



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

October 8, 2019, 3:00 p.m.
Sparwood Secondary School

Pages

1. COMMENCEMENT OF MEETING

1.1 Call to Order

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

1.2 Consideration and Approval of Agenda

M/S that the agenda for the regular public meeting of the Board of Education of October 8, 2019 be approved as [circulated / amended].

1.3 Approval of the Minutes

5

M/S that the minutes of the regular public meeting of the Board of Education of September 10, 2019 be approved as [circulated/amended].

1.4 Receipt of Records of Closed Meetings

11

M/S to accept the closed records of the in-camera meeting of the Board of Education of September 10, 2019.

1.5 Business Arising from Previous Minutes

1.6 Receiving of Delegations/Presentations

1.6.1 Nicole Neufeld & Lois Ehman - Australia

2. COMMITTEE REPORTS/TRUSTEE REPRESENTATIVE REPORTS

2.1 Advocacy/Education Committee 12

RECOMMENDATION A

M/S that the Board approve the BAA Course Orientation & Mobility 12.

RECOMMENDATION B

M/S that the Board approve a different format to the Annual School Fees Report to the Board.

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

2.2 Policy Committee 29

RECOMMENDATION A

“M/S that revised Policy 2.1 Tobacco/Cannabis Free District be approved by the Board of Education, with changes noted today.”

RECOMMENDATION B

“M/S that revised Policy 1.5 Terms of Reference – Finance/Operations/Personnel Committee be approved by the Board of Education, with changes noted today.”

M/S that the Board accept the report of the Policy Committee.

2.3 Student Services Committee 36

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

RECOMMENDATION A

M/S that the Board authorize the Superintendent, Secretary Treasurer and the Human Resources Director to monitor the need of a new portable this year for Isabella Dicken Elementary School and purchase one if necessary.

RECOMMENDATION A (from in-camera)

M/S that the Board approve an extra Committee Meetings Day on August 31, 2020.

RECOMMENDATION B (from in-camera)

M/S that the Board hire an external consultant to conduct an in depth review on the Districts busing in the Elk Valley and South Country.

RECOMMENDATION C (from in-camera)

M/S that the Board look into leasing a bus for the 2019/20 school year.

RECOMMENDATION D (from in-camera)

M/S that the Board engage Stantec to conduct the Building Assessment for our district.

M/S that the Board accept the report of the Finance/Operations/Personnel Committee.

2.5 BCSTA /Provincial Council

2.6 Communications/Media Committee

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

2.7 Mount Baker Secondary School Replacement Committee

M/S to accept the report of the Mount Baker Secondary School Replacement Committee.

2.8 Key City Theatre

M/S to accept the report of the Key City Theatre.

2.9 Legacy of Learning

M/S to accept the Legacy of Learning report.

2.10 Trustee Reports

3. SECRETARY TREASURER'S REPORT TO THE BOARD

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

M/S that the October 8, 2019 Secretary Treasurer's report be accepted as presented.

4. SUPERINTENDENT'S REPORT TO THE BOARD

45

M/S that the October "Pathways to Learning" Report to the Board of Education be accepted as presented.

4.1 Operation Street Angels - Mount Baker Secondary School

5. CHAIRPERSON'S REPORT

6. NEW BUSINESS

6.1 Business Arising from Delegations

7. TRUSTEE BOUQUETS

8. ITEMS FOR INFORMATION/CORRESPONDENCE

October 18, 2019 MOE Partner Liaison Meeting

Oct 25-26, 2019 BCSTA Provincial Council

November 4-5, 2019 BCPSEA Symposium

November 28-30, 2019 BCSTA Trustee Academy

9. QUESTION PERIOD

10. LATE ITEMS

11. ADJOURNMENT

M/S that the October 8, 2019 regular public meeting of the Board of Education adjourn at [time].



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

MINUTES - REGULAR PUBLIC MEETING

**September 10, 2019, 3:00 p.m.
Kootenay Learning Campus - Fernie**

Present: Chairperson Lento
Trustee Ayling
Trustee Bellina
Trustee Damstrom
Trustee Johns
Trustee Kitt
Trustee McPhee
Trustee Turner
Trustee Whalen

Staff Present: Superintendent, S. Yardley
Secretary Treasurer, A. Rice
Director of Instruction/Human Resources, B. Reimer
Director of Instruction/Student Learning, D. Casault
Director of Student Learning/Aboriginal Education, J. Tichauer
District Principal/Transformative Learning and Technology, J. Roberts
Recorder, Sandy Gronlund

1. COMMENCEMENT OF MEETING

1.1 Call to Order

Chairperson Lento called the September 10, 2019 regular public meeting of the Board of Education to order at 3:06 p.m.

Welcome to Silke Yardley as our new Superintendent and Alan Rice who has been our new Secretary Treasurer since April 2019.

1.2 Consideration and Approval of Agenda

Additions: **6.2 Parkcrest Elementary School - Kamloops**

MOTION R-19-116

M/S that the agenda for the regular public meeting of the Board of Education of September 10, 2019 be approved as amended.

CARRIED

1.3 Approval of the Minutes

Minutes of the Public meeting of the Board of Education of June 11, 2019.

MOTION R-19-117

M/S that the minutes of the regular public meeting of the Board of Education of June 11, 2019 be approved as amended.

CARRIED

1.4 Receipt of Records of Closed Meetings

MOTION R-19-118

M/S to accept the closed records of the in-camera meeting of the Board of Education of June 11, 2019.

CARRIED

1.5 Business Arising from Previous Minutes

Trustee Johns asked for "The Select Standing Report K-12" be added to the next Advocacy Committee Meeting.

1.6 Receiving of Delegations/Presentations

Nil.

2. COMMITTEE REPORTS/TRUSTEE REPRESENTATIVE REPORTS

2.1 Advocacy/Education Committee

No Meeting in June.

2.2 Policy Committee

No Meeting in June.

2.3 Student Services Committee

No Meeting in June.

2.4 Finance/Operations/Personnel Committee

No Meeting in June.

Trustee Johns asked Mrs. Yardley and Mr. Rice to look into the possibility of having committee meetings in June, July, August, December and March.

2.5 BCSTA /Provincial Council

The BCSTA Provincial Council Meeting is October 25-26, 2019 in Vancouver.

MOTION R-19-119

M/S to accept the report of the BCSTA/Provincial Council.

CARRIED

2.6 Communications/Media Committee

Trustee Ayling reported sending a letter to Media.

- New Administrators for two Elk Valley Schools

MOTION R-19-120

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

CARRIED

- 2.7 Mount Baker Secondary School (MBSS) Replacement Committee**
Trustee Johns reported working with Stantec on the replacement cost of MBSS.

MOTION R-19-121

M/S to accept the report of the Mount Baker Secondary School Replacement Committee.

CARRIED

- 2.8 Key City Theatre**

Trustee Johns reported there were no formal meetings over the summer although they did meet in regards to the insurance rates increasing \$10,000 for the Key City Theatre as the value of the building increased with the improvements that have recently been completed.

MOTION R-19-122

M/S to accept the report of the Key City Theatre.

CARRIED

- 2.9 Legacy of Learning**

Trustee Johns thanked the School District for the display that was leant out to the Legacy of Learning for the summer. It was a great hit and the display is now back on the wall at the School Board Office.

There was a meeting with Columbia Basin Trust in regards to the ability to receive more predictable funding.

Trustee Johns would like to meet with Mrs. Yardley and Mr. Rice regarding Policy 3.43 and 3.43R on Legacy of Learning.

MOTION R-19-123

M/S to accept the Legacy of Learning report.

CARRIED

- 2.10 Trustee Reports**

Trustees reported on their activities for the month.

The Job Fair at the Days Inn put on by Black Press media was well attended.

3. SECRETARY TREASURER'S REPORT TO THE BOARD

- 3.1 Budget Update**

The current district enrolment report was distributed. Mr. Rice reported the district is up in the number of students, with the majority of the increase seen in the Elk Valley schools. Will be working on updating the budget as the enrolment numbers are set for September 30, 2019.

3.2 Audit Tender (Fiscal 2020-2022)

BDO has completed the yearly Financial Audit and reported back to the Board. A few items to wrap up and then the audited financial statements will be distributed to the Ministry and stakeholder groups.

Mr. Rice gave an update on the Hosmer school bus incident. On Thursday, September 5th one of our school busses was hit by another vehicle. There were two students on the bus at the time. The two students and bus driver were shook up but okay. There will be no comments on the accident until the investigation is complete.

MOTION R-19-124

M/S that the Board approve the preparation of a Request for Proposal to be prepared and disseminated under the terms of Policy 4.14 (Financial Auditing Services) for selecting and appointing an auditor.

CARRIED

MOTION R-19-125

M/S that the Secretary Treasurer's report to the Board of Education be accepted as presented.

CARRIED

4. SUPERINTENDENT'S REPORT TO THE BOARD

The "Pathways to Learning" report, which replaces the "Superintendents" report, can be found on the School District's website at www.sd5.bc.ca.

Mrs. Yardley shared how pleased she is to be working with School District No. 5 (Southeast Kootenay).

Ivan Coyote, who represents the LGBTQ, will be coming to Cranbrook October 16, 2019 and will be presenting to the students.

The District Administrators shared their reports from the "Pathways to Learning" report with the Board.

Mr. Tichauer reported that the Kootenay Learning Campus in Fernie is very close to being ready for students.

Trustee Johns asked Mr. Rice to send out some thank you cards:

- To Joe Tank, Manager of Operations and Harry Otter and Mandy Pighin, SD5 Painters for having the Rainbow Crosswalk repainted at the Board Office over the summer.
- To Michael Meinig, Payroll Officer, for his efforts in fundraising to support the meals programs for students in School District 5 and 6.

MOTION R-19-126

M/S that the September 2019 Pathways to Learning Report to the Board of Education be accepted as presented.

CARRIED

5. CHAIRPERSON'S REPORT

Parents are asking for clarification and expectations on student reporting.

The welcome letter to the School District staff from Mrs. Yardley and Mr. Rice was well done and the welcome for the Board Office staff was appreciated by the Board.

Chair Lento would like the Board to examine new opportunities in this New Year. When we help students, we help families and societies.

6. NEW BUSINESS

6.1 Business Arising from Delegations

Nil.

6.2 Parkcrest Elementary School - Donation

The Board would like the District to lend support for the staff at the Parkcrest Elementary school in Kamloops that recently burned down.

MOTION R-19-127

M/S that School District 5 (Southeast Kootenay) donate up to \$10,000 to the Kamloops Parkcrest Elementary School staff as a donation for school supplies.

CARRIED

7. TRUSTEE BOUQUETS

Trustee Bellina

- to Chair Lento for the work with the Kootenay Learning Campus along with the SD5 staff and their work in this project
- to Mrs. Yardley and Mr. Rice for the Welcome Back letter to SD5 staff
- to Joe Tank, Harry Otte, and Mandy Pighin for the painting of the Rainbow Crosswalk at the Cranbrook Board office

Trustee Whalen

- to Rachel Romero, Vice Principal and Mr. Tichauer for the tour of the Kootenay Learning Campus at the grand opening this morning.

Trustee McPhee

- for the tour of the Design Labs and the amazing school start up
- the commitment from Mr. Reimer and his staff to make sure that the staff is all where they should be for the new school year
- Mrs. Yardley and Mr. Rice along with the help of District Management for the start up breakfast at the Cranbrook Board office

Trustee Turner

- the staff for their all of their work in making a smooth start up to the year

8. ITEMS FOR INFORMATION/CORRESPONDENCE

Nil.

