![School District 8 Kootenay Lake logo]

MEETING OF THE BOARD HELD IN PUBLIC
AGENDA
TUESDAY, OCTOBER 8, 2024
5:00 PM – 7:00 PM
In person: **Conference Room at Creston Hotel, 1418 Canyon Street, Creston**
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 October 8, 2024 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. 36)   App. 8

   Proposed Resolution:

   THAT the minutes from the September 10, 2024 Meeting of the Board held in public **BE ADOPTED**, as circulated.

9. **Future and Action Item Tracking** (p. 43)   App. 9

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

    A. Literacy Continuous Learning Report 2024-2025 (p. 45)   App. 10A

    B. Support for Inclusive Education (p. 104)   App. 10B

    C. Remembrance Day Ceremonies 2024 (p. 109)   App. 10C

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

    A. <u>Final Enrolment and Budget Implications</u> (p. 110)   App. 11A

    B. <u>Brent Kennedy Elementary Water Quality</u> (p. 115)   App. 11B

    Guest: Don Nash, KWL

12. **Governance and Policy**

    A. <u>Policy Approval</u>

       - Policy 112: Governing Principles (p. 117)   App. 12A.1

       Proposed Resolution:

       THAT policy 112 **BE APPROVED**.

       - Policy 120: Board Meeting Procedures (p. 121)   App. 12A.2

       Proposed Resolution:

       THAT policy 120 **BE APPROVED**.

       - Policy 140: Communication Protocol for Trustees (p. 130)   App. 12A.3

       Proposed Resolution:

       THAT policy 140 **BE APPROVED**.

       - Policy 160: Policy Development (p. 132)   App. 12A.4

       Proposed Resolution:

       THAT policy 160 **BE APPROVED**.

    B. <u>Rescind Policy</u>

       - <u>Policy 840: Use of Video Surveillance</u> (p. 135)   App. 12B.1

       - <u>Policy 910: Online Learning</u> (p. 136)   App. 12B.2

       Proposed Resolution:

       THAT policies 840 and 910 **BE RESCINDED**.

13. **Human Resources** – Nil

14. **Trustee Verbal Reports**

    A. <u>Student Trustees</u>

    B. <u>Trustees</u>

    C. <u>Chair</u>

    D. <u>British Columbia School Trustee Association (BCSTA)</u>

    E. <u>British Columbia Public School Employers' Association (BCPSEA)</u>

    F. <u>District Parent Advisory Committee (DPAC)</u>

    G. <u>Other</u>

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 November 12, 2024.

17. Adjournment

SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)

CONSENT PACKAGE – PUBLIC MEETING

OCTOBER 8, 2024

ITEM

The following Consent items are routine items received for information.

![School District 8 Kootenay Lake logo]

SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)

BOARD CORRESPONDENCE PACKAGE

OCTOBER 8, 2024

ITEM	DATE
1. Minister Rachna Singh to Chair Lang to related to Code of Conduct	June 21, 2024

![British Columbia logo]

September 6, 2024

Ref: 301382

Dawn Lang, Board Chair
School District No. 8 (Kootenay Lake)
Email: dawn.lang@sd8.bc.ca

Dear Dawn Lang:

In 2023, the Ministry of Education and Child Care and the BC School Trustees Association (BCSTA) partnered with a sector advisory committee to co-develop voluntary Provincial Criteria Guidelines for school trustee codes of conduct. The intent of this project was to provide trustees with clarity on their roles and responsibilities respecting conduct, to optimize their ability to deliver educational programs, and to support safe and inclusive schools and workplaces. The Ministry and BCSTA requested that boards work collaboratively to update their codes of conduct in accordance with Guidelines by April 30, 2024.

I am writing to thank you and your board for taking leadership in aligning your Code of Conduct to the Provincial Guidelines and incorporating best practices. Your participation in this initiative supports effective school board governance and allows trustees to focus on serving and meeting the needs of students in the district.

The BCSTA will continue to support school trustees through ongoing education and training opportunities. If you have any questions or concerns, please contact Suzanne Hoffman by email at shoffman@bcsta.org.

Again, I am grateful for your support and your leadership as we work towards continuous improvement in K-12 education and governance.

Sincerely,

Rachna Singh
Minister

cc: Trish Smillie, Superintendent, School District No. 8 (Kootenay Lake)

School District 8
Kootenay Lake

Monthly Financial Report

For the period ended August 31, 2024

sd8.bc.ca

COMMENTS

Operating Expenditure Report

- The budget information is based on the 2024-2025 Budget approved by the Board on May 14, 2024.
- The last column shows whether the salaries expense is incurred based on the school calendar (10 months), or for the whole year (12 months), or a combination of both.
- The Operating Expenditure Report reflects two months of actual District operations and no months of School operations.
- The salaries and benefits are trending as expected based on the budgeted amounts and the applicable months for principals and vice-principals, teachers, educational assistants, support staff and other professionals.

Special Purpose Expenditure Report

- The budget information is based on the 2024-2025 Budget approved by the Board on May 14, 2024.
- The Special Purpose Expenditure Report reflects two months of actual District operations and no months of School operations.
- Other than the Annual Facility Grant, spending on the special purpose funds occurs during the school year.

OPERATING EXPENDITURE REPORT

	August 2024 Actuals	2024 - 2025 Budget	$ Available Budget	% Available Budget	Applicable Months
Salaries					
Principal & Vice-Principal Salaries	701,366	4,393,591	3,692,225	84%	12
Teacher Salaries	58,425	23,281,146	23,222,721	100%	10
Educational Assistants	-	3,925,608	3,925,608	100%	10
Support Staff	985,441	8,112,498	7,127,057	88%	12
Other Professional Salaries	460,193	2,938,064	2,477,871	84%	12
TOCs/Relief Salaries	76,737	3,317,015	3,240,278	98%	10/12
Total Salaries	**2,282,162**	**45,967,922**	**43,685,760**	**95%**	
Employee Benefits	**491,683**	**11,582,652**	**11,090,969**	96%	10/12
Total Salaries and Benefits	**2,773,845**	**57,550,574**	**54,776,729**	95%	
Services & Supplies					
Services	378,789	2,423,721	2,044,932	84%	
Student Transportation	-	377,202	377,202	100%	
Professional Development & Travel	17,871	673,745	655,874	97%	
Rentals and Leases	19,172	120,751	101,579	84%	
Dues and Fees	42,502	101,485	58,983	58%	
Insurance	-	200,000	200,000	100%	
Supplies	330,369	3,419,644	3,089,275	90%	
Utilities	59,551	1,769,878	1,710,327	97%	
Total Services & Supplies	**848,254**	**9,086,426**	**8,238,172**	91%	
Total Operating Expense	**3,622,099**	**66,637,000**	**63,014,901**	95%	

SPECIAL PURPOSE FUND EXPENDITURE REPORT

	August 2024 Actuals	2024 - 2025 Budget	$ Available Budget	% Available Budget
Ministry of Education and Child Care Funds				
300 Annual Facilities Grant	250,676	279,640	28,964	10%
417 Classroom Enhancement Fund	-	9,610,352	9,610,352	100%
410 Community Link	-	750,517	750,517	100%
416 Early Care and Learning Fund to Schools	25,539	175,000	149,461	85%
Early Years to Kindergarten	-	19,000	19,000	100%
430 ECE Dual Credit program	-	80,156	80,156	100%
442 Feeding Futures	21,798	615,090	593,292	96%
414 First Nation Transportation	-	24,697	24,697	100%
448 Health Career Work Experiential Learning	-	5,000	5,000	100%
415 Learning Improvement Fund	2,807	223,017	220,210	99%
Mental Health in Schools	-	55,000	55,000	100%
440 OLEP	1,874	89,101	87,227	98%
409 Ready Set Learn	506	39,200	38,694	99%
432 Seamless Day Kindergarten	420	55,400	54,980	99%
408 StrongStart	7,230	160,000	152,770	95%
435 Student & Family Affordability Fund	-	200,000	200,000	100%
447 Work Experience Enhancement Initiative	-	50,000	50,000	100%
Total MOECC Funds	310,850	12,431,170	12,070,320	97%
Other Provincial Special Purpose Funds				
420 ASSAI	-	62,134	62,134	100%
441 Health Promoting Schools	-	27,000	27,000	100%
Total MOECC Funds	-	89,134	89,134	100%
Other Special Purpose Funds				
400 School Scholarships and Bursaries	-	39,000	39,000	100%
900s School Generated Funds	-	1,250,000	1,250,000	100%
438/443 Donations	4,058	25,000	20,942	84%
Total MOECC Funds	4,058	1,314,000	1,309,942	100%
All Special Purpose Funds	**314,908**	**13,834,304**	**13,469,396**	**97%**

Monthly Transactions over 50K

For the period ended August 31, 2024

School District 8
Kootenay Lake

sd8.bc.ca

PAYMENTS IN AUGUST 2024 OVER $50K (CHEQUES AND EFT)
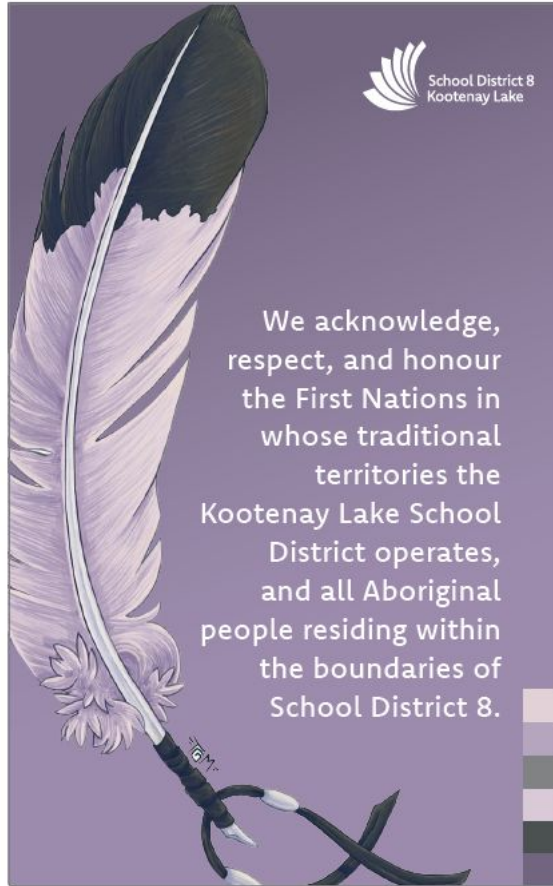
Vendor Name	Amount
Province of British Columbia	302,272
Trainor Mechanical Contractors Ltd	140,096
Carter Chevrolet Cadillac Buick GMC	52,415

Student Trustee Orientation

September 23, 2024

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 8.
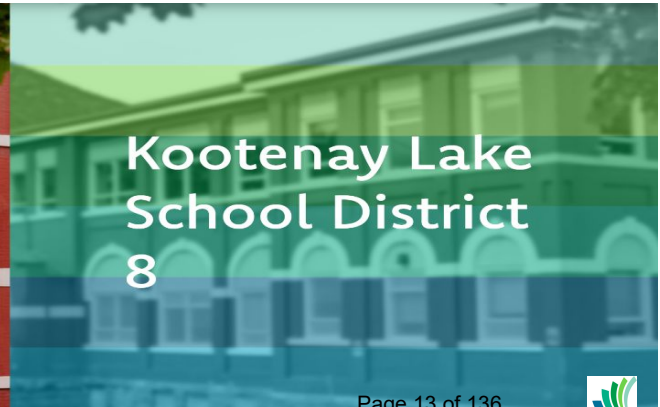
Introductions -

Board of Education School Trustee & School District No.8 Staff

Dawn Lang, Board Chair

Trish Smillie, Superintendent of Schools

Ben Eaton, Director of Curriculum, Instruction & Assessment

Nona Lynn, Learning Innovator

Introductions - Student Trustees

- Kootenay River Secondary - Emma Lecompte and Bo Ashe

- Mount Sentinel Secondary – Mischa Gretchen and Rebecca Metcalf

- Salmo Secondary – Edwin Ludwar and Ellie Still

- JV Humphries - Daisy Lamoureux and Emerson Zuk

- LV Rogers Secondary – Kaia Fitz-Earle and Thea Solarik

What is a Board of Education

The Board of Education is a corporate board, who is elected by voting members of their electoral area to provide governance to public education.

What is governance?

The Board sets the general policy and strategic direction of the school district, but leaves the details regarding implementation of policy to staff.

Role and Responsibilities

The Board has the responsibility to competently protect the interests, image and credibility of the school district, to ensure its financial viability and to act in accordance with all applicable laws, regulations and policies (enacted by the government or the Board itself) governing the Board and its actions.

Role and Responsibilities

The Board develops a strategic plan to guide decision making and guide the district in its planning.

SD8's 2024-2029 Strategic Plan

Role and Responsibilities

The Board develops policy to guide its governance.

All policies can be found on the [website](#).

- [Policy 120: Board Meeting Procedures](#)
- [Policy 130: Trustee Code of Conduct](#)

Role and Responsibilities

The Board provides financial oversight.

- Annual Budgets (Required by Ministerial Order)
  Budget Reports

Maintaining Order and Professionalism

In addition to following policy, the Board follows parliamentary procedure that is outlined in [Robert's Rules of Order](#).

Roles on the Board

The Board has a Chair, who leads the meeting and ensures proper proceedings so that decisions can be made effectively.

Role of trustees

School trustees listen to their communities, guide the work of their school district and set plans, policies and the annual budget.

Once a trustee is elected, they must represent the interest of the entire school district.

Individual trustees do not have authority in the school district. It is only the board as a whole that can make decision.

Board of Education School Trustees

Dawn Lang - Board Chair (Village of Kaslo & North Rural Zone Area D)

Julie Bremner - Vice-Chair (City of Nelson/Bealby Point)

Lenore Trenaman - Trustee (Crawford Bay, East Shore & North Shore)

Sharon Nazaroff - Trustee (Slocan Valley & Bonnington)

Kathy Etheridge - Trustee (Town of Creston)

Mary Jane Blackmore - Trustee (South Rural)

Allan Gribbin - Trustee (South Rural)

Susan Chew - Trustee (Salmo, Taghum and Blewett)

Murray Shunter - Trustee (City of Nelson/Bealby Point)

Role of the Superintendent

The Superintendent of Schools is the chief executive officer of the Board of Education and is responsible for all operations of the school district, including carrying out the Board's strategic plan, administering its policies and providing leadership in organizational and educational administration and instructional practice in the school district. The Superintendent is the only employee of the Board of Education.

Role of the Secretary-treasurer

The secretary-treasurer is the chief financial officer of the District and is responsible for the business operations of the District.

As well, the secretary-treasurer as an executive secretary of the Board including, attending Board, Committee or Public meetings, reviewing and approving the recording minutes of all meetings of the Board, preparing responses for the Board, ensuring the preparation and execution of service contracts, leases and agreements, overseeing and ensuring the safekeeping of all official records and documents, and providing accurate administrative and financial reports.

Role of Student Trustee

- Non-voting member of the Board.
- Attend 4 out of 10 regular public meetings of the Board.
- Participate in discussions with other Trustees and provide a student perspective on matters.
- Comply with the Student Trustee Conflict of Interest Guidelines.
- May suggest a motion, but cannot move a motion on any matter at a Board meeting.
- Shall have access to all information and resources provided to Board Members.
- Present a Student Trustee report at regular Board meetings.
- Represent the District at school, district, regional, and provincial events.
- Encouraged to communicate regularly with students about Board activities and gather student input on upcoming issues facing the Board.

Student Trustee Guidelines

Important Dates and Tasks

- **Tuesday, October 1st** Student Trustee Biographies and Pictures
- **Monday, October 7th 12 - 12:15** Student Trustee Check-in
- **Tuesday, October 8th 5 - 7pm** Open Board Meeting
- **Thursday, October 10th 12 -12:30** District Student Voice
- **Tuesday, October 22nd 10-12** Student Leadership Conference Planning Session
- **Thursday, November 5th 10 - 2:00** Student Leadership Conference

District Student Voice

Student Leadership Conference

Future Readiness in a Changing World

Roundtable - Student Trustees

- Kootenay River Secondary - Bo Ashe and Emma Lecompte

- Mount Sentinel Secondary – Mischa Gretchen and Rebecca Metcalf

- Salmo Secondary – Edwin Ludwar and Ellie Still

- JV Humphries - Daisy Lamoureux and Emerson Zuk

- LV Rogers Secondary – Kaia Fitz-Earle and Thea Solarik

QUESTIONS?

Thank you!

LIST OF TRUSTEE RECUSALS

2024-2025

Date of Meetings held in the absence of the public with one or more declared Conflicts of Interest
August 26, 2024

MEETING OF THE BOARD HELD IN PUBLIC
MINUTES
TUESDAY, SEPTEMBER 10, 2024

Board:	D. Lang, Chair
	M. J. Blackmore *(via video conference)*
	J. Bremner, Vice-Chair
	S. Chew
	K. Etheridge *(via video conference)*
	A. Gribbin *(via video conference)*
	S. Nazaroff
	M. Shunter
	L. Trenaman
Student Trustees:	Nil
District Staff:	T. Smillie, Superintendent
	C. MacArthur, Secretary-Treasurer
	L. Carriere, Director of Aboriginal Education
	B. Eaton, Director of Instruction - Curriculum, Instruction, and Assessment
	D. Holitzki, Assistant Superintendent
	C. Kerr, Director of Operations *(via video conference)*
	C. Singh, Director of Human Resources
	S. Bruskowski, Executive Assistant
Regrets:	Nil

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:**   24/25-001
   THAT the Agenda for this September 10, 2024 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:**   24/25-002

THAT the minutes from the June 11, 2024 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. <u>Superintendent Succession Designate</u>

    Superintendent Smillie designated Assistant Superintendent Holitzki to take on her responsibilities for the current school year in case of her absence as outlined in the memo.

    B. <u>National Day of Truth and Reconciliation School Events</u>

    Superintendent Smillie invited Director Carriere who presented the National Day of Truth and Reconciliation School Events schedule as provided in the agenda package. Each school hosts a National Day for Truth and Reconciliation assembly during the final week of September so that students and members of the school community can recognize the importance of and commit to their own actions in truth and reconciliation.

    C. <u>Student Trustee Program</u>

    Superintendent Smillie welcomed Director Eaton to the Board table who highlighted the student trustee program as part of student leadership within the district. There will be three returning student trustees in 2024-2025. Two Student Trustees may represent each high school in the district. He outlined the application process and provided information on the orientation sessions prior to student trustees' participation in a public meeting of the Board of Education.

    Director Eaton answered Trustees' questions on accommodations for candidates, school representation, a mentorship program, and further engaging student trustees at the Board table.

    D. <u>School Food Equity Programs</u>

    Superintendent Smillie invited Assistant Superintendent Holitzki who presented information on the School Food Equity Programs across the district.

    In the meeting held on September 10, 2024, it was highlighted that School District 8 (SD8) has been actively implementing food equity programming since April 2023, following comprehensive planning and surveys conducted in 2022-23. The district has worked closely with Indigenous education partners and PAC groups to ensure equitable resource allocation, with a focus on supporting Indigenous and nominal roll students.

    The BC Fruit and Vegetable Program has been expanded to provide universal access to fresh produce and additional dairy products to all schools. New funding has enabled the purchase of essential equipment and infrastructure improvements at various schools. Additionally, summer 2024 saw support for vulnerable families through local partnerships.

    For the 2024-25 school year, SD8 will receive $615,090 in Feeding Futures special purpose funding. This will support the continuation of food programs, including pilot meal delivery initiatives and enhanced food literacy efforts. The district remains committed to maintaining student dignity and confidentiality in its food programs.

Superintendent Smillie and Assistant Superintendent Holitzki answered Trustees' questions on universal versus vulnerability-based programs, the impact of school food programs on student learning, food literacy, and addressing dietary restrictions within the programs.

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

   A. <u>2023-2024 Audited Financial Statements</u>

   Secretary-Treasurer MacArthur welcomed auditor David Bond from KPMG. Mr. Bond presented a clean audit final report. No issues were noted in the audit findings. No internal control deficiencies were flagged and there were no unadjusted errors. A clean auditor's opinion was provided to School District No. 8 (Kootenay Lake).

   Trustees thanked the Secretary-Treasurer and her team for their solid work that gives provides great confidence.

   Secretary-Treasurer MacArthur thanked David Bond and his team for their work.

   Secretary-Treasurer MacArthur presented the 2023-2024 Audited Financial Statements. She presented the financial results by fund as well as a comparison to the budget and the prior year. With an annual surplus of $2.3 million after transfers for tangible capital asset purchases and an ending accumulated surplus of $7.5 million in the operating fund, the district is in a strong financial situation. As per Board Policy 621, the district aims for a 3-5% targeted surplus level for achieving educational goals and addressing financial health, stability and risk. Restricting accumulated surpluses as outlined in ministry policy ensures consistency, transparency, and accountability across school districts. With accumulated surplus at targeted levels, the district will be able to do long-term planning for projects and replace ageing equipment, vehicles and classroom equipment and furniture.

   Superintendent Smillie highlighted the district's continued efforts towards funding classrooms. For example, last year, IT and furniture purchases were centralized allowing for lower prices for standardized products. While the district paid for these purchases, school budgets were not cut. SD8 focusses on supporting the strategic plan and through the school learning grant program. The program will be expanded to support teachers in their continuous improvement projects.

   To improve cybersecurity, multi-factor authentication and further cybersecurity enhancements are being considered.

   Superintendent Smillie and Secretary-Treasurer MacArthur answered Trustees' questions.

   The Superintendent thanked Secretary-Treasurer MacArthur for her and her team's work on the audited financial statements.

   UPON a motion duly made and seconded it was **RESOLVED:**   24/25-003

   THAT the appropriation of the accumulated surplus for the Operating Fund be increased by $1,438,598 from $2,683,806 to $4,122,404 as stated in note 19 of the audited financial statements of the year ended June 30,2024, **BE APPROVED**.

   The motion carried with one opposed.

   UPON a motion duly made and seconded it was **RESOLVED:**   24/25-004

   THAT the appropriation of the accumulated surplus for the Capital Fund be increased by $7,729 from $139,939 to $147,668 as stated in note 19 of the audited financial statements of the year ended June 30,2024, **BE APPROVED**.

The motion carried unanimously.

> **UPON** a motion duly made and seconded it was **RESOLVED:**   24/25-005
>
> **THAT** the Audited Financial Statements and Financial Discussion & Analysis for the
> year ended June 30, 2024, **BE APPROVED**.

The motion carried unanimously.

B. <u>2023-2024 Statement of Financial Information (SOFI)</u>

Secretary-Treasurer MacArthur outlined the requirement of the SOFI report. It will be posted on the district website.

C. <u>Quarterly Capital Plans Update</u>

Secretary-Treasurer MacArthur invited Director of Operations, Kerr to provide a presentation on the Quarterly Capital Update. He highlighted work that had been completed across the district in the last quarter on various facilities as outlined in the memo.

D. <u>Approve Major Capital Plan Submission</u>

Secretary-Treasurer Macarthur reported that SD8 has submitted a Major Capital request for the 2025-2026 school year to expand Salmo Secondary School. This expansion, detailed in the SD8 2021 Long-Range Facilities Plan, aims to add eight classrooms for Grades K-7 at an estimated cost of $18,702,875. Salmo Elementary currently funds upgrades to Salmo Elementary from the Annual Facility Grant and operating funds to provide a suitable learning environment for students.

> **UPON** a motion duly made and seconded it was **RESOLVED:**   24/25-006
>
> **THAT** the Board of Education conclude three readings at this meeting for the
> approval of the submission of the Major 2025/26 Capital Plan.

The motion carried unanimously.

> **UPON** a motion duly made and seconded it was **RESOLVED:**   24/25-007
>
> **THAT** the additional 2025/26 funding request of $18,702,875 for an addition to the
> Salmo Secondary School to accommodate the Salmo Elementary School be
> approved. READ A FIRST TIME THE 10th DAY OF September 2024; READ A SECOND
> TIME THE 10th DAY OF September 2024; READ A THIRD TIME, PASSED THE 10th
> DAY OF September 2024.

The motion carried unanimously.

E. <u>Approve Minor Capital Plans Submission</u>

Secretary-Treasurer MacArthur asked the Board for approval for the 2025-2026 Minor Capital submission as outlined in the memo. Director Kerr provided information on each of the requested projects. The district aims for as many of the new buses as possible to be electric buses.

> **UPON** a motion duly made and seconded it was **RESOLVED:**   24/25-008
>
> **THAT** the Board of Education conclude three readings at this meeting for the
> approval of the submission of the Minor 2025/26 Capital Plan.

The motion carried unanimously.

> **UPON** a motion duly made and seconded it was **RESOLVED:**   24/25-009
>
> **THAT** the 2025/26 funding request of $37,500 for kitchen equipment under the
> Food Infrastructure Program be approved. **READ A FIRST TIME** THE 10th DAY OF

September 2024; **READ A SECOND TIME** THE 10th DAY OF September 2024; **READ A THIRD TIME, PASSED** THE 10th DAY OF September 2024.

The motion carried unanimously.

UPON a motion duly made and seconded it was **RESOLVED:**   24/25-010

THAT the 2025/26 funding request of $195,000 for a new playground under the Playground Equipment Program be approved. **READ A FIRST TIME** THE 10th DAY OF September 2024; **READ A SECOND TIME** THE 10th DAY OF September 2024; **READ A THIRD TIME, PASSED** THE 10th DAY OF September 2024.

The motion carried unanimously.

UPON a motion duly made and seconded it was **RESOLVED:**   24/25-011

THAT the 2025/26 funding request of $1,150,000 for window replacement and sprinkler upgrades under the School Enhancement Program be approved. **READ A FIRST TIME** THE 10th DAY OF September 2024; **READ A SECOND TIME** THE 10th DAY OF September 2024; **READ A THIRD TIME, PASSED** THE 10th DAY OF September 2024.

The motion carried unanimously.

UPON a motion duly made and seconded it was **RESOLVED:**   24/25-012

THAT the 2025/26 funding request of $100,000 for Direct Digital Controls under the Carbon Neutral Capital Program be approved. **READ A FIRST TIME** THE 10th DAY OF September 2024; **READ A SECOND TIME** THE 10th DAY OF September 2024; **READ A THIRD TIME, PASSED** THE 10th DAY OF September 2024.

The motion carried unanimously.

UPON a motion duly made and seconded it was **RESOLVED:**   24/25-013

THAT the 2025/26 funding request for 8 buses be approved. **READ A FIRST TIME** THE 10th DAY OF September 2024; **READ A SECOND TIME** THE 10th DAY OF September 2024; **READ A THIRD TIME, PASSED** THE 10th DAY OF September 2024.

The motion carried unanimously.

12. **Governance and Policy**

    A. Policy Approval for Field Testing

        -   Policy 173: Climate Action and Sustainability

Superintendent Smillie presented the draft Policy 173: Climate Action and Sustainability which is aimed at addressing climate change impacts and asked for the Board's approval. The draft policy was developed with extensive public engagement by the Sustainability Policy Development Advisory Group and aligns with provincial strategies.

Trustee Shunter and Vice Chair Bremner reported on their positive experience in the Sustainability Policy Development Advisory Group and thanked the Superintendent for creating an effective and professional framework.

Once approved, the district will focus on operationalizing climate action.

UPON a motion duly made and seconded it was **RESOLVED:**   24/25-0114

THAT policy 173 **BE APPROVED** for field testing.

The motion carried unanimously.

B. Policy Approval

   - Policy 770: Student Transportation

   Superintendent Smillie outlined the changes in draft Policy 770: Student Transportation as developed by the Policy Review Committee and after public field testing reviewed at the Policy, Operations & Finance Partner Advisory Committee earlier in the day. The revised policy will incorporate previous Policy 771: Transportation for Independent School Students as well as Policy 780: Transportation Assistance and was brought to the Board for approval.

   UPON a motion duly made and seconded it was **RESOLVED:**   24/25-015
   THAT policy 770 **BE APPROVED**.

   The motion carried unanimously.

C. Rescind Policy

   - Policy 771: Transportation for Independent School Students
   - Policy 780: Transportation Assistance

   Superintendent Smillie highlighted that policies 771 and 780 were incorporated into revised Policy 770 and, therefore, asked the Board to rescind these policies.

   UPON a motion duly made and seconded it was **RESOLVED:**   24/25-016
   THAT policies 771 and 780 **BE RESCINDED**.

   The motion carried unanimously.

13. **Human Resources** – Nil

14. **Trustee Verbal Reports**

    A. Student Trustees – Nil

    B. Trustees

       - Trustee Trenaman gave a shoutout to the working session in late August. She has been reinstated as RDCK Rec 10 commissioner.
       - Vice Chair Bremner highlighted the bus ride during the Nelson pride parade and the great SD8 turnout.
       - Trustee Chew sits on the Rec commission for Area G. Salmo is looking for ways to keep infrastructure running for the community in collaborative and sustainable ways. Ideas from the Canadian School Board Association will be brought to BCSTA.

    C. Chair

       Chair Lang attended the BCSTA chair meeting, several BCPSEA meetings, and has been doing a lot of work in preparation for the KBB AGM later this month.

    D. British Columbia School Trustee Association (BCSTA) – Nil

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

    F. District Parent Advisory Committee (DPAC) – Nil

    G. Other – Nil

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

    Superintendent Smillie responded to questions and comments from the public related to the budget.

