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**EDUCATION COMMITTEE OF THE WHOLE MEETING**

**Agenda**

**TUESDAY, September 22, 2020**

**1:45 pm – 2:45 pm PST**

Via Zoom: <https://sd8.zoom.us/j/68453688313?pwd=T2pvVUtvcGoxZmJ3VHhXUkxzVEw5UT09>

**1. Call to Order**

**2. Acknowledgement of Aboriginal Territory**

*We acknowledge, respect and honor the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District No. 8.*

**3. Insertions/Deletions to proposed Agenda**

**4. Adoption of Agenda**

**Proposed Resolution:**

**THAT** the agenda for this September 22, 2020 meeting, **BE ADOPTED**, as circulated.

**5. Receiving Presentations: Nil**

**6. Opportunity for Comments by the Public**

**7. Consent Package: Nil**

**8. Adoption of Minutes (p. 3)**

App. 8

**Proposed Resolution:**

**THAT** the minutes of the June 9, 2020 Education Committee of the Whole meeting **BE ADOPTED**.

**9. Old Business: Nil**

**10. New Business**

**A. Education Committee of the Whole Terms of Reference and Annual Plan 2020-2021. (p. 7)**

App. 10. A.

**Proposed Resolution:**

**THAT** the Education Committee of the Whole Terms of Reference and Annual Plan 2020-2021 **BE RECOMMENDED** to the Board for approval.

**B. District COVID-19 Update – Superintendent, Dr. Christine Perkins**

**C. International Update – District Principal, Jann Schmidt**

**D. Seamless Day Update – District Principal, Naomi Ross**

**E. Strong Start/Early Learning Update – District Principal, Naomi Ross**

**F. 2018/2019 FESL – Superintendent, Dr. Christine Perkins (p. 20)**

App. 10. F.

**11. Celebration of Learning**

Please come prepared to share a recent learning experience.

**12. Question Period**

**13. Meeting Schedule and Reminders (p. 55)**

App. 13

The next meeting of the Education Committee of the Whole is scheduled for November 10, 2020 at 2:30 pm at the Nelson Board Office.

**14. Adjournment**

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**EDUCATION COMMITTEE OF THE WHOLE MEETING**

**Minutes**

**TUESDAY, June 9, 2020**

**2:00 pm – 3:00 pm PST**

Via Zoom: <https://zoom.us/j/402928242>

**BOARD:**

L. Trenaman  
S. Walsh  
D. Lang  
B. Maslechko (*via video conference*)  
A. Gribbin (*via video conference*)  
S. Nazaroff (*via video conference*)  
S. Chew (*via video conference*)  
B. Coons (*via video conference*)  
C. Beebe (*via video conference*)

**DISTRICT STAFF:**

C. Perkins, Superintendent  
M. McLellan, Secretary-Treasurer  
N. Howald, Director of Information Technology  
B. Eaton, Director of Innovative Learning  
N. Ross, District Principal  
J. Schmidt, District Principal of International Education  
G. Higginbottom, District Principal Aboriginal Education  
N. Lynn, Learning Innovator

**PARTNERS:**

R. Bens, CUPE Alternate (*via Video Conference*)  
S. Kalabis, KLPVPA (*via Video Conference*)  
L. Mackay, KLPVPA (*via Video Conference*)  
C. Wilson, KLTF  
M. Bennet, CUPE  
A. Early, CUPE

**GUESTS:**

C. Ziefflie, Canyon-Lister Elementary Teacher (*via Video Conference*)  
T. Martin, L.V. Rogers Teacher (*via Video Conference*)  
C. Morton, L.V. Rogers Teacher (*via Video Conference*)  
T. Malloff, L.V. Rogers/REACH Principal (*via Video Conference*)  
J. Beddoes, Adam Roberston Elementary Principal (*via Video Conference*)  
B. Douma, Prince Charles Secondary Teacher (*via Video Conference*)  
M. Radonic, Prince Charles Secondary Teacher (*via Video Conference*)  
M. Nelson, Prince Charles Secondary Vice-Principal (*via Video Conference*)  
M. Hurley, W.E. Graham Elementary/Secondary Principal

**1. Call to Order**

Committee Chair Trenaman called the meeting or order at 2:00 p.m.

**2. Acknowledgement of Aboriginal Territory**

*We acknowledge, respect and honor the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District No. 8.*

**3. Insertions/Deletions to proposed Agenda**

**NIL**

**4. Adoption of Agenda**

**Moved** by Trustee Coons , seconded by Trustee Walsh, **AND RESOLVED:**

**THAT** the agenda for this June 9, 2020 meeting, **BE ADOPTED**, as circulated.

**5. Receiving Presentations: Nil**

**6. Opportunity for Comments by the Public: Nil**

**7. Consent Package: Nil**

**8. Adoption of Minutes**

**Moved** by A. Early, seconded by M. Bennet , **AND RESOLVED:**

**THAT** the minutes of the April 28, 2020 Education Committee of the Whole meeting **BE ADOPTED** as amended.

**9. Old Business: Nil**

**10. New Business**

A. Remote Learning during Covid-19

i. Elementary School Experience during Covid-19

a. Principal Joanne Beddoes – Adam Robertson Elementary School

Principal J. Beddoes provided a presentation to the Education Committee of the Whole regarding learning that has taken place during the Pandemic.

Adam Robertson Elementary School has been an Essential Service Worker site since the pandemic began hosting approximately 10 students per day. Learning in action also took place where some students were in the classroom with teachers prior to Phase 3, and some students were supported by Educational Assistants.

With respect to classroom learning, staff used google classroom to provide tutorials and some staff used their individual websites.

Adam Robertson Elementary School has started using Zoom to deliver the morning announcements which has provided a nice way to connect and build together as a school community.

During Stage 4 at Adam Robertson Elementary School staff have taken the opportunity to do a “clean sweep” of the school, cleaning and removing everything from walls. This has been beneficial as the school has become a much calmer and more peaceful environment.

Principal Beddoes also reported that the basement at the school has been renovated, which will provide a new art room, and a new ADST room. Principal

Beddoes shared what an amazing job Al Krause has done with the basement changes in the school.

b. Principal Mike Hurley – W.E. Graham Elementary/Secondary School

Principal M. Hurley provided a presentation to the Education Committee of the Whole regarding learning that has taken place during the Pandemic.

W.E. Graham opened their Essential Service Site but only had one student attend. W.E. Graham opened up as a school earlier than most as the parents in the community needed the support of the school. Many children came for an hour or two a day, and the school was able to schedule the students accordingly.

Principal Hurley discussed how proud he has been of his teachers to get on board with technology with respect to e-learning for their families.

Principal Hurley shared a video that a W.E. Graham teacher created for students.

Teachers at W.E. Graham have been using Class Dojo to connect with families during the Pandemic.

ii. Secondary School Experience during Covid-19

a. Vice-Principal Mike Nelson, Prince Charles Secondary School

Vice-Principal M. Nelson provided a presentation to the Education Committee of the Whole regarding learning that has taken place during the Pandemic.

Vice-Principal Nelson shared how younger teachers have been supporting older teachers with respect to technology during the Pandemic. All teachers are set up and feeling secure with their abilities to operate in the digital world. Moving forward communication will continue in an electronic way with students.

Vice-Principal Nelson shared an example of the staff calendar that is being used. Staff add their name to a room number so that there is someone in charge of each room. Students are to stay in one room, and teachers move from room to room.

M. Radonic and B. Doumas, PCSS Teachers shared a presentation showcasing the PCSS grad.

Superintendent Perkins thanked everyone for attending the recent retirement presentation. She also thanked Vice-Principal Nelson for all his hard work, and all the hard work of M. Radonic and B. Douma to make the PCSS graduation so successful and noted that they were featured in the Ministry weekly newsletter called LEARN.

b. Principal Tamara Malloff, L.V. Rogers Secondary School

Principal T. Malloff provided a presentation to the Education Committee of the Whole regarding learning that has taken place during the Pandemic.

Principal Malloff shared that at L.V. Rogers during Stage 3, there were 40 students at the school per day. A Covid-19 Video has been provided to students when they come into the school. L.V. Rogers has been using google classroom for staff and students, and a grade 12 virtual classroom. The school has been using Jamboard for collaboration on what they are trying to achieve.

Principal Malloff shared details on the L.V. Rogers upcoming graduation.

C. Morton, L.V. Rogers Teacher shared the initiative of Grade 9 Matters with the Education Committee of the Whole. The initiative supports Grade 9 students in their transition to high school. The new initiative allowed teachers to see how the students progressed through the year and were able to help determine which students needed further connection with teachers. This was a partnership with Trafalgar Middle School.

B. International Update - District Principal Jann Schmidt

Deferred to Board meeting.

C. Aboriginal Education Update – District Principal Gail Higginbottom

Deferred to Board meeting

**11. Celebration of Learning**

Due to time constraints, the celebration of learning didn't take place.

**12. Question Period**

Trustee Walsh asked if it's possible to fine out how things have been going for students who are at the schools.

Superintendent Perkins shared that many of the presenters today are teachers at schools, and things have been going very well for students.

Chair Trenaman expressed how proud the Board of Education is of everyone during this difficult time of Pandemic and thanked all of the teachers and board office staff.

**13. Meeting Schedule and Reminders**

The next meeting of the Education Committee of the Whole is scheduled for September 2020 at 2:30 pm at the Nelson Board Office.

**14. Adjournment**

The meeting adjourned at 3:02 p.m.

## EDUCATION COMMITTEE OF THE WHOLE 2020/2021 TERMS OF REFERENCE

Adopted:

### I. PURPOSE

The purpose of the Education Committee of the Whole is to:

- provide guidance for learning in School District No. 8;
- promote, support and celebrate learning;
- review student progress in relation to the Framework for Enhancing Student Learning and SD8 Student Expectations;
- review and analyze initiatives and trends in learning;
- promote awareness in trends and research in education and learning in order to encourage wise practice; and
- bring appropriate recommendations to the Board related to the above.

### II. COMPOSITION AND OPERATIONS

- A. The Education Committee (“the committee”) shall be composed of all trustees of the Board, Directors, Superintendent and Secretary-Treasurer and two representatives from each of the KLTF, KLPVPA, CUPE Local 748 and the Kootenay Lake DPAC.
- B. The Committee will be chaired by a trustee elected at the first Committee meeting every second year following the inaugural meeting of the Board.
- C. The Committee quorum will consist of the Trustee Committee Chair or designate(s), Superintendent or designate(s), a minimum of 4 (four) trustees, and one member from any two of the stakeholder groups.
- D. Committee members are voting members of the Committee.
- E. The Committee will strive to make decisions by consensus; failing consensus, Committee decisions will be made by a majority of votes cast.
- F. The Committee shall operate in a manner that is consistent with Board [Policy #121 Committee Structures](#).
- G. As scheduled by the Board, the Committee will meet periodically during the school year. A schedule of meetings will be provided by the Board to the Committee following the adoption of the Board’s annual Board meeting schedule.
  - i. Additional meetings will be scheduled as necessary;
  - ii. Special meetings may be held at the discretion of the Board Chair and the Committee Chair or upon the written request to the Board Chair from a majority of the Committee members.
- H. The Committee will establish an Annual Plan at the first Committee meeting of the school year which includes:

- I. Goals and objectives for the year
  - i. Strategies and structures to achieve goals
  - ii. Communication strategies
  - iii. Schedule of meeting dates
- J. The Annual Plan will be developed and approved by the Committee and then be submitted to the Board for approval.
- K. The Committee may create ad hoc sub-committees, which will report to the Education Committee of the Whole.
- L. The Education Committee of the Whole Terms of Reference, Annual Plan and meeting minutes will be posted on the District website.

### III. DUTIES AND RESPONSIBILITIES

The Committee has the responsibility to:

#### A. Planning Process:

The Committee will utilize the following process in its dialogue to discuss matters, which fall within our mandate, arising from partner groups throughout the year:

An appreciative inquiry approach will be taken to consider:

- Current status: Where are we now?
- Future state: Where do we want to be?
- Plans: How are we going to get there?
- Monitoring: What progress have we made?

#### B. Team Learning:

Members of the Education Committee will engage in team learning related to the Committee's purpose which may include shared professional learning and reading of appropriate material relating to the Annual Plan.

#### C. Input Gathering Process:

The Education Committee will gather and encourage input in a variety of ways. Input will also be gathered from other groups not currently represented on Committee.

#### D. Communication Expectations:

All partner group representatives are expected to communicate and seek feedback from their respective groups.

#### E. Review School Growth Plans and make recommendations to the Board of Education for approval.

### IV. ACCOUNTABILITY

All meetings will be open to the public. The Committee shall report its discussions to the Board by maintaining minutes of its meetings.

All approved Education Committee of the Whole meeting minutes will be posted to the District's website in a timely manner.



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## Education Committee of the Whole 2020-21 Annual Plan

### **Committee Members:**

Trustees (all) DPAC Reps (2)  
CUPE Reps (2)  
KLTF Reps (2)  
PVP Reps (2) Directors (all) Superintendent

### **Goals & Objectives**

1. Implementation of 2020-21 Plan Summary, Goals and Objectives.
  - Goal: Improve literacy rates K-12 by 2%.
  - Goal: Improve numeracy rates K-12 by 2%.
  - Goal: Improve graduation rates for all learners by 2%.

All data pertaining to the goals, above, will be reported in the 2020-21 Framework for Enhancing Student Learning.

