MEETING OF THE BOARD HELD IN PUBLIC
AGENDA
TUESDAY, MARCH 10, 2026
5:00 PM – 7:00 PM
In person: School Board Office, 811 Stanley Street, Nelson BC
Via video conference: Zoom - Webinar ID: 657 3277 9733 – Password: 495118

1. **Call to Order**

2. **Acknowledgement of Aboriginal Territory**

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

3. **Changes to the Proposed Agenda**

4. **Consent Package Questions** (p. 4)   App. 4

5. **Adoption of Agenda**

   Proposed Resolution:

   THAT the Agenda for this March 10, 2026 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. 15)   App. 8

   Proposed Resolution:

   THAT the minutes from the February 10, 2026 Meeting of the Board Held in Public
   BE ADOPTED, as circulated.

9. **Future and Action Item Tracking** (p. 21)   App. 9

10. **Education** – Reports from the Superintendent

    A. Caring and Inclusive Learning Communities Continuous Learning Report 2025-2026 (p. 22) App. 10A
    B. Accessibility Plan (p. 111)   App. 10B
    C. 2024-2025 Five-Year and Six-Year Completion Rates (p. 117)   App. 10C

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

   A. 2026-2027 Trustee Remuneration (p. 123)   App. 11A

   B. 2025-2026 Information Technology Annual Report (p. 124)   App. 11B

   C. 2026-2027 Enrolment Projections and Projected Revenue (p. 144)   App. 11C

   D. Quarterly Capital Update - Spring 2026 (p. 146)   App. 11D

12. **Governance and Policy**

   A. Approve 2028-2029 School Calendars (p. 148)   App. 12A

   Proposed Resolution:
   THAT the 2028-2029 school calendars **BE APPROVED**.

   B. Approve and Rescind Policies

   1. Approve Policy 610: Financial Planning and Reporting (p. 154)   App. 12B.1
   This policy is currently published as "Fiscal Management" and will be renamed.

   Proposed Resolution:
   THAT Policy 610 **BE APPROVED**.

   2. Rescind Policy 615: Board Signing Authority (p. 160)   App. 12B.2
   Incorporated in Policy 610: Financial Planning and Reporting

   Proposed Resolution:
   THAT Policy 615 **BE RESCINDED**.

   3. Rescind 620: Budget Development, Monitoring and Reporting (p. 161)   App. 12B.3
   Incorporated in Policy 610: Financial Planning and Reporting

   Proposed Resolution:
   THAT Policy 620 **BE RESCINDED**.

   4. Approve Policy 611: Capital Planning (p. 162)   App. 12B.4
   New policy

   Proposed Resolution:
   THAT Policy 611 **BE APPROVED**.

   5. Rescind Policy 640: Acquisition and Disposal of Board Assets (p. 165)   App. 12B.5
   Incorporated in Policy 611: Capital Planning

   Proposed Resolution:
   THAT Policy 640 **BE RESCINDED**.

6. Approve Policy 612: Fees, Deposits and Financial Hardship (p. 166)   App. 12B.6
This Policy was previously published as Policy 430: School Fees

Proposed Resolution:

THAT Policy 612 **BE APPROVED**.

7. Approve Policy 650: Disposal of Real Property and Improvements (p. 168)   App. 12B.7
Regular review

Proposed Resolution:

THAT Policy 650 **BE APPROVED**.

13. **Human Resources** – Nil

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 April 14, 2026.

17. **Adjournment**

SCHOOL DISTRICT 8 Kootenay Lake

SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)

CONSENT PACKAGE – PUBLIC MEETING

MARCH 10, 2026

ITEM

The following Consent items are routine items received for information.

1. Board Correspondence Package — p. 5
2. Superintendent's Report March 2026
3. Monthly Financial Report – for period ended January 31, 2026 — p. 8
4. Transactions over 50k – for period ended January 31, 2026 — p. 12
5. List of Trustee Recusals — p. 14
6. Indigenous Education Council (IEC) Meeting Minutes
7. New or significantly revised Administrative Procedures

    - AP 1101 Sexual Orientation and Gender Identity (SOGI) – *updated*
    - AP 1305 Data Retention – *updated*
    - AP 1602 Severe Conditions – *updated*
    - AP 3309 Student Suspensions – *updated*
    - AP 3406 Provision of Child Care – *updated*
    - AP 5619 Transportation – *new*
    - AP 5900 Board-Owned Vehicles – *updated*

SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)

BOARD CORRESPONDENCE PACKAGE

FEBRUARY 10, 2026

ITEM	DATE
1. Letter from Chair Chew to Minister Beare re: Continuing Dialogue on Inclusive Education Funding for Rural Districts	February 17, 2026

February 17, 2026

Honourable Minister Lisa Beare
Ministry of Education and Child Care
Province of British Columbia

Via email

Re: Continuing Dialogue on Inclusive Education Funding for Rural Districts

Dear Minister Beare,

On behalf of the Board of Education for School District No. 8 (Kootenay Lake), thank you for your letter of December 3, 2025, and for acknowledging the concerns raised in our correspondence regarding Inclusive Education funding. We appreciate your recognition of the unique realities faced by rural and remote districts and your continued commitment to equitable access to education for all learners.

We are writing to follow up on several questions and requests outlined in our November 6, 2025 letter that were not directly addressed in your response. While we understand that British Columbia's K–12 system is funded primarily through an enrolment-based model, our Board remains concerned that the current approach does not adequately reflect the actual costs required to meet legislated Inclusive Education obligations, particularly in rural and geographically dispersed districts such as ours.

These concerns align with long-standing advocacy from the British Columbia School Trustees Association (BCSTA) who have consistently highlighted the growing gap between Inclusive Education funding and the real costs borne by school districts. Across the sector, boards and employers have identified increasing classroom complexity, rising staffing and service costs, and the need for stable, predictable funding as critical issues affecting the sustainability of Inclusive Education services.

Specifically, we continue to seek clarity on:

- Whether the Ministry intends to review or update the Inclusive Education funding model, given increased classroom complexity, service demands, and emerging mental-health and behavioural support needs since the 2018 Funding Model Review.

- How the Ministry considers documented, ongoing funding gaps between Inclusive Education funding and expenditures.
- How rural and remote realities, including travel time for specialists, limited access to assessments and services, and the inability to apply economies of scale, are reflected specifically in Inclusive Education allocations.
- Whether the Ministry is considering stabilization or multi-year funding mechanisms, as advocated by sector partners, to support sustainable planning for low-incidence, high-cost student needs that may fluctuate year to year.

Our Board fully recognizes its responsibility for local budgetary decisions. At the same time, Inclusive Education is a legislated requirement and a fundamental human-rights obligation. As BCSTA and BCPSEA have noted in their respective advocacy, when funding does not keep pace with the actual cost of required supports, including staffing, assessments, assistive technology, transportation, and inter-agency coordination, boards are left managing these pressures while striving to meet those obligations.

We respectfully reiterate our request for a comprehensive, Ministry-led review of Inclusive Education funding, undertaken with sector partners, that examines both allocation methodology and funding adequacy. We believe such a review is necessary to ensure districts across British Columbia can provide consistent, timely, and equitable Inclusive Education services, regardless of geography or district size.

The Board of Education for School District No. 8 (Kootenay Lake) remains committed to accountability, transparency, and collaboration. We would welcome the opportunity to participate in further dialogue or consultation on this matter and look forward to your response. Thank you again for your time and consideration.

Sincerely,

Susan Chew, Board Chair
Board of Education of School District No. 8 (Kootenay Lake)

cc.   Trish Smillie, Superintendent
      Board of Education of School District No. 8 (Kootenay Lake)
      BC School Trustees Association (BCSTA)
      Kootenay-Boundary Branch BC School Trustee Association Branch Chair

School District 8
Kootenay Lake

Monthly Financial Report

For the period ended January 31, 2026

sd8.bc.ca

COMMENTS

Operating Expenditure Report

- The budget information is based on the 2025-2026 Amended Budget approved by the Board on February 10, 2026.
- The last column shows whether the salaries expense is incurred based on the school calendar (10 months), or for the whole year (12 months), or a combination of both.
- The Operating Expenditure Report reflects seven months of actual District operations and five months of School operations.
- The salaries and benefits are trending as expected based on the budgeted amounts and the applicable months for all employee groups.
- Other than dues, fees and insurance, the spending on services and supplies generally occurs during the school year, resulting 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 Amended Budget approved by the Board on February 10, 2026.
- The Special Purpose Expenditure Report reflects seven months of actual District operations and five months of School operations.
- Spending on many Special Purpose Funds typically occurs later in the school year, which results in a higher percentage of the budget remaining at this point. In contrast, spending for other Special Purpose Funds - such as the Early Care and Learning Funds, Learning Improvement Fund, Mental Health in Schools, Seamless Day Kindergarten, and the Work Experience Enhancement Initiative - tends to be distributed more evenly throughout the year.

OPERATING EXPENDITURE REPORT

	January 2026 Actuals	2025 - 2026 Amended Budget	$ Available Budget	% Available Budget	Applicable Months
Salaries					
Principal & Vice-Principal Salaries	2,645,742	4,490,707	1,844,965	41%	12
Teacher Salaries	11,278,349	22,909,014	11,630,665	51%	10
Educational Assistants	1,928,355	4,149,153	2,220,798	54%	10
Support Staff	4,422,947	7,902,265	3,479,318	44%	10/12
Other Professional Salaries	1,523,746	2,542,039	1,018,293	40%	12
TOCs/Relief Salaries	1,617,383	3,457,716	1,840,333	53%	10/12
Total Salaries	**23,416,522**	**45,450,894**	**22,034,372**	**48%**	
Employee Benefits	**5,855,261**	**11,731,154**	**5,852,251**	50%	10/12
Total Salaries and Benefits	**29,271,783**	**57,182,048**	**27,886,623**	49%	
Services & Supplies					
Services	978,811	2,282,180	1,303,369	57%	
Student Transportation	140,435	331,660	191,225	58%	
Professional Development & Travel	352,163	730,634	378,471	52%	
Rentals and Leases	58,490	122,644	64,154	52%	
Dues and Fees	70,755	117,588	46,833	40%	
Insurance	205,504	212,800	7,296	3%	
Supplies	1,773,475	3,751,476	1,978,001	53%	
Utilities	773,896	1,710,516	936,620	55%	
Total Services & Supplies	**4,353,529**	**9,259,498**	**4,905,969**	53%	
Total Operating Expense	**33,625,312**	**66,441,546**	**32,792,592**	49%	

SPECIAL PURPOSE FUND EXPENDITURE REPORT

	January 2026 Actuals	2025 - 2026 Amended Budget	$ Available Budget	% Available Budget
Ministry of Education and Child Care Funds				
Annual Facilities Grant	129,640	129,640	-	0%
Classroom Enhancement Fund	5,288,878	10,630,033	5,341,155	50%
Community Link	283,686	1,030,560	746,874	72%
Early Care and Learning Fund to Schools	102,083	175,000	72,917	42%
Early Years to Kindergarten	86	9,919	9,833	99%
Feeding Futures	286,877	749,715	462,838	62%
First Nation Transportation	-	30,851	30,851	100%
Learning Improvement Fund	109,154	218,308	109,154	50%
Mental Health in Schools	27,500	55,000	27,500	50%
OLEP	55,983	129,758	73,775	57%
National School Food Program	51,464	305,581	254,117	83%
Professional Learning Grant	68,540	238,867	170,327	71%
Ready Set Learn	6,157	58,056	51,899	89%
Seamless Day Kindergarten	27,700	55,400	27,700	50%
StrongStart	67,352	210,113	142,761	68%
Student & Family Affordability Fund	-	36,681	36,681	100%
Work Experience Enhancement Initiative	10,505	18,008	7,503	42%
Total MOECC Funds	**6,515,605**	**14,081,490**	**7,558,382**	**54%**
Other Provincial Special Purpose Funds				
ASSAI	11,573	53,885	42,312	79%
Health Promoting Schools	-	27,000	27,000	100%
Total MOECC Funds	**11,573**	**80,885**	**69,312**	**86%**
Other Special Purpose Funds				
School Scholarships and Bursaries	49,910	30,000	(19,910)	(66%)
School Generated Funds	804,810	2,015,000	1,210,190	60%
Donations	-	25,000	25,000	100%
Total MOECC Funds	**854,720**	**2,070,000**	**1,215,280**	**59%**
All Special Purpose Funds	**7,381,898**	**16,232,375**	**8,842,974**	**54%**

Monthly Transactions over 50K

For the period ended January 31, 2026

School District 8
Kootenay Lake

sd8.bc.ca

PAYMENTS IN JANUARY 2026 OVER $50K (CHEQUES AND EFT)

Vendor Name	Amount
BMO Mastercard	$73,455.75
Receiver General RP0002	$124,295.58
Martech Electrical Castlegar	$84,646.07
FortisBC-Natural Gas	$51,740.67
Cornerstone General Contracting Ltd	$167,590.44
Valet Restorations (Kootenays) Ltd.	$92,673.13
Worksafe BC	$279,618.77
Municipal Pension Fund	$88,144.71
Receiver General RP0002	$135,764.34
Pebt In Trust c/o Morneau Shepell	$126,025.39
Trainor Mechanical Contractors Ltd	$99,187.20
Wesco Distribution Inc.	$92,488.96
Municipal Pension Fund	$89,732.87
Receiver General RP0002	$131,196.35

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
MINUTES
TUESDAY, FEBRUARY 10, 2026

Board:	S. Chew, Chair
	J. Bremner, Vice Chair *(via video conference)*
	M. J. Blackmore
	K. Etheridge *(via video conference)*
	A. Gribbin
	D. Lang *(via video conference)*
	S. Nazaroff
	M. Shunter
	L. Trenaman
Student Trustees:	M. Andersen, LVR
	L. Catherall, MSSS
	L. Chevalier, MSSS
	R. Cuff, JVH
	I. Hamilton, CBESS
	K. Keyes, MSSS
	G. Klassen, KRSS
District Staff:	T. Smillie, Superintendent
	C. MacArthur, Secretary-Treasurer
	L. Carriere, Director of Aboriginal Education *(via video conference)*
	B. Eaton, Director of Instruction - Curriculum, Instruction, and Assessment
	D. Holitzki, Assistant Superintendent
	K. Tamblyn, District Principal
	S. Bruskowski, Executive Assistant
Regrets:	C. Kerr, Director of Operations
	C. Singh, Director of Human Resources

1. **Call to Order**

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

2. **Acknowledgement of Aboriginal Territory**

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

4. **Consent Package Questions** – Nil

5. **Adoption of Agenda**

   > **UPON** a motion duly made and seconded it was **RESOLVED:**   25/26-027

> **THAT** the Agenda for this February 10, 2026 meeting **BE ADOPTED**, as circulated.
>
> The motion carried unanimously.

6. **Receiving Public Presentations** – Nil

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

8. **Adoption of Minutes**

> **UPON** a motion duly made and seconded it was **RESOLVED:**   25/26-028
>
> **THAT** the minutes from the January 13, 2026 Meeting of the Board Held in Public **BE ADOPTED**, as circulated.
>
> The motion carried unanimously.

9. **Future and Action Item Tracking** – Nil

10. **Education** – Reports from the Superintendent

    A. Connected Learners Continuous Learning Report 2025-2026

    Director Eaton presented the Connected Learners Continuous Learning Report for 2025-2026, which outlined how School District No. 8 (Kootenay Lake) supports students in environmental and outdoor education, student voice, fine arts, and responsible digital engagement. The report aligned with provincial mandates and the district's 2024-2029 Strategic Plan and included evidence from student learning data showing increased engagement and awareness, particularly in learning beyond the classroom and climate action.

    One Trustee expressed hope that students feel empowered through climate action to overcome anxiety related to climate change. Trustees expressed their gratitude for hearing directly from student body.

    B. International Education Annual Report 2025-2026

    District Principal Tamblyn presented the International Education Annual Report 2025-2026. The report outlined current enrolment, program highlights, and the benefits of the International Program for students, schools, and the wider community, including cultural exchange and economic contributions. Trustees were informed of priorities moving forward, including recruitment, homestay capacity, and sustainable program growth.

    District Principal Tamblyn answered Trustees' questions around enrollment of international students at different schools across the district, language requirements and supports, as well as the financial stability of the program.

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

    A. 2025-2026 Amended Annual Budget

In a presentation, Secretary-Treasurer MacArthur compared the 2025-2026 Annual Budget to the 2025-2026 Amended Budget. The 2025-2026 Annual Budget was developed and approved using the best information available in spring 2025, while the Amended Budget was based on the September 30, 2025 enrolment count and reflected updated provincial funding, international enrolment, and other financial adjustments that occurred during the school year. The presentation highlighted overall increases in revenues and expenditures across funds and confirmed that the amended budget remained aligned with Board policy and planning assumptions.

Secretary-Treasurer MacArthur addressed Trustees' questions related to fuel costs and increases in insurance premiums. Trustees expressed their gratitude for the work of Secretary-Treasurer MacArthur and her team.

> **UPON** a motion duly made and seconded it was **RESOLVED:**   25/26-029
> **THAT** the Board of Education proceed to conclude three readings in one evening for the School District No. 8 (Kootenay Lake) Amended Annual Budget Bylaw for the fiscal year 2025-2026.
> The motion carried unanimously.

> **UPON** a motion duly made and seconded it was **RESOLVED:**   25/26-030
> i.   **THAT** the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2025-2026 **BE APPROVED** as read a first time;
> ii. **THAT** the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2025-2026 **BE APPROVED** as read a second time;
> iii. **THAT** the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2025-2026 **BE ADOPTED** as read a third time.
> The motion carried unanimously.

12. **Governance and Policy**

    A. <u>Draft School Calendar 2028-2029 Approval for Field Testing</u>

    Superintendent Smillie presented the draft school calendars for the 2028-2029 school year.

    > **UPON** a motion duly made and seconded it was **RESOLVED:**   25/26-031
    > **THAT** the 2028-2029 school calendars **BE APPROVED** for posting on the website for field testing beginning on February 11, 2026.
    > The motion carried unanimously.

13. **Human Resources** – Nil

14. **Trustee Verbal Reports**

    A. <u>Student Trustees</u>

    - **MSSS (Student Trustee Keyes)**

Student Trustees Keyes reported on a range of student engagement and leadership initiatives at MSSS. Students participated in activities focused on kindness, collaboration, and school culture, with an emphasis on inclusive and positive involvement. Student leaders supported planning and organizing school events and fundraising activities, including efforts to support graduation and outdoor learning opportunities, as well as activities around Black History Month. Overall, students remained actively involved in strengthening school spirit and community connection.

- **LVR (Student Trustee Andersen)**

Student Trustee Andersen reported that students marked Black History Month by displaying informational posters highlighting African Canadian and African American figures, with plans to expand the initiative. Semester 1 report cards were released, and the Student Choice Art Show was successfully held, with selected artwork displayed throughout February. In athletics, the Junior Boys' Basketball team placed third at the Okanagan Sweet 16, and the Senior Boys' team held a coffee fundraiser to support their season. The Health Hub and Foundry Fridays continued to operate, and students began settling into new schedules with the start of Semester 2.

- **JVH (Student Trustee Cuff)**

Student Trustee Cuff reported that during the first three weeks of January, high school students had the opportunity to attend ski trips to Whitewater, while alternative activities were provided for those who did not attend. The Grade 12 Career Learning Connections (CLC) class hosted several career presentations from professionals in different fields, and the Grade 10 CLC class researched past JVH graduates and their careers to create a school career fair. Student parliament collaborated with intermediate students to plan a kindness month scavenger hunt and organized an upcoming spirit week to encourage student participation.

- **KRSS (Student Trustee Klassen)**

Student Trustee Klassen reported that January was a relatively low-key month as the term came to an end. Student council organized a spirit week, and a French class began fundraising through bake sales and raffles in preparation for a planned cultural trip to Quebec at the end of March. The drama club prepared for its annual talent-show production themed around the Muppets, involving both students and staff. Graduating students held a Valentine's Day raffle to fundraise for prom and continued graduation preparations. Basketball season neared its end, with senior, junior, and bantam teams participating in tournaments and some advancing toward zone play.

- **CBESS (Student Trustee Hamilton)**

Student Trustee Hamilton reported that the school returned from winter break and began several new initiatives. CBESS continued to offer a range of after-school

activities and Grade 7-12 electives, including art, drama, pottery, and shop. Graduating students began fundraising and organizing their graduation ceremony. The school also held a staff versus student dodgeball tournament, which students won, and the Green Team continued to build momentum around the school's recycling efforts and environmental commitment.

B. Trustees

- Trustee Trenaman attended the DPAC meeting and the Kootenay Boundary Branch (KBB) motion building session. She gave a shoutout to the parent body for their participation and advocacy through the DPAC.
- Vice-Chair Bremner attended the KBB motion building session and highlighted that great motions came forward from the Kootenay-Boundary region to be considered provincially at the BCSTA AGM as part of the advocacy of school boards for public education.
- Trustee Lang also attended the KBB motion building session, as well as a Policy Review Committee meeting, and sessions of the BC Public Schools Employers Association (BCPSEA) where she holds a role on their Board.
- Trustee Nazaroff attended the KBB motion building and highlighted the strong attendance of SD8 Trustees advocating for public education.

C. Chair

Chair Chew attended a training session with Parliamentarian Lisa Zwarn together with Vice-Chair Bremner, Superintendent Smillie and Secretary-Treasurer MacArthur. She attended the KBB motion building as well as two BCSTA chair calls.

D. British Columbia School Trustee Association (BCSTA)

Trustee Shunter will attend the virtual provincial council which is coming up later in the month.

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

Trustee Gribbin announced the tentative agreement between BCPSEA and BCTF which he hopes would be ratified shortly. He attended BCPSEA meeting where numerous motions were considered. The meeting was held virtually and the process went very smoothly.

F. District Parent Advisory Committee (DPAC)

Vice Chair Bremner reported on the January DPAC meeting and gave a shoutout to parents attending. At the meeting, remaining positions such as treasurer position were filled. DPAC is still looking for a secretary. The next meeting will be held February 19 at 6:00 pm.

G. Other – Nil

15. Comments or Questions from the Public – Nil

16. Meeting Schedule and Reminders

A. <u>Board Meetings</u>

The next Meeting of the Board held in Public is scheduled for March 16, 2026.

17. Adjournment

The meeting was adjourned at 6:59 PM.

Board Chair	Secretary-Treasurer

![School District 8 Kootenay Lake logo]

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						
February 10, 2026	25/26-031	Approve school calendar for Field Testing	THAT the 2028-2029 school calendars BE APPROVED for posting on the website for field testing beginning on February 11, 2026.			Complete
February 10, 2026	25/26-030	2024-2025 Amended Annual Budget Bylaw	i.THAT the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2025-2026 BE APPROVED as read a first time; ii.THAT the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2025-2026 BE APPROVED as read a second time; iii.THAT the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2025-2026 BE ADOPTED as read a third time.			Complete
February 10, 2026	25/26-029	Reading of Amended Annual Budget Bylaw	THAT the Board of Education proceed to conclude three readings in one evening for the School District No. 8 (Kootenay Lake) Amended Annual Budget Bylaw for the fiscal year 2025-2026.			Complete
February 10, 2026	25/26-028	Adoption of Minutes	THAT the minutes from the January 13, 2026 Meeting of the Board Held in Public BE ADOPTED, as circulated.			Complete
February 10, 2026	25/26-027	Adoption of Agenda	THAT the Agenda for this February 10, 2026 meeting BE ADOPTED, as circulated.			Complete
January 13, 2026	25/26-026	Approve Policy 121	THAT policy 121 BE APPROVED.			Complete
January 13, 2026	25/26-025	Approve Policy 112	THAT policy 112 BE APPROVED.			Complete
January 13, 2026	25/26-024	Approve Policy 650 for Field Testing	THAT policy 650 BE APPROVED for field testing.			Complete
January 13, 2026	25/26-023	Approve Policy 430 for Field Testing	THAT policy 430 BE APPROVED for field testing.			Complete
January 13, 2026	25/26-022	Approve Policy 611 for Field Testing	THAT policy 611 BE APPROVED for field testing.			Complete
January 13, 2026	25/26-021	Approve Policy 610 for Field Testing	THAT policy 610 BE APPROVED for field testing.			Complete
January 13, 2026	25/26-020	Approve Policy 490 for Field Testing	THAT policy 490 BE APPROVED for field testing.			Complete
January 13, 2026	25/26-019	Adoption of Minutes	THAT the minutes from the December 9, 2025 Meeting of the Board Held in Public BE ADOPTED, as circulated.			Complete
January 13, 2026	25/26-018	Adoption of Agenda	THAT the Agenda for this January 13, 2026 meeting BE ADOPTED, as amended.			Complete

Memorandum to the Board of Education
Public

FROM: Trish Smillie, Superintendent

DATE: March 10, 2026

SUBJECT: Caring and Inclusive Learning Communities Continuous Learning Report

For Approval

Introduction

This memorandum provides an overview of the Caring and Inclusive Learning Communities Continuous Learning Report 2025-2026. The report reflects the strategic priority of promoting physical and mental well-being through social-emotional learning to foster compassionate learners.

Background

School District No.8 (Kootenay Lake) (SD8) is committed to continuously reviewing, refining, and reflecting upon its practice to support the best possible outcomes for learners. Ensuring that children and youth have inclusive and caring learning environments is central to learners' engagement and experiences, and foundational for improving achievement.

The district's mission of inspiring and supporting each learner to thrive in caring learning environments demonstrates its commitment to the creation of inclusive and caring learning communities where all learners may achieve educational excellence and accomplish their goals. All learners have the right to equitable access and inclusive participation in quality education with their peers.

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

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

The items described in the continuous learning report's action plan are being given high priority for the 2025-2026 school year and more broadly, over the action plan timeline of 2024-2027. SD8 continually monitors these priorities and the progress made toward the accomplishment of the action plan's success indicators. This work ensures continuous improvement for all learners and particularly for priority learners: Indigenous learners, learners with disabilities and diverse abilities, children and youth in care, and English language learners.

School District 8
Kootenay Lake

CARING AND INCLUSIVE
LEARNING COMMUNITIES
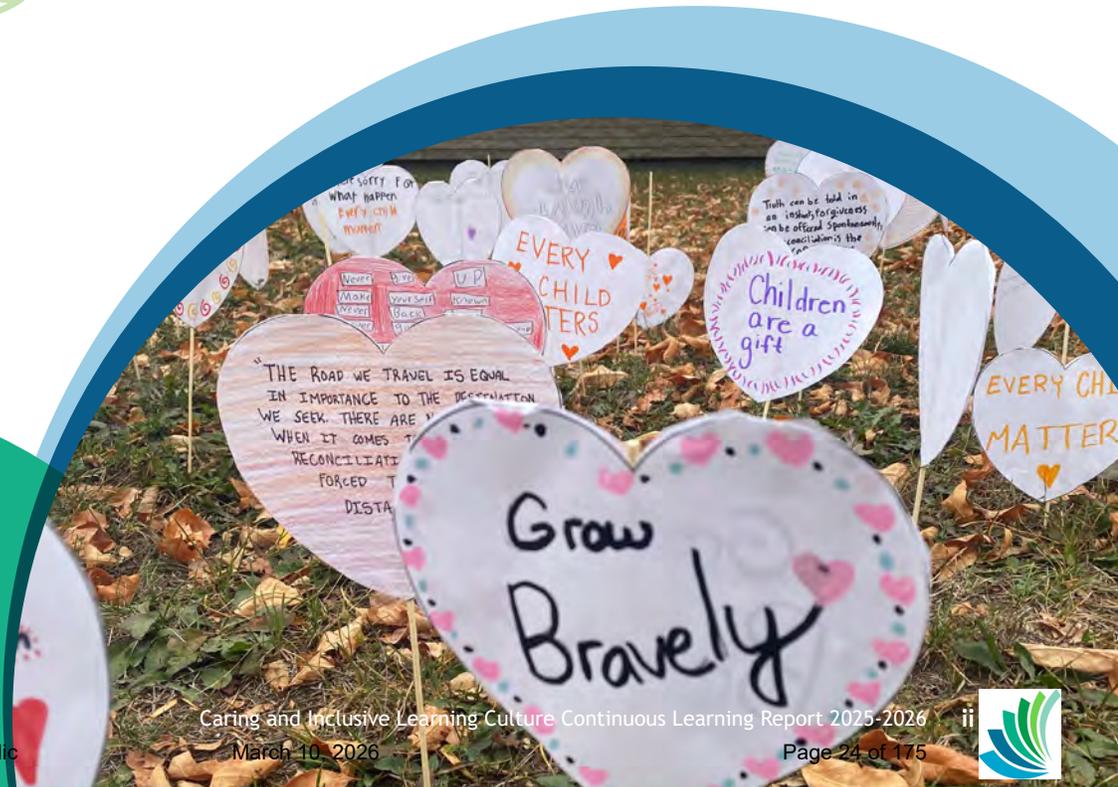## CONTINUOUS LEARNING REPORT 2025–2026

March 10, 2026

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.

CONTENTS

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 goal and objectives in relation to a caring and inclusive learning culture.

Caring and Inclusive Learning Culture: We promote physical and mental Well-being through social-emotional learning to foster compassionate learners.

> ▷ 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.

EXECUTIVE SUMMARY

Three-Year Action Plan (2024-2027)

Outlined in this Continuous Learning Report are actions that serve as strategies for continuous improvement. The items in our action plan will be given high priority for the 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.

The following table represents the caring and inclusive cultures action plan for 2025–2026 (Year Two of the 2024-2027 caring and inclusive cultures action plan), including monitoring strategies, success indicators, and annual outcomes.

Strategic Priority:

Caring and Inclusive Learning Culture

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

Strategies:

1. Support K-12 school teams in creating welcoming, engaging and accessible learning environments.	
Monitoring	**Success Indicators (2024-2027)**
• Student achievement with a focus on priority learners (Foundation Skills Assessments (FSA), Early Literacy and Numeracy Profiles (ELP and ENP), graduation assessments, How Are We Doing report (HAWD), district literacy and numeracy assessments, graduation rates) • Student Learning Surveys (SLS) • Adolescent Health Survey data • Early Development Index (EDI), Middle Years Development Index (MDI), and Youth Development Index (YDI) data • School academic review meetings (Primary Success reviews, Middle/Intermediate reviews, graduation academic reviews) • Grade-to-grade transitions rates • School-based team data • Compassionate Systems Leadership participation rates for school and district leaders • Implementation progress information for district's Accessibility Plan	Primary success meetings held twice per year with each elementary school. Middle/Intermediate years review meetings held twice per year with schools. Graduation review meetings held three times per year with each secondary school. All schools set objectives aligned with strategies and action plans in their School Learning Plans by end of 2025-2026 school year. Priority learner needs (e.g., Indigenous learners, learners with disabilities/diverse abilities, English Language Learners(ELL)) are explicitly addressed in objectives and action plans in all school learning plans by end of 2025-2026 school year. Evidence of school teams regularly using localized and provincial data to monitor progress in their school learning plans by end of 2025-2026 school year. Evidence of instructional shifts and interventions based on ongoing data analysis documented in school learning plans by end of 2025-2026 school year. Regular analysis of available student data for trends in belonging, safety, connection to adults, and feeling welcomed at school at school level and at District Learning Leadership Team (DLLT). Schools demonstrate implementation of practices to ensure that every student feels safe, welcomed, has a sense of belonging and that there are at least two adults with whom they connect at each school.

EXECUTIVE SUMMARY

Monitoring	Success Indicators (2024-2027)
	Continuation of transition meetings and events for students transitioning into schools and between schools (eg: Welcome to Kindergarten events, transition to adulthood, and inter-school transition meetings).
	Updated accessibility action plan, including update of actions achieved and next steps for implementation.
	Continued implementation of programs such as PEACEful schools, Open Parachute, and Positive Behaviour in Schools (PBIS) programs in schools
	Continued promotion and implementation of SOGI events and activities in schools.
	Increased SOGI allyship in schools.
	Students understand how to use the erase tool to report incidents of bullying, violence, and harassment.
	Continue to train staff in Inclusive Design and Document Design through provincial outreach programs such as Provincial Resource Centre for the Visually Impaired (PRCVI).
	Schools demonstrate implementation of practices so that every student feels safe, welcomed, a sense of belonging and that there are at least two adults with whom they can connect.
	Increased participation in Compassionate Systems Leadership (CSL) as well as participation in local, regional and provincial CSL networks by principals and district staff.

2. Promote and deepen mental and physical health and Well-being for students in SD8.

Monitoring	Success Indicators (2024-2027)
• Student achievement with a focus on priority learners (Foundation Skills Assessments (FSA), Early Literacy and Numeracy Profiles (ELP and ENP), graduation assessments, How Are We Doing report (HAWD), district literacy and numeracy assessments, graduation rates) • School academic review meetings (Primary Success, Grad Reviews) • Student Learning Surveys • Adolescent Health Survey data • Early Development Index (EDI), Middle Years Development Index (MDI), and Youth Development Index (YDI) data • Grade-to-grade transition rates • School-based team data • Number of students accessing resources in schools: clinical counselling, art therapy, Foundry Virtual, social worker at HUB, medical clinic at LVR, etc.)	Implementation of the Mental Health in Schools (MHiS) strategy, focusing on prevention and reducing stigma. Mental Health and Addictions Coordinator position in place to support implementation of physical and mental health programs in SD8. Continued expansion of the Open Parachute Program in schools. Continued information sharing for schools and parents about The Foundry services. Continued support and liaison with agencies such as Child Youth Mental Health (CYMH), Ministry of Children and Family Development (MCFD) and Ktunaxa Kinbasket for wraparound student supports. Access for schools with Complex Trauma Resources (CTR) interventions including workshops, training, specific work with school staffs, and one-to-one coaching by CTR staff with SD8 staff. Continued information sharing about the EASE (Everyday Anxiety Strategies for Educators) program in district, and sharing EASE At Home program with families via parent newsletter. Supported implementation of the K-12 physical and health education curriculum across the district including sexual health. Facilitation of efficient and barrier-free access for students to physical and health services through increased collaboration with partner agencies and community organizations (such as the LVR medical clinic).

EXECUTIVE SUMMARY

Monitoring	Success Indicators (2024-2027)
• Number of students accessing food equity programs in schools • Number of students accessing After School Sports and Arts Initiative (ASSAI) • Compassionate Systems Leadership (CSL) participation by school and district leaders	Support for implementation of Child Centre for Protection's Kids in the Know sexual health education program to assist teachers in delivering sexual health curriculum K-12. Continued implementation of CIRCLES sexual health education program for students with disabilities and diverse needs. Parent engagement nights available on demand on topics about mental health, student safety, and social emotional learning. Workshops and professional learning opportunities for staff and students on the Mental Health in Schools Strategy, trauma-informed practices, and SEL. Support to ensure each school fully uses its food equity funds to support vulnerable students. Continued partnership with Interior Health's Health Promoting Schools (HPS) network, and provision of HPS information and resources to staff, students, and parents throughout the district. Continued provision of the After School Sports and Arts Initiative (ASSAI) in rural schools (WEG, Brent Kennedy, JVH and Crawford Bay). Continuation of funding and space for the HUB program at Kootenay River Secondary School in Creston through a contract with Valley Community Services for a social worker in KRSS.

3. Enhance the social-emotional skills and capacities of learners.

Monitoring	Success Indicators (2024-2027)
• Student achievement with a focus on priority learners (Foundation Skills Assessments (FSA), Early Literacy and Numeracy Profiles (ELP and ENP), graduation assessments, How Are We Doing report (HAWD), district literacy and numeracy assessments, graduation rates) • School academic review meetings (Primary Success, Grad Reviews) • Student Learning Surveys • Adolescent Health Survey data • Early Development Index (EDI), Middle Years Development Index (MDI), and Youth Development Index (YDI) data • Grade-to-grade transition rates • Participation by teachers in Positive Behaviour in Schools (PBIS) programs	Continued training for school staffs in use of effective social emotional learning (SEL) strategies to promote implementation of SEL in classrooms throughout SD8. Continued implementation of executive function strategies, EASE, and the MindUp program at elementary schools. Open Parachute program available at all schools. Staff throughout SD8 have access to Complex Trauma Resources (CTR) courses and information to support SEL in classrooms. Provision of information for staff to support the implementation of programs such as PEACEful schools, Open Parachute, and Positive Behaviour in Schools (PBIS) programs in schools. Regular training for inclusion support teachers and teacher counsellors in positive behaviour programs, executive functioning, social emotional learning, compassionate systems leadership, equity leadership, and programs such as Open Parachute, Foundry, and PEACEful schools.