9. QUESTION PERIOD

Chair Lento thanked Chris Kielpinski for his attendance at Public Board meetings.

10. **LATE ITEMS**
Nil

11. **ADJOURNMENT**

MOTION R-19-128

M/S that the September 10, 2019 regular public meeting of the Board of Education adjourn at 4:00 p.m.

CARRIED

Frank Lento, Chairperson

Alan Rice, Secretary Treasurer

DRAFT



1.4. RECEIPT OF RECORDS OF CLOSED MEETINGS

In-camera Meeting September, 2019

- Finance/Operations/Personnel Committee report
 - Exempt Compensation
 - Bargaining Update
 - Personnel
- BCPSEA Representative Report
- Superintendent's Report
 - Staffing Update

Alan Rice
Secretary Treasurer



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

September 23, 2019 9:30 a.m.

Board Office

Committee Members
In Attendance:

Trustee Bellina
Trustee Turner
Trustee Whalen
Trustee Ayling

Regrets:

Board/District Staff in
Attendance:

Trustee McPhee
Trustee Johns
Trustee Kitt
Trustee Damstrom
Trustee Lento
Silke Yardley, Superintendent
Jason Tichauer, Director, Student Learning
Diane Casault, Director, Student Learning
Jennifer Roberts, District Principal
Gail Rousseau, Executive Assistant (Recorder)

1. COMMENCEMENT OF MEETING

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

1.1 Call to Order

The Advocacy/Education Committee meeting of September 23, 2019 was called to order at 9:30 a.m. by Co-Chair Whalen.

1.2 Approval of Agenda

Addition: **4.4 French Advisory Committee**

M/S that the agenda of the Advocacy/Education Committee meeting of September 23, 2019 is approved as amended.

1.3 Approval of Minutes

M/S that the minutes of the Advocacy/Education Committee meeting of May 27, 2019 be approved as amended.

2. PRESENTATIONS

2.1 BAA Course – Orientation & Mobility 12

Kerry Barclay presented a new BAA Course, Orientation & Mobility 12 for approval by the Board. She also read a letter written by her student Samantha Sorensen, Grade 12, outlining the reasons why she should be getting credit for the work she is already doing.

Recommendation A – that the Board approve the BAA Course Orientation & Mobility 12.

3. ITEMS FORWARDED FROM PREVIOUS MEETING

3.1 School Fees

Jason Tichauer provided the Committee with clarification on school fees from a previous meeting. Highlights included:

- Some of the fees on the chart previously provided are not mandatory; while they are curricular trips there are options for students who cannot/will not pay for trips
- the school fees report to the Board needs to change – report should list fees for courses leading to graduation; right now they are optional fees for extracurricular events as well
- very hard to have an exhaustive list of every curricular fee

A discussion took place:

- Clarification was given on fees that schools are allowed to charge, reiterating that any course that leads to graduation cannot have a mandatory fee
- need to communicate to schools differently so it doesn't seem like we are forcing a choice i.e., class field trip to Fort Steele; make sure option to not participate is not punitive
- often there are contingencies at the schools for families who can't afford events; this has not been an issue in the past

Recommendation B – M/S that the Board approve a different format to the Annual School Fees Report to the Board.

4. CORRESPONDENCE AND/OR NEW ITEMS

4.1 DSAC Report – Trustee Bellina gave a brief recap of the last DSAC meeting held June 7 at the Arbor at Tobacco Plains. The first meeting of this school year will be held October 30, 2019 at the Cranbrook Board Office.

4.2 DPAC Report

Trustee Turner had the following report:

DPAC is actively looking for representatives from each school. Trustee Turner outlined the motions from the Board meeting and the minutes from the June DPAC meeting. She will continue to promote DPAC at her school meetings. DPAC excited to see Ivan Coyote coming to Key City Theatre on October 16 and they are looking at booking future events.

4.3 K-12 Select Standing Report

Trustee Johns thanked Darcy Verbeurgt and Alan Rice for helping him prepare for his 5 minute speech to the Select Standing Committee. He outlined areas of the report where School District 5 was highlighted. He is more than prepared to attend next year and fellow trustees thanked him for his work in this area.

4.4 French Advisory Committee

Director of Student Learning, Diane Casault is looking for Trustee representation at the French Advisory committee. She gave a brief history regarding the Federal French Guidelines and our French Immersion numbers. The committee will meet 4-5 times a year after school and will consist of one trustee, 2 teachers, 2 parents, a representative from Canadian Parents for French and herself. The first meeting will be held the 3rd week of October. A discussion was held as to this committee being structured as an ad hoc committee or a standing committee. That decision will be referred to the Superintendent. Trustee Whalen will be happy to sit on this committee.

5. BCSTA LETTERS

5.1 Mental Health and Wellness Supports

5.1.1 BCSTA Letter to Minister

Receive and file.

5.1.2 BCSTA President to Minister

Receive and file.

5.1.3 BCSTA President to Minister

Receive and file.

5.1.4 BCSTA President to 4 Ministers

Receive and file.

5.2 School Bus Safety

5.2.1 BCSTA President to Minister

Invitation will go out to the Secretary-Treasurer, Alan Rice for a report on school bus safety and in particular seat belt use on buses at the next Advocacy/Education Committee meeting.

Receive and file.

5.3 Funding Model Review

5.3.1 SD 52

Receive and file.

5.3.2 SD 57

Receive and file.

5.3.3 SD 60

Receive and file.

5.3.4 SD 82

Receive and file.

5.4 Co-Chair Governing Model

5.4.1 SD 74

Receive and file.

5.5 School Area Standards

5.5.1 BCSTA President to Minister of State for Child Care

Discussion: child care is the focus for Columbia Basin Trust funding over the next few years - keep this on our radar; the Ministry of Education has called a meeting November 8 for the Superintendent, Secretary-Treasurer and Early Learning Coordinator to attend where they are presenting a plan for children 0-8.

Receive and file.

5.6 Select Standing Committee

5.6.1 SD 38

Receive and file.

6. ADJOURNMENT

The Advocacy/Education Committee meeting was adjourned at 10:22 a.m.

Board/Authority Authorized Course Framework

School District/Independent School Authority Name:	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD5
Developed by: Provincial Resource Center for Visually Impaired	Date Developed: January 15, 2019
School Name: District/Mount Baker Secondary School	Principal's Name: Viveka Johnson
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only)
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Orientation & Mobility 12	Grade Level of Course 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Special Training, Facilities or Equipment Required:

This course must be taught by an Orientation and Mobility specialist who is proficient in teaching the skills, knowledge, and techniques to facilitate safer and more effective travel for individuals with visual impairments.

The British Columbia Ministry of Education requires that the Orientation and Mobility specialist meet the standards established by the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER), which require:

- Masters Degree in Orientation and Mobility; or
- Completion of post-graduate studies in Orientation and Mobility, which include at least 300 hours of supervised practice in orientation and mobility involving individuals with a variety of visual impairments.

Course Synopsis:

Orientation and Mobility 12 is designed for students who have low vision or who are blind and who require instruction in O & M skills and techniques to achieve the highest level of independent travel that is possible given the student's individual capacity. The Orientation and Mobility Teacher and the student will determine which strategies would be most appropriate for a given student. Students are expected to perform the curricular competencies in increasingly complex environments and in conjunction with an increasing number of previously learned skills and techniques.

Goals and Rationale:

Orientation and Mobility, often referred to as O & M, refers to age-appropriate and ongoing instruction in the skills, techniques and knowledge required for individuals who are visually impaired to travel safely, efficiently, gracefully and with as much independence as possible in a variety of environments.

"Orientation" refers to the ability to know where you are and where you want to go, whether you're moving from one room to another or walking downtown for a shopping trip.

"Mobility" refers to the ability to move safely, efficiently, and effectively from one place to another, such as being able to walk without tripping or falling, cross streets, and use public transportation.

Independent, safe, efficient and graceful travelers have well-developed orientation and mobility skills, as well as the confidence and motivation to apply their skills to travel in a variety of environments. To become independent travelers, students who are visually impaired require direct instruction in O & M techniques and concepts. Through varied and extensive opportunities to develop and experiment with the use of these skills, students work towards the goal of becoming skilled travelers, enabling them to participate more fully in their school and community lives.

Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Students with visual impairments acquire O & M knowledge and skills so that they may travel in an increasingly safer, effective, and graceful manner. For these learners, an effective O & M skillset supports physical health and wellbeing, and promotes access to a broader range of opportunities for interactions in the community.
- Learning involves patience and time.
- O & M programming requires a highly personalized approach to learning and is only effective when grounded in authentic environments that are meaningful to the learner. O & M concepts develop over time in a manner that mirrors the individual learner's requirements for independent travel with the instructor gradually shifting the responsibility for safer and more effective travel from others (e.g., parents, teachers) to the student.
- Learning requires exploration of one's identity.
- Over the course of an O & M program, the student will reflect on their own strengths and challenges and through accurate self-knowledge will match their current O & M skillset to the travel demands in their daily lives.
- Learning is embedded in memory, history and story.
- Changes in the physical environment impact all learners. However, students with visual impairments must interact directly with these changes as they navigate the environment. Therefore, a keen sense of history and memory for what came before is critical to the O & M skillset.

BIG IDEAS

Mobility/Identification canes techniques and knowledge of when to use each are important for independent travel in commercial environments

Information from our senses support movement and exploration of objects in commercial environments

Representation of travel environments and the spatial relationships therein is an essential skill.

Development of travel techniques is an ongoing process and increasing in complexity in commercial environments

Communication and personal safety is essential for travel in commercial environments

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Concept Development in Commercial Areas</p> <ul style="list-style-type: none"> • Complete an analysis of commercial area intersections • Continue to develop skills for the accurate judgement of time/distance and sound/distance relationships in increasingly complex environments • Apply positional and relationship concepts using an allocentric frame of reference in increasingly complex environments • Apply O & M concepts to route planning, problem solving and self-advocate in the community • Demonstrate an understanding of concepts of topography as they relate to the travel environment <p><i>Students are expected to do the following:</i></p> <p>Sensory Development in Commercial Areas</p> <ul style="list-style-type: none"> • Employ a variety of tools (e.g., monocular) and devices and accurately match tools or devices to the requirements of a particular O & M task or situation. • Locate and read business signage, locate and read addresses and street signs using the monocular • Use the monocular for intersection analysis • Use the monocular for traffic and pedestrian light changes 	<p><i>Students are expected to know the following:</i></p> <p>Concept Development in Commercial Areas</p> <ul style="list-style-type: none"> • Describe features of more complex intersections • Demonstrate proficiency in understanding and dealing with environmental concepts as they relate to advanced travel <p>Sensory Development in Commercial Areas</p> <p>Vision</p> <ul style="list-style-type: none"> • Demonstrate proficient use of residual vision to establish and maintain orientation and safety when travelling in complex environments. • Understand the features and use of low vision devices <p>Auditory</p> <ul style="list-style-type: none"> • Demonstrate proficient use of hearing to establish and maintain orientation

