

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

TUESDAY, OCTOBER 11, 2022

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. Adoption of Agenda

Proposed Resolution:

THAT the Agenda for this October 11, 2022 meeting **BE ADOPTED**, as circulated.

5. Receiving Presentations – Nil

6. 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.

7. Consent Package (p. 3)

App. 7

8. Adoption of Minutes (p. 8)

App. 8

Proposed Resolution:

THAT the minutes from the September 27, 2022 Meeting of the Board held in public **BE ADOPTED**.

9. Future and Action Item Tracking (p. 12)

App. 9

10. Education – Reports from Superintendent

A. Enrolment 2022-2023 (p. 14)

App. 10A

B. Special Education Designation and Support (p. 18)

App. 10B

C. Sexual Orientation and Gender Identity (SOGI) Education (p. 22)

App. 10C

D. Foundation Skills Assessment (p. 26)

App. 10D

E. Remembrance Day Schedule (p. 30)

App. 10E

F. Board Authority Authorized (BAA) Course Approval (p. 32)

App. 10F



Proposed Resolution:

THAT the Board Authority Authorized courses

- Orientation and Mobility 11 and
- Braille 10, Unified English Braille

BE APPROVED.

G. Trustee Inquiry: Trades Questions (p. 52) App. 10G

11. Operations and Finance – Reports from Secretary-Treasurer

A. Budget Update (p. 54) App. 11A

B. Student and Family Affordability Fund (p. 57) App. 11B

12. Governance and Policy – Nil

13. Human Resources – Nil

14. Trustee Reports

A. Trustees

B. Chair

C. BCSTA

D. BCPSEA

E. RDCK

F. Other Committees

G. Student Trustees

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 (p. 60) App. 16

A. Board Meetings

The next Meeting of the Board held in the public is scheduled for November 8, 2022.

17. Adjournment of Meeting



**SCHOOL DISTRICT 8 KOOTENAY LAKE
CONSENT PACKAGE – PUBLIC MEETING
OCTOBER 11, 2022**

ITEM

The following Consent items are routine items received for information.

- | | |
|---|------|
| 1. Correspondence Package | p. 4 |
| 2. Superintendent's Report October 2022 | |
| 3. Transactions over 50k | p. 6 |



**SCHOOL DISTRICT 8 KOOTENAY LAKE
BOARD CORRESPONDENCE PACKAGE
OCTOBER 11, 2022**

ITEM	DATE
1. C. Wilson & C. Leugner to Board of Education relative to All Candidates Forum Oct. 11 Invitation	September 14, 2022



----- Forwarded message -----

From: **CFUW Nelson & District** <nelsoncfuw@gmail.com>

Date: Wed, Sep 14, 2022 at 10:54 PM

Subject: All Candidates Forum Oct. 11 Invitation

To:



Canadian Federation of University Women, Nelson &
District

[1806 Ridgewood Road, Nelson BC ,V1L 6J9](http://1806RidgewoodRoad.NelsonBC.V1L6J9)



Nelson & District
Teachers' Association

Nelson & District Teachers' Association

[514 Vernon Street, Nelson, BC V1L 4E7](http://514VernonStreet.Nelson.BC.V1L4E7)

Thursday, September 14, 2022

Dear Candidate:

We are writing to you on behalf of the Canadian Federation of University Women, Nelson and District and the Nelson District Teachers Association to invite you to participate in an All-Candidates Forum to be held on Tuesday, October 11, 2022, 7:00 to 9:00 p.m. at the Wildflower School (formerly Central School), [811 Stanley Street, Nelson](http://811StanleyStreet.Nelson).

This forum, a Nelson tradition for the last 45 years, is being sponsored by our two associations. This gives you as a candidate for Mayor or City Council or School Board Trustee an opportunity to communicate to the public about yourselves and your platforms. We hope that you will be able to attend.

Please contact us as soon as possible with your reply to our invitation at nelsoncfuw@gmail.com. Attached are also the Rules of Engagement for the Forum.

Thank you all for putting yourselves forward as a candidate, we hope to see you at the forum.

Respectfully,

Cathy Leugner, Past President, CFUW Nelson and District

Carla Wilson, President, NDTA

 [Rules of Engagement for Candidates 2022.pdf](#)

"If not you, who will act?"

[Nelson & District CFUW](#)

email: nelsoncfuw@gmail.com

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Proposal and Program Development

Adelle Ritchie Communications

WARNING: This email originated outside of School District 59. DO NOT CLICK links or attachments unless you recognize the sender and know the content is safe.



CHEQUE FUND : 0 Operating
SORT BY : CHEQUE NUMBER

CHEQUE	CHQ DATE		VENDOR	NAME	AMOUNT	CURRENCY	VOIDED	CLEARED
199822	09/12/2022	()	-1024	Receiver General RP0001	341,199.86			
199824	09/12/2022	()	387-1002	Teachers' Pension Fund	96,252.83			
199866	09/21/2022	()	-1023	Receiver General RP0002	50,815.41			

CHEQUE TOTAL (EXCLUDE VOIDED CHEQUES) = 488,268.10
CHEQUE TOTAL (INCLUDE VOIDED CHEQUES) = 488,268.10



PAYMENT DATE	FILE CREATION #	VENDOR NAME	ePAYMENT #	AMOUNT	VOIDED	BATCH #
09/12/2022	45	() 99-9432 Province of British Columbia	51796	275,928.72		33865
09/21/2022	49	-250 509-1567 Kays Road Contracting Ltd	51946	93,108.75		33922
09/21/2022	49	-250 352-7275 North Mountain Construction Ltd	51958	122,181.40		33922
09/21/2022	49	-604 654-2311 Pacific Blue Cross	51959	79,964.18		33922
09/21/2022	49	-250 352-7588 Trainor Mechanical Contractors Ltd	51972	223,423.52		33922
09/22/2022	50	-780 361-5300 A.C. Dandy Products Inc.	52004	81,670.40		33941
09/28/2022	51	-250 365-2009 Twin Rivers Controls Ltd.	52091	60,228.00		33963
				<u>946,504.97</u>		

ePAYMENT TOTAL: 946,504.97
VOID TOTAL: 0
NET TOTAL: 946,504.97



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

HELD ON TUESDAY, SEPTEMBER 27, 2022

In person at the School Board Office and via video conference

Board:

- L. Trenaman, Chair
- S. Nazaroff, Vice-Chair
- D. Lang *(via video conference)*
- S. Walsh *(via video conference)*
- B. Coons *(via video conference)*
- A. Gribbin *(via video conference)*
- B. Maslechko *(via video conference)*
- C. Beebe *(via video conference)*
- S. Chew *(via video conference)*

District Staff:

- T. Smillie, Superintendent
- J. Glaudemans, Secretary-Treasurer
- D. Holitzki, Director of Instruction – Equity, Inclusion & Reconciliation
- C. Singh, Director of Human Resources
- B. Eaton, Director of Instruction – Innovative Learning Services
- C. Kerr, Acting Director of Operations
- S. Bruskowski, Executive Assistant
- N. Lynn, Executive Assistant

Guests:

Sinéad Scanlon, CPA, CA, BDO Canada LLP *(via video conference)*

1. Call to Order

The meeting was called to order at 5:01 pm.

2. Acknowledgement of Aboriginal Territory

3. Changes to the Proposed Agenda

Added: 11E Update on Electric Buses

4. Adoption of Agenda

Proposed Resolution:

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

22/23-005

THAT the Agenda for this September 13, 2022 meeting **BE ADOPTED**, as amended.

5. Receiving Presentations – Nil

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



7. Consent Package – Nil

8. Adoption of Minutes

UPON a motion duly made and seconded it was **RESOLVED:** 22/23-006

THAT the minutes from the September 13, 2022 Meeting of the Board held in public

BE ADOPTED.

9. Future and Action Item Tracking

10. Education – Nil

11. Operations and Finance – Reports from Secretary-Treasurer

A. 2021-2022 Audited Financial Statements, Discussion and Analysis

Guest: Sinéad Scanlon, CPA, CA, BDO Canada LLP

The Secretary-Treasurer informed the Board about the process for the financial statements. School Districts are required to create Financial Statements after the end of each school year. These statements are then submitted to the Ministry of Education and Child Care so it can report on the financial results for the K-12 sector in B.C. It is a requirement to have the Financial Statement audited by an independent auditor. The Secretary-Treasurer introduced Sinéad Scanlon from BDO Canada in Kelowna who is the auditor of record for SD8.

The Financial Auditor outlined the purpose of the Financial Audit and stated that no actual or alleged fraud has been detected in the audit and that this is a clean financial statement 2021-2022 for School District 8 (Kootenay Lake) and proposed its approval by the Board of Trustees later in the meeting.

A Trustee asked when to expect an update about changes in the funding model. According to the Secretary-Treasurer, the school district has not been informed about a change in the funding model for the time being.

UPON a motion duly made and seconded it was **RESOLVED:** 22/23-007

THAT the Audited Financial Statements and Financial Discussion & Analysis for the year ended June 30, 2022, **BE APPROVED.**

B. Surplus Restrictions and Carry Forwards

The Secretary-Treasurer informed the Board that within the Operating Funds there are certain transactions that can be carried over to the next year. The schedule keeps track to allow information from one year to the next. The Secretary-Treasurer advised the Board to aim for a surplus of 3% (which would represent an amount of CAD 1.8 million) to provide a financial buffer and ensure SD8 can continue to work independently in the future.

Resolution:

UPON a motion duly made and seconded it was **RESOLVED:** 22/23-008



THAT the Board of Education of School District No.8 (Kootenay Lake) **APPROVE** the Operating Surplus and Carry Forward Report and recommended Reserve Balances as presented at the September 27, 2022, Closed Meeting of the Board.

C. 2022-2023 Minor Capital Projects Update

The Secretary-Treasurer outlined that School District 8 (Kootenay Lake) provides a report on Minor Capital Projects to the Board of Trustees on a regular basis that provides information and reflects the change in priorities of the district.

The Director of Operations provided a presentation to the Board.

Resolution:

UPON a motion duly made and seconded it was **RESOLVED:** 22/23-009

THAT the Minor Capital Projects, **BE APPROVED**. No opposed. Motion is carried.

D. Trustee Inquiry: Ventilation at Homelinks

At the September 13 Board meeting the question had been raised whether Creston Homelinks had seen the same steps as other schools. The Director of Operations assured that Operations confirmed this was the case.

One Trustee asked whether all sites have the same standard of ventilation. It was confirmed by the Secretary-Treasurer that this is the case.

E. Update on Electric Buses

The Director of Operations explained that last year there had been grant money for electric buses, which the district took advantage of. At this point, funding is tighter. Currently there are two electric buses (one in Creston, one in Nelson).

The district ordered charging stations that have not been received due to a delay in shipping.

The Board Chair asked whether having the two buses, but no charger puts pressure on transporting our students. The Director of Operations confirmed that, the district is using our spare buses and students are not affected.

12. Governance and Policy - Nil

13. Human Resources - Nil

14. Trustee Reports

A. Trustees

- One Trustee reported on the meetings at Rosemont. With new families in the districts there were lively discussions. The committee of education meeting was very uplifting, and we are looking at an excellent year ahead.
- Another Trustee reported from several provincial meetings, two Board meetings and a finance committee meeting.



- The Board Chair reported from an Aboriginal meeting on education, that continues to work towards progress in education, understanding in aboriginal relations and education. There was a parent education session as well as the Trafalgar student lead debate with Board Trustee candidates. The students will also interview candidates for the other elections that are coming up and they will be asked to cast their votes. The Board chair emphasized how great this project is and showed her appreciation to the employees at Trafalgar that made it possible.
- One Trustee pointed out that regional meetings are coming up.

- B. Chair
- C. BCSTA
- D. BCPSEA
- E. RDCK
- F. Other Committees
- G. Student Trustees

15. Comments or Questions from the Public

One family expressed that they are new to the district expressed their appreciation for the transparent meeting. They asked where the recording will be posted. The Superintendent clarified that recordings are not posted, but minutes will become available on the website.

