

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

TUESDAY, MARCH 12, 2024

5:00 PM – 7:00 PM

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

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

1. Call to Order

2. Acknowledgement of Aboriginal Territory

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

3. Changes to the Proposed Agenda

4. Adoption of Agenda

Proposed Resolution:

THAT the Agenda for this March 12, 2024 meeting **BE ADOPTED**, as circulated.

5. Receiving Presentations – Nil

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

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

7. Consent Package (p. 4) App. 7

8. Adoption of Minutes (p. 13) App. 8

Proposed Resolution:

THAT the minutes from the February 13, 2024 Meeting of the Board held in public **BE ADOPTED**, as circulated.

9. Future and Action Item Tracking (p. 20) App. 9

10. Education – Reports from the Superintendent

A. Caring and Inclusive Learning Communities Continuous Learning Report 2023-2024 (p. 22) App. 10A

B. Accessibility Legislation (p. 76) App. 10B



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

- A. 2024-2025 Enrolment Projections and Projected Revenue (p. 80) App. 11A
- B. 2023-2024 Information Technology Annual Report (p. 81) App. 11B
- C. 2024-2025 Trustee Remuneration (p. 95) App. 11C
- D. Quarterly Capital Update - Spring 2024 (p. 96) App. 11D

12. Governance and Policy

- A. Approve 2026-2027 School Calendar (p. 98) App. 12A

Proposed Resolution:

THAT the 2026-2027 school calendar **BE APPROVED**.

- B. Amend 2024-2025 and 2025-2026 School Calendars (p. 102) App. 12B

Proposed Resolution:

THAT the 2024-2025 and 2025-2026 school calendars **BE POSTED** for field testing.

- C. Rescind Policies

- 1. Policy 210: Provision of Menstrual Products to Students

Rationale: operational, replaced by

[AP 3202 - Provision of Menstrual Products to Students](#)

- 2. Policy 270: Memorials for Deceased Members of the School Community

Rationale: operational, replaced by

[AP 1405 - Memorials for Deceased Members of the School Community](#)

- 3. Policy 720: Asbestos

Rationale: operational, replaced by [AP 5901 - Asbestos](#),

[Appendix 5901 - Asbestos Management Plan](#)

- 4. Policy 760: Animal on School District Property

Rationale: operational, replaced by

[AP 1503 - Animals in Schools for Curricular Purposes](#),

[Appendix 1503 A - Prohibited Animals](#),

[Appendix 1503 B - Request to Introduce a Classroom Animal](#)

Proposed Resolution:

THAT policies 210, 270, 720, and 760 **BE RESCINDED**.

13. Human Resources – Nil

14. Other Items – Nil



15. Trustee Reports

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

16. Comments or Questions from the Public

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

17. Meeting Schedule and Reminders

- A. Board Meetings

The next Meeting of the Board held in the public is scheduled for April 09, 2024.

18. Adjournment of Meeting



SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)
CONSENT PACKAGE – PUBLIC MEETING
MARCH 12, 2024

ITEM

The following Consent items are routine items received for information.

- | | |
|---|-------|
| 1. Board Correspondence Package | p. 5 |
| 2. Superintendent's Report March 2024 | |
| 3. Monthly Financial Report – for period ended January 31, 2024 | p. 6 |
| 4. Transactions over 50k – for period ended January 31, 2024 | p. 10 |
| 5. List of Trustee Recusals | p. 12 |
| 6. List of Approved Administrative Procedures | |
| • AP 1312 – Media Relations | |



SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)

BOARD CORRESPONDENCE PACKAGE

MARCH 12, 2024

ITEM	DATE
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1. Nil

Monthly Financial Report

For the period ended January 31, 2024



COMMENTS

Operating Expenditure Report

- The budget information is based on the 2023-2024 Amended Budget approved by the Board on February 13, 2024.
- The last column shows whether the salaries expense is incurred based on the School calendar (10 months), or for the whole year (12 months), or a combination of both.
- The Operating Expenditure Report reflects seven months of actual District operations and five months of School operations.
- The salaries and benefits are trending as expected based on the amended budgeted amounts and the applicable months for teachers, educational assistants, support staff and TTOC/relief salaries.
- Although the services and supplies categories show that 49% and 53% of the amended budget amount is remaining as at January 31st, a higher level of expenditures are incurred in the latter half of the year. Conversely, insurance expenses have a higher level of expenditure in the first half of the year, showing 12% of the amended budget remaining at January 31st.

Special Purpose Expenditure Report

- The budget information is based on the 2023-2024 Amended Budget approved by the Board on February 13, 2024.
- The Special Purpose Expenditure Report reflects seven months of actual District operations and five months of School operations.
- Higher spending on many of these special purpose funds tends to occur in the last half of the school year.



OPERATING EXPENDITURE REPORT

	July to January 2024 Actuals	2023 - 2024 Amended Budget	\$ Available Budget	% Available Budget	Applicable Months
Salaries					
Principal & Vice-Principal Salaries	2,608,488	4,420,655	1,812,167	41%	12
Teacher Salaries	11,265,735	22,759,615	11,493,880	51%	10
Educational Assistants	1,475,384	3,614,535	2,139,152	59%	10
Support Staff	3,891,095	7,440,581	3,549,486	48%	12
Other Professional Salaries	1,591,668	2,602,102	1,010,434	39%	12
TOCs/Relief Salaries	1,531,893	3,371,661	1,839,768	55%	10
Total Salaries	22,364,263	44,209,149	21,844,887	49%	
Employee Benefits	5,243,275	11,255,197	6,011,922	53%	
Total Salaries and Benefits	27,607,538	55,464,346	27,856,809	50%	
Services & Supplies					
Services	1,298,375	2,552,661	1,254,286	49%	
Student Transportation	146,593	340,309	193,716	57%	
Professional Development & Travel	354,430	932,742	578,312	62%	
Rentals and Leases	31,592	79,891	48,299	60%	
Dues and Fees	57,521	118,682	61,161	52%	
Insurance	156,423	177,539	21,116	12%	
Supplies	1,918,298	3,745,465	1,827,167	49%	
Utilities	838,386	1,774,449	936,063	53%	
Total Services & Supplies	4,801,618	9,721,738	4,920,120	51%	
Total Operating Expense	32,409,156	65,186,084	32,776,929	50%	



SPECIAL PURPOSE FUND EXPENDITURE REPORT

	July to January 2024 Actuals	2023 - 2024 Amended Budget	\$ Available Budget	% Available Budget
Ministry of Education and Child Care Funds				
Annual Facilities Grant	179,640	179,640	-	0%
Changing Results for Young Children	-	9,966	9,966	100%
Classroom Enhancement Fund Overhead	113,324	226,647	113,324	50%
Classroom Enhancement Fund Staffing	5,104,853	10,209,705	5,104,853	50%
Classroom Enhancement Remedies	17,270	222,480	205,210	92%
Community Link	293,643	776,078	482,436	62%
Early Care and Learning Fund to Schools	87,475	175,000	87,525	50%
Early Years to Kindergarten	-	19,000	19,000	100%
ECE Dual Credit program	49,066	162,881	113,815	70%
Feeding Futures	212,308	644,263	431,955	67%
First Nation Transportation	1,105	24,697	23,592	96%
Learning Improvement Fund	119,671	233,351	113,680	49%
Mental Health in Schools	33,385	55,000	21,615	39%
OLEP	28,705	115,909	87,204	75%
Ready Set Learn	15,161	43,314	28,153	65%
Seamless Day Kindergarten	23,696	63,872	40,176	63%
StrongStart	82,270	230,549	148,279	64%
Student & Family Affordability Fund	40,314	244,058	203,744	83%
Total MOECC Funds	6,401,885	13,636,410	7,234,526	53%
Other Provincial Special Purpose Funds				
ASSAI	232	77,509	77,277	100%
Health Promoting Schools	14,457	27,000	12,543	46%
Total MOECC Funds	14,689	104,509	89,820	86%
Other Special Purpose Funds				
School Scholarships and Bursaries	36,397	38,000	1,603	4%
School Generated Funds	847,578	1,250,000	402,422	32%
Donations	8,762	25,000	16,238	65%
Total MOECC Funds	892,737	1,313,000	420,263	32%
All Special Purpose Funds	7,309,311	15,053,919	7,744,609	51%



Monthly Transactions over 50K

For the period ended January 31, 2024

PAYMENTS IN JANUARY OVER \$50K (CHEQUES AND EFT)

Vendor Name	Amount
Town of Creston	\$148,000.00
Pacific Blue Cross	\$144,410.12
Peht In Trust c/o Morneau Shepell	\$111,549.55
FortisBC-Natural Gas	\$83,896.31
British Columbia Teacher Federation	\$68,809.32
FortisBC-Natural Gas	\$68,234.19
BC Teachers Federation	\$52,833.84
Worksafe BC	\$246,609.21
BMO Mastercard	\$70,554.17



LIST OF TRUSTEE RECUSALS
2023-2024

Date of Meetings held in the absence of the public with one or more declared Conflicts of Interest
September 12, 2023
October 10, 2023
February 12, 2024

**MEETING OF THE BOARD HELD IN PUBLIC
AGENDA
TUESDAY, FEBRUARY 13, 2024**

Board:

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

Student Trustees:

Riordan Fisher, L.V. Rogers Secondary
Micah Lucchetta, J.V. Humphries
Amber Parsons, Kootenay River Secondary

District Staff:

T. Smillie, Superintendent
C. MacArthur, Secretary-Treasurer
B. Eaton, Director of Instruction – Innovative Learning Services
C. Kerr, Director of Operations
D. Leeming, MSSS Teacher
S. Maloff, MSSS Principal
C. Singh, Director of Human Resources
K. Tamblyn, District Principal of International Education
S. Bruskowski, Executive Assistant

Regrets:

D. Holitzki, Director of Instruction – Equity, Inclusion, and Reconciliation
S. Nazaroff, Trustee

1. Call to Order

The meeting was called to order at 5:00 pm.

2. Acknowledgement of Aboriginal Territory

3. Changes to the Proposed Agenda

Item 10B: Appointment for Recreation Commission 10 was added to the agenda.

4. Adoption of Agenda

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

23/24-033



THAT the Agenda for this February 13, 2024 meeting **BE ADOPTED**, as amended.

The motion carried unanimously.

5. Receiving Presentations – Nil

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

7. Consent Package – Nil

8. Adoption of Minutes

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

23/24-034

THAT the minutes from the January 09, 2024 Meeting of the Board held in public

BE ADOPTED, as circulated.

The motion carried unanimously.

9. Future and Action Item Tracking

10. Education – Reports from the Superintendent

A. Connected Learners Continuous Learning Report 2023-2024

Superintendent Smillie welcomed Director Eaton as well as students Soly Carpio, Eliza Early Janzen, and Sara Hurst from the Mount Sentinel Secondary School Performance and Media Academy who provided the Connected Learners Continuous Learning Report. The presentation outlined the alignment of the report to the Strategic Plan and included a video the students created with highlights from the Student Leadership Conference.

Recent developments and future actions items were presented to the Board.

Trustees thanked the students and staff for their amazing work. The video will be shared at Student Voice, the international program, and the district website.

B. International Education Annual Report

Superintendent Smillie welcomed District Principal of International Education, Kent Tamblyn who provided the International Education Annual Report. The International Education department hopes to increase enrolment over the next two years.

Chair Lang thanked District Principal Tamblyn for the presentation.

C. Board Authority Authorized Course Approval

Superintendent Smillie welcomed Director Eaton who presented two Board Authority Authorized Courses for approval as provided in the agenda package. Braille 11 was designed to allow visually impaired students expand their braille competency. The Adventure Tourism Leadership and Safety



(ATLAS) program was revised and addresses students with a strong personal or career interest in outdoor recreation.

UPON a motion duly made and seconded it was **RESOLVED:** 23/24-035

THAT the Board Authority Authorized courses

- Braille 11
- Adventure Tourism Leadership and Safety 12

BE APPROVED.

The motion carried unanimously.

D. School Completion Results 2022-2023

Superintendent Smillie highlighted that increased graduation rates can be seen as an indicator for the successful work of the district. Director Eaton presented the 2022-2023 First Time Graduation Rates and Six-Year Completion Rates. A long-term increase in first-time graduation rates can be observed in the district. While this rate dropped on a provincial level compared to the previous year, the first-time graduation rates remained constant within the district and now supersede the provincial average. Positive trends are observed in all areas, including first-time graduation rates among indigenous learners as well as learners with diverse abilities and six-year completion rates. Superintendent Smillie added that more work is to be done to continue these trends and to reach parity for Indigenous students.

Trustees expressed their enthusiasm about these trends and thanked staff for their continued hard work.

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

A. 2023-2024 Amended Annual Budget

In a presentation, Secretary-Treasurer MacArthur compared the initial budget, which was created and approved based on best information available as of the spring 2023, to the 2023-2024 draft amended budget, which is based on the September 29, 2023 enrollment count and takes into consideration developments and adjustments that have occurred over the course of the 2023-2024 school year.

In response to a Trustee's question, director Kerr explained that the district has increased efforts towards upgrades that increase energy efficiencies.

Trustees thanked Secretary-Treasurer MacArthur for her presentation.

UPON a motion duly made and seconded it was **RESOLVED:** 23/24-036



THAT the Board of Education proceed to conclude three readings in one evening for the School District No. 8 (Kootenay Lake) Amended Annual Budget Bylaw for fiscal year 2023/2024.

The motion carried unanimously.

UPON a motion duly made and seconded it was **RESOLVED:** 23/24-037

- i. **THAT** the 2023-2024 Amended Budget Bylaw BE APPROVED as read a first time;
- ii. **THAT** the 2023-2024 Amended Budget Bylaw BE APPROVED as read a second time;
- iii. **THAT** the 2023-2024 Amended Budget Bylaw BE ADOPTED as read a third time.

The motion carried unanimously.

12. Governance and Policy

A. Sustainability Policy Development Public Engagement Process

The Sustainability Policy Development Public Engagement process was presented by Superintendent Smillie for the Board's approval. As outlined in the Strategic Plan, the Board commits to respond to climate change. After the plan is approved, a committee will be formed to develop a proposed draft sustainability policy.

UPON a motion duly made and seconded it was **RESOLVED:** 23/24-038

THAT the Board of Education approves the Sustainability Policy Development Public Engagement Process.

The motion carried unanimously.

B. Draft School Calendar 2026-2027 Approval for Consultation

Superintendent Smillie presented the draft school calendars 2026-2027.

UPON a motion duly made and seconded it was **RESOLVED:** 23/24-039

THAT the 2026-2027 school calendar **BE APPROVED** for posting on the website for field testing beginning on February 13, 2024.

The motion carried unanimously.

C. Policy Approval

- Policy 123: Board Representation and Liaison

Superintendent Smillie reported that the Policy Review Committee has redeveloped Policy 123: Board Representation and Liaison and asked the Board for approval of the revisions. Discussion took place around the implications of the proposed changes.

UPON a motion duly made and seconded it was **RESOLVED:** 23/24-040

THAT Policy 123 **BE APPROVED**.

The motion carried with one opposed.



- Policy 621: Accumulated Operating Surplus

Policy 621: Accumulated Operating Surplus was amended to meet ministry requirements and was approved for field testing at the January 09, 2024 Meeting of the Board Held in Public. No feedback was received from the public during the field-testing period. The Policy Partner Advisory Committee met earlier in the day and recommended the approval of the revisions.

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

23/24-041

THAT Policy 621 **BE APPROVED.**

The motion carried unanimously.

13. Human Resources – Nil

14. Other Items

A. Response to BC Office of Human Rights – Chair

Chair Lang reported from a request of the BC Office of Human Rights to do a presentation on School Liaison Officers program. After consultations with other districts in the area, the request will be declined as none of them will be participating in the program.

B. Appointment for Recreation Commission 10

The role of the Recreation Commission 10 representative as well as the process for the appointment was discussed.

15. Trustee Reports

A. Trustees

- Trustee Chew reported from the work of the policy review committee. She attended the recreation commission meeting in Salmo.
- Trustee Trenaman echoed the outstanding work of the policy review committee and gave a shoutout to Dr. Christopher Horsethief who met with the Board in a working session on Indigenous learning on February 12.
- Trustee Shunter added that Dr. Horsethief chose the approach of storytelling which is a traditional way of learning through the heart. He suggested a future engagement of Dr. Horsethief at a professional development session.
- Vice-Chair Bremner attended DPAC meetings where she met very dedicated parents and gave a shoutout to the policy review committee.



- Trustee Blackmore echoed the learning in the working session with Dr. Christopher Horsethief.

B. Chair

Chair Lang completed the Indigenous Relations Academy. She attended several meetings with the Kootenay Boundary Branch (KBB), including the KBB motion building session. She participated in several BCPSEA meetings, including AGM. Together with Superintendent Smillie she met with the Mayor of Salmo Mayor. After the BCSTA Advocacy meeting, she had a debrief with Superintendent Smillie and Secretary-Treasurer MacArthur.

C. BCSTA

Trustee Chew reported from sharing this role with Trustee Shunter who will attend Provincial council.

D. BCPSEA

Trustee Nazaroff sent her regrets.

E. RDCK

F. Other Committees

G. Student Trustees

- J.V. Humphries Student Trustee Micah Lucchetta reported that Semester 2 has started well. Skiing activities were planned for the next day. Student Trustee Daisy Lamoureux was unable to add to his report due to technical difficulties.
- Student Trustee Calvin Vander Horst from Mount Sentinel Secondary School highlighted the international Holocaust remembrance assembly at his school. A three-day chess tournament was held in the library. The middle years completed their ski program this week at Red Mountain. Valentine's Day activities were scheduled for February 14.
- Kootenay River Secondary School Student Trustee Amber Parsons gave a shoutout to the student council Black History Month activities. Scholarships are being made available for graduates with money raised in the December dance event. The Green Team is working on a legacy project such as planning a tree or creating a butterfly garden. Preparations have begun for the pink shirt day assembly on February 28th as well as a basketball game which will be hosted at KRSS.



- Student Trustee Riordan Fisher from L.V. Rogers Secondary School reported from an impressive season for the basketball team. Photos of graduates are under way along with fundraisers and yearbook preparations. LVR is hosting an open house for students joining the school next year.

16. Comments or Questions from the Public

Superintendent Smillie and Secretary-Treasurer MacArthur answered questions from the public, including about the Trustee assigned as DPAC representative in revised policy 123 is to ensure consistency. Other Trustees are welcome to attend and questions about the Wildflower calendar.

17. Meeting Schedule and Reminders

A. Board Meetings

The next Meeting of the Board Held in Public is scheduled for March 12, 2024.

18. Adjournment of Meeting

The meeting was adjourned at 7:21 pm.

