

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

TUESDAY, MARCH 11, 2025

5:00 PM – 7:00 PM

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

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

1. Call to Order

2. Acknowledgement of Aboriginal Territory

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

3. Changes to the Proposed Agenda

4. Consent Package Questions (p. 3)

App. 4

5. Adoption of Agenda

Proposed Resolution:

THAT the Agenda for this March 11, 2025 meeting **BE ADOPTED**, as circulated.

6. Receiving Public Presentations – Nil

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

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

8. Adoption of Minutes (p. 12)

App. 8

Proposed Resolution:

THAT the minutes from the February 11, 2025 Meeting of the Board held in public **BE ADOPTED**, as circulated.

9. Future and Action Item Tracking (p. 18)

App. 9

10. Education – Reports from the Superintendent

A. Caring and Inclusive Learning Communities Continuous Learning Report 2024-2025 (p. 19) App. 10A

B. SD8 Accessibility 2024-2025 (p. 99) App. 10B



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

- A. 2024-2025 Information Technology Annual Report (p. 105) App. 11A
- B. 2025-2026 Enrolment Projections, Projected Revenue, and Budget Survey (p. 118) App. 11B
- C. 2025-2026 Trustee Remuneration (p. 120) App. 11C
- D. Quarterly Operations Update - Spring 2025 (p. 121) App. 11D

12. Governance and Policy

- A. Approve 2027-2028 School Calendar (p. 123) App. 12A

Proposed Resolution:

THAT the 2027-2028 school calendar **BE APPROVED**.

- B. Policy Approval (p. 127) App. 12B

- Policy 410: School Choice and Catchment

Proposed Resolution:

THAT the Policy 410 **BE APPROVED**.

13. Human Resources – Nil

14. Trustee Verbal Reports

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

15. Comments or Questions from the Public

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

16. Meeting Schedule and Reminders

- A. Board Meetings

The next Meeting of the Board held in Public is scheduled for April 8, 2025.

17. Adjournment



SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)
CONSENT PACKAGE – PUBLIC MEETING
MARCH 11, 2025

ITEM

The following Consent items are routine items received for information.

- | | |
|---|-------|
| 1. Board Correspondence Package | p. 4 |
| 2. Superintendent's Report March 2025 | |
| 3. Monthly Financial Report – for period ended January 31, 2025 | p. 5 |
| 4. Transactions over 50k – for period ended January 31, 2025 | p. 9 |
| 5. List of Trustee Recusals | p. 11 |



SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)
BOARD CORRESPONDENCE PACKAGE
MARCH 11, 2025

ITEM	DATE
1. NIL	



Monthly Financial Report

For the period ended January 31, 2025



COMMENTS

Operating Expenditure Report

- The budget information is based on the 2024-2025 Amended Budget approved by the Board on February 11, 2025.
- The last column shows whether the salaries expense is incurred based on the school calendar (10 months), or for the whole year (12 months), or a combination of both.
- The Operating Expenditure Report reflects seven months of actual District operations and five months of School operations.
- The salaries and benefits are trending as expected based on the budgeted amounts and the applicable months for most employee groups.
- The Student Transportation 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 Amended Budget approved by the Board on February 11, 2025.
- The Special Purpose Expenditure Report reflects seven months of actual District operations and five months of School operations.
- Other than the Annual Facility Grant, spending related to many of the Ministry of Education and Child Care grants primarily occurs during the school year, resulting in more than 50% of the budget available as of January 31, 2025.



OPERATING EXPENDITURE REPORT


	July 2024 to January 2025 Actuals	2024 - 2025 Amended Budget	\$ Available Budget	% Available Budget	Applicable Months
Salaries					
Principal & Vice-Principal Salaries	2,525,278	4,482,435	1,957,157	44%	12
Teacher Salaries	12,203,895	23,697,916	11,494,021	49%	10
Educational Assistants	1,916,410	3,930,582	2,014,172	51%	10
Support Staff	4,417,468	7,818,666	3,401,198	44%	10/12
Other Professional Salaries	1,619,611	2,688,608	1,068,997	40%	12
TOCs/Relief Salaries	1,811,287	3,684,013	1,872,726	51%	10/12
Total Salaries	24,493,949	46,302,220	21,808,271	47%	
Employee Benefits	6,073,250	11,601,723	5,528,473	48%	10/12
Total Salaries and Benefits	30,567,199	57,903,943	27,336,744	47%	
Services & Supplies					
Services	1,281,955	2,551,938	1,269,983	50%	
Student Transportation	79,098	340,421	261,323	77%	
Professional Development & Travel	351,124	658,484	307,360	47%	
Rentals and Leases	58,903	122,551	63,648	52%	
Dues and Fees	89,918	99,210	9,292	9%	
Insurance	199,791	215,000	15,209	7%	
Supplies	1,600,363	3,269,321	1,668,958	51%	
Utilities	766,462	1,799,904	1,033,442	57%	
Total Services & Supplies	4,427,614	9,056,829	4,629,215	51%	
Total Operating Expense	34,994,813	66,960,772	31,965,959	48%	



SPECIAL PURPOSE FUND EXPENDITURE REPORT

	July 2024 to January 2025 Actuals	2024 - 2025 Amended Budget	\$ Available Budget	% Available Budget
Ministry of Education and Child Care Funds				
Annual Facilities Grant	279,640	279,640	-	0%
Changing Results for Young Children	-	8,303	8,303	100%
Classroom Enhancement Fund	4,658,140	9,621,529	4,963,389	52%
Community Link	246,930	795,022	548,092	69%
Early Care and Learning Fund to Schools	102,083	175,000	72,917	42%
Early Years to Kindergarten	1,272	27,429	26,157	95%
ECE Dual Credit program	45,975	45,975	-	0%
Feeding Futures	185,804	759,649	573,845	76%
First Nation Transportation	-	26,863	26,863	100%
Health Career Work Experiential Learning	3,700	5,000	1,300	26%
Learning Improvement Fund	103,750	223,014	119,264	53%
Mental Health in Schools	31,874	55,000	23,126	42%
OLEP	38,853	115,835	76,982	66%
Ready Set Learn	4,669	41,650	36,981	89%
Seamless Day Kindergarten	22,590	71,334	48,744	68%
StrongStart	63,608	216,353	152,745	71%
Student & Family Affordability Fund	25,845	203,904	178,059	87%
Work Experience Enhancement Initiative	-	50,000	50,000	100%
Total MOECC Funds	5,814,733	12,721,500	6,856,767	54%
Other Provincial Special Purpose Funds				
ASSAI	10,212	59,348	49,136	83%
Health Promoting Schools	27,000	27,000	-	0%
Total MOECC Funds	37,212	86,348	49,136	57%
Other Special Purpose Funds				
School Scholarships and Bursaries	23,341	30,000	6,659	22%
School Generated Funds	893,203	1,615,000	721,797	45%
Donations	4,250	10,000	5,750	58%
Total MOECC Funds	920,794	1,655,000	734,206	44%
All Special Purpose Funds	6,772,739	14,462,848	7,640,109	53%





Monthly Transactions over 50K

For the period ended January 31, 2025

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

Vendor Name	Amount
BMO Mastercard	\$79,252.26
Receiver General RP0002	\$125,675.03
Western Canada Bus	\$182,514.08
FortisBC-Natural Gas	\$75,916.28
Municipal Pension Fund	\$89,874.23
Worksafe BC	\$305,542.37
Receiver General RP0001	\$215,000.00
Receiver General RP0002	\$136,433.33
Pebt In Trust c/o Morneau Shepell	\$125,320.59
Municipal Pension Fund	\$89,628.23
Western Canada Bus	\$182,514.08



**LIST OF TRUSTEE RECUSALS
2024-2025**

Date of Meetings held in the absence of the public with one or more declared Conflicts of Interest
August 26, 2024
October 8, 2024
October 15, 2024
November 12, 2024
December 9, 2024
December 10, 2024
January 14, 2025
February 11, 2025
February 24, 2025



**MEETING OF THE BOARD HELD IN PUBLIC
MINUTES
TUESDAY, FEBRUARY 11, 2025**

<u>Board:</u>	D. Lang, Chair <i>(via video conference)</i> J. Bremner, Vice Chair M. J. Blackmore <i>(via video conference)</i> K. Etheridge <i>(via video conference)</i> A. Gribbin <i>(via video conference)</i> M. Shunter L. Trenaman
<u>Student Trustees:</u>	M. Gretchen, MSSS <i>(via video conference)</i> D. Lamoureux, JVH <i>(via video conference)</i> E. Lecompte, KRSS <i>(via video conference)</i> R. Metcalf, MSSS <i>(via video conference)</i> T. Solarik, LVR <i>(via video conference)</i>
<u>District Staff:</u>	T. Smillie, Superintendent C. MacArthur, Secretary-Treasurer L. Carriere, Director of Aboriginal Education <i>(via video conference)</i> B. Eaton, Director of Instruction - Curriculum, Instruction, and Assessment D. Holitzki, Assistant Superintendent C. Kerr, Director of Operations T. Malloff, District Principal – Secondary & Innovative Learning S. Maloff, Principal C. Singh, Director of Human Resources K. Tamblyn, District Principal – International Education S. Bruskowski, Executive Assistant
<u>Guests:</u>	Nil
<u>Regrets:</u>	S. Chew S. Nazaroff

1. Call to Order

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

2. Acknowledgement of Aboriginal Territory

3. Changes to the Proposed Agenda – Nil

4. Consent Package Questions – Nil

5. Adoption of Agenda

UPON a motion duly made and seconded it was **RESOLVED:** 24/25-033

THAT the Agenda for this February 11, 2025 meeting **BE ADOPTED**, as circulated.

The motion carried unanimously.

6. Receiving Public Presentations – Nil



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

8. Adoption of Minutes

UPON a motion duly made and seconded it was **RESOLVED:** 24/25-034
THAT the minutes from the January 14, 2025 Meeting of the Board held in public
BE ADOPTED, as circulated.

The motion carried unanimously.

9. Future and Action Item Tracking – Nil

10. Education – Reports from the Superintendent

A. Connected Learners Continuous Learning Report 2024-2025

Director Eaton presented the Connected Learners Continuous Learning Report which focused on students being curious, critical, and creative stewards of the natural world, local and global community. The report analyzed student learning data to evaluate continuous improvement in this strategic priority. Mount Sentinel Secondary School principal Maloff and Student Trustee Gretchen presented two videos that were produced by the school's Academy of the Performance and Media Program, including students showcasing the Student Leadership Conference as well as the MSSS music program. Director Eaton and Student Trustee Gretchen highlighted ongoing provincial discussions about values and beliefs in AI and technology education, and efforts to spark interest in these programs among students at other schools within the district.

B. International Education Annual Report 2024-2025

Principal Tamblyn presented the International Education Annual Report which highlights the program's contributions to educational and cultural diversity for the district. It supports three academic paths: graduation, co-validation, and cultural experience. Key achievements include effective student integration, a robust homestay program, and significant cultural and economic contributions to the local community.

The program plans to enhance marketing, recruitment strategies, and partnerships to support sustainable growth and diversify its student base.

Homestay options are available for durations of three months, six months, or a full year, with interested families directed to find more information on the program's website at <https://international.sd8.bc.ca/hosts>.

C. Board Authority Authorized Course Approval

Director Eaton presented the Board Authority Authorized Courses for approval as provided in the agenda package. Dungeons and Dragons 10/11/12 was designed to enhance soft skills through game design and storytelling, teaching students to create RPG elements and use 3D printing and map production.

UPON a motion duly made and seconded it was **RESOLVED:** 24/25-035
THAT the Board Authority Authorized course Dungeons and Dragons 10/11/12
BE APPROVED.

The motion carried unanimously.

D. 2023-2024 First Time Graduation Rates and Six-Year Completion Rates



11. Superintendent Smillie presented the 2023-2024 First Time Graduation Rates and Six-Year Completion Rates report, comparing district data to provincial averages and historical data. Positive trends were seen in both metrics across all student groups, with notable achievements for Indigenous and students with diverse abilities. Strategies to support these outcomes include individualized graduation plans, partnerships for dual credit programs, and specialized supports for priority student groups.

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

A. 2024-2025 Amended Annual Budget

In a presentation, Secretary-Treasurer MacArthur compared the 2024-2025 Annual Budget to the 2024-2025 Amended Budget. The 2024-2025 Annual Budget was created and approved based on best information available as of the spring 2024 whereas the 2024-2025 draft Amended Budget is based on the September 30, 2024 enrolment count and takes into consideration developments and adjustments that have occurred over the course of the 2024-2025 school year.

UPON a motion duly made and seconded it was **RESOLVED:** 24/25-036

THAT the Board of Education proceed to conclude three readings in one evening for the School District No. 8 (Kootenay Lake) Amended Annual Budget Bylaw for the fiscal year 2024-2025.

The motion carried unanimously.

UPON a motion duly made and seconded it was **RESOLVED:** 24/25-037

- i. **THAT** the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2024-2025 **BE APPROVED** as read a first time;
- ii. **THAT** the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2024-2025 **BE APPROVED** as read a second time;
- iii. **THAT** the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2024-2025 **BE ADOPTED** as read a third time.

The motion carried unanimously.

13. Governance and Policy

A. Draft School Calendar 2027-2028 Approval for Field Testing

Superintendent Smillie presented the draft school calendars 2027-2028. All neighbouring districts were informed of the draft calendars to allow alignment when they develop their calendars.

UPON a motion duly made and seconded it was **RESOLVED:** 24/25-038

THAT the 2027-2028 school calendar **BE APPROVED** for posting on the website for field testing beginning on February 12, 2025.

The motion carried unanimously.

B. Policy Approval for Field Testing

- Policy 410: Catchment Areas



Superintendent Smillie presented the draft Policy 410: Catchment Areas. The revised policy now outlines the catchment areas.

UPON a motion duly made and seconded it was **RESOLVED:** 24/25-039

THAT policy 410 **BE APPROVED** for field testing.

The motion carried unanimously.

C. Policy Approval

- Policy 112: Governing Principles

Superintendent Smillie presented the draft Policy 112: Governing Principles. In this revision, the Board Norms were incorporated into the policy.

UPON a motion duly made and seconded it was **RESOLVED:** 24/25-040

THAT policy 112 **BE APPROVED**.

The motion carried unanimously.

- Policy 130: Trustee Code of Conduct

Superintendent Smillie presented the draft Policy 130: Trustee Code of Conduct. A reference to the Board Norms as outlined in policy 112 was added to this policy.

UPON a motion duly made and seconded it was **RESOLVED:** 24/25-041

THAT policy 130 **BE APPROVED**.

The motion carried unanimously.

- Policy 160: Policy Development

Superintendent Smillie presented the draft Policy 160: Policy Development. The policy development was streamlined to increase readability to Trustees and the public.

UPON a motion duly made and seconded it was **RESOLVED:** 24/25-042

THAT policy 160 **BE APPROVED**.

The motion carried with one opposed.

- Policy 173: Climate Action and Sustainability

Superintendent Smillie presented draft Policy 173: Climate Action and Sustainability. After extensive public consultation, the draft policy had been posted for field testing and no further input was received. The district's goals for climate action and sustainability were presented in a video.

UPON a motion duly made and seconded it was **RESOLVED:** 24/25-043

THAT policy 173 **BE APPROVED**.

The motion carried unanimously.

14. Human Resources – Nil

15. Trustee Verbal Reports

A. Student Trustees

- Mount Sentinel (Student Trustee Gretchen)

Student Trustee Gretchen commended the Academy Program for producing four out of the five videos showcased at the meeting and highlighted its recent murder



mystery event. She also reported on the successful collaboration between the outdoor and culinary programs, known as ORCA. Furthermore, the hot lunch program has been expanded to offer more days, ensuring all families who pre-order can enjoy equitable access to nutritious meals. Gretchen added that the academy's documentary is set to be screened at the Capitol Theatre on June 9 and 10, with additional information available on the academy's social media and website.

- JV Humphries (Student Trustee Lamoureux)
Student Trustee Lamoureux reported on the theme of interconnectedness, highlighted by buddy class activities and science project demonstrations, emphasizing school unity through shared learning experiences. February's focus on Black History Month enriches the curriculum in English and Social Studies. Additionally, the school's sports and outdoor education programs are thriving, with successful basketball teams and educational outings like skiing and avalanche training, further enhancing student engagement and community ties.
- LVR (Student Trustee Solarik)
New classes began last week, sparking excitement for the second semester. Students are looking forward to the upcoming Spirit Leadership Week. Additionally, students in the arts class are preparing for an LVR student show, which will be held in Nelson at the public library, showcasing their work to the community.
- KRSS (Student Trustee Lecompte)
As the second semester begins, students are settling into their new classes following the release of report cards last week. The student council is actively advocating for enhancing privacy in changing rooms through curtains. Several fundraising efforts are taking place, such as the sales of candy and pink pancakes. Additionally, students are engaged in fundraising efforts to provide hygiene kits at the public library.

B. Trustees

- Trustee Bremner is looking forward to attending the LVR art show this weekend with her daughter.
- Trustee Trenaman attended the District Parent Advisory Council meeting and participated in the BCSTA Kootenay Boundary Branch meeting, where three resolutions originating from our district were passed to be presented at the upcoming BCSTA AGM.

C. Chair

Chair Lang attended multiple BCPSEA meetings, the BCPSEA AGM, sector calls, and the BCSTA Board Chairs call where matters of the BCSTA Bylaw Review Group well as cybersecurity were discussed.

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



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

Chair Lang attended the BCPSEA AGM. Four positions for the board of directors ran without rival candidates and the incumbents were re-elected. A lot of professional development for Trustees will be offered.

F. District Parent Advisory Committee (DPAC)

Vice Chair Bremner reported on actively engaged parents at the meeting. Learning sessions are offered for parents to further enhance their involvement and understanding of educational matters.

G. Other – Nil

16. Comments or Questions from the Public

Superintendent Smillie clarified in response to public inquiries that graduates from the Dogwood and Evergreen programs are not included in the school completion rate statistics.

17. Meeting Schedule and Reminders

A. Board Meetings

The next Meeting of the Board held in Public is scheduled for March 11, 2025.

18. Adjournment

The meeting was adjourned at 7:14 PM.

Board Chair

Secretary-Treasurer



Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
Resolutions in Progress						
February 26, 2019	18/19-092	Properties Sell or Defer	<p>WHEREAS there are nine Board owned properties under consideration for sale in the existing 2016-2026 Facilities Plan, which the Board has previously resolved to sell;</p> <p>WHEREAS the Board is currently in the process creating a new facilities plan (the "2019-2029 Facilities Plan"), for which it is currently consulting with stakeholders and has contracted Baragar Systems to provide long-range enrolment projections and demographic analysis;</p> <p>Moved by Trustee Lang , seconded by Trustee Chew:</p> <p>NOW THEREFORE BE IT RESOLVED</p> <p>THAT in line with past Board resolutions, the following property interests be sold forthwith:</p> <ol style="list-style-type: none"> 1. Former Crawford Bay maintenance yard; 2. Retallack land; 3. Former Yahk Elementary, and; 4. Ymir Land; <p>THAT the sale of the following property interests be deferred until the Board adopts the new 2019-2029 Facilities Plan:</p> <ol style="list-style-type: none"> 1. Former Al Collinson Elementary; 2. Former Gordon Sargent Elementary; 3. Kin Park in Creston, and; 4. Salmo tennis court & pool land 	Secretary-Treasurer	As of April 2023, the following properties have not sold: - Former Crawford Bay maintenance yard; - Retallack II; - Ymir Land - Salmo Tennis Court & Pool Land	In Progress
Standing Resolutions						
Resolutions for Repeal or Replacement						
Completed Resolutions						
February 11, 2025	24/25-043	Approve policy 173	THAT policy 173 BE APPROVED.			Complete
February 11, 2025	24/25-042	Approve policy 160	THAT policy 160 BE APPROVED.			Complete
February 11, 2025	24/25-041	Approve policy 130	THAT policy 130 BE APPROVED.			Complete
February 11, 2025	24/25-040	Approve policy 112	THAT policy 112 BE APPROVED.			Complete
February 11, 2025	24/25-039	Approve policy 410 for field testing	THAT policy 410 BE APPROVED for field testing.			Complete
February 11, 2025	24/25-038	Approve school calendar	THAT the 2027-2028 school calendar BE APPROVED for posting on the website for field testing beginning on February 12, 2025.			Complete
February 11, 2025	24/25-037	2024-2025 Amended Annual Budget Bylaw	<p>i. THAT the School District No. 8 (Kootenay Lake) Amended Annual Budget Bylaw 2024-2025 BE APPROVED as read a first time;</p> <p>ii. THAT the School District No. 8 (Kootenay Lake) Amended Annual Budget Bylaw 2024-2025 BE APPROVED as read a second time;</p> <p>iii. THAT the School District No. 8 (Kootenay Lake) Amended Annual Budget Bylaw 2024-2025 BE ADOPTED as read a third time.</p>			Complete
February 11, 2025	24/25-036	Reading of Amended Annual Budget Bylaw	THAT the Board of Education proceed to conclude three readings in one evening for the School District No. 8 (Kootenay Lake) Amended Annual Budget Bylaw for the fiscal year 2024-2025.			Complete
February 11, 2025	24/25-035	Approve BAA course	THAT the Board Authority Authorized course Dungeons and Dragons 10/11/12 BE APPROVED.			Complete
February 11, 2025	24/25-034	Adoption of Minutes	THAT the minutes from the January 14, 2025 Meeting of the Board held in public BE ADOPTED, as circulated.			Complete
February 11, 2025	24/25-033	Adoption of Agenda	THAT the Agenda for this February 11, 2025 meeting BE ADOPTED, as circulated.			Complete
January 14, 2025	24/25-032	Adoption of Minutes	THAT the minutes from the December 10, 2024 Meeting of the Board held in public BE ADOPTED, as circulated.			Complete
January 14, 2025	24/25-031	Adoption of Agenda	THAT the Agenda for this January 14, 2025 meeting BE ADOPTED, as amended.			Complete



FROM: Trish Smillie, Superintendent

DATE: March 11, 2025

SUBJECT: Caring and Inclusive Learning Communities Continuous Learning Report

For Approval

Introduction

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

Background

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

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

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

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

The items described in the continuous learning report's action plan are being given high priority for the 2024-2027 school years. SD8 continually monitors these priorities to ensure continuous improvement for all learners and particularly for priority learners: Indigenous learners, learners with diverse abilities, children and youth in care, and English language learners.





School District 8
Kootenay Lake

CARING AND INCLUSIVE LEARNING COMMUNITIES

CONTINUOUS LEARNING REPORT 2024-2025

MARCH 11, 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 center, building communities of caring and connection, ensuring equity for diverse learners and respect for cultural identity, and fostering lifelong learning and caring for the future. Our mission is to inspire and support each learner to thrive in a caring learning environment.

Specifically, the focus is on the following goal and objectives in relation to a caring and inclusive learning culture.

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

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

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





EXECUTIVE SUMMARY

Three-Year Action Plan (2024-2027)

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

STRATEGIC PRIORITY:

Caring and Inclusive Learning Cultures

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

GOALS:

1. Support K-12 school teams in creating welcoming, engaging and accessible learning environments.

Monitoring	Action Items
<ul style="list-style-type: none"> ◆ Student achievement with a focus on priority learners ◆ School academic review meetings (Primary Success, Grad Reviews) ◆ Student Learning Surveys ◆ Adolescent Health Survey data ◆ Early Development Index (EDI), Middle Years Development Index (MDI), and Youth Development Index (YDI) data ◆ Grade to grade transitions rates ◆ School-based team data ◆ Student anecdotes ◆ Compassionate Systems Leadership participation rates for school and district leaders ◆ Implementation progress for Accessibility Plan 	<ul style="list-style-type: none"> ◆ Primary success meetings held twice per year with each elementary school ◆ Graduation review meetings held three times per year with each secondary school ◆ Analyze available student data for trends in belonging, safety, connection to adults, and feeling welcomed at school ◆ Implement practices to ensure that every student feels safe, welcomed, has a sense of belonging and that there are at least two adults with whom they connect ◆ Continue with transition meetings and events for students transitioning into schools and between schools (eg: Welcome to Kindergarten events and inter-school transition meetings) ◆ Update accessibility action plan, including timelines and identification of responsibility ◆ Continue to support the implementation of programs such as PEACEful schools, Open Parachute, and Positive Behaviour in Schools (PBIS) programs in schools ◆ Continue to promote and implement SOGI events and activities in schools ◆ Increase SOGI allyship in schools ◆ Ensure that students understand how to use the erase tool to report incidents of bullying, violence, and harassment ◆ Train staff in Inclusive Design and Document Design through provincial outreach programs ◆ Ensure that schools implement practices so that every student feels safe, welcomed, a sense of belonging and that there are at least two adults with whom they can connect ◆ Ongoing participation in Compassionate Systems Leadership (CSL) as well as participation in local, regional and provincial CSL networks





EXECUTIVE SUMMARY

2. Promote and deepen mental and physical health and well-being for students in SD8.	
Monitoring	Action Items
<ul style="list-style-type: none"> ◆ Student achievement with a focus on priority learners ◆ School academic review meetings (Primary Success, Grad Reviews) ◆ Student Learning Surveys ◆ Adolescent Health Survey data ◆ Early Development Index (EDI), Middle Years Development Index (MDI), and Youth Development Index (YDI) data ◆ Grade to grade transition rates ◆ School-based team data ◆ Student anecdotes ◆ Number of students accessing resources in schools: clinical counselling, art therapy, Foundry Virtual, PEACE program, etc.) ◆ Number of students accessing food equity programs in schools ◆ Number of students accessing After School Sports and Arts Initiative (ASSAI) ◆ Compassionate Systems Leadership (CSL) implementation for school and district leaders 	<ul style="list-style-type: none"> ◆ Ensure that students have the support they need to thrive by implementing the Mental Health in Schools (MHIS) strategy, focusing on prevention and reducing stigma ◆ Mental Health and Addictions Coordinator position supporting implementation of physical and mental health programs in SD8 ◆ Continue to expand Open Parachute Program implementation in schools ◆ Continue to provide information to schools and parents about the Foundry Virtual services ◆ Continue to support schools to liaise with agencies such as Child Youth Mental Health (CYMH), Ministry of Children and Family Development (MCFD) and Ktunaxa Kinbasket for wraparound student supports ◆ Provide access for schools to Complex Trauma Resources (CTR) interventions including workshops, training, specific work with school staffs, and one-to-one coaching by CTR staff with SD8 staff ◆ Implementation of EASE (Everyday Anxiety Strategies for Educators) in district, and sharing EASE At Home program with families via newsletter ◆ Promote the implementation by teachers of the K-12 physical and health education curriculum across the district ◆ Facilitate efficient and barrier-free access for students to physical and health services through increased collaboration with partner agencies and community organizations ◆ Ensure implementation of Child Centre for Protection’s Kids in the Know sexual health education program to support teachers in delivering sexual health curriculum K-12 ◆ Continue implementation of CIRCLES sexual health education program for students with disabilities and diverse needs ◆ Continue to present at parent engagement nights on topics of mental health, student safety, and social emotional learning ◆ Provide workshops for staff and students on the Mental Health in Schools Strategy, trauma-informed practices, and SEL ◆ Ensure each school fully uses its food equity funds and student family affordability funds to support vulnerable students ◆ Continue to learn from Interior Health’s Health Promoting Schools (HPS) network, and ensure that HPS information and resources are provided to staff, students, and parents throughout the district ◆ Continue to provide the After School Sports and Arts Initiative (ASSAI) in rural schools ◆ Continue to provide funding for the HUB program at Kootenay River Secondary School in Creston through a contract with Valley Community Services for a social worker