16. Meeting Schedule and Reminders

- A. Board Meetings

The next Meeting of the Board held in the public is scheduled for October 11, 2022.

17. Adjournment of Meeting

The Meeting adjourned at 6:03 pm.

Board Chair

Secretary-Treasurer



Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
Resolutions in Progress						
June 21, 2022	21/22-061	Trustee Indemnity	THAT the Board consider reviewing the Trustee indemnity once the new Board has been elected after October 15, 2022, BE APPROVED.	Secretary-Treasurer		In Progress
June 21, 2022	21/22-059	Adoption of School Fees second Motion	THAT school fees be reviewed between September 2022 and January 2023 to ensure alignment to the School Act and any fees outside of this be refunded to families; and THAT the Board of Education use this review to make necessary policy revisions related to school fees.	Secretary-Treasurer		In Progress
October 26, 2021	21/22-008	Policies Section 200	THAT policies 250, 251 and 260 BE REVIEWED by staff.	Superintendent	- 250 and 260 approved - 251 will be reviewed fall 2022	In Progress
June 15, 2021	20/21-064	Resolutions rescinded, report showing school catchments	THAT resolution 12/13-061, BE RESCINDED; THAT resolution 10/11-156, BE RESCINDED; AND THAT staff prepare and submit to the Board a report showing overlaid maps of the District, school catchments, and District and RDCK electoral boundaries.	Secretary-Treasurer	- Resolutions rescinded at June 15, 2021 board meeting. -Map creation in process (Status May 24)	In Progress
February 26, 2019	18/19-092	Properties Sell or Defer	WHEREAS there are nine Board owned properties under consideration for sale in the existing 2016-2026 Facilities Plan, which the Board has previously resolved to sell; WHEREAS the Board is currently in the process creating a new facilities plan (the "2019-2029 Facilities Plan"), for which it is currently consulting with stakeholders and has contracted Baragar Systems to provide long-range enrolment projections and demographic analysis; Moved by Trustee Lang , seconded by Trustee Chew: NOW THEREFORE BE IT RESOLVED THAT in line with past Board resolutions, the following property interests be sold forthwith: 1.Former Crawford Bay maintenance yard; 2.Retallack land; 3.Former Yahk Elementary, and; 4.Ymir Land; THAT the sale of the following property interests be deferred until the Board adopts the new 2019-2029 Facilities Plan: 1.Former Al Collinson Elementary; 2.Former Gordon Sargent Elementary; 3.Kin Park in Creston, and; 4.Salmo tennis court & pool land	Secretary-Treasurer	-LRFP adopted Dec 10, 2019 -Appraisals for 8 properties received. -Quotes received from realtors. -Discussions in process with various interested buyers/lessors. -Properties to be leased (licensed) are licensed, including the former Al Collinson, former Gordon Sargent. -Properties to be sold have been put up for sale as of September 2020. - Johnstone Road property sold February 2021. - Kinsmen Park property sold February 2022. - Yahk property sold February 2022. - Retallack 1 property sold September, 2021.	In Progress
Standing Resolutions						
June 23, 2020	19/20-079	Acknowledgement of systemic racism	THAT the Board of Education of School District No. 8 (Kootenay Lake) HEREBY ACKNOWLEDGES the existence of systemic racism, bigotry, hatred and prejudice and the harmful impact it has on our students, staff and the families in our communities, DENOUNCES all forms of racism, bigotry, hatred and prejudice, AND COMMITS to finding ways to strengthen a culture of inclusion that respects and embraces diversity and supports a hopeful future for all.	Superintendent	- "Different Together" pledge, media release, website banners. - "Anti-Racism and Intercultural Day of Learning" event on October 23, 2020. - Anti-Racism Framework - Interculturalization workshop by S. Prentice - Anti-Racism Tool Kit "Tending the Fire" launched Jan 26, 2022, spread to all School Staff, District Staff, Trustees, Student Trustees - Anti-Racism Advisory Council founded to create an Anti-racism policy - Policy approved for field testing on May 24, 2022 - Policy approved by Board at June 21, 2022 Public Board Meeting and published on SD8 website	In Progress



Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
Resolutions for Repeal or Replacement						
Completed Resolutions						
September 27, 2022	22/23-009	Minor Capital Projects	THAT the Minor Capital Projects, BE APPROVED.			Complete
September 27, 2022	22/23-008	Operating Surplus and Carry Over Report	THAT the Board of Education of School District No.8 (Kootenay Lake) APPROVE the Operating Surplus and Carry Forward Report and recommended Reserve Balances as presented at the September 27, 2022, Closed Meeting of the Board.			Complete
September 27, 2022	22/23-007	Financial Statements Approved	THAT the Audited Financial Statements and Financial Discussion & Analysis for the year ended June 30, 2022, BE APPROVED.			Complete
September 27, 2022	22/23-006	Adoption of Minutes	THAT the minutes from the September 19, 2022 Meeting of the Board held in public BE ADOPTED.			Complete
September 27, 2022	22/23-005	Adoption of Agenda	THAT the Agenda for this September 27, 2022 meeting BE ADOPTED, as amended.			Complete
September 13, 2022	22/23-004	2022-2023 Superintendent Succession Designate	THAT the Temporary Superintendent Succession Plan BE APPROVED.			Complete
September 13, 2022	22/23-003	2021/2022 Enhancing Student Learning Report and 2022/2023 School Learning Plans	THAT the 2021/2022 Enhancing Student Learning Report and 2022/2023 School Learning Plans BE APPROVED.			Complete
September 13, 2022	22/23-002	Adoption of Minutes	THAT the minutes from the June 21, 2022 Meeting of the Board held in public BE ADOPTED.			Complete
September 13, 2022	22/23-001	Adoption of Agenda	THAT the Agenda for this September 19, 2022 meeting BE ADOPTED, as amended.			Complete
June 21, 2022	21/22-069	Board Calendar	THAT the 2022-2023 Board Calendar BE APPROVED as proposed.			Complete
June 21, 2022	21/22-068	Board Policies for Approval	THAT the updated Policies 120, 121 and 160 BE APPROVED.			Complete
June 21, 2022	21/22-067	Policies returned after Field Testing	THAT Policies 330, 331, 410, 450 and 791 BE APPROVED.			Complete
June 21, 2022	21/22-066	Trustee Elections Bylaw	THAT the School District No. 8 (Kootenay Lake) Trustee Elections Bylaw No. 1-2022 BE ADOPTED as read a THIRD time.			Complete
June 21, 2022	21/22-065	Trustee Elections Bylaw	THAT the School District No. 8 (Kootenay Lake) Trustee Elections Bylaw No. 1-2022 go forward to THIRD reading.			Complete
June 21, 2022	21/22-064	Trustee Elections Bylaw	THAT the School District No. 8 (Kootenay Lake) Trustee Elections Bylaw No. 1-2022 BE GIVEN SECOND reading.			Complete
June 21, 2022	21/22-063	Trustee Elections Bylaw	THAT the School District No. 8 (Kootenay Lake) Trustee Elections Bylaw No. 1-2022 BE GIVEN FIRST reading.			Complete
June 21, 2022	21/22-062	Auditors Terms of Engagement	THAT the proposal of BDO Canada, made pursuant to the Auditor Terms of Engagement issued on March 31, 2022 BE APPROVED by the Board.			Complete
June 21, 2022	21/22-060	Trustee Indemnity	THAT the term average indemnity in Policy 131 is to be changed to median indemnity to take effect at the end of the 2021/2022 school year, BE APPROVED.	Secretary-Treasurer	Motion defeated	Complete
June 21, 2022	21/22-058	Adoption of School Fees	THAT the 2022-2023 School Fees BE APPROVED as proposed.			Complete
June 21, 2022	21/22-057	Adoption of Minutes	THAT the minutes from the May 24, 2022 Meeting of the Board held in public BE ADOPTED.			Complete
June 21, 2022	21/22-056	Adoption of Agenda	THAT the Agenda for this June 21, 2022 meeting BE ADOPTED, as amended.			Complete
May 24, 2022	21/22-055	Policy Approved and going for Field Testing	THAT the updated policies 411, 412, 430, 440, 451, 460, 480 and 490 BE APPROVED and; THAT the updated and renamed Policy 450 and the updated Policy 410 and BE APPROVED for field testing	Superintendent	- Approved at June 21, 2022 Board Meeting - Policy 450 posted for field testing until June 21, 2022	Complete
May 24, 2022	21/22-054	Policy Field Testing	THAT the new Policy 791: Naming / Re-Naming of Schools & Facilities BE RECOMMENDED to the Board for field testing.	Superintendent	- Posted for field testing	Complete
May 24, 2022	21/22-053	Policy Field Testing	THAT the new Policy 331 Anti-Racism and Cultural Safety BE APPROVED for field testing.	Superintendent	- Posted for field testing	Complete
May 24, 2022	21/22-052	Policy Field Testing	THAT the updated Policy 330: Sexual Orientation Gender Identity BE APPROVED for field testing.	Superintendent	- Posted for field testing	Complete
May 24, 2022	21/22-051	Policy Approval	THAT Policies 250, 260, 311, 320 and 530 BE APPROVED.	Superintendent	- Posted to website	Complete



FROM: Trish Smillie, Superintendent
DATE: October 11, 2021
SUBJECT: Final Enrolment 2022- 2023

For Information

Introduction

This memorandum outlines the enrolment determined in the 1701 verification process.

Background

This District is required to submit student enrolment data to the Ministry of Education as of September 30. Following this initial submission, there is a period of data verification by the Ministry of Education to account for duplicate enrolments and other anomalies. Once that process is complete, the District receives an echo report around the third week of October that confirms the enrolment.

Information

Total student enrolment in SD8 schools for the 2021-2022 year and total enrolment indicated on September 30, 2022, including online learning students and adult students, as well as students who are unique learners, but not including homeschool students, is summarized in the following table:

	Actual	Projected	Actual	Variance	Variance
Total Enrolment (FTE)	Sept 30 2021	Sept 30 2022	Sept 30 2022	from Projected	from Sept 2021
	(A)	(B)	(C)	(C-B)	(C-A)
K- 12 Totals	4745.50	4670.00	4761.8125	91.8125	16.3125

Based on the September 30, 2022 1701 enrolment verification, the elementary and secondary enrolment compared to enrolment projections has increased overall by 91.8125 FTE. This information needs to be considered in the context of the decrease in Online Learning. The enrolment for Elev8 - DESK and Elev8 - Homelinks represents 235.0625 within the total enrolment numbers. This is a decrease of 73.0625 FTE from September 2021.

The Online Learning enrolment is as follows:

	Actual
OL Enrolment (FTE)	Sept 30 2022
Kindergarten	8
Grades 1-7	127
Grades 8-12	100.4375
Totals	235.4375



There has been an overall decrease in unique students, except for English Language Learners.

Unique Enrolment (FTE)	Actual Sept 30 2021 (A)	Projected Sept 30 2022 (B)	1701 Verification Sept 30 2022 (C)	Variance from Projected (C-B)	Variance from Sept 2021 (C-A)
ELL	76	72	77	+5	+1
Aboriginal	879	871	871	0	-(8)
Spec Ed Levels 1 - 3	276	241	270	+29	-(6)

For further context for enrolment the 2022-2023 school year, 64 FTE learners are currently attending homeschool and are not included within the September 30, 2022 enrolment totals. By comparison, during 2021-2022 there were 92 FTE registered homeschool students within the school district.





School District No. 8 (Kootenay Lake)

2022-2023 Enrollment

Updated Forecast Including Finalized September 29, 2022 Counts

Prepared for the Board Meeting October 11, 2022

Updated: October 11, 2022



School District No. 8 - Kootenay Lake

September 29, 2022 Enrolment (As at September 30, 2021) as compared to prior three years.

