.
- Introduce the child care team to the PAC.
- Introduce child care staff to new school staff throughout the year, especially the principal, vice-principal, administrative assistant, and custodian.
- Encourage child care staff to visit the office.
- Include child care staff in appropriate staff appreciation activities.
- Include child care staff in school-wide events such as assemblies, spirit days, runs, and celebrations.
- Share school activities so providers can build school themes into their programming, such as Waste-Free Day.
- Welcome child care staff into shared staff spaces to encourage informal connection.
- Celebrate program contributions with appreciative words and small tokens, such as thank-you notes or an end-of-year treat.

Questions to invite feedback

How can we support your staff in feeling connected with our school and part of our learning community?

How can our community support your program so that you know you are a valuable, core service in our school?

Licensing Information

Child care programs must meet the requirements of the Community Care and Assisted Living Act and the Child Care Licensing Regulations, which regulate licensed child care in British Columbia. These requirements help protect the health, safety, and well-being of children.

The licence is issued by Interior Health's Community Care Facility Licensing program and authorizes an operator to provide child care. A licence may be regular or provisional and may include non-negotiable terms and conditions. The operator is responsible for remaining in compliance at all times.



Emergency Evacuations and Drills

Please make sure child care operators have received the new updated Emergency Procedures Handbook (2026) outlining protocols and responsibilities. They are required to participate in all school-based evacuation and lockdown drills.

Remember to:

- Communicate your site drill dates with providers.
- Assign a muster spot for the program during an evacuation.
- Update providers when the drill schedule changes, including last-minute cancellations.
- Add your operator to the emergency phone tree.



THE LITERACY LINK

September 2026

Issue 01

Literacy Support



Welcome back!

I hope everyone has had a great start to the school year. As we settle into new routines, we are looking forward to continuing our literacy work together and supporting the great work already happening in classrooms across the district. Each month, we'll share a few practical ideas, resources, reminders, and professional learning opportunities through The Literacy Link. I hope you find something useful to take back to your classroom or school team.

Have a great September!

Laura-Lee & Gizelle

Questions & Support:
laura-lee.phillips@sd5.bc.ca
gizelle.gaudon@sd5.bc.ca



“The school day involves children in joyful, meaningful literacy experiences.”

– Learning in the Primary Years, p. 40

A great reminder as we begin a new school year: literacy learning should be purposeful, engaging, and full of opportunities for students to read, write, talk, think, and enjoy books together.

 **Share Your Literacy Highlights!**
Doing something great in literacy? We'd love to share it!
Send along a classroom activity, student work, favourite resource, photo, or literacy success to be featured in an upcoming Literacy Link.



September Focus: Start Strong

A strong start to the year begins with consistent literacy routines and high-quality Tier 1 instruction. Taking time in September to build clear routines for reading, writing, word work, and discussion helps create the foundation for student success all year long. Small, intentional practices each day can make a big difference.

Reading Rockets – Classroom Strategy Library – Practical, research-informed strategies for fluency, vocabulary, comprehension and writing, with videos, templates and classroom examples.

UFLI Game Generator – The UFLI Foundations Game Generator makes extra practice easy for teachers to provide and fun for kids to play. Great for word work!

Read-Aloud Spotlight

Adrienne Gear's Top 10 Tuesday: Read-Aloud Novels for Grade 2-4



“Our own enthusiasm for a book is contagious.”
– Adrienne Gear, 2026

FREE BOOK GIVEAWAY

Share your favourite back-to-school read-aloud! The first 10 teachers to reply will receive a free book!

Upcoming Dates:

September 16 - Adrienne Gear Powerful Writing (*registration closed*)

September 16 - Adrienne Gear Powerful Thinking - KOES 3:30-5:30

September 21 - Elementary Assessment Session with Karley Alleyn

September 23 - Acadience Training for new teachers - CBO

October 3 - Hannah Beach - Resilience Lives Here - Prestige Cranbrook

October 9 - First Acadience Screening data K-3

October 14 - UFLI Training - CBO

Literacy Screening Schedule at a Glance

Fall: Oct. 9, 2026, Winter: Feb. 5, 2027, Spring: June 10, 2027

PROVISION OF CHILD CARE PROGRAMS

The purpose of this policy is to provide guidance with respect to how the Board will promote the use of Board property for the provision of child care programs by either the Board or third-party licensees.

The use of Board property by licensed child care providers must not disrupt or otherwise interfere with the provision of educational activities including early learning programs and extracurricular school activities.

Definitions

In this Policy, the terms “Board property,” “business day,” “child care program,” “educational activities” and “licensee” have the meanings given to those terms in the School Act.

Direct and indirect costs shall be determined by the Secretary Treasurer, however, must include the following:

- Utilities;
- Maintenance and repair;
- An allowance for the cost of providing custodial services;
- An allowance for time school district administrators and other staff spend on matters relating to the use of Board property by licensed child care providers.

Specifically

1. The Board shall establish and maintain a process for the provision of child care programs. The annual process will include:
 - 1.1. Assessing community need for child care programs on Board property;
 - 1.2. Annually identifying appropriate available space and facilities for child care programs at each elementary school in the District;
 - 1.3. Determining, based on assessed need and available space, how and when identified spaces could be used for new or expanded child care programs;
 - 1.4. Considering whether the Board should seek to become a licensee to provide a child care program directly;
 - 1.5. Selecting a licensee to provide a child care program; and
 - 1.6. Determining whether the Board should renew a lease or other written agreement with a licensee providing child care on Board property.
2. The Board will support principles of Indigenous reconciliation and inclusive child care when assessing community need, identifying available space and facilities, considering direct Board

operation, selecting licensees, and determining whether to renew a lease or other written agreement.

