**MEETING OF THE BOARD HELD IN PUBLIC**
**AGENDA**
**TUESDAY, JANUARY 18, 2022**
**5:00 PM (PT) – 7:00 PM (PT) / 6:00 PM (MT) – 8:00 PM (MT)**
In person: School Board Office – 811 Stanley Street, Nelson, BC
Via video conference: Zoom - Meeting ID: 611 8378 2337 – Password: 316245
*Due to COVID-19 public attendance is only available via zoom*

1. **Call to Order**

2. **Acknowledgement of Aboriginal Territory**

   *We acknowledge, respect and honour 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. **Changes to the Proposed Agenda**

4. **Adoption of Agenda**

   **Proposed Resolution:**

   **THAT** the Agenda for this January 18, 2022 meeting **BE ADOPTED**, as circulated.

5. **Receiving Presentations** – Nil

6. **Comments or Questions from the Public regarding items on this Agenda**

7. **Consent Package** (p. 3)                                                    App. 7

8. **Adoption of Minutes** (p. 17)                                               App. 8

   **Proposed Resolutions:**

   **THAT** the minutes from the December 7, 2021 Meeting of the Board held in public **BE ADOPTED.**

9. **Future and Action Item Tracking** (p. 23)                                   App. 9

10. **Education**

    A. COVID-19 Update – Superintendent (p. 26)                                 App. 10A

    B. Aboriginal Education Report – Superintendent (p. 28)                     App. 10B

    C. Kindergarten Registration - Superintendent (p. 83)                      App. 10C

    D. Provincial Online Learning School – Superintendent (p. 85)             App. 10D

    **Proposed Resolution:**

    **THAT**, if selected by the Ministry of Education to operate a Provincial Online Learning School, the signing of a Memorandum of Understanding and a three-year agreement with the Minister of Education to operate the school, **BE APPROVED**.

## 11. Operations and Finance

    A.   <u>2022-2023 Budget Development Process & Schedule</u> – Secretary-Treasurer (p. 100)    App. 11B

    B.   <u>2021-2022 Budget Update</u> – Secretary-Treasurer

## 12. Governance and Policy

> *For the election of the BCPSEA Alternative Representative, the process will be:*
>
> - *Call for Nominations 1$^{st}$, 2$^{nd}$, 3$^{rd}$ time;*
> - *Confirmation of each Nominee that they accept their nomination;*
> - *Nominees invited to provide brief statement; and*
> - *Vote by secret ballot (if there is more than one nominee).*

    A.   <u>Election of BCPSEA Alternative Representatives</u> – Chair

    B.   <u>Destruction of Ballots (if there is a secret ballot vote held)</u>

    **Proposed Resolution:**

    **THAT** the ballots for the selection of School District No. 8 (Kootenay Lake) BCPSEA Provincial Council Meeting Representative Alternate, **BE DESTROYED.**

## 13. Human Resources

## 14. Trustee Reports

    A.   <u>Trustees</u>

    B.   <u>Chair</u>

    C.   <u>BCSTA</u>

    D.   <u>BCPSEA</u>

    E.   <u>RDCK</u>

    F.   <u>Other Committees</u> (p. 103)    App. 14F

    G.   <u>Student Trustees</u>

## 15. Comments or Questions from the Public

## 16. Meeting Schedule and Reminders (p. 116)    App. 16

    A.   <u>Board Meetings</u>

    The next Open meeting is scheduled for February 15, 2022.

## 17. Adjournment of Meeting

**SCHOOL DISTRICT 8 KOOTENAY LAKE**

**CONSENT PACKAGE – REGULAR OPEN**

**JANUARY 18, 2022**

**ITEM**

*The following Consent items are routine items received for information.*

1. Board Correspondence Package            p.

2. Superintendent's Report December

3. Financial Report for the period ended December 31, 2022      Handout

4. Statement of Financial Information (SOFI) Report

5. Transactions over 10k            p.

6. French Advisory Committee Minutes – October 18, 2021 Meeting    p.

**SCHOOL DISTRICT 8 KOOTENAY LAKE**

**BOARD CORRESPONDENCE PACKAGE**

**JANUARY 18, 2022**

| ITEM | | DATE |
|---|---|---|
| 1. | Board of Education to A. Gribbin relative to Nov 23 Public Board Meeting | December 7, 2021 |
| 2. | K. Wray to Board of Education relative to the PCSS re-naming | December 8, 2021 |
| 3. | R. Watt to Board of Education relative to Essential Wellness Supports for Students | December 15, 2021 |

December 4, 2021

Trustee Gribbin,

Re: Board Meeting Held in Public November 23, 2021

I am writing regarding your conduct at the meeting of the Board of Education held in public on November 23, 2021. There is a critical trust invested in the Board and we are dedicated to governing the affairs and business of the School District with integrity and in a fair, respectful, and professional manner.

As has been mentioned previously in several reprimands to you, the Board's Trustee Conduct and Code of Ethics Policy 130 sets out commitments that govern the actions of all Trustees, which promote the integrity and accountability of Trustees for their conduct. It is expected that all trustees of the Board will follow this policy.

On November 23, 2021, you engaged in behaviour not aligned with the Trustee Conduct, using inaccurate and inflammatory language which undermines the Board's reputation, and the public's confidence in public education in School District No. 8 (Kootenay Lake).

In the November 23 meeting, the Board was discussing amendments to the Trustee Code of Conduct. You were of course fully entitled to express strong disagreement with the provisions of the Code, and in particular to articulate your concerns regarding the use of the Code in cases where sanctions are imposed by a bare majority of trustees.

However, as has been the case in the past, the manner in which you chose to express these views was not consistent with our Code of Conduct or the behavior we are expected to model as trustees of a public school district.

Specifically, you referred to "secret" Board meetings. The Board cannot, and does not, have secret meetings. There are closed meetings, which is consistent with the *School Act*, and Board policy. Minutes are required to be kept, and the suggestion that the Board engages in meetings which are not contemplated by the *Act* undermines public confidence and has no basis infact.

Your statements that the Board's passage of the Code represented anti-democratic behavior which could be compared to the actions of former President Trump in seeking to undo the U.S. election is another example of inflammatory and unnecessary rhetoric which damages the reputation of the Board.

In addition, you had several opportunities to the Board's working session to bring up your points with the Board. Instead, you waited until a public Board meeting to state your points in manner and tone that undermined the integrity of the Board and your colleagues.

All trustees are expected to execute their duties in a professional and respectful manner that does not denigrate the office of School Trustee. It is the right of any trustee to disagree with any item brought the Board table and explain their position on their points. If points are

stated in a respectful tone, with intention to examine issues critically in good faith, this will strengthen the Board's function. Your use of hyberbole weakens the functioning of the Board.

During the November 23, 2021, Board meeting, three student trustees were in attendance witnessing your behaviour and conduct. The Board strives to be a role model for appropriate and respectful conduct for all members of the community, especially for students. Our expectation is that students and parents express dissent in a manner which does not rely on inflammatory rhetoric. While you were not aware of the presence of student trustees, your behavior should not have been affected by this lack of knowledge. If the manner of your presentation would not appropriate in front of students, it would not be acceptable in their absence.

I once again must insist that you follow Policy 130, Trustee Code of Conduct and Code of Ethics to ensure that the Board enhances confidence in public education, ensures a respectful workplace for staff, and provides role modeling behaviour to students.

Yours truly,

Lenora Trenaman
Board Chair

**Holly Kerr**

| | |
|---|---|
| From: | Kristi Wray <wray51@hotmail.ca> |
| Sent: | Wednesday, December 8, 2021 9:21 AM |
| To: | Board of Education |
| Subject: | Name Change |

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good Morning,

I understand you took a vote on the name change from PCSS, To CVSS, and now to Kootenay River Secondary School.

I do not feel this name is a representation of our school. This is part of reconciliation maybe, but how does this define us from every other Kootenay, Kootenai, Kootenay's name which again doesn't really define us here in Creston, in fact his also represents Bonnery Ferry and other areas that run along the River, this is a complete misrepresentation of our school in my opinion. This was not public opinion, this was not majority vote and this was exactly what the majority of our school district expected, no matter what the majority vote or voice was you voted however you wanted.

I think you need to reconsider the vote. Parents have bought merchandise, invested in our school and accepted, despite a lot of pushback from the community, this being an unnecessary expenditure of funds for our district. Now we are spending more of our valuable dollars towards more merchandise, logos, emails, etc. I, among others, do not feel that this name represents our community.

One of the reasons for this name change was meant to represent our town, Creston and that there was confusion as to where we were from when we attended tournaments and other events, CVSS represents us clearly and tells others who we are, and this was the majority vote. As I understand, this was voted on by more than 1000 people. How are we to engage the community to be involved with our school when you blatantly ignore their voice.

Kristi Wray
wray51@hotmail.ca
250-826-3255

*[This page has been intentionally left blank.]*

| | |
|---|---|
| **From:** | Trustee Forwards |
| **To:** | SD8 - Trustees |
| **Subject:** | FW: Essential Wellness Supports for Students |
| **Date:** | Wednesday, December 15, 2021 2:48:08 PM |

**From:** Romany WattOsecki <cornfieldmountain@hotmail.com>
**Sent:** Wednesday, December 15, 2021 2:48:02 PM (UTC-08:00) Pacific Time (US & Canada)
**To:** Board of Education <board.education@sd8.bc.ca>
**Cc:** Javier Gonzalez <javier.gonzalez@sd8.bc.ca>; Trish Smillie <Trish.Smillie@sd8.bc.ca>
**Subject:** Essential Wellness Supports for Students

> **CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Members of the Board,  School District No. 8

Re: Essential Services to Students

I am writing as a concerned parent to advocate for a robust system of wellness supports for our students.  With ever increasing demand, all our students need access to a variety of Mental Wellness Supports at school, as well as nutritional support and classroom support programs.

I am dismayed to hear about the cuts to essential student services at LV Rogers School in Nelson that leave our students, especially some of our precarious students even more at risk.  And these are serious risks that some of these students may live with, some life threatening.  Some of these cuts include confidential personal counselling, stress and anxiety management, access to alternative programs and nutritional support to name a few. This is really going backwards.

Both the science and the statistics, let alone our hearts, tell us that supporting all our youth is in the very best interest of us all.  Are the Ministry of Education's initiatives towards Mental Health empty words?  I am starting to think they are when I hear of students who can no longer access the help they need to stay in school and get set up for their personal success.

I would love to hear what the board could do to mandate district-wide as far as Mental Wellness Support initiatives that reach all our diverse students.  I would also love to see the board lead by example and reallocate funds to these essential services.

Thank you,

Sincerely,

Romany Watt

Nelson BC

250.825.4593

cornfieldmountain@hotmail.com

CHEQUE PROCESS NUMBER:    33187

| CHQ/ePAYMT | TY | VENDOR | NAME | | AMOUNT |
|---|---|---|---|---|---|
| 199029 | CH | (   ) 999-0010 | Kootenay Lake Teachers Federation | | 21,822.24 |
| 199033 | CH | (   ) 999-1003 | Municipal Pension Fund | | 22,994.57 |
| 199035 | CH | (   )    -1024 | Receiver General RP0001 | | 411,775.50 |
| 199043 | CH | (   ) 387-1002 | Teachers' Pension Fund | | 685,868.45 |
| | | | | | |
| 47902 | EP | (   ) 731-8121 | BC Teachers Federation | 45,555.53 | 45,555.53 |
| 47903 | EP | (800) 663-9163 | British Columbia Teacher Federation | 87,200.30 | 87,200.30 |
| 47908 | EP | (250) 352-5511 | City Of Nelson | 23,424.60 | 23,424.60 |
| 47919 | EP | (250) 428-5357 | FortisBC-Natural Gas | 41,956.15 | 41,956.15 |
| 47938 | EP | (604) 654-2311 | Pacific Blue Cross | 114,018.77 | 114,018.77 |
| 47940 | EP | (   ) 99-9432 | Province of British Columbia | 107,199.11 | 107,199.11 |
| 47946 | EP | (888) 500-4566 | Ricoh Canada Inc. | 18,006.31 | 18,006.31 |
| 47962 | EP | (416) 974-8475 | The Manufacturers Life Ins Co | 11,941.88 | 11,941.88 |

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                                                                                            1,591,763.41
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CHEQUE PROCESS NUMBER:    33207


CHQ/ePAYMT      TY              VENDOR    NAME                                                         AMOUNT

   199054       CH      (   ) 999-1002   Municipal Pension Fund                                     84,348.26
   199055       CH      (250) 551-4522   Nelson Tiny Houses                                         16,130.63
   199058       CH      (   )    -1023   Receiver General RP0002                                   104,770.77
   199060       CH      (   )    -1025   Receiver General RP0003                                    59,818.71
   199064       CH      (   ) 387-1002   Teachers' Pension Fund                                     33,925.57

    48021       EP      (   )    -1333   Canadian Union Of Public Employees       17,133.06         17,133.06
    48025       EP      (   ) 428-5357   FortisBC Inc.                            16,366.31         16,366.31
    48040       EP      (250) 352-6799   Kootenay Lake Electric Ltd               71,646.23         71,646.23
    48062       EP      (250) 365-5185   Rocky Mountain Energy                    14,343.05         14,343.05
    48072       EP      (888) 997-9901   Superior Propane Inc                     13,806.70         13,806.70
    48078       EP      (250) 352-7588   Trainor Mechanical Contractors Ltd       31,133.60         31,133.60
                                                                                               --------------
                                                                                                  463,422.89
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CHEQUE PROCESS NUMBER:    33224


CHQ/ePAYMT      TY              VENDOR    NAME                                                  AMOUNT

    199075      CH      (   ) 999-0010    Kootenay Lake Teachers Federation              21,600.01
    199082      CH      (   ) 999-1003    Municipal Pension Fund                         23,080.97
    199085      CH      (   )    -1024    Receiver General RP0001                       605,952.29
    199089      CH      (   ) 387-1002    Teachers' Pension Fund                        688,343.13

     48131      EP      (   ) 731-8121    BC Teachers Federation             45,206.05    45,206.05
     48132      EP      (800) 663-9163    British Columbia Teacher Federation 51,107.59   51,107.59
     48150      EP      (877) 272-2012    Dell Financial Services            20,368.03    20,368.03
     48158      EP      (250) 762-9993    Falcon Engineering Ltd             17,633.88    17,633.88
     48196      EP      (604) 654-2311    Pacific Blue Cross                114,719.41   114,719.41
     48201      EP      (888) 500-4566    Ricoh Canada Inc.                  16,438.09    16,438.09
     48211      EP      (604) 251-4343    Staples Professional Inc           10,212.90    10,212.90
     48219      EP      (416) 974-8475    The Manufacturers Life Ins Co      11,940.82    11,940.82
                                                                                       --------------
                                                                                        1,626,603.17
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French Advisory Committee
Minutes
October 18, 2021
1:00 P.M. – 3:00 P.M. (PST)

Zoom Meeting link: https://sd8.zoom.us/j/64899067039?from=addon

Present:
S. Walsh, Trustee
B. Eaton, Director
T. Malloff, District Principal
L. Carriere, Principal
P. Luck, Principal
A. Strachan, Principal
V. Finnie, Teacher
V. Jordan, Teacher
S. Kitch, Teacher
H. Rozee, Techer
N. Lynn, Learning Innovator
Nerine Kleinhans, Creston Parent

Regrets:
T. Smillie, Superintendent
D. Morris, Parent
N. Oberleitner, Parent

1. Call to Order
The meeting was called to order at 1:00 pm.

2. Territory Acknowledgement
"*We acknowledge, respect and honour 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. Adoption of Agenda
The October 18, 2021 French Advisory Committee agenda was approved.

4. Adoption of Minutes
The June 8, 2021 French Advisory committee minutes were approved as amended.

5. Introductions/Welcome
A virtual round table of introductions and welcomes took place.

6. Approval of French Advisory Committee Terms of Reference 2021/2022.
The 2021/2022 French Advisory Committee Terms of Reference were approved as amended.

7. Approval of French Advisory Committee Annual Plan 2021/2022.
The 2021/2022 French Advisory Committee Annual Plan was approved.

8. District Report

a. 2020/2021 Summary & Enrollment Update
District Principal shared a summary of enrollment based on the 2021/2022 1701 report.
Trafalgar French Immersion – 207 students
LV Rogers French Immersion – 85 students

Canyon Lister French Immersion – 18 students

b.       Preliminary Budget 2021/2022
District Principal shared the preliminary 2021/2022 Core French and French Immersion budget.

ACTION: Share with school Principals the final budget numbers once confirmed with the Finance Department.

ACTION: Can the Cultural Funds be put towards trips?  SD8 staff will confirm and provide the committee with an update.

Odyssey Student – supports French language at a school. SD8 has had an Odyssey Student since 2010. This usually goes through a 3-year cycle. The next time SD8 will have a French Odyssey student will be 2023.

ACTION: District Principal will ask if we can have an Odyssey Student every 2 years rather than every 3. Will report back to the committee.

c.       Assessment Working Group Terms of Reference
District Principal shared the DRAFT Assessment Working Group Terms of Reference.

LV Rogers Principal – shared that is this a good start.  More diverse students are entering the French Immersion program. Would like to see continued language program supports for designated students.

The Draft Terms of Reference of the French Immersion Assessment Working Group was approved. We will be asking for working group participation soon.

d.       Late French Immersion Registration Process Draft
District Principal shared the 2021/2022 French Immersion Registration process.

Any students who reside within School District 8 are welcome to register regardless of previous school or catchment.

ACTION: Suggesting leave the registration start date as noted and extending the end date to closer to the end of March.

The registration process and timeline has been approved as amended with respect to a longer timeline.

9.       Program Start up Summary from Schools

a.       Canyon Lister Elementary School
Canyon Teacher – 13 students this year. Many grade 5 students.  The challenge is how to coordinate French speaking and non-French speaking students. Hopefully Covid won't limit us from getting out in the community showcasing the French Immersion program.

b.       Trafalgar Middle School
Trafalgar Teacher – 9 French immersion classes this year. Many grade 6's this year. The year is going really well.

Trafalgar Principal – some classes have been in renovation transitions. All the students are working well and supporting one another.

c.       L.V. Rogers Secondary School

LV Rogers Teacher – the school feels quiet without the grade 9 students. The year in general is going really well so far.

LV Rogers Principal – Looking forward to 45 new FI students next year. Things are going really well.

10.  Update from Canadian Parents for French
NIL

11.  Meeting Schedule 2021-2022 and Reminders – Next meeting: December 7, 2021

12.  Adjournment
The meeting adjourned at 2:59 pm.

**MEETING OF THE BOARD HELD IN PUBLIC – MINUTES**
**HELD ON TUESDAY, DECEMBER 7, 2021**
In person at the School Board Office – 811 Stanley Street, Nelson
and via video conference

| | |
|---|---|
| **Board:** | L. Trenaman, Chair |
| | S. Nazaroff, Vice-Chair |
| | D. Lang *(via video conference)* |
| | S. Chew |
| | S. Walsh |
| | B. Coons *(via video conference)* |
| | A. Gribbin *(via video conference)* |
| | B. Maslechko *(via video conference)* |
| | C. Beebe *(via video conference)* |
| | |
| **District Staff:** | T. Smillie, Superintendent |
| | M. McLellan, Secretary-Treasurer |
| | N. Howald, Director of Information Technology |
| | D. Holitzki, Director of Inclusive Education |
| | C. Singh, Director of Human Resources |
| | B. Eaton, Director if Innovative Leaning |
| | C. Kerr, Director of Operations |
| | N. Lynn, Learning Innovator |
| | T. Malloff, District Principal of Innovative Learning *(via video conference)* |
| | N. Ross, District Principal of Innovative Learning *(via video conference)* |
| | J. Schmidt, District Principal of International Education *(via video conference)* |
| | B. Hamm, Principal CVSS *(via video conference)* |
| | M. Nelson, Vice-Principal CVSS *(via video conference)* |
| | K. Louie, Teacher CVSS *(via video conference)* |
| | |
| **Student Trustees:** | R. Klassen, Creston Valley Secondary School |
| | M. Darby, Creston Valley Secondary School |
| | N. Holland, Mount Sentinel Secondary School |
| | S. Piller, Mount Sentinel Secondary School |
| | L. McKone, Salmo Secondary School |
| | R. Drescher, Salmo Secondary School |
| | Z. Lamoureux, J.V. Humphries Secondary School |
| | A. Troback, J.V. Humphries Secondary School |
| | S. Kitch, L.V. Rogers Secondary School |
| | S. Van Donselaar, L.V. Rogers Secondary School |
| | |
| **Partners:** | C. Wilson, KTLF *(via video conference)* |
| | D. Kunzelman, KTLF *(via video conference)* |
| | R. Sherman, KLPVPA |

| **Guests:** | J. McMurray *(via video conference)* |
| | K. Yates *(via video conference)* |
| | R. Kirby *(via video conference)* |
| | S. McGregor *(via video conference)* |
| | S. Sanford *(via video conference)* |
| | S. Piller *(via video conference)* |
| | Maddy & Reese *(via video conference)* |
| | T. Harper *(via video conference)* |
| | OblongSquare Media *(via video conference)* |

1. **Call to Order**
   The meeting was called to order at 5:14 PM.

2. **Acknowledgement of Aboriginal Territory**
   *We acknowledge, respect and honour 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.*

   The chair welcomed all Student Trustees to their first meeting. The Following student Trustees introduced themselves and shared their reasons for wanting to become a student trustee.

   - Creston Valley Secondary - Reese Klassen and Madeline Darby
   - LV Rogers Secondary – Sam Kitch Sola Van Donselaar
   - JV Humphries – Annabelle Trobak
   - Salmo Secondary – Leilu Laska McKone and Rozlyn Drescher
   - Mount Sentinel Secondary – Natasha Holland and Sage Piller

   The Chair noted that student trustees not in attendance will be introduced at the next meeting.

3. **Changes to the Proposed Agenda**

   Added item 10A: COVID Update – Superintendent

4. **Adoption of Agenda**

   > **UPON** a motion duly made and seconded it was **RESOLVED:**                21/22-016

   > **THAT** the Agenda for this December 7, 2021 meeting **BE ADOPTED**, as amended.

5. **Receiving Presentations** – Nil

6. **Comments or Questions from the Public regarding items on this Agenda** – Nil

7. **Consent Package**

The following questions/comments were made regarding the Listing of Transactions over $10,000 from the consent package, which were answered by staff:

- Last item page 19 – Janet former manager has now come back as a consultant for three months to setup a new Transportation Information System, Traversa, and to aid in transition with new Manager of Transportation
- Page 20 Dell Canada and Dell Financial Services – Invoices are for the provision of the hardware equipment, leasing costs and non-leasing costs for the acquisition of devices.

## 8. Adoption of Minutes

**UPON** a motion duly made and seconded it was **RESOLVED:**                 21/22-017

**THAT** the minutes from the November 23, 2021 Meeting of the Board Meeting held in public **BE**

**ADOPTED.**

## 9. Future and Action Item Tracking – Nil

## 10. Education

### A. COVID Update

The Superintendent reported that the Interior Health order was revoked and that the Distrrict would be now following the Provincial Health Order, which allows Schools to host sporting events. She noted that COVID infections have recently been low in the region, which is similarly reflected in schools.

### B. Fine Arts in SD8

The District Principal of Innovative Learning shared a presentation with respect to Fine Arts in School District 8.

*Trustee Gribbin left the meeting at 5:29 PM.*

*Trustee Gribbin returned to the meeting at 5:39 PM.*

The District Principal of Innovative Learning thanked staff and students from Trafalgar Middle School and Creston Valley Secondary for the opportunity to showcase their Fine Arts performances.

### C. School Completion Report

The Superintendent introduced the School Completion Rate report and referred to the enclosed Memorandum.

The Director of Innovative Learning shared a presentation outlining the 2020-21 School Completion Rates, including:

- Completion are an indicator of how well students are doing;
- Students receive either a dogwood or evergreen diploma;
- The District has been on an upward trend, as rates have continued to increase over the past 5 years;
- Plan moving forward – to continue with existing 3-year graduation plans;
- Potential expansion of trades training and dual credit program;
- Individualized supports to AbEd students and students with diverse needs;
- Working towards scholarship opportunities with an equity lense to give as many students as possible opportunities;
- Goal is increased completion rates for all students.

D.  Creston Valley School re-naming

The Superintendent introduced this item and handed it over to the CVSS Re-naming Leadership Team (Teacher Kai Louie, Vice-Principal Mike Nelson and Principal Brian Hamm).

The Principal provided background, reported about the conducted survey and summarized the results. He noted that two Town Hall meetings were held where people shared their thoughts and anchored around reconciliation. He reported that concerns came up with the name choice, which led to them opening the survey again after consulting with the Lower Kootenay Band.

Principal Hamm shared a video presentation, which showcased the history of the school.

The CVSS Re-naming Leadership Team came forward with the following recommendation:

The intent of the name is an act of reconciliation and they were advised to listen to the community. Therefore, they recommended Kootenay River Secondary School as the new school name.

Trustees and staff expressed their gratitude to the KRSS team and their commitment to reconciliation.

A Trustee expressed a concern around the name Kootenay and if it isn't a reconciled word. Staff responded that out of conversations with the Lower Kootenay Band lead them to believe that they have ownership of that word.

**UPON** a motion duly made and seconded it was **RESOLVED:**          21/22-018

**THAT** the secondary school in Creston be permanently named Kootenay River Secondary School.

E.  Anti-Racism Policy Development Public Engagement Plan

The Superintendent reported on the process to develop an anti-racism policy for the District and referred to the attached memorandum. She advised that there are resources on the website, but no specific policy. She outlined the plan in more detail and noted that the council would be informed

by a student-led group that is going to develop a toolkit of resources and anti-racism materials, as well as a survey to capture feedback from education partners.

F.  Trustee inquiry: New School District

The Chair reported that the Board asked staff to investigate a possible creation of a new school district in the Creston area.  She noted that staff worked with the Ministry to investigate this and she referred to the memorandum in the board package which was presented in more detail by the Secretary-Treasurer.

A Trustee offered thanks for encouraging the Board to proceed with this analysis, and he thanked staff for putting this information together.  The Trustee also disputed an assertion within the memorandum that the $1 million deficit inherited by the new amalgamated School District No. 8 (Kootenay Lake) in 1996 insignificant and has zero impact on the delivery of educational services anywhere in the District today.

## 11.  Operations and Finance

A.  2021/22 Budget Update

The Secretary-Treasurer informed the Board that SD8 is working towards a small deficit, but staff are working towards managing as best possible towards a balanced budget for the year, which may be possible unless there are any events that cause new expenses that are out of the ordinary course of business.

A Trustee inquired about the District funds for diverse needs students after September 30. Staff responded that student files will be reviewed again in the middle of January for the February 1701 count.

A Trustee inquired about how much was spent on legal services. The Secretary-Treasurer noted that he would bring this forward to the next meeting.

## 12.  Governance and Policy

A.  Revised Policy 660: Provision of Childcare

**UPON** a motion duly made and seconded it was **RESOLVED:**

**THAT** revised policy 660 **BE APPROVED**.

The Superintendent noted that the policy has been updated as per new legislation and was out for field testing. She added that the policy came back with no comments.

## 13.  Human Resources – Nil

## 14. Trustee Reports

A. Trustees
Several Trustees provided an update on the BCSTA Trustee Academy attended by the Board, as well as Metis Awareness Month, Student Trustee Orientation, BCPSEA, KLTF and PAC meetings and activities attended.

B. Chair
The Chair provided an overview of various meetings attended including a BCSTA meeting, student trustee orientation and the BCSTA Trustee Academy. Furthermore, she shared 2 highlights from the Trustee Academy in more detail.

