



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

February 14, 2017, 3:00 p.m.
Board Office

Pages

1. COMMENCEMENT OF MEETING

1.1 Call to Order

I would like to acknowledge that we are on the traditional lands of the Ktunaxa people.

1.2 Consideration and Approval of Agenda

M/S that the agenda for the regular public meeting of the Board of Education of February 14, 2017 be approved as [circulated / amended].

1.3 Approval of the Minutes

5

M/S that the minutes of the regular public meeting of the Board of Education of January 17, 2017 be approved as [circulated/amended].

1.4 Receipt of Records of Closed Meetings

10

M/S to accept the closed records of the in-camera meeting of the Board of Education of January 17, 2017.

1.5 Business Arising from Previous Minutes

1.6 Receiving of Delegations/Presentations

1.6.1 Coding and Computational Thinking Demonstration

Jennifer Roberts and Ryan McKenzie

2. COMMITTEE REPORTS/TRUSTEE REPRESENTATIVE REPORTS

2.1 Advocacy/Education Committee

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Recommendation A

M/S that the Board support signing the Water Leadership Protocol for the Joseph Creek Urban Stream Management Delivery Framework Initiative.

Recommendation B

M/S that the Board write a letter to School District 43 to remind them that all Boards should be working together to advocate for increased funding to districts.

Recommendation C

M/S that the Board write a letter to Jim Whitehead recognizing his term as Chief of Aqam.

Recommendation D

M/S that the Board write a letter to the Minister of Finance in support of BCSTA's letter of November 25, 2016.

Recommendation E

M/S that the Board write a letter to the BCSTA in support of SD61's letter of October 28, 2016.

M/S that the Board accept the report of the Advocacy/Education Committee.

2.2 Student Services Committee

15

Recommendation A

M/S that the Board write a letter to the Minister of Health (cc our local MP) asking for additional provincial funding for mental health.

M/S that the Board accept the report of the Student Services Committee.

2.3	Policy Committee	18
	<u><i>Recommendation A</i></u>	
	<i>M/S that Revised Policy 3.7 Code of Conduct be sent to the Board of Education for approval.</i>	
	<u><i>Recommendation B</i></u>	
	<i>M/S that Draft Policy 3.9 Physical Restraint and Seclusion be sent to the Board of Education for approval.</i>	
	M/S that the Board accept the report of the Policy Committee.	
2.4	Finance/Operations/Personnel Committee	33
	M/S that the Board accept the report of the Finance/Operations/Personnel Committee.	
2.5	BCSTA /Provincial Council	
	BCSTA Provincial Council - February 17-18, 2017	
	BCSTA AGM - April 20-23, 2017	
2.6	Communications/Media Committee	
	M/S to accept the report of the Communications/Media Committee.	
2.7	Mt. Baker / Key City Theatre Replacement Committee	
	M/S to accept the report of the Mt. Baker / Key City Theatre Replacement Committee.	
2.8	Legacy of Learning	
	M/S to accept the Legacy of Learning report.	
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	M/S that the February 2017 Superintendent's Report to the Board of Education be accepted as presented.	
4.	CHAIRPERSON'S REPORT	
5.	NEW BUSINESS	
5.1	Business Arising from Delegations	
5.2	16/17 Amended Annual Budget - Final Reading	57

5.3 17/18 Annual Budget - 1st Reading

6. TRUSTEE BOUQUETS

7. ITEMS FOR INFORMATION/CORRESPONDENCE

7.1 City of Cranbrook Wellness and Heritage Committee 73

7.2 BCSTA AGM - Motions Deadline 74

7.3 Strategic Plan 75

7.4 ʔaq'am Pre-Engagement Workshop

8. QUESTION PERIOD

9. ADJOURNMENT

M/S that the February 14, 2017 regular public meeting of the Board of Education adjourn at [time].

10. LATE ITEMS



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

**January 17, 2017, 3:00 p.m.
Jaffray Elem. Jr. Secondary School**

Present: Chairperson Lento
Trustee Ayling
Trustee Bellina
Trustee Blumhagen
Trustee Brown
Trustee Helgesen
Trustee Johns
Trustee McPhee
Trustee Whalen
Superintendent of Schools, L. Hauptman
Secretary Treasurer, R. Norum
Director of Student Learning/Innovation, D. Casault
Director of Instruction/Human Resources, B. Reimer
Director of Student Learning/Aboriginal Education, J. Tichauer
District Principal/Student Services, D. Verbeurgt
Recorder, Sandy Gronlund

1. COMMENCEMENT OF MEETING

1.1 Call to Order

Chairperson Lento acknowledged that we are on the traditional lands of the Ktunaxa people.

A moment of silence was taken for Deanna Ford, former teacher at Amy Woodland School.

Chairperson Lento called the January 17, 2017 regular public meeting of the Board of Education to order at 3:03 p.m.

1.2 Consideration and Approval of Agenda

Addition: 5.3 Rural Education Letter re: Regional meeting

MOTION-R-17-1

M/S that the agenda for the regular public meeting of the Board of Education of January 17, 2017 be approved as amended.

CARRIED

1.3 Approval of the Minutes

Minutes of the Public meeting of the Board of Education of December 13, 2016.

MOTION-R-17-2

M/S that the minutes of the regular public meeting of the Board of Education of December 13, 2016 be approved as circulated.

CARRIED

1.4 Receipt of Records of Closed Meetings

MOTION-R-17-3

M/S to accept the closed records of the in-camera meeting of the Board of Education of December 13, 2016.

CARRIED

1.5 Business Arising from Previous Minutes

1.5.1 Committee Representatives

MOTION-R-17-4

M/S that the Board approve the Committee Representatives for 2017.

CARRIED

1.5.2 Kootenay Athletic Program

Chairperson Lento expressed concerns with the current proposal from Kootenay Athletic Program being approved. The Program would be welcomed outside of the timetable and ran as an extra-curricular program.

MOTION-R-17-5

M/S that the Board does not pursue a partnership with the Kootenay Athletic Program, as per their presentations of November 28th and December 16th, 2016, and that a letter be sent to the Academy outlining the reasons for this decision.

CARRIED UNANIMOUSLY

Chairperson Lento welcomed the public to address the Boards decision.

The Public shared positive aspects of what the Kootenay Athletic Program could offer children and how the children could benefit.

Trustees expressed their appreciation and support to the program but not the current proposal.

1.6 Receiving of Delegations/Presentations

1.6.1 Jaffray School Highlights - By Students

Three student council members from grade 9 and 10 gave the Trustees and District Admin a tour of Jaffray School. They shared many highlights and programs being offered at the School. They did a wonderful job answering many questions along the way.

2. COMMITTEE REPORTS/TRUSTEE REPRESENTATIVE REPORTS

2.1 Advocacy/Education Committee

No meeting in December.

2.2 Policy Committee

No meeting in December.

2.3 Finance/Operations/Personnel Committee

No meeting in December.

2.4 BCSTA /Provincial Council

Trustee Bellina will be attending the BCSTA Provincial Council meeting in Vancouver, February 17-18, 2017.

2.5 Communications/Media Committee

Trustee Ayling reported:

A letter was sent to MLA Linda Larson January 5, 2017 regarding Rural Education Review Process.

MOTION-R-17-6

M/S that the Board write a letter to the BCSTA Board thanking them for meeting with our Board.

CARRIED

MOTION-R-17-7

M/S to accept the report of the Communications/Media Committee.

CARRIED

2.6 Mt. Baker / Key City Theatre Replacement Committee

Trustee Johns reported:

- A meeting at SD5 Board Office February 6, 2017 at 1:00 p.m. with our partners from Regional District, Rob Gay, Chair of the Board, Shawn Tomlin CAO and from the City of Cranbrook Mayor Lee Pratt.

MOTION-R-17-8

M/S to accept the report of the Mt. Baker / Key City Theatre Replacement Committee.

CARRIED

2.7 Legacy of Learning

Trustee Johns reported:

- A Legacy of Learning display will be set up at the RSA Day on April 10, 2017 at McKim School in Kimberley.

MOTION-R-17-9

M/S to accept the Legacy of Learning report.

CARRIED

2.8 Trustee Reports

3. SUPERINTENDENT'S REPORT TO THE BOARD

Superintendent Hauptman's report of January 2017 included:

Superintendent's Activities

- Planning is ongoing as the School District receives information from the Ministry of Education regarding the Supreme Court of Canada decision

Finance/Operations Update:

- Final funding has arrived
- Tender will close January 18th at 2:00 p.m. for the Jaffray School HVAC
- Preparing final budget documents for 16/17 budget
- Beginning to work on the 17/18 budget

Director of Instruction/Student Learning Update:

- Ministry of Education is looking for feedback on the new Reporting system. Encouraging parents to communicate concerns to school principals. New Reporting system is on a 3 year trial. Parents can request a letter grade at any time from a teacher.

Director of Instruction/Safety/Aboriginal Education Update:

- Our Aboriginal completion rates are at the highest we have had.
- We have applied for a Capital Equipment grant for our middle and high school Industrial Ed spaces.

District Principal/Student Services Update:

- Three employees attended training on the “Mandt” system. They have been trained to become trainers in our District. The Mandt System is a comprehensive, integrated approach to preventing, de-escalating, and if necessary, intervening when the behavior of an individual poses a threat of harm to themselves and/or others. The focus of The Mandt System is on building healthy relationships between all the stakeholders in human service settings in order to facilitate the development of an organizational culture that provides the emotional, psychological, and physical safety needed in order to teach new behaviors to replace the behaviors that are labeled “challenging”.

Director of Instruction/Human Resources Update:

- As directed by the provincial parties, District Management and the CFTA have gone through a process to analyze the collective agreement language of 2002.

MOTION-R-17-10

M/S that the January 2017 Superintendent's Report to the Board of Education be accepted as presented.

CARRIED

4. CHAIRPERSON'S REPORT

A meeting with the Board of the BCSTA was held with our Board on January 16, 2017. It was an opportunity to share any concerns. Chairperson Lento thanked the Trustees for attending.

MOTION-R-17-11

M/S that the Board write a letter to the BCSTA Board thanking them for meeting with our Board.

CARRIED

5. NEW BUSINESS

5.1 Business Arising from Delegations

Nil

5.2 2016-17 Amended Budget Bylaw

MOTION-R-17-12

M/S read a first time the Amended Annual Budget for 2016/17 on the 17th of January, 2017.

CARRIED

MOTION-R-17-13

M/S read a second time the Amended Annual Budget for 2016/17 on the 17th of January, 2017.

CARRIED

5.3 Rural Education Letter re: Regional meeting

MOTION-R-17-14

M/S that the Board request the Parliamentary Secretary to include a regional meeting in Cranbrook in addition to the nine meetings already established.

CARRIED

MOTION-R-17-15

M/S that the Board send a response to the Parliamentary Secretary's comments re: our submission.

CARRIED

6. TRUSTEE BOUQUETS

Trustees thanked:

- Erin Boehm, Principal of Jaffray School along with the students for the tour of Jaffray School.
- The wonderful lunch provided by the home economics class
- For everyone involved in setting up for the meetings

7. ITEMS FOR INFORMATION/CORRESPONDENCE

Nil

8. QUESTION PERIOD

Nil

9. ADJOURNMENT

MOTION-R-17-16

M/S that the January 17, 2017 regular public meeting of the Board of Education adjourn at 5:12 p.m.

CARRIED

10. LATE ITEMS

Nil

Frank Lento, Chairperson

Rob Norum, Secretary Treasurer



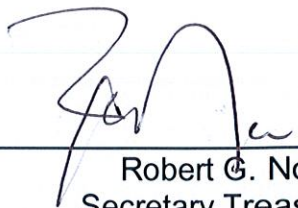
1.4. RECEIPT OF RECORDS OF CLOSED MEETINGS

In-camera Meeting January 17, 2017

- Finance/Operations/Personnel Committee report
 - Exempt Compensation
 - Long Range Facility Plan - Stantec Architecture Ltd. Presentation
 - Kootenay Athletic Academy
 - Highland School Repairs

- BCPSEA Representative Report
 - BCPSEA AGM – Vancouver January 27th, 2017

- Superintendent's Report
 - Supreme Court Decision
 - Priority Measures Funding



Robert G. Norum
Secretary Treasurer



**The Board of Education of
School District No.5 (Southeast Kootenay)
MINUTES - ADVOCACY/EDUCATION
COMMITTEE MEETING**

January 30, 2017 9:00 a.m.

Board Office

Committee Members
In Attendance:

Trustee Bellina (Chair)
Trustee Ayling

Regrets:

Trustee Blumhagen
Trustee Whalen

Board/District Staff in
Attendance:

Trustee McPhee
Trustee Brown
Trustee Lento (Chairperson)
Lynn Hauptman, Superintendent
Jason Tichauer, Director, Student Learning
Diane Casault, Director, Student Learning
Brent Reimer, Director of Instruction
Darcy Verbeurgt, District Principal
Jennifer Roberts, District Principal
Gail Rousseau, Executive Assistant (Recorder)

1. COMMENCEMENT OF MEETING

1.1 Call to Order

The Advocacy/Education Committee meeting of January 30, 2017 was called to order at 9:00 a.m. by Trustee Bellina. This meeting is being held on the lands of the Ktunaxa People.

1.2 Approval of Agenda

Deletion/Addition: 4.5 Joe Pierre

ADV-16-15

The Agenda of the Advocacy/Education Committee meeting of January 30, 2017 is approved as amended.

1.3 Approval of Minutes

ADV-16-16

The Minutes of the Advocacy/Education Committee meeting of November 28, 2016 are approved as circulated.

2. PRESENTATIONS

2.1 Joseph Creek: Urban Stream Management Delivery Framework Initiative

Todd Hebert and Jennifer Krotz from Blue Lake Centre presented information to the Committee on the Joseph Creek Management Framework Project to which Blue Lake Centre is the administrator/coordinator. The initiative is a partnership between the City of Cranbrook, Regional District of East Kootenay, College of the Rockies, Ktunaxa Nation Council and Blue Lake. They are requesting participation from School District 5 in this partnership.

