

**Mount Baker  
Secondary  
School**



**MBSS PAC Meeting Minutes**

**October 12, 2021 7:00 pm via zoom**

**Attendance: Nicole, Lori, Liz, Lies, Erik, Marifer, Dave, John, Kaley, Ryan, Tan, Chris**  
**Regrets: Jill Carley, Christina Hall**

- **Additions to the agenda** - none
- **New Business** – PAC Executive Positions for 2021/22 – Executive will be Liz Chaney – Chair, Christina Hall – Treasurer, Lies Salvador – DPAC Rep, Nicola Juneau – Secretary (all Acclaimed)
- **New Business** – PAC Signing Authority – 3 authorized signatories – this was done in the summer – Liz, Christina and Lies are all authorized to sign cheques on behalf of PAC. Two signatories must sign each cheque.
- **School Board Trustee report – Chris Johns – (Reports attached at end of minutes and/or available on eth SD5 webpage)**
  - a. Trades – Youth Train in Trades is based at College of The Rockies – however there is not equal access to the program because of our district’s geography. Students in Cranbrook can easily access the program, but communities such as Sparwood and Elkford are too remote for students to commute. Trustees have written a letter to the MoE to look at funding for the program beyond graduation.
  - b. Presentation to Select Standing Committee on Finance and Government Services – This is the record of what Chris Johns presented to the committee in August 2021. Presentation focussed on Special needs education – specifically the funding model for high needs students - and school life cycle funding and how school buildings and spaces are not meeting the needs of the students.
- **Principal’s report – Dave Hill**
  - a. School is back to running on a semester system
  - b. There are sports and extra-curricular activities – but some limitations due to Covid protocols – coming up Band Concert on November 3<sup>rd</sup>, and A Christmas Carol in December (hopefully both at Key City Theatre)
  - c. Literacy 12 assessment – this is again a requirement for all graduating students – marked on a ranking system and there is no indication that post secondary institutions will look at it but students must complete it to graduate. Grade 10’s also complete Literacy and numeracy assessments.

- d. Grad Committee will be starting up soon – still no guidelines regarding prom and graduating ceremonies
  - e. Accessibility issues for students/staff with mobility issues – stairlift is no longer best option for getting between floors so looking at replacing with an elevator.
  - f. Sports – All 4 volleyball teams are currently running (boys junior and senior, girls junior and senior), but no overnight trips are allowed because kids cannot share hotel rooms. This may restrict travel to provincial tournaments. Other teams that are currently active – rugby, mountain biking, and soccer. Basketball will start up in November/December
  - g. Enhanced cleaning, masks and distancing in classrooms where possible all still part of school routine – daytime custodian is cleaning high touch surfaces regularly and there is hand sanitizer in all classrooms.
- **DPAC Report – Lies Salvador**
    - a. 11 schools represented at last meeting
    - b. AGM is October 13<sup>th</sup>
    - c. DPAC has a ZOOM license for all PAC's to share
    - d. BCCPAC membership can now be paid through gaming funds
    - e. Provincial DPAC virtual summit to be held in November – Lies Salvador to attend
  - **Treasurer's report – Christina Hall (Financial Report attached at end of Minutes)**
    - a. PAC has not yet received the gaming grant for this year. We currently have \$4077.18 in our account.
    - b. Request from Leann Shade to add a scholarship for a graduating French immersion student. Scholarship Committee will look at the distribution of PAC Scholarships and see if we can add one for these students within the existing funding we provide. (Request Attached at end of Minutes)
  - **Old Business:**
    - Traffic issues around the school – there has been a definite police presence – so thank you RCMP, but it is still an issue as students are aware of increased
    - PAC Scholarship thank you's – PAC has received about a dozen thank-you letters from students who received scholarships.

**Meeting adjourned at 8pm (not necessarily accurate as I forgot to look at the time...)**

**Next meeting: November 2, 2021 at 7pm via ZOOM**

**Treasurer's Report:**

**MBSS PAC- GAMING ACCOUNT**

## **Financial Report: As of October 5, 2021**

Statement balance as of September 1, 2021: \$14,577.18

Less outstanding Scholarship cheques from 2019-2020: -\$1200.00

Less Scholarships for 2020-2021 school year: -\$5800.00

Less Prom (2020-2021 school year) -\$3500.00

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Current balance as of October 5, 2021: \$4077.18

### **School Trustee Report Attachments:**

- **Trades Funding Beyond graduation**
- **Select Standing Committee on Finance and Government Services Draft Report of Proceedings – August 31, 2021**

# SCHOOL DISTRICT 5



September 23, 2021

The Honourable Jennifer Whiteside Minister of Education  
PO Box 9045 Stn. Prov. Govt. Victoria, BC V8W 9E2 [educ.minister@gov.bc.ca](mailto:educ.minister@gov.bc.ca)

Dear Ministers,

The Honourable Anne Kang

Minister of Advance Education & Skills Training PO Box 9080 Stn Prov Govt  
Victoria, BC V8W 9E2 [AEST.minister@gov.bc.ca](mailto:AEST.minister@gov.bc.ca)

SOUTHEAST KOOTENAY

RE: Trades Funding Beyond Graduation - Elk Valley Communities of SD#S

School District #5 (Southeast Kootenay) has a long and proud history of offering dual credit opportunities to many of our students. Within the past few years, however, we have seen funding and program decisions made which have made it increasingly difficult for some of our students to practically enter these dual credit programs before their K-12 experience has finished. We acknowledge that School District #42 and other districts have written similar letters expressing concern about trades funding for students beyond graduation and we have likeminded concerns, albeit in a localized context.