- Demonstrate an ability to gather and integrate input from multiple sensory channels in an analysis of an O & M task or situation (e.g., when setting alignment prior to initiating a street crossing).
- Use reflected sounds to describe features of objects in the travel environment Interpret sensory information and use it for purposeful movement (e.g., height, density)
- Use different sensory systems to generate a representation of space and to navigate
- Use human guide on new routes to isolate sensory information and select what is useful for the task
- Maintain a straight line of travel to establish kinesthetic awareness of the distance travelled
- Recognize street crossing veers kinesthetically (e.g., feel that they have travelled too far for a standard street crossing)
- Use motor and sensory information along with the layout and structure of the travel environments to establish meaningful and directed movement (locate destinations, find intersecting paths of travel)
- Use the long white cane to identify changes in texture or density of surfaces, changes in level of the surface plane, and objects in the path of travel
- Apply the masking sound concept

Orientation and Mapping in Commercial Areas

- Expand use of compass directions
- Use the sun and other weather features for basic orientation
- Use address systems in commercial areas for orientation purposes
- Increase use of enlarged, high-contrast maps
- Expand the integration of visual skills for cognitive mapping and spatial updating for route travel
- Expand visual identification of landmarks in commercial areas
- Locate a specific destination in a commercial area by address
- Use a variety of tangible representations of increasingly complex travel environments (e.g., tactile map) to develop an accurate understanding of the spatial relationships of landmarks therein
- Use a variety of environmental cues (e.g., flow of pedestrian traffic) to establish orientation and as an aid to maintaining a straight line of travel

- Use sound to “read” traffic flow at high speed and heavy volume intersections
- Understand the characteristics of electronic travel devices and enhance orientation when travelling
- Understand the masking sound and how it relates to auditory feedback from objects

Touch

- Understand the use of alternative travel devices
- Be aware of changes in tactile sensitivity due to weather and environmental conditions
- Learn to quickly interpret, analyze and respond to tactile information coming from the cane

Orientation and Mapping in Commercial Areas

- Use tactile, auditory and visual maps, including travel apps, when appropriate
- Orient to unfamiliar settings and proceed to a predetermined destination using tools such as maps or bus schedules

Travel Techniques in Commercial Areas

- Understand and demonstrate knowledge of a range of orientation and mobility strategies, and skills, to establish where they are, where they are going to and how to get there.
- Apply the use of a range of cane techniques appropriate to light commercial and business areas.
- Use a range of sensory clues and advocacy skills to plan and execute routes to unfamiliar commercial areas.

- Create maps and models to execute travel routes with increasing independence and to promote problem solving in both the planning stage and while on route
- Identify landmarks and use those landmarks to establish and re-establish orientation

Travel Techniques in Commercial Areas

- Demonstrate correct human guide technique
- Demonstrate (where applicable) the proficient use of a variety of cane techniques and accurately match a cane technique to the requirements of a particular O & M task or situation
- Demonstrate effective techniques for establishing and re-establishing alignment in both indoor and outdoor travel environments.
- Plan and execute routes using public transit to unfamiliar destinations with supervision
- Describe advanced intersection and roadway features and configurations (e.g., channelized turn lanes, roundabouts) and identify strategies for effective travel through each
- Demonstrate proficient use of techniques for evaluating gaps in traffic and timing methods to assess the speed and distance of approaching vehicles

Communication, Personal Safety, and Advocacy in Commercial Areas

- Use effective questioning and research skills to elicit route and destination information by in-person conversation, via the telephone, and online searching
- Effectively communicate with a municipal government agency to advocate for the remediation of some obstacle to safer and more effective travel in the community
- Recognize First Peoples perspectives and knowledge to gain understanding of the local community
- Demonstrate effective flagging techniques to communicate intent to motorists, cyclists, and other pedestrians
- Understand and apply strategies for personal safety while travelling at night and in low light conditions, using public transit, and when travelling independently in familiar and unfamiliar locations
- Describe their visual condition in detail and connect eye pathology to impacts on the use of functional vision.

- Use advanced methods for determining when it is safe to complete a crossing in a situation where there is no traffic control, with increasing independence.
- Use advanced travel techniques with supervision (e.g. cross multi-laned streets with high speed, public transportation use and high-volume traffic)
- Identify key strategies for completing crossings at complex intersections (e.g., those with channelized turn lanes)
- Identify key strategies and challenges for travelers at channelized right-turn lanes (locating the best crossing, aligning the crossing, selecting a safe time to cross, maintaining alignment during the crossing to locate the right-turn island or corner)
- Identify key strategies and challenges to detecting of safe crossing times at circular intersections is challenging and sometimes impossible (cross when drivers have yielded or with a crossable gap) Alternative crossings
- Public Transportation: Skills and Concepts Needed.
- Use public transportation independently
- Independently travel to a stated destination from a drop off starting point

Communication, Personal Safety, and Advocacy in Commercial Areas

- Independently demonstrate appropriate social interactions with the public
- Independently demonstrate the rules of safe travel in all environments

Big Ideas – Elaborations

The importance of establishing a foundation of basic concepts in spatial cognition, body and environmental concepts is fundamental to orientation and mobility.

- The depth of understanding of the student's surroundings contributes to the development of the student's O & M skillset.
- Effective spatial cognition supported by accurate and meaningful concepts of the self in relation to the environment undergird more advanced O & M skills and techniques.
- The development of increasingly elaborate environmental concepts is required as students travel in more complex and unfamiliar environments across time.

Information from our senses support movement and exploration of objects and the environment.

- Continual skill development in the use of tools and devices that extend and accentuate sensory access to the environment is required for travel with greater independence.
- Systematic evaluation and integration of sensory information supports the development of advanced O & M concepts.
- A multisensory approach to planning, analyzing, and executing route travel is most effective when students are able to maximize input through available sensory channels (e.g., visual, vestibular).

Representation of travel environments and the spatial relationships therein is an essential skill.

- Cognitive mapping/spatial updating are supported through the use of human guide, maps, models, tactile diagrams, and other manipulatives as students tangibly represent travel environments.
- Tangible representations (e.g., maps) provide students with an important means of accessing spatial relationships between landmarks and objects in familiar and unfamiliar areas.
- The ability to produce one's own tangible representations (e.g., models) is an essential skill for students as they assume greater independence for learning to navigate more complex and unfamiliar travel environments.

Development of travel techniques is an ongoing process.

- O & M skills and techniques require consistent updating and elaboration as the student moves into more complex and unfamiliar travel environments across the lifespan.
- The student should maintain an ongoing motivation to refine his or her O & M skillset as all environments, including those that are most familiar, will change over time (e.g., the introduction of quiet hybrid or electric vehicles).
- New O & M techniques and technology are under continual development and the student should be an active and critical consumer of each.

Communication and personal safety are essential for travel in the community.

- Accurate self-knowledge of the implications of visual impairment for safe and effective travel in the community supports greater self-determination in the application of the O & M skillset.

- Strategies for effective self-advocacy are required for increasingly independent travel across home, school, and community settings.
- Active problem solving and self-reflection promote the student's capacity to independently and critically evaluate the effectiveness of their own O & M skillset.

Curricular Competencies – Elaborations

- **Orientation and Mobility (O & M)** - The professional field dealing with systematic techniques by which individuals who are blind, deafblind or who have low vision, orient themselves to home, school, and community environments and move about independently.
- **Orientation and Mobility Specialist** - A professional who specializes in teaching travel skills to individuals who are blind, deafblind or low vision in the home, school and community environments, including use of sensory and cognitive skills, specialized cane techniques, adaptive skills, specialized cane techniques, adaptive and mainstream technology, and travel with guides.
- **Kinesthetic awareness:** Knowledge of the movement and position of body. Sensory experience derived from human movement.
- **Cognitive mapping** - The ability to develop a mental representation or image of a physical space, specific location, geographic area, or travel route.
- **Spatial updating**- The ability to keep track of spatial relationships while moving to accurately know one's current location and the changing location of relevant objects in the environment, adjusting the travel path as needed.
- **Environmental awareness** - Being alert to the clues and cues which may be found in an area or situation. The selective association of existing pertinent information.
- **Commercial** - A section of community that includes commercial property such as office buildings, retail stores, shopping centers, medical centers, and hotels that typically has high traffic volume and is used in the later stages of outdoor orientation and mobility.
- **Human guide** - A method by which a person with a visual impairment can walk safely and comfortably in contact with another person.
- **Cane techniques** - a range of cane movements to ensure coverage of body and safe movement throughout the environment.

- **Alignment** - methods of aligning the body in a parallel relationship to the street in order to facilitate straight-line crossings.
- **Intersection analysis** - a process by which an individual examines intersection geometry, traffic volume and speeds, traffic controls and movement patterns, and visibility, in preparation from making a crossing.
- **Landmarks** - An environmental feature that is easily detectable and recognized, constant, and has known, permanent location in the environment that can offer specific information about an individual's location. Landmarks may be further delineated as primary (readily encountered along the travel path) or secondary (not readily encountered along the travel path due to their size or location).
- **Timing methods** - is the ability to judge a distance based on the time it takes to travel between two points at a consistent rate of walking.
- **Address systems** - The systematic pattern of intersecting streets and city blocks.
- **Monocular**- a device to view in the distance.
- **Kinesthetic awareness**- the ability of the mind to perceive the location or relationship of parts of the body as they are moving, without using any other sense to check.
- **Environmental cues**- a signal that something is about to happen or a certain location or object is about to be reached.
- **Flagging techniques**- moving the cane back and forth in an arc pattern with the tip down before stepping off the curb when crossing a street to give more warning of one's intention to cross.
- **Topography** - understanding and using concepts related to roadway and sidewalk features such as seam, incline, tilt, ridge.
- **Echolocation** - the use of reflected sound to detect the presence of objects, such as walls, buildings, doors, and openings.
- **Allocentric frame of reference** - an understanding of the location of objects or places as related to one another, independent of the individual's current location in space.
- **Masking sound** - a blocking or distorting sound such as construction or a plane overhead
- **Channelized turn lane** - lane for vehicles turning right that is separated from the main traffic lanes by a triangular island to allow right turning vehicles to continue moving through an intersection

Content – Elaborations

Concept Development

- Concepts for travel include spatial and positional concepts (in front, along, next, end) environmental concepts (corner, camber, shoreline), concepts relating to the nature of objects such as cars which move will change their relative location), concepts that facilitate orientation (numbering systems and cardinal directions), concepts that facilitate mobility (time and distance).

Sensory Development

- The development of orientation and mobility skills goes hand in hand with the ability to gather and interpret sensory cues. Information from sight, sound, smell and touch support movement and exploration of objects in the environment. Through the process of sensory integration, it is possible to establish and maintain one's position, locate objects, establish and confirm landmarks, and recognize safety cues. By using senses, students can access additional information (Braille, print, voice, and tactile diagrams) that assist them in becoming familiar with a travel setting. Practice and familiarity with a setting often enhances sensory awareness and responsiveness. The ability to use one's senses may be compromised by illness, fatigue, and stress.

Orientation and Mapping

- Orientation and mapping skills are an essential part of the student's orientation and mobility instruction. Map reading promotes the integration of concepts with skills, enhances comprehension of spatial relationships, and enables the student to travel independently in all environments.

Travel Techniques

- Independent and safe mobility involves the development of motor skills, acquisition of basic concepts, and awareness of the travel setting. Teaching these outcomes in a developmentally sequential manner allow the student to acquire the necessary skills on which to build more complex orientation and mobility techniques. The ability to travel independently is integral to every aspect of personal, educational, and social development. The effective use of appropriate travel techniques enables students who are visually impaired to participate in activities as independently as is individually possible.

