



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

May 10, 2022, 3:00 p.m.

Kootenay Learning Campus - Fernie

Pages

1. COMMENCEMENT OF MEETING

1.1. Call to Order

1.2. Greeting

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

1.3. Chairperson's Opening Remarks and Recognitions

1.4. Opening Round

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

1.5. Consideration and Approval of Agenda

THAT the agenda for the regular public meeting of the Board of Education of May 10, 2022 be approved as [circulated/amended].

1.6. Approval of the Minutes

5

THAT the minutes of the regular public meeting of the Board of Education of April 12, 2022 be approved as [circulated/amended].

1.7. Receipt of Records of Closed Meetings

12

THAT the Board accept the closed records of the in-camera meetings of the Board of Education of April 12, 20 and 26, 2022.

1.8. Business Arising from Previous Minutes

2. RECEIVING OF DELEGATIONS/PRESENTATIONS

3. COMMITTEE REPORTS/TRUSTEE REPRESENTATIVE REPORTS

- 3.1. Advocacy/Education Committee** 13
- RECOMMENDATION A:**
- THAT the BAA course synopsis for Mindfulness and Yoga 12 be forwarded to the May 10, 2022, Board of Education meeting for approval.
- THAT the Board accept the report of the Advocacy/Education Committee.
- 3.2. Policy Committee** 42
- RECOMMENDATION A:**
- THAT the Board accept revisions to Policy 19 Sexual Orientation and Gender Identity.
- RECOMMENDATION B:**
- THAT the Board approve Policy 23 Financial Planning and Reporting.
- THAT the Board accept the report of the Policy Committee.
- 3.3. Student Services Committee** 53
- RECOMMENDATION A:**
- THAT the District Principal of Student Services surveys stakeholders and presents a report of pros and cons on the 3-year pilot of the SELC program at the May Committee meeting.
- THAT the Board accept the report of the Student Services Committee.
- 3.4. Finance/Operations/Personnel Committee** 57
- THAT the Board accept the report of the Finance/Operations/Personnel Committee.
- 3.5. BCSTA /Provincial Council** 60
- Trustee Bellina to report on BCSTA AGM in Vancouver.
- THAT the Board accept the report of the BCSTA/Provincial Council.
- 3.6. Communications/Media Committee**
- THAT the Board accept the report of the Communications/Media Committee.
- 3.7. Mount Baker Secondary School Replacement Committee**
- THAT the Board accept the report of the Mount Baker Secondary School Replacement Committee.

3.8. Key City Theatre

Email from Doug Mitchell (temporary replacement for Trustee Turner on Key City Theatre Committee).

THAT the Board accept the report of the Key City Theatre.

3.9. Legacy of Learning

THAT the Board accept the Legacy of Learning report.

3.10. French Advisory Committee

THAT the Board accept the French Advisory Committee report.

3.11. Trustee Reports/Bouquets

4. SECRETARY TREASURER'S REPORT TO THE BOARD

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

4.1. Updates

4.1.1. COVID-19 Update

4.1.2. Budget

4.2. Recommendations

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

5. SUPERINTENDENT'S REPORT TO THE BOARD

5.1. Updates

5.1.1. Framework for Enhancing Student Learning Update

5.2. Recommendations

THAT the Superintendent's report be accepted as presented.

6. CHAIRPERSON'S REPORT

6.1. Updates

6.2. Recommendations

7. NEW BUSINESS

7.1. Business Arising from Delegations

7.2. School District Trustee Election Bylaw

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8. CLOSING ROUND

9. ITEMS FOR INFORMATION/CORRESPONDENCE

10. QUESTION PERIOD

11. ADJOURNMENT

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



**The Board of Education of
School District No.5 (Southeast Kootenay)**

MINUTES - REGULAR PUBLIC MEETING

**April 12, 2022, 3:00 p.m.
Cranbrook Board Office**

Present: Chairperson Frank Lento
Trustee Trina Ayling
Trustee Bev Bellina (remotely)
Trustee Krista Damstrom
Trustee Chris Johns
Trustee Kathryn Kitt
Trustee Doug McPhee

Regrets Trustee Wendy Turner
Trustee Patricia Whalen
District Principal of Transformative Learning Jennifer Roberts

Staff Present Superintendent Silke Yardley (remotely)
Secretary Treasurer Nick Taylor
Director of Instruction/Human Resources Brent Reimer
Director of Student Learning and Aboriginal Education Jason Tichauer
Director of Student Learning and Innovation Diane Casault
District Principal/Student Services Darcy Verbeurgt
Executive Assistant, (recorder) Jane Nixon

1. COMMENCEMENT OF MEETING

1.1 Call to Order

Chair Lento called the April 12, 2022 regular public meeting of the Board of Education to order at 3:02 p.m.

1.2 Greeting

Chair Lento acknowledged that we have gathered on the Homelands of the Ktunaxa people.

1.3 Chairperson's Opening Remarks and Recognitions

Best wishes for a quick recovery extended to Trustee Turner.
Acknowledgement of Fernie Secondary girls and boys basketball teams at provincial tournament.

1.4 Opening Round

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

1.5 Consideration and Approval of Agenda

Additions:

4.1.6 Highlands PAC Letter

4.1.7 BC School Food Guidelines 2022

MOTION R-22-55

Moved/Seconded by Johns/Bellina:

THAT the agenda for the regular public meeting of the Board of Education of April 12, 2022 be approved as amended.

CARRIED UNANIMOUSLY

1.6 Approval of the Minutes

Minutes of the Public meeting of the Board of Education of March 8, 2022.

MOTION R-22-56

Moved/Seconded by McPhee/Damstrom:

THAT the minutes of the regular public meeting of the Board of Education of March 8, 2022 be approved as circulated.

CARRIED UNANIMOUSLY

1.7 Receipt of Records of Closed Meetings

MOTION R-22-57

Moved/Seconded by Johns/McPhee:

THAT the Board accept the closed records of the in-camera meeting of the Board of Education of March 8, 2022.

CARRIED UNANIMOUSLY

1.8 Business Arising from Previous Minutes

1.8.1 Approval of the 2023-2024 School Calendar

MOTION R-22-58

Moved/Seconded by Johns/Kitt:

THAT the Board take from the table, the 2023-2024 School Calendar.

CARRIED UNANIMOUSLY

MOTION R-22-59

Moved/Seconded by McPhee/Bellina:

THAT the Board of Education approve the 2023-2024 School Calendar.

CARRIED UNANIMOUSLY

2. RECEIVING OF DELEGATIONS/PRESENTATIONS

3. COMMITTEE REPORTS/TRUSTEE REPRESENTATIVE REPORTS

3.1 Advocacy/Education Committee

No meeting in March.

3.2 Policy Committee

No meeting in March.

3.3 Student Services Committee

No meeting in March.

3.4 Finance/Operations/Personnel Committee

No meeting in March.

3.5 BCSTA /Provincial Council

Trustee Bellina reported that she and Trustee Ayling will be attending the BCSTA Annual General Meeting in Vancouver from April 20-23, 2022.

MOTION R-22-60

Moved/Seconded by Bellina/Damstrom:

THAT the Board accept the report of the BCSTA/Provincial Council.

CARRIED UNANIMOUSLY

3.6 Communications/Media Committee

No Report

3.7 Mount Baker Secondary School Replacement Committee

No Report

3.8 Key City Theatre

During Trustee Turner's absence, the Board has requested that Mr. Doug Mitchell be the ad hoc representative for the Key City Theatre Committee. Mr. Mitchell has graciously accepted this role until the return of Trustee Turner.

MOTION R-22-61

Moved/Seconded by Johns/McPhee:

THAT the Board appoint Doug Mitchell as ad hoc representative to the Key City Theatre Committee in the absence of Trustee Turner.

CARRIED UNANIMOUSLY

MOTION R-22-62

Moved/Seconded by Ayling/Bellina:

THAT the Board accept the report of the Key City Theatre.

CARRIED UNANIMOUSLY

3.9 Legacy of Learning

Trustee Johns reported that the Legacy of Learning will make presentations for grant funding at the Columbia Basin Trust Community Initiatives Program (CIP) meetings during the month of April.

Trustee Johns also reported that School District 6 will be participating in the Legacy of Learning.

MOTION R-22-63

Moved/Seconded by Johns/Kitt:

THAT the Board accept the Legacy of Learning report.

CARRIED UNANIMOUSLY

3.10 French Advisory Committee

No Report

3.11 Trustee Reports/Bouquets

Trustees reported on their activities for the month.

Trustee Johns extended congratulations to executive assistant Jane Nixon for her recent designation as a Canadian Certified Administrative Professional.

4. SECRETARY TREASURER'S REPORT TO THE BOARD

4.1 Updates

4.1.1 COVID-19

Secretary Treasurer Taylor gave a brief update of the changes to the COVID-19 mandates including the lifting of capacity constraints and the shift from daily health checks to health awareness checks.

4.1.2 Facilities Bookings - Joint Use

Due to the removal of COVID-19 restrictions, Secretary Treasurer Taylor recommended that the Board open joint use bookings in School District facilities. Chairperson Lento reiterated that the Board would continue to follow the direction of the provincial health officer and provincial mandates would be diligently monitored. All facility users will be made aware of the District's mandate to operate within the public health guidelines.

MOTION R-22-64

Moved/Seconded by Ayling/Kitt:

THAT the Board approve the Secretary Treasurer's recommendation to open joint use bookings in School District No. 5 (Southeast Kootenay) facilities to community user groups as per the joint use agreements and subject to provincial guidelines.

CARRIED UNANIMOUSLY

4.1.3 Isabella Dicken Elementary School Expansion

The Isabella Dicken Elementary School expansion project is pending permits from the City of Fernie. A public consultation meeting on traffic

and bus movement patterns around the school was held on Monday, April 11, 2022.

4.1.4 2022-2023 Budget Update

The first budget working session was held on March 30. The next session will be held on April 28, 2022. The deadline for the Board to adopt the annual budget for 2022/2023 is June 30, 2022.

4.1.5 School Bus Purchase

The District will be purchasing 3 diesel buses (2 for the Elk Valley and 1 for Cranbrook). Discussions regarding the choice of diesel over electric buses included: maintenance issues, battery range and charging infrastructure.

Chairperson Lento suggested that the District look into smaller buses (less than 88 passenger buses).

4.1.6 Traffic Safety Committee Update

Trustee Johns discussed the traffic safety concerns, needs and issues in the communities of Fernie, Jaffray and Cranbrook. He presented a letter from the Highlands Elementary School PAC and also mentioned the Pedestrian Crossing Control Manual for British Columbia that was referenced in the City of Cranbrook letter included in the agenda package.

The traffic concerns involving school zones, pick up and drop off circumstances and bus routes were recognized. It was the consensus of the Board that the Secretary Treasurer present an Ad Hoc Committee format for the Board's consideration.

4.1.7 BC School Food Guidelines

Discussion regarding the implementation of the new (2022) BC School Food Guidelines for Food and Beverages in K-12. These guidelines may potentially negatively impact school PAC fundraising. All PAC's, Trustees and other stakeholders are encouraged to complete the online survey.

4.2 Recommendations

MOTION R-22-65

Moved/Seconded by Damstrom/Bellina:

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

CARRIED UNANIMOUSLY

5. SUPERINTENDENT'S REPORT TO THE BOARD

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

5.1 Updates

5.1.1 Framework for Enhancing Student Learning report

The Ministry of Education has evaluated the Framework for Enhancing Student Learning and feedback is pending. Superintendent Yardley informed the Board that grade 2 reading assessment data will be due to the District by June 1, 2022. She also updated the Board on student progress and success in each of the learning outcomes. Director Casault acknowledged the implementation of the Developmental Indicators for Assessment of Learning (Dial IV) training for Kindergarten screening. District Principal Verbeurgt reported on the virtual Science Fair held in March and congratulated grade 10 student Keanu Chan. Chan will represent the District at the Canada-wide virtual Science Fair. District Principal Verbeurgt also informed the Board of the planning and pre-approval of designations and transitions for students for the 2022-2023 school year.

5.2 Recommendations

MOTION R-22-66

Moved/Seconded by Mcphee/Ayling:

THAT the Framework for Enhancing Student Learning report to the Board of Education be accepted as presented.

CARRIED UNANIMOUSLY

6. CHAIRPERSON'S REPORT

6.1 Updates

No regular agenda updates

6.2 Recommendations

7. NEW BUSINESS

7.1 Business Arising from Delegations

Nil

8. CLOSING ROUND

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

9. ITEMS FOR INFORMATION/CORRESPONDENCE

10. QUESTION PERIOD

11. ADJOURNMENT

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

MOTION R-22-67

Moved/Seconded by Johns/Bellina:

THAT the April 12, 2022 regular public meeting of the Board of Education adjourn at 4:32 p.m.

CARRIED UNANIMOUSLY

DRAFT



1.4. RECEIPT OF RECORDS OF CLOSED MEETINGS

In-camera Meetings:

April 12, 2022

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

April 20, 2022

- Personnel

April 26, 2022

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

A handwritten signature in black ink, appearing to read 'Nick Taylor'. The signature is written in a cursive, flowing style.

Nick Taylor
Secretary Treasurer



**The Board of Education of
School District No.5 (Southeast Kootenay)**

MINUTES - ADVOCACY/EDUCATION COMMITTEE

**April 26, 2022, 9:30 a.m.
Cranbrook Board Office**

Committee Members in Attendance: Co-Chair Trustee Bev Bellina (Virtual)
Co-Chair Trustee Patricia Whalen (Virtual)
Trustee Trina Ayling
Trustee Wendy Turner (Virtual)

Regrets: Trustee Doug McPhee

Board/District Staff in Attendance: Chairperson Frank Lento
Trustee Chris Johns
Trustee Kathryn Kitt
Trustee Krista Damstrom
Superintendent Silke Yardley
Secretary-Treasurer Nick Taylor
Director of Student Learning and Aboriginal Education Jason Tichauer
Director of Student Learning and Innovation Diane Casault
District Principal of Student Services Darcy Verbeurgt
Executive Assistant (Recorder) Amanda Skene (Virtual)

1. COMMENCEMENT OF MEETING

1.1 Call to Order

The Advocacy/Education Committee Meeting of April 26, 2022, was called to order at 9:35 a.m. by Co-Chair Bellina.

