The Board of Education of School District No. 83 (Ḵwsaltktnéws ne Secwepemcúl'ecw)

BOARD MEETING AGENDA

Date: **Tuesday, November 17, 2026**
Time: **6:00 p.m.**
Venue: **District Education Support Centre & MS Teams Town Hall**

A copy of the Agenda with attachments is available on the School District 83 website at:
https://www.sd83.bc.ca/board-meetings
Alternatively, copies are available on request from the Manager of Business Administration.

Item	Description	
1.	**CALL TO ORDER**	
2.	**WELCOME AND ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY** We open the meeting with the acknowledgement that the Board holds its meeting on the traditional and unceded territory of the Secwépemc people.	
3.	**ADOPTION OF AGENDA – CHANGES / ADDITIONS** Recommendation *That the Board of Education adopt the November 17, 2026 Regular Board Meeting Agenda as presented.*	
4.	**ADOPTION OF BOARD MEETING MINUTES**	
	A. Regular Board Meeting Minutes – September 29, 2026	**Pg. 5**
	Recommendation *That the Board of Education adopt the Regular Board Meeting Minutes of September 29, 2026, as presented.*	
	B. Inaugural Board Meeting Minutes – November 3, 2026	**Pg. 16**
	Recommendation *That the Board of Education adopt the Inaugural Board Meeting Minutes of November 3, 2026, as presented.*	
5.	**ADOPTION OF IN-CAMERA MEETING SUMMARY**	
	A. Summary of In-camera Meeting – September 29, 2026	**Pg. 18**
	Recommendation *That the Board of Education adopt the Summary of the In-camera Meeting of September 29, 2026, as presented.*	

Item		Description	
	B.	Summary of Special In-camera Meeting – October 8, 2026	Pg. 21

Recommendation

That the Board of Education adopt the Summary of the Special In-camera Meeting of October 8, 2026, as presented.

6. BUSINESS ARISING

None

7. DELEGATIONS

6:05pm A. Student-led Bible Club Proposal — Pg. 22

Students: Lachlynn Lemieux & Lexi Duff

8. SUPERINTENDENT'S REPORT

6:20pm Superintendent: Donna Kriger

9. EDUCATIONAL COMPONENT

6:40pm A. Salmon Arm School Reconfiguration Update — Pg. 30

Director of Instruction: Steve Drapala
Salmon Arm Secondary Principal: Rob Cadden

Board Information

10. NEW BUSINESS

7:00pm A. Field Trip Request – Pleasant Valley Secondary – France 2028 — Pg. 42

Teacher: Janet Gillis

Recommendation

That the Board of Education approve in principle the Pleasant Valley Secondary School International Field Trip to France in March 2028.

7:15pm B. September 2026 1701 Enrolment Update — Pg. 60

Secretary-Treasurer: Jeremy Hunt

Board Information

7:25pm C. 2026 General School Election Results — Pg. 65

Secretary-Treasurer: Jeremy Hunt

Recommendation

That the Board of Education of School District No. 83 (Ḱwsaltktnéws ne Secwepemcúl'ecw) receive the report on the 2026 General School Election results.

7:35pm D. 2026/27 Board Committee Assignments

Board Chairperson: Corryn Grayston

Board Information

Times and order of agenda items are approximate and subject to change without prior notice

Item	Description	
11.	**COMMITTEE REPORTS**	
	A. Education Directions **Committee Chair: TBA**	
	B. Finance & Facilities/Audit **Committee Chair: TBA**	
7:45pm	C. Labour Relations **Committee Chair: Corryn Grayston**	
	D. Partner Group Liaison **Committee Chair: TBA**	
	E. Policy Committee **Committee Chair: TBA**	
	F. Committee of the Whole **Committee Chair: Corryn Grayston**	
12.	**EQUITY, DIVERSITY, AND INCLUSION**	
7:50pm	A. Employee Safety Plans/Positive Behaviour Support Plans **Assistant Superintendent: Chelsea Prince**	**Pg. 70**
	Board Information	
13.	**BCSTA UPDATE**	
8:05pm	Trustee: Corryn Grayston	
14.	**BCPSEA UPDATE**	
	Trustee: Corryn Grayston	
15.	**QUELMÚCW EDUCATION COUNCIL UPDATE**	
	Trustee: TBA	
16.	**BOARD CORRESPONDENCE**	
8:15pm	A. Advocacy Letter to the Ministry **Board Chairperson: Corryn Grayston**	**Pg. 79**
17.	**TRUSTEE REPORTS**	
18.	**QUESTION PERIOD**	
8:30pm	*The Board welcomes questions of a general nature, but the primary purpose of the "Public Question Period" is to ask questions about the Board's policies or operations.* *Question Period is not a platform for presentations or personal statements. As a reminder, all questions and responses must be germane to the agenda items under discussion.*	

Times and order of agenda items are approximate and subject to change without prior notice

Item	Description
19.	**UPCOMING DATES / EVENTS**

BCSTA Trustee Academy – November 26-28, 2026 – Vancouver, BC
BCPSEA Symposium – November 30 – December 1, 2026 – Vancouver, BC
Regular Board Meeting – December 15, 2026 - 6:00 p.m.
Winter Break – December 21, 2026 to January 1, 2027

20. ADJOURNMENT

Times and order of agenda items are approximate and subject to change without prior notice

The Board of Education of School District No. 83
(Ḵwsaltktnéws ne Secwepemcúl'ecw)

Minutes of the Regular Board Meeting of the Board of Education of School District No. 83 (Ḵwsaltktnéws ne Secwepemcúl'ecw), held at the District Education Support Centre and via Microsoft Teams Town Hall on Tuesday, September 29, 2026.

Present:

C. Grayston	Board Chairperson	D. Kriger	Superintendent
A. Krebs	Vice-Chairperson	J. Hunt	Secretary-Treasurer
B. Gennings	Trustee – *via Teams*	M. Guillou	Assistant Superintendent (HR)
T. Lachmuth	Trustee	C. Prince	Assistant Superintendent (Indg. Ed/St Support)
M. VanBuskirk	Trustee	J. Findlay	Dir. of Instruction (Early Learning/Elementary)
		S. Drapala	Dir. of Instruction (Middle/Secondary)
		T. Elwood	Director of Operations

1. CALL TO ORDER

Board Chairperson Grayston acknowledged that a quorum was present and called the meeting to order at 6:05 p.m.

2. WELCOME AND ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Board Chairperson Grayston opened the meeting with the acknowledgment that the Board holds its meeting on the traditional and unceded land of the Secwépemc people. She also recognized the learning and presentations occurring throughout the District with respect to tomorrow, September 30th, being the National Day for Truth and Reconciliation as well as Orange Shirt Day.

3. ADOPTION OF AGENDA - ADDITIONS / CHANGES

078/2026 CARRIED *"That the Board of Education adopt the September 29, 2026, Regular Board Meeting Agenda, as amended with the following change:*

- *that Item 10B be moved to after Item 7."*

4. ADOPTION OF BOARD MEETING MINUTES

A. Regular Board Meeting Minutes – June 23, 2026

079/2026 CARRIED *"That the Board of Education adopt the Regular Board Meeting Minutes of June 23, 2026, as presented."*

B. Special Board Meeting Minutes – June 30, 2026

080/2026 CARRIED *"That the Board of Education adopt the Special Board Meeting Minutes of June 30, 2026, as presented."*

5. ADOPTION OF IN-CAMERA MEETING SUMMARY

A. Summary of In-camera Meeting – June 23, 2026

081/2026 CARRIED *"That the Board of Education adopt the Summary of the In-camera Meeting of June 23, 2026, as presented."*

B. Summary of Special In-camera Meeting – June 30, 2026

082/2026 CARRIED *"That the Board of Education adopt the Summary of the Special In-camera Meeting of June 30, 2026, as presented."*

C. Summary of Special In-camera Meeting – August 13, 2026

083/2026 CARRIED *"That the Board of Education adopt the Summary of the Special In-camera Meeting of August 13, 2026, as presented."*

6. BUSINESS ARISING

A. Policy 136 – Trustee Remuneration and Expenses

Board Chairperson: Corryn Grayston

Board Chairperson Grayston presented her briefing note in the agenda on the amended proposed changes to Trustee subsidies, incorporating the feedback received from Trustees at the June Regular Board Meeting. She reviewed the rationale for both of the proposed changes: an increase to the fuel subsidy for all Trustees Areas due to rising fuel costs and the implementation of a non-board meetings subsidy in recognition of the time taken to attend these meetings during regular working hours. Trustees shared their support for the proposed changes and discussed and agreed to add that Board committees would not be eligible for the meeting subsidy and to have the changes made effective November 1, 2026, for the new Board.

084/2026 CARRIED *"That the Board of Education amend Policy 136 – Trustee Remuneration and Expenses to include the following stipends and adjustments, effective November 1, 2026:*

- *increase the additional travel remuneration for all Trustee Electoral Areas by $250.00 each; and*
- *add additional per diem remuneration for Non-Board/Committee Meetings attended by Trustees in the amount of $75.00 for meetings of 2 – 4 hours and $150.00 for meetings of 4+ hours.*

Also regarding Policy 136, the Board noted the annual remuneration review, which typically takes place at the November Regular Board Meeting. Recognizing that the timing of the review would be at the new incoming Board's first Board Meeting, the Board agreed to pre-approve the increase but noted the importance of the new Board still discussing and debating the matter of the annual adjustment every year.

085/2026 CARRIED *"That the Board of Education pre-approve the CPI increase for Trustee remuneration for December 1, 2026."*

7. DELEGATIONS

None

8. SUPERINTENDENT'S REPORT

Superintendent: Donna Kriger

Superintendent Kriger reported on the following:

- School Start Up – fifth year where the first day is an in-service day for all school staff, focusing on Strategic Plan and School Learning Plan alignment;

- 2025-26 staffing numbers, including current Certified Education Assistant (CEA) allocation totals, acknowledging the work of the District's Human Resources department;
- preliminary changes in FTE enrolment for each grade;
- overview of the enrolment pressures at Salmon Arm Secondary, J.L. Jackson Secondary, Bastion Elementary, and Sorrento Elementary;
- ongoing work regarding reconfiguration to ensure a smooth transition as next Fall will complete the three-year reconfiguration plan;
- Foundational Skills Assessment (FSA), which will be written during September 28 to November 6 for all grade 4 and 7 students in literacy and numeracy;
- recognition of Orange Shirt Day and the National Day for Truth and Reconciliation on September 30;
- upcoming School Trustee Elections, with General Voting Day on October 17, 2026; and
- recognizing and highlighting the contributions of each of the three outgoing Trustees: Amanda Krebs, Tennile Lachmuth, and Marianne VanBuskirk, over the past eight years of their two terms of service on the Board.

9. EDUCATIONAL COMPONENT

A. SD83 School-Wide Write Protocol (K-7)

Director of Instruction: Jen Findlay

Director Jen Findlay presented on the District's new School-Wide Write Protocol for K-7, developed over the last couple of years by a team of teachers and members of Senior Leadership. She reviewed and highlighted the following:

- rationale for School-Wide Writes (SWW), emphasizing the importance of common language, rubrics, and assessment practices aligned from school to school across the District;
- continuing with ongoing feedback regarding the SWW document, including finalizing rubrics for grades 6 and 7;
- SWW cycle, sample rubric, and the power of common rubrics;
- planning considerations, ensuring that accommodations and supports are in place for SWW;
- preparing students for SWW, including goal planning and student reflection;
- value of collaborative assessment; and
- using the data to improve instruction and student growth.

As part of her presentation, Director Findlay acknowledged School District No. 68 (Nanaimo-Ladysmith) for sharing their SWW document, which was used as foundational reference material in the development of the SD83 SWW Protocol.

10. NEW BUSINESS

A. 2025/26 Interim Progress Report for Enhancing Student Learning

Superintendent: Donna Kriger

Superintendent Kriger presented the Interim Progress Report for Enhancing Student Learning, noting that the report was reviewed in detail at the Board's Committee of the Whole meeting on September 22, 2026. She explained that this is the first year where the District is required to submit an interim report, which is less onerous than the comprehensive Enhancing Student Learning report. She reported that the District Strategic Plan continues to guide the work detailed in the report and highlighted the

contributions of District Senior Leadership staff.

087/2026 CARRIED *"That the Board of Education approve the School District No. 83 Interim Progress Report for Enhancing Student Learning 2025-26 based on the information presented."*

B. Field Trip Request – J.L. Jackson Secondary – Japan, Inashiki Exchange
Teacher: Jason Newstead

J.L. Jackson Secondary Teacher, Jason Newstead, brought forth the field trip request to take a group of students to participate in the exchange to Inashiki, Japan in March 2027. He, Chairperson Grayston, and Vice-Chairperson Krebs noted the success of the Japanese exchange that came to Salmon Arm from Inashiki in August 2026, and Trustees shared their feedback in support of the trip.

086/2026 CARRIED *"That the Board of Education approve in principle the J.L. Jackson School International Field Trip to Inashiki, Japan, in March 2027."*

11. COMMITTEE REPORTS

A. Education Directions
Committee Chair: Trustee Marianne VanBuskirk

Trustee VanBuskirk noted that the committee did not meet in September but, as chair of the committee for the past eight years, she took the time to thank all the committee members over the years, staff and students, for their valuable contributions to the Education Directions committee.

B. Finance & Facilities / Audit
Committee Chair: Vice-Chairperson Amanda Krebs

Vice-Chairperson Krebs reported that as previously communicated to Trustees, the KPMG audit team presented at the committee's September 17 meeting due to them being unable to attend today's Board meeting, delivering a clean audit opinion and expressed their sincere thanks for the work of the District's Finance department staff. She also reported that, in addition to the items included in the agenda, the committee received a report from Director Elwood on the work completed by the District's Operations department over the summer as well as reviewing the minutes from the last Environmental Advisory Working Group meeting. She expressed her thanks to the work of staff on the committee over the past eight years she has been the committee chair.

i. 2025/26 Financial Statement Discussion & Analysis
Secretary-Treasurer: Jeremy Hunt

Secretary-Treasurer Hunt presented the Financial Statement Discussion & Analysis for the year ended June 30, 2026, noting that it is a narrative, guiding document which should be reviewed alongside the financial statements. He provided an overview of the three main funds: Operating, Special Purpose, and Capital, and reported that the District is in a fairly strong financial position going forward as a result of managing and budgeting responsibly over the past few years. He explained that a large component of the budget is staffing and

substitutes for replacement employees is an area where the District continues to see cost increases; however, the additional supports and related wellness initiatives in the 2026/27 budget will hopefully result in a reduction in substitute costs and improve continuity for students.

ii. 2025/26 Audited Financial Statements

Secretary-Treasurer: Jeremy Hunt

Secretary-Treasurer Hunt presented the 2025/26 Local Capital transfer briefing note included in the agenda, reviewing the rationale for each of the amounts requested to be set aside and tracked for capital purchases made in future years. The requested transfer amounts related to information technology, photocopiers, portables, classroom & computer lab renovation projects related to reconfiguration, future playground at Shuswap Middle as it transitions to an elementary school, school shop equipment, mobile device replacement, and rental building repairs for District facilities that are not eligible for Ministry Capital Funding.

088/2026 CARRIED

"That the Board of Education of School District No. 83 approve the additional transfer from the Operating Fund in the amount of $848,000 to the Local Capital Reserve as presented."

Secretary-Treasurer Hunt presented the 2025/26 Accumulated Surplus briefing note included in the agenda, providing background information for each of the internally restricted surplus line items respectively, which included: school budget balances, Career Program grants, Indigenous Education targeted funds, Quelmúcw Education Council priorities, Integrated Child and Youth funding, union commitments, and labour reserve. He then reviewed the unrestricted operating surplus cautioning that the $500,000 wellness initiative is relying on a related reduction in substitute costs, that if not realized, will need to come out of surplus and approximately $900,000 of unrestricted surplus is being allocated to balance this year's budget.

089/2026 CARRIED

"That the Board of Education of School District No. 83 approve the allocation of operating surplus to the programs and projects included in Note 18 - Accumulated Surplus, of the Audited Financial Statements for the year ended June 30, 2026."

Secretary-Treasurer Hunt presented the Audited Financial Statements in the agenda, highlighting the following:

- Statement 1 – the Statement of Financial Position gives an overall financial health check, and it shows that the District is currently in a stable financial position;
- Schedules 2A & 2B – Schedule of Operating Revenue & Expense
    - $1.5 million received for Labour Settlement Funding, directly offset by the related salary increases for Teachers, Exempt Staff, and Principals & Vice-Principals;
    - still waiting to ratify with CUPE, which is anticipated to take place later this year;
    - increase in Substitute Salaries from 2025 ($3.9 million) to 2026 ($4.2 million);

- continuing to monitor Employee Benefits as usage and benefit provider costs increase;
- strong year with Utilities, with the work of the Operations department on heating and lighting capital projects hitting energy efficient targets which help the District's bottom line; and
- the variance in Educational Assistant Salaries due to a number of vacancies throughout the year, which is also offset and captured in Substitute Salaries.

090/2026 CARRIED *"That the Board of Education of School District No. 83 approve Version 4799-4053-2071 of the 2025-2026 Audited Financial Statements, notes, and supporting schedules for the year ended June 30, 2026 as presented."*

The Board called for a short recess at 7:43 p.m.
The meeting resumed at 7:50 p.m.

iii. Amended Budget – Student Enrolment & Related Requests

Secretary-Treasurer: Jeremy Hunt
Assistant Superintendent: Chelsea Prince
Director of Instruction: Steve Drapala

Secretary-Treasurer Hunt presented the September 2026 Enrolment Update briefing note included in the agenda. He reported that, as of September 14th, enrolment is up 89 students from the February 2026 projection, but still 73 students below the final September 2025 head count. However, the higher-than-projected enrolment places the District in a more comfortable financial position than anticipated in the Annual Budget.
Assistant Superintendent Prince presented and reviewed her briefing note in the agenda, requesting the addition of ten (10) Certified Education Assistant (CEA) positions to be held in reserve to meet the needs of schools over the course of the year. She explained that, after the 1701 trial run, the department is anticipating being up by one Level 1 designation and up significantly in Level 2 designations by approximately 30 students, while Level 3 designations are still actively being reviewed.

092/2026 CARRIED *"That the Board of Education receive the September 2026 Enrolment Update briefing note for information."*

091/2026 CARRIED *"That the Board of Education approves increasing the number of Certified Education Assistants in the budget by 10 positions."*

Director Drapala presented and reviewed his briefing note in the agenda, requesting an increase to the District Technology Helping Teacher allocation. He provided background information on the position and the rationale for the increase noting that the 2026/27 school year includes several District-wide technology initiatives that require substantial support and change management such as: digital privacy and security compliance requirements, student password hardening implementation, Classroom Privacy Impact Assessments (CPIAs), the migration of SPACES EDU and myBlueprint to myBlueprint+, and providing Artificial Intelligence (AI) related professional learning. Trustees expressed their support for the increase noting the ever-evolving changes with AI, importance of cybersecurity, and the Ministry

platform change to MyBlueprint+ without the support of funding.

093/2026 CARRIED

"That the Board of Education approve an increase to the District Technology Helping Teacher allocation from 0.5 FTE to up to a maximum of 0.9 FTE for the remainder of the 2026-2027 school year."

iv. 2027/28 Five-Year Capital Plan Submission – Minor

Secretary-Treasurer: Jeremy Hunt

Secretary-Treasurer Hunt presented the 2027/28 Minor Capital Plan briefing note and submission summary, providing an overview of the following projects included in the submission:

- Bus Acquisition Program – three replacement buses;
- Carbon Neutral Capital Program – Exterior Wall Systems replacements/ upgrades at Grindrod Elementary and Ranchero Elementary;
- Playground Equipment Program – new playground at Shuswap Middle, replacement of playground equipment at Carlin Elementary/Middle and Highland Park Elementary;
- School Enhancement Program – Heating and Ventilation Upgrades at Armstrong Elementary, North Canoe Elementary, A.L. Fortune Secondary, and Len Wood Middle, as well as Electrical Upgrades at Salmon Arm Secondary.