EXECUTIVE SUMMARY

Monitoring	Success Indicators (2024-2027)
• Number of staff trained in using the FAIRS program • Compassionate Systems Leadership participation by teachers and district leaders • Participation rate by students in district-offered programs: Open Parachute, PreVenture, Complex Trauma Resources and Foundry • Participation rate by staff for district-offered professional learning workshops (eg: Crisis Prevention Institute, Complex Trauma Resources, Open Parachute, PreVenture)	

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

Monitoring	Success Indicators (2024-2027)
• *erase* reporting numbers and school follow ups • Student Learning Surveys • Principal and staff reporting in MyEdBC (incidents regarding student safety) • Adolescent Health Survey data • Early Development Index (EDI), Middle Years Development Index (MDI), and Youth Development Index (YDI) data • Grade-to-grade transition rates • Graduation rates	Implementation of practices to ensure that every student feels safe, welcomed, a sense of belonging and that there are at least two adults with whom they connect. Schools ensure that students understand how to use the erase tool to report incidents of bullying, violence, and harassment. Student plans are in place and a point person is identified at each school for children/youth in care (CYIC), with consistent tracking through school-based team and district-based team reporting. Updated school-based team and district-based team procedures and recording mechanisms to provide consistency, detailed information-gathering, and effective implementation of interventions to promote students' feelings of safety and belonging in schools. Continued updates to Inclusive Education Department procedures to ensure effectiveness, efficiency, responsiveness, and that school staff are aware of and following procedures. Staff understand and are following the School Safety Manual and the Critical Incidence Response Manual to promote student and staff safety and respond to incidents. Increased number of staff who have taken the Behavioural Digital Threat Assessment (BDTA) courses from Safer Schools Together (SST). Continued training of staff in crisis prevention and verbal de-escalation strategies using the Crisis Prevention Institute (CPI) methods. Increased number of staff who have been trained in suicide awareness and prevention through the ASIST program. Primary success reviews twice a year ensure wraparound support for students at schools. Grad reviews three times per year ensure that students are on track for graduation.

EXECUTIVE SUMMARY

Monitoring	Success Indicators (2024-2027)
	Continued training for school staffs in use of effective social emotional learning (SEL) strategies to promote implementation of SEL in classrooms throughout SD8.
	Open Parachute program is available at all schools.
	Staff throughout SD8 have access to Complex Trauma Resources (CTR) courses and information to support SEL in classrooms.
	Provision of information for staff to support the implementation of programs such as PEACEful schools, Open Parachute, Positive Behaviour in Schools (PBIS) programs, and FAIRS plans.
	Regular training of inclusion support teachers and teacher counsellors in positive behaviour programs, executive functioning, social emotional learning, compassionate systems leadership, and programs such as Open Parachute and PEACEful schools.

5. Develop communities of practice to support the strategic plan goals and action plan objectives with a focus on priority learners.

Monitoring	Success Indicators (2024-2027)
• Student achievement with a focus on priority learners (Foundation Skills Assessments (FSA), Early Literacy and Numeracy Profiles (ELP and ENP), graduation assessments, How Are We Doing report (HAWD), district literacy and numeracy assessments, graduation rates) • Student Learning Surveys • Feedback from school staff and district staff about the communities of practice	Communities of Practice for inclusion support teachers (ISTs), principals, and teacher counsellors implemented to ensure that staff learn about how to develop and sustain caring and inclusive learning cultures in schools throughout the district.
	Regular training for inclusion support teachers and teacher counsellors in positive behaviour programs, executive functioning, social emotional learning, compassionate systems leadership, and programs such as Open Parachute and PEACEful schools.
	Training provided to school staffs in use of effective social emotional learning (SEL) strategies to promote implementation of SEL in classrooms throughout SD8.
	All schools set objectives aligned with strategies and action plans in their School Learning Plans by end of 2025-2026 school year.
	Priority learner needs (e.g., Indigenous learners, learners with disabilities/diverse abilities, English Language Learners(ELL)) are explicitly addressed in objectives and action plans in all school learning plans by end of 2025-2026 school year.
	Evidence of school teams regularly using localized and provincial data to monitor progress in their school learning plans by end of 2025-2026 school year.
	Evidence of instructional shifts and interventions based on ongoing data analysis documented in school learning plans by end of 2025-2026 school year.
	Open Parachute program is available at all schools.
	Staff throughout SD8 have access to Complex Trauma Resources (CTR) courses and information to support SEL in classrooms.
	Continued provision of information for staff to support the implementation of programs such as PEACEful schools, Open Parachute, Positive Behaviour in Schools (PBIS) programs, and FAIRS plans.
	Data from Student Learning Surveys is analyzed and reviewed at the school and district level, and action plans reflect what the data show regarding caring and inclusive learning cultures in SD8.

EXECUTIVE SUMMARY

6. Ensure that learners have access to information and resources in schools and in communities.	
Monitoring	**Success Indicators (2024-2027)**
• Community Resources Brochure updates • Monthly data from the HUB social worker contract at KRSS • Student Learning Survey data • Adolescent Health Survey data • Foundry participation rates • Open Parachute program participation rates and numbers of staff trained in Open Parachute • Interior Health's Health Promoting Information • Information from Provincial Outreach Programs • Information from community agencies and organizations • Compassionate Systems Network information shared	Updated SD8 Community Resources Brochure on the SD8 website. Open Parachute program is available at all schools. Staff throughout SD8 have access to Complex Trauma Resources (CTR) courses and information to support SEL in classrooms. Continue to learn from Interior Health's Health Promoting Schools (HPS) network, and ensure that HPS information and resources are provided to staff, students, and parents throughout the district. Information is available in schools and shared digitally for students, staff, and families. Students report using the erase tool to report incidents of bullying, violence, and harassment. Presentations to parents on demand (DPAC etc) on topics of mental health, student safety, and social emotional learning. Facilitation of efficient and barrier-free access for students to physical and health services through increased collaboration with partner agencies and community organizations. Continued support to schools to liaise with agencies such as Child Youth Mental Health (CYMH), Ministry of Children and Family Development (MCFD), COINs, and Ktunaxa Kinbasket for wraparound student supports.

The action plan is developed on the following premises:

▷ 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.

▷ SD8 is committed to its strategic priorities and to measuring and reporting on performance in key areas—evidence is robust, timely, and meaningful.

▷ SD8 collaborates with community, regional, and provincial partners.

▷ SD8 maintains a sustained focus on a cycle of continuous improvement.

▷ The action plan is aligned with the goals and mandate of **the Ministry of Education and Child Care.**

EXECUTIVE SUMMARY

A Focus on Student Success

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

MISSION

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

VISION

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

This report outlines how SD8 supports learner success in creating caring and inclusive learning cultures.

INTRODUCTION

Background - Caring and Inclusive Learning Cultures

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

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

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

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

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

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

The personal and social competency in the BC curriculum is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. This competency encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

INTRODUCTION

Facets of the Personal and Social Competency in BC Curriculum:

Self-regulating

Students who are personally aware and responsible take ownership of their choices and actions. They set goals, monitor progress, and understand their emotions, using that understanding to regulate actions and reactions. They are aware that learning involves patience and time. They can persevere in difficult situations and understand how their actions affect themselves and others.

Well-being

Students who are personally aware and responsible recognize the factors that affect their holistic wellness and take increasing responsibility for caring for themselves. They keep themselves healthy and stay active, manage stress, and express a sense of personal Well-being. They make choices that contribute to their safety in their communities, including their online communities and use of social media. They recognize their personal responsibility for their happiness and have strategies that help them find peace in challenging situations.

Identifying personal strengths and abilities

Students acknowledge their strengths and abilities, and they intentionally consider these as assets, helping them in all aspects of their lives. Students understand that they are unique and are a part of larger, and often multiple, communities. They explain how they are using their strengths and abilities in their families, their relationships, and their communities.

Building relationships

Students build and maintain diverse, positive peer and intergenerational relationships. They are aware and respectful of others' needs and feelings and share their own in appropriate ways. They adjust their words and actions to care for their relationships.

Contributing to community and caring for the environment

Students develop awareness of and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities, and the environment. They are aware of the impact of their decisions, actions, and footprint. They advocate for and act to bring about positive change.

Resolving problems

Students identify and develop an appreciation for different perspectives on issues. They show empathy, disagree respectfully, and create space for others to use their voices. They generate, use, and evaluate strategies to resolve problems.

Valuing diversity

Students value diversity, defend human rights, advocate for issues, and interact ethically with others. They are inclusive in their language and behaviour and recognize that everyone has something to contribute. Their approach to inclusive relationships exemplifies commitment to developing positive communities.

INTRODUCTION

Social Emotional Learning Wheel

Social and emotional learning (SEL) is an integral part of education and human development. Strong social emotional learning contributes to students' feelings of belonging and that they have adults who care about them at school. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Source: Casel.

The data and school planning cycle illustrates how schools collect, plan, review, learn and adjust their school action plans on a continual basis to ensure that strategic priorities are monitored.

INTRODUCTION

Data & School Planning

The Caring and Inclusive Learning Culture Continuous Learning Report reviews student social emotional learning trends through provincial, district, and school-based data and provides a description of support, resources and goals to improve outcomes in this area.

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 of Education and Child Care'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.

ALIGNMENT TO STRATEGIC PRIORITIES

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

SD8 endeavours to improve student physical and mental Well-being through inclusive and caring learning environments. SD8's work in creating inclusive and caring learning communities is connected both to the district's 2024-2029 strategic plan, and the goals and objectives of the Ministry of Education and Child Care's Service Plan 2024/25 - 2026/27. The Ministry of Education and Child Care aims for the education system to provide inclusive and responsive learning environments: those that recognize the value of diversity and provide equity of access, opportunity, and outcomes for all learners, from early years to graduation.

The Caring and Inclusive Learning Culture Continuous Learning Report plan is connected to the following SD8 strategic priorities:

SD8 Strategic Priority: Promote physical and mental Well-being

Corresponding Ministry of Education and Child Care goal 1: all students become educated citizens and objective 1.1: support learner-centreed learning and improve equity of outcomes.
High-functioning education systems engage and motivate every learner to develop the set of competencies necessary for independence and lifelong learning. Mental Well-being or positive mental health impacts how learners think, feel and act. It also affects learner resilience to stress, relationships with others, and is deeply influenced by the school environment.

SD8 Strategic Priority: Promote social-emotional learning to foster compassionate learners

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

Corresponding Ministry of Education and Child Care goal 2: learning environments foster healthy and effective learning and objective 2.2: support learner and staff Well-being.
For learners to be able to develop and learn, they must feel physically and emotionally safe. The district believes in an approach where staff ensure that learners are engaged, feel a sense of belonging, and understand the importance education has in their lives. Learners also need to know that adults genuinely care about their Well-being. Research shows that one caring adult can make a significant difference in a learner's life and increase that learner's outcomes. Supporting healthy and effective learning environments is of paramount importance.

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.

ALIGNMENT TO STRATEGIC PRIORITIES

Specifically, the focus is on the following goals in relation to caring and inclusive learning cultures:

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

Specifically, the focus is on the following goals in relation to caring and inclusive learning cultures:

EVIDENCE OF LEARNING

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

Below are the outcomes achieved in the district with regard to caring and inclusive learning cultures in 2024–2025, including monitoring strategies and outcomes.

Strategic priority: Caring and Inclusive Learning Culture

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

Strategies:

1. Support K-12 school teams in creating welcoming, engaging and accessible learning environments.		
Monitoring	**Success Indicators (2024-2027)**	**Annual Outcomes (2024-2025)**
• Student achievement with a focus on priority learners (Foundation Skills Assessments (FSA), Early Literacy and Numeracy Profiles (ELP and ENP), graduation assessments, How Are We Doing report (HAWD), district literacy and numeracy assessments, graduation rates) • Student Learning Surveys (SLS) • Adolescent Health Survey data • Early Development Index (EDI), Middle Years Development Index (MDI), and Youth Development Index (YDI) data • School academic review meetings (Primary Success reviews, Middle/Intermediate reviews, graduation academic reviews) • Grade-to-grade transitions rates • School-based team data • Compassionate Systems Leadership participation rates for school and district leaders • Implementation progress information for district's Accessibility Plan	Primary success meetings held twice per year with each elementary school. Middle/Intermediate years review meetings held twice per year with schools. Graduation review meetings held three times per year with each secondary school. All schools set objectives aligned with strategies and action plans in their School Learning Plans by end of 2025–2026 school year. Priority learner needs (e.g., Indigenous learners, learners with disabilities/diverse abilities, English Language Learners(ELL)) are explicitly addressed in objectives and action plans in all school learning plans by end of 2025-2026 school year. Evidence of school teams regularly using localized and provincial data to monitor progress in their school learning plans by end of 2025-2026 school year. Evidence of instructional shifts and interventions based on ongoing data analysis documented in school learning plans by end of 2025-2026 school year. Regular analysis of available student data for trends in belonging, safety, connection to adults, and feeling welcomed at school at school level and at District Learning Leadership Team (DLLT). Schools demonstrate implementation of practices to ensure that every student feels safe, welcomed, has a sense of belonging and that there are at least two adults with whom they connect at each school.	Primary success meetings held twice per year with each elementary school. Middle/Intermediate years review meetings held twice per year with schools. Graduation review meetings held three times per year with each secondary school. Regular analysis of available student data for trends in belonging, safety, connection to adults, and feeling welcomed at school at school level and at District Learning Leadership Team (DLLT). Schools demonstrate implementation of practices to ensure that every student feels safe, welcomed, has a sense of belonging and that there are at least two adults with whom they connect at each school. Continuation of transition meetings and events for students transitioning into schools and between schools (eg: Welcome to Kindergarten events, transition to adulthood, and inter-school transition meetings). Continued implementation of programs such as PEACEful schools, Open Parachute, and Positive Behaviour in Schools (PBIS) programs in schools. Students understand how to use the erase tool to report incidents of bullying, violence, and harassment. Continued training of staff in Inclusive Design and Document Design through provincial outreach programs such as

EVIDENCE OF LEARNING

Monitoring	Success Indicators (2024-2027)	Annual Outcomes (2024-2025)
	Continuation of transition meetings and events for students transitioning into schools and between schools (eg: Welcome to Kindergarten events, transition to adulthood, and inter-school transition meetings).	Provincial Resource Centre for the Visually Impaired (PRCVI).
	Updated accessibility action plan, including update of actions achieved and next steps for implementation.	Schools demonstrated implementation of practices so that every student feels safe, welcomed, a sense of belonging and that there are at least two adults with whom they can connect.
	Continued implementation of programs such as PEACEful schools, Open Parachute, and Positive Behaviour in Schools (PBIS) programs in schools	Increased participation in Compassionate Systems Leadership (CSL) as well as participation in local, regional and provincial CSL networks by principals and district staff.
	Students understand how to use the erase tool to report incidents of bullying, violence, and harassment.	
	Continued training of staff in Inclusive Design and Document Design through provincial outreach programs such as Provincial Resource Centre for the Visually Impaired (PRCVI).	
	Schools demonstrate implementation of practices so that every student feels safe, welcomed, a sense of belonging and that there are at least two adults with whom they can connect.	
	Increased participation in Compassionate Systems Leadership (CSL) as well as participation in local, regional and provincial CSL networks by principals and district staff.	

2. Promote and deepen mental and physical health and Well-being for students in SD8.		
Monitoring	**Success Indicators (2024-2027)**	**Annual Outcomes (2024-2025)**
◆ Student achievement with a focus on priority learners (Foundation Skills Assessments (FSA), Early Literacy and Numeracy Profiles (ELP and ENP), graduation assessments, How Are We Doing report (HAWD), district literacy and numeracy assessments, graduation rates) ◆ School academic review meetings (Primary Success, Grad Reviews)	Implementation of the Mental Health in Schools (MHiS) strategy, focusing on prevention and reducing stigma.	Implementation of the Mental Health in Schools (MHiS) strategy, focusing on prevention and reducing stigma.
	Mental Health and Addictions Coordinator position in place to support implementation of physical and mental health programs in SD8.	Mental Health and Addictions Coordinator position in place to support implementation of physical and mental health programs in SD8.
	Continued expansion of the Open Parachute Program in schools.	Continued expansion of the Open Parachute Program in schools.
	Continued information sharing for schools and parents about The Foundry services.	Continued information sharing for schools and parents about The Foundry services.

EVIDENCE OF LEARNING

Monitoring	Success Indicators (2024-2027)	Annual Outcomes (2024-2025)
• Student Learning Surveys • Adolescent Health Survey data • Early Development Index (EDI), Middle Years Development Index (MDI), and Youth Development Index (YDI) data • Grade-to-grade transition rates • School-based team data • Number of students accessing resources in schools: clinical counselling, art therapy, Foundry Virtual, social worker at HUB, medical clinic at LVR, etc.) • Number of students accessing food equity programs in schools • Number of students accessing After School Sports and Arts Initiative (ASSAI) • Compassionate Systems Leadership (CSL) participation by school and district leaders	Continued support and liaison with agencies such as Child Youth Mental Health (CYMH), Ministry of Children and Family Development (MCFD) and Ktunaxa Kinbasket for wraparound student supports. Access for schools with Complex Trauma Resources (CTR) interventions including workshops, training, specific work with school staffs, and one-to-one coaching by CTR staff with SD8 staff. Continued information sharing about the EASE (Everyday Anxiety Strategies for Educators) program in district, and sharing EASE At Home program with families via parent newsletter. Supported implementation of the K-12 physical and health education curriculum across the district including sexual health. Facilitation of efficient and barrier-free access for students to physical and health services through increased collaboration with partner agencies and community organizations (such as the LVR medical clinic). Support for implementation of Child Centre for Protection's Kids in the Know sexual health education program to assist teachers in delivering sexual health curriculum K-12. Continued implementation of CIRCLES sexual health education program for students with disabilities and diverse needs. Parent engagement nights available on demand on topics about mental health, student safety, and social emotional learning. Workshops and professional learning opportunities for staff and students on the Mental Health in Schools Strategy, trauma-informed practices, and SEL. Support to ensure each school fully uses its food equity funds to support vulnerable students. Continued partnership with Interior Health's Health Promoting Schools (HPS) network, and provision of HPS information and resources to staff, students, and parents throughout the district.	Continued support and liaison with agencies such as Child Youth Mental Health (CYMH), Ministry of Children and Family Development (MCFD) and Ktunaxa Kinbasket for wraparound student supports. Access for schools with Complex Trauma Resources (CTR) interventions including workshops, training, specific work with school staffs, and one-to-one coaching by CTR staff with SD8 staff. Continued information sharing about the EASE (Everyday Anxiety Strategies for Educators) program in district, and sharing EASE At Home program with families via parent newsletter. Supported implementation of the K-12 physical and health education curriculum across the district including sexual health. Facilitation of efficient and barrier-free access for students to physical and health services through increased collaboration with partner agencies and community organizations (such as the LVR medical clinic). Support for implementation of Child Centre for Protection's Kids in the Know sexual health education program to assist teachers in delivering sexual health curriculum K-12. Continued implementation of CIRCLES sexual health education program for students with disabilities and diverse needs. Parent engagement nights available on demand on topics about mental health, student safety, and social emotional learning. Workshops and professional learning opportunities for staff and students on the Mental Health in Schools Strategy, trauma-informed practices, and SEL. Support to ensure each school fully uses its food equity funds to support vulnerable students. Continued partnership with Interior Health's Health Promoting Schools (HPS) network, and provision of HPS information and resources to staff, students, and parents throughout the district.

EVIDENCE OF LEARNING

Monitoring	Success Indicators (2024-2027)	Annual Outcomes (2024-2025)
	Continued provision of the After School Sports and Arts Initiative (ASSAI) in rural schools (WEG, Brent Kennedy, JVH and Crawford Bay). Continuation of funding and space for the HUB program at Kootenay River Secondary School in Creston through a contract with Valley Community Services for a social worker in KRSS.	Continued provision of the After School Sports and Arts Initiative (ASSAI) in rural schools (WEG, Brent Kennedy, JVH and Crawford Bay). Continuation of funding and space for the HUB program at Kootenay River Secondary School in Creston through a contract with Valley Community Services for a social worker in KRSS.
3. Enhance the social-emotional skills and capacities of learners.		
Monitoring	Success Indicators (2024-2027)	Annual Outcomes (2024-2025)
• Student achievement with a focus on priority learners (Foundation Skills Assessments (FSA), Early Literacy and Numeracy Profiles (ELP and ENP), graduation assessments, How Are We Doing report (HAWD), district literacy and numeracy assessments, graduation rates) • School academic review meetings (Primary Success, Grad Reviews) • Student Learning Surveys • Adolescent Health Survey data • Early Development Index (EDI), Middle Years Development Index (MDI), and Youth Development Index (YDI) data • Grade-to-grade transition rates • Participation by teachers in Positive Behaviour in Schools (PBIS) programs • Number of staff trained in using the FAIRS program • Compassionate Systems Leadership participation by teachers and district leaders	Continued training for school staffs in use of effective social emotional learning (SEL) strategies to promote implementation of SEL in classrooms throughout SD8. Continued implementation of executive function strategies, EASE, and the MindUp program at elementary schools. Open Parachute program available at all schools. Staff throughout SD8 have access to Complex Trauma Resources (CTR) courses and information to support SEL in classrooms. Provision of information for staff to support the implementation of programs such as PEACEful schools, Open Parachute, and Positive Behaviour in Schools (PBIS) programs in schools. Regular training for inclusion support teachers and teacher counsellors in positive behaviour programs, executive functioning, social emotional learning, compassionate systems leadership, equity leadership, and programs such as Open Parachute, Foundry, and PEACEful schools.	Continued training for school staffs in use of effective social emotional learning (SEL) strategies to promote implementation of SEL in classrooms throughout SD8. Continued implementation of executive function strategies, EASE, and the MindUp program at elementary schools. Open Parachute program available at all schools. Staff throughout SD8 have access to Complex Trauma Resources (CTR) courses and information to support SEL in classrooms. Provision of information for staff to support the implementation of programs such as PEACEful schools, Open Parachute, and Positive Behaviour in Schools (PBIS) programs in schools. Regular training for inclusion support teachers and teacher counsellors in positive behaviour programs, executive functioning, social emotional learning, compassionate systems leadership, equity leadership, and programs such as Open Parachute, Foundry, and PEACEful schools.

EVIDENCE OF LEARNING

Monitoring	Success Indicators (2024-2027)	Annual Outcomes (2024-2025)
• Participation rate by students in district-offered programs: Open Parachute, PreVenture, Complex Trauma Resources and Foundry • Participation rate by staff for district-offered professional learning workshops (eg: Crisis Prevention Institute, Complex Trauma Resources, Open Parachute, PreVenture)		

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

Monitoring	Success Indicators (2024-2027)	Annual Outcomes (2024-2025)
• erase reporting numbers and school follow ups • Student Learning Surveys • Principal and staff reporting in MyEdBC (incidents regarding student safety) • Adolescent Health Survey data • Early Development Index (EDI), Middle Years Development Index (MDI), and Youth Development Index (YDI) data • Grade-to-grade transition rates • Graduation rates	Implementation of practices to ensure that every student feels safe, welcomed, a sense of belonging and that there are at least two adults with whom they connect. Schools ensure that students understand how to use the erase tool to report incidents of bullying, violence, and harassment. Student plans are in place and a point person is identified at each school for children/youth in care (CYIC), with consistent tracking through school-based team and district-based team reporting. Updated school-based team and district-based team procedures and recording mechanisms to provide consistency, detailed information-gathering, and effective implementation of interventions to promote students' feelings of safety and belonging in schools. Continued updates to Inclusive Education Department procedures to ensure effectiveness, efficiency, responsiveness, and that school staff are aware of and following procedures . Staff understand and are following the School Safety Manual and the Critical Incidence Response Manual to promote student and staff safety and respond to incidents.	Implementation of practices to ensure that every student feels safe, welcomed, a sense of belonging and that there are at least two adults with whom they connect. Schools ensure that students understand how to use the erase tool to report incidents of bullying, violence, and harassment. Student plans are in place and a point person is identified at each school for children/youth in care (CYIC), with consistent tracking through school-based team and district-based team reporting. Updated school-based team and district-based team procedures and recording mechanisms to provide consistency, detailed information-gathering, and effective implementation of interventions to promote students' feelings of safety and belonging in schools. Continued updates to Inclusive Education Department procedures to ensure effectiveness, efficiency, responsiveness, and that school staff are aware of and following procedures. Staff understand and are following the School Safety Manual and the Critical Incidence Response Manual to promote student and staff safety and respond to incidents.

EVIDENCE OF LEARNING

Monitoring	Success Indicators (2024-2027)	Annual Outcomes (2024-2025)
	Increased number of staff who have taken the Behavioural Digital Threat Assessment (BDTA) courses from Safer Schools Together (SST).	Primary success reviews twice a year ensure wraparound support for students at schools.
	Continued training of staff in crisis prevention and verbal de-escalation strategies using the Crisis Prevention Institute (CPI) methods.	Grad reviews three times per year ensure that students are on track for graduation.
	Increased number of staff who have been trained in suicide awareness and prevention through the ASIST program.	Continued training for school staffs in use of effective social emotional learning (SEL) strategies to promote implementation of SEL in classrooms throughout SD8.
	Primary success reviews twice a year ensure wraparound support for students at schools.	Open Parachute program is available at all schools.
	Grad reviews three times per year ensure that students are on track for graduation.	Staff throughout SD8 have access to Complex Trauma Resources (CTR) courses and information to support SEL in classrooms.
	Continued training for school staffs in use of effective social emotional learning (SEL) strategies to promote implementation of SEL in classrooms throughout SD8.	Provision of information for staff to support the implementation of programs such as PEACEful schools, Open Parachute, Positive Behaviour in Schools (PBIS) programs, and FAIRS plans.
	Open Parachute program is available at all schools.	Regular training of inclusion support teachers and teacher counsellors in positive behaviour programs, executive functioning, social emotional learning, compassionate systems leadership, and programs such as Open Parachute and PEACEful schools.
	Staff throughout SD8 have access to Complex Trauma Resources (CTR) courses and information to support SEL in classrooms.	
	Provision of information for staff to support the implementation of programs such as PEACEful schools, Open Parachute, Positive Behaviour in Schools (PBIS) programs, and FAIRS plans.	
	Regular training of inclusion support teachers and teacher counsellors in positive behaviour programs, executive functioning, social emotional learning, compassionate systems leadership, and programs such as Open Parachute and PEACEful schools.	

EVIDENCE OF LEARNING

5. Develop communities of practice to support the strategic plan goals and action plan objectives with a focus on priority learners.		
Monitoring	**Success Indicators (2024-2027)**	**Annual Outcomes (2024-2025)**
• Student achievement with a focus on priority learners (Foundation Skills Assessments (FSA), Early Literacy and Numeracy Profiles (ELP and ENP), graduation assessments, How Are We Doing report (HAWD), district literacy and numeracy assessments, graduation rates) • Student Learning Surveys • Feedback from school staff and district staff about the communities of practice	Communities of Practice for inclusion support teachers (ISTs), principals, and teacher counsellors implemented to ensure that staff learn about how to develop and sustain caring and inclusive learning cultures in schools throughout the district. Regular training for inclusion support teachers and teacher counsellors in positive behaviour programs, executive functioning, social emotional learning, compassionate systems leadership, and programs such as Open Parachute and PEACEful schools.	
	Training provided to school staffs in use of effective social emotional learning (SEL) strategies to promote implementation of SEL in classrooms throughout SD8. All schools set objectives aligned with strategies and action plans in their School Learning Plans by end of 2025–2026 school year. Priority learner needs (e.g., Indigenous learners, learners with disabilities/diverse abilities, English Language Learners(ELL)) are explicitly addressed in objectives and action plans in all school learning plans by end of 2025–2026 school year. Evidence of school teams regularly using localized and provincial data to monitor progress in their school learning plans by end of 2025–2026 school year. Evidence of instructional shifts and interventions based on ongoing data analysis documented in school learning plans by end of 2025–2026 school year. Open Parachute program is available at all schools. Staff throughout SD8 have access to Complex Trauma Resources (CTR) courses and information to support SEL in classrooms.	Training provided to school staffs in use of effective social emotional learning (SEL) strategies to promote implementation of SEL in classrooms throughout SD8. Open Parachute program is available at all schools. Staff throughout SD8 have access to Complex Trauma Resources (CTR) courses and information to support SEL in classrooms. Continued provision of information for staff to support the implementation of programs such as PEACEful schools, Open Parachute, Positive Behaviour in Schools (PBIS) programs, and FAIRS plans.

EVIDENCE OF LEARNING

Monitoring	Success Indicators (2024-2027)	Annual Outcomes (2024-2025)
	Continued provision of information for staff to support the implementation of programs such as PEACEful schools, Open Parachute, Positive Behaviour in Schools (PBIS) programs, and FAIRS plans. Data from Student Learning Surveys is analyzed and reviewed at the school and district level, and action plans reflect what the data show regarding caring and inclusive learning cultures in SD8.	

6. Ensure that learners have access to information and resources in schools and in communities.

Monitoring	Success Indicators (2024-2027)	Annual Outcomes (2024-2025)
• Community Resources Brochure updates • Monthly data from the HUB social worker contract at KRSS • Student Learning Survey data • Adolescent Health Survey data • Foundry participation rates • Open Parachute program participation rates and numbers of staff trained in Open Parachute • Interior Health's Health Promoting Information • Information from Provincial Outreach Programs • Information from community agencies and organizations • Compassionate Systems Network information shared	Updated SD8 Community Resources Brochure on the SD8 website. Open Parachute program is available at all schools. Staff throughout SD8 have access to Complex Trauma Resources (CTR) courses and information to support SEL in classrooms. Continue to learn from Interior Health's Health Promoting Schools (HPS) network, and ensure that HPS information and resources are provided to staff, students, and parents throughout the district. Information is available in schools and shared digitally for students, staff, and families. Students report using the erase tool to report incidents of bullying, violence, and harassment. Presentations to parents on demand (DPAC etc) on topics of mental health, student safety, and social emotional learning. Facilitation of efficient and barrier–free access for students to physical and health services through increased collaboration with partner agencies and community organizations. Continued support to schools to liaise with agencies such as Child Youth Mental Health (CYMH), Ministry of Children and Family Development (MCFD), COINs, and Ktunaxa Kinbasket for wraparound student supports.	Updated SD8 Community Resources Brochure on the SD8 website. Open Parachute program is available at all schools. Staff throughout SD8 have access to Complex Trauma Resources (CTR) courses and information to support SEL in classrooms. Continue to learn from Interior Health's Health Promoting Schools (HPS) network, and ensure that HPS information and resources are provided to staff, students, and parents throughout the district. Information is available in schools and shared digitally for students, staff, and families. Students report using the erase tool to report incidents of bullying, violence, and harassment. Presentations to parents on demand (DPAC etc) on topics of mental health, student safety, and social emotional learning. Facilitation of efficient and barrier–free access for students to physical and health services through increased collaboration with partner agencies and community organizations. Continued support to schools to liaise with agencies such as Child Youth Mental Health (CYMH), Ministry of Children and Family Development (MCFD), COINs, and Ktunaxa Kinbasket for wraparound student supports.

EVIDENCE OF LEARNING

Human and Social Development

Student Learning Survey (SLS) Data 2020–2025

The student learning survey (SLS) is an annual survey administered to BC public schools for students in grades 4, 7, 10 and 12 (note that grade 11 has been recently introduced; the data in this report do not include grade 11 data due to lack of comparison at this time). The SLS is the only source of province-wide information on student experiences in the school environment. Data obtained from the survey provides valuable insights and informs policies, programs and decisions made at districts, schools, the Ministry of Education and Child Care, Ministry of Health and the Representative for Children and Youth in improving students' intellectual, human and social and career development.

The survey includes approximately 65 questions for students to answer. Regardless of grade, the questions are the same. The questions chosen for this report provide a good representative cross section for human and social development in the following categories: belonging, connection, safety, and engagement for learners. The questions chosen for this report that best demonstrate student responses in the salient categories are:

▷ Do you feel welcome at your school?,

▷ Do you feel safe at school?,

▷ Is school a place where you feel like you belong?, and

▷ How many adults do you think care about you at your school?.

Do You Feel Welcome at Your School?

Grade Level	Subsets	Years				
		2020 – 2021	2021– 2022	2022– 2023	2023– 2024	2024– 2025
Grade 4	All Resident	74%	71%	81%	77%	81%
	Indigenous Students	Msk	60%	74%	Msk	Msk
	Students with Diverse Abilities	Msk	Msk	Msk	Msk	Msk
	All BC	74%	71%	79%	78%	81%
Grade 7	All Resident	57%	63%	69%	73%	71%
	Indigenous Students	66%	73%	55%	78%	66%
	Students with Diverse Abilities	Msk	59%	Msk	71%	Msk
	All BC	57%	63%	69%	77%	77%
Grade 10	All Resident	56%	73%	81%	65%	65%
	Indigenous Students	63%	74%	74%	70%	61%
	Students with Diverse Abilities	Msk	60%	Msk	Msk	Msk
	All BC	56%	73%	79%	78%	72%

EVIDENCE OF LEARNING

Do You Feel Welcome at Your School? (All Residents)
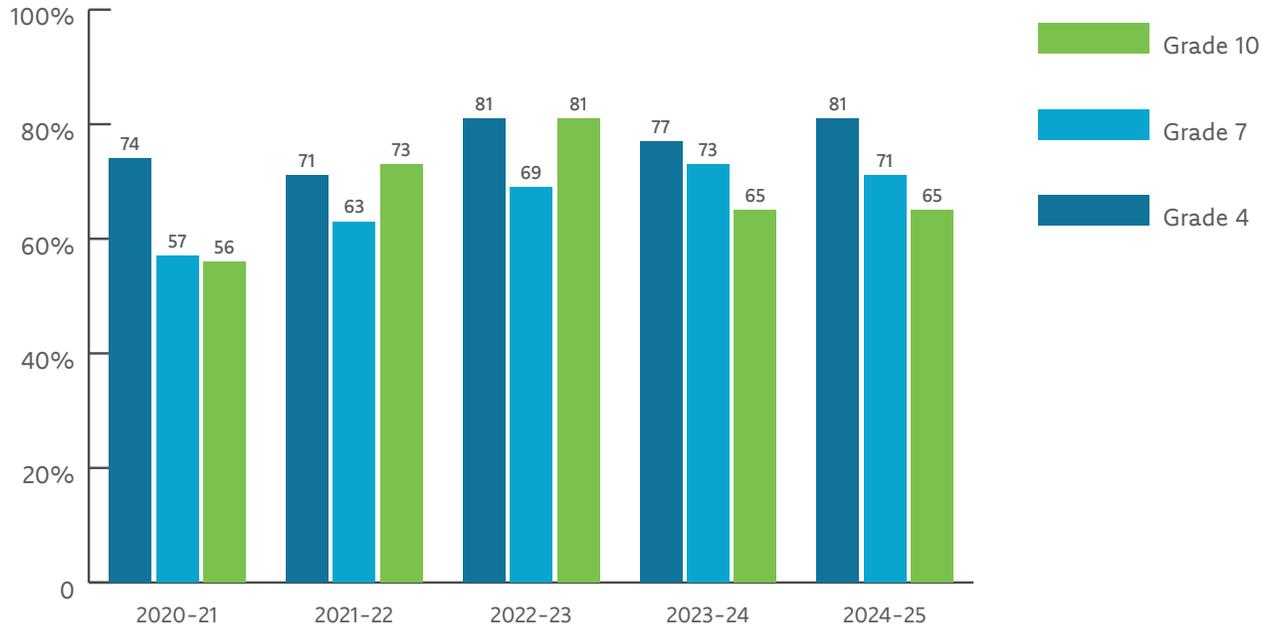
Legend: Grade 10, Grade 7, Grade 4

	2020–21	2021–22	2022–23	2023–24	2024–25
Grade 4	74	71	81	77	81
Grade 7	57	63	69	73	71
Grade 10	56	73	81	65	65

Do You Feel Welcome at Your School? (All BC)

Legend: Grade 10, Grade 7, Grade 4

	2020–21	2021–22	2022–23	2023–24	2024–25
Grade 4	74	71	79	78	81
Grade 7	57	63	69	77	77
Grade 10	56	73	79	78	72
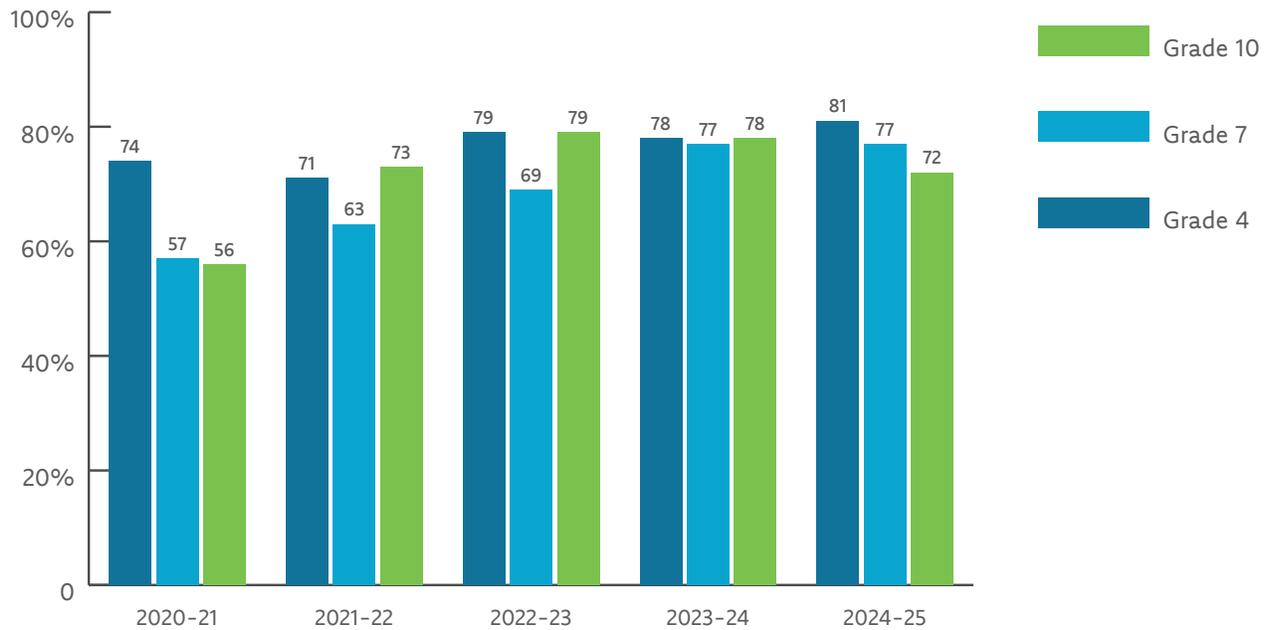
EVIDENCE OF LEARNING

Do You Feel Welcome at Your School? | Analysis and Interpretation

Trends in the Data

Overall, the five-year data for the question "Do you feel welcome at school" indicates an upward trend, with the All Resident group showing steady upward growth. In comparison to the province as a whole, SD8 has generally demonstrated similar patterns of growth over the last five years. SD8's general pattern of scores for 2024-2025 is between approximately 65% to approximately 80% for this question.