### **Strategies & Structures to Achieve Goals**

1. District Strategic Plan: Learning Goals
  - District Leadership Portfolios 2020-21
  - Framework for Enhancing Student Learning (2018-19)
2. SD8 Data Analysis:
  - Early Developmental Index (EDI)
  - Middle Years Developmental Index (MDI)
  - Foundation Skills Assessments (FSA)
  - Grade 10 Numeracy Assessment
  - Grade 10 Literacy Assessment
  - 6 Year Completion Rates
  - Graduation Rates
  - Provincial Student Learning Surveys
  - McCreary BC Adolescent Mental Health Survey
3. SD8 Professional Learning Framework 2020-21
4. School Growth Plans
  - Sharing of School Learning Plans & Recognition Lunches
  - School Learning Plans

**Communication Strategies**

1. SD8 Board Committee meetings
2. School District 8 website & email
3. DPAC and SD8 staff meetings by invite
4. PVP Leadership meetings, school visits, Professional Learning

**2020-2021 Education Committee of the Whole Meeting Dates**

Date	Objectives
September 22, 2020	Focus: EdCOW Annual Plan 2020-21 SD8 Professional Learning 2020-21 COVID-19 update International Program update Seamless Day Update Early Learning Update Framework for Enhancing Student Learning 2018-19
November 10, 2020	Focus: Intermediate and Middle School: FSA, MDI Inclusion Framework for Enhancing Student Learning 2019-20
March 9, 2021	Focus: Secondary: Literacy, Numeracy, Capstone Trades & Technology Anti-Racism
May 11, 2021	Focus: Year in Review: Literacy, Numeracy, Inclusion, Indigenization

**Education Committee of the Whole  
District Leadership Portfolios 2020-21**

<p><b>Deanna Holitzki</b> Director of Instruction, Inclusive Education</p>	<ol style="list-style-type: none"> <li>1. Increase graduation rates for Inclusive Education students.</li> <li>2. Implementation of fully inclusive practices District-wide.</li> <li>3. Build capacity of staff throughout SD8 in order to best support vulnerable and designated students.</li> </ol>
<p><b>Ben Eaton</b> Director of Instruction, Innovative Learning Services</p>	<ol style="list-style-type: none"> <li>1. Build capacity w/staff / students / parents as Principal of LV Rogers.</li> <li>2. Community partnership - outside agencies, RCMP, NPD, MCFD, VCS, SCS, NCS, WECS.</li> <li>3. Ministry Compliance - Youth Train in Trades, Youth Work in Trades.</li> </ol>
<p><b>Naomi Ross</b> District Principal, Innovative Learning Services (Early Years and Elementary)</p>	<ol style="list-style-type: none"> <li>1. District-wide strengthen achievement in K-6 Literacy &amp; Numeracy.</li> <li>2. Early Learning - strengthen community-district partnerships.</li> <li>3. Coordinate and support ongoing professional learning for all stakeholders.</li> </ol>
<p><b>Tamara Malloff</b> District Principal, Innovative Learning Services (Middle Years &amp; Secondary)</p>	<ol style="list-style-type: none"> <li>1. District-wide strengthen achievement in Middle Years and Secondary Literacy and Numeracy.</li> <li>2. Strengthen Graduation Program (Completion Rates and Graduation Rates), including Career Education and Capstone Programming.</li> <li>3. Support and Improve Post-Secondary Transitions.</li> </ol>
<p><b>Gail Higginbottom</b> District Principal, Aboriginal Education</p>	<ol style="list-style-type: none"> <li>1. Grow district ABED awareness: equity data continues, equity awareness events, Metis month.</li> <li>2. 1701 AbEd Audit readiness: student supports x3 monthly.</li> <li>3. New staff transition support: AbEd HL, 2x District AbEd Coordinators.</li> </ol>
<p><b>Rob Simpson</b> District Principal</p>	<ol style="list-style-type: none"> <li>1. Coordination of all District data.</li> <li>2. Audit compliance across all SD8 programs.</li> <li>3. Implementation of MyEd tools (parent portal, IEP, report cards).</li> </ol>
<p><b>Jann Schmidt</b> District Principal, International Program</p>	<ol style="list-style-type: none"> <li>1. ELL Compliance - consistent practices across SD8.</li> <li>2. IP - new marketing material, legal learning, relationships (student/agent).</li> <li>3. Intercultural Learning - BAA (ELL), GIE, GIS.</li> </ol>
<p><b>Brent Firsker</b> District Teacher, Innovative Learning Services</p>	<ol style="list-style-type: none"> <li>1. Coordinating support for schools in Trades opportunities for students and building capacity in school staff around all Trades related curriculum.</li> <li>2. Continue to build community-District opportunities and strengthen these partnerships in Trades and post-secondary.</li> <li>3. Continue to provide direct support for Career Education and Grad Transitions.</li> </ol>
<p><b>Vanessa Finnie</b> District Teacher, Innovative Learning Services</p>	<ol style="list-style-type: none"> <li>1. Support schools and continue to build capacity in staff: Literacy, Numeracy &amp; ADST K-8.</li> <li>2. Support schools and continue to build capacity in staff: Physical Literacy and Environmental/Place Conscious learning opportunities.</li> <li>3. Support schools and continue to build capacity in staff: Core French and French Immersion.</li> </ol>

## Sharing of School Learning Plans & Recognition Lunches 2020/2021

### School District 8 - Kootenay Lake

School	Month	Date	Trustee(s) Attending	Staff Attending
Canyon Lister Elementary School	October 1, 2020	Thurs. Oct. 1; 10:00 am to 11:30 am at Canyon- Lister		
Canyon-Lister Employee Recognition Lunch	October 1, 2020	Thurs, Oct. 1; 11:40 am to 12:10 pm at Canyon-Lister		
PCSS, Wildflower Creston, Homelinks Employee Recognition Lunch	October 1, 2020	Thurs., Oct. 1; 12:10 pm to 12:40 pm at PCSS		
Prince Charles Secondary School, Wildflower Creston, Homelinks	October 1, 2020	Thurs. Oct. 1; 12:40 pm to 3:10 pm at PCSS		
Erickson Elementary School	October 8, 2020	Thurs, Oct 8;		

		10:20 am to 11:50 am at Erickson		
Erickson Employee Recognition Lunch	October 8, 2020	Thurs, Oct 8; 11:50 am to 12:20 pm at Erickson		
ARES Employee Recognition Lunch	October 8, 2020	Thurs, Oct 8; 12:20 pm to 12:50 pm at ARES		
Adam Robertson Elementary School (ARES)	October 8, 2020	Thurs, Oct 8; 12:50 pm to 2:43 pm at ARES		
Jewett Elementary School	October 22, 2020	Thurs, Oct 22; 10:00 am to 11:30 am at Jewett		
Jewett Elementary Employee Recognition Lunch	October 22, 2020	Thurs, Oct 22; 11:30 am to 12:00 pm at Jewett		

Kaslo Employee Recognition Lunch	October 22, 2020	Thurs, Oct 22; 12:10 pm to 12:40 pm at JVH		
Kaslo - JV Humphries Elementary/Secondary School	October 22, 2020	Thurs, Oct 22; 12:40 pm to 3:02 pm at JVH		
Crawford Bay Elementary/Secondary School	October 29, 2020	Thurs, Oct 29; 9:00 am to 11:30 am at CBay		
Crawford Bay Recognition Lunch	October 29, 2020	Thurs, Oct 29; 11:50 am to 12:20 pm at CBay		
Redfish Elementary School	January 28, 2021	Thurs, Feb 4; 9:45 am to 11:15 am at Redfish		
Redfish Employee Recognition Lunch	January 28, 2021	Thurs, Feb 4; 11:15 am to 11:45 am at Redfish		

Hume Employee Recognition Lunch	January 28, 2021	Thurs, Feb 4; 12:05 pm to 12:35 pm at Hume		
Hume Elementary School	January 28, 2021	Thurs, Feb 4; 12:35 pm to 2:05 pm at Hume		
LV Rogers Secondary School and REACH	February 11, 2021	Thurs, Feb 11; 9:05 am to 11:35 am at LVR		
LV Rogers Secondary School and REACH Employee Recognition Lunch	February 11, 2021	Thurs, Feb 11; 11:35 am to 12:05 pm at LVR		
South Nelson Elementary Employee Recognition Luncheon	February 11, 2021	Thurs, Feb 11; 12:05 pm to 12:35 pm at SNES		

South Nelson Elementary School	February 11, 2021	Thurs, Feb 11; 12:55 pm to 2:25 pm at SNES		
Trafalgar Middle School	February 25, 2021	Thurs, Feb. 25; 10:00 am to 12:32 pm at TRAF		
Trafalgar Middle School Employee Recognition Lunch	February 25, 2021	Thurs, Feb 25; 12:32 pm to 12:50 pm at TRAF		
Wildflower School Employee Recognition Lunch	February 25, 2021	Thurs, Feb 25; 12:50 pm to 1:15 pm at Wildflower		
Wildflower Elementary School	February 25, 2021	Thurs, Feb 25; 1:15 pm to 2:45 at Wildflower		
Blewett Elementary School	March 4, 2021	Thurs, Mar 4; 10:00 am to 11:35 am at Blewett		



Blewett Employee Recognition Lunch	March 4, 2021	Thurs, Mar 4; 11:35 am to 12:00 pm at Blewett		
Rosemont Elementary School Employee Recognition Lunch	March 4, 2021	Thurs, Mar 4; 12:15 pm to 12:45 pm at RES		
Rosemont Elementary School	March 4, 2021	Thurs, Mar 4; 12:45 pm to 2:15 pm at RES		
Salmo Secondary School	March 11, 2021	Thurs, Mar 11; 9:00 am to 11:30 am at Salmo Sec.		
Salmo Secondary School Employee Recognition Lunch	March 11, 2021	Thurs, Mar 11; 11:30 am to 12:10 pm		
Salmo Elementary School Employee Recognition Lunch	March 11, 2021	Thurs, Mar 11; 12:25 pm to 1:10 pm At Salmo Elem.		

Salmo Elementary School	March 11, 2021	Thurs, Mar 11; 1:10 pm to 2:40 pm at Salmo Elem.		
Winlaw Elementary School	April 8, 2021	Thurs, Apr 8; 10:00 am to 11:30 am at Winlaw		
Winlaw Elementary School Employee Recognition Lunch	April 8, 2021	Thurs, Apr 8; 11:30 am to 12:15 pm at Winlaw		
W.E. Graham Elementary/ Middle School Employee Recognition Lunch	April 8, 2021	Thurs, Apr 8; 12:15 pm to 1:00 pm at WEG		
W.E. Graham Elementary/ Middle School	April 8, 2021	Thurs, Apr 8; 1:00 pm to 2:45 pm at WEG		
Brent Kennedy Elementary School	April 22, 2021	Thurs, Apr 22; 10:45 am to 12:15 pm at BKE		

<p>Brent Kennedy Elementary School Employee Recognition Lunch</p>	<p>April 22, 2021</p>	<p>Thurs, Apr 22; 12:15 pm to 12:45 pm at BKE</p>		
<p>Mt. Sentinel Secondary School and SEQUOIA Employee Recognition Lunch</p>	<p>April 22, 2021</p>	<p>Thurs, Apr 22; 12:45 pm to 1:15 pm at MSSS</p>		
<p>Mt. Sentinel Secondary School</p>	<p>April 22, 2021</p>	<p>Thurs, Apr 22; 1:15 pm to 3:10 pm at MSSS</p>		



School District 8  
Kootenay Lake

# Framework for Enhancing Student Learning

2018–2019 Annual Report on Learning

*Released June 2020*



[sd8.bc.ca](http://sd8.bc.ca)

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# Superintendent's Remarks

Dear School District 8 Community,

The Framework for Enhanced Student Learning document, our new annual learning report, identifies district priorities and measures the progress we have made in achieving these priorities. Data is from the 2018/2019 school year as the current year is still underway.

The story of this success illustrates the transformative impact of skillful assessment, intervention and programming on student learning, and highlights the ways in which we can empower students by giving them the skills, knowledge, and opportunities they need to move forward with confidence as learners. The focus in our school district is on improving student learning, regardless of the advantages or challenges faced by any individual student.

In this report, you will learn about a school in which teachers take a comprehensive, collaborative, and research-based approach to helping students improve their literacy and numeracy skills. You will learn that this approach is well-supported not only by the school district but also through community structures and systems that we have developed.

The School District 8 Kootenay Lake Board of Education update supports our [strategic plan](#), which identifies the following four pathways for staff to improve student learning and support the success of all our students: improved learning, organizational excellence, relationships, and engagement. With our learning, we focus on literacy, numeracy, indigenous education, and inclusion.

Through our mission to “focus on excellence for all learners in a nurturing environment”, we developed our three year **Focus. Learn. Excel** professional learning campaign to assist our district in implementing strategies to include all students, provide school-level supports and resources through well-trained and highly competent teacher leaders, and continue to make funding available for teachers and instructional support staff to ensure greater achievement for all of our students.

We have asked all departments and all schools across the school district to engage actively and collaboratively in this work. Your school planning teams have now aligned school plans with district and provincial educational goals. Our data shows that our interventions are making a difference, and also shows us the areas in which we can continue to improve. We are very pleased to be involved in work that is already reaping positive results for our students and look forward to building on these student learning successes

We hope you enjoy reading our first annual Framework for Enhancing Student Learning (FESL) Report.



Dr. Christine Perkins  
Superintendent of Schools



# Provincial Perspective and Overview

## Alignment toward a common vision for the education system

Goals and strategic priorities demonstrate clear alignment with the sector's priorities, such as:

- the Ministry's Policy for Student Success;
- the Educated Citizen;
- Provincial legislation, priorities and policy direction

## Strategic Engagement

Engagement is a process that brings education partners together to participate in a cycle of continuous improvement to bring about positive change.

## Strategic use of resources and consideration of risk

Goals and strategies are practical in terms of what resources are available to achieve success, including staff, non-personnel finances, and other opportunities and constraints.

- The plan leverages available resources and existing opportunities to meet goals.