Director Elwood noted the collaborative process in identifying priorities for the submission, highlighting the work of District trades staff and the engineering groups the District works with. Trustees expressed their thanks to the Operations department for their work regarding priority planning and maximizing available funding.

094/2026 CARRIED

"That the Board of Education of School District No. 83 approve the 2027-28 Minor Capital Plan submission to the Ministry of Infrastructure."

C. Labour Relations

Committee Chair: Board Chairperson Corryn Grayston

Nothing to report; no meeting held in September.

D. Partner Group Liaison

Committee Chair: Board Chairperson Corryn Grayston

Board Chairperson Grayston reported that Partner Group met on September 24th with discussion on two items submitted including plans for the next District Parent Advisory Council (DPAC) roundtable.

E. Policy Committee

Committee Alternate Chair: Vice-Chairperson Amanda Krebs

i. Policy 290 – Child Care – First Reading

Superintendent: Donna Kriger

Vice-Chairperson Krebs explained that due to a new Ministerial Order, Policy 290 needed to be updated to be in compliance with the new Order.

Superintendent Kriger noted that an accompanying Administrative Procedure is also in development. Trustees provided feedback highlighting the importance of the policy upholding the BC Declaration on the Rights of Indigenous Peoples Act (DRIPA) and the BC Human Rights Code as well as advocating for financial support from the Ministry to implement Ministerial Orders and policy direction effectively.

095/2026 CARRIED *"That the Board of Education approve the first reading of Policy 290 – District Child Care as presented."*

ii. Policy 470 – Animals on School Property
Superintendent: Donna Kriger

Vice-Chairperson Krebs and Superintendent Kriger noted the minor amendment to remove the word "certified" from the policy, as the certification for service and guide dogs in BC is voluntary.

096/2026 CARRIED *"That the Board of Education accept the minor amendment to Policy 470 – Animals on School Property as presented."*

iii. Policy 120 – District Code of Conduct – Second and Final Reading
Superintendent: Donna Kriger

Vice-Chairperson Krebs reported that Policy 120 is being presented for second and final reading and that no feedback was received.

097/2026 CARRIED *"That the Board of Education approve the second and final reading of Policy 120 – District Code of Conduct as presented."*

F. Committee of the Whole
Committee Chair: Board Chairperson Corryn Grayston

Board Chairperson Grayston reported that the Board reviewed and discussed the 2025/26 Interim Progress Report for Enhancing Student Learning at its Committee of the Whole meeting on September 22.

12. EQUITY, DIVERSITY, AND INCLUSION

A. 2026/27 Student Support Services Department Parent Guide
Assistant Superintendent: Chelsea Prince

Assistant Superintendent Prince presented the new Student Support Services Department Information for Parents and Guardians document in the agenda, developed to build a sense of trust and transparency with parents and staff in the District regarding the department's work. She explained that several sections of the guide are meant to demystify the some of the language, processes, procedures, and support systems in order to reduce barriers for families and assist in having strong, collaborative relationships with the school. She reviewed her accompanying presentation, highlighting the following:

- Ministry of Education and Child Care Inclusive Education Designations, with more work to come on digging into what each designation means;

- the inclusion of many references and resources in the guide, especially those from the BC Council for Administrators of Inclusive Support and Education (BC CAISE);
- information on Student Support Services department staffing allocations to schools and the roles of school- and District-based support teams; and
- breaking down information regarding educational pathway decisions (Dogwood Diploma & Evergreen Certificate).

She noted that this is the first big revision to the document since 2018, acknowledging that there are still pieces missing; however, there will be more to come as the department welcomes any feedback with an annual revision of the document planned each year.

13. BCSTA UPDATE

BCSTA Provincial Council Representative: Board Chairperson Grayston

Board Chairperson Grayston reported on the following information in her BCSTA update:

- BCSTA Board Chairs call on September 10th with Minister Beare speaking to her priorities such as school safety and academic excellence;
- BCSTA advocacy work over the summer including BCSTA leadership meeting with various Ministers on the new funding model;
- the Canadian School Boards Association (CBSA) Trustee Gathering that she attended in July; and
- the upcoming BCSTA Trustee Academy and related education sessions for new Trustees.

14. BCPSEA UPDATE

BCPSEA Representative: Board Chairperson Grayston

Board Chairperson Grayston noted the upcoming BCPSEA Symposium scheduled for November 30 and December 1.

15. QUELMÚCW EDUCATION COUNCIL UPDATE

Trustee: Tennile Lachmuth

Trustee Lachmuth reported that she was unable to attend the Council's September 24th meeting, but noted that items on the agenda included budgets, professional development and the District's Interim Progress Report for Enhancing Student Learning.

Assistant Superintendent Prince passed on the Council's appreciation and recognizing the contributions of the outgoing Trustees and the work of the Board over the past eight years in moving the District forward in reconciliation such as: a guest Trustee at the Quelmúcw Education Council table, funding flag poles at all District schools with the inclusion of one to recognize the traditional territory, one of the first Districts in the province to have an Indigenous Education Senior Leadership role where the Council had the autonomy to be the decision makers in the hiring process, renewal of two Local Education Agreements (LEAs), the District name change led by the local First Nations, and an official seat at Regular Board Meetings for the Chair of the Council.

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16. BOARD CORRESPONDENCE

A. Advocacy Letter to the Ministry

Vice-Chairperson: Amanda Krebs

Vice-Chairperson Krebs noted that at the June Regular Board Meeting Trustees were asked to bring forward items to this Board Meeting to include in an advocacy letter to the Ministry of Education and Child Care. Trustees discussed several items to include in the letter, such as:

- use of the prevalence rate in the funding model for primary grades;
- continuation of playground funding;
- decrease or an amalgamation of Special Purpose Funding, moving them towards Operating to give Boards greater autonomy in the administration of those funds;
- increase in per-student block funding and commitment to increases on an annual basis;
- another BCSTA Advocacy Day, where Board Chairs meet with their local MLAs in Victoria;
- continued funding for Indigenous Education Councils;
- increase in funding for Inclusive Education supports, including Certified Education Assistants and Early Childhood Educators; and
- increase in funding for the Annual Facilities Grant and infrastructure needs.

17. TRUSTEE REPORTS

Trustee VanBuskirk reported on the following events and meetings she attended since the June Regular Board Meeting: Salmon Arm Secondary graduation, Hillcrest Elementary PAC meeting, J.L. Jackson Secondary PAC meeting, and Salmon Arm Secondary PAC meeting. She acknowledged the National Day for Truth & Reconciliation tomorrow and thanked all the individuals who work to support Fall sports. She also acknowledged the work of the Board over the past eight years as well as the work of Superintendent Kriger and the District Leadership Team, highlighting organizational restructuring of the District, succession planning, strengthened relationships, strategic planning, reconfiguration, new District name and logo in collaboration with Rightsholders, and support for priority learners.

Vice-Chairperson Krebs reflected on her past eight years as a Trustee, highlighting the importance of the work, advocacy, and making decisions in the best interests of all students in the District.

Trustee Lachmuth also reflected on her past eight years as a Trustee, thanking her family, friends, District staff, and Trustees on both terms, highlighting the good discussions at the Board table even during tough decisions, and the importance of being hard on the issues and not the people. She congratulated the candidates putting their names forward and noted the individual growth opportunity that comes with being a Trustee.

Trustee Gennings expressed his appreciation for the three outgoing Trustees acknowledging that he learned from each of them and hopes to carry what he learned from each of their contributions into his next term.

Board Chairperson Grayston also expressed her appreciation for the three outgoing Trustees acknowledging their support, guidance, advice, and expertise during her first term as a

Trustee. She thanked them for all the work they have done for students and staff in the District, their thoughtful, mindful decision making, and the strong foundation that they have built.

18. QUESTION PERIOD

The Board welcomes questions of a general nature, but the primary purpose of the "Public Question Period" is to ask questions about the Board's policies or operations.

Question Period is not a platform for presentations or personal statements.

Questions were received regarding the Superintendent's Report, Accumulated Surplus, and the Audited Financial Statements.

19. UPCOMING DATES / EVENTS

Orange Shirt Day – September 30, 2026
National Day of Truth and Reconciliation – September 30, 2026
Thanksgiving Day – October 12, 2026
General Voting Day – October 17, 2026
Pro-D Day: Provincial – October 23, 2026
Inaugural Board Meeting – November 3, 2026 - 6:00 p.m.
Regular Board Meeting – November 17, 2026 - 6:00 p.m.
Provincial Voting Day – November 24, 2026

20. ADJOURNMENT

The meeting was adjourned at 9:13 p.m.

Corryn Grayston
Board Chairperson

Certified Correct:

Jeremy Hunt
Secretary-Treasurer

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The Board of Education of School District No. 83
(Ḵwsaltktnéws ne Secwepemcúl'ecw)

Minutes of the Inaugural Board Meeting of the Board of Education of School District No. 83 (Ḵwsaltktnéws ne Secwepemcúl'ecw), held at the District Education Support Centre and via Microsoft Teams Town Hall on Tuesday, November 3, 2026.

Present:

C. Grayston	Board Chairperson	D. Kriger	Superintendent – *via Teams*
M. Parmenter	Vice-Chairperson	J. Hunt	Secretary-Treasurer
C. Askew	Trustee	M. Guillou	Assistant Superintendent (HR)
B. Gennings	Trustee - *via Teams*		
R. Landry	Trustee		

Guest:

G. Leven	Provincial Court Judge

1. CALL TO ORDER

The Meeting was called to order at 6:00 p.m. by Secretary-Treasurer Jeremy Hunt.

2. WELCOME AND ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Secretary-Treasurer Hunt opened the meeting with the acknowledgment that the Board holds its meeting on the traditional and unceded land of the Secwépemc people. Secretary-Treasurer Hunt welcomed the newly elected Trustees and Provincial Court Judge Leven.

3. AFFIRMING OF TRUSTEES – OATHS OF OFFICE

Provincial Court Judge George Leven officiated the oaths of office to Trustees individually. Secretary-Treasurer Hunt noted that as Trustee Gennings was out of District, he completed his oath in the presence of a Secretary-Treasurer in another school district in advance so he could participate in this meeting.

4. ELECTION OF BOARD CHAIRPERSON

Secretary-Treasurer Hunt appointed scrutineers, Veronica Deacon and Heather Morris, to attend to any ballots regarding the Board Elections.

Secretary-Treasurer Hunt called for nominations three times.
Trustee Gennings nominated Trustee Grayston; accepted. No other nominations received. Trustee Grayston elected Board Chairperson by acclamation for the 2026/2027 year. Trustee Grayston assumed the chair.

5. ELECTION OF VICE-CHAIRPERSON

Board Chairperson Grayston called for nominations three times.
Trustee Askew nominated Trustee Landry; accepted. Trustee Gennings nominated Trustee Parmenter; accepted. Scrutineers Deacon and Morris attended to the ballots. Trustee Parmenter elected Vice-Chairperson by voting for the 2026/2027 year.

DRAFT

6. ELECTION OF BCSTA PROVINCIAL COUNCILLOR & ALTERNATE

Board Chairperson Grayston called for nominations for BCSTA Provincial Councillor three times. Trustee Landry nominated Trustee Grayston; accepted. No other nominations received. Trustee Grayston elected as BCSTA Provincial Councillor for School District No. 83 by acclamation for the 2026/2027 year.

Board Chairperson Grayston called for nominations for alternate BCSTA Provincial Councillor three times. Trustee Landry nominated Trustee Gennings; accepted. Trustee Parmenter nominated Trustee Askew; respectfully declined. Trustee Grayston nominated Trustee Parmenter; accepted. Scrutineers Deacon and Morris attended to the ballots. Trustee Parmenter elected as alternate BCSTA Provincial Councillor for School District No. 83 by voting for the 2026/2027 year.

7. ELECTION OF BCPSEA TRUSTEE REPRESENTATIVE & ALTERNATE

Board Chairperson Grayston called for nominations for BCPSEA Trustee Representative three times. Trustee Landry nominated Trustee Grayston; accepted. Trustee Gennings nominated Trustee Landry; accepted. Scrutineers Deacon and Morris attended to the ballots. Trustee Grayston elected as BCPSEA Trustee Representative for School District No. 83 by voting for the 2026/2027 year.

Board Chairperson Grayston called for nominations for alternate BCPSEA Trustee Representative. Trustee Parmenter nominated Trustee Landry; accepted. No other nominations received. Trustee Landry elected as BCPSEA alternate Trustee Representative for School District No. 83 by acclamation for the 2026/2027 year.

8. DESTRUCTION OF BALLOTS

098/2026 *"That the ballots from the School District No. 83 (Ḵwsaltktnéws ne Secwepemcúl'ecw)*
CARRIED *2026 Board Elections be destroyed."*

10. ADJOURNMENT

The meeting was adjourned at 6:32 p.m.

Corryn Grayston
Board Chairperson

Certified Correct:

Jeremy Hunt
Secretary-Treasurer

The Board of Education of School District No. 83
(Ḵwsaltktnéws ne Secwepemcúl'ecw)

Summary of an In-Camera Board Meeting of the Board of Education of School District No. 83 (Ḵwsaltktnéws ne Secwepemcúl'ecw), on Tuesday, September 29, 2026, at the District Education Support Centre.

Present:

C. Grayston	Board Chairperson	D. Kriger	Superintendent
A. Krebs	Vice-Chairperson	J. Hunt	Secretary-Treasurer
B. Gennings	Trustee – *via Teams*	M. Guillou	Assistant Superintendent (HR)
T. Lachmuth	Trustee	C. Prince	Assistant Superintendent (Ind. Ed/St. Supports)
M. VanBuskirk	Trustee		

Guest:

Legal Counsel	Guild Yule LLP

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1. CALL TO ORDER

Board Vice-Chairperson Krebs acknowledged that a quorum was present and called the meeting to order at 4:02 p.m.

2. WELCOME AND ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Board Vice-Chairperson Krebs opened the meeting with the acknowledgment that the Board holds its meeting on the traditional and unceded land of the Secwépemc people. She also acknowledged that tomorrow, September 30th, is the National Day for Truth & Reconciliation.

3. ADOPTION OF AGENDA – CHANGES / ADDITIONS

Motion:
That the Board of Education adopt the September 29, 2026, In-camera Board Meeting Agenda, as presented.

CARRIED.

4. ADOPTION OF BOARD MEETING MINUTES

A. In-camera Meeting Minutes – June 23, 2026

Motion:
That the Board of Education adopt the June 23, 2026, In-camera Board Meeting Minutes, as presented.

CARRIED.

B. Special In-camera Meeting Minutes – June 30, 2026

Motion:
That the Board of Education adopt the June 30, 2026, Special In-camera Board Meeting Minutes, as presented.

CARRIED.

C. Special In-camera Meeting Minutes – August 13, 2026

Motion:
That the Board of Education adopt the August 13, 2026, Special In-camera Board Meeting Minutes, as presented.

CARRIED.

5. BUSINESS ARISING

None

6. LAND/LABOUR/LAW

The Board discussed three labour matters, two legal matters, and one land matter.

7. LABOUR RELATIONS – COMMITTEE REPORT

Nothing to report; no meeting held in September.

8. OTHER

None

9. UPCOMING DATES/EVENTS

Inaugural Board Meeting – November 3, 2026 – 6:00 p.m. @ DESC
In-Camera Board Meeting – November 17, 2026 – 4:00 p.m. @ DESC
Regular Board Meeting – November 17, 2026 – 6:00 p.m. @ DESC

10. ADJOURNMENT

The meeting was adjourned at 5:53 p.m.

Corryn Grayston
Board Chairperson

Certified Correct:

Jeremy Hunt
Secretary-Treasurer

The Board of Education of School District No. 83
(Ḵwsaltktnéws ne Secwepemcúl'ecw)

Summary of a Special In-Camera Board Meeting of the Board of Education of School District No. 83 (Ḵwsaltktnéws ne Secwepemcúl'ecw), on Thursday, October 8, 2026 via Microsoft Teams Meeting.

Present:

C. Grayston	Board Chairperson	D. Kriger	Superintendent
A. Krebs	Vice-Chairperson	J. Hunt	Secretary-Treasurer
B. Gennings	Trustee	C. Prince	Assistant Superintendent (Ind. Ed/St. Supports)
M. VanBuskirk	Trustee		

Excused Regrets:

T. Lachmuth	Trustee

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1. CALL TO ORDER

Board Vice-Chairperson Krebs acknowledged that a quorum was present and called the meeting to order at 8:31 a.m.

2. WELCOME AND ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Board Vice-Chairperson Krebs opened the meeting with the acknowledgment that the Board holds its meeting on the traditional and unceded land of the Secwépemc people.

3. ADOPTION OF AGENDA – CHANGES / ADDITIONS

Motion:
That the Board of Education adopt the October 8, 2026, Special In-camera Board Meeting Agenda as presented.

CARRIED.

4. LAND/LABOUR/LAW

The Board discussed one legal matter and one labour matter.

5. ADJOURNMENT

The meeting was adjourned at 8:50 a.m.

Corryn Grayston
Board Chairperson

Certified Correct:

Jeremy Hunt
Secretary-Treasurer

Item 7A

Bible Club Proposal



Lexi Duff, Lachlynn Lemieux

Student driven bible study

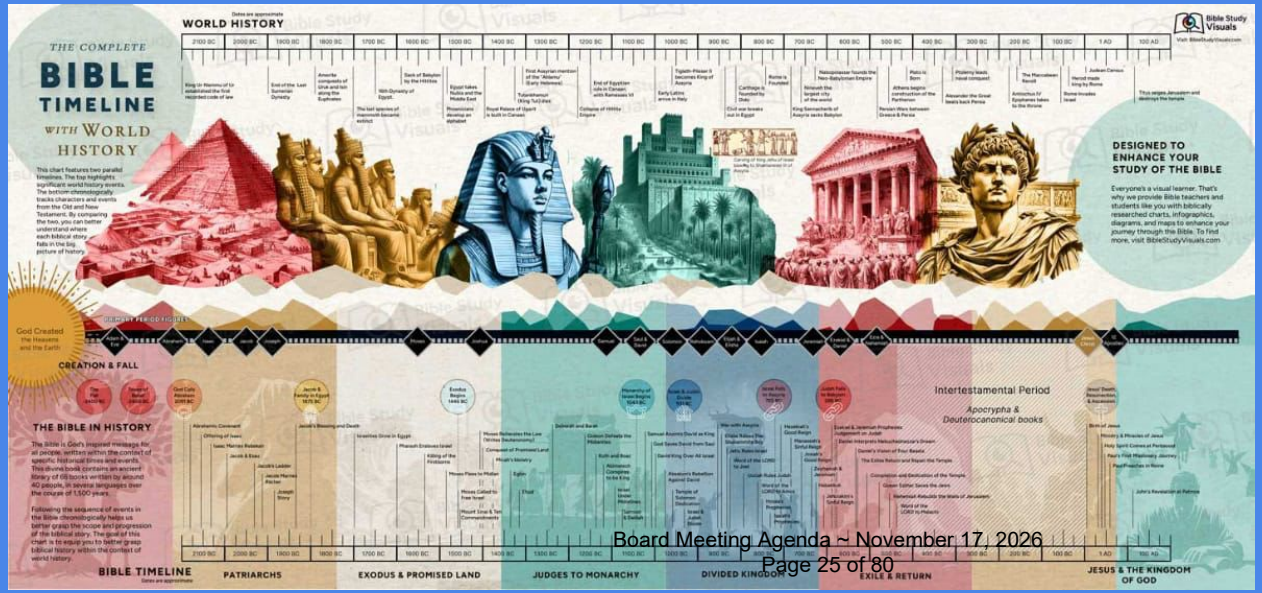
- Permission to hold a Bible club at our school
- Inform and invite students through the announcements along with the other clubs
- We understand there may be objections
- We are here to be open and share our perspective

Our Case

- Connection among students is important
- There are significant number of interested students
- As evidence for this, we have prepared a student petition
- All students are welcome

