

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

**TUESDAY, DECEMBER 10, 2024**

**5:00 PM – 7:00 PM PST**

**6:00 PM – 8:00 PM MST**

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

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

**1. Call to Order**

**2. Acknowledgement of Aboriginal Territory**

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

**3. Changes to the Proposed Agenda**

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

App. 4

**5. Adoption of Agenda**

**Proposed Resolution:**

**THAT** the Agenda for this December 10, 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. 14)**

App. 8

**Proposed Resolution:**

**THAT** the minutes from the November 12, 2024 Meeting of the Board held in public **BE ADOPTED**, as circulated.

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

App. 9

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

A. Early Years Continuous Learning Report 2024-2025 (p. 22)

App. 10A

B. Child Care Provision Update (p. 82)

App. 10B

C. Graduation Ceremonies 2025 (p. 91)

App. 10C



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

- A. Quarterly Capital Plan Update (p. 92)

App. 11A

**12. Governance and Policy**

- A. Election of BCPSEA Representative (11 month term)  
B. Destruction of Ballots (if there is a secret ballot vote held)

**Proposed Resolution:**

**THAT** the ballots for the election of the School District No. 8 (Kootenay Lake) BCPSEA Provincial Representative **BE DESTROYED**.

- C. Appointment of Committee Representatives and Alternates by the Chair

- Accessibility Committee: Trustee Nazaroff (Rep), Trustee Blackmore (Alternate)
- Joint Safety Advisory Committee: Trustee Trenaman (Rep), Trustee Nazaroff (Rep)
- Policy Review Committee: Trustee Etheridge (Chair of Policy, Operations and Finance Committee), Chair Lang (ex officio), Vice Chair Bremner (Chair designate), Trustee Chew (Trustee appointment)

- D. Approval of KBB BCSTA Motions (p. 94)

App. 12D

**Proposed Resolution:**

**THAT** the Board of Education of School District No. 8 (Kootenay Lake) advocate to the Ministry of Education and Child Care for the development of Provincial Climate Action and Sustainability Curriculum program; and

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

**Proposed Resolution:**

**THAT** the Board of Education of School District No. 8 (Kootenay Lake) advocate to the Ministry of Education and Child Care to provide targeted funding for school districts to financially support District Parent Advisory Councils in developing and facilitating a coordinated parent advocacy program; and

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



**Proposed Resolution:**

**THAT** the Board of Education of School District No. 8 (Kootenay Lake) advocate to the Ministry of Education and Child Care to provide targeted funding to school districts to financially support District Parent Advisory Councils to access Director’s insurance; and **THAT** this proposal be brought forward to the BCSTA Kootenay Boundary Branch meeting for consideration for a motion to be brought forward to the BCSTA.

**13. Human Resources – Nil**

**14. Trustee Verbal Reports**

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

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

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

**16. Meeting Schedule and Reminders**

- A. Board Meetings

The next Meeting of the Board held in Public is scheduled for January 14, 2025.

**17. Adjournment**



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**SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)**  
**CONSENT PACKAGE – PUBLIC MEETING**  
**DECEMBER 10, 2024**

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**ITEM**

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

1. Board Correspondence Package p. 5
2. [Superintendent's Report December 2024](#)
3. Monthly Financial Report – for period ended October 31, 2024 p. 7
4. Transactions over 50k – for period ended October 31, 2024 p. 11
5. List of Trustee Recusals p. 13
6. List of approved Administrative Procedures
  - [AP 4201 – First Aid Process](#)
  - [Appendix A – First Aid Drill Evaluation Form](#)
  - [Appendix B – First Aid Treatment Log](#)
  - [Appendix C – Site-Based First Aid Information](#)
  - [Appendix D – First Aid Drills for Low-Risk Workplace](#)
  - [AP 5010 – Budget Monitoring and Reporting](#)
  - [AP 5011 – Annual Budget](#)
  - [AP 5012 – Financial Reporting and Audits](#)
  - [AP 5013 – Investments](#)
  - [AP 5014 – Education Partnerships, Corporate Sponsorships and Donation Agreements](#)
  - [AP 5015 – School Generated Funds](#)
  - [AP 5016 – Procurement](#)
  - [AP 5017 – Corporate Credit Cards](#)
  - [AP 5030 – Reimbursement of Travel Expenses](#)
  - [AP 5030 Appendix A – Reimbursement of Travel Expenses](#)
  - [AP 5310 – Liability Insurance](#)
  - [AP 5904 – Automated External Defibrillator \(AED\)](#)



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**SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)**

**BOARD CORRESPONDENCE PACKAGE**

**DECEMBER 10, 2024**

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<b>ITEM</b>	<b>DATE</b>
1. Letter from Chair Lang to RDCK Re: Reappointment of Trustee Susan Chew to the Salmo & Area G Recreation Commission	Nov. 29, 2024

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November 29, 2024

Commissioner, Chair, & Commissioners,  
RDCK Recreation # 7, Salmo & Area G

**RE: Reappointment of Trustee Susan Chew to the Salmo & Area G Recreation Commission**

Dear Chair and Commissioners,

On behalf of the Board of Education of School District No. 8 (Kootenay Lake), I am pleased to confirm the reappointment of Trustee Susan Chew as our representative to the Salmo & Area G Recreation Commission. Trustee Chew's term will commence on January 1, 2025, following the conclusion of her current term on December 31, 2024.

We are confident that Trustee Chew will continue to contribute meaningfully to the Commission, fostering collaboration and advancing the shared goals of supporting recreation and community engagement in the Salmo and Area G region.

Should you require any further information, please do not hesitate to contact our office.

Thank you for your ongoing collaboration with School District No. 8 (Kootenay Lake).

Sincerely,



Dawn Lang, Chair

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

Cc: Board of Education  
Jenna Chapman, Joe Chirico, Diana Lockwood (RDCK)

# Monthly Financial Report

For the period ended October 31, 2024



[sd8.bc.ca](http://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 four months of actual District operations and two months of School operations.
- The salaries and benefits are trending as expected based on the budgeted amounts and the applicable months for principals and vice-principals, teachers, educational assistants, support staff and other professionals.
- The Student Transportation, Professional Development and Travel and Utilities are higher in the latter part of the year. Dues, fees and insurance are more heavily weighted to the earlier part of the year.

### 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 four months of actual District operations and two months of School operations.
- Other than the Annual Facility Grant, spending on the special purpose funds occurs primarily during the school year.





<b>OPERATING EXPENDITURE REPORT</b>
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	October 2024 Actuals	2024 - 2025 Budget	\$ Available Budget	% Available Budget	Applicable Months
<b>Salaries</b>					
Principal & Vice-Principal Salaries	1,489,961	4,393,591	2,903,630	66%	12
Teacher Salaries	4,866,366	23,281,146	18,414,780	79%	10
Educational Assistants	686,356	3,925,608	3,239,252	83%	10
Support Staff	2,203,753	8,112,498	5,908,745	73%	12
Other Professional Salaries	859,141	2,938,064	2,078,923	71%	12
TOCs/Relief Salaries	694,831	3,317,015	2,622,184	79%	10/12
<b>Total Salaries</b>	<b>10,800,408</b>	<b>45,967,922</b>	<b>35,167,514</b>	<b>77%</b>	
<b>Employee Benefits</b>	<b>2,701,842</b>	<b>11,582,652</b>	<b>8,880,810</b>	<b>77%</b>	10/12
<b>Total Salaries and Benefits</b>	<b>13,502,250</b>	<b>57,550,574</b>	<b>44,048,324</b>	<b>77%</b>	
<b>Services &amp; Supplies</b>					
Services	721,077	2,423,721	1,702,644	70%	
Student Transportation	53,468	377,202	323,734	86%	
Professional Development & Travel	118,683	673,745	555,062	82%	
Rentals and Leases	40,953	120,751	79,798	66%	
Dues and Fees	49,993	101,485	51,492	51%	
Insurance	192,269	200,000	7,731	4%	
Supplies	1,312,238	3,419,644	2,107,406	62%	
Utilities	216,293	1,769,878	1,553,585	88%	
<b>Total Services &amp; Supplies</b>	<b>2,704,974</b>	<b>9,086,426</b>	<b>6,381,452</b>	<b>70%</b>	
<b>Total Operating Expense</b>	<b>16,207,224</b>	<b>66,637,000</b>	<b>50,429,776</b>	<b>76%</b>	



**SPECIAL PURPOSE FUND EXPENDITURE REPORT**

	October 2024 Actuals	2024 - 2025 Budget	\$ Available Budget	% Available Budget
<b>Ministry of Education and Child Care Funds</b>				
Annual Facilities Grant	279,640	279,640	-	0%
Classroom Enhancement Fund	1,877,246	9,610,352	7,733,106	80%
Community Link	100,791	750,517	649,726	87%
Early Care and Learning Fund to Schools	65,438	175,000	109,562	63%
Early Years to Kindergarten	756	19,000	18,244	96%
ECE Dual Credit program	-	80,156	80,156	100%
Feeding Futures	73,348	615,090	541,742	88%
First Nation Transportation	-	24,697	24,697	100%
Health Career Work Experiential Learning	3,700	5,000	1,300	26%
Learning Improvement Fund	43,671	223,017	179,346	80%
Mental Health in Schools	12,854	55,000	42,147	77%
OLEP	18,539	89,101	70,562	79%
Ready Set Learn	8,547	39,200	30,653	78%
Seamless Day Kindergarten	493	55,400	54,907	99%
StrongStart	8,711	160,000	151,289	95%
Student & Family Affordability Fund	5,552	200,000	194,448	97%
Work Experience Enhancement Initiative	-	50,000	50,000	100%
<b>Total MOECC Funds</b>	<b>2,499,284</b>	<b>12,431,170</b>	<b>9,881,886</b>	<b>79%</b>
<b>Other Provincial Special Purpose Funds</b>				
ASSAI	97	62,134	62,037	100%
Health Promoting Schools	11,025	27,000	15,975	59%
<b>Total MOECC Funds</b>	<b>11,122</b>	<b>89,134</b>	<b>78,012</b>	<b>88%</b>
<b>Other Special Purpose Funds</b>				
School Scholarships and Bursaries	25,170	39,000	13,830	35%
School Generated Funds	36,477	1,250,000	1,213,523	97%
Donations	4,250	25,000	20,750	83%
<b>Total MOECC Funds</b>	<b>65,897</b>	<b>1,314,000</b>	<b>1,248,103</b>	<b>95%</b>
<b>All Special Purpose Funds</b>	<b>2,576,303</b>	<b>13,834,304</b>	<b>11,208,001</b>	<b>81%</b>





**Monthly Transactions over 50K**  
For the period ended October 31, 2024

**PAYMENTS IN OCTOBER 2024 OVER \$50K (CHEQUES AND EFT)**

<b>Vendor Name</b>	<b>Amount</b>
AL-VA Irrigation Ltd	\$ 101,850.00
BC Teachers Federation	\$ 53,485.59
BMO Mastercard	\$ 51,026.54
British Columbia Teacher Federation	\$ 65,591.55
Dell Financial Services	\$ 150,092.32
Jonathan Morgan & Company Limited	\$ 147,136.89
North Mountain Construction Ltd	\$ 132,463.00
Pacific Blue Cross	\$ 170,894.92
Pebt In Trust c/o Morneau Shepell	\$ 120,367.41
Pebt In Trust c/o Morneau Shepell	\$ 119,729.11
Twin Rivers Controls Ltd.	\$ 129,640.44
Western Canada Bus	\$ 390,482.48
Worksafe BC	\$ 156,049.16



**LIST OF TRUSTEE RECUSALS  
2024-2025**

<b>Date of Meetings held in the absence of the public with one or more declared Conflicts of Interest</b>
August 26, 2024
October 8, 2024
October 15, 2024
November 12, 2024
December 9, 2024
December 10, 2024



**MEETING OF THE BOARD HELD IN PUBLIC AND INAUGURAL MEETING  
MINUTES  
TUESDAY, NOVEMBER 12, 2024**

**Board:**

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

**Student Trustees:**

Bo Ashe, KRSS  
Daisy Lamoureux, JVH  
Rebecca Metcalfe, MSSS  
Thea Solarik, LVR  
Emerson Zuk, JVH

**District Staff:**

T. Smillie, Superintendent  
C. MacArthur, Secretary-Treasurer  
L. Carriere, Director of Aboriginal Education (*via video conference*)  
B. Eaton, Director of Instruction - Curriculum, Instruction, and Assessment  
(*via video conference*)  
D. Holitzki, Assistant Superintendent  
C. Kerr, Director of Operations  
T. Malloff, District Principal  
S. Bruskowski, Executive Assistant

**Guests:**

Nil

**Regrets:**

Nil

- 1. Call to Order** – Secretary-Treasurer MacArthur  
The meeting was called to order at 5:00 PM.
- 2. Acknowledgement of Aboriginal Territory**
- 3. Trustee Positions & Appointments**
  - A. Election of Board Chair (12 month term)  
Trustee Lang was acclaimed Chair of the Board of Education.  
The Secretary-Treasurer transferred the meeting Chair position to Chair Lang.



Chair Lang thanked everyone for their support and their continued work towards student success.

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

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

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

- BCSTA Provincial Councilor

Trustee Chew was acclaimed BCSTA Provincial Councilor.

- BCPSEA Representative

Trustee Nazaroff was acclaimed BCPSEA Representative.

- BCSTA Provincial Councilor Alternate

Trustee Shunter was acclaimed BCSTA Provincial Councilor Alternate.

- BCPSEA Representative Alternate

Trustee Blackmore was nominated but declined the nomination to avoid a conflict of interest.

Trustee Etheridge was acclaimed BCPSEA Representative Alternate.

D. Election of Committee Chairs (24 month term)

- Education Partner Advisory Committee

Trustee Nazaroff was acclaimed Committee Chair for the Education Partner Advisory Committee.

- Policy, Operations, and Finance Partner Advisory Committee

Trustee Etheridge was acclaimed Committee Chair for the Policy, Operations, and Finance Partner Advisory Committee.

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

Chair Lang asked Trustees to express interest for the following roles within the upcoming two weeks:

- Accessibility Committee (1 seat)

- Joint Safety Advisory Committee (JSAC) (2 seats)

- Policy Review Committee: (1 Trustee seat in addition to Policy PAC chair and Board Chair)

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

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

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

**5. Consent Package Questions – Nil**

**6. Adoption of Agenda**

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

24/25-024

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

The motion carried unanimously.

**7. Receiving Public Presentations – Nil**



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

**9. Adoption of Minutes**

**UPON** a motion duly made and seconded it was **RESOLVED:** 24/25-025

**THAT** the minutes from the October 8, 2024 Meeting of the Board held in public **BE ADOPTED**, as circulated.

The motion carried unanimously.

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

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

A. Numeracy Continuous Learning Report 2024-2025

Superintendent Smillie invited Assistant Superintendent Holitzki and District Principal Malloff to present the Numeracy Continuous Learning Report, emphasizing numeracy as a priority focus for the district. The report highlighted the district's data-driven, evidence-based approach to action planning.

The team presented the numeracy assessment inventory, outlining various aspects of numeracy progress within SD8, the methods used to monitor these metrics, and how this focus aligns with the district's Strategic Plan. They also shared successful initiatives, such as the Slocan Math Fairs, along with key highlights from the current year's action plan.

Trustees expressed their support for the math fair initiative and inquired about the possibility of expanding it to other areas of the district.

B. SD8 Recruitment and Retention Action Plan Update

Superintendent Smillie invited Director Singh to present the SD8 Recruitment and Retention Action Plan Update, as outlined in the agenda package. Director Singh detailed the district's efforts to broaden its applicant pool through strategic job postings. To enhance employee engagement and retention, the district recently conducted an employee engagement initiative.

Trustees expressed their appreciation for the HR team's efforts.

C. Winter Celebrations

Superintendent Smillie reminded attendees of the upcoming winter celebrations scheduled for December. Events will proceed as outlined in the agenda package, and Trustees will receive individual invitations from schools.

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

**13. Governance and Policy**

A. KBB BCSTA Motions

Chair Lang outlined that SD8 is part of the Kootenay Boundary Branch, a regional division. The Board was asked to support bringing three motions, as attached in the agenda package, forward to the regional branch for consideration.

One Trustee emphasized the importance of addressing climate action, in addition to climate change, in the curriculum to help alleviate climate anxiety among students and the community.





The proposed motions include requests for District Parent Advisory Council (DPAC) support for the Parent Advocacy Program Funding and DPAC Financial Support for Director’s Insurance, both aimed at strengthening DPAC's role on a provincial level.

