

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

TUESDAY, DECEMBER 9, 2025

5:00 PM – 7:00 PM PST

6:00 PM – 8:00 PM MST

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. Consent Package Questions (p. 3)

App. 4

5. Adoption of Agenda

Proposed Resolution:

THAT the Agenda for this December 9, 2025 meeting **BE ADOPTED**, as circulated.

6. Receiving Public Presentations – Nil

7. 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.

8. Adoption of Minutes (p. 20)

App. 8

Proposed Resolution:

THAT the minutes from the November 4, 2025 Meeting of the Board Held in Public **BE ADOPTED**, as circulated.

9. Future and Action Item Tracking (p. 26)

App. 9

10. Education – Reports from the Superintendent

A. Early Years Continuous Learning Report 2025-2026 (p. 27)

App. 10A

B. Child Care Provision Update (p. 99)

App. 10B

C. Graduation Ceremonies 2026 (p. 109)

App. 10C



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

- A. Quarterly Capital Update (p. 110)

App. 11A

12. Governance and Policy

- A. Announce Committee Representatives

13. Human Resources

- A. SD8 Recruitment and Retention Framework (p. 112)

App. 13A

14. Trustee Verbal Reports

- A. Student Trustees
- B. Trustees
- C. Chair
- D. British Columbia School Trustee Association (BCSTA)
- E. British Columbia Public School Employers' Association (BCPSEA)
- F. District Parent Advisory Committee (DPAC)
- G. Other

15. Comments or Questions from the Public

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

16. Meeting Schedule and Reminders

- A. Board Meetings

The next Meeting of the Board held in Public is scheduled for January 13, 2026.

17. Adjournment



SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)
CONSENT PACKAGE – PUBLIC MEETING
DECEMBER 9, 2025

ITEM

The following Consent items are routine items received for information.

- | | |
|---|-------|
| 1. Board Correspondence Package | p. 4 |
| 2. Superintendent's Report December 2025 | |
| 3. Monthly Financial Report – for period ended October 31, 2025 | p. 11 |
| 4. Transactions over 50k – for period ended October 31, 2025 | p. 15 |
| 5. List of Trustee Recusals | p. 17 |
| 6. Indigenous Education Council (IEC) Meeting Minutes | |
| 7. List of approved Administrative Procedures - Nil | |

SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)**BOARD CORRESPONDENCE PACKAGE****DECEMBER 9, 2025**

ITEM	DATE
1. Letter from Chair Chew to Minister Beare re: Request to Review the Inclusive Education Funding Model	November 6, 2025
2. Letter from Creston Mayor DeBoon to Board Chair re: Highway 3 Re-Alignment to Cook Street – Creston	November 25, 2025
3. Letter from Minister of Transportation and Transit to Board Chair re: Highway 3 Bypass Project in Creston	December 3, 2025



November 6, 2025

Honourable Minister Lisa Beare
Minister of Education and Child Care
Government of British Columbia
Via email

Re: Request to Review the Inclusive Education Funding Model

Dear Minister Beare,

On behalf of the Board of Education for School District No. 8 (Kootenay Lake) we are writing to respectfully request a comprehensive review of the provincial funding model related to inclusive education.

As a Board, we are responsible for ensuring that every school-age learner in our district has access to an educational program, consistent with the School Act and the Ministry's policy framework. The Act requires boards to make an educational program available to all school-age residents, and the Statement of Education Policy Order (Mandate for the School System) affirms government's responsibility to ensure that all learners can develop their individual potential and contribute to a healthy society and sustainable economy.

We ask that the Ministry revisit the following recommendations with partners across the sector. To continue to adhere to inclusion principles that support the basic human rights of children in schools that have a diversity of learners, funding should reflect the increasing classroom complexity, and need for services such as evidence-based interventions, specialized staff, assistive technology, and interagency coordination have expanded correspondingly. Previous provincial reviews identified opportunities to better align resources with needs such as combining high-cost claims with a provincial prevalence-based component while maintaining accountability for student outcomes.

We also note the Supreme Court of Canada's guidance that for some learners, specialized supports are the means by which students obtain meaningful access to the education guaranteed to all children. This principle reinforces the importance of funding models that allow districts to meet individual needs for all students in a timely, effective, and sustainable way.

The current funding model references these obligations, but unique need identification in operational budgets does not align to this requirement. The K-12 Funding model provides a basic allocation for all students and supplemental funding for defined categories of need (Levels 1-3). While these mechanisms support the unique demographics of school districts, they also

respond to a medicalized model of identifying learners that fall within specified learning profiles. The funding also requires that boards meet the full scope of duties outlined above within this funding model for all operational obligations and to support all students with diverse learning abilities that require specialized supports and fall outside of the level 1-3 categories. Our district's budgeted 2025-2026 expenditures exceed our budgeted 2025-2026 revenue in the area of inclusive education by CAD 1.9 million. This continues to be a historical trend.

With this context, we respectfully request that the Ministry consider the following in a renewed review of the inclusive education funding model:

- Ensure that funding keeps pace with the actual costs of delivering required supports (staffing, programs and services, assessments, transportation, technology, and specialized programming) so boards can fully meet legislated and policy obligations.
- Assess whether the current allocation model adequately reflects rural and remote communities, socio-economic factors, and emerging mental-health and behaviour-support needs, while preserving flexibility for local implementation.
- Ensure that rural and remote districts have access to funding reflective of the additional travel time required for inclusive education educators or specialists to travel between schools and their inability to apply economy of scale.
- Explore multi-year allocations and appropriate stabilization measures so districts can plan services and staffing, including for low-incidence, high-cost needs that may fluctuate year-to-year.
- Maintain transparent reporting while moving away from a medical model and emphasizing measures of access, participation, progress toward IEP goals, graduation, and transitions consistent with the Ministry's policy objectives.
- Ensure that districts are able to equitably meet a standard of service across the province, including having access to timely assessment and specialist services.

Our Board is committed to accountability and continuous improvement. We respectfully request a comprehensive review of the provincial funding model related to inclusive education. We welcome the opportunity to participate in a Ministry-led process to support equitable, high-quality learning for every student, in every community.

Thank you for your consideration.

Sincerely,



Susan Chew, Chair

Board of Education of School District No. 8 (Kootenay Lake)

cc. Trish Smillie, Superintendent of Schools
British Columbia School Trustees Association





TOWN OF CRESTON
PO Box 1339, 238-10th Avenue North, Creston, BC V0B 1G0
Phone: 250-428-2214 * Fax: 250-428-9164
email: info@creston.ca



File: 8310-02

November 25, 2025

DELIVERY: EMAIL

Dawn Lang, Chair
Board of Education of School District No. 8
School District No. 8 (Kootenay Lake)
811 Stanley Street,
Nelson, BC. V1L 1N8

Dear Ms. Lang:

Re: Highway 3 Re-Alignment to Cook Street - Creston

Thank you for sharing your letter dated October 16, 2025, which expresses the concerns of School District 8 (Kootenay Lake) Board of Education related to the consideration of highway re-alignment. Further, our Chief Administrative Officer, Michael Moore, had a discussion with School District Superintendent Trish Smillie on the highway re-alignment topic last week. He has apprised me of his discussion, and in conjunction with your letter, I felt it was best to provide some clarification to information being distributed in our community and at your meetings.

Background on Highway 3 Re-Alignment

The proposal to re-align Highway 3 from Canyon Street, which serves as Creston's downtown core, to Cook Street has been the subject of ongoing discussions between the Town of Creston and the Ministry of Transportation and Transit for over thirty years. These conversations originated in the early 1990s, driven by a shared interest in improving various aspects of the community's transportation network. When considering heavy truck traffic, there are no other reasonable alternatives that are not inherently cost prohibitive for the province and community. Although this current concept of moving the highway



from Canyon to Cook Street was seriously considered in the early 2000s, the project did not move forward. Since 2009, Creston Council has focused on advocating for it with the Ministry of Transportation and Transit as their top priority in each successive Town strategic plan.

The primary goals of the re-alignment include enhancing traffic flow through the town, improving access to downtown parking, and increasing safety for residents. During the summer months, the presence of large trucks travelling along the main street has a noticeable impact on businesses operating downtown. Additionally, because the main street also functions as the principal highway passing through Creston, this dual use limits opportunities to host community events in our small downtown area. The ongoing dialogue surrounding the re-alignment reflects the community's desire to address these challenges and create a more vibrant, accessible, and safe town centre.

The realignment of Highway 3—from Canyon Street to Cook Street—is referenced as a key policy and action in the Official Community Plan (2017), the Downtown Revitalization Plan (2023), and the Multi-Modal Transportation Plan (2022), with Council and staff actively collaborating with the Ministry of Transportation and Transit on how to move this concept forward to reality. These plans have been well informed through extensive public consultation, including over 5000 public inputs into the Official Community Plan in 2017 and extensive business community input in the Downtown Revitalization Plan more recently. In essence, these community plans reflect the public's desire to address these challenges and create a more vibrant, accessible, and safe town centre.

The Highway 3 Mayor's Coalition, representing communities from the Alberta Border to Hope, has identified this project as its top advocacy priority. The group meets annually with the Minister of Transportation and Transit to discuss Highway 3 concerns and has maintained this project as their highest priority because of its economic importance to our community.

The Town of Creston and the School District have considered the possibility of the highway re-alignment on multiple occasions over the past twenty years. For example, several years ago, during the Town of Creston's acquisition of the former South Creston Elementary School from the School District, the Board of Trustees agreed to the sale of the former School District Administration Buildings along Canyon Street—adjacent to Kootenay River Senior Secondary—to the Town. It was known by the parties that this transaction was intended to facilitate the future highway re-alignment.

Current Status

At the Union of British Columbia Municipalities Conference in 2020, Mayor, Council and Town staff met with then Minister of Transportation, Rob Fleming to continue advocacy. At that time, Minister Fleming agreed to explore the feasibility of this project with the Town



of Creston and was supportive of the community goals to be achieved by a re-alignment of Highway 3.

Since this meeting in 2020, the Town has continued collaboration with Ministry of Transportation and Transit on how to advance this project and to date, cost sharing discussions have yet to occur.

Should this project be determined as feasible by the Ministry of Transportation and the Town of Creston, the Ministry of Transportation and Transit will lead an engagement process of information sharing with the public and appropriate consultation with the School District and Indigenous peoples. Further to that and assuming project feasibility, this project is most likely many years away considering provincial budget processes.

The recent appearance of pylons on the school field, delineating a possible route for the highway re-alignment, has understandably generated concern. I would like to reassure both you and the School Trustees that there are currently no plans that would impact Kootenay River Senior Secondary School to such an extent. While I understand and acknowledge the apprehensions regarding potential effects, I wish to clarify that we would not advocate for this project if it threatened the school's continued functional use of its outdoor space, as suggested by the present placement of the pylons. It is unrealistic for someone to think that our Town Council would be willing to advocate for such a lasting negative impact such as that to our local high school and I hope that we – Town Council - can have productive conversations with those involved.

Closing

These on-going discussions with the Ministry and Town of Creston over the past few years will hopefully continue for the betterment of our community. Council recognizes that while there is public support for this proposed transition, there are those who may not have favourable views of this concept. As previously mentioned, the proposed idea of highway re-alignment has been in many public documents available on our website and discussed openly at our meetings for many years. These plans are all supported by extensive public consultation, including the business community. We always welcome feedback and other than personally meeting with a couple of retired teachers to discuss this topic about a year ago, there has not been any further inquiries.

While the Town of Creston is actively collaborating with the Ministry of Transportation and Transit, Council certainly wants to ensure that the impact to our beloved Kootenay River Senior Secondary School is minimized. We wish to keep an open dialogue between ourselves and the School District and would welcome a joint meeting between our Council and the School Trustees to discuss our goals and objectives with a future highway re-



alignment. At the same time, our Council would welcome discussion brought forward by the Trustees to better understand the negative impacts of this potential future project.

There remain many questions unanswered regarding the future of any re-alignment of the highway from Canyon to Cook Street and we look forward to the current work of the Ministry of Transportation and Transit to be shared with us. I am also aware that when the preliminary planning and feasibility determination is completed that the Ministry of Transportation and Transit staff will have a fulsome discussion with your Trustees and our Council prior to any public information sharing. This will be the opportunity for the School District to explore the implications to outdoor space.

Finally, and most importantly, we are open to hearing from any public group or individuals who wish to express their concerns. It is our desire to have dialogue with anyone who has community concerns and have never denied the public or a special interest group an opportunity for discussion on highway re-alignment. I ask that you please encourage those who wish to discuss this topic to reach out to myself or members of Council. Alternatively, they may wish to contact Town Hall to arrange the opportunity to be a delegation at an upcoming meeting of Council.

If you have any questions, please feel free to contact me at 250-428-2214, ext. 111. I will ensure Town staff remain in contact with School District staff regarding the future of this proposed project.

Yours Sincerely,



Arnold DeBoon,
Mayor

cc: Trish Smillie, Superintendent, School District 8 – Kootenay Lake
Michael Moore, CAO, Town of Creston
Ministry of Transportation and Transit - Nelson





December 3, 2025

Dawn Lang, Chair
School District No. 8, Kootenay Lake
811 Stanley Street
Nelson BC V1L 1N8

Reference: 337225

Dear Chair Lang:

Re: Highway 3 Bypass Project in Creston

Thank you for your letter of October 16, 2025, regarding potential impacts to the grounds of Kootenay River Secondary School from the proposed design of the Highway 3 realignment project in Creston.

The ministry is committed to carrying out this project in a way that meets the school district and community's needs while enhancing the safety and efficiency of the provincial transportation network. I appreciate the suggestions you have provided to help move this project forward.

I understand ministry staff have been sharing project updates and discussing project details with School District No. 8 staff by email. They plan to meet again with the Board of School District No. 8 in spring 2026 to further discuss the project and possible ways to ensure the design meets the needs of all parties involved.

Ministry staff will contact your team in spring 2026 to arrange to meet. Should you have any questions in the meantime, please feel free to contact Regional Project Manager Kristi Dutton at 250 551-3836 or at Kristi.Dutton@gov.bc.ca. She would be pleased to help you.

Thank you again for taking the time to write.

Sincerely,

Mike Farnworth
Minister

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Copy to: Kristi Dutton, Regional Project Manager
Southern Interior Region

John Babineau, Deputy Director
Southern Interior Region Programming and Partnerships
Highways and Regional Services Division



Monthly Financial Report

For the period ended October 31, 2025



COMMENTS

Operating Expenditure Report

- The budget information is based on the 2025-2026 Budget approved by the Board on May 13, 2025.
- 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 four months of actual District operations and two months of School operations.
- The salaries and benefits are trending as expected based on the budgeted amounts and the applicable months for all employee groups.
- Other than dues and fees, the spending on services and supplies generally occurs during the school year, resulting in a higher % of available budget for the remaining portion of the year.

Special Purpose Expenditure Report

- The budget information is based on the 2025-2026 Budget approved by the Board on May 13, 2025.
- The Special Purpose Expenditure Report reflects four months of actual District operations and two months of School operations.
- Other than the Annual Facility Grant and Early Care and Learning Fund to Schools, spending on the special purpose funds generally occurs during the school year, resulting in a higher % of available budget for the remaining portion of the year.



OPERATING EXPENDITURE REPORT

	October 2025	2025 - 2026	\$ Available	% Available	Applicable
	Actuals	Budget	Budget	Budget	Months
Salaries					
Principal & Vice-Principal Salaries	1,441,547	4,526,079	3,084,532	68%	12
Teacher Salaries	4,642,430	23,220,748	18,578,318	80%	10
Educational Assistants	806,730	3,922,744	3,116,014	79%	10
Support Staff	2,301,302	8,002,570	5,701,268	71%	10/12
Other Professional Salaries	890,238	2,514,236	1,613,367	64%	12
TOCs/Relief Salaries	399,279	3,408,703	3,009,424	88%	10/12
Total Salaries	10,481,526	45,595,080	35,102,923	77%	
Employee Benefits	2,604,224	11,457,615	8,850,508	77%	10/12
Total Salaries and Benefits	13,085,750	57,052,695	43,953,431	77%	
Services & Supplies					
Services	453,564	2,466,803	2,013,239	82%	
Student Transportation	46,118	340,421	294,303	86%	
Professional Development & Travel	126,496	652,735	526,239	81%	
Rentals and Leases	40,529	122,551	82,022	67%	
Dues and Fees	58,795	99,940	41,145	41%	
Insurance	34,995	225,000	190,005	84%	
Supplies	815,941	3,316,709	2,500,768	75%	
Utilities	283,873	1,829,201	1,545,328	84%	
Total Services & Supplies	1,860,311	9,053,360	7,193,049	79%	
Total Operating Expense	14,946,061	66,106,055	51,146,480	77%	



SPECIAL PURPOSE FUND EXPENDITURE REPORT

	October 2025 Actuals	2025 - 2026 Budget	\$ Available Budget	% Available Budget
Ministry of Education and Child Care Funds				
300 Annual Facilities Grant	279,640	129,640	(150,000)	-116%
417 Classroom Enhancement Fund	2,099,883	9,833,908	7,734,025	79%
410 Community Link	116,831	759,048	642,217	85%
416 Early Care and Learning Fund to Schools	58,333	175,000	130,181	74%
446 Early Years to Kindergarten	86	19,000	18,914	100%
442 Feeding Futures	155,432	597,706	442,274	0%
414 First Nation Transportation	-	26,863	26,863	100%
448 Health Career Work Experiential Learning	-	-	-	0%
415 Learning Improvement Fund	15,739	218,308	202,569	93%
413 Mental Health in Schools	-	55,000	55,000	100%
440 OLEP	25,079	115,835	90,756	78%
450 National School Food Program	7,477	122,231	114,754	94%
449 Professional Learning Grant	1,028	200,000	198,972	99%
409 Ready Set Learn	6,005	41,650	35,645	86%
432 Seamless Day Kindergarten	17,246	55,400	38,154	69%
408 StrongStart	9,875	160,000	150,125	94%
435 Student & Family Affordability Fund	-	50,000	50,000	100%
447 Work Experience Enhancement Initiative	-	-	50,000	0%
Total MOECC Funds	2,792,654	12,559,589	9,780,449	78%
Other Provincial Special Purpose Funds				
420 ASSAI	229	50,000	49,771	100%
441 Health Promoting Schools	-	27,000	27,000	100%
Total MOECC Funds	229	77,000	76,771	100%
Other Special Purpose Funds				
400 School Scholarships and Bursaries	28,935	30,000	1,065	4%
900s School Generated Funds	334,722	1,615,000	1,280,278	79%
438/443 Donations	-	10,000	10,000	100%
Total MOECC Funds	363,657	1,655,000	1,291,343	78%
All Special Purpose Funds	3,156,540	14,291,589	11,148,563	78%



Monthly Transactions over 50K

For the period ended October 31, 2025

PAYMENTS IN OCTOBER 2025 OVER \$50K (CHEQUES AND EFT)

Vendor Name	Amount
BMO Mastercard	\$71,988.36
Receiver General RP0001	\$725,779.31
North Mountain Construction Ltd	\$234,566.22
Pacific Blue Cross	\$190,765.48
Pebt In Trust c/o Morneau Shepell	\$115,862.31
British Columbia Teacher Federation	\$62,222.66
Valet Restorations (Kootenays) Ltd.	\$61,090.01
BC Teachers Federation	\$52,388.41
Teachers' Pension Fund	783,562
Receiver General RP0002	153,641
Receiver General RP0001	215,000
Municipal Pension Fund	97,145
Worksafe BC	149,520
Receiver General RP0002	131,806
Pebt In Trust c/o Morneau Shepell	118,205
Municipal Pension Fund	90,522



**LIST OF TRUSTEE RECUSALS
2025-2026**

**Date of Meetings held in the
absence of the public with one or
more declared Conflicts of Interest**

NIL

**MEETING OF THE BOARD HELD IN PUBLIC AND INAUGURAL MEETING
MINUTES
TUESDAY, NOVEMBER 4, 2025**

Board:

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

Student Trustees:

L. Catherall, KRSS
L. Chevalier, MSSS
R. Cuff, JVH
K. Fitz-Earle, LVR
G. Klassen, KRSS

District Staff:

D. Holitzki, Assistant Superintendent
C. MacArthur, Secretary-Treasurer
L. Carriere, Director of Aboriginal Education
B. Eaton, Director of Instruction - Curriculum, Instruction, and Assessment
C. Kerr, Director of Operations
C. Makeiv, District Teacher Coordinator
T. Malloff, District Principal – Innovative Learning
C. Singh, Director of Human Resources
S. Bruskowski, Executive Assistant

Regrets:

T. Smillie, Superintendent

1. Call to Order – Secretary-Treasurer MacArthur

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

2. Acknowledgement of Aboriginal Territory

3. Trustee Positions & Appointments

A. Election of Board Chair (12 month term)

Trustee Chew was acclaimed Chair of the Board of Education.

The meeting recessed at 5:02 PM and reconvened at 5:04 PM.

The Secretary-Treasurer transferred the meeting Chair position to Chair Chew.



Chair Chew thanked everyone and asked for their support in working towards student success. She thanked previous Board Chair Lang for her work.

B. Election of Board Vice-Chair (12 month term)

Trustee Bremner was acclaimed Vice-Chair of the Board of Education.

C. Election of Provincial Representative and Alternates (12 month term)

- BCSTA Provincial Councilor

Trustee Shunter was appointed BCSTA Provincial Councilor.

- BCPSEA Representative

Trustee Gribbin accepted and Trustee Lang declined their respective nominations.

Trustee Gribbin was appointed BCPSEA Representative.

- BCSTA Provincial Councilor Alternate

Trustee Blackmore was appointed BCSTA Provincial Councilor Alternate.

- BCPSEA Representative Alternate

Chair Chew was appointed BCPSEA Representative Alternate.

D. Notice for Expression of Interest for Representing the Interests of the Board of Education in Roles at Other Committees (12 month term)

Chair Chew asked Trustees to express interest in the following roles within the upcoming two weeks via email:

- Accessibility Committee (1 seat)
- Joint Safety Advisory Committee (JSAC) (2 seats)
- Policy Review Committee: (1 Trustee seat in addition to Policy PAC chair and Board Chair)

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

All positions had been acclaimed and no ballots needed to be destroyed.

4. Changes to the Proposed Agenda

Item 5A *Letter from Chair Lang to the Minister of Transportation and Transit* from the correspondence package was added to the agenda.

Item 13A *KBB Draft Motions Final Review* was added to the agenda.

5. Consent Package Questions

A. Letter from Chair Lang to the Minister of Transportation and Transit

A Trustee brought to the presenters' attention, in relation to Item 7B, the Chair's letter to the Minister of Transportation and Transit, as included in the correspondence package of the agenda, noting its close connection to the group's request.

6. Adoption of Agenda

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

25/26-012

THAT the Agenda for this November 4, 2025 meeting **BE ADOPTED**, as amended.

The motion carried unanimously.

7. Receiving Public Presentations

A. Nelson and Area Active Transportation Presentation



Guest speakers: Selena Davis, Andrew Murray, Brooke Jones

The Board of Education received a presentation from Nelson & Area Community Transportation (NACT) on *Nelson & Area Cycling Education*.

Trustees asked questions regarding the details of proposed action items related to promoting sustainability, cycling safety, and the associated funding model.

B. Highway 3 Bypass Presentation – KLTF

Guest speakers: Josh Nicol, Kat Takeda, Nadine Bala

The Board of Education received a presentation from KLTF on the planned Highway 3 Bypass in Creston.

The presenting group responded to questions from Trustees and requested that the information be shared with the Town of Creston. The group also asked to be included in future correspondence related to this matter.

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

9. Adoption of Minutes

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

25/26-013

THAT the minutes from the October 14, 2025 Meeting of the Board Held in Public

BE ADOPTED, as circulated.

The motion carried unanimously.

10. Future and Action Item Tracking – Nil

11. Education – Reports from the Superintendent

A. Numeracy Continuous Learning Report 2025-2026

Assistant Superintendent Holitzki introduced the 2025-2026 Numeracy Continuous Learning Report, noting numeracy as a district-wide priority to improve proficiency for all learners. Together with District Principal Malloff and District Teacher Coordinator Makeiv, she presented the district's three-year action plan (2024-2027) focused on data-informed instruction, professional learning, and equitable outcomes.

The presentation highlighted the Numeracy Coherence Model, which integrates assessment tools such as the Early Numeracy Profile (ENP), Number Sense Assessment (NSA), and Graduation Numeracy Assessment (GNA) to inform school learning plans. Key initiatives include early numeracy work in K-3, development of a K-9 Numeracy Framework, and collaboration through Communities of Practice and School Learning Plan Grants.

Trustees commended the emphasis on early numeracy and data alignment and inquired about supports for priority learners and sharing best practices. In response, staff outlined how assessments identify learning gaps and guide supports for students and parents.

B. Winter Celebrations

Assistant Superintendent Holitzki reminded attendees of the upcoming winter celebrations in December and provided an update on the event date for Trafalgar Middle School which was moved from December 4th to December 3rd. She noted that all other events will proceed as outlined in the agenda package and that Trustees will receive individual invitations from schools.



12. Operations and Finance – Nil

13. Governance and Policy

A. KBB Draft Motions Final Review

SD8 is part of the Kootenay Boundary Branch (KBB), a regional division. The Board was asked to support bringing two motions forward to the regional branch for consideration.

TITLE: BCSTA Policy Book Reference to Child Care and Learning

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-014

THAT the BCSTA:

- Review the BCSTA Policy Book to ensure that child care is represented in its foundational statements;
- Updates its Policy Book to make current the name “Ministry Education and Child Care”;
- Define roles and responsibilities of school districts; and,
- Ensure that advocacy for child care and learning is represented in its policy statements; and

THAT this proposal be brought forward to the BCSTA Kootenay Boundary Branch meeting for consideration for a motion to be brought forward to the BCSTA.

The motion carried unanimously.

TITLE: Child Care Funding to School Districts

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-015

THAT the BCSTA requests that the Ministry of Education and Child Care, Ministry of Infrastructure, and the Ministry of Finance considers a funding model that provides for the BC Education and Child Care funding model to provide for predictable, sustainable funding and capital project funding for development of child care spaces and expands 10-dollar-a-day child care and learning in school facilities; and

THAT this proposal be brought forward to the BCSTA Kootenay Boundary Branch meeting for consideration for a motion to be brought forward to the BCSTA.

The motion carried unanimously.

14. Human Resources – Nil

15. Trustee Verbal Reports

A. Student Trustees

• **LVR (Student Trustee Fitz-Earle)**

Student Trustee Fitz-Earle reported an energetic fall season at L.V. Rogers Secondary. The school raised \$3,300 for the Terry Fox Foundation through student and staff efforts, while athletics and intramural programs continue to thrive—highlighted by the girls’ junior volleyball team’s first place win in Oliver. LVR’s house system has fostered strong school spirit, and students have participated in a variety of community learning trips and upcoming art collaborations with Wildflower School. The school is also preparing



for its Remembrance Day ceremony and recently hosted more than 10 post-secondary recruiters for senior students.

- **KRSS (Student Trustee Klassen)**

Student Trustee Klassen reported an active fall at Kootenay River Secondary, with student leadership and clubs contributing to a vibrant school culture. Student Council hosted a spirited week of activities in late October and is planning a Winter Wonderland dance and November bake sale. The Art Club organized a silent auction supporting both local and national charities, while students are developing a new house system and debate club. The foods program continues to serve meals four days a week, complemented by a wide range of after-school clubs, sports, and leadership initiatives.

- **JVH (Student Trustee Cuff)**

Student Trustee Cuff reported a busy and engaging fall season at JVH. The school held a Halloween door decorating contest judged by intermediate students, followed by a high school-wide Halloween celebration organized by Student Parliament. Activities included a costume contest, pumpkin carving, candy toss, and musical chairs, all designed to foster school spirit and connection across grades. Safety drills for fire and earthquake preparedness were also completed during the week, ensuring a fun and proactive close to October.

- **MSSS (Student Trustee Chevalier)**

Student Trustee Chevalier reported a positive and active fall at Mount Sentinel Secondary. Students participated in a variety of community and school events, including Spirit Week, the Halloween costume contest, and several athletics tournaments. The Grad class is leading fundraising initiatives for upcoming activities, while leadership students are planning winter events to continue building school spirit. Academic engagement remains strong, with students taking part in cross-curricular projects and preparing for the upcoming reporting period.

B. Trustees

- Vice Chair Bremner attended the Student Leadership Conference in Creston, noting it was a valuable event focused on mental health. She also attended the Indigenous Education Council meeting, the first with full membership present, and looks forward to the committee's upcoming work and recommendations.
- Trustee Trenaman attended the Student Leadership Conference in Creston and expressed appreciation for the learning opportunity. She also attended Part 1 of a webinar on artificial intelligence and its impact on education.
- Trustee Blackmore attended the Student Leadership Conference in Creston and commended the keynote presentation on the Open Parachute program. She noted the district is well-resourced to support student mental health and wellbeing and commented on the user-friendly nature of the district's portal.
- Trustee Shunter attended the Student Leadership Conference in Creston and participated in a School Board Trustees Climate Caucus call.



- Trustee Nazaroff attended a BCSTA workshop on artificial intelligence, reflecting on the role of educational leaders in helping students flourish. She also attended the Student Leadership Conference in Creston and a meeting of the Seagull Slokan Valley Literacy Council, noting the strong efforts of community partners supporting literacy across the district.

C. Chair

Former Chair Lang expressed appreciation to Vice Chair Bremner for her leadership and support while fulfilling additional responsibilities over the past few months. She noted it had been an honour to serve as Chair and extended congratulations to the newly elected Chair and re-elected Vice Chair.