## Clear focus on improving student outcomes

The purpose of the plan supports stronger outcomes for students, with an emphasis on the most vulnerable student groups. The plan focuses on the 5 provincial objectives:

- Students feel welcome, safe and connected to their school.
- Students meet or exceed literacy expectations for each Grade level.
- Students meet or exceed numeracy expectations for each Grade level.
- Students graduate.
- Students have the core competencies to achieve their career and life goals.

## Robust Implementation Plan

The plan outlines:

- specific strategies that will be implemented to meet goals; and
- communication efforts to ensure goals and expectations will be communicated to those responsible for implementing it;

The plan stipulates how the district intends to monitor and report back on progress for accountability and transparency purposes.

## Appropriate timelines

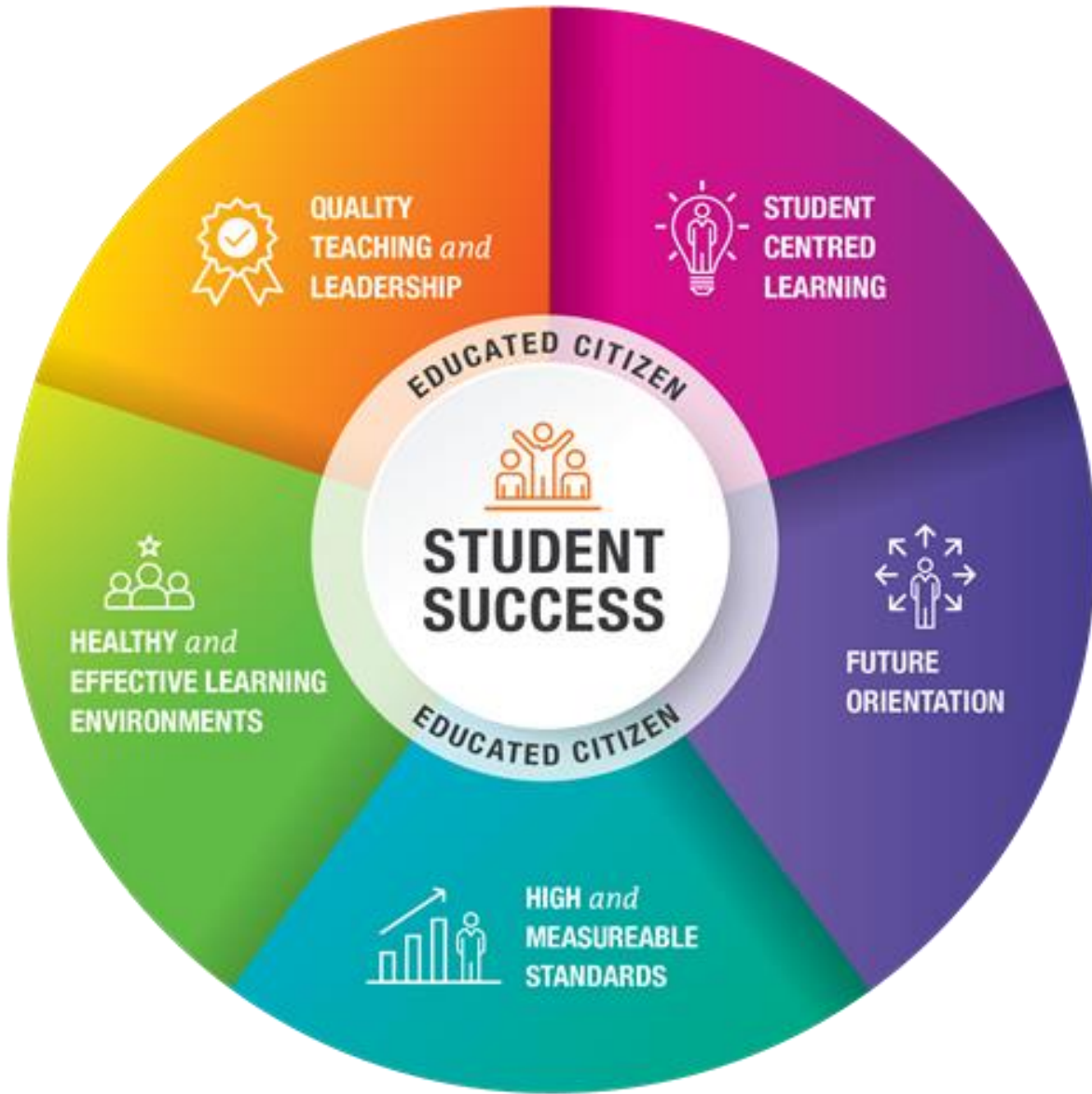
Timelines are reasonable and in line with goal scope and pay attention to long-term progression of the goals and how they may change over time.

## Clearly articulated language

Language is clear and leaves no ambiguity in what is trying to be achieved.

The plan uses plain language for accessibility and accountability purposes (to those using the plan in the system and the public).

# BC Ministry of Education Policy for Student Success





# Educated Citizen

## Our Mandate - Ministry of Education for British Columbia

As specified in the Statement of Education Policy Order, the purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

To achieve this purpose, we have a collective mandate to develop the “educated citizen.” which is defined as having:

- **Intellectual Development** - to develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and 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.
- **Human and Social Development** - to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.
- **Career Development** - 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.

All of us as at School District 8 Kootenay Lake follow: Provincial legislation, priorities and policy direction.



## Vision, Mission and Values

### VISION

Focus. Learn. Excel.

### MISSION

We focus on excellence for all learners in a nurturing environment.

### VALUES

Educational Success  
Creativity and Imagination  
Engaged Citizenship  
Resiliency



# Introduction

## Provincial Framework and Alignment, and Allocation of Resources

School District 8 - Kootenay Lake meets the learning needs of approximately 5,000 students of all ages in an area that covers 55,000 square kilometers and is defined by its mission to focus on excellence for all learners in a nurturing environment.

All decisions made by the School District 8 - Kootenay Lake are guided by its mission, vision, and core values, and are based on research and extensive consultation. Similarly, the district’s initiatives and resources are aligned with the Ministry of Education policy for student success and school plans to support its firm commitment to the mandate of an educated citizen by supporting intellectual, human and social and career development for all our students. School District 8 - Kootenay Lake aligns with the Ministry of Education and shares a common vision for the entire education system.

Our Framework for Enhancing Student Learning (FESL) reflects our strategic district priorities for all learners. We have reconfigured the entire budget process to ensure each decision is transparent and aligns with one of the District’s four areas of our Strategic Plan. This allows us to ensure that our decisions are supporting further student success. The illustration below demonstrates our priorities and the specific areas where we have chosen to intentionally dedicate significant resources and support to our learners.

# Focus Learn Excel

Educational Success | Creativity & Imagination  
Engaged Citizenship | Resiliency

Improving Learning & Assessment	Supporting Vulnerable Students	Literacy & Numeracy	Enhanced Student Supports
<ul style="list-style-type: none"> <li>• Demographic Context</li> <li>• Six-year completion rates:                             <ul style="list-style-type: none"> <li>○ All Students</li> <li>○ District vs Provincial</li> <li>○ Male &amp; Female</li> <li>○ Indigenous Students</li> <li>○ English Language Learners</li> <li>○ Inclusion Students</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Inclusive Education</li> <li>• Aboriginal Education</li> <li>• Students with Aboriginal Ancestry</li> <li>• English Language Learners</li> <li>• International Education</li> </ul>	<ul style="list-style-type: none"> <li>• Foundation Skills Assessment:                             <ul style="list-style-type: none"> <li>○ Elementary</li> <li>○ Secondary</li> </ul> </li> <li>• Professional Learning</li> <li>• Leadership Development</li> </ul>	<ul style="list-style-type: none"> <li>• Early Learning</li> <li>• French Immersion</li> <li>• Trades-based Programs</li> <li>• Physical Literacy</li> <li>• Human &amp; Social Development</li> <li>• EDI</li> <li>• MDI</li> <li>• Peer Tutoring</li> <li>• Mental Health &amp; Wellness</li> <li>• HUB in Creston</li> <li>• REACH</li> <li>• Sequoia</li> <li>• Student Trustees</li> <li>• Student Symposium</li> </ul>



## Strategic Engagement

We bring our education partners together throughout the year, approximately every six weeks. The committee is made up of members of our senior team, Kootenay Lake Teachers' Association (KLTF), CUPE 748, our Kootenay Lake Principals' and Vice-Principals' Association (KLPVPA), our District Parent Advisory Council (DPAC), our school Parent Advisory Councils (PACs), our Student Trustees, and various members of our exempt staff.

School District 8 - Kootenay Lake works together, with education and community partners, to support student learning. Relationships are most important to engagement. We know we maximize student success when we maximize our relationships in a positive way. At School District 8 - Kootenay Lake, we focus on our students, first. Next, our relationships extend to families, teachers, support staff, our village, town, and community mayors and councils, and the Regional District of Central Kootenay (RDCK).

In addition, we are focussed more and more on the post-secondary transitions of our students and have forged relationships with institutions across the province and our great country. We do foster a special relationship with those closest to us: Selkirk College, College of the Rockies, and the UBC - WKTEP (West Kootenay Teacher Education) program.

In addition, we monitor engagement and participation of our Board of Education, our Student Trustees, our PACs and DPAC, District Pow Wow, Student Symposium, and district Budget Banquet with includes all partners in education.



## Improving Learning & Assessment

Our entire focus is on improving student outcomes. We use evidence-informed planning to determine our current state and identify relevant goals and success measures. Our ideal state is always excellence on all levels.

We are pleased with the success our students at School District 8 - Kootenay Lake experience as they graduate. While overall graduation rates are important, it is also important to consider more closely groups of students who haven't historically found success at school, including students with Aboriginal ancestry, students with unique needs, and vulnerable students, including those experiencing mental health challenges. In this section of our annual learning report, we provide graduation data about all students as well as data specific to these groups of students.

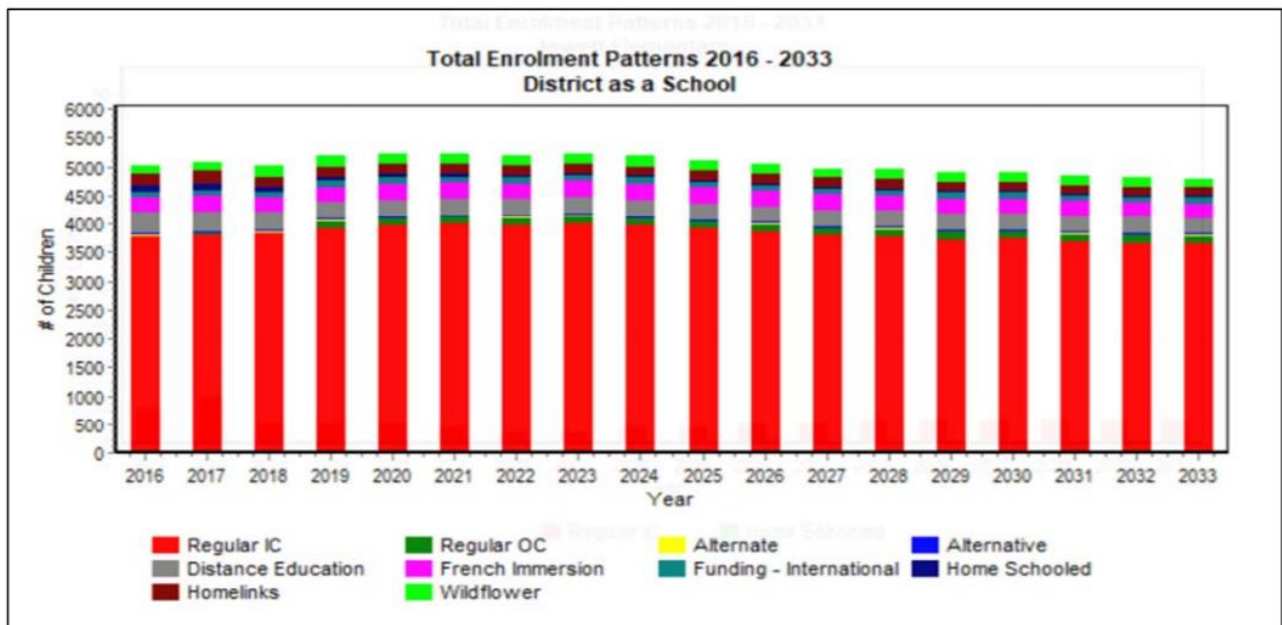
### Demographic Context

The school district is forecasting steady growth through to the 2030/31 school year and beyond - approximately 1%.