**14. Human Resources – Nil**

**15. Trustee Verbal Reports**

A. Student Trustees

- L.V. Rogers Secondary (Student Trustee Solarik)  
L.V. Rogers held its Remembrance Day ceremony on November 8. Many students attended the Student Leadership Conference and provided positive feedback. The school celebrated Halloween with various activities, including pumpkin carving and decorating the canteen.
- Kootenay River Secondary School (Student Trustee Ashe)  
The student council expressed appreciation to the Board for supporting the Student Leadership Conference. From October 28 to November 1, the school held a spirit week with themed dress-up days. A Remembrance Day assembly on November 8 featured a meaningful land acknowledgment, three guest speakers, and poetry readings. The Career-Life Connections class is working to reactivate the school’s social media presence.
- J.V. Humphries (Student Trustees Zuk & Lamoureux)  
J.V. Humphries celebrated Halloween with a school-wide costume parade, games, and a costume contest for high school students. The school hosted a talent show open to the community on November 8. A member of the student parliament presented at the monthly assembly, highlighting October as Disability Employment Awareness Month. Students attended the Student Leadership Conference, and the Remembrance Day ceremony on November 8 featured presentations by grade 10 students, along with a guest speaker. The school also hosted a successful volleyball tournament.
- Mount Sentinel Secondary (Student Trustee Metcalfe)  
Trustee Metcalfe joined the meeting later; however, due to technical issues, audio was unavailable during their report.

B. Trustees

- Trustee Trenaman attended two Principal/Vice-Principal (PVP) interview meetings, the bylaw review committee meeting, and the DPAC meeting. She acknowledged former DPAC Chair Natalia Nazaroff for her contributions to DPAC and her role in developing the draft resolutions for the Kootenay Boundary Branch. Trustee Trenaman also attended the Student Leadership Symposium and was inspired by the presentations on artificial intelligence and the students’ collaboration at the event. Additionally, she attended the Remembrance Day assembly at Redfish, where all students actively participated in the ceremony.



- Trustee Nazaroff commended the Student Leadership Conference at Mount Sentinel Secondary for its student involvement. She also participated in the Slocan Valley Literacy Advisory Committee meeting, where she learned about valuable partnerships, such as the reading challenge hosted by the Nelson Library for valley students. Trustee Nazaroff attended the BCPSEA symposium, where discussions on AI in public education were particularly engaging.
- Trustee Chew attended the Provincial Council for BCSTA, where the council welcomed a new CEO. She highlighted an upcoming initiative for BC Boards of Education to include non-voting students in the Provincial Council, emphasizing the importance of integrating student voices into district decisions.
- Trustee Shunter attended Remembrance Day ceremonies at South Nelson and Hume, observing student-led efforts in honoring those who sacrificed for freedom. He also participated in the Student Leadership Conference, noting the collaborative organization by students, teachers, and administrators and the positive impact of the event.
- Vice Chair Bremner attended Remembrance Day ceremonies at South Nelson and L.V. Rogers Secondary, observing different stages of students as they go through the public education system. She highlighted the Student Leadership Conference for bringing together students from various communities across the district.
- Trustee Blackmore attended several Remembrance Day assemblies, including at ARES and Erickson, appreciating the diverse approaches to the ceremonies. Erickson's assembly uniquely incorporated an Indigenous perspective. Trustee Blackmore also attended events at Yaqaan Nuki School and in Kaslo.

C. Chair

Chair Lang attended the BCPSEA conference in Vancouver where she participated in Remembrance Day learning and gained insights into artificial intelligence in education as well as the bargaining framework.

D. British Columbia School Trustee Association (BCSTA)

See Trustee report above.

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

See Trustee report above.

F. District Parent Advisory Committee (DPAC)

Vice Chair Bremner attended the DPAC AGM which nor was a new executive:

- Sheri Pawlyshyn - Chair and Alternate DPAC Committee Rep,
- Michelle Harris - Vice Chair,
- Taryn Stokes - Secretary and Education Partners DPAC Rep,
- Chase Leushner - Policy, Operations & Finance Committee DPAC Rep,
- Natalia Nazaroff - Past Chair and Education Partners Committee DPAC Rep, and
- Lesley Garlow - Policy, Operations & Finance Committee DPAC Rep.



G. Other – Nil

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

**17. Meeting Schedule and Reminders**

A. Board Meetings

The next Meeting of the Board held in Public is scheduled for December 10, 2024.

**18. Adjournment**

The meeting was adjourned at 6:23 PM.

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Board Chair

\_\_\_\_\_  
Secretary-Treasurer



Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
<b>Resolutions in Progress</b>						
February 26, 2019	18/19-092	Properties Sell or Defer	<p>WHEREAS there are nine Board owned properties under consideration for sale in the existing 2016-2026 Facilities Plan, which the Board has previously resolved to sell;</p> <p>WHEREAS the Board is currently in the process creating a new facilities plan (the "2019-2029 Facilities Plan"), for which it is currently consulting with stakeholders and has contracted Baragar Systems to provide long-range enrolment projections and demographic analysis;</p> <p>Moved by Trustee Lang , seconded by Trustee Chew:</p> <p>NOW THEREFORE BE IT RESOLVED</p> <p>THAT in line with past Board resolutions, the following property interests be sold forthwith:</p> <ol style="list-style-type: none"> <li>1. Former Crawford Bay maintenance yard;</li> <li>2. Retallack land;</li> <li>3. Former Yahk Elementary, and;</li> <li>4. Ymir Land;</li> </ol> <p>THAT the sale of the following property interests be deferred until the Board adopts the new 2019-2029 Facilities Plan:</p> <ol style="list-style-type: none"> <li>1. Former Al Collinson Elementary;</li> <li>2. Former Gordon Sargent Elementary;</li> <li>3. Kin Park in Creston, and;</li> <li>4. Salmo tennis court &amp; pool land</li> </ol>	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
<b>Standing Resolutions</b>						
<b>Resolutions for Repeal or Replacement</b>						
<b>Completed Resolutions</b>						
November 12, 2024	24/25-025	Adoption of Minutes	THAT the minutes from the October 8, 2024 Meeting of the Board held in public BE ADOPTED, as circulated.			Complete
November 12, 2024	24/25-024	Adoption of Agenda	THAT the Agenda for this November 12, 2024 meeting BE ADOPTED, as circulated.			Complete
October 8, 2024	24/25-023	Send letter to all provincial candidates	THAT the Board of Education send a letter with these 3 questions to candidates and that the results are published on the district website.			Complete
October 8, 2024	24/25-022	Rescind Policy	THAT policy 910 BE RESCINDED.			Complete
October 8, 2024	24/25-021	Approve Policy	THAT policy 140 BE APPROVED.			Complete
October 8, 2024	24/25-020	Approve Policy	THAT policy 120 BE APPROVED.			Complete
October 8, 2024	24/25-019	Approve Policy	THAT policy 112 BE APPROVED.			Complete
October 8, 2024	24/25-018	Adoption of Minutes	THAT the minutes from the September 10, 2024 Meeting of the Board held in public BE ADOPTED, as circulated.			Complete
October 8, 2024	24/25-017	Adoption of Agenda	THAT the Agenda for this October 8, 2024 meeting BE ADOPTED, as amended.			Complete
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



Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	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
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



**FROM:** Trish Smillie, Superintendent  
**DATE:** December 10, 2024  
**SUBJECT:** Early Years Continuous Learning Report 2024-2025

**For Information**

---

## Introduction

This memorandum provides an overview of the Early Learning 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 three goals that relate to early learning for all students in kindergarten to grade 3:

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

The [Early Learning Continuous Learning Report 2024-2025](#) reviews student literacy, numeracy, and developmental trends in district data and provides a description of the supports, resources and goals that comprise SD8’s commitment to ensuring early learning 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. These action items are connected to the priority areas outlined in the 2024-2025 Enhancing Student Learning Report.

With the implementation of a district-wide early Learning coherence model, a comprehensive process of data analysis and targeted capacity building, SD8 is optimistic that all learners, and in particular priority learners, will achieve success in kindergarten to grade 3, as well as throughout their K-12 school experience and beyond.





School District 8  
Kootenay Lake

# EARLY YEARS CONTINUOUS LEARNING REPORT 2024-2025





# ACKNOWLEDGMENT

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







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# EXECUTIVE SUMMARY

## Goals of K-12 Education

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

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

B.C. Statement of Education Policy Order Mission Statement

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

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

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

## Aligning to Our Strategic Plan

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

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

### LIFELONG LEARNING

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

### CONNECTED LEARNERS

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





# EXECUTIVE SUMMARY

## CARING AND INCLUSIVE LEARNING CULTURE

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

## CULTURAL AND IDENTITY DEVELOPMENT

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

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

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

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

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

## Action Plan (2024-2027)

Outlined in this Early Years Continuous Learning Report are actions that serve as strategies for continuous improvement. The items in our action plan will be given high priority for the 2024-2027 school years. SD8 continually monitors these priorities to ensure continuous improvement for all learners – Indigenous learners, learners with diverse abilities, children and youth in care, and English language learners.

## STRATEGIC PRIORITY:

### Lifelong Learners

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





# EXECUTIVE SUMMARY

## Caring and Inclusive Learning Cultures

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

	Aspect	Monitoring	Strategic Priority
1	Support K-12 school teams in responsively including objectives and strategies to support their school goals, with a focus on priority learners, using a data-informed process and within the context of their School Learning Plan.	<ul style="list-style-type: none"> <li>◆ Student Achievement (ENP, ELP, report cards) with a focus on priority learners</li> <li>◆ Primary Success meetings with school teams</li> <li>◆ Grade-to-Grade Transitions rates</li> <li>◆ Street level data: student and teacher voice</li> <li>◆ School and district-based literacy and numeracy assessments</li> <li>◆ Provincial developmental assessment data: CHEQ and EDI</li> <li>◆ Family of Schools meetings for principals</li> <li>◆ District Learning Leadership Team meetings</li> </ul>	<ul style="list-style-type: none"> <li>◆ Lifelong Learning</li> <li>◆ Cultural and Identity Development</li> <li>◆ Caring and Inclusive Learning Culture</li> </ul>
2	Continue to support K-3 staff with early primary literacy and numeracy assessment, and strategic implementation of targeted skills in K-3 classes, including the ongoing use of the Early Literacy Profile (ELP) and Early Numeracy Profile (ENP) in grades K-3 and the use of school data to support student learning.	<ul style="list-style-type: none"> <li>◆ Student Achievement (ENP, ELP, report cards) with a focus on priority learners</li> <li>◆ Primary Success meetings with school teams</li> <li>◆ CHEQ and EDI data</li> <li>◆ School learning plans with a focus on priority learners</li> <li>◆ Feedback from school staff after district and school learning sessions</li> <li>◆ Family of Schools meetings for principals</li> <li>◆ District Learning Leadership Team meetings</li> </ul>	<ul style="list-style-type: none"> <li>◆ Lifelong Learning</li> <li>◆ Cultural and Identity Development</li> <li>◆ Caring and Inclusive Learning Culture</li> </ul>
3	Develop a comprehensive district-wide structure for schools to collect, review, and respond to data about students’ social emotional learning progress in grades K-3 and a coordinated district-wide system for intervention	<ul style="list-style-type: none"> <li>◆ School-based Team meetings</li> <li>◆ District-based Team meetings</li> <li>◆ Referrals in district database (clev’r) for district intervention and assessments</li> <li>◆ District staff interventions in schools</li> <li>◆ Family of Schools meetings for principals</li> <li>◆ Report cards in K-3 including core competency reflections</li> <li>◆ Street level data: student and teacher voice</li> </ul>	<ul style="list-style-type: none"> <li>◆ Caring and Inclusive Learning Culture</li> <li>◆ Lifelong Learning</li> <li>◆ Cultural and Identity Development</li> </ul>



# EXECUTIVE SUMMARY

	Aspect	Monitoring	Strategic Priority
4	Facilitate primary literacy, numeracy, and social emotional learning communities of practice (COPs) to promote the attainment of strategic plan goals and action plan outcomes in literacy, numeracy, and social emotional learning, with a focus on priority learners.	<ul style="list-style-type: none"> <li>◆ School learning plans (literacy, numeracy and social emotional learning) with a focus on priority learners</li> <li>◆ Report card data</li> <li>◆ EDI data</li> <li>◆ Family of Schools meetings for principals</li> <li>◆ Street level data: Feedback from school staff after learning sessions and COPs</li> </ul>	<ul style="list-style-type: none"> <li>◆ Lifelong Learning</li> <li>◆ Caring and Inclusive Learning Culture</li> <li>◆ Cultural and Identity Development</li> </ul>
5	Continue to support a comprehensive district-wide transition into kindergarten program in all schools	<ul style="list-style-type: none"> <li>◆ Ready Set Learn (RSL) events</li> <li>◆ Strengthening Early Years into Kindergarten Transition (SEY2KT) events</li> <li>◆ Compassionate System Leadership (CSL) participation by K-3 teachers and principals</li> <li>◆ Seamless Day (Our Place) child care program enrolment</li> <li>◆ StrongStart program enrolment</li> </ul>	<ul style="list-style-type: none"> <li>◆ Caring and Inclusive Learning Culture</li> <li>◆ Lifelong Learning</li> <li>◆ Cultural and Identity Development</li> </ul>
6	Continue to update the district-wide K-3 digital learning hub with resources, webinars and strategy repositories, and libraries of district and provincial learning events and communities of practice.	<ul style="list-style-type: none"> <li>◆ School learning plans with a focus on priority learners</li> <li>◆ Report card data</li> <li>◆ EDI data</li> <li>◆ Family of Schools meetings for principals</li> <li>◆ Street level data: Feedback from school staff after learning sessions and COPs</li> </ul>	<ul style="list-style-type: none"> <li>◆ Lifelong learning</li> <li>◆ Cultural and Identity Development</li> <li>◆ Caring and Inclusive Learning Culture</li> </ul>
7	Continue to facilitate mid-year and year-end monitoring and planning meetings for K-3 learners, to ensure successful transitions and achievement in literacy, numeracy, and social emotional learning.	<ul style="list-style-type: none"> <li>◆ Student Achievement (ENP, ELP, report cards) with a focus on priority learners</li> <li>◆ Primary Success meetings with school teams</li> <li>◆ Grade-to-Grade Transitions rates</li> <li>◆ Street level data: student and teacher voice</li> <li>◆ Provincial developmental assessment data: CHEQ and EDI</li> <li>◆ Family of Schools meetings for principals</li> <li>◆ District Learning Leadership Team meetings</li> </ul>	<ul style="list-style-type: none"> <li>◆ Lifelong Learning</li> <li>◆ Caring and Inclusive Learning Culture</li> <li>◆ Cultural and Identity Development</li> </ul>
8	Continue with monthly Families of Schools (FOS) meetings to support school leaders in developing school learning plan goals, objectives and action plans in relation to detailed data and class/cohort learning profile analysis.	<ul style="list-style-type: none"> <li>◆ School learning plan goals and objectives with a focus on priority learners</li> <li>◆ Student Achievement (ELP, ENP, report cards)</li> <li>◆ Primary Success meetings with school teams</li> <li>◆ Grade-to-Grade Transitions rates</li> <li>◆ Street level data: student and teacher voice</li> <li>◆ Provincial developmental assessment data: CHEQ and EDI</li> </ul>	<ul style="list-style-type: none"> <li>◆ Lifelong Learning</li> <li>◆ Cultural and Identity Development</li> <li>◆ Caring and Inclusive Learning Culture</li> </ul>



# EXECUTIVE SUMMARY

	Aspect	Monitoring	Strategic Priority
9	Continue to add licensed child care spaces in schools and on school grounds throughout the district, according to AP 3406: Provision of Child Care, with a focus on spaces for priority populations	<ul style="list-style-type: none"> <li>◆ District Administrative Procedure (AP) 3406: Provision of Child Care</li> <li>◆ Child care space inventory</li> <li>◆ Seamless Day (Our Place) enrolment</li> <li>◆ Seamless Day (Our Place) \$10/day application</li> <li>◆ Child care lease agreements</li> <li>◆ 2023 Environmental Scan of child care spaces</li> <li>◆ Child Care New Spaces grant application (2025)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Lifelong Learning</li> <li>◆ Caring and Inclusive Learning Culture</li> <li>◆ Cultural and Identity</li> <li>◆ Development</li> </ul>
10	Continue to work with local, regional and provincial partners to promote and sustain the availability of quality, licensed child care spaces throughout the district.	<ul style="list-style-type: none"> <li>◆ Ministry of Education and Child Care Community of Practice</li> <li>◆ Childcare Resource and Referral (CCRR) collaboration</li> <li>◆ Community child care table collaboration</li> <li>◆ StrongStart facilitator year-end feedback</li> <li>◆ Early childhood educator feedback for SEY2KT projects</li> </ul>	<ul style="list-style-type: none"> <li>◆ Lifelong Learning</li> <li>◆ Cultural and Identity Development</li> <li>◆ Caring and Inclusive Learning Culture</li> </ul>

The action plan is developed based on the following premises:

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





# EXECUTIVE SUMMARY

## A Focus on Student Success

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

### MISSION

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

### VISION

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

This report outlines how SD8 supports learner success in the early years.