Highlights:

- All primary partners help manage Joseph creek collectively
- Consortium along with project leaders will guide the overall framework
- Working vision – restore Joseph Creek and the surrounding landscape to a functioning system by incorporating the following values and needs: ecological, community infrastructure, education, recreation, culture/heritage, economic
- Need SD5 as the experts in education- to incorporate the new curriculum and incorporate education values in this framework
- Management framework can provide direction to adjust water temperature to identify better controls of water for flood mitigation
- increase opportunities for recreation and education along entire length of the creek
- be part of the grand re-opening of Idlewild Park and the many educational opportunities that this will present
- official signing ceremony will be arranged once all partners are on board

A Water Leadership Protocol was presented for School District 5's signature. They are looking for one primary contact that would be a conduit between the Project and SD5.

Questions/Discussion:

- Columbia Basin Trust – where do they stand in this?
- Suggestion to involve a student representative at outset to learn about the planning which would link them to the project for the rest of their life

Recommendation A – that the Board support signing the Water Leadership Protocol for the Joseph Creek Urban Stream Management Delivery Framework Initiative.

3. ITEMS FORWARDED FROM PREVIOUS MEETING

3.1 ThoughtExchange Update

Superintendent Hauptman shared a summary of the Thoughtexchange process that has now been completed. She will send the link to all responses so the Board can peruse on their own time as there are too many thoughts to review today. The link will also be on the website for the public to view. A group of educators/district staff etc., will also be brought together at a future date to look at the overall goals of the district to see if they need to be reshaped and where to go from here regarding our future planning.

3.2 BCSTA Letter – SD43 Budget 2017 Consultations

A discussion took place on the way SD43 is expressing themselves in their letter of September 20, 2015 regarding the budget. It was suggested that the Board send a gentle letter to reinforce that all Boards need to advocate together for increased funding.

Recommendation B – that the Board write a letter to School District 43 to remind them that all Boards should be working together to advocate for increased funding to districts.

4. CORRESPONDENCE AND/OR NEW ITEMS

4.1 DSAC Report – next meeting February 16 in Fernie.

4.2 DPAC Report – no DPAC meeting last month

4.3 Strategic Planning – Superintendent Hauptman will ensure a copy of the Strategic Plan is included in the February Board agenda.

4.4 Offer of ?Aq'am Workshop on Pre-Engagement

A one day pre-engagement workshop is being offered by the Governance Coordinator at ?Aq'am to give the Board greater context of where the Band is coming from, why they do things the way they do and the importance of their intellectual sovereignty.

The Committee asked for additional information to be brought to the February Board Meeting.

4.5 Joe Pierre

A discussion took place on how to recognize Joe Pierre as the new Chief of ?Aq'am and to acknowledge Jim Whitehead's term as Chief. Superintendent Hauptman will write a letter to Jim Whitehead and Trustee McPhee will pursue how to respectfully recognize Joe Pierre in his new role as Chief.

Recommendation C - that the Board write a letter to Jim Whitehead recognizing his term as Chief of ?Aq'am.

5. BCSTA Letters

5.1 Budget 2017

5.1.1 BCSTA

Recommendation D – that the Board write a letter to the Minister of Finance in support of BCSTA’s letter of November 25, 2016.

5.1.2 SD19

Receive and file.

5.1.3 Quesnel

Receive and file.

5.1.4 SD27

Receive and file.

5.1.5 SD72

Receive and file.

5.2 Exempt Staff Compensation

5.2.1 SD81

Receive and file.

5.3 Rural Education Review Process

5.3.1 BCSTA

Receive and file.

5.3.2 SD57

Receive and file.

5.4 New Curriculum

5.4.1 SD23

Receive and file.

5.5 Court Ruling

5.5.1 SD61

Recommendation E – that the Board write a letter to the BCSTA in support of SD61’s letter of October 28, 2016.

5.6 Vancouver School Board

5.6.1 SD61

Receive and file.

5.6.2 SD 69

Receive and file.

6. ADJOURNMENT

The Advocacy/Education Committee meeting of January 30, 2017 was adjourned at 10:12 a.m.



**The Board of Education of
School District No.5 (Southeast Kootenay)
Minutes – Student Services Committee**

**January 30, 2017, 10:00 a.m.
Board Office**

**Committee Members
In Attendance:**

**Co-Chair Trustee McPhee (Chair)
Co-Chair Trustee Johns
Trustee Ayling
Trustee Bellina**

Regrets:

**Board/District Staff in
Attendance:**

**Trustee Brown
Trustee Helgesen
Chairperson Lento
Trustee Whalen
Lynn Hauptman, Superintendent
Diane Casault, Director of Student Learning/Innovation
Jason Tichauer, Director of Student Learning/Aboriginal Educ.
Brent Reimer, Director of Human Resources
Darcy Verbeurgt, District Principal of Student Services
Janice Paetz, Executive Assistant (Recorder)**

1. COMMENCEMENT OF MEETING

1.1. Call to Order

The Student Services Committee meeting of January 30, 2017 was called to order at 10:17 a.m. by Co-Chair McPhee. This meeting is being held on the lands of the Ktunaxa People.

1.2. Approval of the Agenda

SS-2016-01

M/S that the agenda for the Student Services Committee meeting of January 30, 2017 be approved as circulated.

1.3. Approval of the Minutes

n/a

2. BUSINESS ARISING FROM PREVIOUS MEETING

n/a

3. CORRESPONDENCE AND/OR NEW ITEMS

3.1 Policy 1.16 Terms of Reference – Student Services Committee

Trustee Lento expressed his vision going forward:

- new game plan for our most vulnerable – it's going to cost money
- all IEP's in place in June so everyone is ready for September
- What are we going to do differently? We must meet the needs of our students.
- we need to spend money on resources and supports for these students.

A discussion/review of the Terms of Reference policy deemed all terms to be satisfactory.

3.2 Autism Update

Mr. Verbeurgt reviewed the Autism Spectrum Disorder Program Update.

Discussion included:

- five broad areas to move forward in the handout
- first arrow bullet is report from November – second arrow bullet is current update
- variety of supports and programs (i.e. POPARD and IHCAN)
- we are not going to follow the R & R program curriculum going forward
- We will continue to use strategies from R & R but not the entire program as it is very scripted. We need strategies that can provide the same services to all students and not just a few.
- the consultation process and how the decision not to proceed with R & R was reached
- EA training and pro-d opportunities relating to autism
- ADS Committee stopped meeting last March due to Mr. Verbeurgt's LOA - plans are underway to continue with this committee
- Mr. Verbeurgt will be working with principals to ensure there is communication with staff and parents regarding the changes in programs/services
- There is a shortage of SLPs – Mr. Verbeurgt has been pushing up the SLP's FTE in recent years – there have been a lot of variants that have played into this i.e. Sound Connections program. We have a 0.4 FTE posted since October 2016. There are currently 5 FTEs in place (6 people) plus 0.4 shortage. More and more students are being diagnosed with autism requiring more services from SLP's.
- we still have 4 SLP-EA, who service students who are not on IEPs.

3.3 Impact of Supreme Court Ruling on Additional Student Services Staff and Associated Services

- Mr. Reimer advised they are negotiating as we speak.
- We have been instructed to continue with current language until further notice.
- Mrs. Hauptman advised that talks at provincial level appear to be very productive
- There has been funding provided through the Priority Measures Funds - once the Board approves the Priority Report, postings will go out as soon as possible.

3.4 Program Review

- timing of IEP's being completed – MOE requires that an IEP be completed after Sept.30th - IEP's are due as needed/required, which can range from Sept.30 to June 30
- IEP reviews are done in June – used as a bridging document for the following year
- there are some transition periods from March – June for those moving buildings
- some goals are life long – may be specific objectives in each school year
- quite often the most challenging cases are dealt with first in the new school year
- Mr. Verbeurgt and the Student Service Coordinators work with Student Service Teachers throughout the year on IEPs (we have done 4 sessions this year to improve upon last year)
- the past notion of IEPs being due Sep.30 does not work in today's world
- we do an annual review of Cat H (Intensive Behaviour/Serious Mental Illness)
- we do a quality review of goals/objectives for kids with autism
- we do annual goals/renewals for Cat D (Physical Disabilities/Chronic Health)
- Trustees would welcome a report as to what is happening throughout the year.

4. INFORMATION ITEMS

- 4.1 Trustee Brown advised the transfer payment from Health Authority, currently under negotiation, has since been postponed. Have we been approached? Should we be preparing a submission for mental health concerns in schools?

Ministry of Health has data showing our numbers are increasing for mental health issues. Suggested we write our local MP responsible for Health to advocate.

Recommendation A

“The SD5 Board of Education write a letter to the Minister of Health (cc our local MP) asking for additional provincial funding for mental health.”

5. ADJOURNMENT

The meeting adjourned at 11:27a.m.



**The Board of Education of
School District No.5 (Southeast Kootenay)
Minutes – Policy Committee**

**January 30, 2017, 11:00 a.m.
Board Office**

**Committee Members
In Attendance:**

**Co-Chair Trustee Brown (Chair)
Co-Chair Trustee Ayling
Trustee McPhee
Trustee Helgesen**

Regrets:

**Board/District Staff in
Attendance:**

**Trustee Bellina
Trustee Johns
Chairperson Lento
Trustee Whalen
Lynn Hauptman, Superintendent
Diane Casault, Director of Student Learning/Innovation
Jason Tichauer, Director of Student Learning/Aboriginal Educ.
Darcy Verbeurgt, District Principal of Student Services
Janice Paetz, Executive Assistant (Recorder)**

1. COMMENCEMENT OF MEETING

1.1. Call to Order

The Policy Committee meeting of January 30, 2017 was called to order at 11:35 a.m. by Co-Chair Brown. This meeting is being held on the lands of the Ktunaxa People.

1.2. Approval of the Agenda

POL-2017-01

M/S that the agenda for the Policy Committee meeting of January 30, 2017 be approved as circulated.

1.3. Approval of the Minutes

POL-2017-02

M/S that the minutes of the Policy Committee meeting of November 28, 2016 be approved as circulated.

2. POLICIES DELETED BY THE BOARD SINCE LAST MEETING

- 3.9 Alcohol or Drugs – Possession, Trafficking or Non-Medicinal Use
- 3.11 Drug Free Zone

3. BUSINESS ARISING FROM PREVIOUS MEETING

3.1 Revised Policy 3.7 Code of Conduct

Feedback from partner groups was reviewed.

Discussion included:

- Code of Conduct policy is specifically for our students
- Reminders for parents to behave respectfully - parents do need to know there are limits/consequences. Maybe Principals would discuss this with their PAC chairs. Ms. Therrian, DPAC, will send out a suggestion to school PACs.
- no reference to parent behaviour in the School Act – we could contact BCSTA and suggest this as a possible policy item
- Section 177 – BCSTA template has just been drafted and sent to Boards – Mr. Tichauer is working on a draft policy.

Recommendation A

“M/S that Revised Policy 3.7 Code of Conduct be sent to the Board of Education for approval.”

3.2 Draft Policy – Physical Restraint and Seclusion

Feedback from partner groups was reviewed.

Discussion included:

- ‘imminent danger’ will be included in the definition piece
- correct ‘behaviour’ spelling throughout document
- schools do work with parents on strategies that can be used both at school and at home.

Recommendation B

“M/S that Draft Policy 3.9 Physical Restraint and Seclusion be sent to the Board of Education for approval.”

3.3 Draft Regulations – Policy 3.35 Sexual Orientation/Gender Identity

Discussion included:

- policy was fine - we just needed regulations to go with it
- add definition for ‘pan-sexual’
- correct ‘behaviour’ spelling throughout document
- professional development – presentations have been done to PVP, some schools have brought in community members (responding to their own school needs)
- Trustees would like an in-service so they have current information
- SOGI123 website is a great resource.

4. CORRESPONDENCE AND/OR NEW ITEMS

Nil

5. INFORMATION ITEMS

- 5.1 Policy 3.20 Summer School
Policy 3.21 Adult Education
Policy 3.41 Students Reg. for Distance Education

All three programs have changed a lot in recent years. Ms. Casault and Mr. Tichauer are currently reviewing what current practice is and will make changes as necessary, quite possibly combining these three into one policy.

- 5.2 Policy 5.4 Student Eligibility for Bus Service

Mr. Norum is currently reviewing the policy, the School Act and what current practices are. The revised policy will be brought back to a future meeting.

6. ADJOURNMENT

The meeting adjourned at 12:12 p.m.

THE BOARD OF EDUCATION OF SCHOOL DISTRICT 5 (SOUTHEAST KOOTENAY)

POLICY

CODE OF CONDUCT

SECTION 3.7

Mission Statement of School District 5 (Southeast Kootenay)

To provide students with equitable, quality educational opportunities in a safe, supportive environment through the efforts of a caring, professional team in cooperation with students, parents and communities.

Guiding Principles

We believe:

- that all students and staff have a right to learn and work in a safe, respectful and productive environment,
- a positive, productive and responsible attitude will help create strong communities,
- that everyone can learn to make appropriate choices for themselves and for others,
- that all communication needs to be based on courtesy and mutual respect,
- that diversity among students and staff is to be respected, but commonly accepted rules for conduct will apply to all. Age, maturity, cognitive ability and previous behaviour will be taken into consideration when defining unacceptable behaviour and any consequences that follow.

General Guidelines for Success

Everyone shares the responsibility of behaving in ways that will make our schools a special place where people are valued and where excellence in performance is the commonly shared goal.

Related Bylaws, Policies, Contracts and Regulations:

3.7R Code of Conduct Regulations

THE BOARD OF EDUCATION OF SCHOOL DISTRICT 5 (SOUTHEAST KOOTENAY)

REGULATIONS

CODE OF CONDUCT

SECTION 3.7R

Mission Statement of School District 5 (Southeast Kootenay)

To provide students with equitable, quality educational opportunities in a safe, supportive environment through the efforts of a caring, professional team in cooperation with students, parents and communities.

School Codes of Conduct

All schools have the responsibility to develop a Code of Conduct which will encourage acceptable and responsible student behaviour. The Code of Conduct is reviewed yearly with the participation and involvement of staff, parents and community members. Changes are made to the Code of Conduct to reflect current and emerging situations and to contribute to school safety. The Board will ensure that School Codes of Conduct contain references to the East-West Kootenay Violence/Threat Risk Assessment Protocol, to the prohibited grounds of discrimination set out in Section 7 and Section 8 of the *Human Rights Code*, RSBC 1996, c.210, and to School District Policy 3.35 Sexual Orientation and Gender Identity.