For the All Resident group in grade 4, we see an overall steady pattern across the five years of data, with an upward trend with results increasing 7% from 2020-2021 to 2024-2025. SD8's results are on par with BC as a whole for grade 4 students.

Overall, the scores for the grade 7 group range about 10% lower than the grade 4 group over the last five years, but the grade 7 data also show a notable positive increase in results, moving steadily up from 57% in 2020-2021 up to 71% in 2024-25. It is interesting to note that this pattern is seen in BC as a whole for grade 7 students. Grade 10 students show a similar increase in results over the past five years, both in SD8 and across the province.

Both the Indigenous grade 7 and grade 10 groups can be seen over five years, with a higher outcome than the All Resident Group in three out of the five years for both the grade 7 and grade 10 groups. While Indigenous learners overall do not represent a clear upward trajectory, there are some notable gains such as a 23% increase in grade 7 Indigenous learners feeling welcome from 2022-2023 to 2023-2024.

Missing or Masked Data

The Diverse Learner subgroup results were small enough either overall or in two of the three data sets so data that this data has been masked and is not available. The Indigenous Student subgroup also had masked data results in grade 4 in both 2020-2021 and again in 2023-2024. The one consecutive data set we do have for diverse learner students shows a 12% increase in feeling welcome for grade 7 students between 2021-2022 and 2023-2024.

For Indigenous learners, the grade 4 group had a significant increase of 14% from 2021-2022 to 2022-2023, but limited data does not provide the opportunity for continued analysis.

The enrolment of students identified as those with disabilities or diverse learning needs remained below 20 students in each grade level, and while this is potentially positive in terms of indicating there is a low number of students who require designations for learning needs, it does preclude gathering and accurately analyzing the data for this key group.

Inequities of Learning Outcomes Illustrated by Data

Feeling welcome at school is a key indicator of a positive and inclusive school climate. We recognize too that those students who are least likely to feel welcome are those we need to focus our support efforts on.

While there were some promising increases (eg: an increase for grade 10 students from 56% to 73% from 2020-2021 to 2021-2022, and a subsequent increase to 81% in 2022-2023), we see those scores fall back to 65% in 2023-2024 and again in 2024-2025. Further investigation is required to determine the cause of this significant decline of 16%, repeated over two years.

While the overall trends do not represent a clear upward trajectory with respect to equity, it is positive to see outcomes for Indigenous students holding within a range of approximately 10% over time.

EVIDENCE OF LEARNING

Stories Revealed about Approaches to Supporting Teaching and Learning

Overall, this data indicates we need to ensure implementation of key processes that support a welcoming learning environment, including ensuring staff understand the use of trauma informed practices and include the teaching of social–emotional learning in all classrooms. It also points to the increased need to implement tracking systems such as those used by each school's School Based Team and by the district's District Based Team to ensure every learner in SD8 feels that they are welcome at school.

Do You Feel Safe at School?

Grade Level	Subsets	Years				
		2020 – 2021	2021– 2022	2022– 2023	2023– 2024	2024– 2025
Grade 4	All Resident	81%	69%	84%	77%	83%
	Indigenous Students	N/A	N/A	N/A	N/A	N/A
	Students with Disabilities and Diverse Abilities	N/A	N/A	N/A	N/A	N/A
	All BC	79%	78%	77%	78%	83%
Grade 7	All Resident	65%	73%	74%	73%	75%
	Indigenous Students	N/A	N/A	N/A	N/A	N/A
	Students with Disabilities and Diverse Abilities	N/A	N/A	N/A	N/A	N/A
	All BC	70%	76%	74%	75%	79%
Grade 10	All Resident	73%	79%	84%	81%	74%
	Indigenous Students	N/A	N/A	N/A	N/A	N/A
	Students with Disabilities and Diverse Abilities	N/A	N/A	N/A	N/A	N/A
	All BC	73%	76%	73%	74%	78%

EVIDENCE OF LEARNING

Do You Feel Safe at School? (All Residents)

Legend: Grade 10, Grade 7, Grade 4

	2020–21	2021–22	2022–23	2023–24	2024–25
Grade 4	81	69	84	77	83
Grade 7	65	73	74	73	75
Grade 10	73	79	84	81	74

Do You Feel Safe at School? (All BC)

Legend: Grade 10, Grade 7, Grade 4

	2020–21	2021–22	2022–23	2023–24	2024–25
Grade 4	79	78	77	78	83
Grade 7	70	76	74	75	79
Grade 10	73	76	73	74	78

Meeting of the Board Held in Public   March 10, 2026   Caring and Inclusive Learning Culture Continuous Learning Report 2025-2026   **19**

Page 52 of 175
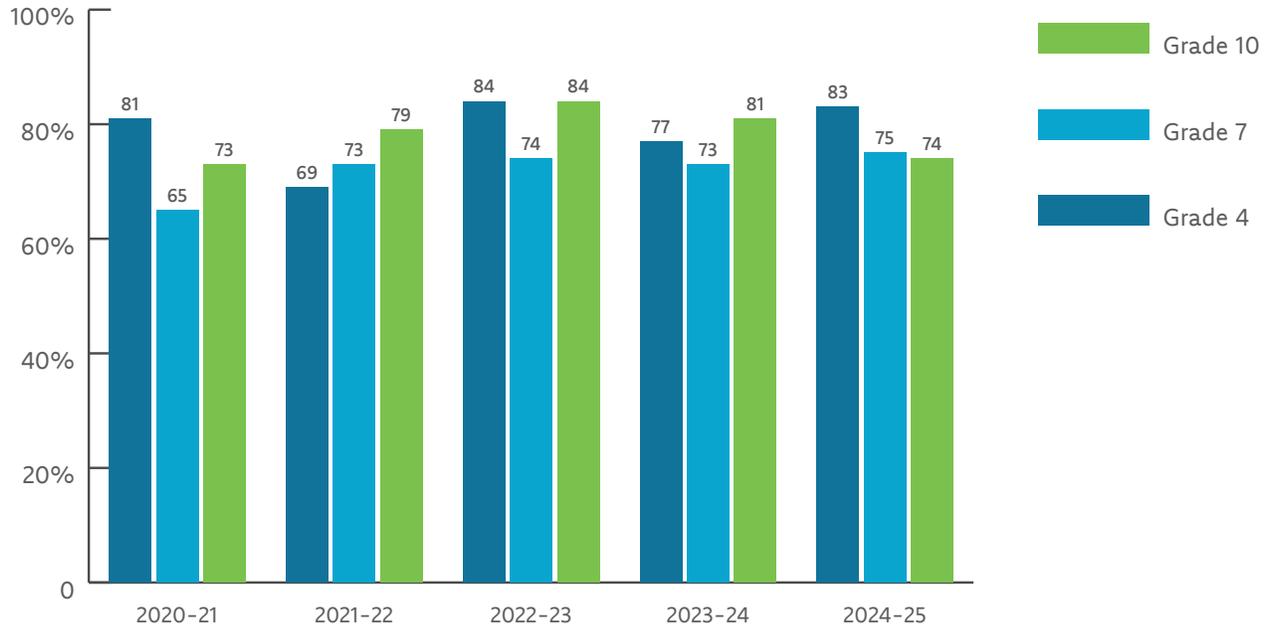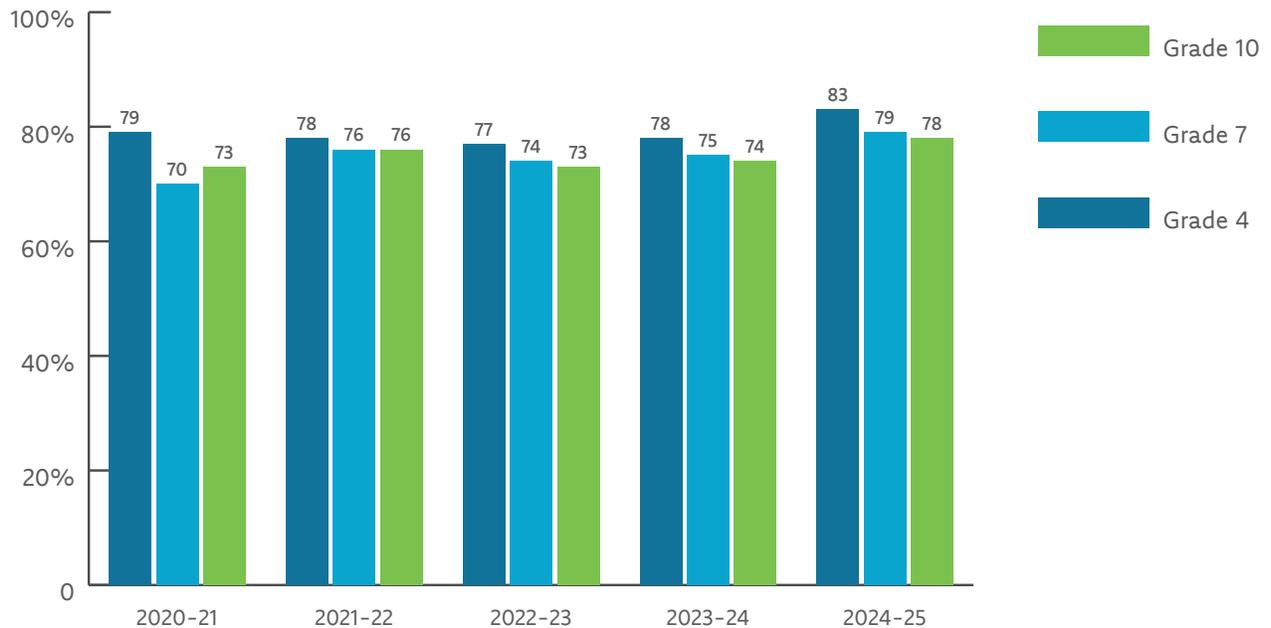
EVIDENCE OF LEARNING

Do You Feel Safe at School? | Analysis and Interpretation

Trends in the Data

The question "do you feel safe at school" is reported only via the All Resident category. A valuable reference point then is a comparison to the scores for this question provincewide.

At the grade 4 level, students at SD8 have dipped up and down as much as 13% over the past five years, with an upward trend between 2023-2024 and 2024-2025 of a positive 6%. This score is within a few percentage points of 2020-2021 results. The increase between 2023-2024 and 2024-2025 matches closely with that of the province.

At the grade 7 level, both SD8 and the province have trended generally upward, and the gains the district made starting in 2021-2022 have held steady over the last four years including in 2024-2025 (75%). Once again, SD8 scores are similar to those of the province for this question.

At the grade 10 level, SD8's scores have experienced upward and downward trends, and while the 2024-2025 scores are only 1% different than in 2020-2021, they are 7% lower than in 2023-2024. The province's scores on this question have remained fairly flat; however, the province's scores on this question were 4% higher than those of SD8 in 2024-2025. This result requires further investigation, as 2024-2025 is the first year in the past five years that SD8's score is lower than the province on this question.

Missing or Masked Data

In this category, the data for both Indigenous students and students with diverse learning needs is masked; therefore, it is not represented in this section. This gap in data makes it challenging to represent the full story of students' feelings of safety in SD8.

Inequities of Learning Outcomes Illustrated by Data

In general, this data for both SD8 and the province indicates that there are persistent gaps in terms of ensuring safety for all students. While it is encouraging to see that SD8 is holding somewhat steady with the province overall, and has made some valuable gains, there still are approximately 20% of students in SD8 in grades 4, 7, and 10 reporting they do not feel safe at school.

Stories Revealed about Approaches to Supporting Teaching and Learning

The data in this section indicates the need to increase implementation of strategies to promote safety in schools including updates to positive behavior planning procedures and targeted training for principals and teachers in responding to complex behavior. Additionally, it is prudent to ensure that increased information campaigns are implemented for students about the erase tool and how to report incidents that cause students to feel unsafe. Also, it is advisable for schools to increase students' awareness about how to prevent incidents that make them feel unsafe at school.
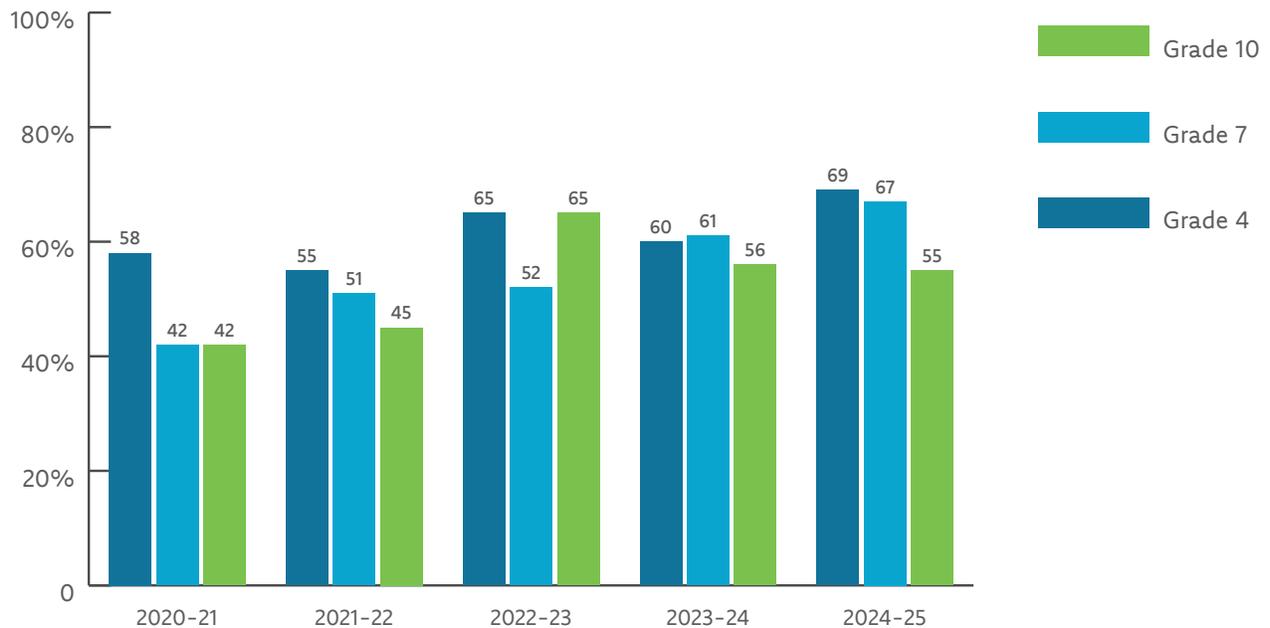
EVIDENCE OF LEARNING

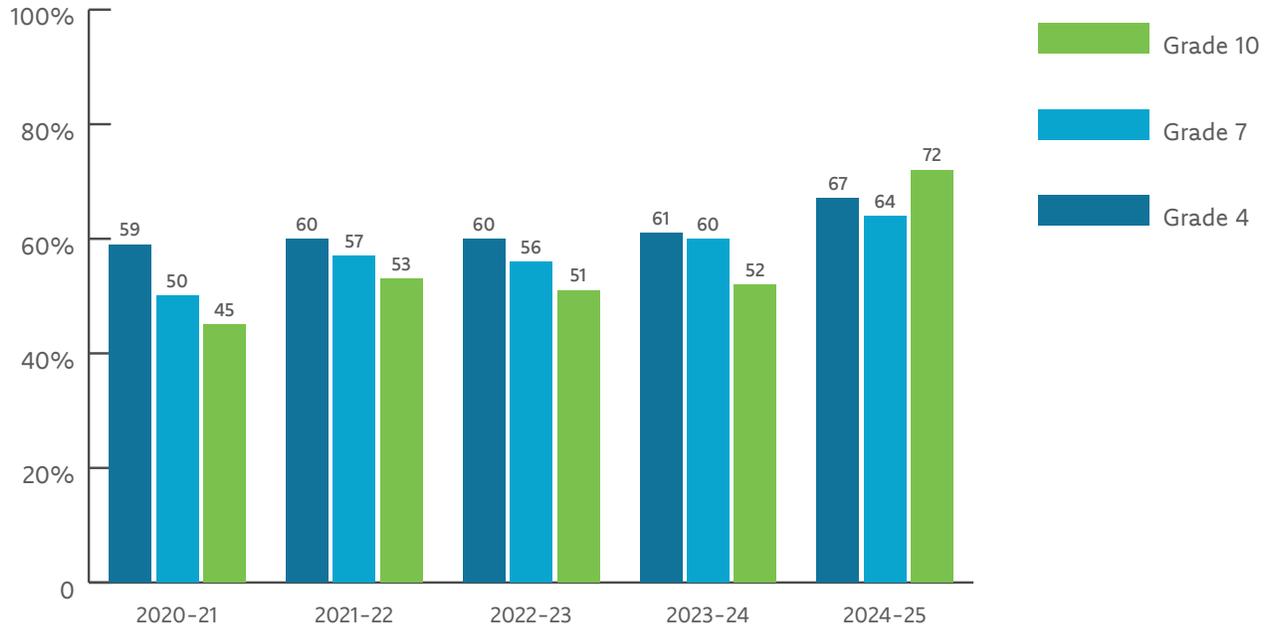## Is School a Place Where You Feel Like You Belong?

Grade Level	Subsets	Years				
		2020 – 2021	2021–2022	2022–2023	2023–2024	2024–2025
Grade 4	All Resident	58%	55%	65%	60%	69%
	Indigenous Students	61%	40%	51%	63%	76%
	Students with Disabilities and Diverse Abilities	Msk	Msk	Msk	Msk	Msk
	All BC	59%	60%	60%	61%	67%
Grade 7	All Resident	42%	51%	52%	61%	67%
	Indigenous Students	46%	55%	34%	71%	65%
	Students with Disabilities and Diverse Abilities	Msk	62%	52%	67%	Msk
	All BC	50%	57%	56%	60%	64%
Grade 10	All Resident	42%	45%	65%	56%	55%
	Indigenous Students	35%	50%	52%	45%	43%
	Students with Disabilities and Diverse Abilities	Msk	Msk	Msk	Msk	Msk
	All BC	45%	53%	51%	52%	72%

Is School a Place Where You Feel Like You Belong?(All Residents)

EVIDENCE OF LEARNING

Is School a Place Where You Feel Like You Belong?(All BC)

Is School a Place Where You Feel Like You Belong? | Analysis and Interpretation

Trends in the Data

As in other data sets, we are able to see patterns for both the All Resident group and the Indigenous Students subgroup, but the Diverse Learner subgroup lacked sufficient overall numbers which resulted in masked or partial data sets.

Overall, the results for the question "Is school a place where you feel like you belong?" has lower outcomes than other questions illustrated in this report for the SLS.

Grade 4 students, for example, both at SD8 and the province as a whole are lower than 70% across the five-year span. That said, SD8 scores on this question have improved 11% since 2020-2021, to 69% for All Resident students. Likewise, Indigenous grade 4 students have increased 15% over the same time span on this question. SD8 scores at the grade 4 level are higher than the province's scores on this question in 2024-2025.

At the grade 7 level for All Resident students, we likewise see an increase in terms of students' sense of belonging, with significant and steady growth from 41% in 2020-2021 to 62% in 2024-2025. This data matches closely to the province as a whole, although SD8 outperformed the province's overall result in 2023-2024 and again in 2024-2025.

The same notable growth is seen at the grade 10 level for All Resident students, with a climb from 42% in 2020-2021 up to 65% percent in 2022-2023; however, there is a notable drop down to 56% in 2023-2024 and a slight drop again in 2024-2025 to 55%. This decline in feelings of belonging at the grade 10 level requires follow-up to understand the cause of the decline and what measures may be taken to ensure that grade 10 students' feelings of belonging at school increase.

EVIDENCE OF LEARNING

For Indigenous Students across the grades, there are both highlights and gaps to be noted. Grade 4 students show a substantial increase of 25% in feelings of belonging in 2024–2025 (76%) compared with 2022–2023 (51%). Grade 7 Indigenous students showed a significant 37% increase in 2023–2024 compared with 2022–2023, although there was a decline of 6% from 2023–2024 to 2024–2025. At the grade 10 level, Indigenous student scores regarding a sense of belonging are concerning. While scores have somewhat increased from 35% in 2020–2021 to 43% in 2024–2025, it is worrisome that over half of Indigenous students in grade 10 do not feel that they belong in school. This result warrants further investigation and actions implemented to help Indigenous students feel more like they belong at school.

Missing or Masked Data

As in other data sets, the districts Diverse Learner outcomes were largely masked to low numbers, which restricts the district in doing a fuller analysis of its efforts to provide inclusive and welcoming learning environments for this set of students. The one data set that is present for diverse learners is for the grade 7 group from 2021–2022 through 2023–2024, which shows some overall growth from 62% to 67%.

Inequities of Learning Outcomes Illustrated by Data

School belonging is an essential measure of our work to create caring and inclusive learning environments. A sense of belonging is an essential human need, especially for children and youth, and acutely so for traditionally underrepresented groups such as Indigenous students and diverse learners. Grade 10 results in particular show that overall students do not feel like they belong at school, and in particular fewer than half of the grade 10 Indigenous students feel they belong at school.

Stories Revealed about Approaches to Supporting Teaching and Learning

As in other questions, the lack of data for diverse learners does take away significantly from our overall portrait of belonging at school. Some of the data for the All Resident and Indigenous groups provide evidence of promising practices in schools, with increases in students reporting they feel they belong. However, some data show that we need to provide increased monitoring (such as through the School Based Teams and District Based Team and School Learning Plans), as well as more fully implementing programs and strategies already available in the district (such as SEL and Open Parachute), and ensuring that students have access to supportive programs such as the Foundry to support their sense of belonging at school.

HUMAN AND SOCIAL DEVELOPMENT

How Many Adults do You Think Care About You at School?

Grade Level	Subsets	Years				
		2020 – 2021	2021– 2022	2022– 2023	2023– 2024	2024– 2025
Grade 4	All Resident	64%	65%	71%	58%	Msk
	Indigenous Students	57%	70%	Msk	73%	Msk
	Students with Disabilities and Diverse Abilities	Msk	Msk	Msk	Msk	Msk
	All BC	N/A	N/A	N/A	N/A	N/A
Grade 7	All Resident	66%	47%	56%	61%	76%
	Indigenous Students	57%	70%	Msk	73%	Msk
	Students with Disabilities and Diverse Abilities	Msk	Msk	Msk	Msk	Msk
	All BC	N/A	N/A	N/A	N/A	N/A
Grade 10	All Resident	62%	63%	71%	69%	77%
	Indigenous Students	71%	Msk	Msk	77%	Msk
	Students with Disabilities and Diverse Abilities	Msk	59%	Msk	Msk	Msk
	All BC	N/A	N/A	N/A	N/A	N/A

How Many Adults do You Think Care About You at School?(All Residents)
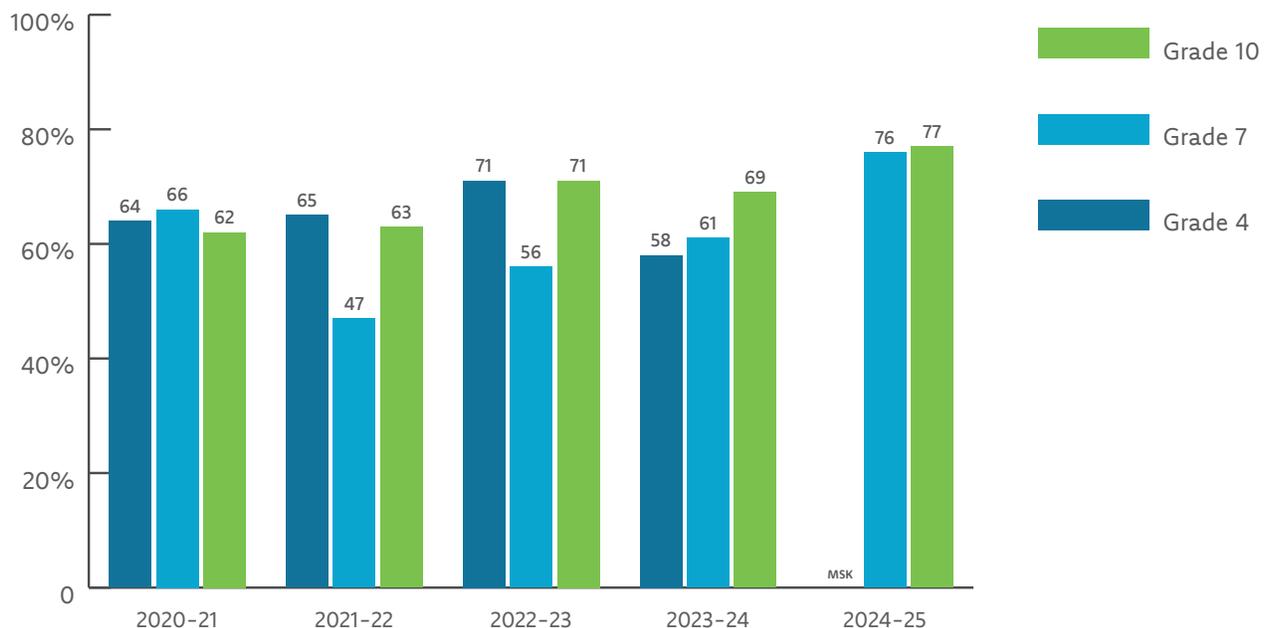
EVIDENCE OF LEARNING

How Many Adults do You Think Care About You at School? | Analysis and Interpretation

Trends in the Data

The goal for this question is to determine how many students report having two or more adults they believe care about them. The number of adults that students feel connected to has implications for school climate, student Well-being, and is a significant protective factor for students with adverse childhood experiences. In short, the more adults that students connect with at school, the better their outcomes are, both at school and after graduation.

For this data set, the provincial information was not available, so the information presented is for SD8 only. As well, the grade 4 data as a whole was not available for this question in time for this report. Data will be added subsequently as it is available.

Typically, in SD8, there has been an overall drop in scores on this question from grade 4 to grade 7; however, that trend changed in 2023-2024, where the grade 7 scores were 3% higher than those of the grade 4 students. The scores for grade 4 students are worthy of consideration as more data becomes available, to evaluate progress and determine if there are strategies that schools can employ to ensure that students feel connected to at least two adults at school.

Indigenous Students outperformed All Resident students in both grade 4 and grade 10 in 2023-2024. As the information is unavailable for grade 4 students in 2024-2025 and is masked for Indigenous students in both grades 7 and 10 in 2024-2025, further analysis as data is available will be necessary to determine any trends in this area and to determine if strategies need to be implemented at the school level to ensure that more students connect with adults at school.

For the All Resident group in grade 7, there is an inconsistent pattern over the five year time span. Results, however, have increased significantly in 2024-2025 from 2023-2024 (76% compared with 61%). This positive result warrants investigation to determine what strategies have caused this improvement and whether those strategies can be implemented for other grades as well.

For the All Resident group in grade 10, we also see an inconsistent pattern; however, once again the results increased from 2023-2024 to 2024-2025 from 69% to 77%. This result is positive and analysis of strategies employed in schools at grade 10 as well would be helpful to ensure sustained progress.

We know that students being well connected to one adult, such as their classroom teacher in elementary school, can have a significant positive impact on their Well-being and academic performance, so not all students that are not represented in the positive outcomes results here lack adult connection in schools.

Missing or Masked Data

When viewing the data over five years, we can identify patterns for both the All Resident group and Indigenous Students, but as in other Student Learning Survey questions, the number of Diverse Learner Students was masked.

Inequities of Learning Outcomes Illustrated by Data

The Diverse Learner data would be a key addition to this data set, and the lack of clear patterns within that subgroup limits a fuller analysis of these outcomes.

EVIDENCE OF LEARNING

Stories Revealed about Approaches to Supporting Teaching and Learning

It is interesting to note as well that the Middle Years Instrument (MDI) also gathers data from grades 4 and 7 regarding connectedness to adults at school, with the MDI data at the grade 4 level presenting a more positive portrait of connectedness with adults at school than the SLS data. As reported by the MDI data, in 2023-2024, 73% of grade 4 students reported being connected to adults at school, compared with 58% on the SLS . As data on this question was not available for 2024-2025, it will be important to review the SLS data once it is available and compare it again with the MDI data for 2024-2025 (71%), and subsequently investigate further.

One point to note is that the MDI data regarding connectedness with adults asks that students rate how true they feel "a teacher or adult" cares about them, believes they will be a success, and listens when they have something to say, whereas the SLS asks whether students have two adults they feel connected with. The higher outcome for grade 4 through the MDI question may indicate that a strong connection to even one adult can have significant positive impacts on student development and growth.

The data regarding adult connections in school emphasizes the need to strengthen systems that ensure student Well-being, such as programs like Complex Trauma Resources' PEACEful Schools, Open Parachute, Foundry, and Compassionate Systems Leadership.

EVIDENCE OF LEARNING

Early Years 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 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.

Note that as the current cycle (Wave 9) has not yet been completed by all districts in BC, the data available for both the district and the province for Wave 9 is not yet available. The EDI will be administered again in the early spring of 2027 in SD8 as part of Wave 10.

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

For the past 20 years of EDI data collection, SD8 has outperformed the province in terms of percentage of students who are overall vulnerable on all but one of the eight waves (Wave 6). In Wave 8, 29% of SD8's students were reported to be vulnerable on one or more of the developmental domains. Additionally, SD8's kindergarten students are at the lower range of vulnerability for all school districts in the province.

That said, there has been a slight upward trend in vulnerability in SD8 over the data date range (5.6% increase from Wave 2 to Wave 8). The graphics below shows SD8's overall vulnerability for kindergarten students compared with the province, over Waves 2 to 8, as well as a comparison with other school districts.

This report also looks at three subsets: social competence, emotional maturity, and physical Well-being as these are important in healthy student development.
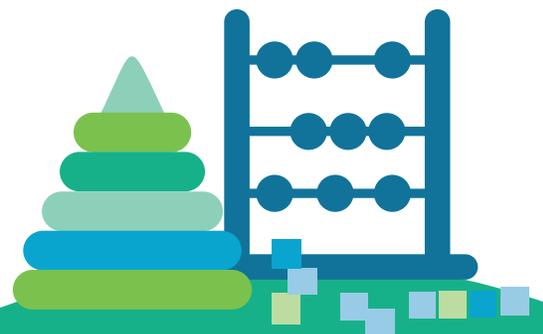
EVIDENCE OF LEARNING

Overall Vulnerability Reported on the EDI from Waves 2 to 8:

SD8 Compared with Other Districts and with the Province
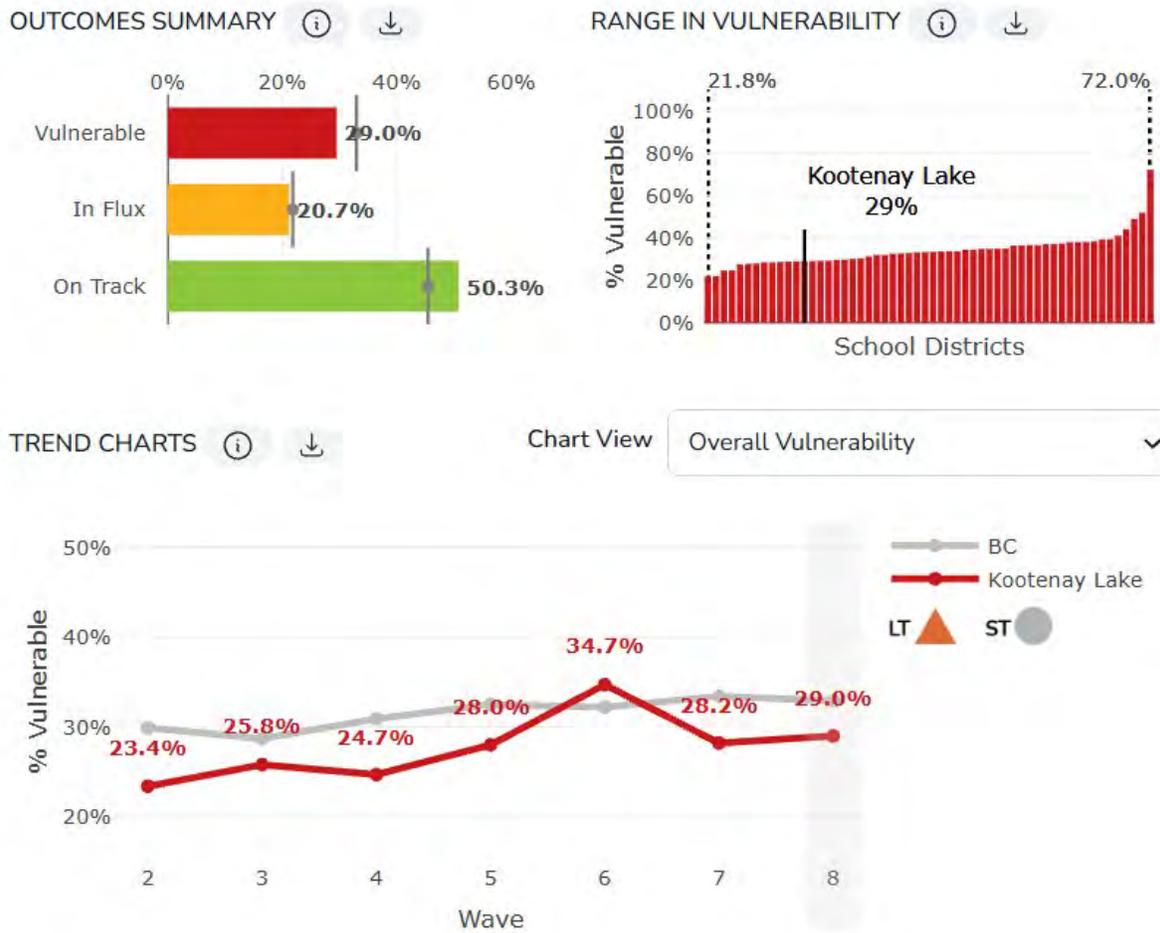
Overall EDI Vulnerability Scores: Waves 6, 7, and 8 – Province And SD8

	Province	SD8
WAVE 6	32.2% kindergarten children in All School Districts (BC) were vulnerable on the One or More scales scale of the EDI in Wave 6	34.7% kindergarten children in Kootenay Lake were vulnerable on the One or More scales scale of the EDI in Wave 6
WAVE 7	33.4% kindergarten children in All School Districts (BC) were vulnerable on the One or More scales scale of the EDI in Wave 7	28.2% kindergarten children in Kootenay Lake were vulnerable on the One or More scales scale of the EDI in Wave 7
WAVE 8	32.9% kindergarten children in All School Districts (BC) were vulnerable on the One or More scales scale of the EDI in Wave 8	29.0% kindergarten children in Kootenay Lake were vulnerable on the One or More scales scale of the EDI in Wave 8

EVIDENCE OF LEARNING

EDI Developmental Domains Data

EDI Scales & Subscales

The EDI questionnaire gathers data about five core areas od early child development. Each EDI scale is made up of a set of subscales that measures a specific area of development within the scale. The chart below shows the relationship between EDI scales and subscales.