# INTRODUCTION

## Background - Early Learning in SD8

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

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

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

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

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

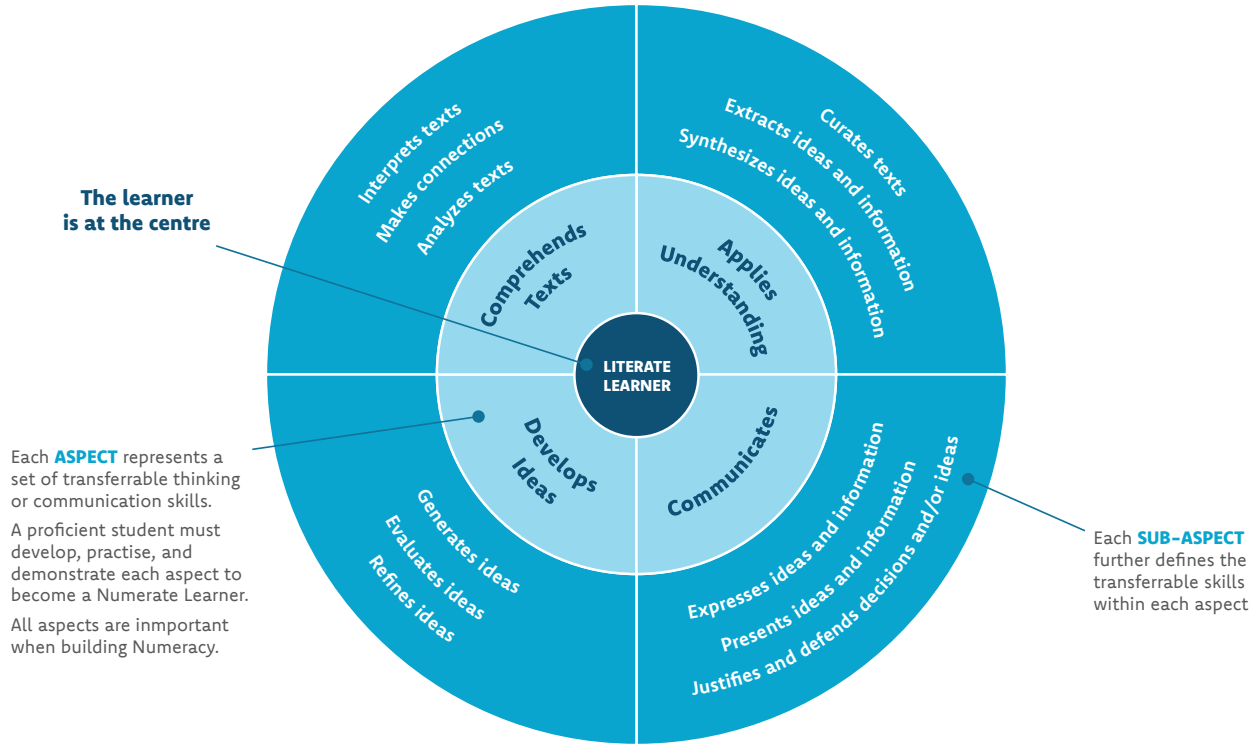




# INTRODUCTION

## THE LITERATE LEARNER QUICK SCALE

### Quick Scale Overview



Literacy encompasses the ability to analyze critically, to reason, to think independently, and to acquire important skills and bodies of knowledge.





# INTRODUCTION

## THE NUMERATE LEARNER QUICK SCALE

### Quick Scale Overview



Numeracy also encompasses the ability to analyze critically, to reason, to think independently, and to acquire important skills and bodies of knowledge.





# INTRODUCTION

## THE CASEL FRAMEWORK SOCIAL EMOTIONAL LEARNING WHEEL

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

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



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In addition to literacy, numeracy and social emotional learning data, there are several data points that are collated at the school or district level to understand student achievement and proficiency in K-3 literacy, numeracy, and social emotional learning.



# INTRODUCTION

The annual school learning cycle outlines a timeline for assessments in relation to school action planning for numeracy.

## 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)**

The data and school planning cycle further illustrate how schools collect, plan, review, learn and adjust their school action plans on a continual basis.

## DATA & SCHOOL PLANNING





# INTRODUCTION

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

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

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

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

## LIFELONG LEARNING

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

## CONNECTED LEARNERS

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

## CARING AND INCLUSIVE LEARNING CULTURE

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

## CULTURAL AND IDENTITY DEVELOPMENT

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





# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

## K-3 LITERACY, NUMERACY, AND SOCIAL EMOTIONAL LEARNING

The continuum of learning from infancy through the primary years is a powerful driver that carries forward into later school years and beyond. By considering learning as a continuum beginning at birth, teachers and early childhood educators can forge a continuous path in education that begins in early childhood and continues seamlessly to grade 12 and beyond. This continuity is established through early childhood educators and teachers continuing to share their ideas and goals.

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

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



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

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

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



# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

## Early Learning Framework (ELF) Principles:

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



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

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

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







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

Educators value each child’s contributions and the knowledge they share, creating inclusive environments where every child feels confident in achieving their highest potential and where differences are recognized and celebrated. This confidence is essential for children in exploring their capacities as family members, friends, thinkers, and citizens and discovering their connections with the natural environment.

The following two excerpts about play-based learning are from the Ministry of Education and Child Care, [Learning in the Primary Years](#) document, pages 21-23:



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

## TYPES OF TEACHER-GUIDED PLAY-BASED LEARNING

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





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## Results of Previous Year’s Action Plan (2023-2024)

Below are the outcomes achieved in early learning 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, numeracy, and social emotional learning goals, with a focus on priority learners, using a data-informed process and within the context of their School Learning Plan.	<ul style="list-style-type: none"> <li>◆ Student Achievement (ELP, ENP, report cards) with a focus on priority learners</li> <li>◆ Transitions Meetings (Primary Success)</li> <li>◆ Grade-to-Grade Transitions rates</li> <li>◆ Student Voice</li> <li>◆ School and district-based literacy and numeracy assessments</li> <li>◆ CHEQ and EDI data</li> </ul>	<ul style="list-style-type: none"> <li>◆ District Learning Team review of School Learning Plans at the end of the year to ensure that literacy, numeracy, and social emotional learning goals and objectives are present and that priority learner strategies are in place</li> <li>◆ K-3 Literacy and numeracy teacher coordinator promotes ongoing capacity building in K-3 literacy</li> <li>◆ District inclusion support teachers assist school staff with strategies for increasing social emotional learning competencies</li> <li>◆ Mental health and addictions coordinator supports teachers to teach SEL strategies in schools</li> <li>◆ Twice yearly primary success meetings with all elementary schools with data, feedback and follow-up action items sent to each school</li> <li>◆ Comprehensive primary professional learning series for teachers and principals to build skills for data review and strategy implementation</li> <li>◆ ELP and ENP outcomes inserted into a repository for data analysis by school and overall by district staff</li> <li>◆ Primary literacy and numeracy teacher coordinator collaboratively work with school teams, Indigenous Education and Inclusive Education itinerant staff, to build and implement targeted strategies for priority learners</li> <li>◆ Communities of practice put in place for teachers to share strategies, best practices, and to strengthen learning about literacy, numeracy and social emotional learning strategy development</li> </ul>





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	Aspect	Monitoring	Outcome (Grades K-3)
2	Continue to support K-3 staff with early primary literacy and numeracy assessment and strategic implementation of targeted skills for literacy, numeracy and social emotional learning in K-3 classes, including the ongoing use of the Early Literacy Profile (ELP) and Early Numeracy Profile (ENP) in grades K-3 and the use of school and district data to support student learning.	<ul style="list-style-type: none"> <li>◆ ELP and ENP Data</li> <li>◆ Primary Success Meetings</li> <li>◆ CHEQ and EDI data</li> <li>◆ School learning plans with a focus on priority learners</li> <li>◆ Feedback from school staff after learning sessions</li> </ul>	<ul style="list-style-type: none"> <li>◆ District Learning Leader Team and School Leader Team consistently review data for primary grade development during regular meetings, and coordinate review of data</li> <li>◆ Teams regularly use data to pose questions to school teams, especially for priority learner development and progress</li> <li>◆ Implementation throughout the district of the questions: What do you see? What do you know? What do you wonder? for principals, district staff and school staff to use in analyzing data in Primary Success Meetings?</li> <li>◆ Ongoing learning for school and district leaders in creating class profiles for coordinated analysis of class-based data</li> <li>◆ K-3 literacy and numeracy teacher coordinator hired full time to promote ongoing capacity building in K-3 literacy</li> <li>◆ District inclusion support teachers assist school staff with strategies for increasing social emotional learning competencies</li> <li>◆ Mental health and addictions coordinator facilitates and teaches SEL strategies in schools</li> <li>◆ Twice yearly primary success meetings with all elementary schools with data, feedback and follow-up action items sent to each school</li> <li>◆ Comprehensive primary literacy professional learning series for teachers and principals to build skills for data review and literacy strategy implementation</li> <li>◆ ELP and ENP outcomes inserted into clever database for data analysis by school and overall, by district staff</li> <li>◆ Primary literacy and numeracy teacher coordinator collaborative work with school teams, Indigenous Education and Inclusive Education itinerant staff, to build and implement targeted strategies for priority learners</li> <li>◆ Communities of practice put in place for teachers to share strategies, best practices, and to strengthen learning about literacy, numeracy and social emotional learning development</li> </ul>
3	Increase the participation rate on the CHEQ questionnaire in the fall of 2023 and begin to use CHEQ data as baseline data for children entering kindergarten	<ul style="list-style-type: none"> <li>◆ CHEQ questionnaire data</li> <li>◆ EDI data</li> </ul>	<ul style="list-style-type: none"> <li>◆ Increased participation in the CHEQ</li> <li>◆ Data from CHEQ used as baseline data for children entering kindergarten</li> <li>◆ Reviewed CHEQ data against EDI data to note trends</li> </ul>





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	Aspect	Monitoring	Outcome (Grades K-3)
4	Provide professional learning opportunities in Compassionate Systems Leadership (CSL) for primary teachers and principals	<ul style="list-style-type: none"> <li>Participation in Compassionate Systems Leadership (CSL) and Strengthening Early Years into Kindergarten Transitions (SEY2KT) CSL sessions</li> </ul>	<ul style="list-style-type: none"> <li>Four primary teachers and the Teacher Literacy and Numeracy Coordinator attended CSL sessions both locally and provincially in 2023-2024</li> <li>Six elementary principals attended CSL training and ongoing regional and local CSL sessions in 2023-2024</li> </ul>
5	Update the K-12 virtual hub for resources, exemplars, and to support professional learning communities of practice.	<ul style="list-style-type: none"> <li>School learning plans with a focus on priority learners</li> <li>Report card data</li> <li>EDI data</li> <li>Family of Schools meetings for principals</li> <li>Street level data: Feedback from school staff after learning sessions and COPs</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive virtual learning hub has been developed and is available for all school staff for K-3 literacy, numeracy and SEL resources</li> <li>Recordings of professional learning series for literacy and numeracy available online</li> <li>Recordings and virtual access available for local/provincial/national workshops and training</li> <li>Recommended resources for students and staff are listed on virtual hub</li> <li>Virtual hubs made available to ECEs who work in child care programs in district schools in spring 2024</li> </ul>
6	Facilitate regular data review and responsive meetings to ensure successful transitions and improvement in literacy, numeracy and social emotional learning, particularly for priority learners, eg: Primary success (K-3)	<ul style="list-style-type: none"> <li>Student Achievement ELP, ENP, report cards)</li> <li>Transitions Meetings (Primary Success)</li> <li>Grade-to-Grade Transitions rates</li> </ul>	<ul style="list-style-type: none"> <li>Monthly review of data: report card data, grade-to-grade transition rates, ELP data, EDI data, and CHEQ data by District Learning Leadership Team</li> <li>Family of Schools meetings with principals to review data and responsively plan</li> <li>Regular meetings with Inclusive Education staff to review data and responsively plan for intervention</li> </ul>
7	Continue to foster collaborative relationships between SD8 staff and early learning and child care agencies, committees, and staff	<ul style="list-style-type: none"> <li>Ready Set Learn participation</li> <li>Compassionate Systems participation</li> <li>SEY2KT participation</li> <li>StrongStart participation</li> <li>Community committee table participation</li> <li>Provincial communities of practice participation</li> <li>Provincial early learning and child care reporting</li> </ul>	<ul style="list-style-type: none"> <li>Ready Set Learn events at all elementary schools in spring of 2024</li> <li>Compassionate Systems Leadership participation significantly expanded, including participation by 2 ECEs for SEY2KT</li> <li>SEY2KT participation held steady in 2023-2024</li> <li>StrongStart programs in 13 schools in 2023-2024</li> <li>Committee table participation expanded to include Creston and regular meetings with CCRR</li> <li>Early learning provincial COP participation expanded in 2023-2024</li> </ul>





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	Aspect	Monitoring	Outcome (Grades K-3)
8	Review StrongStart and child care agreements for efficiency, fiscal responsibility and program effectiveness	<ul style="list-style-type: none"> <li>SD8 Administrative Procedure 3406: Provision of Child Care</li> <li>StrongStart provincial agreement from Ministry of Education and Child Care</li> <li>StrongStart agreements with local third-party agencies</li> <li>Child care spaces on district school grounds lease agreements</li> <li>District Child Care Environmental Scan</li> <li>Ministry of Education and Child Care reporting</li> </ul>	<ul style="list-style-type: none"> <li>AP 3406: Provision of Child Care reviewed with third party agencies prior to re-entering into agreements for 2023-2024</li> <li>StrongStart agreements with third party providers revised in spring/summer 2024 to ensure compliance with AP 3406, to create parity across all StrongStart programs, and to streamline programs</li> <li>Child care lease agreements updated to ensure compliance with AP 3406, to ensure fiscal responsibility, and to ensure operational requirements are met</li> </ul>
9	Increase participation in early learning programs through the Ministry of Education and Child Care, and increase child care spaces available on district school grounds	<ul style="list-style-type: none"> <li>Ready Set Learn participation</li> <li>Compassionate Systems participation</li> <li>SEY2KT participation</li> <li>Seamless Day (Our Place) enrolment</li> <li>StrongStart participation</li> <li>Child care on school grounds lease agreements and enrolment in third party programs</li> <li>Community committee table participation</li> </ul>	<ul style="list-style-type: none"> <li>Participation in Ready Set Learn events increased in spring 2024 to include all elementary schools</li> <li>Compassionate Systems Leadership participation increased in K-3 with the addition of 6 principals</li> <li>SEY2KT participation increased substantially in Creston, with almost 300 participants in the Dig Dirt Day and other events throughout 2023-2024</li> <li>Seamless Day enrolment held steady in 2023-2024, with the program almost at capacity each day</li> <li>Child care on school grounds increased with the addition of a before school program at South Nelson and planning beginning for a pre-school program at Crawford Bay</li> </ul>

## 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.





# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

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

## Communicating Learning: Primary Academic Proficiency

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

	Emerging	Developing	Proficient	Extending
<b>The Provincial Proficiency Scale</b>	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.

## Achievement Data (2023-2024)

### K-3 LITERACY PROFICIENCY – LIFELONG LEARNING

#### Early Literacy Profile (ELP)

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

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





# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

## 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



# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

## Report Card Data - 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 currently, the collated report card data for the district is not available for 2023–2024 from the Ministry of Education and Child Care.