Prepared October 3, 2022

School	FTE				2020 vs 2019	2021 vs 2020	2022 vs 2021	2022 vs 2019
	Sept. 30, 2019	Sept. 30, 2020	Sept. 30, 2021*	Sept. 29, 2022*				
ACTUAL ENROLMENT								
Adam Robertson Elementary	335.0000	297.0000	314.0000	292.0000	-11.343%	5.724%	-7.006%	-12.836%
Blewett Elementary School	151.0000	119.0000	125.0000	100.0000	-21.192%	5.042%	-20.000%	-33.775%
Brent Kennedy Elementary	225.0000	208.0000	205.0000	204.0000	-7.556%	-1.442%	-0.488%	-9.333%
Canyon/Lister Elementary	103.0000	127.0000	117.0000	131.0000	23.301%	-7.874%	11.966%	27.184%
Crawford Bay Elem-Secondary	84.9375	69.1250	65.6875	80.9375	-18.617%	-4.973%	23.216%	-4.709%
Elev8 - DESK	72.7500	145.9375	111.4375	75.8125	100.601%	-23.640%	-31.969%	4.210%
Elev8 - Homelinks	186.5000	213.3125	197.0625	159.6250	14.377%	-7.618%	-18.998%	-14.410%
Erickson Elementary	208.0000	191.0000	184.0000	189.0000	-8.173%	-3.665%	2.717%	-9.135%
Hume Elementary School	197.0000	212.0000	221.0000	221.0000	7.614%	4.245%	0.000%	12.183%
J V Humphries Elem-Secondary	209.4375	190.5000	208.3125	198.3750	-9.042%	9.350%	-4.770%	-5.282%
Jewett Elementary	10.0000	11.0000	9.0000	10.0000	10.000%	-18.182%	11.111%	0.000%
Kootenay River Secondary School	522.8750	494.1250	510.6875	545.2500	-5.498%	3.352%	6.768%	4.279%
L V Rogers Secondary	649.3125	684.9375	517.5000	569.7500	5.487%	-24.446%	10.097%	-12.253%
Mount Sentinel Secondary	268.2500	266.1250	270.8125	281.6250	-0.792%	1.761%	3.993%	4.986%
REACH Alternate	16.0000	10.0000	6.0000	3.0000	-37.500%	-40.000%	-50.000%	-81.250%
Redfish Elementary School	106.0000	97.0000	98.0000	109.0000	-8.491%	1.031%	11.224%	2.830%
Rosemont Elementary School	132.0000	115.0000	114.0000	122.0000	-12.879%	-0.870%	7.018%	-7.576%
Salmo Elementary School	144.0000	131.0000	142.0000	147.0000	-9.028%	8.397%	3.521%	2.083%
Salmo Secondary	159.1875	134.0625	141.0000	144.4375	-15.783%	5.175%	2.438%	-9.266%
Sequoia Centre	13.0000	12.0000	14.0000	13.0000	-7.692%	16.667%	-7.143%	0.000%
South Nelson Elementary	223.0000	207.0000	212.0000	190.0000	-7.175%	2.415%	-10.377%	-14.798%
Trafalgar Middle	414.0000	405.0000	582.0000	615.0000	-2.174%	43.704%	5.670%	48.551%
W.E. Graham Community	79.0000	78.4375	97.0000	96.0000	-0.712%	23.665%	-1.031%	21.519%
Wildflower	196.0000	190.0000	196.0000	168.0000	-3.061%	3.158%	-14.286%	-14.286%
Winlaw Elementary School	103.0000	87.0000	87.0000	96.0000	-15.534%	0.000%	10.345%	-6.796%
TOTAL Actual Sep 30 1701s	4808.2500	4695.5625	4,745.5000	4,761.8125	-2.344%	1.064%	0.344%	-0.966%



FROM: Trish Smillie, Superintendent
DATE: October 11, 2022
SUBJECT: Determination of Designations and Supports for Students with Special Needs

For Information

Introduction

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

Background

SD8 follows the direction of the BC Ministry of Education and Child Care with regard to determination of special needs designations for students. The Ministry's [Special Education Policy Manual](#) describes the expectations of the Ministry of Education and Child Care to fully include students with special needs and support student graduation.

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

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

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

Unique student funding is determined by the number of students who meet criteria as Level 1, 2 or 3 unique needs, in categories A-H. These funds are not given to individual students; rather, they form a portion of the district’s operating funds. Unique funding is provided in the following categories:

- **Level 1 (Category A & B)**- Includes students with multiple needs who are Physically Dependent or Deaf Blind
- **Level 2 (Categories C-G)** - Includes students with Moderate/Profound Intellectual Disabilities, with Physical Disabilities or Chronic Health Impairments, with Visual Impairments, with Autism Spectrum Disorder, or students who are Deaf or Hard of Hearing
- **Level 3 (Category H)** - Includes students requiring Intensive Behaviour Interventions or students with Serious Mental Illness



The district is not provided supplemental funding for all special education designations. Designation categories K-R are included as part of regular operational funds; there is not supplemental special needs funding received by the district from the Ministry of Education and Child Care for students in these categories.

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

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

Students with special needs are supported in classrooms in a variety of ways. In its fundamental competency-based approach, [BC's curriculum](#) has built-in supports for all students including those with special needs. All students are supported to learn about big ideas and to develop their curricular competencies and core competencies. The IEP for students with special needs describes supplemental strategies to support this development and describes possible supports that students may access. In the classroom for example, these supports may include materials adapted by the teacher, adapted assessment strategies, learning environment changes, seating changes, augmentative technology, software and hardware in the classroom, tools that support student function, and other accommodations based on the student's learning profile.

All education staff support students with special needs. The classroom teacher is the primary support for students with special needs and is responsible for designing programs for students with special needs. The teacher's role is described in Sections 17(1) and (2) of the [School Act](#) and the attendant [School Regulation](#) Section 4, which prescribe that "the teacher responsible for a student with special needs is responsible for designing, supervising and assessing the educational program for that student". School principals have a significant role in supporting students with special needs, including "ensuring that a school-based team is operational in the school and facilitating the collaborative efforts of the team members in meeting the special needs of students".

Education Assistants are another support for students with special needs in classrooms. Section 18 of the [School Act](#) describes that "a board may employ persons other than teachers to assist teachers in carrying out their responsibilities and duties" and that education assistants "shall work under the direction of a teacher and the general supervision of a teacher or school principal".

Further background information describing inclusion, IEPs, student supports and roles and responsibilities of staff is included in the linked SD8 documents: [Inclusion in School District 8](#), the [Parent/Guardian Guide to Inclusive Education](#), [Inclusion in School District 8](#), and the [Education Assistant /Youth and Family Worker Handbook](#).

Information

SD8 promotes learning and well-being for all students including those with designations and works to build staff capacity to support students with designations in schools. SD8 provides resources



and supports to help the few students who require intensive interventions beyond our schools. Students and school staffs are supported by the District's Inclusive Education Department. This support is in a variety of areas, such as the review and approval of files seeking a Ministry of Education and Child Care designation, the review and confirmation of a level of support for students, the allocation of resources requested by schools, specialized consultation in strategies to support students, the provision of specialized support/interventions for students, and in the provision of professional learning, training and mentoring for staff. Inclusive Education staff also work closely with parents, outside agencies, and other government supports (such as [Community Living BC](#)).

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

There are many forms of support provided to students with special needs in SD8, including teaching strategies, environmental changes to the classroom and seating, technological resources (such as Google Read and Write), structural changes such as break times, and adaptations to classroom materials (such as one-point rubrics, different access points for curriculum, etc). In some classrooms with students with special needs, Education Assistants have been assigned to provide universal supports (to all/groups of students) and potentially essential supports (for some students with specific needs). These essential supports draw information from the student's IEP and are guided by the classroom teacher and the Inclusion Support teacher.

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

Collection and Review of Student Support Files

In preparation for the following year's compliance with the Ministry of Education and Child Care's September 1701's, Inclusive Education works with school staff starting in February each year. According to the [Ministry of Education and Child Care Special Education Category Checklists](#), staff at schools must submit complete information to Inclusive Education for each student for whom a special needs designation is being sought. The principal at each school must verify that the information submitted is complete, accurate, and meets the Ministry category checklist.



Submitted student support files are reviewed at the district office by a team of school and district staff, and either approved or not approved depending on whether the specific Ministry designation category checklist criteria have been met. Files not approved for Ministry designations are returned to schools to be updated, completed, and re-submitted for a further review if the school team wishes.

Assignment of Allocations to Schools for Support

The process to allocate supports to schools begins with determining enrolment projections in February of each year. Once enrolment projections are received by the district from each school, they form part of the yearly SD8 budget process. Each year, the Board of Education approves the budget, including the budgeted amount of resources toward teachers and education assistant staff for the following school year.

For each Level 1, 2, or 3 student the SD8 [SISAR \(School Inclusion Support Allocation\) form](#) is completed by the school Inclusion Support teacher, classroom teacher and Principal in order to determine the level of supports an individual student requires in the school environment. Inclusion Support teachers, classroom teachers and Principals determine the type of support needed at the school in order to support the inclusion of all students with special needs. These supports, as previously indicated, include a variety of possible supports such as technology, Inclusion Support teacher time in the classroom, learning resources, and so on.

In some cases, students in Level 1, 2, or 3 may also benefit from additional staff assigned to the classroom in the form of the Inclusion Support teacher and/or an education assistant to support the classroom teacher and to support the achievement of IEP goals for a student with designated special needs. The district distributes allocations to schools for specialized teacher and education assistant staffing in the spring of each year so that these supports are in place by September of the upcoming school year.

SD8 provides support to students with designated special needs in a variety of ways. Staff supports full inclusion of students in their classrooms with their peers and supports students to achieve their IEP goals and ultimately, to graduate.



FROM: Trish Smillie, Superintendent
DATE: October 11, 2022
SUBJECT: SOGI (Sexual Orientation and Gender Identity) Initiatives

For Information

Introduction

This memorandum provides an overview of SOGI (Sexual Orientation and Gender Identity) initiatives in School District No. 8 (Kootenay Lake).

Background

Everyone has a sexual orientation and gender identity (SOGI). It is an inclusive term that applies to everyone, whether they identify as lesbian, gay, bisexual, transgender, queer, two-spirit, heterosexual or cisgender (identifying with the same gender that one was assigned at birth). The Ministry of Education and Child Care outlines its expectations with regard to supporting gender identity and expression in school districts in its [Sexual Orientation Gender Identity \(SOGI\) information through the erase \(expect respect & a safe education\) website](#).

Schools are expected to be inclusive and safe spaces for students of all sexual orientations and gender identities. Being SOGI-inclusive means:

- Speaking about SOGI in a way that makes every student feel like they belong
- Not limiting a person's potential based on their biological sex and how they understand or express their gender
- Welcoming everyone without discrimination, regardless of their sexual orientation or gender identity

B.C.'s [K-12 curriculum](#) includes a focus on valuing diversity and respecting differences, as well as human rights and responses to discrimination. Students deserve to have the complete support of teachers, administrators, support staff, trustees, parents, guardians, caregivers and their community, as we work together to create learning environments where all students are free from discrimination so they can thrive and succeed in their school years and beyond.

There is no "SOGI curriculum" in BC schools. However, throughout K-12 curriculum and school activities, students and teachers explore the topic of human rights and what it means to value diversity and respect differences and how to respond to discrimination. Teachers may include discussions around the [B.C. Human Rights Code](#), sexual orientation and gender identity with students.

[SOGI 1 2 3](#) is a resource that supports educators in addressing these topics in the provincial curriculum. It helps schools create safe, caring and inclusive learning environments for all students regardless of their race, culture, religion, sexual orientation or gender identity and expression.



The recent (September 16, 2022) [Minister \[of Education and Child Care\]’s and K-12 Education Partners statement on support for SOGI](#) identifies that each child expresses themselves in their own unique way and that no student should be excluded or bullied because of their sexual orientation, gender identity or gender expression. The statement commits the Minister and K-12 education partners to ensure every school is a place where all students are welcomed, included and respected in a safe learning environment, while being fully and completely themselves.