Board Chair

Secretary-Treasurer



Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
Resolutions in Progress						
February 26, 2019	18/19-092	Properties Sell or Defer	<p>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;</p> <p>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;</p> <p>Moved by Trustee Lang, seconded by Trustee Chew:</p> <p>NOW THEREFORE BE IT RESOLVED</p> <p>THAT in line with past Board resolutions, the following property interests be sold forthwith:</p> <ol style="list-style-type: none"> 1. Former Crawford Bay maintenance yard; 2. Retallack land; 3. Former Yahk Elementary, and; 4. Ymir Land; <p>THAT the sale of the following property interests be deferred until the Board adopts the new 2019-2029 Facilities Plan:</p> <ol style="list-style-type: none"> 1. Former Al Collinson Elementary; 2. Former Gordon Sargent Elementary; 3. Kin Park in Creston, and; 4. Salmo tennis court & pool land 	Secretary-Treasurer	<p>As of April 2023, the following properties have not sold:</p> <ul style="list-style-type: none"> - Former Crawford Bay maintenance yard; - Retallack II; - Ymir Land - Salmo Tennis Court & Pool Land 	In Progress
Standing Resolutions						
Resolutions for Repeal or Replacement						
Completed Resolutions						
February 13, 2024	23/24-041	Approve Policy 621	THAT Policy 621 BE APPROVED.			Complete
February 13, 2024	23/24-040	Approve Policy 123	THAT Policy 123 BE APPROVED.			Complete
February 13, 2024	23/24-039	Approve School Calendar for field testing	THAT the 2026-2027 school calendar BE APPROVED for posting on the website for field testing beginning on February 13, 2024.			Complete
February 13, 2024	23/24-038	Approve Sustainability Policy Development Public Engagement Process	THAT the Board of Education approves the Sustainability Policy Development Public Engagement Process.			Complete
February 13, 2024	23/24-037	Approval of Amended Annual Budget Bylaw	<p>i. THAT the 2023-2024 Amended Budget Bylaw BE APPROVED as read a first time;</p> <p>ii. THAT the 2023-2024 Amended Budget Bylaw BE APPROVED as read a second time;</p> <p>iii. THAT the 2023-2024 Amended Budget Bylaw BE ADOPTED as read a third time.</p>			Complete
February 13, 2024	23/24-036	Reading of Amended Annual Budget Bylaw	THAT the Board of Education proceed to conclude three readings in one evening for the School District No. 8 (Kootenay Lake) Amended Annual Budget Bylaw for fiscal year 2023/2024.			Complete
February 13, 2024	23/24-035	BAA Course Approval	<p>THAT the Board Authority Authorized courses</p> <ul style="list-style-type: none"> • Braille 11 • Adventure Tourism Leadership and Safety 12 <p>BE APPROVED.</p>			Complete
February 13, 2024	23/24-034	Adoption of Agenda	THAT the Agenda for this February 13, 2024 meeting BE ADOPTED, as circulated.			Complete
February 13, 2024	23/24-033	Adoption of Minutes	THAT the minutes from the January 09, 2024 Meeting of the Board held in public BE ADOPTED, as circulated.			Complete
January 9, 2024	23/24-032	Rescind Policy 230	THAT policy 230 BE RESCINDED.			Complete
January 9, 2024	23/24-031	Rescind Policies 240, 311, 810, 820, 830, 831, 850, and 860	THAT policies 240, 311, 810, 820, 830, 831, 850, and 860 BE RESCINDED.			Complete
January 9, 2024	23/24-030	Approve Policy 621 for Field Testing	THAT policy 621 BE APPROVED for field testing.			Complete



FUTURE AND ACTION ITEMS - OPEN BOARD MEETINGS

Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
January 9, 2024	23/24-029	Approve policy 110 and 124	THAT policies 110 and 124 BE APPROVED.			Complete
January 9, 2024	23/24-028	Appoint Auditor	THAT the Board approve appointment of KPMG (Kelowna Office) as the auditor for SD8 for the three fiscal years beginning with 2023-2024.			Complete
January 9, 2024	23/24-027	Approve Amended Capital Bylaw	<p>WHEREAS in accordance with section 142 of the School Act, the Board of Education of School District No. 08 (Kootenay Lake) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,</p> <p>NOW THEREFORE in accordance with section 143 of the School Act, the Board has prepared this Capital Bylaw and agrees to do the following:</p> <p>a. Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;</p> <p>b. Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;</p> <p>c. Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,</p> <p>d. Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.</p> <p>NOW THEREFORE the Board enacts as follows:</p> <p>1. The Capital Bylaw of the Board for the 2023/24 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated December 21, 2023, is hereby adopted.</p> <p>2. This Capital Bylaw may be cited as School District 08 (Kootenay Lake) Capital Plan Bylaw No. 2023/24-CPSD8-03.</p> <p>READ A FIRST TIME THE 9th DAY OF January 2024;</p> <p>READ A SECOND TIME THE 9th DAY OF January 2024;</p> <p>READ A THIRD TIME, PASSED THE 9th DAY OF January 2024.</p>			Complete
January 9, 2024	23/24-026	Reading Amended Capital Bylaw	THAT the Board of Education proceed to conclude three readings in one evening for the District's Capital Plan Bylaw No. 2023/24-CPSD8-03.			Complete
January 9, 2024	23/24-025	Adoption of Minutes	THAT the minutes from the December 12, 2023 Meeting of the Board held in public BE ADOPTED, as circulated.			Complete
January 9, 2024	23/24-024	Adoption of Agenda	THAT the Agenda for this January 09, 2024 meeting BE ADOPTED, as circulated.			Complete
December 12, 2023	23/24-023	Adoption of Minutes	THAT the minutes from the November 14, 2023 Meeting of the Board held in public BE ADOPTED, as amended.			Complete
December 12, 2023	23/24-022	Adoption of Agenda	THAT the Agenda for this December 11, 2023 meeting BE ADOPTED, as circulated.			Complete
November 14, 2023	23/24-021	Adoption of Minutes	THAT the minutes from the October 10, 2023 Meeting of the Board held in public BE ADOPTED, as circulated.			Complete
November 14, 2023	23/24-020	Adoption of Agenda	THAT the Agenda for this November 14, 2023 meeting BE ADOPTED, as circulated.			Complete
November 14, 2023	23/24-019	Destruction of Ballots	THAT the ballots for the selection of School District No. 8 (Kootenay Lake) 2023-2024 Board Chair, Vice-Chair and Provincial Representatives, BE DESTROYED.			Complete
October 10, 2023	23/24-018	Rescind Policies 320, 340, 412, 440, 451	THAT Policies 320, 340, 412, 440, and 451 BE RESCINDED.			Complete
October 10, 2023	23/24-017	Approve Policy 113	THAT Policy 113 BE APPROVED.			Complete
October 10, 2023	23/24-016	Submit 2024/25 Minor Capital Plan (FIP)	<p>THAT the Minor 2024/25 (FIP) Capital Plan Submission Summary totalling \$137,900 be approved for submission to the Minister of Education and Child Care.</p> <p>READ A FIRST TIME THE 10th DAY OF October 2023;</p> <p>READ A SECOND TIME THE 10th DAY OF October 2023;</p> <p>READ A THIRD TIME, PASSED THE 10th DAY OF October 2023.</p>			Complete
October 10, 2023	23/24-015	Submit 2024/25 Minor Capital Plan (BUS, CNCP, SEP)	<p>THAT the Minor 2024/25 (BUS, CNCP, SEP) Capital Plan Submission Summary totalling \$3,145,386 be approved for submission to the Minister of Education and Child Care.</p> <p>READ A FIRST TIME THE 10th DAY OF October 2023;</p> <p>READ A SECOND TIME THE 10th DAY OF October 2023;</p> <p>READ A THIRD TIME, PASSED THE 10th DAY OF October 2023.</p>			Complete
October 10, 2023	23/24-014	Reading of Minor Capital Plan Submissions	THAT the Board of Education conclude three readings at this meeting for the approval of the submission of the Minor 2024/25 (BUS, CNCP, SEP) Capital Plan and the Minor 2024/25 (FIP) Capital Plan Submission Summaries.			Complete



CONFIDENTIAL

FROM: Trish Smillie, Superintendent
DATE: March 12, 2024
SUBJECT: Caring and Inclusive Learning Communities Continuous Learning Report 2023-2024
For Information

Introduction

This memorandum provides an overview of the [Caring and Inclusive Learning Communities Continuous Learning Report 2023-2024](#), reflecting the strategic priority of promoting physical and mental well-being through social-emotional learning to foster compassionate learners.

Background

School District 8 Kootenay Lake (SD8) is a learning organization committed to continuously reviewing, refining, and reflecting upon its practice to support the best possible outcomes for learners. Ensuring that children and youth have inclusive and caring learning environments is central to learners' experiences and engagement, and foundational for improving achievement.

All learners have the right to equitable access and inclusive participation in quality education. The district and its staff value diversity and respond to the human/social, cultural and educational needs of learners in SD8 schools and communities. The district's mission of inspiring and supporting each learner to thrive in caring learning environments demonstrates its commitment to the creation of inclusive and caring learning communities where all learners may achieve educational excellence and accomplish their goals.

The Caring and Inclusive Learning Communities Continuous Learning Report demonstrates the commitment of SD8 in realizing the value of promoting physical and mental well-being through social-emotional learning to foster compassionate learners through the following strategic priorities:

- Create welcoming, engaging and accessible learning spaces;
- Promote and deepen mental and physical health and well-being;
- Enhance the social-emotional skills and capacity of learners; and
- Ensure that every student feels they are safe at school and that they belong.

The items described in the continuous learning report's action plan are being given high priority for the 2023-2026 school years. SD8 continually monitors these priorities to ensure continuous improvement for all learners and particularly for priority learners: Indigenous learners, learners with diverse abilities, children and youth in care, and English language learners.

SD8 is committed to inclusive and caring learning environments where all learners are meaningfully included and embraced as part of the school's learning community. SD8 embraces the philosophy that diversity is the norm, not the exception, and staff celebrate the gifts and talents that all learners possess. Throughout the district, learners are included and taught in regular classrooms and



participate in typical class activities with peers of their age to the greatest extent possible. Inclusive and caring learning environments provide opportunities for all learners to experience success, and where curriculum is planned, developed and implemented with the aim of teaching to the diverse learning needs of all the learners in a class.





School District 8
Kootenay Lake

CARING AND INCLUSIVE LEARNING COMMUNITIES CONTINUOUS LEARNING REPORT

March 12, 2024





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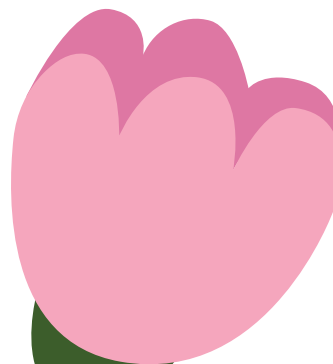
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ACKNOWLEDGEMENT

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



Meeting of the Board Held in Public



March 12, 2024



EXECUTIVE SUMMARY

Goals of K-12 Education

School District No. 8 (Kootenay Lake) (SD8) supports all learners with continuous improvement in their learning so that each learner may graduate with purpose and options for their future. This aligns with the B.C. mandate for public education outlined in the Statement of Education Policy Order, the Framework for Enhancing Student Learning Policy, and the Declaration of the Rights of Indigenous Peoples Act.

“The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.”

(B.C. Statement of Education Policy Order Mission Statement)

To support government to achieve their mission, school districts in B.C. are tasked with educating each child so they can become “the Educated Citizen.” This is a child who throughout their schooling demonstrates intellectual development – literacy and numeracy – human and social development, and career development.

The Framework for Enhancing Student Learning policy requires that boards of education will set, create and maintain a strategic plan that articulates the vision, mission, and values of the school district and identifies priorities that guide the district towards its short and long-term goals.

The Declaration on the Rights of Indigenous Peoples Act represents the province’s reconciliation framework and the commitments that Board of Education must support in furthering reconciliation.

Aligning to Our Strategic Plan

SD8 provides opportunities for all students to focus on intellectual, human/social, and career development. We inspire and support learners from pre-kindergarten through to post-secondary, providing adaptable opportunities for all learners. The quality of education is strengthened by engaging and collaborating with educational community partners and with the input of students and families.

The action plan outlined in the Caring and inclusive Learning Communities Continuous Learning Report is directly aligned with the Strategic Priorities outlined in the School District 8 (Kootenay Lake) Strategic Plan 2024-2029.

We build trusting, respectful, collaborative relationships working together to ensure we make the best decisions. We foster opportunities to promote social-emotional and physical well-being for all students and staff and celebrate our success. Specifically aligned with the Strategic Plan, the creation of caring and inclusive learning communities includes:

- Creating welcoming, engaging and accessible learning spaces
- Promoting the importance of mental and physical health and well-being
- Enhancing the social-emotional skills and capacity of learners
- Ensuring that every student feels safe at school and that they belong

This report outlines the caring and inclusive learning communities action plan, including the process for monitoring for continuous improvement.



EXECUTIVE SUMMARY

Three-Year Action Plan (2023-2026)

Outlined in this Caring and Inclusive Learning Communities Continuous Learning Report are actions that serve as strategies for continuous improvement. The items in our action plan will be given high priority for the 2023–2026 school years. SD8 continually monitors these priorities to ensure continuous improvement for all learners and particularly for priority learners: Indigenous learners, learners with diverse abilities, children and youth in care, and English language learners.

Strategic priority: Caring and inclusive learning communities

“We aim to promote physical and mental well-being through social-emotional learning and to foster compassionate learners.” (SD8 Strategic Plan)

	STRATEGIC PLAN GOALS	STRATEGIES	MONITORING
1	Create welcoming, engaging and accessible learning spaces.	<ul style="list-style-type: none">• Create and conduct an Accessibility Scan of all schools and worksites in the district• Develop accessibility action plan once Accessibility Scan results are collected and analyzed• Transition meetings for students transitioning into schools and between schools (eg: Welcome to Kindergarten)• Compassionate Systems Leadership implementation and expansion for school and district leaders• Capacity building for educators in using PEACEful Schools strategies from Complex Trauma Resources• Executive function instruction with students in primary grades	<ul style="list-style-type: none">• Student Learning Surveys• Enhancing Student Learning Report• School learning plans• Report cards• Student anecdotal data• Aboriginal How Are We Doing Report• Health Promoting Schools Report• Early Development Instrument (EDI)• Middle Years Development Instrument• Youth Development Instrument (YDI)• School-based team and District-based team data• Accessibility plan and Accessibility scan results• SD8 capital and facilities plans
	Promote and deepen mental and physical health and well-being	<ul style="list-style-type: none">• Full time mental health and addictions coordinator• Expand program for the implementation of the Open Parachute Program in classrooms in the district to all students and implement across the district in all classrooms.• Implementation of Foundry Virtual BC in all schools (so far 540 students and staff signed up)• Consistent liaison with CYMH, MCFD and Ktunaxa Kinbasket for wraparound supports for students• Complex Trauma Resources interventions including workshops, training, specific work with school staffs, and one-to-one coaching by CTR staff with SD8 staff• Implementation of EASE (Everyday Anxiety Strategies for Educators) in district, as well as EASE at home shared with parents	<ul style="list-style-type: none">• Student Learning Surveys• Enhancing Student Learning Report• School learning plans• Report cards• Adolescent Mental Health in Schools Questionnaire (McCreary)• Aboriginal How Are We Doing Report• Early Development Instrument (EDI)• Middle Years Development Instrument• Youth Development Instrument (YDI)• School-based team and District-based team data



EXECUTIVE SUMMARY

	STRATEGIC PLAN GOALS	STRATEGIES	MONITORING
1	Create welcoming, engaging and accessible learning spaces.	<ul style="list-style-type: none"> • Create and conduct an Accessibility Scan of all schools and worksites in the district • Develop accessibility action plan once Accessibility Scan results are collected and analyzed • Transition meetings for students transitioning into schools and between schools (eg: Welcome to Kindergarten) • Compassionate Systems Leadership implementation and expansion for school and district leaders • Capacity building for educators in using PEACEful Schools strategies from Complex Trauma Resources • Executive function instruction with students in primary grades 	<ul style="list-style-type: none"> • Student Learning Surveys • Enhancing Student Learning Report • School learning plans • Report cards • Student anecdotal data • Aboriginal How Are We Doing Report • Health Promoting Schools Report • Early Development Instrument (EDI) • Middle Years Development Instrument • Youth Development Instrument (YDI) • School-based team and district-based team data • Accessibility plan and Accessibility scan results • SD8 capital and facilities plans
	Promote and deepen mental and physical health and well-being	<ul style="list-style-type: none"> • Full time mental health and addictions coordinator • Expand program for the implementation of the Open Parachute Program in classrooms in the district to all students and implement across the district in all classrooms. • Implementation of Foundry Virtual BC in all schools (so far 540 students and staff signed up) • Consistent liaison with CYMH, MCFD and Ktunaxa Kinbasket for wraparound supports for students • Complex Trauma Resources interventions including workshops, training, specific work with school staffs, and one-to-one coaching by CTR staff with SD8 staff • Implementation of EASE (Everyday Anxiety Strategies for Educators) in district, as well as EASE at home shared with parents 	<ul style="list-style-type: none"> • Student Learning Surveys • Enhancing Student Learning Report • School learning plans • Report cards • Adolescent Mental Health in Schools Questionnaire (McCreary) • Aboriginal How Are We Doing Report • Early Development Instrument (EDI) • Middle Years Development Instrument • Youth Development Instrument (YDI) • School-based team and district-based team data



EXECUTIVE SUMMARY

	STRATEGIC PLAN GOALS	STRATEGIES	MONITORING
2		<ul style="list-style-type: none"> • District-wide purchase and implementation of Child Centre for Protection's Kids in the Know sexual health education program • Purchase and implementation of CIRCLES sexual health education program for students with disabilities and diverse needs • Parent engagement nights on topics of mental well-being, student safety, ADHD, and social emotional learning • Lunch and learn sessions for students regarding anxiety, depression, substance use • Provide workshops for staff and students, and parent engagement nights on mental health literacy, Mental Health First Aid, trauma-informed practices, anxiety, and SEL • Further implement the mental health curriculum and SEL in all classrooms throughout the district • Promote the Mental Health in Schools Strategy throughout the district (MHIS) • Promote healthy eating literacy to students and parents. • Provide food equity supports through Feeding Futures program • Continue to learn from Interior Health's Health Promoting Schools (HPS), and ensuring that HPS information and resources are provided to staff and students throughout the district • After School Sports and Arts Initiative (ASSAI) in some rural schools • HUB at KRSS – contract with Valley Community Services for social worker • Community mental health and physical health supports in many schools in the district (eg: FreedomQuest, CYMH – child and youth clinician, PEACE program, ANKORS, etc.) 	<ul style="list-style-type: none"> •

The action plan is developed on the premise that ensures:

- Students are at the centre of our individual and collective work in SD8, particularly priority learners: Indigenous learners, learners with disabilities and diverse abilities, children and youth in care, and English language learners
- Commitments to SD8 strategic priorities of measuring and reporting on performance in key areas – evidence is robust, timely, and meaningful
- Collaboration with community, regional, and provincial partners
- A sustained focus on a cycle of continuous improvement
- Alignment with the goals and Mandate of the Ministry of Education and Child Care





EXECUTIVE SUMMARY

A Focus on Student Success

SD8 continues to look for ways to build on strengths and celebrate learner success. By referring to data that informs decision-making, planning and practices, and by working with education partners, the district can make a difference for all SD8 learners. The annual Caring and Inclusive Learning Communities Continuous Learning Report supports the district's mission and vision:

MISSION

We inspire and support each learner to thrive in a caring learning environment.

VISION

Our learners grow as global citizens in an innovative and inclusive community.

This report outlines how SD8 increases learner success in physical and mental well-being through social-emotional learning and creating caring and inclusive learning communities.



INTRODUCTION

Background - Caring and inclusive learning communities

SD8 is a learning organization committed to continuously reviewing, refining, and reflecting upon its practice to support the best possible outcomes for learners. Ensuring that children and youth have caring and inclusive learning environments is central to learners' experiences and engagement, and foundational for improving achievement. A review of human and social development data highlights areas of learner well-being, engagement, and school connectedness.

All learners have the right to equitable access and inclusive participation in quality education. The district and its staff value diversity and respond to the human/social, cultural and educational needs of learners in SD8 schools and communities. The district's mission of inspiring and supporting each learner to thrive in caring learning environments demonstrates its commitment to the creation of caring and inclusive learning communities where all learners may achieve educational excellence and accomplish their goals.

The district's demographics for priority learners are changing over time, typically consistent with variable enrolment in the district. Over the past six years, priority student numbers have generally decreased for priority populations except for English language learners, which is increasing (consistent with local and regional immigration increases).

Priority student numbers over time

SCHOOL YEAR	TOTAL STUDENT ENROLMENT (HEADCOUNT 1701 SEP)	LEARNERS WITH DIVERSE ABILITIES	INDIGENOUS LEARNERS	ENGLISH LANGUAGE LEARNERS	CHILDREN AND YOUTH IN CARE
2023-2024	4880	440	945	82	N/A*
2022-2023	4857	455	964	77	18
2021-2022	4863	439	989	78	24
2020-2021	4885	457	989	68	27
2019-2020	4930	477	1007	64	54
2018-2019	4852	452	985	58	61

*Children and youth district data unavailable due to privacy

SD8 is committed to caring and inclusive learning environments where all learners are meaningfully included and embraced as part of the school's learning community. SD8 embraces the philosophy that diversity is the norm, not the exception, and staff celebrate the gifts and talents that all learners possess. Throughout the district, learners are included and taught in regular classrooms and participate in typical class activities with peers of their age to the greatest extent possible. Caring and inclusive learning environments provide opportunities for all learners to experience success, and where curriculum is planned, developed and implemented with the aim of teaching to the diverse learning needs of all the learners in a class.

SD8 provides programs and services within neighbourhood schools based on tiers of support including universal supports (for all), targeted supports (for some) and essential supports (for a few) in order to meet the needs of individual learners.

As specified in the [Statement of Education Policy Order](#), the purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.



INTRODUCTION

To achieve this purpose, we have a collective mandate to develop the “educated citizen”, which includes intellectual, human and social and career development. Specifically in this continuous learning report, human and social development promotes in students a sense of self-worth and belonging, an understanding of the importance of physical health and well-being, and acceptance and respect for the ideas and beliefs of others.





ALIGNMENT TO STRATEGIC PRIORITIES

SD8's existing and emerging areas of need are identified through an analysis of evidence in provincial assessments, the district's [Enhancing Student Learning Report](#), ongoing district continuous learning reports, district-level questionnaires (such as the Adolescent Health Survey and the Youth Development Instrument), and school learning plans.

SD8 endeavours to improve student physical and mental well-being through caring and inclusive learning environments. SD8's work in creating caring and inclusive learning communities is connected both to the district's 2024–2029 strategic plan, and also reflects the goals and objectives of the Ministry of Education and Child Care's [Ministry Service Plan 2022-2025](#). The Ministry of Education and Child Care aims for the education system to provide inclusive and responsive learning environments: those that recognize the value of diversity and provide equity of access, opportunity, and outcomes for all learners, from early years to graduation.

