

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

TUESDAY, SEPTEMBER 13, 2022

5:00 PM – 7:00 PM

In person: School Board Office, 811 Stanley Street, Nelson BC

Via video conference: [Zoom](#) - Webinar ID: 657 3277 9733 – Password: 495118

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 September 13, 2022 meeting **BE ADOPTED**, as circulated.

5. Receiving Presentations – Nil

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

The public may 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. 10)

App. 8

Proposed Resolution:

THAT the minutes from the June 21, 2022 Meeting of the Board held in public **BE ADOPTED**.

9. Future and Action Item Tracking (p. 18)

App. 9

10. Education – Reports from Superintendent

A. 2021/2022 Enhancing Student Learning Report and 2022/2023 School Learning Plans

Proposed Resolution:

THAT the 2021/2022 Enhancing Student Learning Report and 2022/2023 School Learning Plans **BE APPROVED**.

B. Inclusion, Equity, and Diversity Report (p. 21)

App. 10B

C. Anti-Racism Report (p. 60)

App. 10C

D. Trustee Inquiry - Youth Trades Funding (p. 73)

App. 10D

E. Student Trustee Program 2022-2023 (p. 76)

App. 10E

11. Operations and Finance – Reports from Secretary-Treasurer

- A. Capital Operations Plan Update (p. 82) App. 11A
- B. Ventilation Update (p. 85) App. 11B
- C. Special Purpose Funds 2022-2023 (p. 86) App. 11C

12. Governance and Policy - Nil

13. Human Resources:

- A. 2022-2023 Superintendent Succession Designate (p. 88) App. 13A

Proposed Resolution:

THAT the Temporary Superintendent Succession Plan **BE APPROVED.**

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 may 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. 89)

App. 16

- A. Board Meetings

The next Meeting of the Board held in the public is scheduled for September 27, 2022.

17. Adjournment of Meeting



**SCHOOL DISTRICT 8 KOOTENAY LAKE
CONSENT PACKAGE – PUBLIC MEETING
SEPTEMBER 13, 2022**

ITEM

The following Consent items are routine items received for information.

- | | |
|---|---------|
| 1. Board Correspondence Package | p. 4 |
| 2. Superintendent's Report - September | |
| 3. Monthly Financial Report – period ended by June 30, 2022 | Handout |
| 4. Transactions over 50k | p. 7 |
| 5. New or Significantly Revised Administrative Procedures | p. 9 |



SCHOOL DISTRICT 8 KOOTENAY LAKE
BOARD CORRESPONDENCE PACKAGE – PUBLIC MEETING
SEPTEMBER 13, 2022

ITEM	DATE
1. J. Whiteside to Board of Education relative to Student and Family Affordability Fund	August 29, 2022





August 29, 2022

Ref: 283291

To: All Board Chairs, Superintendents and Secretary-Treasurers

Dear Colleagues:

Families across British Columbia are facing unprecedented global inflation challenges. I see and appreciate the remarkable work boards of education and school district and front line staff have done to support their communities navigate these pressures. To further assist with these efforts, I am pleased to announce our government's \$60 million dollar Student and Family Affordability Fund for BC public schools.

We have heard you regarding the challenges and pressures families and your communities are experiencing. And we know we need to help as you collectively seek innovative ways to feed more children, help those needing school supplies and give families that extra help they need. The Student and Family Affordability Fund is designed to do just that. There is nothing more important than assuring students are supported in their learning journey in these challenging times.

School districts and local schools know their student and family communities best. The Student and Family Affordability Fund is to be used to expand and enhance school meals and food programs, and support the provision of school supplies to students, directly offsetting costs to parents, guardians, and students. Districts may also use the fund to offset fees related to the learning experience, such as the cost of field trips, to ensure that all students can participate in such opportunities. Existing mechanisms. Such as school district hardship policies, should be utilized when allocating the funding.

Meaningful engagement with your First Nation partners and Indigenous groups will be critical to the success of this program. Please also ensure you connect with your local DPAC. Barrier-free access to this program in a stigma free manner is key to ensuring students and families get the support they need, and I thank-you in advance for your work in this regard. More details are already available from the Ministry team members to explain the details around the Student and Family Affordability Fund and more will follow this week.

.../2



Thank you for the hard work you and your teams have done over the summer to prepare schools for the upcoming year, and I want to assure you I have always kept your needs top of mind as together we navigate the important work of providing students and their families the necessities they need to thrive and succeed.

Sincerely,

A handwritten signature in black ink, appearing to read "Jennifer Whiteside". The signature is fluid and cursive, with a large initial "J" and "W".

Jennifer Whiteside
Minister

pc: Christina Zacharuk, Deputy Minister, Ministry of Education and Child Care
Chris Brown, Assistant Deputy Minister, Resource Management



CHEQUE FUND : 0 Operating
 SORT BY : CHEQUE NUMBER

CHEQUE	CHQ DATE	VENDOR	NAME	AMOUNT	CURRENCY	VOIDED	CLEARED
199712	06/22/2022	() 999-1002	Municipal Pension Fund	82,592.12			06/30/2022
199714	06/22/2022	() -1023	Receiver General RP0002	117,042.84			06/30/2022
199723	06/01/2022	(800) 263-2263	BMO Mastercard	85,973.27			06/30/2022
199760	07/07/2022	() 999-1002	Municipal Pension Fund	72,346.90			07/31/2022
199764	07/07/2022	() -1023	Receiver General RP0002	141,821.42			07/31/2022
199765	07/07/2022	() -1024	Receiver General RP0001	722,810.92			07/31/2022
199766	07/07/2022	() -1025	Receiver General RP0003	57,252.58			07/31/2022
199771	07/07/2022	() 387-1002	Teachers' Pension Fund	732,223.76			07/31/2022
199773	07/07/2022	() 273-7711	Worksafe BC	205,223.14			07/31/2022
199790	07/20/2022	() -1023	Receiver General RP0002	52,461.07			07/31/2022
199792	07/14/2022	(800) 263-2263	BMO Mastercard	85,918.75			07/31/2022
199801	08/09/2022	() -1024	Receiver General RP0001	141,662.79			
199803	08/09/2022	() 387-1002	Teachers' Pension Fund	65,819.89			
199804	08/11/2022	(800) 661-1462	BlueImp - S.F. Scott Mfg. Co.	110,387.20			

CHEQUE TOTAL (EXCLUDE VOIDED CHEQUES) = 2,673,536.65

CHEQUE TOTAL (INCLUDE VOIDED CHEQUES) = 2,673,536.65



PAYMENT DATE	FILE	CREATION #	VENDOR NAME	ePAYMENT #	AMOUNT	VOIDED	BATCH #
44734		632	-604 913-7782 Pebt In Trust c/o Morneau Shepell	51183	102,913.71		33702
44741		633	-888 549-7638 Softchoice	51318	56,322.01		33725
44749		634	-800 663-9163 British Columbia Teacher Federatio	51401	53,553.74		33738
44749		634	-604 654-2311 Pacific Blue Cross	51444	123,234.31		33738
44749		634	-604 913-7782 Pebt In Trust c/o Morneau Shepell	51445	109,216.85		33738
44749		634	-250 352-7588 Trainor Mechanical Contractors Ltd	51460	205,525.48		33738
44755		635	-250 359-7713 Bill's Heavy Duty Enterprises LTD.	51500	91,895.62		33751
44755		635	() 226-5511 Cayenta N. Harris Computer Corp	51504	77,175.00		33751
44755		635	-250 352-7588 Trainor Mechanical Contractors Ltd	51557	81,512.41		33751
44791		643	-604 654-2311 Pacific Blue Cross	51763	122,903.25		33820

1,024,252.38

ePAYMENT TOTAL: 1,024,252.38
VOID TOTAL: 0.00
NET TOTAL: 1,024,252.38



- [AP 400.1: Eligibility for Ministry Funded Enrolment](#)
- [AP 700.5: Adjustment of Number of Classrooms](#)
- [AP 600.2: Data Retention](#)
- [AP 600.3: Return of School District Property](#)
- [AP 200.1: Police Investigations](#)
- [AP 200.5: Communicable Disease](#)
- [AP 200.5.1: Addendum: Communicable Disease Plan](#)
- [AP 260.2: Animals in Schools](#)
- [AP 330.1: Sexual Orientation Gender Identity \(SOGI\)](#)
- [AP 331.1: Anti-racism and Cultural Safety](#)
- [AP 451.1: Physical Restraint and Seclusion in School Settings](#)
- [AP 560.1: Appointment of Principals and Vice-Principals](#)



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

HELD ON TUESDAY, JUNE 21, 2022

In person at the School Board Office and via video conference

Board:

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

District Staff:

T. Smillie, Superintendent
J. Glaudemans, Secretary-Treasurer
D. Holitzki, Director of Instruction – Equity, Inclusion & Reconciliation
C. Singh, Director of Human Resources
B. Eaton, Director of Instruction - Innovative Learning Services
C. Kerr, Director of Operations
M. Choudhary, Manager of Finance
S. Whale, Executive Assistant

Student Trustees:

A. Trobak, J.V. Humphries Secondary School *(via video conference)*
R. Klassen, Kootenay River Secondary School *(via video conference)*

Partners:

A. Cavicchi, CUPE *(via video conference)*
R. Bens, CUPE *(via video conference)*
M. Bennett, CUPE *(via video conference)*
K. Walgren, KLTF *(via video conference)*
D. Kunzelman, KLTF *(via video conference)*
S. Maloff, KLPVPA *(via video conference)*

Guests:

J. Baumgartner
S.- L. McGregor *(via video conference)*
Adam Robertson Elementary *(via video conference)*
R.K. Douville *(via video conference)*
C. McGregor *(via video conference)*

1. Call to Order

The meeting was called to order at 5:01 pm.

2. Acknowledgement of Aboriginal Territory



3. Changes to the Proposed Agenda

Added: Item 11G Monthly Financial Report out of the Consent Package

4. Adoption of Agenda

UPON a motion duly made and seconded it was **RESOLVED:** 21/22-056

THAT the Agenda for this June 21, 2022 meeting **BE ADOPTED**, as amended.

5. Receiving Presentations – Nil

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

7. Consent Package

8. Adoption of Minutes

UPON a motion duly made and seconded it was **RESOLVED:** 21/22-057

THAT the minutes from the May 24, 2022 Meeting of the Board held in public **BE ADOPTED**.

9. Future and Action Item Tracking – Nil

10. Education

A. 2021/2022 Enhancing Student Learning Report and 2022/2023 School Learning Plans

The Superintendent thanked the Inclusive Learning Team and District Principals for their hard work putting together the new format of this report.

The Director of Innovative Learning Services presented information on SD8 Student Enhancing Report 2021-2022 (pranteticse ESL) including the following:

- What is FESL?
- District context
- Goals, priorities, coherence, and alignment
- Educational outcomes
- Evidence of learning
- Future directions
- School Learning Plans

A Trustee inquired whether the full report would be submitted to the Ministry. The Superintendent responded that a shorter document would be submitted, and it would link to specific data in the full report.

B. Provincial Online Learning Update

The Director of Innovative Learning Services was pleased to announce that SD8 had been accepted to operate as a Provincial Online Learning School effective in 2023. 18 Districts in the Province had been selected. More information from the Ministry of Education and Child Care regarding the implementation process will most likely take place in October 2022.



11. Operations and Finance

A. 2022/2023 School-Initiated Facility Projects

The Director of Operations provided an update on School-Initiated Facility Projects including:

- Brent Kennedy: Sensory path
- Canyon Lister: Accessible pathways and ramps
- Wildflower Nelson: Outside play area to be expanded by reconfiguration of parking area
- Erickson: Elder teaching platform/stage
- Hume: Outside mural in collaboration with AbEd, Nelson District Arts Council and LKB
- Kootenay River Secondary:
 - Canoe storage as collaborative initiative
 - Bouldering wall
- Mt Sentinel: Media Arts Stage
- Redfish: Fenced garden and raised garden beds
- Salmo Elementary: Outdoor playground enhancement and improvement of garden area
- Salmo Secondary:
 - Playing field project for soccer tournaments
- Gaga Ball Pit at various sites

B. 2021/2022 Video Surveillance

The Secretary-Treasurer noted that the attached report is an annual requirement, and mentioned that the access to the recordings is restricted to principals and designated district personnel staff on a strictly as needed basis.

C. 2022-2023 School Fees

The Secretary-Treasurer reported that school fees are set at school level in consultation with the Parent Advisory Committee. He noted that the fees are similar to prior years and that a policy is in place to assist parents that needed financial support. A Trustee raised concerns around certain school fees especially when they're not optional and not refundable. A discussion ensued.

UPON a motion duly made and seconded it was **RESOLVED:** 21/22-058

THAT the 2022-2023 School Fees **BE APPROVED** as proposed.

After further discussion a second motion was suggested and adopted:

UPON a motion duly made and seconded it was **RESOLVED:** 21/22-059

THAT school fees be reviewed between September 2022 and January 2023 to ensure alignment to the School Act and any fees outside of this be refunded to families;
and **THAT** the Board of Education use this review to make necessary policy revisions related to school fees.



D. Trustee Indemnity

The Trustee that came forward with this motion and provided a rationale.

The Secretary-Treasurer introduced a Memorandum related to Trustee Indemnities and provided a background on the two options presented in the memo.

A discussion ensued and several Trustees shared their point of view.

UPON a motion duly made and seconded it was **RESOLVED:** 21/22-060

THAT the term average indemnity in Policy 131 is to be changed to median indemnity to take effect at the end of the 2021/2022 school year, **BE APPROVED.**

Seven Trustees were opposed. Motion defeated.

After further discussion following motion was adopted:

UPON a motion duly made and seconded it was **RESOLVED:** 21/22-061

THAT the Board consider reviewing the Trustee indemnity once the new Board has been elected after October 15, 2022, **BE APPROVED.**

One Trustee was opposed. Motion carried.

E. Auditors Terms of Engagement

The Secretary-Treasurer reported that an auditor presented earlier at the Closed Board Meeting and the audit plan would be similar to last year's audit.

UPON a motion duly made and seconded it was **RESOLVED:** 21/22-062

THAT the proposal of BDO Canada, made pursuant to the Auditor Terms of Engagement issued on March 31, 2022 **BE APPROVED** by the Board.

F. School District No. 8 (Kootenay Lake) Trustee Elections Bylaw No. 1-2022

The Secretary-Treasurer announced that every 4 years Trustee elections take place. This year they are scheduled for October 15, 2022. He advised that the attached bylaw sets up regulations on how the elections are held.

UPON a motion duly made and seconded it was **RESOLVED:** 21/22-063

THAT the School District No. 8 (Kootenay Lake) Trustee Elections Bylaw No. 1-2022 **BE GIVEN FIRST** reading.

UPON a motion duly made and seconded it was **RESOLVED:** 21/22-064

THAT the School District No. 8 (Kootenay Lake) Trustee Elections Bylaw No. 1-2022 **BE GIVEN SECOND** reading.

UPON a motion duly made and seconded it was **RESOLVED:** 21/22-065



THAT the School District No. 8 (Kootenay Lake) Trustee Elections Bylaw No. 1-2022 go forward to **THIRD** reading.

UPON a motion duly made and seconded it was **RESOLVED:** 21/22-066

THAT the School District No. 8 (Kootenay Lake) Trustee Elections Bylaw No. 1-2022 BE ADOPTED as read a **THIRD** time.