		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

■ - 2019 Cohort    
 ■ - 2020 Cohort    
 ■ - 2021 Cohort

## K-3 Cognitive Developmental Data

### CHILDHOOD EARLY EXPERIENCES QUESTIONNAIRE (CHEQ)

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







# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

## 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:

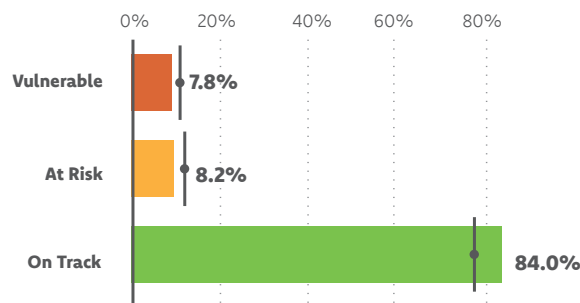
	Read books or tell stories to the child	Talk with the child about pictures, signs, and words in everyday life	Sing songs, make music, drum, do rhymes, or dance with the child	Do arts and crafts with the child (for example: weaving, draw pictures, paint, colour)	Build things (for example: Lego, playdough, 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

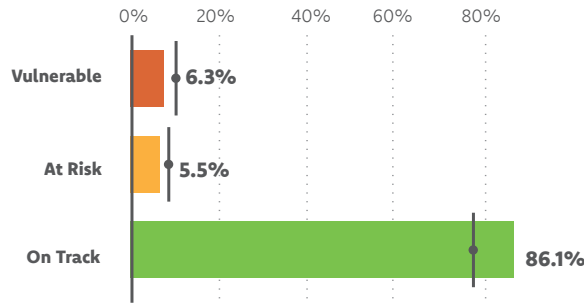




# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

## EDI Wave 8 Communication Skills and General Knowledge

### Scale outcomes summary



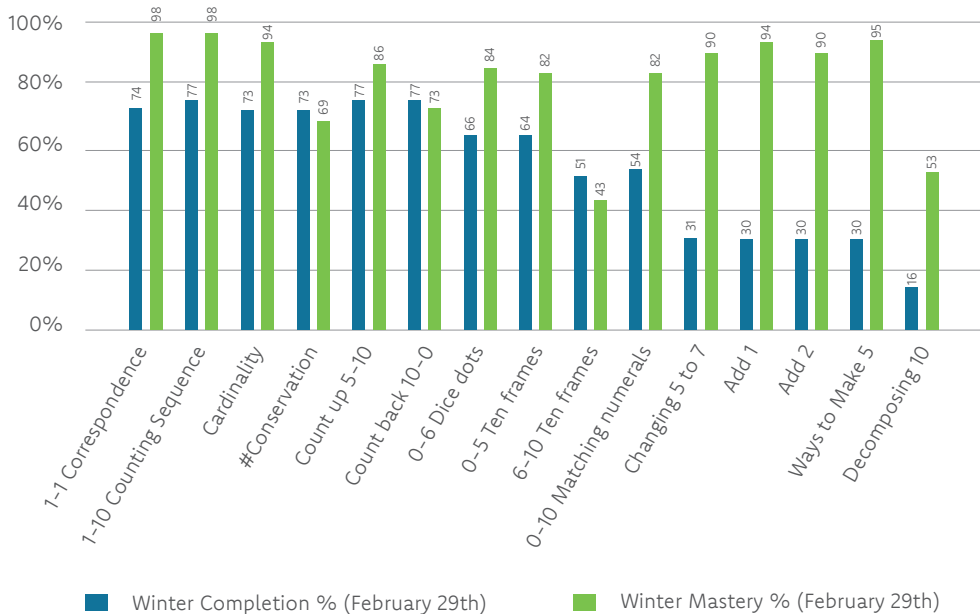
## K-3 Numeracy Proficiency - Lifelong Learning

### EARLY NUMERACY PROFILE (ENP)

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

Early Numeracy Profile data is reported as the percentage of students achieving proficiency (proficient and extending) in a particular numeracy subset. Note that the implementation of the ENP is a rolling implementation, beginning with kindergarten and adding a grade level each successive year. Also note that it is currently too early to establish cohort data for the Early Numeracy Profile.

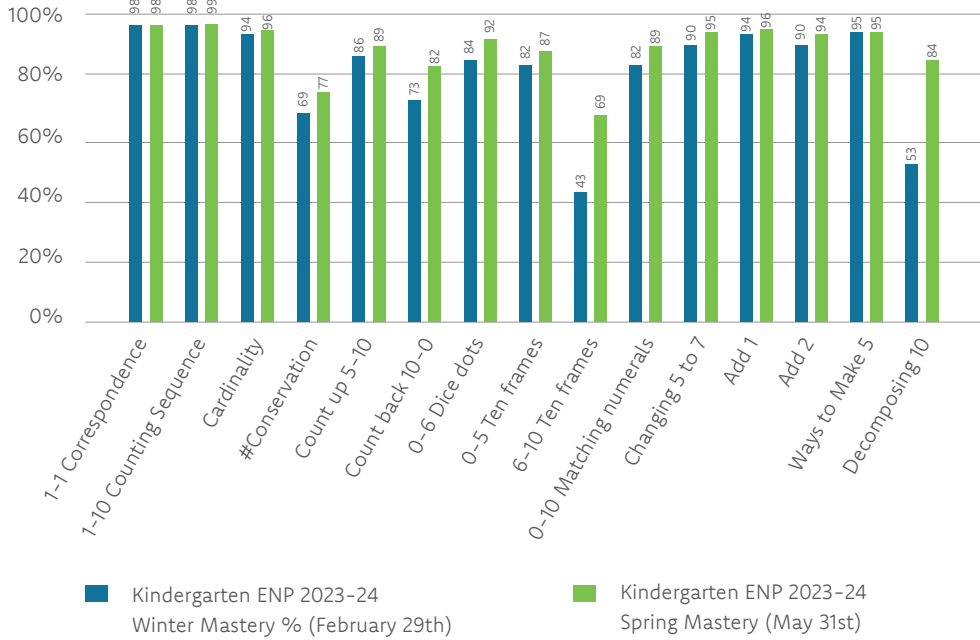
### 8 Kindergarten ENP Data - Winter 2024



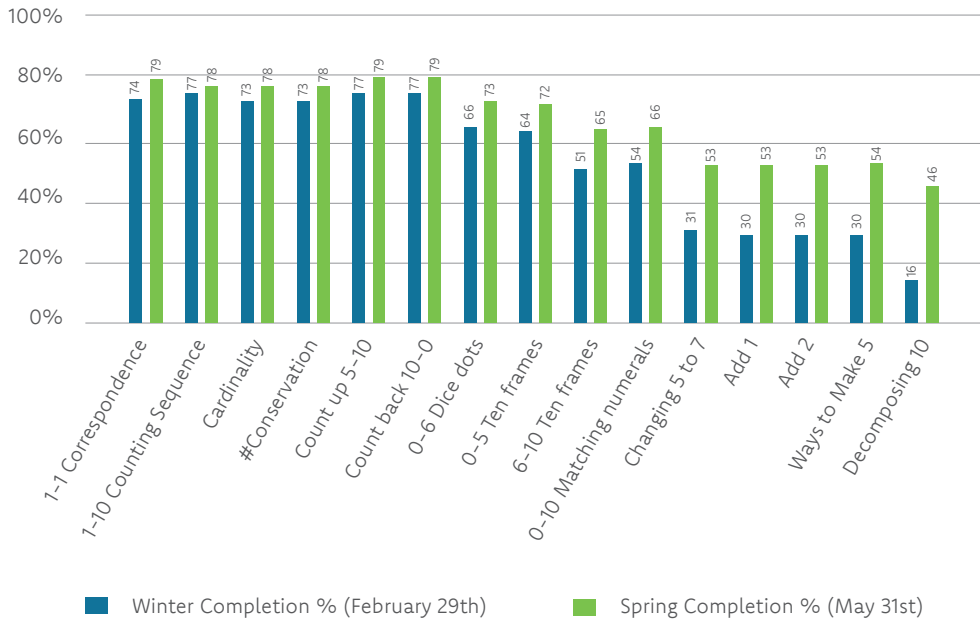


# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

## SD8 Kindergarten ENP Data - 2023-2024 | First Year of Implementation Mastery



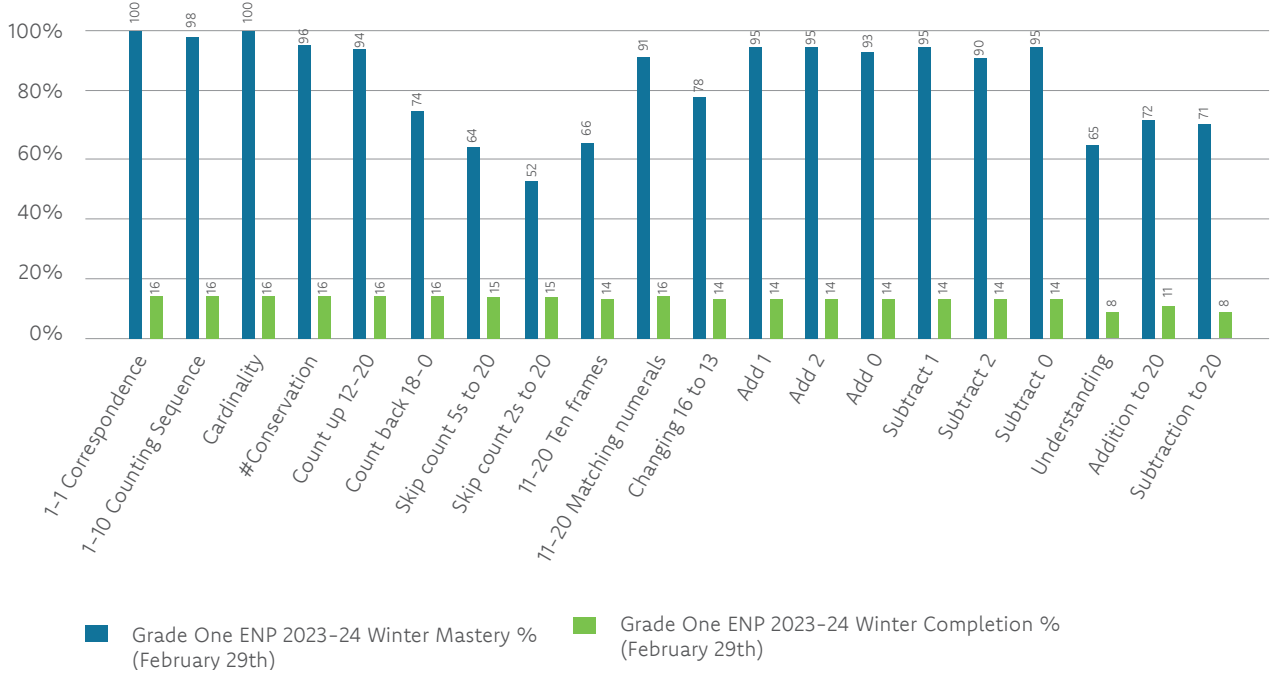
## SD8 Kindergarten ENP Data - 2023-2024 | First Year of Completion Rates



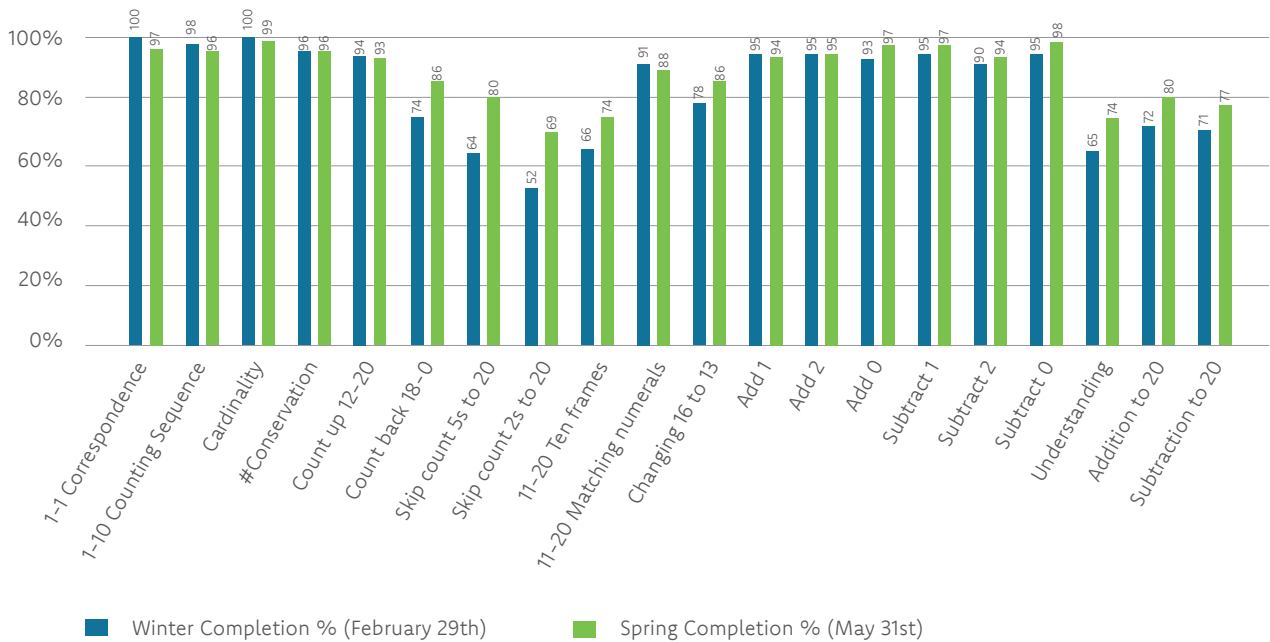


# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

## SD8 Grade 1 ENP Data - Winter 2024



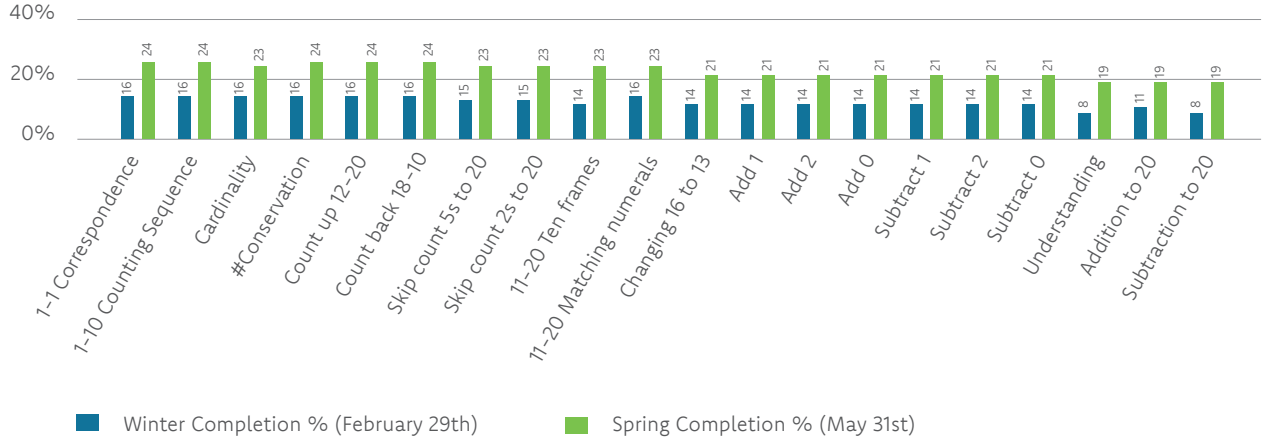
## SD8 Grade 1 ENP Data - Spring 2024 Mastery





# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

## SD8 Grade 1 ENP Data - Spring 2024 Completion



## Report Card Data - Mathematics

Report card data indicates the percentage of students achieving proficiency in mathematics by the end of the indicated school year. Note that currently, the report card data for the overall district is not available for 2023-2024; therefore, the last year reported is 2022-2023.

		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Kindergarten	All Resident	79%	84%	74%	80%	78%	N/A
	Indigenous Students	71%	79%	60%	65%	60%	N/A
	Students with Diverse Abilities	50%	66%	67%	54%	75%	N/A
Grade 1	All Resident	79%	76%	83%	78%	79%	N/A
	Indigenous Students	81%	55%	78%	62%	68%	N/A
	Students with Diverse Abilities	60%	64%	36%	55%	59%	N/A
Grade 2	All Resident	74%	72%	77%	80%	71%	N/A
	Indigenous Students	82%	70%	58%	68%	63%	N/A
	Students with Diverse Abilities	64%	54%	48%	33%	50%	N/A
Grade 3	All Resident	74%	65%	73%	73%	71%	N/A
	Indigenous Students	77%	55%	64%	59%	62%	N/A
	Students with Diverse Abilities	36%	36%	56%	61%	24%	N/A

■ - 2019 Cohort Data    
 ■ - 2020 Cohort Data





# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

## K-3 DEVELOPMENTAL DATA






### CHILDHOOD EXPERIENCES QUESTIONNAIRE (CHEQ)

The CHEQ report aggregates CHEQ data by school district boundaries. The data in this report is a summary of the responses parents/caregivers provided for kindergarten children attending school in SD8 for the 2023–2024 school year. The report provides valuable information on the unique experiences of this group.

In September and October 2023–2024, just over 69% of kindergarten parents completed a CHEQ questionnaire as their child was entering into kindergarten. This data is very useful to schools and the district, as it provides an excellent baseline for learning for students as they enter school.

