



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

September 14, 2021, 3:00 p.m.
Cranbrook Board Office

Pages

1. COMMENCEMENT OF MEETING

1.1. Call to Order

1.2. Greeting

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

Welcome to the territory - Bonnie Harvey

1.3. Chairperson's Opening Remarks and Recognitions

1.4. Opening Round

1.5. Consideration and Approval of Agenda

M/S that the agenda for the regular public meeting of the Board of Education of September 14, 2021 be approved as [circulated/amended].

1.6. Approval of the Minutes

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M/S that the minutes of the regular public meeting of the Board of Education of June 15, 2021 be approved as [circulated/amended].

1.7. Receipt of Records of Closed Meetings

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M/S to accept the closed records of the in-camera meeting of the Board of Education of September 14, 2021.

1.8. Business Arising from Previous Minutes

2. RECEIVING OF DELEGATIONS/PRESENTATIONS

3. COMMITTEE REPORTS/TRUSTEE REPRESENTATIVE REPORTS

3.1. Advocacy/Education Committee 14

RECOMMENDATION A

THAT the Board send the trades funding letter to the Minister of Education.

RECOMMENDATION B

THAT the Board approve the amended FESL and send to the Ministry of Education.

RECOMMENDATION C

THAT the correspondence item return to the previous process where all correspondence received is listed on the agendas. The correspondence from August's Advocacy/Education Committee meeting is to be forwarded to the September Advocacy/Education Committee meeting along with any new items.

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

3.2. Policy Committee 34

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

3.3. Student Services Committee 37

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

3.4. Finance/Operations/Personnel Committee 39

RECOMMENDATION A

THAT the Board approve the meeting locations in the 2021-22 Board and Committee Meeting Schedule.

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

3.5. BCSTA /Provincial Council

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

3.6. Communications/Media Committee

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

3.7. Mount Baker Secondary School Replacement Committee

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

3.8. Key City Theatre

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

3.9. Legacy of Learning

M/S to accept the Legacy of Learning report.

3.10. French Advisory Committee

M/S to accept the French Advisory Committee report.

3.11. Trustee Reports

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4. SECRETARY TREASURER'S REPORT TO THE BOARD

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

4.1. Updates

4.2. Recommendations

4.2.1. Employee Private Vehicle Reimbursement

THAT the private vehicle reimbursement for mileage for all employees and directors of the district be updated on annual basis, effective July 1 of each year, to coincide with the reimbursement rate disclosed in the CFTA Collective Agreement.

4.2.2. June 30, 2021 Audited Financial Statements

THAT the Board accept and approve the 2020/2021 BDO Canada audited Financial Statements and approve the appropriations as disclosed in the notes to the Financial Statements.

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

5. SUPERINTENDENT'S REPORT TO THE BOARD

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The Pathway's report can be found on the School District's website at www.sd5.bc.ca.

5.1. Updates

5.2. Recommendations

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

6. CHAIRPERSON'S REPORT

7. NEW BUSINESS

7.1. Business Arising from Delegations

8. CLOSING ROUND

9. ITEMS FOR INFORMATION/CORRESPONDENCE

10. QUESTION PERIOD

11. ADJOURNMENT

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

M/S that the September 14, 2021 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

**June 15, 2021, 3:00 p.m.
Meeting via Zoom**

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 Student Learning/Aboriginal Education, J. Tichauer
Director of Instruction/Student Learning and Innovation, D. Casault
District Principal/Student Services, D. Verbeurgt
District Principal/Transformative Learning, J. Roberts
Executive Assistant (recorder), S. Gronlund

1. COMMENCEMENT OF MEETING

1.1 Call to Order

Chairperson Lento called the June 15, 2021, regular public meeting of the Board of Education to order at 3:01 p.m. and acknowledged that we have gathered here in the Homelands of the Ktunaxa people.

1.1.1 Chairs Opening Remarks

Our flags are still lowered, and our flags will remain low even when we raise them. Our hearts continue to go out to all those affected by the recent revelations at the Kamloops Residential School.

On behalf of the Board, Chair Lento expressed condolences to the family and friends of the passing of Roberta Jurczak. Roberta had worked as a teacher's aide at Fernie Secondary. A champion of our most vulnerable students.

Chair Lento also offered the Board's most sincere condolences to Laurie Shepherd-Breakwell, her family and friends on the loss of her son James in a tragic vehicle accident in Jaffray. Laurie works at Jaffray School as an

education assistant and is the daughter-in-law of retired SD1 operations manager, Ron Breakwell.

1.2 Consideration and Approval of Agenda

MOTION R-21-101

M/S by Johns/Turner

THAT the agenda for the regular public meeting of the Board of Education of June 15, 2021, be approved as circulated.

CARRIED

1.3 Approval of the Minutes

Minutes of the Public meeting of the Board of Education of May 11, 2021.

MOTION R-21-102

M/S by Bellina/Damstrom

THAT the minutes of the regular public meeting of the Board of Education of May 11, 2021, be approved as circulated.

CARRIED

1.4 Receipt of Records of Closed Meetings

MOTION R-21-103

M/S by Johns/McPhee

THAT the Board accept the closed records of the in-camera meetings of the Board of Education of May 11, 2021, and May 20, 2021.

CARRIED

1.5 Business Arising from Previous Minutes

Nil.

1.6 Receiving of Delegations/Presentations

1.6.1 Nathan Lieuwen - Cranbrook Bucks Hockey Club

Trustee Johns introduced Nathan Lieuwen, owner of the Cranbrook Bucks Hockey Club.

Nathan joined the Board meeting today to express his gratitude to the SD5 education system for taking in young hockey players. He went on to say the club holds a high standard for academics and that they are not only here to play hockey but be a large part of the community.

- Trustee Johns mentioned that the Cranbrook Bucks Hockey Club's souvenir shop is open at the Western Financial Place and season tickets should be on sale soon.
- Trustee Bellina appreciates that the Club is giving students free admittance to their games.
- Superintendent Yardley offered to support sharing the message to students that they are welcome to attend the hockey games for free.

Chair Lento conveyed that our district has been a great supporter of hockey in the past Addressing the educational aspirations of all players particularly those from out of province.

2. COMMITTEE REPORTS/TRUSTEE REPRESENTATIVE REPORTS

2.1 Advocacy/Education Committee

Co-chair Trustee Bellina reviewed the minutes of the May 31, 2021, meeting of the Advocacy/Education Committee.

MOTION R-21-104

M/S by Bellina/McPhee

THAT Director Tichauer continue to be the School District 5 representative on the HARBIR Community Consultation Committee.

CARRIED

MOTION R-21-105

M/S by Bellina/Turner

THAT the Board discuss the Canadian School Board Conference further at the June Board meeting on June 15, 2021.

CARRIED

MOTION R-21-106

M/S by Whalen/McPhee

THAT the Board approve those trustees interested in attending the Canadian School Board Conference be authorized to attend.

CARRIED

MOTION R-21-107

M/S by Bellina/Whalen

THAT the Board accept the report of the Advocacy/Education Committee.

CARRIED

2.2 Policy Committee

Co-chair Trustee Turner reviewed the minutes of the May 31, 2021, meeting of the Policy Committee.

MOTION R-21-108

M/S by Turner/Damstrom

THAT the Board of Education accept Policy 5.4, Student Bus Service, with the revision to the section Ridership Eligibility:

Ridership Eligibility

The Board will pay transportation assistance to the parents/guardians of students who qualify for transportation and for whom it is not cost effective, practical, or possible to provide bus service.

There are inherent limitations transporting students, in accordance with the School Act, bus transportation for students is provided at the discretion of the Board.

Consistency and transparency are critical to this policy. The routes will be reviewed and adjusted as needed through the Administrative Procedure Manual. It is recognized that bus transportation routes will not suit the requests of all parents/guardians.

Transportation services will be available for those students enrolled in the district and will be defined by community in the Administrative Procedure Handbook.

CARRIED

MOTION R-21-109

M/S by Turner/Bellina

THAT the Board accept the report of the Policy Committee.

CARRIED

2.3 Student Services Committee

Co-chair Trustee Damstrom reviewed the minutes of the May 31, 2021, meeting of the Student Services Committee.

MOTION R-21-110

M/S by Damstrom/McPhee

THAT the Board accept the report of the Student Services Committee.

CARRIED

2.4 Finance/Operations/Personnel Committee

Co-chair Trustee Johns reviewed the minutes of the May 31, 2021, meeting of the Finance/Operations/Personnel Committee.

MOTION R-21-111

M/S by Johns/Damstrom

THAT the Board write a letter to Minister Whiteside in support of the February 3, 2021, BCSTA letter to Ministers Fleming and Whiteside regarding safe routes to Schools.

CARRIED

MOTION R-21-112

M/S by Johns/Ayling

THAT the Board accept the report of the Finance/Operations/Personnel Committee.

CARRIED

2.5 BCSTA /Provincial Council

Trustee Bellina encouraged the Board to read the articles in the BCSTA Weekly as they are very informative. Legal bulletin on FIPPA regarding graffiti. Trustee Bellina attended a meeting on climate change and reviewed highlights.