16. **Meeting Schedule and Reminders**

    A. Board Meetings

        The next Meeting of the Board held in Public is scheduled for October 8, 2024 in Creston.

17. **Adjournment**

    The meeting was adjourned at 7:07 PM.

Board Chair	Secretary-Treasurer

School District 8 Kootenay Lake

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						
Resolutions for Repeal or Replacement						
Completed Resolutions						
September 10, 2024	24/25-016	Rescind Policies	THAT policies 771 and 780 BE RESCINDED.			Complete
September 10, 2024	24/25-015	Approve Policy	THAT policy 770 BE APPROVED.			Complete
September 10, 2024	24/25-014	Approve Policy for Field Testing	THAT policy 173 BE APPROVED for field testing.			Complete
September 10, 2024	24/25-013	Approve 2025-2026 Minor Capital Submission (5)	THAT the 2025/26 funding request for 8 buses be approved. READ A FIRST TIME THE 10th DAY OF September 2024; READ A SECOND TIME THE 10th DAY OF September 2024; READ A THIRD TIME, PASSED THE 10th DAY OF September 2024.			Complete
September 10, 2024	24/25-012	Approve 2025-2026 Minor Capital Submission (4)	THAT the 2025/26 funding request of $100,000 for Direct Digital Controls under the Carbon Neutral Capital Program be approved. READ A FIRST TIME THE 10th DAY OF September 2024; READ A SECOND TIME THE 10th DAY OF September 2024; READ A THIRD TIME, PASSED THE 10th DAY OF September 2024.			Complete
September 10, 2024	24/25-011	Approve 2025-2026 Minor Capital Submission (3)	THAT the 2025/26 funding request of $1,150,000 for window replacement and sprinkler upgrades under the School Enhancement Program be approved. READ A FIRST TIME THE 10th DAY OF September 2024; READ A SECOND TIME THE 10th DAY OF September 2024; READ A THIRD TIME, PASSED THE 10th DAY OF September 2024.			Complete
September 10, 2024	24/25-010	Approve 2025-2026 Minor Capital Submission (2)	THAT the 2025/26 funding request of $195,000 for a new playground under the Playground Equipment Program be approved. READ A FIRST TIME THE 10th DAY OF September 2024; READ A SECOND TIME THE 10th DAY OF September 2024; READ A THIRD TIME, PASSED THE 10th DAY OF September 2024.			Complete
September 10, 2024	24/25-009	Approve 2025-2026 Minor Capital Submission (1)	THAT the 2025/26 funding request of $37,500 for kitchen equipment under the Food Infrastructure Program be approved. READ A FIRST TIME THE 10th DAY OF September 2024; READ A SECOND TIME THE 10th DAY OF September 2024; READ A THIRD TIME, PASSED THE 10th DAY OF September 2024.			Complete
September 10, 2024	24/25-008	Reading of Minor Capital Plan Submissions	THAT the Board of Education conclude three readings at this meeting for the approval of the submission of the Minor 2025/26 Capital Plan.			Complete

Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
September 10, 2024	24/25-007	Approve 2025-2026 Major Capital Submission	THAT the additional 2025/26 funding request of $18,702,875 for an addition to the Salmo Secondary School to accommodate the Salmo Elementary School be approved. READ A FIRST TIME THE 10th DAY OF September 2024; READ A SECOND TIME THE 10th DAY OF September 2024; READ A THIRD TIME, PASSED THE 10th DAY OF September 2024.			Complete
September 10, 2024	24/25-006	Reading of Minor Capital Plan Submissions	THAT the Board of Education conclude three readings at this meeting for the approval of the submission of the Major 2025/26 Capital Plan.			Complete
September 10, 2024	24/25-005	Approve Audited Financial Statements	THAT the Audited Financial Statements and Financial Discussion & Analysis for the year ended June 30, 2024, BE APPROVED.			Complete
September 10, 2024	24/25-004	Approve Appropriation of Accumulated Surplus - Capital Fund	THAT the appropriation of the accumulated surplus for the Capital Fund be increased by $7,729 from $139,939 to $147,668 as stated in note 19 of the audited financial statements of the year ended June 30,2024, BE APPROVED.			Complete
September 10, 2024	24/25-003	Approve Appropriation of Accumulated Surplus - Operating Fund	THAT the appropriation of the accumulated surplus for the Operating Fund be increased by $1,438,598 from $2,683,806 to $4,122,404 as stated in note 19 of the audited financial statements of the year ended June 30,2024, BE APPROVED.			Complete
September 10, 2024	24/25-002	Adoption of Minutes	THAT the minutes from the June 11, 2024 Meeting of the Board held in public BE ADOPTED, as circulated.			Complete
September 10, 2024	24/25-001	Adoption of Agenda	THAT the Agenda for this September 10, 2024 meeting BE ADOPTED, as circulated.			Complete
June 11, 2024	23/24-067	Approve ESL and SLP	THAT the 2023-2024 Enhancing Student Learning Report and the School Learning Plans BE APPROVED.			Complete
June 11, 2024	23/24-066	Adoption of Minutes	THAT the minutes from the May 14, 2024 Meeting of the Board held in public BE ADOPTED, as circulated.			Complete
June 11, 2024	23/24-065	Adoption of Agenda	THAT the Agenda for this June 11, 2024 meeting BE ADOPTED, as circulated.			Complete
May 14, 2024	23/24-064	Approve Policy 120	THAT policy 120 BE APPROVED.			Complete
May 14, 2024	23/24-063	Approve Policy 123	THAT policy 123 BE APPROVED.			Complete
May 14, 2024	23/24-062	Approve Policy 121	THAT policy 121 BE APPROVED.			Complete
May 14, 2024	23/24-061	Approve Policy 141	THAT policy 141 BE APPROVED.			Complete
May 14, 2024	23/24-060	Approve Policy 140	THAT policy 140 BE APPROVED.			Complete
May 14, 2024	23/24-059	Approve Policy 770 for field testing	THAT policy 770 BE APPROVED for field testing.			Complete
May 14, 2024	23/24-058	Approve school calendar	THAT the 2024-2025 and 2025-2026 school calendar amendments BE APPROVED.			Complete
May 14, 2024	23/24-057	Approve Board Clendar	THAT the 2024-2025 Board Meeting Calendar and In-Progress 2024-2025 Governance Framework and Learning Plan BE APPROVED.			Complete
May 14, 2024	23/24-056	2024-2025 Budget Bylaw Approval	THAT the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2024-2025 BE APPROVED as read a first time; THAT the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2024-2025 BE APPROVED as read a second time; THAT the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2024-2025 BE ADOPTED as read a third time.			Complete
May 14, 2024	23/24-055	Reading of Amended Annual Budget Bylaw	THAT the Board unanimously agrees to give the Annual Budget Bylaw 2024/2025 all three readings at this meeting of May 14, 2024.			Complete
May 14, 2024	23/24-054	Adoption of Minutes	THAT the minutes from the April 09, 2024 Meeting of the Board held in public BE ADOPTED, as circulated.			Complete
May 14, 2024	23/24-053	Adoption of Agenda	THAT the Agenda for this May 14, 2024 meeting BE ADOPTED, as circulated.			Complete
April 9, 2024	23/24-052	Approve Policy 130	THAT Policy 130 BE APPROVED.			Complete

**School District 8
Kootenay Lake**

FROM:	Trish Smillie, Superintendent
DATE:	October 8, 2024
SUBJECT:	Literacy Continuous Learning Report 2024-2025

For Information

Introduction

This memorandum provides an overview of the Literacy Continuous Learning Report for the 2024-2025 school year.

Information

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

SD8 has one literacy goal for all students from kindergarten through grade twelve:

"Improve literacy proficiency for all learners"

The Literacy Continuous Learning Report 2024-2025 looks at student literacy trends in district data and provides a description of the supports, resources and goals that comprise SD8's commitment to ensuring literacy success for all learners. Action items are prioritized to ensure continuous learning for all learners, including Indigenous learners, learners with diverse abilities, children and youth in care, and English language learners.

With the implementation of a district-wide literacy coherence model, SD8 is optimistic that all students will be set up for success throughout their K-12 school experience and beyond. The continual analysis of literacy data will help to ensure that in particular, priority learners achieve success in literacy.

School District 8
Kootenay Lake

LITERACY CONTINUOUS LEARNING REPORT
2024

October 8, 2024

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.
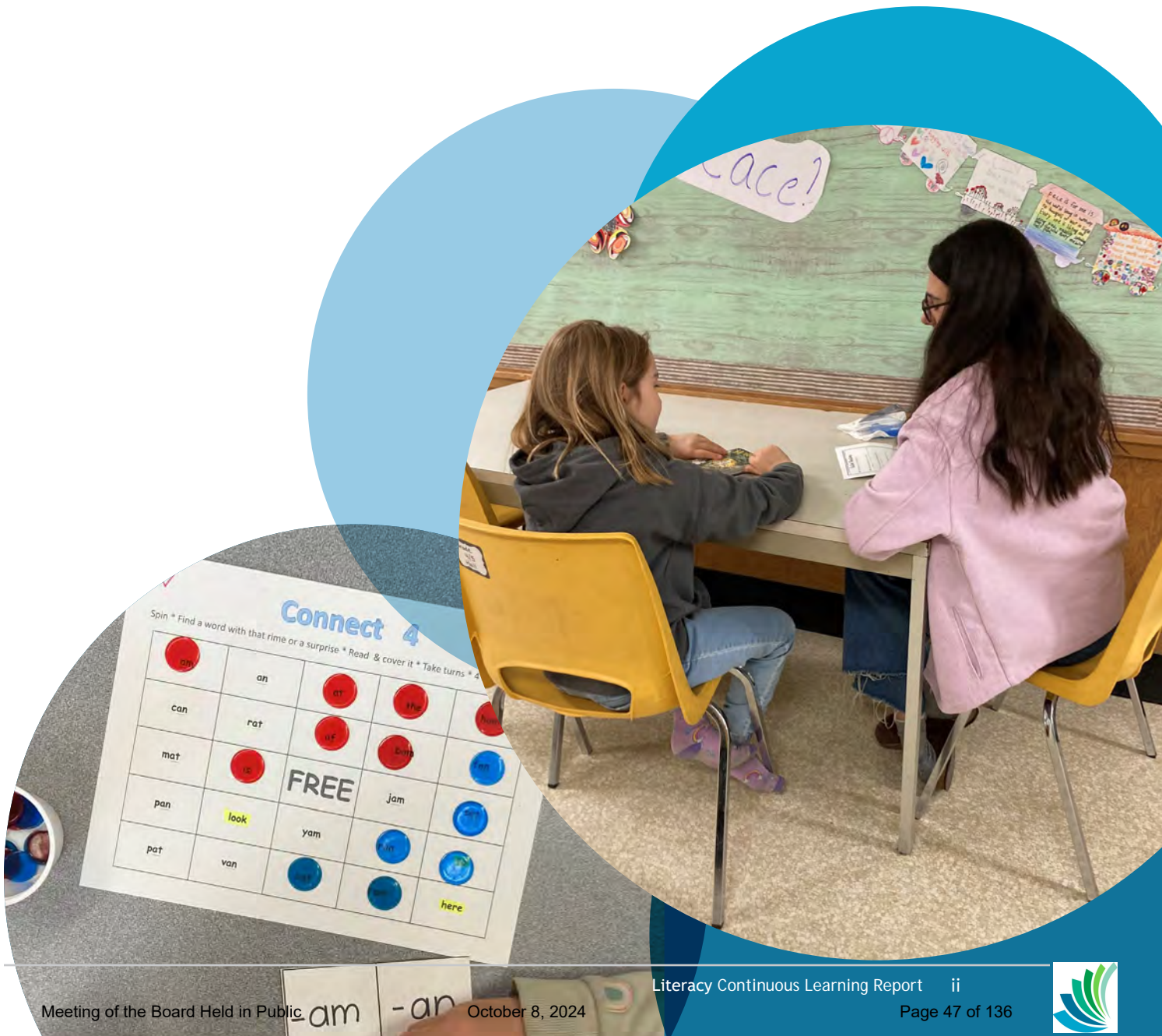
CONTENTS

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 <u>Education Policy Order</u>, <u>the Framework for Enhancing Student Learning Policy</u>, and <u>the Declaration of the Rights of Indigenous Peoples Act</u>.

> *"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

School District No. 8 (Kootenay Lake) endeavours to improve student learning through interest-based, competency-based, flexible, and innovative approaches. Specifically, the focus is on the following goals in relation to literacy development:

LIFELONG LEARNING

- Engage each learner to improve and excel in literacy
- Enhance success for early learners, learners with diverse needs, English language learners, and children in care
- Provide opportunities for high-quality online learning and flexible, adaptable and personalized learning

CONNECTED LEARNERS

- Promote collaborative partnerships with the local and broader community

CARING AND INCLUSIVE LEARNING CULTURE

- Create welcoming, engaging and accessible learning spaces

EXECUTIVE SUMMARY

CULTURAL AND IDENTITY DEVELOPMENT

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

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

Specifically, School District No. 8 endeavours to improve student learning through interest-based, competency-based, flexible, and innovative approaches.

The primary focus is on lifelong learning: ensuring all learners reach proficiency in literacy, especially for early learners, learners with diverse needs, English language learners, and children in care. Through the development of welcoming, engaging and accessible learning spaces, collaborative community partnerships, and through supporting cultural and identity development, all learners will have opportunities to thrive and develop essential literacy skills.

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

Three-Year Action Plan (2024-2027)

Outlined in this Literacy Continuous Improvement 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 and particularly for priority learners – Indigenous learners, learners with disabilities and diverse abilities, children and youth in care, and English language learners.

STRATEGIC PRIORITY: LIFELONG LEARNERS

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

	Aspect	Monitoring	Strategic Priority
1	Support K-12 school teams in responsively including objectives and strategies to support their school literacy goal, with a focus on priority learners, using a data-informed process and within the context of their School Learning Plan.	• Student Achievement (ELP, FSA, GLA, report cards) with a focus on priority learners • Transitions Meetings (Primary Success, Elementary-Middle, Secondary) • Student Learning Surveys • Grade to Grade Transitions rates • Student Voice • School & District-based literacy assessments	• Lifelong Learning • Connected Learners • Cultural and Identity Development

EXECUTIVE SUMMARY

	Aspect	Monitoring	Strategic Priority
2	Continue to support K-3 staff with early primary literacy assessment and strategic implementation of targeted skills in K-3 classes, including the ongoing use of the Early Learning Profile for Literacy (ELP) in grades K-3 and the utilization of school literacy data to support student learning.	• ELP Data • Primary Success Meetings • EDI data • School Learning Plans (Literacy) with a focus on priority learners • Feedback from school staff after learning sessions	• Lifelong Learning
3	Pilot an Intermediate to middle years literacy assessment program for district-wide implementation in the 2024-2025 school year.	• School Learning Plans (Literacy) with a focus on priority learners • School & district-based literacy assessments	• Lifelong Learning
4	Develop an intermediate to middle years literacy community of practice to support the strategic plan goals and action plan focused on literacy, with a focus on priority learners.	• Student Learning Surveys • Student Achievement (FSA, GLA, report cards) • District and school-based assessments	• Lifelong Learning • Connected Learners • Cultural and Identity Development
5	Update the K-12 Literacy virtual hub for resources, exemplars, and to support professional learning community of practice.	• Student Achievement (ELP, FSA, GLA, report cards) with a focus on priority learners • Student Learning Surveys • Feedback from school staff	• Lifelong learning
6	Ensure that all K-12 learners have access to culturally responsive and rich literacy environments and programs in their school and community.	• Student Learning Survey • Cultural and Identity Development reporting • Transitions Meetings (Primary Success, Elementary-Middle, Secondary) • Community Partnership Engagement • Survey of literacy Programs	• Lifelong Learning • Connected Learners • Cultural and Identity Development
7	Facilitate bi-annual and year-end monitoring and planning meetings to ensure successful transitions and improvement in literacy: • Primary success (K-3) • Elementary and middle years (4-9) • Secondary (10-12)	• Student Achievement ELP, FSA, GLA, report cards) • Transitions Meetings (Primary Success, Elementary-Middle, Secondary) • Grade to Grade Transitions rates	• Lifelong Learning

EXECUTIVE SUMMARY

	Aspect	Monitoring	Strategic Priority
8	Continue with monthly Families of Schools (FOS) meetings to support school leaders in developing their literacy goals, objectives and action plans in relation to detailed data and class/cohort learning profile analysis.	◆ School learning plan goals and objectives for literacy with a focus on priority learners ◆ Student Achievement (ELP, FSA, GLA, report cards)	◆ Lifelong Learning ◆ Cultural and Identity Development ◆ Caring & Inclusive Learning Culture
9	Promote literacy innovation through School Learning Plan Grants (SLPGs) focused on priority learners and share learning at end of year celebration.	◆ School learning plan goals and objectives for literacy with a focus on priority learners ◆ Student Achievement (FSA, GLA, report cards) ◆ School Learning Celebration	◆ Lifelong Learning ◆ Cultural and Identity ◆ Development ◆ Caring & Inclusive Learning Culture
10	Develop an intermediate to middle years literacy framework to guide schools in developing their literacy goals, objectives and action plan, and to provide consistency in literacy instruction across SD8.	◆ School learning plan goals and objectives for literacy with a focus on priority learners ◆ Student Achievement (FSA, GLA, report cards) ◆ Feedback from schools	◆ Lifelong Learning ◆ Cultural and Identity Development ◆ Caring & Inclusive Learning Culture

The literacy action plan is developed on the premise that ensures:

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

A Focus on Student Success

SD8 continues to look for ways to build on strengths and celebrate learner success. By referring to evidence 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 Literacy Continuous Learning Report supports the district's mission and vision:

MISSION	VISION
We inspire and support each learner to thrive in a caring learning environment.	Our learners grow as global citizens in an innovative and inclusive community.

This report outlines how SD8 supports learner success in literacy.

INTRODUCTION

Background - Literacy in SD8

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

SD8 is a learning organization committed to continuously reviewing, refining and reflecting upon its practice to support the best possible outcomes for learners. SD8 has one literacy goal for all students from Kindergarten through grade 12:

> *"Improve literacy proficiency for all learners"*

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

BC Curriculum Quick Scales provide a snapshot of literacy learning, organized by grade. The circle format below represents multiple entry points, that each aspect is of equal value for the learner, and that learning is ongoing.

Quick Scale Overview

The learner is at the centre

Each **ASPECT** represents a set of transferrable thinking or communication skills.

A proficient student must develop, practise, and demonstrate each aspect to become a Numerate Learner.

All aspects are inmportant when building Numeracy.

Each **SUB–ASPECT** further defines the transferrable skills within each aspect
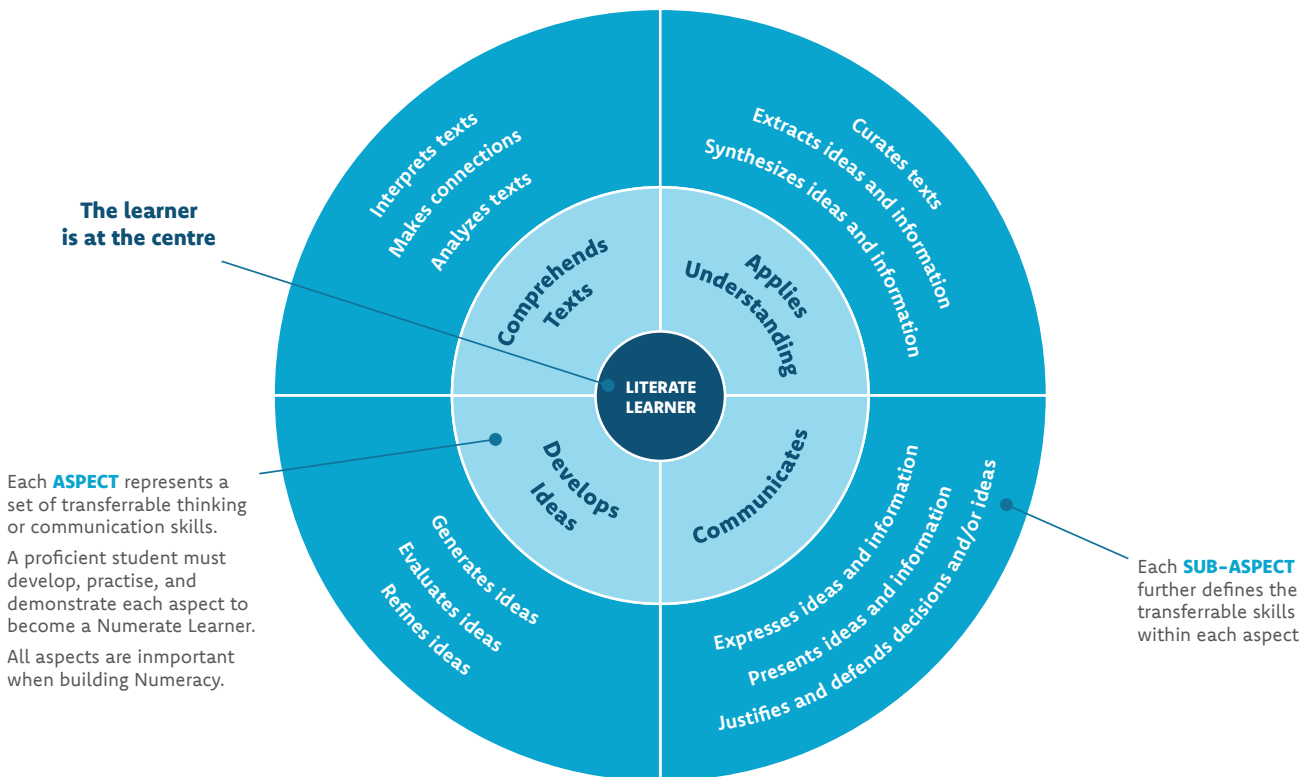
INTRODUCTION

Literacy encompasses the ability to analyze critically, to reason, to think independently, and to acquire important skills and bodies of knowledge. Being literate is "the road to human progress and the means through which every person can realize their full potential" (Kofi Annan). The Literacy Continuous Learning Report reviews student literacy trends in district data and describes supports, resources and goals.

SD8 K-12 Literacy Assessment Inventory

Early Literacy Profile (ELP) K-3

Building Foundational Literacy Skills in the Primary Years

District Literacy Assessment (4-9)

District-wide, school-based Intermediate to Middle Years Assessment (In Development)

FSA 4&7

Comprehend, Connect, and Communicate (Reading & Writing) Building on Skills and Content Knowledge

GLA 10 & GLA 12

Contextual, Cross-Curricular Assessment Graduation Requirement Applies Literacy

Over the next three years, SD8 will strengthen the school planning process, including collection of a variety of data, and use data to continue to engage in systemic, continuous improvement. In addition, SD8 will continue to engage in provincial, regional and community activities and partnerships.

To continue with a robust school planning process, an annual school learning cycle promotes continuous learning and improvement of student outcomes.

Annual School Learning Cycle

Fall

School Planning Day (late September)

Fall Assessment Snapshot & Planning
- District Literacy & Numeracy (ELP, ENP, SNAP) snapshot
- Class/Cohort Profile Review (Planning Day)
- Provincial Assessment Review (overview & detailed)
- Develop Instructional Plan for Literacy & Numeracy
- Revise School Learning Action Plan for Numeracy & Literacy
- **Secondary Academic Reviews (November)**

Winter

District PROD (mid January) School Based PROD (mid-February)

Mid-Year Check-In
- District Literacy & Numeracy (ELP, ENP, SNAP)
- Review Class/Cohort Profile(s)
- Adjust Instructional & Action Plan for Numeracy & Literacy
- **Primary Success Meetings (February)**

Spring

District PROD Day Indigenization (late April) School Based PROD Day (end of May)

Spring Assessment Snapshot & Transitions
- District Literacy & Numeracy (ELP, ENP, SNAP)
- Finalize School Learning Plan
- Transitions Planning Based on Class and Cohort Profiles
- **Secondary Academic Reviews (May)**
- **Primary Success Meetings (June)**

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

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

ALIGNMENT TO STRATEGIC PRIORITIES

School District No. 8 (Kootenay Lake) endeavours to improve student learning through interest-based, competency-based, flexible, and innovative approaches. Specifically, the focus is on the following goals in relation to literacy development:

LIFELONG LEARNING

- Engage each learner to improve and excel in literacy.
- Enhance success for early learners, learners with diverse needs, English language learners, and children in care.
- Provide opportunities for high-quality online learning and flexible, adaptable and personalized learning.

CONNECTED LEARNERS

- Promote collaborative partnerships with the local and broader community.

CARING AND INCLUSIVE LEARNING CULTURE

- Create welcoming, engaging and accessible learning spaces.

CULTURAL AND IDENTITY DEVELOPMENT

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

LITERACY PROFICIENCY

K-3 LITERACY

Literacy is the ability to understand, critically analyze and create a variety of forms of communication, including oral, written, digital and multimedia. It includes comprehending, making connections, critically analyzing, and creating and communicating (British Columbia Ministry of Education, 2022).

Language and story are sources of creativity and joy for K-3 students. Literacy is developed through five critical components: phonological & phonemic awareness, phonics, reading, writing, and oral language. Students use stories and a variety of texts to learn about themselves, their families, and their communities through listening, speaking, reading and writing. "Children bring other kinds of language and literacy knowledge with them to school that need to be recognize and valued (sociocultural, linguistic, and background knowledge and experiences). This is to disrupt the notion that some children are ready for Kindergarten, while others are not" (Kozak, 2022).

Developing literacy skills begins at an early age, and literacy thinking and communication skills can be developed in a variety of ways. Children can practice their literacy skills when making connections with a text (oral, written, visual, digital, etc.) through personal connections and/or prior knowledge. They may generate ideas based on their personal experiences and/or share their ideas with their peers. Developing children's literacy thinking and communication skills helps them build confidence and connect with their learning in a meaningful way.

Reference documents: BC Curriculum: English Language Arts

British Columbia: Learning in the Primary Years

Literacy begins with oral language, then moves to reading and writing and extends to describing critical thinking skills, including analysis, synthesis, and communication and creation for a variety of purposes and audiences. Literacy permeates all primary classrooms. Whether in Kindergarten or Grade 3, the school day engages children in joyful, meaningful literacy experiences — creating readers, writers, speakers, listeners, and thinkers.

Beginning in 2020, SD8 implemented a comprehensive literacy plan for primary students (Kindergarten to grade 3). The literacy plan entailed a philosophical and pedagogical shift in practice for primary literacy continuous improvement, shifting from an intervention approach to a teach and prevention approach to literacy. Rather than focussing on student deficits, the new approach focusses on student's growth, proficiency and strengths. As well, the shift entailed a coordinated approach by the district and a commitment to using science-based practices, expert professional learning approaches, and continuous efforts by teachers to promote literacy development in the primary years.

SD8 staff engaged with UBC educational expert Leyton Schnellert, early years literacy consultant Dr. Donna Kozak, and SD23 (Central Okanagan) literacy expert Lisa Wilson to create a series of targeted professional development opportunities for K-3 teachers, Inclusion Support Teachers (ISTs), and Speech and Language Pathologists (SLPs), in addition to utilizing the professional capacities of district staff. Through this work, the district's literacy assessment tool, called the Early Literacy Profile (ELP) was created and has been in place in the district since 2020.

LITERACY PROFICIENCY | K-3

Early Learning Profile (ELP): A Sample of Sub-Assessment Items

Alphabet Knowledge	K	Key	Gr.1	Key	Gr.2	Key	Gr.3	Key
Uppercase	/26	in any subskill 0-21=Concern 22-26 - No Concern	/26	In any subskill 0-25=Concern 26-No Concern				
Lowercase	/26		/26					
Correct Sound	/26		/26					
Nonsense Word Phonics Inventory	Optional /90	TBD	/90	TBD	/90	TBD	/90	TBD
High Frequency Sight Words	/225	0-5=Emerging 6-11=Developing 12-225=Proficient	/225	0-69=Emerging 70-99=Developing 100-225=Proficient	/225	0-149=Emerging 150-199=Developing 200-225=Proficient	/225	0-174=Emerging 175-224=Developing 225+=Proficient
Reading	Optional	1=Emerging 2=Developing 3=Proficient 4=Extending	Proficiency	1=Emerging 2=Developing 3=Proficient 4=Extending	Proficiency	1=Emerging 2=Developing 3=Proficient 4=Extending	Proficiency	1=Emerging 2=Developing 3=Proficient 4=Extending
Writing (add end of year writing sample at end of book)	Optional	1=Emerging 2=Developing 3=Proficient 4=Extending	Proficiency	1=Emerging 2=Developing 3=Proficient 4=Extending	Proficiency	1=Emerging 2=Developing 3=Proficient 4=Extending	Proficiency	1=Emerging 2=Developing 3=Proficient 4=Extending

	Emerging	Developing	Proficient	Extending
BC Proficiency Scale	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.
POPEY.ca student Language	I am beginning in my learning.	I am learning more on my own and need more practice.	I get it and can show you how much I understand.	I get it and go beyond what is expected of me.