Communication, Personal Safety, and Advocacy

- Effective communication skills, the knowledge and application of personal safety procedures, and the ability to be an effective self-advocate are fundamental in reaching one's destination, safely and efficiently.

Recommended Instructional Components:

- encourage students to think creatively and critically, communicate skillfully, and demonstrate care for self and others
- acknowledge the social nature of learning;
- allow for both physical and virtual collaboration;
- support the personal aspect to learning;
- promote risk-taking, wonder and curiosity;
- build connections across and within areas of knowledge;
- embed formative assessment practices such as learning intentions, criteria, questions, descriptive feedback, self and peer-assessment;
- inspire and stretch student thinking;
- promote student engagement;
- reflect the relationships between emotion, motivation and cognition;
- connect learning to the local and global communities;
- provide opportunities for students to share learning and reflect;
- utilize technologies and other tools in purposeful ways;
- involve explicit and intentional teaching; and
- make learning visible, open, and transparent.

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

This BAA course is built on a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. It consists of both formative and summative assessment.

FORMATIVE ASSESSMENT

Students and teachers will engage in a process of gathering, interpreting and responding to evidence of learning.

Students will answer these questions on an ongoing basis:

- What am I learning?
- Why is it important?
- How am I doing?
- How do I know?
- What are my next steps?

The teacher will:

- Clarify learning intentions
- Generate and provide clear success criteria in student-friendly language
- Frame and solicit meaningful open-ended questions that lead to deeper understanding of the learning intentions
- Provide ongoing feedback
- Provide opportunities for ongoing self and peer assessment

SUMMATIVE ASSESSMENT

Students will complete performance-based tasks connected to curricular competencies and content. Evaluation of these tasks will be reserved for those occasions when a snapshot of student performance/achievement is required or necessary. The evidence gathered will be used to communicate student learning and provide evaluative feedback.

- Student self-assessment/reflection
- Direct observation
- Video recording of student travel
- Anecdotal records
- Instructor-developed checklists and rubrics
- Teaching Age-Appropriate Purposeful Skills (TAPS) 3rd Edition (Pogrud et al., 2012)

Learning Resources:

- Briggs, J., Browns, B., Cowper, T., Lomond, D.C Mainland, J., Mitdal, P., Schwartz, L., Taylor, B., & Wardlow, N. (2000) *Framework for Independent Travel: A Resource for Orientation and Mobility Instruction*, B.C. Ministry of Education.
- Dona Sauerburger Street Crossing Website/Resources: www.sauerburger.org
- Fazzi, D., Barlow, J (2017) *Orientation and Mobility Techniques: A Guide for the Practitioner*. Second Edition New York: American Foundation for the Blind.
- Fazzi, D., Petersmeyer, B., (2001) *Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons Who Are Visually Impaired*. New York: American Foundation for the Blind.
- Hill, E., Ponder, P., (1976) *Orientation and Mobility Techniques: A Guide for the Practitioner*. New York: American Foundation for the Blind.
- Pogrund, R., Sewell, D., Anderson, H., Calaci, L., Cowart, M., Gonzalez, C., Marsh, R., Roberson-Smith, B., (2012) *TAPS: An Orientation and Mobility Curriculum for Students with Visual Impairments*. Texas: Texas School for the Blind.

Additional Information:

The course applies to a small number of students who are blind or visually impaired. These students require this specialized instruction in order to travel independently and safely in order to more fully participate in the life of the school and the community. The knowledge and application of these skills will improve their quality of life and success during school years and later life. Students who need to learn O & M skills should receive credit for the hours of work involved and have their efforts documented on their graduation transcript.



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

**September 23, 2019, 11:30 a.m.
Board Office**

**Committee Members
In Attendance:** Co-Chair Trustee Turner
Co-Chair Trustee Ayling
Trustee McPhee

Regrets: Trustee Whalen

**Board/District Staff in
Attendance:** Chairperson Lento
Trustee Bellina (by Zoom)
Trustee Damstrom
Trustee Johns
Trustee Kitt
Silke Yardley, Superintendent of Schools
Alan Rice, Secretary Treasurer
Diane Casault, Director of Student Learning/Innovation
Jason Tichauer, Director of Student Learning/Aboriginal Education
Brent Reimer, Director of Instruction/Human Resources
Jennifer Roberts, District Principal/Transformative Learning
Janice Paetz, Executive Assistant (Recorder)

1. COMMENCEMENT OF MEETING

1.1. Call to Order

The Policy Committee meeting of September 23, 2019 was called to order at 12:07 p.m. by Co-Chair Trustee Turner.

1.2. Approval of the Agenda

POL-2019-09

M/S that the agenda for the Policy Committee meeting of September 23, 2019 be approved.

1.3. Approval of the Minutes

POL-2019-10

M/S that the minutes of the Policy Committee meeting of May 27, 2019 be approved as circulated.

2. POLICIES APPROVED BY THE BOARD SINCE LAST MEETING

Policy 5.5/5.5R Curricular Field Studies and Extra Curricular School Trips

3. BUSINESS ARISING FROM PREVIOUS MEETING

Nil

4. CORRESPONDENCE AND/OR NEW ITEMS

4.1 Revised Policy 2.1 Tobacco/Cannabis Free District

Mrs. Casault reviewed the changes made as a result of information received from Interior Health.

Discussion included:

- more emphasis on vaping – add vaping to tobacco/cannabis
- vaping is an issue in schools and consequences vary greatly (our last resort should be suspension)
- we need to do a better job on the education piece
- we are receiving a lot of information from Health Promoting Schools (possible options to bring people in to talk to staff/students)
- locker policies are being reviewed
- signage now reflects these changes

Recommendation A

“M/S that revised Policy 2.1 Tobacco/Cannabis Free District be approved by the Board of Education, with changes noted today.”

4.2 Draft Policy – Provision of Menstrual Products to Students

Mrs. Casault reviewed the draft policy.

Discussion included:

- the draft policy is a template recommended from BCSTA Legal Counsel
- we do have processes in place in schools which allows students access to products free of charge
- elementary students are usually handled through counsellors
- the intent of the first dot point is that products are available in gender neutral washrooms and available to all students
- would like some student feedback to ensure we are aware of any/all issues that may be occurring (will put on the DSAC and counsellors’ agendas)
- need to consider comfort level of all students when taking this item to the DSAC meeting
- we also need to be compassionate about psychological needs of students as well as physiological needs.

The revised policy will now be sent to partner groups for feedback.

4.3 Revised Policy 1.5 Terms of Reference – Finance/Operations/Personnel Committee

Mrs. Casault reviewed the changes required to reflect dual governance. Brief discussion ensued.

Dot points 2.1 and 2.2 should both have ‘the Superintendent of Schools and Secretary Treasurer’.

Recommendation B

“M/S that revised Policy 1.5 Terms of Reference – Finance/Operations/Personnel Committee be approved by the Board of Education, with changes noted today.”

5. INFORMATION ITEMS

5.1 Policy 5.5R Curricular Field Studies and Extra Curricular School Trips

The Youth Safe Outdoor Committee will continue their work on the regulations, checklists and forms for this policy, as well as reviewing/revising Policy 6.3 Volunteers.

5.2 Revised 2.2F Violence Threat Report Form / 3.2F Workplace Bullying and Harassment Report Form

The two reporting forms were revised so they are consistent with each other. They are now available on the website.

Trustees would like to receive a copy of the updated forms.

6. ADJOURNMENT

The meeting adjourned at 12:33 p.m.

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

POLICY

TOBACCO/CANNABIS/VAPING FREE DISTRICT

SECTION 2.1

RATIONALE

The Board recognizes that the use of tobacco/cannabis/vaping products is a health and safety hazard for students, employees, visitors and school facilities.

The Board believes that the use of tobacco/cannabis/vaping products on school grounds, in school buildings and facilities on school property or at school related or school sponsored events is detrimental to the health and safety of students, staff and visitors.

The Board acknowledges that adult employees and visitors serve as role models for students.

The Board recognizes that it has an obligation to promote positive role models in schools and promote a healthy learning and working environment, free from unwanted smoke and tobacco/cannabis/vaping use by students, employees and visitors on school property.

Finally, the Board recognizes that it has legal obligations pursuant to federal and provincial legislation.

It is unlawful, and subject to fines for contraventions under the Tobacco and Vapour Products Control Act and the BC Cannabis Control and Licencing Act to:

- use tobacco/cannabis on school property; Section 2.2 (2)
- permit tobacco/cannabis use on school property; Section 2.2 (4)
- sell tobacco/cannabis to a person under 19 years of age; Section 2 (2)
- fail to display prohibition order sign; Section 10.1 (a)
- permit tobacco/cannabis use in workplace. Section 2.3 (4)

TOBACCO/CANNABIS/VAPOR USE PROHIBITED

1. No student, staff or school visitor is permitted to use any tobacco/cannabis/vaping products at any time including non-school hour. The holding of a lighted tobacco/cannabis/vaping product and/or activated e-cigarette is also prohibited:
 - In any building, facility or vehicle owned, leased, rented or chartered by the School District.
 - On any school grounds and property – including athletic fields and parking lots – owned, leased, rented, or chartered by the School District.
 - At any school sponsored or school related event, on or off school property.

- On any public property neighbouring the school, which is within six (6) meters of doorways, open windows and/or air intakes to the school.
2. In addition, School District employees, school volunteers, contractors or other persons performing services on behalf of the School District are prohibited from using tobacco/cannabis/vaping products at any time while on duty and in the presence of students, either on or off school grounds.
 3. Tobacco/cannabis/vaping products may be included in instructional or research activities in public school buildings if the activity is conducted or supervised by the staff member overseeing the instruction or research and the activity does not include smoking, chewing or otherwise ingestion of tobacco/cannabis/vaping products or directly exposing either student or staff to the health hazards of tobacco/cannabis/vaping.

DEFINITION OF TOBACCO/CANNABIS/VAPING PRODUCTS AND TOBACCO/CANNABIS/VAPING USE

For the purpose of this policy:

- “Tobacco/Cannabis/Vaping Product” is defined to include cigarettes, e-cigarettes or electronic nicotine delivery systems (ENDS), cigars, bidis, pipes, little cigars, chewing tobacco, snuff, edibles, and any other items containing or reasonably resembling tobacco/cannabis/vaping or tobacco/cannabis/vaping products.
- “Tobacco/cannabis/vaping use” includes smoking, chewing, dipping, ingesting, or any other use of tobacco/cannabis/vaping.

SIGNAGE

Signs will be posted in a manner and location that adequately notifies students, staff and visitors about the 100 percent Tobacco/Cannabis/Vaping Free District Policy.

ENFORCEMENT FOR STUDENTS

1. Consequences for students engaging in the prohibited behaviour will be provided in accordance with the school’s code of conduct. In addition, students, employees or visitors to the school site may face fines under the Tobacco Control Act/Regulation and/or the BC Cannabis Control and Licencing Act.
2. School Districts will implement on campus prevention and cessation programs. These programs will assist schools in providing students with up to date information on the many consequences of tobacco/cannabis/vaping use (e.g. BC Tobacco Facts Curricular), offer techniques that students can use to stop their tobacco/cannabis/vaping use including cessation programs (e.g. Kick the Nic, QuitNow).

3. Parents/guardians will be notified of all violations and actions taken by the school. It is recommended that suspension be used only as a last resort.

