



Board of Education of K'w'saltktnéws ne Secwepemcúl'ecw School District No. 83

BOARD MEETING AGENDA

Date: Tuesday, October 21, 2025
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 website at:
<https://sd83.bc.ca/board-meetings/> Board Meeting Agendas.
Alternatively, copies are available on request from the Manager of Executive Services.

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 <u>Recommendation</u> <i>That the Board of Education adopt the October 21, 2025 Regular Board Meeting Agenda as presented.</i>	
4.	ADOPTION OF BOARD MEETING MINUTES A. Regular Board Meeting Minutes – September 23, 2025 <u>Recommendation</u> <i>That the Board of Education adopt the Regular Board Meeting Minutes of September 23, 2025, as presented.</i>	Pg. 5
5.	ADOPTION OF IN-CAMERA MEETING SUMMARY A. Summary of In-camera Meeting – September 23, 2025 <u>Recommendation</u> <i>That the Board of Education adopt the Summary of the In-camera Meeting of September 23, 2025, as presented.</i>	Pg. 14
6. 6:10pm	BUSINESS ARISING A. Trustee Variation Superintendent: Donna Kriger <u>Recommendation</u> <i>That the Board of Education proceed with a formal request to the Minister of Education and Child Care to add an additional trustee in the Armstrong/</i>	Pg. 16

Item	Description	
	<i>Spallumcheen/Falkland/Silver Creek electoral area and the addition of one trustee in the Enderby/Sicamous/Malakwa/Grindrod area.</i>	
6:25pm	B.	Facility Rental Fees 2025-26 Acting Secretary-Treasurer: Jeremy Hunt <u>Recommendation</u> <i>That the Board of Education of School District No. 83 approve the Facility Rental Fees for 2025-26, as presented.</i> Pg. 21
6:35pm	C.	Policy 135 – Trustee Attendance Board Chair: Corryn Grayston Board Discussion Pg. 23
7.	DELEGATIONS None	
8.	SUPERINTENDENT’S REPORT 6:45pm Superintendent: Donna Kriger	
9.	EDUCATIONAL COMPONENT 6:55pm A. Getting Started with AI Director of Instruction: Reid Findlay Board Information Pg. 24	
10.	NEW BUSINESS 7:10pm A. Field Trip Request – Eagle River Secondary – Alps & Mediterranean Coast 2026 Principal: Darryl Smith Teacher: Dakota Mellin & Student: Rielle Walsh <u>Recommendation</u> <i>That the Board of Education approve in principle the Eagle River Secondary School International Field Trip in March 2026.</i> Pg. 42	
7:25pm	B.	Board/Authority Authorized Courses – Autobody 10 & 11 Director of Instruction: Reid Findlay <u>Recommendation</u> <i>That the Board of Education approve the Autobody 11 & 12 Courses, as presented.</i> Pg. 74
7:35pm	C.	Policy 138 – Electronic Meetings of the Board Superintendent: Donna Kriger Board Discussion Pg. 90

Item	Description	
11.	COMMITTEE REPORTS	
	A. Education Directions Committee Chair: Marianne VanBuskirk	
7:45pm	B. Finance & Facilities/Audit Committee Chair: Amanda Krebs	
	i. September 2025 1701 Enrolment Update Acting Secretary-Treasurer: Jeremy Hunt	Pg. 93
	Board Information	
7:55pm	ii. 2026/27 Budget Development Process and Timeline Acting Secretary-Treasurer: Jeremy Hunt	Pg. 97
	<u>Recommendation</u> <i>That the Board of Education adopt the 2026/27 Budget Development Process and Timeline, as presented.</i>	
8:05pm	C. Labour Relations Committee Chair: Corryn Grayston	
	D. Partner Group Liaison Committee Chair: Corryn Grayston	
8:10pm	E. Policy Committee Committee Chair: Brent Gennings	
	i. Policy 8060 - Education of Indigenous Students - Repeal Superintendent: Donna Kriger	Pg. 99
	<u>Recommendation</u> <i>That the Board of Education approve the recommendation to repeal Policy 8060 – Education of Indigenous Students.</i>	
	ii. Policy 10010 - Community Similarities and Differences - Repeal Superintendent: Donna Kriger	Pg. 101
	<u>Recommendation</u> <i>That the Board of Education repeal Policy 10010 – Community Similarities and Differences.</i>	
	iii. Policy 10020 - Parent & Community Involvement & Communications - Repeal Superintendent: Donna Kriger	Pg. 105
	<u>Recommendation</u> <i>That the Board of Education repeal Policy 10020 – Parent and Community Involvement and Communications.</i>	

Item	Description	
	F. Committee of the Whole Committee Chair: Corryn Grayston	
12.	EQUITY, DIVERSITY, AND INCLUSION	
8:15pm	A. Ombudsperson – Student Exclusion from School Assistant Superintendent: Chelsea Prince	Pg. 112
	Board Information	
13.	BCSTA UPDATE	
8:25pm	Trustee: Amanda Krebs	
14.	BCPSEA UPDATE	
8:30pm	Trustee: Brent Gennings	
15.	QUELMÚCW EDUCATION COUNCIL UPDATE	
8:35pm	Trustee: Tennile Lachmuth	
16.	BOARD CORRESPONDENCE	
	None	
17.	TRUSTEE REPORTS – 8:40 pm	
18.	QUESTION PERIOD	
8:50pm	<i>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.</i>	
	<i>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.</i>	
19.	UPCOMING DATES / EVENTS	
	Trustee Education Session (School Learning Plans) – November 3, 2025, 4:00 pm – 6:00 pm	
	Regular Board Meeting – November 18, 2025, 6:00 pm	
20.	ADJOURNMENT	

The Board of Education of School District No. 83

Minutes of the Regular Board Meeting of the Board of Education of School District No. 83, held at the District Education Support Centre and via Microsoft Teams Live Event on Tuesday, September 23, 2025.

Present:

C. Grayston	Board Chairperson	D. Kriger	Superintendent
T. Lachmuth	Vice Chairperson	J. Hunt	Acting Secretary-Treasurer
B. Gennings	Trustee	M. Guillou	Assistant Superintendent (HR)
A. Krebs	Trustee	C. Prince	Assistant Superintendent (Ind. Ed/St Supports)
M. VanBuskirk	Trustee	J. Findlay	Dir. of Instruction (Early Learning/Elem)
		R. Findlay	Dir. of Instruction (Middle/Secondary)

Regrets:

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 6:06 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.

3. ADOPTION OF AGENDA - ADDITIONS / CHANGES

063/2025 *"That the Board of Education adopt the September 23, 2025, Regular Board Meeting Agenda,*
CARRIED *with the following amendment:*

- *Move Items 11 Bi and 11 Bii before Item 8A.*

4. ADOPTION OF BOARD MEETING MINUTES

064/2025 **A. Regular Board Meeting Minutes – June 17, 2025**
CARRIED *"That the Board of Education adopt the Regular Board Meeting Minutes of June 17, 2025, as amended.*

5. ADOPTION OF IN-CAMERA MEETING SUMMARY

065/2025 **A. Summary of In-camera Meeting – June 17, 2025**
CARRIED *"That the Board of Education adopt the Summary of the In-camera Meeting of June 17, 2025, as amended."*

066/2025 **B. Summary of Special In-camera meeting – August 11, 2025**
CARRIED *"That the Board of Education adopt the Summary of the Special In-camera Meeting of August 11, 2025, as presented."*

6. BUSINESS ARISING**A. Trustee Variation**

Superintendent: Donna Kriger

Superintendent Kriger referenced the briefing note included in the agenda, noting the cost analysis and the upcoming meeting with municipal governments and the CSRD.

A follow-up public survey will be distributed to provide additional information and address questions raised in the initial survey.

A decision regarding the Trustee Variation will be made at the October Regular Board Meeting.

7. DELEGATION**A. Volleyball BC**

Okanagan Regional Manager for Volleyball BC: Lori Moger

Lori Moger, Okanagan Regional Manager for Volleyball BC, appeared before the Board as a delegation to express that, as a registered non-profit organization, Volleyball BC faces challenges in securing facilities for grassroots programs, camps, adult leagues, club volleyball, and other events. These challenges are primarily due to limited availability and high costs. As a result, the organization may need to focus on expanding offerings that reflect the interests of children. Volleyball BC is trying to keep its fees affordable and respectfully asked the Board to consider rental costs when making decisions.

Trustees thanked Lori for the presentation and shared that some municipalities currently offer grant-in-aid programs that non-profits can apply for to help cover costs.

8. SUPERINTENDENT'S REPORT

Superintendent: Donna Kriger

Superintendent Kriger reported on the following:

- District-wide start-up focused on the alignment between the Strategic Plan and School Learning Plan and noted that staff are appreciative of the day;
- 2025-26 staffing changes;
- Projected enrolment changes;
- Enrolment pressures in elective courses at J.L. Jackson and Salmon Arm Secondary;
- Enrolment pressures at Armstrong Elementary, Bastion, and Salmon Arm West;
- Reconfiguration meetings with the Deputy Minister of Infrastructure and Parent Advisory Councils;
- Foundational Skills Assessment; and,
- National Day for Truth and Reconciliation.

9. EDUCATIONAL COMPONENT**A. Communicating Student learning**

Director of Instruction (Early Years/Elementary): Jennifer Findlay

Director of Instruction Jen Findlay shared that the goal of Communicating Student Learning is to:

- Support students in engaging in meaningful conversations that foster responsibility and deeper engagement in their learning; and,
- Ensure parents and caregivers are well-informed, actively involved in decision-making and dialogue about their child's learning, and understand how to support and extend their child's learning.

She provided a summary of key components, including:

- Written Learning Updates: These include student strengths, areas for future growth, next steps, attendance, self-reflection on Core Competencies, and goal setting;
- Assessment Tools: Use of proficiency scale for K-9 and letter grades with percentages for Grades 10-12;
- Conferencing Structures: Student/Teacher/Family Conferences at the elementary and middle school levels, and informal and written learning updates at the secondary level;
- Feedback Practices: Use of descriptive feedback exemplars to support meaningful communication;
- Digital Portfolios: Evidence of learning captured through SpacesEDU (K-8) and myBlueprint (secondary); and,
- Collaborative Development: The Communicating Student Learning Working Group, comprised of members from NOSTA, PVP, and SLT.

The Communicating Student Learning Working Group continues to meet annually to refine guidelines, share resources, and explore strategies to support and streamline the writing of Learning Updates. The group also focuses on supporting educators in effective assessment and reporting practices and expanding opportunities for student voice in alignment with the SD83 Strategic Plan.

10. NEW BUSINESS**A. Enhancing Student Learning Report**

Superintendent: Donna Kriger

Board Chair Grayston reported that the Board reviewed and discussed the Enhancing Student Learning Report at the Committee of the Whole on September 18, 2025.

**070/2025
CARRIED**

"That the Board of Education approve the School District No. 83 (North Okanagan-Shuswap) Enhancing Student learning report 2024-25 based on the information presented."

The Board called for a recess at 8:00 p.m.

The meeting resumed at 8:06 p.m.

B. Instrument Rental Costs

Superintendent: Donna Kriger

Superintendent Kriger reported on the briefing note included in the agenda, noting that the historical \$5 maintenance/cleaning fee was removed to reduce barriers for students. However, due to rising expenses, this fee will be reconsidered during the review of 2026-27 school fees.

11. COMMITTEE REPORTS**A. Education Directions**

Committee Chair: Trustee Marianne VanBuskirk

Trustee Marianne VanBuskirk reported that the next Education Directions Committee meeting is scheduled for November 5, 2025. The Committee is currently seeking new members and has extended an invitation to partner groups and students.

B. Finance & Facilities / Audit

Committee Chair: Trustee Amanda Krebs

Trustee Krebs reported on the following items discussed at the September Committee meeting:

- 2024/25 Audited Financial Statements;
- 2024/25 Financial Statement Discussion & Analysis;
- Facilities Summer Report;
- Five-Year Capital Plan Submission; and,
- Facilities Rental Fees 2025-26.

i. School District No. 83 Financial Statement Discussion & Analysis

Acting Secretary-Treasurer: Jeremy Hunt

Assistant Secretary-Treasurer Hunt presented the Financial Statement Discussion & Analysis for information, which should be read in conjunction with the District's financial statements for the same period. He noted that school district financials are complex, in a format prescribed by the Ministry, and are comprised of three main funds: Operating, Special Purpose, and Capital.

ii. 2024/25 Audited Financial Statement

KPMG Partner: Heather Power & KPMG Senior Manager: Amanda Potter

Acting Secretary-Treasurer: Jeremy Hunt

The District's auditor, KPMG, issued a 'clean' audit opinion on the Financial Statements for the fiscal year ending June 30, 2025, confirming that the statements are fairly and accurately presented and comply with generally accepted accounting standards applicable to school districts in B.C.

Heather Power, KPMG Lead Audit Engagement Partner shared highlights from the annual audit process, noting that the audit plan remained unchanged and was presented to the Finance and Facilities/Audit Committee in June. The audit focused on key areas such as capital assets, revenue, salaries and benefits, and

operating expenses. Although three minor misstatements were identified, they were not material and did not affect the audit opinion. The audit is now complete, and the financial statements will soon be finalized and released.

Acting Secretary-Treasurer Hunt reviewed and summarized the following:

- Statement 1 – Statement of Financial Position, providing a summary of cash position; noting the increase of Cash and Cash Equivalents from 2024;
- Statement 2 – Statement of Operations, providing a summary on Special Purpose Funds, Operating Funds, and Capital;
- Schedule 2 – Schedule of Operating Operations, providing a summary of internally restricted and unrestricted surplus;
- Schedule 2A – Schedule of Operating Revenue by Source, providing a summary of provincial grants;
- Schedule 2B – Schedule of Operating Expense by Object, providing a summary of variances in salary, employee benefits, and services and supplies;
- Schedule 3A – Changes in Special Purpose Funds and Expense by Object, providing a summary of surplus in Feeding Futures Program, National School Food Program, Professional Learning Grant; and,
- Schedule 4D – Change in Unspent Deferred Capital Revenue, providing a summary of Restricted Capital by the Ministry of Education and Child Care.

Following a trustee inquiry, Acting Secretary-Treasurer Hunt clarified that due to the increase in cost, additional funds were allocated to the vehicle replacement project.

**067/2025
CARRIED**

“That the Board of Education of School District No. 83 approve the additional transfer from the Operating fund in the amount of \$795,500 to the Local Capital reserve, as presented.”

In response to trustee inquiries, Acting Secretary-Treasurer Hunt clarified that the variance in Integrated Child and Youth Funding is attributed to a staff vacancy and future funding received in June 2024. Hunt also explained that the labour reserve is designated for labour-related contingencies.

**068/2025
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, 2025.”

**069/2025
CARRIED**

“That the Board of Education of School District No. 83 approve Version 1599-9853-7871 of the 2024-2025 Audited Financial Statements, notes, and supporting schedules.”

iii. 2026/27 Five-year Capital Plan Submission – Minor

Acting Secretary-Treasurer: Jeremy Hunt

Acting Secretary-Treasurer Hunt reviewed the briefing note in the agenda and presented the Minor Capital Submission Summary for consideration. He provided a brief review of the projects included in the submission noting that the:

- heating and ventilation upgrades are based on need;
- bus requests are based on a replacement cycle, considering age and mileage;
- playground replacement is based on assessment from a third-party provider; and,
- food infrastructure project at J.L. Jackson is based on the need to adequately support the school's population.

Discussion ensued regarding the Playground Equipment Program projects, third-party playground assessments, and reconfiguration cost estimates.

**071/2025
CARRIED**

"That the Board of Education of School District No. 83 approve the 2026-27 Minor Capital Plan submission to the Ministry of Education and Child Care."

iv. Facility Rental Fees 2025/26

Acting Secretary-Treasurer: Jeremy Hunt

Acting Secretary-Treasurer Hunt reported on the briefing note included in the agenda, noting that rental rates have not been updated since the mid-1990's and do not support proper stewardship of District facilities.

Following a discussion regarding the implementation of the proposed rate changes, the Board agreed to Table the Facility Rental Fees 2025/26 to the October Regular Board Meeting.

v. Property Bylaw No. 2-2025

Acting Secretary-Treasurer: Jeremy Hunt

Acting Secretary-Treasurer Hunt reported on the briefing note included in the agenda, highlighting the benefits of the Statutory Right-of-Way for the District.

**072/2025
CARRIED**

"That the Board of Education of School District No. 83 (North Okanagan-Shuswap) Property Bylaw No. 2-2025 by given first reading."

**073/2025
CARRIED**

"That the Board of Education of School District No. 83 (North Okanagan-Shuswap) Property Bylaw No. 2-2025 by given second reading."

Unanimous consent was received to move to third and final reading in this meeting.

**074/2025
CARRIED**

"That the Board of Education of School District No. 83 (North Okanagan-Shuswap) Property Bylaw No. 2-2025 by given third reading, passed, and adopted on the 23rd day of September 2025."

**075/2025
CARRIED**

That the Board's signing officers execute the Statutory Right-of-Way agreement.

The Board agreed to extend the meeting to 9:30 p.m.

vi. Facilities 2025 Summer Projects

Acting Secretary-Treasurer: Jeremy Hunt

Acting Secretary-Treasurer Hunt presented the Facilities Summer Projects 2025 Report, included in the agenda, for information.

C. Labour Relations

Committee Chair: Board Chair Corryn Grayston

Board Chair Grayston reported that the Labour Relations Committee met on September 18, 2025, to discuss three items.

D. Partner Group Liaison

Committee Chair: Board Chair Corryn Grayston

Board Chair Grayston reported that the Partner Group Liaison Committee will meet on November 20, 2025.

E. Policy Committee

Committee Chair: Trustee Brent Gennings

Trustee Gennings reported that the Policy Committee met on September 17, 2025, to review three Board policies.

i. Policy 3050 School Staffing

Trustee Gennings brought forward the recommendation to repeal Policy 3050 School Staffing, noting that staffing of schools is determined through collective agreements, Human Resources Guidelines, and staffing formulas established through various departments.

**076/2025
CARRIED**

"That the Board of Education approve the recommendation to repeal Policy 3050 - School Staffing."

ii. Policy 7020 Whistle Blower Protection

Trustee Gennings brought forward the recommendation to repeal Policy 7020 Whistle Blower Protection, noting that this policy has been replaced with Policy 150 Public Interest Disclosure Act and accompanying Administrative Procedure 400 Public Interest Disclosure.

**077/2025
CARRIED**

"That the Board approve the recommendation to repeal Policy 7020 – Whistle Blower Protection."

iii. Policy 8010 Evergreen (School Completion) Certificate

Trustee Gennings brought forward the recommendation to repeal Policy 8010 Evergreen Certificate, noting that this policy has been replaced with Administrative Procedure 320 School Completion Evergreen Program Placement.

**078/2025
CARRIED**

"That the Board of education approve the recommendation to repeal Policy 8010 – Evergreen Certificate."

F. Committee of the Whole

Committee Chair: Board Chair Corryn Grayston

Board Chair Grayston reported that the Committee of the Whole meeting was held on September 18, 2025, to review and discuss the Enhancing Student Report.

12. EQUITY, DIVERSITY, AND INCLUSION

None

13. BCSTA UPDATE

BCSTA Provincial Council Representative: Trustee Amanda Krebs

Trustee Krebs reported that three trustees will be attending the BCSTA Thompson-Okanagan Branch Meeting on October 17th & 18th. She also noted the upcoming Trustee Academy and Provincial Council Meeting.

Board Chair Grayston reported that she attended a Board Chairs call on September 4, 2025, where they received updates on student safety, National School Food Funding Program, school access zones, Ministry of Infrastructure, and BCSTA advocacy.

14. BCPSEA UPDATE

BCPSEA Representative: Trustee Gennings

Nothing to Report.

15. QUELMÚCW EDUCATION COUNCIL UPDATE

Vice Chair: Tennile Lachmuth

Board Vice Chair Tennile Lachmuth reported that Nerissa Joseph from Splat sin is the new Quelmúcw Education Council Chair. On September 17, 2025, the Committee reviewed and discussed the Enhancing Student Learning Report and the Indigenous Education Department Year Plans. The Council is preparing for community and leadership engagement to raise awareness about its role and activities, as well as a professional development retreat for Council members. The Council has submitted an application to present at the upcoming FNE SC conference to showcase the District's longstanding collaborative work and recent achievements, including the District name change.

16. BOARD CORRESPONDENCE

None

17. TRUSTEE REPORTS

Trustee VanBuskirk reported on the June year-end fun days and graduation celebrations.

Board Chair Grayston reported that she attended the North Shuswap PAC meeting on September 16, 2025. She also referenced the upcoming PAC meeting at Sorrento and the Shuswap Family Expo.

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 raised regarding board policy, administrative procedures, and the Trustee Education Session.

19. UPCOMING DATES / EVENTS

Orange Shirt Day – September 30, 2025

National Day of Truth and Reconciliation – September 30, 2025

Trustee Variation Municipal Consultation - October 6, 2025, 4:30 pm

Trustee Education Session (Trustee Variation) – October 14, 2025, 5:30 pm

BCSTA Thompson-Okanagan Branch Meeting – October 17-18, 2025, Kamloops, BC

Regular Board Meeting – October 21, 2025, 6 pm

Trustee Education Session (School Learning Plans) – November 3, 2025, 4 pm – 6 pm

20. ADJOURNMENT

The meeting was adjourned at 9:14 p.m.

Certified Correct:

Corryn Grayston
Board Chairperson

Jeremy Hunt
Acting Secretary-Treasurer

The Board of Education of School District No. 83

Summary of an In-Camera Board Meeting of the Board of Education of School District No. 83, on Tuesday, September 23, 2025, at the District Education Support Centre.

