



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

October 24, 2022, 9:30 a.m.

Cranbrook Board Office

Members

Bev Bellina  
Patricia Whalen  
Trina Ayling  
Wendy Turner

Pages

**1. COMMENCEMENT OF MEETING**

1.1. Call to Order

1.2. Acknowledgement of Ktunaxa Territory

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

1.3. Approval of Agenda

1.4. Approval of Minutes

3

Approval of the minutes from September 26, 2022.

**2. BUSINESS ARISING FROM PREVIOUS MEETING**

**3. PRESENTATIONS**

3.1. Indigenizing the Core Competencies - Faye O'Neil

8

3.2. Core Competencies in the Classroom - Tera Merkel & Sheila O'Grady

16

**4. REPORTS**

4.1. DSAC Report

4.2. DPAC Report

4.3. Framework for Enhancing Student Learning (FESL)

5. NEW BUSINESS

6. ACTION ITEMS FOR FUTURE MEETINGS

7. CORRESPONDENCE

7.1. Inflationary Cost Pressures

7.1.1. SD52 to Minister Whiteside 23

7.2. Rural Teacher Education Programs

7.2.1. BCSTA to BCTC 25

8. ADJOURNMENT

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



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

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

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

Regrets: Trustee Wendy Turner

Board/District Staff in Attendance: Chairperson Frank Lento  
Trustee Krista Damstrom  
Trustee Chris Johns  
Trustee Kathryn Kitt (remotely)  
Trustee Doug McPhee  
Superintendent Viveka Johnson  
Secretary Treasurer Nick Taylor  
Director of Student Learning and Innovation Diane Casault  
District Principal Transformative Learning Jennifer Roberts  
District Principal Student Services Darcy Verbeurgt  
Executive Assistant (recorder) Amanda Skene

**1. COMMENCEMENT OF MEETING**

**1.1 Call to Order**

Co-Chair Trustee Bellina called the Advocacy Education Committee meeting of September 26, 2022, to order at 9:33 a.m.

**1.2 Acknowledgement of Ktunaxa Territory**

Co-Chair Trustee Bellina acknowledged that we have gathered on the Homelands of the Ktunaxa people.

**1.3 Approval of Agenda**

Moved/Seconded by Whalen/Ayling:

THAT the agenda of the Advocacy Education Committee meeting of September 26, 2022, be approved as circulated.

**1.4 Approval of Minutes**

Moved/Seconded by Whalen/Ayling:

THAT the minutes of the Advocacy Education Committee meeting of August 29, 2022, be approved as circulated.

**2. BUSINESS ARISING FROM PREVIOUS MEETING**

**3. PRESENTATIONS**

**3.1 Literacy**

District Literacy Teacher Erin Jones presented the Framework for Enhancing Student Learning goal; students will meet or exceed literacy expectations for each grade level. Jones is supporting a district-wide grade two reading assessment realizing that the results have inconsistencies. Jones is following up with last year's grade twos in the spring of 2023. Jones will enable teachers in the district by focusing on the essential elements of literacy instruction and providing the appropriate intervention resources and supports for the higher-tiered learners.

**3.2 Numeracy**

District Numeracy Teacher Kathy Conlin presented the Framework for Enhancing Student Learning goal; students will meet or exceed numeracy expectations for each grade level. Conlin references Jo Boaler's book, *Mathematical Mindset*, which is rooted in the neuroscience of mathematical thinking and encourages teachers to allow their students to think and collaborate rather than focus on the algorithms. From this mindset, Conlin collaborated with two other teachers and has developed *13 Days of Math*. Conlin is working on a common mathematical assessment tool to have context for students' strengths and stretches. Conlin has created numeracy hubs for both teacher and parent resources.

**3.3 Social-Emotional Learning Teacher**

District Social-Emotional Learning Teacher Kim Richards presented her role in the Framework for Enhancing Student Learning priority on human and social development. Richards has started a pilot project with three schools: FJ Mitchell Elementary, TM Roberts Elementary, and Steeples Elementary. Richards is working with the schools and

teachers to understand the connection between a student's emotional self and their nervous system responses; allowing teachers to validate each student's feelings and traumatic experiences and how the students present themselves in the classroom setting.