Chair Chew noted that the upcoming BCSTA Academy will be held shortly.

D. British Columbia School Trustee Association (BCSTA)

See above.

E. British Columbia Public School Employers' Association (BCPSEA)

Trustee Lang noted that she had previously forwarded information from BCPSEA to the Board. Trustee Gribbin will assume this role moving forward, with the understanding that certain information may be confidential and shared only with Trustees not in conflict.

F. District Parent Advisory Committee (DPAC)

Vice Chair Bremner reported that the AGM was deferred to November 20 at 6:00 p.m. PST due to a lack of quorum at the beginning of the last DPAC meeting. Parents had expressed concerns regarding effective methods of information sharing.

G. Other

16. Comments or Questions from the Public

Assistant Superintendent Holitzki responded to a question from DPAC Representative Nazaroff regarding the distribution of DPAC emails to parents. She noted that this is an operational matter and will be addressed by the Superintendent in collaboration with staff.

17. Meeting Schedule and Reminders

A. Board Meetings

The next Meeting of the Board held in Public is scheduled for December 9, 2025.

18. Adjournment

The meeting was adjourned at 6:51 PM.

Board Chair

Secretary-Treasurer



FUTURE AND ACTION ITEMS - MEETINGS OF THE BOARD HELD IN PUBLIC

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	WHEREAS there are nine Board owned properties under consideration for sale in the existing 2016-2026 Facilities Plan, which the Board has previously resolved to sell; WHEREAS the Board is currently in the process creating a new facilities plan (the "2019-2029 Facilities Plan"), for which it is currently consulting with stakeholders and has contracted Baragar Systems to provide long-range enrolment projections and demographic analysis; Moved by Trustee Lang, seconded by Trustee Chew: NOW THEREFORE BE IT RESOLVED THAT in line with past Board resolutions, the following property interests be sold forthwith: 1. Former Crawford Bay maintenance yard; 2. Retallack land; 3. Former Yahk Elementary, and; 4. Ymir Land; THAT the sale of the following property interests be deferred until the Board adopts the new 2019-2029 Facilities Plan: 1. Former Al Collinson Elementary; 2. Former Gordon Sargent Elementary; 3. Kin Park in Creston, and; 4. Salmo tennis court & pool land	Secretary-Treasurer	As of April 2023, the following properties have not sold: - Former Crawford Bay maintenance yard; - Retallack II; - Ymir Land - Salmo Tennis Court & Pool Land	In Progress
Standing Resolutions						
Completed Resolutions						
November 4, 2025	25/26-015	KBB Motion Building - Advocate for Child Care Funding	THAT the BCSTA requests that the Ministry of Education and Child Care, Ministry of Infrastructure, and the Ministry of Finance considers a funding model that provides for the BC Education and Child Care funding model to provide for predictable, sustainable funding and capital project funding for development of child care spaces and expands 10-dollar-a-day child care and learning in school facilities; and THAT this proposal be brought forward to the BCSTA Kootenay Boundary Branch meeting for consideration for a motion to be brought forward to the BCSTA.			Complete
November 4, 2025	25/26-014	KBB Motion Building - Advocate for Child Care	THAT the BCSTA: • Review the BCSTA Policy Book to ensure that child care is represented in its foundational statements; • Updates its Policy Book to make current the name "Ministry Education and Child Care"; • Define roles and responsibilities of school districts; and, • Ensure that advocacy for child care and learning is represented in its policy statements; and THAT this proposal be brought forward to the BCSTA Kootenay Boundary Branch meeting for consideration for a motion to be brought forward to the BCSTA.			Complete
November 4, 2025	25/26-013	Adoption of Minutes	THAT the minutes from the October 14, 2025 Meeting of the Board Held in Public BE ADOPTED, as circulated.			Complete
November 4, 2025	25/26-012	Adoption of Agenda	THAT the Agenda for this November 4, 2025 meeting BE ADOPTED, as amended.			Complete
October 14, 2025	25/26-011	Add Agenda Item	THAT item "KBB Member at Large" be added to the agenda of this meeting.			Complete
October 14, 2025	25/26-010	Adoption of Minutes	THAT the minutes from the September 9, 2025 Meeting of the Board Held in Public BE ADOPTED, as circulated.			Complete
October 14, 2025	25/26-009	Adoption of Agenda	THAT the Agenda for this October 14, 2025 meeting BE ADOPTED, as circulated.			Complete
September 9, 2025	25/26-008	Approve 2025-2026 Minor Capital Submission (3)	THAT the 2026/27 funding request for 6 buses be approved. READ A FIRST TIME THE 9th DAY OF September 2025; READ A SECOND TIME THE 9th DAY OF September 2025; READ A THIRD TIME, PASSED THE 9th DAY OF September 2025.			Complete



FROM: Trish Smillie, Superintendent
DATE: December 9, 2025
SUBJECT: Early Years Continuous Learning Report 2025-2026

For Information

Introduction

This memorandum provides an overview of the [Early Years Continuous Learning Report](#) for the 2025-2026 school year.

Information

The mandate of public education is to develop the educated citizen. School District No.8 (Kootenay Lake) is guided by its strategic plan, vision, mission, and core values. All resources and district initiatives are aligned with Ministry of Education and Child Care goals. School learning plans also support the district's commitment to the Ministry of Education and Child Care's "Educated Citizen" mandate that focuses on the intellectual, human and social and career development of every student.

SD8 has three goals that relate to early learning for all students in kindergarten to grade 3:

- Improve literacy proficiency for all learners.
- Improve numeracy proficiency for all learners.
- Enhance success for early learners, learners with diverse needs, including Indigenous learners, English Language Learners, and Children in Care.

The Early Learning Continuous Learning Report 2025-2026 reviews and analyzes K-3 data in literacy, numeracy, and developmental domains and provides a description of the initiatives, professional learning opportunities, resources, and continuous data review cycle that comprise SD8's commitment to ensuring success for all learners in the early years. Action items are prioritized to ensure continuous learning for all learners, particularly Indigenous learners, learners with diverse abilities, children and youth in care, and English language learners. Action items in the early years report are connected to the priority areas outlined in the 2025-2026 Enhancing Student Learning Report and to the literacy and numeracy action plans as outlined in the literacy and numeracy continuous learning reports for 2025-2026.

With the continued implementation of a district-wide kindergarten to grade 3 learning framework, consistent district-wide assessments, comprehensive data analysis and targeted professional learning and training for staff, SD8 is optimistic that all learners, and in particular priority learners, will achieve proficiency in kindergarten to grade 3, setting the foundation for success throughout learners' K-12 school experience and beyond.





School District 8
Kootenay Lake

EARLY YEARS CONTINUOUS LEARNING REPORT 2025-2026

December 9, 2025





ACKNOWLEDGMENT

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





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EXECUTIVE SUMMARY

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

The values embedded in the strategic plan include placing learners at the centre, building communities of caring and connection, ensuring equity for diverse learners and respect for cultural identity, and fostering lifelong learning and caring for the future. Our mission is to inspire and support each learner to thrive in a caring learning environment.

Specifically, the focus is on the following goals in relation to early learning:

Lifelong Learning

- Engage each learner to improve and excel in literacy and numeracy
- Enhance success for early learners, learners with diverse needs, English language learners, and children in care

Connected Learners

- Build knowledge, curiosity, and awareness about local and global priorities
- Promote collaborative partnerships with the local and broader community
- Increase opportunities for students to have a voice, to engage and to explore their interests





EXECUTIVE SUMMARY

Caring and Inclusive Learning Culture

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

Cultural and Identity Development

- Engage in practices that champion truth, healing and reconciliation
- Include Indigenous worldviews and ways of knowing in our teaching and learning
- Celebrate diversity by embedding opportunities for learning focused on diversity and inclusive practices

The values embedded in the strategic plan include placing learners at the centre, building communities of caring and connection, ensuring equity for diverse learners and respect for cultural identity, and fostering lifelong learning and caring for the future.

Specifically, SD8 endeavours to improve student learning through interest-based, competency-based, flexible, and innovative approaches.

The focus areas of this report are on lifelong learning and caring and inclusive learning cultures, ensuring all learners reach proficiency in literacy and numeracy, especially for early learners, learners with diverse needs, English language learners, and children in care. As well, through the development of welcoming, engaging and accessible learning spaces, collaborative community partnerships, and through supporting cultural and identity development, all learners will have opportunities to thrive and develop essential foundational skills.

This report outlines the early learning action plan, including the process for monitoring for continuous improvement.

Action Plan (2024-2027)

Actions outlined in this report serve SD8's strategy to continuously improve outcomes for all early learners. The action plan is a high priority for the 2024-2027 school years. SD8 continually monitors these priorities to ensure continuous improvement for all learners - Indigenous learners, learners with diverse abilities, children and youth in care, and English language learners.

Strategic Priorities:

Lifelong Learning

"We aim to improve student learning through interest-based, competency-based, flexible and innovative approaches."

Caring and Inclusive Learning Cultures

"We aim to promote physical and mental well-being through social-emotional learning and to foster compassionate learners."



EXECUTIVE SUMMARY

1	Empower schools to create data-informed, inclusive literacy, numeracy, and social-emotional learning (SEL) action plans that support all learners.	Achievement Data: - Early Literacy Profile (ELP), Acadience, Early Numeracy Profile (ENP), Number Sense Assessment (NSA), written learning updates Transitions Metrics: - Grade-to-grade transition rates - Transitions meetings Surveys & Feedback: - Childhood Early Experiences Questionnaire (CHEQ) - Early Development Instrument (EDI) - School learning plan proficiency guidelines - School learning plans (literacy and numeracy goals)	- All schools set SMART literacy and numeracy objectives aligned with strategies and action plans in their school learning plans by end of 2026. - Priority learner needs (e.g., Indigenous learners, learners with disabilities/diverse abilities, ELL students) are explicitly addressed in literacy and numeracy objectives and action plans in all school learning plans by end of 2026. - Evidence of school teams regularly using localized and provincial data to monitor progress in their school learning plans by end of 2026 with 100% of schools reporting using literacy and numeracy data (ELP, Acadience, ENP, NSA, learning updates) in planning for success. - Evidence of literacy and numeracy instructional shifts and interventions based on ongoing data analysis documented in school learning plans by end of 2026. - Successful grade-to-grade academic transitions, with transitions rates for priority learners increasing annually.
2	Strengthen early literacy and numeracy through targeted screening, assessment, and instruction in K-3 classrooms.	Achievement/Developmental: - Early Literacy Profile (ELP) - Acadience (kindergarten) - Early Numeracy Profile (ENP) - NSA (grade 2) - Written learning updates (literacy and numeracy) - CHEQ data - EDI data Transitions Metrics: - Grade-to-grade transition rates - Primary success meetings Surveys & Feedback: - Parent feedback (CHEQ) - Teacher feedback after learning events	95%+ of K-1 students participate in ELP and ENP assessments. - Implementation of Acadience screener in kindergarten in 2025-2026. - Grade 2 implementation of Number Sense Assessment (NSA) in 2025-2026. - Grade 3 implementation of NSA in 2026-2027. - Primary teachers use class and cohort profiles from literacy and numeracy data. - Year-over-year growth in participation rates in professional learning, in-service, and communities of practice with increased teacher confidence in data use and evidence-based instruction demonstrated through surveys. - By end of 2026, K-3 proficiency rates on ELP aspect High Frequency Words increases by 5% at each grade - By end of 2026, 80% of students demonstrate proficiency in the ENP on key numeracy aspects at K-1 and on the NSA at grade 2.

EXECUTIVE SUMMARY

3	Develop primary communities of practice to enhance and strengthen instruction in grades K-3 literacy, numeracy and social-emotional learning, with a focus on priority learners.	Achievement Data: - Acadience, ELP, ENP, NSA - Written learning updates Assessment & Planning Tools: - District literacy and numeracy assessments (ELP, ENP, and NSA) - Provincial questionnaires (CHEQ and EDI) - Normative screener (Acadience) - Literacy, Numeracy, and SEL objectives and strategies evident in school learning plans Participation & Innovation: - Community of practice participation and feedback - School learning plan grants (K-3 focus)	- Improved student achievement in literacy, numeracy, and SEL outcomes, evidenced through ELP, ENP, NSA, Acadience, and provincial questionnaires (CHEQ and EDI). - Increased educator participation from all Families of Schools (FOS) in primary communities of practice, with 80% or more reporting positive impact on instructional practice. - Demonstrated use of screening and assessment data in instructional planning, particularly for priority learners, as reflected in all school learning plans by end of 2026.
4	Continue to support a comprehensive district-wide transition into kindergarten program in all schools	- Ready Set Learn (RSL) events - Compassionate System Leadership (CSL) participation by K-3 teachers and principals - StrongStart program enrolment - Transition into school meetings, particularly for priority learners	100% of elementary schools host annual Ready Set Learn events by end of 2026. - Increased participation of families attending RSL events (target 100% by end of 2026). - CHEQ and EDI data show smoother transitions and increased kindergarten readiness (reduce EDI vulnerability in kindergarten readiness questions by 5% district-wide in Wave 10 survey in 2027). - All K-3 principals using Compassionate Systems Leadership tools by end of 2027.
5	Provide equitable access to high-impact literacy, numeracy, and social-emotional learning resources to support professional learning.	Digital Engagement: - Monthly tracking of Sharepoint view analytics (videos and webinars) Resource Tracking: - Tracking of number and type of resources distributed during professional learning events, to schools, and through communities of practice Participation and Feedback - Community of practice feedback on learning resources such as book studies - Participation rates in learning events - School learning plan grant resource utilization	- Increased engagement with the Early Learning Professional Learning Sharepoint site as reported by teacher feedback and through data analytics (views). - School learning plans and grants include references to district-used professional texts to support strategies and action plans. - Increased teacher satisfaction in K-3 resources as reference through teacher feedback and usage. - Ongoing development of early learning resources by district K-3 teacher-coordinator.



EXECUTIVE SUMMARY

6	Support literacy, numeracy, and social-emotional learning success through academic transitions in K-3.	Achievement & Assessment Data: ♦ ELP, Acadience, ENP, NSA, and written learning updates Transitions Metrics: ♦ Grade-to-grade transition rates ♦ Primary success meetings	♦ Improved grade-to-grade transition outcomes for grade band cohorts, including increased rates of academic readiness and proficiency at key transition points, as reflected in school and district data. ♦ Transition plans include evidence of focus on 100% of priority learners by end of 2026. ♦ At least 80% of students demonstrate growth on key literacy and numeracy benchmarks from fall 2025 to spring 2026.
7	Strengthen instructional leadership through collaborative academic and social-emotional planning and data-informed decision-making.	Achievement & Assessment: ♦ Provincial (CHEQ, EDI), district (ELP, ENP, NSA) School Planning & Leadership: ♦ Literacy, numeracy, and SEL objectives and action plans in school learning plans ♦ School learning plan proficiency guidelines Surveys & Feedback: ♦ Feedback from school leaders and staff about collaborative planning and data-informed decision-making to improve learner proficiency.	♦ 100% of schools develop and refine literacy, numeracy, and social-emotional learning target objectives and action plans within their school learning plans, with a clear focus on priority learners and informed by cohort and class-level profile data. ♦ School leaders demonstrate enhanced capacity in data literacy and instructional leadership, as evidenced through the school learning plan proficiency guideline reflections and improved outcomes in all schools by the end of 2026. ♦ Improvement in student literacy and numeracy achievement (proficiency) for grade band cohorts (focus on priority learners) on localized assessments (ELP, ENP, and NSA) by end of 2026.
8	Continue to add licensed child care spaces in schools and on school grounds throughout the district, according to AP 3406: Provision of Child Care, with a focus on spaces for priority populations	♦ District Administrative Procedure (AP) 3406: Provision of Child Care ♦ Child care space inventory and enrolment capacity ♦ Child care enrolment (Seamless Day and third party) ♦ Child Care New Spaces grant application (2026)	♦ Increase in child care spaces on school grounds by an additional 48 spaces for school-aged children by the end of 2026.
9	Work with local, regional and provincial partners to promote and sustain the availability of quality, licensed child care spaces throughout the district	♦ Ministry of Education and Child Care Community of Practice ♦ Childcare Resource and Referral (CCRR) collaboration ♦ Community child care table collaboration ♦ StrongStart facilitator year-end feedback ♦ Early childhood educator feedback for RSL projects	♦ Participation in planning meetings in each family of schools' region of the district at least once by the end of 2026.





EXECUTIVE SUMMARY

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.

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 [continuous learning report name here] 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 supports learner success in the early years.



INTRODUCTION

Background - Early Learning in SD8

School District No.8 (Kootenay Lake) is guided by its vision and core values. All resources and district initiatives are aligned with Ministry of Education and Child Care goals. School learning plans also support the commitment to the “Educated Citizen” mandate that focuses on the intellectual, human and social and career development of every student.

SD8 is a learning organization committed to continuously reviewing, refining and reflecting upon its practice to support the best possible outcomes for learners. SD8 goals for early learners in grades K–3 include:

- | “Improve literacy proficiency for all learners”
- | “Improve numeracy proficiency for all learners”
- | “Improve physical and mental well-being through social-emotional learning and develop compassionate learners”

Throughout K–12, the BC curriculum focuses on literacy, numeracy, and social emotional learning development. [K–12 Learning Progressions](#) help teachers plan and deliver lessons and activities, provide formative assessment to students, and communicate student learning to students, parents, and caregivers. Learning Progressions assist teachers in purposefully incorporating the development of key literacy and numeracy skills into their teaching practice.

Learning Progressions Example: K–5 Aspect – Comprehends Text

K-5 CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE LEVEL PROFICIENCY DESCRIPTORS							
Aspect	Sub-aspect	K	1	2	3	4	5
Comprehends text <i>Makes meaning from text(s)</i>	Interprets texts <i>Examines a text or texts to support comprehension</i>	Identifies text features and applies strategies to identify main ideas of the text to support understanding texts: oral, visual, digital, etc.	Identifies text features and applies strategies to identify main ideas and purpose of the text to support understanding texts: oral, visual, digital, etc.	Applies strategies and demonstrates understanding of text features to identify messages, ideas, and/or tone in the text strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions texts: oral, visual, digital, etc.	Applies strategies and demonstrates understanding of text features to identify messages, ideas, and/or tone in the text strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions texts: oral, visual, digital, etc.	Applies strategies and identifies text features to highlight themes, key messages, ideas, and/or tone to examine purpose and perspective of the text strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions texts: oral, visual, digital, etc.	Applies strategies and identifies text features to highlight themes, key messages, ideas and/or tone to examine purpose and perspective of the text strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions texts: oral, visual, digital, etc.
	Makes connections <i>Makes meaning from text and uses experience (e.g., personal experience, prior learning, including from other learning areas) to make connections and deepen understanding</i>	Makes connections with text(s) connections: personal experiences, prior knowledge, other text(s) texts: oral, visual, digital, etc.	Makes connections with text(s) connections: personal experiences, prior knowledge, other text(s) texts: oral, visual, digital, etc.	Makes connections with texts and between ideas within text(s) connections: personal experiences, prior knowledge, other text(s) texts: oral, visual, digital, etc.	Makes connections with texts and between ideas within text(s) connections: personal experiences, prior knowledge, other text(s) texts: oral, visual, digital, etc.	Makes connections with key aspects of text(s) and important ideas within text(s) to support understanding connections: personal experiences, prior knowledge, other text(s) texts: oral, visual, digital, etc.	Makes connections with key aspects of text(s) and important ideas within text(s) to support understanding connections: personal experiences, prior knowledge, other text(s) texts: oral, visual, digital, etc.

View full version: <https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/learning-pathways/k-5-cross-curricular-literacy-learning-progressions.pdf>



INTRODUCTION

The Ministry of Education and Child Care has also recently developed the [K-4 Cross Curricular Literacy Proficiency Profiles](#) to demonstrate what a proficient learner will know and do in language arts at each grade level. The first set of proficiency profiles (K-4) will be accompanied in the future by grades 5-12 proficiency profiles, with the completed set of grades K-12 profiles providing students, teachers, and parents consistent proficiency markers for K-12 literacy development across the province.

Proficiency Profile Example – Kindergarten

Curricular Competencies (Do)	Cross Curricular Literacy Proficiency Descriptors	Content (Know)	Oral Language, Reading and Writing Foundational Proficiency Descriptors
Learning Standard - Required	What does proficient student learning look like when students DO the Curricular Competencies	Learning Standard - Required	What does proficient student learning look like when students KNOW the Content Learning Standards
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to: Comprehend and connect (reading, listening, viewing) - Use sources of information and prior knowledge to make meaning - Use developmentally appropriate reading, listening, and viewing strategies to make meaning - Explore foundational concepts of print, oral, and visual texts - Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community - Recognize the importance of story in personal, family, and community identity - Use personal experience and knowledge to connect to stories and other texts to make meaning - Recognize the structure of story Create and communicate (writing, speaking, representing) Exchange ideas and perspectives to build shared understanding - Use language to identify, create, and share ideas, feelings, opinions, and preferences - Create stories and other texts to deepen awareness of self, family, and community	A Proficient Kindergarten student: Comprehend and connect - identifies text (e.g., oral, visual, digital, etc.) features and applies strategies to identify main ideas of the text to support understanding. - makes connections (e.g., personal experiences, prior knowledge, other text(s)) with text(s). - uses observations of texts to make predictions and ask questions. - explores texts relevant to the task and purpose. - recalls information from the text that is relevant to the task and purpose. - identifies similarities and differences within or between texts. Create and communicate - generates ideas, using experience(s) (e.g., personal, prior learning, etc.) checks (through conversation with teacher or peer, applies prompts, etc.) to ensure that the generated idea(s) are related to the activity. revises (reworks) idea(s) based on directed and specific feedback. - shares ideas, using learning-area materials (e.g., vocabulary, images, manipulatives). - explores a variety of media with which to present idea(s) and information. - identify a reason that supports decisions and/or ideas.	Students are expected to know the following: Story structure of story literary elements and devices Strategies and processes reading strategies oral language strategies metacognitive strategies writing processes Language features, structures, and conventions concepts of print letter knowledge phonemic and phonological awareness letter formation the relationship between reading, writing, and oral language	A Proficient Kindergarten student: Story - tells simple stories using different story frameworks (e.g., walking story or climbing story). - can identify if two words rhyme, or do not rhyme. - can produce a word that rhymes with another word. - demonstrates an understanding of commonly used words. - acquires and uses explicitly taught Tier 1, Tier 2 and Tier 3 vocabulary words in various contexts, including other subject areas. - has a bank of high frequency words that are read as sight words. - uses developing morphological knowledge to analyze and understand new words in context. - tells a story by drawing a picture or using tactile materials (e.g., clay, popsicle sticks, wooden characters). - can complete a sentence starter. - begins to write 1-2 sentences to describe their picture. Strategies and processes - demonstrates an understanding of the 44 letter sounds (phonemes), including most (25-30) individual letter sounds and some (3-5) letter teams. - communicates simple sentences to express ideas and needs. - asks and answer questions using simple sentences. - counts/claps words in a sentence. - uses conjunctions (e.g., and, but, because) to form compound sentences, with guidance from teacher prompts (who, what where, when how). - understands and uses common nouns and action verbs when orally describing written/visual output. - tells and retells a simple story or event in sequential order using basic vocabulary and key details. - identifies plural endings (-s). - recognizes and can read common words after multiple exposures and practice (e.g., their name, the, I, etc.) - begins to blend consonant-vowel-consonant (CVC) words in isolation and is beginning to read very simple text. - starts to recognize punctuation marks (e.g., period). - understands that print carries the meaning. - answers who, what, when, where, and how questions about a simple story. Retelling the main events or central ideas of a text.

View full version: <https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/learning-pathways/k-4-english-language-arts-proficiency-profiles-definitions.pdf>

In British Columbia, K-3 numeracy is framed by the redesigned Mathematics curriculum and the province's Learning Pathways. The curriculum expects teachers to interweave big ideas, curricular competencies (reasoning, modeling, communicating), and content (e.g., number, patterns, geometry, data) from the earliest years, so that students build conceptual understanding and fluency together rather than as isolated skills. In kindergarten, for example, the curriculum highlights one-to-one correspondence, composing/decomposing to 10, and the link between number sense and computational fluency.

To help teachers see what "proficient" looks like in primary math, BC's new K-4 Foundational Learning Progressions (Math) describe a developmental continuum for skills such as number sense, operations, patterning, measurement, and data, with grade-level descriptors and classroom examples. These progressions are meant for planning and formative assessment (not as a replacement for the curriculum) and align directly to the BC math learning standards. These are used along with the new K-12 Cross-Curricular Numeracy Learning Progressions to describe numeracy thinking and communication skills that all teachers can use across subjects.



INTRODUCTION

New Cross-Curricular Numeracy Learning Progressions – Grade Level Proficiency Descriptors (K-5 example)

CROSS-CURRICULAR NUMERACY LEARNING PROGRESSIONS – GRADE LEVEL PROFICIENCY DESCRIPTOR S							
ASPECT	SUB-ASPECT	K	1	2	3	4	5
Solves Implements a plan to solve the mathematical problem and checks their solution	Estimates reasonably in context Uses the information provided to support a best guess solution	Estimates the scope of the answer scope: e.g., range, size, shape, time	Estimates the scope of the answer	Estimates reasonably within known parameters, using benchmarks benchmarks: e.g., 25, 50, 100, distance, colour, rhythm, pattern	Estimates reasonably within identified parameters, using benchmarks and information from the scenario benchmarks: e.g., up to 1000, distance, colour, rhythm, pattern	Estimates reasonably within identified parameters, using benchmarks and relevant information from the scenario benchmarks: e.g., up to 10 000, fractions, decimals, distance, colour, rhythm, pattern	Estimates reasonably within identified parameters, using benchmarks and relevant information from the scenario benchmarks: e.g., up to 1 000 000, fractions, decimals, distance, colour, rhythm, pattern
	Solves the mathematical problem Uses various approaches to find a solution to the problem	Finds a solution, using play, concrete materials, or models	Finds a solution, using play, concrete materials, or models	Finds a solution, using mathematical tools and/or strategies strategies: e.g., play, concrete materials, models	Finds a solution by applying familiar mathematical tools and/or strategies	Finds a solution by applying familiar mathematical tools and/or strategies strategies: e.g., equations, play, concrete materials, models	Finds a solution by applying familiar mathematical tools and/or strategies
	Verifies accuracy of the mathematical solution Checks their solution based on similar problems, others' solutions, or their estimate	Compares their solution with those of their teacher and/or peers	Compares their solution with those of their teacher and/or peers	Verifies the accuracy of their solution by comparing it with a variety of proofs/checks, including estimation	Verifies the accuracy of their solution, using familiar mathematical strategies and/or by comparing with their estimate familiar: previously seen or modelled	Verifies the accuracy of their solution, using reasonable estimates and other familiar mathematical strategies	Verifies the accuracy of their solution, using reasonable estimates and other familiar mathematical strategies

View full version: <https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/learning-pathways/k-5-numeracy-learning-progressions.pdf>



INTRODUCTION

New K-4 Foundational Math Learning Progressions (example)

K-4 Foundational Math Learning Progressions					
Skill: Number Sense					
Students with proficient Number Sense think flexibly and fluently. Number Sense is an understanding of numbers, ways of representing numbers, relationships among numbers, and making sense of numbers and quantities. It is developed through engaging in rich mathematical tasks in which students represent numbers in concrete, pictorial, and symbolic ways.					
Sub-skill	Proficiency Descriptor <i>(for the end of the school year)</i>				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Whole Number Concepts <i>Students develop an understanding that numbers can represent a quantity. They also learn how to communicate with and about numbers. As students move to higher grades, they investigate relationships and patterns between numbers such as concepts of place value to be able to fluently add, subtract, multiply, and divide.</i>	For numbers up to 10: - Accurately count (stable order counting): - Forwards from 1 to 10 - Backwards from 10 to 1 - Forwards to 10 from different starting points - Backwards to 1 from different starting points - A group of up to 10 objects (one-to-one correspondence, cardinality) - A group of up to 10 objects which has been rearranged (conservation) - Represent the number of objects in a set in concrete, pictorial, and symbolic forms (e.g., using interlocking cubes, natural materials, counting on fingers, pictures, or using a numeral), to make sense of quantities - Identify and write the numerals 0-9 - Instantly recognize the number of objects (subitizing) in sets up to 5 (e.g., images, objects, dots, ten frame) <i>Note: Teachers may find it appropriate to first build number concepts of 5 as a scaffold to number concepts of 10</i>	For numbers up to 20: - Accurately count (stable order counting): - Forwards from 1 to 20 - Backwards from 20 to 1 - Forwards to 20 from different starting points Skip count by 2, 5, and 10, to 20 - Compare and order numbers to make sense of quantities: - Use relational language (e.g., more than, less than, equal to) - Identify surrounding numbers using tools such as a number line or hundreds chart (e.g., 1 more or 2 less) - Represent the number of objects in a set in concrete, pictorial, and symbolic forms (e.g., using interlocking cubes, natural materials, loose parts, tally marks, or using a numeral), to make sense of quantities - Write the numbers 0-20 - Instantly recognize the number of objects (subitizing) in sets up to 5 (e.g., images, objects, dots, ten frame)	For numbers up to 100, - Compare and order numbers to make sense of quantities Skip count by 2, 5, and 10, to 100, using different starting points - Backward skip count by 5 and 10 - Identify surrounding numbers (+1, +2, and +10, -1, -2, and -10) - Represent numbers in concrete, pictorial, and symbolic forms Estimate the number of objects in a set up to 100 by decomposing the set into smaller sets or by using referents/benchmarks - Use benchmarks of 10 to support estimation - Recognize if a number is odd or even and explain why (concept of pairs: even numbers can be decomposed to pairs) - Understand place value as the relationship between the digits within a number and their value, to 99 (e.g., the digit 4 in 49 has the value of 40) - Demonstrate how numbers can be decomposed into 10s and 1s using place value (e.g., 47 is 4 tens and 7 ones, 100 is 10 tens OR 100 ones) - Represent place value concepts in concrete, pictorial, and symbolic forms (e.g., using base-10 blocks or expanded form of numbers)	For numbers up to 1000, - Compare and order numbers to make sense of quantities Skip count by 2, 3, 5, 10, 25, 100, using different starting points, to support the skills of repeated addition and learning multiples - Backward skip count by 2, 5, and 10 to support the skill of repeated subtraction - Represent numbers in concrete, pictorial, and symbolic forms - Estimate the number of objects in a set up to 1000 by decomposing the set into smaller sets or by using referents/benchmarks - Use benchmark numbers like multiples of 10, 50, and 100 to support estimation - Recognize if a number is odd or even and explain why (concept of pairs/dividing by 2: even numbers can be divided into 2 equal groups) - Understand place value as the relationship between the digits within a number and their value, to 999 (e.g., the digit 4 in 342 has the value of 40 ones or 4 tens) - Demonstrate how numbers can be decomposed into 100s, 10s and 1s using place value (e.g., 140 is 14 tens OR 140 ones or 1 hundred, 4 tens and 0 ones, 47 is 4 tens and 7 ones OR 3 tens and 17 ones) - Represent place value concepts in concrete, pictorial, and symbolic forms (e.g., use base-10 blocks to count 10 hundred squares, showing equality to 1 thousand cube)	For numbers up to 10 000, - Compare and order numbers to make sense of quantities - Use flexible counting strategies (e.g., counting up using benchmark numbers like multiples of 5, 10, 25, 50, and 100) - Represent numbers in concrete, pictorial, and symbolic forms - Estimate the number of objects in a set up to 10 000 by decomposing the set into smaller sets or by using referents/benchmarks - Understand place value as the relationship between the digits within a number and their value, to 9999 (e.g., the digit 4 in 8342 has the value of 40 ones or 4 tens or the digit 8 is worth 8000) to make sense of quantities - Demonstrate how numbers can be flexibly decomposed (i.e., 8342 can be decomposed to 4000 and 4342 or 83 hundreds and 42 ones) - Connect decomposition of numbers to expanded form (e.g., 8342 = 8000 + 300 + 40 + 2) - Understand the role of zero as a placeholder (e.g., 701 means that there are 0 tens)

View full version: <https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/learning-pathways/k-4-math-foundational-learning-progressions.pdf>

Resources:

[BC Curriculum: English Language Arts](#)

[British Columbia: Learning in the Primary Years](#)

[K-5 Cross-Curricular Learning Progressions](#)

[K-4 English Language Arts Literacy Proficiency Profiles](#)

[K-12 Literacy Supports and Learning Disabilities](#)

[BC Mathematics Curriculum](#)

[K-4 Math Proficiency Profiles](#)

[K-4 Mathematics Foundational Learning Progressions](#)



INTRODUCTION

Assessment At K-3

SD8 uses a system-wide set of assessments from K-3. These assessments provide a consistent approach to data collection, review, and implementation of improvement strategies across the district.