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

The caring and inclusive learning environment continuous learning plan is connected to the following SD8 strategic priorities for caring and inclusive learning cultures:

- Create welcoming, engaging and accessible learning spaces.
- Promote the importance of mental and physical health and well-being.
- Enhance the social-emotional skills and capacity of learners.
- Ensure that every student feels safe at school and that they belong.

Create welcoming, engaging and accessible learning spaces

This priority connects to the SD8 Enhancing Student Learning Report goal 2: support healthy and effective learning communities and enhancing student learning report educational outcome 3: students will feel welcome, safe and connected.

Additionally, this priority corresponds with Ministry of Education and Child Care goal 2: learning environments foster healthy and effective learning and objective 2.2: support learner and staff well-being.

Promote and deepen mental and physical health and well-being

This priority corresponds with Ministry of Education and Child Care goal 1: all students become educated citizens and objective 1.1: support learner-centered learning and improve equity of outcomes.

High-functioning education systems engage and motivate every learner to develop the set of competencies necessary for independence and lifelong learning. Mental well-being or positive mental health impacts how learners think, feel and act. It also affects learner resilience to stress, relationships with others, and is deeply influenced by the school environment.



ALIGNMENT TO STRATEGIC PRIORITIES

Enhance the social-emotional skills and capacities of learners

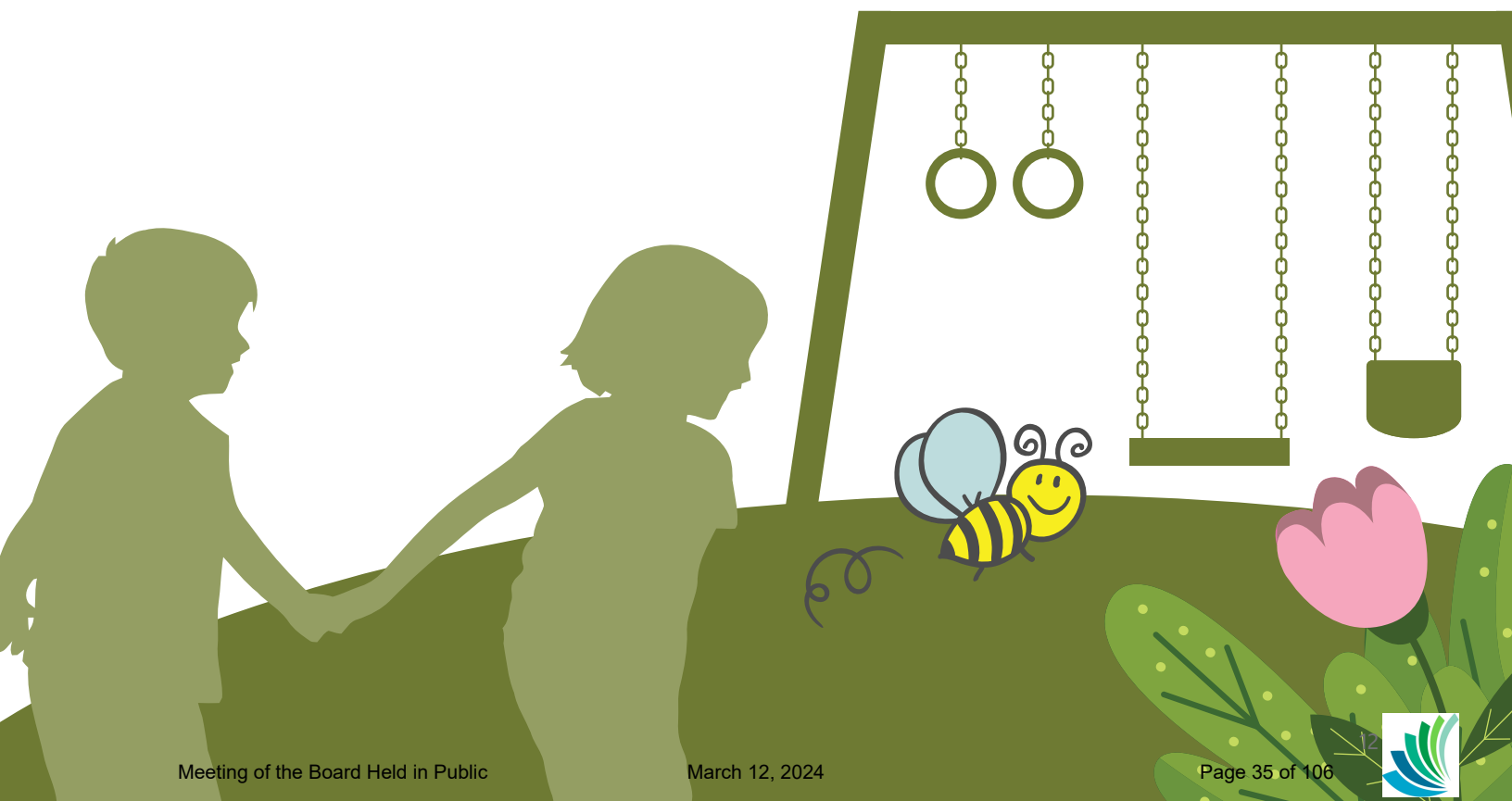
This priority connects to the SD8 Enhancing Student Learning Report goal 2: support healthy and effective learning communities and enhancing student learning report educational outcome 3: students will feel welcome, safe and connected.

Additionally, this priority corresponds with Ministry of Education and Child Care goal 2: learning environments foster healthy and effective learning and objective 2.2: support learner and staff well-being.

Ensure that every student feels they are safe at school and that they belong.

This priority connects to Ministry of Education and Child Care goal 2: learning environments foster healthy and effective learning and objective 2.2: support learner and staff well-being

For learners to be able to develop and learn, they must feel physically and emotionally safe. The district believes in an approach where staff ensure that learners are engaged, feel a sense of belonging, and understand the importance education has in their lives. Learners also need to know that adults genuinely care about their well-being. Research shows that one caring adult can make a significant difference in a learner's life and increase that learner's outcomes. Supporting healthy and effective learning environments is of paramount importance.





EVIDENCE OF LEARNING

Human and social development

STUDENT LEARNING SURVEY (SLS) DATA 2018–2023

The Student Learning Survey (SLS) is an annual survey administered to B.C. Public Schools for student in grades 4, 7, 10 and 12. It is the only source of province-wide information on student experiences in the school environment. Data obtained from the survey provides valuable insights and informs policies, programs and decisions made at districts, schools, the Ministry of Education and Child Care, Ministry of Health and the Representative of Children and Youth in improving students' intellectual, human and social and career development.

The survey includes approximately 50 questions. The questions chosen for this report provide a good representative cross section for human and social development: belonging, connection, safety, and engagement for learners.

QUESTION: DO YOU FEEL WELCOME AT YOUR SCHOOL?

SLS—All students		Percentage of students reporting they feel welcome at their school all of the time or most of the time	Provincial Average %
2022–2023	Grade 3 and 4	81	n/a
	Grade 7	69	n/a
	Grade 10	61	n/a
2021–2022	Grade 3 and 4	67	78
	Grade 7	65	73
	Grade 10	72	69
2020–2021	Grade 3 and 4	74	78
	Grade 7	55	65
	Grade 10	56	63
2019–2020	Grade 3 and 4	74	76
	Grade 7	59	65
	Grade 10	64	62
2018–2019	Grade 3 and 4	75	78
	Grade 7	60	66
	Grade 10	57	61



EVIDENCE OF LEARNING

SLS— Indigenous Students		Percentage of students reporting they feel welcome at their school all of the time or most of the time%	Provincial Average %
2022–2023	Grade 3 and 4	70	n/a
	Grade 7	50	n/a
	Grade 10	50	n/a
2021–2022	Grade 3 and 4	59	69
	Grade 7	38	46
	Grade 10	43	41
2020–2021	Grade 3 and 4	67	71
	Grade 7	56	54
	Grade 10	38	43
2019–2020	Grade 3 and 4	59	69
	Grade 7	40	51
	Grade 10	masked	40
2018–2019	Grade 3 and 4	72	70
	Grade 7	42	50
	Grade 10	32	40

SLS— Students with Diverse Abilities		Percentage of students reporting they feel welcome at their school all of the time or most of the time%	Provincial Average %
2022–2023	Grade 3 and 4	68	n/a
	Grade 7	58	n/a
	Grade 10	51	n/a
2021–2022	Grade 3 and 4	62	71
	Grade 7	53	67
	Grade 10	52	61
2020–2021	Grade 3 and 4	58	69
	Grade 7	68	60
	Grade 10	50	59



EVIDENCE OF LEARNING

SLS— Students with Diverse Abilities		Percentage of students reporting they feel welcome at their school all of the time or most of the time%	Provincial Average %
2019–2020	Grade 3 and 4	69	67
	Grade 7	50	58
	Grade 10	100	55
2018–2019	Grade 3 and 4	61	69
	Grade 7	59	58
	Grade 10	39	57

Analysis:

Over the past five years, students reporting that they feel welcome at their school all of the time or most of the time has increased for “all students”. This pattern is also reflected over the past year, with the exception of grade 10 students, which saw an 11% decline.

Indigenous students reporting that they feel welcome at their school all of the time or most of the time has also increased from 2021–2022 to 2022–2023. The five-year trend for Indigenous students has also increased for each grade surveyed.

Likewise, students with diverse abilities reporting that they feel welcome at their school all of the time or most of the time increased from 2021–2022 to 2022–2023. The five-year trend for students with diverse abilities also increased for each grade surveyed.

2023–2024 strategies that contribute to students feeling welcomed at their school include:

- Creating and conducting an Accessibility Scan of all schools and worksites in the district
- Developing an accessibility action plan once the Accessibility Scan results are collected and analyzed
- Conducting transition meetings for students transitioning into schools and between schools (eg: Welcome to Kindergarten and Ready Set Learn events)
- Compassionate Systems Leadership implementation and expansion for school and district leaders to help leaders build the capacity of school staff to employ compassionate systems strategies in schools
- Capacity building and training for educators in using PEACEful Schools strategies from Complex Trauma Resources and Open Parachute strategies
- Continuing the implementation of executive function instruction with students in primary grades





EVIDENCE OF LEARNING

QUESTION: HOW MANY ADULTS CARE ABOUT YOU AT SCHOOL?

SLS—All students		Percentage of students who believe that 2 or more adults care about them at school	Provincial Average %
2022–2023	Grade 3 and 4	64	n/a
	Grade 7	46	n/a
	Grade 10	45	n/a
2021–2022	Grade 3 and 4	63	65
	Grade 7	47	55
	Grade 10	61	57
2020–2021	Grade 3 and 4	62	66
	Grade 7	66	62
	Grade 10	62	60
2019–2020	Grade 3 and 4	65	70
	Grade 7	63	66
	Grade 10	68	65
2018–2019	Grade 3 and 4	70	74
	Grade 7	65	65
	Grade 10	63	63

SLS— Indigenous Students		Percentage of students who believe that 2 or more adults care about them at school	Provincial Average %
2022–2023	Grade 3 and 4	82	n/a
	Grade 7	46	n/a
	Grade 10	52	n/a
2021–2022	Grade 3 and 4	62	64
	Grade 7	47	47
	Grade 10	57	64
2020–2021	Grade 3 and 4	51	67
	Grade 7	70	62
	Grade 10	63	60



EVIDENCE OF LEARNING

2019–2020	Grade 3 and 4	70	70
	Grade 7	66	64
	Grade 10	masked	63
2018–2019	Grade 3 and 4	75	73
	Grade 7	65	61
	Grade 10	61	63

SLS— Students with Diverse Abilities		Percentage of students who believe that 2 or more adults care about them at school	Provincial Average %
2022–2023	Grade 3 and 4	65	n/a
	Grade 7	50	n/a
	Grade 10	61	n/a
2021–2022	Grade 3 and 4	39	68
	Grade 7	53	60
	Grade 10	43	62
2020–2021	Grade 3 and 4	53	68
	Grade 7	74	66
	Grade 10	58	64
2019–2020	Grade 3 and 4	63	69
	Grade 7	69	67
	Grade 10	masked	66
2018–2019	Grade 3 and 4	64	65
	Grade 7	63	64
	Grade 10	78	65

Analysis

There was a decrease in students who believe that at least two adults care for them over the past year, with a significant (16%) decrease in grade 10 students surveyed. Over the past five years, students reporting that they believe that two or more adults at school care about them all the time or most of the time has decreased for “all students” at each of the grade levels. This decrease was significant in grade 7 (24%) and grade 10 (18%).



EVIDENCE OF LEARNING

Indigenous students reporting that they believe that two or more adults at school care about them all the time or most of the time increased significantly from 2021–2022 to 2022–2023 for grade 3 and 4 students (20%) and declined slightly for grades 7 and 10 students. The five-year trend for Indigenous students also increased for grades 3 and 4 students (by 7%), but declined for grade 7 students (by 19%) and grade 10 students (by 9%).

Students with diverse abilities reporting that they believe that two or more adults at school care about them all of the time or most of the time substantially increased from 2021–2022 to 2022–2023 in grades 3 and 4 (by 26%) and grade 10 (by 18%). However, students in grade 7 declined slightly over the past year (by 3%). The five-year trend for students with diverse abilities increased for grades 3 and 4, and declined for grades 7 and 10.

The results are varied; however, overall they indicate that the district must investigate further, and promote the development of strategies in schools to increase the number of students who feel that two or more adults care for them at school.

2023–2024 strategies that contribute to increasing the number of students that believe that two or more adults at school care about them include:

- Continuing to have a full time mental health and addictions coordinator in the district to support schools in implementing social-emotional learning, mental well-being prevention programs, and connecting schools and students to community and provincial resources (such as Foundry Virtual BC)
- Expansion of the Open Parachute program to all students across the district
- Implementation of Foundry Virtual BC in all schools
- Consistent liaison with CYMH, MCFD and Ktunaxa Kinbasket for wraparound supports for students
- Complex Trauma Resources interventions including workshops, training, specific work with school staffs, and one-to-one coaching by CTR staff with SD8 staff
- Implementation of EASE (Everyday Anxiety Strategies for Educators) in district, as well as EASE at home shared with parents

QUESTION: DO YOU FEEL SAFE AT SCHOOL?

SLS—All students		Percentage of students reporting they feel safe at school	Provincial Average %
2022–2023	Grade 3 and 4	69	79
	Grade 7	72	76
	Grade 10	78	77
2021–2022	Grade 3 and 4	78	80
	Grade 7	77	77
	Grade 10	71	76
2020–2021	Grade 3 and 4	78	79
	Grade 7	63	70
	Grade 10	71	73



EVIDENCE OF LEARNING

2019–2020	Grade 3 and 4	75	77
	Grade 7	65	69
	Grade 10	73	73
2018–2019	Grade 3 and 4	81	80
	Grade 7	62	71
	Grade 10	71	72

SLS— Indigenous Students		Percentage of students reporting they feel safe at school	Provincial Average %
2022–2023	Grade 3 and 4	81	n/a
	Grade 7	66	n/a
	Grade 10	59	n/a
2021–2022	Grade 3 and 4	52	73
	Grade 7	75	71
	Grade 10	76	78
2020–2021	Grade 3 and 4	71	76
	Grade 7	66	63
	Grade 10	69	64
2019–2020	Grade 3 and 4	71	73
	Grade 7	60	61
	Grade 10	masked	66
2018–2019	Grade 3 and 4	83	76
	Grade 7	60	62
	Grade 10	70	66

EVIDENCE OF LEARNING

SLS— Students with Diverse Abilities		Percentage of students reporting they feel safe at school	Provincial Average %
2022–2023	Grade 3 and 4	n/a	n/a
	Grade 7	n/a	n/a
	Grade 10	n/a	n/a
2021–2022	Grade 3 and 4	n/a	n/a
	Grade 7	n/a	n/a
	Grade 10	n/a	n/a
2020–2021	Grade 3 and 4	77	79
	Grade 7	62	70
	Grade 10	70	73
2019–2020	Grade 3 and 4	75	77
	Grade 7	65	69
	Grade 10	71	73
2018–2019	Grade 3 and 4	79	80
	Grade 7	61	71
	Grade 10	71	72

Analysis

There was an increase in grade 10 students who feel safe at school (by 7%), and a decrease in grades 3 and 4 students (9%) and grade 7 students (5%) who feel safe at school. Over the past five years, students reporting that they feel safe at school all the time or most of the time has increased for both grade 7 (10%) and grade 10 (7%) students, but has decreased for grade 3 and 4 students by 12%.

Indigenous students reporting that they feel safe at school all the time or most of the time significantly increased from 2021–2022 to 2022–2023 for grade 3 and 4 students, by almost 30%. However, grade 7 and 10 Indigenous students reported feeling less safe in 2022–2023 than they did in 2021–2022. The five-year trend for Indigenous students feeling safe at school increased for grade 7 students but decreased for grade 10 students (by 11%), and slightly decreased for grades 3 and 4 students (by 2%).

The data for students with diverse abilities reporting that they feel safe at school all of the time or most of the time was not available from 2021–2022 to 2022–2023 for this report. The five-year trend for students with diverse abilities reporting they feel safe at school was therefore also not available for this report. However, the data available indicates a consistency over time for students with diverse abilities.

Data for this question is varied amongst grades surveyed, and also over time. Therefore, it is incumbent on the district to continue to analyze available data, ask students directly for their experiences about feeling safe in their schools, and promote actions that increase students' feelings of safety at school.



EVIDENCE OF LEARNING

2023–2024 strategies to address students feeling safe while at school include:

- Ensure that students know how to report bullying and violence, including using the erase reporting tool
- Ensuring that students have the support they need to thrive by implementing the Mental Health in Schools (MHIS) strategy, focusing on prevention and reducing stigma.
- School-based teams and district-based team wraparound supports for schools and students to ensure students feel they are safe and they belong
- Primary success reviews twice a year to ensure wraparound supports
- Grad reviews twice a year to ensure students are on track for graduation
- School plans for children and youth in care, with follow ups by school-based team and district-based team
- Transition to Adulthood sessions for learners and parents to support youth with disabilities prepare for adulthood
- Updated inclusive education procedures and Critical Incidence Response Manual to ensure procedures are consistent, understood, and implemented in schools
- Capacity building for staff in threat assessment from Safer Schools Together: Behavioural Digital Threat Assessment Management (BDTAM)
- Continued staff training in crisis prevention and verbal de-escalation using Crisis Prevention Institute
- Continued staff training in using Positive Behaviour Interventions and Support (PBIS)
- Continued implementation of CTR's PEACEful schools in elementary schools
- Introduction of the Behaviour Code by Jessica Minahan in elementary schools

QUESTION: IS SCHOOL A PLACE WHERE YOU FEEL LIKE YOU BELONG?

SLS—All students		Percentage of students reporting that school is a place where they belong	Provincial Average %
2022–2023	Grade 3 and 4	63	n/a
	Grade 7	52	n/a
	Grade 10	46	n/a
2021–2022	Grade 3 and 4	55	60
	Grade 7	51	57
	Grade 10	46	54
2020–2021	Grade 3 and 4	57	60
	Grade 7	42	50
	Grade 10	40	45
2019–2020	Grade 3 and 4	50	60
	Grade 7	43	52
	Grade 10	44	47



EVIDENCE OF LEARNING

2018–2019	Grade 3 and 4	50	62
	Grade 7	39	54
	Grade 10	39	47

SLS— Indigenous Students		Percentage of students reporting that school is a place where they belong	Provincial Average %
2022–2023	Grade 3 and 4	49	n/a
	Grade 7	31	n/a
	Grade 10	31	n/a
2021–2022	Grade 3 and 4	37	54
	Grade 7	56	47
	Grade 10	47	43
2020–2021	Grade 3 and 4	51	56
	Grade 7	45	40
	Grade 10	33	36
2019–2020	Grade 3 and 4	35	55
	Grade 7	32	41
	Grade 10	44	38
2018–2019	Grade 3 and 4	42	58
	Grade 7	29	42
	Grade 10	42	38

SLS— Students with Diverse Abilities		Percentage of students reporting that school is a place where they belong	Provincial Average %
2022–2023	Grade 3 and 4	56	n/a
	Grade 7	44	n/a
	Grade 10	34	n/a
2021–2022	Grade 3 and 4	30	53
	Grade 7	39	44
	Grade 10	29	39





EVIDENCE OF LEARNING

SLS— Students with Diverse Abilities		Percentage of students reporting that school is a place where they belong	Provincial Average %
2020–2021	Grade 3 and 4	46	53
	Grade 7	37	44
	Grade 10	22	39
2019–2020	Grade 3 and 4	37	53
	Grade 7	39	44
	Grade 10	n/a	39
2018–2019	Grade 3 and 4	23	52
	Grade 7	27	44
	Grade 10	22	40

Analysis

There was an increase in grade 3 and 4 and grade 7 students reporting that school is a place where they belong over the past year from 2021–2022 to 2022–2023. Grade 10 students reporting that school is a place where they belong remained consistent. Over the past five years, that school is a place where they belong all the time or most of the time increased substantially for all three grades surveyed: grade 3 and 4 students by 13%, grade 7 students by 13%, and grade 10 students by 7%.