C. BCSTA
The Vice-Chair and a Trustee reported about the Branch meeting.

D. BCPSEA – Nil

E. RDCK – Nil

F. Other Committees

G. Student Trustees
Student Trustees Darby and Klassen from Kootenay River Secondary School shared their excitement about the school name change. They thanked the Board of Education for their support.

Student Trustees Van Donselaar and Kitch from LVR shared their progress with a peer tutoring program for students who don't have the financial ability to get peer tutoring.

## 15. Comments or Questions from the Public – Nil

## 16. Meeting Schedule and Reminders
A. Board Meetings

The next Open meeting is scheduled for January 18, 2022.

## 17. Adjournment of Meeting
The meeting was adjourned at 6:48 PM.

| | |
|---|---|
| Board Chair | Secretary-Treasurer |

FUTURE AND ACTION ITEMS - OPEN BOARD MEETINGS

| Board Meeting | Resolution # | Resolution Summary | Resolution | Assignment | Action Taken w/ Date | Complete |
|---|---|---|---|---|---|---|
| **Resolutions in Progress** | | | | | | |
| October 26, 2021 | 21/22-011 | investigate possible de amalgamation | THAT the Superintendent investigates, through the Ministry of Education, the possibility for de-amalgamation and evaluates the impact of de-amalgamation on Education, Operations, and Finance. | Superintendent | | Complete |
| October 26, 2021 | 21/22-008 | Policies Section 200 | THAT policies 250, 251 and 260 BE REVIEWED by staff. | Superintendent | -Staff review in process | In Progress |
| June 15, 2021 | 20/21-065 | Resolution 19/20-067 updated | THAT the deadline for Resolution 19/20-067, regarding the Education Committee of the Whole reviewing school calendar options, including but not limited to increased online and decreased in-school hours (i.e. blended learning), a four-day week and balanced calendars by December 2021, BE EXTENDED to December 2022. | Superintendent | | Complete |
| June 15, 2021 | 20/21-064 | Resolutions rescinded, report showing school catchments | THAT resolution 12/13-061, BE RESCINDED; THAT resolution 10/11-156, BE RESCINDED; AND THAT staff prepare and submit to the Board a report showing overlaid maps of the District, school catchments, and District and RDCK electoral boundaries. | Secretary-Treasurer | - Resolutions rescinded at June 15, 2021 board meeting. -Map creation in process. | In Progress |
| September 22, 2020 | 20/21-011 | Board contributes to Salmo Project | THAT a contribution of up to $50,000 by the Board towards the Salmo Tennis, Basketball & Skate Park Project under the Board's 5-Year Capital Operations Plan BE APPROVED. | Secretary-Treasurer | -The Village of Salmo, Columbia Basin Trust and the Recreation Commission for Salmo & RDCK Area G, and the RDCK Area G , announced they will make a contribution. -Media release announcing project and partners March 1, 2021. -Significant work was completed during summer 2021, with completion expected spring 2022. -See Memo in Agenda Pakcage for Oct 26, 2021 Open Board Meeting. | In Progress |
| February 26, 2019 | 18/19-092 | Properties Sell or Defer | WHEREAS there are nine Board owned properties under consideration for sale in the existing 2016-2026 Facilities Plan, which the Board has previously resolved to sell; WHEREAS the Board is currently in the process creating a new facilities plan (the "2019-2029 Facilities Plan"), for which it is currently consulting with stakeholders and has contracted Baragar Systems to provide long-range enrolment projections and demographic analysis; Moved by Trustee Lang , seconded by Trustee Chew: NOW THEREFORE BE IT RESOLVED THAT in line with past Board resolutions, the following property interests be sold forthwith: 1.Former Crawford Bay maintenance yard; 2.Retallack land; 3.Former Yahk Elementary, and; 4.Ymir Land; THAT the sale of the following property interests be deferred until the Board adopts the new 2019-2029 Facilities Plan: 1.Former Al Collinson Elementary; 2.Former Gordon Sargent Elementary; 3.Kin Park in Creston, and; 4.Salmo tennis court & pool land | Secretary-Treasurer | -LRFP adopted Dec 10, 2019 -Appraisals for 8 properties received. -Quotes received from realtors. -Discussions in process with various interested buyers/lessors. -Properties to be leased (licensed) are licensed, including the former Al Collinson, former Gordon Sargent. -Properties to be sold have been put up for sale as of September 2020. - Johnstone Road property sold February 2021. -Agreement to sell in place for Kinsmen Park, subject to MoE and various other conditions. -Agreement to sell Yahk in place, subject to MoE approval. - Retallack I property sold September, 2021. | In Progress |

| Board Meeting | Resolution # | Resolution Summary | Resolution | Assignment | Action Taken w/ Date | Complete |
|---|---|---|---|---|---|---|
| July 12, 2016 | 16/17-024 | REEF for Jewett and Closure | WHEREAS the Board of Education:<br>1.　On May 3, 2016, advanced Draft 2 of its Facilities Plan by board motion;<br>2.　Between May 4 and July 4, 2016, considered the closure of Jewett Elementary School; and<br>3.　was successful in securing Rural Education Enhancement Funding for 2017-2018 and subsequent school years;<br>NOW THEREFORE the Board's final facilities plan as it relates to the Crawford Bay/Kaslo Family of Schools shall be status quo with no changes to school opening or closing; nor school configuration until such time as:<br>1.　Rural Education Enhancement Funding ceases;<br>2.　REEF funding is sourced from inside the Ministry of Education block funding; or<br>3.　Accepting REEF funding negatively impacts the overall district average capacity utilization for capital<br>planning purposes and space renewal in School District No. 8; | Secretary-Treasurer | -REEF Funding terminated at end of 2019-2020.<br>-Jewett enrolment has increased to 10 students for 2020-2021 year<br>-Awaiting further information regarding funding model review equity. | In Progress |

**Standing Resolutions**

| Board Meeting | Resolution # | Resolution Summary | Resolution | Assignment | Action Taken w/ Date | Complete |
|---|---|---|---|---|---|---|
| June 23, 2020 | 19/20-079 | Acknowledgement of systemic racism | MOVED by Trustee Walsh, seconded by Trustee Nazaroff, and RESOLVED:<br>THAT the Board of Education of School District No. 8 (Kootenay Lake) HEREBY ACKNOWLEDGES the existence of systemic racism, bigotry, hatred and prejudice and the harmful impact it has on our students, staff and the families in our communities, DENOUNCES all forms of racism, bigotry, hatred and prejudice, AND COMMITS to finding ways to strengthen a culture of inclusion that respects and embraces diversity and supports a hopeful future for all. | Superintendent | - "Different Together" pledge, media release, website banners.<br>- "Anti-Racism and Intercultural Day of Learning" event on October 23, 2020.<br>- Anti-Racism Framework<br>- Interculturalization workshop by S. Prentice | Complete |
| January 9, 2018 | 17/18-078 | Annual Reporting on Facilities Plan implementation | Resolution 16/17-035 be amended to:  The Board direct staff to annually report back to the Board on the status of the Facilities Plan  implementation including  enrolment projections, property disposal status, capacity utilization, facility condition index (FCI), programming and transition update, and capital planning status. | Secretary-Treasurer | -2020-2021 Complete<br>-2021-2022 Long-Range Facilities Planning process scheduled for spring 2022 | In Progress for 2021-2022 |
| July 12, 2016 | 16/17-036 | Facilities Plan Meetings - Each Year in Each Family of | The Board have an annual meeting in each family of schools to talk about the Facilities Plan. | Secretary- Treasurer | -2020-2021 Complete<br>-2021-2022 Facilities Consultation Meetings schedule published here: www.sd8.bc.ca/facilities | In Progress for 2021-2022 |

**Resolutions for Repeal or Replacement**

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |

| Board Meeting | Resolution # | Resolution Summary | Resolution | Assignment | Action Taken w/ Date | Complete |
|---|---|---|---|---|---|---|
| Completed Resolutions | | | | | | |
| December 7, 2021 | 21/22-019 | Policy 660 approval | THAT revised policy 660 BE APPROVED. | | | Complete |
| December 7, 2021 | 21/22-018 | Creston Valley School re-naming | THAT the secondary school in Creston be permanently named Kootenay River Secondary School. | | | Complete |
| December 7, 2021 | 21/22-017 | Adoption of Minutes | THAT the minutes from the November 23, 2021 Regular Meeting BE ADOPTED | | | Complete |
| December 7, 2021 | 21/22-016 | Adoption of Agenda | THAT the Agenda for this December 7, 2021 meeting BE ADOPTED, as amended. | | | Complete |
| November 23, 2021 | 21/22-015 | Revised Policy | THAT revised policies 120 and 130 BE APPROVED. | | | Complete |
| November 23, 2021 | 21/22-014 | Adoption of Minutes | THAT the minutes from the October 26, 2021 Regular Meeting BE ADOPTED | | | Complete |
| November 23, 2021 | 21/22-013 | Adoption of Agenda | THAT the Agenda for this November 23, 2021 meeting BE ADOPTED, as circulated. | | | Complete |
| November 23, 2021 | 21/22-012 | RDCK Commission Appointments | THAT the Regional District of Central Kootenay be requested to appoint the following School District No. 8 (Kootenay Lake) representative to the relevant Recreation Commissions for the term January 1, 2022 to December 31, 2023:<br>  Chair Trenaman: Recreation Commission No. 10 – Balfour & Area E East | | | Complete |
| January 28, 2020 | 19/20-038 | Winlaw Elem. modular approved | THAT the installation of a customized modular building, approximately 1500 square feet in size, be installed at Winlaw Elementary, at a cost of approximately $450,000,<br>AND THAT beginning for the 2020-2021 School Year, Winlaw Elementary "Seamless Day" BE APPROVED.<br>A Trustee abstained. Motion carried. | Secretary-Treasurer | -New Spaces funding, CBT grant were approved.<br>  -Modular building installed, services and other setup in process.<br>  - Board to receive an update at an upcoming meeting<br>  - Opening soon when licensing and staffing have been finalized. | Complete |
| October 26, 2021 | 21/22-010 | Policy Field Testing | THAT the Field testing of revised Policy 660 BE APPROVED. | Superintendent | -Sent for field testing<br>- Field testing completed Nov 28, 2021 | Complete |
| October 26, 2021 | 21/22-008 | Policies Section 200 | THAT updated Policies 210, 230, 240 and 270 BE APPROVED. | | | Complete |
| October 26, 2021 | 21/22-007 | Adoption of Minutes | THAT the minutes from the September 21, 2021 Regular Meeting BE ADOPTED. | | | Complete |
| October 26, 2021 | 21/22-006 | Adoption of Agenda | THAT the amended Agenda for this October 26, 2021 meeting BE ADOPTED, as amended. | | | Complete |

**School District 8 Kootenay Lake**

Memorandum to the Board of Education
Open

FROM:       Trish Smillie, Superintendent
DATE:       January 18, 2022
SUBJECT:    Communicable Disease – COVID-19 Update

For Information

Introduction

This memorandum provides information on SD8's ongoing response to the communicable disease COVID-19.

Background

The Ministry of Education added an addendum to the Provincial COVID-19 Communicable Disease Guidelines for K-12 Settings to respond to the changing context of the pandemic. Following this, SD8 updated documents on the COVID-19 webpage, including SD8 Communicable Disease Plan and other supporting information which can be found in the COVID section on SD8's website.

Information

During the return to school following winter break, schools updated their Communicable Disease Plans to reduce the likelihood of transmission of COVID-19. These plans include:

- Strategies that prevent crowding during class transition times, such as staggered breaks.
- Holding school gatherings and events (e.g., assemblies, etc.) virtually; if they must be in-person, limit the number of people to no more than 50% of operating capacity.
- Limiting visitors to those who are supporting activities that directly benefit student learning and wellbeing (e.g., teacher candidates, immunizers, meal program volunteers, etc.)
- Pausing extra-curricular sports tournaments.
- Holding staff-only gatherings (e.g., meetings, training, professional development activities) virtually where possible.

The enhanced safety measures build on existing protocols that have succeeded in minimizing the spread of the virus in schools such as:

- Daily health checks, and staying home when sick.
- Using available space to spread out, and to respect others' personal space.
- Wearing masks in accordance with the Provincial Health Officer Order on Face Coverings.
- Cleaning hands regularly.
- Cleaning and disinfecting all surfaces at least once a day.

Several additional SD8 health and safety documents were added to the website, to support schools and families:

- FAQs - Return to School January 2022
- January 2022 SD8 Communicable Disease Plan

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District planning has taken place to respond to a potential school closure due to disruptions related to the pandemic.  The following information can be found on the website:

- o [What to Expect if a School Has to Close](#)

British Columbia's Public Health Officer announced changes to contact tracing and exposure notifications on January 7, 2022, that will impact schools.  To align to these expectations, SD8 will:

- Continue to track and report daily attendance rates (staff and students away), identifying illness-related absenteeism to the Ministry of Education.
- Compare current attendance rates to the previous year(s) to determine if any potential activity signals related to attendance have been met.
- Current public health-identified potential activity signals are:
  - o If school attendance is 10% below historical normal (e.g., the previous years),
  - o If fewer than 75% of students in a grade are in attendance, OR
  - o For smaller schools (e.g., student population under 100) where large fluctuations in school absenteeism rates can be due to small numbers of students away, schools should contact public health if they determine an abnormal number of students are away due to illness over 2-3 days,
  - o A functional closure is being considered or implemented.

The school district will notify the Ministry of Education daily about schools who have met a potential activity signal and will notify the grade or school community (depending on which potential activity signal is met).

Regional health authorities may identify specific potential activity signals for an individual school, a grouping of schools, or a school district.

SD8 will continue to work with Medical Health Officers and other representatives of public health to support the distribution of public health information (e.g. notification of increased COVID-19 activity to grades or to the school community) and/or to take additional actions (e.g. testing guidance and support, implement additional measures, etc.) when directed by public health.

The Ministry of Education has advised that Rapid Antigen Tests will become available to support continuity of learning under the direction of the Medical Health Officer.

# Memorandum to the Board of Education
## In Public

FROM:          Trish Smillie, Superintendent

DATE:          January 18, 2022

SUBJECT:       Aboriginal Education Annual Report 2022

For Information

## Introduction

This memorandum provides an overview of the Aboriginal Education Annual Report for the 2021-22 school year.

## Information

Accommodation of Aboriginal culture and identity should be regarded as a core responsibility of public institutions rather than as a special project to be undertaken after other obligations are met. As summarized in the *Report of the Royal Commission on Aboriginal Peoples* (1996), educational institutions have a pivotal role in transforming the relationship between Aboriginal peoples and Canadian society. Therefore, the District supports the provision of the most supportive learning environment for all Aboriginal learners. The District supports equitable access to education for all Aboriginal learners, while honouring the diversity that each learner contributes to society.

Linking student achievement to literacy, numeracy, inclusion and Indigenization results in the creation of educated citizens in alignment with SD8 Kootenay Lake's Strategic Plan. The District's vision is:

"To Focus.Learn.Excel"

Through the educational experience, the enactment of this vision enables Aboriginal learners to not only receive a graduation certificate but to also become resilient and engaged citizens with positive life outcomes. It ensures that learners can succeed personally and academically, regardless of background, identity, or personal circumstances.

Several guiding documents drive Aboriginal education in the District and create a framework of action for Aboriginal student success:

- School Act
- Ministry of Education Indigenous Education in British Columbia
- United Nations Declaration on the Rights of Indigenous Peoples
- B.C.'s Implementation of the UN Declaration
- Truth and Reconciliation Commission of Canada: Calls to Action

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- o [Missing and Murdered Indigenous Women and Girls: Calls to Justice](#)
- o [An Audit of the Education of Aboriginal Students in the B.C. Public School System](#)
- o [BC Tripartite Education Agreement: Supporting First Nation Student Success (2018)](#)
- o [BC Teachers' Council: Professional Standards for BC Educators](#)
- o [Aboriginal Education Enhancement Agreement](#)
- o [School District 8 Framework for Enhanced Student Learning](#)

The Aboriginal Education Annual Report 2022 has reported on the four goals set out in the Aboriginal Education Department, upcoming actions, the Aboriginal Education budget, student achievement, and district events and cultural learning opportunities. This report highlights the commitment and achievements of students and staff, who are striving to meet these goals. Through the commitment of all educators, connections made with parents and community members continue to improve. These connections, in turn, are instrumental in improving the success and the personal well-being of all district students.

As SD8 endeavours to eliminate the educational gaps between Aboriginal and non-Aboriginal leaners, effective strategies and interventions within schools will be implemented to support pathways to graduation for self-identified Aboriginal students.

As the District moves forward in its work, the focus remains on ensuring that each Aboriginal learner can develop the necessary skills and knowledge to be successful after graduation – with dreams that open doors and opportunities.

The full report is attached for review.

# ABORIGINAL EDUCATION ANNUAL REPORT

January, 2022

School District 8
Kootenay Lake

*We acknowledge, respect and honour the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District #8.*

# Contents

# EXECUTIVE SUMMARY

School District 8, Kootenay Lake *acknowledges, respects and honours the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District 8.* The District believes that an equity-centered, relevant, and engaging learning experience is necessary to maximize the success of Aboriginal learners. Truth and Reconciliation through equity and inclusion are principles that are fundamental to the positive learning experiences of every student. Equity is the foundation for improving student achievement and is central to each learner's experience and engagement.

All students must have the opportunity to develop and fulfill their individual potential. In 2022, the Aboriginal Committee of Education (ACE) and the District will collaboratively draft and implement the third Aboriginal Education Enhancement Agreement (AEEA) to prioritize this objective. Ongoing consultations between SD8 and Aboriginal partners will result in the AEEA, which is based upon mutual values of reciprocated respect and consensus building, focused on the goals and strategies that lead toward academic and personal success for all district Aboriginal learners. The previous Enhancement Agreement expired in June 2019.

Targeted Aboriginal Education Funding, which is provided to SD8 by the Ministry of Education, is spent on enhancing Aboriginal Education programs and services for Aboriginal learners. Such funding is not used to replace other funded programs, such as Inclusive Education Services or English Language Learning (ELL), nor is it used to deliver the provincial curriculum. Instead, with guidance from ACE, the District allocates this funding and oversees the interests of all Aboriginal learners to increase pathways to graduation. Targeted Aboriginal Education Funding, based on 879 full time equivalent (FTE) students for 2021-2022, is shown in Chart 1 in the Funding and Budget Summary of this report.

The impact of the COVID-19 pandemic influenced how the District, in collaboration with the ACE, supported Aboriginal student success during the 2020-2021 school year. Due to provincial restrictions on gatherings and events, cultural opportunities were limited but the District was able to offer many opportunities via Zoom. These proved to be well attended, meaningful, and authentic learning for all. In addition, individual Continuity of Learning Plans were designed for all Lower Kootenay Band students. The District also worked to support technology to families on reserve who needed additional internet support.

In 2021-2022, the Board looks forward to drafting and finalizing a Local Education Agreement with Lower Kootenay Band.

## ACTION ITEMS

To address the continued achievement improvements, the following action items will be prioritized during the 2021-2022 school year.

The District will:
- Develop an Aboriginal Education Enhancement Agreement involving Aboriginal voices of students, communities, and staff through a consultative process.
- Develop a mutually agreed upon Local Education Agreement (LEA) between Lower Kootenay Band and the Board of Education.
- Coordinate the District Aboriginal Committee of Education to increase guidance from Nation Partners, students, and staff on all Aboriginal Education topics in SD8.
- Develop monthly Aboriginal blog posts to improve communication, highlight the awesome, and better inform students and families about educational programs and services.
- Monitor the monthly ABED system of accountability to ensure that each school is supporting the success of Aboriginal learners, as presented in each School Learning Plan.
- Complete District Academic Reviews dedicated to improving the completion rates of Aboriginal learners through monitoring and individualizing grade 12 graduation plans.
- Co-lead the District Indigenous Professional Development Day with the District Pro-D Committee, to support learning about cultural sensitivity, Truth and Reconciliation, and the impact of colonialism in Canada.
- Host monthly Connections Culture Camp opportunities for students and staff to engage with and learn from community role models, Elders, and Knowledge Keepers.
- Lead district wide opportunities for Metis Awareness Month in partnership with the West Kootenay Metis Association.
- Continue the SD8 District Pow Wow and Pow Wow teachings to provide an opportunity for students District-wide to appreciate and celebrate Aboriginal diversity.
- Continue to offer District Aboriginal Education scholarships to all high schools.
- Continue to individualize supports through an equity focused lens.
- Support schools and school Aboriginal Education staff to develop Action Plans for supplemental supports.
- Support Aboriginal Education staff to grow capacity and cultural knowledge.
- Continue Aboriginal graduation ceremony as part of the SD8 Pow Wow series.
- Support early literacy initiatives such as gifting of early reading books to self-identified kindergarten students.

- Grow District Resource Library and facilitate district-wide lending of resources.
- Grow Nation Partnerships through initiatives such as Fish in Schools (FINS), professional development, Culture Camp, etc.
- Continue partnerships with Selkirk College to grow professional development series through District ABED book clubs.
- Continue the KAIROS Blanket Exercise lessons in the District to foster truth, understanding, respect and reconciliation among Indigenous and non-Indigenous people.
- Monitor and organize Aboriginal Education staffing needs in alignment with district projections.
- Develop strategies to address racism and Truth and Reconciliation, as well as strategies to acknowledge the diversity of Indigenous Peoples and learners.
- Highlight National and Local Aboriginal initiatives district-wide including National Day of Truth and Reconciliation, Rock your Mocs, Orange Shirt Day, Moosehide Campaign, National Indigenous Peoples Day, etc.
- Grow transition supports between secondary students and Selkirk College and College of the Rockies to assist students with role models, program options, and Q & A opportunities with college staff
- Lead the "Indigenous Learning Series", monthly with the Board of Education

# INTRODUCTION

Accommodation of Aboriginal culture and identity should be regarded as a core responsibility of public institutions rather than as a special project to be undertaken after other obligations are met. As summarized in the *Report of the Royal Commission on Aboriginal Peoples* (1996), educational institutions have a pivotal role in transforming the relationship between Aboriginal peoples and Canadian society.

Therefore, the District supports the provision of the most supportive learning environment for all District Aboriginal learners. The District supports equitable access to education for all Aboriginal learners, while honouring the diversity that each learner contributes to society.

The District provides public education to approximately 5,000 students, of which just under 1000 are of self-identified Aboriginal ancestry. District residents live in the territories of Nation Partners and district residents are in the communities of Nelson, Salmo, Creston, Kaslo, Crawford Bay, Slocan Valley and other surrounding rural communities.

Linking student achievement to literacy, numeracy, inclusion and Indigenization results in the creation of educated citizens in alignment with SD8 Kootenay Lake's Strategic Plan. The District's vision is:

*"To Focus.Learn.Excel"*

Through the educational experience, the enactment of this vision enables Aboriginal learners to not only receive a graduation certificate but to also become resilient and engaged citizens with positive life outcomes. It ensures that learners can succeed personally and academically, regardless of background, identity, or personal circumstances.

All learners must have the opportunity to develop and fulfill their individual potential. The District supports the provision of the most responsive learning environment for all Aboriginal learners, and it supports equitable access to education for those learners, while honouring the diversity that each one contributes to society.

Through a review of the District's use of Targeted Aboriginal Education Funding and the associated educational achievement outcomes, this report summarizes progress on the District's commitment to growing pathways to graduation for all self-identified Aboriginal students.

District Strategic Priorities

As outlined in SD8's Strategic Plan, the District's vision of ensuring success for all students in a nurturing environment includes a learning goal of Indigenization for all and an alignment of the First Peoples Principles of Learning. Aboriginal Education is part of the District's core responsibility to ensure that Aboriginal students cross the stage with dignity, purpose, and opportunities.

Aboriginal Education Enhancement Agreement (AEEA)

From 2014-2019, the Aboriginal Committee of Education (ACE) and the District collaboratively implemented the second Aboriginal Education Enhancement Agreement.

As part of the Enhancement Agreement story of SD8, the ABED department committed to community consultations in the 2018-2019 school year. A draft Reconciliation Policy was created from these consultations, as an alternative to an AEAA. This policy drafted was not accepted by all Nation Partners and so did not pass final board approval. During 2021-2022, next steps for either a Reconciliation Framework or an Enhancement Agreement were drafted.

In 2022, the consultation process for the third Agreement will resume with a goal of completion of a renewed AEEA in spring 2022. This AEEA, ongoing consultations between SD8 and its Aboriginal partners, will continue to be based upon mutual values of reciprocated respect and consensus building and is focused on the goals and strategies that lead toward academic and personal success for all Aboriginal learners in the District. Included in this process will be a student survey to amplify Aboriginal student voice.

Aboriginal Education Department Goals

In alignment with the District Strategic Plan and the goals of the 2014-2019 Enhancement Agreement, the Aboriginal Education Department has four goals which are used to guide programming for the use of targeted funds. As part of all schools annual ABED Action Plans, these goals determine programming for the school year. These department goals were collaboratively created with all staff from the ABED department. Goal #4 is new for the 2021-2022 school year.

1. Grow equitable academic support in literacy and numeracy through land-based learning.
2. Provide opportunities for students to share their individual stories: "The truth about stories, is that is all we are" T. King.

3. Truth before Reconciliation: Deepen relationships with Traditional Territories + Metis Nation.
4. Celebrating wholistic Indigenous resilience and brilliance.

## POLICY AND GOVERNANCE

As outlined in the *School Act*, all school-age residents are entitled to enrol in the District's schools. The District's mission as an educational entity is summarized in the preamble to the School Act:

*…it is the goal of a democratic society to ensure that all its members receive an education that enables them to become literate, personally fulfilled and publicly useful, thereby increasing the strength and contributions to the health and stability of that society;*

*…the purpose of the British Columbia school system is to enable all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.*

Therefore, as a District, we are guided by the following:

With a system-wide focus on intellectual, human and social, and career development our schools have a strong focus on academic success with a foundation of literacy, numeracy, and transitions. We support learners from pre-Kindergarten through to post-secondary, providing multiple pathways and a focus for all learners. All learners are welcome and supported in a variety of ways. We ensure that all learners have access to educational programs to be successful through our:



• Compassionate, highly professional staff,
• Responsive learning environments,
• Safe and welcoming schools,
• Inclusion team,
• Distance education program, and
• Ability to offer voice, choice, and flexibility.

Aligned to the Ministry of Education's Diversity in BC Schools Framework, SD8 provides conditions that foster success for all students. These conditions include:

- Equitable access to and equitable participation in quality education for Aboriginal learners;
- District and school cultures that value diversity and respond to the diverse social and cultural needs of the communities that the District serves;
- School cultures that promote understanding of others and respect for all;
- Learning and working environments that are safe, welcoming and free from discrimination, harassment and violence;
- Decision-making processes that give a voice to all members of the school community; and
- Policies and practices that promote fair and equitable treatment of all learners.

In accordance and alignment with the stated priorities of the Ministry's Aboriginal Education Branch, the District recognizes that its learners are its future.

Therefore, the District strives to:

- Improve the success of Aboriginal learners;
- Support all students in their learning about Aboriginal peoples; and
- Assist teachers in their efforts to bring Aboriginal knowledge into their teaching practice.