### CHEQ Developmental Areas and Experiences

The five key developmental areas on the CHEQ are:

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

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



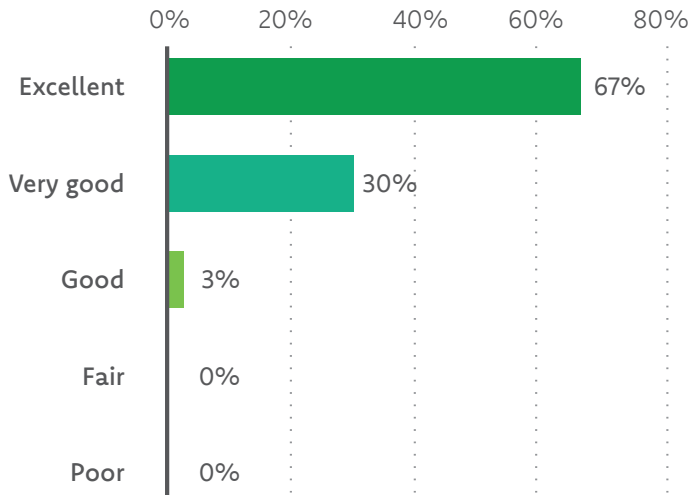


# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

## PHYSICAL HEALTH AND WELL-BEING

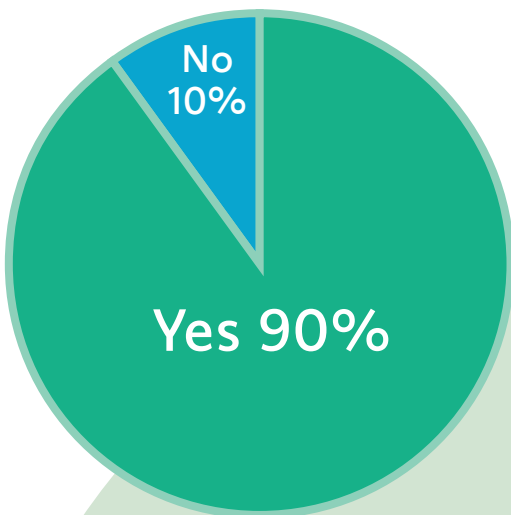
### Child's overall health in the last 12 months

ANSWERED: 205



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

ANSWERED: 205

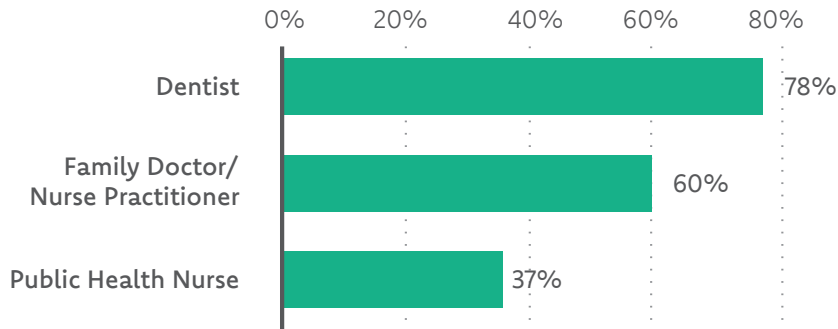




# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

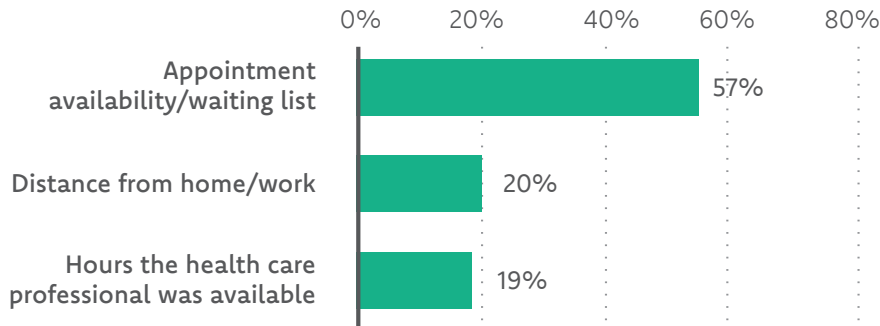
## Type of health care professional visited

ANSWERED: 184



## Top reported barriers to seeing health care professionals

ANSWERED: 88





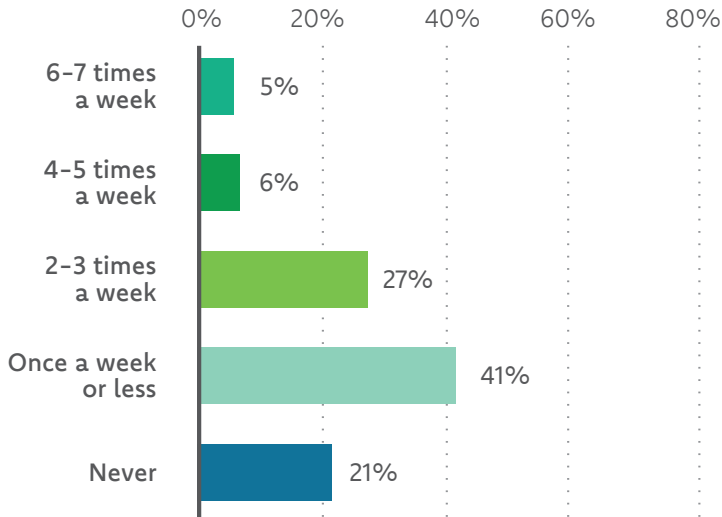


# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

## MOTOR SKILLS AND EXPERIENCES

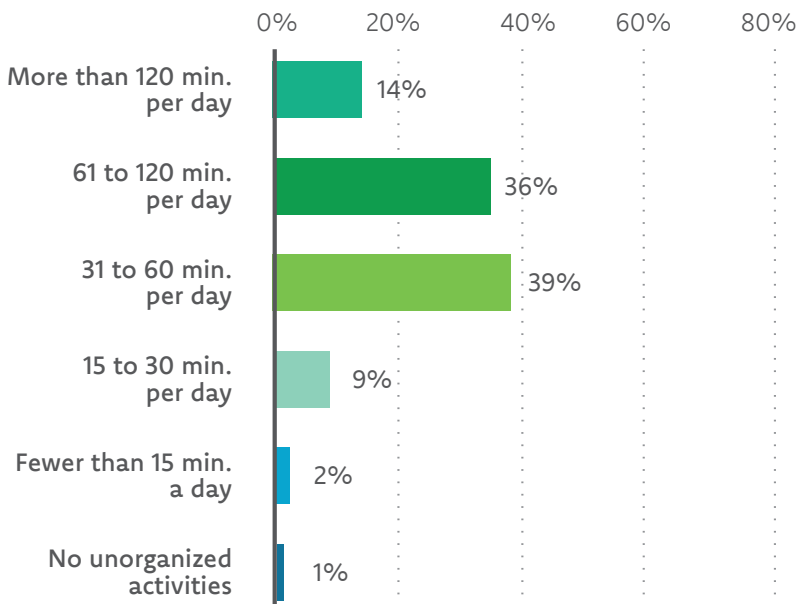
In the last 6 months, times per week the child took part in moderate to vigorous physical activity while participating in organized activities.

ANSWERED: 204



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

ANSWERED: 199

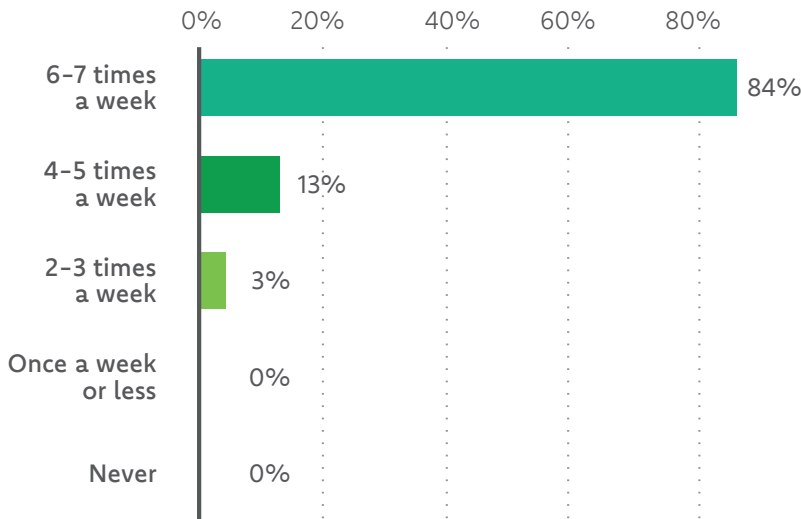




# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

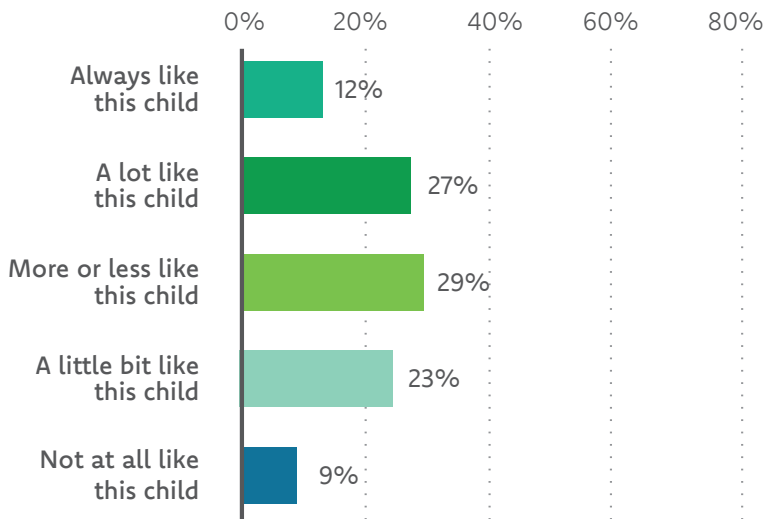
In the last 6 months, days per week the child played outdoors.

ANSWERED: 202



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

ANSWERED: 205

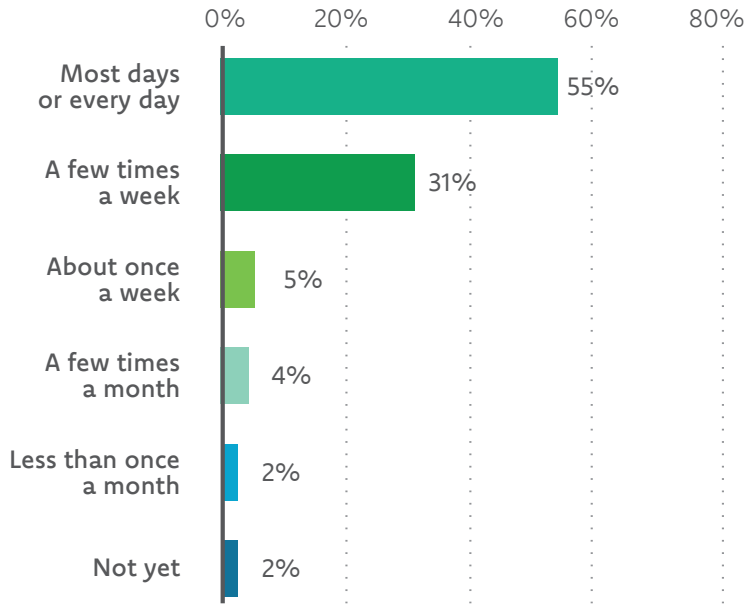




# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

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

ANSWERED: 204

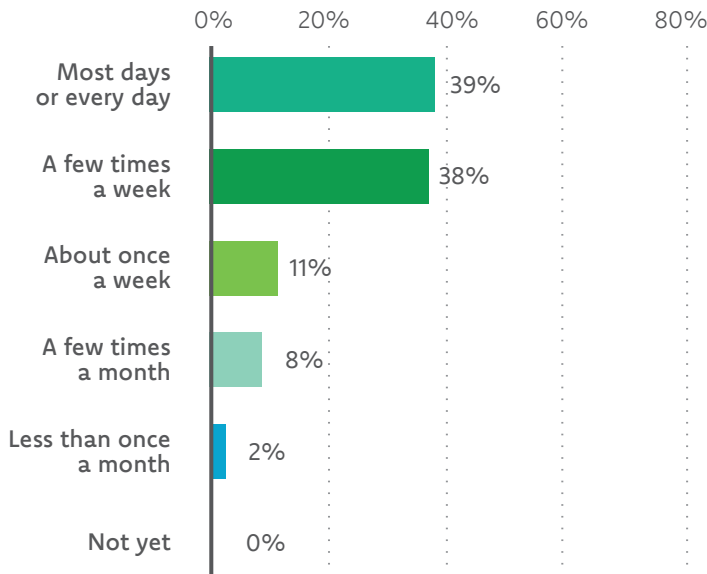


## SOCIAL AND EMOTIONAL EXPERIENCES

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

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

ANSWERED: 204

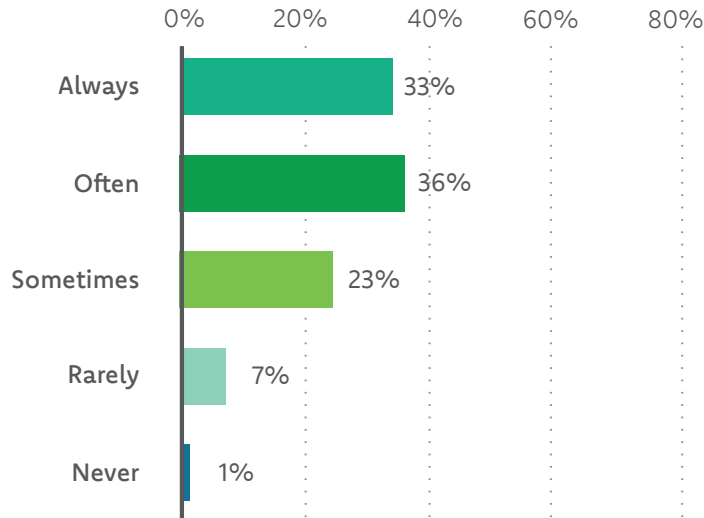




# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

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

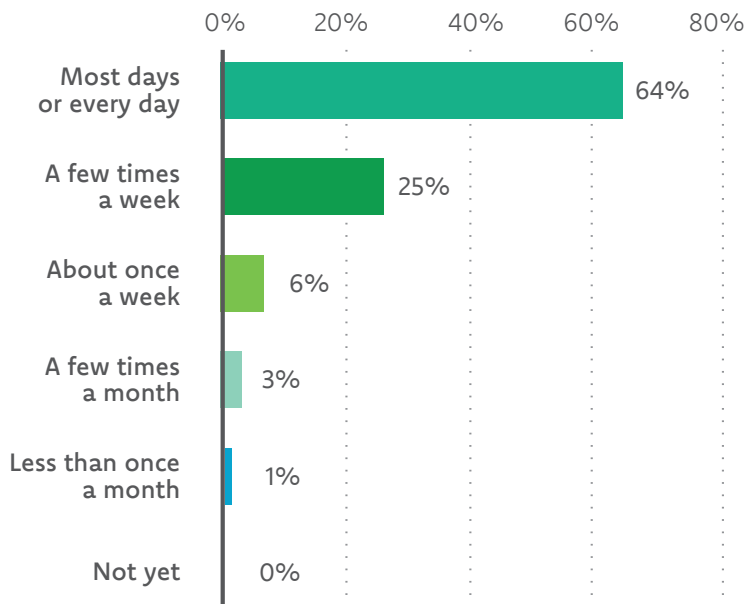
ANSWERED: 204



How often the parent/caregiver talked with the child about:

The child's emotions or feelings.

ANSWERED: 203

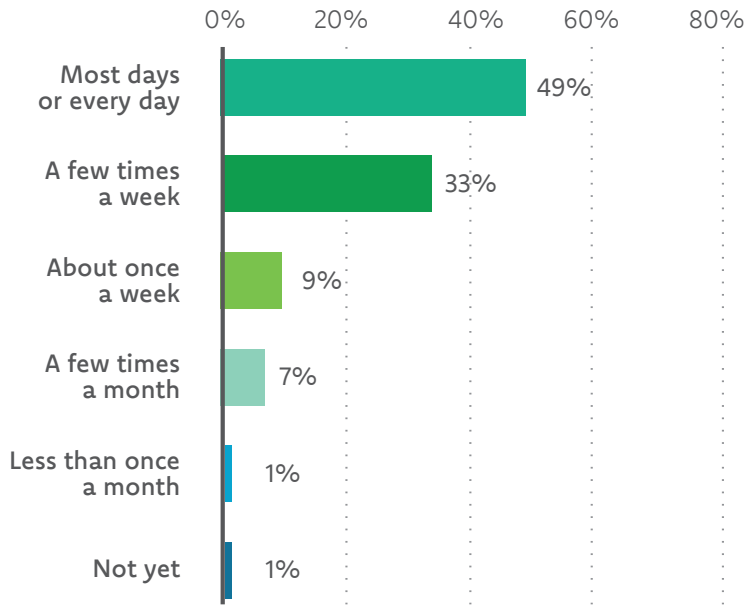




# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

Others' emotions or feelings.