G. Monthly Financial Report

A Trustee inquired about the net revenue and remaining budget of an amount of \$45,597 if that creates a slight deficit. The Secretary-Treasurer responded that there had been an adjustment in the funding revenue received from the Government due to change of enrollment numbers. Furthermore, the Trustee inquired about the deficit of \$565,329 in operating funds which was previously expected to be balanced. The Secretary-Treasurer responded that there is a difference between financial position as well as income statement. The Financial position would be related to the balance sheet and by the end of the year a balanced budget is expected to be achieved.

12. Governance and Policy

A. Board Calendar

The Superintendent suggested to adopt the new Policy 121 before the Board Calendar approval. By consensus this item was deferred.

B. Policies returned after Field Testing

- Policy 330: Sexual Orientation Gender Identity
- Policy 331: Anti-Racism and Cultural Safety
- Policy 410: School Choice and Catchment
- Policy 450: Equitable and Inclusive Educational Services for Learners
- Policy 791: Naming / Re-Naming of Schools & Facilities

The Superintendent reported that one feedback from the public had been received for Policy 331: Anti-Racism and Cultural Safety, which she read out. The Superintendent and Trustees thanked all staff involved in creating this new policy.

UPON a motion duly made and seconded it was **RESOLVED:** 21/22-067

THAT Policies 330, 331, 410, 450 and 791 **BE APPROVED.**



C. Board Policies for Approval

- Policy 120: Board Meeting Procedures
- Policy 121: Committee Structure
- Policy 160: Policy Development

The Chair introduced the updated Board policies and noted that these wouldn't follow the same process as other policy sections because they are Government policies.

UPON a motion duly made and seconded it was **RESOLVED:** 21/22-068

THAT the updated Policies 120, 121 and 160 **BE APPROVED.**

D. Board Calendar

The Superintendent advised that the attached Board Calendar was provided to ensure a predictable schedule for Trustees and Partner Advisory Committee members.

UPON a motion duly made and seconded it was **RESOLVED:** 21/22-069

THAT the 2022-2023 Board Calendar **BE APPROVED** as proposed.

13. Human Resources

Nil

14. Trustee Reports

A. Trustees

- Trustee Chew reported that she attended the Salmo Secondary School Graduation Ceremony.
- Trustee Lang reported that she was unable to attend the JVH Graduation, but she delivered a video address and she thanked the Chair for attending the Ceremony on her behalf. Trustee Lang attended several BCPSEA Meetings, Director Meetings, and Provincial Update Meetings and the Selkirk College Open House. Furthermore, she announced her appointment for the BCSTA Legislative Committee for a one-year term.
- Trustee Walsh participated in the LVR Graduation Ceremony, she attended the unveiling of the new sign at KRSS, films from MSS students at the Civic Theatre, PAC meetings and the final Aboriginal Education Committee of the year.
- Trustee Maslechko attended the LVR Graduation ceremony and he thanked all staff for their hard work.
- Vice-Chair Nazaroff reported that she attended the School Learning Tours and the MSS Graduation Ceremony.
- Trustee Gribbin attended the School Learning Tours of Creston schools and he participated at the KRSS Graduation Ceremony.

B. Chair

The Chair reported that she attended retirement celebrations at Hume Elementary, Nelson Maintenance, Wildflower Creston and Adam Robertson. Furthermore, she attended school tours of



all families of schools, Crawford Bay PAC meeting, PVP pool interviews, meetings with unions for upcoming policy and committee structure changes, meeting with Superintendent and MLA B. Anderson, Graduation Ceremony at LVR, KRSS, JVH, and at Creston Homelinks, CUPE Labour Management meetings and KRSS sign reveal.

The Chair acknowledged that Trustee Maslechko had broken a provincial record by being a Superintendent for 17 years and a Trustees for the equal numbers of years.

C. BCSTA - Nil

D. BCPSEA - Nil

E. RDCK

Vice-Chair Nazaroff reported that the RDCK is still collecting for input from the public for the planning of recreation development at Campbell Field.

F. Other Committees

G. Student Trustees

The Chair reported that seven out of ten Student Trustees would be graduating this year. She recognized them for their contribution and the time they invested as Student Trustees. She noted that the Board will miss them and wished them all the best in their endeavors. Furthermore, she acknowledged Student Trustees that will return next year and expressed her gratitude for them. The Board and Staff applauded to all Student Trustees.

Student Trustee Klassen from Kootenay River Secondary School thanked the Board and provided an update, including:

- Everyone is excited for summer break
- End of May student council organized an anti-hate forum
- Performance arts class had final performance
- New sign reveal, great step in changing our presence in community

She reported that she would be moving to Vancouver next year to pursue a Bachelor of Arts Degree at UBC.

Student Trustee Trobak from J.V. Humphries Secondary School thanked the Board for the opportunity and reported that she will be back next year. She provided following update:

- Highschool is done for the year, Elementary School is still going
- Family carnival with games and prizes
- Talent show with little ones
- Final drama performance of the year with audience, which was greatly appreciated

The Chair thanked on behalf of the Board of Education every person of all areas in the SD8 community for their contributions and support to help students thrive and to bring the joy of learning to them. She wished everyone a wonderful summer filled with family fun and joy.

15. Comments or Questions from the Public

Members of the public inquired about the following:

- Definition of Online Learning Center



- Whether Trustees would downsize in numbers with the withdrawing attendance at Partner Meetings
- With layoffs of Student Support Workers, how the Board would justify a cost of living allowance for Trustees
- Whether the public would hear from Trustees that didn't provide a report

The Superintendent and Chair provided responses to all questions and clarified any misunderstandings.

16. Meeting Schedule and Reminders

A. Board Meetings

The next Meeting of the Board held in the public is scheduled for September 13, 2022.

17. Adjournment of Meeting

The Meeting adjourned at 7:44 pm.



FUTURE AND ACTION ITEMS - OPEN BOARD MEETINGS

Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
Resolutions in Progress						
June 21, 2022	21/22-061	Trustee Indemnity	THAT the Board consider reviewing the Trustee indemnity once the new Board has been elected after October 15, 2022, BE APPROVED.	Secretary-Treasurer		In Progress
June 21, 2022	21/22-059	Adoption of School Fees second Motion	THAT school fees be reviewed between September 2022 and January 2023 to ensure alignment to the School Act and any fees outside of this be refunded to families; and THAT the Board of Education use this review to make necessary policy revisions related to school fees.	Secretary-Treasurer		In Progress
October 26, 2021	21/22-008	Policies Section 200	THAT policies 250, 251 and 260 BE REVIEWED by staff.	Superintendent	- 250 and 260 approved - 251 will be reviewed fall 2022	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 (Status May 24)	In Progress
February 26, 2019	18/19-092	Properties Sell or Defer	WHEREAS there are nine Board owned properties under consideration for sale in the existing 2016-2026 Facilities Plan, which the Board has previously resolved to sell; WHEREAS the Board is currently in the process creating a new facilities plan (the "2019-2029 Facilities Plan"), for which it is currently consulting with stakeholders and has contracted Baragar Systems to provide long-range enrolment projections and demographic analysis; Moved by Trustee Lang , seconded by Trustee Chew: NOW THEREFORE BE IT RESOLVED THAT in line with past Board resolutions, the following property interests be sold forthwith: 1. Former Crawford Bay maintenance yard; 2. Retallack land; 3. Former Yahk Elementary, and; 4. Ymir Land; THAT the sale of the following property interests be deferred until the Board adopts the new 2019-2029 Facilities Plan: 1. Former Al Collinson Elementary; 2. Former Gordon Sargent Elementary; 3. Kin Park in Creston, and; 4. Salmo tennis court & pool land	Secretary-Treasurer	-LRFP adopted Dec 10, 2019 -Appraisals for 8 properties received. -Quotes received from realtors. -Discussions in process with various interested buyers/lessors. -Properties to be leased (licensed) are licensed, including the former Al Collinson, former Gordon Sargent. -Properties to be sold have been put up for sale as of September 2020. - Johnstone Road property sold February 2021. - Kinsmen Park property sold February 2022. - Yahk property sold February 2022. - Retallack I property sold September, 2021.	In Progress
Standing Resolutions						
June 23, 2020	19/20-079	Acknowledgement of systemic racism	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 - Policy approved for field testing on May 24, 2022 - Policy approved by Board at June 21, 2022 Public Board Meeting and published on SD8 website	In Progress

FUTURE AND ACTION ITEMS - OPEN BOARD MEETINGS

Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
Resolutions for Repeal or Replacement						
Completed Resolutions						
June 21, 2022	21/22-069	Board Calendar	THAT the 2022-2023 Board Calendar BE APPROVED as proposed.			Complete
June 21, 2022	21/22-068	Board Policies for Approval	THAT the updated Policies 120, 121 and 160 BE APPROVED.			Complete
June 21, 2022	21/22-067	Policies returned after Field Testing	THAT Policies 330, 331, 410, 450 and 791 BE APPROVED.			Complete
June 21, 2022	21/22-066	Trustee Elections Bylaw	THAT the School District No. 8 (Kootenay Lake) Trustee Elections Bylaw No. 1-2022 BE ADOPTED as read a THIRD time.			Complete
June 21, 2022	21/22-065	Trustee Elections Bylaw	THAT the School District No. 8 (Kootenay Lake) Trustee Elections Bylaw No. 1-2022 go forward to THIRD reading.			Complete
June 21, 2022	21/22-064	Trustee Elections Bylaw	THAT the School District No. 8 (Kootenay Lake) Trustee Elections Bylaw No. 1-2022 BE GIVEN SECOND reading.			Complete
June 21, 2022	21/22-063	Trustee Elections Bylaw	THAT the School District No. 8 (Kootenay Lake) Trustee Elections Bylaw No. 1-2022 BE GIVEN FIRST reading.			Complete
June 21, 2022	21/22-062	Auditors Terms of Engagement	THAT the proposal of BDO Canada, made pursuant to the Auditor Terms of Engagement issued on March 31, 2022 BE APPROVED by the Board.			Complete
June 21, 2022	21/22-060	Trustee Indemnity	THAT the term average indemnity in Policy 131 is to be changed to median indemnity to take effect at the end of the 2021/2022 school year, BE APPROVED.	Secretary-Treasurer	Motion defeated	Complete
June 21, 2022	21/22-058	Adoption of School Fees	THAT the 2022-2023 School Fees BE APPROVED as proposed.			Complete
June 21, 2022	21/22-057	Adoption of Minutes	THAT the minutes from the May 24, 2022 Meeting of the Board held in public BE ADOPTED.			Complete
June 21, 2022	21/22-056	Adoption of Agenda	THAT the Agenda for this June 21, 2022 meeting BE ADOPTED, as amended.			Complete
May 24, 2022	21/22-055	Policy Approved and going for Field Testing	THAT the updated policies 411, 412, 430, 440, 451, 460, 480 and 490 BE APPROVED and; THAT the updated and renamed Policy 450 and the updated Policy 410 and BE APPROVED for field testing	Superintendent	- Approved at June 21, 2022 Board Meeting - Policy 450 posted for field testing until June 21, 2022	Complete
May 24, 2022	21/22-054	Policy Field Testing	THAT the new Policy 791: Naming / Re-Naming of Schools & Facilities BE RECOMMENDED to the Board for field testing.	Superintendent	- Posted for field testing	Complete
May 24, 2022	21/22-053	Policy Field Testing	THAT the new Policy 331 Anti-Racism and Cultural Safety BE APPROVED for field testing.	Superintendent	- Posted for field testing	Complete
May 24, 2022	21/22-052	Policy Field Testing	THAT the updated Policy 330: Sexual Orientation Gender Identity BE APPROVED for field testing.	Superintendent	- Posted for field testing	Complete
May 24, 2022	21/22-051	Policy Approval	THAT Policies 250, 260, 311, 320 and 530 BE APPROVED.	Superintendent	- Posted to website	Complete
May 24, 2022	21/22-049	2022-2027 Five Year Capital Plan	THAT the 2022-2027 Five-Year Capital Plan Update BE APPROVED.	Secretary-Treasurer	- Approved	Complete
May 24, 2022	21/22-048	Annual Budget Bylaw	THAT the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2022-2023 BE APPROVED as read a first time; THAT the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2022-2023 BE APPROVED as read a second time; THAT the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2022-2023 BE ADOPTED as read a third time.	Secretary-Treasurer	- Approved	Complete
May 24, 2022	21/22-047	Annual Budget Bylaw	THAT the Board unanimously agrees to give the Annual Budget Bylaw 2022/2023 all three readings at this meeting of May 24, 2022.	Secretary-Treasurer	- Approved	Complete
May 24, 2022	21/22-046	Trustee Expenses	THAT Trustee's expenses, assigned from the Trustee's professional development account, to attend this camp BE ADOPTED.	Secretary-Treasurer	- Approved	Complete
May 24, 2022	21/22-045	Adoption of Minutes	THAT the minutes from the April 26, 2022 Meeting of the Board held in public BE ADOPTED.			Complete
May 24, 2022	21/22-044	Adoption of Agenda	THAT the Agenda for this May 24, 2022 meeting BE ADOPTED, as amended.			Complete

FUTURE AND ACTION ITEMS - OPEN BOARD MEETINGS

Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
April 26, 2022	21/22-043	Capital Project Bylaw No. 2022/23- CPSD8-01 / Part III	<p>READ A FIRST TIME the 26th day of April 2022;</p> <p>READ A SECOND TIME the 26th day of April 2022;</p> <p>READ A THIRD TIME, PASSED the 26th day of April 2022.</p>			Complete
April 26, 2022	21/22-042	Capital Project Bylaw No. 2022/23- CPSD8-01 / Part II	<p>WHEREAS in accordance with section 142 of the School Act, the Board of Education of School District No. 8 (Kootenay Lake) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,</p> <p>NOW THEREFORE in accordance with section 143 of the School Act, the Board has prepared this Capital Bylaw and agrees to do the following:</p> <p>(a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital projects(s) contemplated by the capital plan or the capital plan with modifications;</p> <p>(b) Upon ministerial approval to proceed, commence the project(s) and proceed diligently and use its best efforts to complete each project substantially as directed by the Minister;</p> <p>(c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,</p> <p>(d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.</p> <p>NOW THEREFORE the Board enacts as follows:</p> <p>1. The Capital Bylaw of the Board for the 2022/23 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent dated March 15, 2022, is hereby adopted.</p> <p>2. This Capital Bylaw may be cited as School District No. 8 (Kootenay Lake) Capital Bylaw No. 2022/23-CPSD8-01."</p>			Complete
April 26, 2022	21/22-041	Capital Project Bylaw No. 2022/23- CPSD8-01 / Part I	THAT the Board of Education unanimously agrees to give the Capital Project Bylaw No. 2022/23- CPSD8-01 all three readings at this meeting of April 26, 2022.			Complete
April 26, 2022	21/22-040	Appointment of Chief Election Officer	THAT the Board of Education of School District No. 8 (Kootenay Lake) appoint Johan Glaudemans as Chief Election Officer for the School Trustee Election on October 15, 2022, and that Johan Glaudemans be granted authority to appoint poll clerks and/or a Deputy Chief Election Officer, should the need arise.			Complete
April 26, 2022	21/22-039	Adoption of Minutes	THAT the minutes from the March 8, 2022 Meeting of the Board held in public and the March 28, 2022 Special Meeting of the Board held in public BE ADOPTED.			Complete
April 26, 2022	21/22-038	Adoption of Agenda	THAT the Agenda for this April 26, 2022 meeting BE ADOPTED, as amended.			Complete

Memorandum to the Board of Education Public

FROM: Trish Smillie, Superintendent
DATE: September 13, 2022
SUBJECT: Equity, Inclusion and Diversity Continuous Learning
Report

For Information

Information

SD8 recognizes that equity is central to learners' experience and engagement and that the achievement of equity the foundation for improving learner achievement. Achieving equity and excellence is ambitious, but attainable. Meaningful inclusion of all learners while honouring their diversity, builds an equitable school system that supports each learner's potential and the well-being of all.