- 2.1. Engaging in an ongoing basis with the individuals and groups identified in Section 3 of this Policy and considering the results of that engagement when making decisions regarding the use of Board property for child care programs;
 - 2.2. Considering Indigenous reconciliation and inclusive child care when assessing community need, identifying available space and facilities, considering direct Board operation, selecting licensees, and determining whether to renew a lease or other written agreement;
 - 2.3. Giving special consideration to proposals that provided inclusive child care and foster Indigenous reconciliation in child care when selecting licensees;
 - 2.4. Including expectations for inclusive child care and Indigenous reconciliation in written contracts with licensees, including reporting and performance review expectations; and
 - 2.5. Ensuring that any child care program operated directly by the Board is inclusive, consistent with the principles of non-discrimination set out in the British Columbia Human Rights Code, and operated in a manner that fosters Indigenous reconciliation in child care
3. The Board will engage on an ongoing basis regarding the use of Board property for the purpose of providing child care programs with individuals and groups having an interest in the learning and well being of students in the District, including:
- 3.1. Employees of the Board;
 - 3.2. The Indigenous Education Council;
 - 3.3. Child care providers;
 - 3.4. Parents and families;
 - 3.5. First Nations, including Treaty First Nations;
 - 3.6. Indigenous communities and service providers; and
 - 3.7. Reporting the results of the annual review process to the Board through the All-Committees meeting. Or
 - 3.8. The Superintendent will designate the individuals or groups to be consulted and the District resource staff required to support staff required to support the annual process. Findings and recommendations to the Board as required.
4. If the Board decides to change the use of the Board property that is being used for the purpose of providing a child care program, the Board will, without delay, provide the Minister with written notification of the decision in the form and with the information specified by the Minister.
5. If child care programs are to be provided on Board property, the Board will consider, on an ongoing basis and through the annual process, whether those programs are best provided by licensees other than the Board, the Board or a combination of both.
6. Child care programs, if operated by the Board, will be operated for a fee no greater than the direct costs the Board incurs in providing the child care program.

7. Fees for the use of Board property by licensees other than the Board will not exceed the direct and indirect costs the Board incurs in making Board property available for the child care program.
8. If child care programs are operated by a licensee other than the Board, the Board will require the licensee to agree to comply with this Policy.
9. In selecting licensees other than the Board to operate a child care program, the Board will give special consideration to the candidates' proposals to:
 - 9.1. provide inclusive child care; and
 - 9.2. foster Indigenous reconciliation in child care.
10. If the Board decides to operate a child care program, the Board will ensure that it is operated in a manner that:
 - 10.1. Fosters Indigenous reconciliation in child care. In particular, the child care program will be operated consistently with the following principles of the British Columbia Declaration on the Rights of Indigenous Peoples Act:
 - 10.2. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and
 - 10.3. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories, and aspirations which shall be appropriately reflected in education; and
 - 10.4. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and
 - 10.5. is inclusive and consistent with the principles of non discrimination set out in the British Columbia Human Rights Code.
11. Any contract with a licensee other than the Board, to provide a child care program on Board property must be in writing and subject to review no less than every five years. The contract must contain standards for the written contractual relationship between the Board and the licensee, including:
 - 11.1. A description of the direct and indirect costs for which the licensee is responsible;
 - 11.2. An agreement by the licensee to comply with this policy and all other applicable policies;
 - 11.3. A provision describing how the agreement can be terminated by the Board or the licensee;
 - 11.4. An allocation of responsibility to ensure adequate insurance is in place to protect the interests of the Board;
 - 11.5. A statement that the agreement can only be amended in writing, signed by the Board and the licensee;
 - 11.6. A requirement for the licensee to maintain appropriate standards of performance; and
 - 11.7. A requirement that the licensee must at all times maintain the required license to operate a child care facility.
 - 11.8. Expectations for inclusive child care and Indigenous reconciliation in child care;

- 11.9. Reporting and performance review expectations, including review of the licensee's performance in providing inclusive child care and fostering Indigenous reconciliation in child care.
- 11.10. Facility use expectations;
- 11.11. A requirement that the licensee comply with applicable law and Board policy.
- 12. Prior to entering or renewing a contract with a licensee other than the Board to provide a child care program on Board property, the Board will consider:
 - 12.1. Whether it is preferable for the Board to become a licensee and operate a child care program directly;
 - 12.2. The availability of school district staff to provide before and after school care;
 - 12.3. Whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under this Policy and its contract with the Board, with specific regard to performance in respect of providing an inclusive child care program and one that promotes Indigenous reconciliation in child care; and
 - 12.4. The assessed community need for child care programs and the appropriate available space and facilities identified through the annual process at the relevant elementary school or schools
- 13. The Board will submit this policy respecting the use of Board property for the provision of child care to the Ministry of Education and Child Care on a date specified by the Minister.

Legal References: British Columbia *Declaration on the Rights of Indigenous Peoples Act*
Freedom of Information and Protection of Privacy Act
School Act Sections 85.1, 85.2, 85.3, 85.4
Ministerial Order 203/26, Child Care Order
British Columbia *Human Rights Code*.

Revised: December 9, 2025
September 8, 2026



School District No. 5 (Southeast Kootenay)

Annual Child Care Space Review and Engagement Process

Legislative basis: This process supports the Board's responsibilities under sections 85.1 of the School Act and the Child Care Order, Ministerial Order 203/26, effective April 20, 2026, which repeals and replaces M326/20.

Purpose and Scope

School District No. 5 (Southeast Kootenay) will undertake an annual, district-wide process to assess community need and identify appropriate available space and facilities for child care programs at each elementary school. The process will also determine, based on assessed need and space suitability, how and when identified spaces could be used for new or expanded child care programs.

This document forms part of the Board's policy framework for the use of Board property for child care. It is to be read with applicable Board policies and procedures governing facility use, procurement, licence agreements, risk management, Indigenous reconciliation and inclusive education. Legislative requirements and Board policy govern if an inconsistency arises.