Several guiding documents drive Aboriginal education in the District and create a framework of action for Aboriginal student success:

- School Act
- Ministry of Education Indigenous Education in British Columbia
- United Nations Declaration on the Rights of Indigenous Peoples
- B.C.'s Implementation of the UN Declaration
- Truth and Reconciliation Commission of Canada: Calls to Action
- Missing and Murdered Indigenous Women and Girls: Calls to Justice
- An Audit of the Education of Aboriginal Students in the B.C. Public School System
- BC Tripartite Education Agreement: Supporting First Nation Student Success (2018)
- BC Teachers' Council: Professional Standards for BC Educators
- Aboriginal Education Enhancement Agreement
- School District 8 Framework for Enhanced Student Learning

# FUNDING AND BUDGET SUMMARY

To support access to equitable educational outcomes, the Ministry of Education provides Targeted Aboriginal Education Funding. School-age students who self-identify as being of Aboriginal ancestry and who participate in Aboriginal education programs and services offered by public schools are eligible for such funding. Application of these funds requires the collaboration of the District and the local Aboriginal communities and families to develop and deliver education programs and services that integrate academic achievement and Aboriginal culture and/or language.

Targeted funding provided to the District is spent on the provision of Aboriginal education programs and services to Aboriginal learners. The delivery and outcomes of these programs and services are reported out annually to the ACE. These funds are not used to replace other funded programs, such as Inclusive Education Services or English Language Learning (ELL), nor are they used to deliver provincial curriculum. Instead, they are used to supplement student programming for the purpose of equitable educational outcomes for Aboriginal learners. In 2021-2022, the provincial government increased the targeted funding amount to school districts from $1,565 per self-identified student.

Targeted Aboriginal Education Funding based on 879 FTE (an increase of approximately 60 students) for 2021-2022 is shown in Chart 1.

Chart 1. Targeted Aboriginal Education Funding for 2021-2022 (as of Oct. 5, 2021)

| | | | |
|---|---|---|---|
| **Total Funding Available** | | | 1,375,635 |
| | | | |
| **Expenses:** | | | |
| Staffing | | | 1,183,579 |
| Cultural & Academic Suppo | School Flex Funds, Equity Funds, | | 80,000 |
| District Operating Expenses | District supplies, Travel, District gifts, Orange | | 24,100 |
| Pro-D | BCED Music Conference | | 3,000 |
| AbEd District Meetings | District Team Meetings, Partner | | 12,500 |
| Student Events & Supports | Pow Wow, Grad Honouring, Culture Camp, Reconciliation | | 46,500 |
| Reconciliation Goals | Staff Elder Circles, Resorces, Kindergarten | | 14,700 |
| | | | - |
| | | | |
| **Total Budgeted Expenditures** | | | 1,364,379 |
| | | | |
| **Contingency** | 131-51310 | - | 11,256 |
| | | | |
| **Total Budget** | | | 1,375,635 |

## STAFF AND STAFF DEVELOPMENT

Accountability to meet the Ministry of Education's targeted funding requirements for programs and services requires the allocation of staffing resources in schools. These resources address the requirements and provision of services. In 2021-2022, 86% of the targeted funds from the ABED budget, go directly into staffing.  Staffing increases one-on-one supports for students and supports a culture of Indigenization at all school sites.

This aligns to the following Truth and Reconciliation Commission (TRC) of Canada: Calls to Action:

- o 63(ii) Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history
- o 63(iv) Identifying teacher-training needs relating to the above.



Staffing

In 2021-2022, the District Aboriginal Education Department is overseen by the Director of Instruction – Equity and Inclusion and is facilitated by the District Principal of Aboriginal Education.

The District Principal of Aboriginal Education reports on the work and supervises ABED staff who implement the ABED department goals and supplemental student supports. The District Principal facilitates Nation Partner relationships, the development of the LEA, the process of and the AEEA.  The District Principal facilitates and leads Aboriginal Professional Development district wide.  The District Principal – Aboriginal Education ensures good governance by communicating the work of the ACE, establishing meeting agendas, developing budget reports, and ensuring the meetings function according to established guidelines and protocols.  The District Principal supports all ABED staff to continually build capacity with school ABED leadership and student supports.

The District Aboriginal Education Department is supported by:

- o One 1.0 FTE District Principal – Aboriginal Education
- o One 1.0 FTE District Indigenization Coordinator
- o Ten 1.0 FTE Aboriginal Academic Success Teachers
    - o Depending on size of school, FTE is determined by needs
    - o A goal of the ABED department staffing process is to build consistency in staffing in schools
- o Three Aboriginal Youth Worker and Family Liaisons, full-time
- o Two Aboriginal Education Assistants, part-time

This staffing structure is designed to:

1. Support student success;
2. Provide programs and services to all self-identified learners aligned with Ministry of Education compliance procedures; and
3. Provide programs and services that support the direction given in the BC Tripartite Education Agreement (BCTEA).

Staffing is funded through a combination of Targeted Aboriginal Education funds and district operating funds.  For example, the District Principal position is funded through District funds.  All other staffing is funded through Targeted Aboriginal Education funds.

Staff Development

The district has Equity hiring in place for KLTF positions and school leader positions. At this time, we do not have equity hiring in place for CUPE.  Historically, the District has struggled to fill/retain these positions with people who have such ancestry and who possess local knowledge of the communities.

Support staff, such as Aboriginal Education Workers, often bring a wealth of cultural knowledge and Aboriginal ways of knowing and learning to their students. Likewise, the Aboriginal Academic Success Teachers, also bring in cultural knowledge alongside their specialized teacher/scholastic experience.  Together, our district is gifted with knowledge keepers of diverse backgrounds who excel in specialized supports for students.  Each school carries a unique culture based on the expertise of the building and the needs of students, communities, and families.

In the past few years, the ABED department has unified with the ABED staff, in terms of consistency of positions and co-supervision between the District Principal of ABED and school-based principals.  The ABED staff come together as a staff team 3-4 times / year to share resources, grow shared learning, and support each other with self-care

and a strong, collaborative circle. For the past two years, Dr. Christopher Horsethief has joined the team in the spring to share Ktunaxa language and cultural teachings. Additionally, each year the Metis Nation also comes to share Metis knowledge and local contacts. During winter, an honouring and gifting ceremony for all ABED staff is also celebrated to honour the deep commitment and hard work of the team.

As capacity with staffing continues to grow, student supports and achievement will follow in an upward trend.

Professional Development Day – Indigenous Focus

Through the BC Tripartite Education Agreement 2018 (BCTEA), all school districts are to designate one professional development day annually to have an Indigenous focus. For the 2020-2021 school year, the District provided Indigenous focused professional development on April 19, 2021. This included keynote speaker Chief Dr. Robert Joseph, the Ambassador for Reconciliation Canada and a former member of the National Assembly of First Nations Elders Council. We also hosted Monique Gray Smith, Knowledge Keepers from Nation Partners, and leaders on Indigenization from our own school district.

At our District Professional development day on September 24, 2021, we hosted Honourable Murray Sinclair, former Senator and First Nations lawyer who served as chairman of the Indian Residential Schools Truth and Reconciliation Commission from 2009 to 2015. We started the day with an opening from Nasookin Louie of Lower Kootenay Band.

For the 2021-2022 school year, we will be hosting the Indigenization professional development day on April 25, 2022. The keynote addresses with be from Dr. Kevin Lamoureux, the Educational Lead for the National Centre for Truth and Reconciliation in Winnipeg and co-author of Ensouling Our Schools, and Elder Robert Louie Sr., who will be sharing the ktunaxa creation story. In addition, we will have a variety of workshops as well as Indigenization across a variety of subject areas.

Throughout the year, the Aboriginal Education Department supported teachers with resources to embed Aboriginal content in the curriculum. In many cases, the Aboriginal staff were guest presenters in classrooms, and they modelled lessons that teachers could repeat in the future.

The department also provided professional development sessions, augmented by an online resource bank of lessons.

# COMMUNITY COLLABORATION

Key Priorities

## Ministry of Education Aboriginal Branch
Targeted Aboriginal Education Funding requires the collaboration of the District and the local Aboriginal communities to develop and deliver Aboriginal education programs and services that integrate academic achievement and Aboriginal culture or language or both. The District Principal participates in regular provincial Indigenous Leads meetings to stay current on provincial trends, leadership, and initiatives.

## Truth and Reconciliation Commission (TRC) of Canada: Calls to Action
We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples.

## Framework for Enhancing Student Learning (FESL)
We continue to engage Indigenous communities and Nation Partners through the Aboriginal Committee of Education (ACE), inviting voices to the table to support Indigenous student success and offer guidance to the district ABED department and Board. During 2020-2021, we held individualized council meetings in an effort to increase Nation Partner voice. In 2021-2022, the ACE has invited all Nation Partners to the table, a return to the original model of ACE and the Terms of Reference outlined in Board 100 policies.

We continue to focus on equity, diversity, inclusion and Indigenization through all professional development and events. For example, the Aboriginal department held cultural learning events including Metis Awareness Month, Residential School Awareness and district wide acknowledgement of Orange Shirt Day, Moosehide Campaign and lessons on Missing and Murdered Indigenous Women and Girls (MMIWG), a district wide Reconciliation Run inspired by local Chief Jason Louie's teachings: "to walk with long strides - to take big steps", a Cultural Camp with traditional and contemporary Indigenous teachings and a virtual week long Pow Wow with over 11,000 participants.

## Aboriginal Education Enhancement Agreement
In November 2021, initial consultations for the third Enhancement Agreement started with the Aboriginal Committee of Education (ACE). In January 2022, consultations with Aboriginal students, families, and communities will resume. This will occur over zoom due to the continued constraints related to COVID-19 and will be a fun and engaging process for families. This data will be reviewed at the February and April ACE meetings and a final draft will be ready for Spring 2022.

## Aboriginal Council of Education (ACE)

Membership

- District Principal of Aboriginal Education
- 2 Trustees
- 1 Principal or Vice Principal
- 2 KLTF representative
- 1 CUPE representative
- 1 Representative from each Nation: Ktunaxa - Lower Kootenay Band, Sinixt (Lakes), Syilx (Okanagan), Secwepemc (Shuswap), and Metis Nation
- Elders and/or Knowledge Keepers
- 2 Aboriginal Education Students
- District Indigenization Coordinator

Terms of Reference

- Chaired by District Principal of Aboriginal Education.
- Meets four times annually.
- Makes recommendations to District staff and the Board.

Mandate

To provide support, guidance, and wisdom between Aboriginal communities and the District.

Values

Our Aboriginal Committee of Education (ACE) believes in:

- Honouring partnerships with Sinixt (Arrow Lakes), the Syilx (Okanagan), the ktunaxa, and the Secwepemc (Shuswap) peoples;
- Honoring partnerships with the Metis Nation;
- Making "Our children our focus" – the ACE will focus our discussion on the educational needs of our students, not on political issues;
- Protecting the integrity and accountability of targeted funding for Aboriginal Education;
- Sharing Aboriginal worldviews;
- Sharing responsibility in providing quality education for our children and families;
- Respecting and honouring the cultural diversity with the Aboriginal community;
- Working together in the spirit of cooperation ensuring a safe, respectful environment for voices to be heard

Responsibilities

ACE will work in partnership with School District 8 Kootenay Lake to:

- Support the District Aboriginal Education team
- Support and provide feedback for the revision and renewal of our Enhancement Agreement and/or next steps forward
- Identify needs and gaps in services for Aboriginal students
- Provide general advice and direction around Aboriginal Education
- Support the development of localized resources
- Attend graduation ceremonies and other district events and contribute to the visible presence within the school district

Local Education Agreements

Local Education Agreements (LEAs) are an important mechanism to increase accountability and to promote and achieve effective working relationships between First Nations and local boards of education, enabling them to collaborate in supporting First Nation learners. The LEA between Lower Kootenay Band and the Board of Education expired June 30, 2020.  Upon a joint decision-making process between the district and the LKB, an extension to the LEA was granted for 1 year.

The Board and LKB will collaborate into the fall of 2021 to develop a new LEA. We look forward to a celebration of completion of this important partnership in the spring of 2022.

## EQUITY AND INCLUSION

Key Priorities and Goals

Guiding Documents

- o School Act
- o Ministry of Education Aboriginal Education Branch
- o BC Auditor General's Report on Aboriginal Education
- o The United Nations Declaration on the Rights of Indigenous People
- o Truth and Reconciliation Commission (TRC): Calls to Action

## Truth and Reconciliation Commission (TRC) of Canada: Calls to Action

- o 7. We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.
- o 10(i) ...close identified educational achievement gaps within one generation.
- o 10(ii) Improving education attainment levels and success rates.

## District Learning Plan

- o Honour the First Peoples Principles of Learning (FPPL) and honour Aboriginal worldviews and perspectives.

Key Equity and Inclusion Projects

According to the Organisation for Economic Co-operation and Development (OECD) *Education Policy Analysis*
(2003), there are four basic equality practices that should be applied to educational policy and practice:

According to the OECD *Education Policy Analysis* (2003), there are four basic equality practices that should be applied to educational policy and practice:
1. Equity of access or equality of opportunity;
2. Equity in terms of learning environment or equality of means;
3. Equity in production or equality of achievement (or results); and
4. Equity in using the results of education.

This section outlines key projects in which the District is invested to address equity and inclusion.

## Equity in Action Project: learning forward

The Equity in Action project was implemented in a partnership between SD8 and the Ministry of Education. Equity in Action's student success framework addresses equity and inclusion for Aboriginal learners. Equity and inclusion are reflected in all areas of the plan and through sustainable staffing resources, community collaboration, cultural enhancement, reconciliation and awareness, academic enhancement, and social-emotional enhancement.
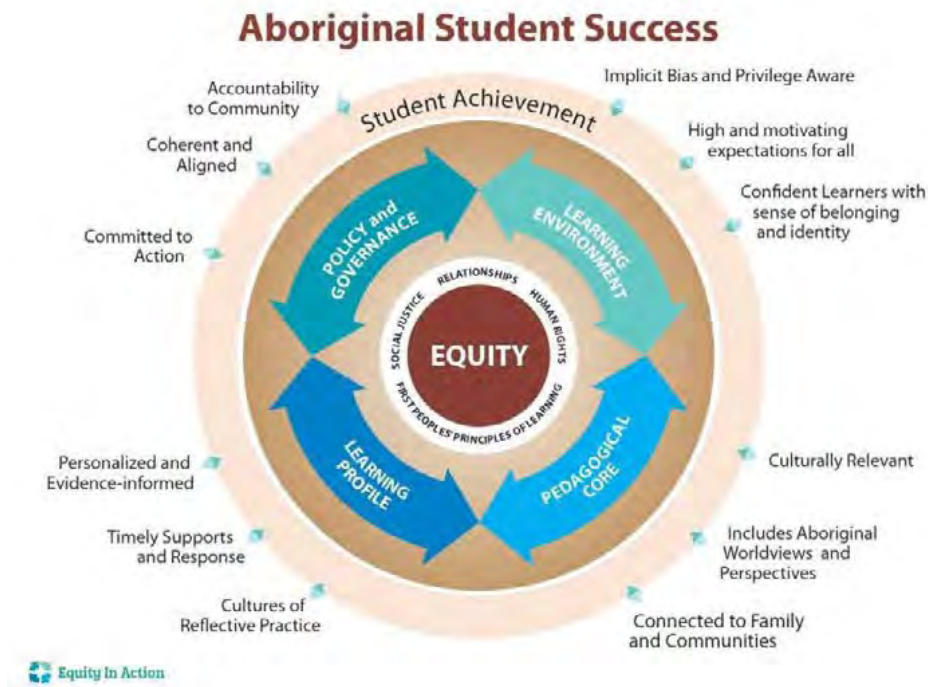
Figure 1. Aboriginal Student Success. Equity in Action, 2016.

During 2020-2021, the Equity in Action project team reviewed the following data from the Equity Scan project:

Respondents: The dominant voice in the data was teachers at 53%. Next, administrators and CUPE staff. Then, community, students and trustees. What does this information tell us? We need to continue to reach out to community and students to hear from them! But, we also reached a large amount of our staff, which is awesome!

Trustees: The data from trustees suggested that they felt strongly and positively about the policies set in place within our district, including the 2014-2019 AEEA, equity hiring, targeted funds, the hiring of a District Principal of ABED and restructuring the ABED department. 66% of Trustee respondents said they were unsure whether issues of implicit bias/racism were affecting Indigenous learners. This data suggests we need to continue a conversation across the district regarding implicit bias, racism, privilege, and power.

Administrators: Here is some concrete feedback shared by administrators: Overall, administrators believe we have a strong connection to families and communities. "Entrance of school includes Metis flag, display case includes artifacts, resources and evidence of student learning that reflects Indigenous themes. Aboriginal Education Success teacher attends all school events to ensure she is visible and program opportunities are promoted. Student work that reflects Indigenous perspectives is also made visible. Information in school newsletters and on website." In contrast, this administrator stated: "I don't feel that all families and communities are made to feel welcome in all of our schools across the district. There exists some inherent historical biases towards indigenous students/peoples as the mindset of fitting into the system is alive and well with some individuals in the district. Hopefully, in time, this will change as everyone has different rates of moving to change." These multiple perspectives highlight that administration feel as though we are doing good work in the district to move towards equity, and we still have a ways to move forward together.

Community: From data gathered from Community members about inclusivity, the themes in the data showed overall, feelings of welcomeness in learning environments. There are also general feelings of positivity towards professionals, but an understanding that there is still forward movement and growth to be made. In addition, the data tells us that families/community are not adequately informed about academic student success, and how we support Indigenous learners.

Students: Although students only represented a small percentage of respondents, their feedback was loud and clear. They require more individualized supports, and more opportunities for feedback regarding their curriculum. Students vocalized that teachers/mentors who they could reliably communicate with (Ie, "someone who we could email or text a problem or question") as well as safe spaces ("Ie, the LA room or Ab Ed room") would support them if they were to get behind in their classes. 100% of student respondents expressed very little to no opportunities for feedback regarding 'what they've been taught' and 'how they've been taught'. In addition to the supports outlined above, half (50%) of students expressed that they did not feel as though issues of implicit bias/racism were being addressed in their learning environments. This data might reflect that all respondents did not feel as though they had feedback opportunities to reflect upon their curriculum - perhaps if they had opportunities to reflect on their curriculum, these issues of implicit bias and racism could also be addressed?

Next Steps: What else is being done to move toward Equity for Indigenous Students in SD8? At all high schools, individualized 3-year Grad Plans are supported by the Aboriginal Academic Success Teachers. This collaborative opportunity with school counsellors/admin is an opportunity for the planning of supplemental students supports for Aboriginal Education students. As well, the Senior district team is meeting with school teams to discuss individual grad plans for this school year. Aboriginal Education staff monitors as best as possible with students and teachers, trying to build in

academic supports individually and proactively. Students can access tutoring from the Aboriginal Education equity fund, if needed. Some schools are moving toward Aboriginal Education collaboration with school teams on both FSA's and school assessments, to include more academic support which is data driven.

Practices: Building relationships with community. Indigenous perspectives, First Peoples' Principles of Learning and Aboriginal Ways of Knowing and Being are being implemented in classrooms across the district. Students are sharing the Territory Acknowledgement in assemblies and events across the district. Data shows that our completion rates and graduation rates are on the rise. Staff across the district are open to learning and engaging in this process to ensure Indigenous achievement and success.

This is a reminder that Reconciliation is a shared journey. There is a lot of work to do and this will take time. Academically, the Aboriginal Education department is focusing on academic supports and individual monitoring, in partnership with school teams. We want to continue to structure academic interventions earlier to close the achievement gap. Partnerships with school teams will be essential in this work. We will all need to have patience as we continue this journey together, and as our collective understanding grows.

## EDUCATIONAL ACHIEVEMENT OUTCOMES

One of the main sources the District uses to track data on the outcomes for Aboriginal learners is the Aboriginal How Are We Doing Report (AHAWD). In some cases, the report also compares Aboriginal results with ALL students. The District has been undergoing the disaggregation of that data to compare Aboriginal students with non-Aboriginal students to get a better understanding of outcomes. The data in this report allows the District to identify historical trends to better plan how to address inequities of outcomes moving forward.

## School Completion Rates

One measure of success within the District is the six-year completion rate. In 2020-2021, the District had a seventy-six percent (76%) six-year completion rate for Aboriginal learners as compared to eighty-eight percent (88%) for non-Aboriginal students. This reflects a twelve percent (12%) completion gap between Aboriginal and non-Aboriginal students in the 2020-2021 school year (see below). An important note is to also recognize that 5 years past, the Aboriginal completion rate was 58%, a startling 18% lower than 2021!

**SIX-YEAR COMPLETION RATE***

| | Aboriginal | | | Non-Aboriginal | | |
|---|---|---|---|---|---|---|
| School Year | All Students % | Female % | Male % | All Students % | Female % | Male % |
| 2016/17 | 58 | 49 | 67 | 78 | 79 | 78 |
| 2017/18 | 64 | 70 | 59 | 86 | 90 | 83 |
| 2018/19 | 73 | 75 | 70 | 87 | 90 | 84 |
| 2019/20 | 75 | 78 | 71 | 82 | 86 | 79 |
| 2020/21 | 76 | 70 | 79 | 88 | 86 | 90 |

**Six-Year Completion Rate: Aboriginal/Non-Aboriginal**



Legend: ■ 2016/17 ■ 2017/18 ■ 2018/19 ■ 2019/20 ■ 2020/21
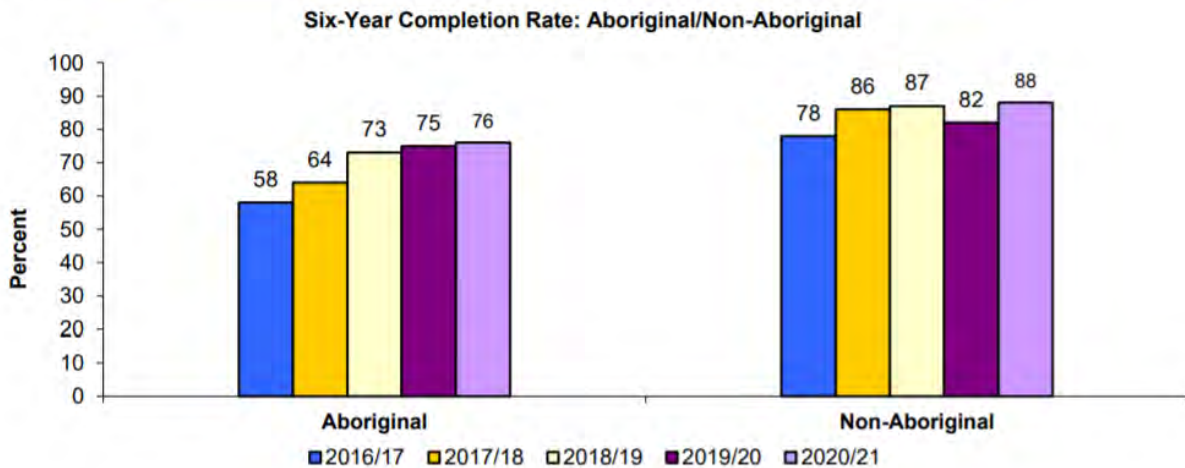
The <u>provincial</u> (public schools) six-year completion rate for 2020-2021 was seventy-two percent (72%) for Aboriginal learners as compared to ninety-three percent (93%) for non-Aboriginal students. A twenty-one percent (21%) completion gap (see below).

**SIX-YEAR COMPLETION RATE\***

| | Aboriginal | | | Non-Aboriginal | | |
|---|---|---|---|---|---|---|
| School Year | All Students % | Female % | Male % | All Students % | Female % | Male % |
| 2016/17 | 66 | 69 | 63 | 90 | 92 | 88 |
| 2017/18 | 70 | 73 | 66 | 91 | 93 | 89 |
| 2018/19 | 70 | 72 | 67 | 92 | 94 | 89 |
| 2019/20 | 71 | 74 | 68 | 92 | 94 | 90 |
| 2020/21 | 72 | 75 | 70 | 93 | 95 | 91 |

Six-Year Completion Rate: Aboriginal/Non-Aboriginal
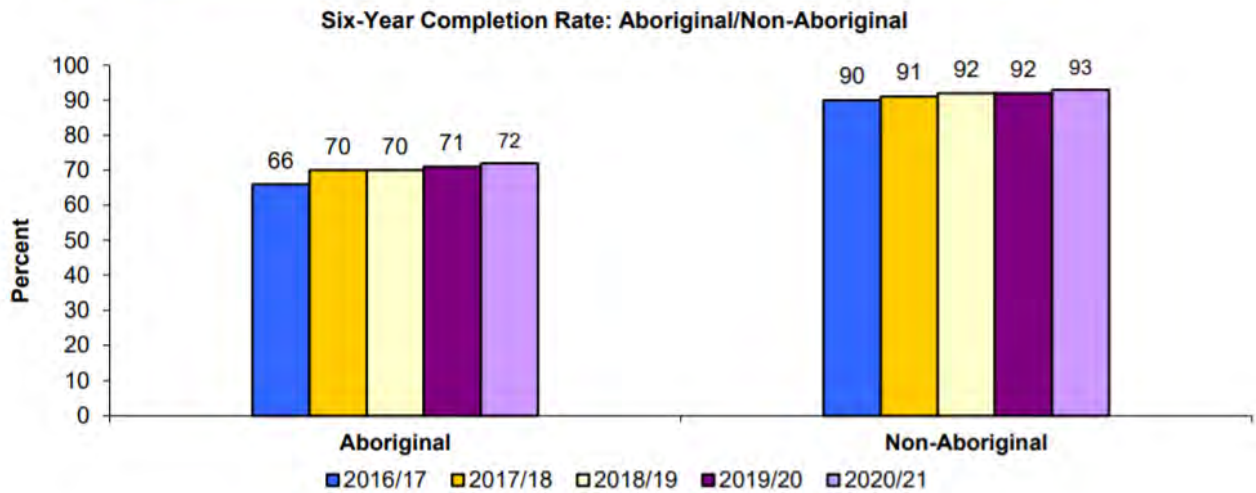
Reading, Writing, and Numeracy Achievements

The 2020-2021 provincial Foundation Skills Assessment (FSA) demonstrates elementary students' achievement in three foundational skills: reading, writing and numeracy. The FSA is one assessment tool used to indicate student progress. A look at the available data is used to indicate historical trends to indicate where a deeper dive into the data might be made through district assessments to identify potential inequities and future strategic supports. For this report, the average scaled score from FSA results was used to indicate the historical trend in achievement for Aboriginal students compared to non-Aboriginal students. The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending.