#### **4. REPORTS**

##### **4.1 DSAC Report**

Trustee Bellina reported the next DSAC meeting will be held Wednesday, September 28, 2022.

##### **4.2 DPAC Report**

Trustee Johns reported he shared the motions that were passed at the September Board meeting, the presentation at the Select Standing Committee, and a reminder of the Board Elections in October.

##### **4.3 Framework for Enhancing Student Learning (FESL)**

Superintendent Johnson presented the revised Framework for Enhanced Student Learning document that is due to the Ministry of Education and Child Care on September 30, 2022. Johnson noted that the priorities remained the same throughout the document; however, added the need to focus on our Indigenous students and students with diverse needs.

#### **5. NEW BUSINESS**

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

#### **7. CORRESPONDENCE**

##### **7.1 Capital Funding**

###### **7.1.1 SD68 to Whiteside**

Moved/Seconded by Whalen/Ayling:

**RECOMMENDATION A:**

**THAT the Board send a letter supporting the concerns raised by School District No. 68 in their letter to Minister Whiteside of July 5, 2022, regarding capital funding, Ministry processes for operating and special purpose funding approvals and additional supports and strategies for mental health.**

**7.2 Deferred Maintenance**

**7.2.1 Whiteside to BCSTA**

Moved/Seconded by Whalen/Ayling:

**RECOMMENDATION B:**

**THAT the Board send a letter supporting the concerns raised by the BCSTA in their letter to Minister Whiteside of August 29, 2022, regarding an increase in school life-cycle funding.**

**7.3 General Local Elections**

**7.3.1 Ministry of Municipal Affairs to B.C. Police**

Receive and File

**7.4 Revised Certification Standards**

**7.4.1 BCTC**

Receive and File

**7.5 Salary Freeze**

**7.5.1 SD72 to Whiteside**

Receive and File

**7.6 Student and Family Affordability Fund**

**7.6.1 Whiteside to BCSTA Members**

Receive and File

**7.7 Implementation of Professional Standards**

**7.7.1 BCTC to Educational Partners**

Receive and File

**8. ADJOURNMENT**

Moved/Seconded by Whalen/Ayling:

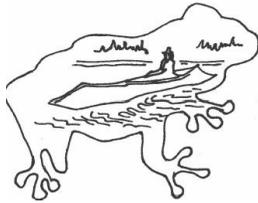
THAT the September 26, 2022, Advocacy Education Committee meeting be adjourned at 10:51 a.m.

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

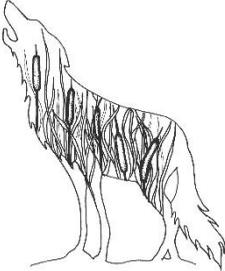
## Drawings and Locations – Core Competencies

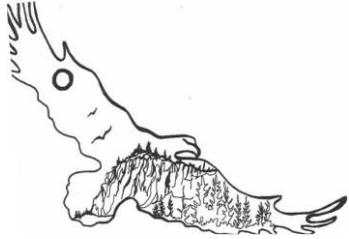
Artist – Erin Gravelle, Ktunaxa

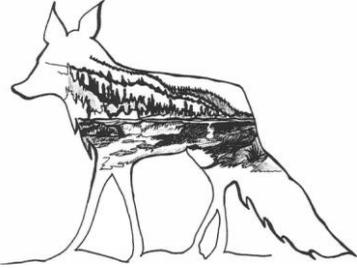
**Note:** The inner drawings are not associated with the landscape of the district/region animals. Example – Arrow Rock drawing is not located in the Land of the Raven.

