

**MEETING OF THE BOARD HELD IN PUBLIC  
AGENDA**

**TUESDAY, MARCH 8, 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 March 8, 2022 meeting **BE ADOPTED**, as circulated.

**5. Receiving Presentations – Nil**

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

*The public will post comments or questions in the Q&A area on the webinar. These will be read aloud during the meeting.*

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

**8. Adoption of Minutes (p. 11) App. 8**

**Proposed Resolution:**

**THAT** the minutes from the February 15, 2022 Meeting of the Board held in public and the February 24, 2022 Special Meeting of the Board held in public **BE ADOPTED**.

**9. Future and Action Item Tracking (p. 19) App. 9**

**10. Education – Reports from Superintendent**

A. COVID-19 Update (p. 23) App. 10A

B. Numeracy Report (p. 25) App. 10B

C. Trustee Inquiry: Early Learning Participation Query (p. 48) App. 10C

**11. Operations and Finance – Reports from Secretary-Treasurer**

A. Enrolment Projections 2022-2023 (p. 50) App. 11A

B. Long-Range Facilities Plan (p. 52) App. 11B

**Proposed Resolution:**

**THAT** Resolution 16/17-036: 'The Board have an annual meeting in each family of schools to talk about the Facilities Plan.', **BE RESCINDED**.

- C. 2022-2023 Budget Development & Schedule revised (p. 54) App. 11C

## 12. Governance and Policy:

- A. Section 200 Policies – Superintendent (p. 56) App. 12A

- Policy 250: Tobacco and Electronic Smoking Devices
- Policy 251: Cannabis
- Policy 260: Scent Free Environment

**Proposed Resolution:**

**THAT** updated Policy 250 and renamed and updated Policy 251

**BE APPROVED** for field testing.

- B. Policy 530: Public Interest Disclosure – Superintendent (p. 61) App. 12B

**Proposed Resolution:**

**THAT** the revised and renamed Policy 530: Public Interest Disclosure **BE SENT** for field testing.

- C. Section 300 Policies – Superintendent (p. 64) App. 12C

- Policy 311: Illegal Use of Drugs and/or Alcohol
- Policy 320: Student Attendance
- Policy 321: Student Withdrawal
- Policy 330: Sexual Orientation Gender Identity

**Proposed Resolution:**

**THAT** the updated Policies 311, 320 and 330 and the deletion of Policy 321: Student Withdrawal **BE APPROVED**.

## 13. Human Resources: Nil

## 14. Trustee Reports

- A. Trustees
- B. Chair
- C. BCSTA
- D. BCPSEA
- E. RDCK
- F. Other Committees
- G. Student Trustees

## 15. Comments or Questions from the Public

*The public will post comments or questions in the Q&A area on the webinar. These will be read aloud during the meeting.*

16. Meeting Schedule and Reminders (p. 68) App. 16

- A. Board Meetings

The next Meeting of the Board held in the public is scheduled for April 26, 2022.

## 17. Adjournment of Meeting



SCHOOL DISTRICT 8 KOOTENAY LAKE  
CONSENT PACKAGE – REGULAR OPEN  
MARCH 8, 2022

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**ITEM**

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

- |   |      |
|---|------|
| 1. Board Correspondence Package   | p. 4 |
| 2. <a href="#">Superintendent's Report February 2022</a>                        |      |
| 3. <a href="#">Monthly Financial Report – for period ended January 31, 2022</a> |      |
| 4. Transactions over 10k  | p. 8 |



**SCHOOL DISTRICT 8 KOOTENAY LAKE**  
**BOARD CORRESPONDENCE PACKAGE**  
**MARCH 8, 2022**

ITEM	DATE
1. C. Elston to Board of Education relative to Concerns regarding gender ideology in schools	February 27, 2022



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**From:** Chris Elston <[REDACTED]>  
**Sent:** Sunday, February 27, 2022 8:25:54 PM (UTC-08:00) Pacific Time (US & Canada)  
**To:** Board of Education <[board.education@sd8.bc.ca](mailto:board.education@sd8.bc.ca)>  
**Subject:** Concerns regarding gender ideology in schools

**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.

## BC Trustees | general email

To all educators across Canada,

This is the first in a series of emails I am sending to every school trustee across Canada.

As I'm sure you know, there is much controversy surrounding gender identity teachings in schools. Concerned parents and teachers get dismissed as bigots, transphobes, or members of the far-right, yet people from all across the political spectrum are sounding the alarm. Critics include members of the gay and lesbian community, many transgender adults, and a growing number of professionals in the field of mental health. These doctors have seen an explosion in the number of adolescents identifying as transgender in the last decade, and schools are a primary factor in contributing to this change. Given that many teens seek irreversible medical procedures in the name of gender identity, it is vitally important that schools teach this subject in a balanced and evidence-based way.

There is much to cover on this topic, and it can't all be covered effectively in one email, so to start things off I have a few simple questions for you to ponder: What is gender identity? What does it mean to be trans? What does it mean for a girl to be a boy? As you contemplate these, you'll find it all revolves around sexist, regressive stereotypes. If a girl wants to have short hair, or play football, or be an engineer when she grows up, does this mean she is trans?

The most popular school resource used all around the world is [the Genderbread Person](#). Take a moment to look at how it defines gender identity. It says your gender identity is based on personality traits, jobs, hobbies, likes, dislikes, roles, and expectations.

Do jobs determine what gender you are? Are we back in 1950?

What happened to telling our girls they could be whatever they want to be when they grow up? Why aren't we teaching children to reject stereotypes? There is no right way to be a boy or a girl. Gender ideology is teaching our boys and girls — and it is primarily girls who now identify as trans — that stereotypes literally define what sex they are. Our masculine girls are being taught that they might have a boy brain, or they could have been born in the wrong body. This is harmful pseudoscience. There is no such thing as a boy brain or a girl brain.

Do roles determine our gender? If I want to do the cooking in the house, does this make me a female?



Are tomboys actual boys? Of course not, but this IS what gender ideology teaches, and it is confusing thousands upon thousands of our children.

I travel North America having conversations about this subject, literally hanging out on busy street corners, going to large events, recording podcasts with people around the globe, and sometimes doing public speaking. I wear signs that say 'Gender Ideology Does Not Belong in Schools' or most frequently my principal message is 'Children Cannot Consent to Puberty Blockers.' Ultimately, I am spreading awareness about the harmful, experimental medical treatment that children are receiving when they identify as transgender.

I have met with senior officials in my children's school district of Surrey, BC. I have spoken, uninvited, with members of my provincial NDP party who said I was "making them feel unsafe," merely for calmly bringing up child safeguarding. I have been to Ottawa on 7 different occasions and spoken briefly with a few politicians on the street, but none will take up this issue. I have been assaulted nearly 20 times, had my arm broken, been mobbed by 200 university students led on by Ottawa city councillors, and I have even protested near schools in Ontario, leading to huge media coverage which ultimately reached millions.

Suffice it to say, I have experience discussing this subject thousands of times with people from all walks of life. Yet nobody with any authority anywhere in government or in the school system will sit down and have a civil conversation about what is going on. I get it. To speak out at all on this matter brings a wave of hate and criticism and false allegations. However, when matters involve our children, we should be able to have a discussion. More than any issue in the world today, people are afraid to talk about this subject. That should tell you that something very strange is going on.

I will discuss the medical matters in greater detail in future emails. No doubt some of you are wondering why I am emailing you when the primary focus of my work revolves around the experimental medical treatment that children are receiving, namely, puberty blockers, cross-sex hormones, and surgeries. Yes, surgeries are even being done on minors. Girls are getting their breasts cut off. Not one or two girls here and there, but thousands. To give you an idea of how widespread this has become, there are more than 40,000 girls and young women raising money on GoFundMe for double mastectomies, or 'top surgery,' which is the euphemism used in gender circles. Furthermore, many young women who started on testosterone as a child are getting hysterectomies because of the damage that testosterone causes.

Why is this happening? Well, there is a social contagion. Social contagions are nothing new, especially when it comes to teenaged girls. I will discuss this more next time, but it is primarily social media influence and **false school teachings** which are indoctrinating our children. Political activism has no place in schools, and as Trustees it is your responsibility to have fair and open conversations about this. Our children are too important for such a vital topic to be ignored.

The subject of gender identity teachings in schools and the controversy surrounding it is only going to continue to grow. I know for a fact that well north of 90% of people, when they have a basic understanding of what is going on, support my cause and are very much against their children being taught this pseudoscience. A wave of concerned parents is coming, and this



issue will never go away. It is high time you address it and have a detailed inquiry into what our children are learning.

Sincerely,

Chris Elston

billboardchris.com | Twitter: @billboardchris



CHEQUE PROCESS NUMBER: 33367

CHQ/ePAYMT	TY	VENDOR	NAME	AMOUNT
199228	CH		Receiver General RP0003	52,507.17
199233	CH		Teachers' Pension Fund	33,198.91
48909	EP		College Of The Rockies	10,158.08
48919	EP		FortisBC Inc.	17,903.12
48966	EP		Rocky Mountain Energy	23,185.32
48970	EP		Selkirk College	11,250.00
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				148,202.60





CHEQUE PROCESS NUMBER: 33389

CHQ/ePAYMT	TY	VENDOR	NAME	AMOUNT
199242	CH		Edward Jones	15,265.14
199247	CH		Municipal Pension Fund	82,477.36
199250	CH		Receiver General RP0002	114,577.47
199251	CH		Receiver General RP0001	215,000.00
199252	CH		Receiver General RP0003	11,586.86
199256	CH		SHI Canada ULC	20,846.78
49026	EP		Camfil Canada Inc.	12,570.80
49028	EP		City Of Nelson	36,666.90
49033	EP		Canadian Union of Public Employees	17,512.22
49035	EP		Dell Financial Services	23,186.47
49048	EP		Kootenay Lake Electric Ltd	108,940.49
49054	EP		McLaren Bobcat Service Ltd	38,543.25
49065	EP		Rocky Mountain Energy	18,453.51
49070	EP		Superior Propane Inc	11,657.82
49074	EP		Trainor Mechanical Contractors Ltd	10,075.80
49080	EP		Western Canada Bus	143,997.28
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				881,358.15



CHEQUE PROCESS NUMBER: 33420

CHQ/ePAYMT	TY	VENDOR	NAME	AMOUNT
199263	CH		Joan Axford	10,135.13
49127	EP		Complex Trauma Resources Inc	13,387.50
49164	EP		M & K Plumbing & Heating Co. Ltd	64,779.75
49181	EP		Ricoh Canada Inc.	10,985.22
49242	EP		Teresa Stoneman	11,261.25
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				110,548.85



**MEETING OF THE BOARD HELD IN PUBLIC - MINUTES  
HELD ON TUESDAY, FEBRUARY 15, 2022**

In person: School Board Office – 811 Stanley Street, Nelson, BC  
and via video conference

**Board:**

L. Trenaman, Chair  
S. Nazaroff, Vice-Chair *(via video conference)*  
D. Lang *(via video conference)*  
S. Walsh *(via video conference)*  
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  
T. Stoneman, Interim Secretary-Treasurer  
N. Howald, Director of Information Technology *(via video conference)*  
D. Holitzki, Director of Inclusive Education *(via video conference)*  
C. Singh, Director of Human Resources *(via video conference)*  
B. Eaton, Director of Innovative Learning *(via video conference)*  
C. Kerr, Director of Operations *(via video conference)*  
N. Ross, District Principal of Innovative Learning *(via video conference)*  
T. Malloff, District Principal of Innovative Learning *(via video conference)*  
H. Kerr, Executive Assistant *(via video conference)*  
S. Whale, Executive Assistant

**Student Trustees:**

R. Klassen, Kootenay River Secondary School *(via video conference)*  
N. Holland, Mount Sentinel Secondary School *(via video conference)*  
Z. Lamoureux, J.V. Humphries Secondary School *(via video conference)*  
S. Van Donselaar, L.V. Rogers Secondary School *(via video conference)*

**Partners:**

K. Walgren, KLTF *(via video conference)*  
R. Sherman, KLPVPA *(via video conference)*  
A. Early, CUPE *(via video conference)*  
R. Bens, CUPE *(via video conference)*  
C. Bayly, DPAC *(via video conference)*  
N. Nazaroff, DPAC *(via video conference)*

**Guests:**

J. Bate *(via video conference)*  
K. Wray *(via video conference)*  
P. Wedman *(via video conference)*  
T. Harper *(via video conference)*  
S. Maloff *(via video conference)*  
T. Schafer *(via video conference)*  
J. McMurray *(via video conference)*  
S. McGregor *(via video conference)*

**Regrets:**

S. Chew, Trustee



## 1. Call to Order

The meeting was called to order at 5:07 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.*

## 3. Changes to the Proposed Agenda

## 4. Adoption of Agenda

**UPON** a motion duly made and seconded it was **RESOLVED:** 21/22-024

**THAT** the Agenda for this February 15, 2022 meeting **BE ADOPTED**, as circulated.

## 5. Receiving Presentations – Nil

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

A member of the public inquired about a perceived lack of Mental Health Support for students at L.V. Rogers Secondary School and if there might be a change of Service Model. The Superintendent responded that there were no budget cuts to LVR and Mental Wellness Services would be extremely important. She noted that this topic would be followed-up with LVR principal.