MOTION R-21-113

M/S by Bellina/Ayling

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

CARRIED

2.6 Communications/Media Committee

Trustee Ayling reported sending the following letters.

- Letter to Interior Health re: Support for Child Care Needs in Elkford
- Letter pending

MOTION R-21-114

M/S by Ayling/Johns

THAT the Board accept the report of the Communications/Media Committee.

CARRIED

2.7 Mount Baker Secondary School (MBSS) Replacement Committee

Trustee Johns reported the district has received the Berry Architect Report on the options of MBSS. The Long Range Facility plan will incorporate this report and help with the decision options for MBSS.

MOTION R-21-115

M/S by Johns/ Ayling

THAT the Board accept the report of the Mount Baker Secondary School Replacement Committee.

CARRIED

2.8 Key City Theatre

Trustee McPhee reported that the COVID-19 restrictions that have been lifted by PHO will help with productions. The “Raise the Curtain” fundraiser has received a great support.

- Mission Values work is continuing
- focus is on budget
- contracts are next with a meeting coming up

MOTION R-21-116

M/S by McPhee/Turner

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

CARRIED

2.9 Legacy of Learning

Trustee Johns reviewed the Board policies on Legacy of Learning. Schools are sending items to the Board office for Legacy of Learning to digitize. Schools are required to store the items once digitized and follow these policies.

MOTION R-21-117

M/S by Johns/Bellina

THAT the Board accept the Legacy of Learning report.

CARRIED

2.10 French Advisory Committee

Nothing to report.

2.11 Trustee Reports

Trustees reported on their activities for the month.

- Trustee McPhee sent condolences to family and friends on the passing of Terry Groleau who worked as a janitor in the district. He will be greatly missed.

- Trustee Bellina attended the Sparwood Secondary School Graduation. She described the processes the grads were able to do. Well done! to the staff at Sparwood Secondary school.

3. SECRETARY TREASURER'S REPORT TO THE BOARD

3.1 Stage 2 Restart Protocol Update - Secretary Treasurer

Secretary Treasurer Rice reported the plan is to stay with our current protocols for the remainder of the school year. We will look at the new protocols for the September start up in August once we receive them from the Ministry of Education. The funds from the Federal grant received to help cover expenses due to COVID-19 will be spent by the deadline of June 30, 2021.

Superintendent Yardley reported that MBSS has been asked to have a student vaccination "pop up" at the school by Interior Health. Superintendent Yardley has put this off until Friday when the students will walk over to the curling rink for their vaccines. She spoke to Interior Health regarding second vaccines for the staff. They replied that the staff will receive a notice to register on or around the 50th day from their first vaccine.

3.2 School District No. 05 (Southeast Kootenay) Annual Budget Bylaw for fiscal year 2021/2022

Chair Lento advised the Board that the intent is to give three readings of the 2021-22 annual budget. He thanked Secretary Treasurer Rice and the accounting staff for the work put in to create this budget.

The Board consented to three readings of the 2021-22 Annual Budget Bylaw.

MOTION R-21-11

M/S by Johns/Turner

THAT the Board read a first time the 2021/2 Annual Budget in the amount of \$75,772,587 on June 15, 2021.

CARRIED

MOTION R-21-119

M/S by Whalen/Damstrom

THAT the Board read a second time the 2021/22 Annual Budget in the amount of \$75,772,587 on June 15, 2021.

CARRIED

MOTION R-21-120

M/S by McPhee/Kitt

THAT the Board read a third and final time the 2021/22 Annual Budget in the amount of \$75,772,587 on June 15, 2021.

CARRIED

3.3 Finance Report

The accounting department will be working on the financials in July. These will be communicated to the Board at the August 30 Committee meeting.

Chair Lento advised the Board that Secretary Treasurer Rice was nominated by the Kootenay Boundary Branch as a director on the BCASBO and that he has accepted the position. We offer our congratulations and know he will contribute in his quiet, thoughtful manner.

MOTION R-21-121

M/S by Johns/McPhee

THAT the June 15, 2021, Secretary Treasurer's report be accepted as presented.

CARRIED

4. SUPERINTENDENT'S REPORT TO THE BOARD

The Pathway's report can be found on the School District's website at www.sd5.bc.ca.

- Superintendent Yardley advised the Board that their letter has been sent to employees and a letter to casual employees, thanking them for their work this past challenging year due to COVID-19.
- The letter advising the employees that in recognition of this unique year, the Board is suggesting they take June 25th (school calendar administration day) as a day off to rest and recharge.
- There is an advertisement in the local paper and media running congratulating SD5 grad students and thanking staff.
- The Framework for student learning will be meeting this Thursday and Monday of next week.
- Superintendent Yardley presented at Cranbrook Rotary this morning and was asked about COVID-19 in the schools. They were very complimentary with the job the district is doing to promote safety.

Each Director and District Manager reported on their departments.

MOTION R-21-122

M/S by Johns/McPhee

THAT the June 15, 2021, Superintendent's Report to the Board of Education be accepted as presented.

CARRIED

5. CHAIRPERSON'S REPORT

- Chair Lento is pleased to report to our Employees and our Educational Family, that the Board has offered our Superintendent and Secretary Treasurer continuing contracts effective July 1, 2021, and they have accepted. We are grateful for their educational passion and leadership. The future looks great for our students.
- Chair Lento would still like a picture of the ethnic diversity of our district that illustrates the ancestral origin of our students.

6. NEW BUSINESS

6.1 Business Arising from Delegations

Nil

7. TRUSTEE BOUQUETS

- Trustee Turner thanked our Superintendent and Secretary Treasurer for joining our district at a difficult time and leading us through these last 15 months. She also thanked all SD5 staff for getting us through this time.

- Trustee Bellina echoes Trustee Turners bouquet and thanked the staff for making the graduation ceremonies memorable for our grads and congratulations to the grads.
- Trustee Johns spot lighted the education system in BC, we have done an excellent job. With the leadership throughout the whole district, he is not surprised. Hopeful that we all receive our second vaccines as soon as possible. Wished everyone a good, safe break.

8. ITEMS FOR INFORMATION/CORRESPONDENCE

8.1 21-05-21 Ltr to H. Halliday

8.2 21-04-22 Ltr to MoTH - Lower Speed Limit on HWY 3 in Jaffray

Chair Lento requested an update from the Ministry of Transportation and Highways on the past district letters that were sent to them.

MOTION R-21-101

M/S by Johns/McPhee

THAT the Board forward the Ministry of Transportation/Highways item to the August 30, 2021, Finance/Operations/Personnel Committee meeting for further discussion.

CARRIED

8.3 21-06-08 Response Ltr from Minister Whiteside re: Student Services Funding

9. QUESTION PERIOD

Nil.

10. LATE ITEMS

Nil.

11. ADJOURNMENT

MOTION R-21-123

M/S by McPhee/ Bellina

THAT the June 15, 2021, regular public meeting of the Board of Education adjourns at 4:14 p.m.

CARRIED

Frank Lento, Chairperson

Alan Rice, Secretary Treasurer



1.4. RECEIPT OF RECORDS OF CLOSED MEETINGS

In-camera Meetings for:

June 15, 2021 - In-camera regular meeting

- Exempt Compensation
- BCPSEA Representative Report
- Personnel
- Land
- Vaccinations

July 14, 2021 - In-camera special meeting

- Amendment to the 5-year capital plan
- Board Policy Manual and Administrative procedures Handbook

July 27, 2021

- Accept the resignation letter of the Secretary Treasurer
- Engage Sloan Consultants -search and recruitment of a Secretary Treasurer

- Superintendent's Report
 - Staffing Update

A handwritten signature in black ink, appearing to read 'Alan Rice'.

Alan Rice
Secretary Treasurer



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

MINUTES - ADVOCACY/EDUCATION COMMITTEE

**August 30, 2021, 9:30 a.m.
Cranbrook Board Office**

Committee Members
In Attendance:

Co-Chair, Trustee Bellina (remotely)
Co-Chair, Trustee Whalen (remotely)
Trustee Turner
Trustee Ayling

Board/District Staff in
Attendance:

Trustee McPhee
Trustee Johns (remotely)
Trustee Kitt (remotely)
Chairperson Lento
Superintendent Yardley
Director Student Learning & Aboriginal Education Tichauer
Director Student Learning & Innovation Casault
Secretary Treasurer Rice
Executive Assistant (Recorder) Rousseau

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.

The Advocacy/Education Committee Meeting of August 30, 2021 was called to order at 9:38 by Trustee Ayling.

1.2 Approval of Agenda

Moved/Seconded by Bellina/Whalen:

THAT the agenda of the Advocacy/Education Committee meeting of August 30, 2021 is approved as circulated.

1.3 Approval of Minutes

Moved/Seconded by Turner/Bellina:

THAT the minutes of the Advocacy/Education Committee meeting of May 31, 2021 be approved as circulated.

2. BUSINESS ARISING FROM PREVIOUS MEETING

2.1 Trades Funding Letter

Director Tichauer presented a draft letter, written by the “trades working group”, forwarded from the May Advocacy/Education Committee for approval by the Board. A discussion took place. The Committee decided to send to the Board for approval.