Students are required to follow all guidelines, rules and procedures while in attendance at school, during all school-sponsored activities such as field trips and extracurricular events and while riding on the school bus or waiting for the bus to arrive.

At the beginning of the school year and on entrance to a new school in the district, the school staff will clarify the School's Code of Conduct and any rules and procedures that apply in individual classrooms. Expectations for student behaviour will be taught and reinforced on a regular basis throughout the school year. Once the rules are discussed and understood, they will set the standards of conduct for students and staff. It is also important to remember that the school is operating within a community and within a society in general. There are common expectations for behaviour outside of the school setting that also apply while attending school.

Whenever possible and appropriate, consequences for breaches of a code are restorative in nature rather than punitive. This may involve Restorative Justice or other forms of restorative problem solving for minor difficulties and involve Restorative Justice or other restorative forms of problem solving in conjunction with other disciplinary approaches for more serious offenses. In all cases, the school officials may have a responsibility to advise other parties of serious breaches of the Code of Conduct, not limited to but including: parents, school district officials, police and other agencies. The Board will take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of a Code of Conduct.

The following principles are universal to all schools in School District 5 and apply to every student.

Unacceptable Conduct

The Board believes that student consequences for behaviour is progressive. As such, many behaviours are dealt with in various consequences based on a number of factors, including:

- the student's place on a progressive discipline model,
- the severity of the individual act,
- the student's history of similar acts.

Unacceptable conduct includes:

- theft;
- vandalism, littering or willful damage to school, staff or student property;
- tobacco use on school property;
- comments, displays or actions made to students or staff that express racial stereotypes, racial hatred, sexual stereotypes, sexual hatred, sexual orientation stereotypes or sexual orientation hatred, made directly, written or via electronic communication;
- comments, displays or actions intended to exclude, harass or discriminate based on race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental ability, sex, sexual orientation/gender identity, or age of the student or staff;
- comments, displays or actions made to student or staff, which intimidate, threaten the safety of, harass or bully, made directly, written or via electronic communication, relational aggression;
- disrespecting the rights of others to a safe, respectful and productive learning environment;
- creating a safety hazard for others (this includes student behaviour that has the potential to harm others or self, to include running in crowded areas, tripping, pushing, and not keeping hands and feet to oneself);
- instigating a fight, being a willing combatant in a fight, physically assaulting others;
- dangerous behaviour (the intention to do harm, real or implied to self or others, to include: bomb threats, inappropriate use of the Fire Alarm system, inappropriate use of the Lock Down System, inappropriate use of 911 Emergency Response);
- arson, possession of weapons, setting off fire alarms, tampering with safety equipment;
- possession, trafficking or non-medical use of alcohol or drugs.

Consequences for Unacceptable Conduct

The school will determine the specific consequences that apply, which may include any or all of:

- direction from staff
- parent conference
- detention
- Restorative Justice or other forms of problem solving
- in-school suspension
- home suspension

- Suspension pending a meeting with the person(s) responsible for indefinite suspension procedures. The student’s educational options for the remainder of the school year will be determined during the suspension meeting. The RCMP or other outside agencies may be involved.

Reference:

Appeal Procedure

A student enrolled in an educational program in the School District or the parents of the student, shall be entitled to appeal a decision, including a failure to make a decision, of any employee of the Board which significantly affects the education, health or safety of the student pursuant to School District Policy 1.3 Appeal Procedure Students/Parents/Guardians.

For the purposes of appeal, the decisions of the District Suspension Committee may be appealed to the Board pursuant to School District Policy 1.3 Appeal Procedure Students/Parents/Guardians.

Definition of Terms

Bullying - is aggressive behaviour that may be a one time occurrence but is most often repeated attacks: physical, psychological, social or verbal, by those in a position of power, which is formally or situationally defined, toward those who are powerless to resist, with the intention of causing distress for their own gain or gratification.

Cognitive Abilities - the brain-based skills and mental processes that are needed to carry out any task - from the simplest to the most complex.

Combatant - a) a person who takes a direct part in the hostilities of a conflict (some forms may include: physical, armed); b) to attempt to physically harm another person or any act which reasonably places another person in fear of physical harm, e.g., threatening or abusive language.

Cyber Bullying – is overt or covert bullying behaviour using digital technologies, including but not limited to: harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces. Cyber bullying can happen at any time. It can be in public or in private and sometimes is only known to the target and to the person perpetuating the bullying.

Harassment – a) behaviour that is unwelcome or behaviour that ought to be known to be unwelcome that excludes, intimidates, or denies the right of every individual to a safe and comfortable living environment; b) behaviour based on a student’s race, sex, religion or disability that is unwelcome, unwanted, and/or uninvited by the recipient. It can be verbal, non-verbal, and/or physical and includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature.

Narcotics – a) the possession and/or use of illicit drugs, b) the term “narcotic” does not include prescriptions issued to the individual and/or over the counter medications that are taken according to product use recommendations and Board policy.

On Task - every adult and student has a right to teach and learn in a disruption-free environment; on task describes the individual who is actively and productively engaged in the learning opportunity provided.

Racial Hatred - happens when a person is abused or put down because of their race; by reference to colour, race, or nationality; including citizenship, ethnic and/or national origins.

Racial Stereotypes - a generalized representation of an ethnic group, composed of what are thought to be typical characteristics of members of the group; the use of racial stereotype is usually demeaning even when the characteristics might be considered positive because it tends to discount the importance and uniqueness of the individual.

Relational Aggression - also known as covert 'secretive' bullying and/or social aggression, is a psychological and emotional form of abuse (as opposed to traditionally overt 'physical' forms of bullying); it uses relationships to inflict injury upon another; it is characterized by gossip, teasing, slander and exclusion; it is very common in cyber-bullying (web sites, e-mails, and text messaging).

Restorative Justice – a) puts the emphasis on the wrong done to a person as well as on the wrong done to the community; it recognizes that crime is both a violation of relationships between specific people and an offence against everyone: the greater community; b) involves the victim, the offender and the community in search for solutions, which promote repair and possibly reconciliation.

Sexual Orientation/Gender Identity – all persons including lesbian, gay, bisexual, transgender, transsexual, two-spirit, intersex, queer or questioning persons; persons who are labeled as such, whether they are or not; and persons with immediate family members who are of a sexual orientation and/or gender minority.

Sexual Orientation/Gender Identity Hatred - any language or behaviour that deliberately degrades, denigrates, labels, stereotypes, threatens or incites hatred, prejudice, discrimination, and harassment towards students, employees, or others on the basis of their real or perceived sexual orientation and/or gender identification.

Suspension - removal of a student from the regular school program for a period not to exceed five (5) days (short-term) or for a period greater than five (5) days (long-term); during the period of suspension, the student is excluded from all school-sponsored activities including practices, as well as competitive events, and/or activities sponsored by the school or its employees.

Trafficking - any student selling drugs or alcohol during any time the school has jurisdiction over the behaviour of students will be reported to the RCMP.

Related Bylaws, Policies, Contracts and Regulations:

B.C. Human Rights Code

Policy 1.3 Appeal Procedure Students/Parents/Guardians

Policy 2.1 Tobacco Free District

Policy 2.2 Workplace Bullying and Harassment

Policy 2.12 Non-Discrimination

Policy 2.13 Alcohol - Buildings, Grounds and Functions

Policy 3.2 Creating Safe Schools

Policy 3.7 Code of Conduct

Policy 3.11 Drug Free Zone

Policy 3.33 Use of Cell Phones and Digital Devices

Policy 3.35 Sexual Orientation/Gender Identity

Regulation 7.1Rb Student Use of Information and Communication Technology (ICT) and Technology Services

THE BOARD OF EDUCATION OF SCHOOL DISTRICT 5 (SOUTHEAST KOOTENAY

DRAFT POLICY

PHYSICAL RESTRAINT AND SECLUSION IN SCHOOL SETTINGS

SECTION

The Board of Education is responsible for maintaining a safe and secure environment for students and staff. The Board recognizes its responsibility to deal with students in a manner which is similar to that of a kind, firm and supportive parent. In order to meet these responsibilities, the Board accepts that in emergency situations where the physical actions of a student threatens to cause harm to self, others, it may be necessary to physically restrain or seclude the student.

The Board of Education requires all school staff members to be provided opportunity to participate in training in positive behaviour interventions and supports and de-escalation techniques. All specialized staff will be provided the opportunity to participate in training regarding the use of physical restraint and seclusion that will only be used only in emergency situation and not as a form of treatment or regular action.

The Board of Education requires that parents and, where appropriate, students are offered opportunities to be consulted in the development of positive behaviour supports and interventions, behaviour plans, emergency or safety plans.

The Board of Education requires that in any instance where physical restraint and seclusion of a student occurs, it is to be documented and provided to the Superintendent or designate. School principals will record incidents of physical restraint and seclusion, or the use of 'time out' outside of a classroom and submit that data to the Superintendent or designate upon request.

The Board of Education requires prevention/intervention strategies to be reviewed and revised in situations where: repeated use of physical restraint and seclusion for an individual student occurs; multiple uses of physical restraint and seclusion occur within the same classroom; or, physical restraint and seclusion is repeatedly used by an individual.

The Board of Education requires regular review of the physical restraint and seclusion regulations and procedures to ensure alignment with current research and practice.

DEFINITIONS

Behaviour - the actions by which an individual adjusts to his or her environment. It is commonly understood that behaviour is communication¹. It is the impact of the behaviour that dictates whether a behaviour is negative or positive.

Understanding that behaviour is communication, the purpose of these guidelines is to promote a response that protects both the individual and others' safety and well-being.

Immediate Danger – is a present danger that is next in order and not separated by space or time.

Imminent Danger – is an anticipated danger that is likely to happen, is impending, and is separated by space or time. This impending danger could be one hour, one day, or an unknown time away but is still imminent.

Physical Restraint - is a method of restricting another person's freedom of movement or mobility, in order to secure and maintain the safety of the person or the safety of others.

The provision of a 'physical escort', i.e., temporary touching or holding of a student's hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location, does not constitute physical restraint.

The provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort also does not constitute physical restraint.

Seclusion - is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving.

Behaviour strategies, such as 'time out', used for social reinforcement as part of a behaviour plan, are not considered 'seclusion'.

The term seclusion does not apply where a student has personally requested to be in a different/secluded location/space.

Time-out - is the removal of a child from an apparently reinforcing setting to a presumably non-reinforcing setting for a specified and limited period of time. Time-out involves removing a student from sources of positive reinforcement as a consequence of a specific undesired behaviour. Time-out is only one option along a continuum of behaviour interventions supporting behaviour change. Time-out can be implemented on several different levels, ranging from quiet time in the regular classroom to a time-out room in the school.

Typically, time-out is used in tandem with positive interventions that can maximize student learning and assist in the acquisition of replacement behaviours.

The term seclusion does not apply when a student has been assigned to a different/secluded location/space in the case of an in-school suspension. It is recognized that while a student is in an in-school suspension, the student will be placed in a setting that is supervised by a school staff member.

¹ Adapted from Gerrig, Richard J. & Philip G. Zimbardo. *Psychology and Life*, 16/e. Published by Allyn and Bacon, Boston, MA. Copyright (c) 2002 by Pearson Education. Information found on American Psychology Association (APA) website July 10, 2014: <http://www.apa.org/research/action/glossary.aspx>

Related Bylaws, Policies, Contracts and Regulations:

Draft Regulations – Physical Restraint and Seclusion in School Settings

Provincial Guidelines – Physical Restraint and Seclusion in School Settings (BC Ministry of Education - May 2015)

THE BOARD OF EDUCATION OF SCHOOL DISTRICT 5 (SOUTHEAST KOOTENAY

DRAFT REGULATIONS

PHYSICAL RESTRAINT AND SECLUSION IN SCHOOL SETTINGS

SECTION

District staff will employ the following procedures and guidelines regarding the use of physical restraint and seclusion:

1. Physical restraint and seclusion are used *only* in exceptional circumstances where a student is in immediate danger of causing harm to self or others.
2. Where a student's behaviour could cause harm to self or others, restraint or seclusion may be required until such time as the immediate danger of serious harm to self or others has dissipated.
3. Physical restraint and seclusion procedures are used *only* as emergency, not treatment procedures. Neither physical restraint nor seclusion procedures are used as punishment, discipline or to force compliance.
4. It is expected that school personnel will implement positive behaviour supports and interventions, behaviour plans, emergency or safety plans, and other plans to prevent and de-escalate potentially unsafe situations.
5. Parents and, where appropriate, students will be offered opportunities to be consulted in the development of positive behaviour supports and interventions, behaviour plans, emergency or safety plans.
6. Training sessions in positive behaviour support planning, non-violent crisis intervention, conflict de-escalation techniques, and safety planning will continue to be offered to school personnel on a regular basis.
7. School personnel who work directly with a student in situations where there is a potential for immediate danger of serious physical harm to the student or others, and where they may be required to respond to an individual whose behaviour is presenting a danger to self or others, are expected to have been trained in crisis intervention and the safe use of physical restraint and seclusion.
8. Recurring practice of restraint or seclusion is not to be common practice in any student's educational program. Prevention/intervention strategies are to be reviewed and revised in situations where: repeated use of physical restraint and seclusion for an individual student occurs; multiple uses of physical restraint and seclusion occur within the same classroom; or, physical restraint and seclusion is repeatedly used by an individual.

9. Physical restraint or seclusion is never conducted in a manner that could, in any way, cause harm to a student, i.e., never restricts the breathing of a student; never places a student in a prone position (i.e., facing down on his/her stomach) or supine position (i.e., on his/her back, face up); never employs the use of mechanical devices.
10. Any space used for the purpose of seclusion will not jeopardize the secluded student's health and safety.
11. Any student placed in seclusion will be continuously visually observed by a school staff member who is physically present throughout the period of seclusion. This school staff member must be able to communicate with the student in the student's primary language or mode of communication at all times. All health and safety policies and/or regulations, including WorkSafeBC regulations, will be followed.
12. Each incident involving the use of physical restraint or seclusion will include the following actions subsequent to an incident:
 - Notification to the school principal as soon as possible after an incident and always prior to the end of the school day on which the incident has occurred. Upon receipt of such notification, the school principal will complete the *Report of Physical Restraint and/or Seclusion* district form.
 - Notification, by the school principal, to the student's parent(s)/ guardian(s) as soon as possible/always prior to the end of the school day on which the incident has occurred.
 - Notification by the school principal to the Safe Schools Coordinator as soon as possible after an incident and always prior to the end of the school day on which the incident has occurred.
 - The Safe Schools Coordinator will notify the Superintendent, and where appropriate, other District staff as soon as possible after an incident has occurred.
 - A debriefing is to be scheduled involving school personnel, parents or guardians of the student, and wherever possible, with the student – to examine what happened/what caused the incident, and what could be changed, i.e. preventative and response actions that could be taken in the future, to make the use of physical restraint or seclusion unnecessary.
13. The District will review these procedures and guidelines on a regular basis to ensure alignment with current research/practice and to ensure alignment with guidelines issued by the Ministry of Education.