Guiding Principles

- Support equitable access to affordable, high-quality and inclusive child care.
- Prioritize current and projected student learning and instructional needs.
- Use transparent, evidence-informed and collaborative decision-making.
- Support the principles of Indigenous reconciliation and respectful relationships with Indigenous rights holders and partners.
- Consider current and future space, facility, operational and financial requirements.
- Align decisions with the district's strategic priorities and long-range facilities planning.

Annual School Space Review

School Space Inventory

Every elementary school will participate in an annual review. Using a common district template, the district will identify and record:

- current student enrolment and projected enrolment trends;
- the number, condition and current use of instructional and other learning spaces;
- current and anticipated educational programming requirements;
- existing child care programs, licensed capacity, hours and spaces used; and
- space and facilities that may be appropriate and available for child care use.

Suitability Assessment

Potential spaces will be assessed using consistent criteria, including:

- current and projected instructional needs and enrolment pressures;
- alignment with long-range facilities plans and planned capital projects;
- licensing feasibility, room size, washroom access, outdoor space and safe access routes;
- accessibility, inclusion and the needs of children requiring additional supports;
- health, safety, emergency, security, custodial and operational requirements;
- pick-up, drop-off and traffic considerations; and
- renovations, capital costs, operating costs and implementation timelines.

Space Classification

Each potentially suitable space will be classified and documented as follows:

Available - Space is currently suitable and available for potential child care use.

Monitor - Space may be suitable and available but could be required for educational programming within one to three years or requires further feasibility work.

Not Available - Space is required for current or projected educational programming or does not meet suitability requirements.

Community Need Assessment

The district will assess community need using available quantitative and qualitative information, including:

- existing child care capacity, vacancies, operating hours and service gaps;
- provider and community waitlist information, where available;
- before- and after-school care demand and the needs of families requiring non-standard hours;
- population, enrolment, housing and community development trends;
- requests and feedback from parents, families, child care providers and community organizations; and
- needs and barriers identified through engagement with Indigenous partners and other priority populations.

District Analysis and Decisions

District staff will compare assessed community need with the suitability and availability of space.

Recommendations will identify whether, how and when each priority space could be used, including required approvals, renovations, funding, licensing steps, operational arrangements and a proposed implementation timeline.

The analysis will consider:

- the urgency and scale of demonstrated community need;
- the impact on current and future educational programming;
- the suitability, readiness and anticipated duration of the space;
- capital and operating feasibility, funding opportunities and implementation risks;
- whether the Board should seek to become a licensee and provide a child care program directly; and
- whether an external licensee should be selected or an existing licence agreement should be renewed.

Final decisions will be made under the authority established in Board policy and will be supported by a documented rationale. No space will be committed until applicable facility, licensing, financial, legal and consultation requirements have been addressed.

Ongoing Engagement and Consideration of Results

The district will maintain ongoing engagement regarding the use of Board property for child care. Engagement will occur during the annual review and whenever a material change, new program, expansion, relocation, closure or change in space use is being considered. This process and any material amendments to it will also be informed by engagement with the groups identified below.

The district will engage with and consider the results of engagement with:

- employees of the Board;
- the Indigenous Education Council;
- child care providers and licensees;
- parents and families; and
- First Nations, including treaty First Nations, and Indigenous communities, families and service providers.

Engagement may include surveys, meetings, written submissions, school and community discussions, provider outreach and other culturally appropriate methods. The district will document key themes, identify how feedback influenced the analysis and explain where a different decision was required because of educational, legal, facility or operational constraints.

Indigenous Reconciliation and Inclusive Child Care

Indigenous Reconciliation

The district will support Indigenous reconciliation in child care through respectful and ongoing relationships with the Indigenous Education Council, First Nations and Indigenous communities, families and service providers. Planning and agreements will consider local knowledge, culture, language, connection to land, cultural safety, community priorities and barriers experienced by Indigenous children and families.

Inclusive Child Care

The district will support child care that is welcoming, accessible, culturally responsive and inclusive of children with diverse abilities, identities, backgrounds and support needs. Space planning and operator expectations will consider physical accessibility, reasonable accommodation, participation supports, affordability, non-discrimination and collaboration with families and relevant service providers.

Service Delivery and Licensee Processes

Considering Direct Board Operation

For each priority opportunity, the district will consider whether the Board should seek to become a licensee and provide the child care program directly. Considerations will include community need, staffing capacity, expertise, financial sustainability, risk, licensing requirements and the availability of qualified community providers.

Selecting a Licensee

When an external licensee is required, the district will use a fair and transparent selection process consistent with Board policy and applicable procurement requirements. The process may include an expression of interest or request for proposals and will assess:

- licensing status and demonstrated ability to meet regulatory requirements;
- experience, governance, staffing and operational capacity;
- program quality, affordability, inclusion and support for Indigenous reconciliation;
- responsiveness to demonstrated community need;
- financial sustainability, insurance and risk management; and
- ability to work collaboratively with the school, district, families and community partners.

Renewing a Licence Agreement

Before renewing an agreement, the district will review continued community need, future educational space requirements, licensing and legal compliance, program performance, contractual compliance, financial and insurance requirements, school operations, feedback from affected groups and the licensee's ongoing ability to provide inclusive, high-quality care.

Written Contractual Standards

A written licence or other agreement will be in place before a licensee provides child care on Board property. Agreements will be reviewed through the district's established approval process and will address, as applicable:

- the approved space, permitted use, program type, operating hours, term, renewal and termination;
- fees, utilities, custodial services, maintenance, alterations and restoration of space;
- licensing, staffing, health and safety, emergency procedures and legal compliance;
- insurance, indemnification, risk management, access, security and privacy;
- accessibility, inclusive child care and support for Indigenous reconciliation;
- reporting, communication, performance expectations and dispute resolution; and
- the Board's ability to respond to changing educational or facility needs, subject to the agreement and applicable law.