The District's current year enrolment, as at September 30, 2019, was:

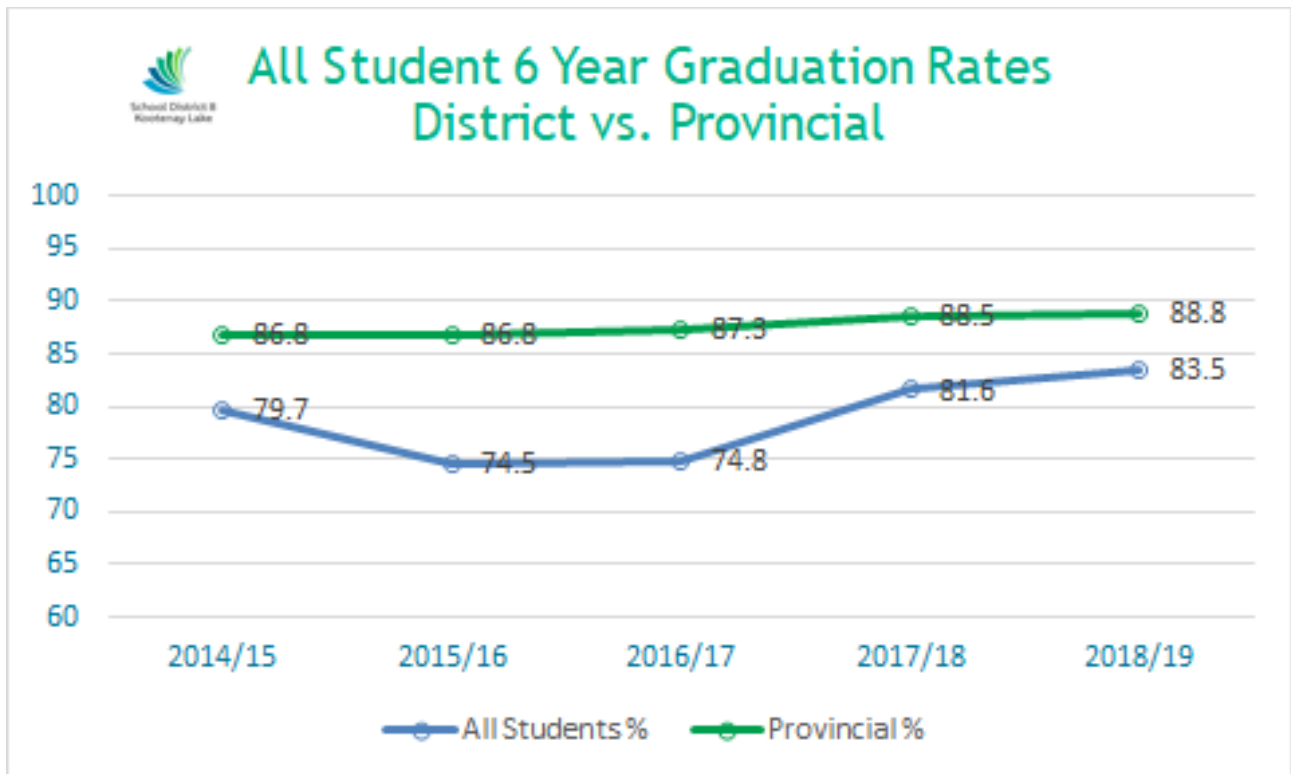
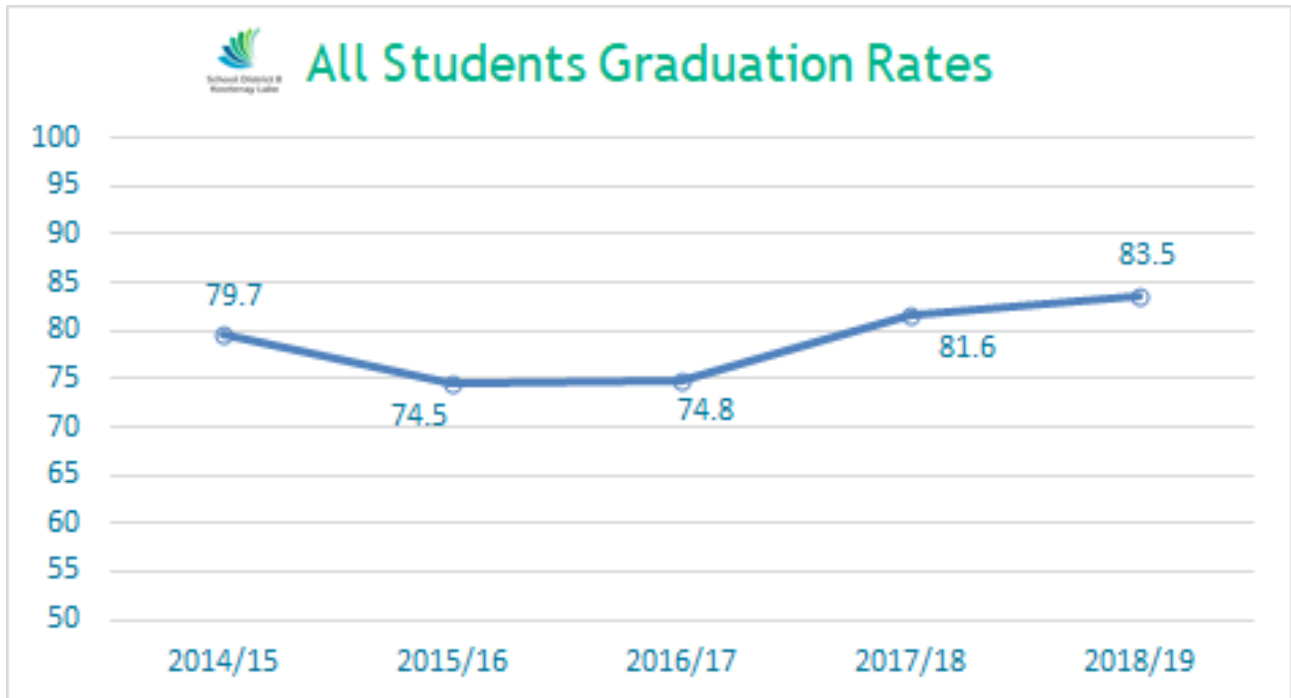
- 5,031 students (Headcount)
- 4,808 student (FTE)

The following chart shows the District's with actual overall student enrolment from 2016-2018 and future-years enrolment projection from 2019 to 2033:

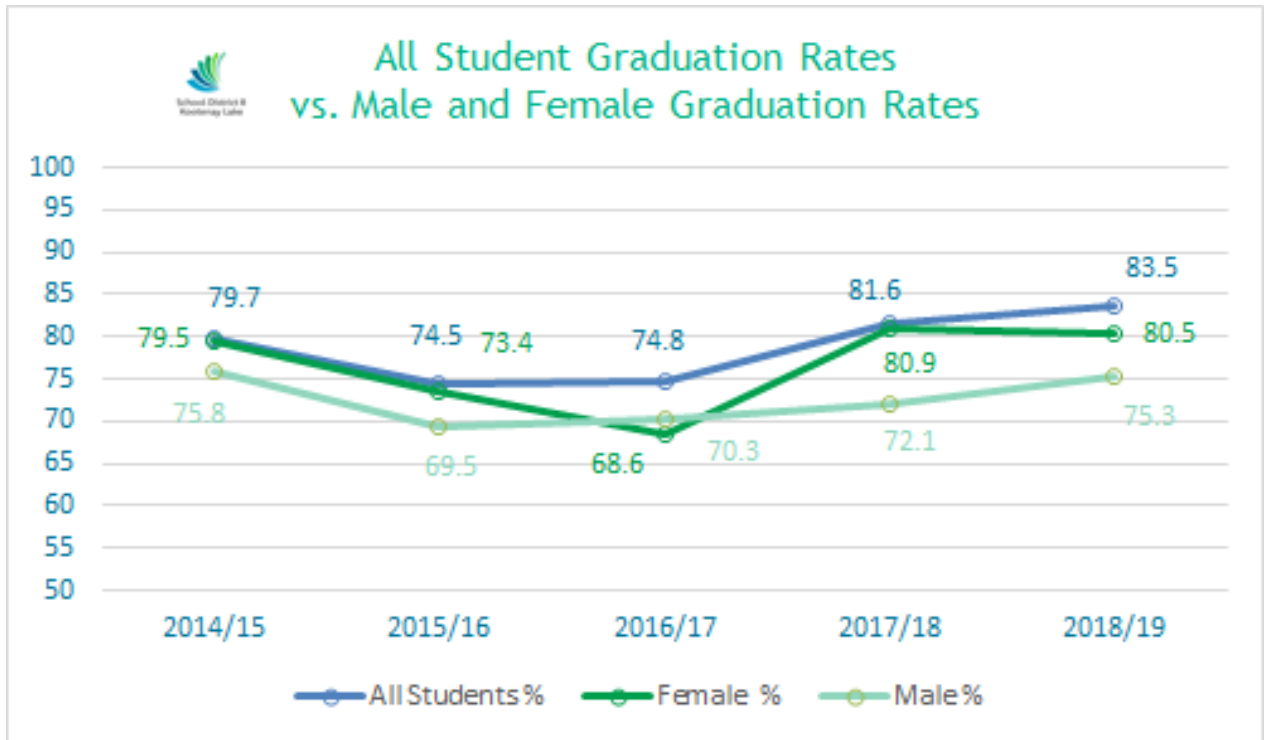


# Completion Rates

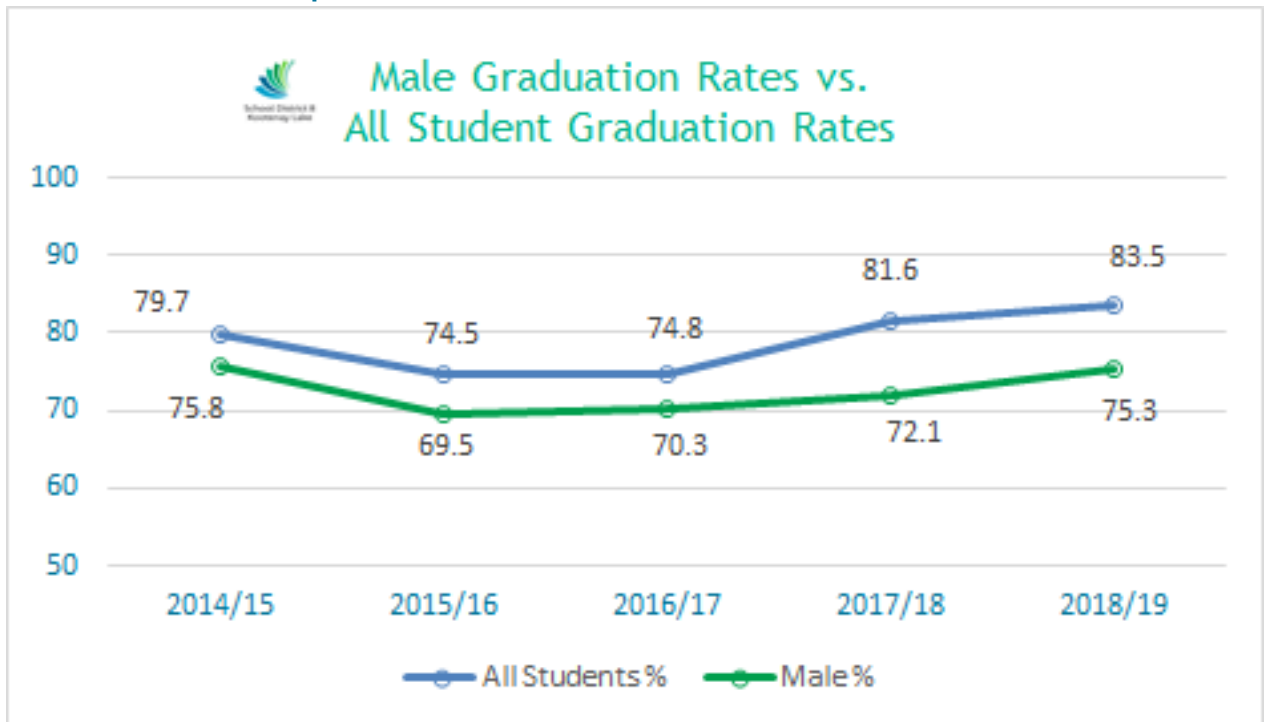
## 6-year Completion Rates - All Students



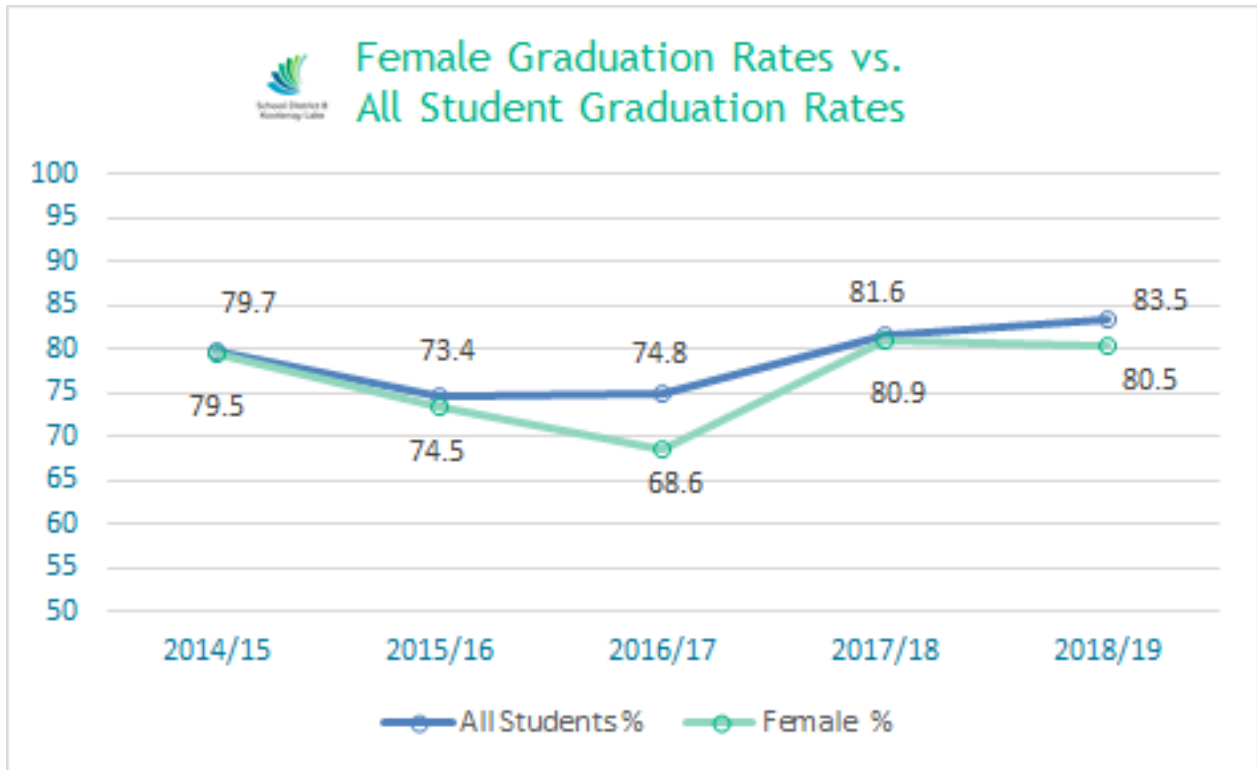
### Graduation and Completion Rates - Male and Female



