

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

TUESDAY, MARCH 14, 2023

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 March 14, 2023 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. 14)

App. 8

Proposed Resolution:

THAT the minutes from the February 14, 2023 Meeting of the Board held in public **BE ADOPTED**, as circulated.

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

App. 9

10. Education – Reports from the Superintendent

A. Numeracy Continuous Learning Report (p. 20)

App. 10A

B. Mental Wellness Memo (p. 44)

App. 10B

C. Online Learning Memo (p. 49)

App. 10C



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

- A. Enrollment Projections and Projected Revenues 2023-2024 (p. 52) App. 11A
- B. Staffing Analysis Report (p. 53) App. 11B
- C. Information Technology Annual Report (p. 55) App. 11C
- D. Trustee Remuneration (p. 66) App. 11D

12. Governance and Policy

- A. Policy Approval
 - Policy 620: Budget Development, Monitoring and Reporting (p. 67) App. 12A
 - Policy 111: Roles and Responsibilities of the Board of Education Policy Handout
 - 112: Governing Principles Handout
 - Policy 113: Board Evaluation and Monitoring Handout
 - Policy 114: Delegation of Authority Handout
 - Policy 115: Superintendent of Schools/CEO Roles and Responsibilities Handout
 - Policy 116: Superintendent of Schools/CEO Evaluation Handout

Proposed Resolution:

THAT Policies 111, 112, 113, 114, 115, 116, and 620 BE APPROVED.

13. Human Resources – Nil

14. Trustee Reports

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

15. Comments or Questions from the Public

The public 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

- A. Board Meetings

The next Meeting of the Board held in the public is scheduled for April 11, 2023.

17. Adjournment of Meeting



**SCHOOL DISTRICT 8 KOOTENAY LAKE
CONSENT PACKAGE – PUBLIC MEETING
MARCH 14, 2023**

ITEM

The following Consent items are routine items received for information.

- | | |
|---|-------|
| 1. Board Correspondence Package | p. 4 |
| 2. Superintendent's Report March 2023 | |
| 3. Monthly Financial Report – for period ended February 28, 2023 | p. 5 |
| 4. Transactions over 50k | p. 9 |
| 5. List of Trustee Recusals | p. 12 |
| 6. Board and Committee Meetings Calendar | p. 13 |
| 7. Updated or New Administrative Procedures | |
| • AP 300.14: British Columbia School Completion (Evergreen) Certificate | |

SCHOOL DISTRICT 8 KOOTENAY LAKE
BOARD CORRESPONDENCE PACKAGE
MARCH 14, 2023

ITEM

DATE

1. Nil



Monthly Financial Report

For the period ended January 31, 2023



sd8.bc.ca

COMMENTS

- The budget information is based on the 2022-2023 Budget approved by the Board on May 24, 2022 and still reflects the original budget information.
- The Amended Annual Budget was approved during the February 14th, 2023 meeting and will be reflected in the February Report next month.
- Last column shows whether salary expenses are incurred based on the School calendar {10 months}, for the whole year {12 months}, or a combination of both.
- Please note that the financial statements reflect two months of summer and five months of actual School operations.
- Please note that the operating statements do show the results of the KLTF & CUPE settlements and increases approved by BCSPEA for exempt staff (with offsetting revenue coming later)
- Please note the following items related to the Special Projects:
 - We receive targeted funding for these projects and any surplus funding at year-end for a particular project cannot be utilized elsewhere.
 - The amounts related to the Student and Family affordability fund are part of our Special Purpose fund funding. Spending on this fund to date has been limited due to the late announcement of the program by the Ministry. We did set up an equitable arrangement to distribute the allocation of this funding to meet every school's need as best as possible. We did provide our interim report on these expenses to MoECC.





SCHOOL DISTRICT 8 (Kootenay Lake)
Operating Expenditure Report

	Jan-23	July 2022- Jan 2023	2022-2023 Budget	Available	%	10 /12 months
Salaries						
Principal & Vice Principal Salaries	436,798	2,454,322	4,175,278	1,720,956	41%	12
Teacher Salaries	2,256,527	11,225,828	21,614,438	10,388,610	48%	10
Support Staff	836,693	4,937,058	9,579,871	4,642,813	48%	10/12
Management Salaries	265,986	1,463,119	2,241,341	778,222	35%	12
Tocs/Relief Salaries	296,024	1,496,445	3,089,158	1,592,713	52%	10
Total Salaries	4,092,028	21,576,772	40,700,086	19,123,314		
Employee Benefits	1,113,720	5,026,784	10,129,957	5,103,173	50%	
Total Salaries & Benefits	5,205,748	26,603,557	50,830,043	24,226,486	48%	
Services & Supplies						
Services	233,552	1,195,248	1,915,546	720,298	38%	
Student Transportation	997	58,172	240,308	182,136	76%	
Professional Development & Travel	117,759	409,090	842,516	433,426	51%	
Rentals and Leases	(7,386)	8,899	34,441	25,542	74%	
Dues And Fees	7,592	67,582	89,682	22,100	25%	
Insurance	185	153,727	152,539	(1,188)	-1%	
Supplies	381,032	1,689,936	3,348,709	1,658,773	50%	
Utilities	369,375	866,215	1,579,625	713,410	45%	
Total Services & Supplies	1,103,105	4,448,868	8,203,366	3,754,498	46%	
Total Operating Expense	6,308,853	31,052,425	59,033,409	27,980,984	47%	




SCHOOL DISTRICT 8 (Kootenay Lake)

Special Purpose Funds 22-23

Special Purpose Fund	Expenses July 2022 - Jan. 2023	Budget	Remaining	%
Strong Start	33,003	170,000	136,997	81%
Ready Set Learn	4,193	39,200	35,007	89%
Community Link	33,573	650,695	617,122	95%
Changing Results for Young Readers & SEY2K	7,139	59,985	52,846	88%
Mental Health In Schools	30,898	62,127	31,229	50%
First Nation Transportation	1,928	23,755	21,827	92%
Learning Improvement Fund	52,396	188,506	136,110	72%
Classroom Enhancement Fund	2,887,212	5,774,424	2,887,212	50%
Safe Return to Schools Ventilation Grant	24,987	71,564	46,577	65%
Seamless Day	32,614	82,945	50,332	61%
Safe Return to Schools Health & Safety Grant	-	58,490	58,490	100%
Student Family and Affordability Fund	40,596	553,554	512,958	93%
OLEP - Learning French	37,038	82,879	45,841	55%
Early Care and Learning Fund (ECL)	87,500	175,000	87,500	50%
Health Promoting Schools	13,396	27,000	13,604	50%





Monthly Transactions over 50K
For the period ended February 28, 2023





School District 8
Kootenay Lake

CHEQUE FUND : 0 Operating SORT BY : CHEQUE NUMBER

CHEQUE	CHQ DATE	VENDOR	NAME	AMOUNT	CLEARED
200343	02/01/2023		BMO Mastercard	64,939.87	
200269	02/02/2023		Municipal Pension Fund	78,016.64	
200320	02/15/2023		Municipal Pension Fund	78,537.96	
200329	02/15/2023		Receiver General RP0003	79,041.89	
200285	01/03/2023		BMO Mastercard	79,744.05	01/31/2023
200327	02/15/2023		Receiver General RP0002	110,020.59	
200328	02/15/2023		Receiver General RP0001	215,000.00	
200284	02/02/2023		Teachers' Pension Fund	730,099.18	
200279	02/02/2023		Receiver General RP0001	1,079,030.77	
Total Cheques \$50,000 and over				<u>1,079,030.77</u>	
					<u>2,514,430.95</u>



PAYMENT DATE	FILE	VENDOR NAME	ePAYMENT #	AMOUNT
	CREATION #			
02/02/2023	669	British Columbia Teacher Federatio	53948	54,805.47
02/15/2023	671	Selkirk College	54291	56,387.89
02/02/2023	669	FortisBC-Natural Gas	53965	99,281.59
02/02/2023	669	Pebt In Trust c/o Morneau Shepell	53993	107,982.32
02/02/2023	669	Pacific Blue Cross	53992	122,115.54
Total ePay over \$50,000				440,572.81



**LIST OF TRUSTEE RECUSALS
2022-2023**

Date of Meetings held in the absence of the public with one or more declared Conflicts of Interest
November 17, 2022
December 13, 2022
January 10, 2023
January 13, 2023
February 06, 2023
March 01, 2023





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	12:30 – 1:30 pm	Board Office, Nelson	Education Partner Advisory Committee	
	2:00 – 3:00 pm	Board Office, Nelson	Policy Partner Advisory Committee	
	3:30 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
January 24, 2023	9:00 – 10:00 am	Board Office, Nelson	Agenda Setting	
February 14, 2023	1:00 – 2:30 pm	Board Office, Nelson	O&F Partner Advisory Committee	
	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>
February 28, 2023	9:00 – 10:00 am	Board Office, Nelson	Agenda Setting	
March 14, 2023	11:00 – 12:30 pm	Board Office, Nelson	Policy Partner Advisory Committee	<i>Cancelled – meeting was not needed</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	
March 15, 2023	9:00 – 10:00 am	Board Office, Nelson	Agenda Setting	
<i>Spring Break (March 20 – 31)</i>				
April 11, 2023	1:30 – 2:30 pm	Board Office, Nelson	O&F Partner Advisory Committee	<i>Date added as per budget schedule</i>
	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
April 25, 2023	9:00 – 10:00 am	Board Office, Nelson	Agenda Setting	
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	
May 23, 2023	9:00 – 10:00 am	Board Office, Nelson	Agenda Setting	
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>				



**MEETING OF THE BOARD HELD IN PUBLIC
MINUTES
TUESDAY, FEBRUARY 14, 2023**

Board: L. Trenaman, Chair
D. Lang, Vice-Chair (*via video conference*)
M. J. Blackmore
J. Bremner
S. Chew (*via video conference*)
A. Gribbin
K. Etheridge
S. Nazaroff
M. Shunter

District Staff: T. Smillie, Superintendent
J. Glaudemans, Secretary-Treasurer
B. Eaton, District Director of Instruction – Innovative Learning
G. Higginbottom, District Principal – Aboriginal Education
C. Kerr, Director of Operations
F. Maika (*via video conference*)
N. Ross, District Principal – Early Years & Inclusive Education
C. Singh, Director of Human Resources
S. Bruskowski, Executive Assistant

Student Trustees: -

Guests: Judy O’Leary and Laura Sacks, West Kootenay Climate Hub

Regrets: D. Holitzki

1. Call to Order

The meeting was called to order at 5:02 PM.

2. Acknowledgement of Aboriginal Territory

3. Changes to the Proposed Agenda – Nil

4. Adoption of Agenda

UPON a motion duly made and seconded it was **RESOLVED:** 22/23-031

THAT the Agenda for this February 14, 2023 meeting **BE ADOPTED**, as circulated.

The motion carried unanimously.

5. Receiving Presentations

A. Judy O’Leary and Laura Sacks, West Kootenay Climate Hub

Judy O’Leary and Laura Sacks held a presentation on climate change and climate action in the West Kootenays.



The West Kootenay Climate Club sees the need for collaborations among organizations and sectors in the region and is connected with climate hubs in other parts of Canada.

More information can be found on their website at <https://www.westkootenayclimatehub.ca/>.

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

The Chair responded to a question that communication is shared with the public as outlined in Policy 120. A question was answered outlining that Trustees are elected by their electoral area, but trustees represent all students in the district in her role.

7. Consent Package – Nil

8. Adoption of Minutes

UPON a motion duly made and seconded it was **RESOLVED:** 22/23-032

THAT the minutes from the January 10, 2023 Meeting of the Board held in public **BE ADOPTED** as circulated.

The motion carried unanimously.

9. Future and Action Item Tracking – Nil

10. Education

A. Literacy Continuous Learning Report

District Principal Ross and Director Eaton presented the Literacy Continuous Learning Report. The goal is to improve literacy proficiency for all learners. This supports the ultimate goal that every student graduates High School with dignity, purpose, and options for their future.

B. Consent Education Curriculum

The Superintendent presented the Consent Education Curriculum. The curriculum is implemented in the K-10 PHE curricula as well as the grades 10-12 Career Life Education curricula. A button for the ERASE anonymous reporting tool for students is on the district website.

11. Operations and Finance

A. Approve Amended Budget Report

In a presentation, the Secretary-Treasurer compared the initial budget, which was created and approved based on best information available, to the amended budget, which is based on the September 29, 2022 enrollment count and takes into consideration developments and adjustments that have occurred over the course of the 2022-2023 school year.