In 2016, the B.C. Human Rights Code was amended to ensure that gender identity and expression are protected under the code. There is no room for any type of discrimination in schools. Many BC school districts, independent schools and First Nations schools have SOGI-inclusive codes of conduct and policies in place and are participants in the [B.C. SOGI Educator Network](#). Provincially, a collaboration amongst K-12 education partners and the [ARC Foundation](#) has created the Provincial K-12 SOGI Collaborative, officially committing to creating learning environments that are safe, respectful and welcoming for all B.C. students.

Information

In SD8, [Policy 330 Sexual Orientation / Gender Identity \(SOGI\)](#) identifies that the Board is: committed to providing a safe, positive, and inclusive learning and working environment for all students and employees regardless of their sexual orientation or gender identity. Further, in accordance with the [Canadian Charter of Rights and Freedoms](#) and the British Columbia Human Rights Code, the Board values all students and employees. The Board recognizes that some students and employees may identify as Two Spirit, Lesbian, Gay, Bisexual, Transgender, Queer and/or Questioning, or other affirmative ways in which people choose to self-identify (2SLGBTQ+).

District staff will:

- Ensure inclusion of all students and employees in all aspects of school life regardless of their sexual orientation, including the right for students to participate in extracurricular activities;
- Define appropriate terms, behaviours, and actions to prevent discrimination, harassment, and exclusion through greater awareness of, and responsiveness to, their harmful effects;
- Ensure that complaints about SOGI-based discrimination are taken seriously and dealt with effectively and in a timely fashion through consistently applied policy and administrative procedures; and
- Raise awareness and improve understanding of the lives of individuals who are discriminated against, harassed, excluded, or feel unsafe based on their sexual orientation.

These items and a comprehensive outline of district actions as well as definitions of general terms used are in the district’s [Administrative Procedure 330.1 Sexual Orientation / Gender Identity \(SOGI\)](#). This administrative procedure also outlines procedures in place in the district to support 2SLGBTQ+ students and staff, in the areas of:

- Safety / Anti-harassment
- Counselling and Student Support
- Counselling and Staff Support



- Staff and Professional Development
- Washroom and Change Room Accessibility
- Access to Academic, Physical Education and Sports
- Dress
- Confidentiality and Privacy
- Names and Pronouns
- Official Records and Student Information

In the [Equity, Inclusion and Diversity Continuous Learning Report](#) (September 2022), the district identified SOGI activities in the Action Plan for 2022-23. These are:

- Coordinate with School Gay and Straight Alliance (SAGA) groups and support Sexual Orientation and Gender Identity (SOGI) activities throughout the school year through lead staff in each school to foster a more inclusive and collaborative school district and improve student sense of safety and belonging
- Enhance Sexual Orientation and Gender Identity (SOGI) supports, activities, and education for learners, staff and parents

In order to ensure that the Action Plan items are completed, the District SOGI lead, other district staff and staff in schools are engaging throughout the 2022-23 school year in a variety of activities such as:

- Participation in the Nelson Pride Parade on September 4. This event included a special appearance by a colorfully decorated SD8 bus, expertly driven by a district bus driver. This event was well attended by staff, students and parents.
- Adult SOGI leads identified at all schools to help support local SOGI youth groups, provide support, and as a point contact for the District SOGI lead.
- Identification of “safe contacts” and “safe spaces” in each school.
- Attendance by the District SOGI lead at local and regional SOGI meetings to share knowledge and best practice.
- Attendance by staff at the virtual annual provincial SOGI Summit on October 19, 2022.
- District participation in the 2SLGBTQ+ History Month (October) with education, activities and awareness opportunities in each school in the district as well as at the board office.
- Operations staff continue to support the implementation of universal washrooms in the district. There is now at least one universal washroom in each district location.
- Schools continue to implement 2SLGBTQ+ Pride projects such as: rainbow ceiling tiles, rainbow staircases, Gay Straight Alliance (GSA) groups in schools, diversity celebrations and other activities that schools choose.
- Regular sharing of information, professional learning opportunities and training with staff throughout the district.
- School based team and district based team wraparound supports for 2SLGBTQ+ students
- Creation of a student care plan for 2SLGBTQ+ students where desired by students/parents

Additional 2SLGBTQ+ Resource List (not exhaustive - many resources are available)



[Trans Student Educational Resources](#)

[ATA Sexual and Gender Minorities resources](#)

[ANKORS Trans Connect](#) (local Trans support program)

<http://lgbtqhealth.ca/> (resources and information on 2SLGBTQ+ and parenting)

[Pflag Canada](#) (2SLGBTQ+ Canadian support network with resources)

[Trans Youth Family Allies](#)

[Gender Inclusive Classrooms | Genderinclassrooms | \(United States\)](#)

SD8 recognizes, celebrates, includes and supports students and staff who identify as 2SLGBTQ+ in a variety of ways. Staff supports diversity and inclusion for all students as they move through their school journey.



FROM: Trish Smillie, Superintendent
DATE: October 11, 2022
SUBJECT: Foundation Skills Assessment

For Information

Introduction

Please find attached a report summarizing the results of the Foundation Skills Assessment (FSA) for the 2021-2022 school year.

Background

The [Foundation Skills Assessment](#) is an annual province-wide assessment of British Columbia students' academic skills and provides a snapshot of how students are progressing in the foundational areas of literacy and numeracy.

The purpose of FSA is to:

- Provide system level information on student performance.
- Support decision making (interventions, planning, resource allocation, curriculum, policy, research).
- Support districts and schools with information on student performance.

The FSA is meant to complement the information teachers collect on student performance through ongoing methods of assessment. The skills assessed are linked to the provincial curriculum.

The assessment is administered annually to Grade 4 and 7 students in public and provincially funded independent schools. SD8 students will again be participating in this assessment between October 3 - November 10, 2022. The FSA will include student collaboration, student choice of topics, student responses to questions online and on paper, and student self-reflection. Student results will be reported as proficiency levels based on the provincial proficiency assessment scale.

More information on the Foundation Skills Assessment can be found of the Ministry of Education Website at <http://www.bced.gov.bc.ca/assessment/fsa/>.

Information

The Ministry of Education released the results of the 2021-2022 Foundation Skills Assessment in the spring of 2022.



Please Note:

This report uses “Meeting grade level expectations” to represent the percentage of students who scored “On Track” or “Extending” in each category. This gives a system level snapshot of student performance on this assessment.

Foundation Skills Assessment Results 2021-2022:

Participation rates across SD8 have increased in all categories when compared to recent previous years.

Grade 4:

FSA Literacy Grade 4	Participation		Meeting grade level expectations	
	21-22 SD8	21-22 Provincial Average	21-22 SD8	21-22 Provincial Average
All students	79%	70%	72%	75%
Students with Indigenous Ancestry	78%	71%	77%	60%
Students with Diverse Needs	64%	44%	44%	64%

SD8 participation rates are higher than provincial averages.

SD8 Students with Indigenous ancestry achieved at a rate 5% higher than all students.

SD8 Students with Diverse Needs achieved at a rate 28% lower than all students.

FSA Numeracy Grade 4	Participation Rate		Meeting grade level expectations	
	21-22 SD8	21-22 Provincial Average	21-22 SD8	21-22 Provincial Average
All students	81%	70%	65%	66%
Students with Indigenous Ancestry	80%	71%	75%	45%
Students with Diverse Needs	61%	44%	41%	52%

SD8 participation rates are higher than provincial averages.

SD8 Students with Indigenous ancestry achieved at a rate 10% higher than all students.

SD8 Students with Diverse Needs achieved at a rate 24% lower than all students.



Grade 7:

FSA Literacy Grade 7	Participation Rate		Meeting grade level expectations	
	21-22 SD8	21-22 Provincial Average	21-22 SD8	21-22 Provincial Average
All students	81%	69%	63%	73%
Students with Indigenous Ancestry	76%	71%	59%	54%
Students with Diverse Needs	71%	50%	34%	54%

*SD8 participation rates are higher than provincial averages.
SD8 Students with Indigenous Ancestry achieved at a rate 4% lower than all students.
SD8 Students with Diverse Needs achieved at a rate 29% lower than all students.*

FSA Numeracy Grade 7	Participation Rate		Meeting grade level expectations	
	21-22 SD8	21-22 Provincial Average	21-22 SD8	21-22 Provincial Average
All students	80%	69%	49%	62%
Students with Indigenous Ancestry	73%	70%	43%	40%
Students with Diverse Needs	67%	50%	39%	42%

*SD8 participation rates are higher than provincial averages.
SD8 Students with indigenous ancestry achieved at a rate 6% lower than all students.
SD8 Students with diverse needs achieved at a rate 10% lower than all students.*



SD8 FSA historical data

Grade 4	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Reading	75%	70%	76%	81%	72% (Literacy)
Writing	76%	88%	85%	79%	n/a
Numeracy	62%	62%	70%	72%	65%

Grade 7	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Reading	69%	76%	72%	75%	63% (Literacy)
Writing	86%	84%	84%	71%	n/a
Numeracy	55%	54%	57%	76%	49%

Note: Effective October 2021, FSA 2021-2022 was updated by amalgamating the “Reading” and “Writing” components into one section entitled “Literacy”.

Conclusion

It is positive that SD8 participation in the FSA has increased. The rate of meeting grade level expectations has decreased since last school year. Although there may be many factors, including student absences due to COVID-19 over the past two years that have contributed to these results, increased participation leads to greater validity of the results of the assessment. These results will be considered in the SD8 Enhancing Student Learning Report and the SD8 Literacy and Numeracy plans moving forward.



FROM: Trish Smillie, Superintendent
DATE: October 11, 2022
SUBJECT: Remembrance Day Ceremonies 2022- 2023

For Information

Introduction

This memorandum provides the schedule of 2022 Remembrance Day ceremonies.

Information

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

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

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



SCHOOL NAME	DATE	TIME OF CEREMONY	ZOOM LINK (OR OTHER FORMAT)
Creston Valley Family of Schools			
Kootenay River Senior Secondary	Nov 10th	9:00 AM	In person
Creston Homelinks	Nov 10th	11:00 AM	In person
Adam Robertson Elementary	Nov 10th	11:00 AM	In person
Canyon Lister Elementary	Nov 10th	11:00 AM	In person
Erickson Elementary	Nov 10th	11:00 AM	In person
Creston Wildflower	Nov 10th	9:00 AM	Joining KRSS in person
Nelson Family of Schools			
Blewett Elementary	Nov 10th	11:00 AM	In person
Hume Elementary	Nov 10th	10:50 AM	In person
LV Rogers Secondary	Nov 10th	9:15 AM	In person
Redfish Elementary	Nov 10th	10:00 AM	In person
Rosemont Elementary	Nov 10th	10:45 AM	In person
South Nelson Elementary	Nov 10th	10:45 AM	In person
Trafalgar Middle School	Nov 10th	10:55 AM	In person
Wildflower Nelson	Nov 10th	10:50 AM	In person
Slocan Valley Family of Schools			
Mt Sentinel Secondary	Nov 10th	11:00 AM	In person
WE Graham Community School	Nov 10th	10:30 - 11:30 AM	Visit to Cenotaph
Winlaw Elementary	Nov 10th	10:50 AM	In person
Brent Kennedy Elementary	Nov 10th	11:00 AM	In person
Salmo Family of Schools			
Salmo Elementary School	Nov 10th	11:00 - 11:30 AM	In person
Salmo Secondary School	Nov 10th	11:00 - 11:30 AM	In person
Crawford Bay Family of Schools			
Crawford Bay Elementary/Sec	Nov 10th	11:00 AM	In person
Kaslo Family of Schools			
Jewett Elementary	Nov 10th	10:30 AM	Joining JVH
JV Humphries Elementary/Sec	Nov 10th	10:30 AM	In person



FROM: Trish Smillie, Superintendent of Schools
DATE: October 11, 2022
SUBJECT: Board Authority Authorized Courses

For Approval

Introduction

This memorandum provides an overview of the requirements, development, and approval process for Board Authority Authorized (BAA) courses. These locally developed courses are designed to help fulfill local community needs while offering choice and flexibility for students.