LITERACY PROFICIENCY | K-3

From the Ministry of Education and Child Care resource: British Columbia: Learning in the Primary Years

Literacy learning is evident when children:	Teachers promote literacy learning when they:
• Use language and representations from play, music, and art to share their learning • Show increasing knowledge, understanding, and skill in conveying meaning • Explore texts from a range of different perspectives and begin or continue to analyze meaning and demonstrate learning • Share the stories, language, music, art, or drama of their own culture and re- enact these as a way of sharing their culture with others • Demonstrate enthusiasm, engagement, and joy in participating in literacy activities • Celebrate and share their contributions and achievements with others	• Model language and encourage children to express themselves through language in a range of contexts and a range of purposes • Design language-rich environments that provide opportunities for children to build their vocabulary and experiment with expressing themselves though methods such as visual arts, music, literacy, and movement • Engage children in discussions about books and other texts that promote consideration of diverse perspectives • Teach skills and encourage children to use a variety of ways, including technologies, to explore new information and represent their ideas • Provide opportunities to engage children in a variety of co-operative projects with a variety of partners and groups • Engage children in shared writing and stories to build a collaborative atmosphere and respect for all learners

LITERACY PROFICIENCY | K-3

Results of Previous Year's Action Plan (2023–2024)

Below is the action plan for 2023-24, including monitoring strategies and outcomes.

	Aspect	Monitoring	Outcome (Grades K-3)
1	Support K-12 school teams in responsively including objectives and strategies to support their school literacy goal, with a focus on priority learners, using a data-informed process and within the context of their School Learning Plan.	- Student Achievement (ELP, FSA, GLA, report cards) with a focus on priority learners - Transitions Meetings (Primary Success, Elementary-Middle, Secondary) - Student Learning Surveys - Grade to Grade Transitions rates - Student Voice - School & District-based literacy assessments	- District Learning Team review of School Learning Plans at the end of the year to ensure that literacy goals and objectives are present and that priority learner strategies are in place - K-3 Literacy and numeracy teacher coordinator hired full time to promote ongoing capacity building in K-3 literacy - Twice yearly primary success meetings with all elementary schools with data, feedback and follow up action items sent to each school - Comprehensive primary literacy professional learning series for teachers and principals to build skills for data review and literacy strategy implementation - ELP outcomes inserted into clev'r database for data analysis by school and overall by district staff - Primary literacy teacher coordinator collaborative work with school teams, Indigenous Education and Inclusive Education itinerant staff, in order to build and implement targeted strategies for priority learners - Communities of Practice put in place for teachers to share strategies, best practices, and to strengthen learning about literacy development
2	Continue to support K-3 staff with early primary literacy assessment and strategic implementation of targeted skills in K-3 classes, including the ongoing use of the Early Learning Profile for Literacy (ELP) in grades K-3 and the utilization of school literacy data to support student learning.	- ELP Data - Primary Success Meetings - EDI data - School Learning Plans (Literacy) with a focus on priority learners - Feedback from school staff after learning sessions	- District Learning Leader team and School Leader team consistently review data for primary grade literacy development during regular meetings and coordinated review of data - Teams regularly use data to pose questions to school teams, especially for priority learner development and progress - Implementation throughout the district of the questions: What do you see? What do you know? What do you wonder? for principals, district staff and school staff to use in analyzing data - Ongoing learning for school and district leaders in creating class profiles for coordinated analysis of class-based data - K-3 Literacy and numeracy teacher coordinator hired full time to promote ongoing capacity building in K-3 literacy - Twice yearly primary success meetings with all elementary schools with data, feedback and follow up action items sent to each school - Comprehensive primary literacy professional learning series for teachers and principals to build skills for data review and literacy strategy implementation - ELP outcomes inserted into clev'r database for data analysis by school and overall by district staff - Primary literacy teacher coordinator collaborative work with school teams, Indigenous Education and Inclusive Education itinerant staff, in order to build and implement targeted strategies for priority learners - Communities of Practice put in place for teachers to share strategies, best practices, and to strengthen learning about literacy development

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	Aspect	Monitoring	Outcome (Grades K-3)
3	Pilot an Intermediate to middle years literacy assessment program for district-wide implementation in the 2024-2025 school year	◆ School Learning Plans (Literacy) with a focus on priority learners ◆ School & district-based literacy assessments	◆ Not applicable
4	Develop an intermediate to middle years literacy community of practice to support the strategic plan goals and action plan focused on literacy, with a focus on priority learners.	◆ Student Learning Surveys ◆ Student Achievement (FSA, GLA, report cards) ◆ District and school-based assessments	◆ Not applicable
5	Update the K-12 Literacy virtual hub for resources, exemplars, and to support professional learning community of practice.	◆ Student Achievement (ELP, FSA, GLA, report cards) with a focus on priority learners ◆ Student Learning Surveys ◆ Feedback from school staff	◆ Comprehensive virtual literacy hub has been developed and is available for all school staff for K-12 resources ◆ Recordings of professional learning series for literacy available online ◆ Recordings and virtual access to provincial/national literacy workshops and training for staff ◆ Recommended resources for students and for teachers are listed on the virtual literacy hub ◆ Literacy Newsletter virtually distributed to staff and parents throughout the school year
6	Ensure that all K-12 learners have access to culturally responsive and rich literacy environments and programs in their school and community.	◆ Student Learning Survey ◆ Cultural and Identity Development reporting ◆ Transitions Meetings (Primary Success, Elementary-Middle, Secondary) ◆ Community Partnership Engagement ◆ Survey of literacy Programs	◆ Comprehensive virtual literacy hub has been developed and is available for all school staff for K-12 resources, including culturally responsive literacy resources ◆ Recordings of professional learning series for literacy available online ◆ Recordings and virtual access to provincial/national literacy workshops and training for staff ◆ Recommended resources for students and for teachers are listed on the virtual literacy hub, including resources that are culturally responsive and diverse

	Aspect	Monitoring	Outcome (Grades K-3)
7	Facilitate bi-annual and year-end monitoring and planning meetings to ensure successful transitions and improvement in literacy: ♦ Primary success (K-3) ♦ Elementary and middle years (4-9) ♦ Secondary (10-12)	♦ Student Achievement ELP, FSA, GLA, report cards) ♦ Transitions Meetings (Primary Success, Elementary-Middle, Secondary) ♦ Grade to Grade Transitions rates	♦ Monthly review of data through: report card data, grade-to-grade transition rates, ELP data, EDI data, and CHEQ data by District Learning Leadership Team
8	Continue with monthly Families of Schools (FOS) meetings to support school leaders in developing their literacy goals, objectives and action plans in relation to detailed data and class/cohort learning profile analysis.	♦ School learning plan goals and objectives for literacy with a focus on priority learners ♦ Student Achievement (ELP, FSA, GLA, report cards)	♦ Families of Schools (FOS) meetings supported schools in coordinating and focusing on data analysis for literacy goals and objectives ♦ Feedback through the FOS meetings indicated a focus on foundational skills.
9	Promote literacy innovation through School Learning Plan Grants (SLPGs) focused on priority learners and share learning at end of year celebration.	♦ School learning plan goals and objectives for literacy with a focus on priority learners ♦ Student Achievement (FSA, GLA, report cards) ♦ School Learning Celebration	♦ New School Learning Plan Grant initiative demonstrated promising practices in literacy planning and coordinated school-wide literacy structures (Slocan Family of Schools and Crawford Bay School)

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	Aspect	Monitoring	Outcome (Grades K-3)
10	Develop an intermediate to middle years literacy framework to guide schools in developing their literacy goals, objectives and action plan, and to provide consistency in literacy instruction across SD8.	◆ School learning plan goals and objectives for literacy with a focus on priority learners ◆ Student Achievement (FSA, GLA, report cards) ◆ Feedback from schools	◆ Not applicable

Authentic Assessment in the Primary Grades

The fundamental purpose of assessment is to support and improve children's learning. Curriculum, instruction, classroom assessment, and the communication of student learning are interconnected. The curriculum sets learning standards, which inform and inspire classroom instruction and meaningful learning experiences for students.

Authentic assessment involves the wide variety of approaches teachers use to describe and evaluate student learning in relation to the provincial learning standards. Thoughtful, responsive, and meaningful communication about student learning provides students, parents and guardians with a clear understanding of where students are at in their learning and helps set goals for future learning. Authentic assessment recognizes the diversity of learners.

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

Communicating Learning: Primary Academic Proficiency in Literacy

Student reporting in Grades K-9 requires use of the Provincial Proficiency Scale to communicate students' learning in all areas of learning. The Proficiency Scale maintains high provincial standards, helping all students attain proficiency in their learning. It is also inclusive of all learners, focusing on strengths and next steps for each individual student.

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

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Achievement Data (2023-2024)

EARLY LEARNING PROFILE (ELP)

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

Early Learning Profile data is reported as the percentage of students achieving proficiency (proficient and extending) in a particular literacy subset. Note that the implementation of the ELP has been a rolling implementation, beginning with Kindergarten and adding a grade level each successive year.

Kindergarten Literacy Data

Skill Subset	Spring 2022 (May)	Spring 2023 (June)	Spring 2024 (May)
Correct Sound	74%	70%	71%
High Frequency Words	71%	55%	70%
Phoneme Isolation	N/A	91%	94%

Grade 1 Literacy Data

Skill Subset	Spring 2022 (May)	Spring 2023 (May)	Spring 2024 (May)
High Frequency Words	57%	48 %	55%
Overall Reading	Pilot	50 %	51%
Overall Writing	Pilot	42%	46%

Grade 2 Literacy Data

Skill Subset	Spring 2022 (May)	Spring 2023 (May)	Spring 2024 (May)
High Frequency Words	Pilot	73 %	83%
Overall Reading	Pilot	63 %	61%
Overall Writing	Pilot	Pilot	47%

Grade 3 Literacy Data

Skill Subset	Spring 2022 (May)	Spring 2023 (May)	Spring 2024 (May)
High Frequency Words	Pilot	42 %	46%
Overall Reading	Pilot	Pilot	58%
Overall Writing	Pilot	Pilot	45%

– 2021 Cohort   – 2022 Cohort

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Report Card - Language Arts

Report card data indicates the percentage of students achieving proficiency in language arts by the end of the indicated school year. Note that at this time, the report card data for the district is not available for 2023–2024.

Grade Level	Subsets	Years				
		2019–2020	2020–2021	2021–2022	2022–2023	2023–2024
Kindergarten	All Resident	78%	71%	66%	71%	N/A
	Indigenous Students	72%	57%	45%	51%	N/A
	Students with Diverse Abilities	44%	83%	50%	27%	N/A
Grade 1	All Resident	71%	64%	58%	61%	N/A
	Indigenous Students	47%	54%	45%	46%	N/A
	Students with Diverse Abilities	55%	50%	58%	46%	N/A
Grade 2	All Resident	63%	63%	62%	50%	N/A
	Indigenous Students	56%	88%	53%	36%	N/A
	Students with Diverse Abilities	48%	40%	31%	23%	N/A
Grade 3	All Resident	59%	66%	58%	60%	N/A
	Indigenous Students	49%	59%	37%	52%	N/A
	Students with Diverse Abilities	27%	36%	43%	40%	N/A

Developmental Data

CHILDHOOD EARLY EXPERIENCES QUESTIONNAIRE (CHEQ)

A new addition to SD8's data repertoire is the Childhood Early Experiences Questionnaire (CHEQ) from UBC's Human Early Learning Program (HELP). The CHEQ provides information about children as they enter kindergarten in September of each year (starting in 2023 for the whole district).   There are 55 questions on the CHEQ covering five domains strongly linked to children's health and well-being, learning and social outcomes: Physical Health & Well-being, Language & Cognition, Social & Emotional Experiences, Early Learning & Care, and Community & Context. CHEQ data provides an overview of children's experiences prior to the start of school and the frequency of those experiences.

The CHEQ data is aggregated by school district boundaries. The data are a summary of the responses parents/caregivers provided for kindergarten children attending school in SD8 for 2023/24. The report provides valuable information on the unique experiences of this group.

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Language and Cognition Developmental Data, September 2023

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

	Read books or tell stories to the child	Talk with the child about pictures, signs, and words in everyday life	Sing songs, make music, drum, do rhymes, or dance with the child	Do arts and crafts with the child (for example: weaving, draw pictures, paint, colour)	Build things (for example: Lego, playdough, blocks, etc)	Use pencils or markers to write, draw letters or pretend writing with the child
Most day or every day	74%	73%	49%	50%	51%	43%
A few times per week	19%	24%	40%	41%	43%	41%
About once per week	6%	1%	7%	7%	3%	7%
A few times per month	1%	1%	4%	1%	2%	8%
Not yet	0%	1%	0%	0%	0%	1%

EARLY DEVELOPMENT INSTRUMENT (EDI)

SD8 monitors and supports early learning programs. The complexity of measuring early learners combined with the knowledge that learning is fluid in the early years requires ongoing measurement throughout the year. 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.

The EDI is completed in four-year cycles called "waves", with the district engaging in the EDI three out of every four years. In February of 2023, SD8 kindergarten teachers completed the EDI. This data is the most current that the district has at this time; the EDI will be administered again in the early spring of 2025.

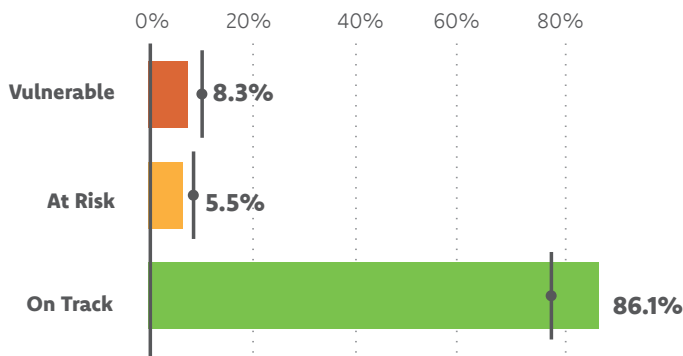## EDI Wave 8 Language & Cognitive Development

Scale Outcomes Summary
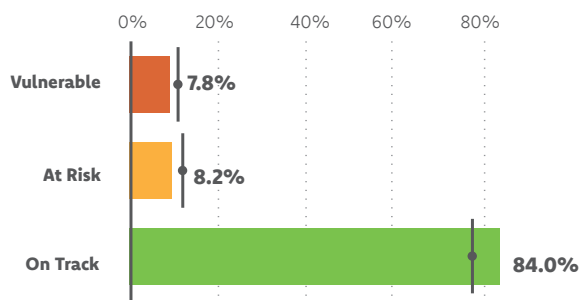
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EDI Wave 8 Communication Skills & General Knowledge

Scale Outcomes Summary

Vulnerable	8.3%
At Risk	5.5%
On Track	86.1%

Analysis & Interpretation (Grades K-3)

SOURCES OF DATA AND EVIDENCE ANALYZED

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

MISSING OR MASKED DATA

District level report card data for the 2023/2024 year end has not yet been populated by the Ministry of Education and Child Care into SD8's data set. This data will be reviewed along with the previous years' data once it is uploaded. Data sets that are missing or masked were omitted due to small group sizes and/or privacy concerns for priority learner populations. As well, CHEQ and EDI data is suppressed for groups smaller than 35 students. The CHEQ and EDI data are also suppressed when the uncertainty of the results (i.e., margin of error) is greater than 10%, which can result from low coverage particularly in areas with small populations. However, local knowledge has been incorporated into planning for support for priority learners throughout the district.

TRENDS EMERGING FROM THE DATA ANALYSIS

Early Learning Profile (ELP) analysis shows that Kindergarten learner data has remained fairly consistent year to year since 2022, with students achieving the highest proficiency in the sub-skills identified in phoneme isolation, which is a building block of literacy development. Grade 1 student data has also remained fairly consistent, with an increase in proficiency from Spring 2023 to Spring 2024 in high frequency word recognition and overall writing. Grade 2 student data has shown an increase in high frequency word recognition as well, with overall reading remaining fairly consistent in proficiency levels. Spring 2024 was the first year of overall writing assessment; this aspect is low with less than 50% achieving proficiency. Similarly, Grade 3 students

performed with less proficiency in overall writing, with 45% achieving proficiency on that aspect. As well, Grade 3 student proficiency was lower than expected in the other two sub-skills (high frequency words and overall reading).

An analysis of the ELP data shows that over time, students in K-3 grades have improved in their mastery of high frequency words, which is a building block of reading comprehension. This improvement is incremental and seems to correlate with the opportunities for teachers to build their capacity to teach literacy through district-led professional learning workshops. As well, the increasing consistency with using research-based resources (such as Heggerty, UFLI and Shifting the Balance) seems to have helped teachers feel more confident with teaching literacy which in turn promotes literacy development.

Report card analysis shows that Kindergarten learners have overall better literacy achievement than their respective counterparts in grades one, two, and three. Grade three students with diverse abilities lag most significantly behind their counterparts, though that gap has begun to close, likely due to the Early Literacy Program. Indigenous learners also fall behind their peers, though there are some anomalies (2020-2021).

SD8 CHEQ data show that daily or a few times a week, most parents of children entering Kindergarten:

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

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

INEQUITIES OF LEARNING OUTCOMES

Through report card data, students with disabilities or diverse abilities and Indigenous students showed lower proficiency than All Resident students, and showed inconsistency of proficiency across time. Data were masked in other assessments (eg: CHEQ and EDI) due to small numbers of students, so it is difficult to assess performance by priority learners against All Resident students in developmental assessments.

STORIES REVEALED ABOUT APPROACHES TO SUPPORTING TEACHING AND LEARNING

The literacy data indicate that although there is some improvement in proficiency for K-3 learners, closer scrutiny of proficiency in overall reading and writing for all learners, and proficiency in priority learners will need to be implemented.

It is clear from the data that over time that it is important to continue to build on the use of research-based strategies and coordinated structures to teach students reading and writing. Student proficiency in overall reading and writing is not yet at the desired level. Therefore, continuing to focus on foundational literacy development and building further strategies to promote proficiency in overall reading and writing, will be the focus for K-3 literacy in 2024-2025.

With the implementation of a district-wide literacy coherence model, SD8 has a consistent tool with which to track literacy data in the primary years, including the beginning work of tracking cohorts of students. The ELP guides SD8 staff in developing and implementing science-based strategies in their classrooms in order to

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respond in a timely and responsive manner to promote student learning. As well, ELP data for the district as a whole, as represented below, helps SD8 district staff to develop professional learning series, to supply learning resources and to place human resources and supports where needed, particularly for priority learners.

CURRENT APPROACHES TO EQUITY OF LEARNING

SD8 continues to focus on equity of outcomes for priority learners through school-based wraparound services, through the support of the district-based team and through support and tracking of priority learners: Indigenous students, students with disabilities and diverse abilities, English Language learners, and Children and Youth in Care.

Three-year action plan moving forward (2024-2027)

TRENDS AND LEARNING

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

NEW AREAS FOR GROWTH

New areas for growth that emerged through the analysis and interpretation, and through a review of school plan goals and objectives for literacy indicate a focus on developing foundational literacy skills. In addition, a focus on priority learners in the school growth plans will be emphasized in the coming year, as will a deeper dive into item level analyses for literacy in the Early Learning Profile (ELP).

For the 2024-2025 school year, the Ministry of Education and Child Care is introducing a requirement for an early literacy assessment tool. Specific information about the changes to early literacy requirements in 2024-2025 have not yet been released; however, the Ministry has indicated the following about anticipated developments:

> *"The new professional development and training will help K-12 teachers and support staff build the knowledge, tools, and evidence-based strategies needed to support the diverse literacy needs of all students, including those beyond Grade 3. This includes workshops and resources for supporting students with learning disabilities. Provincial grants to school districts to access training for teachers and support staff will be available, as well as information for parents and caregivers on evidence-based approaches that help children develop literacy skills."*

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

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

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The next iteration of K-3 literacy will entail a focus on the aspects of learning to read that are foundational, such as phonics and phonological awareness that continue to be challenging for some learners. In addition, the district will undertake a review of overall writing proficiency and will explore research-based approaches to improving writing proficiency for Grades 1 to 3 learners and in particular for priority learners.

EXISTING AREAS FOR GROWTH

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

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

1. What has been implemented this year to improve priority learner academic outcomes?

2. How does the school team know these steps are making a difference for these students and what does ongoing monitoring look like?

3. What top 2 "inclusive + equitable + individualized" actions will the team commit to doing to improve learner academic outcomes and support grade/class transitions in the fall?

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

Professional learning for teachers has evolved into the district-wide K-3 literacy community of practice, including several the POPEY (Provincial Outreach Program for the Early Years) workshop series. Other resources include books and resource guides for literacy intervention and reading skills such as those mentioned earlier (ie: UFLI, Heggerty, Shifting the Balance).

Throughout 2023-2024, a robust professional learning series for literacy was held in SD8, presented by the Primary Literacy and Numeracy Teacher Coordinator. This practice will continue in 2024/2025.

Dates and times:

Event	Date	Time	Location/Room
Literacy #1 (In Person)	Tuesday, September 19, 2023	8:30 am - 11:30 am	Creston Canyon-Lister Elementary Library
	Wednesday, September 20, 2023	8:30 am - 11:30 am	Nelson South Nelson Elementary Rm: 208
Literacy #2 (Virtual)	Thursday, October 5, 2023	3:15 pm - 4:00 pm	Virtual (Teams)
Literacy #3 (In Person)	Tuesday, November 7, 2023	8:30 am - 11:30 am MST	Creston TBD
	Thursday, November 9, 2023	8:30 am - 11:30 am PST	Nelson School Board Office
Literacy #4 (Virtual)	Tuesday, January 16, 2024	3:15 pm - 4:00 pm MST	Virtual (Teams)
	Thursday, January 18, 2024	3:15 pm - 4:00 pm PST	Virtual (Teams)
Literacy #5 (Virtual)	Thursday, April 18, 2024	3:15 pm - 4:00 pm	Virtual (Teams)

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An example of literacy workshop information for primary teachers (Spring 2024) is below (presented by the Primary Literacy and Numeracy Teacher Coordinator):

- 16 Games for UFLI's Roll and Read Games –
- Roll and Read Letter Formation game –
- Dyslexic Logic Blending Word Lists – free downloads
- Dyslexic Logic Segmenting Word Lists – free downloads
- UFLI Game Generator link – self-select UFLI lesson numbers to automatically populate words into various gameboards that can be played online, shared, and printed. Other words lists can easily be used instead. A useful resource for everyone!!
- UFLI Game Generator tutorial – a 30 minute tutorial, watch in 2x speed to quickly get started with using these games in whole class, small groups and home practice
- UFLI Blending Board App
- The Measured Mom link to free Letter Sound Activities
- CK Max and Friends Decodable Buddy Reading Series – Exciting! Every school is receiving a set of these 30 books! Schools will receive an email when the books are ready for pick-up!
- The Syntax Project – one kindergarten teacher shared how she is using this free, online resource of lessons to teach sentence building, first orally and then in writing. There are slideshow lessons for primary and intermediate grades.
- Free UFLI games made by a BC teacher – Kudos71 - available on TPT. These games include fluency sentence reading games and Write the Room activities currently for lessons 35 to 85.

In addition, school staff collaborated to build capacity in teaching literacy. For example:

ARES

- "Clued In" Mystery Vocabulary Word Game – favourite whole class game they ask to play!
  - ◇ One student stands in front of the board facing the class
  - ◇ Teacher writes a vocabulary word on the board above the student's head
  - ◇ Class takes turns giving clues, without using the word, for the student to guess what the word is
  - ◇ Uses math, science, etc. words
  - ◇ Access point for all students as the teacher can select a word appropriate for each child

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Canyon Lister

- The Writing Revolution book, and
- The Grammar Project, that builds off The Writing Revolution book
  - ◊ Includes two sub-projects:
  - ◊ The Syntax Project has detailed lesson plan PowerPoints for each term and grade for Pre-K to Grade 5/6 and teaches:
    - ◆ Sentence knowledge
    - ◆ Sentence composition
    - ◆ Punctuation
    - ◆ Word Knowledge, and
  - ◊ The Morphology Project has detailed lesson plan PowerPoints teaching:
    - ◆ Prefixes
    - ◆ Suffixes
    - ◆ Assimilated Prefixes and Conventions of Suffixes
    - ◆ Bases/Roots

Crawford Bay

- Words their Way weekly routine:
- Monday – receive new sort, cut, and picture sort; each group does a first sort with teacher & teacher's set of cards
- Tuesday -Word study sheet, write word in left box, draw image in right box beside; sketch to show your understanding of the word, can use speech bubbles for less concrete words
- Wednesday – pair sort – sit with a partner, put headings at top of each column
  - ◊ Read word to your partner without showing them the word
  - ◊ Partner spells the word and tells the partner which column to put the word in
- Thursday – practice
- Friday – assess

JVH

- UFLI each week:
  - ◊ Word Study duotangs where students orthographically map, print and use the words in sentences.
  - ◊ Page 2 and 3 for subsequent pages.: https://docs.google.com/document/d/1Y6cqJ8-WS9rmcAEvfQxcJDoAHxF1KOA_1cwjcdiAkyg/edit?usp=sharing
- Student page for giving UFLI Lesson Progress Monitoring Assessments (page 354 in manual): https://docs.google.com/document/d/10IEJ4I1T37jI9TDP0rIITcI2dVIe6VaWEuW5vVNwtpE/edit?usp=sharing

Redfish

- Literacy resource: **Wiley Blevins' book Phonics from A-Z** and its wealth of information
  ◇ Leading phonics expert Wiley Blevins has updated his best-selling classic to include the latest in phonics instruction and the science of reading, as well as current research on handwriting and on phonemic awareness.
  ◇ This revised edition also offers ideas for maximizing scope and sequence, practical tips for creating sound walls, a decodable text routine for building comprehension, strategies for differentiating during whole-group lessons while better targeting small-group work, and more.

Rosemont

- Adrienne Gear's Powerful Writing Structures Resource and images of their Triple Scoop Word and Writing Goal Wall

South Nelson

- Twice weekly Literacy Center times, allowing for small group lessons and scaffolded individual activities
- Words their Way
- Story Workshop (once per week) structure both in class and outside in the forest
  ◇ In class, students choose loose parts and have 20 minutes of play/storytelling
  ◇ Review writing goals
  ◇ 45 minutes to write and illustrate
  ◇ Themes of items that can rotate in and out
  ◇ Lists of character and animal names for spelling
  ◇ When outside, the students find a 1 metre X 1 metre square area, clean with a branch and can find any thing to create their stories
  ◇ Write when they return to the school

WEG

- Regular use of UFLI
- With decodable passages, has the students review past skills by:
  ◇ Circle in orange — digraphs (opportunity to review language and skills)
  ◇ Underline in purple — magic 'e', etc.
- Oral project with class, titled, "Did you know?"
  ◇ Students choose own projects
  ◇ Start presentation with "Did you know…" and follow up with supporting facts
  ◇ Write and talk about it
  ◇ Use cue cards to present
  ◇ "We interrupt this program for a 'Did you know?'"

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Additionally, Communities of Practice (COP) were implemented, particularly for rural educators. These COPs:

- Look at ELP data/student needs and planning next steps.
- Watch literacy videos for areas to implement.
- Investigate strategies and how to implement them.

ACTION PLAN SUMMARY (KINDERGARTEN TO GRADE 3)

- Continue to use the district Literacy K-grade 3 Assessment tool (ELP) for all students in grades K-3, twice per year
- Continue to use the district Literacy Data platform (clev'r) to centrally house data for effective school and district level analysis
- Ensure that teachers have confidence to use a variety of specific, targeted classroom strategies throughout the primary grades to develop literacy skills
- Continue with district twice-annual Primary Success Meetings for school and district staff to effectively and comprehensively review data for all K-3 students in the district, with a focus on deeper analysis and planning for priority learners
- Further develop professional learning workshops for primary literacy several times per year for Kindergarten to grade three teachers, focused on a responsive literacy program designed to meet the needs of all learners and in particular priority learners
- Provide more opportunities for teachers to collaborate about literacy through an ongoing Community of Practice (COP) model with after school check ins and skill development opportunities
- Expand district staff research into effective literacy practices for K-3 learners
- Provide support in purchasing professional resources for K-3 literacy
- Improve access to information through an online literacy resource database
- Continue to support implementation and effective teaching practices in primary literacy through the district Teacher Coordinator working throughout the district with K-3 teachers and elementary principals, to continue to provide opportunities for learning, resource support, support with data collection and analysis, and strategic implementation of effective primary literacy tools.

LITERACY PROFICIENCY | 4-6

4-6 LITERACY

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

Reference: BC Curriculum, English Language Arts

RESULTS OF PREVIOUS YEAR'S ACTION PLAN (2023–2024)

Below is the action plan for 2023–2024, including monitoring strategies and outcomes.

	Aspect	Monitoring	Outcome (Grades 4-6)
1	Support K-12 school teams in responsively including objectives and strategies to support their school literacy goal, with a focus on priority learners, using a data-informed process and within the context of their School Learning Plan.	◆ Student Achievement (ELP/, FSA, GLA, report cards) with a focus on priority learners ◆ Transitions Meetings (Primary Success, Elementary-Middle, Secondary) ◆ Student Learning Surveys ◆ Grade to Grade Transitions rates ◆ Student Voice ◆ School & District-based literacy assessments	◆ New School Learning Plan Grant initiative for Slocan Family of Schools highlighted an inquiry for Indigenization and transitions in literacy planning as a promising practice.
2	Continue to support K-3 staff with early primary literacy assessment and strategic implementation of targeted skills in K-3 classes, including the ongoing use of the Early Learning Profile for Literacy (ELP) in grades K-3 and the utilization of school literacy data to support student learning.	◆ ELP Data ◆ Primary Success Meetings ◆ EDI data ◆ School Learning Plans (Literacy) with a focus on priority learners ◆ Feedback from school staff after learning sessions	◆ Not applicable
3	Pilot an Intermediate to middle years literacy assessment program for district-wide implementation in the 2024-2025 school year.	◆ School Learning Plans (Literacy) with a focus on priority learners ◆ School & district-based literacy assessments	◆ Intermediate to middle years literacy assessment program to be developed in 2024-2025.