UPON a motion duly made and seconded it was **RESOLVED:** 22/23-033

THAT the Board of Education proceed to conclude three readings in one evening for the School District No. 8 (Kootenay Lake) Amended Annual Budget Bylaw for fiscal year 2022/2023.

The motion carried unanimously.



Amended Budget Bylaw 2022 / 2023

UPON a motion duly made and seconded it was **RESOLVED:** 22/23-034

- i. **THAT** the 2022-2023 Amended Budget Bylaw BE APPROVED as read a first time;
- ii. **THAT** the 2022-2023 Amended Budget Bylaw BE APPROVED as read a second time;
- iii. **THAT** the 2022-2023 Amended Budget Bylaw BE ADOPTED as read a third time.

The motion carried unanimously.

B. Recycling in School District 8 (Kootenay Lake)

Director Kerr provided background information on the recycling situation in School District 8 (Kootenay Lake) as described in the agenda package.

12. Governance and Policy

A. Policy Approval

The Superintendent outlined that Policy 621 was up for field testing for one month. No feedback was received from the public, and the policy was brought to the Board for approval.

UPON a motion duly made and seconded it was **RESOLVED:** 22/23-035

THAT policy 621 **BE APPROVED.**

The motion carried unanimously.

13. Human Resources – Nil

14. Trustee Reports

A. Trustees

- One Trustee attended three BCPSEA meetings plus the BCPSEA AGM, BCSTA meetings, and the Agenda Setting meeting.
- One Trustee attended the funeral services for former Trustee and Board Chair Annette Hambler-Pruden (1947-2022). Both in her role as Trustee and Education Coordinator for Lower Kootenay Band, Annette was an exceptionally vocal advocate for indigenous education. She set an example for lifelong learning, hard work, integrity, and determination as an educator and as a member of our community.
- One Trustee reported from the meetings of the Climate Hub meeting. The group wants to find ways to support Green Team.
- One Trustee had exchange with her MLA on the idea of bringing private funds into public education. Moving forward, she will investigate whether there is policy in the way to move forward. In addition, she is going to help other representatives understand the framework of Public Private Partnerships in the postsecondary education as well as the health care sector.
- Trustees reported on the Strategic Plan Public Engagement sessions, thanked the public for feedback through the engagement platform and encouraged everyone to participate.



B. Chair

The BCSTA Board Chairs met with new Minister of Education and Child Care, Honourable Rachna Singh. She reported from the virtual session on governance and encouraged all Trustees to attend these meetings.

When attending the BCSTA Liaison meeting with the Superintendent and Secretary-Treasurer, she learned that the Student and Family Affordability Fund may become an ongoing program.

C. BCSTA

The BCSTA Representative for School District 8 (Kootenay Lake) will attend the BCSTA Provincial Council in two weeks.

D. BCPSEA

The BCPSEA Representative for School District 8 (Kootenay Lake) reported from a great AGM.

E. RDCK – Nil

F. Other Committees – Nil

G. Student Trustees

The Chair read out a report on a successful semester turnaround, Valentine’s Day activities, and multiple sports events that she had received from LVR Student Trustees.

15. Comments or Questions from the Public

A member from the public added that Annette Hambler-Pruden was a wonderful woman who was truly there for the children and she will be missed.

16. Meeting Schedule and Reminders

A. Board Meetings

The next Meeting of the Board held in the public is scheduled for March 14, 2023.

17. Adjournment of Meeting

The meeting was adjourned at 6:38 PM.

Board Chair

Secretary-Treasurer



Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
Resolutions 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; the Secretary-Treasurer will provide an update in April 2023. Updated Map requested and received from Baragar.	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						



Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
Resolutions for Repeal or Replacement						
Completed Resolutions						
February 14, 2023	22/23-035	Approval of policy 621	THAT policy 621 BE APPROVED.			Complete
February 14, 2023	22/23-034	Approval of Amended Annual Budget Bylaw	i. THAT the 2022-2023 Amended Budget Bylaw BE APPROVED as read a first time; ii. THAT the 2022-2023 Amended Budget Bylaw BE APPROVED as read a second time; iii. THAT the 2022-2023 Amended Budget Bylaw BE ADOPTED as read a third time.			Complete
February 14, 2023	22/23-033	Reading of Amended Annual Budget Bylaw	THAT the Board of Education proceed to conclude three readings in one evening for the School District No. 8 (Kootenay Lake) Amended Annual Budget Bylaw for fiscal year 2022/2023.			Complete
February 14, 2023	22/23-032	Adoption of Minutes	THAT the minutes from the January 10, 2023 Meeting of the Board held in public BE ADOPTED as circulated.			Complete
February 14, 2023	22/23-031	Adoption of Agenda	THAT the Agenda for this February 14, 2023 meeting BE ADOPTED, as circulated.			Complete
January 10, 2023	22/23-030	Trustee Classroom Visits	THAT Trustees are encouraged to visit classrooms as volunteers to keep in touch with the grassroots of our school district in order to aid the best possible governance of our district. This can occur only when invited by a teacher and after notification of the school administration. The motion was defeated with 2 in favor. The topic will be revisited in a working session.		Motion defeated	Complete
January 10, 2023	22/23-029	Extend Meeting	THAT the extending the meeting by 30 minutes BE APPROVED.			Complete
January 10, 2023	22/23-028	Approve Policies 620 and 621 for Field Testing	THAT policies 620 and 621 BE APPROVED for field testing.			Complete
January 10, 2023	22/23-027	Rescind Policy 251	THAT policy 251 BE RESCINDED.			Complete
January 10, 2023	22/23-026	Approval of policies 124, 131, 150, 160, and 190	THAT policies 124, 131, 150, 160, and 190 BE APPROVED.			Complete
January 10, 2023	22/23-025	Approval of Policy 130	THAT policy 130 BE APPROVED.			Complete
January 10, 2023	22/23-024	Approval of budget development schedule	THAT the budget development process and schedule 2023-2024 BE APPROVED.			Complete
January 10, 2023	22/23-023	Adoption of Minutes	THAT the minutes from the December 13, 2022 Meeting of the Board held in public BE ADOPTED as amended.			Complete
January 10, 2023	22/23-022	Adoption of Agenda	THAT the Agenda for this January 10, 2023 meeting BE ADOPTED, as amended.			Complete
December 13, 2022	22/23-021	BCSTA Climate Action Working Group	THAT sending the statement: "The Board of Kootenay Lake SDB strongly supports the continuation of the Climate Change Working Group. Included in the terms of reference we would welcome the addition of 1) a pathway of advocacy for established timelines on the MoECC commitments to Education and Climate Literacy. We would also welcome inclusion of 2) a pathway of advocacy for the MoECC commitment to Climate Literacy to include Climate Action Curriculum creation and support in our Province and Districts." to the BCSTA Provincial Council BE APPROVED.			Complete
December 13, 2022	22/23-020	Trustee Remuneration	THAT Policy 131: Trustee Indemnity be updated to reflect that Trustee remuneration will be calculated for each July 1st based on the change between the most recent December 31, BC CPI published rate as compared to the December 31, BC CPI to the year prior BE APPROVED.			Complete
December 13, 2022	22/23-019	Strategic Plan Public Engagement Process 2022-2023	THAT the Board APPROVE the Strategic Plan Public Engagement Process 2022-2023.			Complete
December 13, 2022	22/23-018	Adoption of Minutes	THAT the minutes from the November 08, 2022 Meeting of the Board held in public BE ADOPTED.			Complete
December 13, 2022	22/23-017	Adoption of Agenda	THAT the Agenda for this December 13, 2022 meeting BE ADOPTED, as circulated.			Complete
November 8, 2022	22/23-016	Adoption of Minutes	THAT the minutes from the October 11, 2022 Meeting of the Board held in public BE ADOPTED as circulated.			Complete
November 8, 2022	22/23-015	Destruction of Ballots	THAT the ballots for the election of School District 8 Kootenay Lake 2022-2023 Board Chair, Vice-Chair, Provincial Representatives, and Partner Advisory Chairs BE DESTROYED.			Complete



FROM: Trish Smillie, Superintendent
DATE: March 14, 2023
SUBJECT: Numeracy Continuous Learning Report 2023

For Information

Introduction

This memorandum provides outlines the [Numeracy Continuous Learning Report](#) for the 2022-2023 school year.

Information

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

The Numeracy Continuous Learning Report 2023 outlines how our SD8 learners are doing in numeracy and provides a description of the supports, resources, and goals that comprise our commitment to improving numeracy success for all learners.