I want to acknowledge that we have gathered here in the Homelands of the Ktunaxa people.

1.2 Approval of Agenda

Moved/Seconded by Whalen/Turner:

THAT the agenda of the Advocacy/Education Committee meeting of April 26, 2022, be approved as amended.

Additions:

- 4.3.2 FESL Feedback Review
- 4.4 Indigenous Course Requirement
- 4.5 Healthy Schools – Food Guidelines

1.3 Approval of Minutes

Moved/Seconded by Whalen/Turner:

THAT the minutes of the Advocacy/Education Committee meeting of February 24, 2022, be approved as circulated.

2. BUSINESS ARISING FROM PREVIOUS MEETING

3. PRESENTATIONS

3.1 BAA Course - Mindfulness and Yoga 12

Director Casault summarized the course synopsis for the proposed BAA course, Mindfulness and Yoga 12, prepared by Mount Baker Secondary teacher, Jo-Anna Le Grandeur. The synopsis indicates how the curriculum relates to the core competencies and the health-related requirements of the Ministry. It focuses on mental health and wellness, fitness, anatomy, and physical connections.

RECOMMENDATION A

Moved/Seconded by Ayling/Turner:

THAT the BAA course synopsis for Mindfulness and Yoga 12 be forwarded to the May 10, 2022, Board of Education meeting for approval.

4. REPORTS

4.1 DSAC Report

Director Tichauer reported the District Student Advisory Council (DSAC) met in person at Fernie Secondary on April 6, 2022. This year the focus has been on leadership development. Students participated in a leadership case study and then went on to review an administrative procedure- Graduation celebration (AP 375). Students provided their feedback on AP 375 which will be brought to the Policy Committee. All

schools are being represented in this year's DSAC. The next meeting will be on May 19, 2022.

4.2 DPAC Report

Director Tichauer reported the main topic of concern was the new BC School Food Guidelines. Poverty advocates were concerned about how this will impact students and families. It will be a topic of discussion at the next BCCPAC meeting.

4.3 Framework for Enhancing Student Learning (FESL)

4.3.1 FESL Presentation – Jason Tichauer

Director Tichauer reported on the fourth outcome of the Framework for Enhancing Student Learning (Graduation). The goal is for students to graduate with confidence, purpose, and options. The data showed the district needed to improve by lowering the number of students that are graduating with the adult dogwood and closing the learning gaps between Indigenous and non-Indigenous learners. The aim is for students to be graduating with C+ or better, as that is considered the minimum entry requirement for most programs at the College of the Rockies. Workplace math does not meet post-secondary entrance requirements, therefore; the district's goal is to increase participation in pre-calculus math. The district is working on expanding the dual-credit program beyond the trades. The Indigenous education department provided funding to school libraries to enhance and replace their Indigenous textual resources with a more modern context. Director Tichauer has been sharing the educational data with the First Nations communities and middle school staff, so they have a better understanding of what is required and what actions to take to improve student success towards graduation. Several schools have been participating in the Dustin Louie presentations on the decolonization and Indigenous inquiry project. The Ministry of Education only tracks on-reserve student success rates, however; having students tracked that are both on and off-reserve was a directive requested by ?aq'am and included in the Local Education Agreement.

Questions/Comments:

- Students are being geared towards their academic path beginning in grade 9. Some students in grade 9 are having their math tailored

towards workplace math and end up continuing that route in grade 10, however; many of the trades are considered academic trades and require higher levels of Math.

- Why did the Elk Valley schools not participate in the Dustin Louie series? Schools were able to choose which areas of the FESL they wanted to focus on during the year; none of the Elk Valley schools participated in the Dustin Louie series for that reason.

4.3.2 FESL Feedback Review – Silke Yardley

Superintendent Yardley reported our Framework for Enhancing Student Learning (FESL) had been evaluated by the Ministry of Education. It was noted that we did not have a strategic plan; however, the Framework is our strategic plan. It contains everything except for operations and human resources. The district management team and the district literacy teacher will be reviewing the feedback and formulating plans to incorporate the findings of the review into the upcoming year of the FESL. The review noted that we did not have specific school/district level data in relation to our literacy goal, which we acknowledged. Some of the data will be available on June 1, the remainder in the fall. Preliminary work on the FESL will begin immediately and Director Casault will provide the pre-and post-data in the fall. Director Casault is working with Dial-4, which is an assessment tool that will give us data on how to support students in the early years.

ACTION: District management will share the updated Framework for Enhancing Student Learning at the next committee meeting, on May 30, 2022.

4.4 Indigenous Course Requirements – Jason Tichauer

Director Tichauer and Director Casault are working in partnership on the implementation of the new course requirement. The Ministry of Education has not provided an implementation handbook yet. The new course requirement can be within grades 10 -12. Students set to graduate in 2024 will be the first to require the Indigenous course credit to graduate. There has been no implementation funding at this point. All locally authorized courses will have to meet different criteria to be considered eligible courses.

ACTION: Director Tichauer will provide an in-depth presentation at the next committee meeting, on May 30, 2022.

4.5 Healthy Schools – Food Guidelines – Darcy Verbeurgt

District Principal Verbeurgt reported that the new BC Healthy School guidelines, set out by the Ministry of Health, are voluntary recommendations. The goal is to support the nutritional needs of students, shifting schools to be healthier and have the healthiest choices and availability of foods in schools. The 2013 mandate required less sugar, salt, and fat. The 2019 guidelines were recommending more whole foods be offered. The 2022 guidelines are geared toward what can be sold, offered, and served. The new food guideline recommendations are tied directly to the curriculum; ADST, core competencies. There is a survey that can be filled out individually, up to April 30, 2022, for input on the impact and ease of understanding of the new guidelines. The guidelines do not have any impact on food brought from home, or any food and beverage activities that are part of a classroom curriculum.

Questions/Comments:

- PACs are very concerned about how this will impact kids that very rarely get a hot lunch or other food options at school.
- Several PACs posted the survey on their PAC Facebook page for parental input.
- These guidelines will have an impact on school events if the Ministry of Health pushes these recommendations through to a mandate.
- Who will be enforcing the guidelines? District Principal Verbeurgt previously educated the PACs and schools when the 2013 mandate came out. He discussed what foods can be offered for hot lunch.
- Advocate for schools to have a more fulsome PE program

ACTION: Administrative Procedure 164 will need to be revisited with the Policy Committee once feedback has been received.

5. NEW BUSINESS

6. ACTION ITEMS FOR FUTURE MEETINGS

7. CORRESPONDENCE

7.1 2022 Child Care Budget Highlights

7.1.1 Minister Chen to Child Care Providers

Receive and File

7.2 Access to Education in Correctional Facilities

7.2.1 BCSTA to Ministers Farnsworth and Whiteside

Receive and File

7.3 Climate Change

7.3.1 BCSTA to CSBA

7.3.2 SD69

Receive and File

7.4 BC Hydro Net Metering

7.4.1 BC Hydro to SD61

Receive and File

7.5 Support for FNLC on FSAs

7.5.1 BCSTA to Minister Whiteside

7.5.2 Minister Whiteside to BCSTA

Tabled

7.6 Indigenous-focused Graduation Requirement

7.6.1 FNEC to K-12

Tabled

7.7 Student Services Funding

7.7.1 SD5

Receive and File

7.8 Healthy School Food Program

7.8.1 SD69

7.8.2 Public Health Association

Receive and File

7.9 Dissections in School

7.9.1 Society for Humane Science to SD5

Tabled

7.10 Rugby Declaration

7.10.1 BC School Sports

Receive and File

8. ADJOURNMENT

Moved/Seconded by Whalen/Ayling:

THAT the Advocacy/Education Committee meeting adjourned at 11:17 a.m.

Have we continued to enhance high standards, noble expectations, elevated commitments, and quality performances to support student achievement?



BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Silke Yardley verify that I have reviewed the BAA Course to ensure that it is fully compliant with the *School Act* (if offered by a Board or Offshore School), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures Guidebook*, and for BAA ELL courses, the ELL Guidelines: *Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels*.

By signing below, I verify that the BAA Course:

- ✓ is not preparatory, remedial or modified
- ✓ does not significantly overlap with provincial curriculum Content
- ✓ name reflects the subject area and includes the Grade level
- ✓ assigned Grade reflects the appropriate level of instruction
- ✓ credit value appropriately reflects the length and scope of the course
- ✓ synopsis clearly outlines what a student has gained when the course is completed
- ✓ goals are general statements of intention that give structure to the curriculum
- ✓ rationale outlines the importance of the learning to the student and society
- ✓ embeds Aboriginal Worldviews and Perspectives
- ✓ organizational structure outlines the Content, Curricular Competencies, and Big Ideas
- ✓ learning standards are assessable and observable and can be understood by students and parents
- ✓ recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
- ✓ recommended assessment component aligns with the Principles of Quality Assessment
- ✓ learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: Mindfulness and Yoga

Grade: 12

TRAX Code: YHRA 12A
(e.g. YVPA)

School District Name and Number: Southeast Kootenay School District No. 5

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Silke Yardley

Signature:

Date:

April 6/2022

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate or Executive Director of Independent Schools and International Education, Ministry of Education

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (*Board Authorized Course Order*, M285/04, s. 3; *Educational Standards Order*, M41/91, s. 5 (2)(c))

I declare that this BAA Course is approved by the Board/Authority or Executive Director.

Name of Board/Authority Chair or Designate or Executive Director of Independent Schools and International Education:

Signature:

Date:

April 19, 2022

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) –

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the Independent School Act and the BC Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (*Educational Standards Order*, M41/91, s. 5 (2)(c))



Name of Inspector of Independent Schools or Designate:

Signature:

Date:



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Southeast Kootenay	School District/Independent School Authority Number (e.g., SD43, Authority #432): SD05
Developed by: Jo-Anna Le Grandeur	Date Developed: February 2022
School Name: Mount Baker Secondary School	Principal's Name: Dave Hill
Superintendent Approval Date (for School Districts only): April 4, 2022	Superintendent Signature (for School Districts only): 
Board/Authority Approval Date: April 19, 2022	Board/Authority Chair Signature: 
Course Name: Mindfulness and Yoga	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

The teacher needs certification as a yoga instructor (200 hours RYT)

A suitable space/classroom to practice yoga

Yoga mats, yoga blocks, yoga straps, yoga bolsters

Course Synopsis:

In Mindfulness and Yoga 12 students will develop and maintain a regular physical yoga practice while demonstrating an understanding of alignment and anatomy as it relates to the safety and benefits of the practice. The students will make connections between the physical practice and their ability to handle stressors both on and off the mat. Further, by a study of yogic philosophy, meditation and mindfulness, students will see that by developing a healthy state of well-being within themselves, they can affect the larger community in a positive way.

Goals and Rationale:

The purpose of Mindfulness and Yoga 12 is to help the student develop and use a regular physical practice to develop skills of self-awareness and reflection, to make time in one's busy day to take care of his/her physical and mental state, to complement one's athletic pursuits, to provide an outlet for stress, and to strengthen and tone the body. Senior students have multiple stresses in their lives; they are often taxed academically, athletically and through after-school and weekend employment. Mindfulness and Yoga 12's primary aim is to bring awareness to the stress-reducing benefits of developing a regular practice of self-awareness, relaxation, meditation, and body strengthening.

These aims will be accomplished through an exploration of some of the different types of yoga, a physical practice, concentration on pranayama (the breath), practicing mindfulness and meditation, journaling, and by studying anatomy and alignment. Further, the ancient philosophy of Yoga will be studied. This philosophy, at its most basic, leads one to become a healthier person in both mind and body which then creates a positive relationship between the self and others. In this way, Yoga is not just a practice for the self, but also has broader implications for relationships with others.

The aim is to encourage the student to take what she/he learns from the course and apply it to her/his life outside of school. Much of what is learned or developed through a regular Yoga practice can be extrapolated to many real-life situations.

Aboriginal Worldviews and Perspectives:

Mindfulness and Yoga 12 makes use of the following First Peoples' Principles of Learning:

Connectedness and Relationship: Students are encouraged to explore how Yoga and mindfulness can relate to their own lives, outside of the classroom. Yoga 12 has an emphasis on identity and experiential learning.

Local Focus: An awareness of the seasons of our community is embedded in our Yoga practice, especially the Yin practice where we will become more in tune with the seasonal and daily cycles, recognize these cycles' effects on our bodies, minds and spirits to respond appropriately.

Emphasis on Identity: Students are encouraged and asked to always return to their own unique experiences. They are guided to listen to their bodies and to respond to what their body needs or doesn't need appropriately (modifying poses, taking rest). Additionally, they are asked to get curious about their experience in the Yoga studio. For example: Why can meditation seem frustrating? How did I feel after a vigorous Yoga practice?

Traditional Teaching: Can we connect any of the traditional teachings of Yoga with local traditional teachings? What is the implication for understanding our interconnectedness and humanity?

Experiential Learning: Our Yoga class embraces a learner-centred teaching practice. The Mindfulness and Yoga 12 course is based on experience and practice as, “learning is holistic, reflexive, reflective, experiential and relational.” It is structured on the tenet that one must experience and practice Yoga, meditation and mindfulness through gradual release in order for one to fully understand how these practices affect their own unique life. It is a strength-based approach starting with what the student can do and moving towards mastery.

BIG IDEAS

A regular practice of Yoga and **mindfulness** strengthens the mind and the body.

Yoga is **holistic, reflexive, experiential** and **relational**.

The practice of **mindfulness** can happen at any time, anywhere.

Practicing **self-awareness** and **self-reflection** helps us to grow as individuals and as a **community**.

Exploring the socio-cultural perspectives of Yoga underscores the significance of **Eastern Traditions** when exploring healing modalities.

Learning Standards

Curricular Competencies	Content
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Students are expected to do the following:

Students are expected to know the following:

- Perform the postures (asanas), breathing techniques and relaxation techniques of a yoga practice, and experience the wellness benefits thereof.**

 - Perform and practice basic postures including, but not limited to bridge, camel, cobra, corpse, downward dog, extended side stretch, lightning bolt, forward-facing hero, half-moon, hero, mountain, seated twist, staff, standing forward bend, tree, triangle, warrior I, warrior II, wide-legged forward bend, sun salutation, upward facing dog, wheel, locust, crocodile, plow, upward facing dog, eagle, dancers.
 - Demonstrate the safe use of props (i.e., yoga block, yoga strap, bolster) to do poses safely and comfortably.
 - Demonstrate improved flexibility, strength, and range of motion in the performance of postures.
 - Develop an increasing awareness and proficiency in the day-to-day practice of yoga postures.
 - Demonstrate and practice basic yogic breathing techniques.
 - Explain the importance of yogic breathing techniques used for concentration, calming and focus.
 - Perform and practice relaxation techniques/poses.

2. **Develop an understanding of their unique needs, limitations and growth through yoga.**
 - Develop their own awareness of their body through participation.
 - Demonstrate increasing awareness of their personal strengths and limitations related to yoga.
 - Explore and challenge, safely, their individual limitations in their own yoga practice in a healthy manner.
 - Evaluate and communicate the degree to which yoga impacts a deepened sense of well-being, self-care and self-understanding.
 - Demonstrate a deepened sense of well-being, self-care and self-understanding.

3. **Develop the personal management skills and the knowledge to benefit personally from a regular individualized yoga program.**
 - Demonstrate the modification of poses, including use of props (yoga block, yoga strap, bolster) for maximum personal benefit, alignment and safety.
 - Identify specific postures that benefit their particular body needs, particularly for spinal health.
 - Describe and apply personal experiences in developing mindfulness techniques while sitting.
 - Apply teacher feedback to personal practice.
 - Develop a plan based on personal goals in relation to personal yoga practice.
 - Adapt, refine and apply a plan, based on feedback from the teacher, in relation to a personal yoga practice.
 - Develop and apply an increased understanding of alignment, mechanics and benefits of poses.
 - Develop and apply an increased understanding of which yoga poses specifically target the needs of the individual.

4. **Acquire and apply a basic understanding of the anatomy and physiology that is relevant to yoga.**
 - Outline, apply and demonstrate the function of the diaphragm, intercostal muscles and lungs in yoga postures.
 - Summarize the basic skeletal and muscular structures applicable to yoga postures.
 - Outline basic joint and supporting tissue structure functions applicable to yoga postures.
 - Describe basic hip and shoulder anatomy applicable to yoga.
 - Describe and apply specific anatomical and physiological benefits and improvements resulting from the practice of specific postures.

5. Understand the historical roots of yoga as an art, science and philosophy.
 - Describe the meaning of the Sanskrit word 'yoga'.
 - Outline the origins of yoga as a discipline
 - Summarize the Eight Limbs of Yoga and their source, from early yogic texts.
 - Describe the Sanskrit names, and English names, of the postures.
 - Critically assess historic yoga texts.
 - Analyze the history of yoga, especially with respect to its growth in popularity in North America.
 - Demonstrate a strong understanding of two or more historical yoga masters

Big Ideas – Elaborations

Mindfulness – is paying attention, on purpose, in the present moment, without judgment.” This is Jon Kabat-Zinn’s definition

Holistic – Yoga involves the body, mind and spirit. In fact, Yoga is always an attempt to harmonize the three.

Reflexive – Yoga and mindfulness practices invite us to reflect on our ways of being both in the world and on the mat.

Experiential – In the Yoga 12 classroom, we try out and practice physical and mental practices.

Relational – Yoga and mindfulness are focused on connectiveness, reciprocal relationships, and a sense of place.

Self-Reflection - In the course, we are invited to stop and reflect on our experiences both in the classroom and outside of it.

Self-Awareness – Yoga invites students to get curious about the state of their bodies, minds and spirits throughout the semester.

Community – Everything we do on the mat, physical and mental practices, contributes to the way we can be with others. We practice in a community (with the other class members) and reap the benefits of a shared experience.

Curricular Competencies – Elaborations

Yin Yoga - a slower, cold practice that works on the joints and hard tissues as opposed to the muscles. It is also responsive to the seasonal cycle.

Ahimsa – a Sanskrit word meaning “non-harming” or “non-violence.” Ahimsa is the first Yama in the Yoga Sutras. It is the practice on which all of Yoga is dependent. In the classroom, we take our understanding of Ahimsa to begin to cultivate a love for ourselves, which can then extend out to compassion for others.

Satya – a Sanskrit word meaning “truth.” Satya is the second Yama in the Yoga Sutras. In the classroom, we use Satya as a way of furthering our understandings of ourselves. For example, we will ask such questions as: “What are my principles and how can I better align myself with them? What are my limits? How can I stay true to my beliefs so that I can feel good about myself?”

Karma – a Sanskrit word that relates to the idea that what we put out in the world affects our lives. We practice Karma in the classroom with kindness to our classmates, but we also extend it out into the world with random acts of kindness and acts of service.

Yin and Yang – Traditional Chinese concepts which encompass the idea of balance. Simply put, Yin has the properties of cold, dark and slow, while Yang has the properties of hot, bright and fast. Paying attention to both Yin and Yang activities helps to bring balance to one’s life.

Content – Elaborations

Recommended Instructional Components:

- teacher-led yoga classes of a variety of styles
- video-led yoga classes of a variety of styles
- independent yoga practice (teacher-supervised)
- posture labs in which the concepts of alignment are explored
- handouts, videos and lectures about anatomy and how it relates to the practice
- modeling (practice, reflection, ethical tenets, mindfulness, etc.)
- lectures
- group-work
- readings

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- student conferencing
- daily reflecting through journal entries
- written self-assessments (for each unit)
- observation (posture execution – alignment and flow)
- informal presentations/student posture examples
- oral feedback
- student-led yoga classes
- Inquiry Project (Anatomy, Philosophy, incorporating Yoga into one’s life)

Learning Resources:

For Teachers: Reference Books

- *Full Catastrophe Living* – Jon Kabat-Zin
- *The Way of the Teacher* – Finney and Sagal
- *The Body Keeps the Score* – B. Van Der Volk
- *Stillness is the Key* – Ryan Holiday
- *How to Think Like a Roman Emperor* – Donald Robertson
- *The Science of Yoga* – William J. Broad
- *The Heart of Yoga* - Desikachar
- *Energy and Yoga* -Lauren Walker
- *Mindfulness for Teachers* - Jennings
- *The Relaxation and Stress Reduction Workbook*
- *Kundalini Yoga for the West* – Swami Sivananda Rhada
- *Learning to Breathe: A Mindfulness Curriculum for Adolescents to Cultivate Emotion Regulation, Attention and Performance* – Patricia C. Broderick

Web References

- *Teach Asana:* <http://www.teachasana.com>
- *Yoga Sutras of Patanjali:* <http://www.sacred-texts.com/hin/yogasutr.htm>
- *Ashtanga Yoga Info:* <http://www.ashtangayoga.info/practice/>
- *Yoga Journal:* <http://www.yogajournal.com>
- *Yoga journal's very accessible pages about Yoga Sutra:* <http://www.yogajournal.com/category/yoga-101/philosophy/yoga-sutras/>
- *A BC - Based free online yoga video service:* <http://doयोगwithme.com>

Teachers are encouraged to contact yoga teachers from a variety of disciplines in the community.

For Students:

Images of common postures

Anatomy and alignment handouts

Each other

Access to the internet

Additional Information:

Please note: Resources used will reflect the needs of the students – individually and as a yoga community.

SEXUAL ORIENTATION/GENDER IDENTITY

The Board believes that all public schools in this district shall be safe for everyone. We recognize and value the diversity found within its school communities and believe that each individual contributes to the strength of the District's culture. The Board also recognizes that students and school community members, including those identifying as lesbian, gay, bisexual, transgender, two-spirit, intersex, queer, or questioning, face a unique set of challenges within our schools and communities. In accordance with this policy, and all relevant laws of more senior governing bodies, the Board:

- prohibits any form of discrimination, intimidation or harassment against any person based on sexual orientation, gender identity or gender expression;
- expects members of the school community to welcome, include and support all others regardless of their sexual orientation, gender identity or gender expression;
- instructs the Superintendent to ensure that all schools in the District put in place procedures and practices that support this Board policy.

The Board will provide an environment for all members of the school community to work and learn, free from fear, discrimination, and harassment, while also promoting proactive strategies and guidelines to ensure that sexual or gender minority students, employees and families are welcomed and included in all aspects of education and school life and are treated with respect and dignity.

The purpose of this policy is to:

- outline appropriate behaviours and actions in order to prevent discrimination and harassment through greater awareness of and responsiveness to their harmful effects;
- ensure that all complaints are taken seriously and dealt with expeditiously and effectively through consistently applied policy and procedures;
- raise awareness and improve understanding of the lives of people who identify themselves on the basis of sexual orientation, gender identity or gender expression.

By valuing diversity and respecting differences, students and staff act in accordance with Ministry established principles related to diversity.

In this policy, all references to “sexual or gender minority” persons will include 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 or gender minority.

1. Board Directives

- 1.1. The Board will ensure that all staff will be able to identify individual discriminatory attitudes and behaviours. The Board will also work to eliminate the systemic inequities and barriers to learning for students who identify themselves on the basis of sexual orientation, gender identity or gender expression, and demonstrate accountability for their removal so that all students are treated with fairness and respect.
- 1.2. School based administrators will be informed of and familiar with all Ministry and District policies relating to violence, discrimination and Codes of Conduct and will inform their school communities about these policies.
- 1.3. All staff will be sensitive to sexual or gender minority issues when creating and updating District and School policies, and when formulating disciplinary and corrective actions related to incidents of discrimination, harassment, bullying, or exclusion. Corrective actions include both correcting inappropriate behaviour (remediation) and correcting damage done as a result of inappropriate behaviour (restoration).
- 1.4. The Board will ensure that all teaching and support staff receive necessary in-service training to assist them to acquire knowledge, understandings, skills, attitudes and behaviours related to:
 - 1.4.1. information and issues surrounding sexual and/or gender minorities (which may include students, family members and staff);
 - 1.4.2. the scope and impact of discrimination related to sexual orientation, gender identity or gender expression;
 - 1.4.3. incorporating information and issues into curriculum.
- 1.5. It is the responsibility of all administrators, teachers and support staff to work together to build school communities which are positive and welcoming. They will:
 - 1.5.1. foster respect, inclusion, fairness and equity;
 - 1.5.2. set, communicate and establish clear expectations for acceptable conduct;
 - 1.5.3. provide students, through various techniques, information that will lead to greater understanding, acceptance and support for sexual or gender minority students.
- 1.6. Social responsibility, including information, issues and attitudes related to the sexual or gender minority population, is not assigned to a particular grade or subject area; instead, it is a responsibility shared among all staff.
- 1.7. The Board will ensure that age-appropriate resource materials (books, pamphlets, posters, etc.) are available and visible in all schools (for example, in counseling areas, libraries, classrooms). Ministry and/or locally approved resources should be chosen or updated in order to accurately reflect the range of Canada's sexual or gender minority population.
- 1.8. Within each school, staff will take concrete actions to ensure that the school is more welcoming and safe for sexual or gender minority students.

- 1.9. The Board will direct schools to specifically include the prohibition of fear promoting, harassing or discriminatory language and behaviour in their student codes of conduct. Any language or behaviour that degrades, denigrates, labels, stereotypes, threatens or incites hatred, prejudice, discrimination or harassment towards students, employees, or others on the basis of their real or perceived sexual orientation, gender identity or gender expression will not be tolerated.

2. Professional Development and Training

As needed, the Board will strive to ensure that professional development and training is provided for staff to develop the awareness, knowledge, skills and attitudes necessary to:

- 2.1. deliver an LGBTTTQ+ inclusive curriculum (including anti-homophobia and anti-transphobia education);
- 2.2. stay current on acceptable language and terminology;
- 2.3. identify and address homophobic and transphobic discriminatory attitudes and behaviours; and
- 2.4. support and advocate for the needs of staff and/or students whose real or perceived identity is LGBTTTQ+.

3. Counselling and Student Support

The Board will ensure that:

- 3.1. counsellors are trained to respond competently to the needs of LGBTTTQ+ students and students with LGBTTTQ+ family members;
- 3.2. counsellors and staff are provided with information, directly from Ministry-supported initiatives or directly from the District, on support programs or services for students and families;
- 3.3. all secondary schools are supported in establishing and maintaining Gay or Queer/Straight Alliance clubs.

4. Curriculum Learning Resources

The Board is committed to:

- 4.1. ensuring that staff utilizes language and educational resources and approaches that are inclusive, developmentally appropriate, and respectful of diverse sexual orientations, gender identities, and gender expressions;
- 4.2. enabling all LGBTTTQ+ students and families to see themselves and their lives positively reflected in the curriculum, through the provision of curricular and media centre/library resources.

5. Communications

The Board will:

- 5.1. when applicable, acknowledge through its communication to students, staff, and the community that some students live in LGBTTTQ+ families and need to be positively recognized and included as such; and

ensure that school forms and communications reflect the diversity of sexual orientation, gender identity or gender expression of students, staff and parents/guardians.

6. Transgendered Students

To support the safety, health, and educational needs of students whose real or perceived identity is transgendered, staff shall adhere to the following practices:

6.1. Consultation

- 6.1.1. School staff are encouraged to consult with district staff, to review best practices for supporting transgendered students.

6.2. Confidentiality and Privacy

- 6.2.1. A student's transgendered status, legal name, or gender assigned at birth may constitute confidential personal information that will be kept confidential unless its disclosure is legally required or unless the student or the student's parent(s)/guardian have given authorization.

- 6.2.2. Students' rights to discuss and express their gender identity and/or gender expression openly and to decide when, with whom, and how much private information to share will be respected.

6.3. Official Records and Student Information

- 6.3.1. Whenever possible and permitted by law, requests made by a student, or the parent/guardian, to change the student's official record to reflect their preferred name and/or gender identity will be accommodated.

- 6.3.2. Whenever possible, at the request of a student or of a students' parent(s)/guardian, the student's preferred name and/or gender identity will be included on class lists, timetables, student files, identification cards, etc.

- 6.3.3. Unless the student or the student's parent/guardian has specified otherwise, communications between school and home shall use a student's legal name and the pronoun corresponding to the student's gender assigned at birth.

- 6.3.4. Student preference will take precedence following the ages (12 and older)

7. Names and Pronouns

- 7.1. Students will be addressed by the names and pronouns they prefer to use.

8. Dress

- 8.1. Students have the right to dress in a manner consistent with their gender identity or gender expression. This includes students who may dress in a manner that is not consistent with societal expectations of masculinity/femininity.
- 8.2. Such dress must adhere to school dress code standards.

9. Access to Physical Education and Sports

- 9.1. Where possible, students will be permitted to participate in any sex-segregated recreational and competitive athletic activities, in accordance with their gender identity. Due to issues of disclosure and safety, students may also choose to participate in a sex-segregated activity that is not aligned with their gender identity.
- 9.2. Any such participation in competitive BC School Sports competition must adhere to BC School Sport Regulations.
- 9.3. Transgendered students shall be provided the same opportunities to participate in physical education as all other students, shall not be asked or required to have physical education outside of the assigned class time, and shall be permitted to participate in any sex-segregated activities in accordance with their gender identity if they so choose.
- 9.4. In situations where students are segregated by sex, transgendered students will have the option to be included in the group that corresponds to their gender identity.

10. Washroom and Change Room Accessibility

- 10.1. The use of washrooms and change rooms by transgendered students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration, ensuring the student's safety and comfort, minimizing stigmatization and providing equal opportunity to participate in physical education classes and sports.
- 10.2. Transgendered students who desire increased privacy will be provided with a reasonable alternative washroom and/or changing area. Any alternative arrangement will be provided in a way that protects the student's ability to keep their transgendered status confidential.
- 10.3. The decision with regard to washroom and change room use shall be made in consultation with the transgendered student.
- 10.4. The Board will strive to make available single stall gender-neutral washrooms at all school locations and worksites.

11. Glossary

- 11.1. **Asexual:** A person who is not sexually attracted to any gender or sex. Asexual people may still be romantically attracted to people of a variety of genders and sexualities and have romantic, non-sexual relationships.

- 11.2. **Bisexual:** A person who is attracted to both women and men.
- 11.3. **Gay:** A person who is attracted to someone of the same sex and/or gender as themselves. This word can be applied to all genders of relationships but has primarily been used in reference to men.
- 11.4. **Gender:** A socially constructed concept of identity based on roles, behaviours, activities, and appearance such as masculine, feminine, androgynous, etc.
- 11.5. **Gender expression:** The ways a person presents their sense of gender to others (for example, through clothes, hairstyle, mannerisms, etc.).
- 11.6. **Gender identity:** A person's internal sense of being a man, a woman, gender queer, etc. This is not the same thing as a person's biological sex and may not be consistent with how they are perceived by others.
- 11.7. **Gender nonconforming:** A term that often refers to children who express gender in ways that differ from societal expectations of the sex and gender assigned to them at birth. For the purposes of this policy and accompanying regulations gender nonconforming children are included under the term trans*.
- 11.8. **Homophobia:** The fear, ignorance and mistreatment of people who are, or are perceived to be, lesbian, gay or bisexual. This often leads to bias, discrimination, hatred, harassment and violation of the human rights of lesbian, gay or bisexual people. Homophobic bullying can also be targeted against any individual, regardless of perceived sexual orientation.
- 11.9. **Intersex:** Refers to people whose reproductive or sexual anatomy is not easily defined as male or female. There are a variety of ways someone can be intersex, ranging from having ambiguous genitalia to having mixture of XX and XY chromosomes. Intersex individuals have historically been mistreated in North American society (i.e. being forced to have "corrective" genital surgeries as infants). The term Disorders of Sexual Development is being used increasingly amongst medical professionals in reference to intersex conditions, however, this term has not been fully adopted by intersex communities at the time this policy is being written. The word hermaphrodite was historically used to describe intersex individuals; however, this term is considered highly offensive.
- 11.10. **Lesbian:** A woman who is attracted to other women.
- 11.11. **LGBTQ+:** An acronym that in this case stands for lesbian, gay, bisexual, trans*, Two-Spirit, and queer/questioning. There is a wide range of other terms often included in this acronym (often referred to by queer communities as "the alphabet soup") such as asexual, and this acronym tends to vary depending on the source. The plus sign (+) indicates the inclusion of all sexual and gender identities.
- 11.12. **Pan-Sexual:** Is the sexual attraction to a person of any sex or gender.
- 11.13. **Perceived as LGBTQ+:** Refers to someone who is treated as if they are LGBTQ+ even if they do not identify as such.
- 11.14. **Pronouns:** The words one uses to refer to themselves (e.g. he/him/his; she/her/hers; they/them/theirs; xe, xem, xyr, etc.)

- 11.15. **Queer:** An umbrella term (often used in place of the LBTTQ+ acronym) used to describe individuals who identify as being part of sexual and gender diverse communities (e.g. lesbian, gay, transgender).
- 11.16. **Sex:** A biological classification based on physical attributes such as sex chromosomes, hormones, internal reproductive structures, and external genitalia. At birth, it is used to identify individuals as male or female. For those whose sex is not easily categorized as male or female see Intersex.
- 11.17. **Sexual Orientation:** Refers to a person's attraction towards a particular gender or sex. Someone may identify as lesbian, gay, bisexual, queer, pansexual, etc. It is important to remember that sexual identity and gender identity are separate.
- 11.18. **Trans*:** (also Trans, Transgender, Transsexual) An umbrella term that can be used to describe people whose gender identity and/or gender expression differs from what they were assigned at birth. Some trans* people may choose to medically transition by taking hormones, having surgery. Some trans* people may choose to socially transition by changing their name, clothing, hair, etc.
- 11.19. **Transphobia:** Fear, ignorance and mistreatment of people who are, or are perceived to be, trans* or gender nonconforming. This often leads to bias, discrimination, hatred, harassment and violation of the human rights of transgender or gender nonconforming people. Transphobic bullying can also be targeted against any individual, regardless of perceived gender expression.
- 11.20. **Transition:** A term most commonly used to refer to someone transitioning from one gender to another. Transition often consists of a change in style of dress, selection of a new name, and a request that people use the correct pronoun when describing them. Transition may, but does not always, include medical care like hormone therapy, counseling, and/or surgery.
- 11.21. **Two-Spirit:** An Aboriginal term describing the embodiment of both masculine and feminine spirits. This identity is not limited to gender expression or sexuality but encompasses them both while incorporating a spiritual element. It is a standalone identity, not an Aboriginal term for gay or lesbian.

Legal Reference Section 65, School Act
B.C. Human Rights Code

August 15, 2021
Revised: May 10, 2022

FINANCIAL PLANNING AND REPORTING

The Board of Education (“Board”) recognizes its responsibility for the effective use of public funds in providing the best possible education to the students in the communities it serves. The Board has a duty to govern the district in a fiscally responsible manner, while carrying out the strategies required to achieve its goals.

The annual operating budget is aligned with the three-year financial plan that the Board must develop, implement and provide to the Ministry reflecting the implementation and maintenance of the Board’s educational and operational objectives. The financial allocations included in the budget should be consistent with the strategic directions identified in the Board’s Strategic Plan and the three-year financial plan.

In accordance with [Section 156\(12\) of the School Act](#), the Board must not incur a deficit of any kind unless the Board has approval of the Minister of Education or meets criteria prescribed by order of the Minister of Education. The *Budget Transparency and Accountability Act*, that applies to school districts, provides further guidance on enhancing accountability and transparency.

Under [Section 156\(1\) of School Act](#), the Board is required to maintain budgetary control over expenditures, develop an annual budget and submit it to the Ministry of Education in a prescribed form at the time required by the Minister of Education.

A budget reflects the best estimate of planned revenues and expenses as of a point in time. Salary and benefit increases, inflation and other estimated changes must be budgeted. In addition, the budget must include all recurring and one-time revenues and expenditures for the full fiscal year.

1. Authority

The Board authorizes the Secretary Treasurer to develop and implement all procedures required for the development and monitoring of budgets for approval by the Board.

2. Responsibilities for Managing the Budget

The Secretary Treasurer is delegated responsibility for the overall management of the educational and operational programs that are supported by the annual budgets. The Secretary Treasurer is specifically responsible for the financial management of the budget, and all financial reports for approval by the Board.

Legal Reference: Section 156, [School Act](#)



**The Board of Education of
School District No.5 (Southeast Kootenay)**

MINUTES - POLICY MEETING

**April 26, 2022, 11:30 a.m.
Cranbrook Board Office**

Committee Members in Attendance: Co-Chair Trustee Wendy Turner (remotely)
Co-Chair Trustee Trina Ayling
Trustee Patricia Whalen (remotely)

Regrets: Trustee Doug McPhee
Director of Student Learning and Aboriginal Education Jason Tichauer

Board/District Staff in Attendance: Chairperson Frank Lento
Trustee Krista Damstrom
Trustee Chris Johns
Trustee Kathryn Kitt
Trustee Bev Bellina (remotely)
Superintendent, Silke Yardley
Secretary Treasurer Nick Taylor
Director of Student Learning and Innovation Diane Casault
District Principal Student Services Darcy Verbeurgt
Executive Assistant (Recorder) Jane Nixon

1. COMMENCEMENT OF MEETING

1.1 Call to Order

The Policy Committee meeting of April 26, 2022 was called to order at 1:17 p.m. by Co-Chair Trustee Ayling.

1.2 Approval of the Agenda

Moved/Seconded by Turner/Whalen:

THAT the agenda of the Policy Committee meeting of April 26, 2022 be approved as circulated.

1.3 Approval of the Minutes

Approval of the minutes from February 22, 2022.

Moved/Seconded by Turner/Whalen:

THAT the minutes of the Policy Committee meeting of February 22, 2022 be approved as circulated.

2. BUSINESS ARISING FROM PREVIOUS MEETING

2.1 Policy 19 - Sexual Orientation/Gender Identity

In Director Tichauer's absence, Director Casault reviewed minor changes from Harris and Company LLP to Policy 19 Sexual Orientation and Gender Identity.

RECOMMENDATION A

Moved/Seconded by Turner/Whalen:

THAT revised Policy 19 Sexual Orientation and Gender Identity be forwarded to the Board for approval at the May 10, 2022 public meeting of the Board of Education.

3. PRESENTATIONS

Nil

4. REPORTS

Nil

5. NEW BUSINESS

5.1 Financial Reporting Policies

Secretary Treasurer Taylor reviewed legislative requirements for financial reporting and accumulated operating surplus policies.

Policy 23 Financial Planning and Reporting recognizes the Board's responsibility for the effective use of public funds in providing the best possible education to the students in the communities it serves. This newly created policy has been reviewed by Senior Policy Analyst with the Ministry of Education and provides greater transparency and accountability for planning and reporting financial resources managed by the Board.

RECOMMENDATION B

Moved/Seconded by Whalen/Turner:

THAT Policy 23 be forwarded to the Board for approval at the May 10, 2022 public meeting of the Board of Education.

Secretary Treasurer Taylor reviewed the amendments to Policy 17 Accumulated Operating Surplus. This Policy outlines specific circumstances in which boards can restrict operating surplus, transfer available operating surplus to Local Capital and defines the limits of these restrictions. Policy 17 also aligns with the Framework for Enhancing Student Learning.

Revised Policy 17 and associated appendices (A, B, C) will be sent to the Senior Policy Analyst for final evaluation prior to the Policy Committee meeting on May 30.

6. ACTION ITEMS FOR FUTURE MEETINGS

Nil

7. CORRESPONDENCE

Nil

8. ADJOURNMENT

Moved/Seconded by Turner/Whalen:

THAT the Policy Committee meeting of April 26, 2022 adjourn at 1:41 p.m.

Have we channelled our data driven policies in directions that are positive, productive and equitable through our employees to our students?

DRAFT



**The Board of Education of
School District No.5 (Southeast Kootenay)**

MINUTES - STUDENT SERVICES MEETING

**April 26, 2022, 10:30 a.m.
Cranbrook Board Office**

Committee Members in Attendance: Co-Chair Trustee Krista Damstrom
Trustee Chris Johns
Trustee Kathryn Kitt

Regrets: Co-Chair Trustee Doug McPhee

Board/District Staff in Attendance: Chairperson Frank Lento
Trustee Trina Ayling
Trustee Bev Bellina (remotely)
Trustee Wendy Turner (remotely)
Trustee Patricia Whalen (remotely)
Superintendent Silke Yardley
Secretary Treasurer Nick Taylor
Director of Student Learning and Innovation Diane Casault
District Principal of Student Services Darcy Verbeurgt
Director of Student Learning & Aboriginal Education Jason Tichauer
Executive Assistant (recorder) Laurel Giesbrecht

1. COMMENCEMENT OF MEETING

1.1 Call to Order

The Student Services Committee meeting of April 26, 2022 was called to order at 11:47 a.m. by Co-Chair Trustee Damstrom.

1.2 Approval of the Agenda

Moved/Seconded by Johns/Kitt:

THAT the agenda for the Student Services Meeting of April 26, 2022, be approved as circulated.

1.3 Approval of the Minutes

Moved/Seconded by Johns/Kitt:

THAT the minutes of the Student Services meeting of February 22, 2022, be approved as circulated.

2. BUSINESS ARISING FROM PREVIOUS MINUTES

2.1 Update on Social Emotional Learning Centre (SELC)

The SELC staff is comprised of the SELC teacher and a SELC youth care worker (YCW). The intention was to increase support at T.M. Roberts Elementary School (TMRES). The YCW is half time at TMRES and half time at Highlands Elementary School (HES). Data collection continues to elude us on student performance in social-emotional learning. Teachers are adding more social-emotional learning into their days. Social-emotional, behaviour and health are often working together and across lines making it difficult to separate into two silos.

In spring, the plan was to add on Steeples Elementary School (SES). We are struggling to get the SELC teacher into schools other than HES. The YCW will continue to support TMRES. We will work with SES to identify what they have for social-emotional learning and see where they wish to go. District level programs go into schools on an invited basis.

With the funds invested into the SELC program, what is the plan going forward? Pre-COVID-19, the program was doing great, but it has been difficult since covid. It is important to recognize the impact that covid has had on the program. We need to find out if the program is still viable. We want to make sure it works if we are going to take the program throughout the district.

We had the GAUGE program for years prior to moving to the SELC program. The GAUGE program was successful. Could we incorporate elements of that program in the SELC program? We will review as things have significantly changed as far as the landscape of what we need to do. We need a complete picture before decision will be made.

RECOMMENDATION A:

Moved/Seconded by Johns/Kitt:

THAT the District Principal of Student Services surveys stakeholders and presents a report of pros and cons on the 3-year pilot of the SELC program at the May Committee meeting.

3. PRESENTATIONS

4. REPORTS

4.1 Update on Transition Activities

A large variety of transition activities are happening that include preschool, kindergarten, and transition from grade 6 in all communities. We do not have an update on grade 10's going to Mount Baker Secondary School (MBSS) this year. Grade 12 students are working in community services. We are thankful for the great things our counsellors do to help grade 12s in preparation for graduation.

Transition goal is for all kids experiencing a building change and what the spring transitions look like. We encourage all students who would benefit from this to participate. Students with learning disabilities or an anxiety in moving to the new building will be taken through the transition. Student services teams will come together to advise new schools on incoming students. Some transitions take place in June, others in September.

5. NEW BUSINESS

Information was requested on the pre-K and DIAL 4

DIAL 4 is a diagnostic tool that uses developmental indicators for assessment of learning and comes into use when children are transitioning from pre-school to kindergarten. The DIAL 4 assesses language and the social-emotional health of kids starting school. This is especially useful with those kids who have had no interaction with other children. We have looked at other districts and other screeners.

The DIAL 4 has been used in Frank J. Mitchell Elementary School (FJMES) for 5 years. Mardelle Sauerborn was in the kindergarten movement and recognised the importance of the motor, concepts, language, and human and social components of the program. Our speech-language pathologists (SLPs) at FJMES recognised it as a language screener and that is what they used. FJMES has shifted their entire kindergarten practice based on DIAL 4 results. All kindergarten students come in before classes are assigned and they go through the assessment. The school has found that they get a good language baseline, and the concepts portion is more fulsome than the Brigance. The student services teachers (SSTs) would like to use the DIAL 4 as part of their screening as Level B testing does not take place until grade 3. Kindergarten teachers at FJMES use the tool to learn what kids know so that they can plan their learning activities. The team was very clear that they are using it as a Level B assessment and are making sure they have the right mix of kids in a class.

Recognising the mental health concerns since the pandemic we have used the mental health grants to purchase kits for every school. The teachers from FJMES came and taught teams from all the elementary schools in our district.

Similarly, one school asked for release to review their Childhood Experiences Questionnaire (CHEQ) data. From that data, it was determined that they needed to set up their classes differently due to the results. These strategies may not get an education assistant (EA) in the classroom, but it may help to provide information on the class.

When gross and fine motor skills were assessed with the DIAL 4, it was discovered that many kids in that school had trouble holding a pencil. This was reviewed with an occupational therapist (OT) who then came in and spent time with the entire classroom, making suggestions to the teacher(s) on how to work with the students on this skill.

The DIAL 4 tool recognizes professional autonomy across our district. The tools' summary can be shared at School Based Team (SBT) meetings where what is being noticed can be shared at a school level. For example, it will show which kids are struggling in different areas and which may benefit from counselling.

Parents understand the premise behind catching the kids early. The DIAL 4 can help the SLP to discover things that parents may not have known or noticed if their child had not gone through the screening and the SLP can create tools for the parent to start working with their child.

For the Framework for Enhancing Student Learning (FESL), the DIAL 4 could determine the percentage of students not reading at a specific level and which are our most vulnerable schools. This tool gives us great data and will help us determine how to support and that is really the premise.

The SLP comes into the classroom and does very specific, targeted teaching in September and October. Previously, this would not be done until December. Once we find out the concepts and the fine/gross motor skills, it also allows us to bring the OT into schools in September rather than later in the year. The assessment looks at fundamental movement skills as well. SSTs and principals can now know what the class profile looks like and where they need to spend their time. SSTs can get in and work in kindergarten sooner rather than later.

A universal screening shows where the whole kindergarten population is functioning. The universal screening also tells us where in the district we need our services. All schools think they are the worst schools. This will help the principal and inform them on what services need to happen in their schools. DIAL 4 is a tool that pediatricians can look at and use in their diagnosis. Aboriginal education support workers (AESWs), YCWs, counsellors, SLPs, principals or vice-principals and kindergarten teachers make up the team.

Early intervention is key. They found that they got to meet each student before they became a problem. Parents spend time with the school principal completing the CHEQ during their child's screening. Any child with a diagnosis is assigned a classroom teacher. Work is done prior to the start of the school year.

Change is always hard, but we need to support people and we have done that by bringing them all together. After the school teams meet in mid Sept, intervention can start before the end of Sept.

6. ACTION ITEMS FOR FUTURE MEETINGS

6.1 Report on the 3-year pilot of the SELC program

6.2 Work with Trustee Johns on the Select Standing Committee presentation

7. CORRESPONDENCE

8. ADJOURNMENT

Moved/Seconded by Kitt/Johns:

THAT the meeting of the Student Services Committee be adjourned at 12: 38 p.m.

DRAFT



**The Board of Education of
School District No.5 (Southeast Kootenay)**

MINUTES - FINANCE/OPERATIONS/PERSONNEL COMMITTEE (PUBLIC)

**April 26, 2022, 12:30 p.m.
Cranbrook Board Office**

Committee Members in Attendance: Co-Chair Trustee Chris Johns
Co-Chair Trustee Kathryn Kitt
Trustee Bev Bellina (remotely)
Trustee Krista Damstrom

Board/District Staff in Attendance: Chairperson Frank Lento
Trustee Trina Ayling
Trustee Wendy Turner (remotely)
Trustee Patricia Whalen (remotely)
Superintendent Silke Yardley
Secretary Treasurer Nick Taylor
Director of Instruction and Human Resources Brent Reimer
Director of Student Learning and Innovation Diane Casault
Director of Student Learning and Aboriginal Education Jason Tichauer
District Principal of Transformative Learning Jennifer Roberts
District Principal of Student Services Darcy Verbeurgt
Executive Assistant, (recorder) Jane Nixon

1. COMMENCEMENT OF MEETING

1.1 Call to Order

The public Finance/Operations/Personnel Committee meeting of April 26, 2022 was called to order at 1:51 p.m. by Co-Chair Trustee Kitt.

1.2 Approval of the Agenda

Moved/Seconded by Damstrom/Johns:

THAT the agenda for the public Finance/Operations/Personnel Committee meeting of April 26, 2022 be approved as circulated.

1.3 Approval of the Minutes

Approval of the minutes from February 22, 2022.

Moved/Seconded by Bellina/Johns:

THAT the minutes of the public Finance/Operations/Personnel Committee meeting of February 22, 2022 be approved as circulated.

2. BUSINESS ARISING FROM PREVIOUS MINUTES

Nil

3. PRESENTATIONS

Nil

4. REPORTS

4.1 Secretary Treasurer

4.1.1 Health and Safety

4.1.1.1 COVID-19 Update

No significant updates. Facility joint use has been re-opened and the mask mandate has been lifted.

4.1.2 Budget Update

Secretary Treasurer Taylor gave update on the timelines for the 2022-2023 Budget (due at the end of June 2022).

4.1.3 Isabella Dicken Elementary Expansion

Secretary Treasurer Taylor provided an update on the expansion.

4.2 Superintendent

Nil

5. NEW BUSINESS

Nil

6. ACTION ITEMS FOR FUTURE MEETINGS

Nil

7. CORRESPONDENCE

7.1 District Occupational Health and Safety Committee Minutes

Minutes were reviewed

7.2 Finance Report

No report attached (missing from agenda in error)

7.3 Trustee Professional Development

Nil

7.4 Staff Travel Summary

July 2021-March 2022

Reviewed 2021-2022 travel summary to date. Trustee Johns noted the importance of monitoring all travel expenses.

8. ADJOURNMENT

Moved/Seconded by Damstrom/Johns:

THAT the public Finance/Operations/Personnel Committee meeting of April 26, 2022 be adjourned at 2:01 p.m.

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

DRAFT

BCSTA AGM 2022

April 20-23, 2022

Westin Bayshore Vancouver, BC

FROM GRIEF TO MEDICINE MOVING FORWARD WITH GOOD HEARTS

Welcome from President Stephanie Higginson

"I am honoured to welcome you to our 118th annual general meeting, and I wish to acknowledge we are holding our meeting on the traditional and unceded territories of the Musqueam, Squamish and Tsleil-Waututh Nations.

After three long years, we can finally assemble, face to face, to hold our AGM. In the spirit of coming together, our program this year concentrates on deep, personal connections as we focus on an Indigenous day of learning. Never before have we put together such a program. I am thrilled that our association has worked closely with Elders from throughout the province to structure the day, and I am honoured that they will join us to share their insight and wisdom. I also wish to highlight the contributions of the First Nations Education Steering Committee, with whom we will be signing an updated memorandum of understanding.

As trustees, we are tasked with bringing the public into public education. We are also responsible for modelling how to heal our communities as we work with the Indigenous rights and title holders to support the processes required for truth and reconciliation. I look forward to learning alongside you as we open our hearts to knowledge and understanding. We will also explore key subjects such as the BC Tripartite Education Agreement and the United Nations Declaration on the Rights of Indigenous Peoples and how they will shape our paths moving forward.

Unity has been a central theme throughout the year. We have been brought together time and time again by challenging circumstances, with all 60 boards working to support one another, uplifting those in need. I reflect on what a year it was as we rode the many waves of COVID-19, encountered wildfires that carved deep into the fabric of our communities and experienced floods that devastated towns, highways and support lines. In those darkest days, our members rose up and supported each other. The amazing coordination between boards was on full display as we worked together to support our students and provided them and their families with stability and care.

As we spend time learning together during the Indigenous Day of Learning, I hope that we find strength and inspiration. These hardships experienced over the past year challenged us, but together we helped each other heal. This stands as an example of how we must also support one another as we address the pain found deep in our history. Exploring these past traumas is vital, and as leaders in our communities, we must promote healing and understanding. We do this with action but also by listening with humbleness, humility and open hearts.

Our conference theme "from grief to medicine, moving forward with good hearts," encapsulates an entire journey in nine words. Together, we need to recognize the pain in our history and hear the truth. We must open ourselves to being a part of that healing together, and only then

can we move forward with the lessons learned, walking together with open minds and honest intentions. In Hul'qumi'num, the language of the lands upon which the board of education I serve is located, we use the word uy' shqwalnwun, which means "using a good heart and a good mind." It is only when you allow both your heart and your head to lead together that you can find true balance and move forward in a good way.

These teachings come to mind as we consider our business session, where we debate and discuss issues and concerns from throughout the province. I look forward to the spirited debates, challenges and insights that will arise. It is also critical to align your heart and mind when electing your board of directors for the upcoming year, who will aid you in guiding this crucial work."

Open Hearts

Overview

Consider the following as you participate in the Indigenous day of learning. You may also watch a description on YouTube.

Listen.

Be present.

We are experiencing oral history.

Listen to the sound and then the phonetic connections to the land.

Go with the flow.

Procedure

SD79 (Cowichan Valley) staff has prepared 215 cedar paddles to give to delegates to bring into Q'ushin'tul. The children are coming home.

Don't worry if you don't know the protocol. Indigenous Education Committee (IEC) members (identified by black and white eagle scarves) will be at the front of the line modelling appropriate protocols. They will lead you into the longhouse. Please follow their guidance to sit in the circle.

What you will see:

Approximately 15 minutes prior to sessions, attendees will be cued to gather in the foyer.

SD79 staff (identified by cedar headbands) will assemble in front of archway to lead people into the room and hand out cedar paddles to delegates.

EC members will lead delegates and model appropriate protocol for entering the room, including using the nail on the door.

IEC Members will gently guide the delegates to sit in the circle starting from the inside ring.

Professional Learning Committee (PLC) members (identified by green frog eagle scarves) will usher delegates into the lineup five minutes before the session.

Drummers and singers lead delegates through the archway.

Elders will enter at the end along with BCSTA's board of directors.

About the Logo

Teachings.

When we hear the word “teachings,” we think of our elders who share their teachings through ceremonies, cultural practices, and oral history of our people

Our elders are the strength of our communities, who pass down the knowledge, culture, and laws that connect us to our past, present and future.

As Coast Salish people, we are connected to the water, a part of cleansing traditions; cedar is used for healing, purification, ceremony and protective medicine to take away negative energy and to invite positivity into your space.

Wishing everyone participating to go into this conference with an open heart and open mind when you move forward in healing for the future of our communities.

Amber Cornick, Artist, Musqueam

Candidates Statements - see the Hub

Carolyn Broady - SD45 West Vancouver

Tim Bennett - SD57 Prince George

Janice Caton - SD71 Comox Valley

John Chenoweth -SD58 Nicola-Similkameen

Jane Fearing - SD6 Rocky Mountain

Bob Holmes - SD36 - Surrey

Roger Lavasse - SD93 - Conseil Scolaire Francophone

Tracy Loffler - SD75 Mission

Jen Mezei - SD41 Burnaby

Allison Watson - SD62 Sooke

Procedures and Rules of Order were outlined in the agenda.

Legislative Committee Committee Report.- see the Hub

2022 AGM MEETING MOTIONS

1. BCSTA COVID Working Group
2. Traditional Territory Acknowledgment in the BC School Act
3. Trustee Honourarium Framework
4. Indigenous Representation on Boards of Education
5. Access to Education for All Students
6. Student Voice
7. Universal Food Programs
8. Advocacy on the Truth and Reconciliation Calls to Action #'s 7, 10, 11, 12 and 57
9. Attributes of a BC Graduate Review Process
10. Climate Action - Remove BC Hydro Metering Cap
11. Safe Passing Distance for Saer routes to School
12. Funding for Outdoor Learning Spaces
13. Minimum Standards for Ventilation
14. Gender Inclusive Washrooms

15. Capital Funding Announcements

SUBSTANTIVE MOTIONS

CATEGORY BCSTA

1. BCSTA COVID Working Group

Submitted by: Northern Interior Branch

Be it Resolved:

That BCSTA reinstate the COVID working group in order to prepare and updated report to the Board of Directors regarding the extraordinary costs connected to COVID recovery in the 2021/22 school year as well as potential future costs related to the new norms and expectations coming out of the pandemic.

Rationale:

Districts did not receive the same funding for COVID expenses this year and no one expected COVID to be a factor for most district budgets for the 2022 school year. The information that is collected shows that districts are facing financial challenges in 21/22. The BCSTA should ask the Ministry to address this and respond to any future needs that emerge.

At this point, some districts are well above proposed budgets in TTOC costs. Support Staff replacement costs are also higher than anticipated.

The new norm from COVID is if you are sick, you stay home. You do a disservice to students and colleagues when you attend school when you are not well.

There is a concern that TTOC and Replacement Staff costs will not go back to pre-pandemic levels.

A lot of event driven reporting has been added to districts and there has been a compounding effect that has added to workload issues. This is a burden for small districts that must do the same number of reports no matter their size and staffing level. Workload issues have emerged that may result in the need to hire more staff and thus there will be cost increases.

References:

Moving Forward Rebuilding Education After Covid 19 BCSTA Report

This is an action motion and does not change or contradict any existing foundational or Policy Statement.

CATEGORY - PUBLIC EDUCATION GOVERNANCE

Our following Kootenay Boundary Motion passed!

2. Traditional Territory Acknowledgment in the BC School Act

***Submitted by Kootenay Boundary Branch

Be it resolved:

That the BCSTA request that the Ministry of Education and Child Care organize and participate with sector partners in analyzing and making recommendations to revise the BC School Act regarding the acknowledgment of traditional territories.

Rationale:

In order to proceed with the truth and reconciliation process, the BCSTA Kootenay Boundary Branch believes the flags of British Columbia, Canada, and Indigenous Nations, and the acknowledgment of traditional territories and the national anthem "O Canada" are important parts of the celebration of Canada as a country, British Columbia as a province and the traditional territory of Indigenous Peoples upon which all Districts reside. It is important to update our School Act to ensure it reflects these critical acknowledgements.

School Regulation, 265/89, sections 5 (10) and 5 (11) of the School Act, specifically state: “ensures that the Canadian flag and the BC flag shall be displayed at each school while in session” and is mute about the importance of our traditional territories.

References:

Truth and Reconciliation Commission of Canada - NCTR BC

Tripartite Education Agreement - FNSA

BC Declaration - BC Legislation on the Declaration on the Right of Indigenous peoples (bcdripa.org)

School Regulation, BC Reg 265/89, ss 5(10-12)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

CATEGORY - BOARDS OF EDUCATION

3. Trustee Honorarium Framework Submitted by: SD46 (Sunshine Coast)

Be it Resolved:

That the BCSTA develop a framework to assist Boards of Education in determining an appropriate honorarium that will attract and retain a diverse group of trustees and ensure equity in participation.

Rationale:

Diversity at the board table is part of a healthy democracy and effective governance. There is a lack of data on our trustee group and how the demographics of the trustee group is similar and dissimilar to other groups of local officials.

There is a lack of data on how issues of gender, race, economic status, family status, and education impact an individual’s participation on boards of education.

There are no guidelines or established framework to assist boards in determining and setting a fair and reasonable honorarium for their service.

This motion relates to Foundational Statement 1.2FS (Values).

4. Indigenous Representation on Boards of Education

Submitted by SD52. Prince Rupert

Be it resolved: That BCSTA request the Ministry of Education and Child Care and the First Nations Education Steering Committee explore means by which Indigenous Representation can form a part of each Board of Education.

References:

Declaration on the Rights of Indigenous Peoples Act

CATEGORY - STUDENTS

5. Access to Education for all students

Submitted by SD 40 New Westminster

Be it resolved.

That BCSTA develop a template to help Boards of Education remove barriers to registration for students with precarious or no immigration status in their Districts; and that the BCSTA calls on the MoE and Child Care to remove barriers for students with precarious or no immigration status.

Rationale:

The Universal Declaration on the Rights of the Child, signed by Canada in 1990 recognizes the right of a child to education, and protection against all forms of discrimination or punishment based on the status, activities, expressed opinions, or beliefs of the Child’s parents, legal

guardians, or family members.

The BC School Act clearly states that any school-age child who lives in a community is eligible for public education and requires the Ministry to provide funding for every student.

The late Anita Hagen, Minister of Education 1991-1993 spoke in the Legislative Assembly about the importance of ensuring students not be denied registration because of the immigration status of their parents.

In 1989 BCSTA participated in a review of the School Act. Our submission states: "all children resident in a district should be eligible to attend public School. School boards should not be asked to police the Immigration Act."

Etc.,Etc.,Etc.

6. Student Voice

Submitted by Vancouver Island Branch

That BCSTA establish a Student Voice Working Group to develop ways to include student voice in the work of the Association, with a report of recommendations to the Board of Directors.

Rationale:

Student voice and agency has become very important to decision-making by boards of education throughout the province. It is important that student voice and agency is included in the work of the Association. The intent would be to give geographically-diverse student youth a say in their education and their needs specific to their geographical settings. Student voice in BCSTA could include:

- establishing a working committee of students who can share their perspectives with BCSTA about issues of importance to students

- including students in our professional learning when appropriate, so that trustees can learn about programs and initiatives that are important to students

Etc.

This motion relates to Policy Statement 4.7.1 (Principles of Student Voice).

7. Universal Food Programs

Submitted by Northern Interior

Be it Resolved: That BCSTA request the the Ministry of Education and Child Care provide new funding to support universal food programs at all BC Public Schools.

This motion relates to Foundational Statement 4.3FS (Child Poverty and Learning)

8. Advocacy on the Truth and Reconciliation Calls to Action #'s 7,10,11,12, and 57

In favour of - too much typing. Read on the Hub.

CATEGORY - EDUCATIONAL PROGRAMS

9. Attributes of a BC Graduate Review Process

Submitted by: SD44 North Vancouver

CATEGORY - SCHOOL PREMISES, FACILITIES, SERVICES

10. Climate Action - Remove BC Hydro Metering Caps

Submitted by SD61 Great Vancouver Victoria

That BCSTA advocate directly to BC Hydro, the BC Utilities Commission, and the Ministry of Education and Child Care to request the removal of BC hydro's 100kW net metering caps in all public school facilities.

Rationale:

As Schools Districts work to build net zero buildings which use energy produced from on-site renewable energy, they are constrained in their efforts by BC Hydro's net metering caps which only allow for 100KW systems.

11. Safe Passing Distance for Safer Routes to School
Submitted by SD61 Greater Victoria

12. Funding for Outdoor Learning Spaces - SD39 Vancouver
This motion relates to Foundational Statement 9.FS Safe Environment

13. Minimum Standard for Ventilation SD39 Vancouver
That BCSTA request the the Ministry of Ed and Child Care provide minimum indoor air quality specs for existing building, addressing issues of ventilation, temperature regulation, and safety in response to recent natural disasters and the COVID pandemic.

14. Gender Inclusive Washrooms - Northern Branch
That BCSTA request that the Ministry of Education and Child Care support gender inclusive washrooms in public schools by providing new funding to retrofit existing facilities.
This motion relates to Policy Statement 4.2.6 (SOGI)

15. Capital Funding Announcements - Northern Branch
That BCSTA request that the Ministry of Education and Child Care accommodate districts with shorter construction seasons by approving capital projects by February 1st of each calendar year.

Rationale:

Many School Districts are limited to the months of July and August to complete major capital projects, a significant factor in announcing and awarding contracts.

Although applications for capital projects are submitted by Sept. 30th, School Districts are not able to award contracts until the official government release which typically occurs the following March, leaving School Districts attempting to award July and August contracts in April and May. The request would be to recommend a portion of the funding be allocated to capital projects for specific regions with shorter construction periods prior to March, thereby giving Districts the ability to get their capital responsibilities within the necessary timeframe.

Short term notification to contractors is leading to school districts paying premium costs to secure quality contractors, as announcements precede requests for proposals.

Saturday, April 23, 2022
Provincial Council Meeting
Salon 3 - Westin Bayshore Hotel
7:30 - 8:00 breakfast
8:00 to 8:45 - meeting

We used our devices to vote which was effective and prepared us for our AGM Voting session.

Our agenda was:

1. Adoption of Provincial Council Rules of Order.

Carried

2. Adoption of Proposed Agenda.

Carried

3. Approval of Minutes of February 12, 2022 Provincial Council Meeting Carried

4. Written Reports

4.1 Minutes of the Meeting of the Board of Directors held on 2022-01-11,
and 2022-02-11

Carried

4.2. Minutes of the Meeting of the Professional Learning Committee
held on 2022-03-02

Carried

4.3 Minutes of the Meeting of the Indigenous Education Committee
held on 2021-10-21 and 2022-02-10

Carried

4.4 Minutes of the Meeting of the Finance and Audit Committee held on
2022-01-06

Carried

4.5. Minutes of the Meeting of the Legislative Committee held on
2022-01-13

Carried

5. Action Items

5.1 BCSTA 2022/2023 Draft Budget

Approved

5.2 Appointment of Auditors

Approved

Trustee Linda Dolan introduced an action being taken in Canada to boycott
businesses dealing with Russia.

I forwarded her email and links to SD5 trustees and staff for information.

It was a great AGM dealing entirely with an Indigenous theme. We weren't on our time. There
were no breaks and we were instructed that we were to self-regulate. Different for many of us
but there was no stress. Stories were told and tears shed. A somber and reflective time. I
learned lessons and came away with a much deeper understanding of what our First Nations
have faced over time and Colonial rule.

Bev

2022 BCSTA AGM

From: Chris <cdcljohns@shaw.ca>
Sent: Sunday, May 1, 2022 8:48 AM
To: Frank Lento <Frank.Lento@sd5.bc.ca>; Nick Taylor <Nick.Taylor@sd5.bc.ca>; Silke Yardley <Silke.Yardley@sd5.bc.ca>
Subject: FW: Key City Theatre meeting

CAUTION: This email originated from outside of School District 5. Please do not share information, click links or open attachments unless you recognize the sender email address and know the content is safe.

Frank, Nick, Silke: I got this email from Doug Mitchell yesterday, who is pinch hitting for Wendy, and it would appear to be a concern for SD#5 and the Partnership with the City. Not sure if Nick knew this information so I thought I'd better forward it.

Chris

From: Douglas Francis Mitchell <douglaspattimitchell@gmail.com>
Date: Saturday, April 30, 2022 at 1:52 PM
To: Chris <cdcljohns@shaw.ca>
Subject: Re: Key City Theatre meeting

Ok, thanks.

Probably the most important issue is that the city wants to reduce their grant to KCT from \$125,00 per year to \$100,000 per year. Landon and Galen are going to meet with Mark Fercho to discuss the impacts of this decrease.

Doug

On Sat, Apr 30, 2022 at 12:17 PM Chris <cdcljohns@shaw.ca> wrote:

Doug: Typically it is short, a paragraph and just hit the highlights, upcoming events, that sort of stuff. Not everyone on the Board is a member or they are from out of town.

Given that the KCT is a Partnership with the School District/City anything that might impact upon the SD would be important to know. We can talk after your meeting and clarify what could go into the report.

Thanks,

Chris

District Enrollment as of May 2, 2022

School Name	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Amy Woodland Elementary	39	35	36	43	38	42	47	-	-	-	-	-	-	280
Elkford Secondary	-	-	-	-	-	-	-	30	37	33	37	29	25	191
Fernie Secondary	-	-	-	-	-	-	-	69	75	74	71	83	67	439
Frank J Mitchell Elementary	63	54	67	52	50	58	49	-	-	-	-	-	-	393
Gordon Terrace Elementary	36	35	38	39	38	44	49	-	-	-	-	-	-	279
Highlands Elementary	15	32	34	27	30	41	38	-	-	-	-	-	-	217
Isabella Dicken Elementary	84	74	91	72	76	64	75	-	-	-	-	-	-	536
Jaffray Elem-Jr Secondary	23	19	20	17	25	17	20	31	16	16	14	-	-	218
Kootenay Discovery School	7	8	4	6	5	3	7	5	11	22	18	11	99	206
Kootenay Educational	-	-	-	-	-	-	-	-	-	-	19	64	19	102
Kootenay Learning Campus	-	-	-	-	-	-	-	-	-	-	-	-	81	81
Kootenay Orchards	34	41	24	29	36	22	31	-	-	-	-	-	-	217
Laurie Middle School	-	-	-	-	-	-	-	122	120	131	-	-	-	373
Mount Baker Secondary	-	-	-	-	-	-	-	-	-	-	250	260	212	722
Parkland Middle School	-	-	-	-	-	-	-	158	155	131	-	-	-	444
Pinewood Elem - Cranbrook	20	14	20	15	17	17	28	-	-	-	-	-	-	131
Rocky Mountain Elementary	28	31	43	43	38	43	45	-	-	-	-	-	-	271
Sparwood Secondary	-	-	-	-	-	-	-	48	61	45	53	34	35	276
Steeple Elementary	31	28	31	26	19	30	31	-	-	-	-	-	-	196
T M Roberts Elementary	48	51	48	48	46	51	57	-	-	-	-	-	-	349
Total	428	422	456	417	418	432	477	463	475	452	462	481	538	5,921

**SCHOOL DISTRICT NO. 5
SOUTHEAST KOOTENAY**

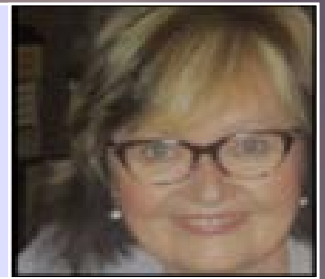
*STUDENTS
LOVE TO LEARN
HERE, STAFF
LOVE TO WORK
HERE,
FAMILIES LOVE
TO GATHER
HERE*

APRIL 2022





FROM THE DESK OF THE SUPERINTENDENT, SILKE YARDLEY



Dear students, staff and parents:

It is so nice to see the spring weather coming, the grass getting greener and spring flowers starting to bloom. This is a wonderful time to see regrowth and the promise of what is to come.

Spring means that I am close to retiring from a position that I have thoroughly enjoyed and will remember fondly. I want to thank the Board, staff and parents for making me feel so welcome when I moved to the East Kootenays.

School District 5 is a strong, passionate district that is always looking out for what is best for the students and staff. If you have had a chance to look at our School District 5 Facebook page, you will see some of the incredible opportunities for our students each day. That is just one example of the commitment, passion and caring that we all have for our students and each other.

As I am heading into retirement, I will remember my time here very fondly, and remember all the wonderful people I met, and the beauty of the area. I look forward to keeping in touch with the friends I have made, and I am looking forward to seeing where the district goes from here.

I am also very pleased to welcome Viveka Johnson, who will be your new superintendent as of August 1, 2022. It is so nice that she is coming home to her district which she loves and is passionate about. She will be an excellent addition to your district, and I know with her passion, her caring, her experience and her commitment to School District 5, she will lead and support the district professionally and passionately, all the while keeping our students in the forefront.

All the best, and take care of yourselves,

Silke Yardley

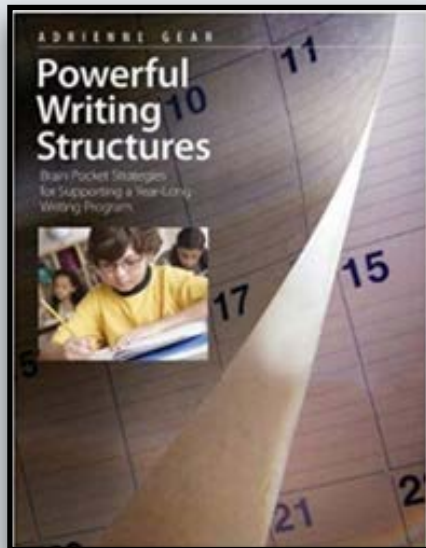
Vision	Mission	Values
Students love to learn here, staff love to work here, families love to gather here.	Our students will graduate with dignity, purpose and options.	Respect, Vision, Fairness, Collaboration, Integrity, Inclusion

COLLABORATIVE INQUIRY

Primary staff from both Frank J Mitchell and Rocky Mountain Elementary schools met with our District Literacy teacher, Erin Jones and TM Roberts teacher, Kerstin Varley on April 7th & 8th at the KLC in Fernie to examine an intervention resource and have an open conversation around early literacy practices. The conversations were open and informative and centered around how to best support our emerging and developing readers; best practice in reading intervention; and some potential next steps. Thank you so much to Kerstin Varley for sharing your knowledge and experience.

RSA DAY

Teachers from most of the elementary schools around the district joined District Literacy teacher Erin Jones, for a full day of learning. They discussed the elements of a powerful writing program, including how to plan, teach, support and assess with intent. They looked at the work of Steve Graham, and the resources of Adrienne Gear to develop a vision for writing that supports all learners. Participants explored how to support emerging and developing writers and intertwine their reading and writing programs to create meaningful, and joy filled experiences for the teacher and the students. Each participant received a copy of Adrienne Gear's Powerful Writing Structures.



KEEP TALKING...

Students in Mlle Brower's senior French class at Elkford Secondary practiced their communication skills to solve a series of puzzles using virtual reality. Students practiced in a fast-paced, high stakes game using their problem-solving skills and a lot of teamwork.



3-2-1 GO!

The Fernie Design Lab has been buzzing with activity with classes coming from across the Elk Valley. Students from Rocky Mountain, FJ Mitchell and Isabella Dicken discovered the fun of robotics and coding using the Lego WeDo building sets. They tested their models using different tire sizes and pulley placements while tweaking their computer code to make their cars go faster. Students tested their race cars on the running track at Fernie Secondary.



Objective: to improve students' ability to be literate at each grade level with an initial focus on the primary years.

Possessing proficient literacy skills gives students the ability to communicate clearly and effectively. Lacking these skills places students at a tremendous disadvantage. Literacy creates opportunities for people to develop skills that will help them provide for themselves and their family as well as becoming positive contributors to society. Literacy is essential to developing a strong sense of well-being and citizenship. Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees.

CLASSROOM ARCADE



Under the tutelage of teacher librarian, Marie Hansen, Mrs. Vander Schee's Grade 5 students at Rocky Mountain Elementary are becoming experts at coding using the Scratch coding program. Mrs. Froehler joined the classroom spending two afternoons introducing them to another coding platform. Students created simple computer games using a platform called Makecode Arcade. Students then transferred their game to a handheld device called the Kitronik ARCADE. They then tested them using the gamepad. The device was able to display the game in color and students were able to use the buttons on the gamepad to play their game.



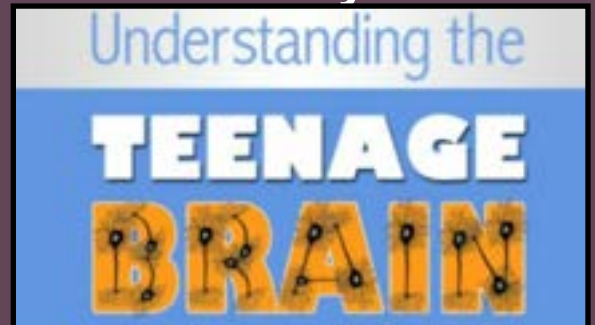
NEW FRENCH IMMERSION DIGITAL RESOURCES

Coming this July 2022, all French Immersion **FOCUSED** K-7 schools will be EDUCATION RESOURCES provided access to these quality Canadian digital resources as part of their Focused ED membership.

IDÉLLO includes over 15,000 French educational resources: videos, games, websites, applications, and teaching tools. These are curated, relevant, and categorized by subject and grade level.

Live It Earth* is a B.C. bilingual (EN/FR) resource with a focus on place-based hybrid learning experiences. It includes hours of cross-curricular programming, informed by Indigenous perspectives, and extensive instructional resources. (*Live it Earth will be available to all K-7 English stream schools as well.)

**Back by Popular
Demand, DPAC
Presents Gary Anaka**



May 24 7:00 - 8:30 p.m.
R.S.V.P. to sd5dpac@gmail.com

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MAGNITUDE TEN EFFORT

Students from Mrs. Eadie's grade 4/5 class at TM Roberts and Mrs. Porter's grade 5 class at Amy Woodland

attempted to build structures to withstand a magnitude 10 Lego earthquake. It was a perfect challenge to



practice the design process. Most groups started the day with their buildings failing at magnitude 2 and 3 however, through improvements and innovations throughout the day, many students survived magnitude levels 7, 8 and 9. A couple of groups structures even withstood magnitude 10!

COMPASS PROGRAM

On April 13th, as part of the Compass Program at Laurie Middle School, students spent the morning with the Columbia Outdoor School perfecting their natural shelter building and learning about tarp shelters.



They also played some fun games while learning about different animals. Even though it was chilly, they had a great day getting outdoors without the snow!



CARDBOARD PLAYGROUNDS

Grade 4/5 students at Highlands created cardboard playgrounds using simple machines and make-dos.

The students designed, created, then tested their playgrounds



out using stuffed animals. This was a great cross-curricular project where students explored connections to the core competencies.

IT MELTED

Mr. Flegel's grade 2/3 class at Kootenay Orchards had to abandon their goal of creating a luge track in the back of the field because it did not snow enough. A lot of planning went into the project, including brainstorming, analyzing Olympic luge tracks, and measuring the slope of the hill behind the school. They are keen to try again next year after they got a taste of what it could be by taking a field trip to Kimberley for one last bit of winter fun. They tobogganed down a homemade luge track, went snowshoeing, and made cardboard boats to race down the creek.



Objective: to improve students' skill and confidence in numeracy.

Numeracy is necessary for everyday living. From daily activities like telling the time, baking and playing cards, to more difficult tasks such as understanding budgeting, planning a trip, reading a map and understanding timetables. Numeracy is important for individuals to develop logical thinking and reasoning strategies in their everyday activities as well as different career opportunities. We need numeracy to solve problems and make sense of numbers, time, patterns, and shapes for activities like cooking, reading receipts, reading instructions, and even playing sports.



Backpack Buddies

Backpack Buddies is an amazing organization out of North Vancouver that reach out to British Columbia's most vulnerable children; those who face food insecurity over the weekend. Each student registered receives one bag of food each weekend. Each bag of food includes nine meal items, fresh fruit and snacks; enough food to last the entire weekend and beyond. Each bag is ready to eat, non-perishable, and familiar. Backpack Buddies works with schools across BC to deliver food directly to kids through their partnership with BC schools.

Every two weeks, our district receives two pallets of food provisions. They are sorted at the board office and delivered to each school that has requested them. The bags are discreetly distributed to the kids that need them through their Youth Care Worker. Since November, the program in our district has grown from supporting 59 students to 103! We are so thankful for this program and the support they provide these students. Check out their website for more information or to donate.

<https://www.backpackbuddies.ca/>

STRONGSTART'S FAMILY FUN NIGHT!

Family Fun Night has come to an end for this school year. It was held at Amy Woodland Elementary on Tuesdays evenings and at Steeples Elementary on Thursdays evenings. A light supper was provided for the families and lots of gym time available. The program had full attendance at both schools.



Watch for it to start up again in the fall. Sign up will be required and there will be space for 8 families.



CHICKS, CHICKS, AND MORE CHICKS



Our 6 incubators, chick life cycle kits, posters, and brooder lights have been put to good use this spring and as promised, we have started getting reports of successful hatches.

Carolyn Cross' kindergarten class at Kootenay Orchards welcomed 24 chicks late last month as they learned about oviparous animals, eggs, the chick life cycle, and the care of baby animals.



READY, SET, LEARN

All of our elementary schools have set dates for their Ready, Set, Learn events and a number have already taken place. Kindergarten orientations will take place during the month of June.



Objective: to improve the percentage of students who feel there are two or more adults in their school who care about them.

Young people need to be surrounded by people who love, care for, appreciate and accept them. Other adult relationships are one of the positive supports that young people need to succeed. A resiliency is fostered when the young person receives support from three or more non-parent adults.

MEET ÉCOLE TM ROBERTS'S NEWEST STUDENT

On Tuesday, April 26, 2022, École TM Roberts staff and students welcomed a new friend who joined their community from Ukraine.

This little boy along with his mama and younger brother left behind the world they once knew including their beloved Papa. They have come to Cranbrook to live in peace and are currently living with family.



Despite speaking very little English, he will catch on quickly! His cousin who is in French Immersion at École TM Roberts and is also from Ukraine has been a big help with interpreting and providing encouragement and moral support along the way; this included taking the bus to school on day one!



Miss Sheryl, her student teacher Miss Fletcher and the students have been so kind and welcoming and the excitement of baby chicks hatching made for the best first day ever!

When the ELL teacher was in to observe she said, "He couldn't be in a better place. I was so impressed with her warmth and understanding. She gave him a present as he left for home yesterday. You can't tell me that teachers can't change lives. She even had sunflowers on the wall."

As a community, we have an amazing opportunity; we will make a difference in the life of a child who at the age of 8 has already been through more than most can ever imagine. What a brave, strong human. We can learn so much from this young child.



As he left from his first touring of his new school, he said, "I am happy."

That is what really matters in life!



Objective: to improve the quality of student's feeling welcome, safe and connected to their school community.

Maslow's Hierarchy of Needs, states basic needs must be met before humans can feel safe and secure. Those humans need to feel safe and secure before they can trust relationships and love that strengthens the sense of belonging. Belonging is essential before a person develops enough self-esteem and worth to create a feeling of accomplishment. All these need to be in place to achieve one's full potential.



Mental Health First Aid Basic is intended for adults interacting with adults (18 years and older). This course focuses on the four most common mental health disorders including substance, mood, anxiety and trauma, and psychotic disorders. Participants who take this course are well prepared to interact confidentially about mental health with their family, friends, communities, and workplaces.

On May 17 and 18, we will have 25 participants from across our district attend this two-day training event provided to us by the Canadian Mental Health Association.

“We acknowledge the financial support of the Province of British Columbia through the Ministry of Education.”

Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. Although ASIST is widely used by healthcare providers, participants don't need any formal training to attend the workshop — anyone 18 or older can learn and use the ASIST model. This session will be provided, in partnership with the Canadian Mental Health Association, to select staff on June 14th & 15th at the KLC in Fernie.

INTRODUCING LIVE IT EARTH

Coming to the BC Digital Classroom this fall. The District Resource Center is so excited about the partnership School District 5 and Focused have worked out with this new Canadian-developed Digital Science Resource! Teachers and administrators can get a sneak peek at the latest here:

[Live It Earth Link.](#)

Have you checked out [CBEEN's Spring Virtual Workshop Series?](#)

There are still four sessions left in this outdoor learning opportunity!

4 PM PT / 7 PM ET Thursdays Apr - Jun 2022

CBEEN's Outdoor Learning 2022 Spring Virtual Workshop Series!

14 April 2022 Mapmaking with Children: Sense of Place Education for the Elementary Years	21 April 2022 Looking Closely: Supporting K-7 Emergent Inquiry Outdoors	28 April 2022 The School Garden Curriculum: Discovering Science, Ecology & Whole-Systems Thinking
12 May 2022 Walking Forward: Indigenous Perspectives in Learning from Place	26 May 2022 FoodCycler for Schools: Activating School Communities to Reduce Food Waste	9 June 2022 Indigenous Resources for Educators and Learners

TAKE ME OUTSIDE

REGISTER AT CBEEN.CA/WORKSHOPS

Objective: students will successfully graduate with BC Graduation certificates (Dogwood) that will better lead to attaining career and occupational objectives.

Student completion of the Graduation program with a Dogwood certificate is a necessary and vital prerequisite to a successful transition to post-secondary programs or to viable employment. A successful graduation is important to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace

LEGACY OF LEARNING CONNECTS THE BASIN



[Articulate Spring 2022 web.pdf \(wkartschoolcouncil.com\)](https://www.wkartschoolcouncil.com/web/2022/Spring/Articulate_Spring_2022_web.pdf)
by Erin Knutson

CBIRH board chair and SD#5 Trustee Chris Johns (left) and CBIRH founder Derryl White celebrate the installation of a Jaffray history digital display at the First Perk Coffee House. Photo: Erin Knutson

Since its inception in 2013, the Legacy of Learning Project has built bridges in the community. The Columbia Basin Institute of Regional History (CBIRH) has partnered successfully with School Districts #5 and #6 to preserve the unique educational history of the communities in those areas.

Through the partnerships, the CBIRH has brought childhood roots back to life. Its mission is to preserve and save precious school memorabilia through multimedia presentations, yearbook displays and the archiving and exhibition of artifacts.

As the project expands, the delivery methods continue to grow as the CBIRH team embarks on a journey to tell the story of the Columbia Basin's history through its schools.

"Our community needs to know from whence it came, what the training ground was where we learned to proceed civilly," says CBIRH historian and founder, Derryl White.

White recognized a need to prevent further losses when he saw the disposal of school items with the change of an administration or the closing of a school. People's lives and childhood memories forever lost to the abyss of a landfill or a basement sparked the movement by the CBIRH to ensure that institutional memory remained a vital part of local history.

"Right now, we are working on growing the network and letting communities in these districts know that we are collecting the educational legacy of the region," says White.

According to White, unearthing the foundations on which society is built through the education of young people while preserving and presenting these collective educational memories through different mediums is paramount to the area's identity. "School memories are things that build as one grows older, fostering a pleasing sense of community."

The impetus for the project resulted from a combination of elements, including the work of SD#5 trustee and CBIRH board chair Chris Johns. Johns was instrumental in developing and constructing a relationship with the school districts. A lifelong educator, Johns' interest in preserving the legacy of his students was part of the vision to create multimedia exhibits for several locations, including the SD#5 and #6 board offices, the Kootenay Learning Campus and First Perk Coffee House in Jaffray. "It's part of the mission to protect school legacy through the storage and preservation of it," he says.

Johns believes that learning about school history is vital to progress. However, without an attempt to retain and showcase school history, the story at the foundational level has missing pieces. "Learnings about the past are lessons going forward," he says.

With the help of SD#5 board chair Frank Lento, Johns transformed the CBIRH office in Cranbrook to include an archives room for artifact storage and to house a school trophy exhibit. The room itself is a mark of progress for the project and the CBIRH. It continues to evolve, representing a change for the Institute, which has grown despite the pandemic and ever-changing funding streams in the heritage, arts and culture sector.

Along with former CBIRH executive director and current business manager Anna Majkowski, volunteers, donations and the help of board members, the Legacy of Learning Project is beginning to find traction with the goal to encompass the entire Columbia Basin. "We want to look at how different the Kootenays are compared with larger areas. Working on this project has helped us define Basin culture, which is different from the Lower Mainland and rooted in schools," says Majkowski.

Majkowski emphasizes that grad boards (thumbnails of individual grad class photos) and yearbooks are being siphoned off and discarded, erasing valuable school landmarks. "If we don't have access to these visuals, childhood memories are lost, people's roots to their communities are lost."

As the project proceeds, representing all the schools within the region and showcasing their history is at the forefront of the CBIRH's agenda. "Legacy of Learning will help foster ideas for the communities about where they've grown up and where they've come from while documenting and providing an opportunity to learn from the past. Community starts with the schools," says Majkowski.

As the CBIRH moves forward with this project and others, school history is one way the Institute will continue with its mandate to protect and showcase local history.

For more information on the CBIRH, visit basininstitute.org. To view the organization's work in the South Country visit trianglewomensinstitute.ca.

Erin Knutson is the executive director of the Columbia Basin Institute of Regional History.

LOCAL EDUCATION AGREEMENT

At the end of April, the team was very excited to travel to Tobacco Plains to meet face to face to discuss a Local Education Agreement. While there have been a series of successful meetings online, this was the first opportunity to meet in person. We are progressing well through the provincial template and very much look forward to implementing the positive, proactive ideas being discussed at the table.

CORE COMPETENCIES WORK

The Indigenous Education department has been happy to work with teachers from Highlands Elementary on incorporating Ktunaxa animals and artistry into a Core Competencies project. Thanks to the teachers and Faye O'Neil for taking on this project and presenting it to others in the district (and beyond!).

HUMAN RESOURCES UPDATE

With less than 2 months left in this school year, Human Resources is in full swing of planning this year's retirement party. This year's celebrations will take place on June 9, 2022, at the Prestige in Cranbrook with invitations going out early next week.

We have posted two exciting vice principal opportunities, one at Jaffray Elementary Jr. Secondary School and another in Cranbrook at Kootenay Orchards Elementary School. We are also in the process of searching for a Principal at Elkford Secondary School. As we start to wind down the CUPE postings for this year we are already planning for the next school year as we continue to recruit in the areas of mechanics, plumbers, education assistants, aboriginal education support workers and bus drivers. We also have a posting on our website for teachers teaching on call for next year and we expect to start short listing successful applicants over the next few weeks.

Please visit our website for more details or email HR@sd5.bc.ca.

MINISTRY OF EDUCATION



Children and Youth with Support Needs Framework Engagement: The Ministry of Children and Family Development is inviting families, services providers, and sector partners to participate in an [online survey](#) on the [Children and Youth with Support Needs \(CYSN\) Service Framework](#). The CYSN Service Framework describes a vision for a new, provincial service-delivery model. The survey is open until September 9, 2022. Please visit govTogetherBC for more information.

Leading Change Program: Applications are being accepted until April 29 for the Leading Change program. Developed by the Early Childhood Educators of BC (ECEBC) and the non-profit Social Research and Demonstration Corporation (SRDC) and funded by Women and Gender Equality Canada, this 18-month program (May 2022-October 2023) is for ECEs who are interested in developing a local community change project that positively impacts the Early Care and Learning sector. Register for a Q&A session on April 20 at 6:30 pm PT to learn more about the program.

Moose Hide Campaign Day 2022: This year the Moose Hide Campaign Day of ceremony and fasting is taking place on May 12, 2022. Please visit the [Moose Hide Campaign website](#) to order pins, register for the livestreams, or find educational resources.

Traditional Foods and Indigenous Recipes Webinar: There is still space to register for the webinar on May 12, 2022, from 3:00 pm – 5:00 pm. The webinar will include a presentation from three Indigenous chefs and knowledge keepers on the findings from Feed BC's 2020 Traditional Foods and Indigenous Recipes in B.C.'s Public Institutions report, with a discussion on how schools can consider ways to integrate Indigenous recipes and traditional foods and practices for B.C. schools. Please send an email to christina.waters@gov.bc.ca by May 9 to register.

TRUSTEE ELECTION BYLAW - 2022

**BOARD OF EDUCATION
Of
SCHOOL DISTRICT NO. 5 (SOUTHEAST KOOTENAY)**

A bylaw to provide for the determination of various procedures for the conduct of general school elections and other trustee elections.

Preamble

Under the *School Act*, the Board of Education may, by bylaw, determine various procedures and requirements to be applied in the conduct of trustee elections.

In School District No. 5 (Southeast Kootenay) trustee elections are held in the in the following trustee electoral areas:

<u>Trustee Electoral Area</u>	<u># of Trustees</u>	<u>Trustee Electoral Area Description</u>
Trustee Electoral Area 1	1	The Corporation of the City of Fernie
Trustee Electoral Area 2	1	District of Sparwood
Trustee Electoral Area 3	1	District of Elkford
Trustee Electoral Area 4 (Electoral Area B of the RDEK)	1	Regional District of East Kootenay
Trustee Electoral Area 5 Corporation of the City of Cranbrook and Electoral Area C of the RDEK)	5	The Corporation of the City of Cranbrook and the Regional District of East Kootenay

The Board of Education of School District No. 5 (Southeast Kootenay) wishes to establish various procedures and requirements under the authority of the *School Act* for trustee elections.

[References: School Act, s.37, s.38(4)]

The Board of Education of School District No. 5 (Southeast Kootenay), in an open meeting of the Board, enacts as follows:

1. Definitions

The term used shall have the meanings assigned by the *School Act*, the *Local Government Act* and the *Local Elections Campaign Financing Act*, except as the context indicates otherwise.

‘Board of Education’ or “Board” means the Board of Education of School District No. 5 (Southeast Kootenay).

‘by-election’ means a trustee election to fill a vacancy on the Board in any of the circumstances described in section 36 of the *School Act*.

‘election’ means a trustee election.

‘General Voting Day’ means the date on which general voting for a trustee election is to take place, whether part of the general school elections or a by-election.

‘Minister’ means the Minister of Education.

‘Regional District’ means the Regional District of East Kootenay.

2. Application

This bylaw applies to both general school elections and by-elections, except as otherwise indicated in this bylaw.

3. Order of Names on Ballot

The order of names of candidates on the ballot will be alphabetical.

[References: School Act s.46 (4), Local Government Act s. 116]

4. Resolution of Tie Votes After Judicial Recount

In the event of a tie vote after a judicial recount, the tie vote will be resolved by lot in accordance with the *Local Government Act*.

5. Number of Nominators Required

As per section 86(1)(a) of the *Local Government Act*, the minimum number of qualified nominators for a trustee candidate in School District No. 5 (Southeast Kootenay) is two.

6. Trustee Elections Conducted by Local Governments

- 6.1. In Trustee Electoral Area 1, if the City of Fernie conducts all or a part of the trustee election, the elections bylaws of the City of Fernie, as they may be amended from time to time (including bylaws that address the use of voting machines), apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.
- 6.2. In Trustee Electoral Area 2, if the District of Sparwood conducts all or a part of the trustee election, the elections bylaws of the District of Sparwood, as they may be amended from time to time (including bylaws that address the use of voting machines), apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.
- 6.3. In Trustee Electoral Area 3, if the District of Elkford conducts all or a part of the trustee election, the elections bylaws of the District of Elkford, as they may be amended from time to time (including bylaws that address the use of voting machines), apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.

- 6.4. In Trustee Electoral Area 4, if the Regional District of East Kootenay conducts all or a part of the trustee election, the elections bylaws of the Regional District of East Kootenay, as they may be amended from time to time (including bylaws that address the use of voting machines), apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.
- 6.5. In Trustee Electoral Area 5, if the City of Cranbrook conducts all or a part of the trustee election, the elections bylaws of the City of Cranbrook, as they may be amended from time to time (including bylaws that address the use of voting machines), apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.

7. Website Access to Candidate Nomination Documents and Campaign Financing Disclosure Statements

- 7.1. The Board authorizes public access, during the regular office hours at the Board's office, to nomination documents of trustee candidates by internet or other electronic means until 30 days after declaration of the election results.
- 7.2. In accordance with the *Local Elections Campaign Financing Act*, the Board will make available to the public for inspection during the regular office hours of the Board's head office, the trustee candidates' campaign financing disclosure statements and supplementary reports until 5 years after general voting day for the election to which the trustee's campaign financial disclosure statements and supplementary report relate either by providing
- (a) access by internet, or
 - (b) a copy of that information for inspection
- 7.3. Before providing the services under section 7, the Board, requires the person requesting the service to:
- (a) satisfy the Board that any purpose for which personal information is to be used is permitted by section 63 of the *Local Elections Campaign Financing Act* [restrictions on use of personal information], and
 - (b) provide a signed statement that
 - (i) the individual, and

- (ii) if applicable, any individual or organization on whose behalf the first individual is accessing, inspecting or obtaining the copy or other record will not use personal information included in the copy or other record except for a purpose permitted under the *Local Elections Campaign Financing Act*.

Title

This bylaw may be cited as ‘School District No. 5 (Southeast Kootenay) Trustee Election Bylaw-2022’.

School District No. 5 (Southeast Kootenay) Trustee Election Bylaw No 2018 is hereby repealed.

Read a first time the 10th day of May, 2022

Read a second time the 10th day of May, 2022

Read a third time, passed and adopted the 10th day of May, 2022

Chairperson of the Board

Corporate Seal

Secretary Treasurer

I hereby certify this to be a true and original copy of School District No. 5 (Southeast Kootenay) Trustee Elections Bylaw adopted by the Board on the 10th day of May, 2022.

Secretary Treasurer