LITERACY PROFICIENCY | 4-6

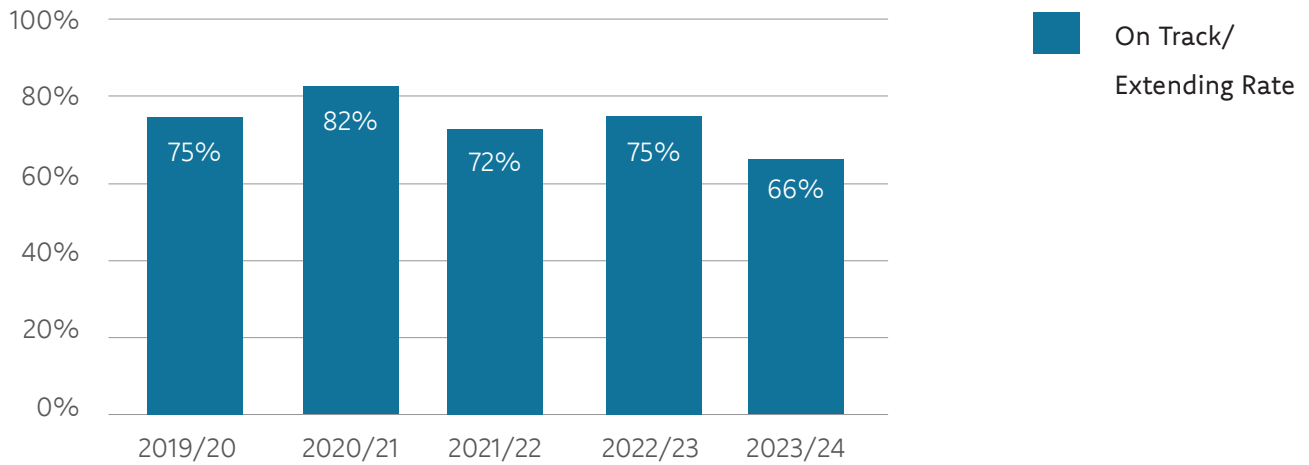|	Aspect	Monitoring	Outcome (Grades 4-6)
4	Develop an intermediate to middle years literacy community of practice to support the strategic plan goals and action plan focused on literacy, with a focus on priority learners.	• Student Learning Surveys • Student Achievement (FSA, GLA, report cards) • District and school-based assessments	• Intermediate to middle years literacy community of practice will commence 2024-2025.
5	Update the K-12 Literacy virtual hub for resources, exemplars, and to support professional learning community of practice.	• Student Achievement (ELP/, FSA, GLA, report cards) • Student Learning Surveys • Feedback from school staff	• Intermediate literacy resources to be developed in 2024-2025.
6	Ensure that all learners have access to culturally respon-sive and rich literacy envi-ronments and programs in their school and community.	• Student Learning Survey • Cultural and Identity Development reporting • Transitions Meetings (Primary Success, Elementary-Middle, Secondary) • Community Partnership Engagement • Survey of literacy Programs	• Survey of literacy programs to commence in 2024-2025.
7	Facilitate bi-annual and year-end monitoring and planning meetings to ensure successful transitions and improvement in literacy: • Primary success (K-3) • Elementary and middle years (4-9) • Secondary (10-12)	• Student Achievement ELP/, FSA, GLA, report cards) • Transitions Meetings (Primary Success, Elementary-Middle, Secondary) • Grade to Grade Transitions rates	• Review of grade-to-grade transitions rates and FSA data by district learning leadership team.
8	Continue with monthly Families of Schools (FOS) meetings to support school leaders in developing their literacy goals, objectives and action plans in relation to detailed data and class/cohort learning profile analysis.	• School learning plan goals and objectives for literacy with a focus on priority learners • Student Achievement (ELP/, FSA, GLA, report cards)	• Families of Schools (FOS) meetings supported schools in coordinating and focusing on data analysis for literacy goals and objectives indicated a focus on foundational skills.
9	Promote literacy innova-tion through School Learning Plan Grants (SLPGs) focused on priori-ty learners and share learning at end of year celebration.	• School learning plan goals and objectives for literacy with a focus on priority learners • Student Achievement (FSA, GLA, report cards) • School Learning Celebration	• New School Learning Plan Grant initiative for Slocan Family of Schools highlighted an inquiry for Indigenization and transitions in literacy planning as a promising practice.
10	Develop an intermediate to middle years literacy framework to guide schools in developing their literacy goals, ob-jectives and action plan, and to provide consisten-cy in literacy instruction across SD8.	• School learning plan goals and objectives for literacy with a focus on priority learners • Student Achievement (FSA, GLA, report cards) • Feedback from schools	• Development of intermediate to middle years literacy framework commences 2024-2025.

LITERACY PROFICIENCY | 4-6

Achievement Data (2023-2024)
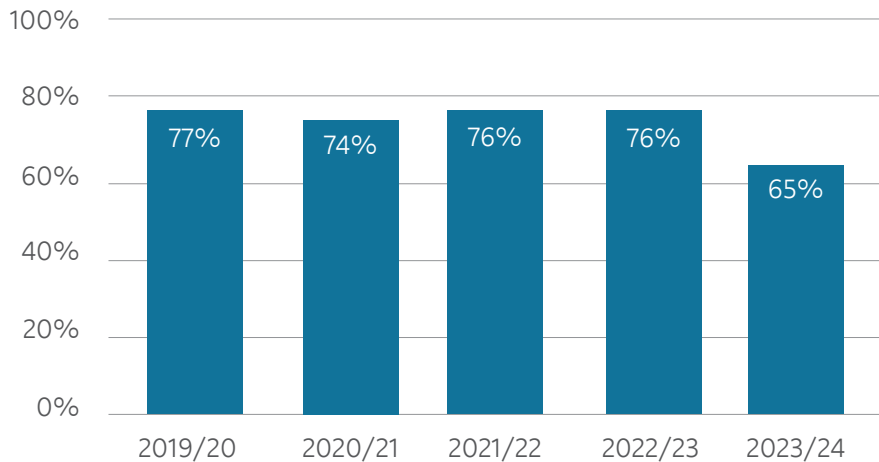
FOUNDATION SKILLS ASSESSMENT

Current Year and 3-year trends for the percentage of students in Grade 4 on track and extending expectations in literacy and reading comprehension.

Note: As of 2021-2022 FSA Literacy comprises a combination of reading comprehension and writing. In previous years, FSA reported reading comprehension and writing separately.
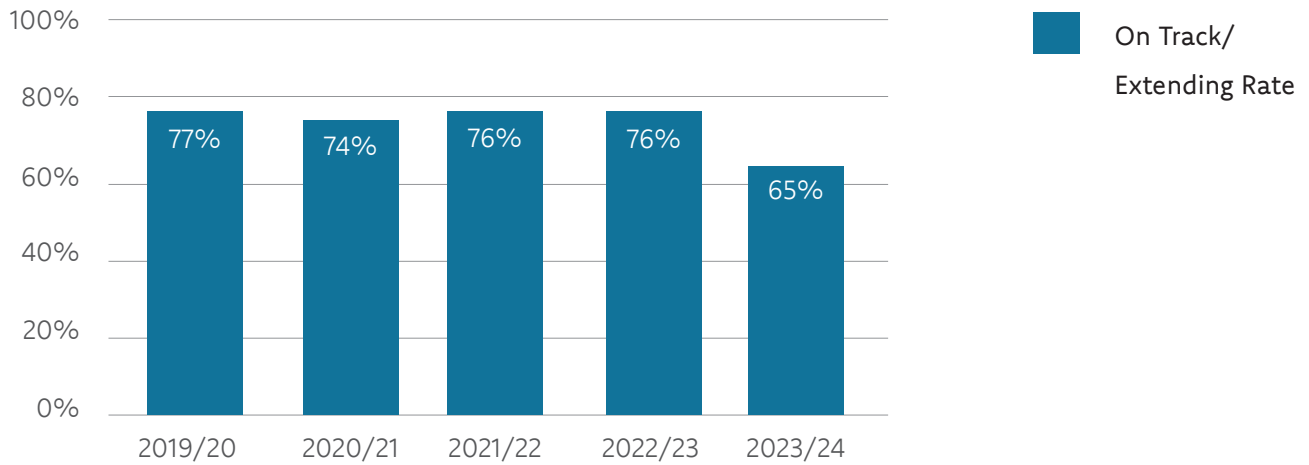
Grade 4 FSA Literacy/Reading – All Resident Students

Legend: ■ On Track/ Extending Rate

2019/20	2020/21	2021/22	2022/23	2023/24
75%	82%	72%	75%	66%

Grade 4 FSA Literacy/Reading – Indigenous Students

2019/20	2020/21	2021/22	2022/23	2023/24
77%	74%	76%	76%	65%

LITERACY PROFICIENCY | 4-6

Grade 4 FSA Literacy/Reading – Indigenous Students off Reserve
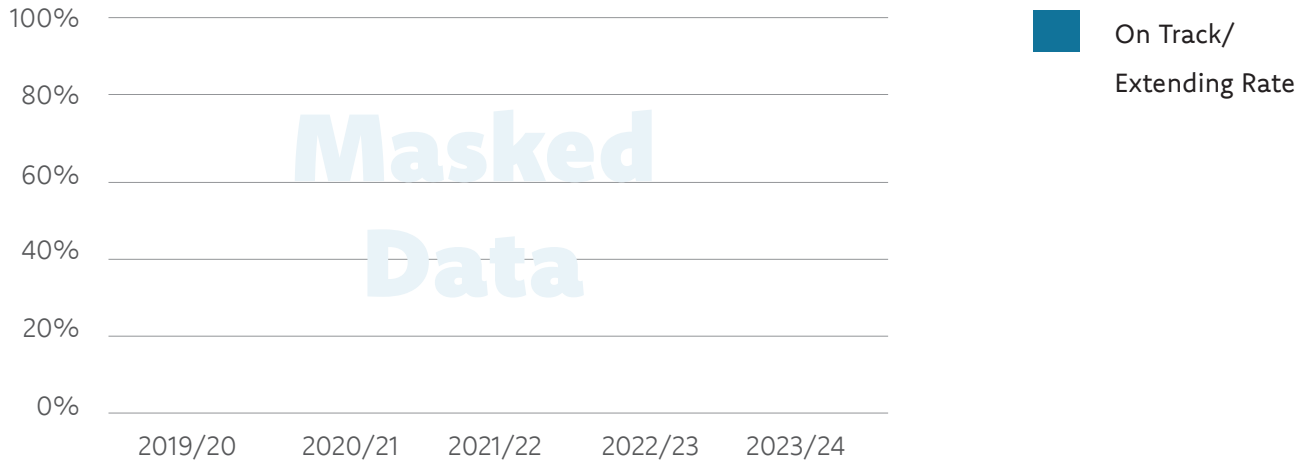
On Track/
Extending Rate

Year	Rate
2019/20	77%
2020/21	74%
2021/22	76%
2022/23	76%
2023/24	65%

Grade 4 FSA Literacy/Reading – Students with Disabilities/Diverse Abilities

Year	Rate
2019/20	56%
2020/21	63%
2021/22	44%
2022/23	70%
2023/24	56%

Grade 4 FSA Literacy/Reading – Indigenous Students on Reserve

On Track/
Extending Rate

(Masked Data)

Grade 4 FSA Literacy/Reading – Children/Youth in Care

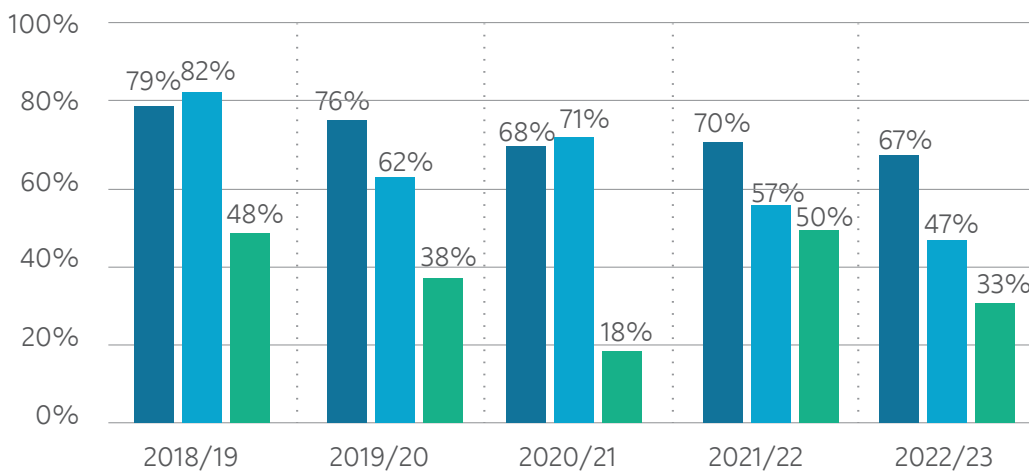*(Masked Data)*
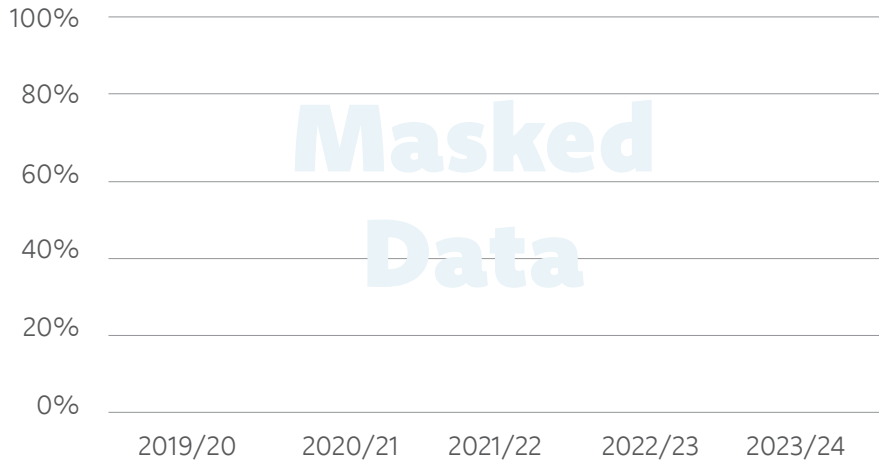
Report Card: Language Arts (Grades 4-6)

REPORT CARD DATA

Percentage of students meeting and exceeding expectations in Language Arts by the end of the school year.
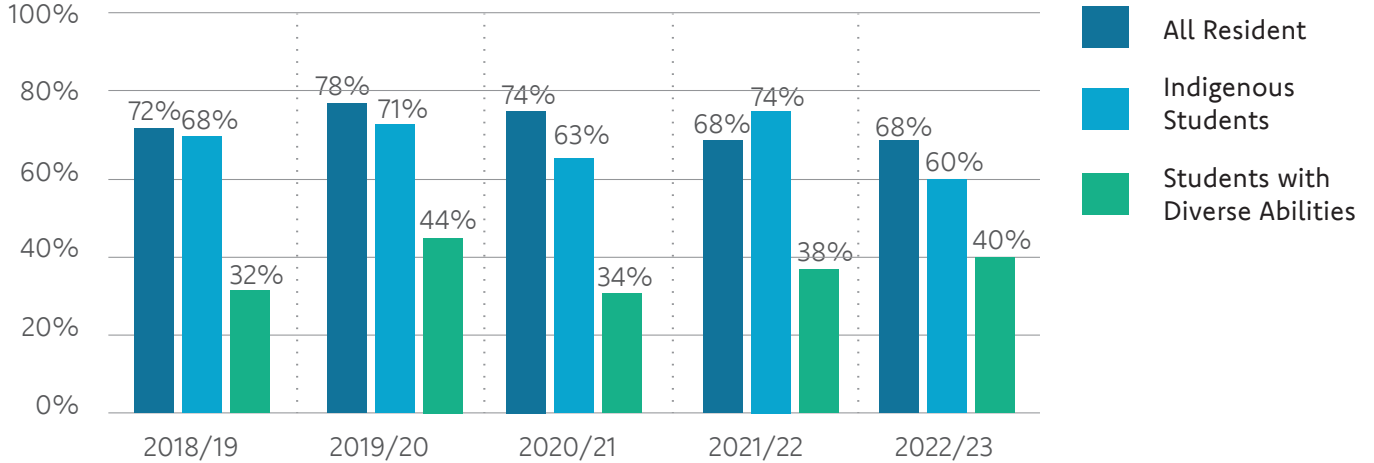
SD8 Grade 4 Report Card Marks
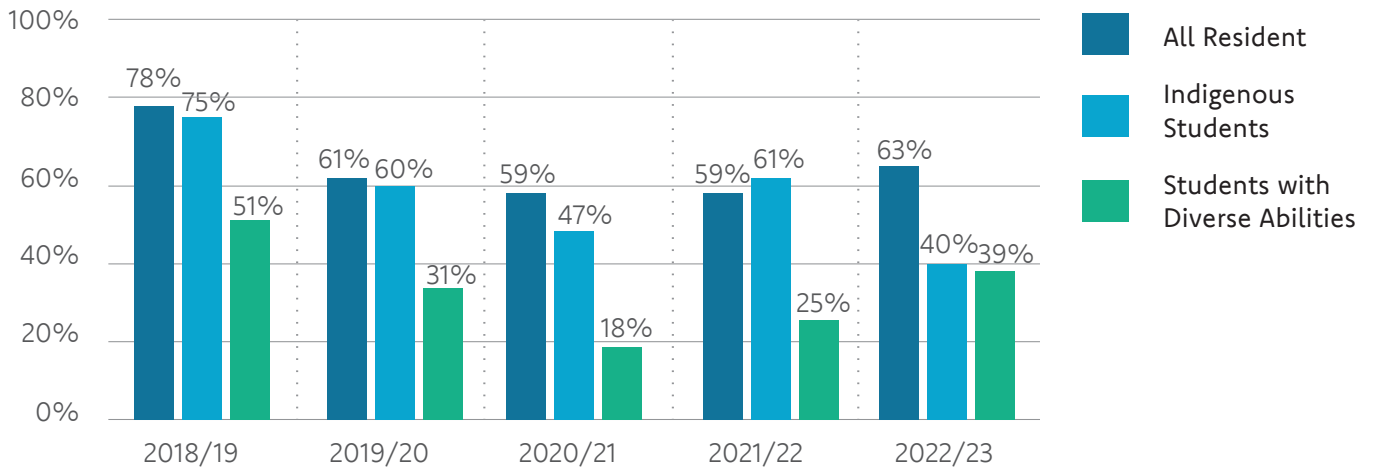
SD8 Grade 5 Report Cards

LITERACY PROFICIENCY | 4-6

SD8 Grade 6 Report cards

Legend:
- **All Resident**
- **Indigenous Students**
- **Students with Diverse Abilities**

Year	All Resident	Indigenous Students	Students with Diverse Abilities
2018/19	72%	68%	32%
2019/20	78%	71%	44%
2020/21	74%	63%	34%
2021/22	68%	74%	38%
2022/23	68%	60%	40%

Affective Domain Data

STUDENT LEARNING SURVEY

Percentage of students indicating a positive response to the statement, *"I continue to get better at reading."*

Reading		Years				
Grade Level	Subsets	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023
Grade 4	All Resident	83%	77%	78%	87%	81%
	Indigenous Students	78%	84%	77%	86%	87%
	Students with Diverse Abilities	67%	69%	74%	95%	84%

Percentage of students indicating a positive response to the statement, *"I continue to get better at writing."*

Writing		Years				
Grade Level	Subsets	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023
Grade 4	All Resident	69%	70%	65%	83%	75%
	Indigenous Students	73%	54%	43%	85%	67%
	Students with Diverse Abilities	52%	56%	63%	76%	61%

LITERACY PROFICIENCY | 4-6

Analysis & Interpretation (Grade 4-6)

SOURCES OF DATA AND EVIDENCE ANALYZED

The district analyzed literacy results from the Foundation Skills Assessment (FSA 4), report card data, and Student Learning Survey (SLS) results. The analysis includes data on All Residents, Indigenous Students (including On Reserve and Not On Reserve), students with Disabilities/Diverse Abilities, and Children in Care as applicable over the last four years.

MISSING OR MASKED DATA

Data sets that are missing or masked were omitted due to small group sizes or privacy concerns for Indigenous (On Reserve) and Children in Youth and Care populations. However, local knowledge has been incorporated into planning to support priority learners in these categories.

TRENDS EMERGED FROM THE ANALYSIS

Trends emerging from the district FSA 4 indicate that participation rates continue to improve, with an 87.5% participation rate (all resident) for the 2023-2024 year in comparison to the province at 77.9%. Therefore, SD8 data provides a more accurate reflection of achievement overall. In 2023-2024, both all resident and Indigenous students were at 66% and 65% respectively, indicating a closure in the achievement gap. Although this is a slight dip in performance from the prior year, it may be because of more students writing the assessment, though further exploration is merited at the item-level analysis to determine where the gaps are, or whether a particular cohort impacted overall district results. Overall, all student populations felt less confident in the past year in their improvement of literacy skills as shown by the Student Learning Survey (Grade 4). Report card data indicates that Indigenous and students with diverse abilities remained behind their all resident peers.

INEQUITIES OF LEARNING OUTCOMES

Students with disabilities/diverse abilities showed the most decline from the prior year in the FSA 4, and report card data indicates that this population falls further behind in achievement in comparison to the provincial assessment. Indigenous students also generally lag behind according to report card data, and in comparison, to the FSA 4 for the same year. Students with diverse abilities continue to show a significant gap in their confidence in developing literacy skills in the area of writing in comparison to their all resident peers.

STORIES REVEALED ABOUT APPROACHES TO SUPPORTING TEACHING AND LEARNING

The literacy data indicate that although there has been improvement in participation for the FSA 4, a closer scrutiny on grade-to-grade transitions, and support for schools in developing their literacy goals and action plans with a focus on priority learners will need to be highlighted.

CURRENT APPROACHES TO EQUITY OF LEARNING

SD8 continues to focus on equity of outcomes for priority learners through school-based wraparound services, through the support of the district-based team and through support and tracking of Indigenous students on and not on reserve.

LITERACY PROFICIENCY | 4-6

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

TRENDS AND LEARNING

Overall trends and learnings that emerged through the analysis and interpretation of both achievement and perceptual data indicate that foundational literacy skills will need to be a focus in the coming years for intermediate learners.

NEW AREAS FOR GROWTH

New areas for growth that emerged through the analysis and interpretation, and through a review of school plan goals and objectives for literacy indicate a focus on developing foundational literacy skills. In addition, a focus on priority learners in the school growth plans will be emphasized in the coming year, as will a deeper dive into item level analyses for literacy in provincial assessment. Furthermore, a focus on professional development with respect to alignment in literacy proficiency and teaching foundational literacy skills will be a priority. Finally, a district-wide, school-based literacy assessment as part of the annual school cycle will support schools in developing and evolving their literacy goals and objectives, and action plan for instruction. Coupled with class profiles and standards-based proficiency scales, school literacy teams will have impactful information to move their learners forward in literacy development. Incentives such as the school learning plan grant will further support leadership in literacy instruction.

EXISTING AREAS FOR GROWTH

Existing areas for growth confirmed by the analysis and interpretation continue to indicate a focus on supporting students, especially priority learners, in developing foundational literacy skills. Again, a district — wide, school-based literacy assessment as part of the annual school cycle will continue to provide formative assessment information to school teams. The implementation of school learning plan grants in 2022-2023 proved promising for teacher collaboration within and across schools, including families of schools, and will become part of the revised three-year action plan moving forward.

ACTION PLAN SUMMARY (GRADES 4–6)

- Continue with support for school teams in developing literacy goals, objectives and strategies (action plan) through individual schools, families of schools, and through families of schools monthly meetings
- Develop an intermediate to middle years community of practice to support the implementation of an intermediate to middle years literacy assessment and corresponding class or cohort profiles
- Develop an intermediate to middle years literacy framework to guide school teams and the community of practice in supporting literacy teaching and learning through the school planning process
- Promote literacy innovation through school learning plan grants and a cumulative sharing of learning
- Continue transition supports and monitoring of academic success to ensure all learners, and specially priority learners are meeting proficiency in literacy in the intermediate years
- Ensure literacy program resources are available to schools through an SD8 virtual hub

LITERACY PROFICIENCY | 7-9

7-9 LITERACY

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

Reference: BC Curriculum, English Language Arts

RESULTS OF PREVIOUS YEAR'S ACTION PLAN (2023-2024)

Below is the action plan for 2023-2024, including monitoring strategies and outcomes.

	Aspect	Monitoring	Outcome (Grades 7-9)
1	Support K-12 school teams in responsively including objectives and strategies to support their school literacy goal, with a focus on priority learners, using a data-informed process and within the context of their School Learning Plan.	◆ Student Achievement (ELP/, FSA, GLA, report cards) with a focus on priority learners ◆ Transitions Meetings (Primary Success, Elementary-Middle, Secondary) ◆ Student Learning Surveys ◆ Grade to Grade Transitions rates ◆ Student Voice ◆ School & District-based literacy assessments	◆ New School Learning Plan Grant initiative for Slocan Family of Schools highlighted Indigenization and transitions in literacy planning.
2	2. Continue to support K-3 staff with early primary literacy assessment and strategic implementation of targeted skills in K-3 classes, including the ongoing use of the Early Learning Profile for Literacy (ELP) in grades K-3 and the utilization of school literacy data to support student learning.	◆ ELP Data ◆ Primary Success Meetings ◆ EDI data ◆ School Learning Plans (Literacy) with a focus on priority learners ◆ Feedback from school staff after learning sessions	◆ Not applicable
3	Pilot an Intermediate to middle years literacy assessment program for district-wide implementation in the 2024-2025 school year.	◆ School Learning Plans (Lit-eracy) with a focus on pri-ority learners ◆ School & district-based lit-eracy assessments	◆ Intermediate to middle years literacy assess-ment program to be de-veloped in 2024-2025. ntermediate and middle years literacy as-sessment
4	Develop an intermediate to middle years literacy community of practice to support the strategic plan goals and action plan focused on literacy, with a focus on priority learners.	◆ Student Learning Surveys ◆ Student Achievement (FSA, GLA, report cards) ◆ District and school-based assessments	◆ Intermediate to middle years literacy community of practice commences in 2024-2025 .

LITERACY PROFICIENCY | 7-9

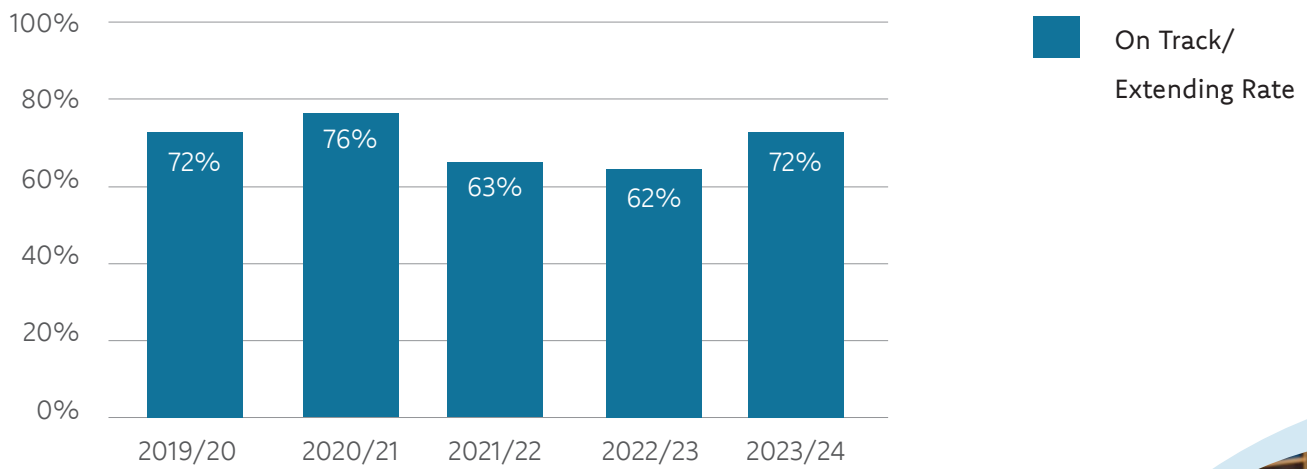|	Aspect	Monitoring	Outcome (Grades 7-9)
5	Update the K-12 Literacy virtual hub for resources, exemplars, and to support professional learning community of practice.	• Student Achievement (ELP/, FSA, GLA, report cards) • Student Learning Surveys • Feedback from school staff	• Update of middle years literacy resources to commence in 2024–2025.
6	Ensure that all K-12 learners have access to culturally responsive and rich literacy environments and programs in their school and community.	• Student Learning Survey • Cultural and Identity Development reporting • Transitions Meetings (Primary Success, Elementary-Middle, Secondary) • Community Partnership Engagement • Survey of literacy Programs	• Survey of literacy programs to commence in 2024–25.
7	Facilitate bi-annual and year-end monitoring and planning meetings to ensure successful transitions and improvement in literacy: • Primary success (K-3) • Elementary and middle years (4-9) • Secondary (10-12)	• Student Achievement ELP/, FSA, GLA, report cards) • Transitions Meetings (Primary Success, Elementary-Middle, Secondary) • Grade to Grade Transitions rates	• Review of grade-to-grade transitions rates for middle years by district learning leadership team.
8	Continue with monthly Families of Schools (FOS) meetings to support school leaders in developing their literacy goals, objectives and action plans in relation to detailed data and class/cohort learning pro-file analysis.	• School learning plan goals and objectives for literacy with a focus on priority learners • Student Achievement (ELP/, FSA, GLA, report cards)	• Families of Schools (FOS) meetings supported schools in coordinating and focusing on data analysis for literacy goals and objectives indicated a focus on foundational skills.
9	Promote literacy innovation through School Learning Plan Grants (SLPGs) focused on priority learners and share learning at end of year celebration.	• School learning plan goals and objectives for literacy with a focus on priority learners • Student Achievement (FSA, GLA, report cards) • School Learning Celebration	• New School Learning Plan Grant initiative for Slocan Family of Schools highlighted an inquiry for Indigenization and transitions in literacy planning as a promising practice.
10	Develop an intermediate to middle years literacy framework to guide schools in developing their literacy goals, objectives and action plan, and to provide consistency in literacy instruction across SD8.	• School learning plan goals and objectives for literacy with a focus on priority learners • Student Achievement (FSA, GLA, report cards) • Feedback from schools	• Development of intermediate to middle years literacy framework commences 2024–2025.