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



School District 8
Kootenay Lake

NUMERACY CONTINUOUS LEARNING REPORT 2022-2023

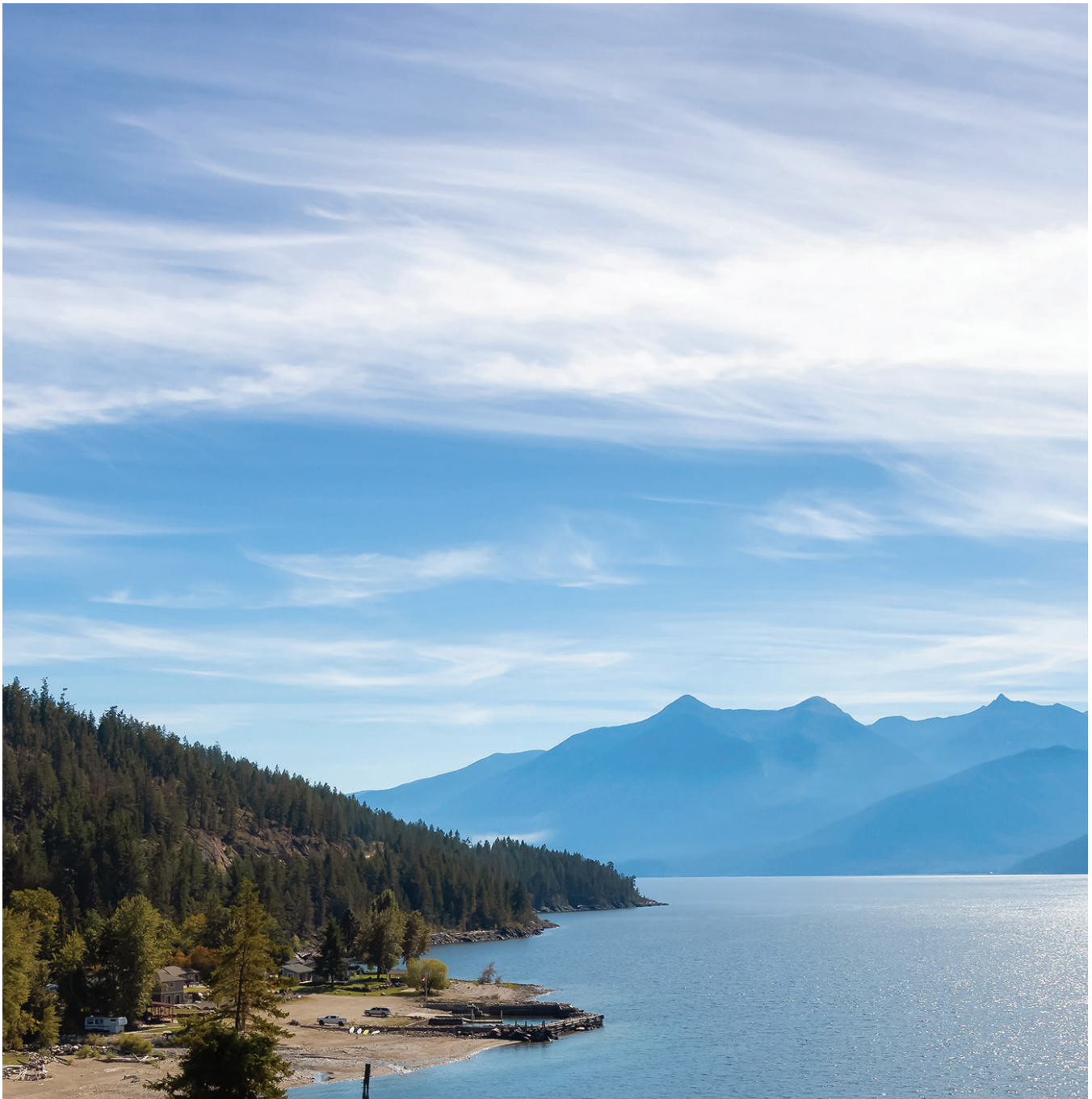
March 14, 2023





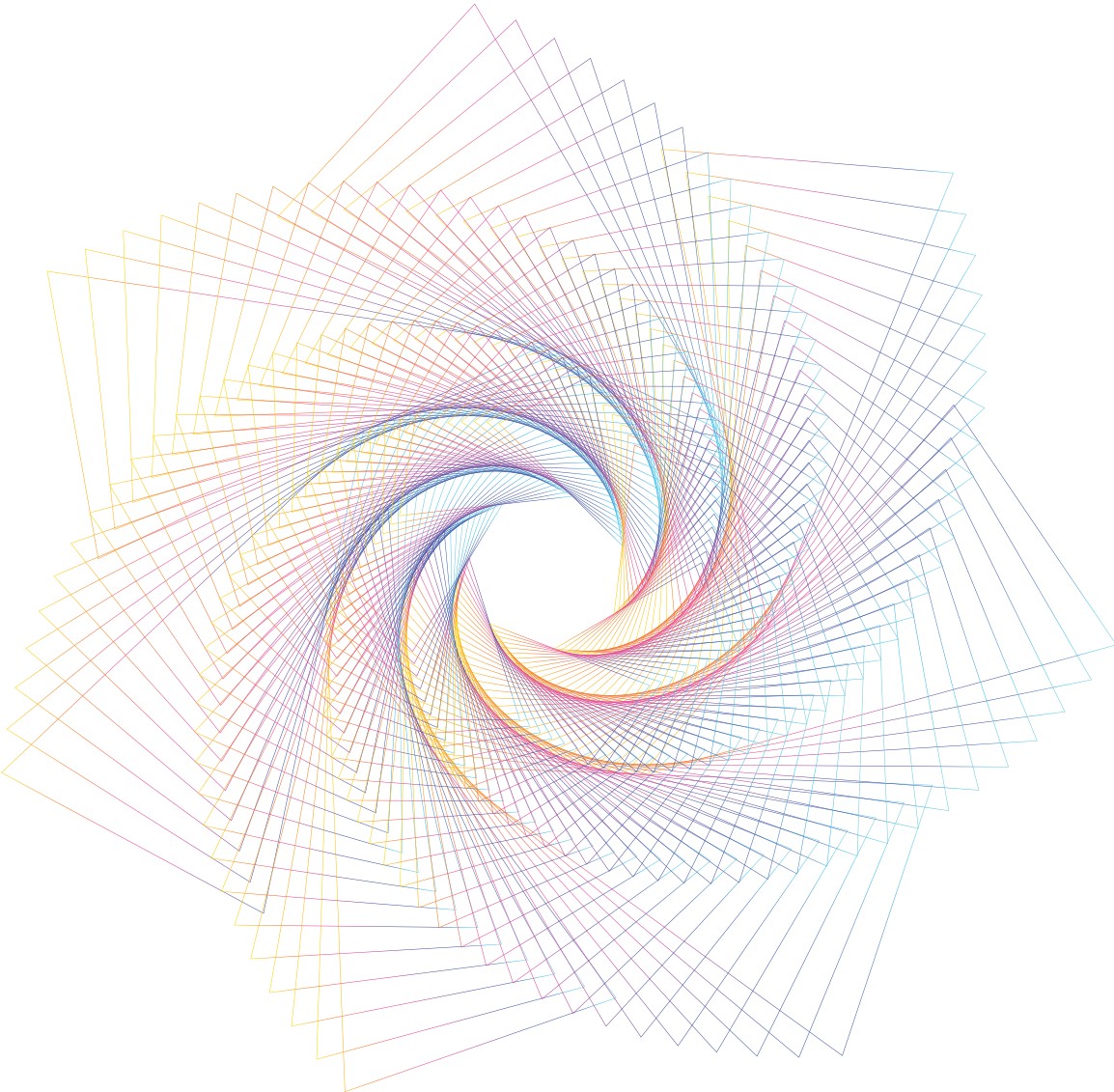
ACKNOWLEDGEMENT

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) acknowledges, respects and honours the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District 8.

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

All decisions made by School District No. 8 (Kootenay Lake) are guided by its vision and core values and are based on research and extensive consultation. The District's initiatives and resources are aligned with Ministry of Education and Child Care goals and school plans to support its firm commitment to the mandate of an educated citizen by supporting intellectual, human, and social and career development for all our students. This includes goals for literacy, numeracy, inclusion, and indigenization.

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.

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

"To improve numeracy proficiency for all learners"

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

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

"The powerful thinkers are those who make connections, think logically, and use space, data, and numbers creatively."¹

1 Mathematical Mindsets: Unleashing students' potential through creative math, inspiring messages and innovative teaching. Boaler, J. John Wiley & Sons. 2015



MATH NIGHT!

On March 2 5:30-6:30

≈ 500

≈ 3000

≈ 120

920

There will be:

- An estimation raffle!

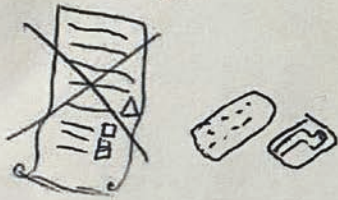
- Parent Tutorials for math!

- Board games!

- Math game kits!

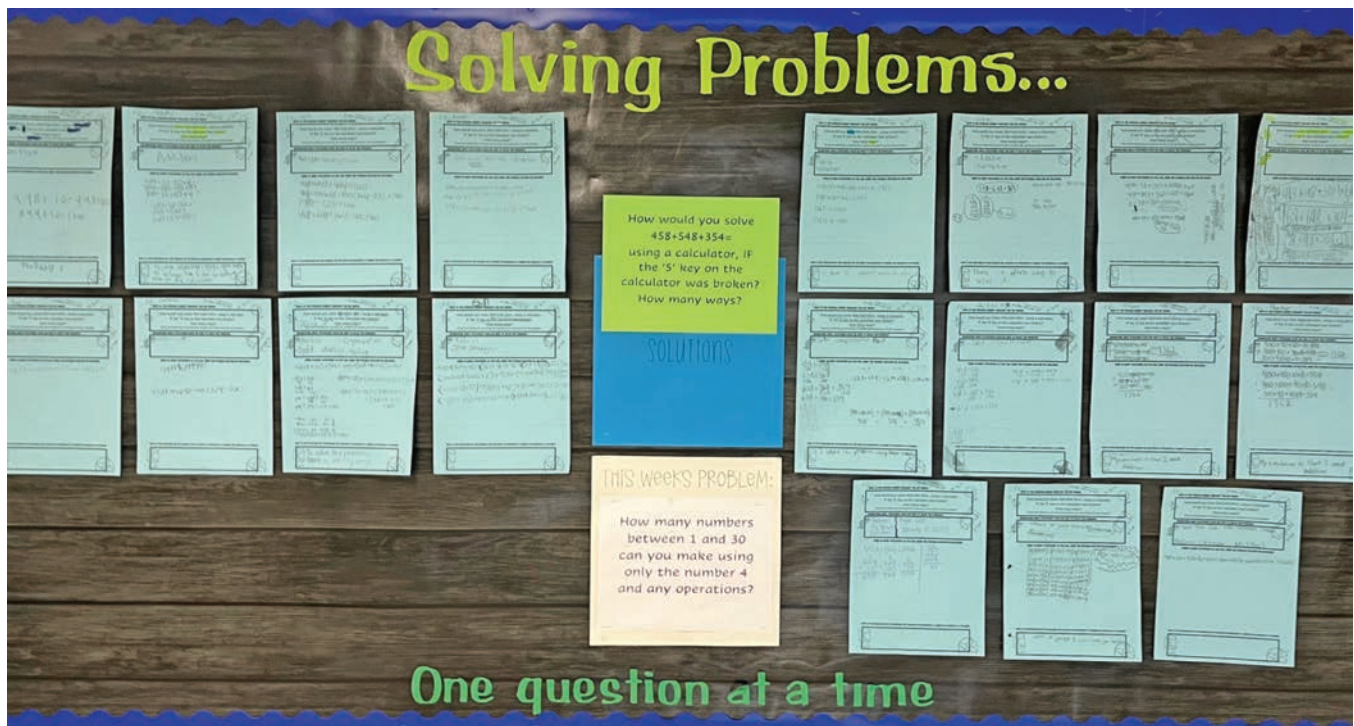
- Wander classrooms

see you there! 😊



NUMERACY ACTION ITEMS

- Develop a 3-year District Numeracy Plan focused on improving numeracy outcomes for all K-12 learners, in consultation with Aboriginal Education staff, district itinerant staff, and school teams. This plan will be embedded within the 2023-2024 Numeracy Continuous Learning Report.
- Support numeracy for K-12 school teams, district itinerant staff, and Aboriginal Education staff to improve numeracy for all learners through numeracy-specific professional learning.
- Develop an embedded numeracy Assessment for Learning workshop series for middle years teachers and principals.
- Implement a district level K-9 Numeracy Assessment.
- Develop an online numeracy resource hub to support all classroom and non-enrolling teachers.
- Support elementary and middle schools in maintaining high participation rates for provincial assessments and Student Learning Surveys.
- Facilitate bi-annual transition planning meetings with middle and secondary principals.
- Support school teams in developing objectives and strategies to support their school numeracy goal within the context of their School Learning Plan
- Continue to strengthen SD8 community, regional, and provincial connections that support numeracy from birth to grade 12.





INTRODUCTION

Numeracy in SD8

Numeracy is defined as the ability to understand and apply mathematical concepts, processes, and skills to solve problems in a variety of contexts. According to the OECD, “a mathematically literate student recognizes the role that mathematics plays in the world in order to make well-founded judgments and decisions needed by constructive, engaged and reflective citizens.”

-OECD, PISA Mathematics

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

The report is comprised of district numeracy data from the following data instruments and assessments:

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





EVIDENCE OF LEARNING

SD8's work in numeracy 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: Establish and Maintain High and Measurable Standards.

Key Strategy:

- Provide teachers and students with access to updated learning and teaching resources to support ongoing instruction and assessment across the K-12 curriculum.

Ministry Goal 2: Learning Environments Foster Healthy and Effective Learning

Objective 2.1: Implement High Yield Strategies to Support Student Growth and Achievement.

Key Strategies:

- Improve access to quality early learning opportunities for young children and support transitions into the K-12 education system.
- Enhance equity for all learners, including Indigenous learners, learners with diverse abilities, children and youth in care, and English language learners.

Overview of Numeracy in Elementary

Primary (Kindergarten to Grade 3) Program

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

Data

Early Development Instrument (EDI)

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



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

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

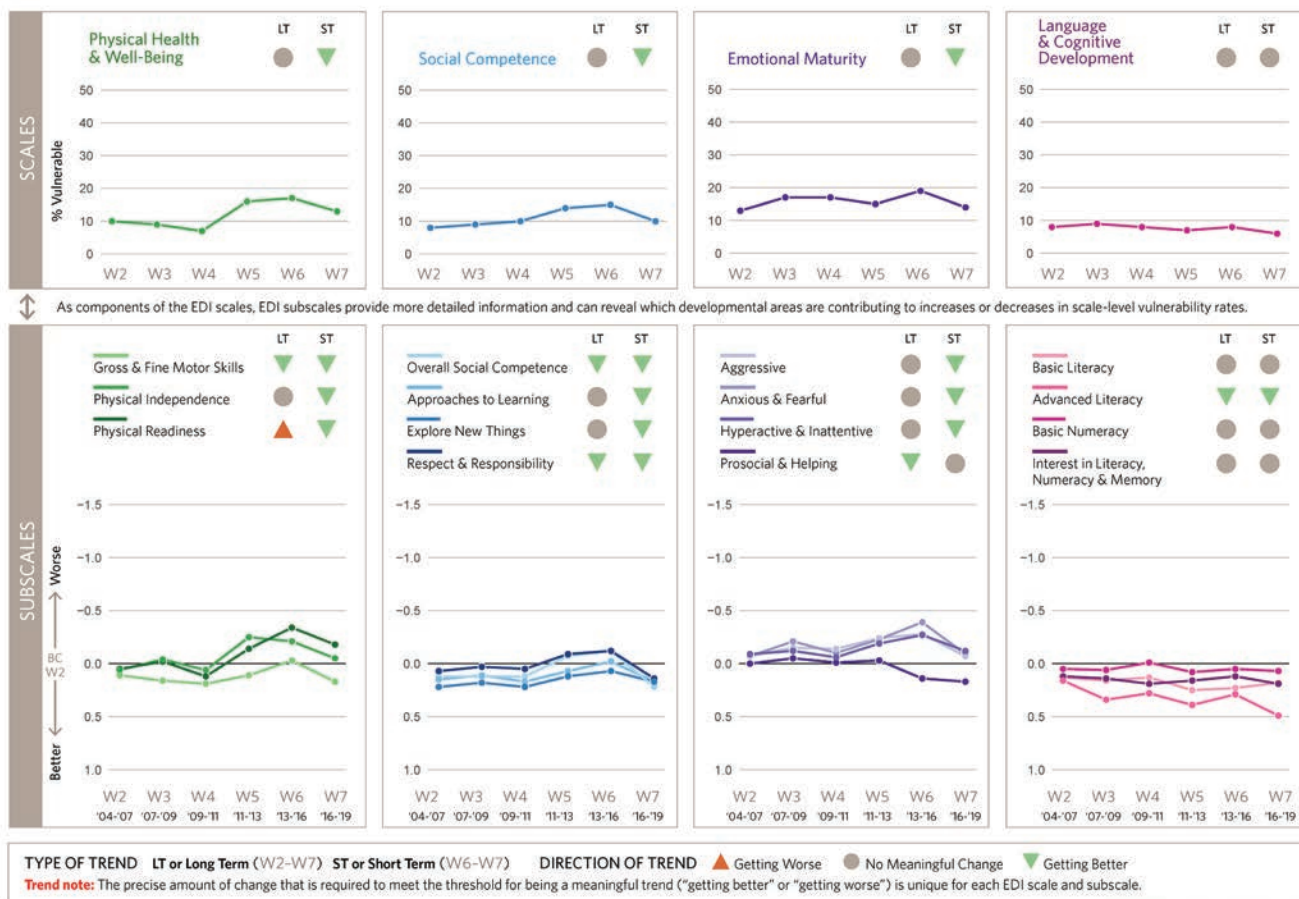
The following EDI data tables pertain specifically to Kindergarten learners from the 2020–2021 school year. The data is disaggregated into neighbourhoods, as follows:

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

Early Development Instrument (EDI) Wave 7 2021-2022 - Community Data

SCHOOL DISTRICT ■ KOOTENAY LAKE

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

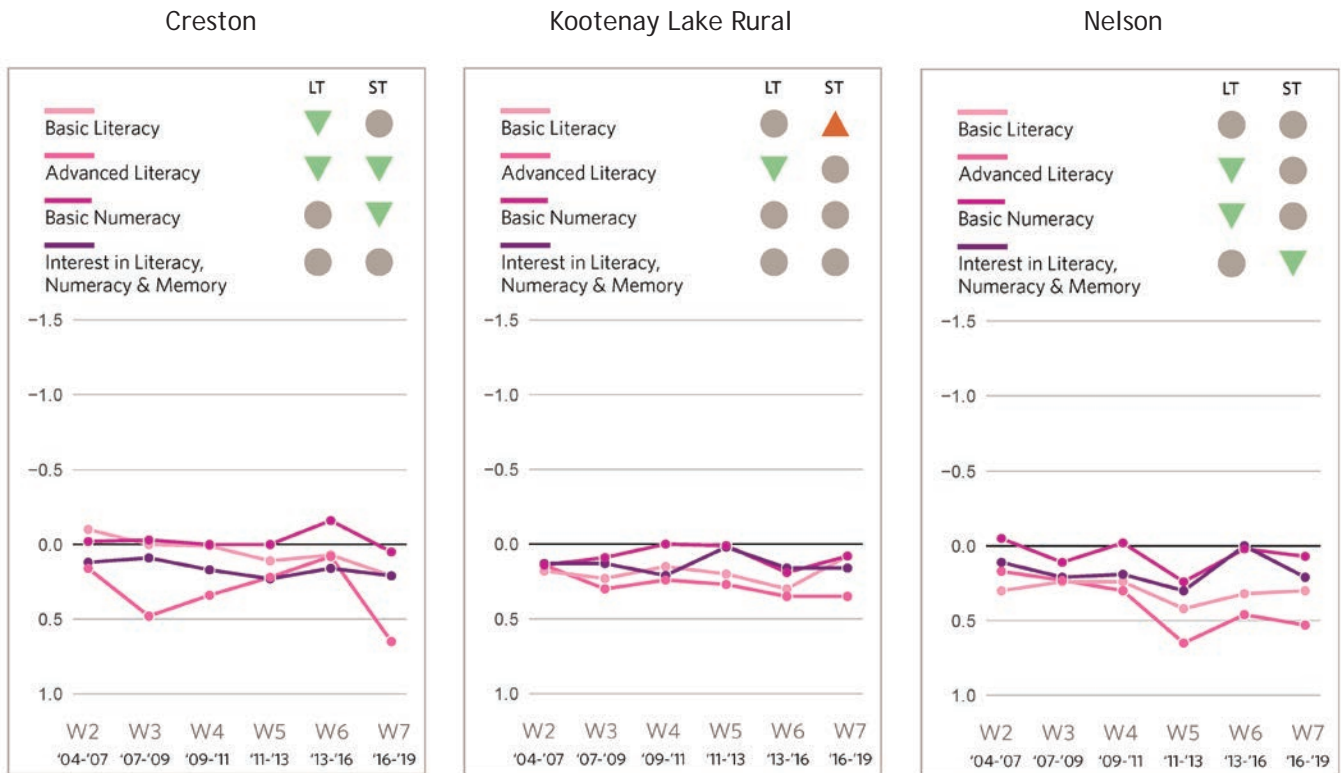


EDI data notes:

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



Early Development Instrument (EDI) Wave 7 2021-2022 - Community Data (cont.)



Within the three geographic regions or “neighbourhoods” in SD8, EDI data for Creston indicates a positive trend in short-term *Basic Numeracy* and no meaningful change in *Interest in Literacy, Numeracy and Memory*.

For the Kootenay Lake Rural region, the data shows no meaningful change in *Basic Numeracy* and no meaningful change in *Interest in Literacy, Numeracy and Memory*.

EDI data for Nelson indicates a positive long-term trend in *Basic Numeracy* and a positive short-term trend in *Interest in Literacy, Numeracy and Memory*.

Summary of Key Findings

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

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

Finally, district school learning plan conversations at school leader meetings, including numeracy updates, will continue to support schools in their numeracy goal.



Action Items Primary (Kindergarten to Grade 3)

- Develop a 3-year District Numeracy Plan focused on improving literacy outcomes for all K-12 learners in consultation with Aboriginal Education staff, district itinerant staff, and school teams through numeracy-specific professional learning.
- Support numeracy for K-12 school teams, district itinerant staff, and Aboriginal Education staff in improving numeracy proficiency for all learners.
- Develop an online numeracy resource hub to support all classroom and non-enrolling teachers.
- Support school teams in developing objectives and strategies to support their school numeracy goal within the context of their School Learning Plan.
- Continue to strengthen SD8 community partnerships and connections that support numeracy from birth to grade 12.



Intermediate (Grades 4-6) Program

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

concepts and are given opportunities to navigate their world with a mathematical perspective.

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

Reference: [BC Curriculum, Mathematics](#)

Data

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

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

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

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

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

Reference: [BC Student Learning Survey](#)



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

GRADE 4 Foundation Skills Assessment (FSA) & Student Learning Survey (SLS) Numeracy Data 2021-22

FSA 4: Numeracy	Participation Rate	Meeting Grade Level Expectations
All Students	80%	68%
Indigenous Students	79%	76%
Students with Diverse Abilities	63%	43%
Student Learning Survey: “I feel I am getting better at math”	Participation Rate	Students who Agree/ Strongly Agree
All Students	85 %	87 %
Indigenous Students	90 %	86 %
Students with Diverse Abilities	78 %	95 %

Summary of Key Findings

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

Participation rates for the grade four Student Learning Survey have improved 14% overall from 2020-21. The grade four FSA, in contrast, improved slightly by 2% over the same period. There was no district numeracy assessment implemented in 2020-2021. Finally, school learning plan conversations and updates continue at school leader meetings.

What is evident:

- An improvement in participation rates is needed for all learners, but especially students with diverse needs at only 63%.
- Indigenous students achieved 8% higher in numeracy compared to all students.
- Students with diverse needs achieved 25% lower in numeracy compared to all of their peers.
- There is a 16% gap between students with diverse needs and all students in their positive perception of “getting better at math.”



Action Items Intermediate (Grades 4–6)

- Support schools in improving participation rates for provincial assessments and surveys for all students to build reliability.
- Implement a K–9 District Numeracy Assessment at the intermediate years.
- Support school teams in developing objectives and strategies to support their school numeracy goal within the context of their School Learning Plan.
- Facilitate end of year transition planning meetings with elementary and middle school teams to support student transitions, particularly focusing on Indigenous learners, learners with diverse abilities, English language learners, and Children in Care.
- Develop an online numeracy resource hub to support all classroom and non-enrolling teachers.

SD8 district and school staff will continue to focus on the numeracy goal of all students in the intermediate years meeting proficiency in numeracy. This will include a renewed emphasis on classroom strategies and resources, a district K–9 numeracy assessment, and tracking of students as they move from grade to grade.

Overview of Middle Years to Secondary Numeracy

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

The Student Learning Survey data indicates that students would like more input into what and how they are learning. SD8 will focus on finding opportunities for school teams to support inclusive and engaging activities and opportunities for students as well as finding ways to support confidence in numeracy concepts.

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

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

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



Middle Years Numeracy Program

Numeracy in the middle years focuses on key concepts of:

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

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

Reference: [BC Curriculum, Mathematics](#)



Data

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

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

Student Learning Survey (SLS) is an annual province-wide census of Grades 4, 7, 10 and 12 students, their parents and staff in public schools. The questions have been developed with input from partner groups, teachers and education experts. The Student Learning Survey is a method of obtaining students’ opinions about their school experience including questions about the curriculum, school atmosphere, and classroom assessment. The following data tables provide information about student academic achievement in reading comprehension and in writing, based on the FSA data. In addition, the tables include Student Learning Survey data reported by students, about their mathematical progress. Participation rates for both the FSA’s and Student Learning Surveys is included.

Reference: [BC Student Learning Survey](#)

GRADE 7 Foundation Skills Assessment (FSA) & Student Learning Survey (SLS) Numeracy and SLS Data 2021-22

FSA 7: Numeracy	Participation Rate	Meeting Grade Level Expectations*
All Students	80%	49%
Indigenous Students	73%	40%
Students with Diverse Abilities	39%	42%
Student Learning Survey 7: “I feel I am getting better at math”	Participation Rate	Students who Agree/ Strongly Agree
All Students	87%	64%
Indigenous Students	88%	56%
Students with Diverse Abilities	77%	56%

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

Summary of Key Findings

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

Participation rates for the grade seven Student Learning Survey improved 17% overall from 2020–2021, with a slight improvement of 4% for the grade four FSA for the same period. Two of the three scheduled numeracy assessment workshops were held for middle years teachers, and the district K-9 numeracy assessment has not yet been implemented. However, middle years transition meetings are planned for year-end 2023. Finally, district school learning plan conversations at school leader meetings, including numeracy updates, will continue



Nature is written in mathematical language.

— Galileo Galilei, Italian astronomer, physicist and engineer

What is Evident:

- An improvement in FSA participation rates is needed for all learners, but especially for students with diverse needs, with a gap of 40% between all students.
- All students performed below the provincial average of 62%, with less than 50% of students meeting grade 7 level numeracy expectations.
- Students with Indigenous ancestry achieved lower than their peers on the FSA 7 numeracy assessment component by 9%.
- Students with diverse needs achieved significantly lower compared to their peers at 42% proficiency on the FSA 7 numeracy component.
- All students felt they were continuing to improve in mathematics despite the FSA 7 scores falling below 50% according to the Student Learning Survey responses.

Action Items for Middle Years (Grades 7 and 8)

- Support schools in improving participation rates for provincial assessments and surveys for all students through advance scheduling of surveys.
- Support school teams in developing objectives and strategies to support their school numeracy goal within the context of their School Learning Plan.
- Implement a numeracy community of practice through a series of numeracy workshops focusing on Assessment for learning strategies aimed at non-specialist educators.
- Develop an online numeracy resource hub to support all classroom and non-enrolling teachers.
- Support the implementation of a K-9 District Numeracy Assessment at the middle years.
- Facilitate end of year transition planning meetings with elementary and middle school teams to support student transitions, particularly focusing on Indigenous learners, learners with diverse abilities, English language learners, and Children in Care.

SD8 district and school staff will continue to focus on the numeracy goal of all students in the middle years achieving proficiency in numeracy. This will include a renewed emphasis on implementing a district K-9 numeracy assessment at the middle years, offering classroom strategies and resources, tracking of students as they move from grade to grade, and supporting schools in their numeracy goal.