The annual Equity, Inclusion, Diversity Continuous Learning Report outlines how SD8 supports learner success while focusing on equity, inclusion and diversity as well as mental health and wellness and learner safety in order to:

- Increase learners' sense of belonging;
- Increase learners' sense of connectedness;
- Enhance learners' mental health and wellness; and
- Support learners in achieving the goal of becoming an educated citizen.

Action items are prioritized for the 2022-2023 school year to ensure continuous learning for all learners including Indigenous learners, learners with diverse abilities, children and youth in care and English language learners. These action items are connected to the priority areas from SD8's 2021-2022 Enhancing Student Learning Report (ESL).

SD8 strongly supports equity, inclusion and diversity and continues to look for ways to build on strengths and celebrate learner success. The [Equity, Inclusion, and Diversity Continuous Learning Report](#) is on the school district website and is attached for review.





School District 8
Kootenay Lake

EQUITY, INCLUSION AND DIVERSITY REPORT 2022-2023

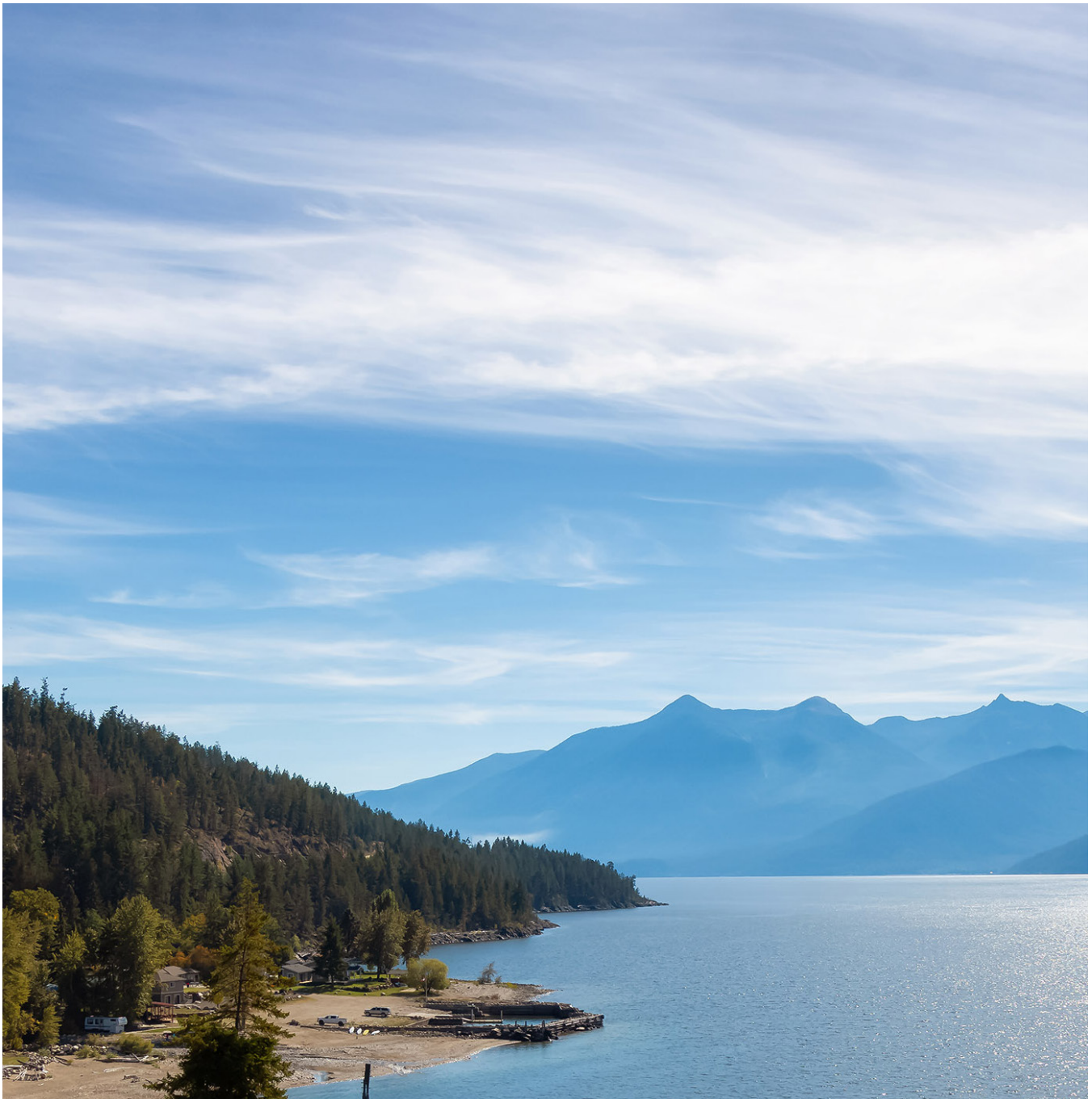
Prepared September 13, 2022





ACKNOWLEDGEMENT

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



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EXECUTIVE SUMMARY

School District No. 8 (Kootenay Lake) (SD8) has an overall goal that all learners graduate from high school. The 2022-2023 “Equity, Inclusion and Diversity Continuous Learning Report” reflects the district’s strategic priorities for all learners. These priorities are guided by the district’s vision and values and supported by school learning plans.

SD8’s strategic goals are literacy, numeracy, inclusion and Indigenization. The district’s vision focuses on excellence for all learners in a nurturing environment. These goals and vision align with the goals of the [Ministry of Education and Child Care’s “Service Plan 2022-2025.”](#)

Additionally, the Aboriginal Education Program’s focus areas of belonging, success, truth before reconciliation, and history and culture are congruent with SD8 [Strategic Plan 2018-2023](#) and the Ministry of Education and Child Care [2022/23 – 2024/25 Service Plan](#). The district continues to support and implement practices that result in learning success for Indigenous learners and in improved graduation rates for all learners.

Achieving equity and excellence is ambitious but attainable. Equity, achieved through the meaningful inclusion of all learners while honouring their diversity, builds a school system that supports each individual learner achieving their potential and the well-being of all learners.

SD8 recognizes that equity is the foundation for improving learner achievement; it is central to the learner’s experience and engagement. Linking learner achievement to equity, inclusion and diversity will increase a learner’s well-being, engagement and connection to others and to school.

The items in this report’s action plan will be given high priority for the 2022-23 school year. SD8 continually monitors these priorities to ensure

continuous improvement for all learners, including Indigenous learners, learners with diverse abilities, children and youth in care, and English language learners.

Priority areas from the 2021-2022 “Enhancing Student Learning Report” (ESL) are addressed as follows:

- implement three-year literacy and numeracy plans to improve literacy and numeracy
- increase graduation rates for all learners and ensure parity between Indigenous and non-Indigenous learners
- ensure all learners are supported through social-emotional learning and trauma-informed practice
- enhance equity for all learners, including Indigenous learners, learners with diverse abilities, children and youth in care, and English language learners

SD8 continues to look for ways to build on strengths and celebrate learner success. By referring to data that informs decision-making, planning and practices, and by working with education partners, the district can make a difference for all SD8 learners.

This annual “Equity, Inclusion and Diversity Continuous Learning Report” supports the priorities outlined in the district’s strategic plan. These priorities are central to the district’s mission, which is:

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



It is vital to ensure the district addresses how each individual's potential connects to SD8's vision, which is:

Focus. Learn. Excel.

This report outlines how SD8 supports learner success while focusing on equity, inclusion and diversity, as well as mental-health wellness and learner safety to:

- increase learners' sense of belonging
- increase learners' sense of connectedness

- enhance learners' mental health and wellness
- support learners in achieving the goal of becoming an educated citizen

To provide our learners with the potential for success, the district supports students owning their learning, while building positive relationships within the learning community and developing social-emotional learning skills. SD8's goal of achieving learner success and equity is achieved by valuing diversity and striving for inclusion of all learners.



EQUITY, INCLUSION AND DIVERSITY ACTION PLAN 2022-2023

- Support the implementation of the Early Learning Profile for Literacy (ELP) in grade 3 and continue to support the ELP in K to 2 to increase literacy development for diverse primary learners.
- Implement a middle-years literacy project to support literacy development for diverse learners.
- Implement an elementary numeracy project to support numeracy development for diverse learners.
- Continue to complete academic reviews of grades 10 to 12 learners and primary reviews for K to 3 learners to monitor success.
- Continue to enhance the early and continuous intervention and collaboration between school-based teams and the district-based team, with a focus on inclusivity and Indigenous learners.
- Ensure that Children in Care learning programs are implemented and monitored in each school.
- Offer Transition to Adulthood sessions for learners and parents that support youth with disabilities to prepare for adulthood.
- Provide in-person and online training for primary and intermediate teachers to implement the MindUP program.
- Train all education assistants in the Crisis Prevention Institute (CPI) verbal intervention training to promote safe and effective learning environments.
- Coordinate with School Gay and Straight Alliance (SAGA) groups and support Sexual Orientation and Gender Identity (SOGI) activities throughout the school year through lead staff in each school to foster a more inclusive and collaborative school district and improve student sense of safety and belonging.
- Enhance Sexual Orientation and Gender Identity (SOGI) supports, activities, and education for learners, staff and parents.
- Implement a pilot program of the Open Parachute program in 16 district classrooms.
- Provide workshops and parent engagement nights on mental-health literacy, mental-health first aid, trauma-informed practices, anxiety and social-emotional learning.
- Further implement the mental-health curriculum and social-emotional learning in classrooms.





INTRODUCTION

Equity, Inclusion and Diversity in the District

SD8 is a learning organization committed to continuously reviewing, refining and reflecting upon its practice to support the best possible outcomes for learners. SD8 recognizes that equity is the foundation for improving learner achievement; it is central to the learner's experience and engagement. The district follows the lead of [InclusionBC](#) in linking learner achievement to equity, inclusion and diversity will increase a learner's well-being, engagement and connection to others and to school.

"All learners in BC, including those with special needs, are entitled to receive a quality publicly funded inclusive education. A Ministerial Order directs learners with special needs to be placed in regular classrooms as the first option. Research shows that when learners are included in regular classrooms, they make greater overall academic gains than do their peers with similar disabilities in segregated classrooms." (Katz and Mirenda, 2002 - which publication?)

Inclusion Guiding Principles

1. All children are welcome at school.
2. Every child should experience a sense of value and belonging at school.
3. Meaningful programming needs to be provided within a child's learning community.
4. Whenever possible, children should be educated with their peers in a common space (for the majority of the time).

Learners are unique individuals and they all have the right to equitable access and participation in quality education. The district and its staff value diversity and respond to the diverse social, cultural and educational needs of the individuals and of the w

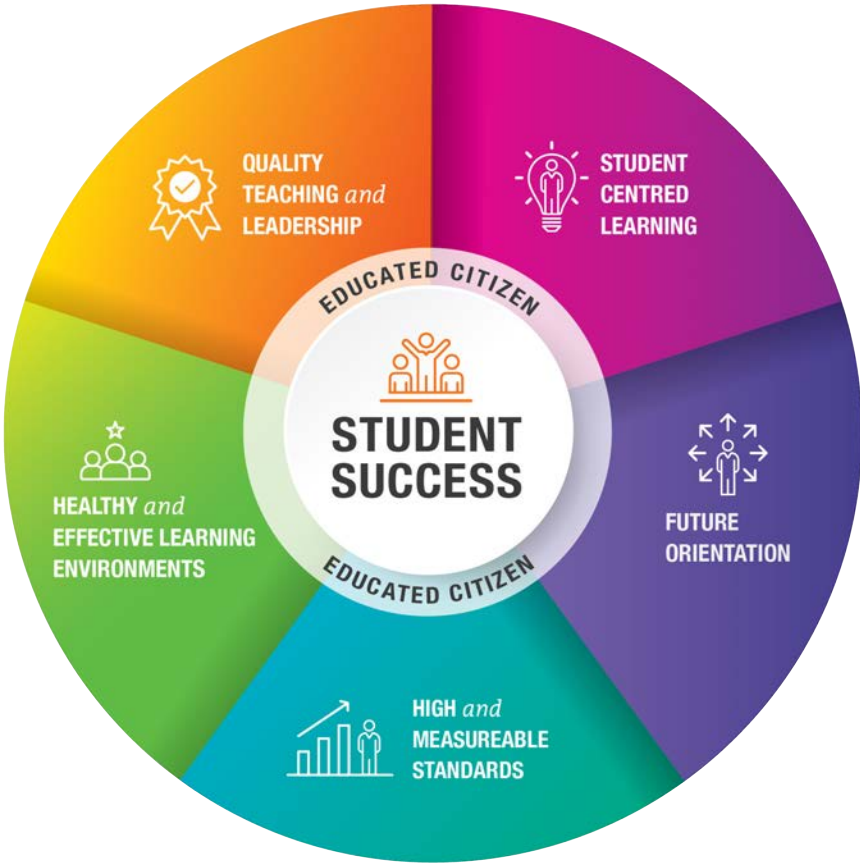
That [School Act](#) states that all school-aged persons are entitled to enroll in a district's schools if they are resident in that school district. The Act includes all citizens in its scope, identifying that "the goal of a democratic society to ensure that all its members receive an education that enables them to become literate, personally fulfilled and publicly useful, thereby increasing the strength and contributions to the health and stability of that society." It also states that "the purpose of the British Columbia school system is to enable all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy." ([Preamble](#))



SD8 is committed to providing equitable, inclusive learning environments where all learners are meaningfully included and embraced as part of their school’s learning community. We embrace the philosophy that diversity is the norm, not the exception, and we celebrate the gifts and talents that all learners possess. Learners are included and taught in a regular classroom and participate in typical class activities with peers of their age to the greatest extent possible. Inclusive learning environments provide opportunities for all learners to experience success and where curriculum is planned, developed and implemented with the aim of teaching to the diverse learning needs of all the learners in a class.

SD8 provides programs and services within neighbourhood schools based on tiers of supports, including universal supports (for all), targeted supports (for some) and essential supports (for a few) to meet the needs of individual learners. SD8 believes that classroom teachers are best supported through a school-based collaborative and problem-solving model, where assistance may be brought to the classroom level from the school based team and district specialists who are part of the equity, inclusion and diversity team.

By continually focusing on improving results and striving for equity of access and outcomes for all learners, the Ministry of Education and Child Care places student success and well-being at the centre of its mandate. As specified in the “[Statement of Education Policy Order](#),” the ministry’s mandate is to develop the “Educated Citizen,” which is defined as the intellectual, human, social, and career development of students. The ministry’s ultimate goal is that children achieve their individual potential and become independent adults who have a lifelong appreciation for learning, a curiosity about the world around them, and a capacity for creative thought and expression through compassionate and empathetic worldviews.