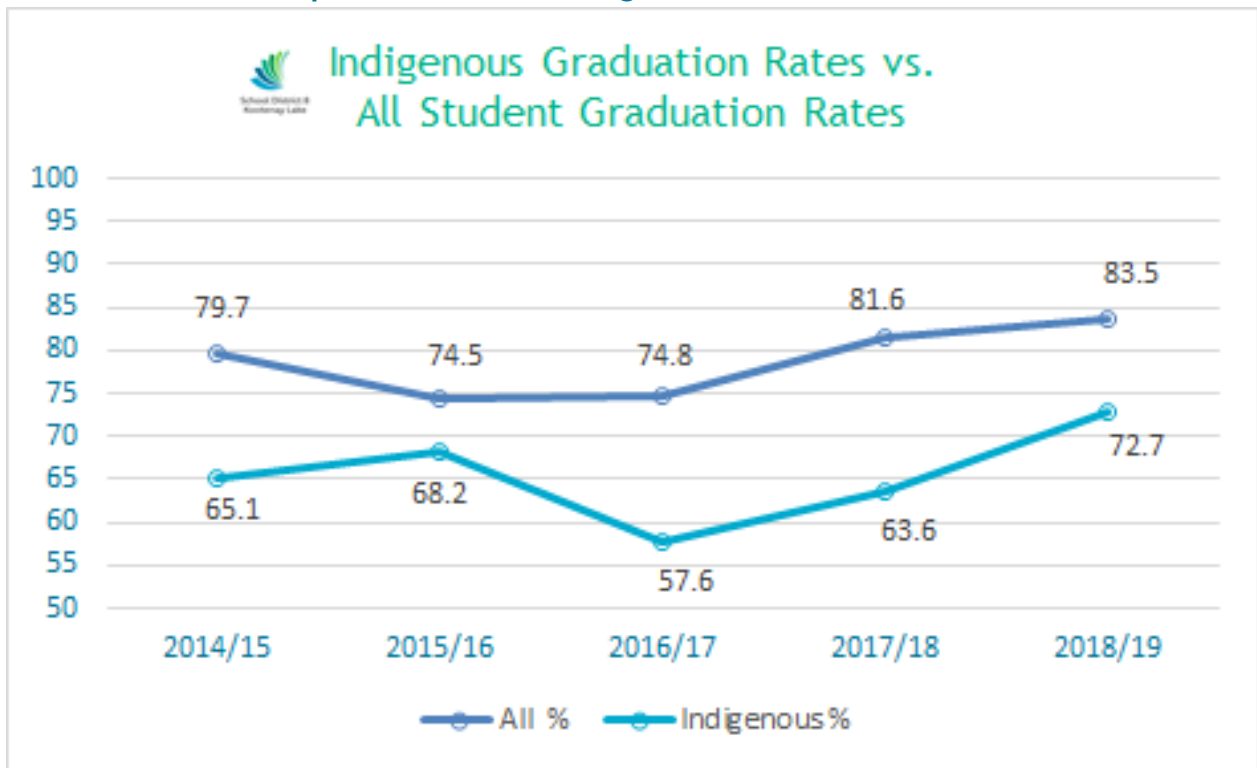
### Graduation and Completion Rates - Male



### Graduation and Completion Rates - Female

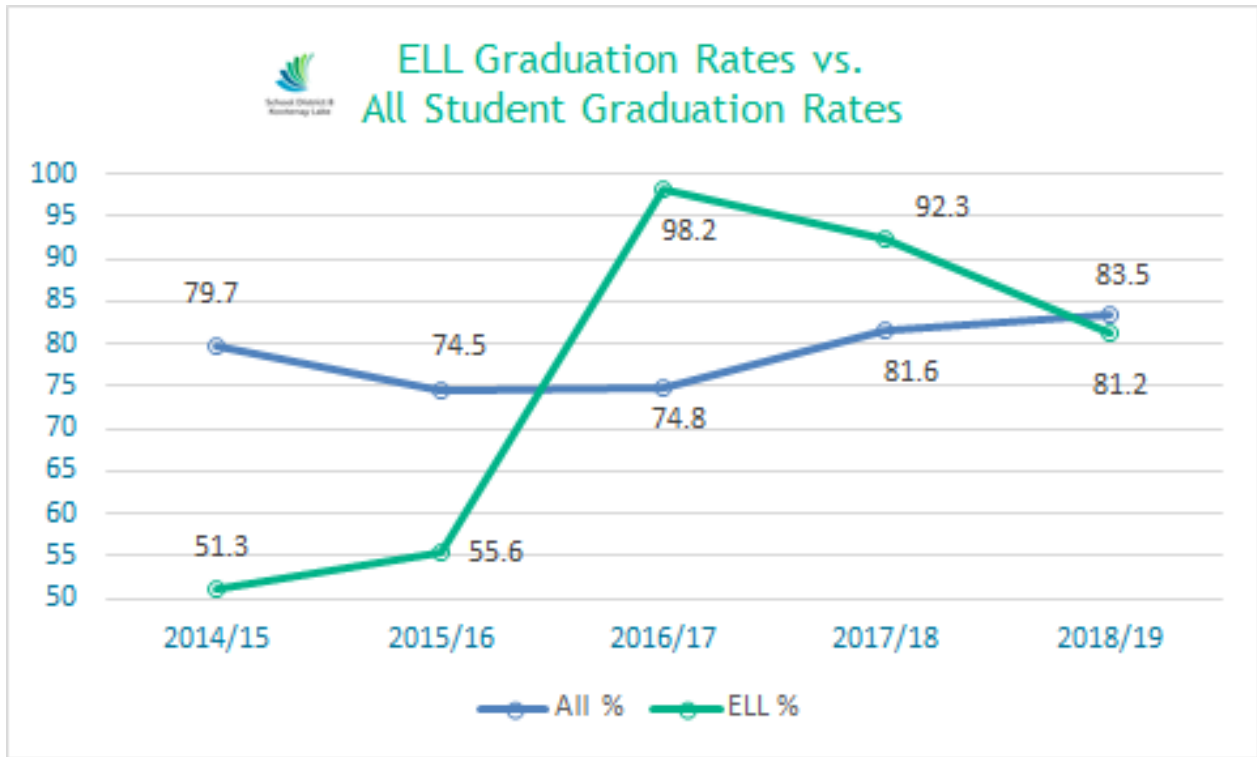


### Graduation and Completion Rates - Aboriginal

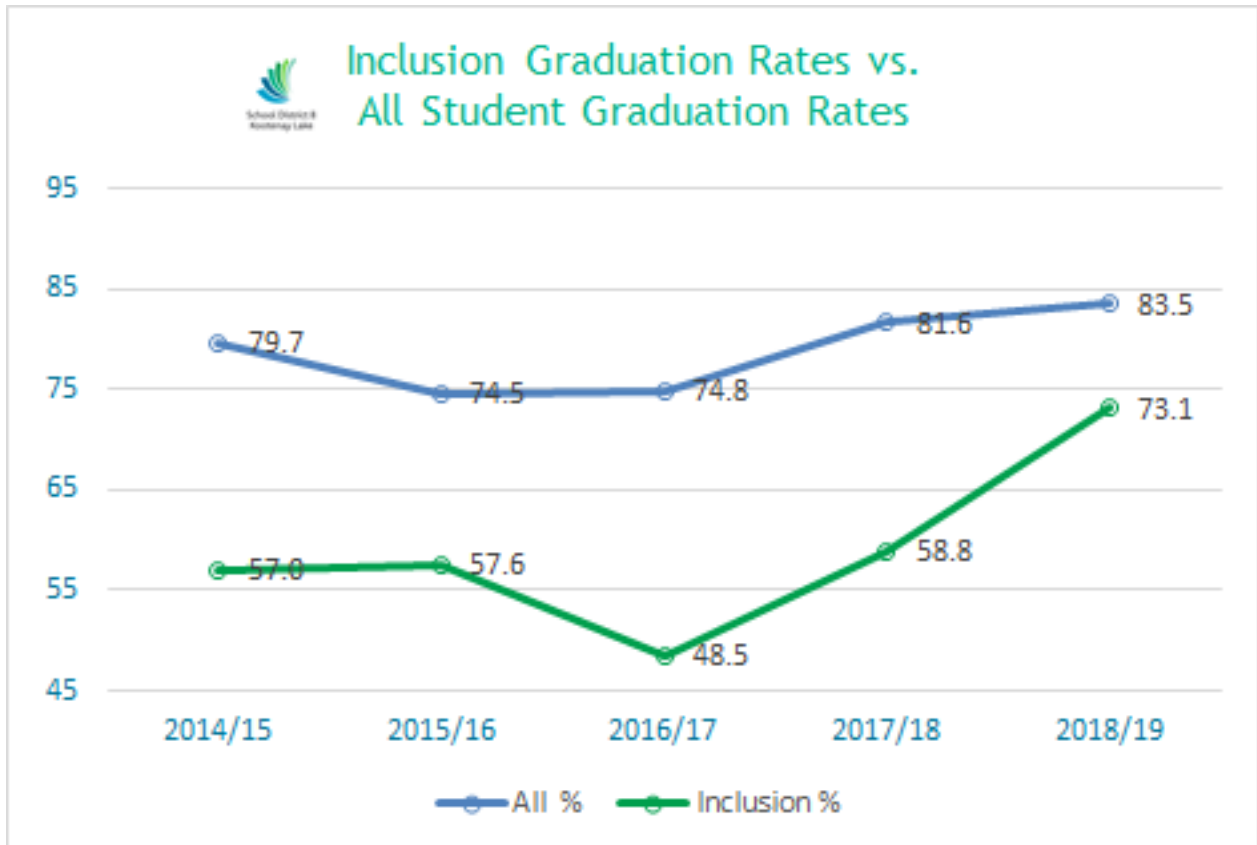




Graduation and Completion Rates - English Language Learners (ELL)



Graduation and Completion Rates - Inclusion



# Supporting Our Vulnerable Students

## Current and Ideal State

A measure of success in School District 8 - Kootenay Lake is the graduation rates for students each year. Over the past three years, students with unique needs designations as identified through the Ministry of Education's 1701 document have steadily increased in terms of graduation rates as follows:

### Graduation Rates for students with Unique Needs Designations

- 2018/19: 73.1%
- 2017/18: 58.8%
- 2016/17: 48.5%

The District has committed significant resources to provide excellent professional learning for our staff. We have continued to work directly with Shelley Moore on an ongoing basis, to ensure that our staff has current, proven pedagogy for working with our unique learners in inclusive settings.

Additionally, we have worked with Sarah Ward to ensure that our staff understand and are able to implement effective strategies in Executive Functioning - helping many of our students in school settings.

Another area of focus has been teaching our staff Positive Behaviour Intervention Support systems that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.

## Future Goals and Success Measures

- Our overall School District 8 - Kootenay Lake goal is 100% graduation for all students, including students with unique needs. Our goal for the upcoming school year is 75% graduation for all learners with unique needs.
- Develop a cohesive strategic plan in order to meet the needs of students and families in an inclusive manner.
- Align resources and supports to ensure that all students with unique needs graduate successfully.
- Ensure that all students with unique needs are included in regular education settings in School District 8 - Kootenay Lake.
- Develop and implement competency-based individual education plans for all students with 1701 designations.



# Aboriginal Education

## Current and Ideal State

School District 8 - Kootenay Lake Aboriginal Education Department (ABED) is committed to equity for Indigenous learners, in response to Canada's Truth & Reconciliation Calls to Action, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and Missing Murdered Indigenous Women and Girls Calls to Justice. ABED supports self-identified students with individual needs as they arise.

We are committed to continuing to work together on the journey of Reconciliation as we lead from an equity perspective, supporting all self-identified Aboriginal students on pathways to graduation. Our current state is posted below and our ideal state is 100% graduation for all.