Annual Timeline

Timeline	Activity
September-October	Review enrolment, projections, facilities data and existing child care information.

Timeline	Activity
November	Complete the inventory and assess and classify potential space at every elementary school.
September - June	Assess community needs and gather input from parents, families, providers, employees and community partners (CHEQ data, Community Engagement, CCRR, etc.)
February	Undertake focused engagement with the Indigenous Education Council, First Nations and Indigenous communities, families and service providers.
March	Compare need and space; assess feasibility, service-delivery options and how and when priority spaces could be used.
April	Develop recommendations, implementation requirements and documented rationale.
May-June	Report findings and recommendations to the Board of Education and communicate decisions to affected groups.
Ongoing	Monitor changes, maintain engagement and respond to urgent or emerging child care needs.

Reporting, Records and Notification

An annual summary report will be provided to the Board of Education and will include:

- all elementary schools reviewed and the space classifications assigned;
- community need findings and data limitations;
- engagement undertaken, key themes and how results were considered;
- opportunities for new or expanded child care and how and when priority spaces could be used;
- service-delivery, licensee, lease-renewal and implementation considerations, where applicable; and
- recommendations, decisions, rationale, responsibilities and next steps.

Records supporting the review will be retained in accordance with district records management requirements. The Board's policy respecting the use of Board property for child care will be submitted to the Ministry of Education and Child Care on a date specified by the Minister.

Change in Use of Existing Child Care Space

If the Board decides to change the use of Board property that is being used to provide a child care program, the district will, without delay, provide the Minister with written notification in the form and with the information specified by the Minister. Affected groups will also be informed and engaged as appropriate.

Review of This Process

This process will be reviewed periodically and updated when legislation, Ministerial orders, Board policy or district operations change. Material amendments will be informed by engagement with the individuals and groups identified in this document.



Child Care Provider/School Meeting Template

Date: Tuesday, September 8, 2026

	Suggested Topics for Discussion	Notes & Follow Up
1	Information about programs: ○ <i>What information would be important for others to know about your program?</i> ○ <i>What information would be important for your staff to know about the school?</i>	
2	Review child care program offerings enrolment numbers	
3	Arrange introductions of child care program team and school staff. When could this happen?	
4	Discuss transition planning for BAS students on instructional days: ○ School start and end times ○ Entrance(s) used by parents, security system ○ Transition point for shared children before school and after school	
5	Review use of shared space on Professional Development Days, Gradual Entry, evening/morning	
6	Review logistics: ○ Access to shared spaces before and after school ○ Inclusion strategies for designated learners ○ Entry and exit routines and timing ○ Transition plans ○ Communication strategies ○ Storage and program needs; what needs to be posted, why and where ○ Shared resources	
7	Coordination use of Outdoor Spaces	
8	Review annual emergency procedures (i.e., hold and secure, Lock Down, fire drills, Evacuations, etc.) Evacuation location and emergency procedures	
9	Plan for ongoing communication including advance notice of scheduling changes/events	
10	Ask for feedback: ○ <i>How can we support your program in feeling connected with our school and as part of our learning community?</i> ○ <i>How can our community support your program so that you know that you a valuable, core service in our school?</i> ○ We want to grow strong working relationships with providers on school grounds. What would help?	
10	Other...	

In attendance: [Click or tap here to enter a subject](#)

Follow Up Action Items:



School District No. 5 (Southeast Kootenay)

Annual School Space Review

School Space Inventory

School:

Principal:

Date Completed:

School Year:

SECTION 1: ENROLMENT INFORMATION

Current Student Enrolment:

Projected Enrolment (Next Year):

Projected Enrolment (3 Years):

School Capacity:

Notes Regarding Enrolment Trends

SECTION 2: INSTRUCTIONAL SPACES

Number of Regular Classrooms:

Number Currently in Use:

Number of Multi-Purpose Learning Spaces:

Other Spaces:

Comments

SECTION 3: EXISTING CHILD CARE SPACES

Program Name:

Age Group Served:

Licensed Capacity:

Location Within School:

Additional Information

SECTION 4: POTENTIAL CHILD CARE SPACE ASSESSMENT

Identify spaces that could potentially be considered for child care use.

Space #1

Location / Room:

Current Use:

Potential Availability:

- ☐ Available
- ☐ Monitor
- ☐ Not Available

Comments

SECTION 4: POTENTIAL CHILD CARE SPACE ASSESSMENT (CONTINUED)

Space #2

Location / Room:

Current Use:

Potential Availability:

- ☐ Available
- ☐ Monitor
- ☐ Not Available

Comments

SECTION 5: PRINCIPAL RECOMMENDATION

Based on current and projected school needs:

- ☐ Space is available for consideration of new or expanded child care programs.
- ☐ Space may become available in the future and should be monitored.
- ☐ No space is currently available for child care expansion.

Rationale

Principal Signature:

Date:

SECTION 7: DISTRICT REVIEW

Reviewed By:

Date:

- ☐ Available
- ☐ Monitor
- ☐ Not Available

District Recommendation / Comments



Questions & Answers Resource:

Amendments to the Child Care Ministerial Order

1. What is the Child Care Ministerial Order?

- The Child Care Ministerial Order is part of the legal framework under the *School Act*. It provides direction to boards of education on:
 - Reporting to the Ministry on child care policies and use of board property
 - Required content for board child care policies
 - Engagement requirements specific to child care on school property

2. What changes have been made to the Child Care Ministerial Order?

- The Child Care Ministerial Order was updated on April 20th, 2026.
- Boards are now required to describe how they will:
 - regularly identify suitable space and facilities in each elementary school in the district for child care programs, and
 - decide how and when those spaces could be used, based on need and availability.
- Boards must engage with individuals or groups who the board has identified as having an interest in the learning and well-being of students in the school district, and consider their feedback in the creation of their child care policies and the use of board property for child care. [Section 4](#) describes who boards must engage with and the Order now includes specific reference to Indigenous Education Councils and First Nations, including Modern Treaty Nations.