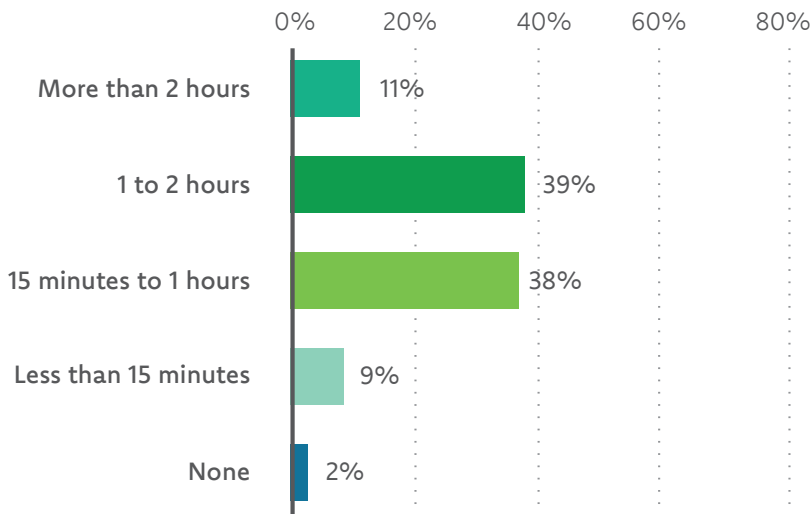
ANSWERED: 202



## SCREEN TIME

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

ANSWERED: 201



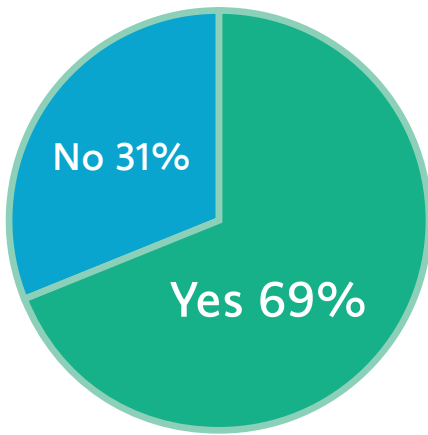


# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

## EARLY LEARNING EXPERIENCES

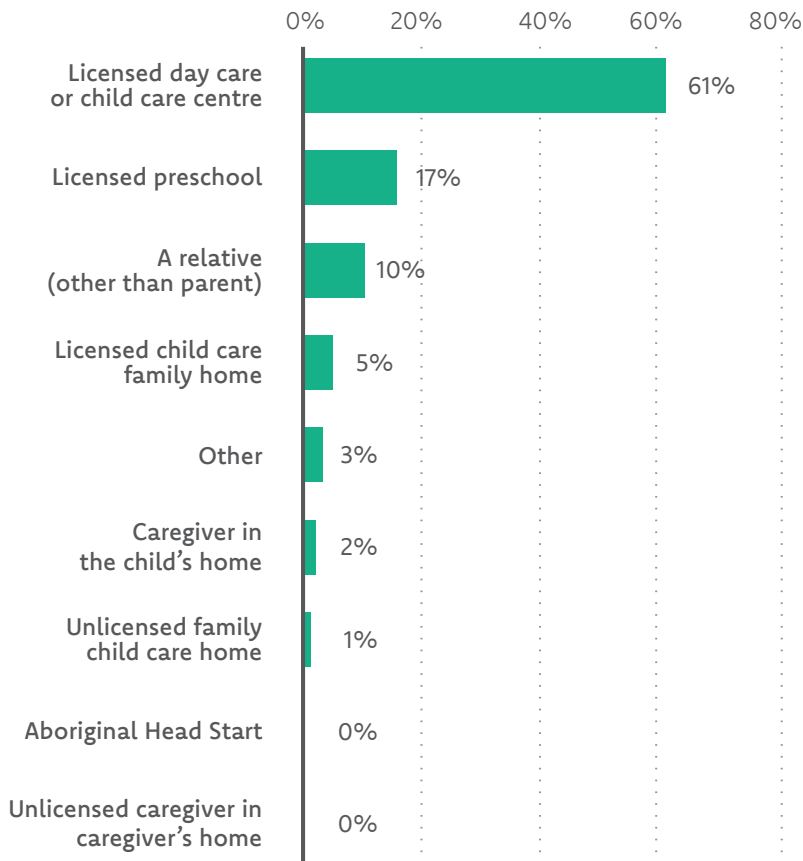
From 3 years to kindergarten entry was the child in a child care arrangement other than parental.

ANSWERED: 203



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

ANSWERED: 140

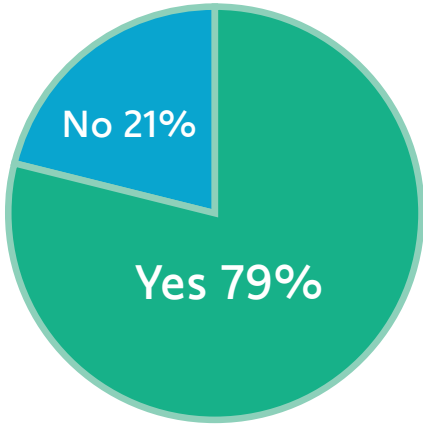




# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

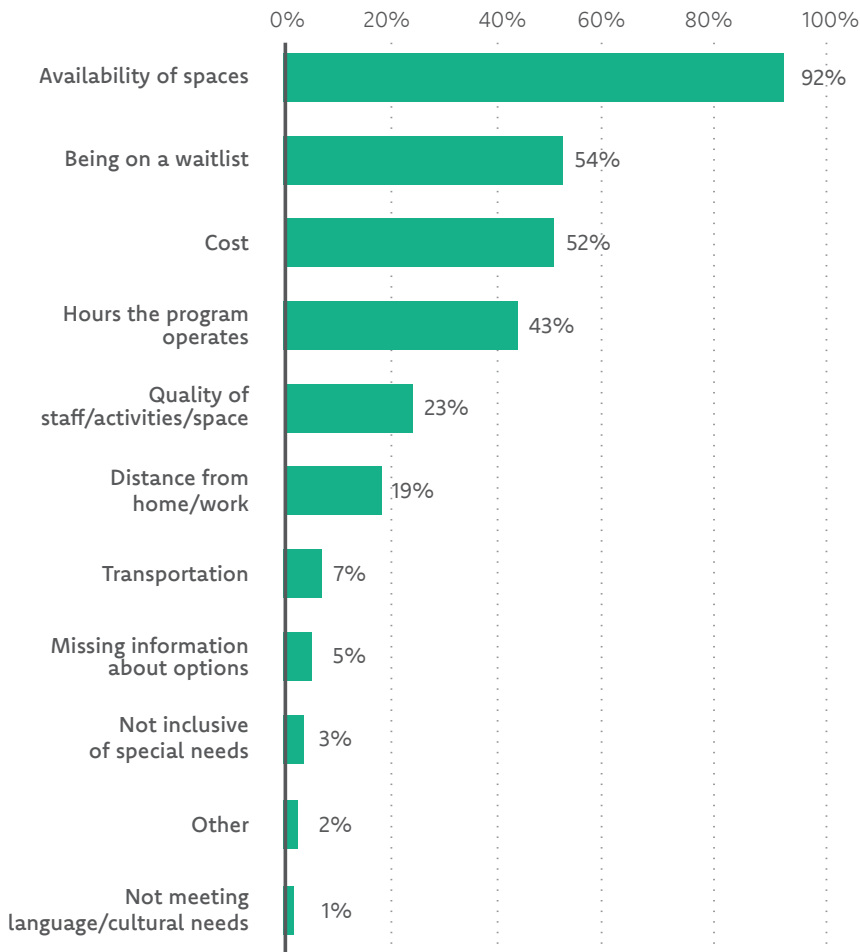
Challenges for early learning and child care arrangements.

ANSWERED: 190



Type of early learning and child care challenge

ANSWERED: 151



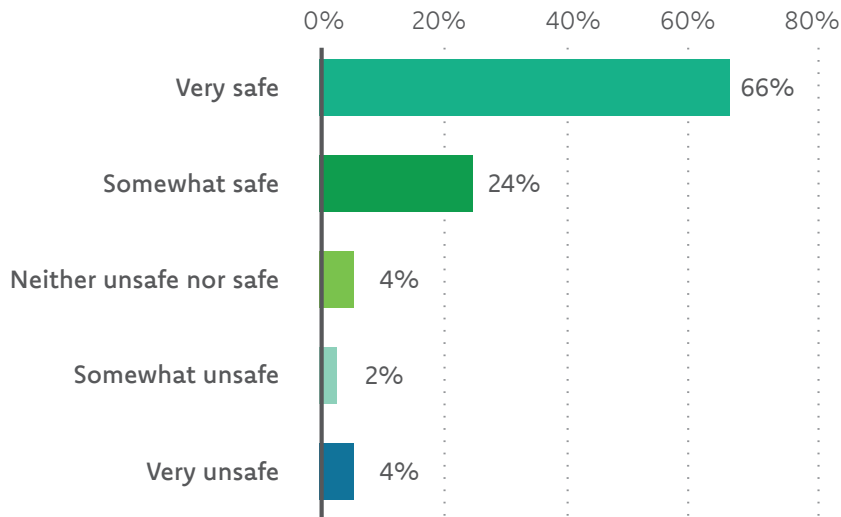


# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

## NEIGHBOURHOOD EXPERIENCES

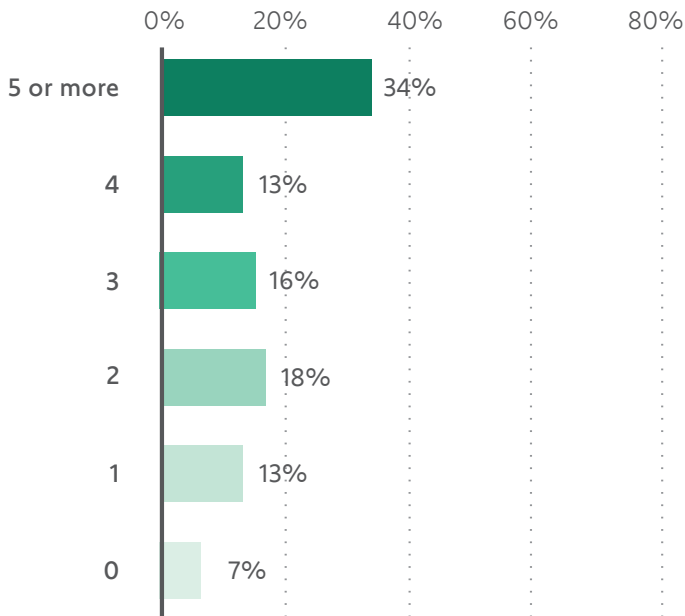
Degree to which parks in the child's neighbourhood are safe.

ANSWERED: 202



Number of people the parent/caregiver can count on in their neighbourhood

ANSWERED: 202







# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

## EARLY DEVELOPMENT INSTRUMENT (EDI)

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

The data below is from February 2023, the most current data available when this report was written. The EDI will be administered again in the early spring of 2025.

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

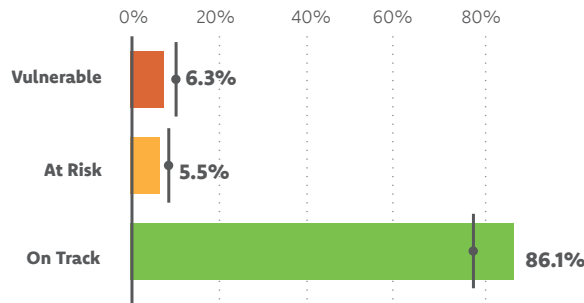
- Physical Health and Well-being
- Social Competence
- Emotional Maturity
- Language and Cognitive Development
- Communication Skills and General Knowledge

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

## EDI WAVE 8 DATA SD8 (FEBRUARY 2023)

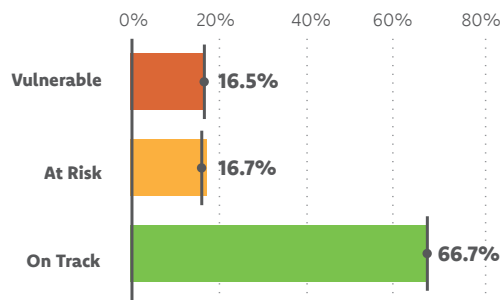
### Communication Skills and General Knowledge

Scale outcomes summary



### Emotional Maturity

Scale outcomes summary

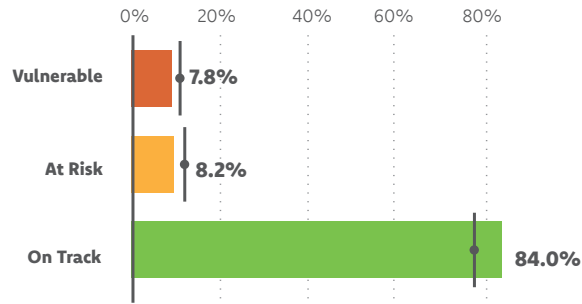




# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

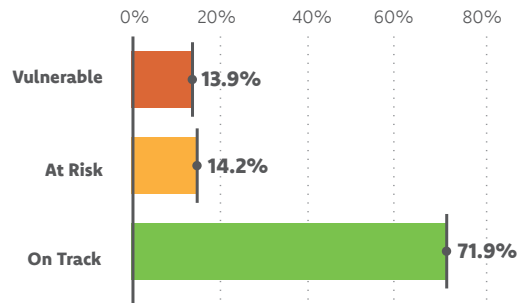
## Language and Cognitive Development

Scale outcomes summary



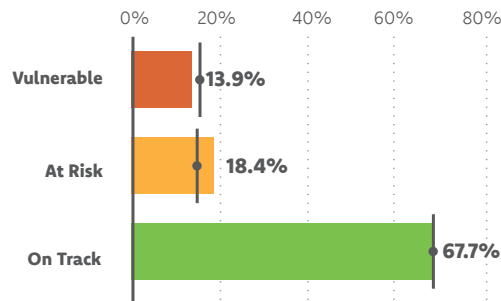
## Physical Health and Well-being

Scale outcomes summary



## Social Competence

Scale outcomes summary





# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

## ANALYSIS AND INTERPRETATION | (GRADES K-3)

### SOURCES OF DATA AND EVIDENCE ANALYZED

The district analyzed results from the district-based Early Literacy Profile (ELP), the Early Numeracy Profile (ENP), 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 was only available for one year (i.e. EDI), while other data was 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 provided by the ministry. 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 is also suppressed when the uncertainty of the results (i.e., margin of error) is greater than 10%, which can result from low coverage particularly in areas with small populations. However, local knowledge has been incorporated into planning for support for priority learners throughout the district.

### TRENDS EMERGING FROM DATA ANALYSIS

#### Literacy

Early Literacy Profile (ELP) analysis shows that kindergarten learner data has remained fairly consistent 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 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 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 in that aspect. Also, 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 in 2020-2021.





# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

SD8 CHEQ cognitive data show that daily or a few times a week, most parents of children entering kindergarten do the following:

- 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.
- Use pencils/markers to write/draw letters and numbers or to pretend write.

SD8 EDI cognitive data shows that kindergarten students are less vulnerable in Language and Cognitive Development and Communication Skills and General Knowledge 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.

## Numeracy

In 2022, SD8 began implementing the Early Numeracy Profile (ENP) in kindergarten. Kindergarten teachers appreciated gathering to learn about the assessment, deepen understandings of numeracy development, and support each other in implementation and instructional planning. SD8 early learners daily experience playful, intentional, and spontaneous opportunities to work with numbers, patterns, and objects.

The ENP data for the 2023–2024 kindergarten year—the first full year of ENP kindergarten data—gives SD8 a helpful baseline on important foundational skills. Overall, the 2023–2024 ENP kindergarten data shows strengths in most areas, including Counting Tasks 1–10, Subitizing 0–6, and Matching Sets to Numerals 0–10.

While data is positive in Subitizing 6 to 10 and Decomposing 10, providing more learning experiences in these areas will deepen learners understanding of numbers. Breaking apart (decomposing) numbers into smaller sets and putting them back together is the basis for addition and subtraction and working with numbers. Early learners in SD8 will benefit from continued opportunities to use “5” as a key benchmark number: using ‘5 and some more’ to make or ‘see’ the numbers “6” to “10”. Using ENP data to focus on foundational skills in playful ways will strengthen learners’ numeracy understanding as they progress through the primary grades.

Report card analysis shows inconsistent data over time amongst the K–3 grades, with no grade significantly demonstrating more proficiency or less proficiency in mathematics curriculum. However, students with diverse abilities lag most significantly behind their counterparts, as well as Indigenous learners also demonstrating less proficiency than their peers.

It is also apparent that the 2019–2020 kindergarten cohort is less proficient overall in mathematics than the 2018–2019 cohort. This includes lower proficiency in the 2019–2020 cohort in the specific subset of learners with disabilities and diverse abilities, in the years 2020–2021, 2021–2022, and 2023–2024. It is important to continue to track and analyze results for learners in this subset over time, to determine what specific areas of mathematics these learners have difficulty with, and to apply strategies in classrooms to address this gap.





# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

## Developmental and Social Emotional Learning Data

SD8 CHEQ data show that most parents report the following about their child or children entering kindergarten:

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

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

## Inequities of Learning Outcomes

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 was masked in other assessments (e.g. 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 K-3 literacy data indicates 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 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 evidence/research-based strategies in their classrooms to respond in a timely and responsive manner to promote student learning. The ELP data for the district helps SD8 district staff develop professional learning series, supply learning resources and place human resources and support where needed, particularly for priority learners.

The K-3 numeracy data indicates that although proficiency has remained somewhat stable over time, closer scrutiny of proficiency in overall numeracy for all learners, and proficiency in priority learners will need to be implemented.





# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

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

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

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

Below are some feedback pieces from teachers, gathered in September and October 2023 at literacy workshops for K-3 teachers:

*“What do you find most helpful in our learning sessions?”*

- Clarifying new ELP and discussing new resources.
- Nonsense word practice.
- Working with the ELP Booklet, practicing with partners.
- Trying out new tools.
- Focus on the Science of Reading.
- How to record on the ELP in the database.
- Breaking down sections of the ELP and suggested supporting resources.
- How to record the assessments and class profiles.
- Talking to other teachers about how they teach literacy and all the resources shared.
- The grid handouts (Class Profiles).
- Really found the revision language helpful (e.g., encoding, orthographic mapping, sound wall).





# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

## District and Provincial Programs

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

### STRONGSTART

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

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

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

#### *Strongstart Creston:*

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

#### *Strongstart Crawford Bay:*

- ◆ Operator: Kootenay Kids Society
- ◆ Location: Crawford Bay Elementary/Secondary School

#### *Strongstart North Kootenay Lake:*

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

#### *Strongstart Nelson:*

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

#### *Strongstart Slocan Valley:*

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





# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

## READY, SET, LEARN

Ready, Set, Learn, a ministry initiative, provides opportunities for schools to host family-oriented events for children aged three to five.

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

Ready, Set, Learn focuses on:

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

Children prepare for school through play-based activities, while families learn about early years programs and services. SD8 partners with organizations like the Columbia Basin Alliance for Literacy (CBAL) to offer literacy programs for preschool-aged children. Transition to kindergarten events are hosted in the late spring at each elementary school, providing an opportunity for incoming kindergarten children and their families to familiarize themselves with the school.

## STRENGTHENING EARLY YEARS TO KINDERGARTEN (SEY2KT)

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

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

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

In 2024-2025, SD8 has two SEY2KT projects:

### Salmo

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







# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

## Creston

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

## 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 (ELL), and Children and Youth in Care.

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

In addition, provincial and community initiatives like StrongStart, Ready, Set, Learn, and Strengthening Early Years to Kindergarten Transitions (SEY2KT) directly support kindergarten learners and their families to have more successful transitions into school and through the primary grades.

## 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 skills continue to need to be a focus in the next three years for primary learners. Also, an analysis shows that a focus on reading and writing (as developmentally appropriate) and foundational numeracy / mathematics skills 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 and numeracy indicate a focus on developing foundational literacy and numeracy 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 Literacy Profile (ELP) and the Early Numeracy Profile.

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:



# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

*“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 and numeracy, the primary literacy and numeracy coordinator has begun the work of developing frameworks to build capacity with the Early Literacy Profile (ELP) and the Early Numeracy Profile (ENP). These ELP and ENP implementation frameworks for teachers and principals include:

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

## EXISTING AREAS FOR GROWTH

Existing Areas for growth confirmed by the analysis and interpretation continue to indicate a focus on supporting students, especially priority learners, in developing foundational literacy and numeracy skills. Again, a district-wide, school-based literacy and numeracy assessments 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 and numeracy 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 and numeracy development for primary learners.





# EVIDENCE OF LEARNING | PROFICIENCY IN K-3

Professional learning for teachers in literacy 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). Professional learning for teachers in numeracy has evolved into the district-wide K-3 numeracy community of practice, including several POPEY (Provincial Outreach Program for the Early Years) workshops. Other resources include books and resource guides for numeracy development such as those listed below:

- Carole Fullerton: *Good Questions: Lessons and Tasks for Building Number Sense in Kindergarten and Grade 1*.
- Alex Lawson: *What to Look For*.
- Megan L. Franke et. al.: *Choral Counting and Counting Collections: Transforming the PreK-5 Math Classroom*.

## ACTION PLAN SUMMARY (KINDERGARTEN TO GRADE 3)

- 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, numeracy, and social emotional learning several times per year for kindergarten to grade three teachers, focused on responsive programs designed to meet the needs of all learners and in particular priority learners.
- Expand district staff research into effective literacy, numeracy and social emotional learning practices for K-3 learners.
- Improve access to information through online resource databases for K-3 teachers.
- Continue to support a comprehensive district-wide transition into kindergarten program in all schools.
- Continue to add licensed child care spaces in schools and on school grounds throughout the district, according to AP 3406: Provision of Child Care, with a focus on spaces for priority populations.
- Continue to work with local, regional and provincial partners to promote and sustain quality, licensed child care spaces throughout the district.





# CONCLUSION

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

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

SD8 recognizes the important role of a child’s early years in creating environments and learning opportunities for success throughout a learner’s K-12 education and beyond.

Through partnerships with provincial, regional and local communities, SD8 endeavours to foster smooth transitions for children and their families so they can thrive throughout their education journey.

## Strategic Priorities:

### LIFELONG LEARNING

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

### CARING AND INCLUSIVE LEARNING CULTURES

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

## Three-Year Action Plan (2024-2027)

	Aspect	Monitoring	Outcome (Grades K-3)
1	Support K-12 school teams in responsively including objectives and strategies to support their school goals, with a focus on priority learners, using a data-informed process and within the context of their School Learning Plan.	<ul style="list-style-type: none"> <li>Student Achievement (ENP, ELP, report cards) with a focus on priority learners</li> <li>Primary Success meetings with school teams</li> <li>Grade-to-Grade Transitions rates</li> <li>Street level data: student and teacher voice</li> <li>School and district-based literacy and numeracy assessments</li> <li>Provincial developmental assessment data: CHEQ and EDI</li> <li>Family of Schools meetings for principals</li> <li>District Learning Leadership Team meetings</li> </ul>	<ul style="list-style-type: none"> <li>Lifelong Learning</li> <li>Cultural and Identity Development</li> <li>Caring and Inclusive Learning Culture</li> </ul>



# CONCLUSION

	Aspect	Monitoring	Outcome (Grades K-3)
2	Continue to support K-3 staff with early primary literacy and numeracy assessment, and strategic implementation of targeted skills in K-3 classes, including the ongoing use of the Early Literacy Profile (ELP) and Early Numeracy Profile (ENP) in grades K-3 and the use of school data to support student learning.	<ul style="list-style-type: none"> <li>Student Achievement (ENP, ELP, report cards) with a focus on priority learners</li> <li>Primary Success meetings with school teams</li> <li>CHEQ and EDI data</li> <li>School learning plans with a focus on priority learners</li> <li>Feedback from school staff after district and school learning sessions</li> <li>Family of Schools meetings for principals</li> <li>District Learning Leadership Team meetings</li> </ul>	<ul style="list-style-type: none"> <li>Lifelong Learning</li> <li>Cultural and Identity Development</li> <li>Caring and Inclusive Learning Culture</li> </ul>
3	Develop a comprehensive district-wide structure for schools to collect, review, and respond to data about students' social emotional learning progress in grades K-3 and a coordinated district-wide system for intervention.	<ul style="list-style-type: none"> <li>School-based Team meetings</li> <li>District-based Team meetings</li> <li>Referrals in district database (clev'r) for district intervention and assessments</li> <li>District staff interventions in schools</li> <li>Family of Schools meetings for principals</li> <li>Report cards in K-3 including core competency reflections</li> <li>Street level data: student and teacher voice</li> </ul>	<ul style="list-style-type: none"> <li>Caring and Inclusive Learning Culture</li> <li>Lifelong Learning</li> <li>Cultural and Identity Development</li> </ul>
4	Facilitate primary literacy, numeracy, and social emotional learning communities of practice (COPs) to promote the attainment of strategic plan goals and action plan outcomes in literacy, numeracy, and social emotional learning, with a focus on priority learners.	<ul style="list-style-type: none"> <li>School learning plans (literacy, numeracy and social emotional learning) with a focus on priority learners</li> <li>Report card data</li> <li>EDI data</li> <li>Family of Schools meetings for principals</li> <li>Street level data: Feedback from school staff after learning sessions and COPs</li> </ul>	<ul style="list-style-type: none"> <li>Lifelong Learning</li> <li>Caring and Inclusive Learning Culture</li> <li>Cultural and Identity Development</li> </ul>
5	Continue to support a comprehensive district-wide transition into kindergarten program in all schools.	<ul style="list-style-type: none"> <li>Ready Set Learn (RSL) events</li> <li>Strengthening Early Years into Kindergarten Transition (SEY2KT) events</li> <li>Compassionate System Leadership (CSL) participation by K-3 teachers and principals</li> <li>Seamless Day (Our Place) child care program enrolment</li> <li>StrongStart program enrolment</li> </ul>	<ul style="list-style-type: none"> <li>Caring and Inclusive Learning Culture</li> <li>Lifelong Learning</li> <li>Cultural and Identity Development</li> </ul>



# CONCLUSION

	Aspect	Monitoring	Outcome (Grades K-3)
6	Continue to update the district-wide K-3 digital learning hub with resources, webinars and strategy repositories, and libraries of district and provincial learning events and communities of practice.	<ul style="list-style-type: none"> <li>◆ School learning plans with a focus on priority learners</li> <li>◆ Report card data</li> <li>◆ EDI data</li> <li>◆ Family of Schools meetings for principals</li> <li>◆ Street level data: Feedback from school staff after learning sessions and COPs</li> </ul>	<ul style="list-style-type: none"> <li>◆ Lifelong learning</li> <li>◆ Cultural and Identity Development</li> <li>◆ Caring and Inclusive Learning Culture</li> </ul>
7	Continue to facilitate mid-year and year-end monitoring and planning meetings for K-3 learners, to ensure successful transitions and achievement in literacy, numeracy, and social emotional learning.	<ul style="list-style-type: none"> <li>◆ Student Achievement (ENP, ELP, report cards) with a focus on priority learners</li> <li>◆ Primary Success meetings with school teams</li> <li>◆ Grade-to-Grade Transitions rates</li> <li>◆ Street level data: student and teacher voice</li> <li>◆ Provincial developmental assessment data: CHEQ and EDI</li> <li>◆ Family of Schools meetings for principals</li> <li>◆ District Learning Leadership Team meetings</li> </ul>	<ul style="list-style-type: none"> <li>◆ Lifelong Learning</li> <li>◆ Caring and Inclusive Learning Culture</li> <li>◆ Cultural and Identity Development</li> </ul>
8	Continue with monthly Families of Schools (FOS) meetings to support school leaders in developing school learning plan goals, objectives and action plans in relation to detailed data and class/cohort learning profile analysis.	<ul style="list-style-type: none"> <li>◆ School learning plan goals and objectives with a focus on priority learners</li> <li>◆ Student Achievement (ELP, ENP, report cards)</li> <li>◆ Primary Success meetings with school teams</li> <li>◆ Grade-to-Grade Transitions rates</li> <li>◆ Street level data: student and teacher voice</li> <li>◆ Provincial developmental assessment data: CHEQ and EDI</li> </ul>	<ul style="list-style-type: none"> <li>◆ Lifelong Learning</li> <li>◆ Cultural and Identity Development</li> <li>◆ Caring and Inclusive Learning Culture</li> </ul>
9	Continue to add licensed child care spaces in schools and on school grounds throughout the district, according to AP 3406: Provision of Child Care, with a focus on spaces for priority populations.	<ul style="list-style-type: none"> <li>◆ District Administrative Procedure (AP) 3406: Provision of Child Care</li> <li>◆ Child care space inventory</li> <li>◆ Seamless Day (Our Place) enrolment</li> <li>◆ Seamless Day (Our Place) \$10/day application</li> <li>◆ Child care lease agreements</li> <li>◆ 2023 Environmental Scan of child care spaces</li> <li>◆ Child Care New Spaces grant application (2025)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Lifelong Learning</li> <li>◆ Caring and Inclusive Learning Culture</li> <li>◆ Cultural and Identity Development</li> </ul>
10	Continue to work with local, regional and provincial partners to promote and sustain the availability of quality, licensed child care spaces throughout the district	<ul style="list-style-type: none"> <li>◆ Ministry of Education and Child Care Community of Practice</li> <li>◆ Childcare Resource and Referral (CCRR) collaboration</li> <li>◆ Community child care table collaboration</li> <li>◆ StrongStart facilitator year-end feedback</li> <li>◆ Early childhood educator feedback for SEY2KT projects</li> </ul>	<ul style="list-style-type: none"> <li>◆ Lifelong Learning</li> <li>◆ Cultural and Identity Development</li> <li>◆ Caring and Inclusive Learning Culture</li> </ul>





# CONCLUSION

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

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





# GRATITUDE

BC Compassionate Systems Leadership Network  
Circle of Indigenous Nations Society (COINS)  
College of the Rockies  
Columbia Basin Alliance for Literacy (CBAL)  
Columbia Basin Environmental Educators Network (CBEEN)  
Creston Valley Youth Network  
East Kootenay Teacher Education Program (UVic)  
Interior Health  
Ktunaxa Kinbasket Child and Family Services Society  
Lower Kootenay Band  
Metis Nation British Columbia  
Ministry of Children and Family Development  
Ministry of Education and Child Care  
North Kootenay Lake Community Services Society  
Okanagan Nation Alliance  
Selkirk College  
UBC Human Early Learning Partnership  
UBC Okanagan  
West Kootenay Child Care Resource and Referral (CCRR)  
West Kootenay Metis Society  
West Kootenay Teacher Education Program (UBC)





# ACRONYMS GLOSSARY

CHEQ	Childhood Early Experiences Questionnaire
COP	Communities of Practice
CCRR	Childcare Resource and Referral
CSL	Compassionate System Leadership
EDI	Early Development Instrument
ELL	English Language Learners
ELP	Early Literacy Profile
FSA	Foundation Skills Assessment
GLA	Graduation Literacy Assessment
HELP	Human Early Learning Program (University of British Columbia)
K-3	Kindergarten to Grade 3
RSL	Ready, Set, Learn
SD8	School District No. 8 (Kootenay Lake)
SEL	Social and Emotional Learning
SEY2KT	Strengthening Early Years into Kindergarten
SLP	School Learning Plan
SLS	Student Learning Survey
UFLI	University of Florida Literacy Institute



**FROM:** Trish Smillie, Superintendent  
**DATE:** December 10, 2024  
**SUBJECT:** Child Care Provision Update

**For Information**

## Introduction

This memorandum provides an overview of child care programs and initiatives in School District No. 8 (Kootenay Lake) (SD8) for the 2024-2025 school year.

## Background

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

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

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

Information about the goals and objectives pertaining to child care can be found in the Ministry of Education and Child Care's [2024/25 - 2026/27 Service Plan](#). The Ministry of Education and Child Care aims to establish affordable, inclusive, high-quality child care as a core service for children under 12. Its objectives include enhancing access to licensed child care, supporting professional growth for child care providers, and improving system infrastructure. Key strategies involve reducing fees (towards a \$10-a-day target), expanding Indigenous-led and culturally safe care, and investing in recruitment, training, and wage supports for educators.

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



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

### Progress since the launch of the ChildCareBC Plan in 2018:

From 2018 to 2024, there has been a cumulative total investment in child care from the federal and provincial governments of approximately \$6 billion. [Additionally, many improvements have been made to child care access, affordability and inclusion in BC.](#) Some of these improvements in child care include:

- Increased fee reductions up to \$900 a month, per child from birth to kindergarten
- Expansion of the [\\$10 a Day ChildCareBC Program](#) to over 15,000 spaces as of August 2024
- Continued provision of the [Affordable Child Care Benefit](#) for low and middle income families
- Extended eligibility for fee reductions to include children in licensed preschool programs and grade 1 and older as of September 2023
- Addition of over 39,000 new licensed child care spaces funded through accelerated spaces creation programs, with 20,000 of these spaces operational and 19,000 underway
- Addition of over 1,760 federally and provincially-funded [Aboriginal Head Start Program](#) spaces, providing culturally relevant child care at no cost to Indigenous families
- Over 7,700 children/month receiving support through the [Aboriginal Supported Child Development](#) and [Supported Child Development](#) programs

The Affordable Child Care Benefit is a monthly payment to help eligible families with the cost of child care, following the [Affordable Child Care Benefit and eligibility requirements](#) for families

**\$10 a Day** Child Care centres are an important step in the Province's historic path to making affordable child care a core service for B.C. families. The positive financial impact on parents with children in these centres is significant, with families paying no more than \$200 a month per child for full-time enrolment during regular business hours, regardless of the care type. Some low-income families may even qualify for free child care, through additional funding programs, such as the [Affordable Child Care Benefit \(ACCB\)](#).