EXECUTIVE SUMMARY

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

Monitoring

- ◆ Student achievement with a focus on priority learners
- ◆ School academic review meetings (Primary Success, Grad Reviews)
- ◆ Student Learning Surveys
- ◆ Adolescent Health Survey data
- ◆ Early Development Index (EDI), Middle Years Development Index (MDI), and Youth Development Index (YDI) data
- ◆ Grade to grade transition rates
- ◆ Student anecdotes
- ◆ Participation by teachers in Positive Behaviour in Schools (PBIS) programs
- ◆ Number of staff trained in using the FAIRS program
- ◆ Compassionate Systems Leadership participation by teachers and district leaders
- ◆ Participation rate by students in district-offered programs: Open Parachute, PreVenture, Complex Trauma Resources and Foundry
- ◆ Participation rate by staff for district-offered professional learning workshops (eg: Crisis Prevention Institute, Complex Trauma Resources, Open Parachute, PreVenture)

Action Items

- ◆ Continue to train schools staff in use of effective social emotional learning (SEL) strategies to promote implementation of SEL in classrooms throughout SD8
- ◆ Continue to implement executive function strategies, EASE, and the MindUp program at elementary schools
- ◆ Ensure that the Open Parachute program is available at all schools
- ◆ Ensure that staff throughout SD8 have access to Complex Trauma Resources (CTR) courses and information to support SEL in classrooms
- ◆ Continue to provide information for staff to support the implementation of programs such as PEACEful schools, Open Parachute, and Positive Behaviour in Schools (PBIS) programs in schools
- ◆ Ensure that inclusion support teachers and teacher counsellors are trained in positive behaviour programs, executive functioning, social emotional learning, compassionate systems leadership, and programs such as Open Parachute and PEACEful schools





EXECUTIVE SUMMARY

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

Monitoring	Action Items
<ul style="list-style-type: none"> ◆ Student Learning Surveys ◆ Principal and staff reporting in MyEdBC ◆ Anecdotes from students and staff ◆ Adolescent Health Survey data ◆ Early Development Index (EDI), Middle Years Development Index (MDI), and Youth Development Index (YDI) data ◆ Grade to grade transition rates 	<ul style="list-style-type: none"> ◆ Implement practices to ensure that every student feels safe, welcomed, a sense of belonging and that there are at least two adults with whom they connect. ◆ Ensure that students understand how to use the erase tool to report incidents of bullying, violence, and harassment ◆ Ensure that student plans are in place and that a point person is identified at each school for children/youth in care (CYIC), with consistent tracking through school-based team and district-based team reporting ◆ Updated school-based team and district-based team procedures and recording mechanisms to provide consistency, detailed information gathering, and effective implementation of interventions to promote students' feelings of safety and belonging in schools ◆ Continue to update Inclusive Education Department procedures to ensure effectiveness, and that school staff are aware of and following procedures ◆ Ensure that staff understand and are following the School Safety Manual and the Critical Incidence Response Manual to promote student and staff safety ◆ Increase number of staff who have taken the Behavioural Digital Threat Assessment (BDTA) courses from Safer Schools Together (SST) ◆ Continue to train staff in crisis prevention and verbal de-escalation strategies using the Crisis Prevention Institute (CPI) methods ◆ Primary success reviews twice a year to ensure wraparound support for students at schools ◆ Grad reviews three times per year to ensure that students are on track for graduation ◆ Continue to train schools staff in use of effective social emotional learning (SEL) strategies to promote implementation of SEL in classrooms throughout SD8 ◆ Ensure that the Open Parachute program is available at all schools ◆ Ensure that staff throughout SD8 have access to Complex Trauma Resources (CTR) courses and information to support SEL in classrooms ◆ Continue to provide information for staff to support the implementation of programs such as PEACEful schools, Open Parachute, Positive Behaviour in Schools (PBIS) programs, and the Behaviour Code in schools ◆ Ensure that inclusion support teachers and teacher counsellors are trained in positive behaviour programs, executive functioning, social emotional learning, compassionate systems leadership, and programs such as Open Parachute and PEACEful schools





EXECUTIVE SUMMARY

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

Monitoring	Action Items
<ul style="list-style-type: none"> ◆ Student achievement with a focus on priority learners ◆ Student Learning Surveys ◆ Feedback from school staff and district staff about the communities of practice 	<ul style="list-style-type: none"> ◆ Institute Communities of Practice for inclusion support teachers (ISTs), principals, and teacher counsellors to ensure that staff learn about how to develop and sustain caring and inclusive learning cultures in schools throughout the district ◆ Ensure that inclusion support teachers and teacher counsellors are trained in positive behaviour programs, executive functioning, social emotional learning, compassionate systems leadership, and programs such as Open Parachute and PEACEful schools ◆ Continue to train schools staff in use of effective social emotional learning (SEL) strategies to promote implementation of SEL in classrooms throughout SD8 ◆ Ensure that the Open Parachute program is available at all schools ◆ Ensure that staff throughout SD8 have access to Complex Trauma Resources (CTR) courses and information to support SEL in classrooms ◆ Continue to provide information for staff to support the implementation of programs such as PEACEful schools, Open Parachute, Positive Behaviour in Schools (PBIS) programs, and the Behaviour Code in schools ◆ Ensure that data from Student Learning Surveys is analyzed and reviewed at the school and district level, to ensure school learning plans and the district action plan reflect what the data show regarding caring and inclusive learning cultures in SD8

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

Monitoring	Action Items
<ul style="list-style-type: none"> ◆ Community Resources Brochure updates ◆ Data from the HUB at KRSS ◆ Student Learning Survey data ◆ Adolescent Health Survey data ◆ Foundry participation rates 	<ul style="list-style-type: none"> ◆ Update the SD8 Community Resources Brochure on the SD8 website ◆ Ensure that the Open Parachute program is available at all schools ◆ Ensure that staff throughout SD8 have access to Complex Trauma Resources (CTR) courses and information to support SEL in classrooms ◆ Continue to learn from Interior Health's Health Promoting Schools (HPS) network, and ensure that HPS information and resources are provided to staff, students, and parents throughout the district ◆ Ensure that information is available in schools and shared digitally for 2S&LGBTQ+ students, staff, families and allies ◆ Continue to promote and implement SOGI events and activities in schools ◆ Ensure that students understand how to use the erase tool to report incidents of bullying, violence, and harassment ◆ Continue to present at parent engagement nights on topics of mental health, student safety, and social emotional learning ◆ Facilitate efficient and barrier-free access for students to physical and health services through increased collaboration with partner agencies and community organizations ◆ Continue to support schools to liaise with agencies such as Child Youth Mental Health (CYMH), Ministry of Children and Family Development (MCFD) and Ktunaxa Kinbasket for wraparound student supports





EXECUTIVE SUMMARY

The action plan is developed on the following premises:

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

A Focus on Student Success

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

MISSION

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

VISION

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

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





INTRODUCTION

Background - Caring and Inclusive Learning Cultures

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

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

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

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

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

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

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





INTRODUCTION

FACETS OF THE PERSONAL AND SOCIAL COMPETENCY IN B.C. CURRICULUM

Self-regulating

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

Well-being

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

Identifying personal strengths and abilities

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

Building relationships

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

Contributing to community and caring for the environment

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

Resolving problems

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

Valuing diversity

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





INTRODUCTION

Social Emotional Learning Wheel

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



Source: casel.org

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





INTRODUCTION

DATA AND SCHOOL PLANNING



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

By continually focusing on improving results and striving for equity for all learners, the Ministry of Education and Child Care places student success and well-being at the center 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

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

SD8 endeavours to improve student physical and mental well-being through inclusive and caring learning environments. SD8's work in creating inclusive and caring learning communities is connected both to the [district's 2024-2029 strategic plan](#), and the goals and objectives of the Ministry of Education and Child Care's [Ministry Service Plan 2022-2025](#).

The Ministry of Education and Child Care aims for the education system to provide inclusive and responsive learning environments: those that recognize the value of diversity and provide equity of access, opportunity, and outcomes for all learners, from early years to graduation.

The Caring And Inclusive Learning Culture Continuous Learning Report connects to the following SD8 strategic priorities:

SD8 Strategic Priority: Promote physical and mental well-being

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

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

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

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

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

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

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



ALIGNMENT TO STRATEGIC PRIORITIES

SD8 focuses on the following goals specifically related to caring and inclusive learning cultures:

Caring and Inclusive Learning Culture

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





EVIDENCE OF LEARNING

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

Below are the outcomes achieved in the district with regard to caring and inclusive learning cultures in 2023–2024, including monitoring strategies and outcomes.

Strategic priority: Caring and Inclusive Learning Culture

ASPECTS

1. Create welcoming, engaging and accessible learning spaces.

Monitoring	Outcomes
<ul style="list-style-type: none"> ◆ Student Learning Surveys ◆ Enhancing Student Learning Report ◆ School learning plans ◆ Grad Reviews and Primary Success Meetings ◆ Student anecdotal data ◆ Aboriginal How Are We Doing (HAWD) Report ◆ Health Promoting Schools Report ◆ Early Development Instrument (EDI) ◆ Youth Development Instrument (YDI) ◆ Adolescent Health Survey ◆ Accessibility plan comments ◆ School-based team and District-based team data 	<ul style="list-style-type: none"> ◆ Increase in grad review meetings to include July and focus on wraparound actions in schools to support students. ◆ Updated Primary Success Meeting format to ensure focus on priority learners and strategies to support belonging and connection. ◆ Updated procedures in Inclusive Education to ensure clarity in expectations with regard to creating welcoming, engaging and accessible learning spaces. ◆ Reviewed school learning plans to ensure that each school has a social emotional learning goal and related objectives. ◆ District Learning Leadership Team (DLLT) and School Leaders reviewed data in EDI, YDI, Adolescent Health Survey, How Are We Doing report, regarding student belonging, safety, and connection to school to review actions. ◆ Review of erase reports – ongoing. ◆ Updated Critical Incident Response manual. ◆ Increased staff numbers that have taken the Behavioural Digital Threat Assessment courses and non-violent crisis intervention training to support school safety. ◆ Development of updated Positive Behaviour Plans (FAIRS plans). ◆ Updated school-based team and district-based team procedures to ensure increased information sharing and action to promote student belonging and safety. ◆ Compassionate Systems Leadership (CSL) implementation and expansion for school and district leaders and teachers – involvement in Strengthening Early Years into Kindergarten Transitions projects in Creston schools and at Salmo Elementary; participation in district CSL network, regional CSL network, and provincial CSL training and networking. ◆ Capacity building for educators in using PEACEful Schools and other strategies from Complex Trauma Resources. ◆ Social emotional learning workshops for teachers to ensure learning environments are conducive to learning. ◆ Conducted accessibility scan of all schools and worksites in the district and created accessibility committee with broad representation (in addition to accessibility working group). ◆ Improved Welcome to Kindergarten events with consistency throughout the district for families and children in May/June each year. ◆ Increased before and after school child care spaces and continuation of Seamless Day program at Winlaw Elementary to support student transitions and continuity of care.





EVIDENCE OF LEARNING

2. Promote and deepen mental and physical health and well-being.

Monitoring	Outcomes
<ul style="list-style-type: none"> ◆ Student Learning Surveys ◆ Enhancing Student Learning Report ◆ School learning plans ◆ Report cards ◆ Adolescent Health Survey (AHS) ◆ Aboriginal How Are We Doing (HAWD) Report ◆ Early Development Instrument (EDI) ◆ Youth Development Instrument (YDI) ◆ School-based team and District-based team data 	<ul style="list-style-type: none"> ◆ Compassionate Systems Leadership (CSL) implementation and expansion for school and district leaders and teachers – involvement in Strengthening Early Years into Kindergarten Transitions projects in Creston and at Salmo Elementary; participation in district CSL network, regional CSL network, and provincial CSL training and networking. ◆ Promotion of the Mental Health in Schools Strategy throughout the district (MHIS) through the Mental Health and Addictions Coordinator. ◆ Increase in mental health literacy for staff due to attendance at webinars and implementation of the MHIS in the district. ◆ Further training and implementation of the mental health curriculum and SEL in classrooms throughout the district. ◆ Complex Trauma Resources interventions including workshops, training, specific work with school staffs, and one-to-one coaching by CTR staff with SD8 staff. ◆ Implementation of EASE (Everyday Anxiety Strategies for Educators) in district, as well as EASE at home shared with parents. ◆ District-wide purchase and implementation of Child Centre for Protection’s Kids in the Know sexual health education program. ◆ Purchase and implementation of CIRCLES sexual health education program for students with disabilities and diverse needs. ◆ Parent engagement nights topics in mental well-being, student safety, ADHD, and social emotional learning. ◆ After School Sports and Arts Initiative (ASSAI) in Brent Kennedy, Crawford Bay, J.V. Humphries (JVH), and WE Graham (WEG) schools. ◆ HUB at Kootenay River Secondary (KRSS) – contract with Valley Community Services for social worker at KRSS. ◆ Contracts with local agencies to provide on-site mental health support including: art therapy, counselling, and mental health referrals (LV Rogers, KRSS, Trafalgar, Mt. Sentinel, Blewett). ◆ Implementation of Open Parachute mental well-being program at 8 schools: Adam Robertson Elementary, Blewett, Canyon Lister, Crawford Bay, Redfish, Rosemont, Salmo Elementary, and WE Graham. ◆ Planning and implementation of community medical services in schools through Interior Health and regional doctors’ association, at JV Humphries and LV Rogers. ◆ Promotion of nutritious eating literacy for students and parents through the Food Equity Advisor. ◆ Provision of food equity supports through Feeding Futures program and Student Family Affordability Fund. ◆ Attendance at Interior Health’s Health Promoting Schools (HPS) meetings and workshops, ensuring that HPS information and resources are provided to staff and students throughout the district (for nutrition, physical health and mental health). ◆ In progress: updating of Sexual Orientation / Gender Identity response procedures. ◆ In progress: working with agencies in West Kootenay to bring Foundry to the West Kootenays.





EVIDENCE OF LEARNING

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

Monitoring	Outcomes
<ul style="list-style-type: none"> Student Learning Surveys Enhancing Student Learning Report School learning plans Report cards Student anecdotal data Aboriginal How Are We Doing (HAWD) Report Early Development Instrument (EDI) Youth Development Instrument (YDI) Adolescent Health Survey (AHS) School-based team and District-based team data Primary Success Meeting data 	<ul style="list-style-type: none"> Compassionate Systems Leadership training and network involvement for all school leaders and teachers involved in SEY2KT (Strengthening Early Years to Kindergarten Transition) activities (Creston elementary schools and Salmo Elementary). District Learning Leadership Team (DLLT) and School Leaders review data in EDI, YDI, Adolescent Health Survey, HAWD, regarding student belonging, safety, and connection to school to plan for implementation of SEL strategies. Sharing of information from the Collaborative for Academic and Social Emotional Learning (CASEL) to build staff capacity to implement SEL strategies in schools. Continue to train school staff, including inclusion support teachers and teacher counsellors in social emotional learning (SEL) to promote implementation of SEL in classrooms throughout the district. Continue to implement executive function strategies, EASE, MindUp program in elementary schools, Open Parachute program at all schools, mental health literacy, Complex Trauma Resources (eg: PEACEful schools).

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

Monitoring	Outcomes
<ul style="list-style-type: none"> Student Learning Surveys Adolescent Health Survey (AHS) Enhancing Student Learning Report School learning plans Report cards Student anecdotal data Aboriginal How Are We Doing (HAWD) Report Early Development Instrument (EDI) Youth Development Instrument (YDI) School-based team and District-based team data Primary Success meetings Graduation Review meetings Erase reports and Worrisome Online Behaviour in Schools (WOBS) reports 	<ul style="list-style-type: none"> School-based teams and district-based team wraparound supports for schools and students to ensure students feel they are safe, and they belong. Primary success reviews twice a year to ensure wraparound support is provided at schools. Grad reviews three times a year to ensure students are on track for graduation. Ensure that students know how to report bullying and violence, including using the erase reporting tool. Student learning plans in place for children and youth in care, with direct connection by school-based team and review by district-based team. Transition to Adulthood sessions for learners and parents to support youth with disabilities prepare for adulthood. Updated inclusive education procedures and Critical Incidence Response Manual to ensure procedures are consistent, understood, and implemented. Capacity building for staff in threat assessment from Safer Schools Together: Behavioural Digital Threat Assessment Management (BDTAM). Continue to train staff in crisis prevention and verbal de-escalation using Crisis Prevention Institute. Continue to train staff using Positive Behaviour Interventions and Support (PBIS). Continue to incorporate Complex Trauma Resources' PEACEful schools into elementary schools. Introduction of the Behaviour Code (Jessica Minahan) and FAIRS plans in elementary schools to support PBIS.





HUMAN AND SOCIAL DEVELOPMENT

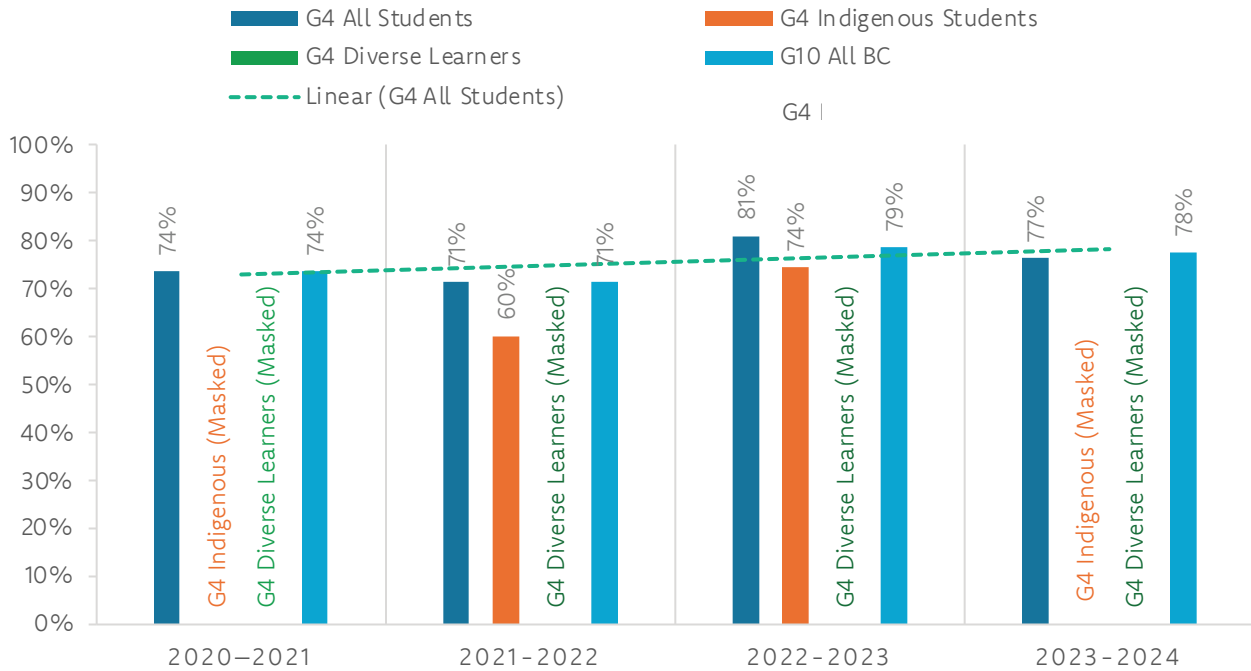
Student Learning Survey (SLS) Data 2020-2024

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

The survey includes approximately 50 questions. The four questions chosen for this report provide a good representative cross section for human and social development including belonging, connection, safety, and engagement for learners: *Do you feel welcome at your school? Do you feel safe at school? Is school a place where you feel like you belong? How many adults do you think care about you at your school?*

Do You Feel Welcome at Your School?

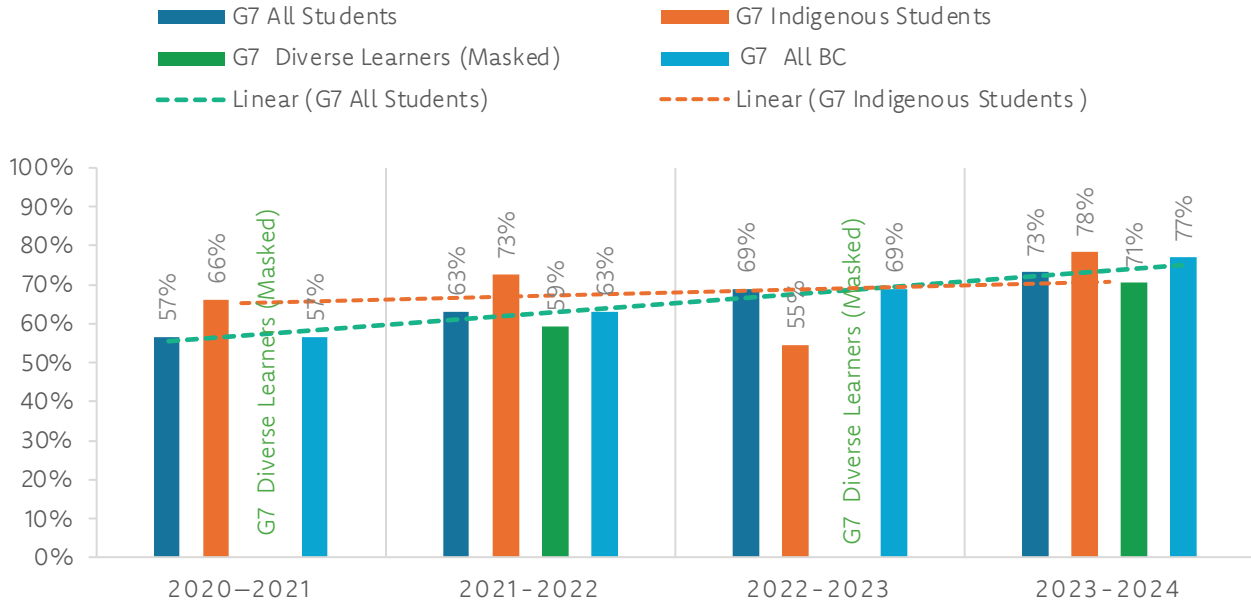
G4: Do You Feel Welcome at Your School?



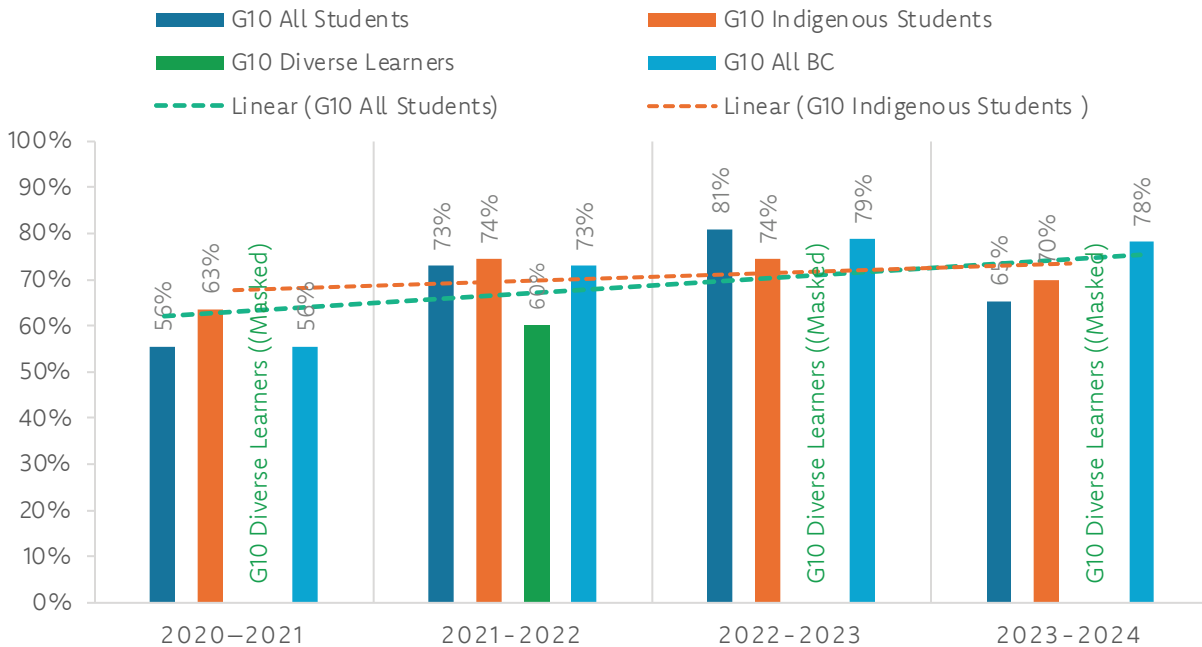


HUMAN AND SOCIAL DEVELOPMENT

G7: Do You Feel Welcome at Your School?



G10: Do You Feel Welcome at Your School?





HUMAN AND SOCIAL DEVELOPMENT

Do You Feel Welcome at Your School? Analysis and Interpretation

Trends in the Data

Overall, the four-year data for the question, *Do you feel welcome at school?* indicates an upward trend, with both the All Students group and the Indigenous Students group showing steady upward growth. In comparison to the province as a whole, we have generally demonstrated similar patterns of notable growth over the last four years with a general pattern of scores ranging in the towards 60% and moving into scores towards the 80% range.

For the All Students group in grade 4, we see an overall steady pattern across the four years of data, but not with a significant upward trend with results increasing only 3% difference from 2020–2021 to 2023–2024. SD8's results are on par with B.C. as a whole for grade 4 students.

Overall, the scores for the grade 7 group range about 10% lower than the grade 4 group over the last four years, but the grade 7 data also show a notable positive increase in results, moving steadily up from 57% in 2020–2021 to 73% in 2023–24. It is interesting to note that this pattern is seen in B.C. as a whole for grade 7 students.

Both the Indigenous grade 7 and grade 10 groups show a notable higher outcome than the All Students group in three out of four years. While Indigenous learners overall do not represent a clear upward trajectory, 23% more grade 7 Indigenous learners report they feel welcome in 2023–2024 compared to 2022–2023.

Missing or Masked Data

The Diverse Learner subgroup results were small enough either overall or in two of the three data sets that this data has been masked and is not available. The Indigenous Student subgroup data is also masked in grade 4 in both 2020–2021 and again in 2023–2024. The one consecutive data set we do have for diverse learner students shows an 11% increase in feeling welcome for grade 7 students between 2021–2022.