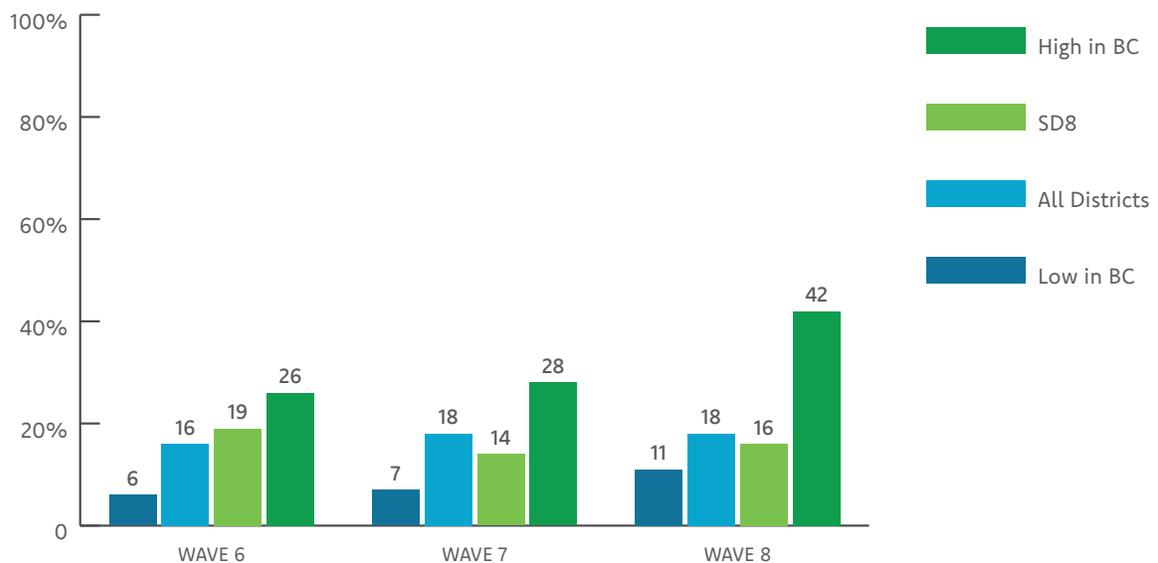| Scales of the EDI	Description	Subscales
Physical Health & Well-being	Children's gross and fine motor skills, physical independence and readiness for the school day.	• Gross & Fine Motor Skills • Physical Independence • Physical Readiness for the School Day
Social Competence	Children's overall social competencies, capacity for respect and responsibility, approaches to learning, and readiness to explore new things.	• Overall Social Competence • Approaches to Learning • Readiness to Explore New Things • Respect & Responsibility
Emotional Maturity	Children's prosocial and helping behaviuors, as well as hyperactivity and inattention, aggressive, anxious and fearful behaviours.	• Agressive Behaviour • Anxious & Fearful Behaviour • Hyperactive & Inattentive Behaviour • Prosocial & Helping Behaviour
Language & Cognitive Development	Children's basic and advanced literacy skills, numeracy skills, interest in math and reading, and memory.	• Basic Literacy • Advanced Literacy • Basi Numeracy • Interest in Literacy, Numeracy & Memory
Communication Skills & General Knowledge	Children's English language skills and general knowledge.	• No Subscales

EVIDENCE OF LEARNING

	Social Competence	Children's overall social competencies, capacity for respect and responsibility, approaches to learning, and readiness to explore new things.	◆ Overall Social Competence ◆ Approaches to Learning ◆ Readiness to Explore New Things ◆ Respect & Responsibility

Vulnerable on the Social Competence Scale
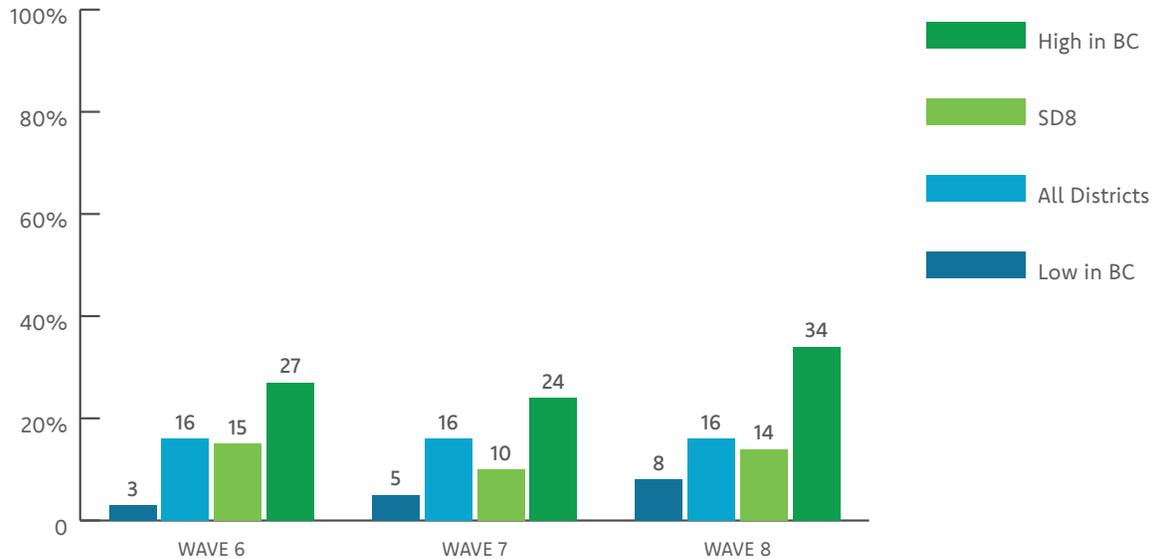
Legend: High in BC, SD8, All Districts, Low in BC

WAVE 6: Low in BC 3, All Districts 16, SD8 15, High in BC 27
WAVE 7: Low in BC 5, All Districts 16, SD8 10, High in BC 24
WAVE 8: Low in BC 8, All Districts 16, SD8 14, High in BC 34

	Emotional Maturity	Children's prosocial and helping behaviuors, as well as hyperactivity and inattention, aggressive, anxious and fearful behaviours.	◆ Aggressive Behaviour ◆ Anxious & Fearful Behaviour ◆ Hyperactive & Inattentive Behaviour ◆ Prosocial & Helping Behaviour

Vulnerable on the Emotional Maturity Scale

Legend: High in BC, SD8, All Districts, Low in BC

WAVE 6: Low in BC 6, All Districts 16, SD8 19, High in BC 26
WAVE 7: Low in BC 7, All Districts 18, SD8 14, High in BC 28
WAVE 8: Low in BC 11, All Districts 18, SD8 16, High in BC 42

Physical Health & Well-being	Children's gross and fine motor skills, physical independence and readiness for the school day.

Vulnerable on the Physical Health & Well-being Scale
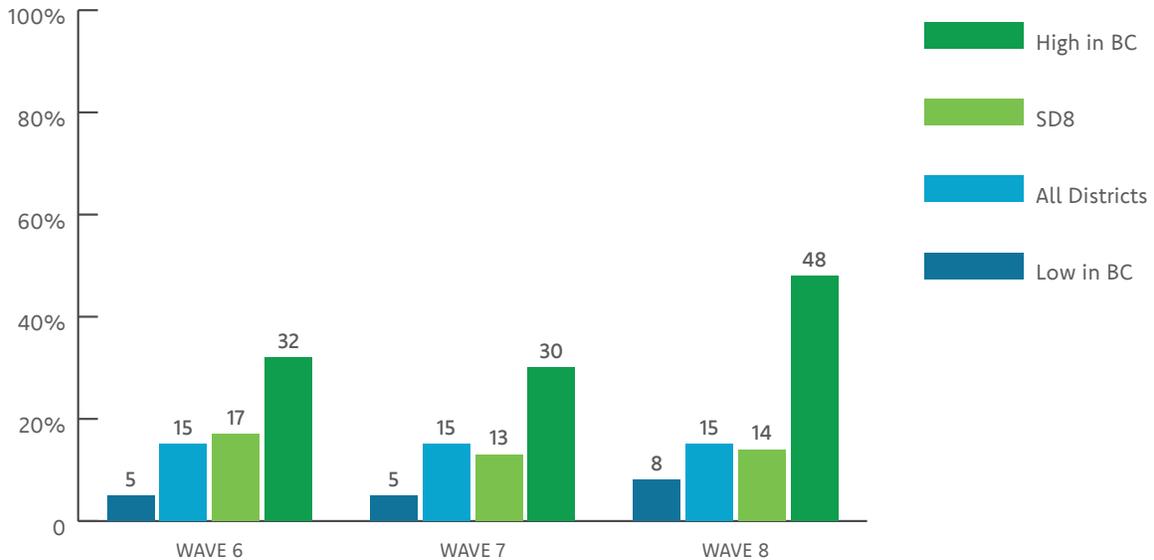
Analysis and Interpretation

Trends Emerging from Data Analysis

In SD8, 14% of children were vulnerable in Wave 8 in the area of social competence, compared with 16% overall vulnerable for social competence in the province. SD8's outcomes fall closer to the average for all districts than they do the high or low ranges in the province, but trend lower in vulnerability overall.

SD8's level of vulnerability in social competence has trended downwards over the last three waves of data (from 15% in Wave 6 to 14% vulnerable in Wave 8); however, there was a notable increase in vulnerability from Wave 7 to Wave 8 from 10% to 14%. Data from Wave 9 will be important in ascertaining if this increase was a blip in results or a trend. Depending on the future results, a review of strategies to support students' social competence will be warranted.

SD8 reports less vulnerability in social competence than more than half of the province's school districts, with the range of vulnerability across the province is from a low of 8.3% to a high 34% vulnerable in social competence.

In SD8, 16% of children were vulnerable in Wave 8 in the area of emotional maturity compared with 18% vulnerable for emotional maturity across the province. SD8's outcomes fall closer to the average for all districts than they do the high or low ranges in the province. SD8's level of vulnerability in emotional maturity has trended downwards over the past three waves of data (from 19% in Wave 6 to 16% in Wave 8), with a small increase from Wave 7 to Wave 8 from 14% to 16%. It is important to continue to review this dataset, to determine in the future if further strategies to support students' emotional maturity are needed.

EVIDENCE OF LEARNING

In the area of physical health and Well-being, SD8 again reported less vulnerability on Wave 8 for its kindergarten children (13.9%) than the province reported (14.7%). Once again, the level of vulnerability in this area has improved over the past three waves (17% vulnerability in Wave 6 compared with 14% vulnerability in Wave 8), with only a slight increase in vulnerability between Wave 7 (13%) to Wave 8 (14%). In physical health and Well-being, SD8 is again in the lower half of the province with regard to vulnerability, consistent with its overall vulnerability scores.

Middle Years Development Instrument (MDI)

The Middle Years Development Instrument (MDI) is a self-reported questionnaire created by UBC HELP that asks children in grades 4 through 7 about their thoughts, feelings and experiences in school and in the community. It is a unique and comprehensive questionnaire that helps staff gain a deeper understanding of learners' social and emotional competence, mental and physical health and Well-being, as well as the assets in their lives, including connectedness to adults and peers, nutrition and sleep, school experiences, and use of time after school.

In BC, over 75% of public-school districts have participated in the MDI, as well as a number of independent and First Nations schools. SD8 participates in the MDI regularly, with the most recent questionnaire conducted in 2024-2025 and the one prior in 2023-2024.

The Assets Index

ADULT RELATIONSHIPS
Adults at School
Adults in the Neighbourhood
Adults at Home

PEER RELATIONSHIPS
Peer Belonging
Friendship Intimacy

NUTRITION AND SLEEP
Eating Breakfast
Meals with Adults at Home
Frequency of Good Sleep

OUT OF SCHOOL ACTIVITIES
Organized Activities
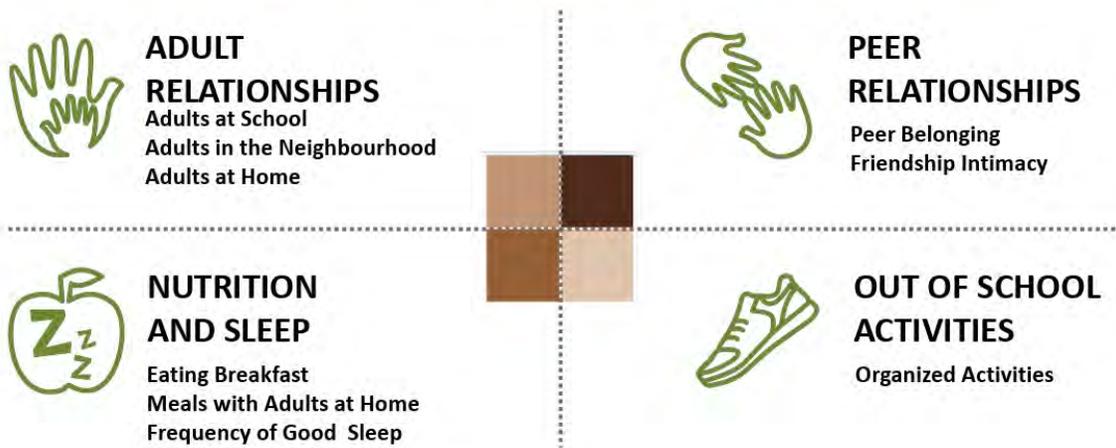
Source: **Middle Years Index**
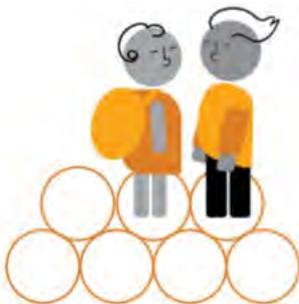
Middle Years Voices: Promoting Assets and Well-being

MDI data have consistently shown a strong relationship between assets in children's lives and their reported Well-being, with children who have more assets being more likely to report *thriving*. Assets on the MDI include connectedness to adults and peers, school belonging, nutrition and sleep, and participation in activities.

Source: **Middle Years Index**

EVIDENCE OF LEARNING

The MDI is the second of three questionnaires SD8 uses to gather data about students' physical and social-emotional health over time.

UBC HELP's Questionnaire Continuum

Results Over Time from Across BC

Trends of Thriving in BC

Children's reported rates of thriving on the MDI have been declining over the past decade, consistent with national and international trends. However, recent MDI data suggest that this trend is beginnning to shift with children reporting increased rates of thriving similar to before the COVID pandemic.

Percentage of Children in Grades 4-8 that Reported Thriving (High Well-being)
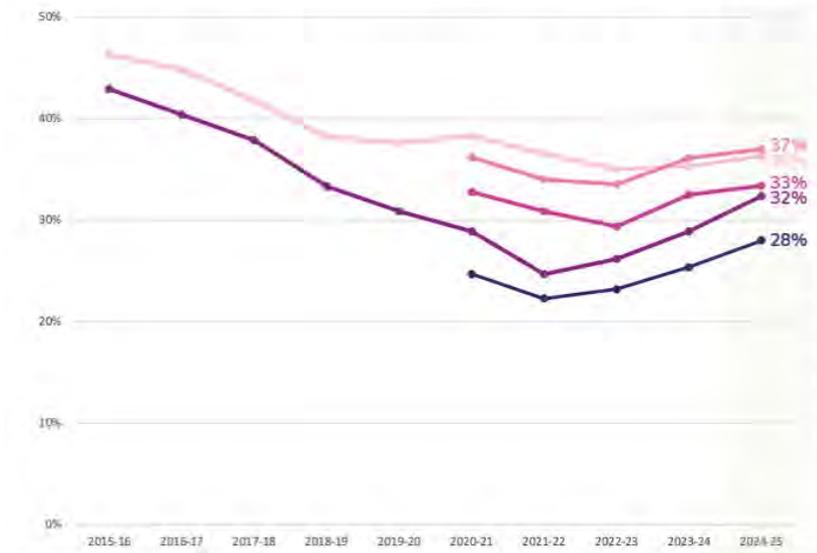
In this developemental period, it is common to observe declines in children's self-reported confidence, optimism, empathy and satisfaction with life. However, these declines are not inevitable. There are many opportunities within school and community environments to promote resiliency, such as through positive adult relationships at home, in school, and in community. Learn more on Discover MDI.

Source: **UBC HELP - MDI**

EVIDENCE OF LEARNING

The MDI survey questions align with the BC Ministry of Education's K–12 curriculum which includes a focus on promoting children's personal and social competencies. The MDI includes questions related to five areas of children's lives and experiences:

Social & Emotional Development: Children respond to questions about their current social and emotional functioning in these areas: optimism, self-esteem, happiness, self-regulation, sadness and worries.

Physical Health & Well-being: Children evaluate their own physical Well-being in the areas of overall health including active transportation, nutrition and sleeping habits.

Connectedness to Peers and Adults: Children are asked about their experiences of support and connection with the adults in their schools and neighbourhoods, with their parents or guardians at home, and with their peers.

School Experiences: Children are asked about their school experiences in four areas: academic self-concept, school climate, school belonging, and experiences with peer victimization.

Use of Out-of-School Time: Children are asked about the time they spend engaged in organized activities such as sports, music and art, as well as the time they spend watching TV, doing homework and playing video games.

The MDI reports using a " Well–being Index" as shown below. Scores are combined and reported in a manner that provides a summary of children's mental and physical health.

Well-being Index

The Well–being Index combines MDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of Well–being, providing a holistic summary of children's mental and physical health.

Measures

Optimism

Happiness

Self–Esteem

Absence of Sadness

General Health

High Well-being (Thriving)

Children who score in the high range on the least 4 of the 5 measures of Well-being and have no low-range scores.

Medium Well-being

Children who score in the high range on fewer than 4 of the 5 measures of Well-being, and have no low-range scores.

Low Well-being

Children who score in the low range on at least 1 of the 5 measures of Well-being.

MDI data are presented overall against the Well-being Index as "High", "Medium" and "Low". Results are not disaggregated for sub-population.

EVIDENCE OF LEARNING

MDI Well-being Index Data

Overall Evidence of Well-being

Grade Level	Well-being Index Scales	Years		
		2020 – 2021	2023–2024	2024–2025
Grade 4	SD8 High Well-being	37%	41%	36%
	SD8 Medium Well-being	23%	26%	35%
	SD8 Low Well-being	40%	34%	29%
	All BC High Well-being	38%	35%	36%
Grade 7	SD8 High Well-being	29%	35%	36%
	SD8 Medium Well-being	23%	29%	22%
	SD8 Low Well-being	48%	36%	43%
	All BC High Well-being	29%	29%	32%

Analysis And Interpretation

The data for the MDI overall evidence of Well-being shows that data for grade 4 students was fairly flat over the three reporting periods, with some variability. The results for grade 4 students in SD8 are similar with those of the province for each period. Grade 7 student results show an increase in Well-being over the five-year span, from 29% in 2020–2021 to 36% in 2024–2025. Likewise, the provincial Well-being for grade 7 students increased. Grade 7 students in SD8 reported slightly higher Well-being scores than across the province for the past two reporting periods.

Trends in the Data

Given there are only three data points for this measure over the last five years, there are not yet significant trends to note. It is concerning to note that in this area however, for both grades 4 and 7 and over the three waves of the questionnaire, scores of high Well-being in this area are less than 50%. While this does mirror the province, it is a concerning result.

Missing or Masked Data

The MDI data does not disaggregate by Indigenous or diverse learners; therefore, there are no masked data.

Inequities of Learning Outcomes Illustrated by Data

Since the MDI data does not disaggregate by Indigenous or diverse learners, there are no data sets to use to identify inequities through that lens.

EVIDENCE OF LEARNING

MDI Subset Data

CONNECTEDNESS TO ADULTS

Connection To Adults At School

Research shows that higher levels of adult support at school are linked to higher optimism, an important indicator of mental health (Oberle et al., 2018). On the MDI, children are asked to rate the following statements re: connections to adults at school.

At my school there is an adult who:

- ▷ *really cares about me.*
- ▷ *believes I will be a success.*
- ▷ *listens to me when I have something to say.*

Question: At my school there is an adult who believes I will be a success.

Grade Level	Well-being Index Scales	Years		
		2020 – 2021	2023–2024	2024-2025
Grade 4	SD8 High Well-being	64%	73%	71%
	SD8 Medium Well-being	31%	22%	22%
	SD8 Low Well-being	4%	5%	7%
	All BC	69.5%	72.5%	73.5%
Grade 7	SD8 High Well-being	58%	54%	54%
	SD8 Medium Well-being	35%	33%	36%
	SD8 Low Well-being	7%	12%	10%
	All BC	60.4%	59.6%	60.7%

Analysis and Interpretation

The data for the MDI Connections to Adults data set shows that grade 4 students increased by 7% between 2020-2021 and 2024-2025, while grade 7 students decreased 4% over that same time period.

It is concerning to note that in this area, for both grades 4 and 7 and over the three waves of the questionnaire, SD8 scores are lower than those for the province. While the grade 4 scores in SD8 are similar to those of the province, the grade 7 scores for each of the past two years have been approximately 6% lower than those for the province.

EVIDENCE OF LEARNING

In 2023-2024 and 2024-2025 in SD8, only 54% of grade 7 students reported having at least one adult at school who cared for them. This is approximately 20% lower than the scores reported in grade 4 for the same time frame. These results are concerning and require further analysis and further work with schools at the grade 7 level to ensure that students feel they have at least one adult who cares about them at school. Additionally, these results suggest a review of transition processes and strategies from one grade level to the next.

Trends in the Data

Given there are only three data points for this measure over the last five years, there are not yet significant trends to note. That said, it is worth noting that it is difficult to see correlation between MDI and the SLS in terms of capturing students' sense of adult connection in grade 4. For example, for grade 4, the SLS shows a 6% decrease from 2020-2024, while the MDI shows a 7% increase for the same period. For grade 7 students, the patterns are more aligned, with both surveys demonstrating a 5-6% decrease in results from 2020-2025.

Missing or Masked Data

The MDI data does not disaggregate by Indigenous or diverse learners; therefore, there are no masked data.

Inequities of Learning Outcomes Illustrated by Data

Since the MDI data does not disaggregate by Indigenous or diverse learners, there are no data sets to use to identify inequities through that lens. However, overall trends in data related to being vulnerable to disconnection at school will often be magnified by students who are represented by group subsets. Nevertheless, the work done in schools to ensure there are supports in place for Indigenous and diverse learners will no doubt help to limit the effects of disconnection at school for Indigenous learners and those with diverse abilities.

SCHOOL CLIMATE AND SCHOOL BELONGING

Children's sense of safety and belonging at school has been shown to foster school success in many ways. When children have positive experiences at school, they are more likely to feel they belong within their school, feel more motivated and engaged in class, and achieve higher academic performance (Wang & Degol, 2016). The MDI asks children about a range of school experiences, including school belonging and school climate.

School Belonging

School belonging is the degree to which children feel connected and valued at their school. Feelings of school belonging are associated with more positive views of learning, better academic motivation and competence, higher self-esteem, and greater happiness (Allen et al., 2018).

On the MDI, children are asked to rate the following statements re: school belonging:

- ▷ I feel like I belong in this school.
- ▷ I feel like I am important to this school.

EVIDENCE OF LEARNING

Question: I feel like I am important to this school.

Grade Level	Well-being Index Scales	Years		
		2020 – 2021	2023–2024	2024–2025
Grade 4	SD8 High Well–being	66%	68%	68%
	SD8 Medium Well–being	19%	18%	19%
	SD8 Low Well–being	15%	14%	14%
	All BC	N/A	N/A	N/A
Grade 7	SD8 High Well–being	33%	43%	43%
	SD8 Medium Well–being	38%	26%	26%
	SD8 Low Well–being	29%	30%	30%
	All BC	N/A	N/A	N/A

Note: In this area the all BC data is not available as the Index for all BC combines measures differently (see Well–Being Index and Measures graphic, previous).

Analysis and Interpretation

Trends Emerging in the Data

When it comes to school belonging, the grade 4 group reported much higher well–being scores than the grade 7 group. Grade 4 student scores were flat over the five year reporting period, with only a 2% increase during that time (from 66% to 68%). Grade 7 scores of high well–being were much lower than their grade 4 counterparts over each of the reporting years. However, there was a significant jump in high well–being on this question between 2020-2021 and 2023-2024 of 10%. The scores for 2024-2025 matched those of the previous year.

While this is an encouraging result, the gap between grade 7's and grade 4's on this question is 25%, which warrants investigation and analysis. Like connection to adults, this question may be revealing gaps in transition strategies for students from one grade to the next and/or from one level to the next (ie: elementary school to secondary school, etc.).

Missing or Masked Data

The MDI data does not disaggregate by Indigenous or diverse learner, so there is no masked data.

Inequities of Learning Outcomes Illustrated by Data

Since the MDI data does not disaggregate by Indigenous or diverse learners, there are no data sets to use to identify inequities through that lens. However, overall trends in data related to being vulnerable to disconnection at school will often be magnified by students who are represented by group subsets. Nevertheless, the work done in schools to ensure there are supports in place for Indigenous and diverse learners will no doubt help to increase connection at school for Indigenous learners and those with diverse abilities.
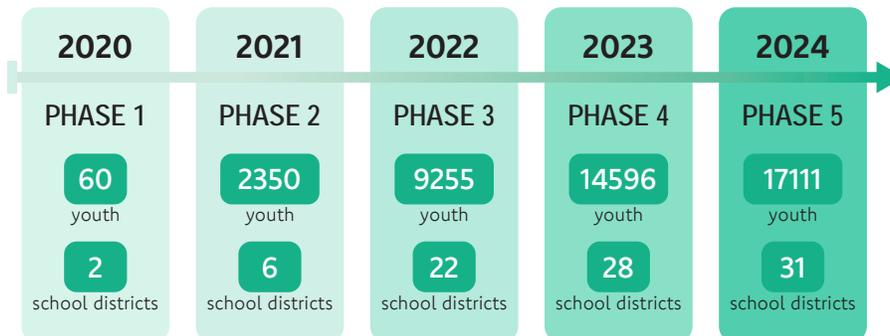
EVIDENCE OF LEARNING

School Climate

School climate is the overall tone of the school environment, including the way teachers and students interact and how students treat each other. Children's comfort in their learning environment affects their motivation, enjoyment of school, ability to pay attention in class and academic achievement (Darling-Hammond & Cook-Harvey, 2018).

On the MDI, children are asked to rate the following statements re: school climate:

▷ Teachers and students treat each other with respect in this school.

▷ People care about each other in this school.

▷ Students in this school help each other, even if they are not friends.

Question: People care about each other in this school.

Grade Level	Well-being Index Scales	Years		
		2020 – 2021	2023–2024	2024–2025
Grade 4	SD8 High Well-being	67%	65%	58%
	SD8 Medium Well-being	24%	25%	28%
	SD8 Low Well-being	9%	10%	14%
	All BC	N/A	N/A	N/A
Grade 7	SD8 High Well-being	38%	28%	32%
	SD8 Medium Well-being	39%	30%	34%
	SD8 Low Well-being	23%	42%	33%
	All BC	N/A	N/A	N/A

Note: In this area the All BC data is not available as the Index for all BC combines measures differently (see Well-Being Index and Measures graphic, previous).

Analysis and Interpretation

Trends Emerging in the Data

For the grade 4 group, the number of students who gave a high response to the question regarding whether people care about each other in their school decreased from 2020-2021 to 2024-2025 (from 67% to 58%).

The grade 7 student responses in this area are again concerning, with fewer than 50% of grade 7 students responding positively to this question over each of the three reporting periods. The results over time have also dropped, from 38% in 2020-2021 to 32% in 2024-2025. Once again in this area, there is a significant gap between grade 7 scores and grade 4 scores — that gap was 26% in 2024-2025.

As with the previous two questions (belonging and connectedness), grade 7 scores are concerning and warrant further investigation.

EVIDENCE OF LEARNING

Missing or Masked Data

The MDI data does not disaggregate by Indigenous or diverse learner, so there is no masked data.

Inequities of Learning Outcomes Illustrated by Data

Since the MDI data does not disaggregate by Indigenous or diverse learners, there are no data sets to use to identify inequities through that lens. Nevertheless, the work done in schools to ensure there are supports in place for Indigenous and diverse learners will no doubt help support connection at school for Indigenous learners and those with diverse abilities.

Youth Development Index (YDI)

The YDI is an online self-reported questionnaire also developed by UBC HELP that aims to gather population-level youth developmental data about youth health, well-being, and experiences that may contribute youth health. Completed by youth in grades 10 to 12 from January to April, the YDI further explores the environments, experiences, and health and well-being of BC's youth from their own perspectives as they navigate late adolescence and enter young adulthood. This information is essential for a range of decision-makers and service providers, including school staff, as the information provides more detailed insights into the actions that could be taken toward improving youth well-being outcomes. Developed in 2020, the YDI is implemented in BC school districts across BC.

The EDI is the third of three questionnaires SD8 uses to gather data on student physical and social-emotional health over time. SD8 participates in the YDI on a regular schedule, with the next questionnaire being administered starting January 2026.

The data represented in this report is from the 2023-2024 school year (the latest published information for both the province and SD8).

2020	2021	2022	2023	2024
PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5
60 youth	2350 youth	9255 youth	14596 youth	17111 youth
2 school districts	6 school districts	22 school districts	28 school districts	31 school districts

EVIDENCE OF LEARNING

Adolescent well-being can be defined as "[having] the support, confidence, and resources to thrive in contexts of secure and healthy relationships, realizing their full potential and rights" (Ross et al., 2020; Su et al., 2014). For the 2023–2024 year, the YDI report began using an updated well-being index — the Thriving Index.

Scores from seven measures are summed and categorized into three levels on the YDI: High Thriving, Moderate Thriving, and Low Thriving. These seven measures are: satisfaction with life, optimism, self-concept, general health, absence of sadness, purpose, and overall quality of life.

Grade 10–12 Student Thriving Summary: SD8 and Province (2023–2024)

High Thriving
Youth who indicated high scores on the 7 measures.

Moderate Thriving
Youth who indicated average scores across the 7 measures.

Low Thriving
Youth who indicated low scores across the 7 measures.

Kootenay Lake

High	20%
Medium	60%
Low	19%
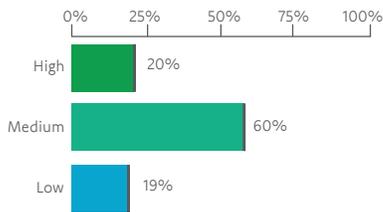
All Participating Districts

High	21%
Medium	59%
Low	19%
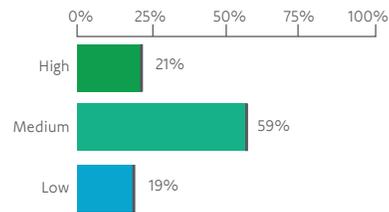
Individual Indices Reporting (2023–2024)

School Connection

School Belonging

School belonging is the degree to which children feel connected and valued at their school.

e.g., "I feel like I am important to this school."

High	28%
Medium	41%
Low	30%
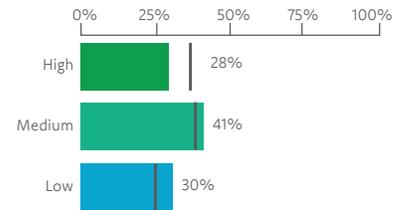
Supportive Adults at School

Youth's level of agreement with statements about how supported they feel by the adults at their school.

e.g., "At my school, there is an adult who really cares about me."

High	40%
Medium	35%
Low	25%
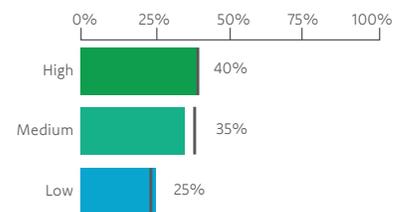
EVIDENCE OF LEARNING

Peers

Peer belonging

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

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

High	51%
Medium	27%
Low	22%
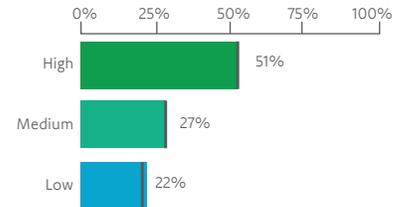
School Climate

School Safety

Youth's level of agreement with statement

e.g., "I feel safe at my school."

High	66%
Medium	23%
Low	11%
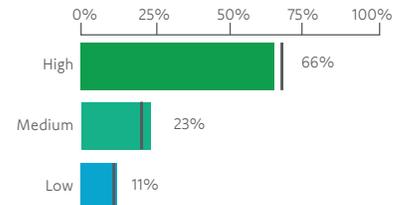
Supportive Environment

Youth's level of agreement with statements about the social atmosphere of the school, including the relationships and interactions between and amongst students and staff.

e.g., "Teachers and students treat each other with respect in this school."

High	26%
Medium	38%
Low	36%
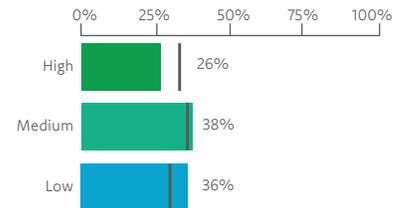
EVIDENCE OF LEARNING

Analysis and Interpretation

Across the three areas of Peer Belonging, Loneliness, and Community Involvement, the data indicates some patterns that line up with other data points collected on similar topics via the SLS and create a broader picture of the well-being of our high school aged students.

2023-2024 High School Connection and Belonging
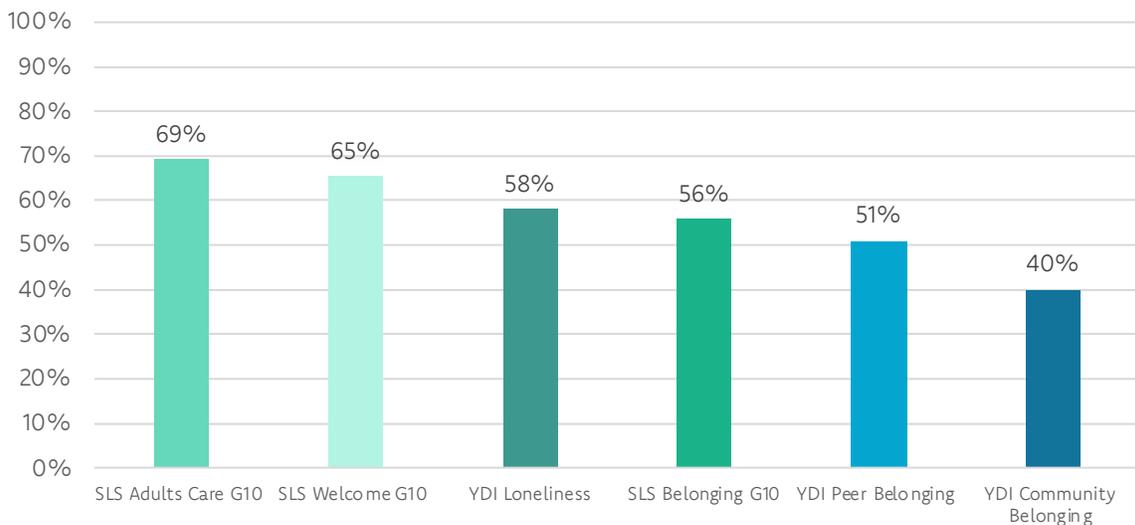
Data Trends

Overall, the level of connectedness with adults, peers, and the community for secondary students as reported in the YDI are not strong. Overall, approximately half of high school students identify as being disconnected, lonely, or unwelcome across their experiences in school and the community. The results reported in the YDI are lower than those reported in the SLS, which once again indicates that further analysis is required and greater implementation of strategies in schools to increase students' feelings of belonging, connection with adults, and community belonging are required.

2023 Adolescent Health Survey (McCreary Health Centre Society)

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

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

EVIDENCE OF LEARNING

School Experience

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

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

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

School Safety

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

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

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

Physical Health and Well-being

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

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

Mental Health and Well-being

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

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

EVIDENCE OF LEARNING

Quality of Life (Subjective Well-being)

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

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

Analysis and Interpretation

Trends Emerging from Data Analysis

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

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

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

▷ Participated in regular physical activity.

▷ Got at least 8 hours of sleep.

▷ Had access to nutritious, healthy meals.

▷ Had supportive adults in their school, family, and community.

▷ Felt connected to school.

▷ Had supportive friends.

▷ Could access the services they needed.

▷ Felt hopeful for the future.

EVIDENCE OF LEARNING

Stories Revealed About Approaches to Supporting Teaching and Learning

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

▷ Encourage people to learn and discover new perspectives and try to view the world from those positions

▷ Connect schools and classrooms more

▷ Provide safe space for students with resources and advertise these spaces

▷ Stomp out stigma around needing help such as counsellors or therapy

▷ Make reporting tools more accessible

▷ Inclusion taught from a young age

▷ More inclusive activities

▷ Provide more accessibility

▷ Build a more accepting environment

▷ Be accepting and help everyone understand the issues at hand.
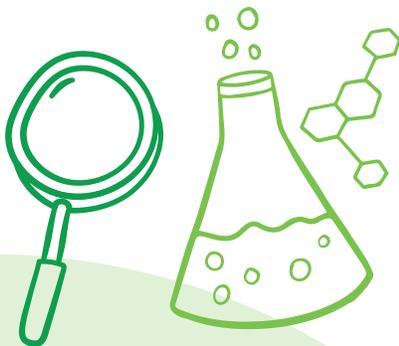
EVIDENCE OF LEARNING

Neurological and Physical Diversities

SD8 promotes a diversity approach to education, recognizing that physical abilities and neurological differences amongst learners constitute natural variations amongst individuals. SD8 focusses on learner strengths as unique learning abilities rather than disabilities.
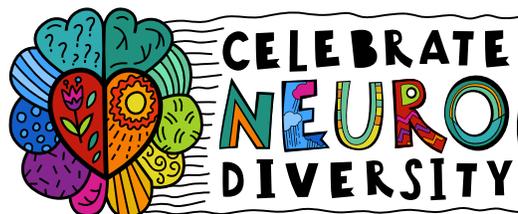
Specialized Supplemental Resources

The Individual Education Plan (IEP) outlines the goals and objectives for children and youth with designated diverse needs, as well as identifying the universal and essential supports that are beneficial for learning. The availability of supplemental resources varies depending on the educational needs of each student. Students who require additional services will mostly receive these within their classroom environment to ensure that they are able to learn alongside their peers from their classroom teacher. A small percentage of students may receive some services outside of the classroom in small groups or perhaps in one-on-one settings — this is typically for therapies such as physiotherapy or occupational therapy.

In addition to classroom teachers, the implementation of specific strategies to support neurological and physical diversities is assisted by specialized itinerants comprised of inclusion support teachers, education assistants, the district psychologist, occupational therapist and physiotherapist services, deaf and hard of hearing teacher, hearing resource teacher, vision resource teacher, speech language pathologists, speech language pathology assistant, mental health and addictions coordinator, manager of safe schools, hospital homebound teacher, English language learner teacher, and services for learners requiring assistive and augmentative technology.

Assistive and Augmentative Technology

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

Deaf and Hard of Hearing Teacher and Hearing Resource Teacher

The deaf and hard of hearing teacher provides services to learners who may be experiencing difficulty in school because of hearing impairment or loss. Any learner at any grade level who has significant hearing impairment or loss that results in substantial educational difficulties is eligible for direct service. Consultative services may include providing information to learners, parents and classroom teachers or managing auditory equipment.