SD8 Reading Comprehension – Grade 4

**GRADE 4: ABORIGINAL**

Grade 4: Aboriginal

| School Year | Writers Only # | Participation % | Not Yet Meeting # | Not Yet Meeting % | Meeting # | Meeting % | Exceeding # | Exceeding % |
|---|---|---|---|---|---|---|---|---|
| 2016/17 | 49 | 77 | Msk | Msk | 25 | 51 | Msk | Msk |
| | | | Emerging | | On Track | | Extending | |
| 2017/18 | 82 | 81 | Msk | Msk | 48 | 59 | Msk | Msk |
| 2018/19 | 77 | 82 | Msk | Msk | 38 | 49 | Msk | Msk |
| 2019/20 | 53 | 77 | Msk | Msk | 33 | 62 | Msk | Msk |
| 2020/21 | 34 | 61 | Msk | Msk | 19 | 56 | Msk | Msk |

**GRADE 4: NON-ABORIGINAL**

Grade 4: Non-Aboriginal

| School Year | Writers Only # | Participation % | Not Yet Meeting # | Not Yet Meeting % | Meeting # | Meeting % | Exceeding # | Exceeding % |
|---|---|---|---|---|---|---|---|---|
| 2016/17 | 258 | 79 | 54 | 21 | 174 | 67 | 30 | 12 |
| | | | Emerging | | On Track | | Extending | |
| 2017/18 | 230 | 86 | 50 | 22 | 143 | 62 | 37 | 16 |
| 2018/19 | 230 | 79 | 62 | 27 | 140 | 61 | 28 | 12 |
| 2019/20 | 226 | 85 | 57 | 25 | 145 | 64 | 24 | 11 |
| 2020/21 | 220 | 71 | 37 | 17 | 148 | 67 | 35 | 16 |

• Emerging • On Track • Extending
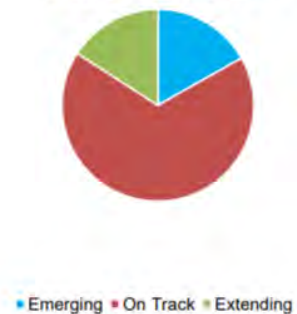
**Average FSA Scaled Score - Grade 4 Reading**
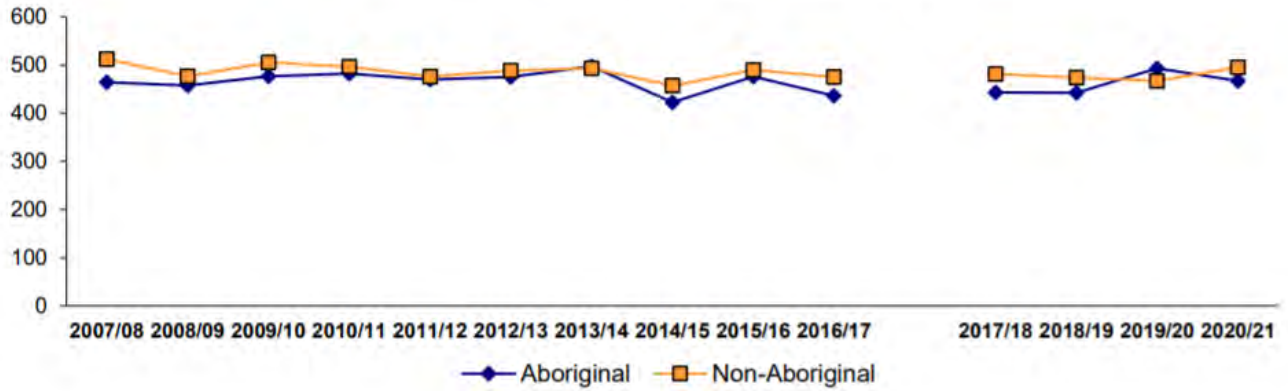


## Provincial Reading – Grade 4

**Average FSA Scaled Score - Grade 4 Reading**
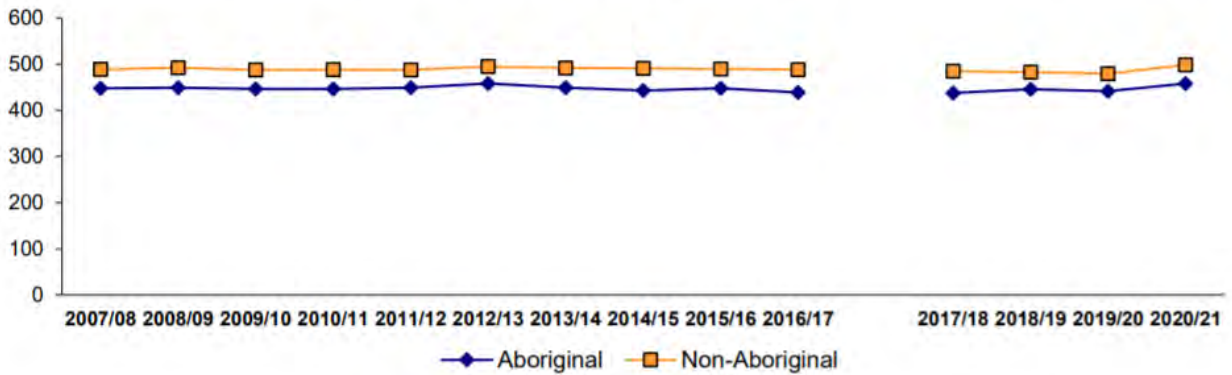
## SD8 Reading – Grade 7

### GRADE 7: ABORIGINAL

| School Year | Writers Only # | Participation % | Not Yet Meeting | | Meeting | | Exceeding | |
|---|---|---|---|---|---|---|---|---|
| | | | # | % | # | % | # | % |
| 2016/17 | 71 | 80 | Msk | Msk | 35 | 49 | Msk | Msk |
| | | | Emerging | | On Track | | Extending | |
| 2017/18 | 80 | 85 | Msk | Msk | 50 | 63 | Msk | Msk |
| 2018/19 | 84 | 85 | Msk | Msk | 52 | 62 | Msk | Msk |
| 2019/20 | 88 | 86 | Msk | Msk | 58 | 66 | Msk | Msk |
| 2020/21 | 73 | 72 | 24 | 33 | 49 | 67 | 0 | 0 |



Grade 7: Aboriginal
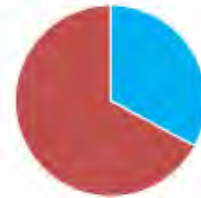
• Emerging • On Track • Extending

### GRADE 7: NON-ABORIGINAL

| School Year | Writers Only # | Participation % | Not Yet Meeting | | Meeting | | Exceeding | |
|---|---|---|---|---|---|---|---|---|
| | | | # | % | # | % | # | % |
| 2016/17 | 206 | 79 | 75 | 36 | 109 | 53 | 22 | 11 |
| | | | Emerging | | On Track | | Extending | |
| 2017/18 | 192 | 82 | Msk | Msk | 129 | 67 | Msk | Msk |
| 2018/19 | 232 | 81 | 45 | 19 | 176 | 76 | 11 | 5 |
| 2019/20 | 239 | 82 | Msk | Msk | 165 | 69 | Msk | Msk |
| 2020/21 | 218 | 76 | 46 | 21 | 172 | 79 | 0 | 0 |



Grade 7: Non-Aboriginal

• Emerging • On Track • Extending



Average FSA Scaled Score - Grade 7 Reading

— Aboriginal — Non-Aboriginal

## Provincial Reading – Grade 7

**Average FSA Scaled Score - Grade 7 Reading**
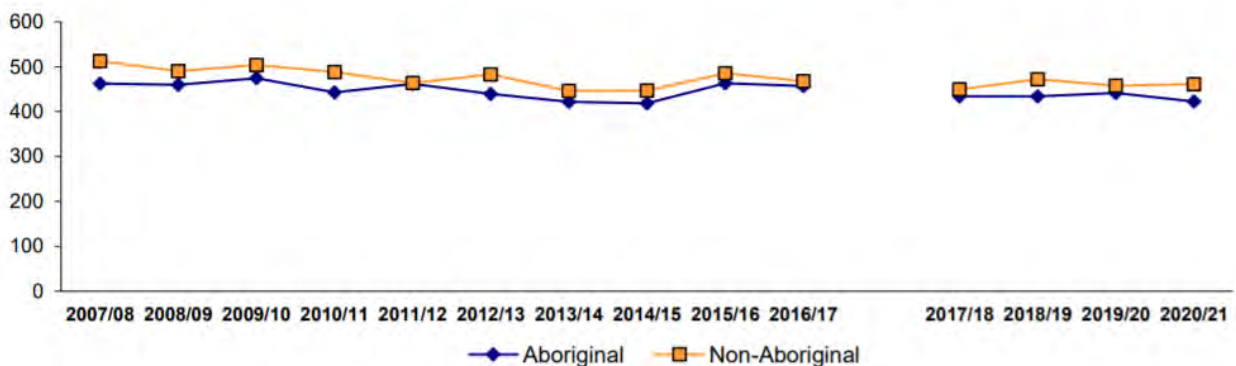
## SD8 Writing – Grade 4

### GRADE 4: ABORIGINAL

Grade 4: Aboriginal

| School Year | Writers Only # | Participation % | Not Yet Meeting # | % | Meeting # | % | Exceeding # | % |
|---|---|---|---|---|---|---|---|---|
| 2016/17 | 46 | 72 | Msk | Msk | 32 | 70 | Msk | Msk |
| | | | Emerging | | On Track | | Extending | |
| 2017/18 | 68 | 67 | Msk | Msk | 47 | 69 | Msk | Msk |
| 2018/19 | 66 | 70 | Msk | Msk | 58 | 88 | Msk | Msk |
| 2019/20 | 50 | 72 | Msk | Msk | 42 | 84 | Msk | Msk |
| 2020/21 | 28 | 50 | Msk | Msk | 24 | 86 | Msk | Msk |

### GRADE 4: NON-ABORIGINAL

Grade 4: Non-Aboriginal

| School Year | Writers Only # | Participation % | Not Yet Meeting # | % | Meeting # | % | Exceeding # | % |
|---|---|---|---|---|---|---|---|---|
| 2016/17 | 248 | 76 | 64 | 26 | 173 | 70 | 11 | 4 |
| | | | Emerging | | On Track | | Extending | |
| 2017/18 | 206 | 77 | Msk | Msk | 153 | 74 | Msk | Msk |
| 2018/19 | 204 | 70 | Msk | Msk | 170 | 83 | Msk | Msk |
| 2019/20 | 208 | 78 | Msk | Msk | 173 | 83 | Msk | Msk |
| 2020/21 | 209 | 67 | Msk | Msk | 157 | 75 | Msk | Msk |

**Average FSA Score - Grade 4 Writing**

## Provincial Writing – Grade 4

**Average FSA Score - Grade 4 Writing**
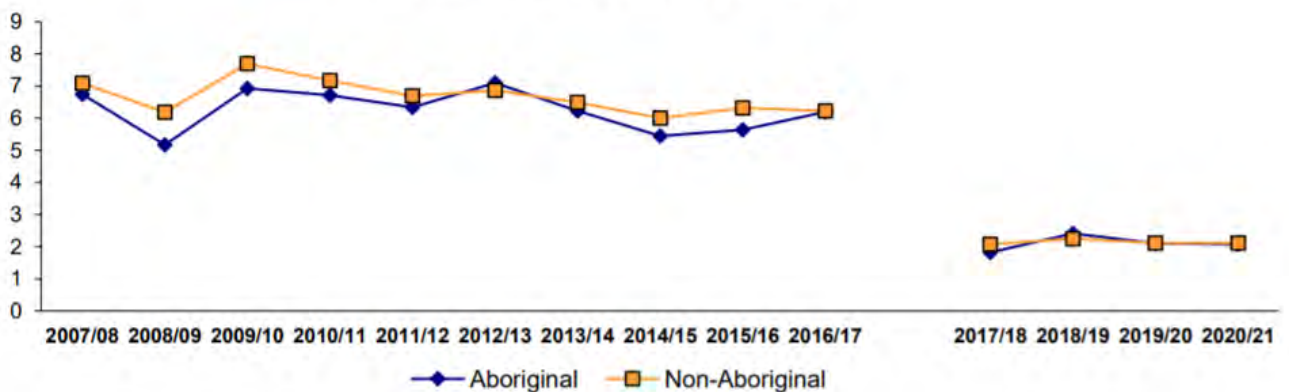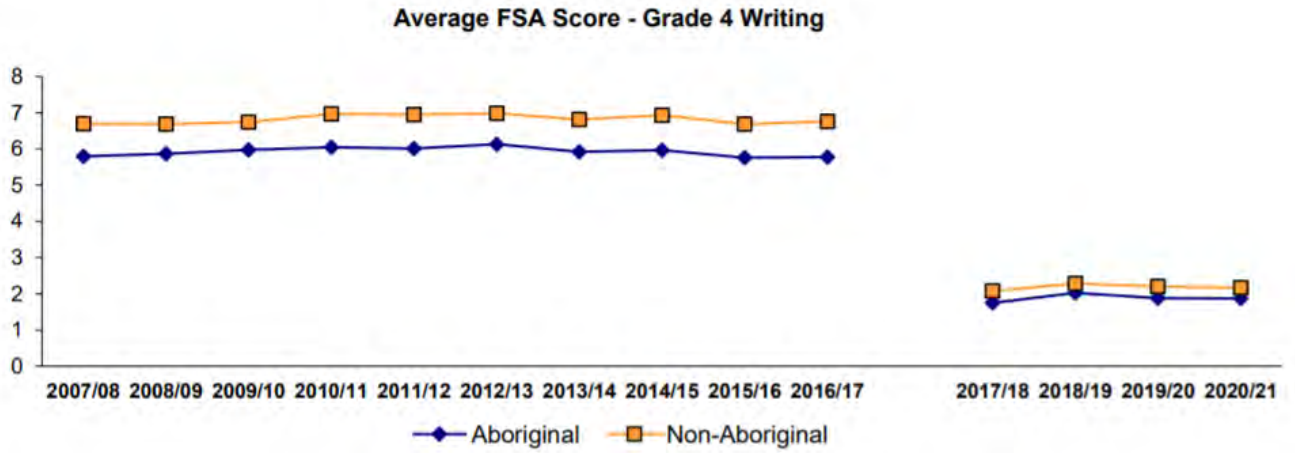
## SD8 Writing – Grade 7

**GRADE 7: ABORIGINAL**

| School Year | Writers Only # | Participation % | Not Yet Meeting # | Not Yet Meeting % | Meeting # | Meeting % | Exceeding # | Exceeding % |
|---|---|---|---|---|---|---|---|---|
| 2016/17 | 74 | 83 | Msk | Msk | 49 | 66 | Msk | Msk |
| | | | Emerging | | On Track | | Extending | |
| 2017/18 | 73 | 78 | 16 | 22 | 57 | 78 | 0 | 0 |
| 2018/19 | 76 | 77 | Msk | Msk | 59 | 78 | Msk | Msk |
| 2019/20 | 82 | 80 | Msk | Msk | 63 | 77 | Msk | Msk |
| 2020/21 | 65 | 64 | 14 | 22 | 51 | 78 | 0 | 0 |

**Grade 7: Aboriginal**
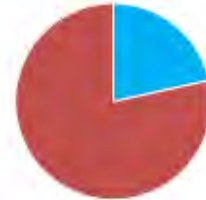


- Emerging ■ On Track ■ Extending

**Grade 7: Non-Aboriginal**

**GRADE 7: NON-ABORIGINAL**

| School Year | Writers Only # | Participation % | Not Yet Meeting # | Not Yet Meeting % | Meeting # | Meeting % | Exceeding # | Exceeding % |
|---|---|---|---|---|---|---|---|---|
| 2016/17 | 210 | 80 | Msk | Msk | 161 | 77 | Msk | Msk |
| | | | Emerging | | On Track | | Extending | |
| 2017/18 | 177 | 75 | Msk | Msk | 153 | 86 | Msk | Msk |
| 2018/19 | 198 | 69 | Msk | Msk | 162 | 82 | Msk | Msk |
| 2019/20 | 222 | 76 | 34 | 15 | 176 | 79 | 12 | 5 |
| 2020/21 | 210 | 73 | Msk | Msk | 173 | 82 | Msk | Msk |



Average FSA Score - Grade 7 Writing

◆ Aboriginal  ■ Non-Aboriginal

## Provincial Writing – Grade 7

**Average FSA Score - Grade 7 Writing**
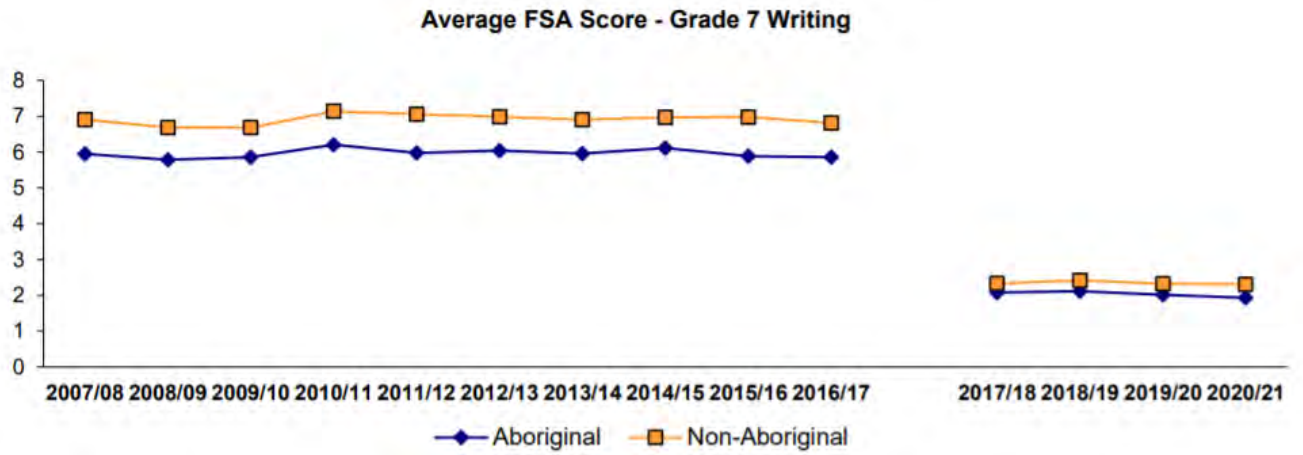
## SD8 Numeracy – Grade 4

### GRADE 4: ABORIGINAL

Grade 4: Aboriginal

| School Year | Writers Only # | Participation % | Not Yet Meeting # | Not Yet Meeting % | Meeting # | Meeting % | Exceeding # | Exceeding % |
|---|---|---|---|---|---|---|---|---|
| 2016/17 | 49 | 77 | Msk | Msk | 26 | 53 | Msk | Msk |
| | | | Emerging | | On Track | | Extending | |
| 2017/18 | 78 | 77 | Msk | Msk | 36 | 46 | Msk | Msk |
| 2018/19 | 78 | 83 | Msk | Msk | 38 | 49 | Msk | Msk |
| 2019/20 | 54 | 78 | Msk | Msk | 34 | 63 | Msk | Msk |
| 2020/21 | 31 | 55 | Msk | Msk | 21 | 68 | Msk | Msk |

### GRADE 4: NON-ABORIGINAL

Grade 4: Non-Aboriginal

| School Year | Writers Only # | Participation % | Not Yet Meeting # | Not Yet Meeting % | Meeting # | Meeting % | Exceeding # | Exceeding % |
|---|---|---|---|---|---|---|---|---|
| 2016/17 | 249 | 77 | 71 | 29 | 157 | 63 | 21 | 8 |
| | | | Emerging | | On Track | | Extending | |
| 2017/18 | 223 | 83 | 74 | 33 | 135 | 61 | 14 | 6 |
| 2018/19 | 229 | 79 | Msk | Msk | 141 | 62 | Msk | Msk |
| 2019/20 | 225 | 85 | 67 | 30 | 148 | 66 | 10 | 4 |
| 2020/21 | 219 | 71 | 61 | 28 | 133 | 61 | 25 | 11 |
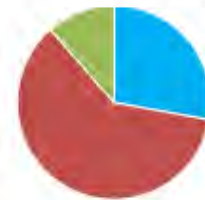


• Emerging  • On Track  • Extending



Average FSA Scaled Score - Grade 4 Numeracy

— Aboriginal    — Non-Aboriginal

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## Provincial Numeracy – Grade 4

**Average FSA Scaled Score - Grade 4 Numeracy**
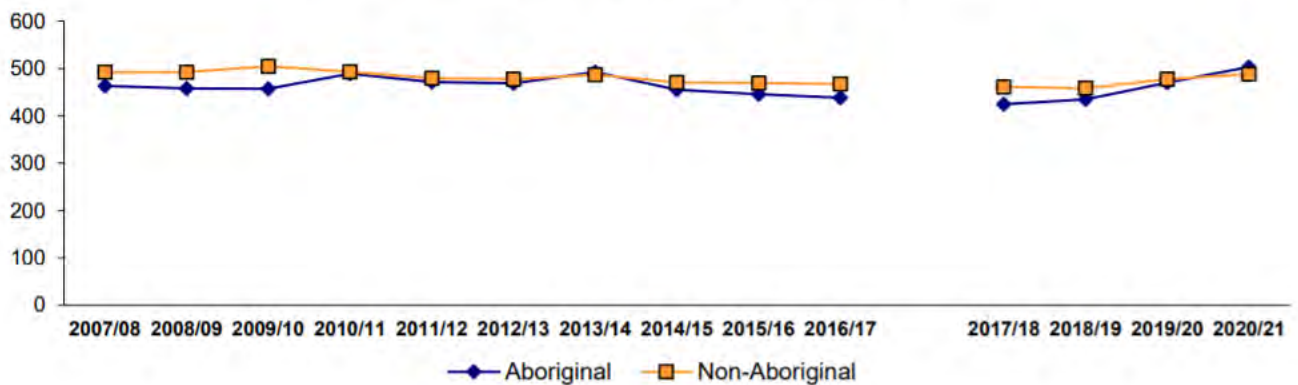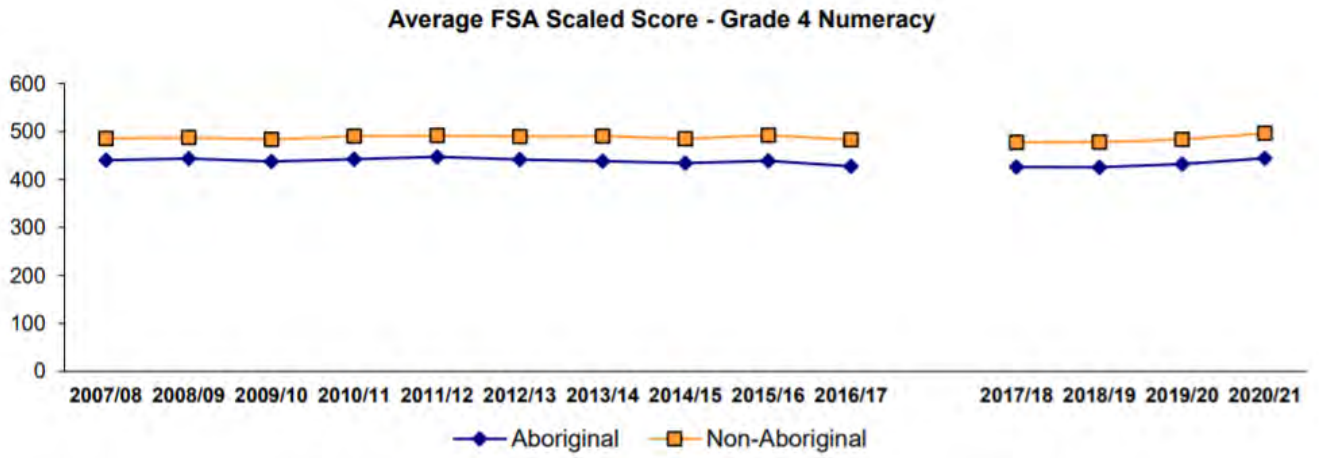
## SD8 Numeracy – Grade 7

### GRADE 7: ABORIGINAL

| School Year | Writers Only # | Participation % | Not Yet Meeting # | Not Yet Meeting % | Meeting # | Meeting % | Exceeding # | Exceeding % |
|---|---|---|---|---|---|---|---|---|
| 2016/17 | 78 | 88 | Msk | Msk | 39 | 50 | Msk | Msk |
| | | | Emerging | | On Track | | Extending | |
| 2017/18 | 77 | 82 | 46 | 60 | Msk | Msk | Msk | Msk |
| 2018/19 | 82 | 83 | 45 | 55 | Msk | Msk | Msk | Msk |
| 2019/20 | 83 | 81 | 39 | 47 | Msk | Msk | Msk | Msk |
| 2020/21 | 73 | 72 | 38 | 52 | Msk | Msk | Msk | Msk |

### GRADE 7: NON-ABORIGINAL

**Grade 7: Non-Aboriginal**

| School Year | Writers Only # | Participation % | Not Yet Meeting # | Not Yet Meeting % | Meeting # | Meeting % | Exceeding # | Exceeding % |
|---|---|---|---|---|---|---|---|---|
| 2016/17 | 220 | 84 | Msk | Msk | 125 | 57 | Msk | Msk |
| | | | Emerging | | On Track | | Extending | |
| 2017/18 | 193 | 82 | Msk | Msk | 114 | 59 | Msk | Msk |
| 2018/19 | 231 | 81 | 101 | 44 | 118 | 51 | 12 | 5 |
| 2019/20 | 237 | 81 | 99 | 42 | 123 | 52 | 15 | 6 |
| 2020/21 | 224 | 78 | 80 | 36 | 114 | 51 | 30 | 13 |
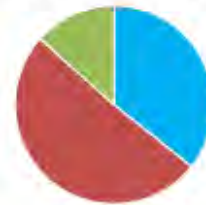


• Emerging  • On Track  • Extending

**Average FSA Scaled Score - Grade 7 Numeracy**



◆ Aboriginal   ◻ Non-Aboriginal

Provincial Numeracy – Grade 7

**Average FSA Scaled Score - Grade 7 Numeracy**
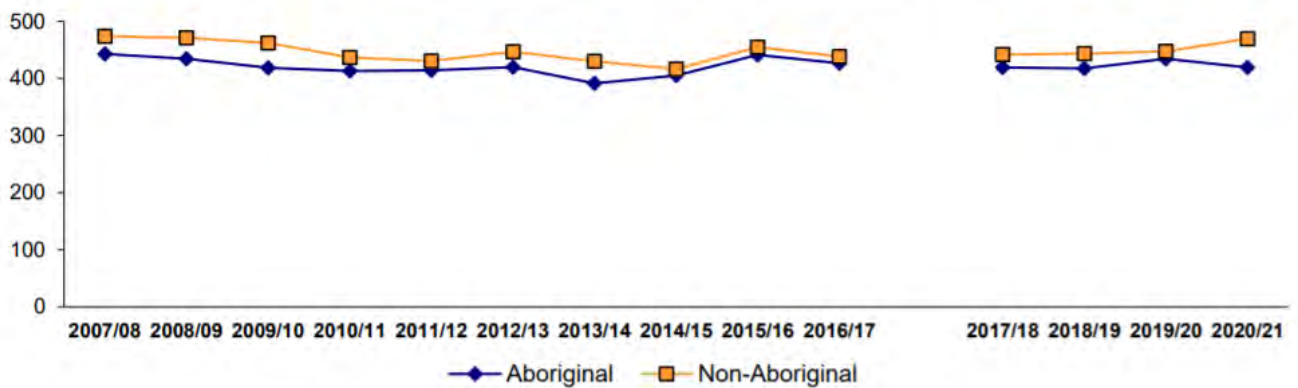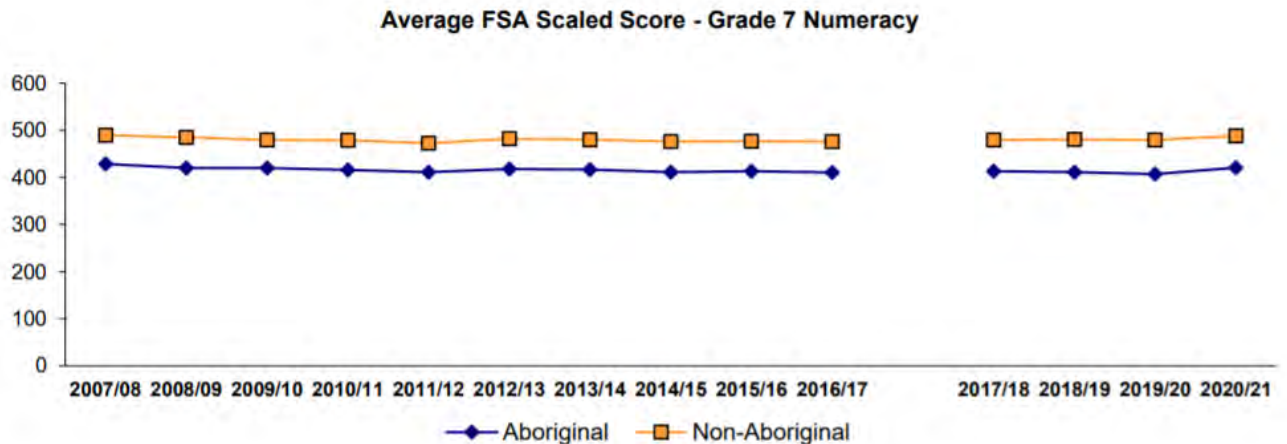


Summary of FSA Data, specific to Aboriginal Students and SD8 Kootenay Lake

| Grade 4, Aboriginal Reading Comprehension | • 56% of Aboriginal students are meeting expectations<br>• 61% participated, 2020-2021 marked a 16% decline in participation |
|---|---|
| Grade 4, Aboriginal Writing | • 86% of Aboriginal students are meeting expectations<br>• 50% participated |
| Grade 4, Aboriginal Numeracy | • 68% of Aboriginal students are meeting expectations<br>• 55% participated |
| Grade 7, Aboriginal Reading Comprehension | • 67% of Aboriginal students are meeting expectations<br>• 72% participated |
| Grade 7, Aboriginal Writing | • 78% of Aboriginal students are meeting expectations<br>• 22% of Aboriginal students are emerging meeting expectations<br>• 64% participated |
| Grade 7, Aboriginal Numeracy | • 52% of Aboriginal students are emerging<br>• 72% participated |

Students with Disabilities or Diverse Abilities

Students with disabilities or diverse abilities may require additional support and accommodations to enable them to access and participate in educational programs. The Ministry's vision is to provide inclusive and responsive learning environments that recognize the value of diversity and provide equal access, opportunity and outcome for all students including students with disabilities and diverse abilities. In our District, approximately twenty-eight percent (28%) of the overall population of students with disabilities or diverse abilities self-identity as Aboriginal (see below).