DISTRICT CONTEXT

The BC Ministry of Education’s “[Special Education Services: A Manual of Policies, Procedures and Guidelines](#)” states:

British Columbia promotes an inclusive education system in which students with special needs are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs. The practice of inclusion is not necessarily synonymous with full integration in regular classrooms and goes beyond placement to include meaningful participation and the promotion of interaction with others. (p.2)

SD8 receives specific funding to support those learners who are identified as having an Aboriginal background, who are English language learners (ELL) or who have special-education designations. Recognizing that its learners are unique and have specific learning requirements, SD8 expends resources far greater than the specific operating funds to ensure that equity, inclusion and diversity of learners are honoured in all SD8 schools and programs.

SD8 monitors school connectedness, engagement, progress and achievement of its diverse learners through formal “measures” Ministry of Education and Child Care’s School Learning Survey, provincial assessments, the district’s vulnerable student assessment tool, and several specific programming measures, including report cards, ministry data and inclusive education service data.



Inclusive Education Policy and Procedure

The district is guided in its inclusive education policy and procedure by the School Act and by "[Special Education Services: A Manual of Policies, Procedures and Guidelines](#)," which guides the implementation of support for SD8's diverse learners.

All Learners Are Unique Learners

The district recognizes that all our learners are unique. To support our unique learners, the district adheres to the Universal Design for Learning (UDL) framework, a pedagogical approach that helps give all learners an equal opportunity to succeed. The UDL framework offers flexibility in how learners access and engage with material and how they show what they know. This framework is based on neuroscience research that has identified three primary networks (recognition, strategic, and affective) that impact learning:

- The recognition network deals with incoming stimuli and affects what learners learn
- The strategic network mediates how learners process incoming information, based on their past experience or background knowledge
- The affective network regulates why learners want to learn and engage and considers learners' attitudes and feelings about incoming information, as well as their motivation to engage in specific activities

Successful teaching and learning include simultaneous involvement of all three neurological networks. Based on these networks, UDL's three principles are for educators to offer:

- Multiple means of representation: providing learners various ways of acquiring information and knowledge
- Multiple means of expression: providing learners alternatives for demonstrating what they know
- Multiple means of engagement: providing learners with opportunities to explore their interests and increasing their motivation

The district uses a multi-tier response to intervention (RTI) approach to identify and support learners with learning and/or behavioural needs. The RTI process begins with high-quality instruction and interventions to support learners in the general education classroom. Interventions are introduced at increasing levels of intensity to accelerate the learners' rate of learning. These services are provided by inclusion support teachers in schools, district inclusion support teachers, itinerant teachers, and other specialists.





EVIDENCE OF LEARNING

SD8's work in the areas of equity, inclusion and diversity reflects the goals and objectives of the [Ministry of Education and Child Care \(MOECC\) "Service Plan 2022-2025"](#)

Ministry Goal 1: All Students Become Educated Citizens

Objective 1.1: Support Student-Centered Learning and Improve Equity of Outcomes

Centering learning around the student acknowledges the reality that each student is different and so are their individual needs. It involves offering engaging learning opportunities that support student agency. High-functioning education systems engage and motivate every student to develop the set of competencies necessary for independence and lifelong learning. The Ministry of Education and Child Care (MOECC) aims for the education system to provide inclusive and responsive learning environments: ones that recognize the value of diversity and provide equity of access, opportunity, and outcomes for all students, from early years to graduation.

MOECC's 2022-2023 target for the performance measure for "equity in high school completion rates for Indigenous learners, learners with disabilities and diverse abilities, and children and youth in and from care relative to all other learners" is greater than 75%. The ministry is committed to addressing "racism of low expectations" and striving to eliminate the inequalities of outcomes for Indigenous learners, learners with disabilities/diverse abilities and children and youth in and from government care, to ensure each learner has equitable access to educational opportunities and outcomes.

With the overarching belief that literacy is fundamental to learning and to learner success in school and beyond, and consistent with the ministry's "Service Plan 2022-2025," SD8 has set a goal of improving literacy proficiency for all learners. To that end, the district is working to improve both learner participation rates on all provincial assessments and overall achievement for diverse learners to meet the ministry target of greater than 75% in all areas of the provincial assessments.



The following data tables provide information about the performance of SD8 over time in the area of literacy from the Foundation Skills Assessment (FSA) and the Graduation Literacy Assessment (GSA) provincial assessments and compares them to the provincial average.

FSA Reading Grade 4		% of Students On Track and Extending	Provincial %
2020-2021	All Resident Students	81%	82%
	Indigenous Students	71%	72%
	Students with Diverse Abilities	63%	64%
2019-2020	All Resident Students	75%	74%
	Indigenous Students	77%	61%
	Students with Diverse Abilities	56%	64%
2018-2019	All Resident Students	70%	76%
	Indigenous Students	59%	62%
	Students with Diverse Abilities	26%	65%

Reading: Grade 4

In 2020-2021, SD8 learners with diverse abilities were 18% lower in reading skills than their peers; this same achievement gap is also reflected in provincial data.

FSA Reading Grade 7		% of Students On Track and Extending	Provincial %
2020-2021	All Resident Students	76%	78%
	Indigenous Students	67%	62%
	Students with Diverse Abilities	42%	62%
2019-2020	All Resident Students	71%	76%
	Indigenous Students	67%	60%
	Students with Diverse Abilities	35%	58%
2018-2019	All Resident Students	81%	77%
	Indigenous Students	64%	62%
	Students with Diverse Abilities	70%	60%



Reading Comprehension: Grade 7

In FSA grade 7 reading comprehension data for SD8, all resident learners are on par with the province. However, learners with diverse abilities were 34% lower compared to their peers, which is significantly lower than the ministry target of greater than 75%.

FSA Grade 7 Writing	2018-2019	2019-2020	2020-2021	Provincial 2020-2021
All Resident Students	84%	84%	82%	85%
Indigenous Students	80%	82%	79%	72%
Students with Diverse Abilities	74%	52%	55%	69%

Writing: Grade 7

In FSA writing, SD8 results for all resident learners and Indigenous learners are on par with the province. However, SD8 learners with diverse abilities achieved significantly lower than the provincial average; grade 7 learners with diverse abilities were 27% lower than their peers. Again, this is lower than the ministry's target of greater than 75%.

Grade 10				
Provincial Literacy Assessment	2018-2019	2019-2020	2020-2021	Provincial 2019-2020
All Resident Students	n/a	112 students 71%	386 students 74%	22,419 students 74%
Indigenous Students	n/a	22 students 68%	76 students 75%	2184 students 56%
Students with Diverse Abilities	n/a	17 students 61%	43 students 52%	2797 students 55%

Literacy: Grade 10

Grade 10 provincial literacy assessment data shows that learners with diverse abilities achieved significantly lower in their literacy levels compared to their peers.

SD8's numeracy goal matches provincial outcomes and measures:

Educational Outcome 2: Learners will meet or exceed numeracy expectations for each grade level.

Measure 2.1: Current year and three-year trend for the number and percentage of learners on track or extending numeracy expectations for grades 4 and 7 as specified in provincial assessments.

Measure 2.2: Current year and three-year trend for the number and percentage of learners proficient in or extending numeracy expectations as specified in the grade 10 numeracy assessments.



FSA Numeracy Grade 4		Number and % of Students On Track and Extending
2020-2021	All Resident Students	181 students 72%
	Indigenous Students	23 students 74%
	Students with Diverse Abilities	10 students 53%
2019-2020	All Resident Students	194 students 70%
	Indigenous Students	36 students
	Students with Diverse Abilities	7 students 39%
2019-2018	All Resident Students	190 students 62%
	Indigenous Students	42 students
	Students with Diverse Abilities	5 students

FSA Numeracy: Grade 4

Learners with diverse abilities were 19% lower compared to their peers. SD8 grade 4 results in FSA numeracy are on par with the province for all resident learners, Indigenous learners, and learners with diverse abilities.



GNA 10 Numeracy*	Participation Rate	Meeting Grade Level Expectations (Proficient)
All Students	36.7%	37.6%
Students with Indigenous Ancestry	31.9%	31%
Students with Diverse needs	44%	9.1%

Graduation Numeracy: Grade 10

Learners with diverse abilities were 28.5% lower than their peers and lower than the ministry's target of greater than 75%.

SD8 School Completion

"5 Year Completion"		Cohort	% Rate	Provincial %
2020-2021	All Resident Students	412	80.2	85.6
	Indigenous Students	90	67.2	63.4
	Students with Diverse Abilities	76	59.9	64.7
2019-2020	All Resident Students	419	75.2	85.1
	Indigenous Students	94	68	62
	Students with Diverse Abilities	71	57.5	64.2
2018-2019	All Resident Students	452	81.3	84.2
	Indigenous Students	107	68.3	60.2
	Students with Diverse Abilities	59	70.8	62.6
2017-2018	All Resident Students	430	75.9	83.2
	Indigenous Students	95	55.1	59.7
	Students with Diverse Abilities	62	40.5	61.1

School completion is measured by the number of students who graduate after five years of secondary education. The percentage of students with diverse learning needs who graduate with their peers has increased slightly over time; however, students with diverse learning needs still do not graduate at the same rate as their peers and are approximately 5% below the provincial numbers.



School Connectedness and Learner Belonging

SD8's goal for school connectedness and learning belonging match provincial goals and objectives.

Ministry Goal 2: Learning Environments Foster Healthy and Effective Learning

Every learner deserves a safe and caring environment to help them learn and develop their potential. Supporting healthy and effective learning environments is of paramount importance for the ministry. A key ministry strategy is to implement the three elements of the Mental Health in Schools Strategy: compassionate systems leadership, capacity building, and mental health in the classroom to provide a vision and pathway for mental health in the BC K to 12 education system.

Objective 2.2: Support Learner and Staff Well-Being

For learners to be able to develop and learn, they must feel physically and emotionally safe. The ministry believes in an approach where school leaders, teachers, staff, and parents/guardians all have roles to play in ensuring that learners are engaged, feel a sense of belonging, and understand the importance education has in their lives. Learners also need to know that adults genuinely care about their well-being. Research shows that one caring adult can make a significant difference in a learner's life and increase that learner's outcomes. To create this safe and effective space for learners to learn, the health and well-being of professional staff in schools is also essential.

The ministry target for the measure, "Percentage of learners in grades 4, 7 and 10 who feel welcome, safe, and have a sense of belonging in their school" for 2022-2023 is greater than 70%. Learners who feel safe, have a strong sense of belonging, and feel that adults in their school care for them are more engaged and more likely to move through their education program on pace.

The ministry also sets a target for the measure, "Percentage of learners in grade 4, 7 and 10 who feel there are two adults or more at their school who care about them." For the 2022-2023 school year, this target is greater than 76%.

In SD8, the goals and objectives of the ministry for school connectedness and learner belonging are supported in the [2021-2022 Enhancing Student Learning Report \(ESL\)](#). In the area of human and social development, Educational Outcome 3 indicates that learners will feel welcome, safe and connected to their school. Data from the SD8 Student Learning Survey (2020-2021) for the number and percentage of students with diverse abilities in grades 4, 7, and 10 who indicate that they who feel welcome, safe, and have a sense of belonging in their school is indicated below:



"Do you feel welcome at school?"

SLS— Students with Diverse Abilities		Number of students reporting feeling welcome at school	%	Provincial Average
2020-2021	Grade 3 and 4	11	58%	69
	Grade 7	21	68%	60
	Grade 10	13	50%	59
2019-2020	Grade 3 and 4	11	69%	67
	Grade 7	13	50%	58
	Grade 10	1	100%	55
2018-2019	Grade 3 and 4	17	61%	69
	Grade 7	16	59%	58
	Grade 10	7	39%	57

"Do you feel safe at school?"

SLS— Students with Diverse Abilities		Number reporting feeling safe at school	%	Provincial Average
2020-2021	Grade 3 and 4	177	77	79
	Grade 7	173	62	70
	Grade 10	165	70	73
2019-2020	Grade 3 and 4	150	75	77
	Grade 7	143	65	69
	Grade 10	24	71	73
2018-2019	Grade 3 and 4	235	79	80
	Grade 7	175	61	71
	Grade 10	130	71	72

"How many adults at your school care about you?"

SLS— Students with Diverse Abilities		Number reporting 2 or more adults who care	%	Provincial Average
2020-2021	Grade 3 and 4	10	53%	68%
	Grade 7	23	74%	66%
	Grade 10	15	58%	64%
2019-2020	Grade 3 and 4	10	63%	69%
	Grade 7	18	69%	67%
	Grade 10	n/a	n/a	66%
2018-2019	Grade 3 and 4	18	64%	65%
	Grade 7	17	63%	64%
	Grade 10	14	78%	65%



Creating a climate that supports children, youth and families that is respectful, welcomes diversity and acknowledges cultural consideration is paramount. School and district staff are pivotal to the district achieving the goal to increase school connectedness and learner belonging. Staff build positive relationships within the learning community, develop and support social-emotional learning, and support learners to own their learning so they can be successful.

To support learners in human and social development, especially in “Educational Outcome 3: Learners Will Feel Welcome, Safe and Connected to their School,” SD8 provides several resources. SD8 also focuses on implementing the BC Ministry of Education and Child Care “Mental Health in Schools Strategy,” which includes cultivating system-wide well-being through compassionate leadership using targeted professional development, including:



These resources also provide schools with the tools and supports to build capacity for mental-health promotion, using professional development that targets:

- Social-emotional learning
- Mental-health literacy
- Trauma-informed practice
- Self-regulation training, embedding mental well-being throughout learning environments

And, finally, resources will provide learners and staff with the tools to understand, respect and respond to diversity. All learners are welcomed and supported through compassionate, professional and responsive learning environments; safe, inclusive and welcoming schools and programs; and voice, choice and flexibility for all learners.





NEUROLOGICAL AND PHYSICAL DIVERSITIES

SD8 has had several professional learning experiences with consultant Shelley Moore. The district promotes a diversity approach to education, recognizing that physical abilities and neurological differences between learners constitute natural variations amongst individuals. Following the work of Shelley Moore and other presenters, such as Todd Rose (*The End of Average*, 2016), SD8 focuses on learner strengths as unique learning abilities rather than disabilities.



District-wide competencies related to academic success, creativity and imagination, citizenship, and resiliency of learners with exceptionalities are addressed through the support of trained specialists comprising of inclusion support teachers, school psychologists, occupational therapist and physiotherapist services, hearing resource teacher, vision teacher, speech language pathologists, speech language pathologist assistant, mental health and addictions coordinator, manager of safe schools, English language learner coordinator, and services for learners requiring assistive and augmentative technology.



The programming offered through these supplemental services varies depending on the educational needs of each student. Most students will receive support within the classroom; others may receive some services outside the classroom in one-on-one or small group settings. Sometimes indirect service and resources are provided to the classroom teacher with no direct service to the student.

The Individual Education Plan (IEP) outlines goals and supports for children.

Specialized Supplemental Services

To support SD8's unique learners, a variety of services are provided through inclusive education.