For Indigenous learners, the grade 4 group showed a significant increase from 2021–2022 to 2022–2023, but limited data means that a trajectory cannot be shown.

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

Inequities of Learning Outcomes Illustrated by Data

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

In terms of trends, the four-year data indicate a general holding pattern. The average positive score for the All Students Group over the past four years is 68%, with the provincial average for that same time being 70%. This indicates the district, while not significantly off track in terms of ensuring we provide a welcoming environment, still has over 1000 students who report not feeling welcome at school.





HUMAN AND SOCIAL DEVELOPMENT

While there were some promising increases (e.g., an increase for grade 10 students from 56% to 73% from the 2020–2021 to 2021–2022 school years, and a subsequent increase to 81% in 2022–2023), we see those scores fall back to 65% in 2023–2024. Further investigation is required to determine the cause of a 16% decline in one year.

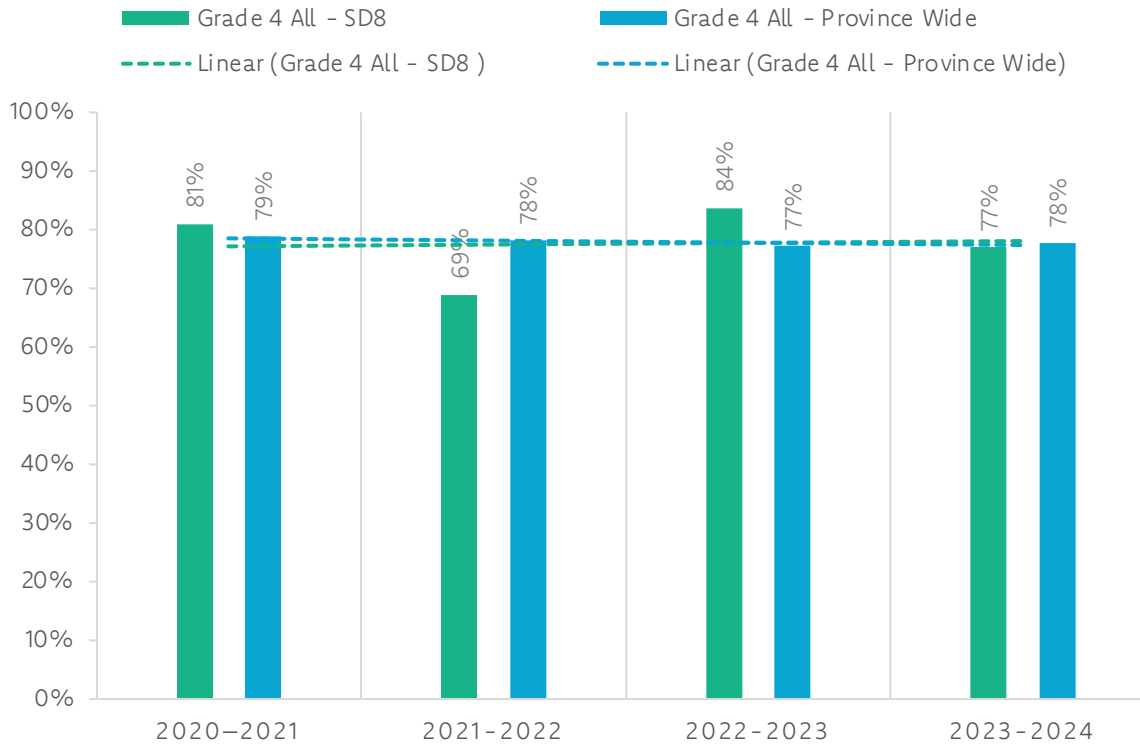
While the overall trends do not represent a clear upward trajectory with respect to equity, it is positive to see outcomes for Indigenous students holding within a range of approximately 10% over time. It is also a positive indicator that out of the ten instances where we have Indigenous learner data matched against the data of all students, six of those data pairs show higher rates for Indigenous learners than all students.

Stories Revealed about Approaches to Supporting Teaching and Learning

Overall, data indicate we need to ensure implementation of key processes that support a welcoming learning environment, including ensuring staff understand the use of trauma-informed practices and include the teaching of social-emotional learning in all classrooms. Data also point to the increased need to implement tracking systems such as those used by each school’s school-based team and by the district-based team to ensure every learner in SD8 feels they are welcomed at school.

Do You Feel Safe at School?

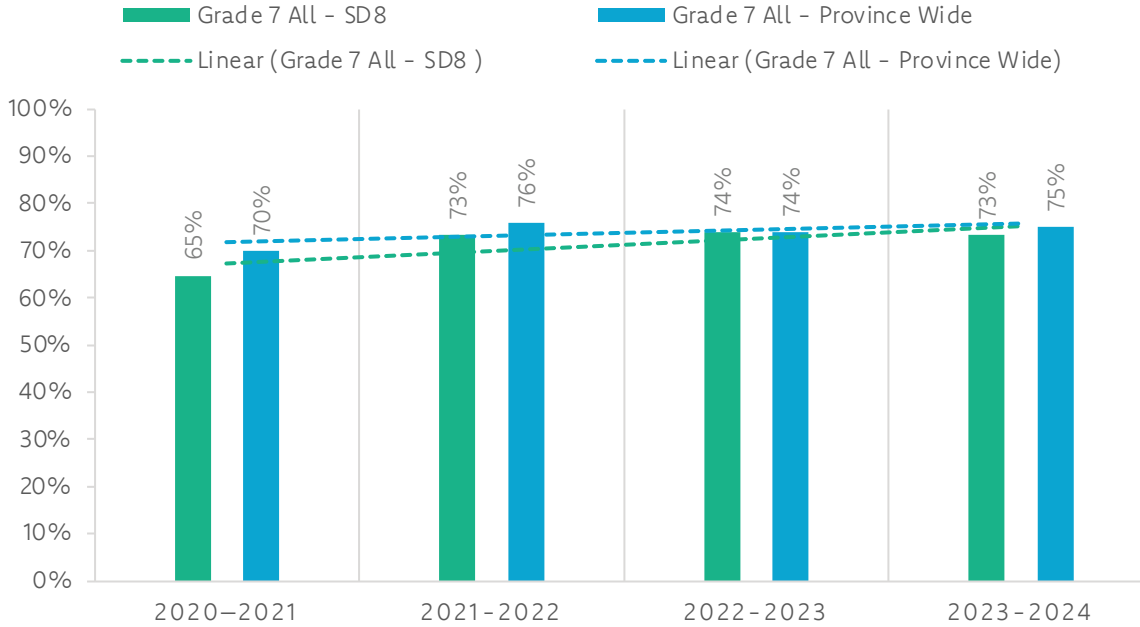
G4: Do You Feel Safe at School?



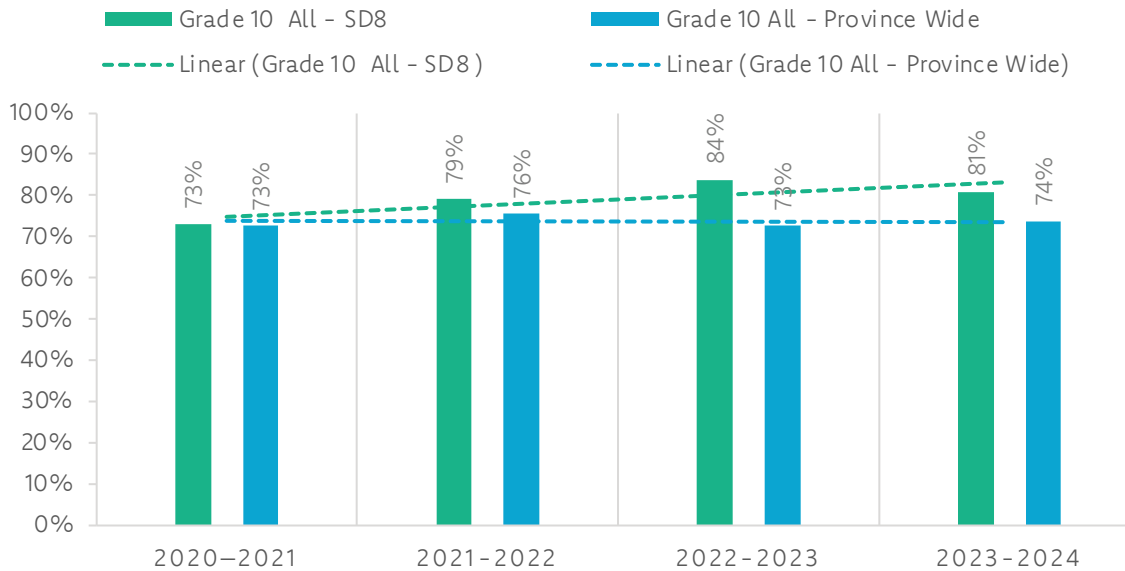


HUMAN AND SOCIAL DEVELOPMENT

G7: Do You Feel Safe at School?



G10: Do You Feel Safe at School?





HUMAN AND SOCIAL DEVELOPMENT

Do You Feel Safe at School? Analysis and Interpretation

Trends in the Data

The question, *Do you feel safe at school* is reported only via the All Students category. A valuable reference point then is a comparison to the scores for this question provincewide.

At the grade 4 level, students at SD8 have dipped up and down as much as 12% over the past four years but landed in 2023–2024 within a few percentage points of 2020–2021 results. This trend matches closely with that of the province.

At the grade 7 level, both SD8 and the province have trended generally upward, and the gains the district made starting in 2021–2022 have held steady over the last three years into 2023–2024.

At the grade 10 level, SD8 has trended 5–10% better than the province over each of the last two years (2022–2023 and 2023–2024).

Missing or Masked Data

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

Inequities of Learning Outcomes Illustrated by Data

In general, the data for both SD8 and the province indicate that there are persistent gaps in ensuring all students report feeling safe. While it is encouraging to see that SD8 is holding steady with the province overall, and has made some valuable gains, over 20% of our student population in grades 4, 7, and 10 report they do not feel safe at school.

Stories Revealed about Approaches to Supporting Teaching and Learning

The data in this section indicate the need to increase implementation of strategies to promote safety in schools including updates to positive behavior planning procedures and targeted training for principals and teachers in responding to complex behavior.

We also need to ensure that students know how to use the *erase tool*, especially students vulnerable to discrimination based on gender, sexual orientation and/or race. The planned implementation of response plans to address discrimination against vulnerable students this year will be a positive step forward in supporting students' feelings of safety.

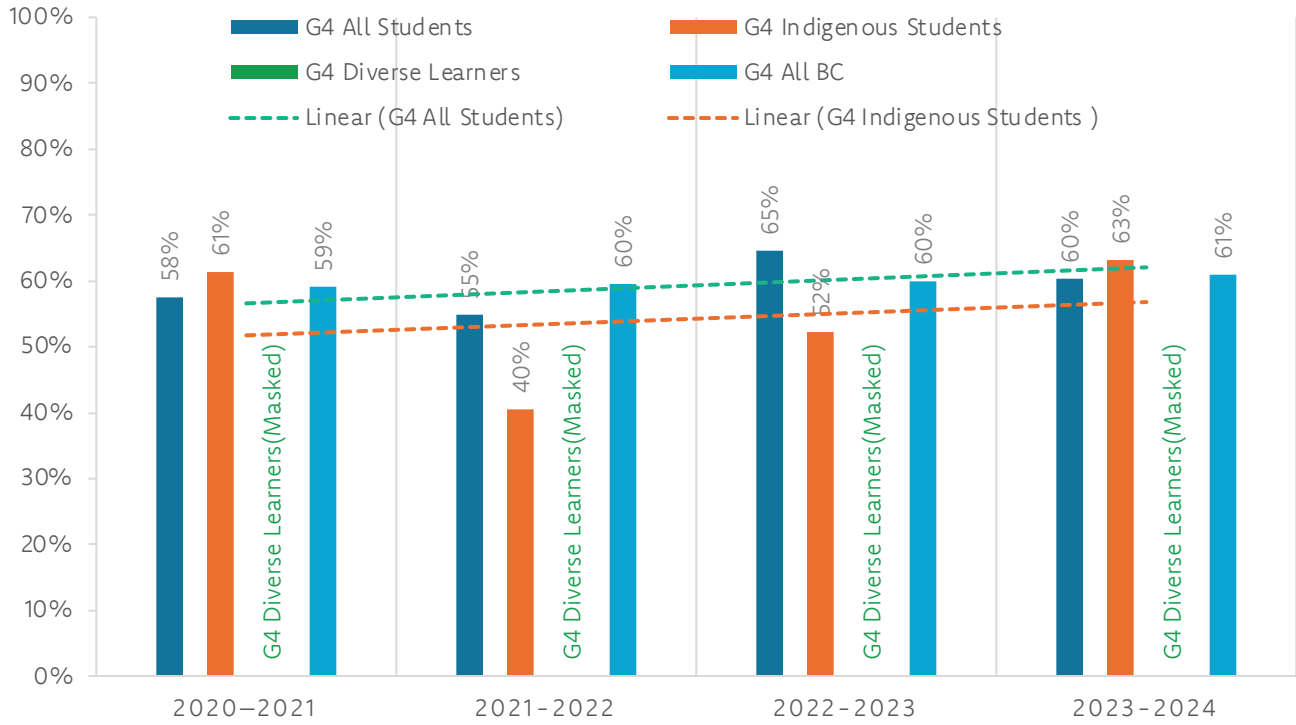




HUMAN AND SOCIAL DEVELOPMENT

Is School a Place Where You Feel Like You Belong?

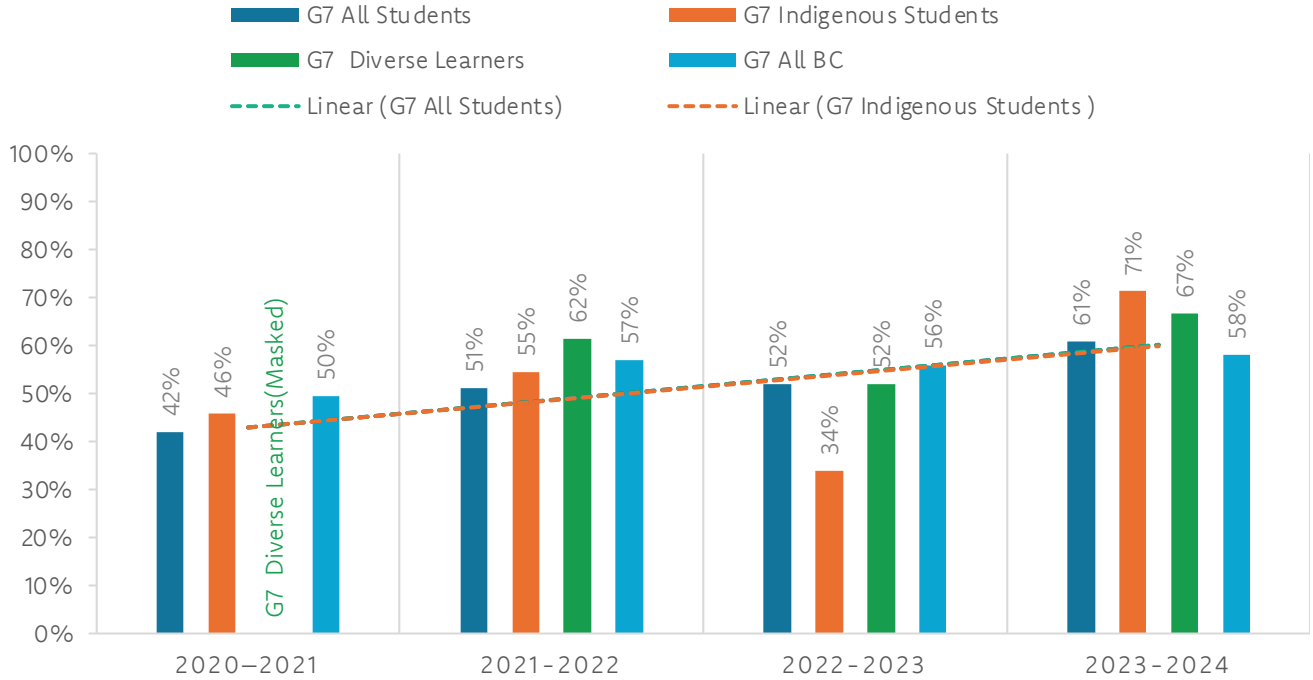
G4: Is School a Place Where You Feel Like You Belong?



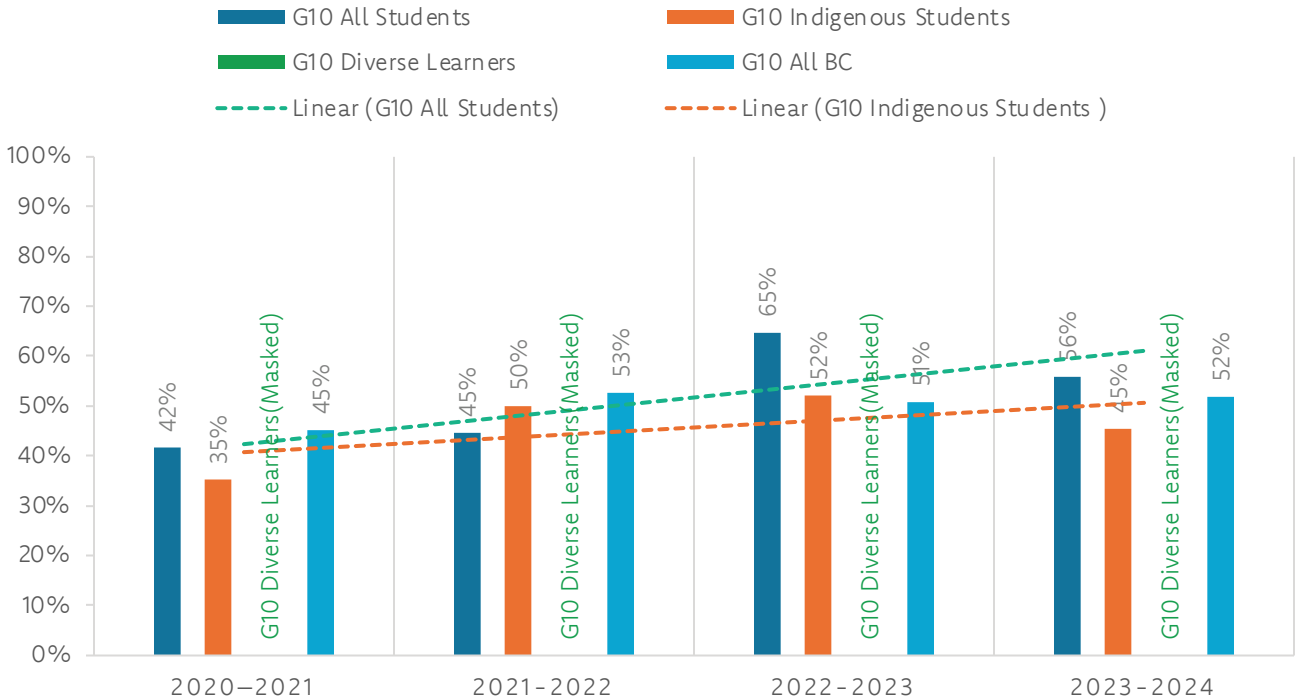


HUMAN AND SOCIAL DEVELOPMENT

G7: Is School a Place Where You Feel Like You Belong?



G10: Is School a Place Where You Feel Like You Belong?





HUMAN AND SOCIAL DEVELOPMENT

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

Trends in the Data

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

Overall the results for the question *Is school a place where you feel like you belong?* has lower outcomes than other questions surveyed re: belong, safety and connection.

Grade 4 students, for example, both at SD8 and the province as a whole don't break 65% across the four years, and it is notable that SD8 scores are relatively consistent with the province as a whole.

At the grade 7 level for All Students, we do see a steady climb in students' sense of belonging, with significant and steady growth from 41% in 2020-2021 to 61% in 2023-2024. Again, this data matches very closely to the province as a whole, with SD8 outperforming the province's overall result in 2023-2024.

The same notable growth is seen at the grade 10 level for All Students, with a climb from 42% in 2020-2021 up to 65% percent in 2022-2023, though we do see a notable drop down to 56% in 2023-2024. This decline in feelings of belonging at the grade 10 level requires follow up to understand the cause.

Indigenous Students data reveal both highlights and gaps. Grade 4 students show an 11% increase in feelings of belonging in 2023-2024 compared to 2022-2023. Grade 7 Indigenous students show a 37% increase from 2022-2023 to 2023-2024—a substantial gain. However, in 2023-2024, grade 10 students declined 7% from the previous school year with a concerning 45% of Indigenous students in grade 10 reporting they feel they belong in schools in SD8 in 2023-2024.

Missing or Masked Data

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

Inequities of Learning Outcomes Illustrated by Data

School belonging is an essential measure of our work to create caring and inclusive learning environments. A sense of belonging is an essential human need, especially for children and youth, and acutely so for traditionally underrepresented groups such as Indigenous students and diverse learners.

Stories Revealed about Approaches to Supporting Teaching and Learning

As in other questions, the lack of data for diverse learners does affect our ability to paint a clear portrait of student belonging at school. Some of the data for the All Student and Indigenous groups provide evidence of promising practices in schools, with increases in students reporting they feel they belong. However, some data show that we need to provide increased monitoring (such as through the school-based teams and district-based team), as well as more fully implementing programs and strategies already available in the district (such as SEL and Open Parachute).

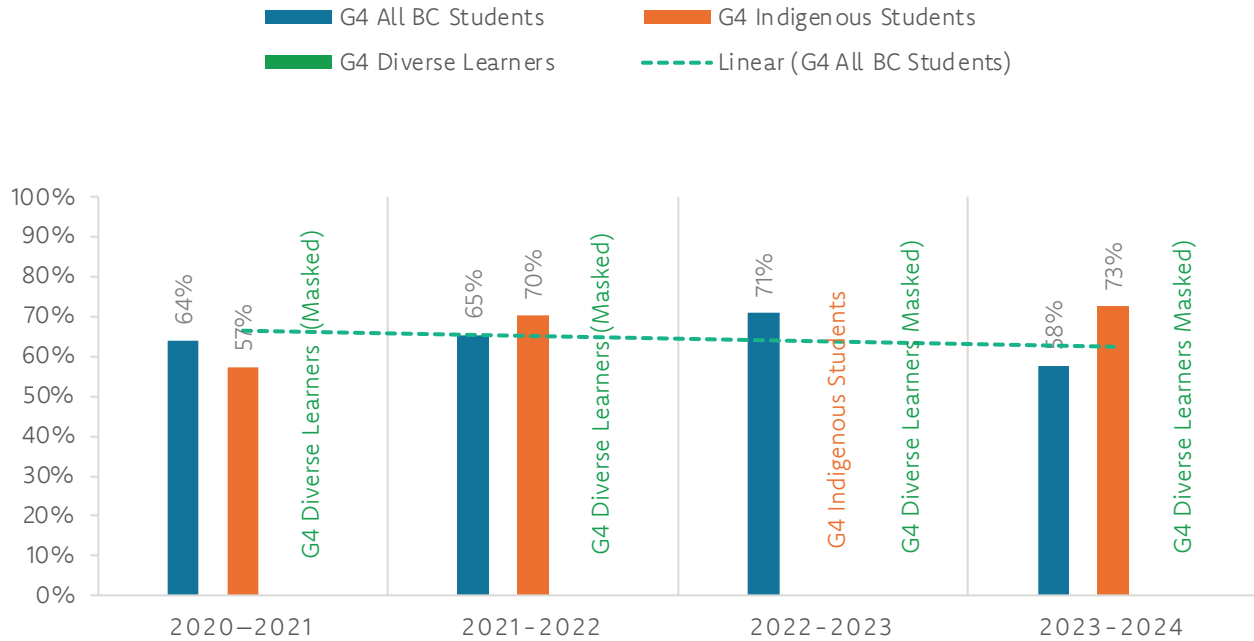




HUMAN AND SOCIAL DEVELOPMENT

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

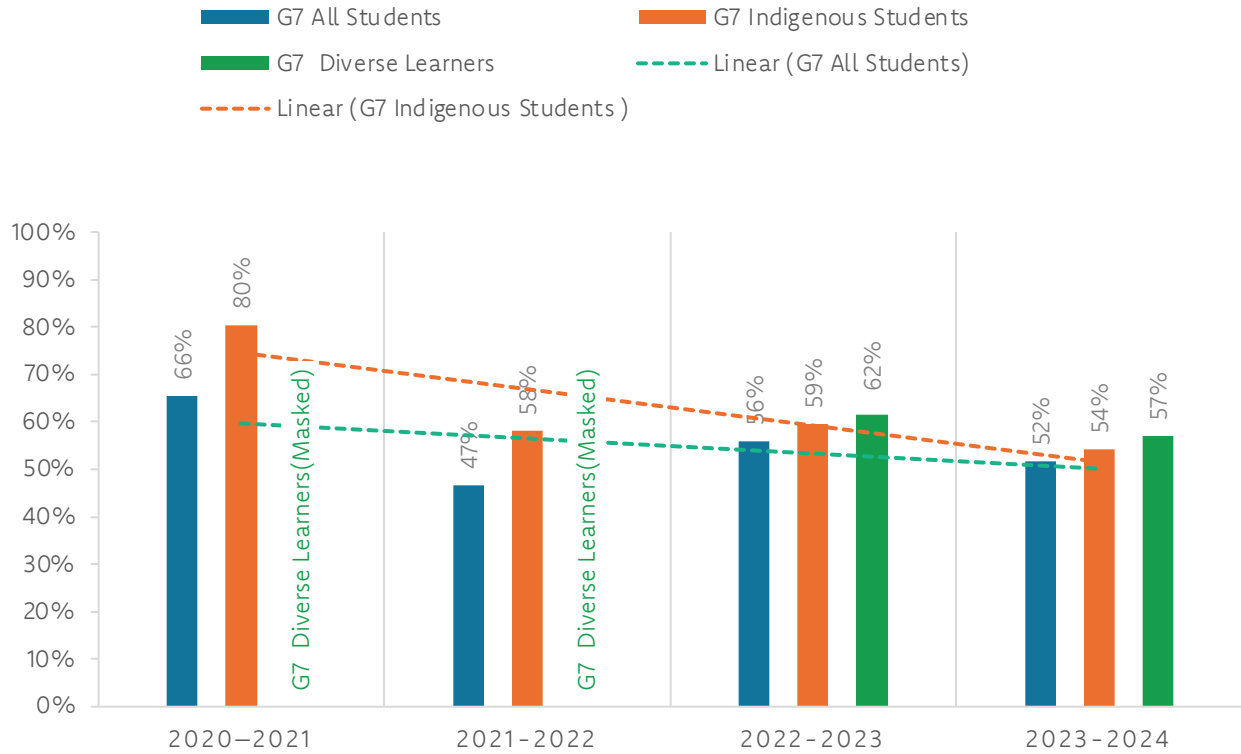
G4: How Many Adults do You Think Care About You at Your School?