Why Study The Bible

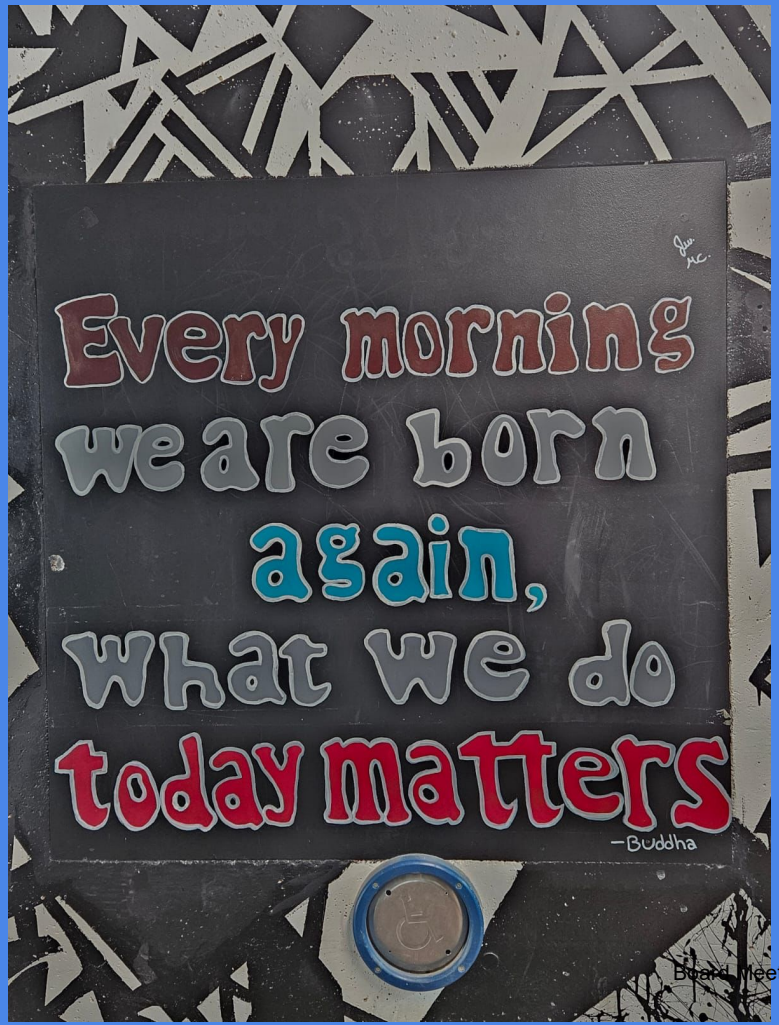
- The bible is not only a religious text, it is one of the most historically significant texts in the world



Examples of Religious Exposure in BC Schools



- Ramadan Celebrations
- Yoga room
- Spirituals rituals celebrated in schools
- Religious Literacy
- https://northdeltareporter.com/2026/02/24/surrey-secondary-school-embraces-ramadan/
- educators celebrate Surrey ate diversity & understanding with Ramadan





- To the left is a image of a quote found of the the wall at Salmon Arm Secondary
- To the right is an image of decorations at Surrey Secondary School

Back To Basics

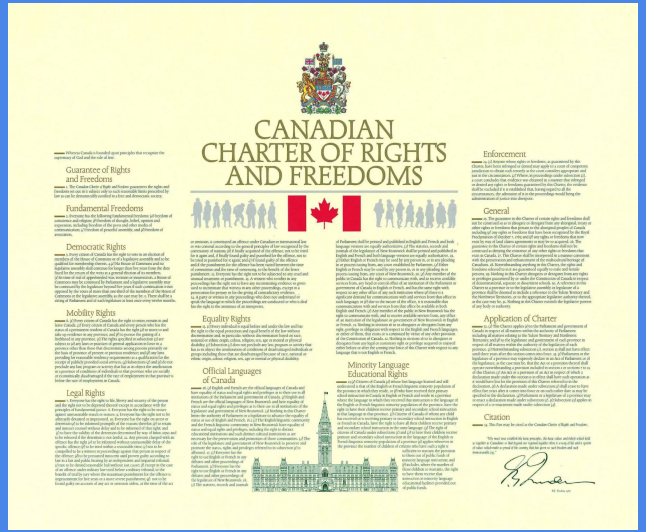
- “ Whereas Canada is founded upon the principle that recognize the supremacy of God and the rule of law”

A Freedom of conscience and religion

B Freedom of thought belief and **expression**, including freedom of the press and other media of communication;

C Freedom of peaceful assembly

D Freedom of association


CANADIAN CHARTER OF RIGHTS AND FREEDOMS

Guarantee of Rights and Freedoms

Fundamental Freedoms

Democratic Rights

Mobility Rights

Legal Rights

Equality Rights

Official Languages of Canada

Minority Language Educational Rights

Enforcement

General

Application of Charter

Citation

Citations

- Department of Justice Canada. (2026, August 20). *The Constitution Act 1867 to 1982.* Government of Canada.
- North Delta Reporter. (2026, February 24). *Surrey secondary school embraces Ramadan*. https://northdeltareporter.com/2026/02/24/surrey-secondary-school-embraces-ramadan/
- Surrey Schools. (2024, March 11). *Surrey educators celebrate diversity & understanding with Ramadan*. https://www.surreyschools.ca/_ci/p/167793

The Board of Education of School District No. 83

BRIEFING NOTE

TO:	Board of Education	**DATE:** November 17, 2026
FROM:	Steve Drapala, Director of Instruction & Rob Cadden, Principal - Salmon Arm Secondary	
RE:	**Salmon Arm School Reconfiguration Update**	

Purpose

To update the Board of Education on the final phase of the Salmon Arm school reconfiguration in 2027–28, including projected enrolment and space pressure at Salmon Arm Secondary (SAS), work completed to date, planned facility and operational responses, portable contingency planning, and an emerging opportunity to repurpose a wing of Shuswap Middle School (SMS) to expand educational options for secondary students.

Background

The Salmon Arm school reconfiguration is a phased strategic initiative intended to reduce student barriers created by repeated school transitions. The K–7/8–12 structure provides students with more time to build relationships with staff and a sense of school community, reduces transitions that can be particularly difficult for priority learners, supports continuity of services, and is educationally and developmentally sound.

The Board's decisions were made in stages (Table 1 and Appendix A). The educational configuration was selected first, followed by the two-secondary-school model and then a three-year implementation plan (Figure 1). Capacity pressure at either the elementary or secondary level was understood to be an unavoidable trade-off. The Board selected the two-secondary-school model because it offered the strongest overall educational and programming benefits while protecting specialized elementary learning spaces.

As we approach the final year of the planned transition, the anticipated space pressure does not change the educational rationale for reconfiguration. The current work is to manage this pressure responsibly while preserving the student benefits the Board intended.

Ultimately, this change is good for kids. With students in our schools for longer, staff get to know them better and can support them more effectively. In year two of the three-year transition, we are already seeing the narrative change.

Table 1: Key Board Decisions

Date	Decision	Significance
June 18, 2024	K–7/8–12 configuration selected	Established the educational structure for Salmon Arm urban and rural feeder schools.
November 19, 2024	Two-secondary-school model approved	Confirmed J.L. Jackson Secondary and Salmon Arm Secondary as the two Grade 8–12 schools.
January 21, 2025	Three-Year Transition Plan approved	Established a phased 2025–2028 implementation process for catchments, staffing, facilities, and grade movement.

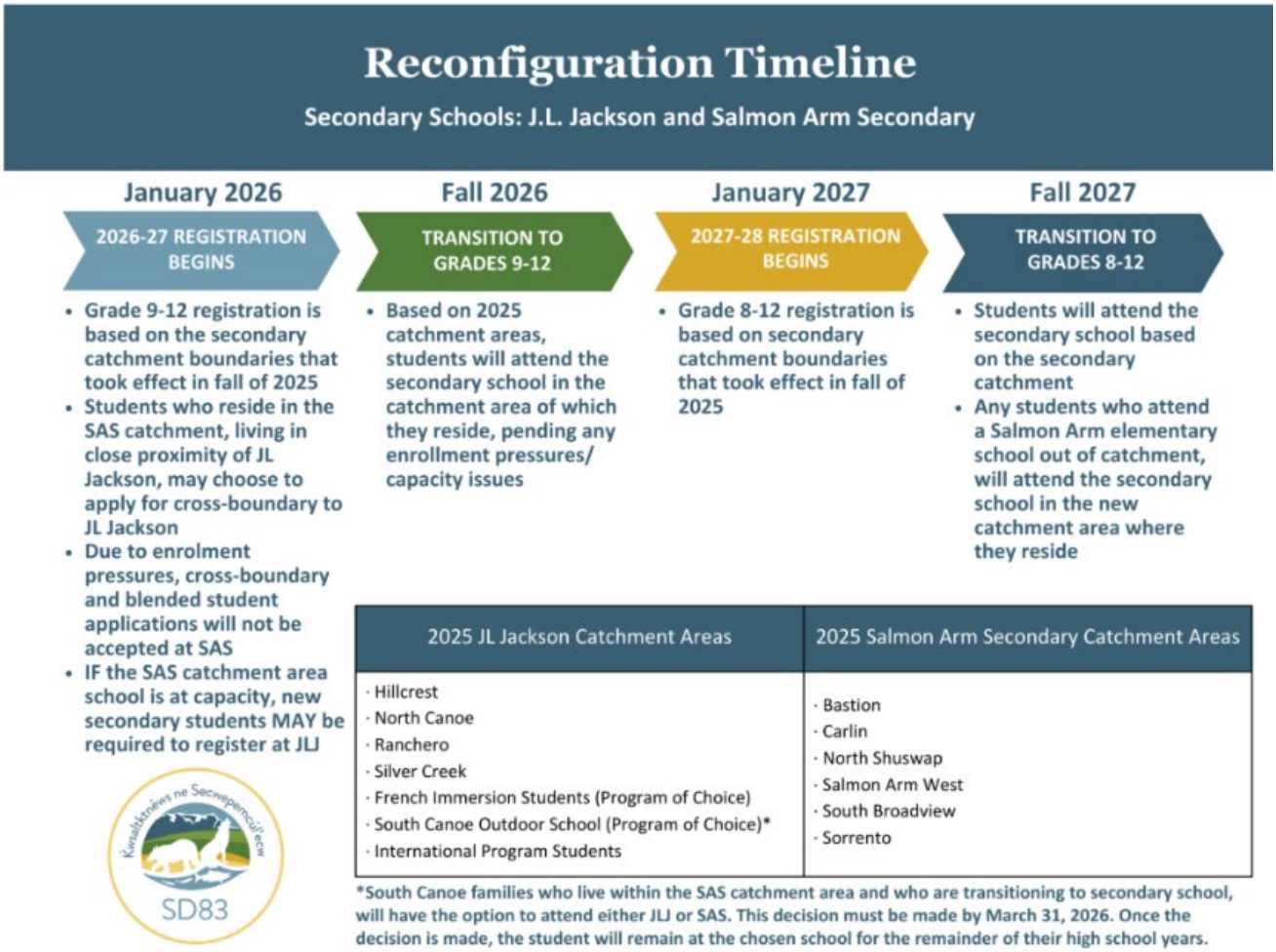


Figure 1: Reconfiguration Timeline

2027–28 Transition and Enrolment Outlook

The 2027–28 school year is the final phase of the three-year transition to the full K–7/8–12 configuration. Current planning projects 918 students at SAS, including the addition of approximately 175 Grade 8 students. Detailed space analysis indicates that **four additional portable classrooms** will be required to accommodate the projected enrolment (Appendix B).

The enrolment figure is an accurate projection, and planning should continue using the 918-student estimate. As with all enrolment projections, this number will continue to be refined through future registrations, course selection, and cross-boundary decisions.

Work Completed at Salmon Arm Secondary

The district and school have completed the following work at SAS during the first two years of the transition. Organizing the work by implementation year shows the phased approach used to increase usable space, improve student services, and expand programming.

Year One: Ready for the 2025–26 School Year

- Photography and Graphic Media Design computer lab created.
- Career Centre relocated from the counselling area to the library.
- Wellness Centre relocated to the former counselling area.

- New office and breakout space created adjacent to the cafeteria in the former vending-machine area.
- Main office renovated to create additional workspaces for secretaries and administration.
- Gym curtain divider and new wall crash pads installed.
- Additional picnic tables and benches purchased and installed inside and outside the school.

Year Two: Ready for the 2026–27 School Year

- Extensive renovation of the metal shop completed to create additional teaching and learning spaces.
- Two new IAP/Learning Resource breakout rooms created.
- Two SD83 portables delivered and installed.
- Classroom renovated to create a Yoga/Dance studio.
- A 40-foot storage container purchased and installed for PHE and athletics equipment.

Across the two years, these investments have increased the school's instructional and support capacity and have enabled or expanded Photography and Graphic Media Design, Yoga, Art, Learning Resource supports, and simultaneous PHE offerings.

Expected Pressure Points in Fall 2027 and Additional Planned Facility Work

The primary pressure will be the number of general classrooms required for a student population of 918 or more. Additional pressure is also expected in Science, Fine Arts, PHE, Learning Resource, Indigenous support, food services, hallways, common areas, and staff work or preparation spaces (Appendix B).

To address these expected pressure points, the following facility work is planned:

- create a second art room;
- create an additional science lab;
- create a second music/drama space;
- complete signage and interior painting;
- install a washer and dryer for PHE and athletics;
- create additional single-stall washrooms; and
- purchase additional cafeteria tables.

Current planning will also include consultation regarding the relocating of Indigenous Support room to the Wellness Centre and using available office and meeting areas there. This would release an additional room for Learning Resource support. Any decision must ensure that Indigenous student services remain welcoming, accessible, appropriately located, and adequately resourced.

Operational Options Under Review

Operational changes can help relieve space pressure, but all operational options are being examined through an educational lens. The purpose is not simply to move students out of classrooms, but to identify strong programs that also improve the use of available space. Current areas of research include:

- modular Grade 8 exploratory experiences and term-based Grade 9 electives;
- selected offerings outside the regular timetable, including Automotive Technology, Art Metal Jewelry, Athletic Yoga and Mobility, Choir, Jazz Band, Yearbook, Athletic Leadership, and Leadership;
- co-teaching in Musical Theatre to increase student access;
- expansion of Dance and Yoga within PHE;
- review of how and when CLE 10 and CLC 12 are delivered;
- blended-learning and early-graduation options;
- a pathways approach to course selection; and

- academy sport opportunities developed with local organizations.

Other possibilities, including staggered starts, revised bell schedules, shared preparation areas, and additional room-utilization strategies, require further analysis for educational impact, collective-agreement implications, supervision, transportation, and operational feasibility.

Proposed Grade 8 Program Direction

Research involving 141 Grade 8–12 schools and visits to secondary schools in Vernon and Kamloops indicates that successful Grade 8 programs commonly combine cohort identity, strong transition supports, exploratory electives, and dedicated adult connections. The emerging SAS model includes:

- dedicated Grade 8 core teachers;
- linear Advisory, Math, English, and Social Studies;
- semestered Science and Physical and Health Education;
- modular ADST, Fine Arts, Careers, and Core French experiences;
- a Grade 8 cohort identity and a similar physical location within SAS;
- orientation, mentorship, and transition activities beginning in Grade 7; and
- a gradual transition to full secondary independence by Grade 9.

This approach is intended to provide a supported "school within a school" experience while maintaining access to the opportunities of a Grade 8–12 secondary school.

Portable and Modular Contingency Planning

The current working assumption is that four additional portables will be required for Fall 2027. Two district-owned portables may be available for relocation to SAS. Two additional units may need to be purchased, moved, serviced, and installed. A high-level cost estimate is provided in Table 2; however, the pricing and availability of portables remain a significant unknown, although we are hopeful that we will be able to work with a nearby district to keep costs in the lower range of the estimate.

Table 2: Portable Cost Analysis

#	Item	Per-Item Cost Range		Total Projected Cost	
		Low	High	Low	High
1	SD83 Portables (x2) – transport & install/set-up costs *(from other SD83 schools)*	$25,000	$25,000	$50,000	$50,000
2	'New' Portables (x2) – sourced from nearby district or new	$150,000	$300,000	$300,000	$600,000
3	'New' Portables (x2) – transport & install/set-up costs	$35,000	$35,000	$70,000	$70,000
4	Student Desks & Chairs	$12,000	$15,000	$48,000	$60,000
5	Teacher Desk & Office Chair	$450	$1,050	$1,800	$4,200
6	Classroom Technology (ViewSonic)	$600	$3,000	$2,400	$12,000
7	Misc. Items *(whiteboard, window coverings, shelving)*	$2,000	$5,000	$8,000	$20,000
	Total			**$480,200**	**$816,200**

Planning should proceed on the prudent worst-case assumption that a Ministry modular project will not be available in time for September 2027. This contingency position does not replace or abandon the district's

capital request. It ensures that student programming does not depend on an uncertain approval or construction schedule.

What If We Looked at School Differently? – Potential Use of the Shuswap Middle School Site

During public consultation on the reconfiguration, one of the most consistent concerns was whether Salmon Arm Secondary students would continue to have meaningful access to woodshop and other specialized shop spaces. Rather than treating the ADST and Fine Arts spaces at Shuswap Middle School (SMS) simply as surplus, we are asking a different question: *if we repurposed a wing of SMS, what could it become for all secondary students in the community?*

A repurposed SMS wing could serve as a dedicated, academy-style learning site, making use of its existing shops, fine arts rooms, and flexible spaces for secondary programming. Rather than reducing access, it would provide an additional, purpose-built option alongside the programs at SAS and J.L. Jackson Secondary (JLJ). With minor renovations, the building's layout would allow this wing to be fully separated from the rest of the school, keeping the new French Immersion elementary school distinct from the secondary programming. This approach would address concerns about SAS students' access to a woodshop while also creating new opportunities for all students at SAS and JLJ.

Why Look at School Differently?

This is not only a space solution. Data collected at SAS and other secondary schools across the district reveal six patterns that compel us to find alternative ways of offering school that students could choose (Appendix C):

- **Attendance:** A large percentage of students are consistently absent from school; 23% of students miss 25% or more of the school year.
- **Belonging and connection:** Student Learning Survey results continue to highlight a disconnect for many students. Only 51% of students feel they belong at school, 40% report that they like school, and 15% report feeling stressed or anxious.
- **Hands-on learning:** Course selection data show a noticeable increase in enrolment in curricular areas that rely predominantly on a hands-on approach.
- **Leaving early:** A large percentage of Grade 12 students leave school early; 16% graduated early in 2025–26, and between 11% and 18% have done so each year since 2021–22.
- **Course load:** Students have not taken a full course load of eight courses at SAS for quite some time. In 2025–26, only about half of Grade 12 students (51%) took a full course load, and 295 study blocks were taken in Semester 2.
- **Transferable learning:** Many Grade 12 students indicate that their learning is not as transferable or applicable to pursuits beyond school as we would hope. Only 60% to 70% of students feel that school is preparing them for their future, meaning roughly one in three does not.

Taken together, these patterns tell us that the traditional way of offering school is not meeting the needs of every student, and that some students and families are looking for a different type of learning experience.

Repurposing a wing of SMS is an opportunity to respond to these needs by offering flexible, hands-on, and choice-based pathways that keep students connected to learning through to graduation. Two concepts are currently being explored:

Phase 1: Shuswap Trades Academy

A Shuswap Trades Academy could offer project-based, integrated learning that combines classroom instruction, shop-based learning, industry mentorship, career exploration, and authentic projects. Potential partnerships with the SD83 Careers Department, Okanagan College, Thompson Rivers University,

employers, and trades organizations could connect learning to apprenticeship, employment, and post-secondary pathways.

Phase 2: Thrive Learning Centre

A Thrive Learning Centre could provide a more flexible, self-paced, and hybrid learning environment for students in Grades 10–12. The concept could combine at-home learning with on-site instruction, mentorship, project-based learning, community experiences, teacher advisory, and individualized pathways.

Who Would Attend and Next Steps

Both concepts are envisioned as voluntary, choice-based options, not assigned placements. Students and families would choose to participate, and access to the shops and specialized spaces at SAS would continue for students who remain in the regular program. Possible models include students attending the SMS site for a full semester while remaining connected to their home secondary school.

Exploration of these possibilities continues with Education and Operations staff to determine the feasibility of these options based on potential enrolment and required costs.