LITERACY PROFICIENCY | 7-9

Achievement Data

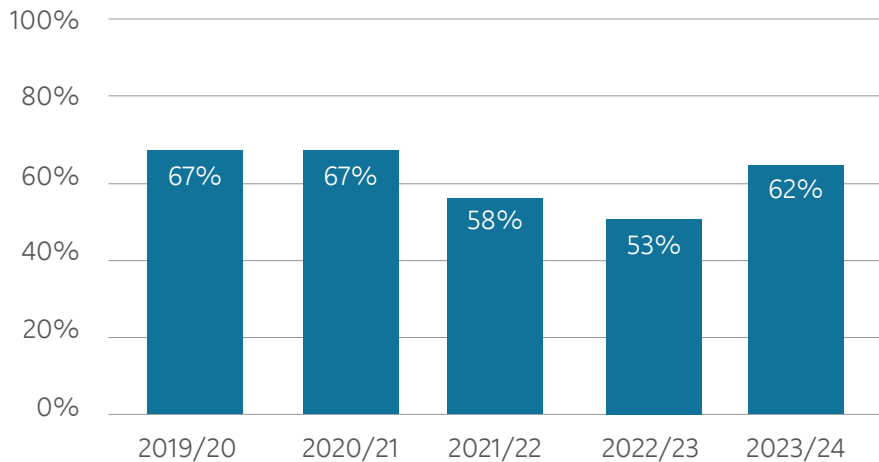### FOUNDATION SKILLS ASSESSMENT

Current Year and 3-year trends for the percentage of students in Grades 7 on track and extending beyond expectations in reading comprehension.

Note: As of 2021-2022 FSA Literacy comprises a combination of reading comprehension and writing. In previous years FSA reported reading comprehension and writing separately.
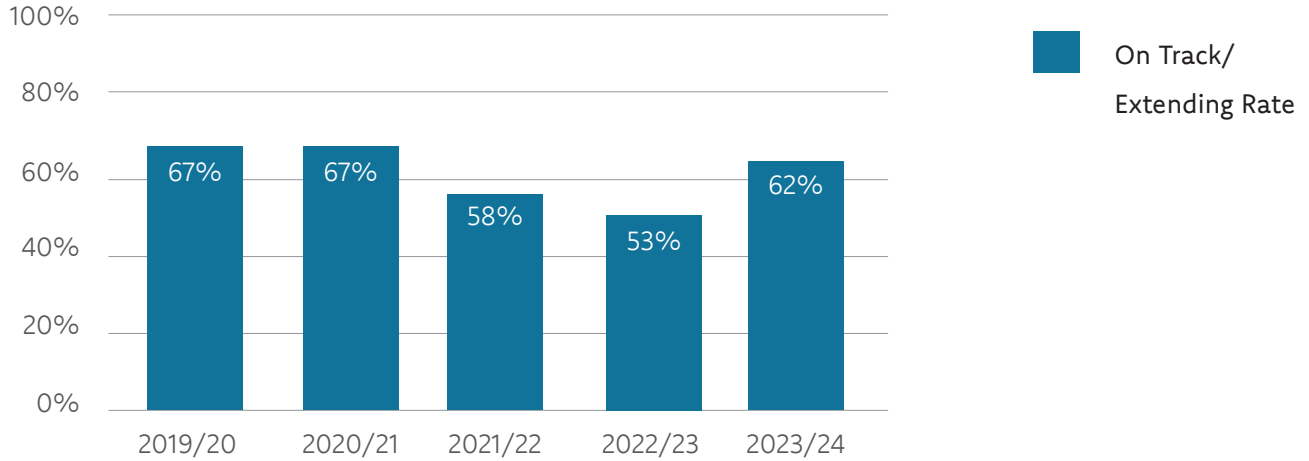
Grade 7 FSA Literacy/Reading – All Resident Students

Legend: ■ On Track/ Extending Rate

Year	On Track/Extending Rate
2019/20	72%
2020/21	76%
2021/22	63%
2022/23	62%
2023/24	72%

Grade 7 FSA Literacy/Reading – Indigenous Students

Year	On Track/Extending Rate
2019/20	67%
2020/21	67%
2021/22	58%
2022/23	53%
2023/24	62%

LITERACY PROFICIENCY | 7-9

Grade 7 FSA Literacy/Reading – Indigenous Students off Reserve

On Track/ Extending Rate

Year	On Track/Extending Rate
2019/20	67%
2020/21	67%
2021/22	58%
2022/23	53%
2023/24	62%

Grade 7 FSA Literacy/Reading – Students with Disabilities/Diverse Abilities

Year	On Track/Extending Rate
2019/20	35%
2020/21	42%
2021/22	34%
2022/23	35%
2023/24	55%

LITERACY PROFICIENCY | 7-9

Grade 7 FSA Literacy/Reading – Indigenous Students on Reserve

100% ──────────────────────────────────────

80% ──────────────────────────────────────

60% ──────Masked──────────────────

40% ──────Data───────────────────

20% ──────────────────────────────────────

0% ──────────────────────────────────────

2019/20   2020/21   2021/22   2022/23   2023/24

■ On Track/
Extending Rate

Grade 7 FSA Literacy/Reading – Children/Youth in Care

100% ──────────────────────────────────────

80% ──────────────────────────────────────

60% ──────Masked──────────────────

40% ──────Data───────────────────

20% ──────────────────────────────────────

0% ──────────────────────────────────────

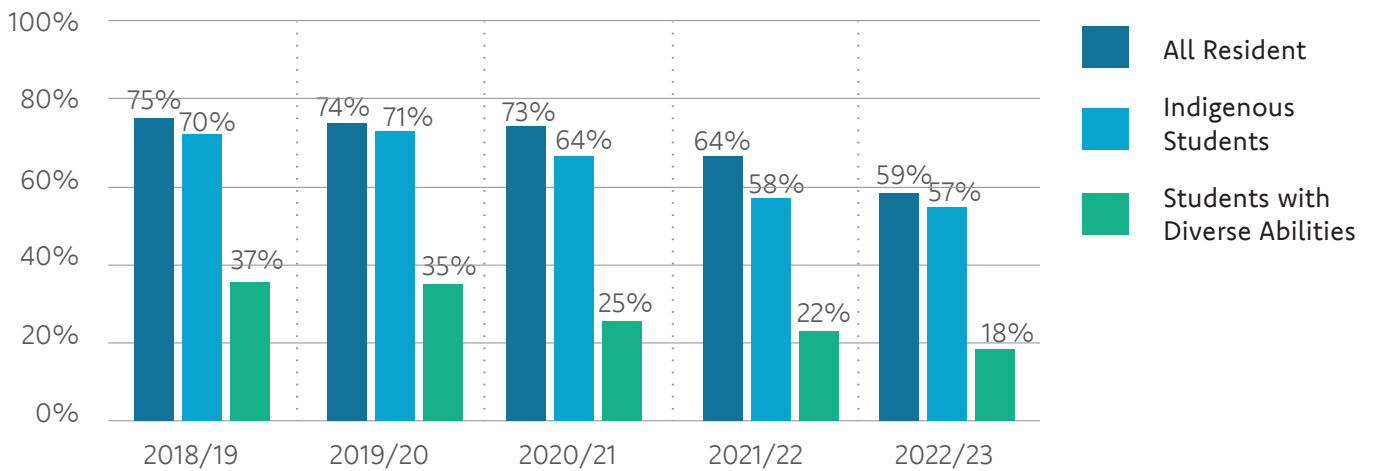2019/20   2020/21   2021/22   2022/23   2023/24
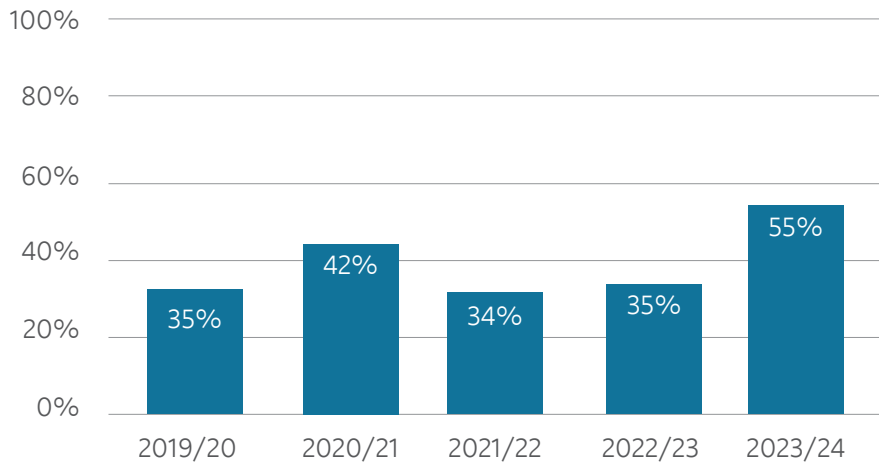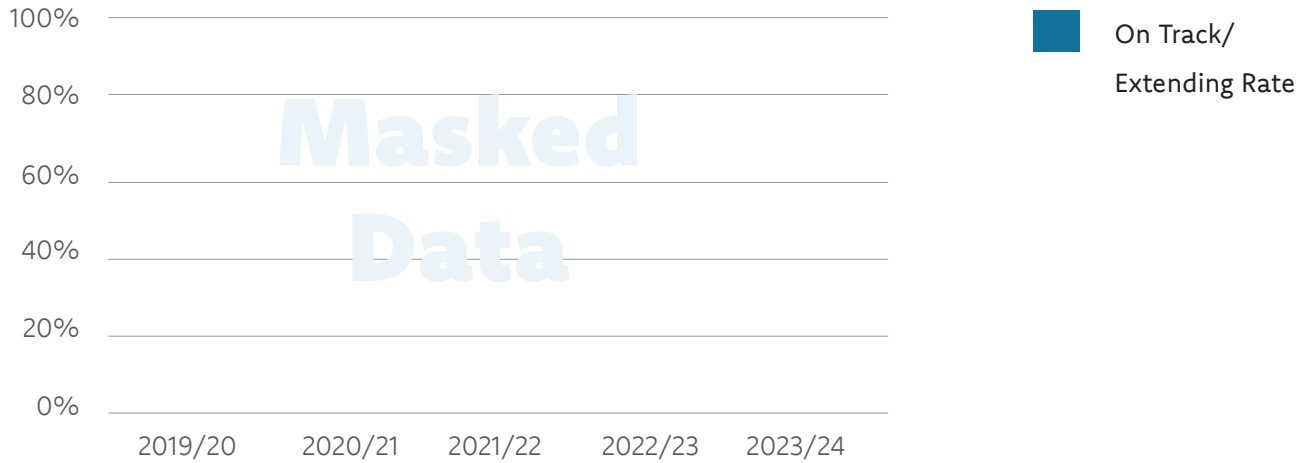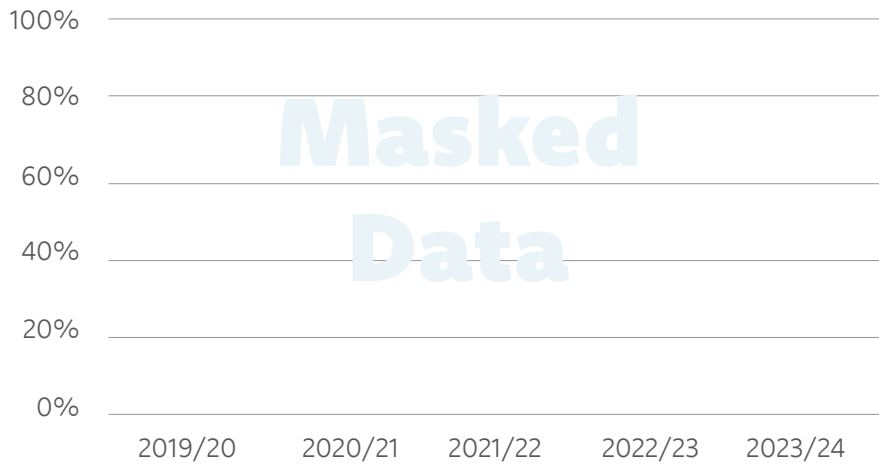
LITERACY PROFICIENCY | 7-9
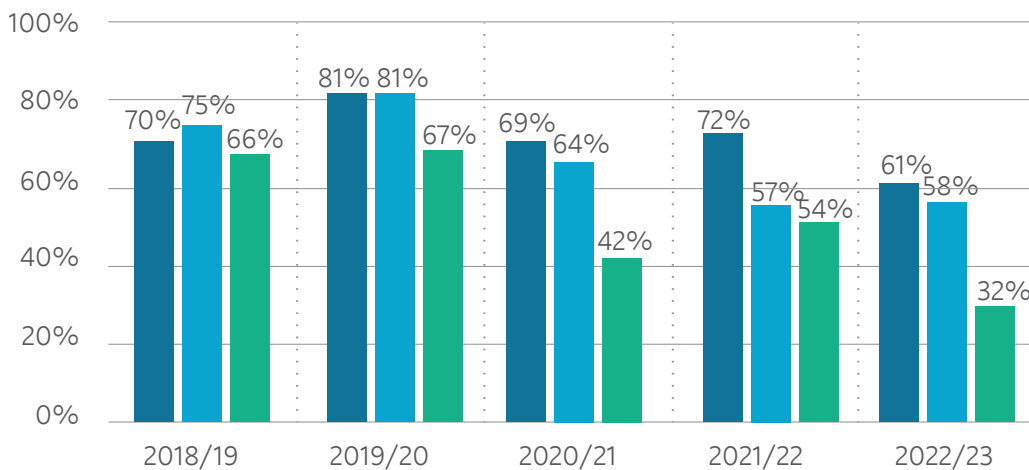
Report Card: Language Arts (Grades 7-9)

REPORT CARD DATA

Percentage of students meeting and exceeding expectations in Language Arts by the end of the school year.

SD8 Grade 7 Report Cards
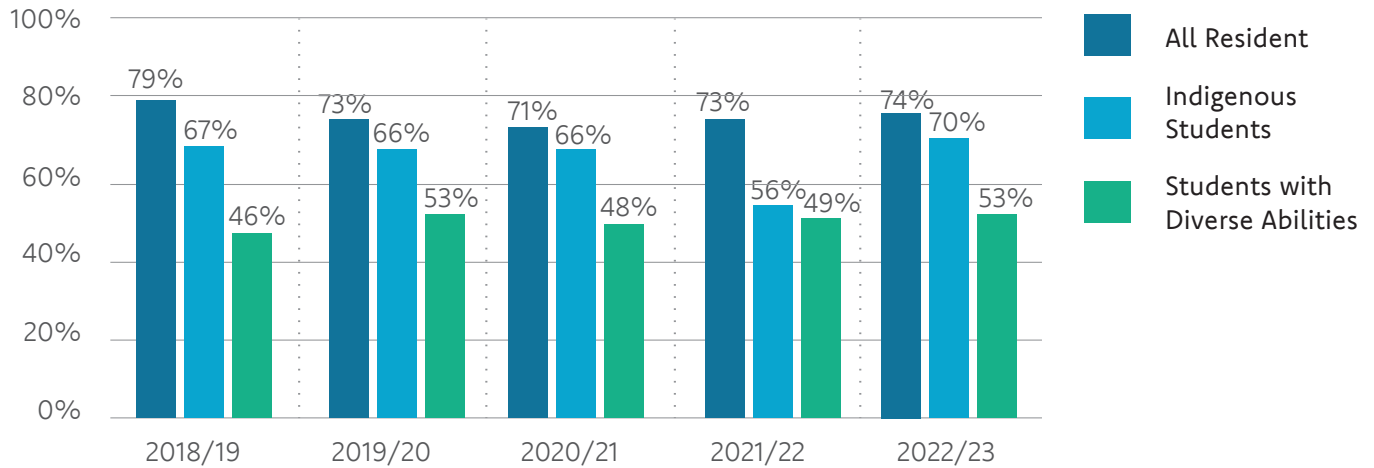

Legend:
- All Resident
- Indigenous Students
- Students with Diverse Abilities

Year	All Resident	Indigenous Students	Students with Diverse Abilities
2018/19	75%	70%	37%
2019/20	74%	71%	35%
2020/21	73%	64%	25%
2021/22	64%	58%	22%
2022/23	59%	57%	18%

Grade 8 Report Cards

Year	All Resident	Indigenous Students	Students with Diverse Abilities
2018/19	70%	75%	66%
2019/20	81%	81%	67%
2020/21	69%	64%	42%
2021/22	72%	57%	54%
2022/23	61%	58%	32%

LITERACY PROFICIENCY | 7-9

Grade 9 Report cards

REPORT CARD: LANGUAGE ARTS (GRADES 7–9)

Percentage of students meeting and exceeding expectations in Language Arts by the end of the school year.

Grade Level	Subsets	Years					
		2018–2019	2019–2020	2020–2021	2021–2022	2022–2023	2023-2024
Grade 7	All Resident	75%	74%	73%	64%	59%	N/A
	Indigenous Students	70%	71%	64%	58%	57%	N/A
	Students with Diverse Abilities	37%	35%	25%	22%	18%	N/A
Grade 8	All Resident	70%	81%	69%	72%	61%	N/A
	Indigenous Students	75%	81%	64%	57%	58%	N/A
	Students with Diverse Abilities	66%	67%	42%	54%	32%	N/A
Grade 9	All Resident	79%	73%	71%	73%	74%	N/A
	Indigenous Students	67%	66%	66%	56%	70%	N/A
	Students with Diverse Abilities	46%	53%	48%	49%	53%	N/A

LITERACY PROFICIENCY | 7-9

Affective Domain Data

STUDENT LEARNING SURVEY

Percentage of students indicating a positive response to the statement, *"I continue to get better at reading."*

Reading		Years				
Grade Level	Subsets	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023
Grade 7	All Resident	59%	63%	64%	82%	58%
	Indigenous Students	64%	61%	64%	80%	52%
	Students with Diverse Abilities	30%	58%	52%	65%	58%

Percentage of students indicating a positive response to the statement, *"I continue to get better at writing."*

Writing		Years				
Grade Level	Subsets	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023
Grade 7	All Resident	63%	58%	58%	82%	62%
	Indigenous Students	62%	55%	64%	85%	49%
	Students with Diverse Abilities	44%	46%	39%	68%	62%

Analysis & Interpretation (Grade 7-9)

SOURCES OF DATA AND EVIDENCE ANALYZED

The district analyzed literacy results from the Foundation Skills Assessment (FSA 7), report card data, and Student Learning Survey (SLS) results. The analysis includes data on All Residents, Indigenous Students (including On Reserve and Not On Reserve), students with Disabilities/Diverse Abilities, and Children in Care as applicable over the last four years.

MISSING OR MASKED DATA

Data sets that are missing or masked were omitted due to small group sizes or privacy concerns for Indigenous (On Reserve) and Children in Youth and Care populations. However, local knowledge has been incorporated into planning to support priority learners in these categories.

TRENDS EMERGED FROM THE ANALYSIS

Trends emerging from the district indicate that participation rates continue to improve, as do overall trends in achievement for literacy for all resident, Indigenous, and students with diverse abilities over last year. In comparison, report card data for grade 7 shows a significant gap for students with diverse abilities, with

incremental improvement in grade 8 and 9 for the last available data sets in 2022-2023 as of this report. However, a celebration for students with Indigenous ancestry as both the ELA (English Language Arts) and FSA 7 data show improvement in comparison with their all resident peers. The Student Learning Survey (SLS) 7 show an overall decline in students' perception of improving literacy skills in both reading and writing, with Indigenous students showing a large confidence drop in writing in 2022-2023 to 49%.

INEQUITIES OF LEARNING OUTCOMES

Students with diverse abilities continue to lag nearly 20% behind their all resident peers, while Indigenous students lagged 10% in FSA 7 literacy scores. Report card data indicates a further discrepancy in English Language Arts (ELA) 7 for students with diverse abilities, with improvement over grades 8 and 9.

STORIES REVEALED ABOUT APPROACHES TO SUPPORTING TEACHING AND LEARNING

The literacy data indicates that although there has been improvement in participation for the FSA 7, resulting in more comprehensive data sets. Report card data mirrors the FSA 7 literacy outcomes, though further exploration regarding the literacy gap between FSA 7 and report card data needs to be done.

CURRENT APPROACHES TO EQUITY OF LEARNING

SD8 continues to focus on equity of outcomes for priority learners through school-based wraparound services, through the support of the district-based team and through support and tracking of Indigenous students on and not on reserve.

Three-Year Action Plan Moving Forward

TRENDS AND LEARNING

Overall trends and learnings that emerged through the analysis and interpretation of both achievement and perceptual data indicate that foundational literacy skills will need to be a focus in the coming years for middle years learners.

NEW AREAS FOR GROWTH

New areas for growth that emerged through the analysis and interpretation, and through a review of school plan goals and objectives for literacy indicate a focus on developing foundational literacy skills, especially at key transition points such as the middle years. In addition, a focus on priority learners in the school growth plans will be emphasized in the coming year, as will a deeper dive into item level analyses for literacy in the FSA 7. Furthermore, a focus on professional development with respect to alignment in literacy proficiency and teaching foundational literacy skills will be a priority. Finally, a district-wide, school-based literacy assessment as part of the annual school cycle will support schools in developing and evolving their literacy goals and objectives, and action plan for instruction. Coupled with class profiles and standards-based proficiency scales, school literacy teams will have impactful information to move their learners forward in literacy development. Incentives such as the school learning plan grant will further support leadership in literacy instruction.

EXISTING AREAS FOR GROWTH

Existing areas for growth confirmed by the analysis and interpretation continue to indicate a focus on supporting students, especially priority learners, in developing foundational literacy skills. Again, a district — wide, school-based literacy assessment as part of the annual school cycle will continue to provide formative assessment information to school teams. The implementation of school learning plan grants in 2022-2023 proved promising for teacher collaboration within and across schools for elementary schools, including families of schools, and will become part of the revised three-year action plan moving forward.

LITERACY PROFICIENCY | 10-12

10-12 LITERACY

The graduation program prepares students for graduation and for post-secondary transitions. Students may choose from several courses in grade ten from the English language arts curriculum. In grade eleven and twelve, students continue to choose from a variety, though English Studies 12 or English First Peoples 12 are the culminating courses that support post-secondary transitions. The new Indigenous graduation requirement emphasizes the need for a minimum of four credits in Indigenous-focused coursework that will be fully implemented in the 2023-2024 year.

In the graduation program, the focus in English language arts is to prepare students to transition to their post-secondary plans, to be prepared as literate citizens, and to have choice and options to reflect their strengths, interests, and career goals.

Reference: BC Curriculum, English Language Arts

RESULTS OF PREVIOUS YEAR'S ACTION PLAN (2023-2024)

Below is the action plan for 2023-2024, including monitoring strategies and outcomes.

	Aspect	Monitoring	Outcome (Grades 10-12)
1	Support K-12 school teams in responsively including objectives and strategies to support their school literacy goal, with a focus on priority learners, using a data-informed process and within the context of their School Learning Plan.	◆ Student Achievement (ELP/, FSA, GLA, report cards) with a focus on priority learners ◆ Transitions Meetings (Primary Success, Elementary-Middle, Secondary) ◆ Student Learning Surveys ◆ Grade to Grade Transitions rates ◆ Student Voice ◆ School & District-based literacy assessments	◆ Secondary school growth plans literacy focus indicate benchmarks for GLA 10 and a snapshot of literacy programs and partnerships to support graduation program students.
2	Continue to support K-3 staff with early primary literacy assessment and strategic implementation of targeted skills in K-3 classes, including the ongoing use of the Early Learning Profile for Literacy (ELP) in grades K-3 and the utilization of school literacy data to support student learning.	◆ ELP Data ◆ Primary Success Meetings ◆ EDI data ◆ School Learning Plans (Literacy) with a focus on priority learners ◆ Feedback from school staff after learning sessions	◆ Not applicable
3	Pilot an Intermediate to middle years literacy assessment program for district-wide implementation in the 2024-2025 school year.	◆ School Learning Plans (Literacy) with a focus on priority learners ◆ School & district-based literacy assessments	◆ Focus maintained on elementary literacy
4	Develop an intermediate to middle years literacy community of practice to support the strategic plan goals and action plan focused on literacy, with a focus on priority learners.	◆ Student Learning Surveys ◆ Student Achievement (FSA, GLA, report cards) ◆ District and school-based assessments	◆ Focus maintained on elementary literacy

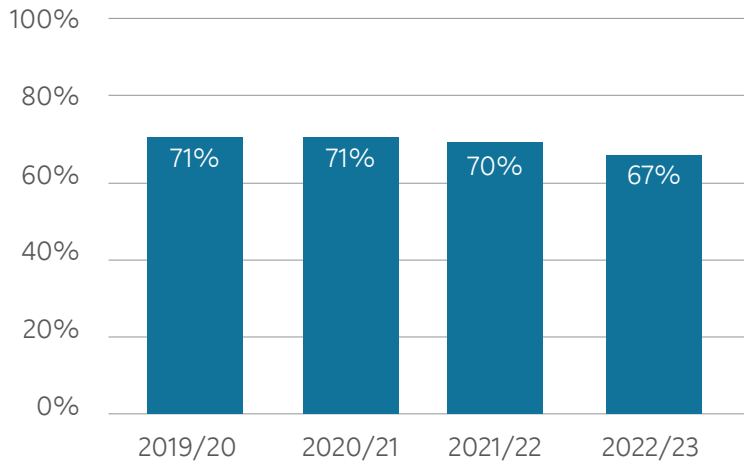|	Aspect	Monitoring	Outcome (Grades 10-12)
5	Update the K–12 Literacy virtual hub for resources, exemplars, and to support professional learning community of practice.	• Student Achievement (ELP/, FSA, GLA, report cards) • Student Learning Surveys • Feedback from school staff	• Update of secondary literacy resources to commence in 2024–2025 focusing on GLA 10 and GLA 12 resources.
6	Ensure that all K-12 learners have access to culturally responsive and rich literacy environments and programs in their school and community.	• Student Learning Survey • Cultural and Identity Development reporting • Transitions Meetings (Primary Success, Elementary–Middle, Secondary) • Community Partnership Engagement • Survey of literacy Programs	• Survey to commence in 2024–2025.
7	Facilitate bi-annual and year-end monitoring and planning meetings to ensure successful transitions and improvement in literacy: • Primary success (K-3) • Elementary and middle years (4-9) • Secondary (10-12)	• Student Achievement ELP/, FSA, GLA, report cards) • Transitions Meetings (Primary Success, Elementary–Middle, Secondary) • Grade to Grade Transitions rates	• District Learning Leadership Team (DLLT) supported secondary schools in graduation review, ensuring that GLA 10 and GLA 12 components were completed for all learners, or plans put in place for those who had not yet completed the assessment.
8	Continue with monthly Families of Schools (FOS) meetings to support school leaders in developing their literacy goals, objectives and action plans in relation to detailed data and class/cohort learning pro-file analysis.	• School learning plan goals and objectives for literacy with a focus on priority learners • Student Achievement (ELP/, FSA, GLA, report cards)	• Secondary school growth plans literacy focus indicate benchmarks for GLA 10 and a snapshot of literacy programs and partnerships to support graduation program students.
9	Promote literacy innovation through School Learning Plan Grants (SLPGs) focused on priority learners and share learning at end of year celebration.	• School learning plan goals and objectives for literacy with a focus on priority learners • Student Achievement (FSA, GLA, report cards) • School Learning Celebration	• Secondary program focus highlighted preliminary success of UDL (Universal Design for Learning) to support priority learners at KRSS.
10	Develop an intermediate to middle years literacy framework to guide schools in developing their literacy goals, objectives and action plan, and to provide consistency in literacy instruction across SD8.	• School learning plan goals and objectives for literacy with a focus on priority learners • Student Achievement (FSA, GLA, report cards) • Feedback from schools	• Focus remains on elementary literacy

LITERACY PROFICIENCY | 10-12

Achievement data (2023-2024)

GRADUATION LITERACY ASSESSMENT 10
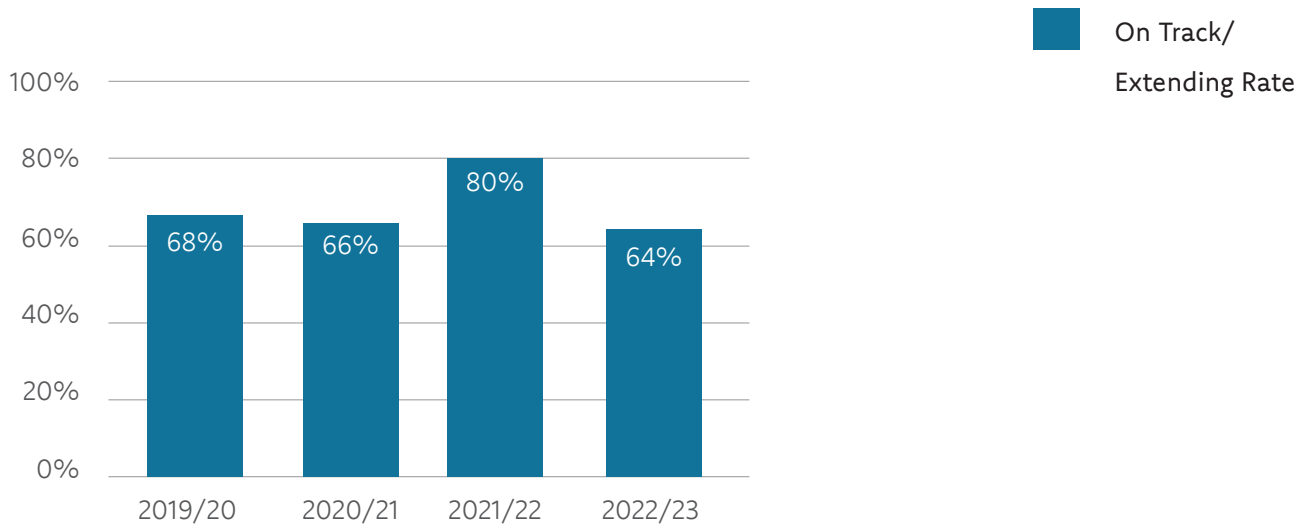
Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level.