## Future Goals and Success Measures

Continuing with the four goals of the original Enhancement Agreement, the vision for ABED is a shared responsibility, as we collectively strive toward a more enriched learning environment focusing on the following goals for Aboriginal learners:

### Belonging

Enhancing Aboriginal students sense of belonging, pride and identity;

### Success

Addressing the achievement/opportunity gap for all Aboriginal learners;

### Connections

Improving connections between Aboriginal students, families, communities and schools and

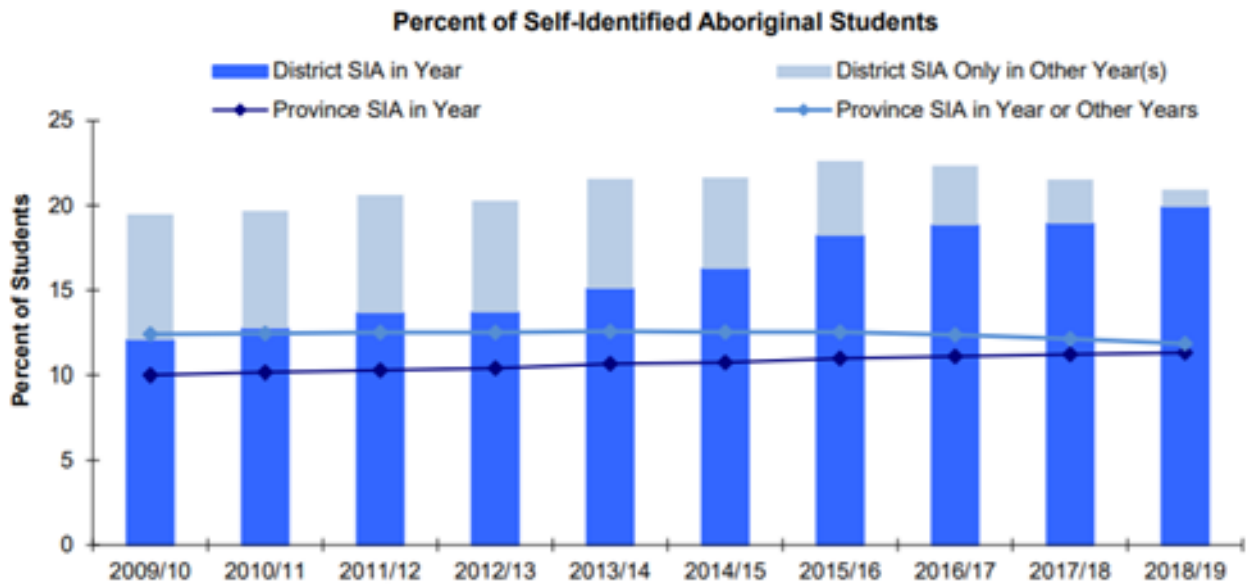
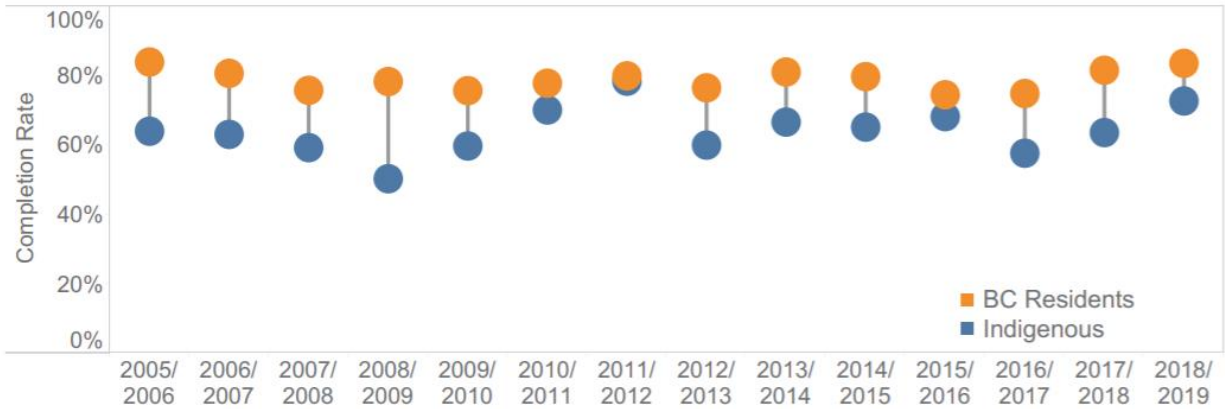
### Awareness

Improving awareness of history, culture, and diversity inside Aboriginal Canada and the local lands.

Aboriginal Education honours students at the centre of our learning circle. Aboriginal Education looks forward to further community engagement and consultation as we continue to do this important work with good hearts and in a good way. We are excited and eager to continue the work of Reconciliation as we also support the integration of the First Peoples' Principles of Learning into the culture and climate of School District 8 as well as all classrooms K-12.



## Completion Rates Over Time for Indigenous and All Students



**Note:**

"SIA in Year" - the student self-identified as Aboriginal in this year

"SIA Only in Other Year(s)" - the student did not self-identify as Aboriginal in this year, but did so in at least 1 other year

"Never SIA" - the student did not self-identify as Aboriginal in this year or any other

## Students with Aboriginal Ancestry

For 2018/19, the six-year completion rate for students with Aboriginal ancestry has risen to 74%, up from 58% in 2016/17. Our school district is moving in the right direction with graduation pathways for Aboriginal students.

A closer look at the Provincial data indicates that self-identified Aboriginal students are increasing in School District 8 - Kootenay Lake. For example, in the 2009/10 school year, there were 658 self-identified students, compared to 985 in 2018/19. This is a rise of 8% over 10 years, which is significant in a district of 5,000 students. About 20% of students in School District 8 - Kootenay Lake, are Aboriginal.

### Future Goals and Success Measures

- To improve six-year completion rates for students with Aboriginal ancestry.
- To close the academic achievement gap between Aboriginal and non-Aboriginal learners.

## English Language Learners (ELL)

### Current and Ideal State

English Language Learner enrolment is steadily rising in School District 8 - Kootenay Lake. The cohort numbers for students receiving ELL services and supports, as identified on our 1701 submissions, over a four-year period has increased significantly. We see growing numbers of ELL students in all our communities due to the number of Refugee Sponsor Programs in our area, Work/Study Permit holders taking advantage of options, and a growing number of new Canadians moving from the lower mainland looking for more affordable living.

This year, students identified as requiring ELL supplemental assistance were supported within a variety of learning settings, including individual, small group, and in-class settings and with a variety of school-based staff.

Year	District Cohort Numbers
2015/2016	31
2016/2017	31
2017/2018	42
2018/2019	57

### Future Goals and Success Measures

- Our goal for ELL students is to have 100% graduation success.
- We are pleased in recent years to have an 80% success rate, and we endeavour to improve success rates to 85% rate for the 2019/2020 school year.
- Create district-wide professional development opportunities for ELL support teachers and school administration.
- Create a district-wide database to house resources and forms for ELL staff.



# International Education

## Current and Ideal State

School District 8 - Kootenay Lake has had a long history of welcoming international students into our District. This has been supported through a district international team that manages all aspects, including recruiting, homestay and accounting. The International Program supports the School District 8 - Kootenay Lake Board of Education goals through the development of intercultural competencies, cultural exposure and inclusion.

Student numbers are strongly connected to global events and the economies of countries of origin. There is a need to continue to build relationships with growing international markets and agents.

The International Program will continue to develop educational opportunities for local and international students and staff. The development of cultural celebrations and awareness training, dual track intercultural course options with the local colleges and the creation of professional development opportunities for cultural sensitivity and ELL pedagogy will assist teachers, schools and communities to be ready to support the diverse needs of international students.

Country	2015/2016	2016/2017	2017/2018	2018-2019
Argentina	0	0	0	0.03
Australia	0	0	0	0.2
Austria	0.5	0.5	1	0.5
Brazil	1.5	0.91	0.49	0.48
Chile	0.2	0.4	0.3	0.5
Germany	17.2	19	14.5	21.1
Italy	0	0	1.53	0.5
Japan	7	14.3	23.5	13
Mexico	3	3.5	1.4	2.9
People's Republic of China	11	12	19.4	16.6
Republic of Korea	18	10.7	15.2	19.1
Russia	0	0	0.3	0
Spain	5.2	5.2	8.2	12.9
Sweden	0	0	0	0
Switzerland	1	0	0	1
Ukraine	1	0	0	0
United States	0	0	0.6	0.55
<b>TOTAL FTE</b>	<b>65.6</b>	<b>66.51</b>	<b>86.42</b>	<b>89.36</b>

## Future Goals and Success Measures

- Update School District 8 - Kootenay Lake marketing material.
- Support the transition of a new District Principal and team.
- Grow global partnerships and explore additional opportunities.
- Student achievement is strongly connected to staff intercultural awareness and inclusion. An understanding of anti-racism, diversity and equity is essential and will always be a goal. School District 8 - Kootenay Lake continues to work with its staff and with partner groups in the community to develop cultural awareness and connections.

# 2018-2019 FSA Data

## Elementary:

### Reading

School District 8 - Kootenay Lake data indicates that approximately 40% of our Grades 1-3 students are vulnerable in the acquisition of basic literacy skills.

Regarding our Foundation Skills Assessment (FSA) data for reading, our results indicate a slight decrease for our Grade 4's compared to last year's results. In contrast, our Grade 7 data, compared to last year's data, has seen an increase in both the participation rates and the overall number of students who are on track/ exceeding.

### Future Goals and Success Measures

- As a district, we recognize that there is a specific need for targeting literacy skills for our primary and intermediate students. We are developing a "Literacy Coherence" initiative that will focus on developing the capacity of our staff in order to support our primary and intermediate aged learners in literacy.
- We will be working with renowned BC literacy educators: Faye Brownlie, Adrienne Gear, and Donna Kozak, to support both our primary and intermediate teachers. The focus will be on developing tools for district-wide support such as literacy assessments at the primary and intermediate levels along with literacy toolkits for primary teachers and in-class support from District itinerant staff.
- In addition, through a strengths-based approach, teachers will be able to align their instruction to best support the needs of all learners.

### Writing

In writing, our FSA results for both Grade 4 and 7 students have remained strong, showing a steady improvement over the last 3 years. The majority of our students who participate in the FSA's are on track/ exceeding expectations. We will continue to focus on supporting our teachers through offering ongoing professional development and resources for teachers. We will also encourage stronger participation from our students.

### Future Goals and Success Measures

- Improve our Grade 1-3 literacy success by 2%.
- Improve our Grade 4 and 7 reading comprehension by 2%.

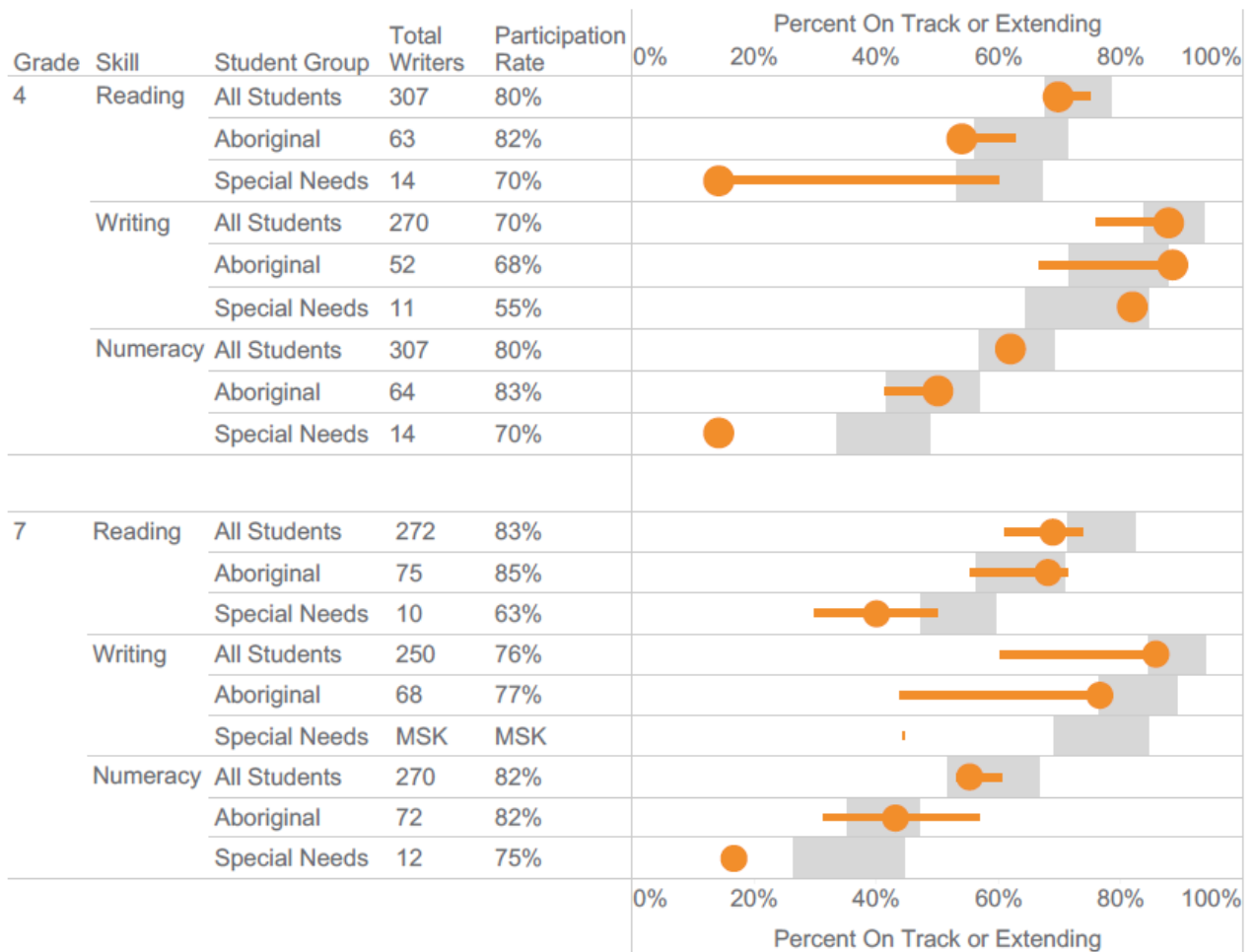
## Numeracy

Our FSA results for both Grade 4 and Grade 7 numeracy show that our district rates of children who are on track and/or exceeding needs improvement. We look forward to our continued focus on supporting our staff in their initiatives designed to collaborate, share best practices, and support numeracy success for all our learners.

Through our district **Focus.Learn.Excel** initiative School District 8 - Kootenay Lake has provided a strong focus on professional learning and numeracy resources for teachers. This year we provided a series of workshops for intermediate, middle school and secondary teachers, facilitated by renowned BC educators Peter Liljedahl and Carole Fullerton. In addition, a dedicated group of teachers collaborated regularly after school to share numeracy resources, strategies and promising practices with one another. Numeracy resources for elementary schools were also purchased.

### Future Goals and Success Measures

- Improve our numeracy rates for both Grade 4 and 7 by 2%.