SD8 K-12 Literacy Assessment Inventory

 Early Literacy (K-3) Profile (ELP)	 ILA (4-6) Assessment	 FSA 4&7 (Literacy)	MYLA 7-9 (Middle Years Literacy Assessment)	 GLA 10 & GLA 12
Building Foundational Literacy Skills Localized (District- Based) <i>Fall, Winter, Spring</i>	Themes of Reading Comprehension and Fluency Curricular Competency Development Localized (District- Based) <i>Fall, Winter, Spring</i>	Applying the literacy Process (Comprehend, Connect, Analyze, Interpret, Respond) Building on Skills and Content Knowledge Provincial <i>Annual (Fall)</i>	Applying the Literacy Process (Comprehend, Connect, Analyze, Interpret, Respond) Building on Skills and Content Knowledge Localized (District-Based) <i>Fall, Winter, Spring</i>	Contextual, Cross-Curricular Applied Literacy Assessment Provincial <i>Annual (November, April, June)</i>
Acadience universal literacy screener				

SD8 K-12 Numeracy Assessment Inventory

 Early Numeracy (K-3) Profile (ELP) & Number Sense Assessment (NSA)	 Intermediate (4-6) Numeracy Assessment (INA- SNAP) Assessment	 FSA 4&7 (Numeracy)	MYNA 7-9 (Middle Years Numeracy Assessment)	 Graduation Numeracy Assessment (GNA 10)
Building Foundational Numeracy Skills Localized (District- Based) <i>Fall, Winter, Spring</i>	Themes of Number Sense & Operations (Computational Fluency) Curricular Competency Development Localized (District- Based) <i>Fall, Winter, Spring</i>	Applying the Numeracy Process (Interpret, Apply, Solve, Analyze, Communicate) Building on Skills and Content Knowledge Provincial <i>Annual (Fall)</i>	Applying the Numeracy Process (Interpret, Apply, Solve, Analyze, Communicate) Building on Skills and Content Knowledge Localized (District-Based) <i>Fall, Winter, Spring</i>	Contextual, Cross-Curricular Applied Numeracy Assessment Provincial <i>Annual (November, April, June)</i>

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Annual School Learning Timeframe

 Fall School Planning Day (September 19) Fall Assessment Snapshot & Planning - Localized (district) literacy & numeracy assessment snapshot (K-3, 4-6, 7-9) - Provincial assessment adjudication & review - Class/cohort profile review (plan day) - Develop instructional targets & plan for literacy & numeracy - Apply for school learning plan grant (optional) Intermediate & Secondary Academic Reviews (November)	 Winter District ProD (January 19) School Based ProD (February 13) Mid-Year Check-In - Localized (district) literacy & numeracy assessments ct'd. (K-3, 4-6, 7-9) - Class/cohort profile review & updates - Adjust Instructional & professional learning plan for numeracy & literacy - Monitor school learning plans/grants - Ensure priority learners are on track Primary Success Meetings (February)	 Spring District ProD Day (Indigenization) (April 13) School Based ProD Day (May 25) Spring Assessment Snapshot & Transitions - Localized (district) literacy & numeracy summative assessment (K-3, 4-6, 7-9) - School learning plans & tours - Transitions planning based on class and cohort profiles in family of schools - School learning plans, celebrations & tours Intermediate & Secondary Academic Reviews (May) Primary Success Meetings (June)
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Ongoing Assessment & Reporting of Learning | Continuous Monitoring for improvement

The data and school planning cycle illustrates how schools collect, plan, review, learn and adjust their school action plans regularly.



INTRODUCTION

Data & School Planning



K-3 Literacy Achievement Outcome Goal and Targets

Literacy Achievement Goal

By June 2028, SD8 will increase the percentage of **all resident** and **priority learners** improving proficiency in literacy expectations by **15%**, as measured across key achievement indicators:

- Kindergarten to grade 3: Early Literacy Profile (ELP)
- Kindergarten to grade 3: Written Learning Updates

Annual progress will be monitored through disaggregated cohort data, informing district-wide instructional strategies, resource allocation, and professional learning to ensure strong literacy development across all grade bands.

Literacy Achievement Target Objectives (2025–2026)

K-3 Monitoring	All Resident
	Priority Learners
Early Literacy Profile (ELP) assessment, Acadience screener, Written Learning Updates	Improve learner proficiency rates in High Frequency Words on the ELP in kindergarten by 5% by spring 2026 (from 78% learner proficiency to 83% learner proficiency).
	Improve literacy proficiency in Written Learning Updates in Language Arts for grades K–3 by 5% at each grade level.

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K-3 Numeracy Achievement Outcome Goal and Targets

Numeracy Achievement Goal

By June 2028, SD8 will increase the percentage of all resident and priority learners improving proficiency in numeracy expectations by 15%, as measured across key achievement indicators:

- Kindergarten to grade 3: Early Numeracy Profile (ENP) and Number Sense Assessment (NSA)
- Kindergarten to grade 3: Written Learning Updates

Annual progress will be monitored through disaggregated cohort data, informing district-wide instructional strategies, resource allocation, and professional learning to ensure strong numeracy development across all K-3 grade levels.

Numeracy Achievement Target Objectives (2025–2026)

K-3 Monitoring	All Resident
Early Numeracy Profile (ENP) assessment, Number Sense Assessment (NSA), Written Learning Updates.	Improve numeracy proficiency rates on the ENP to 80% learner proficiency in all aspects in K-1 by the end of 2026, and to 80% learner proficiency on the NSA in all aspects in grade 2 by the end of 2027, focusing on number sense throughout K-3.
	Priority Learners Improve numeracy proficiency by the end of 2026 by 5% across the board for K-3, focusing on number sense.

Rationale

To improve literacy and numeracy outcomes for all learners, particularly priority learners, SD8 is implementing a comprehensive, system-wide approach grounded in evidence-informed practices and coherence across schools. Literacy and numeracy action planning based within schools ensure that each school's goals and strategies are informed by local data and learner needs. Assessment practices are developed and integrated district-wide, and include new tools and a consistent screener for grades K–3. Insights from assessments are used to guide instruction and improve proficiency levels.

Professional learning anchored in communities of practice and leadership development through families of schools empowers educators to apply high-impact strategies and foster shared ownership. Targeted resources and a comprehensive K-3 professional learning resources site support ongoing learning among educators, and professional alignment. Responsive learning environments ensure cultural relevance and inclusivity.

Strategic monitoring of academic transitions at key grade bands supports continuity of learning, school learning plan grants and the implementation of a kindergarten literacy screener fuel innovation and reflection. Together, these strategies build collective capacity, align efforts across the system, and create conditions for sustained literacy and numeracy improvement.

Theory of Action

When every child in the early years (K-3) is nurtured through inclusive, responsive, and engaging learning experiences that build strong foundations in literacy, numeracy and social-emotional learning, then they are more likely to thrive as lifelong learners who are confident, curious, and connected to their communities.

These elements are embedded in SD8's system-wide approach to professional learning, instructional leadership, and targeted literacy and numeracy strategies for priority learners.



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Therefore, as School District 8 implements a coherent, system-wide approach that integrates data-informed planning, transformative professional learning, and responsive instructional leadership, literacy and numeracy outcomes for all students—particularly priority learners—will improve through equitable and evidence-based instructional practices consistently applied across all schools.

Social-emotional Learning

The CASEL Framework Social Emotional Learning Wheel

The [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#) is an organization at the forefront of North American and international efforts to promote social and emotional learning (SEL). CASEL's [SEL framework, also known as the CASEL wheel](#), allows people to develop their self-identity, appreciate diverse perspectives, establish healthy relationships with one another, cope with difficult situations, and solve problems independently and collaboratively.

The five competencies are self-awareness, self-management, social awareness, relationship skills, and responsible decision-making; these are woven throughout BC's curriculum Core Competencies.



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The Early Years Continuous Learning Report reviews student literacy, numeracy, and social emotional learning trends through provincial, district, and school-based data and provides a description of supports, resources and goals to increase proficiency in K-3 in these aspects.



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By continually focusing on improving results and striving for equity for all learners, the Ministry of Education and Child Care places student success and well-being at the centre of its mandate. As specified in the [“Statement of Education Policy Order,”](#) the Ministry’s mandate is to develop the “Educated Citizen,” which is defined as the intellectual, human, social, and career development of students.

The ministry’s ultimate goal is that children achieve their individual potential and become independent adults who have a lifelong appreciation for learning, a curiosity about the world around them, and a capacity for creative thought and expression through compassionate and empathetic worldviews.

Over the next three years, SD8 will strengthen the school planning process, including collection of evidence, and use the evidence to plan for systemic, continuous improvement in social-emotional learning. In addition, SD8 will continue to play a lead role in provincial, regional and community partnerships.





ALIGNMENT TO STRATEGIC PRIORITIES

The values embedded in the strategic plan include placing learners at the centre, building communities of caring and connection, ensuring equity for diverse learners and respect for cultural identity, and fostering lifelong learning and caring for the future. Our mission is to inspire and support each learner to thrive in a caring learning environment.

Specifically, the focus is on the following goals in relation to early learning:

Lifelong Learning

- Engage each learner to improve and excel in literacy and numeracy.
- Enhance success for early learners, learners with diverse needs, English language learners, and children in care.

Connected Learners

- Build knowledge, curiosity, and awareness about local and global priorities.
- Promote collaborative partnerships with the local and broader community.
- Increase opportunities for students to have a voice, to engage and to explore their interests.

Caring and Inclusive Learning Culture

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

Cultural and Identity Development

- Engage in practices that champion truth, healing and reconciliation.
- Include Indigenous worldviews and ways of knowing in our teaching and learning.
- Celebrate diversity by embedding opportunities for learning focused on diversity and inclusive practices.





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K-3 LITERACY, NUMERACY, AND SOCIAL EMOTIONAL LEARNING

The continuum of learning from infancy through the primary years is a powerful driver that carries forward into later school years and beyond. By considering learning as a continuum

beginning at birth, teachers and early childhood educators can forge a continuous path in education that begins in early childhood and continues seamlessly to grade 12 and beyond. This continuity is established through early childhood educators and teachers continuing to share their ideas and goals.

Educators can harness the power of play in learning settings for children of all ages to support this continuity. (Resource: [Learning in the Primary Years](#)). Research shows that play-based learning promotes both developmental learning (e.g., social-emotional skills and self-regulation) and academic learning (e.g., literacy and numeracy).

The Play-Based Learning Continuum (from Learning in the Primary Years)



Pedagogical strategies for play-based learning (adapted from Pyle & Danniels, 2017)

[B.C.'s Early Learning Framework](#) guides and supports early childhood educators, primary school teachers, principals and vice-principals, college and university educators and researchers, post-secondary students in early childhood and elementary education programs, other early years professionals, communities, governments and families.

The framework supports the rich early learning experiences of children and creates a common language and greater understanding of the vital importance of early learning for all young children. It applies to all learning environments, from StrongStart BC programs and primary classrooms to child care settings, preschools and other early childhood development or child health programs.



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Early Learning Framework (ELF) Principles:

- Children are strong, capable in their uniqueness, and full of potential.
- Families have the most important role in contributing to children’s well-being and learning.
- Educators are researchers and collaborators.
- Early years spaces are inclusive.
- People build connection and reconnection to land, culture, community, and place.
- Environments are integral to well-being and learning.
- Play is integral to well-being and learning.
- Relationships are the context for well-being and learning.
- Learning is holistic.



Connecting with the [B.C. curriculum](#)

As kindergarten to grade 3 teachers explore the [learning standards of B.C.’s curriculum](#) with their students, they cultivate strong foundations in literacy and numeracy and support the development of future citizens who are competent thinkers and communicators, and who are personally and socially competent in all areas of their lives.

In addition to curricular competencies, B.C.’s curriculum includes [Core Competencies](#), sets of intellectual, personal, and social-emotional proficiencies that all students need to engage in deep, lifelong learning. The Core Competencies and the [Early Learning Framework’s](#) “Living Inquiries” share philosophies and pedagogies that support educators to design environments that are flexible, responsive, and relevant to their local community so that children and adults think and learn together (63–66).





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Responsive, reciprocal relationships with adults and peers, where children are valued, viewed as competent, have a sense of belonging, and feel grounded in their immediate environment, communities, culture, and the wider world. This in turn supports children in learning about and investigating the world around them, and contributing to the well-being of their family, community, and society. Play-based learning is a critical foundation for child-centred learning in the early years.

Educators value each child's contributions and the knowledge they share, creating inclusive environments where every child feels confident in achieving their highest potential and

where differences are recognized and celebrated. This confidence is essential for children in exploring their capacities as family members, friends, thinkers, and citizens and discovering their connections with the natural environment. (Resource: [Learning in the Primary Years](#)).



The continuum of play-based learning is an alternative to simply alternating direct academic instruction with free-play periods. Instead, educators can intentionally design play-based learning experiences from across the continuum with varying degrees of child direction and educator guidance. The type of program and who the children and educators are will influence how the continuum is used.

Ministry of Education, 2019,p.39

Types of Teacher-Guided Play-Based Learning

Free play	Teachers set the stage by organizing time and space for children's unstructured play. They put uninterrupted blocks of time in the schedule. The indoor or outdoor space offered to children is not a "set-up" by teachers to influence the play. Instead, space and objects are available and left to the children to organize. Teachers can observe and note what children know, understand, and can do. By closely observing free play, teachers gain new insights into how children think and learn that can inform guided play and learning games.
Inquiry play	Teachers extend child-initiated ideas and explanations through questions, provocations, investigations, and representations. Teachers challenge children's ideas and encourage them to solve problems, seek opportunities, access resources, or try something new.
Collaborative play	Teachers seek opportunities to enter children's free play and incorporate targeted skills into their play. They bring an intentional learning focus into children's play while still respecting children's lead in the play. Further, teachers may introduce literacy or numeracy props and materials.
Playful learning	Teachers design learning experiences focusing on specific emerging skills and learning objectives and they can incorporate children's play narratives. Teachers provide guidance and prompts and then intentionally set up the environment to focus children's explorations and actions.
Learning games	Teachers identify specific learning outcomes appropriate for an individual or group of children and prepare structured activities, typically games, that are often related to literacy or numeracy. Teachers can readily monitor and assess each child's specific skills.

Teacher-guided play (inquiry learning, collaborative play and playful learning) enables teachers to extend children's learning by applying what they know from observing free play and monitoring teacher-directed learning games.





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Results of Previous Year's Action Plan (2024-2025)

Below are the outcomes achieved in early learning action plan for 2024-2025, including success indicators and annual outcomes as part of the broader 2024-2027 early learning action plan.

	Aspect	Success Indicators (2024-2027)	Annual Outcome Grades K-3 (2024-2025)
1	Empower schools to create data-informed, inclusive literacy, numeracy, and social-emotional learning (SEL) action plans that support all learners.	♦ All schools set SMART literacy and numeracy objectives aligned with strategies and action plans in their school learning plans by end of 2026. ♦ Priority learner needs (e.g., Indigenous learners, learners with disabilities/diverse abilities, ELL students) are explicitly addressed in literacy and numeracy objectives and action plans in all school learning plans by end of 2026. ♦ Evidence of school teams regularly using localized and provincial data to monitor progress in their school learning plans by end of 2026 with 100% of schools reporting using literacy and numeracy data (ELP, Acadience, ENP, NSA, learning updates) in planning for success. ♦ Evidence of literacy and numeracy instructional shifts and interventions based on ongoing data analysis documented in school learning plans by end of 2026. ♦ Successful grade-to-grade academic transitions, with transitions rates for priority learners increasing annually.	♦ School learning plans reviewed at the end of the year confirmed that literacy, numeracy, and social emotional learning goals and objectives are present and that priority learner strategies are in place across the district. ♦ K-3 teacher coordinator promoted ongoing capacity building in K-3 literacy. ♦ District inclusion support teacher assisted school staff with strategies for increasing social emotional learning competencies. ♦ Mental Health and Addictions Coordinator supported teachers to teach SEL strategies in schools. ♦ Twice-yearly primary success meetings were held with all elementary schools with data, feedback and follow-up action items sent to each school. ♦ Comprehensive primary professional learning series for teachers and principals were held to build skills for data review and strategy implementation. ♦ ELP and ENP outcomes were inserted into a database for data analysis by school and district staff. ♦ Primary literacy and numeracy teacher coordinator collaboratively work with school teams, Indigenous Education and Inclusive Education itinerant staff, to build and implement targeted strategies for priority learners. ♦ Communities of practice put in place for teachers to share strategies, best practices, and to strengthen learning about literacy, numeracy and social emotional learning strategy development.





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	Aspect	Success Indicators (2024-2027)	Annual Outcome Grades K-3 (2024-2025)
2	Strengthen early literacy and numeracy through targeted screening, assessment, and instruction in K-3 classrooms.	♦ 95%+ of K-1 students participate in ELP and ENP assessments. ♦ Implementation of Acadience screener in kindergarten in 2025-2026. ♦ Grade 2 implementation of Number Sense Assessment (NSA) in 2025-2026. ♦ Grade 3 implementation of NSA in 2026-2027. ♦ Primary teachers use class and cohort profiles from literacy and numeracy data. ♦ Year-over-year growth in participation rates in professional learning, in-service, and communities of practice with increased teacher confidence in data use and evidence-based instruction demonstrated through surveys. ♦ By end of 2026, K-3 proficiency rates on ELP aspect High Frequency Words increases by 5% at each grade. ♦ By end of 2026, 80% of students demonstrate proficiency in the ENP on key numeracy aspects at K-1 and on the NSA at grade 2.	♦ District Learning Leader team and School Leader team consistently reviewed data for primary grade development during regular meetings, and coordinated district-wide review of data . ♦ Teams regularly used data to pose questions to school teams, especially for priority learner development and progress. ♦ Implementation throughout the district of the questions: What do you see? What do you know? What do you wonder? for principals, district staff and school staff to use in analyzing data in Primary Success Meetings. ♦ Ongoing learning for school and district leaders in creating class profiles for coordinated analysis of class-based data. ♦ K-3 teacher coordinator promoted ongoing capacity building in K-3 literacy. ♦ Twice yearly primary success meetings were held with all elementary schools with data, feedback and follow up action items sent to each school. ♦ Comprehensive primary literacy professional learning series for teachers and principals to build skills for data review and literacy strategy implementation. ♦ K-3 literacy and numeracy teacher coordinator collaborative work with school teams, Indigenous Education and Inclusive Education itinerant staff, to build and implement targeted strategies for priority learners. ♦ Staff feedback informed refinements to assessment and instructional practices throughout the year.





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	Aspect	Success Indicators (2024-2027)	Annual Outcome Grades K-3 (2024-2025)
3	Develop primary communities of practice to enhance and strengthen instruction in grades K-3 literacy, numeracy and social-emotional learning, with a focus on priority learners.	- Improved student achievement in literacy, numeracy, and SEL outcomes, evidenced through ELP, ENP, NSA, Acadience, and provincial questionnaires (CHEQ and EDI). - Increased educator participation from all Families of Schools (FOS) in primary communities of practice, with 80% or more reporting positive impact on instructional practice. - Demonstrated use of screening and assessment data in instructional planning, particularly for priority learners, as reflected in all school learning plans by end of 2026.	2024-2025 K-3 professional learning series with K-3 district literacy teacher coordinator – 4-part ELP implementation update and early literacy instructional strategies series: October 22 and 29, 2024 – 17 participants and February 26, and April 4, 2025 – 17 participants. - POPEY expert series: Matt Glover 4-part series: How to Become a Better Writing Teacher Fall 2024. - POPEY conference October 25, 2024. - POPEY expert series: David Feinstein 2-part series: Early Literacy Screening April 2025. - Use of Mentor Texts: UFLI Foundations, Heggerty, and Shifting the Balance. - Ongoing collaboration across schools focused on foundational skills, in particular: fluency, morphology, and phonological & phonemic awareness. - K-3 Book Study: Choral Counting and Counting Collections. 4 virtual after-school sessions. Supporting teachers in incorporating these powerful routines to support the development of Number Sense, Number Concepts and Computational Fluency (in-person in Creston/ virtual other locations:15 teachers). - Model and/or co-teach number routines in primary classrooms with the teacher (12 lessons).
4	Continue to support a comprehensive district-wide transition into kindergarten program in all schools.	100% of elementary schools host annual Ready Set Learn events by end of 2026. - Increased participation of families attending RSL events (target 100% by end of 2026). - CHEQ and EDI data show smoother transitions and increased kindergarten readiness (reduce EDI vulnerability in kindergarten readiness questions by 5% district-wide in Wave 10 survey in 2027). - All K-3 principals using Compassionate Systems Leadership tools by end of 2027.	- Ready, Set, Learn events were held in all elementary schools. - Strengthening Early Years to Kindergarten Transition (SEY2KT) participation increased. - Compassionate Systems Leadership attended by K-3 principals and teachers throughout the year, through the Early Years Provincial Network. - Strong Start enrolment remained stable throughout the year, enhancing family-school connections. - Child care on school grounds enrolment increased, strengthening family-school connections and transitions into school. - Kindergarten teachers were supported with release time to plan for RSL events and learning resources for teachers and children.





EVIDENCE OF LEARNING | PROFICIENCY IN K-3

	Aspect	Success Indicators (2024-2027)	Annual Outcome Grades K-3 (2024-2025)
5	Provide equitable access to high-impact literacy, numeracy, and social-emotional learning resources to support professional learning.	- Increased engagement with the Early learning professional learning Sharepoint site as reported by teacher feedback and through data analytics (views). - School learning plans and grants include references to district-used professional texts to support strategies and action plans. - Increased teacher satisfaction in K-3 resources as reference through teacher feedback and usage. - Ongoing development of early learning resources by district K-3 teacher-coordinator.	- Comprehensive virtual learning hub developed and available for all school staff for K-3 literacy, numeracy and SEL resources. - Recordings of professional learning series for literacy and numeracy are available online. - District inclusion support teacher coordinator(DISC) provided several training workshops for school inclusion support teachers (ISTs), to build teacher capacity and confidence, particularly for the K-3 classrooms. - Recordings and virtual access available for local/provincial/national workshops and training. - Recommended resources for students and staff listed on virtual hub. - District-purchased resources available for staff for literacy, numeracy, and social-emotional learning. - Virtual hubs made available to ECEs who work in child care programs in district schools.
6	Support literacy, numeracy, and social-emotional learning success through academic transitions in K-3.	- Improved grade-to-grade transition outcomes for grade band cohorts, including increased rates of academic readiness and proficiency at key transition points, as reflected in school and district data. - Transition plans include evidence of focus on 100% of priority learners by end of 2026. - At least 80% of students demonstrate growth on key literacy and numeracy benchmarks from fall 2025 to spring 2026.	- Monthly review of data: learner update data, grade-to-grade transition rates, ELP data, ENP data, EDI data, and CHEQ data by District Learning Leadership Team, District Based Team, K-3 teacher coordinator and DISC. - District Based Team (DBT) meetings held monthly to plan for learner success through wraparound support. - Primary success meetings held twice per year, using updated data and focusing on priority learners. - Family of schools meetings held monthly with principals to review data and responsively plan. - Regular meetings held with Inclusive Education staff to review data and responsively plan for intervention.





EVIDENCE OF LEARNING | PROFICIENCY IN K-3

	Aspect	Success Indicators (2024-2027)	Annual Outcome Grades K-3 (2024-2025)
7	Strengthen instructional leadership through collaborative academic and social-emotional planning and data-informed decision-making.	♦ 100% of schools develop and refine literacy, numeracy, and social-emotional learning target objectives and action plans within their school learning plans, with a clear focus on priority learners and informed by cohort and class-level profile data. ♦ School leaders demonstrate enhanced capacity in data literacy and instructional leadership, as evidenced through the school learning plan proficiency guideline reflections and improved outcomes in all schools by the end of 2026. ♦ Improvement in student literacy and numeracy achievement (proficiency) for grade band cohorts (focus on priority learners) on localized assessments (ELP, ENP, and NSA) by end of 2026.	♦ K-3 leaders use ELP and ENP data, Ministry proficiency profiles, and school-level data including written learning updates, developmental data, and street data to guide instructional decisions and team professional learning, with an emphasis on priority learners. ♦ School teams are supported by district team to implement specific plans for learner success through school-based teams and district-based team collaboration. ♦ Families of Schools (FOS) meetings supported schools in coordinating and focusing on data analysis for numeracy goals and objectives. ♦ Feedback through FOS meetings indicated a focus on foundational skills was important for learner success.
8	Continue to add licensed child care spaces in schools and on school grounds throughout the district, according to AP 3406: Provision of Child Care, with a focus on spaces for priority populations.	♦ Increase in child care spaces on school grounds by an additional 48 spaces for school-aged children by the end of 2026.	♦ Child care on school grounds increased with the addition of a pre-school program at Crawford Bay. ♦ AP 3406 consistently applied across lease agreements. ♦ Licensed child care spaces sustained at Hume Elementary, South Nelson Elementary, Rosemont Elementary, LV Rogers Secondary, Salmo Elementary, and Brent Kennedy. ♦ Ongoing discussions with local Childcare Resource and Referral (CCRR) regarding child care expansion.





EVIDENCE OF LEARNING | PROFICIENCY IN K-3

	Aspect	Success Indicators (2024-2027)	Annual Outcome Grades K-3 (2024-2025)
9	Work with local, regional and provincial partners to promote and sustain the availability of quality, licensed child care spaces throughout the district.	♦ Participation in planning meetings in each family of schools’ region of the district at least once by the end of 2026.	♦ Participation in Ready Set Learn events increased in spring 2024 to include all elementary schools. ♦ SEY2KT participation increased substantially in Creston, with over 300 participants in the Dig Dirt Day and other events throughout 2024-2025. ♦ Seamless Day enrolment held steady in 2024-2025, with the program almost at capacity each day at many locations. ♦ StrongStart programs in 13 schools in 2024-2025. ♦ Committee table participation expanded to include Creston and regular meetings with CCRR. ♦ Early learning provincial community of practice participation expanded in 2024-2025 ♦ Participation in local, regional, and provincial meetings and workshops on expansion of child care on school grounds.

Authentic Assessment in the Primary Grades

Teachers gain insights into what and how individual children learn through observation and conversation. Documenting some of these observations to reflect on and analyze them and using them over time can provide important insights about children’s learning. Collecting samples of work, documenting conferences, debriefing and documenting children’s self-assessments, and capturing performances and representations can provide essential insights into children’s learning.