**Percent of Students with Disabilities or Diverse Abilities (12 Categories)**
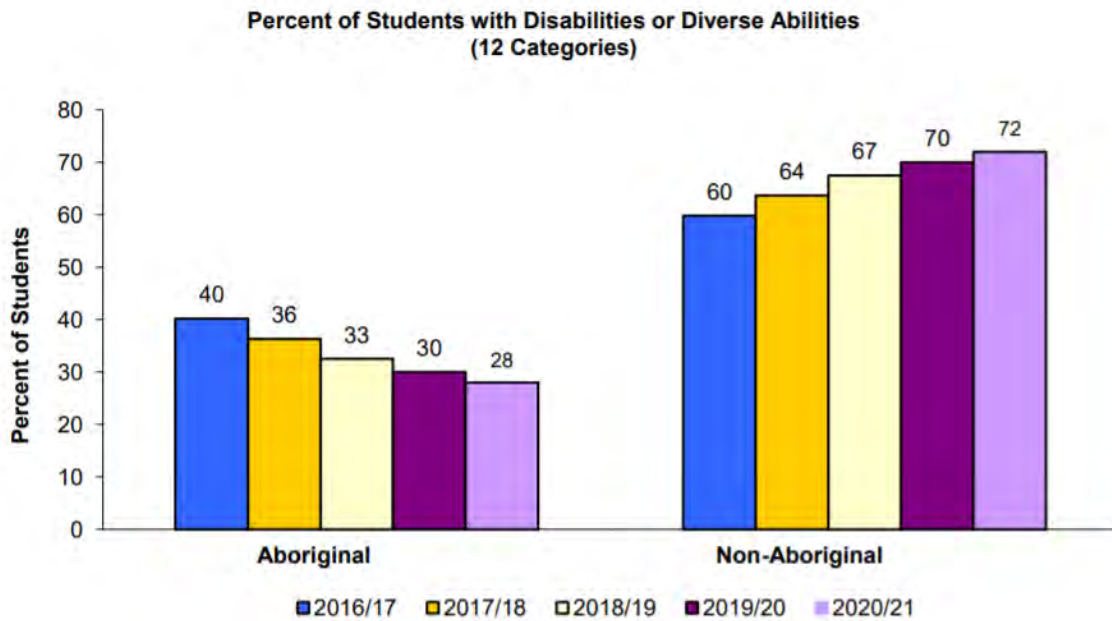
Provincially, approximately twenty-two percent (22%) of the overall population of students with disabilities or diverse abilities self-identity as Aboriginal (see below).

**Percent of Students with Disabilities or Diverse Abilities (12 Categories)**
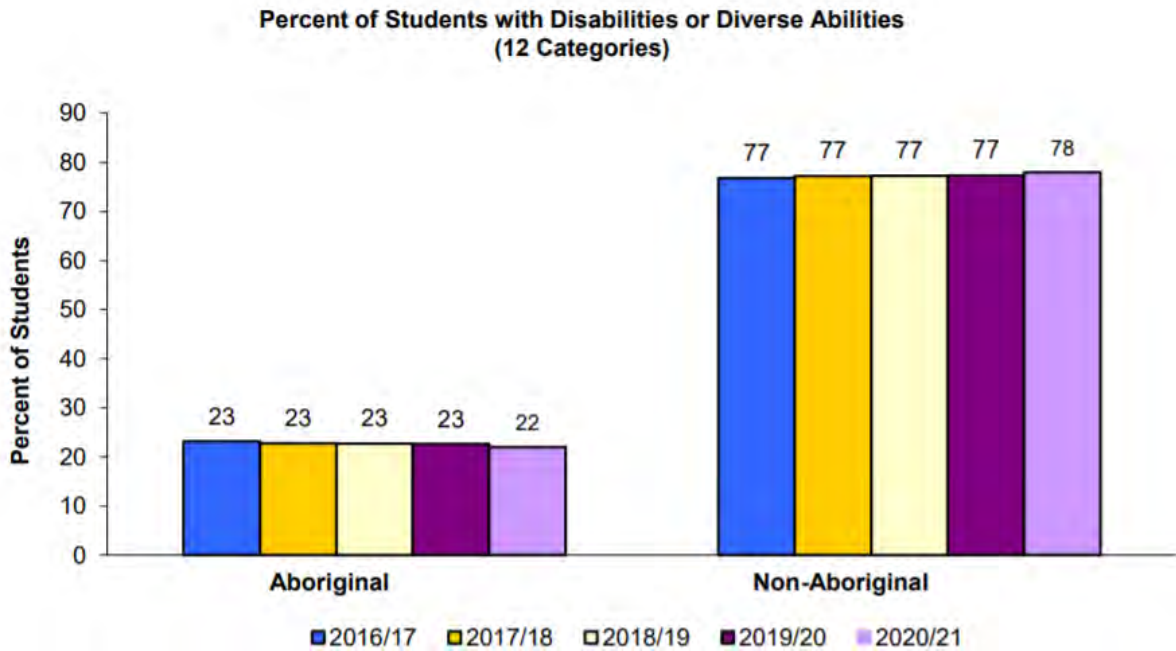
Student Learning Survey Results

The Student Learning Survey is an annual province-wide census. This means that instead of sampling a small percentage, all students in the targeted grades are encouraged to participate. Because it is a census, the survey is representative, even at the school level.

Some students do not complete surveys. Overall, the response rates are around 75% for elementary grades and around 50% for secondary grades.

Some demographic information is taken from survey questions (e.g. grade level). The Aboriginal ancestry question is skipped by fewer than 1% of respondents, and so results by Aboriginal ancestry are considered to be representative of respondents and of the school population.

Meaning Making of Data:

Grades 3/4
- When asked "Do you like school?" Aboriginal students reported twenty-two percent (22%) lower rates than non-Aboriginal students
- When asked "Do adults in the school treat all students fairly" Aboriginal students reported five percent (5%) lower rates than non-Aboriginal students
- When asked "At school, are you being taught about Aboriginal peoples in Canada" Aboriginal students reported six percent (6%) higher rates than non-Aboriginal students
- When asked "Do you feel safe at school?" Aboriginal students reported eight percent (8%) lower rates than non-Aboriginal students
- When asked about having two or more adults at school that care about you, Aboriginal students reported thirteen percent (13%) lower rates than non-Aboriginal students
- When asked "I am happy at my school" Aboriginal students reported eleven percent (11%) lower rates than non-Aboriginal students

Grade 7
- When asked "Do you like school?" Aboriginal students reported three percent (3%) higher rates than non-Aboriginal students
- When asked "Do adults in the school treat all students fairly" Aboriginal students reported four percent (4%) lower rates than non-Aboriginal students
- When asked "How many teachers help you with your schoolwork when you need it?" Aboriginal students reported four percent (4%) higher rates than non-Aboriginal students

- When asked "At school, are you being taught about Aboriginal peoples in Canada" Aboriginal students reported sixteen percent (16%) higher rates than non-Aboriginal students
- When asked "Do you feel safe at school?" Aboriginal students reported four percent (4%) higher rates than non-Aboriginal students
- When asked about having two or more adults at school that care about you, Aboriginal students reported six percent (6%) higher rates than non-Aboriginal students
- When asked "I am happy at my school" Aboriginal students reported eleven percent (11%) lower rates than non-Aboriginal students

Grade 10
- When asked "Do you like school?" Aboriginal students reported seven percent (7%) lower rates than non-Aboriginal students
- When asked "How many teachers help you with your schoolwork when you need it?" Aboriginal students reported sixteen percent (16%) lower rates than non-Aboriginal students
- When asked "Do you feel safe at school?" Aboriginal students reported four percent (4%) higher rates than non-Aboriginal students
- When asked "I would like to go to a different school" Aboriginal students reported four percent (4%) higher rates than non-Aboriginal students

Grade 12
- When asked "Do you like school?" Aboriginal students reported four percent (4%) higher rates than non-Aboriginal students
- When asked "Do adults in the school treat all students fairly?" Aboriginal students reported five percent (5%) lower rates than non-Aboriginal students
- When asked "How many teachers help you with your schoolwork when you need it?" Aboriginal students reported eleven percent (11%) higher rates than non-Aboriginal students
- When asked "At school, are you being taught about Aboriginal peoples in Canada" Aboriginal students reported twelve percent (12%) higher rates than non-Aboriginal students
- When asked "Do you feel safe at school?" Aboriginal students reported six percent (6%) higher rates than non-Aboriginal students

## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

**Do you like school?**
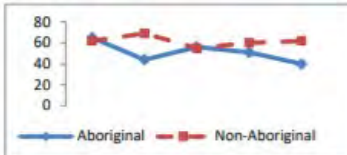


| | | Aboriginal | | | Non-Aboriginal | | |
|---|---|---|---|---|---|---|---|
| | | Gr 4 Respondents | All of the time or many times | | Gr 4 Respondents | All of the time or many times | |
| School Year | | # | # | % | # | # | % |
| 2016/17 | | 65 | 42 | 65 | 178 | 110 | 62 |
| 2017/18 | | 61 | 27 | 44 | 196 | 136 | 69 |
| 2018/19 | | 66 | 37 | 56 | 225 | 123 | 55 |
| 2019/20 | | 37 | 19 | 51 | 164 | 99 | 60 |
| 2020/21 | | 35 | 14 | 40 | 193 | 120 | 62 |

**Do adults in the school treat all students fairly?**
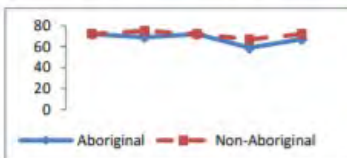


| | | Aboriginal | | | Non-Aboriginal | | |
|---|---|---|---|---|---|---|---|
| | | Gr 4 Respondents | All of the time or many times | | Gr 4 Respondents | All of the time or many times | |
| School Year | | # | # | % | # | # | % |
| 2016/17 | | 65 | 47 | 72 | 176 | 127 | 72 |
| 2017/18 | | 61 | 42 | 69 | 198 | 149 | 75 |
| 2018/19 | | 65 | 47 | 72 | 233 | 168 | 72 |
| 2019/20 | | 37 | 22 | 59 | 161 | 108 | 67 |
| 2020/21 | | 33 | 22 | 67 | 191 | 138 | 72 |

**How many teachers help you with your schoolwork when you need it?**



| | | Aboriginal | | | Non-Aboriginal | | |
|---|---|---|---|---|---|---|---|
| | | Gr 4 Respondents | All or many | | Gr 4 Respondents | All or many | |
| School Year | | # | # | % | # | # | % |
| 2016/17 | | 65 | 33 | 51 | 174 | 86 | 49 |
| 2017/18 | | - | - | - | - | - | - |
| 2018/19 | | - | - | - | - | - | - |
| 2019/20 | | - | - | - | - | - | - |
| 2020/21 | | - | - | - | - | - | - |

**At school, do you respect people who are different from you (for example, think, act, or look different)?**



| | | Aboriginal | | | Non-Aboriginal | | |
|---|---|---|---|---|---|---|---|
| | | Gr 4 Respondents | All of the time or many times | | Gr 4 Respondents | All of the time or many times | |
| School Year | | # | # | % | # | # | % |
| 2016/17 | | 62 | 52 | 84 | 160 | 143 | 89 |
| 2017/18 | | - | - | - | - | - | - |
| 2018/19 | | - | - | - | - | - | - |
| 2019/20 | | - | - | - | - | - | - |
| 2020/21 | | - | - | - | - | - | - |

**At school, are you being taught about Aboriginal peoples in Canada?/ Are you learning about First Peoples at school?**
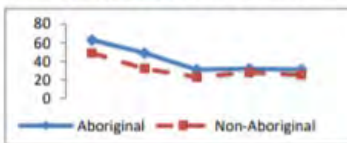


| | | Aboriginal | | | Non-Aboriginal | | |
|---|---|---|---|---|---|---|---|
| | | Gr 4 Respondents | All of the time or many times | | Gr 4 Respondents | All of the time or many times | |
| School Year | | # | # | % | # | # | % |
| 2016/17 | | 62 | 39 | 63 | 168 | 82 | 49 |
| 2017/18 | | 61 | 30 | 49 | 196 | 63 | 32 |
| 2018/19 | | 65 | 20 | 31 | 221 | 50 | 23 |
| 2019/20 | | 37 | 12 | 32 | 163 | 46 | 28 |
| 2020/21 | | 35 | 11 | 31 | 191 | 47 | 25 |

## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

### Do you feel safe at school?
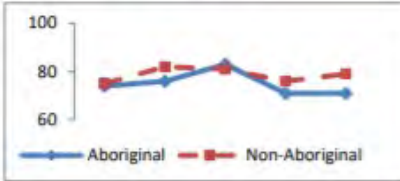
|  | Aboriginal | | | Non-Aboriginal | | |
|---|---|---|---|---|---|---|
|  | Gr 4 Respondents | All of the time or many times | | Gr 4 Respondents | All of the time or many times | |
| School Year | # | # | % | # | # | % |
| 2016/17 | 54 | 40 | 74 | 185 | 139 | 75 |
| 2017/18 | 41 | 31 | 76 | 211 | 172 | 82 |
| 2018/19 | 53 | 44 | 83 | 236 | 191 | 81 |
| 2019/20 | 34 | 24 | 71 | 165 | 126 | 76 |
| 2020/21 | 34 | 24 | 71 | 193 | 153 | 79 |

### At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?
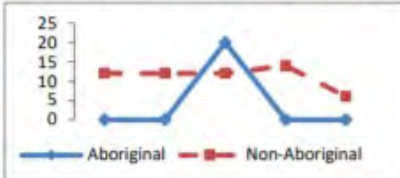
|  | Aboriginal | | | Non-Aboriginal | | |
|---|---|---|---|---|---|---|
|  | Gr 4 Respondents | All of the time or many times | | Gr 4 Respondents | All of the time or many times | |
| School Year | # | # | % | # | # | % |
| 2016/17 | 54 | Msk | Msk | 184 | 22 | 12 |
| 2017/18 | 42 | Msk | Msk | 215 | 25 | 12 |
| 2018/19 | 54 | 11 | 20 | 239 | 28 | 12 |
| 2019/20 | 34 | Msk | Msk | 166 | 23 | 14 |
| 2020/21 | 34 | Msk | Msk | 189 | 11 | 6 |

### How many adults at your school care about you?/ How many adults do you think care about you at your school?
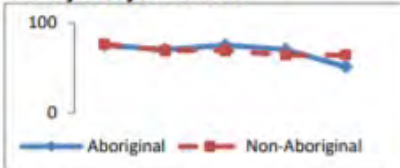
|  | Aboriginal | | | Non-Aboriginal | | |
|---|---|---|---|---|---|---|
|  | Gr 4 Respondents | Two adults or more | | Gr 4 Respondents | Two adults or more | |
| School Year | # | # | % | # | # | % |
| 2016/17 | 65 | 49 | 75 | 178 | 135 | 76 |
| 2017/18 | 60 | 42 | 70 | 195 | 134 | 69 |
| 2018/19 | 65 | 49 | 75 | 231 | 159 | 69 |
| 2019/20 | 37 | 26 | 70 | 163 | 104 | 64 |
| 2020/21 | 35 | 18 | 51 | 189 | 121 | 64 |

### I would like to go to a different school.

|  | Aboriginal | | | Non-Aboriginal | | |
|---|---|---|---|---|---|---|
|  | Gr 4 Respondents | All of the time or many times | | Gr 4 Respondents | All of the time or many times | |
| School Year | # | # | % | # | # | % |
| 2016/17 | 65 | Msk | Msk | 179 | 11 | 6 |
| 2017/18 | - | - | - | - | - | - |
| 2018/19 | - | - | - | - | - | - |
| 2019/20 | - | - | - | - | - | - |
| 2020/21 | - | - | - | - | - | - |

### I am happy at my school.
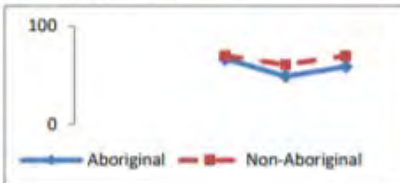
|  | Aboriginal | | | Non-Aboriginal | | |
|---|---|---|---|---|---|---|
|  | Gr 4 Respondents | All of the time or many times | | Gr 4 Respondents | All of the time or many times | |
| School Year | # | # | % | # | # | % |
| 2016/17 | - | - | - | - | - | - |
| 2017/18 | 61 | 38 | 62 | 197 | 144 | 73 |
| 2018/19 | 66 | 44 | 67 | 227 | 159 | 70 |
| 2019/20 | 37 | 18 | 49 | 164 | 100 | 61 |
| 2020/21 | 34 | 20 | 59 | 189 | 132 | 70 |

## STUDENT LEARNING SURVEY RESULTS, GRADE 7

|  |  | Aboriginal |  |  | Non-Aboriginal |  |  |
|---|---|---|---|---|---|---|---|

**Do you like school?**



| School Year | Gr 7 Respondents # | All of the time or many times # | % | Gr 7 Respondents # | All of the time or many times # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 69 | 23 | 33 | 181 | 71 | 39 |
| 2017/18 | 69 | 23 | 33 | 174 | 74 | 43 |
| 2018/19 | 68 | 23 | 34 | 215 | 85 | 40 |
| 2019/20 | 64 | 23 | 36 | 157 | 55 | 35 |
| 2020/21 | 74 | 28 | 38 | 206 | 72 | 35 |

**Do adults in the school treat all students fairly?**



| School Year | Gr 7 Respondents # | All of the time or many times # | % | Gr 7 Respondents # | All of the time or many times # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 69 | 25 | 36 | 181 | 79 | 44 |
| 2017/18 | 69 | 32 | 46 | 174 | 88 | 51 |
| 2018/19 | 69 | 29 | 42 | 216 | 115 | 53 |
| 2019/20 | 63 | 25 | 40 | 157 | 77 | 49 |
| 2020/21 | 73 | 41 | 56 | 207 | 106 | 51 |

**How many teachers help you with your schoolwork when you need it?**



| School Year | Gr 7 Respondents # | All or many # | % | Gr 7 Respondents # | All or many # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 65 | 24 | 37 | 173 | 87 | 50 |
| 2017/18 | 67 | 31 | 46 | 169 | 80 | 47 |
| 2018/19 | 68 | 29 | 43 | 213 | 110 | 52 |
| 2019/20 | 64 | 30 | 47 | 150 | 74 | 49 |
| 2020/21 | 73 | 36 | 49 | 201 | 91 | 45 |

**At school, do you respect people who are different from you (for example, think, act, or look different)?**



| School Year | Gr 7 Respondents # | All of the time or many times # | % | Gr 7 Respondents # | All of the time or many times # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 67 | 59 | 88 | 173 | 142 | 82 |
| 2017/18 | 61 | 50 | 82 | 163 | 131 | 80 |
| 2018/19 | 67 | 58 | 87 | 210 | 180 | 86 |
| 2019/20 | 62 | 48 | 77 | 149 | 127 | 85 |
| 2020/21 | 70 | 55 | 79 | 199 | 163 | 82 |

**At school, are you being taught about Aboriginal peoples in Canada?**



| School Year | Gr 7 Respondents # | All of the time or many times # | % | Gr 7 Respondents # | All of the time or many times # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 65 | 27 | 42 | 177 | 46 | 26 |
| 2017/18 | 64 | 30 | 47 | 168 | 44 | 26 |
| 2018/19 | 66 | 39 | 59 | 216 | 66 | 31 |
| 2019/20 | 62 | 36 | 58 | 151 | 67 | 44 |
| 2020/21 | 70 | 38 | 54 | 203 | 77 | 38 |

## STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

|  | | Aboriginal | | | Non-Aboriginal | | |
|---|---|---|---|---|---|---|---|

**Do you feel safe at school?**



| School Year | Gr 7 Respondents # | All of the time or many times # | % | Gr 7 Respondents # | All of the time or many times # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 65 | 38 | 58 | 176 | 122 | 69 |
| 2017/18 | 58 | 29 | 50 | 180 | 120 | 67 |
| 2018/19 | 63 | 38 | 60 | 218 | 137 | 63 |
| 2019/20 | 63 | 38 | 60 | 157 | 105 | 67 |
| 2020/21 | 73 | 48 | 66 | 203 | 125 | 62 |

**At school, are you bullied, teased, or picked on?**
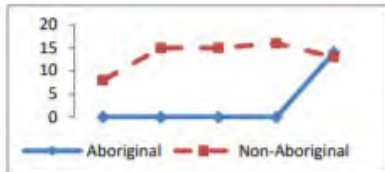


| School Year | Gr 7 Respondents # | All of the time or many times # | % | Gr 7 Respondents # | All of the time or many times # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 64 | Msk | Msk | 174 | 14 | 8 |
| 2017/18 | 58 | Msk | Msk | 182 | 28 | 15 |
| 2018/19 | 64 | Msk | Msk | 222 | 34 | 15 |
| 2019/20 | 62 | Msk | Msk | 156 | 25 | 16 |
| 2020/21 | 73 | 10 | 14 | 206 | 27 | 13 |

**How many adults at your school care about you? (Percentage responding 2 adults or more.)**
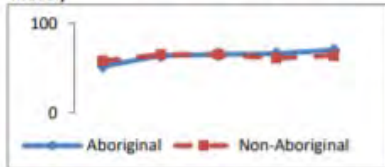


| School Year | Gr 7 Respondents # | Two adults or more # | % | Gr 7 Respondents # | Two adults or more # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 69 | 36 | 52 | 181 | 105 | 58 |
| 2017/18 | 69 | 44 | 64 | 175 | 114 | 65 |
| 2018/19 | 69 | 45 | 65 | 217 | 142 | 65 |
| 2019/20 | 64 | 42 | 66 | 158 | 97 | 61 |
| 2020/21 | 73 | 51 | 70 | 206 | 132 | 64 |

**I would like to go to a different school.**
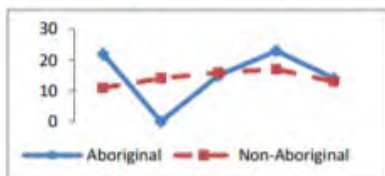


| School Year | Gr 7 Respondents # | All of the time or many times # | % | Gr 7 Respondents # | All of the time or many times # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 69 | 15 | 22 | 179 | 20 | 11 |
| 2017/18 | 70 | Msk | Msk | 176 | 24 | 14 |
| 2018/19 | 68 | 10 | 15 | 217 | 35 | 16 |
| 2019/20 | 62 | 14 | 23 | 156 | 27 | 17 |
| 2020/21 | 73 | 10 | 14 | 208 | 27 | 13 |

## STUDENT LEARNING SURVEY RESULTS, GRADE 10
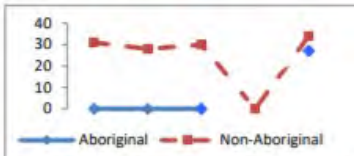
| | | Aboriginal | | | Non-Aboriginal | | |
|---|---|---|---|---|---|---|---|

**Do you like school?**



| School Year | Gr 10 Respondents # | All of the time or many times # | % | Gr 10 Respondents # | All of the time or many times # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 32 | Msk | Msk | 118 | 36 | 31 |
| 2017/18 | 34 | Msk | Msk | 155 | 44 | 28 |
| 2018/19 | 38 | Msk | Msk | 149 | 45 | 30 |
| 2019/20 | Msk | Msk | Msk | 25 | Msk | Msk |
| 2020/21 | 52 | 14 | 27 | 182 | 62 | 34 |

**Do adults in the school treat all students fairly?**
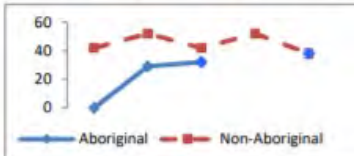


| School Year | Gr 10 Respondents # | All of the time or many times # | % | Gr 10 Respondents # | All of the time or many times # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 32 | Msk | Msk | 118 | 49 | 42 |
| 2017/18 | 35 | 10 | 29 | 154 | 80 | 52 |
| 2018/19 | 38 | 12 | 32 | 149 | 63 | 42 |
| 2019/20 | Msk | Msk | Msk | 25 | 13 | 52 |
| 2020/21 | 52 | 20 | 38 | 184 | 69 | 38 |

**How many teachers help you with your schoolwork when you need it?**
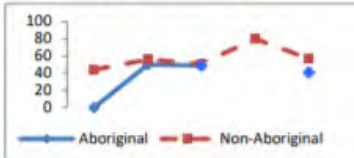


| School Year | Gr 10 Respondents # | All or many # | % | Gr 10 Respondents # | All or many # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 30 | Msk | Msk | 114 | 50 | 44 |
| 2017/18 | 34 | 17 | 50 | 152 | 85 | 56 |
| 2018/19 | 35 | 17 | 49 | 140 | 72 | 51 |
| 2019/20 | Msk | Msk | Msk | 25 | 20 | 80 |
| 2020/21 | 51 | 21 | 41 | 179 | 102 | 57 |