## Secondary:

### Grade 10 Numeracy Assessment 2018/2019

#### Numeracy Assessment - 2018/19

008 - Kootenay Lake

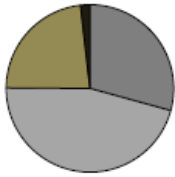
#### Writers by Subpopulation

	#	%	Last Known Grade		
			Gr 10	Gr 11	Other
<b>Total Writers</b>	<b>338</b>	<b>100%</b>	<b>124</b>	<b>95</b>	<b>119</b>
Female	167	49%	60	39	68
Male	171	51%	64	56	51
Indigenous	81	24%	31	18	32
Non Indigenous	257	76%	93	77	87
ELL	1	0%	1	0	0
Special Needs*	40	12%	13	10	17


#### First-time Grade 10 Participation by Subpopulation


	First-time Grade 10 Students	Writers	%
<b>All Students</b>	<b>405</b>	<b>109</b>	<b>26.9</b>
Female	189	52	27.5
Male	216	57	26.4
Indigenous	94	27	28.7
Non Indigenous	311	82	26.4
ELL	2	1	50
Special Needs*	46	12	26.1


#### Results




	Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%
<b>Writers Only</b>	<b>99</b>	<b>29.3</b>	<b>155</b>	<b>45.9</b>	<b>78</b>	<b>23.1</b>	<b>6</b>	<b>1.8</b>
Female	52	31.1	69	41.3	44	26.3	2	1.2
Male	47	27.5	86	50.3	34	19.9	4	2.3
Indigenous	27	33.3	42	51.9	11	13.6	1	1.2
Non Indigenous	72	28	113	44	67	26.1	5	1.9
ELL	1	100	0	0	0	0	0	0
Special Needs*	18	45	15	37.5	7	17.5	0	0

 Emerging

 Developing

 Proficient

 Extending

\*Note: Special Needs includes all students identified in 11 categories (ie. excludes gifted)

## Other Student Supports

### Early Learning

#### Current and Ideal State

This year we were able to support our kindergarten learners and their teachers with Educational Assistant support in each Kindergarten classroom. School District 8 - Kootenay Lake also supported primary teachers and education assistants to attend district, regional and provincial professional learning opportunities. For example, 9 elementary school teams attended the Joyful Literacy Conference. School District 8 - Kootenay Lake also had staff representation at regional and provincial early learning initiatives such as “Changing Results for Young Children” and “Strengthening Early Years Wisdom”. In addition, we provided collaboration time for Kindergarten teachers.

For our preschool aged children and families School District 8 - Kootenay Lake offered programming and resources for families through provincial Ready, Set, Learn funding as well as our StrongStart Outreach programs in each Family of Schools. We also supported smooth transitions for incoming Kindergarten students and their families by hosting “Transition to Kindergarten” open houses in each elementary school along with a Kindergarten brochure for children and families.

#### Future Goals and Success Measures

- Education Assistant support in Kindergarten classrooms and primary classrooms.
- Targeted professional learning opportunities for primary teachers with a focus on literacy, numeracy and the Early Learning Framework.
- Focus on District partnerships with community programs and Early Childhood Educators to support local initiatives and transition to Kindergarten for children and families.
- Establish additional StrongStart Outreach Program locations.
- Establish “Roots of Empathy” programs and support the training of School District 8 - Kootenay Lake staff as facilitators.

### French Language and Immersion

#### Current and Ideal State

School District 8 Kootenay Lake has a vibrant French Immersion program offered to students in Grades 6-12. Students who are in the French Immersion program have the opportunity to participate in many cultural events such as French Café and Carnaval. Service learning projects are at the heart of the program with multiple opportunities to give back to the community. School District 8 - Kootenay Lake also offers Core French in all schools beginning in Grade 5.

#### Future Goals and Success Measures

- Explore the possibility of offering Late French Immersion in the Creston Family of Schools.
- Continue to build staff capacity in the Core French and Late French Immersion programs.

## Trades Based Programs

### Current and Ideal State

School District 8 - Kootenay Lake Youth Trades department gives students the opportunity to start a rewarding career path while they are completing secondary school. In doing so, students have the ability to start their trades training without incurring significant debt that they may have to carry for many years. Once completed, students can more easily transition into in-demand careers and establish a secure financial future for themselves.

For the coming years, School District 8 - Kootenay Lake Youth Trades is aiming to connect with local employers and to work together with them to expand student work experience opportunities and transitions into the workplace. With the continual expansion of participation in foundation programs, Youth Trades is helping students take the first steps towards rewarding and successful careers.

### Future Goals and Success Measures

- School District 8 - Kootenay Lake will continue to grow its trades programs, including the Trades Sampler program and the Youth Train in Trades program.

## Physical Literacy

### Current and Ideal State

This year 17 schools received \$48, 750.00 of funding from the Columbia Basin Trust to support physical literacy initiatives and student activities including downhill skiing, X-country skiing, snowshoeing, swimming lessons, archery, track and field, tennis, judo and dance lessons.

School District 8 - Kootenay Lake also contracted a technician to inspect, service and repair exercise equipment in our school gymnasiums.

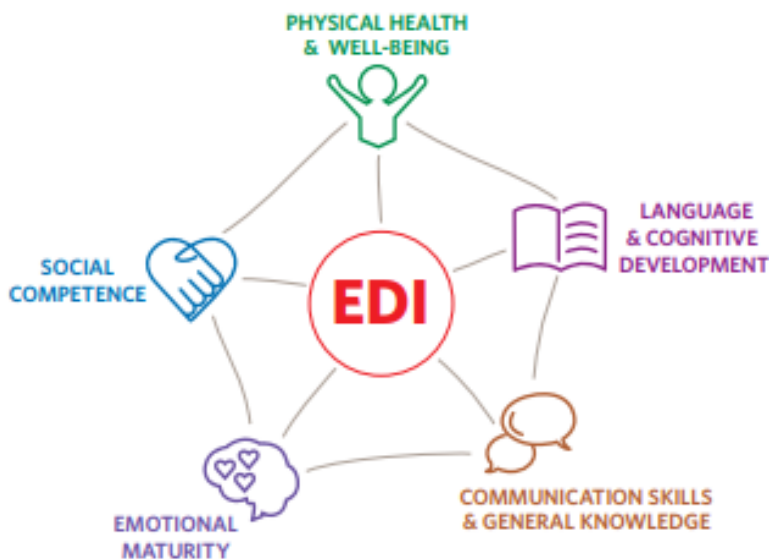
Over 60 teachers signed up for the “Take Me Outside Challenge”. This initiative supports teachers who wish to incorporate place-based learning activities within their local community and provides nature-based activities for students.

### Future Goals and Success Measures

- To continue to develop opportunities for staff and students to connect with their local community to incorporate place-conscious learning into their curricular goals for students.

# Human and Social Development

FIGURE 3. THE FIVE SCALES OF THE EDI



## Early Development Instrument (EDI)

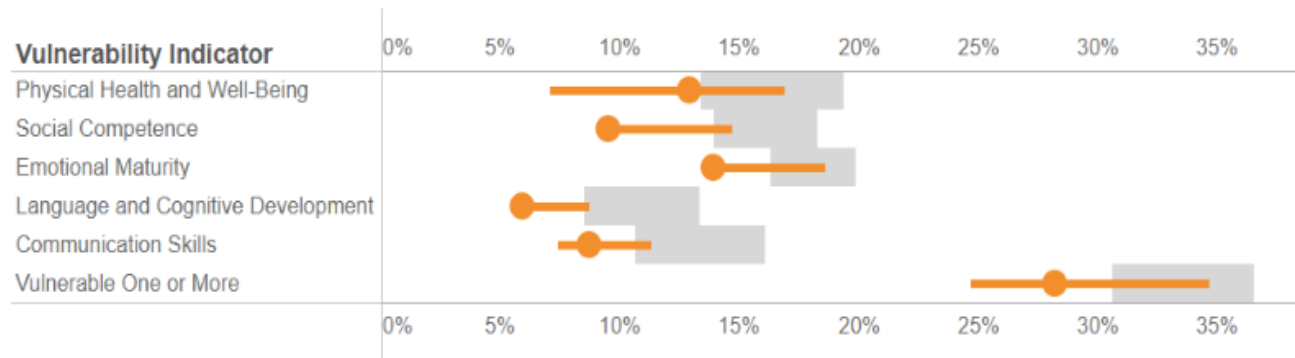
The Early Development Instrument (EDI) is a short questionnaire developed by the UBC-Human Early Learning Partnership. The data is collected by Kindergarten teachers once in every 3 years. We use the EDI to measure 5 core areas of early childhood development: physical health and well-being, social competence, emotional maturity, language and cognitive development, and communication skills. Our most recent District results indicate that overall we have fewer children who are vulnerable (28%) compared to the provincial average (33.4%). This is a 7% improvement over our 2015-16 EDI results.

In addition, while our children are well above the provincial average in their language and cognitive development and their communication skills, our highest areas of vulnerability are in our kindergarten children's emotional maturity and physical health and well-being. It is also worth noting that the children in our Creston Family of Schools have lower levels of vulnerability in 4 of the 5 domains.

Next year our early learning supports will specifically target our Kindergarten and Grade 1 children in providing classroom support and building capacity in our teachers and educational assistants who are working with our primary-aged learners.

## Characteristics of Kindergarten Students Entering School

- 277** Total number of students assessed (2016/17 - 2018/19)
- Typical range across B.C. (middle 50% of districts)
- Selected district's most recent results (2016/17 - 2018/19)
- Range of district's results over time (2007/08 - 2018/19)



## Future Goals and Success Measures

- Focus on providing collaborative opportunities for Kindergarten teachers, community child care providers and Early Childhood Educators in order to share tools and strategies to support smooth kindergarten transitions and the social emotional development of our kindergarten learners.
- Focus on providing supports to Kindergarten classrooms to ensure the success for all learners.

# Middle Years Development Instrument (MDI)

## Grade 4



**Thriving**  
Children who are reporting positive responses on at least 4 of the 5 measures of well-being.

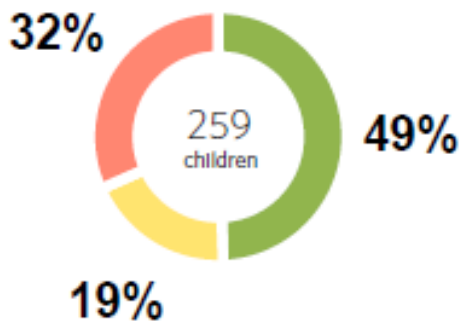


**Medium to High Well-Being**  
Children who are reporting no negative responses, but fewer than 4 positive responses.

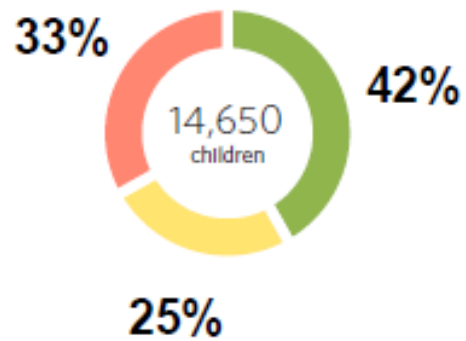


**Low Well-Being**  
Children who are reporting negative responses on at least 1 measure of well-being.

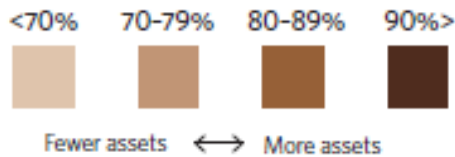
Kootenay Lake (SD8)



All Participating Districts



Percentage of children reporting the presence of assets in their lives:



Kootenay Lake (SD8)



All Participating Districts



Number of children: 259

Percentage of children who reported:



\* The average for all districts participating in the 2017/18 MDI represents 14,650 children, including those from your district. See page 9 for a list of participating districts.

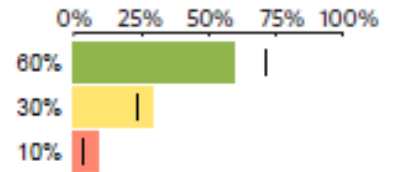


*For younger students during elementary and middle school years, a nurturing and caring relationship with a classroom teacher is vital. Connections with warm and accepting teachers enhance emotional well-being, increase motivation, engagement, and success in school for children in early adolescence. They are also buffers for children who are experiencing mental health problems (Oberle, 2018).*

## CONNECTEDNESS WITH ADULTS

### ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g. "At my school there is an adult who believes I will be a success."



### ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g. "In my neighbourhood/community there is an adult who really cares about me."



### ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g. "In my home there is a parent or other adult who listens to me when I have something to say."



## NUMBER OF IMPORTANT ADULTS AT SCHOOL



# Middle Years Development Instrument (MDI)...

## Grade 7



### Thriving

Children who are reporting positive responses on at least 4 of the 5 measures of well-being.



### Medium to High Well-Being

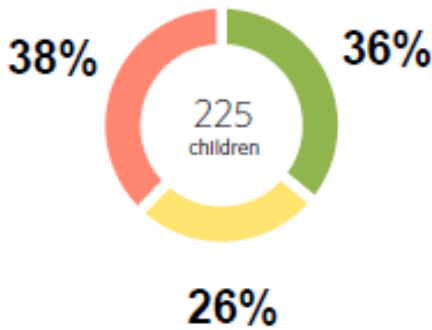
Children who are reporting no negative responses, but fewer than 4 positive responses.



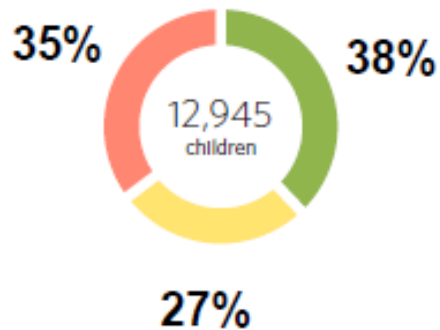
### Low Well-Being

Children who are reporting negative responses on at least 1 measure of well-being.