Graduation Numeracy Program (Grades 10-12)

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

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

Data

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

- Graduation Numeracy Assessment 10
- Student Learning Surveys, Grade 10 and 12

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

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

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



*GRADE 10 Graduation Numeracy Assessment and Student Learning Survey (SLS)
Numeracy and Student Learning Survey Data 2020-21*

GNA 10 Numeracy*	Participation Rate	Meeting Grade Level Expectations (Proficient or Extending)
All Students	80%	36%
Indigenous Students	78%	29%
Students with Diverse Abilities	43%	33%
Student Learning Survey 10: “I continue to get better at math”	Participation Rate	Students who Agree/ Strongly Agree
All Students	60%	59%
Indigenous Students	57%	55%
Students with Diverse Abilities	62%	45%

*GNA 10: Indicates grade 10 first time writers only
 “Not Available” or masked data means results are not communicated below 10 respondents to ensure the privacy of the respondents

Summary of Key Findings

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

Participation rates for the grade ten Student Learning Survey and the Graduation Numeracy Assessment 10 both fell 7% overall from 2020-21. The Graduation Numeracy Assessment 10 credentialing workshop for teachers is deferred until 2023-24.

What is Evident:

- Students with diverse needs have a lower participation rate for the GNA 10 numeracy assessment; nearly half of all students.
- All students were significantly below proficiency on the GNA 10 numeracy assessment at 36%
- Students with diverse needs fall significantly behind other students in achievement at the proficient level at 33% and in terms of self-efficacy at 45% on the SLS.
- Students who have Indigenous ancestry are behind their peers in numeracy proficiency at 29% and only slightly below in self-efficacy at 55%.
- In grade 10, students overall feel more confident that they are improving in mathematics 59% than the actual achievement results show at a proficiency level 37%.



Action Items for Graduation Program (Grades 10-12)

- Support schools in improving participation rates for provincial assessments and surveys for all students
- Ensure Grade 10 Numeracy Assessment data sets are provided to schools to support School Learning Plan conversations regarding cross-curricular numeracy and improving achievement for all students
- Provide an opportunity for teachers to participate in a Graduation Numeracy Assessment 10 provincial workshop for secondary mathematics educators

SD8 district and school staff will continue to focus on the numeracy goal of all students in the graduation program achieving proficiency in numeracy. This will include data analysis and tracking of students as they move from grade to grade, and supporting schools in their numeracy goal. Finally, bi-annual academic reviews continue to ensure all students are in a position to graduate.





CONCLUSION

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

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

Therefore, it is important that the student expectations of educational success are realized for each learner, including the connection to the strategic plan’s goal of numeracy within the context of inclusion and Indigenization.

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

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

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





ADDENDUM

Partnership and Connections

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

- Circle of Indigenous Nations Society (COINS)
- College of the Rockies
- Columbia Basin Alliance for Literacy (CBAL)
- Columbia Basin Environmental Educators Network (CBEEN)
- Creston Valley Youth Network
- Early Years tables: Slocan Valley, Salmo, Creston, Nelson, Kaslo
- East Kootenay Teacher Education Program (UVic)
- East Kootenay Child Care Resource and Referral (CCRR)
- Interior Health (IHA)
- Junior Achievement BC
- Kootenay Association for Science and Technology (KAST)
- Kootenay Kids Society
- Ktunaxa Kinbasket Child and Family Services Society
- Ministry of Children and Family Development
- Nelson & District Youth Centre
- North Kootenay Lake Community Services Society
- Selkirk College
- West Kootenay Child Care Resource and Referral (CCRR)
- West Kootenay Teacher Education Program (UBC)

Glossary of Acronyms

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

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

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



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

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

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

Works Cited

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

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

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



FROM: Trish Smillie, Superintendent
DATE: March 14, 2023
SUBJECT: Support for Mental Wellness in Schools

For Information

Introduction

This memorandum provides an overview of mental health and wellness initiatives available for students during 2022-23 in School District 8 - Kootenay Lake.

Background

The Ministry of Education and Child Care (MoECC) provides Early Action Initiative - Mental Health in Schools grant funding to each school district to better support mental health and well-being for students. These grants provide school districts with an opportunity to build capacity in mental health and well-being-related knowledge, skills, and resources in school communities.

Mental health is a priority for the Province of BC. [A Pathway to Hope](#), released by the Ministry of Mental Health and Addictions in 2019, provides a 10-year roadmap that includes a major focus on child and youth mental health and highlights the importance of promoting early childhood social and emotional development and mental health in schools.

The Ministry of Education and Child Care's [Mental Health in Schools \(MHIS\) Strategy](#), released in the fall of 2020, outlines a vision and pathway for mental health promotion in the K-12 education system. The MHIS Strategy embeds positive mental health and wellness programs and services for students in all areas including school culture, leadership, curriculum, and learning environments through three core elements of Compassionate Systems Leadership, Capacity Building, and Mental Health in the Classroom.

Developed in partnership with the BC Centre for Disease Control and the Mental Health School Start-up Working Group, the [Key Principles and Strategies for K-12 Mental Health Promotion in Schools](#) provides schools with important, evidence-based information for promoting mental health during the 2022/23 school start-up and addressing the impacts of the pandemic. Building on the four key principles from this document, the Ministry partnered with British Columbia Teachers' Federation (BCTF) and FISA BC to develop three resources to support mental health and well-being in schools which are now available on the [erase site](#).

Mental health promotion is about fostering learning environments in which all members of the school community are supporting individual resilience, creating supportive settings, and addressing the influence of the broader determinants of mental health. Research shows that schools have been identified as the most appropriate environment for universal mental health promotion, as well as for early recognition of mental health challenges.

The graphic below describes the Mental Health in Schools (MHIS) Strategy in conjunction with the Key Principles and Strategies for K-12 Mental Health Promotion in Schools.



Key Principles	<u>Cultural Responsiveness and Humility</u> <u>Proportionate Responses and Supports</u> <u>Trauma Informed Practices</u> <u>Strengths Based Approaches</u>		
MENTAL HEALTH IN SCHOOLS STRATEGY			
Strategies	<u>Compassionate Systems Leadership</u>	<u>Capacity Building</u>	<u>Mental Health in the Classroom</u>
	<ul style="list-style-type: none"> • <u>Compassionate Systems Leadership</u> • <u>Adult Well-Being</u> 	<ul style="list-style-type: none"> • <u>Mental Health Literacy</u> • <u>Social and Emotional Learning</u> • <u>Resilience</u> • <u>School Connectedness</u> • <u>Play</u> 	<ul style="list-style-type: none"> • <u>Comprehensive School Health</u> • <u>Core Competencies</u> • <u>First Peoples Principles of Learning</u> • <u>Physical and Health Education Curriculum</u>

Information

SD8’s action plan for 2022-23 was created to support mental health initiatives for students using the principles and strategies outlined above as guideposts. SD8’s plan promotes mental health and well-being for students, including building staff capacity in supporting students in schools who have or are at risk of developing, mental health challenges. This plan also provides resources and support to help students who require intensive interventions beyond our schools.

SD8’s plan recognizes the key role that schools play in supporting the development and maintenance of well-being for children and youth through:

- Social Emotional Learning;
- Capacity Building;
- Mental Health in the Classroom; and
- Compassionate Systems Leadership.

Social and Emotional Learning (SEL) resources include:

- Classroom teachers who use SEL strategies in their classrooms daily
- Education Assistants who, under the supervision of teachers, use SEL strategies daily
- Inclusion Support Teachers in schools
- Teacher School Counsellors
- District School Psychologist
- District Mental Health and Addictions Teacher Coordinator works in schools to build capacity of staff to implement the Mental Health in Schools Strategy, including Trauma-Focussed Schools Practices and Compassionate Systems implementation



- District Indigenization Teacher Coordinators and Aboriginal Student Success Teachers -staff support Indigenous learners and their families throughout the district
- Aboriginal Youth and Family Liaison workers support SEL and cultural supports for students and learning and engagement for families
- District Diversity Teacher Coordinator - works with schools to support anti-racism and 2SLGBTQ+ students to feel connected, safe, and supported at school
- Manager of Safe Schools works in schools and with school and district staff to build capacity in promoting and ensuring school safety, training staff in Non Violent Crisis Prevention Training, collaboration with school staffs in erase (Expect Respect And a Safe Education) training, Violence Threat Risk Assessment (VTRA) training, and safety plan implementation
- School-based and district-based teams provide additional strategies and supports for students who appear to be at risk
- Contracted agencies (such as Valley Community Services) and individuals (such as a social worker) work with staff and students to provide additional supports and information
- Community agencies work with students in communities or virtually to provide additional intensive supports and information - for example: various local community services agencies, [Child Youth Mental Health](#), [First Nations Health Authority](#), [BC Association of Aboriginal Friendship Centres](#), [Kelty Mental Health](#), [Kids' Help Phone](#), [Council of Indigenous Nations \(COINS\)](#), [Ktunaxa Kinbasket Child and Family Services Society](#), [ANKORS](#), [Options for Sexual Health](#), [FreedomQuest](#), and [Foundry BC](#).

Capacity Building using a strengths-based approach to develop staff, student and parent knowledge includes:

- Professional learning opportunities such as:
 - [Open Parachute](#)
 - [MindUp](#)
 - [SOGI](#) (Sexual Orientation and Gender Identity) education and training
 - [Erase training](#)
 - [Trauma-Focussed Schools](#) training, courses, and consultation
 - [FOUNDRY](#) webinars and training
 - [EASE](#) (Everyday Anxiety Strategies for Educators) training
 - [Kelty Mental Health](#) webinars, training and resources
 - [ASIST](#) Applied Suicide Information Skills Training
 - [UBC Learn Mental Health Literacy](#)
 - [UBC Teach Mental Health Literacy](#)

Mental Health in the Classroom strategies support educators in their classrooms and schools in teaching children and youth about positive mental health, how to reach out for support, stigma reduction, and how to foster learning environments that support all students. These strategies may include:

- Mental health literacy to develop and maintain mental well-being, identify risk factors and signs of mental health challenges, access help when needed, and reduce stigma around the topic of mental health



- Everyday Anxiety Strategies for Educators (EASE) to help educators teach students 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
- School and district staff supporting educators to teach curricular topics 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
- Staff in the district and in schools learning and using [Positive Behavioural Intervention and Supports \(PBIS\)](#), [Executive Functioning](#), [Healing ACES](#) (Adverse Childhood Experiences), and other programs
- Targeted supports through contracts such as with Valley Community Services in Creston
- Targeted supports through health hubs such as at JVHumphries Elementary Secondary, Mt. Sentinel Secondary and The HUB at Kootenay River Secondary School
- Contracted social worker collaborating with teachers to implement SEL in schools
- MCFD art therapist working in schools in the Slocan Valley
- District Diversity Teacher Coordinator providing resources and information for staff and students about 2SLGBTQ+ celebration, support, advocacy, and resources
- Increasing awareness, support, and education for and with students who identify as 2SLGBTQ+ through classroom, school and district information, training, and celebration
- Highlighting the strength of diversity and the importance of equity throughout the district and in each school

[Compassionate Systems Leadership \(CSL\)](#) comprises an integrated framework for the development of capabilities and knowledge that strengthen the capacity of individuals and collectives to effectively progress systems change initiatives.

- CSL builds skills and practices in three interconnected domains: personal mastery, reflective interactions and systems thinking. This approach inspires transformation and instructional best practices that lead to student success.
- CSL draws on practices that are effective in building individual insight and well-being and extends them to include the strengthening of interpersonal relationships while deepening the understanding of how the whole system contributes to outcomes.
- CSL training is in place in the district to build capacity of educators to lead from a place of compassion for self and others. Approximately 20 school and district leaders have taken training in Compassionate Systems Leadership this year and have created a Community of Practice that meets monthly to learn more deeply about CSL
- A district team is working with regional leaders and the [Ministry of Education and Child Care](#) to implement CSL throughout the Kootenays

In SD8, creating a climate that supports children, youth and families that is respectful, welcomes diversity and acknowledges cultural consideration is paramount. Ongoing professional learning opportunities to increase capacity and foster understanding are important. Providing staff with the tools they need in the classroom to teach children and youth about mental health is key to the successful implementation of the Ministry of Education and Child Care's Mental Health in Schools Strategy. Valued collaboration with agencies and organizations further assists School District 8 (Kootenay Lake) in supporting children, youth and families so that all students thrive.



SD8 will continue to engage students through events such as the recent Student Symposium, to learn directly from students with lived experience about how to make schools and classrooms more inclusive spaces that promote community, celebration and connection for all students. It is particularly important to hear from Indigenous learners, students with diverse learning needs, children and youth in care, and students who identify as 2SLGBTQ+ to help each of us understand how best to connect and support these learners as they journey to graduation and adulthood.

SD8's goal is to ensure that all students 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, students are learning about mental wellness, when to seek help from others, how to access supports, and how to proactively and confidently advocate for their own health.