Communicating Learning: Primary Academic Proficiency

Student reporting in grades K-3 requires use of the Provincial Proficiency Scale to communicate students’ learning in all areas of learning. The Proficiency Scale maintains high provincial standards, helping all students attain proficiency in their learning. It is also inclusive of all learners, focusing on strengths and next steps for each individual student.

	Emerging	Developing	Proficient	Extending
The Provincial Proficiency Scale	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.





EVIDENCE OF LEARNING | PROFICIENCY IN K-3

Emerging

“Emerging” indicates that a student is just beginning to demonstrate learning in relation to the learning standards but is not yet doing so consistently. Emerging is not failing. Students who are not yet demonstrating any learning in relation to the learning standards can be assessed as Emerging. If this is due to insufficient evidence of learning, the student can be assigned an IE.

Developing

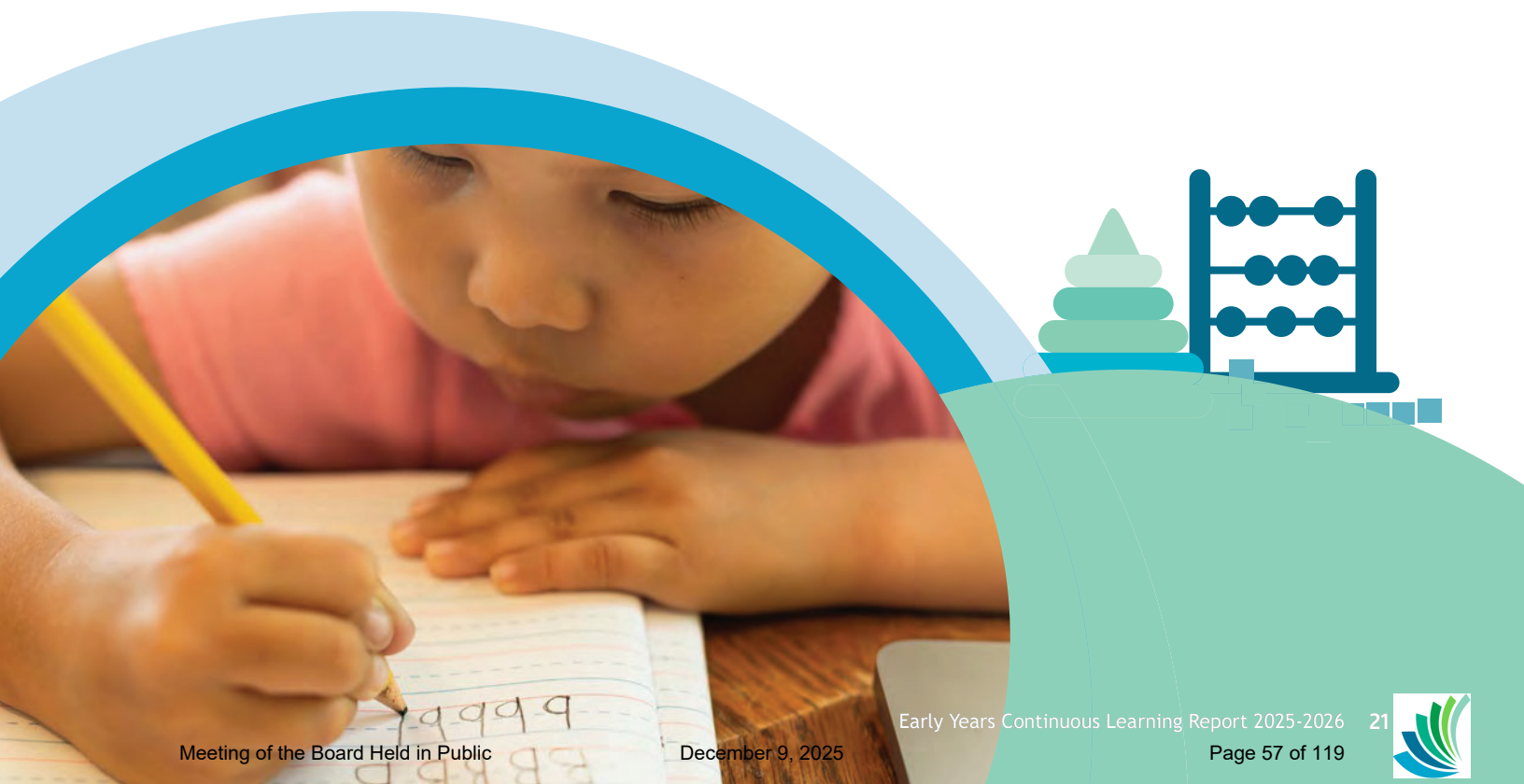
“Developing” indicates that a student is demonstrating learning in relation to the learning standards with growing consistency. The student is showing initial understanding but is still in the process of developing their competency in relation to the learning standards. Developing isn’t failing. All students will be developing in some areas and at specific points in time.

Proficient

“Proficient” is the goal for all students. A student is Proficient when they demonstrate the expected learning in relation to the learning standards. Proficient is not synonymous with perfection. Instead, the student is able to demonstrate their learning consistency or most of the time.

Extending

“Extending” is not synonymous with perfection. A student is Extending when they demonstrate learning, in relation to the learning standards, with increasing depth and complexity. Extending is not a bonus or reward and does not necessarily require that students do a greater volume of work at a higher grade level. Extending is not the goal for all students. Proficient is. Therefore, if a student turns in all their work and demonstrate evidence of learning standards for an area of learning, they are not automatically assigned Extending.





EVIDENCE OF LEARNING | PROFICIENCY IN K-3

Achievement Data (2024-2025)

K-3 Literacy Proficiency – Lifelong Learning

Early Literacy Profile (ELP)

The following data tables provide literacy information for SD8 kindergarten to grade 3 learners from the SD8 Early Literacy Profile (ELP). At each grade level, a variety of items are used to determine student proficiency in literacy. These items have been determined through research and consultation with literacy experts and utilize literacy resources such as [The Science of Reading](#), [Shifting the Balance](#), [UFLI](#), and [Heggerty](#).

Early Literacy Profile data is reported as the percentage of students achieving proficiency (proficient and extending) in a particular literacy subset. Note that the implementation of the ELP has been a rolling implementation, beginning with kindergarten and adding a grade level each successive year, starting in 2020-2021. Full implementation of the ELP was achieved in the 2024-2025 school year.

Early Literacy Profile Data All SD8 Schools 2021-2025	2021–22 Data		2022–23 Data		2023–24 Data		2024–25 Data	
	Percentage of Students Achieving Mastery							
Skill	Winter Mastery	May Mastery	Winter Mastery	Spring Mastery	Winter Mastery	Spring Mastery	Winter Mastery	Spring Mastery
K-Initial Phoneme Isolation			52	91	88	94	84	93
K-Correct Sound	32	74	22	70	46	71	35	76
K-High Frequency Words	7	71	11	55	21	70	53	60
1-Phoneme Segmentation	27	45	32	62	38	62	45	74
1-Correct Sound	41	84	52	78	59	78	62	84
1-High Frequency Words	14	57	14	48	16	55	25	50
1-Overall Reading	7	67	9	50	39	51	53	56
1-Overall Writing	4	79	3	42	38	46	42	51
2-Phoneme Segmentation						83	76	85
2-Correct Sound						92	88	91
2-High Frequency Words	32	82	37	73	68	83	69	79
2-Overall Reading	6	55	26	63	45	61	48	56
2-Overall Writing	6	61	2	11	36	47	42	44
3-Phoneme Segmentation						80	89	90
3-Correct Sound						85	93	95
3-High Frequency Words			22	42	34	46	52	60
3-Overall Reading			39	65	46	58	59	63
3-Overall Writing			19	26	39	45	44	49

- 2021-22 Kindergarten Cohort
 - 2022-23 Kindergarten Cohort
 - 2023-24 Kindergarten Cohort
 - 2024-25 Kindergarten Cohort
 - Assessment not administered





EVIDENCE OF LEARNING | PROFICIENCY IN K-3

Written Learning Update Data – English Language Arts K-3

Written Learning Update data indicates the percentage of students achieving proficiency in English Language Arts curriculum by the end of the indicated school year.

		Years				
Grade Level	Subsets	2020–2021	2021–2022	2022–2023	2023–2024	2024–2025
Kindergarten	All Resident	71%	66%	71%	73%	74%
	Indigenous Students	57%	45%	51%	67%	66%
	Students with Diverse Abilities	83%	50%	27%	masked	masked
Grade 1	All Resident	64%	58%	61%	52%	61%
	Indigenous Students	54%	45%	46%	33%	45%
	Students with Diverse Abilities	50%	58%	46%	38%	masked
Grade 2	All Resident	63%	62%	50%	62%	56%
	Indigenous Students	88%	53%	36%	33%	37%
	Students with Diverse Abilities	40%	31%	23%	19%	46%
Grade 3	All Resident	66%	58%	60%	56%	60%
	Indigenous Students	59%	37%	52%	46%	40%
	Students with Diverse Abilities	36%	43%	40%	38%	19%

 - 2020-21 Kindergarten Cohort  - 2021-22 Kindergarten Cohort  - 2022-23 Kindergarten Cohort
 - 2023-24 Kindergarten Cohort  - 2024-25 Kindergarten Cohort  - Assessment not administered

K-3 Cognitive Developmental Data

Childhood Early Experiences Questionnaire (CHEQ)

The Childhood Early Experiences Questionnaire (CHEQ) from UBC’s Human Early Learning Program (HELP) provides information about children as they enter kindergarten in September of each year (starting in 2023 for the whole district). There are 55 questions on the CHEQ covering five domains strongly linked to children’s health and well-being, learning and social outcomes: Physical Health & Well-being, Language & Cognition, Social & Emotional Experiences, Early Learning & Care, and Community & Context. CHEQ data provides an overview of children’s experiences prior to the start of school and the frequency of those experiences.

The CHEQ data is aggregated by school district boundaries. The following data are a summary of the responses parents/caregivers provided for kindergarten children attending school in SD8 for 2024–2025. The report provides valuable information on the unique experiences of this group of learners as they entered into kindergarten in September 2024. Eighty percent of parents/caregivers completed the CHEQ questionnaire in September 2024.



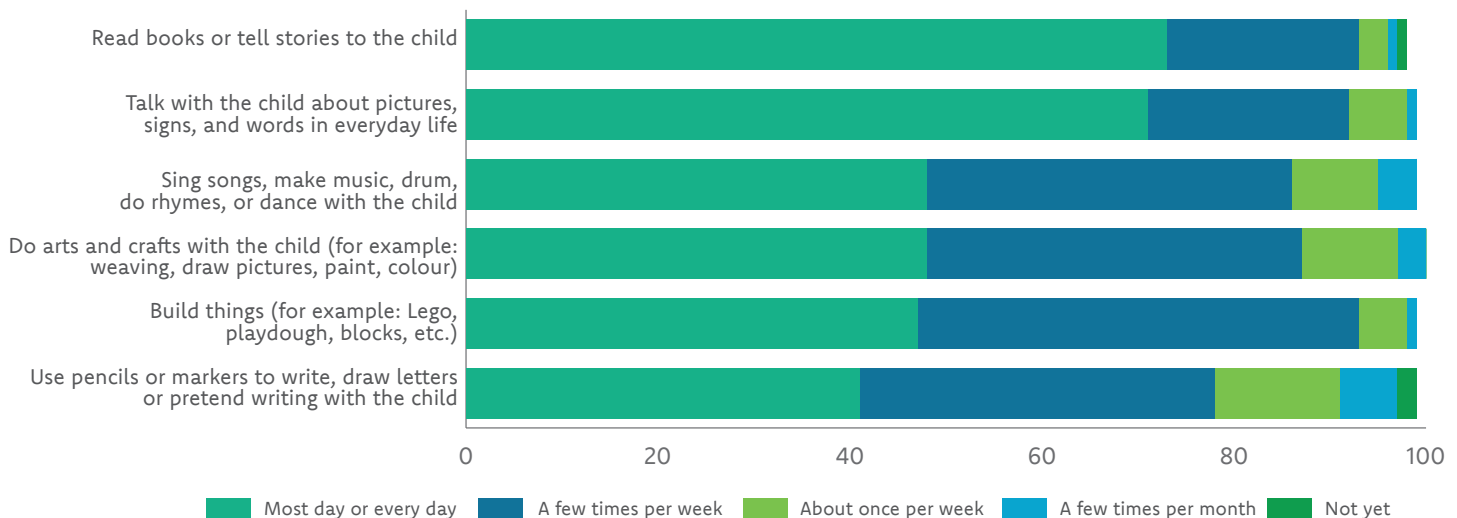


EVIDENCE OF LEARNING | PROFICIENCY IN K-3

CHEQ – Language And Cognition Developmental Data, September 2024

In the last 6 months, how often did the parent /caregiver or another adult in the kindergarten student’s household:

	Read books or tell stories to the child	Talk with the child about pictures, signs, and words in everyday life	Sing songs, make music, drum, do rhymes, or dance with the child	Do arts and crafts with the child (for example: weaving, draw pictures, paint, colour)	Build things (for example: Lego, playdough, blocks, etc)	Use pencils or markers to write, draw letters or pretend writing with the child
Most day or every day	73%	71%	48%	48%	47%	41%
A few times per week	20%	21%	38%	39%	46%	37%
About once per week	3%	6%	9%	10%	5%	13%
A few times per month	1%	1%	4%	3%	1%	6%
Not yet	1%	0%	0%	0%	0%	2%



Early Development Instrument (EDI)

The Early Development Instrument (EDI) is a short questionnaire completed by kindergarten teachers in February. The instrument is used not only across SD8 but across the province, Canada, and internationally. The purpose of the EDI is to measure a child’s ability to meet age-appropriate developmental expectations in five domains. These domains are: Physical Health & Well-being, Social Competence, Emotional Maturity, Language & Cognitive Development, Communication Skills & General Knowledge. Data collected using the EDI measures the rate of the developmental vulnerability of kindergarten children across the district and across BC. Children are considered vulnerable on the EDI if the data show that they are below a provincially determined cut-off





EVIDENCE OF LEARNING | PROFICIENCY IN K-3

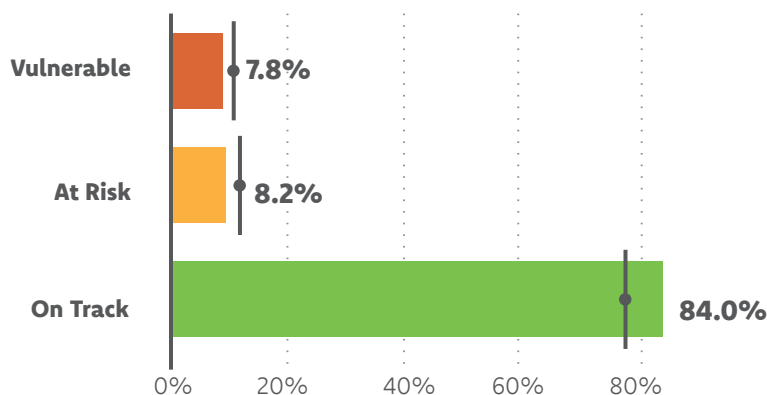
score for each domain.

The EDI is completed in cycles called “waves”, with the district engaging in the EDI once each cycle. The current cycle, from September 2022 to June 2026, is Wave 9. In February of 2023, SD8 kindergarten teachers completed the EDI as part of Wave 9. This data is the most current that the district has at this time; the EDI will be administered again in the early spring of 2027 as part of Wave 10.

The domain reflected in this report is **Language and Cognitive Development**, which in part measures children’s basic and advanced literacy skills.

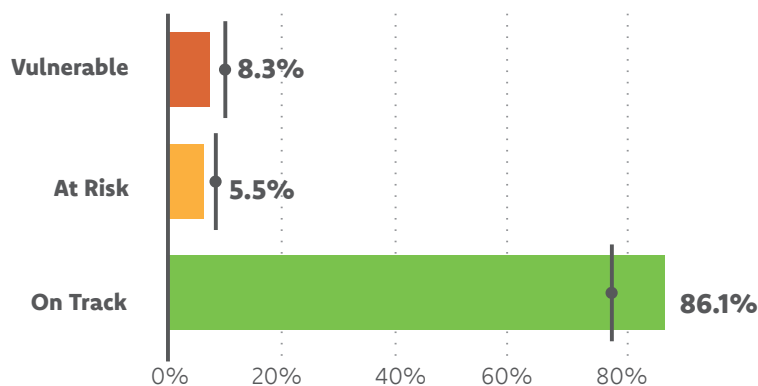
EDI Wave 9 Language & Cognitive Development (as of February 2023)

Scale outcomes summary



EDI Wave 9 Communication Skills & General Knowledge (as of February 2023)

Scale outcomes summary





EVIDENCE OF LEARNING | PROFICIENCY IN K-3

K-3 Numeracy Proficiency - Lifelong Learning

Early Numeracy Profile (ENP)

The following data tables provide numeracy information for SD8 Kindergarten to grade 1 learners from the SD8 Early Numeracy Profile (ENP). At each grade level, a variety of items are used to determine student proficiency in numeracy. These items have been determined through research and consultation with numeracy experts (such as Jo Boaler and Carole Fullarton) and focus primarily on students' proficiency in number sense.

Early Numeracy Profile data is reported as the percentage of students achieving proficiency (proficient and extending) in a particular numeracy subset. Note that the implementation of the ENP is a rolling implementation, beginning with kindergarten and adding a grade level each successive year. So far, the district has implemented the ENP at the kindergarten and grade 1 levels. As of 2024-2025, the district is moving to the Number Sense Assessment (NSA) for grade 2 learners and next year will add grade 3 learners. The district is making this switch at the grade 2 and 3 levels as the NSA has more precise number sense proficiency data at these grades. At this time, the district will continue with the ENP at the kindergarten and grade 1 levels.

Note: At this time, it is too early to establish cohort data for the Early Numeracy Profile.

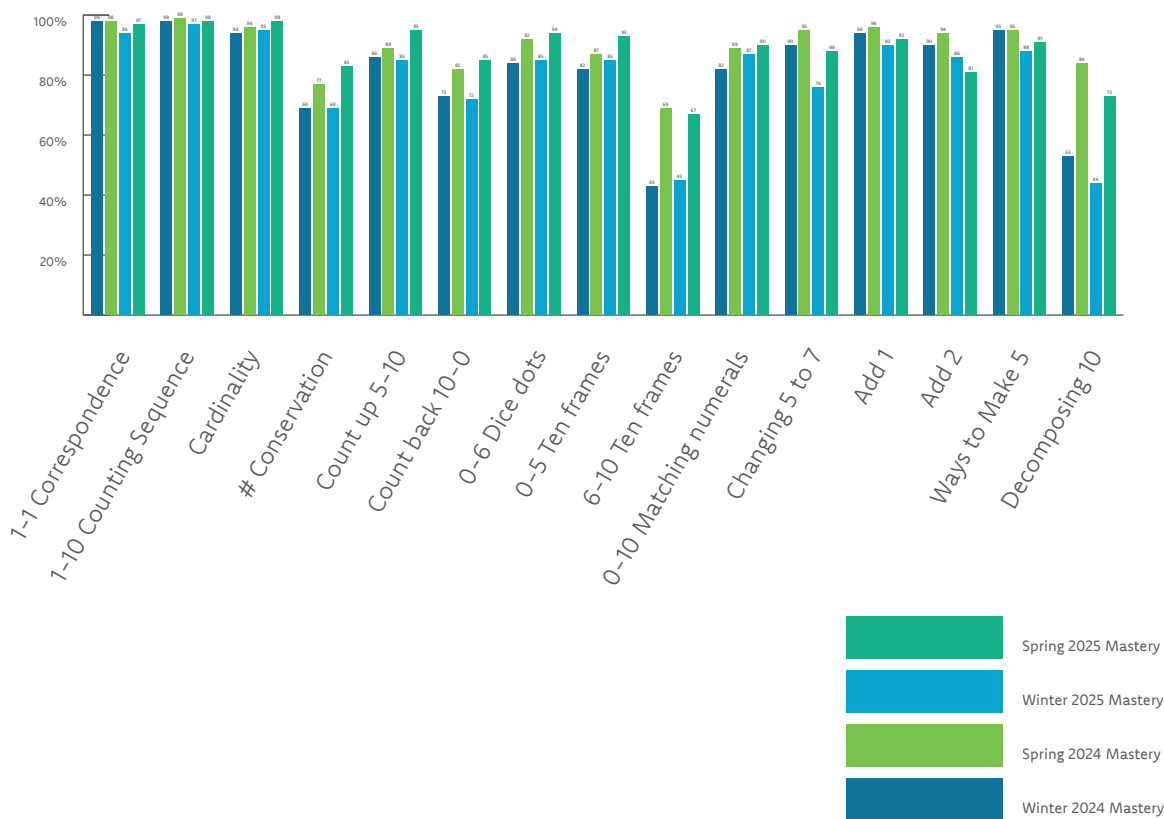
ENP Kindergarten Data – All SD8 Schools

Concept	Skill	Winter 2024 Mastery	Spring 2024 Mastery	Winter 2025 Mastery	Spring 2025 Mastery
Counting	1-1 Correspondence	98	98	94	97
	1-10 Counting Sequence	98	99	97	98
	Cardinality	94	96	95	98
	Number Conservation	69	77	69	83
	Count up 5-10	86	89	85	95
	Count back 10-0	73	82	72	85
Subitizing	0-6 dice dots	84	92	85	94
	0-5 ten frames	82	87	85	93
	6-10 ten frames	43	69	45	67
Sets to Numerals	0-10 matching numerals	82	89	87	90
Change in Quantity	Changing 5 to 7	90	95	76	88
	Add 1	94	96	90	92
	Add 2	90	94	86	81
Part-Part-Whole	Ways to make 5	95	95	88	91
	Decomposing 10	53	84	44	73





EVIDENCE OF LEARNING | PROFICIENCY IN K-3

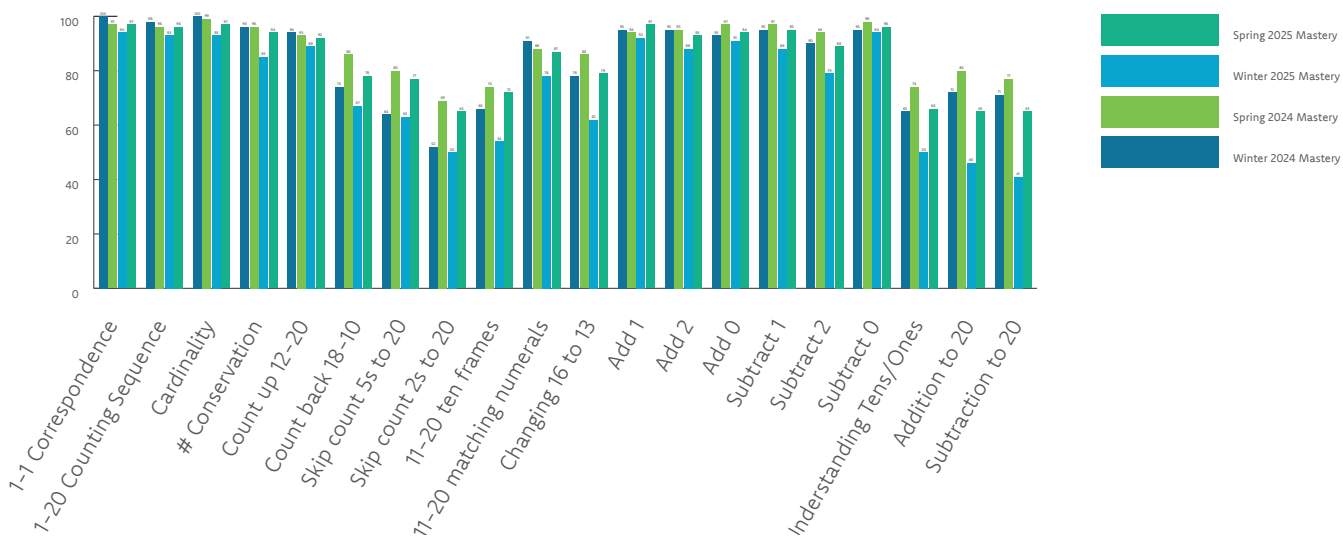




EVIDENCE OF LEARNING | PROFICIENCY IN K-3

ENP grade 1 data – all SD8 schools

Grade One Concept	Skill	Winter 2024 Mastery	Spring 2024 Mastery	Winter 2025 Mastery	Spring 2025 Mastery
Counting	1-1 Correspondence	100	97	94	97
	1-20 Counting Sequence	98	96	93	96
	Cardinality	100	99	93	97
	Number Conservation	96	96	85	94
	Count up 12-20	94	93	89	92
	Count back 18-10	74	86	67	78
	Skip count 5s to 20	64	80	63	77
	Skip count 2s to 20	52	69	50	65
Subitizing	11-20 ten frames	66	74	54	72
Sets to Numerals	11-20 matching numerals	91	88	78	87
Change in Quantity	Changing 16 to 13	78	86	62	79
	Add 1	95	94	92	97
	Add 2	95	95	88	93
	Add 0	93	97	91	94
	Subtract 1	95	97	88	95
	Subtract 2	90	94	79	89
	Subtract 0	95	98	94	96
Place Value	Understanding Tens/Ones	65	74	50	66
Addition & Subtraction to 20	Addition to 20	72	80	46	65
	Subtraction to 20	71	77	41	65





EVIDENCE OF LEARNING | PROFICIENCY IN K-3

Learning update data – Mathematics

Learning update data indicates the percentage of students achieving proficiency in mathematics by the end of the indicated school year.

Grade Level	Subsets	Years				
		2020 – 2021	2021– 2022	2022– 2023	2023– 2024	2024– 2025
Kindergarten	All Resident	74	80	78	87	81
	Indigenous Students	60	65	60	83	64
	Students with Diverse Abilities	67	54	75	86	11*
Grade 1	All Resident	83	78	79	72	79
	Indigenous Students	78	62	68	56	61
	Students with Diverse Abilities	36	55	59	75	80
Grade 2	All Resident	77	80	71	75	74
	Indigenous Students	58	68	63	63	55
	Students with Diverse Abilities	48	33	50	41	50
Grade 3	All Resident	73	73	71	71	72
	Indigenous Students	64	59	62	64	68
	Students with Diverse Abilities	56	61	24	53	53

■ - 2020-21 Kindergarten Cohort ■ - 2021-25 Kindergarten Cohort

K-3 Developmental Data

Childhood Experiences Questionnaire (CHEQ)

The CHEQ report aggregates CHEQ data by school district boundaries. The data in this report are a summary of the responses parents/caregivers provided for kindergarten children attending school in SD8 for the 2024-2025 school year. The report provides valuable information on the unique experiences of this group.

In September and October 2024-2025, just over 80% of kindergarten parents completed a CHEQ questionnaire as their child was entering into kindergarten (204 parents/caregivers). This data is very useful to schools and the district, as it provides an excellent baseline for learning for students as they enter school.



EVIDENCE OF LEARNING | PROFICIENCY IN K-3

CHEQ Developmental Areas and Experiences

The five key developmental areas on the CHEQ are:

Developmental Areas	Experiences	Description
 Physical Health & Well-Being	Health	Overall health, visits with health care professionals, use of supports and programs
	Nutrition & Sleep	Eating breakfast, meals with family, foods consumed, and sleep
	Motor Skills & Experiences	Different types of physical activity and outdoor play
 Language & Cognition	Language & Cognition	Activities such as reading, pretend play, weaving, drawing, making music, and building things
 Social & Emotional Experiences	Peer Experiences	Interactions with peers and friends
	Talking about Emotions	Talking about social experiences and emotions with parents/caregivers
	Screen Time	Use of electronic devices such as computers, tables and TVs
 Early Learning & Care	Early Learning & Care	Experiences in a non-parental care arrangement and/or preschool
 Community & Context	General Activities	Participation in community activities
	Neighbourhood Experiences	Parents'/caregivers' perception of their neighbourhood safety and social support
	Demographics	The child's birth place, ethnicity and language(s) spoken

CHEQ data is represented in the five key developmental domains listed above. The following data is compiled from some of the 55 questions asked on the CHEQ.



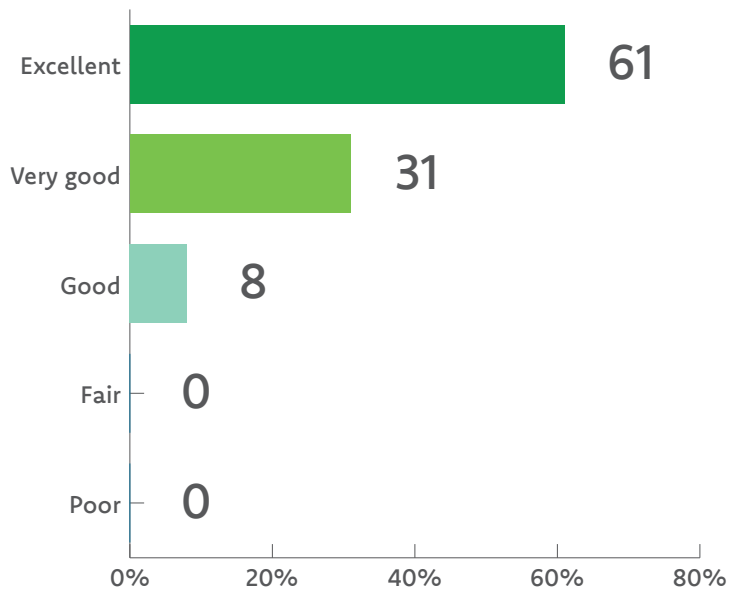


EVIDENCE OF LEARNING | PROFICIENCY IN K-3

Physical Health and Well-being

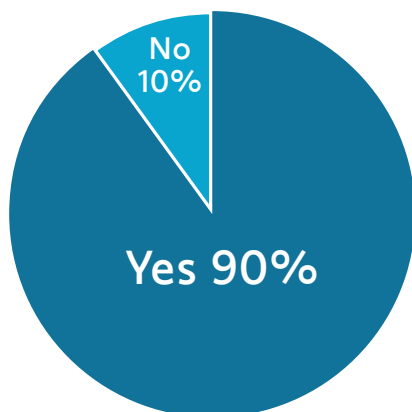
Child's overall health in the last 12 months

ANSWERED: 203



Did the child visit a health care professional in the last 12 months?