RECOMMENDATION A

Moved/Seconded by: Turner/Whalen

THAT the Board send the trades funding letter to the Minister of Education.

2.2 Marisa Philips recognized at future Board/Committee meeting for her work on the Aboriginal Education Department Logo

Director Tichauer shared that Marisa Philips will be recognized in front of the entire district on October 1. This Committee might be a good place to thank her on behalf of the Board.

The Board decided they would like to formally recognize her at the September Board meeting as well as on the district October 1st professional development day.

3. PRESENTATIONS

4. REPORTS

4.1 District Student Advisory Council (DSAC) Report

Trustee Bellina reported:

- Students gave suggestions on what they would like to see in DSAC next year
- Framework for Enhancing Student Learning presentations by Director Casault and District Principal Verbeurgt were well received by the students.

Moved/Seconded by: Bellina/Whalen

4.2 District Parent Advisory Council (DPAC) Report

Trustee Turner reported:

- most schools made efforts to have teacher appreciation at the end of the year

- DPAC feels they have evolved very well over this past year; gave credit to the Zoom platform
- DPAC was wondering if PACs were able to have Aboriginal representation as a standing position on their PAC? Superintendent Yardley mentioned that PACs would need to change their bylaws to affect this change. Any questions will be referred to Director Tichauer
- DPAC will be hosting two social orientation gender identity (SOGI) presentations in the fall
- next DPAC meeting will be at some time after next board meeting in September

Moved/Seconded by: Turner/Whalen

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

Superintendent Yardley is now ready to submit the FESL to the Ministry of Education and is asking for the Board to approve the draft document at the September Board meeting. A discussion took place with clarification needed on pages 23 and 24. Amendments will be made to the draft and brought forward to the Board meeting for approval in September.

RECOMMENDATION B

Moved/Seconded by: Bellina/Whalen

THAT the Board approve the amended FESL and send to the Ministry of Education.

Chairperson Lento mentioned that all presentations moving forward at this Committee meeting will now follow this Framework. *“Learning in Classes Everyday”* – slogan for the year.

5. NEW BUSINESS

6. ACTION ITEMS FOR FUTURE MEETINGS

6.1 DSAC Initiatives - vaping strategies/approaches, climate change discussions - September 2021 meeting

7. CORRESPONDENCE (File Folder)

Chairperson Lento explained the new “file folder” process for this item to Trustees which came about from the new Board Governance Policy. A discussion took place.

RECOMMENDATION C

Moved/Seconded by: Ayling/Turner

THAT the correspondence item return to the previous process where all correspondence received is listed on the agendas. The correspondence from August’s

Advocacy/Education Committee meeting is to be forwarded to the September Advocacy/Education Committee meeting along with any new items.

8. ADJOURNMENT

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



SCHOOL DISTRICT 5

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

Vision:

Students love to learn here, staff love to work here, families love to gather here.



Mission:

Our students will graduate with dignity, purpose, and options.

Values:

Respect, Vision, Fairness, Collaboration, Integrity, Inclusion.



Framework for Enhancing Student Learning

Educational Outcomes:

Outcome 1:

Students will meet or exceed literacy expectations for each grade level.

Outcome 2:

Students will meet or exceed numeracy expectations for each grade level.

Outcome 3:

Students will feel they have a place to belong in our schools and our society.

Outcome 4:

Students will graduate with confidence, purpose, and options.



School District 5 (Southeast Kootenay) (the District) endeavours to maintain high and measurable standards, with a focus on intellectual development, human and social development, and career development, to offer each student the best opportunity to succeed in life. By increasing student-centred learning opportunities that prepare

learners to achieve their career and life goals, we aim to improve outcomes and enhance education experiences for all students, no matter their background or where they live.

Our Framework for Enhancing Student Learning (Framework) is reflective of the commitment our staff and community partners have in ensuring student success. In numerous meetings with our partner groups and district staff we looked at data around student success and created a plan to improve student learning. Through this process we determined our Framework outcomes. This document will be revisited at the end of each school year, to determine if the plan is improving student learning and to evaluate if what we are doing is working for our students.

Throughout the Framework we show evidence-based decision making and have set high targets and expectations for our students. We will be focusing on using quantitative and qualitative data to support the needs of our students.

While the District has successful graduation rates, our Framework will focus on the quality of the Dogwood certificates and how we can support students to ensure they receive the best education for their future career goals. In the areas of literacy and numeracy, we have work to do to support our students and we are committed to ensuring our children are literate and numerate. Our transition data for our students is holding steady, however there is room for improvement, and we will be working on students feeling connected to the school and community which is also an important factor in the transitioning from grade to grade.

Process for Creating our Framework for Enhancing Student Learning

The following timeline outlines the process for the creation of the District's Framework:

Fall 2020: the District staff worked with the Framework documents from the Ministry, gathered data from a variety of sources on student success and needs of our students. [Click here for data sets](#)

December 2020: Invited all partner groups including students, parents, teachers, union presidents, Indigenous community members, Community partners and senior staff to be a part of our Framework advisory group.

December 2020: sent [survey](#) to all partner groups.

February 2021: met with partner groups to discuss and get feedback. ([Results](#))

Working session with the Ministry of Education Analytics Department looking at our student success ([Enhancing Student Learning Report](#)) where we looked at areas we needed to potentially focus our Framework.

Numerous meetings with Board, partner groups, public committee board meetings, Principals and Vice Principals, sharing the Framework document, incorporating suggestions to the document after each meeting ([Presentation](#))

May 2021: [professional learning survey](#) went out to staff asking what professional learning they would like to support students).

June 2021: Created a working group consisting of principals, vice principals, unions, teachers looking at data and the survey from staff, and the Framework's action plans and how we support our staff and students with professional learning.

Ongoing: Framework and data/surveys will be reviewed in the spring of each year of the 4-year plan to determine if what we are doing is working for our students and next steps.

Indigenous history, perspective, and learning approaches embedded within our district planning and practices:

Within our Framework, we will continue to strive to implement the Truth and Reconciliation Calls to Action as they relate to education. We will also continue to deepen the understanding of the First Peoples' Principles of Learning and continue to offer authentic learning opportunities and resources to enhance our understanding of Indigenous culture and history. Students should see themselves in our resources and in the literature that we use in our classes. Assessments also need to be culturally safe. Our updated Local Education Agreement and Aboriginal

Education Enhancement Agreement will also be reflected in our success plans for students. We are committed to ensuring all students have equitable access to education. Measurement of achievement for Indigenous students should include culturally appropriate measures.

Framework Timelines and Implementation:

Our Framework for Enhancing Student Learning is a four (4) year plan with a review in the spring of each year. Meeting with stakeholders and partner groups will be key to the review. The review will look at successes as well as ways in which we will adjust our Framework to support student successes.

Technology to Support Student Learning:

The current district [technology plan](#) is reaching the end of the five (5) year cycle and will be updated in the 2021/2022 school year to align with our Framework. The technology plan will focus on all aspects and components of educational technology including stable, secure and supportive infrastructure that will contribute and directly connect to teaching and learning. It will be important to continue to focus on equitable access to technology for all students and to provide tools and professional learning to staff and students to enhance student learning.

School Growth Plans:

School staff will work with their school community to choose an improvement goal of either literacy or numeracy dependent on their data and focus area. They will use both pre-data and post-data and will work on a continued cycle of improvement. School budgets should align with the school growth plans. The school growth plans will be presented to district management in June and reviewed yearly with staff. School growth plans will be submitted to the Board yearly by October 31. The Board is committed to supporting professional learning based on school growth plan literacy and numeracy goals.

Strategic Priorities:

Data Supporting our Framework:

[Framework for Enhancing Student Learning Report](#)

[Aboriginal How Are We Doing Report 2015/2016-2019/2020](#)

[Data Sets from FSA, Satisfaction Survey and Report Card Data](#)

Work Plan: (to be reviewed each year)

Intellectual Development:

To develop the ability of students to analyze critically, reason and think independently and acquire basic learning skills of bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them and a capacity for creative thought and expression.

Educational Outcome 1:

Students will meet or exceed literacy expectations for each grade level

- ✓ The ability to seek out and understand information gives us independence to make choices, to advocate for ourselves and to learn about our community and the world. People who are literate and numerate have a greater chance of success. Literacy and numeracy lead to greater self-reliance and social engagement.

Objective 1:	To improve students’ ability to be literate at each grade level with an initial focus on the primary years
	Possessing proficient literacy skills gives students the ability to communicate clearly and effectively. Lacking these skills places students at a tremendous disadvantage. Literacy creates opportunities for people to develop skills that will help them provide for themselves and their family as well as becoming positive contributors to society. Literacy is essential to developing a strong sense of well-being and citizenship. Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees.
Target 1:	Students in grade two will improve their literacy skills by 4%.