Specialized supplemental services may include one

The programming offered through these supplemental services varies depending on the educational needs of each student. Most students will receive support within the classroom; others may receive some services outside the classroom in one-on-one or small group settings. Sometimes indirect service and resources are provided to the classroom teacher with no direct service to the student.

The Individual Education Plan (IEP) outlines goals and supports for children or more of the following, depending on the level of student need and the ministry designation:

- Educational assistants (typically shared support in the classroom)
- Youth and family workers
- Inclusive Education staff

School Psychologist

The school psychologist is responsible for providing psycho-educational services for learners from their entrance to kindergarten to their transition out of grade 12. School psychologists are active participants in SD8's consultation process and are also involved in determining whether learners are placed in a Ministry of Education and Child Care special-needs designation, based on appropriate documentation and assessment. School psychologists are expertly trained and experienced staff who perform assessments. School psychologists ensure that learners diagnosed with learning disabilities or those who might qualify for services through Community Living BC have an updated assessment prior to their graduation.



Speech and Language Pathologists

Speech and language pathologists (SLPs) support learners with a range of communication disorders, from simple developmental communication disorders to complex communication disorders that are often associated with other physical differences or neurodevelopmental disorders. SLPs work with other professionals in the district and in the community to provide differential diagnosis regarding specific types of communication disorders as specified in the DSM-5.

SLPs work with families, teachers and education assistants to provide strategies and programs for learners whose communication disorders impact their academic and social learning. Augmentative communication supports are provided and supported by SLPs for learners with “physical” or neurodevelopmental disorders that limit their ability to communicate verbally. In SD8, SLPs perform a screening for kindergarten students in the spring of their kindergarten year to assess their baseline speech and language proficiency. SLPs are supported by a trained and experienced speech language pathology assistant to assist in the implementation of programs.

Hospital Homebound Teacher

Hospital homebound services are provided for learners who are at home or in hospital for an extended time due to physical or mental illness, an accident or, in some cases, a refusal to attend school. Hospital homebound services are temporary and not considered an educational program; however, most referrals require additional support to transition learners back into the classroom. Transition planning support includes consultation with school staff, parents, the learners themselves, community agency representatives and school district staff (where appropriate) to identify and address specific concerns.

Hearing Resource Teacher - Deaf and Hard of Hearing

The hearing resource teacher provides services to learners who may be experiencing difficulty in school because of hearing impairment or loss. Any learner at any grade level who has significant hearing impairment or loss that results in substantial educational difficulties is eligible for direct service. Consultative services may include providing information to learners, parents and classroom teachers or managing auditory equipment. The SD8 hearing resource teacher also performs kindergarten hearing screening for incoming learners to assess their baseline hearing after school entry.

Vision Resource Teacher

The vision resource teacher provides wide-ranging services that includes direct instruction; teaching to the expanded core curriculum for learners with visual impairments; resources from the Provincial Resource Center for the Visually Impaired; accessibility to print material by way of transcription and conversion using alternative formats, such as braille and large print; supporting assistive technology needs for access; arranging orientation and mobility training; and liaising with families and outside agencies. The vision teacher also provides students with instruction and guided practice in orientation and mobility for students.



Inclusion Support Teachers (District Itinerants)

Inclusion support teachers build the capacity of schools to respond positively, and with a variety of strategies, to meet the behavioural and learning needs of learners. These teachers are responsible for supporting schools in developing and implementing competency-based individual education plans (CBIEPs), providing staff with strategies to support student success, coordinating professional learning opportunities, building capacity of staff to effectively support students with diverse needs, supporting positive behaviour intervention and support (PBIS), and consulting on social-emotional and behaviour programs in the classroom.

The district inclusion support coordinator arranges learner transition to high school and their placement in district programs and also coordinates provincial outreach programs funded by

the Ministry of Education and Child Care. The provincial outreach programs help meet the educational needs of low-incidence learners in school districts. SD8 accesses these programs for consultations, resources, and in-service in the areas of inclusion, autism, special- education technology, fetal alcohol spectrum disorder, deaf and hard of hearing students, early intervention and other specific learning needs.

Mental Health and Addictions Coordinator

This position works as a liaison between the district and families to provide service to children, youth and families. This clinician consults with staff and provides resources to learners who are at risk of developing a mental-health disorder and/or showing mild and/or early signs where their functioning is impacting their home, school and social settings. The mental health and addictions coordinator supports school teams with social-emotional learning, trauma-focused schools implementation, mental wellness activities, and also provides resources for students who have or are at risk for addictions. The coordinator provides information at parent engagement nights, to school-based teams, the district-based team, and in schools. The coordinator is also a member of the Health Promoting Schools provincial team, supports both physical and mental health in schools and is a key member of the district's critical incident response team.

English Language Learner (ELL) Teacher Coordinator

Schools support English language learning (ELL) with inclusion support teacher services. ELL learners are supported to learn English while being immersed in classroom-based instruction in the English Language. The English language learner teacher coordinator (ELLTC) is an ELL resource teacher who assesses and evaluates ELL learners to determine their level of language proficiency in oral language, reading and writing. The ELLTC consults and communicates with school inclusion support teachers (ISTs), classroom teachers, teacher counsellors, inclusive education staff, principals, and parents to prepare and successfully implement the Annual Instructional Plan (AIP) for ELL learners. Intercultural goals are also included.

The ELLTC recommends and provides appropriate print, digital and multimedia resources specifically written and created for ELL learners. They provide continual support for successful universal teaching strategies and appropriate adaptations that are universally designed for ELL and at the same time benefit all learners. ELLTC also organizes professional learning for educators to address the core competencies, Ministry of Education curricula, ELL standards, cultural proficiency and best practices in teaching language proficiency.

Occupational Therapists

Occupational therapists provide services to learners with orthopedic, neurological, muscular, spinal, joint or sensory dysfunction, as well as those with cognitive and complex neuro- behavioural conditions. The occupational therapists work primarily with learners in grades K to 7 and those with complex neurological and/or muscular dysfunction.



Physiotherapist

Physiotherapists support learners who have significant physical or sensory-motor limitations that impact their activity and participation in school. They deliver a mix of consultation, assessment and therapy. The physiotherapist works with K to 12 learners.

Manager of Safe Schools

The manager of safe schools (MSS) is responsible for coordinating safe schools supports and services for students and staff. The MSS provides a variety of training: violence threat risk assessment, verbal intervention, lockdowns, hold and secure, parent engagement nights, professional learning workshops, etc. The MSS coordinates student safety plans and violence threat reports. The MSS is responsible for emergency preparedness, evacuation responses, liaising with RCMP and Nelson City Police, coordinating the restorative justice project in schools and is an integral member of the critical incident response team. The MSS is also the SOGI lead, sexual-education coordinator, and supports the development of safety administrative procedures.

Education Assistants (EAs)

EAs work to support of students primarily in the classroom setting, under the direction of the classroom teacher and inclusion support teacher to:

- Support a student in becoming an independent learner by implementing strategies in the classroom as directed by the classroom teacher.
- Implement learning accommodations developed by the classroom teacher, and/or IST, as outlined in the Individual Education Plan (IEP).
- Prepare materials for specific children, where appropriate, such as picture exchange communication systems or countdown strips.
- Document observed behaviours and/or demonstrations of a child's learning for review as part of the IEP planning process.

Assistive Technology Supports

The district recognizes the importance of providing diverse learners with technology support to assist in accessing, developing and showcasing their learning. Our learners are supported with both hardware supports (machines, devices) and software supports (learner accommodation programs).





CULTURAL DIVERSITY

The English language learning teacher coordinator (ELLTC) provides resources and support for English language learners, as well as inclusive education services that support learners to achieve cultural and linguistic competency and proficiency. The ELLTC supports learners in acquiring strong foundational skills and core competencies, personalized learning experiences, and an appreciation for vast cultural worldviews and perspectives.





SUPPORTED TRANSITIONS

Transition planning is the preparation, implementation and evaluation required to enable students to make major transitions during their lives: from home or pre-school to school; from class to class; from school to school; from school district to school district; and from school to the community in the form of post-secondary learning or work.

Effective transition planning is important and can impact learners' experiences of connectedness and belonging. Comprehensive transition planning that reflects a learner's strengths provides the foundation for successful transitional experiences. By developing individualized learner transition needs, equity and resiliency can be fostered in all learners and in their educational programming. As children move into and through the K to 12 education system, there are a number of transitions to navigate.

Early Years

Early-years kindergarten planning for learners with diverse learning abilities takes place each spring. The purpose of this planning is to effectively transition children into kindergarten by collaboratively sharing information between families, community agencies and district employees.

Kindergarten Transition

Children in SD8 who are supported through the Creston Early Learning Program (CELP), are invited to a joint kindergarten transition meeting with CELP and SD8. The Creston inclusion support teacher and other inclusive-education staff, in conjunction with a child's school staff, help manage the transition to school for kindergarten students in Creston already identified with diverse learning needs.

If a child is identified with diverse learning needs in other areas of the district, the connected inclusion support teacher and other inclusive-education staff, in conjunction with a child's school staff, help manage the transition to school for kindergarten students.

Parents/guardians of incoming kindergarten students are encouraged to register their child as soon as registration opens in the new year of the year the child turns five years old, and they are encouraged to attend "Ready, Set, Learn" and kindergarten orientation school events held each spring for children attending kindergarten in the fall.

Transitioning from One Grade to the Next

Each spring, schools begin reviewing their projected enrolment for September. Before the end of the school year, plans are already underway for the placement of students with diverse needs into classrooms. The school principal works closely with a child's inclusion support teacher, teacher counsellor, and classroom teacher(s) to determine which classroom will best suit the learning needs of children for the following school year. The exact classroom placement is finalized during the first weeks of school in September.



Changing Schools within SD8

If a child is moving to the next level of school within SD8 (e.g. middle school or high school), transition planning is initiated by staff in the early spring or sometimes earlier if a child has complex needs.

Transition planning typically involves a child's current inclusion support teacher, classroom teacher, and teacher counsellor who meet with the receiving school's inclusion support teacher, classroom teacher, and teacher counsellor, along with the district's inclusion support teacher for the school(s) and possibly other members of the district's inclusive education team. Meetings include parents to share with them a child's IEP and to discuss the specific learning needs for transitions.

Arrangements are often made for a child to visit the receiving school in the spring and to meet the new principal and school staff.

As with all transition planning, school staff work closely to determine which classroom will best suit the learning needs of children the following school year.

Transitioning from Grade 12 to the Community (Post-Secondary or Work)

Transitioning into adulthood requires coordination and planning. It is important that parents/guardians prepare for this transition well before their child turns 19 years of age. In some cases, there are arrangements that need to be made with Community Living BC (CLBC) and other agencies to ensure that a smooth transition takes place. It is recommended by the Ministry of Education that this planning begins when a learner turns 16 years of age (at the end of Grade 10 or into Grade 11).

School staff can assist with transition by including specific goals within the learner's competency-based IEP. There is also a parent information meeting that takes place annually at secondary schools (LVR and PCSS), where individuals from community-based agencies, such as CLBC, Selkirk College, College of the Rockies, WorkBC, etc., answer questions and provide information during this important time to promote a smooth transition.





MENTAL HEALTH AND WELL-BEING

SD8 works to ensure that learners have the support they need to thrive. By focusing on priority needs such as prevention, promoting mental well-being, and reducing the stigma that is often associated with mental illness and addictions, learners are learning how to recognize mental wellness. They are also learning when to seek help from others, how to access supports and how to proactively and confidently address issues.

Fostering social-emotional learning is a key competency for success at school and in life. Social and emotional learning is a set of specific skills that help learners set goals, manage their behaviour, build relationships and process or remember information. These skills impact a person's mental well-being and are connected to educational success and employment. School leaders have identified the need for more teacher professional development in the area of social-emotional learning.



Mental-health literacy is the knowledge and understanding of how to develop and maintain mental well-being, identify risk factors and signs of mental health challenges, and access help when needed. An important aspect to mental-health literacy education is the elimination of the stigma of mental health illness and the empowering of learner self-efficacy in managing mental health. In 2021-2022, a significant amount of our work in this area was on providing information and supports for all students in classrooms, in conjunction with classroom teachers, to demonstrate the need for mental wellness for all students.

Trauma-informed practice promotes inclusive and compassionate learning environments, understanding coping strategies, supporting independence and helping to minimize additional stress or trauma by addressing individual learner needs. The significance of addressing trauma through research-based pedagogies is critical for ensuring that our most vulnerable learners are successful in school.

Schools play an important role in supporting the development and maintenance of well-being for children and youth. Mental Health Literacy is focused on addressing learner mental health by helping educators create emotionally healthy learning environments, promoting early identification of learners who may be struggling with mental-health issues, reducing the stigma of mental health and providing support for access to specialized supports.

In 2021-2022, SD8 fostered mental health and well-being through a wide variety of programs, approaches, practices, training and strategies, summarized in the follow pages.



Connection

- Positive Behavioural Interventions and Supports (PBIS) in elementary schools: PBIS is a multi-tiered framework for learning to support clear and consistent behavioural expectations and promoting safety across the school community. SD8 was an early adopter of PBIS, and all elementary schools have had PBIS training. In 2021-2022, district inclusion support teachers supported the ongoing implementation of PBIS in all elementary schools.
- **MindUp:** A pilot program implemented in elementary schools, MindUp teaches the skills and knowledge children need to regulate their stress and emotion, form positive relationships, and act with kindness and compassion.
- **Self-regulation:** Most inclusion support staff in schools and many education assistants have received several training sessions in executive function strategies from expert Sarah Ward. These strategies assist learners with self-regulation, identifying “first/then,” and help learners to navigate the classroom environment more effectively.
- **Open Parachute:** Learners in several schools learned about mental health, the signs and symptoms of mental illness, how to reduce stigma, strategies for maintaining positive mental health, and how to access suitable resources to address mental-health concerns.

Children and Youth in Care

- A full-time mental health and addictions coordinator was hired.
- The district is working with the ministry to improve engagement with Ministry of Children and Family Development (MCFD) and Child Youth Mental Health (CYMH). Currently, there is limited sharing of information.
- The district is collaborating with local delegated authorities, such as Kinbasket Child and Family Services.

Learners with Disabilities and Diverse Abilities

- The district is ensuring the identification and support of learners with diverse abilities.
- The district is holding regular school-based team and district-based team training and meetings.
- The principal of each district school reviews learners with diverse abilities four times a year.

Conflict Resolution

- WITS (walk away, ignore, talk it out and seek help) teaches learners to have positive relationships and use peaceful resolution to solve peer conflict and develop social- emotional skills. Resources in WITS kits include Aboriginal content. Some schools have started to re-use WITS in the past year.

English Language Learners

- English language learner (ELL) language support provides direct support for English language learners in their schools. ELL support helps teachers foster belonging and connection for learners in their neighbourhood school.



Social Thinking

- Led in part by district occupational therapists and speech language pathologists, some elementary schools are implementing programs, such as Incredible Flexible You, to promote self-regulation, social thinking and related social skills, which in turn promote belonging and connectedness.
- District schools are increasing their capacity in learning and using trauma-informed practices through complex trauma resources (CTR).
- Increasing awareness, support, and education for and with learners who identify as 2SLGBTQ+.
- Work with learners and staff in schools to help them complete projects in their schools, such as PRIDE flag installations, bathroom signage, identification of school allies and SOGI groups, PRIDE rainbow painting, and other activities.