## 7. Consent Package - Nil

## 8. Adoption of Minutes

**UPON** a motion duly made and seconded it was **RESOLVED:** 21/22-025

**THAT** the minutes from the January 18, 2022 Meeting of the Board held in public

**BE ADOPTED.**

## 9. Future and Action Item Tracking

A Trustee requested to have resolution 19/20-079 “Acknowledgement of systemic racism” changed to “in progress” instead of “complete” and have an updated list of actions taken added.

A Trustee asked for an update of resolution 19/20-038 regarding Seamless Day which was provided by the Superintendent.

## 10. Education

### A. COVID-19 Update

The Superintendent reported that:

- The School Board directed the Superintendent to develop a process for Proof of Vaccination regarding COVID-19
- Following that direction on January 27, the local Medical Health Officer issued a directive following an Order, made under the Public Health Act, requiring SD8 to collect vaccination status information for all employees by March 1, 2022
- By March 11 the Administrative Procedure will be in full implementation
- Frequently asked questions document and other supporting documents are posted on website



- SD8 would be supporting Province with distributing rapid test
- Ministry of Education allowed return of extracurricular sports

**B. Annual Literacy Report**

The Superintendent informed the Board that the attached report describes supports, resources, and goals to ensure all students are literate as they leave the education system.

Two District Principals introduced themselves and presented on the subject including:

- Literacy Goal
- Literacy Action Plan
- Early Literacy Profile
- Intermediate, Middle and Secondary School: Full implementation next year
- Teacher supports provided like Online Literacy Workshops, Literacy Resource Hub, Community of practice

A Trustee inquired about First Nations students in primary level and asked how many Nominal Roll status children would be provided with program and if outreach program would be in place to target Nominal Roll student and status students. The District Principal responded that she would have an answer at a later date. The Trustee inquired to have this item added to the next Board Meeting.

**C. Board Authority Authorized Courses and Programs of Choice**

The Director of Innovative Learning introduced the BAA coursed and programs of choice according to the attachment.

No course requests have been submitted.

**D. Student Laptop Pilot Project**

The Superintendent reiterated that for the 2021-2022 school year the district initiated a student pilot laptop project.

The Director of Innovative Learning noted that the goal of this project was to enable student access to devices to improve and support student success. Furthermore, he noted that the student, parent and teacher survey results were circulated as a handout.

**11. Operations and Finance**

**A. Surplus Property Sales**

The Secretary-Treasurer referred to the attached media releases regarding two property disposals namely, Kin Park and Yahk properties.

**B. 2021-2022 Amended Budget**

The Interim Secretary-Treasurer presented the 2021-2022 Amended Budget in detail, which was previously reviewed and recommended at the Operations & Finance Committee of the Whole meeting.

The Interim Secretary-Treasurer reflected to the Board that at the January 18th meeting a Budget with approximately \$200k deficit was presented. She reported that staffing budgets were revised



with departments and cost savings for this year were identified. These changes allowed the District to reach a balanced budget.

A Trustee requested more details regarding the deficit, which were provided by staff.

Trustees thanked the Interim Secretary-Treasurer for the balanced budget, for providing thorough presentation and for answering many questions prior to this meeting.

**UPON** a motion duly made and seconded it was **RESOLVED:** 21/22-026

- i. **THAT** the [Amended Annual Budget Bylaw](#) for fiscal year 2021/2022 be read three times at this meeting;
- ii. **THAT** the Amended Annual Budget Bylaw for fiscal year 2021/2022 **BE APPROVED** as read a first time;
- iii. **THAT** the Amended Annual Budget Bylaw for fiscal year 2021/2022 **BE APPROVED** as read a second time;
- iv. **THAT** the Amended Annual Budget Bylaw for fiscal year 2021/2022 as read a third time and final time, be passed and **BE ADOPTED**.

## 12. Governance and Policy - Nil

## 13. Human Resources - Nil

## 14. Trustee Reports

### A. Trustees

Trustee Coons reported that she attended a Committee Meeting for the BCSTA Annual General Meeting.

Trustee Lang shared that she attended CUPE Labour Management Meeting, several Bargaining Preparation Meetings, BCPSEA Board Meeting, BCPSEA AGM Committee Meeting, Working Sessions and Facilities Meetings.

Trustee Walsh attended Facilities Meetings, PAC Meetings, Anti-Racism Training and Advisory Council Meeting.

### B. Chair

Chair Trenaman attended the Anti-Racism Training and encouraged all Trustees to attend. Furthermore, she shared that she attended an Anti-Racism Advisory Committee Meeting, a motion building Pro-D session, a Crawford Bay and Redfish PAC Meetings, a BCSTA Committee Meeting called Inclusive Education Working Group, a webinar Respectful Workplace and Difficult Conversations and Board Chair Meetings.

### C. BCSTA

Trustee Nazaroff attended the BCSTA Provincial Council Meeting.



D. BCPSEA

E. RDCK – Nil

F. Other Committees – Nil

G. Student Trustees

Student Trustee Van Donselaar from L.V. Rogers Secondary School provided an update, including:

- Bathrooms renovations are on-going and they are working on maintenance issues
- Student Council is looking into recycling programs for the school
- Legacy project: change a room to give it a first-year university atmosphere with a lounge as a safe place

Student Trustee Lamoureux from J.V. Humphries Secondary School provided an update, including:

- Exciting initiatives at school like a student parliament, started a breakfast club, weekly high school contests to win hot lunches
- Students run the assembly and weekly joke contest

Student Trustee Klassen, Kootenay River Secondary School Klaassen provided an update, including:

- Basketball Season is wrapping up and girl's soccer is starting soon
- Yeti outdoor education program is a success
- Leadership classes with fun activities around school
- Overall a hopeful atmosphere despite COVID-19

Student Trustee Holland from Mount Sentinel Secondary School provided an update, including:

- Students prepare with Counsellor Pink-Shirt Day activities to include the whole school
- Virtual meeting with BC lions football team
- Grad photos been taken by a local photographer

## 15. Comments or Questions from the Public

*The public will post comments or questions in the Q&A area on the webinar. These will be read aloud during the meeting.*

A member from the public inquired if there is a plan in place to ensure children's education would be uninterrupted if teachers would fail to comply with the mandatory rapid antigen testing and go for an unpaid leave.

The Superintendent responded that the District would be collecting vaccination status by March 1, and that staff would be required to submit their preference if they decline to share their vaccine status. She noted that the District would have a plan in place for those that decide to go on a leave.



## **16. Meeting Schedule and Reminders**

### A. Board Meetings

The next Open meeting is scheduled for March 8, 2022.

## **17. Adjournment of Meeting**

The Meeting adjourned at 6:34pm.





**SPECIAL MEETING OF THE BOARD HELD IN PUBLIC  
MINUTES**

**THURSDAY, FEBRUARY 24, 2022**

**4:30 PM (PT) – 5:00 PM (PT) / 5:30 PM (MT) – 6:00 PM (MT)**  
In person: School Board Office – 811 Stanley Street, Nelson, BC  
and via video conference

**Board:**

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

**District Staff:**

T. Smillie, Superintendent  
T. Stoneman, Interim Secretary-Treasurer  
N. Howald, Director of Information Technology  
B. Eaton, Director of Innovative Learning (*via video conference*)  
S. Whale, Executive Assistant  
H. Kerr, Executive Assistant

**Partners:**

N. Nazaroff, DPAC (*via video conference*)

**Regrets:**

S. Chew, Trustee

**1. Call to Order**

The meeting was called to order at 4:32 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.*

**3. Adoption of Agenda**

**UPON** a motion duly made and seconded it was **RESOLVED:** 21/22-027

**THAT** the Agenda for this February 24, 2022 special public meeting **BE ADOPTED**, as circulated.

**4. 3-year School Calendar**

The Superintendent presented the 3-year School Calendar and provided background who was consulted in the development of this calendar. She noted that the calendar was provided to the Board for their review. Once approved the calendars will be publicly posted on SD8's website



and sent out through the App. Another Special Public Meeting is scheduled for March 28<sup>th</sup> where the feedback will be shared with the Board.

**UPON** a motion duly made and seconded it was **RESOLVED:** 21/22-028

**THAT** the Board approve the 3-year School Calendar for posting publicly.

**5. Comments or Questions from the Public regarding item on this Agenda**

A member from the public inquired what the rationale was for starting Winter Holidays 1 week prior to Christmas and return back on January 2<sup>nd</sup> rather than starting the break closer to Christmas and having more time in January before returning.

The Superintendent responded that the idea was that families would have the opportunity to travel to their families before Christmas.

**6. Adjournment of Meeting**

The Meeting adjourned at 4:41 PM.



FUTURE AND ACTION ITEMS - OPEN BOARD MEETINGS

Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
<b>Resolutions in Progress</b>						
February 24, 2022	21/22-028	3-year School Calendar posting	THAT the Board approve the 3-year School Calendar for posting publicly.	Superintendent	- Publicly posted on website to collect feedback	In Progress
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	20/21-064	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 Package 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. Mir 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. - Kinsmen Park property sold February 2022. - Yahk property sold February 2022. - Retallack I property sold September, 2021.	In Progress



FUTURE AND ACTION ITEMS - OPEN BOARD MEETINGS

Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
July 12, 2016	16/17-024	REEF for Jewett and Closure	<p>WHEREAS the Board of Education:</p> <ol style="list-style-type: none"> <li>On May 3, 2016, advanced Draft 2 of its Facilities Plan by board motion;</li> <li>Between May 4 and July 4, 2016, considered the closure of Jewett Elementary School; and</li> <li>was successful in securing Rural Education Enhancement Funding for 2017-2018 and subsequent school years;</li> </ol> <p>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:</p> <ol style="list-style-type: none"> <li>Rural Education Enhancement Funding ceases;</li> <li>REEF funding is sourced from inside the Ministry of Education block funding; or</li> <li>Accepting REEF funding negatively impacts the overall district average capacity utilization for capital planning purposes and space renewal in School District No. 8;</li> </ol> <p>AND FURTHER that the Board continue to explore options for transfer of title or financial burden that would maintain stable and sustainable K-5 educational programming in the Lardeau Valley community.</p>	Secretary-Treasurer	-REEF Funding terminated at end of 2019-2020. -Jewett enrolment has 9 students for 2021-2022 year, now rolled into regular staffing	Complete



Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
<b>Standing Resolutions</b>						
June 23, 2020	19/20-079	Acknowledgement of systemic racism	MOVED by Trustee Walsh, seconded by Trustee Nazaroff, and RESOLVED: 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. - "Anti-Racism and Intercultural Day of Learning" event on October 23, 2020. - Anti-Racism Framework - Interculturalization workshop by S. Prentice - Anti-Racism Tool Kit "Tending the Fire" launched Jan 26, 2022, spread to all School Staff, District Staff, Trustees, Student Trustees - Anti-Racism Advisory Council founded to create an Anti-racism policy	In Progress for 2021-2022
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 -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 School	The Board have an annual meeting in each family of schools to talk about the Facilities Plan.	Secretary- Treasurer	-2020-2021 Complete -2021-2022 Facilities Consultation Meetings schedule published here: <a href="http://www.sd8.bc.ca/facilities">www.sd8.bc.ca/facilities</a>	In Progress for 2021-2022
<b>Resolutions for Repeal or Replacement</b>						
<b>Completed Resolutions</b>						
February 24, 2022	21/22-028	3-year School Calendar posting	THAT the Board approve the 3-year School Calendar for posting publicly.			
February 24, 2022	21/22-027	Adoption of Agenda	THAT the Agenda for this February 24, 2022 special public meeting BE ADOPTED, as circulated.			Complete
February 15, 2022	21/22-026	Amended Budget Bylaw 2021/2022	THAT the 2021-2022 Amended Budget Bylaw may be read three times at this meeting; ii. THAT the 2021-2022 Amended Budget Bylaw BE APPROVED as read a first time; iii. THAT the 2021-2022 Amended Budget Bylaw BE APPROVED as read a first time; iv. THAT the 2021-2022 Amended Budget Bylaw BE ADOPTED as read a third time.			Complete
February 15, 2022	21/22-025	Adoption of Minutes	THAT the minutes from the January 18, 2022 Meeting of the Board held in public BE ADOPTED.			Complete
February 15, 2022	21/22-024	Adoption of Agenda	THAT the Agenda for this February 15, 2022 meeting BE ADOPTED, as circulated.			Complete
January 18, 2022	21/22-023	2022-2023 Budget Development Process	THAT the Board of Education adopt the 2022/2023 Budget Development Process as circulated in the January 18, 2022 agenda.			Complete
January 18, 2022	21/22-023	2022-2023 Budget Development Process	THAT the Board of Education adopt the 2022/2023 Budget Development Process as circulated in the January 18, 2022 agenda.			Complete
January 18, 2022	21/22-022	Provincial Online Learning School	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.			Complete
January 18, 2022	21/22-021	Adoption of Minutes	THAT the minutes from the December 7, 2021 Meeting of the Board held in public BE ADOPTED as amended.			Complete
January 18, 2022	21/22-020	Adoption of Agenda	THAT the Agenda for this January 18, 2022 meeting BE ADOPTED, as circulated			Complete
December 7, 2021	21/22-019	Policy 660 approval	THAT revised policy 660 BE APPROVED.			Complete



FUTURE AND ACTION ITEMS - OPEN BOARD MEETINGS

Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
December 7, 2021	21/22-018	Creston Valley School re-naming	THAT the secondary school in Creston be permanently named <u>Kootenay River Secondary School</u> .			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



**FROM:** Trish Smillie, Superintendent  
**DATE:** March 8, 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. The addendum was rescinded on February 18, 2022.

## Information

### Proof of Vaccination Procedure

During the January 18 Board of Education meeting, the Board passed a resolution that directs the Superintendent to create and implement a Proof of Vaccination Procedure for all staff and independent contractors. Staff consulted with employee union representatives, the district's joint health and safety committee, parents, Aboriginal Committee on Education, and the Lower Kootenay Band.

The Procedure will require SD8 staff and independent contractors to provide proof of vaccination to the employer unless they are legally entitled to accommodation for medical reasons or under the Human Rights Code of British Columbia or Canadian Charter of Rights of Freedoms. The procedure will ensure the School District's privacy obligations are met during the collection of employee information. The proof of vaccine requirement will not apply to students.

On January 27, 2022 the local Medical Health Officer (MHO) [issued a directive](#) following an [Order made under the Public Health Act](#) requiring the School District to collect vaccination status information for all of its employees. This means all staff are required to submit their vaccination status to the school district by March 1, 2022.

As part of this procedure, SD8 is required to keep a record of each staff member's vaccination status. Anyone who does not provide that proof will be deemed to be unvaccinated. The procedure is consistent with the [K-12 Sector Guidelines for Vaccination Policies](#).



Staff who are unvaccinated or who fail to disclose their vaccination status by the deadline will be required to undergo regular rapid testing in order to continue work or take an Extraordinary Leave of Absence (unpaid).

#### Rescindment of the Ministry of Education K- 12 Guidelines Addendum

On February 15, Provincial Health Officer Dr. Bonnie Henry announced [changes to public health orders](#) over the coming days and weeks focused on resuming more types of activities and events.

Here is a summary of the changes:

Prevention measures already in place will remain in place to reduce the risk of COVID-19 spreading. These include everyone eligible getting fully vaccinated, doing a daily health check and staying home when sick, cleaning hands regularly, and all students from kindergarten to Grade 12 and visitors wearing masks except in specific circumstances:

- Students will no longer need to stagger start/stop times, or recess/snack, lunch and class transition times, maximize space between people during classes, or spread multiple class gatherings such as exams, and physical education classes, across multiple locations and spaces.
- For school gatherings and events that bring together multiple classes or other groupings of students (e.g., school assemblies, multiple classes doing a single activity) from the same school (but members of the school community beyond staff, students and necessary volunteers are not attending), we will no longer have a specific capacity limit.
- For school extracurricular and social gatherings and events that bring together members of the school community beyond staff, students and necessary volunteers (e.g., an arts club performance, community fair), or that occur between schools (e.g., a music festival, a sports game or tournament), indoor capacity will not exceed 50 people or 50 per cent of operating capacity (whichever is greater).
- For indoor spaces without a defined operating capacity, we will determine a capacity limit that is at most half the number of individuals that would be within the space for that activity or event if prevention measures weren't in place.
- Spectators (e.g., parents, caregivers, peers), may now be present for gatherings and events (e.g., attend performance club theatre productions, inter-school sports games and tournaments, etc.) within capacity limits.
- Schools will not require proof of vaccination for school-led gatherings and events.
- Visitors are no longer limited to those supporting activities of direct benefit to student learning and wellbeing.





**FROM:** Trish Smillie, Superintendent  
**DATE:** March 8, 2022  
**SUBJECT:** Numeracy Annual Report 2022

**For Information**

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## Introduction

This memorandum provides outlines the Numeracy Annual Report for the 2021-2022 school year.

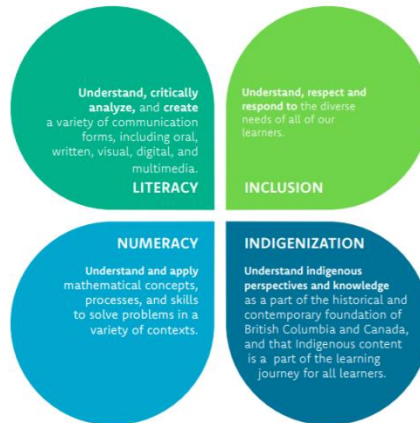
## Information

Linking student achievement to literacy, numeracy, inclusion, and Indigenization supports the Ministry of Education's mandate to create "Educated Citizens" and aligns with the SD8 Kootenay Lake Strategic Plan.

The Numeracy Annual Report 2022 outlines how our SD8 learners are doing in numeracy and provides a description of the supports, resources, and goals that comprise our commitment to improving numeracy success for all learners.

The full report is attached for the Board's review.





# NUMERACY ANNUAL REPORT

March 2022

## Abstract

Numeracy Coherence is an integral part of SD8 with a focused goal to provide accessible and inclusive programs for all learners K-12.



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## Executive Summary

School District No.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.

Each year, SD8 plans for continuous improvement. SD8 is committed to focusing on excellence for all learners in a nurturing environment. The Board of Education, through the *Focus.Learn.Excel.* initiative, invests significant resources into ensuring that each of our learners is provided the opportunity to graduate with dignity, purpose, and options for a successful future.

All decisions made by School District 8 (Kootenay Lake) are guided by its vision and core values, and are based on research and extensive consultation. The District's initiatives and resources are aligned with Ministry of Education goals and school plans to support its firm commitment to the mandate of an educated citizen by supporting intellectual, human, and social and career development for all our students. This includes goals for literacy, numeracy, inclusion, and indigenization.

Numeracy is defined as the ability to understand and apply mathematical concepts, processes, and skills to solve problems in a variety of contexts. The District goal for numeracy from kindergarten through to Grade 12 is:

*“To improve numeracy proficiency for all learners”*

Numeracy is important in that “a mathematically literate student recognizes the role that mathematics plays in the world in order to make well-founded judgments and decisions needed by constructive, engaged and reflective citizens” --*OECD, PISA Mathematics*

If literacy is the foundation for learning, then numeracy is the house built upon that foundation. Being numerate provides access to opportunities and contributes to career advancement, especially in the fields of science and technology.

*“The powerful thinkers are those who make connections, think logically, and use space, data, and numbers creatively” --Jo Boaler, Mathematics Professor and Author*

### Action Items

- Develop a 3-year district numeracy plan focused on improving numeracy outcomes for all K-12 learners, in consultation with Aboriginal education staff, district inclusion staff, and school teams.
- Support the development of a district-wide numeracy community of practice to implement and guide the district numeracy plan.
- Implement a K-9 district level numeracy assessment toolkit.
- Develop an online numeracy resource hub to support all classroom and non-enrolling teachers.
- Support school teams in developing objectives and strategies to support their school numeracy goal within the context of their school learning plan.
- Continue to strengthen SD8 community, regional, and provincial connections that support numeracy from early years to grade 12.



## Introduction

Numeracy is defined as the ability to understand and apply mathematical concepts, processes, and skills to engage in interpreting, analyzing, and solving problems in a variety of contexts. Mathematics is the science of number, quantity, geometry and forms, and can be studied on its own, or applied to other disciplines. According to the Organization for Economic Co-operation and Development (OECD), “a mathematically literate student recognizes the role that mathematics plays in the world in order to make well-founded judgments and decisions needed by constructive, engaged and reflective citizens.” --*OECD, PISA Mathematics*

This report looks at how SD8 learners, from early years to secondary, are doing in numeracy, and provides a description of the supports, resources, and goals that comprise SD8’s commitment to ensuring that numerate students “graduate with dignity, purpose, and options.”

The report is comprised of district numeracy data from the following Provincial Data Instruments and Assessments:

- **Early Development Instrument (EDI)** is completed by kindergarten teachers during the spring. It occurs twice in every 3 years. The EDI provides information about kindergarten learners, as reported by their teachers.
- **Foundation Skills Assessments (FSA)** is administered annually to students in grades 4 & 7. It provides district level information on how students are achieving in the foundational areas of reading comprehension, writing, and numeracy.
- **Student Learning Surveys (SLS)** is administered annually to students in grades 3 or 4, 7, 10 and 12. The SLS asks students questions about their school experiences. Student participation is voluntary.
- **Graduation Numeracy Assessment 10 (GNA)** is administered annually to students in grades 10 and 12. It provides broad level information on how students are achieving in numeracy. Students are able to write the GNA three times prior to graduation.



# Overview of Numeracy in Elementary

## Primary (Kindergarten to Grade 3) Program

The primary program in numeracy consists of introducing learners to the skills of basic number sense, computational fluency, patterns and relations. These concepts are introduced in kindergarten and grow with students, expanding in scope and depth of learning as they progress through the grades. Hands on mathematics manipulatives are used in the classroom to demonstrate, practice and reinforce numerical concepts. In addition, real-world application is emphasized, giving children an understanding of how numerical skills and concepts are used in their daily lives and experiences.



*Geometric Art, Winlaw Elementary School*

## Data

### Early Development Instrument (EDI)

The Early Development Instrument (EDI) is a short questionnaire completed by kindergarten teachers in the spring during the school year. This instrument is used not only across SD8, but across Canada and internationally. The purpose of the questionnaire is to measure a child's ability to meet age-appropriate developmental expectations.

The EDI is administered by school districts in a 3-year cycle, called a "Wave". In SD8 EDI data is collected every 2 out of 3 years. SD8 kindergarten teachers completed the EDI in 2019-2020 and in 2020-2021.

The complete SD8 EDI Wave 7 data report 2020-2021 can be found [here](#).