FROM: Trish Smillie, Superintendent

DATE: March 14, 2023

SUBJECT: Online Learning

For Information

Introduction

This memorandum provides an overview of the Online Learning programs operated by School District No. 8 (Kootenay Lake)

Background

DESK

Elev8 DESK, has been involved in provincial learning programs since as early as the 1970s. Its first iteration was as the “Correspondence School of the Kootenays”, until the 1990s when it was reconfigured to be “The Distance Education School of the Kootenays” (DESK). It operated as DESK until 2019, at which time the district undertook a redesign of the program, and it began to operate under the moniker of Elev8.

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

Homelinks

The Homelinks program, also designated an online learning program, has been in operation since the early 1990s, and has operated programs in a number of communities, including Creston, Nelson, Kaslo and the Slocan Valley, with Creston being the largest and longest running of the locations. What distinguishes the Homelinks program from the DESK program is it’s unique “blended learning” model, which allows for face-to-face and classroom type learning on a weekly basis.

The Homelinks blended learning model looks different, depending on both location and grade level. For example, the Nelson program runs a full day of activities every Thursday, for all K to 9 students. This contrasts with the Homelinks Creston program which runs activities for K to 7 students on Wednesday and Friday mornings, coupled with grade specific cohort programs. Currently the Creston Homelinks program runs both a grade 8 and 9 cohort, which meets all day on Tuesday and Thursday, as well as a grade 10 cohort, which also meets for full days on Tuesday and Thursday. These cohorts were established to allow for some consistency of programming and school contact for teenage students, while still following the Ministry of Education and Child Care’s guidelines for online learning programs, which stipulate 49% or less face-to-face time for students. The Creston Homelinks program also has drop-in time for students and families five days per week. This time is used for primarily for one-to-one or small group teacher time across all grade levels, K to 12, as well as teacher-parent Student Learning Plan development and review.



Information

Enrollment

Enrollment in online learning has fluctuated over the years. For example, in the 2001-02 school year, SD8 had 149 full-time equivalency (FTE) in its online learning programs, while in 2012-13 the district saw an annual enrollment of 442 FTE. In 2022-23, enrollment is 285 FTE, with the May 1701 count still to come. This enrollment can be broken down further, with 103.1625 FTE at Elev8-DESK, and 182.500 at Elev8-Homelinks.

Students with Diverse Needs

Both Elev8-DESK and Elev8-Homelinks offer services to students who have been identified as having diverse needs. DESK is providing support for 12 students with diverse needs, while Homelinks provides support for a total of 15 students. This support looks different for each student and for each location, but includes such things as adapted programming, access to an Inclusion Support Teacher (IST), and access to district itinerant staff, such as Speech and Language Support or Occupational Therapy. The Homelinks program also utilizes Educational Assistants for support during the blended-learning component of the program.

Aboriginal Students

This year, as in past years, the Homelinks program has provided a strong and robust Aboriginal program, supported by the school's Aboriginal support teacher. This year the school has been able to offer programming and support to 20 self-identified Aboriginal students. Again, this program delivery is made much easier as a result of the blended-learning model the Homelinks program utilizes.

The DESK program, which is a dedicated online program, did not offer any Aboriginal programming this year due to restrictions of program requirements. In collaboration with the District's Aboriginal Education department, an effective model for the 2023-24 school year to create a program that is both a quality, engaging program that meets programming requirements is being developed.

Projected Enrollments

Projecting enrollment for a program that has a continuous enrollment model is difficult in most years but is extremely difficult to predict enrollment for the 2023-24 school year, given the changes to the Provincial structure. While the potential exists for an increase in student numbers, School District 8 (Kootenay Lake) is being conservative in its projections and not predicting increases to enrollment due to uncertainty of potential enrollment.

Funding Model for Online Learning

Online Learning programs are funded from the Ministry of Education and Child Care at four different times during the year, September, February, May and July. While funding levels are consistent through all grades at \$6360.00 per FTE, there are differences in how this funding is calculated, depending on the grade levels. It is also important to note, a standard school is funded at \$7885.00 per FTE.



Kindergarten to Grade 7

Kindergarten to grade 7 students are essentially funding on a “per program” basis. It is the responsibility of the district to show active involvement in the K to 7 program in order to claim funding for the student. If a student joins the K to 7 program after the initial September funding count they are then funded at half the original funding level, or \$3180.00. If the student enrolls following the February funding count, they are then funded through the May count, at a third of the original funding level, \$2120.00. It is important to note, funding in February or May only happens if the student is enrolling from outside of SD8.

Grades 8 and 9

Students in grades 8 and 9 are funded on a combination program and course-based model. They are funded on a per course basis until their fourth course, at which point funding moves to 1.0 FTE for any subsequent courses. The same funding reductions at the K to 7 program for the February and May count also occur. As well, students must be enrolling from out of district to be funded in either the February or May count.

Grades 10 to 12 and Adults

Students in grades 10 to 12, as well as adults, are funded strictly based on course enrollment, with each course being the equivalent to 0.125 FTE. As well, this funding model applies to all three funding periods.

Future Directions

Provincial Online Learning Schools (POLS)

As we look towards the future, a key aspect is the Ministry of Education and Child Care’s revision of the Online Learning (previously referred to as Distributed Learning) policy and guidelines. Within those changes the Ministry has created clear and concise guidelines for future online learning programs within the province. In order to streamline more of the available programs, the Ministry requested applications from districts in order to be able to operate as an online learning school within the province, now referred to as Provincial Online Learning Schools or POLS. From all the applications received by the Ministry, only 21 were accepted to be identified as public POLS, with Elev8 DESK and Elev8 Homelinks being two of the 21 successful applicants. Beginning in July 2023, only these 21 POLS will be able to offer programming to students throughout the province.



FROM: Johan Glaudemans, Secretary-Treasurer
DATE: March 14, 2023
SUBJECT: 2023-24 Enrolment Projections

For Information

Introduction

This memorandum provides an overview of the enrolment projections for 2023-24.

Background

Enrolment projections are submitted annually and no later than February 15th each year. Submissions form the funding basis for preliminary funding estimates from the Ministry. These estimates will be published no later than March 15th annually.

Information

For 2023-24, School District No. 8 (Kootenay Lake) is projecting an estimated enrolment of 4,478 Regular K-12 Schools FTE enrolment, 18 Alternate Schools FTE and 230 Online Learning FTE. This is a projected decline of 6.5625 FTE which is predominantly made up of regular K-12 school enrolment. At current 2022-23 per FTE funding levels this would approximate a funding reduction of (\$51,269) and would not trigger funding protection funding.

Further, within this enrolment decline, we are projecting unique student needs FTE changes as follows:

▪ Level 1 - an increase of 1 student	1 x \$44,850	\$44,850
▪ Level 2 - an increase of 13 students	13 x \$21,280	\$276,640
▪ Level 3 - a decrease of 2 students	2 x (\$10,750)	<u>(\$21,500)</u>
		\$299,990

Other changes account for a funding reduction of \$44,509:

▪ ESL - a reduction of 3 students	3 x (\$1,585)	(\$4,755)
▪ Indigenous Education - a reduction of 25 students	25 x (\$1,565)	(\$39,125)
▪ Adult education - a decrease of 0.125 student	0.125 x (\$5,030)	<u>(\$628)</u>
		(\$44,508)

Overall, our funding adjustments are expected to be as follows:

	2023-24 vs 2022-23
Change in Funding	\$204,213

On or no later than March 15th, 2023, the Ministry of Education and Child Care releases the preliminary enrolment-based funding calculations on its website. These calculations will determine the funding amounts that will form part of our Initial 2023-24 Annual Budget cycle.



FROM: Johan Glaudemans, Secretary-Treasurer

DATE: March 14, 2023

SUBJECT: Staffing Analysis

For Information

Introduction

This memorandum provides a staffing analysis by employee group of School District No. 8 (Kootenay Lake).

Background

SD8 periodically compares staffing between employee groups compared to staffing levels with other school districts in BC having similar characteristics. In so doing, SD8 is provided with a starting point for the assessment of its own staffing needs to support the goals of the district.

To facilitate a comparison of the District's exempt staffing with other districts, the District has drawn from various data sources, including:

- BCPSEA compiled EDAS (Employment Data and Analysis System) data
- Ministry of Education and Child Care (MoECC) compiled budget and enrolment projections from Districts
- MoECC compiled BC schools data
- MoECC deemed comparable questionnaire.

Information

The demographic "type" of district is a categorization by the Ministry of Education and Child Care to group districts into like districts of comparable student enrolment and geographic density. SD8 is considered a "Medium Rural Climate", indicating it is "medium" in enrolment and comprised of rural sites.

Management Staffing Ratio.

Amongst the group of Medium Rural Climate districts, SD8 has one of the highest students/management ratios at 359.4 student per each exempt management staff (i.e. fewer management employees per student). This means that we are lower than other districts in the number of management positions.

PVP Staffing Ratio.

SD8 has a larger number of schools per student due to its demographics (smaller rural schools) and topography, this increases SD8's PVP staffing ratio, all else being equal. Overall, SD8's average student to PVP ratio closely resembles the average of other districts in the Medium Rural Climate Group.

Teachers in classrooms

SD8 has focused on ensuring that it prioritizes allocation of its resources in the classroom to the maximum extent possible. The numbers clearly bear this out. SD8 has on average a higher

teacher ratio (16.2 students per teacher) as compared to the comparable average of 18.4.

Support Staff in Classrooms

In addition to the teaching staff, SD8 utilizes a significant staffing to accommodate students with diverse needs. This staffing is based on a needs assessment. Such staffing for the current year is based on this assessment and currently amounts to 95 EA's. This number has increased from 91 (at the beginning of the year) as a result of increased needs-based enrollment.

Students Per School Ratio.

SD8 also has fewer students per school with a ratio of 212.4 Students/ Number of Schools as compared to an average 247.5 Students/ Number of Schools in the Medium Rural Climate.

Conclusion

SD8 is successful in maintaining an efficient management staffing model when compared to other districts. This is part of a strategy on ensuring that the focus is on learners. It is also demonstrated in the budget process. At every budget cycle, once enrollment is known the district starts with staffing the classrooms with a high and supportive level of staffing. It is only after that step is completed that the district focuses on budgeting for the other areas.

Regularly SD8 compares staffing with other districts to benchmark our staffing model with that of others and will make adjustments when it sees the opportunity or necessity to do so. These adjustments are based on operational and financial considerations. The changes implemented in June 2022 were a combination of both.

While our district is in the medium/rural zone, our focus is on delivering the best education experience possible. This requires the development of programs and up to date approaches with support from our leadership and exempt staff. The positive trend on SD8's student achievement is direct result of the staffing choices that the district makes.



FROM: Johan Glaudemans, Secretary-Treasurer
DATE: March 14, 2023
SUBJECT: 2022-2023 Information Technology Annual Report

For Information

Introduction

This memorandum provides an update on the status of Information Technology (IT) department operations across the District.

Information

Each year the district provides a status report on the IT department and how it supports the district in supporting students and teachers as well as the overall operations of the district.

The IT Department's vision is to fully support students and staff to reach goals outlined in the District's strategic plan.

The Information Technology Annual Report is attached for the Board's review.

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Introduction

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

From two locations in Nelson and Creston, the School District No. 8 (Kootenay Lake) (SD8) Information Technology (IT) services team supports IT operations across the District. We focus on aiding students and staff to enhance the learning experience.

SCHOOL DISTRICT 8 - TECHNOLOGY PLAN

This plan seeks to set out the goals and the technology implementations over the next 3 years (2023-2026). All updates and renewals align with the district’s mission statements and vision and communicates the financial needs to bring this plan to fruition.