Planning and Management of Student Behaviour

1. There is a continuum on which student behaviour is planned for and managed. Many of these happen at the classroom and school office level. In cases where a student's behaviour has been negative over time, occurs in more than one setting and requires moderate or intensive behavioural support, the student's educational planning will involve the following:
 - an Individual Education Plan (IEP) outlining the student's learning outcomes, required learning support services, and instructional and assessment methods, and

- a formal positive behaviour support plan describing positive behaviour intervention supports and conflict de-escalation procedures.
2. Additionally, where the student’s behaviour could potentially cause harm to self or others, the student’s educational planning will also include:
- a safety plan detailing safety (emergency) procedures regarding the use of physical restraint and seclusion, and confirming the opportunity for formal training of school personnel.

DRAFT

Related Bylaws, Policies, Contracts and Regulations:

Draft Policy – Physical Restraint and Seclusion in School Settings

Provincial Guidelines – Physical Restraint and Seclusion in School Settings (BC Ministry of Education May 2015)



School District 5 (Southeast Kootenay)

Report of Physical Restraint and/or Seclusion

Restraint or Seclusion is an emergency procedure to be employed only when there is an immediate danger to self or others.
 In the event of restraint/seclusion procedures being implemented, the Principal, the student's parent(s) or guardian(s) must be informed and the following report completed.

TO BE COMPLETED BY SCHOOL PRINCIPAL IN CONSULTATION WITH ALL SCHOOL STAFF INVOLVED

Student Name	Grade	Special Education Designation (if applicable)	
Teacher/Class	School	Date	
Nature of restraint /seclusion (describe exactly what procedure was used):			
Time procedure began and time it ended:			
Staff person initiating seclusion/restraint; others present/involved:			
Describe the behaviour that led to the emergency use of seclusion/restraint, including time, location, activity, others present, other contributing factors:			
There was: <ul style="list-style-type: none"> <input type="checkbox"/> Immediate serious physical harm to themselves <input type="checkbox"/> Immediate serious physical harm to others <input type="checkbox"/> Both immediate serious physical harm to themselves and others 			
Procedures used to attempt to de-escalate the student prior to using seclusion/restraint:			
Follow-up with student after the seclusion/restraint:			
Was a debriefing held or is a debriefing scheduled which includes school personnel and parents/guardians (and student if appropriate) and which will include reviewing incident and existing plans and revising them if necessary?			
When was the parent/guardian notified?		Name of Principal/Vice Principal completing form:	
By whom?			

Copies to: School File
 Safe Schools Coordinator



**The Board of Education of
School District No.5 (Southeast Kootenay)
MINUTES - FINANCE/OPERATIONS/PERSONNEL COMMITTEE (PUBLIC)**

**January 30, 2017, 12:00 p.m.
Board Office**

Committee Members in Attendance: Co-chair Trustee Helgesen
Trustee Bellina
Trustee Johns

Board/District Staff in Attendance: Trustee Ayling
Trustee Brown
Trustee McPhee
Trustee Whalen
Superintendent of Schools, L. Hauptman
Secretary Treasurer, R. Norum
Director of Instruction/Human Resources, B. Reimer
Director of Student Learning/Aboriginal Education, J. Tichauer
Director of Student Learning and Innovation, D. Casault
District Principal/Student Services, D. Verbeurgt
Recorder, Sandy Gronlund

Regrets: Chairperson Lento
Trustee Blumhagen

1. COMMENCEMENT OF MEETING

1.1 Call to Order

Co-chair Trustee Helgesen called the public Finance/Operations/Personnel Committee meeting of January 30, 2017 to order at 12:50 p.m. by.
This meeting is being held on the traditional lands of the Ktunaxa people.

1.2 Approval of the Agenda

The agenda of the public Finance/Operations/Personnel Committee meeting of January 30, 2017 is approved as circulated.

1.3 Approval of the Minutes

The minutes of the public Finance/Operations/Personnel Committee meeting of November 28, 2017 is approved as amended.

2. BUSINESS ARISING FROM PREVIOUS MINUTES

Nil

3. DELEGATIONS/PRESENTATIONS

Nil

4. NEW BUSINESS

4.1 2017/18 Budget Update

4.1.1 Enrolment Projection - September 2017

The 17/18 budget process is beginning. There are three main steps. The first step is projected number of students, then costing exercises, and third is determining the budget for next year. The draft enrolment projections have been sent to schools.

The expectation is for enrolment to increase a little in the next couple of years before we see a drop as per Baragar Planning Systems. All Grades with the exception of Kindergarten show an increase in enrolment for 17/18. The Board would like to see comparable information from Private Schools. Mr. Norum will share some historical data on Private Schools gathered from Baragar Planning Systems with the Board.

4.1.2 17/18 School Calendar

The school calendar is important for budgeting as it lays out the number of work days for support staff which will determine the cost of support staff for the year.

4.2 Transportation Grant

Information has been sent out to schools with an amount to help offset their costs. The amount given to each school from this grant is \$1000 plus \$10 per student. District Management did not look at the particulars of activities per school when allocating this grant money. The schools were grateful to receive the extra money.

4.3 Capital Projects Update

The contract to complete the HVAC Upgrade project at Jaffray School was awarded to Trainor Mechanical out of Nelson. A large portion of the project should be completion by the end of March 2017.

We are expecting an announcement in February regarding approval of some Capital projects on the list "17/18 Capital Plan Overview" from September 30, 2016.

5. ITEMS FOR INFORMATION

5.1 Safety Report

A Safety meeting was held on January 26th. The minutes from this meeting will be on the February meeting.

5.2 Finance Report

6. QUESTION PERIOD

Nil

7. ADJOURNMENT

The public Finance/Operations/Personnel Committee meeting of January 30, 2017 adjourned at 1:07 p.m.

8. LATE ITEMS

Priority Measures: Shelley Balfour, CFTA, reported that meetings are very positive.

Report for January 2017

From Bev Bellina

January 17th - Board meeting in Jaffray

January 23rd - BCPSEA/BCSTA Conference Call

January 27th - BCPSEA AGM

January 30th - Board Committee Meetings

Trustee Brown

TRUSTEE REPORT, FEBRUARY 2017

January:

9. Child Care Council meeting
10. Safe Communities Cranbrook meeting
10. Cranbrook Early Years meeting
11. Meeting with staff
11. TM Roberts PAC meeting
12. Jessie Miller presentation
16. Gordon Terrace Elementary PAC meeting
16. Meeting with BC School Trustees Association
17. School Board Meeting - Jaffray
- 19&20. Provincial Child Care Council meeting - Vancouver
27. Nepal presentation at Gordon Terrace School
30. School Board Committee meetings

February:

1. T M Roberts Elementary School PAC meeting
2. Teleconference on school closures
7. Board working session.
8. Provincial Child Care Council teleconference
12. Motion-building meeting
14. School Board Meeting - Cranbrook.



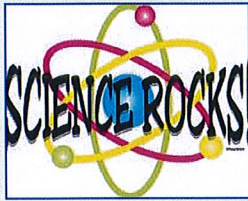
SD 5 Superintendent's News

Lieutenant Governor Visiting Cranbrook Schools and the Regional Science Fair

In 2017 Canadians will join together in celebration of the 150th anniversary of Canada's Confederation. To mark this occasion, the Honourable Judith Guichon, Lieutenant Governor of British Columbia, is planning to visit 150 schools across the province in 2017. She will speak with students about her role in Canada's constitutional monarchy, encourage their participation in our democracy and share ideas about a healthy and sustainable future for all.

On March 10, 2017, the Honourable Judith Guichon will be visiting the following schools:

- 8:45 a.m. to 9:45 a.m. Mount Baker High School
- 10:15 a.m. to 11:15 a.m. Parkland Middle School
- 1:15 a.m. to 2:15 p.m. Highlands Elementary School
- 2:30 p.m. Regional Science Fair at College of the Rockies



Updated Information on Graduation Years

A recent update on the renewed curriculum was released from the Ministry of Education recently that can be viewed on our website and is attached to this report: <http://www.sd5.bc.ca/Documents/Educator%20Update%2010-12.pdf>

This update is to provide educators across the province of the current thinking, direction and decisions regarding the transformation of the education system. Much of this update had a focus on the Graduation Years (Grades 10 – 12).



School Growth Plans Now Available

School staffs have completed the work on their Growth Plans and they are now available for viewing on the individual school's websites under the Tab: *About the School*. These plans are the roadmaps for schools to focus on student achievement. Staffs are commended for the very thorough work done to ensure our students are successful. There is a focus on such things as reading and writing improvement, numeracy, social and emotional learning, self-regulation and, of course, the renewed curriculum with a focus on embedding Aboriginal Perspectives and inquiry and project or place-conscious learning. Our Schools Rock!

Priority Measures Spending Begins in SD 5

As reported last month, the Ministry of Education did provide an additional \$50 million in net new funding for British Columbia's public education system for the balance of the 2016/17 school year. Our District's share of this was \$552,890 for schools. All schools went through a consultation process (principal with the staff) to determine where extra teacher support could help students in their building. The information was collected and then Brent Reimer and I met with the CFTA Co-Chairs to determine where the money was best spent to support student learning. Agreement was met and then the report shared with the Board on Monday, January 30th for their approval. We are very happy to report that schools were informed of the funds they received and postings went out later in the week. District Management and the CFTA agreed on an expedited posting process to hire teachers as quickly as possible into the schools. This funding is for the remainder of this school year. All schools in School District 5 received some additional staffing.

Rogers Hometown Hockey Coming to Parkland Middle School

Just a reminder that Rogers Hometown Hockey will be in town this weekend but festivities will be kicked off on Friday, February 17th at Parkland Middle School. All Grade 6 students from Cranbrook Elementary Schools will convene at the school for an old-fashioned Ball Hockey Tournament outside the school between 12:30 and 1:30. The students will then be invited into the gym along with the Parkland Students for the Hometown Hockey Presentation. The presentation will outline the history of Hometown Hockey, introduce Hometown Hank, and provide a hockey circus show with an acrobat that has performed in Cirque du Soleil. Should be a great time for all. The Hometown Hockey will then be stationed at Western Financial Place for more community festivities over the weekend. For the weekend's Hometown Hockey activities see:

<http://www.hometownhockey.com/events/cranbrook-bc-en-2016/>



IMPORTANT DATES FOR TRUSTEES



- | | |
|-------------------------------|-------------------------|
| Committee Mtgs—Feb. 27 | Retirement Party—June 8 |
| BCSTA Prov Council—Feb. 17-18 | Grads—SSS—May 27 |
| BCSTA AGM—April 20-23 | MBSS, ESS, FSS —June 29 |



Celebrations Canada 150

Jaffray Elementary Junior Secondary

Jaffray's school theme for the rest of the year is **Canada 150**. They started Literacy Week with an interactive bulletin board that has a Canada Map zentangle the students coloured and a Canada word search. Right now the bulletin board is 150 Ways to Spread Kindness.



Mrs. Bock's class is doing a spring play with the elementary students called "Jaffray Sing's Canada's History - With A Twist". Mrs. Henderson's class is infusing a Canada theme in all her elementary art enhancement classes.

Ally Beckman, grade 5, sings O'Canada for us every Monday morning and she is amazing, doing the bilingual version!

Mr. Reay has the grade 10's giving a on this day in ???, which is a little piece of history each morning on the daily announcements. Today was, "On this day in 1916 a fire broke out in the Center Block of Canada's Parliament Buildings. Seven people lost their lives in the blaze. The most likely cause of the fire was an unextinguished cigar discarded in a wastebasket. The Library of Parliament was saved by an alert employee who closed the library's iron fire doors."

Mrs. Henderson's class "Landscapes across Canada".



Finance/Operations Updates:

As of this week staff is healthy and just in time for year-end and T4 season so lots of busy people in Payroll.

Budget prep is underway with 2 budgets, one we are finalizing and one we just beginning with costing and enrolment projections.

Operations are busy with snow related issues and startup of the HVAC project at Jaffray School.



Financial issues such as the Priority Measures Grant, Transportation Fund and Exempt Compensation are top priorities.

Update from the District Principal of Transformative Learning and Technology

Our Helping teachers of transformative learning and technology now have technology kits to support coding and computational thinking in the classroom. We have also put together 34 Maker Kits for our upcoming Maker Series with teachers. Each school will receive two Maker kits to compliment the learning that happens at our workshops and in schools.

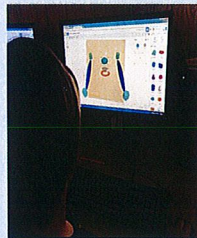


Environmental Education

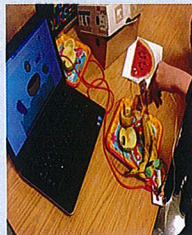
So far we have 10 schools and over 1000 students committed to participate in the winter edition of "Take Me Outside" on Thursday February 9th. Students will partake in at least one hour of placed-based outdoor learning and activities on this day.



The application for the Environmental Educational Leadership clinic will close on **February 15, 2017**. SD5 has committed to sending **6 teachers** who are keen to participate in this 4 day workshop in the spring at Nipika Resort.



Students at Sparwood Secondary explore coding with Makey Makey's



Math Project- Designing a tinker card



Ms. Phillips teaching the basics of using a green screen

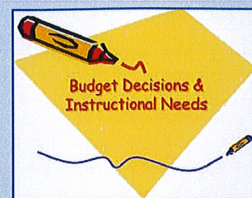
Update from the Director of Instruction/HR

Staffing for the current school year continues for secondary schools as second semester blocks have been posted and filled. To date there have been 180+ teacher postings and 144 CUPE postings for the 2016-2017 school year. A further 25 teacher postings went out the week of January 30, 2017 to support schools from the Priority Measures Fund. The funding equates to over \$550,000 dollars of extra teacher supports to our 17 schools.