Related Bylaws, Policies, Contracts and Regulations:

Tobacco and Vapour Products Control Act/Regulations

BC Cannabis Control and Licencing Act

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

POLICY

TERMS OF REFERENCE FINANCE/OPERATIONS/PERSONNEL COMMITTEE

SECTION 1.5

1. The Committee shall consist of four (4) Trustees, who will be appointed by the Chairperson of the Board.
2. In addition, the Committee shall include the following non-voting advisory members:
 - 2.1 The Superintendent of Schools and Secretary Treasurer
 - 2.2 District staff as assigned by the Superintendent of Schools and Secretary Treasurer
3. The Committee shall be a vehicle for discussion of financial/operational/personnel matters and shall make recommendations to the Board on such matters referred to them.
4. Financial/operational matters shall be those relating to:
 - 4.1 Operation budgets
 - 4.2 Capital budgets
 - 4.3 Debt services
 - 4.4 Maintenance
 - 4.5 Transportation
 - 4.6 Facilities/property
 - 4.7 Safety
 - 4.8 Recreation commission liaison
 - 4.9 Auxiliary services
 - 4.10 Any other such items as are deemed financial/operational by the Committee.
5. Personnel matters shall be those related to:
 - 5.1 Employees
 - 5.2 Negotiations
 - 5.3 Working Conditions
 - 5.4 Collective Agreements and Employee Contracts
 - 5.5 Any other such items as deemed personnel related by the committee
6. The Committee meetings have a public and an in-camera portion with public items brought forward, with minutes, to Board public meetings.



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

**September 23, 2019, 10:30 a.m.
Cranbrook Board Office**

Committee Members in Attendance: Co-Chair Trustee McPhee
Co-Chair Trustee Damstrom
Trustee Johns
Trustee Kitt

Board/District Staff in Attendance: Chairperson Lento
Trustee Turner
Trustee Ayling
Trustee Bellina (by Zoom)
S. Yardley, Superintendent of Schools
A. Rice, Secretary Treasurer
D. Casault, Director of Student Learning and Innovation
J. Tichauer, Director of Student Learning and Aboriginal Education
D. Verbeurgt, District Principal Student Services
J. Roberts, District Principal Transformative Learning
J. Nixon, Executive Assistant (Recorder)

1. COMMENCEMENT OF MEETING

1.1 Call to Order

The Special Education Student Services meeting of September 23, 2019 was called to order at 10:31 am by Co-Chair McPhee.

1.2 Approval of the Agenda

M/S that the agenda for the Special Education Student Services Meeting of September 23, 2019 be approved as amended.

Additions:

2.3 IEP Update

2.4 Educational Assistant Placements

1.3 Approval of the Minutes

M/S that the minutes of the Special Education Student Services meeting of May 27, 2019 be approved as circulated.

2. BUSINESS ARISING FROM PREVIOUS MINUTES

2.1 Social Emotional Learning Centre Update

A PowerPoint presentation on the new School District 5 (Southeast Kootenay) Social Emotional Learning Centre ("SELC") at Highlands Elementary School was given by SELC Teacher, Tanya Meijer. The SELC presentation included the following:

- Draft Mission Statement
- Draft Vision Statement
- Draft Rationale
- Description of Social Emotional Learning Programs to be included in daily activities
- Proposed daily timetable and potential lesson plans
- Questions and other considerations regarding referral process, criteria and other logistics

School District 5 (Southeast Kootenay) Behaviour Specialist Teacher, Megan Stasuik also assisted in answering questions during the presentation.

Trustee Turner suggested that the SELC staff and School District Administration consider looking at the Parent Consent and other administrative forms used in School District 57 (Prince George).

Superintendent Yardley questioned if an in service would be offered for classroom teachers that have students in the program and also questioned if other teachers would want to be involved in the information sharing. Mrs. Yardley also discussed how we will measure success of the program going forward.

Trustee Johns queried training and support for classroom teachers and questioned if more Professional Development was required.

Trustee Kitt also questioned if parents could request to have a child enrolled and if there was a process to be followed.

Co-Chair Damstrom discussed the importance of getting information to parents on the SELC.

Director of Student Learning and Innovation, Diane Casault, further explained the proposed program and answered other questions. The proposed program is 16 weeks with approximate enrolment of 8-10 children (to a maximum of 15). The need to have a continuous intake to the program requires consideration. Mrs. Casault also discussed the importance of prep time, lunch breaks, etc. for the SELC staff.

Chairperson Lento advised that the Elk Valley would get a SELC in due course. He also suggested an edit to the Draft Mission Statement:

“The Social Emotional Learning Centre (SELC) fosters an inclusive learning environment that embraces the developmental needs of primary students who require ~~additional~~ intensive social emotional support in School District 5.”

Trustee Ayling suggested an edit to the Draft Vision Statement:

“To incorporate social and emotional learning into classrooms in School District 5, providing the foundation for positive personal growth. Students will work closely with a problem solving ~~team~~ teaching team comprised of parents, classroom teachers, youth care workers, a behavioural specialist, counsellors, educational assistants, aboriginal support workers, speech language pathologists and outside agencies. Together we will provide a collaborative, positive and nurturing learning environment that sets our students up with successful day to day coping strategies. These skills will follow our students as they move through life, empowering them to reach their full potential.”

Co-Chair Trustee McPhee thanked Tanya Meijer, Megan Stasuik and the SELC Team for their work on this project and requested that more information and updates on progress continue to be brought forward to the Student Services Committee.

2.2 Laurie Middle School Student Support Model

A presentation and update on the Laurie Middle School Student Support Model was given by Laurie Middle School Principal, Michelle Sartorel and Vice Principal Maggie Lindsay-Tadey. The presentation reviewed the following:

- Update of increased staffing for 2019/2020 school year
- Update of outside agencies and resources available to students
- Utilization and reorganization of accessible academic and non-academic spaces in the school
- Creation of outside play and flexible learning space
- Teacher initiated review of Laurie Middle School Vision Statement

Mrs. Yardley questioned how the School District 5 (Southeast Kootenay) youth at risk are doing in the transition from Grade 9 to Grade 10 as a measure of success. This will be something to track in future.

Trustee Johns asked Mrs. Sartorel and Ms. Lindsay-Tadey how the Board of Education may continue to support Laurie Middle School through other resources going forward.

Trustee Whalen advised Mrs. Sartorel and Ms. Lindsay-Tadey that many grants are available for outdoor spaces and playgrounds.

Co-Chair McPhee thanked Mrs. Sartorel and Ms. Lindsay-Tadey for the presentation and reminded the school administrative team of the importance of the Laurie Middle School staff mental health.

2.3 IEP Update

Tabled to October 28 Meeting

2.4 Educational Assistants Placement

Tabled to October 28 Meeting

3. CORRESPONDENCE AND/OR NEW ITEMS

4. INFORMATION ITEMS

5. ADJOURNMENT

The meeting was adjourned at 12:02 pm.

DRAFT



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

MINUTES - FINANCE/OPERATIONS/PERSONNEL COMMITTEE (PUBLIC)

**September 23, 2019, 12:30 p.m.
Cranbrook Board Office**

Committee Members in Attendance: Trustee Johns (Co-chair)
Trustee Kitt (Co-chair)
Trustee Bellina – by Zoom
Trustee Damstrom

Board/District Staff in Attendance: Trustee Ayling
Chairperson Lento
Trustee McPhee
Trustee Turner
Superintendent, S. Yardley
Secretary Treasurer, A. Rice
Director of Instruction/Human Resources, B. Reimer
Director of Student Learning/Aboriginal Education, J. Tichauer
Director of Student Learning and Innovation, D. Casault
District Principal/Student Services, D. Verbeurgt
District Principal/Transformative Learning, J. Roberts
Sandy Gronlund, Executive Assistant (Recorder)

Regrets: Trustee Whalen

1. COMMENCEMENT OF MEETING

1.1 Call to Order

The public Finance/Operations/Personnel Committee meeting of September 23, 2019 was called to order at 12:41 p.m. by Co-chair Trustee Kitt.

1.2 Approval of the Agenda

Additions: **4.3 Evaluation/Feedback on the September 20, 2019 District Day**

The agenda of the public Finance/Operations/Personnel Committee meeting of September 23, 2019 was approved as amended.

1.3 Approval of the Minutes

The minutes of the public Finance/Operations/Personnel Committee meeting of May 27, 2019 was approved as circulated.

2. BUSINESS ARISING FROM PREVIOUS MINUTES

Nil.

3. DELEGATIONS/PRESENTATIONS

Nil.

4. NEW BUSINESS

4.1 School Enrolment Numbers

Mr. Rice will speak to this item during his Finance Report.

4.2 Parkcrest Elementary School (Kamloops) – Donation

Mr. Rice was able to find \$10,000 in the budget to donate to the Parkcrest Elementary School (Kamloops), which burned down recently, to help staff purchase supplies for the school.

Mr. Rice will send a letter along with the donation to Parkcrest Elementary School.

4.3 Evaluation/Feedback on the September 20, 2019 District Day

Trustee Johns would like to actively canvas staff and evaluate their thoughts of the District day and use the information in planning the next District day. Mrs. Yardley reported that Jason Tichauer will send out a survey to the staff.

Mrs. Yardley will inform staff that a link will be put on the portal of the Presentations.

In addition to the rainbow banner on the front of the Board Office entrance, the Board would like a Ktunaxa banner. Trustee Ayling expressed an interest in looking into having a Ktunaxa banner installed somewhere on the Key City Theatre.

Congratulations to Nasukin/Chief Joe Pierre as a recipient of a 2019 CBEEN Environmental Educator award.

Chair Lento would like to acknowledge Joe Pierre at the next Board Meeting for receiving this award.

5. ITEMS FOR INFORMATION

5.1 Finance Report

September 30, 2019 is an important day for identifying the students enrolled for funding.

Mr. Rice distributed and explained the current enrollment numbers to the Board. The Cranbrook area is remaining relatively the same but the Elk Valley is up in numbers. Isabella Dicken Elementary School is getting close to requiring another portable this school year.

RECOMMENDATION A

That the Board authorize the Superintendent, Secretary Treasurer and the Human Resources Director to monitor the need of a new portable for Isabella Dicken Elementary School and purchase one if necessary.

Mr. Rice distributed an article "Giving the gift of Freedom" from the September edition of the Fernie press to the Board. Two adapted bikes were donated to two students at Isabella Dicken Elementary School. The Article talks about the Fernie couple's, Jan and Deb Zammit cycling across Canada. With the help of Freedom Concept Cycles they decided to donate a bike to a family in every province they traveled through. For more details on the story you can go to jayanddebsjoyride.home.blog.

5.2 Signed 2018-19 Financial Statements

The Financial Statements will be released today.

6. QUESTION PERIOD

Nil.

7. LATE ITEMS

Nil.

8. ADJOURNMENT

The public Finance/Operations/Personnel Committee meeting of September 23, 2019 adjourned at 12:58 p.m.