Indigenous that school is a place where they belong all the time or most of the time increased from 2021–2022 to 2022–2023 for grade 3 and 4 students by 12%. However, grade 7 and grade 10 Indigenous students reporting that school is a place where they belong decreased from 2021–2022 to 2022–2023. The five-year trend for Indigenous students reporting that school is a place where they belong increased for grade 3 and 4 students (by 7%) but decreased for grade 7 students (by 2%) and for grade 10 students (by 11%).

The data for students with diverse abilities that school is a place where they belong all of the time or most of the time increased for all grades surveyed from 2021–2022 to 2022–2023: grade 3 and 4 increased by 26%, grade 7 increased by 5%, and grade 10 increased by 5%. The five-year trend for students with diverse abilities that school is a place where they belong substantially increased for all grades surveyed: grade 3 and 4 by 33%, grade 7 by 17%, and grade 10 by 12%.

Data in this area shows that over time, students mostly report feeling that school is a place where they belong all of the time or most of the time. This data is encouraging and supports the district continuing with the following action plan items to promote further increases in student belonging.

2023–2024 strategies to promote student feelings of belonging in schools:

- Continue the implementation of Open Parachute in classrooms throughout the district
- Employ Compassionate Systems Leadership strategies in all schools
- Further implementation of the EASE program in classrooms throughout the district
- Continue to employ wraparound supports for students through consistent school-based team and district-based team meetings



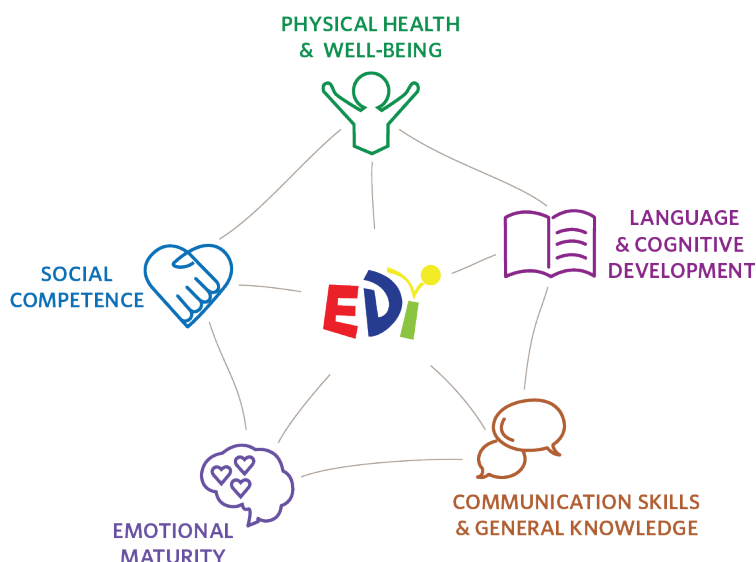
EVIDENCE OF LEARNING

- Increase training of school staff to ensure that programs that foster belonging and connection are expanded throughout the district (eg: PreVenture program, MindUp, and PEACEful schools)
- Continue to access training, tools, and mentoring for staff from Complex Trauma Resources
- Continue to expand training from Safer Schools Together
- Implement new inclusive education procedures throughout district to ensure that schools employ consistent, predictable processes with children and youth
- Continued staff training in crisis prevention and verbal de-escalation using Crisis Prevention Institute
- Continued staff training in using Positive Behaviour Interventions and Support (PBIS)
- Continued implementation of CTR's PEACEful schools in elementary schools
- Introduction of the Behaviour Code by Jessica Minahan in elementary schools
- Ensure that priority learners (especially children and youth in care) have updated, comprehensive plans of support in schools

Early Years Development Instrument (EDI)

The Early Development Instrument (EDI) is a questionnaire completed by kindergarten teachers for the students in their classrooms during each February of the school year. Data collected using the EDI measures the rate of the developmental vulnerability of kindergarten children at the population level. Children are considered vulnerable on the EDI if, without additional support and care, they are more likely to experience future challenges in their school years and beyond. The five scales of the EDI are: physical health and well-being, social competence, emotional maturity, language and cognitive development, and communication skills and general knowledge. For each of the five scales of the EDI, the proportion of children vulnerable are reported as vulnerability rates. SD8 has participated in each of the 8 waves of EDI.

Provincially, in Wave 8, 32.9% (approximately 13,500) of kindergarten children were vulnerable on one or more areas critical to their healthy development. Wave 8 is the fifth provincial EDI data collection in a row where provincially more than 30% of children were vulnerable.

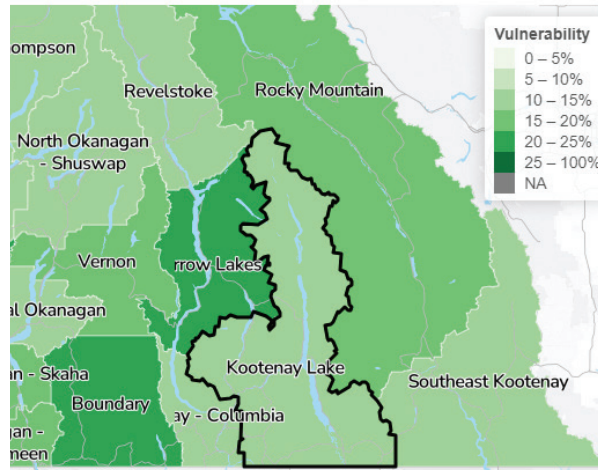




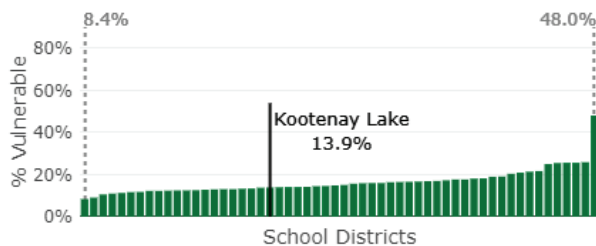
EVIDENCE OF LEARNING

13.9% or 73 kindergarden children in Kootenay Lake were vulnerable on the **Physical Health & Well-being scale** of the EDI in Wave 8.

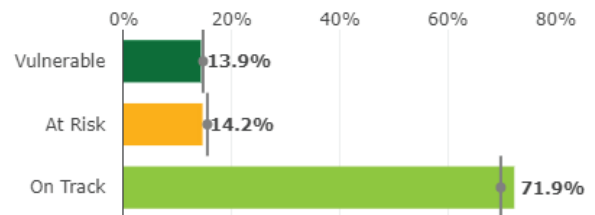
MAP OF SCAPLE VULNERABILITY



RANGE IN VULNERABILITY



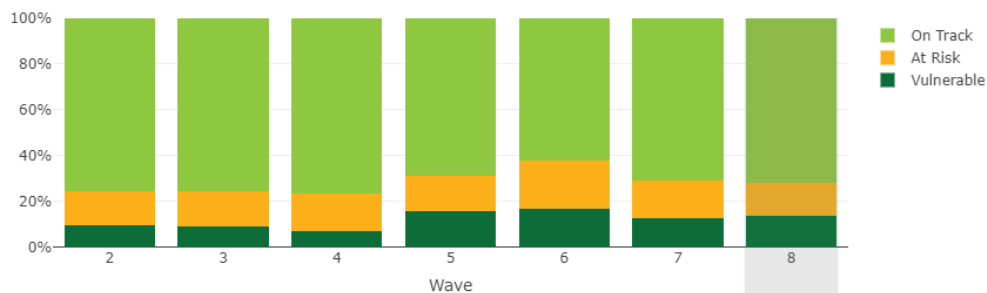
SCALE OUTCOMES SUMMARY



SCALE TRENDS

Chart View

Scale

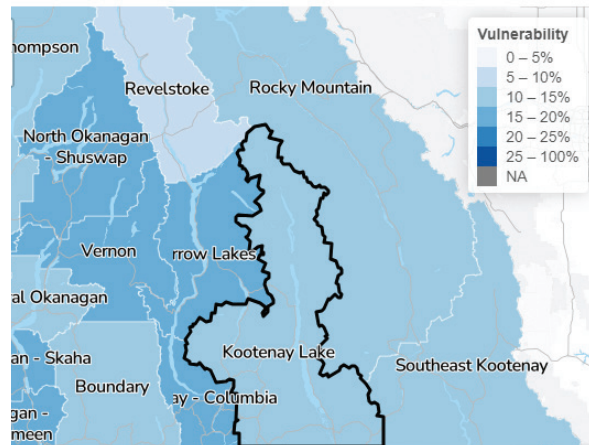




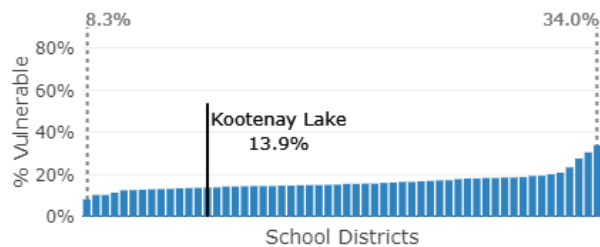
EVIDENCE OF LEARNING

13.9% or 73 kindergarden children in Kootenay Lake were vulnerable on the **Social Competence** scale of the EDI in Wave 8.

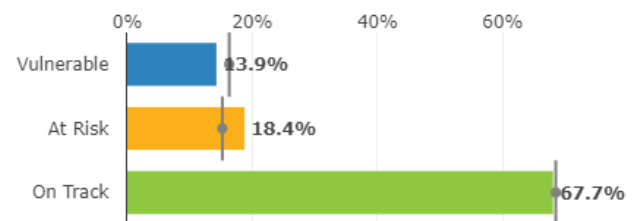
MAP OF SCAPLE VULNERABILITY



RANGE IN VULNERABILITY

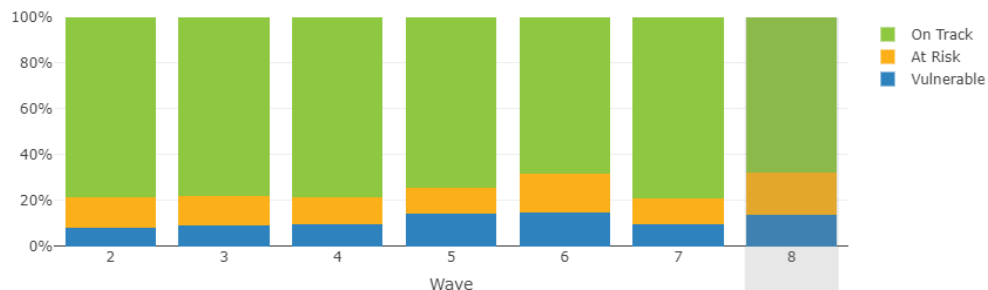


SCALE OUTCOMES SUMMARY



SCALE TRENDS

Chart View Scale





EVIDENCE OF LEARNING

Analysis

In SD8, 13.9% of children were vulnerable in Wave 8 in the area of social competence, compared with 16.3% overall vulnerable for social competence in the province. SD8 reports less vulnerability in social competence than more than half of the province's school districts, with the range of vulnerability across the province from 8.3% to 34% vulnerable in social competence.

Over time, the vulnerability of kindergarten children in SD8 has increased in social competence, as reported by kindergarten teachers, from 9.5% vulnerable in Wave 7 to 13.9% in Wave 8. However, it must be noted that the participation rate in Wave 7 was significantly lower than that in Wave 8, which may have impacted results.

In the area of physical health and well-being, SD8 again reports less vulnerability for its kindergarten children (13.9%) than the province reports (14.7%). Once again, however, the vulnerability level has risen between Wave 7 (12.7%) to Wave 8, with fewer participants in the Wave 7 EDI than in Wave 8. In physical health and well-being, SD8 is again in the lower half of the province with regard to vulnerability, consistent with its overall vulnerability scores.

Middle Years Development Instrument (MDI)

The Middle Years Development Instrument (MDI) is a self-report questionnaire created by UBC HELP that asks children in grades 4 through 8 about their thoughts, feelings and experiences in school and in the community. It is a unique and comprehensive questionnaire that helps us gain a deeper understanding of their social and emotional competence, mental and physical health, and well-being, as well as the assets in their lives, including connectedness to adults and peers, nutrition and sleep experiences, school experiences and use of time after school.

The MDI is completed every 3 years (the last assessment was in 2020-2021).

Percentage of students in grades 4 and 7 who feel welcome and safe at school, who have a sense of belonging in their school, and who believe there are adults at school care about them.

Grade 4	2017-2018	2020-2021	2020-2021 Province
Connectedness with adults	90%	95%	96%
School belonging	85%	85%	85%
School climate	93%	91%	97%

Grade 7	2017-2018	2020-2021	2020-2021 Province
Connectedness with adults	87%	93%	96%
School belonging	77%	71%	75%
School climate	80%	77%	77%

EVIDENCE OF LEARNING

Analysis

In the three areas reported: connectedness with adults, school belonging, and school climate, students in grades 4 and 7 reported scores similar to those of the overall province. The trend for grade 4 students was generally upward between the two waves; however, the trend for grade 7 students was downward in two of the three sections.

Of note, there was an upward trend for grade 7 students in “connectedness with adults” from 87% in 2017–2018 to 93% in 2020–2021. This score may seem to contradict the information in the Student Learning Survey for grade 7 students in 2020–2021 (47% reported being connected to at least two adults at school); however, the connectedness question in the MDI asks students to report on connectedness with adults in the community and school in aggregate.

YOUTH DEVELOPMENT INDEX (YDI)

The YDI is an annual online self-reported questionnaire that aims to gather population-level youth developmental data on their health, well-being, and experiences that may contribute thereto. It is not an individual assessment or diagnostic tool.

The YDI consists of 5 dimensions related to positive youth development:

- Social and Emotional Development,
- Social Well-being,
- Learning Environment and Engagement,
- Physical and Mental Well-being, and
- Navigating the World.

The YDI is completed by secondary students across the province from January – March of the academic school year. The data represented in this report is from the 2022–2023 school year.



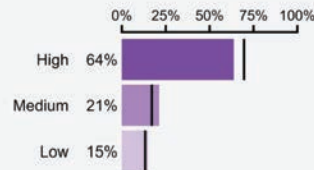
EVIDENCE OF LEARNING

PEERS

FRIENDSHIP INTIMACY*

Youth's level of agreement with statements about the closeness of their friendships.

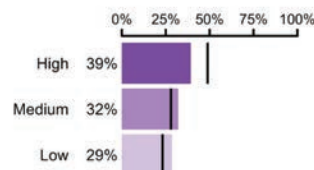
e.g., "I have at least one really good friend I can talk to when something is bothering me."



PEER BELONGING*

Youth's level of agreement with statements about their sense of belonging to a social group.

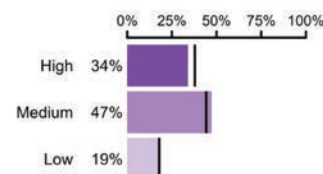
e.g., "I feel part of a group of friends that do things together."



SENSE OF COMMUNITY BELONGING

Youth's rating of their sense of belonging to their community, including geographic community, cultural community, etc.

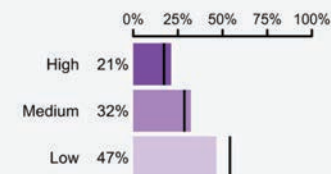
e.g., "I feel a sense of belonging in my community," and "I know where to go in the community to get help."



LONELINESS

Youth's level of agreement with statements about experiencing feelings of exclusion and social isolation.

e.g., "I often feel left out."



YDI analysis

In the human and social development subdomains in the YDI, the information self-reported by grade 11 students in SD8 is very similar to that of the average of all 28 districts who participated in the questionnaire. Overall, while "friendship intimacy" is reported relatively high in SD8 as in the province, "peer belonging" and connections to community are reported lower in SD8 as in the province. It is worthy to note that students in 2022–2023 were still reporting the impacts of COVID on their social connections, belonging, and feelings of isolation.

2023 ADOLESCENT HEALTH SURVEY (McCREARY HEALTH CENTRE SOCIETY)

The BC Adolescent Health Survey (BC AHS) is a province-wide survey administered every five years to youth in grade 7 to 12 since 1992. To date in BC, almost 200,000 student surveys have been completed since the inception of the health survey. The survey gives an evidence base of youth health trends, emerging issues, and risk and protective factors for healthy development. The confidential survey was administered in 2023 to SD8 students in grades 7–12, in 30 randomly chosen classes throughout the district.

Provincial results for the 2023 survey are released in early 2024.



EVIDENCE OF LEARNING

The BC AHS covers factors that promote healthy development and behaviours that may compromise health. Question topics include physical and mental health; school, family, community and peer connectedness; substance use; injuries; extracurricular activities; violence and discrimination; and technology use. New questions added in 2023 include questions about discrimination, social media use, the impact of COVID-19, vaping, and sources of information about mental health and sexual health.

School experience

Students were asked how much they agreed with a series of statements about their school experience.

Students' feelings about their school experience

	Disagreed/ Strongly dis- agreed	Neither agreed nor disagreed	Agreed/ Strongly agreed
Felt like a part of their school	17%	34%	48%
Happy to be at school	30%	29%	42%
Felt school staff treated them fairly	13%	28%	59%
Felt school staff expected them to do well	8%	24%	68%
Felt safe at school	12%	29%	59%
Felt teachers cared about them	12%	31%	57%
Felt other school staff cared about them	15%	40%	45%

Note: Percentages in each row may not total to 100% due to rounding.

School safety

Students generally felt safe at school and getting to and from school. However, they were more likely to feel safe in supervised locations such as classrooms and libraries, than in less supervised spaces.

How often students felt safe

	Never/rarely	Sometimes	Usually/ always
Classrooms	9%	10%	81%
Washrooms	17%	16%	67%
Changing rooms	19%	12%	68%
Hallways and stairwells	10%	11%	79%
Library	7%	6%	87%
Cafeteria	10%	12%	78%
Outside on school grounds	7%	13%	80%
Getting to and from school	7%	11%	82%

Note: Percentages in each row may not total to 100% due to rounding.





EVIDENCE OF LEARNING

Physical health and well-being

Students were asked to rate their physical health. Most students rated their health as good or excellent.

POOR	FAIR	GOOD	EXCELLENT
7%	24%	46%	24%

Mental health and well-being

Students were asked to rate their mental health. Most students rated their mental health as good or excellent.

POOR	FAIR	GOOD	EXCELLENT
16%	28%	35%	21%

Quality of life (subjective well-being)

How much students ...

	Disagreed/ Strongly dis- agreed	Neither agreed nor disagreed	Agreed/ Strongly agreed
Felt their life was going well	12%	26%	62%
Wished they had a different life	57%	25%	18%
Felt they had a good life	6%	20%	74%
Had what they wanted in life	17%	31%	52%
Felt life was going just right	22%	33%	46%

Note: Percentages in each row may not total to 100% due to rounding.

Analysis

Most students surveyed indicated that they feel safe in all areas of their school, feel that their life is going well and that they have what they want in life, that school staff treat them fairly, and that teachers care for them.

Seventy percent (70%) of students surveyed reported that their physical health was good or excellent, and 56% of students surveyed reported that their mental health was good or excellent.

The Adolescent Health Survey also reported that students who completed the questionnaire reported better health and well-being when they:

- Participated in regular physical activity
- Got at least 8 hours of sleep
- Had access to nutritious, healthy meals



EVIDENCE OF LEARNING

- Had supportive adults in their school, family, and community
- Felt connected to school
- Had supportive friends
- Could access the services they needed
- Felt hopeful for the future

2023–2024 strategies to support student health and mental well-being in schools:

- Expand the implementation of the Open Parachute Program in classrooms in the district to all students and implement across the district in all classrooms
- Implementation of Foundry Virtual BC in all schools
- Consistent liaison with CYMH, MCFD and Ktunaxa Kinbasket for wraparound supports for students
- Complex Trauma Resources interventions including workshops, training, specific work with school staffs, and one-to-one coaching by CTR staff with SD8 staff
- Implementation of EASE (Everyday Anxiety Strategies for Educators) in district, as well as EASE at home shared with parents
- District-wide purchase and implementation of Child Centre for Protection's Kids in the Know sexual health education program
- Purchase and implementation of CIRCLES sexual health education program for students with disabilities and diverse needs
- Parent engagement nights on topics of mental well-being, student safety, ADHD, and social emotional learning
- Lunch and learn sessions for students regarding anxiety, depression, substance use
- Provision of workshops for staff and students, and parent engagement nights on mental health literacy, Mental Health First Aid, trauma-informed practices, anxiety, and SEL
- Further implementation of the mental health curriculum and SEL in all classrooms throughout the district and the promotion of the Mental Health in Schools strategies
- Ensure that students know how to report bullying and violence, including using the erase reporting tool

STUDENT SYMPOSIUM DATA

Students in grades 7–12 who attended the SD8 Student Symposium in February 2023 were asked how to create more inclusive learning environments. Some of the student anecdotal data collected is reproduced below:

- Encourage people to learn and discover new perspectives and try to view the world from those positions
- Connect schools and classrooms more
- Provide safe space for students with resources and advertise these spaces
- Stomp out stigma around needing help such as counsellors or therapy
- Make reporting tools more accessible
- Inclusion taught from a young age
- More inclusive activities
- Provide more accessibility
- Build a more accepting environment
- Be accepting and help everyone understand the issues at hand



EVIDENCE OF LEARNING

Analysis

By committing to the three-year action plan, SD8 will continue to enhance conditions that foster success for all learners.