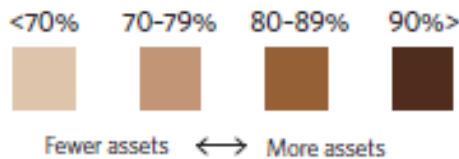
Kootenay Lake (SD8)



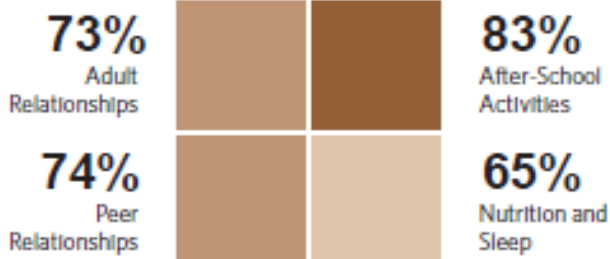
All Participating Districts



Percentage of children reporting the presence of assets in their lives:



Kootenay Lake (SD8)



All Participating Districts





The Middle Years Development Instrument (MDI) is a voluntary self-report questionnaire completed by our students in Grade 4 and Grade 7. It is conducted once in every 3 years. It asks students how they think and feel about their experiences both inside and outside of school. Both the Grade 4 and the Grade 7 questionnaires include questions related to the five areas of development that are strongly linked to well-being, health, and academic achievement. Our most recent MDI data, from the 2017-18 school year, indicated that 70% of our Grade 4's and 69% of our Grade 7 students participated in the MDI.

The Well-being Index is part of the MDI and combines five measures relating to children's physical, health and social and emotional development that are of critical importance during the middle years: optimism, happiness, self-esteem, absence of sadness, and general health. Scores from all five of these measures are combined to correspond to three categories of well-being: "Thriving", "Medium to High Well-being", "Low Well-being". This indicator provides a holistic summary of children's mental and physical health.

68% of Grade 4 students reported having a medium to high/thriving sense of well-being. Our School District 8 - Kootenay Lake results are directly in line with the provincial average in this area. Of particular note, 89% of our Grade 4's report eating breakfast every day and their overall general health is higher than the provincial average. In addition, our children self report that overall they have a positive self-concept, as reflected in the "absence of sadness and absence of worries" domains. Our students do report that their overall connectedness to adults at their school is significantly low (64%) compared to the provincial average (76%).

In our Creston Family of Schools, 51% of Grade 4 students self-report a low sense of well-being. They also indicate a lack of adequate sleep and nutrition, as well as a decreased level of peer relationships. We recognize this discrepancy and with our District itinerant staff we will work towards lessening the gap in our District.

62% of Grade 7's reported having a medium to high/thriving sense of well-being. This is slightly below the provincial average.

The Assets Index portion of the MDI indicates four key assets that help to promote children's positive development and well-being. Assets are positive experiences, relationships or behaviours present in children's lives. Our District MDI results for both Grades 4 and 7 indicated that School District 8 - Kootenay Lake needs to focus on supporting our children in making good choices in nutrition and sleep. We also need to support opportunities for positive peer relationships for our Grade 7 students.

### Future Goals and Success Measures

- Encourage stronger participation from both our Grade 4 and Grade 7 students for the next MDI wave.
- Increase connectivity between students and adults at school.
- Focus on supporting our children in making good choices in nutrition and sleep habits.
- Foster opportunities for positive peer relationships.

## Peer Tutoring

During the 2018-19 school year, approximately 100 secondary students were able to enroll and receive credit in a Peer Tutoring course, at the grade 10, 11, or 12 level. Under the direction of a teacher they were taught necessary skills needed to support their peers in a variety of educational settings.

## Mental Health and Wellness

During the 2018/19 academic year School District 8 - Kootenay Lake Mental Health and Wellness priorities centered on the theme of Mental Health Literacy. Trained school district facilitators comprised of a school psychologist, elementary counsellor and secondary counsellor offered full day workshops, parent PAC sessions, a Student Voice presentation, classroom presentations targeted at both elementary and secondary students. School District 8 - Kootenay Lake expanded capacity building opportunities for elementary counsellors as leaders of mental health and wellness in their schools which centered on practical tools and strategies for classroom teachers in supporting the needs of their students.

School District 8 - Kootenay Lake recognizes the importance of partnerships with outside agencies which includes Ministry of Child and Family Development (MCFD) and community organizations who together offer support and services to our most vulnerable students and families. A significant portion of our Community LINKS funds support the financial needs of these partnerships. In collaboration with Child and Youth Mental Health (CYMH) and School District 8 - Kootenay Lake the services of a trained Mental Health Clinician were offered on site at three schools including elementary, middle and secondary.

Feedback was gathered through post workshop surveys and the annual Student Symposium which provided valuable data informing the Board of Education on the priorities voiced by staff, students and parents. These priorities were presented in the Superintendent's Recommendations for the proposed 2018/19 preliminary budget which included the proposal for a Coordinator of School Mental Health and Addictions. This position will continue to build on our efforts of Mental Health Literacy to help support prevention, early recognition and intervention and reduction of stigma associated with mental illness.

### Future Goals and Success Measures

- Feedback from our annual Student Symposium indicated that a Mental Health Coordinator is needed to support students, staff and families.
- Focus on building staff capacity in mental fitness and social-emotional learning to support our learners and families.
- Hire a Safe Schools Manager to support the provincial ERASE strategy and to support students, staff and families.

## HUB in Creston at Prince Charles Secondary School

The HUB intends to provide more immediate and responsive support to students who are struggling with social/affective behaviours and mental health challenges that are negatively impacting their lives. Initially, the HUB will be open and staffed by two people with specifically trained skill sets: a Child and Youth Mental Health worker and a medical professional -- alternately a public health nurse one day and a physician the next. With the in-kind support of School District 8 - Kootenay Lake Operations, and the financial support from Gleaners Society in Creston, we have a designated medical examination room on site and a refurbished Counselling area to serve students.

The HUB is supported by a broad and inclusive collection of agencies and individuals, as follows: Interior Health, Valley Community Services, East Kootenay Mental Health, College of the Rockies, local doctors, a Public Health nurse and School District 8 Kootenay Lake.

## REACH

REACH is a School District 8 - Kootenay Lake alternate program that supports students who have become disengaged from the educational system and who require specialized school and program placement at the secondary level. Students may have any of the following in their profile: trauma, significant attendance or achievement gaps, substance abuse issues, and/or socio-emotional challenges.

REACH provides students with a small class-size environment that includes additional supports to ensure a high level of academic rigor and student accountability. Using a strengths-based approach, staff employ a variety of instructional methods designed to engage reluctant learners and meet the individual educational needs of each student.

Students work from an Individual Education Plan (IEP) and/or Student Learning Plan (SLP) that is co-developed with parents/guardians and program staff to address the academic, behavioural, social-emotional and/or mental health profile of each student. The foundation of alternative programs is the positive, mutually respectful relationship between students and the program's staff.



## Sequoia

The Sequoia Learning Centre is under the umbrella of Mount Sentinel Secondary and operates as a Type 3 facility. Sequoia provides a flexible, personalized and supportive learning environment that is designed to meet the needs of students who are perhaps not finding success in a more traditional school. Sequoia students are expected to meet all the usual graduation requirements and also regularly take specialty courses (ie. Mechanics) at Mount Sentinel. Counselling services are available for all students in School District 8 - Kootenay Lake.

School counselling services provide a continuum of services to support the educational, social, emotional, behavioural and mental health needs of students. The centre has a full time Youth and Family worker as well as a strong dedicated team of professionals from outside the school system. Sequoia's connections include but are not limited to the following: Ankors (Sexual Health), Interior Health Authority, Freedom Quest (Drug Harm Reduction), Art Therapy, and Ministry of Child and Family Development.

Sequoia has a maximum capacity of 15 students. Over the past 5 years, the program has enrolled 47 students. Approximately 70% of the students have either graduated or are on track to graduate. Students in the program also engage in a variety of outdoor activities including skiing, hiking, paddling and rock climbing.

## Student Trustees

School District 8 - Kootenay Lake values the importance of student leadership and the contribution our students make to the learning process. 2018-2019 was our first year having Student Trustees. They will serve a two-year term beginning in their Grade eleven year.

Student Trustees are non-voting members of the Board who provide a student perspective on matters before the Board. Student Trustees are encouraged to communicate regularly with students about the activities of the Board and to gather student input about upcoming issues facing the Board. They are expected to present a Student Trustee report at regular Board meetings. During our first year, we had seven Student Trustees.

### Future Goals and Success Measures

- Our goal is to have two Student Trustees from each high school next year.
- Elected Trustees will act as mentors for the Student Trustees which includes orientation to their roles and expectations.

## Student Symposium

The Student Symposium is held annually for Grades 5-12 featuring approximately 150 students from across the district. The purpose is to come together in the spirit of education, youth, and community and hear and “listen to” student voices.

- Visioning for the future of all our schools

### Community of practice engaged in the theory of change through the three principles:

- Equity - Inequity and equity is structural
- Symmetry - Student and adult learning is symmetrical
- Emergence - Leadership accelerates emergence

Each year, the theme rotates and is tied to one of three working formal committees (education, policy and governance, operations and facilities). In 2018-2019, the theme asked the question: “If learning is the story of who we are, how do we make this visible?”

### Provided students with an opportunity to respond in detail to the following:

- What might this mean to you?
- Why is this important?
- What would this look like back at your school?

### Future Goals and Success Measures

Two common themes in the symposium and the response included:

1. Increased need for mental health awareness, education and support - New Coordinator of Mental Health and Addictions
2. Positive changes for our environment - “School District 8 Goes Green” district wide initiatives

To ensure we continue to meet the needs of our students, we must always seek, review, and implement their feedback.

## Professional Learning

Through our focus on diversity, equity and inclusion, School District 8 - Kootenay Lake offers extensive professional learning for all staff. In particular, our focus aligns with our Board of Education goals focusing on literacy, numeracy, indigenization and inclusion. During the 2018-19 year, we hosted 105 workshops for primary, intermediate and secondary teachers. We were involved in 4 Provincial projects and 41 District and Regional projects, including 19 School District 8 curriculum projects that directly aligned with our Board of Education goals.

## Leadership Development

School District 8 - Kootenay Lake offers leadership development opportunities for all staff. We have a mentoring program for Principals and Vice Principals (PVP) who are new to administration, as well as for PVP who have been administrators for up to 7 years. This year, the School District 8 - Kootenay Lake Aspiring Leaders Program had 11 teachers in year one of the program. School District 8 - Kootenay Lake also offers support for teachers and administrators to attend leadership programs such as the BCPVPA Short Course Level 1 and 2, and a myriad of provincial and global conferences. School District 8 - Kootenay Lake also hosts teacher candidates from the University of British Columbia and the University of Victoria. This year we had 31 teacher candidates who are being mentored by School District 8 - Kootenay Lake teachers. We also hosted 12 education assistants who completed their practicums in School District 8 - Kootenay Lake schools.





## Superintendent's Concluding Remarks

We wish to thank the Board of Education for School District 8 - Kootenay Lake for their dedication in focusing on excellence for all learners in a nurturing environment. We thank all involved in the creation of our first formal report on our Framework for Enhancing Student Learning. We continue to work hard to improve the trajectory of all our students so they feel supported and connected.

In addition, we wish to acknowledge the hard work of our senior team, Kootenay Lake Teachers' Association (KLTF), CUPE 748, our Kootenay Lake Principals' and Vice-Principals' Association (KLPVPA), our District Parent Advisory Council (DPAC), our school Parent Advisory Councils (PACs), our Student Trustees, and all our exempt staff. We continue to FOCUS LEARN and EXCEL. Most important of all, we would like to thank all our students in School District 8 Kootenay Lake for their dedication and commitment to learning. We are proud of all of you and wish you the very best.



## 2020-2021 BOARD & COMMITTEE MEETINGS SCHEDULES

DATE	TIME	LOCATION	MEETINGS	COMMENT
September 22, 2020	11:00 am – 12:00 pm	Board Office, Nelson	Closed Board Meeting	
	12:30 pm – 4:30 pm	Board Office, Nelson	Committees of the Whole	
	5:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	Audited Financial Statements
October 13, 2020	3:00 pm – 4:30 pm	PCSS, Creston	Closed Board Meeting	Working Session
	5:00 pm – 7:00 pm	PCSS, Creston	Open Board Meeting	
November 10, 2020	12:30 pm – 4:30 pm	Board Office, Nelson	Committees of the Whole	
	5:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	
December 8, 2020	3:00 pm – 4:30 pm	Board Office, Nelson	Closed Board Meeting	Working Session
	5:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	
<i>Winter Break (December 19 – January 3)</i>				
January 12, 2021	3:00 pm – 4:30 pm	Board Office, Nelson	Closed Board Meeting	Working Session: Amended Budget
	5:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	
February 9, 2021	2:00 pm – 3:00 pm	Board Office, Nelson	Closed Board Meeting	Working Session
	2:00 pm – 3:00 pm	Board Office, Nelson	O&F Committee Meeting	
	5:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	
March 9, 2021	12:30 pm – 4:30 pm	Board Office, Nelson	Committees of the Whole	
	5:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	2021-2022 School Calendars
<i>Spring Break (March 13 – 28)</i>				
April 6, 2021	3:00 pm – 4:30 pm	PCSS, Creston	Closed Board Meeting	Working Session
	5:00 pm – 7:00 pm	PCSS, Creston	Open Board Meeting	
May 11, 2021	12:30 pm – 4:30 pm	Board Office, Nelson	Committees of the Whole	
	5:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	2021-2022 Budget
June 15, 2021	3:00 pm – 4:30 pm	Board Office, Nelson	Closed Board Meeting	Working Session
	5:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	
<i>Summer Break</i>				