ANSWERED: 203

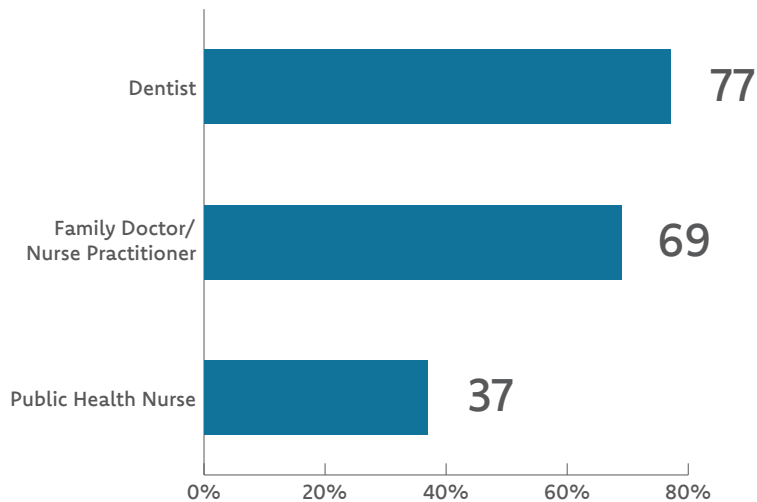




EVIDENCE OF LEARNING | PROFICIENCY IN K-3

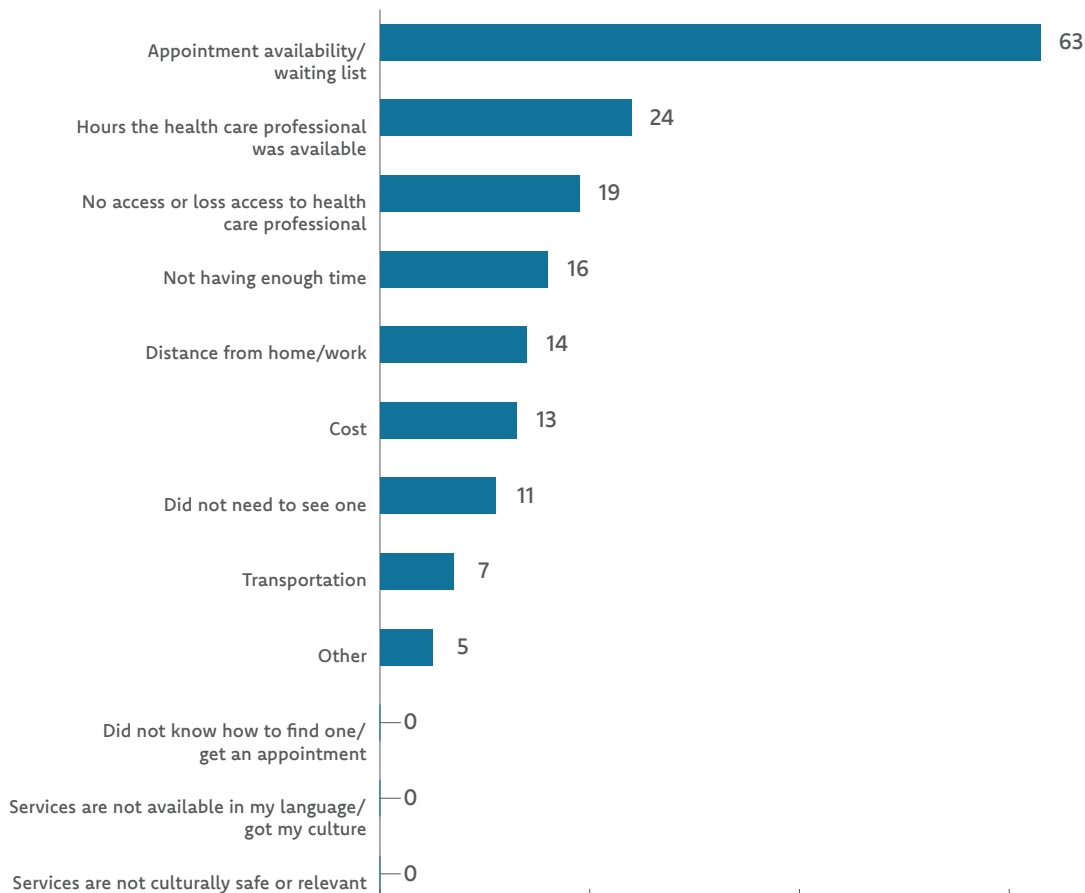
Type of health care professional visited

ANSWERED: 185



Barriers to seeing health care professionals

ANSWERED: 97



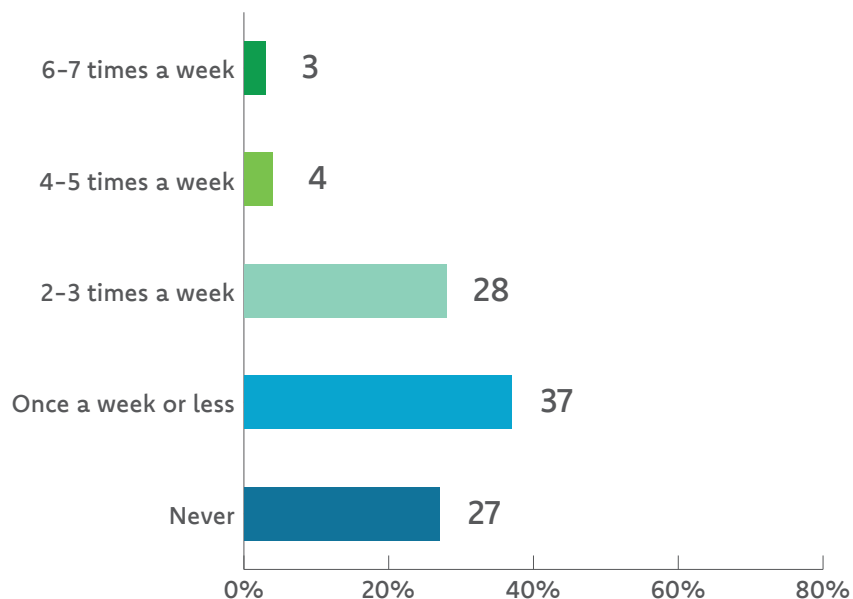


EVIDENCE OF LEARNING | PROFICIENCY IN K-3

MOTOR SKILLS AND EXPERIENCES

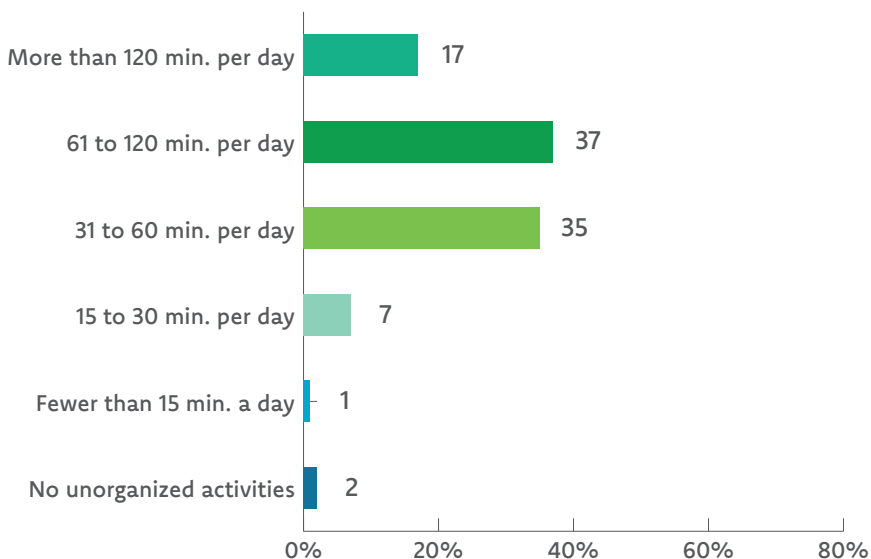
In the last 6 months, times per week the child took part in moderate to vigorous physical activity while participating in organized activities.

ANSWERED: 204



In the last 6 months, minutes a day the child took part in moderate to vigorous physical activity while participating in unorganized activities.

ANSWERED: 201

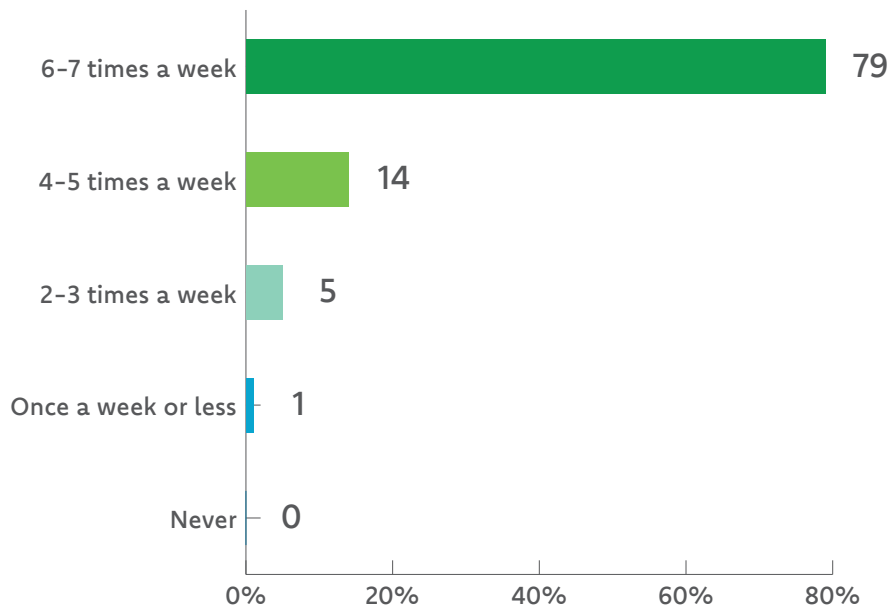




EVIDENCE OF LEARNING | PROFICIENCY IN K-3

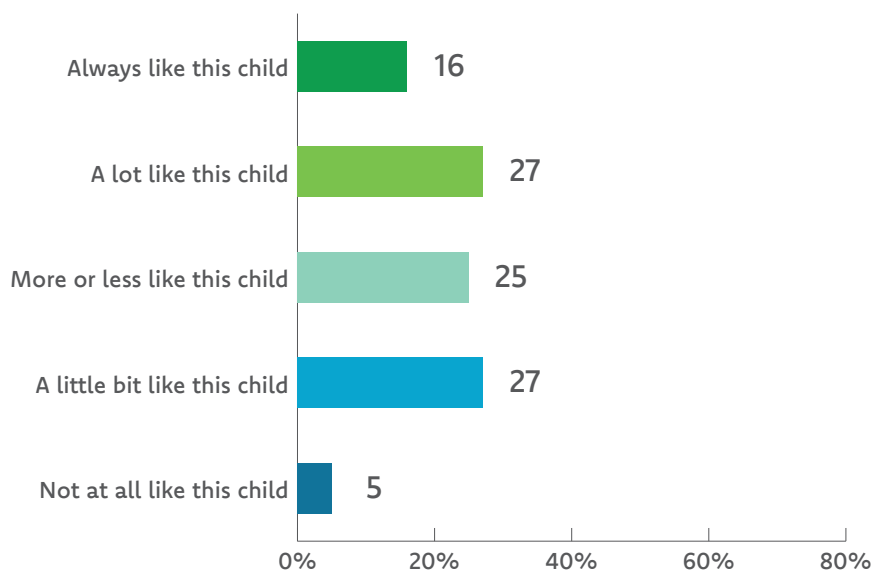
In the last 6 months, days per week the child played outdoors.

ANSWERED: 204



Degree to which the child likes to take risks while playing outside.

ANSWERED: 203

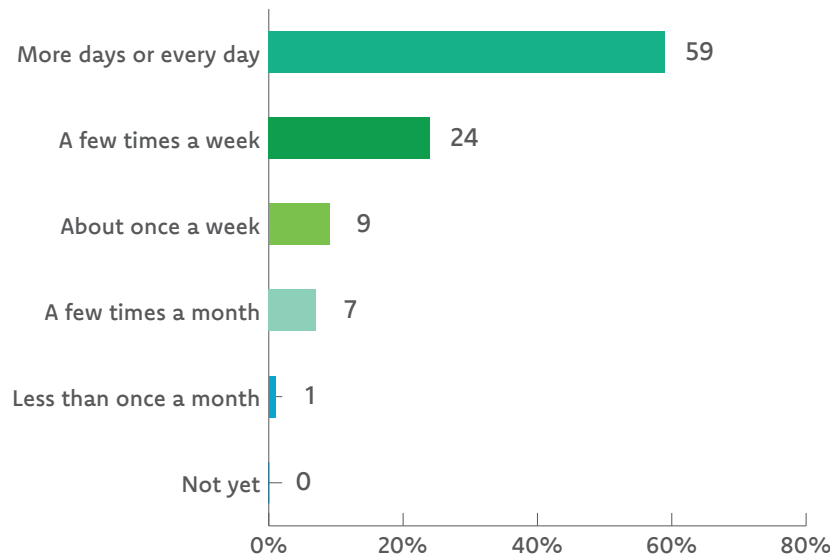




EVIDENCE OF LEARNING | PROFICIENCY IN K-3

In the last 6 months, frequency the child has had the chance to take risks while playing outside

ANSWERED: 203

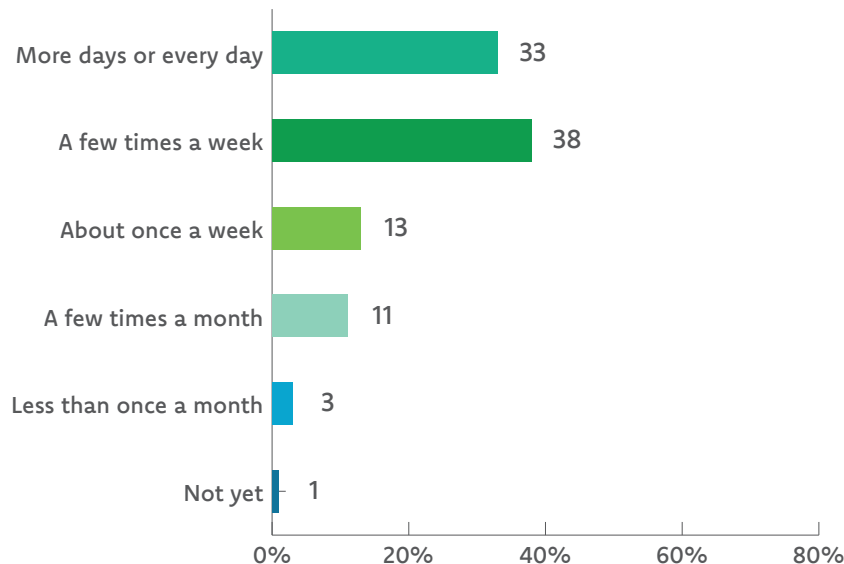


SOCIAL AND EMOTIONAL EXPERIENCES

For the following question, the parent/caregiver was asked to think about the last 6 months:

How often the child played with children other than their siblings.

ANSWERED: 203

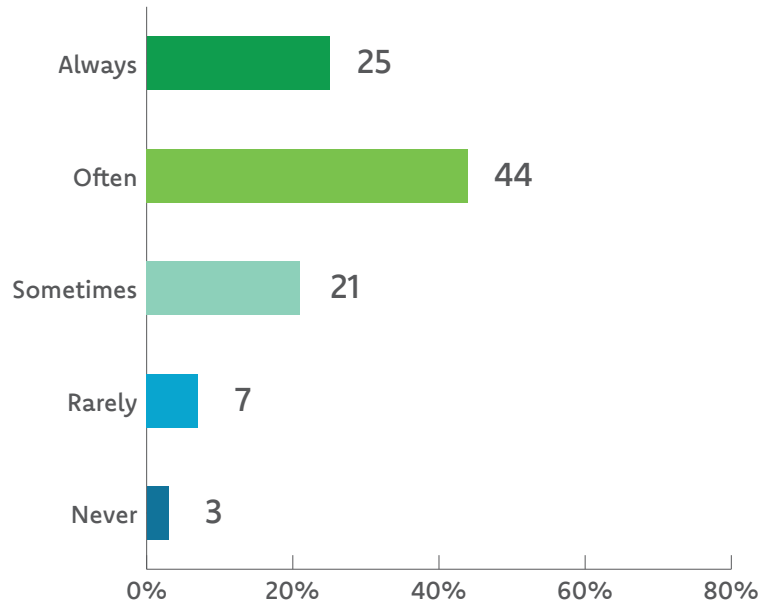




EVIDENCE OF LEARNING | PROFICIENCY IN K-3

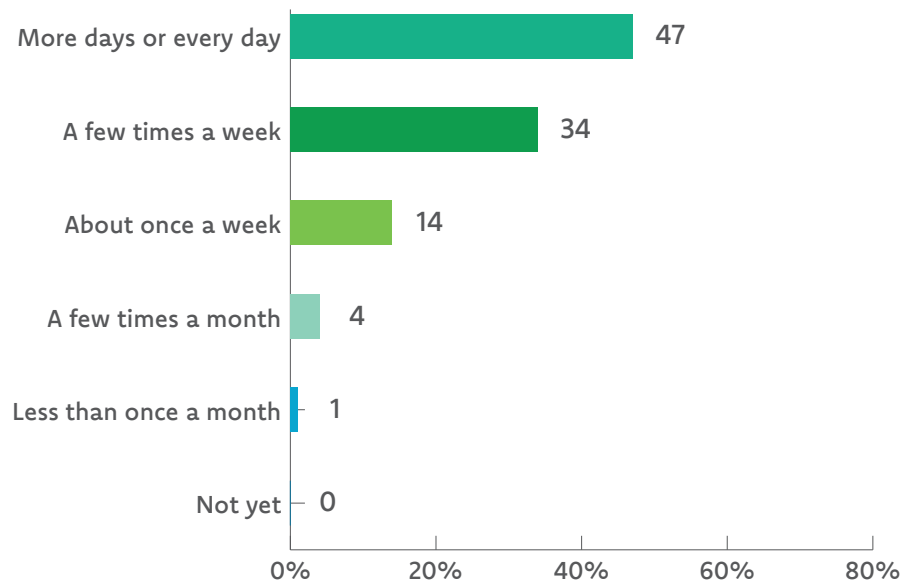
How often the child had a close friendship with another child around the same age.

ANSWERED: 203



How often the parent/caregiver or another adult involved the child in household chores:

ANSWERED: 202



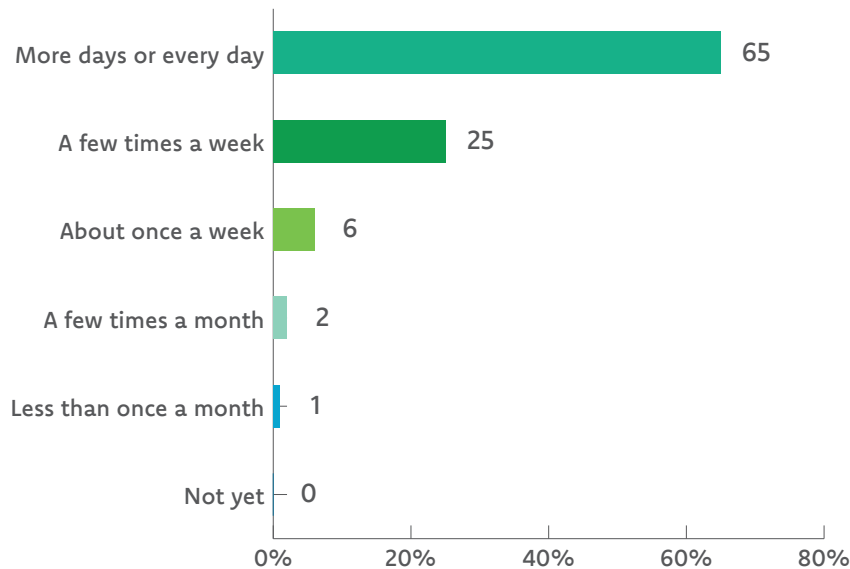


EVIDENCE OF LEARNING | PROFICIENCY IN K-3

How often the parent/caregiver or another adult talked with the child about:

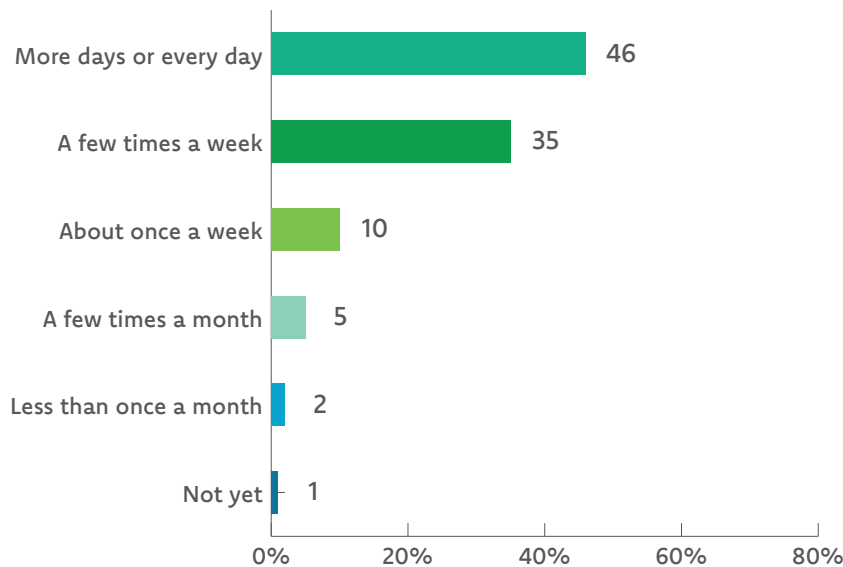
The child's emotions or feelings.

ANSWERED: 202



Others' emotions or feelings.

ANSWERED: 203

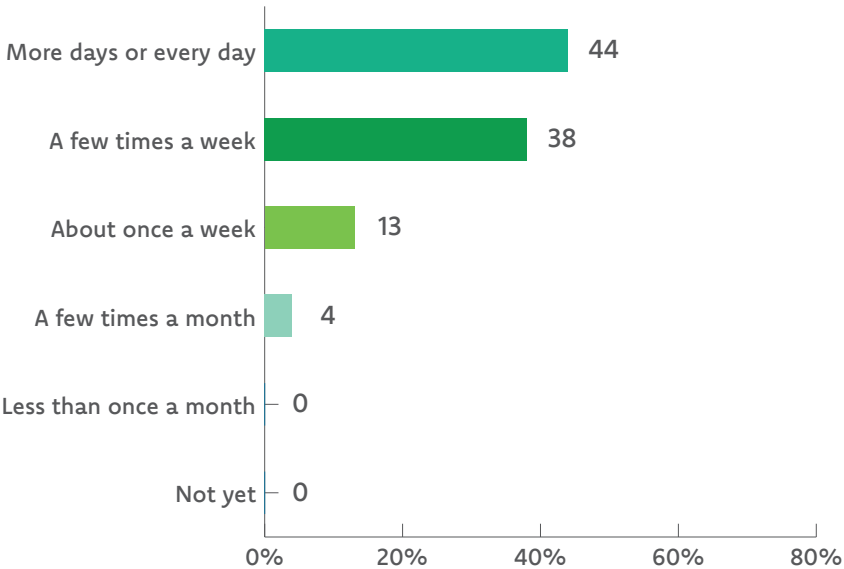




EVIDENCE OF LEARNING | PROFICIENCY IN K-3

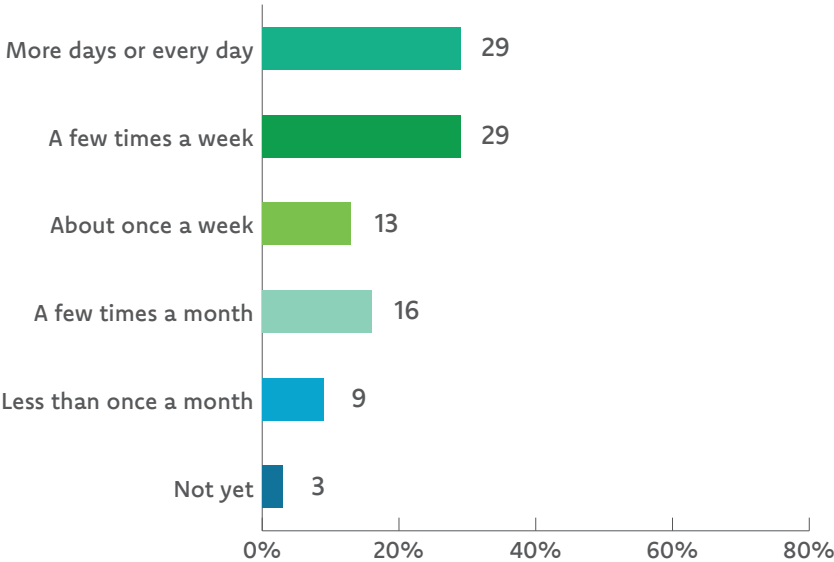
The child’s positive interactions with other children.

ANSWERED: 203



The child’s negative interactions with other children.

ANSWERED: 202



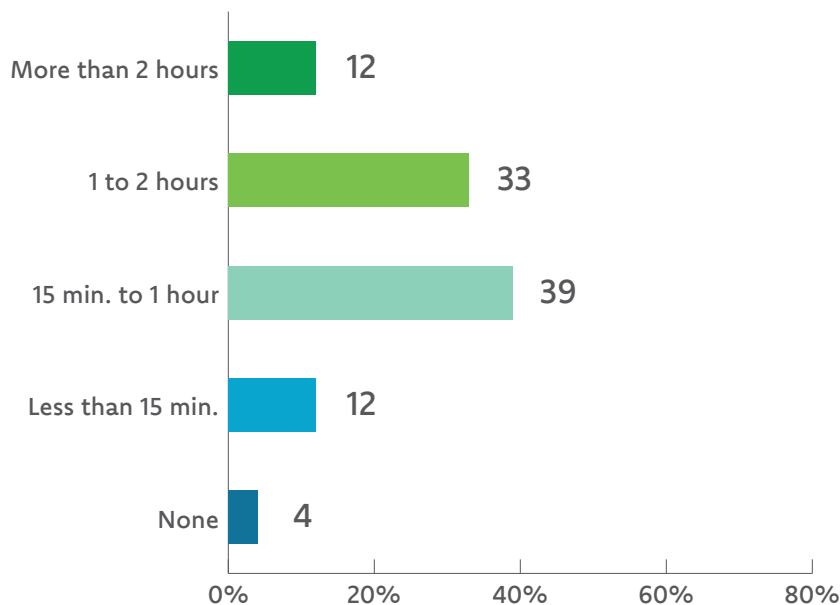


EVIDENCE OF LEARNING | PROFICIENCY IN K-3

SCREEN TIME

In the last 6 months, how much time per day (on average) the child used an electronic device

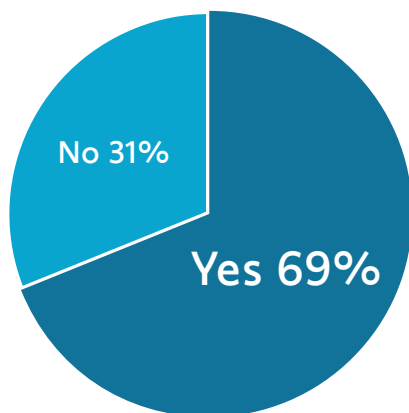
ANSWERED: 202



EARLY LEARNING EXPERIENCES

From 3 years to kindergarten entry was the child in a child care arrangement other than parental.