The School Joint Occupational Health and Safety Teams are receiving a days training on February 23, 2017. The teams are receiving in-service on their roles and responsibilities to help them better serve their mandate under WSBC requirements.

Planning for the 2017-2018 school year has begun. District staff will be meeting with school principals/vice principals in early March to discuss staffing and student projections.

Registration for the next year officially started February 1, 2017. With the expectance of new registrations, also comes the process of out of catchment transfer requests. This process of requesting a placement outside of the catchment for next school year also commences the first day of February. Requests received before Feb 28, 2017 will be reviewed according to District policy 3.1 with decisions being made on the requests by the end of May.



Update from Director of Student Learning and Aboriginal Education

Skills Training - Our SD5 Transitions Coordinator and I have been asked to sit on a provincial panel at a Ministry training session to explain the skills training initiatives in SD5. The emphasis will be on how we have implemented our 'Shoulder Tapper' role and supports. An exciting opportunity!

Aboriginal Education - We had our scheduled Enhancement Agreement Review Committee meeting last week and are nearing the 'finish line' on our new Enhancement Agreement. It looks like we may be able to have our signing ceremony this spring!

As well, our Ab Ed Support Workers will be meeting soon. Among the topics on the agenda are a report on how are Aboriginal Learners did last year, as well as a 'scope and sequence' discussion of resources and programs.

Math Opportunity - We are excited to have secured a series of working sessions with Dr. Peter Liljedahl, a professor at SFU. Dr. Liljedahl has some very inventive pedagogy, with a focus on mathematics. He will be the keynote speaker at the RSA day this spring, and we have booked him for two other days to work with math teachers from each of our middle and secondary schools. We have invited SD6 folks to join us, as they will be sharing Dr. Liljedahl at RSA day as well.

**"If students are thinking, they are learning.
If they aren't thinking, the best I can hope
for is good manners."**

-- Peter Liljedahl

Update from the District Principal/Student Services

The winter months always bring about a number of meetings and deliberations as we readjust plans and supports for the rest of the school year. It is also the time we look forward to next year's constellation of students requiring support.

The District continues to focus planning for students identified on the autism spectrum and discussions have been held at the Board Committee Level to inform the Trustees on our progress forward.

Our Speech-Language Pathologists have been working with Special Education Technology-BC (SET-BC) to build capacity in working with student communication over two solid days in early February. Our district applied to SET-BC for and received approximately \$9000 in low and high tech solutions for providing augmented and alternative communication, often called AAC. The equipment will be used to trial with students to determine their needs for communication.



Darcy Verbeurgt and two Youth Care Workers attended the safeTALK workshop on suicide awareness sponsored by Canadian Mental Health Association. After attending the workshop all YCWs and AESWs have been training in this mental health first aid for suicide. Counsellors all have the more advanced ASIST training.

This month is also very busy as we prepare for the East Kootenay Regional Science Fair on March 10th and 11th. March has been declared as Science Fair Month by the BC legislature again this year. Canada Wide Science Fair takes place in Regina from May 14th to 20th. Four finalists from the EKRSF will represent the East Kootenays there.

Update from the Director of /Student Learning and Innovation

SD5 Collaborative Inquiry Teams 2016-17

“Student achievement is improved when teachers work together in collaborative teams to:

- clarify what students must learn
- gather evidence of student learning
- analyze that evidence
- identify the most powerful teaching strategies to address learning needs
- meet to discuss progress”



Visible Learnings: John Hattie

We currently have 152 staff members who have taken advantage of the collaborative inquiry approach to improving student achievement.

Some of the inquiry questions include:

- By using a whole school, integrated approach to using student inquiry as a method of integrating the redesigned curriculum into our classroom teaching practices, in what ways will student learning and achievement improve?
- How does choice and small collaborative dialogue increase motivation and French language acquisition?
- How can we use story to deepen our students’ engagement and understanding of concepts such as identity, culture, place and traditions?

Save the Date: Wednesday May 31st for our District Collaborative Sharing Fair



Congratulations to Steeples Elementary School who was the first to volunteer their school and students.

The SOAR program delivers fundamental movements, sport discovery skills, and curriculum based physical activity in a safe and fun environment within the school gymnasium. Students receive an introduction to curling, golf and tennis which are all three lifelong sports widely available at the community level. A SOAR program (3 days) is usually \$600. They were looking for a school to host their coach training workshop on Sunday February 5, followed by delivery in that same school Monday-Wednesday, February 5-8.

In exchange for use of the school gym on Sunday, they will provide the SOAR program FREE OF CHARGE to SES students! Well done SES!!

PacificSport Columbia Basin Workshop - April RSA

Workshop Title- Discovering how PacificSport can support teachers to develop Physical Literacy in their classrooms

Description of workshop - The purposes of this workshop are to inform teachers about resources available through PacificSport Columbia Basin and to seek their advice on how to support them in developing the Physical Literacy of their students.

Workshop participants will work with the facilitator(s) to answer 3 main questions:

1. What is PacificSport Columbia Basin’s role in promoting Physical Literacy?
2. How does Physical Literacy fit into the new curriculum?
3. How can PacificSport best support teachers to plan and implement learning opportunities that develop Physical Literacy?

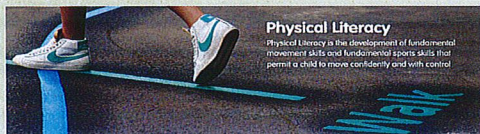
Other PacificSport Joint Projects - PacificSport Inclusive Physical Workshop (TBA)

Objective - Participants will be introduced to the many different facets of offering an inclusive program, from practical games and activities to organizational understanding. Participants will be given ideas on how to adapt games and activities for all individuals, including those with physical and cognitive disabilities, and the equipment and cues that PISE leaders use to teach these games. Along with this, the workshop will discuss what organizational structures are key in order to be able to offer a supportive and welcoming environment for people with a disability.

PacificSport Teacher Mentorship Program - Participants (one teacher) from every elementary school will be trained to support schools in the area of physical literacy and fundamental movement skills. Training sessions will be announced as soon as training has been confirmed.



Lunch Hour Physical Literacy Game Sessions - We currently have 24 UVic TEP and KNES students now employed through our Student Opportunities/RBC PL Grant program. We also have a large number of students (36 first year KNES students) that will be visiting the 6 schools for the month of February, to assist in the delivery of the games. These students are just learning how to implement physical literacy skills (including motivation and confidence) into this setting. Secondly, since "Inclusive PL" is our emphasis this year, three small sport wheel chairs (from Interior Health) will rotate through the lunch hour games program. They are currently at Steeples, and will then move to Highlands school, followed by TM, GT, KO and then Pinewood. I would like to ask each of you (with reminders from me) to put in a service order for transfer of the chairs at the end of your designated week. The chairs are to be used as much as possible, so please encourage your staff to use them. Our Leaders can give you a few tips on how to incorporate the chairs into a regular gym class.



Southeast Kootenay

District Enrollment

Page 1

8-Feb-17

School	School Name	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
501007	Jaffray Elem-Jr Secondary	15	17	24	18	21	19	19	17	12	11	10	0	0	183
501009	École Isabella Dicken	51	63	61	62	61	58	54	0	0	0	0	0	0	410
501010	Frank J Mitchell Elementary	58	44	42	66	45	58	39	0	0	0	0	0	0	352
501017	Rocky Mountain Elementary	40	42	27	40	26	29	38	0	0	0	0	0	0	242
502001	Mount Baker Secondary	0	0	0	0	0	0	0	0	0	0	274	286	285	845
502011	Laurie Middle School	0	0	0	0	0	0	0	104	139	122	0	0	0	365
502023	Amy Woodland Elementary	42	30	42	38	38	43	41	0	0	0	0	0	0	274
502024	T M Roberts Elementary	53	54	49	59	60	57	44	0	0	0	0	0	0	376
502028	Gordon Terrace Elementary	28	38	40	29	34	34	55	0	0	0	0	0	0	258
502029	Highlands Elementary	38	40	37	38	57	35	38	0	0	0	0	0	0	283
502030	Pinewood Elem - Cranbrook	14	22	21	14	13	20	13	0	0	0	0	0	0	117
502031	Steeples Elementary	24	32	31	26	23	21	30	0	0	0	0	0	0	187
502032	Kootenay Orchards	28	33	36	35	25	34	33	0	0	0	0	0	0	224
505018	Parkland Middle School	0	0	0	0	0	0	0	132	142	143	0	0	0	417
505033	Elkford Secondary	0	0	0	0	0	0	0	32	29	36	41	27	19	184
505034	Fernie Secondary	0	0	0	0	0	0	0	54	55	43	62	66	65	345
505035	Sparwood Secondary	0	0	0	0	0	0	0	43	36	44	42	36	48	249
599078	Kootenay Educational	0	0	0	0	0	0	0	0	0	1	12	28	53	94
599156	Kootenay Discovery School	1	0	0	0	1	0	0	2	4	2	3	7	91	111
	Totals	395	415	410	425	404	408	404	384	417	402	444	450	561	6006

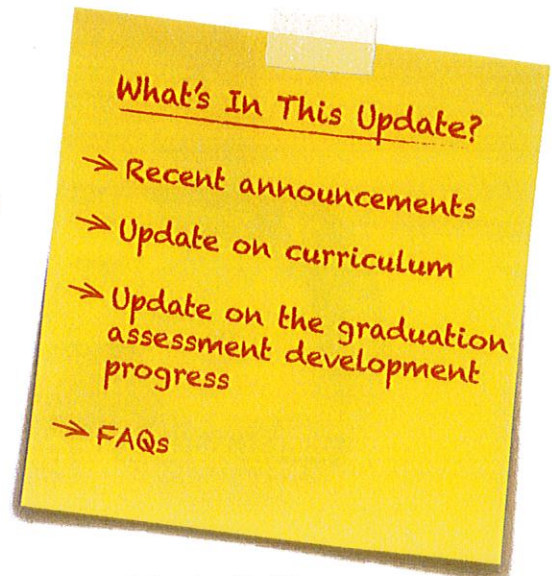
Educator Update: Graduation Years, Grades 10–12



WELCOME MESSAGE

The purpose of the Educator Update is to provide educators across the province with current thinking, direction, and decisions regarding the transformation of the education system.

This update brings together recent announcements relevant to the education of students in Grades 10–12, provides an update on progress related to those announcements, and outlines the next steps. Included in this update is a section of questions and answers relevant to curriculum and assessment and graduation requirements.



Recent Announcements

Curriculum Extension

November 2016

The Ministry announced that the redesigned Grade 10–12 curriculum will be implemented at the beginning of the 2018/19 school year. This extra year gives teachers and principals more time to work with the redesigned curriculum and provide feedback to the Ministry. This announcement is available at [BC Gov News](#).

Provincial Assessments

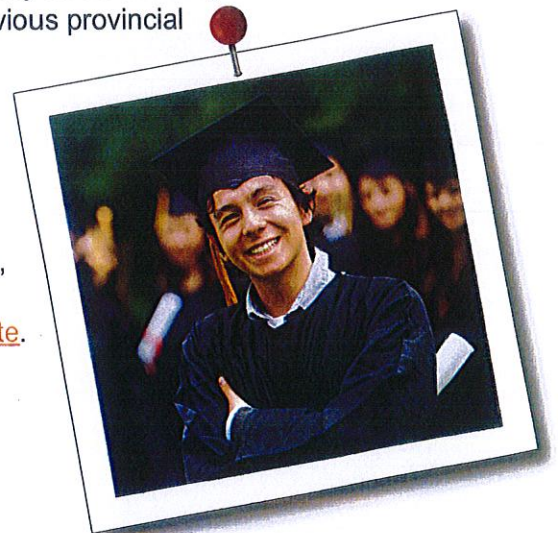
May 2016

The Ministry announced that literacy and numeracy assessments will replace the previous provincial course-based examinations. Information is available at the [curriculum website](#).

Graduation Requirements

May 2016

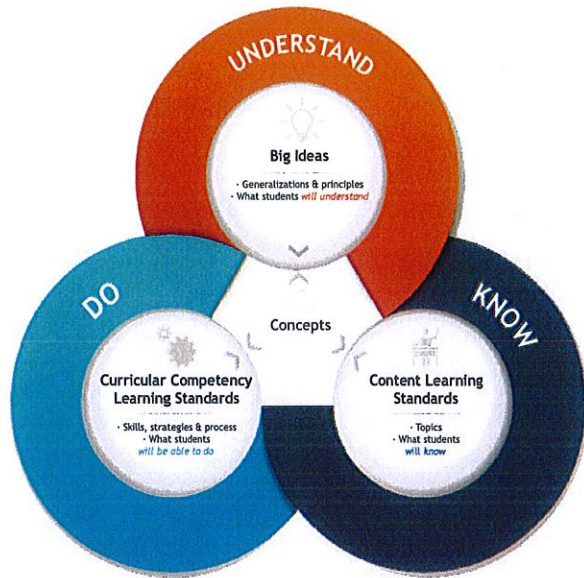
The Ministry announced that the number of credits required to graduate would remain the same, at 80 credits. Information is available at the [curriculum website](#).



WHERE WE ARE TODAY: CURRICULUM AND ASSESSMENT

Grades 10–12 Curriculum

All curricula for K–12 have been redesigned using the same framework, including Big Ideas and Curricular Competency and Content learning standards. Core Competencies are also at the core of the curriculum redesign.



Core Competencies

The redesigned draft Grade 10–12 curriculum is available for trial in classrooms across the province. Trialing the curriculum is an opportunity to get accustomed to what's new and provide feedback to the Ministry to improve curriculum before it is finalized.

Summer 2015

First proposals for Grade 10–12 curriculum for most areas of learning were posted. Based on feedback, these early proposals were revised to become the curriculum drafts currently online.

Summer 2016

Draft curricula were made available for a large number of courses in the areas of Language Arts, Science, Social Studies, Mathematics, Physical and Health Education, Arts Education, Career Education, Second Languages, and Applied Design, Skills, and Technologies.

Winter 2016/17

Draft curriculum for Arts Education courses were posted in December 2016, and additional Second Language courses will be posted in January 2017.



Read about [BC's Redesigned Curriculum](#).