All our dual credit opportunities are currently available only through the main campus of The College of the Rockies (COTR), located in Cranbrook. We have an excellent working partnership with COTR and value the programs that we have been able to co-develop and coordinate with this fine post-secondary partner.

As you are aware, School District #5 encompasses much of the East Kootenay region. Our district is made up of five distinct communities all situated within the stunning Kootenay Rockies. This beautiful and sometimes remote region does make travel between communities, especially in the winter, a difficult enterprise. For students who live in Cranbrook, the ability to participate in on campus activities at COTR is relatively convenient. For students who live in our Elk Valley communities, however, the distances are problematic. From Fernie, it is 100 kilometers to Cranbrook. From Sparwood, 135 km and from Elkford, 170 km. These distances on winter roads are unacceptable for most families who would consider having youth enrolled in dual credit programs.

Currently, the options for students living in these Elk Valley communities who wish to enroll in Youth Train in Trades programs are limited to moving temporarily to Cranbrook or to wait until after graduation to start their program. To have 16- or 17-year-old students billet out with families or to live in student residence is simply not acceptable to many families. To drive up to two hours each way daily is simply not an option. We feel that students who have clearly laid out plans, prior to graduation, to apply to a Youth Train in Trades program should be funded as Youth Train in Trades students to start their programs at College of the Rockies in the fall after graduation.

Regarding the Post Secondary Transition Programs for Funding Purposes Policy, we acknowledge that there is an exceptional circumstances clause. The fact that we have students who currently need to fund the cost of living away from their homes or risk driving multiple hours a day to attend the Cranbrook campus or risk not being funded as Youth Train in Trades students is unacceptable to us. This is compounded by the fact that within our smaller secondary schools, it is much harder for students to finish all necessary prerequisites before Grade 12. We feel that students who need to travel within District to attend a Youth Train in Trades program should easily fall within this Exceptional Circumstances clause and should be funded beyond graduation.

Currently there are no dual credit opportunities based in any of our Elk Valley communities. There are not currently College of the Rockies campuses located in either Elkford or Sparwood. Another option for our Elk Valley students who wish to enrol in Youth Train in Trades programs is to have options within their community, or in a neighbouring community. There is a track record of dual credit programs successfully being run in secondary schools, within district and within the province. We would welcome the opportunity to be part of a dialogue with the Ministry, with the Industry Training Authority and with College of the Rockies about offering dual credit opportunities within the communities of Elkford, Sparwood and Fernie.

Thank you very much for considering our requests. Sincerely,

Frank Lento, Board Chair



Frank Lento (Chair) • Trina Ayling • Bev Bellina • Krista Damstrom

• Chris Johns • Kathryn Kitt • Doug McPhee • Wendy Turner • Patricia Whalen

940 Industrial Road #1, Cranbrook BC, VIC 4C6 • Tel: 250.417.2055 • Fax:  
250.489.5460 • www.sd5.bc.ca

## **Select Standing Committee on Finance and Government Services Draft Report of Proceedings – August 31, 2021**

### **SCHOOL DISTRICT 5, SOUTHEAST KOOTENAY**

**C. Johns: Thank you for the opportunity to once again present to the committee.**

**Similar to other school districts, we have two focuses for our presentation. One is on funding with respect to special education, and the second focus is on school life cycle funding.**

**We know that all students have unique educational needs. Most students are able to be educated within the funding of the basic allocation. Approximately 14 percent of the Southeast Kootenay school district student population is identified as having diverse abilities or disabilities, and require additional support to meet their needs and graduate with confidence and purpose.**

**We also know there's an unparalleled increase in the complexity of students and their needs each year. Some of the reasons include: students survive medical difficulties during birth that were not prevalent a decade ago, increased experience of adverse childhood trauma, a significant annual increase in the students diagnosed with autism, and fourthly, we would add the mental health issues that are resulting as a result of the pandemic. As a result, some students require up to four times the amount of support funding to educate than most students. These students equally deserve a fully-funded, unreduced education along with their peers.**

**We are projecting for the 2021-2022 academic year, the Ministry of Education targeted funding provided 14 percent of our total district budget to attempt to meet these needs. In the same academic year, 7.4 percent of our total district budget amount was pulled from the basic allocation to further meet the needs of students. Using basic allocation funding to supplement student supports has been a district practice since the deregulation of a portion of the special education funding in 2001-2002.**