Information

Provincial Requirements

Grade 10, 11 and 12 BAA Courses should follow the requirements set by the Ministry of Education as outlined in [Board/Authority Authorized Courses Requirements and Procedures Guidebook](#)

BAA Courses must be authorized by Boards of Education according to requirements set by the Ministry of Education.

For complete policy information, please see:

- Board/Authority Authorized Courses Policy
<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/board-authority-authorized-courses>
- The School Act
<https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/revisedstatutescontents.pdf>
- Independent School Act
www.bced.gov.bc.ca/legislation/schoollaw/independent_school_act_contents.pdf
- Board Authorized Course Ministerial Order
http://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m285_04.pdf
- Handbook of Procedures for the Graduation Program
www.bced.gov.bc.ca/exams/handbook/handbook_of_procedures.pdf

BAA Content Requirements

BAA courses provide an opportunity for educators to explore content beyond the boundaries of Ministry of Education curriculum. BAA courses help educators respond to the local needs of schools and their communities, and to provide choice and flexibility for students. BAA courses may overlap with the Big Ideas and Curricular Competencies within curricular courses.



BAA courses must not:

- Significantly overlap with provincial curriculum content.
- Be remedial courses or those preparatory in nature
- Be an adapted course or a modified course

BAA Course and Graduation Requirements

Students may earn elective credits toward graduation by successfully completing BAA courses. There is no limit to the number of BAA courses which may be used to satisfy the 28 credits of electives required of the graduation program. At the grade 11 level only, BAA courses may be used to satisfy the Arts Education and/or Applied Design, Skills and Technologies (ADST) requirement towards graduation. Grade 12-level BAA courses may count towards the 16 grade 12-level credits required for graduation.

BAA Subject Areas and Requirements

In response to local needs and student interests, a broad variety of BAA courses focused on content not offered in Ministry of Education developed courses may be approved. Examples of BAA courses include Hockey Skills, Peer Tutoring, and Learning Strategies.

The following 10 components are required for BAA course approval:

1. Course title
2. Grade level
3. Number of credits
4. Course synopsis
5. Goals and rationale
6. Aboriginal views and perspectives
7. Organizational structure
8. Recommended instructional component
9. Recommended assessment component
10. Learning resources

Development and Approval Process for BAA Courses

The grade 10-12 provincial curricula gives teachers a significant amount of flexibility to customize course content, reducing the need for a separate BAA course. Before developing a new BAA course, educators must explore whether the content could be incorporated into an existing Ministry of Education developed course.

Schools are required to submit a completed [BAA Course Framework Template](#) and [BAA Course Form](#) to the Superintendent for signature. The Superintendent submits the approved BAA Course Framework along with the BAA Course Form to the Board of Education for approval. The BAA course must have approval from the local Board prior to being offered, regardless of whether the course has already been approved in another jurisdiction.

SD8 offers several locally developed [BAA courses](#). BAA Courses are reviewed for approval annually.



Course Approval

The courses seeking approval are:

- Orientation and Mobility 11
- Braille 10, Unified English Braille

The courses are attached for review.

Recommendation

THAT the Board of Education approve the Board Authority Authorized courses Orientation and Mobility 11 and Braille 10, Unified English Braille.





Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Kootenay Lake	School District/Independent School Authority Number (e.g. SD43, Authority #432): #8
Developed by: The Provincial Resource Centre for the Visually Impaired (PRCVI) and BC O&M Specialists, based on collaborative work between PRCVI and Charlene Haugen, O&M Specialist, Surrey Schools (SD36)	Date Developed: February 2021
School Name: JVH	Principal's Name: Ron Sherman
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Orientation and Mobility 11	Grade Level of Course: 11
Number of Course Credits: 3	Number of Hours of Instruction: 80

Board/Authority Prerequisite(s): None.

Special Training, Facilities or Equipment Required:

This course must be taught by a qualified [Orientation and Mobility \(O&M\) specialist](#) who is proficient in teaching the skills, knowledge, and techniques to facilitate safer and more effective travel for individuals with visual impairments. The British Columbia Ministry of Education requires that the Orientation and Mobility specialist meet the standards established by the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER), which require:

- A master's degree in Orientation and Mobility; or



- Completion of post-graduate studies in Orientation and Mobility, which include at least 350 hours of supervised practice in orientation and mobility involving individuals with a variety of visual impairments.

Facilities and equipment will vary depending on individual student needs and will be determined by the orientation and mobility specialist.

Course Synopsis:

Orientation and Mobility 11 is designed for students who have low vision or who are blind and require instruction in O&M skills and techniques to achieve the highest level of independent travel that is possible given the student's individual capacity. As students progress through the course, they will develop the skills, knowledge, confidence, and motivation required to travel independently, safely, efficiently, and gracefully in familiar and unfamiliar indoor environments and in outdoor areas in the community. Students will develop an awareness of the responsibilities involved in travelling independently and will develop a robust toolkit of O&M knowledge, strategies, and technology. As students advance through the course, they are encouraged to assume greater responsibility in advocating for O&M supports as a student with a visual impairment and will begin taking the steps needed to explore new environments independently while making appropriate decisions about safer and more efficient travel.

Goals and Rationale:

Orientation and Mobility, often abbreviated as O&M, refers to age-appropriate and ongoing instruction in the skills, techniques, and knowledge required for visually impaired individuals to travel safely, efficiently, gracefully, and with as much independence as possible in a variety of environments.

"Orientation" refers to the ability to know where one is located in space, one's target location, and the most efficient route to arrive at that location.

"Mobility" refers to the set of skills required to travel safely, efficiently, and effectively from one place to another across a variety of indoor and outdoor environments.

Independent, safe, efficient, and graceful travellers have well-developed orientation and mobility skills, as well as the confidence and motivation to apply their skills to travel in a variety of environments. To become independent travellers, students with visual impairments require direct instruction in O&M techniques and concepts. Through varied and extensive opportunities to develop, practice, and experiment with the use of these skills, students are better positioned for more meaningful engagement in their communities in their school and community lives.

Aboriginal Worldviews and Perspectives:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

- Students with visual impairments acquire O&M knowledge and skills so that they may travel in an increasingly safer, effective, and graceful manner. For these learners, an effective O&M skillset supports physical health and well-being and promotes access to a broader range of opportunities for interactions in the community.

Learning involves patience and time.

- O&M programming requires a highly personalized approach to learning and is only effective when grounded in authentic environments that are meaningful to the learner. O&M concepts develop over time in a manner that mirrors the individual learner's requirements for independent travel with the instructor gradually shifting the responsibility for safer and more effective travel from others (e.g., parents, teachers) to the student.



Learning requires exploration of one's identity.

- Over the course of an O&M program, the student will reflect on their own strengths and challenges and through accurate self-knowledge will match their current O&M skillset to the travel demands in their daily lives.

Learning is embedded in memory, history and story.

- Changes in the physical environment impact all learners. However, students with visual impairments must interact directly with these changes as they navigate the environment. Therefore, a keen sense of history and memory for what came before is critical to the O&M skillset.



BIG IDEAS

Independent travel requires a variety of mobility techniques.

Effective exploration of the environment requires multi-sensory efficiency.

Developing and maintaining an accurate understanding of travel environments and spatial relationships are essential skills.

Development of travel techniques is an ongoing process that increases in complexity across environments.

Communication and personal safety are essential for independent travel.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Develop personal awareness and responsibility:</p> <ul style="list-style-type: none"> • Use mobility aids to gather environmental information. • Travel flexibly and independently across a variety of environments. <p>Use critical and reflective thinking:</p> <ul style="list-style-type: none"> • Develop strategies for orienting to an unfamiliar route or environment. • Use an allocentric frame of reference to apply positional and relationship concepts to an area, intersection, or route. • Gather and integrate information from a variety of senses in the analysis or completion of an O&M task. 	<p><i>Students are expected to know the following:</i></p> <p>Environmental concepts:</p> <ul style="list-style-type: none"> • Understand concepts about indoor and outdoor travel and the community and region in which one lives. <p>Public transportation:</p> <ul style="list-style-type: none"> • Develop knowledge and practice use of a variety of local transportation modes (e.g., walking, carpool, taxi, bus, train). <p>Personal safety and communication:</p> <ul style="list-style-type: none"> • Understand personal safety concepts and safety precautions in various situations. • Understand and apply appropriate communication methods.



Big Ideas – Elaborations

Independent travel requires a variety of mobility techniques.

- The depth of understanding of the student’s surroundings contributes to the development of the student’s O&M skillset.
- Effective spatial cognition supported by accurate and meaningful concepts of the self in relation to the environment provides a foundation for more advanced O&M skills and techniques.
- The development of increasingly elaborate environmental concepts is required as students travel in more complex and unfamiliar environments across time.

Effective exploration of the environment requires multi-sensory efficiency.

- Continual skill development in the use of tools and devices that extend and enhance sensory access to the environment is required for travel with greater independence.
- Systematic evaluation and integration of sensory information supports the development of advanced O&M concepts.
- A multisensory approach to planning, analyzing, and executing route travel is most effective when students are able to maximize input through available sensory channels (e.g., visual, vestibular, tactile).

Developing and maintaining an accurate understanding of travel environments and spatial relationships are essential skills.

- Cognitive mapping/spatial updating are supported using human guide, maps, models, tactile diagrams, and other manipulatives as students tangibly represent travel environments.
- Tangible representations (e.g., maps) provide students with an important means of accessing spatial relationships between landmarks and objects in familiar and unfamiliar areas.
- The ability to produce one’s own tangible representations (e.g., models) is an essential skill for students as they assume greater independence for learning to navigate more complex and unfamiliar travel environments.

Development of travel techniques is an ongoing process that increases in complexity across environments.

- O&M skills and techniques require consistent updating and elaboration as the student moves into more complex and unfamiliar travel environments.
- The student should maintain an ongoing motivation to refine his or her O&M skillset as the features of travel environments, including those that are most familiar, will change over time.
- New O&M techniques and technology are under continual development and the student should be an active and critical consumer of each.

Communication and personal safety are essential for independent travel.

- Accurate self-knowledge of the implications of visual impairment for safe and effective travel in the community supports greater self-determination in the application of the O&M skillset.
- Strategies for effective self-advocacy are required for increasingly independent travel across home, school, and community settings.
- Active problem solving and self-reflection promote the student’s capacity to independently and critically evaluate the effectiveness of their own O&M skillset.

Curricular Competencies – Elaborations

Develop personal awareness and responsibility:

- Use mobility aids to gather environmental information.
 - Use mobility devices (cane, low vision devices) appropriately in a variety of environments and for a variety of tasks.



- Demonstrate appropriate use of guide techniques across a variety of environments.
- Travel flexibly and independently in a variety of environments.
 - Demonstrate safer street crossing procedures and traffic judgement at a variety of intersection types.
 - Demonstrate strategies in scanning for cars, analyzing traffic flow, and timing for street crossing using a variety of auditory skills.
 - Use strategies to establish, maintain, and monitor alignment and line of travel.
 - Use appropriate techniques to anticipate and provide protection from environmental hazards.

Use critical and reflective thinking:

- Develop strategies for orienting to an unfamiliar route or environment.
 - Use strategies (e.g., human guide, self-familiarization techniques, low vision devices) to orient to an unfamiliar environment.
 - Decide what relevant information needs to be gathered before a trip (e.g., bus schedule, route review, cross streets) and use a variety of strategies and media to gather this information.
 - Identify useful landmarks, cues, and clues while orienting to an unfamiliar environment.
- Use an allocentric (object-to-object) frame of reference to apply positional and relationship concepts to an area, intersection, or route.
 - Use different means of representing environmental information (e.g., verbal description, maps in various media) to understand relationships between objects within the environment.
 - Use compass directions and environmental cues (e.g., the sun) to remain oriented.
 - Use logic and knowledge of numbering systems to find room numbers or addresses.
 - Practice cognitive mapping (e.g. route shape) and spatial updating skills to remain oriented while moving through the environment with increasing independence or with a human guide.
- Demonstrate use of recovery strategies and hypothesis testing for re-orientation in indoor and outdoor environments. Gather and integrate information from a variety of senses in the analysis or completion of an O&M task.
 - Use feedback through one sensory channel to confirm information obtained through another sensory channel.
 - Recognize the situations and conditions where some sensory inputs may be more reliable than others.
 - Use sound-distance and time-distance relationships to evaluate one's movement through an environment and determine when this information can be useful.