HUMAN AND SOCIAL DEVELOPMENT

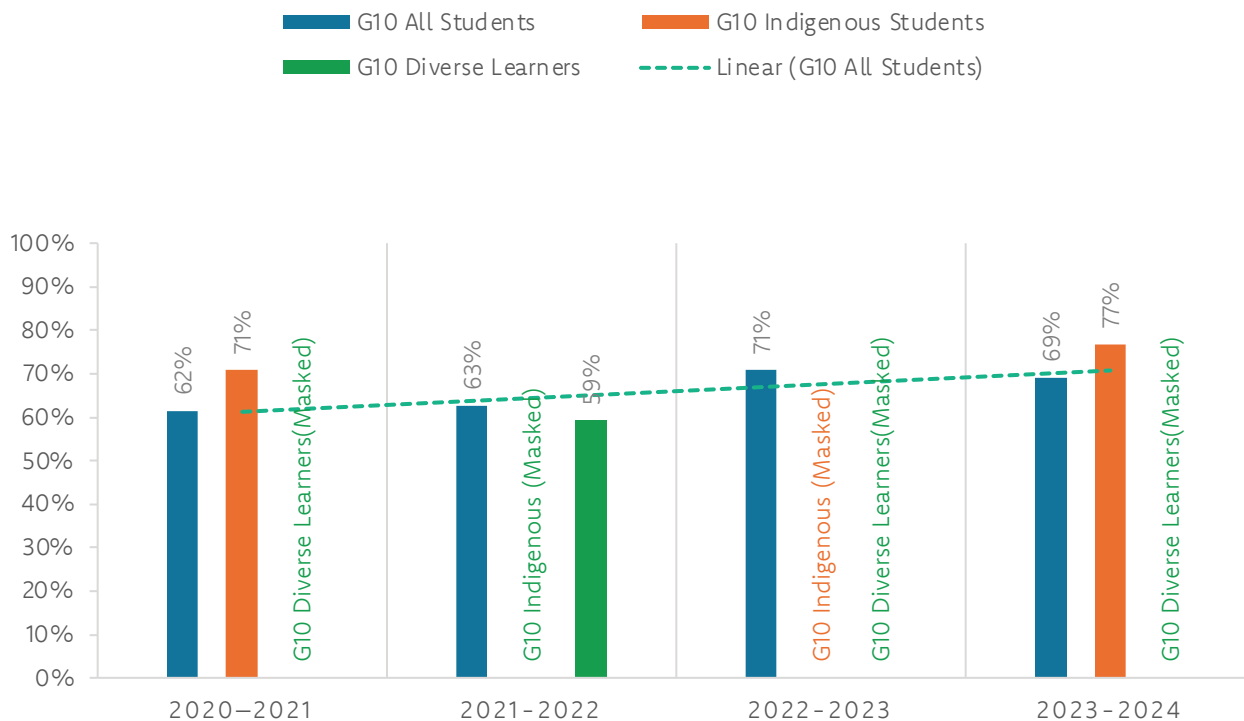
G7: How Many Adults do You Think Care About You at Your School?





HUMAN AND SOCIAL DEVELOPMENT

G10: How Many Adults do You Think Care About You at Your School?



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

Trends in the Data

The goal for this question is to determine how many students report having two or more adults they believe care about them. We know that the number of adults that students feel connected to has implications for school climate, student well-being, and is a significant protective factor for students with adverse childhood experiences.

The overall drop from grade 4 to grade 7, both for SD8 and the province, is important to note. The move from the elementary model where connection is generally emphasized over content towards middle school, where academics tends to become more central under the premise of preparing students for high school.

The fact that Indigenous Students outperform All Students may indicate the value and benefit of the work of the Aboriginal Education Team and increasing awareness within school teams of the need to ensure connected supports for Indigenous students. Indigenous Students outperform the All Student group consistently in grade 4, 7, and 10, and land notably higher than the provincial average - with the 2023-2024 outcomes being 12% higher.

For the All Students group in grade 4, we see steady performance over time in the 67% to 73% range, which tracks closely with the average for the province as a whole.










HUMAN AND SOCIAL DEVELOPMENT

Early Development Instrument (EDI)

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

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

Scales of the EDI		Description
	Physical Health & Well-being	Children’s gross and fine motor skills, physical independence and readiness for the school day.
	Social Competence	Children’s overall social competencies, capacity for respect and responsibility, approaches to learning, and readiness to explore new things.
	Emotional Maturity	Children’s prosocial and helping behaviours, as well as hyperactivity and inattention, aggressive, anxious and fearful behaviours.
	Language & Cognitive Development	Children’s basic and advanced literacy skills, numeracy skills, interest in math and reading, and memory.
	Communication Skills & General Knowledge	Children’s English language skills and general knowledge.





HUMAN AND SOCIAL DEVELOPMENT

Early Development Instrument (EDI)

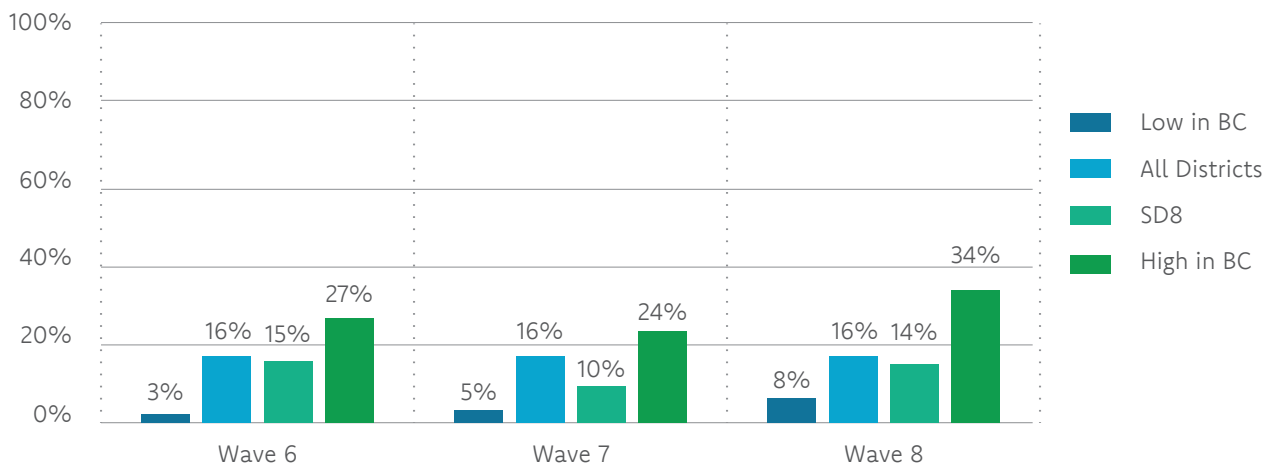


Social Competence

Children’s overall social competencies, capacity for respect and responsibility, approaches to learning, and readiness to explore new things.

- ◆ Overall Social Competence
- ◆ Approaches to Learning
- ◆ Readiness to Explore New Things
- ◆ Respect & Responsibility

Vulnerable on the Social Competence Scale

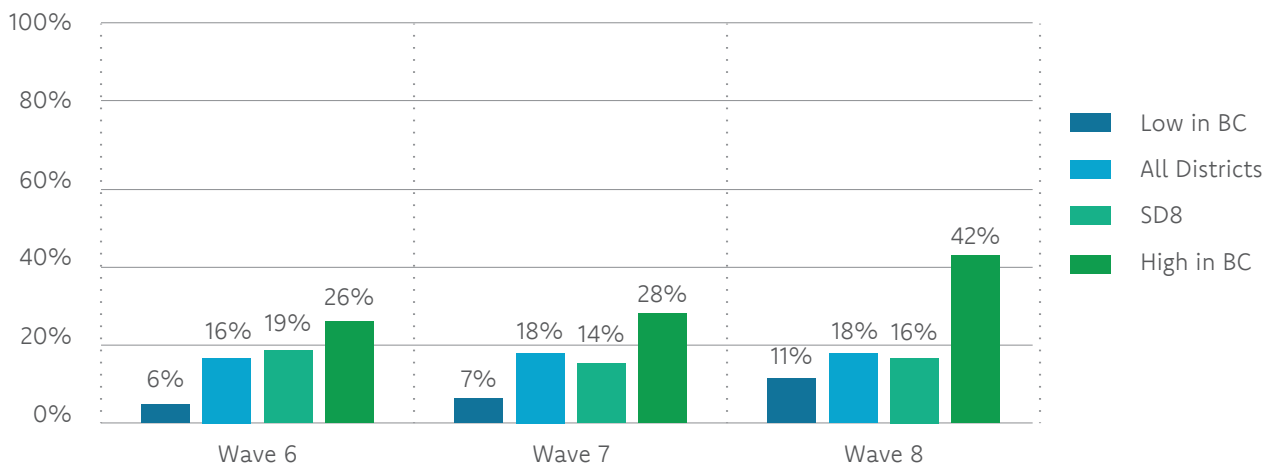


Emotional Maturity

Children’s prosocial and helping behaviours, as well as hyperactivity and inattention, aggressive, anxious and fearful behaviours.

- ◆ Aggressive Behaviour
- ◆ Anxious & Fearful Behaviour
- ◆ Hyperactive & Inattentive Behaviour
- ◆ Prosocial & Helping Behaviour

Vulnerable on the Emotional Maturity Scale





HUMAN AND SOCIAL DEVELOPMENT

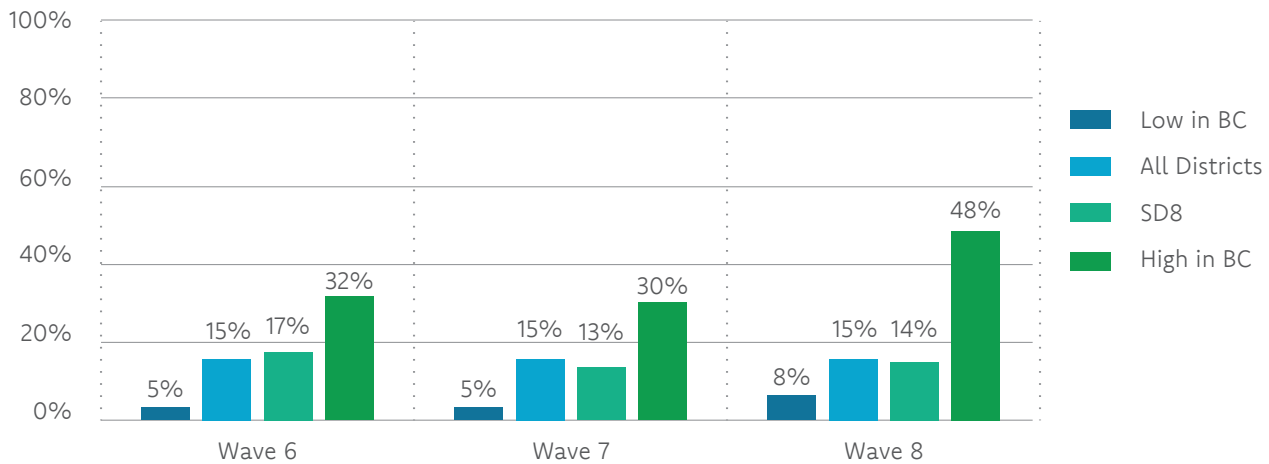
Early Development Instrument (EDI)



Physical Health & Well-being

Children’s gross and fine motor skills, physical independence and readiness for the school day.

Vulnerable on the Physical Health & Well-being Scale



OVERALL EDI SCORES, WAVES 6, 7, AND 8: PROVINCE AND SD8

32.2% or 13,918 kindergarten children in All School Districts (BC) were vulnerable on the One or More scales scale of the EDI in Wave 6

34.7% or 109 kindergarten children in Kootenay Lake were vulnerable on the One or More scales scale of the EDI in Wave 6

33.4% or 14,468 kindergarten children in All School Districts (BC) were vulnerable on the One or More scales scale of the EDI in Wave 7

28.2% or 78 kindergarten children in Kootenay Lake were vulnerable on the One or More scales scale of the EDI in Wave 7

32.9% or 13,535 kindergarten children in All School Districts (BC) were vulnerable on the One or More scales scale of the EDI in Wave 8

29.0% or 153 kindergarten children in Kootenay Lake were vulnerable on the One or More scales scale of the EDI in Wave 8



HUMAN AND SOCIAL DEVELOPMENT

Early Development Instrument (EDI) - Analysis and Interpretation

Trends Emerging from Data Analysis

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

SD8's level of vulnerability in social competence has trended downwards over the last three waves of data, with a notable increase from Wave 7 to Wave 8 from 10% to 15%.

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

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

In SD8, 16% of children were vulnerable in Wave 8 in the area of emotional maturity compared with 18% overall vulnerable for social competence in the province. SD8's outcomes fall closer to the average for all districts than they do the high or low ranges in the province. SD8's level of vulnerability in emotional maturity has trended downwards over the last three waves of data, with a small increase from Wave 7 to Wave 8 from 14% to 16%.

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



Meeting of the Board Held in Public





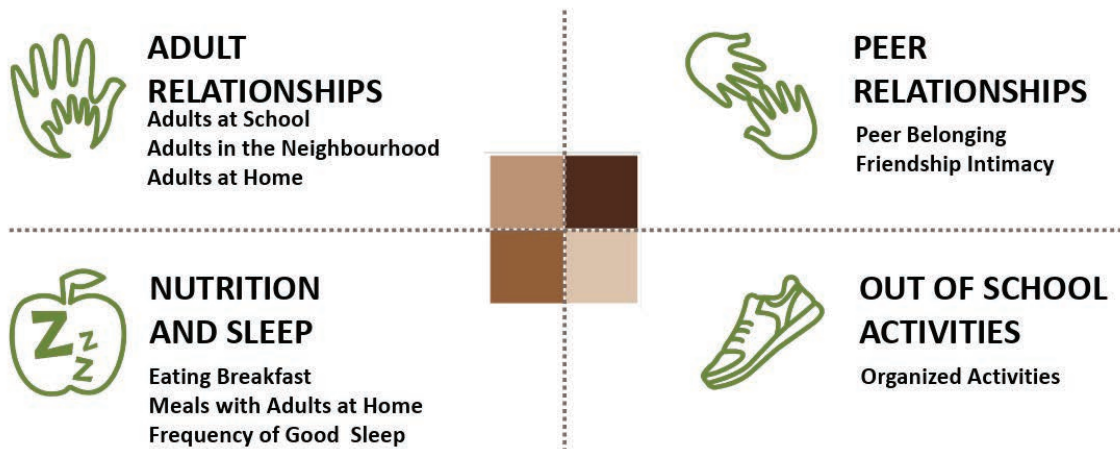
HUMAN AND SOCIAL DEVELOPMENT

Middle Years Development Instrument (MDI)

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

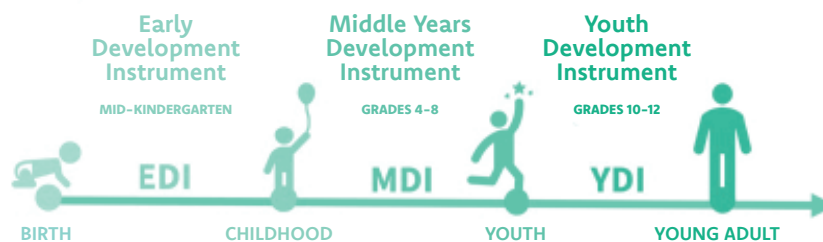
In BC, over 75% of public-school districts have participated in the MDI, as well as a number of independent and First Nations schools. SD8 participates in the MDI every 3 years with the most recent assessment being in 2023-2024 and the one prior being in 2020-2021.

THE ASSETS INDEX



Source: Middle Years Index

The MDI is the second of three questionnaire SD8 uses to gather data on student physical and social-emotional health over time.





HUMAN AND SOCIAL DEVELOPMENT

Middle Years Development Instrument (MDI)

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

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

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

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

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

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



CONNECTION TO ADULTS AT SCHOOL

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

At my school there is an adult who:

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



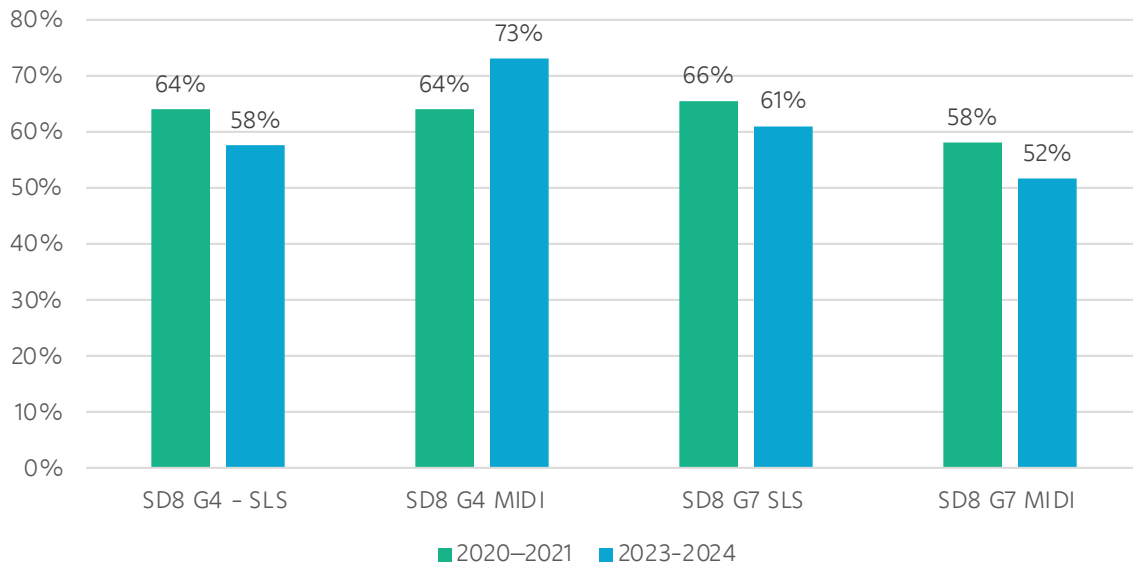


HUMAN AND SOCIAL DEVELOPMENT

Middle Years Development Instrument (MDI)

GRADE 4: 2023-2024

MIDI Connections to Adults in School



Analysis and Interpretation

The data for the MDI Connections to Adults data set show that grade 4 students increased by 11% between 2020-2021 and 2023-2024, while grade 7 students decreased 4% in that same time. The province overall had a similar pattern with the grade 4 group increasing, albeit by only two percentage points, while the grade 7 group dropped by 5%.

In 2023-2024 in SD8, on the MDI, only 52% of grade 7 students reported having at least one adult at school that cared for them. This is 21% less than the scores reported in grade 4 for the same year. These results are concerning and require both further analysis, and also further work with schools at the grade 7 level to ensure that students feel they have at least one adult who cares about them at school.

Trends in the Data

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

Missing or Masked Data

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





HUMAN AND SOCIAL DEVELOPMENT

Middle Years Development Instrument (MDI)

Inequities of Learning Outcomes Illustrated by Data

Since the MDI data does not disaggregate by Indigenous or diverse learner, there aren't data sets to use to identify inequities through that lens, but we know that overall trends in data related to being vulnerable to stress and disconnection at school will often be magnified by students who have experienced trauma and marginalization. Nevertheless, the work done in schools to ensure there are supports in place for Indigenous and diverse learners will no doubt help to limit the effects of disconnection at school for Indigenous learners and those with diverse abilities.



SCHOOL CLIMATE AND SCHOOL BELONGING

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

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

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

- Teachers and students treat each other with respect in this school.
- People care about each other in this school.
- Students in this school help each other, even if they are not friends.

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

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

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





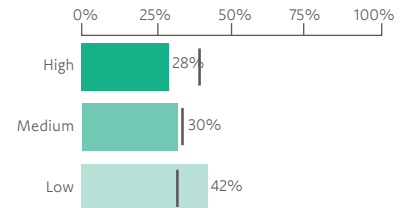
HUMAN AND SOCIAL DEVELOPMENT

Middle Years Development Instrument (MDI)

GRADE 4 2023–2024:

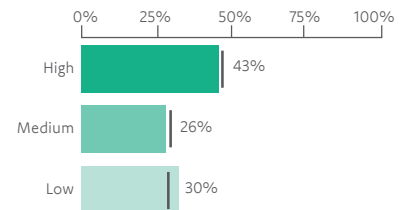
School Climate

The overall tone of the school environment, including the way teachers and students interact and how students treat each other; e.g., *People care about each other in this school.*



School Belonging

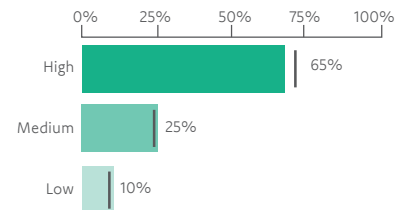
School belonging is the degree to which children feel connected and valued at their school; e.g., *I feel like I am important to this school.*



GRADE 7 2023–2024:

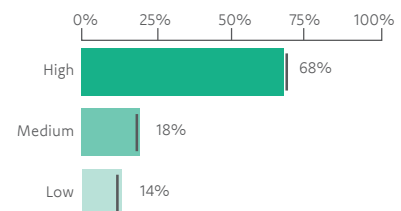
School Climate

The overall tone of the school environment, including the way teachers and students interact and how students treat each other; e.g., *People care about each other in this school.*



School Belonging

School belonging is the degree to which children feel connected and valued at their school; e.g., *I feel like I am important to this school.*



HUMAN AND SOCIAL DEVELOPMENT

Middle Years Development Instrument (MDI) - Analysis and Interpretation

Trends Emerging in the Data

For the grade 4 group, the number of students who gave a high response to the question regarding whether people care about each other in their school was 29%, which was below the province wide range. More notably though is the number of 42% of students reporting that they do not agree with that statement, and the fact that number is well above the provincial level for that same group of students.

In contrast, the grade 7 group have a high level of positive response re: school climate and and only 10% of students reported they felt strongly in disagreement with the statement, *People care about each other in this school*.

When it comes to school belonging, the grade 7 group again reported much higher positive answers than the grade 4 group. This result appears to contradict the results about how many adults students feel connected with at school; however, this may correlate with peer connections rather than adult connections. Further work in this area is required to better understand the data and to plan interventions to support students feel greater connections.

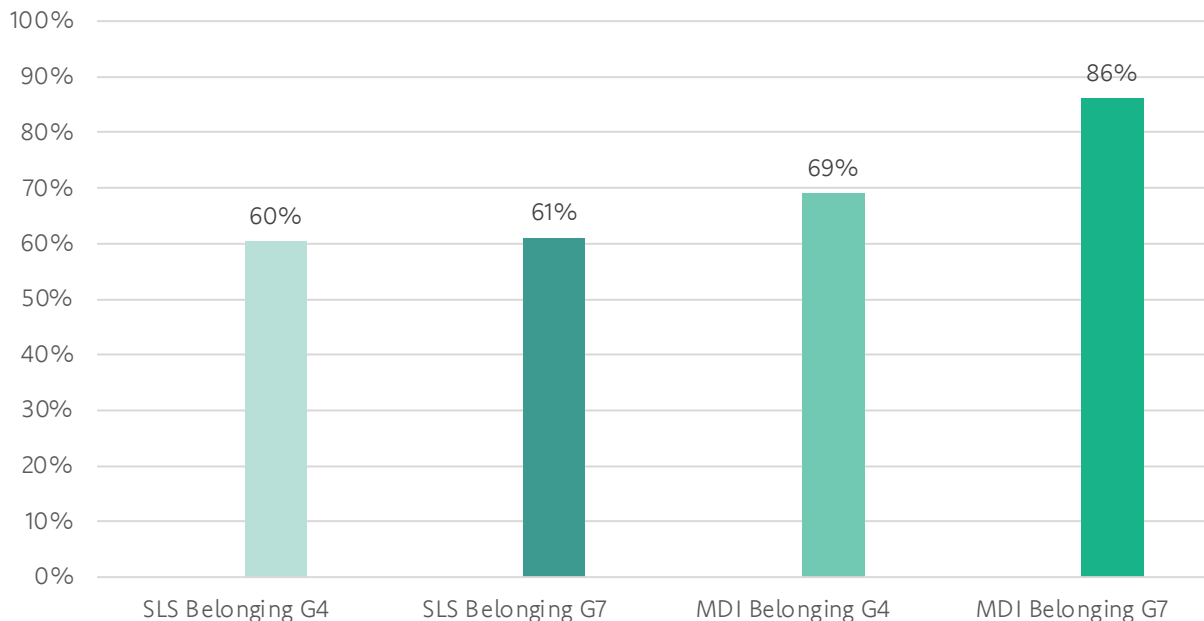
Missing or Masked Data

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

Trends in the Data

The overall trend is one of increase in positive assessments of school climate and belonging from grade 4 to grade 7, which is worthwhile to put in the context of the data from the SLS (below). The results in grade 4 and grade 7 in the SLS in 2023-2024 were significantly lower than those reported for the same aspect in the MDI.

2023-2024 G4 and G7 Belonging



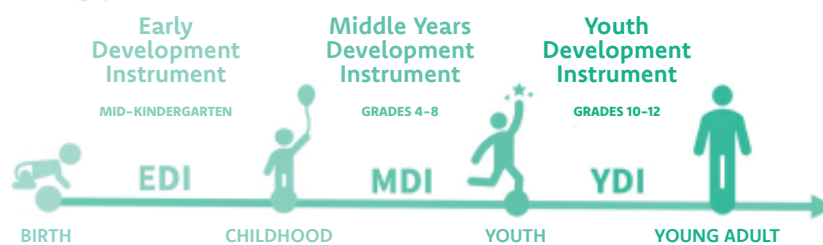


HUMAN AND SOCIAL DEVELOPMENT

Youth Development Index(YDI)

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

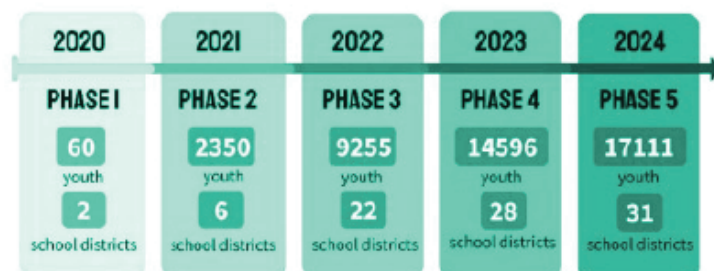
The EDI is the third of three questionnaire SD8 uses to gather data on student physical and social-emotional health over time.



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

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

The YDI is completed by secondary students across the province from January-March of the academic school year. The data represented in this report are from the 2023-2024 school year.