The following EDI data tables pertain specifically to kindergarten learners from the 2020-2021 school year. The data is disaggregated into neighbourhoods, as follows:

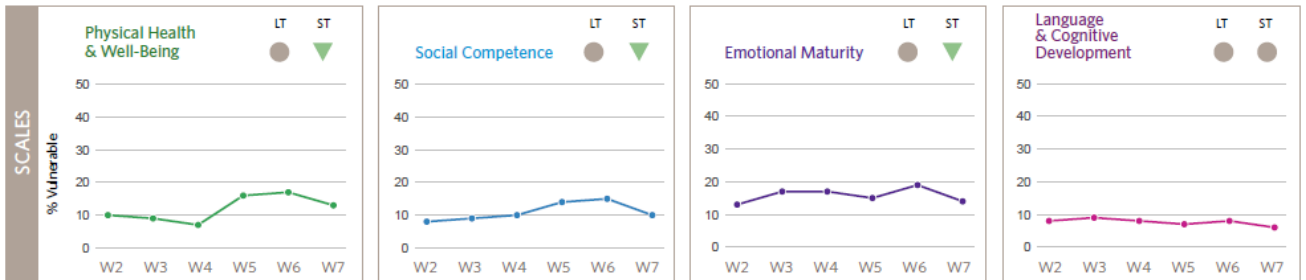
- Creston
- Kootenay Lake Rural (Crawford Bay, Kaslo, Jewett, Salmo, Slovan Valley)
- Nelson



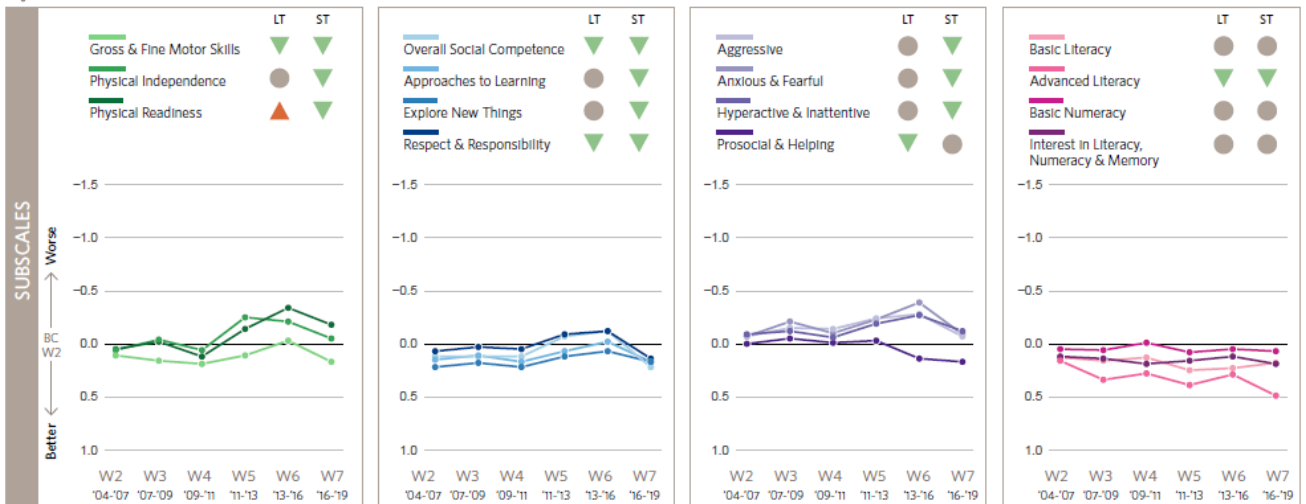
# Early Development Instrument (EDI) Wave 7 (2021-2022)

SCHOOL DISTRICT ■ KOOTENAY LAKE

TOTAL EDI W2: 892 W3: 546 W4: 299 W5: 277 W6: 314 W7: 277



As components of the EDI scales, EDI subscales provide more detailed information and can reveal which developmental areas are contributing to increases or decreases in scale-level vulnerability rates.

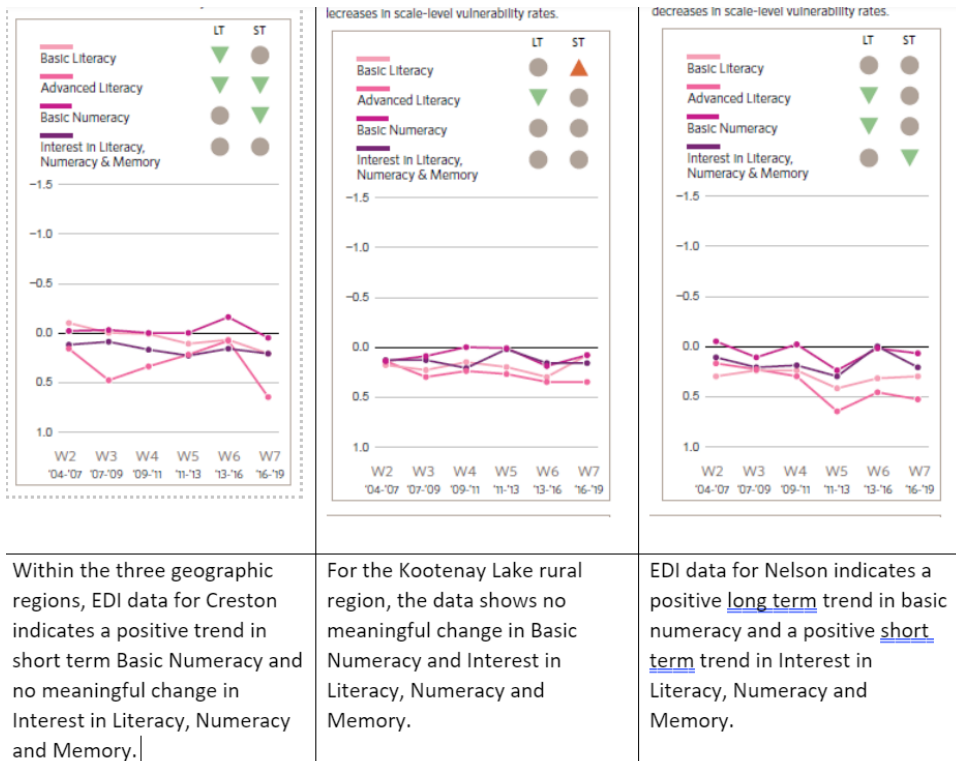


**TYPE OF TREND** LT or Long Term (W2-W7) ST or Short Term (W6-W7) **DIRECTION OF TREND** ▲ Getting Worse ● No Meaningful Change ▼ Getting Better  
**Trend note:** The precise amount of change that is required to meet the threshold for being a meaningful trend ("getting better" or "getting worse") is unique for each EDI scale and subscale.

## EDI data notes:

- A green triangle indicates results are trending positively.
- A grey circle indicates "no meaningful change" from the prior year(s) to date.
- An orange triangle indicates a worsening trend.
- Downward sloping graph lines indicate positive progress, indicating less kindergarten vulnerability.
- Long term (LT) and short term (ST) trends are also indicated.





## Analysis

Overall, EDI Wave 7 (2020-2021) numeracy data indicates that within the Basic Numeracy and Basic Literacy skills and Interest in Literacy, Numeracy and Memory kindergarten learners have remained consistent across wave cohorts.

Furthermore, compared to kindergarten children across BC, an EDI data analysis of 2019-2021 data indicates that SD8 kindergarten children are less vulnerable in all areas compared to the provincial average. Through the ongoing implementation of programs and supports at the primary level, such as the Early Literacy Profile supporting all learners kindergarten to grade 3, SD8 anticipates that this positive trend will continue.

### Action Items Primary (Kindergarten to Grade 3):

1. Develop a 3-year district numeracy plan focused on improving numeracy outcomes for all K-12 learners in consultation with Aboriginal education staff, district inclusion staff, and school teams.
2. Support the development of a numeracy community of practice to implement and guide the district numeracy plan.
3. Develop an online numeracy resource hub to support all classroom and non-enrolling teachers.
4. Support school teams in developing objectives and strategies to support their school numeracy goal within the context of their school learning plan.
5. Continue to strengthen SD8 community partnerships and connections that support numeracy from early years to grade 12.





## Intermediate (Grades 4-6) Program

Mathematical skills are essential for solving problems in most areas of life. Numeracy in the intermediate (grades 4-6) years focuses on developing a deeper understanding of both factual (content) and process-based (curricular competencies) information needed to solve complex problems. Students practice reasoning mathematically, using their understanding of number, pattern and spatial relationships and analyzing data in order to solve problems. Students also begin applying mathematical thinking to concrete and abstract concepts and are given opportunities to navigate their world with a mathematical perspective.



Numeracy Learning--Financial Literacy

Reference: [BC Curriculum, Mathematics](#)

### Data

The information collected to support student learning in the intermediate years with respect to numeracy include the following:

- Foundation Skills Assessment, Grade 4
- Student Learning Surveys, Grade 4

**Foundation Skills Assessment (FSA)** is an annual province-wide assessment of all B.C. students' academic skills in grades 4 and 7, and provides parents, teachers, schools, school districts and the Ministry of Education with valuable information on how well students are progressing in the foundation skills of Literacy and Numeracy.

Reference: [Foundation Skills Assessment \(FSA\)](#)

**Student Learning Survey (SLS)** is an annual province-wide census of Grades 4, 7, 10 and 12 students, their parents and staff in public schools. The questions have been developed with input from partner groups, teachers and education experts. The Student Learning Survey is a method of obtaining students' opinions about their school experience including questions about the curriculum, school atmosphere, and classroom assessment.

Reference: [BC Student Learning Survey](#)

The following data table provides information about student academic achievement in numeracy, based on the FSA data. In addition, the table includes Student Learning Survey data reported by students, about their mathematics progress. Participation rates for both the FSA's and Student Learning Surveys is included.



**GRADE 4 Foundation Skills Assessment (FSA) & Student Learning Survey (SLS)**  
**Numeracy Data 2020-21:**

<b>FSA 4: Numeracy</b>	<b>Participation Rate</b>	<b>Meeting Grade Level Expectations</b>
All Students	68%	72%
Students with Indigenous Ancestry	55%	74%
Students with Diverse Needs	56%	53%
<b>Student Learning Survey 4: “I continue to get better at mathematics”</b>		<b>Students who Agree/ Strongly Agree</b>
All Students	71%	71%
Students with Indigenous Ancestry	15%	64%
Students with Diverse Needs	Data unavailable	Data unavailable
<b>Student Learning Survey 4: “I try my best in Math and Science at School”*</b>		
All Students	71%	82%
Students with Indigenous Ancestry	15%	76%
Students with Diverse Needs	Data unavailable	Data unavailable

*\*This question is only asked at the grade 4 level*

### **Analysis**

When comparing the data from the numeracy section of the Foundation Skills Assessment to the student self-reporting data contained in the Student Learning Survey, any gaps in student achievement versus student perception invite further exploration. In other words, do students believe they are getting better at numeracy, and does the student achievement data indicate this? Finally, does the student participation rate reflect a broad enough range of learners to be considered as a reliable measure of all grade 4 learners?

### **What is evident:**

- An improvement in participation rates is needed for all learners.
- Students with Indigenous ancestry achieved 2% higher in numeracy compared to their peers.
- Students with diverse needs achieved 19% lower in numeracy compared to their peers.
- 71% of all students and 64% of students with Indigenous ancestry report that they believe they are continuing to get better at mathematics.
- 82% of all students and 76% of students with Indigenous ancestry report that they try their best in Math and Science.



## Action Items Intermediate (Grades 4-6):

1. Support schools in improving participation rates for provincial assessments and surveys for all students.
2. Support the development of a numeracy community of practice to implement and guide the district numeracy plan.
3. Support school teams in developing objectives and strategies to support their school numeracy goal within the context of their school learning plan.
4. Develop an online numeracy resource hub to support all classroom and non-enrolling teachers.
5. Pilot a K-9 district numeracy assessment.