Career Education

The two new Career Education courses, Career Life Education and Career Life Connections, have been posted online at the [curriculum website](#):

- Career Life Education focuses on initial planning for life after K–12 school.
- Career Life Connections builds on some of the Big Ideas from Career Life Education, continues to have a 30-hour exploration component, and culminates in a final Capstone Project. The goal is for students to leave with purpose and a plan for moving forward.

Schools have flexibility in how they may wish to deliver the Career Education program within the graduation years. Read the [introduction](#) for more detail.

It is important for the Ministry to receive feedback on both of these courses as well as the Capstone Project proposal currently online, as the feedback received will inform changes and updates before the curriculum is finalized.



Second Languages

BC curriculum teams of teachers and Ministry staff are currently working to complete drafts for American Sign Language (ASL), German, Italian, Japanese, Korean, Mandarin, Punjabi, and Spanish. The Second Language curriculum drafts will be available for review and feedback on the curriculum website in January 2017.

What We've Heard

Targeted and specific feedback received has brought attention to the following:

- ➔ **English Language Arts (ELA):** The feedback received so far has identified areas of learning within English Language Arts (ELA) that require more immediate attention. The Ministry is compiling the feedback and will work with the ELA curriculum development team to address the concerns and questions raised. The main areas identified relate to the delivery of the two-credit course structure of ELA at Grade 10 and delivery options for students requiring a modified program.
- ➔ **Social Studies:** The feedback received so far has identified areas of learning within Social Studies that require immediate attention. The Ministry is compiling the feedback and has begun working with some of the teachers from the Social Studies curriculum team to discuss options for addressing concerns and questions raised. The main areas that require attention are related to the need and desire for a “sample course” option in Grade 11 Social Studies, the grade level designation of some courses, and the requirements of post-secondary institutions related to courses at the Grade 12 level.

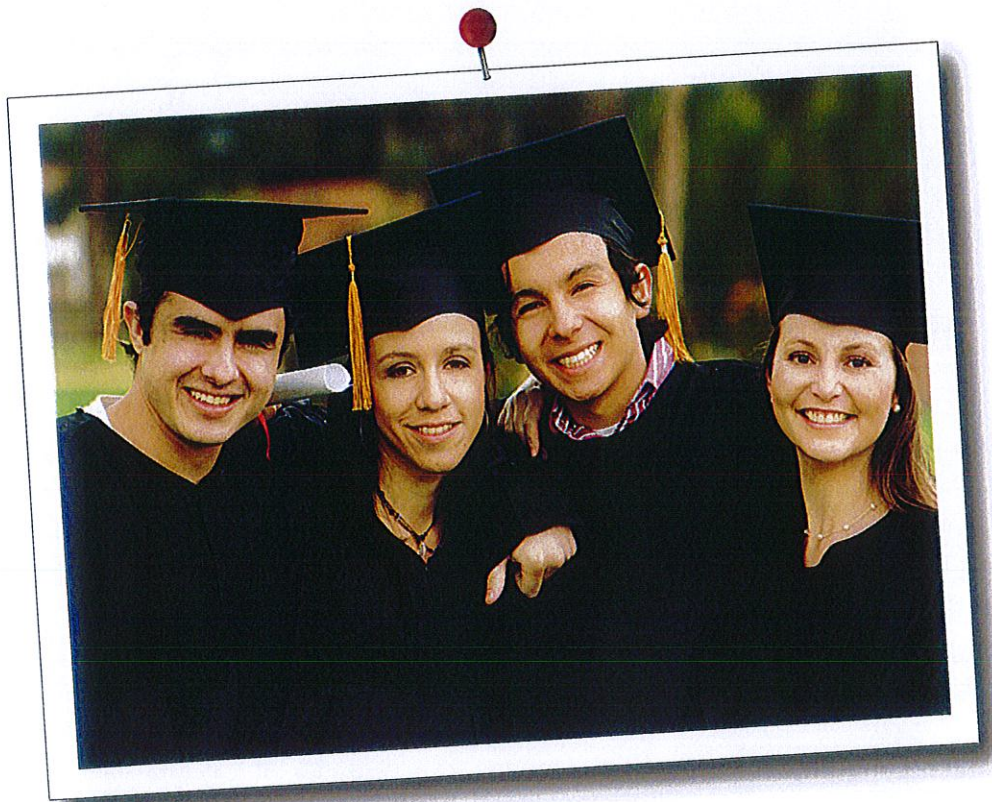
Graduation Program

As announced, graduation requirements will not change: students will require 80 credits total – 52 required course credits and 28 elective course credits. The requirement for 16 credits at the Grade 12 level also continues.

To align with transformation directions, relevant graduation policies are under review. Consultations with educators are currently underway regarding Board/Authority Authorized Courses, External Credentials, Dual Credit, Independent Directed Studies (IDS), Challenge, and Equivalency policies. Details are forthcoming.



Read the [Graduation Requirements for 2018/2019](#).



Assessment

September 2015

Advisory Group on Provincial Assessment (AGPA) submitted its final report of recommendations.

June 2016

A Think Tank on Graduation Assessments consisting of K–12 and post-secondary educators met to discuss and provide advice about the directions for BC’s provincial graduation assessments, including purpose, definitions, structure, and reporting methods for new literacy and numeracy assessments.

Fall 2016

The Ministry collaborated with educators and reviewed the work of assessment specialists to draft a design framework to enable teams of educators to develop the new literacy and numeracy assessments. This process is ongoing.

Winter 2017

The new literacy and numeracy assessments are in the “design” and “develop” stages of assessment development as described on the curriculum website.

Design Elements of the Numeracy and Literacy Assessments

Teacher teams are currently refining the design and developing the literacy and numeracy assessments. Consultation on various aspects of the literacy and numeracy assessments will continue as development progresses through the spring of 2017.

Central to the design framework are the definitions of literacy and numeracy. The definitions are used to clarify what is being assessed and reported:

Literacy

Literacy is the ability to make meaning from text and express oneself in a variety of modes and for a variety of purposes. This includes making connections, analyzing critically, comprehending, creating, and communicating.

Numeracy

Numeracy is the willingness to interpret and the ability to apply mathematical understanding to solve problems in complex situations, and the perseverance to analyze and communicate these solutions in ways relevant to the given context.

These assessments are broad-based measures of literacy and numeracy skills relevant to daily life; they are not measures of content in specific Mathematics or Language Arts courses.

Current working assumptions on the *purpose* of the new graduation assessments is that they will:

- ✓ Provide system-level information in the areas of literacy and numeracy
- ✓ Support decision-making at various levels (for example, interventions, planning, curriculum, policy, research)
- ✓ Serve as a common graduation requirement for all students
- ✓ Provide students with evidence of their proficiency in literacy and numeracy for use after graduation

Current working assumptions for the assessments are as follows:

- ✓ Numeracy will be introduced in the 2017/18 school year.
- ✓ Literacy will be introduced in the 2018/19 school year.
- ✓ Three administrations are proposed in 2017/18 – January, June, and August over one-week windows.
- ✓ Student results are not tied to any particular course, but will measure student proficiency across multiple core subjects.
- ✓ Assessment will be required for graduation; results will appear on students' transcripts.
- ✓ Student results will be reported on a proficiency scale and may also include a numeric score.
- ✓ The number of times students may rewrite the assessments is under discussion.
- ✓ Marking will be centrally organized.
- ✓ The oral component in the Français langue première and Français langue seconde-immersion assessments is under redesign.
- ✓ The Language Arts 12 exam will remain in place at this time and will continue to be worth 40% of the final course mark for Language Arts 12.



For a preview of the structure of these assessments, please see [Graduation Assessments: Design Framework and Assessment Structure](#).

Post-Secondary Consultations

The Ministry is working with representatives from BC colleges, universities, and other post-secondary institutions to provide curriculum information to support reviews for admission purposes. The goal is to have course descriptions ready for post-secondary institutions in the spring of 2017.

Consultations and Research

As part of its curriculum and assessment development processes, the Ministry has consulted with a wide range of K–12 and post-secondary educators and academic experts, collected and reviewed research from around the world, and sought feedback on draft materials from a broad range of educators and the public at large. The following consultation summaries provide the context for curriculum and assessment developments:

- [Advisory Group on Provincial Assessment Final Report](#) (September 2015)
- [Advisory Group on Provincial Assessment Report I](#) (June 2014)
- [Curriculum Redesign Update](#) – Summary of feedback (Winter 2014)
- [Exploring Curriculum Design](#) (January 2013)
- [Defining Cross Curricular Competencies](#) (January 2013)
- [Enabling Innovation: Transforming Curriculum and Assessment](#) (August 2012)
- [Graduation Consultations](#)



Read the Ministry's [development processes](#) on the curriculum website.

WHAT'S NEXT

Curriculum


The next steps toward implementation of the Grades 10–12 curriculum in 2018/19 include posting the remaining draft curricula for Second Languages, determining the final sets of courses within each area of learning, revising and finalizing curriculum based on feedback, consulting with post-secondary institutions on course acceptance for admission, and establishing course codes.

Assessment

The next steps in the development of the new literacy and numeracy assessments include further development and consultation on the Design Framework and Assessment Structure, further development and trialing in classrooms, technical and specialist reviews of assessment questions, and the posting of full specifications for both literacy and numeracy assessments, including sample assessments.

Curriculum and Assessment Timeline

The chart below shows the timeframe for key next steps.



	Curriculum	Assessment
Spring 2017	<ul style="list-style-type: none"> Determine final courses and prepare initial course summaries to support planning in secondary schools and post-secondary articulation and review Begin developing instructional samples for the Grades 10–12 curriculum Provide curriculum information to institutions, colleges, and universities to support reviews for admission purposes 	<ul style="list-style-type: none"> Continue development and consultation on the Design Framework and Assessment Structure Provide general information about proficiency levels for literacy and numeracy Provide information and example tasks for numeracy assessment Conduct field trial of draft numeracy assessment in a small sample of schools
Summer 2017	<ul style="list-style-type: none"> Consolidate and report on feedback received for the Grades 10–12 draft curriculum Provide course codes and course descriptions for scheduling in the 2018/19 school year 	<ul style="list-style-type: none"> Post full specifications for the numeracy assessment, including sample assessment and scoring rubrics
Fall 2017	<ul style="list-style-type: none"> Revise Grades 10–12 curriculum drafts based on feedback 	<ul style="list-style-type: none"> Conduct field trial of draft literacy assessment in schools
Winter 2017/18		<ul style="list-style-type: none"> Administer numeracy assessment for the first time (January 2018) Conduct marking and standard-setting sessions for numeracy (January/February 2018)
Spring 2018	<ul style="list-style-type: none"> Finalize Grades 10–12 curriculum 	<ul style="list-style-type: none"> Conduct field trial of draft literacy assessment in schools Post full assessment specifications for literacy, including sample assessment and scoring rubrics
Fall 2018	<ul style="list-style-type: none"> Grades 10–12 curriculum is mandated for use 	
Winter 2018/19		<ul style="list-style-type: none"> Administer literacy assessment for the first time (January 2019) Conduct marking and standard-setting sessions for literacy (January/February 2019)

Frequently Asked Questions

Curriculum

Q. How has the curriculum for Grades 10–12 changed?

A full description of the redesigned curriculum is available on the [curriculum website](#).

Q. Why has the implementation schedule for the Grades 10–12 curriculum changed?

The change in the implementation schedule allows more time for educators to trial the redesigned curriculum, and for districts and schools to fully prepare for implementation.

Q. Are new course codes available for draft Grades 10–12 curricula?

New course codes are not available while the curriculum is in draft form. For this school year and next, teachers can trial parts of the draft curriculum; however, courses should be scheduled and reported using existing course codes. This process follows what was used for trialing of the curriculum in Grades K–9.

If you have questions about graduation requirements in relation to the draft curriculum, please contact the curriculum team at curriculum@gov.bc.ca. If you have questions about graduation requirements in general, please contact Student Certification at student.certification@gov.bc.ca.

The Ministry plans to have new course codes for Grades 10–12 available by August 2017 to support implementation in 2018/19.

Q. How might the new curriculum be delivered?

The redesigned draft curricula are intended to support both disciplinary and interdisciplinary learning, and enable a variety of learning environments.

Because the curriculum is designed to be a flexible, enabling framework, teachers can use it to both respond to the needs and interests of students and capitalize on the local context. There are numerous ways to approach the curriculum. Classroom teachers might start by identifying a Big Idea and work down into the learning standards (i.e., the Content and Curricular Competencies) or they might start by identifying Curricular Competencies paired with Content that students can explore to lead them to a Big Idea.

Classroom teachers may also decide to combine Curricular Competencies, Content, and Big Ideas from several areas of learning to create interdisciplinary activities and approaches or explore the curriculum thematically, by looking at crosscutting concepts. The Know-Do-Understand model of the redesigned curriculum supports any approach the teacher deems most appropriate when designing learning experiences for the students in their classroom, including framing learning environments based on the Core Competencies.

Q. What is the relationship between Core and Curricular Competencies?

Core Competencies are embedded, connected, and integrated into the Curricular Competencies in each area of learning. When teachers focus on developing the skills and processes of that specific area of study, they are developing the Core Competencies within that area of learning. For example, students develop their abilities to think like a scientist in Science, communicate in Mathematics, and become socially responsible in Social Studies.



Watch the videos on the [Core Competencies](#) and the [Curriculum Competencies](#).

Q. Is BC's new curriculum inclusive of students with learning disabilities and other challenges?

Yes. British Columbia promotes an inclusive education system in which all students are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement, and the pursuit of excellence in all aspects of their educational programs.

The Ministry will provide an Educator Update focused on inclusion. Topics in the update are expected to include flexible learning environments, differentiated instruction, course offerings, and accommodations.

Q. Do the new 4-credit courses require 100–120 hours of instruction?

There are no specified or recommended time allotments per subject. The curriculum design is intended to support student interests and a variety of teacher delivery methods.

In Grades 10–12, the draft curricula should be viewed as equivalent to previous or current curricula in terms of time allotments, but the minimum number of instructional hours will not be explicitly stated for each.

Q. Why are Aboriginal perspectives woven through all subject areas?

It is recognized that BC schools serve students from diverse cultures and backgrounds. The multicultural nature of the BC school system is highly valued, and all students' heritages and cultures are celebrated. The inclusion of Aboriginal perspectives and knowledge specifically in the Guiding Principles for New Curriculum is based on the understanding that Aboriginal perspectives and knowledge are a part of the historical foundation of BC and Canada. The integration of Aboriginal perspectives and knowledge in the curriculum serves as an important step to begin to address misunderstanding of Aboriginal cultures.