Measure 1.2: Current year and 3-year trend for the number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessment.

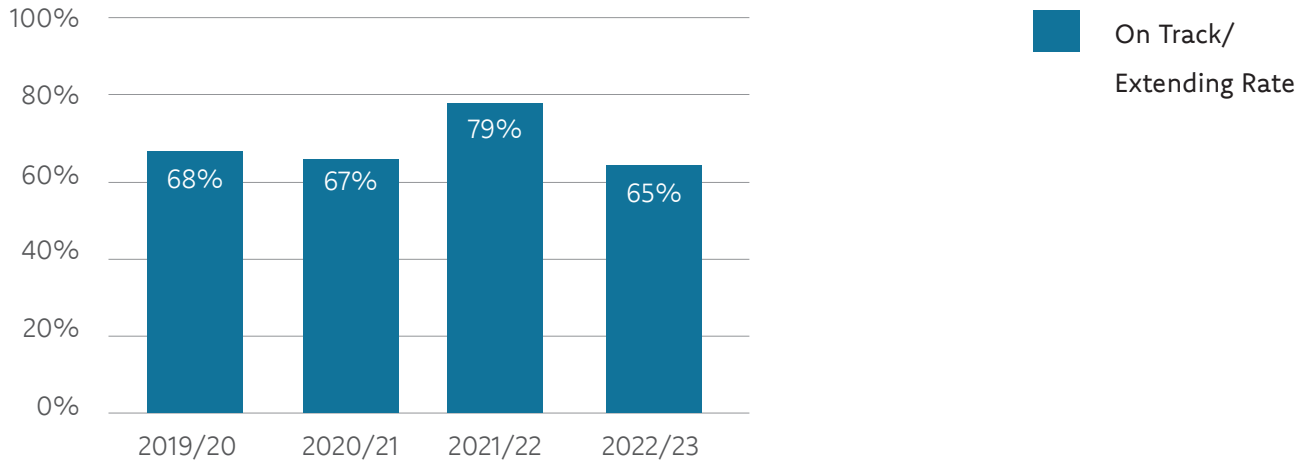### Grade 10 Grad Assessment Literacy– All Resident Students

Bar chart — Grade 10 Grad Assessment Literacy – All Resident Students:
- 2019/20: 71%
- 2020/21: 71%
- 2021/22: 70%
- 2022/23: 67%

Grade 10 Grad Assessment Literacy – Indigenous Students

Bar chart — Grade 10 Grad Assessment Literacy – Indigenous Students:
- 2019/20: 68%
- 2020/21: 66%
- 2021/22: 80%
- 2022/23: 64%

On Track/
Extending Rate

LITERACY PROFICIENCY | 10-12

Grade 10 Grad Assessment Literacy – Indigenous Students off Reserve

On Track/
Extending Rate

Year	On Track/Extending Rate
2019/20	68%
2020/21	67%
2021/22	79%
2022/23	65%

Grade 10 Grad Assessment Literacy – Students with Disabilities/Diverse Abilities
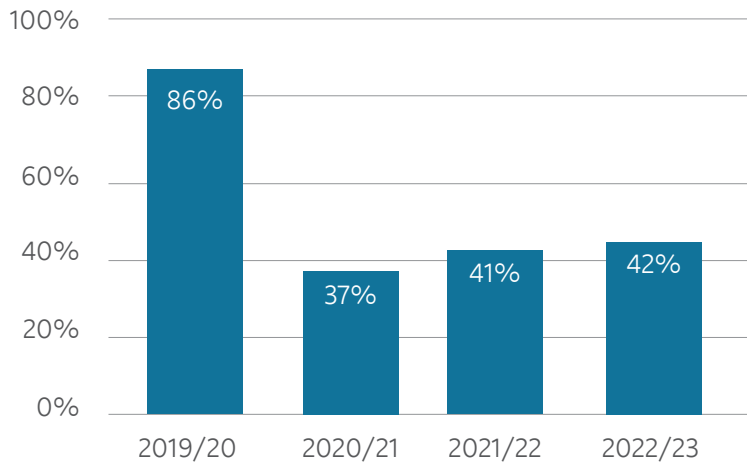
Year	On Track/Extending Rate
2019/20	86%
2020/21	37%
2021/22	41%
2022/23	42%

LITERACY PROFICIENCY | 10-12

Grade 10 Grad Assessment Literacy – Indigenous Students on Reserve

	On Track/ Extending Rate

Masked Data

100%
80%
60%
40%
20%
0%

2019/20   2020/21   2021/22   2022/23
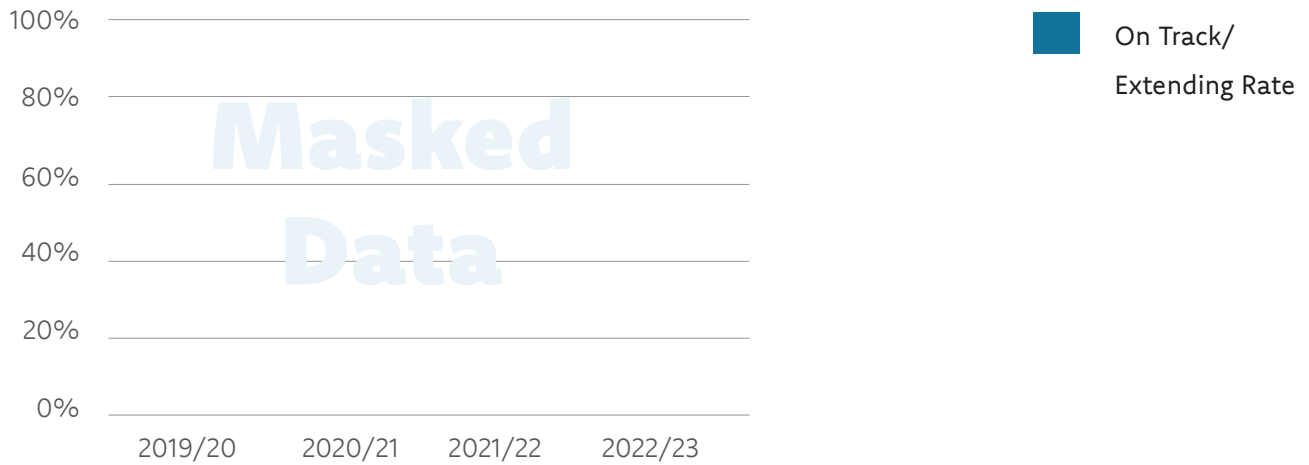
Grade 10 Grad Assessment Literacy – Children/Youth in Care

Masked Data

100%
80%
60%
40%
20%
0%

2019/20   2020/21   2021/22   2022/23
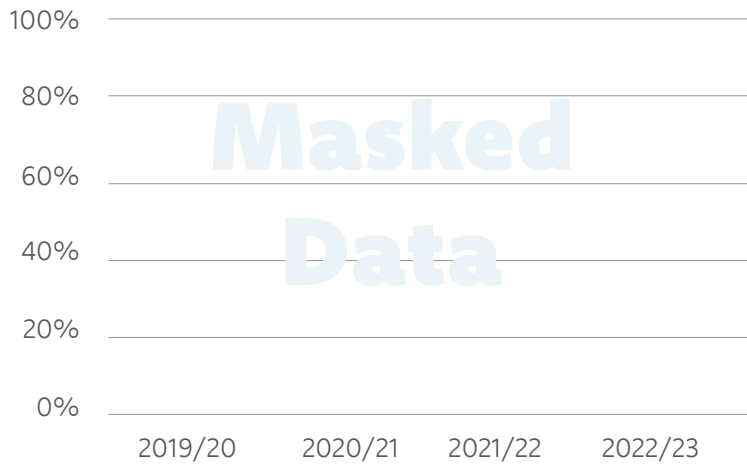
LITERACY PROFICIENCY | 10-12

Report Card: Language Arts (Grades 7-9)

Percentage of students meeting and exceeding expectations in Language Arts by the end of the school year.

Note: Report card data accessible for grade twelve is not historically accurate for data analysis.

Grade Level	Subsets	Years				
		2019–2020	2020–2021	2021–2022	2022–2023	2023–2024
Grade 10	All Resident	71%	77%	75%	65%	N/A
	Indigenous Students	68%	70%	72%	52%	N/A
	Students with Diverse Abilities	38%	55%	47%	48%	N/A
Grade 11	All Resident	N/A	76%	80%	74%	N/A
	Indigenous Students	N/A	62%	59%	76%	N/A
	Students with Diverse Abilities	N/A	50%	55%	55%	N/A
Grade 12	All Resident	N/A	N/A	86%	76%	N/A
	Indigenous Students	N/A	N/A	83%	73%	N/A
	Students with Diverse Abilities	N/A	N/A	N/A	60%	N/A

Affective Domain Data

STUDENT LEARNING SURVEY

Percentage of students indicating a positive response to the statement, *"I continue to get better at reading."*

Grade Level	Reading Subsets	Years				
		2018–2019	2019–2020	2020–2021	2021–2022	2022–2023
Grade 10	All Resident	62%	71%	56%	84%	61%
	Indigenous Students	47%	56%	56%	93%	53%
	Students with Diverse Abilities	44%	n/a	42%	76%	47%
Grade 12	All Resident	57%	50%	63%	84%	62%
	Indigenous Students	71%	60%	63%	80%	61%
	Students with Diverse Abilities	44%	n/a	65%	77%	42%

LITERACY PROFICIENCY | 10-12

Percentage of students indicating a positive response to the statement, *"I continue to get better at writing."*

Grade Level	Writing Subsets	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023
Grade 10	All Resident	61%	65%	65%	86%	73%
	Indigenous Students	58%	56%	62%	84%	74%
	Students with Diverse Abilities	53%	n/a	50%	76%	68%
Grade 12	All Resident	74%	61%	70%	87%	66%
	Indigenous Students	86%	80%	70%	84%	61%
	Students with Diverse Abilities	67%	n/a	53%	69%	30%

Analysis & Interpretation (Grade 10-12)

SOURCES OF DATA AND EVIDENCE ANALYZED

The district analyzed literacy results from the Graduation Literacy Assessment (GLA) 10, report card data for English Language Arts (ELA), and Student Learning Survey (SLS) results. The analysis includes data on All Residents, Indigenous Students (including On Reserve and Not On Reserve), students with Disabilities/Diverse Abilities, and Children in Care as applicable over the last four years.

MISSING OR MASKED DATA

Data sets that are missing or masked were omitted due to small group sizes or privacy concerns for Indigenous (On Reserve) and Children in Youth and Care populations. However, local knowledge has been incorporated into planning to support priority learners in these categories.

TRENDS EMERGED FROM THE ANALYSIS

Trends emerging from the district indicate that participation rates continue to improve for the GLA 10 at 87% for all writers in 2022-2023 slightly above the province. GLA 10 results for all resident students is primarily stable, while for Indigenous students, there was a slight dip in 2022-2023. However, Indigenous students were on par of fared better than their all resident counterparts on the GLA 12 in 2022-2023. Students with diverse abilities continue to underperform on the GLA 10. Corresponding report card data for ELA is closely aligned with the GLA 10 results for all sub-groups, though Indigenous students fared slightly worse. Perceptual data from the Student Learning Survey (SLS) indicate that student confidence in getting better at reading is 61% and below for grade 10-12, while students generally feel that they are getting better at writing with the exception of students with diverse abilities in grade 12.

INEQUITIES OF LEARNING OUTCOMES

Students with diverse abilities continue to lag behind their all resident peers in both the GLA 10 and in corresponding report card data, though the gap closes slightly in grade 12 for report cards only. SLS perceptual data confirms that students with diverse abilities feel less confident in their literacy abilities than their counterparts in grade 12, in particular. Anecdotal evidence indicates that a higher percentage of students with

diverse abilities require support and essential literacy skills to function in a post-secondary environment or in the workforce.

STORIES REVEALED ABOUT APPROACHES TO SUPPORTING TEACHING AND LEARNING

The Indigenous Graduation Requirement (IGR) has supported culturally responsive teaching and learning for Indigenous students. In addition, school-based team and Aboriginal education team efforts to track student success at the graduation program level have supported closing the achievement gap for Indigenous students overall, though there is still room for improvement. Conversations with post-secondary institution partners still indicates that support for academic writing is required when considering transitions, especially dual credit programs. School-based teams support students, especially priority learners, through academic advising and bridging transitions to post-secondary institutions where academic supports and upgrading is required.

CURRENT APPROACHES TO EQUITY OF LEARNING

SD8 continues to focus on equity of outcomes for priority learners through school-based wraparound services, through the support of the district-based team and through support and tracking of Indigenous students on and not on reserve.   Further conversations with post-secondary institute partners, especially with respect to dual credit opportunities is garnering success for reducing barriers to English Language Arts (ELA) 12 for regional partners.

Three-Year Action Plan Moving Forward

TRENDS AND LEARNING

Overall trends and learnings that emerged through the analysis and interpretation of both achievement and perceptual data indicate that supporting student transitions regarding literacy skills into post-secondary and workforce continues to be a focus.

NEW AREAS FOR GROWTH

New areas for growth that emerged through the analysis and interpretation, and through academic reviews and post-secondary transitions (PSI) data indicates that a focus on ensuring students have the requisite literacy skills for entering college and university, specifically dual credit programs, will be a new area for focus.

EXISTING AREAS FOR GROWTH

Existing areas for growth confirmed by the analysis and interpretation continue to indicate a focus on supporting students, especially priority learners, in developing foundational literacy skills to ensure dual credit, post-secondary, and workforce entry success. More detailed item-level analysis of the GLA 10 would support schools in developing their literacy goals and action plan for students in the graduation program.

ACTION PLAN SUMMARY (GRADES 10-12)

- Continue with support for school teams in developing literacy goals, objectives and strategies (action plan) through individual schools, families of schools, and through families of schools monthly meetings
- Promote literacy innovation through school learning plan grants and a cumulative sharing of learning
- Continue transition supports and monitoring of academic success to ensure all learners, and specially priority learners are meeting proficiency in literacy
- Ensure literacy program resources are available to schools through an SD8 virtual hub.

CONCLUSION

Three-Year Action Plan (2024-2027)

STRATEGIC PRIORITY: LIFELONG LEARNERS

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

	Aspect	Monitoring	Strategic Priority
1	Support K-12 school teams in responsively including objectives and strategies to support their school literacy goal, with a focus on priority learners, using a data-informed process and within the context of their School Learning Plan.	• Student Achievement (ELP/, FSA, GLA, report cards) with a focus on priority learners • Transitions Meetings (Primary Success, Elementary-Middle, Secondary) • Student Learning Surveys • Grade to Grade Transitions rates • Student Voice • School & District-based literacy assessments	• Lifelong Learning • Connected Learners • Cultural and Identity Development
2	Continue to support K-3 staff with early primary literacy assessment and strategic implementation of targeted skills in K-3 classes, including the ongoing use of the Early Learning Profile for Literacy (ELP) in grades K-3 and the utilization of school literacy data to support student learning.	• ELP Data • Primary Success Meetings • EDI data • School Learning Plans (Literacy) with a focus on priority learners • Feedback from school staff after learning sessions	• Lifelong Learning
3	Pilot an Intermediate to middle years literacy assessment program for district-wide implementation in the 2024-2025 school year.	• School Learning Plans (Literacy) with a focus on priority learners • School & district-based literacy assessments	• Lifelong Learning
4	Develop an intermediate to middle years literacy community of practice to support the strategic plan goals and action plan focused on literacy, with a focus on priority learners.	• Student Learning Surveys • Student Achievement (FSA, GLA, report cards) • District and school-based assessments	• Lifelong Learning • Connected Learners • Cultural and Identity Development
5	Update the K-12 Literacy virtual hub for resources, exemplars, and to support professional learning community of practice.	• Student Achievement (ELP/, FSA, GLA, report cards) with a focus on priority learners • Student Learning Surveys • Feedback from school staff	• Lifelong learning

CONCLUSION

	Aspect	Monitoring	Strategic Priority
6	Ensure that all K-12 learners have access to culturally responsive and rich literacy environments and pro-grams in their school and community.	◆ Student Learning Survey ◆ Cultural and Identity Development reporting ◆ Transitions Meetings (Primary Success, Elementary-Middle, Secondary) ◆ Community Partnership Engagement ◆ Survey of literacy Programs	◆ Lifelong Learning ◆ Connected Learners ◆ Cultural and Identity Development
7	Facilitate bi-annual and year-end monitoring and planning meetings to ensure successful transitions and improvement in literacy: ◆ Primary success (K-3) ◆ Elementary and middle years (4-9) ◆ Secondary (10-12)	◆ Student Achievement ELP/, FSA, GLA, report cards) ◆ Transitions Meetings (Primary Success, Elementary-Middle, Secondary) ◆ Grade to Grade Transitions rates	◆ Lifelong Learning
8	Continue with monthly Families of Schools (FOS) meetings to support school leaders in developing their literacy goals, objectives and action plans in relation to detailed data and class/cohort learning profile analysis.	◆ School learning plan goals and objectives for literacy with a focus on priority learners ◆ Student Achievement (ELP/, FSA, GLA, report cards)	◆ Lifelong Learning ◆ Cultural and Identity Development ◆ Caring & Inclusive Learning Culture
9	Promote literacy innovation through School Learning Plan Grants (SLPGs) focused on priority learners and share learning at end of year celebration.	◆ School learning plan goals and objectives for literacy with a focus on priority learners ◆ Student Achievement (FSA, GLA, report cards) ◆ School Learning Celebration	◆ Lifelong Learning ◆ Cultural and Identity Development ◆ Caring & Inclusive Learning Culture
10	Develop an intermediate to middle years literacy framework to guide schools in developing their literacy goals, objectives and action plan, and to provide consistency in literacy instruction across SD8.	◆ School learning plan goals and objectives for literacy with a focus on priority learners ◆ Student Achievement (FSA, GLA, report cards) ◆ Feedback from schools	◆ Lifelong Learning ◆ Cultural and Identity Development ◆ Caring & Inclusive Learning Culture

SD8 recognizes the important role of literacy as a foundation for all other aspects of learning, particularly in the early years. The results of the ELP (Early Literacy Profile) have garnered a marked improvement for K-3 learners. Building on the successful foundation of the early years, the next steps will be to support intermediate and middle years literacy to ensure continued coherence, sustainability, and embedded professional learning, and to continue to focus on career and post-secondary oriented literacy pathways for secondary students.

GRATITUDE

Circle of Indigenous Nations Society (COINS)

College of the Rockies

Columbia Basin Alliance for Literacy (CBAL)

Columbia Basin Environmental Educators Network (CBEEN)

Creston Valley Youth Network

East Kootenay Teacher Education Program (UVic)

East Kootenay Child Care Resource and Referral (CCRR)

Interior Health

Kaslo Youth Network

Kootenay Kids Society

Ktunaxa Kinbasket Child and Family Services Society

Lower Kootenay Band

Metis Nation British Columbia

Ministry of Children and Family Development

Ministry of Education and Child Care

Nelson & District Youth Centre

North Kootenay Lake Community Services Society

Okanagan Nation Alliance

Selkirk College

UBC Okanagan

West Kootenay Child Care Resource and Referral (CCRR)

West Kootenay Metis Society

West Kootenay Teacher Education Program (UBC)

Memorandum to the Board of Education
PUBLIC

FROM:	Trish Smillie, Superintendent
DATE:	October 8, 2024
SUBJECT:	Support for Inclusive Education

For Information

Introduction

This memorandum provides an overview of the process for determining category designation with the Ministry of Education and Child Care for students with disabilities and diverse abilities, and the process for determining inclusive education supports and resources in School District No. 8 (Kootenay Lake).

Background

SD8 follows the direction of the BC Ministry of Education and Child Care with regard to determination of category designations for students. The Ministry's Special Education Policy Manual describes the expectations of the Ministry of Education and Child Care to fully include students with disabilities and diverse needs, and provides procedures to guide the work of school and district staff.

The Ministry of Education and Child Care expects that districts create an inclusive education system where "students with [diverse] needs are fully participating members of a community of learners". In the inclusive system, "all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs".

The Ministry of Education and Child Care's direction to school districts is to "provide a student who has [diverse] needs with an educational program in a classroom where the student is integrated with other students who do not have [diverse] needs, unless the educational needs of the student with [diverse] needs or other students indicate that the educational program for the student with [diverse] needs should be provided otherwise".

Districts who have students with an approved Ministry of Education and Child Care diverse needs designation may receive supplemental funding from the Ministry of Education and Child Care, depending on the student's Ministry designation. This supplemental funding to districts is described by the Ministry of Education and Child Care in K-12 Funding - Special Needs.

Unique student funding is determined by the number of students who meet criteria as Level 1, 2 or 3 unique needs, in Categories A-H.

These funds are not allocated to individual students; rather, they form a portion of the district's operating funds.

Unique funding is provided in the following categories:

- **Level 1 (Categories A & B) -** Includes students with multiple needs who are Physically Dependent or Deaf Blind.

- **Level 2 (Categories C-G)** - Includes students with Moderate/Profound Intellectual

Disabilities, with Physical Disabilities or Chronic Health Impairments, with Visual Impairments, with Autism Spectrum Disorder, or students who are Deaf or Hard of Hearing.

- **Level 3 (Category H)** - Includes students requiring Intensive Behaviour Interventions or students with Serious Mental Illness.

The district is not provided supplemental funding for all diverse education designations. Designation categories K-R are included as part of regular operational funds only; there is no supplemental diverse needs funding received by the district from the Ministry of Education and Child Care for students in these categories.

Regardless of district funding from the Ministry of Education and Child Care, students are supported according to their presented needs, through classroom teacher adaptations to curriculum and learning environments, assistive technology, in school staff support and/or resources, and in some cases, district staff support and/or resources.

Each student with a Ministry of Education and Child Care category designation has an annually updated Individual Education Plan (IEP) that provides information about the student's strengths, interests, stretches and needs, and guides school and district staff in supporting the student. As the Ministry notes, "some students require small adaptations and minimum levels of support; other students with more complex needs may require detailed planning. The IEP will reflect the complexity of the student's need".

Students with diverse needs are supported in classrooms in a variety of ways. In its fundamental competency-based approach, BC's curriculum has built-in supports for all students including those with diverse needs. All students are supported to learn about big ideas and to develop their curricular competencies and core competencies.

The IEP for students with diverse needs describes supplemental strategies to support this development and describes possible supports that students may access. In the classroom for example, these supports may include materials adapted by the teacher, adapted assessment strategies, learning environment changes, seating changes, augmentative technology, software and hardware in the classroom, tools that support student function, and other accommodations based on the student's learning profile.

All education staff support students with diverse needs. However, the classroom teacher is the primary support for students with diverse needs and is responsible for designing programs for students with diverse needs and for implementing the strategies described in the IEP.

The teacher's role is described in Sections 17(1) and (2) of the School Act and the attendant School Regulation Section 4, which prescribe that "the teacher responsible for a student with diverse needs is responsible for designing, supervising and assessing the educational program for that student".

School principals have a significant role in supporting students with diverse needs, including "ensuring that a school-based team is operational in the school and facilitating the collaborative efforts of the team members in meeting the diverse needs of students".

Education Assistants may be an additional resource for classrooms with students with diverse needs. Not every classroom in a school has an EA. EAs are assigned, scheduled, and supervised by the school principal. Section 18 of the School Act describes that "a board may employ persons other than teachers to assist teachers in carrying out their responsibilities and duties" and that education assistants "shall work under the direction of a teacher and the general supervision of a teacher or school principal".

Further background information describing inclusion, IEPs, student supports and roles and responsibilities of staff is included in the linked documents: Inclusion in School District 8, the School District 8 Parent/Guardian Guide to Inclusive Education, and the BCTF/CUPE joint paper on the Roles and Responsibilities of Teachers and Education Assistants, BC Ministry of Education and Child Care's Diverse Education Services: A Manual of Policies, Procedures and Guidelines .

Information

SD8 promotes learning and well-being for all students including those with designations and works to build staff capacity to support students with designations in schools. Classroom teachers provide the primary support to students, with schools providing caring and inclusive learning environments for all students. SD8 provides resources and supports to help the few students who require intensive interventions.

Students and school staffs are supported where required, by the District's Inclusive Education Department. This support is in a variety of areas, such as the review and approval of files toward a Ministry of Education and Child Care designation, the review and confirmation of school levels of support for students, the allocation of resources requested by schools, consultation in strategies to support students, supports and/or interventions for students, and in the provision of professional learning, training and mentoring for staff. Inclusive Education staff also work closely with parents, outside agencies, and other government agency supports (such as Community Living BC).

As is their responsibility through the School Act, classroom teachers design learning experiences that provide students with access to the learning environment and to the curriculum, and support students to demonstrate learning in ways best suited to them.

For students with designated diverse needs, Individual Education Plans (IEPs) provide the classroom teacher and school Inclusion Support Teacher with information and strategies they can use to create meaningful and effective learning opportunities tailored to students' needs. Each student in SD8 with a Ministry of Education and Child Care designation has an IEP. This document is a collaborative effort amongst classroom teachers, Inclusion Support teachers in schools, the school counsellor, the school principal, District Inclusive Education staff, the involved Education Assistants, the student, and student's family. In addition to collaboration amongst the team above, some IEPs draw recommendations for accommodations from psycho-educational testing reports generated from the District Psychologist. On a yearly basis, the IEP is updated at the school to reflect the student's growing strengths, interests, stretches, and needs and how these will be supported within the student's classroom.

There are many forms of support provided to students with diverse needs in SD8, including teaching strategies, environmental changes to the classroom and seating, technological

resources (such as TextHelp Read and Write), structural changes such as break times, and adaptations to classroom materials (such as one-point rubrics, different access points for curriculum, etc).

In some classrooms with students with diverse needs, Education Assistants have been assigned to provide universal supports (to all/groups of students) and potentially to provide more specific targeted and/or essential supports (for some students with specific needs). Essential supports draw information from the student's IEP and are directed by the classroom teacher, the principal, and the Inclusion Support teacher.

In order to support schools with the provision of additional resources for each student with diverse needs through the IEP and other information, the parameters from the Ministry of Education and Child Care regarding audit criteria for each designation, the Board of Education's budget determinations, and timelines that guide our work, the District undertakes a comprehensive process each year to provide an allocation for staffing levels that may include Education Assistants and/or Youth and Family Workers.

Collection and Review of Student Support Files

In preparation for the following year's compliance with the Ministry of Education and Child Care's September 1701 's, Inclusive Education works with school staff starting in February each year.

According to the [Ministry of Education and Child Care Special Education Category Checklists (2010),](#) staff at schools must submit complete information to Inclusive Education for each student for whom a diverse needs designation is being sought. The principal at each school must verify that the information submitted is complete, accurate, and meets the Ministry category checklist.

Submitted student support files are reviewed at the district office by a team of district staff, to determine whether the specific Ministry designation category checklist criteria have been met. Files that do not meet the criteria for Ministry designations are returned to schools to be updated, completed, and re-submitted for a further review if additional information is available.