Present:

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

1. CALL TO ORDER

Board Vice Chair Lachmuth acknowledged that a quorum was present and called the meeting to order at 4:03 p.m.

2. WELCOME AND ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Board Vice Chair Lachmuth 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 September 23, 2025, In-camera Board Meeting Agenda, as amended, with the addition of Item 6B.v. Personnel – Len Wood Middle School and Item 8D Trustee Conflict of Interest.

CARRIED.

4. ADOPTION OF BOARD MEETING MINUTES

A. In-camera Meeting Minutes

Motion:

That the Board of Education adopt the June 17, 2025, In-camera Board Meeting Minutes, as amended.

CARRIED.

B. Special In-Camera Meeting Minutes – August 11, 2025

Motion:

That the Board of Education adopt the August 11, 2025, Special In-camera Board Meeting Minutes, as presented.

CARRIED.

5. BUSINESS ARISING

The Board discussed one law matter.

6. LAND/LABOUR/LAW

The Board discussed two law matters and six labour matters.

7. LABOUR RELATIONS – COMMITTEE REPORT

Board Chair Grayston reported that the Labour Relations Committee met on September 18, 2025, where they discussed the District's Exit survey and two personnel updates.

8. OTHER

The Board discussed four other matters.

9. UPCOMING DATES/EVENTS

In-Camera Board Meeting – October 21, 2025 – 4:00 p.m. @ DESC
Regular Board Meeting – October 21, 2025 – 6:00 p.m. @ DESC

10. ADJOURNMENT

The meeting was adjourned at 5:31 p.m.

Corryn Grayston
Board Chairperson

Certified Correct:

Jeremy Hunt
Acting Secretary-Treasurer

BRIEFING NOTE

TO: The Board of Education
FROM: Donna Kriger, Superintendent
RE: Trustee Variation

DATE: October 21, 2025

Background

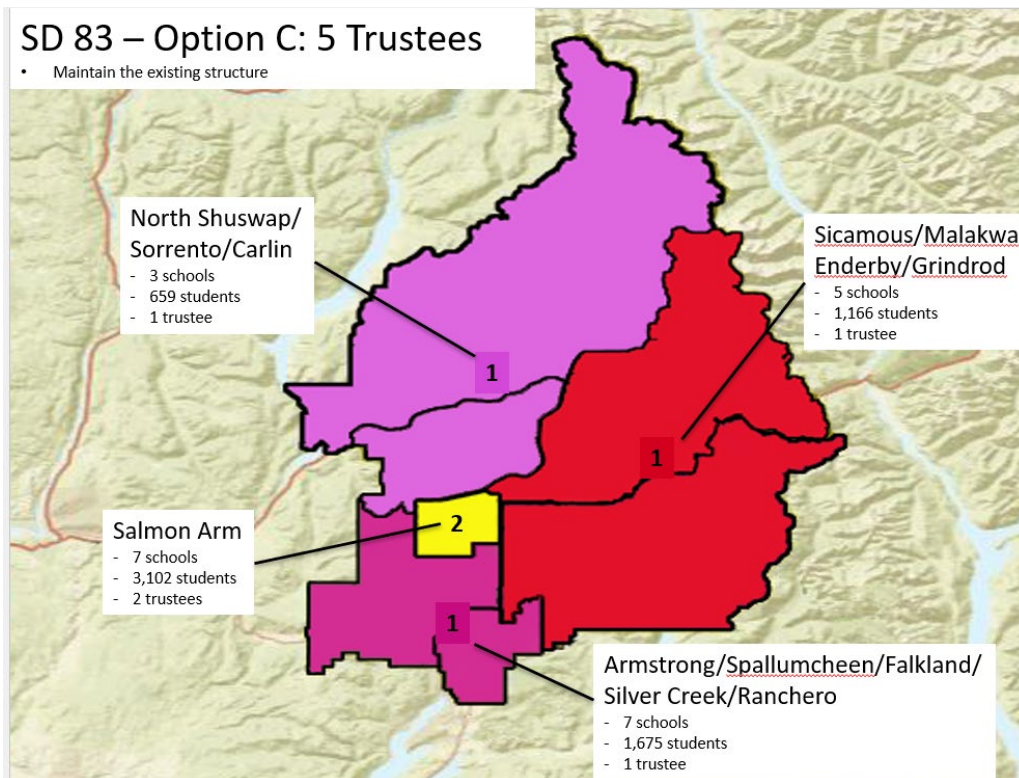
During May 2025, the Board of Education conducted a survey of Rightsholders, Stakeholders, district staff, municipal governments, and the Columbia Shuswap Regional District regarding a possible increase to the number of trustees for the 2026 election. This was carried out in response to a recommendation made within the [2016 Watson Report](#).

The survey had 326 respondents with 46% representing the Salmon Arm area, 21% representing Armstrong/Spallumcheen, 13% representing Enderby, 9% representing Carlin/Sorrento and the remaining 11% of respondents were scattered across the remainder of the school district.

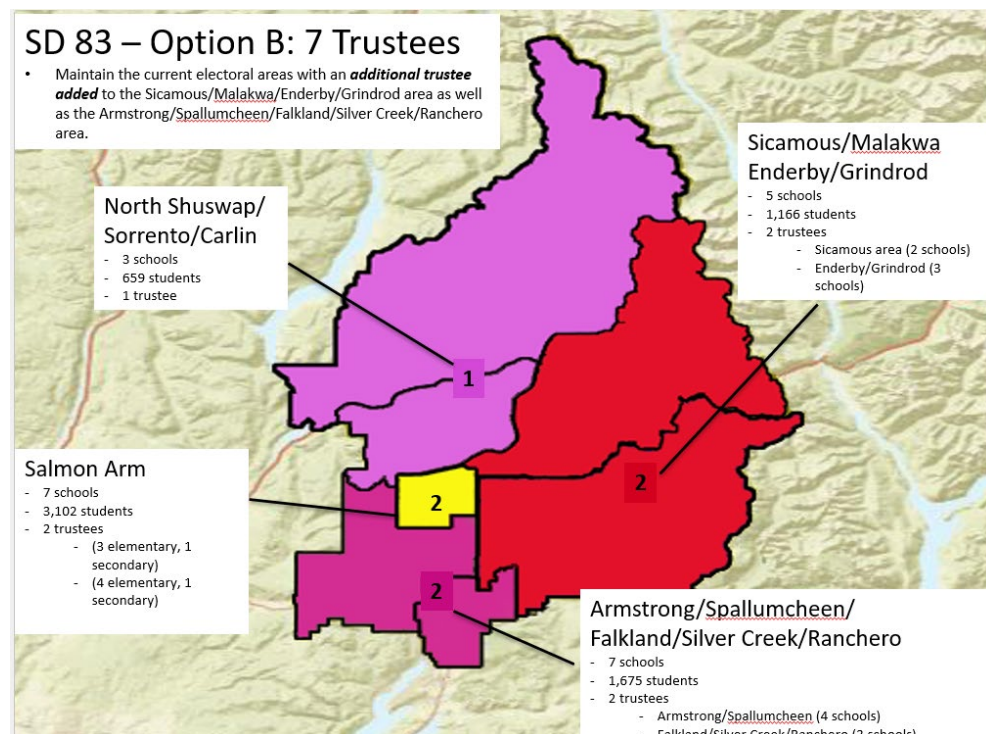
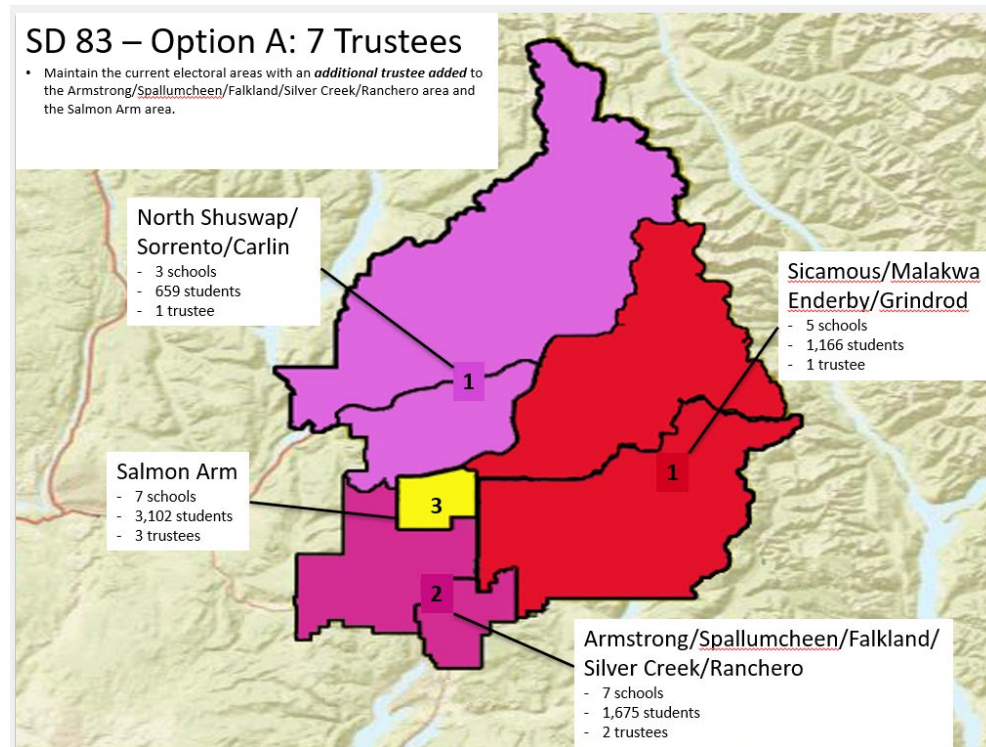
Respondents of the survey offered feedback which suggested additional information regarding the number of students attending within each area and the proposed areas that would have additional trustees added could impact their feedback.

Summary

The current electoral structure within the school district is as follows:

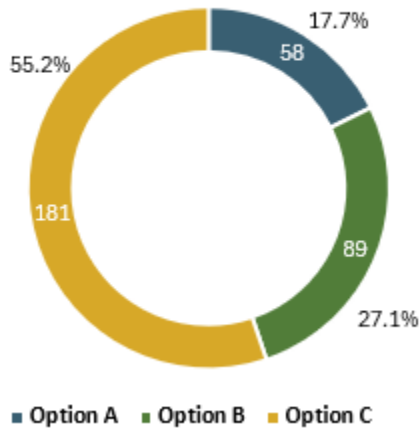


In September 2025, a second survey was conducted which addressed the feedback received from partner groups and municipal representatives in May 2025. The options presented to the public for the addition of two trustees were the following:



The following results were obtained from the September 2025 survey:

**328 Respondents
Across the District**

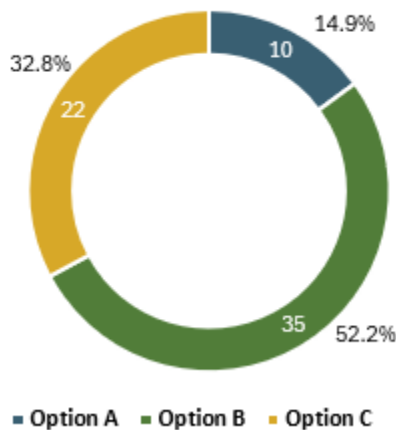


Option A: Adding one additional in Salmon Arm and one additional in Armstrong/Spallumcheen/Falkland/Silver Creek/Ranchero

Option B: Adding one additional to Armstrong/Spallumcheen/Falkland/Silver Creek/Ranchero and one additional to Sicamous/Enderby

Option C: Maintain a five-trustee board with the current representation.

**67 Respondents in the
Armstrong/Spallumcheen/Falkland/Silver Creek/Ranchero Area**

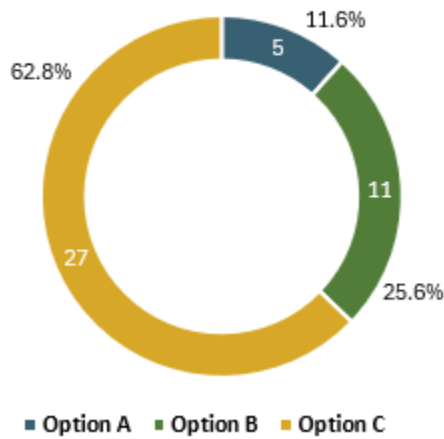


Option A: Adding one additional in Salmon Arm and one additional in Armstrong/Spallumcheen/Falkland/Silver Creek/Ranchero

Option B: Adding one additional to Armstrong/Spallumcheen/Falkland/Silver Creek/Ranchero and one additional to Sicamous/Enderby

Option C: Maintain a five-trustee board with the current representation.

43 Respondents in the North Shuswap/Sorrento/Carlin Area

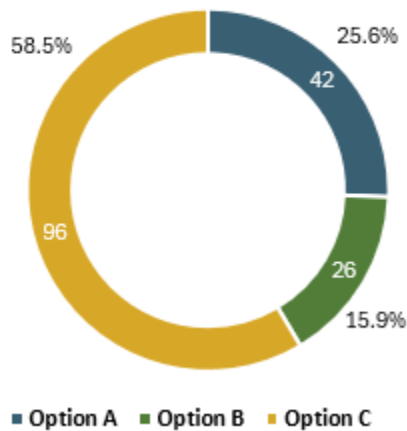


Option A: Adding one additional in Salmon Arm and one additional in Armstrong/Spallumcheen/Falkland/Silver Creek/Ranchero

Option B: Adding one additional to Armstrong/Spallumcheen/Falkland/Silver Creek/Ranchero and one additional to Sicamous/Enderby

Option C: Maintain a five-trustee board with the current representation.

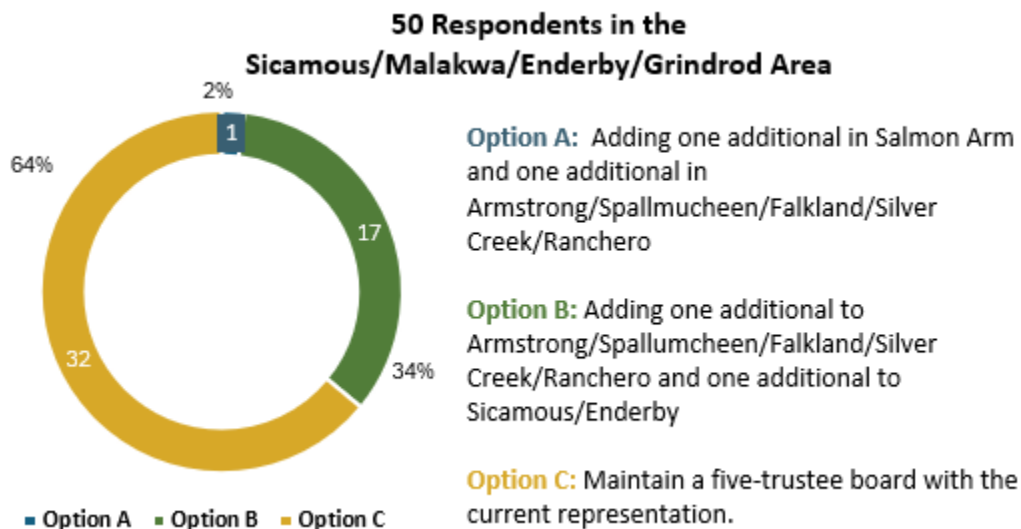
164 Respondents in the Salmon Arm Area



Option A: Adding one additional in Salmon Arm and one additional in Armstrong/Spallumcheen/Falkland/Silver Creek/Ranchero

Option B: Adding one additional to Armstrong/Spallumcheen/Falkland/Silver Creek/Ranchero and one additional to Sicamous/Enderby

Option C: Maintain a five-trustee board with the current representation.



The results suggest that, except for the Armstrong/Spallumcheen/Falkland/Silver Creek/Ranchero area, the majority of survey respondents favoured the option of maintaining the current structure of the Board.

Should the Board determine they wish to proceed with a trustee variation, the Legislative Requirements are found within Section 30(4) and 30(5) of the [School Act](#). An official request with the required documentation must be submitted to the Minister of Education and Child Care by October 31, 2025.

Recommendation

“That the Board of Education proceed with a formal request to the Minister of Education and Child Care to add an additional trustee in the Armstrong/Spallumcheen/Falkland/Silver Creek electoral area and the addition of one trustee in the Enderby/Sicamous/Malakwa/Grindrod area.”

Respectfully submitted,

Donna Kriger
Superintendent of Schools



The Board of Education of School District No. 83

Item 6B

BRIEFING NOTE

TO: The Board of Education
FROM: Jeremy Hunt, Acting Secretary-Treasurer
RE: Facility Rental Fees 2025-26

DATE: October 21, 2025

Purpose

To review the revised proposed facility rental fees increase for 2025-26.

Background

The District rents and leases school facilities to various user groups and organizations throughout our communities. The rates that the District currently charges have not been updated since the mid-1990's and do not support proper stewardship of our facilities.

Based on the review of comparable rates with other district and municipal facilities in our region, staff are in support of increasing fees to realign the rates to a similar fee structure.

Benefits to the School District:

- Improved maintenance and repairs
- Upgrade to equipment and technology
- Preservation of District assets
- Budget flexibility for educational needs
- Supports long-term planning
- Promotes strategic use of facilities

These fees would be effective starting January 1st, 2026. Future review and proposed changes to fees would be presented to the Board in June for implementation starting July 1st to align with the District's fiscal year.

Supporting Documentation

Appendix A proposed rates and the historical rates for consideration.

Recommendation

"That the Board of Education of School District No. 83 approve the Facility Rental Fees for 2025-26 as presented."

Respectfully submitted,

Jeremy Hunt

Jeremy Hunt
Acting Secretary-Treasurer

Proposed Fees 2025-26

User Group Classification	Description
Group A	Schools & School District Activities District Unions (NOSTA/CUPE) District and School PAC
Group B	Community Use: Non-Commercial - Youth Groups (Membership over 75% under the age of 19)
Group C	Community Use: Non-Commercial - Adult Groups
Group D	Commercial Use

Facility/Service	A	B	C	D
Classroom (per hour)	N/C	\$ 15	\$ 20	\$ 60
Elementary Gym (per hour)	N/C	\$ 15	\$ 20	\$ 60
Middle Gym (per hour)	N/C	\$ 17	\$ 25	\$ 70
Secondary Gym (per hour)	N/C	\$ 20	\$ 35	\$ 80
Multipurpose, Cafeteria & Drama Rooms (per hour)	N/C	\$ 17	\$ 25	\$ 70
Theatre/Music Rooms* (per hour)	N/C	\$ 50	\$ 80	\$ 150
Fields (per hour)	N/C	\$ 7	\$ 12	\$ 20
Parking Lot (per hour)	N/C	\$ 7	\$ 12	\$ 20
Application/Processing Fee (non-refundable)	N/C	\$ 35	\$ 35	\$ 35
Custodial Services (per hour)	\$ 50	\$ 50	\$ 50	\$ 50
Maximum Annual Charge**	N/A	\$ 475	N/A	N/A
*Requires prior agreement with school.				
** The Maximum Annual Charge is per user group rental, per facility & per weekday booked.				

Current Fees

<u>RENTAL RATES</u>					
Rental rates per hour:					
Group	A	B	C	D	E
Classroom	N/C	\$ 2.50	\$3.60	\$12.00	\$3.60
Small Gym (Elementary)	N/C	\$4.50	\$6.00	\$26.00	\$6.00
Large Gym (Secondary)	N/C	\$9.00	\$13.20	\$55.00	\$13.20
Auditorium	N/C	\$4.50	\$6.00	\$26.00	\$6.00
Library/Multipurpose	N/C	\$3.20	\$6.00	\$22.00	\$6.00
Home Ec (full use)	N/C	\$12.00	\$15.00	\$60.00	\$15.00
IE Shops	N/C	\$12.00	\$15.00	Not available	\$15.00
Cafeteria (full use)	N/C	\$12.00	\$15.00	\$60.00	\$15.00
Computer Lab	N/C	\$20.00	\$27.00	\$75.00	\$27.00
Theatre	Booked directly through the applicable school.				

Note: Youth Group Maximum Rate is currently \$60 per year for each rental day contracted. Group E is Private Schools under the current structure and would be included with Group B under the proposed.



The Board of Education of School District No. 83

Item 6C

BRIEFING NOTE

TO: The Board of Education
FROM: Donna Kriger, Superintendent
RE: **Policy 135 – Trustee Attendance – For Information**

DATE: October 21, 2025

Background

During the June 17, 2025, regular Board Meeting, Policy 135 - Trustee Attendance received second and final reading. An amendment to the policy included a \$400 deduction from trustee remuneration for each meeting missed.

Summary

Policy 135 has been approved and is currently in effect for the Board of Education.

Respectfully submitted,

Donna Kriger
Superintendent of Schools

Getting Started with AI Board Presentation

October 21, 2025



1

Understanding the Impact and Role of GenAI in School Systems: A BCSSA Thompson-Okanagan Collaborative

Aligning Expectations

- We are at different stages...and that's okay
- This is not a race
- There are no easy answers but lots of fascinating questions
- You may discover gaps in your learning and understanding
- You have knowledge, insights, and experiences that will benefit the cohort


This document



Dean Shareski

OUR MISSION

OUR VISION

OUR VALUES

Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community

Preparing students to become educated citizens who contribute positively to a dynamic, sustainable, and diverse world

Belonging, Respect, Reconciliation, Empathy, Equity, Perseverance



2



ADVANCED
LEARNING
PARTNERSHIPS

**GENERATIVE AI
THOMPSON VALLEY OKANAGAN
REGIONAL SCHOOL DISTRICTS**

Post Delivery Report



MAY 8 2025

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3

Our Partners

Our Team



Our Services

Our Stories

Canadian K12 GenAI School Leadership Summit

October 1 - October 2







ALP and Surrey Schools are proud to announce the 1st annual:

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4



ALP
Surrey Schools
LEADERSHIP IN LEARNING

Canadian K-12 GenAI School Leadership Summit

October 1-2, 2025 Surrey, BC

Two-day gathering created space for dialogue around pedagogy, ethics, governance, and practical strategies while still focusing on humanity.

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5

Several themes emerged...

- 1. Ethical Imperatives** – Leaders must navigate privacy, equity, and transparency while experimenting with AI.
- 2. Capacity Building** – Professional learning, clear governance frameworks, and community engagement are essential.
- 3. Innovation with Caution** – Sessions balanced enthusiasm for AI's potential with recognition of risks and limitations.
- 4. Collaboration Across Sectors** – The summit highlighted the value of industry–education partnerships.

ADVANCED LEARNING PARTNERSHIPS

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6

Dr. Soroush Sabbaghan's discussed the pedagogical and ethical imperatives of adopting AI and challenged leaders to avoid uncritical adoption and instead shape AI use to reflect human-centered values and inclusive education.



What do we want learning to be when thinking itself can be outsourced?

How do we preserve the essence of learning when cognitive offloading with AI is so easy?

2029 – PISA will measure Media and AI literacy as a core competency

Artificial Intelligence (AI) has become a widely used tool in our everyday life, including for learning, personalised assistance, and entertainment. Therefore, young people must be able to understand how AI works, its societal impact, and how to use it ethically in order to be prepared for a society and economy in the age of AI.

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7

Schools need to start teaching human agency

How do you know that you are not being influenced by AI? If you make a change, is it true to yourself or are you being influenced to do so by AI? If you don't change, same question.

If students can answer these questions, they have agency over their own learning:

1. Why would I want to use AI for this task?
2. When would it be appropriate (at what stage)
3. How would I use it (in what way)

Pedagogical Imperatives

- Shift from product to process
- Less weight on a final artifact
- More weight on reflection and choices

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8

It's not about spotting AI – It's about spotting learning

Transparency – Students need to document how they used AI

Accountability – Students are responsible for the work they submit. If content is false, students are accountable.

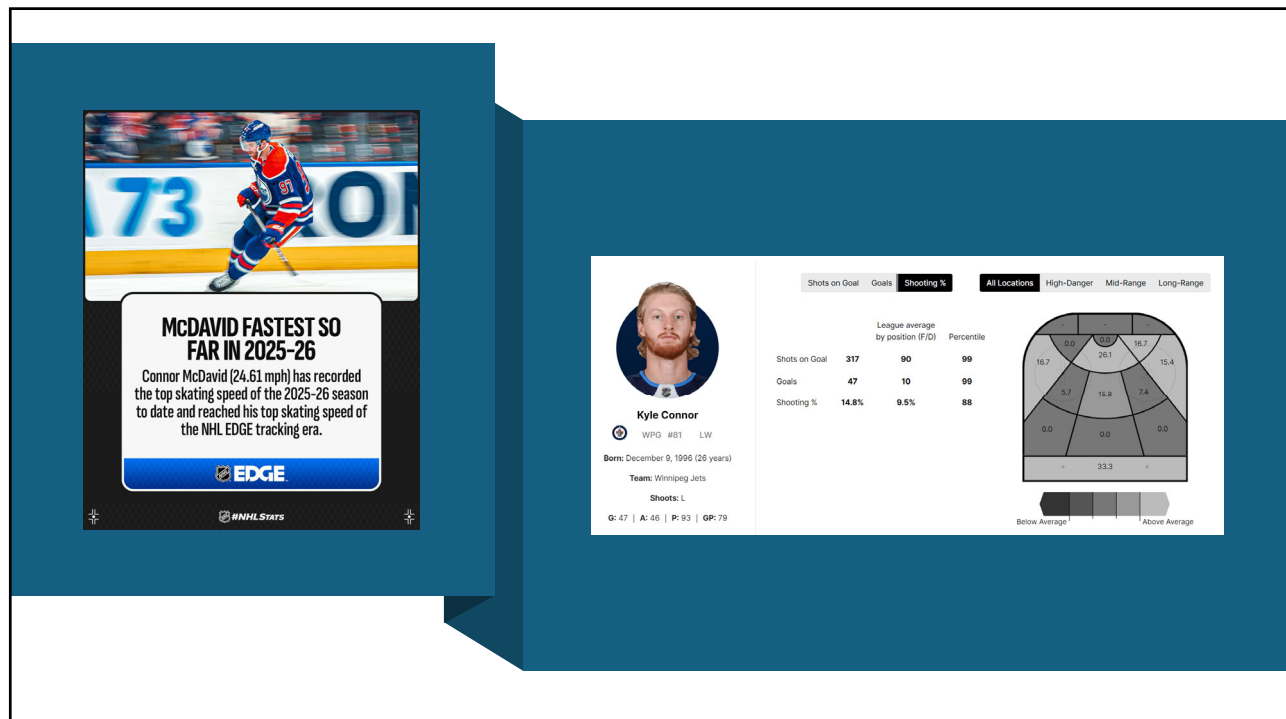
Responsibility – Students document if they have accepted or rejected AI suggestions in their work and their reasoning for the decisions.

ADVANCED
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PARTNERSHIPS

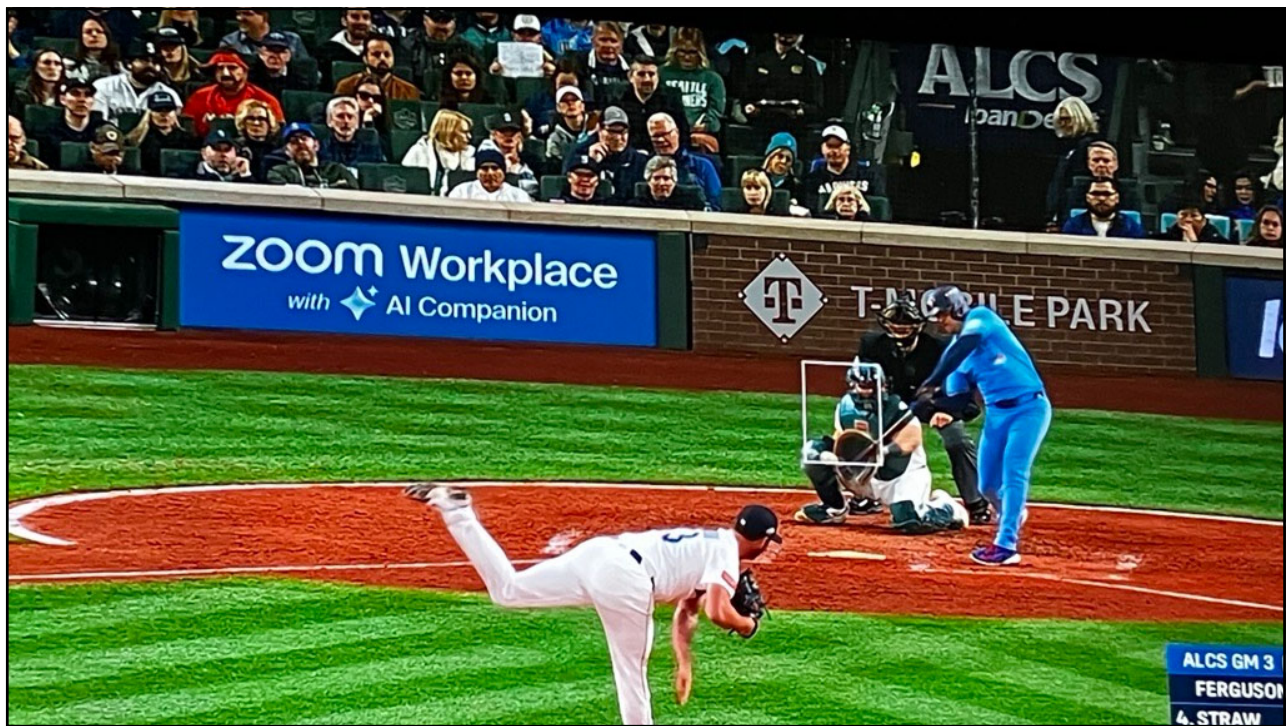


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Canada

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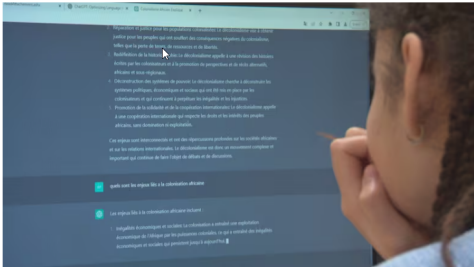
Indigenous

News

Canadian teachers yearn for guidance, instruction as AI infiltrates classrooms

Google, Microsoft and Anthropic have partnered with teachers' unions to train 400,000 teachers over 5 years

Deana Sumanac-Johnson · CBC News · Posted: Aug 04, 2025 1:00 AM PDT | Last Updated: August 4



A student works on ChatGPT prompts in class. Since OpenAI's ChatGPT chatbot first reared its head in student work almost two years ago, the increasing prominence of AI means conversations have turned from whether or not to allow it in the classroom, to how best to use it for educational purposes. (CBC)

[Link to article](#)

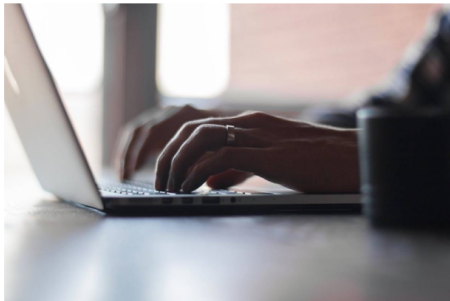
SALMON ARM OBSERVER

News More Contests Shop Flyers E Editions Classifieds Auto Jobs Obituaries

Artificial Intelligence usage policies coming to Columbia Shuswap Regional District

Benefit of AI includes automation of routine tasks, reducing operational costs through automation

Lachlan Labere
Aug 6, 2025 3:20 PM



The Columbia Shuswap Regional District is working on policies that will guide use of artificial intelligence applications by its employees and elected officials.

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13




Guiding Principles for AI in SD83

SD83 is committed to harnessing the power of AI to enhance learning, support educators, and improve school operations, while upholding our core values of belonging, respect, reconciliation, empathy, equity, and perseverance. Our guiding principles ensure that AI is used ethically, transparently, and inclusively, reflecting our dedication to innovation and the best interests of our students and educators. By integrating AI responsibly, we aim to enrich learning and empower our community, creating a strong foundation for navigating the evolving digital world. These principles will adapt alongside technological advancements to ensure we remain responsive, inclusive, and future-ready.

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Regular Board Meeting ~ October 21, 2025
Page 30 of 117



We Commit to **Transparency**

We Commit to **Human and Ethical Use**

We Commit to **Education and Learning**

We Commit to **Equity and Justice**

We Commit to **Privacy, Security, and Data Protection**

15

Important Information from
FOCUSED
EDUCATION RESOURCES

Artificial Intelligence Implementation Framework

We're pleased to announce the launch of the **Artificial Intelligence Implementation Framework**, designed to guide responsible, effective AI integration across K-12 learning, administration, and operations.

The Framework is organized into seven sequential sections, each with a clear focus and practical guidance.

Visit our **Artificial Intelligence** page to explore the resources.

Key Highlights:

- Rubrics to assess readiness for AI
- Facilitation guides and questions for strategic conversations
- Sample principles and guidance
- Policy review tools and governance frameworks
- Criteria and guides for selecting and piloting AI tools
- Inquiry strategies for AI in learning

[Explore Resources](#)

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Cari Wilson



Focused Education PLT
cwilson@focusedresources.ca

West Vancouver Schools
District VP of Innovation & Technology



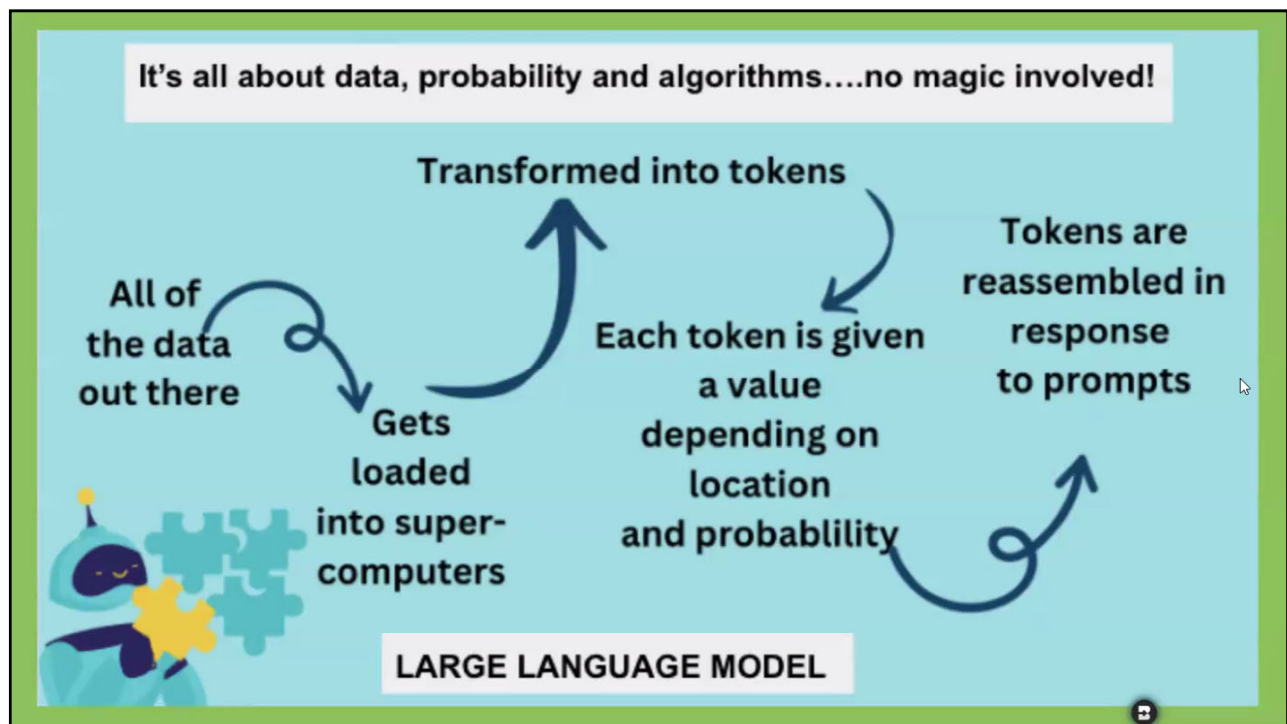
17

Time it took to reach **One Million** Users:



YIKES!!!

18



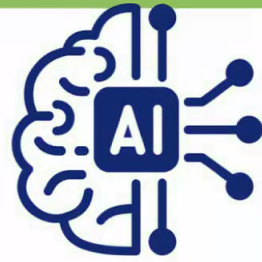
19



20

Using AI in Schools

- Who will use AI?
- When and how will it be used?
- Which tools are supported and which not?
- Seek district and school guidelines
- Communicate with everyone
- Critical thinking...always!



21

**One recent study indicates that
78 per cent of Canadian
students have used generative
AI to help with assignments or
study tasks.**



22



23

SD83 District Supported GenAI Tools



Kelly Dosen
ESC-District Education Support Centre

 Call
 












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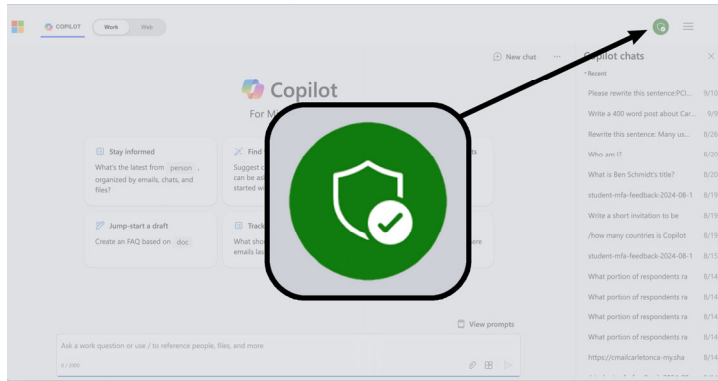
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But what about...?



“Enterprise Data Protection”

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Microsoft’s privacy commitments apply to AI

- We will keep your organization’s data private.
- Your organization’s data is not shared.
- You are in control of your organization’s data.
- Your organization’s data security and privacy are protected by design.
- Your access control and enterprise policies are maintained.
- Your organization’s data is not used to train foundation models.
- Our products and solutions comply with global data protection regulations.

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27

AI Literacy Lessons

Primary Intermediate & Secondary



28

21 lessons, K to 12

- ➔ Each lesson has a Teacher's Guide
- ➔ Each lesson is on a pptx slide deck
- ➔ Each lesson is also a video
- ➔ Each lesson also has teacher notes
- ➔ Each lesson has an extension activity

29

One lesson per month:		Intermediate	Secondary	
Month				What do we want to cover?
Sep		Day of AI Slides, Vocab Word Wall PDF, What is AI video from Common Sense Intro to AI and Bing	Day of AI Slides 1-9, 31, 45, 50-59 Link, Common Sense Slides 4-20, How Chatbots and LLMs work, student guide to pull from	types of ai, how it works at basic level, what AI is and is not, basic vocabulary, what do these understandings look like at different levels?
Oct		District resources on AI citation, District resources on AI use, Data Defender Game	Questions 1-6 from Link, Common Sense Slides 7-10, Eduopia article, District resources on AI Citation and AI Use, Adapt slides to discuss what info to share with AI and when to be cautious Link	safe use - when, where, why, how... what not to put into AI, how AI could use your data to train, how and when to cite AI, what is the definition of plagiarism, Cammie Kannekans slides
Nov		Common Sense slides on Bias - slides 8 to 15, Look at various mnemonics for prompting (eg RACE), Magic School Prompt Assistant tool, Twin Pics AI, Code.org videos on Bias	Bias Slides 19-35 & Vocab PDF Link, Hallucination Videos, Prompt Library	Different prompt mnemonics, how many do we need to suggest? should we have different ones for different ages? Will need examples of bias and hallucination
Jan		Ethics & AI Code.org, video, video, Reality River Game (fact vs. fiction), Environment Slides 13-16, Balance Slides 4-11, Car's slides on environment	Ethics Debate Activity Slides, Misinformation Slides 6-25, Deepfakes pull from Lesson Slides, Leon Furze teaching AI Ethics	ethics - need simple examples
Feb				
Apr		Slides for 9-11 year olds	Slides for 12-18 year olds, video from CSM - How AI Image Creators work	
May			Career Slides, Future Code.org Video	
General resources				

30

	A	B	C	D	E	F
1	Month	Focus	Primary	Intermediate	Secondary	
2						What do we want to cover?
3						
4						
5	Sep	What is it?				nulary,
6						
7	Oct	Safe Use/Plagiarism				I use your
8						
9	Nov	Prompting/Bias/Hallucination				we have nation
10						
11	Jan	Ethics/Deep Fakes/Misinformation				
12						
13	Feb	Environment - Balance green and screen				
14						
15	Apr	Creativity & AI				
16	May	Future Pathways/Readiness				
17						
18						
19	General resources					
20						
21						
22						
23						
24						

Topics covered:
What is AI, how it works, safe use, ethics, academic honesty, prompt engineering, bias, hallucination, deep fakes, misinformation, environmental impact, creativity, the future

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[Home](#) > [Student Artificial Intelligence Lessons](#)

Student Artificial Intelligence Lessons

Newly developed for September 2025!

Artificial Intelligence functionalities are everywhere now and it is important that our educators and students have basic understandings of how to use AI tools safely, ethically and responsibly.

To help with this, our PLT and a team of BC teachers have created a series of 21 lessons and associated activities designed to give teachers and students that baseline knowledge.

ON THIS PAGE

- [About the Lessons](#)
- [Primary Lessons](#)
- [Intermediate Lessons](#)
- [Secondary Lessons](#)

[Click here for link to lessons](#)

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This lesson was created using Canva. Ideas and resources came from:

- [Day of AI](https://dayofai.org) , (dayofai.org) under Creative Commons Attribution-Noncommercial-ShareAlike 4.0 International License
- [Code.org](https://code.org) (code.org)
- [Common Sense Media](https://commonsense.org/education) (commonsense.org/education)
- [Media Smarts](https://mediasmarts.ca) (mediasmarts.ca)
- [Google's Be Internet Awesome](https://beinternetawesome.withgoogle.com) (beinternetawesome.withgoogle.com)

All videos used were obtained on Youtube, and have the link within them.



These lessons are all covered under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

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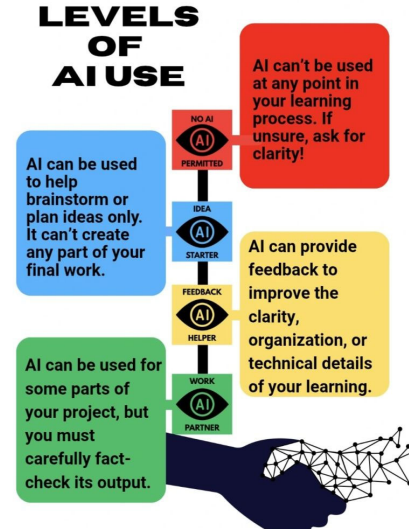
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Marcus Blair · 1st
High School Educator | Exploring AI Integration and Evolving Assessment Practices
Summerland, British Columbia, Canada · [Contact info](#)
[Mrblairsclass.blogspot.com](https://mrblairsclass.blogspot.com)
352 connections
Rob Cadden, Peter Jory, Ed.D, and 53 other mutual connections

School District 67 (Okanagan Skaha)
The University of British Columbia

LEVELS OF AI USE



NO AI PERMITTED
AI can't be used at any point in your learning process. If unsure, ask for clarity!

IDEA STARTER
AI can be used to help brainstorm or plan ideas only. It can't create any part of your final work.

FEEDBACK HELPER
AI can provide feedback to improve the clarity, organization, or technical details of your learning.

WORK PARTNER
AI can be used for some parts of your project, but you must carefully fact-check its output.

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KEY THEMES

Though the strategic planning sessions were held in diverse communities across the District, there were discernable themes that consistently emerged. These themes are noted below.



Student Focus

Students must be at the centre of the District. This requires all departments to align their resources to enhance the student experience.



Indigenous Focus

In the spirit of true Reconciliation, the programming and student experience must be relevant and resonate with indigenous students, families, and communities to facilitate engagement and a sense of belonging.



Student Growth

All students have the potential to learn and grow. Growth is not limited to academics, it must also include social-emotional well-being. Schools should foster student curiosity and voice.



Diversity, Equity, Inclusion

The District needs to create spaces where everyone belongs, is respected, and feels safe to be their authentic self.



Parents/Caregivers

Parents/Caregivers are crucial partners in the education of children. It is important to provide opportunities for authentic voice.



Advocacy

Continue to pay attention to the need for adequate resources required to properly support all students.



Employee Well-being

To be a high-functioning and performing district, those who work within it must have their well-being supported. Professional development, feeling valued, appreciated, and engaged are necessary for the success of students and the organization as a whole.



Stewardship

Schools must continue to advocate for sustainable practices, nurture a mindset of conservation, and actively engage in initiatives that protect the traditional lands and water of the Secwépemc people.



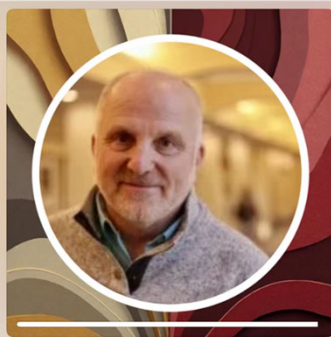
Safety

Emotional, cultural, and physical safety require inclusive and nurturing spaces where all feel protected, respected, and empowered.

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35



May 29 · S2 E22 · 27 secs. left

Beyond Time-Saving: Why Relationships Matter More Than Ever in AI-Enhanced Classrooms



Deep Learning Dialogues >

–“The pathway to student well being is through teacher well being. There’s an opportunity here.”

–“In the end, that’s the purpose...not so we can get more work done, not so we can be more efficient, but so we can be flourishing human beings.”

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The Board of Education of School District No. 83

Item 10A

BRIEFING NOTE

TO: The Board of Education
FROM: Donna Kriger, Superintendent
RE: Eagle River Secondary School International Trip

DATE: October 21, 2025

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

Dakota Mellin and Ryan Meise, teachers at Eagle River Secondary School are seeking Board approval to take a group of students in grades 10-12 to Switzerland, Italy, France and Spain, during the March Spring break in 2026. 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 Eagle River Secondary School International Field Trip in March 2026."

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:

03/16/26

dd / mo / year

Return date of trip:

03/26/26

dd / mo / year

SCHOOL: Eagle River Secondary

DESTINATION: Switzerland, Italy, France, & Spain

ORGANIZING TEACHERS: Dakota Mellin Ryan Meise

IDENTIFY GROUP OR CLASS OF STUDENTS: Grade 10-12 students who sign up

GRADE (s): 10-12 TOTAL NUMBER OF STUDENTS: 16

TOTAL NUMBER OF SUPERVISORS: 2 teachers and 2 parents

CURRICULUM PURPOSE: Experience various cultures, perspectives, and experiences

ACTIVITIES: Fondue on the alps, explore famous architecture, and walking tours

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): Dakota Mellin Ryan Meise

Parent(s): _____

TRANSPORTATION: ☐ School Bus ☐ Private Vehicle

Other (eg: foot or bike): Airplanes, trains, and coaches

ACCOMMODATION: EF organizes all accomadation

Funding Source: Europe Trip Fundraising ☐ or see attached

Teacher: [Signature] Date: Sep 05, 2025

Principal: [Signature] Date: Sep 05, 2025

Superintendent / Designate: _____ Date: _____

(Field Trip Info Form)



1

**Eagle River Secondary
students in Grade's 10-12
will have the opportunity
to travel across
the Atlantic Ocean.**

2

Why we're travelling

- / Helps students grow
- / Become more independent
- / Embrace new challenges

3

Why travel with EF?

- / Local offices and staff worldwide
- / Emergency coverage 24/7, 365
- / Proudly Canadian for over 40 years



4

Safety on tour

24/7 Connection to EF
as traveler and parent

24/7 Tour guide to help
with all medical issues

Wearable contact
information provided



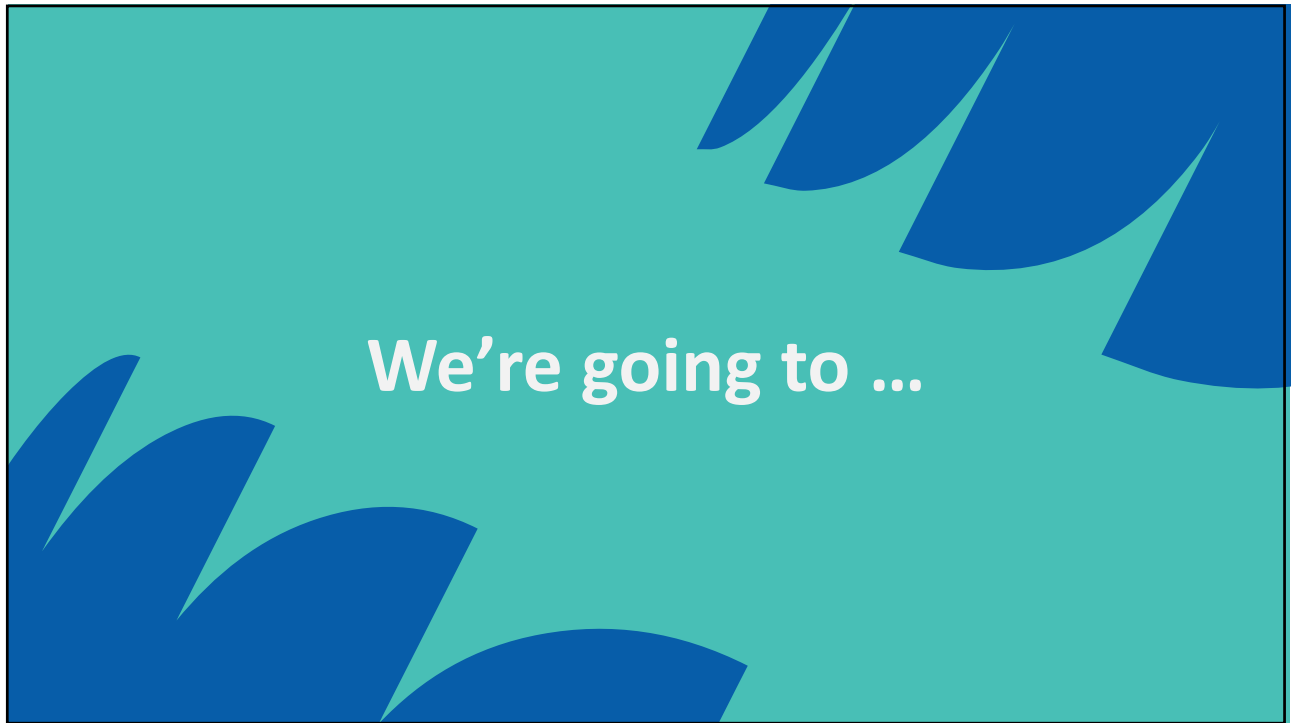
5

Our dedicated Tour Director leads the way



- Meets our group at the airport and stays with us until we depart
- Expertly trained guides who speak the local language
- Extensive knowledge of our destination
- Manage everything from hotel check-in to facilitating meals to handling tickets
- A teacher at heart who will deliver engaging commentary and facilitate hands-on learning

6



7

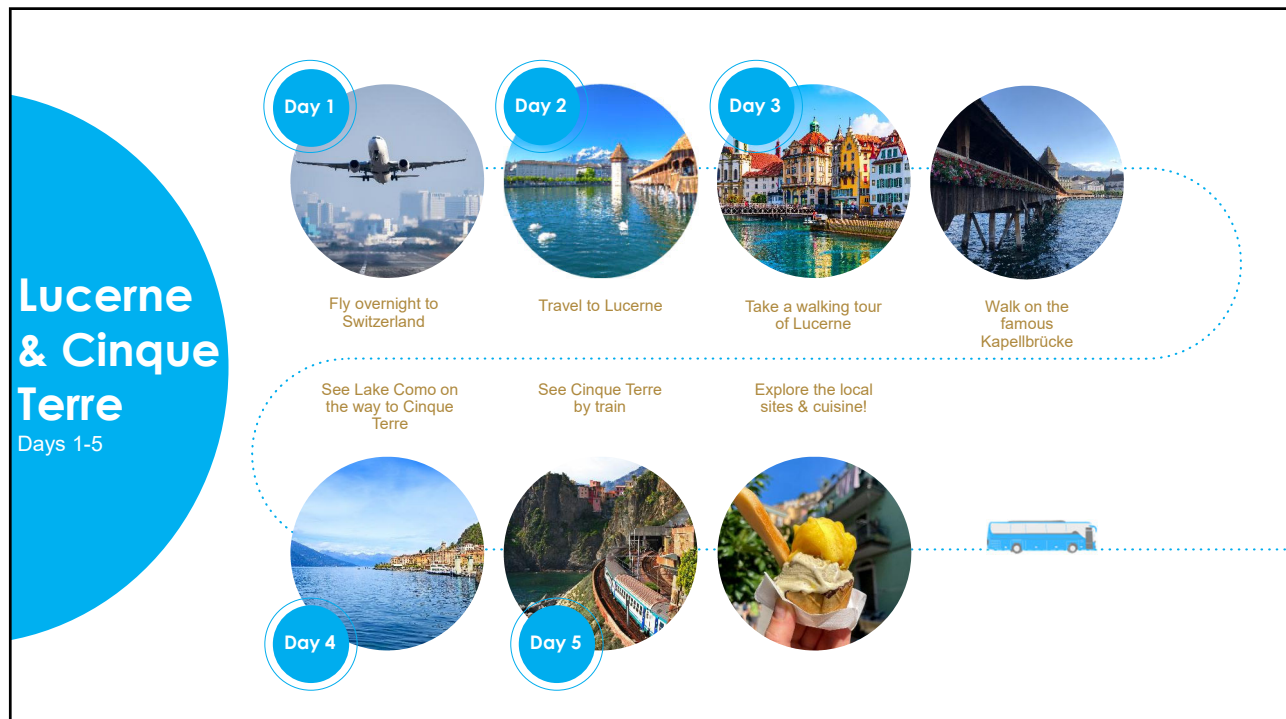


8

The Alps & the Mediterranean Coast



9



10



11

Travel dates

March 14, 2026	March 16-26, 2026	March 28, 2026
Earliest departure	Requested travel dates	Latest return

Should unforeseen external factors affect a tour's departure date, EF strives to keep the updated departure dates within one to two days of the original date.

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12

Everything included



Full-time Tour Director who's with you every step of the way



Expert-led sightseeing tours in iconic destinations



Transportation including round-trip flights



Tickets to bucket-list experiences and attractions



Daily breakfast and dinner featuring regional cuisine



Overnight stays in hotels with private bathrooms

Global Protection Plan Travel Insurance

13

What students responsible for

Spending money

Passport and visas

Tips and customary gratuities

Free time excursions

Lunches and snacks

14

Fundraising, Jobs, Bottle Drives, Sundae Sales, Tea Parties

So how are we paying for
it?

And the lessons we've
learned

Movies, Community Events, Sleepovers, Garage Sales, Cookies

15

Tour price

The Alps & The Mediterranean Coast	
Program Price ¹	\$5,660
Includes:	
• Round trip economy class flights and on tour transportation • Hotels with private bathrooms roomed in triples or quads • Breakfast and dinner (see your itinerary for meal details) • Full-time Tour Director • Daily activities, tours and entrances to attractions	
Swiss Fondue Evening	\$159
Global Travel Protection Plan	\$199
EF's Peace of Mind Program ²	Free
Total for Students (under 20)	\$6,018
5 monthly payments	\$1,164/mo
Adult Supplement ²	\$1,210
Total for Adults	\$7,228
5 monthly payments	\$1,406/mo

Registration Numbers: TICO-2395858 | CPBC-73991 | OPC-70273

Monthly price
approximately:

\$308

Total student price: \$6018
(including taxes)

Quote created on 10/15/2025*

The program price is valid for today. Program Price includes HST/GST where applicable (domestic tours only), departure taxes and airport fees. Please call 1-800-263-2806 for more information.

To view EF's Booking Conditions, visit [ef-tours.ca/bc](https://www.ef-tours.ca/bc) which outline full price inclusions, payment schedule, cancellation, and refund policies.

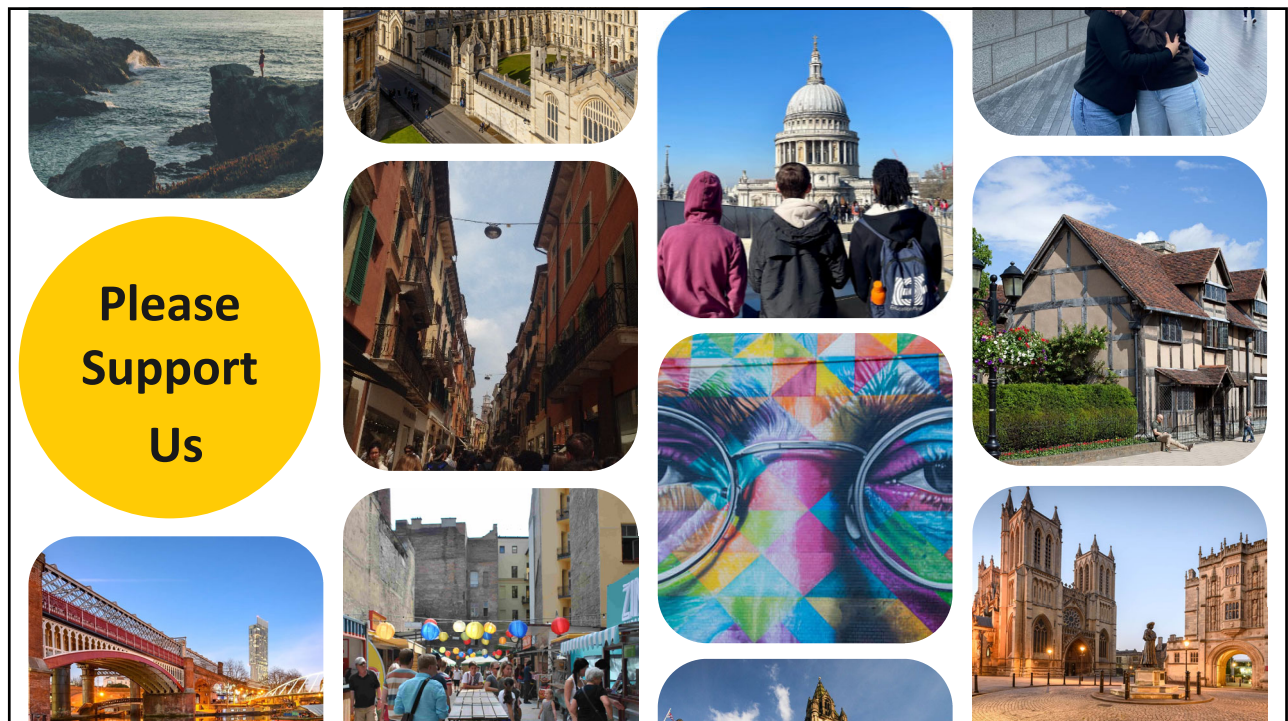
16

Current Fundraised Funds

~\$2500 and counting



17



18

International Travel Program Proposal

Eagle River Secondary | Dakota Mellin



The Alps & the Mediterranean Coast – Spring 2026

<https://www.eftours.ca/tour-website/2758759DE>

Your partner in travel-based learning

EF Education First is the world leader in international education. For over 55 years, we've partnered with educators around the world to help more than 15 million students gain new perspectives and build skills for the future through experiential learning.

Our mission is to empower educators to do their best work. At EF Educational Tours, we're working to define the modern educational tour experience. Our itineraries are more than places to go and things to see. We build programs that challenge assumptions, spark connections, and inspire curiosity in young students. Students will expand their knowledge of the world around them, discover more about themselves, grow more confident and independent, and understand new people, places, and cultures.

We take care of every detail of the tour experience—transportation and lodging, meal reservations and menus, museum tickets and local tour guides, and much more. That also includes behind-the-scenes elements, like safety checks at hotels and background checks on adult travelers. With all that taken care of, educators, travelers and parents can focus on the bigger picture.

You'll find all the details and more on the next few pages.

What's contained in this document

Pg. 2	Safety
Pg. 4	Liability protection
Pg. 6	Affordability
Pg. 7	Our Global Learning Model
Pg. 9	Itinerary specifics
Pg. 10	Cost and payment options
Pg. 11	Sample hotels
Pg. 12	Sample meals
Pg. 13	Next steps

This proposal is property of EF Education First and the educator/school for which it was intended. Distributing, copying, and/or sharing it are prohibited. The proposal, including pricing, is valid for the educator, tour, and date(s) specifically mentioned herein. For additions, subtractions, or modifications, please contact your EF Tour Consultant.

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Safety

Your students' safety is our number one priority. We would never send a traveller to a location we believe to be unsafe—and with our extensive global presence, our best-in-the-industry experience, and our close working relationships with Canadian and international authorities, that's a statement we can back up with real insight.

We follow travel restrictions worldwide and it is EF's policy that we will never operate any tour to a destination which is under an active "Avoid All Travel" Government of Canada Travel Warning. Whether it's a worldwide pandemic or a sprained ankle, a missed flight or confusing medical paperwork, we've seen it all *and* we have the resources to handle it. In other words, whatever happens, we're ready.

***For specific information on EF's response to COVID-19, visit [eftours.ca/health-and-safety](https://www.eftours.ca/health-and-safety)**

Worldwide presence

EF's global presence is truly unmatched. We have staff on the ground 365 days a year in over 50 countries. And we don't just work in those countries—we call them home. EF team members live in nearly every one of our tour destinations, meaning we have the local knowledge to help keep our groups safe. That presence allows us to be there to support you on the ground wherever and whenever you need us.

24/7 emergency support

If anything on tour goes wrong, EF staff is always available to help. Your Tour Director is your group's constant companion and first point of contact in an emergency. Additionally, our fully trained support teams are on hand 24/7 to walk teachers through any issues and provide the resources necessary to get things back on track. Our Safety and Incident Response Team—comprised of industry experts, healthcare experts, and even former FBI personnel—is ready to spring into action 24 hours a day, 365 days a year. And when they aren't directly helping EF travelers, they're actively innovating on and shaping the new worldwide standards for cleanliness and safety.

Your team

This group is fully committed to your school's trip and the safety of every traveler.

Operations Safety & Incident Response Team

– This team is strategically based in our Toronto, Boston, Panama, Tokyo, Zurich, and Sydney offices to accommodate for all time zones. Available 24 hours a day, every day of the year, they are trained to react quickly if travellers need help. The team uses a combination of extensive training, simulations, incident response planning, and previous experience to manage emergencies. As needed, they can facilitate additional support for groups on tour, solve operational issues, arrange assistance from outside specialists, and liaise with local and international authorities.

Emergency Services & Support Team

– Our support team is available 24/7 to help resolve any issue, from a missed flight to a lost passport to more serious on-tour incidents. They also facilitate communication between travellers and families in the event of an emergency at home. The team is made up of highly trained and dedicated EF staff in our Montreal, Toronto, and Vancouver offices who are equipped to solve problems and answer questions that may come up, even outside of regular business hours.

Tour Director – Assigned exclusively to your tour for the length of the stay at your destination, your Tour Director meets your group at the airport and travels with you until your departure. All Tour Directors undergo a background check as permissible by local law every two years and are required to participate in ongoing EF safety trainings. They're the first point of contact in an emergency and also communicate information to help travellers stay safe in a foreign destination. Tour Directors assist Group Leaders with hotel check-ins, coordinate meals, facilitate excursions with local guides, and much more. They're also

culturally connected and expertly trained to support impactful learning experiences.

Tour Consultant – This itinerary expert is devoted to the growth of your students. They are your school's partner, working with you on everything from finding the perfect tour and enrolling students to offering fundraising advice and creating long-term travel programs for your school community. They work directly alongside the Group Leader (a.k.a. local teacher), right up until the moment of departure to make sure everything goes smoothly.

Traveller Support – Our team of support specialists are readily available to help students and families prepare for travel as well as answer questions about payment plans, food allergy issues, and any other topics that arise.

Chaperones – EF provides a free Chaperone spot on your tour for every 6-10 students that register (your exact student to chaperone ratio is your choice!). Chaperone places are provided to assist Group Leaders with supervision of students to help keep them safe. Who you designate as a chaperone is your choice!

Protection for travelers, schools, and districts

We understand that unpredictable things can happen, either on tour or before departure. We offer a variety of protections, programs, and policies to make sure that, no matter what happens, travelers, schools, and districts are covered. We're doing everything we can to make planning for the future as flexible as possible.

General liability insurance

All Group Leaders, schools, and districts who travel with EF are automatically added as additional insureds under our **\$50 million General Liability Policy**, regardless of whether the tour is affiliated with the school. EF's liability coverage is primary and non-contributory for covered third-party claims. The policy helps safeguard Group Leaders and their schools for covered third-party claims related to bodily injury or property damage, which includes providing a legal defense and covering legal costs for such claims. In addition, all travelers are required to sign EF's Release and Agreement, which includes a release of liability of their Group Leader, school, and school board.

Flexibility to change tours

The world is always changing. And while our belief in the positive impact of travel is unwavering, it can feel hard to predict what life, here in Canada and abroad, will look like several months, a year, or even two years from now. When you decide to travel with EF, we want you to feel secure in that decision. That's why these benefits are built into every EF program.

Peace of Mind Program

Provided to all groups

We understand that plans can change due to unforeseen circumstances. EF provides this exclusive program to account for such situations. It provides groups with flexibility to change the dates and destination of their tours in uncertain times. This program accounts for such circumstances and can be enacted up to 45 days prior to departure at the group level for any reason, including terrorism or other world events.

Protection for individual travelers

Travelers can help protect their investment and themselves from certain unexpected events and expenses while on tour with the Global Travel Protection Plan and EF Cancel for Any Reason Plan.

Global Travel Protection Plan

Available to all travelers

Designed specifically with EF travelers in mind, this plan provides both pre-departure and post-departure insurance benefits, including medical expense coverage that may apply on tour and tour cancellation for specified reasons.

Cancel for Any Reason Plan

Available to all travelers

Along with the benefits offered in the Global Travel Protection Plan, individuals can add the Cancel for Any Reason Plan to their account up to 30 days after enrolment, allowing them to receive an enhanced refund under this cancellation waiver benefit in the event of a pre-tour cancellation.

Background checks for adult travelers

EF reserves the right to conduct a background check on all adult travelers (20 years and older) prior to travel. This provides a safer tour experience for all travelers and aligns with the process and expectations of many school districts for adults who volunteer in schools or chaperone school activities. The secure process, provided by a leading professional provider, only identifies those individuals who could present a risk to student travelers while on tour. Background checks are fully funded by EF and are at no cost to your school.

Affordability

We believe every student should have the opportunity to travel. That's why we're dedicated to providing the lowest prices possible and giving travelers multiple resources for managing payments.

Tour Consultants work closely with teachers to build a tour that's exactly right for your students. Through discussions with your teacher, they consider learning objectives, cost, timing considerations, and any other factors to craft a tour that's accessible to as many students as possible.

Resources for managing cost and payments

Automatic Payment Plan - Our recommended payment plan offers the ability to break the tour fee into smaller installments. With most tours planned well in advance, travelers can enroll for only \$199, then pay over a long period of time—often up to 18 months or two years—with final payment due 30 days before departure. Families make payments directly to EF, with no payments going through the school.

Personal Donation pages - Each student has access to their own unique and customizable donation page. The easy-to-share page makes it simple for friends and family to contribute a little something that is automatically applied to the balance of the tour, with no fees whatsoever.

Early Enrolment Discounts - Students who enroll prior to 365 days before their tour date are eligible to receive an “Early Enrollment Discount” and lock in the lowest price.

Uplift - Uplift makes budgeting easy, so families can manage expenses over time, with even lower monthly payments than available on the Automatic Payment Plan. Uplift's monthly payments begin at the date of booking and continue past the return date of their trip to help distribute the cost over a greater period and increase the affordability of travel for all.

Our Global Learning Model

About EF

Founded in Sweden in 1965, EF has built itself on a foundation of education for the past 55+ years. EF has helped millions of people see new places, experience different cultures, and discover things about themselves and the world. Our experiential, educational tours are designed to spark curiosity, confidence, and awareness, and have always been guided by our mission of **Opening the World Through Education.**

Travel is for everybody

Everyone should experience the life-changing impact of educational travel. That's why we're driven by our vision for Diversity, Equity, Inclusion, and Belonging (DEIB). We're constantly growing, learning, and reflecting—just like our travelers do—so we can increase access to our programming for all, while committing to expanding who we work with and the perspectives we celebrate on our tours.

Our educational philosophy

Preparing students for *the* future and *their* futures

We're an education company first. Experiential travel is simply how we bring learning to life. That's why we design each of our physical journeys to spark even more powerful personal ones—helping students learn more about the world, themselves, and the impact they can make in the world.

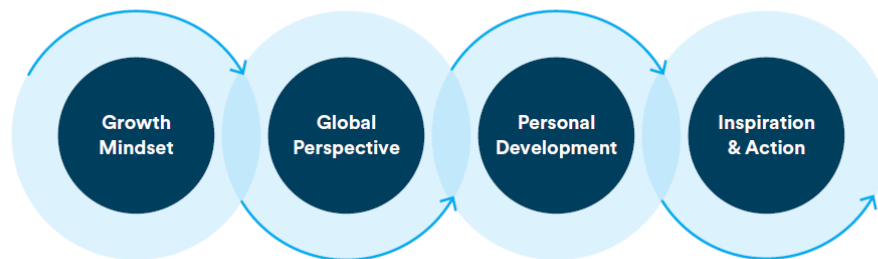
EF tours amplify the lessons educators teach in the classroom by enabling hands-on, real-world experiences that open students' minds and encourage them to become more well-rounded. Our programs, backed by research and designed with travel-based learning outcomes in mind, help students emerge from tour with a unique perspective.

Each traveler gains something different when they travel with us—whether that's newfound confidence or a greater sense of empathy that inspires them to have deeper conversations in their own communities. However, one thing remains the same: students return home with accelerated potential to take on the world and dive into ever-expanding growth.

Every EF program features four types of travel-based educational pillars that inform our tour design. We've consulted with educators and school administrators across Canada to make sure these pillars connect to classroom learnings and support the development of travelers through connection, reflection, and action.

Educational outcomes

The four pillars of our tours



Growth Mindset

Travelers will learn to embrace new opportunities and challenges with an open mind

They will:

- ✓ Expand their sense of wonder, curiosity, and creativity
- ✓ Participate in new and authentic experiences
- ✓ Become more adaptable and flexible while embracing challenges

Global Perspective

Travelers will understand the value of building global awareness by engaging with other cultures.

They will:

- ✓ Reflect on similarities and differences through cross-cultural connections
- ✓ Broaden their worldview while exploring cultural customs, beliefs, and languages
- ✓ Engage with cultural, social, ethical, and environmental matters as world citizens

Personal Development

Travelers will develop both personal and interpersonal skills through self-reflection when they expand their horizons abroad

They will:

- ✓ Increase their independence, confidence, empathy, and self-awareness
- ✓ Practice critical thinking skills and increase their problem-solving abilities
- ✓ Learn to engage with peers, educators, and local communities in a global context

Inspiration & Action

Travelers will be prompted to consider their impact and influence in an ever-changing world.

. They will:

- ✓ Connect their experiences to their classroom and broader community
- ✓ Consider initiating change and advocating for causes they're passionate about
- ✓ Be inspired to apply their newfound capabilities and expanded viewpoints to their own lives

Key learning opportunities

How we achieve our educational outcomes on tour

Inspired by our mission of Opening the World Through Education, we create travel experiences that change people's lives. We help learners prepare for the future by teaching them more about the world, themselves, and themselves in the world. Each tour includes these four key opportunities that help foster global competencies in every traveler, making an impact on students for decades to come.

Cultural engagement

By connecting with locals and the broader community, our programs offer meaningful, authentic experiences that help travellers develop new perspectives while immersed in a different culture.

Guided learning

From participating in guided sightseeing to interactive discussions, our programs emphasize deep, intentional learning and development facilitated by local experts who help bring learning to life.

Active learning

Our itineraries are designed to ignite curiosity and creativity through hands-on experiences. Whether it's navigating a new city, ordering lunch in a different language, or taking part in an environmental restoration project, we introduce travellers to new opportunities, concepts, and perspectives that apply skills to the real world and promote critical thinking.

Independent discovery

Safe and structured time to explore is just as important as group participation. Our tours foster independence and self-knowledge, so travelers develop a sense of responsibility while becoming more aware of themselves in the world.

Itinerary specifics

For more robust details, the complete itinerary is attached to this document. It includes specific locations, each day's activities, travel plans, and more.

Price of the proposed tour

The Alps & The Mediterranean Coast	
Program Price ¹	\$5,660
Includes:	
• Round trip economy class flights and on tour transportation • Hotels with private bathrooms roomed in triples or quads • Breakfast and dinner (see your itinerary for meal details) • Full-time Tour Director • Daily activities, tours and entrances to attractions	
Swiss Fondue Evening	\$159
Global Travel Protection Plan	\$199
Early Enrollment Discount	-\$150
EF's Peace of Mind Program *	Free
Total for Students (under 20)	\$5,868
6 monthly payments	\$945/mo

The tour program price covers a wide range of services that ensure students have an incredible experience. It includes all the planning and preparation that leads up to departure, travel and accommodations, plus logistical support, and details once the group reaches their destination.

You can find EF's Booking Conditions at eftours.ca/bc which outline the tour inclusions, payment schedule, cancellation and refund policies. Amounts above do not include add-ons that may be available to travelers during enrolment. Full quote available online at eftours.ca. **Quote created on: 09/17/2025**

Sample hotels

Every hotel we work with must meet our high standards for safety, quality, and cleanliness. Hotels are vetted by our team to make sure they meet our requirements and are subsequently inspected regularly to ensure they continue to satisfy those parameters. Please note that hotels abroad may have different amenities than travelers are accustomed to in Canada.

Here are some *examples* of hotels students might stay in on tour:

Hotel Bristol Lavagna

C.so Giuseppe Mazzini 23, 16033, Lavagna, Genova, Italy

www.hotelbristollavagna.com

Hotel du Baou

246 Alee Hector Pintus, 06610 La Gaude, France

<http://www.hoteldubaou.com/en/>

Ibis Santa Coloma

Av. Pallaresa, 73, 79 Hb004484 Santa Coloma de Gramenet, Barcelona, Spain

<https://all.accor.com/hotel/6410/index.en.shtml>

Sample meals

Meals are selected to establish a more immersive cultural experience and give students an idea of how locals eat. Below are some examples of what travelers can expect at the destination that your teacher has chosen, but please note that meals can vary from tour to tour.



Switzerland

Soup
Alpine macaroni
Chocolate mousse

Italy

Tomato bruschetta
Lasagna
Gelato

France

Cheese quiche
Turkey with rice, mushroom and beans
Apple tart

How I can help with next steps

My name is Stef Carlson and I am Eagle River Secondary's dedicated Tour Consultant. That means I'll be working with Dakota Mellin every step of the way to make sure everything is perfectly planned.

I hope this overview has given you the information you need to feel confident in EF as an educational travel provider. Should you have any questions or need any additional information, please don't hesitate to reach out to me directly. EF is excited to continue partnering with your school to bring this life-changing experiential learning opportunity to your students!

Respectfully,

Stef Carlson
Senior Tour Consultant, BC Interior
604-256-0819
stef.carlson@ef.com

“I’ve been with the school board for the past 30 years, and one of the things I’m most proud of is our relationship with EF Educational Tours and the work we’ve done to introduce our students to the world. EF has been a fabulous partner in making that happen.”

Brian B., Director (Retired), Simcoe Muskoka Catholic

“EF is a world leader in travel...and it is evidenced in the care which is shown in the details of their tours. Student safety is paramount every step of the way and education is embedded in each moment of the tour.”

Lynn H., Educator, Quebec

“This was a very positive experience for my child. It not only educated her about other cultures, I feel that it gave her a deeper sense of her family roots. This tour went above and beyond her expectations.”

Tammy B., Parent, Newfoundland

**EF Educational Tours
80 Bloor St. West, 16th Floor
Toronto, ON M5S 2V1**

**EF Educational Tours
407 McGill St. #400
Montreal, QC, H2Y 2G3**

**EF Educational Tours
110 Cambie St. Suite 300
Vancouver, BC V6B 2M8**



The Alps & The Mediterranean Coast

11 OR 13 DAYS

Included in the program fee:

- Round trip airfare
- Transfers to and from the airport and hotel and between destination cities (as per program itinerary)
- Overnight in hotels with private bathrooms
- Continental breakfast daily
- Dinner daily
- Full-time services of an EF Tour Director

Not included in the program fee:

- Customary gratuities for your tour director, local guide and driver
- Porterage
- Personal Insurance
- Beverages and lunches
- Public transportation to free time activities

Overnight stays: Lucerne region (2); Cinque Terre (2); French Riviera (1); Provence (2); Barcelona (2); [Madrid](#) (2).

Sightseeing tours led by an expert: Barcelona; [Madrid](#).

Entrances included: Swiss Alps Experience; Cinque Terre; Papal Palace; Pont du Gard; Nîmes Amphitheatre; Park Güell; [Prado Museum](#); [Royal Palace](#).

Optional Excursions: Swiss Fondue Evening; Barcelona Flamenco Show; [Toledo](#).

Please note that the following is a sample timed itinerary for this EF tour with approximate addresses, activity durations, and transfer times. Exact timing may vary based on available flights, hotel location, scheduled activity bookings, traffic, etc. Your EF Tour Director is available to the group 24/7 while on tour. EF works with Group Leaders to ensure that travelers have a safe and memorable experience while on tour.

Day 1: Fly overnight to Zurich

Day 2: Zurich | Lucerne region

Morning: Arrive in Zurich and meet your Tour Director at the airport

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

Afternoon: Arrive at the hotel in the Lucerne region

Recall the legends of folk hero William Tell (and his fortunate aim) as you overnight in the Vierwaldstättersee (Lake Lucerne) region.

6:00pm: Group dinner at the hotel in the Lucerne region

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 3: Lucerne region

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Transfer from the hotel to central Lucerne

10:00am: Walking tour of Lucerne

Get to know Lucerne during your Tour Director-led walking tour. You might walk the length of the Kapellbrücke, Lucerne's medieval covered bridge, make your way to the Lion Monument, a statue carved into a rock cliff near the center of town, or stroll along serene Lake Lucerne to take in the majestic mountain views.

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Swiss Alps Experience

Venture to the head of the Swiss Alps, atop one of the majestic peaks that tower over charming Lucerne. Take a boat across Lake Lucerne and ride a cog railway to the top of either Mount Pilatus (best known for its steep railway and its iconic craggy summit) or Mount Rigi (beloved for its original mountain railway and its history as a favorite spot of Mark Twain). Enjoy the splendid views of the quaint villages and fields of Switzerland as you trek along the mountain with your group. *(The Swiss mountain could be Mount Pilatus or Mount Rigi, and it could be snowy! We recommend bringing a warm jacket, hat, and scarf. There could be short periods spent outside.)*

5:00pm: Optional Activity – Swiss Fondue Evening

Opt to join us for our special Swiss Folklore Event. Enjoy cheese fondue, the country's most popular dish. Dip your long forks into the caquelon, and be treated to lively Alpine entertainment-including authentic flag swinging, alpenhorn playing, and yodeling. (Please note that this optional is only available from March through September.)

**if your group does not select this optional excursion, you will have supervised exploration time with your Group Leader and Chaperones*

9:00pm: Travel by private motorcoach to the hotel

10:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 4: Lucerne region | Lake Como | Cinque Terre region

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Transfer to the Cinque Terre region via Lake Como

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

5:00pm: Arrive at the hotel in the Cinque Terre region

Welcome to the Cinque Terre region, a cluster of towns perched on the dramatic cliffs of the Mediterranean coast. Each of the region's five Italian villages- Monterosso, Vernazza, Corniglia, Manarola and Riomaggiore-has its own unique character and charm.

6:00pm: Group dinner at the hotel in the Lucerne region

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 5: Cinque Terre region

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Transfer to central Cinque Terre

10:00am: Spend the day exploring Cinque Terre

Travel by train between the villages and take in views of dazzling aquamarine water, which makes the area popular with sunbathers and swimmers. From Monterosso's lively markets to Vernazza's medieval forts and Manarola's pastel-colored edifices, there is something for everyone to discover and enjoy in Cinque Terre.

6:00pm: Group dinner at the hotel in the Cinque Terre region

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 6: Cinque Terre region | Monaco | French Riviera

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Transfer to the French Riviera via Monaco and Nice

11:00am: Walking tour of Monaco

Your Tour Director will introduce you to Monaco. Together, you might see the Casino Monte-Carlo, the Cathédrale de Monaco, or the hairpin turn made famous by the Monaco Grand Prix.

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

3:00pm: Arrive in the French Riviera

Welcome to the French Riviera, land of deep blue waters waving palm trees and sun-drenched promenades.

4:00pm: Walking tour of Nice

Get to know Nice during your Tour Director-led walking tour. Together you might stroll through the Vieille Ville, past white-washed villas or see the famous Promenade des Anglais.

5:30pm: Group dinner at a restaurant in central Nice

7:00pm: Travel by private motorcoach to the hotel

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 7: French Riviera | Avignon | Provence

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Transfer to Provence via Avignon

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Visit the Papal Palace

Pope Clement V, a native of France, chose Avignon as the seat of the papacy in the 1300s. Stroll through the splendid sprawling Palais des Papes in which he and six successive popes resided. View the stunning Italian frescoes in the chapel, step inside the papal vestry, and see the hidden vaults where the Church's riches were stored.

4:00pm: Walking tour of Avignon

Your Tour Director will introduce you to Avignon, capital of the Provence region. Together, you might see the famous Palais des Papes or stroll by the quaint shops and restaurants within the walled city.

5:30pm: Group dinner at a restaurant in central Avignon

7:00pm: Arrive at the hotel in Provence

Welcome to the Provence region of France, one of the most beautiful and acclaimed parts of the country. In this region, discover a land of stunning architecture with heavy Roman influence, varied local produce and strong artistic links, none more famous than Impressionism.

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 8: Provence

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Transfer to Nîmes via the Pont du Gard

10:00am: See the Pont du Gard

See the Pont du Gard, a portion of an aqueduct built by the Emperor Agrippa in AD 19. This spectacular work of Roman engineering is impressive in both form and function—the water conduit, atop the three levels of arches over the River Gard, brought 2,000 gallons of fresh water to the city each day.

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Walking tour of Nîmes

Your Tour Director acquaints you with the ancient Gallic settlement of Nîmes. The town sprouted up around a sacred spring, which was the haunt of the god Nemausus, origin of the city's name. With the arrival of the Romans in 121 BC, the settlement began to prosper. Today, you will visit an ancient amphitheater built to accommodate 21,000 spectators. Nîmes is also famous as the birthplace of denim, a fabric named for its origins—de Nîmes.

3:00pm: Visit the Nîmes or Arles Amphitheatre

Also called the Arena of Nîmes, the Nîmes Amphitheatre is a Roman style amphitheatre that was built around 70 AD. The structure's original usage, however, has now shifted as the amphitheatre currently hosts 2 major bullfights per year.

5:30pm: Group dinner at a restaurant in Provence

7:00pm: Travel by private motorcoach to the hotel

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 9: Provence | Barcelona

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Transfer to Barcelona by private motorcoach

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

4:00pm: Arrive in Barcelona

Welcome to Barcelona, an art lover's dream city and the place where masters like Miró, Picasso and Dalí flourished. As the capital of fiercely nationalistic Cataluña, Barcelona also celebrates unique identity through its language and increasingly influential government.

4:30pm: Walking tour of Barcelona

Get to know Barcelona during your Tour Director-led walking tour. Together, you might see the historic Gothic Quarter or enjoy the Mediterranean boardwalk.

5:30pm: Travel by private motorcoach to the hotel

7:00pm: Group dinner at the hotel in Barcelona

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 10: Barcelona

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Transfer to central Barcelona

10:00am: Guided Sightseeing of Barcelona

Your expertly guided tour will introduce you to the vibrant and culturally rich, Barcelona. You'll enter into Gaudí's fantasyland of Park Güell, complete with a bright mosaic lizard fountain and one of the longest benches in the world. Your bus will also take you past Antoni Gaudí's unfinished La Sagrada Família, whose twisting spires and colorful mosaics have rendered it an unmistakable symbol of Barcelona. Then, you'll continue through the Eixample district, down the Paseig de Gràcia where you'll see the Gaudi houses, La Pedrera and Casa Batlló.

11:00am: Visit Park Guell

The beautifully landscaped park is decorated with playful Modernist mosaics. Visit the Room of a Hundred Columns, a covered market with 84 pillars, and see the Casa-Museu, where Gaudí lived from 1906 to 1926.

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

5:00pm: Group dinner at a restaurant in central Barcelona

7:30pm: Optional Activity: Barcelona Flamenco Evening

Encounter the drama, rhythm, and heartbeat of Spain at an optional Flamenco performance. Born of Indian, Moorish, Arabian and gypsy influences, Flamenco dance is a passionate blend of intricate heelwork and clapping, accompanied by songs and guitar.

**if your group does not select this optional excursion, you will have supervised exploration time with your Group Leader and Chaperones*

9:30pm: Travel by private motorcoach to the hotel

10:30pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 11: Depart for Home

4:30: Wake-Up Call

5:30: Breakfast at Hotel

6:30: Transfer to the airport for your return flight

Your tour director assists with your transfer to the airport, where you will check in for your return flight home.

The itinerary is subject to change.

For complete financial and registration details, please refer to the Booking Conditions at www.eftours.ca/bc.

 For an additional cost add the following 2-day extension:

Day 11: Barcelona | Madrid

6:00 am: Wake-up call

7:00 am: Breakfast at the hotel

8:00 am: Transfer to the train station in central Barcelona

9:00am: Transfer via AVE Train to Madrid

Board Spain's high-speed train, dubbed the AVE-Alta Velocidad Española. The first AVE train was inaugurated in 1992 with the completion of the Madrid-Sevilla line. The train will reach a maximum speed of more than 180 miles per hour before arriving in Madrid, your destination for the evening.

12:00pm: Arrive in Madrid

Welcome to Madrid! At 2,100 feet, this is Europe's highest capital, a hub for art-lovers, and home to one of the world's most famous soccer teams.

12:30pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Walking tour of Madrid

Your Tour Director will introduce you to Madrid during a walking tour. Together, you might see the impressive Puerta del Sol, stand in Madrid's historic Plaza Mayor or stroll down the chic and trendy Gran Via.

3:00pm: Visit the Prado Museum

Explore the Museo del Prado which houses an astonishing 3,000 paintings collected by Spanish royalty. This massive building is constantly expanding in order to accommodate its impressive catalogue of Velazquez and Goya. It also boasts fine pieces by El Greco, Botticelli and many Flemish artists.

6:00pm: Group dinner at a restaurant in central Madrid

8:00pm: Travel by private motorcoach to the hotel in Madrid

9:30pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 12: Madrid

6:00 am: Wake-up call

7:00 am: Breakfast at the hotel

8:00 am: Travel from the hotel to central Madrid

10:00am: Guided sightseeing of Madrid

Your expert local guide will introduce you to Madrid, the capital and largest city in Spain. During your panoramic bus tour, see the Plaza Mayor and the Puerta del Sol.

11:00am: Participate in an interactive scavenger hunt around the city of Madrid

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Optional Activity – Guided Excursion to Toledo

Embark on a journey to the former Spanish capital of Toledo, where Muslims, Jews, and Christians once peacefully coexisted. Notice the influence of all three cultures as you tour the 12th-century St. Mary's Synagogue. Designed to be a mosque, but then used as a synagogue, it was finally converted into a church. You'll also visit the cathedral that dominates Toledo's skyline before continuing to the Church of Santo Tomé. Here you'll view El Entierro del Conde de Orgaz (The Burial of Count Orgaz), one of El Greco's supreme achievements. Then, make a final stop at a local damascene workshop. Damascene is an intricate Muslim craft originated in Damascus and made famous in Toledo.

**if your group does not select this optional excursion, you will have supervised exploration time with your Group Leader and Chaperones*

6:00pm: Group dinner at a restaurant in central Madrid

8:00pm: Travel by private motorcoach to the hotel in Madrid

9:30pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 13: Depart for Home

4:30: Wake-Up Call

5:30: Breakfast at Hotel

6:30: Transfer to the airport for your return flight

Your tour director assists with your transfer to the airport, where you will check in for your return flight home.

The itinerary is subject to change.

For complete financial and registration details, please refer to the Booking Conditions at www.eftours.ca/bc.



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The Board of Education of School District No. 83

Item 10B

BRIEFING NOTE

TO: Board of Education
FROM: Reid Findlay, Director of Instruction
RE: Auto Collision Repair BAA Course Approval

DATE: October 21, 2025

Background

After many years of successfully partnering with Vancouver Community College (VCC) to offer an Automotive Collision Repair Dual Credit Program at AL Fortune Secondary, the cost of the program was no longer viable for either VCC or School District No.83 to continue. After exploring the possibility of creating a different type of partnership with VCC where our Red Seal / BC Certified Teacher could be the teacher and VCC could be the curriculum provider, we determined that the best approach for our students was to offer Auto Collision Repair to students through a Board Authorized/Approved (BAA) course.

BAA courses span a wide range of topics that allow students to explore personal interests and career pathways. Providing students with a pathway while in high school to explore this automotive trade supports our Career Development Goal of having each student develop the skills and competencies necessary to be successful in a career or community pathway of their choice. The learning progressions outlined in these two new BAA courses build upon the strong foundation of the Auto Body 10 BAA course that previously served as the natural entry point to the Dual Credit Program we can no longer offer.

Recommendation

"That the Board of Education approve the Autobody 11 & 12 Courses as presented."

Respectfully submitted,

Reid Findlay
Director of Instruction (Middle/Secondary)

Board/Authority Authorized Course Framework Template

School District/Independent School Authority/Owner/Operator Name: Kwsaltktnéws ne Secwepemcúl'ecw	School District/Independent School Authority/Owner/Operator Number (e.g. SD43, Authority #432, Owner/Operator #123): 83
Developed by: Jason Inkster	Date Developed: October 7, 2025
School Name: A.L. Fortune Secondary	Principal's Name: Mark Marino
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority, Owner/Operator or Designate Approval Date:	Board/Authority Chair, Owner/Operator or Designate Signature:
Course Name: Autobody 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority or Owner/Operator Prerequisite(s):

Recommended to have taken Autobody 10.

Special Training, Facilities or Equipment Required:

The course requires a classroom for theory, access to a computer lab/technology and a lab/shop space to perform many aspects of Automotive Collision.

Course Synopsis:

Auto Body 11 builds on the foundational skills introduced in Auto Body 10, allowing students to deepen their understanding of automotive repair and refinishing. In this course, students will learn how to estimate and analyze collision damage with accuracy and attention to detail. They will explore techniques for measuring, straightening, and repairing minor damage using professional-grade equipment. The curriculum includes parts replacement, emphasizing proper fit, alignment, and safety standards. Students will gain hands-on experience in refinishing processes, including

surface preparation and application of refinishing materials. Students will receive instruction in refinish chemistry, Volatile Organic Compounds (VOCs) and the use of paint spray guns.

Rationale:

This course will be taught in a semester-based timetable. Students enrolled in this course will have already taken Autobody 10. While all pieces of Autobody 10 will be elaborated upon in Autobody 11, there is a clear set of new outcomes for Autobody 11 students.

Here are **5 curriculum goals** for an **Autobody 11 course**. These goals are designed to guide instruction and student learning throughout the course:

1. Develop Foundational Skills in Metal Repairs
2. Understand and body panel replacement and alignment
3. Using a variety of sheet metal equipment to make repairs to industry standard (iCar standard)
4. Surface Preparation (masking, cleaning) and use/maintenance of spray booths
5. Use Refinishing Materials and Equipment Safely and Effectively

The Auto Body 11 curriculum supports the **Thinking Competency** by encouraging students to critically assess collision damage and make informed decisions about repair strategies. It fosters **creative thinking** through refinishing and detailing tasks that require aesthetic judgment and problem-solving. The **Communication Competency** is developed as students learn to document damage, explain repair processes, and use industry-specific terminology in collaborative settings. Through hands-on work with minor repairs and spray techniques, students build **personal responsibility**, emphasizing safety, precision, and environmental awareness. The curriculum also promotes **social responsibility** by encouraging teamwork, respect for shared spaces, and ethical work practices. Students gain a sense of **positive personal identity** by mastering technical skills and seeing tangible results from their efforts. Exposure to real-world tools and techniques helps students explore career pathways and build confidence in their abilities. Overall, the course integrates technical learning with personal growth, aligning with BC's goal of developing educated, capable citizens.

Indigenous Worldviews and Perspectives:

This course employs many indigenous world views and perspectives. Foremost, this is an experienced based course with most of the content being hands on knowledge and skill development and exploration (experiential learning). There are also opportunities for students to explore their own creative design (a positive learner-centered approach). Within the structure of course, peer mentorship is encouraged through verbal communication often with senior students that have taken a different level of the course (flexibility – scheduling, program/course configuration, grouping). This community-based approach is critical to the learning process as automotive collision is often a process that is foreign to most students entering the program. The program also focusses on the respect for the environment as it addresses responsible practices in autobody work, such as waste reduction and recycling, connecting to Indigenous values of stewardship and sustainability. Indigenous knowledge in craftsmanship is also shared through how traditional Indigenous craftsmanship and how it relates to modern autobody work (e.g., attention to detail, respect for materials).

BIG IDEAS

The design cycle is an ongoing reflective process

Personal design choices require self-exploration, collaboration, evaluation and refinement of skills.

Tools and technologies can be adapted for specific purposes.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: Applied Design Understanding context · Interpret circumstances of or factors in a particular automotive situation or challenge Defining · Identify potential issues and troubleshoot · Identify requirements, intended impacts, and possible unintended negative consequences of service · Determine whether activity is collaborative or self-directed Ideating · Generate ideas to create a range of possibilities and add to others' ideas in ways that create additional possibilities · Critically analyze how competing social, ethical, and sustainability considerations impact creation and development of solutions · Choose an idea to pursue and maintain an open mind about other potentially viable ideas Prototyping · Identify and apply a variety of sources of information to develop a plan that includes key stages and resources · Analyze the design for the life cycle and evaluate its impacts	Students are expected to know the following: Progression #1: students will reinforce and enhance their understanding of the content below for Autobody 10 General shop lab layout and orientation Use of proper safety equipment Workplace Hazardous Materials Information System Orientation and awareness Basic related math skills in imperial and metric systems Proper set up and shut down procedures for oxy-acetylene welding, M.I.G Welding Different weld types Identification of types of materials or substrates Auto Body terminology in refinishing and dent repair Career Opportunities

· Consider a variety of materials for effective use and their potential for reuse, recycling, and biodegradability

· Make changes to tools, materials, and procedures as needed

Testing

· Identify and communicate with sources of feedback

· Develop an appropriate test, conduct the test, and collect and compile data

· Apply information based on feedback and testing results to make necessary changes

Making

· Identify appropriate tools, technologies, materials, processes, and time needed

· Carry out updated plan, incorporating feedback from self and others and from testing results

- Use materials in ways that minimize waste

Sharing

· Decide how and with whom to share their processes, to solicit and generate feedback

· Share final plans, products and processes to evaluate their success

· Critically reflect on plans, products and processes, and identify new goals

· Identify and analyze new possibilities for plans, products and processes, including how they or others might build on them

Applied Skills

· Apply safety procedures for themselves, co-workers, and operators in both physical and digital environments

· Individually or collaboratively identify and assess skills needed for automotive service plans, products and processes

· Develop competency and proficiency in skills at various levels involving manual dexterity, mechanics, and maintenance

· Develop specific plans to learn or refine identified skills over time\

Applied Technologies

· Explore existing, new, and emerging tools, technologies, and systems to evaluate suitability for automotive maintenance and repair interests

· Evaluate impacts, including unintended negative consequences, of choices made about technology use

· Examine the role that advancing technologies play in automotive contexts

Progression #2: content new to Autobody 11

Simplified metal straightening and repairs

Replacing panels, hoods, doors and fenders

Painting, Refinishing materials and equipment

Surface Preparation and Apply finishing

Big Ideas – Elaborations

- **Social and environmental impacts:** including operator and public safety; emissions and effects on the environment; manufacturing, packaging, disposal, and recycling considerations related to vehicle parts and products
- **Technologies:** tools that extend human capabilities

Curricular Competencies – Elaborations

- Research: seek knowledge from experts (e.g., First Peoples Elders), secondary sources, and community collaboration.
- Empathy: understand values and beliefs of other cultures and how they differ from your own.
- Defining: setting appropriate parameters.
- Constraints: consider limits like resources, cost, environmental impact, cultural appropriation, and sacred knowledge.
- Ideating & Inspiration: generate ideas from experiences, cultural knowledge, land, people, and experts.
- Use sketches, drawings, and flow charts.
- Feedback: gather input from peers and traditional knowledge sources.
- Testing & Sharing: test under appropriate conditions.
- Sharing: may include showing to others or use by others, giving away or marketing and selling.

Content – Elaborations

Simplified metal straightening and repairs (types of metal, types of damage, basic straightening techniques, sanding metal surfaces, application of various body fillers)

Replacing panels, hoods, doors and fenders (panel replacement, front fender replacement, door panel replacement, aligning, adjusting body components, remove and replace trim)

Painting, Refinishing materials and equipment (use of spray gun, paint temperature, refinishing techniques, undercoats, single stage urethane, base coat/clear coat, safe operation of spray booth, protective wear)

Surface Preparation and Apply finishing (paint removal, masking, cleaning, finish sanding)

Recommended Instructional Components:

This course uses a variety of activities, techniques, and methods to meet diverse student needs and deliver the curriculum effectively. Hands-on projects, demonstrations, and collaborative tasks allow students to engage with the material in ways that suit different learning styles. Individualized instruction and flexible pacing help ensure all students build confidence and competence. By incorporating real-world tools and scenarios, the course creates an inclusive and practical learning environment that supports student success.

Below are some examples of the instructional components:

- Hands-On Skill Labs with Reflection - students perform real-world autobody tasks (e.g., dent repair, painting, welding) in a supervised lab setting, followed by reflective journaling or group discussion (consideration: an appropriate balance of the various learning standards)
- Peer Teaching & Demonstrations - students take turns teaching a skill or demonstrating a technique to the class (e.g., masking for paint, MIG welding) (consideration: a variety of approaches, including both innovative and 'tried and true')
- Skill Progression - design lessons that build on previously learned techniques. For example, after learning basic sanding, students progress to priming and painting. How it builds on prior learning: reinforces foundational skills (e.g., surface prep), introduces more complex tasks that rely on earlier knowledge and encourages mastery through repetition and refinement.
(consideration: activities that draw from and build on prior learning)
- "Multi-Modal Repair Simulation" Strategy - students engage in a simulated vehicle repair task using a combination of visual, auditory, kinesthetic, and reading/writing activities. The task is broken into stages, each designed to appeal to different learning styles.
(consideration: various learning styles)
- Skills like measuring, cutting, and aligning panels are transferable to construction, machining, and fabrication. (consideration: activities that are transferable to other contexts)

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Fair, Transparent, Meaningful, and Responsive to All Learners

- Details: Students receive a clear rubric outlining expectations for technical accuracy, safety, communication, and reflection. The rubric is discussed in advance and adapted for different learning needs (e.g., visual aids, oral instructions, scaffolded tasks).

Focuses on Knowing, Doing, Understanding

- Details:
 - Knowing: Students identify types of damage and appropriate tools/materials.
 - Doing: They perform the repair (e.g., dent removal, sanding, priming).
 - Understanding: They explain why each step is necessary and how it affects the final outcome.

Provides Ongoing Descriptive Feedback

- Details: Instructors give feedback during each stage of the repair (e.g., technique, safety, finish quality), using checklists and verbal comments. Students also receive written feedback on their work journal entries.

Is Ongoing, Timely, Specific, and Embedded in Day-to-Day Instruction

- Details: Assessment occurs throughout the unit during demonstrations, practice, and final execution. Feedback is immediate and tied directly to the task at hand.

Provides Varied and Multiple Opportunities to Demonstrate Learning

- Details: Students show learning through:
 - Hands-on repair
 - Written reflections (daily progress and goal setting)
 - Peer discussions

Involves Students in Their Learning

- Details: Students help set goals for their project, choose which panel to repair. They also participate in peer reviews.

Promotes Self-Assessment and Goal Setting

- Details: Students complete self-assessment checklists after each stage and write short reflections on what went well and what they want to improve next time.

Allows for a Collection of Work Over Time

- Details: Work Journal and Project Reflection Sheets:
 - Initial damage assessment
 - Step-by-step documentation
 - Instructor feedback
 - Final reflection

This creates a full picture of growth and skill development.

Communicates Clearly to Learners and Parents

- Details: The rubric and portfolio are shared with students and parents. Progress reports include specific comments on strengths, areas for growth, and suggestions for support (e.g., extra practice, mentorship).

Learning Resources:

Textbooks: Autobody – Repairing and Refinishing (Tobold/Richardson)

Product/Supplier fact and safety data sheets

Online resources for specific content/tasks (Youtube...)

Teacher developed resources (developed over time)

Board/Authority Authorized Course Framework Template

School District/Independent School Authority/Owner/Operator Name: Kwsaltknéws ne Secwepemcúl'ecw	School District/Independent School Authority/Owner/Operator Number (e.g. SD43, Authority #432, Owner/Operator #123): 83
Developed by: Jason Inkster	Date Developed: October 7, 2025
School Name: A.L. Fortune Secondary	Principal's Name: Mark Marino
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority, Owner/Operator or Designate Approval Date:	Board/Authority Chair, Owner/Operator or Designate Signature:
Course Name: Autobody 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority or Owner/Operator Prerequisite(s):

Recommended to have taken Autobody 10 and 11.

Special Training, Facilities or Equipment Required:

The course requires a classroom for theory, access to a computer lab/technology and a lab/shop space to perform many aspects of Automotive Collision.

Course Synopsis:

Auto Body 12 builds on the skills introduced in Auto Body 10 and 11, allowing students to deepen their understanding of automotive repair and refinishing.

This course builds on foundational autobody skills and introduces students to advanced techniques in vehicle repair, customization, and refinishing. Autobody 12 is an advanced-level course designed to prepare students for entry into the automotive repair and refinishing industry.

This course emphasizes precision, creativity, and professionalism through a combination of hands-on practice and technical theory. Students will refine their skills in the **measurement and use of autobody tools and instruments**, with a focus on both **imperial and metric systems** to ensure accuracy across diverse repair tasks.

Learners will engage in **structural and plastic repair techniques**, gaining experience in restoring vehicle integrity and cosmetic components using industry-standard methods. The course also explores **custom painting and body design**, encouraging students to apply creative techniques while maintaining high standards of finishing and detail. Students will investigate **paint problems and prevention**, learning to identify common defects and apply corrective and preventative measures.

Additionally, students will work with **refinishing materials for blending**, mastering the art of seamless paint transitions and surface matching. The course concludes with training in **estimating**, where students assess damage, calculate repair costs, and prepare professional estimates using current industry tools and practices.

Autobody 12 supports the development of transferable skills such as critical thinking, communication, and personal responsibility, while preparing students for further education or employment in the automotive trades.

Goals and Rationale:

This course will be taught in a semester-based timetable. Students enrolled in this course will have already taken Autobody 10 and 11. While all pieces of Autobody 10 and 11 will be elaborated upon in Autobody 12, there is a clear set of new outcomes for Autobody 12 students.

Here are **five course goals** for **Autobody 12**:

1. **Demonstrate accurate use of autobody tools and instruments** by applying both imperial and metric measurement systems to ensure precision in repair and refinishing tasks.
2. **Perform structural and plastic repairs** using industry-standard techniques to restore vehicle integrity and cosmetic components, while adhering to safety and quality standards.
3. **Design and execute custom painting and body designs**, incorporating creative approaches and mastering the use of refinishing materials for blending and surface matching.
4. **Identify and prevent common paint problems**, applying corrective techniques and preventative measures to achieve professional-grade finishes.
5. **Assess vehicle damage and prepare accurate repair estimates** using current industry practices and tools, demonstrating effective communication and documentation skills.

The five course goals for Autobody 12 align strongly with British Columbia's Core Competencies by fostering essential skills in **communication**, **thinking**, and **personal and social responsibility**. When students demonstrate accurate use of autobody tools and instruments, they engage in **critical thinking** and develop **personal responsibility** through precise measurement and safe practices. Performing structural and plastic repairs encourages **problem-solving** and **collaboration**, supporting both **critical thinking** and **social awareness**. Designing and executing custom painting and body designs promote **creative thinking** and strengthens **communication** as students articulate their artistic choices and techniques. Identifying and preventing paint problems builds **analytical thinking** and encourages **self-reflection**, helping students evaluate their work and strive for continuous improvement. Finally, assessing vehicle damage and preparing accurate repair estimates enhances

communication skills and reinforces **ethical responsibility**, preparing students to interact professionally with clients and colleagues. Together, these goals ensure students develop the competencies needed for success in both the autobody industry and broader career pathways.

Indigenous Worldviews and Perspectives:

This course employs many indigenous world views and perspectives. Foremost, this is an experienced based course with a majority of the content being hands on knowledge and skill development and exploration (experiential learning). There are also opportunities for students to explore their own creative design (a positive learner-centered approach). Within the structure of course, peer mentorship is encouraged through verbal communication often with senior students that have taken a different level of the course (flexibility – scheduling, program/course configuration, grouping). This community-based approach is critical to the learning process as automotive collision is often a process that is foreign to most students entering the program. The program also focusses on the respect for the environment as it addresses responsible practices in autobody work, such as waste reduction and recycling, connecting to Indigenous values of stewardship and sustainability. Indigenous knowledge in craftsmanship is also shared through how traditional Indigenous craftsmanship and how it relates to modern autobody work (e.g., attention to detail, respect for materials).

BIG IDEAS

The design cycle is an ongoing reflective process

Personal design choices require self-exploration, collaboration, evaluation and refinement of skills.

Tools and technologies can be adapted for specific purposes.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: Applied Design Understanding context - Interpret circumstances of or factors in a particular automotive situation or challenge Defining - Identify potential issues and troubleshoot - Identify requirements, intended impacts, and possible unintended negative consequences of service - Determine whether activity is collaborative or self-directed Ideating - Generate ideas to create a range of possibilities and add to others' ideas in ways that create additional possibilities - Critically analyze how competing social, ethical, and sustainability considerations impact creation and development of solutions - Choose an idea to pursue and maintain an open mind about other potentially viable ideas Prototyping - Identify and apply a variety of sources of information to develop a plan that includes key stages and resources - Analyze the design for the life cycle and evaluate its impacts	Students are expected to know the following: Progressions 1 and 2: Students will reinforce and enhance their understanding of the content below for Autobody 10 and Autobody 11 Autobody 10 General shop lab layout and orientation Use of proper safety equipment Workplace Hazardous Materials Information System Orientation and awareness Basic related math skills in imperial and metric systems Proper set up and shut down procedures for oxy-acetylene welding, M.I.G Welding Different weld types Identification of types of materials or substrates Auto Body terminology in refinishing and dent repair Career Opportunities

· Consider a variety of materials for effective use and their potential for reuse, recycling, and biodegradability

· Make changes to tools, materials, and procedures as needed

Testing

· Identify and communicate with sources of feedback

· Develop an appropriate test, conduct the test, and collect and compile data

· Apply information based on feedback and testing results to make necessary changes

Making

· Identify appropriate tools, technologies, materials, processes, and time needed

· Carry out updated plan, incorporating feedback from self and others and from testing results

· Use materials in ways that minimize waste

Sharing

· Decide how and with whom to share their processes, to solicit and generate feedback

· Share final plans, products and processes to evaluate their success

· Critically reflect on plans, products and processes, and identify new goals

· Identify and analyze new possibilities for plans, products and processes, including how they or others might build on them

Applied Skills

· Apply safety procedures for themselves, co-workers, and operators in both physical and digital environments

· Individually or collaboratively identify and assess skills needed for automotive service plans, products and processes

· Develop competency and proficiency in skills at various levels involving manual dexterity, mechanics, and maintenance

· Develop specific plans to learn or refine identified skills over time

Applied Technologies

· Explore existing, new, and emerging tools, technologies, and systems to evaluate suitability for automotive maintenance and repair interests

· Evaluate impacts, including unintended negative consequences, of choices made about technology use

· Examine the role that advancing technologies play in automotive contexts

Autobody 11

Simplified metal straightening and repairs

Replacing panels, hoods, doors and fenders

Painting, Refinishing materials and equipment

Surface Preparation and Apply finishing

Progression 3: Content new to Autobody 12

Measurement of auto body tools/instruments in relation to the imperial and metric systems

Structural repairs

Plastic repairs

Custom Painting and Body Designs

Paint problems and prevention

Use of refinishing materials for blending

Estimating

Big Ideas – Elaborations

- **Social and environmental impacts:** including operator and public safety; emissions and effects on the environment; manufacturing, packaging, disposal, and recycling considerations related to vehicle parts and products
- **Technologies:** tools that extend human capabilities

Curricular Competencies – Elaborations

- Research: seek knowledge from experts (e.g., First Peoples Elders), secondary sources, and community collaboration.
- Empathy: understand values and beliefs of other cultures and how they differ from your own.
- Defining: setting appropriate parameters.
- Constraints: consider limits like resources, cost, environmental impact, cultural appropriation, and sacred knowledge.
- Ideating & Inspiration: generate ideas from experiences, cultural knowledge, land, people, and experts.
- Use sketches, drawings, and flow charts.
- Feedback: gather input from peers and traditional knowledge sources.
- Testing & Sharing: test under appropriate conditions.
- Sharing: may include showing to others or use by others, giving away or marketing and selling.

Content – Elaborations

Measurement of autobody tools/instruments in relation to the imperial and metric systems (analysis of damage, checking body and frame alignment, body and frame alignment systems)
Structural repairs (sectioning structural components, sectioning rocker panels, sectioning pillars)
Plastic repairs (use of plastics, families of plastics, identifying plastics, patch/fill repair techniques)
Custom Painting and Body Designs (specialty finishes, tape striping and decals, overlays)
Paint problems and prevention (orange peel, runs, fisheyes, cracking, solvent popping, and color mismatch that occur during or after the painting process)
Use of refinishing materials for blending (refinishing techniques, manipulation of air pressure for color correction, use of blenders and solvents, temperature and standard conditions)
Estimating (types of estimates, insurance, making an estimate)

Recommended Instructional Components:

This course uses a variety of activities, techniques, and methods to meet diverse student needs and deliver the curriculum effectively. Hands-on projects, demonstrations, and collaborative tasks allow students to engage with the material in ways that suit different learning styles. Individualized instruction and flexible pacing help ensure all students can build confidence and competence in auto body repair skills. By incorporating real-world tools and scenarios, the course creates an inclusive and practical learning environment that supports student success.

Below are some examples of instructional components:

- Hands-On Skill Labs with Reflection - students perform real-world autobody tasks (e.g., structural repair, plastics repair and custom painting) in a supervised lab setting, followed by reflective journaling or group discussion (consideration: an appropriate balance of the various learning standards)
- Peer Teaching & Demonstrations - students take turns teaching a skill or demonstrating a technique to the class (e.g., application of paint) (consideration: a variety of approaches, including both innovative and 'tried and true')
- Skill Progression - design lessons that build on previously learned techniques. For example, after painting students evaluate the finished product and troubleshoot paint defects. How it builds on prior learning: reinforces foundational skills (e.g., application of paint), introduces more complex tasks that rely on earlier knowledge and encourages mastery through repetition and refinement.
(consideration: activities that draw from and build on prior learning)
- "Multi-Modal Repair Simulation" Strategy - students engage in a simulated structural vehicle repair task (ie. rocker panel sectioning project) using a combination of visual, auditory, kinesthetic, and reading/writing activities. The task is broken into stages, each designed to appeal to different learning styles. (consideration: various learning styles)
- Skills like taking a full car measurement using Wedge Clamp Pivot to diagnose damage is transferable to machining, and fabrication.
(consideration: activities that are transferable to other contexts)

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Fair, Transparent, Meaningful, and Responsive to All Learners

- Details: Students receive a clear rubric outlining expectations for technical accuracy, safety, communication, and reflection. The rubric is discussed in advance and adapted for different learning needs (e.g., visual aids, oral instructions, scaffolded tasks).

Focuses on Knowing, Doing, Understanding

- Details:
 - Knowing: Students identify types of damage and appropriate tools/materials.
 - Doing: They perform the repair (e.g., dent removal, sanding, priming).
 - Understanding: They explain why each step is necessary and how it affects the final outcome.

Provides Ongoing Descriptive Feedback

- Details: Instructors give feedback during each stage of the repair (e.g., technique, safety, finish quality), using checklists and verbal comments. Students also receive written feedback on their work journal entries.

Is Ongoing, Timely, Specific, and Embedded in Day-to-Day Instruction

- Details: Assessment occurs throughout the unit during demonstrations, practice, and final execution. Feedback is immediate and tied directly to the task at hand.

Provides Varied and Multiple Opportunities to Demonstrate Learning

- Details: Students show learning through:
 - Hands-on repair
 - Written reflections (daily progress and goal setting)
 - Peer discussions

Involves Students in Their Learning

- Details: Students help set goals for their project, choose which panel to repair. They also participate in peer reviews.

Promotes Self-Assessment and Goal Setting

- Details: Students complete self-assessment checklists after each stage and write short reflections on what went well and what they want to improve next time.

Allows for a Collection of Work Over Time

- Details: Work Journal and Project Reflection Sheets:
 - Initial damage assessment
 - Step-by-step documentation
 - Instructor feedback
 - Final reflection

This creates a full picture of growth and skill development.

Communicates Clearly to Learners and Parents

- Details: The rubric and portfolio are shared with students and parents. Progress reports include specific comments on strengths, areas for growth, and suggestions for support (e.g., extra practice, mentorship).

Learning Resources:

Textbooks: Autobody – Repairing and Refinishing (Tobold/Richardson)

Product/Supplier fact and safety data sheets

Online resources for specific content/tasks (Youtube...)

Teacher developed resources (developed over time)



The Board of Education of School District No. 83

Item 10C

BRIEFING NOTE

TO: The Board of Education

DATE: October 21, 2025

FROM: Donna Kriger - Superintendent

RE: Board Policy – 138 Electronic Meetings of the Board

Background

Board Policy 138 – *Electronic Meetings of the Board* identifies that “where it is practical or necessary to hold its open meeting through electronic means.” Though the Policy suggests that as a means to improve transparency, the Board *may* publicly broadcast its meetings, it has become a standing practice to live-stream all public meetings of the Board.

The Policy also references that “Open meetings of the Board of Education *may* be audio-visually recorded.” It is important to note that there is no legal requirement for the Board to record its meetings and/or make the recordings available to the public for a period of five years.

Information

As a public entity, the organization and members who work within it are often targets of various cyber-attacks. Through the use of Artificial Intelligence (AI), there is also an increased vulnerability to both individuals and the organization.

Summary

Given the advancements made through AI and easy access to video/voice recordings, the Board may wish to consider whether the current practice of live streaming and video recording is something they wish to continue.

Respectfully submitted,

Donna Kriger
Superintendent of Schools

POLICY 138 ELECTRONIC MEETINGS OF THE BOARD

ELECTRONIC BOARD MEETINGS

The Board of Education of School District No. 83 (North Okanagan-Shuswap) recognizes there may be circumstances where it is practical or necessary to hold its open meeting through electronic means. Section 67(6) of the *School Act* enables a board to “allow trustees to participate in or attend a meeting of the board by telephone or other means of communication if all trustees and other persons participating in or attending the meeting are able to communicate with each other.”

Therefore, at the call of the Chairperson, open board meetings may be held through electronic means providing that:

1. trustees who attend the board meeting through electronic means are counted for the purposes of establishing quorum;
2. time is made available for the public to submit questions;
3. the board’s Secretary Treasurer (or designate) is present at the time a decision is made by the board; and
4. all decisions of the board are captured through the recording of meeting minutes.

Board meetings will not be unduly postponed due to technical issues.

LIVESTREAMING OF MEETINGS OF THE BOARD

In an effort to promote transparency by providing convenient public access and a means to participate in the board’s decision-making processes electronically, open meetings of the Board of Education of School District No. 83 (North Okanagan-Shuswap) may be publicly broadcast.

Public meetings that may be broadcast include:

1. Regular Board of Education meetings
2. Committee of the Whole meetings
3. Public Budget Presentation meetings
4. Special Board of Education meetings, as required

Meetings that are closed to the public will not be broadcast.

Meetings that are being publicly broadcast will be accessible to the public via a link provided on the district's webpage. Best efforts will be made to prevent unauthorized recordings of livestreamed meetings.

DIGITAL RECORDINGS OF MEETINGS OF THE BOARD

Open meetings of the Board of Education of School District No. 83 (North Okanagan-Shuswap) may be audio-visually recorded. It is noted that there is no legal requirement for the Board to record its meetings and/or make the recordings available to the public.

In-Camera meetings will not be recorded.

The Board adheres to the *Freedom of Information and Protection of Privacy Act of BC*. The purpose of this Act is to govern the collection, use and disclosure of information by public bodies.

Should the Board choose to audio-visually record its meeting, the following guiding principles shall apply:

1. the written minutes shall be the official record of the meeting (*Section 72(1), BC School Act*);
2. the digital recording of a meeting will be promptly accessible to the public on the district website for the period of five (5) calendar years;
3. meeting participants and presenters will be advised prior to the meeting that the meeting will be recorded and that the digital recording will be shared publicly and archived by the Board for a period of five (5) years;
4. signage will be posted to ensure that attendees or participating members of the public are aware that the meeting is being recorded and will be shared publicly and archived by the Board;
5. best efforts will be made to advise the public of expectations regarding downloading, copying and sharing of digital recordings.



BRIEFING NOTE

TO: The Board of Education
FROM: Jeremy Hunt, Acting Secretary-Treasurer
RE: **September 2025 1701 Enrolment Update**

DATE: October 21, 2025

Purpose

This briefing note is to provide an update to the Board on enrolment from the September 29, 2025 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, 2025:

- 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 2025 1701	March 2025 Projection	September 2024 1701
Enrolment Based	6724.6250 FTE	6701.5237 FTE	6815.000 FTE

The September 29, 2025 1701 resulted in an increase of 23.1013 FTE over what was originally projected in February 2025. However, this is a decrease of 90.3750 FTE over enrolment at September 29th last year.

Supplemental Based

	September 2025 1701	March 2025 Projection	September 2024 1701
Special Education			
Level 1	4	4	5
Level 2	503	474	487
Level 3	85	142	148
ELL	82	71	83
Indigenous Education	1256	1192	1260
Adult	0.0000 FTE	0.0000 FTE	0.0000 FTE

- Level 1 resulted in no change over what was originally projected in February 2025. There is a decrease of 1 student over enrolment at September 29th last year.
- Level 2 resulted in an increase of 29 students over what was originally projected in February 2025. This is also an increase of 16 students over enrolment at September 29th last year.
- Level 3 resulted in a decrease of 57 students under what was originally projected in February 2025. This is also a decrease of 63 students under enrolment at September 29th last year.
- ELL resulted in an increase of 11 students over what was originally projected in February 2025. This is a decrease of 1 student over enrolment at September 29th last year.
- Indigenous Education resulted in an increase of 64 students over what was originally projected in February 2025. This is a decrease of 4 students over enrolment at September 29th last year.

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 will be announced in December 2025. The estimated impact of the enrolment changes based on the funding rates provided by the Ministry in March 2025 is expected to be an increase in the operating grant of approximately \$70,524.

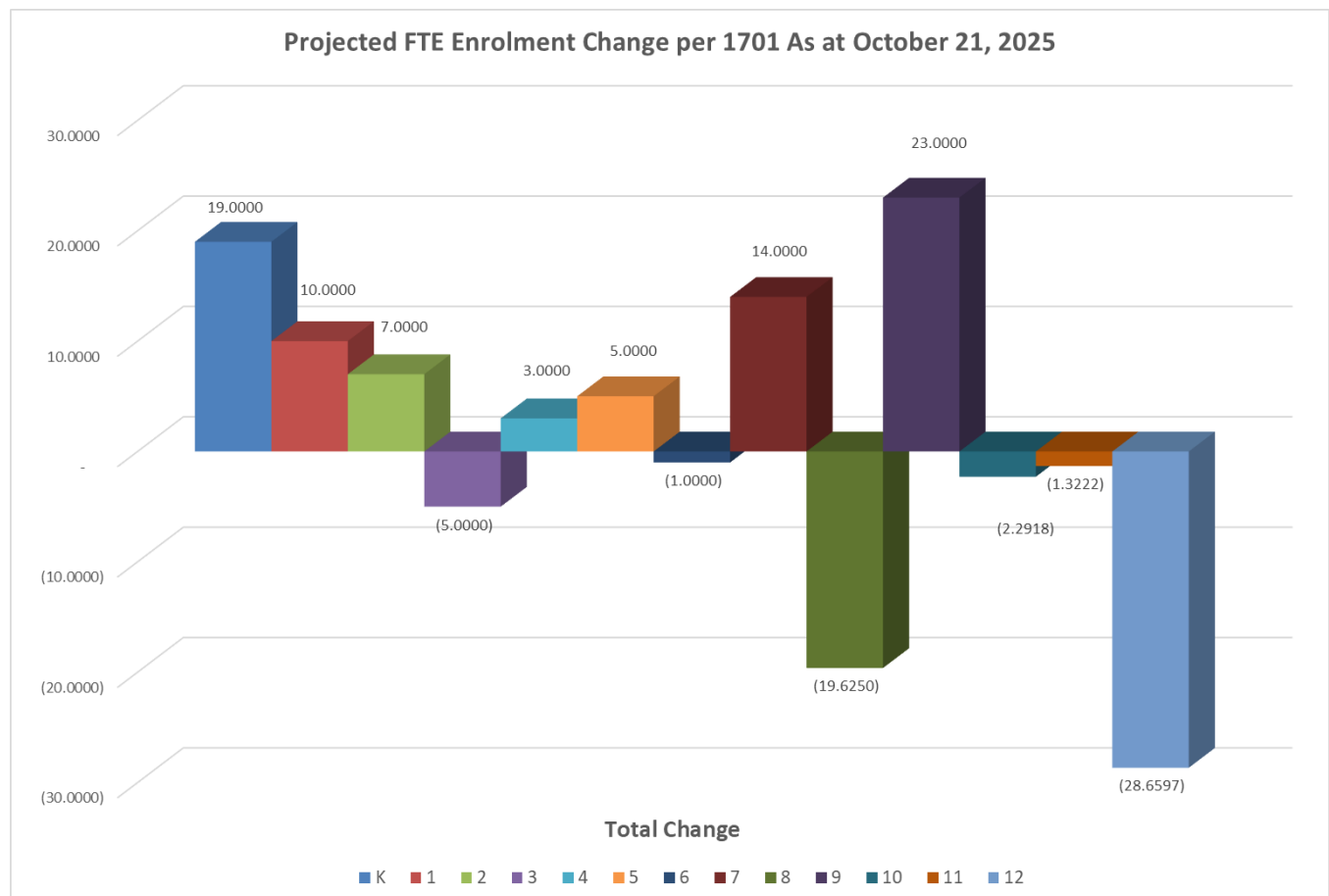
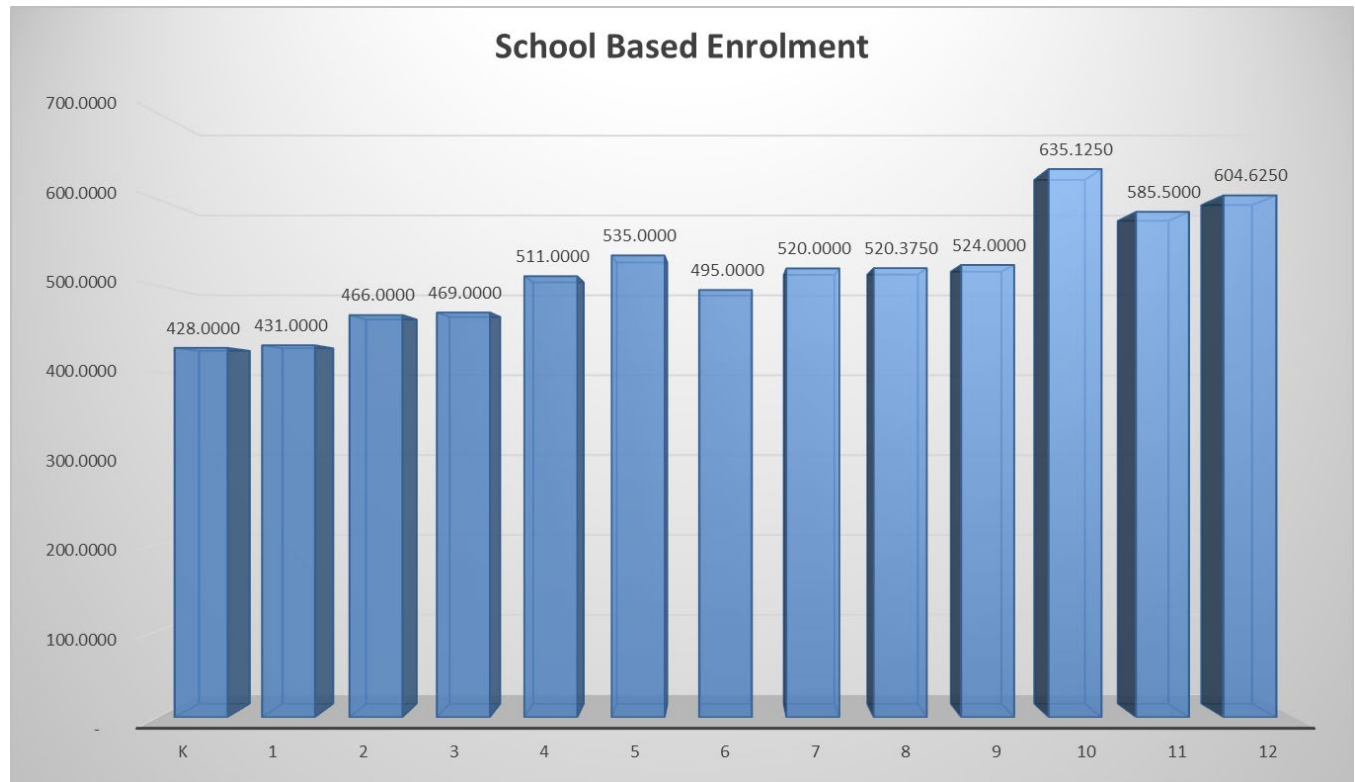
Recommendation

For information purposes; no action required.

Respectfully submitted,

Jeremy Hunt

Jeremy Hunt
Acting Secretary Treasurer



Kwsaltktnéws ne Secwepemcúl'ecw
School District NO. 83
Ministry of Education and Child Care Operating Grant Summary
2026 Amended Budget

FUNDING SOURCE	2026 Amended Budget	2026 Annual Budget	Change from Annual Budget	Rate Change	Enrolment Change
FTE September Enrolment	6,724.6250	6,701.5240	23.1010	\$ -	23.1010
Enrollment Based Funding					
Standard (Regular) Schools	60,189,774	60,035,606	154,168	-	154,168
Continuing Education	-	-	-	-	-
Alternate Schools	432,720	378,630	54,090	-	54,090
Online Learning	-	-	-	-	-
Home Schooling	15,000	8,500	6,500	-	6,500
Course Challenges	282	282	-	-	-
Sub-total	60,637,776	60,423,018	214,758	-	214,758
Supplement for Enrolment Decline	100,190	204,331	(104,141)	(116,305)	12,164
Inclusive Education					
level 1	205,200	205,200	-	-	-
level 2	12,243,020	11,537,160	705,860	-	705,860
level 3	1,045,500	1,746,600	(701,100)	-	(701,100)
Sub-total	13,493,720	13,488,960	4,760	-	4,760
Additional Enrollment Based					
July Count (Summer Learning)	-	-	-	-	-
Feb Count	179,530	325,130	(145,600)	-	(145,600)
May Count	-	36,400	(36,400)	-	(36,400)
Sub-total	179,530	361,530	(182,000)	-	(182,000)
English Language Learning	148,830	128,865	19,965	-	19,965
Indigenous Education	2,248,240	2,133,680	114,560	-	114,560
Adult Education	-	-	-	-	-
Equity of Opportunity	291,959	291,959	-	-	-
Salary Differential	762,850	760,228	2,622	2,622	-
Unique Geographical Factor	10,898,754	10,898,754	-	-	-
Curriculum and Learning Support Fund	61,335	61,335	-	-	-
Indigenous Education Council	111,145	111,145	-	-	-
TOTAL	88,934,329	88,863,805	70,524	(113,683)	184,207
Labour Settlement Funding	-	-	-	-	-
Equivalent Full Year Grant	88,934,329	88,863,805	70,524	(113,683)	184,207



The Board of Education of School District No. 83

BRIEFING NOTE

TO: The Board of Education **DATE:** October 21, 2025
FROM: Jeremy Hunt, Acting Secretary-Treasurer
RE: **2026/27 Budget Development Process and Timeline**

Purpose

Pursuant to Section 113 (2) of the *School Act*, the Minister of Education requires that Annual Budgets be prepared, adopted by bylaw, and submitted on or before June 30th each fiscal year. The proposed 2026-2027 Annual Budget Development Process and Timeline is being presented for Board consideration and adoption.

Background

School District No. 83 has established a Budget Advisory Committee to provide the Board with representative input on the allocation of the annual operating budget to various programs and services to best meet our student needs within variable revenues in alignment with the District Strategic Plan priorities.

As an initial step in its annual budget development process, the Board establishes a proposed process and timeline to ensure that all staff, partner groups, budget committee representatives, Rightsholders, and the public are well-informed as to their opportunities to provide input.

Supporting Documentation

- DRAFT 2026/27 Budget Development Process and Timeline

Recommendation

That the Board of Education adopt the 2026/27 Budget Development Process and Timeline, as presented.

Respectfully submitted,

Jeremy Hunt

Jeremy Hunt
Acting Secretary Treasurer

2026-27 Budget Development Process and Timeline

October 21, 2025	Regular Board Meeting <i>Adoption of Annual Budget Development Process and Timeline for 2026/27</i>
November 4, 2025	Budget Advisory Committee Meeting Review of estimated block revenues based on September 1701 enrolment, budgetary impacts, and proposed adjustments
February 13, 2026	Ministry of Education and Child Care February 1701 projections to be submitted to the Ministry
March 15, 2026	Ministry of Education and Child Care Funding announcement
March 31, 2026	Budget Advisory Committee Meeting Review of Ministry funding announcement, projected financial position for 2026/27, and District Strategic Priorities
April 21, 2026	Regular Board Meeting Review of Ministry funding announcement
May 5, 2026	Committee of the Whole Senior Leadership review and recommend budget options to the Board in alignment with District Strategic Priorities Public Engagement Session 30-minute Q&A session on the information presented at the Committee of the Whole
May 19, 2026	Regular Board Meeting <i>1st reading of 2026/27 Annual Budget Bylaw</i>
May 26, 2026	Budget Advisory Committee Meeting Information presented on options being considered in alignment with District Strategic Priorities and fiscal reality of a balanced budget
June 2, 2026	Committee of the Whole Presentation of the proposed 2025/26 annual budget Public Engagement Session 30-minute Q&A session on the information presented at the Committee of the Whole
June 16, 2026	Regular Board Meeting <i>2nd and 3rd reading of 2026/27 Annual Budget Bylaw</i>

NOTES:

1. Meeting dates, times, and locations to be confirmed a minimum of one week prior to the meeting
2. Additional Advisory Committee meetings may be called as deemed necessary by Budget Advisory Committee Chair



The Board of Education of School District No. 83

Item 11E.i

BRIEFING NOTE

TO: The Board of Education

DATE: October 21, 2025

FROM: Donna Kriger - Superintendent

RE: Board Policy 8060 Education of Indigenous Students

Background

One of the key responsibilities of the Board of Education is to provide direction through its policy process. These include planning, developing, implementing, and evaluating policy.

Summary

Board Policy 8060 was originally adopted in 1997 and was most recently amended in 2018. Since that time, the district has renewed the Local Education Agreements with the four First Nations on whose territory the school district is located on. The Quelmúcw Council has also recently constructed a Terms of Reference that outlines the scope of and way the Council will conduct its business.

Additionally, the *School Act of British Columbia* was amended to include changes which are intended to support better education outcomes for First Nations and other Indigenous students attending provincial public schools, and more effective relationships between boards of education and First Nations. The changes take a distinctions-based approach and were developed collaboratively with the First Nations Education Steering Committee and reflect consultation with First Nations and Indigenous people throughout B.C.

The policy was brought forth to the Quelmúcw Council for their feedback at their October 15, 2025, meeting. The Council unanimously agreed that Policy 8060 be repealed along with the accompanying Regulation 8060.01R – First Nations Education Council. Likewise, the Policy Committee during their October 15, 2025, meeting agreed that the Policy be repealed.

Recommendation

"That the Board of Education approve the recommendation to repeal Policy 8060 – Education of Indigenous Students."

Respectfully submitted,

Donna Kriger
Superintendent of Schools

POLICY

Adopted: 1997-05-13
Amended: 2004-10-20
Amended: 2013-03-12
Amended: 2018-10-16

EDUCATION OF INDIGENOUS STUDENTS

The Board of Education acknowledges that it is situated on the traditional territory of the Secwepemc people. The Board recognizes its responsibility in ensuring the inclusion and equity of Indigenous voices in all aspects of the education system such as language, culture, and our shared history. This policy reflects the belief that education is a lifelong learning process that encompasses Indigenous students, parents/guardians and the community. The Board of Education endeavors to work with its partners in the educational process to ensure that a high quality education is provided, leading to academic achievement, strong cultural identity, social leadership, environmental stewardship, secured career pathways, and full participation as local and global citizens.

The Board of Education:

- Supports the goals, expectations, and accomplishments of Indigenous students and families.
- Supports the development and delivery of Indigenous Education programs and services that enhance and benefit both Indigenous and non-Indigenous students as mandated by the British Columbia Ministry of Education.
- Supports the integration of Indigenous Knowledge into the curriculum from local perspectives and cultures, then expanding out across provincially, nationally and internationally.
- Demonstrates a collaborative partnership with the Indigenous communities through a variety of methods.
- Acknowledges and values the role of the First Nations Education Council within School District No.83 in enhancing and supporting Indigenous Education.
- Agrees that Indigenous students have a right to feel safe at school including: safety from racism, indifference, bias, marginalization, bullying and stereotyping.
- Supports the Truth and Reconciliations' Calls to Action, Section 63 in order to redress the legacy of residential schools and advance the process of Canadian reconciliation.
- Respects the United Nations Declaration on the Rights of Indigenous Peoples.



The Board of Education of School District No. 83

Item 11B.ii

BRIEFING NOTE

TO: The Board of Education

DATE: October 21, 2025

FROM: Donna Kriger - Superintendent

RE: Policy 10010 – Community Similarities and Differences

Background

One of the key responsibilities of the Board of Education is to provide direction through its policy process. These include planning, developing, implementing, and evaluating policy.

Summary

Policy 10010 – Community Similarities and Differences was adopted in 1997 and saw its last amendment in 2010. The contents of the policy are covered through Policy 130 – Roles and Responsibilities of the Board, Human Resources Guidelines, and contract language. Policy 10010 was brought to the Policy Committee for review, and the committee agreed the policy is redundant and unnecessary.

Recommendation

“That the Board of Education repeal Policy 10010 – Community Similarities and Differences.”

Respectfully submitted,

Donna Kriger
Superintendent of Schools

**THE BOARD OF EDUCATION
NORTH OKANAGAN-SHUSWAP
SCHOOL DISTRICT NO. 83**

POLICY

10010

Adopted: 1997-05-13
Amended: 2005-03-30
Amended: 2008-09-24
Amended: 2010-10-20

COMMUNITY SIMILARITIES and DIFFERENCES

The Board of Education understands that we provide a service to many diverse communities. We believe that the individual community's values and interests should be respected and conformed to, within reason. We also believe that, within reason, there should be district wide uniformity in the facilities, programs, and resources.

To be accomplished, in part, through Regulation:

8060.01R *First Nations Education Council*

8030.04R *Locally Developed & Board Authority Authorized Courses*

and the:

Human Resource Guidelines Manual

District Teacher Staffing Manual

POLICY 130 ROLES AND RESPONSIBILITIES OF THE BOARD

The Board of Education of School District No. 83 (North Okanagan-Shuswap) is governed by an elected Board of Education. The Board is composed of five locally elected trustees. The rights, powers, duties, and liabilities of the Board rest only with the legally constituted Board, and not with committees of trustees or individual trustees. Unless expressly required to be executed by law, all powers of the Board may be exercised through bylaws or resolutions. As a corporate body, the Board may transact business only with a quorum present during a regular or special meeting called in conformity with the *School Act*.

The Board expects that trustees will:

- a. Assist the Board to fulfill its functions and responsibilities as outlined in the corresponding regulation;
- b. Conduct themselves ethically in accordance with the Trustee Code of Conduct;
- c. Participate fully in Board activities, honouring the principles of honesty, integrity, and leadership; and,
- d. Seek out learning opportunities related to their roles, duties, and responsibilities.

It is the role of the Board to:

- a. Govern in a manner that is responsive to its entire community;
- b. Act in the interests of all learners in the district;
- c. Advocate actively for students, their learning and their well-being in the Board's work with the community, the municipality and the province; and,
- d. Promote confidence in publicly-funded education through its communications about the goals and achievements of the Board.

The Board is responsible for setting the overall direction for the school system. This is done through:

1. Strategic Planning

The Board sets the overall direction for the district through a multi-year strategic planning process that is reviewed annually. Through the strategic plan, the vision, mission, values and beliefs are revisited and strategic priorities or goals are determined.

2. Board Policy

The Board also provides direction through its policy processes. These include planning, developing, implementing and evaluating policy.

3. Annual Budget

The annual budget also reflects the approved directions of the Board in the way resources are allocated to schools and programs.

The Board, through the Superintendent, holds the system accountable for achieving the results established through its planning process. It does this by establishing a monitoring and evaluation system whereby reports are made to the Board on a regular basis. The Board then reports to the public and the province about system and school performance.

Boards have a dual accountability: they are accountable to the public who elected them; and they are accountable to the Ministry of Education. Various sections of the School Act set out the duties and powers of boards. These provisions are very specific and cover such matters as the duty to provide special education programs and services or the duty to establish a parent advisory council for each school.

Working Relationships Between the Board and Senior Staff are governed within the context that no one trustee, not even the chairperson, has the authority to direct district staff. The Superintendent reports to the Board as a whole; all other staff report to the Superintendent or their designated supervisor. The other members of the school district governing team can include assistant superintendents, directors and executive assistants. Under the School Act, both the Superintendent and Secretary-Treasurer have specific responsibilities to the Board, and either or both may be required to report to the Minister of Education at the Minister's request.



The Board of Education of School District No. 83

Item 11B.iii

BRIEFING NOTE

TO: The Board of Education

DATE: October 21, 2025

FROM: Donna Kriger - Superintendent

RE: Policy 10020 – Parent and Community Involvement and Communications

Background

One of the key responsibilities of the Board of Education is to provide direction through its policy process. These include planning, developing, implementing, and evaluating policy.

Summary

Policy 10020 – Parent and Community Involvement and Communications was adopted in 1997 with its last amendment in 2008. The contents of the policy are covered through Policy 220 - Inquiries and Concerns, Policy 230 – Parent Advisory Councils, and the Communicating with Your School – A Guide for Families. During the October 15, 2025, Policy Committee meeting, the committee agreed the policy is redundant and unnecessary.

Recommendation:

“That the Board of Education repeal Policy 10020 – Parent and Community Involvement and Communications.”

Respectfully submitted,

Donna Kriger
Superintendent of Schools

**NORTH OKANAGAN-SHUSWAP
SCHOOL DISTRICT NO. 83**

10020

POLICY

Adopted: 1997-05-13

Amended: 2004-03-24

Amended: 2008-09-24

**PARENT AND COMMUNITY
INVOLVEMENT AND COMMUNICATIONS**

The Board of Education believes that:

It is educationally beneficial for parents to be involved in the schools and classrooms of their children.

To be accomplished, in part, through Regulations:

2010.01R *Public Participation at Board Meetings*

6040.01R *Playground Equipment at Elementary Schools*

10020.01R *Parent Advisory Councils*

10020.02R *Use of Volunteers*

All aspects of communication are important. It is educationally beneficial, and is essential to an effective working relationship. It must be two-way communication, and must involve students, parents, and employees as equals.

To be accomplished, in part, through Regulations:

2010.01R *Public Participation at Board Meetings*

10020.01R *Parent Advisory Councils*

10020.02R *School Planning Councils*

The public should have access to school facilities when this does not conflict with district interests, at no cost to the Board.

To be accomplished, in part, through Regulations:

4020.02R *Charitable Donations*

10020.04R *Public Use of School Facilities*

220 INQUIRIES AND CONCERNS

The Board of Education of School District No. 83 (North Okanagan-Shuswap) believes that an individual's concern must be given respectful attention and that all reasonable efforts be made to assist those involved in achieving resolution. In order to provide a clear process for communication and resolution of concerns, the following procedure applies:

Step 1: Initial Contact (Individual/Employee)

The person(s) will express the concern(s) to the individual involved. Both parties will attempt to:

- define the concern(s);
- clarify the issue(s);
- develop an understanding of each other's point of view;
- document the information;
- commit to resolution; and
- resolve the concern(s).

If there is no resolution, the complainant may proceed to Step 2 by contacting the appropriate manager or supervisor (or school authority). The appropriate manager or supervisor (or school authority) will most likely be the school Principal or Vice-principal.

If the complaint is about a manager's (or school authority's) decision, then the complainant should proceed to Step 3.

Step 2: Facilitated Contact (Manager)

Within five (5) working days of being advised, the manager, supervisor (or school authority) will arrange to meet with the person(s) involved in the complaint. In the case of employees, refer to the appropriate collective agreement and established union practices. The employee can bring a union representative to this meeting. At the meeting, the manager or supervisor will gather and document information and will attempt to facilitate a resolution. If resolution is not achieved, proceed to Step 3 (an employee can bring a rep).

Step 3: District Contact (Senior Leadership Team)

If the complainant's concern(s) has not been resolved to their satisfaction, they may contact the Superintendent outlining their specific concern(s) and request support to achieve resolution. Within ten (10) working days of such contact, the attending supervisor will forward all

documentation to the office of the Superintendent who will forward the file and supporting documentation to the appropriate senior staff member who is responsible to:

- review all information relevant to the matter;
- meet with the person(s) involved;
- attempt to resolve the concern; and
- summarize, in writing, the relevant information and the conclusion reached.

The Superintendent will review decisions made by the senior staff member prior to the initiation of the appeal in an attempt to resolve the complaint.

Step 4: Appeal Process

If there is no resolution to the complaint at Step 3, the complainant may consider an appeal under Section 11 of the School Act. The Section 11 Appeal process is encompassed within By-Law No. 2008-1 Appeals Procedure should the matter be appealable to the Board.

230 PARENT ADVISORY COUNCILS

The Board of Education of School District No. 83 (North Okanagan-Shuswap) believes that the educational program in each school is enhanced by strong community-school liaison. The School Parent Advisory Council should serve to provide input, which will favourably impact student learning and well-being.

Parent Advisory Councils have the right to establish their own by-laws. The creation of these by-laws are best done within a spirit of cooperation between the Principal and the Parent Advisory Council.

Guidelines

1. Parent Advisory Councils should work in collaboration with the School Principal with the Principal being an ex-officio of the Council.
2. Where a Parent Advisory Council does not already exist, the School Principal will inform the parents of the manner in which the School's Parent Advisory Council can be established.
3. Parent Advisory Councils should elect a Chairperson or President from its membership and include the principal as an ex-officio member of the council.
4. School Principals and Parent Advisory Councils are requested to jointly develop by-laws for the operation of the Parent Advisory Councils and the following terms of reference may be considered in drafting these by-laws:
 - a. Every parent/guardian has the right to belong to the Parent Advisory Council at their child's school.
 - b. The Parent Advisory Council is to provide a form of liaison between the school and community.
 - c. The Parent Advisory Council should aid the school in communicating with the community regarding educational programs and such other matters as may be appropriate.
 - d. The advice of the Parent Advisory Council should be channeled directly through the School Principal from the P.A.C. Executive.
 - e. The agenda for the Parent Advisory Council meeting should be shared in advance with the School Principal and elected officers of the Council for consideration of additional agenda items.
 - f. Since the Parent Advisory Council does not have direct administrative authority, it should not be used as vehicle to criticize individual school personnel, students or parents.

- g. The School Principal or designate will be invited to attend all meetings of the Parent Advisory Council. Representatives from other employee groups are encouraged to attend regular meetings.
- h. Parent Advisory Councils should not advise on individual student or employee personnel matters. Such discussions should be conducted with the teacher or Principal by individual parents or guardians. Refer to the information booklet about resolving your questions/concerns – re Policy 220.



Communicating With Your School

A GUIDE FOR FAMILIES

Developed jointly by SD83 and the SD83 District Parent Advisory Council

Ways to Build a Positive Relationship with Your Child's School

Be Involved

- Support and work with your child's teacher(s)
- Participate in your school's Parent Advisory Council (PAC)
- Attend school events and activities
- Offer to help in the classroom
- Support your child's learning at home
- Stay informed of your child's progress at school

Communicate

- Take opportunities to get to know the people who work with your child
- Ask your child about their school day
- Keep the school informed about issues that may affect your child by reaching out directly to the school, first, to problem-solve
- Don't wait for a small problem to become a large concern; your voice matters
- Stay updated on school activities via the school website and social media

Resolving Issues and Concerns

- **Make an appointment** - Making an appointment ensures concerns can be heard without distractions. Everyone should be informed, in advance, of who will attend the meeting.
- **Be Specific** - Communicate clearly about the concern. Making notes may help clarify your thoughts. Keep focused on what is best for the student. Collaboration is the key to success and both parents and staff are interested in the child's success.
- **Be Respectful** - Stay calm and be polite. Listen to everyone. Try to see the issue from the other person's perspective and be prepared to explore various solutions. Confidentiality is important.
- **Be Patient** - Give the process a chance to address the concern at each step before proceeding to the next step. Keep a record of actions taken.
- **Be Transparent** - Confirm that everyone understands the decision reached and any timeline involved.

Guidelines for Families to Follow When There is an Issue or Concern

- 1 Start with the staff member whose action has given rise to the issue or concern.
- 2 If the issue is not resolved, contact the school's principal or vice principal.
- 3 If the issue is still not resolved, contact the District Education Support Centre at 250-832-2157 and connect with a Family of Schools Lead.
- 4 If after working through the steps above, you have not received a decision or you disagree with the decision, depending on the nature of the issue you may be able to appeal to the Board of Education under Section 11 of the School Act: [Policy 220](#).

Other sources of support and guidance are your Parent Advisory Council (PAC) or the District Parent Advisory Council (DPAC). Your school office can provide you with the names of your school's PAC executive. The DPAC executive can be reached at dpac@kwaskwaka.bc.ca.

BC Ombudsperson Investigation - Student Exclusion from School

October 21, 2025

Board of Education Meeting



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Ombudsperson investigating exclusion of students from BC public schools

January 14, 2025

Victoria – Today, the Ombudsperson, Jay Chalke, announced his office has begun an investigation into the exclusion of students from schools in BC's K-12 public education system.

"Our office has received complaints from across the province about children, including those with disabilities, being excluded from school with little or no instruction," said Chalke. "We will examine the extent to which K-12 students are being excluded from schools across the province and whether those exclusions are fair. We will assess the role of the Ministry of Education and Child Care and school districts in these exclusions."

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Province-Wide Investigation

- Reports from School Districts, due at the end of June 2025
- Exclusion Tracker – online form to report exclusion from schools
- Education Sector survey
- School District visits by investigator teams



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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



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School District Report Requirements

- All data from the school years 2022/2023, 2023/2024, and 2024/2025 (until February 28) were required to be submitted:
 - Suspension data
 - Health and Welfare (*School Act* Section 91) exclusions
 - Educational programs during suspensions or exclusions
 - Partial day programs or gradual entry
 - Alternate or Semi-Segregated Programs
 - Policies and Procedures that guide decision making about student exclusions
 - Section 11 Appeals to the Board regarding suspensions or exclusions
 - WorkSafe BC Orders

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Suspension Data – Easy to Provide

- MyEducationBC has absence coding for suspensions.
- We could differentiate In-School versus Out-Of-School Suspensions, and could provide data about the grades, dates, and lengths of suspensions, as well as the frequency of suspensions for individual students.
- Section 91 of the *School Act* – when a School Medical Officer makes the determination that a student has a communicable disease that requires them to stay home
 - for the years 2022/2023, 2023/2024, and 2024/2025 (until February 28)
 - grades and length of requirement to stay home

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Other Data that Was More Challenging

- Section 91 of the *School Act*: Applies when a School Medical Officer makes the determination that a student has a communicable disease that requires them to stay home (common during COVID-19 Pandemic), which anecdotally, we believe we have not had any orders, but this is not tracked.
- Partial Days, Gradual Entry (other than Kindergarten), and temporary exclusions – no tracking code in MyEducationBC.



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Strength Areas for Our District

Student Support Services – support for school teams from District Principal and Inclusion Support Teachers

Employee Safety Plans and Positive Behaviour Support Plans

Threat Assessment Training for Principals and Vice Principals

Process for Gradual Entry/Partial Day Plans for students

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Stretch Areas for Our District

Inconsistent practice between schools

Fidelity to Employee Safety Plans

Incongruent philosophies toward student inclusion

Need for training and professional learning

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Attention to Stretch Areas

Non-Violent Crisis Intervention training – LRT's, CEA's, and PVP's

Student Support Services Toolkit

Updates to Suspension AP, Flowchart, and Considerations

Supporting Inclusion of Students in Schools AP

Universal Design for Learning

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School District Visits

- BC Ombudsperson Investigation teams are visiting school districts to gain some context about schools around the province
- Visits have three parts:
 - Meeting with District Team
 - Elementary School visit
 - Secondary School visit
- Conversations with District staff, School staff members (PVP, LRT's, CEA's) and students when appropriate

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School District 83 Visits – October 21, 2025



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