Rationale (linking performance measures to objectives):

Grade 2 Report Card Data:

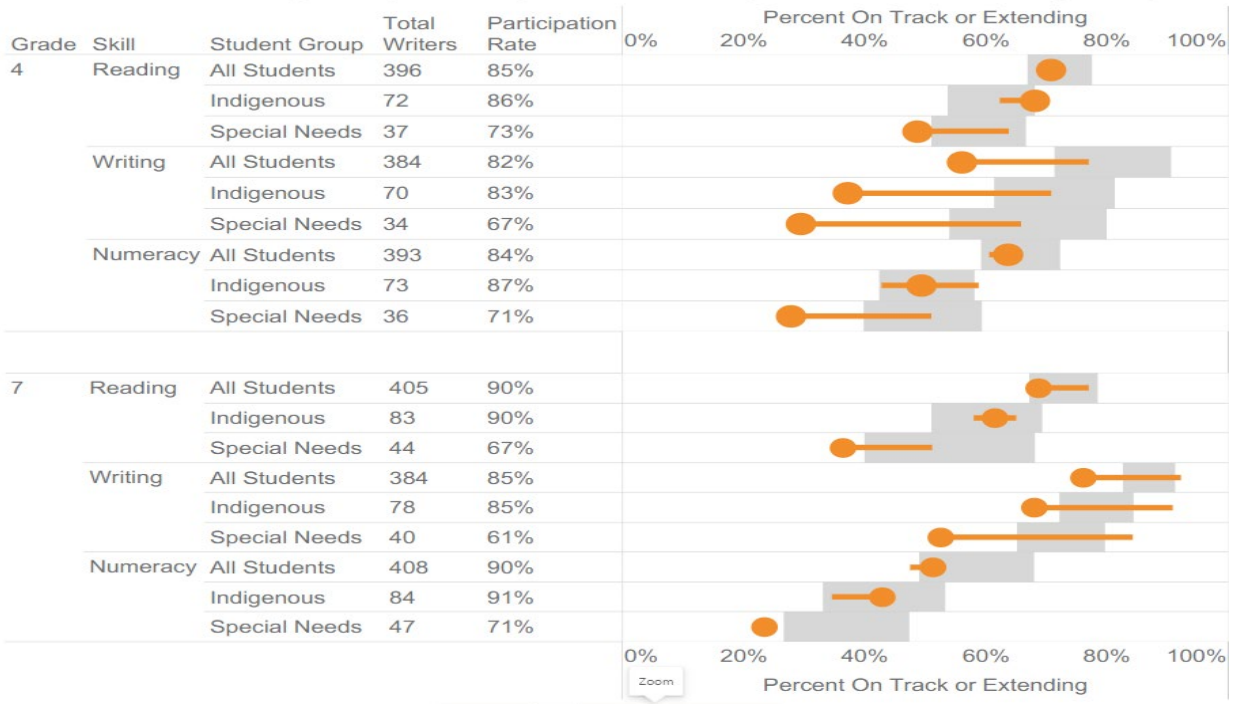
Educational Outcome 1 Students will meet or exceed literacy expectations for each grade level

Performance Measure	Percent of students in grade 2 proficient or extending in English Language Arts 2									
Grade 2 final report card marks	2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
Students proficient or extending in English Language Arts	#	%	#	%	#	%	#	%	#	%
All students	233	58	219	58	209	58	192	57		
Indigenous students	29	47	30	51	34	56	24	43		
Diverse abilities	10	26	11	24	12	34	10	29		

- ✓ Our district report card data for grade 2 literacy in June 2021 shows 43% of our students are not proficient in English Language Arts and this has remained consistent since 2017. In 2020/2021, 57% of our Indigenous students are not meeting expectations and our students with diverse abilities show 71% approaching expectations.

Grades 4 – 7 FSA Data:

**in the chart below the orange bar represents only results in the redesigned FSA: 2017/18 - 2019/20 year range*



- ✓ As is reflected in the above graph, the District's grade 4 and grade 7 FSA reading results are slightly below that of the provincial average, and over the course of five (5) years, are trending slightly downwards.
- ✓ The reading results gap between the District and the province increases as we move to the higher grades (grade 7 FSA, Grade 10 Literacy Assessment).
- ✓ 29% of grade 4 students and 32% of our Indigenous students are not proficient in reading.
- ✓ 31% of grade 7 students and 39% of our Indigenous grade 7 students are not proficient in reading.
- ✓ 44% of grade 4 students and 63% of Indigenous grade 4 students are not proficient in writing.
- ✓ 24% of grade 7 students are not proficient in writing.
- ✓ Our Indigenous population results tend to be slightly below that of all students.
- ✓ The results for students with diverse abilities and disabilities are the lowest results we have for any subgroup.

Strategies:

Strategies:	Develop and implement a Kindergarten to Grade 12 literacy plan which will be not limited to but include the following:
	<ul style="list-style-type: none"> ✓ Common reading assessment (district wide) at the grade 2 level 2021/2022 ✓ Common reading assessment for all primary students ✓ Once students have the common assessment, continue to support and track students until proficient ✓ Additional focus and support for our Indigenous and our students with diverse abilities who are approaching grade level which will include schools following individual students not proficient, providing support through the grade levels until student is proficient ✓ Professional development in relation to common assessment being implemented ✓ Professional development in balanced literacy for primary teachers ✓ Learning resources targeted at improving the reading level of struggling readers at classroom, school and district levels ✓ Partnerships with Columbia Basin Alliance for Literacy (CBAL) in the delivery of parent programs in the primary years; Parents as Literacy Supporters (PALS), Come Read with Me ✓ Parent information and sharing sessions held through PAC and DPAC ✓ Review and alignment of provincial proficiency standards so they are utilized consistently across grades levels and schools ✓ Student access to digital resources and web tools to help supplement literacy goals supporting personalized learning plans at the appropriate reading level of the individual students ✓ Support for teaching literacy in all subject areas

Literacy Action Plan:

Year	2021/2022	2022/2023	2023/2024	2024/2025
Targets				
Action Plan	Develop and implement a literacy plan (K-12) which will include in-services on a common assessment tool and professional learning on balanced literacy to support the assessment			
Lead	Superintendent and Literacy Support Teacher			
Start and Due Dates	August 2021 August 2022			
Progress				
Results				
Budget Resources	Support for in-service and resources District literacy teacher			

Strategic Priorities: Educational Outcome 2:

Students will meet or exceed numeracy expectations for each grade level

- ✓ The ability to seek out and understand information gives us independence to make choices, to advocate for ourselves and to learn about our community and the world. People who are literate and numerate have a greater chance of success. Literacy and numeracy lead to greater self-reliance and social engagement.

Objective 1:	To improve students' skill and confidence in numeracy
	Numeracy is necessary for everyday living. From daily activities like telling the time, baking and playing cards, to more difficult tasks such as understanding budgeting, planning a trip, reading a map and understanding timetables. Numeracy is important for individuals to develop logical thinking and reasoning strategies in their everyday activities as well as different career opportunities. We need numeracy to solve problems and make sense of numbers, time, patterns, and shapes for activities like cooking, reading receipts, reading instructions, and even playing sports.
Target 1:	Students in grade four will improve their numeracy skills by 2%.



Rationale (linking performance measures to objectives):

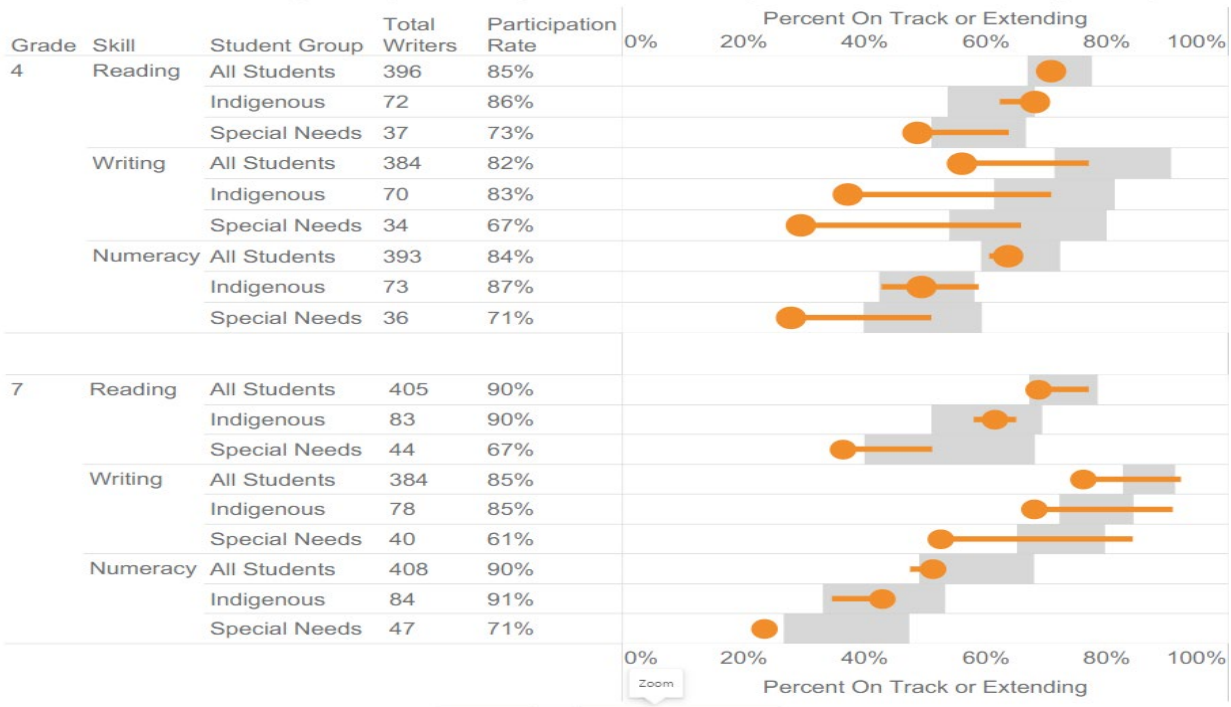
Grade 2 Report Card Data:

Educational Outcome 2 Students will meet or exceed numeracy expectations for each grade level

Performance Measure	Number and percentage of students in grade 2 proficient or extending in Mathematics 2									
	2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
Grade 2 final report card marks	#	%	#	%	#	%	#	%	#	%
Students proficient or extending in Mathematics										
All students	296	74	276	74	270	74	272	76		
Indigenous students	44	71	65	68	40	66	44	72		
Diverse abilities	19	49	20	45	19	54	15	43		

- ✓ There are 24% of all grade 2 students and 28% of grade 2 Indigenous students who are not proficient in numeracy, as well as 57% with diverse abilities and disabilities are not proficient. Grades 4 – 7 FSA Data:

*in the chart below the orange bar represents only results in the redesigned FSA: 2017/18 - 2019/20 year range



- ✓ Our district results are below the provincial average in numeracy starting at the grade 4 FSA level and the gap widens significantly in grade 7 FSA level.
- ✓ The data is showing that over the past five (5) years in grade 4, our students are performing 4% lower than other students in the province.
- ✓ 36% of our grade 4 and 49% of our grade 7 students are not proficient in numeracy.
- ✓ 76% of all our grade 10 students who wrote the numeracy assessment are not proficient in numeracy.
- ✓ Our Indigenous population results tend to be slightly below that of district all students and are showing a significant gap in grade 10 with 90% of our grade 10 Indigenous students not proficient on the grade 10 numeracy assessment.
- ✓ The results for students with diverse abilities and disabilities are the lowest results we have for any subgroup and in 2020, our students with diverse abilities and disabilities performed 27% lower than the province.
- ✓ In grade 7 FSA our students performed 18% lower than the province over five (5) years.
- ✓ As we move to higher grade levels the percent of students proficient/extending becomes less (most of our subgroups find themselves in the emerging/developing scale).

Strategies:

Strategies:	Develop and implement a Kindergarten to Grade 12 numeracy plan which will be not limited to but include the following:
	<ul style="list-style-type: none"> ✓ Implement a common numeracy assessment ✓ Once students complete the common assessment, continue to support and track students until proficient ✓ Support of collaborative inquiry group in the search of an appropriate common assessment tool for numeracy directly linked with the provincial curriculum ✓ Professional development in relation to numeracy performance standards and the assessment and reporting that aligns with this ✓ Learning resources targeted at improving the numeracy at classroom, school and district levels ✓ Parent information and sharing sessions held through PAC and DPAC to address the stigmas and struggles associated with numeracy (activities, games and problems of the week) ✓ Review and alignment of provincial proficiency standards so they are utilized consistently across grades levels and schools ✓ Provide students access to digital resources, software and web-tools that help supplement numeracy learning goals providing the opportunity to personalize learning plans that are at an appropriate level of individual students ✓ Provide students with access to technology that provide hands-on learning activities to support numeracy ✓ Support for teaching numeracy in all subject areas ✓ Support students with the provincial numeracy assessment, what skills do they need to write the assessment?

Numeracy Action Plan:



Year	2021/2022	2022/2023	2023/2024	2024/2025
Targets				
Action Plan	Develop and implement a numeracy plan (K-12) which will include in-service on a common assessment tool and professional learning on teaching numeracy to support the assessment.			
Lead	Director of Student Learning and Innovation			
Start and Due Dates	August 2021 August 2022			
Progress				
Results				
Budget Resources	Support for in-service and resources			

Strategic Priorities:



Human and Social Development

The human species is a social creature. Our socialization is facilitated through initiating and sustaining relationships with others. In education, the most important relationship is that between the classroom teacher and each student in the classroom community. We need to foster the development of the whole students in classrooms and school communities.

Educational Outcome 3:

Students will feel they have a place to belong in our schools and our society.

Objective 1:	To improve the quality of student's feeling welcome, safe and connected to their school community
	Maslow's Hierarchy of Needs, states basic needs must be met before humans can feel safe and secure. Those humans need to feel safe and secure before they can trust relationships and love that strengthens the sense of belonging. Belonging is essential before a person develops enough self-esteem and worth to create a feeling of accomplishment. All these need to be in place to achieve one's full potential.
Target 1:	To increase the sense of belonging for all students in grade 7 by 2% and to increase this for Indigenous students by 5% in the same grade.
Objective 2:	To improve the percentage of students who feel there are two or more adults in their school who care about them
	Young people need to be surrounded by people who love, care for, appreciate and accept them. Other adult relationships are one of the positive supports that young people need to succeed. A resiliency is fostered when the young person receives support from three or more non-parent adults..
Target 2:	To increase the number of students in Grade 7 who report they feel there are two or more adults at their school who care about them by 2%.

Rationale (linking performance measures to objectives):

Grades 4, 7, 10 Learning Survey Data:

Educational Outcome 3 Students will feel they have a place to belong in our schools and in our society

Performance Measure 3.1	Percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school				
Students reporting “many times” or “all of the time”	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Do you feel welcome at school?	%	%	%	%	%
Grade 4 All students	79	75	73	77	
Grade 7 All students	66	62	69	63	
Grade 10 All students	60	58	60	58	
Do you feel safe at school?	%	%	%	%	%
Grade 4 All students	80	81	77	76	
Grade 7 All students	66	69	65	64	
Grade 10 All students	70	76	66	70	
Is school a place where you feel like you belong?	%	%	%	%	%
Grade 4 All students	58	62	60	62	
Grade 7 All students	52	48	52	47	
Grade 10 All students	46	45	42	36	

- ✓ On feeling welcome, our students rank 3% lower than the provincial average over the last four (4) years. In 2019/2020, our students rated only 1% lower than the provincial average. Students, as they get older, feel less welcome at school with 40% of grade 10 students not feeling welcome at school.
- ✓ On feeling safe, our students rank 4% lower than the provincial average over the last four (4) years. In 2019/2020, our students also rated 4% lower than the provincial average; 35% of our grade 7 students and 34% of our grade 10 students feel less safe at school.
- ✓ On feeling a sense of belonging, our students rank 4% lower than the provincial average over the last four (4) years. In 2019/2020, our students rated only 1% lower than the provincial average. 40% of our grade 4 students do not have a sense of belonging, 48% of our grade 7 students and 58% of our grade 10 students do not have a sense of belonging at school.

Other Information

Public-level data often masks information on Indigenous students, students in care with the Ministry of Children and Families or our delegated Indigenous authority, and students with diverse abilities and disabilities due to the small numbers in these groups.

- ✓ In reviewing unmasked data, our Indigenous students feel welcome and safe at school at the same rate as all students, however, they feel less belonging to the school as they progress upward through the grade levels.
- ✓ In reviewing unmasked data, our students with diverse abilities and disabilities often feel less welcome at school than all students but have a sense of belonging at the same level as all students.
- ✓ Data for children and youth in care will need to be examined at an individual level once data is accessible from the Ministry.
- ✓ Data at Grade 4, 7 and 10 needs to be examined to determine how learning is connected to students’ local environment and community.

Rationale (linking performance measures to objectives):

Grades 4, 7, 10 Learning Survey Data

Educational Outcome 3 Students will feel they have a place to belong in our schools and in our society

Performance Measure 3.2	Percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them				
Students reporting “yes”	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Are there two or more adults at your school who care about you?	%	%	%	%	%
Grade 4 All students	71	65	62	72	
Grade 7 All students	58	46	45	64	
Grade 10 All students	54	50	50	58	

- ✓ We see a 9% decrease in grade 4 students over three (3) years and have 38% of our grade 4 students who do not feel there are two or more adults who care for them. There is a 13% decrease in feeling there are two or more adults who care for them for grade 7 students over the course of three (3) years, and 50% of grade 10 students did not feel that there were two or more adults who cared for them in 2019 and 2020.
- ✓ On feeling that two or more adults care about them at their school, our students rank 1% lower than the provincial average over the last four (4) years. In 2019/2020, our students rated 3% lower than the provincial average. Over the course of three (3) years, there appears to be less students satisfied with the number of adults who care for them.

Other Information

In reviewing unmasked data, our elementary Indigenous students have a comparable rate of feeling adults care for them to all students. In Grades 7 and 10 when compared to all students, Indigenous students report having two or more adults that care about them at a significantly lower rate.