Content – Elaborations

Environmental concepts:

- Understand concepts about indoor and outdoor travel and the community and region in which one lives.
 - Concepts related to roads and intersections (e.g., camber of road, traffic islands, traffic and bike lanes, types of intersections).
 - Concepts related to topography (e.g., perimeter, incline/decline, kitty-corner).
 - Concepts related to geographical settings (e.g., city districts, address systems).
 - Patterns of vehicular movement (e.g. discrimination of vehicle flow, right-of-way).
 - Patterns of pedestrian movement (e.g., crowds, pedestrian flow).

Transportation:

- Develop knowledge and practice use of a variety of local transportation modes (e.g., walking, carpool, taxi, bus, train, paratransit).



Content – Elaborations

- Understand the variety of transportation options and when and how to use each.
- Knowledge of tools (e.g., phone, apps, websites) for route and trip planning.
- Create contingency plans when travel cannot be executed as intended (e.g., calling taxi if bus breaks down).

Personal safety and communication:

- Understand personal safety concepts and safety precautions in various situations.
 - Understand the effects of changing environmental conditions on safety and strategies for safety precautions (e.g., night, weather) and strategies for safety precautions.
 - Take safety precautions into account when planning routes and developing contingency plans.
 - Have an awareness of how to use safety resources specific to environment and mode of travel (e.g., public transit assistance and security, emergency contacts/resources, emergency procedures).
 - Use strategies for taking personal safety into account when soliciting information or assistance.
 - Assess the environment and intersections for safety risks and/or unsafe travel conditions and understanding safety strategies (e.g., flagging with cane, alternate routes, soliciting assistance).
- Understand and apply appropriate communication methods.
 - Understand one's eye condition, how functional vision is affected by the environment, and how different environments or weather conditions may make some senses less reliable than others.
 - Have a good knowledge of apps and phone numbers for getting local information.
 - Communicate appropriate ways that the public can assist when soliciting help.

Recommended Instructional Components:

- encourage students to think creatively and critically, communicate skillfully, and demonstrate care for self and others
- acknowledge the social nature of learning;
- allow for both physical and virtual collaboration;
- support the personal aspect to learning;
- promote risk-taking, wonder and curiosity;
- build connections across and within areas of knowledge;
- embed formative assessment practices such as learning intentions, criteria, questions, descriptive feedback, self and peer assessment;
- inspire and stretch student thinking and problem solving;
- promote student engagement;
- reflect the relationships between emotion, motivation and cognition;
- connect learning to both local and global communities;
- provide opportunities for students to share learning and reflect;
- utilize technologies and other tools in purposeful ways;
- involve explicit and intentional teaching; and
- make learning visible, open, and transparent.

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Written examination of content knowledge
- Creation of a portfolio detailing students' acquisition of new tools encountered in the course



- Completion of a drop-off evaluation. The student will be “dropped-off” at a familiar location and must plan and execute their route to a predetermined familiar location. Instructor will supervise from a distance and step in only when safety may be compromised.
- Student self-assessment/reflection
- Direct observation
- Video recording of student travel
- Anecdotal records
- Instructor-developed checklists and rubrics
- Teaching Age-Appropriate Purposeful Skills (TAPS) 3rd Edition (Pogrund et al., 2012)

Learning Resources:

- Briggs, J., Browns, B., Cowper, T., Lomond, D.C Mainland, J., Mitdal, P., Schwartz, L., Taylor, B., & Wardlow, N. (2000). *Framework for independent travel: A resource for Orientation and Mobility instruction*. B.C. Ministry of Education.
- Fazzi, D., Barlow, J (2017). *Orientation and Mobility techniques: A guide for the practitioner*. (2nd ed). New York: American Foundation for the Blind.
- Fazzi, D. L., & Naimy, B. J. (2010). Chapter 8: Teaching orientation and mobility to school-age children. In W. R. Wiener, R. L Welsh, & B. B. Blasch (Eds.) *Foundations of orientation and mobility* (pp. 208-262). New York, NY: AFB Press.
- Fazzi, D., Petersmeyer, B., (2001). *Imagining the possibilities: Creative approaches to Orientation and Mobility instruction for persons who are visually impaired*. New York: American Foundation for the Blind.
- Jacobson, W. H. (2013). *The art and science of teaching Orientation and Mobility to persons with visual impairments*. New York, NY: AFB Press.
- Pogrund, RL, & Griffin-Shirley, N.(Eds.).(2018). *Partners in O&M: Supporting orientation and mobility for students who are visually impaired*. Louisville, KY: American Printing House for the Blind
- Pogrund, R., Sewell, D., Anderson, H., Calaci, L., Cowart, M., Gonzalez, C., Marsh, R., Roberson-Smith, B., (2012). *TAPS: An Orientation and Mobility curriculum for students with visual impairments*. Texas: Texas School for the Blind.
- Sauerburger, D. (n.d.) Street Crossing Website/Resource. Accessed at www.sauerburger.org

Assessment Resources:

- Briggs, J., Browns, B., Cowper, T., Lomond, D.C Mainland, J., Mitdal, P., Schwartz, L., Taylor, B., & Wardlow, N. (2000) *Framework for independent travel: A resource for Orientation and Mobility instruction*. B.C. Ministry of Education.
- Pogrund, R., Sewell, D., Anderson, H., Calaci, L., Cowart, M., Gonzalez, C., Marsh, R., Roberson-Smith, B., (2012) *TAPS: An Orientation and Mobility curriculum for students with visual impairments*. Texas: Texas School for the Blind.





Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Kootenay Lake	School District/Independent School Authority Number (e.g. SD43, Authority #432): #8
Developed by: Provincial Resource Centre for the Visually Impaired (PRCVI) in collaboration with BC Teachers of Students with Visual Impairments	Date Developed: February 2021
School Name: Trafalgar Middle School	Principal's Name: Tim Mushumanski
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Expanded Core Curriculum – Braille 10 (ECC-VI-BRL)	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None.

Special Training, Facilities or Equipment Required:

This course requires a qualified teacher of students with visual impairments who is proficient in braille and access technologies. The students are taught using direct instruction on an individual basis (one-on-one) as there is usually only one student with a visual impairment in each school. Braille is scheduled as one of the electives and the teacher of students with visual impairments meets with the student during the appointed block.

Course Synopsis:

Students will be introduced to the foundations of Unified English Braille (UEB) and begin to develop proficiency in reading and producing braille with a variety of low- and high-tech devices. Students will also have opportunities to reflect on their learning by critically examining the uses of braille in their daily lives. They will explore curriculum themes, develop projects, and research topics of personal interest. Finally, students will begin to foster connections with peers and mentors who are proficient braille readers.



Goals and Rationale:

This course has been developed so that students who are blind or visually impaired can begin to develop competencies in braille reading and writing. It will provide students with skills that will allow them to continue to access and enjoy a variety of literacy materials in an efficient reading medium.

There are several possible motivations for students to begin to learn braille reading and writing skills in Grade 10. Students may use braille as their primary or secondary literacy medium for accessing learning materials in their coursework. They may also acquire braille reading and writing skills in advance of post-secondary education, entry into the workforce, or to access community-based activities and programs.

Across curricular areas, braille remains one of the most effective and pedagogically sound formats for non-visual access to learning content. This course begins a student's journey to becoming proficient in braille reading and writing within their secondary school career and beyond.

Indigenous Worldviews and Perspectives:

This course touches upon deeper issues and understandings that align with several First Peoples Principles of Learning.

- 1) Learning is embedded in memory, history, and story.

By starting to learn braille, the student becomes part of a proud tradition of individuals with visual impairments gaining independent access to the written word, which dates back over two centuries. Course content emphasizes a historical study of braille as well as an examination of the role of braille in contemporary life. This content enables the student to feel better connected to the story of braille, the impact braille has had on the world, and the impact it can have in their own lives.

- 2) Learning requires exploration of one's identity.

For a learner to acquire skills in reading and writing braille at the secondary school level, it is likely that the student has experienced a significant change to their sensory profile that now requires non-visual access to learning materials. Learning the braille code does not happen in isolation from the socioemotional implications that vision loss can have for young people. This course emphasizes a grounded approach to learning braille by examining how braille is represented in our society. The course provides learners with the information and perspective needed to speak to their families and peers with confidence about the importance of braille. The course also emphasizes the importance of experienced mentors who read braille – not only to provide technical support but to also provide learners with a positive model.

- 3) Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

One of the key features of ECC-VI-BRL 10 is that the course is taught by a qualified teacher of students with visual impairments. Knowledge and fluency in the use and instruction of the braille code requires intense study and practice. In this way, the content of the course is shared only in the context of the relationship between the learner and the qualified teacher of students with visual impairments.



BIG IDEAS

Braille reading and writing is an essential skill for students requiring non-visual access to learning materials.

Braille reading and writing take place in social, cultural and historical contexts and are connected to feelings and attitudes toward visual impairment and its impact on the individual.

Learners can use multiple sensory modalities (vision, hearing, touch) to gather information in the learning environment.

Technology provides flexibility in accessing braille reading and writing at home, school, and in the community.

Connections to the braille-reading community contextualize and enrich braille usage for the individual learner.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Problem Solving and Critical Thinking</p> <ul style="list-style-type: none"> • Students will engage in problem solving when applying basic rules of UEB and basic braille formats to their reading and writing. • Students will use critical thinking and analysis to start determining which braille writing/production tool or device best meets their needs when completing a given writing task. • Students will begin to determine which advocacy techniques are available for articulating their accessible alternate format requirements at school. <p>Comprehend and Connect (Reading, Writing, Drawing)</p> <ul style="list-style-type: none"> • Students will begin to work through a sequential process to learn the UEB code and rules. • Students will use systematic tactile strategies to explore and interpret simple tactile graphics, diagrams, and drawings. • Students will begin to explore various methods and materials to create tactile drawings and diagrams. <p>Reflect and Project</p> <ul style="list-style-type: none"> • Students will begin to reflect on the role of braille in their own learning process and will begin to critically examine how braille reading and writing will factor into their 	<p><i>Students are expected to know the following:</i></p> <p>Unified English Braille (UEB) Code Knowledge</p> <ul style="list-style-type: none"> • Most common signs, symbols, and basic usage rules, including beginning UEB math/technical symbols and rules. • Basic formatting rules and guidelines. <p>Braille Technology</p> <ul style="list-style-type: none"> • Basic use of low tech, manual braille production. • Awareness of higher tech digital file access with refreshable braille display. <p>Social and Historical Contexts of Braille</p> <ul style="list-style-type: none"> • Basic knowledge of the story of Louis Braille and how the code has developed over the last two centuries. • The implications of braille to early advances in education for learners with visual impairments. • An emerging understanding of braille in our world. • Looking ahead to new developments and trends. <p>Personal Connections</p>



projected (future) plans.

- Students will begin to reflect on new technological developments in braille reading and writing in a socio-historical context.
- Students will explore ways to expand the usage of UEB beyond academic tasks by connecting with mentors and peers who read braille, and by exploring options for using braille in labelling, organization, and leisure reading activities.

- Begin to understand how braille fits into a “toolkit” for accessing information.
- Understand how braille reading and writing will factor into future plans (e.g., post-secondary education, workplace).
- Understanding how to advocate for accessible format needs at the school level.