DRAFT

Trustee Bellina's Report

- June 13th - SD5 Retirement Dinner
- June 14th - Shortlisting for Superintendent
- June 17th - SSS PAC Meeting
- June 20th - Awards SSS
- June 25th - Board Meeting
- June 28th - FJMES Grade 6 Farewell
- September 8th - Library Board - Board Meeting
- September 10th - Kootenay Learning Campus ribbon cutting
- Sept. 27 - 29th - Kootenay Boundary Branch AGM
- October 3 - 4th - Board Governance Meetings with Leroy Sloane

Trustee Turner

Report for September 2019

Sept. 9th - Kootenay Orchard PAC Meeting

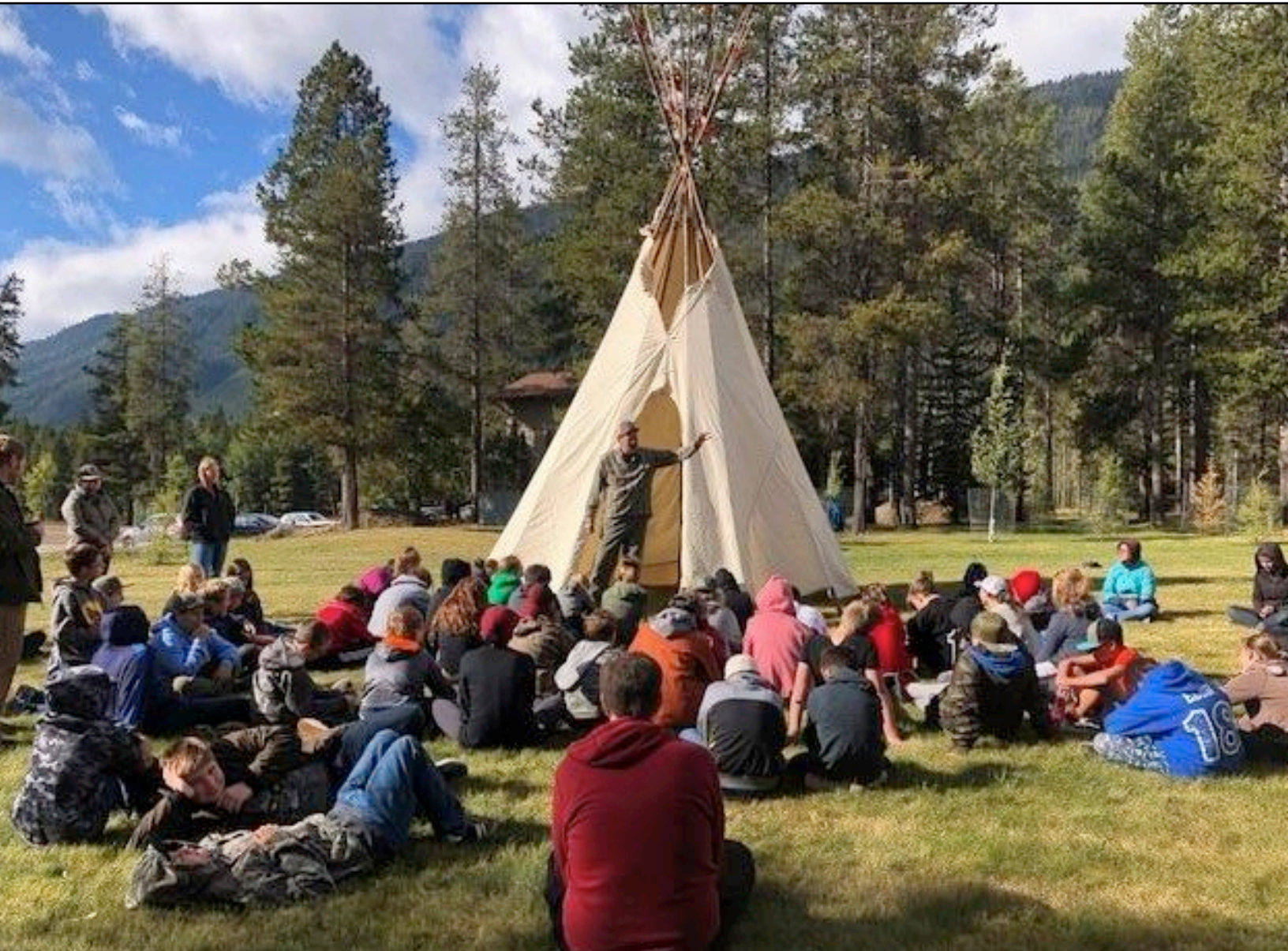
Sept. 10th - SD#5 Board Meeting (Ferne)

Sept. 11th - Gordon Terrace PAC Meeting, CDTA Meeting, DPAC Meeting

Sept. 23rd - SD#5 Committee Meetings

Sept. 27/28th - Regional Trustee Meeting

SOUTHEAST KOOTENAY PATHWAYS TO LEARNING



October, 2019





School District 5 (Southeast Kootenay)

PATHWAYS TO LEARNING

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

Engaging All Learners

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

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

Advocacy

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

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



Effective Communication

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

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

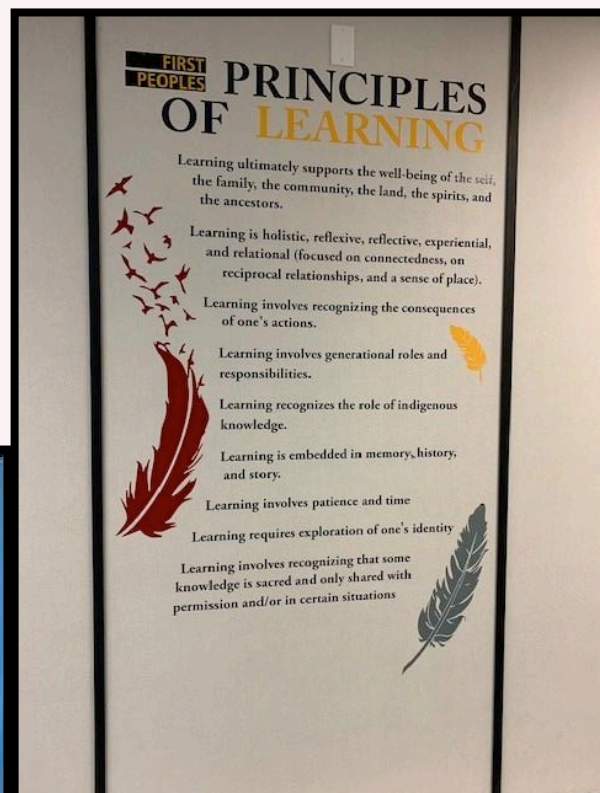
Inclusive Partnerships

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

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

Out and About

Last month I took the opportunity to visit some schools and meet with the principals and vice principals. What struck me right away was the beauty of each community and the pride shared about their school and community. In Elkford, I had a chance to meet Trustee Kathryn Kitt and we chatted about the strength of the community and its successes. What was impressive was the use of Ktunaxa language at both Elkford Secondary and Rocky Mountain Elementary school. The presence of the *First Peoples' Principles of Learning* painted at the entrance when you walk into Rocky Mountain Elementary shows we value the importance of weaving *First Peoples' Principles of Learning* in everything we do.



My next stop was Sparwood. Principal Lois Ehman and Vice Principal Jennifer Adams of Frank J. Mitchell gave me a great tour of the building. I could tell right away that this was a collaborative administrative team and this window affirms that! Because they both were in an office side by side, and wanted to be able to run ideas by each other, they had a window cut into the wall between their two offices complete with sliding glass for those days when privacy is required.

Thank you as well to Frank J. Mitchell's drama teacher Renee Maccormack who invited me to the spring drama performance of "Law and Order: Nursery Rhymes Unit" in April. I really looking forward to attending!

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

Out and About

I then headed over to Sparwood Secondary where I met acting Principal Jaslene Atwal while Principal Frank Sopko is away. In our conversation it became very clear that she is passionate about supporting her students and staff. During my walk about, talking with students and staff, I was impressed that they feel very connected to their school and community which really shows in this slide.



I have been spending a bit of time in Fernie, visiting the new Kootenay Learning Campus, attending the opening, visiting schools and also hosting a barbeque with Secretary Treasurer Alan Rice and district staff.

I had a great tour of Isabella Dicken where I spotted this gorgeous buddy bench made by a local artist. Vice Principal Janet Kuijt shared that there are two of these benches on the school property and are used frequently.



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



Out and About

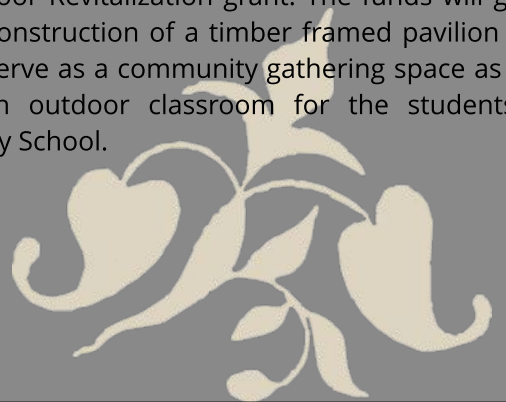
Heading over to Fernie Secondary, where I was so impressed with the number of bikes at the front of the school! It is apparent from talking to staff in Fernie that the outdoor lifestyle and place-based learning is very important.



In Jaffray I met with Trustee Krista Damstrom and she gave me some insight into the history of the school. It was wonderful to hear how many of the staff attended Jaffray School and the pride they showed when sharing their history. This pride came through when Principal Erin Boehm shared with me their Legacy Wall.



Congratulations to the Jaffray Community Club who received \$296,100 from the Community Outdoor Revitalization grant. The funds will go to the construction of a timber framed pavilion that will serve as a community gathering space as well as an outdoor classroom for the students of Jaffray School.



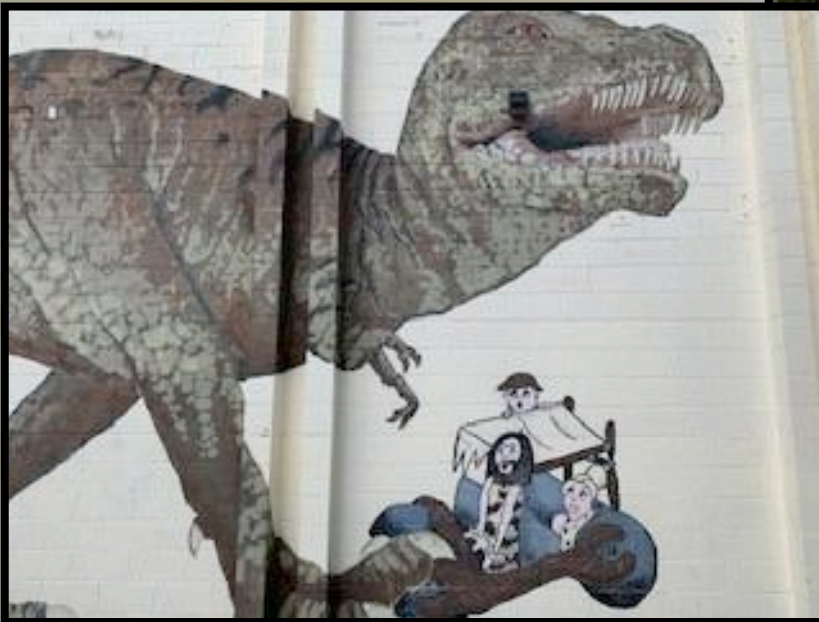
Vision	Mission	Values
Students love to learn here, staff love to work here, families love to gather here.	Our students will graduate with dignity, purpose and options.	Respect, Vision, Fairness, Collaboration, Integrity, Inclusion

Out and About



On our Professional Development day, I had the privilege of listening to wonderful speakers on “Our Classrooms as Vehicles to Reconciliation”. What struck me the most about the day was how passionate and committed we are in making a difference for our students and I felt very proud to be part of the day. A special thank you to Faye, Gail, Jason, Joe and everyone behind the scenes that made this day happen.