Three-Year Action Plan (2023-2026)

Outlined in this report are actions that serve as strategies for continuous improvement. The items in our action plan will be given high priority for the 2023–2026 school years. SD8 continually monitors these priorities to ensure continuous improvement for all learners and particularly for priority learners: Indigenous learners, learners with diverse abilities, children and youth in care, and English language learners.

Strategic priority: Caring and inclusive learning communities

“We aim to promote physical and mental well-being through social-emotional learning and to foster compassionate learners.” (SD8 Strategic Plan)

The action plan is developed on the premise that ensures:

	STRATEGIC PLAN GOALS	STRATEGIES	MONITORING
1	Create welcoming, engaging and accessible learning spaces.	<ul style="list-style-type: none">• Create and conduct an Accessibility Scan of all schools and worksites in the district• Develop accessibility action plan once Accessibility Scan results are collected and analyzed• Transition meetings for students transitioning into schools and between schools (eg: Welcome to Kindergarten)• Compassionate Systems Leadership implementation and expansion for school and district leaders• Capacity building for educators in using PEACEful Schools strategies from Complex Trauma Resources• Executive function instruction with students in primary grades	<ul style="list-style-type: none">• Student Learning Surveys• Enhancing Student Learning Report• School learning plans• Report cards• Student anecdotal data• Aboriginal How Are We Doing Report• Health Promoting Schools Report• Early Development Instrument (EDI)• Middle Years Development Instrument• Youth Development Instrument (YDI)• School-based team and District-based team data• Accessibility plan and Accessibility scan results• SD8 capital and facilities plans



EVIDENCE OF LEARNING

	STRATEGIC PLAN GOALS	STRATEGIES	MONITORING
2	Promote and deepen mental and physical health and well-being	<ul style="list-style-type: none"> • Full time mental health and addictions coordinator • Expand program for the implementation of the Open Parachute Program in classrooms in the district to all students and implement across the district in all classrooms. • Implementation of Foundry Virtual BC in all schools (so far 540 students and staff signed up) • Consistent liaison with CYMH, MCFD and Ktunaxa Kinbasket for wraparound supports for students • Complex Trauma Resources interventions including workshops, training, specific work with school staffs, and one-to-one coaching by CTR staff with SD8 staff • Implementation of EASE (Everyday Anxiety Strategies for Educators) in district, as well as EASE at home shared with parents • District-wide purchase and implementation of Child Centre for Protection's Kids in the Know sexual health education program • Purchase and implementation of CIRCLES sexual health education program for students with disabilities and diverse needs • Parent engagement nights on topics of mental well-being, student safety, ADHD, and social emotional learning • Lunch and learn sessions for students regarding anxiety, depression, substance use • Provide workshops for staff and students, and parent engagement nights on mental health literacy, Mental Health First Aid, trauma-informed practices, anxiety, and SEL • Further implement the mental health curriculum and SEL in all classrooms throughout the district • Promote the Mental Health in Schools Strategy throughout the district (MHIS) • Promote healthy eating literacy to students and parents. • Provide food equity supports through Feeding Futures program • Continue to learn from Interior Health's Health Promoting Schools (HPS), and ensuring that HPS information and resources are provided to staff and students throughout the district • After School Sports and Arts Initiative (ASSAI) in some rural schools • HUB at KRSS – contract with Valley Community Services for social worker • Community mental health and physical health supports in many schools in the district (eg: FreedomQuest, CYMH – child and youth clinician, PEACE program, ANKORS, etc.) 	<ul style="list-style-type: none"> • Student Learning Surveys • Enhancing Student Learning Report • School learning plans • Report cards • Adolescent Mental Health in Schools Questionnaire (McCreary) • Aboriginal How Are We Doing Report • Early Development Instrument (EDI) • Middle Years Development Instrument • Youth Development Instrument (YDI) • School-based team and District-based team data



EVIDENCE OF LEARNING

	STRATEGIC PLAN GOALS	STRATEGIES	MONITORING
3	Enhance the social-emotional skills and capacities of learners.	<ul style="list-style-type: none"> Continue to train schools staffs, including classroom teachers, EAs/YFWs, ISTs and counsellors in social emotional learning (SEL) to promote implementation of SEL in classrooms throughout the district Continue to implement executive function strategies, EASE, MindUp program at elementary schools, Open Parachute program at all schools, mental health literacy (UBC and Selkirk College), Mental Health First Aid, Complex Trauma Resources (eg: calm schools, calm homes) 	<ul style="list-style-type: none"> Student Learning Surveys Enhancing Student Learning Report School learning plans Report cards Student anecdotal data Aboriginal How Are We Doing Report Early Development Instrument (EDI) Middle Years Development Instrument Youth Development Instrument (YDI) School-based team and District-based team data Primary Success Meeting data
4	Ensure that every student feels they are safe at school and that they belong.	<ul style="list-style-type: none"> School-based teams and district-based team wraparound supports for schools and students to ensure students feel they are safe and they belong Primary success reviews twice a year to ensure wraparound supports Grad reviews twice a year to ensure students are on track for graduation Ensure that students know how to report bullying and violence, including using the erase reporting tool School plans for children and youth in care, with follow ups by school-based team and district-based team Transition to Adulthood sessions for learners and parents to support youth with disabilities prepare for adulthood Updated inclusive education procedures and Critical Incidence Response Manual to ensure procedures are consistent, understood, and implemented Capacity building for staff in threat assessment from Safer Schools Together: Behavioural Digital Threat Assessment Management (BDTAM) Continue to train staff in crisis prevention and verbal de-escalation using Crisis Prevention Institute Continue to train staff using Positive Behaviour Interventions and Support (PBIS) Continue to incorporate PEACEful schools into elementary schools Introduce the Behaviour Code (Jessica Minahan) in elementary schools 	<ul style="list-style-type: none"> Student Learning Surveys Adolescent Mental Health in Schools Questionnaire (McCreary) Enhancing Student Learning Report School learning plans Report cards Student anecdotal data Aboriginal How Are We Doing Report Early Development Instrument (EDI) Middle Years Development Instrument Youth Development Instrument (YDI) School-based team and District-based team data Primary Success meetings Graduation Review meetings

EVIDENCE OF LEARNING

- Students are at the centre of our individual and collective work in SD8, particularly priority learners: Indigenous learners, learners with disabilities and diverse abilities, children and youth in care, and English language learners
- Commitments to SD8 strategic priorities of measuring and reporting on performance in key areas – evidence is robust, timely, and meaningful
- Collaboration with community, regional, and provincial partners
- A sustained focus on a cycle of continuous improvement
- Alignment with the goals and Mandate of the Ministry of Education and Child Care





NEUROLOGICAL AND PHYSICAL DIVERSITIES

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

Specialized Supplemental Services

The programming offered through these supplemental services varies depending on the educational needs of each student. Most students will receive support within the classroom; others may receive some services outside of the classroom in small groups or perhaps in one-on-one settings. Sometimes indirect service and resources are provided to the classroom teacher with no additional direct service to the student. The Individual Education Plan (IEP) outlines the goals and supports for children with designated diverse needs.

To support SD8's diverse learners, in addition to classroom teachers and school staff, the implementation of specific strategies to support neurological and physical diversities is assisted by specialized itinerants comprising of district inclusion support teachers, district psychologist, occupational therapist and physiotherapist services, deaf and hard of hearing teacher, hearing resource teacher, vision teacher, speech language pathologists, speech language pathologist assistant, mental health and addictions coordinator, manager of safe schools, hospital homebound teacher, English language learner teacher, and services for learners requiring assistive and augmentative technology.

District Psychologist

The district psychologist is responsible for providing psycho-educational services for learners from their entrance to kindergarten to their transition out of grade 12. The district psychologist is active participants in SD8's consultation process and is also involved in determining whether learners are placed, based on appropriate documentation and assessment, in a Ministry of Education and Child Care special needs designation.

The district psychologist is expertly trained and experienced and is able to perform psycho-educational and other assessments. The district psychologist ensures that learners who might qualify for services through Community Living BC have an updated psycho-educational assessment prior to their graduation.

Speech and Language Pathologists (SLPs)

Speech and language pathologists support learners with a range of communication challenges and disorders, from simple developmental to complex communication disorders that are often associated with other physical differences or neurodevelopmental disorders. SLPs work with families, teachers, and education assistants to provide strategies and programs for learners whose communication impacts their academic and social learning.

Augmentative communication supports are provided and supported by SLPs for learners with physical or neurodevelopmental disorders that limit their ability to communicate verbally. In SD8, SLPs perform a screening for kindergarten students, in order to assess their baseline speech and language proficiency. SLPs are supported by a trained and experienced speech language pathology assistant (SLPA) to assist in the implementation of programs.



NEUROLOGICAL AND PHYSICAL DIVERSITIES

Hospital Homebound Teacher

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

Deaf and Hard of Hearing Teacher and Hearing Resource Teacher

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

Vision Resource Teacher

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

District Inclusion Support Teachers (DISTs)

Inclusion support teachers build the capacity of schools to respond positively, and with a variety of strategies to meet the learning needs of students. These teachers are responsible for supporting schools in developing and implementing Competency-Based Individual Education Plans (CBIEPs), providing staff with strategies to support student success, coordinating professional learning opportunities, building capacity of staff to effectively support students with diverse needs, supporting positive behaviour intervention and support (i.e. PBIS) and consulting on social-emotional and behaviour programs in the classroom.

District Inclusion Support Teacher Coordinator

In addition to supporting schools with strategies to meet the learning needs of students, the district inclusion support teacher coordinator also arranges learner transition processes (into kindergarten, from elementary to middle or secondary school, and after graduation/completion) and coordinates provincial outreach programs funded by the Ministry of Education and Child Care. The provincial outreach programs help meet the educational needs of learners with complex needs in school districts. SD8 accesses these programs for consultations, resources and in-service in the areas of inclusion, autism, special education technology, fetal alcohol spectrum disorder, deaf and hard of hearing students, early intervention and other specific learning needs.



NEUROLOGICAL AND PHYSICAL DIVERSITIES

Mental Health and Addictions Coordinator

This position works as a liaison between the district and families to provide service to children, youth and families. This clinician consults with staff, provides resources for learners who are at risk of developing a mental health disorder and/or showing mild and/or early signs whose functioning is impacted in home, school and social settings. The mental health and addictions coordinator supports school teams with social emotional learning, trauma-focused schools implementation, mental wellness activities, and provides resources for students who have or are at risk for addictions. The coordinator provides information at parent engagement nights, school-based teams, the district-based team and in schools. The coordinator is also a member of the Health Promoting Schools provincial and regional team, supports both physical and mental health in schools, and is a key member of the district Critical Incident Response Team. Additionally, the coordinator support school and district staff in wrapping around children and youth in care, and ensuring that they have individualized school support plans that are reviewed at least twice a year.

English Language Learner (ELL) Teachers

ELL learners are supported to learn English while being immersed during classroom-based instruction. ELL teachers are specialized resource teachers who assess and evaluate ELL learners to determine their level of language proficiency in oral language, reading and writing. The ELL teacher consults and communicates with school inclusion support teachers (ISTs), classroom teachers, teacher counsellors, inclusive education staff, principals, and parents to prepare and successfully implement the Annual Instructional Plan (AIP) for ELL learners.

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

Occupational Therapists (OTs)

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

Physiotherapist (PT)

The physiotherapist supports students in K-12 who have significant physical or sensory-motor limitations that impact their activity and participation in school. Delivery is a mix of consultation, assessment, and therapy.

Manager of Safe Schools (MSS)

The manager of safe schools is responsible for coordinating safe schools supports and services for students and staff. The MSS provides a variety of training – Threat Risk Assessment, Verbal Intervention, Lockdowns, Hold and Secure, parent engagement nights, professional learning workshops, etc. The MSS works with school staffs to coordinate and approve student safety plans, and coordinates with schools in violence/threat reports.



NEUROLOGICAL AND PHYSICAL DIVERSITIES

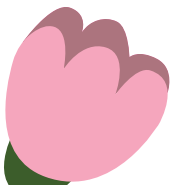
Education Assistants (EAs)/Youth and Family Workers (YFWs)

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

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

Assistive Technology Supports

SD8 recognizes the importance of providing diverse learners with technology support to assist in accessing, developing, and showcasing their learning. Learners are supported with both hardware supports (machines, devices) and software supports (learner accommodation programs).





SUPPORTED TRANSITIONS

Effective transition planning is important and can impact learners' experiences of connectedness and belonging. Comprehensive transition planning that reflects a learner's strengths provides the foundation for successful transitional experiences. By developing individualized learner transition needs, equity and resiliency can be fostered in all learners and in their educational programming.

Transition planning is the preparation, implementation and evaluation required to enable students to make major transitions during their lives – from home or pre-school to school; from class to class; from school to school; from school district to school district; and from school to post-secondary, community or work situations. As children enter into and through the K-12 education system, there are several transitions to navigate.

Early Years

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

Kindergarten Transition

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

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

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

Transitioning from One Grade to the Next

Each spring, schools begin reviewing their projected enrolment for the following September. Before the end of the school year, plans are already underway for the placement of students with diverse needs in classrooms.

The school principal works closely with a child's inclusion support teacher, teacher counsellor, and classroom teacher(s) to determine which classroom will best suit the learning needs of children for the following school year. The exact classroom placement is finalized during the first weeks of school in September.

Changing Schools within SD8

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

Transition planning typically involves a child's inclusion support teacher, classroom teacher, and teacher counsellor meeting with the receiving school's inclusion support teacher, classroom teacher, and teacher counsellor—along with the district's inclusion support teacher for the school(s) and possibly other members of the district's Inclusive Education team. Meetings include parents in order to share a child's IEP and to discuss the specific learning needs for transitions.



SUPPORTED TRANSITIONS

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

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

Transitioning from grade 12 to the community (post-secondary or work)

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

School staff can assist with transition by including specific goals within the learner's competency based IEP. Parent information meetings at secondary schools where individuals from community-based agencies (such as CLBC, Selkirk College, College of the Rockies, WorkBC, etc.) answer questions and provide information related to this important time in order to promote a smooth transition.





MENTAL HEALTH AND WELL BEING

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

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

SD8 fosters physical and mental health and well-being through a variety of programs, approaches, practices, training and strategies, summarized on the following pages.

Connection

Open Parachute:

The district has a site license for all teachers to implement Open Parachute in their classrooms. Students learn about physical and mental health and well-being, the signs and symptoms of mental illness, how to reduce stigma, strategies for maintaining positive mental health, and how to access suitable resources to address mental health concerns.

Positive Behavioural Interventions and Supports (PBIS) in elementary schools:

PBIS is a multi-tiered framework for learning to support clear and consistent expectations across the school community. SD8 was an early adopter of PBIS, and all elementary schools have had PBIS training. In 2023-2024, district inclusion support teachers continue to support the ongoing implementation of PBIS in elementary schools, as requested by school teams.

MindUp:

Teaches the skills and knowledge children need to regulate their stress and emotions, form positive relationships, and act with kindness and compassion. MindUp has been adopted in a few elementary schools.

Self-regulation:

Most Inclusion support staff in schools and many education assistants have received several training sessions in executive function strategies from expert Sarah Ward. These strategies assist learners with self-regulation, identifying "first/then," and help learners to navigate the classroom environment more effectively.

Conflict resolution

WITS (Walk away, Ignore, Talk it out and Seek help) teaches learners to have positive relationships, and use peaceful resolution to solve peer conflict and develop social/ emotional skills. Resources used in WITS kits include Aboriginal content. WITS is in place in some elementary schools in the district to help learners with social emotional learning.



MENTAL HEALTH AND WELL BEING

Social thinking

Led in part by district occupational therapists and speech language pathologists, some elementary schools are implementing programs such Incredible Flexible You to promote self-regulation, social thinking and related social skills, which in turn promote belonging and connectedness.

District schools continue to increase their knowledge and understanding of creating predictable, calm learning environments and using trauma-informed practices, guided by Dr. Chuck Geddes and Angela Murphy at Complex Trauma Resources (CTR).

Everyday Anxiety Strategies for Educators (EASE):

Helps educators teach learners in elementary grades strategies to address the thoughts, feelings and behaviours associated with anxiety, while also supporting social and emotional learning and mental health literacy of educators through a professional development course. All schools in the district have access to the EASE program.

In addition, EASE at Home is a free program available for parents. This program helps parents learn strategies to help decrease anxiety and “big worries” in their children at home.

Mental health literacy

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

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

In 2023-2024, the UBC programs: Mental Health Literacy and Teach Mental Health Literacy are available to all teachers. Over the past four years, approximately 100 staff in the district have taken these programs.

Trauma-informed practice

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

During the 2023-2024 school year, the district once again has contracted Dr. Chuck Geddes and Angela Murphy of Complex Trauma Resources (CTR) to provide training, consultation and resources to staff throughout the district. Dr. Geddes also provides engagement sessions for parents and community members to provide caregivers with an understanding of trauma and tools that can be used to support family members who have experienced trauma. Over the past 4 years, over 500 SD8 staff have been trained in this area, and many staff have undertaken multiple training opportunities.



MENTAL HEALTH AND WELL BEING

Additionally, Angela Murphy has continued to provide ongoing consultation to several elementary schools in the 2023–2024 school year, in order to build capacity and understanding of trauma-informed practice to help students connect and form relationships at school.

SD8 strives to provide optimal environments for learning by fostering school connectedness and by promoting belonging and connection in schools so that learners feel welcomed and are able to thrive.

School safety

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

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

A comprehensive response to threatening or worrisome behaviours also supports the perception of safety by learners. The threat risk assessment and worrisome behaviour procedures are used to assist in creating and maintaining an environment where learners, staff members, parents and others feel safe when there is a threat of violence. The threat assessment protocol may be used in situations where there is a threat of violence by or toward members of the school community. If the school-based threat assessment team identifies indicators that a learner may be on a pathway toward violence, the team can intervene in order to decrease the risk of violence, prevent injury and assist the learner in accessing needed support.

During the 2023–2024 school year, the district has updated its procedures regarding student safety in schools. This work has had a positive effect of streamlining procedures and creating consistency throughout the district. As well, since May 2023, over 30 school and district staff have had updated training in threat assessment recognition and protocols (BDTAM), building their capacity to keep children and staff safe and to appropriately respond to threats of violence in schools.

School staff have promoted the erase reporting tool for students to report bullying and acts of violence as tool in addition to reporting to a safe adult at school. Students have been taught how to access the erase reporting tool, both in school and virtually at any time.

The district has continued to implement CPI non-verbal de-escalation training, PEACEful schools programming from Complex Trauma Resources, Positive Behaviour Intervention and Supports (PBIS) and has started to introduce the work of Jessica Minahan's Behaviour Code in elementary schools. Additionally, some schools use the WITs program to help children learn how to respond to bullying behaviours. The district has also begun to implement the Kids in the Know program from the Canadian Centre for Child Protection, in order to help students learn about sexual safety and avoiding sexual exploitation. The manager of safe schools continues to regularly teach students, school staffs, and parents about sexting, sextortion, and how to be safe online.



MENTAL HEALTH AND WELL BEING

Social emotional learning

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

- School district and community agency partners collaborate to support family and learner well-being through both in-school and community programming.
- The mental health and addictions coordinator and the manager of safe schools regularly host family information nights and attend school PAC and at DPAC meetings throughout the year to provide information and support engagement.
- The district works collaboratively with organizations such as Foundry, to spread information and encourage use of important, free, and easily accessible organizations.
- The district facilitates connection and collaboration with local agencies, such as the Ministry for Children and Family Development, Child Youth Mental Health, Nelson Community Services, FreedomQuest, ANKORS, Kootenay Art Therapy Institute and others to provide supports for learners.
- The district connects with agencies and families to secure supports and services in person and virtually through the PEACE program, COINS, Community Living BC, The Foundry, Children's Help Line, Valley Community Services, WEG Community Services, BC Children's Hospital and others.

Inclusive sexual health education

SD8 continues to support the physical and health education curricular competencies of social and community health and mental well-being through the delivery of inclusive sexual health education. Inclusive sexual health provides youth with comprehensive and accurate sexual health information that is appropriate for their age, cognitive development and cultural context. Professional development focuses on developing teachers' confidence, knowledge-base and competence so that they can deliver inclusive and shame-free lessons.