## Overview of Middle Years to Secondary Numeracy

Keeping the district numeracy goal of improving numeracy proficiency for all learners in mind, provincial assessment data (FSA, GNA and SLS) indicates some areas for potential focus. First, the data indicates that there remain gaps in participation rates. By improving student participation rates on these data instruments, the district will be more confident that the results are an accurate indicator that is reflective of all SD8 students.

The Student Learning Survey data indicates that students would like more input into what and how they are learning. The District will focus on finding opportunities for school teams to support inclusive and engaging activities and opportunities for students as well as finding ways to support confidence in numeracy concepts.

SD8 data also shows a noticeable trend regarding student academic self-efficacy. As students progress into the higher grades, their self-efficacy appears to decline, even though they may be trying their best to improve. Furthermore, corresponding provincial numeracy assessment data also indicates significant achievement gaps for students with diverse needs and students with Indigenous ancestry.

Developing a professional learning series that focuses on classroom assessment for learning strategies within the context of numeracy will further support learners. A district numeracy toolkit for supporting students with diverse needs will be housed on the district numeracy hub, focusing particularly on the middle years.

Finally, ongoing collaboration with Aboriginal Academic Success teachers will continue to focus on infusing Indigenous content and perspectives across the mathematics curriculum and supporting the academic needs of students with Indigenous ancestry. To ensure that all learners improve in their proficiency in numeracy, ongoing collaboration with all education partners, including school staffs, Aboriginal education staff, and district inclusion staff will occur in developing a 3-year district numeracy plan. This will include a focus on data analysis and improving participation rates; developing sustainable, collaborative communities of practice focused on numeracy instruction and assessment strategies; and ensuring that non-specialist educators continue to build their confidence in numeracy teaching strategies.



*Math is Fun Community of Practice*



## Middle Years Numeracy Program

Numeracy in the middle years focuses on key concepts of:

- Reasoning and analysis
- Understanding and solving
- Communicating and representing
- Connecting and reflecting

Students are expected to use reasoning and logic to explore, analyze and apply mathematical ideas in increasingly conceptual ways while building on the numeracy skills foundation in the intermediate years. They are expected to use multiple strategies to solve problems, to demonstrate mathematical understanding through inquiry problem-solving and place-conscious contexts. Middle years learners are expected to use mathematical language to contribute to discussions, and to explain and justify mathematical ideas and decisions. Finally, they should be able to connect mathematical concepts to each other and other areas of personal interests, to support personal choices, and to incorporate First Peoples worldviews and perspectives.

Reference: [BC Curriculum, Mathematics](#)

### Data

The information collected to support student learning in the intermediate and middle years programs with respect to literacy include the following:

- **Foundation Skills Assessment, Grade 7**
- **Student Learning Surveys, Grade 7**

Foundation Skills Assessment (FSA) is an annual province-wide assessment of all B.C. students' academic skills in grades 4 and 7, and provides parents, teachers, schools, school districts and the Ministry of Education with valuable information on how well students are progressing in the foundation skills of Literacy and Numeracy.

Reference: [Foundation Skills Assessment \(FSA\)](#)

Student Learning Survey (SLS) is an annual province-wide census of Grades 4, 7, 10 and 12 students, their parents and staff in public schools. The questions have been developed with input from partner groups, teachers and education experts. The Student Learning Survey is a method of obtaining students' opinions about their school experience including questions about the curriculum, school atmosphere, and classroom assessment.

The following data tables provide information about student academic achievement in reading comprehension and in writing, based on the FSA data. In addition, the tables include Student Learning Survey data reported by students, about their mathematical progress. Participation rates for both the FSA's and Student Learning Surveys is included.

Reference: [BC Student Learning Survey](#)



**GRADE 7 Foundation Skills Assessment (FSA) & Student Learning Survey (SLS)**  
 Numeracy Data 2020-21, and SLS Data 2020-21:

<b>FSA 7: Numeracy 7</b>	<b>Participation Rate</b>	<b>Meeting Grade Level Expectations*</b>
All Students	76%	60%
Students with Indigenous Ancestry	72%	48%
Students with Diverse Needs	62%	33%
<b>Student Learning Survey 7: “I continue to get better at mathematics”</b>	<b>Participation Rate</b>	<b>Students who Agree/ Strongly Agree</b>
All Students	79%	53%
Students with Indigenous Ancestry	26%	52%
Students with Diverse Needs	Data Unavailable	Data Unavailable

*\*Grade level expectations is the percentage of students “on track” or “extending”*

### Analysis

The Foundation Skills Assessment 7 and Student Learning Surveys are compared in terms of the achievement in numeracy with student perceptions of their self-efficacy. In addition, any gaps in achievement and perception invite further exploration. In other words, are students feeling they are getting better at numeracy and achieving the corresponding results? Finally, are the participation rates satisfactory enough to determine an accurate outcome for decision-making?

### What is evident:

- An improvement in participation rates is needed for all learners, but especially for students with diverse needs.
- Students with Indigenous ancestry achieved 12% lower than their peers on the FSA 7 Numeracy assessment component.
- Students with diverse needs achieved significantly lower compared to their peers at 33% proficiency.
- Just over half of all students indicated they were “getting better at mathematics” at the strongly agree/agree level.

### Action Plan for Middle Years (Grades 7-9)

1. Support schools in improving participation rates for provincial assessments and surveys for all students.
2. Support the development of a numeracy community of practice to implement and guide the district numeracy plan.
3. Support school teams in developing objectives and strategies to support their school numeracy goal within the context of their school learning plan.
4. Develop an online numeracy resource hub to support all classroom and non-enrolling teachers.
5. Support the implementation of a K-9 district numeracy assessment.



## Graduation Program Numeracy (Grades 10-12)

Secondary numeracy encompasses grades 10-12 in the graduation program. At this point, students plan for their graduation requirements using the SD8 3 Year Graduation Program Plan for any of the following mathematics program pathways depending upon their graduation and post-secondary goals:

- Apprenticeship and Workplace Math
- Foundations of Mathematics
- Pre-Calculus and Calculus

### Data

The information collected to support student learning in the graduation program with respect to literacy includes the following:

- **Graduation Numeracy Assessment 10 (GNA10)**
- **Student Learning Surveys (SLS), Grade 10 and 12**

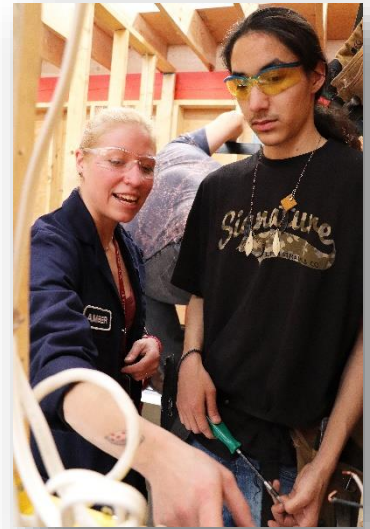
The Grade 10 Numeracy Assessment is a provincial assessment that assesses student proficiency in numeracy. *Proficiency* is defined as “students being able to demonstrate a complete understanding of the concepts and competencies relevant to the expected learning.” The GNA10 focuses on the application of mathematical concepts learned across multiple subjects from kindergarten to Grade 10. It requires students to solve problems by using five numeracy processes (different ways of thinking and working): interpret, apply, solve, analyze and communicate.

All students will have an opportunity to write the provincial Graduation Numeracy Assessment 10 before they graduate. The assessment is not based on a mathematics course but is cross-curricular in nature. The assessment is based on a proficiency scale, and not on percentages or letter grades. Students have an opportunity to write the Graduation Numeracy Assessment up to three times to improve their proficiency score on their transcript. The assessment is not used as part of their course mark.

**Reference:** [BC Graduation Numeracy Assessment 10](#)

The Student Learning Survey is an annual province-wide census of Grades 4, 7, 10 and 12 students, their parents and staff in public schools. The questions were developed with input from partner groups, teachers and experts in educational measurement and special education. The student survey is a method of obtaining the opinion of the students about the curriculum, school atmosphere, assessment, and other aspects. The feedback from the students is information that can help in major decisions regarding education and student wellbeing.

**Reference:** [BC Student Learning Survey](#)



Math for Trades Training



**GRADE 10 Graduation Numeracy Assessment & Student Learning Survey (SLS)**  
 Numeracy Data 2019-20, and Student Learning Survey Data 2020-21:

<b>GNA 10 Numeracy*</b>	<b>Participation Rate</b>	<b>Meeting Grade Level Expectations (Proficient)</b>
All Students	36.7%	37.6%
Students with Indigenous Ancestry	31.9%	31%
Students with Diverse Needs	44%	9.1%
<b>Student Learning Survey 10: “I continue to get better at mathematics”</b>		<b>Students who Agree/ Strongly Agree</b>
All Students	67%	56%
Students with Indigenous Ancestry	22%	50%
Students with Diverse Needs	Not Available	Not Available

\*GNA 10: Indicates grade 10 first time writers only

“Not Available” or masked data means results are not communicated below 10 respondents to ensure the privacy of the respondents

### Analysis

The Graduation Numeracy Assessment 10 and Student Learning Surveys are compared in terms of the achievement in numeracy with student perceptions of their efficacy. In addition, any gaps in achievement and perception invite further exploration. In other words, are students feeling they are getting better at numeracy and achieving the corresponding results? Finally, are the participation rates satisfactory enough to determine an accurate outcome for decision-making?

### What is Evident:

- Students with Indigenous ancestry participation rates are below those of non-Indigenous students and need to be increased.
- Students with diverse needs participation rates need to be increased.
- Students with diverse needs fall significantly behind other students in achievement at the proficient level (9.1%).
- Students who have Indigenous ancestry are behind their peers in achievement and self-efficacy.
- In grade 10, students overall feel more confident that they are improving in mathematics (56%) than the actual achievement results show at a proficiency level (36.7%).



## Action Plan for Graduation Program (Grades 10-12)

1. Support schools in improving participation rates for provincial assessments and surveys for all students.
2. Support the development of a numeracy community of practice to implement and guide the district numeracy plan.
3. Ensure GNA 10 data sets are provided to schools to support school learning plan conversations regarding cross-curricular numeracy and improving achievement for all students.
4. Ensure that all students and families have access to, and understand, the assessment specifications in the Graduation Numeracy 10 Assessment.





## Assessment for Learning (Kindergarten to Grade 12)

Assessment for Learning (AFL) is an important part of classroom instruction (Sutton). Assessment for learning strategies are used daily as a part of ongoing classroom teaching. These strategies include the following:

- providing descriptive feedback that moves learning forward
- active involvement of students in their own learning
- adjusting one’s teaching to meet the needs of the learners
- peer and self-assessment
- student ownership of their own learning with the intent of wanting to improve

### Data

The Student Learning Survey (SLS) has several questions about assessment for learning. This data provides valuable information about students’ perceptions and experiences regarding the strategies outlined above. Student Learning Survey data about assessment for learning is collected at the grades 4, 7, 10 and 12 level. The table below provides a summary of the data.

### *GRADES 4, 7, 10, 12 Student Learning Survey (2020-2021) Assessment for Learning*

The data table below shows a comparison amongst grade 4, 7, 10, and 12 students who responded “many times/ all of the time” to the following assessment questions.

2020-2021 Student Learning Survey	Grade 4	Grade 7	Grade 10	Grade 12
At school, do you discuss the quality of your work or other students’ work?	24%	13%	17%	32%
Do you know what things are considered when your work is marked?	35%	45%	42%	55%
Are you shown examples of what excellent, good, fair and poor work look like?	37%	43%	34%	40%
At school, do lessons often begin with a review of what was done in the last lesson?	30%	32%	27%	21%
Are you taught to explain, as you work, the way you solve problems?	34%	49%	39%	42%
Are you taught to show your learning in different ways?	32%	44%	37%	47%
At school, are you helped to understand how you can improve your learning?	42%	47%	26%	35%

*Percent of respondents: Grade 3/4 (71%), Grade 7 (79%), Grade 10 (67%), Grade 12( 31%)*

### Analysis

The Student Learning Survey (SLS) data set for Assessment was included in the Numeracy Report to determine the relationships between students’ perceptions of assessment and instruction in comparison with achievement through the Foundation Skills and Graduation Assessments as part of the numeracy program. This data provides an important window into the daily assessment strategies that underpin numeracy instruction.