The SD8 hearing resource teacher performs kindergarten hearing screening for incoming kindergarten students to assess their baseline hearing after school entry, provides consultative services for learners, parents and classroom teachers, manages auditory equipment, and provides direct services to students to support their classroom experience.

District Inclusion Support Teacher Coordinator

In addition to supporting schools with strategies to meet the learning needs of students, the District Inclusion Support Teacher Coordinator also arranges learner transition processes (into kindergarten, from elementary to middle or secondary school, and after graduation/completion) and coordinates provincial outreach programs funded by the Ministry of Education and Child Care. The provincial outreach programs

help meet the educational needs of learners with complex needs in school districts. SD8 accesses these programs for consultations, resources and in-service in the areas of inclusion, autism, special education technology, fetal alcohol spectrum disorder, deaf and hard of hearing students, early intervention and other specific learning needs.

District Psychologist

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

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

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

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

▷ Support students in becoming independent learners by implementing strategies in the classroom as directed by the classroom teacher;

▷ Implement universal and/or essential supports developed by the classroom teacher, and/or IST (as outlined in the Individual Education Plan (IEP));

▷ Prepare materials for specific children, where appropriate, such as picture exchange communication systems or countdown strips; and,

▷ Document observed behaviours and/or demonstrations of a child's learning for review as part of the IEP planning process

English Language Learner (ELL) Teachers

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

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

EVIDENCE OF LEARNING

Hospital Homebound Teacher

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

Inclusion Support Teachers

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

Manager of Safe Schools

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

Mental Health and Addictions Coordinator

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

Occupational Therapists (OTs)

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

Physiotherapist (PT)

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

EVIDENCE OF LEARNING

Speech and Language Pathologists (SLPs) and Speech and Language Pathology Assistant (SLPA)

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

Augmentative communication supports are provided and supported by SLPs for learners with physical or neurodevelopmental disorders that limit their ability to communicate verbally. In SD8, SLPs perform a screening for kindergarten students, in order to assess their baseline speech and language proficiency.

SLPs are supported by a trained and experienced Speech Language Pathology Assistant (SLPA) to assist in the implementation of programs.

Vision Resource Teacher

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

EVIDENCE OF LEARNING

Children and Youth in Care

Who are children and youth in care?

Children and youth in care can be at any age (up to 19 years) and from any ethnic or socio- economic background. They may come into care with the Ministry of Children and Family Development (MCFD) or with a Delegated Aboriginal Agency (DAA) for many different reasons and under different legal statuses. The legal status of a child or youth and the legal rights of the parent(s) differ according to the type of Care Agreement or Custody Order.

For example:

▷ Special Needs Agreements and Voluntary Care Agreements provide for day-to-day care of the child or youth with caregiver(s) and allow the parent(s) to retain control over the child/youth's personal information and decision-making regarding the child/youth's health care.

▷ Custody Orders (Interim, Temporary or Continuing Custody Order) allow the director under the Child, Family and Community Service Act (CFCSA) to exercise guardianship responsibilities such as consenting to health care and making necessary decisions about the child/youth's education. When a child or youth is in care under a CFCSA custody order, the director delegates the authority to make decisions pertaining to the health care and education of the child/youth to the child welfare worker, while the caregiver(s) are authorized to provide day-to-day care for the child/youth.

The authority to make decisions on a child/youth's daily activities and needs depends on the type of care or custody agreement that is in place. In some cases, the child/youth's caregiver(s) are able to make some decisions; however, depending on the child/youth's legal status, either the parent(s) or the child welfare worker can be the legal guardian and therefore the decision-maker for the child/youth.

Every child and youth in care in SD8 has a student learning plan, an assigned staff member (teacher, counsellor, inclusion support teacher or the principal) who works to ensure that the student is supported in school and is connected to district staff who can provide information and access to community support.

The district works closely with the local designated Indigenous authority, Ktunaxa Kinbasket Child and Family Services, and collaborates with them to provide care and services for Indigenous students in care. The district continues to work with the Ministry of Education and Child Care to improve engagement with Ministry of Children and Family Development (MCFD) and Child Youth Mental Health (CYMH) to share information in order to work collaboratively to support children and youth in care.

In addition, the district's district psychologists and District Inclusion Support Teacher Coordinator support schools in the district in providing supports and access to community services for children and youth in care.

EVIDENCE OF LEARNING

Supported Transitions

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

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

Early Years

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

Kindergarten Transition

Children in SD8 who are supported through the Creston Early Intervention Program (CEIP), are invited to a joint Kindergarten Transition meeting with CEIP and SD8. The District Inclusion Support Teacher Coordinator and other Inclusive Education staff help manage the transition to school for kindergarten students in Creston already identified with diverse learning needs, in conjunction with a child's school staff.

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

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

Transitioning from One Grade to the Next

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

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

Changing Schools within SD8

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

Transition planning typically involves a child's Inclusion Support Teacher, classroom teacher, and teacher counsellor meeting with the receiving school's Inclusion Support Teacher, Classroom Teacher, and teacher counsellor – along with the District's Inclusion Support Teacher for the school(s) and possibly other members of the District's Inclusive Education Team. Meetings include parents and sometimes students, sharing a child's IEP and discussing the specific learning needs for transitions.

EVIDENCE OF LEARNING

Arrangements are often made for a child to visit the receiving school in the spring and to meet the new principal and school staff. As with all transition planning, school staff work closely to determine which classroom will best suit the learning needs of children the following school year.

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

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

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

EVIDENCE OF LEARNING

Implementation of BC's Mental Health in Schools Strategy

Mental well-being, or positive mental health, involves the capacity to think, feel and act in ways that improve our ability to enjoy life and deal with its challenges. Schools play an important role in supporting students to build the skills and knowledge that contribute to their overall well-being.

The Mental Health in Schools Strategy focuses on three main elements — Compassionate Systems Leadership, Capacity Building, and Mental Health in the Classroom — which build upon a foundation of social emotional learning that has developed in BC over the past decade.

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

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

SD8 fosters physical and mental health and well-being through a variety of programs, approaches, practices, training and strategies, summarized as follows:

▷ **SOCIAL EMOTIONAL LEARNING** is a set of specific skills that help individuals set goals, manage behaviour, build relationships, and process and remember information.

▷ **MENTAL HEALTH LITERACY** is the knowledge and understanding of how to develop and maintain mental well-being; identify risk factors and signs of mental health challenges; access help when needed; and reduce stigma around the topic of mental health.

▷ **TRAUMA-INFORMED PRACTICE** promotes inclusive and compassionate learning environments; understanding coping strategies; supporting independence; and addressing students' need to minimize additional stress or trauma.

EVIDENCE OF LEARNING

Implementing the Mental Health in Schools Strategy

The district's focal areas to implement the Ministry's Mental Health in Schools (MHiS) Strategy are: Compassionate Systems leadership training for staff, implementation of social emotional learning strategies, and increasing mental health literacy for staff. These aspects are critical foundation and prevention elements that promote mental health and well-being and thereby work to prevent mental health challenges.
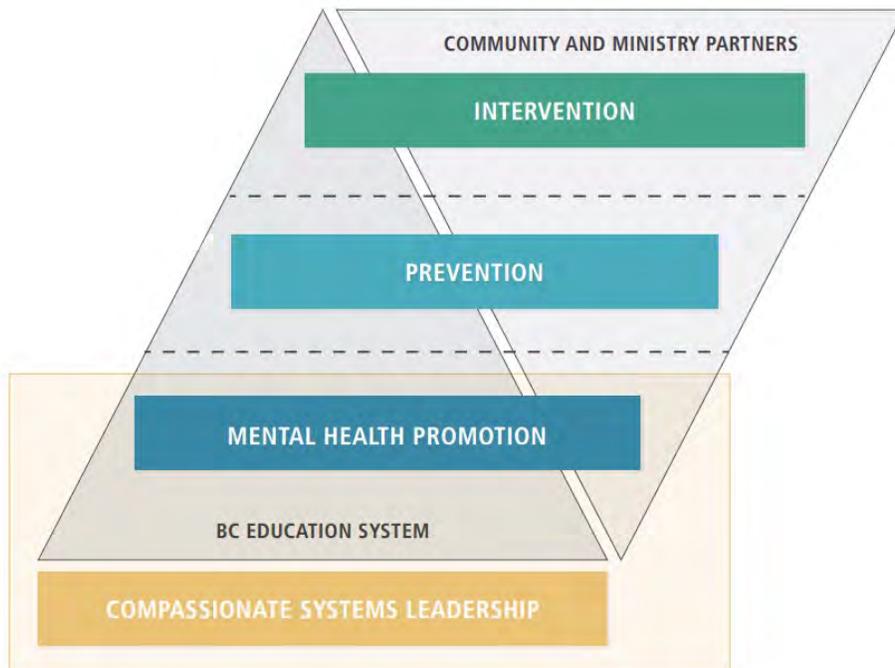
Compassionate Systems Leadership

To support student well-being and resiliency, adults must have the tools and practices to support their own well-being. Compassionate systems leadership has three core elements to support systems change.

1. Internal work – includes self-reflection and practice

2. Relationship work – authentic connections where space is created to be truly present

3. System work – connections between self, others and the broader system

Compassionate systems leadership in education is an approach that inspires transformation and instructional best practices that lead to student success. It is anchored in self-awareness, social awareness, responsible decision-making, self-management and relationship skills.

EVIDENCE OF LEARNING
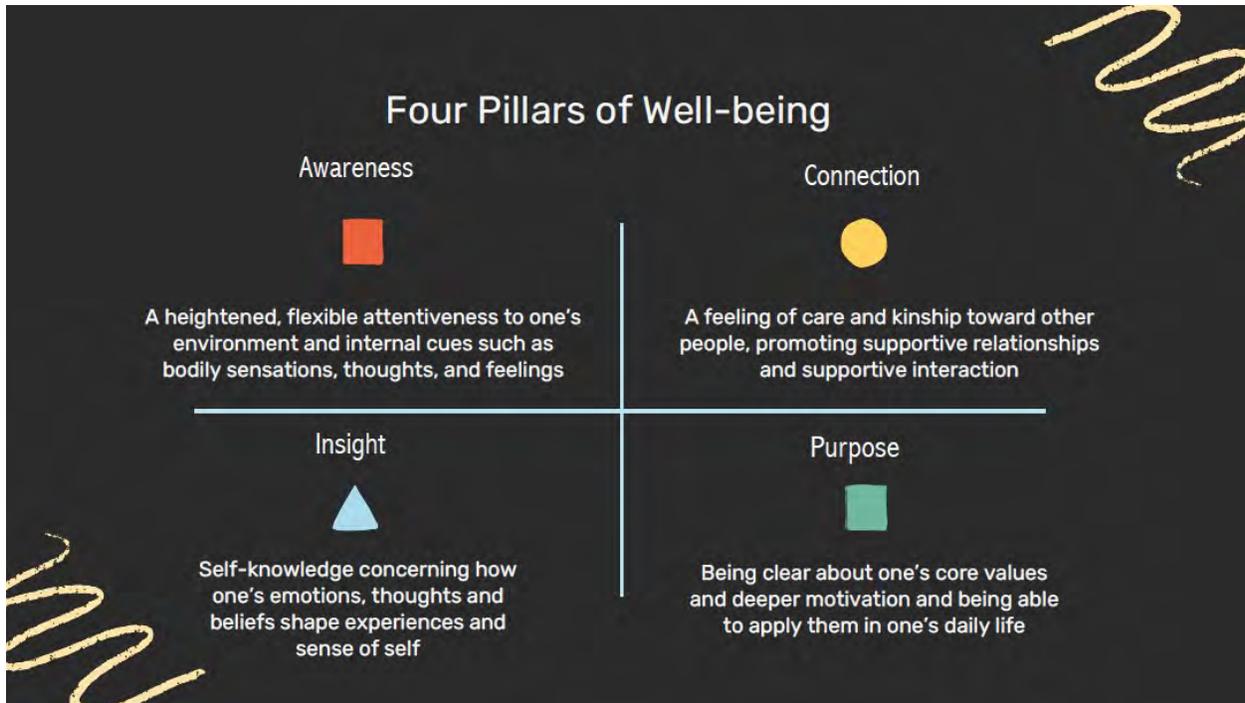
Source: Kootenay Boundary Compassionate Systems Network Team

Mental Health Promotion

Social Emotional Learning

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

▷ School district and community agency partners collaborate to support family and learner well-being through both in-school and community programming.

▷ The mental health and addictions coordinator and the manager of safe schools regularly host family information nights and attend school PAC and DPAC meetings throughout the year to provide information and support engagement.

▷ The district works collaboratively with organizations such as Foundry, to spread information and encourage the use of important, free, and easily accessible organizations.

▷ The district facilitates connection and collaboration with local agencies, such as the Ministry for Children and Family Development, Child Youth Mental Health, Nelson Community Services, Kootenay Art Therapy Institute and others to provide appropriate supports for learners.

▷ The district connects with agencies and families to secure support and services in person and virtually such as: Foundry, the PEACE program, COINS, Community Living BC, Children's Help Line, community services agencies, BC Children's Hospital, and others.

EVIDENCE OF LEARNING

GROUNDING AND CHECK IN – WHY IS IT IMPORTANT?

- Practice of self-reflection
- Facilitates emotional settling and regulation
- Supports the creation of a generative & compassionate social field
- Increases readiness to be together & builds community

Source: **UBC HELP - BC Compassionate Systems Network**

Mental Health Literacy

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

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

The UBC courses: Mental Health Literacy and Teach Mental Health Literacy are available to all teachers. Over the past several years, approximately 100 staff in the district have taken these courses.

Prevention

Self-Regulation

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

Social Thinking

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

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

Programs in SD8 to support the implementation of the Mental Health in Schools Strategy

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

The K-12 programs are designed by a team of Clinical Psychologists, Educators & Filmmakers, to teach mental health skills to all students in a way that is engaging and relatable, while being easy for educators to facilitate. Every lesson features an authentic peer voice, role modeling, and self-reflection.

Through Open Parachute, significant gains in teacher capacity to support students in the classroom are seen. For example:

▷ Increased teacher confidence in managing mental health concerns in the classroom

▷ Increased teacher confidence in providing support to students who are struggling emotionally in class

▷ Increased teacher confidence in effectively guiding their students toward solving their own challenges (e.g., peer challenges, school stress)

Lessons are run by teachers in a classroom setting. Teachers have flexibility with which topics they want to deliver across the year. Schools and teachers have autonomy to decide which lessons are most useful in their context.

Source: **Open Parachute**

EVIDENCE OF LEARNING

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

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

MindUp: teaches the skills and knowledge children need to regulate their stress and emotions, form positive relationships, and act with kindness and compassion. MindUp has been adopted in some SD8 elementary schools.

Source: **Healthy Minds BC**

Positive Behavioural Interventions and Supports (PBIS): PBIS is a multi-tiered framework for learning to support clear and consistent expectations across the school community. PBIS emphasizes five inter-related elements with equity at the centre: equity, data, systems, practices, and outcomes. Inclusion support teachers in schools support the effective implementation of PBIS in elementary schools.
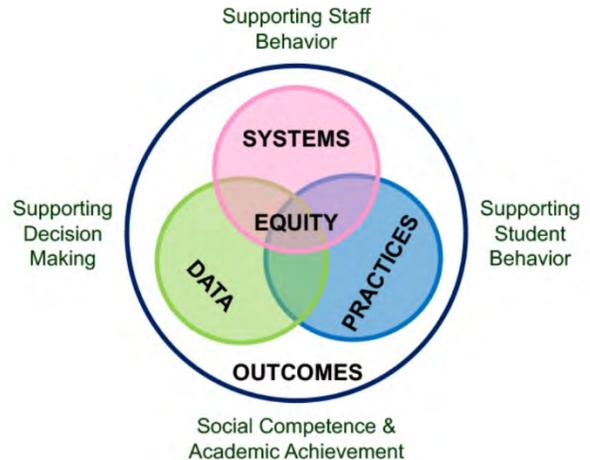
Source: **What is PBIS**

EVIDENCE OF LEARNING

PBIS uses a multi-tiered system to determine support and resources for students. It is a framework to provide academic and behavioral support for all students based on their individual needs. Because different students have different strengths and needs, tailored levels of support are more likely to help them succeed in school. "Multi-tiered" generally refers to three tiers that correspond to different intensities of the support:
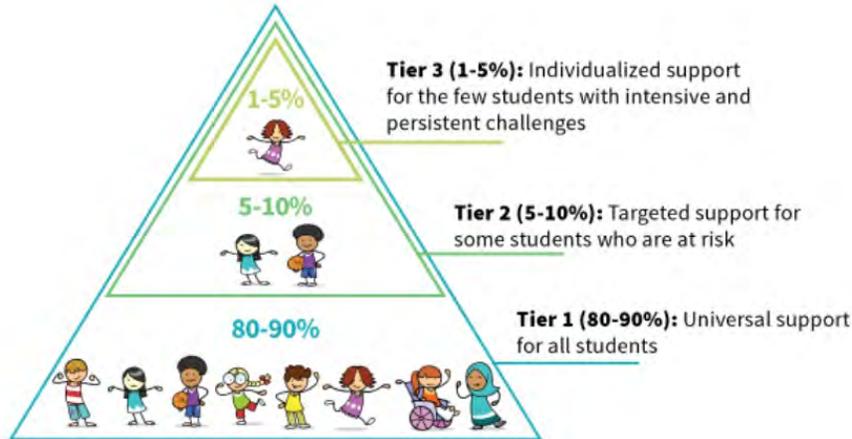

Source: **Student Behavior Blog**

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

The district continues to contract Dr. Chuck Geddes and Angela Murphy of Complex Trauma Resources (CTR) to provide training, consultation and resources to staff throughout the district. Dr. Geddes also provides engagement sessions for parents and community members to provide caregivers with an understanding of trauma and tools that can be used to support family members who have experienced trauma. Over the past several years, over 600 SD8 staff have been trained in this area, and many staff have undertaken multiple training opportunities.

Additionally, Complex Trauma Resource's expert Angela Murphy continues to provide ongoing consultations to several elementary schools in SD8, in order to build capacity and understanding of trauma-informed practices with staff, to help students connect and form relationships at school in order that have the best opportunities for success at school.

SD8 strives to provide optimal environments for learning by fostering school connectedness and promoting belonging and connection in schools so that learners feel they belong, are welcomed by staff, and can therefore thrive.

EVIDENCE OF LEARNING

Intervention

SD8 provides support in some schools with mental health intervention, through contracts with local agencies for clinical counselling services and/or art therapy. In Creston, the district secures Valley Community Services to provide counselling services at the HUB in KRSS. In Nelson, the district secures Nelson Community Services, the Kootenay Art Therapy Institute, Child Youth Mental Health, and clinical counsellors to provide clinical counselling and/or art therapy at schools such as LVR, Mt. Sentinel, South Nelson, and Trafalgar.

The district continues to provide access to virtual support for counselling and group workshops for students through the Foundry in all areas of the district.
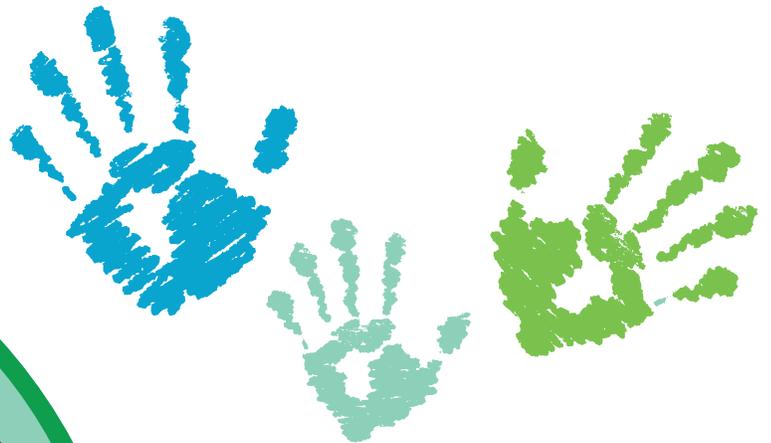
EVIDENCE OF LEARNING

School Safety

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

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

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

In 2024–2025, the district updated its procedures regarding student safety in schools. These are available on the school district's website. This work has had a positive effect of streamlining procedures and creating consistency throughout the district, making it easier for staff to ensure that they are following correct procedures with regard to student and staff safety.

Since May 2023, over 65 school and district staff have had updated training from Safer Schools Together in threat assessment recognition and protocols, building staff capacity to keep children and staff safe and to appropriately respond to threats of violence in schools.

The Ministry of Education and Child Care's comprehensive Expect Respect and a Safe Education (*erase*) strategy aims to ensure that every student in BC feels safe, accepted and respected regardless of their race, colour, ancestry, place of origin, religion, physical or mental disability, sex, sexual orientation, gender identity or expression. The strategy encourages personalizing services and supports for students to help prevent, identify and stop harmful behaviours — whether online, at school or in the community. Multidisciplinary training is currently provided to enhance school culture and climate, assess for violence potential, promote positive mental health and well-being, and develop intervention plans for students experiencing vulnerability. The erase strategy also provides guidance for promoting timely and necessary sharing of information to assess worrisome or threatening behaviour and identify appropriate interventions.

*Source: **erase***

Sexual Health Education and Inclusive Sexual Health

SD8 continues to support the physical and health education curricular competencies of social and community health and mental well-being through providing materials in all schools for classroom teachers to deliver the sexual health education curriculum K–12. The district has secured a site license with the National Child Centre for Protection's Kids in the Know program to ensure that schools throughout the district have free access to comprehensive, scientifically-sound and curriculum-connected sexual health resources.

Inclusive sexual health provides children and youth with disabilities comprehensive and accurate sexual health information that is appropriate for a student's age, cognitive development and cultural context. Professional development focuses on developing teachers' confidence, knowledge-base and competence so that they can deliver inclusive and shame-free lessons. The district uses the CIRCLEs program to support this work.

Source: Kids in the Know

EVIDENCE OF LEARNING

Targeted Ministry Funded Programs

▷ **CommunityLINK** (Learning Includes Nutrition and Knowledge) funding is designed to support the academic achievement and social functioning of vulnerable students. Examples of services include academic support and access to clinical counseling.

In SD8, LINK funding provides targeted supports offered by a contracted Child and Youth Mental Health clinician in Creston, through the HUB at Kootenay River Secondary School, and other contracted services in other areas of the district such as art therapy at LVRogers and Trafalgar.

▷ **Feeding Futures** funding provides significant support for learners who are vulnerable to food insecurity. Funding is provided to every school in the district, for the purchase of food for students and a staff person to coordinate food distribution. The Feeding Futures program addresses the immediate need of feeding students and builds on the progress made with the Student and Family Affordability Fund to help reduce the challenges of rising food costs for families who need it most.

In addition, Indigenous learners may access additional equity-based food supports. Approximately 20% of students in SD8 are supported through Feeding Futures.

Source: **BC Government News Release**

▷ **The National School Food Program (NSFP)**. In addition to **Feeding Futures** funding, the Ministry of Education and Child Care has worked with the Government of Canada to implement the National School Food Program in B.C., which has provided additional funding to districts and schools to expand school food programs.

In April 2024, the Government of Canada announced an investment of $1 billion over five years for a National School Food Program to expand school food programs across the country. An accompanying **National School Food Policy** was released as the federal government's long-term vision for school food programs in Canada. The NSFP has provided another layer of support for vulnerable students to access nutritious food every day at their schools.

EVIDENCE OF LEARNING

▷ **The After-School Sports and Arts Initiative (ASSAI)'s** objective is to enhance children's well-being through creative arts, sport, and physical activity. In SD8, the ASSAI program is available in elementary schools in 3 rural areas. The program is currently active in Crawford Bay Elementary Secondary School, WE Graham School, Brent Kennedy Elementary School, and JVHumphries Elementary Secondary School, with robust after school sports programs.

Over the past year, well over 120 students have utilized ASSAI programs in SD8.

EVIDENCE OF LEARNING

Accessibility

In the 2025–2026 school year, the work of the Accessibility Working Group and the broader Accessibility Committee continue. The Accessibility Working Group met four times in the 2024–2025 school year to review the Accessibility Scan data, review examples of accessibility plans from other districts, and to refine the district's plans.

The Accessibility Committee, which includes the Accessibility Working Group and representatives from the Board of Education, CUPE, KLTF, DPAC and principals, met in October 2024 and May 2025 to build a shared understanding of accessibility and provide input on district goals. From the collaborative sessions key areas of focus emerged that will inform SD8's work moving forward.

These areas of focus are:

▷ Accessibility for students, staff, families, and community members for events and field trips

▷ Safety for students through updated emergency evacuation plans

▷ Accessible documents, communication, and websites

▷ Physical accessibility in key areas such as parking, entrances, and bathrooms

▷ Creating accessibility procedures in SD8

▷ Learning opportunities for students and staff about accessibility

The Accessibility Committee will continue to provide feedback to SD8 and will meet in the early spring of 2026 to review progress on the Accessibility Plan.
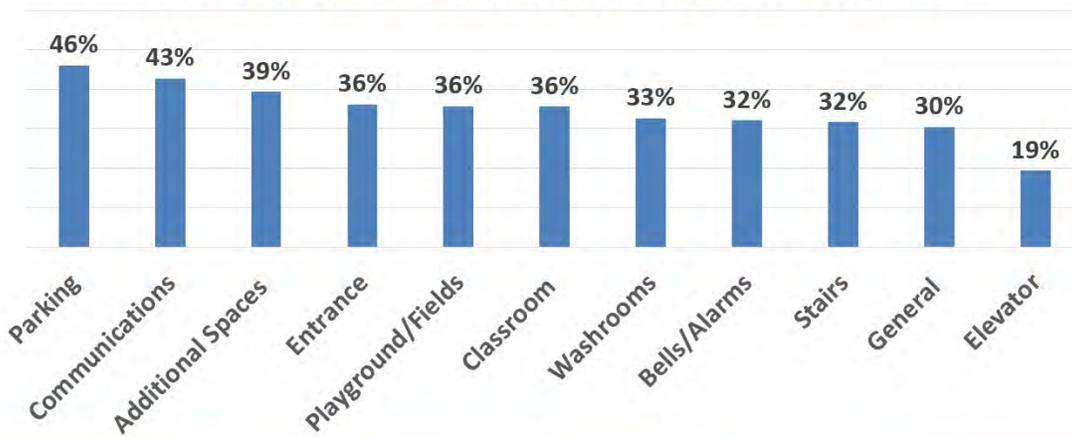
The above graph shows the percentage of schools, by category, as reported by principals in 2024-2025, with accessible access or spaces.

EVIDENCE OF LEARNING

Education, Training and Engagement

Ongoing Staff Professional Learning

▷ Compassionate Systems Leadership (CSL)
▷ Open Parachute training for staff
▷ Everyday Anxiety Strategies for Educators (EASE)
▷ Counsellors receive training in mental health curriculum and Mental Health in Schools Strategy
▷ Staff training in threat risk assessment from Safer Schools Together
▷ Staff training in crisis prevention and intervention (CPI)
▷ University of British Columbia Mental Health Literacy course
▷ FAIRS program training from Inclusive Education
▷ PATH training for school and district staff
▷ Inclusive education leadership and equity training from Inclusive Education team
▷ PEACEful Schools Program and other programs offered through Complex Trauma Resources (CTR)
▷ ASIST (Applied Suicide Intervention Skills Training) for school and district staff

Programming for Trauma-Informed Practice (TIP)

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

Programming for Drug and Alcohol Education

Educators

▷ Programming for drug and alcohol education for educators includes professional learning sessions with the mental health and addictions coordinator, Interior Health, and Health Promoting Schools presenters.

Learners

▷ District-wide vaping education curriculum has been developed for grade 6-10 learners
▷ Mental Health and Addictions coordinator works with staff in presenting information and supports for learners with addictions
▷ District Based Team (DBT) meets regularly and supports learners referred with drug and/or alcohol addictions—providing resources, support, and referral assistance for outside agency intervention

EVIDENCE OF LEARNING

▷ Training and support from Interior Health—Health Promoting Schools

▷ Training and support provided by mental health and addictions coordinator and manager of safe schools

▷ Open Parachute skills building in classrooms

Family Engagement Presentations

▷ Parent engagement sessions each year on vaping, substance misuse and mental health

▷ Parent sessions/training on trauma-informed practices

▷ Parent sessions/training on addictions, including digital addictions
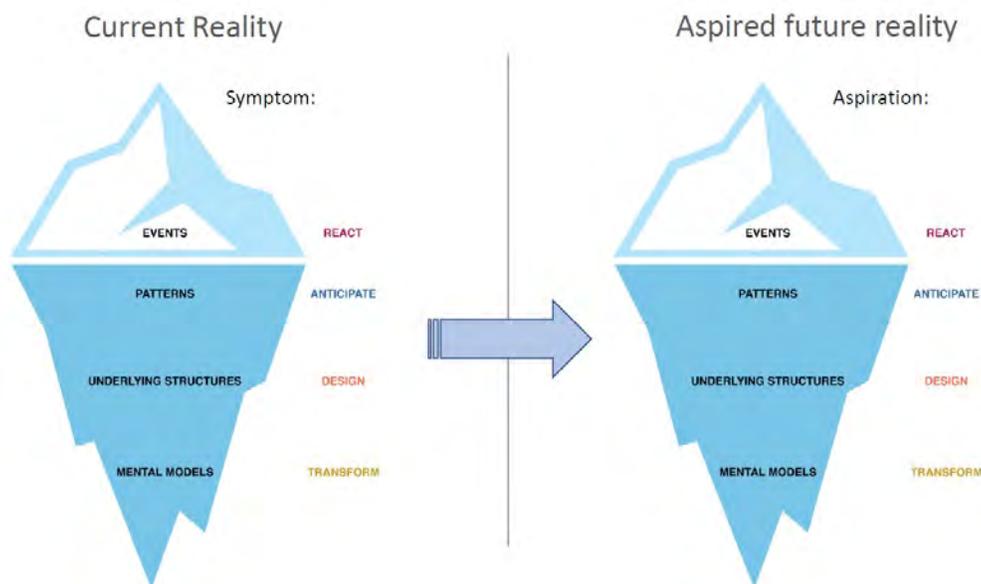
Source: UBC HELP — BC Compassionate Systems Network

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

Trends And Learning

Human and Social Development

Overall trends and learning that emerged through analysis and interpretation of human and social developmental data indicate that there is a continued need to continue to focus on belonging, connection, engagement and safety for students in SD8 over the next three years. Also, data analysis over time shows that a district-wide focus is warranted to promote strategies to ensure that students feel they belong, are safe, are welcomed at school, and have at least two adult connections at school. As well, these strategies need to be consistently applied and explicitly implemented across the district. Therefore, continuing to focus on human and social skill development is a focus area for 2025-2026 and beyond.

EVIDENCE OF LEARNING

The gap between Indigenous students and all resident students has narrowed on some measures, but the masked data due to small subsets for Indigenous students and students with disabilities and diverse abilities has made deep analysis difficult. Therefore, more analysis is required with regard to priority students to determine the effectiveness of strategies to promote belonging, connectedness, safety, and feeling welcomed at school.

EDI results confirm that most children enter kindergarten with strong home-based experiences and are developmentally "on track" for social competence, emotional maturity, and physical health. This foundation positions students well for kindergarten entry, but the data over time reveal that sustaining results in these domains is a challenge as students' feelings of belonging and connection to school diminish over time.

New Areas for Growth

New areas for growth that emerged through the analysis and interpretation indicate that a focus on student transitions, particularly from elementary school to secondary or middle school, would be prudent to counteract students' feelings of disconnection. While 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 analysis of priority learner data, the human and social development data in this report show that in particular grade 7 students feel disconnected and that they do not belong throughout the district. Therefore, it is important to develop or improve strategies for all students in this area.

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 increasing their competencies in human and social development and increasing their feelings of belonging, connection, safety and being welcomed at school.

Professional learning for teachers has evolved into district-wide communities of practice for Inclusion Support teachers, with monthly training about increasing equity for learners. These training sessions assist teachers with developing and implementing strategies to ensure that students feel a greater sense of connection and belonging at school. Additional training in programs such as Open Parachute and PreVenture, as well as working with Foundry and other agencies, is intended to support teachers in increasing their ability to use an equity lens to support human and social development competencies for students.

Primary Success Meetings, Middle Years Meetings, and Graduation Review Meetings will continue to be held multiple times each per year, for school and district staff to review student progress 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?

4. What do school staff need assistance with to ensure that learners succeed?

An improvement in practice in this area will be to consistently collate data district-wide to use in structuring practices and interventions to support SD8 learners' human and social development.

EVIDENCE OF LEARNING

2024–2027 SD8 Caring and Inclusive Learning Cultures Action Plan Summary

▷ Support schools to create learning environments where every student feels safe, welcomed, and connected to at least two caring adults, with particular attention to Indigenous learners, learners with diverse abilities, children and youth in care, and English language learners.

▷ Use data intentionally to support all learners and particularly priority learners, including human and social development data such as the EDI, MDI, YDI, and Student Learning Survey.

▷ Continue the implementation of the Mental Health in Schools Strategy, including expanding preventive programs such as Open Parachute, Compassionate Systems Leadership, and PreVenture.

▷ Enhance collaboration with partners such as Foundry, CYMH, MCFD, Interior Health, and Ktunaxa Kinbasket to provide barrier-free access to physical, mental health, and social support for students and families.

▷ Deepen implementation of social-emotional learning (SEL), executive-function strategies, trauma-informed practices, and programs such as MindUp, PEACEful Schools, PBIS, and Complex Trauma Resources across classrooms and schools.

▷ Continue staff training in crisis prevention, threat assessment, suicide awareness, and de-escalation strategies.

▷ Increase coordinated transition support (e.g., Welcome to Kindergarten, inter-school transitions, transition to adulthood) and continue primary, middle years, and graduation review meetings to ensure students remain on track.

▷ Expand Communities of Practice for principals, inclusion support teachers, and counsellors to strengthen shared leadership, inclusive practices, and compassionate systems leadership across the district.

▷ Ensure effective use of food equity funding, continue After School Sports and Arts Initiative (ASSAI) in rural schools, and maintain in-school third party supports to reduce barriers for vulnerable learners.

▷ Update and share the SD8 Community Resources Brochure, provide parent learning opportunities on mental health and safety, and ensure timely access to information both in schools and online.

CONCLUSION

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

Strategic Priority:

Caring and Inclusive Learning Culture

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

Three-Year Action Plan (2024-2027)

Strategies:

1. Support K-12 school teams in creating welcoming, engaging and accessible learning environments.	
Monitoring	**Success Indicators (2024-2027)**
- Student achievement with a focus on priority learners (Foundation Skills Assessments (FSA), Early Literacy and Numeracy Profiles (ELP and ENP), graduation assessments, How Are We Doing report (HAWD), district literacy and numeracy assessments, graduation rates) - Student Learning Surveys (SLS) - Adolescent Health Survey data - Early Development Index (EDI), Middle Years Development Index (MDI), and Youth Development Index (YDI) data - School academic review meetings (Primary Success reviews, Middle/Intermediate reviews, graduation academic reviews) - Grade-to-grade transitions rates	Primary success meetings held twice per year with each elementary school. Middle/Intermediate years review meetings held twice per year with schools. Graduation review meetings held three times per year with each secondary school. All schools set objectives aligned with strategies and action plans in their School Learning Plans by end of 2025-2026 school year. Priority learner needs (e.g., Indigenous learners, learners with disabilities/diverse abilities, English Language Learners(ELL)) are explicitly addressed in objectives and action plans in all school learning plans by end of 2025-2026 school year. Evidence of school teams regularly using localized and provincial data to monitor progress in their school learning plans by end of 2025-2026 school year. Evidence of instructional shifts and interventions based on ongoing data analysis documented in school learning plans by end of 2025-2026 school year. Regular analysis of available student data for trends in belonging, safety, connection to adults, and feeling welcomed at school at school level and at District Learning Leadership Team (DLLT). Schools demonstrate implementation of practices to ensure that every student feels safe, welcomed, has a sense of belonging and that there are at least two adults with whom they connect at each school. Continuation of transition meetings and events for students transitioning into schools and between schools (eg: Welcome to Kindergarten events, transition to adulthood, and inter-school transition meetings). Updated accessibility action plan, including update of actions achieved and next steps for implementation.