3. How can districts support “principles of Indigenous reconciliation in child care” and “inclusive child care”?

- The Child Care Ministerial Order requires boards to describe how they will support:
 - principles of Indigenous reconciliation in child care; and
 - inclusive child care.
- Boards should consider their role in supporting both board operated and third-party operated child care programs.



- In describing their approach, boards may wish to consider:
 - Building and maintaining respectful relationships with local First Nations, Indigenous communities, and Indigenous organizations to support a relational approach to reconciliation in child care.
 - Engagement with Indigenous Education Councils and First Nations, as outlined in the Order, to help inform local approaches.
 - How policies and practices can reflect inclusion of all children, including those with diverse abilities, cultural backgrounds, and support needs.
- Boards may consider the following information sources:
 - [Indigenous Early Learning and Child Care Framework](#)
 - The BC [Early Learning Framework](#)
 - BC's inclusive child care [resources and supports](#)
 - BC's [Design Guidelines for Child Care Centres](#)
 - Truth and Reconciliation Commission (TRC) Calls to Action
 - United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)
 - Declaration on the Rights of Indigenous Peoples Act (DRIPA)

4. What does “assessing community need” mean?

- The Child Care Ministerial Order sets out that boards must describe their process for assessing community need for child care programs on board property. This means that boards must have a process to evaluate the demand for and availability of child care for children from birth to age 12 in the community.
- Boards may consider the following information sources:
 - District enrolment projections
 - Local Child Care Resource and Referrals (e.g., information regarding community demand and waitlists)
 - Local child care providers who provide services on or near school grounds (e.g., information regarding community demand, waitlists, and potential expansion planning)
 - Families whose children are enrolled in the district
- Where a process does not already exist, boards may consider an annual or regular survey of parents of children registered for kindergarten, up to those aged 12, between January and April to plan for the upcoming school year.



- In assessing need, boards may want to survey families at each school and consider:
 - Specific hours of operation for before- and after-school care (e.g., what's the demand for a 6:30am start time vs 7:30am start time?)
 - Days of care (e.g., how does demand vary over the school week? What is the demand for care on non-instructional days, including school breaks?)
 - How demand is influenced by cost of child care (e.g., what are other providers in the community charging? What are the CCFRI affordability benchmarks for the region? Consider communicating the anticipated fee at the start of the survey for families to keep in mind as they answer questions.)
 - The ages and needs of the children who need care (e.g., is demand concentrated in the primary years? Have families identified their child has a support need?)
 - Transportation needs (e.g., are families able to pick children up when the program closes?)
- Boards may want to consider the specific needs of families in their communities and ensure broad access to survey opportunities (e.g., offering the survey in alternate languages, providing electronic or paper options).
- Boards are encouraged to inform parents about the Province's [Affordable Child Care Benefit](#) which can help to offset the cost of child care.

5. How can districts identify “appropriate available space”?

- Appropriate available space is space on school property that could be used for child care, such as multipurpose space, enrolling classrooms, empty classrooms, gyms, libraries, hallways or alcoves, and outdoor spaces.
 - The *School Act* sets out that child care programs on school property must not interfere with educational activities (Section 85.4(b)).
 - Depending on the needs of the school community, before- and after-school care spaces could be shared spaces or dedicated spaces.
- Assessing appropriate available space in each elementary school will require working with district facilities personnel as well as school Principals and Vice Principals.



- Boards are encouraged to work with third-party operators that are already operating on school grounds in the district to understand the program needs and collaborate effectively in shared school spaces.
- In collaboration with Principals and Vice Principals, boards may want to develop a plan for each school that clarifies logistics, timing, expectations, and responsibilities in any shared use of a space. For example, planned extracurricular activities and anticipated school age care operations in a multipurpose space.
- BC's [Design Guidelines for Child Care Centres](#) provides considerations for navigating spaces for school age care on school grounds.

6. What are some considerations for “determining how and when” school spaces can be used for child care?

- Before creating new child care on school grounds operations, boards are encouraged to consider the operational viability of the program, whether board or third-party operated. Child care programs on school grounds must have sufficient enrolment to cover operating costs. Demand data from the needs assessment can help a district decide whether a program can run viably.
- When determining how and when to use spaces for child care, boards should:
 - Consider community need at the school level
 - Consider results of engagement with Indigenous Education Councils and others, as set out in the Ministerial Order
 - Collaborate with school-based employees as well as existing or planned third-party operators
 - Consider licensing more than one space for a single program (e.g., gym and library) to create program flexibility
 - Consider licensing enrolling classrooms (i.e., classrooms that are dedicated for K12 education during the day) for school age care on school grounds in collaboration with third-party operators and classroom teachers. This may look like:
 - Licensing multiple enrolling classrooms and rotating the school age care program through them over the course of the week
 - Licensing multiple enrolling classrooms and using one for before-school care and another for after-school care



- Scheduling the after-school care program to be outside for the initial 45 minutes of the program before arriving at the enrolling classroom for indoor activities
- BC's [Design Guidelines for Child Care Centres](#) has guidance on general planning for child care.
- BC's [Inclusive Child Care Toolkit](#) has information about designing spaces, programs and third-party contracts to include children of all abilities and backgrounds.