ANSWERED: 203

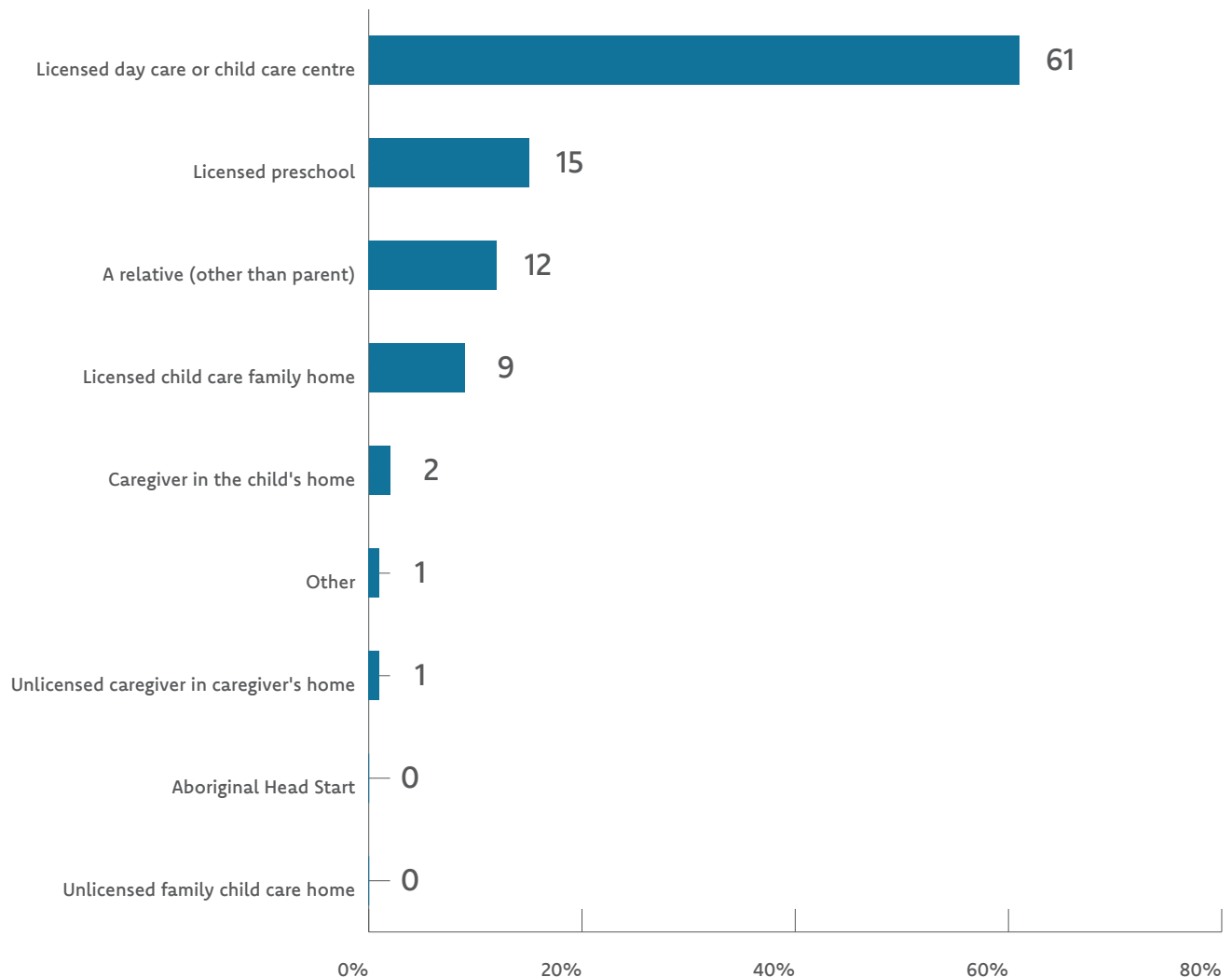




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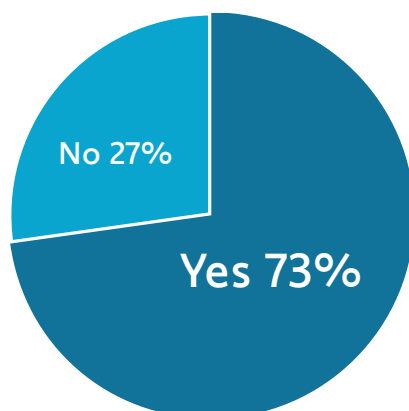
From 3 years to kindergarten entry, type of child care arrangement used the most.

ANSWERED: 141



Challenges for early learning and child care arrangements.

ANSWERED: 191

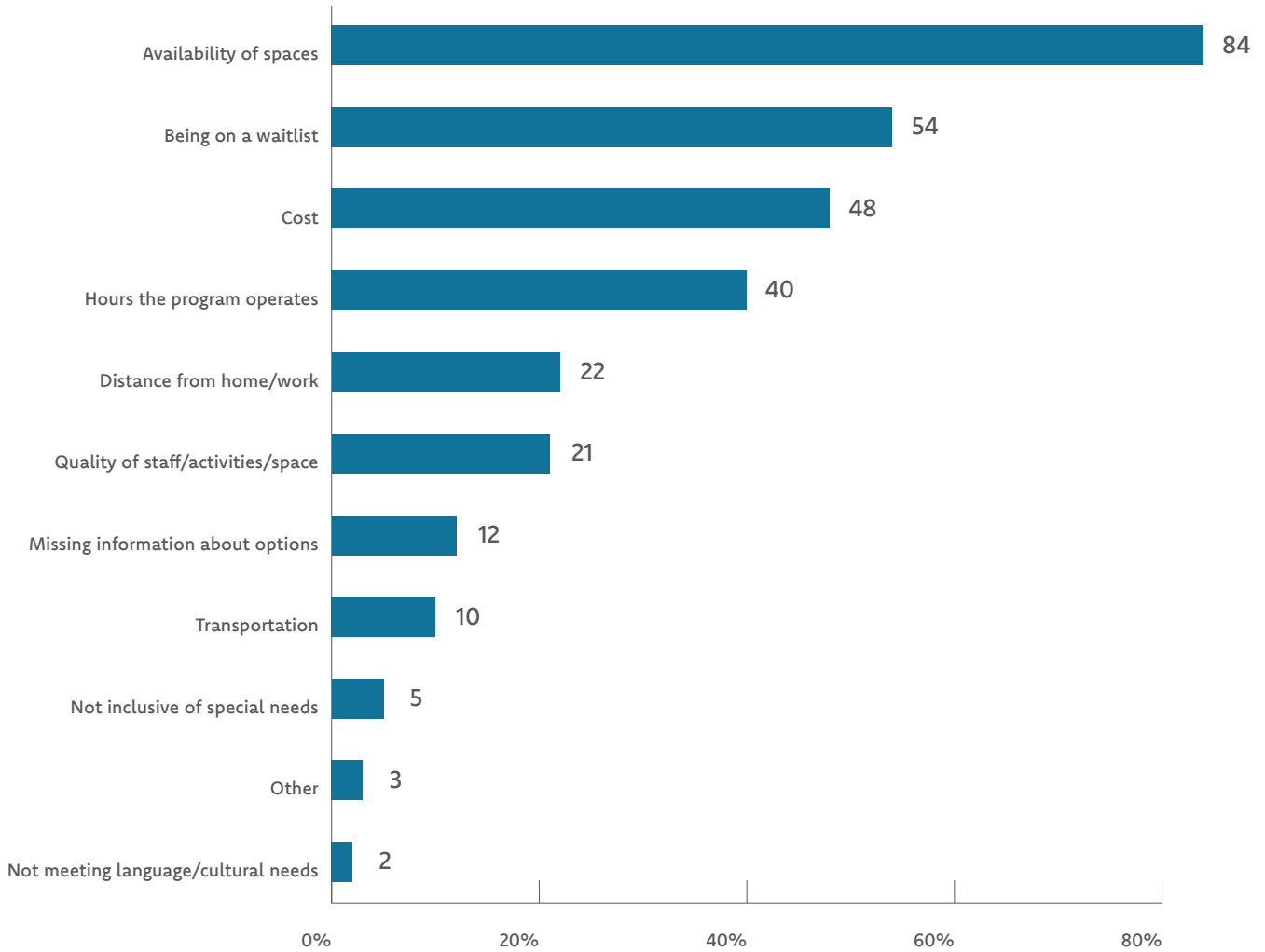




EVIDENCE OF LEARNING | PROFICIENCY IN K-3

Type of early learning and child care challenge.

ANSWERED: 139





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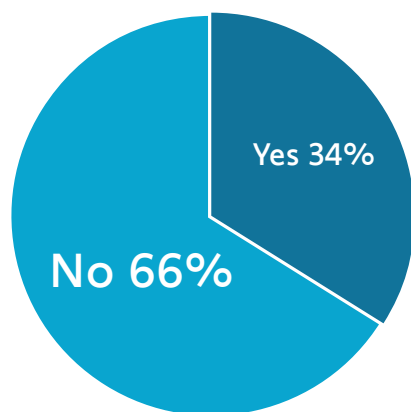
NEIGHBOURHOOD EXPERIENCES

In the last 12 months, how often the child participated in/used community activities/resources

	Not available in my community %	Never %	Once a month or less %	A few times a month %	Once a week %	A few times a week or more %
Arts, music or drama programs	14	54	16	8	7	3
Cultural activities programs	12	58	20	8	1	1
StrongStart program	4	58	17	10	6	5
Public Library or Story Time program	2	28	36	21	12	1
Family Resource Centre (e.g. Family Drop-in Program, Local Neighbourhood House)	11	64	13	6	4	3
Faith-based program	3	89	2	1	5	1
Park/playground	1	0	3	14	22	62
Local community/recreation centre	6	12	14	28	25	16

In the last 12 months, were there any local activities the parent/caregiver wanted to do with the child but cudn't?

ANSWERED: 201

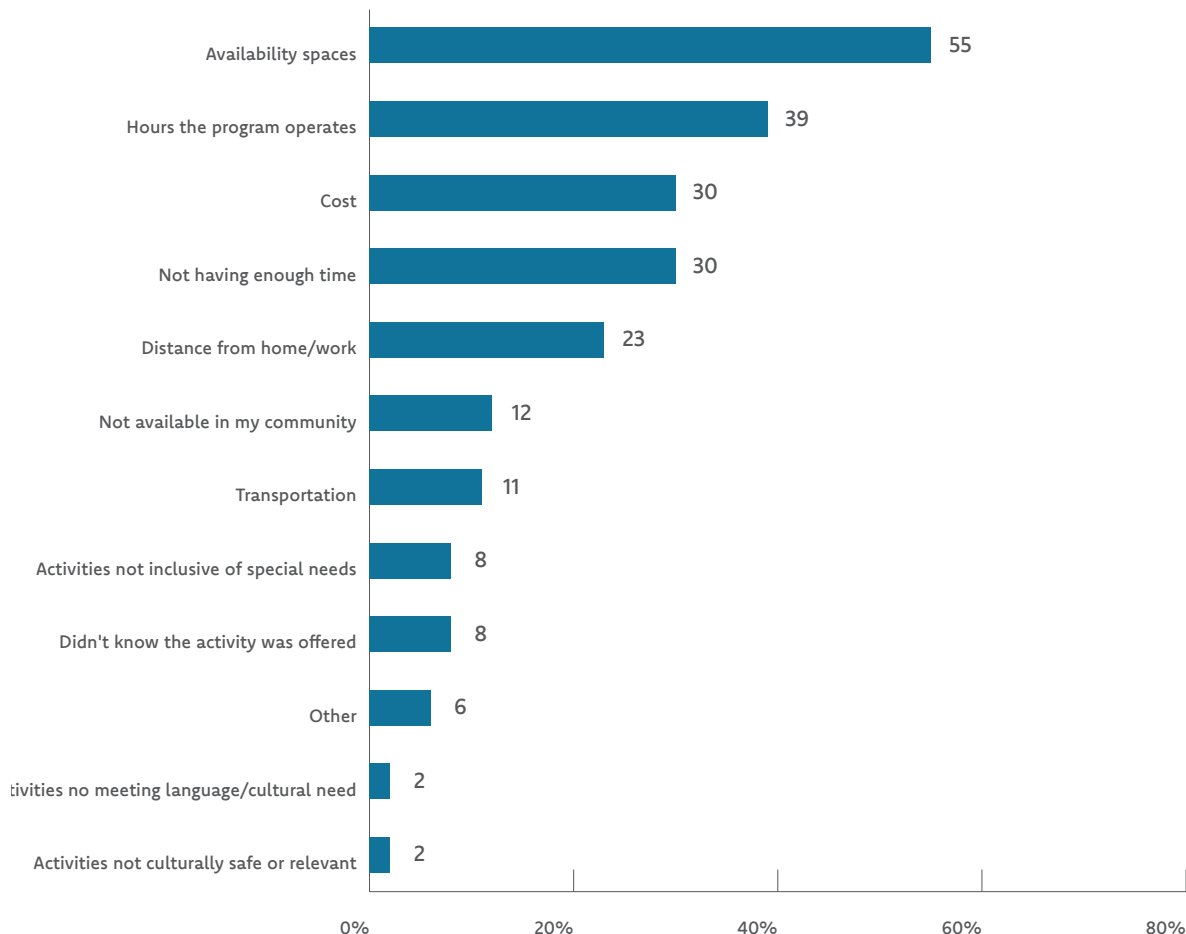




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Barriers to participation.

ANSWERED: 66



Early Development Instrument (EDI)

The Early Development Instrument (EDI) is a short questionnaire completed by Kindergarten teachers every three out of four years. and every three out of four years; these cycles are called “waves”.

The data below are the most current that the district has at this time, from February 2023 (Wave 9); the EDI will be administered again in the early spring of 2027 (Wave 10).

The purpose of the EDI is to measure a child’s ability to meet age-appropriate developmental expectations as follows:

- Physical Health and Well-being
- Social Competence
- Emotional Maturity
- Language and Cognitive Development
- Communication Skills and General Knowledge

Information from the EDI is important to educators, school districts, health professionals, early years care providers and community members as it guides program planning and services for children and families.



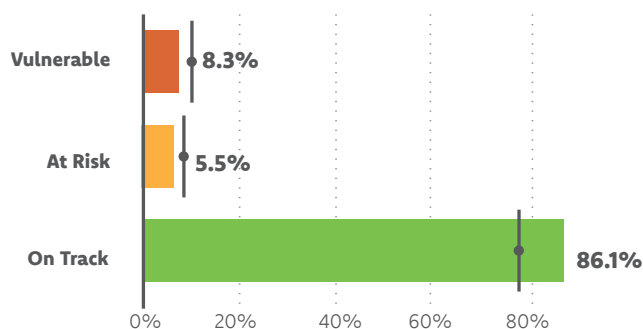


EVIDENCE OF LEARNING | PROFICIENCY IN K-3

EDI Wave 8 data SD8 (February 2023)

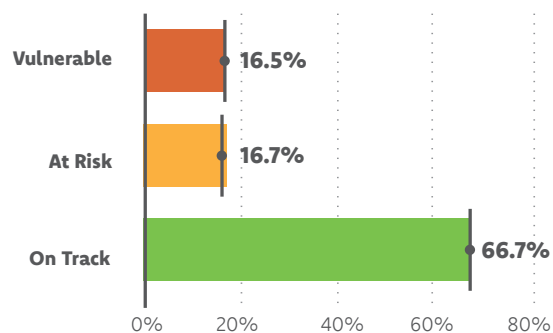
Communication Skills and General Knowledge

Scale outcomes summary



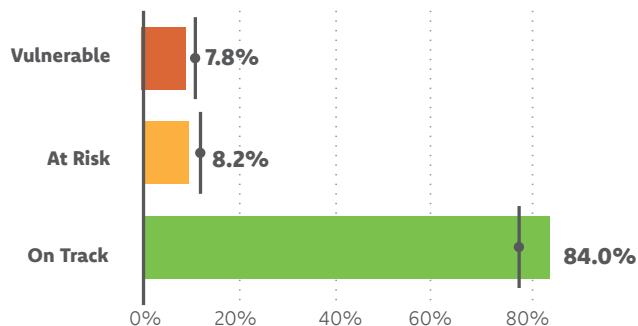
Emotional Maturity

Scale outcomes summary



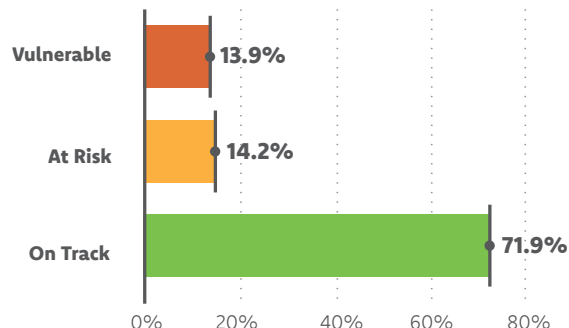
Language and Cognitive Development

Scale outcomes summary



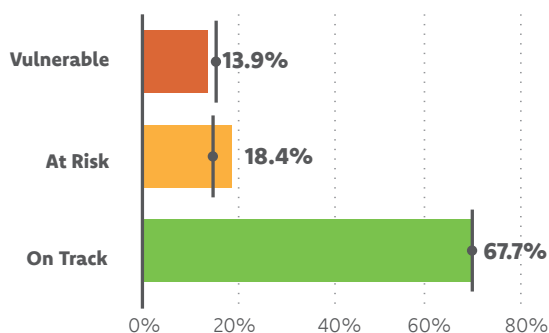
Physical Health and Well-being

Scale outcomes summary



Social Competence

Scale outcomes summary





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Analysis & Interpretation (Grades K-3)

Sources of Data and Evidence Analyzed

The district analyzed results from the district-based Early Literacy Profile (ELP), the Early Numeracy Profile (ENP), learning updates data for K-3 learners, the Kindergarten Childhood Early Experiences Questionnaire (CHEQ) from UBC-HELP, and the Kindergarten Early Development Instrument (EDI) from UBC-HELP. The analysis includes data on All Residents, Indigenous Students (including On Reserve and Not on Reserve), students with disabilities and diverse abilities, and children and youth in care (CYIC) as applicable and available over the past four to five years depending on the data set. Some data were only available for one year (ie: EDI), while other data were available for multiple years.



Missing or Masked Data

Data sets that are missing or masked were omitted due to small group sizes and/or privacy concerns for priority learner populations. The Early Literacy Profile data and the Early Numeracy Profile data have not to date been broken into priority learner sub-sets as the data is manually collated at schools. ELP and ENP data collation will include district-level data subsets for priority learners starting in 2025-2026.

Also, CHEQ and EDI data is suppressed for groups smaller than 35 students. The CHEQ and EDI data are also suppressed when the uncertainty of the results (i.e., margin of error) is greater than 10%, which can result from low coverage particularly in areas with small populations. However, local knowledge has been incorporated into planning for support for priority learners throughout the district.

Trends Emerging from Data Analysis

Literacy

Early Literacy Profile (ELP) analysis shows that kindergarten learner data has remained fairly consistent from fall 2021 to spring 2025 for foundational literacy skills (Phoneme Isolation, Correct Sound, and High Frequency Words), with students achieving the highest proficiency in the sub-skills identified in phoneme isolation, which is a building block of literacy development (93% of kindergarten students were proficient in this aspect in spring 2025). However, performance in the high frequency words aspect declined from spring 2024 to spring 2025, from 70% proficiency to 60% proficiency. This is a concerning result, as proficiency in high frequency words is an indicator of early reading proficiency.

From fall 2022 to spring 2025, grade 1 student data has remained fairly consistent. There has been an increase in proficiency from spring 2024 to spring 2025 in phoneme segmentation (from 62% to 74% proficiency), correct sound (from 78% to 84% proficiency), overall reading (from 51% to 56% proficiency), and overall writing (from 46% to 51% proficiency), with increases in proficiency ranging from 5% to 12%. However, there was a proficiency decline in high frequency words from 55% to 50%. While four of five sub-aspects showed an increase, proficiency in overall reading and writing is lower than expected.

From spring 2024 to spring 2025, grade 2 student data have shown an increase of proficiency in phoneme segmentation (from 83% to 85% proficiency); however, there has been a decline in the other aspects: correct sound (from 92% to 91%), high frequency words (from 83% to 79%), overall reading (from 61% to 56%),





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and overall writing (from 47% to 44%). This cohort of students were grade 1 students when the ELP was first introduced at grade 1 in 2022. Overall, this cohort's proficiency in early foundational literacy skills has increased over time; that said, it remains that overall writing (at 44% proficiency) is lower than expected.

Grade 3 student proficiency increased from spring 2024 to spring 2025 in all five aspects: phoneme segmentation (from 80% to 90%), correct sound (from 85% to 95%), high frequency words (from 45% to 60%), overall reading (from 58% to 63%) and in overall writing (from 45% to 49%). This cohort of students were kindergarten students when the ELP was first introduced in 2021. Overall, this cohort's proficiency in early foundational literacy skills has increased over time; that said, it remains that overall writing (at 45% proficiency) is lower than expected.

An analysis of the ELP data shows that over time, student proficiency in foundational early literacy skills has generally increased in the aspects of phoneme segmentation and correct sound, is mixed in high frequency words, and is mixed in overall reading and overall writing. Overall reading and overall writing proficiency are lower than would be expected for each grade at which data are collected (grades 1, 2, and 3).

Written learning update data over a five-year period are displayed, from 2020–2021 to 2024–2025. Data sets include all resident students, Indigenous students, and students with disabilities and diverse abilities.

At the kindergarten level, written learning updates for all resident students have increased marginally from 2023–2024 to 2024–2025 (from 73% to 74%). Indigenous students at this grade level have declined marginally over the same period (from 67% to 66%). Students with disabilities and diverse abilities are masked at this grade level as the number of students is fewer than 10.

At the grade 1 level, written learning update results have increased for all resident students from 2023–2024 to 2024–2025 by 9% (52% to 61%). Indigenous students at this grade level have increased 12% for the same period (from 33% to 45%). Students with disabilities or diverse abilities are masked as the number of students is fewer than 10.

At the grade 2 level, written learning update results have decreased for all resident students from 2023–2024 to 2024–2025 by 6% (62% to 56%). However, Indigenous students at this grade level have increased 4% for the same period (from 33% to 37%). Students with disabilities and diverse abilities have significantly increased (by 25%), from 19% to 44%. Overall, however, the written learning update results for language arts achievement are lower than expected at the grade 2 level. That said, the data for this grade cohort (started kindergarten in 2022–2023), has increased from 2023–2024 to 2024–2025 in each data set (all resident students by 4%, Indigenous students by 4%, and students with disabilities and diverse abilities by 8%).

At the grade 3 level, written learning update results have increased for all resident students from 2023–2024 to 2024–2025 by 4% (56% to 60%). However, Indigenous students at this grade level have decreased 6% for the same period (from 46% to 40%). Students with disabilities and diverse abilities have decreased substantially (by 19%), from 38% to 19%. This cohort of students began kindergarten in 2021–2022. Over the four-year period of 2021–2022 to 2024–2025, this grade cohort has decreased in each data set (from 66% to 60% for all resident students, from 45% to 40% for Indigenous students, and from 50% to 19% for students with disabilities and diverse abilities).





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SD8 CHEQ data for fall 2024 show that daily or a few times a week, most parents of children entering kindergarten:

- read books or tell stories with their children,
- talk with children about pictures, signs and words they experience in everyday life,
- sing songs, make music, drum, do rhymes or dance with their children,
- do arts and crafts with their children,
- build things with their children, and
- use pencils/markers to write/draw letters and numbers or to pretend write.

SD8 EDI Wave 9 data shows that over 80% of kindergarten students were on track for Language and Cognitive Development and Communication and General Skills (in February 2023). This group of kindergarten students were the grade 2 cohort of students in 2024-2025.

Numeracy

In 2022-2023, SD8 began implementing the Early Numeracy Profile (ENP) in kindergarten as a pilot project that year. The data has been collected throughout the district for 2023-2024 and 2024-2025 for both kindergarten and grade 1 learners. The first year of ENP provided a baseline for important foundational skills, with the second year building on skills that teachers had developed over 2024-2025.

In both kindergarten and grade 1 in the 2024-2025 year, student proficiency/mastery increased between the winter and spring assessments, in most cases substantially. For example, in kindergarten student mastery increased in the 6-10 frame aspect between winter 2025 and spring 2025 by 18% and the decomposing 3 ways aspect by 29%. Likewise in grade 1, students demonstrated significant jumps in 11-20 ten-frame dots aspect by 18% and in addition and subtraction by 19% and 24% respectively.

Report card analysis shows inconsistent data over time amongst the K-3 grades, with no particular grade demonstrating greater proficiency or less proficiency in mathematics curriculum. However, in each grade, all resident learners outperform priority learners. At each grade level, students with diverse abilities lag most significantly behind their counterparts, and Indigenous learners also demonstrate less proficiency than all resident peers.

Developmental and Social Emotional Learning Data

SD8 CHEQ data show that most parents of children entering kindergarten report that their child:

- Feels safe,
- Plays daily with siblings and/or close friends,
- Plays outdoors daily,
- Visits health care professional(s) regularly,
- Talks to their parents about emotions regularly,
- Attended a child care setting outside the home prior to kindergarten,
- Has access to activities outside the home, and
- Uses an electronic device at least an hour a day.





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SD8 EDI data shows that kindergarten students in SD8 communities are less vulnerable in all five domains of the EDI compared to their similar aged peers in BC. In addition, SD8 kindergarten children are less vulnerable in Language and Cognitive Development and Communication Skills and General Knowledge compared to the last two EDI waves in SD8.

Inequities of Learning Outcomes

Literacy

Written learning update data in 2024–2025 shows an 8% gap between Indigenous students and all resident students at the kindergarten level. This gap has reduced significantly from 2022–2023 (20% gap) to 2024–2025 (8% gap); however, the goal is to achieve parity in student proficiency. At the grade 1 level, the gap between all resident students and Indigenous students remains significant in 2024–2025 (16% gap), although the gap has reduced by 3% from 2023–2024.



At the grade 2 level, the gap between all resident students and Indigenous students has decreased substantially between 2023–2024 (29%) and 2024–2025 (19%); however, the learning gap remains significant. The gap between all resident grade 2 students and students with disabilities or diverse abilities has also decreased substantially between 2023–2024 (43%) and 2024–2025 (10% gap). For this cohort, who started kindergarten in 2022–2023, the gap has remained relatively steady between 2023–2024 and 2024–2025 for each data set.

At the grade 3 level, the gap between all resident students and Indigenous students has increased substantially between 2023–2024 (10%) and 2024–2025 (20%). The gap between all resident grade 3 students and students with disabilities or diverse abilities has also increased substantially between 2023–2024 (18%) and 2024–2025 (41% gap). The gap for this grade cohort, who started kindergarten in 2021–2022, has remained mostly consistent over time, with the exception of students with disabilities and diverse abilities, with a substantial increased learning gap from 2021–2022 to 2024–2025 of 15% (from 16% to 31%).

Numeracy

Through learning update data, students with disabilities or diverse abilities and Indigenous students showed lower proficiency than All Resident students and showed inconsistency of proficiency across time.

Developmental Data

Data were masked in other assessments (i.e.: CHEQ and EDI) due to small numbers of students, so it is difficult to assess performance by priority learners against All Resident students in these developmental assessments.

Stories Revealed about Approaches to Supporting Teaching and Learning

Literacy

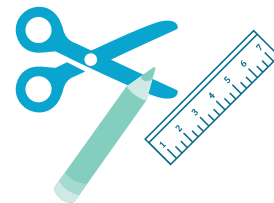
The literacy data for K–3 students in SD8 that deeper and broader analysis of early literacy data is required in order to better support teaching practices and improve early literacy learning. Early Literacy Profile results highlight consistent growth over time in foundational literacy skills such as phoneme segmentation and identification of the correct sound across grades K–3, suggesting that early phonological instruction is well supported in classrooms. At the same time, persistent challenges in high-frequency word recognition, overall reading, and especially overall writing identify a need for a greater instructional emphasis on vocabulary development, morphology, fluency, and written expression.





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Student grade level cohort trends over time show that while students benefit from sustained exposure to early literacy supports, improvements are uneven, with grade 2 and 3 cohorts continuing to underperform in writing relative to district expectations. Written learning update data reinforce this observation, with written learning updates over time showing marginal gains at some grade levels, but notable declines for priority learners, particularly Indigenous students and students with disabilities and diverse abilities by grade 3. These disparities suggest that while inclusive practices are in place, differentiated interventions and culturally responsive approaches require strengthening to ensure equity of outcomes. At the same time, reductions in the kindergarten and grade 2 learning gaps for Indigenous students and for students with diverse abilities indicate that targeted supports, when consistently applied, can make a measurable difference.



Complementary CHEQ and EDI data reinforce the importance of strong early learning experiences at home, with most families reporting active engagement in storytelling, music, and pre-literacy activities before school entry, and most kindergarten students entering school on track in language and communication.

Together, these data suggest that SD8's teaching and learning approaches are building early phonological foundations, but that continued focus on high-frequency word recognition, reading comprehension, and particularly overall writing, as well as more intentional, equity-focused interventions, will be important for closing persistent gaps and ensuring that all learners thrive.

Numeracy

It is clear from the data that over time it is important to continue to build on the use of research-based strategies and coordinated structures to teach students about numeracy. Student proficiency in overall numeracy / mathematics is not yet at the desired level. Therefore, continuing to focus on foundational numeracy/number sense development and building further strategies to promote proficiency in overall numeracy, will be the focus for K-3 numeracy in 2025-2026.

With the implementation of a district-wide numeracy coherence model, SD8 has a consistent tool with which to track numeracy data in the primary years, including the beginning work of tracking cohorts of students. The ENP guides SD8 staff in developing and implementing science-based strategies in their classrooms in order to respond in a timely and responsive manner to promote student learning. As well, ENP data for the district helps SD8 district staff to develop robust professional learning series, supply learning resources and place human resources and supports where needed, particularly for priority learners.

Developmental Data

Primary learner developmental and social emotional learning data from the CHEQ and EDI continue to demonstrate that primary students are less vulnerable compared with the provincial outcomes in all domains on these assessments.

Current Approached to Equity of Learning

SD8 continues to focus on equity of outcomes for priority learners through school-based and district-based wraparound services, ongoing tracking and intervention planning for Indigenous learners and learners with disabilities and diverse abilities, through collaboration between the school-based team and the district-based team, and through the provision of additional supports and resources for priority learners: Indigenous students, students with disabilities and diverse abilities, English Language learners, and Children and Youth in Care.





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There is a clear need to analyze ELP and ENP data by priority learner data sets, in order to delve more deeply into the specific foundational literacy and numeracy aspects that students are struggling with, and to more precisely inform universal design for learning and school- and district-based targeted tiered supports.

