

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

**TUESDAY, FEBRUARY 15, 2022**

**5:00 PM (PT) – 7:00 PM (PT) / 6:00 PM (MT) – 8:00 PM (MT)**

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

Via video conference: [Zoom](#) - Meeting ID: 611 8378 2337 – Password: 316245

*Due to COVID-19 public attendance is only available via zoom*

**1. Call to Order**

**2. Acknowledgement of Aboriginal Territory**

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

**3. Changes to the Proposed Agenda**

**4. Adoption of Agenda**

**Proposed Resolution:**

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

**5. Receiving Presentations – Nil**

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

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

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

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

**Proposed Resolution:**

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

**BE ADOPTED.**

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

**10. Education – Reports from Superintendent**

A. COVID-19 Update (p. 21) App. 10A

B. Annual Literacy Report (p. 23) App. 10B

C. Board Authority Authorized Courses and Programs of Choice (p. 45) App. 10C

D. Student Laptop Pilot Project (p. 48) App. 10D

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

A. Surplus Property Sales (p. 50) App. 11A

B. 2021-2022 Amended Budget – Secretary-Treasurer

[\[Link to Amended Budget\]](#)  
[\[Link to Amended Budget Discussion\]](#)

**Proposed By-law:**

- i. **THAT** the 2021-2022 Amended Budget Bylaw may be read three times at this meeting;
- ii. **THAT** the 2021-2022 Amended Budget Bylaw **BE APPROVED** as read a first time;
- iii. **THAT** the 2021-2022 Amended Budget Bylaw **BE APPROVED** as read a first time;
- iv. **THAT** the 2021-2022 Amended Budget Bylaw **BE ADOPTED** as read a third time.

**12. Governance and Policy**

**13. Human Resources**

**14. Trustee Reports**

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

**15. Comments or Questions from the Public**

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

**16. Meeting Schedule and Reminders (p. 52)**

App. 16

- A. Board Meetings

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

**17. Adjournment of Meeting**

**SCHOOL DISTRICT 8 KOOTENAY LAKE**  
**CONSENT PACKAGE – OPEN**  
**FEBRUARY 15, 2022**

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**ITEM**

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

- |  |       |
|--|-------|
| 1. Board Correspondence Package  | p. 4  |
| 2. <a href="#">Superintendent's Report – January 2022</a>                    |       |
| 3. <a href="#">Monthly Financial Report - period ended December 31, 2021</a> |       |
| 4. Transactions over 10k   | p. 6  |
| 5. Declared Trustee Conflicts of Interest                                    | p. 10 |

**SCHOOL DISTRICT 8 KOOTENAY LAKE**  
**BOARD CORRESPONDENCE PACKAGE**  
**FEBRUARY 15, 2022**

ITEM	DATE
1. L. Trenaman to R. Watts relative to Mental Wellness Supports	January 19, 2022

January 19, 2022

Romany Watt

Email: [REDACTED]

*Via Email*

Dear Romany Watt,

Thank you for your correspondence to the Board dated December 15, 2021.

I appreciate you sharing your concerns with the Board about the mental wellness supports at L.V. Rogers Secondary School. The Board agrees that supporting students with mental wellness is an important part of their development and this is a focus of the Board in the budget development process each year.

I want to assure you that there has not been any reduction in supports provided to L.V. Rogers Secondary to support students in confidential personal counselling, stress and anxiety management, access to alternative programs and nutritional support. If you wish to discuss these items specifically, please contact Principal Luck to discuss services available for students. If you have further questions after speaking with Mr. Luck, I suggest you reach out to Superintendent Smillie with your concerns.

Thank you,

[REDACTED]

Lenora Trenaman  
Board Chair

hk/LT

cc: sd8 trustees

CHEQUE PROCESS NUMBER: 33296

CHQ/ePAYMT	TY	VENDOR	NAME	AMOUNT
199146	CH	( ) -1024	Receiver General RP0001	215,000.00
48496	EP	(855) 718-9787	Caliber Sport System	36,355.11
48507	EP	( ) 428-5357	FortisBC Inc.	16,369.32
48569	EP	(888) 997-9901	Superior Propane Inc	17,832.34
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				285,556.77



CHEQUE PROCESS NUMBER: 33321

CHQ/ePAYMT	TY	VENDOR	NAME		AMOUNT
199158	CH	( ) 999-0010	Kootenay Lake Teachers Federation		86,768.05
199160	CH	( ) 999-1002	Municipal Pension Fund		79,902.01
199161	CH	(250) 551-4522	Nelson Tiny Houses		14,542.50
199163	CH	( ) -1023	Receiver General RP0002		112,795.16
199168	CH	( ) 273-7711	Worksafe BC		186,425.86
48614	EP	(250) 354-3644	All Around Septic Services Ltd.	10,310.79	10,310.79
48621	EP	( ) -1333	Canadian Union Of Public Employees	16,018.10	16,018.10
48622	EP	(877) 272-2012	Dell Financial Services	20,368.03	20,368.03
48652	EP	(250) 352-6601	Selkirk College	32,900.57	32,900.57
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					560,031.07



CHEQUE PROCESS NUMBER: 33334

CHQ/ePAYMT	TY	VENDOR	NAME		AMOUNT
48697	EP	(450) 629-3030	Camfil Canada Inc.	12,166.24	12,166.24
48698	EP	(250) 352-5511	City Of Nelson	27,829.03	27,829.03
48706	EP	( ) 428-5357	FortisBC Inc.	19,808.94	19,808.94
48759	EP	(888) 997-9901	Superior Propane Inc	13,018.13	13,018.13
48765	EP	( ) 428-2214	Town of Creston	32,540.18	32,540.18
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					105,362.52





CHEQUE PROCESS NUMBER: 33354

CHQ/ePAYMT	TY	VENDOR	NAME	AMOUNT
199192	CH	(250) 354-4622	Gerick Cycle and Ski	24,789.45
199194	CH	( ) 999-0010	Kootenay Lake Teachers Federation	21,598.10
199196	CH	( ) 999-1003	Municipal Pension Fund	29,565.47
199197	CH	( ) 999-1002	Municipal Pension Fund	82,337.89
199202	CH	( ) -1023	Receiver General RP0002	115,981.10
199203	CH	( ) -1024	Receiver General RP0001	766,793.39
199204	CH	( ) -1025	Receiver General RP0003	12,240.63
199206	CH	( ) 387-1002	Teachers' Pension Fund	680,771.91
48812	EP	( ) 731-8121	BC Teachers Federation	45,166.83
48813	EP	(800) 663-9163	British Columbia Teacher Federation	54,152.98
48819	EP	(250) 352-5511	City Of Nelson	31,692.77
48825	EP	( ) -1333	Canadian Union Of Public Employees	17,400.39
48830	EP	(250) 428-5357	FortisBC-Natural Gas	115,829.65
48848	EP	(604) 654-2311	Pacific Blue Cross	116,016.23
48849	EP	(604) 913-7782	Peht In Trust c/o Morneau Shepell	99,987.57
48853	EP	(250) 354-8747	Red Dog Carpentry Ltd	10,865.13
48861	EP	(888) 997-9901	Superior Propane Inc	13,554.55
48865	EP	(416) 974-8475	The Manufacturers Life Ins Co	12,048.71
48868	EP	( ) 353-2311	Village Of Kaslo	15,357.80
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				2,266,150.55



**LIST OF TRUSTEE RECUSALS  
2021-2022**

<b>Date of Meeting Held in the absence of the Public with one or more Declared Conflicts of Interest</b>
September 20, 2021
September 21, 2021
September 27, 2021
October 6, 2021
October 26, 2021
November 23, 2021
December 7, 2021
January 18, 2022

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

**TUESDAY, JANUARY 18, 2022**

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

**Board:**

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

**District Staff:**

T. Smillie, Superintendent  
M. McLellan, Secretary-Treasurer  
T. Stoneman, Interim Secretary-Treasurer  
N. Howald, Director of Information Technology *(via video conference)*  
D. Holitzki, Director of Inclusive Education *(via video conference)*  
C. Singh, Director of Human Resources *(via video conference)*  
B. Eaton, Director of Innovative Learning *(via video conference)*  
C. Kerr, Director of Operations *(via video conference)*  
N. Ross, District Principal of Innovative Learning *(via video conference)*  
G. Higginbottom, District Principal of Aboriginal Education *(via video conference)*  
H. Kerr, Executive Assistant *(via video conference)*  
N. Lynn, Learning Innovator *(via video conference)*

**Student Trustees:**

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

**Partners:**

K. Walgren, KLTF *(via video conference)*  
R. Sherman, KLPVPA *(via video conference)*  
A. Early, CUPE *(via video conference)*  
R. Bens, CUPE *(via video conference)*  
M. Bennett, CUPE *(via video conference)*

**Guests:**

J. McMurray *(via video conference)*  
S. McGregor *(via video conference)*  
T. Harper *(via video conference)*  
J. Smith *(via video conference)*



C. Esposto (via video conference)  
P. Wedman (via video conference)  
L. Lewis (via video conference)  
S. Malloff (via video conference)  
S. Kitch (via video conference)  
Leeann E. (via video conference)  
Lynn (via video conference)

**Regrets:**

S. Chew, Trustee  
L. McKone, Student Trustee, Salmo Secondary School  
R. Drescher, Student Trustee, Salmo Secondary School

**1. Call to Order**

The meeting was called to order at 5:03 p.m.