Assignment of Resources and Supports to Schools

The classroom teacher, school Inclusion Support teacher, and school principal jointly determine through the School-Based Team, the type of supports needed at the school in order to support the inclusion of all students with diverse needs. These supports, as previously indicated, include a variety of possible supports or resources such as classroom environment changes, adaptations by the teacher for learning activities, access to assistive technology, School Inclusion Support teacher time in the classroom, learning resources, teacher training, and so on.

In some cases, students in Level 1, 2, or 3 may also benefit from additional staff assigned to the classroom in the form of the Inclusion Support teacher and/or an education assistant to support the classroom teacher and to support the achievement of IEP goals for a student with designated diverse needs. The district distributes allocations to schools for specialized teacher

and education assistant staffing in the spring of each year so that these supports are ideally in place by September of the upcoming school year.

SD8 provides support and resources to schools for students with designated diverse needs in a variety of ways. Staff throughout the district support full inclusion of students with their peers and in their classrooms in order that students may achieve their IEP goals and ultimately, graduate with dignity, purpose and options.

School District 8 Kootenay Lake

FROM: Trish Smillie, Superintendent

DATE: October 8, 2024

SUBJECT: Remembrance Day Ceremonies 2024

For Information

Introduction

This memorandum provides the schedule of 2024 Remembrance Day ceremonies.

Information

Remembrance Day ceremonies are held on the school day immediately preceding Remembrance Day. School staff take this time to ensure our past continues to be remembered at each stage of a student's life.

Trustees are invited to attend their local schools' ceremony. An invitation will be sent by the principal to each trustee.

The Remembrance Day ceremony schedule follows for the Board's review.

School Name	Date	Time of Ceremony
Adam Robertson Elementary	Nov 8th	11:00 AM
Blewett Elementary	Nov 8th	11:00 AM
Brent Kennedy Elementary	Nov 8th	1:15 PM
Canyon-Lister Elementary	Nov 8th	10:45 AM
Crawford Bay	Nov 8th	11:00 AM
Erickson Elementary	Nov 8th	9:00 AM
Hume Elementary	Nov 8th	9:00 AM
Jewett Elementary	Nov 8th	11:00 AM
J.V. Humphries	Nov 8th	11:00 AM
Kootenay River Secondary	Nov 8th	11:00 AM
L.V. Rogers Elementary	Nov 8th	11:00 AM
Mt Sentinel Secondary	Nov 8th	10:45 AM
Redfish Elementary	Nov 8th	10:30 AM
Rosemont Elementary	Nov 8th	10:45 AM
Salmo Elementary	Nov 8th	10:00 AM
Salmo Secondary	Nov 8th	11:00 AM
South Nelson Elementary	Nov 8th	9:30 AM
Trafalgar Middle	Nov 8th	11:00 AM
W.E. Graham	Nov 8th	11:00 AM
Wildflower Creston	Nov 8th	11:00 AM
Wildflower Nelson	Nov 7th	11:00 AM
Winlaw Elementary	Nov 8th	11:00 AM

School District 8
Kootenay Lake

FROM: Cathy MacArthur, Secretary-Treasurer

DATE: October 8, 2024

SUBJECT: Final Enrolment and Budget Implications

For Information

Introduction

This memorandum provides information on the enrolment determined in the 1701 verification process and the resulting budget update.

Background

The district is required to submit student enrolment data to the Ministry of Education and Child Care for enrolment on September 30th each year. After the initial submission is received, there is a period of data verification by the Ministry of Education and Child Care to account for duplicate enrolments and other anomalies. Once that process is complete, the district receives an echo report around the third week of October that confirms the enrolment.

Information

Overall Enrolments
Total student enrolment in SD8 schools includes online learning students and adult students, as well as students who are unique learners, but does not include homeschool students. The following table compares the actual September 30, 2024 Full Time Enrolments (FTEs) to the projected September 30, 2024 FTEs and the actual September 30, 2023 FTEs:

Student FTEs	Actual Sept 30, 2024 (A)	Projected Sept 30, 2024 (B)	Actual Sept 30, 2023 (C)	Variance from Projected Sept 30, 2024 (A)-(B)	Variance from Actual Sept 30, 2023 (A)-(C)
Standard, continuing education and alternate schools	4,414.1875	4,427.0000	4,497.8125	(12.8125)	(83.6250)
Online learning	269.9375	275.0000	279.3125	(5.0625)	(9.3750)
	4,684.1250	**4,702.0000**	**4,777.1250**	**(17.8750)**	**(93.0000)**

Based on the September 30, 2024 1701 enrolment verification, the overall elementary and secondary enrolment is 17.875 FTEs (3.8%) below the projected enrolments and has decreased by 93 FTEs (1.9%) compared to the prior year actual FTEs.

The enrolment for standard, continuing education and alternate schools represents 94% of the total enrolments and the enrolment for online learning (Elev8 – DESK and Elev-8 Homelinks) represents 6% of the total enrolments. Standard, continuing education and alternate schools FTEs are 12.8125 FTEs lower than projected FTEs and 83.625 FTEs below the prior year. Online learning FTEs are 5.0625 FTEs lower than projected and 9.375 lower than the prior year.
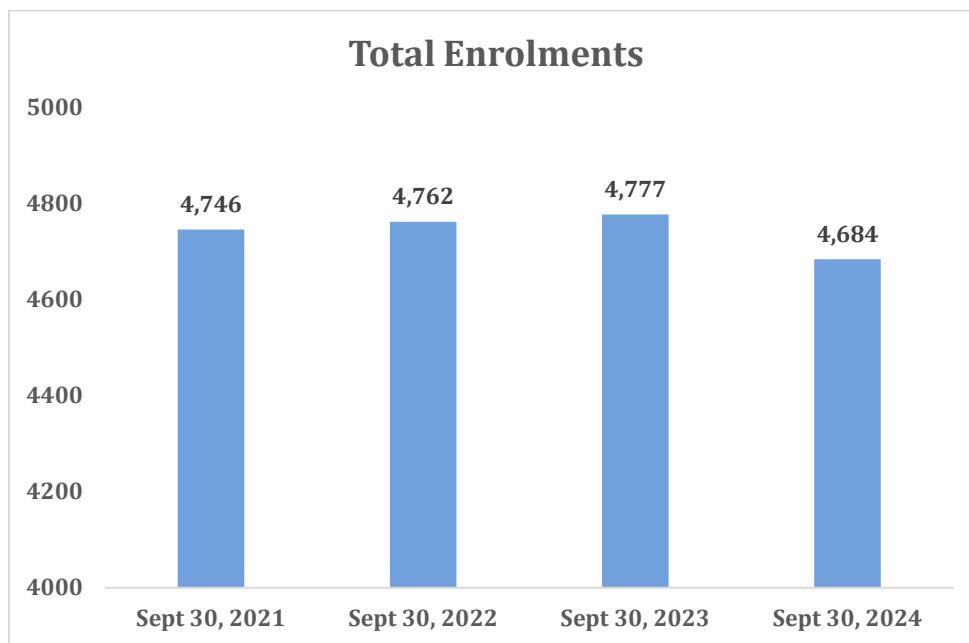
<u>Unique Student Enrolments</u>

The following table compares the actual September 30, 2024 FTEs to the projected September 30, 2024 FTEs and the actual September 30, 2023 FTEs for unique students:

Student FTEs	Actual Sept 30, 2024 (A)	Projected Sept 30, 2024 (B)	Actual Sept 30, 2023 (C)	Variance from Projected Sept 30, 2024 (A)-(B)	Variance from Actual Sept 30, 2023 (A)-(C)
Inclusive Education Level 1	3.0000	3.0000	4.0000	-	(1.0000)
Inclusive Education Level 2	217.0000	214.0000	215.0000	3.0000	2.0000
Inclusive Education Level 3	35.0000	45.0000	48.0000	(10.0000)	(13.0000)
English/French Language Learning	74.0000	83.0000	83.0000	(9.0000)	(9.0000)
Indigenous Education	866.0000	881.0000	868.0000	(15.0000)	(2.0000)
	1,195.0000	1,226.0000	1,218.0000	(31.0000)	(23.0000)

Overall, unique student enrolments are 31 FTEs below projected FTEs and 23 FTEs below the prior year. Student FTEs with inclusive education needs are 7 FTEs below projected FTEs and 12 FTEs below the prior year. English/French Immersive Language learners are 9 FTEs below projected FTES and 9 FTEs below the prior year. Indigenous learners are 15 FTEs below projected FTEs and 2 FTEs below the prior year.

<u>Historical Enrolments</u>

The chart below shows the September enrolments over the last four years showing a declining enrolment compared to previous years.

Total Enrolments

Year	Enrolment
Sept 30, 2021	4,746
Sept 30, 2022	4,762
Sept 30, 2023	4,777
Sept 30, 2024	4,684

Appendix A provides further historical information on enrolments by school for September 30, 2024 compared to the prior three years.

Changes in Funding Rates per Student

The following table shows a comparison of the B.C. Ministry of Education and Child Care funding rates per student for 2024-2025 and 2023-2024:

Per Student Funding Rates ($)	2024-2025	2023-2024	Increase (Decrease)	
			$	%
Basic Allocation (standard, continuing) education, and alternate schools)	8,915	8,625	290	3.4%
Basic Allocation (online learning)	7,200	6,960	240	3.4%
Students with Inclusive Education Needs - Level 1	50,730	49,070	1,660	3.4%
Students with Inclusive Education Needs - Level 2	24,070	23,280	790	3.4%
Students with Inclusive Education Needs - Level 3	12,160	11,760	400	3.4%
English / French Language Learners	1,795	1,735	60	3.5%
Indigenous Education	1,770	1,710	60	3.5%
Non-graduated Adult Education	5,690	5,505	185	3.4%
Homeschooling	250	250	-	0.0%
Course Challenges	279	270	9	3.3%

The funding rates per student for the basic allocations, students with special needs and non-graduated adult education have increased by 3.4%. The funding rate per student for English /French language learners and Indigenous education have increased 3.5%.

Change in Operating Grant Funding Compared to Original 2024-2025 Budget

The following table shows the forecasted operating grant revenue based on September 30, 2024 enrolments compared to the budgeted operating grant revenue:

	Student FTEs				$			
	Actual Sept 30, 2024	Projected Sept 30, 2024	Variance from Budgeted Sept 30, 2024		Actual Sept 30, 2024	Budgeted Sept 30, 2024	Variance from Budgeted Sept 30, 2024	
Basic Allocation (standard, continuing) education, and alternate schools)	4,414.1875	4,427.0000	(12.8125)	(0.3%)	39,352,482	39,466,705	(114,223)	(0.3%)
Basic Allocation (online learning)	269.9375	275.0000	(5.0625)	(1.8%)	1,943,550	1,980,000	(36,450)	(1.8%)
Basic Allocations	**4,684.1250**	**4,702.0000**	**(17.8750)**	**(0.4%)**	**41,296,032**	**41,446,705**	**(150,673)**	**(0.4%)**
Students with Inclusive Education Needs - Level 1	3.0000	3.0000	0.0000	0.0%	152,190	152,190	-	0.0%
Students with Inclusive Education Needs - Level 2	217.0000	214.0000	3.0000	1.4%	5,223,190	5,150,980	72,210	1.4%
Students with Inclusive Education Needs - Level 3	35.0000	45.0000	(10.0000)	(22.2%)	425,600	547,200	(121,600)	(22.2%)
English / French Language Learners	74.0000	83.0000	(9.0000)	(10.8%)	132,830	148,985	(16,155)	(10.8%)
Indigenous Education	866.0000	881.0000	(15.0000)	(1.7%)	1,532,820	1,559,370	(26,550)	(1.7%)
Non-graduated Adult Education	1.7500	1.7500	0.0000	0.0%	9,958	9,958	-	0.0%
Unique Student Enrolments	**1,196.7500**	**1,227.7500**	**(31.0000)**	**(2.5%)**	**7,476,588**	**7,568,683**	**(92,095)**	**(1.2%)**
Homeschooling	52.0000	49.0000	3.0000	6.1%	13,000	12,250	750	6.1%
Course Challenges	1.0000	1.0000	0.0000	0.0%	279	279	-	0.0%
Other Funding	**53.0000**	**50.0000**	**3.0000**	**6.0%**	**13,279**	**12,529**	**750**	**6.0%**
Supplement for Enrolment Decline					182,966	101,255	81,711	80.7%
					48,968,864	49,129,172	(160,307)	(0.3%)

Overall, the forecasted operating grant revenue is $160,307 (0.3%) below the approved budget. The operating grant revenue from the basic allocation combined with the supplement for enrolment decline are $68,962 below budget and the operating grant revenue from unique student enrolments is $92,095 below budget. Homeschooling and Course Challenges are $750 above budget.

Additional operating grant revenue from basic learners includes higher operating grants from standard learners and lower operating grants for online learners. Operating grant revenue from Students with Inclusive Education Needs is $49,390 below budget and operating grant revenue for English/French Language Learners, Indigenous Learners and Non-graduated Adult Learners is $42,705 below budget.

Change in Operating Grant Funding Compared to September 30, 2023

The following table compares the forecasted operating grant revenue based on September 30, 2024 enrolments to the September 30, 2023 operating grant revenue:

	Student FTEs				$			
	Actual Sept 30, 2024	Actual Sept 30, 2023	Variance from Budgeted Sept 30, 2023		Actual Sept 30, 2024	Actual Sept 30, 2023	Variance from Actual Sept 30, 2023	
Basic Allocation (standard, continuing) education, and alternate schools)	4,414.1875	4,497.8125	(83.6250)	(1.9%)	39,352,482	38,793,633	558,849	1.4%
Basic Allocation (online learning)	269.9375	279.3125	(9.3750)	(3.4%)	1,943,550	1,944,015	(465)	(0.0%)
Basic Allocations	**4,684.1250**	**4,777.1250**	**(93.0000)**	**(1.9%)**	**41,296,032**	**40,737,648**	**558,384**	**1.4%**
Students with Inclusive Education Needs - Level 1	3.0000	4.0000	(1.0000)	(25.0%)	152,190	196,280	(44,090)	(22.5%)
Students with Inclusive Education Needs - Level 2	217.0000	215.0000	2.0000	0.9%	5,223,190	5,005,200	217,990	4.4%
Students with Inclusive Education Needs - Level 3	35.0000	48.0000	(13.0000)	(27.1%)	425,600	564,480	(138,880)	(24.6%)
English / French Language Learners	74.0000	83.0000	(9.0000)	(10.8%)	132,830	144,005	(11,175)	(7.8%)
Indigenous Education	866.0000	868.0000	(2.0000)	(0.2%)	1,532,820	1,484,280	48,540	3.3%
Non-graduated Adult Education	1.7500	3.7500	(2.0000)	(53.3%)	9,958	20,644	(10,687)	(51.8%)
Unique Student Enrolments	**1,196.7500**	**1,221.7500**	**(25.0000)**	**(2.0%)**	**7,476,588**	**7,414,889**	**61,699**	**0.8%**
Homeschooling	52.0000	49.0000	3.0000	6.1%	13,000	12,250	750	6.1%
Course Challenges	1.0000	3.0000	(2.0000)	(66.7%)	279	810	(531)	(65.6%)
Other Funding	**53.0000**	**52.0000**	**1.0000**	**1.9%**	**13,279**	**13,060**	**219**	**1.7%**
Supplement for Enrolment Decline					**182,966**	**-**	**182,966**	**0.0%**
					48,968,864	48,165,597	803,267	1.7%

Overall, the projected operating grant revenue is $803,267 (1.7%) higher than the prior year. The basic allocation and supplement for enrolment decline accounts for $741,350 of the increase in the operating grant while the unique student enrolments and other funding accounts for $61,918 of the increase in the operating grant.

APPENDIX
HISTORICAL ENROLMENTS BY SCHOOL

School	Actual Enrolment - Student FTEs				% Increase (Decrease)		
	Sept 30, 2024	Sept 30, 2023	Sept 30, 2022	Sept 30, 2021	2023 vs 2022	2022 vs 2021	2021 vs 2020
Adam Robertson Elementary	308.0000	308.0000	292.0000	314.0000	0.0%	5.5%	(7.0%)
Blewett Elementary	97.0000	105.0000	100.0000	125.0000	(7.6%)	5.0%	(20.0%)
Brent Kennedy Elementary	183.0000	203.0000	204.0000	205.0000	(9.9%)	(0.5%)	(0.5%)
Canyon Lister Elementary	119.0000	133.0000	131.0000	117.0000	(10.5%)	1.5%	12.0%
Crawford Bay Elementary Secondary	65.5625	68.3750	80.9375	65.6875	(4.1%)	(15.5%)	23.2%
Elev8 - DESK	139.1250	125.6875	75.8125	111.4375	10.7%	65.8%	(32.0%)
Elev8 - Homelinks	130.8125	153.6250	159.6200	197.0625	(14.8%)	(3.8%)	(19.0%)
Erickson Elementary	187.0000	184.0000	189.0000	184.0000	1.6%	(2.6%)	2.7%
Hume Elementary	203.0000	228.0000	221.0000	221.0000	(11.0%)	3.2%	0.0%
JV Humphries Elementary Secondary	189.0000	198.6250	198.3750	208.3125	(4.8%)	0.1%	(4.8%)
Jewett Elementary	19.0000	13.0000	10.0000	9.0000	46.2%	30.0%	11.1%
Kootenay River Secondary	563.4375	579.0000	545.2500	510.6875	(2.7%)	6.2%	6.8%
LV Rogers Secondary	562.5000	577.8750	569.7500	517.5000	(2.7%)	1.4%	10.1%
Mount Sentinel Secondary	291.7500	274.9375	281.6200	270.8125	6.1%	(2.4%)	4.0%
REACH Alternate	11.0000	7.0000	3.0000	6.0000	57.1%	133.3%	(50.0%)
Redfish Elementary	107.0000	98.0000	109.0000	98.0000	9.2%	(10.1%)	11.2%
Rosemont Elementary	125.0000	123.0000	122.0000	114.0000	1.6%	0.8%	7.0%
Salmo Elementary	139.0000	136.0000	147.0000	142.0000	2.2%	(7.5%)	3.5%
Salmo Secondary	150.9375	143.0000	144.4375	141.0000	5.6%	(1.0%)	2.4%
Sequoia Centre	15.0000	8.0000	13.0000	14.0000	87.5%	(38.5%)	(7.1%)
South Nelson Elementary	184.0000	203.0000	190.0000	212.0000	(9.4%)	6.8%	(10.4%)
Trafalgar Middle	558.0000	563.0000	615.0000	582.0000	(0.9%)	(8.5%)	5.7%
W. E. Graham Community	70.0000	74.0000	96.0000	97.0000	(5.4%)	(22.9%)	(1.0%)
Wildflower	172.0000	174.0000	168.0000	196.0000	(1.1%)	3.6%	(14.3%)
Winlaw Elementary	94.0000	96.0000	96.0000	87.0000	(2.1%)	0.0%	10.3%
	4,684.1250	**4,777.1250**	**4,761.8025**	**4,745.5000**	**(1.9%)**	**0.3%**	**0.3%**

Memorandum to the Board of Education
PUBLIC

FROM: Secretary Treasurer

DATE: October 8, 2024

SUBJECT: Brent Kennedy Water Quality

For Information

Introduction

This memorandum provides information about the history and current water quality at Brent Kennedy Elementary School.

Information

The Brent Kennedy Elementary water system project began in July 2017 with a groundwater study to try and find a better water quality source. The previous water source had deteriorated due to increased concentrations of iron and manganese. A confined aquifer was not found with the drilling program. The deeper well that was drilled was considered lower risk of pathogens from surface water influence, but still had high iron and manganese issues that prompted the "do not use order" and needed treatment. The "do not use" order was subsequently replaced with a "do not consume" order.

Following this information in 2017, the design of a water treatment plant began. The construction permit application process started in June of 2018. The permit for the water treatment plant was not issued until November 1, 2019. The final mechanical pieces for the plant were completed in March 2021.

Water quality in the school after the water treatment plant was commissioned was free from colour and was confirmed to be meet the Canadian Drinking Water Guidelines and the provincial treatment objectives but the chlorine levels were not stable, and iron and manganese scale deposits were observed by staff to be plugging tap aerators. For these reasons, the "do not consume" order was not lifted.

A remote log in connection for the system was established in June of 2021 to allow contractors and engineers to log in remotely to provide off-site support and monitoring. SD8 operations staff took additional training and are supported by the water contractors and an engineering firm at no cost to troubleshoot the chlorine instability issues. An additional water specialist was contracted to manage the system as it becomes established. SD8 staff and the contractors had weekly meetings to plan and respond to concerns together. Action items were summarized and identified deficiencies were corrected.

It was determined that the chlorine stability was caused in part by scale deposits that built up in the system over decades of operation in the old bladder tanks and school piping. This largely resolved itself as the chlorinated water was run through the school and removed the scale deposits. The old bladder tanks were also replaced. No plugged aerators have been found since additional flushing was performed and the bladder tanks have been replaced.

It was also determined that the raw water quality was varying through the day. This is very uncommon and unexpected. With no water use over the weekend, the initial raw water quality has a high chlorine demand and chlorine demand decreases as the raw water quality improves with water use through the day. A summary report was written with the final submission to Interior Health to enable Interior Health to lift the "do not consume" order. That order has not yet been lifted.

Currently the domestic water is suitable for handwashing and toilet flushing; however, the raw water quality continues to be variable and has considerably more iron and manganese than it did in 2017. Given the deterioration in raw water quality of the aquifer, a certified operator with experience with this type of treatment process attends the plant on a daily basis.

The certified operator has been working with the operations department and consulting team since April 2024. Adjustments and improvements have been made and stable chlorine levels have been achieved as well as good consistent reductions of iron and manganese in the treated water. Closer attention has been paid to the raw water quality, although the trend is that the raw water quality is deteriorating over time.

Recently, it has also been determined that the water levels in the aquifer are dropping over time. Static water levels were measured 12.5 m above the pump at the time of construction and the estimated seasonal low from the hydrogeologist was estimated to be 10 to 11 m above the pump. Static water level readings on August 1 were 7.04 m and on August 30 it had dropped to 6.56 m. These recent level readings need to be compared to data trends from when the plant was commissioned to determine how the water level has declined each year and to ensure the same datum is being referenced for both sets of measurements.

Currently the water plant is stable and water quality meets acceptable drinking standards. To allow Interior Health to remove the "do not consume" order, appropriate levels must be maintained over a time span. SD8 will continue to work with the water treatment plant contractors as well as Interior Health to monitor water quality so that the "do not consume" order can be lifted.

The district is aware that, due to the changes in the aquifer both in the quality of the water and the level of the water, there may be continued varying water quality results in spite of the amount of resources and supports put in place to maintain adequate water quality for drinking. If the raw water continues to deteriorate further and the water treatment plant cannot maintain appropriate drinking water quality, additional strategies may need be developed.

Currently the school has water coolers throughout the school for drinking water for students. This will continue as long as necessary. All other non-drinking water runs as usual and is free from colour and odour.

POLICY 112: Governing Principles

The Board of Education is responsible for governing the school district based on the educational aspirations of local communities and in accordance with the policy direction established by government. The respective responsibilities of the Ministry of Education and Child Care and Boards of Education are detailed in the School Act.

The Board will set, create and maintain a Strategic Plan, annually report on student outcomes and put systems in place to continuously improve the educational outcomes for all students and improve equity for Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

1. The power and authority of the Board only exists when it acts as a whole. As individuals, Trustees exercise no power or authority in the organization and therefore cannot act or speak for the Board unless specifically delegated to do so by the Board.

2. The only decisions of the Board are those made by the Board in a legally convened session through its accepted decision-making processes.

3. The Board's role is to oversee the strategic direction of the organization and maintain effective relationships with Rightsholders and partners.

4. In carrying out its work, it is essential that the Board prescribes clear, measurable outcomes to be achieved in relation to the Board's Strategic Priorities. The Board will adopt policies that aid in the achievement of outcomes.

5. The work to be done by the Board is determined by its mandate and its purpose (as stated in legislation), which is to govern, and consequently, is different to the work to be done by the district management, which is management and operations.

6. Trustees commit to partnering with each other and with the Superintendent of Schools/CEO to engage in actions and decisions that contribute to building and maintaining a healthy and effectively functioning Board and organization.

7. The Superintendent of Schools/CEO is the Board's only employee;

   7.1 who is directed by and who reports to the Board;

   7.2 with whom the Board communicates and interacts regarding the management, administration and operation of the organization; and

   7.3 who the Board holds accountable for organizational performance.

Related Legislation: Sections 22, 65, 74, 85 BC School Act
Adopted: March 14, 2023

8. At the Board's request or on the initiative of the Superintendent of Schools/CEO, relevant school district staff may be invited to attend a Board or Committee meeting to provide information relevant to their area of expertise or job responsibility, so as to assist the Board or a Committee in its discussion of a matter under its consideration.

9. The Board will ensure that an annual assessment and evaluation of Board performance is conducted (as per Policy 113: Board Evaluation and Monitoring).

10. The Board governs through policy.

11. The Board will govern in accordance with its Strategic Plan which outlines the Board's monitoring cycle.

12. All Board authority delegated to staff is delegated through the Superintendent of Schools/CEO.

13. The Board delegates and assigns to the Chair the following powers and duties:

    13.1 Prior to each Board meeting, meet with the Vice-Chair, the Superintendent of Schools/CEO and Secretary-Treasurer to determine the items to be included in the agenda~~, and to become thoroughly familiar with them~~.

    13.2 To chair all public and closed Board meetings and ensure that such meetings are conducted in accordance with the School Act, the bylaws, policies and procedures as established by the Board and that meetings are chaired according to Robert's Rules of Order.

    13.3 To perform the following duties during Board meetings:

        13.3.1 Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated.

        13.3.2 To ensure that issues being presented for the Board's consideration are clearly articulated and explained.

        13.3.3 Display firmness, courtesy, tact, impartiality, and willingness to give everyone an opportunity to speak on the subject under consideration in order that a Board decision can be reached.

        13.3.4 To direct the discussion by Trustees to the topic being considered by the Board.

        13.3.5 Decide questions of order and procedure, subject to an appeal to the rest of the Board. They will speak to points of order in preference to other members.

Related Legislation: Sections 22, 65, 74, 85 BC School Act
Adopted: March 14, 2023

13.3.6 Determine disposition of each motion by a formal show of hands except where a ballot is required/used.

13.4 To bring to the Board all matters requiring a corporate decision of the Board.

13.5 To act as chief spokesperson for the Board by stating positions consistent with Board decisions and policies (except for those instances where the Board has delegated this role to another individual or group).

13.6 To act as a signing officer for the Board of Education.

13.7 To represent the Board, or arrange alternative representation, at Board events, meetings with other levels of government or other organizations or at hearings.

13.8 The Chair shall share with the Board all information from meetings with other levels of government or external organizations at which the Chair attended as the Board's representative.

13.9 To ensure that the Board engages in regular assessments of its effectiveness as a Board.

13.10 Make Trustee appointments to:

13.10.1 Be Representative to organizations; and

13.10.2 Board committees.

13.11 Address inappropriate behaviour on the part of a Trustee as per Policy 130: Trustee Code of Professional and Ethical Conduct.

14. Board directions or requests for information from staff must be related to the Board's mandate or execution of the Strategic Plan and occur through the Superintendent of Schools/CEO as per Policy 140: Trustee Communication.

15. The Board is responsible for setting and approving its own agenda.

16. The performance of the Superintendent of Schools/CEO is measured in relation to the direction as articulated in the Board's Strategic Plan, policies, and employment contracts.

17. The Board establishes for each of its committees a clear mandate, timelines, parameters, any power or authority delegated to it, reporting procedures and expectations regarding results.

18. It is the Board's responsibility to identify and request from the Superintendent of

Related Legislation: Sections 22, 65, 74, 85 BC School Act
Adopted: March 14, 2023

Schools/CEO the information it requires to enable it to create policies or make informed decisions.

19. The Board and individual Trustees will value and work through productive disagreement, diverse, opposing or contrary points of view, and conflict as long as it is not personal, disrespectful or injurious to others.

Related Legislation: Sections 22, 65, 74, 85 BC School Act
Adopted: March 14, 2023

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POLICY 120: Board Meeting Procedures

The Board of Education of School District No. 8 (Kootenay Lake) meetings will be conducted in a democratic and expeditious manner, with an intent to serve students and the public.

1. **Inaugural Meeting and Election of Board Officers**

   1.1. The inaugural meeting of the Board of Education of School District No. 8 (Kootenay Lake) will be held as soon as possible, and no later than thirty days from the date the new board begins its term of office.

   1.2. The Secretary-Treasurer or designate will call the meeting to order and will preside until a Chair has been elected.

   1.3. The Secretary-Treasurer or designate will administer the Oath of Office to the newly elected Trustees as required by the School Act.

   1.4. The Secretary-Treasurer or designate will call for nominations for the position of Board Chair for the next year. After all nominations are received, the Secretary-Treasurer or designate will request each candidate to accept or decline their nomination. The nominees will be invited to make a brief statement.

   1.5. The Secretary-Treasurer or designate will then conduct a vote by secret ballot. The Secretary-Treasurer may designate two or more staff members as scrutineers to count the ballots. A person receiving a clear majority of votes cast will be elected Board Chair. If no person receives a majority, further ballots will be taken, with the person with the fewest votes being dropped from the ballot. If a tie should occur, the vote will be repeated. If a tie occurs twice more, the election will be decided by drawing of lots. The Secretary-Treasurer or designate will declare the duly elected Chair of the Board for the ensuing year and will vacate the Chair.