Animal	Ktunaxa	English	Animal Meaning	Inside Drawing	Location	Legends/Stories Connection
 <p><b>Communication and Collaboration</b></p>	<p>Watak</p> 	<p>Frog</p>	<p>Watak can be found in many of the legends/stories.</p> <p>Frogs are very important to the ecosystem.</p> <p>Many cultures refer to frog as wise, seeing them as a sign of peace, rebirth and as a cleanser.</p>	<p>Yaqsu?miḥ (sturgeon-nosed canoe)</p> <p>Is unique to the Ktunaxa. More commonly used by the lower groups, the canoe was used to navigate through marshes.</p>	<p>Creston, BC</p>	<p>Coyote Lost in the Frog</p> <p>Frog and Chickadee</p> <p>Frog and Rabbit</p> <p>Grandmother Frog, Chipmunk, and Owl</p> <p>Watak and the Niḥtuḱp</p> <p>Frog and Antelope</p> <p>The People try to Kill Yauke’kam</p> <p>Coyote and Yauke’kam</p> <p>Yauke’kam (spelling? from Boas – ya uke’kam)</p> <ul style="list-style-type: none"> <li>• The birth of Yauke’kam</li> <li>• Yauke’kam obtains arrow wood</li> <li>• Yauke’kam obtains feathers</li> <li>• Yauke’kam obtains the arrow straightener</li> <li>• Yauke’kam obtains sinew</li> <li>• Yauke’kam obtains flint</li> <li>• Yauke’kam obtains bow wood</li> </ul> <p>Yauke’kam goes to the end of the world</p> <p>Frog and Chipmunk</p> <p>Race of Frog and Antelope</p> <p>Frog and Partridge</p> <p>The War on the Sky</p>

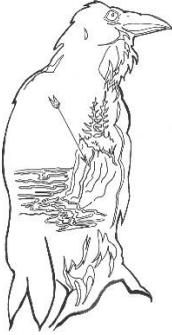
Animal	Ktunaxa	English	Animal Meaning	Inside Drawing Meaning	Location	Legends/Stories Connection
 <p>Critical and Reflective Thinking</p>	<p>Kyanłakłi or Kyanqatłinana</p> 	<p>Two-point buck Two-point whitetail buck</p>	<p>Deer - <i>łupqa (common word)</i> is found in several legends/stories.</p> <p>Deer offered himself to humans for food, clothing, and tools.</p> <p>Some cultures connect the deer with kindness, sensitivity, love, and gentleness.</p>	<p>Pictographs</p> <p>The feather symbolizes sacred areas within ʔamakʔis Ktunaxa. The pictographs represent who we are and how we are connected to the animal people from time immemorial.</p>	<p>Kootenay Lake &amp; Columbia Lake</p>	<p>Wolf and Two-Pointed Buck: A Lower Kutenai Tale of the Supernatural Period</p> <p>Rock Family and Doe</p> <p>Coyote and the Deer</p> <p>The War on the Sky</p>
 <p>Personal and Cultural Identity</p>	<p>Xa·xa·</p> 	<p>Crow</p>	<p>Xa·xa· is found in many legends/stories.</p> <p>Crows are very intelligent.</p> <p>Some cultures see crow as a trickster who can bring fire down from the heaven. Others believe crow has the power of insight and intuition.</p>	<p>Old Man Sleeping</p> <p>Nestled in the Rocky Mountain range near ʔakisq̓nuk (Columbia Lake) community.</p>	<p>Columbia Valley</p>	<p>White Crow and the Eagles</p> <p>How Crow's Nest was Named</p> <p>Xa·xa· and Moss</p>