**2. Acknowledgement of Aboriginal Territory**

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

The Chair reported that this is the final meeting of Secretary-Treasurer McLellan and she congratulated him on his future professional opportunities. The Chair shared that he has been an amazing asset to the Board of Education and will be missed.

The Superintendent shared that Secretary-Treasurer McLellan has been an important part of the District team over the last four years and has been instrumental in moving the district forward. The Superintendent wished him the very best in the future.

The Interim Secretary-Treasurer, Teri Stoneman, was introduced and welcomed.

**3. Changes to the Proposed Agenda - Nil**

**4. Adoption of Agenda**

**UPON** a motion duly made and seconded it was **RESOLVED:** 21/22-020

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

**5. Receiving Presentations – Nil**

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

**7. Consent Package**

**8. Adoption of Minutes**

**UPON** a motion duly made and seconded it was **RESOLVED:** 21/22-021

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



## 9. Future and Action Item Tracking - Nil

### 10. Education

#### A. COVID-19 Update

The Superintendent reported that:

- District communicable disease plans have been revised based on Ministry updates.
- Enhanced Covid-19 measures have been implemented in schools to build on what has been in place, including health checks, distancing, wearing masks and washing hands.
- FAQs have been added to the Covid-19 page on the district website.
- Omicron is affecting schools as there have been many absences.
- The Ministry has directed us to monitor staff and student attendance. Potential Signal Letters are to be sent to families after specific indicators have been met such as 10% lower than normal attendance. The functional closure of a school will happen should the thresholds be met. Interior Health will be working with us through this process.
- Rapid Antigen tests will be available to all staff in the coming weeks, with each District staff member being provided with two tests.

#### B. Aboriginal Education Report

The District Principal of Aboriginal Education shared a presentation outlining the Aboriginal Education Annual Report, including:

- 879 self identified students in School District 8
- Goals of the Aboriginal Education department
- Key Actions being followed by the Aboriginal Education Department for system accountability, growing staff capacity and knowledge, local education agreement development, provide scholarships and other initiatives.

The Superintendent shared that the District is beginning to work on accountability reports, is working with partner groups and working groups to take the data we have and analyze it and use indicators to improve strategies and actions to improve student learning.

#### C. Kindergarten Registration

The District Principal of Innovative Learning, Primary and Intermediate – shared a verbal report regarding kindergarten registration for 2022/2023, including:

- Registration is now open.
- Extensive advertising is underway.
- Each elementary school will host a 'Welcome to Kindergarten' event.
- Each new kindergarten student will receive a welcome to School District 8 tote bag which containing kindergarten supplies.

#### D. Provincial Online Learning School

The Secretary-Treasurer, Director of Innovative Learning and District Principal of Data and Analytics provided a report regarding the Provincial Online Learning School Expression of Interest, including:



- An Online Learning school with an agreement with the Minister which is administered by a board of education.
- The enrolment policy allows the schools to cross-enrol and enrol out-of-district students from anywhere in the province.
- The method of instructions will primarily be via the internet between students and teachers.
- Key Changes:
  - Consolidation of Online Learning Policy with a separate Online Learning Procedures Guide.
  - New Provincial Online Learning Schools quality assurance process.
  - All districts can run their own online school serving their own students.
  - Provincial learning management system will be available for all school types.
  - A common set of courses and resources will be developed and shared by Provincial Online Learning schools to supplement school resources.
- The timeline for the District to implement an Online Learning School would be approximately two years.
- No significant funding changes.
- At this stage projected enrollment is unknown. The current online schooling status would stay the same, but this opportunity would allow the District to provide educational opportunities around the province.

The Superintendent shared that due to the online nature of the Provincial Online School, the District would be able to hire staff for the school from all around the province.

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

21/22-022

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

## 11. Operations and Finance

### A. 2022-2023 Budget Development Process & Schedule

21/22-023

The Secretary-Treasurer reviewed the revised 'Budget Development Process & Schedule', which was circulated with the agenda package. Proposed revisions were made due to the fact that the current Secretary-Treasurer will be departing and the Manager of Finance will soon be going on maternity leave, to improve the points of contact with each Partner Group and Trustees, as well as to align the development schedule with internal senior staff and school leaders meetings.

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

**THAT** the Board of Education adopt the 2022/2023 Budget Development Process as circulated in the January 18, 2022 agenda.

### B. 2021-2022 Budget Update

The Secretary Treasurer provided a 2021-2022 Financial Update presentation which included:



- Actual Student Enrollment as compared to budget and the prior year
- Revenues, including new revenues and comparisons to budget and the prior year
- Expenses year-to-date as compared to budget and the prior year
- Total current and expected Tangible Capital Asset purchases for the year

Overall, a slight deficit is projected, approximately \$200,000, which is a smaller deficit than indicated in the Fall, 2021.

A proposed 2021-2022 Amended Budget will be presented to the Board of Education for the meetings of the Operations & Finance Committee and Board on February 15, 2022.

## 12. Governance and Policy

### A. Election of BCPSEA Alternative Representatives

The Chair called for nominations from the floor for the position of BCPSEA Alternative Representative.

A Trustee nominated Trustee Walsh.

The Chair called for further nominations two additional times and hearing no further nominations, declared nominations closed.

Trustee Walsh accepted the nomination and was acclaimed as BCPSEA Alternative Representative.

### B. Destruction of Ballots (if there is a secret ballot vote held)

*There were no ballots [or electronic votes] to destroy.*

## 13. Human Resources - Nil

## 14. Trustee Reports

### A. Trustees

Trustee Lang reported that she attended several BCPSEA Meetings, Labour Management Meetings, CUPE bargaining preparation meetings.

Trustee Coons reported that she attended the Anti-Racism Committee Meeting and a BCPSEA preparation meeting for the AGM.

Trustee Walsh shared that she attended the Anti-Racism Committee Meeting, French Immersion Information nights and PAC meetings.

### B. Chair

Chair Trenaman recognized District staff who worked over the holiday season, and saluted staff at all levels in the district and the good work that is being conducted. The Chair provided an overview of various meetings attended including Ministry Chair, BCPSEA Chair, observations of the Anti-Racism committee.

### C. BCSTA - Nil



D. BCPSEA - Nil

E. RDCK - Nil

F. Other Committees

G. Student Trustees

Student Trustee Kitch from L.V. Rogers (LVR) provided an update, including:

- Students are getting back into the flow of school after the break.
- Staff have been extremely supportive of student.
- Everyone is supporting one another.

Student Trustee Troback from J.V. Humphries (JVH) provided an update, including:

- Three JVH students have been requested for interviews with United World Colleges.
- Breakfast club has started preparing breakfast snacks for students when they enter school in the morning.
- A Student Leadership suggestion box has been started.

Student Trustee Klassen from Kootenay River Secondary School (KRSS) provided an update, including:

- Lots of school spirit at KRSS after the winter break.
- Everyone is adapting to the current covid protocols.
- Staff have been very supportive of students.
- Many great programs available to student currently.

Student Trustee Pillar from Mount Sentinel Secondary School (MSSS) provided an update, including:

- MSSS is welcoming many international students, more than at any time before.
- Academy PM is hosting a fund raiser, selling Volleyball Provincial photos to schools who participated in provincials at the school.

## **15. Comments or Questions from the Public**

The Chair made the following statement:

These meetings are meetings of the Board in the public. These are not meetings for the public of the Board. The purpose of the meetings is business. To conduct the business of the Board. For the Board members to be informed by our staff in regard to the decisions that we are here to make. We conduct our meetings now by webinar, which basically puts the people in the room that sit at our table for discussions, our Trustees, our Student Trustees and our staff that we rely on for our information.

The Board and staff responded to comments and questions from the video conference chat including:

- Currently public may post questions to the Board of Education via the chat in the meeting webinar, or to send letters to the Board of Education.





- School District 8 has a focus on mental health support. All students are cared for and receive resources and support when needed.
- The Board of Education’s mandate is to serve students in the district. The Board receives all kinds of information and is well informed by staff. The Board of Education follows public health guidance, and cares very much about the health of our school communities.

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

### **A. Board Meetings**

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

## **17. Adjournment of Meeting**

The meeting adjourned at 6:26 p.m.