- ✓ In reviewing unmasked data, our students with diverse abilities and disabilities report more often they feel two or more adults who care for them at school at elementary and middle years level.
- ✓ Data for children and youth in care will need to be examined at an individual level

Strategies:

Strategies:	Develop and implement a Kindergarten to Grade 12 plan for ensuring students will feel welcome, safe and connected to their school which will not be limited to, but will include, the following:
	<ul style="list-style-type: none"> ✓ Gather human and social developmental profiles demonstrating the full range of developmental skills in academics, practical skills, physical skills, language development, effort and motivation, social and emotional development, and behavioural development. ✓ Share and present to educators appropriate range of developmental skills for each grade level. Put strategies in place that improve the classroom teacher and student relationship. ✓ Offer in-service on structures and strategies around classroom management to further build on classroom teacher and student relationships. ✓ Survey and engage students in identifying unsafe locations in the school. Schools can use this information to improve physical and emotional safety. ✓ Support Aboriginal Education Support Workers and Youth Care Workers in building welcomeness and sense of belonging to school communities. ✓ Identify resources and programs currently utilized in the whole child and social emotional learning. ✓ Identify and support youth at risk. ✓ Support inclusive peer relationships at the middle and secondary levels. ✓ Foster connectedness to local environment and community. ✓ Utilize place conscious learning in field experiences. ✓ Create belonging and inclusion based on student interest.

Human and Social Development Action Plan:

Year	2021/2022	2022/2023	2023/2024	2024/2025
Targets				
Action Plan	Develop and implement a Human and Social Development Plan (K-12)			
Lead	District Principal of Student Services			
Start and Due Dates	August 2021 August 2022			
Progress				
Results				
Budget Resources				

Strategic Priorities:



Career Development

A successful graduation is important to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

Educational Outcome 4:

Our students will graduate with confidence, purpose, and options

Objective 1:	Students will successfully graduate with BC Graduation certificates (Dogwood) that will better lead to attaining career and occupational objectives.
	Student completion of the Graduation program with a Dogwood certificate is a necessary and vital prerequisite to a successful transition to post-secondary programs or to viable employment. A successful graduation is important to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.
Target 1:	Students graduating with an Adult Dogwood in comparison to a standard Dogwood will decrease by 4%.

Rationale (linking performance measures to objectives):

Student Achievement in Grade 10 directly affects student's academic elective choices in Grades 11 and 12

- ✓ 30% of all grade 10 students and 47% of Indigenous students get less than a C+ in Foundations/Pre-Calculus.
- ✓ 53% of all grade 10 students and 47% of all Indigenous students get less than a C+ in Workplace Math.
- ✓ 36% of all grade 10 students and 56% of all Indigenous students get less than a C+ in Science 10.
- ✓ 34% of all grade 10 students and 41% of all Indigenous grade 10 students get less than a C+ in English 10.

Strategies:

Strategies:	Develop and implement a plan which will not be limited to but include the following that will support students in receiving a BC Graduation certificate (Dogwood) will better lead to attaining career and occupational objectives.
	<ul style="list-style-type: none"> ✓ Establish a 'blended' Distributed Learning and Continuing Education program in Secondary Schools to facilitate Dogwood Graduation within five (5) years ✓ Expand Dual Credit program offerings to better meet students needs for successful transition to College of the Rockies ✓ Dedicate targeted primary and secondary (textual) resources to schools to better meet the needs of Indigenous Learners ✓ Create focussed literacy and numeracy support for Indigenous Learners including non-enrolling support ✓ Expand the Elders in Residence Programs to meet the needs of Indigenous Learners in all our communities ✓ Create a Technology bank to better equip Indigenous Learners who choose Distributed Learning options ✓ Track individual at risk grade 9 students and ensure support is in place for each student

Graduation Action Plan:

Year	2021/2022	2022/2023	2023/2024	2024/2025
Targets	4% decrease in students who graduate with an Adult Dogwood in comparison to a standard Dogwood 4% increase in Indigenous students completing Language Arts 12 at C+ or better 4% increase in percentage of Indigenous students completing Pre- Calculus 10.			
Action Plan	Develop and implement a plan to support students in receiving a BC Graduation certificates (Dogwood) that will better lead to attaining career and occupational objectives			
Lead	Director of Student Learning and Aboriginal Education			
Start and Due Dates	August 2021 August 2022			
Progress				
Results				

Operations:

Links to [Capital Plan](#) and [School District Budgets](#)

Signature Page



Silke Yardley
Superintendent

Alan Rice
Secretary Treasurer

Frank Lento
Chairperson



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

**August 30, 2021, 11:30 a.m.
Cranbrook Board Office**

Committee Members in
Attendance:

Co-Chair Trustee Turner
Co-Chair Trustee Ayling
Trustee Whalen (remotely)
Trustee McPhee

Board/District Staff in
Attendance:

Chairperson Lento
Trustee Bellina (remotely)
Trustee Johns (remotely)
Trustee Kitt (remotely)
Superintendent Yardley
Secretary Treasurer Rice
Director of Student Learning and Aboriginal Education Tichauer
Director of Student Learning and Innovation Casault

Executive Assistant (Recorder) Nixon

1. COMMENCEMENT OF MEETING

1.1 Call to Order

The Policy Committee meeting of August 30, 2021 was called to order at 10:46 a.m. by Co-Chair Trustee Turner.

1.2 Approval of the Agenda

Moved/Seconded by Ayling/McPhee:

THAT the agenda for the Policy Committee meeting of August 30, 2021 be approved as amended.

Addition:

5.2 Order of Business at all Regular Meetings [Policy 7 – Board Operations](#)
(Sec. 3.6)

1.3 Approval of the Minutes

Moved/Seconded by McPhee/Whalen:

THAT the minutes of the Policy Committee meeting of May 31, 2021, be approved as circulated.

2. BUSINESS ARISING FROM PREVIOUS MEETING

3. PRESENTATIONS

4. REPORTS

5. NEW BUSINESS

5.1 Board Annual Work Plan

The Board reviewed [Policy 2 Appendix A – The Board Annual Work Plan](#) for Regular Board Meeting Agenda Items.

Chairperson Lento suggested that following the Sloan Model, the Board needs to review the Board Annual Work Plan in a separate half (0.5) day session. He asked that Superintendent Yardley select a date to do this review.

Superintendent Yardley will meet with the Board on September 23, 2021, from 12:30-4:00 to review the Board Annual Work Plan.

5.2 Order of Business at all Regular Meetings

Chairperson Lento reviewed the order of business at all regular board meetings as described in [Policy 7 – Board Operations](#) (Sec. 3.6):

1. Commencement of Meeting
2. Call to Order
3. Greeting
4. Chairperson's Opening Remarks and Recognitions
5. Opening Round
6. Consideration and Approval of the Agenda
7. Approval of the Minutes
8. Receipt of Records of Closed Meetings
9. Receiving of Delegations/Presentations
10. Committee Reports/Trustee Representative Reports
11. Secretary Treasurer's Report to the Board
12. Superintendent's Report to the Board
13. Chairperson's Report
14. New Business
15. Closing Round
16. Items for Information/Correspondence
17. Question Period
18. Late Items
19. Adjournment

Chairperson Lento explained the Opening Round (Agenda Item 5) as an expression of gratitude by each Trustee and District Management staff. Trustees and District Management are requested to limit to just one expression of gratitude. The Closing Round is a final opportunity for Trustees and District Management to make a comment about the meeting.

Opening and Closing Rounds will not be part of the formal Minutes.

The Opening and Closing Rounds will go in the direction of left to right from the Chairperson as suggested by Co-Chair Trustee McPhee. Directions and information will be provided to Trustees and District Management that are present in the meeting remotely. Every individual will have an opportunity to pass.

Director Tichauer also added that the Opening (Agenda Item 5) and Closing Rounds (Agenda Item 15) are not debate points but rather are items of reflection.

Trustee bouquets will still be a part of the regular board meetings and will be presented in Trustee Representative Reports (Agenda Item 10).

Question Period (Agenda Item 17) will not be open to chatrooms for individuals on Teams or Zoom (or any remote meeting platform).

Director Tichauer will invite Bonnie Harvey or Don Sam to the September 14 Board Meeting. One of these individuals from the Nation will give the Greeting (Agenda Item 3).

6. ACTION ITEMS FOR FUTURE MEETINGS

7. CORRESPONDENCE

8. ADJOURNMENT

Moved/Seconded by McPhee/Ayling:

THAT the meeting be adjourned at 11:13 a.m.



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

**August 30, 2021, 10:30 a.m.
Cranbrook Board Office**

Committee Members in Attendance: Co-Chair Trustee McPhee

Trustee Johns
Trustee Kitt

Regrets Co-Chair Trustee Damstrom

Board/District Staff in Attendance: Chairperson Lento

Trustee Ayling
Trustee Bellina
Trustee Turner
Trustee Whalen
Secretary Treasurer Rice
Superintendent Yardley
Director of Student Learning and Aboriginal Education Tichauer
Director of Student Learning and Innovation Casault
Executive Assistant (recorder) Giesbrecht

1. COMMENCEMENT OF MEETING

1.1 Call to Order

The Student Services meeting of August 30, 2021 was called to order at 10:35am by Trustee McPhee.