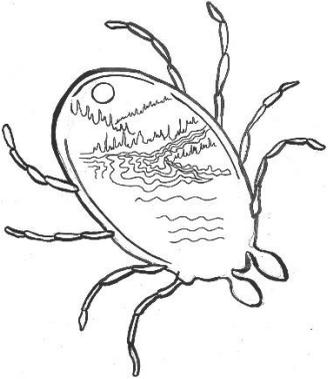
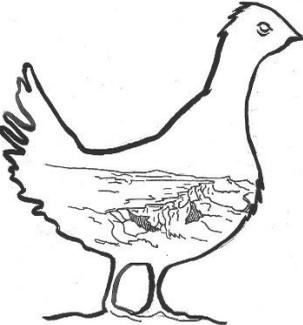
Animal	Ktunaxa	English	Animal Meaning	Inside Drawing Meaning	Location	Legends/Stories Connection
 <p data-bbox="172 591 397 618"><b>Creative Thinking</b></p>	<p data-bbox="505 261 602 289">Skinkuꞵ</p> 	<p data-bbox="774 261 870 289"><u>Coyote</u></p>	<p data-bbox="997 261 1266 358">Skinkuꞵ is known as a trickster and is always being taught a lesson.</p> <p data-bbox="997 386 1266 451">You'll see skinkuꞵ in many legends/stories.</p> <p data-bbox="997 493 1266 591">One of the district/regions – skinkuꞵ ʔamakʔis</p> <p data-bbox="997 634 1266 732">Some cultures see coyote as bright, playful, and adaptable.</p>	<p data-bbox="1314 261 1384 289">Wasa</p> <p data-bbox="1314 331 1723 574">The word for horsetail rush is 'wasa' which is also the name of the town Wasa, BC. The Ktunaxa name for Wasa, BC is ʔaqnis. In the Creation story, this is where skinkuꞵ fell into the river and had to be rescued by wasa (horsetail).</p>	<p data-bbox="1768 261 1892 289">Wasa, BC</p>	<p data-bbox="1943 261 2481 1359">                     Skinkuꞵ and Kławłá                      Kyanuꞵtumna, Skinkuꞵ, Ka-kin and Kławłá                      Skinkuꞵ and Miꞵqaqas                      Kamquꞵukuꞵ ʔiyamu, Skinkuꞵ and ʔań'ańs                      Skinkuꞵ and Kwistałá Pałkiy                      Skinkuꞵ and Natanik                      Coyote and the Grouse Family                      Coyote, Woodpecker, and Cricket                      Coyote and Fox                      Coyote and Grizzly                      Coyote and Crow                      Coyote and Buffalo                      Thunder and Coyote                      Lightning, Thunder, Fox, and Coyote                      Coyote and Cricket                      Coyote and the Deep-Dweller                      Coyote Travels                      Coyote and Chickadee                      Buffalo, Coyote, and Magpie                      Coyote and Wind                      Coyote and the Seven Women                      Coyote Lost in the Frog                      Coyote and the Princess                      Coyote and His Family                      Coyote and Sun                      Coyote and Dog                      Coyote and His Daughter                      Coyote and the Stomach Ache <i>(spelling found in book)</i>                      Coyote and Owl                      Coyote and the Old Lady                      Coyote And Grizzly Bear                 </p>

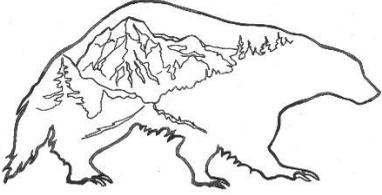
						Coyote and the Black Bear Coyote and Buffalo Coyote Tries to Steal the Sun <i>(exact way found in book)</i> Coyote Gambles with Salmon
Animal	Ktunaxa	English	Animal Meaning	Inside Drawing Meaning	Location	Legends/Stories Connection
 <p data-bbox="145 711 408 771"><b>Social and Awareness Responsibility</b></p>	<p data-bbox="505 407 634 435">Kyaq̓nukat</p> 	<p data-bbox="768 407 835 435"><u>Eagle</u></p>	<p data-bbox="989 407 1284 540">Kyaq̓nukat (<i>common word for eagle</i>) is found in many legends/stories.</p> <p data-bbox="989 565 1284 662">One of the District/regions - ʔaknuq̓taṁ ʔamakʔis.</p> <p data-bbox="989 686 1284 751">ʔaknuq̓taṁ means bald eagle</p> <p data-bbox="989 776 1284 971">Some cultures see eagle as a divine spirit, a connection to the creator, who has wisdom, vision, and hope.</p>	<p data-bbox="1311 407 1427 435">Hoodoos</p> <p data-bbox="1311 459 1741 703">In the Ktunaxa Creation Story, it is said when Yawuʔniḱ was killed, his ribs were scattered throughout the region forming the hoodoos. This location is the hoodoos in Dutch Creek, BC and in Ktunaxa called ya·kinuka·ki or kaḱsiṭuk.</p>	<p data-bbox="1763 407 1884 467">Dutch Creek, BC</p>	<p data-bbox="1938 407 2260 435">White Crow and the Eagles</p> <p data-bbox="1938 459 2440 483">Tree Chief visits the Town of Golden Eagle</p>