7. What type of engagement is expected under the Child Care Ministerial Order?

- The Child Care Ministerial Order requires boards to consider the results of engagement related to:
 - (1) the board's policy for child care, and
 - (2) the use of board property for child care.
- [Section 4](#) of the Order sets out that boards must engage and consider the results of those engagements with individuals or groups the boards have identified as having an interest in the learning and well-being of students in the district including
 - (a) employees of the board
 - (b) the Indigenous education council
 - (c) child care providers
 - (d) parents, and
 - (e) First Nations, including Treaty First Nations, and Indigenous communities, families, and service providers.
- While engagement practices will vary, consider:
 - Established connection points (e.g., Indigenous Education Councils, Parent Advisory Councils, staff meetings)
 - Giving participants enough notice and time for engagements
 - Providing opportunities to engage across multiple formats (e.g., surveys, meetings, written feedback)
 - Recurring or phased engagements that can be adjusted based on feedback



8. What is the Child Care Change Form?

- The Ministerial Order requires that if a board decides to change the use of board property that is being used for child care, they must provide the minister with written notification without delay and provide the required information.
- The ministry has created a standard [Child Care Change Form](#) to make sure the information received from school districts is consistent.

9. What is the purpose of the Child Care Change Form?

- The purpose of this form is to track changes to child care on school property. This will identify trends and allow the Ministry to offer support where possible to reduce the impact of the change on families, operators and districts.

10. When should the Child Care Change Form be completed?

- The Child Care Change Form must be completed when a board decides to change the use of board property currently used for a child care program.
- Examples include:
 - Relocating a child care program due to increased school enrolment.
 - Closure of a program where no operator is available to continue child care on school grounds.
 - Decisions to close or reduce board-operated child care programs or end agreements with a third-party provider.

Monthly Analysis Workbook - Aug 2026
SD5 Southeast Kootenay

Procedures:

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

2026/2027 YTD vs Budget										
Program	Aug 31, 2026 Year to Date	2026/2027 Budget (12 Months)	Remaining Balance	Percent	P/Y Percent	Budget Year	Expected Remaining (%)	Variance	Comment Required?	Comments
Months Remaining	10									
1 Instruction										
Program 02 Regular Instruction	2,128,681	42,987,323	40,858,642	95.05%	95.71%	10	100%	-5.0%	Comment Required	Over budget mainly due to prepaids for software expenses were expensed in full in July & Aug. Also 40% of the budget for some supplies has already been used up as the schools prepare for the school year.
Program 03 Career Preparation	262	102,680	102,418	99.74%	95.33%	10	100%	-0.3%	Below threshold	
Program 07 Library Services	39,512	1,283,696	1,244,184	96.92%	96.79%	10	100%	-3.1%	Comment Required	Prepaid costs for ERAC Membership and Software Follet costs for the year have already been expensed by Aug 31. 26% of the learning resources budget has also been expensed over Jul & Aug.
Program 08 Counselling	0	1,248,023	1,248,023	100.00%	100.00%	10	100%	0.0%	Below threshold	
Program 10 Special Education	260,619	16,792,031	16,531,412	98.45%	98.26%	10	100%	-1.6%	Below threshold	
Program 20 Early Learning & Child Care	0	44,914	44,914	100.00%	99.83%	10	100%	0.0%	Below threshold	
Program 30 English Language Learning	0	90,937	90,937	100.00%	99.10%	10	100%	0.0%	Below threshold	
Program 31 Indigenous Education	82,388	2,155,206	2,072,818	96.18%	95.80%	10	100%	-3.8%	Comment Required	Expenses over summer mostly relates to salaries and benefits for IESW and Exempt Mgmnt Only expenses recorded in Jul & Aug are for KEV & Amazon subscription and reveral of PVP benefit accruals at prior year end.
Program 41 Administration	58,454	6,226,670	6,168,216	99.06%	98.21%	12	83%	15.7%	Comment Required	
	2,569,916	70,931,480	68,361,564	96.38%	96.67%	10	100%	-3.6%		
4 District Administration										
Program 11 Educational Administration	89,556	864,204	774,648	89.64%	94.28%	12	83%	6.3%	Comment Required	PVP Mtg Release, MyED Licence fees and other Pro-D budgets haven't been utilized yet. Overbudget mainly due to higher than budget BCSTA dues & fees. Under budget due to reversal of support vacation accrual from prior year end. Also, most of the Pro-D budgets and travel budgets haven't been utilized yet
Program 40 School District Govt	73,966	305,219	231,253	75.77%	74.72%	12	83%	-7.6%	Comment Required	
Program 41 Administration	293,505	2,389,784	2,096,279	87.72%	89.96%	12	83%	4.4%	Comment Required	
	457,027	3,559,207	3,102,180	87.16%	89.90%	12	83%	3.8%		

5 Operations & Maintenance

Program 41 Administration	82,350	726,136	643,786	88.66%	88.73%	12	83%	5.3%	Comment Required	Under budget mainly due to no clerical wage costs in maintenance. Also, Insurance costs haven't been recorded yet.
Program 50 Maintenance Operations	934,386	6,378,738	5,444,352	85.35%	87.03%	12	83%	2.0%	Comment Required	Although the software costs have been recorded for the full year, it is underbudget as most of the maintenance expense budgets haven't been utilized yet.
Program 52 Maintenance Of Grounds	42,699	581,640	538,941	92.66%	96.47%	12	83%	9.3%	Comment Required	Snow removal budget haven't been utilized as yet.
Program 56 Utilities	205,276	1,265,000	1,059,724	83.77%	86.62%	12	83%	0.4%	Below threshold	
	1,264,711	8,951,514	7,686,803	85.87%	87.73%	12	83%	2.5%		

7 Transportation & Housing

Program 41 Administration	32,918	178,572	145,654	81.57%	84.50%	12	83%	-1.8%	Below threshold	Staff training budget has already been utilized in full and is over budget. Also, equipment and supplies expenses, especially in Fernie are higher than budget.
Program 70 Student Transportation	199,319	2,360,848	2,161,529	91.56%	92.57%	10	100%	-8.4%	Comment Required	
	232,237	2,539,420	2,307,183	90.85%	92.00%	10	100%	-9.1%		
	4,523,891	85,981,621	81,457,730	94.74%	95.34%		96%	-1.7%	Below threshold	