**At school, do you respect people who are different from you (for example, think, act, or look different)?**
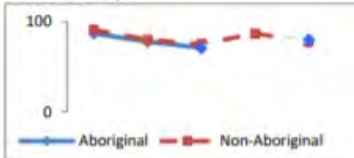


| School Year | Gr 10 Respondents # | All of the time or many times # | % | Gr 10 Respondents # | All of the time or many times # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 30 | 26 | 87 | 116 | 105 | 91 |
| 2017/18 | 32 | 25 | 78 | 152 | 122 | 80 |
| 2018/19 | 31 | 22 | 71 | 138 | 104 | 75 |
| 2019/20 | Msk | Msk | Msk | 23 | 20 | 87 |
| 2020/21 | 51 | 41 | 80 | 177 | 136 | 77 |
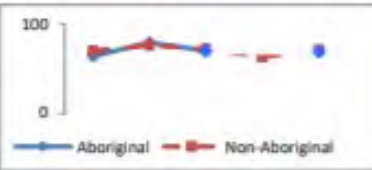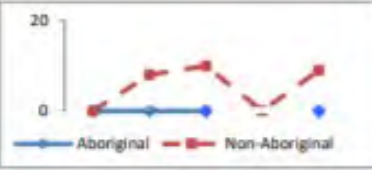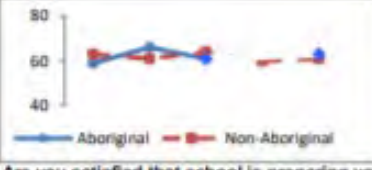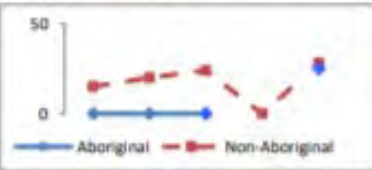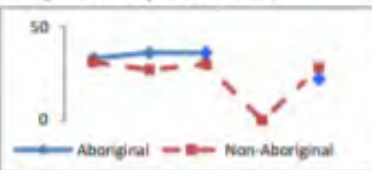
**At school, are you being taught about Aboriginal peoples in Canada?**
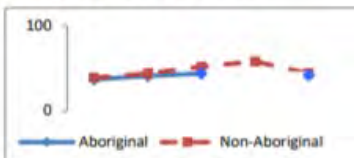


| School Year | Gr 10 Respondents # | All of the time or many times # | % | Gr 10 Respondents # | All of the time or many times # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 30 | 11 | 37 | 117 | 46 | 39 |
| 2017/18 | 34 | 14 | 41 | 151 | 67 | 44 |
| 2018/19 | 36 | 16 | 44 | 141 | 74 | 52 |
| 2019/20 | Msk | Msk | Msk | 24 | 14 | 58 |
| 2020/21 | 52 | 22 | 42 | 180 | 80 | 44 |

## STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

|  | | Aboriginal | | | Non-Aboriginal | | |
|---|---|---|---|---|---|---|---|

**Do you feel safe at school?**



| School Year | Gr 10 Respondents # | All of the time or many times # | % | Gr 10 Respondents # | All of the time or many times # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 28 | 18 | 64 | 115 | 81 | 70 |
| 2017/18 | 33 | 26 | 79 | 156 | 119 | 76 |
| 2018/19 | 37 | 26 | 70 | 145 | 104 | 72 |
| 2019/20 | Msk | Msk | Msk | 24 | 15 | 63 |
| 2020/21 | 52 | 36 | 69 | 182 | 129 | 71 |

**At school, are you bullied, teased, or picked on?**



| School Year | Gr 10 Respondents # | All of the time or many times # | % | Gr 10 Respondents # | All of the time or many times # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 30 | Msk | Msk | 114 | Msk | Msk |
| 2017/18 | 33 | Msk | Msk | 155 | 12 | 8 |
| 2018/19 | 37 | Msk | Msk | 145 | 14 | 10 |
| 2019/20 | Msk | Msk | Msk | 24 | Msk | Msk |
| 2020/21 | 52 | Msk | Msk | 182 | 16 | 9 |

**How many adults at your school care about you? (Percentage responding 2 adults or more.)**



| School Year | Gr 10 Respondents # | Two adults or more # | % | Gr 10 Respondents # | Two adults or more # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 32 | 19 | 59 | 118 | 74 | 63 |
| 2017/18 | 35 | 23 | 66 | 155 | 94 | 61 |
| 2018/19 | 38 | 23 | 61 | 148 | 94 | 64 |
| 2019/20 | Msk | Msk | Msk | 25 | 15 | 60 |
| 2020/21 | 52 | 33 | 63 | 182 | 111 | 61 |

**Are you satisfied that school is preparing you for a job in the future?**



| School Year | Gr 10 Respondents # | All of the time or many times # | % | Gr 10 Respondents # | All of the time or many times # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 30 | Msk | Msk | 117 | 18 | 15 |
| 2017/18 | 33 | Msk | Msk | 153 | 31 | 20 |
| 2018/19 | 33 | Msk | Msk | 140 | 34 | 24 |
| 2019/20 | Msk | Msk | Msk | 23 | Msk | Msk |
| 2020/21 | 51 | 13 | 25 | 179 | 51 | 28 |

**Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?**



| School Year | Gr 10 Respondents # | All of the time or many times # | % | Gr 10 Respondents # | All of the time or many times # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 30 | 10 | 33 | 116 | 36 | 31 |
| 2017/18 | 33 | 12 | 36 | 153 | 41 | 27 |
| 2018/19 | 33 | 12 | 36 | 139 | 42 | 30 |
| 2019/20 | Msk | Msk | Msk | 23 | Msk | Msk |
| 2020/21 | 51 | 11 | 22 | 177 | 50 | 28 |

**I would like to go to a different school.**



| School Year | Gr 10 Respondents # | All of the time or many times # | % | Gr 10 Respondents # | All of the time or many times # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 31 | Msk | Msk | 118 | 22 | 19 |
| 2017/18 | 35 | Msk | Msk | 156 | 19 | 12 |
| 2018/19 | 38 | Msk | Msk | 147 | 30 | 20 |
| 2019/20 | Msk | Msk | Msk | 25 | Msk | Msk |
| 2020/21 | 52 | 10 | 19 | 183 | 27 | 15 |
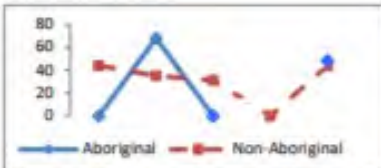
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## STUDENT LEARNING SURVEY RESULTS, GRADE 12

|  | | Aboriginal | | | Non-Aboriginal | | |
|---|---|---|---|---|---|---|---|

**Do you like school?**



| School Year | Gr 12 Respondents # | All of the time or many times # | % | Gr 12 Respondents # | All of the time or many times # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 13 | Msk | Msk | 85 | 37 | 44 |
| 2017/18 | 19 | 13 | 68 | 92 | 32 | 35 |
| 2018/19 | 14 | Msk | Msk | 72 | 22 | 31 |
| 2019/20 | Msk | Msk | Msk | 13 | Msk | Msk |
| 2020/21 | 27 | 13 | 48 | 97 | 43 | 44 |

**Do adults in the school treat all students fairly?**
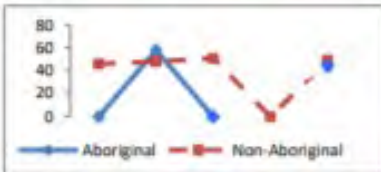


| School Year | Gr 12 Respondents # | All of the time or many times # | % | Gr 12 Respondents # | All of the time or many times # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 13 | Msk | Msk | 85 | 39 | 46 |
| 2017/18 | 19 | 11 | 58 | 92 | 44 | 48 |
| 2018/19 | 14 | Msk | Msk | 72 | 37 | 51 |
| 2019/20 | Msk | Msk | Msk | 13 | Msk | Msk |
| 2020/21 | 27 | 12 | 44 | 97 | 48 | 49 |

**How many teachers help you with your schoolwork when you need it?**



| School Year | Gr 12 Respondents # | All or many # | % | Gr 12 Respondents # | All or many # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 12 | Msk | Msk | 82 | 46 | 56 |
| 2017/18 | 18 | 14 | 78 | 89 | 59 | 66 |
| 2018/19 | 14 | Msk | Msk | 67 | 36 | 54 |
| 2019/20 | Msk | Msk | Msk | 13 | Msk | Msk |
| 2020/21 | 27 | 18 | 67 | 95 | 53 | 56 |

**At school, do you respect people who are different from you (for example, think, act, or look different)?**



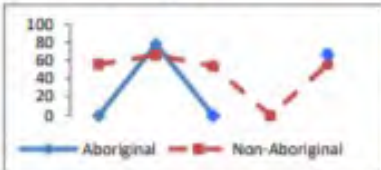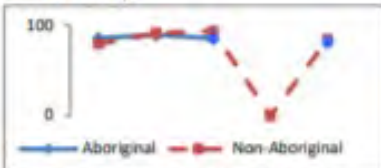| School Year | Gr 12 Respondents # | All of the time or many times # | % | Gr 12 Respondents # | All of the time or many times # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 13 | 11 | 85 | 84 | 66 | 79 |
| 2017/18 | 19 | 17 | 89 | 91 | 83 | 91 |
| 2018/19 | 13 | 11 | 85 | 67 | 62 | 93 |
| 2019/20 | Msk | Msk | Msk | 11 | Msk | Msk |
| 2020/21 | 27 | 22 | 81 | 90 | 76 | 84 |

**At school, are you being taught about Aboriginal peoples in Canada?**
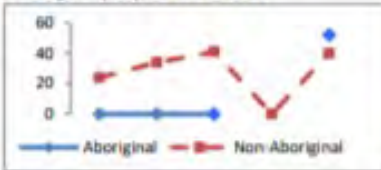


| School Year | Gr 12 Respondents # | All of the time or many times # | % | Gr 12 Respondents # | All of the time or many times # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 13 | Msk | Msk | 85 | 20 | 24 |
| 2017/18 | 19 | Msk | Msk | 92 | 31 | 34 |
| 2018/19 | 14 | Msk | Msk | 68 | 28 | 41 |
| 2019/20 | Msk | Msk | Msk | 13 | Msk | Msk |
| 2020/21 | 27 | 14 | 52 | 91 | 36 | 40 |

## STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

|  | | **Aboriginal** | | | **Non-Aboriginal** | | |
|---|---|---|---|---|---|---|---|

**Do you feel safe at school?**



| School Year | Gr 12 Respondents # | All of the time or many times # | % | Gr 12 Respondents # | All of the time or many times # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 11 | 10 | 91 | 87 | 74 | 85 |
| 2017/18 | 19 | 18 | 95 | 92 | 79 | 86 |
| 2018/19 | 14 | 12 | 86 | 67 | 53 | 79 |
| 2019/20 | Msk | Msk | Msk | 13 | Msk | Msk |
| 2020/21 | 27 | 24 | 89 | 96 | 80 | 83 |

**At school, are you bullied, teased, or picked on?**



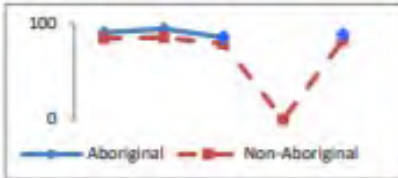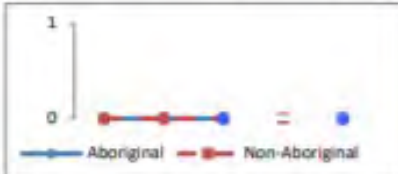| School Year | Gr 12 Respondents # | All of the time or many times # | % | Gr 12 Respondents # | All of the time or many times # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 11 | Msk | Msk | 87 | Msk | Msk |
| 2017/18 | 19 | 0 | 0 | 92 | Msk | Msk |
| 2018/19 | 14 | 0 | 0 | 67 | Msk | Msk |
| 2019/20 | Msk | Msk | Msk | 13 | Msk | Msk |
| 2020/21 | 27 | Msk | Msk | 97 | Msk | Msk |

**How many adults at your school care about you? (Percentage responding 2 adults or more.)**



| School Year | Gr 12 Respondents # | Two adults or more # | % | Gr 12 Respondents # | Two adults or more # | % |
|---|---|---|---|---|---|---|
| 2016/17 | Msk | Msk | Msk | 85 | 67 | 79 |
| 2017/18 | 19 | 16 | 84 | 92 | 70 | 76 |
| 2018/19 | 14 | 12 | 86 | 72 | 57 | 79 |
| 2019/20 | Msk | Msk | Msk | Msk | Msk | Msk |
| 2020/21 | 27 | 22 | 81 | 97 | 80 | 82 |

**Are you satisfied that school is preparing you for a job in the future?**



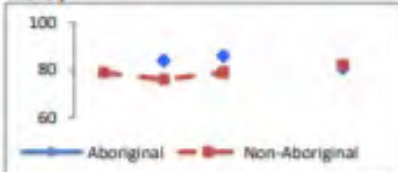| School Year | Gr 12 Respondents # | All of the time or many times # | % | Gr 12 Respondents # | All of the time or many times # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 13 | Msk | Msk | 85 | Msk | Msk |
| 2017/18 | 19 | Msk | Msk | 92 | 14 | 15 |
| 2018/19 | 13 | Msk | Msk | 67 | 10 | 15 |
| 2019/20 | Msk | Msk | Msk | 11 | Msk | Msk |
| 2020/21 | 27 | Msk | Msk | 90 | 15 | 17 |

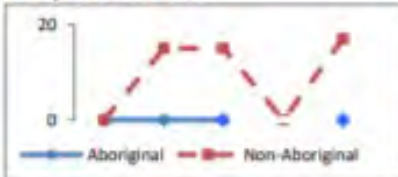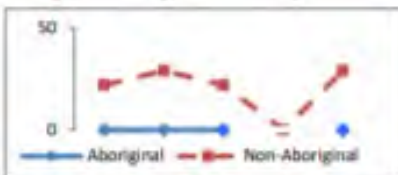**Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?**



| School Year | Gr 12 Respondents # | All of the time or many times # | % | Gr 12 Respondents # | All of the time or many times # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 13 | Msk | Msk | 85 | 19 | 22 |
| 2017/18 | 19 | Msk | Msk | 92 | 27 | 29 |
| 2018/19 | 13 | Msk | Msk | 67 | 15 | 22 |
| 2019/20 | Msk | Msk | Msk | 11 | Msk | Msk |
| 2020/21 | 27 | Msk | Msk | 90 | 26 | 29 |

**I would like to go to a different school.**



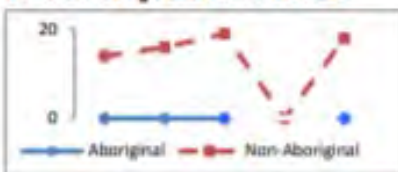| School Year | Gr 12 Respondents # | All of the time or many times # | % | Gr 12 Respondents # | All of the time or many times # | % |
|---|---|---|---|---|---|---|
| 2016/17 | 12 | Msk | Msk | 84 | 12 | 14 |
| 2017/18 | 19 | Msk | Msk | 90 | 14 | 16 |
| 2018/19 | 14 | Msk | Msk | 72 | 14 | 19 |
| 2019/20 | Msk | Msk | Msk | 13 | Msk | Msk |
| 2020/21 | 27 | Msk | Msk | 96 | 17 | 18 |

# SUPPLEMENTAL STUDENT SUPPORTS: EQUITY FOR ABORIGNAL STUDENTS

Key Priorities and Goals

***Truth and Reconciliation Commission (TRC) of Canada: Calls to Action***
63(iii) Building student capacity for intercultural understanding, empathy, and mutual respect.

***SD8 Kootenay Lake, Strategic Plan***
Honour the First Peoples Principles of Learning (FPPL)

***SD8 Kootenay Lake, Aboriginal Education Department Goals***
1. Grow equitable academic support in literacy and numeracy through land-based learning.
2. Provide opportunities for students to share their individual stories: "The truth about stories, is that is all we are" T. King
3. Truth before Reconciliation: Deepen relationships with Traditional Territories + Metis Nation
4. Celebrating wholistic Indigenous resilience and brilliance.

As a responsibility of Reconciliation, the TRC: Calls to Action, specifically 63(iii), calls on governments and public education to build student capacity for intercultural understanding, empathy, and mutual respect. The ABED department goals align with this Call to Action.

Cultural Enhancement, Reconciliation and Awareness Initiatives

The following lists some of the key cultural enhancement, reconciliation and awareness programs and services for 2020-2021 as well as events for the 2021-2022 year. Note that these programs and services were in addition to the cultural, reconciliation and awareness programs and services in each school.

***Orange Shirt Day***
Orange Shirt Day is a legacy of the St. Joseph's Mission residential school commemoration project and reunion events that took place in May 2013, in Williams Lake. This project was the vision of Alkali Lake (Esk'etemc) Chief Fred Robbins. Provincial events commemorated the residential school experience, witnessed, and honoured the healing journey of the survivors and their families and committed to the

ongoing process of reconciliation. Chief Justice Murray Sinclair challenged all who participated to keep the reconciliation process alive.

For the past few years, SD8 Kootenay Lake has been recognizing Orange Shirt Day through various school activities, in which participants wear orange. Phyllis (Jack) Webstad, wearer of the first orange shirt, is Northern Secwépemc (Shuswap) from the Canoe Creek Indian Band (Stswecem'c Xgat'tem First Nation).  All elementary and secondary schools were provided with teacher resource packages and links to of Phyllis' Story and the Orange Shirt Day website with resources. All schools acknowledged the day, wore orange, and provided learning experiences for students.  Many schools link Orange Shirt Day and the Terry Fox Run together, to honour the Metis heritage of Terry Fox, as well.

*Aboriginal Graduation Honouring*
Each year, Aboriginal graduates are honoured with a special gift (a hand carved, silver pendant) to acknowledge their achievements. Typically this happens in person during a special ceremony at the SD8 Youth Pow Wow with an Honour Song. Due to COVID-19, Aboriginal graduation ceremonies were held virtually during the Virtual Pow Wow. Additionally, Metis students are gifted with a sash in ceremony from the West Kootenay Metis Association.

*wuqanqankimik Reconciliation Run/Walk*
In the 2020-2021 school year, each school across the district participated in the wuqanqankimik Reconciliation Run/Walk through an event at their school. Schools participated in virtual training programs in the lead up to the event through the provincial Indigenous Run/Walk program. Students had the opportunity to hear from local Elder Chris Luke Sr. as well as an inspirational talk from Dr. James Makokis and Anthony Johnson, winters of Amazing Race Canada.

For the 2021-2022 year, the District will be offering a similar event in June 2022 with an eight-week training program starting in April 2022.

*Connections Culture Camp*
In April 12, 2021, over 1000 students from across the district joined together virtually over zoom to engage in cultural learning together. Students had a keynote address from actress and social media influencer, Marika Sila, as well as workshops from Notorious Cree, local Nation Partners, Selkirk College, and more.

In the 2021-2022 school year, monthly Culture Camp offerings will be taking place on the second Wednesday of every month on a variety of topics including dance, storytelling, music, Elder connections, 2 Spirit role modeling, etc.

*National Indigenous Peoples Day*
Each year individual schools observe and honour National Indigenous Peoples Day in a way that is meaningful for their school communities.

*SD8 Youth Powwow*
In May 2021, SD8 hosted our first ever Virtual Pow Wow! We hosted a full week of events in the lead up to the main Pow Wow event in which over 5000 students attended. In the week leading up to the Pow Wow, students participated in zoom workshops with dance teachers and Elders including Deanne Hupfield, Shirley Hill, and Luke Whiteman. The event was MC'd by Ruben Littlehead and featured Northern Cree Singers as the lead drum.

For 2022, we will be providing a similar offering, but we will be extending the event to a full month of offerings to ensure highest participation and accessibility to students across the district.

*Beadwork Circles*
For the 2020-2021 year as well as the 2021-2022 school year, the Aboriginal Education department has been offering virtual beadwork circles monthly. This has provided an opportunity for students to come together from different schools and learn traditional handwork skills. These circles have also provided an opportunity for staff to grow their skills.

*Reconciliation Circles*
Since January 2021, the Aboriginal Education department has offered monthly virtual circles for team members to come together with the support of an Elder to talk about issues relating to the work of reconciliation and anti-racism. This has provided a safe space for exploration and support as staff lead this work in their schools.

*Metis Awareness Month*
In November 2021, SD8 observed our fourth annual Metis Awareness Month in partnership with the West Kootenay Metis Association. Some of these events offered virtually this year included: jigging with Madelaine McCallum, Metis history with Roy Pogo, Metis music with JJ Guy, teachings from Elder Don Courson and Knowledge Keeper Christopher Yates, and stories from Elder Maria Campbell. We also partnered with Selkirk College to host a book club for Katherena Vermette's *The Break*. Resources were also purchased for every school.

# CONCLUSION

The *Aboriginal Education Annual Report 2020-2021* has reported on the four goals set out in the Aboriginal Education Department, upcoming actions, the ABED budget, student achievement, and district events and cultural learning opportunities. This report highlights the commitment and achievements of students and staff, who are striving to meet these goals. Through the commitment of all educators, connections made with parents and community members continue to improve. These connections, in turn, are instrumental in improving the success and the personal well-being of all district students.

As SD8 endeavours to eliminate the educational gaps between Aboriginal and non-Aboriginal leaners, effective strategies and interventions within schools will be implemented to support pathways to graduation for self-identified Aboriginal students.

As the District moves forward in its work, the focus remains on ensuring that each Aboriginal learner can develop the necessary skills and knowledge to be successful after graduation – with dreams that open doors and opportunities!

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# GLOSSARY OF ACRONYMS

ABED – Aboriginal Education

ACE - Aboriginal Committee of Education

AEEA – Aboriginal Education Enhancement Agreement

AHWD - <u>Aboriginal How Are We Doing Report</u>

FESL – Framework for Enhancing Student Learning

FTE – Full Time Equivalent

LEA – Local Education Agreement

TRC – Truth and Reconciliation

![School District 8 Kootenay Lake logo]

Memorandum to the Board of Education
Open

FROM:        Trish Smillie, Superintendent

DATE:        January 18, 2022

SUBJECT:     Kindergarten Registration 2022-23

For Information

Introduction

This memorandum provides an overview of the kindergarten registration process for the 2022-23 school year.

Background

Kindergarten registration assists with school planning and district budget planning processes. The kindergarten registration process for the upcoming 2022-23 school year commenced on January 4, 2022. Caregivers must register their child at their neighbourhood catchment school.

Policy 410 and 410.1 outline the transfer process for families who would like to have their child considered to attend a school outside of their regular catchment.

Information

SD8 kindergarten registration is advertised through local media and is posted on the SD8 website and all SD8 elementary school websites.  In addition, local childcare programs, StrongStart programs, and the Child Care Resource and Referral (CCRR) agencies are also provided with information about kindergarten registration.

During the months of January through March, elementary schools provide their kindergarten enrolment projections to the district office to assist with SD8 budget planning and staff allocation processes.

SD8 provides opportunities for families to learn about kindergarten.  During the late spring of 2022 each elementary school will host a "Transition to Kindergarten" event to welcome incoming kindergarten families.  During this open house, each child who has registered for kindergarten and their caregivers have an opportunity to meet the kindergarten teacher and school principal as well as to familiarize themselves with the school.



Each child also receives an SD8 tote bag with items to support school preparedness.  Included in the tote bag is our SD8 Kindergarten brochure entitled, "Kindergarten:  Let's get started!". The brochure introduces families to the exciting world of SD8 and "all things kindergarten".

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In addition, each elementary school creates a short video "storywalk" about their school which is sent to incoming kindergarten learners. The video includes photos of the school such as the kindergarten classroom, library, gymnasium, school bus location and playground. The video storywalk can be viewed multiple times by the family and helps familiarize children and their families with their school.

Provincially, the transition to kindergarten is supported by the child-friendly When I go to Kindergarten document and the parent information page Support the Transition to Kindergarten.

Conclusion

SD8 staff strive to ensure children and their families enter kindergarten each September with confidence and excitement. Assisting families with the registration process as well as hosting kindergarten transition open house meetings in addition to individual family meetings help to ensure a seamless transition to kindergarten.

School District 8
Kootenay Lake

Memorandum to the Board of Education
Public

FROM:        Trish Smillie, Superintendent of Schools

DATE:        January 12th, 2022

SUBJECT:     Provincial Online Learning Schools Expression of Interest Submission

For Approval

Introduction

This memorandum provides an overview of the Ministry of Education's request for commitments from Districts to operate new Provincial Online Learning Schools (POLS).

Background

The Public Education Funding Model Review (FMR) in 2018 included recommendations around the equity of educational opportunities and noted that the current Distributed Learning (DL) model in its current form is not optimal. Following the FMR, the Online Learning Working Group (OLWG) was formed in 2019 to research best practices in online learning globally as well as to provide policy and infrastructure recommendations for online learning in British Columbia.

The OLWG published a series of recommendations around how to best modernize the delivery of online programs in BC while addressing critical gaps and facilitating better program choices and learning outcomes for students. The OLWG's recommendations have been used to develop a new Online Learning (OL) model in British Columbia. One of the key infrastructure components is the development of provincial online learning centres or Provincial Online Service Providers (POSPs), which will provide online learning courses for students across B.C.

Subsequently, in 2020 COVID-19 safety measures accelerated students' and teachers' engagement with online learning and blended learning programs, increasing the need for implementation of the OLWG's vision.

In March 2020, Bill 8 introduced the following amendments to the *School Act*:
- changing the term 'distributed learning' to 'online learning'
- allowing all boards to offer online learning to student's resident in the district without an agreement with Minister; and
- allowing only Boards and Authorities with Agreements with the Minister of Education to 1) cross enroll students already enrolled in another Board or Independent Online School, and 2) to enroll students who are resident outside of the school's district.

To support these changes, the Ministry of Education invited school districts to apply to become one of the new Provincial Online Learning Schools (POLS) that will serve as online learning centres of excellence in British Columbia. Provincial Schools will provide high quality online learning programs to students anywhere in B.C., and offer online learning resources, best practices, and training programs to other boards of education and to independent school authorities.

History of Online Learning in SD8

Elev8 DESK has been, in one form or another, involved in provincial learning programs since the 1970s. Its first iteration was as the "Correspondence School of the Kootenays," until the 1990s when

it was reconfigured to become, "The Distance Education School of the Kootenays" (DESK). It operated as DESK until 2019, when SD8 re-designed and rebranded the program, and it began to operate under the moniker of Elev8.

Elev8 was created to manage, operate, and continue to develop the district's two distinct and unique distributed learning programs – the online program is known to all as DESK, as well as the district's "blended-learning" Homelinks programs.

Information

A POLS is an online learning school operated by a Board or Authority under an online learning agreement with the Ministry of Education. It may provide all or part of a student's educational program.

A POLS may provide online learning for all or part of a student's K-12 education. It can also provide online learning to a student enrolled in a non-independent First Nations school, which is not a certified independent school. Further, registered homeschoolers anywhere in the Province may also enrol with a Provincial Online Learning School for Grades 10-12 online learning courses.

A POLS Frequently Asked Questions is attached.

Educational Considerations

If selected as a POLS, the District can provide experience and expertise in the area of online learning, demonstrating:

- A long-standing history of providing exceptional educational programming throughout the province. This has created many exciting opportunities, from the significant influx of students as one of the nine regional programs in the province, to the more recent increase in students last year during the global pandemic. School District No. 8 has proven time and time again to be flexible, adaptable and the ability to pivot in a very short period of time.
- Flexible/creative programming for our Indigenous students. For example, our Aboriginal Academic Success Teachers help ensure Indigenous students are supported in all aspects of their learning. Through our District Equity Scan we are able to identify promising practices and barriers that are impacting Indigenous students.
- Supporting vulnerable students which includes early identification. While both identification and support of vulnerable students can difficult within the context of an online learning environment, the critical piece is communication. As always, it begins with the teacher, who is key in the identification and initial communication. The School Based Team is also critical and provides regular and consistent support for vulnerable students.
- Quality teaching and leadership that maximizes student learning. The programming is personalized through the Student Learning Plan which includes the use of technology and experiential learning components where possible.

Financial Considerations

*Funding for POLS*

Funding for public POLS will be consistent with current funding for public online schools: program-based funding for Grades K – 9; course-based funding for Grades 10 – 12. There is no plan in place to change the funding formula for districts in general or for online learning specifically.

*Costs of Onboarding*

The cost for onboarding a POLS is a one-time fee of $5625.00 per school district for K-12. The annual subscription fee per active student is still being finalized but will not exceed $10.00. There is no fee for teachers, course developers or administrators on the K-12 site. The subscription fee will remain the same regardless of the number of courses taken.

*Impact on District Finances*

With a POLS, enrolment in online learning at the District would be expected to increase, possibly quite substantially, depending on the numbers of POLS province-wide and the growth of the District's programming, amongst other factors.