1.2 Approval of the Agenda

Moved/Seconded by: Johns/Kitt

THAT the agenda for the Special Education Student Services Meeting of August 30, 2021 be approved as circulated.

1.3 Approval of the Minutes

Moved/Seconded by: Johns/Kitt

THAT the minutes of the Special Education Student Services meeting of May 31, 2021 be approved as circulated.

2. BUSINESS ARISING FROM PREVIOUS MINUTES

3. PRESENTATIONS

4. REPORTS

5. NEW BUSINESS

6. ACTION ITEMS FOR FUTURE MEETINGS

6.1 Updates on the Social Emotional Learning Centre (SELC) program

Update to be given at September Committee meeting. Program update, number of students using the program, etc.

6.2 Speech Language Pathologist (SLP) Data Summary - January - June 2021

Data to be presented at the September Committee meeting.

6.3 Updates on Inclusive Education Working Group

Update to be given at the October Committee meeting.

6.4 Prevalence Model Discussion

Request for update on Individual Education Plans (IEPs) and staffing for the September Committee meeting. Specifically, the SLP and the Behaviour Resource Teacher (BRT) postings.

7. CORRESPONDENCE

8. ADJOURNMENT

The Student Services Committee meeting was adjourned at 10:41am.



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

MINUTES - FINANCE/OPERATIONS/PERSONNEL COMMITTEE (PUBLIC)

**August 30, 2021, 12:30 p.m.
Cranbrook Board Office**

Committee Members in Attendance: Co-Chair Trustee Johns (remotely)
Co-Chair Trustee Kitt (remotely)
Trustee Bellina (remotely)

Regrets: Trustee Damstrom

Board/District Staff in Attendance: Trustee Ayling
Chairperson Lento
Trustee McPhee
Trustee Turner
Trustee Whalen (remotely)
Superintendent Yardley
Secretary Treasurer Rice
Director of Instruction & Human Resources Reimer
Director of Instruction & Innovation Casault
Director of Student Learning & Aboriginal Education Jason Tichauer
Executive Assistant, (Recorder) Gronlund

1. COMMENCEMENT OF MEETING

1.1 Call to Order

The public Finance/Operations/Personnel Committee meeting of August 30, 2021 was called to order at 11:32 a.m. by Co-chair Trustee Kitt.

1.2 Approval of the Agenda

Additions: **5.3 Select Standing Committee Presentation**

Moved/Seconded by: Johns/Bellina

THAT the agenda of the public Finance/Operations/Personnel Committee meeting of August 30, 2021, be approved as amended.

1.3 Approval of the Minutes

Approval of the minutes of May 31, 2021.

Moved/Seconded by: Johns/Bellina

THAT the minutes of the public Finance/Operations/Personnel Committee meeting of May 31, 2021 be approved as circulated.

2. BUSINESS ARISING FROM PREVIOUS MINUTES

2.1 Long Range Facility Plan/School Life Cycle Funding

Secretary Treasurer Rice advised the Board that the process for the Long Range Facility Plan has not started. The process of seeking a service provider is underway. The plan is to have the service provider selected and working on this plan in the Fall.

The emphasis will be the Cranbrook area with school life cycle funding included in the Long Range Facility Plan along with site acquisitions and site development to name a few.

This item will move to in-camera to discuss service providers further.

3. PRESENTATIONS

Nil.

4. REPORTS

4.1 Secretary Treasurer

4.1.1 Health and Safety

Secretary Treasurer Rice delivered an in depth review of the new safety protocols for the school start up.

Highlights included:

- Daily health checks will continue to be required.
- Daily deep clean in schools will take place once per day. This direction came from BC Centre for Disease Control (BCCDC), Provincial Health Officer, and WorkSafe BC.
- COVID-19 cases will continue to be directed by Public Health.
- District employees do not have the authority to enquire if anyone is vaccinated or not.
- Local regional case counts are being monitored and our Interior Health officer could overwrite any protocols we have in place if required.
- Provincial vaccination cards do not apply within our brick and mortar schools. We are waiting for confirmation if vaccination cards are required by establishments when students and staff are on a school event outside of the brick and mortar schools.
- The facility rentals of our schools will be on hold until early October where we can assess how September goes and see how our environment does.

4.2.1 September Start Up

Superintendent Yardley noted that there will be a one page document outlining the new COVID-19 protocols communicated to staff, parents and students before the start of school.

The district has been informed by Interior Health that they will be holding vaccination clinics in some of our schools this Fall. These clinics will be held through out the province where the vaccination rates are lower. We are waiting for clarification as to whether these clinics are open to staff and students only or

to the whole community. We will communicate the clinic schedule to the parents once this information is available.

Chair Lento expressed that communication is the key. Superintendent Yardley will keep the Board informed of any updates.

The schools will no longer have a steady supply of masks for every staff and student. There will be some available for the those who forget their masks. This information will be provided to parents.

The Board will accept written submissions only from anti mask groups wanting to make a presentation to the Board.

5. NEW BUSINESS

5.1 2021-22 Board and Committee Meeting Schedule - Locations Update

RECOMMENDATION A

Moved/Seconded by: Johns/Bellina

THAT the Board approve the meeting locations in the 2021-22 Board and Committee Meeting Schedule.

5.2 Update to 2021-2022 School Calendar

Secretary Treasurer informed the Board that the new National Day for Truth and Reconciliation Statutory Holiday on September 30th, 2021 was added to the 2021-2022 approved school calendar.

5.3 Select Standing Committee Presentation

Trustee Johns will be presenting on August 31, 2021 to the Select Standing Committee. A copy of the presentation has been submitted to the committee and to the Board.

6. ACTION ITEMS FOR FUTURE MEETINGS

6.1 Jaffray - Ministry of Transportation (safe crossing on Hwy 3)

6.2 Staff Travel Summary Report Review

6.4 Innes Avenue Development

This item will be included in the Long Range Facility Plan this Fall.

6.5 School Site Acquisition

This item will be included in the Long Range Facility Plan this Fall.

7. CORRESPONDENCE (File Folder)

7.1 District Occupational Health and Safety Advisory Committee Minutes

7.2 Travel Summary Report

7.3 Trustee Professional Development

7.4 Monthly Finance Report

8. ADJOURNMENT

Moved/Seconded by: Johns/Bellina

THAT the public Finance/Operations/Personnel Committee meeting of August 30, 2021 adjourned at 12:16 p.m.

DRAFT

Trustee Reports

Trustee Turner

June 2021

2nd- CDTA

7th- Kootenay Orchard PAC

9th- Gordon Terrace PAC

16th- DPAC

24th- Key City Theatre

28th- Board Office Meetings

Trustee Bellina

June and August 2021

June 12th - Grad ceremony - drive in

August 17th - In Camera Team Meeting re VP position

August 27th - In-Camera Team Meeting re Secretary-Treasurer position

August 30th - Board of Education Committee Meeting

September 1st - In-Camera Interviews/selection for Secretary-Treasurer position

Trustee Bellina's bouquets for the September Board Meeting are:

To all teachers and staff in SD5 - thank you for the smooth opening of schools in the District September 7th following summer holidays.

To the Board office staff thank you for all you do for trustees on a daily basis keeping us up to date and informed.

To my fellow trustees thank you for being such a cohesive and caring team.

To all our students thank you for coming to school, respecting your teachers and studying your lessons.

To all our custodians thank you for keeping our schools clean and safe for students.

To all our bus drivers who keep our students safe to and from school.

**SOUTHEAST KOOTENAY
PATHWAYS TO LEARNING**



September, 2021





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

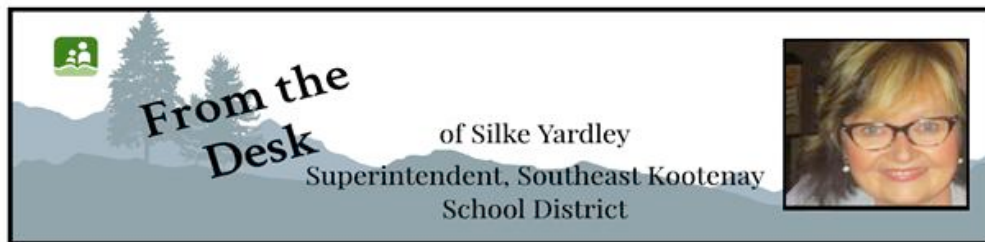
Goal: Continue to foster two-way, ethical communication between the District and all learners, students, staff, parents and community in a timely, concise and inclusive manner.

- 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



September 7, 2021

Dear students, staff, parents and caregivers:

September is always a time of renewal and excitement in our schools. Schools are shiny and clean, ready for students and staff as we look forward to another year of learning!

This year, as last year, continues to have its challenges with COVID-19. Please rest assured that our schools are following the Interior Health Guidelines for our students, staff and visitors. As we have learned in the last few years, things change and we continue to adjust and adapt. If there are any changes, we will contact you as soon as we can.

I am very excited about our new Framework for Enhancing Student Learning (Framework) that will be shared with you in our October Pathways to Learning. Our Board will give final approval at our next Board meeting. It will then be sent to the Ministry of Education after which time it will be shared widely to our schools and community.