 <p><b>Personal Awareness and Responsibility</b></p>	<p>Nak̓yu or Na·k̓yu</p> 	<p>Fox</p>	<p>Nak̓yu can be found in some legends/stories.</p> <p>In some cultures, fox is seen as intelligent, cunning, and a provider.</p>	<p>ʔa·kaxapq̓i· – Kootenai Falls in Montana.</p> <p>These falls are very sacred to the Ktunaxa/Kootenai/Kutenai People. It is a place of ceremony where individuals can have spiritual connections to Nupika. The falls are still being used to this day.</p>	<p>Near Libby, MT</p>	<p>Coyote and Fox</p> <p>Lightning, Thunder, Fox, and Coyote</p> <p>Fox and His Son</p> <p>Fox Kills Salmon</p> <p>Young Coyote and Young Fox Steal the Hoop</p> <p>Fox and Skunk</p>
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**ADDITIONAL ANIMALS**

Animal	Ktunaxa	English	Animal Meaning	Inside Drawing Meaning	Location	Legends/Stories Connection
	<p>Qukin</p> 	<p><u>Raven</u></p>	<p>Qukin is found in various legends/stories.</p> <p>One of the district/regions – qukin ʔamakʔis.</p> <p>In some cultures, raven is known as a trickster, a quick thinker, creative, and a shape shifter.</p>	<p>ʔakinkʔnuk - Arrow Rock</p> <p>In the Creation Story, the chase continued north into the Arrow Lakes and at the channel arrows were shot into a crevice of the rock. If the arrow was true, the journey continued, if the mark was missed, beware, danger ahead.</p>	<p>Arrow Lakes Channel</p>	<p>Raven Hides the Game</p>

Animal	Ktunaxa	English	Animal Meaning	Inside Drawing Meaning	Location	Legends/Stories Connection
	<p>Caṁna Or Łaṁna</p> 	<p><u>Woodtick</u></p>	<p>Caṁna can be found in legends/stories.</p> <p>Part of the district/regions – caṁna ṽamakṽis.</p> <p>Some cultures see woodtick as an opportunist who treads carefully.</p>	<p>Yaknusuṽki (<i>spelling?</i>)</p> <p>Once used as a fishing area in August. The water was red from the salmon. In the Creation Story, the trickle of blood that comes from Yawṽunik causes the red in the creek.</p>	<p>Near Brisco, BC</p>	<p>Creation Story</p>
	<p>ṽanquṽ</p> 	<p><u>Spruce Grouse</u></p>	<p>ṽanquṽ can be found in some legends/stories.</p> <p>Part of the district/regions – ṽanquṽ ṽamakṽis.</p> <p>Some cultures connect spruce grouse with one who protects the inner child and keeper of the sacred spirit.</p>	<p>Head Smashed-In Buffalo Jump</p> <p>Some Ktunaxa groups made several trips a year to the prairies to hunt buffalo.</p>	<p>Near Fort MacLeod, AB</p>	<p>Coyote and the Grouse Family Coyote and Grouse</p>