FUTURE AND ACTION ITEMS - OPEN BOARD MEETINGS

Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
<b>Resolutions in Progress</b>						
October 26, 2021	21/22-008	Policies Section 200	THAT policies 250, 251 and 260 BE REVIEWED by staff.	Superintendent	-Staff review in process	In Progress
June 15, 2021	20/21-064	Resolutions rescinded, report showing school catchments	THAT resolution 12/13-061, BE RESCINDED; THAT resolution 10/11-156, BE RESCINDED; AND THAT staff prepare and submit to the Board a report showing overlaid maps of the District, school catchments, and District and RDCK electoral boundaries.	Secretary-Treasurer	- Resolutions rescinded at June 15, 2021 board meeting. -Map creation in process.	In Progress
September 22, 2020	20/21-011	Board contributes to Salmo Project	THAT a contribution of up to \$50,000 by the Board towards the Salmo Tennis, Basketball & Skate Park Project under the Board's 5-Year Capital Operations Plan BE APPROVED.	Secretary-Treasurer	-The Village of Salmo, Columbia Basin Trust and the Recreation Commission for Salmo & RDCK Area G, and the RDCK Area G, announced they will make a contribution. -Media release announcing project and partners March 1, 2021. -Significant work was completed during summer 2021, with completion expected spring 2022. -See Memo in Agenda Package for Oct 26, 2021 Open Board Meeting.	In Progress
February 26, 2019	18/19-092	Properties Sell or Defer	WHEREAS there are nine Board owned properties under consideration for sale in the existing 2016-2026 Facilities Plan, which the Board has previously resolved to sell; WHEREAS the Board is currently in the process creating a new facilities plan (the "2019-2029 Facilities Plan"), for which it is currently consulting with stakeholders and has contracted Baragar Systems to provide long-range enrolment projections and demographic analysis; Moved by Trustee Lang, seconded by Trustee Chew: NOW THEREFORE BE IT RESOLVED THAT in line with past Board resolutions, the following property interests be sold forthwith: 1.Former Crawford Bay maintenance yard; 2.Retallack land; 3.Former Yahk Elementary, and; 4.Ymir Land; THAT the sale of the following property interests be deferred until the Board adopts the new 2019-2029 Facilities Plan: 1.Former Al Collinson Elementary; 2.Former Gordon Sargent Elementary; 3.Kin Park in Creston, and; 4.Salmo tennis court & pool land	Secretary-Treasurer	-LRFP adopted Dec 10, 2019 -Appraisals for 8 properties received. -Quotes received from realtors. -Discussions in process with various interested buyers/lessors. -Properties to be leased (licensed) are licensed, including the former Al Collinson, former Gordon Sargent. -Properties to be sold have been put up for sale as of September 2020. - Johnstone Road property sold February 2021. -Agreement to sell in place for Kinsmen Park, subject to MoE and various other conditions. -Agreement to sell Yahk in place, subject to MoE approval. - Retallack I property sold September, 2021.	In Progress
July 12, 2016	16/17-024	REEF for Jewett and Closure	WHEREAS the Board of Education: 1. On May 3, 2016, advanced Draft 2 of its Facilities Plan by board motion; 2. Between May 4 and July 4, 2016, considered the closure of Jewett Elementary School; and 3. was successful in securing Rural Education Enhancement Funding for 2017-2018 and subsequent school years; NOW THEREFORE the Board's final facilities plan as it relates to the Crawford Bay/Kaslo Family of Schools shall be status quo with no changes to school opening or closing; nor school configuration until such time as: 1. Rural Education Enhancement Funding ceases; 2. REEF funding is sourced from inside the Ministry of Education block funding; or 3. Accepting REEF funding negatively impacts the overall district average capacity utilization for capital planning purposes and space renewal in School District No. 8; AND FURTHER that the Board continue to explore options for transfer of title or financial burden that would maintain stable and sustainable K-5 educational programming in the Lardeau Valley community.	Secretary-Treasurer	-REEF Funding terminated at end of 2019-2020. -Jewett enrolment has increased to 10 students for 2020-2021 year -Awaiting further information regarding funding model review equity.	In Progress



Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
<b>Standing Resolutions</b>						
June 23, 2020	19/20-079	Acknowledgement of systemic racism	MOVED by Trustee Walsh, seconded by Trustee Nazaroff, and RESOLVED: THAT the Board of Education of School District No. 8 (Kootenay Lake) HEREBY ACKNOWLEDGES the existence of systemic racism, bigotry, hatred and prejudice and the harmful impact it has on our students, staff and the families in our communities, DENOUNCES all forms of racism, bigotry, hatred and prejudice, AND COMMITS to finding ways to strengthen a culture of inclusion that respects and embraces diversity and supports a hopeful future for all.	Superintendent	- "Different Together" pledge, media release, website banners. - "Anti-Racism and Intercultural Day of Learning" event on October 23, 2020. - Anti-Racism Framework - Interculturalization workshop by S. Prentice	Complete
January 9, 2018	17/18-078	Annual Reporting on Facilities Plan implementation	Resolution 16/17-035 be amended to: The Board direct staff to annually report back to the Board on the status of the Facilities Plan implementation including enrolment projections, property disposal status, capacity utilization, facility condition index (FCI), programming and transition update, and capital planning status.	Secretary-Treasurer	-2020-2021 Complete -2021-2022 Long-Range Facilities Planning process scheduled for spring 2022	In Progress for 2021-2022
July 12, 2016	16/17-036	Facilities Plan Meetings - Each Year in Each Family of School	The Board have an annual meeting in each family of schools to talk about the Facilities Plan.	Secretary- Treasurer	-2020-2021 Complete -2021-2022 Facilities Consultation Meetings schedule published here: <a href="http://www.sd8.bc.ca/facilities">www.sd8.bc.ca/facilities</a>	In Progress for 2021-2022
<b>Resolutions for Repeal or Replacement</b>						
<b>Completed Resolutions</b>						
January 18, 2021	21/22-023	2022-2023 Budget Development Process	THAT the Board of Education adopt the 2022/2023 Budget Development Process as circulated in the January 18, 2022 agenda.			Complete
January 18, 2021	21/22-022	Provincial Online Learning School	THAT, if selected by the Ministry of Education to operate a Provincial Online Learning School, the signing of a Memorandum of Understanding and a three-year agreement with the Minister of Education to operate the school, BE APPROVED.			Complete
January 18, 2021	21/22-021	Adoption of Minutes	THAT the minutes from the December 7, 2021 Meeting of the Board held in public BE ADOPTED as amended.			Complete
January 18, 2021	21/22-020	Adoption of Agenda	THAT the Agenda for this January 18, 2022 meeting BE ADOPTED, as circulated			Complete
December 7, 2021	21/22-019	Policy 660 approval	THAT revised policy 660 BE APPROVED.			Complete
December 7, 2021	21/22-018	Creston Valley School re-naming	THAT the secondary school in Creston be permanently named <u>Kootenay River Secondary School</u> .			Complete
December 7, 2021	21/22-017	Adoption of Minutes	THAT the minutes from the November 23, 2021 Regular Meeting BE ADOPTED			Complete
December 7, 2021	21/22-016	Adoption of Agenda	THAT the Agenda for this December 7, 2021 meeting BE ADOPTED, as amended.			Complete
November 23, 2021	21/22-015	Revised Policy	THAT revised policies 120 and 130 BE APPROVED.			Complete
November 23, 2021	21/22-014	Adoption of Minutes	THAT the minutes from the October 26, 2021 Regular Meeting BE ADOPTED			Complete
November 23, 2021	21/22-013	Adoption of Agenda	THAT the Agenda for this November 23, 2021 meeting BE ADOPTED, as circulated.			Complete
November 23, 2021	21/22-012	RDCK Commission Appointments	THAT the Regional District of Central Kootenay be requested to appoint the following School District No. 8 (Kootenay Lake) representative to the relevant Recreation Commissions for the term January 1, 2022 to December 31, 2023: □ Chair Trenaman: Recreation Commission No. 10 - Balfour & Area E East			Complete