I am very proud of the work and contributions the district team, along with the Board and many staff, parents, students and community partners, who have worked together to come up with a plan on how to improve student learning outcomes for our students.

During our process we looked at a variety of student data while following the requirements of the Ministry. Data is only one part of a student story, and the data gives us a window into how we can support our students and staff. We have a good plan to look at data and then put actions and strategies into place.

We are also looking forward to learning together with our school staff. We will be offering professional learning opportunities for our staff to support our students which will start to roll out in October once students and staff have settled in.

The Framework is a 4-year plan, and it is important for us to celebrate our successes and also look at how we can continually improve at the end of each school year. Schools will also model our Framework with their individual plans as we are all working towards a common goal; success of our students.

Please continue to share your wonderful stories, videos and photos of your students, staff and schools. If you haven't already done so, please "Like" our [Facebook](#) page or have a look at our school district [website](#). Last year, seeing all the smiling faces of students, staff and parents, seeing the incredible learning opportunities for our students, and the ability of our students to go outside and learn from the land really speaks to our wonderful district and the learning that our excellent school staff are providing.

My goal this year will be to visit schools on Thursdays. Last year was a unique year, where we didn't have the ability to have many visitors in our schools. I am really looking forward to connecting with students and staff and getting to see firsthand the wonderful learning that happens in School District 5.

Take care,

Silke



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Ministry of Education Update



School District 5 Back to School Summary of Changes to September 2021 - [click here](#)



Education Minister Jennifer Whiteside and Dr. Bonnie Henry [announced](#) that B.C. K-12 students will return to school for full time, in person instruction in September. To ensure a healthy and safe return to school, updates have been made to the [Provincial COVID-19 Communicable Disease Guidelines for K-12 Settings](#) (in alignment with the [BCCDC COVID-19 Public Health Communicable Disease Guidance for K-12 Schools](#)), including the authority for medical health officers to introduce additional regional measures specific to individual schools or school districts where community transmission rates are higher. Masks will also continue to be required in all indoor spaces for all K-12 staff, visitors and students in grades 4 to 12 in schools and on school buses. School district administrators should refer to the updated [K-12 Education Recovery Plan](#) for direction to deliver education programs and supports this school year.



[BC launches proof of vaccine to stop spread of COVID-19](#)



[Extra supports for student, staff mental wellness](#)

Featured Services

- [Student Transcripts Service](#)
The Student Transcripts Services lets you view, order, and send your transcript and or graduation certificates online.
- [erase = expect respect & a safe education](#)
erase is all about building safe and caring school communities. This includes empowering students, parents, educators and the community partners who support them to get help with challenges, report concerns to schools, and learn about complex issues facing students.
- [Certificates of Graduation](#)
The B.C. Certificate of Graduation or "Dogwood Diploma" is awarded to students who successfully complete the provincial graduation requirements.
- [Teacher Certification](#)
Educators need a certificate to teach at Kindergarten to Grade 12 schools in B.C. Learn more about how to become a certified teacher.
- [Scholarships, Grants, Awards & Bursaries](#)
Get help with post-secondary tuition and fees. Learn about the scholarships, grants and bursaries available to Grade 12 students graduating high school.
- [StrongStart BC](#)
Participate with your young child (aged birth to five) in play-based early learning activities – including stories, music and art.

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Engaging All Learners



Creating a Relationship of Mutual Respect

District Professional Development Day - October 1, 2021



Dr. Dustin Louie is a First Nations scholar from Nee Tahí Buhn and Nadleh Whut'en of the Dakelh Nation of central British Columbia. He is a member of the Beaver Clan. Dustin's education background includes a degree in Canadian history, a master's degree in international relations, and a PhD in educational research. The topic of Dr. Louie's doctoral dissertation was Sexual Exploitation Prevention Education for Indigenous Girls. He has worked as an historian in a land claims law firm, studied Indigenous homelessness in Western Canada, worked internationally for non-governmental organizations in Uganda and Australia, and is now at the Werklund School of Education in the University of Calgary. As an Associate Professor, Dr. Louie: teaches courses related to Indigenous education, social justice, and educational philosophy; works closely with four school districts on decolonizing at the provincial and local level with government and private organizations, researches practical approaches to Indigenizing education, decolonizing education, Indigenous pedagogies, and critical theory. Dr. Louie has published in the top educational journals in Canada on diverse topics in Indigenous education.



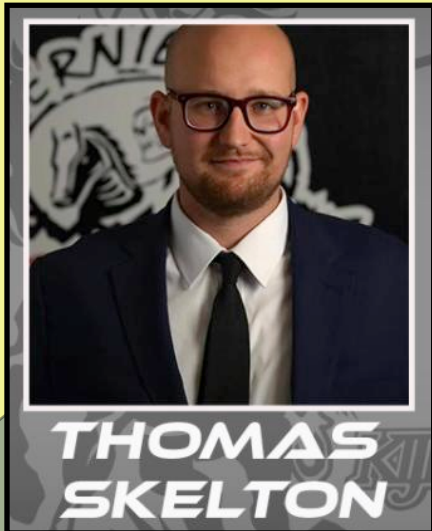
Marisa Phillips is a First Nations artist of the Ktunaxa and Kaska Dene Nations of BC, Canada. Born to Gwen and Anthony and granddaughter of Alex and Florence Phillips. She is also a Ktunaxa language activist, Indigenous holistic education advocate and presenter. She believes that art should invoke emotion, thought, imagination and bring excitement to the eye, while creating a mirror for humanity to see itself on multiple levels. As a child growing up, she was taught that everything had a spirit and to respect all things that Mother Earth created, equally. Due to those teachings, many of her artistic expressions have a spiritual and/or natural theme associated with them. Some of her artistic mediums include: large scale wall murals, canvas paintings, children's book illustrations, graphic design, dance, poetry and song. The Ktunaxa language is a critically endangered language isolate, meaning that it is unlike any other language in the world. Marisa does not consider herself to be a fluent speaker of the language but has made an effort to both learn and create digital platforms to share what she knows of the language with those around her, while spiritually connecting it to the lands and the culture of the Ktunaxa people.

We look forward to continuing the conversations from last year's September day. Our descriptions of the breakout sessions will come out shortly. We are very excited about the outstanding lineup of presenters we have to help us continue our conversations from last year!

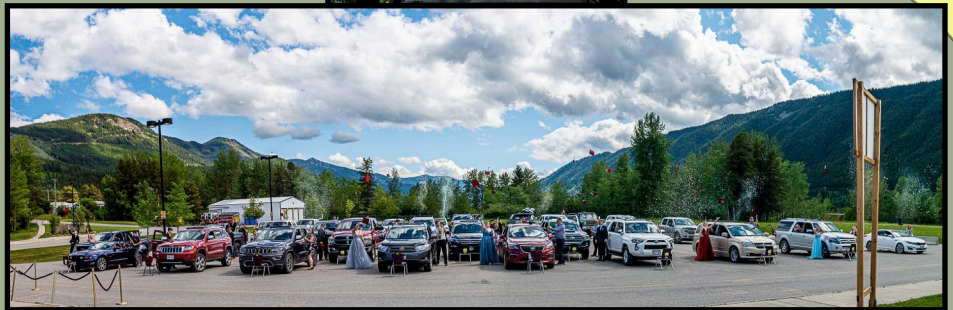
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Schools

The Governor General's Academic Medal is awarded to the student who graduates with the highest standing in his or her institution in their Grade 11/12 years combined. The 2020 / 21 recipient of the Governor General's Award from Sparwood Secondary School is Kourtney Holberton. Congratulations Kourtney!



Ghostriders' Thomas Skelton, and Vice-Principal of Rocky mountain Elementary School in Elkford- Cycling for Mental Health this summer- see whole story [here](#)



**Sparwood Secondary School Grad
2020/2021**



Grade 6 graduation at Frank J. Mitchell Elementary School



Covid-friendly graduation at Elkford Secondary School

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Schools



Proud of our graduates from Kindergarten to grade 12 - way to go!!



French Immersion grad class of 2021 in front of T.M. Roberts Elementary School with their former grade 6 teacher, grade 10-12 French teacher Madam Leanne, grade 7-9 French teacher Madam Larson and Madam Subra.



Here are some pictures of the Sparwood Secondary School Students building a community greenhouse for the community garden here in Sparwood! They did an amazing job!

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Schools



Mrs. Ivanco's grade 1/2 students at T.M. Roberts Elementary School are celebrating all of their hard work this year with a fun day in the sun!



Physical Education 9 students at Elkford Secondary School learned some valuable lessons at the local pool. From water safety around boats, fast moving water, to First Aid and lifesaving skills that could help students in a dangerous situation. Students were also informed about a career or a part time job in life guarding. Students heard about the process and the courses required to get into such an occupation. Fun, hard work and education at the pool.



We have the best PAC! Look at the goodies and kind, clever messages T.M. Roberts Elementary School PAC left T.M. Roberts Elementary School staff in June as a thank you for this year. We feel so loved, our hearts (and bellies) were full.

Thank you

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