Mental-Health Literacy

Mental-health literacy is defined as understanding how to obtain and maintain good mental health, understanding mental disorders and related treatment, decreasing stigma about mental illness, and enhancing help-seeking efficacy. In 2021-2022, the Mental Health Literacy and Teach Mental Health Literacy programs were made available to all teachers.

Approximately 40 teachers in the district have taken these programs.

Trauma-Informed Practice

During the 2021-2022 school year, the district once again contracted with Dr. Chuck Geddes and Angela Murphy of Complex Trauma Resources (CTR) to provide training, consultation and resources to staff throughout the district. Over the past two years, over 400 SD8 staff have been trained in this area, and many staff have undertaken multiple training opportunities.

Throughout this past year, Angela Murphy has provided ongoing consultation to a group of six elementary schools to build capacity and understanding of trauma-informed practice to help students connect and form relationships at school. Dr. Geddes also provided an engagement session for parents and community members to provide caregivers with an understanding of trauma and tools they can use to support family members who have experienced trauma.

SD8 strives to provide optimal environments for learning by fostering school connectedness and by preventing and intervening in instances of bullying and other worrisome behaviours.



Social-Emotional Learning

The district fosters social and emotional learning for families with programming that includes parent engagement sessions:

- School-district and community-agency partners collaborate to support family and learner well-being through both in-school and community programming.
- The mental health and addictions coordinator and the manager of safe schools regularly host family information nights and attend school PAC and DPAC throughout the year to present information and support engagement.
- Everyday Anxiety Strategies for Educators (EASE). EASE helps educators teach learners in elementary grades strategies to address the thoughts, feelings and behaviours associated with anxiety, while also supporting social and emotional learning and mental-health literacy of educators through a professional development course.
- The district facilitates connection and collaboration with local agencies, such as the Ministry for Children and Family Development, Child Youth Mental Health, Nelson Community Services, FreedomQuest, ANKORS, Kootenai Art Therapy Institute and others to provide supports for learners.
- The district connects with agencies and families to secure supports and services in-person and virtually through PEACE program, COINS, Community Living BC, The Foundry, Children's Help Line, Valley Community Services, WEG Community Services, BC Children's Hospital and others.





SCHOOL SAFETY

SD8 supports comprehensive training for employees to support the principles of a safe and caring school environment. This training is overseen by the manager of safe schools, who acts as the district's coordinator of safe schools.

In partnership with parents, SD8 has a critical role in educating youth about healthy boundaries and relationships. SD8 strives to be a strong voice for positive change in its learners' lives by addressing issues, such as sexual misconduct and violence, that continue to plague communities and disproportionately impact the lives of girls and Aboriginal youth. The focus on safety and healthy relationships is central to provide programs and services to learners.

Learners will understand they are in a safe environment if the district has a comprehensive response to threatening or worrisome behaviours. The violence threat risk assessment (VTRA) and worrisome behaviour procedures create and maintain an environment where learners, staff members, parents and others feel safe when there is a threat of violence. The VTRA protocol may be used in situations where there is a threat of violence by or toward members of the school community. If the school-based VTRA team identifies indicators that a learner may be on a pathway toward violence, the team can intervene to decrease the risk of violence, prevent injury and assist the learner in accessing support.

During the 2021-2022 school year, the district updated the administrative procedures with regard to student safety and violence in schools. This work has had a positive effect of streamlining procedures and creating consistency throughout the district.





SEXUAL HEALTH AND GENDER IDENTITY (SOGI)

Honouring the human rights of learners and their families and reducing homophobia, transphobia and other barriers serves to support a safe and supportive environment. SD8 provides learning opportunities for learners that focus on valuing diversity and respecting differences, human rights and responses to discrimination.

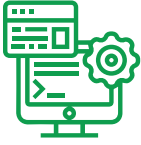
To enhance SOGI services during 2022-23, SOGI leaders will once again be established to support events and activities in schools. These leaders will gather three times during the year to plan SD8 events and create collaborative opportunities between school sites and various groups.

INCLUSIVE SEXUAL-HEALTH EDUCATION

SD8 continues to support the physical and health education curricular competencies of social and community health and mental well-being by delivering inclusive sexual-health education. Inclusive sexual health provides youth with comprehensive and accurate sexual-health information that is appropriate for their age, cognitive development and cultural context.

Professional development focuses on developing teachers' confidence, knowledge base and competence so they can deliver inclusive and shame-free lessons.





TARGETED MINISTRY-FUNDED PROGRAMS

- CommunityLINK funding provides targeted supports offered by a contracted child and youth mental-health clinician in Creston, through Strengthening Families.
- CommunityLINK funding provides targeted supports offered at the HUB at Kootenay River Secondary School.
- In the Slocan Valley, CommunityLINK funding supports art therapy and counselling services for learners.
- With the Food Equity Program, all schools were supported with financial resources to assist with the nutrition of vulnerable students in the district. Approximately 500 students were supported in 2021-2022, most of them either daily or weekly.

After-School Sports and Arts Initiative (ASSAI)

The After-School Sports and Arts Initiative (ASSAI)'s objective is to enhance children's well-being through creative arts, sport and physical activity. In SD8 in 2021-2022, the ASSAI program was offered at two schools and provided programming throughout most of the year. In total, over 100 students accessed the programming.





EDUCATION, TRAINING AND ENGAGEMENT

Ongoing Professional Learning for Staff

- Compassionate Systems Leadership (CSL)
- Everyday Anxiety Strategies for Educators (EASE)
- Mental-health literacy, staff training provided through Selkirk College
- Counsellor training in mental-health curriculum through the coordinator of mental health and addictions
- Staff training in violence threat risk assessment through the manager of safe schools
- Staff training in crisis prevention and intervention (CPI)
- University of British Columbia Mental Health Literacy course
- Trauma-informed practice through Complex Trauma Resources (CTR)
- ACEs (Adverse Childhood Experiences) training

Programming for Trauma-Informed Practice (TIP)

- Trauma-informed professional development workshop for school administrators, teachers and education assistants.
- Mental-health clinicians offer professional development sessions to staff.
- Ministry of Education and Child Care trauma-informed webinars are made available to staff.
- Aboriginal youth and family liaison workers and Aboriginal education assistants have been given access to trauma-informed practices online courses.



Programming for Drug and Alcohol Education

Educators

Programming for drug and alcohol education for educators including professional development sessions with mental health clinicians.

Learners

- District-wide vaping education curriculum has been developed for grade 6 to 10 learners
- Mental health and addictions coordinator works with staff in presenting information and supports for learners with addictions.
- district-based team (DBT) meets regularly and supports learners referred with drug and/or alcohol addictions, providing resources, support and referral assistance for outside agency intervention (e.g., ANKORS)
- training and support from Interior Health: Health Promoting Schools.
- training and support provided by mental health and addictions coordinator and manager of safe schools.

Parents/Families - Including Engagement Activities

- parent engagement sessions each year on vaping, substance misuse and mental health
- parent sessions/training on trauma-informed practices
- parent sessions/training on addictions, including digital addictions





STRATEGIC PRIORITIES AND FUTURE DIRECTIONS

This annual “Equity, Inclusion and Diversity Continuous Learning Report” supports the learning goal outlined in the district’s strategic plan. SD8 provides opportunities for all learners to achieve success in the following areas:

- Literacy
- Numeracy
- Inclusion
- Indigenization

SD8 provides conditions that foster success for all learners, including:

Equitable access to and equitable participation in quality education for all learners:

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

SD8’s “Focus. Learn. Excel.” initiative concentrates on learning goals from the board of education strategic plan. These goals are addressed by:

- Improving learning and assessment
- Supporting vulnerable learners
- Literacy and numeracy
- Enhancing learner supports

Staff engage in robust professional learning opportunities facilitated by renowned education professionals. Staff also have opportunities to contribute to district communities of practice in several educational domains, such as literacy, numeracy and early learning.





CONCLUSION

All SD8 learners are unique learners and have the right to equitable access to and participation in quality education. SD8 staff value diversity and respond to the diverse social and cultural needs of the individuals and the communities in which we learn, lead, and work.

By promoting the understanding of others and respect for all, and by creating safe and welcoming learning and environments that are free from discrimination, harassment and violence, educational excellence and equity are attainable.





Memorandum to the Board of Education PUBLIC

FROM: Trish Smillie, Superintendent
DATE: September 13, 2022
SUBJECT: Anti-racism and Cultural Safety

For Information

Information

This Anti-racism and Cultural Safety Report outlines the School District No.8 (Kootenay Lake) anti-racism work completed that has led to adult, student, and community learning and [Policy 331: Anti-Racism and Cultural Safety](#) and outlines accountabilities outlined in [Administration Procedure 331.1 Anti-racism and Cultural Safety](#). The [report](#) can be found on the school district website and is attached for review.





School District 8
Kootenay Lake

Anti-racism and Cultural Safety Report



ACKNOWLEDGEMENT

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



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INTRODUCTION

This report outlines the School District No.8 (Kootenay Lake) anti-racism work completed that has led to adult, student, and community learning and [Policy 331: Anti-Racism and Cultural Safety](#) and outlines accountabilities outlined in [Administration Procedure 331.1 Anti-Racism and Cultural Safety](#).

Why is the Anti-Racism and Cultural Safety Policy needed?

Both internationally and nationally, there is a history of racism embedded in institutions, described in personal stories and lived in personal experiences. While racism is long-standing, it is not appropriate to accept. SD8 is stepping forward collectively to dismantle systemic racism and all types of racism that continue to permeate our society.

In full support of Canada's Truth and Reconciliation's Calls to Actions, the [United Nations Declaration on the Rights of Indigenous Peoples](#), [Declaration on the Rights of Indigenous Peoples Act](#), the [United Nations Declaration on the Rights of the Child](#), [Missing Murdered Indigenous Women and Girls Calls to Justice](#), and the [Canadian Charter of Human Rights and Freedoms](#), the SD8 Anti-Racism and Cultural Safety Policy and supportive administrative procedures provide governance and structure to address these wrongs.





BACKGROUND

Canada has committed to the *Truth and Reconciliation Commission of Canada: Calls to Action*, including Section 7 under Education: “We call upon the Federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians” (2015, p.1). The Organisation for Economic Co-operation and Development (OECD) defines equity as “ensuring that education outcomes are the result of students’ abilities, will and effort, and not the result of their personal circumstances” (OECD, 2016, p. 39).

SD8 has begun the conscious work of examining systems, beliefs and understandings to continue to develop the knowledge and skills necessary for a transformational change in diversity, equity, and inclusion. This is the beginning of a story about uncovering what has been unconsciously not seen, observed and thereby supported. It is no secret that racism exists: unmarked graves on former residential schools, Missing and Murdered Indigenous Women and Girls, national income rates of minoritized citizens, and ongoing education achievement gaps. The shared political, social, and economic landscape changes, awareness grows and so must systems.

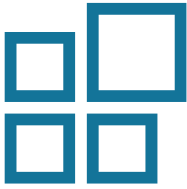
SD8’s Board [Policy 580: Respectful Workplace](#) states that violence, hatred and discrimination on the basis of racial identity have no place in the school district. Anti-racism is the practice of identifying, challenging, preventing, eliminating and changing the values, structures, policies, programs, practices and behaviours that perpetuate racism.



The Ministry of Education and Child Care is similarly developing anti-racism materials and is working with teachers and community partners to create an inventory of K-12 anti-racism and diverse cultural experiences, learning and teaching resources with a particular focus on the BC context. This is complementary to B.C.’s K-12 provincial curriculum, which directly supports students in student growth. The personal and social core competencies include the awareness, understanding and appreciation of connections among people and encourages the study of topics related to diversity and inclusion through the investigation of local contexts and student interests.

As school districts lead the development of [Educated Citizens](#), we need to ensure that this education aligns with holistic values of citizenship K-12. The responsibility to be part of a positive change is a commitment to seeing the world as a safe, respectful, and inclusive world where everyone belongs and is celebrated for their unique self.





ACTIONS

Over the last number of years, SD8 has acted to ensure that anti-racism beliefs and practice remain a priority for schools and the district.

2018-2019

In 2018-2019, the SD8 Aboriginal Equity Scan began with a small team who came together to develop a tool kit with the goal of developing common language and awareness of inequity. The toolkit was shared district-wide with the Board of Education, staff, and students. The toolkit emphasized personal reflection, personal understanding, and a definition of equity.

2019-2020

In 2019-2020, through a district-wide survey, SD8 continued to build common language and expose gaps, thus collecting valuable data of voice and experience. In addition, individualized student tracking for graduation plans and individualized student support for on-reserve students during the pandemic was prioritized. SD8 continued to amplify student and community voice through district and school events.

2020-2021

In 2020-2021, Ivan Coyote was welcomed as a keynote speaker at the district learning series. Through the art of storytelling, Ivan shared their connection to a grandmother whose unconditional love strengthened an inner sense of identity. This powerful relationship grew at a time when the world was often cruel, closed-minded, and unaccepting of individuals who did not fit gendered, cookie-cutter roles. A lesson shared by Coyote shifted our district's practice in email signatures to recognize gender-specific pronouns. This shift in communication was necessary and timely in SD8.

The commitment to equitable work is designed alongside district anti-racism work. For example, on the October 23, 2020 Provincial Professional Development Day, in partnership with Selkirk College and the Mir Center for Peace, SD8 organized a fulsome day of workshops focusing on anti-racism and intercultural awareness. What was unique about this was the conscious core belief of removing barriers in order to foster full participation. The tragic death of George Floyd in 2020 heightened awareness of racism in systems and structures, including education. Our keynote speaker, Desmond Cole, author of the book *The Skin We're In* is a Canadian author, dynamic speaker, and an activist working to illuminate the issues of systemic racism. He is a voice who debunks the myth that racism is not a Canadian problem. The closing speaker was Ktunaxa scholar and leader Dr. Christopher Horsethief, who ended this day challenging participants to commit to their own next steps in reconciliation. Everyone left a little more aware of racism in the Kootenays both inside and outside our learning institutions.



2021-2022

Professional development and learning opportunities in 2021-22, included:

1. The Honorable Murray Sinclair, shared teachings on Reconciliation as a national and personal commitment.
2. Chelsey Gooden, a local advocate and member of [Intercultural Kootenay](#) shared her experiences and suggestions from a BIPOC community member.
3. Elder Robert Louie from Yaqan Nukiy, shared the Ktunaxa creation story district-wide.
4. Kevin Lamoureux offered stories and teachings on personal commitments to Reconciliation, as an afternoon keynote speaker during the Spring Professional Development Day.
5. Okanagan Nation Indian Residential School Survivors shared stories with school leaders in April 2022.
6. Indigenous teachings and topics for professional development: bead workshops, Two-Spirit teachings, Elder teachings, plant medicines, canoe counseling, social justice, Moose Hide Campaign, Circle of Courage, restorative justice.
7. Métis Awareness Month: Métis Fiddling, an afternoon with stories and teachings from Maria Campbell, “The Break” book study, teachings from West Kootenay Métis President, Don Courson and Director, Chris Yates.
8. Pow Wow teachings: Jingle dress, Elder Robert Louie, Aunty Connie, Shirley Hill, Luke Whiteman, Deanne Hupfield, Jared Basil, Moose, Eagle Bear Spirit
9. International students participated in a celebration of local histories and traditions. In addition Canadian histories were shared for our international students.
10. International students had a day of celebrating their cultures. The L. V. Rogers Secondary School Intercultural Ambassadors’ club sponsored a cultural event to share food and traditions from their home country.
11. Global Intercultural Studies and Global Intercultural Experiences are two locally approved Board Authority Authorized (BAA) courses sponsored by the Kootenay Lake International Program. Both courses are four credits and specifically focus on intercultural skills and knowledge development through a social justice lens.