Animal	Ktunaxa	English	Animal Meaning	Inside Drawing Meaning	Location	Legends/Stories Connection
	<p>ʔaʔpu</p> 	<b><u>Wolverine</u></b>	<p>ʔaʔpu can be found in legends/stories.</p> <p>Part of the district/regions - ʔaʔpu ʔamakʔis.</p> <p>Some cultures see wolverine as fearless, prepared to go to great lengths to achieve goal/s.</p>	<p>Mt. Robson is the highest point in the Rocky Mountain range standing at 3954 metres and is located at northern point of ʔamakʔis Ktunaxa.</p>	<p>Yellowhead Highway 5/16</p>	<p>Creation story</p> <p>Coyote Meets the fisherman Wolverene (<i>spelling from book – should be wolverine</i>).</p>
	<p>Miʔqaqas</p> 	<b><u>Chickadee</u></b>	<p>Miʔqaqas can be found in the legends/stories.</p> <p>Part of the district/regions – miʔqaqas ʔamakʔis.</p> <p>Some cultures connect chickadee with truth, knowledge, courage, cheerful nature, flexibility, and standing up for oneself.</p>	<p>Miʔqaqas – Chickadee</p> <p>Chickadees can be seen year-round within ʔamakʔis Ktunaxa. The Columbia River is known as miʔqaqas akinmituk and the town of Revelstoke is ktunwa·kanimituk miʔqaqas which means where the chickadee river runs out.</p>	<p>ʔamakʔis Ktunaxa</p>	<p>Coyote and Chickadee</p> <p>Frog and Chickadee</p> <p>Chickadee and Elk</p>

**Bolded** words for animal are region/district animals found in ʔamakʔis Ktunaxa.

**Legends and Stories** – Refer to Ktunaxa Legends and Information – Reference Table of Content – see attachment.

**Disclaimer**- This is a working document. All accountability was taken into consideration to spelling in Ktunaxa and will be corrected as the language evolves. Each inner drawing is the artist’s interpretation of places, objects, and animals she has envisioned.

**Acknowledgements** – Chrystal Williams, Justin Williams, Tera Merkel, Shelia O’Grady and staff at Highlands Elementary, Erin Gravelle, Lylia Gilhuly, MBSS elders’ group, Joe Pierre, Bonnie Harvey, Susie Palmer, Alison Farkvam, Marie Dawson, Ronalie James, and Jason Tichauer.

**Resources**

First Voices Ktunaxa - <https://www.firstvoices.com/explore/FV/sections/Data/Ktunaxa/Ktunaxa/Ktunaxa>

Google

Boas, F., Kutenai Tales, 1918, Government Printing Office, Washington

Kootenai Culture Committee, Confederated Salish and Kootenai Tribes, Ktunaxa Legends, 1987 & 1997, Salish Kootenai Collage Press, Elmo

Ktunaxa Language Program, Ktunaxa Legends – Early Intermediate Resource, 1995, Ktunaxa Language Program, Canada.

Louie, R., Yaqaan Nuki Ktunaxa Kutenai Tales, n/a, Robert Louise, Creston, BC.