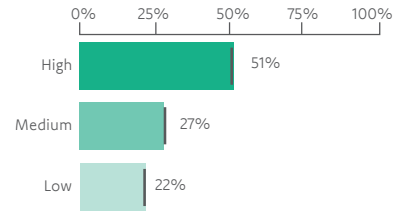
HUMAN AND SOCIAL DEVELOPMENT

Youth Development Index(YDI)

Peers

Peer Belonging

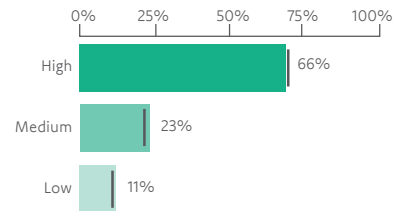
Youth’s level of agreement with statements about their sense of belonging to a social group; e.g., *I feel part of a group of friends that do things together.*



School Climate

School Safety

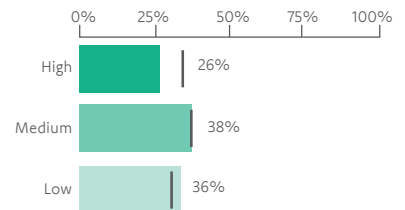
Youth’s level of agreement with the statement, *I feel safe at my school.*



School Environment*

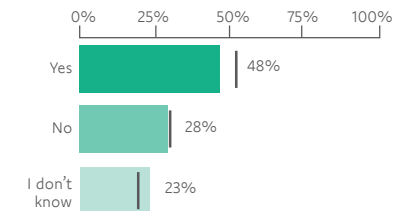
Youth’s level of agreement with statements about the social atmosphere of the school, including the relationships and interactions between and amongst students and staff; e.g., *Teachers and students treat each other with respect in this school.*

*called School Climate on the MDI



Washroom Safety

Percentage of youth who feel safe using their school’s washrooms.



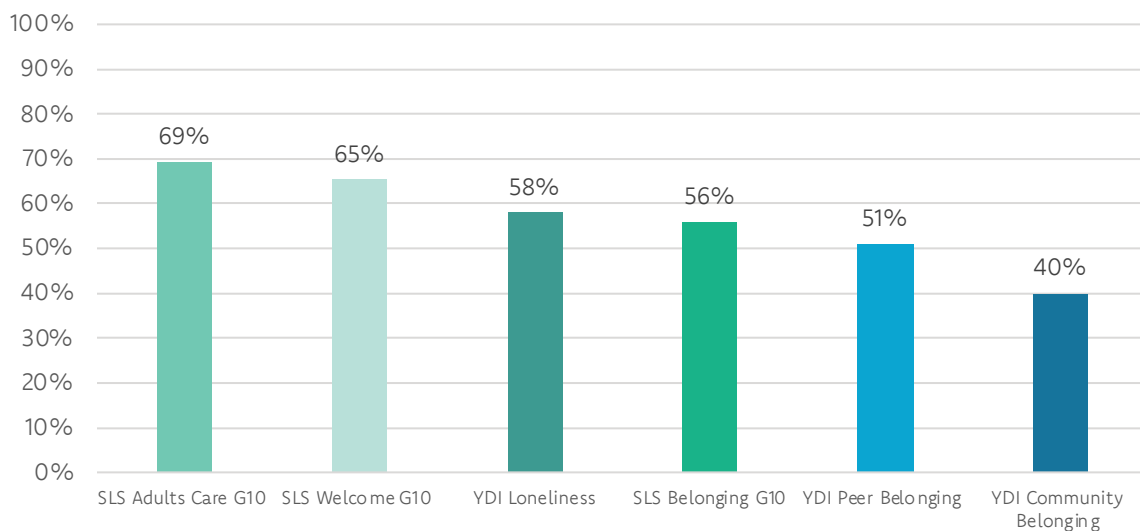


HUMAN AND SOCIAL DEVELOPMENT

Youth Development Index(YDI) - Analysis and Interpretation

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

2023-2024 High School Connection and Belonging



Data Trends

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

2023 Adolescent Health Survey (McCreary Health Centre Society)

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

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





HUMAN AND SOCIAL DEVELOPMENT

Youth Development Index(YDI) - Analysis and Interpretation

SCHOOL EXPERIENCE

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

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

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

School Safety

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

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

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





HUMAN AND SOCIAL DEVELOPMENT

Youth Development Index(YDI) - Analysis and Interpretation

Physical Health and Well-Being

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

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

Mental Health and Well-Being

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

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

Quality of Life (Subjective Well-Being)

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

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





HUMAN AND SOCIAL DEVELOPMENT

Youth Development Index(YDI) - Analysis and Interpretation

Trends Emerging from Data Analysis

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

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

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

- Participated in regular physical activity
- Got at least 8 hours of sleep
- Had access to nutritious, healthy meals
- Had supportive adults in their school, family, and community
- Felt connected to school
- Had supportive friends
- Could access the services they needed
- Felt hopeful for the future

Stories Revealed About Approaches to Supporting Teaching and Learning

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

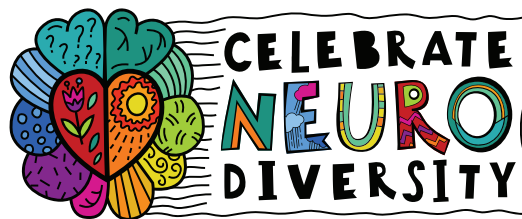
- Encourage people to learn and discover new perspectives and try to view the world from those positions
- Connect schools and classrooms more
- Provide safe space for students with resources and advertise these spaces
- Stomp out stigma around needing help such as counsellors or therapy
- Make reporting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





NEUROLOGICAL AND PHYSICAL DIVERSITIES

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



Specialized Supplemental Resources

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

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

Assistive and Augmentative Technology

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

Deaf and Hard of Hearing Teacher and Hearing Resource Teacher

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

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

District Inclusion Support Teacher Coordinator

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





NEUROLOGICAL AND PHYSICAL DIVERSITIES

District Psychologist

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

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

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

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

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

English Language Learner (ELL) Teachers

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

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

Hospital Homebound Teacher

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





NEUROLOGICAL AND PHYSICAL DIVERSITIES

Inclusion Support Teachers

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

Manager of Safe Schools

The manager of safe schools (MSS) is responsible for coordinating Safe Schools supports and services for students and staff. The MSS provides a variety of training – threat risk assessment, verbal intervention, lockdowns, hold and secure, parent engagement nights, professional learning workshops, etc. The MSS works with school staff to coordinate and approve student safety plans, and coordinates with schools in violence/threat reports.

Mental Health and Addictions Coordinator

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

Occupational Therapists (OTs)

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

Physiotherapist (PT)

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





NEUROLOGICAL AND PHYSICAL DIVERSITIES

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

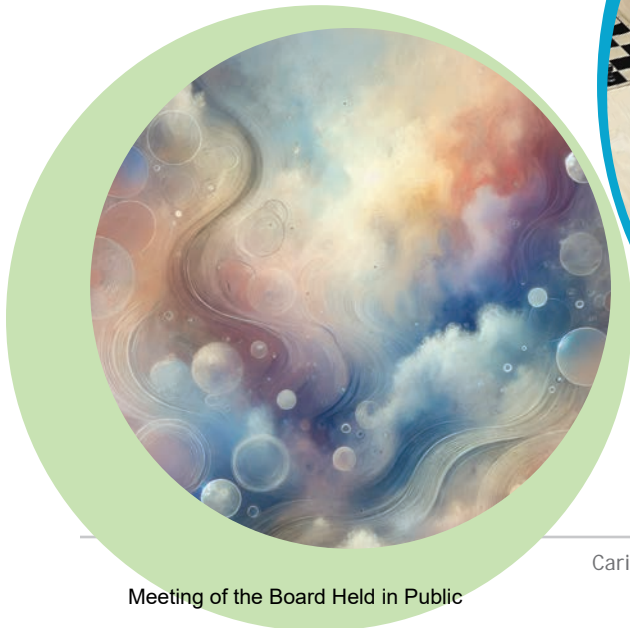
Speech and language pathologists support learners with a range of communication challenges and disorders, from simple developmental to complex communication disorders that are often associated with other physical differences or neurodevelopmental disorders. SLPs work with families, teachers, and education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

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

SLPs are supported by a trained and experienced speech language pathology assistant (SLPA) to assist in the implementation of programs.

Vision Resource Teacher

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





CHILDREN AND YOUTH IN CARE

Who are children and youth in care?

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

For example:

- Special needs agreements and voluntary care agreements provide for day-to-day care of the child or youth with caregiver(s) and allow the parent(s) to retain control over the child/youth's personal information and decision-making regarding the child/youth's health care.
- Custody orders (Interim, Temporary or Continuing) allow the director under the Child, Family and Community Service Act (CFCSA) to exercise guardianship responsibilities such as consenting to health care and making necessary decisions about the child/youth's education. When a child or youth is in care under a CFCSA custody order, the director delegates the authority to make decisions pertaining to the health care and education of the child/youth to the child welfare worker, while the caregiver(s) are authorized to provide day-to-day care for the child/youth.

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

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

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

In addition, the district's mental health and addictions coordinator supports schools in the district in providing supports and access to community services for children and youth in care.





SUPPORTED TRANSITIONS

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

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

Early Years

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

Kindergarten Transition

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

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

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

Transitioning from One Grade to the Next

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

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



SUPPORTED TRANSITIONS

Changing Schools within SD8

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

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

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

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

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

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

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





IMPLEMENTATION OF B.C. MENTAL HEALTH IN SCHOOLS STRATEGY

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

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

A pathway to Hope

erace Strategy

MENTAL HEALTH IN SCHOOLS STRATEGY

Compassionate Systems Leadership

Capacity Building

Mental Health in the Classroom

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

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

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

- **SOCIAL EMOTIONAL LEARNING** is a set of specific skills that help individuals set goals, manage behaviour, build relationships, and process and remember information.
- **MENTAL HEALTH LITERACY** is the knowledge and understanding of how to develop and maintain mental well-being; identify risk factors and signs of mental health challenges; access help when needed; and reduce stigma around the topic of mental health.
- **TRAUMA-INFORMED PRACTICE** promotes inclusive and compassionate learning environments; understanding coping strategies; supporting independence; and addressing students’ need to minimize additional stress or trauma.

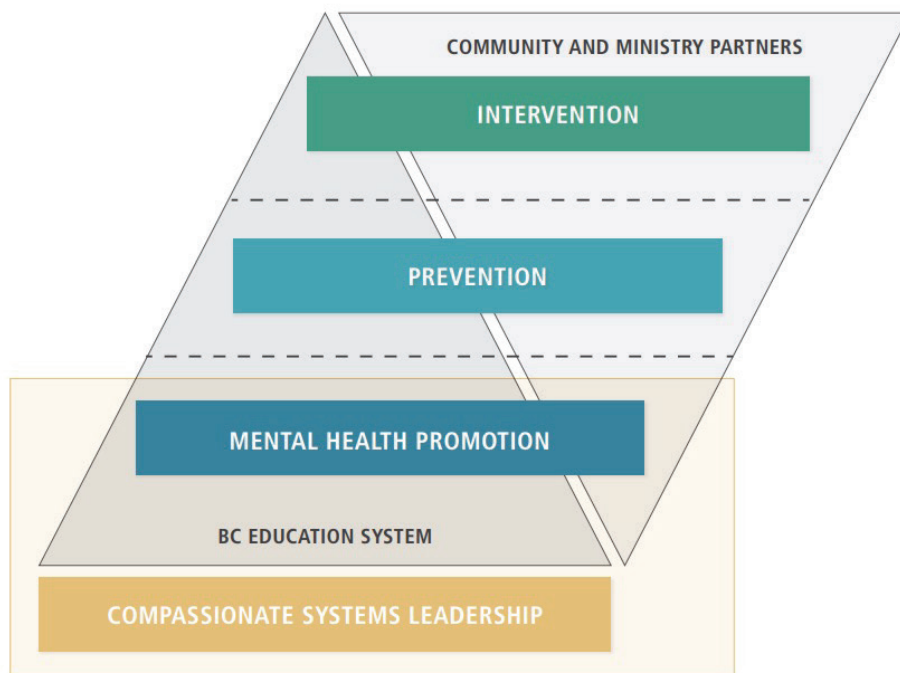




IMPLEMENTATION OF B.C. MENTAL HEALTH IN SCHOOLS STRATEGY

Implementing the Mental Health in Schools Strategy

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



Source: BC’s Mental Health in Schools Strategy

COMPASSIONATE SYSTEMS LEADERSHIP

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

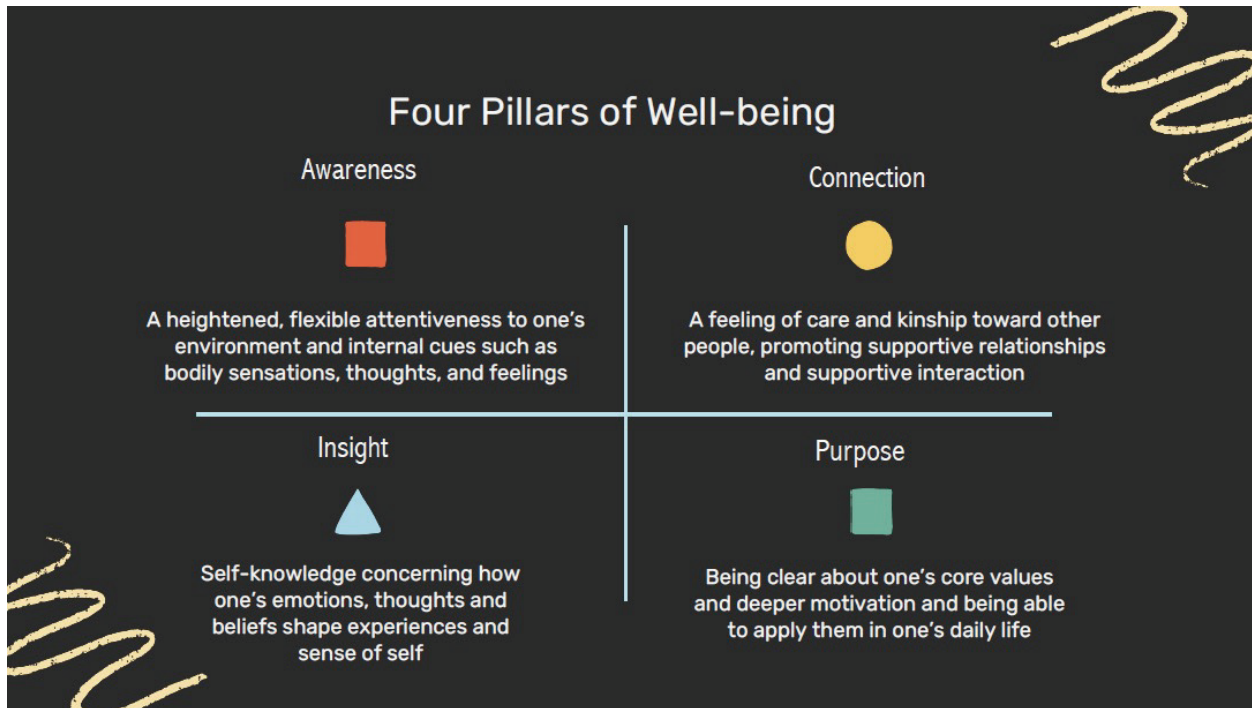
1. Internal work - includes self-reflection and practice
2. Relationship work - authentic connections where space is created to be truly present
3. System work - connections between self, others and the broader system

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





IMPLEMENTATION OF B.C. MENTAL HEALTH IN SCHOOLS STRATEGY



Source: Kootenay Boundary Compassionate Systems Network Team

MENTAL HEALTH PROMOTION

Social Emotional Learning

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

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





IMPLEMENTATION OF B.C. MENTAL HEALTH IN SCHOOLS STRATEGY



GROUNDING AND CHECK IN - WHY IS IT IMPORTANT?

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

Source: UBC HELP - BC Compassionate Systems Network

Mental Health Literacy

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

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

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





IMPLEMENTATION OF B.C. MENTAL HEALTH IN SCHOOLS STRATEGY

PREVENTION

Self-Regulation

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

Social Thinking

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

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

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

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

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

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

- Increased teacher confidence in managing mental health concerns in the classroom
- Increased teacher confidence in providing support to students who are struggling emotionally in class
- Increased teacher confidence in effectively guiding their students toward solving their own challenges (e.g., peer challenges, school stress)



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

Source: [Open Parachute](#)





IMPLEMENTATION OF B.C. MENTAL HEALTH IN SCHOOLS STRATEGY

Canyon Lister Elementary School Open Parachute Feedback

Open Parachute has fostered a more caring and inclusive environment by normalizing discussions about mental health and encouraging empathy among students. The program's real-life stories help students feel connected to the learning, they see themselves in these examples.

There are several activities that the students enjoy and find valuable, depending on the class culture as well as the grade level but some of the favorite activities are: peer-led discussions, interactive activities, mindfulness exercises, role-playing scenarios, and group projects. Additionally, teachers appreciate the ready-made, user-friendly lessons, which make it easier to implement the program effectively in their classrooms.

Students' understanding of social-emotional learning and mental health have grown. They have become more aware of their emotions and are learning practical strategies to manage stress and build resilience. Additionally, incorporating Open Parachute as whole-class lessons has been a valuable complement to our efforts in supporting individual student needs. Our inclusion support teacher frequently uses the 'Little Spot' book series with individuals and small groups, and we find that the Open Parachute whole-class lessons integrate seamlessly with this approach.

Open Parachute helps learners succeed by equipping them with essential mental health skills, improving their emotional well-being, and enhancing their ability to cope with challenges both in school and in life. Additionally, having teachers in multiple classes utilizing the same platform creates consistency among students and staff, providing a common language and approach to problem-solving.

As a staff, we are keen to continue using Open Parachute in the future and increase the frequency of its use. We are also interested in tracking trends in both MDI (Middle Years Development Instrument) and SLS (Student Learning Survey) data to monitor its impact in those areas.





IMPLEMENTATION OF B.C. MENTAL HEALTH IN SCHOOLS STRATEGY

Crawford Bay Elementary–Secondary Open Parachute Feedback

We use Open Parachute in our elementary classes. Our students say they are excited to participate because they like the ideas and examples, the child/peer voice and that everyone is learning the same things. School is such a busy and complex social place, and that comes with frequent social-emotional tests, and this program has been a wonderful way where we have shared language through our school.

*Working with Open Parachute resources has brought our team to the book *Finding the Words: Empowering Struggling Students through Guided Conversations*, where we are able to bring Open Parachute approaches to our older students. The power of shared learning and language truly makes the work more effective, especially in a time where we see more students struggling with lack of resilience and wellness.*

The bottom line, any evidenced-based program that has consistency, practical processes to build effective tools for self-reflection and ways to gauge student growth is a win. And the students love it.

Salmo Elementary School Open Parachute Feedback

I like the videos most of all. The students can connect with the children in the video and this prompts conversations into their own experiences and feelings. Watching another child speak to an adult bridges the class to keep discussions going in a safe environment.

openparachute





IMPLEMENTATION OF B.C. MENTAL HEALTH IN SCHOOLS STRATEGY

Redfish Elementary Open Parachute Feedback

'engaging program'

'has started some good conversations'

'solid resources to support HEALTH curriculum'

'kids realize through the program that they are not alone in their struggles'

'building common and cohesive language'

'the modelling activities, video clips, pair-share activities, etc. are valuable'

'covers themes/issues/topics that are relevant to students'

'encourages students to take ownership of their challenges'

'building resilience and life skills'

'helps kids know that they are not alone'

'helps kids connect with real-life struggles in their own lives, homes, etc.'

'program has an integral relationship with school conversations'





IMPLEMENTATION OF B.C. MENTAL HEALTH IN SCHOOLS STRATEGY

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

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




EASE at Home (Grades 4-7)
Strategies to help children cope with anxiety

Sometimes it's hard for adults to know what to say or do to ease a child's worries, especially during times of change and uncertainty. As the most important big people in their world, parents and caregivers can help children feel safer and soften the sharp edges of whatever is happening to make their worries grow.

Helping Children Find Their Feelings

What is it?
Children may have a hard time identifying the intense and confusing feelings that come with all the changes in their world. They might be feeling frustrated, worried, restless, hopeful, angry, and overwhelmed all at the same time. So many swirling emotions could result in disrupted sleep, irritability, increased fights with siblings, and physical complaints like stomach aches. Learning to recognize emotions and find acceptable ways to express them can keep them from staying bottled up inside or acted out in unsafe ways.

How?
Talk about feelings with your child. Read books or watch videos about different emotions and ask if your child is having any of the same feelings. Some examples include:

<p>My Heart by Corrina Luyken</p>  <p>Share some of the feelings you have been having lately. Let your child know that you accept that these feelings are normal and temporary and that you are coping with them in healthy ways</p>	<p>The Red Tree by Shaun Tan</p>  <p>Acknowledge all the feelings your child experiences. Be present and supportive without trying to fix or change how they feel. For example, "It's okay to be feeling a little nervous now - it's a sign your emotions are working as they should."</p>	<p>How is She Feeling? by Disney Enterprises</p>  <p>Invite your child to express feelings through drawing and painting, writing, dancing, music, or even having a good cry</p>
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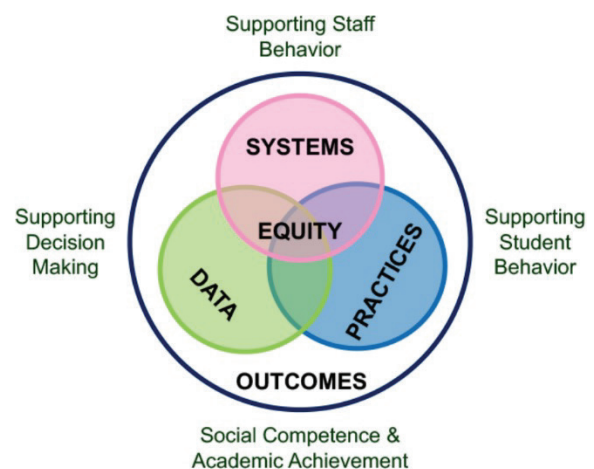
EASE (Everyday Anxiety Strategies for Educators) is a collection classroom resources that have been adapted for parents and caregivers to help children manage anxiety and worries at home.

BRITISH COLUMBIA

Source: [Healthy Minds BC](#)

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

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



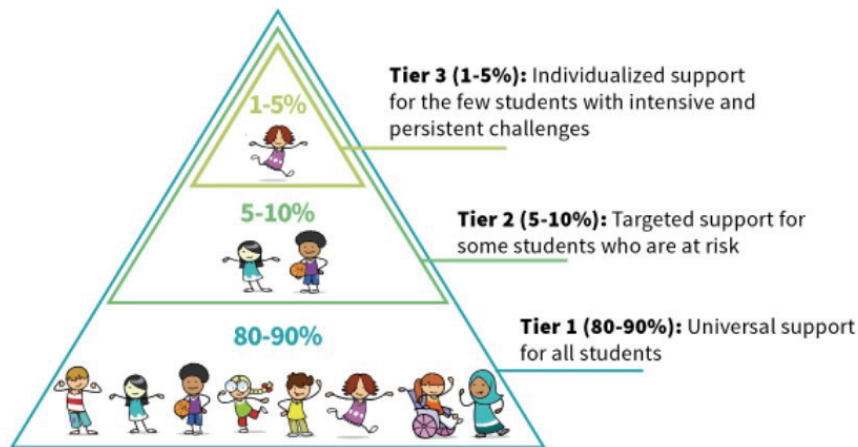
Source: [What is PBIS](#)





IMPLEMENTATION OF B.C. MENTAL HEALTH IN SCHOOLS STRATEGY

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



Source: [Student Behavior Blog](#)

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

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

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

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





IMPLEMENTATION OF B.C. MENTAL HEALTH IN SCHOOLS STRATEGY

Crawford Bay Elementary Secondary – Complex Trauma Resources Feedback

Having the opportunity to work directly with Angela Murphy through Complex Trauma Resources has given our school the gift of being able to apply Trauma-informed Practices in a deep and highly individualized way. Last year our staff took a course with Complex Trauma Resources where we have applied that mindset and specific strategies in classes, small groups, and throughout our school.

*To be able to link Complex Trauma Resources work with the approach in the book *The Behavior Code: a Practical Guide to Understanding and Teaching the Most Challenging Students* and the FAIR behavioural intervention plan, has set the grounds for deeper and more effective ways to wrap around a child through the lens of inclusion. When we as a staff see the effects of consistent and dogged commitment to these practices, the ripple effects are felt by students and families.*

INTERVENTION

SD8 provides support in some schools with mental health intervention, through contracts with local agencies for clinical counselling services and/or art therapy. In Creston, the district secures Valley Community Services to provide counselling services at the HUB in KRSS. In Nelson, the district secures Nelson Community Services, the Kootenay Art Therapy Institute, and Child Youth Mental Health to provide clinical counselling and/or art therapy at LVR and Trafalgar. The district continues to provide access to virtual support for counselling and group workshops for students through the Foundry in all areas of the district.

LV Rogers Secondary Feedback

Having access to these services such as art therapy and the PEACE program from Nelson Community Services, along with other support through the school and external agencies, allows us to have more solutions-based conversations with students about mental health and social-emotional learning. Offering an “open studio” at lunch has been an important bridge and connection to the counsellor and the individual service. Also, the counsellor is able to determine the best fit for particular students and connect some to further outside agency support.



SCHOOL SAFETY

SD8 supports comprehensive training for employees to support the principles of a safe and caring school environment. This training is coordinated and overseen by the manager of safe schools.

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

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

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

Since May 2023, over 50 school and district staff have had updated training from Safer Schools Together in threat assessment recognition and protocols, building staff capacity to keep children and staff safe and to appropriately respond to threats of violence in schools.

The Ministry of Education and Child Care's comprehensive Expect Respect and a Safe Education (*erase*) strategy aims to ensure that every student in BC feels safe, accepted and respected regardless of their race, colour, ancestry, place of origin, religion, physical or mental disability, sex, sexual orientation, gender identity or expression. The strategy encourages personalizing services and supports for students to help prevent, identify and stop harmful behaviours—whether online, at school or in the community.

Multidisciplinary training is currently provided to enhance school culture and climate, assess for violence potential, promote positive mental health and well-being, and develop intervention plans for students experiencing vulnerability. The *erase* strategy also provides guidance for promoting timely and necessary sharing of information to assess worrisome or threatening behaviour and identify appropriate interventions.



Source: [erase](#)



SEXUAL HEALTH EDUCATION AND INCLUSIVE SEXUAL HEALTH

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

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

About Us: CANADIAN CENTRE FOR CHILD PROTECTION
Helping families. Protecting children.

The Kids in the Know® program is owned and operated by the Canadian Centre for Child Protection. A charitable organization dedicated to the personal safety of all children, our goal is to reduce child victimization by providing programs and services to Canadians.

About Kids in the Know:

Kids in the Know is an interactive safety education program designed to increase the personal safety of children and help reduce their risk of victimization. The core foundation of the program is based on 7 Root Safety Strategies and 4 Root Safety Environments. These root safety principles are reinforced and practiced throughout every grade level from kindergarten to high school to provide children and youth with a solid safety repertoire. The program has been purposefully designed to create a common language to help facilitate the way we teach kids about their own personal safety.