## FUTURE AND ACTION ITEMS - OPEN BOARD MEETINGS

Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
January 28, 2020	19/20-038	Winlaw Elem. modular approved	THAT the installation of a customized modular building, approximately 1500 square feet in size, be installed at Winlaw Elementary, at a cost of approximately \$450,000, AND THAT beginning for the 2020-2021 School Year, Winlaw Elementary "Seamless Day" BE APPROVED. A Trustee abstained. Motion carried.	Secretary-Treasurer	-New Spaces funding, CBT grant were approved. -Modular building installed, services and other setup in process. - Board to receive an update at an upcoming meeting - Opening soon when licensing and staffing have been finalized.	Complete
October 26, 2021	21/22-011	investigate possible de-amalgamation	THAT the Superintendent investigates, through the Ministry of Education, the possibility for de-amalgamation and evaluates the impact of de-amalgamation on Education, Operations, and Finance.	Superintendent		Complete
October 26, 2021	21/22-010	Policy Field Testing	THAT the Field testing of revised Policy 660 BE APPROVED.	Superintendent	-Sent for field testing - Field testing completed Nov 28, 2021	Complete
October 26, 2021	21/22-008	Policies Section 200	THAT updated Policies 210, 230, 240 and 270 BE APPROVED.			Complete
October 26, 2021	21/22-007	Adoption of Minutes	THAT the minutes from the September 21, 2021 Regular Meeting BE ADOPTED.			Complete
October 26, 2021	21/22-006	Adoption of Agenda	THAT the amended Agenda for this October 26, 2021 meeting BE ADOPTED, as amended.			Complete
September 21, 2021	21/22-005	Temporary Superintendent Succession Plan	THAT the Temporary Superintendent Succession Plan BE APPROVED.			Complete
September 21, 2021	21/22-004	Public Engagement Framework	THAT the Public Engagement Framework BE ADOPTED, as referenced in Handout 13A.			Complete
September 21, 2021	21/22-003	Surplus Rescriptions, Financial Statements approved	THAT the Surplus Restrictions BE APPROVED as proposed; and THAT the Audited Financial Statements and Financial Discussion & Analysis for the year ended June 30, 2021 BE APPROVED.			Complete
September 21, 2021	21/22-002	Adoption of Minutes	THAT the minutes from the June 15, 2021 Regular Meeting BE ADOPTED.			Complete
September 21, 2021	21/22-001	Adoption of Agenda	THAT the Agenda for this September 21, 2021 meeting BE ADOPTED, as amended.			Complete



## Memorandum to the Board of Education Open

**FROM:** Trish Smillie, Superintendent  
**DATE:** February 15, 2022  
**SUBJECT:** Communicable Disease - COVID-19 Update

For Information

### Introduction

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

### Background

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

### Information

#### Proof of Vaccination Procedure

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

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

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

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



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

A [frequently asked questions document](#) is available on our [COVID-19 staff and teacher web page](#). The FAQ provides more information about the Proof of Vaccination procedure.

### Distribution of Rapid Tests

In support of continuity of learning, the Province announced on February 1 that they will distribute Rapid Antigen tests for K-12 students in the coming weeks. Because School District No. 8 (Kootenay Lake) is designated rural and remote by the Province, we are one of seventeen rural and remote school districts in B.C. that will receive rapid tests for K-12 students in Phase 1, the first of four phases to distribute 300,000 tests to school-aged students province-wide.

Once tests arrive at schools, each family will receive one box of five tests. These tests are intended to be administered at home by families and should only be used for students who are symptomatic. [Rapid Antigen at-home test instructions for K-12 students are available here.](#)

All existing COVID-19 Safety Plans in schools remain in effect. The use of rapid tests is intended to be in addition any [existing testing programs in place through Interior Health](#).

The Ministry of Education is also distributing Rapid Antigen tests for all staff. SD8 has received and distributed two rapid tests for each staff member.

### Return of Sports Tournaments

The Ministry of Education has allowed for the [return of extracurricular sports tournaments](#). To align with the continued health and safety guidelines, spectators are still not permitted.



## Memorandum to the Board of Education Open

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**FROM:** Trish Smillie, Superintendent  
**DATE:** February 15, 2022  
**SUBJECT:** Literacy Annual Report 2022

**For Information**

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### Introduction

This memorandum provides an overview of the Literacy Annual Report for the 2021-2022 school year.

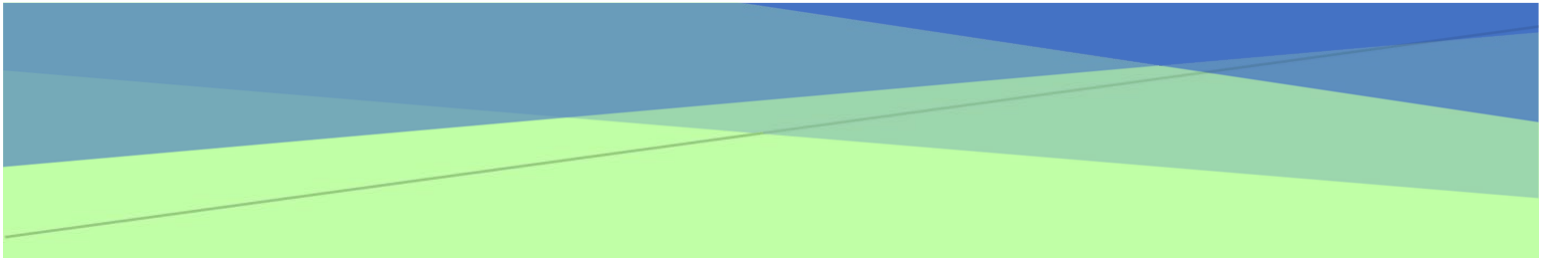
### Information

The Literacy Annual Report 2022 outlines an aspect of the continuous improvement cycle that supports student success in SD8. The report provides a description of the supports, resources, and goals that support SD8's commitment to ensuring literacy success for all our learners.

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 full report is attached for review.





# LITERACY ANNUAL REPORT

February 2022

## [Abstract](#)

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





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## Executive Summary

School District No.8 (Kootenay Lake) *acknowledges, respects and honours the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District 8.*

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

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

Shelley Moore, a renowned BC educator and researcher, states that *“an inclusive education is about providing opportunities with supports for all students to have access to, and contribute to, an education rich in content and experience with their peers”*. Equity is foundational for improving student achievement district-wide; SD8 believes that an equity-centered, relevant, and engaging learning experience is necessary to maximize the success of all learners, including our learners with Indigenous ancestry and our learners with diverse needs.

The District goal for literacy from Kindergarten through to grade 12 is:

*“To improve literacy proficiency for all learners”*

The following action items will be prioritized during the 2021-2022 school year:

- Develop a 3-year District Literacy Plan focused on improving literacy outcomes for all K-12 learners, in consultation with Aboriginal Education staff, district Itinerant staff, and school teams.
- Support literacy for K-12 school teams, district itinerant staff, and Aboriginal Education staff in improving literacy proficiency for all learners.
- Improve student participation rates on provincial assessments and student self-assessment instruments.
- Develop an Assessment for Learning workshop series for teachers and principals.
- Design and implement district literacy assessments at the primary and intermediate (grade 4-6) classroom levels.
- Develop an online literacy resource hub to support all classroom and non-enrolling teachers.
- Support school teams in developing objectives and strategies to support their school literacy goal within the context of their School Learning Plan.
- Expand the district Early Literacy Profile in Kindergarten to grade 2 classrooms.
- Continue to strengthen SD8 community partnerships that support literacy from birth to grade 12.



## Introduction

School District No.8 (Kootenay Lake) is guided by its vision and core values. All resources and District initiatives are aligned with Ministry of Education goals. School Learning Plans also support the commitment to the BC Ministry of Education mandate of an “Educated Citizen” that fosters the intellectual, human and social and career development for all students.

SD8 has one literacy goal for all our students, from Kindergarten through grade 12:

*“Improve literacy proficiency for all learners”*

Literacy encompasses the ability to analyze critically, to reason, to think independently, and to acquire important skills and bodies of knowledge. Being literate is a basic human right and is “the road to human progress and the means through which every person can realize their full potential,” (Kofi Annan).

The following report outlines how SD8 learners are doing in literacy and provides a description of the supports, resources, and goals that comprise SD8’s commitment to ensuring literacy success for all learners.

This report is comprised of district literacy data from the following Provincial Data Instruments:

- **Early Development Instrument (EDI)**, 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)**, administered annually to students in grades 4 & 7. It provides district level information on how students are achieving in the foundational areas of reading comprehension, writing, and numeracy.
- **Student Learning Surveys (SLS)**, administered annually to students in grades 3 or 4, 7, 10 and 12. The SLS asks students questions about their school experiences. Student participation is voluntary.
- **Graduation Literacy Assessment 10(GLA)** administered annually to students in grades 10 and 12. It provides broad level information on how students are achieving in literacy. Students are able to write the GLA three times prior to graduation.



## Overview of Literacy in the Early Years/ Pre-school (ages 3-5)

SD8 collaborates with local and regional community partners to ensure students have the tools and supports they need for success. Partnerships in the community further enhance learning experiences for current and soon-to-be students as well as their families.

Many provincial and district programs have a literacy goal embedded within their framework. For example, **Ready, Set Learn** is a Provincial program that focuses on supporting children aged 3 to 5 years and their families with Kindergarten readiness, including language development and the progression of emergent literacy skills through play-based activities.

SD8 uses Ready, Set Learn funding to partner with local community organizations such as the Columbia Basin Alliance for Literacy (CBAL) in order to offer literacy programs and activities for families of preschool aged children. These programs are free of charge for families. Programs such as “Come Read with Me” and “Come do Math with Me” are very well received by families. In addition, CBAL offers outdoor family opportunities such as StoryWalks on school grounds.

The SD8 Aboriginal Education program is also collaborating with CBAL this year. They are piloting a one to one reading program for learners with Indigenous ancestry. This initiative is aimed at “growing academic support in literacy and numeracy through land-based learning”.