For example, Social Studies includes information about residential schools while Science includes Aboriginal peoples' uses of indigenous plants and animals and their knowledge of the sky and landscape. Other areas such as Language Arts include content through opportunities to learn about Aboriginal people in the local community and local and national Aboriginal authors. The area of Mathematics includes content through different Aboriginal perspectives and contexts, such as the role of the mathematical concepts of circle geometry, surface area, and scale in the creation of circle dwellings.



Q. What happened to Communications 11/12?

The place of the Communications 11/12 courses within the draft curriculum was considered by the English Language Arts curriculum team. The decision to remove Communications 11/12 was based on an understanding that given appropriate supports, such as the provision of differentiated learning opportunities, all students can potentially do better in mixed ability groups. The Ministry has received feedback on this and has begun working with BC teachers from the ELA curriculum team to address this and other questions.

Q. Is Career Education an enrolling subject? How is Career Education intended to be delivered?

The delivery of Career Education is a local decision. What's important is that school authorities provide an education program that allows students to meet the learning standards. Schools will continue to have the flexibility to organize their programs in a manner that best meets the needs of their students. The notion for Career Education is that students will have a coach/mentor who will know their educational history and assist them in creating a profile of who they are and what they can do.

Q. What other Second Language curriculum drafts will be developed?

Curriculum teams and Ministry staff are currently completing drafts for American Sign Language (ASL), German, Italian, Japanese, Korean, Mandarin, Punjabi, and Spanish. The Second Language curriculum drafts will be available for review and feedback once posted on the curriculum website in January 2017.

Q. Does the curriculum for Second Languages require the learning of Aboriginal content?

Yes, both Aboriginal content and content relevant to the country of origin for a given language should be included. Aboriginal worldviews and perspectives as well as the First Peoples Principles of Learning greatly influenced all language curriculum and are woven throughout. The principles lend themselves well to second-language learning, as they promote experiential and reflexive learning, as well as self-advocacy and personal responsibility in learners. They also help create classroom experiences based on the concepts of community, shared learning, and trust, all of which are vital to second-language acquisition.



Q. What resources will be made available for new Grades 10–12 curriculum?

Teacher-created [instructional samples](#) are available on the curriculum website. The instructional samples illustrate how some BC teachers are interpreting the new curriculum and using it in their classrooms. The Ministry will be updating the site with new examples as they become available, and will continue to do so as the Grades 10-12 curriculum is finalized.

The Education Resource Acquisition Consortium (ERAC) hosts a large number of reviewed and evaluated resources for BC schools. (See the ERAC database at <http://bcerac.ca/>.) The [BCTF TeachBC website](#) is another source of information for resources and support materials.

Q. How can I provide feedback on the utility of the curriculum website?

The curriculum website has grown along with the development of redesigned curriculum and assessment. Feedback on its utility can be sent via email to curriculum@gov.bc.ca.

Q. How can I suggest an improvement to the curriculum drafts or report an error?

Feedback for curriculum drafts can be sent via email to curriculum@gov.bc.ca. All feedback is reviewed and is considered during curriculum revisions.

Assessment

Q. How long do students have to write or rewrite the previous provincial exams?

Students who have completed courses associated with discontinued Grade 10/11 exams by June 30, 2016, will have until June 2017 to write/rewrite their exams.

Currently, Language Arts 12 exams are still in place and required.

Q. Will students who take Foundations/Pre-calculus Math take the same assessment as those in Workplace math?

Yes, students will take the same assessment. The numeracy assessment will not be tied to any course but will measure student proficiency in numeracy across multiple subjects.

Q. Will those students who completed Math and Language Arts provincial exams have to write the new assessments?

No, students do not write the new assessments if they wrote the “old” course-based exams.



Q. When will the new literacy and numeracy assessments be introduced?

Numeracy will be introduced in the 2017/18 school year, beginning in January 2018.

Literacy will be introduced in the 2018/19 school year, beginning in January 2019.

Q. Can you provide an overview or description of what the new literacy and numeracy assessments will look like?

Literacy and numeracy assessments are in the design and development stage.



For an initial outline of the assessment, see [Graduation Assessments: Design Framework and Assessment Structure](#) on the curriculum website. More details will be shared as the assessments are developed.

Q. Will the new literacy and numeracy assessments be tied to a course?

No. Because these are broad-based measures, it is proposed that the assessments not be tied to a course mark. Instead, students will receive a description of their overall proficiency level for both literacy and numeracy.

Q. Will the new literacy and numeracy assessments count for graduation?

Students will be required to write the assessments as a graduation requirement and a proficiency level will appear on their transcript.

Q. How will they be reported?

Results will be reported on a proficiency scale and may have an associated numeric value. The proficiency scale will have several levels along with a description of that level. The levels will be set during a standard-setting session.

More details are forthcoming regarding the proficiency scale.

Q. Will students be able to rewrite the new assessments to improve their placement on the proficiency scale?

Students will have opportunities to improve their proficiency by rewriting the literacy or numeracy assessments during their graduation years (Grades 10–12). The number of rewrites to be offered is currently under discussion.



Q. Do students need to graduate with a certain proficiency level?

Students are not required to reach a minimum level of proficiency to graduate; however, current thinking is that they will have to complete enough of each assessment for a proficiency level to be assigned. Students will be required to take the assessments as a graduation requirement and be encouraged to reach their maximum proficiency.

Q. What will be on the student's transcript?

The current proposal is that the assessment results would appear as a stand-alone item on students' transcripts. Assessment results are one piece of information in a student's profile for use in a post-secondary or employment setting.

Q. Will accommodations be provided for students who require them?

Yes. Current adjudication procedures are being reviewed and modernized to reflect transformation changes.

Q. How will the new assessments be developed?

Like all BC provincial assessments and examinations, subject matter experts develop the assessments according to measurement guidelines and standards. The assessments undergo several development, review, and trialling processes.

The process follows internationally accepted procedures for establishing content validity of the assessment and reliability of its scores. In BC, the process involves considerable consultation with stakeholders and experts in the field. See [BC's Curriculum and Assessment Development Processes](#) for more detail.

Q. How are post-secondary institutions informed about the new assessment structures in BC?

Post-secondary experts were involved in AGPA, the Assessment Think Tank, and the development process and will provide technical and subject expert reviews and participate in standard setting.

The Ministry liaises with educational partner groups, including the post-secondary sector, to ensure smooth transitions for students.

Post-secondary experts are informing the design of the provincial literacy and numeracy assessments and will be included in other aspects as the work unfolds.

Graduation Requirements

Q. How have the graduation requirements changed?

With the exception of the discontinuation of several Grade 10 and 11 examinations, all current course requirements remain in place until the 2018/19 school year.

The new graduation requirements will take effect in the 2018/19 school year; however, students will still require 80 credits total – 28 elective course credits and 52 elective course credits. The requirement for 16 credits at the grade 12 level also continues.

Several Grade 10 and 11 examinations have been discontinued and are being replaced with new numeracy and literacy assessments.

The key differences between the current (2004) Graduation Program and the new Graduation Program are overall redesigned curricula, provincial exam changes, and changes involving Physical and Health Education and Career Education courses.



Read the [graduation requirements](#).

Q. What is happening with graduation program policies such as BAA?

All Graduation Program policies are under review. Consultations with educators are currently underway regarding the Board/Authority Authorized Courses, External Credential, Dual Credit, Independent Directed Studies (IDS), Challenge, and Equivalency policies. More details are forthcoming.

Amended Annual Budget

School District No. 05 (Southeast Kootenay)

June 30, 2017

School District No. 05 (Southeast Kootenay)

June 30, 2017

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

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 05 (SOUTHEAST KOOTENAY) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2016/2017 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

- 1. Board has complied with the provisions of the Act respecting the Amended Annual Budget adopted by this bylaw.
- 2. This bylaw may be cited as School District No. 05 (Southeast Kootenay) Amended Annual Budget Bylaw for fiscal year 2016/2017.
- 3. The attached Statement 2 showing the estimated revenue and expense for the 2016/2017 fiscal year and the total budget bylaw amount of \$66,686,339 for the 2016/2017 fiscal year was prepared in accordance with the Act .
- 4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2016/2017.

READ A FIRST TIME THE 17th DAY OF JANUARY, 2017;

READ A SECOND TIME THE 17th DAY OF JANUARY, 2017;

READ A THIRD TIME, PASSED AND ADOPTED THE _____ DAY OF _____, 2017;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 05 (Southeast Kootenay) Amended Annual Budget Bylaw 2016/2017, adopted by the Board the _____ DAY OF _____, 2017.

Secretary Treasurer

School District No. 05 (Southeast Kootenay)

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2017

	2017 Amended Annual Budget	2016 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	5,456,250	5,378,875
Adult	4,758	2,500
Total Ministry Operating Grant Funded FTE's	5,461,008	5,381,375
Revenues	\$	\$
Provincial Grants		
Ministry of Education	57,903,497	55,797,053
Other	117,427	178,034
Tuition	400,848	1,088,380
Other Revenue	2,552,404	2,269,252
Rentals and Leases	228,000	136,000
Investment Income	55,000	50,000
Amortization of Deferred Capital Revenue	2,757,837	2,752,526
Total Revenue	64,015,013	62,271,245
Expenses		
Instruction	52,105,176	51,263,639
District Administration	2,021,151	1,997,055
Operations and Maintenance	9,902,703	10,029,374
Transportation and Housing	1,917,603	1,600,046
Scholarships	41,250	43,640
Total Expense	65,987,883	64,933,754
Net Revenue (Expense)	(1,972,870)	(2,662,509)
Budgeted Allocation (Retirement) of Surplus (Deficit)	1,959,108	2,371,677
Budgeted Surplus (Deficit), for the year	(13,762)	(290,832)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(13,762)	(290,832)
Budgeted Surplus (Deficit), for the year	(13,762)	(290,832)

School District No. 05 (Southeast Kootenay)

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2017

	2017 Amended Annual Budget	2016 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	58,245,451	57,187,696
Special Purpose Funds - Total Expense	4,272,377	4,272,841
Special Purpose Funds - Tangible Capital Assets Purchased	461,456	189,859
Capital Fund - Total Expense	3,470,055	3,473,217
Capital Fund - Tangible Capital Assets Purchased from Local Capital	237,000	255,000
Total Budget Bylaw Amount	66,686,339	65,378,613

Approved by the Board

DRAFT

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

Signature of the Superintendent _____ Date Signed _____

Signature of the Secretary Treasurer _____ Date Signed _____

School District No. 05 (Southeast Kootenay)
 Amended Annual Budget - Changes in Net Financial Assets (Debt)
 Year Ended June 30, 2017

Statement 4

	2017 Amended Annual Budget	2016 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	<u>(1,972,870)</u>	<u>(2,662,509)</u>
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(461,456)	(189,859)
From Local Capital	(237,000)	(255,000)
From Deferred Capital Revenue		(3,126,784)
Total Acquisition of Tangible Capital Assets	<u>(698,456)</u>	<u>(3,571,643)</u>
Amortization of Tangible Capital Assets	3,470,055	3,473,217
Total Effect of change in Tangible Capital Assets	<u>2,771,599</u>	<u>(98,426)</u>
	-	-
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	<u>798,729</u>	<u>(2,760,935)</u>

School District No. 05 (Southeast Kootenay)

Schedule 1

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2017

	Operating Fund	Special Purpose Fund	Capital Fund	2017 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	2,241,410		16,270,866	18,512,276
Changes for the year				
Net Revenue (Expense) for the year	(1,727,108)	461,456	(707,218)	(1,972,870)
Interfund Transfers				
Tangible Capital Assets Purchased		(461,456)	461,456	-
Local Capital	(232,000)		232,000	-
Net Changes for the year	<u>(1,959,108)</u>	<u>-</u>	<u>(13,762)</u>	<u>(1,972,870)</u>
Budgeted Accumulated Surplus (Deficit), end of year	<u>282,302</u>	<u>-</u>	<u>16,257,104</u>	<u>16,539,406</u>

School District No. 05 (Southeast Kootenay)

Schedule 2

Amended Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2017

	2017 Amended Annual Budget	2016 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	55,493,683	53,544,027
Tuition	400,848	1,088,380
Other Revenue	345,812	245,612
Rentals and Leases	228,000	128,000
Investment Income	50,000	40,000
Total Revenue	56,518,343	55,046,019
Expenses		
Instruction	47,874,049	47,203,889
District Administration	2,021,151	1,997,055
Operations and Maintenance	6,432,648	6,386,706
Transportation and Housing	1,917,603	1,600,046
Total Expense	58,245,451	57,187,696
Net Revenue (Expense)	(1,727,108)	(2,141,677)
Budgeted Prior Year Surplus Appropriation	1,959,108	2,371,677
Net Transfers (to) from other funds		
Local Capital	(232,000)	(230,000)
Total Net Transfers	(232,000)	(230,000)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 05 (Southeast Kootenay)

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2017

	2017 Amended Annual Budget	2016 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	54,409,092	53,226,718
INAC/LEA Recovery	(235,612)	(235,612)
Other Ministry of Education Grants		
Pay Equity	457,171	457,171
Transportation Supplemental	361,459	
Return of Administrative Savings	277,377	
Carbon Tax Rebate	85,000	85,000
Curriculum Support		10,750
Growing Innovations	60,000	
Other Ministry of Education Grants - May DL fte increase	30,150	
Other Ministry of Education Grants - Tapper/FSA	26,196	
DLC Fees	22,850	
Total Provincial Grants - Ministry of Education	<u>55,493,683</u>	<u>53,544,027</u>
Tuition		
International and Out of Province Students	400,848	1,088,380
Total Tuition	<u>400,848</u>	<u>1,088,380</u>
Other Revenues		
LEA/Direct Funding from First Nations	235,612	235,612
Miscellaneous		
Miscellaneous	10,000	10,000
ITA	62,000	
Art Starts	11,200	
Health Promoting Schools	27,000	
Total Other Revenue	<u>345,812</u>	<u>245,612</u>
Rentals and Leases	<u>228,000</u>	<u>128,000</u>
Investment Income	<u>50,000</u>	<u>40,000</u>
Total Operating Revenue	<u>56,518,343</u>	<u>55,046,019</u>