**For 2021-2022 academic year, the Ministry of Education has reported, approximately, a 4 percent increase in provincial targeted funding. These increases have only provided for the correct sizing and the funding required to educate some of our most complex students, which is welcomed and appreciated, but it is long overdue to bring funding in line with support staff salary increases. As a result, we will continue to use funds from the basic allocation to minimally meet the service needs of students. Targeted funding for all students with needs would work best for our district and, we suspect, for many other districts in the province.**

More support service funding is required to properly consider the needed support and to increase the Southeast Kootenay school district's 91 percent six-year graduation completion rates for all students. What about the other 9 percent? Lastly, adequate funding is the moral and ethical thing to do.

The second part of our presentation is on school life cycle funding. We echo the comments from the report prepared by the B.C. School Trustees Association of March, which refers to the work which must be completed over the life of a building to ensure it remains in peak operating condition. The report highlights the impacts of time to our facilities, and the resulting increased cost of maintenance, which is evident in the East Kootenay, as is the case in Cranbrook, where Mount Baker Secondary School is in its seventh decade. It just had its 70th birthday.

We appreciate the necessity of seismic upgrades to the facilities in B.C. to ensure we mitigate injury and damage for future events, but the province needs to address the aging infrastructure in all of the education sector before it is too late. The districts which fall outside of seismic areas have continued to maintain a minimum level which is barely considered acceptable to operate schools. The learning environment for the students and the health and safety of our employees are integral too, improving educational outcomes for all students, developing the educated student, and

## Select Standing Committee on Finance and Government Services Draft Report of Proceedings – August 31, 2021

Question Period:

ensuring there is continuous improvement to the educational outcomes for all students. For too long, the focus has been on fitting kids into spaces. It is about time we started building spaces for students and their learning needs and their stages of development.

Thank you very much for the opportunity to present our school district's concerns.

J. Routledge (Chair): Thank you, Chris.

J. Routledge (Chair): Any other questions? I have one. I think Chris and Tim kind of came at the same issue — I think you did — from maybe a different perspective.

Chris, I was struck by your comment: "Build spaces for kids, not fit kids into spaces." I'm paraphrasing.

And, Tim, you were talking about the need for a vulnerable student plan.

I wonder if you could elaborate a bit, Chris, on what it would look like to build the space to fit the student? And does that relate to a vulnerable student plan?

C. Johns: I think one of the biggest considerations is that when you look at a building that's 70 years old, it was built for an entirely different kind of educational experience. What we have now with the revised curriculum is the spaces do not afford that same kind of flexibility that we want to see.

When you're looking at a building that's over 70 years old.... I mean, I was looking at the pictures of it from the time it was built, in talking about Mount Baker, and some of the interesting old cars, etc., that were around at that point in time. Some of the first grads out of that school are now in their late 80s, so that kind of puts it into perspective as to how old this building is.

**The annual facilities grant — we keep pouring money into it over and over again, and at some point in time, this whole thing is just going to come down. I mean, we have to have facilities that are safe for students and for our staffs to work in, and they have to be flexible.**

**The Mount Baker one, for example. Mount Baker Secondary has an Indigenous learning centre in it which is unique. If we look at building a new building, it's not even part of the template that comes out from the ministry.**

**So when you look at that and then you look at the spaces that other special education demands, we need to do a serious revamp. We are encouraging the ministry and your committee to take a look at that in a hard way because that has to dovetail with what we're saying about the revised B.C. curriculum.**

**T. Bennett: I think, just to follow up on trustee Johns' point, schools have become much more than just where students go to learn. We heard about the meals programs that are being offered. Schools right now, for a lot of students, are also before- and after-school care centres. We're quickly running out of our space in buildings to be able to provide these wraparound supports that we need for students and for families.**

**I think there is work that needs to be done on our current facilities. Then, as trustee Johns said, ensure that when new buildings are designed, they take all of that into consideration.**

## **Funding Request :**

**September 21, 2021**

Dear PAC representatives,

I am writing to appeal to you on behalf of the students in Cranbrook's French Immersion program.

Each year, many Mount Baker students become the lucky recipients of generous scholarships and grants donated both from PAC and from the community. These various scholarships are distributed to students with a wide range of skillsets, entering many different postsecondary programs. However, I would like to appeal to you add one more scholarship to this generous list: one that would recognize and celebrate the students who have committed to 13 years of dedication and hard work in order to complete the French Immersion program. For most of their school years, they have studied and learned the same curriculum as their peers, but they have done so in their second language. Those who complete the program will be leaving Mount Baker Secondary as functionally bilingual, able to work in a francophone community or even attend university in French if they so choose. Please consider creating a scholarship for these very deserving students.

Kindest regards,

Leann Shade  
MBSS French Immersion teacher