Summary

The educational rationale for the K–7/8–12 configuration remains sound, and in year two of the three-year transition, the benefits for students are already evident. In 2027–28, SAS is projected to enrol 918 students, which will require four additional portable classrooms at an estimated cost of $480,200 to $816,200 (Table 2), along with planned facility improvements and operational options assessed first for their educational value. At the same time, student data point to the need for alternative ways of offering school. Repurposing a wing of SMS for choice-based programs, such as a Shuswap Trades Academy or a Thrive Learning Centre, could ease space pressure at SAS while responding to concerns about shop access and giving students and families more meaningful options. Staff will continue to refine enrolment projections, costs, and program feasibility, and will report back to the Board.

Recommendation

Presented for information and discussion only.

Respectfully submitted,



Steve Drapala
Director of Instruction (Middle/Secondary)



Rob Cadden
Principal, Salmon Arm Secondary

Appendix A: Expanded Decision and Implementation Timeline

Date	Board discussion or decision	Significance
November 2023	Senior leadership directed to investigate configuration options.	Initiated formal review and public engagement.
Dec. 2023–Apr. 2024	Consultation with students, families, staff, Rightsholders, unions, advisory groups, and community members.	Thirty-seven engagement sessions were reported by June 2024.
May 21, 2024	Further exploration of Option E3 and a three-secondary variation.	Narrowed the analysis without making a final decision.
June 18, 2024	Option E3 approved: K–7 elementary and Grade 8–12 secondary.	Established the grade configuration; deferred the two- versus three-school decision.
October 15, 2024	Two- and three-secondary-school models compared.	Considered enrolment, specialized space, staffing, programming, congestion, and capital implications.
November 19, 2024	Two-secondary-school model unanimously approved.	Retained J.L. Jackson Secondary and Salmon Arm Secondary as the Grade 8–12 schools.
December 17, 2024	Implementation update received.	Confirmed early catchment work and a family-of-schools approach.
January 21, 2025	Three-Year Transition Plan, 2025–2028, approved.	Allowed time for facilities, staffing, catchments, and family planning.

Appendix B: Salmon Arm Secondary Classroom Space Requirements

		Grades	8	9	10	11	12	Projections
		Enrollment	175	166	176	195	206	918
1	Math		6	6	8	9	4	33
2	English		6	6	7	8	8	35
3	Humanities		6	6	7	5	14	38
4	Languages & Career Education		10	3	4	3	8	28
							Regular Classrooms	134
5	Science (specialty facilities)		7	7	7	12	9	42
6	ADST (specialty facilities)		6	8	9	9	11	43
	Foods - room 144							7
	Cafeteria - room 136							8
	Metal Shop - room 134							7
	Auto Shop - room 133							7
	Business - computer lab room 255							7
	Information Technology - computer lab room 261							7
7	Fine Arts (specialty facilities)		6	12	6	3	15	42
	Art - rooms 238 + room 237 renovated Art room							14
	Theatre - room 128							9
	Photography & Graphics Media Design - computer lab room 256							7
	Music - room 127 + room 125 renovated Music room							12
8	PHE (specialty facilities)		7	6	7	2	8	30
	Fitness Center - room 273							6
	Gymnasium - room 163A/B *(two classes in the gym each block)*							16
	Yoga/Dance Studio - room 250							8
9	Student Support Services (speciality facilities) - *rooms 257, 143, 236* + room 252 new LR Space							32

Required Learning Spaces

		# of rooms	Current Available Sections	Projected Sections Needed
	Current Classrooms	14	104	134
	Current Portables	2		
	Renovated Science Lab (rm. 210)	-1		
	Renovated Music room (rm. 125)	-1		
	Renovated Art classroom (rm. 237)	-1		
	Science Labs	5	48	42
	Renovated Science Lab (rm. 210)	1		
ADST	**Foods** - room **144**	1	8	7
ADST	**Cafeteria** - room **136**	1	8	8
ADST	**Metal Shop** - room **134**	1	8	7
ADST	**Auto Shop** - room **133**	1	8	7
ADST	**Business** - computer lab room **255**	1	8	7
ADST	**Information Technology** - computer lab room **261**	1	8	7
Fine Arts	**Art** - rooms **238** + room 237 future renovated Art room	2	16	14
Fine Arts	**Theatre** - room **128**	1	8	9
Fine Arts	**Photography & Graphics Media Design** - computer lab room **256**	1	8	7
Fine Arts	**Music** - room **127**	1	8	12
PHE	**Fitness Centre** - room **273**	1	8	6
PHE	**Gymnasium** - room **163 A/B** *(two classes in the gym each block)*	2	16	16
PHE	**Yoga / Dance Studio** - room - **250**	1	8	8
LR Supports	**Regular LR** - room **257** (+ breakoutspaces = 258, 259, 260)	1	8	8
LR Supports	**Regular LR & CCP** - **New LR Space** room **252**	1	8	8
LR Supports	**Regular LR & CCO** - room **143**	1	8	8
LR Supports	**IAP** - room **236** (+ breakout spaces = 232,233,234,235,249,283)	1	8	8

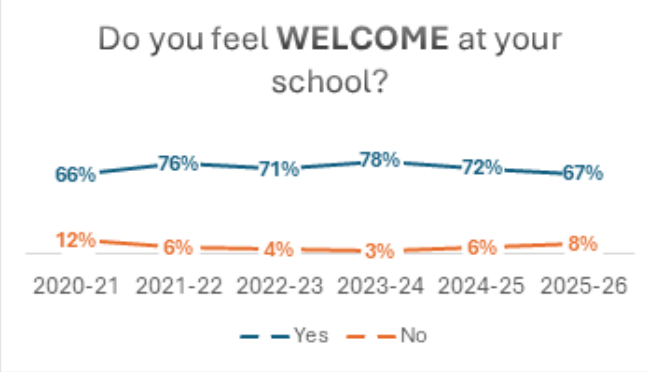
Appendix C: Salmon Arm Secondary Student Engagement Data

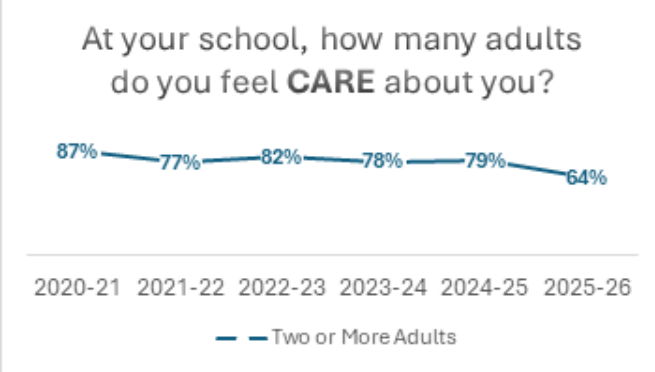
The following data support the six patterns described in "Why Look at School Differently?" and are presented in the same order.

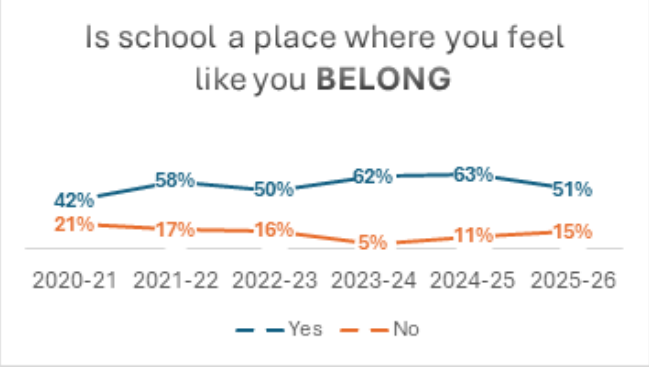
Attendance: A large percentage of students are consistently absent from school

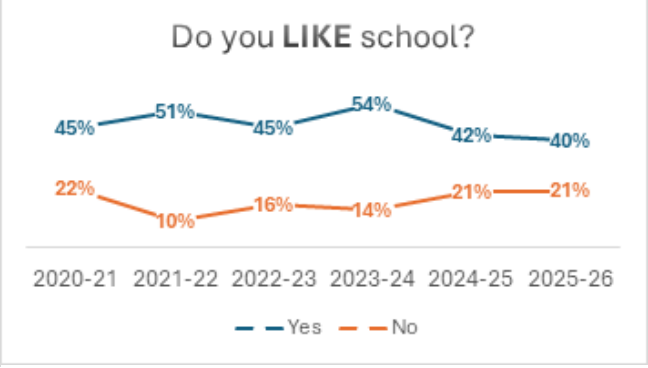
SAS Attendance Report	Semester 1 2022-23	Semester 1 2023-24	Semester 1 2024-25	Semester 1 2025-26
Students who attend regularly *(absent 10 days or less)*	44%	47%	46%	46%
Students who missed 25% of school, or more *(absent 20+ days)*	20%	25%	26%	23%
Students who missed 50% of school or more *(absent 40+ days)*	3.30%	5%	4%	6%
Average number of days missed *(per student in a semester)*	14.5	14.4	15.4	14.7

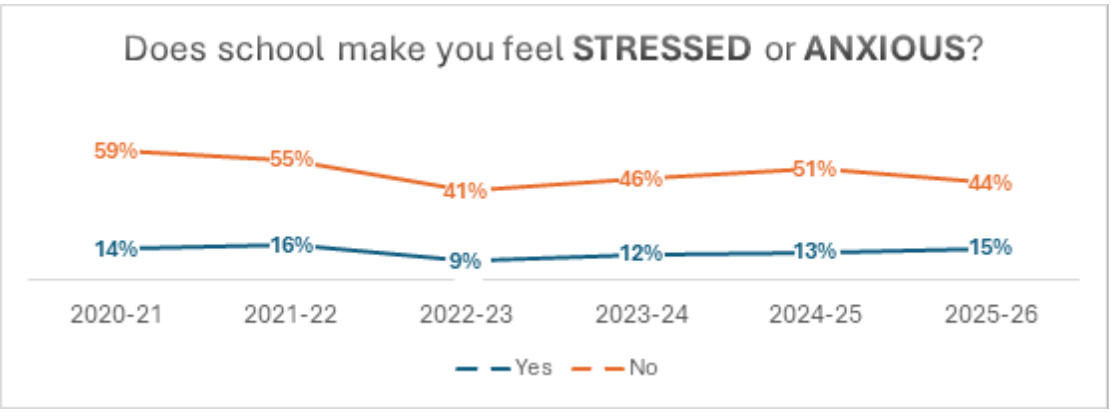
Belonging and Connection: Student Learning Survey results continue to highlight a disconnect for many students











Hands-On Learning: Enrolment is increasing in curricular areas with a predominantly hands-on approach

Department Enrollments	2019-2020 544			2020-2021 563			2021-2022 614			2022-2023 644			2023-2024 635			2024-2025 658			2025-26 726		
	Requests	Enrolled	# of SECTIONS	Requests	Enrolled	# of SECTIONS	Requests	Enrolled	# of SECTIONS	Requests	Enrolled	# of SECTIONS	Requests	Enrolled	# of SECTIONS	Requests	Enrolled	# of SECTIONS	Requests	Enrolled	# of SECTIONS
ADST	706	646	31	721	685	34	903	753	41	915	712	42	903	689	40	1056	808	41	1154	879	44
Science	751	643	33	730	676	32	776	632	32	765	648	33	776	634	31	801	638	33	812	711	33
English	520	524	23	554	525	22	665	553	25	618	562	25	665	569	27	615	592	25	689	783	28
Math	475	445	21	535	505	23	570	519	27	548	483	22	570	485	22	546	467	21	651	564	26
Social Studies	520	504	23	519	468	21	702	484	22	610	539	25	702	552	26	734	645	27	764	723	28
Fine Arts	386	331	14	432	373	15	483	400	15	467	425	15	483	422	17	507	422	17	670	618	25
Languages	182	143	9	217	193	9	204	189	10	222	177	8	204	144	6	167	154	6	99	91	4
Physical & Health Ed.	289	219	10	204	185	9	330	204	9	298	294	12	330	328	15	422	352	15	503	404	20
Academic Flex															8			8			5
Total Sections			170			169			180			188			198			203			222

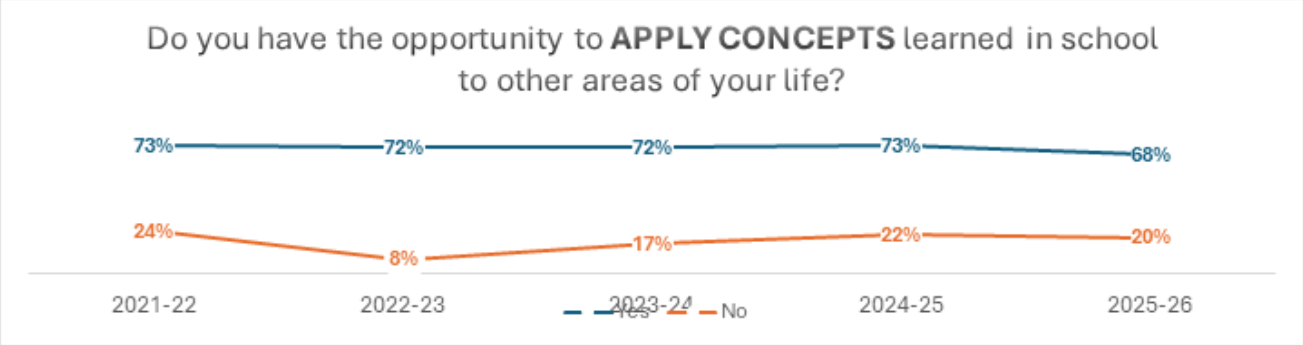
Table 3: Leaving Early – A large percentage of Grade 12 students leave school early

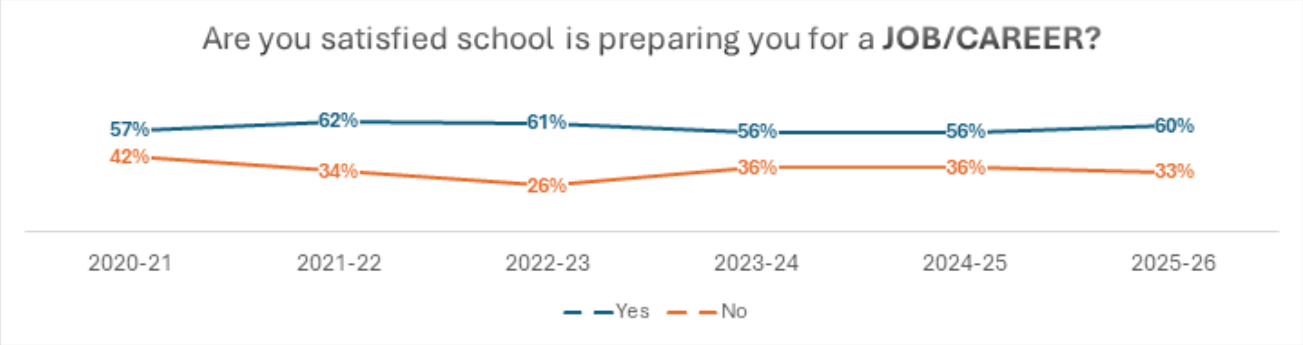
Indicator	2021–22	2022–23	2023–24	2024–25	2025–26
Grade 12 students graduating early	11%	15%	18%	14%	16%

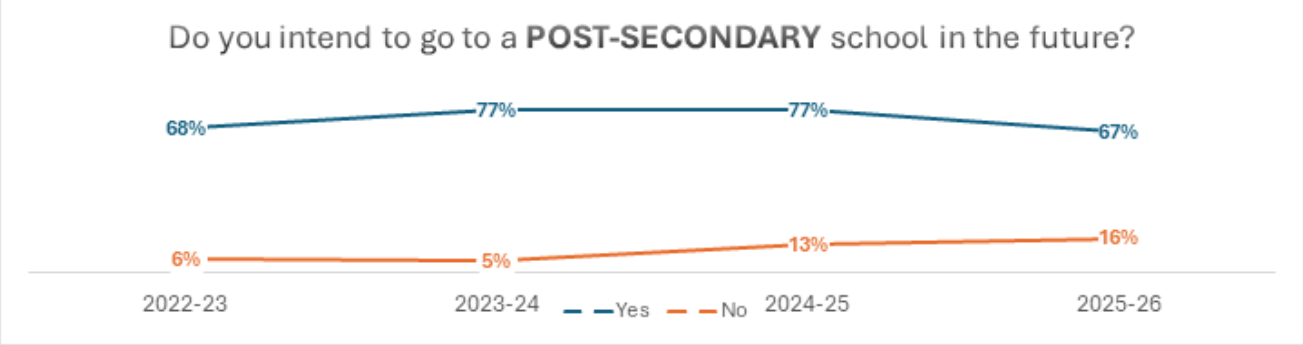
Table 4: Course Load – Students have not taken a full course load of eight courses at SAS for some time

Indicator	2021–22	2022–23	2023–24	2024–25	2025–26
Grade 11 students taking a full course load	53%	63%	66%	85%	79%
Grade 12 students taking a full course load	45%	39%	35%	56%	51%
Study blocks taken – Semester 1	185	160	98	73	146
Study blocks taken – Semester 2	255	247	237	257	295

Transferable Learning: Many Grade 12 students indicate their learning is not as transferable or applicable to pursuits beyond school as we would hope







The Board of Education of School District No. 83

BRIEFING NOTE

TO:	The Board of Education	**DATE:**	November 17, 2026
FROM:	Donna Kriger, Superintendent		
RE:	**Pleasant Valley Secondary School – International Trip – France 2028**		

Background:

Regulation 8050.1 within the Board Policy Manual states that, *"All field trips taken outside North America – must receive the prior approval of the Board of Education. Full information on the trip must be provided at least six months prior to the date of the anticipated trip."*

In addition to the timeframe, there are certain requirements that schools must ensure they have researched and prepared for. This includes:

- Curricular relevance;
- Student group involved;
- Costs associated with the trip and fundraising opportunities;
- Transportation arrangements;
- Supervision and/or chaperones;
- Plan for missed course work;
- Preparations for medical and/or health emergencies;
- Travel/Medical and Trip cancellation insurance must be mandatory;
- Notarized letter of "Student Permission to Travel."

Summary:

Janet Gillis and Tori Jewell, staff members of Pleasant Valley Secondary School are seeking Board approval to take a group of students in grades 10-12 to France, during the March Spring break in 2028. Information regarding the tour company, curricular connections, trip costs and funding, insurance, etc. are all contained within the Board package.

Recommendation:

"That the Board of Education approve in principle the Pleasant Valley Secondary School International Field Trip to France in March 2028."