The District would not expect the expenses associated with operating the POLS (including both direct and indirect overhead costs) to exceed the enrolment-based revenues it receives, and there may be residual funding that could be used to benefit all District students including POLS students.

Additional Considerations

If SD8 is selected and moves forward to become a POLS, the district will be required to include online learning outcomes in our school district strategic plan. POLS must offer their provincial programs and courses to all students in BC including:

- Students in any school district
- Students attending any non-independent First Nations school
- Homeschool learners taking grade 10-12 online courses

Timeline

If the District is successful in its application and proceeds with the commitment, the full implementation of a POLS it may take up to two years.

A School District: Two-Year Implementation Timeline is attached

Prior to February 1st, 2022 selected school districts will be required to agree to the following:

- Sign the Memorandum of Understanding to onboard to the new Provincial Learning Management System
- Sign a three-year Agreement with the Minister to operate a POLS

Analysis

If the District is not selected or chooses not to operate a POLS, it will still be permitted to continue operating its Elev8 schools, but only to in-District students.

On the other hand, if the District were to operate a POLS, it would be able to offer the program out of existing facilities.  This program would be hosted as Elev8-DESK and therefore, no loss of program identity would occur.  There are also numerous potential benefits to students in the District:

A POLS would allow cross-pollination of the new provincial online learning platform with our existing Elev8-DESK school. For example, all POLS will be required to share and offer their courses in the new Learning Management System. Providing an additional array of course offerings and content for students in in the District that includes our smaller and more remote schools. There would also be additional professional learning opportunities for both local bricks-and-mortar teaching staff and new online teaching staff.

POLS will also be required to offer year-round Grade 10-12 courses which would be a seamless transition for Elev8-DESK as this is our current practice. This provides the opportunity for our students to complete courses in the summer months and the ability to move in and out of the educational system when it best fits with their schedule (e.g. athletes who train and compete during the winter season and engage in learning during the summer).

If the District is successful in its application and commits to a POLS, the District would be able to use any funds generated from the program to benefit other programs in the district. With a POLS school, the District would have a larger repository of resources to support vulnerable and at-risk students within both our schools and communities. For example, accessibility for Hospital/Homebound students to engage in a seamless learning environment.

The initial implementation of the program would require the investment of staffing resources. This may require an additional position to coordinate and provide supervision due to the potential increase in student enrollment and hiring of teaching staff. As well it would increase the number of teaching opportunities for local SD8 teachers.

Finally, it's important to consider the opportunity to become a POLS as it would increase School District No.8's presence and voice within the BC education community.


Recommendation

It is recommended, if selected by the Ministry of Education to become a POLS, that the Board of Education commits to signing the Memorandum of Understanding and a three-year agreement with the Minister of Education to operate a POLS.

School District 8
Kootenay Lake

Memorandum to the Board of Education
Public

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FROM:      Trish Smillie, Superintendent of Schools

DATE:      January 12th, 2022

SUBJECT:   Provincial Online Learning Schools Expression of Interest Submission

For Approval

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Introduction

This memorandum provides an overview of the Ministry of Education's request for commitments from Districts to operate new Provincial Online Learning Schools (POLS).

Background

The Public Education Funding Model Review (FMR) in 2018 included recommendations around the equity of educational opportunities and noted that the current Distributed Learning (DL) model in its current form is not optimal. Following the FMR, the Online Learning Working Group (OLWG) was formed in 2019 to research best practices in online learning globally as well as to provide policy and infrastructure recommendations for online learning in British Columbia.

The OLWG published a series of recommendations around how to best modernize the delivery of online programs in BC while addressing critical gaps and facilitating better program choices and learning outcomes for students. The OLWG's recommendations have been used to develop a new Online Learning (OL) model in British Columbia. One of the key infrastructure components is the development of provincial online learning centres or Provincial Online Service Providers (POSPs), which will provide online learning courses for students across B.C.

Subsequently, in 2020 COVID-19 safety measures accelerated students' and teachers' engagement with online learning and blended learning programs, increasing the need for implementation of the OLWG's vision.

In March 2020, Bill 8 introduced the following amendments to the *School Act*:
- changing the term 'distributed learning' to 'online learning'
- allowing all boards to offer online learning to student's resident in the district without an agreement with Minister; and
- allowing only Boards and Authorities with Agreements with the Minister of Education to 1) cross enroll students already enrolled in another Board or Independent Online School, and 2) to enroll students who are resident outside of the school's district.

To support these changes, the Ministry of Education invited school districts to apply to become one of the new Provincial Online Learning Schools (POLS) that will serve as online learning centres of excellence in British Columbia. Provincial Schools will provide high quality online learning programs to students anywhere in B.C., and offer online learning resources, best practices, and training programs to other boards of education and to independent school authorities.

History of Online Learning in SD8

Elev8 DESK has been, in one form or another, involved in provincial learning programs since the 1970s. Its first iteration was as the "Correspondence School of the Kootenays," until the 1990s when

it was reconfigured to become, "The Distance Education School of the Kootenays" (DESK). It operated as DESK until 2019, when SD8 re-designed and rebranded the program, and it began to operate under the moniker of Elev8.

Elev8 was created to manage, operate, and continue to develop the district's two distinct and unique distributed learning programs – the online program is known to all as DESK, as well as the district's "blended-learning" Homelinks programs.

Information

A POLS is an online learning school operated by a Board or Authority under an online learning agreement with the Ministry of Education. It may provide all or part of a student's educational program.

A POLS may provide online learning for all or part of a student's K-12 education. It can also provide online learning to a student enrolled in a non-independent First Nations school, which is not a certified independent school. Further, registered homeschoolers anywhere in the Province may also enrol with a Provincial Online Learning School for Grades 10-12 online learning courses.

A POLS Frequently Asked Questions is attached.

Educational Considerations

If selected as a POLS, the District can provide experience and expertise in the area of online learning, demonstrating:

- A long-standing history of providing exceptional educational programming throughout the province. This has created many exciting opportunities, from the significant influx of students as one of the nine regional programs in the province, to the more recent increase in students last year during the global pandemic. School District No. 8 has proven time and time again to be flexible, adaptable and the ability to pivot in a very short period of time.
- Flexible/creative programming for our Indigenous students. For example, our Aboriginal Academic Success Teachers help ensure Indigenous students are supported in all aspects of their learning. Through our District Equity Scan we are able to identify promising practices and barriers that are impacting Indigenous students.
- Supporting vulnerable students which includes early identification. While both identification and support of vulnerable students can difficult within the context of an online learning environment, the critical piece is communication. As always, it begins with the teacher, who is key in the identification and initial communication. The School Based Team is also critical and provides regular and consistent support for vulnerable students.
- Quality teaching and leadership that maximizes student learning. The programming is personalized through the Student Learning Plan which includes the use of technology and experiential learning components where possible.

Financial Considerations

*Funding for POLS*

Funding for public POLS will be consistent with current funding for public online schools: program-based funding for Grades K – 9; course-based funding for Grades 10 – 12. There is no plan in place to change the funding formula for districts in general or for online learning specifically.

*Costs of Onboarding*

The cost for onboarding a POLS is a one-time fee of $5625.00 per school district for K-12. The annual subscription fee per active student is still being finalized but will not exceed $10.00. There is no fee for teachers, course developers or administrators on the K-12 site. The subscription fee will remain the same regardless of the number of courses taken.

*Impact on District Finances*

With a POLS, enrolment in online learning at the District would be expected to increase, possibly quite substantially, depending on the numbers of POLS province-wide and the growth of the District's programming, amongst other factors.

The District would not expect the expenses associated with operating the POLS (including both direct and indirect overhead costs) to exceed the enrolment-based revenues it receives, and there may be residual funding that could be used to benefit all District students including POLS students.

Additional Considerations

If SD8 is selected and moves forward to become a POLS, the district will be required to include online learning outcomes in our school district strategic plan. POLS must offer their provincial programs and courses to all students in BC including:

- Students in any school district
- Students attending any non-independent First Nations school
- Homeschool learners taking grade 10-12 online courses

Timeline

If the District is successful in its application and proceeds with the commitment, the full implementation of a POLS it may take up to two years.

A School District: Two-Year Implementation Timeline is attached

Prior to February 1st, 2022 selected school districts will be required to agree to the following:

- Sign the Memorandum of Understanding to onboard to the new Provincial Learning Management System
- Sign a three-year Agreement with the Minister to operate a POLS

Analysis

If the District is not selected or chooses not to operate a POLS, it will still be permitted to continue operating its Elev8 schools, but only to in-District students.

On the other hand, if the District were to operate a POLS, it would be able to offer the program out of existing facilities. This program would be hosted as Elev8-DESK and therefore, no loss of program identity would occur. There are also numerous potential benefits to students in the District:

A POLS would allow cross-pollination of the new provincial online learning platform with our existing Elev8-DESK school. For example, all POLS will be required to share and offer their courses in the new Learning Management System. Providing an additional array of course offerings and content for students in in the District that includes our smaller and more remote schools. There would also be additional professional learning opportunities for both local bricks-and-mortar teaching staff and new online teaching staff.

POLS will also be required to offer year-round Grade 10-12 courses which would be a seamless transition for Elev8-DESK as this is our current practice. This provides the opportunity for our students to complete courses in the summer months and the ability to move in and out of the educational system when it best fits with their schedule (e.g. athletes who train and compete during the winter season and engage in learning during the summer).

If the District is successful in its application and commits to a POLS, the District would be able to use any funds generated from the program to benefit other programs in the district. With a POLS school, the District would have a larger repository of resources to support vulnerable and at-risk students within both our schools and communities. For example, accessibility for Hospital/Homebound students to engage in a seamless learning environment.

The initial implementation of the program would require the investment of staffing resources. This may require an additional position to coordinate and provide supervision due to the potential increase in student enrollment and hiring of teaching staff. As well it would increase the number of teaching opportunities for local SD8 teachers.

Finally, it's important to consider the opportunity to become a POLS as it would increase School District No.8's presence and voice within the BC education community.


Recommendation

It is recommended, if selected by the Ministry of Education to become a POLS, that the Board of Education commits to signing the Memorandum of Understanding and a three-year agreement with the Minister of Education to operate a POLS.

# Online Learning
## **Provincial Online Learning Schools**
### Frequently Asked Questions

## Contents

## Definition

1. What is a Provincial Online Learning School?
   A Provincial Online Learning Schools is an online learning school operated by a Board or Authority under an online learning agreement with the Minister of Education. It may provide all or part of a student's educational program.

   A Provincial Online Learning School may provide online learning to a student enrolled in a non-independent First Nations school, which is not a certified independent school. Registered homeschoolers anywhere in the Province may also enrol with a Provincial Online Learning School for Grades 10-12 online learning courses.

## Basic Requirements

2. What is required of a Provincial Online Learning School?

   All future POLS must:

   - Offer courses in the new Provincial Learning Management System (LMS); number to be pre-determined within the Minister's Agreement
   - Adhere to the BC curriculum and comply with all Ministry policies and procedures including the Framework for Enhancing Student Learning Policy
   - Register and enroll students from across the province with their school

   By July 1, 2023, Provincial Online Learning Schools must:

   - Have initiated the design, development, and delivery of shareable online courses for both students and educators in the LMS
   - Have participated in the one-year pilot for the new Online Learning Quality Assurance process
   - Have the infrastructure in place to provide province-wide equitable access and support services for all learner needs
   - Ensure the School District has included Online Learning student outcomes in their strategic plans  Independent Online Learning School Process

## Course offerings

3. May a Provincial Online Learning School only offer some courses or a single program?

   Yes, some POLS may choose to offer only a select number of courses to students (a "specialty" POLS). These POLS will be expected to offer only those services/courses/programs for which they have applied for POLS status and be able to offer them to students around the province. For example, a school offering a particular First Nations language might only have POLS status

for the purpose of teaching that language. Students from around the province would be eligible to apply for the language course, and the school would be required to enrol them. This POLS would not be required to provide other courses/services to the students.

4. Are Provincial Online Learning Schools required to offer year-round online courses?

Yes, POLS are required to offer year-round Grade 10 – 12 courses. If a public online learning school that currently does not offer 12-month courses becomes a POLS, it will have until July 2023 to implement 12-month courses. This is intended to provide time for schools to reach summer staffing agreements with their local union chapters.

## Curriculum/Course Sharing

5. Will a Provincial Online Learning School have access to other Provincial Online Learning Schools offerings?

This process is under development. The new provincial LMS, the school has the ability to share curriculum (including courses and resource objects) in the D2L Learning Object Repository [LOR])

In future, POLS may be required to share their courses and learning objects per their Agreement with the Minister. Courses housed in the LMS will not be available to users of other learning management systems.

## Eligibility

6. Who is eligible to become a Provincial Online Learning School (POLS)?

School districts with a 2021/22 Online Learning Agreement with the Minister are eligible to apply to become a Provincial Online Learning School. This includes those School Districts who offer general Online Learning programs as well those of a more specialized nature (e.g. French Immersion).

Bricks & mortar/standards schools are not eligible to initiate the opening of a new Online Learning School.

## Enrolment

7. Which students may enrol in the Provincial Online Learning School?

A POLS may cross enrol students enrolled with another Board or an Authority for part of their educational program. A Provincial Online Learning School operated by a Board may out-of-district enrol students fulltime who reside in other districts.

8.  Will a Provincial Online Learning School be considered a student's School of Record?

    A POLS may be the school of record ('home school') for students, or it may cross-enrol students who are taking courses in other schools. A POLS will have the ability to cross-enrol students who are enrolled at another board or authority school, and out-of-district enrol students from anywhere in B.C.

    For example, if a cross enrolled student is taking four courses with a Provincial Online Learning School and three courses with another district, then the POLS would be considered the school of record. If a student is taking five courses with a standard neighbourhood school and three courses with a Provincial Online Learning School (POLS), then the standard school would be considered the school of record for that school year. When a student is taking the same number of courses in a school year with two different schools, the issue of which is the school of record for that school year needs to be resolved by the schools. If this cannot be resolved by the schools, then the schools involved will jointly ask the parent to decide.

9.  Will a provincial online learning schools be able to refuse an enrollment?

    Every POLS will be expected to offer courses/programs to students from anywhere in the province.

    Any service that a POLS offers within the context of their POLS status must be offered to both local students and students from other British Columbian school districts. If a POLS enrols a student (from in-district or as an out-of-district enrollment) and the POLS is the student's School of Record, then that POLS will be responsible for enabling providing all services and supports for that student, including any additional needs identified (neuro-diverse learners, vulnerable learners, Indigenous learners, ELL/International learners, etc.). Any POLS offering to serve as school of record for a student in Grades 10 – 12 must have program capacity (and/or partnership arrangements) to provide a full graduation program to the student.

10. What would happen if a Provincial Online Learning School is unable to meet the provincial mandate to serve all students?

    There may be instances where a POLS reaches capacity in a course or a program. If the POLS is unable to upscale further (ex. inability to fill a posting), then referring the student or family to another POLS is the next course of action.

## Funding for POLS

11. Will there be any additional funding to operate a Provincial Online Learning School?

No. Funding for public POLS will be consistent with current funding for public online schools: program-based funding for Grades K – 9; course-based funding for Grades 10 – 12. There is no plan in place to change the funding formula for districts in general or for online learning specifically.

## Initiation Process

12. What is involved in the Initiation process?

   All interested School Districts and current Online Learning Schools must:

   - Have support from their district leadership and have submitted an expression of interest form to the Ministry by the deadline
   - Sign the Memorandum of Understanding to onboard to the new Provincial Learning Management System (LMS)
   - Sign a three-year Agreement with the Minister to operate a POLS
   - Commit to participate in an ongoing POLS Governance & Operations Committee

## Learning Management System

See separate document: LMS Frequently Asked Questions

## Timelines

13. What is the timeline to become a public POLS?

   For the public POLS expressing interest in December 2021, there will be a two-year implementation timeline.
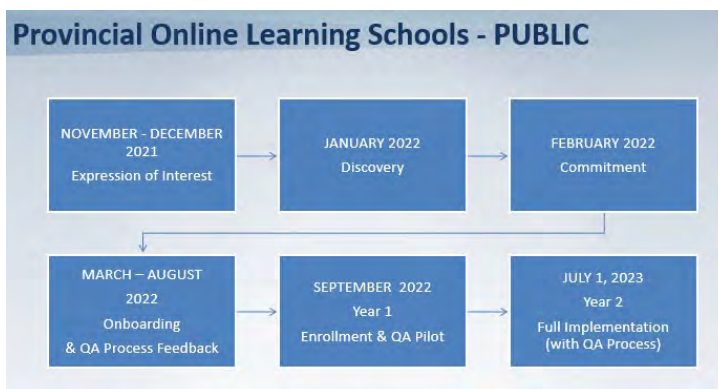


**Provincial Online Learning Schools - PUBLIC**

| NOVEMBER – DECEMBER 2021 Expression of Interest | JANUARY 2022 Discovery | FEBRUARY 2022 Commitment |
|---|---|---|
| MARCH – AUGUST 2022 Onboarding & QA Process Feedback | SEPTEMBER 2022 Year 1 Enrollment & QA Pilot | JULY 1, 2023 Year 2 Full Implementation (with QA Process) |

For 2021/22, there are specific initiation dates associated implementation timeline. These include:

| Key Dates | School Districts ONLY |
|---|---|
| December 17 | School Districts submit their completed Expression of Interest forms to the Ministry (Educ.OnlineLearning@gov.bc.ca) |
| January (various) | Ministry hosts additional information sessions on LMS, Quality Assurance, Policy and Procedures, etc. |
| February 28 | Final date to sign agreement with Minister to operate a public POLS |
| September 1 | Student enrollment and provincial LMS courses open in POLS |

14. What is the timeline to become an Independent Provincial Online Learning Schools?

For the IPOLS expressing interest in the spring of 2022, there will be a three-year timeline to become an independent POLS.



The 16 independent Online Learning schools will be invited to express their interest in becoming an IPOLS in the spring of 2022 and selections will be finalized by September 2022. For the 2022/23 school year, all current independent Online Learning schools will be provided with an interim online learning agreement extension, enabling continued operation as usual. As well, all 16 schools will continue to follow the Interim Independent Online Learning policy and procedures required under the *Independent School Act*.

# School District: Two-Year Implementation Timeline

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┌─────────────────────┐        ┌─────────────────────┐
│   NOVEMBER -        │  ───►  │   JANUARY 2022      │
│   DECEMBER 2021     │        │                     │
│                     │        │   Discovery         │
│ Expression of Interest│      │                     │
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│   FEBRUARY 2022     │  ───►  │   MARCH – AUGUST    │
│                     │        │   2022              │
│   Commitment        │        │                     │
│                     │        │   Onboarding        │
└─────────────────────┘        └─────────────────────┘

┌─────────────────────┐        ┌─────────────────────┐
│   SEPTEMBER 2022    │  ───►  │   JULY 1, 2023      │
│                     │        │   Year 2            │
│   Year 1            │        │                     │
│   Launch            │        │   Full Implementation│
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BRITISH COLUMBIA | Ministry of Education
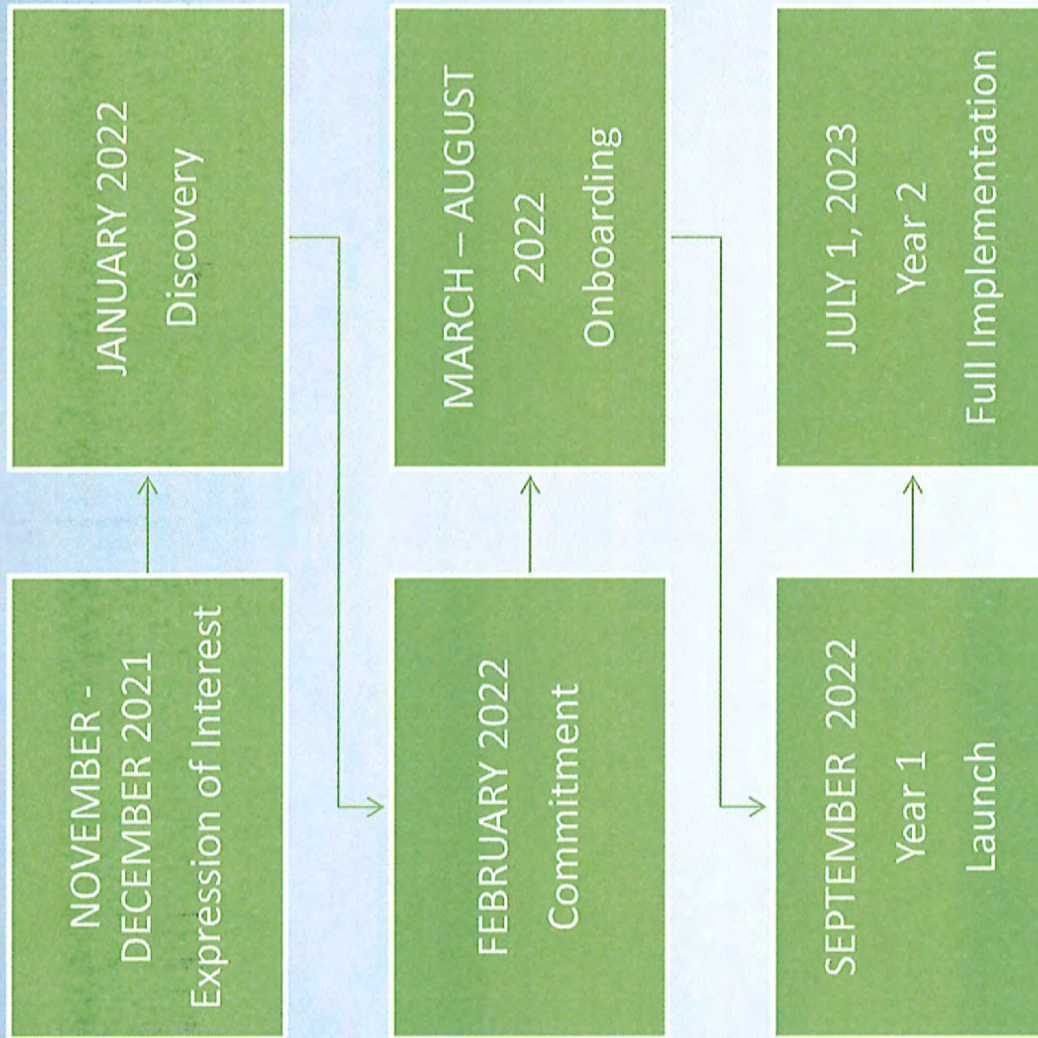
# 2022 – 2023 Budget Development Process & Schedule

*Updated January 10, 2021*

| Date | Time | Meeting | Meeting Description/Tasks | Attendees/Responsible | Location |
|---|---|---|---|---|---|
| March 7, 2022 | 3:00PM – 4:00 PM | Student Trustee Orientation Meeting | Onboarding of Student Trustees to Budget Process. | Trustees & Student Trustees | Board Office & Zoom |
| March 8, 2022 | 3:00PM – 4:30PM | O&F Committee Meeting | Framework update / 2021-2022 Surplus or Shortfall Expectation / 2022-2023 Revenue Projections. | Committee Members & Student Trustee Representatives | Board Office & Zoom |
| March 10, 2022 | 9:00AM – NOON | School Leaders Meeting | Draft Budget Discussion. | Senior Staff & School Leaders | Board Office & Zoom |
| April 1, 2022 | n/a | Surveys to KLPVPA, Students & Public | Invitation to comment. Preliminary Draft Budget Posted Online. | Public, Partner Groups and Students | Online Survey & Invitation to Comment |
| April 19, 2022 | 12:30PM – 2:30PM | Board Working Session | Preliminary Draft Budget Review. | Trustees | Board Office & Zoom |
| April 21, 2022 | 9:30AM – 10:30PM | LKB | Draft Budget Discussion. | Trustees, Senior Staff & ACE/LKB | Board Office & Zoom |
| April 21, 2022 | 11:00AM – 12:00PM | ACE | Draft Budget Discussion. | Trustees, Senior Staff & ACE/LKB | Board Office & Zoom |
| April 21, 2022 | 1:00PM – 2:00PM | KLPVPA | Draft Budget Discussion. | Trustees, Senior Staff & School Leaders | Board Office & Zoom |
| April 21, 2022 | 3:00PM – 4:00PM | CUPE Meeting | Draft Budget Discussion. | Trustees, Senior Staff & CUPE | Board Office & Zoom |
| April 21, 2022 | 4:30PM – 5:30PM | KLTF Meeting | Draft Budget Discussion. | Trustees, Senior Staff & KLTF | Board Office & Zoom |
| April 21, 2022 | 6:00PM – 7:00PM | DPAC Meeting | Draft Budget Discussion. | Trustees, Senior Staff & DPAC | Board Office & Zoom |
| April 26, 2022 | 3:30 – 4:30 PM | O&F Committee Meeting | Preliminary Draft Budget Review. | Trustees & Senior Staff | Board Office & Zoom |
| April 27, 2022 | 5:00PM – 7:00 PM | Public Webinar | Presentation of Updated Budget, Survey Results, Public Q&A. | Partner Groups & Public | Zoom Webinar |
| May 17, 2022 | 3:00PM – 4:30PM | O&F Committee Meeting | Supt.'s Recommended Budget. | Committee Members | Board Office & Zoom |
| May 24, 2022 | 5:00PM – 7:00PM | Meeting of the Board held in Public | Supt.'s Recommended Budget. Planned Readings 1, 2 & 3 of Budet Bylaw. | Trustees | Board Office & Zoom |

# 2022 - 2023 Budget Development Process & Schedule
*Updated ~~October 4~~January 10, 2021*

| Date | Time | Meeting | Meeting Description/Tasks | Attendees/Responsible | Location |
|---|---|---|---|---|---|
| ~~February 2022~~ | ~~5:30 – 7:30 PM~~ | ~~Alignment Meetings~~ | ~~Review presented by PVPs, including budgets review, asks and initiatives.~~ | ~~Principals, Vice-Principals & Senior Staff~~ | ~~Board Office & Zoom~~ |
| March ~~1~~7, 2022 | 3:00PM – 4:~~30 – 6:~~00 PM | Student Trustee Orientation Meeting | Onboarding of Student Trustees ~~into~~to Budget Process. | Trustees & Student Trustees | Board Office & Zoom |
| March 8, 2022 | 3:00PM – 4:30PM | O&F Committee Meeting | Framework update / 2021-2022 Surplus or Shortfall Expectation / 2022-2023 Revenue Projections~~-~~. | Committee Members & Student Trustee ~~Reps~~ Representatives | Board Office & Zoom |
| March ~~9~~10, 2022 | 9:00AM – NOON | ~~Internal Consultation – PVP~~School Leaders Meeting | Draft Budget Discussion. | Senior Staff & ~~PVP~~School Leaders | Board Office & Zoom |
| ~~March 10, 2022~~ | ~~TBD~~ | ~~Internal Consultation – PVP Meeting~~ | ~~Draft Budget Discussion.~~ | ~~Staff & PVP~~ | ~~Board Office & Zoom~~ |
| April 1, 2022 | n/a | Surveys to KLPVPA ~~Invitation to Comment, Survey~~, Students & Public | Invitation to ~~KLPVPA to~~comment. Preliminary Draft Budget ~~Available~~Posted Online. | ~~KLPVPA~~Public, Partner Groups and Students | Online Survey & Invitation to Comment |
| April ~~5~~19, 2022 | 12:30PM – 2:30PM | Board Working Session | Preliminary Draft Budget Review. | Trustees~~Board~~ | Board Office & Zoom |
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| April 21, 2022 | 1:00PM – 2:00PM | KLPVPA | Draft Budget Discussion. | Trustees, Senior Staff & School Leaders | Board Office & Zoom |
| April ~~12~~21, 2022 | ~~NOON – 2~~3:00PM – 4:00PM | ~~Internal Consultation – PVP &~~ CUPE~~Trustees~~ Meeting | ~~Preliminary Internal~~Draft Budget ~~Review with PVP Group & Trustees~~Discussion. | Trustees, Senior Staff & ~~PVP~~CUPE | Board Office & Zoom |
| April ~~14~~21, 2022 | ~~n/a~~4:30PM – 5:30PM | ~~Public Request for Feedback~~ KLTF Meeting | ~~Invitation to comment, survey. Separate student survey. Updated~~Draft Budget ~~Available Online~~Discussion. | ~~All Partner Groups: Committee Members, DPAC, KLTF, KLPVPA, CUPE, Students~~Trustees, Senior Staff & KLTF | ~~N/A~~Board Office & Zoom |
| April 21, 2022 | 6:00PM – 7:00PM | DPAC Meeting | Draft Budget Discussion. | ~~Superintendent, Secretary Treasurer~~Trustees, Senior Staff & DPAC | Board Office & Zoom |
| April 26, 2022 | 3:30 – 4:30 PM | O&F Committee Meeting | Preliminary Draft Budget Review. | Trustees~~,~~ & Senior Staff | Board Office & Zoom |

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**School District 8
Kootenay Lake**

**ANTI-RACISM ADVISORY COUNCIL MEETING
JANUARY 12, 2022
12:00 – 02:00 PM (PST) / 01:00 – 03:00 PM (MST)**
Zoom Webinar - https://sd8.zoom.us/s/68927256502  Passcode: 728035

1.  **Acknowledgement of Aboriginal Territory**

    *We acknowledge, respect and honour 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.*

2.  **Introductions**

    a.  Student Video

3.  **What is our purpose?**

4.  **Getting to know each other – Icebreaker**

5.  **Exploring Issues of Racism: Personal Work**

    a.  How diverse is your universe? A personal exploration of difference in your life.