### **What is evident:**

- Fewer than 25% of students consistently discuss the quality of their work with other students' work, and this declines in grades 7 and 10.
- Fewer than 50% of students feel they know what is considered when their work is marked or assessed in Grades 4 through 10.
- Fewer than 45% of students feel they know what examples of work across a range look like.
- Fewer than 50% of students feel they are consistently engaged in metacognition during the learning process.
- Fewer than 50% of students feel they are consistently taught to show their learning in different ways.
- Fewer than 50% of students feel they are consistently helped to understand how they can improve their learning.

### **Action Item for Assessment (Kindergarten to Grade 12):**

1. Support the development of a district-wide numeracy community of practice to implement and guide the district numeracy plan.
2. Continue to improve the participation rate in the Student Learning Survey.



## Conclusion

Supporting students in achieving strong foundational numeracy skills addresses SD8's commitment to ensuring the success of all learners and improving their life chances as they transition to adulthood and follow their chosen career trajectory.

Numeracy is important in that “a mathematically literate student recognizes the role that mathematics plays in the world in order to make well-founded judgments and decisions needed by constructive, engaged and reflective citizens” in an increasingly complex world (OECD, PISA Mathematics). As well, essential skills in numeracy (and literacy) account for a significant proportion of earnings and income regardless of other factors (Statistics Canada, 2005).

Therefore, it is important that the Student Expectations of Educational Success are realized for each learner, including the connection to the Board Goal of Numeracy within the context of inclusion and Indigenization.

In addition, a focus on setting goals and developing action plans for continued growth in all areas continues to be emphasized. Studies confirm that effective teachers matter much more than specific curriculum materials, pedagogical approaches, or “proven programs” (Allington & Johnston, 2001; Darling-Hammond, 1999; Duffy, 1997; Pressley et al, 2001; Taylor, Pearson, Clark & Walpole, 2000). Supporting middle years teachers, in particular, in numeracy assessment and instruction should yield continued improvement in student self-efficacy and achievement.

Therefore, it becomes ever apparent that by investing in targeted professional learning for our teachers we will positively impact student learning. In addition, “Ongoing professional learning communities are the bedrock of the work that creates a whole school of effective teachers” (Routman). Through numeracy “Communities of Practice” (Wenger-Traynor), SD8 is investing funds to support teachers in their professional practice as they in turn support all learners in safe, responsive, equitable, and inclusive learning environments.

Above all, the goal for all learners to achieve proficiency in numeracy will garner them with the confidence and ability to “graduate with dignity, purpose, and options.”



*Geometric Art, Winlaw Elementary School*



## Partnerships

SD8 works collaboratively with many community, regional, and provincial partners including:

[Circle of Indigenous Nations Society \(COINS\)](#)

[College of the Rockies](#)

[Columbia Basin Alliance for Literacy \(CBAL\)](#)

[Columbia Basin Environmental Educators Network \(CBEEN\)](#)

[Creston Valley Youth Network](#)

[Early Years tables](#): Slokan Valley, Salmo, Creston, Nelson, Kaslo

[East Kootenay Teacher Education Program \(UVic\)](#)

[East Kootenay Child Care Resource and Referral \(CCRR\)](#)

[Interior Health \(IHA\)](#)

[Junior Achievement BC](#)

[Kootenay Association for Science and Technology \(KAST\)](#)

[Kootenay Kids Society](#)

[Ktunaxa Kinbasket Child and Family Services Society](#)

[Ministry of Children and Family Development](#)

[Nelson & District Youth Centre](#)

[North Kootenay Lake Community Services Society](#)

[Selkirk College](#)

[West Kootenay Child Care Resource and Referral \(CCRR\)](#)

[West Kootenay Teacher Education Program \(UBC\)](#)



## Glossary

**Academic Self-Concept:** Within the Student Learning Survey, the EDI and the MDI, there are questions reflecting the theme of “Academic Self-Concept.” Academic Self-Concept relates to how well an individual feels they can successfully learn at school. The questions regarding Academic Self-Concept relate to the individual’s sense of well-being, and having a positive Academic Self-Concept facilitates positive behaviours and perspectives.

**Assessment for Learning (AFL):** is an important part of classroom instruction. Assessment for learning strategies are used daily as a part of ongoing classroom teaching. These strategies include the following: descriptive feedback, active involvement of students in their own learning, adjusting teaching strategies, peer and self-assessment, student ownership of learning.

**Communities of Practice (COP):** Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. ([Wenger-Trayner, 2015](#))

**Early Development Instrument (EDI):** is a questionnaire that gathers data used to measure population-level patterns and trends in children’s developmental health. The questionnaire is completed by teachers for their kindergarten students and includes 103 questions organized into five scales measuring core areas of child development: *Physical Health and Well-being, Social Competence, Emotional Maturity, Language & Cognitive Development and Communication Skills* and *General Knowledge*. Within the boundaries of SD8, the information is further delineated within 3 neighbourhood groups: *Creston, Nelson and Kootenay Lake Rural*. <http://earlylearning.ubc.ca/edi/>

**Foundation Skills Assessment (FSA):** an annual province-wide assessment of all B.C. students’ academic skills in grades 4 and 7, and provides parents, teachers, schools, school districts and the Ministry of Education with valuable information on how well students are progressing in the foundation skills of Literacy and Numeracy.

**Graduation Numeracy Assessment 10 (GNA10):** The GNA10 focuses on the application of mathematical concepts learned across multiple subjects from kindergarten to Grade 10. It requires students to solve problems by using five numeracy processes (different ways of thinking and working): interpret, apply, solve, analyze and communicate. All students will have an opportunity to write the provincial Graduation Numeracy Assessment 10 before they graduate. The assessment is not based on a mathematics course but is cross-curricular in nature. The assessment is based on a proficiency scale, and not on percentages or letter grades. Students have an opportunity to write the Graduation Numeracy Assessment up to three times to improve their proficiency score on their transcript. The assessment is not used as part of their course mark.

**Middle Years Development Index (MDI):** is a self-report questionnaire that asks adolescents in grade 4 and grade 7 about their thoughts, feelings and experiences in school and in the community. It assesses five areas of development: *Social and Emotional Development, Physical Health and Well-Being, Connectedness, Use of After-School time* and *School Experiences*. Within the boundaries of SD8, the information is further delineated within 3 neighbourhood groups: *Creston, Nelson and Kootenay Lake Rural*. <http://earlylearning.ubc.ca/mdi/mdi-questionnaires/>

**Numeracy:** Numeracy is the ability to understand and apply mathematical concepts, processes, and skills to solve problems in a variety of contexts. ([BC Curriculum](#))



**Mathematics:** Mathematics is the science of number, quantity, geometry and forms, and can be studied on its own, or applied to other disciplines.

**Proficiency:** Students being able to demonstrate a complete understanding of the concepts and competencies relevant to the expected learning.

**Student Learning Survey (SLS):** The Student Satisfaction Survey was administered from 2001 to 2015 and was redesigned and renamed the Student Learning Survey in 2016. Depending on the grade, there are 63 to 81 questions asked within the factors of *Education Modernization*, *Improving Student Learning Framework*, *Learning Environment*, *Wellness* and *Satisfaction*. School-based information is shared with school and district leaders for consideration when planning.



## Works Cited

[Building on our Competencies: Canadian Results of the International Adult Literacy and Skills Survey 2003.](#) By Statistic Canada. November 2005.

**Creating Independent Student Learners.** Portage & Main Press. Etienne & Beverly Wenger-Traynor (2015). Communities of Practice: A Brief Introduction. Downloaded from [https://wenger-trayner.com/introduction to communities of practice](https://wenger-trayner.com/introduction-to-communities-of-practice).

**Mapping a Pathway to Schoolwide Highly Effective Teaching.** Regie Routman, (2012). Phi Delta Kappan, 93 (5): 56-61.

[The PISA 2003 Assessment Framework—Mathematics, Reading, Science, and Problem-Solving Knowledge and Skills](#)



## Memorandum to the Board of Education In Public

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**FROM:** Trish Smillie, Superintendent  
**DATE:** February 23, 2022  
**SUBJECT:** Trustee Inquiry: Aboriginal Education Early Learning Query

**For Information**

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### Introduction

This memorandum provides information in response to a trustee query about early learning participation and will provide an overview of the Fostering Literacy project delivered through the Aboriginal Education department in partnership with the Columbia Basin Alliance for Literacy..

### Information

In the fall of 2021, Jenna Hopper (Aboriginal Academic Success Teacher at Hume Elementary) and Danica Weager (District Indigenization Coordinator) of the Aboriginal Education Department partnered with Joan Exley of the [Columbia Basin Alliance for Literacy \(CBAL\)](#) to apply for a grant through [Decoda Literacy Solutions](#). The grant application was successful, and funding was received to offer a Fostering Literacy program for self-identified Aboriginal students at Hume Elementary School in Nelson during 2021-22. The funding will be administered through CBAL.

The [Fostering Literacy](#) program is described by Decoda as: “[Fostering Literacy] supports school-age children who struggle with reading. Children practice and grow their reading skills with a trained tutor in a one-on-one setting, with the emphasis on making reading fun”.

Additional details from Decoda provincially:

- Reading at grade level has been identified as a protective factor for vulnerable children.
- The program also provides training sessions for parents and caregivers, so they can learn tips and strategies to support their children’s learning at home.
- Fostering Literacy welcomes both volunteer and youth tutors. For many of the youth tutors, it is their first employment experience and paid work.

This program is aligned to the following goals from the Aboriginal Education Department:

- Grow equitable academic support in literacy and numeracy through land-based learning.
- Provide opportunities for students to share their individual stories: “The truth about stories, is that is all we are” T. King.
- Celebrating wholistic Indigenous resilience and brilliance.

In addition, this program addresses the goals of the [Aboriginal Education Enhancement Agreement](#).





For the offering through Hume school, self-identified Aboriginal students have been invited to participate. Invites went out directly to families of students who could benefit from these additional literacy supports. Several families have enrolled their children for this program. Due to the changes with the Omicron variant of COVID-19, adjustments have been made and continue to be made to the offering of this program. To date, one parent session has taken place via zoom to introduce and orient families to the program. This session was guided by Elder Donna Wright and Joan Exley. Families shared their literacy experiences and journeys in a culturally safe and relevant way. Students and families were each gifted with a bag full of Aboriginal books (chosen by the students to meet their interests and reading level), games, and resources for students and caregivers to read at home together and practice new skills.

The next steps of the program are currently being planned to comply with the evolving COVID-19 safety procedures and protocols regarding visitors coming into the schools. We anticipate that the one-on-one tutoring element of this program will be commencing after Spring Break. Students will be partnered with a trained tutor and will be offered weekly literacy supports for the remainder of the year. Storytelling events will also be hosted at Hume as part of this program to engage the school as a whole and celebrate the participating students. Finally, an Indigenized assessment tool has been created to monitor the efficacy of the program and the growth of students involved.



## Memorandum to the Board of Education Public

**FROM:** Teri Stoneman, Interim Secretary Treasurer  
**DATE:** February 27, 2022  
**SUBJECT:** 2022-23 Enrolment Projections

**For Information**

### Introduction

Please find attached our submission to the Ministry of Education for our enrolment projections for 2022-23.

### Background

Enrolment Projections are submitted annually and no later than February 15<sup>th</sup> each year. Submissions form the funding basis for the next year's budget which sets the base for preliminary funding estimates from the Ministry. This estimate will be published no later than March 15<sup>th</sup> annually.

### Information

For 2022-23, School District No. 8 (Kootenay Lake) is projecting an estimated enrolment of 4,343 Regular K-12 Schools FTE enrolment, 26 Alternate Schools FTE and 301 Distributed Learning FTE.