The district has secured a site license with the National Child Centre for Protection's Kids in the Know program to ensure that schools throughout the district have free access to comprehensive, scientifically-sound and curriculum-connected sexual health resources.



CHILDREN AND YOUTH IN CARE

The district is working to improve engagement with Ministry of Children and Family Development (MCFD) and Child Youth Mental Health (CYMH). Currently, there is limited sharing of information. The district works with the local designated Indigenous authority Ktunaxa Kinbasket Child and Family Services and collaborates to provide care and services for Indigenous students in care.

The district's mental health and addictions coordinator supports the district in providing care and services for children and youth in care.

2023–2024 strategies to support children and youth in care include the following:

- Work with MCFD and Ktunaxa Kinbasket to ensure that data about the identity of children and youth in care is up to date, accurate, and available to schools
- Ensure that children and youth in care have individualized student learning plans that outline wraparound supports and progress toward achievement of learning goals
- Ensure that children and youth in care have identified school staff who track progress and are responsible for individual plans
- Ensure that data for children and youth in care is tracked, monitored, and analyzed with a view to increasing achievement in school and improving outcomes

TARGETED MINISTRY FUNDED PROGRAMS

1. CommunityLINK funding provides targeted supports offered by a contracted Child and Youth Mental Health clinician in Creston, through the HUB at Kootenay River Secondary School.
2. Feeding Futures funding provides significant support for learners who are vulnerable to food insecurity. Funding is provided to every school in the district, for the purchase of food for students, and for this year funds for equipment and staffing to coordinate food distribution. In addition, Indigenous learners may access equity-based funding for food supports. Approximately 20% of students in SD8 are supported through Feeding Futures.
3. The After-School Sports and Arts Initiative (ASSAI)'s objective is to enhance children's well-being through creative arts, sport, and physical activity. In SD8 in 2023-2024, the ASSAI program is available in elementary schools in rural areas. The program is currently active in Crawford Bay Elementary-Secondary School, with a robust after school sports program. Over the past year, approximately 60 students have utilized ASSAI programs.





EDUCATION, TRAINING AND ENGAGEMENT FOR EDUCATORS

Ongoing professional learning for staff

- Compassionate Systems Leadership (CSL)
- Everyday Anxiety Strategies for Educators (EASE)
- Mental Health Literacy—staff training provided through Selkirk College and UBC
- Counsellors receive training in mental health curriculum and Mental Health in Schools Strategy through the coordinator of mental health and addictions
- Staff training in threat risk assessment through the manager of safe schools
- Staff training in crisis prevention and intervention (CPI)
- University of British Columbia Mental Health Literacy course
- PEACEful Schools Program and other programs offered through Complex Trauma Resources (CTR)
- ACEs (Adverse Childhood Experiences) training

Programming for Trauma-Informed Practice (TIP)

- Trauma-informed professional development workshop for school administrators, teachers and education assistants
- Mental health clinicians offer professional development sessions to staff
- Ministry of Education and Child Care trauma-informed webinars made available to staff

Programming for drug and alcohol education

Educators

Programming for drug and alcohol education for educators including professional development sessions with mental health and addictions coordinator, Interior Health, and Health Promoting Schools presenters

Learners

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



EDUCATION, TRAINING AND ENGAGEMENT FOR EDUCATORS

Programming for drug and alcohol for parents/families includes parent engagement activities:

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





CONCLUSION

SD8 fosters learner belonging, safety and engagement by creating caring and inclusive learning communities. School and district staff are important in the achievement of the district and ministry goals to increase school connectedness and learner belonging. By developing learners' physical and mental well-being, and through intentional social emotional learning in classroom throughout the district, SD8 learners are supported in achieving success.





GRATITUDE

SD8 recognizes that partnerships are a key component in promoting learner success. Working with various agencies and community organizations promotes caring and inclusive learning cultures in SD8 schools, as well as supports the strategic priorities of the Board of Education in the 2024-2029 Strategic Plan and the service goals of the Ministry of Education and Child Care.

SD8 thanks the following agencies and community partners for supporting SD8 learners:

BC Children's Hospital

Child Youth Mental Health

Canadian Centre for Child Protection

Circle of Indigenous Nations Society (COINS)

Community Living BC

Complex Trauma Resources

College of the Rockies

Columbia Basin Environmental Educators Network (CBEEN)

Crisis Prevention Institute

Foundry BC

Interior Health

Kootenay Art Therapy Institute

Kootenay Kids Society

Ktunaxa Kinbasket Child and Family Services Society

Ministry of Tourism, Arts, Culture and Sport

Ministry of Children and Family Development

Ministry of Education and Child Care - Provincial Outreach Programs

Nelson Community Services

North Kootenay Lake Community Services

Nursing Support Services

Open Parachute

Safer Schools Together

Selkirk College

UBC HELP

Valley Community Services

WEGraham Community Services

CONFIDENTIAL**FROM:** Trish Smillie, Superintendent**DATE:** March 12, 2024**SUBJECT:** Accessibility Legislation

For Information**Introduction**

This memorandum provides an overview of implementation of Accessible BC Act for required implementation of school districts.

BackgroundGlobal Context - United Nations

In recent years, there has been an emphasis on increasing diversity, equity and inclusion within the workplace and within the larger community. The United Nations has been instrumental in leading the importance of disability as a global health issue. In 2006, the United Nations led efforts to adopt the Convention on the Rights of Persons with Disabilities (CRPD). In 2010, Canada ratified the CRPD and described the CRPD as follows:

“The Convention on the Rights of Persons with Disabilities is an international human right treaty aimed at protecting the rights and dignity of persons with disabilities without discrimination and on an equal basis with others. Parties to the Convention of the rights of Persons with Disabilities are required to promote and ensure the full enjoyment of human rights of persons with disabilities including full equality under the law.”

Canadian Context and Legislation - Canadian Charter of Rights and Freedoms

Nationally, Canadian accessibility legislation started in 1985 where disability was included in the Canadian Charter of Rights and Freedoms and in 1986, Persons with Disabilities (PWDs) were included in the new federal Employment Equity Act. The Accessible Canada Act (ACA) came into force in 2019, with the overarching goal to realize a barrier-free Canada by 2040. This act applies to federally regulated entities. The ACA has seven focus areas, and was developed based on the following guiding principles:

- All persons must be treated with dignity regardless of their disabilities.
- All persons must have the same opportunity to make for themselves the lives that they are able and wish to have regardless of their disabilities.
- All persons must have barrier-free access to full and equal participation in society, regardless of their disabilities.
- All persons must have meaningful options and be free to make their own choices, with support if they desire, regardless of their disabilities.



Laws, policies, programs, services and structures must consider the disabilities of persons, the different ways that persons interact with their environments and the multiple and intersecting forms of marginalization and discrimination faced by persons. PWDs must be involved in the development and design of laws, policies, programs, services and structures.

The development and revision of accessibility standards and the making of regulations must be done with the objective of achieving the highest level of accessibility for PWDs.

BC Context and Legislation - Accessible B.C. Act

The Accessible British Columbia Act was enacted in June 2021. Initially the accessibility planning requirements applied to provincial government organizations.

The Accessible British Columbia Regulation, under the Accessible British Columbia Act, came into force on September 1, 2022. These regulations identify schools as accessible organizations, and school districts and independent schools will be required to have an Accessibility Committee, an Accessibility Plan, and a tool to receive feedback on accessibility by September 1, 2023:

The goal of the act is to improve opportunities for people with disabilities and involve them in identifying, removing, and preventing barriers to their full participation in the life of the province.

Principles in the Accessible BC Act

The Accessible BC Act includes a list of principles that must be considered as organizations develop an accessibility plan. The definitions are adapted from the foundational document BC Framework for Accessibility Legislation.

Adaptability: Accessibility plans should reflect that disability and accessibility are evolving concepts that change as services, technology, and attitudes change.

Collaboration: Promoting accessible communities is a shared responsibility and everyone has a role to play. Accessibility plans should create opportunities for Organizations and communities to work together to promote access and inclusion.

Diversity: Every person is unique. People with disabilities are individuals with varied backgrounds. Individual characteristics including race, gender, sexual orientation, religion, and lived experience greatly inform the experiences of individuals. Accessibility plans should acknowledge the principle of intersectionality and the diversity within the disability community.

Inclusion: All British Columbians, including persons with disabilities, should be able to participate fully and equally in their communities.

Self-Determination: Accessibility plans should seek to empower people with disabilities to make their own choices and pursue the lives they wish to live.

Universal Design: The Centre for Excellence in Universal Design defines Universal Design as “the design and composition of an environment so that it can be accessed, understood, and used to



the greatest extent possible by all people regardless of their age, size, ability or disability.” An accessibility plan should be designed to meet the needs of all people who interact with the Organization.

The Act requires that school districts must establish:

1. An accessibility committee
2. An accessibility plan
3. A tool to receive feedback on accessibility

Accessibility committees should have at least half of its members:

- Be persons with disabilities
- Represent a disability-serving organization

Membership should also reflect the diversity of British Columbians and have Indigenous representation. Committees may include members from inside or outside of the organization.

An accessibility plan should outline how the organization will identify, remove and prevent barriers to people in the organization or interacting with it. The plan will be reviewed and updated at least once every three years.

In developing or updating their plan, an organization must consult with its accessibility committee and consider specified principles:

- Inclusion
- Adaptability
- Diversity
- Collaboration
- Self-determination
- Universal design

Comments should be received through public engagement.

While school districts are encouraged to make upgrades that will enhance accessibility, physical upgrades are not required under the Accessible British Columbia Regulation.

Information

All members of our communities have the right to be treated with dignity, given an opportunity to participate, and provided with access to learning and community. SD8 seeks to develop the core provincial principles of accessibility, including adaptability, collaboration, diversity, inclusion, self-determination and universal design. By working to better understand accessibility



needs throughout the district, with important input from learners with lived experience a plan will be developed.

SD8 began implementing the legislation in the spring of 2023. Within the guidelines of the accessibility legislation, SD8 sought interest from staff and students to join an accessibility working group. The Working Group assessed the current physical accessibility of schools, collected information from principals to understand issues and priorities, discussed barriers to accessibility. Several other specific actions took place to move the district towards greater accessibility including:

- Researching other districts and organizations for best practices and administrative procedures
- Reviewing administrative procedures with the accessibility guidelines in mind, to make adjustments and additions where necessary
- Including accessibility considerations in facility projects and adjustments

In July 2023, the district's draft Accessibility Plan was published. Alongside the draft, a feedback tool was developed and posted to the district website for public feedback. Information about the tool was shared with district and the school communities.

To develop a draft accessibility plan, the Working Group:

- Developed a district-wide feedback tool and accessible website
- Created an accessibility scan for the district
- Committed to establishing an Accessibility Committee

SD8 has developed an online feedback tool that includes a series of questions about accessibility experiences that students, staff and members of the school district communities can complete. The tool is posted to the main page of the district website and an information announcement about the tool has been provided to students, staff and parents/guardians. Feedback can be anonymous, or people can add their name and contact information if they wish to be contacted. There is also an option for people to upload a video, voice recording or photo(s).

Using the information and data gathered by the Working Group, an Accessibility Advisory Committee will review the Draft Accessibility Plan and accompanying documents, provide advice in developing a Three-Year Accessibility Plan further advise on the implementation of the action plan and other accessibility plans and projects impacting the school district.

The [Draft Accessibility Plan](#), [Report a Barrier Form](#), and information about the [Accessibility Advisory Committee](#) is available in the district website.



FROM: Cathy MacArthur, Secretary-Treasurer
DATE: March 12, 2024
SUBJECT: 2024-2025 Enrolment Projections and Projected Revenue

For Information

Introduction

This memorandum provides an overview of the enrolment projections for 2024-2025.

Background

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

Information

For 2024-2025, School District No. 8 (Kootenay Lake) is projecting an estimated enrolment of 4,411 Regular K-12 School FTEs, 16 Alternate Schools FTEs and 275 Online Learning FTEs. This is a projected decline of 70.4375 FTEs which is predominantly made up of regular K-12 school enrolments.

At current 2023-2024 per student FTE funding levels, this would result in an approximate total funding reduction of \$603,684 which includes:

- a reduction in the basic enrolment based funding of \$610,333,
- a reduction in the supplement for unique student needs of \$110,365, and
- an increase in the supplement for enrolment declines of \$117,014.

Funding protection funding would not be triggered as the overall decline in the operating grant does not exceed 1.5%.

The reduction in the supplement for unique student needs consists of the following changes:

Type of Learner	Increase (Decrease)	Funding Rate per Student	Increase (Decrease) in Funding
Special Needs Level 1	(1)	49,070	(49,070)
Special Needs Level 2	(2)	23,280	(46,560)
Special Needs Level 3	(3)	11,760	(35,280)
English Language Learning	1	1,735	1,735
Indigenous Education	11	1,710	18,810
			(110,365)

On or no later than March 15th, 2024, the Ministry of Education and Child Care releases the preliminary enrolment-based funding calculations on its website. These calculations will determine the funding amounts that will form part of our initial 2024-2025 Annual Budget cycle.



FROM: Cathy MacArthur, Secretary-Treasurer
DATE: March 12, 2024
SUBJECT: 2023-2024 Information Technology Annual Report

For Information

Introduction

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

Information

Each year the district provides a status report on the IT department and how it supports the district in supporting students and teachers as well as the overall operations of the district. The IT Department's vision is to fully support students and staff to reach the goals outlined in the District's strategic plan. The Information Technology Annual Report is attached for the Board's review.





School District 8
Kootenay Lake

Information Technology Annual Report 2023–2024

March 2024



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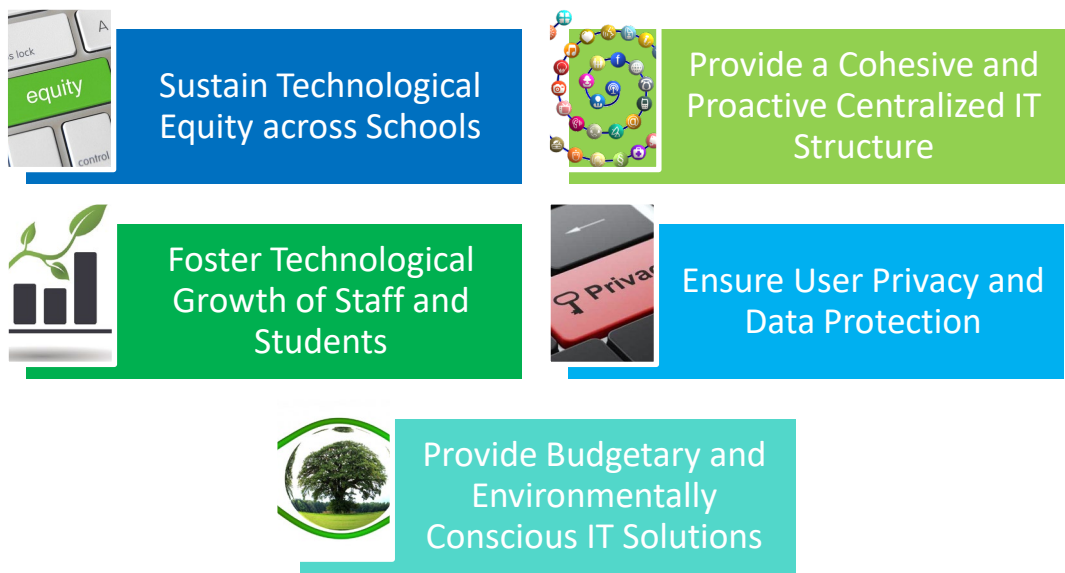
Introduction

We inspire and support each learner to thrive in a caring learning environment and aid students and staff to enhance their learning experience through our technology plan. Information Technology (IT) at School District No. 8 (Kootenay Lake) is supported across the district from two locations, one in Nelson and one in Creston.

SCHOOL DISTRICT 8 - TECHNOLOGY PLAN

This plan seeks to set out the goals and the technology implementations over the next 3 years (2024-2027). All updates and renewals align with the district’s mission statements and vision and communicate the financial needs to bring this plan to fruition.

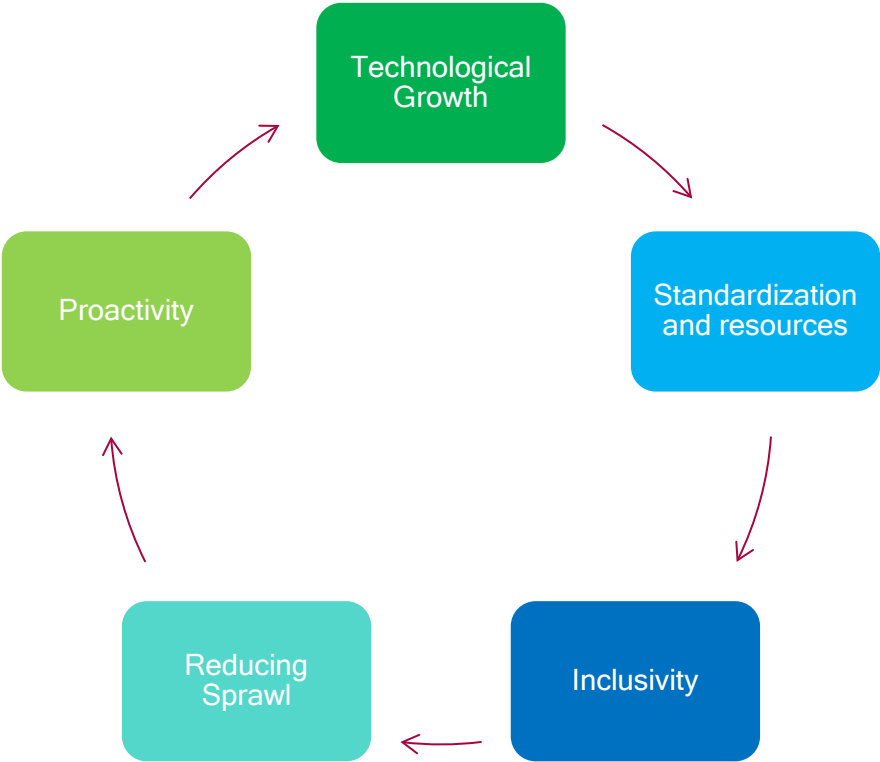
DIRECTIVES



IT MISSION STATEMENT

The main mission for IT is for all students to have equal opportunity to learn, in a technologically enhanced educational space. The IT department supports inclusivity, assisting with and providing technology for all students, through input and assistance from their learning team. The diverse stock of SD8’s devices give learners the opportunity to acquaint themselves with the iOS, Android, and Windows environments, setting them up to be technologically adaptable.

The district continually aims to improve IT services by standardizing processes, maintaining an efficient Helpdesk system, and creating an easily accessible and resourceful SD8 webspace. Finally, while updating software, devices, and IT infrastructure, the district also seeks to operate efficiently by leveraging and promoting existing software and elimination of obsolete servers.