Heading over to TM Roberts, Principal Brenda Tyson and Vice Principal Carissa Hart gave me a tour of their school. They had a lot of pride in showing me their outdoor spaces for students, and the legacy that staff before have left for students to enjoy.



I then headed over to Steeples Elementary where I was greeted with a wonderful painting. What has impressed me with our school district is the uniqueness of each of the buildings and the creativity of each of them to show who they are. I had a nice chat with Principal Chris Catherall as he is starting his first year as the principal at Steeples Elementary School.

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

Out and About

Meeting with Principal Bill Johnson at Highlands Elementary, he shared with me the pride he has in his students and staff. They have a really cool maker space room and I loved this unique “tree” where the Highland Huskies Community” come together.



I also had the opportunity to tour Kootenay Orchards School with Principal David Standing. I was very impressed with the building! There was clearly a lot of planning and care that went into the building of this school, and lots of thought on classroom collaboration spaces. This motto is a wonderful greeting for students to see when they enter their school. I had a nice chat with the music teacher and am looking forward to attending a concert in the future.



I had the opportunity to visit Parkland Middle school and meet with Principal Scott Holt and Vice Principal David Doll to hear about all the great things that are happening. Check out the picture of the data chart where they are tracking students in literacy and numeracy and then as a staff looking at ways to support students.



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

Out and About

Last weekend, Secretary Treasurer Alan Rice and I spent time with some of our trustees at the Kootenay Boundary Branch AGM hosted by SD6. We were given a tour of the land by students from a neighbouring school near Canal Flats. While it was a bit chilly, it was a great day of learning. Trustee Bev Bellina, president of the chapter lead us through a morning as well.



I am looking forward to continuing my visits in the next couple of weeks. The first month is a busy time for students, parents and staff. Enjoy what October brings and hopefully we will see you soon as I travel around.

Silke Yardley, Superintendent

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

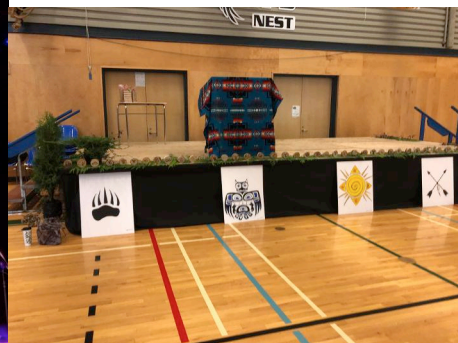


ENGAGING ALL LEARNERS

Sept 20th District Day

We had a great District Professional Development Day! The feedback so far on our district-wide “Our Classrooms as Vehicles to Reconciliation” has been extremely positive. We have developed a feedback survey and will have it live ASAP to gather information and opinions on how the day was perceived by everyone and what we can look at doing moving forward. As well, the event was recorded and we will be making it available online in a timely fashion!

Thanks to the teams at MBSS and FSS who spent countless hours setting up the facilities. They looked fantastic! As well, thank you to staff who participated as speakers or members of the panel. Not an easy task!

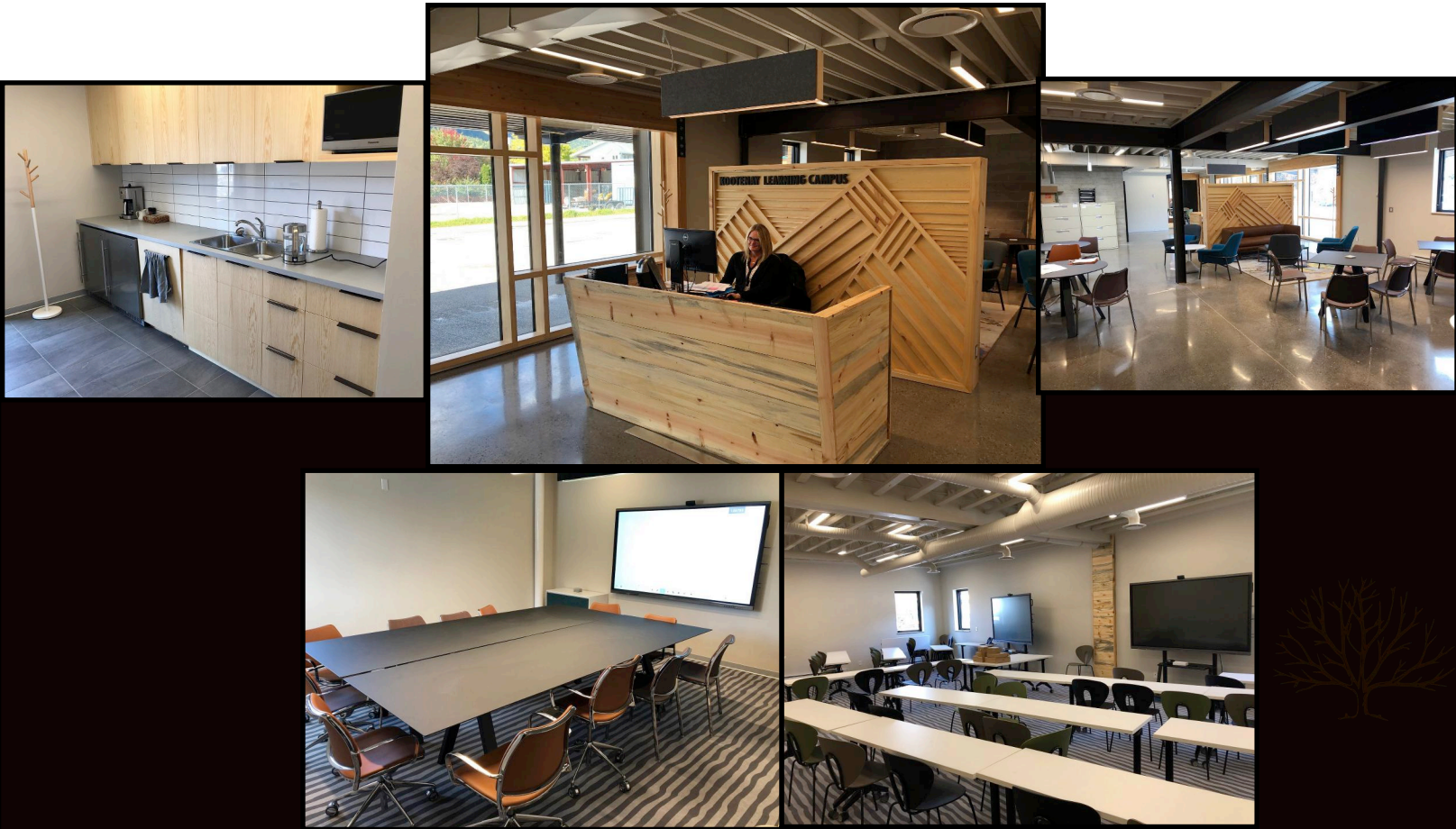


Vision	Mission	Values
Students love to learn here, staff love to work here, families love to gather here.	Our students will graduate with dignity, purpose and options.	Respect, Vision, Fairness, Collaboration, Integrity, Inclusion

ENGAGING ALL LEARNERS

The Kootenay Learning Campus

The Kootenay Learning Campus is open! Our staff is now in place at the Kootenay Learning Campus. We are now able to register and enroll students in our Continuing Education and Distributed Learning schools. This blended model will allow us to better meet student needs in each of our communities by offering courses by distance, alternate and/or separate sites. As well, we now have plans in place to support the logistics of having our spaces available to the public. We are very excited for the possibilities!



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

ENGAGING ALL LEARNERS

TECHNOLOGY UPDATE

- LOFT training held at Kootenay Learning Campus
- Zoom training held at Kootenay Learning Campus
- Training for new library staff on our Library Management System-Destiny

Transformative Learning

DUE DILLIGENCE IN K-12 CONTEXT WORKSHOP - October 4

The purpose of this workshop is to engage in a conversation through a one-day provincial workshop on due dilligence in the K-12 education context.

Jennifer Roberts will be presenting a session on Developing a Toolkit for Consent. This workshop will focus on the use of apps and the classroom and how to promote due diligence at the classroom level.

The Take Me Outside for Learning Challenge is ON!

This year's registration incentive is the BC Nature Set of 3 Laminated Field Guides for teachers who commit to taking their students outside at least once a week all year. One teacher from each district will also win a Wild Voices Field Study (including bussing) prize package. Deadline to register is October 31, 2019



Orange Shirt Day



Amy Woodland Elementary



Bonnie Harvey from the Ktunaxa Nation Council paid a visit to Pinewood Elementary School to recite a beautiful poem in Ktunaxa at the Orange Shirt Assembly! She attended Pinewood as a child! Imagine that!



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

ENGAGING ALL LEARNERS

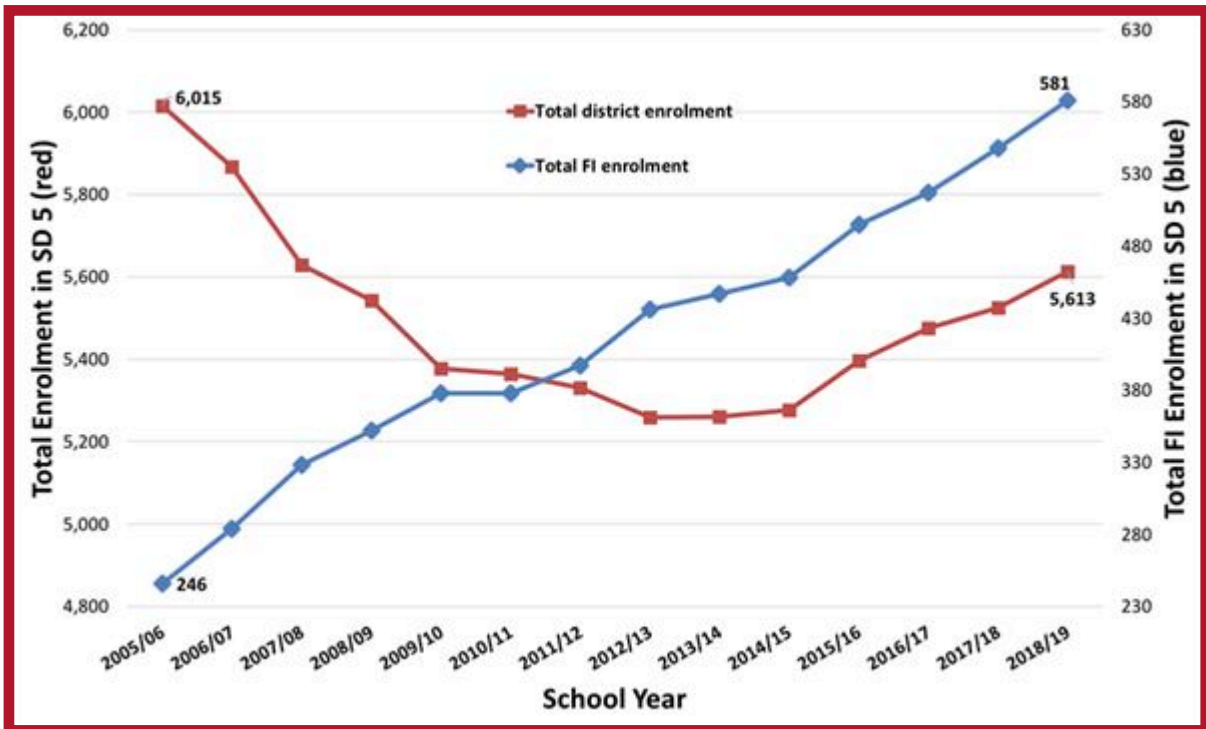
French Immersion Enrolment Sets New Record in Southeast Kootenay School District
Vancouver, BC - According to a report released today, more students in British Columbia are participating in French immersion than ever before.