2026/2027 YTD vs 2025/2026 YTD

Program	8/31/2026 YTD	8/31/2025 YTD	Variance	Percent	Comment Required?	Comments
Months Remaining	10					
1 Instruction						
Program 02 Regular Instruction	2,128,681	1,824,767	-303,914	-16.65%	Comment Required	Wage increase for teachers as per the contract and increase in benefits. Year over year increase in software costs.
Program 03 Career Preparation	262	5,160	4,898	94.92%	Comment Required	More supplies expensed by KLC in prior year. Schools haven't used their budgets as of Aug 2026.
Program 07 Library Services	39,512	44,435	4,923	11.08%	Comment Required	ERAC Membership cost in c/y is lower than in prior year. (\$17K vs \$21K)
Program 08 Counselling	0	0	0	#DIV/0!	#DIV/0!	No expenses
Program 10 Special Education	260,619	310,282	49,663	16.01%	Comment Required	Difference pertains to Speech Path salaries & banefits in c/y lower than p/y and net effect of accrual adjustments
Program 20 Early Learning & Child Care	0	70	70	100.00%	Comment Required	P/Y had supplies. In c/y no expenses has been recorded yet.
Program 30 English Language Learning	0	671	671	100.00%	Comment Required	P/Y had supplies. In c/y no expenses has been recorded yet.
Program 31 Indigenous Education	82,388	80,633	-1,755	-2.18%	Below threshold	
Program 41 Administration	58,454	109,583	51,129	46.66%	Comment Required	KEV full sbscription fees hasn't been recorded as at Aug 2026 (\$12K), where as in p/y we had recorded a fees of \$68K
	2,569,916	2,375,601	-194,315	-8.18%		
4 District Administration						
Program 11 Educational Administration	89,556	52,484	-37,073	-70.64%	Comment Required	Exempt mgmt salaries & benefits are higher in c/y compared to p/y (Jason's salary was being coded to 1-31 last summer)
Program 40 School District Govt	73,966	69,587	-4,379	-6.29%	Comment Required	Trustees Salaries and benefitis are higher in c/y than in p/y (budgeted increase in trustee salary). Also, BCSTA fees slightly higher in c/y than in p/y
Program 41 Administration	293,505	231,748	-61,757	-26.65%	Comment Required	C/Y is higher than p/y due to higher audit and legal fees by \$43K and greivance settlement of \$26K in c/y.
	457,027	353,819	-103,208	-29.17%		

5 Operations & Maintenance

Program 41 Administration	82,350	79,850	-2,500	-3.13%	Below threshold	Higher maintenance wage and benefit expense in c/y than in p/y. Cost of district backup services and other licences higher in c/y than in p/y. Salaries & benefits higher in c/y than in p/y. Lawn maintenance supplies are higher than p/y as well. Increase mainly from higher electricity, garbage, and hazardous material disposal costs.
Program 50 Maintenance Operations	934,386	807,873	-126,513	-15.66%	Comment Required	
Program 52 Maintenance Of Grounds	42,699	20,242	-22,457	-110.95%	Comment Required	
Program 56 Utilities	205,276	169,263	-36,013	-21.28%	Comment Required	
	1,264,711	1,077,228	-187,482	-17.40%		

7 Transportation & Housing

Program 41 Administration	32,918	27,401	-5,517	-20.14%	Comment Required	Higher management salaries as budgeted and higher travel expense than p/y.
Program 70 Student Transportation	199,319	172,245	-27,075	-15.72%	Comment Required	Higher than p/y mainly due to staff training, driver education expenses used up in Aug. Also, new this year is bus lease expense which we didn't have in Aug 2025.
	232,237	199,645	-32,592	-16.32%		
	4,523,891	4,006,294	-517,597	-12.92%		

2026/27 Fiscal Year
Capital Projects - Budget Tracking Sheet

Project Name	Budget	Total Spent	Forecasted Amount to be Spent	Expected Over (Under) Budget	Comments
Fernie Elementary School	33,517,714	1,870,906	31,646,808	-	Updated cost estimates and civil drawings have been received from WSP, with the DSA expected to be finalized early next week. Based on the City's comments, the Building Permit is anticipated the week of September 21, if not earlier.
Electrical Upgrades - SD5 Core Facilities	998,800	538,799	-	(460,001)	The Electrical Upgrade has been completed. Remaining funds to be allocated to other projects.
Fernie Bus Shop Upgrade	661,500	18,715	642,785	-	BC Hydro has reviewed and accepted the design, and Martech has been awarded the tender. Hydro is working on the power pole installation, after which construction will begin.
Roofing Upgrade - GTES	500,000	363,879	136,121	-	The roofing project is nearing completion, with the remaining trim currently being installed. The raised window requires replacement, and the large HVAC unit requires sealing; both items are expected to be completed later this week.
Boiler Upgrade - GTES (Phase 1)	590,000	112,022	477,978	-	The boilers have been installed and we now are changing to Electrical Hot water tanks to save some money on the project. They will be able to use the exsisting exhasut duct for the new boilers savig tine and money on the project.
Dust Collection System Upgrade - FSS	350,000	116,238	233,762	-	The project has been delayed due to the late delivery of the new dust collection unit. To allow students to continue using the shop, five portable dust collection units have been purchased and are being installed. The new system is expected to arrive in early November, with installation planned over the Winter break.
TM Childcare	144,000	7,259	136,741	-	The gym has been painted, and two change rooms are being converted into office spaces. Kitchen renovations are currently being planned, with work expected to begin in Fall 2026.
Kitchen Equipment - MBSS,LMS,PMS Kitchen Renovation	175,000	21,866	153,134	-	Station One Architects has been engaged and is working with Falcon Engineering on the design of all three kitchens. A contractor walkthrough is scheduled for September 22 as part of the bidding process.
Totals	\$ 36,937,014	3,049,684	\$ 33,427,329	-\$ 460,001	