Respectfully submitted,

Donna Kriger
Superintendent

SCHOOL DISTRICT #83 (NORTH OKANAGAN-SHUSWAP)

FIELD TRIP INFORMATION FORM
(To be completed by Teacher/Sponsor)

1. To be completed for activities as referred to in *Field Trip Regulation & Handbook.*
2. Check appropriate notice and approval requirements:

- ☐ **By principal – day trip – 1 week notice**
- ☐ **By superintendent or designate – overnight within the province – 2 weeks notice**
- ☐ **By Board – overnight out of province, in North America – 2 months notice to Superintendent**
- ☑ **By board – out of North America – 6 months notice to Superintendent**

Departure date of trip:
18/03/2028
dd / mo / year

Return date of trip:
31/03/2028
dd / mo / year

SCHOOL: Pleasant Valley Secondary

DESTINATION: France

ORGANIZING TEACHERS: Janet Gillis and Victoria Jewel and Alyson Lypchuk sd#22 french teacher TBD Tommy Ip

IDENTIFY GROUP OR CLASS OF STUDENTS: French 10/11/12 students

GRADE (s): 10-12

TOTAL NUMBER OF STUDENTS: 20-25

TOTAL NUMBER OF SUPERVISORS: 3 - 4

CURRICULUM PURPOSE: Experience the culture and language that they have been studying in French

ACTIVITIES: Monuments, museums, cooking classes, biking, history

For a co-educational overnight field trip and both male and female supervisors will accompany the students on this field trip: ☑ Yes

SUPERVISOR(s): Teacher(s): Janet Gillis, Victoria Jewel

Parent(s): TBD

TRANSPORTATION: ☐ School Bus ☐ Private Vehicle

Other (eg: foot or bike): planes, trains, metro, foot, bike, charter bus

ACCOMMODATION: hotels

Funding Source: self funded + fundraising ☐ or see attached

Teacher: [signature] Date:

Principal: [signature] Date: Oct. 20, 2026

Superintendent / Designate: Date:

(Field Trip Info Form)



FRANCE TRIP

MARCH 2028

1



FRANCE TRIP

Curricular Connections

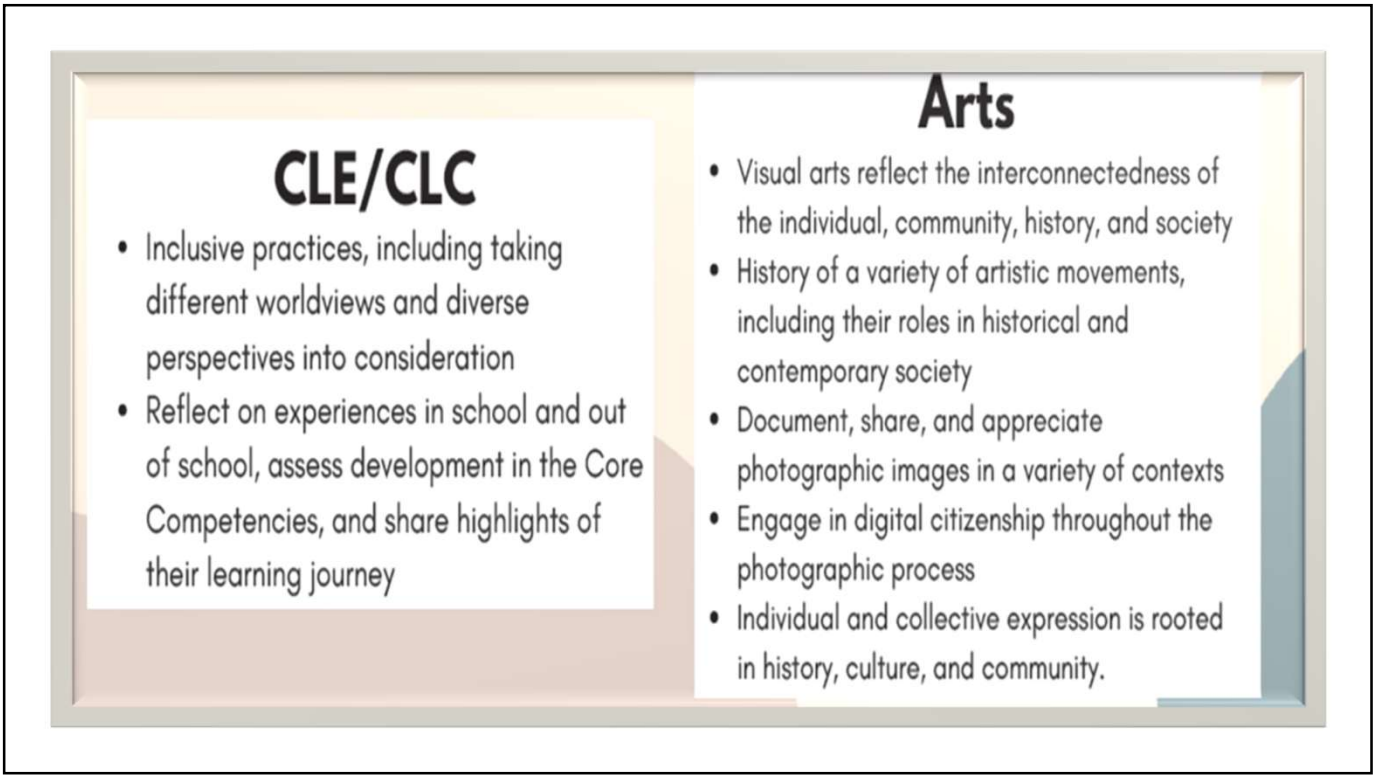
Positive Personal and Cultural Identity

Students explore who they are in terms of their relationship to others and their relationship to the world (people and place) around them.

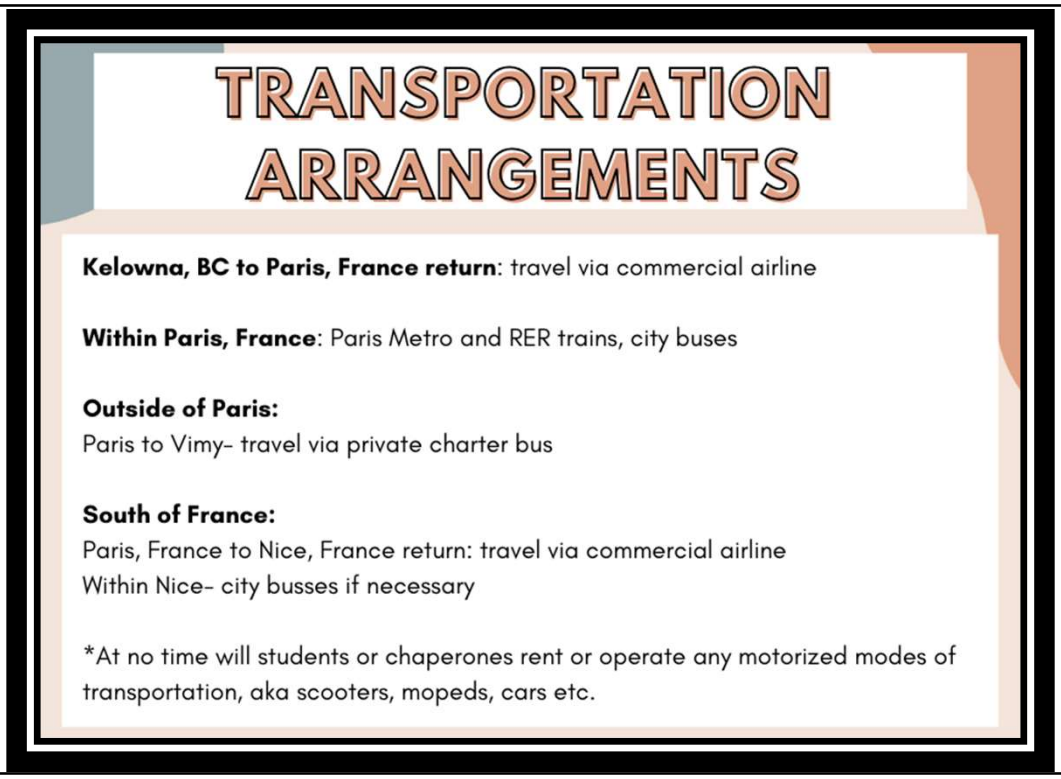
2


Socials
• International conflicts and co-operation
• Global and regional conflicts have been a powerful force in shaping our contemporary world and identities.
• Recognition of and responses to genocide
• Global issues in urbanization
• Religion can powerfully shape social, political, legal, and environmental values
• Global conflicts, including World War I, World War II, and the Cold War
• Human activities alter landscapes in a variety of ways
• Social injustices in Canada and the world affecting individuals, groups, and society
• Systems of power and governance in global cultures
Language
• Listening and viewing with intent supports our acquisition of French
• idiomatic expressions from across la francophonie
• Explore regional variations in French
• Explore Francophone cultural expression
• Explore connections between language and culture
• Engage in experiences with Francophone communities and people
• Engage in meaningful conversations on a variety of topics of interest
• Express themselves with increasing fluency, both orally and in writing
• Becoming more proficient in French allows us to explore diverse opportunities.

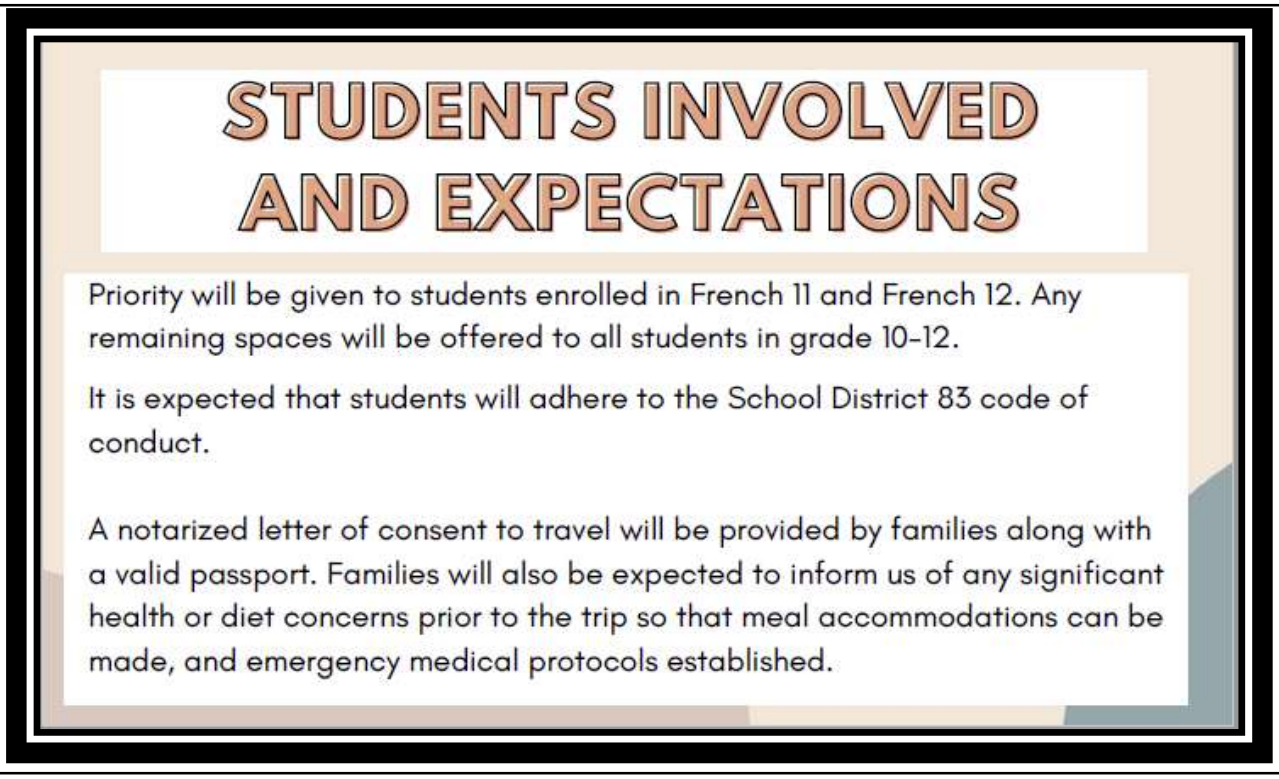
3


CLE/CLC
• Inclusive practices, including taking different worldviews and diverse perspectives into consideration
• Reflect on experiences in school and out of school, assess development in the Core Competencies, and share highlights of their learning journey
Arts
• Visual arts reflect the interconnectedness of the individual, community, history, and society
• History of a variety of artistic movements, including their roles in historical and contemporary society
• Document, share, and appreciate photographic images in a variety of contexts
• Engage in digital citizenship throughout the photographic process
• Individual and collective expression is rooted in history, culture, and community.

4


TRANSPORTATION ARRANGEMENTS
Kelowna, BC to Paris, France return: travel via commercial airline
Within Paris, France: Paris Metro and RER trains, city buses
Outside of Paris:
Paris to Vimy- travel via private charter bus
South of France:
Paris, France to Nice, France return: travel via commercial airline
Within Nice- city busses if necessary
*At no time will students or chaperones rent or operate any motorized modes of transportation, aka scooters, mopeds, cars etc.

5


STUDENTS INVOLVED AND EXPECTATIONS
Priority will be given to students enrolled in French 11 and French 12. Any remaining spaces will be offered to all students in grade 10-12.
It is expected that students will adhere to the School District 83 code of conduct.
A notarized letter of consent to travel will be provided by families along with a valid passport. Families will also be expected to inform us of any significant health or diet concerns prior to the trip so that meal accommodations can be made, and emergency medical protocols established.

6

Travel Guard®



Travel Insurance
& Global Assistance

AIG

808006;808007 P1-P3 10/14
800240 P1-P3 02/15

1

PLEASE READ THIS POLICY CAREFULLY

Travel insurance is designed to cover losses arising from sudden and unforeseeable circumstances. It is important that You read and understand Your Policy before You travel as Your coverage may be subject to certain limitations or exclusions.

This Policy provides complete descriptions of the benefits, terms, conditions, limitations and exclusions of Your insurance coverage. This insurance is designed to cover certain medical expenses resulting from unanticipated accidents. Your Policy may not provide coverage for Medical Conditions and/or symptoms that existed before Your Trip. Check to see how this applies in Your Policy and how it relates to Your Departure Date, date of purchase or Effective Date.

In the event of an Accident, Injury or Sickness, Your prior medical history may be reviewed when a claim is made.

If Your Policy provides travel assistance, You may be required to notify the designated assistance company prior to Treatment. Your Policy may limit benefits should You not contact the assistance company within a specified period.

This Policy contains a clause that may restrict Your right to designate a beneficiary. See page 18 of this Policy for detailed information with respect to this restriction. Further information can also be obtained from Travel Guard Canada.

Limitation of Action
Every action or proceeding against an Insurer for the recovery of insurance money payable under the contract is absolutely barred unless commenced within the time set out in the Insurance Act (for actions or proceedings governed by the laws of Alberta and British Columbia), The Insurance Act (for actions or proceedings governed by the laws of Manitoba), the Limitations Act, 2002 (for actions or proceedings governed by the laws of Ontario), or other applicable legislations.

This Policy is the only contract under which benefits are paid. Please read Your Policy with care so You will understand the coverage.

IMPORTANT INFORMATION

Some words have very specific meanings that are set out in the Definitions Section. These words are capitalized in this Policy document when the Policy definition applies with the exception of titles.

Along with this Policy document, You should have received a Confirmation of Coverage that sets out details specific to the product You purchased. Our medical questionnaire (if applicable) will be sent to You for Your review to ensure You have answered the questions correctly.

2

SCHEDULE OF BENEFITS

Insurance		Option 1 Medical Coverage	Option 2 Trip Cancellation	Option 3 Deluxe Package
Emergency Medical		YES		YES
Accidental Death & Dismemberment	In Flight	$100,000		$100,000
	Non Flight	$25,000		$25,000
Trip Cancellation and Interruption			YES	YES
Baggage and Personal Effects			YES	YES
24 - Hour Emergency Medical Assistance		YES	YES	YES
School Board Ruling				*Optional

*Subject to payment of an additional premium.
All benefits and premiums are quoted in a Canadian currency

All of these documents make up Your contract of insurance. If You did not receive all of these documents, if any information contained in these documents is incorrect, or if You have questions regarding Your coverage, it is Your responsibility to contact Us at 1-866-878-0191.

You should bring all of these documents with You when You travel.

DEFINITIONS

Accidental Bodily Injury: An injury sustained during Your Trip which is caused by external violent and purely accidental means, directly and independently of all other causes.
AD&D: Accidental death and dismemberment.
Age: Your age on Departure Date.
Application for Insurance: Computer printout, printed form, invoice or document which confirms the coverage for which You have paid the required premium. The Application for Insurance forms part of this Policy.
Business Meeting: A prearranged meeting (not including a convention, conference, assembly, trade show, exhibition, seminar, or board meeting) which pertains to Your fulltime occupation or profession and which was the sole purpose of Your Trip.
Change(s) in Medication: Any change in the kind, type, dosage or action of medicine, and/or the Treatment prescribed by a Physician to manage a Medical Condition, including but not limited to a diet or a pacemaker adjustment (a pacemaker battery change is not considered a Treatment change in type or dosage). The following are not considered

3

7

France Field Trip 2028!

Payment Schedule

The total cost of the trip is approximately $6800 per person (excluding personal spending money & lunches) all other expenses are covered. The trip fee covers all of the following costs:

Round trip air travel:	Kelowna-Vancouver Vancouver – Paris Paris - Nice (can be plane or train)
Ground travel:	Metro pass in Paris Travel to and from airport Coach travel in Vimy/Nice
Accommodation:	Included
Meals:	All breakfasts and dinners
Admittance fees:	To all museums, special sights, tours,
Airport taxes:	Included
Travel Insurance:	Included

8

Trip Cost: $6,800.00

Deposit: **To secure one's spot $800.00, due December 15, 2026**

Payment Options:

1) Jan 2027 – June 2027 / September 2027 – Dec 2027: 10 payments of $600
2) 3 Lump Sum payments of $2,000 due April 1st, September 1st and December 1st
3) Payment in full

ALL PAYMENTS ARE TO BE MADE VIA ETRANSFER TO PVSS

PVS@sd83.bc.ca

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Pleasant Valley
France 2026

BOOKED ACTIVTIES & TOURS

FREE TIME SUGGESTION

DAY	1	2	3	4	5	6	7	8	9	10	11
DATE	Tue, Mar 17	Wed, Mar 18	Thu, Mar 19	Fri, Mar 20	Sat, Mar 21	Sun, Mar 22	Mon, Mar 23	Tue, Mar 24	Wed, Mar 25	Thu, Mar 26	Fri, Mar 27
07:00 :30							Breakfast at hotel		Breakfast at hotel	Breakfast at Hotel - 6:30AM Depart for Vimy - 7:30AM	Breakfast to go - 6AM Transfer to Airport 7AM
08:00 :30			Breakfast at hotel	Breakfast at hotel	Breakfast at hotel	Breakfast at hotel	Metro	Breakfast at hotel	Walk to Ile de la Cite		Arrive at Airport
09:00 :30	Arrive at Airport		Nice Guided Tour	Coach Departs with Guide	Last Visit of Nice	Metro Lesson #1 Palais Royale Jardin des Tullieries	Arrive early Notre Dame Cathedral	Metro Lesson #3	Ile de la Cite		
10:00 :30		Arrive Zurich		Casino Monte Carlo	Check out Walk to Train Station	Petit Palais Grand Palais Champs Elysees		Musee d'Orsay	Sainte Chapelle	Wellington Quarry Tour (10:40, 10:50) *10:20 Start*	
11:00 :30		Customs		Visit Old Town Monaco Changing Guard of Palace	Arrive at Train Station	Arc de Triomphe	Walk to Cooking Class		Train to Versailles		Depart Paris
12:00 :30	Depart Kelowna	Depart Zurich	Lunch on Own	Packed Lunch on own	Train to Paris	Metro to Place du Tertre Quick Snack Lunch	Cooking Class	Metro		Packed Picnic Lunch Depart for Vimy	
01:00 :30			Walk	Oceanography Museum	Packed Lunch on own *train*	Guided Walking Tour Montmartre		Lunch on own	Packed Lunch on own Versailles Palace Tour 1:15PM	Vimy Ridge Memorial Guided Tour	
02:00 :30		Arrive Nice Baggage Transfer to Hotel	Guided ebike Tour	Bus to Eze		Sacre Coeur	Metro	Metro/Walk to Opera Check in early Opera Garnier			Arrive Toronto
03:00 :30		Check into Hotel		Eze Village & Exotic Gardens		Marais District	Trocadero Walk	*self guided with tablet*	Explore Versailles Gardens		
04:00 :30		Explore Nice Beach		Return to Nice			Eiffel Tower		Train to Paris	Return to Paris	
05:00 :30		*Cours Saleya Market* *Promenade des Anglais* *Nice Cathedral* *Musee Massena*	*Free Evening*	Hotel			Walk to Dinner	Dinner on own			
06:00 :30		*Cimiez & Roman Ruins* Dinner Included Restaurant Le Frog	Dinner on own	Walk to Dinner	Arrive Paris Walk to Hotel	Dinner Included Au Bistrot de la Montagne	Dinner Included Chez Francoise	Metro	Dinner on own		
07:00 :30	Arrive Toronto		Evening in Nice	Dinner on own	Check into Hotel		Walk to Seine Check in early	Les Galeries Lafayette		Drop Group by Restaurant Dinner Included le Bistrot Marguerite	
08:00		Early evening to bed			Dinner on own		Seine River Cruise		Evening to Enjoy City Lights		Depart Toronto
09:00	Depart Toronto			Evening in Nice	Evening in Paris						
10:00			Return to Hotel	Return to Hotel	Return to Hotel	Return to Hotel	Return to Hotel	Return to Hotel	Return to Hotel	Return to Hotel	Arrive Kelowna
11:00											

10



12 days, all inclusive for $6800!