The report showed that province-wide, French immersion enrolment has been increasing for 21 consecutive years. Enrolment in SD 5 has also hit yet another record this year.

*As of the 2018-2019 school year, 53,995 students were enrolled in French immersion across BC, or 9.49% of the entire student body.

*As of the 2018-2019 school year, 581 students in SD 5 – Southeast Kootenay were registered in the program, or 10.35% of the entire student body.

Southeast Kootenay Total Enrolment compared to French Immersion Enrolment

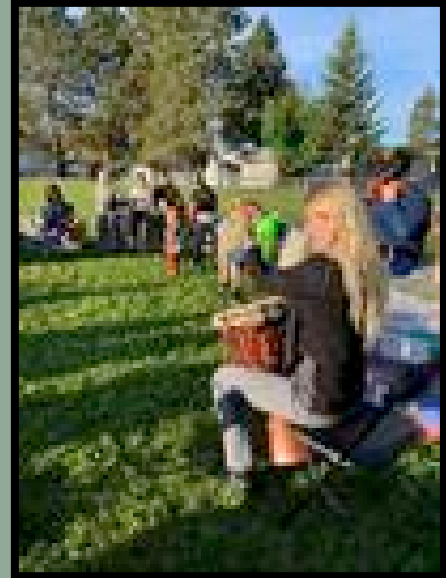


Vision	Mission	Values
Students love to learn here, staff love to work here, families love to gather here.	Our students will graduate with dignity, purpose and options.	Respect, Vision, Fairness, Collaboration, Integrity, Inclusion

EFFECTIVE COMMUNICATION

District Resource Center

Maxine Malmberg and Jennifer Roberts went to TM Roberts this month to promote and model how some of the resources from the DRC can be used in the classroom. Maxine set up a display of Adrienne Gear resources in the staff room for teachers to peruse. Jennifer and Maxine then led a teambuilding exercise in the outdoor classroom with African djembe drums and boomwhackers. The students were engaged and energized by the experience seeing the connection between music and how the classroom works. They learned that the base beat is the structure of the classroom and the teacher keeping the students aligned “playing to the same beat” and rules of the classroom. The students were compared to the notes and rhythms in the music bringing their individuality, strengths and passions to the classroom. Each person in the classroom is diverse and unique and brings an important element to the classroom. The session was brought to a close recognizing that we all have to listen to each other and be aligned to our common goal; otherwise we just make a lot of noise instead of music.



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

ADVOCACY

CBEEN's Awards of Excellence recognizes educators who demonstrate excellence in environmental education in the Canadian Columbia Basin. Joe Pierre (Cranbrook Aq'am) was given this prestigious award for his outstanding mentorship in connecting Indigenous knowledge and land-based learning with students and teachers across the learning region.



CBEEN's Awards of Excellence recognizes educators who demonstrate excellence in environmental education in the Canadian Columbia Basin. Kate Ruoss (Cranbrook) as recognized for building capacity for community support as a primary teacher and through the East Kootenay Environmental Educators Association (EKEEPSA).



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

MINISTRY OF EDUCATION UPDATE

STUDENT MENTAL HEALTH - [Increased funding to improve students' mental health](#)

Graduation Assessment Requirements: To clarify, the **Grade 10 numeracy assessment** is required for *all* students; Grade 10 students must take it this year. The **Grade 10 literacy assessment** is required for Grade 10 students; only Grade 10 students take it this year. **This year's Grade 12 students** do *not* take a literacy assessment and do *not* take a Language Arts 12 exam; Language Arts 12 exams are only for students re-writing an exam or completing courses from the old curriculum. See the [full assessment requirements for grades 10, 11, and 12 students](#)



Provincial Métis Early Years Program Pamphlet: A [new resource from the Métis Nation British Columbia](#) is now available to connect Métis families to their community and culture, and to link them to early years programs and services.

World Teachers' Day: [Oct. 5 is World Teachers' Day](#) - a time to recognize the hard work, professionalism and commitment that teachers demonstrate every day to ensure their students' success. Thank you for all you do!

INNOVATIVE LITERACY PROGRAMS - [Literacy programs help British Columbians develop essential language, listening skills](#)



Indigenous Education Resource Inventory: The [Indigenous Education Resource Inventory](#) is a non-comprehensive list that includes guides, books, articles, videos and web links to help further incorporate Indigenous knowledge and perspectives into B.C. classrooms. This is the second in a series of five Indigenous education resources to support the redesigned K-12 curriculum.

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

COMMUNITY

Upcoming Presentations

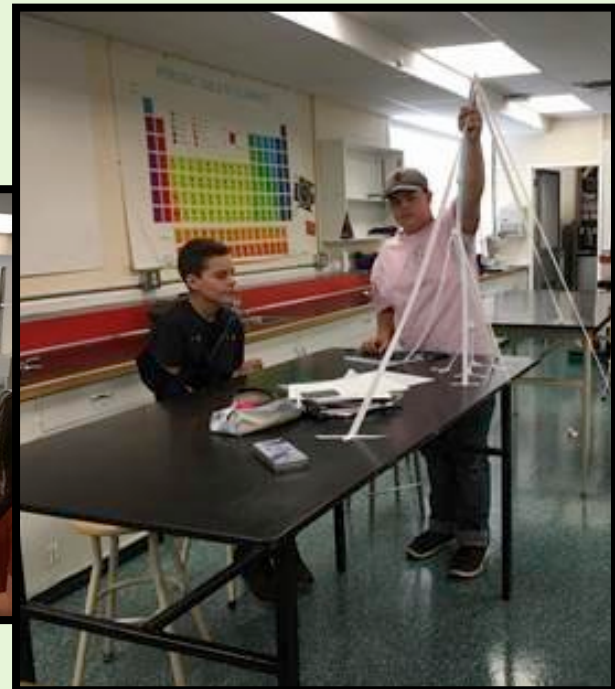
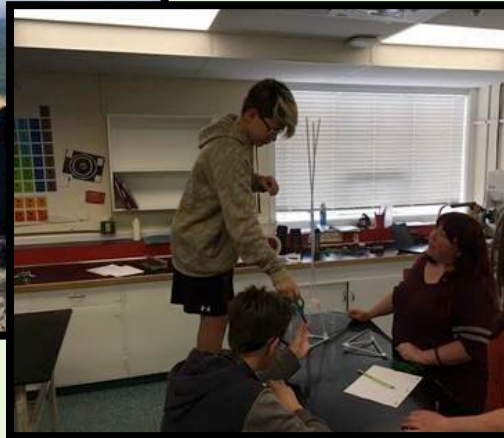
There are a couple of events coming up to be aware of. On September 17th, the RCMP will be providing a “Cannabis Dialogue Workshop” for Grade 7 students on cannabis awareness in the afternoon. Also, Ivan Coyote will be presenting to some of our students on October 16th at Key City Theatre starting at 10:00am. At this point, we only have 225 seats so are considering sending all grade 9 classes and perhaps a few grade 8 classes. Ivan will also be presenting to parents on October 16th at the Key City Theatre at 7:00 p.m. Here are some links to some of Ivan’s stuff:



https://www.ted.com/talks/ivan_coyote_why_we_need_gender_neutral_bathrooms/discussion

<https://en.wikipedia.org/wiki/Ivan>

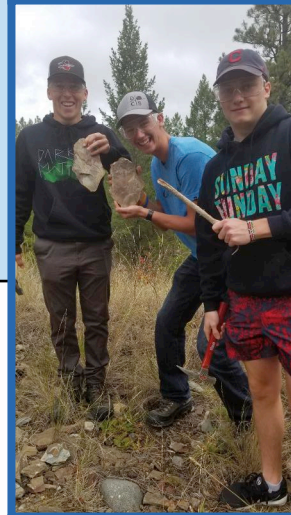
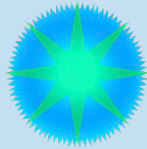
LEARNING THROUGH A DIFFERENT LENS AT LAURIE MIDDLE SCHOOL



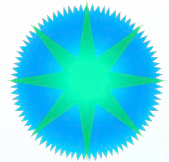
Vision	Mission	Values
Students love to learn here, staff love to work here, families love to gather here.	Our students will graduate with dignity, purpose and options.	Respect, Vision, Fairness, Collaboration, Integrity, Inclusion

SCHOOLS

Isabella Dicken is so grateful and excited about the arrival of 2 new Freedom Concept adaptive bikes! Thanks to Deb and Jay Zammit's Cross Canada Joy Ride - two of our grade 2 students are the very happy recipients of new custom built bikes. The Zammit's donated a bike in every province they biked through - and lucky for us - they managed to fund two extra bikes for their hometown (Fernie)!



What an awesome collaboration session with the College of the Rockies Georgraphy 101 and Leah Cormier's Outdoor Ed class!



Mme. Kathleen's grade 4/5 French Immersion class harvested the kale from their new school garden and had a kale chip competition. In 4 teams, they came up with their own kale chip recipe, complete with a sales pitch and slogan.



Great hike to the Buttes by the Mt. Baker Outdoor Ed Class!

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

02-Oct-19

School Name	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Jaffray Elem-Jr Secondary	23	19	24	18	19	32	18	20	20	17	13	0	0	223
Isabella Dicken Elementary	81	64	74	57	73	59	70	0	0	0	0	0	0	478
Frank J Mitchell Elementary	72	55	53	65	52	48	65	0	0	0	0	0	0	410
Rocky Mountain Elementary	32	41	35	42	48	27	42	0	0	0	0	0	0	267
Mount Baker Secondary	0	0	0	0	0	0	0	0	0	0	245	267	270	782
Laurie Middle School	0	0	0	0	0	0	0	145	114	125	0	0	0	384
Amy Woodland Elementary	30	36	31	42	40	41	46	0	0	0	0	0	0	266
T M Roberts Elementary	50	44	43	50	59	50	58	0	0	0	0	0	0	354
Gordon Terrace Elementary	37	36	38	40	44	49	27	0	0	0	0	0	0	271
Highlands Elementary	28	27	30	38	39	37	39	0	0	0	0	0	0	238
Pinewood Elem - Cranbrook	19	12	17	13	28	23	17	0	0	0	0	0	0	129
Steeples Elementary	36	30	18	29	31	34	27	0	0	0	0	0	0	205
Kootenay Learning Campus	0	0	0	0	0	0	0	0	0	0	0	0	29	29
Parkland Middle School	0	0	0	0	0	0	0	136	156	155	0	0	0	447
Elkford Secondary	0	0	0	0	0	0	0	27	35	34	31	27	30	184
Fernie Secondary	0	0	0	0	0	0	0	77	72	60	62	73	44	388
Sparwood Secondary	0	0	0	0	0	0	0	48	56	41	41	36	43	265
Kootenay Educational	0	0	0	0	0	0	0	0	0	0	13	39	50	102
Kootenay Discovery School	0	0	0	0	1	0	1	0	3	2	3	7	77	94
Totals	408	364	363	394	434	400	410	453	456	434	408	449	543	5516