Initiatives such as the UBC-CHEQ and the EDI directly inform SD8 staff about the strengths, needs, and stretches of kindergarten learners during their first year. This data provides schools and the district with guideposts to proactively plan for learning in kindergarten classrooms, ensuring that learners thrive.

In addition, provincial and community initiatives like StrongStart and Ready, Set, Learn, directly support kindergarten learners and their families to have more successful transitions into school and through the primary grades.

District and Provincial Programs

SD8 participates in numerous partnerships, both within district portfolios and in local and regional communities. SD8 Innovative Learning, Aboriginal Education, and Inclusive Education collaborate to ensure students have the necessary skills and tools for success. Partnerships in the community further enhance learning experiences for current and future students and their families.

StrongStart

StrongStart, a Ministry of Education and Child Care initiative, is offered in SD8 in 13 locations throughout the district. StrongStart provides rich learning experiences to develop early foundations in physical, cognitive, social-emotional, and oral language development. StrongStart is often a family's first introduction to their local elementary school, offering a supportive and welcoming connection for families with toddlers and preschool-aged children. Programs are facilitated by qualified third party Early Childhood Educators (ECEs), who work closely with SD8 elementary schools and district staff.

StrongStart Goal: To support a positive transition to kindergarten by providing children opportunities to make friends and continue their learning journey positively.

SD8 uses third-party contractors to manage and operate all StrongStart programs.

Strongstart Creston:

- Operator: Valley Community Services Society
- Locations: Canyon Lister Elementary School, Creston Education Centre

Strongstart Crawford Bay:

- Operator: Kayla Vandemark, ECE
- Location: Crawford Bay Elementary/Secondary School

Strongstart North Kootenay Lake:

- Operator: Kaslo Community Services Society
- Location: J.V. Humphries Elementary/Secondary School and Jewett Elementary





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Strongstart Nelson:

- Operator: Kootenay Kids Society
- Locations: Redfish Elementary, Hume Elementary, Rosemont Elementary, Blewett Elementary, South Nelson Elementary

Strongstart Slocan Valley:

- Operator: W.E. Graham Community Services Society
- Locations: W.E. Graham School, Winlaw School, Brent Kennedy Elementary

Ready, Set, Learn

Ready, Set, Learn, a Ministry of Education and Child Care initiative, provides opportunities for schools to host family-oriented events for children aged three to five.

Ready, Set, Learn Goal: To support a positive transition to kindergarten.

Ready, Set, Learn focuses on early development of:

- Confidence
- Friendships
- Language development
- Communication of needs
- Following instructions and routines

Children prepare for school through play-based activities, while families learn about early years programs and services. SD8 partners with organizations like the CCRR and the Columbia Basin Alliance for Literacy (CBAL) to offer literacy programs for preschool-aged children.

Transition to kindergarten events are hosted in the late spring at each elementary school, providing an opportunity for incoming kindergarten children and their families to familiarize themselves with the school.

Strengthening Early Years to Kindergarten (SEY2KT)

Strengthening Early Years to Kindergarten (SEY2KT) is a Ministry of Education and Child Care funded initiative.

SEY2KT GOAL: Improve the social, emotional and academic learning outcomes for early learners.

Strengthening Early Years to Kindergarten Transitions uses a Compassionate Systems Leadership focus. Teams consisting of community early years representatives and SD8 staff collaborate on a project designed to promote effective transitions to kindergarten for pre-kindergarten children and their families.



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In 2024-2025, SD8 has two SEY2KT projects:

Salmo

The Salmo SEY2KT project began in 2018. It was provincially funded and supported by SD8 for eight years. The project focused on ongoing collaboration between Early Childhood Educators from the Salmo Children's Centre, Salmo community organizations, and the K/1 teachers and administration at Salmo Elementary School. Play-based opportunities such as "Play in the K" where families and their pre-school aged children can join the kindergarten class to play games together in the kindergarten classroom and "Pop up Play" events in various community locations are fostered.

Creston

The Creston SEY2KT project began in 2020. This project was provincially funded and supported by SD8 for five years. The project involved members from the Creston Early Years Advisory, primary teams from Adam Robertson Elementary, Erickson Elementary, Canyon Lister Elementary, Creston Wildflower and Creston HomeLinks, and StrongStart Early Childhood Educators. The project focused on strengthening community early years partnerships including strengthening the sharing of information between community partners. In addition, a community-based Early Years SEY2KT coordinator was contracted by SD8 to facilitate a series of school-based drop-in play sessions for families and their pre-school aged children. These sessions were a resounding success and had many participants. Parents expressed gratitude for being able to attend free, high-quality events in their neighbourhood school. A highlight in 2023-2024 and again in 2024-2025 was the Creston Dig Dirt Day, co-planned by SD8 and the Town of Creston, with much support from the Town of Creston Operations Team, other agencies, and from businesses and volunteers in Creston.

Three-Year Action Plan Moving Forward (2024-2027)

Trends and Learning

Literacy

Overall trends and learning that emerged through analysis and interpretation of both achievement and developmental data indicate that foundational literacy skills need to continue to be a focus in the next three years for grades K-3 learners. Also, data analysis over time shows that the district-wide focus on foundational reading and writing skills needs to be consistently applied, science-based, and explicitly instructed across the district. Therefore, continuing to focus on foundational literacy development and building further strategies to promote proficiency in overall reading and writing, are focus areas for K-3 literacy in 2025-2026.



Across the district, phonological awareness skills (such as phoneme isolation and segmentation) are improving over time, with proficiency rates climbing steadily from kindergarten through grade 3. This suggests that early classroom instruction and interventions in phonological foundations are effective. However, high-frequency word recognition shows mixed results, with a decline in kindergarten, grade 1, and grade 2, and a positive trend at grade 3. Because high-frequency word knowledge is a key indicator of reading fluency, this downward trend in the earlier grades signals a need for more targeted practice in primary classrooms.





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Another clear trend is that overall reading and writing proficiency lag behind expectations at grades 1, 2, and 3. While there were modest gains in grade 1 and grade 3 cohorts, grade 2 results showed a decline, and writing proficiency remains low across all primary grade levels. This indicates that while phonological skills are improving, the transfer into more complex literacy tasks of comprehension, fluency, and written expression require more focused instructional strategies in the classroom.

At kindergarten and grade 2, the gap between Indigenous students and all resident students has narrowed, and students with disabilities and diverse abilities at grade 2 showed substantial improvement. By contrast, grade 3 outcomes indicate widening gaps, particularly for Indigenous students and students with disabilities and diverse abilities, with written learning update results showing declines. Inequities at the later primary level suggest that current literacy strategies are more effective earlier on, with less consistent results as students move through the grades. More analysis is required in this area to determine the effectiveness of current foundational literacy strategies.

Numeracy

Overall trends and learnings that emerged through analysis and interpretation of both achievement and developmental data indicate that foundational numeracy skills continue to need to be a focus in the next three years for primary learners. As well, an analysis shows that a focus on number sense (as developmentally appropriate) needs to be a concentrated focus for the next three years.

Developmental Data

CHEQ and EDI results confirm that most children enter kindergarten with strong home-based literacy experiences and are developmentally “on track” in early language and communication. This foundation positions students well for kindergarten entry, but the data over time reveal that sustaining early literacy and numeracy strengths into reading, writing, and numeracy proficiency is an ongoing challenge.

New Areas for Growth

Literacy

New areas for growth that emerged through the analysis and interpretation, and through a review of school plan goals and objectives for literacy indicate a focus on developing overall reading and writing skills at the grades K-3 levels, particularly for priority learners. In addition, a focus on priority learners in the school learning plans will be emphasized in the coming year, as will a deeper dive into item level analysis and an analysis of priority learner data in the Early Literacy Profile (ELP).

As part of the Ministry of Education and Child Care’s mandate to ensure that BC’s literacy instruction and early interventions are the most effective in North America, the Ministry is expanding its direction on early literacy screening to require school districts to begin implementing mandatory screening in kindergarten (as a minimum) for the 2025-26 school year. Mandatory early literacy screening is one of the ways for districts to make meaningful progress on literacy outcomes for BC students.





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Numeracy

New areas for growth that emerged through the analysis and interpretation, and through a review of school plan goals and objectives for numeracy indicate a focus on developing foundational numeracy skills, particularly number sense. In addition, a focus on priority learners in the school growth plans will be emphasized in the coming year, as will a deeper dive into item level analyses for numeracy in the Early Numeracy Profile (ENP) and the new Number Sense Assessment (NSA) at the grade 2 level.

To focus on ongoing continuous improvement in primary numeracy, the Primary Literacy and Numeracy Coordinator has begun the work of developing frameworks to build capacity with the Early Numeracy Profile (ENP). These ENP implementation frameworks for teachers and principals include:

- Introduction/Purpose/Benefits – how the assessment supports instruction and learning
- Know the Learner – Know the Curriculum
- Curriculum Connections
- Class Profiles – how to use your results to guide instruction
- Timelines – as a guide; and Clevr input dates
- Administration – explicitly share ideas of how to embed assessment into the day.

The next iteration of K-3 numeracy will entail a focus on the aspects of learning more about number sense and implementing the Number Sense Assessment in grade 2 in 2025-2026 and grade 3 in 2026-2027, as well as continuing to assess students in kindergarten and grade 1 using the ENP.

Existing Areas for Growth

Existing Areas for growth confirmed by the analysis and interpretation continue to indicate a focus on supporting students, especially priority learners, in developing foundational literacy and numeracy skills. District-wide, school-based literacy and numeracy assessment as part of the annual school assessment cycle will continue to provide formative assessment information to school teams.

Professional learning for teachers has evolved into the district-wide K-3 communities of practice, including several POPEY after school workshop series. Other resources include books and resource guides for literacy intervention and reading skills such as those mentioned earlier (i.e.: UFLI, Heggerty, Shifting the Balance, Counting Collections), as well as resources available on the Early Learning Resources Hub.

To focus on ongoing continuous improvement in primary literacy and numeracy, the K-3 Teacher Coordinator has developed implementation frameworks to build teacher capacity in using the ELP and ENP. These implementation frameworks for teachers and principals include:

- Introduction/Purpose/Benefits – how the assessment supports instruction and learning
- Know the Learner – Know the Curriculum
- Curriculum Connections
- Class Profiles – how to use your results to guide instruction
- Timelines and clevr database input dates
- Sharing ideas of how to embed assessment into the day





EVIDENCE OF LEARNING | PROFICIENCY IN K-3

The district will continue to review overall K-3 proficiency and will continue to research science-based approaches to improving reading, writing, and mathematical proficiency for grades K-3 learners and in particular for priority learners.

Primary Success Meetings will continue to be held twice per year, for school and district staff to review K-3 students throughout the district with a focus on priority learners. At the meetings with each school, the following questions will continue to be posed:

1. What has been implemented this year to improve priority learner academic outcomes?
2. How does the school team know these steps are making a difference for these students and what does ongoing monitoring look like?
3. What top 2 “inclusive + equitable + individualized” actions will the team commit to doing to improve learner academic outcomes and support grade/class transitions in the fall?

An improvement in practice in this area will be to consistently collate data district-wide to use in structuring practices and interventions to support literacy and numeracy development for primary learners.

2024–2027 Early Years Action Plan Summary (Kindergarten To Grade 3)

Literacy

- Use the Early Literacy Profile (ELP) twice per year for all K-3 students to monitor growth and inform instruction.
- Implement the Acadience literacy screener for kindergarten students to collect consistent district data.
- Build teacher capacity and confidence to apply targeted, evidence-based strategies that strengthen foundational reading and writing.
- Provide ongoing professional learning for K-3 teachers in responsive literacy instruction, including a POPEY residency for grade 3 teachers.
- Facilitate literacy-focused communities of practice and after-school collaboration sessions to deepen foundational literacy skill development.
- Expand science-based literacy resources for the K-3 Resources Hub.
- District K-3 Literacy & Numeracy Teacher Coordinator to continue to lead K-3 literacy professional learning, data analysis, and strategic instructional planning.

Numeracy

- Use the Early Numeracy Profile (ENP) twice per year in K-1 to monitor growth and inform instruction.
- Phase in the Number Sense Assessment (NSA): grade 2 in 2025–2026 and grade 3 in 2026–2027.
- Strengthen teacher confidence in applying specific, targeted numeracy strategies to build conceptual understanding and problem-solving.
- Offer regular professional learning and communities of practice focused on number sense and responsive instruction.



EVIDENCE OF LEARNING | PROFICIENCY IN K-3

- Maintain a focus on increasing numeracy proficiency for Indigenous learners, ELL students, children in care, and students with diverse needs.
- Improve access to numeracy resources through K-3 Resources Hub.
- District K-3 Literacy & Numeracy Teacher Coordinator to continue to lead K-3 numeracy professional learning, data analysis, and strategic instructional planning.

Early Learning and Child Care

- Continue Primary Success Meetings twice per year to analyze K–3 literacy, numeracy, and SEL data for all schools.
- Maintain the comprehensive district-wide transition-to-kindergarten program Ready, Set, Learn in all elementary schools with a target of 100% parent/caregiver participation each year.
- Continue to add licensed child care spaces on school sites in alignment with AP 3406: Provision of Child Care, with an emphasis on priority populations.
- Collaborate with local, regional, and provincial partners to sustain high-quality, licensed child care programs across the district.





CONCLUSION

Supporting students in achieving strong foundational skills in grades K-3 addresses SD8’s commitment to ensuring the success of all learners.

Supported initiatives demonstrate the positive difference collaboration makes in children’s lives. The goals of the BC Early Learning Framework, Learning in the Primary Years, and the BC Curriculum provide a roadmap for children to develop strong foundations in literacy, numeracy, and social emotional learning to support their growth as proficient thinkers who are personally and socially competent in all areas.

SD8 recognizes the important role of a child’s early years in creating environments and learning opportunities for success throughout a learner’s K-12 education and beyond. Through partnerships with provincial, regional and local communities, SD8 endeavours to foster smooth transitions for children and their families so they can thrive throughout their education journey.

Strategic Priorities:

Lifelong Learning

“We aim to improve student learning through interest-based, competency-based, flexible and innovative approaches”

Caring and Inclusive Learning Cultures

“We aim to promote physical and mental well-being through social-emotional learning and to foster compassionate learners”



CONCLUSION

Three-Year Action Plan (2024-2027)

	Aspect	Monitoring	Success Indicators
1	Empower schools to create data-informed, inclusive literacy, numeracy, and social-emotional learning (SEL) action plans that support all learners.	Achievement Data: - Early Literacy Profile (ELP), Acadience, Early Numeracy Profile (ENP), Number Sense Assessment (NSA), written learning updates Transitions Metrics: - Grade-to-grade transition rates - Transitions meetings Surveys & Feedback: - Childhood Early Experiences Questionnaire (CHEQ) - Early Development Instrument (EDI) - School learning plan proficiency guidelines - School learning plans (literacy and numeracy goals)	- All schools set SMART literacy and numeracy objectives aligned with strategies and action plans in their school learning plans by end of 2026. - Priority learner needs (e.g., Indigenous learners, learners with disabilities/diverse abilities, ELL students) are explicitly addressed in literacy and numeracy objectives and action plans in all school learning plans by end of 2026. - Evidence of school teams regularly using localized and provincial data to monitor progress in their school learning plans by end of 2026 with 100% of schools reporting using literacy and numeracy data (ELP, Acadience, ENP, NSA, learning updates) in planning for success. - Evidence of literacy and numeracy instructional shifts and interventions based on ongoing data analysis documented in school learning plans by end of 2026. - Successful grade-to-grade academic transitions, with transitions rates for priority learners increasing annually.
2	Strengthen early literacy and numeracy through targeted screening, assessment, and instruction in K-3 classrooms.	Achievement/Developmental: - Early Literacy Profile (ELP) - Acadience (kindergarten) - Early Numeracy Profile (ENP) - NSA (grade 2) - Written learning updates (literacy and numeracy) - CHEQ data - EDI data Transitions Metrics: - Grade-to-grade transition rates - Primary success meetings Surveys & Feedback: - Parent feedback (CHEQ) - Teacher feedback after learning events	95%+ of K-1 students participate in ELP and ENP assessments. - Implementation of Acadience screener in kindergarten in 2025-2026. - Grade 2 implementation of Number Sense Assessment (NSA) in 2025-2026. - Grade 3 implementation of NSA in 2026-2027. - Primary teachers use class and cohort profiles from literacy and numeracy data. - Year-over-year growth in participation rates in professional learning, in-service, and communities of practice with increased teacher confidence in data use and evidence-based instruction demonstrated through surveys. - By end of 2026, K-3 proficiency rates on ELP aspect High Frequency Words increases by 5% at each grade. - By end of 2026, 80% of students demonstrate proficiency in the ENP on key numeracy aspects at K-1 and on the NSA at grade 2.



CONCLUSION

	Aspect	Monitoring	Success Indicators
3	Develop primary communities of practice to enhance and strengthen instruction in grades K-3 literacy, numeracy and social-emotional learning, with a focus on priority learners.	Achievement Data: - Acadience, ELP, ENP, NSA - Written learning updates Assessment & Planning Tools: - District literacy and numeracy assessments (ELP, ENP, and NSA) - Provincial questionnaires (CHEQ and EDI) - Normative screener (Acadience) - Literacy, Numeracy, and SEL objectives and strategies evident in school learning plans Participation & Innovation: - Community of practice participation and feedback - School learning plan grants (K-3 focus)	- Improved student achievement in literacy, numeracy, and SEL outcomes, evidenced through ELP, ENP, NSA, Acadience, and provincial questionnaires (CHEQ and EDI). - Increased educator participation from all Families of Schools (FOS) in primary communities of practice, with 80% or more reporting positive impact on instructional practice. - Demonstrated use of screening and assessment data in instructional planning, particularly for priority learners, as reflected in all school learning plans by end of 2026.
4	Continue to support a comprehensive district-wide transition into kindergarten program in all schools	- Ready Set Learn (RSL) events - Compassionate System Leadership (CSL) participation by K-3 teachers and principals - StrongStart program enrolment - Transition into school meetings, particularly for priority learners	100% of elementary schools host annual Ready Set Learn events by end of 2026. - Increased participation of families attending RSL events (target 100% by end of 2026). - CHEQ and EDI data show smoother transitions and increased kindergarten readiness (reduce EDI vulnerability in kindergarten readiness questions by 5% district-wide in Wave 10 survey in 2027). - All K-3 principals using Compassionate Systems Leadership tools by end of 2027.



CONCLUSION

	Aspect	Monitoring	Success Indicators
5	Provide equitable access to high-impact literacy, numeracy, and social-emotional learning resources to support professional learning.	Digital Engagement: - Monthly tracking of Sharepoint view analytics (videos and webinars) Resource Tracking: - Tracking of number and type of resources distributed during professional learning events, to schools, and through communities of practice Participation and Feedback: - Community of practice feedback on learning resources such as book studies - Participation rates in learning events - School learning plan grant resource utilization	- Increased engagement with the Early Learning Professional Learning Sharepoint site as reported by teacher feedback and through data analytics (views). - School learning plans and grants include references to district-used professional texts to support strategies and action plans. - Increased teacher satisfaction in K-3 resources as reference through teacher feedback and usage. - Ongoing development of early learning resources by district K-3 teacher-coordinator.
6	Support literacy, numeracy, and social-emotional learning success through academic transitions in K-3.	Achievement & Assessment Data: - ELP, Acadience, ENP, NSA, and written learning updates Transitions Metrics: - Grade-to-grade transition rates - Primary success meetings	- Improved grade-to-grade transition outcomes for grade band cohorts, including increased rates of academic readiness and proficiency at key transition points, as reflected in school and district data. - Transition plans include evidence of focus on 100% of priority learners by end of 2026. - At least 80% of students demonstrate growth on key literacy and numeracy benchmarks from fall 2025 to spring 2026.
7	Strengthen instructional leadership through collaborative academic and social-emotional planning and data-informed decision-making.	Achievement & Assessment: - Provincial (CHEQ, EDI), district (ELP, ENP, NSA) School Planning & Leadership: - Literacy, numeracy, and SEL objectives and action plans in school learning plans - School learning plan proficiency guidelines Surveys & Feedback: - Feedback from school leaders and staff about collaborative planning and data-informed decision-making to improve learner proficiency.	100% of schools develop and refine literacy, numeracy, and social-emotional learning target objectives and action plans within their school learning plans, with a clear focus on priority learners and informed by cohort and class-level profile data. - School leaders demonstrate enhanced capacity in data literacy and instructional leadership, as evidenced through the school learning plan proficiency guideline reflections and improved outcomes in all schools by the end of 2026. - Improvement in student literacy and numeracy achievement (proficiency) for grade band cohorts (focus on priority learners) on localized assessments (ELP, ENP, and NSA) by end of 2026.

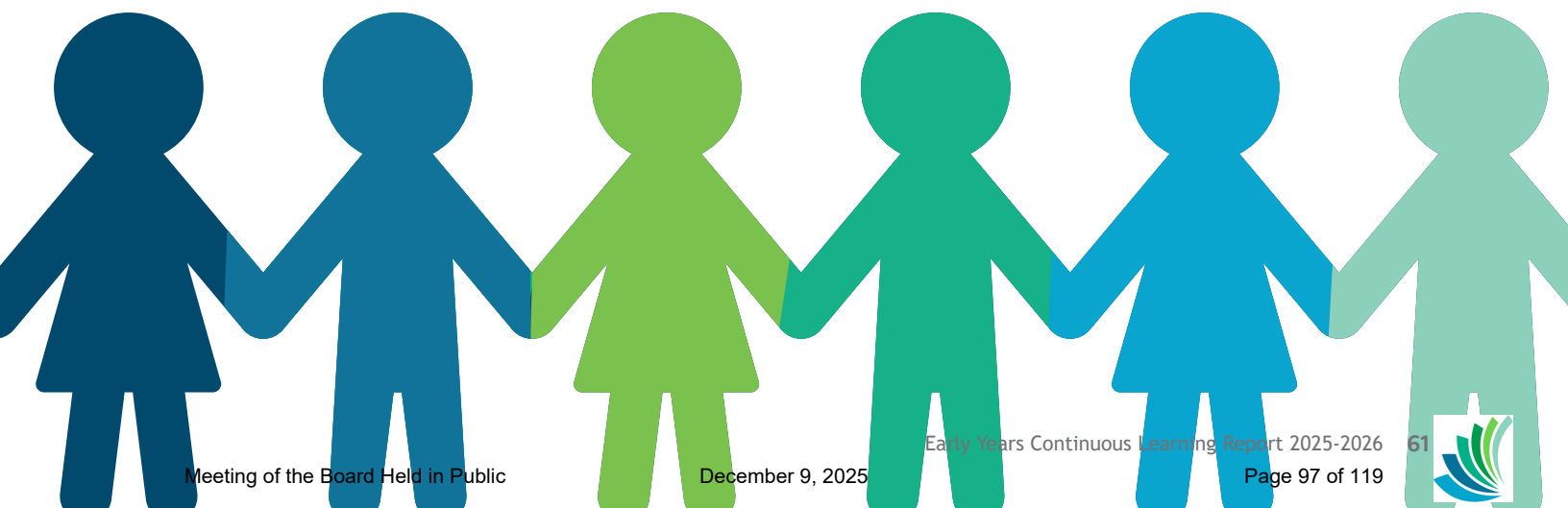


CONCLUSION

	Aspect	Monitoring	Success Indicators
8	Continue to add licensed child care spaces in schools and on school grounds throughout the district, according to AP 3406: Provision of Child Care, with a focus on spaces for priority populations	- District Administrative Procedure (AP) 3406: Provision of Child Care - Child care space inventory and enrolment capacity - Child care enrolment (Seamless Day and third party) - Child Care New Spaces grant application (2026)	Increase in child care spaces on school grounds by an additional 48 spaces for school-aged children by the end of 2026.
9	Work with local, regional and provincial partners to promote and sustain the availability of quality, licensed child care spaces throughout the district	- Ministry of Education and Child Care Community of Practice - Childcare Resource and Referral (CCRR) collaboration - Community child care table collaboration - StrongStart facilitator year-end feedback - Early childhood educator feedback for RSL projects	Participation in planning meetings in each family of schools' region of the district at least once by the end of 2026.

SD8 recognizes the important role of a child's early years in creating environments and learning opportunities for success throughout a learner's K-12 education and beyond. Through partnerships with provincial, regional and local communities, SD8 endeavours to foster smooth transitions for children and their families so they can thrive throughout their education journey.

Therefore, it is important that the strategic priorities for lifelong learning and caring and inclusive learning cultures are realized for each learner, including the connection to the board goals of proficiency within the context of priority learners: Indigenous learners, learners with disabilities and diverse abilities, English language learners, and children and youth in care.





GRATITUDE

[BC Compassionate Systems Leadership Network](#)

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

[College of the Rockies](#)

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

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

[Creston Valley Youth Network](#)

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

[Interior Health](#)

[Kaslo Community Services Society](#)

[Kootenay Kids Society](#)

[Ktunaxa Nation](#)

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

[Lower Kootenay Band](#)

[Metis Nation British Columbia](#)

[Ministry of Children and Family Development](#)

[Ministry of Education and Child Care](#)

[North Kootenay Lake Community Services Society](#)

[Okanagan Nation Alliance](#)

[Selkirk College](#)

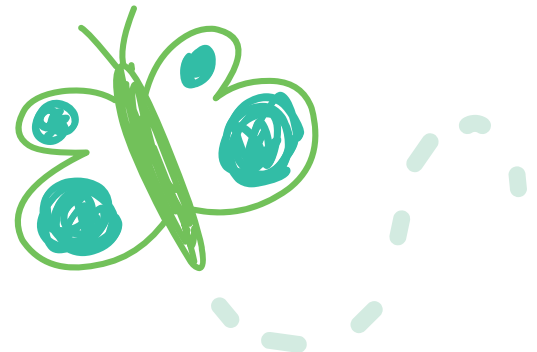
[UBC Human Early Learning Partnership](#)

[UBC Okanagan](#)

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

[West Kootenay Metis Society](#)

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





FROM: Trish Smillie, Superintendent

DATE: December 9, 2025

SUBJECT: Child Care Provision Update

For Information

Introduction

This memorandum provides an overview of child care programs and initiatives in School District No. 8 (Kootenay Lake) (SD8) for the 2025-2026 school year.

Background

Education and child care are the cornerstones of a thriving and equitable society, developing children's and students' minds and help them to become critical thinkers. Education and child care provide learners with the opportunity to develop compassionate worldviews and consider important topics including diversity, equity, and inclusion, as foundational values of healthy communities. Affordable, high quality, inclusive, and accessible child care programs help young children grow and develop while providing economic mobility for parents/caregivers. Education prepares students and children for a successful future where they can apply their skills and knowledge in the world around them.

Child care has a long-standing relationship with school districts throughout BC. Most school districts support the provision of child care through programs in schools and on school grounds. Child care in schools or on school grounds supports seamless transitions for children from child care to school. Child care on school grounds also reduces the burden on parents in dropping off and picking up children and effectively utilizes public resources through the use and retrofitting of existing buildings and infrastructure. ([ChildCareBC Plan](#))

An important goal of the Ministry of Education and Child Care is to provide universally affordable, accessible, high-quality, and inclusive child care for all families in British Columbia. Child care was transitioned from the Ministry of Children and Family Development to the Ministry of Education and Child Care in April 2022. The Ministry of Education and Child Care's [ChildCareBC plan](#) is working toward the goal of making child care a core service by reducing child care fees, creating more licensed spaces, and supporting early childhood educators with training, wage enhancements, and professional learning.

Information about the goals and objectives pertaining to child care can be found in the Ministry of Education and Child Care's [2025/26 - 2027/28 Service Plan](#). The Ministry of Education and Child Care aims to establish affordable, inclusive, high-quality child care as a core service for children under 12. Its objectives include enhancing access to licensed child care, supporting professional growth for child care providers, and improving system infrastructure. Key strategies involve reducing fees (towards a \$10-a-day target), expanding Indigenous-led and culturally safe care, and investing in recruitment, training, and wage supports for educators.

Child Care programs are identified in the [School Act, sections 85.1 - 85.4](#) and in [Ministerial Order M326](#). The [Board of Education's Policy 660: Provision of Child Care](#) and [SD8](#)



[Administrative Procedure 3406: Provision of Child Care](#) outline child care provision in SD8 facilities.

Progress since the launch of the ChildCareBC Plan in 2018:

From 2018 to 2025, there has been a cumulative total investment in child care from the federal and provincial governments of approximately \$8 billion. [Additionally, many improvements have been made to child care access, affordability and inclusion in BC.](#) Some of these improvements in child care include:

- Increased fee reductions up to \$900 a month, per child from birth to kindergarten
- Expansion of the [\\$10 a Day ChildCareBC Program](#) to over 17,500 spaces as of August 2025
- More than 33,600 low and middle income families receive the [Affordable Child Care Benefit](#) each month
- Extended eligibility for fee reductions to include children in licensed preschool programs and out-of-school care
- Addition of over 39,000 new licensed child care spaces funded through accelerated spaces creation programs, with 20,000 of these spaces operational and 19,000 underway
- Addition of over 2,200 federally and provincially-funded culturally relevant child care spaces at no cost to Indigenous families
- Over 8,900 children/month receiving support through the [Aboriginal Supported Child Development](#) and [Supported Child Development](#) programs
- More than 17,100 licensed ECEs in the workforce in BC

The Affordable Child Care Benefit (ACCB) is a monthly payment to help eligible families with the cost of child care, following the [Affordable Child Care Benefit](#) and eligibility requirements for families. Through this benefit, some families may qualify for free child care.