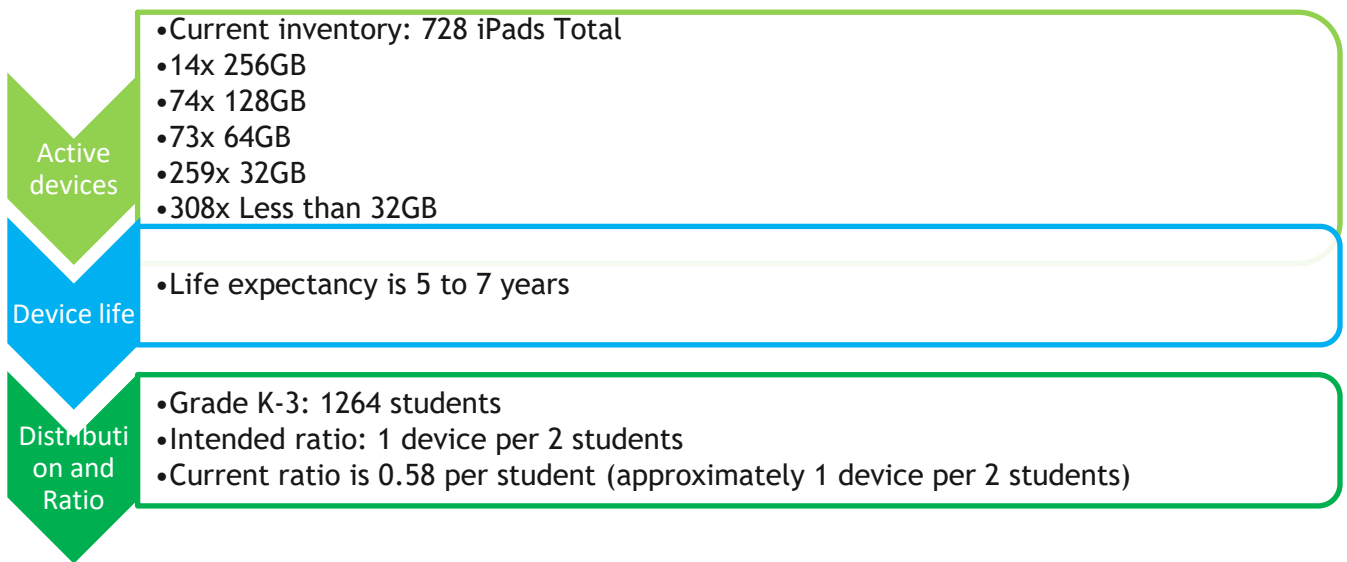
TECHNOLOGY USE WITHIN SCHOOL DISTRICT 8

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

Student devices

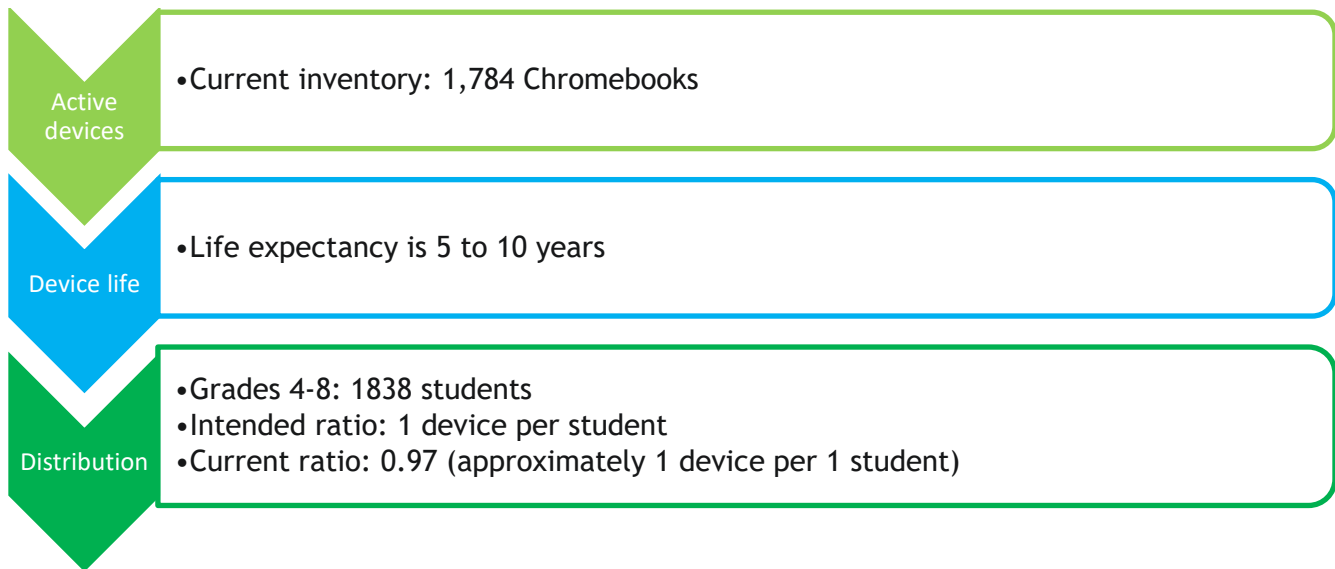
IT encourages the natural progression of student device types through the K-12 journey. Giving students access to the three major technology providers, including Apple, Google and Microsoft will help prepare students for the future.

iPads are the preferred learning tool for grades K to 3. An educational study has revealed that the use of iPads in the younger classroom can play a significant role in the literacy development of children. EOL for iPads is based on the length of time that the device receives regular iOS update support from Apple. After iOS update support ends, the usefulness of iPads diminishes rapidly and SD8 support of these devices is limited. Additionally, device capacity plays a big role in EOL. An audit of SD8 iPads has shown that any device under 32GB of storage is often maxed out by programs. The diagram below shows the current inventory, life expectancy and ratio for iPads within the district.

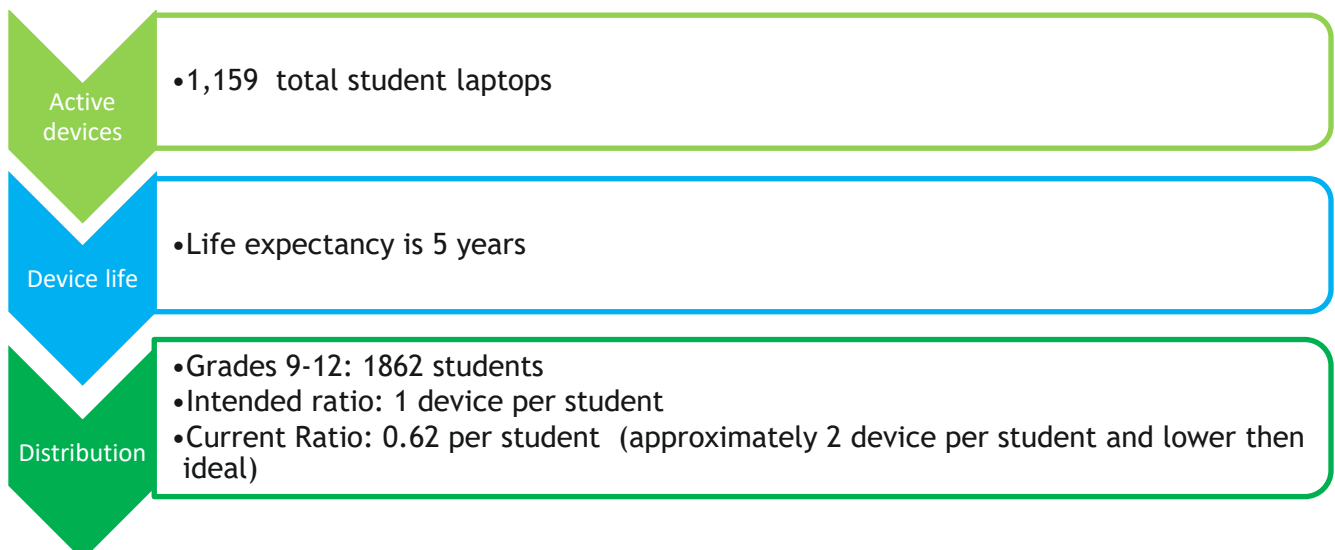


Chromebooks are targeted to the grade students 4-8. Their implementation is more cost-effective than laptops and provides almost the same level of technological support. For Chromebooks, the EOL mostly coincides with the Auto Update Expiration date. Because of their integration with Google cloud access and other combined software it is harder to extend life on Chromebooks than on laptops. This last year there was an increase from Google Auto Update Expiration to 10 years. The diagram below shows the current inventory, life expectancy and ratio for Chromebooks within the district.





Laptops are best suited for grades 9 to 12. Their use allows students to collaborate both in and out of the classroom, replace textbooks, allow for a faster update of curriculum and train students on the use and responsibilities of this technology. To stay up to date, SD8 continues to support, update, and replace devices. Laptop replacement is determined by budgeting priorities and EOL (end-of-life) considerations. The diagram below shows SD8's current inventory, life expectancy and ratio for laptops within the district. In 2023-2024, efforts were made to retire old end of life devices which brought the current ratio down.



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

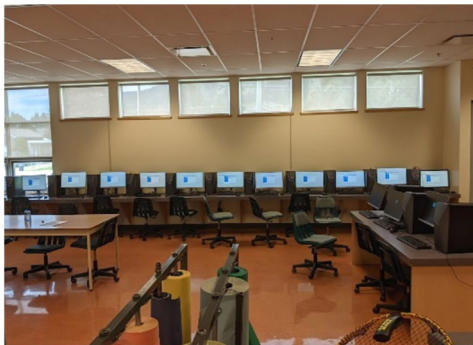


School Labs

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

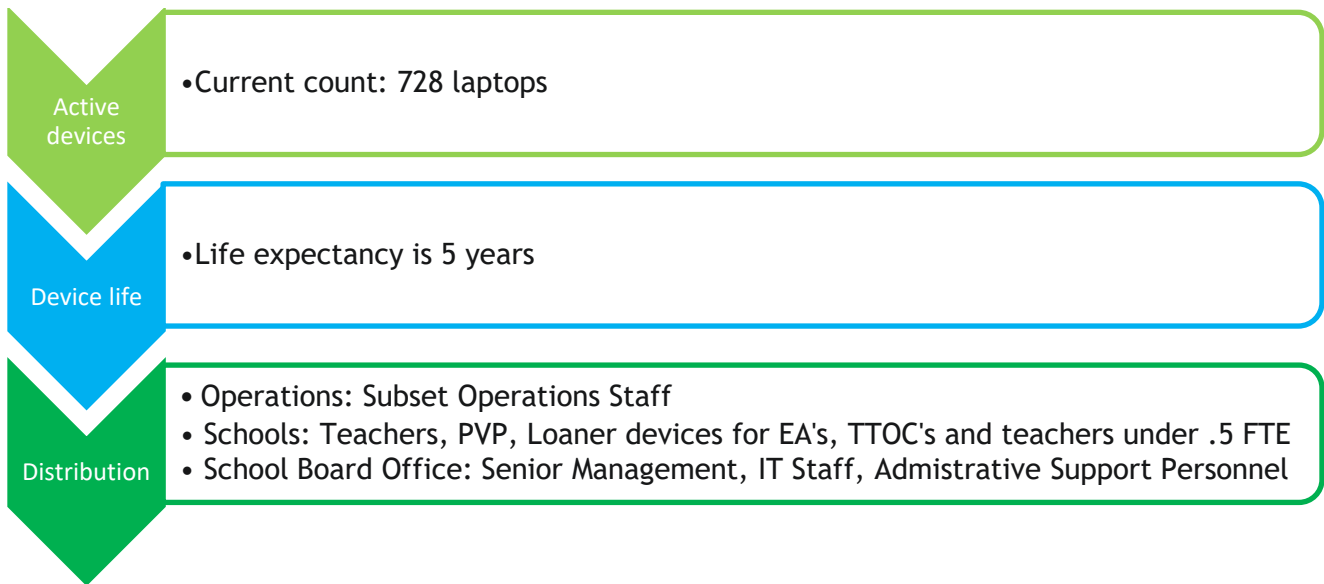
**Installed
 Devices**

17
 30
 30
 62
 29
 21



Staff devices

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



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

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

Data Center and Servers

Servers are used to manage the multitude of client devices, printers, data, and are required to host a multitude of SD8 operational software and services. All servers have a life expectancy of approximately five years. SD8 currently runs approximately 30 physical servers and 100 virtual servers. The regular updates and replacements of the server are of vital importance as these run critical services which all other technology relies on.

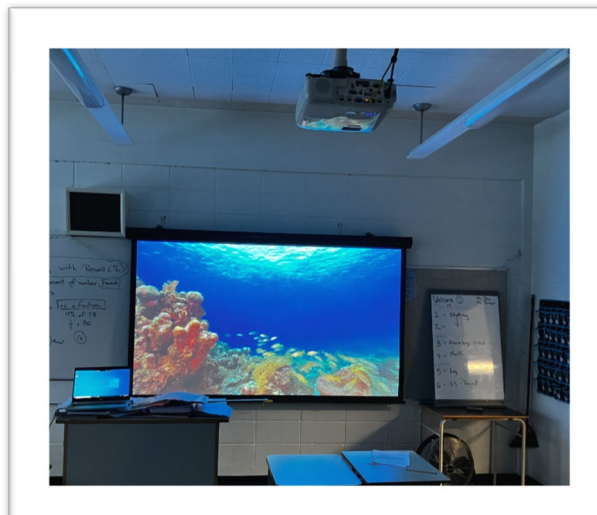
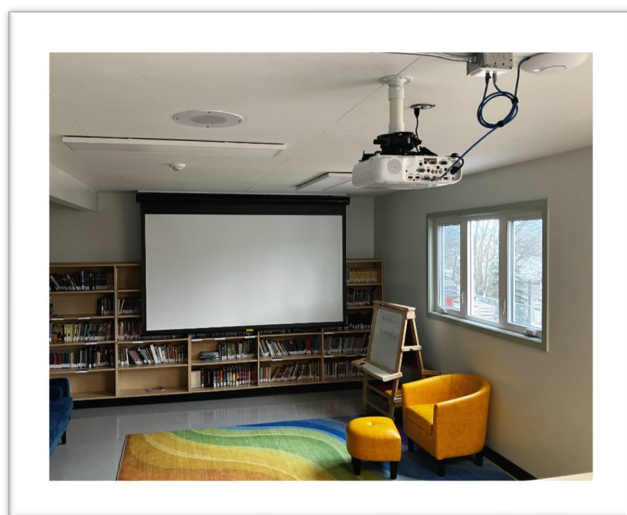
SD8 also uses a high-end server at the Nelson Data Center hosted by the City of Nelson. This server is connected to fiber and offers a benefit that allows the district to centralize its operations by eliminating peripheral servers at remote locations.

Other IT Equipment

The table below lists the purchase history of the most prevalent pieces of hardware used within the school district. The end-of-life calculations for each one is different, and the Inventory is still work a progress for these types of devices.

Assets	2020-2021	2021-2022	2022-2023	2023-2024	Total
Monitors	47	15	52	32	146
Doc cams	5	7	6	35	53
Projectors	17	4	8	38	67
PA Amps	0	1	8	4	13
Screens	2	4	2	21	29
Charging Solutions	0	6	1	2	9
USB Monitor	1	0	5	0	6
UPS	0	0	0	3	3

Classroom projectors, document cameras and screens are used for in class instruction and vital method used by teachers to present information to the students.



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

Software

The school district uses over 608 individual software programs including administrative software, financial software, protection software, educational software and management software. The IT department has implemented a software request form, currently used software catalog and in the process of developing an approval and review process to try and address the rising need for more software while complying with the privacy requirements around FIPPA. The IT department has also



taken an active role in automation and process flow to assist in efficiencies of tasks such as remedy reporting and financial form submissions.

ACTION PLAN

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

Student and Staff Devices

The intended device ratios and refresh cycle are reviewed annually and aligned to the school district's annual budget.

Other IT Equipment

Classroom devices (audio video devices like projectors, screens, and Public Announcement systems) are replaced as needed from a centralized district budget.

12 schools are connected to dedicated fiber. A stable and relatively fast internet will improve student productivity and focus. An additional 5 schools are on track to being connected before the start of the 24-25 school year.

Most of the district's network devices have been upgraded over recent years and require no investment, except for the layer three AGG switches. These will be prioritized for upgrading.

Servers

As the servers come to the end of life, they are not physically replaced. Instead, their services are moved to the Nelson Data Center and Office 365 SharePoint for file storage. This implies a significant reduction in cost and management. The server at the Nelson Data Center has been purchased and installed. All workloads will be moved to this new server during school breaks to prevent interruptions.

Software and Programs

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

Green Initiative

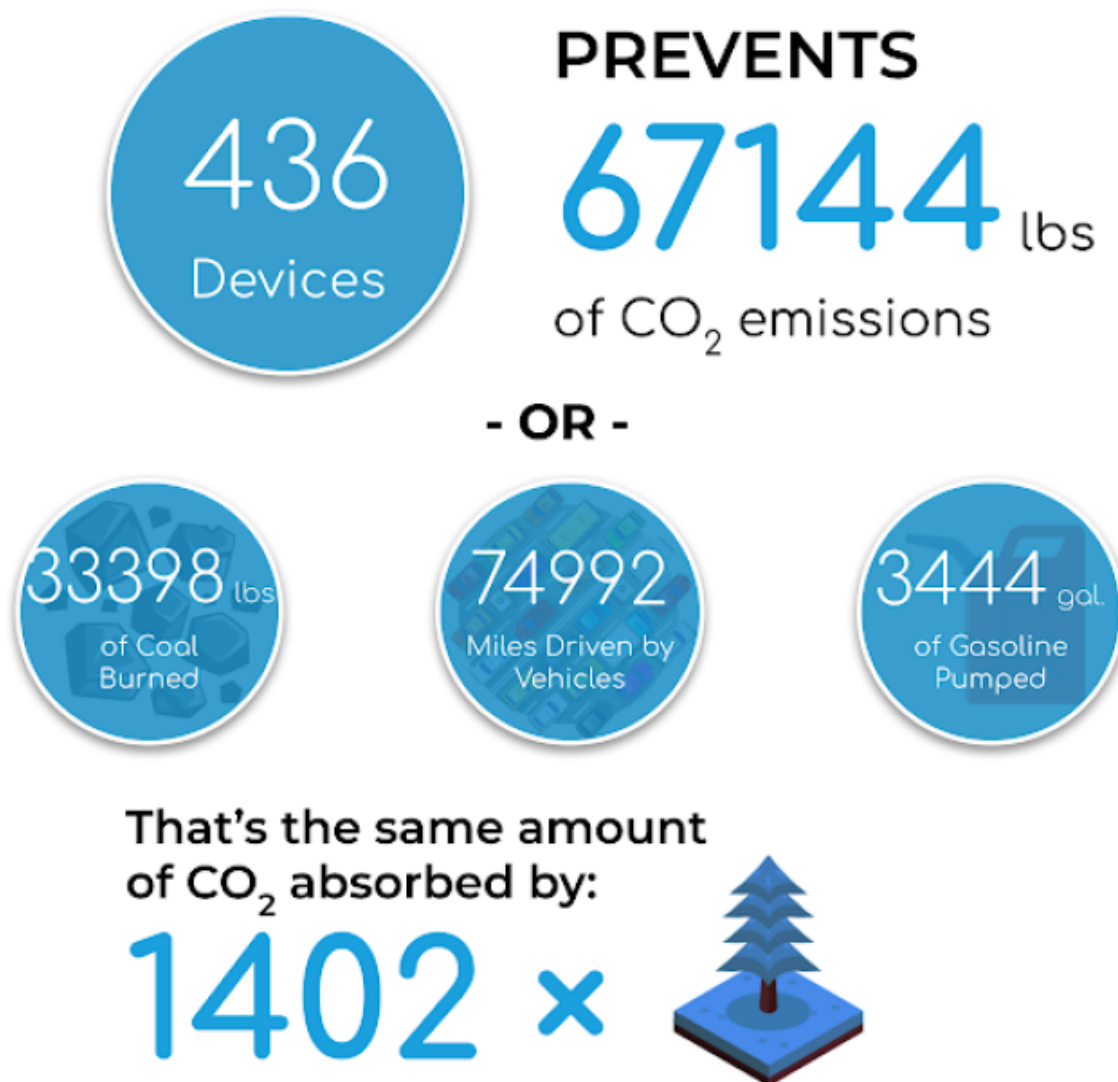
Implementation of E-sign and streamlining Digital Document Storage will drastically reduce printing costs and toner usage. The district has adopted this solution and is working on rolling it out district wide. Paperless options are encouraged whenever feasible. SD8 considers recycled packaging and using repair options for technology instead of replacement where possible.



Additionally, IT has been working with e-waste solutions. In collaboration with Operations, 436 end of life devices were sent to a recycling center where they were able to re-purpose or recycle them. Please see the below Environment Impact Report:

Environmental Impact Report - School District 8 Kootenay Lake

Thank you for choosing **Sphere** as your device lifecycle management partner! Giving your devices a second life goes beyond just reducing electronic waste. You also directly lower the emission of harmful greenhouse gases and contribute to the recovery of precious metals and rare earth elements. On top of that, you're preventing toxins such as lead, cadmium, mercury and flame retardants from contaminating our ecosystems. We're excited to take this journey with you towards a greener future!



ACTIONS COMPLETED 2023-24

2023-2024

- ~5400 IT tickets were resolved since July 1, 2023.
- Mount Sentinel Secondary's computer lab was upgraded.
- 107 new staff laptops were put into service.
- 28 Loaner laptops for staff were refurbished with new batteries and other upgrades.
- Trafalgar surveillance system was refreshed with 18 new cameras and moved to the centralized server at the Nelson Data Center.
- CBBC Fiber was implemented at 5 of schools with the remaining 5 schools planned before the end of 23-24 year.
- Redeployment of devices included: Adam Robertson school trading most of their laptops to more grade appropriate Chromebooks. Rosemont school receiving their preferred device (windows tablets) that were not being used at other schools. Hume Elementary receiving iPads from other schools as well as Chromebooks.
- Salmo, Redfish and Hume schools have had their iPad devices reviewed and grouped for ease of management and software distribution.
- 28 desktops were swapped out for new small form factor devices.
- The new Nelson Data Center Server was purchased and installed.
- 436 Devices that were End of Life were recycled.
- Redundancy was added to Nelson Data Center Core switch.
- 37 new projectors were installed with 18 of them being new installations in rooms.
- 10 new pieces of software were reviewed.
- 2 Bus digital video recording devices have been updated.
- 5 Bus Radio systems were installed on new buses.

