



**Board of Education of  
School District No. 83 (Kwátsalktnéws ne Secwepemcúl'ecw)**

**BOARD MEETING AGENDA**

**Date:** Tuesday, April 21, 2026  
**Time:** 6:00 p.m.  
**Venue:** **District Education Support Centre & MS Teams Town Hall**

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

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<b>Item</b>	<b>Description</b>	
<b>1.</b>	<b>CALL TO ORDER</b>	
<b>2.</b>	<b>WELCOME AND ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY</b> We open the meeting with the acknowledgement that the Board holds its meeting on the traditional and unceded territory of the Secwépemc people.	
<b>3.</b>	<b>ADOPTION OF AGENDA – CHANGES / ADDITIONS</b>  <u>Recommendation</u> <i>That the Board of Education adopt the April 21, 2026 Regular Board Meeting Agenda as presented.</i>	
<b>4.</b>	<b>ADOPTION OF BOARD MEETING MINUTES</b> A. Regular Board Meeting Minutes – March 10, 2026	Pg. 5
	<u>Recommendation</u> <i>That the Board of Education adopt the Regular Board Meeting Minutes of March 10, 2026, as presented.</i>	
<b>5.</b>	<b>ADOPTION OF IN-CAMERA MEETING SUMMARY</b> A. Summary of In-camera Meeting – March 10, 2026	Pg. 12
	<u>Recommendation</u> <i>That the Board of Education adopt the Summary of the In-camera Meeting of March 10, 2026, as presented.</i>	
<b>6.</b>	<b>BUSINESS ARISING</b> 6:05pm A. Clarification Regarding Administrative Procedure 510: Public Use of School Facilities <b>Board Chair: Corryn Grayston</b>  Board Information	

<b>Item</b>	<b>Description</b>	
<b>7.</b>	<b>DELEGATIONS</b>	
6:15pm	A. Safety of Schools and Locked Doors <b>Cathy Moe &amp; Lee Regnier</b>	
<b>8.</b>	<b>SUPERINTENDENT'S REPORT</b>	
6:30pm	Superintendent: Donna Kriger	
<b>9.</b>	<b>EDUCATIONAL COMPONENT</b>	
6:50pm	A. Environmental Stewardship Action Plan Progress Report <b>Director of Instruction – Middle &amp; Secondary: Reid Findlay</b> <b>Director of Operations: Travis Elwood</b>	
	Board Information	
<b>10.</b>	<b>NEW BUSINESS</b>	
7:05pm	A. Board/Authority Authorized Courses <b>Director of Instruction – Middle &amp; Secondary: Reid Findlay</b>	Pg. 14
	<u>Recommendation</u> <i>That the Board of Education approve the following Board/Authority Authorized Courses as presented:</i>	
	<ul style="list-style-type: none"> <li>• Behavioral Neuroscience 12;</li> <li>• Agriculture and Poultry Production 10-12;</li> <li>• Yoga &amp; Wellness 11/ 12; and</li> <li>• Health Services 12 (Emergency Medical Responder).</li> </ul>	
7:15pm	B. Letter to MLA <b>Vice-Chairperson: Amanda Krebs</b>	
	Board Discussion	
<b>11.</b>	<b>COMMITTEE REPORTS</b>	
	A. Education Directions <b>Committee Chair: Marianne VanBuskirk</b>	
	B. Finance & Facilities/Audit <b>Committee Chair: Amanda Krebs</b>	
7:25pm	i. <b>Preliminary Operating Grant Update – 2026/27 School Year</b> Acting Secretary-Treasurer: Jeremy Hunt	Pg. 54
	Board Information	
7:35pm	ii. <b>Ministry Response re: 2026/27 Capital Plan &amp; Capital Plan Bylaw</b> Acting Secretary-Treasurer: Jeremy Hunt	Pg. 58
	<u>Recommendation</u> <i>That the School District No. 83 (Kwaskwaka ne Secwepemcúl'ecw) Capital Bylaw No. 2026/27-CPSD83-01 be given first reading.</i>	

Item	Description	
	<i>That the School District No. 83 (Kwskalktnéws ne Secwepemcúl'ecw) Capital Bylaw No. 2026/27-CPSD83-01 be given second reading.</i>	
	Unanimous consent is required to move to third and final reading in one meeting.	
	<i>That the School District No. 83 (Kwskalktnéws ne Secwepemcúl'ecw) Capital Bylaw No. 2026/27-CPSD83-01 be given third reading passed and adopted on the 21<sup>st</sup> day of April 2026.</i>	
	C. Labour Relations <b>Committee Chair: Corryn Grayston</b>	
	D. Partner Group Liaison <b>Committee Chair: Corryn Grayston</b>	
	E. Policy Committee <b>Committee Chair: Brent Gennings</b>	
7:50pm	i. <b>Policy 310 – Student Code of Conduct</b> Superintendent: Donna Kriger	Pg. 66
	<u>Recommendation</u> <i>That the Board of Education accept the minor revision to Policy 310 – Student Code of Conduct as presented.</i>	
	F. Committee of the Whole <b>Committee Chair: Corryn Grayston</b>	
<b>12.</b>	<b>EQUITY, DIVERSITY, AND INCLUSION</b>	
7:55pm	A. Aboriginal Report - How Are We Doing? 2024/2025 <b>Assistant Superintendent: Chelsea Prince</b>	Pg. 77
	Board Information	
<b>13.</b>	<b>BCSTA UPDATE</b>	
8:10pm	Trustee: Corryn Grayston	
	A. BCSTA AGM Report <b>Trustee: Marianne VanBuskirk</b>	Pg. 90
	Board Information	
<b>14.</b>	<b>BCPSEA UPDATE</b>	
	Trustee: Corryn Grayston	
<b>15.</b>	<b>QUELMÚCW EDUCATION COUNCIL UPDATE</b>	
	Trustee: Tennile Lachmuth	
<b>16.</b>	<b>BOARD CORRESPONDENCE</b>	
	None	

Item	Description
<b>17.</b>	<b>TRUSTEE REPORTS</b>
8:30pm	A. City of Salmon Arm Active Transportation Advisory Committee Report <b>Trustee: Marianne VanBuskirk</b>
	Board Information
<b>18.</b>	<b>QUESTION PERIOD</b>
8:40pm	<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>
<b>19.</b>	<b>UPCOMING DATES / EVENTS</b>
	Earth Day – April 22, 2026
	Committee of the Whole re: Part 2 of Section 100 Policy Review & BCSTA Board Policy Review – April 27, 2026 – 5:30 p.m.
	National Day of Mourning – April 28, 2026
	Committee of the Whole re: 2026/27 Budget – May 5, 2026 – 5:00 p.m.
	Indigenous Day of Learning – May 8, 2026
	Victoria Day – May 18, 2026 (statutory holiday)
	Regular Board Meeting – May 19, 2026 - 6:00 p.m.
<b>20.</b>	<b>ADJOURNMENT</b>

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

**Minutes** of the Regular Board Meeting of the Board of Education of School District No. 83 (Kwsaltktnéws ne Secwepemcúl'ecw), held at the District Education Support Centre and via Microsoft Teams Town Hall on Tuesday, March 10, 2026.

**Present:**

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

**1. CALL TO ORDER**

Board Chairperson Grayston acknowledged that a quorum was present and called the meeting to order at 6:02 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**

**030/2026 CARRIED** *"That the Board of Education adopt the March 10, 2026, Regular Board Meeting Agenda, as amended with the following change:*

- *move Items 12A and 9A to before Item 8."*

**4. ADOPTION OF BOARD MEETING MINUTES**

**A. Regular Board Meeting Minutes – February 17, 2026**

**031/2026 CARRIED** *"That the Board of Education adopt the Regular Board Meeting Minutes of February 17, 2026, as presented."*

**5. ADOPTION OF IN-CAMERA MEETING SUMMARY**

**A. Summary of In-camera Meeting – February 17, 2026**

**032/2026 CARRIED** *"That the Board of Education adopt the Summary of the In-camera Meeting of February 17, 2026, as presented."*

**B. Summary of Special In-camera Meeting – March 3, 2026**

**033/2026 CARRIED** *"That the Board of Education adopt the Summary of the In-camera Meeting of March 3, 2026, as presented."*

**6. BUSINESS ARISING**

None

**7. DELEGATIONS****A. Rural Schools & Community Use of Schools**

Presenter: Siobhan Rich & Sicamous community members

Ms. Siobhan Rich and other members from the Sicamous community brought forward their concerns, in addition to the letters submitted in the agenda package, regarding AP 510: Public Use of School Facilities, specifically procedure 19 which states: "The consumption of alcohol is not permitted in schools or on school property". They requested that the Board revisit this procedure in AP 510 as the local high school is the only space in the community that can host larger gatherings of over 200 people, where alcohol may be consumed. Ms. Kim Hyde expressed her concern of being unable to hold her late husband's celebration of life at the Eagle River Secondary high school gymnasium, due to serving alcohol. Trustees mentioned and discussed Administrative Procedures (operational) versus Policy (governance), Policy 6040: School Buildings, the discussion and subsequent motion made at the January 2026 Board Meeting regarding the Sled Sicamous event, the Board not typically putting forth motions in the same meeting where the delegation has presented, use of school facilities by community members, and social liability.