DIRECTIVES

Sustain Technological Equity across Schools

Provide a Cohesive and Proactive Centralized IT Structure

Foster Technological Growth of Staff and Students

Ensure User Privacy and Data Protection

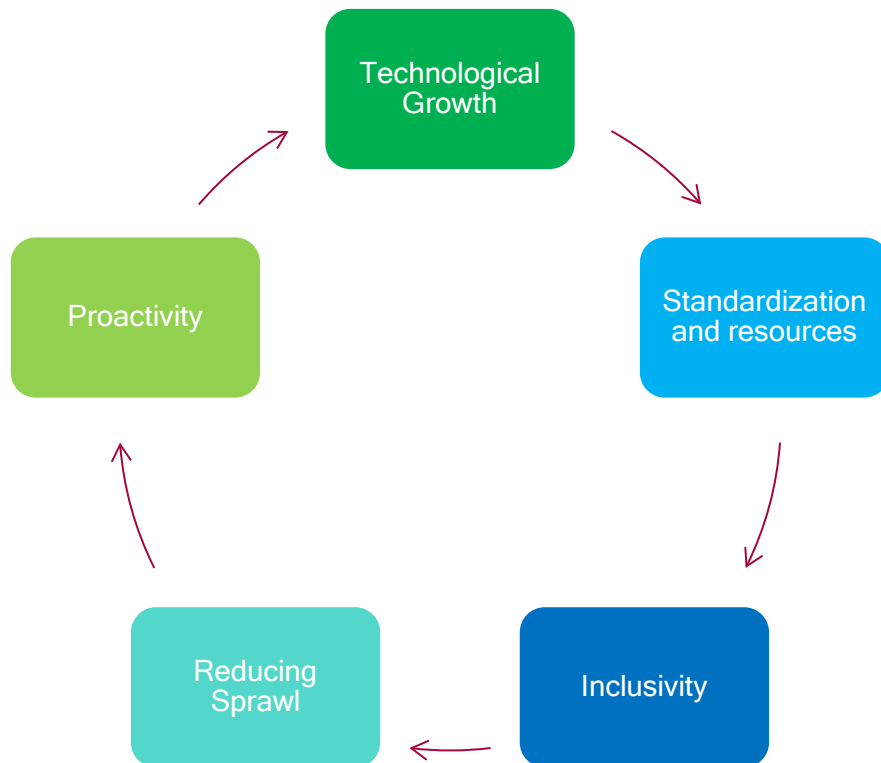
Provide Budgetary and Environmentally Conscious IT Solutions



IT MISSION STATEMENT

The main mission for IT is for all students to have equal opportunity to learn, in a technologically enhanced educational space, by providing equitable access to technology. The diverse stock of SD8's devices will give learners the opportunity to acquaint themselves with the iOS, Android, and Windows environments, setting them up to be technologically adaptable.

The IT department supports inclusivity, assisting with and providing technology for all students, through input and assistance from their learning team. We continually aim to improve IT services by standardizing processes, maintaining an efficient Helpdesk system, and creating an easily accessible and resourceful SD8 webspace. Finally, while updating software, devices, and IT infrastructure we also seek to operate efficiently by leveraging and promoting existing software and elimination of obsolete servers.



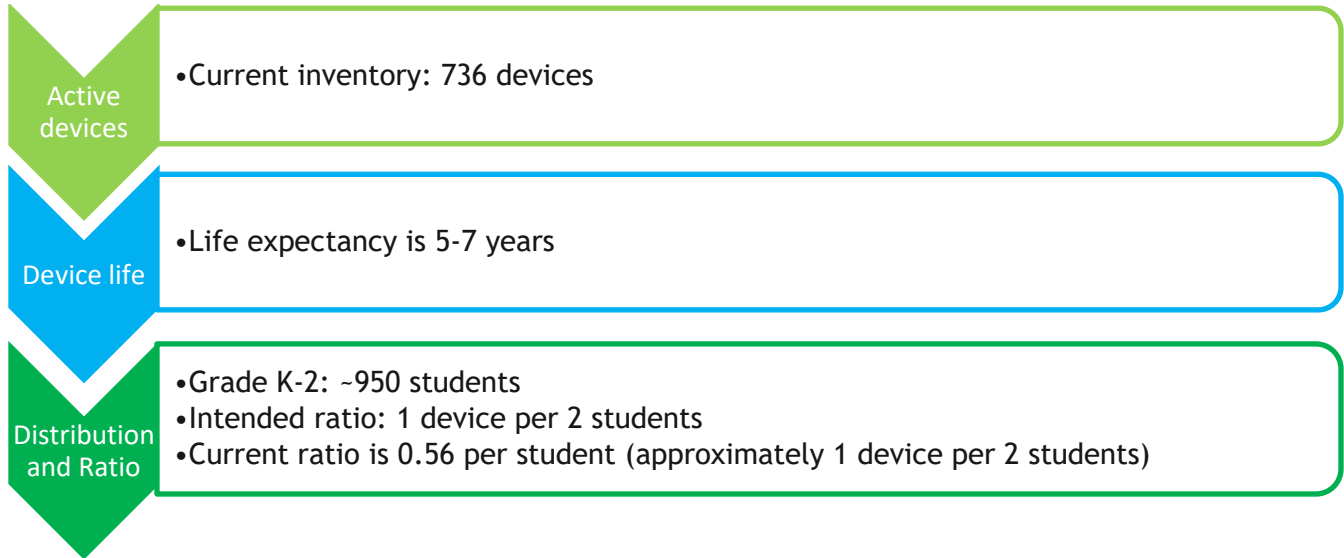
TECHNOLOGY USE WITHIN SCHOOL DISTRICT 8

Technology is visible in schools through student devices, staff devices and technological infrastructure, such as servers and network devices. Additionally, there are many devices integrated into classrooms such as projectors, screens and document cameras which are vital tools for the teachers. All devices have a useful life referred to as EOL (End of Life) which is determined differently depending on the device type.

Student devices

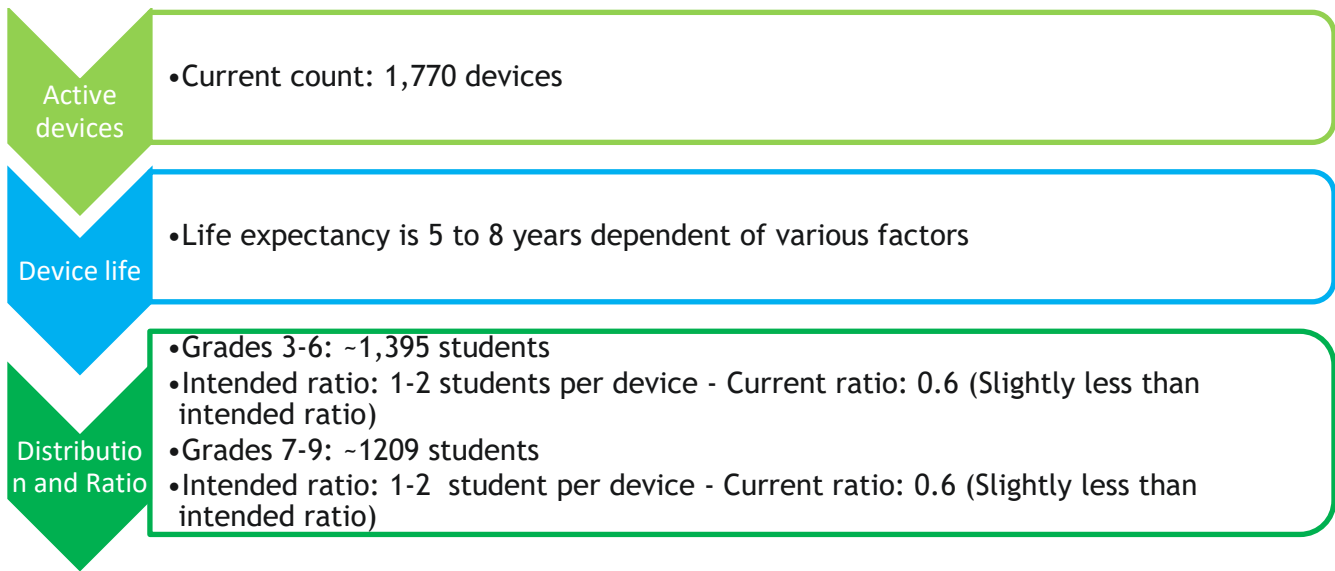
IT encourages the natural progression of student device types through the K-12 journey. Giving students access to the three major technology providers, including Apple, Google and Microsoft will help prepare students for the future.

iPads are the preferred learning tool for grades K to 2. An educational study has revealed that the use of iPads in the younger classroom can play a significant role in the literacy development of children. EOL for iPads is based on the length of time that the device receives regular iOS update support from Apple. After iOS update support ends, the usefulness of iPads diminishes rapidly and SD8 support of these devices is limited. Additionally, device capacity plays a big role in EOL. An audit of SD8 iPads has shown that any device under 32GB of storage is often maxed out by programs. The diagram below shows the current inventory status, life expectancy and ratio for iPads within the District.

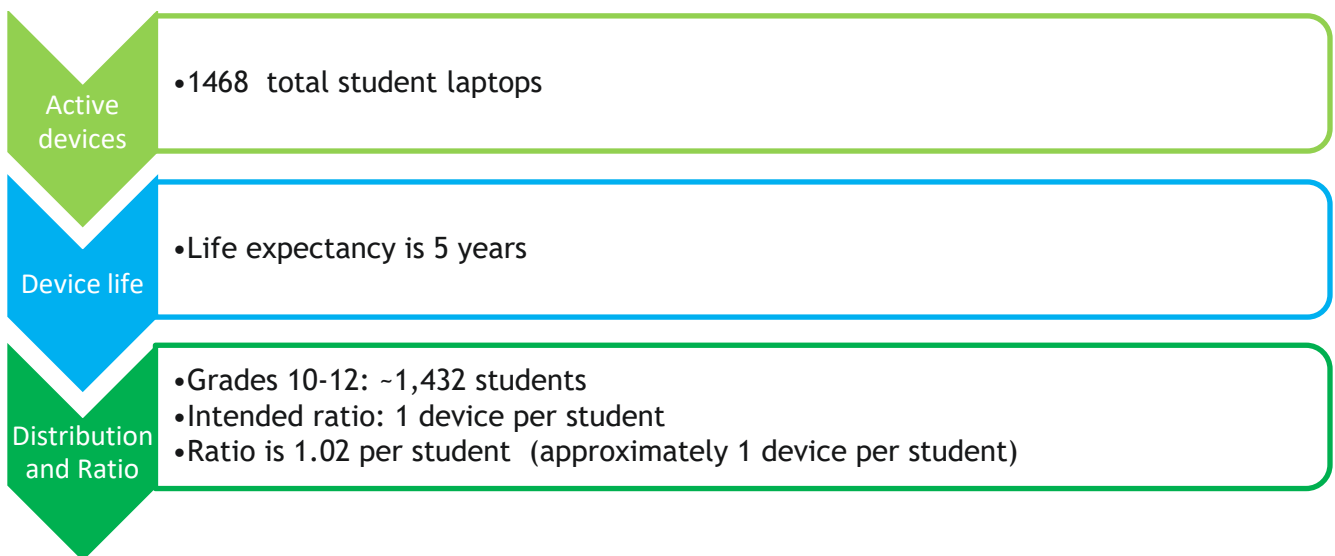


Chromebooks are targeted to the grade students 3-9. Their implementation is more cost-effective than laptops and provide almost the same level of technological support. For Chromebooks the EOL mostly coincides with the Auto Update Expiration date. Because their integration with Google cloud access and other combined software it is harder to extend life on Chromebooks than on laptops. The diagram below shows the current inventory status, life expectancy and ratio for Chromebooks within the District.

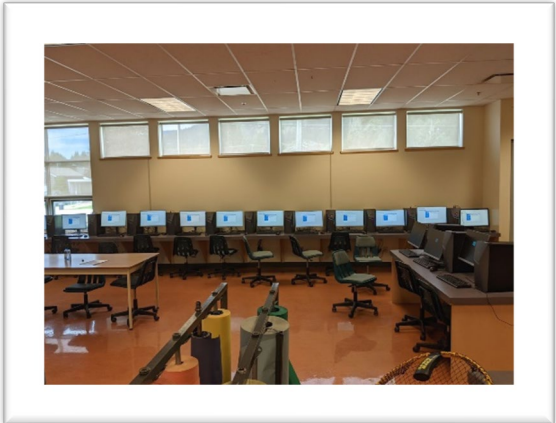
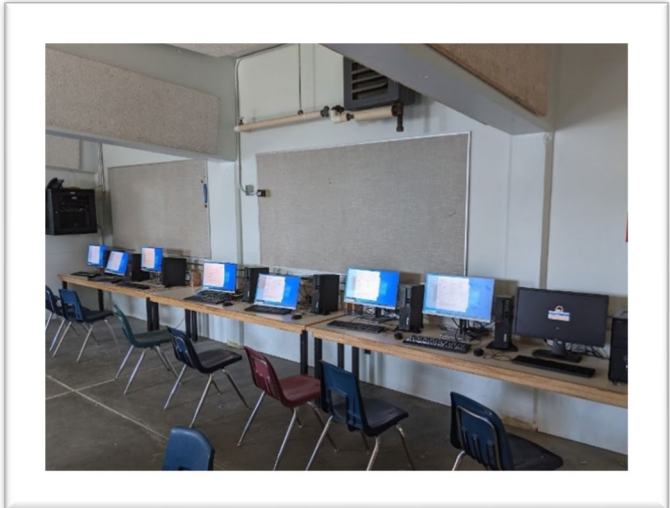
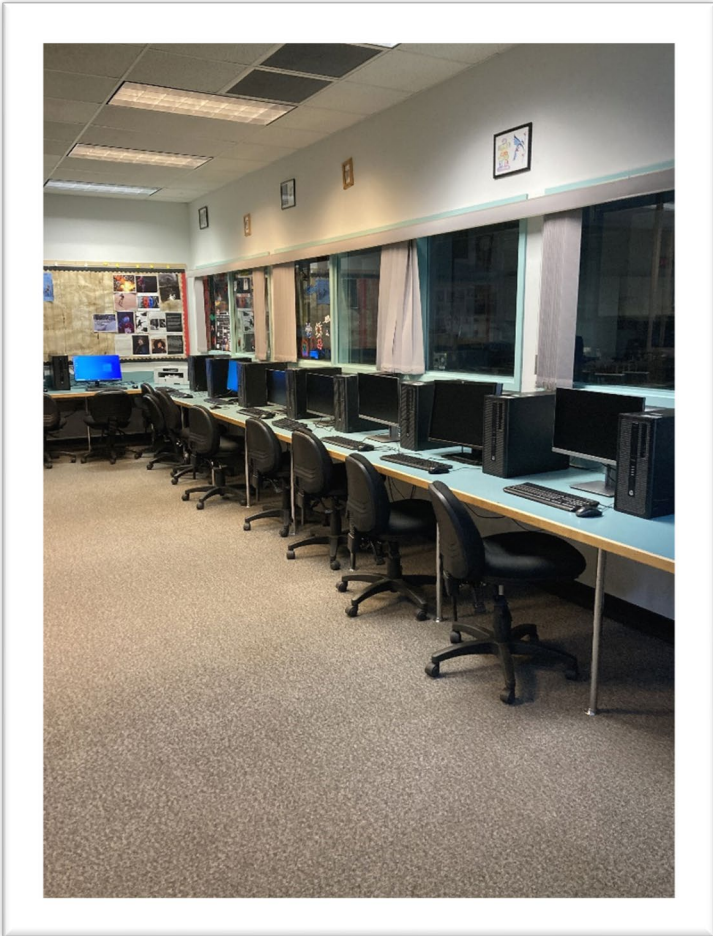