SD8 also has 12 **StrongStart Outreach** programs in our 5 local communities. StrongStart Outreach provides valuable literacy tools and resources for families of children from birth to age 5.

### Action Item: Early Years Pre-school (ages 3-5)

- Continue to strengthen SD8 community partnerships that support literacy from birth to grade 12.

## Overview of Literacy in Primary (Kindergarten to Grade 3)

For the past 5 years, SD8 Kindergarten Assessment and Read by Grade Three data showed that a significant number of primary learners in SD8 were performing below grade level in reading and writing. Furthermore, the data also indicated that many children who were performing below grade level in the primary years transitioned to the intermediate grades lacking confidence and proficiency in their reading and writing skills. Renowned expert Richard Allington’s research shows that “differences in early reading proficiency predicted differences in how much children read, which predicted 10 years later who would be a good reader and who wouldn’t.” (Allington)

In 2020, SD8 embarked on piloting a district-wide initiative in primary classrooms to better understand the challenges each child may be having in literacy learning and mitigate those challenges by supporting teachers with necessary resources and tools.

By engaging the expertise of primary literacy consultant and UBC-Okanagan professor Dr. Donna Kozak, SD8 created a series of targeted professional development opportunities for K-3 teachers and Inclusion Support Teachers (ISTs) in addition to utilizing the professional capacities of district Inclusion Support staff using a three-year project model. During the 2020-21 school year, Dr. Kozak focused on providing professional development targeted to K/1 classroom teachers and Inclusion Support Teachers who work in K/1 classrooms. Dr. Kozak also introduced a literacy assessment tool for primary grades, called the “Early Literacy Profile K-3” (ELP). The ELP was piloted by K/1 teachers during the 2020-21 school year and is



being expanded in the 2021-22 school year to include grades 1 and 2. The ELP will help to bring literacy coherence across our SD8 primary program and increase the number of students who are proficient in early literacy.

In addition to Dr. Kozak's workshops, SD8 focused on using the expertise of staff. For example, a teacher participating in the Aspiring Leaders Program collaborated with the Innovative Learning and Inclusive Education staff to create a series of after school hands-on workshops designed for primary teachers. During these literacy workshops, called "Make & Takes", primary teachers were led through a series of literacy centres and stations. They were then provided with their own toolkit of literacy resources so that they could replicate these literacy centres in their own classrooms to support their literacy program. There was an excellent response from primary teachers in both their attendance at the workshops and their use of the literacy tools and resources the District has provided.

SD8 also provided professional literacy resources for primary teachers to support them with their professional practice. In addition, an inventory was completed at each elementary school to determine the quality and quantity of primary levelled readers in K-3 classrooms. Subsequently, an action plan was created to provide funding to those schools that lacked sufficient literacy resources in primary, thus creating equity across the District.

The Primary Literacy Coherence model also shifts the way Inclusion Support Teachers (IST) spend their time in school. The new "push-in" model of support focuses on the IST collaborating with the primary classroom teacher to co-plan, co-teach and co-assess based on learners' strengths and challenges identified in the class profile. Furthermore, dedicating 2/3 of their time in primary classrooms focuses additional classroom support in the early years. This model of primary support draws on the strength of a collaborative primary team working together to best meet the needs of all learners in the classroom.

The Primary Literacy Coherence model is a 3-year initiative. For the 2021-22 school year, the focus is on building capacity in grade 1 and 2 classroom teachers. Next year, the focus will shift to grade 2 and 3 teachers.

Evidence of success after the first year with the new Primary Literacy Coherence Model is already apparent. One teacher shared, "By using a one page class profile it takes the guesswork out of what I need to focus on to support my students. I can't wait to see how this model follows my Kindergarten students throughout their entire time in elementary school."

From a principal's perspective, "This Early Literacy Profile that we have implemented in the primary grades is the best example of coherence that I have seen in our district. Equity is being addressed through differentiation and allows us to scoop groups of students to address learning needs as they arise."

Alignment of staff and district resources, including ongoing "just in time" professional development in a "Community of Practice" (Traynor) model, and a collaborative, inclusive approach to working with all learners in the classroom, has resulted in a system-wide shift in philosophy, pedagogy and practice at the primary level. The goal of ensuring that every student completes grade 3 with the skills and confidence of being a proficient reader and writer is on track.



A district Primary Literacy resource hub is available on the SD8 website. This digital hub is a “one stop shop” for all teachers to use as a support with designing and teaching a balanced literacy program in order to best meet the needs of all learners. The hub includes videos of past presentations, resource lists and information supportive of literacy centers, numeracy and social emotional learning.

In addition, an online data platform that will house Kindergarten to grade 3 data is being built. This data platform will enable SD8 staff to analyze reading and writing data in the primary grades. Analyzing the data for broad literacy trends will give the district valuable information about how our primary aged learners are achieving in literacy. This will also enable the district to prioritize additional supports and resources where needed.

The SD8 Literacy Coherence Model implemented in primary classrooms was recently featured in the British Columbia School Superintendents Association magazine “Inspired”. The article can be read [here](#)

## 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.

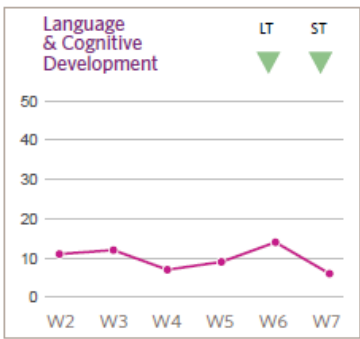
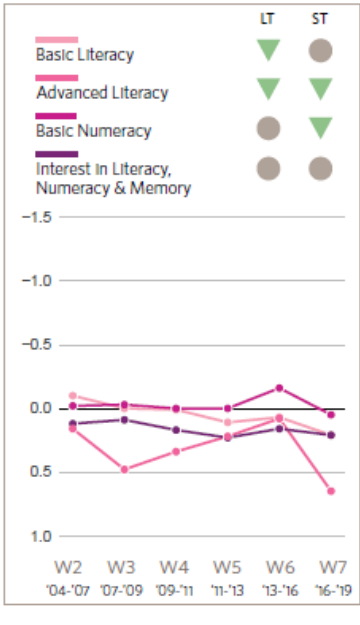
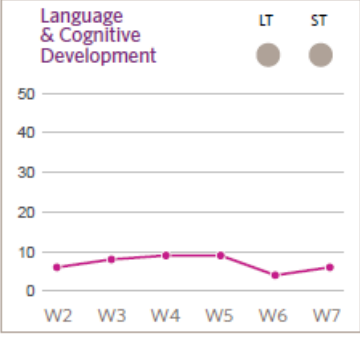
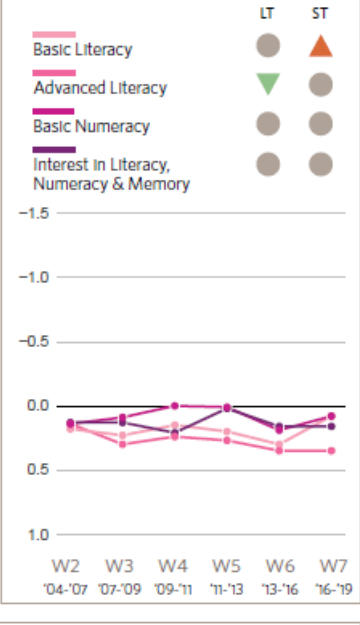
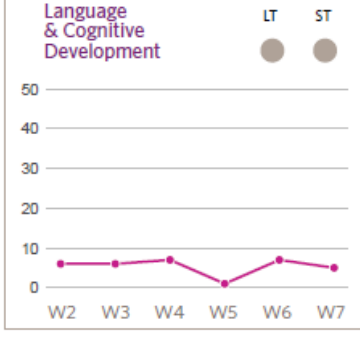
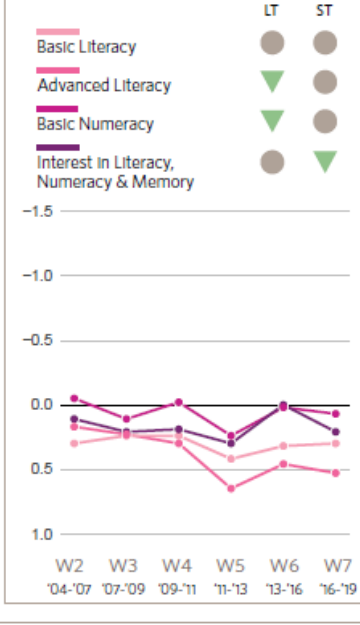
The complete SD8 EDI Wave 7 data report 2020-2021 can be found [here](#).