By inviting students and guests to share their authentic voice, national and local perspectives, anti-racism work continued to be woven into all learning, district-wide. Supporting the Board in ensuring that all education partners are included in the development of the anti-racism policy, the anti-racism team worked with SD8 students in December 2021 to participate in a 2.5 day workshop, where a “Student’s Tending the Fire Toolbox” was created.

The “Student’s Tending the Fire Toolbox” was intended to educate, inform and personalize the topic of anti-racism for SD8 learning communities. For example, the toolbox contains activities, insights and recommendations from BIPOC students (Black, Indigenous and People of Colour). The toolbox was shared with the Board of Education, staff, PACs, DPACs, students, and the District Student Voice Council who presented to student school leaders at the Student Symposium.

Additionally, the SD8 Kootenay Lake Anti-racism Advisory Committee began a series of bi-weekly meetings guided by a formal process for the drafting and development of the Anti-racism and Cultural Safety Policy.





PUBLIC ENGAGEMENT

Public Engagement Process for the Development of the Anti-racism and Cultural Safety Policy: January 2022 - February 2022

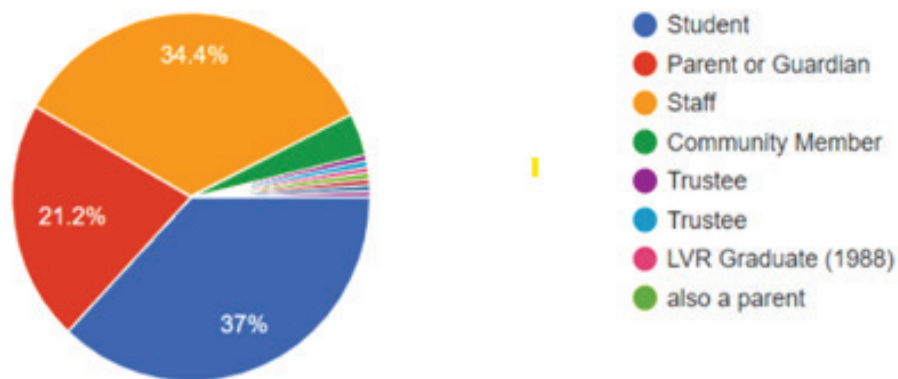
The Board of Education undertook a comprehensive public engagement process to develop an anti-racism policy in conjunction with the SD8-Kootenay Lake Anti-racism Advisory Council that was made up of trustees, school district staff, union representatives, parents and community members. The Board of Education was committed to creating meaningful and inclusive engagement opportunities where they heard directly from students, parents, staff and the community with regards to the development of [Policy 331: Anti-Racism and Cultural Safety](#).

An online survey was posted on the district website until the end of February 2022, which invited students, parents, staff and the community to share their voice. The Anti-racism Advisory Council collated the input to assist in drafting the collaborative policy which was submitted to the Board of Education in May 2022.

Respondents from the survey included students, parents, staff, As demonstrated in the chart extensive input was provided to the committee:

Are you a...

189 responses





RESOURCES AND SUPPORT

SD8 is committed to engaging in personal and professional learning about anti-racism and providing access to information for students and staff. Information on anti-racism to support staff and students can be found on the [Anti-racism webpage](#). The resources support are designed to support the strategic plan goals of learning, engagements and strengthening relationships and are organized in the following areas:

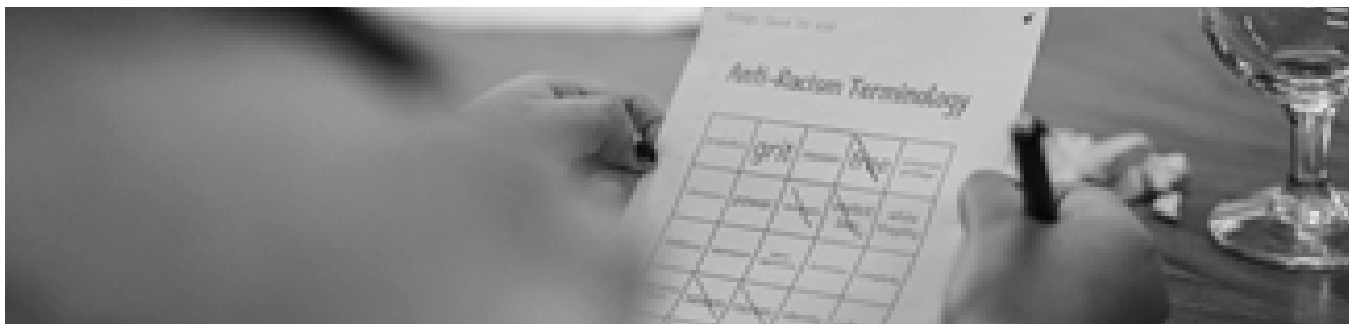
- Know - increase understanding of systemic racism
- Learn - by provide resources for deepening our understanding about racism
- Connect - students and staff to learning opportunities and local facilitators
- Act - through offering ideas to be part of the anti-racism solution

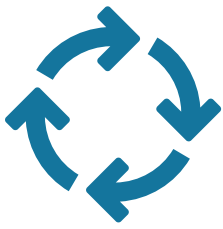
Additional resources:

- [Red Handprint Photo Series](#)
- [Annual District Pow Wow](#)
- [Métis Awareness Month](#)
- [wuqanqankimik Run Walk Wheel for Reconciliation](#)
- [Indigenous Run Walk Wheel 8 week training](#)
- [#sd8abed Check Out The Awesome weekly blog posts](#)
- [Beadwork teachings](#)
- [ABED District Resource Library](#)
- [ABED Welcome to Kindergarten](#)
- [SD8 Aboriginal Education Graduation page](#)

As communities continue the work of celebrating diversity, reconciliation and supporting all learners, SD8 is committed to ensuring that all learners are experiencing a nurturing environment. Additional data from the anti-racism survey showed that 86.9% of respondents felt an anti-racism policy was "important" or "highly important" for the SD8. This data highlights the importance of this work and is available for review:

- [Equity Scan Data](#)
- [Public Engagement Survey - 2021/2022](#)





FUTURE ACTIONS AND NEXT STEPS

Following the development of the Anti-racism and Cultural Safety Administrative Procedure, implementation will include establishing an Anti-racism and Cultural Safety Advisory Committee to ensure that the environment of inclusion, equity and respect is supported through the district and learning communities.

Through the guidance of the committee, the following actions will be prioritized, reported annually and addressed through five key themes through 2022 and 2023:

Learning and Reconciliation

- Development of an annual training and inservice plan on anti-racism and cultural competencies.
- Review Codes of Conduct using Anti-racism and Cultural Safety principles.
- Review hiring and orientation processes and make recommendations towards improvement.

Inclusive and Anti-Racist Curriculum and Resources

- Support the evaluation, creation, and maintenance of district and school resources and authentic cultural resources to guide schools and learning.
- Develop an administrative procedure for equitable compensation of community knowledge keepers.
- Continue to celebrate national and international cultural awareness through awareness events such as Orange Shirt Day, Black History Month, Asian Heritage Month, Latin American Heritage Month, and others.

Home, School and Community

- Develop school and district protocols, procedures and practices to respond to racist reports.
- Establish a district process for investigating and resolving incidents of racism.
- Continue to support new to Canada families and provide community resource information at the SD8 Welcome Centre.

Accountability & Measures of Success

- Investigate a measurement tool, school scanning tool, data tools and assessment process to evaluate anti-racism work.
- Engage students to hear their perspectives on anti-racism towards improving structures.

Processes of Restitution

- Communicate processes of restitution and healing to students and families in the case of a racist experience.





CONCLUSION

SD8 acknowledges that there is more work to do and systemic racism will not go away without committing to the brave work of critically examining existing systems and structures. As shared by Robin Wall Kimmerer, “We are told that stories are living beings, they grow, they develop, they remember” (Kimmerer, 2020, p.386).

The story of racism is more than acts by individuals, it is the beliefs inherited in contemporary systems. We have a shared responsibility to value and celebrate all individuals and all cultures and to lead this cultural change. In leading this work, SD8 will be stronger and closer to changing this dark story and emerging from it. SD8 will continue to grow awareness and challenge all forms of racism and inequity.



Memorandum to the Board of Education PUBLIC

FROM: Trish Smillie, Superintendent
DATE: September 13, 2023
SUBJECT: Trustee Inquiry: Trades Funding

For Information

Introduction

This memorandum outlines trades funding in SD8.

Background

SD8 Kootenay Lake Trades Training program supports students in realizing their career and workforce entry goals through apprenticeship and dual credit foundation level training at regional post-secondary institutions.

The SD8 Trades Training program is comprised of the following pathways, intended to support a scaffolded entrance to a career in the trades at the graduation program level in grades ten through twelve through several opportunities:

Grade	Program	Description
Focus grade 10/11	ITA Youth Explore Trades Skills	<ul style="list-style-type: none"> In school course taught by a teacher Exploratory trades overview containing multiple trades modules Tuition free
Focus on grade 10/11	ITA Youth Explore Trades Sampler	<ul style="list-style-type: none"> Blended in school and college introductory program Full semester program Tuition covered by SD8
Grades 10-12	ITA Youth Work in Trades	<ul style="list-style-type: none"> Community-based apprenticeship program Elev8-DESK supported in summer Tuition free
Primarily grade 12	ITA Youth Trades Training	<ul style="list-style-type: none"> Student is fully enrolled in dual credit program at college for a semester or full year depending on program type Tuition is covered by SD8

Information

Tuition for the dual credit Youth Train in Trades Foundation programs at our post-secondary institution partners is covered in full for students enrolled full time at Selkirk College and College of the Rockies for the duration of the program, provided they are:

- Have not previously graduated



- Will not turn 19 by end of June 30th in the year of program enrollment

Students in grade twelve who inform their school of their intention to enroll post-grade twelve in a dual credit foundation at their local college, provided that it has been part of their three-year trades graduation plan, will receive some supplemental tuition supports through a voucher from SD8 to the College, similar to a scholarship voucher.

Students enrolled in the Youth Work in Trades Apprenticeship program are also eligible to receive an additional \$1000 scholarship voucher provided they meet the specified hours of apprenticeship training and maintain a C+ average in high school. Other scholarship opportunities exist for students in the Trades Training program as well, including the district-administered District Dogwood Authority Scholarship with an ADST/Trades focus area.

During the 2021-22 school year, the provincial ITA Youth funding model underwent revisions with a new framework in place starting 2022-23. This funding model provides structure, accountability, and some flexibility for districts to ensure students are receiving program supports, and districts have the resources to deploy those supports through staffing, financial supports, and other means of ensuring an equitable and barrier-reduced access to their career program of choice.

Currently, families remain responsible for any college tuition deposit fees and textbook or equipment fees as designated by the College. Students or families who require additional supports may contact either the school or the district to receive an additional sponsorship either through the college or through supplemental equity supports as identified in a culturally safe context through referrals, requests, or conversations with the school based team or district trades training team.

SD8 is developing a draft Trades Training and Dual Credit Equity Sponsorship Framework to ensure students receive a barrier-free trades training education.

Resource Links

[ITA Youth Trades Training](#)

[SD8 Trades Training](#)

[SD8 Kootenay Lake-Youth Train in Trades Video](#)



SD8 Trades Funding Model 2022-23

Program	Students are funded for...	Family covers...	Other Supports (Equity)
Youth Train in Trades*			
<ul style="list-style-type: none"> Foundation (College terms vary) 	<ul style="list-style-type: none"> Tuition covered by SD8 for Selkirk and College of the Rockies only 	<ul style="list-style-type: none"> College registration fee (\$30-\$40) Textbooks (\$600+) Non-refundable seat deposit (\$200-\$250) Refundable tool deposits (\$100 - \$250) <i>except</i> for Selkirk Hairstylist <u>Pro-Cook</u> 1, and Fine Woodworking Non-refundable tool expenses 	<ul style="list-style-type: none"> Contact your school Principal Students may be eligible for Equity Fund in 2022-23
<ul style="list-style-type: none"> Apprentice Level 1 (1500 hours is prerequisite) college term is 6-8 weeks long 	<ul style="list-style-type: none"> Tuition covered by SD8 for Selkirk and College of the Rockies only 	<ul style="list-style-type: none"> College registration fee (\$40) Any textbook fees or remaining costs 	<ul style="list-style-type: none"> Contact your school Principal Students may be eligible for Equity Fund in 2022-23
Youth Work in Trades	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> n/a (possibly work boots) 	<ul style="list-style-type: none"> 900 hours & C+ average in Grade 12, plus all 4 YWT courses = \$1000 ITA Award upon completion (direct to student)
Youth Trades Sampler	<ul style="list-style-type: none"> College tuition portion (\$750) 	<ul style="list-style-type: none"> Work boots 	<ul style="list-style-type: none"> n/a

SD8 will develop a Trades Training & Dual Credit Equity Framework and will continue to develop trades training program availability to all students across SD8, especially those who are identified in underserved populations including students with diverse needs, Indigenous students, and female-identifying or 2SLGBTQ+ students.



Memorandum to the Board of Education PUBLIC

FROM: Trish Smillie, Superintendent of Schools
DATE: September 13, 2022
SUBJECT: Student Trustees

For Information

Introduction

This memorandum provides an overview of the guidelines and application process for students applying to become a Student Trustee in School District No. 8 (Kootenay Lake).

Information

The Student Trustee Program demonstrates the the importance of student leadership and the contribution our students make to the learning process. Student Trustees may serve up to a two-year term beginning in their grade 11 year. Two Student Trustees will represent each high school in SD8.

To be selected for the position of Student Trustee, the student must meet the following qualifications:

- Be a student in SD8.
- Be in grade 11 or 12 of the school year in which they hold the position.
- Have parental/guardian consent (if under 19 years of age).

Students are required to submit the following in their application package:

- Parent/guardian permission
- Resume
- Reference letter
- One-page answer to one of three questions

Student Trustees will be selected by September 30th and provided with an orientation session prior to their participation in a meeting of the Board of Education in public.

The Student Trustee Guidelines 2022-23 are attached for review.



Student Trustee Guidelines 2022-23

Preamble

The Board of Education values the importance of student leadership and the contribution our students make to the learning process. Therefore, the Board is committed to the annual selection of Student Trustees. Student Trustees may serve up to a two-year term beginning in their grade 11 year. Two Student Trustees will represent each high school in School District No.8.