Big Ideas – Elaborations

- 1) Braille reading and writing is an essential skill for students requiring non-visual access to learning materials.
 - a. Individuals with visual impairments require a repertoire of skills to enable full access to reading and writing tasks, and braille is an important skill to develop for individuals who cannot easily access print.
- 2) Braille reading and writing take place in social, cultural and historical contexts and are connected to feelings and attitudes toward visual impairment and its impact on the individual.
 - a. When braille is acquired as a new literacy medium at the secondary level, it is often in response to a change in the student's level of functional vision. As a result, there are several socio-emotional considerations that enter into braille instruction at the secondary level. Teachers of students with visual impairments must address socio-emotional considerations in tandem with braille code acquisition.
- 3) Learners can use multiple sensory modalities (vision, hearing, touch) to gather information in the learning environment.
 - a. Braille reading and writing requires the learner to use the sense of touch to gather rich information and to use other senses in coordination to access learning opportunities and curricular content. In learning to read and write in braille, tactile input takes on special significance for non-visual access as compared with the role of tactile input for visual access to learning content.
- 4) Technology for braille reading and writing is vital to the learner's ability to access and analyze information at home, school, in the community, and in the workplace.
 - a. Technology to support braille reading and writing is essential for efficient and effective access across a variety of settings. Developments in braille technology have greatly increased the breadth and depth of access to literacy materials for learners with visual impairments. In today's world, braille usage and technology are increasingly inextricable.
- 5) Connections to the braille-reading community contextualize and enrich braille usage for the individual learner.
 - a. Many students will be the only student in his or her school or community who reads and writes in braille. Therefore, it is critical that braille-reading students be connected to their peers who read braille as well as more experienced mentors. Community connections provide motivation, support, and connect the learner to a broader reality where braille is an inextricable part of everyday living.

Curricular Competencies – Elaborations

Problem Solving and Critical Thinking

- Begin to determine locations and instances where braille could be used in everyday life.
- Develop an awareness of the various braille technologies available and the basic differences between them.
- Begin use of low- and high-tech devices for reading and writing braille.
- Experiment with creating different types of simple tactile diagrams to represent information.
- Begin to analyze own work to identify and correct errors.
- Assess own reading and writing skills and determine areas for improvement or skill development.
- Begin to explore strategies for accessing printed information in a medium compatible with accessibility requirements.

Comprehend and Connect (Reading, Writing, Drawing)

- Begin to build increasing speed and accuracy in braille reading and writing.
- Begin to explore and read a variety of braille materials.
- Become familiar with basic formatting rules in a variety of braille materials.



- Begin to develop skills for efficiently skimming and scanning braille.
- Create simple braille documents that can be back-translated to print accurately.
- Understand basic word processing concepts (e.g., heading levels).
- Begin to develop the ability to create, organize, and implement writing projects using braille.

Reflect and Project

- Begin to self-reflection on the learning process and the role of braille in literacy development.
- Begin to incorporate braille into their school and home activities.
- Begin to assess the influences of braille reading on their own literacy development.
- Begin to research braille technology and assess the goodness of fit between this technology and current and future needs.
- Use braille to communicate with a mentor who uses braille.
- Use braille to communicate with peers who also read braille (i.e., as pen pals).
- Begin to examine, promote, and advocate for enhancing braille awareness and sharing of braille writing in school.

Content – Elaborations

Unified English Braille (UEB) Code Knowledge

- Most common signs, symbols, and basic usage rules.
 - Introduction of the alphabet, contractions, and code rules through a systematic program of braille instruction.
- Basic formatting rules and guidelines.
 - Development of skills in braille formats for basic learning materials at the secondary level (e.g., novels).
 - Basic awareness of different braille codes and systems (e.g., braille ASCII, foreign language codes, music code).
 - Guided exploration in techniques used for creating simple tactile images, diagrams, and graphs.

Braille Technology

- Basic use of low tech, manual braille production.
 - Developing proficiency in the use of the manual Perkins braillewriter.
 - Awareness of the slate and stylus and handheld braille labellers.
 - Basic knowledge and use of braille learning tools (e.g., braille rulers, models with braille labels).
- Awareness of higher tech digital file access with refreshable braille display.
 - Awareness of refreshable braille and the various ways in which it can be used (e.g., standalone notetaking device, braille display paired with computer or mobile device).
 - Awareness of other braille technologies (e.g., braille embosser, braille translation programs) and knowledge of scenarios in which they are used.

Social and Historical Contexts of Braille

- Basic knowledge of the story of Louis Braille and how the code has developed over the last two centuries.
 - Reading and discussing biographies of Louis Braille and examining the precursors to the braille code (e.g., night writing).
 - Discussion and awareness of the development of braille codes around the world as well as specialized codes used internationally (e.g., music braille code).



Content – Elaborations

- The rationale for the adoption of UEB in Canada and around the world and awareness of codes that preceded Unified English Braille.
- Awareness of the implications of braille to early advances in education for learners with visual impairments.
 - Reading and discussion of historical biographies that demonstrate the impact of braille in the lives of historical figures.
 - An introduction to the limitations on the availability of braille and inclusive education for learners with visual impairments as content for discussions on social justice and accessibility.
- An emerging understanding of braille in our world.
 - Explore texts and online content (e.g., blogs, videos) to learn about how braille is produced around the world.
 - Examine global, national, regional, and local issues facing individuals with visual impairments in accessing braille.
 - Begin to formulate potential solutions to these issues.
- Looking ahead to new developments and trends.
 - Begin to discuss and develop strategies for keeping up-to-date with developments in new braille technology and major code changes.
 - Research the latest prototypes and speculative developments in braille technology and evaluate the prospective advantages and disadvantages to each.
 - Social justice and accessibility discussions (e.g., steps to address discrimination facing braille readers in Canada and/or abroad).

Personal Connections

- Begin to understand how braille fits into a “toolkit” for accessing information.
 - Begin to develop knowledge, skills, and experience to determine the combinations of accessible formats that maximize comprehension and efficiency.
- Understand how braille reading and writing will factor into future plans (e.g., post-secondary education, workplace).
 - Begin to develop awareness of strategies to independently access print materials (e.g., OCR software, accessible library services) and independently produce print materials (e.g., essays back-translated from a braille notetaker).
- Explore strategies for advocating for accessible format needs at the school level.
 - Guided practice in articulating arguments that support the provision of accessible alternate format materials. Student may create a short presentation on braille and what it means for them which can be shared with teachers, administrators, etc.

Recommended Instructional Components:

Unit 1: Exploration

Students will begin to explore the history of braille and its development. They will begin to learn the braille code and consider ways in which braille could be used throughout their daily life.

Unit 2: Tactile Discrimination/Interpretation

Students will learn how to discriminate the different textures, lines, and characters used in tactile graphs, charts, and diagrams. They will begin to analyze information that is presented in a tactile format as well as create their own simple tactile graphics. Students will learn how to interpret tactile information in a format that they understand and relate to others.

Unit 3: Production

Students will begin to develop braille writing and production skills using low- and, potentially, high-tech devices. Students will be able to use the braillewriter to



begin to produce material using the braille code.

Unit 4: Braille Reading

In this unit, students will begin to build knowledge of the braille code, relevant rules of UEB, and basic braille formatting. Students will also focus on increasing their speed and accuracy in braille reading.

Unit 5: Braille Writing

In this unit, students will produce braille with a high degree of accuracy. They will use braille to produce a variety of materials for leisure and school activities, including the use of technology for production.

Unit 6: Social/Emotional Components of Braille Reading/Writing

In this final unit, students will connect with other braille users, peers, and adult mentors, and reflect on their own experiences learning and using braille.

Recommended Assessment Components:

Ensure alignment with the [Principles of Quality Assessment](#)

Type of Assessment	Category	Details	Weighting (%)
Formative	Practical applications	Teacher-created assignments	40%
	Teacher rating scale	End of Units 1-6	40%
Summative	Final assessment	Reading	10%
		Writing	10%
Total:			100%

- Eighty per cent (80%) of the grade will be based on evaluations conducted throughout the course. This portion of the grade will reflect the students' most consistent level of achievement throughout the course, although special consideration will be given to the more recent evidence of achievement. Twenty per cent (20%) of the grade will be based on a final evaluation of knowledge of UEB and other braille codes.

Performance Methods

- Braille code knowledge
- Projects
- Portfolio/binders/computer files
- Braille products evaluation
- Presentation of completed works
- Maintaining assignments on note taker



Personal Communication

- Student/instructor/mentor dialogue
- Logbook reflection
- Self-evaluation
- Teacher evaluation

Other

- Weekly assessment
- Teacher anecdotal records
- Teacher log
- Checklists
- Rubrics
- Rating scales

Learning Resources:

Farrenkopf, C. (2015). *Assessment of Braille Literacy Skills: UEB and EBAE*. (3rd Ed.). Houston, TX: Region 4 Education Service Center.

Holbrook, M. C. & D'Andrea, F. M. (2014). *Ashcroft's Programmed Instruction: Unified English Braille*. Germantown, TN: SCALARS Publishing.

International Council on English Braille (2014). *Guidelines for Technical Material*. Retrieved from http://www.iceb.org/guidelines_for_technical_material_2014.pdf

International Council on English Braille (2013). *Rules of Unified English Braille*. (2nd Ed.). Retrieved from <http://www.iceb.org/Rules%20of%20Unified%20English%20Braille%202013.pdf>

Wormsley, D. P. (2016). *I-M-ABLE: Individualized Meaning-Centered Approach to Braille Literacy Education*. Louisville, KY: American Foundation for the Blind.

Additional Information:



FROM: Trish Smillie, Superintendent
DATE: October 11, 2021
SUBJECT: Trustee Inquiry: Trades, Part 2

For Information

Introduction

A trustee inquired about the following questions related to Trades programs at the Meeting of the Board Held in Public on September 13, 2022:

- How much money is set aside for the equity funding?
- Assuming money goes to students, how are they selected to receive that?
- How many students received support over past 2 years?

Background

The School District No.8 (Kootenay Lake) Trades Training program is comprised of multiple pathways, intended to support a scaffolded entrance to a career in the trades at the graduation program level in grades ten through twelve and beyond. This memo outlines the underlying administrative costs and equity supports for students.

Information

To support the district-wide trades training program, administration ensures the following:

- program promotion at the district and school levels to families, students, staff, and community employers
- direct student supervision at the college and worksites
- tracking all students enrolled in all program pathways
- enrolling and tracking students in the Industry Training Authority (ITA) Youth digital management system
- ensuring all students have a trades-focused three-year grad plan updated annually
- ensuring students have the correct transcript records for trades and dual credit programs
- ensuring 1701 documentation is accurate through audit proofing student files and in MyEDBC
- program projections, reporting and accountability to the ITA Youth
- financial accountability, tracking, reporting, and invoicing at the district and college level
- liaising with colleges on program coordination and development
- overseeing a Trades Advisory Council comprised of community employers
- supervision and development of trades training staff
- applying for grants and other funding for program expansion

Equity funding provides hardship grants for students that require support to participate in Trades programs. As per the School Act families are responsible for any college tuition deposit fees and textbook or equipment fees as designated by the college. Students or families who require additional supports may contact either the school or the district to receive an additional sponsorship either through the college or through supplemental equity supports as identified in a culturally-safe context through referrals, requests, or conversations with the school based team



or district trades training team. In the last two years, eight students received equity funding for non-tuition costs through the district.

In 2022-23, a portion of ITA Youth funds for youth skilled trades access primarily focused on apprenticeships that will be available to a maximum of \$3,500. Expense eligibility includes personal protective equipment, meal allowances, travel costs, textbooks and student fees where applicable.

The District will commit to an additional \$5,000 for students enrolled in the foundation trades dual credit program at the local colleges for textbooks and other material costs. Schools will be asked to contribute where possible, and access to the district Aboriginal Equity Fund would be considered over and above school and district contributions for students with Indigenous ancestry.

Finally, School District No.8 (Kootenay Lake) is developing a Trades Training and Dual Credit Equity Sponsorship Framework to ensure students receive as barrier-free trades training education as possible.