What makes the Kids in the Know program unique?

- » Deals equally with sexual exploitation and personal safety
- » Incorporates personal safety and considerations with use of technology
- » Teaches skills to build capacity to handle difficult situations
- » Addresses self/peer exploitation (coined in the media as "sexting") and cyberbullying
- » Matched to outcomes mandated by Departments of Education in all jurisdictions across Canada
- » Gleans information from Cybertip.ca — Canada's tipline for reporting the online sexual exploitation of children — to create current, developmentally appropriate prevention material
- » Includes components for home and school
- » Includes lessons that are evidenced based and outcome focused
- » Available by individual grades from kindergarten to Grade 8
- » Is a practical, user-friendly program
- » Offers online training on the issue of personal safety, child sexual abuse and how to effectively implement the Kids in the Know program
- » Offers continual support and consultation available from the Canadian Centre for Child Protection

DIGITAL EDITION NOW AVAILABLE WITH LESSONS FOR KINDERGARTEN TO GRADE 10

kidsintheknow.ca

Source: Kids in the Know



TARGETED MINISTRY FUNDED PROGRAMS

- **CommunityLINK** (Learning Includes Nutrition and Knowledge) funding is designed to support the academic achievement and social functioning of vulnerable students. Examples of services include academic support and access to clinical counseling.
In SD8, LINK funding provides targeted supports offered by a contracted Child and Youth Mental Health clinician in Creston, through the HUB at Kootenay River Secondary School, and other contracted services in other areas of the district such as art therapy at L.V. Rogers Secondary School and Trafalgar Middle School.
- **Feeding Futures** funding provides significant support for learners who are vulnerable to food insecurity. Funding is provided to every school in the district, for the purchase of food for students and a staff person to coordinate food distribution. The Feeding Futures program addresses the immediate need of feeding students and builds on the progress made with the Student and Family Affordability Fund to help reduce the challenges of rising food costs for families who need it most.

In addition, Indigenous learners may access additional equity-based food supports.

Approximately 20% of students in SD8 are supported through Feeding Futures.



Source: BC Government News Release





TARGETED MINISTRY FUNDED PROGRAMS

Trafalgar Middle School Feedback on Feeding Futures

Feeding Futures and the Student Family Affordability Fund has helped learners focus on learning because they aren't worried about how to access food and or being hungry. Students know where they can access food and we know that they are provided with healthy choices. At Trafalgar we see the knowledge and experience of good nutritional habits transferring to daily life because students ask for healthy choices. When kids are offered healthy food choices they crave wholesome and healthy food that makes their body feel good. We like to call it, Food for Thought!

- The After-School Sports and Arts Initiative (ASSAI)'s objective is to enhance children's well-being through creative arts, sport, and physical activity. In SD8, the ASSAI program is available in elementary schools in 3 rural areas. The program is currently active in Crawford Bay Elementary Secondary School and Brent Kennedy Elementary School, with robust after school sports programs. Over the past year, approximately 80 students have utilized ASSAI programs.

Crawford Bay Elementary Secondary ASSAI Feedback

Having barrier free, non-competitive, skill-building cross-grade after-school programs has been enormously appreciated by students and families. ASSAI has brought a lively and inclusive range of great programs and some wonderful resources to our school. There is very little for children to do after school in our rural area and spread out catchment. We have been able to ask our students what they would love to learn more about, and tailor our after-school offerings to student interest, which helps kids feel connected and heard. We have been able to connect with the community with golf and curling, we have been able to connect with our local theatre group to build connections and we are just having fun with kids!

Being able to hear what students want to learn more about, having a healthy snack for all, and being able to have the resources to make it work well has been an important part of building school culture. School is hard work, and being able to learn and explore together in multiage groups is a boost for our learners, and their families.





TARGETED MINISTRY FUNDED PROGRAMS

Brent Kennedy Elementary School ASSAI Feedback

Students now have meaningful learning that happens after the school day, which increases their sense of belonging at school and overall connectedness. Students have made new friends with peers as a result of buddy and group work during the ASSAI program. All the group/creative activities have been beneficial as well as the sports games because students are working as a multi grade team.

The ASSAI program has offered so much stability and consistency for students. The overall feeling in the school has been much improved because of the ASSAI program. This is a result of the connections and relationships that students have built through the sports and art activities offered.





ACCESSIBILITY

In the 2024–2025 school year, the work of the Accessibility Working Group continues and has expanded to include the input of the broader Accessibility Committee. The Accessibility Working Group met three times in the Fall of 2024 to review the Accessibility Scan data, review examples of accessibility plans from other districts, and to refine the district’s plans.

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

These areas of focus are:

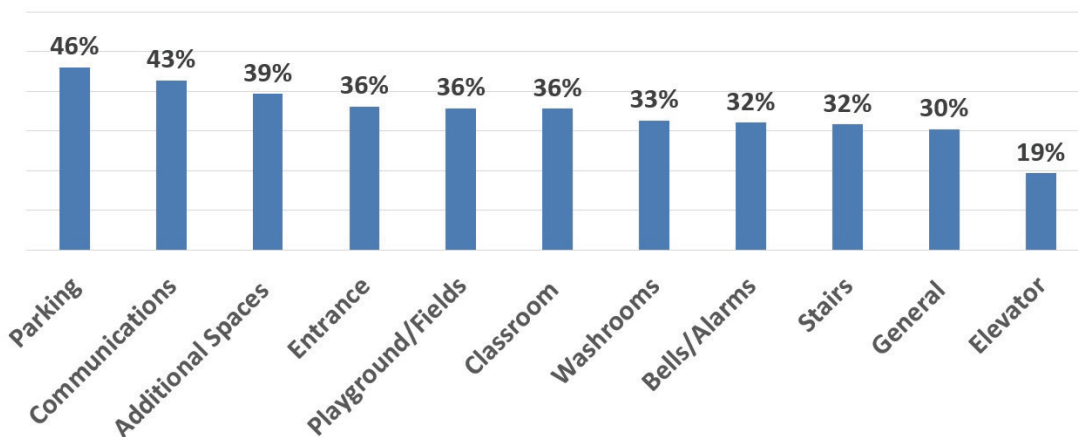
- Accessibility for students, staff, families, and community members for events and field trips
- Safety for students through updated emergency evacuation plans
- Accessible documents, communication, and websites
- Physical accessibility in key areas such as parking, entrances, and bathrooms
- Creating accessibility procedures in SD8
- Learning opportunities for students and staff about accessibility

The Accessibility Working Group will continue to provide feedback and the lens of lived experiences on the developing work, including SD8’s Accessibility Plan.

Accessibility Scan Data



Overall % of YES Responses by Category (all schools)



The above graph shows the percentage of schools, by category, as reported by principals in 2024, with accessible access or spaces.





EDUCATION, TRAINING AND ENGAGEMENT

Ongoing Staff Professional Learning

- Compassionate Systems Leadership (CSL)
- Everyday Anxiety Strategies for Educators (EASE)
- Counsellors receive training in mental health curriculum and Mental Health in Schools Strategy
- Staff training in threat risk assessment from Safer Schools Together
- Staff training in crisis prevention and intervention (CPI)
- University of British Columbia Mental Health Literacy course
- FAIRS program training from Inclusive Education
- PEACEful Schools Program and other programs offered through Complex Trauma Resources (CTR)

Programming for Trauma-Informed Practice (TIP)

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

Programming for Drug and Alcohol Education

Educators

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

Learners

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

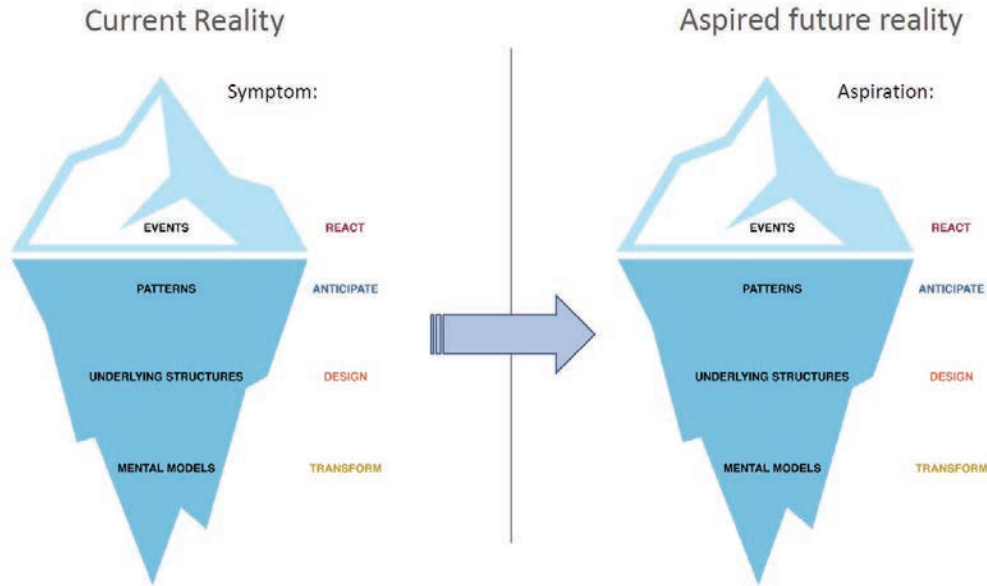




EDUCATION, TRAINING AND ENGAGEMENT

Family Engagement Presentations

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



Source: UBC HELP – BC Compassionate Systems Network





CONCLUSION

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

STRATEGIC PRIORITY:

Caring and Inclusive Learning Culture

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

Three-Year Action Plan (2024-2027)

GOALS:

1. Support K-12 school teams in creating welcoming, engaging and accessible learning environments.	
Monitoring	Action Items
<ul style="list-style-type: none"> Student achievement with a focus on priority learners School academic review meetings (Primary Success, Grad Reviews) Student Learning Surveys Adolescent Health Survey data Early Development Index (EDI), Middle Years Development Index (MDI), and Youth Development Index (YDI) data Grade to grade transitions rates School-based team data Student anecdotes Compassionate Systems Leadership participation rates for school and district leaders Implementation progress for Accessibility Plan 	<ul style="list-style-type: none"> Primary success meetings held twice per year with each elementary school Graduation review meetings held three times per year with each secondary school Analyze available student data for trends in belonging, safety, connection to adults, and feeling welcomed at school Implement practices to ensure that every student feels safe, welcomed, has a sense of be-longing and that there are at least two adults with whom they connect Continue with transition meetings and events for students transitioning into schools and be-tween schools (eg: Welcome to Kindergarten events and inter-school transition meetings) Update accessibility action plan, including timelines and identification of responsibility Continue to support the implementation of programs such as PEACEful schools, Open Para-chute, and Positive Behaviour in Schools (PBIS) programs in schools Continue to promote and implement SOGI events and activities in schools Increase SOGI allyship in schools Ensure that students understand how to use the erase tool to re-port incidents of bullying, violence, and harassment Train staff in Inclusive Design and Document Design through provincial outreach programs Ensure that schools implement practices so that every student feels safe, welcomed, a sense of belonging and that there are at least two adults with whom they can connect Ongoing participation in Com-passionate Systems Leadership (CSL) as well as participation in local, regional and provincial CSL networks.



CONCLUSION

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

Monitoring	Action Items
<ul style="list-style-type: none"> ◆ Student achievement with a focus on priority learners ◆ School academic review meetings (Primary Success, Grad Reviews) ◆ Student Learning Surveys ◆ Adolescent Health Survey data ◆ Early Development Index (EDI), Middle Years Development Index (MDI), and Youth Development Index (YDI) data ◆ Grade to grade transition rates ◆ School-based team data ◆ Student anecdotes ◆ Number of students accessing resources in schools: clinical counselling, art therapy, Foundry Virtual, PEACE program, etc.) ◆ Number of students accessing food equity programs in schools ◆ Number of students accessing After School Sports and Arts Initiative (ASSAI) ◆ Compassionate Systems Leadership (CSL) implementation for school and district leaders 	<ul style="list-style-type: none"> ◆ Ensure that students have the support they need to thrive by implementing the Mental Health in Schools (MHIS) strategy, focusing on prevention and reducing stigma ◆ Mental Health and Addictions Coordinator position supporting implementation of physical and mental health programs in SD8 ◆ Continue to expand Open Para-chute Program implementation in schools ◆ Continue to provide information to schools and parents about the Foundry Virtual services ◆ Continue to support schools to liaise with agencies such as Child Youth Mental Health (CYMH), Ministry of Children and Family Development (MCFD) and Ktunaxa Kinbasket for wraparound student support ◆ Provide access for schools to Complex Trauma Resources (CTR) interventions including workshops, training, specific work with school staff, and one-to-one coaching by CTR staff with SD8 staff ◆ Implementation of EASE (Every-day Anxiety Strategies for Educators) in district, and sharing EASE At Home program with families via newsletter ◆ Promote the implementation by teachers of the K-12 physical and health education curriculum across the district ◆ Facilitate efficient and barrier-free access for students to physical and health services through increased collaboration with partner agencies and community organizations ◆ Ensure implementation of Child Centre for Protection’s Kids in the Know sexual health education program to support teachers in delivering sexual health curriculum K-12 ◆ Continue implementation of CIRCLES sexual health education program for students with disabilities and diverse needs ◆ Continue to present at parent engagement nights on topics of mental health, student safety, and social emotional learning ◆ Provide workshops for staff and students on the Mental Health in Schools Strategy, trauma-informed practices, and SEL ◆ Ensure each school fully uses its food equity funds and student family affordability funds to support vulnerable students ◆ Continue to learn from Interior Health’s Health Promoting Schools (HPS) network, and en-sure that HPS information and resources are provided to staff, students, and parents through-out the district ◆ Continue to provide the After School Sports and Arts Initiative (ASSAI) in rural schools ◆ Continue to provide funding for the HUB program at Kootenay River Secondary School in Creston through a contract with Valley Community Services for a social worker.



CONCLUSION

3. Enhance the social-emotional skills and capacities of learners.	
Monitoring	Action Items
<ul style="list-style-type: none"> ◆ Student achievement with a focus on priority learners ◆ School academic review meetings (Primary Success, Grad Reviews) ◆ Student Learning Surveys ◆ Adolescent Health Survey data ◆ Early Development Index (EDI), Middle Years Development Index (MDI), and Youth Development Index (YDI) data ◆ Grade to grade transition rates ◆ Student anecdotes ◆ Participation by teachers in Positive Behaviour in Schools (PBIS) programs ◆ Number of staff trained in using the FAIRS program ◆ Compassionate Systems Leadership participation by teachers and district leaders ◆ Participation rate by students in district-offered programs: Open Parachute, PreVenture, Complex Trauma Resources and Foundry ◆ Participation rate by staff for district-offered professional learning workshops (eg: Crisis Prevention Institute, Complex Trauma Resources, Open Parachute, PreVenture) 	<ul style="list-style-type: none"> ◆ Continue to train schools staff in use of effective social emotional learning (SEL) strategies to promote implementation of SEL in classrooms throughout SD8 ◆ Continue to implement executive function strategies, EASE, and the MindUp program at elementary schools ◆ Ensure that the Open Parachute program is available at all schools ◆ Ensure that staff throughout SD8 have access to Complex Trauma Resources (CTR) courses and information to support SEL in classrooms ◆ Continue to provide information for staff to support the implementation of programs such as PEACEful schools, Open Parachute, and Positive Behaviour in Schools (PBIS) programs in schools ◆ Ensure that inclusion support teachers and teacher counsellors are trained in positive behaviour programs, executive functioning, social emotional learning, compassionate systems leadership, and programs such as Open Parachute and PEACEful schools.





CONCLUSION

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

Monitoring	Action Items
<ul style="list-style-type: none"> ◆ erase reporting ◆ Student Learning Surveys ◆ Principal and staff reporting in MyEdBC ◆ Anecdotes from students and staff ◆ Adolescent Health Survey data ◆ Early Development Index (EDI), Middle Years Development Index (MDI), and Youth Development Index (YDI) data ◆ Grade to grade transition rates 	<ul style="list-style-type: none"> ◆ Implement practices to ensure that every student feels safe, welcomed, a sense of belonging and that there are at least two adults with whom they connect. ◆ Ensure that students understand how to use the erase tool to re-report incidents of bullying, violence, and harassment ◆ Ensure that student plans are in place and that a point person is identified at each school for children/youth in care (CYIC), with consistent tracking through school-based team and district-based team reporting ◆ Updated school-based team and district-based team procedures and recording mechanisms to provide consistency, detailed in-formation gathering, and effective implementation of interventions to promote students’ feelings of safety and belonging in schools ◆ Continue to update Inclusive Education Department procedures to ensure effectiveness, and that school staff are aware of and following procedures ◆ Ensure that staff understand and are following the School Safety Manual and the Critical Incidence Response Manual to pro-mote student and staff safety ◆ Increase number of staff who have taken the Behavioural Digital Threat Assessment (BDTA) courses from Safer Schools To-gether (SST) ◆ Continue to train staff in crisis prevention and verbal deescalation strategies using the Crisis Prevention Institute (CPI) methods ◆ Primary success reviews twice a year to ensure wraparound sup-port for students at schools ◆ Grad reviews three times per year to ensure that students are on track for graduation ◆ Continue to train schools staff in use of effective social emotional learning (SEL) strategies to pro-mote implementation of SEL in classrooms throughout SD8 ◆ Ensure that the Open Parachute program is available at all schools ◆ Ensure that staff throughout SD8 have access to Complex Trauma Resources (CTR) courses and in-formation to support SEL in class-rooms ◆ Continue to provide information for staff to support the implementation of programs such as PEACEful schools, Open Para-chute, Positive Behaviour in Schools (PBIS) programs, and the Behaviour Code in schools ◆ Ensure that inclusion support teachers and teacher counsellors are trained in positive behaviour programs, executive functioning, social emotional learning, com-passionate systems leadership, and programs such as Open Para-chute and PEACEful schools





CONCLUSION

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

Monitoring	Action Items
<ul style="list-style-type: none"> Student achievement with a focus on priority learners Student Learning Surveys Feedback from school staff and district staff about the communities of practice 	<ul style="list-style-type: none"> Institute Communities of Practice for inclusion support teachers (ISTs), principals, and teacher counsellors to ensure that staff learn about how to develop and sustain caring and inclusive learning cultures in schools throughout the district Ensure that inclusion support teachers and teacher counsellors are trained in positive behaviour programs, executive functioning, social emotional learning, com-passionate systems leadership, and programs such as Open Para-chute and PEACEful schools Continue to train schools staff in use of effective social emotional learning (SEL) strategies to pro-mote implementation of SEL in classrooms throughout SD8 Ensure that the Open Parachute program is available at all schools Ensure that staff throughout SD8 have access to Complex Trauma Resources (CTR) courses and in-formation to support SEL in class-rooms Continue to provide information for staff to support the implementation of programs such as PEACEful schools, Open Para-chute, Positive Behaviour in Schools (PBIS) programs, and the Behaviour Code in schools Ensure that data from Student Learning Surveys is analyzed and reviewed at the school and dis-trict level, to ensure school learning plans and the district action plan reflect what the data show regarding caring and inclusive learning cultures in SD8

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

Monitoring	Action Items
<ul style="list-style-type: none"> Community Resources Brochure updates Data from the HUB at KRSS Student Learning Survey data Adolescent Health Survey data Foundry participation rates 	<ul style="list-style-type: none"> Update the SD8 Community Resources Brochure on the SD8 website Ensure that the Open Parachute program is available at all schools Ensure that staff throughout SD8 have access to Complex Trauma Resources (CTR) courses and information to support SEL in classrooms Continue to learn from Interior Health’s Health Promoting Schools (HPS) network, and ensure that HPS information and resources are provided to staff, students, and parents throughout the district Ensure that information is available in schools and shared digitally for 2S&LGBTQ+ students, staff, families and allies Continue to promote and implement SOGI events and activities in schools Ensure that students understand how to use the erase tool to report incidents of bullying, violence, and harassment Continue to present at parent engagement nights on topics of mental health, student safety, and social emotional learning Facilitate efficient and barrier-free access for students to physical and health services through increased collaboration with partner agencies and community organizations Continue to support schools to liaise with agencies such as Child Youth Mental Health (CYMH), Ministry of Children and Family Development (MCFD) and Ktunaxa Kinbasket for wraparound student supports.





GRATITUDE

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

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

- BC Children’s Hospital
- BC Provincial Outreach Programs
- Child Youth Mental Health
- Canadian Centre for Child Protection
- Circle of Indigenous Nations Society (COINS)
- College of the Rockies
- Community Living BC
- Compassionate Systems Leadership Network
- Complex Trauma Resources
- Crisis Prevention Institute
- Feed BC
- Foundry BC
- Healthy Schools BC
- Interior Health
- Kootenay Art Therapy Institute
- Kootenay Kids Society
- Ktunaxa Kinbasket Child and Family Services Society
- McCreary Society
- Ministry of Agriculture and Food
- Ministry of Children and Family Development
- Ministry of Education and Child Care
- Ministry of Tourism, Arts, Culture, and Sport
- Nelson Community Services
- Nelson Hospice Society
- North Kootenay Lake Community Services Society
- Open Parachute
- Safer Schools Together
- Selkirk College
- UBC HELP
- West Kootenay Child Care Resource and Referral (CCRR)
- Valley Community Services
- WE Graham Community Services



FROM: Trish Smillie, Superintendent
DATE: March 11, 2025
SUBJECT: SD8 Accessibility 2024-2025

For Approval

Introduction

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

Background

The Accessible British Columbia Regulation, under the [Accessible British Columbia Act](#), came into force on September 1, 2022. These regulations identify schools as prescribed organizations, and school districts are required to have an Accessibility Committee, an Accessibility Plan, and a tool to receive feedback on accessibility by September 1, 2023. The goal of the act is to improve opportunities for people with disabilities and involve them in identifying, removing, and preventing barriers to their full participation in the life of the province.

Definitions

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

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

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

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

Types of barriers

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



- communicating in classrooms, by phone, or online, with staff or peers.
- **Information Barrier:** A barrier that arises from inadequate signage, inaccessible textbooks, classroom materials, brochures, forms, manuals, websites, equipment labels, and so on.
- **Policy or Practice Barrier:** Rules, regulations and protocols that prevent a person from participating in class or accessing the curriculum, or from performing their job satisfactorily.
- **Technological Barrier:** Barriers resulting from a lack of adequate equipment including computers, assistive technologies, photocopiers, phones, and other equipment.

External Framework

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

Global Context - United Nations

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

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

Canadian Context and Legislation - Canadian Charter of Rights and Freedoms

Canada-wide, around one in five people had some form of disability in 2017. Canadian accessibility legislation started in 1985 where disability was included in the Canadian Charter of Rights and Freedoms and in 1986, Persons with Disabilities (PWDs) were included in the new federal Employment Equity Act. The Accessible Canada Act (ACA) came into force in 2019, with the overarching goal to realize a barrier-free Canada by 2040. This act applies to federally regulated entities. The ACA has seven focus areas, and was developed based on the following guiding principles:

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



multiple and intersecting forms of marginalization and discrimination faced by persons.

- PWDs must be involved in the development and design of laws, policies, programs, services and structures.
- The development and revision of accessibility standards and the making of regulations must be done with the objective of achieving the highest level of accessibility for PWDs.

B.C. Context and Legislation - Accessible B.C. Act

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

Principles in the Accessible B.C. Act

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

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

Information

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

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

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



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

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

In July 2023, the district's Accessibility Plan was published. As part of this plan, SD8 developed a district-wide feedback tool and accessible website, created an accessibility scan for the district, and established an Accessibility Committee that meets twice per year, and an Accessibility Working Group that meets three to four times per year.

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

To achieve the objective of improving accessibility in SD8, strategies over the past year have included the following:

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

The approach to improve accessibility in SD8 has been designed to recognize the gaps and opportunities to improve accessibility. By engaging in thoughtful planning, meaningful engagement, training, and direct action, the goals are to provide lasting accessibility improvements throughout SD8.

For the 2024-2025 school year and beyond, SD8 is committed to continuing to work collaboratively to provide accessible opportunities and access to students, staff, and families. To achieve the goal of improving accessibility, SD8 has identified the following objectives over the next three years:

- Engage with students, staff, and families, including those with lived experience, in regular reviews of the SD8 Accessibility Plan.



- Update procedures to align with the principles of accessibility.
- Improve access to facilities, programs, and services for students, staff, and families.

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

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

Draft Accessibility Objectives Summary

Accessibility Objective 1: Reduce barriers to accessibility across the district

- Strategy: review and update curriculum implementation, administrative procedures and district processes to include accessibility language

Accessibility Objective 2: Reduce physical and sensory barriers to accessibility across the district

- Strategy: Update accessibility scan data alongside timelines and potential costs to improve accessibility



Accessibility Objective 3: Reduce informational and technology barriers to accessibility

- Strategy: Review and update public websites and documents to improve accessibility

The Accessibility Committee will meet again in May 2025 to review SD8's work in accessibility, and to refine the Accessibility Plan further.

Feedback Mechanism

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

Conclusion

SD8 is working diligently to better understand accessibility needs throughout the district, with important input from learners, staff, and families with lived experience. The work that SD8 is undertaking to improve accessibility ensures the regulations in the Accessible BC Act are accomplished, and importantly, promotes accessible, caring and inclusive learning communities for all learners, staff members, and families.