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



## EDI Wave 7 Kindergarten Literacy Data (Spring 2021):

CRESTON	KOOTENAY LAKE RURAL	NELSON
 <p>Language &amp; Cognitive Development</p> <p>LT ST</p> <p>decreases in scale-level vulnerability rates.</p>  <p>Basic Literacy</p> <p>Advanced Literacy</p> <p>Basic Numeracy</p> <p>Interest in Literacy, Numeracy &amp; Memory</p> <p>LT ST</p>	 <p>Language &amp; Cognitive Development</p> <p>LT ST</p> <p>decreases in scale-level vulnerability rates.</p>  <p>Basic Literacy</p> <p>Advanced Literacy</p> <p>Basic Numeracy</p> <p>Interest in Literacy, Numeracy &amp; Memory</p> <p>LT ST</p>	 <p>Language &amp; Cognitive Development</p> <p>LT ST</p> <p>decreases in scale-level vulnerability rates.</p>  <p>Basic Literacy</p> <p>Advanced Literacy</p> <p>Basic Numeracy</p> <p>Interest in Literacy, Numeracy &amp; Memory</p> <p>LT ST</p>
<p>Creston Language and Cognitive Development data shows positive trends in Basic and Advanced Literacy as well as Short Term Basic Numeracy.</p>	<p>Kootenay Lake Rural Language and Cognitive Development data shows a positive Long-Term trend in Advanced Literacy. There is a Short-Term negative trend in Basic Literacy.</p>	<p>Nelson Language and Cognitive Development data is consistent in all four areas with positive trends in long term Advanced Literacy and Basic Numeracy.</p>

### EDI data notes:

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





## Analysis

Overall, EDI Wave 7 (2020-2021) Literacy data indicates that within the Language & Cognitive Development subsections, Advanced Literacy continues to be an area of increasing strength for Kindergarten learners. Basic Numeracy and Basic Literacy skills and Interest in Literacy, Numeracy and Memory have remained consistent for Kindergarten learners.

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 of Language and Cognitive Development compared to the provincial average. Through the ongoing implementation of the Early Literacy Profile to support all learners K-grade 3, SD8 anticipates that this positive trend will continue.

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

1. Develop a 3-year District Literacy Plan focused on improving literacy outcomes for all K-12 learners, in consultation with Aboriginal Education staff, district Itinerant staff, and school teams.
2. Support literacy for K-12 school teams, district Itinerant staff, and Aboriginal Education staff in improving literacy proficiency for all learners.
3. Develop an Assessment for Learning workshop series for teachers and principals.
4. Develop an online literacy resource hub to support all classroom and non-enrolling teachers.
5. Support school teams in developing objectives and strategies to support their school literacy goal within the context of their School Learning Plan.
6. Expand the district Early Literacy Profile in Kindergarten to grade 2 classrooms.
7. Continue to strengthen SD8 community partnerships that support literacy from birth to grade 12.

## Overview of Literacy and Assessment for Learning: Intermediate to Secondary (Grades 4-12)

Keeping the district literacy goal of *improving literacy proficiency for all learners* in mind, provincial assessment data (FSA, GLA 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. The District will endeavour to focus on finding opportunities for school teams to support inclusive and engaging activities and opportunities for students as well as finding ways to support student voice and choice in what they are learning and in how they are demonstrating their learning. In addition, the implementation of the SD8 Laptop Initiative at the grade 7 and 10 level will help to support this objective.

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





Developing a professional learning series that focuses on classroom assessment strategies such as Assessment for Learning, using BC Performance Standards, and using student exemplars to support classroom planning, teaching and assessing will further support learners. A district literacy toolkit for supporting students with diverse needs will be housed on the district literacy hub. Finally, ongoing collaboration with Aboriginal Academic Success teachers will continue to focus on infusing Indigenous content and perspectives across the curriculum and supporting the academic needs of students with Indigenous ancestry.

To ensure that all learners improve in their proficiency in literacy, ongoing collaboration with all education partners, including school staffs, Aboriginal Education staff, and district itinerant staff will occur in developing a 3-year District Literacy plan. This will include a focus on data analysis and improving participation rates; developing sustainable, collaborative communities of practice focused on literacy instruction and assessment strategies; and ensuring inclusive literacy resources are available to schools and students.

### Intermediate/ Middle Years Program

Literacy in the intermediate (grades 4-6) and middle years (grades 7 & 8) focuses on teaching learners to think critically, creatively and reflectively by exploring ideas within and beyond texts. Reading instruction focuses on text comprehension and analysis, as well as building new understanding by applying the ideas learned to new contexts. Learners gain skills in accessing information and ideas for diverse purposes and from a variety of sources as well as evaluating their relevance, accuracy and reliability. Writing for a variety of purposes including expository, narrative, comparison and contrast, and persuasive formats are taught.

Reference: [BC Curriculum, English Language Arts](#)

### 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, Grades 4 and 7
- Student Learning Surveys, Grades 4 and 7

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

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

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

The following data tables provide information about student academic achievement in reading comprehension and in writing, based on the FSA data. In addition the tables include



Student Learning Survey data reported by students, about their reading and writing progress. Participation rates for both the FSA's and Student Learning Surveys is included.

Reference: [BC Student Learning Survey](#)

### **GRADE 4 Foundation Skills Assessment (FSA) & Student Learning Survey (SLS)**

Literacy Data 2020-21:

<b>FSA Reading Comprehension</b>	<b>Participation Rate</b>	<b>Meeting Grade Level Expectations</b>
All Students	69%	81%
Students with Indigenous Ancestry	61%	71%
Students with Diverse Needs	53%	65%
<b>Student Learning Survey: "I continue to get better at reading"</b>		<b>Students who Agree/ Strongly Agree</b>
All Students	71%	78%
Students with Indigenous Ancestry	15%	48%
Students with Diverse Needs	Data unavailable	Data unavailable

<b>FSA Writing</b>	<b>Participation Rate</b>	<b>Meeting Grade Level Expectations</b>
All Students	65%	79%
Students with Indigenous Ancestry	50%	86%
Students with Diverse Needs	56%	61%
<b>Student Learning Survey: "I continue to get better at writing"</b>		<b>Students who Agree/ Strongly Agree</b>
All Students	71%	65%
Students with Indigenous Ancestry	15%	43%
Students with Diverse Needs	Data unavailable	Data unavailable

## **Analysis**

When comparing the data from the reading comprehension and writing sections of the Foundation Skills Assessments to the student self-reporting data contained in the Student Learning Surveys, any gaps in student achievement versus student perception invite further exploration. In other words, do students believe they are getting better at reading and writing, and does the student achievement data indicate this? Finally, does the student



participation rate reflect a broad enough range of learners to be considered as a reliable measure of all grade 4 learners?

What is evident:

- An improvement in participation rates is needed for all learners.
- Students with Indigenous ancestry achieved 10% lower and students with Diverse needs achieved 16% lower in reading comprehension compared to their peers.
- Despite the fact that students with Indigenous ancestry performed very well in writing, they self-report that they do not believe they are getting better at writing.
- Students with Diverse needs achieved significantly lower compared to their peers in writing.

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

1. Support Schools in improving **participation rates** for provincial assessments and surveys for all students.
2. Support school teams in developing objectives and strategies to support their school **literacy goal** within the context of their School Learning Plan.
3. Develop an online literacy resource hub to support all classroom and non-enrolling teachers.

#### GRADE 7 Foundation Skills Assessment (FSA) & Student Learning Survey (SLS)

##### Literacy Data 2020-21:

FSA Reading Comprehension	Participation Rate	Meeting Grade Level Expectations
All Students	75%	76%
Students with Indigenous Ancestry	72%	67%
Students with Diverse Needs	58%	42%
<b>Student Learning Survey: “I continue to get better at reading”</b>		<b>Students who Agree/ Strongly Agree</b>
All Students	79%	64%
Students with Indigenous Ancestry	26%	57%
Students with Diverse Needs	Data unavailable	Data unavailable

FSA Writing	Participation Rate	Meeting Grade Level Expectations
All Students	71%	82%
Students with Indigenous Ancestry	64%	78%
Students with Diverse Needs	55%	55%



Student Learning Survey: “I continue to get better at writing”		Students who Agree/ Strongly Agree
All Students	79%	58%
Students with Indigenous Ancestry	26%	64%
Students with Diverse Needs	Data unavailable	Data unavailable

## Analysis

When comparing the data from the reading comprehension and writing sections of the Foundation Skills Assessments to the student self-reporting data contained in the Student Learning Surveys, any gaps in student achievement versus student perception invite further exploration. In other words, do students believe they are getting better at reading and writing, 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 7 learners?

What is evident:

- The participation rates for students with Diverse needs is very low.
- The reading comprehension and writing achievement of students with Diverse needs is significantly lower than their peers.

### Action Items Middle Years (Grades 7 & 8):

1. Support Schools in improving **participation rates** for provincial assessments and surveys for all students.
2. Support school teams in developing objectives and strategies to support their school **literacy goal** within the context of their School Learning Plan.
3. Develop an online literacy resource hub to support all classroom and non-enrolling teachers.