**SD5 Out of District Staff Travel Summary
2026-2027**

Month	Last Name	First Name	Position	Conference	Travel Location	Total Expense	Monthly Total
Jul	Reid	Eric	Assistant Manager Operations	ASTSBC Conference	Penticton	\$ 2,645.53	
Jul	Butler	Paul	Mechanic	ASTSBC Conference	Penticton	\$ 2,307.65	
Jul	Whitlock	Gerry	Foreperson Trades	ASTSBC Conference	Penticton	\$ 2,420.99	
Jul	Wyatt	Dawn	Assistant Manager Operations	ASTSBC Conference	Penticton	\$ 2,610.45	
Jul	Lavergne	Arnaud	Mechanic	ASTSBC Conference	Penticton	\$ 2,307.65	
Jul	Tank	Joe	Director	ASTSBC Conference	Penticton	\$ 2,676.70	
Jul	Primeau	Dillen	Mechanic Foreperson	ASTSBC Conference	Penticton	\$ 2,648.99	
Jul	Conlin	Kathy	Vice Principal	Foundations for New School Leaders	Kelowna	\$ 2,885.13	
Jul	Jones	Erin	Vice Principal	Foundations for New School Leaders	Kelowna	\$ 3,219.69	
Jul							
							\$ 23,722.78
Aug	Waslowich	Kaley	District Principal	BCSSA Summer	Whistler	\$ 3,985.73	
Aug	Reimer	Brent	Director	BCSSA Summer	Whistler	\$ 3,932.76	
Aug	Johnson	Viveka	Superintendent	BCSSA Summer	Whistler	\$ 4,005.36	
							\$ 11,923.85

SD5 Out of District Staff Travel Summary
2026-2027

Month	Last Name	First Name	Position	Conference	Travel Location	Total Expense	Monthly Total
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British Columbia
School Trustees
Association

(<https://bcsta.org>)

BC K-12 Partner Events Calendar

The BCSTA is proud to host the K-12 public education partners
calendar.

Here, partners can add their own events and keep track of all the work
happening in the K-12 sector.

ADD AN EVENT TO THE PARTNER CALENDAR
([HTTPS://BCSTA.ORG/EVENT-INFO/ADD-AN-EVENT/](https://bcsta.org/event-info/add-an-event/))

MONTH VIEW LIST VIEW

ECC | BC Teachers' Council Meeting (<https://bcsta.org/event/ecc-bc-teachers-council-meeting-7/>)

October 6, 2026 – October 8, 2026 @ 9:00 am – 4:00 pm

SFU Harbour Centre (Segal Centre)

BCSSA | Fall Conference (<https://bcsta.org/event/bcssa-fall-conference-2/>)

November 5, 2026 – November 6, 2026 @ 8:00 am – 4:00 pm

Vancouver



Conference 2026 (<https://bcsta.org/event/it4k12-conference-2026/>)

November 23, 2026 – November 25, 2026 @ 8:00 am – 5:00 pm

(<https://bcsta.org>)

BCASBO Fall Professional Development Conference
(<https://bcsta.org/event/bcasbo-fall-professional-development-conference/>)

November 25, 2026 – November 26, 2026 @ 8:00 am – 5:00 pm

Hyatt Regency Vancouver

BCSTA Trustee Academy (<https://bcsta.org/event/bcsta-trustee-academy-2/>)

November 26, 2026 – November 28, 2026 @ 12:00 am – 12:00 am

Hyatt Regency Vancouver

First Nations Education Steering Committee (FNESC) Conference
(<https://bcsta.org/event/first-nations-education-steering-committee-fnesc-conference-2/>)

December 3, 2026 – December 5, 2026 @ 8:00 am – 4:00 pm

Westin Bayshore

ECC | BC Teachers' Council Meeting (<https://bcsta.org/event/ecc-bc-teachers-council-meeting-8/>)

February 9, 2027 – February 11, 2027 @ 9:00 am – 4:00 pm

SFU Harbour Centre (Segal Centre)

ECC | BC Teachers' Council Meeting (<https://bcsta.org/event/ecc-bc-teachers-council-meeting-9/>)

February 9, 2027 – February 11, 2027 @ 9:00 am – 4:00 pm

SFU Harbour Centre (Segal Centre)



Provincial Council (<https://bcsta.org/event/bcsta-provincial->
<https://bcsta.org/>) **School Trustees Association**

February 19, 2027 @ 9:00 am – 12:00 pm
 (https://bcsta.org)

Virtual Event

FNSA Authorized Representatives Day and AGM

(<https://bcsta.org/event/fnsa-authorized-representatives-day-and-agm-2/>)

April 8, 2027 @ 8:00 am – 4:00 pm

Westin Bayshore

First Nations Schools Association Conference

(<https://bcsta.org/event/first-nations-schools-association-conference/>)

April 9, 2027 – April 10, 2027 @ 8:00 am – 4:00 pm

Westin Bayshore

BCSTA Annual General Meeting (AGM) (<https://bcsta.org/event/bcsta-annual-general-meeting-agm-2/>)

April 15, 2027 – April 17, 2027 @ 12:00 am – 12:00 am

Hyatt Regency Vancouver

BCSTA Trustee Academy (<https://bcsta.org/event/bcsta-trustee-academy-3/>)

November 25, 2027 – November 27, 2027 @ 12:00 am – 12:00 am

Hyatt Regency Vancouver

First Nations Education Steering Committee (FNESC) Conference

(<https://bcsta.org/event/first-nations-education-steering-committee-fnesc-conference-3/>)

December 2, 2027 – December 4, 2027 @ 8:00 am – 4:00 pm

Westin Bayshore