6.  **Exploring Issues**

    a.  What is racism?

    b.  What should our next steps be?

7.  **Next meetings:**

    a.  January 25, 2022: 12:00 – 02:00 pm (PST) / 01:00 – 03:00 pm (MST)

    b.  February 7, 2022: 12:00 – 02:00 pm (PST) / 01:00 – 03:00 pm (MST)

    c.  February 23, 2022: 12:00 – 02:00 pm (PST) / 01:00 – 03:00 pm (MST)

    d.  March 9, 2022: 12:00 – 02:00 pm (PST) / 01:00 – 03:00 pm (MST)

# UNDERSTANDING RACISM

*Prepared by Charlotte Reading, PhD*

Since the time of first contact with Europeans, Indigenous[1] peoples in Canada have experienced several forms of racism, which have negatively affected all aspects of their lives and well-being.

Racism is a general term used to describe:

· "a belief or doctrine that inherent differences among the various human races determine cultural or individual achievement, usually involving the idea that one's own race is superior and has the right to rule others;
· a policy, system of government, etc., based upon or fostering such a doctrine; discrimination;
· hatred or intolerance of another race or other races" (Dictionary.com, n.d.-a).



© Credit: Library and Archives Canada, ID PA-182251, "Portrait of Native students at St. Paul's Indian Industrial School."

This fact sheet is the first of three that will focus on anti-Indigenous racism in Canada,[2] beginning with an exploration of the concept of race, its history and contexts, and continuing with a discussion of the various forms of racism within societies. In order to address racism in Canadian society, we must first understand what racism is, how it became a way to identify people, and the forms it takes.

## The historical construction of race

Race is a relatively recent concept within western societies. In Europe, until the latter part of the 1600s, identity was primarily defined by one's religion and language (Hannaford, 1996). The concept of race as a category of identity did not emerge until

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[1] The terms 'Indigenous' and 'Indigenous peoples' are used throughout this fact sheet to refer to First Nations, Inuit and Métis peoples inclusively; however, the terms 'Aboriginal' and 'Aboriginal peoples' will be used as substitutes when reflected in the literature under discussion. Whenever possible, culturally specific names are used.

[2] The second fact sheet in this series will examine how racism is experienced by Indigenous peoples in Canada and how it affects their lives and well-being. The third and final fact sheet will explore how policies, programs and strategies can address racism at personal and institutional levels.

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National Collaborating Centre for Indigenous Health
Centre de collaboration nationale de la santé autochtone

*sharing knowledge · making a difference*
*partager les connaissances · faire une différence*
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## Definition of terms

**Race** is a socially constructed category of identity (based on physical characteristics and geographic origin) with its roots in an ideology that situates human beings within a hierarchy of social value (Williams, Lavizzo-Mourey, & Warren, 1994).

**Culture** has been described as historically and geographically bound patterns of shared beliefs, values, and behaviours (Amick, Levine, Tarlov, & Walsh, 1995). It is also recognized that groups in institutional boundaries have culture. Humans are not born with culture – they learn it through language and observation, and likewise transmit it to others in these ways (Marks, 1995) as well as through rules and policies.

**Ethnicity** refers to groups of people who possess shared cultural traits that they characterize as different from those of other groups. A distinct ethnic group is often understood as people with a common origin, history, spirituality, language, traditions, values, beliefs and so on (Camoroff & Camoroff, 2009). However, like culture, ethnicity is not a static phenomenon; rather, it evolves in response to changing natural, social, and political environments (Barth, 1998).

**Ethnocentrism** refers to a belief in the superiority of one's own culture or ethnicity (Omi & Winant, 1994; Smedley, 1999).

Europeans began to colonize other continents. In 1684, François Bernier published the first classification of humans into distinct races (Todorov, 1993), followed by a 1735 publication by Carolus Linnaeus which further classified people based on continental differences. Within this categorization, Linnaeus also suggested that Europaeus (Europeans), Asiaticus (Asians), Americanus (Americans) and Africanus (Africans) differed in general mood. He arbitrarily classified Europaeus as cheerful, Asiaticus as melancholy, Americanus as aggressive, and Africanus as sluggish (Brace, 2005). In 1779, Johann

Blumenbach further proposed five major racial divisions including: Caucasoid (White), Mongoloid (Asian), Ethiopian (later Negroid), American Indian, and Malayan (South American).

During this time, scientists became increasingly interested in looking for differences between groups who were now being defined as separate races. These investigations produced an official ideology (or worldview) of race. According to this ideology, racial categories are exclusive; they arise from nature, and they are enduring (Smedley, 1999). Subsequent authors such as Georges Buffon, Petrus Camper,

Christoph Meiners and Thomas Jefferson promoted a more oppressive ideology in which Caucasians were generally viewed as superior to other races, and particularly to people who had been classified as Negroid or American Indian (Graves, 2001). It is interesting to note that 18th century naturalists, who were formulating the characteristics of various 'races', relied primarily on colonists' subjective descriptions of Indigenous peoples who were often referred to as inferior savages who lived a primitive life (Smedley, 1999).

By the 1800s, the term 'race' had become commonplace and for the first time in human history, racial classifications were used to create and maintain discriminatory social hierarchies (Allen, 1994; Smedley, 2012). Unfortunately, these racialized classifications and hierarchies have persisted into the 21st century in 'race-based' societies that share a number of similarities including a belief that:

- racial differences originate in biology and that physical characteristics (e.g., skin colour, hair texture, eye shape), as well as behaviours, are accurate indicators of race;
- each race has a distinct culture (e.g., language, dress, music, dance) that is also linked to biology;
- racial differences are meaningful and unchangeable;

- some races are 'naturally' inferior, and consequently;
- racial categories should be written into political, legal and social systems (e.g., the one-drop rule[3] and the *Indian Act*[4]).

Scientists have confirmed that there is no biological basis for what we refer to as human 'races.' In fact, genetic researchers have discovered that among modern humans, 85% of our genetic variation occurs between individuals, with only 5% between so-called 'racial groups' on the same continent and 10% between people on different continents (Smedley, 1999). As Graves (2001) points out, some animals have more genetic variation than humans: "there is more genetic variation within one tribe of wild chimpanzees than has been observed within all existing humans!"(p. 31).

Erroneous beliefs about racial differences have led to the formation of 'racialized' groups that are, in reality, established as socially rather than biologically distinctive. In fact, Omi (2001) suggests that "the idea of race and its persistence as a social category is only given meaning in a social order structured by forms of inequality - economic, political, and cultural - that are organized, to a significant degree, by race" (p. 254). Research employing critical race theory has been used to reveal how the social construction of race influences the health and well-being of racialized groups by supporting the inequitable[5] structuring of privilege for some groups and disadvantage for others (Adelson, 2005; Oliver & Shapiro, 2006; Danzinger & Haveman, 2001).



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## The ideology of racism

An ideology is a set of beliefs and attitudes that evolve through persuasion or coercion to become deeply rooted in the structures and systems of a particular society (Marshment, 1978). In North America, the ideology of racism involves beliefs about racial inequalities that are based on superficial differences in physical appearance, as well as artificially constructed differences in intellectual capacity and

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[3] The one-drop rule was a social classification used in the United States in which a person having any African ancestry was considered a 'Negro' and during the time of slavery, therefore a slave (Davis, 2001).

[4] Enacted by the Parliament of Canada in 1876, the *Indian Act* grants the federal government authority over First Nations lands, First Nations governance and First Nations identity (*Constitution Acts, 1867*).

[5] The term 'inequity' refers to something that is unjust or unfair (Merriam-Webster online dictionary, 2012a).

moral character between people racialized as 'White' and people racialized as non-white, including those racialized as Indigenous. The evidence is clear that discussions of race do not occur in a social or material vacuum (Lewis, 2004) and have been used to rationalize unfair treatment and diminished opportunities afforded to certain groups. In general, those people racialized as 'White' are afforded better treatment and more opportunities than people who are categorized as 'Black,' 'people of colour,' or 'Aboriginal, Indigenous, or Indian' (Battiste & Youngblood Henderson, 2012; Summit on Indigenous Peoples, 2003; Statistics Canada, 1993).

Stereotypes are generalized beliefs about the nature, behaviour, morality, work ethic, etc. of individuals who have been designated to a particular group (based on race, ethnicity, social class, religion, age, gender, etc.). Walker (2008) defines stereotypes as 'social distortions' that do not accurately reflect the diversity within populations and can have a negative impact on relationships between individuals and groups defined as meaningfully different. In particular, racial stereotypes can form a mental framework among members of the dominant racialized group (in the case of North America, people defined as white) about how to 'deal

with' the racialized other. On a cultural level, racial stereotyping promotes race-based fears and hostile attitudes that validate and foster social distancing. Equally problematic is that stereotypic, racist misrepresentations form a 'shield of ignorance' which hinders members of the dominant group from understanding their own privilege and, thus, prevents them from confronting the racist ideology that forms their perceptions, attitudes, and actions (Hook, 2005).

## Forms of racism

In this section, we will explore several forms of racism that reflect domination of knowledge, aggressive interactions between individuals, and inequitable structures within society.

### Epistemic racism

Epistemology refers to the study of knowledge, exploring questions such as how knowledge is acquired and what assumptions are made in the historical development of knowledge. This area of inquiry is critical to understanding racism because the dominance of western [6] knowledge systems produces and promotes beliefs about racialized cultures as inferior to western culture. For Indigenous people, these knowledge systems played a key and relentless role in their

portrayal as primitive or noble savages who were less evolved than Europeans. 'Civilization' was thus legitimated as an obligation of the colonial group (Bastien, Kremer, Kuokkanen, & Vickers, 2003; Yancy, 2008; Solomona, Portelli, Daniel, & Campbell, 2005; Wetherell & Potter, 1992).

The practice, discourse, and culture of western science are based on, and therefore reinforce, racist ideologies and structures (Lester, 2012). Western science has been afforded vast resources and opportunities by a colonial system to observe, measure and record hypothetical racial differences (Sibeud, 2012). Consequently, science has emerged as one of the most dangerous tools of colonial domination, as disciplines of science have created and maintained racial distinctions used to segregate and oppress Indigenous peoples. Examples of this can be found in studies that describe the generalized and diminished social, economic and health status of Indigenous people, yet fail to consider the detrimental historical, social, and political determinants of those disparities. The findings of this flawed research are published and offered as facts through academic and popular media, which creates erroneous, yet widely held, negative stereotypes

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[6] Western civilization, with its roots in European and Mediterranean antiquity, is based on three major traditions including: classical Greek and Roman culture, the Christian religion, and the scientific method (Perry, Chase, Jacob, & Jacob, 2009).

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and attitudes about Indigenous peoples. Moreover, research involving Indigenous people continues to be dominated by certain paradigms while Indigenous and other alternative worldviews[7] and approaches are ignored or rejected as 'unscientific' (Walker, 2003). Too often, non-Indigenous researchers with little or no connection to Indigenous communities conduct research about Indigenous peoples that is based on western disciplinary-specific theories. The culturally irrelevant and often racist results of these studies are then disseminated to an often equally disengaged and uninformed academic audience, thus perpetuating the dominance of western research on Indigenous people. In fact, the recent advance of Indigenous paradigms and methodologies[8] by Indigenous scholars, as well as the development of Indigenous-specific research ethics guidelines by the Tri-Council[9] has been initiated to address this form of epistemic racism.

While it is critical to consider the dominance of western knowledge systems and practices as a distinct form of racism, most people are familiar with the more obvious form of relational racism.

## Relational racism

The term 'relational' refers to the context of everyday human relationships. Relational racism occurs when a person experiences discriminatory behaviour from people he/she encounters in his/her daily life (e.g., being followed by sales people in stores; being ignored in a line up when their turn comes; being denied promotion by an employer when others are receiving one for doing less well; and having others avoid close personal contact, particularly in isolated locations or at night). Unfortunately, relational racism also manifests as more overtly damaging behaviour, including name-calling, as well as physical and sexual assault, and sometimes murder. Much of this behaviour is based on hostile attitudes informed by negative stereotypes (Levin, 2011; Dylan, Regehr, & Alaggia, 2008; Lamontagne, Canadian Electronic Library, & Canadian Women's Foundation, 2011).

Relational racism is certainly the most obvious form of racism. Therefore, we often perceive racism as being associated with this type of irrational bigotry that is demonstrated

in personal interactions and includes demeaning language, discriminatory behavior, and/or assault. Yet, by confining racism to the realm of the interpersonal, we neglect the more insidious and perhaps destructive impacts of structural racism (Klitgaard, 1972).

## Structural racism

The term 'structural' refers to the economic, social and political institutions and processes of society, and the moral and cultural systems that underpin them (McGibbon, Waldren, & Jackson, In press). A structural theory of racism is based on the notion of racialized social systems (Bonilla-Silva, 1997), which emerges when a dominant group is established and its power is reinforced through inequitable laws, policies, rules and regulations, as well as access to resources. Structural racism is perpetrated when policy makers and power brokers [re]produce or fail to redress structural inequities between racialized groups. In this way, the ideological concept of race is given material power in the social order, as it becomes linked to political and economic structures and systems (Essed & Goldberg, 2002).

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[7] Indigenous worldviews are based on ancient and sacred knowledge and traditions about human beings' interconnectedness with the natural world, the spirit world, the past and the future, as well as the need for balance and harmony in all relationships (Turtle Island Conservation, 2012).

[8] Methodology refers to the approach taken in research, while methods refer to ways of gathering information.

[9] The Tri-Council consists of the Canadian Institutes of Health Research, the Natural Sciences and Engineering Research Council of Canada, and the Social Sciences and Humanities Research Council of Canada.

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McGibbon, Etowa, and McPherson (2008) describe how the ideological construction of racial difference is frequently used to generate and reinforce structural inequities through a cycle of oppression. Within these structures, stereotypes about Indigenous people (e.g., they are alcoholics, lazy, and irresponsible) bring about prejudices (to pre-judge based on a stereotype [Merriam-Webster Online, 2012b]; e.g., every Indigenous person I meet is a threat to me and/or a burden to society), which produces discrimination (an action or inaction based on prejudice; Dictionary.com, n.d.-b), which leads to oppression (institutional disregard and/or support of prejudicial and inequitable treatment of a racialized and stereotyped group; Dictionary.com, n.d.-c).

Structural racism is operationalized within the routine practices created and supported by racist ideologies.

Essed and Goldberg (2002) suggest that "these practices both adapt to and themselves contribute to changing social, economic and political conditions in society" (p. 185). Examples of racist structural practice can be seen in political actions that attempt to maintain dominance over Indigenous peoples (Berger, 2009). For instance, the *Indian Act* essentially conveys the status of 'Indian' on individuals through a variety of criteria that have never been sanctioned by Indigenous peoples. Likewise, the size, location and distribution of Indian reserves, which are lands set aside for residence by status Indians, were often not determined by, or in consultation with, Indigenous peoples (Alfred & Alfred, 2009). The residential school program established by the federal government and Christian churches forcibly removed thousands of Indigenous children from their homes in order to 'educate and civilize' them, yet caused physical,

emotional, and sexual harm to the children and produced complex intergenerational effects (Milloy, 1999). More recently (1960s to present), child welfare programs continue to apprehend Indigenous children from their homes at rates much higher than non-Indigenous children, often placing them in non-Indigenous homes away from family, community and cultural supports (Blackstock & Trocmé, 2005).

Structural racism frequently takes the form of exclusion from social society, social goods, social production and social consumption.

## Social exclusion

Social exclusion physically and socially isolates racialized groups from equally participating in and benefiting from educational, economic, political, and health systems. These actions disadvantage certain racialized groups to the extent that they create unfair distribution of resources such as housing, health care, and opportunities for education, employment, justice, and social welfare. Wallis, Sunseri and Galabuzi (2010) describe social exclusion in four areas: social society, social goods, social production and social consumption.

Exclusion from *social society* occurs when institutional mechanisms create social, material and/or geographic isolation, which limit

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participation in civil society[10] and political decision-making. Indigenous people have been excluded from Canadian society through the *Indian Act*, which defines them as wards of the federal government rather than as valuable citizens of Canada. This has been accomplished through centralization, which physically isolated Indigenous people on remote First Nations reserves and Inuit hamlets, and through policies that limit or curtail Indigenous peoples' ability to make decisions for their own communities (Royal Commission on Indigenous Peoples, 1996).

Exclusion from *social goods* represents a failure to provide for the needs of a particular population or measures to restrict others from doing so. Several examples of the exclusion of Indigenous people from the attainment of social goods can be found in the poor quality of housing provided on First Nations reserves and Inuit communities, the lack of adequate federal investment in critical infrastructure such as water treatment and accessible roads, as well as lack of protection from ecologically unsafe extraction and/or development of natural resources on traditional lands (Royal Commission on Aboriginal Peoples, 1996).

Exclusion from *social production* refers to the denial of opportunities to contribute to, or participate in, social and cultural activities of a society. This begins with an historical record that essentially ignores the harms suffered by Indigenous peoples during colonization of Canada and does not respectfully acknowledge the past or present contributions made by Indigenous peoples to the cultural (music, dance, art, spirituality), environmental (protection, sustainable resource development), and political (democratic government) development of Canadian society (Royal Commission on Aboriginal Peoples, (1996).

Exclusion from *social consumption* manifests as inadequate access to the usual forms of employment and participation in the economy and labour-market. For Indigenous people, this is revealed as a lack of educational and employment opportunities resulting from inadequate investment in the education and retention of Indigenous students, as well as inaccessible (physically and/or culturally) training or advanced education for those living in remote communities. Furthermore, as a result of relocation to isolated and/or inadequately resourced locations, there are very few opportunities

for economic development within Indigenous communities. Moreover, government policies have limited the degree to which Indigenous peoples can engage in economic development and the market economy (Royal Commission on Aboriginal Peoples, 1996).

## Symbolic racism

Symbolic racism was defined relatively recently to describe explicitly negative public response to forms of relational racism (Henry & Sears, 2002). Symbolic racism persists in some members of the dominant racialized group who might not be labeled as racist because they abhor overt relational racism, yet they often hold similar, albeit less aggressive, attitudes that serve to maintain the inequitable racial status quo (Tarman & Sears, 2005; Trepagnier, 2001). In this case, prejudices are revealed in less direct ways such as opposition to social justice-based racially targeted policies such as affirmative action policies or the Non-Insured Health Benefits program for status First Nations people (Vala, Pereira, & Costa-Lopes, 2009). Those individuals who believe that Indigenous people should not be given 'special' treatment and who make statements about their ancestors coming to Canada with

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[10] Civil society refers to non-governmental, special interest or faith-based organizations (e.g., Friends of the Earth, World Vision) that reflect the interests and goals of the public.

nothing and "climbing their way to the top through hard work and perseverance" are said to be demonstrating symbolic racism (Shuman, Steeh, Bobo, & Krysan, 1997).

## Embodied racism

Embodied racism is experienced through the reactions of the body to the anxieties of discrimination, alienation and social violence (Hook, 2006). Aside from creating inequities in the material conditions of life, the injustices of racism also exert powerful, physical, and psychological responses within individuals. Likewise, the social isolation and residential segregation of structural racism is experienced in the body as physical and psychological pathogens such as increased rates of chronic disease and mental health challenges (Collins & Williams, 1999; Trocmé, Knoke, & Blackstock, 2004). An example of this kind of racism can be found in the racially motivated formation of an 'Indigenous welfare state,' which has captured Indigenous people within punitive colonial systems that are directly and indirectly linked to the disproportionate burden of illness, injury, and premature death (van Krieken, 2004).

## Colour-blindness

The recent concept of 'colour-blindness' suggests that racial differences are not important

and, on the surface, this is obviously true. This notion of 'racelessness' is regularly promoted in social science discourses that present race as a social construction and focus instead on differences between ethnic groups (Harrison, 1995). However, although the theory of biological race has been refuted, these discourses fail to consider the very real *social experience* of racism (Shanklin, 1998; Bernard, 2011). Consequently, this philosophy actually perpetuates inequities because it does not recognize that people are, in fact, treated differently based on the racialized or ethnic category to which they are socially assigned; racialized people experience discrimination and systemic oppression, whereas people categorized as white are imbued with an unearned privilege as a result of their skin colour. National statistics related to education and employment fully support the reality of this differential treatment (Galabuzi, 2006). Rather than promoting social justice, colour-blindness or racelessness essentially ignores the social realities of racialized inequities experienced within relationships, systems and structures, thereby maintaining the status quo. Civil rights activists claim that this is simply a new form of racism that manifests in more subtle and indirect ways than the more explicit forms of racial segregation and antagonism (Leach, 2005; Bonilla-Silva, 2006;

Blair, 2008). Some scholars have even suggested that the academy, as an institution of higher learning, is implicated in the maintenance of white privilege through the discourse of colour-blindness (Zamudio & Rios, 2006).

## Conclusion

Race is not a biological fact but rather a socially constructed concept that was created and is maintained to establish disparities in the distribution of resources and power (Smedley & Smedley, 2005). The roots of inequities within structures, systems and individual behaviours are deeply embedded in erroneous beliefs about innate differences between groups of people. This is particularly evident in relationships between people of European ancestry and Indigenous peoples in North America. Racism exists in several, often intersecting, forms including: negative and stereotypic attitudes about 'racialized' groups, the dominance of western knowledge systems, overt aggression and more subtle discriminatory behaviours, as well as structural inequities and social exclusion. In the next fact sheet, we will explore how a racist ideology and diverse forms of racism create and perpetuate disadvantage and poor health among Indigenous peoples.

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# HOW TO USE THIS FACT SHEET

## REFLECT

Talk to others in your community, reflect on the content of this fact sheet, and contemplate how you could make a difference in the health and well-being for yourself, your family or your community.

## ENGAGE

Find local friendship centers, community organizations or groups where you can volunteer or participate in healthy positive actions. You too can share knowledge and make a difference in the health and well-being of First Nations, Inuit, and Métis Peoples' of Canada.

*sharing knowledge · making a difference*
*partager les connaissances · faire une différence*
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National Collaborating Centre for Indigenous Health
Centre de collaboration nationale de la santé autochtone

# 2021-2022 Board Calendar

**School District 8**
**Kootenay Lake**

| DATE | TIME | LOCATION | MEETINGS | COMMENT |
|---|---|---|---|---|
| September 21, 2021 | 1:30 – 2:30 pm | Board Office, Nelson | Closed Board Meeting | |
| | 3:00 pm – 4:30 pm | Board Office, Nelson | Operations and Finance | Audited Financials Recommendation |
| | 5:00 – 7:00 pm | Board Office, Nelson | Open Board Meeting | Audited Financials Approval |
| October 12, 2021 | 12:00 – 4:00 pm | Board Office, Nelson | Working Session | |
| October 19, 2021 | 12:30 – 4:30 pm | Board Office, Nelson | Committees of the Whole | |
| October 26, 2021 | 3:00 – 4:30 pm | Board Office, Nelson | Closed Board Meeting | |
| | 5:00 – 7:00 pm | Board Office, Nelson | Open Board Meeting | |
| November 16, 2021 | 12:00 – 4:00 pm | Board Office, Nelson | Working Session | |
| November 23, 2021 | 3:00 – 4:30 pm | Board Office, Nelson | Closed Board Meeting | |
| | 5:00 – 7:00 pm | Board Office, Nelson | Open Board Meeting | |
| December 7, 2021 | 3:00 – 4:30 pm | Board Office, Nelson | Closed Board Meeting | |
| | 5:00 – 7:00 pm | Board Office, Nelson | Open Board Meeting | |
| *Winter Break (December 19 – January 3)* | | | | |
| January 18, 2022 | 3:00 – 4:30 pm | Board Office, Nelson | Closed Board Meeting | |
| | 5:00 – 7:00 pm | Board Office, Nelson | Open Board Meeting | |
| February 8, 2022 | 12:00 – 4:00 pm | Board Office, Nelson | Working Session | |
| February 15, 2022 | 2:00 – 3:00 pm | Board Office, Nelson | Closed Board Meeting | *If needed* |
| | 3:30 – 4:30 pm | Board Office, Nelson | O&F Committee Meeting | Amended Budget Recommendation |
| | 5:00 – 7:00 pm | Board Office, Nelson | Open Board Meeting | Amended Budget Approval |
| March 8, 2022 | 11:00 – 12:30 pm | Board Office, Nelson | Working Session | |
| | 1:00 – 2:00 pm | Board Office, Nelson | Closed Board Meeting | *If needed* |
| | 2:00 – 4:30 pm | Board Office, Nelson | Edu. and G&P Committees | |
| | 5:00 – 7:00 pm | Board Office, Nelson | Open Board Meeting | |
| *Spring Break (March 12 – 27)* | | | | |
| April 19, 2022 | 1:00 – 3:00 pm | Board Office, Nelson | Working Session | |
| April 26, 2022 | 1:30 – 3:00 pm | Crawford Bay School | Closed Board Meeting | |
| | 3:30 – 4:30 pm | Crawford Bay School | O&F Committee Meeting | Preliminary Draft Budget Review |
| | 5:00 – 7:00 pm | Crawford Bay School | Open Board Meeting | |
| May 17, 2022 | 12:30 – 5:00 pm | Board Office, Nelson | Committees of the Whole | O&F – Supt's Recommended Budget |
| May 24, 2022 | 3:30 – 4:30 pm | Board Office, Nelson | Closed Board Meeting | |
| | 5:00 – 7:00 pm | Board Office, Nelson | Open Board Meeting | 2022-2023 Budget Approval |
| June 21, 2022 | 3:00 – 4:30 pm | Board Office, Nelson | Closed Board Meeting | |
| | 5:00 pm – 7:00 pm | Board Office, Nelson | Open Board Meeting | |
| *Summer Break* | | | | |

Revised: January 6, 2022