## Graduation Program (Grades 10-12)

The graduation program prepares students for graduation and for post-secondary transitions. Students now begin collecting credit for courses that go on their transcript. They also make course choices based on their Three-Year Graduation Plan. Students may choose from several courses in grade 10 in the English Language Arts (ELA) program, with an option for English First Peoples courses. In Grade 11 and 12, students continue to choose from a variety, though English Studies 12 or English First Peoples 12 are the culminating courses that support the transition to post-secondary institutions.

The purpose of literacy or English Language Arts programming at the graduation program level is to prepare students to transition to their post-secondary plans, to be prepared as literate citizens, and to have choice and options in literacy to reflect their strengths, interests, and preferences.

Reference: [BC Curriculum, English Language Arts](#)



## Data

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

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

The Grade 10 Literacy Assessment is a provincial assessment that assesses student proficiency in literacy. It is a graduation requirement and students take the assessment in their Grade 10 year.

The Grade 10 Literacy Assessment assesses student ability to use critical thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas. The Grade 10 Literacy Assessment is not based on a particular course, but on learning across multiple subjects, from kindergarten to Grade 10. Students have up to three times to write the assessment prior to graduating. The assessment is based on a proficiency scale, and not on percentages or letter grades. It is not part of the student's course marks.

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

The Grade 12 Literacy Assessment is a provincial assessment that assesses student proficiency in literacy. It is a graduation requirement and completed during students' Grade 12 year.

The Grade 12 Literacy Assessment assesses students' ability to use critical and reflective thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas, or those found in the texts.

The Grade 12 Literacy assessment is not based on a particular subject matter or course, but rather on learning across multiple subjects from kindergarten to Grade 12. Students have up to three times to write the assessment if they choose. It is also based on a proficiency scale, and is not counted toward post-secondary institution admissions. The best mark is recorded on their transcript.

Reference: [BC Graduation Literacy Assessment 12](#)

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

In terms of literacy, the focal point questions are based on the categories of curriculum and assessment, specifically with respect reading and writing as core literacy components.

Reference: [BC Student Learning Survey](#)



## Grade 10 Graduation Literacy Assessment (2019-2020)

### Student Learning Survey (2020-2021) Literacy Data

Graduation Literacy Assessment (GLA) Grade 10	Participation Rate (first time writers only)	Meeting Grade Level Expectations (Proficient)
All Students	40.6%	64.5%
Students with Indigenous Ancestry	masked	59.5%
Students with Diverse Needs	masked	77.8%
Student Learning Survey: <i>"I continue to get better at reading"</i>	Participation Rate	Students who Agree/ Strongly Agree
All Students	67%	56%
Students with Indigenous Ancestry	22%	54%
Students with Diverse Needs	masked	
Student Learning Survey: <i>"I continue to get better at writing"</i>	Participation Rate	Students who Agree/ Strongly Agree
All Students	67%	65%
Students with Indigenous Ancestry	22%	62%
Students with Diverse Needs	masked	masked

GLA: The most recent data is from the 2019-20 school year.

GLA10 participation rates are indicated for first time writers only.

40.6% of grade 10's wrote the GLA in the 2019-20 school year.

Masked data means results are not communicated below 10 respondents to ensure the privacy of the respondents

## Analysis

The Graduation Literacy Assessment 10 and Student Learning Surveys are compared in terms of the achievement in literacy 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 reading and writing, and achieving the corresponding results? Finally, are the participation rates satisfactory enough to determine an accurate outcome for decision-making?

The Graduation Literacy Assessment 12 has not been contemplated in this data set. The reason for this is that the Graduation Assessment 10 offers a better opportunity to examine literacy instruction in time to make professional learning and resource decisions prior to graduation.



What is evident:

- Students with Indigenous ancestry participation rates are below those of non-Indigenous students, and need to be increased
- Students with diverse needs participation rates need to be increased
- Although 64.5% of all students achieve proficiency on the GLA 10, students who have Indigenous ancestry fall further behind in both achievement and self-efficacy

### Action Items Graduation Program (Grades 10-12):

1. Support Schools in improving **participation rates** for provincial assessments and surveys for all students
2. Ensure GLA 10 data sets are provided to schools to support **School Learning Plan** conversations regarding **cross-curricular literacy** and improving achievement for all students

## Assessment for Learning (Kindergarten to Grade 12)

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

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

## Data

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

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

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

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

\*Note: the above data includes students with Indigenous ancestry and students with diverse needs



## Analysis

The Student Learning Survey (SLS) data set for Assessment was included in the Literacy Report to determine the relationships between students' perceptions of assessment and instruction in comparison with achievement through the Foundation Skills and Graduation Assessments as part of the literacy program.

This data provides an important window into the daily assessment strategies that underpin literacy instruction.

What is evident:

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

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

1. Develop an **Assessment for Learning** workshop series for teachers and principals





## Conclusion

Supporting students in achieving strong foundational literacy skills addresses SD8's commitment to ensuring the success of all learners.

Implementing inclusive and adaptable programs that allow every child to find success in programs is evident in the collaborative partnerships fostered between SD8 staff and communities as we weave together inclusive supports for all learners and their families. Through this process, SD8 continues to strengthen partnerships to enrich the way we lead, learn and work.

Strengthening partnerships throughout the District gives learners opportunities for learning inside and outside of the classroom. From Early Learning to post-secondary, the district has supports built throughout a student's learning journey. A focus on setting goals and developing action plans for continued growth in all areas is 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). Therefore, it becomes ever apparent that by investing in targeted professional learning for our teachers we will positively impact student learning.

In addition, "Ongoing professional learning communities are the bedrock of the work that creates a whole school of effective teachers" (Routman). Through Literacy "Communities of Practice" (Wenger-Traynor) SD8 is investing valuable dollars to support teachers in their professional practice as they in turn support all learners.

At the primary level, the positive impact of the Community of Practice model through the implementation of the Early Literacy Profile (ELP) is evident. A Kindergarten teacher, endorsing the ELP model, stated that "Consistent assessment among our classroom teachers has given us a better opportunity to collaborate with each other and to problem solve how to attack the gaps we are noticing within the class profiles. My grade level colleague and I have aligned our resources and some of the literacy tools we use, which is great."

A focus on fostering a student appetite for participating in all provincial assessments across all grade levels is important for success: the higher the rate of participation, the more confidence in the data accurately reflecting the perceptions and achievements of all learners.

Above all, the goal in literacy is to ensure all students achieve proficiency with equitable access to the supports and tools that they need.



## Community Partnerships

SD8's community partnerships are a key component of our ongoing success. Working with our communities not only benefits our learners and their families, but also supports our Framework for Enhancing Student Learning. We thank our community partners for the important work they do within our region.

[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)

Kaslo Youth Network

[Kootenay Kids Society](#)

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

Lower Kootenay Band

West Kootenay Metis

[Ministry of Children and Family Development](#)

Ministry of Education

[Nelson & District Youth Centre](#)

[North Kootenay Lake Community Services Society](#)

Okanagan Nation Alliance

[Selkirk College](#)

UBC Okanagan

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

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



## Glossary of Acronyms and Terms

**Early Learning Framework (ELF)** is a collaborative effort between multiple governmental ministries to develop cohesive support for children 0 to 8 and their families.

**Early Literacy Profile (ELP)** was developed in conjunction with Dr. Donna Kozak and the staff of SD23. This profile is a teaching and assessment tool for Kindergarten to Grade 3 and continues with the child through their primary grades. Assessment tasks are provided for teachers so they can identify the growth of the child over time in the building blocks of literacy including Phonological Awareness, Oral Language skills, Letter and sight word development and writing. Teachers in SD8 can find full documentation and video links at the SharePoint site under Innovative Learning.

**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/> More information: [here](#).

**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. More information: [here](#).

**Graduation Literacy Assessment (GLA)** is a requirement for graduation from secondary school. It measures the extent to which students are literate and provides students and educators with information about their proficiency.

<https://curriculum.gov.bc.ca/provincial/grade-10-literacy-assessment>

**HELP: Human Early Learning Partnership:** University of British Columbia. More information: [\(link\)](#)

**Ready, Set Learn (RSL):** a BC Ministry of Education funding initiative targeting children aged 4 and 5 years and their families. <https://www2.gov.bc.ca/gov/content/education-training/early-learning/support/programs/ready-set-learn>

**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. <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/student-learning-survey>



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Shane Safir, (2017). *The Listening Leader*. John Wiley & Sons Inc.

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## Memorandum to the Board of Education Open

**FROM:** Trish Smillie, Superintendent of Schools  
**DATE:** February 18, 2022  
**SUBJECT:** Board Authority Authorized Courses

**For Information**

### Introduction

This memorandum provides an overview of the requirements, development, and approval process for Board Authority Authorized (BAA) courses. These locally developed courses are designed to help fulfill local community needs while offering choice and flexibility for students.