   1.6. Upon assuming the chair, the Board Chair will call for nominations for Vice-Chair, and then for the BCSTA Provincial Councilor and BCPSEA representative (and their alternates) and partner advisory committee chairs and will conduct each election in the same manner as described in 1.4 and 1.5 above.

   1.7. The Chair and Vice-Chair of the Board, the BCSTA Provincial Councilor and BCPSEA representatives (and their alternates) will remain in office until the first Meeting of the Board held in Public the following November. The Partner Advisory Committee Chairs will remain in office for 24 months.

   1.8. All ballots will be destroyed by motion of the Board.

   1.9. In the years when no inaugural meeting is required, the Secretary-Treasurer or designate will preside as Chair at the first Meeting of the Board held in Public in November until a Board Chair is elected. The Chair will then proceed as per Section 1.6.

   1.10. When the elections are completed, the Board will proceed with its Meeting of the Board held in Public.

2. **Meetings of the Board held in Public**

2.1. Meetings of the Board held in Public are open to the public and will be held according to a schedule to be published by June 30th of each school year. The order of business will be as follows:

1. Call to Order
2. Acknowledgement of Aboriginal Territory
3. Changes to the Proposed Agenda
4. Consent Package Questions
5. Adoption of Agenda
6. Receiving Public Presentations
7. Comments or Questions from the Public regarding items on this Agenda
8. Adoption of Minutes
9. Future and Action Item Tracking
10. Education
11. Operations and Finance
12. Governance and Policy
13. Human Resources
14. Trustee Verbal Reports
    14.1. Student Trustees
    14.2. Trustees
    14.3. Chair
    14.4. British Columbia School Trustee Association (BCSTA)
    14.5. British Columbia Public School Employers' Association (BCPSEA)
    14.6. District Parent Advisory Committee (DPAC)
    14.7. Other
15. Comments or Questions from the Public
16. Meeting Schedule and Reminders
17. Adjournment

2.2. After the agenda has been adopted by majority vote of the Board, it may be varied by unanimous consent or by a resolution of the Board, requiring 2/3 majority vote. will

2.3. The purpose of the consent package is to provide information items that do not require deliberation of the Board. The Consent Package will include but not be limited to the following information items: a Monthly Financial Report, a list of Transactions over $50,000, Committee Meeting Minutes, the Superintendent's Report, and any correspondence addressed to the Board as per Section 7.

3. **Closed Board Meetings**

   3.1. The order of business will be as follows:

   1. Call to Order
   2. Acknowledgement of Aboriginal Territory
   3. Changes to the Proposed Agenda
   4. Closed Meeting Process
   5. Adoption of Agenda
   6. Receiving Presentations
   7. Adoption of Minutes
   8. Future and Action Item Tracking
   9. Students
   10. Labour/Staff
   11. Property
   12. Legal
   13. Other Items
   14. Verbal Reports
   15. Meeting Schedule and Reminders
   16. Adjournment

   3.2. After the agenda has been adopted by majority vote of the Board, it may be varied by unanimous consent or by a resolution of the Board, requiring 2/3 majority vote. will

   3.3. All discussions at Closed meetings will be confidential unless the Board determines otherwise through resolution.

   3.4. Trustees are responsible for ensuring that a confidential environment is maintained for closed meetings not conducted in person (e.g. using headphones for teleconferences or videoconferences outside the Board office).

   3.5. The following subject matter will be considered in a meeting closed to the public.

   Students

   1. Matters pertaining to individual students or potentially identifiable students, including but not limited to the conduct, performance, discipline, suspension or expulsion, attendance, enrolment, or registration of individual students, or appeals of students or parents made pursuant to Section 11 of the School Act;

   Labour/Staff

   2. The conduct, efficiency, discipline, suspension, termination, retirement of employees or appeals;

   3. Staff changes, including appointments, transfers, resignations, promotions, and demotions;

4. Changes to exempt staff compensation;

5. The Superintendent's evaluation;

6. Salary claims and adjustments, and the consideration of requests of employees and Board offers;

Property

7. Matters pertaining to the safety, security, or protection of Board property;

8. Purchase of real property, including the designation of new sites, consideration of appraisal reports, consideration of amounts claimed by owners, determination of Board offers and expropriation procedures;

9. Lease, sale, or exchange of real property prior to the finalization thereof;

Legal

10. Litigation or potential litigation affecting the district;

11. The receipt of advice subject to solicitor – client privilege;

12. Health and medical reports and other confidential reports; law enforcement, if the Board considers that disclosure could reasonably be expected to harm the conduct of an investigation or enforcement of an enactment;

13. Information that is prohibited, or information that if it were presented in a document would be prohibited, from disclosure under the *Freedom of Information and Protection of Privacy Act*;

14. A matter that is being investigated under the *Ombudsperson Act* of which the Board has been notified under that Act, section 14 (Ombudsperson to notify authority);

15. The consideration of information received and held in confidence in relation to negotiations between the District and the provincial government or the federal government or both, or between a provincial government or the federal government or both and a third party;

16. Matters that, under law, are such that that the public must be excluded from the meeting; and

Other

17. Notwithstanding the foregoing, the Board may consider other items in a closed meeting as it deems necessary and is confirmed by resolution of 2/3 majority vote of the Board at the acceptance or change of the agenda.

4. **Other persons attending Closed Meetings**

   4.1. If all or part of a meeting is closed to the public, the Board may allow one or more district officers and employees to attend or exclude them from attending, as it considers appropriate.

   4.2. If all or part of a meeting is closed to the public, the Board may allow a person other than school district officers and employees to attend, if the person:

      1.   has knowledge of the confidential information;

      2.   is a lawyer attending to provide legal advice in relation to the matter; or

      3.   in other cases, if the board considers necessary.

5. **Special Meetings**

   5.1. Special Meetings are any Board meetings held between the regularly scheduled meetings.

   5.2. Special Meetings may be called by the Board Chair or by the Superintendent at any time, or, by the Secretary-Treasurer upon the written request of a simple majority of Trustees.

   5.3. The purpose of the Meeting must be specified in the meeting notice and no other business may be conducted at the Meeting, unless agreed by 2/3rds majority vote of the Board.

   5.4. ~~Special closed meeting schedules are determined outside of the regular Board calendar approval process.~~ When possible~~, and when the agenda items are not emergent or timely~~, trustees will be surveyed for their availability to ensure timely and effective decision making. Scheduling surveys will be available for 24 hours and then a time will be determined by staff that is convenient for the majority of trustees.

   ~~5.4.~~5.5.   The Notice of a Special Meeting will normally be provided in the same manner as for Regular Meetings. Notice provisions may be waived or varied providing all reasonable steps have been taken to notify Trustees.

6. **Agenda Setting**

   6.1. The purpose of an agenda setting meeting is to complete the administrative task of creating an agenda and set the order of business for meetings of the Board and Committees of the Board, and to ensure meeting agendas are drafted to follow Board policy, Robert's Rules of Order, and the School Act, as applicable.

   6.2. Agenda items are generally scheduled according to the annual Board governance framework and learning plan.

   6.3. Additional agenda item requests will be considered for the Board agenda if they meet one or more of the following criteria. The item:
      • is related to governance (strategic vision/direction);

- is concerned with board level policies governing the organization;
- involves an issue or matter that will affect the direction, public image or viability of the organization;
- involves monitoring or assessment of either board or the Superintendent performance;
- involves a board committee or report requiring the consideration of or action by the board;
- involves the relationship with the Superintendent and/or Secretary-Treasurer;
- involves activities or events specific to the board that require discussion and decision-making by the board (appointment of board members to a committee or to represent the board at some function);
- involves a review of one or more of the strategies achieving the board's stated Strategic Priorities;
- involves reviewing budget.

6.4. Requested items or materials for inclusion on the agenda must be submitted to the Superintendent of Schools, Secretary-Treasurer and/or Executive Assistant to the Secretary-Treasurer no later than 8AM the morning of the agenda setting meeting.
If a requested agenda item is not added to an agenda, a written rationale will be provided by the Board Chair to the Trustee who requested adding the item and the Board will be informed.

6.5. The agenda and accompanying materials will be distributed on the Wednesday preceding Board meeting(s) held the following Tuesday. Agenda packages and non-confidential correspondence will be distributed to Trustees, senior management, partner groups and the media. Confidential agendas and materials will be circulated only to Trustees, the Superintendent and Secretary-Treasurer, and other senior leaders, as required.

6.6. The agenda setting meeting will be between the Chair of the Committee (if applicable), the Board Chair, Board Vice-Chair, Superintendent, Secretary-Treasurer, and Executive Assistant to the Secretary-Treasurer.

6.7. The Chair of an agenda setting meeting will be the Chair of the Board or Committee for which the agenda is being prepared.

6.8. An agenda setting meeting will take place two weeks prior to the Board Meeting or Committee meeting, or on another day agreeable to those who will attend the meeting. The Board of Education will be made aware if the agenda setting meeting date is changed.

6.9. Correspondence received after the agenda is finalized may be distributed at a subsequent Board meeting, unless it is emergent in nature, in which case it may be added to an agenda as determined by the Board or Committee Chair, as applicable.

7. **Board Correspondence**

7.1. To ensure that correspondence is addressed, correspondence will be forwarded to the Board and the Superintendent, Secretary-Treasurer, and the Executive Assistant to the Secretary-Treasurer immediately.

7.2. At the Agenda Setting meeting, the Chair and Vice-Chair will determine if the correspondence should be:

1.   Referred to staff for response;
2.   Responded to by the Board Chair;
3.   Received and filed as information; or
4.   Referred to a Board meeting or working session for further discussion.

Certain correspondence items may be placed in the Consent Package of a Meeting of the Board held in Public as determined at the Agenda Setting meeting. This correspondence will be related to issues of public interest, such as use of budgets or impacts on facilities.

7.3. For correspondence addressed to the Chair (that may or may not have been copied to all Trustees) the Chair will consult with the Vice-Chair and/or Superintendent or Secretary-Treasurer as to how the response should be handled.
If the correspondence is an operational complaint, the Chair will provide information to contact the Superintendent. The response from the Chair will be copied to all Trustees, the Superintendent and Secretary-Treasurer.

7.4. Correspondence received after the one-week prior deadline but prior to the regularly scheduled Board meeting that is deemed urgent or emergent by the Board Chair and District Staff, may be considered for late placement on the Board agenda; otherwise, the correspondence will be considered for the following month's agenda.

7.5. Correspondence addressed to a trustee or a group of trustees is under the control of the said trustee(s) and does not constitute correspondence addressed to the Board. The individual trustee(s) have the option to bring the correspondence formally to the Board for receipt or consideration.

7.6. A trustee may request that specific correspondence be considered at an Agenda Setting meeting for placement on a specific agenda.

7.7. Invitations to all Trustees will not be included in a Board meeting Correspondence Package. The correspondence will be forwarded to the Secretary-Treasurer for event attendance coordination purposes.

7.8. In the case of correspondence that the Board has directed the Chair to send on the Board's behalf during a Board meeting, the Chair can either prepare a draft and forward this to the Secretary-Treasurer for signature or send it to the Secretary-Treasurer to arrange for the letter to be written for the Chair's signature. If the letter is more sensitive in nature (e.g., a letter to the Minister of Education and Child Care) expressing the Board's opinion on a matter, a draft should be prepared either by the Chair or Secretary-Treasurer (at the Chair's discretion) and reviewed and edited as required.

8. **General Procedures for Meetings**

8.1. Meetings of the Board or Board committees will be conducted in accordance with the BC School Act, Board policy, and where the policy is silent, using the latest version of Robert's Rules of Order, including the following:

1. Each member, including the Chair has a right to speak twice on the same question but may not speak a second time until everyone who wishes to speak has spoken. Each trustee will have 2 minutes to speak. The Chair may allow further discussion.

2. A notice of motion is encouraged to provide adequate time for research and compilation of relevant information. Notice of motion may be used to provide for consideration and public notice. It may be given orally and will be recorded and circulated as part of the minutes of the meeting. The notice should reflect the substance of the motion to be served at the next meeting but does not have to be the exact wording.

3. An amendment must not be contrary to the intent of the main motion.

4. Trustees alert the Board Chair of any additions prior to the convening of the meeting. At the agenda item, "Adoption of the Agenda", items may be placed on the agenda prior to its adoption without requiring a supplemental motion to add the item.

5. A consensus decision may be accepted if there is no objection by any Trustee.

6. All three readings of a bylaw may occur at one meeting if there is unanimous approval of a motion to proceed to third reading. The first reading will be read out loud in its entirety by the mover of the motion.

7. Trustees or committee members (as applicable) may participate and be counted as part of the quorum in a meeting, or part of a meeting by telephone or electronic connection.

8.2. Meetings of the Board held in Public will be set for two hours and will not exceed three hours unless a motion to extend is passed by a majority vote.

8.3. A majority of votes cast will be sufficient to pass a motion and any abstention will be counted in the affirmative. will

8.4. No question once decided by the Board will be reconsidered or rescinded within 12 months in which the said question was decided unless:

1. New and relevant information is received, and

2. That new information is provided to the Board at a Closed Meeting to determine whether or not it is suitable for reconsideration, and

3. The motion for any such reconsideration or rescission is approved by the majority of the Board at a closed meeting.

9. **Receiving Public Presentations**

9.1. Individuals or delegations wishing to make a presentation at a Board or Committee meeting align to the public education mandate will make their request to the Superintendent, who will consult with the meeting Chair and schedule the presentation at the earliest practicable meeting. Approved presentations on behalf of delegations will be presented by a

spokesperson or spokespersons of the delegation, who will be identified on the agenda.

9.2. A maximum of 2 receiving presentations may be scheduled per meeting.

9.3. Individuals or delegations will be allocated 5 minutes to present, followed by a maximum of 5 minutes for discussion. In special circumstances, by request, the Board or Committee may schedule additional time for receiving presentations from the public.

9.4. Once a receiving presentation is scheduled, individuals or delegations will provide written and presentation materials to be circulated with the agenda at least eight days prior to the meeting / two days prior to the agenda package being sent out as per Section 6.5.

9.5. The Board or Committee will provide a response to any questions or requests from the individual or delegation at a future meeting; the Board or Committee will not respond to any such questions or requests at the meeting where the presentation is given.

10. Comments or Questions from the Public

10.1 All comments and questions will be directed to the Chair, who may call upon individual Trustees, the Superintendent, or the Secretary-Treasurer to answer the question.

10.2 Virtual attendees must provide their full name and affiliation, if appropriate. Comments or questions from a member of the public attending a meeting online will be read out loud by school district staff at the agenda section for questions and comments by the public.

10.3 No matter pertaining to complaints about district personnel, collective agreement issues or any other matters deemed confidential as per Section 3.5 will be heard at a public meeting; these matters will be dealt with by staff or in accordance with board policies governing the matter.

10.4 The Chair will determine when a comment or question has been given sufficient time.

10.5 The period allotted for public comments or questions will not exceed 20 minutes.

11. Working Sessions

11.1. The ongoing work of the board is supported by targeted regular in-service and professional development. Activities in working sessions are intended to support the governance activities of the Board. The Board will not decide or debate motions or confidential matters in the working sessions.

POLICY 140: Communication Protocol for Trustees

The Board of Education of School District No. 8 (Kootenay Lake) will foster a positive environment of communication to enhance trust and build relationships in order to support the district vision, strategic goals and the community of learners.

Guidelines

1. Board communications will:
    - reflect the key messages, positions, intents, goals and objectives of the strategic plan and Board decisions.

    - contribute to positive relationships.

    - support the enhancement of trust and relationships across the district.

    - be inclusive and designed to meet the differing needs of rights holders and partners in terms of content and timelines.

2. The Board of Education will extend non-partisan formal letters of acknowledgements or congratulations to elected public officials for events of significance.

2.3. Digital communication will not be used for deliberation and debate regarding Board decisions outside of convened Board meetings and as aligned to Policy 130: Code of Conduct and Policy 120: Board Meeting Procedures.

3.4. Communication with staff will be aligned to business hours (8:00 – 4:00 PM, Monday to Friday) unless it is urgent in nature.

4.5. When an event occurs in the School District which is of significant public interest, the Superintendent will provide a brief synopsis of the situation in a timely manner.

5.6. Speaking on Behalf of the Board

    5.1.6.1. The Board Chair or trustee designate will act as the spokesperson for the Board. The Superintendent of Schools or designate will act as spokesperson for the school district. Inquiries from the media regarding governance are to be directed to the Board Chair and inquiries regarding operations are to be directed to the Superintendent of Schools.

6.7. Trustee Inquiries

Related Legislation: Nil
Related Contract Article: Nil
Adopted: October 15, 2002
Amended: May 12, 2009
Amended: June 12, 2018
May 28, 2019

6.1.7.1. All requests for information regarding governance matters will be directed to the Board Chair. Requests for information regarding operational matters will be directed to the Superintendent. All responses will be copied to all trustees.

6.2.7.2. Requests for information that may require significant staff time and effort may be referred to the Board for Board direction.

7.8. Trustee Communication Equipment

7.1.8.1. Equipment provided to Trustees will remain the property of the school district and will be returned to the school district upon completion of the Trustee's term of office.

7.2.8.2. The school district will provide Trustees with a laptop computer and necessary supplies. Other equipment needs will require Board approval through the budget process.

7.3.8.3. All trustee computers will be formatted with a complete suite of productivity tools and will be preconfigured to securely connect to the school district's wireless networks and computing services. The installation, set-up, maintenance and operational costs are the responsibility of the school district.

7.4.8.4. Trustees will receive $600.00 per year to help offset external communication fees associated with their responsibilities.

7.5.8.5. At the end of the Trustee's term of office, the Trustee may purchase equipment at the fair value as determined by the Secretary-Treasurer.

7.6.8.6. To ensure compliance with Board contracts and security practices, all Board licensed software and service connectivity will be removed from equipment at the end of the term before any purchased equipment is transferred to the trustee.

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POLICY 160: Policy Development

One of the primary functions of the Board of Education of School District No. 8 (Kootenay Lake) is to set policy in accordance with both local circumstances and provincial directions.

Policies are detailed expressions of intent and must be based upon the Board's own Mission, Values, and Vision. The Board develops policy in consultation with advisory committees and the community. Formal publication of Board policy is necessary so that the community may hold the Board accountable.

Policies are adopted by the Board to ensure that actions taken are consistent with the School Act and its regulations, ministerial orders, other legislation, and the Strategic Plan of School District No. 8 (Kootenay Lake).

It is the responsibility of the Superintendent of Schools to recommend a program of regular evaluation and consultation to review Board policies to ensure they remain current and relevant.

Policies guide the actions of the Superintendent, who acts on the Board's behalf in monitoring the implementation of policies and administrative procedures.

Procedures

1. Development of New Policy and Revision of Existing Policies

   1.1. Any individual, group, Trustee, or staff member may present suggestions for new Board policy or revision of an existing Board policy.

   1.2. The suggested policy or policy revision shall be presented to the Policy Review Committee on the Pro-Forma or in a red-line version of an existing policy.

   The Policy Review Committee shall determine whether there is a need for the policy or revision. If the Pro-Forma or red-line version of the existing policy is approved for revision or development, the Superintendent shall develop a draft of the policy. If the submission is not approved for policy revision or development, the rationale shall be provided to the Board at a Working Session.

   Once the new draft has been completed, the Superintendent shall present this draft to the Policy Review Committee. For Board governance policies (Section 100), the Policy Review Committee will will review the draft policy at a Working Session and following this, recommend the draft policy to the Board for approval at a Meeting of the Board Held in Public.

   For all other policies, the Policy Review Committee will review the draft policy with the Board and following this, recommend the draft policy to the Board at a Meeting of the Board Held in Public for approval for field testing and review by the Policy Partner Advisory Committee. Once a policy is posted for field testing, an email will be sent to partner groups alerting them of the proposed policy. The Board will approve the policy for field testing for a minimum period of four (4) weeks and for review by the Policy Partner Advisory Committee.

   Policy revisions which are insignificant or routine in nature may be made without field testing. A rationale or explanation of the change will be provided to the Board.

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1.3. During the four-week field testing period, the draft policy will be reviewed by the Policy Partner Advisory Committee. The advice from the Policy Partner Advisory Committee and other feedback will be returned to the Superintendent who may recommend revisions to the draft policy to the Policy Review Committee, if needed.

1.4. The feedback and revisions will be provided for the consideration of the Board at a Meeting of the Board Held in Public, prior to approval at that or a subsequent Meeting of the Board Held in Public.

1.5. When the initial draft requires extensive revision, a revised draft may be recirculated for four (4) additional weeks. Feedback will be returned to the Superintendent who may recommend revisions to the draft policy, if needed.

1.6. Where feedback consists of spelling, formatting, grammar and/or minor wording suggestions, the revised policy may be forwarded directly to the Board for approval at the next Meeting of the Board Held in Public.

2. Administrative Procedures

2.1. Administrative Procedures may be developed and issued by the Superintendent to articulate operational processes.

2.2. It is the responsibility of the Superintendent to develop a process that ensures appropriate consultation occurs.

2.3. New and significantly revised Administrative Procedures will be posted on the Consent Agenda of Meetings of the Board Held in Public.

2.4. Administrative Procedures shall be posted on the district website, unless the procedures are restricted to specific staff in order to support school or student safety.

3. Suspension of Policies

3.1. In special circumstances, the operation of any section or sections of Board policy not bound by law or contract may be temporarily suspended by a two-thirds majority vote of the Board.

APPENDIX A: Policy Flow Chart

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                    ┌─────────────────────────┐
                    │ Pro Forma/red-line      │
                    │ submission              │
                    └───────────┬─────────────┘
                                │
┌──────────────────────┐   NO  ┌─────────────────────────┐
│ Board                │◄──────│ Policy Review Committee  │
│ (with rationale for  │       └───────────┬─────────────┘
│ rejection)           │                   │ Yes
└──────────────────────┘                   ▼
                    ┌─────────────────────────┐
                    │ Superintendent          │
                    │ (draft policy/revision) │
                    └───────────┬─────────────┘
                                │
                    ┌─────────────────────────┐    ┌─────────────────────┐
                    │ Policy Review Committee  │───►│ Board of Education   │
                    └───────────┬─────────────┘    │ Working Session,     │
                                │                   │ if needed            │
                    ┌─────────────────────────┐    └─────────────────────┘
                    │ Public Board Meeting     │◄───
                    └───────────┬─────────────┘
                                │
           ┌────────────────┐  +  ┌─────────────────────┐
           │ Field Testing  │     │ Policy Partner       │
           └────────┬───────┘     │ Advisory Committee   │
                    │             └─────────────────────┘
                    │ Feedback                    If extensive revision
                    ▼
                    ┌─────────────────────────┐
                    │ Superintendent          │
                    │ (Revisions if required) │
                    └───────────┬─────────────┘
                                │
                    ┌─────────────────────────┐
                    │ Policy Review Committee  │
                    └───────────┬─────────────┘
                                │
                    ┌─────────────────────────┐
                    │ Public Board Meeting     │
                    │ for Approval             │
                    └─────────────────────────┘
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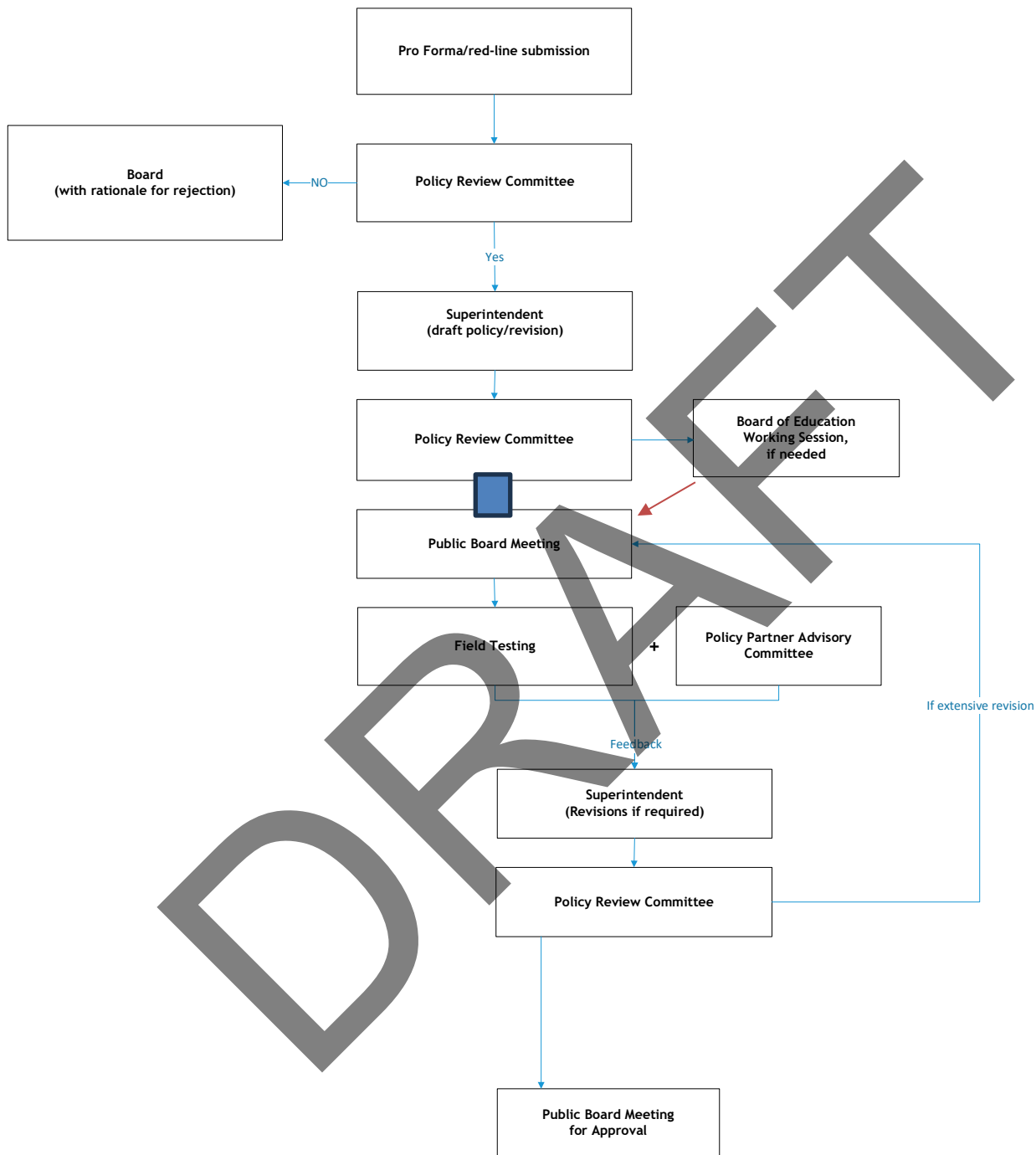
Related Legislation: School Act [RSBC 1996, Part 6, Division 2, Section 85.2a]
Related Contract Article: Nil
Adopted: September 15, 2015
Amended: June 12, 2018; June 21, 2022; January 10, 2023

POLICY 840: Use of Video Surveillance

The Board of Education of School District No. 8 (Kootenay Lake) authorizes the use of video surveillance equipment on School District property as necessary to enhance the health, safety and security in our School District to the extent that the benefits outweigh the impact on the privacy of those being surveilled.

The Board recognizes that privacy is a critical value in a democratic society and emphasizes that this video surveillance policy, and the practical use of video surveillance, must be guided by a commitment to the privacy and safety of staff, students, volunteers and the public. To ensure the privacy of individuals, the use of video surveillance and the video recordings will be subject to the provisions of the British Columbia Freedom of Information and Protection of Privacy Act (FIPPA).

In dealing with such surveillance of students, the Board recognizes that it has a legal obligation to provide appropriate levels of supervision in the interests of student safety, and further recognizes that students have privacy rights that are reduced, but not eliminated, while the students are under the supervision of the school. The Board also acknowledges that video recordings will not be used for disciplinary actions against employees or volunteers unless a criminal act, violation of a Board policy, Workers Compensation Act, or contract term has been committed.

POLICY 910: Online Learning

The Board is committed to providing quality Online Learning opportunities to students in School District No. 8 (Kootenay Lake). The Board believes that a well-developed Online Learning program is an essential part of a comprehensive educational system and is critical in meeting the learning needs of a wide variety of students.

The Board of Education commits to offering an Online Learning program that supports both fully registered students and students registered in neighbourhood schools who choose individual courses to augment their learning through Online Education. This program will serve school-aged and adult students both within district and beyond district borders. Further, the Board of Education commits to support continued course and program development within the Online Learning program so that students have the best possible Online Learning experience.

Related Legislation: School Act, Section 1, 3.1, 6, School Act, Section 17 and School Regulation School Act, Section 75 (4.1, 8) School Act, Section 82, 106. 3, School Act, Section 168 (2 [a], 2 [b], 3, 5)

Related Contract Article: Ministerial Order 302/02 - Graduation Program Ministerial Order 320/04 - British Columbia Adult Graduation Requirements, Ministerial Order 295/95 - Required Areas of Study in an Educational Program, Ministerial Order 638/95 - Individual Education Plan

Amended: September 27, 2019
Amended: December 10, 2019
Amended: March 10, 2020