Role Description and Expectations

A Student Trustee:

- a) Is a non-voting member of the Board of Education. Therefore, they are not entitled to vote on any matter before the Board and do not have statutory powers or duties of a School Trustee under the School Act.
- b) Will attend 4/10 regular public meetings of the Board but is not entitled to be present at any meetings that are private and / or closed to the public (special / in-camera).
- c) Will participate with other Trustees in discussion and will provide a student perspective on matters before the Board of Education.
- d) Will comply with the Student Trustee Conflict of Interest Guidelines.
- e) Is not entitled to move a motion, but may suggest a motion on any matter at a meeting of the Board.
- f) Shall have access to all information and resources provided to Board Members with the exception of information related to matters which are being considered at a special / in-camera meeting.
- g) Will present a Student Trustee report at regular Board meetings.
- h) Will represent School District No.8 at the following of School/District/ Regional/Provincial events:
 - i) scheduled Board of Education meetings in students' town of residence
 - ii) Student Leadership membership / activities
 - iii) DPAC meetings
 - iv) School/District and Regional Leadership and Planning sessions
 - v) Youth Conference events
- i) Is encouraged to communicate regularly with students about the activities of the Board and to gather student input about upcoming issues facing the Board.



Eligibility and Qualifications

To be selected to the position of Student Trustee, the student must meet the following qualifications:

- a) Be a student in School District No. 8 (Kootenay Lake).
- b) Be in grade 11 or 12 of the school year in which they hold the position.
- c) Have parental/guardian consent (if under 19 years of age).

Selection of Student Trustees

Two students from each high school in the district will be selected. In order to select a Student Trustee, the process outlined below must be followed.

- a) The opportunity to compete for the position of Student Trustee will be advertised and made available to all grade 11 and grade 12 students in School District No.8.
- b) Candidates interested in the position of Student Trustee will provide the school administration with notification as per school guidelines.
- c) Candidates will be interviewed by a selection panel. Members of the panel may include, but will not be limited to school and district administration, teachers and students. Selection will be based upon criteria established at the school level.
- d) The school administration sitting on each of the panels will notify the Superintendent of the selected Student Trustee(s).
- e) In the event that the Student Trustee leaves the position before the completion of his or her term the vacancy will be filled through the process described above.

Term of Position

The Student Trustee will be chosen by September 30th. The term of the position will be for a maximum of two years beginning in September 1st of the student's grade 11 year. A Student Trustee Orientation will take place prior to attendance at their first Board meeting.

Disqualification of Student Trustees

A Student Trustee will be disqualified from service if they:

- a) Cease to be a student in School District No. 8 (Kootenay Lake).
- b) Is suspended from school for a serious violation of the Code of Conduct or other Board Policies or school rules.



Honorarium and Support for the Student Trustee

- a) The Student Trustee may receive an acknowledgement as determined by the Board.
- b) The Student Trustee will be reimbursed for any appropriate receipted expenses incurred as a function of the role.

Responsibilities of The Board

- a) To appoint one elected Trustee to act as a mentor for each of the Student Trustees.
- b) To orientate selected students to their role and expectations of the Student Trustee.
- c) To acknowledge the service of the Student Trustee to the Board.

Conflict of Interest Guidelines

- a) A Student Trustee must not participate in any Board discussion where the Student Trustee may have a conflict of interest or an apparent conflict of interest.
- b) A Student Trustee has a conflict of interest when a Student Trustee or their parent/guardian, spouse, sibling or child has a direct or indirect financial interest in the matter being discussed at the Board or Committee meeting.



Student Trustee Application Form 2022-2023

The process for determining the Student Trustees for the 2022-2023 school year in School District 8 Kootenay Lake is in three parts:

1. Submission of completed application form due **Friday, September 9th**
2. Interviews will be held the **week of September 26th**
3. Selection of candidates by **September 30th**

When completing the application, the following must be included:

1. Required parent signature on the Student Information Form (see below)
2. A copy of your resume
3. One reference letter
4. One-page answer to **one** of the three application questions (see next page)

Please deliver your completed package to your School Principal by **Friday, September 9th at 4:00 pm** and email to: nona.lynn@sd8.bc.ca

STUDENT INFORMATION

Name: _____

Grade as of September 2022: _____

Secondary School: _____

E-mail: _____

Phone: _____

Street Address: _____

Postal Code: _____

**Preferred Method of Contact: _____ (phone/email)

Parent permission: _____



APPLICATION QUESTIONS

Please answer **one** of the following questions. Use no more than **one page** for each answer.

1. It is the role of the Student Trustee to portray the "diverse and dynamic voice" of the student population regarding board-wide matters. How would you work with staff and the SD 8 – Kootenay Lake Board of Education to ensure that the voices of all students at your school are heard around the Board table?
2. Please provide an example of: one unsuccessful and one successful leadership experience you have had and describe how these experiences have impacted you as a leader.
3. What you would like to accomplish in the first 100 days of being a Student Trustee, should you be selected? Explain both your plan and your methods of achieving that plan.

Please note this question and answer will be repeated in the interview, please keep a copy of your plan and bring it with you if you are selected for an interview.

Memorandum to the Board of Education PUBLIC

FROM: Johan Glaudemans, Secretary-Treasurer
DATE: September 13, 2022
SUBJECT: Capital Operations Projects Update Fall 2022

For Information

Introduction

This memorandum outlines capital projects progress under the Board's Capital Operations Plan during the summer months.

Information

During July and August 2022, four significant projects within the Capital Operations plan, as well as various smaller projects, were completed. However, due to contractor availability, staffing shortages, supply costs being higher than projected, and shipping delays, some of the district's projects were reduced in scope and/or delayed.

- Adam Robertson Elementary - Accessible playground

The operations team joined forces with the PAC and numerous volunteers to get the concrete foundations completed on schedule for the playground construction team and volunteers to complete their work. The playground is a wonderful addition to the school grounds.

- Adam Robertson Elementary - Staffroom Renovation

A new kitchen counters and cabinets was installed in the staffroom.

- Brent Kennedy Elementary - Water System

This ongoing challenge to provide potable water to the school with the new water treatment system has been resolved. A higher capacity expansion tank was installed to ensure that Interior Health will remove the water advisory. The district is continuing to provide bottled water until the water advisory is removed.

- Mount Sentinel Secondary - HVAC Upgrade and Boiler Replacement.

With the boilers online from phase one of the project, this summer for phase two all outstanding equipment was ordered some of the new piping infrastructure preparing for next years' phase three was completed. The new hot water tank was installed on the mezzanine providing more energy efficiency and a new custodial station in the mechanical room was completed.

- Mount Sentinel Secondary - Solar Panel Installation.



Structural drawings have been reviewed and the roof is unable to support the solar array. The feasibility of a wall mount solar array on the front of the school is being investigated, if approved by a structural engineer this installation will proceed.

- Salmo Elementary - In response to safety and drainage concerns, a significant amount of concrete around the building and grounds was repaired and replaced.
- Trafalgar Middle - New Sprinkler System

The new sprinkler tree is being installed and has been tied into the city water system, and piping was installed into the hallway, two classrooms, and the foods room. The sprinkler installation brought logistical facility challenges and delays due to staffing/contractor shortages. Temporary measures in the hallway are currently in place. Work will continue so as not to interrupt student learning.

- Trafalgar Middle - Foods Room

A new pizza/warming oven was installed for the foods and catering program, and the ventilation system was upgraded. The timing worked well with the sprinkler installation, so this project proceeded. Due to delivery times for ventilation equipment and contractor shortages, unfortunately this room was not available for the start of school. This room will be functional for student learning as soon as possible.

- Trafalgar Middle - Maker Space Ventilation

A new unit ventilator with capacity to support both this space as well as increase building comfort and air quality in the adjacent spaces. This will be online by mid-September.

- Trafalgar Middle - Supply Fan Upgrade

Supply fan one was originally designed to just provide fresh air to the central portion of the building. Unfortunately, the design didn't include heating capability which has been an ongoing challenge to building comfort. This summer the unit was replaced with a new unit which includes a heating coil to not only improve building comfort, but also increase heating efficiencies. Will be online by the end of September.

- Wildflower School - Learning Environment Upgrades, HVAC upgrade, and Washroom Expansion.

The scope of the projects at Central were reduced due to excessive costs when put out to tender as compared to the engineer's projected costs during the 2020-2021 school year. In consultation with the school, the project was designed to meet both budgetary restraints as well as the needs of the school.

The project design includes spaces that reflect the needs of the school community, including an accessible washroom on the main floor which incorporates a medical room, a staffroom to better support the Wildflower staff, a physical education equipment storage room, a custodial closet, and a library space with many windows, and a stage for performances. The mechanical



component of the project includes the previous proposed ventilation upgrades with a new roof top unit, exhaust fans, and a new water service and piping.

Over the summer, the accessible washroom, staffroom, custodial closet, and physical education equipment room has been completed. The upgraded HVAC system is expected to be functioning by end of September. A new water tree and piping bringing the service up to current standards as well as preparation for a future sprinkler system installation has been completed.



Memorandum to the Board of Education PUBLIC

FROM: Johan Glaudemans, Secretary-Treasurer
DATE: September 13, 2022
SUBJECT: Ventilation Systems in District Facilities

For Information

Introduction

This memorandum provides information on ventilation systems in SD8 facilities.

Information

Following the guidelines set out by the Ministry of Education's current [Provincial COVID-19 Health and Safety Guidelines for K-12 Settings \(page 8\)](#), SD8 has investigated each of the HVAC systems in all of its schools and facilities. These guidelines set out that "Schools with recycled/recirculated air systems should consider upgrading filters to finer grain filters such as MERV 13 (if possible)". In our schools with recycled/recirculated air systems, MERV-13 level filters are used.

Ventilation information was provided in a memo to the Board last year, dated September 15, 2021. Last year, SD8 investigated various options to maintain safety for all staff and students in all our buildings. SD8 will continue to meet this provincial recommendation by installing MERV-13 level filters where applicable, and exceeding recommended fresh air intake levels. Currently we are meeting Ministry of Education and Child Care recommendations by, among other things, maintaining 100% fresh air intake.

When heat is required in buildings, maintaining 100% fresh air is not possible. Once outdoor air temperature drops, air is recirculated thereby requiring use of MERV-13 level filtration.

The cost to the District will be:

- Previous Standard - Filter replacements required every 2-3 months, which equals 3-4 times per year with heating season. At \$4,400 per district set of filters = \$17,600 / annum budget.
- New Standard - Filter replacements required every 3-4 weeks, which equals 7-8 times per year with heating season. At \$7,920 per District set of filters = \$63,360 / annum
- **2021-2022 TOTAL ADDITIONAL COST = \$45,760 / annum (estimated)**

The additional personnel time required to change filters will be handled with existing staffing.

Information on [school ventilation systems](#) can be found on our website.



Memorandum to the Board of Education PUBLIC

FROM: Johan Glaudemans, Secretary-Treasurer
DATE: September 13, 2022
SUBJECT: New Special Purpose Funds 2022-2023

For Information

Introduction

This memorandum outlines two new special purpose funds for 2022-2023.

Information

Early Learning and Child Care (ELCC) Capacity Funding

The Ministry of Education and Child Care has provided an additional amount of \$175,000 to expand child care on school ground through and Early Learning and Child Care (ELCC) Capacity fund. The funding is to be used to fund a leadership position or position(s).

The leadership position(s) role are to:

- Support or complete an environment scan of ELCC on school grounds
- Align district resources to support ELCC
- Coordinate ELCC initiatives
- Maintain a focus on high-quality ELCC experiences
- Identify opportunities for expansion

As we currently have both a district principal and director supporting these tasks, the funds will be used to supporting these positions.

Student and Family Affordability Funding

The Ministry of Education and Child Care has provided a Student and Family Affordability Fund to assist families with rising food costs and costs of goods and services. The district has been allocated \$553, 554 to be expended by June 30, 2023

The funding can be used to:

- Improve students' access to nutritional food/meals before, during and after school
- Directly offset costs to parents/guardians, and students, such as school supplies and other cost pressures that they are facing using existing hardship policies

The special purpose funding is a one-time only fund that must be spent by June 30, 2022 and not be used to off-set items already in the current budget.

These funds are to be used to increase nutritional opportunities for students throughout the day, provide additional food and meal support to additional students as needed, and support students with children where appropriate. This can also be used to offset costs for goods and services for parents/guardians,



and students and will be additional to any planned or budgeted spending. This will include support for basic school supplies, educational fees, and school activities.

SD8 has a hardship [policy](#) and [administrative procedure](#) that will guide the distribution of the funds. This allows the district to allocate current funding to students that most need it. To determine the best use of these funds, the district will be consulting with Indigenous rightsholders to determine any unique needs of Indigenous students. DPAC will be consulted in use of the funds. The funding will be used in a manner that flexible, private, and as stigma-free as possible using the existing hardship practices.



Memorandum to the Board of Education PUBLIC

FROM: Trish Smillie, Superintendent
DATE: September 13, 2023
SUBJECT: Temporary Superintendent Succession 2022-23

For Information

[Policy 190 - Temporary Superintendent Succession](#) states that the Superintendent/CEO shall annually designate a senior administrator to assume temporary superintendent responsibilities on an emergent basis if the Superintendent/CEO is suddenly unable to fulfil her responsibilities in the event of debilitating illness, accident, or sudden loss of life.

Director of Instruction Deanna Holitzki and Director of Instruction Ben Eaton are designated as temporary superintendent successors for the 2022-2023 school year to assume superintendent responsibilities on an emergency basis.



2022-2023 Board & Committee Meetings Calendar

DATE	TIME	LOCATION	MEETINGS	COMMENT
September 13, 2022	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
September 27, 2022	1:30 – 2:30 pm	Board Office, Nelson	Closed Board Meeting	
	3:00 – 4:30 pm	Board Office, Nelson	O&F Partner Advisory Committee	<i>Audited Financials Recommendation</i>
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	<i>Audited Financials Approval</i>
October 11, 2022	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
November 8, 2022	1:00 – 2:30 pm	Board Office, Nelson	Inaugural Meeting	<i>Elect Chair and Vice-Chair</i>
	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	<i>Growth Plan presentation</i>
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
December 13, 2022	10:30 – 12:00 pm	Board Office, Nelson	Education Partner Advisory Committee	
	12:30 – 2:00 pm	Board Office, Nelson	Policy Partner Advisory Committee	
	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
<i>Winter Break (December 19 – January 2)</i>				
January 10, 2023	9:30 – 10:30 pm	Board Office, Nelson	Education Partner Advisory Committee	
	11:00 – 12:30 pm	Board Office, Nelson	Policy Partner Advisory Committee	
	1:00 – 2:30 pm	Board Office, Nelson	O&F Partner Advisory Committee	
	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
February 14, 2023	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	<i>Amended Budget Recommendation</i>
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	<i>Amended Budget Approval</i>
March 14, 2023	11:00 – 12:30 pm	Board Office, Nelson	Policy Partner Advisory Committee	<i>Annual Budget Consultation Plan</i>
	1:00 – 2:30 pm	Board Office, Nelson	O&F Partner Advisory Committee	
	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
<i>Spring Break (March 20 – 31)</i>				
April 11, 2023	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
May 9, 2023	9:30 – 11:00 am	Board Office, Nelson	Education Partner Advisory Committee	<i>Strategic Plan</i>
	11:30 – 12:30 pm	Board Office, Nelson	Policy Partner Advisory Committee	
	1:00 – 2:30 pm	Board Office, Nelson	O&F Partner Advisory Committee	<i>Annual Budget</i>
	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
June 13, 2023	1:30 – 2:30 pm	Board Office, Nelson	Education Partner Advisory Committee	
	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 pm – 7:00 pm	Board Office, Nelson	Public Board Meeting	<i>Strategic Plan Approval</i>
<i>Summer Break</i>				