This is a projected decline of 43.125 FTE which is predominantly made up of regular K-12 school enrolment. At current 2021-22 per FTE funding levels this would approximate a funding reduction of \$340,040 and would not likely trigger funding protection funding. Further, within this enrolment decline, we are projecting less unique student needs FTE:

- Level 1 - -1 student           \$ (1,850)
- Level 2 - -18 students       \$(15,840)
- Level 3 - -10 students       \$ (4,500)

We are estimating initial FTE funding loss of -\$362,230 based on our 2022/23 projected enrolment submission. Plus, the potential loss of Funding Protection revenue of -\$117,000.

### Conclusion

On or no later than March 15<sup>th</sup>, 2022 we can look to the Ministry of Education website to receive and review their preliminary enrolment based calculations to begin our Preliminary 2022-23 Annual Budget cycle.

We can expect that declining enrolment projections will require reductions in teacher and education assistant staffing levels.



**Step 1:** Enter your school district number here:  Kootenay Lake  
 Ministry of Education enrolment trend estimates are automatically filled once a school district number is entered above.

**Step 2:** Enter your district's enrolment estimates in the shaded cells of the District column for each of the three years displayed.

	2021/22 Interim Base	Estimated Enrolment						Notes
		2022/23		2023/24		2024/25		
		District	Ministry*	District	Ministry*	District	Ministry*	
<b>July Enrolment Count</b>								
Summer Learning: Grades 1-7 Headcount Enrolment	0	0	0	0	0	0	0	
Summer Learning: Grades 8-9 Course Enrolment	0	0	0	0	0	0	0	
Summer Learning: Grades 10-12 Course Enrolment	0	0	0	0	0	0	0	
Grade 8 & 9 Cross-Enrolment Courses	0	0	0	0	0	0	0	
<b>September Enrolment Count - School-Age Basic Allocation</b>								
K-12 Standard (Regular) Schools FTE (School-Age)	4,391.7500	4,343.0000	4,427.7557	4,303.0000	4,453.3387	4,263.0000	4,454.2862	
Continuing Education FTE (School-Age)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	
Alternate Schools FTE (School-Age)	20.0000	26.0000	20.0000	20.0000	26.0000	26.0000	20.0000	
Distributed Learning FTE (School-Age)	301.3750	301.0000	301.3750	301.0000	301.3750	301.0000	301.3750	
<b>Total Estimated School-Age Enrolment</b>	<b>4,713.1250</b>	<b>4,670.0000</b>	<b>4,749.1307</b>	<b>4,630.0000</b>	<b>4,774.7137</b>	<b>4,590.0000</b>	<b>4,775.6612</b>	
Change from Previous Year		-43.1250	36.0057	-40.0000	25.5830	-40.0000	0.9475	
<b>September Enrolment Count - Unique Student Needs</b>								
Level 1 Special Needs FTE	6	5	6	5	6	5	6	
Level 2 Special Needs FTE	206	188	217	188	228	188	240	
Level 3 Special Needs FTE	64	54	64	54	64	54	64	
English Language Learning FTE	76	72	98	72	126	72	163	
Indigenous Education FTE	879	871	880	871	881	871	882	
Adult Education FTE (Non-Graduates only)	2,5000	2,0000	2,5000	2,0000	2,5000	2,0000	2,5000	
							Do not include Graduated Adult enrolment	
<b>February Enrolment Count - Continuing Education, Distributed Learning, Special Needs Growth and Newcomer Refugees</b>								
Continuing Education FTE - School-Age	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	
Continuing Education FTE - Non-Graduate Adults	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	
Distributed Learning FTE K-Grade 9 (School-Age)	21.0000	15.0000	21.0000	15.0000	21.0000	15.0000	21.0000	
Distributed Learning FTE Grades 10-12 (School-Age)	44.0000	38.0000	44.0000	38.0000	44.0000	38.0000	44.0000	
Distributed Learning FTE - Non-Graduate Adults	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	
							Do not include Graduated Adult enrolment	
Level 1 Special Needs FTE Growth (All Schools)	0	0	0	0	0	0	0	
Level 2 Special Needs FTE Growth (All Schools)	0	0	0	0	0	0	0	
Level 3 Special Needs FTE Growth (All Schools)	0	0	0	0	0	0	0	
Newcomer Refugees FTE (Standard & Alternate only)	2.0000	0.0000	2.0000	0.0000	2.0000	0.0000	2.0000	
ELL FTE (applies to Newcomer Refugees only)	2	0	2	0	2	0	2	
							Include only new post-September enrolment activity	
<b>May Enrolment Count - Continuing Education and Distributed Learning</b>								
Continuing Education FTE - School-Age	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	
Continuing Education FTE - Non-Graduate Adults	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	
Distributed Learning FTE K-Grade 9 (School-Age)	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	
Distributed Learning FTE Grades 10-12 (School-Age)	7.0000	6.0000	7.0000	6.0000	7.0000	6.0000	7.0000	
Distributed Learning FTE - Non-Graduate Adults	1.0000	0.0000	1.0000	0.0000	1.0000	0.0000	1.0000	
							Include only new post-February enrolment activity	

**\*Notes:** Ministry estimates for school-age FTE enrolment in standard (regular) schools are determined by applying the Ministry-projected percentage change in enrolment for each district to the funded school-age FTE enrolment as used in the 2021/22 operating grant autumn recalculation

Special Needs, ELL and Indigenous Education have been estimated using five-year enrolment trends.

Continuing Education, Distributed Learning, Alternate Schools, Adult FTE, Summer Learning and Grade 8-9 Cross-Enrolment enrolment totals are all carried forward from the 2021/22 operating grant autumn recalculation.

Enrolments for February and May are carried forward from estimates contained in the 2021/22 operating grant autumn recalculation.

**Step 3:** Enter estimates for the cause of your district's student movement for 2022/23. Include any relevant key assumptions that your district has made in its estimates in the Comments column.

<b>September 2022 Enrolment Count - Estimated School-Age Enrolment Movement</b>		
Please provide additional detail for the Change from Previous Year line above by indicating the reasons that your district anticipates enrolment change in the lines below:		
	2022/23	Comments:
Net provincial in-migration		Generally attributed to large graduating cohort and smaller kindergarten cohort coming in
Net international in-migration		
Net migration to/from independent schools		
Net other entrances/exits (to/from other districts, graduates, Kindergarten)	-43.1250	
<b>Total Estimated School-Age Enrolment Movement</b>	<b>-43.1250</b>	

**Step 4:** Our district has considered all of the factors noted in the checklist provided in developing this estimate.

Yes:  No:

**Step 5:** Please provide a contact for follow-up questions:

Name:   
 Title:   
 Email address:

**Step 6:** When you have completed this form, please e-mail it to Michael Lebrun, Funding Analyst, Ministry of Education at: <mailto:Michael.Lebrun@gov.bc.ca?subject=SD 8 Enrolment Estimates> no later than Monday, February 15, 2022



**FROM:** Teri Stoneman, Interim Secretary Treasurer  
**DATE:** February 27, 2022  
**SUBJECT:** Long Range Facilities Plan Update

**For Approval**

### Introduction

This memorandum provides an update to the Board on the 2022-23 Long Range Facility Plan (LRFP) update and recommends changes to the process in 2022-23.

### Background

As per Board resolution 16/17-036, the Board meets annually with each of the six Family of Schools and consults regarding Long Range Facility Plans. Throughout the month of February 2022, senior staff have hosted and presented six Family of School presentations. These presentations have included updates on projected enrolment, facilities condition indexes, facility capacity utilization, and surplus properties.

### Information

Feedback and interaction received during these presentation sessions has been minimal. The most significant attendance and question and answer session was received during the Salmo Family of Schools. Education partner feedback from Salmo Family of Schools echoes the Board's support of the highest priority facility project on the annual submission of the 5-Year Capital Plan, which is the requested addition to Salmo Secondary to reconfigure this school to a K - 12 school and close Salmo Elementary, as this facility has the worst facility condition index (FCI) in the district.

In the current format - engagement and feedback received from these presentations, as compared to the time and effort of staff attendance to prepare, and support these presentations, would show that the cost to the Board significantly outweighs the value of feedback received.

No changes to the Long-range Facility Plan are recommended at this time. Please find the existing Long-range Facility Plan [here](#).

### Recommendation

Since 2017, The Board of Education has been focusing its efforts on identifying surplus properties, adjusting catchment boundaries, and reconfiguring school grade configurations to best meet the educational service needs of all communities within its service area. These were challenging times for communities and the Board as potential changes were considered to best align and balance educational priorities with fiscal asset responsibility.

Based on the lack of engagement with each of the six Families of Schools and their education partners during our most recent presentations, it is recommended that next year the Board integrate public engagement regarding facilities into the annual preliminary budget cycle. By incorporating facilities



discussions with annual budget decision making, the Board can consider all variables that influence comprehensive fiscal management and educational service delivery.

It is recommended that the Board of Education rescind Board resolution 16/17–036 and incorporate long range facilities stakeholder engagement into the Annual Preliminary Budget planning process.



## Memorandum to the Board of Education Open

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**FROM:** Teri Stoneman, Interim Secretary Treasurer  
**DATE:** February 27, 2022  
**SUBJECT:** 2022-23 Budget Development Process & Schedule

**For Information**

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### Introduction

Please find attached a revised Budget Development Process & Schedule which reflects changes in dates to accommodate trustee attendance at the BCSTA AGM on April 21-24<sup>th</sup>, 2022 and opens trustee's availability to attend stakeholder engagement sessions.

### Information

The original 2022-23 Budget Development Process & Schedule conflicted with the Provincial BCSTA Trustee AGM.

### Background

The original 2022-23 Budget Development Process & Schedule was presented at the January 18<sup>th</sup>, 2022 Open Board meeting. We have now aligned the calendar and schedule to ensure trustee availability.

### Recommendation/Conclusion

For your information, the attached revised schedule replaces the original schedule as presented and will be updated on our website to advise the public and employees.



## 2022 - 2023 Budget Development Process & Schedule

*Updated March 4, 2022*

Date	Time	Meeting	Meeting Description/Tasks	Attendees/Responsible	Location
March 10, 2022	9:00AM – 10:30AM	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 14, 2022	12:30PM – 2:30PM	Board Working Session	Preliminary Draft Budget Review.	Trustees	Board Office & Zoom
April 19, 2022	9:30AM – 10:30PM	LKB	Draft Budget Discussion.	Trustees, Senior Staff & ACE/LKB	Board Office & Zoom
April 19, 2022	11:00AM – 12:00PM	ACE	Draft Budget Discussion.	Trustees, Senior Staff & ACE/LKB	Board Office & Zoom
April 19, 2022	1:00PM – 2:00PM	KLPVPA	Draft Budget Discussion.	Trustees, Senior Staff & School Leaders	Board Office & Zoom
April 19, 2022	3:00PM – 4:00PM	CUPE Meeting	Draft Budget Discussion.	Trustees, Senior Staff & CUPE	Board Office & Zoom
April 19, 2022	4:30PM – 5:30PM	KLTF Meeting	Draft Budget Discussion.	Trustees, Senior Staff & KLTF	Board Office & Zoom
April 19, 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 Budget Bylaw.	Trustees	Board Office & Zoom



# Policy Manual

## POLICY 250: Tobacco and Electronic Smoking Devices

The Board of Education for School District 8 (Kootenay Lake) recognizes the health hazards of tobacco products and the use of smokeless tobacco products and electronic smoking devices.

~~MOVE TO AP: As an employer, the Board has a duty to ensure the safety of the workplace. As an educational authority, the Board has a responsibility to provide educational leadership and its employees have a responsibility to act as positive role models while in the workplace.~~

~~Therefore, to ensure a safe and healthy environment for students, employees and others, the Board will prohibit smoking, the use of smokeless tobacco products (e.g. chewing tobacco), electronic smoking devices (i.e. cigarettes, vapor cigarette, or personal vaporizers) in all District facilities, vehicles, on all District grounds and at all District sponsored events, in accordance with local by-law regulations.~~

~~The use of tobacco may be permitted for traditional ceremonial activities of recognized cultural groups with prior written approval from the Superintendent or designate. [Staff to review language re prospective direct inhalation of tobacco products by minors]~~

~~The Board of Education is committed to its responsibility of enforcing a smoking- (tobacco)- and vaping (vapour products)-free environment, as required under the *Tobacco and Vapour Products Control Act*.~~

Related Legislation: Nil  
Related Contract Article: Nil  
Adopted: April 21, 2015  
Amended: May 8, 2018  
Amended: October 9, 2018





## **POLICY 250: Tobacco and Electronic Smoking Devices**

The Board of Education for School District 8 (Kootenay Lake) recognizes the health hazards of tobacco products and the use of smokeless tobacco products and electronic smoking devices.