FROM: Cathy MacArthur, Secretary-Treasurer
DATE: March 11, 2025
SUBJECT: 2024-2025 Information Technology Annual Report

For Information

Introduction

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

Information

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





School District 8
Kootenay Lake

Information Technology Annual Report 2024-2025

March 2025



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Introduction

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

SCHOOL DISTRICT 8 - TECHNOLOGY PLAN

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

DIRECTIVES



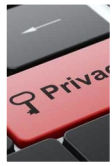
Sustain Technological Equity across Schools



Provide a Cohesive and Proactive Centralized IT Structure



Foster Technological Growth of Staff and Students



Ensure User Privacy and Data Protection



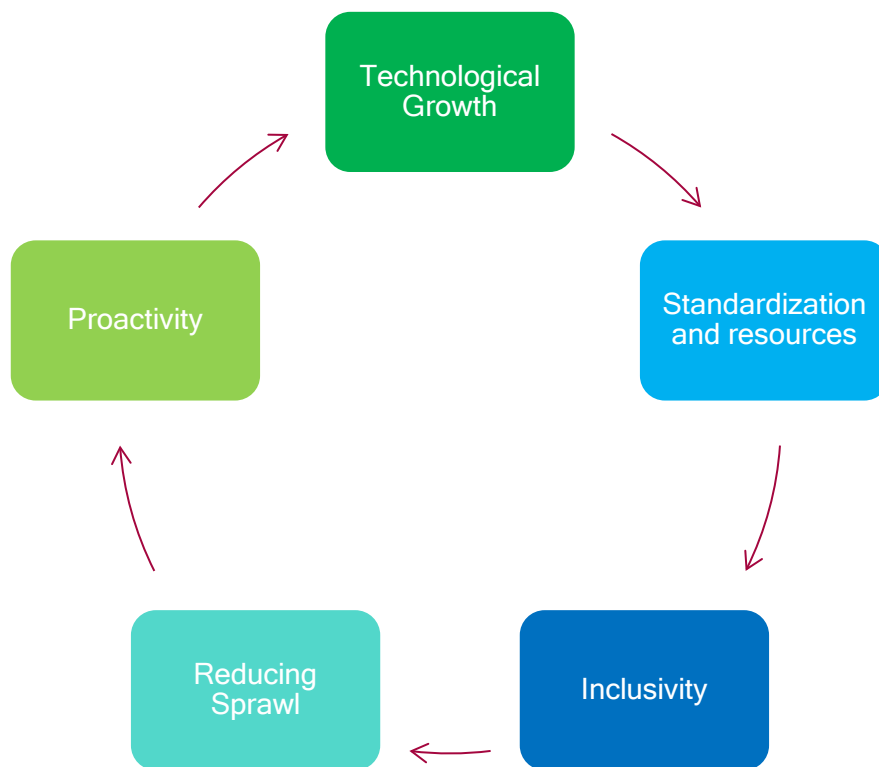
Provide Budgetary and Environmentally Conscious IT Solutions



IT MISSION STATEMENT

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

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



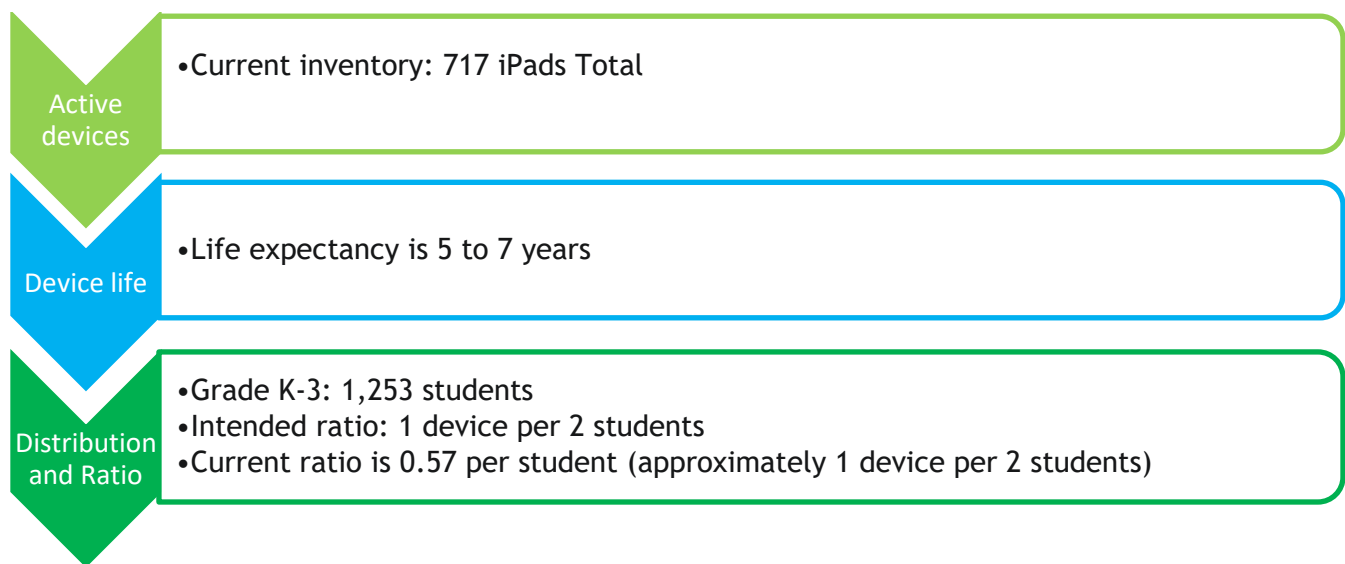
TECHNOLOGY USE WITHIN SCHOOL DISTRICT 8

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

Student devices

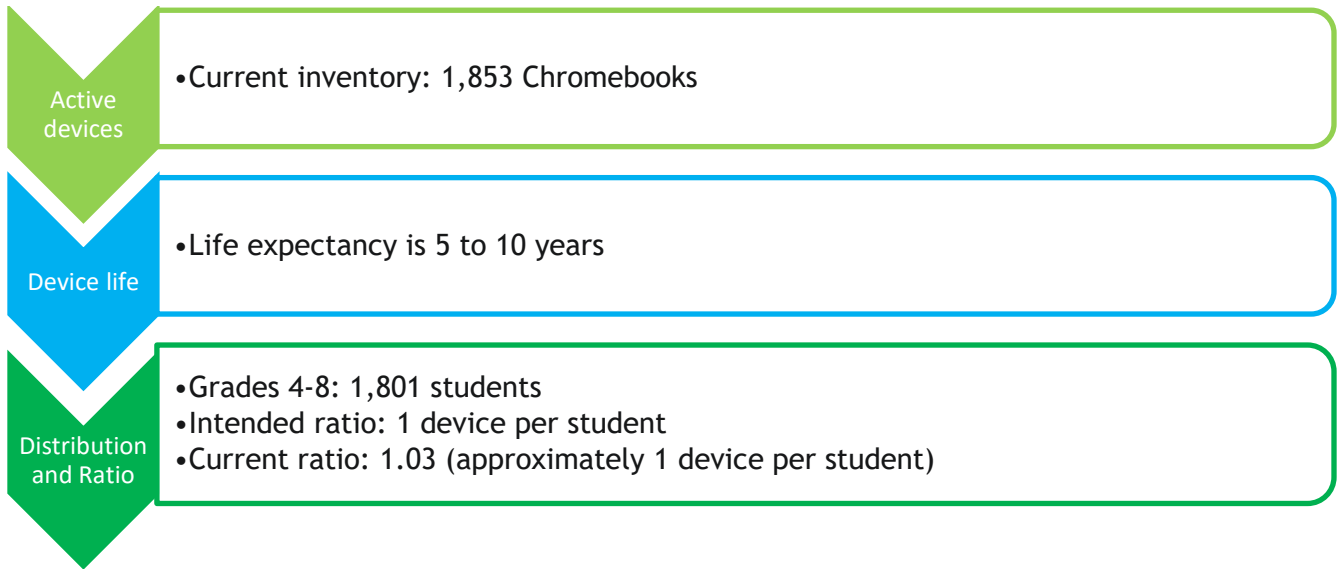
IT encourages the natural progression of student device types through the K-12 journey. Giving students access to the three major technology providers, including Apple, Google and Microsoft will help prepare students for the future.

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

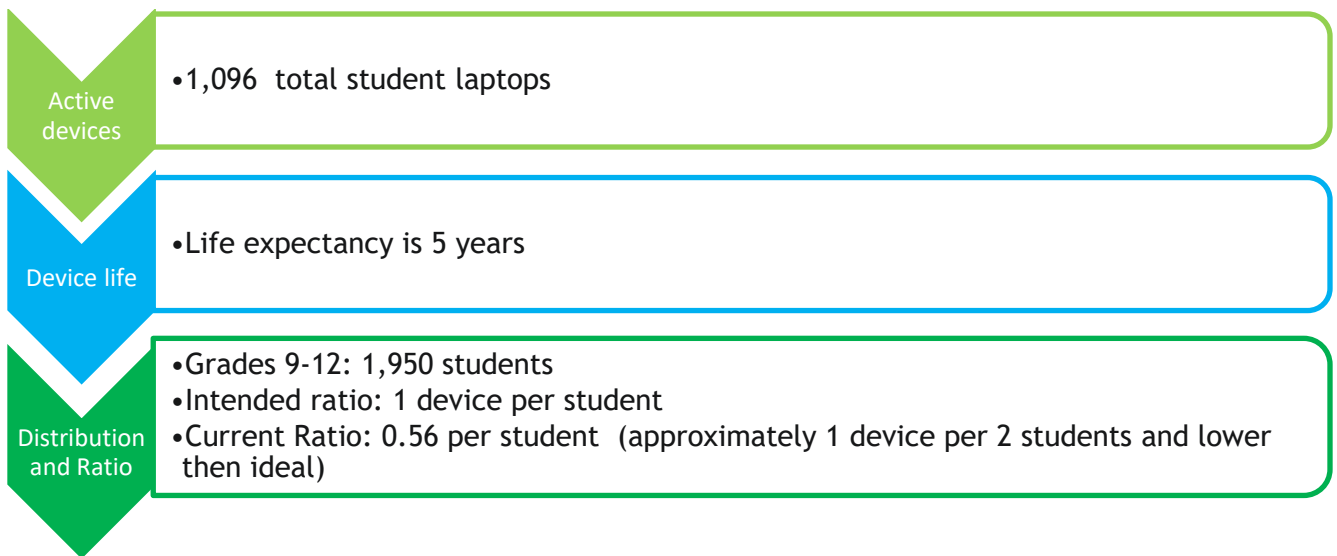


Chromebooks are targeted to the grade students 4-8. Their implementation is more cost-effective than laptops and provides almost the same level of technological support. For Chromebooks, the EOL mostly coincides with the Auto Update Expiration date. Because of their integration with Google cloud access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

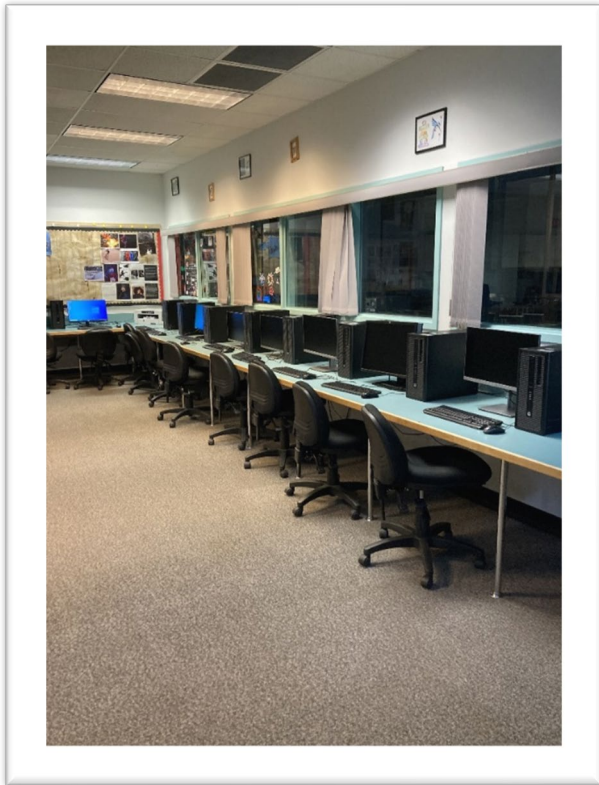




Laptops are best suited for grades 9 to 12. Their use allows students to collaborate both in and out of the classroom, replace textbooks, allow for a faster update of curriculum and train students on the use and responsibilities of this technology. To stay up to date, SD8 continues to support, update,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



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

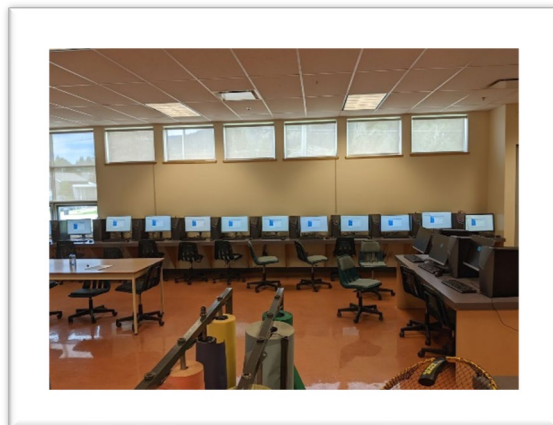


School Labs

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

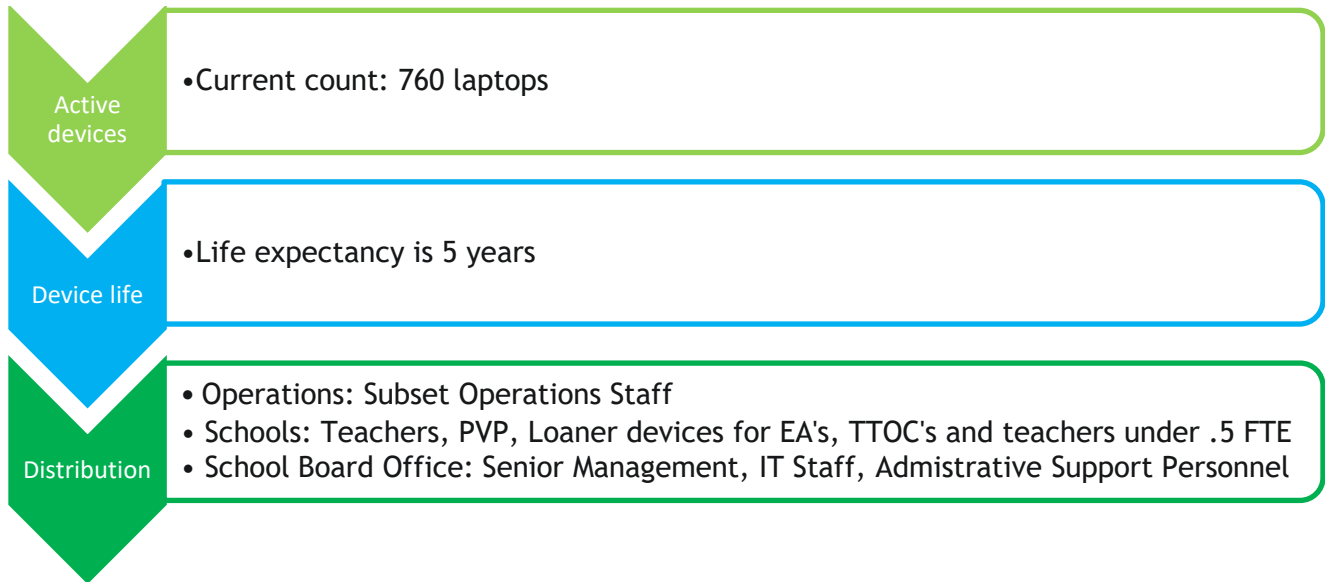
Installed Devices

- 17
- 30
- 30
- 62
- 29
- 21



Staff devices

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



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

Data Center and Servers

Servers are used to manage the multitude of client devices, printers, data, and are required to host a multitude of SD8 operational software and services. The regular updates and replacements of servers are of vital importance as these run critical services which all other technologies relies upon. To enhance security, the district updated firewalls versions to match the Ministry of Education and Child Care.

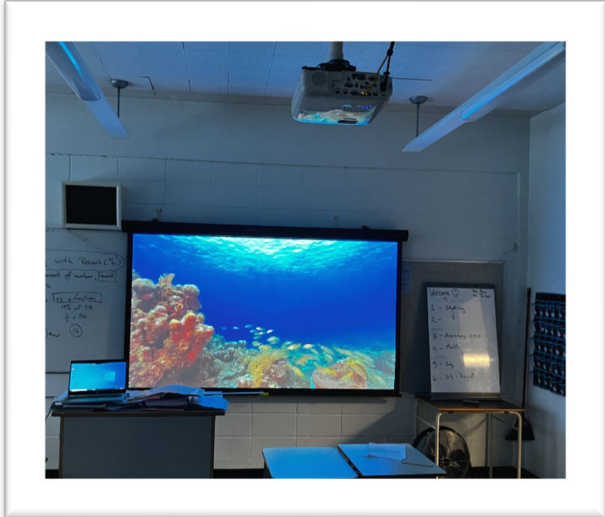
SD8 also uses a high-end server at the Nelson Data Center hosted by the City of Nelson. This server is connected to fiber and offers a benefit that allows the district to centralize its operations by eliminating peripheral servers at remote locations. As the servers come to the end of life, they are not physically replaced. Instead, their services are moved to the Nelson Data Center and Office 365 SharePoint for file storage.

Other IT Equipment

IT manages other IT equipment including monitors, doc cams, projectors, public announcement amplifiers, screens, charging solutions, and monitors. Classroom projectors, document cameras and



screens are used for in class instruction and are a vital method used by teachers to present information to the students.



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

Software

The school district uses over 563 individual software programs including administrative software, financial software, protection software, educational software and management software. Software is being reviewed annually to ensure that overlap in function is reduced and software programs are being sourced economically.

Other Support

The IT department has also taken an active role in automation and process flow to assist in the effectiveness of tasks such as remedy reporting and financial and human resources form submissions,

Green Initiative

Paperless options are encouraged whenever feasible. SD8 considers recycled packaging and using repair options for technology instead of replacement where possible.

Additionally, IT has been working with e-waste solutions. In collaboration with Operations, 770 end of life devices were sent to a recycling center where they were able to re-purpose or recycle them compared to 436 devices in 2023-2024. Please see the Environment Impact Report below:



Environmental Impact Report - School District 8 Kootenay Lake

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



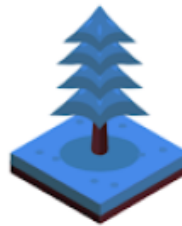
PREVENTS
118580 lbs
of CO₂ emissions

- OR -



That's the same amount
of CO₂ absorbed by:

2476 ×



ACTIONS COMPLETED 2024-2025

- ~6550 IT tickets were resolved since July 1, 2024
- Multi-factor authentication to security protection
- 107 new staff laptops were put into service
- Surveillance system was refreshed at LV Rogers Secondary
- Dedicated fiber was implemented at 2 schools
- 770 devices that were at the end of their lifespan were recycled (which is an increase of 76% compared to 2023-2024)
- Redundancy was added to Nelson Data Center core switches
- 25 new projectors were installed, including 20 brand new full classroom wireless projectors
- 12 new pieces of software were reviewed
- 3 bus digital video recording devices have been updated
- 10 bus radio systems were installed on buses

PROJECTED IMPLEMENTATION OF ACTIONS

2025-2026

- Replace layer 3 network switches
- Roll out hardware encryption to increase security and safeguard data
- Roll out of self-hosted centralized password management
- Introduction of intrusion detection system and intrusion prevention system
- Audit of identity and access management to enhance security
- Introduction of Security Information and Event Management (SIEM) for better security and management
- Upgrade one video surveillance system at a school
- Inventory staff and school devices and refresh as needed based on current inventory levels and desired ratios
- Refurbish appropriate laptops for shared devices (upgrade memory and storage)
- Invest in dedicated fiber at more schools (if feasible)
- Inventory and standardize staff and school devices
- Continue device swapping between schools
- Continue desktop refresh
- Security panel replacement project
- Continue audio visual device rollout

2026-2027

- Upgrade one video surveillance system at a school
- New network monitoring and mapping tool
- Inventory staff and school devices and refresh as needed based on current inventory levels and desired ratios
- Upgrade of centralized system manager
- Continue device swapping between schools
- Continue audio visual device rollout
- Review new software requests and audit current software



2027-2028

- Upgrade one video surveillance system at a school
- Inventory staff and school devices and refresh as needed based on current inventory levels and desired ratios
- Continue device swapping between schools
- Continue audio visual device rollout
- Review new software requests and audit current software

CONCLUSION

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



FROM: Cathy MacArthur, Secretary-Treasurer
DATE: March 11, 2025
SUBJECT: 2025-2026 Enrolment Projections, Projected Revenue, and Budget Survey

For Information

Introduction

This memorandum provides an overview of the enrolment projections and funding impact for 2025-2026.

Background

Enrolment projections are submitted to the Ministry of Education and Child Care annually and no later than February 15th each year. The submissions form the funding basis for preliminary funding estimates for the Ministry.

Information

Operating Grant

For 2025-2026, School District No. 8 (Kootenay Lake) is projecting an estimated enrolment of 4,322 Regular K-12 School FTEs, 18 Alternate Schools FTEs and 270 Online Learning FTEs. The projected decline of 65.875 student FTEs includes a decline in regular K-12 school enrolments of 74.1875 student FTEs offset by an increase in online enrolments of 8.3125 student FTEs for September and 59 online student FTEs in February/May.

At current 2024-2025 per student FTE funding levels, this would result in an approximate total funding reduction of \$680,797 as shown below:

Components of Operating Grant	Projected 2025-2026	Actual 2024-2025	Projected Increase (Decrease)
Basic Enrolment Based Funding	40,910,778	41,522,267	(611,489)
Enrolment Based Funding (February)	430,490	288,000	142,490
Enrolment Based Funding (May)	328,800	38,400	290,400
Enrolment Decline Funding	99,427	217,720	(118,293)
Subtotal Based on Enrolments	41,769,495	42,066,387	(296,892)
Unique Student Needs	7,168,505	7,392,375	(223,870)
Salary Differential	1,429,457	1,429,457	-
Unique Geographic Factors	11,804,128	11,804,128	-
Protection Funding	-	160,035	(160,035)
Curriculum Learning Support Fund	42,952	42,952	-
Total	62,214,537	62,895,334	(680,797)

The Enrolment Decline Funding is provided when the school-age student FTE decline is greater than 1%, but less than or equal to 4%. The projected enrolments would generate Enrolment Decline Funding in 2025-2026, but at a lower level than 2024-2025.



Protection Funding is an additional amount provided to ensure that districts are protected against any funding declines larger than 1.5% when compared to the previous autumn. Protection Funding was received in 2024-2025 but would not be received in 2025-2026 based on the change in the projected operating grant.

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

Type of Learner	Student FTEs Increase (Decrease)	Projected Increase (Decrease) in Block Funding
Unique Student Needs	(1)	(50,730)
Unique Student Needs	(2)	(48,140)
Unique Student Needs	(4)	(48,640)
English Language Learners	(10)	(17,950)
Indigenous Education	(33)	(58,410)
		(223,870)

On or no later than March 15th, 2025, the Ministry of Education and Child Care will release the preliminary enrolment-based funding calculations on its website. These calculations will determine the funding amounts that will form part of our Initial 2054-2026 Annual Budget cycle.

Budget Survey

A survey on the 2025-2026 will be posted on the [SD8 Public Engagement site](#) on March 12th, 2025. The public is invited to familiarize themselves with strategic priorities and to provide input on their areas of focus. Feedback received will be incorporated into the 2025-2026 draft budget.



FROM: Cathy MacArthur, Secretary-Treasurer
DATE: March 11, 2025
SUBJECT: 2025-2026 Trustee Remuneration

For Information

Introduction

This memorandum covers the annual adjustments to trustee remuneration.

Background

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

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

Information

The change in the BC CPI between December 31, 2023 and December 31, 2024 is 2.6%, which is based on the following December 31 BC CPI indexes:

British Columbia Consumer Price Index	Index - Year over Year Increase
December 31, 2023	152.1
December 31, 2024	156.1

A 2.6% increase will result in the following changes to remuneration:

	2024-2025 Remuneration	2025-2026 Remuneration
Chair	\$ 24,444	\$ 25,079
Vice-Chair	\$ 22,137	\$ 22,713
Trustee	\$ 21,177	\$ 21,728

The adjustment to remuneration will be effective July 1, 2025 in accordance with Policy 131: Trustee Indemnity.



FROM: Cathy MacArthur, Secretary-Treasurer
DATE: March 11, 2025
SUBJECT: Quarterly Operations Update - Spring 2025

For Information

Introduction

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

Information

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

- 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. The final report will be submitted to Interior Health by the end of March to lift the order.
- Brent Kennedy Elementary School - New Bus Office and Storage Building
The new bus building has been outfitted with interior finishes. Ground remediation will continue in the spring.
- Brent Kennedy Elementary School - New Septic System
The new septic system has been working well. Grounds remediation will continue in the spring.
- Brent Kennedy Elementary School - New Irrigation System
The new irrigation system was installed and will improve reliability, watering of our grounds, and contribute to water conservation. Grounds remediation will continue in the spring.
- Creston Operations - New Direct Digital Controls (DDC) System
The HVAC system has become problematic. To achieve efficiency and reliability, a new DDC system installation is underway.
- Crawford Bay - Water Control and Drainage
There have been challenges with water drainage and minor crawl space flooding during the spring melt and heavy rains. The original construction did not have proper design to alleviate the volume of water. All lines have been scoped, new interior and exterior pumps installed, and updating of the Direct Digital Controls (DDC) that controls the system is underway.



- Jewett Elementary - Firesmart
The work continues with selected falling and clean up. This will continue into the spring.
- L.V. Rogers Secondary School - New Direct Digital Controls (DDC) System
Installation of the DCC is underway, being completed after hours with no interruption to building comfort nor student learning. This will be completed by June 30, 2025
- L.V. Rogers Secondary School - Accessibility Projects
The original elevator had a failure. The emergent project in progress is to replace critical components to restore reliability to the unit. Operations has worked with the school to minimize impact to the users of the elevator.
- L.V. Rogers Secondary School - Window Film Pilot
To improve building comfort during the higher temperatures, a window film is being piloted as a potential cost-effective solution.
- Mount Sentinel Secondary School - HVAC Upgrade and Boiler Replacement
The final stage of the HVAC upgrade and boiler replacement is close to completion. The project completion has been delayed due to the unexpected need to replace the Roof Top Unit (RTU). The RTU replacement is scheduled for spring break. There is no impact to building comfort nor student learning.
- South Nelson Elementary School - Storm Drain Replacement
The district completed an emergency storm drain replacement from the school to the city connection at the street. Ground remediation will continue in the spring.
- Trafalgar Middle School - Ongoing Sprinkler System Installation
This project has been split into six components, each with a zone of the sprinkler system. Out of the 6 zones, 1 and 4 are complete. The work on zone 3 continues after hours and during school breaks. HVAC work to support the sprinkler project will continue during spring break.
- Trafalgar Middle School - Washrooms
A project is underway to update the washrooms, including new partitions to enhance privacy, and removal of other walls to provide additional visibility to the sink area.
- District - Charging Stations
The chargers are now operational and have been serving our fleet of 7 electric buses. We recently received the latest charger for Nelson. It will be installed in the spring once the ground thaws.
- District - Dust Collectors
A 3rd party inspection of all dust collectors was completed, and preparation is underway to begin the required repairs. Repairs range from minor items such as duct cleaning and repairs to full system replacement. All minor repairs and duct cleaning are scheduled to be completed over spring break. Engineering is underway for the duct replacement at Mount Sentinel Secondary school. Full replacements at other sites are on the Minor Capital Operations plan for consideration moving forward.



FROM: Trish Smillie, Superintendent
DATE: March 11, 2025
SUBJECT: Approve 2027 - 2028 School Calendar

For Approval

Introduction

This memorandum provides an overview of the 2027-2028 school calendars.

Information

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

The public consultation process is outlined as follows:

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

The District has met with the KLTF, CUPE, KLPVPA to develop the proposed 2027-2028 calendars. The proposed school calendar is similar to previous years' calendars in the placement of breaks and non-instructional days with a couple of exceptions. For the last several years, spring break / school closure week has been the 3rd and 4th weeks, but due to the short first week of March, the spring break has been shifted to the 4th and 5th weeks. The April non-instructional day, has for several years, been on a Monday in April. In 2028, the April non-instructional day will be on the Thursday prior to Easter to allow families an opportunity for a longer weekend and to lessen the number of short school weeks in April.