PROJECTED IMPLEMENTATION OF ACTIONS

2024-2025

- Upgrade LVR computer lab.
- Replace Layer 3 Network switches.
- Replace LVR video surveillance system.
- Refresh necessary staff laptops and student devices as needed based on current inventory levels.
- Introduce Chromebox for library kiosk stations.
- Refurbish appropriate laptops for shared devices (upgrade memory, storage and replace batteries).
- Invest in dedicated fiber at more schools.
- Audit school's devices and group into capacity.
- Continue device swapping between schools.
- Continue desktop refresh, if not complete.
- Security Panel replacement project.
- Continue audio visual device rollout.
- Develop classroom audio solution.



2025-2026

- Upgrade one school lab.
- Upgrade one video surveillance system at a school.
- Refresh staff laptops and student devices as needed based on current inventory levels.
- Audit school's devices and group into capacity.
- Continue device swapping between schools.
- Continue AV device rollout.
- Review new software requests and audit current software.
- Classroom audio solution rollout.

2026-2027

- Upgrade one school lab.
- Upgrade one video surveillance system at a school.
- Refresh staff laptops and student devices as needed based on current inventory levels.
- Audit school's devices and group into capacity.
- Continue device swapping between schools.
- Continue AV device rollout.
- Review new software requests and audit current software.
- Classroom audio solution rollout.

CONCLUSION

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



FROM: Cathy MacArthur, Secretary-Treasurer
DATE: March 12, 2024
SUBJECT: 2024-2025 Trustee Remuneration

For Information

Introduction

This memorandum covers the annual adjustments to trustee remuneration.

Background

The Board of Education of each school district in the province spends a significant amount of time and effort in discharging the responsibilities entrusted to the Board as part of the governance process.

Policy 131: Trustee Indemnity outlines that trustee remuneration is calculated for each July 1st based on the change between the most recent December 31, BC CPI published rate as compared to the December 31, BC CPI for the year prior. Trustee remuneration rates based on the British Columbia Consumer Price Index allow for the annual adjustments to keep pace with inflation without exceeding it. Such an adjustment recognizes the ongoing work done by the trustees in a fair and objective manner.

Information

The change in the BC CPI between December 31, 2022 and December 31, 2023 is 3.399% which is based on the following December 31 BC CPI indexes:

British Columbia Consumer Price Index	Index - Year over Year Increase
December 31, 2022	147.1
December 31, 2023	152.1

A 3.399% increase will result in the following changes to remuneration:

	2023-2024 Remuneration	2024-2025 Remuneration
Chair	\$ 23,640	\$ 24,444
Vice-Chair	\$ 21,409	\$ 22,137
Trustee	\$ 20,481	\$ 21,177

The adjustment to remuneration will be effective July 1, 2024 in accordance with Policy 131: Trustee Indemnity.





FROM: Cathy MacArthur, Secretary-Treasurer
DATE: March 12, 2024
SUBJECT: Quarterly Capital Update - Spring 2024

For Information

Introduction

This memorandum outlines progress during the 3rd quarter of 2023-2024 on the capital projects under the Board's Capital Operations Plan.

Information

The projects fall within the Minor Capital Operations program, as well as various other small projects funded through the Annual Facility Grant, and new this year Food Infrastructure Program. Below are some highlights of this work.

- Brent Kennedy Elementary - Water System
A summary report was written and submitted to Interior Health to enable the removal of the do not drink order. SD8 received a response from Interior Health and continues to follow the testing protocols and service required for the system as we work towards the lifting of the do not drink order.
- Brent Kennedy Elementary School - Music Portable
The existing portable at the South end of the school is beyond its useful life cycle and has sustained significant damage over the years. The portable is being scheduled for removal.
- Brent Kennedy - New Bus office/Storage Building
The existing portable housing, the bus office and storage are beyond repair. The new building has been designed and the building permit is in the final stages of approval. We anticipate that the project will start in early July.
- Brent Kennedy - New Septic System
An emergent project occurred as the old septic field failed. The project includes a new field, additional tanks to satisfy current code, as well as new pumps and controls.
- District - Charging Stations
The code updates for the Nelson chargers have been completed. The district is awaiting confirmation from the utility but anticipate that the Nelson chargers will be operational by April. Creston chargers have arrived on site and construction will resume in early March.
- District - Fiber Network Installation
Through a partnership grant, the district was able to have various sites connected to a fiber network. This project has improved speed and reliability for the IT systems and will achieve some costs savings moving forward.



- District - New Data Centre Server
This server supports multiple client devices and operational programs centralizing the data centre for improved efficiency.
- District - Security system Upgrade
The district currently has security panels well beyond their lifecycle which will be replaced. The new security panels are compatible with the existing devices and will bring many benefits including better security, cost savings, compliance with existing codes, and potential for future improvements such as key FOB systems if desired.
- Food Infrastructure Program (FIP) - Various Upgrades
The FIP program was announced late last school year. The district was approved on five submissions including J.V Humphries, South Nelson elementary, Central elementary, Salmo elementary, and Mount Sentinel Secondary.
- Kootenay River Secondary - DDC Upgrade
The design phase of Direct Digital Control (DDC) project is almost complete. This extensive project which covers the entire facility will provide immediate efficiencies and be compatible with future HVAC upgrades.
- L.V. Rodgers - Gym Floor Refinish
The floor is scheduled for a refinish which will include repairs, new lines and lettering as determined by the school. This project is tentatively scheduled for early July.
- Mount Sentinel Secondary - HVAC Upgrade and Boiler Replacement.
The second last phase of this project was completed. The funding for the final phase of the project has been submitted to the Ministry of Education and Child Care. The planning for the final stage is complete and ready to proceed upon approval.
- Salmo Elementary School - Multiple projects
Recently the main parts of the interior were painted and some flooring upgrades were completed. The district is currently completing a full LED lighting upgrade and will be replacing the flooring in the library and 2 classrooms.
- Trafalgar Middle - New Sprinkler System
This project has been separated into six components each consisting of a zone of the sprinkler system. Zones 1 and 4 were part of phase 1, zones 2 and part of zone 3 for phase 2. Phase 3 for 2024/25 has been submitted to complete zone 3 and begin zone 5, and our submission to the MoECC for gapping funding was approved allowing the completion of some design and prep work over the spring break which will increase efficiency and provide a strong start for the next phases of the project.
- Trafalgar - Security Cameras
The security camera upgrade program continued this year and included Trafalgar Middle School. This project is now complete.
- WE Graham - Accessibility
A new wheelchair lift was installed as the old unit was beyond repair.



FROM: Trish Smillie, Superintendent
DATE: March 12, 2023
SUBJECT: Approve 2026 - 2027 School Calendar

For Approval

Introduction

This memorandum provides an overview of the 2026-2027 School Calendars.

Information

[The School Act](#) requires that all school districts in British Columbia develop their own school calendars. School calendars must provide the minimum number of prescribed instructional hours identified in the [School Calendar Regulation B.C. Reg. 314/12](#). The public consultation process is outlined as follows:

- 5(1) For the purposes of section 87.01 (7) *[school calendar]* of the Act, a board must make publicly available a school calendar that it proposes to submit to the minister under section 87.01 (5) or (6) of the Act at least one month before the date the school calendar must be submitted to the minister.
- (2) The board must provide an opportunity to (a) the parents of the students enrolled in each school to which the proposed school calendar is to apply, and (b) representatives of employees of the board assigned to the school to provide comments to the board with respect to the school calendar made publicly available under subsection (1).

The District has met with the KLTF, CUPE, KLPVPA to develop the proposed 2026-2027 calendars. The proposed school calendar is similar to previous years in the placement of breaks and is anticipated to be similar to calendars in surrounding districts. Our school district has aligned professional development days for some of the days with surrounding school districts, although each district has different placement of some days.

The draft calendars have been posted for one month. There was no additional feedback received.

Recommendation

It is recommended that the Board approve the 2026-2027 school calendar.



2026 - 2027 GENERAL SCHOOL CALENDAR

Weekends*
Statutory Holidays*
School Vacation Periods*
Administrative Day**
District Pro-D Days (NI Days)**
School Pro-D and Planning Days (NI Days)**
Early Dismissal (one hour early)
School Planning Day (NI Day)**

*schools closed

**school not in session - staff only in attendance

September	7	Labour Day
September	8	First Day of School
September	25	School Planning Day
September	30	National Day for Truth and Reconciliation
October	12	Thanksgiving Day
October	14	Early Dismissal Day (1 hour early)
October	15	Early Dismissal Day (1 hour early)
October	23	PSA Day (Provincial Specialist Assoc.) Pro-D Day
November	19	Remembrance Day
December	18	Last day of school before winter vacation
December	21	Winter vacation begins
December	25	Christmas Day
December	26	Boxing Day
January	1	New Year's Day
January	1	Winter vacation ends
January	4	Schools Re-Open
January	18	District Pro-D Day
February	12	School-Based Pro-D Day
February	15	Family Day
March	12	Last day of school before spring break
March	15-19	Spring Break
March	22-26	School Closure Week
March	26	Good Friday
March	29	Easter Monday
March	30	School Re-opens
April	21	Early Dismissal Day (1 hour early)
April	22	Early Dismissal Day (1 hour early)
April	26	District Pro-D Day
May	24	Victoria Day
May	31	School-Based Pro-D Day
June	29	Last Day of Classes
June	30	Administrative Day
July	1	School Closed for Summer Vacation

Days of Instruction	179
Non-Instructional Days (Pro-D Days)	6
Administrative Day	1
Total Days in Session	186

JULY 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2026						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2027						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2027						
S	M	T	W	T	F	S
				1	2	3
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MAY 2027						
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30	31					

JUNE 2027						
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20	21	22	23	24	25	26
27	28	29	30			





School District 8
Kootenay Lake

2026 - 2027 ONLINE LEARNING CALENDAR

Weekends*
Statutory Holidays*
School Vacation Periods*
Administrative Day**
District Pro-D Days (NI Days)**
School Pro-D and Planning Days (NI Days)**
Early Dismissal (one hour early)
School Planning Day (NI Day)**

*schools closed

**school not in session - staff only in attendance

September	7	Labour Day
September	8	First Day of School
September	25	School Planning Day
September	30	National Day for Truth and Reconciliation
October	12	Thanksgiving Day
October	23	PSA Day (Provincial Specialist Assoc.) Pro-D Day
November	11	Remembrance Day
December	18	Last day of school before winter vacation
December	21	Winter vacation begins
December	25	Christmas Day
December	26	Boxing Day
January	1	New Year's Day
January	1	Winter vacation ends
January	4	Schools Re-Open
January	18	District Pro-D Day
February	12	School Based Pro-D Day
February	15	Family Day
March	12	Last day of school before spring break
March	15-19	Spring Break
March	22-26	School Closure Week
March	26	Good Friday
March	29	Easter Monday
March	30	School Re-opens
April	26	District Pro-D Day
May	24	Victoria Day
May	31	School-Based Pro-D Day
June	29	Last Day of Classes
June	30	Administrative Day
July	1	Schools Closed for Summer Vacation

Days of Instruction	225
Non-Instructional Days (Pro-D Days)	6
Administrative Day	1
Total Days in Session	232

(22)

JULY 2026						
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(20)

AUGUST 2026						
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(19)

SEPTEMBER 2026						
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(20)

OCTOBER 2026						
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(20)

NOVEMBER 2026						
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(14)

DECEMBER 2026						
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(19)

JANUARY 2027						
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(18)

FEBRUARY 2027						
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(12)

MARCH 2027						
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21	22	23	24	25	26	27
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(21)

APRIL 2027						
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(19)

MAY 2027						
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(21)

JUNE 2027						
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School District 8
Kootenay Lake

2026 - 2027 WILDFLOWER CALENDAR

Weekends*
Statutory Holidays*
School Vacation Periods*
Administrative Day**
District Pro-D Days (NI Days)**
School Pro-D and Planning Days (NI Days)**
Early Dismissal (one hour early)
School Planning Day (NI Day)**

*schools closed

**school not in session - staff only in attendance

September	7	Labour Day
September	8	First Day of School
September	18	Homeschool Conferences - NI Day
September	25	School Planning Day
September	30	National Day for Truth and Reconciliation
October	12	Thanksgiving Day
October	23	PSA Day (Provincial Specialist Assoc.) Pro-D Day
November	11	Remembrance Day
December	11	Last day of school before winter vacation
December	14-18	Non-Instructional Days
December	21	Winter vacation begins
December	25	Christmas Day
December	26	Boxing Day
January	1	New Year's Day
January	1	Winter vacation ends
January	4	Schools Re-Open
January	18	District Pro-D Day
January	22	Strategic Planning Session
February	12	School Based Pro-D Day
February	15	Family Day
March	12	Last day of school before spring break
March	15-19	Spring Break
March	22-26	School Closure Week
March	26	Good Friday
March	29	Easter Monday
March	30	School Re-opens
April	26	District Pro-D Day
May	24	Victoria Day
May	31	School-Based Pro-D Day
June	23	Last Day of Classes
June	24	Administrative Day
June	25	School Closed for Summer Vacation

Days of Instruction	168
Non-Instructional Days (Pro-D Days)	8
Administrative Day	1
Total Days in Session	177

JULY 2026						
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AUGUST 2026						
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SEPTEMBER 2026						
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OCTOBER 2026						
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NOVEMBER 2026						
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DECEMBER 2026						
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JANUARY 2027						
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FEBRUARY 2027						
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MARCH 2027						
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APRIL 2027						
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MAY 2027						
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30	31					

JUNE 2027						
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FROM: Trish Smillie, Superintendent
DATE: March 12, 2024
SUBJECT: Amend 2024-2025 and 2025-2026 School Calendars

For Approval

Introduction

This memorandum provides an overview of amendments to the 2024-2025 and 2025-2026 School Calendars.

Information

[The School Act](#) requires that all school districts in British Columbia develop their own school calendars. School calendars must provide the minimum number of prescribed instructional hours identified in the [School Calendar Regulation B.C. Reg. 314/12](#).

For a Board to amend a school calendar, the following regulation applies:

- 6 (1) For the purposes of section 87.02 [school calendar – amendment] of the Act, a board must make publicly available proposed amendments to a school calendar at least one month before making the amendments.

The public consultation process is outlined as follows:

- 5(1) For the purposes of section 87.01 (7) [school calendar] of the Act, a board must make publicly available a school calendar that it proposes to submit to the minister under section 87.01 (5) or (6) of the Act at least one month before the date the school calendar must be submitted to the minister.
- (2) The board must provide an opportunity to (a) the parents of the students enrolled in each school to which the proposed school calendar is to apply, and (b) representatives of employees of the board assigned to the school to provide comments to the board with respect to the school calendar made publicly available under subsection (1).

Amendments to the Proposed Calendars

The District has met with the KLTF, CUPE, KLPVPA to amend the proposed 2024-2025 and 2026-2027 school calendars. The proposed school calendars have changed dates for the early dismissal days in currently in November. To align to the new Reporting Order introduced in 2023-2024, educators have requested that early dismissal dates be held in October. In the Wildflower calendar, the number of days were aligned. In addition, the end of the 2024-2025 last day of school has been moved forward to align to the number of days on the calendar.

The draft calendars are provided for the Board's review.



Publicly Available Draft

Once approved by the Board for public posting, the recommended calendars will be posted on the website with a webform for feedback. This will be shared with DPAC and PACs to provide comments on the draft amendments.

One month following the posting online, Board members will be provided with feedback and the final calendars will be brought to the Board for approval at a meeting of the Board held in public. This meeting will be scheduled in April 2024.

Recommendation

It is recommended that the Board approve the 2024-2025 and 2025-2026 school calendar amendments for posting on the website beginning on March 12, 2024.



2024-2025 WILDFLOWER CALENDAR

	Weekends*
	Statutory Holidays*
	School Vacation Periods*
	Administrative Day**
	District Pro-D Days (NI Days)**
	School Pro-D, PSA Pro-D and Non-Instructional Days (NI Days)**
	Early Dismissal (one hour early)
	School Planning Day (NI Day)**

*schools closed

**school not in session - staff only in attendance

September	3	First Day of School
September	20	School Planning Day
September	27	Home School Conferences
September	30	National Day for Truth and Reconciliation
October	14	Thanksgiving Day
October	25	PSA Day (Provincial Specialist Assoc.) Pro-D Day
November	11	Remembrance Day
December	13	Last day of school before winter vacation
December	16-20	Non-Instructional Days
December	23	Winter vacation begins
December	25	Christmas Day
December	26	Boxing Day
January	1	New Years Day
January	3	Winter vacation ends
January	6	Schools Re-open
January	20	District Pro-D Day
January	17	Strategic Planning Session
February	14	School-Based Pro-D Day
February	17	Family Day
March	14	Last day of school before spring break
March	17-21	Spring Break
March	24-28	School Closure Week
March	31	Schools Re-open
April	7	District Pro-D Day
April	18	Good Friday
April	21	Easter Monday
May	19	Victoria Day
May	26	School-Based Pro-D Day
June	19	Last Day of Classes
June	20	Administrative Day
June	23	School closed for summer vacation

JULY 2024						
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AUGUST 2024						
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SEPTEMBER 2024						
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OCTOBER 2024						
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NOVEMBER 2024						
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DECEMBER 2024						
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JANUARY 2025						
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FEBRUARY 2025						
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MARCH 2025						
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APRIL 2025						
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MAY 2025						
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JUNE 2025						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Days of Instruction	168
Non-Instructional Days (Pro-D Days)	8
Administrative Day	1
Total Days in Session	170



2024-2025 GENERAL CALENDAR

	Weekends*
	Statutory Holidays*
	School Vacation Periods*
	Administrative Day**
	District Pro-D Days (NI Days)**
	School Pro-D, PSA Pro-D and Non-Instructional Days (NI Days)**
	Early Dismissal (one hour early)
	School Planning Day (NI Day)**

*schools closed

**school not in session - staff only in attendance

September	3	First Day of School
September	20	School Planning Day
September	30	National Day for Truth and Reconciliation
October	14	Thanksgiving Day
October	16	Early Dismissal Day (1 hour early)
October	17	Early Dismissal Day (1 hour early)
October	25	PSA Day (Provincial Specialist Assoc.) Pro-D Day
November	11	Remembrance Day
December	20	Last day of school before winter vacation
December	23	Winter Vacation Begins
December	25	Christmas Day
December	26	Boxing Day
January	1	New Years Day
January	3	Winter Vacation Ends
January	6	Schools Re-open
January	20	District Pro-D Day
February	14	School-Based Pro-D Day
February	17	Family Day
March	14	Last day of school before spring break
March	17-21	Spring Break
March	24-28	School Closure Week
March	31	Schools Re-open
April	7	District Pro-D Day
April	18	Good Friday
April	21	Easter Monday
April	23	Early Dismissal Day (1 hour early)
April	24	Early Dismissal Day (1 hour early)
May	19	Victoria Day
May	26	School-Based Pro-D Day
June	25	Last Day of Classes - dismissal 3 hours early
June	26	Administrative Day
June	27	School closed for summer vacation

JULY 2024						
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AUGUST 2024						
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SEPTEMBER 2024						
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OCTOBER 2024						
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NOVEMBER 2024						
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DECEMBER 2024						
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JANUARY 2025						
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FEBRUARY 2025						
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MARCH 2025						
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APRIL 2025						
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MAY 2025						
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25	26	27	28	29	30	31

JUNE 2025						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Days of Instruction	179
Non-Instructional Days (Pro-D Days)	6
Administrative Day	1
Total Days in Session	186



2025 - 2026 GENERAL SCHOOL CALENDAR

Weekends*
Statutory Holidays*
School Vacation Periods*
Administrative Day**
District Pro-D Days (NI Days)**
School Pro-D and Planning Days (NI Days)**
School Planning Day (NI Day)**
Early Dismissal

*schools closed

**school not in session - staff only in attendance

September	1	Labour Day
September	2	First Day of School
September	19	School Planning Day
September	30	National Day for Truth and Reconciliation
October	13	Thanksgiving Day
October	15	Early Dismissal Day (1 hour early)
October	16	Early Dismissal Day (1 hour early)
October	24	PSA Day (Provincial Specialist Assoc.) Pro-D Day
November	11	Remembrance Day
December	19	Last day of school before Winter Vacation
December	22	Winter Vacation begins
December	25	Christmas Day
December	26	Boxing Day
January	1	New Year's Day
January	2	Winter Vacation ends
January	5	Schools re-open
January	19	District Pro-D Day
February	13	School-Based Pro-D Day
February	16	Family Day
March	13	Last day of school before Spring Break
March	16-20	Spring Break
March	23-27	School Closure Week
March	30	Schools re-open
April	3	Good Friday
April	6	Easter Monday
April	13	District Pro-D Day
April	22	Early Dismissal Day (1 hour early)
April	23	Early Dismissal Day (1 hour early)
May	18	Victoria Day
May	25	School-Based Pro-D Day
June	24	Last Day of Classes
June	25	Administrative Day
June	26	Schools Closed for Summer Vacation

Days of Instruction	179
Non-Instructional Days (Pro-D Days)	6
Administrative Day	1
Total Days in Session	186

JULY 2025						
S	M	T	W	T	F	S
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AUGUST 2025						
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SEPTEMBER 2025						
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OCTOBER 2025						
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			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