CONCLUSION

Monitoring	Success Indicators (2024-2027)
• School-based team data • Compassionate Systems Leadership participation rates for school and district leaders • Implementation progress information for district's Accessibility Plan	Continued implementation of programs such as PEACEful schools, Open Parachute, and Positive Behaviour in Schools (PBIS) programs in schools. Continued promotion and implementation of SOGI events and activities in schools. Increased SOGI allyship in schools. Students understand how to use the erase tool to report incidents of bullying, violence, and harassment. Continue to train staff in Inclusive Design and Document Design through provincial outreach programs such as Provincial Resource Centre for the Visually Impaired (PRCVI). Schools demonstrate implementation of practices so that every student feels safe, welcomed, a sense of belonging and that there are at least two adults with whom they can connect. Increased participation in Compassionate Systems Leadership (CSL) as well as participation in local, regional and provincial CSL networks by principals and district staff.
2. Promote and deepen mental and physical health and well-being for students in SD8.	
Monitoring	Success Indicators (2024-2027)
• Student achievement with a focus on priority learners (Foundation Skills Assessments (FSA), Early Literacy and Numeracy Profiles (ELP and ENP), graduation assessments, How Are We Doing report (HAWD), district literacy and numeracy assessments, graduation rates) • School academic review meetings (Primary Success, Grad Reviews) • Student Learning Surveys • Adolescent Health Survey data • Early Development Index (EDI), Middle Years Development Index (MDI), and Youth Development Index (YDI) data • Grade-to-grade transition rates • School-based team data	Implementation of the Mental Health in Schools (MHiS) strategy, focusing on prevention and reducing stigma. Mental Health and Addictions Coordinator position in place to support implementation of physical and mental health programs in SD8. Continued expansion of the Open Parachute Program in schools. Continued information sharing for schools and parents about The Foundry services. Continued support and liaison with agencies such as Child Youth Mental Health (CYMH), Ministry of Children and Family Development (MCFD) and Ktunaxa Kinbasket for wraparound student supports. Access for schools with Complex Trauma Resources (CTR) interventions including workshops, training, specific work with school staffs, and one-to-one coaching by CTR staff with SD8 staff. Continued information sharing about the EASE (Everyday Anxiety Strategies for Educators) program in district, and sharing EASE At Home program with families via parent newsletter. Supported implementation of the K-12 physical and health education curriculum across the district including sexual health. Facilitation of efficient and barrier-free access for students to physical and health services through increased collaboration with partner agencies and community organizations (such as the LVR medical clinic). Support for implementation of Child Centre for Protection's Kids in the Know sexual health education program to assist teachers in delivering sexual health curriculum K-12.

CONCLUSION

Monitoring	Success Indicators (2024-2027)
• Number of students accessing resources in schools: clinical counselling, art therapy, Foundry Virtual, social worker at HUB, medical clinic at LVR, etc.) • Number of students accessing food equity programs in schools • Number of students accessing After School Sports and Arts Initiative (ASSAI) • Compassionate Systems Leadership (CSL) participation by school and district leaders	Continued implementation of CIRCLES sexual health education program for students with disabilities and diverse needs. Parent engagement nights available on demand on topics about mental health, student safety, and social emotional learning. Workshops and professional learning opportunities for staff and students on the Mental Health in Schools Strategy, trauma-informed practices, and SEL. Support to ensure each school fully uses its food equity funds to support vulnerable students. Continued partnership with Interior Health's Health Promoting Schools (HPS) network, and provision of HPS information and resources to staff, students, and parents throughout the district. Continued provision of the After School Sports and Arts Initiative (ASSAI) in rural schools (WEG, Brent Kennedy, JVH and Crawford Bay). Continuation of funding and space for the HUB program at Kootenay River Secondary School in Creston through a contract with Valley Community Services for a social worker in KRSS.

3. Enhance the social-emotional skills and capacities of learners.

Monitoring	Success Indicators (2024-2027)
• Student achievement with a focus on priority learners (Foundation Skills Assessments (FSA), Early Literacy and Numeracy Profiles (ELP and ENP), graduation assessments, How Are We Doing report (HAWD), district literacy and numeracy assessments, graduation rates) • School academic review meetings (Primary Success, Grad Reviews) • Student Learning Surveys • Adolescent Health Survey data • Early Development Index (EDI), Middle Years Development Index (MDI), and Youth Development Index (YDI) data • Grade-to-grade transition rates • Participation by teachers in Positive Behaviour in Schools (PBIS) programs • Number of staff trained in using the FAIRS program	Continued training for school staffs in use of effective social emotional learning (SEL) strategies to promote implementation of SEL in classrooms throughout SD8. Continued implementation of executive function strategies, EASE, and the MindUp program at elementary schools. Open Parachute program available at all schools. Staff throughout SD8 have access to Complex Trauma Resources (CTR) courses and information to support SEL in classrooms. Provision of information for staff to support the implementation of programs such as PEACEful schools, Open Parachute, and Positive Behaviour in Schools (PBIS) programs in schools. Regular training for inclusion support teachers and teacher counsellors in positive behaviour programs, executive functioning, social emotional learning, compassionate systems leadership, equity leadership, and programs such as Open Parachute, Foundry, and PEACEful schools.

CONCLUSION

Monitoring	Success Indicators (2024-2027)
• Compassionate Systems Leadership participation by teachers and district leaders • Participation rate by students in district-offered programs: Open Parachute, PreVenture, Complex Trauma Resources and Foundry • Participation rate by staff for district-offered professional learning workshops (eg: Crisis Prevention Institute, Complex Trauma Resources, Open Parachute, PreVenture)	

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

Monitoring	Success Indicators (2024-2027)
• erase reporting numbers and school follow ups • Student Learning Surveys • Principal and staff reporting in MyEdBC (incidents regarding student safety) • Adolescent Health Survey data • Early Development Index (EDI), Middle Years Development Index (MDI), and Youth Development Index (YDI) data • Grade-to-grade transition rates • Graduation rates	Implementation of practices to ensure that every student feels safe, welcomed, a sense of belonging and that there are at least two adults with whom they connect. Schools ensure that students understand how to use the erase tool to report incidents of bullying, violence, and harassment. Student plans are in place and a point person is identified at each school for children/youth in care (CYIC), with consistent tracking through school-based team and district-based team reporting. Updated school-based team and district-based team procedures and recording mechanisms to provide consistency, detailed information-gathering, and effective implementation of interventions to promote students' feelings of safety and belonging in schools. Continued updates to Inclusive Education Department procedures to ensure effectiveness, efficiency, responsiveness, and that school staff are aware of and following procedures. Staff understand and are following the School Safety Manual and the Critical Incidence Response Manual to promote student and staff safety and respond to incidents. Increased number of staff who have taken the Behavioural Digital Threat Assessment (BDTA) courses from Safer Schools Together (SST). Continued training of staff in crisis prevention and verbal de-escalation strategies using the Crisis Prevention Institute (CPI) methods. Increased number of staff who have been trained in suicide awareness and prevention through the ASIST program. Primary success reviews twice a year ensure wraparound support for students at schools. Grad reviews three times per year ensure that students are on track for graduation. Continued training for school staffs in use of effective social emotional learning (SEL) strategies to promote implementation of SEL in classrooms throughout SD8. Open Parachute program is available at all schools. Staff throughout SD8 have access to Complex Trauma Resources (CTR) courses and information to support SEL in classrooms.

CONCLUSION

Monitoring	Success Indicators (2024-2027)
	Provision of information for staff to support the implementation of programs such as PEACEful schools, Open Parachute, Positive Behaviour in Schools (PBIS) programs, and FAIRS plans.
	Regular training of inclusion support teachers and teacher counsellors in positive behaviour programs, executive functioning, social emotional learning, compassionate systems leadership, and programs such as Open Parachute and PEACEful schools.
5. Develop communities of practice to support the strategic plan goals and action plan objectives with a focus on priority learners.	
Monitoring	**Success Indicators (2024-2027)**
• Student achievement with a focus on priority learners (Foundation Skills Assessments (FSA), Early Literacy and Numeracy Profiles (ELP and ENP), graduation assessments, How Are We Doing report (HAWD), district literacy and numeracy assessments, graduation rates) • Student Learning Surveys • Feedback from school staff and district staff about the communities of practice	Communities of Practice for inclusion support teachers (ISTs), principals, and teacher counsellors implemented to ensure that staff learn about how to develop and sustain caring and inclusive learning cultures in schools throughout the district.
	Regular training for inclusion support teachers and teacher counsellors in positive behaviour programs, executive functioning, social emotional learning, compassionate systems leadership, and programs such as Open Parachute and PEACEful schools.
	Training provided to school staffs in use of effective social emotional learning (SEL) strategies to promote implementation of SEL in classrooms throughout SD8.
	All schools set objectives aligned with strategies and action plans in their School Learning Plans by end of 2025-2026 school year.
	Priority learner needs (e.g., Indigenous learners, learners with disabilities/diverse abilities, English Language Learners(ELL)) are explicitly addressed in objectives and action plans in all school learning plans by end of 2025-2026 school year.
	Evidence of school teams regularly using localized and provincial data to monitor progress in their school learning plans by end of 2025-2026 school year.
	Evidence of instructional shifts and interventions based on ongoing data analysis documented in school learning plans by end of 2025-2026 school year.
	Open Parachute program is available at all schools.
	Staff throughout SD8 have access to Complex Trauma Resources (CTR) courses and information to support SEL in classrooms.
	Continued provision of information for staff to support the implementation of programs such as PEACEful schools, Open Parachute, Positive Behaviour in Schools (PBIS) programs, and FAIRS plans.
	Data from Student Learning Surveys is analyzed and reviewed at the school and district level, and action plans reflect what the data show regarding caring and inclusive learning cultures in SD8.

CONCLUSION

6. Ensure that learners have access to information and resources in schools and in communities.	
Monitoring	**Success Indicators (2024-2027)**
• Community Resources Brochure updates • Monthly data from the HUB social worker contract at KRSS • Student Learning Survey data • Adolescent Health Survey data • Foundry participation rates • Open Parachute program participation rates and numbers of staff trained in Open Parachute • Interior Health's Health Promoting Information • Information from Provincial Outreach Programs • Information from community agencies and organizations • Compassionate Systems Network information shared	Updated SD8 Community Resources Brochure on the SD8 website. Open Parachute program is available at all schools. Staff throughout SD8 have access to Complex Trauma Resources (CTR) courses and information to support SEL in classrooms. Continue to learn from Interior Health's Health Promoting Schools (HPS) network, and ensure that HPS information and resources are provided to staff, students, and parents throughout the district. Information is available in schools and shared digitally for students, staff, and families. Students report using the erase tool to report incidents of bullying, violence, and harassment. Presentations to parents on demand (DPAC etc) on topics of mental health, student safety, and social emotional learning. Facilitation of efficient and barrier-free access for students to physical and health services through increased collaboration with partner agencies and community organizations. Continued support to schools to liaise with agencies such as Child Youth Mental Health (CYMH), Ministry of Children and Family Development (MCFD), COINs, and Ktunaxa Kinbasket for wraparound student supports.

SD8 recognizes the important role 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

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

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

BC Children's Hospital

BC Provincial Outreach Programs

Child Youth Mental Health

Canadian Centre for Child Protection

Circle of Indigenous Nations Society (COINS)

College of the Rockies

Community Living BC

Compassionate Systems Leadership Network

Complex Trauma Resources

Crisis Prevention Institute

Feed BC

Foundry BC

Healthy Schools BC

Interior Health

Kootenay Art Therapy Institute

Kootenay Kids Society

Ktunaxa Kinbasket Child and Family Services Society

McCreary Society

Ministry of Agriculture and Food

Ministry of Children and Family Development

Ministry of Education and Child Care

Ministry of Tourism, Arts, Culture, and Sport

Nelson Community Services

Nelson Hospice Society

North Kootenay Lake Community Services Society

Open Parachute

Safer Schools Together

Selkirk College

UBC HELP

West Kootenay Child Care Resource and Referral (CCRR)

Valley Community Services

WE Graham Community Services
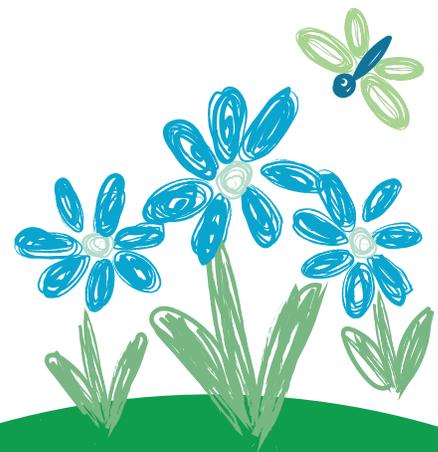
FROM:	Trish Smillie, Superintendent
DATE:	March 10, 2026
SUBJECT:	Accessibility Plan

For Approval

Introduction

This memorandum provides an overview of the Accessibility Plan and the work to date to inventory, consult, and plan for accessibility in School District No. 8 (Kootenay Lake) (SD8).

Background

The Accessible British Columbia Regulation, under the Accessible British Columbia Act, came into force on September 1, 2022. This regulation identifies schools as prescribed organizations, and school districts were required to have an Accessibility Committee, an Accessibility Plan, and a tool to receive feedback on accessibility by September 1, 2023. The goal of the act is to improve opportunities for persons with disabilities and involve them in identifying, preventing, and removing barriers to their full participation in the life of the province.

Definitions

Accessibility: The state of having programs, services and environments that allow all individuals to participate fully in society without encountering barriers.

Accessibility Committee: An official group formed by one or more organizations in collaboration with people with disabilities, to create an accessibility plan and feedback mechanism.

Accessibility Plan: A plan developed by an Accessibility Committee that identifies challenges and solutions for addressing accessibility barriers.

Barrier: Anything that prevents a person with a disability from fully participating in all aspects of society because of their disability. This includes physical/environmental, attitudinal, information, communications, policy or practice, and technological barriers.

Types of barriers

- o **Physical/Environmental Barrier:** A barrier resulting from building design, lighting, noise levels, room configuration, doorways, stairs, etc.
- o **Attitudinal Barrier:** A barrier that arises from the attitudes of staff, students and the school community, including discriminatory behaviours and a lack of disability awareness.
- o **Communication Barrier:** A barrier that arises from difficulties in receiving or providing information in person, receiving instruction or training, and difficulty communicating in classrooms, by phone, or online, with staff or peers.
- o **Information Barrier:** A barrier that arises from inadequate signage, inaccessible

textbooks, classroom materials, brochures, forms, manuals, websites, equipment labels, and so on.
- o **Policy or Practice Barrier:** Rules, regulations and protocols that prevent a person from participating in class or accessing the curriculum, or from performing their job satisfactorily.
- o **Technological Barrier:** Barriers resulting from a lack of adequate equipment including computers, assistive technologies, photocopiers, phones, and other equipment.

External Framework

According to the [2022 Statistics Canada Canadian Survey on Disability](#), approximately 27% of Canadians aged 15 years and older (approximately 8 million people), reported having one or more disabilities that limit their daily activities. In BC, the prevalence of persons with disabilities is slightly higher than the national rate, at 28.6%, an increase of 3.9% since the previous survey in 2017.

Global Context – United Nations

In recent years, there has been an emphasis on increasing diversity, equity and inclusion within the workplace and within the larger community. The United Nations has been instrumental in leading the importance of disability as a global health issue. In 2006, the United Nations led efforts to adopt the [Convention on the Rights of Persons with Disabilities](#) ("CRPD" or the "Convention"). In 2010, Canada ratified the CRPD and in 2019, the Canadian Human Rights Commission became responsible for monitoring Canada's implementation of the United Nations Convention on the Rights of Persons with Disabilities.

Canadian Context and Legislation – Canadian Charter of Rights and Freedoms

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

- All persons must be treated with dignity regardless of their disabilities.
- All persons must have the same opportunity to make for themselves the lives that they are able and wish to have regardless of their disabilities.
- All persons must have barrier-free access to full and equal participation in society, regardless of their disabilities.
- All persons must have meaningful options and be free to make their own choices, with support if they desire, regardless of their disabilities.
- Laws, policies, programs, services and structures must consider the disabilities of persons, the different ways that persons interact with their environments and the multiple and intersecting forms of marginalization and discrimination faced by persons.
- PWDs must be involved in the development and design of laws, policies, programs, services and structures.

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

B.C. Context and Legislation - Accessible BC Act

The Accessible British Columbia Act was enacted in June 2021 with initial accessibility planning requirements applying only to provincial government organizations. The goal of this act is to improve opportunities for persons with disabilities and involve them in identifying, removing, and preventing barriers to their full participation in the life of the province. The Accessible British Columbia Regulation, under the Accessible British Columbia Act, came into force on September 1, 2022. These regulations identify school districts as accessible organizations. School districts and independent schools were required to have an Accessibility Committee, an Accessibility Plan, and a tool to receive feedback on accessibility by September 1, 2023.

Principles in the Accessible BC Act

The Accessible BC Act includes a list of principles that must be considered as organizations develop an accessibility plan including inclusion, adaptability, diversity, collaboration, self-determination, universal design.

The Accessibility Act requires that school districts establish an accessibility committee, an accessibility plan that is updated every three years, and a tool to receive feedback about gaps in accessibility. The accessibility plan outlines how districts identify, remove, and prevent barriers for members of the school/district communities. While school districts are encouraged to make upgrades that will enhance accessibility, physical upgrades are not required under the Accessible BC Regulation.

The SD8 accessibility plan builds on global, national, provincial and school district specific actions to promote and support accessibility.

Information

Accessibility refers to the degree of ease with which people with disabilities can use and enjoy something such as a service, place, or device.

School District No. 8 (Kootenay Lake) (SD8) is committed to providing learning and working environments that support all students and staff through equitable and accessible opportunities. The accessibility plan in SD8 identifies priorities and plans for increasing accessibility in the district, drawing on feedback from school and district staff, parents and students throughout the district to enhance equity of access to facilities and programming. SD8 recognizes the importance of conscious planning, thoughtful design, and broad efforts to remove barriers and increase accessibility.

All members of the SD8 community have the right to be treated with dignity, provided opportunities to participate, and have access to learning and community. SD8's approach is grounded in the core provincial principles of accessibility, including adaptability, collaboration, diversity, inclusion, self-determination, and universal design.

In April 2023, SD8 began the process of establishing an accessibility committee and identifying barriers to accessibility in the school district community. This process involved:

- Seeking interest from students and staff for membership in an accessibility working group
- Initially assessing the current physical accessibility of schools
- Collecting information from principals to understand the issues, challenges, and priorities in schools about accessibility
- Holding initial discussions to identify barriers to accessibility
- Beginning the work to develop a district-wide feedback tool and accessible website
- Creating an accessibility scan for the district
- Committing to establishing an Accessibility Committee
- Researching other districts and organizations for best practices and administrative procedures
- Aligning the Field Trip administrative procedure with accessibility guidelines

In July 2023, the district's Accessibility Plan was published. As part of this plan, SD8 developed a district-wide feedback tool and accessible website, created an accessibility scan for the district, and established an Accessibility Committee, and an Accessibility Working Group that may support the Accessibility Committee.

In the spring of 2024, the Accessibility Working Group used information and data gathered through the district-wide accessibility scan and reviewed the Accessibility Plan and accompanying documents in October 2024. The Accessibility Committee met in October 2024 and provided feedback regarding the Accessibility Plan and its implementation action plan.

To achieve the objective of improving accessibility in SD8, strategies have included:

- Researching other districts and organizations for best practices and administrative procedures,
- Reviewing, adjusting, and creating administrative procedures with accessibility guidelines in mind,
- Staff training in accessibility and removing barriers for access,
- Including accessibility considerations in facility projects and renovations prior to construction.

The approach to improving accessibility in SD8 has been designed to recognize the gaps and opportunities to reduce or remove barriers and improve accessibility. By engaging in planning, engagement, training, and action, SD8 is working toward identifying and implementing accessibility improvements throughout the district.

For the 2025-2026 school year and beyond, SD8 is committed to continuing to work collaboratively to improve accessibility and access for students, staff, and families. To achieve the goal of improving accessibility, SD8 has identified the following objectives over the three-year period of 2024-2027:

- Engage with students, staff, and families, including those with lived experience, in annual reviews of the SD8 Accessibility Plan.
- Update SD8 procedures to align with the principles of accessibility.

- Improve access to facilities, programs, and services for students, staff, and families.

Since the implementation of the accessibility legislation in BC in 2022, SD8 has undertaken the following work regarding accessibility:

- March 2023: an accessibility and inclusion survey was developed and distributed to principals.
- April 2023: a review of procedures and practices that promote accessibility and inclusion was conducted by key Inclusive Education staff.
- June 2023: a physical accessibility review of schools' physical accessibility began by Inclusive Education staff.
- Spring 2023: SD8 staff worked with the BC Council of Administrators' in Inclusive Education (BC CAISE) and the Ministry of Education and Child Care to learn about the Accessible BC Act and its implementation, as well as the requirements of the Accessibility Plan.
- Spring 2023: several SD8 staff took the Rick Hansen Foundation Accessibility 101 course.
- Summer 2023: two SD8 students took the Rick Hansen Foundation Accessibility 101 course.
- July 2023: the district's draft Accessibility Plan was published.
- September 2023: a feedback tool was developed and posted to the district website. Information about the tool was shared with district and school students, staff, and families.
- Fall 2023: the Accessibility Working Group met virtually to review the district's Accessibility Plan and collaborated to suggest priority areas to target in the Accessibility Plan.
- December 2023 and January 2024: the Working Group finalized the development of the Accessibility Scan and sent to schools in April 2024.
- Fall 2024: the Accessibility Working Group met three times to refine and review the Accessibility Scan data, review examples of Accessibility plans from other districts, and to refine the district's goals.
- October 2024: The Accessibility Committee, including the Accessibility Working Group and representatives from the Board of Education, CUPE, KLTF, DPAC and principals, met to build a shared understanding of accessibility and provide further input on the development of district accessibility goals.
- October 2024: Presentation to the Education Partner Advisory Committee about accessibility.
- Winter 2025: draft accessibility objectives reviewed and refined
- June 2025: The Accessibility Committee, including the Accessibility Working Group and representatives from the Board of Education, CUPE, KLTF, DPAC and principals, met again to review the Accessibility Plan and provide further input on the development of district accessibility goals.
- Upcoming in 2026: The Accessibility Committee will meet again in the spring and fall, to review the Accessibility Plan and progress made toward reducing barriers and improving accessibility in SD8.
- Upcoming in 2026-2027 school year: Updates and revisions to the Accessibility Plan, in line with the Accessibility Regulation timeline for Accessibility Plan renewal (by the start of the 2027-2028 school year).

Accessibility Objectives Summary

Accessibility Objective 1: Reduce barriers to accessibility across the district
- Strategy: Continue to review SD8 administrative procedures and district processes for accessibility and continue to train staff in reducing barriers to accessibility for persons with disabilities across the district.

Accessibility Objective 2: Reduce physical and sensory barriers to accessibility across the district
- Strategy: Continue to review accessibility scan data alongside timelines and potential costs to improve accessibility.

Accessibility Objective 3: Reduce informational and technology barriers to accessibility
- Strategy: Continue to review and update public websites and documents to improve accessibility.

Feedback Mechanism

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

Conclusion

SD8 is working diligently to better understand and respond to accessibility needs for persons with disabilities throughout the district, with important input from learners, staff, and families with lived experience. The work that SD8 is undertaking to improve accessibility for persons with disabilities supports the implementation of the Accessible BC Act and its regulations, and promotes accessible, caring and inclusive learning communities for learners, staff, and families.

Memorandum to the Board of Education
Public

From: Trish Smillie, Superintendent

Date: February 25, 2026

Subject: 2024-2025 Five-Year and Six-Year Completion Rates

For Information

_____

Introduction

This memorandum outlines the SD8 (Kootenay Lake) Five-Year and Six-Year Completion Rates for the 2024-2025 school year and provides the historical rates for comparison from 2020-2021 to 2024-2025.

Background

The Five-Year and Six-Year Completion Rates are two of several indicators that demonstrate how well the school system is serving its students. Completion Rate is defined as the proportion of students who graduate with either the British Columbia Certificate of Graduation ("Dogwood") or the British Columbia Adult Graduation Diploma ("Adult Dogwood") within a given number of years from the first time they enroll in Grade 8, adjusted for outmigration. The completion rate model is only calculated at the district and province level and is not valid at the school level.

The Five-Year Completion Rate is a measure of the students who graduate within five years from the first time they enroll in grade 8.

The Six-Year Completion Rate is the most commonly used model and indicates students who take additional time to complete their Dogwood or Adult Dogwood (e.g., students who take a year off to play sports or study abroad, or those who require an additional year to successfully finish one or two required courses).

British Columbia offers three pathways towards school completion:

1. BC Certificate of Graduation, or "Dogwood Diploma", is awarded to students who successfully complete the provincial graduation requirements. Students require a minimum of 80 credits to graduate.
2. BC Adult Graduation Diploma, also known as the "Adult Dogwood", is for adult learners (18 years of age and older) who want to take courses to complete high school and obtain their adult high school diploma.
3. BC School Completion Certificate, or "Evergreen Certificate", is intended to celebrate success in learning and accomplishments of students with diverse needs. The Evergreen Certificate does not represent graduation and therefore is not equivalent to a BC Certificate of Graduation (Dogwood Diploma).

For more information on the K-12 graduation program.

Information

Five-Year and Six-Year Completion Rates are provided at the provincial and school district levels for all students and are further broken down by Indigenous students and students with diverse abilities reporting groups.

<u>2024 - 2025 Six-Year Completion Rates – SD8 and Province (All Resident)</u>
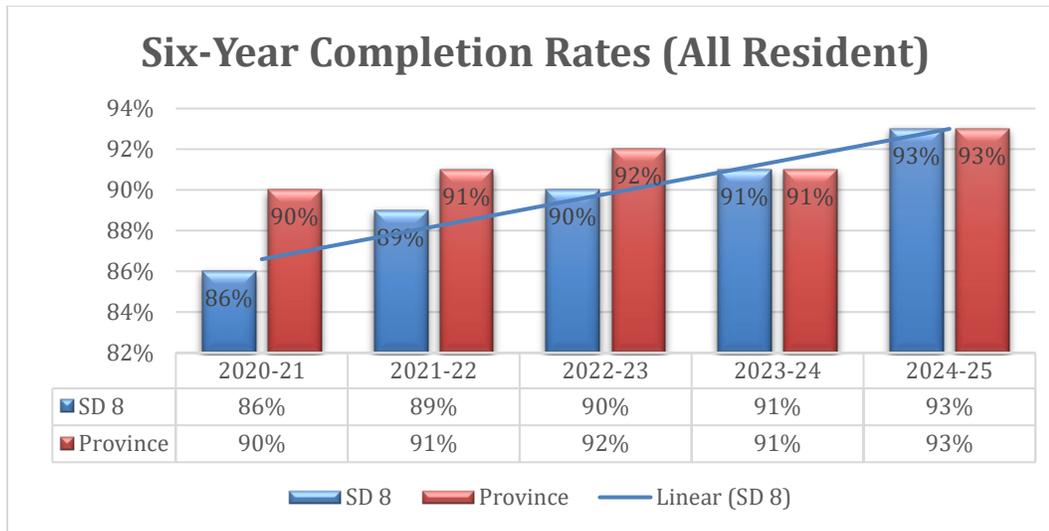
Six-Year Completion Rates (All Resident)

	2020-21	2021-22	2022-23	2023-24	2024-25
SD 8	86%	89%	90%	91%	93%
Province	90%	91%	92%	91%	93%

SD 8   Province   Linear (SD 8)

The 2024-2025 Six-Year Completion Rates for SD8 in comparison with the Province indicate:

- SD8's overall six-year completion rate has shown an overall rise of 7% in the last five years
- The province's six-year completion rate has remained on par with SD8 in the last two years
- In 2024-2025, SD8 has had its best six-year completion rate performance

It is expected the trendline for SD8 will continue to rise in the coming years as indicated by the linear trendline.

<u>2024-2025 Six-Year Completion Rates – SD8 and Province (Indigenous)</u>

Six-Year Completion Rates (Indigenous All)

	2020-21	2021-22	2022-23	2023-24	2024-25
SD 8	76%	80%	88%	93%	91%
Province	73%	75%	74%	75%	78%

SD 8   Province   Linear (SD 8)

The 2024-2025 Six-Year Completion Rates for SD8 in comparison with the Province indicate:

- SD8's overall six-year completion rate has shown an overall rise of over 15% in the last five years for students of Indigenous ancestry, with the highest rate last year of 93%
- The province's six-year completion rate has averaged 75%, while SD8 averaged 86%
- Since 2020-2021, SD8 has outperformed the province each year in six-year completion rates for students with Indigenous Ancestry

It is expected the trendline for SD8 will continue to rise in the coming years as indicated by the linear trendline.

<u>2024-2025 Six-Year Completion Rates – SD8 and Province (Diverse Abilities)</u>

Six-Year Completion Rate (Diverse Abilities)

	2020-21	2021-22	2022-23	2023-24	2024-25
SD 8	72%	76%	75%	78%	89%
Province	74%	77%	77%	78%	80%

Legend: SD 8 — Province — Linear (SD 8)

The 2024-2025 Six-Year Completion Rates for SD8 in comparison with the Province indicate:

- SD8's 2024-2025 six-year completion rate has shown a marked improvement to 89% in the last five years
- The province's six-year completion rate for students with diverse abilities has underperformed by 9% compared to SD8 in 2024-25
- In 2024-2025, SD8 has improved by 11% over the last year

It is expected the trendline for SD8 will continue to rise in the coming years as indicated by the linear trendline.

2024-2025 Five-Year Completion Rates – SD8 and Province (All Resident)

Five-Year Completion Rates (All Resident)

	2020-21	2021-22	2022-23	2023-24	2024-25
SD 8	80%	87%	87%	90%	89%
Provincial	86%	87%	87%	87%	87%

SD 8   Provincial   Linear (SD 8)

The 2024-2025 Five-Year Completion Rates (All Resident) for SD8 in comparison with the Province indicate:

- SD8's five-year completion rate has improved by 9% since 2020-21
- SD8's overall five-year completion rate has improved in the last two years over the province
- The province's five-year completion rate has remained at an average at 87%

It is expected the trendline for SD8 will continue to rise in the coming years as indicated by the linear trendline.

2024-2025 Five-Year Completion Rates – SD8 and Province (Indigenous)

Five-Year Completion Rates (Indigenous All)

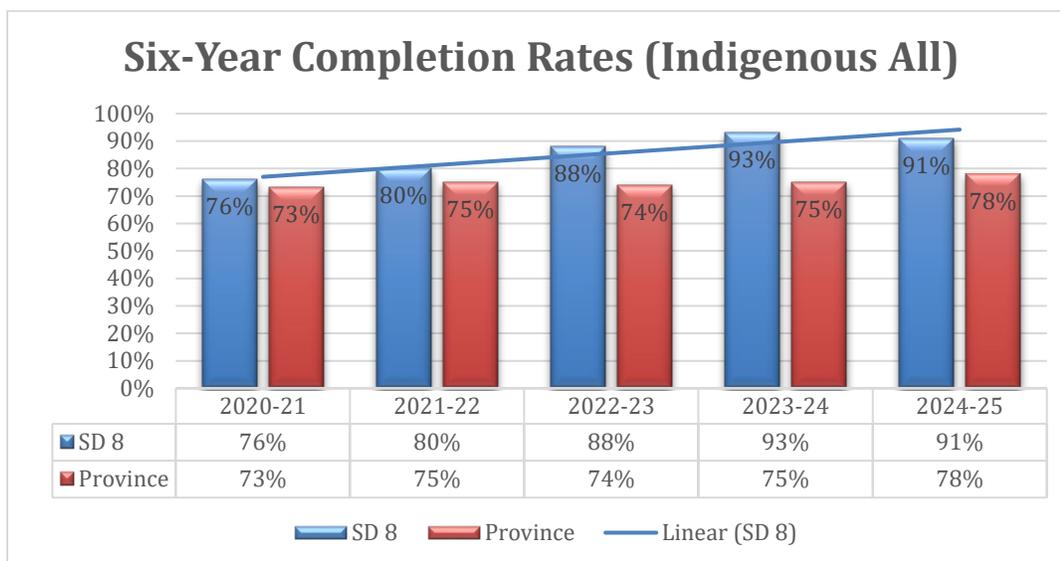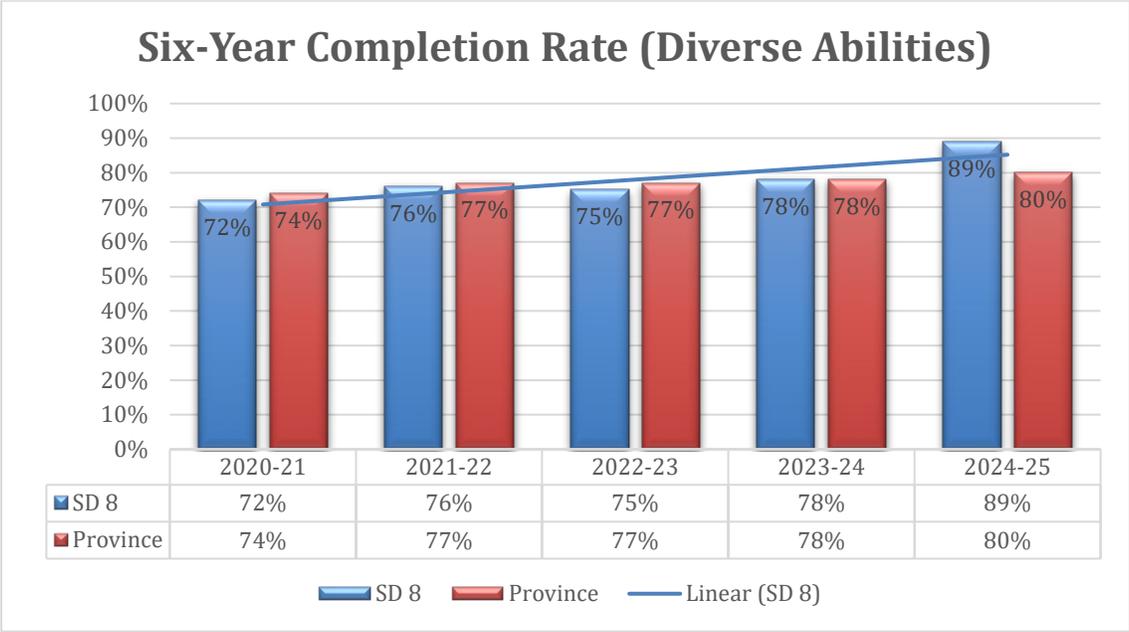|	2020-21	2021-22	2022-23	2023-24	2024-25
SD 8	67%	77%	81%	89%	82%
Provincial	64%	65%	64%	65%	66%

SD 8   Provincial   Linear (SD 8)
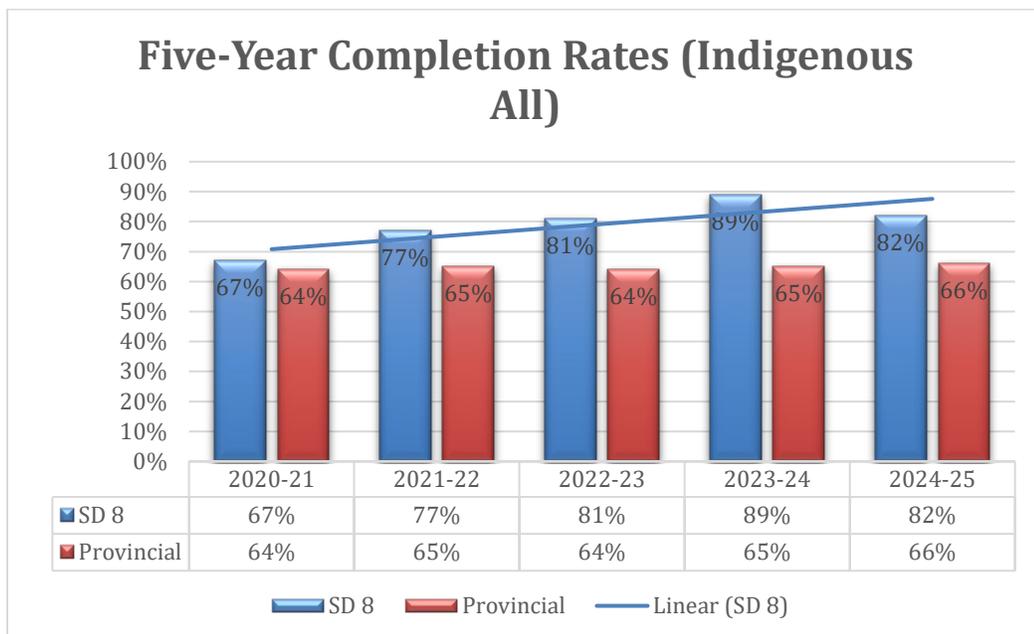
The 2024-2025 Five-Year Completion Rates (Indigenous) for SD8 in comparison with the Province indicate:

- SD8's five-year completion rate has averaged 84% in the last three years
- SD8 has consistently outperformed the province every year
- The five-year completion rate for the province has averaged 65% in the last three years

It is expected the trendline for SD8 will continue to rise in the coming years as indicated by the linear trendline.