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

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

Recommendation

It is recommended that the Board approve the 2027-2028 school calendar.





2027 - 2028 GENERAL SCHOOL CALENDAR

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

*schools closed

**school not in session - staff only in attendance

September	6	Labour Day
September	7	First Day of School (Dismiss 3-hours early)
September	24	School Planning Day
September	30	National Day for Truth and Reconciliation
October	11	Thanksgiving Day
October	20	Early Dismissal Day (1 hour early)
October	21	Early Dismissal Day (1 hour early)
October	22	PSA Day (Provincial Specialist Assoc.) Pro-D Day
November	11	Remembrance Day
December	17	Last day of school before winter vacation
December	20-31	Winter Vacation
January	3	Closed for January 1 Statutory Holiday
January	4	Schools Re-Open
February	18	School-Based Pro-D Day
February	21	Family Day
March	17	Last day of school before spring break
March	20-31	Spring Break
March	27-31	School Closure Week
April	3	School Re-opens
April	13	District Pro-D Day
April	14	Good Friday
April	17	Easter Monday
April	26	Early Dismissal Day (1 hour early)
April	27	Early Dismissal Day (1 hour early)
May	22	Victoria Day
May	29	School-Based Pro-D Day
June	29	Last Day of Classes (Dismiss 3-hours early)
June	30	Administrative Day
July	3	School Closed for Summer Vacation

JULY 2027						
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DECEMBER 2027						
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MARCH 2028						
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MAY 2028						
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Days of Instruction	179
Non-Instructional Days	6
Administrative Day	1
Total Days in Session	186





School District 8
Kootenay Lake

2027 - 2028 ONLINE LEARNING CALENDAR

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

*schools closed

**school not in session - staff only in attendance

September	6	Labour Day
September	24	School Planning Day
September	30	National Day for Truth and Reconciliation
October	11	Thanksgiving Day
October	22	PSA Day (Provincial Specialist Assoc.) Pro-D Day
November	11	Remembrance Day
December	17	Last day of school before winter vacation
December	20-31	Winter Vacation
January	3	Closed for January 1 Statutory Holiday
January	4	Schools Re-Open
February	18	School-Based Pro-D Day
February	21	Family Day
March	17	Last day of school before spring break
March	20-31	Spring Break
March	27-31	School Closure Week
April	3	School Re-opens
April	13	District Pro-D Day
April	14	Good Friday
April	17	Easter Monday
May	22	Victoria Day
May	29	School-Based Pro-D Day
June	30	Administrative Day

Days of Instruction	224
Non-Instructional Days	6
Administrative Day	1
Total Days in Session	231

JULY 2027

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AUGUST 2027

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SEPTEMBER 2027

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OCTOBER 2027

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DECEMBER 2027

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JANUARY 2028

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FEBRUARY 2028

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MARCH 2028

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APRIL 2028

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MAY 2028

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JUNE 2028

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2027 - 2028 WILDFLOWER SCHOOL CALENDAR

Weekends*
Statutory Holidays*
School Vacation Periods*
Administrative Day**
School Planning Day (NI Day)**
District Pro-D Days (NI Days)**
School Pro-D, PSA Pro-D and Non-Instructional Days (NI Days)**
Homeschool Conference and Strategic Planning

*schools closed

**school not in session - staff only in attendance

September	6	Labour Day
September	7	First Day of School (Dismiss 3-hours early)
September	24	School Planning Day
September	30	National Day for Truth and Reconciliation
October	11	Thanksgiving Day
October	22	PSA Day (Provincial Specialist Assoc.) Pro-D Day
November	11	Remembrance Day
December	10	Last day of school before winter vacation
December	13-31	Winter Vacation
January	3	Closed for January 1 Statutory Holiday
January	4	Schools Re-Open
January	18	District Pro-D Day
February	18	School-Based Pro-D Day
February	21	Family Day
March	17	Last day of school before spring break
March	20-31	Spring Break
March	27-31	School Closure Week
April	3	School Re-opens
April	13	District Pro-D Day
April	14	Good Friday
April	17	Easter Monday
May	22	Victoria Day
May	29	School-Based Pro-D Day
June	21	Last Day of Classes (Dismiss 3-hours early)
June	22	Administrative Day
June	23	School Closed for Summer Vacation

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

JULY 2027

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AUGUST 2027

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SEPTEMBER 2027

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OCTOBER 2027

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NOVEMBER 2027

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DECEMBER 2027

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JANUARY 2028

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FEBRUARY 2028

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MARCH 2028

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APRIL 2028

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MAY 2028

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JUNE 2028

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POLICY 410: School ~~Choice and~~ Catchment Areas

~~As per the School Act, Section 75.1, The Board of Education of School District No. 8 (Kootenay Lake) has established that student admission to district schools shall be guided by the following:~~

- ~~• The admission process should maximize the number of students able to attend their catchment area school in accordance with their wishes.~~
- ~~• The admission process should maximize the student's and parent's ability to choose the school and education program which best meets the student's educational needs.~~
- ~~• The admission process should enable school and District staff to plan the allocation of space and instructional resources to best accommodate demand and to minimize the adjustments required at the beginning of the year.~~

~~the Board of Education of School District No. 8 (Kootenay Lake) will establish a catchment area for each school in the district.~~

~~The Board believes that students should be able to attend their catchment area school, where possible. The Board reserves the right to alter school catchment boundaries at any time and shall determine the nature of any such changes.~~

~~The Board of Education of School District No. 8 (Kootenay Lake) believes that consultation with staff, parents and the public is essential prior to the Board making its final decision with respect to catchment area changes of that school. Following the consultation process, the Board will make a decision on the catchment area. Further information on school catchment areas is provided in AP 3101: School Choice, Student Transfer, and Catchment. A catchment area map is provided on the SD8 website.~~

School Catchments

Wildflower Schools and Late French Immersion

- ~~• The catchment area for this program is open to all students in the District.~~

Adam Robertson Elementary

- ~~• West of 25th Avenue to Kootenay Pass, and North to Sanca Creek on Highway 3A, South to the U.S. border but not including the residences East of Highway 21 and South of 40th Street. The catchment also includes Wynndel Flats.~~

Blewett Elementary

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 75.14.1, 85.3, Family Law Act\]](#)

Related Contract Article: Nil

Adopted: May 27, 2003

Amended: October 12, 2010 - December 11, 2019 - April 23, 2019 - June 9, 2020 - June 21, 2022

Meeting of the Board Held in Public

March 11, 2025





- Commencing on the South side of the Kootenay River at the Eastern junction of Highway 3A and Granite Road and proceeding West on Granite Road to and including the City of Nelson Power Plant then commencing at and including the Residences on Cora Lynn Road east on Highway 3A to the point of commencement.

Brent Kennedy Elementary

- Commencing in the North on Highway 6 at, but not including, Fire Protection No. 4558, South to and including all of Passmore Back Road on the South side of Little Slokan River, South to the junction of Highways 6 and 3A, East to the junction of Highway 3A and Viewridge Road and including the residences in Cora Lynn Heights, but not including the residences on Cora Linn Road, and West to the established boundary between School District No. 20 (Kootenay- Columbia) and School District No. 8 (Kootenay Lake).

Canyon-Lister Elementary

- Commencing at the junction of Highway 21 and 40th street and then on a straight line East along the South Bank of the Goat River East and South to the International Border, along the International Border to Highway 21 then North on Highway 21 to and including 40th Street, East along Highway 3 to and including Kitchener Road, and East of Kitchener Road to Irishman Creek on Highway 3, South to the International Border.

Crawford Bay Elementary/Secondary

- North of Sanca Creek on Highway 3A.

Erickson Elementary

- From Bear Brook Road East on Lakeview-Arrow Creek Road to Highway 3, South along 25th Avenue, East along the North bank of the Goat River to Highway 3.

Hume Elementary

- From Kootenay Lake, South on Park Street to Morgan Street, Southeast on Morgan to View Street, East on View to Regent Street, South on Regent to the Great Northern tracks including Trevor Street, and East along the tracks to Kootenay Lake beyond Bealby Point and from the City of Nelson Boundary to 500m west of Macgregor Road on Highway 3A.

Jewett Elementary

- Includes the communities of Lardeau, Cooper Creek, Meadow Creek, Argenta, Johnson's Landing and Howser.

J.V. Humphries Elementary/Secondary (K to Gr. 7):

- From Coffee Creek, North to Schroeder Creek and West along Highway 31 to Retallack.

J.V. Humphries Elementary/Secondary (Grades 8 - 12):

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 75.14.1, 85.3, Family Law Act\]](#)

Related Contract Article: Nil

Adopted: May 27, 2003

Amended: October 12, 2010 - December 11, 2019 - April 23, 2019 - June 9, 2020 - June 21, 2022



- From Coffee Creek North to the boundary between School District No. 8 (Kootenay Lake) and School District No. 10 (Arrow Lakes), along the East side of Kootenay Lake to the end of the road, and West along Highway 31 to Retallack.

Kootenay River Secondary

- East of Kootenay Pass, North to Sanca, South to the International Border and East to Irishman Creek.

L.V. Rogers Secondary

- In the West, commencing at and including the residences on Cora Lynn Road, East to Coffee Creek and South but not including Barrett Creek Road.

Mount Sentinel Secondary School (Grades 7 - 9)

- Commencing in the North on Highway 6 at, but not including, Fire Protection No. 4558 and on the West side of the Slocan River North to, but not including, Fire Protection No. 4680, South to and including all of the Vallican and Passmore Back Roads on both sides of the Little Slocan River to the junction of Highways 6 and 3A, East to the junction of Highway 3A and Viewridge Road and including the residences in Cora Lynn Heights but not including the residences on Cora Lynn Road, and West to the established boundary between School District No. 20 (Kootenay-Columbia) and School District No. 8 (Kootenay Lake), except for those students attending the Outdoor Education Leadership Program (OELP).

Mount Sentinel Secondary School (Grades 9/10 - 12)

- North end of School District No. 8 at Enterprise Creek, South on both sides of the Slocan River to the junction of Highways 6 and 3A, East to the junction of Highway 3A and Viewridge Road and including the residences in Cora Lynn Heights but not including the residences on Cora Lynn Road, and West to the established boundary between School District No. 20 (Kootenay-Columbia) and School District No. 8 (Kootenay Lake), except for those students attending the Valhalla Wilderness Program.

Redfish Elementary

- From 500m West of Macgregor Road on Highway 3A, East to Coffee Creek, including all of Procter and Harrop.

Rosemont Elementary

- From Kootenay Lake along the West shore of Cottonwood Creek to Hall Mines Road extending to the end of Silver King Road, from Silver King Road West to the junction of Knox Road and Granite Road, North to Highway 3A to Government Road, East on Government to Cottonwood Creek.

Salmo Elementary





- From the South side of Barrett Creek, South to the International Border, East along Highway 3 to Kootenay Pass and West along Highway 3 to the boundary between School District No. 8 (Kootenay Lake) and School District No. 20 (Kootenay Columbia).

Salmo Secondary

- From the South side of Barrett Creek, South to the International Border, East along Highway 3 to Kootenay Pass and West along Highway 3 to the boundary between School District No. 8 (Kootenay Lake) and School District No. 20 (Kootenay-Columbia).

South Nelson Elementary

- From the former Great Northern rail tracks, North on Regent Street to View Street, West on View to Morgan Street, Northwest on Morgan Street to Park Street, but not including the homes on Park Street, to a line drawn north of Park Street to Kootenay Lake, West along Kootenay Lake to the West side of Cottonwood Creek, along Cottonwood Creek, Perrier Road and South to the North side of Barrett Creek.

Trafalgar Middle

- In the West, commencing at and including the residences on Cora Lynn Road, East to 500m West of Macgregor Road on Highway 3A, and South but not including Barrett Creek Road.

W.E. Graham Community (Grades K-6):

- North end of School District No. 8 at Enterprise Creek, South to but not including Fire Protection No. 7487, on Highway 6.

W.E. Graham Community (Grades 7-10)

- North end of School District No. 8 at Enterprise Creek, South on Highway 6 to Williamson's turnaround, including Fire Protection No. 4558 and on the West side of the Slocan River to an including Fire Protection No. 4680, for those students who choose to attend the Outdoor Education Leadership Program (OELP) or the Valhalla Wilderness Program.

Winlaw Elementary

- Commencing South and including Fire Protection No. 7487 on Highway 6 to Williamson's turnaround and including Fire Protection No. 4558, on the West side of the Slocan River commencing at the North end of Avis Road, South to and including all of Vallican Back Road on the north side of the Little Slocan River.

Definitions

- 1.1. "catchment area student" means a person who is:
- of school age, and;





- ~~is ordinarily resident in the catchment area of the school.~~

1.2. ~~“continuing student” means a school age student in attendance at the school or a designated feeder school who is expected to continue in the educational program for the succeeding school, but does not include a non-District student, a student who withdraws or transfers from the school or educational program before the end of the previous school year, or a student who attended the previous year on a disciplinary transfer.~~

1.3. ~~“District choice programs” are unique programs approved by the Board, such as Late French Immersion, Outdoor Programs, and Academies which are offered at individual schools.~~

1.4. ~~“feeder schools” are schools whose students would normally proceed to the next higher grade in a “receiving school.”~~

1.5. ~~“non-catchment area student” means a person of school age, resident in the School District who is not a resident in the catchment area of the school.~~

1.6. ~~“non-district student” means a person of school age, resident in British Columbia who is not a resident in the School District.~~

1.7. ~~“parent” means “(a) a parent or other person who has guardianship or custody of the student or child, other than a parent or person who, under an agreement or order made under the *Family Law Act* that allocates parental responsibilities, does not have parental responsibilities in relation to the student’s or child’s education, or (b) a person who usually has the care and control of the student or child.”~~

1.8. ~~“ordinarily resident,” is the location where the student normally resides, and is deemed to be that of the student’s parent or guardian unless evidence is produced that the student’s ordinary place of residence during the school year is elsewhere.~~

1.9. ~~“previous school year” means the school year previous to the school year for which the student is applying to enroll in an educational program.~~

1.10. ~~“school district student” means a catchment area student or a non-catchment area student who is ordinarily resident within the boundaries of the School District.~~

2. ~~Determination of Available Space and Facilities~~

2.1. ~~The School Act establishes priorities for enrolment to apply if the Board determines space and facilities are available in a school.~~

2.2. ~~For the purposes of the School Act, space and facilities are available to enroll a student if:~~

2.2.1. ~~there is capacity to provide the student with an educational program appropriate to the student’s needs;~~

2.2.2. ~~there are both physical and educational resources after reasonable enrollment projections have been made, to allow for accommodating of continuing students and district programs located in the school; and,~~

2.2.3. ~~if applicable, there is a Kindergarten program adequate to accommodate the projected enrollment of catchment area students.~~

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 75.14.1, 85.3, Family Law Act\]](#)

Related Contract Article: Nil

Adopted: May 27, 2003

Amended: October 12, 2010 - December 11, 2019 - April 23, 2019 - June 9, 2020 - June 21, 2022





- ~~2.3. The Board of Trustees delegates to the Superintendent of Schools or their designate, the decisions whether space and facilities are available in individual schools and educational programs for the purposes of the School Act, in accordance with paragraphs 2.1. and 2.2.~~
- ~~2.4. Decisions will be made in consultation with the Principal of the affected school and will be based on program capacity, including consideration of the following factors in order:~~
- ~~2.4.1. the operating capacity of the school, as determined by the District;~~
 - ~~2.4.2. staff assigned to the school by the District;~~
 - ~~2.4.3. the physical space in which instructional programs operate in the school;~~
 - ~~2.4.4. the ability of the school to provide an appropriate educational program for the applicant and other students; and,~~
 - ~~2.4.5. the needs of other programs located in the school.~~
- ~~2.5. Schools will be organized to provide space for a new catchment cohort of sufficient size to allow the sustainable operation of the school in future years. The size of the new catchment cohort will be established by the Superintendent of Schools or designate.~~
- ~~2.6. Schools at, or approaching, capacity may be designated as 'full' by the District. Management of enrolment at schools determined to be full will be overseen by the District. The acceptance of any new out of catchment and/or late transfer applicants will be severely restricted and possibly prohibited altogether at these school sites.~~
- ~~2.7. If space and facilities are determined to be available, enrollment in educational programs at the school will be offered in the following priority order and deadlines, provided that application deadlines and other application requirements are met:~~
- ~~2.7.1. Firstly, any students in attendance in the previous year at the school or continuing on to the secondary or middle school from the feeder elementary school;~~
 - ~~2.7.2. Secondly, new catchment area students or siblings of students who were in attendance in the previous year at a school or continuing on to the middle or secondary school from the feeder elementary school;~~
 - ~~2.7.3. Thirdly, new non-catchment area students, provided they have made their application between 9:00 AM (PT) on the first Monday in January and 4:00 PM (PT) on the last Friday in March;~~
 - ~~2.7.4. Fourthly, new non-district students provided they have made their application between 9:00 AM (PT) on the first Monday in January and 4:00 PM (PT) on the last Friday in March;~~
- ~~2.8. Students who apply after the deadlines will be considered in priority order after students who registered prior to the set deadlines have been placed.~~
- ~~2.9. Waitlists will be established for those not accepted, to be maintained until September 30th.~~

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 75.14.1, 85.3, Family Law Act\]](#)

Related Contract Article: Nil

Adopted: May 27, 2003

Amended: October 12, 2010 - December 11, 2019 - April 23, 2019 - June 9, 2020 - June 21, 2022

Meeting of the Board Held in Public

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~~2.10. Re-valuation of space availability will take place periodically from the last Friday in March until the Friday of the first week of school to ensure maximum numbers of requests are met at the earliest time possible.~~

~~2.11. Applicants for enrolment in District choice programs will be separately prioritized.~~

~~3. Tie-breaking~~

~~When applications made otherwise have the same priority, the time and date of application will determine priority between them, unless changes in the School Act allow a determination to be made by the Board, the Superintendent or the Superintendent's designate to determine priority.~~

~~4. Guarantee of an Educational Program~~

~~School District students who apply for enrolment in an educational program will be provided with an educational program in the District, unless a parent of the student consents to a placement outside the School District.~~

~~5. Commitment~~

~~5.1. Students may apply for more than one educational program but may only be enrolled in one. When a student is offered and accepts enrollment in an educational program (in or out of the District), applications for the other programs become invalid.~~

~~5.2. The Superintendent or designate is authorized to enter into reciprocal agreements with other School Districts to review waitlists and enrollment information in order to enforce this policy.~~

~~6. Program Requirements~~

~~Applicants for enrolment must meet all program requirements for the requested educational program and will be subject to any selection process established for that program.~~

~~7. Discretionary Acceptances: Suspended or Expelled Non-District Students~~

~~7.1. Enrolment applications from non-District children may be refused, to a child 16 or older if that student is refusing to comply with the code of conduct or other rules and policies of the Board, or has failed to apply themselves to their studies or is under suspension from a B.C. school and/or has been refused an educational program by a B.C. public school as per s.85 (3) of the School Act.~~

~~7.2. Such application will be referred to the Superintendent or designate for a decision on admission. Admissions may be made subject to terms and conditions.~~

~~8. Communication~~

~~Application periods and enrolment dates will be communicated to the school communities and to the community at large and may also be communicated to other communities within and outside the School District.~~



POLICY 410: School Catchment Areas

As per the School Act, Section 75.1, the Board of Education of School District No. 8 (Kootenay Lake) will establish a catchment area for each school in the district.

The Board believes that students should be able to attend their catchment area school, where possible. The Board reserves the right to alter school catchment boundaries at any time and shall determine the nature of any such changes.

The Board of Education of School District No. 8 (Kootenay Lake) believes that consultation with staff, parents and the public is essential prior to the Board making its final decision with respect to catchment area changes of that school. Following the consultation process, the Board will make a decision on the catchment area. Further information on school catchment areas is provided in AP 3101: School Choice, Student Transfer, and Catchment. A catchment area map is provided on the [SD8 website](#).

School Catchments

Wildflower Schools and Late French Immersion

- The catchment area for this program is open to all students in the District.

Adam Robertson Elementary

- West of 25th Avenue to Kootenay Pass, and North to Sanca Creek on Highway 3A, South to the U.S. border but not including the residences East of Highway 21 and South of 40th Street. The catchment also includes Wynndel Flats.

Blewett Elementary

- Commencing on the South side of the Kootenay River at the Eastern junction of Highway 3A and Granite Road and proceeding West on Granite Road to and including the City of Nelson Power Plant then commencing at and including the Residences on Cora Lynn Road east on Highway 3A to the point of commencement.

Brent Kennedy Elementary

- Commencing in the North on Highway 6 at, but not including, Fire Protection No. 4558, South to and including all of Passmore Back Road on the South side of Little Slokan River, South to the junction of Highways 6 and 3A, East to the junction of Highway 3A and Viewridge Road and including the residences in Cora Lynn Heights, but not including the residences on Cora Linn Road, and West to the established boundary

Related Legislation: [School Act, Section 75.1](#)

Related Contract Article: Nil

Adopted: May 27, 2003

Amended: October 12, 2010 - December 11, 2019 - April 23, 2019 - June 9, 2020 - June 21, 2022

Meeting of the Board Held in Public

March 11, 2025



between School District No. 20 (Kootenay- Columbia) and School District No. 8 (Kootenay Lake).

Canyon-Lister Elementary

- Commencing at the junction of Highway 21 and 40th street and then on a straight line East along the South Bank of the Goat River East and South to the International Border, along the International Border to Highway 21 then North on Highway 21 to and including 40th Street, East along Highway 3 to and including Kitchener Road, and East of Kitchener Road to Irishman Creek on Highway 3, South to the International Border.

Crawford Bay Elementary/Secondary

- North of Sanca Creek on Highway 3A.

Erickson Elementary

- From Bear Brook Road East on Lakeview-Arrow Creek Road to Highway 3, South along 25th Avenue, East along the North bank of the Goat River to Highway 3.

Hume Elementary

- From Kootenay Lake, South on Park Street to Morgan Street, Southeast on Morgan to View Street, East on View to Regent Street, South on Regent to the Great Northern tracks including Trevor Street, and East along the tracks to Kootenay Lake beyond Bealby Point and from the City of Nelson Boundary to 500m west of Macgregor Road on Highway 3A.

Jewett Elementary

- Includes the communities of Lardeau, Cooper Creek, Meadow Creek, Argenta, Johnson's Landing and Howser.

J.V. Humphries Elementary/Secondary (K to Gr. 7):

- From Coffee Creek, North to Schroeder Creek and West along Highway 31 to Retallack.

J.V. Humphries Elementary/Secondary (Grades 8 - 12):

- From Coffee Creek North to the boundary between School District No. 8 (Kootenay Lake) and School District No. 10 (Arrow Lakes), along the East side of Kootenay Lake to the end of the road, and West along Highway 31 to Retallack.

Kootenay River Secondary

- East of Kootenay Pass, North to Sanca, South to the International Border and East to Irishman Creek.

L.V. Rogers Secondary

Related Legislation: [School Act, Section 75.1](#)

Related Contract Article: Nil

Adopted: May 27, 2003

Amended: October 12, 2010 - December 11, 2019 - April 23, 2019 - June 9, 2020 - June 21, 2022





- In the West, commencing at and including the residences on Cora Lynn Road, East to Coffee Creek and South but not including Barrett Creek Road.

Mount Sentinel Secondary School (Grades 7 - 9)

- Commencing in the North on Highway 6 at, but not including, Fire Protection No. 4558 and on the West side of the Slocan River North to, but not including, Fire Protection No. 4680, South to and including all of the Vallican and Passmore Back Roads on both sides of the Little Slocan River to the junction of Highways 6 and 3A, East to the junction of Highway 3A and Viewridge Road and including the residences in Cora Lynn Heights but not including the residences on Cora Lynn Road, and West to the established boundary between School District No. 20 (Kootenay-Columbia) and School District No. 8 (Kootenay Lake), except for those students attending the Outdoor Education Leadership Program (OELP).

Mount Sentinel Secondary School (Grades 9/10 - 12)

- North end of School District No. 8 at Enterprise Creek, South on both sides of the Slocan River to the junction of Highways 6 and 3A, East to the junction of Highway 3A and Viewridge Road and including the residences in Cora Lynn Heights but not including the residences on Cora Lynn Road, and West to the established boundary between School District No. 20 (Kootenay-Columbia) and School District No. 8 (Kootenay Lake), except for those students attending the Valhalla Wilderness Program.

Redfish Elementary

- From 500m West of Macgregor Road on Highway 3A, East to Coffee Creek, including all of Procter and Harrop.

Rosemont Elementary

- From Kootenay Lake along the West shore of Cottonwood Creek to Hall Mines Road extending to the end of Silver King Road, from Silver King Road West to the junction of Knox Road and Granite Road, North to Highway 3A to Government Road, East on Government to Cottonwood Creek.

Salmo Elementary

- From the South side of Barrett Creek, South to the International Border, East along Highway 3 to Kootenay Pass and West along Highway 3 to the boundary between School District No. 8 (Kootenay Lake) and School District No. 20 (Kootenay Columbia).

Salmo Secondary

- From the South side of Barrett Creek, South to the International Border, East along Highway 3 to Kootenay Pass and West along Highway 3 to the boundary between School District No. 8 (Kootenay Lake) and School District No. 20 (Kootenay-Columbia).

South Nelson Elementary

Related Legislation: [School Act, Section 75.1](#)

Related Contract Article: Nil

Adopted: May 27, 2003

Amended: October 12, 2010 - December 11, 2019 - April 23, 2019 - June 9, 2020 - June 21, 2022





- From the former Great Northern rail tracks, North on Regent Street to View Street, West on View to Morgan Street, Northwest on Morgan Street to Park Street, but not including the homes on Park Street, to a line drawn north of Park Street to Kootenay Lake, West along Kootenay Lake to the West side of Cottonwood Creek, along Cottonwood Creek, Perrier Road and South to the North side of Barrett Creek.

Trafalgar Middle

- In the West, commencing at and including the residences on Cora Lynn Road, East to 500m West of Macgregor Road on Highway 3A, and South but not including Barrett Creek Road.

W.E. Graham Community (Grades K-6):

- North end of School District No. 8 at Enterprise Creek, South to but not including Fire Protection No. 7487, on Highway 6.

W.E. Graham Community (Grades 7-10)

- North end of School District No. 8 at Enterprise Creek, South on Highway 6 to Williamson's turnaround, including Fire Protection No. 4558 and on the West side of the Slocan River to an including Fire Protection No. 4680, for those students who choose to attend the Outdoor Education Leadership Program (OELP) or the Valhalla Wilderness Program.

Winlaw Elementary

- Commencing South and including Fire Protection No. 7487 on Highway 6 to Williamson's turnaround and including Fire Protection No. 4558, on the West side of the Slocan River commencing at the North end of Avis Road, South to and including all of Vallican Back Road on the north side of the Little Slocan River.