School District No. 05 (Southeast Kootenay)

Schedule 2B

Amended Annual Budget - Schedule of Operating Expense by Source
Year Ended June 30, 2017

	2017 Amended Annual Budget	2016 Amended Annual Budget
	\$	\$
Salaries		
Teachers	23,373,173	22,350,249
Principals and Vice Principals	3,607,401	3,396,161
Educational Assistants	4,361,650	4,074,654
Support Staff	5,176,382	5,060,272
Other Professionals	1,645,600	1,869,322
Substitutes	2,021,757	2,266,415
Total Salaries	40,185,963	39,017,073
Employee Benefits	10,536,970	10,124,548
Total Salaries and Benefits	50,722,933	49,141,621
Services and Supplies		
Services	1,924,347	2,021,909
Student Transportation	95,500	39,400
Professional Development and Travel	729,941	653,765
Rentals and Leases	70,000	58,000
Dues and Fees	71,700	72,700
Insurance	137,319	205,200
Supplies	3,111,854	3,823,101
Utilities	1,381,857	1,172,000
Total Services and Supplies	7,522,518	8,046,075
Total Operating Expense	58,245,451	57,187,696

School District No. 05 (Southeast Kootenay)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2017

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	19,584,721	1,382,313		300,967	29,021	1,249,025	22,546,047
1.03 Career Programs	77,876					3,811	81,687
1.07 Library Services	526,441			102,184		29,440	658,065
1.08 Counselling	722,921					35,378	758,299
1.10 Special Education	2,383,338	106,197	3,808,166	17,866	417,181	467,931	7,200,679
1.30 English Language Learning	77,876					3,811	81,687
1.31 Aboriginal Education		66,708	553,484		82,162		702,354
1.41 School Administration		1,939,307		888,799		133,951	2,962,057
1.60 Summer School							-
1.62 International and Out of Province Students							-
Total Function 1	23,373,173	3,494,525	4,361,650	1,309,816	528,364	1,923,347	34,990,875
4 District Administration							
4.11 Educational Administration		112,876			196,634		309,510
4.40 School District Governance					121,500		121,500
4.41 Business Administration				202,996	616,338	6,537	825,871
Total Function 4	-	112,876	-	202,996	934,472	6,537	1,256,881
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				59,697	134,418		194,115
5.50 Maintenance Operations				2,503,115		67,942	2,571,057
5.52 Maintenance of Grounds				128,901			128,901
5.56 Utilities							-
Total Function 5	-	-	-	2,691,713	134,418	67,942	2,894,073
7 Transportation and Housing							
7.41 Transportation and Housing Administration					48,346		48,346
7.70 Student Transportation				971,857		23,931	995,788
Total Function 7	-	-	-	971,857	48,346	23,931	1,044,134
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	23,373,173	3,607,401	4,361,650	5,176,382	1,645,600	2,021,757	40,185,963

School District No. 05 (Southeast Kootenay)

Amended Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2017

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2017 Amended Annual Budget	2016 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	22,546,047	5,548,038	28,094,085	2,847,186	30,941,271	30,254,209
1.03 Career Programs	81,687	20,313	102,000	81,813	183,813	210,789
1.07 Library Services	658,065	173,362	831,427	114,196	945,623	913,704
1.08 Counselling	758,299	188,567	946,866	3,925	950,791	887,811
1.10 Special Education	7,200,679	2,118,328	9,319,007	435,052	9,754,059	9,237,652
1.30 English Language Learning	81,687	20,313	102,000	5,300	107,300	63,400
1.31 Aboriginal Education	702,354	225,647	928,001	284,807	1,212,808	1,120,271
1.41 School Administration	2,962,057	769,057	3,731,114	47,270	3,778,384	3,781,573
1.60 Summer School	-	-	-	-	-	20,600
1.62 International and Out of Province Students	-	-	-	-	-	713,880
Total Function 1	34,990,875	9,063,625	44,054,500	3,819,549	47,874,049	47,203,889
4 District Administration						
4.11 Educational Administration	309,510	67,000	376,510	120,273	496,783	494,109
4.40 School District Governance	121,500	2,430	123,930	107,236	231,166	236,219
4.41 Business Administration	825,871	203,872	1,029,743	263,459	1,293,202	1,266,727
Total Function 4	1,256,881	273,302	1,530,183	490,968	2,021,151	1,997,055
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	194,115	48,647	242,762	109,472	352,234	381,708
5.50 Maintenance Operations	2,571,057	750,313	3,321,370	1,047,672	4,369,042	4,480,826
5.52 Maintenance of Grounds	128,901	38,214	167,115	162,400	329,515	334,608
5.56 Utilities	-	-	-	1,381,857	1,381,857	1,189,564
Total Function 5	2,894,073	837,174	3,731,247	2,701,401	6,432,648	6,386,706
7 Transportation and Housing						
7.41 Transportation and Housing Administration	48,346	10,594	58,940	4,500	63,440	27,217
7.70 Student Transportation	995,788	352,275	1,348,063	506,100	1,854,163	1,572,829
Total Function 7	1,044,134	362,869	1,407,003	510,600	1,917,603	1,600,046
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	40,185,963	10,536,970	50,722,933	7,522,518	58,245,451	57,187,696

School District No. 05 (Southeast Kootenay)

Amended Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2017

Schedule 3

	<u>2017 Amended Annual Budget</u>	<u>2016 Amended Annual Budget</u>
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	2,409,814	2,253,026
Other	117,427	178,034
Other Revenue	2,206,592	2,023,640
Rentals and Leases		8,000
Total Revenue	<u>4,733,833</u>	<u>4,462,700</u>
Expenses		
Instruction	4,231,127	4,059,750
Operations and Maintenance		169,451
Scholarships	41,250	43,640
Total Expense	<u>4,272,377</u>	<u>4,272,841</u>
Net Revenue (Expense)	<u>461,456</u>	<u>189,859</u>
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(461,456)	(189,859)
Total Net Transfers	<u>(461,456)</u>	<u>(189,859)</u>
Budgeted Surplus (Deficit), for the year	<u>-</u>	<u>-</u>

School District No. 05 (Southeast Kootenay)

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2017

	Annual Facility Grant	Learning Improvement Fund	Special Education Equipment	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	150,029		20,955	526,626	1,136,839		7,500	26,729	37,326
Add: Restricted Grants									
Provincial Grants - Ministry of Education	311,427	1,109,209	2,528			128,000	26,950	140,602	352,597
Provincial Grants - Other				309,800					
Federal Grants					2,103,107				
Other									
Investment Income				8,000					
Less: Allocated to Revenue									
Deferred Revenue, end of year	461,456	1,109,209	23,483	41,250	2,163,342	128,000	34,450	167,331	389,923
	-	-	-	803,176	1,076,604	-	-	-	-
Revenues	461,456	1,109,209	23,483			128,000	34,450	167,331	389,923
Provincial Grants - Ministry of Education									
Provincial Grants - Other				41,250	2,163,342				
Other Revenue	461,456	1,109,209	23,483	41,250	2,163,342	128,000	34,450	167,331	389,923
Expenses									
Salaries									
Teachers		677,488							
Educational Assistants		160,372							
Substitutes		38,754							
		876,614							
Employee Benefits		232,595							
Services and Supplies			23,483	41,250	2,163,342	128,000	34,450	83,731	30,576
		1,109,209	23,483	41,250	2,163,342	128,000	34,450	167,331	389,923
Net Revenue (Expense) before Interfund Transfers	461,456	-	-	-	-	-	-	-	-
Interfund Transfers	(461,456)								
Tangible Capital Assets Purchased	(461,456)								
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 05 (Southeast Kootenay)
 Amended Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2017

	Coding and Curriculum Implementation	MCF Programs	Attendance Support	Clear Sky Summit	TOTAL
	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year		17,263	33,332		1,956,599
Add: Restricted Grants	62,630				2,133,943
Provincial Grants - Ministry of Education		100,164			100,164
Provincial Grants - Other					309,800
Federal Grants			2,000		2,105,107
Other					8,000
Investment Income	62,630	100,164	-	2,000	4,657,014
Less: Allocated to Revenue	62,630	117,427	33,332	2,000	4,733,833
Deferred Revenue, end of year	-	-	-	-	1,879,780
Revenues	62,630	117,427	33,332		2,409,814
Provincial Grants - Ministry of Education					117,427
Provincial Grants - Other					2,206,592
Other Revenue	62,630	117,427	33,332	2,000	4,733,833
Expenses					
Salaries					786,614
Teachers		78,279			463,864
Educational Assistants					57,763
Substitutes	17,500				1,308,241
Employee Benefits	2,500	19,505			361,699
Services and Supplies	42,630	19,643	33,332	2,000	2,602,437
	62,630	117,427	33,332	2,000	4,272,377
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	461,456
Interfund Transfers					
Tangible Capital Assets Purchased					(461,456)
Net Revenue (Expense)	-	-	-	-	(461,456)

School District No. 05 (Southeast Kootenay)

Schedule 4

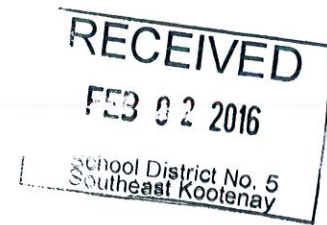
Amended Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2017

	2017 Amended Annual Budget			2016 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Investment Income		5,000	5,000	10,000
Amortization of Deferred Capital Revenue	2,757,837		2,757,837	2,752,526
Total Revenue	2,757,837	5,000	2,762,837	2,762,526
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	3,470,055		3,470,055	3,473,217
Total Expense	3,470,055	-	3,470,055	3,473,217
Net Revenue (Expense)	(712,218)	5,000	(707,218)	(710,691)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	461,456		461,456	189,859
Local Capital		232,000	232,000	230,000
Total Net Transfers	461,456	232,000	693,456	419,859
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	237,000	(237,000)	-	
Total Other Adjustments to Fund Balances	237,000	(237,000)	-	
Budgeted Surplus (Deficit), for the year	(13,762)	-	(13,762)	(290,832)



January 26, 2017



Ms. Lynn Hauptman
School District No. 5 (Southeast Kootenay)
940 Industrial Road #1
Cranbrook BC V1C 4C6

Dear Ms. Lynn Hauptman,

Re: **Dissolution of the City of Cranbrook Wellness and Heritage Committee**

Thank you for taking the time to nominate Doug McPhee to sit on the Wellness and Heritage Committee.

At the Regular Meeting of Council January 23, 2017, Council considered the need for a Wellness and Heritage Committee. There have been very limited referrals from Council to this Committee in 2015 and 2016. The recommendation to dissolve the Wellness and Heritage Committee is based on the best use of resources, including expert and staff time as well as efficiency of the process.

As an alternative to the Wellness and Heritage Committee, Administration will utilize existing community planning documents to guide future planning and utilize relevant community resources when additional planning and guidance may be sought.

On behalf of Council, thank you for the members of School District No. 5 who have dedicated their time over the past years to serve the City of Cranbrook; it is very much appreciated.

Sincerely,

Lee Pratt
Mayor

LP/kt

Sandy Gronlund

From: BCSTA <bcsta@BCSTA.ORG>
Sent: Friday, January 27, 2017 1:27 PM
To: Trustees
Cc: Secretary Treasurers; Superintendents; EA - All; BCSTA BoD
Subject: SECOND REMINDER - Upcoming Motion Deadlines to BCSTA's 113th Annual General Meeting

Dear Trustees,

This is our second reminder of the this year's deadlines for submitting motions to BCSTA's 113th Annual General Meeting, which will take place Thursday through Sunday, April 20-23, 2017 at the [Sheraton Vancouver Airport Hotel](#) in Richmond. Registration, including hotel reservations, will not open until February 15, 2017. A separate reminder will be sent out at that time.

Motion Deadlines and Submission Forms

Extraordinary Motions to AGM	Thursday, February 9	Submission Form
Substantive Motions to AGM	Sunday, February 19	Submission Form

Extraordinary Motions

An extraordinary motion is submitted to change or add to either [BCSTA's Bylaws](#) or the Foundational Statements within [BCSTA's Policies](#).

Substantive Motions

A substantive motion can be either an action or a policy motion.

- An action motion is submitted to call on BCSTA to take some action (e.g. advocacy to be undertaken by BCSTA or member boards).
- A policy motion is submitted to define long-term objectives, positions, or belief of the Association.

Please send all motions to motions@bcsta.org.

If you have any questions regarding the preparation or submission of motions, please contact Audrey Ackah or Mike Roberts. You may find it useful to reference [BCSTA's Bylaws, Policies, and Operational Guidelines](#) or [types of BCSTA resolutions](#) when developing your motion and rationale.

Motions to AGM received after the stated deadlines will be reviewed by the BCSTA Legislative Committee to determine whether they meet the criteria for late motions as defined by [BCSTA Bylaw 10\(c\)](#), which permits late motions to be considered by the general assembly "only when such a motion deals with matters arising from events occurring or legislation introduced subsequent to the stated sixty (60)-day deadline for submission of motions.



School District 5 (Southeast Kootenay)

PATHWAYS TO LEARNING

Vision	Mission	Values
Students love to learn here, staff love to work here, families love to gather here	Our students will graduate with dignity, purpose and options	Respect, Vision, Fairness, Collaboration, Integrity, Inclusion

Engaging All Learners

Goal: To inspire all learning partners to create and contribute to an engaging, personalized educational experience for our learners.

- Provide a safe, supportive environment that fosters continued growth in a rapidly changing environment
- Honour all pathways to graduation
- Acknowledge deeper learning opportunities based on individual strengths and abilities

Advocacy

Goal: Advocate for specific needs in our District and for public education in general.

- Encourage governments to fully fund public education
- Advance the replacement of aging schools through Ministry and community partnerships
- Provide a forum for the development and celebration of innovative practices



Effective Communication

Goal: Continue to foster two-way, ethical communication between the District and all learners, students, staff, parents and community in a timely, concise and inclusive manner.

- Ensure information is current
- Provide user-friendly platforms
- Create opportunities for meaningful dialogue

Inclusive Partnerships

Goal: Cultivate opportunities for shared community awareness, engagement and resources to enhance student learning.

- Engage community participation in providing meaningful student learning opportunities
- Promote educational partnerships that enhance student learning and are beneficial to the community
- Advance active community engagement in real-world learning opportunities for students