*you only need cash for lunches and souvenirs

You will visit 2 distinct regions:

6 nights in Paris

4 nights in Nice

11

You're in Europe!

-You are staying in central locations
-All meals are covered
-You are not paying for an EF guide and 4 chaperones
-Every day is packed full of great experiences
-There are no hidden fees!



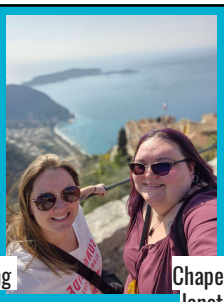
12

Chaperones



Janet Gillis

Teacher, PVSS
32 years teaching experience
Organized and lead many international and domestic trips including 4 trips to Quebec, 3 to New York City and 2 to France



Aly Lypchuk
Teacher, VSS
16 years teaching experience
Chaperoned many trips with Janet including NYC 2012 and 2019, and France 2024 and 2026

Tori Jewell
IEW, PVSS
Chaperoned many trips with Janet including NYC 2019, Quebec, and France 2024 and 2026



Tommy Ip
Teacher, PVSS

13

Fundraising

Parents Jen Phelan and Diane Mintz have offered to spearhead fundraising for this trip.

Both have had students on previous France trips.

14



15



Some of what you will see:
The Eiffel Tower
The Arc de triomphe
The Opera Garnier
Chateau Versailles
Cathedrals: Sacre Coeur and Notre Dame de Paris
Museums: The Louvre, Rodin, Orsay
The Catacombs
Famous shopping streets, parks, and more!







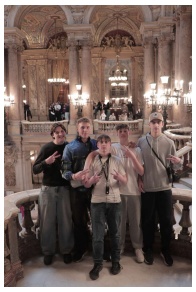
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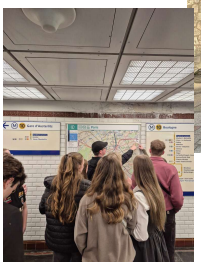

Region 2: The South
Nice and Monaco

17


Some of what you will see:
Vieux Nice
Mediterranean markets
Roman ruins
Beautiful beaches
Monaco
Nice Cathedral
Modern Art Museum

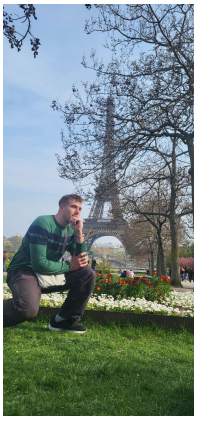
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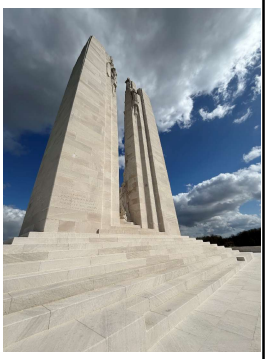






Paris and Vimy 2026







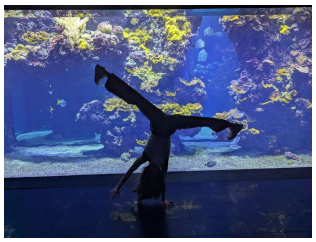
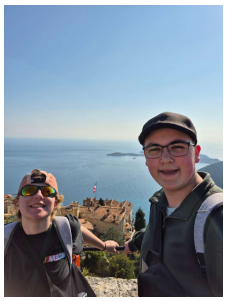
19







Nice and Monaco
2026



20

Q: What was your top best experience on this trip?

"Walking inside Notre Dame and getting to hear the bells ring"

"Either seeing the glass in Notre Dame or seeing the Eiffel tower. (I know, basic)"

" The whole thing minus the Toronto airport"

"Vimy Ridge"

21

"Hurry up and wait"

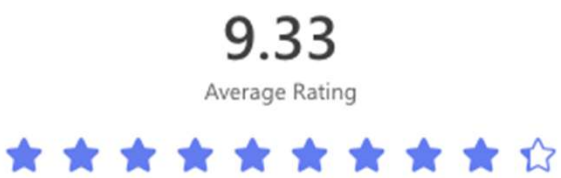
"Being social for long periods for so many days in a row"

"Staying positive when I being sick and helping my friends when challenges occurred"

Q: What was most challenging for you personally?

22

Q: Overall ranking



"The trip will be a lifetime memory!"

23

Pleasant Valley
France 2028

BOOKED ACTIVTIES & TOURS

FREE TIME SUGGESTION

DAY	1	2	3	4	5	6	7	8	9	10	11
DATE	Sun, Mar 19	Mon, Mar 20	Tue, Mar 21	Wed, Mar 22	Thu, Mar 23	Fri, Mar 24	Sat, Mar 25	Sun, Mar 26	Mon, Mar 27	Tue, Mar 28	Wed, Mar 29
07:00									Breakfast at hotel	Breakfast at Hotel - 6:30AM	Breakfast to go - 6AM
:30							Breakfast at hotel			Depart for Vimy - 7:30AM	Transfer to Airport 7AM
08:00			Breakfast at hotel	Breakfast at hotel	Breakfast at hotel	Breakfast at hotel		Breakfast at hotel	Walk to Ile de la Cite		Arrive at Airport
:30							Metro				
09:00			Nice Guided Tour	Coach Departs with Guide	Last Visit of Nice	Metro Lesson #1	Arrive early	Metro Lesson #3	Ile de la Cite		
:30	Arrive at Airport					Palais Royale Jardin des Tuilleries	Notre Dame Cathedral				
10:00		Arrive Zurich		Casino Monte Carlo	Check out	Petit Palais Grand Palais Champs Elysees		Musee d'Orsay	Sainte Chapelle	Wellington Quarry Tour (10:40, 10:50) *10:20 Start*	
:30					Walk to Train Station						
11:00		Customs		Visit Old Town Monaco	Arrive at Train Station	Arc de Triomphe			Train to Versailles		Depart Paris
:30				Changing Guard of Palace			Walk to Cooking Class				
12:00	Depart Kelowna		Lunch on Own	Packed Lunch on own	Train to Paris	Metro to Place du Tertre	Cooking Class	Metro		Packed Picnic Lunch	
:30		Depart Zurich				Quick Snack Lunch				Depart for Vimy	
01:00				Oceanography Museum	Packed Lunch on own *train*	Guided Walking Tour		Lunch on own	Packed Lunch on own Versailles Palace Tour 1:15PM	Vimy Ridge Memorial Guided Tour	
:30			Walk			Montmartre					
02:00		Arrive Nice	Guided ebike Tour			Sacre Coeur		Metro/Walk to Opera Check in early			
:30		Baggage		Bus to Eze			Metro				
		Transfer to Hotel						Opera Garnier			Arrive Toronto
03:00				Eze Village & Exotic Gardens		Marais District	Trocadero	*self guided with tablet*	Explore Versailles Gardens		
:30		Check into Hotel					Walk				
04:00		Explore Nice Beach					Eiffel Tower				
:30				Return to Nice					Train to Paris	Return to Paris	
05:00		*Cours Saleya Market* *Promenade des Anglais*	*Free Evening*	Hotel				Dinner on own			
:30		*Nice Cathedral* *Musee Massena*					Walk to Dinner				
06:00		*Cimiez & Roman Ruins*	Dinner on own		Arrive Paris	Dinner Included Au Bistrot de la Montagne	Dinner Included Chez Francoise				
:30		Dinner Included Restaurant Le Frog		Walk to Dinner	Walk to Hotel			Metro	Dinner on own		
07:00				Dinner on own	Check into Hotel			Les Galeries Lafayette		Drop Group by Restaurant	
:30	Arrive Toronto		Evening in Nice				Walk to Seine Check in early			Dinner Included Le Bistrot Marguerite	
08:00		Early evening to bed			Dinner on own		Seine River Cruise		Evening to Enjoy City Lights		Depart Toronto
09:00	Depart Toronto			Evening in Nice	Evening in Paris						
10:00			Return to Hotel	Return to Hotel	Return to Hotel	Return to Hotel	Return to Hotel	Return to Hotel	Return to Hotel	Return to Hotel	Arrive Kelowna
11:00											

#17 – 15168 22nd Avenue
Surrey, B.C., V4A 9T4
Tel: (604) 538-2853
Fax: (604) 538-2863
Email: sts@ststours.ca

Pleasant Valley Secondary School
France Tour
March 19 – 29, 2028

TOUR AGREEMENT
Terms & Conditions

Tour Pricing

Tour Package $6,500/person
Travel Insurance $250/person

-Based on 20-25 paid travelers & 2-3 free chaperones
-See itinerary for full details of tour inclusions
Pricing is based on tour inclusions & traveler count & may change based on adjustments made by the group leader throughout the tour planning process
****Rates will be verified Spring 2027****

Below are the Terms and Conditions applicable to the following tour:

Quotes are subject to availability of air and hotel as quoted at the time of deposit.

Adults in triple / quads would pay the basic student rate but with the higher adult insurance.

If ANY participant requires a double or single room, a surcharge will be assessed unless indicated as included in the quote.

Additional fuel, currency surcharges or airport fees may apply as they are completely outside of our control. We have included a possible amount based on previous years but they could be higher or lower depending upon the changes in oil prices, security fees, taxes and exchange rates that take place. We cover these whenever possible but you may want to ensure that the travelers are aware of this possible additional cost.

RESPONSIBILITY:

STS Tours Inc. is responsible for services and accommodations as described in our brochure or quote, or alternative services and accommodations, as those services relate to the tour. If such services and accommodations cannot be supplied due to causes beyond this company's control, STS Tours Inc. assumes no responsibility other than that STS Tours Inc. undertakes in good faith to supply other services and accommodations, which to as great a degree as possible, will be comparable to those described in the brochure or quote.

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Fax: (604) 538-2863
Email: sts@ststours.ca

STS Tours Inc. reserves the right to refuse any application at its sole discretion, to exclude any participants for just cause, to cancel any programs before departure in which case any payments made will be refundable in full; or to change or modify the program either before or after departure.

Notice is hereby given that liability of transportation companies, residence and hotel companies, and all other services connected with the program applied for is governed by the laws of the country in which the events take place, and that such liability is subject to the conditions and regulations upon which the transportation tickets, coupons or vouchers are issued.

TOUR PRICES:

Tour prices are guaranteed once deposits received (subject to air and accommodation availability as quoted at time of deposit) with the exception of exchange rate variances in excess of .02, incremental Fuel Surcharges, incremental fees and taxes issued by the Airlines or Coaches which are beyond the control of STS Tours Inc. However, STS Tours Inc. will try to mitigate this impact through other cost savings where possible.

CHANGES:

STS Tours Inc. reserves the right to alter dates, times, routes, and itinerary with or without notice as may be dictated by circumstances beyond its control.

RETURNED CHEQUE:

A fee of $30 will be charged if a cheque is returned by the bank for insufficient funds.

TRAVEL DOCUMENTS and MEDICAL:

Passports, Identity Cards, Certificates of Vaccinations (where necessary), Visas, or any other paperwork required to enter or leave a country including “in transit" countries including re-entry to Canada must be secured by the participants and are their sole responsibility. We suggest early application.

INSURANCE and CANCELLATION INFORMATION:

Travel insurance is included in this tour for all travelers.
Please see the travel insurance policy document for more details on coverage limits.

Insurance covers Travel Accident, Trip Cancellation, Baggage Loss/Damage, PLUS outside Canada Extended Health Coverage. The insurance covers cancellation prior to the tour, tour delay / interruption **FOR MEDICAL REASONS** ONLY supported by a Doctor’s Certificate and acceptable to the Insurance Company. However, certain psychological and psychiatric conditions and **pre-diagnosed illnesses may not be covered – contact us or the Insurance Company for details**.

PRE-EXISTING CONDITIONS WHICH ARE UNSTABLE or TRAVELERS CURRENTLY UNDER DOCTOR’S CARE may not be covered even if purchased! We recommend contacting the insurance company to discuss any questions if you are unsure to ensure you are covered.

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A participant requesting a refund who did not purchase insurance or who cancels / joins the tour late / leaves early for NON MEDICAL REASONS, must submit a request to the tour leader and this office in writing. A refund may be issued as per the following guidelines:

Once any non-refundable deposits / payments / penalties made on behalf of the participants have been deducted the following penalties apply:

After the Deposit paid	.....	$100.00
After the 2nd payment	.....	$200.00
After the 3rd payment	.....	$300.00
Within 60 days of travel	.....	NO REFUND

The participants accept the fact that this is a group tour and **refunds not covered under insurance may not be granted** if they will cause cancellation of the tour or a price increase for the remaining members.

Full tour cancellations by the group for factors beyond STS Tours Inc. control and not covered by insurance will be refunded as per the above policy. Should the cancellation be the result of an event beyond the control of the Group or STS Tours Inc., every attempt will be made to reschedule with any incremental costs due to rescheduling the responsibility of the group. If rescheduling is not possible, then refunds of any amounts recovered from the vendors would be refunded back to the group. Any credits for services (no monetary refund) would also be issued back to the group or individuals as applicable.

SUBSTITUTIONS:

Substitutions may be made at any time ***prior to air ticketing*** for participants who are unable to participate. Depending upon rooming assignment, substitutions will need to fit current rooming. Fees or fare changes charged by airlines for name changes are the responsibility of the group or individual.

Executed on behalf of:
STS Tours Inc.

_____
Print Name

_____
Position

_____
Authorized Signatory

_____
Date

Executed on behalf of:

_____
Print Name

_____
Position

_____
Authorized Signatory

_____
Date

The Board of Education of School District No. 83

BRIEFING NOTE

TO:	The Board of Education	**DATE:**	November 17, 2026
FROM:	Jeremy Hunt, Secretary-Treasurer		
RE:	**2026-27 1701 Enrolment Update**		

Purpose

This briefing note is to provide an update to the Board on enrolment from the September 2026 1701.

Background

Each year the Ministry of Education and Child Care requires the District to prepare and submit student data and return it to the Ministry. One of the forms that the District must submit is called the 1701. The form collects the following information about individual students as of September 29, 2026:

- Name, birth date, gender, grade level and postal code;
- Language program enrolment;
- Indigenous Education program enrolment;
- Indigenous self-identification and reserve residency;
- Special Needs category enrolment; and
- Number of courses for all students in the secondary grades including adults.

The collected information is critical for:

- Determining FTEs for funding purposes;
- Tracking student movement between schools; and
- Monitoring enrolment trends in programs.

Enrolment Update

Enrolment Based

	September 2026 1701	February 2026 Projection	September 2025 1701
Enrolment Based	6678.5000 FTE	6571.500 FTE	6726.2500 FTE

The September 29, 2026, 1701 resulted in an increase of 107.00 FTE over what was originally projected in February 2026. However, this is a decrease of 47.7500 FTE compared to the 2025/26 school year.

Supplemental Based

	September 2026 1701	February 2026 Projection	September 2025 1701
Special Education			
Level 1	5	4	4
Level 2	520	479	503
Level 3	38	75	85
ELL	126	80	82
Indigenous Education	1269	1229	1256
Adult	0.0000 FTE	0.0000 FTE	0.0000 FTE

- Level 1 resulted in an increase of 1 student over what was originally projected in February 2026. There is an increase of 1 student compared to September 2025.
- Level 2 resulted in an increase of 41 students over what was originally projected in February 2026. This is also an increase of 17 students compared to September 2025.
- Level 3 resulted in a decrease of 37 students under what was originally projected in February 2026. This is also a decrease of 47 students compared to September 2025.
- ELL resulted in an increase of 46 students over what was originally projected in February 2026. This is an increase of 44 student compared to September 2025.
- Indigenous Education resulted in an increase of 40 students over what was originally projected in February 2026. This is an increase of 13 students compared to September 2025.

Student enrolment projections were provided to the Ministry of Education and Child Care in February, and these projections formed the basis for the preliminary operating grant that the District received. Enrolment numbers at all schools were monitored closely throughout the spring and summer to ensure that adequate classroom space and staffing levels were in place for September. The enrolment reported at September 29th will determine the final operating grant for the District, which is expected to be announced in December 2026.

The estimated impact of the enrolment changes based on the funding rates provided by the Ministry in February 2026 is expected to be an increase in the operating grant of approximately $717,773.