Laptops are best suited for grades 10 to 12. Their use allows students to collaborate both in and out of the classroom, replace textbooks, allow for a faster update of curriculum and train students on the use and responsibilities of this technology. To stay up to date, SD8 continues to support, update, and replace devices. Laptop replacement is determined by budgeting priorities and EOL (end-of-life). The diagram below shows SD8’s current inventory status, life expectancy and ratio for laptops within the District.



Computer labs give students access to a high-powered computer that can run much more resource intensive software such as audio/video editing, drafting, rendering etc. Currently, six schools have labs. On average, they are composed of 15 to 30 desktops. EOL for desktops is based on age, component update possibilities and capacity to support new software.



School Labs

- Crawford Bay
- Kootenay River Secondary
- LV Rogers Secondary
- Mount Sentinel Secondary
- Salmo Secondary
- Trafalgar Middle School

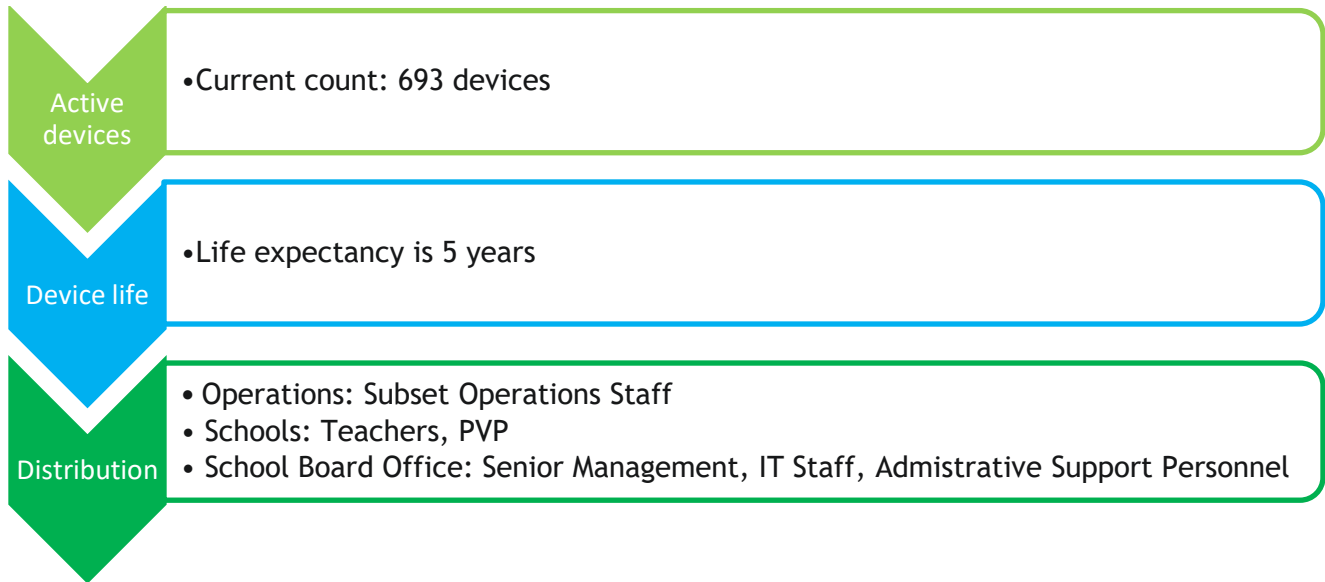
Installed Devices

- 17
- 30
- 30
- 31
- 29
- 21



Staff devices

Laptops - SD8 emphasizes providing staff with the appropriate computer technology. The type of device is determined by the usage of the individual staff member. The diagram below shows the current inventory status, life expectancy and distribution for staff laptops within the District.



Desktops are used by the clerical support staff in the schools and operations, they function as library stations, kiosks and are used in conference rooms. Their life expectancy is on average 5 to 10 years which is calculated based on the software requirements, age, and component update possibilities.

Cell Phones are managed by the IT group to support the efficient operations of the district as a whole and to ensure emergency communications can be established easily.



Servers

Servers are used to manage the multitude of client devices, printers, easily access and secure data. Additionally, they are required to host a multitude of SD8 operational software and services. All servers have a life expectancy of five years. SD8 currently runs approximately 30 servers. The regular updates and replacements of the server are of vital importance as these run critical services which all other technology rely on.

SD8 also uses a high-end server cluster as backbone to the district's IT infrastructure. This server is connected to fiber and offers a benefit that allows the district to centralize its operations by eliminating peripheral servers at remote locations.

Other IT Equipment

The table below lists the more prevalent pieces of hardware used within the school district. The end-of-life calculations for each one is different, and the district monitors their inventory.

<i>Assets</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>	<i>2022-2023</i>	<i>Total</i>
Monitors	90	47	15	52	204
Doc cams	25	5	7	6	43
Projectors	29	17	4	8	58
Amps	0	0	1	8	9
Screens	4	2	4	2	12
Charging Solutions	16	0	6	1	23
USB Monitor	1	1	0	5	7
UPS	10	0	0	0	10

Other equipment such as peripherals (mice, keyboards...), the phone system, the video surveillance systems, public address systems and network resources are replaced as needed.

Software

The school district uses over 600 individual software programs, each requiring installation, managed updates, and license fees. The software list includes apps used by students, administrative software, financial software, protection software, educational technology software and management software.



ACTION PLAN

The action plan is based on maintaining equity, creating greater efficiencies, and maintaining and improving the functionality of IT services across SD8. Based on existing resources, the action plan is adapted to meet the needs of all learners and staff.

Student and Staff Devices

Currently the district continuing to achieve the intended device ratios and the refresh cycle is reviewed annually to align to the school district's annual budget.

Other IT Equipment

Replacing classroom devices (audio video devices like projectors, screens, and PA systems) as a school cost is difficult for the schools and causes extra work for everyone involved. This cost will be centralized to streamline increase the equity between schools.

Six schools are connected to dedicated fiber. A stable and relatively fast internet will improve student productivity and focus. An additional 14 schools will be connected fiber over the next several years to ensure equitable connectivity across the district.

The large majority of the district's network devices has been upgraded over the recent years and require no investment, with the exception of the layer 3 AGG switches. These will be prioritized for upgrade.

Servers

As the servers come end of life, they are not physically replaced. Instead, their services are moved to the Nelson COLO and the Office 365 SharePoint for file storage. This implies a significant reduction in cost and management. The server at the COLO be updated 2024-2025, as at that time it will have reached its EOL.

Software and Programs

Software is reviewed annually to ensure that overlap in function is reduced and sourced at efficient costs. Additionally, software privacy will be assessed on an ongoing basis.

Green Initiative

Implementation of E-sign and streamlining Digital Document Storage will drastically reduce printing costs and toner usage. SD8 considers recycled packaging and using repair options instead of replacement where possible.



PROJECTED IMPLEMENTATION OF ACTIONS

2023-2024

- Upgrade one school lab
- Refresh necessary staff laptops and student devices as needed based on current inventory levels
- Refurbish appropriate laptops for shared devices (upgrade memory, storage and replace batteries)
- Install new surveillance system for one school and upgrade one school
- Upgrade to dedicated Fiber for schools through CBBC
- Replace district Layer 3 AGG switches
- Facilitate trades of devices between schools to move iPads to elementary (excluding inclusive devices)
- Audit two school's iPads and group into capacity
- Start desktop refresh with Ultra small form factor computers (clerical, meeting rooms, staff computer, others)

2024-2025

- Upgrade one school lab
- Review surveillance systems for two possible upgrades
- Refresh necessary staff laptops and student devices as needed based on current inventory levels
- Refurbish appropriate laptops for shared devices (upgrade memory, storage and replace batteries)
- Invest in more school dedicated fiber as needed
- Audit two school's iPads and group into capacity
- Continue desktop refresh, if not complete

2025-2026

- Upgrade one school lab
- Refresh staff laptops and student devices as needed based on current inventory levels
- COLO Server
- Install video surveillance at one school in consultation with principals and operations
- Further fiber connection rollout.

CONCLUSION

The IT department will continue its focus on providing students and staff with the best possible service and IT experience. The main goal is to support the students and the schools in their learning environment. In tandem with SD8's goals and vision we strive for continual refresh of infrastructure and processes in alignment with the classroom's needs, with focus on the learning. Finally, we have an ongoing focus on protecting the data integrity, privacy of the IT systems of the District.



FROM: Johan Glaudemans, Secretary-Treasurer
DATE: March 14, 2023
SUBJECT: 2023-2024 Trustee Remuneration Calculation

For Information

Introduction

This memorandum covers the annual adjustments to trustee remuneration.

Background

The Board of Education of each school district in the province spends a significant amount of time and effort in discharging the responsibilities entrusted to the Board as part of the governance process. There is a recognition however that the duties performed by trustees take a considerable amount of time and effort. [Policy 131: Trustee Indemnity](#) outlines trustee remuneration is calculated for each July 1st based on the change between the most recent December 31, BC CPI published rate as compared to the December 31, BC CPI to the year prior.

Information

The trustee remuneration increase based on the CPI for the 2022-2023 and 2023-2024 are outlined below:

British Columbia Consumer Price Index	Index - year-over-year increase		
December 31, 2021 (base for 2022-23)	138.0	-	3.916%
December 31, 2022 (base for 2023-2024)	147.1	-	6.594%

	2022-2023 Remuneration	2023-2024 Remuneration
Chair	\$22,178	\$23,640
Vice-Chair	\$20,085	\$22,225
Trustee	\$19,214	\$20,481

Trustee remuneration rates based on the British Columbia Consumer Price Index allows for the annual adjustments to keep pace with inflation without exceeding it. Such an adjustment recognizes the ongoing work done by the trustees in a fair and objective manner.

POLICY 620: Budget Development, Monitoring and Reporting

The Board of Education of School District No. 8 (Kootenay Lake) has the duty to establish and monitor the District's annual budget.

The Board must receive sufficient information to fulfill its fiduciary responsibilities and be satisfied that revenues and expenditures are aligned with the strategic priorities of the Board. The Board must ensure that appropriate processes are established to maintain the fiscal integrity of the District.

The Board expects that Administration will not cause or allow any financial activity that materially deviates from the budget adopted by the Board, cause or allow any fiscal condition that is inconsistent with achieving the expectations and strategic priorities the Board has established, or that places the long-term financial health of the organization in jeopardy.

Related Legislation: School Act [RSBC 1996, Part 8, Division 2, Section 111] and [Budget Transparency and Accountability Act \[RSBC 2000\]](#)

Related Contract Article: Nil

Adopted: January 14, 2003

Amended: October 25, 2010; October 9, 2018; November 10, 2020; March 14, 2023