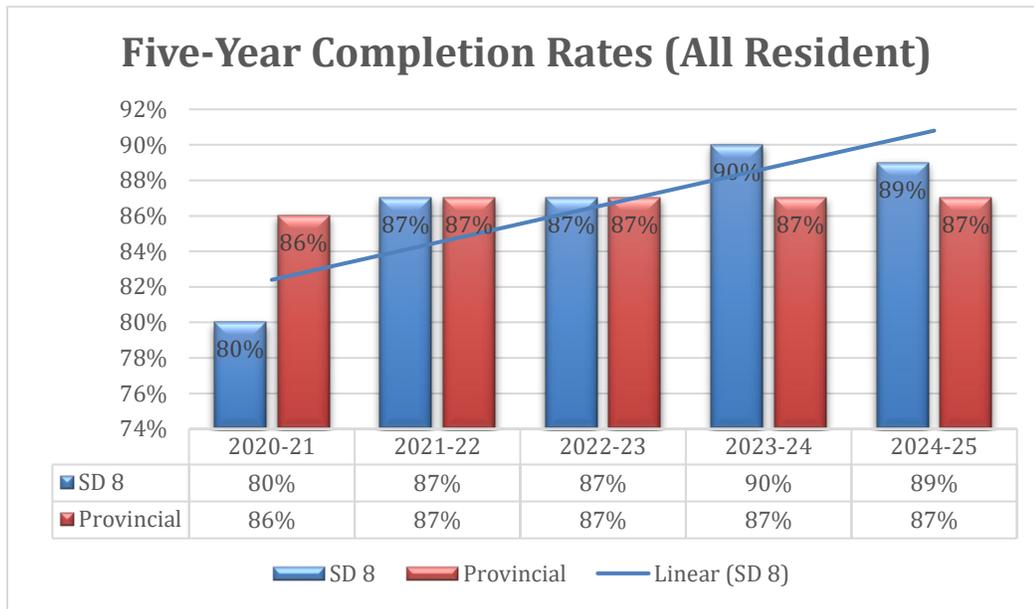2024-2025 Five-Year Completion Rates – SD8 and Province (Diverse Abilities)

Five-Year Completion Rates (Diverse Abilities)

	2020-21	2021-22	2022-23	2023-24	2024-25
SD 8	60%	73%	72%	77%	80%
Provincial	64%	68%	68%	68%	71%

SD 8   Provincial   Linear (SD 8)
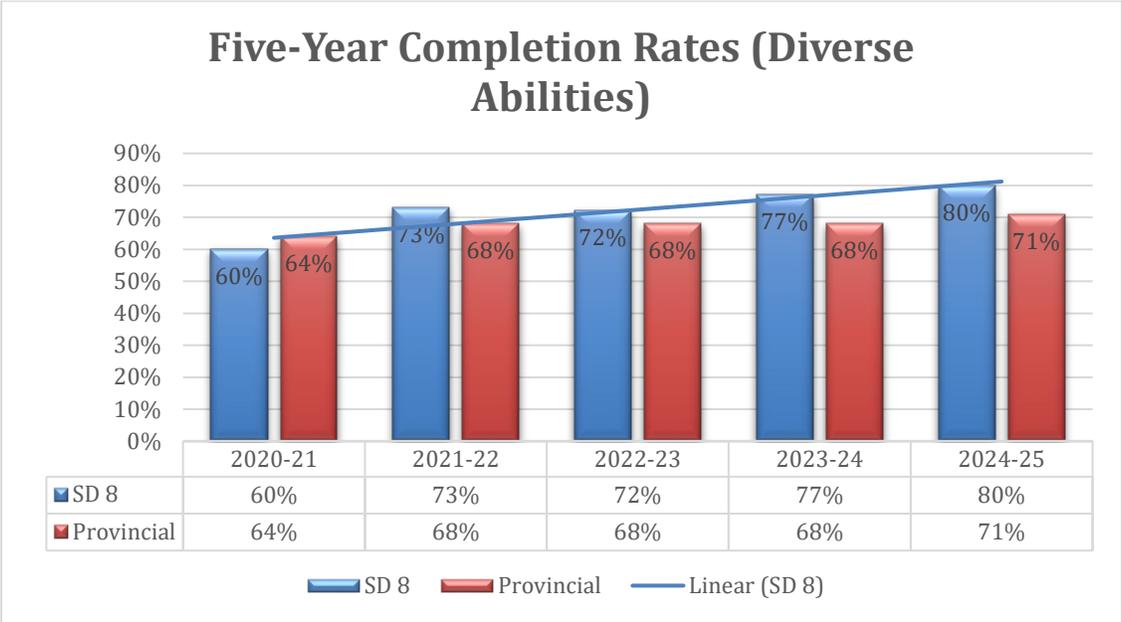
The 2024-2025 Five-Year Completion Rates (Diverse Abilities) for SD8 in comparison with the Province indicate:

- SD8's overall five-year completion rate has shown an overall improvement, with the best outcome in 2024-2025 at 80%
- The province's five-year completion rate has also improved, to 71% last year
- SD8's five-year completion rate (diverse abilities) has improved by 20% since 2020-21

It is expected the trendline for SD8 will continue to rise in the coming years as indicated by the linear trendline.

Summary

A five-year comparison from 2020-2021 to 2024-2025 continues to demonstrate an upward trend in completion rates for all students, Indigenous students, and students with diverse abilities.

SD8's commitment to continuous improvement in academic success for all students requires an ongoing analysis of school district and provincial completion and graduation rates as one measure of student success.

SD8's efforts to improve graduation rates and completion rates continue to focus on the following strategies, structures and supports:

- Each secondary school develops a [three-year graduation plan](#) for each student that is updated and reviewed twice annually by the school and district academic review team. The [graduation program](#) sets the requirements to exit the K-12 education system and ensures students are graduating with the knowledge, competencies, and skills they will need to transition successfully into higher education, training or the workforce.
- Bi-Annual district academic reviews for graduation success in partnership with secondary schools
- Collaboration and partnerships are supported with local colleges for dual credit programs and bridging strategies (Academic Upgrading, University Transfers, Dogwood Completion).
- Continued focus on developing [Trades Training Programs](#) and [Dual Credit Programs](#).
- Individualized supports for Indigenous students, including support from Aboriginal Success Teachers, Educational Assistants and/or Aboriginal Youth and Family Worker Liaisons.
- Wrap-around District Based Team that meets monthly with school staff to provide additional supports for individual students with diverse needs to support graduation.
- Improved and expanded scholarship opportunities.

Completion rates serve as valuable indicators of success for SD8. An analysis of results over the past five years reveals a positive trend in overall five and six-year completion rates for students within SD8. However, the completion rates for Indigenous students and students with diverse abilities will continue to remain a focus to close the achievement gap. To foster continued enhancement in graduation and completion rates, SD8 is committed to maintaining a robust focus on the support of foundational skills and core competencies across all grade levels.

School District 8 Kootenay Lake

FROM: Cathy MacArthur, Secretary-Treasurer

DATE: March 10, 2026

SUBJECT: 2026-2027 Trustee Remuneration

For Information

Introduction

This memorandum covers the annual adjustments to trustee remuneration.

Background

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

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

Information

The change in the BC CPI between December 31, 2024 and December 31, 2025 is 1.7%, which is based on the following December 31 BC CPI indexes:

British Columbia Consumer Price Index	Index – Year over Year Increase
December 31, 2024	156.1
December 31, 2025	158.7

A 1.7% increase will result in the following changes to remuneration:

	2025-2026 Remuneration	2026-2027 Remuneration
Chair	$ 25,079	$ 25,505
Vice-Chair	$ 22,713	$ 23,099
Trustee	$ 21,728	$ 22,097

The adjustment to remuneration will be effective July 1, 2026 in accordance with Policy 131: Trustee Indemnity.

Memorandum to the Board of Education
Public

FROM:	Cathy MacArthur, Secretary-Treasurer
DATE:	March 10, 2026
SUBJECT:	2025-2026 Information Technology Annual Report

For Information

Introduction

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

Information

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

School District 8 Kootenay Lake

Information Technology Annual Report

— 2025–2026 —

Prepared and Submitted on March 2026

Table of Contents

Introduction

School District No. 8 (Kootenay Lake) is dedicated to implementing the district's mission, "We inspire and support each learner to thrive in a caring learning environment," by ensuring equity and accessibility to each school district community. The Information Technology Department serves as a foundational pillar in achieving this vision by delivering secure, reliable, and forward-looking digital infrastructure that supports both instructional and operational excellence.

Technology within the district is no longer viewed solely as infrastructure, but as an integrated part of teaching, learning, communication, and organizational effectiveness. From classroom connectivity and cloud services to cybersecurity and enterprise systems, IT underpins the district's ability to operate efficiently and adapt to an evolving digital landscape.

The Information Technology Department operates centrally from Nelson and provides comprehensive services across all district locations.

During the 2025–2026 school year, the department continued its transition from foundational modernization toward optimization by strengthening leadership, enhancing security, improving service processes, and aligning technology planning with district priorities.

Overview

Technology plays a key role in how students learn, how staff work, and how the district operates. During the 2025–2026 school year, the Information Technology Department focused on keeping technology reliable, safe, and available to all schools, while using district resources responsibly.

Operational Objectives

- Student-Centred Digital Equity and Learning Enablement
- Technology management and Service Delivery
- Cybersecurity and Risk Management
- Infrastructure Resilience and Continuity
- Sustainable Technology Investment and Lifecycle Management

IT Roles

Information Technology plays a critical role in the operation of the entire district. While the IT department is often associated with devices and help desk support, its responsibilities extend far beyond equipment preparation. The department sustains the digital infrastructure that enables Human Resources, Finance, Operations, school administration, and instructional teams to function efficiently, securely, and reliably. Payroll systems, purchasing platforms, student information services, reporting tools, identity management, file sharing, cybersecurity protections, and cloud environments all depend on continuous IT oversight.
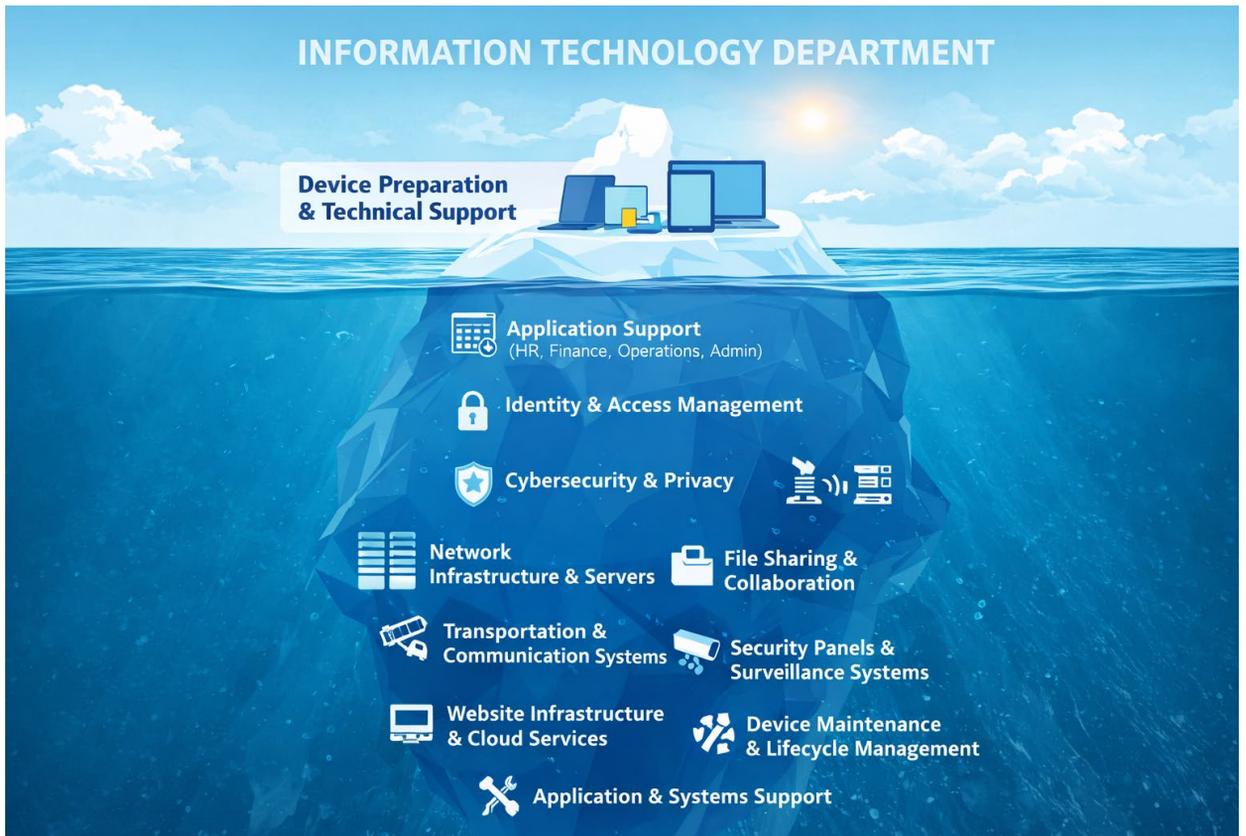
The scale of this environment is substantial. District infrastructure includes approximately half a million miles of structured cabling, supports an average of 25,000 wireless connections daily, manages more than 152 terabytes of cloud-based data and 65 Terabytes of On-Premises data, and maintains over 6,000 active user accounts and 500 managed Microsoft groups. Servers, website platforms, network cores, firewalls, and access controls require constant monitoring and lifecycle management to maintain performance and security standards.
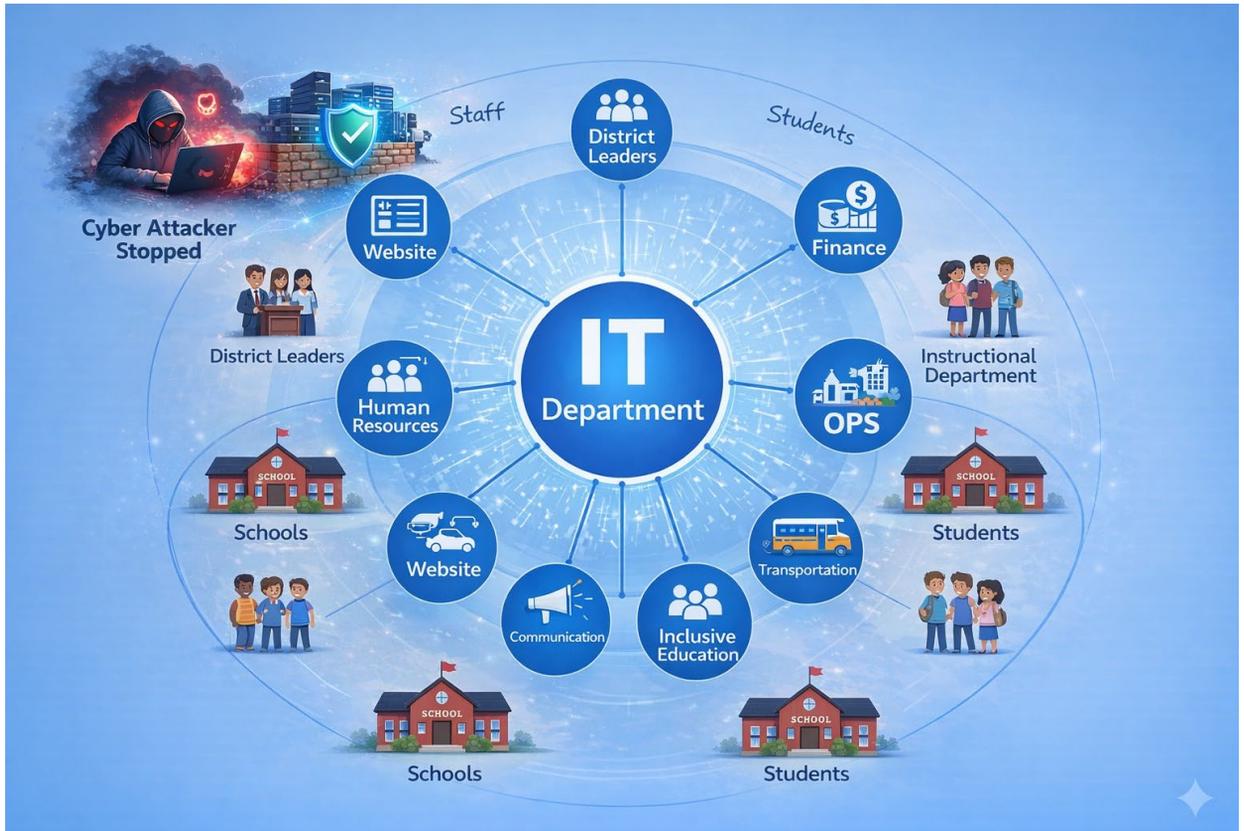
At the same time, the department manages significant daily operational demand. Thousands of service requests are addressed annually, including troubleshooting classroom technology, repairing student and staff devices, maintaining cameras and alarm panels, supporting transportation communication systems, resolving connectivity issues, and responding to urgent incidents across sites.

IT operates on two levels simultaneously: sustaining the district's digital backbone while delivering responsive, hands-on technical support every day. Much of this work occurs behind the scenes, yet it is essential to ensuring that schools remain connected, secure, and fully operational in support of student learning.

District Technology Asset Overview

A summary of the district's core technology systems, devices, infrastructure, and services that support teaching, operations, safety, and communications across all schools and sites.

1. Classroom & Learning Technology

SD8 Devices

Student devices form the foundation of digital learning across the district. Currently, the district supports around 4000 devices and around 2000 Computer Peripherals. These devices provide students and staff with consistent access to online resources, collaboration tools, curriculum applications, and instructional platforms, ensuring equitable and reliable access to technology in support of teaching and learning.

	iPad	Chromebook	Laptop	Desktop / Lab Computer	Staff Laptop	Total No.
Elementary	502	611	3	0	- -	1116
Middle/ Secondary	119	817	794	209	- -	1939
TOTAL	621	1428	797	209	713	3786

Teaching & Presentation Systems

Teaching and Presentation Systems include the classroom technologies that support direct instruction and enhance engagement. This encompasses projectors, interactive displays, document cameras, audio systems, and related equipment that enable educators to deliver lessons clearly and effectively.

These systems ensure consistent instructional capability across schools while supporting evolving teaching practices and digital integration in the classroom.

	Projector	Wireless HDMI Extender	Smart Panel	Document Camera	Monitor	Device Cart
Total Number	382	100	20	202	264	233

Educational Software & Enterprise Platforms

Educational Software and Learning Platforms provide the digital foundation for both classroom instruction and district operations. Instructional tools such as Microsoft 365 (Teams, OneDrive, SharePoint), Adobe, Zoom, and curriculum-based applications support collaboration, assessment, communication, and student engagement across all schools. At the same time, enterprise systems including MyEducation BC (MyEd) and SDS for student data and reporting, Clevr for HR workflows, Traversa for transportation management, Follett Destiny for library services, financial systems for budgeting and purchasing, and Snipe-IT for asset tracking support the daily functions of HR, Finance, Operations, Transportation, Libraries, and school administration.

Together, these platforms require structured administration and support, role-based access control, cybersecurity oversight, and privacy compliance to ensure secure, reliable, and equitable service delivery district-wide.

	Chrome OS	iPad OS	Enterprise system	Windows Application	Staff Windows Application
Total Number	11	507	50	87	106
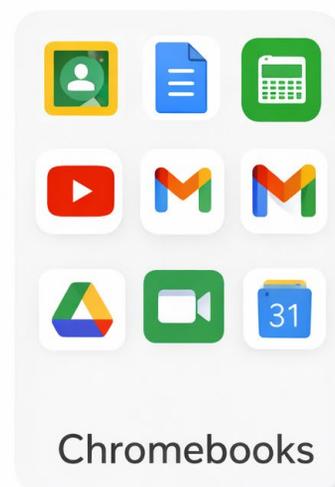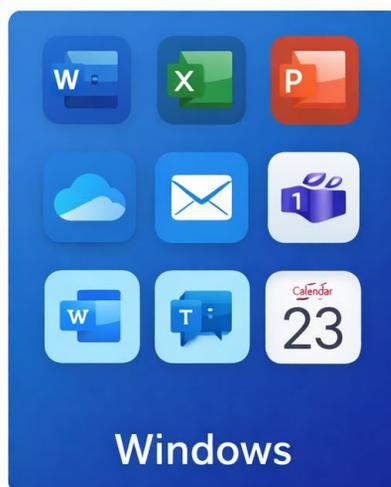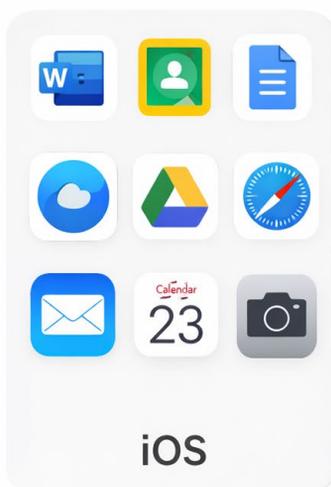
2. Network Infrastructure

Network Infrastructure forms the backbone of the district's digital environment, providing secure and reliable connectivity across all schools and administrative sites. This includes core switching, wireless networks, internet connectivity, and perimeter security systems that enable access to digital learning tools, cloud services, and enterprise applications.

A resilient and well-managed network ensures consistent performance, supports increasing bandwidth demands, and protects district systems through layered security controls.

	Layer 3 switch	Layer 2 switch	Wireless Access Points	Network Rack
Total Number	31	125	407	57
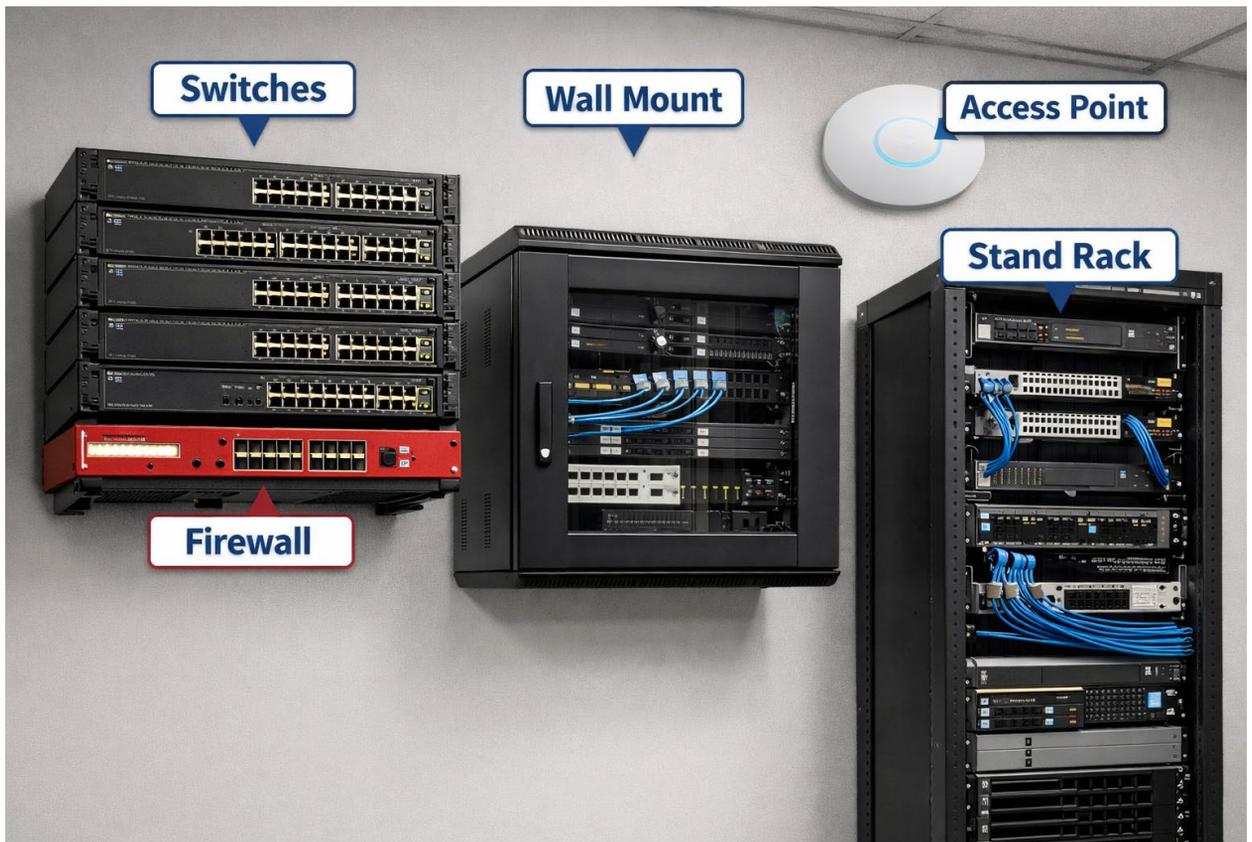
3. Security & Life-Safety Systems

Security and Life-Safety Systems support the physical safety and emergency preparedness of schools and district facilities. This includes video surveillance systems, alarm panels, public address systems, emergency communication tools, and related monitoring infrastructure.

These systems are designed to enhance situational awareness, support rapid response during emergencies, and ensure a secure learning and working environment across all sites.

	CCTV Camera	Public Address (PA) System	Amplifier	Speaker	UPS
Total Number	63	25	39	720	33

CCTV   PA System   Amplifiers & Speakers   UPS

4. Transportation Technology

Transportation Technology supports the safe and efficient operation of the district's school bus fleet. This includes radio communication systems, on-board surveillance cameras, student rider monitoring systems, and transportation management software that enhance coordination, safety oversight, and operational accountability.

These systems help ensure reliable student transportation while strengthening communication, monitoring, and emergency response capabilities.

	Bus VHF	Frequencies Supported	Bus Surveillance Camera	DVR recording unit	Radio channel	Student Bus Pass
Total Number	69	3	241	52	20	2300

Bus Radio System   **Bus CCTV**   **Student Bus Pass**   **Radio Station for Schools**

5. Print & Document Services

Print and Document Services provide secure and reliable printing, copying, and document management capabilities across all district sites. This includes multi-function devices, network printers, and centralized print management systems that support both instructional and administrative needs. In addition to standard office printing, the district also supports specialized equipment such as 3D printers, laser cutters, CNC machines, and other fabrication technologies used in innovation labs and technical education programs. These services are managed to ensure cost efficiency, sustainability, secure access, and consistent service standards across schools and offices.

	Multi-Function Copier	Printer	ID Card Printer	Special Printer
Total Number	62	28	3	20

6. Communications & Public Information

Communications and public information systems support the district's ability to share timely, accurate information with families, staff, and the broader community. This includes the district website, mass notification platforms, and digital communication tools used for operational updates and emergency messaging.

These systems ensure consistent public engagement, transparent communication, and reliable information delivery across all schools and departments.

	VoIP Phone	Emergency Landline Phone	Cell Phone Supporting	Garmin satellite phone
Total Number	648	28	94	5

Wall-Mount Emergency Red Phone

VoiP Phone

Garmin Satellite Phone

7. Security Systems and Access Control

The district maintains integrated security alarm panels across school sites to support life-safety compliance, intrusion detection, and emergency response. Security panels monitor building access points, intrusion zones, and system alerts.

In addition to system monitoring, the IT department manages user access, security codes, and FOB credentials, ensuring appropriate role-based permissions and access control across facilities. Regular system maintenance, testing, and upgrades are conducted to maintain reliability, strengthen integration with other safety technologies, and enhance overall emergency preparedness throughout the district.

	Security Panels	PIRs (Motion Detectors)	Door Contacts	Flood Detector	Active Users	Active Fobs
Total Number	30	644	150	8	1000	200

What IT Achieved in 2025-2026

During the 2025–2026 school year, the Information Technology Department continued strengthening district-wide infrastructure, security, service delivery, and sustainability.

Service & Operational Performance

- Resolved approximately 7,726 IT service tickets (9% increase from the previous year)
- Reduced average service response time by 11%
- Conducted scheduled on-site visits to all schools at least once per month
- Implemented structured service prioritization categories (Urgent, High, Medium, Low)

Systems Automation & Integration

- Implemented automated student account provisioning
- Automated secure data integrations with third-party systems, including Clevr, Traversa, SchoolMessenger, and SafeSchools

Infrastructure & Network Improvements

- Installed 5 new wireless access points
- Upgraded 407 access points and 156 switches to current firmware versions
- Deployed 30 new Layer 3 switches across most district sites
- Centralized school site servers to improve management and resiliency
- Upgraded firewall devices and security roles
- Deployed Network Access Control (PacketFence) to enhance network security and monitoring

Power & Resiliency

- Installed 6 new UPS units
- Replaced 10 UPS batteries to improve outage resilience

Classroom Technology Enhancements

- Installed 30 new projectors
- Installed 20 document cameras
- Replaced 28 classroom display screens

Transportation Technology

- Installed 6 new bus radio systems
- Installed 6 new bus video recording devices
- Updated 52 existing bus camera systems

Asset Management & Standardization

- Deployed Snipe-IT inventory management system to centralize device and asset tracking
- Maintained consistent technology standards across all schools

Equity & Safety Enhancements

- Redistributed devices to respond to enrolment and classroom needs
- Supported accessibility and assistive technology requirements
- Installed emergency landline phones across the district
- Upgraded security panels in schools to improve physical security response

Device Lifecycle & Sustainability

- Distributed 480 new devices (375 Chromebooks and 105 iPads)
- Performed software and hardware repairs on approximately 1,500 devices
- Recycled approximately 1,000 devices

Equivalent to:

77,000 lbs of coal burned

170,000 miles driven

8,000 gallons of gasoline

Annual carbon absorption of approximately **3,200 trees**
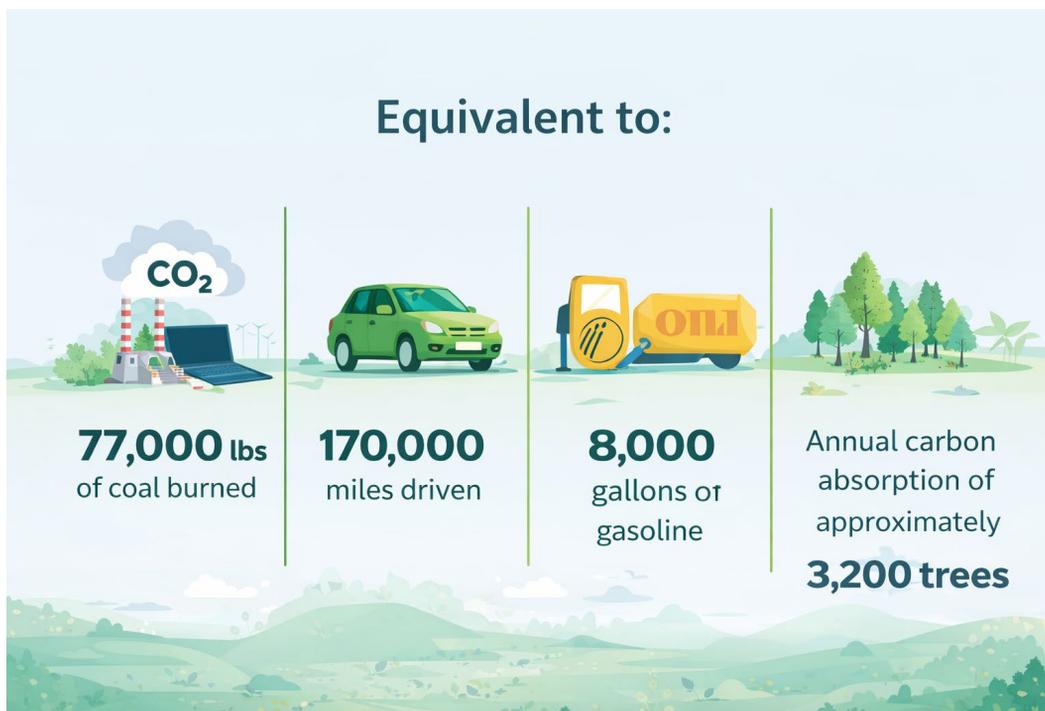
Plan for 2026-2027

Device Lifecycle & Infrastructure Renewal

- Replace approximately 10% of district devices annually (450 devices per year) through a structured lifecycle program
- Integrate responsible recycling practices to support sustainability

Application & Privacy

- Conduct annual review of instructional and administrative applications
- Implement formal summer approval cycle for new software
- Review staff-level access and role-based permissions
- Conduct Privacy Impact Assessments (PIA) for applicable systems and vendors

Security & Safety Enhancements

- Expand CCTV coverage (MSS and minimum one system per elementary site)
- Continue phased upgrade of security panels and life-safety integrations
- Continue deployment of emergency landline phones across district sites

Service Improvement & Operational Efficiency

- Reduce average IT response time by an additional 10%
- Strengthen service tracking and performance reporting

Network & Connectivity Improvements

- Increase internet bandwidth capacity for Creston schools
- Continue WAN optimization and redundancy improvements
- Install 25 additional UPS units and replace 33 batteries at the site and network rack levels to enhance outage resiliency

Transportation & Emergency Communications

- Centralize Creston bus radio oversight in Nelson
- Ensure supervisory coverage for transportation communications during emergencies

Plan for 2027-2028

Digital Identity & Automation

- Implement automated identity provisioning integrated with HR and Finance systems to streamline onboarding, role changes, and offboarding
- Automate account creation, group assignments, licensing, and access controls
- Expand digital workflow automation across departments

AI-Enabled Service Management

- Implement an AI-assisted Help Desk ticketing system for automated triage, knowledge suggestions, and self-service support
- Improve response efficiency and reduce resolution time through intelligent routing and automation
- Target an additional 15% reduction in overall service response times

Infrastructure Modernization

- Continue phased network hardware refresh and lifecycle renewal
- Expand high-availability and redundancy across critical systems
- Further centralize infrastructure and shared services where operationally feasible
- Evaluate next-stage firewall and perimeter security enhancements

Advanced Cybersecurity Enhancements

- Expand multi-factor authentication coverage
- Strengthen security monitoring and incident response capabilities
- Conduct district-wide cybersecurity awareness initiatives

Data Governance & Digital Transformation

- Develop centralized operational dashboards for improved reporting and decision-making
- Strengthen data classification, retention, and documentation practices
- Advance paperless processes within HR and Finance to improve efficiency and reduce administrative overhead

Business Continuity & Resilience

- Conduct formal disaster recovery testing
- Enhance backup validation processes
- Improve power redundancy and resiliency at critical sites

Innovation & Student Technology Investment

- Invest in emerging instructional technologies that enhance student learning
- Pilot new digital tools and platforms aligned with curriculum needs
- Continue strategic modernization of classroom technology environments

Information Technology

School District 8
Kootenay Lake

Memorandum to the Board of Education
Public

School District 8
Kootenay Lake

FROM:	Cathy MacArthur, Secretary-Treasurer
DATE:	March 10, 2026
SUBJECT:	2026-2027 Enrolment Projections and Projected Revenue

For Information

Introduction

This memorandum provides an overview of enrolment projections and the associated funding implications for the 2026–2027 school year.

Background

Enrolment projections are submitted annually to the Ministry of Education and Child Care no later than February 15. These projections form the basis for the Ministry's preliminary funding estimates.

Information

Operating Grant
Based on current 2025–2026 per-student FTE funding rates, School District No. 8 (Kootenay Lake) is projecting a decrease of $928,540 in the 2026–2027 operating grant, as outlined below:

Components of Operating Grant	Projected 2025-2027	Actual 2025-2026	Projected Increase (Decrease)
Basic Enrolment Based Funding	40,148,810	41,131,987	(983,177)
Enrolment Based Funding (February)	441,030	435,275	5,755
Enrolment Based Funding (May)	332,454	332,454	-
Enrolment Decline Funding	283,161	50,112	233,049
Subtotal Based on Enrolments	**41,205,455**	**41,949,828**	**(744,373)**
Unique Student Needs	7,191,507	7,549,092	(357,585)
Salary Differential	1,747,966	1,747,966	-
Unique Geographic Factors	11,807,203	11,807,203	-
Protection Funding	173,418	-	173,418
Curriculum Learning Support Fund	42,083	42,083	-
Total	**62,167,632**	**63,096,172**	**(928,540)**

For 2026–2027, the District is estimating enrolment of 4,199 Regular K–12 School FTEs, 15 Alternate School FTEs, and 295 Online Learning FTEs. This represents a total projected decline of 109 student FTEs (2.4%). These declines are expected to result in a reduction of approximately $983,000 in operating grant funding.

The Enrolment Decline Funding is triggered when school-age student FTE declines exceed 1%, with additional funding provided on the portion above this threshold. Based on projected 2026-2027 enrolments, the District anticipates receiving approximately $233,000 in Enrolment Decline Funding.

Projected changes in students with unique needs and the corresponding impact on funding are summarized below:

Type of Learner	Student Headcount Increase (Decrease)	Projected Increase (Decrease) in Block Funding
Unique Student Needs - Level 1	(1)	(51,300)
Unique Student Needs - Level 2	(9)	(219,060)
Unique Student Needs - Level 3	(2)	(24,600)
English Language Learners	1	1,815
Indigenous Education	(36)	(64,440)
Subtotal Based on Enrolments	**(47)**	**(357,585)**

The Funding Protection ensures districts do not experience funding declines exceeding 1.5% year-over-year. While the District did not qualify for Funding Protection in 2025–2026, it is projected to receive $173,000 under this supplement for 2026–2027.

The Ministry of Education and Child Care will release its preliminary enrolment-based funding calculations by March 15, 2026. These calculations will determine the funding amounts to be incorporated into the District's Initial 2026–2027 Annual Budget.

Budget Survey
A public survey regarding the 2026–2027 budget will be posted on the SD8 Public Engagement site on March 11, 2026. Community members are invited to review the District's strategic priorities and provide input on areas of focus. Feedback will be considered in the development of the draft 2026–2027 budget.

Memorandum to the Board of Education
PUBLIC

FROM: Cathy MacArthur, Secretary-Treasurer

DATE: March 10,2026

SUBJECT: Quarterly Capital Update – Spring 2026

For Information

Introduction

This memorandum outlines progress on capital projects under the Board's Capital Operations Plan.

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.

- Central – Window Replacement
  The project involves replacing all windows and has started. It is expected to be completed in mid March.

- 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.

- Crawford Bay – Lighting Controls
  The lighting control system is beyond its lifecycle and obsolete. Operations is currently researching a replacement system and operating some areas manually for now.

- Hume Elementary – HVAC Upgrade
  The HVAC system is well beyond its lifecycle. Design for a new system is currently underway and some components will be purchased under phase I.

- Jewett Elementary – Firesmart
  Selected falling and clean up work continues.