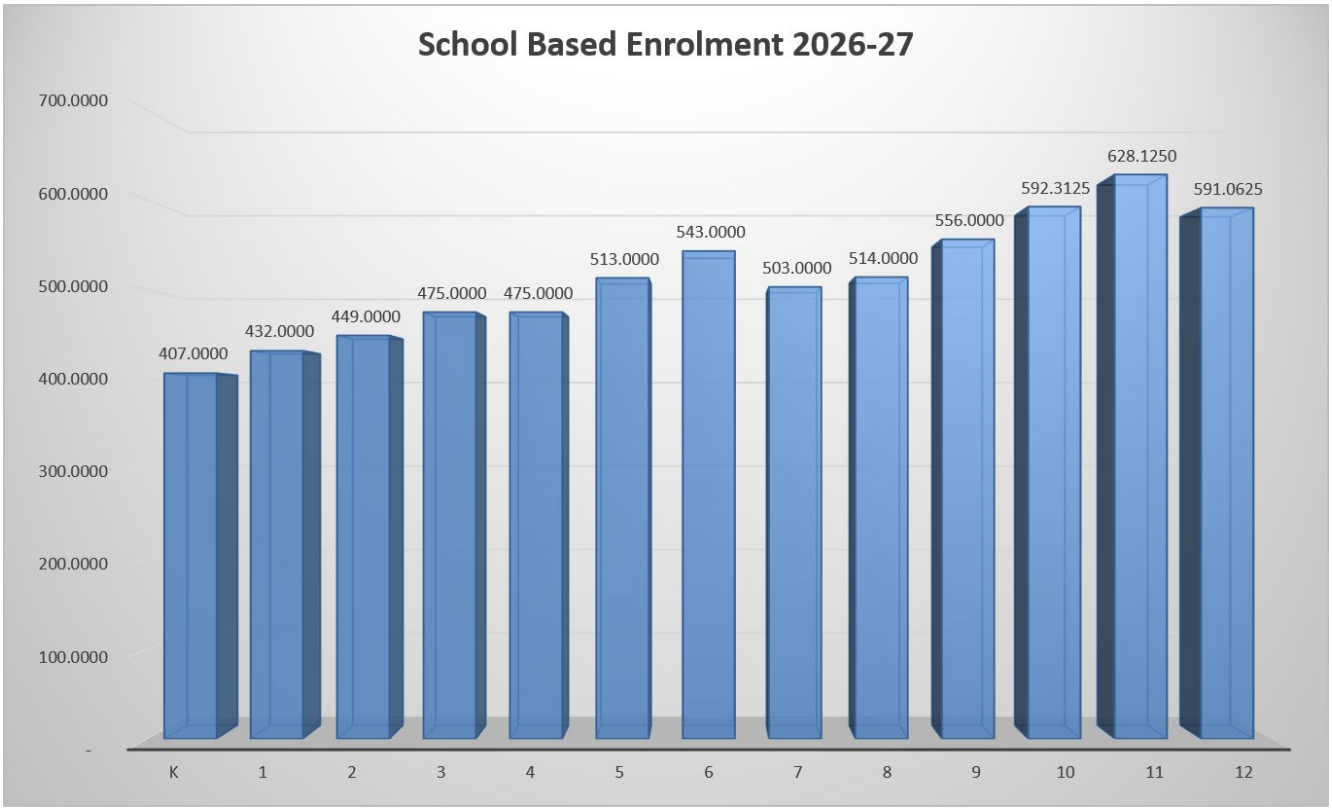
Recommendation

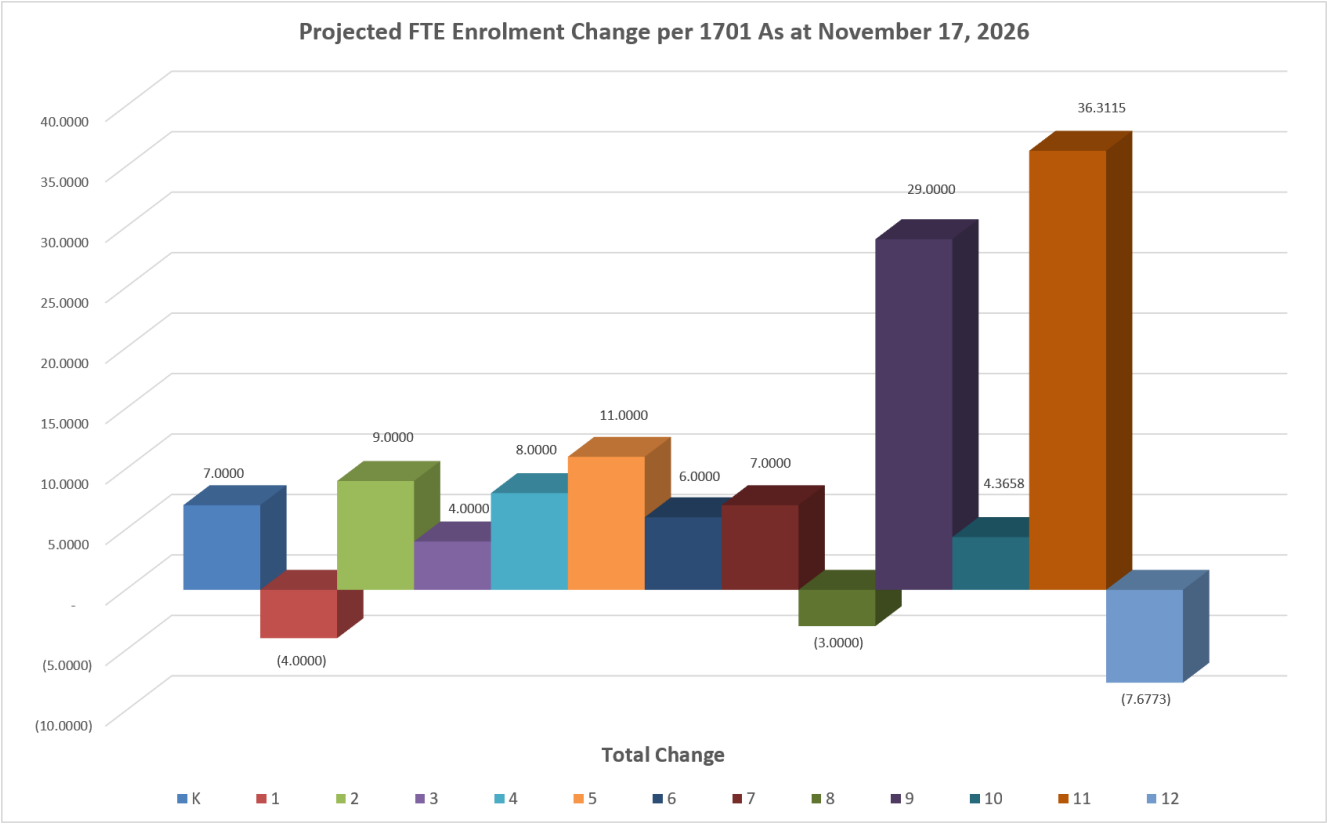
For information purposes; no action required.

Respectfully submitted,

Jeremy Hunt

Jeremy Hunt
Secretary-Treasurer


School Based Enrolment 2026-27
700.0000
600.0000
500.0000
400.0000
300.0000
200.0000
100.0000
-
407.0000
432.0000
449.0000
475.0000
475.0000
513.0000
543.0000
503.0000
514.0000
556.0000
592.3125
628.1250
591.0625
K
1
2
3
4
5
6
7
8
9
10
11
12


Projected FTE Enrolment Change per 1701 As at November 17, 2026
40.0000
35.0000
30.0000
25.0000
20.0000
15.0000
10.0000
5.0000
-
(5.0000)
(10.0000)
7.0000
(4.0000)
9.0000
4.0000
8.0000
11.0000
6.0000
7.0000
(3.0000)
29.0000
4.3658
36.3115
(7.6773)
Total Change
K
1
2
3
4
5
6
7
8
9
10
11
12

ʔKwsaltktnéws ne Secwepemcúl'ecw
School District NO. 83 (ʔKwsaltktnéws ne Secwepemcúl'ecw)
Ministry of Education and Child Care Operating Grant Summary
2027 Amended Budget

FUNDING SOURCE	2027 Amended Budget	2027 Annual Budget	Change from Annual Budget	Rate Change	Enrolment Change
FTE September Enrolment	6,678.5000	6,571.5000	107.0000	$ -	107.0000
Enrolment Based Funding					
Standard (Regular) Schools	59,647,748	58,869,996	777,752	-	777,752
Continuing Education	-	-	-	-	-
Alternate Schools	558,930	372,077	186,853	-	186,853
Online Learning	-	-	-	-	-
Home Schooling	12,500	14,000	(1,500)	-	(1,500)
Course Challenges	-	2,256	(2,256)	-	(2,256)
Sub-total	**60,219,178**	**59,258,329**	**960,849**	**-**	**960,849**
Supplement for Enrolment Decline	-	394,393	(394,393)	(116,305)	(278,088)
Inclusive Education					
level 1	256,500	205,200	51,300	-	51,300
level 2	12,656,800	11,658,860	997,940	-	997,940
level 3	467,400	922,500	(455,100)	-	(455,100)
Sub-total	**13,380,700**	**12,786,560**	**594,140**	**-**	**594,140**
Additional Enrolment Based					
July Count (Summer Learning)	-	-	-	-	-
Feb Count	134,000	134,000	-	-	-
May Count	-	-	-	-	-
Sub-total	**134,000**	**134,000**	**-**	**-**	**-**
English Language Learning	228,690	145,200	83,490	-	83,490
Indigenous Education	2,271,510	2,199,910	71,600	-	71,600
Adult Education	-	-	-	-	-
Equity of Opportunity	297,665	297,665	-	-	-
Salary Differential	556,148	547,239	8,909	8,909	-
Unique Geographical Factor	10,828,790	10,828,790	-	-	-
Funding Protection	-	606,822	(606,822)	(606,822)	-
Curriculum and Learning Support Fund	60,536	60,536	-	-	-
Indigenous Education Council	41,733	41,733	-	-	-
TOTAL	**88,018,950**	**87,301,177**	**717,773**	**(714,218)**	**1,431,991**
Labour Settlement Funding	3,400,762	3,400,762	-	-	-
Equivalent Full Year Grant	**91,419,712**	**90,701,939**	**717,773**	**(714,218)**	**1,431,991**

	Rates		
Supplement	**2026/27**	**2025/26**	**Change**
Basic Allocation (standard, continuing education and alternate schools)	$9,015	$ 9,015	-
Basic Allocation (online learning)	$7,280	$ 7,280	-
Inclusive Education – Level 1	$51,300	$ 51,300	-
Inclusive Education – Level 2	$24,340	$ 24,340	-
Inclusive Education – Level 3	$12,300	$ 12,300	-
English / French Language Learners	$1,815	$ 1,815	-
Indigenous Education	$1,790	$ 1,790	-
Non-graduated Adult Education	$5,755	$ 5,755	-
Summer Learning (Gr 1-9)	$260	$ 260	-
Summer Learning (Gr 10-12)	$510	$ 510	-

The Board of Education of School District No. 83

BRIEFING NOTE

TO:	The Board of Education	**DATE:**	November 17, 2026
FROM:	Jeremy Hunt, Secretary-Treasurer		
RE:	**2026 General School Election Results**		

Purpose

This briefing note is to provide the Board with a report on the 2026 General School Election results for School District No. 83 (Ḵwsaltktnéws ne Secwepemcúl'ecw) as required under Section 158 (1) of the *Local Government Act*.

Summary

The Board conducted the 2026 Trustee Elections for Trustee Electoral Areas 1, 2, and 3 directly and in conjunction with the following local governments:

- City of Armstrong
- City of Enderby
- Columbia Shuswap Regional District (CSRD)
- District of Sicamous
- Regional District of North Okanagan (RDNO)
- Township of Spallumcheen

The Board of Education appointed Veronica Deacon as Chief Election Officer and Jeremy Hunt and Heather Morris as Deputy Chief Election Officers at its Regular Board Meeting on March 10, 2026 for Trustee Electoral Areas 1, 2, and 3.

The City of Salmon Arm conducted the 2026 Trustee Elections for Trustee Electoral Area 4, as per section 37 (1) of the *School Act.* Rhonda West, was the Chief Election Officer for this Trustee Electoral Area as she was appointed Chief Election Officer for the City of Salmon Arm.

At the close of the nomination period on Friday, November 11, at 4:00 p.m., the following candidates were declared for the Office of School Trustee by the District's Chief Election Officer, Veronica Deacon:

Trustee Electoral Area 1
(City of Armstrong / Township of Spallumcheen / CSRD Electoral Area D)

- LANDRY, Roxanne

Trustee Electoral Area 2
(City of Enderby / CSRD Electoral Area E / District of Sicamous / RDNO Electoral Area F)

- GENNINGS, Brent

Trustee Electoral Area 3
(CSRD Electoral Areas C, F, & G)

- GRAYSTON, Corryn

Under Section 98 of the *Local Government Act*, the above listed candidates were declared elected by acclamation on September 21, 2026 for the Office of School Trustee for their respective Trustee Electoral Areas by the District's Deputy Chief Election Officer, Jeremy Hunt.

At the close of the nomination period on Friday, November 11, at 4:00 p.m., the following candidates were declared for the Office of School Trustee by the City of Salmon Arm's Chief Election Officer, Rhonda West:

Trustee Electoral Area 4
(City of Salmon Arm)

- ASKEW, Claire
- MARTENS, Linda
- PARMENTER, Melissa
- RILEY, Tracy

Under Section 98 of the *Local Government Act*, an election by voting was declared by the City of Salmon Arm's Chief Election Officer on September 21, 2026 for Trustee Electoral Area 4.

Election

The 2026 General Voting Day for Trustee Electoral Area 4 was held on Saturday, October 17 with the required advance voting opportunity on Wednesday, October 7 and an additional advance voting opportunity on Tuesday, October 13. The City of Salmon Arm also provided special and mail ballot voting opportunities as well.

TRUSTEE ELECTORAL AREA 4
The Chief Election Officer for the City of Salmon Arm prepared and reported on the election results for Trustee Electoral Area 4.

Excerpt of Form 14-1 – Determination of Election Results

	ASKEW	MARTENS	PARMENTER	RILEY
Advance 1 - October 7, 2026 - 5 Avenue Seniors Activity Centre	499	238	325	282
Advance 2 - October 13, 2026 - 5 Avenue Seniors Activity Centre	654	290	453	367
Little Mountain Field House - October 17, 2026	652	291	638	391
North Canoe Elementary School - October 17, 2026	280	118	241	182
5 Avenue Seniors + mail in ballots + special vote ballots - October 17, 2026	785	326	548	469
Totals	**2870**	**1263**	**2205**	**1691**

The following candidates were declared elected by voting on October 20, 2026 for the Office of School Trustee for Trustee Electoral Area 4 by the City of Salmon Arm's Chief Election Officer:

- ASKEW, Claire
- PARMENTER, Melissa

Supporting Documentation

- School District 83 - Declaration of Election by Acclamation – School Trustee
- City of Salmon Arm - Declaration of Official Election Results – School Trustee

Recommendation

That the Board of Education of School District No. 83 (Ḵwsaltktnéws ne Secwepemcúl'ecw) receive the report on the 2026 General School Election results.

Respectfully submitted,

Jeremy Hunt

Jeremy Hunt
Secretary-Treasurer

The Board of Education of School District No. 83 (Ḱwsaltktnéws ne Secwepemcúl'ecw)
341 Shuswap Street SW, Box 129, Salmon Arm BC V1E 4N2 | PHONE 250-832-2157 | FAX 250-832-9428

Form No. 8-12
LGA s.98 VC s.48

DECLARATION OF ELECTION BY ACCLAMATION

I, Jeremy Hunt, Deputy Chief Election Officer for School District No. 83 (Ḱwsaltktnéws ne Secwepemcúl'ecw) do hereby declare, pursuant to section 98 of the *Local Government Act*, the following candidates elected by acclamation:

Candidates for the office(s) of School Trustee:

Trustee Electoral Area 1 (City of Armstrong / Township of Spallumcheen / Electoral Area D of the Columbia Shuswap Regional District)

LANDRY, Roxanne

Trustee Electoral Area 2 (City of Enderby / Electoral Area E of the Columbia Shuswap Regional District / District of Sicamous / Electoral Area F of the Regional District of North Okanagan)

GENNINGS, Brent

Trustee Electoral Area 3 (Electoral Areas C, F & G of the Columbia Shuswap Regional District)

GRAYSTON, Corryn

Given under my hand at Salmon Arm, British Columbia, this 21st day of September 2026.

Jeremy Hunt
Deputy Chief Election Officer

Form No. 14-3
LGA s.146(2)(b)

CITY OF SALMON ARM

OFFICIAL ELECTION RESULTS

GENERAL LOCAL ELECTION – 2026

SCHOOL TRUSTEES – SALMON ARM

I, Rhonda West, Chief Election Officer, do hereby declare elected the following candidates, who received the highest number of valid votes for the office of School Trustee – Salmon Arm.

1. CLAIRE ASKEW
2. MELISSA PARMENTER

Dated at Salmon Arm, BC
this 20 day of October, 2026.

"R. WEST"
Chief Election Officer

Employee Safety Plans
Positive Behaviour Support Plans
Inclusion Resource Teacher Pilot

Tuesday, November 17th, 2026

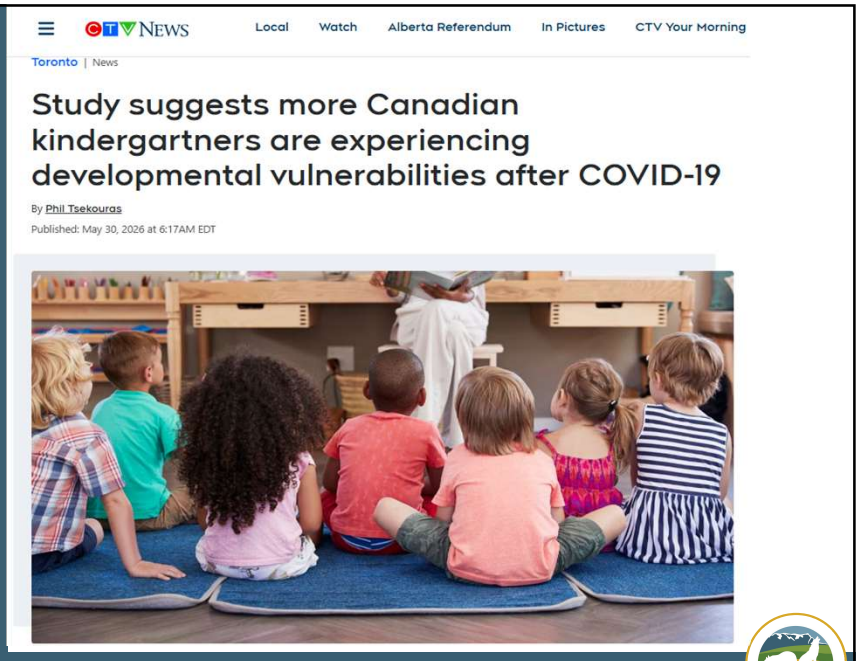
School Board Meeting – EDI

Kwsaltktnéws ne Secwepemcúl'ecw

SD83

1

Increase in Student Behaviour Over Several Years



OUR MISSION	Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community
OUR VISION	Preparing students to become educated citizens who contribute positively to a dynamic, sustainable, and diverse world
OUR VALUES	Belonging, Respect, Reconciliation, Empathy, Equity, Perseverance

SD83

2

What we were hearing from schools…

- Students exhibiting signs of not being available to learn because of significant dysregulation
- Increasing complexity of learning and behaviour needs in classrooms
- Difficulty managing significant increase in behaviour in primary classes in particular
- Taking time off to cope with major changes to working conditions
- Deficit in skills in developing Positive Behaviour Support Plans and Employee Safety Plans without department support
- Willingness to try something different to see how it goes

What our department was experiencing

- Huge increase in referrals for Inclusion Support Teachers, who both have significant experience and training in supporting complex behaviour
- Referrals were not consultative but rather direct service, which meant that we were unable to support other schools
- Feeling like we were operating in a reactive instead of proactive way continuously
- Recognition that few classroom teachers or Learning Resource Teachers have coursework in complex behaviour support
- Caring, dedicated, and skilled team who were at risk of burnout

Guiding Philosophy:

- If we have students in our schools who are struggling to read, we don't punish them. Instead, we work harder at teaching them to read. We use all the research-based, data-driven strategies we have in our toolboxes to help them. We have an expectation for consistent practice and provide resources to schools.
- Behaviour is a form of communication and a product of socialization, developmental stage, lack of skills in regulation, neuro-divergence, struggling to learn…why would we punish students for struggling with their behaviour? Why wouldn't we use all the research-based, data-driven tools in our toolboxes to help them?

5

"Gift" in the Annual Budget:

Inclusion Resource Teacher Pilot

- $500,000 = approximately 4.0 FTE Teacher Time
- Working Group Summary:
  - direct, professional programming and planning for students,
  - small group support, in-class support, and behaviour intervention,
  - training for all educational staff about behaviour support,
  - non-judgmental, accessible, and low-barrier access to support, and
  - assigned to schools based on need, vulnerability, and location.
- Blend with existing 2.0 FTE elementary Bridge teacher time

6

What is the Vision?

- Push-in for observations and providing additional support, pull-out for explicit teaching, and tag-in to take the class when the classroom teacher is working directly with a student
- Helping students with complex behaviours to feel more successful
- **Supporting students beyond Cat R & H's. This work will support students who have G's and D's. Based on date the majority of students IRT's will be working with WILL have Cat G and D designations (or in the process of designation)**
- Direct support of strategies and skills – could look like one-on-one instruction or coaching or small group with the IRT.

Training Plan

- **Day One**: Nonviolent Crisis Intervention
- **Day Two**: Employee Safety Planning (ESP)
- **Day Three**: Positive Behaviour Support Planning (PBSP)
  - Mindset, resource review, intro to functional analysis of behaviour
- **Day Four**: Positive Behaviour Support Planning
  - Data-driven plan creation, monitoring, evaluation and troubleshooting
- **Day Five**: Responsive to the needs of the group



Role of the IRT

IRT
Does not case manage (except in a few specific cases)
Collaborates with the school team, similar to SLPs or counsellors
Writes, monitors, troubleshoots, and updates ESPs and PBSPs
Direct services to students and teachers (push-in, pull-out, tag-in, one-on-one, small group, direct instruction, coaching, modelling)



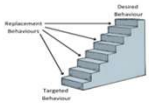
*In some schools, the IRT and LRT are the same person.

Behaviour Intervention – How it Works

- Functional Behaviour Analysis – ABC Model:
  - **A**ntecedent – what happens before, the setting events
  - **B**ehaviour – specific, observable action
  - **C**onsequence – what happens after (what child "gets" from behaviour)
- Positive Behaviour Support Plan
  - A clear, observable definition of the target behaviour
  - The identified function (what the child is communicating or getting)
  - Proactive strategies (how to set the environment up so the behaviour is less likely to occur)
  - Teaching strategies (what replacement skill the child will learn)
  - Consequence strategies (how the team will respond consistently when the behaviour does occur)
  - Data collection methods (how progress will be tracked)

POSITIVE BEHAVIOUR SUPPORT PLAN (PBSP)

E-file Code: SSD29



Date: Click or tap here to enter text.	Student: Click or tap here to enter text.	Grade: Choose an item.
Classroom Teachers: Click or tap here to enter text.	Case Manager: Click or tap here to enter text.	
Plan Developer: Click or tap here to enter text.	Collaborated with: Click or tap here to enter text.	

--- THE PLAN FOR SKILL BUILDING ---

Behaviour Targeted for Change (Current Maladaptive Behaviour), i.e. the bottom of the stairs	Current Replacement Behaviour, i.e. the steps on the stairs *must meet same needs, be easier, more efficient, teachable, and achievable*	Desired Behaviour (the long-term goal), i.e. the top of the stairs
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Consequences (i.e. Adult Responses) *ADULTS will do this when replacement OR target behaviours are shown*		Hypothesized Functions of Behaviour - Based on ABC Data
For Target Behaviour	For Replacement Behaviour	
☐ Prompt Replacement Behaviour ☐ Other: Click or tap here to enter text. Person(s) responsible: Click or tap here to enter text.	Reinforcement via: Click or tap here to enter text. Person(s) responsible: Click or tap here to enter text.	*Only elaborate on those that apply* S-sensory: Click or tap here to enter text. E-escape: Click or tap here to enter text. A-attention: Click or tap here to enter text. T-tangible: Click or tap here to enter text.

Lagging Skill	Teaching Strategy	Person(s) Responsible for Teaching	Person(s) Responsible for Practice Opportunities

--- STRATEGIES TO ENSURE SUCCESS ---

Interaction Strategies	Prior Events & Strategies for Success	Antecedents & Strategies for Success	Universal School & Class-Wide Support Strategies
Click or tap here to enter text.	Name prior event – State strategy to address it Click or tap here to enter text.	Name antecedent – State strategy to address it Click or tap here to enter text.	Click or tap here to enter text.

--- MEASURING EFFECTIVENESS OF THE PLAN ---

Type of data to be collected	How	By whom	Next Steps
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	1. Ensure everyone who works with the student has read and understands the plan. 2. Summarize the plan in a 1-page, quick-reference "cheat sheet" for staff to reference regularly. 3. Distribute intervention (not ABC) data tracking sheets to those who will be tracking data. 4. Test the Hypothesis: Run plan for 4-6 weeks; collect intervention data. 5. Analyze data to evaluate plan effectiveness. • IF EFFECTIVE – continue to the run plan or consider updating the replacement behaviour to the next step • IF INEFFECTIVE – see PBSP manual for troubleshooting

Review Date: Click or tap here to enter text.

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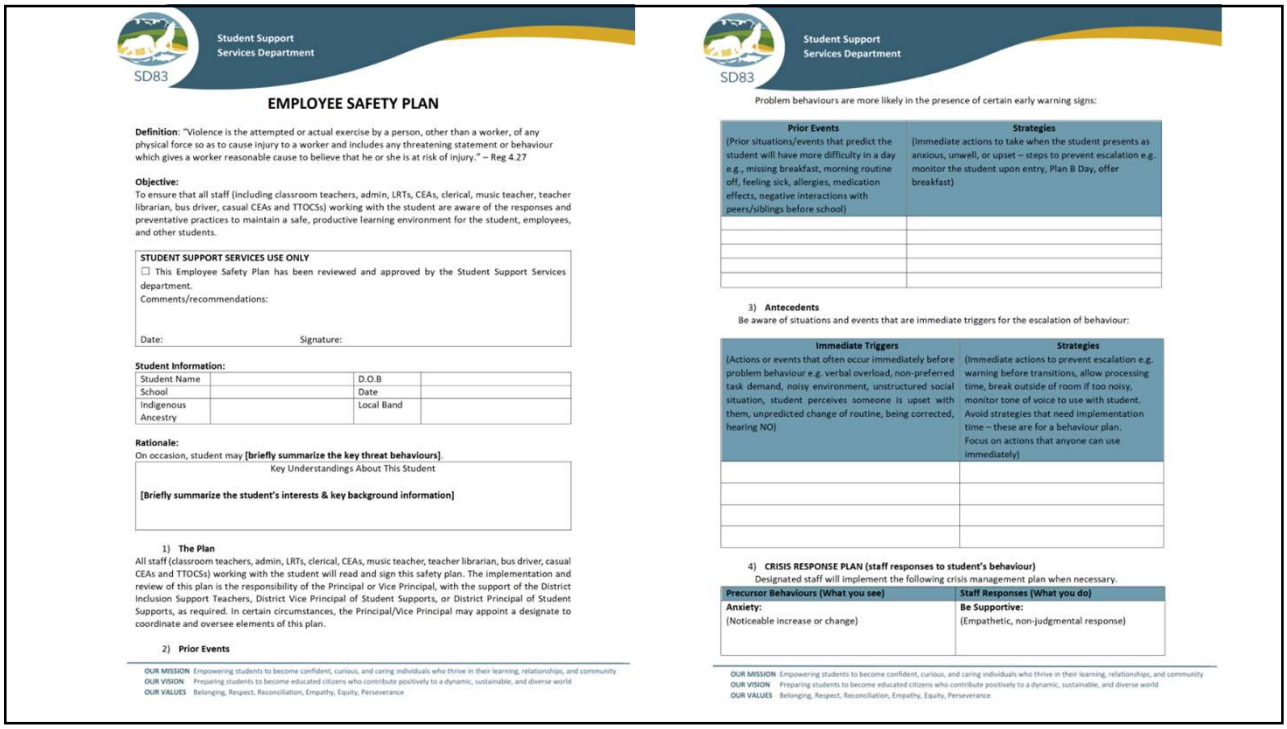
Employee Safety Plans

- Developed for students who have exhibited student to staff violence or threats of violence
- Also developed for students who, based on diagnosis or recent history of behaviour, may be at risk of exhibiting student to staff violence
- Work Safe requirement to mitigate risk of violence to staff
- Providing guidance and support to schools developing Employee Safety Plans is our department's role in the newly developed Workplace Violence Protection Program

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EMPLOYEE SAFETY PLAN

Definition: "Violence is the attempted or actual exercise by a person, other than a worker, of any physical force so as to cause injury to a worker and includes any threatening statement or behaviour which gives a worker reasonable cause to believe that he or she is at risk of injury." – Reg 4.27

Objective:
To ensure that all staff (including classroom teachers, admin, LRTs, CEAs, clerical, music teacher, teacher librarian, bus driver, casual CEAs and TTOCSs) working with the student are aware of the responses and preventative practices to maintain a safe, productive learning environment for the student, employees, and other students.

STUDENT SUPPORT SERVICES USE ONLY
☐ This Employee Safety Plan has been reviewed and approved by the Student Support Services department.
Comments/recommendations:

Date: Signature:

Student Information:

Student Name		D.O.B	
School		Date	
Indigenous Ancestry		Local Band	

Rationale:
On occasion, student may **[briefly summarize the key threat behaviours]**.

Key Understandings About This Student

[Briefly summarize the student's interests & key background information]

1) **The Plan**
All staff (classroom teachers, admin, LRTs, clerical, CEAs, music teacher, teacher librarian, bus driver, casual CEAs and TTOCSs) working with the student will read and sign this safety plan. The implementation and review of this plan is the responsibility of the Principal or Vice Principal, with the support of the District Inclusion Support Teachers, District Vice Principal of Student Supports, or District Principal of Student Supports, as required. In certain circumstances, the Principal/Vice Principal may appoint a designate to coordinate and oversee elements of this plan.

2) **Prior Events**

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Problem behaviours are more likely in the presence of certain early warning signs:

Prior Events (Prior situations/events that predict the student will have more difficulty in a day e.g., missing breakfast, morning routine off, feeling sick, allergies, medication effects, negative interactions with peers/siblings before school)	Strategies (Immediate actions to take when the student presents as anxious, unwell, or upset – steps to prevent escalation e.g. monitor the student upon entry, Plan B Day, offer breakfast)

3) **Antecedents**
Be aware of situations and events that are immediate triggers for the escalation of behaviour:

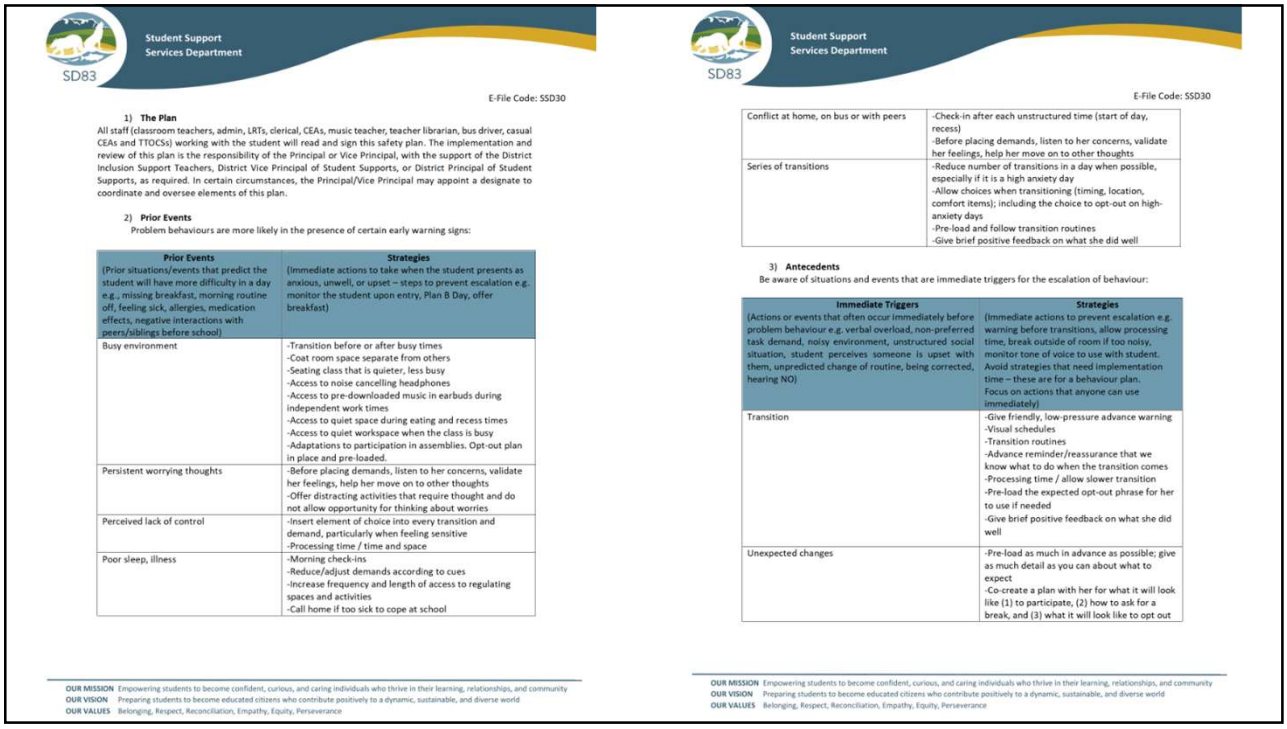
Immediate Triggers (Actions or events that often occur immediately before problem behaviour e.g. verbal overload, non-preferred task demand, noisy environment, unstructured social situation, student perceives someone is upset with them, unpredicted change of routine, being corrected, hearing NO)	Strategies (Immediate actions to prevent escalation e.g. warning before transitions, allow processing time, break outside of room if too noisy, monitor tone of voice to use with student. Avoid strategies that need implementation time – these are for a behaviour plan. Focus on actions that anyone can use immediately)

4) **CRISIS RESPONSE PLAN (staff responses to student's behaviour)**
Designated staff will implement the following crisis management plan when necessary.

Precursor Behaviours (What you see)	Staff Responses (What you do)
Anxiety: (Noticeable increase or change)	**Be Supportive:** (Empathetic, non-judgmental response)

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E-File Code: SSD30

1) **The Plan**
All staff (classroom teachers, admin, LRTs, clerical, CEAs, music teacher, teacher librarian, bus driver, casual CEAs and TTOCSs) working with the student will read and sign this safety plan. The implementation and review of this plan is the responsibility of the Principal or Vice Principal, with the support of the District Inclusion Support Teachers, District Vice Principal of Student Supports, or District Principal of Student Supports, as required. In certain circumstances, the Principal/Vice Principal may appoint a designate to coordinate and oversee elements of this plan.

2) **Prior Events**
Problem behaviours are more likely in the presence of certain early warning signs:

Prior Events (Prior situations/events that predict the student will have more difficulty in a day e.g., missing breakfast, morning routine off, feeling sick, allergies, medication effects, negative interactions with peers/siblings before school)	Strategies (Immediate actions to take when the student presents as anxious, unwell, or upset – steps to prevent escalation e.g. monitor the student upon entry, Plan B Day, offer breakfast)
Busy environment	-Transition before or after busy times -Coat room space separate from others -Seating class that is quieter, less busy -Access to noise cancelling headphones -Access to pre-downloaded music in earbuds during independent work times -Access to quiet space during eating and recess times -Access to quiet workspace when the class is busy -Adaptations to participation in assemblies. Opt-out plan in place and pre-loaded.
Persistent worrying thoughts	-Before placing demands, listen to her concerns, validate her feelings, help her move on to other thoughts -Offer distracting activities that require thought and do not allow opportunity for thinking about worries
Perceived lack of control	-Insert element of choice into every transition and demand, particularly when feeling sensitive -Processing time / time and space
Poor sleep, illness	-Morning check-ins -Reduce/adjust demands according to cues -Increase frequency and length of access to regulating spaces and activities -Call home if too sick to cope at school

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Conflict at home, on bus or with peers	-Check-in after each unstructured time (start of day, recess) -Before placing demands, listen to her concerns, validate her feelings, help her move on to other thoughts
Series of transitions	-Reduce number of transitions in a day when possible, especially if it is a high anxiety day -Allow choices when transitioning (timing, location, comfort items); including the choice to opt-out on high-anxiety days -Pre-load and follow transition routines -Give brief positive feedback on what she did well

3) **Antecedents**
Be aware of situations and events that are immediate triggers for the escalation of behaviour:

Immediate Triggers (Actions or events that often occur immediately before problem behaviour e.g. verbal overload, non-preferred task demand, noisy environment, unstructured social situation, student perceives someone is upset with them, unpredicted change of routine, being corrected, hearing NO)	Strategies (Immediate actions to prevent escalation e.g. warning before transitions, allow processing time, break outside of room if too noisy, monitor tone of voice to use with student. Avoid strategies that need implementation time – these are for a behaviour plan. Focus on actions that anyone can use immediately)
Transition	-Give friendly, low-pressure advance warning -Visual schedules -Transition routines -Advance reminder/reassurance that we know what to do when the transition comes -Processing time / allow slower transition -Pre-load the expected opt-out phrase for her to use if needed -Give brief positive feedback on what she did well
Unexpected changes	-Pre-load as much in advance as possible; give as much detail as you can about what to expect -Co-create a plan with her for what it will look like (1) to participate, (2) how to ask for a break, and (3) what it will look like to opt out

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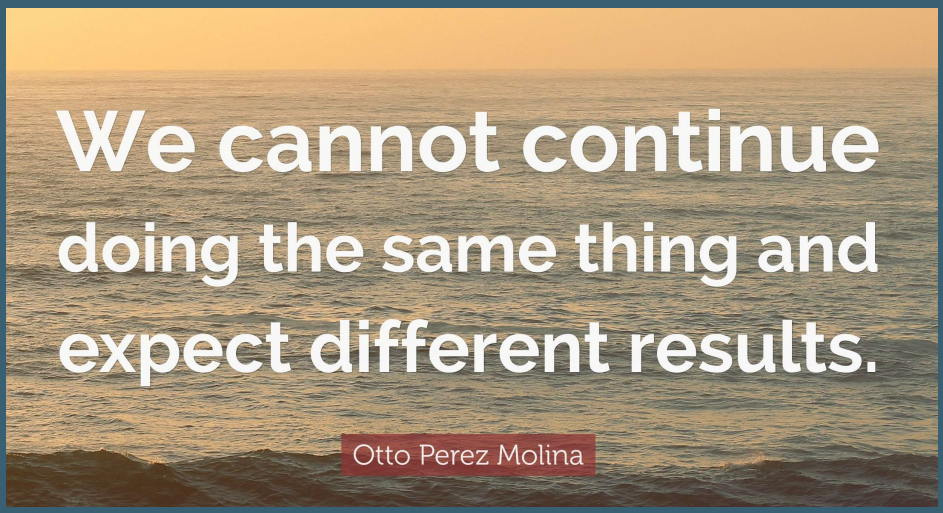
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Implementation of Employee Safety Plans

- After development of the plan, Principals use the next staff meeting to inform staff that a plan is in place for this student. Only staff who work directly with the student are required to read and sign the plan. Other staff may review and sign the copy available in the PVP office if they wish.
- **Staff who do not work directly with the student must not intervene during a crisis**. They should be aware of:
  - Appropriate non-invasive supports (e.g., closing classroom doors, reassuring students, modeling calm).
  - How staff working with the student may request assistance (e.g., signals, gestures, verbal requests).
  - Who to contact for support.
- *Only staff who regularly work directly with the student will be consulted in developing the plan.*

Inclusion Resource Teacher Pilot – Early Feedback

- Small school – non-enrolling teacher there full time
- “Game Changer” to have in-school behaviour expertise/support
- IRT’s report that training they are experiencing is like a university course, and that IST’s are available as shoulder-to-shoulder guide
- IST’s reporting that they are able to do proactive work (templates, guides, coaching, mentoring), respond reactively as a support when needed, and are more available to schools who need support
- Stretch areas – four elementary schools not staffed with IRT’s because of budget allocation, early confusion of LRT/IRT role differentiation, part-time nature means the IRT is not always available.


We cannot continue
doing the same thing and
expect different results.
Otto Perez Molina

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, 2026

DELIVERED VIA EMAIL
ecc.minister@gov.bc.ca

Minister of Education and Child Care
PO Box 9045, Stn. Prov Govt
Victoria, BC V8W 9E2

Dear Minister ,

Congratulations on your successful election and recent appointment as the Minister of Education and Child Care. I am writing on behalf of the outgoing trustees from the 2022-2026 term from the Board of Education of School District No. 83 (Ḱwsaltktnéws ne Secwepemcúl'ecw).

As the new Minister of Education and Child Care, we believe it is important to share with you our leading priorities as School Board Trustees for the last 4-year period.

1. Our Board is committed to safe and inclusive schools for all students and staff. This commitment is clearly identified in our Policy 121 - Sexual Orientation and Gender Identity. We trust your Ministry will ensure all school districts remain supportive of these values.

2. We are also committed to nurturing and fostering our relationships with First Nations Bands and hope to receive continued support for Indigenous Education Councils and related professional learning opportunities.

3. School boards throughout this province hold valuable public infrastructure, our Board included. We are grateful for the Annual Facilities Grant (AFG) that is provided; however, the funding is not enough to finish key projects and properly maintain buildings in a given school year. SD83 would like to see an increase in this funding on a yearly basis, and we would also suggest the funding, at a minimum, be reflective of the annual cost of inflation.

4. In 2018, the playground funding program was started in this province. This has been extremely helpful in replacing old and dangerous equipment with modern, safe places for students to play. We hope the Ministry remains committed to keep this funding in place. We have identified our top three priorities in our recently submitted 2027-28 Five-Year Minor Capital Plan Submission.

5. Also in 2018, the funding model review was completed. Many of the suggested changes have not been implemented. Our District would like to see the implementation of prevalence-based funding for Level 1, 2, and 3 students for the primary grades. Students often do not have diagnoses in place when they enter kindergarten, yet they still need supplemental support throughout all their school years. Without additional funding, we are forced to reallocate much needed funds from other areas to support those individuals, which in turn creates a significant adverse impact to an already challenging annual school budget.

6. There are many different Special Purpose Funds in addition to the Per Pupil Funding that is received. We are grateful for these funds and use them fully. However, having many different special purpose funds can be an administrative burden to smaller school districts which understandably, have smaller finance and organizational departments. It also prevents some autonomy for locally elected boards of education. Our Board would like to suggest the ability to combine some special funds to reduce the overall number or roll some funds into the Per Pupil Funding. We would also request the Per Pupil basic allocation keep pace with inflation on a yearly basis, as School Boards are required to fully budget for three years in advance.

As mentioned earlier, these are our Board's top priorities, and we would welcome the opportunity to speak further with you on these extremely important items.

Respectfully yours,

Corryn Grayston
Board Chairperson
School District No. 83 (Ḵwsaltktnéws ne Secwepemcúl'ecw)