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

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

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



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

The Child Care Resource and Referral program is designed to:

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

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

## Information

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

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

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



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

SD8 currently has one [Seamless Day After School Child Care](#) Centre at Winlaw Elementary School ([Our Place Child Care Centre](#)), managed and operated by SD8 staff. This program is in its 4th year and has been very beneficial for children and families in the Slocan Valley. There are 12 after-school spaces for school-aged children who attend Winlaw Elementary in the Our Place child care program.

In addition, SD8 hosts 8 child care centres in schools or on school grounds, managed by independent, third-party licensed providers as follows:

SD8 School/Site Name	Provider Name	Type of Child Care Program(s)	Number of Spaces Per Type of Program	\$10 Per Day Site?
Brent Kennedy	Brent Kennedy Learning Centre (BKLC)	Group Care Ages 0-3	34	No
		Group Care Ages 3-5	24	
		Multiage Care	14	
		Preschool Care	29	
Old Gordon Sargent site	School House	Group Care Ages 0-3	20	Yes
		Group Care Ages 3-5	40	
		School Aged Care	12	
Hume Elementary	Cornerstone	Group Care Ages 3-5	20	Yes
		School Aged Care	20	
Hume Elementary	Lakeside Montessori	Group Care Ages 3-5	10	No
LVR	Kootenay Kids - Care to Learn	Group Care Ages 0-3	12	Yes
		Group Care Ages 3-5	18	
		Multiage Care	7	
Rosemont Elementary	Rosemont Kidz Klub	School Aged Care	32	No
Salmo Elementary	Salmo Children's Centre	Group Care Ages 0-3	12	Yes
		Group Care Ages 3-5	33	
		School Aged Care	25	
South Nelson	South Nelson Kidz Klub	School Aged Care	30	No

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

SD8 also contracts with community agencies throughout the district to provide [StrongStart](#) programs at several school and community locations in Kaslo, Meadow Creek, the Slocan Valley, Creston, Crawford Bay, Blewett, Nelson, and the Redfish area. StrongStart BC programs provide rich learning environments designed for early learning development -



language, physical, cognitive, social and emotional. Qualified early childhood educators lead learning activities where children find opportunities to make friends and interact with others of similar ages.

## Collaboration

District staff collaborate with other agencies throughout district communities. The foundational connecting agency is West Kootenay CCRR, whose primary work is to enhance the availability and accessibility of a range of child care options and services and build relationships within the child care sector to support the advancement of the ChildCareBC Plan. The Ministry of Education and Child Care provides funding to CCRR service providers, who work with the Province to improve access to affordable, quality and inclusive child care in all B.C. communities.

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

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

Name of Agency	Communities in SD8	Nature of Connection with SD8	Frequency	Notes
Columbia Basin Alliance for Literacy (CBAL)	Throughout SD8 and beyond	Community Literacy Planning Committee ad hoc member	As planned by the organizer	SD8 has been invited to participate in planning for activities including Building Inclusive Communities
Columbia Basin Trust (CBT)	Throughout SD8 and beyond	SD8 receives information from CBT relevant to child care	Monthly - CBT newsletters and podcasts; Yearly <a href="#">Our Trust</a> magazine	CBT’s publication <a href="#">Our Trust</a> is used for information and community context
Community Futures Central Kootenay	Throughout SD8 and other Central Kootenay communities	SD8 participates in committees connected to economic development and thriving communities,	Periodically	Community Futures coordinates agencies to work together



		coordinated by Community Futures		to support initiatives such as child care space creation
Kootenay Employment Services	Creston and the East Kootenays	SD8 consults with the KES about child care in Creston	Periodically	KES works with agencies and the community to address issues affecting the local labour market, including child care
Nelson and area Child Care Committee	Nelson and the surrounding communities	SD8 is a member of this committee	As scheduled by the organizer	The committee reviews data on child care spaces and discusses child care space creation
Nelson at its Best Committee	Nelson	SD8 is a founding member of this committee	Approximately monthly	The committee discusses social issues including poverty and child care
Ministry of Education and Child Care - Virtual Community Child Care Roundtables	Throughout BC	Membership on the Virtual Community Child Care Roundtable	As scheduled by the Ministry of Education and Child Care	Information from the Ministry and networking with other agencies in the Kootenay Boundary and East Kootenay
Nelson Community Partners  (sponsored by WKCCRR)	Nelson	SD8 is a member and participates in meetings/collaboration with other agencies with regard to child care and other topics	As scheduled by the organizer	Brings agencies together in Nelson to discuss child care and other topics
West Kootenay Child Care	Throughout SD8	SD8 and WKCCRR consult, collaborate and share information about	At least monthly meetings, in addition to	WKCCRR is the primary information resource for



Resource and Referral		child care throughout the district	regular consultation	child care for SD8 throughout all the district's communities
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**Next Steps in SD8**

The Ministry of Education and Child Care in British Columbia is committed to integrating child care services into the education system by increasing licensed child care spaces on school grounds. This initiative aims to provide accessible, affordable, and high-quality child care for families, supporting children's early learning and development. One initiative the Ministry has encouraged this fall is application by operators to be a \$10/day child care provider. The district has applied to become a \$10/day centre at Our Place Centre at Winlaw Elementary. If this application is approved, child care at our district's centre will be capped at \$10 per day for families.

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

The Ministry's primary avenue to increase child care spaces on school grounds is through the [ChildCareBC New Spaces Fund](#). This fund provides financial support to public-sector organizations, including school districts, to create new licensed child care spaces. The program prioritizes projects that serve priority populations and offer inclusive and accessible child care options. The district will apply to the New Spaces Fund in the next round of applications, expected in 2025 for projects starting in 2026/2027.

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

**Child Care Needs Assessments**

<b>Creston</b>	<p><b>Current Status:</b> In 2021 SD8 partnered with Columbia Basin Trust and the East Kootenay Child Care Resource and Referral to commission a Child Care Needs Assessment for the Creston valley. The report indicated the need for 364 new childcare spaces, particularly in the 0-3 year and 6-12 year age ranges.</p> <p><b>SD8 objective:</b> Apply for New Spaces Funding through the Ministry of Education in 2025 for a school-aged child care centre on school grounds in Creston and commence planning in 2025.</p>
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<b>Nelson</b>	<p><b>Current Status:</b> A 2020 Child Care Needs Assessment indicates the need for 871 new childcare spaces in Nelson, particularly for the 0-3 year and 6-12 year age ranges.</p> <p><b>SD8 objective:</b> Work with community partners in Nelson to apply for New Spaces Funding through the Ministry of Education in 2025 for a school-aged child care centre on school grounds in Nelson, and commence planning in 2025.</p>
<b>Crawford Bay</b>	<p><b>Current Status:</b> There is no formal Child Care needs assessment for this small, isolated rural community. Families living in Crawford Bay indicate that they need reliable childcare for the 0-3 year age range. ASSAI programming offered through SD8 is currently fulfilling some of the need for after school care for school aged learners.</p> <p><b>SD8 objective:</b> Continue working with a local child care provider at Crawford Bay Elementary Secondary to open a part-time aged 3-5 pre-school program during the day.</p>
<b>Kaslo and Meadow Creek</b>	<p><b>Current Status:</b> A 2020 Child Care Needs Assessment indicates the need for 125 childcare spaces with the majority of these spaces required in the 6-12 year age range. StrongStart operates in both JVH and Jewett schools.</p> <p><b>SD8 objective:</b> Review unused space in JVH School and determine the feasibility of accessing Child Care BC New Spaces Funding for a renovation project for school-aged childcare in the school building.</p>
<b>Salmo and Ymir</b>	<p><b>Current Status:</b> The 2021 Child Care Needs Assessment recommendations regarding additional childcare spaces needed in Salmo have been largely fulfilled by the Salmo Children’s Centre which occupies a leased building on school grounds at Salmo Elementary. As well, the Centre leases classroom space in Salmo Elementary for a pre-school program.</p>
<b>Slocan Valley</b>	<p><b>Current Status:</b> There is no current Child Care needs assessment in the Slocan Valley. With the addition of the Seamless Day After School Child Care program that commenced operation at Winlaw School in January 2022, and the Brent Kennedy Learning Centre child care programs on the grounds of Brent Kennedy Elementary, childcare needs in the Slocan Valley are relatively accommodated at the present time.</p>

**Emerging themes:**

There is a need for additional child care in the Creston Valley, Nelson and Kaslo in particular. There is an ongoing need for after school care in several SD8 rural and remote communities.

Establishing a child care centre on school grounds in BC involves several steps, and the timeline can vary based on factors such as availability of interested third party agencies wishing to start and staff a new child care program, Interior Health licensing procedures for



agencies, child care project complexity, approved grants such as Child Care New Spaces, and regulatory approvals.

**Planning for a new child care centre project:**

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

**Conclusion**

SD8 continues to support the Ministry of Education and Child Care’s ChildCareBC Plan by managing and operating SD8’s Seamless Day Our Place Program at Winlaw Elementary and by supporting the provision of child care in SD8 facilities and on school grounds. Through the efforts of SD8 and community partners who provide child care services in schools and on school grounds, many families in district communities have access to licensed, affordable, accessible, inclusive and high-quality child care opportunities. The district continues to plan for additional child care spaces in under-served areas as identified by needs assessments, and will be applying to the Ministry of Education and Child Care’s New Spaces Funding in its next application opening period in 2025.



**FROM:** Trish Smillie, Superintendent  
**DATE:** December 10, 2024  
**SUBJECT:** Graduation Ceremonies 2025

**For Information**

**Introduction**

This memorandum provides the schedule of 2025 Graduation Ceremonies at secondary schools.

**Information**

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

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

**2025 Graduation Ceremony Information**

Name of School	Date of Ceremony
Crawford Bay Secondary	Friday, June 13
Elev8 Homelinks	Friday, June 6
J.V. Humphries Secondary	Saturday, June 21
Kootenay River Secondary	Friday, June 20
L.V. Rogers Secondary and REACH	Friday, June 13
Mount Sentinel Secondary and Sequoia	Friday, June 20
Salmo Secondary	Saturday, June 14



**FROM:** Cathy MacArthur, Secretary-Treasurer  
**DATE:** December 10, 2024  
**SUBJECT:** Quarterly Capital Plan Update

**For Information**

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## Introduction

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

## Information

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

- Brent Kennedy Elementary School - Water System  
A summary report was written and submitted to Interior Health to enable the removal of the "Do not drink" order. The district received a response from Interior Health and continues to follow the testing protocols and service required for the system while working towards the lifting of the order. The services of a local certified water plant operator have been retained to assist with the daily operation of the plant. In coordination with the consultant this work is ongoing, but we anticipate the order to be lifted.
- Brent Kennedy Elementary School - New Bus Office and Storage Building  
The new building (including septic upgrades) was installed at the end of August. Operations is now installing interior finishes to suit the staff's needs.
- Brent Kennedy Elementary School - New Irrigation System  
The new irrigation is complete and ready to go for continued ground remediation in the spring.
- Jewett School - Forest Firesmart project  
School District 8 with the assistance of local contractors began removing danger trees and limbs from the forest in the summer of 2023. Lardeau Valley Links obtained funding from Firesmart BC, and in conjunction with a local contractor and SD8, is continuing that work.

The project's purpose is to make the forest safe from a fall hazard perspective, align with the Firesmart program providing guidance on how best to support the furthering of wildfire resiliency in BC, establish a method for research project coordination across the province, nationally and internationally, and align research priorities with those of FireSmart Canada and national agencies like Canada Wildfire, CIFFC and Natural



Resources Canada. The falling of the trees was also an opportunity for Lardeau Valley Links to provide training in assessment, falling, and forest sustainability.

October 9 to the 23<sup>rd</sup> hand cutting and falling of selected trees was performed. Once winter has made the ground solid to prevent damage, a special machine will be used to continue to clean up the forest. The work will also leave some undisturbed pockets of dense bush for wildlife.

- Kootenay River Secondary School - Kitchen Upgrade  
As part of the Food Infrastructure Program (FIP) to support Feeding Futures, the new kitchen is almost complete. The new fume hood and mechanical infrastructure has been installed and awaiting commissioning.
- Mount Sentinel Secondary School - HVAC Upgrade and Boiler Replacement.  
The final stage of the HVAC upgrade and boiler replacement is close to completion. An Air Handling unit for the shop is on backorder which will be installed once delivered. The engineer and contractor are working through an issue with the heating coil for the gym Air Handling unit. Neither of these issues will be disruptive to student learning.
- South Nelson Elementary School - Storm Drain Replacement  
The storm drain piping failed due to its age. The district completed an emergency replacement from the school to the city connection at the street. The paving has been completed and there will be additional grounds remediation that will be completed in the spring.
- Trafalgar Middle School - Ongoing Sprinkler System Installation  
This project has been separated into six components each consisting of a zone of the sprinkler system. Out of the 6 zones, 1 and 4 are complete. The work in Zone 3 is being completed after hours. Continuation of zone 5 and the beginning of zone 6 is encompassed in the 2025-2026 submission.
- Winlaw Elementary School - Grounds work  
The new drainage between the school and Seamless Day program modular is complete including a concrete sidewalk which was installed from the school to the modular. This sidewalk includes a covered section adjacent to the gym storage room for safety purposes of sliding snow in the winter.
- District - Charging Stations  
The Nelson bus chargers are now in service. An additional charger has also been purchased. The Creston chargers are installed and awaiting utility energization followed by commissioning.
- District - Food Infrastructure Program (FIP)  
The second submission for the FIP program was approved earlier in the year which includes Redfish Elementary School, Salmo Elementary School, J.V. Humphries Elementary-Secondary School, and Kootenay River Secondary School. The projects are complete except for the upgrades at Kootenay River Secondary School and Redfish Elementary School.



## Motion: Advocacy to the Ministry of Education and Child Care on the Development of Climate Action Curriculum

THAT the BCSTA advocate to the Ministry of Education and Child Care, to promote and support the development of Provincial Climate Action and Sustainability Curriculum.

### Rationale:

Provincially climate change curriculum is embedded within science courses, but there is an obvious and significant lack of ‘climate action’ curriculum. One without the other only exasperates climate anxiety in our students. There have been a number of current studies tying climate change to climate anxiety in students.

For example, “*Climate anxiety in children and young people and their beliefs about government responses to climate change: a global survey from the Lancet (Planetary Health) 2021* 10,000 students gr. 11, 12 up to 25 years old in 10 different countries. More than 45% of respondents said their feelings about climate change negatively affected their daily life and functioning, and many reported a high number of negative thoughts about climate change (eg, 75% said that they think the future is frightening and 83% said that they think people have failed to take care of the planet).”

[https://www.thelancet.com/journals/lanplh/article/PIIS2542-5196\(21\)00278-3/fulltext](https://www.thelancet.com/journals/lanplh/article/PIIS2542-5196(21)00278-3/fulltext)

Education addressing the issue of climate action is important to support the well-being and potential of all learners. Ensuring students have the knowledge and skills to access is important to reduce anxiety caused by this relevant concern in young peoples’ lives.

Curriculum development in the area of climate action and sustainability will encourage learners to change their attitudes, behavior, and assist students to use critical thinking, effective communication, and work with/learn from community agencies and partners to broadly understand complex ideas around climate change and action.

In the classroom, young people can be taught the impact of climate change and learn how to adapt to Climate Change and take Climate Action. Education in this area will reduce climate anxiety in students by empowering them with knowledge and tangible avenues for action. This will bring hope and opportunity for our students to help create a sustainable and brighter future for them and our world.

Urgent action is needed to advocate for the development of climate action curriculum in B.C. schools.



### **MOTION: DPAC Support for Parent Advocacy Program Funding**

**THAT** the Board of Education of School District No. 8 (Kootenay Lake) advocate to the Ministry of Education and Child Care to provide targeted funding for school districts to financially support District Parent Advisory Councils in developing and facilitating a coordinated parent advocacy program.

#### **Rationale:**

DPAC's play an important role in public education. DPAC's are the legislated parent voice at the school district level, representing the collective views of school Parent Advisory Councils in a school district. DPAC's advise the board of education on any matter relating to education in their school district.

In supporting DPAC financially to develop and facilitate a coordinated parent advocacy program, DPAC will be able to provide additional support to Parent Advisory Council members in supporting students and families during challenging educational situations.

### **MOTION: DPAC Financial Support for Director's Insurance**

**THAT** the Board of Education of School District No. 8 (Kootenay Lake) advocate to the Ministry of Education and Child Care to provide targeted funding to school districts to financially support District Parent Advisory Councils to access Director's insurance.

#### **Rationale:**

Although DPAC's are legislated under the School Act, they are not audited or regulated by School Districts, nor are they subject to the BC Societies Act, leaving them in a vulnerable position. By providing targeted funding to DPAC's to access Director's insurance, the DPAC executive will have greater security in managing their organization and financial records. This would mitigate risk of personal litigation and help cover legal fees and damages for the executive who volunteers their time to run DPAC's.