Related Legislation: Nil  
Related Contract Article: Nil  
Adopted: April 21, 2015  
Amended: May 8, 2018  
Amended: October 9, 2018



## POLICY 251: Cannabis Substance Use

~~As an employer, the Board of Education for School District No. 8 (Kootenay Lake) has a duty to ensure that no workers are endangered by their own impairment or the impairment of others at the workplace. As an educational authority, The Board of Education for School District No. 8 (Kootenay Lake) has the responsibility to prevent the possession and use of Cannabis products in all District facilities, vehicles, on all District grounds and at all District sponsored events. This includes the possession and use of fresh cannabis, edible/liquid products and concentrates, regardless of their Tetrahydrocannabinol (THC) content.~~

~~Further, the School District's Administrative Procedure 251.1 Cannabis shall set forth the procedures to meet these goals, including complying with the requirements of any applicable Ministerial Orders and The Cannabis Control and Licensing Act. The District shall comply with the requirements of any applicable Ministerial Orders and The Cannabis Control and Licensing Act.~~

~~[Staff to review potential considerations on policy of medical use of cannabis]~~

~~The Board of Education has a responsibility to prevent the potential adverse effects of inappropriate use of alcohol and drugs and of impairment generally and to maintain a workplace and learning environment free of impairment, concerning behaviour or safety risks associated with inappropriate substance use.~~

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Related Legislation: Cannabis Control and Licensing Act, Cannabis Control Regulation  
Related Contract Article: Nil  
Related Policy: 311: Illegal Use of Drugs and Alcohol, Policy 310: Code of Conduct, Policy 440: Extra-Curricular and Co-Curricular Activities, [Procedure and Code of Conduct for Bus Students](#).  
Adopted: December 11, 2018  
Amended: March 10, 2020

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## **POLICY 251: Substance Use**

The Board of Education has a responsibility to prevent the potential adverse effects of inappropriate use of alcohol and drugs and of impairment generally and to maintain a workplace and learning environment free of impairment, concerning behaviour or safety risks associated with inappropriate substance use.

Related Legislation: Cannabis Control and Licensing Act, Cannabis Control Regulation  
Related Contract Article: Nil  
Related Policy: 311: Illegal Use of Drugs and Alcohol, Policy 310: Code of Conduct, Policy 440: Extra-Curricular and Co-Curricular Activities, [Procedure and Code of Conduct for Bus Students](#).  
Adopted: December 11, 2018  
Amended: March 10, 2020



## **POLICY 260: Scent Free Environment**

The Board of Education for School District No. 8 (Kootenay Lake) recognizes that health concerns may arise from exposure to some scented products. To assist with the right of employees and students to work in a safe and healthy environment, the Board requests that employees, students and visitors refrain from scented products if and when possible.





## **POLICY 530: Public Interest Disclosure~~Whistleblower Protection~~**

The Board of Education is committed to honesty, integrity, and accountability in its operations, programs, and services and to promoting a culture of openness and transparency. The School District encourages and supports all personnel in bringing forward reports of unlawful acts and acts of wrongdoing in a manner consistent with the provisions of the British Columbia *Public Interest Disclosure Act* (“PIDA”).

The purpose of this Policy and related Procedures is to establish a process, in compliance with the PIDA, for employees and trustees to report, in good faith, wrongful or unlawful conduct without fear of retaliation or reprisal.

The Board of Education is committed to supporting ethical conduct in its operations and seeks to foster a culture in which employees and trustees are encouraged to disclose wrongdoing, including by receiving, investigating and responding to disclosures and by providing information and training about the PIDA.

~~The Board of Education of School District No. 8 (Kootenay Lake) is committed to the highest standards of ethical conduct, integrity and accountability.~~

~~The Board has a responsibility for the stewardship of the District. The Board encourages and supports employees to report, while acting in good faith, and consistent with their applicable Code of Ethics, what they reasonably believe to be substantive improper activity.~~

### Reportable Activities related to carrying out professional duties might include:

- ~~• An unlawful act, whether civil or criminal;~~
- ~~• Abuse of an imbalance of power;~~
- ~~• Actions detrimental to students or staff;~~
- ~~• Questionable accounting practices;~~
- ~~• Falsifying District records;~~
- ~~• Theft of cash, goods, services, time, or fraud;~~
- ~~• Inappropriate use of District assets or funds;~~
- ~~• Decision-making for personal gain;~~
- ~~• A dangerous practice likely to cause physical harm or damage to property; and,~~
- ~~• Retaliation, repercussion or reprisal for reporting under this policy.~~

~~This list is not all-inclusive but is intended to give an indication of the kind of conduct which may be considered as a ‘reportable activity’.~~

### Authority

~~The responsibility for the day-to-day administration and enforcement of this policy rests with the Superintendent/CEO as authorized by the Board of Education.~~

Related Legislation: Public Interest Disclosure Act (PIDA)  
Related Contract Article: Nil  
Adopted: September 11, 2018  
Amended: May 28, 2019  
Amended: September 22, 2020



~~The provisions of this policy are independent of and supplemental to, the provisions of collective agreements between the Board and its Unions relative to grievance procedures, and to any other terms and conditions of employment.~~

## Duty to Disclose

~~The Board encourages any employee who is aware of or witnesses any improper activity to bring the matter to the attention of the Superintendent or Board Chair. The District will investigate and take corrective actions appropriate to the circumstances. All reports are considered confidential.~~

## Protection of Employee and Employer

### Employee

~~Any employee(s) who files a report under this policy will be protected if the employee(s):~~

- ~~• Believes it to be substantially true;~~
- ~~• Does not act maliciously or make false allegations; and,~~
- ~~• Does not seek any personal or financial gain.~~

~~All reports under this policy will be handled with strict confidentiality and personally identifiable information from the report will only be shared to the extent necessary to conduct a complete and fair investigation according to the law.~~

~~No retaliation, including dismissal or demotion may result from reporting in good faith under this policy.~~

### Employer

~~Nothing in this policy shall be deemed to diminish or impair the rights of the District to manage its employees under any policy or collective agreement; or to prohibit any personnel action which otherwise would have been taken regardless of the reporting of the information.~~



## **POLICY 530: Public Interest Disclosure**

The Board of Education is committed to honesty, integrity, and accountability in its operations, programs, and services and to promoting a culture of openness and transparency. The School District encourages and supports all personnel in bringing forward reports of unlawful acts and acts of wrongdoing in a manner consistent with the provisions of the British Columbia *Public Interest Disclosure Act* (“PIDA”).

The purpose of this Policy and related Procedures is to establish a process, in compliance with the PIDA, for employees and trustees to report, in good faith, wrongful or unlawful conduct without fear of retaliation or reprisal.

The Board of Education is committed to supporting ethical conduct in its operations and seeks to foster a culture in which employees and trustees are encouraged to disclose wrongdoing, including by receiving, investigating and responding to disclosures and by providing information and training about the PIDA.

Related Legislation: Public Interest Disclosure Act (PIDA)  
Related Contract Article: Nil  
Adopted: September 11, 2018  
Amended: May 28, 2019  
Amended: September 22, 2020



## POLICY 311: Illegal Use of Drugs and/or Alcohol

The Board of Education for School District No. 8 (Kootenay Lake) does not condone any illegal use of drugs and/or alcohol by students. Drug and/or alcohol abuse by students while in attendance at school or a school sponsored function will result in consequences as well as support and guidance.

The Board believes that every effort must be made to assist students in maintaining their connection with the school while ensuring that appropriate steps are taken to assist the student.

~~Move to AP: In applying this policy, the Principal has discretion to take into account the age of the student and the factors and issues that may be affecting the student who is under the influence, or appears to be under the influence, or in the possession of drugs and/or alcohol while in attendance or on route to, or from, school or at any school sponsored activity.~~

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 85 \(1.1\)\]](#)

Related Policies: [251: Cannabis](#) (linked), [310: Code of Conduct](#) (linked)

Related Contract Article: Nil

Adopted: September 27, 2004

Amended: June 21, 2005

Amended: April 8, 2008

Amended: October 9, 2018

Amended: February 26, 2019

Amended: April 28, 2020





## POLICY 320: Student Attendance

The *School Act* of British Columbia and its accompanying Regulations are explicit about each school-age student's compulsory attendance at school, except when excused under those exemptions permitted by legislation. Under legislation, parents or guardians are responsible for ensuring that school attendance requirements are fulfilled as prescribed.

The Board of Education for School District No. 8 (Kootenay Lake) believes that students' knowledge, skills and attitudes are enhanced through regular school attendance.

~~[MOVE TO AP: There is an expectation that all schools in the district establish, communicate and enforce fair and consistent attendance procedures.](#)~~

~~[Parents/guardians of students shall be informed of absenteeism in a timely fashion in order to support learning and student safety.](#)~~

[Related Legislation: School Act \[RSBC 1996, Part 6, Division 2, Section 85 \(2\)\(c\)\(iii\)\]](#)  
[Related Contract Article: Nil](#)  
[Adopted: September 15, 2015](#)  
[Amended: October 9, 2018](#)  
[Amended: February 26, 2019](#)  
[Amended: April 28, 2020](#)



## **POLICY 321: Student Withdrawal (MOVE TO AP)**

The Board of Education of School District No. 8 (Kootenay Lake) understands there may be valid reasons for a student to withdraw from a program of studies or from a specific course. In such cases, at the request of the parent or guardian of the student or, when appropriate, the student, the school principal or vice-principal, may, following educational best practice, grant permission for a student to withdraw from a course or a program of studies.

Related Legislation: Nil  
Related Contract Article: Nil  
Adopted: June 25, 2019  
Amended: April 28, 2020



## POLICY 330: Sexual Orientation / Gender Identity (SOGI)

The Board of Education of School District No. 8 (Kootenay Lake) is committed to providing a safe, positive, and inclusive learning and working environment for all students and employees regardless of their sexual orientation or gender identity. In accordance with the *Canadian Charter of Rights and Freedoms* and the *BC Human Rights Code*, the Board values all of its students and employees.

The Board recognizes that some students and employees may identify as Lesbian, Gay, Bisexual, Transgender, Transsexual, Two-Spirit, Queer (LGBTQ+), or are questioning their sexual orientation or gender identity. Therefore, it is expected that the District will:

- Ensure inclusion of all students and employees in all aspects of school life regardless of their sexual orientation, including the right for students to participate in extracurricular activities;
- Define appropriate terms, behaviours, and actions in order to prevent discrimination, harassment, and exclusion through greater awareness of, and responsiveness to, their harmful effects;
- Ensure that complaints about SOGI-based discrimination are taken seriously and dealt with effectively and in a timely fashion through consistently applied policy and administrative procedures; and
- Raise awareness and improve understanding of the lives of individuals who are discriminated against, harassed, excluded, or feel unsafe based on their sexual orientation.

~~[MOVE TO AP: The Board will strive to ensure that professional development and training is provided for staff to develop the awareness, knowledge, skills and attitudes to accomplish the above.](#)~~



# 2021-2022 Board Calendar

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 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 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	
<i>Winter Break (December 19 – January 3)</i>				
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 15, 2022	1:30 – 2:30 pm	Board Office, Nelson	Closed Board Meeting	<i>If needed</i>
	3:00 – 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	1:00 – 2:00 pm	Board Office, Nelson	Closed Board Meeting	<i>If needed</i>
	2:00 – 4:30 pm	Board Office, Nelson	Edu. and G&P Committees	
	5:00 – 7:00 pm	Board Office, Nelson	Open Board Meeting	
<i>Spring Break (March 12 – 27)</i>				
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 – 7:00 pm	Board Office, Nelson	Open Board Meeting	
<i>Summer Break</i>				