[\\$10 a Day Child Care centres](#) are an important step in the Province's path to making affordable child care a core service for B.C. families. The positive financial impact on parents with children in these centres is significant, with families paying no more than \$200 a month per child for full-time enrolment during regular business hours, regardless of the child care type.

In addition to direct-to-parent fee reduction initiatives, the province also provides initiatives for child care operators to reduce fees.

The [Child Care Fee Reduction Initiative \(CCFRI\)](#) enhances child care affordability for families by offering funding to eligible, licensed child care providers to reduce and stabilize monthly child care fees. Providers opt in to receive funding when they apply for [Child Care Operating Funding](#) (CCOF).

Child Care Operating Funding (CCOF) is available for eligible licensed providers through [CCOF Base Funding](#), the Child Care Fee Reduction Initiative (CCFRI) and the [Early Childhood Educator Wage Enhancement \(ECE-WE\)](#). Participation in CCOF Base Funding, CCFRI and ECE-WE is optional. However, enrolment in CCOF Base Funding is required to apply for CCFRI and ECE-WE.



[Child Care Resource and Referral \(CCRRs\)](#) programs enhance the availability and accessibility of a range of child care options and services and build relationships within the child care sector to support the advancement of the ChildCareBC Plan. CCRR service providers are an important first point of contact in providing relevant information, resources and application support for B.C. families. For example, they support families in applying for various ChildCareBC Programs, such as the Affordable Child Care Benefit and the [Young Parent Program](#). CCRR service providers offer learning opportunities for families that align with [B.C.'s Early Learning Framework](#). CCRR service providers provide referrals to other community services in their school district. These referrals may include local [public libraries](#), [food banks](#), [immigrant settlement services](#), translation services and other social services. The [CCRR - West Kootenay](#) operates throughout SD8 and other districts in the west Kootenays.

The Child Care Resource and Referral program is designed to:

- Support parents in making informed choices about their childcare needs
- Provide information to families about the Affordable Childcare Benefit and assist with completing and faxing forms
- Provide parents and care providers with access to resources and toys from the Toy Lending Library
- Offer quality professional development, training and networking opportunities for care providers
- Support individuals interested in becoming Licensed Child Care Providers
- Provide parents with low-cost art and craft materials

More information about child care initiatives through the Ministry of Education and Child Care can be found at [ChildCareBC](#).

Information

Child care centres in SD8 sites are exclusively licensed child care programs. These are monitored and regularly inspected by regional health authorities. They must meet specific requirements for health and safety, staffing qualifications, record keeping, space and equipment, child-to-staff ratios, and programming according to the [Child care licensing regulation](#).

In SD8, the following types of child care programs are operated:

- **Group Child Care (Under 36 Months):** provides care to children who are younger than 36 months old;
- **Group Child Care (30 Months to School Age)** provides care to preschool children;
- **Preschool (30 Months to School Age):** provides care to preschool children who are
 - (i) 30 months old on entrance to the program, and
 - (ii) 36 months old by December 31 of the year of entrance;
- **Group Child Care (School Age):** provides care before or after school hours or on a day of school closure, to children who attend school, including kindergarten;
- **Multi-Age Child Care:** provides care to children of various ages; and



- **School Age Care on School Grounds:** provides care at a school, before or after school hours or on a day of school closure, to children who attend school, including kindergarten.

SD8 currently has one [Seamless Day After School Child Care](#) Centre at Winlaw Elementary School (Our Place Child Care Centre), managed and operated by SD8 staff. This program is in its 5th year and has been very beneficial for children and families in the Slocan Valley. There are 12 after-school spaces for school-aged children who attend Winlaw Elementary in the Our Place child care program. The Ministry of Education and Child Care has discontinued funding for Seamless Day (effective June 2026), so the Our Place child care centre will move from SD8-operated to third-party-operated starting in September 2026.

In addition, SD8 hosts 9 child care centres in schools or on school grounds, managed by independent, third-party licensed providers as follows:

SD8 School/Site Name	Provider Name	Type of Child Care Program(s)	Number of Spaces Per Type of Program	\$10 Per Day Site?
Brent Kennedy	Brent Kennedy Learning Centre (BKLC)	Group Care Ages 0-3 Group Care Ages 3-5 Multiage Care Preschool Care	34 24 14 29	No
Crawford Bay Elementary Secondary School	Stepping Stones Early Learning Program	Group Care Ages 3-5	8 (including up to 2 space for 2 year olds)	No
Old Gordon Sargent site	School House	Group Care Ages 0-3 Group Care Ages 3-5 School Aged Care	20 40 12	Yes
Hume Elementary	Cornerstone	Group Care Ages 3-5 School Aged Care	20 20	Yes
Hume Elementary	Lakeside Montessori	Group Care Ages 3-5	10	No
LVR	Kootenay Kids - Care to Learn	Group Care Ages 0-3 Group Care Ages 3-5 Multiage Care	12 18 7	Yes
Rosemont Elementary	Rosemont Kidz Klub	School Aged Care	32	No
Salmo Elementary	Salmo Children's Centre	Group Care Ages 0-3 Group Care Ages 3-5 School Aged Care	12 33 25	Yes
South Nelson	South Nelson Kidz Klub	School Aged Care	30	No
Total Spaces Available			400 + 12 Seamless Day = 412 spaces	



In addition, Brent Kennedy Elementary School in South Slocan, W.E. Graham School in Slocan, Crawford Bay Elementary/Secondary School in Crawford Bay, and J.V. Humphries School in Kaslo offer [after school sport and arts \(ASSAI\)](#) programming for children in grades kindergarten to grade 8 through funding from the Ministry of Tourism, Arts, Culture and Sport.

SD8 also contracts with community agencies throughout the district to provide [StrongStart](#) programs at 13 school and community locations in Kaslo, Meadow Creek, the Slocan Valley, Creston, Crawford Bay, Blewett, Nelson, and the Redfish area. StrongStart BC programs provide rich learning environments designed for early learning development - language, physical, cognitive, social and emotional. Qualified early childhood educators lead learning activities where children find opportunities to make friends and interact with others of similar ages.

Collaboration

District staff regularly collaborate with child care providers and other agencies throughout district communities. District staff meet at least twice per year with each child care centre lease holder to collaboratively review lease agreements and ensure that the district can hear from child care centre owners/operators directly. Communication and collaboration continue throughout the year with child care centre owners/operators as needed.

The district also communicates regularly with the West Kootenay CCRR, whose primary work is to enhance the availability and accessibility of a range of child care options and services and build relationships within the child care sector to support the advancement of the ChildCareBC Plan. The Ministry of Education and Child Care provides funding to CCRR service providers, who work with the Province to improve access to affordable, quality and inclusive child care in all B.C. communities. In SD8, the CCRR service provider is Kootenay Kids Society, based in Nelson.

In addition to CCRR, SD8 works with other agencies such as [Kootenay Employment Services \(KES\)](#) in Creston, [Community Futures Central Kootenay](#), Nelson and Area Child Care Committee, and [Nelson at its Best](#), who are also working to increase child care spaces in the area. Information from agencies such as [Columbia Basin Trust](#), the [Columbia Basin Alliance for Literacy \(CBAL\)](#), and [Selkirk College](#) (through their [State of the Basin Reports](#)) helps to provide insight into the need for quality licensed child care and opportunities for children throughout the Columbia Basin. As well, the Ministry of Education and Child Care provides critical information about accessing funding such as [Child Care New Spaces Funding](#) to support the development and/or renovation of increased child care spaces in SD8.

SD8's Collaboration and Consultation with other agencies is outlined below:

Name of Agency	Communities in SD8	Nature of Connection with SD8	Frequency	Notes
Columbia Basin Alliance for Literacy (CBAL)	Throughout SD8 and beyond	Community Literacy Planning Committee ad hoc member	As planned by the organizer	SD8 is regularly invited to participate in planning for activities including



				“Building Inclusive Communities”
Columbia Basin Trust (CBT)	Throughout SD8 and beyond	SD8 receives information from CBT relevant to child care	Monthly - CBT newsletters and podcasts; Yearly Our Trust magazine	CBT’s publication Our Trust is used for information and community context
Community Futures Central Kootenay	Throughout SD8 and other Central Kootenay communities	SD8 participates in committees connected to economic development and thriving communities, coordinated by Community Futures	Periodically	Community Futures coordinates agencies to work together to support initiatives such as child care space creation
Kootenay Employment Services	Creston and the East Kootenays	SD8 consults with the KES about child care in Creston	Periodically	KES works with agencies and the community to address issues affecting the local labour market, including child care
Nelson and area Child Care Committee	Nelson and the surrounding communities	SD8 is a member of this committee	As scheduled by the organizer	The committee reviews data on child care spaces and discusses child care space creation in the Nelson area
Nelson at its Best Committee	Nelson	SD8 is a founding member of this committee	Periodically	The committee discusses social issues including poverty and child care in the Nelson area
Ministry of Education and Child Care - Virtual Community Child Care Roundtables	Throughout BC	Membership on the Virtual Community Child Care Roundtable	As scheduled by the Ministry of Education and Child Care	Information from the Ministry and networking with other agencies in the Kootenay Boundary and East Kootenay
Nelson Community Partners (sponsored by CCRR)	Nelson	SD8 is a member and participates in meetings/collaboration with other agencies with regard to child care and other topics	As scheduled by the organizer	Brings agencies together in Nelson to discuss child care and other topics



West Kootenay Child Care Resource and Referral	Throughout SD8	SD8 and WKCCRR consult, collaborate and share information about child care throughout the district	Regular communication and periodic meetings	WKCCRR is the primary information resource for child care for SD8 throughout all the district's communities. SD8 works with CCRR to share information, distribute information about professional learning, and to attend local child care events
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Next Steps in SD8

The Ministry of Education and Child Care in British Columbia is committed to integrating child care services into the education system by increasing licensed child care spaces on school grounds. This initiative aims to provide accessible, affordable, and high-quality child care for families, supporting children's early learning and development.

In addition, the Ministry of Education and Child Care encourages school districts to utilize empty space in schools or to plan and develop child care facilities on school grounds to make it easier for families to access child care services in a familiar and convenient setting and to promote economic development in communities. By having child care services on school grounds, the Ministry aims to create a seamless transition for children between early learning and formal education, fostering a supportive environment for their growth.

The Ministry's primary avenue to increase child care spaces on school grounds is through the [ChildCareBC New Spaces Fund](#). This fund provides financial support to public-sector organizations, including school districts, to create new licensed child care spaces. The program prioritizes projects that serve priority populations and offer inclusive and accessible child care options. The district will apply to the New Spaces Fund in the next round of applications, expected in 2026 for projects starting in 2027/2028.

In 2023, school districts throughout BC completed an "environmental scan" of existing early learning and child care on school grounds, both licensed child care programs and other Early Learning and Child Care (ELCC) programs that serve children and families through an inventory of programs, initiatives, and pilots. The ELCC Environmental Scan identified that child care spaces continue to be needed in communities in SD8, for all child care program ages. This information is assisting SD8 to better understand the landscape of child care needs in the area, and to develop an integrated approach to increase child care spaces in schools and on school grounds.



Child Care Needs Assessments

Creston	Current Status: In 2021 SD8 partnered with Columbia Basin Trust and the East Kootenay Child Care Resource and Referral to commission a Child Care Needs Assessment for the Creston valley. The report indicated the need for 364 new childcare spaces, particularly in the 0-3 year and 6-12 year age ranges. SD8 objective: Apply for New Spaces Funding through the Ministry of Education in 2026/2027 for school-aged child care on school grounds in Creston and commence planning in 2027.
Nelson	Current Status: A 2020 Child Care Needs Assessment indicates the need for 871 new childcare spaces in Nelson, particularly for the 0-3 year and 6-12 year age ranges. SD8 objective: Continue to work with community partners in Nelson to apply for New Spaces Funding through the Ministry of Education in 2026 for a school-aged child care centre on school grounds in Nelson and commence planning in 2026.
Crawford Bay	Current Status: There is no formal Child Care needs assessment for this small, isolated rural community. Families living in Crawford Bay indicate that they need reliable childcare for the 0-3 year age range. ASSAI programming offered through SD8 is currently fulfilling some of the need for after school care for school aged learners. A local child care provider just opened a new child care centre at Crawford Bay Elementary Secondary School in September 2025, for children aged 2-5. SD8 objective: Continue working with a local child care provider at Crawford Bay Elementary Secondary to support the newly opened part-time aged 2-5 group child care program.
Kaslo and Meadow Creek	Current Status: A 2020 Child Care Needs Assessment indicates the need for 125 childcare spaces with the majority of these spaces required in the 6-12 year age range. StrongStart operates in both JVH and Jewett schools. SD8 objective: Review unused space in JVH School and determine the feasibility of accessing Child Care BC New Spaces Funding for a renovation project for school-aged childcare in the school building.
Salmo and Ymir	Current Status: The 2021 Child Care Needs Assessment recommendations indicate that over 200 additional childcare spaces are needed in Salmo in addition to the Salmo Children's Centre which occupies a leased building on school grounds and two classroom spaces at Salmo Elementary for a group child care 3-5 pre-school program.



	SD8 Objective: Review unused space in Salmo Elementary School and determine the feasibility of accessing Child Care BC New Spaces Funding for a renovation project for school-aged childcare in the school building.
Slocan Valley	Current Status: There is no current Child Care needs assessment in the Slocan Valley. With the addition of the Seamless Day After School Child Care program that commenced operation at Winlaw School in January 2022, and the Brent Kennedy Learning Centre child care programs on the grounds of Brent Kennedy Elementary, childcare needs in the Slocan Valley are relatively accommodated at the present time. SD8 Objective: With the cessation of Ministry funding for the Our Place Seamless Day program at Winlaw Elementary, the district will be pursuing having a third-party agency operate a child care program at Winlaw Elementary, to open in September 2026.

Emerging themes:

There is a need for additional child care in Salmo, the Creston Valley, Nelson and Kaslo in particular. Also, there is an ongoing need for after school care in most SD8 communities.

Establishing a child care centre on school grounds in BC involves several steps, and the timeline can vary based on factors such as availability of interested third party agencies wishing to start and staff a new child care program, Interior Health licensing procedures for agencies, child care project complexity, approved grants such as Child Care New Spaces, regulatory approvals, and the ability of a child care operator to find qualified staff.

Typical planning timeline for new child care centre projects:

Step	Description	Timeline
Planning and Needs Assessment	Needs assessment, community engagement and feasibility study	3-6 months
Funding Applications	Child Care BC New Spaces Funding and budget planning	6+ months
Design and Construction	Working with architects, designers, applying for permits, and undertaking renovations or new construction	6-18 months (depending on project scope)
IHA Licensing and staffing	Licensing inspections, contracting third party with necessary qualifications according to AP 3406	3-6 months
Final Inspections and Opening	Passing final IHA inspections, setting up child care space, registration of families	1-2 months
Staffing	Finding qualified staff and hiring/orienting them	1-6 months
Total Timeline (approx.)		19-38 months



Conclusion

SD8 continues to support the Ministry of Education and Child Care's ChildCareBC Plan by managing and operating SD8's Seamless Day Our Place Program at Winlaw Elementary and by supporting the provision of child care in SD8 facilities and on school grounds. Through the efforts of SD8 and community partners who provide child care services in schools and on school grounds, many families in district communities have access to licensed, affordable, accessible, inclusive and high-quality child care opportunities. The district continues to plan for additional child care spaces in under-served areas as identified by needs assessments and plans to apply to the Ministry of Education and Child Care's New Spaces Funding in its next application period opening in 2026.



FROM: Trish Smillie, Superintendent
DATE: December 9, 2025
SUBJECT: Graduation Ceremonies 2026

For Information

Introduction

This memorandum provides the schedule of 2026 Graduation Ceremonies at secondary schools.

Information

Trustees are invited to attend graduation ceremonies. A trustee representative will speak at each graduation ceremony.

The Graduation Ceremony schedule is provided for the Board's review. Times and locations will be confirmed closer to the event.

2026 Graduation Ceremony Information

Name of School	Date of Ceremony
Crawford Bay Secondary	Thursday, June 18, 2026
Elev8 Homelinks	Thursday, June 11, 2026
J.V. Humphries Secondary	Saturday, June 20, 2026
Kootenay River Secondary	Friday, June 19, 2026
L.V. Rogers Secondary and REACH	Friday, June 12, 2026
Mount Sentinel Secondary and Sequoia	Friday, June 19, 2026
Salmo Secondary	Saturday, June 13, 2026



FROM: Cathy MacArthur, Secretary-Treasurer
DATE: December 9, 2025
SUBJECT: Quarterly Capital Update

For Information

Introduction

This memorandum outlines progress on capital projects under the Board's capital planning, including the Minor Capital Operations program, the Annual Facility Grant, and the Food Infrastructure Program.

Information

This is a quarterly report providing an update regarding the SD8 projects. These projects fall within the Minor Capital Operations program, the Annual Facility Grant, and the Food Infrastructure Program. Below are some highlights of this work:

- Adam Robertson - LED Lighting Upgrade
The lighting upgrade is currently in the design phase and intended to be complete this year pending funding.
- Brent Kennedy Elementary School - Water System
The do not drink order has been rescinded. Ongoing testing and maintenance protocols are being followed.
- Central - Window Replacement
The project involves replacing all windows. It is expected to be completed in December 2025.
- Crawford Bay - Water Control and Drainage
There have been challenges with water drainage and minor crawl space flooding during the spring melt and heavy rains. The original construction did not have proper design to alleviate the volume of water. All lines have been scoped, new interior and exterior pumps installed, and updating of the Direct Digital Controls (DDC) that controls the system has been completed. The district is continuing to monitor.
- Crawford Bay - Lighting Controls
The lighting control system is beyond its lifecycle and obsolete. The district is currently researching a replacement system and operating some areas manually.
- Hume Elementary - Acoustic Panels
Acoustic panels have been installed in the secondary gym space.
- Hume Elementary - HVAC Upgrade
The HVAC system is beyond its lifecycle. Design is currently underway and some components will be purchased under phase I.



- Jewett Elementary - Firesmart
Work continues with selected falling and clean up.
- J.V. Humphries - LED Lighting Upgrade
A lighting upgrade is currently in the design phase and, pending funding, will be completed this year.
- Mount Sentinel Secondary School - HVAC Upgrade and Boiler Replacement
The final stage of the HVAC upgrade and boiler replacement is complete. The district is working on fine tuning of the system.
- Mount Sentinel Secondary School - Sprinkler tree relocation
The design for this project is almost complete. The district intends to get the new building enclosure completed this school year.
- South Nelson Elementary School - Exterior painting
Painting of the exterior of South Nelson is complete.
- Trafalgar Middle School - Ongoing Sprinkler System Installation
This project has been split into six components, each with a zone of the sprinkler system. Out of the 6 zones, 1,3 and 4 are complete. The work on zone 5 continues after hours and during school breaks. The first-floor zone is operational. The work continues outside of instructional hours.
- District - Charging Stations
The second phase of the charging infrastructure is in progress. This phase includes fast chargers (120 kilowatts) in Creston and Nelson, as well as a charger in Kaslo and the Brent Kennedy bus depots.
- District - Flag Poles
The replacement of flag poles at various sites including W.E Graham, Winlaw, Mount Sentinel, and Salmo Secondary has been completed.
- District - Window Film Pilot
This pilot project is undergoing further research. The location will be changed to a more suitable site and include different products.



From: Trish Smillie, Superintendent
Date: December 9, 2025
Subject: SD8 Recruitment and Retention Framework

For Information

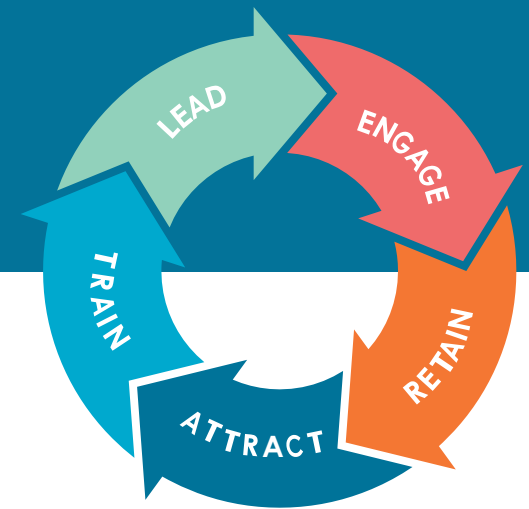
Information

In response to current challenges related to recruiting, retaining, and engaging high-quality staff members, this memorandum outlines key strategies School District No.8 (Kootenay Lake) has adopted to improve its workforce management. Addressing these concerns is vital to maintaining a strong, effective educational environment for our students.

The Recruitment and Retention Framework Progress Plan has been attached for the Board's review.



Employee Recruitment and Retention Framework Progress Report 2025-2026



Vision

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

Mission

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

Focus Areas

ATTRACT TALENT THROUGH DESIRABLE WORKPLACES AND REWARDING CAREERS

Attract and hire the suitable employee for the right position

- Increase workforce diversity
- Increase recruitment of under-represented groups
- Increase pool of casual and on-call workers
- Target marketing for open positions
- Recruit from universities and post-secondary institutions

Meeting of the Board Held in Public

CREATE FLEXIBLE AND ACCESSIBLE TRAINING PROGRAMS

Establish flexible and innovative training programs and delivery models to fit the needs of employees

- Increase the employment rate of SD8 high school graduates
- Deliver robust, flexible training for potential leaders
- Create hiring opportunities for newcomers
- Develop custom and responsive in-house training programs for hard-to-fill positions (bus drivers, custodians, etc.)

December 9, 2025

IMPROVE LEADERS' CAPABILITIES TO RETAIN AND ENGAGE EMPLOYEES

Provide training to leaders to understand employee retention

- Increase awareness of the importance of employee engagement
- Decrease barriers and unconscious biases to improve employee retention
- Improve access to information and tools to support employee retention
- Support leadership development
- Mentor others and engage in professional learning

IMPROVE EMPLOYEE RETENTION AND ENGAGEMENT

Build a robust employee retention and engagement strategy, and supporting action plans

- Establish clear standards to conduct employee exit interviews
- Create an annual action plan based on exit interview results
- Streamline processes to address workloads and organization of operations
- Conduct employee engagement surveys every second year followed by a clear action plan
- Monitor, adapt to, and anticipate employee needs

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Considerations for Employee Recruitment and Retention

Overarching Considerations

This framework is meant to reflect the vision and aspirations of School District No. 8 (Kootenay Lake) (SD8). It is developed based on the best human resources practices, including the district's current practices.

The scope of this framework is comprehensive for the district workforce: it is intended to support administrators, teachers, and support staff. A shared commitment to Truth and Reconciliation will be embedded in every aspect of this work to ensure continuous and intentional efforts.

The proposed initiatives outlined below should consider the unique contexts of the district, with a specific emphasis on increasing the recruitment of under-represented groups to create workplace equity and increase workplace diversity to reflect the broader community.





FOCUS AREA 1: ATTRACT TALENT THROUGH DESIRABLE WORKPLACES AND REWARDING CAREERS

Desired Outcome

Careers in the K-12 education system are a vital part of healthy and vibrant communities. People are drawn to this sector as a place for a fulfilling career that provides a welcoming and supportive environment with competitive compensation, benefits, and opportunities to grow. Current and aspiring K-12 staff reflect the diversity of the population, leading to a more diverse K-12 workforce from a wide variety.

Goals	Progress to date
Diverse and inclusive workforce, remove barriers to attracting and retaining a diverse workforce and improve equity hiring.	The district has implemented the practices below: - Bias-free job description development has been completed for the CUPE - Diversified recruitment channels used in job postings, including Make a Future, LinkedIn, Indeed, and Local Agencies - Structured interview processes continued - Objective hiring criteria
Strategic and targeted recruitment with WKTEP, EKTEP, universities, technical colleges, and other postgraduate institutions. Strategic use of social media, email blasts, and career fairs for recruitment.	- Annual presentations at both WKTEP and EKTEP for recruitment of potential teaching staff - Increased use of practicum students for support staff positions and student teaching opportunities to attract qualified candidates - Targeted marketing used for hard-to-fill positions - Attendance at various in-person and virtual career fairs - Partner with post-secondary institutes
Leverage K-12 career education to create opportunities for students to explore career options in the K-12 system as part of their high school journey (e.g., dual credit programs, work experience, and apprenticeships).	SD8 offers a dual credit program in trades and work effectively with local colleges (Selkirk College and College of the Rockies), for work experience and Trades in Trades programs
Improved hiring of qualified employees	- All regular 25/26 positions are fully staffed by qualified candidates - Increased number of qualified on-call and TTOCs, and EAs, resulted in improved fill rate - Established a relationship with WorkBC SETS Program for current employees to improve and enhance qualifications





FOCUS AREA 2: CREATE FLEXIBLE AND ACCESSIBLE TRAINING PROGRAMS

Desired Outcome

There are multiple and clear pathways into and throughout K-12 occupations for potential and existing staff to access career opportunities that reflect their professional aspirations. Individuals have access to flexible training options that allow them to complete/upgrade academic and professional studies while meeting their personal/professional needs, and streamlined pathways are in place for those coming from out-of-province. The district is working with post-secondary institutions to ensure training programs respond to the district's needs and that graduates feel equipped for the job they have chosen.

Goals	Progress to date
Consistent delivery of robust and flexible training to potential leaders as well as the staff to grow within the district.	Training offered to employees: - First Aid Level 1 - JHSC orientation training - Asbestos Level 1-3 - Faller/Bucker training - Verbal Intervention Training - Confined Space - School Leaders Development Program (SLDP) - Individual Training based on career pathing, such as the development of specialized skills that will be an asset to the district
Expanded our network to the newcomer centers to attract internationally trained professionals.	Collaborating with local employment agencies: Work BC, Skills Centre, and Kootenay Employment Services continue.
Opportunities for new students and second-career students.	New students and second-career students are encouraged to apply for opportunities.





FOCUS AREA 3: IMPROVE LEADERS' CAPABILITIES

Desired Outcome

K-12 staff have a strong sense of self- and collective efficacy. They are supported in their jobs, they have opportunities to connect with peers and colleagues, and they see their contributions recognized by the educational system and community. Increased awareness, tools and information available to leaders assist them in employee engagement and retention.

Goals	Progress to Date
• Increase leaders' awareness of the importance of employee retention.	• Leaders are made aware of hiring initiatives and employee retention and engagement within leadership meetings and annual mandatory training
• Coordinated onboarding, mentorship, and leadership development for career advancement.	• Centralized onboarding to all new employees and annual onboarding to all existing casuals and TTOCs has been enhanced and is being systemized for efficiency • All leaders provide annual onboarding to all existing regular employees through annual training • School Leaders were trained to manage the unionized workforce
• Access to information and tools to support leaders' ability to incorporate retention practices and build flexible workplaces.	• Leaders are periodically provided with the statistics of their respective employees to support retention practices, including the number of employees, teachers' remedies, and other data, so that they can make informed decisions about staffing levels.
• To provide dedicated opportunities for mentorship, professional and leadership development opportunities (e.g., mentorship program, professional learning, local/regional/provincial communities of practice, cross-school/district networks, succession planning etc.)	• The district runs a dedicated school leader development program that provides opportunities for future leadership development • Leaders are encouraged to be part of local, regional/provincial associations and ministry-initiated committees.





FOCUS AREA 4: IMPROVE EMPLOYEE RETENTION AND ENGAGEMENT

Desired Outcome

The K-12 system remains agile and responsive through a culture of collaboration at all levels and with all partners and community groups. Employee retention is important for building a productive, healthy and committed workforce. Retention practices help save costs associated with recruitment and employee productivity. Employees have access to robust onboarding and mentorship programs, wellness supports, and ongoing professional learning opportunities. They understand their role, as part of the broader system, to improve student outcomes and equity of outcomes, as well as their responsibilities towards Truth and Reconciliation with Indigenous peoples.

Goals	Progress to Date
To improve employee retention and engagement by increasing leaders' awareness of the barriers to employee engagement and retention.	Various awareness programs were organized to provide information about the barriers, such as anti-racism, Duty of Care, Respectful workplace, Cultural Humility, and others.
Conduct employee exit interviews to provide the district with an overall employee experience and identify opportunities to improve employee engagement and retention.	- Employees who resign or retire are encouraged to participate in this voluntary program. Based on the feedback, the onboarding and orientation program was improved. - Organized two retirement events successfully, i.e. one in Nelson and the second in Creston, for retirees. - Created the District Wellness committee to manage the District-wide Wellness initiatives. - Established a formal long-service award program.
Conduct employee engagement surveys to enable the district to measure the connection employees have toward their work, team, and district, and examine the factors that influence it	The employee engagement survey was conducted in early 2024. All leaders are developing a site-based action plan. A district action plan was developed in January 2025.
Enhance existing structures that leverage cross-school/department collaboration to build capacity and avoid duplication of efforts among schools and departments.	HR is collaborating with other departments to improve processes to increase hiring, staffing, and onboarding efficiencies.



Performance Measurement

The implementation of the Recruitment and Employee Retention Framework is a complex and collaborative endeavour. In general terms, the success of the Recruitment and Employee Retention Framework is measured by achieving the overall outcomes. Achievement indicators include:

- Increases employee engagement and retention;
- Increases the number of members of underrepresented groups engaged in the district's workforce;
- Increases the availability and use of the best practices in recruitment and retention; and
- Decreases in employee turnover rates.

Conclusion

The Recruitment and Employee Retention Framework has been implemented by the district to attract, engage and retain employees that meet the demands of a competitive market. Recruitment and retention alone cannot be counted on to fill all vacancies or solve all labour market problems. Ongoing work towards gender equity and underrepresented groups is critical. A collaborative approach is essential to the successful recruitment and retention of employees in SD8.