SD 5 – Ktunaxa Language QR Codes

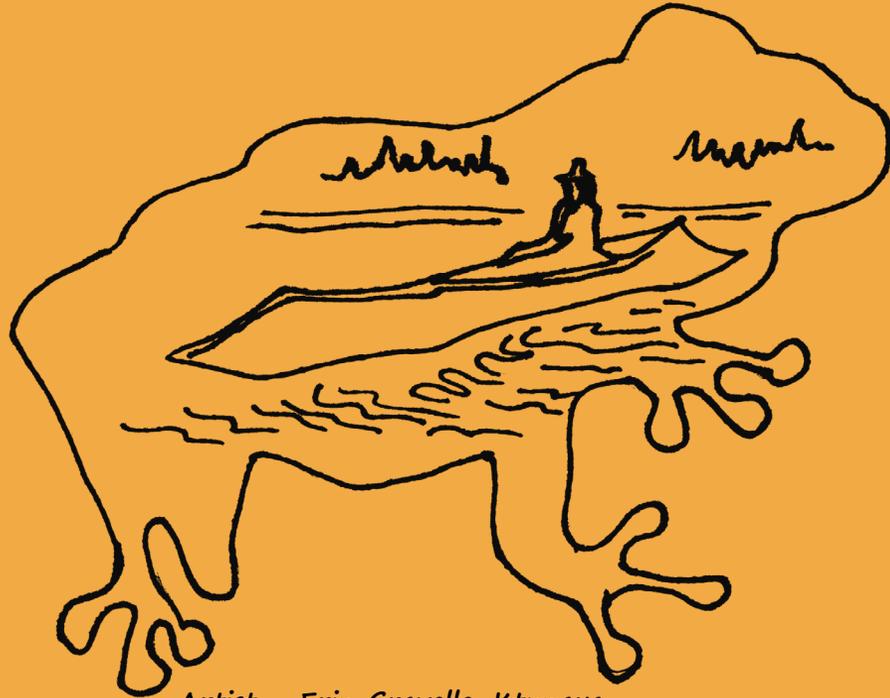


# KTUNAXA CORE COMPETENCY ANIMALS

Cultural Connection by Justin Williams  
Artwork by Erin Gravelle

With BC Ministry Education Core Competencies

Communication & Collaboration  
Core Competency



Artist – Erin Gravelle, Ktunaxa

# Watak-Frog

Teaches us to communicate clearly by listening, responding, and questioning the people we are collaborating with.

(summarized from BC Ministry of Education Core Competencies)

Yaqsu?mił (sturgeon-nosed canoe) is unique to the Ktunaxa. More commonly used by the lower groups, the canoe was used to navigate through marshes.

Creative Thinking  
Core Competency



# Skinkuꞵ-Coyote

Teaches us to use our imagination, to be creative and playful by creating new ideas or building from someone else's.

(summarized from BC Ministry of Education Core Competencies)

Wasa The word for horsetail rush is 'wasa' which is also the name of the town Wasa, BC. The Ktunaxa name for Wasa, BC is ʔaqnis. In the Creation story, this is where skinkuꞵ fell into the river and had to be rescued by wasa (horsetail).

Critical & Reflective Thinking  
Core Competency



Artist – Erin Gravelle, Ktunaxa

# Kyantak̓i Two-point Buck

Teaches us to be open-minded, take time to go back and ask more questions, and challenge conclusions.

(summarized from BC Ministry of Education Core Competencies)

**Pictographs** The feather symbolizes sacred areas within ʔamakʔis Ktunaxa. The pictographs represent who we are and how we are connected to the animal people from time immemorial.

Personal Awareness & Responsibility  
Core Competency



# Nak'yu-Fox

Teaches us the importance of self-determination to be self-regulated and maintain our physical and emotional well-being.

(summarized from BC Ministry of Education Core Competencies)

ʔa·kaxapq̓i – Kootenai Falls in Montana. These falls are very sacred to the Ktunaxa/Kootenai/Kutenai People. It is a place of ceremony where individuals can have spiritual connections to Nupik'a. The falls are still being used to this day.

Positive Personal & Cultural Identity  
Core Competency



Artist – Erin Gravelle, Ktunaxa

# Xa·xa – Crow

Teaches us the importance of who we are and where our families come from, to celebrate our strengths while trying to be the best version of ourselves.

(summarized from BC Ministry of Education Core Competencies)

Old Man Sleeping Nestled in the Rocky Mountain range near ʔakisq̓nuk (Columbia Lake) community.

Social Responsibility & Awareness  
Core Competencies



Artist – Erin Gravelle, Ktunaxa

# Kyaq'nukat - Eagle

Teaches us the importance of being a part of something where we all have roles and responsibilities to make our communities a better place by working together.

(summarized from BC Ministry of Education Core Competencies)

Hoodoos In the Ktunaxa Creation Story, it is said when Yawu?nik'was killed, his ribs were scattered throughout the region forming the hoodoos. This location is the hoodoos in Dutch Creek, BC and in Ktunaxa called ya·kinuka·ki.