SD8 Trades Funding Model 2022-23

Program	Students are funded for...	Family covers...	Other Supports (Equity)
Youth Train in Trades*			
<ul style="list-style-type: none"> Foundation (College terms vary) 	<ul style="list-style-type: none"> Tuition covered by SD8 for Selkirk and College of the Rockies only 	<ul style="list-style-type: none"> College registration fee (\$30-\$40) Textbooks (\$600+) Non-refundable seat deposit (\$200-\$250) Refundable tool deposits (\$100 - \$250) <i>except</i> for Selkirk Hairstylist Pro-Cook 1, and Fine Woodworking Non-refundable tool expenses 	<ul style="list-style-type: none"> Contact your school Principal Students may be eligible for Equity Fund in 2022-23
<ul style="list-style-type: none"> Apprentice Level 1 (1500 hours is prerequisite) college term is 6-8 weeks long 	<ul style="list-style-type: none"> Tuition covered by SD8 for Selkirk and College of the Rockies only 	<ul style="list-style-type: none"> College registration fee (\$40) Any textbook fees or remaining costs 	<ul style="list-style-type: none"> Contact your school Principal Students may be eligible for Equity Fund in 2022-23
Youth Work in Trades	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> n/a (possibly work boots) 	<ul style="list-style-type: none"> 900 hours & C+ average in Grade 12, plus all 4 YWT courses = \$1000 ITA Award upon completion (direct to student)
Youth Trades Sampler	<ul style="list-style-type: none"> College tuition portion (\$750) 	<ul style="list-style-type: none"> Work boots 	<ul style="list-style-type: none"> n/a

Resource Links

[ITA Youth Trades Training](#)

[SD8 Trades Training](#)





School District No. 8 (Kootenay Lake)
2022-2023 Enrollment
Budget Update
Revenue Adjustments based on Sep 30, 2022 1701

Prepared for the Board Meeting October 11, 2022

Updated: October 4, 2022



2022/23 ESTIMATED OPERATING GRANT FUNDING

2022/2023 B.C MINISTRY OF EDUCATION AND CHILD CARE FUNDING PER STUDENT

Basic Allocation (standard, continuing education and alternate schools)	\$	7,885
Basic Allocation (online learning)	\$	6,360
Students with Special Needs - Level 1	\$	44,850
Students with Special Needs - Level 2	\$	21,280
Students with Special Needs - Level 3	\$	10,750
English / French Language Learners	\$	1,585
Indigenous Education	\$	1,565
Non-graduated adult Education	\$	5,030
Home Schooling	\$	250
Course Challenges	\$	246

FTE ENROLMENT COUNT

	1701		2022-2023			1701		2022-2023			1701	
	30-Sep-22	Budget	FTE Change	30-Sep-21	FTE Change	30-Sep-22	Budget	30-Sep-21	FTE	FTE Change	30-Sep-22	Budget
Basic Allocation (standard, continuing education and alternate schools)	4,526.3750	4,369.0000	157.3750	4,411.7500	114.6250	\$ 35,690,467	\$ 34,449,565	\$ 34,786,649				
Basic Allocation (online learning)	235.4375	301.0000	(65.5625)	301.3750	(65.9375)	\$ 1,497,383	\$ 1,914,360	\$ 1,916,745				
	4,761.8125	4,670.0000	91.8125	4,713.1250								
Students with Special Needs - Level 1	4.0000	5.0000	(1.0000)	6.0000	(2.0000)	\$ 179,400	\$ 224,250	\$ 269,100				
Students with Special Needs - Level 2	213.0000	188.0000	25.0000	206.0000	7.0000	\$ 4,532,640	\$ 4,000,640	\$ 4,383,680				
Students with Special Needs - Level 3	53.0000	54.0000	(1.0000)	64.0000	(11.0000)	\$ 569,750	\$ 580,500	\$ 688,000				
	270.0000	247.0000		276.0000	(6.0000)							
English / French Language Learners	77.0000	72.0000	5.0000	76.0000	1.0000	\$ 122,045	\$ 114,120	\$ 120,460				
Indigenous Education	871.0000	871.0000	-	879.0000	(8.0000)	\$ 1,363,115	\$ 1,363,115	\$ 1,375,635				
Non-graduated adult Education	4.5000	2.0000	2.5000	2.5000	2.0000	\$ 22,635	\$ 10,060	\$ 12,575				
Homeschool	64.0000	90.0000	(26.0000)	90.0000	(26.0000)	\$ 16,000	\$ 22,500	\$ 22,500				
Course Challenges	30.0000	20.0000	10.0000	20.0000	10.0000	\$ 7,380	\$ 4,920	\$ 4,920				
						\$ 44,000,814	\$ 42,684,030	\$ 43,580,264				



ENROLLMENT CHANGE

	30-Sep-22 versus 2022-2023 Budget	30-Sep-22 versus 1701 30-Sep-21	30-Sep-22 versus 2022-2023 Budget	30-Sep-22 versus 1701 30-Sep-21
Basic Allocation (standard, continuing education and alternate schools)	157.3750	114.6250	1,240,902	903,818
Basic Allocation (online learning)	(65.5625)	(65.9375)	(416,978)	(419,363)
Students with Special Needs - Level 1	(1.0000)	(2.0000)	(44,850)	(89,700)
Students with Special Needs - Level 2	25.0000	7.0000	532,000	148,960
Students with Special Needs - Level 3	(1.0000)	(11.0000)	(10,750)	(118,250)
English / French Language Learners	5.0000	1.0000	7,925	1,585
Indigenous Education	-	(8.0000)	-	(12,520)
Non-graduated adult Education	2.5000	2.0000	12,575	10,060
Homeschool	(26.0000)	(26.0000)	(6,500)	(6,500)
Course Challenges	10.0000	10.0000	2,460	2,460
			\$ 1,316,784	\$ 420,551

BREAKDOWN OF CHANGES

- Basic Allocation - in-class enrolment, up (but approximately 50% offset by Online learning)
- Online learning; not every student has activated their courseload as of yet
- Special Needs students (smaller change than anticipated year-over-year)
- Students with Special Needs - Level 2 up year-over-year (more assessments obtained (post-covid) & net migration)
- Trends are similar to other districts in the area - migration into the District
- Budget pressures (Utilities, HR Staffing, Elections)



FROM: Trish Smillie, Superintendent
DATE: October 11, 2021
SUBJECT: Student and Family Affordability Fund

For Information

Introduction

In the Meeting of the Board Held in Public Meeting on September 13, 2022, the Board received a report regarding the Ministry of Education and Child Care's new Student and Family Affordability Fund. This memorandum provides an overview of the disbursement of Student and Family Affordability funds.

Background

The Ministry of Education and Child Care has provided a Student and Family Affordability Fund to assist families with rising food costs and costs of goods and services. The district has been allocated \$553,554 to be expended by June 30, 2023

The funding can be used to:

- Improve students' access to nutritional food/meals before, during and after school
- Directly offset costs to parents/guardians, and students, such as school supplies and other cost pressures that they are facing using existing hardship policies

The special purpose funding is a one-time only fund that must be spent by June 30, 2022 and not be used to off-set items already in the current budget.

These funds are to be used to increase nutritional opportunities for students throughout the day, provide additional food and meal support to additional students as needed, and support students with children where appropriate. This can also be used to offset costs for goods and services for parents/guardians, and students and will be additional to any planned or budgeted spending. This will include support for basic school supplies, educational fees, and school activities.

SD8 has a hardship [policy](#) and [administrative procedure](#) that will guide the distribution of the funds. This allows the district to allocate current funding to students that most need it. To determine the best use of these funds, the district will be consulting with Indigenous rightsholders to determine any unique needs of Indigenous students. DPAC will be consulted in use of the funds. The funding will be used in a manner that flexible, private, and as stigma-free as possible using the existing hardship practices.

Information

To determine the best use of these funds, the district consulted with Lower Kootenay Band, the Aboriginal Committee of Education to determine any unique needs of Indigenous students in SD8. The District also consulted the District Parent Advisory Council. Following a presentation to each group, a survey was distributed to capture any additional information.



Through consultation, most respondents ranked access to nutrition was the most important. Specifically, access to healthy food was important to families. The reduction of the cost of school fees and fieldtrips followed in importance to respondents. Each group noted several areas, including access to clothing, sports, fine arts, and other programming after school as important when considering use of the funds. Also highlighted was that families who require access to additional funds should have access this without stigma.

In alignment with the feedback provided, the funds will be distributed through schools and program areas to support access to nutritional opportunities and to offset costs for families as follows:

Food Security

Funds will be allocated to schools so that more food/snacks can be available to students who arrive to school late in the morning and missing the breakfast program. Funds will be allocated to schools so that food/snacks can be available in classes in a way that student needing food has access to it, including at the end of the day and outside of school.

The total amount of funding in this area will be \$297,000, including the following:

- Expansion of the food equity program (breakfast, lunch, snacks) and CUPE food support positions (1-2 hours per school per week) to purchase and distribute food (\$273,000)
- Family food security program for Nominal Roll students (\$24,000)

Family Assistance

Spending by the District in the area of family assistance must directly offset costs for parents for goods and fees, guardians, and students and be additional to any planned or budgeted spending for hardship or family supports and to existing processes, where possible.

The total funding used in this area is \$256,554 will be as follows:

- Equity funds for Indigenous learners (\$10,000). This will be distributed through the Aboriginal Education department to Aboriginal students.
- School goods and fees (\$216, 554). This will be distributed through schools to offset costs to families and ensure that school fees are reduced or eliminated for goods and fees.
 - Goods - providing basic school supplies that might otherwise be purchased by parents, guardians, and students (pens, paper).
 - Fees -waving educational-related fees (e. g., additional supplies for shop, culinary and craft classes, workbooks, camps, field trips, relevant cultural events, other areas including those related equity, diversity, and inclusion, and instruments and equipment fees or other fees charged by school districts), and fees for school sports or other school activities.



- Hardship funds (\$30,000, accessed as needed). These funds will be distributed through schools to support students that have additional needs not being met to fully engage in school or to support students who are not able to afford specific fees that support learning.

The funding will be used in a manner that flexible, private, and as stigma-free as possible using existing hardship practices.



DATE	TIME	LOCATION	MEETINGS	COMMENT
September 13, 2022	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
September 27, 2022	1:30 – 2:30 pm	Board Office, Nelson	Closed Board Meeting	
	3:00 – 4:30 pm	Board Office, Nelson	O&F Partner Advisory Committee	<i>Audited Financials Recommendation</i>
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	<i>Audited Financials Approval</i>
October 11, 2022	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
November 8, 2022	1:00 – 2:30 pm	Board Office, Nelson	Inaugural Meeting	<i>Elect Chair and Vice-Chair</i>
	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	<i>Growth Plan presentation</i>
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
December 13, 2022	10:30 – 12:00 pm	Board Office, Nelson	Education Partner Advisory Committee	
	12:30 – 2:00 pm	Board Office, Nelson	Policy Partner Advisory Committee	
	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
<i>Winter Break (December 19 – January 2)</i>				
January 10, 2023	9:30 – 10:30 pm	Board Office, Nelson	Education Partner Advisory Committee	
	11:00 – 12:30 pm	Board Office, Nelson	Policy Partner Advisory Committee	
	1:00 – 2:30 pm	Board Office, Nelson	O&F Partner Advisory Committee	
	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
February 14, 2023	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	<i>Amended Budget Recommendation</i>
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	<i>Amended Budget Approval</i>
March 14, 2023	11:00 – 12:30 pm	Board Office, Nelson	Policy Partner Advisory Committee	<i>Annual Budget Consultation Plan</i>
	1:00 – 2:30 pm	Board Office, Nelson	O&F Partner Advisory Committee	
	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
<i>Spring Break (March 20 – 31)</i>				
April 11, 2023	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
May 9, 2023	9:30 – 11:00 am	Board Office, Nelson	Education Partner Advisory Committee	<i>Strategic Plan</i>
	11:30 – 12:30 pm	Board Office, Nelson	Policy Partner Advisory Committee	
	1:00 – 2:30 pm	Board Office, Nelson	O&F Partner Advisory Committee	<i>Annual Budget</i>
	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
June 13, 2023	1:30 – 2:30 pm	Board Office, Nelson	Education Partner Advisory Committee	
	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 pm – 7:00 pm	Board Office, Nelson	Public Board Meeting	<i>Strategic Plan Approval</i>
<i>Summer Break</i>				