- J.V. Humphries – LED Lighting Upgrade
  The lighting upgrade is currently in the design phase and is intended to be complete this year pending funding.

- <u>Mount Sentinel Secondary School</u> – Sprinkler Tree Relocation
  The design for this project is almost complete. The district intends to get the new building enclosure completed this school year.

  <u>Mount Sentinel Secondary School</u> – Dust Collector Upgrade
  The dust collector is well beyond its useful lifecycle. The design is complete and the replacement unit and critical long lead items have been ordered. Replacement for the system will occur this summer.

- <u>Salmo Elementary School</u> – HVAC Upgrade
  The HVAC system is beyond its useful lifecycle. Design is underway to begin replacing the system this year.

- <u>Trafalgar Middle School</u> – 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 instructional hours and during school breaks. The first floor zone is operational.

- <u>District</u> - Charging Stations
  The second phase of the charging infrastructure is in progress. This phase includes fast chargers (120Kilowatts) in Creston and Nelson, as well as a charger in Kaslo and the Brent Kennedy bus depots. The chargers are now online.

- <u>Various Sites</u> – Window Film Pilot
  This pilot project is undergoing further research. The location will be changed to a more suitable site and include different products. This project will begin early spring.

Memorandum to the Board of Education
Public

FROM:	Trish Smillie, Superintendent
DATE:	March 10, 2026
SUBJECT:	Approve 2028 – 2029 School Calendars

For Approval

Introduction

This memorandum provides an overview of the 2028-2029 school calendars.

Information

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

The public consultation process is outlined as follows:

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

The District has met with the KLTF, CUPE, KLPVPA to develop the proposed 2028-2029 calendars. The proposed school calendars are similar to previous years' calendars in the placement of breaks and non-instructional days.

The anticipated placement of winter, spring break, and some of the non-instructional days is the similar to surrounding districts. It is the intention of surrounding districts to have similar calendars, although this is determined through a local consultation process and historically, SD8 is the first district to finalize their calendars.

The draft calendars have been posted for one month in our order to receive feedback. The feedback received is found in Appendix A.

In response to the feedback, the following points should be noted:
- Early dismissal days are provided for families to meet with teachers regarding student progress. This has been scheduled in a manner to not disrupt learning for students and provide opportunities to accommodate family schedules. These dates are scheduled in order to allow teachers to meet with families ahead of formal reporting timelines.

- Our district hosts a Powwow ahead of May long weekend and therefore adjusts non-instructional days to allow for this.

Recommendation

It is recommended that the Board approve the 2028-2029 school calendar.

Appendix A: Feedback on the 2028-2029 School Calendars

Early dismissal days present challenges to many family's for childcare and don't seem to really provide very much for educators. I think it would be more beneficial to have it as one half day twice a year or a whole day once a year rather than 4 early dismissal days. Even for families that do not require childcare an hour is not really long enough to accomplish anything useful and most children/families have regular plans at dismissal time so an hour in between means you play at school for a bit longer than usual, go home for longer than usual or you go home, but then very soon have to head to your regularly scheduled activity just as you were getting settled at home.

The hour early dismissal presents the most challenges to families with younger siblings that normally take an afternoon nap as this ends up being right at the time most 2-5 year olds take their nap. (The regular dismissal time of most of your elementary schools is already quite challenging for these families). The most common afternoon nap timing for preschoolers is somewhere between noon and 3 most often for 1.5-2.5 hours, so 1:30-2:30 is a very challenging time window for these children and parents.

In particular in September/October 2028 you have 4 out of 5 weeks in a row where parents may need to make alternate arrangements to their work schedules which seems like a lot.

It might be nicer for families to move one or all of those pro-d or early dismissal days to Dec 22 as the way the stats fall there is very little time before Christmas.

It is a similar case in April 2029 as there is only one week in the whole month with 5 days of instruction. For families that work during the school day this is a lot of alternate arrangements needing to be made week after week.

Additionally, the pro-d day you always schedule in May that is a week after Victoria Day would be a lot more convenient to have as the Friday or Tuesday attached to the long weekend. Many families travel around this time of year as the weather is finally starting to improve. SD 20 and St Joseph school always schedule the Friday attached to the long weekend and many families have friends or family located in these nearby schools that like to connect.

School District 8 Kootenay Lake

2028 - 2029
GENERAL SCHOOL CALENDAR

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

*schools closed
**school not in session - staff only in attendance

September	4	Labour Day (Statutory Holiday)
September	5	First Day of School (Dismiss 3-hours early)
September	22	School Planning Day
September	30	National Day for Truth & Reconciliation (Stat Holiday)
October	2	Closed for September 30 Statutory Holiday
October	9	Thanksgiving Day (Statutory Holiday)
October	18	Early Dismissal Day (1 hour early)
October	19	Early Dismissal Day (1 hour early)
October	20	PSA Day (Provincial Specialist Assoc.) Pro-D Day
November	13	Closed for November 11 Statutory Holiday
December	22	Last day of school before winter vacation
December	25	Winter Vacation Begins
December	25	Christmas Day (Statutory Holiday)
December	26	Boxing Day (Statutory Holiday
January	1	New Year's Day (Statutory Holiday)
January	8	Schools Re-Open
January	15	District Pro-D Day
February	16	School-Based Pro-D Day
February	19	Family Day (Statutory Holiday)
March	16	Last day of school before spring break
March	19-23	Spring Break
March	26-30	School Closure Week
March	30	Good Friday (Statutory Holiday)
April	2	Easter Monday (Statutory Holiday)
April	3	Schools Re-Open
April	13	District Pro-D Day
April	25	Early Dismissal Day (1 hour early)
April	26	Early Dismissal Day (1 hour early)
May	21	Victoria Day (Statutory Holiday)
May	28	School-Based Pro-D Day
June	26	Last Day of Classes (Dismiss 3-hours early)
June	27	Administrative Day
June	28	School Closed for Summer Vacation

Days of Instruction	179
Non-Instructional Days	6
Administrative Day	1
Total Days in Session	186

JULY 2028

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

AUGUST 2028

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

SEPTEMBER 2028 (18)

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

OCTOBER 2028 (19)

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

NOVEMBER 2028 (21)

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

DECEMBER 2028 (16)

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

JANUARY 2029 (17)

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

FEBRUARY 2029 (18)

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

MARCH 2029 (12)

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

APRIL 2029 (19)

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

MAY 2029 (21)

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

JUNE 2029 (18)

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

FOR APPROVAL

School District 8 Kootenay Lake

2028 - 2029
ONLINE LEARNING CALENDAR

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

*schools closed

**school not in session - staff only in attendance

Month	Day	Description
July	1	Canada Day (Statutory Holiday)
August	7	B.C. Day (Statutory Holiday)
September	4	Labour Day (Statutory Holiday)
September	22	School Planning Day
September	30	National Day for Truth & Reconciliation (Stat)
October	2	Closed for September 30 Statutory Holiday
October	9	Thanksgiving Day (Statutory Holiday)
October	27	PSA Day (Provincial Specialist Assoc.) Pro-D Day
November	13	Closed for November 11 Statutory Holiday
December	22	Last day of school before winter vacation
December	25	Winter Vacation Begins
December	25	Christmas Day (Statutory Holiday)
December	26	Boxing Day (Statutory Holiday)
January	1	New Year's Day (Statutory Holiday)
January	8	School Re-opens
January	15	District Pro-D Day
February	16	School-Based Pro-D Day
February	19	Family Day (Statutory Holiday)
March	16	Last day of school before spring break
March	19-23	Spring Break
March	26-30	School Closure Week
March	30	Good Friday (Statutory Holiday)
April	2	Easter Monday (Statutory Holiday)
April	13	District Pro-D Day
May	21	Victoria Day (Statutory Holiday)
May	28	School Based Pro-D Day
June	27	Administrative Day

Days of Instruction	223
Non-Instructional Days	6
Administrative Day	1
Total Days in Session	230

JULY 2028 (21)

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

AUGUST 2028 (22)

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

SEPTEMBER 2028 (19)

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

OCTOBER 2028 (19)

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

NOVEMBER 2028 (21)

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

DECEMBER 2028 (16)

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

JANUARY 2029 (17)

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

FEBRUARY 2029 (18)

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

MARCH 2029 (12)

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

APRIL 2029 (19)

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

MAY 2029 (21)

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

JUNE 2029 (20)

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

FOR APPROVAL

School District 8 Kootenay Lake

2028 - 2029
WILDFLOWER SCHOOL CALENDAR

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

*schools closed
**school not in session - staff only in attendance

Month	Day	Event
September	4	Labour Day (Statutory Holiday)
September	5	First Day of School (Dismiss 3-hours early)
September	22	School Planning Day
September	30	National Day for Truth and Reconciliation (Stat)
October	2	Closed for September 30 Statutory Holiday
October	9	Thanksgiving Day (Statutory Holiday)
October	27	PSA Day (Provincial Specialist Assoc.) Pro-D Day
November	13	Closed for November 11 Statutory Holiday
December	15	Last day of school before winter vacation
December	18	Winter Vacation begins
December	25	Christmas Day (Statutory Holiday)
December	26	Boxing Day (Statutory Holiday)
January	1	New Year's Day (Statutory Holiday)
January	8	Schools Re-Open
January	15	District Pro-D Day
February	16	School-Based Pro-D Day
February	19	Family Day (Statutory Holiday)
March	16	Last day of school before spring break
March	19-23	Spring Break
March	26-30	School Closure Week
March	30	Good Friday (Statutory Holiday)
April	2	Easter Monday (Statutory Holiday)
April	3	Schools Re-Open
April	13	District Pro-D Day
May	21	Victoria Day (Statutory Holiday)
May	28	School-Based Pro-D Day
June	18	Last Day of Classes (Dismiss 3-hours early)
June	19	Administrative Day
June	20	School Closed for Summer Vacation

Days of Instruction	168
Non-Instructional Days	6
Administrative Day	1
Total Days in Session	175

JULY 2028
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST 2028
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER 2028 (18)
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER 2028 (19)
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2028 (21)
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER 2028 (11)
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY 2029 (17)
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2029 (18)
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH 2029 (12)
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL 2029 (19)
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY 2029 (21)
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE 2029 (12)
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

POLICY 610: Financial Planning and Reporting

The Board establishes strategic priorities that enhance student educational outcomes. The Board aligns funding and resources to those strategic priorities, engaging in multi-year financial planning, crucial for the effective operation of the school district and provision of quality educational programs and learning environments for students and staff. This policy responds to the Ministry of Education and Child Care requirement for financial planning, as stipulated within Ministry policies.

The Board will develop, implement and provide to the Ministry of Education and Child Care a financial plan spanning three years. This financial plan will outline financial strategies to address long-term financial goals, including how funding and resources will be used to support the strategic plans and operational needs of the district. Prominent among these strategic plans and operational needs will be enhancing student educational outcomes.

The Board represents the community and will be open and transparent on the resource allocations, along with seeking community input on those allocations. To support meaningful engagement and promote transparency, materials and reports will be developed in a manner that will enhance readers' understanding of the school district's financial position and changes to its financial position.

1. Financial Plan Principles

    1.1   The Board commits to developing the financial plan in a consultative and open manner with appropriate engagement of schools, staff, Indigenous Education Council and education partner groups.

    1.2   The Board will establish an engagement process to receive input from staff, Indigenous Education Council, education partner groups and the community on the strategic priorities, resource priorities and allocation options as outlined in the Timeline and Engagement Opportunities for Financial Planning and Reporting.

    1.3   When developing the financial plan, the Board will become familiar with and ensure that information and engagement opportunities are provided throughout the process. Specific dates and times will be published about key opportunities for staff, Indigenous Education Council, education partner groups, and the community to receive information, provide input and raise questions.

    1.4   The Board will align to s. 87.001(1) of the School Act, to ensure that the Indigenous Education Council advises on grants provided under the School Act in relation to Indigenous students and approve plans, spending and reporting of targeted grants related to Indigenous students.

Related Legislation: Budget Transparency and Accountability Act [RSBC 2000]
Related Contract Article: Nil
Adopted: October 9, 2001
Amended: October 9, 2018
Amended: June 25, 2019
Reviewed: November 10, 2020

Page 1 of 1

1.5 Throughout the fiscal year, management will provide regular financial reporting. This financial reporting will compare actual and forecasted expenditures to the budget plan and progress to the achievement of the operational plans.

1.6 Management will produce a Financial Statement Discussion and Analysis report to assist readers in understanding the financial position, financial performance and cash flows presented in the financial statements. This report is one element of the robust annual school district financial reporting framework established by the Ministry of Education to address the reporting requirements, as specified in the School Act and to align with the Budget Transparency and Accountability Act.

1.7 The Board will amend the budget plan as conditions change and will formally approve an annual budget plan by June 30 and amended budget plan by February 28.

1.8 Annually, management will report on the alignment of resources with strategic goals.

1.9 The Board will report annually to the Indigenous Education Council, education partner groups, and the community on the progress towards meeting Board objectives as outlined in the Financial Plan.

1.10 The Board will evaluate the financial and budget planning processes on an annual basis, identifying lessons learned and revisions for future consideration.

Timeline and Engagement Opportunities for Financial Planning and Reporting

Date	Action Item	Consultation/Reporting
March	Budget Survey	Indigenous Education Council, education partners, posted publicly
April	Preliminary Draft Budget Consultation	Public Webinar, Operations and Finance Committee Meeting
May	Presentation of and approval of recommended Budget including Planned Readings 1, 2 and 3 of Budget Bylaw	Meeting of the Board Held in Public
June 30th	Ministry deadline for submission of annual budget	Submission to Ministry
February	Adoption of amended budget including planned readings 1, 2, and 3 of Budget Bylaw	Meeting of the Board Held in Public
February 28th	Ministry deadline for submission of amended budget	Submission to Ministry

Page 2 of 1

| September | Presentation and approval of audited financial statements and Financial Analysis and Discussion Report | Meeting of the Board Held in Public |
| September 30th | Ministry deadline for submission of Audited Financial Statements and Financial Analysis and Discussion Report | Submission to Ministry |

Signing Authority

The signing officers of the Board are responsible for approving certain documents, such as: budgets, amended budgets, bylaws, financial statements, and other financial reports.

The signing officers of the Board are:

1. Chair of the Board; or, in their absence,
2. Vice-Chair of the Board

POLICY 610: Fiscal Management

The Board of Education of School District No. 8 (Kootenay Lake) recognizes its responsibility to ensure that the School District's fiscal management complies with the requirements of the Ministry of Education and Public Sector Accounting Standards.

Further, the Board supports the Taxpayer Accountability Principles established by government that strengthen accountability, cost effectiveness, and commitment to operate in the best interest of taxpayers. These principles include:

- efficiency
- accountability
- appropriate compensation
- service
- respect
- integrity

Page 3 of 1

POLICY 610: Financial Planning and Reporting

The Board establishes strategic priorities that enhance student educational outcomes. The Board aligns funding and resources to those strategic priorities, engaging in multi-year financial planning, crucial for the effective operation of the school district and provision of quality educational programs and learning environments for students and staff. This policy responds to the Ministry of Education and Child Care requirement for financial planning, as stipulated within Ministry policies.

The Board will develop, implement and provide to the Ministry of Education and Child Care a financial plan spanning three years. This financial plan will outline financial strategies to address long-term financial goals, including how funding and resources will be used to support the strategic plans and operational needs of the district. Prominent among these strategic plans and operational needs will be enhancing student educational outcomes.

The Board represents the community and will be open and transparent on the resource allocations, along with seeking community input on those allocations. To support meaningful engagement and promote transparency, materials and reports will be developed in a manner that will enhance readers' understanding of the school district's financial position and changes to its financial position.

1. Financial Plan Principles

   1.1 The Board commits to developing the financial plan in a consultative and open manner with appropriate engagement of schools, staff, Indigenous Education Council and education partner groups.

   1.2 The Board will establish an engagement process to receive input from staff, Indigenous Education Council, education partner groups and the community on the strategic priorities, resource priorities and allocation options as outlined in the Timeline and Engagement Opportunities for Financial Planning and Reporting.

   1.3 When developing the financial plan, the Board will become familiar with and ensure that information and engagement opportunities are provided throughout the process. Specific dates and times will be published about key opportunities for staff, Indigenous Education Council, education partner groups, and the community to receive information, provide input and raise questions.

   1.4 The Board will align to s. 87.001(1) of the School Act, to ensure that the Indigenous Education Council advises on grants provided under the School Act in relation to Indigenous students and approve plans, spending and reporting of targeted grants related to Indigenous students.

1.5 Throughout the fiscal year, management will provide regular financial reporting. This financial reporting will compare actual and forecasted expenditures to the budget plan and progress to the achievement of the operational plans.

1.6 Management will produce a Financial Statement Discussion and Analysis report to assist readers in understanding the financial position, financial performance and cash flows presented in the financial statements. This report is one element of the robust annual school district financial reporting framework established by the Ministry of Education to address the reporting requirements, as specified in the School Act and to align with the Budget Transparency and Accountability Act.

1.7 The Board will amend the budget plan as conditions change and will formally approve an annual budget plan by June 30 and amended budget plan by February 28.

1.8 Annually, management will report on the alignment of resources with strategic goals.

1.9 The Board will report annually to the Indigenous Education Council, education partner groups, and the community on the progress towards meeting Board objectives as outlined in the Financial Plan.

1.10 The Board will evaluate the financial and budget planning processes on an annual basis, identifying lessons learned and revisions for future consideration.

Timeline and Engagement Opportunities for Financial Planning and Reporting

Date	Action Item	Consultation/Reporting
March	Budget Survey	Indigenous Education Council, education partners, posted publicly
April	Preliminary Draft Budget Consultation	Public Webinar, Operations and Finance Committee Meeting
May	Presentation of and approval of recommended Budget including Planned Readings 1, 2 and 3 of Budget Bylaw	Meeting of the Board Held in Public
June 30th	Ministry deadline for submission of annual budget	Submission to Ministry
February	Adoption of amended budget including planned readings 1, 2, and 3 of Budget Bylaw	Meeting of the Board Held in Public
February 28th	Ministry deadline for submission of amended budget	Submission to Ministry

Related Legislation: Budget Transparency and Accountability Act [RSBC 2000]
Related Contract Article: Nil
Adopted: October 9, 2001
Amended: October 9, 2018
Amended: June 25, 2019
Reviewed: November 10, 2020

Page 2 of 1

| September | Presentation and approval of audited financial statements and Financial Analysis and Discussion Report | Meeting of the Board Held in Public |
| September 30th | Ministry deadline for submission of Audited Financial Statements and Financial Analysis and Discussion Report | Submission to Ministry |

Signing Authority

The signing officers of the Board are responsible for approving certain documents, such as: budgets, amended budgets, bylaws, financial statements, and other financial reports.

The signing officers of the Board are:

1. Chair of the Board; or, in their absence,
2. Vice-Chair of the Board

Related Legislation: Budget Transparency and Accountability Act [RSBC 2000]
Related Contract Article: Nil
Adopted: October 9, 2001
Amended: October 9, 2018
Amended: June 25, 2019
Reviewed: November 10, 2020

POLICY 615: Signing Authority

The Board of Education of School District No. 8 (Kootenay Lake) is responsible for establishing its own signing authorities.

The signing officers of the Board are:

1. Chair of the Board;
2. Vice-Chair of the Board;
3. Superintendent;
4. Secretary-Treasurer; and
5. Directors, as may be designated by the Secretary-Treasurer
6. School Principals are authorized to sign grant application contracts for amounts of $5,000 or less

Related Legislation: Nil
Related Contract Article: Nil
Adopted: June 25, 2019
Revised: November 10, 2020
Revised: December 8, 2020

Page 1 of 1

POLICY 620: Budget Development, Monitoring and Reporting

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

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

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

Related Legislation: School Act [RSBC 1996, Part 8, Division 2, Section 111] and Budget Transparency and Accountability Act [RSBC 2000]
Related Contract Article: Nil
Adopted: January 14, 2003
Amended: October 25, 2010; October 9, 2018; November 10, 2020; March 14, 2023

Page 1 of 1

Policy Manual

Policy 611: Capital Planning

Capital planning and approval of capital projects are significant activities that Boards of Education undertake when managing the district's asset base of buildings and land. The purpose of this policy is to outline the Board's responsibilities related to capital planning, approval of capital submissions, and capital bylaw.

The Secretary-Treasurer will establish procedures for the acquisition and disposal of equipment and supplies.

Equipment purchased by outside groups/organizations such as: Parent Advisory Councils, service clubs and community organizations that are placed in a school or district facility, or on school or district property, will become the property of the school district.

The Board of Education will adopt a bylaw approving the disposition of real property.

1.   Long-Range Facilities Plan

    1.1   The district will develop and publish a Long-Range Facilities Plan (LRFP) in place with at least a ten-year planning horizon with consideration of other longer-term factors.

    1.2   The LRFP will align the strategies that the district has in place for managing its capital assets with the educational programming goals in the district's strategic plan. With that alignment, the district will be able to demonstrate that the district is using its facilities effectively and efficiently in support of those educational goals.

    1.3   The LRFP will provide the rationale for a district's capital investment decisions by including detailed information on the current condition of existing facilities (including seismic needs), sustainability and climate adaptation and mitigation, efficiency, projected student enrolment, educational programming, anticipated changes in land use and other long-term factors.

    1.4   The process for developing or updating the LRFP will include consultation with students, staff, parents, community agencies, local government, Indigenous Education Council, and all other engaged members within the educational community.

2.   Capital Programs

    2.1 The Ministry classifies capital programs under three categories:

        2.1.1   Major Capital Programs

Related Legislation: Nil
References: xx of BC School Act
Adopted:
Revised: Nil

2.1.1.1   Seismic Mitigation Program (SMP) - The Seismic Mitigation Program (SMP) is a major province-wide initiative to make schools in earthquake zones safer by minimizing the probability of structural collapse during a seismic event.

2.1.1.2   Expansion Program (EXP) - EXP projects include a new school, an addition to an existing school, or the acquisition of a school site for a new or expanded school. All EXP requests must be supported by the need to accommodate student enrolment in a permanent education setting.

2.1.1.3   School Replacement Program (REP) - REP projects include a full replacement school or a partial replacement of an existing school.

2.1.1.4   Rural Districts Programs (RDP) - the RDP provides funding for the full and partial demolition of Board-owned buildings, as well as for capital projects such as renovations associated with the consolidation of under-utilized schools to allow for appropriate educational programming to occur when student populations are combined.

2.1.2   Minor Capital Programs

2.1.2.1   School Enhancement Program (SEP) - SEP provides capital funding specifically for projects that improve the safety, facility condition, operational efficiency, and functionality of existing schools to extend their useful physical life.

2.1.2.2   Carbon Neutral Capital Program (CNCP) - A program that provides capital funding specifically for energy-efficiency projects that lower a school district's carbon emissions.

2.1.2.3   Bus Acquisition Program (BUS) – the BUS program funds replace buses that have reached a certain age and/or mileage or have major safety or mechanical issues or to acquire new school buses.

2.1.2.4   Playground Equipment Program (PEP) - PEP was established to provide playground equipment systems at schools that do not currently have one, or to replace ageing playground equipment systems that may pose health and safety hazards or to support inclusion and accessibility for all students.

2.1.2.5   School Food Infrastructure Program (FIP) - The FIP is a new ministry capital program that is associated with the province's Feeding Futures Food initiative announced in April 2023.

2.1.3   Other Capital Programs

Related Legislation: Nil
References: xx of BC School Act
Adopted:
Revised: Nil

2.1.3.1 Building Envelope Program (BEP) – BEP was established in 2002 to help BC school districts with remediation of schools suffering water damage due to premature building envelope failure.

2.1.3.2 Annual Facilities Grant (AFG) - AFG funding is provided to Boards of Education to be used at their discretion to address repair and maintenance priorities at schools to ensure these facilities are safe and functioning well. There are nine main categories of eligible AFG expenditures: accessibility upgrades, asbestos abatement, electrical upgrades, exterior wall system upgrades, HVAC upgrades, interior construction upgrades, plumbing upgrades, roofing upgrades and site upgrades.

2.1.4 Submission Requirements

2.1.4.1 As required under Section 142(1) of the *School Act*, the Board will approve by resolution and submit capital plans to the minister when required.

2.1.4.2 The ministry submission deadline for Major Capital Program projects for the year following the upcoming school year is June 30th.

2.1.4.3 The ministry submission deadline for Minor Capital Program projects for the year following the current school year is September 30th.

2.1.5 Capital Plan Bylaw Requirements

2.1.5.1 Upon receipt of the Capital Plan Response Letter from the ministry outlining the Major Capital Programs that are supported for further business case development and the Minor Capital Programs that are approved for procurement and capital funding, the Board will adopt a single Capital Plan Bylaw in accordance with section 143(1) of the *School Act*.

2.1.5.2 The capital bylaw will reference the funding agreements referred to in the response letter, including the Annual Program Funding Agreement associated with the supported Minor Capital Programs.

2.1.5.3 The Annual Funding Program Agreement which details the conditions for completion of projects will be approved by the Board by resolution, signed by the Board chair and secretary-treasurer, and returned to the ministry for countersigning.

Related Legislation: Nil
References: xx of BC School Act
Adopted:
Revised: Nil

Page **3** of **3**

Meeting of the Board Held in Public   March 10, 2026   Page 164 of 175

Policy Manual

POLICY 640: Acquisition and Disposal of Board Assets

The Board of Education of School District No. 8 (Kootenay Lake) recognizes that all sites, buildings and equipment (excluding consumable supplies) are assets of the School District.

The Secretary-Treasurer will establish procedures for the acquisition and disposal of equipment and supplies.

Equipment purchased by outside groups/organizations such as: Parent Advisory Councils, service clubs and community organizations that are placed in a school or District facility, or on school or district property, will become the property of the School District.

Related Legislation: School Act [RSBC 1996, Part 7, Division 1, s.97]
Related Contract Article: Nil
Adopted: October 9, 2001
Amended: October 9, 2018
Amended: June 25, 2019
Amended: November 10, 2020

Policy Manual

POLICY 612~~430~~: Fees, Deposits and Financial Hardship

~~The Board of Education of School District No. 8 (Kootenay Lake) commits to provide free instruction and educational resource materials to students, in accordance with the School Act, Regulations and Ministerial Orders.~~

In accordance with the BC School Act, the Board will approve school fees annually.

The charging of fees and deposits must not become a barrier for student participation in curricular activities or programs.

All fees charged to parents must be reasonable and must reflect the actual costs of the services provided.

The Board of Education expects that there is transparency and accountability for all curricular, extra - and co-curricular fees collected.

Page 1 of 1

POLICY 612: Fees, Deposits and Financial Hardship

In accordance with the BC School Act, the Board will approve school fees annually.

The charging of fees and deposits must not become a barrier for student participation in curricular activities or programs.

All fees charged to parents must be reasonable and must reflect the actual costs of the services provided.

The Board of Education expects that there is transparency and accountability for all curricular, extra - and co-curricular fees collected.

Page 1 of 1

POLICY 650: Disposal of Real Property and Improvements

The Board of Education of School District No. 8 (Kootenay Lake) seeks to ensure ownership of real property and improvements is managed in the best interest of the District.

In order to reduce operating costs and utilize facilities effectively, the Board will consider the disposal of its surplus properties in accordance with Ministry policy, orders and regulations, provided that there is not an anticipated need for the use of the space to attend to future educational and/or operational purposes.

For the purposes of this policy, any lease for a term, including the cumulative total of all options and rights to extend or renew the lease for a period of more than ten years and/or which provide for an option or right to purchase, shall be treated as a disposal (a deemed disposition).

Prior to the sale of a property or a lease of a property exceeding ten years, the Board of Education will adopt a by-law approving the disposition or deemed disposition.

POLICY 650: Disposal of Land or Improvements

When land or improvements owned by the Board (collectively "the Real Property") becomes surplus to the needs of the School District, the surplus property may be disposed of in accordance with the School Act, applicable Ministerial Orders and this Policy and related Regulations.

The Board has the responsibility for the disposal of its Real Property and may, after considering future educational needs and school space requirements for the School District, deem a property no longer required for further educational purposes or other Board purposes and determine to proceed to dispose of such property.

In accordance with the School Act and applicable Ministerial Orders, the Board must not dispose of land or improvements by sale or transfer in fee simple or by way of lease of ten years or more unless such disposal is provided for in the Disposal of Land or Improvements Ministerial Order M193/08 or is approved by the Minister. The Board can dispose of land or improvements by way of lease, other than a lease of ten years or more, if such disposition is to an agency or organization for alternative community use.

The procedure to dispose of Real Property by sale or transfer in fee simple or by way of lease of 10 years or more is as follows:

Related Legislation: Sections 22, 23, 65, 85, 96, 100, 106.2, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 117, 118 School Act Ministerial Order M193/08
Related Legislation: School Act [RSBC 1996, Part 7, Division 1, Section 96]
Related Contract Article: Nil
Adopted: February 26, 2008
Amended: January 14, 2014
Amended: November 10, 2020
Reviewed: December 6, 2022

Page 1 of 1

1.0   Definitions

    1.1 Fee simple: a permanent and absolute tenure in land and improvements with the freedom to use it and dispose of it without restriction in any way, except the usual laws, bylaws or building codes

    1.2 Real property: land, including the land itself and any structures, fixtures, and rights associated with it.

2.0   Determination of Ownership

    ~~1.1~~2.1 Prior to initiating the disposal of any Real Property, the Board will conduct a title search to confirm that the property is registered in the name of the Board of Education of School District No. 8 (Kootenay Lake) with fee simple ownership. The title search should include a determination as to whether the Real Property is held in trust by grant from the Crown, or subject to any registered charges or covenants.

3.0   Consultation

    3.1   Once ownership has been determined in accordance with 2.1 above, prior to disposing of Real Property, the Board shall undertake, with education partners, Indigenous Rightsholders, local governments, community organizations and/or the public, such consultations as the Board may consider appropriate with respect to the Real Property involved. This consultation process shall include:

        3.1.1 Consideration of future enrolment growth in the school district, including K-12, child care, adult programs and early learning;

        3.1.2   Consideration of alternative community use of surplus space in school buildings and other facilities;

        3.1.3 A fair consideration of the community's input and adequate opportunity for the community to respond the Board's plan for the Real Property.

4.0   Disposal Process

    4.1 Following consultation, if the Board passes a resolution declaring the Real Property surplus to the needs of the School District and instructing School District staff to proceed with the Real Property disposal process, the School District staff shall:

4.1.3 When required pursuant to the School Act and applicable Ministerial Order, apply to the Minister for approval of the disposal.

4.1.2 Undertake necessary steps to subdivide the Real Property to be disposed of, if it is to be subdivided from a "parent" property to remain in the ownership of the Board.

5.0 Disposal Proceeds

5.1 The disposition will be at fair market value, except as set out below. Fair market value means the amount, price, consideration or rent that would be obtained by the District of Education and Child Care in an arm's length transaction in the open market between willing parties acting in good faith.

5.2 Considerations regarding market value and highest and best use could be superceded at the discretion of the district if:

5.2.1 The property could generate ongoing funding for the district through an educational partnership, or the property could generate ongoing funding, savings, or provide shared services to the district through partnership with other public bodies (e.g. lease arrangement with BC Transit).

5.2.2 The property has a history of a community relationship and past-usage with a committed organization in the community.

5.2.3 The property is the only public facility in the community that is suitable for community use.

5.2.4 The planned use of the property would have significant positive effect on a large number of citizens that could not be gained in other ways.

5.2.5 The property would be used by another district (including the Conseil Scolaire Francophone) or independent school for educational purposes; or local government or community organization for alternative community use.

5.06.0 Bylaw Requirement

6.1 Upon completion of the process outlined in 3.0 above, (and upon notification of Ministerial approval where applicable), the Board shall adopt a Bylaw (the "Real

Property Disposal Bylaw") authorizing the disposal of the Real Property. The Real Property Disposal Bylaw will include:

   i)   Confirmation that the Board will not require the land or improvements for future educational purposes;
   ii) The name and the facility number, if any; and
   iii) The address and legal description of the Real Property.

7.0   Notification to Minister of Education

   7.1   Upon adoption of the Real Property Disposal Bylaw by the Board, the Board will provide without delay the following documentation to the Minister:
      i)   A copy of the Board's Real Property Disposal Bylaw authorizing disposal of the property; and
      ii) Written notification of the disposition and allocation of the proceeds as required under section 100(2) of the School Act.

8.0   Transfer of Title

   8.1   Where disposal is by sale or transfer, the transfer of title shall be completed in accordance with the terms of the agreement entered into with the purchaser.

9.0 Notification of Public

   9.1 The Board advises the public as to the results of the sale or transfer.

Page 4 of 1

POLICY 650: Disposal of Land or Improvements

When land or improvements owned by the Board (collectively "the Real Property") becomes surplus to the needs of the School District, the surplus property may be disposed of in accordance with the School Act, applicable Ministerial Orders and this Policy and related Regulations.

The Board has the responsibility for the disposal of its Real Property and may, after considering future educational needs and school space requirements for the School District, deem a property no longer required for further educational purposes or other Board purposes and determine to proceed to dispose of such property.

In accordance with the School Act and applicable Ministerial Orders, the Board must not dispose of land or improvements by sale or transfer in fee simple or by way of lease of ten years or more unless such disposal is provided for in the Disposal of Land or Improvements Ministerial Order M193/08 or is approved by the Minister. The Board can dispose of land or improvements by way of lease, other than a lease of ten years or more, if such disposition is to an agency or organization for alternative community use.

The procedure to dispose of Real Property by sale or transfer in fee simple or by way of lease of 10 years or more is as follows:

1.0 Definitions

 1.1 Fee simple: a permanent and absolute tenure in land and improvements with the freedom to use it and dispose of it without restriction in any way, except the usual laws, bylaws or building codes

 1.2 Real property: land, including the land itself and any structures, fixtures, and rights associated with it.

2.0 Determination of Ownership

 2.1 Prior to initiating the disposal of any Real Property, the Board will conduct a title search to confirm that the property is registered in the name of the Board of Education of School District No. 8 (Kootenay Lake) with fee simple ownership. The title search should include a determination as to whether the Real Property is held in trust by grant from the Crown, or subject to any registered charges or covenants.

3.0 Consultation

3.1   Once ownership has been determined in accordance with 2.1 above, prior to disposing of Real Property, the Board shall undertake, with education partners, Indigenous Rightsholders, local governments, community organizations and/or the public, such consultations as the Board may consider appropriate with respect to the Real Property involved. This consultation process shall include:

3.1.1 Consideration of future enrolment growth in the school district, including K-12, child care, adult programs and early learning;

3.1.2 Consideration of alternative community use of surplus space in school buildings and other facilities;

3.1.3 A fair consideration of the community's input and adequate opportunity for the community to respond the Board's plan for the Real Property.

4.0   Disposal Process

4.1 Following consultation, if the Board passes a resolution declaring the Real Property surplus to the needs of the School District and instructing School District staff to proceed with the Real Property disposal process, the School District staff shall:

4.1.3 When required pursuant to the School Act and applicable Ministerial Order, apply to the Minister for approval of the disposal.

4.1.2 Undertake necessary steps to subdivide the Real Property to be disposed of, if it is to be subdivided from a "parent" property to remain in the ownership of the Board.

5.0   Disposal Proceeds

5.1 The disposition will be at fair market value, except as set out below. Fair market value means the amount, price, consideration or rent that would be obtained by the District of Education and Child Care in an arm's length transaction in the open market between willing parties acting in good faith.

5.2 Considerations regarding market value and highest and best use could be superceded at the discretion of the district if:

5.2.1 The property could generate ongoing funding for the district through an educational partnership, or the property could generate ongoing funding, savings, or provide shared services to the district through partnership with other public bodies (e.g. lease arrangement with BC Transit).

Page 2 of 4

5.2.2 The property has a history of a community relationship and past-usage with a committed organization in the community.

5.2.3 The property is the only public facility in the community that is suitable for community use.

5.2.4 The planned use of the property would have significant positive effect on a large number of citizens that could not be gained in other ways.

5.2.5 The property would be used by another district (including the Conseil Scolaire Francophone) or independent school for educational purposes; or local government or community organization for alternative community use.

6.0 Bylaw Requirement

6.1 Upon completion of the process outlined in 3.0 above, (and upon notification of Ministerial approval where applicable), the Board shall adopt a Bylaw (the "Real Property Disposal Bylaw") authorizing the disposal of the Real Property. The Real Property Disposal Bylaw will include:

i) Confirmation that the Board will not require the land or improvements for future educational purposes;
ii) The name and the facility number, if any; and
iii) The address and legal description of the Real Property.

7.0 Notification to Minister of Education

7.1 Upon adoption of the Real Property Disposal Bylaw by the Board, the Board will provide without delay the following documentation to the Minister:
i) A copy of the Board's Real Property Disposal Bylaw authorizing disposal of the property; and
ii) Written notification of the disposition and allocation of the proceeds as required under section 100(2) of the School Act.

8.0 Transfer of Title

8.1 Where disposal is by sale or transfer, the transfer of title shall be completed in accordance with the terms of the agreement entered into with the purchaser.

9.0 Notification of Public

Page 3 of 4

9.1 The Board advises the public as to the results of the sale or transfer.

Related Legislation: Sections 22, 23, 65, 85, 96, 100, 106.2, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 117, 118
School Act Ministerial Order M193/08
Adopted: February 26, 2008
Amended: January 14, 2014
Amended: November 10, 2020
Reviewed: December 6, 2022