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September 28, 2022

The Honourable Selina Robinson  
Minister of Finance  
P.O. Box 9048 STN PROV GOVT  
Victoria, B.C. V8W 9E2

The Honourable Jennifer Whiteside,  
Minister of Education  
P.O. Box 9045 STN PROV GOVT  
Victoria, BC V8W 9E2

Dear Ministers Robinson and Whiteside,

Re: Inflationary Cost Pressures

Our Board is writing to add our voice to that of other districts who have expressed their concern over the impact inflationary pressures are having on school district budgets. These cost pressures are exacerbated by the impact of declining funding protection on district funding.

Canada is currently experiencing inflation at rates not seen in a generation. The rising cost of food, fuel and many other materials have an immediate impact on the operation of the school district. In a community that has a limited choice of local suppliers, the ability to shop for better prices is limited. Staff will be monitoring costs in the fall, and there is a very real possibility of the Board needing to make cuts in the Amended Annual Budget to respond to these cost increases.

The impact of funding protection – which guarantees 98.5% of the previous year's funding – means that the district has less funds available each year. Funding protection became part of the funding formula in 2006, and our district has received funding protection in our funding every year that it has been available, averaging almost \$1.4 million each year.



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www.rupertschools.ca

Living in funding protection means that the specific parts of the funding formula become almost meaningless. For example, if our average teacher salary increases, there are no new funds. If there are additional students with designations, there are no new funds. If there are more students (and the district continues to see declining enrolment), there are no new funds.

This is also true, now, of the money for labour settlements. In the 2021-2022 funding model, these funds were provided outside of the funding protection calculation. In the current 2022-2023 year, however, these funds are now rolled into standard student funding rates. As a result, there is no assurance that the district is continuing to receive the money required to address payroll costs that arises from the collective agreements.

In 8 of the past 10 years, the Board has made cuts to the Annual Budget in order to submit a balanced budget. In a community with a high degree of poverty, there is no question that these cuts have hampered the district's ability to meet the needs of students. And it will come as no surprise that the Board struggles to maintain contingency funds in reserve.

It is high time something is done to increase the funding available to school districts. This funding needs to be predictable and sustainable, so that the very real needs of students are met.

Thank you for taking the time to consider our concerns.

Yours sincerely,  
School District No. 52 (Prince Rupert)

A handwritten signature in black ink, appearing to be "Kate Toye", written over a long horizontal line that extends across the width of the signature area.

Ms. Kate Toye  
Chair

cc: MLA Jennifer Rice  
BCSTA



September 29, 2022

**Dr. Allyson Jule**

*Chair*

Association BC Deans of Education  
allyson.jule@ufv.ca

**Jim Iker**

*Chair*

British Columbia Teachers' Council  
400 - 2025 West Broadway  
Vancouver, B.C. V6J 1Z6  
BCTC@gov.bc.ca

Dear Dr. Allyson Jule and Jim Iker,

**Subject: Teacher Education Programs in Rural Districts**

On July 29, the British Columbia School Trustees Association (BCSTA) received a letter from the British Columbia Teachers' Council (BCTC) that updated the association on recently approved and revised certification standards. BCSTA's board of directors reviewed this letter at a recent meeting and asked that I reply with the following request.

As you engage in this vital work, we ask that you also continue to focus on the need for teacher education programs, both satellite and blended, in rural and more remote areas of the province.

Rural and remote school districts continue to face extreme challenges around the recruitment and retention of educators, which negatively impacts students. While the problem is complex, we must find ways to support and expand teacher education programs in these communities to assist districts in developing and attracting qualified teaching professionals. By continuing to prioritize improvements to teacher education programs across the province, we can better support learners equitably in their education.

Thank you for considering this request as part of your ongoing work.

Sincerely,

**Carolyn Broady**

*President*

British Columbia School Trustees Association

CC: Christina Zacharuk, Deputy Minister, Ministry of Education and Child Care  
Shawn McMullin, Director of Professional Excellence Unit, Teacher Regulation Branch, Ministry of Education and Child Care  
BCSTA member boards of education  
Suzanne Hoffman, CEO, BCSTA  
BCSTA Board of Directors