**034/2026  
CARRIED**

*"That the Board of Education direct the Superintendent to develop a facilities policy for Section 700 related to school use."*

**035/2026  
CARRIED**

*"That the Board of Education direct the Superintendent to make a similar exception for the Hyde family for the use of the Eagle River Secondary gymnasium for a celebration of life to include alcohol."*

**8. SUPERINTENDENT'S REPORT**

Superintendent: Donna Kriger

Superintendent Kriger reported on the following:

- Strategic Priority – *Effective Governance & Leadership*
  - the monthly Strategic Focus publication which highlights work that is happening in schools across the District, information on governance matters such as approved policies, and updates on administrative procedures;
  - the All Superintendents/Ministry meeting where topics discussed included: Feeding Futures, Ombudsperson report, Indigenous Day of Learning, Focus on Outcomes for Priority Learners, expanded services for Children & Youth, K-12 Literacy Screener, and school safety regarding community re-unification plans;
- Strategic Priority – *Intellectual Development*
  - the second Written Learning Update of the year for students in Elementary and Middle schools was sent home today and can also be accessed online through the MyEducation BC Family Portal;
  - Science World from Vancouver presented at Hillcrest Elementary;
- Strategic Priority – *Community Partnership Development*
  - Upcoming PAC Roundtable Evenings hosted by DPAC, at 5:30pm on March 11 at the DESC and on April 1 at Armstrong Elementary;
- Strategic Priority – *Organizational Development*
  - ongoing work regarding reconfiguration, particularly on space requirements, inventory of resources, school staffing, school enrolment;

- Strategic Priority – *Career Development*
  - upcoming Job & Career Fair on March 11 at J.L. Jackson Secondary hosted by SD83 Careers and WorkBC; and
- Strategic Priorities – *Intellectual Development, Human & Social Development, Career Development, Organizational Development*
  - feedback from the Ministry on the District’s Framework for Enhancing Student Learning report, noting the District strengths and District/Sector challenges.

## 9. EDUCATIONAL COMPONENT

### A. **Early Learning**

Director of Instruction – Early Years & Elementary: Jen Findlay

District Vice-Principal – Early Learning & Child Care: Allison de Boer

Director Findlay and Vice-Principal de Boer provided the Board with a snapshot of each of the following Early Learning initiatives in the District:

- StrongStart;
- Early Childhood Educators (ECEs) in Kindergarten;
- Seamless Day pilot program at Silver Creek Elementary, which is in its final year of pilot (2022-2026);
- Just B4 pilot program at Highland Park Elementary;
- Roots of Empathy;
- supporting the transition to Kindergarten (includes Ready, Set, Learn, Kindergarten orientation, Kindergarten gradual entry, community connections); and
- the ECE dual credit program at Okanagan College.

They also shared information on child care and the District’s focus on third-party connections and the importance of community partnerships. Director Findlay also noted that school districts received recent information from the Ministry that funding for Early Learning and Child Care leads, Vice-Principal de Boer’s position, is secured for next year. They reported on the Early Learning priorities for 2026-27, which include:

- reviewing the Ready, Set, Learn model to enhance engagement with a focus on rural communities without StrongStart;
- exploring underutilized school spaces for potential child care partnerships;
- new opportunities to strengthen relationships and transition between early years and school years;
- co-creating a Kwsaltknéws ne Secwepemcúl’ecw Kindergarten welcome book with the Indigenous Education Department; and
- exploring ways to continue and increase ECE in Kindergarten support.

## 10. NEW BUSINESS

### A. **District Calendar for School Year 2026-2027**

Assistant Superintendent: Michelle Guillou

Assistant Superintendent Guillou reviewed her briefing note and presented the draft 2026-2027 school year calendar, both included in the agenda, noting that the calendar was circulated for feedback in January to March of last year. She explained that the school year begins with a full non-instructional in-service day for all staff on September 8, followed by a gradual start half-day for students on September 9. She

also noted that the Winter Break dates are in alignment with neighbouring school districts. She reported that as the 2026-2027 school year is condensed (only 175 instructional days opposed to 179 days in the current year) additional minutes will be added to the day: seven minutes for Elementary/Middle schools and eight minutes for Secondary schools.

**036/2026  
CARRIED**

*“That the Board of Education approve the draft District calendar for the 2026-27 school year, as presented.”*

**B. 2026 School Trustee Elections – Appointment of Election Officers**

Acting Secretary-Treasurer: Jeremy Hunt

Acting Secretary-Treasurer Hunt presented his briefing note in the agenda noting the requirement for the Board to appoint Election Officers for Trustee Electoral Areas 1, 2, and 3, as the board is responsible for conducting the trustee election in these areas per the *School Act*.

**037/2026  
CARRIED**

*“That the Board of Education appoint the following Election Officers for the 2026 School Trustee Elections:*

***Trustee Electoral Area 1***

***(City of Armstrong, Township of Spallumcheen, CSRD Electoral Area D)***

*Chief Election Officer – Veronica Deacon*

*Deputy Chief Election Officer – Jeremy Hunt*

*Deputy Chief Election Officer – Heather Morris*

***Trustee Electoral Area 2***

***(City of Enderby, CSRD Electoral Area E, District of Sicamous, RDNO Electoral Area F)***

*Chief Election Officer – Veronica Deacon*

*Deputy Chief Election Officer – Jeremy Hunt*

*Deputy Chief Election Officer – Heather Morris*

***Trustee Electoral Area 3***

***(CSRD Electoral Areas C, F, and G)***

*Chief Election Officer – Veronica Deacon*

*Deputy Chief Election Officer – Jeremy Hunt*

*Deputy Chief Election Officer – Heather Morris”*

**COMMITTEE REPORTS**

**A. Education Directions**

Committee Chair: Trustee Marianne VanBuskirk

Next meeting to be held on May 6, 2026.

**B. Finance & Facilities / Audit**

Committee Chair: Board Vice-Chair Amanda Krebs

Nothing to report; no meeting held in March.

**C. Labour Relations**

Committee Chair: Board Chair Corryn Grayston

Nothing to report; no meeting held in March.

**D. Partner Group Liaison**

Committee Chair: Board Chair Corryn Grayston

Board Chair Grayston reported that Partner Group met on February 26 and discussed four items brought forward by DPAC.

**E. Policy Committee**

Committee Chair: Trustee Brent Gennings

Next meeting to be held on April 1, 2026.

**F. Committee of the Whole**

Committee Chair: Board Chair Corryn Grayston

Nothing to report.

**12. EQUITY, DIVERSITY, AND INCLUSION****A. Proactive Behaviour Support Planning**

District Principal – Student Supports: Jo McKenna

District Inclusion Support Teachers: Joan Marsan & Amber Prince-Hensold

District Principal McKenna introduced Inclusion Support Teachers Marsan and Prince-Hensold, who provided the Board with an overview of how their roles provide support to school teams and students. They explained that their roles are a highly flexible resource for school teams, particularly Case Managers and Learning Resource Teachers (LRTs), providing highly individualized support based on the student and a variety of internal (school) and external (home & outside agencies) aspects considered. Types of school level service supports include:

- Tier 1 (Universal Instruction) and Tier 2 (Targeted Instruction) academic, program, and behavioural support to school based teams;
- providing intensive Tier 3 (Individual Instruction) behavioural supports;
- tech, data collection, and documentation support for MyEducation BC and Competency-Based Individual Education Plans (CBIEP);
- Universal Design for Learning (UDL);
- individualized student programming; and
- Positive Behaviour Support Plans (PBSP).

They also reviewed the type of system level supports they provide, such as:

- Non-Violent Crisis Intervention (NVCI) training;
- presentations on UDL;
- AI productivity tools for school based team meetings;
- on-demand video training series they created on PBSPs; and
- various reference material templates for school teams.

They presented data on the distribution of the types of school level support services they have provided, the ratio of school support provided to system level support, and showed a clip of one of their PBSP training videos.

**13. BCSTA UPDATE****BCSTA Provincial Council Representative: Board Chair Grayston**

Board Chair Grayston reported on the BCSTA Provincial Council meeting she attended on February 20 as well as the BCSTA Thompson-Okanagan Branch meeting on February 20 & 21 in Oliver, with Acting Secretary-Treasurer Hunt in attendance as well. She also reported on the BCSTA Joint Sector call on February 25 with respect to the BCSTA Board Policy Review report, endorsing Boards to pare down on policy by moving operational matters from policy into administrative procedures. Trustee VanBuskirk also noted the list of motions released regarding the upcoming BCSTA AGM that she, Board Chair Grayston, and Superintendent Kriger would be attending. Trustees agreed to send any feedback on the proposed motions to Board Chair Grayston.

**14. BCPSEA UPDATE****BCPSEA Representative: Board Chair Grayston**

Board Chair Grayston reported that she attended the February 27 teacher bargaining sector call for BCPSEA Trustee reps as well as the Teacher Memorandum of Agreement ratification vote meeting on March 6.

**15. QUELMÚCW EDUCATION COUNCIL UPDATE****Trustee: Tennile Lachmuth**

Trustee Lachmuth reported that the council discussed the following items at its March 5 meeting:

- department reports and updates from staff;
- budget updates;
- Terms of Reference;
- Indigenous Day of Learning;
- TRC Allies in schools and related projects including one about expanding Indigenous youth voice to a District-wide youth voice initiative; and
- a dedication display to the Indigenous members who gifted the District its new school district name.

She also highlighted the Knowledge Keepers recruitment event held this past week.

**16. BOARD CORRESPONDENCE**

None

**17. TRUSTEE REPORTS**

Trustee Gennings reported on how a community member involved in the food program in Enderby is working with District staff to create space for new ideas in Enderby schools.

Trustee VanBuskirk acknowledged the display of pink around the District for Pink Shirt Day on February 25. She also reported on the Bastion PAC meeting she attended and acknowledged the achievements of former SAS graduate, Natalie Wilke, at the 2026 Paralympic Winter Games.

**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.*

No questions were received.

**19. UPCOMING DATES / EVENTS**

Spring Break – March 16-27, 2026  
Good Friday – April 3, 2026 (statutory holiday)  
Easter Monday – April 6, 2026 (school holiday)  
BCSTA AGM – April 9-11, 2026 – Vancouver, BC  
Regular Board Meeting – April 21, 2026 - 6:00 p.m.

**20. ADJOURNMENT**

The meeting was adjourned at 8:17 p.m.

\_\_\_\_\_  
Corryn Grayston  
Board Chairperson

**Certified Correct:**

\_\_\_\_\_  
Jeremy Hunt  
Acting Secretary-Treasurer

**The Board of Education of School District No. 83  
(K̄wsaltktnéws ne Secwepemcú'ecw)**

**Summary** of an In-Camera Board Meeting of the Board of Education of School District No. 83 (K̄wsaltktnéws ne Secwepemcú'ecw), on Tuesday, March 10, 2026, at the District Education Support Centre.

**Present:**

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

**1. CALL TO ORDER**

Board Vice-Chairperson Krebs acknowledged that a quorum was present and called the meeting to order at 4:01 p.m.

**2. WELCOME AND ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

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

**3. ADOPTION OF AGENDA – CHANGES / ADDITIONS**

Motion:

*That the Board of Education adopt the March 10, 2026, In-camera Board Meeting Agenda, as presented.*

**CARRIED.**

**4. ADOPTION OF BOARD MEETING MINUTES**

**A. In-camera Meeting Minutes – February 17, 2026**

Motion:

*That the Board of Education adopt the February 17, 2026, In-camera Board Meeting Minutes, as presented.*

**CARRIED.**

**B. Special In-camera Meeting Minutes – March 3, 2026**

Motion:

*That the Board of Education adopt the March 3, 2026, Special In-camera Board Meeting Minutes, as presented.*

**CARRIED.**

**5. BUSINESS ARISING**

The Board received an update on one labour matter.

**6. LAND/LABOUR/LAW**

The Board reviewed and discussed four labour matters and one legal matter.

**7. LABOUR RELATIONS – COMMITTEE REPORT**

Board Chair Grayston reported that the committee did not meet in March.

**8. OTHER**

None

**9. UPCOMING DATES/EVENTS**

In-Camera Board Meeting – April 21, 2026 – 4:00 p.m. @ DESC

Regular Board Meeting – April 21, 2026 – 6:00 p.m. @ DESC

**10. ADJOURNMENT**

The meeting was adjourned at 5:25 p.m.

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Corryn Grayston  
Board Chairperson

**Certified Correct:**

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Jeremy Hunt  
Acting Secretary-Treasurer



## BRIEFING NOTE

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**TO:** Board of Education  
**FROM:** Reid Findlay, Director of Instruction  
**RE:** BAA Course Approvals

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**DATE:** April 21, 2026

### Background

BAA courses span a wide range of topics that allow students to explore personal interests and career pathways. Providing students with access to locally developed courses 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 goals and rationale provided for each of these four new courses pending approval are detailed below. Further details of these course offerings can be found in the attached BAA course templates.

#### 1) **Behavioral Neuroscience 12**

*\*This course would stand alone as a single course next year but could fit into a Health Sciences Academy being considered at Jackson Secondary for 2027/28.*

#### Goals:

- Develop an understanding of the structure and function of the nervous system at the cellular and systems levels.
- Explain how neural communication underlies behavior, cognition, and emotion.
- Analyze the relationship between brain regions and specific cognitive and behavioral functions.
- Apply scientific inquiry skills through labs, experiments, and data analysis related to neuroscience topics.
- Interpret real-world case studies involving neurological and psychological disorders.
- Use critical thinking to evaluate research findings and claims in neuroscience and psychology.
- Communicate scientific ideas effectively using appropriate terminology, models, and evidence.
- Explore ethical, social, and technological issues related to brain research and mental health.
- Develop awareness and understanding of one's own sensory processes, cognition, and behaviour through observation, reflection, and experiential activities.

#### Rationale:

Behavioral Neuroscience 12 is designed to provide students with an in-depth exploration of the biological foundations of behavior, cognition, and emotion. The course bridges concepts from biology and psychology, allowing students to investigate how the structure and function of the nervous system influence perception, learning, memory, motivation, and mental health. Through the study of neural communication, brain organization, and sensory systems, students develop a scientifically grounded understanding of how behavior emerges from biological processes.

This course emphasizes inquiry-based learning and critical thinking through hands-on labs, simulations, case studies, and analysis of real-world research. Students engage in experimental design, data interpretation, and ethical discussions related to contemporary neuroscience topics such as brain imaging, neurological disorders, addiction, and mental health. These experiences help students build

transferable scientific skills while also developing media literacy and the ability to evaluate scientific claims encountered in everyday life.

In addition to academic content, Behavioral Neuroscience 12 encourages students to develop awareness of their own sensory experiences, cognitive processes, and behaviors. By reflecting on attention, perception, memory, and emotional regulation, students gain insight into their personal learning processes and mental well-being. This self-awareness component makes the course highly relevant and engaging, supporting student wellness while fostering curiosity about future studies and careers in health sciences, psychology, education, and related fields.

## **2) Agriculture and Poultry Production 10-12**

\*Eagle River Secondary

### **Goals and Rationale:**

The growing need for agricultural literacy, sustainability education, hands-on food production skills, and local farm experience provides strong justification for a school-based agriculture course. This course uses small-flock poultry raising as an applied, engaging, and relevant anchor for high-school learning.

This course supports SD83's goals of connecting learning to local community, fostering hands-on career exploration, and building real-world competencies. Sicamous and the surrounding Shuswap region have a rich agricultural community. Students benefit from exposure to agricultural career pathways, trades skills, and food-system literacy.

Poultry is an ideal entry point into agriculture: affordable, manageable, relevant to sustainability, and directly tied to student responsibilities (feeding, caring, monitoring, problem-solving).

## **3) Yoga & Wellness 11/12**

\*Salmon Arm Secondary

### **Goals and Rationale:**

To cultivate consistent physical practices that enhances physical fitness, self-awareness, and reflection. Prioritize both physical and mental well-being to support athletic performance, relieve stress, and build strength and resilience in the body. Develop an understanding of the benefits of regular self-care practices, including breathing techniques, relaxation, meditation, and physical conditioning as effective tools for reducing stress.

The ultimate goal is to foster a healthier mind-body connection, promoting a more positive and balanced relationship with oneself and with others.

## **4) Health Services 12 - Emergency Medical Responder**

\*Pleasant Valley Secondary

### **Course Synopsis:**

The Health Services 12 – EMR courses prepares students for the Emergency Medical Responder (EMR) certification in partnership with Columbia Medical Training. Final assessment will follow Columbia Medical Training criteria, including written exams and practical exams.

This course is supported by online content that students will be required to study to ensure they are prepared for the hands-on training provided in this course.

The Emergency Medical Responder course is an introduction to emergency medicine and is a level above First Responder (FR) or Occupational First Aid training. This practical course focuses on the core skills and protocols within the Emergency Medical Responder level of practice as defined by the Paramedic Association of Canada (PAC). This course provides training that students require in order to gain employment as an Emergency Medical Responder within a range of areas including: ambulance services; industrial and workplace settings as a first-aid attendant; life guarding; ski-patrol and medical response for fire departments. Certified graduates are eligible to apply for EMR licensure in British Columbia through the Emergency Medical Assistant Licensing Branch (EMALB).

**Goals and Rationale:**

- To prepare students for further education or a career within health care
- To provide successful students with an Emergency Medical Responder certification for provincial licensing applications
- To provide successful students with Standard First Aid certification (or re-certification) and cardio-pulmonary resuscitation certification level ‘C’ –Health Care Provider (CPR-HCP)

**Recommendation**

*“That the Board of Education approve the following Board/Authority Authorized Courses as presented:*

- *Behavioral Neuroscience 12*
- *Agriculture and poultry Production 10-12*
- *Yoga & Wellness 11/ 12*
- *Health Services 12 (Emergency Medical Responder).”*

Respectfully submitted,



Reid Findlay  
Director of Instruction (Middle/Secondary)



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority/Owner/Operator Name:</b>	<b>School District/Independent School Authority/Owner/Operator Number (e.g. SD43, Authority #432, Owner/Operator #123):</b>
<b>Developed by:</b> Brody Duxbury	<b>Date Developed:</b> January 26, 2026
<b>School Name:</b> JL Jackson Secondary	<b>Principal's Name:</b> Mr. Gord Ritchie
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority, Owner/Operator or Designate Approval Date:</b>	<b>Board/Authority Chair, Owner/Operator or Designate Signature:</b>
<b>Course Name:</b> Behavioral Neuroscience 12	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority or Owner/Operator Prerequisite(s):** N/A

**Special Training, Facilities or Equipment Required:** Science Lab (course could be taught in a regular classroom); overhead projector; standard biology lab equipment; Chromebooks

**Course Synopsis:** Behavioral Neuroscience 12 is an advanced elective course that explores the biological foundations of behavior, cognition, and mental processes. Students investigate how the nervous system functions, from individual neurons and neural communication to large-scale brain systems involved in sensation, movement, learning, memory, and emotion. Through a combination of inquiry-based labs, case studies, simulations, and project-based learning, students develop scientific thinking and data analysis skills while applying concepts to real-world contexts. The course emphasizes connections between brain structure and function, as well as the neural basis of neurological and psychological disorders. Designed for students interested in health sciences, psychology, and biology, the course provides a strong foundation for post-secondary studies in neuroscience and related fields.

### **Goals and Rationale:**

#### **Goals:**

- Develop an understanding of the structure and function of the nervous system at the cellular and systems levels.
- Explain how neural communication underlies behavior, cognition, and emotion.
- Analyze the relationship between brain regions and specific cognitive and behavioral functions.
- Apply scientific inquiry skills through labs, experiments, and data analysis related to neuroscience topics.
- Interpret real-world case studies involving neurological and psychological disorders.
- Use critical thinking to evaluate research findings and claims in neuroscience and psychology.
- Communicate scientific ideas effectively using appropriate terminology, models, and evidence.
- Explore ethical, social, and technological issues related to brain research and mental health.
- Develop awareness and understanding of one's own sensory processes, cognition, and behaviour through observation, reflection, and experiential activities.

#### **Rationale:**

Behavioral Neuroscience 12 is designed to provide students with an in-depth exploration of the biological foundations of behavior, cognition, and emotion. The course bridges concepts from biology and psychology, allowing students to investigate how the structure and function of the nervous system influence perception, learning, memory, motivation, and mental health. Through the study of neural communication, brain organization, and sensory systems, students develop a scientifically grounded understanding of how behavior emerges from biological processes.

This course emphasizes inquiry-based learning and critical thinking through hands-on labs, simulations, case studies, and analysis of real-world research. Students engage in experimental design, data interpretation, and ethical discussions related to contemporary neuroscience topics such as brain imaging, neurological disorders, addiction, and mental health. These experiences help students build transferable scientific skills while also developing media literacy and the ability to evaluate scientific claims encountered in everyday life.

In addition to academic content, Behavioral Neuroscience 12 encourages students to develop awareness of their own sensory experiences, cognitive processes, and behaviors. By reflecting on attention, perception, memory, and emotional regulation, students gain insight into their personal learning processes and mental well-being. This self-awareness component makes the course highly relevant and engaging, supporting student wellness while fostering curiosity about future studies and careers in health sciences, psychology, education, and related fields.

## Indigenous Worldviews and Perspectives:

- **Learning is holistic, reflexive, reflective, experiential, and relational**

Students explore the brain and behaviour through hands-on labs, simulations, discussions, and personal reflection, connecting scientific concepts to their own sensory experiences, emotions, and behaviours.

- **Learning recognizes the role of Indigenous knowledge systems**

The course acknowledges Indigenous perspectives on wellness, balance, mental health, and the mind–body connection, comparing Western neuroscience models with holistic views of health and cognition.

- **Learning is embedded in memory, history, and story**

Case studies and narratives (e.g., patient stories, historical discoveries in neuroscience, lived experiences of neurological conditions) are used to contextualize scientific concepts.

- **Learning involves recognizing the consequences of one's actions**

Students examine ethical issues such as brain research, medical interventions, addiction, and technology use, reflecting on how neuroscience impacts individuals, communities, and society.

- **Learning requires exploration of identity**

Students reflect on attention, perception, learning styles, emotional regulation, and behaviour, fostering self-awareness and understanding of how their own brains shape who they are.

- **Learning involves generational roles and responsibilities**

Topics such as mental health, stress, sleep, and substance use encourage students to consider how neuroscience knowledge can support personal well-being and community health.

- **Learning is connected to land, place, and environment**

Sensory systems and perception units explore how environments shape experience, awareness, and behaviour, reinforcing the connection between brain function and physical surroundings.

- **Learning ultimately supports the well-being of self, family, community, and the land**

The course emphasizes mental health literacy, emotional regulation, and informed decision-making, aligning neuroscience learning with broader goals of wellness and balance.

**BIG IDEAS**

The brain and nervous system are complex, adaptive systems that underlie all behavior, cognition, and emotion.

Neural communication enables perception, learning, memory, and decision-making.

Different brain structures are specialized for specific functions, but behavior emerges from their integrated activity.

Biological, psychological, and environmental factors interact to shape human behavior.

Understanding the brain supports self-awareness, well-being, and informed decision-making.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Questioning and predicting</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest</li> <li>• Make observations aimed at identifying their own questions, including increasingly abstract ones, about the natural world</li> <li>• Formulate multiple hypotheses and predict multiple outcomes</li> </ul> <p><b>Planning and conducting</b></p> <ul style="list-style-type: none"> <li>• Collaboratively and individually plan, select, and use appropriate investigation methods, including field work and lab experiments, to collect reliable data (qualitative and quantitative)</li> <li>• Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods</li> <li>• Use appropriate SI units and appropriate equipment, including digital technologies, to systematically and accurately collect and record data</li> <li>• Apply the concepts of accuracy and precision to experimental procedures and data:             <ul style="list-style-type: none"> <li>- significant figures</li> <li>- uncertainty</li> <li>- scientific notation</li> </ul> </li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• Introduction to Behavioral Neuroscience</li> <li>• Neural Communication</li> <li>• The Central Nervous System (CNS)</li> <li>• Sensation and Perception</li> <li>• Motor Systems and Behavior</li> <li>• Brain and Behavior: Learning, Memory, and Emotion</li> <li>• Neurological and Psychiatric Disorders</li> <li>• Research Methods in Neuroscience</li> <li>• Applications of Behavioral Neuroscience in Daily Life and Society</li> </ul>

### **Processing and analyzing data and information**

- Experience and interpret the local environment
- Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information  
Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies
- Construct, analyze, and interpret graphs, models, and/or diagrams
- Use knowledge of scientific concepts to draw conclusions that are consistent with evidence
- Analyze cause-and-effect relationships

### **Evaluating**

- Evaluate their methods and experimental conditions, including identifying sources of error or uncertainty, confounding variables, and possible alternative explanations and conclusions
- Describe specific ways to improve their investigation methods and the quality of their data
- Evaluate the validity and limitations of a model or analogy in relation to the phenomenon modelled
- Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and in primary and secondary sources
- Consider the changes in knowledge over time as tools and technologies have developed
- Connect scientific explorations to careers in science
- Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations to evaluate claims in primary and secondary sources
- Consider social, ethical, and environmental implications of the findings from their own and others' investigations
- Critically analyze the validity of information in primary and secondary sources and evaluate the approaches used to solve problems
- Assess risks in the context of personal safety and social responsibility

### **Applying and innovating**

- Contribute to care for self, others, community, and world through individual or collaborative approaches
- Cooperatively design projects with local and/or global connections and applications
- Contribute to finding solutions to problems at a local and/or global level through inquiry
- Implement multiple strategies to solve problems in real-life, applied, and conceptual situations
- Consider the role of scientists in innovation

### **Communicating**

- Formulate physical or mental theoretical models to describe a phenomenon
- Communicate scientific ideas and information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations
- Express and reflect on a variety of experiences, perspectives, and worldviews through **place**

## Big Ideas – Elaborations

### **The brain and nervous system are complex, adaptive systems that underlie all behavior, cognition, and emotion.**

- How do the structures and organization of the nervous system support human behaviour and mental processes?
- In what ways does the brain change over time in response to development, learning, and experience?

### **Neural communication enables perception, learning, memory, and decision-making.**

- How do neurons communicate using electrical and chemical signals to transmit information?
- How does synaptic activity contribute to learning, memory formation, and cognitive processing?

### **Different brain structures are specialized for specific functions, but behavior emerges from their integrated activity.**

- What roles do major brain regions play in movement, sensation, emotion, and cognition?
- How do multiple brain systems work together to produce complex behaviours?

### **Biological, psychological, and environmental factors interact to shape human behavior.**

- How do genetics, brain development, and experience influence behavior?
- How do social, cultural, and environmental contexts interact with brain processes to affect decision-making and behavior?

### **Understanding the brain supports self-awareness, well-being, and informed decision-making.**

- How can knowledge of neuroscience help individuals better understand their own behaviour, emotions, and learning?
- How can insights from behavioural neuroscience inform healthy choices related to mental health, technology use, and lifestyle?

## Curricular Competencies – Elaborations

### **Questioning and Predicting**

- Generate questions about how brain structures influence behavior and cognition.
- Explore questions about the effects of neurological disorders or brain injuries on perception, memory, and emotion.
- Predict outcomes of experimental manipulations of neural pathways or sensory systems.
- Anticipate behavioral or cognitive changes resulting from specific neurological conditions.

### **Planning and Conducting**

- Design experiments to test hypotheses about sensory processing or reaction times.
- Develop case studies analyzing the behavioral consequences of brain injuries or disorders.
- Perform simulations or lab activities demonstrating neural communication and reflex pathways.
- Collect and organize behavioral or cognitive data using observational or experimental methods.

- Follow ethical guidelines when handling models, simulations, or data from experiments.
- Implement precise measurement and documentation techniques to reduce errors.

### **Processing and Analyzing Data**

- Identify trends in reaction time, learning rates, or behavioral responses across experimental conditions.
- Compare neural activity or behavioral outcomes between different scenarios or subject groups.
- Draw evidence-based conclusions about the role of specific brain regions in cognition, emotion, or behavior.
- Link experimental findings to real-world neurological or psychological contexts.
- Reflect on experimental design, data collection tools, and sample sizes to identify strengths and limitations.
- Suggest improvements to ensure validity and reliability of investigations.

### **Evaluating**

- Assess the reliability and validity of neuroscience research studies.
- Critique theories or interpretations of neural-behavior relationships.
- Recommend interventions or strategies based on scientific evidence from experiments or research.
- Apply ethical reasoning when designing investigations or analyzing data.

### **Applying and Innovating**

- Explain everyday behaviors, decision-making, or learning processes using neuroscience concepts.
- Predict the effects of brain injury, disease, or environmental changes on behavior and cognition.
- Propose strategies to enhance learning or memory using neuroscience principles.
- Suggest interventions or tools to improve mental health, cognitive performance, or wellbeing based on evidence.

## Content – Elaborations

### 1. Introduction to Behavioral Neuroscience

- Define behavioral neuroscience and its role in understanding the brain and behavior.
- Explore historical and contemporary perspectives in neuroscience.
- Discuss the connection between brain structure, function, and human behavior.

### 2. Neural Communication

- Describe the structure and function of neurons.
- Explain action potentials, synaptic transmission, and neurotransmitters.
- Explore how neurons communicate to influence behavior and perception.

### 3. The Central Nervous System (CNS)

- Identify major CNS structures: brain regions, spinal cord, and their functions.
- Explore the roles of different lobes of the brain in behavior and cognition.
- Discuss CNS involvement in voluntary and involuntary actions.

### 4. The Peripheral Nervous System (PNS)

- Identify components of the PNS, including somatic and autonomic divisions.
- Explain the role of sensory and motor neurons in transmitting information.
- Examine how the PNS interacts with the central nervous system to control behavior.

### 5. Sensation and Perception

- Explain how sensory systems receive and process stimuli.
- Examine the link between sensory input and perception of the environment.
- Discuss individual differences in sensory perception and interpretation.

### 6. Motor Systems and Behavior

- Describe the organization of motor pathways and control of movement.
- Explore reflexes, voluntary movement, and coordination.
- Examine the role of motor systems in everyday behaviors and skill development.

### 7. Brain and Behavior: Learning, Memory, and Emotion

- Investigate how the brain encodes, stores, and retrieves memories.
- Discuss neural mechanisms underlying learning and behavioral adaptation.
- Explore the neurological basis of emotion and its influence on decision-making.

## Content – Elaborations

### 8. Neurological and Psychiatric Disorders

- Identify common neurological and psychiatric disorders and their symptoms.
- Discuss how brain structure and function are altered in these disorders.
- Explore treatment approaches and their behavioral and cognitive impacts.

### 9. Research Methods in Neuroscience

- Introduce research designs: experimental, observational, and case studies.
- Discuss ethical considerations in human and animal neuroscience research.
- Analyze how research findings contribute to understanding brain-behavior relationships.

### 10. Applications of Behavioral Neuroscience in Daily Life and Society

- Explore real-world applications of neuroscience in education, law, and health.
- Examine the influence of neuroscience on understanding behavior in social contexts.
- Discuss personal and societal implications of behavioral neuroscience knowledge.

## Recommended Instructional Components:

### Direct Instruction & Mini-Lectures

- Present foundational neuroscience concepts (brain anatomy, neural communication, neurotransmitters) to scaffold student learning before inquiry-based tasks.
- Use multimedia, diagrams, and 3D models to support visual and spatial understanding of neural structures.

### Inquiry-Based Labs & Experiments

- Hands-on labs exploring reflexes, reaction times, sensory perception, or modeling neural pathways.
- Encourage students to formulate hypotheses, collect data, and draw evidence-based conclusions.

### Case Studies & Problem-Based Learning

- Analyze real-world cases (e.g., neurological disorders, brain injuries, developmental differences) to apply concepts to human behavior.
- Use ethical dilemmas or patient scenarios to promote critical thinking and empathy.

### **Simulations & Brain Mapping Activities**

- Interactive simulations of neural circuits, brain function, or synaptic transmission.
- Virtual brain mapping exercises to explore structure–function relationships.

### **Project-Based Learning & Research Tasks**

- Students investigate a neuroscience question of personal interest, culminating in presentations, posters, or digital media projects.
- Encourage integration of multiple sources and reflection on methodology, ethics, and implications.

### **Discussions, Debates, & Socratic Seminars**

- Facilitate class discussions on topics like neuroethics, brain–behavior relationships, or the impact of technology on cognition.
- Promote reasoning, oral communication, and respectful peer debate.

### **Reflection & Metacognition Activities**

- Journals, self-assessments, or learning logs to encourage awareness of one’s own cognition, learning habits, and behavior.
- Connect neuroscience concepts to personal experiences and self-understanding.

### **Collaborative Learning & Cooperative Tasks**

- Group labs, data analysis, or research projects to build teamwork, peer teaching, and problem-solving skills.
- Encourage students to discuss, question, and explain concepts to each other.

### **Use of Technology & Multimedia**

- Integrate videos, interactive models, simulations, and online research tools to support differentiated learning.
- Analyze current neuroscience research and findings in an accessible way for classroom use.

### **Community & Expert Engagement**

- Guest speakers (neuroscientists, clinicians, researchers) or virtual field trips to labs and institutions.
- Connect classroom learning to real-world neuroscience applications and careers.

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

Assessment in this course is designed to be authentic, varied, and reflective of students' understanding of both neuroscience content and the connections between brain function and behavior. Strategies emphasize not only knowledge recall but also critical thinking, problem-solving, collaboration, inquiry skills, and metacognition. Assessments are aligned with the BC curriculum's focus on Curricular Competencies and Big Ideas, allowing students multiple ways to demonstrate learning and growth while encouraging self-reflection and real-world application.

**Assessment Strategies:**

- **Lab Reports and Experimental Data Analysis**
- **Case Study Analyses**
- **Research Projects and Presentations**
- **Quizzes and Tests**
- **Reflective Journals and Learning Logs**
- **Simulations and Interactive Assessments**
- **Peer and Self-Assessment**
- **Debates and Discussions**
- **Portfolio Compilation**

## Learning Resources:

### Textbooks & Core References:

- *OpenStax: Introduction to Behavioral Neuroscience* (free, online textbook) — provides comprehensive coverage of brain structures, neural communication, and behavior.
- Additional neuroscience texts or reference guides as needed for specific topics

### Digital & Online Tools:

- Brain anatomy and mapping websites or apps (e.g., BrainFacts.org, Human Brain Project interactive tools).
- Desmos, GeoGebra, or other graphing software for modeling neural signals or data analysis.
- Virtual lab simulations (e.g., neuron signaling, reflex circuits, brain lesion simulations).

### Lab Equipment & Materials:

- Basic lab supplies: microscopes, slides, and staining kits for neuronal or brain tissue observations.
- Simulated EEG software.
- Simple reflex testing tools (e.g., reflex hammers, rulers for reaction time tests).
- Models of the brain (3D physical or digital) for hands-on anatomy exploration.

### Multimedia & Media Resources:

- Documentaries and videos illustrating brain function, neural disorders, or research methodologies.
- Interactive case studies and ethical dilemma scenarios for group discussion and analysis.
- Podcasts or interviews with neuroscientists discussing current research and applications.

### Supplementary Resources:

- Academic journals and curated research articles for inquiry-based projects and extended research.
- Teacher-created resources and lab manuals aligned with BAA inquiry activities.
- First Peoples Principles of Learning materials to integrate Indigenous perspectives on learning and behavior.

### Additional Information:

Recommended pre- or co-requisite course: **Anatomy and Physiology 12**



## Board/Authority Authorized Course Framework Template

School District/Independent School Authority/Owner/Operator Name: KwaZulu-Natal Secwepemcú'ecw	School District/Independent School Authority/Owner/Operator Number (e.g. SD43, Authority #432, Owner/Operator #123): School District 83
Developed by: Doug Smith	Date Developed: April 10 <sup>th</sup> , 2026
School Name: Eagle River Secondary School	Principal's Name: Darryl Smith
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: Agriculture and Poultry Production	Grade Level of Course: 10 - 12
Number of Course Credits: 4 Credits	Number of Hours of Instruction: 120 Hours

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

**Special Training, Facilities or Equipment Required:**

**Course Synopsis:**

***Agriculture and Poultry Production*** introduces students to foundational agricultural knowledge through the practical experience of raising chickens. Students explore the biological needs of poultry, small-flock management, sustainable farm design, coop construction, and agricultural economics. Emphasis is placed on real-world problem solving, environmental responsibility, and developing hands-on technical skills. Students complete a full coop-design project, manage flock care, apply biosecurity procedures, and build a micro-business budget based on egg production.

**Goals and Rationale:**

The growing need for agricultural literacy, sustainability education, hands-on food production skills, and local farm experience provides strong justification for a school-based agriculture course. This course uses small-flock poultry raising as an applied, engaging, and relevant anchor for high-school learning.

This course supports SD83's goals of connecting learning to local community, fostering hands-on career exploration, and building real-world competencies. Sicamous and the surrounding Shuswap region have a rich agricultural community. Students benefit from exposure to agricultural career pathways, trades skills, and food-system literacy.

Poultry is an ideal entry point into agriculture: affordable, manageable, relevant to sustainability, and directly tied to student responsibilities (feeding, caring, monitoring, problem-solving).

**Indigenous Worldviews and Perspectives:**

This course incorporates Indigenous worldviews that emphasize respect, responsibility, and reciprocal relationships with the land and all living beings. Within Secwépemc teachings, the principle of *k'wseltknéws* ("we are all related") highlights the interconnectedness of people, animals, and the environment. Through hands-on poultry care, students learn to act with care, gratitude, and stewardship, recognizing that food production carries ethical responsibility and long-term impacts. Seasonal observation, sustainable practices, and humane animal treatment reflect Indigenous approaches to food systems rooted in balance, respect, and community well-being. By valuing Indigenous knowledge as living and place-based, this course supports reconciliation and encourages students to develop respectful relationships with the land and animals they care for.

**BIG IDEAS**

Canadian  
Agriculture and  
Poultry Systems

Chicken Biology and  
Behaviour

Biosecurity and Flock  
Health

Coop Design and  
Construction

Poultry Economics and  
Farm Business

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Communication</b> Students develop communication skills through daily collaboration, hands-on instruction, and the sharing of ideas and information related to animal care and agricultural systems. They record observations in chicken-care logs, explain procedures and design choices during coop construction, and present findings and recommendations in their capstone projects. Students use oral, written, visual, and digital communication to convey practical information clearly and responsibly in real-world contexts.</p> <p><b>Thinking</b> Students apply critical and creative thinking to solve authentic agricultural problems. They analyze flock health, evaluate coop designs, interpret budget data, and adjust practices based on evidence and outcomes. Through design challenges and inquiry-based projects, students reflect on sustainability, efficiency, and ethical decision-making, developing the ability to plan, revise, and improve solutions over time.</p> <p><b>Personal and Social</b> Students build personal and social responsibility through consistent participation in animal care routines that require reliability, teamwork, and</p>	<p><i>Students are expected to know the following:</i></p> <p><b>Unit 1 — Canadian Agriculture &amp; Poultry Systems</b></p> <ul style="list-style-type: none"> <li>• Overview of farming sectors</li> <li>• Poultry in the Canadian food system</li> <li>• Animal care ethics</li> <li>• Farm-to-table pathways</li> </ul> <p><b>Unit 2 — Chicken Biology &amp; Behavior</b></p> <ul style="list-style-type: none"> <li>• Anatomy and body systems</li> <li>• Nutrition and feeding programs</li> <li>• Behavior: flock dynamics, stress, and welfare</li> <li>• Chick development</li> </ul> <p><b>Unit 3 — Biosecurity &amp; Flock Health</b></p> <ul style="list-style-type: none"> <li>• Biosecurity zones and procedures</li> <li>• Disease recognition and response</li> <li>• Cleaning and sanitization schedules</li> <li>• Safe egg handling</li> </ul> <p><b>Unit 4 — Coop Design &amp; Construction</b></p> <ul style="list-style-type: none"> <li>• Ventilation, insulation, and layout</li> <li>• Roosting, nesting, and bedding systems</li> </ul>

ethical awareness. They practice self-management, safety, and accountability while working with living beings. By connecting food production to community well-being, environmental stewardship, and respectful relationships with animals and peers, students develop a sense of responsibility to themselves, others, and the land.

- Predator-proofing
- Tool use & safety – tools will need to be limited to hand tools and small power tools (i.e. handheld power drills)
- Hands-on building or coop upgrade

**Unit 5 — Poultry Economics & Farm Business**

- Startup and operating costs
- Egg-production forecasting
- Record keeping – possibly using Excel
- Profit/loss calculations
- Marketing ethics and local food networks
- Selling of coops at end of year

**Unit 6 — Capstone Project**

- Student-led project improving the school poultry program or farm system
- Presentation to class, school staff, or community members

## Big Ideas – Elaborations

### **Canadian Agriculture and Poultry Systems**

Canadian agriculture plays a vital role in food security, local economies, environmental sustainability, and community well-being. Poultry production is an accessible and significant component of Canada’s agricultural system, connecting on-farm practices to broader farm-to-table pathways. Through hands-on experience with small-flock poultry, students explore how agricultural systems balance efficiency, ethics, sustainability, and responsibility. Understanding how food is produced helps students become informed consumers, community members, and potential contributors to Canada’s agricultural future.

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### **Chicken Biology and Behaviour**

An understanding of chicken anatomy, physiology, growth, and behaviour is essential for responsible animal care and production. Chickens are living systems whose health and productivity depend on nutrition, environment, and humane treatment. By observing and responding to flock behaviour, students learn to recognize signs of stress, illness, and well-being, reinforcing the connection between biological knowledge and ethical decision-making. This biological understanding supports evidence-based care practices and fosters respect for animals as living beings.

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### **Biosecurity and Flock Health**

Healthy flocks depend on consistent biosecurity practices that reduce disease risk, protect animal welfare, and ensure food safety. Biosecurity reflects the interconnectedness of animal health, human responsibility, and environmental conditions. Through planning, routines, and accountability, students learn that prevention, cleanliness, and careful observation are critical in agricultural systems. These practices develop habits of responsibility, safety awareness, and respect for life while connecting classroom learning to real-world agricultural standards.

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### **Coop Design and Construction**

Effective agricultural structures are designed to meet biological needs, environmental conditions, and safety requirements. Coop design combines problem-solving, skilled trades, and sustainability thinking to support animal welfare and efficient management. By designing and constructing poultry coops, students apply principles of ventilation, insulation, predator protection, and safe tool use. This process emphasizes that thoughtful design directly impacts animal health, environmental impact, and operational success.

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### **Poultry Economics and Farm Business**

Agriculture is both a biological system and a business system requiring planning, record-keeping, and ethical decision-making. Poultry enterprises operate within real economic constraints, balancing costs, productivity, sustainability, and community responsibility. Through budgeting,

forecasting, and financial reflection, students learn how economic choices affect profitability, animal care standards, and local food systems. This understanding supports financial literacy, entrepreneurship, and informed participation in local and regional economies.

## Curricular Competencies – Elaborations

### Communication

Students develop communication skills by working collaboratively in authentic agricultural settings. They share responsibilities, explain procedures, and communicate observations related to poultry care, coop construction, and farm operations. Students document daily flock care, record data, and communicate findings through written logs, diagrams, and digital tools. They present design decisions, biosecurity plans, and financial summaries to peers and authentic audiences, learning to communicate clearly, responsibly, and contextually in real-world agricultural and workplace environments.

### Thinking

Students apply critical and creative thinking to solve practical agricultural problems that evolve over time. They analyze flock health, environmental conditions, and production data to make informed care decisions. Through inquiry and design challenges, students plan, test, evaluate, and refine solutions related to coop design, biosecurity systems, and farm efficiency. Students reflect on outcomes, identify areas for improvement, and use evidence to adjust practices, reinforcing iterative problem-solving and systems thinking central to applied agricultural learning.

### Personal and Social

Students develop personal and social responsibility through consistent participation in livestock care routines that require reliability, ethical awareness, and teamwork. They demonstrate respectful behaviour toward animals, peers, tools, and shared spaces, recognizing the impact of their actions on living systems and community well-being. By engaging in cooperative tasks, managing responsibilities, and following safety and biosecurity protocols, students strengthen self-management, collaboration, and accountability. Connections to food systems and sustainability foster a sense of stewardship and responsibility to the broader community and environment.

## Content – Elaborations

### Canadian Agriculture and Poultry Systems

## Content – Elaborations

Students explore Canadian agriculture as an interconnected system that supports food security, economic activity, and community well-being. They examine the role of poultry within national and local food systems, including small-scale, family-run, and commercial operations. Students investigate farm-to-table pathways, ethical considerations in animal agriculture, and the responsibilities involved in food production. Emphasis is placed on understanding agriculture as both an economic and stewardship-based practice rooted in sustainability, environmental responsibility, and community connection.

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### **Chicken Biology and Behaviour**

Students develop foundational knowledge of chicken anatomy, body systems, and growth stages to support effective and humane flock management. They examine nutrition requirements, feeding programs, and environmental factors that impact health and productivity. Through observation and care routines, students learn to recognize normal and abnormal behaviours, flock dynamics, and indicators of stress or illness. This content emphasizes the relationship between biological understanding, animal welfare, and evidence-based decision-making in agricultural contexts.

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### **Biosecurity and Flock Health**

Students learn the principles and practices of biosecurity used to protect poultry health and prevent disease transmission. They study common poultry illnesses, routes of contamination, and health monitoring strategies. Hands-on routines include establishing biosecurity zones, cleaning and sanitization schedules, and safe egg-handling procedures. This content highlights the shared responsibility between humans, animals, and environments, reinforcing the importance of prevention, consistency, and awareness in maintaining healthy agricultural systems.

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### **Coop Design and Construction**

Students explore how agricultural structures are designed to meet biological, environmental, and safety requirements. They examine key coop features such as ventilation, insulation, layout, nesting, roosting, bedding systems, and predator protection. Through applied design and construction tasks, students learn safe tool use, material selection, and building techniques. This content emphasizes functional design, sustainability, and problem-solving while reinforcing the impact of built environments on animal welfare and operational success.

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### **Poultry Economics and Farm Business**

Students examine the financial aspects of small-scale agricultural production, including startup costs, ongoing expenses, egg production forecasting, and record-keeping. They analyze basic profit and loss scenarios and consider ethical marketing practices within local food systems.

## Content – Elaborations

Linking economics to real farm operations helps students understand how financial decision-making influences sustainability, animal care, and long-term viability. The selling of coops at the end of the year reinforces entrepreneurship, value creation, and responsible business practices.

### Capstone Project

Students apply their learning through a student-led capstone project focused on improving the school poultry program or related agricultural system. Projects may address animal welfare, system efficiency, environmental sustainability, design improvements, or community engagement. Students research, plan, implement, and present their projects to peers or community audiences, demonstrating their understanding of agricultural systems, responsibility, and applied problem-solving. This culminating experience integrates biology, design, ethics, and business learning into an authentic real-world context.

### Recommended Instructional Components:

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

#### Formative

- Daily chicken-care logs
- Exit tickets & quizzes
- Drafts of coop blueprints
- Peer feedback

#### Summative

- Unit quizzes
- Coop Design Project – including the construction of coops
- Biosecurity Plan
- Poultry Budget & Financial Report
- Capstone Project & Presentation

Rubrics will assess:

- Understanding of content
- Practical skill proficiency
- Accuracy of designs & calculations
- Evidence of reasoning & improvement

- Safety, responsibility, and care for animals

**Learning Resources:**

myBlueprint will be used as a portfolio platform where students accumulate and then demonstrate their learning.

I will need to develop resources and will need to use the Internet. Possible resources might include the following:

- Canadian Food Focus poultry modules
- National small-flock manuals
- Alberta “FOWL” Manual (urban chicken care)
- Agriculture in the Classroom Canada (general agricultural literacy)

**Additional Information:**

Portions of this document were developed using CoPilot 365.



SD83

## Board/Authority Authorized Course

<b>School District/Independent School Authority Name:</b> SD 83	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b>
<b>Developed by:</b> Tekki Brown-Hryniw	<b>Date Developed:</b> May 13, 2025.
<b>School Name:</b> Salmon Arm Secondary	<b>Principal's Name:</b> Robert Cadden
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Yoga and Wellness	<b>Grade Level of Course:</b> 11/12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

### Board/Authority Prerequisite(s):

**Special Training, Facilities or Equipment Required: RYS 200 + (Teacher must have Registered Yoga School YTT certification of at least 200 hours). This will be managed annually by school admin team at SAS and HR.**

Equipment required: yoga mat, bolster, block, strap.

### Goals and Rationale:

**To cultivate a consistent physical practice that enhances physical fitness, self-awareness, and reflection.**

Prioritize both physical and mental well-being to support athletic performance, relieve stress, and build strength and resilience in the body. Develop an understanding of the benefits of regular self-care practices, including breathing techniques, relaxation, meditation, and physical

conditioning as effective tools for reducing stress.

The ultimate goal is to foster a healthier mind-body connection, promoting a more positive and balanced relationship with oneself and with others.

**Indigenous Worldviews and Perspectives:**

Students are encouraged to connect their learning to their own lives beyond the classroom, deepening meaning and identity through experiential practices such as yoga, reflection, and time on the land. These practices are enriched by local Secwépemc knowledge, which teaches that the land is a living teacher, and that well-being comes from respectful, reciprocal relationships with the natural world.

### BIG IDEAS

A regular practice of Yoga and mindfulness strengthens the mind and body.

Yoga is holistic, reflective, experiential, and relational.

The practice of mindfulness can happen at any time, anywhere.

Practicing self-awareness and self-reflection helps us to grow as individuals and as a community.

Connecting with the land supports balance, grounding, and overall well-being.

### Learning Standards

Curricular Competencies	Content
<p><b>1. Physical Wellness</b></p> <ul style="list-style-type: none"> <li>○ <i>Demonstrate proficiency in various yoga postures to enhance strength, flexibility, and balance.</i></li> <li>○ <i>Develop healthy movement habits and body awareness.</i></li> <li>○ <i>Apply breathing techniques to regulate stress and improve focus.</i></li> </ul> <p><b>2. Mental and Emotional Awareness</b></p> <ul style="list-style-type: none"> <li>○ <i>Utilize mindfulness and meditation practices to calm the mind and reduce anxiety.</i></li> <li>○ <i>Reflect on emotional states and respond with care and intention.</i></li> <li>○ <i>Build resilience through regular, intentional self-care practices.</i></li> </ul> <p><b>3. Connection to Land and Place (Secwépemcúlcw)</b></p> <ul style="list-style-type: none"> <li>○ <i>Engage in outdoor learning experiences, observing and learning from the natural environment.</i></li> <li>○ <i>Reflect on natural rhythms and their impact on personal well-being.</i></li> <li>○ <i>Honor Secwépemc perspectives, recognizing the land as a living teacher and relative.</i></li> </ul> <p><b>4. Identity and Inner Listening</b></p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>● <b>Learn various introductory yoga postures (asanas) focusing on flexibility, strength, balance, and alignment.</b></li> <li>● <b>Understand body mechanics and awareness for safe movement and posture.</b></li> <li>● <b>Learn to coordinate breath with movement transitions.</b></li> <li>● <b>Practice relaxation techniques such as savasana and restorative poses.</b></li> <li>● <b>anatomical terminology</b></li> <li>● <b>skeletal system, including bones and joints</b></li> <li>● <b>the muscular and cardiovascular systems</b></li> <li>● <b>Engaging in mindfulness and presence through meditation and grounding exercises.</b></li> <li>● <b>Manage stress and emotions using yoga and breathwork techniques.</b></li> <li>● <b>Reflect through journaling on emotional states, stress triggers, and wellness goals.</b></li> <li>● <b>Explore personal identity, values, and cultural influences.</b></li> </ul>

- *Explore personal identity through movement, reflection, and mindfulness.*
- *Listen to and interpret the body's signals to make health-supportive choices.*
- *Understand how relationship with self-influences relationships with others.*

**5. Community, Respect, and Belonging**

- *Foster a respectful and inclusive environment where all feel welcome.*
- *Collaborate effectively, supporting peers and valuing diversity.*
- *Cultivate a sense of belonging through shared practices and community engagement.*

- **Participate in place-based learning by practicing outdoors (developing relationship and understanding of the land and all beings).**
- **Understanding and integrating Secwépemc teachings about the land and its significance (Kwsaltktnéws ne Secwepemcúl'ecw).**
- **Learn about and implement self-care strategies related to sleep, nutrition, hydration, physical movement, and mental health practices.**
- **Apply mindfulness and self-awareness practices in daily life, academics, and community interactions.**

**Optional/Enrichment Elements**

- **Community projects:** Environmental Expo.

## Big Ideas – Elaborations

- **A regular practice of yoga and mindfulness strengthens the mind and body:** Students learn that consistency—not intensity—is the key to sustainable wellness.
  - **Yoga is holistic, reflective, experiential, and relational:** Students explore yoga as more than movement; it includes breathwork, mindset, and connection to others.
  - **Mindfulness can happen anywhere:** Mindfulness practices are integrated into everyday activities such as walking, breathing, eating, and studying.
  - **Self-awareness and reflection support growth:** Journaling, discussion, and observation help students understand patterns and make healthier choices.
  - **Connection to the land enhances well-being:** Outdoor practice reinforces grounding, gratitude, and a deeper ecological understanding of all beings which leads to a deeper understanding of oneself.
- 

## Curricular Competencies – Elaborations

- Techniques for safe alignment, joint integrity, and muscular engagement.
- Strategies for emotional regulation, including mindful breathing, visualization, and progressive relaxation.
- Reflective practices such as gratitude writing, mood tracking, and mindful check-ins.
- Outdoor learning routines: observing weather, seasons, cycles, and natural patterns.
- Building cultural humility through respectful engagement with Secwépemc knowledge.
- Participating in group practice with focus, kindness, and shared responsibility.

## Content – Elaborations

- Learn introductory yoga poses: Warrior I, II, III; Tree pose; Mountain; Standing Forward Fold; Wide-Leg Forward Fold; Downward Dog; Intense Side Stretch; Dancer; Chair; Bridge; Cat-Cow; Child’s Pose; Cobra; etc and basic balancing shapes.
- Explore breathwork: box, ujjayi, belly, dirga, bhramari, nadi shodhana, kapalabhati, equal-ratio breathing etc.
- Introduction to muscular chains (myofascial chains).

## Content – Elaborations

- Understanding flexibility vs. mobility and how both contribute to safe movement.
- How stress affects the nervous system and how breathwork supports regulation.
- Journaling prompts for identity discovery, stress management, and wellness tracking.
- Local Secwépemc teachings around land stewardship, connection, and respect
- Community projects such as participation in the Environmental Expo.
- Guest workshops (e.g., local Indigenous knowledge keepers, meditation instructors, sports trainers).
- Student-led yoga sessions or mindfulness circles.

- **Recommended Instructional Components: Direct instruction on alignment and posture.**

- Guided mindfulness and meditation sessions.
- Small group and partner activities.
- Outdoor yoga practices when conditions allow.
- Use of visuals, models, and anatomy resources.
- Reflective journaling and class discussions.
- Integration of cultural teachings from local Knowledge Keepers (as available).

### Recommended Assessment Components:

- **Formative assessment:**
  - Observation of participation, effort, and safe movement practices
  - Check-ins, exit slips, self-assessments
  - Guided reflections and journaling entries
- **Summative assessment:**
  - Movement proficiency demonstration (postures, breathwork, sequences)
  - Wellness portfolio including reflections, goals, and self-care plan
  - Place-based reflection or project
  - Evidence of understanding anatomical and mindfulness concepts
- **Assessment principles:**

- Transparent learning goals
- Opportunities for self-reflection and revision
- Focus on growth, consistency, and personal improvement

### **Learning Resources:**

- Yoga mats, props, and open space
- BC Curriculum Physical and Health Education resources
- Anatomy visuals and models
- Mindfulness scripts and audio resources
- Outdoor learning spaces on or near school grounds
- *Yoga Anatomy, Third Edition* by Leslie Kaminoff and Amy Matthews
- *Yoga Mind, Body & Spirit - A Return to Wholeness* by Donna Farhi
- [Light on Yoga by B.K.S. Iyengar](#)
- *Light on Pranayama: The Yogic Art of Breathing* by B.K.S. Iyengar

### **Additional Information:**

This course supports students with varied levels of physical ability and encourages individualized progress within a supportive, inclusive classroom environment. Outdoor learning will be adapted based on weather and accessibility needs.



## Board/Authority Authorized Course: Health Services 12 – Emergency Medical Responder

<b>School District/Independent School Authority/Owner/Operator Name:</b> KwaZulu-Natal Department of Education	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> 83
<b>Developed by:</b> Steve Drapala	<b>Date Developed:</b> April 2026
<b>School Name:</b> Pleasant Valley Secondary School	<b>Principal's Name:</b> Gloria Cox
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority, Owner/Operator or Designate Approval Date:</b>	<b>Board/Authority Chair, Owner/Operator or Designate Signature:</b>
<b>Course Name:</b> Health Services 12 – Emergency Medical Responder	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

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

- There is a high level of expectation for this program that requires a strong work ethic and good attendance record. Recommended (not all required) prerequisites include:
- Enrolled in grade 12 (grade 11 may be acceptable if other prerequisites are met - must be 16 years of age)
- Recommended prerequisite of Biology 12 (or taken at the same time)

## **Special Training, Facilities or Equipment Required:**

### **Course Synopsis:**

The Health Services 12 – EMR courses prepares students for the Emergency Medical Responder (EMR) certification in partnership with Columbia Medical Training. Final assessment will follow Columbia Medical Training criteria, including written exams and practical exams.

This course is supported by online content that students will be required to study to ensure they are prepared for the hands-on training provided in this course.

The Emergency Medical Responder course is an introduction to emergency medicine and is a level above First Responder (FR) or Occupational First Aid training. This practical course focuses on the core skills and protocols within the Emergency Medical Responder level of practice as defined by the Paramedic Association of Canada (PAC). This course provides training that students require in order to gain employment as an Emergency Medical Responder within a range of areas including: ambulance services; industrial and workplace settings as a first-aid attendant; life guarding; ski-patrol and medical response for fire departments. Certified graduates are eligible to apply for EMR licensure in British Columbia through the Emergency Medical Assistant Licensing Branch (EMALB).

### **Goals and Rationale:**

- To prepare students for further education or a career within health care
- To provide successful students with an Emergency Medical Responder certification for provincial licensing applications
- To provide successful students with Standard First Aid certification (or re-certification) and cardio-pulmonary resuscitation certification level 'C' – Health Care Provider (CPR-HCP)

### **Indigenous Worldviews and Perspectives:**

This course would emphasize the aboriginal value of experiential learning. It is focused on practical skills and patient outcomes. It also incorporates some important principles of learning.

- Learning about emergency medicine ultimately supports the well-being of the self, the family, and the community.
- Learning through practical teamwork is holistic, reflexive, reflective, experiential, and relational BAA Course Framework Template
- Learning about saving lives involves recognizing the consequences of one's actions.
- Learning about patient consent and confidentiality involves recognizing that some knowledge only shared with permission and/or in certain situations.

**BIG IDEAS**

Emergency medical work requires professionalism

Emergency medical workers are expected to have a current base of knowledge

Emergency medical workers must be able to perform resuscitation procedures

Emergency medical workers must use judgement in following specific medical assessment and treatment protocols

Emergency medical workers must be capable of traumatic injury management

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Online content</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of personal safety</li> <li>• Apply legislation to specific scenarios</li> <li>• Discuss issues of professionalism and ethics</li> <li>• Use judgment in the application of principles, procedures, and protocols</li> <li>• Understand the theory and limitations of diagnostic tools</li> <li>• Explain the anatomy, physiology, etiology, signs and symptoms of medical emergencies</li> <li>• Apply knowledge to specific medical scenarios</li> <li>• Understand considerations for special populations</li> <li>• Be aware of hazards present in different environments</li> <li>• Understand and apply principles of triage</li> <li>• Explain transportation safety rules</li> <li>• Apply principles of patient management to a variety of scenarios</li> <li>• Explain the anatomy, physiology, etiology, signs and symptoms of various injuries</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Online content</b></p> <ul style="list-style-type: none"> <li>• Emergency Medicine Introduction EMS System, Legal and Ethical issues, Professionalism, Personal Safety, Communicable Diseases, Equipment Use, Basic Anatomy, WHMIS, Reporting Child Abuse, Critical Incident Stress</li> <li>• Patient Assessment Scene Evaluation, Primary and Secondary Survey, Decision Making and RTC, Pulse Oximeter, Blood Pressure, Auscultation</li> <li>• Medical Emergencies Resuscitation, Airway Adjuncts, Suction, Oxygen Therapy, AED, Cardiac and Respiratory Emergencies, Anaphylaxis, Diabetes, Overdose and Poisoning, Cerebrovascular Emergencies, Seizures and Neurological Conditions, Environmental Emergencies, Bites and Stings</li> </ul>

**Practical application**

- Assess and manage a broad range of life-threatening traumatic and medical emergencies
- Demonstrate a secondary assessment involving history taking and diagnostics
- Demonstrate basic airway and breathing management and critical interventions
- Demonstrate cardiopulmonary resuscitation (CPR) and Automated External Defibrillation (AED)
- Demonstrate spinal-injury management procedures and techniques
- Demonstrate specific treatments and medical interventions

**Patients and Protocols**

- Pharmacology, IV Maintenance, Mental Health, Special Populations, Pediatric and Geriatric Considerations, Psychological Emergencies, Pregnancy Complications and Child Birth, Hazardous Materials, Agriculture and Industrial Emergencies, Water Emergencies, Triage (MCI), Transportation Safety
- Injury and Trauma
  - Hemorrhage Control, Skin Conditions and Soft-tissue Injuries, Head/Neck/Face Injuries, Torso Injuries, Spinal Management, Burns and Electrical Injuries, Musculoskeletal Injuries

**Practical application**

- Priority Action Approach sequence, steps, and decision making
- Resuscitation principles and problems-solving
- Patient communication and handling
- Equipment use and care
- Signs and Symptoms of traumatic and medical conditions
- Secondary Assessment sequence and steps
- Trauma and medical treatment protocols
- Contra-indications for medical interventions
- IV maintenance
- Mass casualty scenarios and special rescue considerations

## Big Ideas – Elaborations

- 1) **Professionalism.** This includes personal safety, leadership, teamwork, decision-making, communication skills, punctuality, self-reflection, etc.
- 2) **Knowledge.** This includes a desire to learn, critical thinking, information literacy, independent and group learning, communication, etc.
- 3) **Procedures.** It is crucial that emergency workers see the value in adhering to specific procedures and protocols.
- 4) **Judgement.** Students must be able to assess given information and use judgement to make appropriate decisions about the next steps.
- 5) **Management.** This refers to the ability to manage the injury, manage the patient, manage the team, and manage the situation.

## Curricular Competencies – Elaborations

The curricular competencies for this course are defined by the Columbia EMR curriculum (and the Red Cross SFA/CPR curriculum):

### Theory

- Personal safety includes safe lifting, risk of communicable disease, critical incident stress, etc.
- Legislation might include BC Ambulance policy, WorkSafeBC legislation, the BC Human Rights Code, Liability and Negligence, etc.
- Ethics refers to the moral principles that inform good decision-making
- Principles such as “time vs. quality of care” are used to prioritize and apply judgement
- Procedures are the step-by-step approach to deal with specific scenarios (ex. CPR procedure)
- Protocols refer to specific regulations on things like medication administration (ex. Entonox protocol)
- Diagnostic tools include pulse oximeters, blood pressure cuff, stethoscope, glucometer, etc.
- Anatomy is the naming of specific body parts
- Physiology is how body systems work
- Etiology is how a disease/illness/injury develops and affects the body
- Signs are visible evidence of medical issues or injury and symptoms are the problems reported by the patient
- Special populations refers to special consideration for groups of people such as children, elderly, pregnant, disabled, diseased, etc.
- Different environments include learning about situations hard to simulate (ice, water, enclosed space, accident, industrial, agricultural, etc.)
- Triage refers to the prioritization of multiple patients
- Transportation safety includes learning about general safety when traveling in an ambulance or helicopter

### Practical

- Broad range of life-threatening traumatic and medical emergencies. Examples include, but are not limited to: Respiratory and Circulatory Emergencies, Diabetes, Poisoning, Overdose, Seizures, Temperature Emergencies, Bites, Stings, Hemorrhage, Head/Neck/face Injury, Burns, Sprains, Dislocation, