



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

May 14, 2024, 3:00 p.m.  
Kootenay Learning Campus - Fernie

**Pages**

**1. COMMENCEMENT OF MEETING**

**1.1 Call to Order**

**1.2 Greeting**

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

**1.3 Chairperson's Opening Remarks and Recognitions**

**1.4 Opening Round**

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

**1.5 Consideration and Approval of Agenda**

**1.6 Approval of the Minutes**

6

Approval of the minutes from April 9, 2024

**1.7 Receipt of Records of Closed Meetings**

13

**1.8 Business Arising from Previous Minutes**

**2. RECEIVING OF DELEGATIONS/PRESENTATIONS**

**3. COMMITTEE REPORTS/TRUSTEE REPRESENTATIVE REPORTS**

**3.1 Advocacy Education Committee**

14

Co-chair Trustee Ayling

**RECOMMENDATION A:**

THAT the Learning Strategies Board Authorized Course be approved by the Board of Education.

**RECOMMENDATION B:**

THAT the English Language Learners Board Authorized Course be approved by the Board of Education.

**RECOMMENDATION C:**

THAT a letter of concern be written by the Board of Education to the Premier and Minister of Forests regarding the proposed aerial spraying of Foray 48B over the City of Cranbrook.

**RECOMMENDATION D:**

THAT a letter of support be written by the Board of Education to BCIT in support of the expansion and improvement of the program to increase trades and technical teachers in British Columbia.

**3.2 Policy Committee**

46

Co-chair Trustee Turner

**RECOMMENDATION A:**

THAT the Generative Artificial Intelligence (AI) Policy be approved by the Board of Education.

**3.3 Student Services Committee**

51

Co-chair Trustee Bellina

**3.4 Finance Operations Personnel Committee** 54

Co-chair Trustee Johns

**RECOMMENDATION A:**

THAT the Board continues discussion with the Cranbrook Pickle Ball Club and that District Management investigate the viability of the proposal. Information will be brought back to the Finance Operations Personnel Committee for further review.

**RECOMMENDATION B:**

THAT the Board be a signatory to the letter from Saanich Board Chair, Tim Dunford.

**RECOMMENDATION C:**

THAT the draft Board and Committee Meeting Calendar for 2024/2025 be approved.

**3.5 BCSTA /Provincial Council**

**3.6 Communications Media Committee** 67

**3.7 Mount Baker Secondary School Replacement Committee**

**3.8 Key City Theatre** 68

**3.9 Legacy of Learning**

**3.10 French Immersion Update**

**3.11 Traffic Safety Committee**

**3.12 Trustee Reports/Bouquets** 69

**4. SECRETARY TREASURER'S REPORT TO THE BOARD**

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

**4.1 Updates**

**4.1.1 Feeding Futures Advisory Committee**

**4.1.2 Grasmere Community Consultation Process** 70

**4.2 Recommendations**

<b>5.</b>	<b>SUPERINTENDENT'S REPORT TO THE BOARD</b>	<b>73</b>
5.1	Updates	
5.1.1	Child Care	85
5.1.2	Framework for Enhancing Student Learning (FESL)	
5.1.3	Strategic Planning Process	
5.2	Recommendations	
<b>6.</b>	<b>CHAIRPERSON'S REPORT</b>	<b>89</b>
6.1	Updates	
6.1.1	<b>BCSTA Annual General Meeting Report</b>	91
	Motions passed at the AGM in Vancouver	
6.1.2	<b>BCSTA Visit to the District</b>	102
	On April 29 the District hosted BCSTA executives, Carolyn Broady (President) and Suzanne Hoffman (CEO) in Cranbrook. Their visited included a tour of Mount Baker Secondary with the Board of Education. They also had a tour of the Cranbrook catchment areas in one of the electric buses.	
6.2	Recommendations	
<b>7.</b>	<b>NEW BUSINESS</b>	
7.1	Business Arising from Delegations	
7.2	Annual Budget Bylaw (First Reading)	104
	THAT the 2024/2025 Annual Budget Bylaw be read for the first time on May 14, 2024.	
<b>8.</b>	<b>ITEMS FOR INFORMATION/CORRESPONDENCE</b>	
8.1	May 14 Community Engagement Night Fernie Secondary	
8.2	May 15 Community Engagement Night Jaffray Elementary Junior Secondary	
8.3	May 16 Feeding Futures Advisory Committee Meeting	
8.4	May 17 School Not in Session	

- 8.5 May 20 Victoria Day
- 8.6 May 21 Community Engagement Night Rocky Mountain Elementary
- 8.7 May 23 Community Engagement Night Mount Baker Secondary
- 8.8 June 1 Sparwood Secondary Graduation Commencement
- 8.9 June 13 Retirement Dinner
- 8.10 June 27 Elkford Secondary Graduation Commencement
- 8.11 June 28 Fernie Secondary Graduation Commencement
- 8.12 June 28 Mount Baker Secondary Graduation Commencement

9. QUESTION PERIOD

10. CLOSING ROUND

11. ADJOURNMENT

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



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

**April 9, 2024, 3:00 p.m.  
Cranbrook Board Office**

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

Regrets: Trustee Bev Bellina

Staff Present: Superintendent Viveka Johnson  
Secretary Treasurer Nick Taylor  
Director of Instruction Human Resources Brent Reimer  
Director of Student Learning and Indigenous Education Jason Tichauer  
Director of Student Learning and Innovation Diane Casault  
Operations Manager Joe Tank  
District Principal Student Services Darcy Verbeurgt  
District Principal Early Learning and Child Care Laura-Lee Phillips  
District Vice Principal Human Resources and Health & Safety Jaslene Atwal  
Executive Assistant to Secretary Treasurer and Superintendent (recorder)  
Jane Nixon

**1. COMMENCEMENT OF MEETING**

**1.1 Call to Order**

Chairperson McPhee called the April 9, 2024, regular public meeting of the Board of Education to order at 3:07 p.m.

**1.2 Greeting**

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

**1.3 Chairperson's Opening Remarks and Recognitions**

Chairperson McPhee extended condolences to the families of Maria Anne DeKolver and John Formenti.

Chairperson McPhee recognized the Frank J Mitchell Elementary School Reading Room.

**1.4 Opening Round**

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

**1.5 Consideration and Approval of Agenda**

**MOTION R-24-053**

Moved/Seconded by Johns/Turner:

THAT the agenda for the regular public meeting of the Board of Education of April 9, 2024, be approved as circulated.

**CARRIED UNANIMOUSLY**

**1.6 Approval of the Minutes**

Minutes of the Public meeting of the Board of Education of March 12, 2024

**MOTION R-24-054**

Moved/Seconded by Johns/Ayling:

THAT the minutes of the regular public meeting of the Board of Education of March 12, 2024, be approved as circulated.

**CARRIED UNANIMOUSLY**

**1.7 Receipt of Records of Closed Meetings**

**MOTION R-24-055**

Moved/Seconded by Heckendorf/Clarke:

THAT the Board accept the closed records of the in-camera meetings of the Board of Education of March 12, 2024.

**CARRIED UNANIMOUSLY**

**1.8 Business Arising from Previous Minutes**

Nil

**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**

No report for March

**3.6 Communications Media Committee**

No report for March

**3.7 Mount Baker Secondary School Replacement Committee**

No report for March.

Trustee Johns reminded the public that BCSTA dignitaries will be visiting Mount Baker Secondary School and touring Cranbrook on April 29, 2024.

**MOTION R-24-056**

Moved/Seconded by Johns/Bischler:

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

**CARRIED UNANIMOUSLY**

### **3.8 Key City Theatre**

Trustee Ayling provided a report included in the agenda package.

#### **MOTION R-24-057**

Moved/Seconded by Ayling/Johns:

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

**CARRIED UNANIMOUSLY**

### **3.9 Legacy of Learning**

Trustee Johns reviewed the report included in the agenda package.

#### **MOTION R-24-058**

Moved/Seconded by Johns/Bischler:

THAT the Board accept the Legacy of Learning report.

**CARRIED UNANIMOUSLY**

### **3.10 French Immersion Update**

No report for March

### **3.11 Traffic Safety Committee**

No report for March

### **3.12 Trustee Reports/Bouquets**

Trustees reported on their activities for the month.

- Trustee Clarke acknowledged the new district-wide reading assessment.
- Trustee Heckendorf acknowledged a Physical Education teacher at Fernie Secondary.
- Trustee Ayling and Johns acknowledged the work of the executive assistant and receptionist at the Cranbrook Board Office.

## **4. SECRETARY TREASURER'S REPORT TO THE BOARD**

### **4.1 Updates**

#### **4.1.1 Student and Family Affordability Fund**

Secretary Treasurer Taylor reported that the District will receive targeted funds of \$150,000. These funds will be available immediately.

## 4.2 Recommendations

### **MOTION R-24-059**

Moved/Seconded by Heckendorf/Clarke:

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](http://www.sd5.bc.ca).

### 5.1 Updates

#### 5.1.1 Child Care

District Principal Phillips provided the following update:

- New Spaces Funding news expected to be released in the upcoming weeks
- Status of licencing of child care spaces in Fernie Learning Centre
- Ready, Set, Learn events in both Cranbrook and the Elk Valley
- Kindergarten orientation days in both Cranbrook and the Elk Valley

#### 5.1.2 Framework for Enhancing Student Learning (FESL)

Superintendent Johnson provided an update on the FESL meeting held in Fernie on April 5, 2024.

#### 5.1.3 Strategic Planning Process

Superintendent Johnson will continue strategic planning work with the Board of Education. The next working session is on May 9, 2024.

### 5.2 Recommendations

### **MOTION R-24-060**

Moved/Seconded by Johns/Ayling:

THAT the Superintendent's Report be accepted as presented.

**CARRIED UNANIMOUSLY**

## 6. CHAIRPERSON'S REPORT

## **6.1 Updates**

The Capital Plan Bylaw was approved and passed in three readings on April 9, 2024, as reported by Chairperson McPhee.

The Board of Education will be reviewing the 2024/2025 Budget during the month of April with Secretary Treasurer Taylor and Superintendent Johnson. The scheduled working sessions are April 11 and 25, 2024. An additional session has been scheduled for May 10, 2024, if required.

## **6.2 Recommendations**

### **MOTION R-24-061**

Moved/Seconded by McPhee/Heckendorf:

THAT the Chairperson's report be accepted as presented.

**CARRIED UNANIMOUSLY**

## **7. NEW BUSINESS**

### **7.1 Letter from Saanich Board Chair, Tim Dunford**

The letter from the Saanich Board Chair will be sent to the Finance Operations Committee for review.

## **8. ITEMS FOR INFORMATION/CORRESPONDENCE**

**8.1 April 11 Budget Meeting**

**8.2 April 19 School Not in Session**

**8.3 April 18-21 BCSTA AGM**

**8.4 April 22 RSA Day**

**8.5 April 23 Committee Meetings**

**8.6 April 25 Budget Meeting**

**8.7 April 29 BCSTA Visit to District**

**8.8 Fernie Bylaw No. 2507 (Information Only)**

**8.9 Transportation of Independent School Students (Information Only)**

## **9. QUESTION PERIOD**

Public concern over the spraying the spongy moths in British Columbia. This item will be forwarded to the Advocacy Education meeting on April 23, 2024.

The issue of capacity on school buses was discussed with respect to the transportation of independent school students.

**10. CLOSING ROUND**

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

**11. ADJOURNMENT**

**MOTION R-24-062**

Moved/Seconded by Bischler/Heckendorf:

THAT the April 9, 2024, regular public meeting of the Board of Education adjourn at 4:15 p.m.

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

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Doug McPhee, Chairperson

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Nick Taylor, Secretary Treasurer

DRAFT



## 1.7. RECEIPT OF RECORDS OF CLOSED MEETINGS

### **In-camera Meetings:**

#### **April 9, 2024**

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

#### **April 9, 2024 Special**

- Personnel
  - Matters if in the opinion of the Board the public interest requires consideration in camera

#### **April 23, 2024**

- 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 be 'N Taylor'.

Nick Taylor  
Secretary Treasurer



**The Board of Education of  
School District No.5 (Southeast Kootenay)  
Minutes - Advocacy/Education Committee**

**Date: April 23, 2024, 2:30 p.m.  
Location: Cranbrook Board Office**

Committee Members in Attendance: Co-Chair Trustee Trina Ayling  
Co-Chair Trustee Alysha Clarke (in remotely at 3:15 p.m.)

Regrets: Trustee Bev Bellina  
Trustee Sarah Madsen

Board/District Staff in Attendance: Chairperson Doug McPhee, *Ex-officio member*  
Trustee Irene Bischler  
Trustee Chris Johns  
Superintendent Viveka Johnson  
Secretary Treasurer Nick Taylor  
Manager of Operations Joe Tank  
District Principal Student Services Darcy Verbeurgt  
District Principal of Early Learning and Child Care Laura-Lee Phillips  
District Vice Principal of Human Resources and Health & Safety Jaslene Atwal  
Executive Assistant to Secretary Treasurer and Superintendent (recorder)  
Jane Nixon

**1. COMMENCEMENT OF MEETING**

**1.1 Call to Order**

Co-Chair Trustee Ayling called the Advocacy Education Committee meeting of April 23, 2024, to order at 2:57 p.m.

**1.2 Approval of Agenda**

Moved/Seconded by McPhee/Ayling:

THAT the agenda of the Advocacy Education Committee meeting of April 23, 2024, be approved as circulated.

### **1.3 Approval of Minutes**

Moved/Seconded by McPhee/Ayling:

THAT the minutes of the Advocacy Education Committee meeting of February 26, 2024, be approved as circulated

## **2. BUSINESS ARISING FROM PREVIOUS MEETING**

### **2.1 Private School Funding Follow Up**

Trustee Johns continues to work with Director Tichauer on private school funding. This is an ongoing agenda item.

### **2.2 Accessible Ski Lessons**

Superintendent Johnson informed the Committee that funding for all ski lessons is available through the Student Affordability Fund. This is no longer an ongoing item and will be removed from future agendas.

### **2.3 Mount Baker Secondary Fire Suppression System**

There was a brief discussion regarding the fire watch at Mount Baker Secondary. Smoke detectors have recently been installed that will result in a cost savings to the District.

Co-Chair Trustee Ayling provided an update of the motions that were passed at the recent BCSTA Annual General Meeting including the motion on increased funding for aging infrastructure.

## **3. PRESENTATIONS**

Nil

## **4. REPORTS**

### **4.1 DSAC Report**

Superintendent Johnson provided the DSAC report on behalf of Trustee Bellina.

### **4.2 DPAC Report**

Superintendent Johnson provided the DPAC report on behalf of Trustee Turner.

Co-Chair Trustee Ayling also reminded trustees to share with school PAC's, the budget informational document that was created by Secretary Treasurer Taylor. Secretary Treasurer Taylor will send out the document again for trustees to present to school PAC as required.

#### **4.3 Framework for Enhancing Student Learning (FESL) (Items determined by Superintendent)**

Superintendent Johnson will start to work on the upcoming FESL document in June.

She also reported on the recent meeting with District itinerant teachers to review the FESL goals. There will be another meeting with the District itinerant teachers prior to the end of June to analyze and measure the goals set out in the FESL and review priorities for next year.

Superintendent Johnson will be attending the All Superintendent's meeting in Vancouver on May 10, 2024. More information on the upcoming FESL report will be shared at this meeting.

#### **4.4 Child Care**

District Principal Phillips provided an update on Early Learning and Child Care to the Committee. A summary will be emailed to all trustees following the meeting.

Items of discussion included:

- New Spaces Funding announcements are expected in the near future
- Submission of licensing request for the Fernie Learning Centre from Bright Beginnings
- Childhood Development Hub in Sparwood
- Licencing of Rocky Mountain Elementary for school aged care on school grounds
- SEY2KT Compassionate Systems Leadership
- CUPE Letter of Understanding to allow for child care positions (Early Childhood Educators)
- StrongStart

### **5. NEW BUSINESS**

#### **5.1 Board Authority Authorized Course**

##### **RECOMMENDATION A:**

Moved/Seconded by McPhee/Ayling:

THAT the Learning Strategies Board Authorized Course be approved by the Board of Education.

#### **5.2 Board Authority Authorized Course**

##### **RECOMMENDATION B:**

Moved/Seconded by McPhee/Ayling:

THAT the English Language Learners Board Authorized Course be approved by the Board of Education.

**5.3 Letter of Support Request - Concerns Over Proposed Aerial Spraying of Foray 48B**

The spraying is projected to occur on May 20-21, 2024.

**RECOMMENDATION C:**

Moved/Seconded by McPhee/Ayling:

THAT a letter of concern be written by the Board of Education to the Premier and Minister of Forests regarding the proposed aerial spraying of Foray 48B over the City of Cranbrook.

**5.4 Letter of Support - Technical Education Teachers in BC**

**RECOMMENDATION D:**

Moved/Seconded by McPhee/Clarke:

THAT a letter of support be written by the Board of Education to BCIT in support of the expansion and improvement of the program to increase trades and technical teachers in British Columbia.

**5.5 StrongStart Discussion**

Superintendent Johnson reiterated the ongoing provincial issues of StrongStart funding. The funding for StrongStart has not increased since 2008.

Superintendent Johnson will be attending the Kootenay Boundary meeting in May. This will provide an opportunity for discussion with other districts in our region regarding advocating for an increase in StrongStart funding.

**6. ACTION ITEMS FOR FUTURE MEETINGS**

Nil

**7. CORRESPONDENCE**

Nil

**8. QUESTION PERIOD**

Superintendent Johnson will follow up with Sparwood Secondary regarding proposed dates for river rafting tour.

**9. ADJOURNMENT**

Moved/Seconded by McPhee/Clarke:

THAT the April 23, 2024, Advocacy Education Committee meeting adjourn at 3:34 p.m.

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

DRAFT



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> South East Kootenay	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD5
<b>Developed by:</b> Tanya Wagner	<b>Date Developed:</b> February 6, 2024
<b>School Name:</b> Sparwood Secondary School	<b>Principal's Name:</b> Erin Hay
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Learning Strategies	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b>	<b>Number of Hours of Instruction:</b> 1/8 <sup>th</sup> of minimum hours of instruction as outlined

**Board/Authority Prerequisite(s):** None

**Special Training, Facilities or Equipment Required:** Student Services Teacher delivered.

## **Synopsis:**

This course is designed to help students develop essential learning strategies and study skills to enhance their academic success. Students will explore various methods for organization, time management, note-taking, test preparation and review, critical thinking, and goal setting.

Learning Strategies are foundational courses designed to equip students with essential skills and strategies that are fundamental to their academic success and lifelong learning. This course goes beyond traditional subject-specific content and focuses on developing transferable skills that are applicable across various subjects and real-life situations. Throughout the course, students will explore methods for organization, time management, note-taking, critical thinking, goal setting, numeracy, and literacy. They will also have the opportunity to engage with Indigenous perspectives and ways of knowing, promoting cultural understanding and inclusivity. By the end of the course, students will have developed a toolkit of learning strategies and study skills that will serve them well in their academic pursuits and beyond.

## **Goals and Rationale:**

The Learning Strategies course is crucial for students as it equips them with essential skills and strategies that are fundamental to their academic success and lifelong learning. This course goes beyond subject-specific content and focuses on developing transferable skills that are applicable across various subjects and real-life situations.

By focusing on key areas such as organization, self-regulation, and task persistence, this course aims to empower students to take ownership of their learning and become more independent and confident learners.

This course aims to equip students with the tools and skills they need to succeed academically and to become lifelong learners who are capable of adapting to new challenges and opportunities in the future.

The inclusion of units on numeracy and literacy further enhances the course by addressing foundational skills that are essential for success across various subject areas. Numeracy skills, including problem-solving and data analysis, are crucial for understanding and interpreting information in a wide range of contexts. Likewise, literacy skills, encompassing reading, writing, and communication, are fundamental for effective learning and communication in all areas of study. By integrating these units, the course aims to provide students with a well-rounded skill set that will serve them well in their academic endeavors and beyond.

## **Indigenous Perspectives:**

**\*\*Holistic Approach:\*\*** Emphasizing the interconnectedness of all aspects of life, including physical, emotional, mental, and spiritual well-being. This perspective can be integrated into goal setting and reflection activities, encouraging students to consider their goals in a holistic context.

**\*\*Oral Tradition:\*\*** Valuing storytelling, oral histories, and sharing of knowledge through spoken word. This perspective can be incorporated into literacy activities by exploring oral storytelling traditions and their significance in Indigenous cultures.

**\*\*Respect for Elders and Traditional Knowledge:\*\*** Recognizing the wisdom and experience of elders and the importance of passing down traditional knowledge. This perspective can be integrated into critical thinking activities by exploring different ways of knowing and learning from elders in the community.

**\*\*Cultural Identity and Community:\*\*** Emphasizing the importance of cultural identity, language, and community in shaping individual and collective identities. This perspective can be integrated into study skills and time management activities by considering the role of cultural practices and community events in students' lives.

**\*\*Adaptability and Resilience:\*\*** Highlighting the resilience and adaptability of Indigenous peoples in the face of historical and contemporary challenges. This perspective can be integrated into problem-solving activities by examining historical and contemporary examples of resilience in Indigenous communities.

**BIG IDEAS**

Foundations of Learning: Understanding the foundational skills and strategies necessary for effective learning and academic success

Personal Growth and Development: Recognizing the importance of self-regulation, goal setting, and reflection in personal and academic growth.

Personalized Learning Pathways: Recognizing that each student has unique learning needs, preferences, and goals.

Self-Regulated Learning: Recognizing that each student has unique learning needs, preferences, and goals.

Learning is a Life-Long Process: Understanding that novel experiences will require novel learning strategies.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>• <b>Foundational Skills Mastery:</b> Students develop proficiency in foundational skills such as reading, writing, numeracy, and digital literacy, which are fundamental for comprehending and communicating ideas effectively across different subjects and contexts.</li> <li>• <b>Learning Strategies:</b> Students learn a variety of strategies to enhance their learning process, including organization, time management, note-taking, and critical thinking. These strategies are essential for processing information, retaining knowledge, and applying it in academic settings.</li> <li>• <b>Study Habits:</b> Developing effective study habits is crucial for academic success. Students learn how to create a conducive study environment, manage their time efficiently, and adopt study techniques that align with their learning styles.</li> <li>• <b>Problem-Solving Skills:</b> Problem-solving is a key skill for analyzing complex situations, identifying solutions, and making informed decisions. Students develop critical thinking skills to approach problems systematically and creatively, laying the groundwork for analytical thinking in various contexts.</li> <li>• <b>Self-Advocacy Skills:</b> Students learn how to communicate assertively, ask for help when needed, and negotiate accommodations or modifications to support their learning and well-being.</li> <li>• <b>Goal Setting and Action Planning:</b> Students set meaningful goals for themselves, develop action plans to achieve these goals, and monitor their progress over time.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• Understand the importance of learning strategies.</li> <li>• Identify personal learning strengths and areas for improvement.</li> <li>• Goal setting for academic success.</li> <li>• Develop effective study habits.</li> <li>• Build time management techniques.</li> <li>• Employ a variety of strategies for organizing notes and reviewing material.</li> <li>• Increase capacity for a variety of techniques for organizing notes by topic, date, or importance.</li> <li>• Develop skills for effective review for tests and exams, including spaced repetition and active recall methods.</li> <li>• Develop critical thinking skills.</li> <li>• Analyze and evaluate information.</li> <li>• Increase basic numeracy skills for problem-solving with real world applications.</li> <li>• Increase reading comprehension strategies for vocational and academic purposes.</li> <li>• Develop writing skills for academic and personal purposes.</li> <li>• Employ effective communication skills.</li> <li>• Reflect on learning strategies and progress.</li> </ul>

- **Effective Communication:** Students learn to express their thoughts, opinions, and needs clearly and respectfully in various contexts, including interactions with teachers, peers, and other stakeholders.
- **Self-Reflection:** Students reflect on their learning experiences, identify areas for improvement, and make adjustments to their learning strategies and goals accordingly.
- **Advocacy for Others:** Students understand the importance of advocating for equity and inclusivity, and take action to support others in accessing resources and opportunities for learning and growth.

- **Set new goals for continued improvement.**

## Big Ideas – Elaborations

**Foundations of Learning:** focuses on understanding the essential building blocks of effective learning and academic success. It emphasizes the acquisition and application of foundational skills, strategies, and habits that form the basis for lifelong learning and academic achievement. By mastering these foundational elements, students develop a strong framework for acquiring new knowledge, solving problems, and adapting to various learning environments.

**Personal Growth and Development:** This big idea centers on the recognition of personal agency and responsibility in fostering growth and development. It emphasizes the importance of self-regulation, goal setting, and reflection as key drivers of both personal and academic success. By cultivating these skills, students are empowered to take ownership of their learning and personal growth, setting the stage for lifelong learning and fulfillment.

**Self-Regulated Learning:** Understanding how to monitor, control, and evaluate one's own learning process. This includes developing awareness of learning strategies, self-assessment, and the ability to adjust strategies based on feedback and reflection.

**Personalized Learning Pathways:** Recognizing that each student has unique learning needs, preferences, and goals. This big idea emphasizes the importance of tailoring learning strategies and study skills to individual strengths and areas for improvement, fostering a sense of autonomy and ownership in the learning process.

**Lifelong Learning:** Lifelong learning is the concept of continuous learning and personal development throughout one's life. It emphasizes the importance of acquiring new knowledge, skills, and competencies beyond formal education. This big idea focuses on fostering a mindset of curiosity, adaptability, and resilience in learning, preparing students to thrive in a rapidly changing world.

## Curricular Competencies – Elaborations

Exploring different learning styles and preferences.

Recognizing the impact of effective learning strategies on academic success.

Self-assessment tools and activities to identify individual strengths and areas for growth.

Reflective exercises to evaluate past learning experiences and identify effective strategies.

Setting SMART/GREAT (Specific, Measurable, Achievable, Relevant, Time-bound) goals related to academic performance and personal development.

Strategies for breaking down long-term goals into manageable steps.

Strategies for active reading, note-taking, and summarizing.

Tips for creating a conducive study environment and minimizing distractions.

Prioritization methods for managing academic, extracurricular, and personal responsibilities.

Time-blocking and scheduling techniques to allocate time for studying, leisure, and rest.

Using digital or physical planners to create weekly and daily study schedules.

Strategies for sticking to a study schedule and adapting it as needed.

Different methods for note-taking (e.g., Cornell method, mind mapping):

Overview of various note-taking techniques and their benefits.

Practice exercises to experiment with different methods and determine personal preferences.

Understanding the components of critical thinking (e.g., analysis, evaluation, inference).

Engaging in critical thinking exercises and discussions to practice reasoning and argumentation.

Techniques for active reading, such as skimming, scanning, and annotating.

Strategies for understanding and summarizing complex texts.

Strategies for effective study sessions leading up to exams.

Tips for managing test anxiety and building confidence.

Test-taking strategies (e.g., managing test anxiety, understanding test formats):

Familiarization with different types of test formats (e.g., multiple-choice, short answer, essay).

Techniques for approaching different types of questions and managing time during exams.

Review of fundamental mathematical concepts (e.g., arithmetic operations, fractions, percentages).

Application of numeracy skills to solve everyday problems and practical scenarios.

Data analysis techniques:

Introduction to data interpretation, including graphs, charts, and tables.

Practice in analyzing and interpreting data to extract meaningful insights.

Criteria for evaluating the credibility and relevance of sources.

Practice in analyzing complex information and identifying biases or assumptions.

Problem-solving strategies:

Steps of the problem-solving process (e.g., defining the problem, generating solutions, evaluating outcomes).

Application of problem-solving techniques to real-life scenarios.

Elements of effective writing, including structure, clarity, and coherence.

Practice in writing essays, reports, and reflective pieces.

Verbal and nonverbal communication skills for presentations and discussions.

Strategies for effective listening and responding to others' ideas.

Guided reflections on the effectiveness of various learning strategies used throughout the course.

Opportunities for peer feedback and self-assessment.

Reviewing progress towards initial goals set at the beginning of the course.

Identifying areas for further improvement and setting new goals for ongoing development.

## Content – Elaborations

### **Understand the importance of learning strategies:**

Students will learn why learning strategies are essential for effective learning and academic success. They will explore how different strategies can help them process information, retain knowledge, and apply it in various contexts.

### **Identify personal learning strengths and areas for improvement:**

Through self-assessment and reflection, students will identify their unique learning strengths and weaknesses. This awareness will help them tailor their learning strategies to maximize their strengths and address areas for improvement.

### **Goal setting for academic success:**

Students will learn how to set specific, measurable, achievable, relevant, and time-bound (SMART/GREAT) goals for their academic endeavors. This skill will help them stay focused, motivated, and accountable for their learning.

### **Develop effective study habits:**

Students will learn strategies for creating a conducive study environment, managing distractions, and adopting study techniques that suit their learning styles. These habits will help them study more efficiently and retain information better.

### **Build time management techniques:**

Students will learn how to prioritize tasks, set realistic deadlines, and allocate time effectively for studying, leisure, and other activities. These techniques will help them balance their academic responsibilities and personal life.

### **Employ a variety of strategies for organizing notes and reviewing material:**

Students will learn different methods for taking and organizing notes, such as the Cornell method or mind mapping. They will also learn how to review and revise their notes effectively to reinforce learning.

### **Increase capacity for a variety of techniques for organizing notes by topic, date, or importance:**

Students will practice organizing their notes in different ways to enhance their understanding and retention of the material. This skill will help them find information quickly and efficiently when studying for tests or exams.

### **Develop skills for effective review for tests and exams, including spaced repetition and active recall methods:**

Students will learn advanced study techniques, such as spaced repetition and active recall, to enhance their long-term retention of information. These techniques will help them prepare more effectively for tests and exams.

### **Develop critical thinking skills:**

## Content – Elaborations

Students will learn how to analyze information, evaluate arguments, and make informed decisions. These skills will enable them to think critically and solve complex problems in academic and real-world contexts.

### **Analyze and evaluate information:**

Students will learn how to assess the credibility, relevance, and accuracy of information. This skill will help them make informed decisions and avoid misinformation.

### **Increase basic numeracy skills for problem-solving with real-world applications:**

Students will develop fundamental math skills, such as arithmetic operations, fractions, percentages, and data analysis. These skills will help them solve everyday problems and make informed decisions in various contexts.

### **Increase reading comprehension strategies for vocational and academic purposes:**

Students will learn strategies for improving their reading comprehension, such as skimming, scanning, and annotating texts. These skills will help them understand and analyze complex texts in vocational and academic settings.

### **Develop writing skills for academic and personal purposes:**

Students will learn how to write clearly, coherently, and persuasively for different purposes and audiences. These skills will help them communicate effectively in academic and personal contexts.

### **Employ effective communication skills:**

Students will learn how to communicate ideas and information clearly and effectively through verbal and written communication. These skills will help them engage with others in meaningful and productive ways.

### **Reflect on learning strategies and progress:**

Students will engage in regular reflection on their learning experiences, identifying what has worked well and what could be improved. This practice will help them become more self-aware and proactive in their learning.

### **Set new goals for continued improvement:**

Based on their reflections, students will set new goals for further improvement and growth. This ongoing process of goal setting and reflection will help them continue to progress and achieve academic success.

## **Recommended Instructional Components:**

**Differentiated Instruction:** Recognize and accommodate diverse learning needs and styles by providing multiple ways for students to access and demonstrate their understanding of learning strategies. Offer a variety of learning materials, activities, and assessments to cater to different learning preferences.

**Cooperative Learning:** Encourage collaborative learning experiences where students work together in small groups to discuss and apply learning strategies. Use structured group activities and peer teaching to promote active engagement and shared learning.

**Modeling and Guided Practice:** Demonstrate effective learning strategies and study skills through modeling, where you show students how to apply these strategies in real-life situations. Provide guided practice opportunities with scaffolding to support students as they learn to apply these skills independently.

**Feedback and Reflection:** Provide timely and constructive feedback to students on their learning strategies and study skills. Encourage students to reflect on their learning process, identify areas for improvement, and set goals for future growth.

**Technology Integration:** Use technology as a tool to enhance learning experiences. Incorporate digital resources, online tools, and educational apps that support learning strategies, time management, note-taking, critical thinking, and goal setting.

**Hands-On Activities:** Engage students in hands-on activities that allow them to practice and apply learning strategies in authentic contexts. For example, organizing a mock study group or creating a visual representation of their study schedule.

**Metacognitive Strategies:** Teach metacognitive strategies that help students become aware of their own thinking processes. Encourage students to monitor their comprehension, evaluate their learning strategies, and make adjustments as needed.

**Community and Cultural Connections:** Incorporate community and cultural connections into learning activities. For example, invite guest speakers from diverse backgrounds to share their experiences with learning strategies, or explore how different cultures approach time management and goal setting.

**Student Choice and Autonomy:** Provide opportunities for student choice and autonomy in selecting learning activities and setting personal learning goals. This can increase motivation and engagement by allowing students to pursue topics that interest them.

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

**Time Management Plan:** Students create a personalized time management plan that includes a weekly schedule outlining study times, extracurricular activities, and personal commitments. They reflect on their current time management practices and identify areas for improvement.

**Note-Taking Comparison:** Students compare and contrast two different note-taking methods (e.g., Cornell method vs. mind mapping) by applying each method to the same lecture or reading material. They analyze the effectiveness of each method in capturing key information and organizing thoughts.

**Critical Thinking Analysis:** Students select a current issue or topic of interest and conduct a critical analysis using various sources of information. They evaluate the credibility of sources, analyze different perspectives, and form a well-supported argument or conclusion.

**Goal Setting and Reflection:** Students set short-term and long-term academic and personal goals related to their learning strategies. They regularly reflect on their progress, adjusting goals as needed, and documenting their learning journey.

**Self-Reflection Assignments:** encourage students to reflect on their learning strategies, study habits, and academic progress. Through this reflection, students will identify strengths and areas for improvement, as well as set new goals for continued growth.

**Test Preparation Toolkit:** Students create a toolkit for test preparation, including strategies for managing test anxiety, effective study techniques, and tips for test-taking. They share their toolkit with classmates and discuss how these strategies can be applied in different contexts.

**Learning Strategy Presentation:** Students research and present on a specific learning strategy of their choice (e.g., SQ3R method for reading comprehension, RAPP, Pomodoro technique for time management). They demonstrate how the strategy works, explain the benefits of the strategy, and provide examples of how it can be applied in different learning situations.

These assignments are designed to engage students in practical application of the learning strategies and study skills covered in the course, promoting active learning and skill development.

### **Learning Resources:**

"Learning to Learn: Strengthening Study Skills and Brain Power" by Gloria Frender and Carolyn Hopper

Educational Apps: Incorporate educational apps that focus on study skills, time management, note-taking, critical thinking, numeracy, and literacy.

Online Resources: Utilize online platforms and websites that offer interactive learning materials, tutorials, videos, quizzes, and practice exercises related to study skills, time management, critical thinking, numeracy, and literacy. Websites like Khan Academy, Quizlet, and TED-Ed can be valuable resources.

Worksheets

Real Life Case Studies

Field Trips and Guest Speakers

**Additional Information:**



<b>School District/Independent School Authority Name:</b> School District 5 Southeast Kootenay	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD5
<b>Developed by:</b> Matthew Taylor	<b>Date Developed:</b> March 2024
<b>School Name:</b> Mt. Baker Secondary School	<b>Principal's Name:</b> Dave Hill, Christie Johnson, Sean Sinclair
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Literacy and Culture for English Language Learners (ELL10)	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s): NA**

Special Training: A qualified BC teacher with a Bachelor’s degree relating to English or related experience teaching. Specific recognized English Language teaching certificates such as TESL or TESOL, and/or graduate level courses are an asset.

**Facilities or Equipment Required:**

Activity specific clothing or equipment for outdoor pursuits. Connection to community organizations and access to transportation for excursions.

**Course Synopsis:**

Literacy and Culture for English Language Learners (ELLs) provides a supportive environment tailored to meet the cultural and academic needs of ELL students.

This course is designed for ELL students seeking to enhance their English proficiency. It focuses on fostering effective communication skills in authentic environments, encompassing speaking, reading, and writing, that are essential for success in senior academic studies. Alongside English proficiency, this course aims to interweave experiential learning to connect students to the greater community, culture, and indigenous perspectives. Through active participation, students develop the independence necessary to effectively engage with the Cranbrook, South Country and the Elk Valley communities and their surroundings.

Adapted from Board Authorized Course available on BC Ministry's Focused Education Site, using information from SD34 Abbotsford, SD36 Surrey, SD79 Cowichan Valley and SD47 Powell River.

### **Goals and Rationale:**

The primary goal of this course is to support English Language Learners (ELLs) in Cranbrook, South Country and the Elk Valley in their journey towards communicative fluency and understanding in English. Recognizing the specific needs of ELLs in language and cultural adjustment, the course aims to provide targeted instruction to better support the language acquisition process.

The Southeast Kootenays are experiencing an increase in new immigrants, many of whom are English Language Learners. These students face multiple challenges in transitioning to new schools and cultures, including linguistic barriers and isolation. This course addresses these challenges by providing targeted support in language development, community engagement, and cultural understanding.

### **Aboriginal Worldviews and Perspectives:**

#### **First Peoples Principles of Learning**

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Students in ELL 10 will encourage students to create connections between local cultures and lived experiences.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Students will engage in assignments that demonstrate a connection to the land and a sense of place.
- Learning is embedded in memory, history, and story. Students will demonstrate an understanding of English through sharing personal stories while exploring a local indigenous knowledge.
- Learning requires exploration of one's identity. ELL10 will focus on creating a sense of local community among students, while exploring their own cultural identity.

# BIG IDEAS

Language is learned in authentic contexts.

Effective communication includes understanding cultural nuances.

Effective communication includes exchanging ideas and perspectives to share thinking.

Language comprehension is expanded in social and academic situations

Information is accessed for diverse purposes and from a variety of texts and media.

## Learning Standards

Curricular Competencies	Content
<p>Students are expected to do the following:</p> <p><b>Communicating</b></p> <p><b>Connecting and Engaging with others:</b> Apply strategies to support language acquisition, including vocabulary development, grammar, and language practice in authentic contexts.</p> <p>Use appropriate language conventions, including grammar, punctuation, capitalization, and spelling, to communicate effectively in writing.</p> <p><b>Acquiring and presenting information:</b> Demonstrate proficiency in listening, speaking, reading, and writing in English across various academic and social situations.</p> <p>Develop and apply effective communication strategies for speaking, listening, and participating in discussions and group activities.</p>	<p>Students are expected to know the following:</p> <p><b>Language is learned in authentic contexts:</b></p> <p>How to use strategies and processes such as: reading comprehension and analysis, writing processes, expressive and receptive oral language (BICS/CALP)</p> <p>Recognize the importance of learning and using academic and social language in a variety of subjects and situations.</p> <p><b>Effective communication includes understanding cultural nuances:</b></p> <p>Cultures have ways of sharing and holding knowledge that are diverse across local areas. Such as oral histories shared by an Elder about celebrations, traditions, and protocols.</p> <p>Identity is influenced by, for example, traditions, protocols, celebrations, and festivals.</p>

Effectively use scaffolds and supports such as sentence frames, mind maps and graphic organizers to present a variety of information.

### **Personal and Social**

#### **Understanding relationships and cultural contexts:**

Explore and analyze cultural perspectives, values, beliefs, and traditions within the local community, Indigenous identity and broader Canadian society.

Examine Indigenous learning opportunities and resources to gain a deeper understanding of Indigenous cultures, histories, and contributions to Canadian society.

### **Thinking**

#### **Analyzing and critiquing:**

Analyze and interpret a variety of texts, including articles, essays, and literary works, to extract meaning and demonstrate comprehension.

Employ a variety of reading comprehension strategies to analyze texts, including previewing, predicting, questioning, summarizing, applying context clues, and using word attack skills to expand understanding.

Recognize and analyze text structures and literary elements, including plot, character development, theme, and author's purpose.

A sense of place can be influenced by, for example, territory, food, clothing, and creative works.

#### **Cultural Awareness and Understanding:**

Exploration and analysis of cultural perspectives, values, beliefs, and traditions within the local community, indigenous perspectives and broader Canadian society.

Engagement in cross-cultural interactions and activities to develop empathy, respect, and appreciation for cultural diversity.

#### **Information is accessed for diverse purposes and from a variety of texts and media:**

The way we share information changes depending on context, audience, and type.

#### **Effective communication includes exchanging ideas and perspectives to share thinking:**

Communication and collaboration strategies and techniques for effective speaking, reading, and writing in academic and social contexts.

#### **Language comprehension is expanded in social and academic situations:**

Practicing language outside of the classroom will support fluency and cultural understanding. Such as engaging with the outdoors, and connecting with community organizations.

### **Big Ideas – Elaborations**

The five big ideas emphasize the importance of authentic language learning experiences, cultural awareness in communication, exchange of ideas and perspectives, exposure to diverse language contexts, and critical engagement with information and media sources.

**Communicating**

**Connecting and Engaging with others**

Oral Language:

- Respond to what, when, who questions.
- Respond to common instructions and commands.
- Respond to and use common social expressions, cues, and slang.
- Express simple opinions and reasons to participate in conversations.

Writing:

- Elaborate on main idea with some relevant details and examples.
- Communicate in a way that is generally understandable.
- Use varied strategies to write sentences and short paragraphs.

Reading:

- Give reasoning for connections to self and other texts.
- Support ideas with background knowledge.
- Read with some expression paying attention to punctuation and important words.

**Acquiring and presenting information**

Oral Language:

- Understand familiar phrases and academic tasks.
- Express some words and phrases to describe and speak about academic content.
- Understand and use subject-verb-object. (I read stories)

Writing:

- Numerous common words and some subject/academic words.
- Write some compound and complex sentences.
- Experiment with expressive language.
- An effective introduction/conclusion in multi-paragraph composition.
- Connect ideas with transition words. Use graphic organizers/models.
- Provide some personal, informational, and imaginative ideas to suit purpose.

**Reading:**

- Record and organize information from text.
- Understand purpose in different kinds of text.

**Personal and Social**

**Oral Language:**

- Complete tasks while engaging with peers in the learning process.
- Participate in conversations about familiar topics and some academic content.
- Make connections to self, world, and others.

**Writing:**

- Experiment with expressive language.

**Thinking**

**Oral Language:**

- Connect ideas to make short sentences.
- Begin to recognize differences in word endings.
- Use some rhythm and intonation.

**Writing:**

- Basic grammar/punctuation.
- Spell a range of words using lists, dictionaries, and patterns.
- Use negatives, pronouns, prepositions, verbs, and irregular verbs with some errors.
- Edit/revise text, for some grammar/spelling/punctuation.

**Reading:**

- Use knowledge of root words to make meaning.
- Make substitutions e.g. 'home' for 'house'
- Understand a variety of common content words e.g. "identify", "calm"
- Make some inferences

**Language is learned in authentic contexts:**

(BICS/CALP) See:

[https://edtechbooks.org/language\\_acquisition/variability\\_summary\\_a#:~:text=There%20are%20two%20major%20aspects,CALP\)%2C%20or%20academic%20proficiency.](https://edtechbooks.org/language_acquisition/variability_summary_a#:~:text=There%20are%20two%20major%20aspects,CALP)%2C%20or%20academic%20proficiency.)

*Academic vocabulary* refers to language such as ‘analyze’ or ‘solve’ that are crucial for understanding academic subjects and participating effectively across a variety specific subjects.

**Effective communication includes understanding cultural nuances**

First Peoples oral traditions

Background knowledge

Connections to personal stories

Writing processes

**Cultural Awareness and Understanding**

Culturally responsive teaching

Ethics, cultural appropriation, and plagiarism

**Information is accessed for diverse purposes and from a variety of texts and media**

Writing and speaking based on specific purpose

Genres and text forms

**Effective communication includes exchanging ideas and perspectives to share thinking**

Communication is practiced every day, between students

Presentation techniques

**Language comprehension is expanded in social and academic situations**

Reading, oral language and metacognitive strategies

Academic and social vocabulary is learned explicitly

## Recommended Instructional Components:

Instruction of Big Ideas, Competencies, and Content encompasses the two major categories: Cultural Studies and Academic Literacy. Instruction and activities should connect both academic literacy with cultural studies. Specific objectives of these two components may be taught in isolation when necessary, but primarily they overlap throughout the course. (Doyle, SD47, 2023)

See 'Teaching ELLs' on Colorin Colorado: <https://www.colorincolorado.org/teaching-ells/guide> - Comprehensive guide and strategies.

Students and their families:

- Create a welcoming environment for students
- Learn/assess students academic backgrounds
- Build partnerships with multilingual families

Student direct instruction:

- Pre-teach vocabulary for activities, provide scaffolds and language supports
- Engage with texts and media that is age appropriate and has applications to daily life
- Ensure effective communication and instruction of students
- Create a language rich environment

Instructional components outside of the classroom:

- Outside activities such as: outdoor pursuits (summer/winter)
- Community organizations and resources  
See 'SD5 Community and Resource Service Guide' Cranbrook, Fernie, Sparwood, Elkford
- Indigenous learning in context ex. St. Eugene
- Engage in school wide activities ex. Leadership
- Partner with other local schools

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

Quality assessment is fair, transparent, meaningful, and responsive to all learners.

Curriculum model

Knowing: demonstrate understanding through written reflections, graphic organizers, mind maps, and story boards. Provide language goals at beginning of class, and 'exit ticket' to assess understanding.

Doing: Completing authentic activities, participating in discussion, asking questions in a variety of contexts. Self-assessment of activities.

Understanding: Applying knowledge in presentations, authentic experiences, and reflections.

**BC Curriculum:** provides ongoing descriptive feedback to students, is ongoing, timely, specific, and embedded in day-to-day instruction, provides varied and multiple opportunities for learners to demonstrate their learning, involves student in their learning.

Promotes development of student self-assessment and goal setting for next steps in learning

Allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning

Communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported.

### **Learning Resources:**

The list below is a small portion of the breadth of resources that are available for ELL learners.

[www.quill.org](http://www.quill.org) (independent grammar practice)

<https://www.colorincolorado.org/teachers> (teaching resources/teacher education)

[www.learninga-z.com](http://www.learninga-z.com)

[www.thinkport.org](http://www.thinkport.org) (graphic organizers)

[www.somethingtowriteabout.com](http://www.somethingtowriteabout.com) (Journals)

<https://www.marzanoresources.com/resources/building-basic-vocabulary-tool>

<https://swap.sd33.bc.ca/>

<https://tankhuynh.com/bathroom-briefs/>

[https://www.janaechevarria.com/?page\\_id=121](https://www.janaechevarria.com/?page_id=121) (SIOP Model)

<https://www.mtss4els.org/>

[https://widgitonline.com/login?return\\_path=%2Faccount%2Fdocuments](https://widgitonline.com/login?return_path=%2Faccount%2Fdocuments)

<https://blogs.sd41.bc.ca/ell/online-ell-database-guide/>

### **Culture**

<https://www.putumayo.com/>

<https://www.aworldoflanguagelearners.com/teaching-about-holidays-in-the-winter-to-english-language-learners/>

<https://www.colorincolorado.org/article/culturally-responsive-instruction-holiday-and-religious-celebrations>

<https://www.learningforjustice.org/classroom-resources?keys=&type=All&topic=156&grade=All&domain=All&subject=All>

<https://www.cbc.ca/books/20-canadian-books-for-kids-and-teens-to-read-for-national-indigenous-history-month-1.5597339>

<https://burnaby.bibliocommons.com/list/share/93774860/1924472929>

[https://www.nfb.ca/indigenous-cinema/?&language=en&sort=year:desc,title&year\\_min=1939&year\\_max=2021](https://www.nfb.ca/indigenous-cinema/?&language=en&sort=year:desc,title&year_min=1939&year_max=2021)

**Additional Information:**

This course will use ELL Standards outlined in the document below:

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf>

The course is intended for students at a Beginning, Developing, and Expanding level when following the ELL Matrix from the ELL Standards document. International program students who are attending secondary schools in School District 5 are not assessed using this matrix and are expected to arrive in Canada with a level of English proficiency that is not supported in this course.

**Works Cited:**

Doyle, Michelle. "BAA ELL Introduction to English Language and Culture 10 ." *BAA ELL Introduction to English Language and Culture 10-1*, 2023, [media.sd47.bc.ca/media/Default/frf/5/BAA%20ELL%20Introduction%20to%20Language%20and%20Culture%2010-1.pdf](https://media.sd47.bc.ca/media/Default/frf/5/BAA%20ELL%20Introduction%20to%20Language%20and%20Culture%2010-1.pdf).



# SCHOOL DISTRICT 5

## S O U T H E A S T K O O T E N A Y

April 27, 2024

Honourable David Eby  
Premier  
PO Box 9041 Stn Prov Govt  
Victoria, BC V5W 9E1  
Email: [Premier@gov.bc.ca](mailto:Premier@gov.bc.ca)

Honourable Bruce Ralston Minister of Forests  
Room 138 Parliament Buildings  
Victoria BC V8V 1X4  
Email: [FOR.Minister@gov.bc.ca](mailto:FOR.Minister@gov.bc.ca)

Dear Premier Eby and Minister Ralston,

**RE: Spongy Moth Aerial Treatment Program  
School District No. 5 (Southeast Kootenay) Request**

On behalf of School District No. 5 (Southeast Kootenay), I write to convey concerns of the Board of Education and Cranbrook residents with respect to the proposed aerial spraying of the pesticide Foray 48B over approximately 299 hectares of land in the City of Cranbrook, pursuant to Pesticide Use Permit No. 738-0037-24-24.

It is our understanding that final authorization of the proposed spraying requires your approval in the form of an Order-in-Council.

We therefore write to urge you to withhold this approval, to allow time for adequate public consultation, in order to obtain the informed consent of Cranbrook residents for any aerial spraying of our community.

It is our understanding that spraying of Foray 48B by the Ministry of Forests in 2023 resulted in an asthma attack and other respiratory symptoms, rashes and other adverse effects among members of the public. We also understand that pets have been impacted. We further understand that the Ministry of Forests has admitted that Foray 48B will kill all butterflies and other Lepidoptera species within the spray zones for a period of approximately three years.

We note that the rare Grey Copper Butterfly (also known as the Dione Copper Butterfly, *Lycaena dione*) populates habitat within approximately one kilometre of the spray zone.

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

Based on this information, we respectfully request that the Cabinet withhold authorization for the proposed 2024 spray program by refusing to approve an Order in Council, to allow time for adequate public consultation, in order to obtain the informed consent of Cranbrook residents for any aerial spraying of our community.

Respectfully,

Doug McPhee, Chairperson  
Board of Education  
School District No. 5 (Southeast Kootenay)

DRAFT

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

BCIT  
3700 Willingdon Avenue.  
Burnaby, BC V5G-3H2

To Whom It May Concern,

Surrey Schools is the largest school district in BC. We are strong proponents in supporting the efforts of BCIT's quest to introduce and integrate an accelerated program path for individuals with technical expertise in their Technology Teacher Education Program.

In the last three years Surrey Schools has opened two new secondary schools, bringing our total to 21. Each of our secondary schools has a Technology Education Department and all regularly struggle to find qualified technology teachers to take contracts as well as work as Teachers on Call. As we strive to provide quality Technology Programs to our students, we are finding this task more daunting with fewer qualified Technology Education teachers completing programs.

We currently face numerous challenges within Technology Education. The inability to replace retiring teachers, and those leaving due to natural attrition, puts increasing stressors on already taxed school programs. Coupled with an insufficient number of Technology Teacher Candidates graduating from the Education Program at UBC, and all districts vying for the same few new graduates, there will be schools unable to meet the demand and this will leave shops empty and programs diminishing. Additionally, with the current cost of living in Metro Vancouver, keeping teacher candidates working locally will be an ongoing struggle.

The need for skilled trades has been increasing exponentially in BC over the last number of years and with fewer students choosing Technology Education as a teaching option we are facing a crisis. Without finding a way to qualify more Technology Trades teachers, who are instrumental in introducing trades to our youth, we will continue to be ineffective in producing the volume of trades workers required to meet our current and future building requirements.

Surrey Schools started the last school year with four Technology Education classroom vacancies. These remained unfilled for weeks until we hired candidates on Letters of Permission. These are trades professionals without Teaching Certificates, which limits their earning potential. An accelerated program will allow skilled professionals an opportunity to become fully qualified in less time, attracting more candidates and graduating more Technology Education Teachers, our ultimate goal.

We would be pleased to participate in any discussions that would benefit the ongoing pursuit of this initiative.

Kind regards,



Suzanne Braun  
Associate Manager, Recruitment  
**Surrey Schools (SD #36)**

LEADERSHIP IN LEARNING

Sent via Electronic Mail

Roger Bortignon – Program Head  
[Technology Teacher Education Program](#)  
Building: SW9 Office: 201Q  
604-412-7412  
3700 Willingdon Avenue  
Burnaby, BC V5G-3H2

May 10, 2023

To Whom It May Concern

On behalf of the membership of the British Columbia School Superintendents Association (BCSSA), we are pleased to provide this letter of support to increase the number of technology education teachers in BC.

As senior system leaders in public education in BC, our members are acutely aware of the lack of speciality teacher positions throughout BC, and in particular technology education teachers.

One of the goals of our professional association is to support every student to pursue and achieve their preferred futures with post-secondary options that address their unique needs and gifts. We are aware that the skilled trades are essential to a vibrant economy and provide excellent career opportunities for students. Furthermore, as we strive for an equitable and just public education system, it is also crucial that such opportunities are offered throughout the province and available to all students regardless of their personal circumstances or where they live in BC.

As such, we would encourage any efforts to expand the BCIT program to increase available seats for the teacher training program, ultimately providing service and increased opportunities to our students. We support your effort to work with partners, rights-holders and government representatives to expand your work and wish you well in this endeavor.

Sincerely,

Claire Guy  
Executive Director, BC School Superintendents Association

**From:** [Viveka Johnson](#)  
**To:** [Trustees.Staff](#)  
**Cc:** [Jane Nixon](#); [Nick Taylor](#)  
**Subject:** FW: Letter of Support?  
**Date:** Tuesday, April 23, 2024 03:33:51 PM  
**Attachments:** [image001.jpg](#)  
[BCSSA.pdf](#)  
[Surrey.pdf](#)

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**From:** Roger Bortignon <Roger\_Bortignon@bcit.ca>  
**Sent:** Thursday, April 11, 2024 1:52 PM  
**To:** Viveka Johnson <Viveka.Johnson@sd5.bc.ca>  
**Subject:** Letter of Support?

**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.

Good afternoon Viveka,  
I have a quick question for you. I have been working on a proposal to expand the training of Tech Ed teachers in BC to increase the number of grads to help fill vacancies around the province. We are at the stage where we are going to ask the Ministry of Adv. Ed for funding to make this happen. In our proposal package to the Ministry, part of what we are submitting are letters of support from stakeholders. Currently, we have letters from UBC, numerous school districts, Skilled Trades BC and others.

Would you be willing to write a letter of support as well? I have attached a couple of support letters as a template/guide if that helps. Additional shows of support would bolster our case and help secure funding for this initiative.

Is this something you be willing to do? If you have questions, I would be happy to answer them.

Sincerely,

**Roger Bortignon – Program Head**  
[Technology Teacher Education Program](#)

Building: SW9 Office: 201Q  
604-412-7412  
[3700 Willingdon ave.](#)  
Burnaby, BC V5G-3H2



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

**April 23, 2024, 1:00 p.m.  
Cranbrook Board Office**

Committee Members in Attendance: Co-Chair Trustee Wendy Turner (out at 1:20 p.m.)  
Trustee Alysha Clarke

Regrets: Co-Chair Trustee Nicole Heckendorf  
Trustee Sarah Madsen

Board/District Staff in Attendance: Chairperson Doug McPhee, *Ex-officio member*  
Trustee Trina Ayling  
Trustee Irene Bischler  
Trustee Chris Johns  
Superintendent Viveka Johnson  
Secretary Treasurer Nick Taylor  
Director of Instruction Human Resources Brent Reimer  
District Principal Student Services Darcy Verbeurgt  
District Principal of Early Learning and Child Care Laura-Lee Phillips  
District Vice Principal of Human Resources and Health & Safety Jaslene Atwal  
Operations Manager Joe Tank  
Executive Assistant to Secretary Treasurer and Superintendent (recorder)  
Jane Nixon

**1. COMMENCEMENT OF MEETING**

**1.1 Call to Order**

Co-Chair Trustee Turner called the Policy Committee meeting of April 23, 2024, to order at 1:16 p.m.

**1.2 Approval of the Agenda**

Moved/Seconded by Turner/McPhee:

THAT the agenda of the Policy Committee meeting of April 23, 2024, be approved as circulated.

**1.3 Approval of the Minutes**

Moved/Seconded by Turner/McPhee:

THAT the minutes of the Policy Committee meeting of February 26, 2024, be approved as circulated.

## **2. BUSINESS ARISING FROM PREVIOUS MEETING**

### **2.1 Generative Artificial Intelligence (AI) Policy**

Secretary Treasurer Taylor reviewed the feedback received on the Generative Artificial Intelligence (AI) Policy included in the agenda package.

Discussion included:

- Ongoing input from the Information Technology Department to ensure that the Policy continues to be relevant moving forward
- Presentation on AI at the BCSTA Annual General Meeting
- Utilization of AI to make education better
- Ongoing communication with DPAC and continued discussion on the AI Policy at upcoming community engagement nights
- Ongoing education of staff and students

Trustees Ayling and Clarke suggested that there should be an addition of a simple summary prior to the release of the AI Policy. There should also be a media release to inform stakeholders.

#### **RECOMMENDATION A:**

Moved/Seconded by McPhee/Clarke:

THAT the Generative Artificial Intelligence (AI) Policy be approved by the Board of Education.

## **3. PRESENTATIONS**

Nil

## **4. REPORTS**

Nil

## **5. NEW BUSINESS**

### **5.1 Administrative Procedure 422 Moving Allowance**

Trustee Ayling requested that the items be reorganized, moving the numbering of Item 8 to Item 6.

There was discussion regarding the definition of hard to fill positions. It was requested that there be documentation on hard-to-fill criteria moving forward.

A copy of the revised administrative procedure will be emailed to all trustees once it is posted to the website.

**6. ACTION ITEMS FOR FUTURE MEETINGS**

**6.1 Administrative Procedure 461 Casual Replacement Services for Support Staff**

**6.2 Administrative Procedure 172 Creating Safe Schools**

**6.3 Administrative Procedure 409 Workplace Bullying and Harassment**

**6.4 Administrative Procedure 146 Social Media Use**

**7. CORRESPONDENCE**

Nil

**8. QUESTION PERIOD**

Nil

**9. ADJOURNMENT**

Moved/Seconded by McPhee/Clarke:

THAT the Policy Committee meeting of April 23, 2024 adjourn at 1:43 p.m.

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

## GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

This Policy is intended to serve as a framework for the acquisition, responsible and ethical use of software that meets the definition of Generative Artificial Intelligence as defined and discussed in [Administrative Procedure 142 – Use of Generative Artificial Intelligence \(AI\)](#).

The Board of Education recognizes the potential benefits of Generative AI Tools in the education sector. These tools can help students and educators in various ways, such as improving learning outcomes, enhancing creativity, and streamlining administrative tasks. However, the Board also acknowledges that the use of Generative AI Tools can raise ethical, legal, and social concerns. This policy is intended to provide guidance on the appropriate use of Generative AI Tools in School District No. 5 (Southeast Kootenay).

### Definitions

**Generative AI Tools:** means a class of artificial intelligence systems that can generate content such as text, images, video, or audio, based on a set of input data rather than simply analyzing or acting on existing data such as but not limited to Microsoft Copilot, Gemini, ChatGPT, Dall-E, or Lensa AI.

**Information and Technology Resources:** means all devices, networks, systems, and data owned, leased or used by School District No. 5 (Southeast Kootenay) (the “District”) and used or made available to users.

### 1. Statement of Principles

- 1.1 **Transparency:** The District is committed to supporting the transparent use of Generative AI Tools. The use of these tools should be transparent to all stakeholders, including students, educators, parents, and the public.
- 1.2 **Privacy, Security, & Safety:** The District is committed to the use of Generative AI Tools and will respect the privacy rights of students, staff, and other stakeholders and comply with applicable privacy laws and regulations.
- 1.3 **Fairness & Equity:** Generative AI Tools used by the District should be resistant to bias and must not discriminate against any employee, group of employees, student, or group of students, or other stakeholders based on their race, gender, ethnicity, religion, or any other protected characteristic.
- 1.4 **Human-Centricity:** The District use of Generative AI Tools should be accurate and reliable. Outputs from these tools must be verified by a human user to ensure that the outputs are consistent with the intended purpose and free from errors or biases. Any workflows or processes that rely on Generative AI Tools must always have a human reviewer and not rely solely on results produced by Generative AI Tools.

1.5 **Accountability & Responsibility:** The District must use Generative AI Tools responsibly. These tools must be used in a manner that aligns with the Board's values, mission, and goals. All staff will be held accountable for their use of Generative AI Tools if they are found in violation of Administrative Procedure 142 – Use of Generative Artificial Intelligence (AI).

## 2. Statement of Best Practices

2.1. **Training:** Educators and students should receive adequate training on the use of Generative AI tools and technology before staff can use these effectively and responsibly.

2.2. **Evaluation:** The Board will evaluate the effectiveness and impact of Generative AI Tools through regular updates from the Secretary Treasurer through the District IT department. The Board will use this data and feedback to ensure that their use continues to align with the Board's goals.

2.3. **Risk Management:** The Board directs the District IT department, through the Secretary Treasurer, to identify and mitigate the risks associated with the use of Generative AI Tools to ensure they are used in a safe and secure manner.

2.4. **Collaboration:** The Board directs the District IT department, through the Secretary Treasurer, to collaborate with other educational institutions, industry partners, and government agencies to share best practices and promote responsible use of Generative AI Tools.

## 3. Responsibility

3.1 The District IT department, through the Secretary Treasurer, is responsible for the administration of this policy and shall ensure that training and instruction is available to all employees concerning this policy and Administrative Procedure.

The Board encourages the responsible use of these tools and recommends the above principles and best practices to ensure that their use aligns with the Board's values, mission, and goals.

Reference: [AP 142](#)



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

**April 23, 2024, 1:30 p.m.  
Cranbrook Board Office**

Committee Members  
in Attendance: Co-Chair Trustee Trina Ayling  
Trustee Chris Johns  
Trustee Irene Bischler

Regrets: Co-Chair Trustee Bev Bellina

Board/District Staff in  
Attendance: Chairperson Doug McPhee  
Trustee Alysha Clarke  
Superintendent Viveka Johnson  
Secretary Treasurer Nick Taylor  
District Principal of Student Services Darcy Verbeurgt  
District Principal of Early Learning and Child Care Laura-Lee Phillips  
District Vice Principal of Human Resources and Health & Safety Jaslene Atwal  
Operations Manager Joe Tank  
Executive Assistant to Secretary Treasurer and Superintendent (recorder)  
Jane Nixon

**1. COMMENCEMENT OF MEETING**

**1.1 Call to Order**

Co-Chair Trustee Ayling called the Student Services Committee meeting of April 23, 2024, to order at 1:50 p.m.

**1.2 Approval of the Agenda**

Moved/Seconded by Bischler/Johns:

THAT the agenda for the Student Services Committee meeting of April 23, 2024, be approved as circulated.

**1.3 Approval of the Minutes**

Moved/Seconded by Johns/Bischler:

THAT the minutes of the Student Services Committee meeting of February 26, 2024 be approved as circulated.

## **2. BUSINESS ARISING FROM PREVIOUS MINUTES**

### **2.1 Non-Violent Crisis Intervention Follow Up**

District Principal Verbeurgt reviewed the Non-Violent Intervention Follow Up (April 15, 2024) included in the agenda package.

Discussion included:

- Recertification structure of Crisis Prevention Institute (CPI) training
- Budget implications (training costs and budget accounts)
- Future funding
- Learning content on D2L Brightspace
- Building skills and capacity for individuals both qualified and unqualified
- Additional modules available within the CPI training program

Superintendent Johnson discussed the importance of CPI training as it is consistently used by other districts in the Kootenay Boundary region.

This will be an ongoing agenda item.

## **3. PRESENTATIONS**

Nil

## **4. REPORTS**

Nil

## **5. NEW BUSINESS**

### **5.1 New Informed Consent Process**

District Principal Verbeurgt reviewed the email from the College of Psychologists of British Columbia regarding the New Practice Standard and Checklist for Licenced School Psychologists.

District Principal Verbeurgt will provide a copy of the Consent and Assent Checklist at the May 27, 2024 meeting of the Student Service Committee.

### **5.2 Accessibility Committee Update**

District Principal Verbeurgt has been gathering information from itinerants on accessibility across the District.

Human Resources continues to work with individuals with accessibility issues. There continues to be ongoing work on the accessibility of the District website.

District Principal Verbeurgt has requested representation from individuals from the CFTA and CUPE on the Accessibility Committee.

Chairperson McPhee expressed concern of lack of inclusion of trustees in the advisory committee. Trustee Turner and Chairperson McPhee expect to be invited to any future meetings of the Accessibility Committee.

**6. ACTION ITEMS FOR FUTURE MEETINGS**

Nil

**7. CORRESPONDENCE**

Nil

**8. QUESTION PERIOD**

Nil

**9. ADJOURNMENT**

Moved/Seconded by Bischler/Johns:

THAT the April 23, 2024, Student Services Committee meeting adjourn at 2:45 p.m.

Have we effectively addressed the needs of our most vulnerable students and their families?

DRAFT



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

**April 23, 2024, 12:00 p.m.  
Cranbrook Board Office**

Committee Members in Attendance: Co-Chair Trustee Chris Johns  
Co-Chair Trustee Irene Bischler  
Trustee Wendy Turner

Regrets: Trustee Nicole Heckendorf  
Trustee Sarah Madsen

Board/District Staff in Attendance: Chairperson Doug McPhee  
Trustee Trina Ayling  
Trustee Alysha Clarke  
Secretary Treasurer Nick Taylor  
Superintendent Viveka Johnson  
Director of Instruction and Human Resources Brent Reimer (in at 12:50 pm)  
Operations Manager Joe Tank  
District Principal of Student Services Darcy Verbeurgt  
Principal of Early Learning and Child Care Laura-Lee Phillips  
Vice Principal Human Resources and Health & Safety Jaslene Atwal  
Executive Assistant to Secretary Treasurer and Superintendent (recorder)  
Jane Nixon

**1. COMMENCEMENT OF MEETING**

**1.1 Call to Order**

Co-Chair Trustee Johns called the public Finance Operations Personnel Committee meeting of April 23, 2024, to order at 12:13 p.m.

**1.2 Acknowledgement of Ktunaxa Territory**

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

**1.3 Approval of the Agenda**

Moved/Seconded by Turner/Bischler:

THAT the agenda of the public Finance Operations Personnel Committee meeting of April 23, 2024, be approved as circulated.

**1.4 Approval of the Minutes**

Moved/Seconded by Turner/Bischler:

THAT the minutes of the public Finance Operations Personnel Committee meeting of February 26, 2024, be approved as circulated.

**2. BUSINESS ARISING FROM PREVIOUS MINUTES**

**2.1 Trades Funding Follow Up**

This will continue to be an ongoing agenda item

**2.2 Site Acquisition Charges Working Group Update**

This item is on the budget working session agenda for April 25, 2024.

**3. PRESENTATIONS**

**3.1 Cranbrook Pickle Ball Club**

Three representatives from the Cranbrook Pickle Ball Club were in attendance: Percy Davis, Alison Donaldson and Don Morrison.

The Cranbrook Pickle Ball Club presented an initial proposal for discussion on the development of a freestanding indoor pickle ball facility.

Discussion included:

- The historical establishment and development of pickle ball in Cranbrook
- The education-based programs offered by the Cranbrook Pickle Ball Club
- Current available facilities
- Social benefits of pickle ball
- Joint agreement with School District No. 6 indoor tennis courts
- Possible multi-use of potential facilities

**RECOMMENDATION A:**

Moved/Seconded by Bischler/Turner

THAT the Board continues discussion with the Cranbrook Pickle Ball Club and that District Management investigate the viability of the proposal. Information will be brought back to the Finance Operations Personnel Committee for further review.

**4. REPORTS**

**4.1 Secretary Treasurer**

Nil

## **4.2 Superintendent**

### **4.2.1 Child Care**

District Principal Phillips provided a brief update on Child Care in the District.

Other discussion:

- Metis cultural kit will be in all StrongStart schools by the end of April.
- Director Reimer continues to work on the Letter of Understanding with CUPE
- Waiting on licencing for Fernie Learning Centre
- Final session on SEY2KT is May 16
- Changing Results for Young Children final session is May 15
- Working on inclusion and diversity administrative procedure
- Kindergarten orientation upcoming
- Ready Set Learn events across the District

## **5. NEW BUSINESS**

### **5.1 Letter from Saanich Board Chair, Tim Dunford**

This letter was referred to the Committee at the April 9, 2024, meeting of the Board of Education.

#### **RECOMMENDATION B:**

Moved/Seconded by Bischler/Turner:

THAT the Board be a signatory to the letter from Saanich Board Chair, Tim Dunford.

### **5.2 2024/2025 Board and Committee Meeting Calendar**

#### **RECOMMENDATION C:**

Moved/Seconded by Turner/Bischler:

THAT the draft Board and Committee Meeting Calendar for 2024/2025 be approved.

## **6. ACTION ITEMS FOR FUTURE MEETINGS**

Nil

## **7. CORRESPONDENCE**

### **7.1 District Occupational Health and Safety Committee Minutes**

Nil

**7.2 Finance and Capital Analysis Report**

Secretary Treasurer Taylor reviewed the finance and capital analysis report attached to the agenda package.

**7.3 Trustee Professional Development**

Secretary Treasurer Taylor reviewed the Trustee Professional Development report. This report will be modified as requested for future meetings.

**7.4 Staff Travel Summary**

Nil

**7.5 City of Cranbrook Proposed OCP**

Official Community Plan Amendment Bylaw No. 4139, 2024

Secretary Treasurer Taylor will have ongoing discussions with the City of Cranbrook regarding the community plan.

**8. QUESTION PERIOD**

Nil

**9. ADJOURNMENT**

Moved/Seconded by Bischler/Turner::

THAT the April 23, 2024, public Finance Operations Personnel Committee meeting adjourn at 1:11 p.m.

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

# **School District #5 and Cranbrook Pickleball Club Partnership Proposal**

## **Summary**

The Cranbrook Pickleball Club (CPC) would like to propose the development of a partnership/joint use agreement between the CPC and School District No 5 Southeast Kootenay (SD #5). The proposal would include the development of a joint use agreement between the two parties leading to the construction of a free standing indoor pickleball facility. The proposed facility would be located within the confines of a yet to be determined property owned by SD #5. The intent of this presentation is to determine if the Trustees of SD #5 would entertain the possibility of developing such an agreement.

## **Background**

The CPC is a not-for-profit Society which presently manages an eight-court outdoor pickleball facility located within the Kinsmen Park (previous tennis courts located on Victoria Avenue). Since the construction of this facility, general use by the public, members and visitors to the area has steadily increased.

One of CPC's goals and objectives is to provide the enjoyment of playing pickleball year-round in Cranbrook. Over the years CPC has explored various options to reach this goal, unfortunately, these options did not reach maturity. If SD #5 has the desire to explore the possibility of developing a relationship with CPC, it would be CPC's responsibility to undertake all planning requirements of this project.

## **RELATED INFORMATION**

### **Cranbrook Pickleball Club**

- Operates/manages at the KinClub Outdoor Courts on Victoria Ave.
- Operates facilities in conjunction with the City of Cranbrook
- Facilities open to all members of the community (general public, visitors, school/college groups, international students, etc.)
- 8 regulation sized courts
- Member of Pickleball Canada and Pickleball B.C.
- 170 active members during the 2023 season
- Registered as a Non-Profit Society
- Presently provides lessons/training programs for SD #5 students

### **Why Pickleball?**

- Historically perceived as a predominantly older adult (55+) sport, now a significant transformation to all demographics of the population.
- Over 1,370,00 estimated Canadian pickleball players in January 2023.
- Approximately 37% increase in pickleball players from 2022 to 2023.
- Almost 50% increase in the number of Canadian women playing pickleball from 2022 to 2023.
- 11% of Canadian households have at least one monthly pickleball player in 2023.
- Nearly 50% increase in participation among high school graduates from 2022 to 2023.
- Nearly 70% increase in participation among those with less than a high school education from 2022 to 2023.
- Minimal cost requirements for equipment to play the game.



During







**A determined group of volunteers put in over 1000 hours of labour to complete the present facilities.**

March 14, 2024

Doug McPhee  
Board Chair  
School District 5 (Southeast Kootenay)  
Via email: [doug.mcphee@sd5.bc.ca](mailto:doug.mcphee@sd5.bc.ca)

Dear Doug,

At the March 13, 2024 meeting of the Saanich Board of Education, the Saanich Board carried the following motion:

*“That the Board forward a letter to the Board of each of the eight school districts identified as being in a similar low enrolment growth position, explaining the February 14, 2024 advocacy motion, and requesting that they consider being a signatory to an enclosed draft letter to the Minister of Education and Child Care as a collective communication addressing unfunded inflationary costs. “*

This letter is being sent to the Board Chairs in the following eight school districts:

- School District 5 (Southeast Kootenay)
- School District 22 (Vernon)
- School District 45 (West Vancouver)
- School District 48 (Sea to Sky)
- School District 60 (Peace River North)
- School District 67 (Okanagan-Skaha)
- School District 72 (Campbell River)
- School District 79 (Cowichan Valley)

At the February 14, 2024 meeting of the Saanich Board of Education, the Saanich Board carried a motion which included that the Board work with senior staff *“to connect with other school districts facing a similar scenario (low enrolment growth) to explore the possibility of a collective communication to the Minister of Education and Childcare”*.

As you know, the funding formula in BC is disproportionately leveraged to enrolment change with the vast majority of funding being determined through per pupil funding allocations. Each year, funding rates are adjusted by an amount that does not fully reflect inflation, and historically has only reflected wage inflation. This means school districts are dependent on continual enrolment growth so that “net funding” from enrolment growth can be allocated to fund all other inflationary costs.

In a district where enrolment is stable or only growing slowly, program budgets cannot keep pace with inflation and a balanced budget can only be maintained longer term through continual reductions to programs. This is particularly challenging for medium sized school districts with stable enrolment or low growth, which do not benefit from either the scale of a larger district or the greater supplemental funding provided to smaller districts and districts with declining enrolment.

I am sending this letter to request that your Board consider approving being a signatory to the draft letter to the Minister of Education and Childcare included as an attachment to this letter. This letter will be prepared on a composite letterhead that displays the logos of each participating district in the upper header in order of district number. If your Board plans on participating please provide the appropriate logo for inclusion in the composite letterhead.

We thank you for considering this request and ask that you reply by April 26, 2024.

Sincerely,

A handwritten signature in black ink, appearing to read 'Tim Dunford', written on a light-colored background.

Tim Dunford  
Saanich Board Chair

TD/klg

cc : V. Johnson, Superintendent  
N. Taylor, Secretary Treasurer

**Attachment: Draft letter to Minister of Education**

**To: Minister of Education and Childcare**

We are writing to convey our concerns regarding the inequity and negative impacts of the current funding model for medium sized school districts with lower enrolment growth.

The funding formula in BC is disproportionately leveraged to enrolment change with the vast majority of funding being determined through per pupil funding allocations. Each year, funding rates are adjusted by an amount that does not fully reflect inflation, and historically has only reflected salary inflation. This means school districts are dependent on continual enrolment growth so that “net funding” from enrolment growth can be allocated to fund all other inflationary costs.

In a district where enrolment is stable or only growing slowly, program budgets cannot keep pace with inflation and a balanced budget can only be maintained longer term through continual reductions to programs. This is particularly challenging for medium sized school districts with stable enrolment or low enrolment growth, which do not benefit from either the scale of a larger district or the greater supplemental funding provided to smaller districts and districts with declining enrolment.

The Province’s Independent Funding Model Review Panel acknowledged on page 53 of its 2018 report that *“the current model does not consider potential economies of scale in those districts where enrolment is increasing and larger numbers of students attract significant amounts of funding”*. The recommendations relating to this observation and other observations impacting funding equity have not yet been implemented. In addition to the specific concerns raised in this letter, we acknowledge that other school districts are also being impacted in other ways due to other inequities in the funding model. In recent years, these inequities in the funding model have been compounded by greater than historical inflationary cost pressure.

We urgently request that these issues with the funding model be addressed for the 2024-25 school year, so that all school districts are able to maintain existing programs and implement strategies necessary to support student achievement in their respective communities.

**Signed by Board Chairs of medium sized low growth school districts**

**Copy: Minister of Finance**



## Meetings of the Board of Education of School District 5 Southeast Kootenay

*REGULAR PUBLIC, REGULAR IN-CAMERA AND STANDING COMMITTEES*

### 2024-2025

<b><u>2024</u></b>	<b>August 26</b>	9:30 a.m.	Committee Meetings	<b>Cranbrook</b>
	<b>September 10</b>	1:00 & 3:00 p.m.	Board Meetings	<b>Cranbrook</b>
	<b>September 23</b>	9:30 a.m.	Committee Meetings	<b>Cranbrook</b>
	<b>October 8</b>	1:00 & 3:00 p.m.	Board Meetings	<b>KLC - Fernie</b>
	<b>October 28</b>	9:30 a.m.	Committee Meetings	<b>Cranbrook</b>
	<b>November 12</b>	1:00 & 3:00 p.m.	Board Meetings	<b>Cranbrook</b>
	<b>November 25</b>	9:30 a.m.	Committee Meetings	<b>Cranbrook</b>
	<b>December 10</b>	1:00 & 3:00 p.m.	Board Meetings	<b>Cranbrook</b>
<b><u>2025</u></b>	<b>January 14</b>	1:00 & 3:00 p.m.	Board Meetings	<b>Cranbrook</b>
	<b>January 27</b>	9:30 a.m.	Committee Meetings	<b>Cranbrook</b>
	<b>February 11</b>	1:00 & 3:00 p.m.	Board Meetings	<b>Cranbrook</b>
	<b>February 24</b>	9:30 a.m.	Committee Meetings	<b>Cranbrook</b>
	<b>March 11</b>	1:00 & 3:00 p.m.	Board Meetings	<b>KLC – Fernie</b>
	<b>April 8</b>	1:00 & 3:00 p.m.	Board Meetings	<b>Cranbrook</b>
	<b>April 29*</b>	9:30 a.m.	Committee Meetings*	<b>Cranbrook</b>
	<b>May 13</b>	1:00 & 3:00 p.m.	Board Meetings	<b>KLC – Fernie*</b>
	<b>May 26</b>	9:30 a.m.	Committee Meetings	<b>Cranbrook</b>
	<b>June 10</b>	1:00 & 3:00 p.m.	Board Meetings*	<b>Cranbrook</b>

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

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

#### **Committee Meeting Schedule for 2024-2025 – All meetings at the Cranbrook School Board Office**

9:30 a.m. – 11:30 a.m.	In-Camera Finance/Operations/Personnel
11:30 a.m. – 12:00 p.m.	Lunch/Break
12:00 p.m. – 1:00 p.m.	Public Finance/Operations/Personnel
1:00 p.m. – 1:30 p.m.	Policy
1:30 p.m. – 2:30 p.m.	Student Services
2:30 p.m. – 4:00 p.m.	Advocacy/Education

*\*Tuesday, April 29 (Monday, April 28 is RSA Day)*

## **Trustee Media Report**

- Nothing to report.

### **Key City Theatre Society (KCTS) Report, March 28**

- KCTS has been in touch with members of the Ktuxaxa Nation to discuss help from their community to discuss the Equality, Diversity & Inclusion Committee's Terms of Reference.

## **Trustee Report**

April 3 –TMRES PAC meeting

April 9 –Executive session & Board meeting

April 10 –BCPSEA arbitration overview

April 10 –CDTA executive mtg

April 11 –Budget mtg

April 11 –BCPSEA TRB certification Zoom session

April 15 –BCPSEA Zoom by-election

April 17 –Jaffray community consultation

April 18 – 20 –BCSTA AGM

April 23 –Committee mtgs

April 24 –Pinewood PAC mtg

April 25 –Budget meeting & Principal shortlisting mtg

May 01 –TMRES PAC mtg

May 06 –Principal interviews for KO & TMRES

May 06 –BCPSEA BCTF bargaining Zoom training

May 07 –Scholarship presentations Elkford & Sparwood

May 08 –Scholarship presentations MBSS

May 09 –ST evaluation & strategic planning session

May 09 –Heritage fair mtg

May 09 –CUPE executive mtg

May 10 –Heritage fair



**The Board of Education of  
School District No.5 (Southeast Kootenay)  
PUBLIC CONSULTATION MEETING  
FUTURE USE OF GRASMERE SCHOOL SITE**

**April 18, 2024, 5:30 p.m.  
Jaffray Elementary Junior Secondary School Library**

Board/District Staff in  
Attendance:

Chairperson Doug McPhee  
Trustee Alysha Clarke  
Trustee Trina Ayling  
Secretary Treasurer Nick Taylor  
Superintendent Viveka Johnson  
Vice Principal Kyle Larson  
Executive Assistant to Secretary Treasurer and Superintendent  
(recorder) Jane Nixon

Other:

Jaffray Elementary Junior Secondary PAC President  
Community Members

**1. COMMENCEMENT OF MEETING**

**1.1 Call to Order**

Secretary Treasurer Taylor called the consultation meeting of April 17 to order at 5:35 p.m.

**1.2 Welcome and Introductions**

**1.3 New Business**

Discussion items included the following:

- A round of introductions of everyone in attendance and the organization they represent, if any.
- School District staff met with Tobacco Plains the morning of April 17, 2024. It was noted that the Board is committed to ongoing and strengthened relationships with Indigenous communities. There will be continued discussions around a possible partnership with Tobacco Plains on the development of the Grasmere school site to provide early learning, primary-aged education, and other itinerant services.

- Funding for this type of development would require approval of Ministry funds via the New Spaces Funds in addition to outside funding because the New Spaces funds are not expected to be sufficient to cover the costs of the project.
  - Questions on the estimated cost of the project were discussed and it was noted that an architect had provided preliminary costs of renovation of the old school site ranging from \$1.2 million to \$1.5 million, including costs of demolition.
  - A feasibility study would be required in order to determine the viability of this type of project, including enrolment projections, childcare operators, and licensing requirements.
  - Rental costs would be based on cost-recovery as the School District is not permitted to operate on a for-profit basis.
- Grasmere community groups have approached the District with the desire to maintain the grounds of the Grasmere school site and develop the grounds with a ball diamond, hockey rink, pickleball court, and basketball court.
    - The community groups have determined that they will be able to receive insurance if they enter into a lease agreement on the grounds.
    - The community groups would actively work on fundraising if they are approved to enter into a lease agreement on the school site grounds.
    - The Secretary Treasurer noted that a lease agreement may not be required to develop the property in partnership with the community groups.
    - If a lease agreement was entered into, the costs would be nominal with the expectation of grounds maintenance to be covered by the lessee.
    - The community groups asked for the contractors who have completed similar projects for the School District.
  - Long bus trips for young students.
  - It was noted that there was a desire to have an additional consultation event in Grasmere to ensure that all impacted residents in Grasmere and Tobacco Plains are being heard.
  - Additional concepts including outdoor recreational facilities (bathrooms, etc.), outdoor education spaces, senior care services, or rooms/offices for rent were brought up for discussion.

## 2. SUMMARY

**The Secretary Treasurer summarized the discussion and confirmed the following would be brought to the Board for further discussion:**

1. Current interest by community groups in developing the grounds of the Grasmere school site in the short-term including updates to the existing ball diamond and pickleball courts.
  - a. To draft and present the draft agreement to the Board.
  - b. To consider whether a lease agreement is necessary.
2. Continue to pursue opportunities and feasibility of an early learning hub in partnership with Tobacco Plains.

3. Schedule an additional consultation meeting in Grasmere at the community hall.

**3. ADJOURNMENT**

The public consultation meeting of April 17, 2024, on the future use of the Grasmere School site was adjourned at 6:32 p.m.

DRAFT

# LEARNING TOGETHER

NO. 7





# CONTENTS

# NO. 7

## PAGE 3

Learning Together

---

## PAGE 7

Around the District

---

## PAGES 4-5

News from District Teachers  
News from the DRC

---

## PAGE 8

In the Schools

---

## PAGE 6

District Design Labs

---

## PAGES 10-12

A picture says a thousand words...

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



We hope everyone had a relaxing spring break; the school year always seems to go faster from now until the end of the year.

The District proactively sent out safety measures to follow during the solar eclipse, but included activities that could be explored under direct supervision with students. Many took advantage of the teachable moment, and we even had Mrs. Yadernuk's class from Jaffray that went all the way to Ontario to explore the grade 10 science curriculum first hand. You may have caught a glimpse of these students from the South Country on CBC! One of the big ideas in grade 10 science is "the formation of the universe" which allowed the students to connect content of the classroom to the real-world experience of viewing the eclipse. What an amazing culminating activity for these grade 10 students! Definitely an experience they will remember for a lifetime.

The District will be going to each community in May for community engagement nights. Please check with your school for an event schedule. These fun-filled evenings provide information on how the District has been doing with the Framework for Enhancing Student Learning outcomes, goals, budget and strategic planning. We look forward to seeing you there!

Jaffray School recently hosted an engagement night regarding the Grasmere School site, aiming to gather input from stakeholders to shape its future. There will be another engagement event planned for Grasmere, please watch our website and social media for updates.

Principals and Vice Principals (PVP) were engaged in a day of reviewing assessment practices and the Ministry's current reporting order. PVP discussed communicating student learning with parents/guardians at the centre and reviewed [AP 360](#) that outlines the guiding principles and standards for fair student assessment.

We would like to extend a warm welcome to 21 new students from Namibia and Zimbabwe South Africa to the community of Elkford. Rocky Mountain Elementary and Elkford Secondary Schools hosted two welcome events for the new families to help bridge the transition to a new community and school system. Wishing all the new families a smooth transition and a fulfilling experience in Elkford!

**Viveka Johnson,**  
Superintendent

erase isolation | embrace relationships



# News from District Teachers

## District French Immersion Teacher, Marzia Bottoni

Bonjour tout le monde! Here is what has been happening in the wonderful world of French Immersion (FI) in the District.

We have been learning at various workshops about the Common European Framework of Reference for languages. This is an internationally recognized proficiency scale for language learning. A CEFR-inspired classroom is an inclusive space that uses a communicative approach to teaching and assessing second language acquisition. We will continue meeting and researching how we might implement this in our FI & Core French classrooms.

Our middle FI teachers also met in earlier this year to discuss literacy strategies for students being introduced to a new language in grade four. Once again we are using research from the science of reading to inform our practice. We left with the renewed knowledge that oral communication and listening in French is the first and most important step to learning to read and write in French. With language comprehension, reading and writing will follow.



### The Big Picture

In collaboration with the early FI teachers in Cranbrook, we have completed a digital resource for our FI teachers, administration and families. This document contains a curriculum guide of competencies taught in late grade one, as well as teacher and parent resources for this level. We have begun a similar portal for our middle grade six teachers and parents.



### Professional Development

We have held four workshops for our FI teachers with the amazing Shauna Nero from Simon Fraser University French department. We learned so much from Shauna on how to make our classrooms filled with comprehensible language input so that students can understand and feel success as their proficiency grows.

## Qu'est-ce que **LES ENTRÉES COMPRÉHENSIBLES ?** (Comprehensible input)

Langage que les élèves peuvent comprendre sans connaître tout le vocabulaire et les structures des énoncés.

A un effet sur l'acquisition du langage et le développement des compétences de littératie.

Est intéressant, de haute qualité et pertinent.

(Krashen et Bland, 2014)



### What's On The Horizon?

We will be meeting in our teaching groups one last time before year end to continue our learning on comprehensible input and CEFR strategies and resources.



# News from District Teachers

## Hearing Resource Teacher, Sarah Holmes

In April, two students from the District took part in a provincial event hosted by the Provincial Outreach Program – Deaf/Hard of Hearing. Haylee Mackie (TM Roberts) and Karina Galanov (Gordon Terrace) each wrote and delivered speeches alongside 25 other Deaf/Hard of Hearing (DHH) students from across the province. This year's topic was "My Deaf and Hard of Hearing Superpower." Both students did an incredible job representing the District, and bravely stood in front of the large crowd at the Michael J. Fox Theater at the BC School for the Deaf. They shared their personal speeches about their experiences as DHH students here in Cranbrook.

The students also had the opportunity to visit the Victory Hill/BC School for the Deaf dorms for a community barbeque where they got to meet with other DHH students from across the province. They also attended an event at Science World, where over 300 DHH students gathered for a day of learning, fun, and connections!

Haylee, Karina, and Sarah Holmes (Hearing Resource Teacher) want to extend their appreciation to POPDHH and to the District for the financial support to attend this amazing event!



# News from the DRC

## District Resource Centre Librarian, Maxine Malmberg

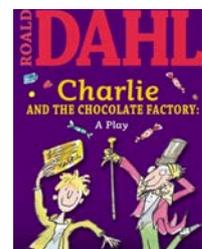
### Two New Novel Studies

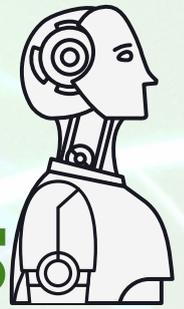
"**Charlie and the Chocolate Factory**" - Roald Dahl (1964) A classic tale continues to captivate young and old audiences. The 2023 release of "Wonka" the movie prequel of "Charlie and the Chocolate Factory" renews the imaginative magic of Roald Dahl's characters. Students in grades 4 to 5 will revel in the adventures of young Charlie Bucket while they explore the moral that we all experience the consequences of our actions in time.

"**The Night Wanderer**" - Drew Hayden Taylor (2007) Recommended for students in grades 9 to 11, this novel explores many social themes while gripping readers with its creepy narrative. Thank you to the English Language Arts crew at Laurie Middle for this suggestion! Check out the [official book trailer](#). There are also a lot of fantastic reviews on the book.

"A mesmerizing blend of Gothic thriller and modern coming-of-age novel, The Night Wanderer is unlike any other vampire story." (Annick Press)

"Offers food for thought as well as frights. Taylor sensitively works several important themes (redemption, coming of age, ties that bind) into his treatment of discussion-worthy issues (prejudice, bullying, suicide). His representation of life on a small reserve is authoritative, his Anishinabe vocabulary is authentic, and his refreshingly smart humour runs liberally through the book. Hats off to Annick Press for approaching a writer of Taylor's stature to write a novel for young teens. The Night Wanderer is a quality offering." (Quill & Quire)





# DISTRICT DESIGN LABS

Teachers of Transformative Learning **Ryan McKenzie and Kim Froehler**

## Making The World Turn

Students in grades 3 and 4 from Mrs. Meijer's class and UVic practicum teacher Mme. Champigny embarked on an enriching learning journey titled, "Exploring The Motions of the Earth, Moon and Sun Through Different Mediums."

The learning experience explored the observable patterns caused by the motions of Earth, Moon, and Sun. Students engaged in five distinct approaches to better understand the topic:

1. Research using online education databases like Learn 360, NatGeo Kids and World Book Kids
2. Observation using compasses from the District Resource Centre to look at the position of the sun and moon at different times of the day
3. Model-making using the Design Lab Lego
4. AI exploration by gaining more understanding from language generators that could curate information and answer questions at grade level language
5. AI image generation to depict the student learnings

## Learning Circuits With Bugs

Grade nine students at Parkland, put their understanding of electronic circuits to the test with a mini design challenge that had them creating cardboard circuits. Their challenge was to design a cardboard bug and use a combination of a watch battery, copper tape and LEDs to make different parts of their creation light up.





# AROUND THE DISTRICT

## Meet the Cranbrook Bus Drivers



### Art Morris - Driver

Art has worked for the District for 40 years! He has worked in various roles such as custodian, bus washer, and bus driver. Art is retired but came back to a full-time position during the pandemic. Art loves classic cars and volunteers for the Cranbrook Bucks. He also is a volunteer guest guide at the Kimberley Ski Hill. Art loves to spend time at Wasa around the campfire.



### Christine Portsmouth - Driver

Christine has been a bus driver for 25 years. She has had the opportunity to work in different departments for the District which has given her a chance to learn different jobs and meet great people. In her spare time, Christine spends time with her family in the great outdoors - fishing and camping.



### Darryl Bishop - Driver

Darryl has been a spare bus driver since 2009. Darryl and his wife, Janet, love to camp, travel and spend time with friends and family.



### Donnie Nelson - Driver

Donnie has been a bus driver for 15 years. Before driving bus, Donnie was a fire line supervisor for the BC Forest Service for 27 years. Donnie's hobbies include writing and playing music. His latest song is the Bus Drivers Prayer! Donnie loves his family and his dogs.



### Frank Feil - Driver

Frank has been a spare bus driver with the District for almost two years. He likes spending time in nature and enjoys gold panning, hunting, fishing and working in the garden on the farm.



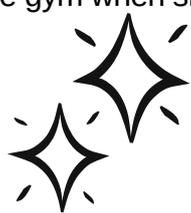
### Gerry Atwood - Driver

Gerry has been driving a bus for the District for 26 years. He enjoys time in the outdoors and camping during his summers off work.



### Judy Syme - Driver

Judy's driving career spans 29 years. She has been helping passengers with special needs for 16 years. You can find Judy in the gym when she is not at work.





# AROUND THE DISTRICT

## Meet the Cranbrook Bus Drivers



### Ken Jarabek - Driver

Ken retired ten years ago and started driving school bus. He thinks it is the best retirement job to have!



### Leo Snow - Driver

Leo has been in the heavy equipment and transport industry for 30 years. He has driven school bus for the District for the past five years. Leo loves hunting and fishing with his wife, five children and two grandchildren. He also likes gaming and is a Dungeons and Dragons nerd!



### Linda Smith - Driver

Linda has been driving the Gold Creek East School bus route for eight years. She shares her life at home with four horses, three cats, two dogs, and her husband Bill



### Randy Biddles - Driver

Randy has been working as a full-time bus driver for three years. In his spare time you can find him either barbequing or on a cruise ship somewhere.

### Mike Schultze - Driver

Mike has been a full-time bus driver for 1-1/2 years. When he's not driving, he enjoys walking his dog Jack, mountain biking and aviation.



### Sarah Kimber - Driver

Sarah started riding when she was three years old. She has learned so much from her horses. Sarah competes at Spruce Meadows in Calgary, Thunderbird in Vancouver, California and in Utah.



### Sam Nicoll - Bus Cleaner & Driver

Sam has been driving school bus for over a year. He loves playing hockey, reading and music. Interesting fact about Sam...he lived in England for 20 years.



Photos and Biographies missing for Jacob Larson and Kevin Ward

In the next issue of Learning Together, meet the Bus Shop Mechanics that keep the District buses running smoothly!





# IN THE SCHOOLS

# Spring

## News from Schools Across the District



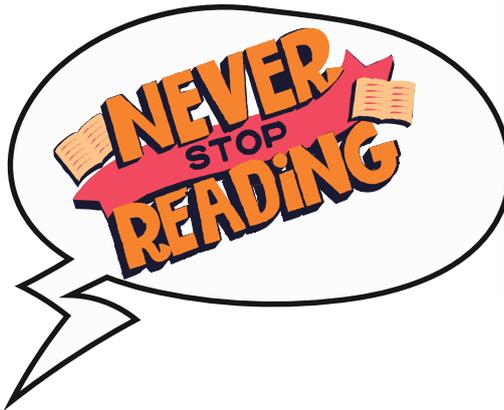
### Sashing Ceremony at Kootenay Orchards

Kootenay Orchards Elementary School invited the Métis Elders to perform a Sashing ceremony for the Intermediate students. Maarsi to Ms. Alexis for convening and welcoming everyone.



### Steeple Reads Spring Break Challenge

Congratulations to the Steeples Elementary students that earned a free book! They enjoyed a walk to Coles Bookstore to pick out a new book.



**Frank J. Mitchell Elementary Reading Room**  
The beautifully transformed Reading Room is now open at Frank J. Mitchell.



### Mount Baker Secondary Outdoor Careers

Students are currently working at the local food action garden. They will return three more times to pitch in, including a session where they plant the seedlings that they are growing in class. Such rich learning opportunities, where students are connecting to self, community, and the environment.



### Highlands Elementary "Survival Skills"

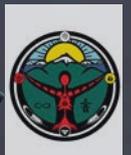
Mr. Bartraw's class learned outdoor skills such as how to whittle a stick and build a campfire at the Wildhorse River.



Principals and Vice Principals meeting at the Cranbrook Board Office on April 16.



# A picture says a thousand words...



# A picture says a thousand words...



# BCSTA VISIT

## April 29, 2024

On April 29, 2024, two executive members of the British Columbia School Trustees Association (BCSTA) visited the District. The itinerary included lunch with the Board of Education and District Management, followed by a tour of Mount Baker Secondary. The group also travelled throughout the Cranbrook catchment areas on an electric bus driven by bus driver, Frank Feil.

The Board of Education would like to thank the students and staff of Mount Baker Secondary for the tour of the school, the wonderful performances and the great demonstration of School District No. 5 (Southeast Kootenay) spirit. They would also like to acknowledge the Transportation Department for providing the bus and driver.



Pictured (l-r): BCSTA CEO Suzanne Hoffman, Chairperson Doug McPhee, Trustee Irene Bischler, BCSTA President Carolyn Broady, Superintendent Viveka Johnson, Trustee Trina Ayling, Secretary Treasurer Nick Taylor, Trustee Chris Johns and Trustee Alysha Clarke. (Missing from photo: Trustee Wendy Turner, Trustee Nicole Heckendorf, Trustee Bev Bellina and Trustee Sarah Madsen).





## *April Early Learning and Child Care Update*

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Currently, HR and Finance continue their discussions with our CUPE employee group regarding a Letter of Understanding to allow for childcare positions within the local.

Waiting for ChildCareBC New Spaces Funding announcements:

Elkford RMES  
Cranbrook GTES and SES  
Jaffray JESS

### Cranbrook:

- Amy Woodland has school aged care on school grounds with Community Connections Society
- Steeples: BGC (Boys and Girls Club) is licensing school aged care on school grounds, and we have jointly applied for a ChildCareBC New Spaces Fund: School Age Care on School Grounds for Steeples
- Gordon Terrace: Stay n' Play Program Association is working on licensing GTES for school age care on school grounds and we are jointly applying for ChildCareBC New Spaces Fund: School Age Care on School Grounds for GTES

### Fernie:

- Bright Beginnings has submitted their licensing request for the FLC for school aged care, and more preschool spaces. Total: 53 NEW spaces created in total
  - Side A: 24 preschool spaces, 20 school age care spaces
  - Side B: 10 preschool spaces, 19 school age care spaces
- Waiting on licensing officer.

### Sparwood:

- In discussions with the District and Treehouse regarding MVO for a Childhood Development Hub

### Elkford:

- Elk Valley Women's Task Force will be licensing Rocky Mountain Elementary School for school aged care on school grounds.
- Applied for ChildCare4 BC New Spaces Fund: School Age Care on School Grounds



## Jaffray:

- Sand Creek Community Club – South Country Social Planning to license school age care on school grounds at JESS

**ECE Dual Credit** (6 students registered) Presentations were done at all high schools, and we have the following registered for the February session:

- 2 - Sparwood Secondary
- 4 - Fernie Secondary

## SEY2KT:

Final session May 16th in Sparwood at the Chamber

### [SEY2KT 2023-24 — Compassionate Systems Leadership](#)

What is SEY2KT? Strengthening Early Years to Kindergarten Transitions

- A multi-partner initiative designed to improve early learning experiences and transition processes for BC children and families
- Brings together educators from school district and community settings to design and implement ongoing collaborative actions based on local resources and needs
- Based on themes that emerged from regional sessions involving over 1500 participants
- Grounded in research on transitions from early childhood to primary school and successful transformations to a learning leadership model (OECD 2015)
- Aligned with the revised Early Learning Framework (BC 2019)

Goal: focus on one community to foster coherent and seamless transitions to school for children and families through:

- establishing a local context for partnership, strong relationships, and collaboration in planning and decision-making
- working collaboratively to increase the exchange of knowledge, experiences and information about transition practices and experiences
- improving pedagogical continuity between the Early Years Sector and Primary Education
- identifying and address the barriers in 'both systems' and determine what would be enabling conditions (e.g. shared pedagogical practices, joint professional learning opportunities)

## Framework:

- 1: Collaborating and Creating Partnerships: Developing new ways of 'showing up' and interacting with one another
2. Welcoming Families: welcoming families into the school community
3. Going out into the community: Improving accessibility
4. Creating communities of practice: Developing shared professional learning activities, planning together, engaging in common practices



# SCHOOL DISTRICT 5

SOUTHEAST KOOTENAY

## CR4YC:

Final session May 15

Changing Results for Young Children Provincial Network Session, AWE: Wisdom Begins in Wonder, will take place on May 15, 2024 from 9:00 am to 12:00 pm PST

Guest Speakers:

Maria LeRose - host

Rob Roeser – The Dalai Lama Center Robert W. Roeser, Ph.D., is a prominent American psychologist who focuses on issues of human development and education - specifically, ways in which organizational features of schools, classroom teaching practices, and qualities of teachers affect the social, emotional and identity development of adolescents and emerging adults.

Denise Augustine, M.Ed, a First Nations woman of mixed ancestry, lives in the Cowichan Valley on Vancouver Island, the unceded lands of the hul'q'umi'num people. Denise is on a secondment with the Ministry of Education where she serves as the Superintendent of Indigenous Education. With over 25 years as an educator and a recipient of the Indspire Indigenous Educator Award for leadership, Denise is an enthusiastic champion for systemic changes that support Equity for Indigenous learners.

Melanie Scarcella – singer/songwriter

Natasha Tessier - author Book of Awe

## Child Care Resource and Referral:

CCRR changes as of April 1, they are now Southeast Kootenay CCRR. The Ministry decided to divide the contracts differently by school districts. CCRR is now servicing only SD5 and subcontracted to do Kimberley. New mandate for hours:

- Mondays 1:00 – 6:00
- Tuesday – Thursdays 9:00 – 4:00
- Friday and Saturdays 9:00 – 1:00

## Metis Nation BC Early Childhood Education (ECE):

By the end of April, all of the District StrongStart programs will have the Metis Cultural Kits

## StrongStart:

Early Childhood Educators of British Columbia (ECEBC) have written a letter to the Premier, David Eby to express their concern regarding the continued fragility of the StrongStart programs. *There has not been a funding increase to StrongStart since 2008.*

## [Early Learning](#)



# SCHOOL DISTRICT 5

S O U T H E A S T K O O T E N A Y

Ready Set Learn and Kindergarten Orientation events are happening in April and May.

## Ready, Set, Learn Dates:

April 17 Jaffray

April 30 Sparwood

May 9 Fernie

May 13 Elkford

May 23 Cranbrook

## Kindergarten Orientation Dates:

May 29 Fernie

June 4 Jaffray

June 10 Elkford

June 11 Sparwood

May 29 and May 30 SES

May 30 PES

June 5 KOES and GTES

June 6 AWES and TMRES

June 13 HES

## Next:

- Inclusion and Diversity AP
- Licensing Agreements to be created for our 3<sup>rd</sup> party providers in child care
- Presentation at a later date regarding Early Years Programs 2023-2024

**From:** [Doug McPhee](#)  
**To:** [Trustees.Staff](#); [Viveka Johnson](#); [Jane Nixon](#); [Nick Taylor](#)  
**Subject:** Trustee Report  
**Date:** Friday, April 12, 2024 11:17:49 AM

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## Trustee Report for April 2024

### District And Province

Although there was not a Committee Meeting day held at the end of March due to the Spring Break, there is still a lot to do at this time of the year!

We held the second Budget Planning meeting with trustees on April 11th. The intention of this work is to go over the fine balance between what is needed to operate the district on all levels in 2024-25 and what is allocated from the province to do so. Toward the end of June, we need to come to agreement and forward that work to the Ministry.

Interesting: The government is continuing with the Student and Family Affordability Fund, \$150,000. This was an initiative started during COVID to help with the economic strain of that period. Similar to the initial allocations, a needs assessment will be conducted to determine where the greatest positive impact can be gained.

Capital Bylaw was passed by the Board on April 9, 2024. The Capital Bylaw is the approval process through which the district identifies the construction/repair projects which of a high priority and again balances those needs to a limited budget from the province. Keeping on tract with capital planning ensures that repairs are done in priority manner across the district and school busses are replaced when required.

### **Looking forward:**

School Not in Session April 19

BCSTA AGM April 18-21

RSA Day April 22

Committee Day April 23

Budget Meeting April 25

BCSTA Visit April 29

Doug McPhee

**Chairperson  
Board of Education  
School District 5  
(Southeast Kootenay)**

[250-489-9622](tel:250-489-9622)

[250-426-5494](tel:250-426-5494)

[Doug.McPhee@sd5.bc.ca](mailto:Doug.McPhee@sd5.bc.ca)

**Ki?su?k kyukyit.** I am honoured to work, live and play in the homelands of the Ktunaxa people. The footprint of our School District is fully contained within the Ktunaxa Nation, including the communities of ?aq'am and Yaqit ?a-knuq?i't.

## 12. Anti-bullying Measures

### Category: Educational Programs

<b>Motion #:</b>	12 : A202412	<b>Sponsor:</b>	Kootenay Boundary Branch <i>and</i> Southeast Kootenay
<b>Meeting:</b>	AGM 2024	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>		<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	Carried		

#### Motion as Adopted:

##### BE IT RESOLVED:

That the BCSTA advocate to the Provincial Government and the Ministry of Education and Child Care to update their definition of bullying to recognize power imbalance in alignment with Public Safety Canada definitions and that the ERASE program be updated to align with this change.

#### Motion as Presented:

##### BE IT RESOLVED:

**That the BCSTA advocate to the Provincial Government and the Ministry of Education and Child Care to update their definition of bullying to recognize power imbalance in alignment with Public Safety Canada definitions and that the ERASE program be updated to align with this change.**

#### Rationale:

Currently, the Provincial ERASE website describes bullying as "***intentional, hurtful and aggressive behaviour that makes others feel uncomfortable, scared or upset.***" and further describes "***a person who shows bullying behaviour***" as someone who "***usually picks on another person's culture, disability, ethnicity, gender identity, looks, religion, or sexual orientation.***" This definition, while somewhat useful, minimizes the damage caused by bullying and does nothing to provide context or insight into how or why the bullying happens.

The definition used by Public Safety Canada states: "***Bullying is characterized by acts of intentional harm, repeated over-time, in a relationship where an imbalance of power exists.***"

Without the knowledge that power imbalances are a key component of bullying, this definition makes it difficult for the reader to extrapolate upon and thereby identify the basis for other acts of bullying such as intellectual or social standing,

socio-economic status, sociocisgender (male superiority over female), mental health, position/rank/authority or any other perceived advantage one individual may have over another individual.

The inclusion of "power imbalance" is even more important than defining bullying as a repetitive behaviour, as there are examples of very harmful incidents of bullying that have occurred a single time, some of which have resulted in the death of the victim.

In his pioneering research on bullying, Swedish-Norwegian psychologist, Dan Olweus indicated that changing the environment and addressing power imbalances among students, peer groups, and in classrooms have been associated with reductions of bullying behaviour and conversely, that anti-bullying programs focused on improving socio-emotional skills such as empathy, problem-solving skills, and self-control while **ignoring the dynamics of a power imbalance were less effective in reducing bullying.**

**Reference(s):**

Gov.bc ERASE website --<https://www2.gov.bc.ca/gov/content/erase>

Gov.bc on bullying -- <https://www2.gov.bc.ca/gov/content/erase/bullying>

Definition of bullying --<https://violence.chop.edu/bullying-schools>

International Journal of Bullying Prevention -- <https://link.springer.com/article/10.1007/s42380-023-00170-0#Sec2>

Public Safety Canada Brochure --<https://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/blng-prvntn/blng-prvntn-eng.pdf>

## 7. Fully Fund Supports for Students Who Have a Special Education Designation

### Category: Students

<b>Motion #:</b>	7 : A20247	<b>Sponsor:</b>	Kootenay Boundary Branch <i>and</i> Southeast Kootenay
<b>Meeting:</b>	AGM 2024	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>		<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	Carried		

#### Motion as Adopted:

##### BE IT RESOLVED:

That the BCSTA requests the Ministry of Education and Child Care (MECC) to fund the actual cost of supports for students identified in all special education categories.

#### Motion as Presented:

##### BE IT RESOLVED:

**That the BCSTA requests the Ministry of Education and Child Care (MECC) to fund the actual cost of supports for students identified in all special education categories.**

#### Rationale:

Boards of Education have a duty to provide equitable education to all students. As of the 2022 -23 school year, the Ministry of Education and Child Care (MECC) reported 86,596 students with diverse needs in the province --3,830 more than the year prior. However, boards continue to struggle with providing students who have --or are awaiting -- special education designations with the supports they need and are entitled to. Many Boards have, and continue to, supplement special education funding out of their general block funding. Educational staffing required to support students far exceeds what districts receive in funding.

The percentage of high incident category students often outstrip the number of low incident category students and these students are often more disruptive to a classroom if left unsupported. Yet, high incident category students continue to receive no funding, despite their need and right to receive supports. Special Education funds should provide supports for all special education categories recognized by the Ministry.

#### Reference(s):

MECC Fact Sheet --<https://news.gov.bc.ca/factsheets/education-by-the-numbers>



Annual EA salaries --<https://www.workbc.ca/career-profiles/elementary-and-secondary-school-teacher-assistants>

SPED designations & funding (SD40 website) --

[https://newwestschools.ca/resources/parent-guide-to-inclusive-education/ministry-of-education-special-needs-categories/https://www.sd48seatosky.org/apps/pages/index.jsp?uREC\\_ID=1129213&type=d&pREC\\_ID=1384221](https://newwestschools.ca/resources/parent-guide-to-inclusive-education/ministry-of-education-special-needs-categories/https://www.sd48seatosky.org/apps/pages/index.jsp?uREC_ID=1129213&type=d&pREC_ID=1384221)

BCTF Report Inclusive Funding Gap --<https://www.bctf.ca/whats-happening/news-details/2019/10/01/bc-s-inclusive-education-funding-gap>

BCTF Education Funding Brief 2022; Section 7: Building Inclusive School Communities pgs 31 - 34 --

<https://files.eric.ed.gov/fulltext/ED616940.pdf>

## 18. Neurodiverse Training in Public Education

18.

### Category: Teachers/Personnel and Employee Relations

**Motion #:** 18 : A202418

**Sponsor:**

Kootenay Boundary Branch *and*  
Southeast Kootenay

**Meeting:** AGM 2024

**Action:**

*not specified*

**Category:**

**Outcome:**

*not specified*

**Disposition:** Carried

#### Motion as Adopted:

##### BE IT RESOLVED:

That the BCSTA request the Ministry of Education and Child Care to fully fund neurodiverse awareness training for employees currently working in the education system and that they work with the Provincial Government, and the Ministry of Post-Secondary Education and Future Skills, ensuring post secondary institutions are including neurodiverse awareness training into the curriculum for education professions.

#### Motion as Presented:

##### BE IT RESOLVED:

**That the BCSTA request the Ministry of Education and Child Care to fully fund neurodiverse awareness training for employees currently working in the education system and that they work with the Provincial Government, and the Ministry of Post-Secondary Education and Future Skills, ensuring post secondary institutions are including neurodiverse awareness training into the curriculum for education professions.**

#### Rationale:

Inclusion of neurodiverse awareness training in the curriculum for teachers, support staff and early childhood educators would reduce the incidents of student-to-staff violence in schools and increase the opportunity for all students to thrive. No longer having to mask their unique ways of being, neurotypical students can begin to recognize and accept these students' diversity as normative within the context of human experience and diversity.

As these students grow into adulthood, these authentic interactions between neurotypical and neurodiverse students can positively redefine the inclusion of neurodiverse citizens in our communities, workplaces and society –which is the ultimate goal of inclusion.

Education and training *must be built into post-secondary curriculum* for new teachers, support staff and early childhood educators for the safety of our staff, the successful learning environment of our students and the future inclusion of neurodiverse citizens in society, and professional development needs to be fully funded and made available to the professionals currently working in the education system.

Given the vast selection of post-secondary institutions across BC --which have autonomy to determine their own program curriculum-- and that these programs are set by the regulatory bodies for these professions, combined with the need for public education professionals to receive a *standard level* of competency in educating students who present neurodiverse ways of thinking/being, it is imperative that these conversations take place at the provincial level rather than



by individual school districts.

**Reference(s):**

[Univeristy Act, Senate of a special purpose, teaching university 35.2 5 \(c\)](#)

[College and Institute Act](#)

[BC recognized ece institutions](#)

[Provincial Government; BC Teachers' Council](#)

[Bill S-203](#)

[Why it matters](#)

[2019 Scientific American Article](#)

[Masking and Mental Health](#)

[Neurodivergent Workforce Statistics](#)

## 14. Gender-based Violence Education

14.

### Category: Educational Programs

<b>Motion #:</b>	14 : A202414	<b>Sponsor:</b>	Kootenay Boundary Branch <i>and</i> Southeast Kootenay
<b>Meeting:</b>	AGM 2024	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>		<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

#### Motion as Adopted:

##### BE IT RESOLVED:

That the BCSTA requests the Provincial Government, the Ministry of Education and Child Care and the Parliamentary Secretary for Gender Equity to, develop and fully fund, evidence-based curriculum on gender-based violence including resources and professional development.

#### Motion as Presented:

##### BE IT RESOLVED:

**That the BCSTA requests the Provincial Government, the Ministry of Education and Child Care and the Parliamentary Secretary for Gender Equity to, develop and fully fund, evidence-based curriculum on gender-based violence including resources and professional development.**

#### Rationale:

At present, the BC curriculum provides age-appropriate grade markers that help to build a strong foundation for exploration and meaningful discussion around sexual health to encouraging students to develop healthy and respectful relationships for grades K – 10. It fails to provide educators with the training or resources needed to support the emotional, pedagogical, and socially sensitive needs of students in grades eleven (11) and twelve (12)-- the student population most likely to experience –or perpetrate—Gender-Based Violence (GBV).

The World Health Organization (WHO) describes GBV as:

- a major public and clinical health problem
- a violation of women's human rights
- rooted in and perpetuating gender inequalities

In 2022, the Provincial Government took the step of engaging a panel to inform *BC's Action Plan on Gender Based Violence*. There are a number of key insights in the Summary Report which is on the right track. The *Roundtable on Prevention and Awareness* identifies some root environmental causes, but fails to acknowledge that GBV is rooted first and foremost in sexual inequality, toxic masculinity and rape culture as exemplified by culturally rooted social attitudes that continue to stereotype male expectations and normalize or trivialize sexual assault and abuse, negatively impacting all of society.

The Report does recognize that GBV disproportionately affects:

- women and girls
- women with disabilities
- Indigenous women
- racialized women
- trans and non-binary people
- women who are homeless or underhoused,

but fails to identify GBV as inclusive of the following activities/incidents:

- domestic violence
- honour killings
- missing and murdered Indigenous women and girls
- the École Polytechnique massacre
- violent acts against men and boys with (real or perceived) non-cis-gender identities, behaviours or sexual partners, and
- other gender-related crimes

The Roundtable identifies the need to educate children, youth and young adults and, while discussion included ideas around how to reach young adults who do not attend post-secondary education institutions, the importance of engaging secondary school students --both male and female-- in fulsome and thoughtful conversation, carefully navigated by trained educators, was missed. This oversight, given the statistics below, as provided by various institutions and organizations in Canada regarding sexual offences:

- Sexual offences were the most reported crimes among girls aged 12–17
- Police-reported violence against females in Canada peaked at age 15
- Women are five (5) times more likely than men to experience sexual assault.
- Approximately 4.7 million women fifteen (15) years of age and older report having experienced sexual assault at least once
- There is a crisis of sexualized violence at post-secondary institutions

While it is imperative that this work be undertaken in classrooms by trained educators who can provide safe and inclusive environments while supporting honest and thoughtful conversations between all genders and gender identities, teachers cannot –and should not be expected to—provide students with what *Teaching and Teacher Education, Volume 116, August 2022 (Vanner, Holloway, Almansori)* describes as “**difficult knowledge**” that is “**complicated and nuanced, constituting an act of bravery and involving increased emotional and intellectual labour**” without the resources evidence-based GBV programs such as The Fourth R (relationships), Safe Dates, Shifting Boundaries or other proven-effective programs and resources can provide. It is also imperative that these programs and resources be fully funded and distributed provincially to ensure student learning is consistent and free from individual or regional biases.

Until gender inequality is addressed, the good work in which we are presently engaged toward Truth and Reconciliation, SOGI, anti-racism, anti-bullying and other forms of discrimination or intimidation will be less effective for cisgendered women and trans-gendered women and men than for cisgendered males, and GBV will continue to adversely affect these cis and trans-gendered female populations.

**Reference(s):**

Quick stats -- [Gender-based Violence \(GBV\) in Canada: A Snapshot - Women and Gender Equality Canada](#)

Quick facts -- [Gender Based Violence in Canada | Learn the Facts \(canadianwomen.org\)](#)

Post secondary letter -- [Open Letter to BC Government on Sexualized and Gender-Based Violence in Post-Secondary — Alliance of BC Students](#)

GBV is a human rights violation -- [Violence Against Women: 6 ways women's human rights are violated around the world - CanWaCH](#)

Why curriculum is needed -- [Teaching and learning with power and privilege: Student and teacher identity in education about gender-based violence - ScienceDirect](#)

Federal Government Action Plan -- <https://femmes-egalite-genres.canada.ca/en/gender-based-violence/intergovernmental-collaboration/national-action-plan-end-gender-based-violence.html>

BC's Action Plan on Gender Based Violence -- <https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/services-policies-for-government/gender-equity/summary-of-engagement.pdf>

The Fourth R -- <https://youthrelationships.org/>

Safe Dates -- <https://crimesolutions.ojp.gov/ratedprograms/142>

Shifting Boundaries -- <https://crimesolutions.ojp.gov/ratedprograms/226>

## 29. Increased funding for Aging Infrastructure

### Category: School Premises, Facilities, Services

<b>Motion #:</b>	29 : A202429	<b>Sponsor:</b>	Kootenay Boundary Branch <i>and</i> Southeast Kootenay
<b>Meeting:</b>	AGM 2024	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>		<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	Carried		

#### Motion as Adopted:

##### BE IT RESOLVED:

That the BCSTA request the Provincial Government and the Ministry of Education and Child Care to equitably increase capital funding specifically to address the replacement and renovation needs of aging school facilities in regions that are remote, rural and located in areas at risk from a seasonal natural disaster.

#### Motion as Presented:

##### BE IT RESOLVED:

**That the BCSTA request the Provincial Government and the Ministry of Education and Child Care to equitably increase capital funding specifically to address the replacement and renovation needs of aging school facilities in regions that are remote, rural and located in areas at risk from a seasonal natural disaster.**

#### Rationale:

Funding needs to be provided equitably across the province, ensuring that aging facilities in northern, remote and/or rural districts are approved for renovation or replacement proportional with aging facilities in larger, urban districts. Many districts are now prone to massive, seasonal forest fire occurrences and need to receive priority when considering which schools across the province need to receive ventilation and filtration upgrades.

Aging facilities have increased maintenance costs and contribute to unacceptable levels of greenhouse gas emissions; increased flooding and fire activities have become "the norm" in BC. As facilities await government approval for renovation/replacement, costs for capital projects continue to escalate as material and labour costs increase with inflation.

In July 2022, the Vancouver Sun noted that 250 schools in B.C. have yet to be upgraded for earthquake safety. In addition to aging and seismic infrastructure concerns there are a number of schools requiring additional classrooms to service growing student populations.

*BC's 2021-22 fiscal year finished with a \$1.3-billion surplus. Despite this one-time surplus and the apparent need for capital spending in education, no additional surplus monies were provided to the MECC to assist with this infrastructure "crisis" and the province's ageing school facilities continue to be chronically underfunded.*

In the 2022/23 school year a total of eight (8) additions to existing schools, four (4) new school projects, one (1) replacement school and seventeen (17) seismic projects were funded. In this same budget year, government delayed funding for seven (7) previously promised K - 12 capital funding projects — two (2) new schools and five (5) seismic

upgrades for existing schools— due to the" financial impacts of COVID-19 and last year's flooding".

According to the Province's Fact Sheet, *Budget 2023* commits \$3.4 billion in capital projects over the next three (3) years. For the 2023/24 budget year, \$865 million is slated for new and expanded schools, seismic upgrades, maintenance, playgrounds and property purchases for future schools and \$41 million will be spent to upgrade heating, ventilation and air-conditioning (HVAC) systems at 101 schools throughout the province. It is unclear whether these upgraded systems have also been prioritized for those districts, like the Central Okanagan and East and West Kootenays where extreme smoke conditions now exist yearly due to climate change and pose a significant risk to students in poorly ventilated, aging facilities.

Over the three year budget period, \$763 million has been earmarked for seismic upgrades which, according to "Table 1.8, *Capital Expenditure Projects Greater Than \$50 million*", page 75 of the *Budget & Fiscal Plan*, has a completion date of 2030.

We cannot delay any longer. Aside from providing safe, comfortable learning environments for students, continued delay adds an undue economic burden to taxpayers by way of money wasted on temporary maintenance fixes to aging facilities, unnecessary carbon emissions that are costly to districts and further harm the environment, contributing to extreme weather conditions, and a higher renovation/replacement price tag down the road, as construction costs continue to rise.

**Reference(s):**

[Vancouver Sun Article quoting BCSTA President](#)

[Gov.bc finance](#)

[Gov.bc school maintenance](#)

[Gov.bc fact sheet](#)

[BC Budget 2022/23 - 2024/25 \(pages 63 - 65, 75\)](#)



# SCHOOL DISTRICT 5

S O U T H E A S T K O O T E N A Y

Itinerary Carolyn Broady/Suzanne Hoffman BCSTA	
<b>Trip Description</b>	School District No. 5 (Southeast Kootenay) School Tour and Meeting with Board of Education
<b>Trip Goals</b>	Meet with Board of Education of School District No. 5 (Southeast Kootenay) and tour schools in Cranbrook
<b>Trip Length</b>	One Night
<b>Dates</b>	April 29-30, 2024
<b>Hotel</b>	<p><b>Prestige Rocky Mountain Resort</b>            209 Van Horne Street S            Cranbrook, BC V1C 6R9            250-417-0444</p> <p>Reservation #: 128806 (Carolyn Broady)            Reservation #: 128808 (Suzanne Hoffman)</p> <p>April 29, 2024 (1 night)</p> <p>The check-in time is 4:00 p.m.            The check-out time is 11:00 a.m.</p>
<b>Contact Information</b>	Jane Nixon 250-427-8757 (cellular)
<b>Main Contact Name/Phone</b>	School District 5 (Southeast Kootenay) Board Office 940 Industrial Road 1 Cranbrook, BC V1C 4C6 250-426-4201 (Reception)
<b>Meeting Location</b>	Boardroom One

## Itinerary – April 29

Arrival		
<b>Arrival in Cranbrook on Air Canada Flight 8300 (arrival at 11:50 a.m.)</b> Ground Transportation Required Travel to Cranbrook Board Office		
<b>April 29</b>	<b>12:30</b>	Meet at Board Office – Simple Lunch
	<b>1:30</b>	School Bus Tour to Mount Baker Secondary School
	<b>Highlights of MBSS to Include:</b>	<ul style="list-style-type: none"> <li><u>Legally Blonde</u> presentation in the drama room</li> <li>Music presentation in the band room Jazz Band and Music Composition</li> <li>The Gathering Place and Elders rooms</li> <li>The "lunch room"</li> <li>The "elevator"</li> <li>The hallways at class change (1:48 p.m.)</li> </ul>
	<b>2:45</b>	School Bus tour of Cranbrook schools
	<b>3:30</b>	Return to Board Office – Meet with Board of Education
	<b>3:40</b>	BCSTA Presentation
	<b>4:30</b>	Questions and Answers
	<b>5:00</b>	To Hotel
<b>6:00</b>	Dinner with Board of Education (Heid Out)	

## Itinerary – April 30

Departure
<b>Leave Cranbrook</b>

Annual Budget

**School District No. 05 (Southeast Kootenay)**

June 30, 2025

# School District No. 05 (Southeast Kootenay)

June 30, 2025

## Table of Contents

Bylaw .....	1
Annual Budget - Revenue and Expense - Statement 2 .....	2
Annual Budget - Changes in Net Financial Assets (Debt) - Statement 4 .....	4
Annual Budget - Operating Revenue and Expense - Schedule 2 .....	5
Schedule 2A - Annual Budget - Schedule of Operating Revenue by Source .....	6
Schedule 2B - Annual Budget - Schedule of Operating Expense by Object .....	7
Schedule 2C - Annual Budget - Operating Expense by Function, Program and Object .....	8
Annual Budget - Special Purpose Revenue and Expense - Schedule 3 .....	10
Schedule 3A - Annual Budget - Changes in Special Purpose Funds .....	11
Annual Budget - Capital Revenue and Expense - Schedule 4 .....	13

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

## ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 05 (SOUTHEAST KOOTENAY) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2024/2025 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 05 (Southeast Kootenay) Annual Budget Bylaw for fiscal year 2024/2025.
3. The attached Statement 2 showing the estimated revenue and expense for the 2024/2025 fiscal year and the total budget bylaw amount of \$98,401,263 for the 2024/2025 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2024/2025.

READ A FIRST TIME THE 14th DAY OF MAY, 2024;

READ A SECOND TIME THE 11th DAY OF JUNE, 2024;

READ A THIRD TIME, PASSED AND ADOPTED THE 11th DAY OF JUNE, 2024;

(Corporate Seal)

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Chairperson of the Board

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Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 05 (Southeast Kootenay) Annual Budget Bylaw 2024/2025, adopted by the Board the 11th DAY OF JUNE, 2024.

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Secretary Treasurer

# School District No. 05 (Southeast Kootenay)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget	2024 Annual Budget
<b>Ministry Operating Grant Funded FTE's</b>		
School-Age	5,967,000	5,835,825
Adult	2,625	4,125
<b>Total Ministry Operating Grant Funded FTE's</b>	<b>5,969,625</b>	<b>5,839,950</b>
<b>Revenues</b>		
	\$	\$
Provincial Grants		
Ministry of Education and Child Care	92,582,394	82,812,722
Other	68,000	178,164
Federal Grants	103,074	
Other Revenue	1,377,424	1,474,395
Rentals and Leases	200,000	200,000
Investment Income	125,000	95,000
Amortization of Deferred Capital Revenue	3,440,477	3,318,467
<b>Total Revenue</b>	<b>97,896,369</b>	<b>88,078,748</b>
<b>Expenses</b>		
Instruction	79,401,558	70,474,601
District Administration	3,056,835	2,745,949
Operations and Maintenance	12,845,008	12,031,245
Transportation and Housing	2,396,289	2,390,282
Debt Services	26,000	
<b>Total Expense</b>	<b>97,725,690</b>	<b>87,642,077</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>170,679</b>	<b>436,671</b>
<b>Budgeted Surplus (Deficit), for the year comprised of:</b>		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	170,679	436,671
<b>Budgeted Surplus (Deficit), for the year</b>	<b>170,679</b>	<b>436,671</b>

**School District No. 05 (Southeast Kootenay)**

Annual Budget - Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget	2024 Annual Budget
<b>Budget Bylaw Amount</b>		
Operating - Total Expense	80,955,416	77,423,840
Operating - Tangible Capital Assets Purchased	92,952	39,612
Special Purpose Funds - Total Expense	12,619,903	6,224,208
Special Purpose Funds - Tangible Capital Assets Purchased	262,621	262,621
Capital Fund - Total Expense	4,150,371	3,994,029
Capital Fund - Tangible Capital Assets Purchased from Local Capital	320,000	800,000
<b>Total Budget Bylaw Amount</b>	<b>98,401,263</b>	<b>88,744,310</b>

Approved by the Board

Signature	<b>DRAFT</b>	Date
Signature	<b>DRAFT</b>	Date
Signature	<b>DRAFT</b>	Date

# School District No. 05 (Southeast Kootenay)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2025

	2025 Annual Budget \$	2024 Annual Budget \$
<b>Surplus (Deficit) for the year</b>	<u>170,679</u>	<u>436,671</u>
<b>Effect of change in Tangible Capital Assets</b>		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(355,573)	(302,233)
From Local Capital	(320,000)	(800,000)
From Deferred Capital Revenue	(6,234,982)	(3,208,652)
<b>Total Acquisition of Tangible Capital Assets</b>	<u>(6,910,555)</u>	<u>(4,310,885)</u>
Amortization of Tangible Capital Assets	4,124,371	3,994,029
<b>Total Effect of change in Tangible Capital Assets</b>	<u>(2,786,184)</u>	<u>(316,856)</u>
Acquisitions of Prepaid Expenses	(200,000)	(150,000)
Use of Prepaid Expenses	200,000	150,000
	<u>-</u>	<u>-</u>
<b>(Increase) Decrease in Net Financial Assets (Debt)</b>	<u><u>(2,615,505)</u></u>	<u><u>119,815</u></u>

# School District No. 05 (Southeast Kootenay)

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget \$	2024 Annual Budget \$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education and Child Care	80,374,870	77,106,057
Other	68,000	68,000
Federal Grants	103,074	
Other Revenue	722,424	809,395
Rentals and Leases	200,000	200,000
Investment Income	80,000	80,000
<b>Total Revenue</b>	<b>81,548,368</b>	<b>78,263,452</b>
<b>Expenses</b>		
Instruction	66,809,085	64,277,823
District Administration	3,053,835	2,742,949
Operations and Maintenance	8,696,207	8,012,786
Transportation and Housing	2,396,289	2,390,282
<b>Total Expense</b>	<b>80,955,416</b>	<b>77,423,840</b>
<b>Net Revenue (Expense)</b>	<b>592,952</b>	<b>839,612</b>
<b>Net Transfers (to) from other funds</b>		
Tangible Capital Assets Purchased	(92,952)	(39,612)
Local Capital	(500,000)	(800,000)
<b>Total Net Transfers</b>	<b>(592,952)</b>	<b>(839,612)</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>

# School District No. 05 (Southeast Kootenay)

Annual Budget - Schedule of Operating Revenue by Source

Year Ended June 30, 2025

	2025 Annual Budget	2024 Annual Budget
	\$	\$
<b>Provincial Grants - Ministry of Education and Child Care</b>		
Operating Grant, Ministry of Education and Child Care	78,879,535	77,556,846
ISC/LEA Recovery	(340,061)	(341,145)
Other Ministry of Education and Child Care Grants		
Pay Equity	457,171	457,171
Student Transportation Fund	361,459	361,459
Support Staff Benefits Grant	106,661	106,661
FSA Scorer Grant	8,187	8,187
Labour Settlement Funding		946,380
Enrollment and Other Adjustments	901,918	(1,989,502)
<b>Total Provincial Grants - Ministry of Education and Child Care</b>	<b>80,374,870</b>	<b>77,106,057</b>
<b>Provincial Grants - Other</b>	<b>68,000</b>	<b>68,000</b>
<b>Federal Grants</b>	<b>103,074</b>	
<b>Other Revenues</b>		
Other School District/Education Authorities	345,363	431,250
Funding from First Nations	340,061	341,145
Miscellaneous		
Miscellaneous	10,000	10,000
Health Promoting Schools	27,000	27,000
<b>Total Other Revenue</b>	<b>722,424</b>	<b>809,395</b>
<b>Rentals and Leases</b>	<b>200,000</b>	<b>200,000</b>
<b>Investment Income</b>	<b>80,000</b>	<b>80,000</b>
<b>Total Operating Revenue</b>	<b>81,548,368</b>	<b>78,263,452</b>

# School District No. 05 (Southeast Kootenay)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object  
Year Ended June 30, 2025

	2025 Annual Budget	2024 Annual Budget
	\$	\$
<b>Salaries</b>		
Teachers	32,353,270	31,836,572
Principals and Vice Principals	5,634,904	4,933,947
Educational Assistants	7,411,954	7,189,606
Support Staff	7,428,302	6,922,925
Other Professionals	2,844,719	2,487,646
Substitutes	2,500,021	2,382,066
<b>Total Salaries</b>	<b>58,173,170</b>	<b>55,752,762</b>
<b>Employee Benefits</b>	<b>14,616,145</b>	<b>14,001,486</b>
<b>Total Salaries and Benefits</b>	<b>72,789,315</b>	<b>69,754,248</b>
<b>Services and Supplies</b>		
Services	2,217,276	2,035,928
Student Transportation	142,556	141,968
Professional Development and Travel	923,023	844,804
Rentals and Leases	148,607	118,660
Dues and Fees	75,450	74,700
Insurance	208,800	171,300
Supplies	3,185,389	3,022,232
Utilities	1,265,000	1,260,000
<b>Total Services and Supplies</b>	<b>8,166,101</b>	<b>7,669,592</b>
<b>Total Operating Expense</b>	<b>80,955,416</b>	<b>77,423,840</b>

**School District No. 05 (Southeast Kootenay)**

Annual Budget - Operating Expense by Function, Program and Object  
Year Ended June 30, 2025

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	26,644,852	1,567,591		574,406	62,029	1,425,486	30,274,364
1.03 Career Programs							-
1.07 Library Services	731,378			139,184		34,983	905,545
1.08 Counselling	996,188					47,972	1,044,160
1.10 Inclusive Education	3,755,952	164,391	6,563,064	22,928	766,195	680,536	11,953,066
1.30 English Language Learning	64,320						64,320
1.31 Indigenous Education	160,580	120,157	848,890		146,532	9,224	1,285,383
1.41 School Administration		3,625,797		1,173,373		132,862	4,932,032
<b>Total Function 1</b>	<b>32,353,270</b>	<b>5,477,936</b>	<b>7,411,954</b>	<b>1,909,891</b>	<b>974,756</b>	<b>2,331,063</b>	<b>50,458,870</b>
<b>4 District Administration</b>							
4.11 Educational Administration		156,968			295,142	40,000	492,110
4.40 School District Governance				355,612	146,545		502,157
4.41 Business Administration					1,000,671	6,107	1,006,778
<b>Total Function 4</b>	<b>-</b>	<b>156,968</b>	<b>-</b>	<b>355,612</b>	<b>1,442,358</b>	<b>46,107</b>	<b>2,001,045</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration				84,404	296,409	792	381,605
5.50 Maintenance Operations				3,767,910		89,395	3,857,305
5.52 Maintenance of Grounds				113,808		1,700	115,508
5.56 Utilities							-
<b>Total Function 5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,966,122</b>	<b>296,409</b>	<b>91,887</b>	<b>4,354,418</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration					131,196		131,196
7.70 Student Transportation				1,196,677		30,964	1,227,641
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,196,677</b>	<b>131,196</b>	<b>30,964</b>	<b>1,358,837</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>32,353,270</b>	<b>5,634,904</b>	<b>7,411,954</b>	<b>7,428,302</b>	<b>2,844,719</b>	<b>2,500,021</b>	<b>58,173,170</b>

**School District No. 05 (Southeast Kootenay)**

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2025 Annual Budget	2024 Annual Budget
	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>						
1.02 Regular Instruction	30,274,364	7,301,536	37,575,900	2,636,469	40,212,369	37,885,322
1.03 Career Programs	-	-	-	100,750	100,750	91,336
1.07 Library Services	905,545	231,190	1,136,735	123,762	1,260,497	1,390,646
1.08 Counselling	1,044,160	253,124	1,297,284	3,000	1,300,284	1,501,563
1.10 Inclusive Education	11,953,066	3,108,567	15,061,633	455,230	15,516,863	15,713,369
1.30 English Language Learning	64,320	16,080	80,400	7,300	87,700	255,733
1.31 Indigenous Education	1,285,383	360,401	1,645,784	375,805	2,021,589	1,845,947
1.41 School Administration	4,932,032	1,232,502	6,164,534	144,499	6,309,033	5,593,907
<b>Total Function 1</b>	<b>50,458,870</b>	<b>12,503,400</b>	<b>62,962,270</b>	<b>3,846,815</b>	<b>66,809,085</b>	<b>64,277,823</b>
<b>4 District Administration</b>						
4.11 Educational Administration	492,110	92,780	584,890	129,200	714,090	609,990
4.40 School District Governance	502,157	6,474	508,631	122,200	630,831	266,340
4.41 Business Administration	1,006,778	330,136	1,336,914	372,000	1,708,914	1,866,619
<b>Total Function 4</b>	<b>2,001,045</b>	<b>429,390</b>	<b>2,430,435</b>	<b>623,400</b>	<b>3,053,835</b>	<b>2,742,949</b>
<b>5 Operations and Maintenance</b>						
5.41 Operations and Maintenance Administration	381,605	91,107	472,712	170,200	642,912	565,961
5.50 Maintenance Operations	3,857,305	1,124,435	4,981,740	1,381,427	6,363,167	5,768,233
5.52 Maintenance of Grounds	115,508	34,620	150,128	275,000	425,128	418,592
5.56 Utilities	-	-	-	1,265,000	1,265,000	1,260,000
<b>Total Function 5</b>	<b>4,354,418</b>	<b>1,250,162</b>	<b>5,604,580</b>	<b>3,091,627</b>	<b>8,696,207</b>	<b>8,012,786</b>
<b>7 Transportation and Housing</b>						
7.41 Transportation and Housing Administration	131,196	28,731	159,927	8,144	168,071	154,225
7.70 Student Transportation	1,227,641	404,462	1,632,103	596,115	2,228,218	2,236,057
<b>Total Function 7</b>	<b>1,358,837</b>	<b>433,193</b>	<b>1,792,030</b>	<b>604,259</b>	<b>2,396,289</b>	<b>2,390,282</b>
<b>9 Debt Services</b>						
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>58,173,170</b>	<b>14,616,145</b>	<b>72,789,315</b>	<b>8,166,101</b>	<b>80,955,416</b>	<b>77,423,840</b>

# School District No. 05 (Southeast Kootenay)

Annual Budget - Special Purpose Revenue and Expense  
 Year Ended June 30, 2025

	2025 Annual Budget	2024 Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education and Child Care	12,207,524	5,706,665
Other		110,164
Other Revenue	655,000	665,000
Investment Income	20,000	5,000
<b>Total Revenue</b>	<u>12,882,524</u>	<u>6,486,829</u>
<b>Expenses</b>		
Instruction	12,592,473	6,196,778
District Administration	3,000	3,000
Operations and Maintenance	24,430	24,430
<b>Total Expense</b>	<u>12,619,903</u>	<u>6,224,208</u>
<b>Net Revenue (Expense)</b>	<u>262,621</u>	<u>262,621</u>
<b>Net Transfers (to) from other funds</b>		
Tangible Capital Assets Purchased	(262,621)	(262,621)
<b>Total Net Transfers</b>	<u>(262,621)</u>	<u>(262,621)</u>
<b>Budgeted Surplus (Deficit), for the year</b>	<u>-</u>	<u>-</u>

**School District No. 05 (Southeast Kootenay)**

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2025

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year				386,339					
<b>Add:</b> Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	287,051	279,298			128,000	26,950	155,187	419,328	166,163
Other			5,000	650,000					
Investment Income			20,000						
	287,051	279,298	25,000	650,000	128,000	26,950	155,187	419,328	166,163
	287,051	279,298	25,000	650,000	128,000	26,950	155,187	419,328	166,163
	-	-	816,506	386,339	-	-	-	-	-
<b>Revenues</b>									
Provincial Grants - Ministry of Education and Child Care	287,051	279,298			128,000	26,950	155,187	419,328	166,163
Other Revenue			5,000	650,000					
Investment Income			20,000						
	287,051	279,298	25,000	650,000	128,000	26,950	155,187	419,328	166,163
	287,051	279,298	25,000	650,000	128,000	26,950	155,187	419,328	166,163
<b>Expenses</b>									
Salaries									
Teachers									
Educational Assistants		217,853						116,524	
Support Staff								178,600	
Substitutes									40,700
Employee Benefits									1,500
Services and Supplies									42,200
		217,853						307,052	
		61,445							
	24,430		25,000	650,000	128,000	26,950	48,787	84,500	12,000
	24,430	279,298	25,000	650,000	128,000	26,950	155,187	27,776	111,963
	262,621	-	-	-	-	-	-	419,328	166,163
<b>Net Revenue (Expense) before Interfund Transfers</b>									
<b>Interfund Transfers</b>									
Tangible Capital Assets Purchased	(262,621)								
	(262,621)								
	-	-	-	-	-	-	-	-	-
<b>Net Revenue (Expense)</b>									

**School District No. 05 (Southeast Kootenay)**

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2025

	Classroom Enhancement Fund - Staffing	Student & Family Affordability	Feeding Futures Fund	TOTAL
Deferred Revenue, beginning of year	\$ 150,000	\$ 100,000	\$ 1,452,845	
Add: Restricted Grants				
Provincial Grants - Ministry of Education and Child Care	9,724,168	771,379	11,957,524	
Other			655,000	
Investment Income	9,724,168	-	771,379	12,632,524
Less: Allocated to Revenue	9,724,168	150,000	871,379	12,882,524
Deferred Revenue, end of year	-	-	-	1,202,845
Revenues	9,724,168	150,000	871,379	12,207,524
Provincial Grants - Ministry of Education and Child Care				655,000
Other Revenue	9,724,168			20,000
Investment Income				12,882,524
Expenses				
Salaries	7,584,868			7,738,392
Teachers				436,453
Educational Assistants				485,700
Support Staff		445,000		15,328
Substitutes			445,000	8,675,873
Employee Benefits	2,139,300		121,000	2,445,745
Services and Supplies	9,724,168	150,000	305,379	1,498,285
Tangible Capital Assets Purchased		150,000	871,379	12,619,903
Net Revenue (Expense) before Interfund Transfers	-	-	-	262,621
Interfund Transfers				(262,621)
Tangible Capital Assets Purchased				(262,621)
Net Revenue (Expense)	-	-	-	-

# School District No. 05 (Southeast Kootenay)

Annual Budget - Capital Revenue and Expense  
 Year Ended June 30, 2025

	2025 Annual Budget			2024 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
<b>Revenues</b>				
Investment Income		25,000	25,000	10,000
Amortization of Deferred Capital Revenue	3,440,477		3,440,477	3,318,467
<b>Total Revenue</b>	<b>3,440,477</b>	<b>25,000</b>	<b>3,465,477</b>	<b>3,328,467</b>
<b>Expenses</b>				
Amortization of Tangible Capital Assets				
Operations and Maintenance	4,124,371		4,124,371	3,994,029
Debt Services				
Capital Lease Interest		26,000	26,000	
<b>Total Expense</b>	<b>4,124,371</b>	<b>26,000</b>	<b>4,150,371</b>	<b>3,994,029</b>
<b>Net Revenue (Expense)</b>	<b>(683,894)</b>	<b>(1,000)</b>	<b>(684,894)</b>	<b>(665,562)</b>
<b>Net Transfers (to) from other funds</b>				
Tangible Capital Assets Purchased	355,573		355,573	302,233
Local Capital		500,000	500,000	800,000
<b>Total Net Transfers</b>	<b>355,573</b>	<b>500,000</b>	<b>855,573</b>	<b>1,102,233</b>
<b>Other Adjustments to Fund Balances</b>				
Tangible Capital Assets Purchased from Local Capital	320,000	(320,000)	-	
Principal Payment				
Capital Lease	122,000	(122,000)	-	
<b>Total Other Adjustments to Fund Balances</b>	<b>442,000</b>	<b>(442,000)</b>	<b>-</b>	
<b>Budgeted Surplus (Deficit), for the year</b>	<b>113,679</b>	<b>57,000</b>	<b>170,679</b>	<b>436,671</b>