### Information

#### Provincial Requirements

Grade 10, 11 and 12 BAA Courses should follow the requirements set by the Ministry of Education as outlined in [Board/Authority Authorized Courses Requirements and Procedures Guidebook](#)

BAA Courses must be authorized by Boards of Education according to requirements set by the Ministry of Education.

For complete policy information, please see:

- Board/Authority Authorized Courses Policy  
<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/board-authority-authorized-courses>
- The School Act  
<https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/revisedstatutescontents.pdf>
- Independent School Act  
[www.bced.gov.bc.ca/legislation/schoollaw/independent\\_school\\_act\\_contents.pdf](http://www.bced.gov.bc.ca/legislation/schoollaw/independent_school_act_contents.pdf)
- Board Authorized Course Ministerial Order  
[http://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m285\\_04.pdf](http://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m285_04.pdf)
- Handbook of Procedures for the Graduation Program  
[www.bced.gov.bc.ca/exams/handbook/handbook\\_of\\_procedures.pdf](http://www.bced.gov.bc.ca/exams/handbook/handbook_of_procedures.pdf)

#### BAA Content Requirements

BAA courses provide an opportunity for educators to explore content beyond the boundaries of Ministry of Education curriculum. BAA courses help educators respond to the local needs of schools and their communities, and to provide choice and flexibility for students. BAA courses may overlap with the Big Ideas and Curricular Competencies within curricular courses.



BAA courses must not:

- Significantly overlap with provincial curriculum content.
- Be remedial courses or those preparatory in nature
- Be an adapted course or a modified course

### BAA Course and Graduation Requirements

Students may earn elective credits toward graduation by successfully completing BAA courses. There is no limit to the number of BAA courses which may be used to satisfy the 28 credits of electives required of the graduation program. At the grade 11 level only, BAA courses may be used to satisfy the Arts Education and/or Applied Design, Skills and Technologies (ADST) requirement towards graduation. Grade 12-level BAA courses may count towards the 16 grade 12-level credits required for graduation.

### BAA Subject Areas and Requirements

In response to local needs and student interests, a broad variety of BAA courses focused on content not offered in Ministry of Education developed courses may be approved. Examples of BAA courses include Hockey Skills, Peer Tutoring, and Learning Strategies.

The following 10 components are required for BAA course approval:

1. Course title
2. Grade level
3. Number of credits
4. Course synopsis
5. Goals and rationale
6. Aboriginal views and perspectives
7. Organizational structure
8. Recommended instructional component
9. Recommended assessment component
10. Learning resources

### Development and Approval Process for BAA Courses

The grade 10-12 provincial curricula gives teachers a significant amount of flexibility to customize course content, reducing the need for a separate BAA course. Before developing a new BAA course, educators must explore whether the content could be incorporated into an existing Ministry of Education developed course.

Schools are required to submit a completed [BAA Course Framework Template](#) and [BAA Course Form](#) to the Superintendent for signature. The Superintendent submits the approved BAA Course Framework along with the BAA Course Form to the Board of Education for approval. The BAA course must have approval from the local Board prior to being offered, regardless of whether the course has already been approved in another jurisdiction.



SD8 offers several locally developed [BAA courses](#). BAA Courses are reviewed for approval annually in February. Currently, there have been no BAA courses submitted for approval for the 2022-23 academic year.



## Memorandum to the Board of Education Open

**FROM:** Trish Smillie, Superintendent of Schools  
**DATE:** February 18, 2022  
**SUBJECT:** Student Laptop Pilot Project

**For Information**

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### Introduction

This memorandum provides an overview of the Student Laptop Pilot Project implemented in the 2021-22 academic year.

### Background

On February 9, 2021, the Operations and Finance Committee of the Whole approved a recommendation to the Board for an expenditure of \$750,000 for student information technology devices to support the Student Laptop Pilot Project. The recommendation was approved at the Board of Education Open Meeting on February 9, 2021.

The goal of the pilot project has been to enable access to current, portable devices to improve student success. By providing each student in grades 7 and 10 a laptop, all students were able to access common software applications and be supported for learning outside of the classroom. As well, the initiative supports device equity for all students.

The pilot seeks to create a consistent model for student technology access in schools. If the pilot continues beyond 2021-22, the model will refresh devices with current portable laptops or tablets every three years. Full implementation of the project will take three years, providing laptops to new grade 7 and 10 students every fall.

The implementation of the Student Laptop Pilot Project cost approximately \$250,000 in 2021-22. The anticipated costs for 2022-23 will be \$450,000, and in year three and beyond this will require an annual budget of \$650,000.

### Information

A survey was distributed to grade 7 and 10 students, teachers, and families to collect feedback on the 836 laptops allocated to students in grades 7 and 10 throughout the school district this year.

There were 361 student responses. Of the total student responses, 73% of students indicated they use the laptops daily and 13% use the laptops weekly. 78% of students said when they use their laptops, it is for 1-3 hours per day. Google Classroom, research, literacy activities, and collaboration are among the top uses.

Students report that this pilot has changed their experience at school by making it easier to access learning. 26% of students indicated they take their laptop home for the purposes of homework. 28% of students say that having a laptop makes it easier to complete school work.





158 parents responded to the survey. 85% of parents reported that access to a school district allocated laptop has helped their child with school and homework, helping them focus and get the assignments completed on time. It has also supported students who struggle with reading and writing.

28 grade 7 and 10 teachers responded to the survey. Teachers report making use of the availability of laptops when planning their classes, and appreciate the laptops being available when and where they are needed. Students are making use of their laptops throughout the week and often daily. Teachers indicate the laptops are commonly used for Google Classroom, research, literacy activities, and collaboration.

The Student Laptop Pilot Project will be considered for extension in the 2022-23 school year through the annual budget process that the Board will approve in May.



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### SD8 sells Yahk property

**February 1, 2022, Creston, BC** - School District No. 8 (Kootenay Lake) has sold a 7.3-acre former elementary school property for \$245,000 to a private buyer who plans to use it for a family hobby farm. The sale was completed on January 31.

Proceeds from the sale will go toward existing facilities to improve learning environments for SD8 students and staff.

Built in 1955, Yahk Elementary School was closed in 2017 after enrolment declined to three students.

The need for school facilities is determined by the Board of Education as part of a regular [Long-Range Facilities Planning process](#), and the Board of Education updates its Long-Range Facilities Plan annually.

Under the current [Long-range Facilities Plan](#), the Board of Education has adopted a 5-year facilities investment budget, called the [Capital Operations Plan](#), under which it committed to a major sustained increase in annual funding to upgrade facilities in SD8, drawing on all sources of funding, including proceeds from the sale of surplus properties.

Both plans are available on the [SD8 website](#) and provide detailed information about long-range plans and planned investments in District facilities.

#### For more information:

Trish Smillie, Superintendent of Schools/Chief Executive Officer  
School District No.8 (Kootenay Lake)  
[trish.smillie@sd8.bc.ca](mailto:trish.smillie@sd8.bc.ca)

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#### About the Board of Education of School District No. 8 (Kootenay Lake):

The Board of Education of School District No. 8 provides educational services to numerous diverse communities in the East & West Kootenays, including Crawford Bay, Creston, Kaslo, Meadow Creek, Nelson, Salmo, Slocan, South Slocan, Winlaw, Wynndel and Yahk. Its dedicated team focuses on providing the best possible educational opportunities for over 5,400 students and their families. Its mission is to focus on excellence for all learners in a nurturing environment.

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## SD8 sells Kin Park property to Lower Kootenay Band and the Town of Creston

**February 4, 2022, Creston, BC** - The Kin Park Property in Creston owned by School District No. 8, has been sold to the Lower Kootenay Development Corporation, the economic development arm of the Yaqan Nukiy/Lower Kootenay Band and to the Town of Creston for a total purchase price of \$355,000.

The District received offers to purchase the property from the Lower Kootenay Band and the Town of Creston and in the fall of 2020. An agreement was struck in which the Lower Kootenay Band and the Town of Creston will each own a section of the property. The Lower Kootenay Band will own two acres earmarked for new housing, and the Town of Creston will own 2.7-acres for recreational and community uses in keeping with the municipality's Official Community Plan.

Proceeds from the sale will go toward existing SD8 facilities to improve learning environments for students and staff.

The need for school facilities is determined by the Board of Education as part of a regular [Long-Range Facilities Planning process](#), and the Board of Education updates its Long-Range Facilities Plan annually. The 2022 planning process gets underway this month, with [virtual public meetings taking place throughout February](#) across SD8 communities.

Under the current [Long-range Facilities Plan](#), the Board of Education has adopted a 5-year facilities investment budget, called the [Capital Operations Plan](#), under which it committed to a major sustained increase in annual funding to upgrade facilities in SD8, drawing on all sources of funding, including proceeds from the sale of surplus properties.

Both plans are available on the [SD8 website](#) and provide detailed information about long-range plans and planned investments in District facilities.

### For more information:

Trish Smillie, Superintendent of Schools/Chief Executive Officer  
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# 2021-2022 Board Calendar

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

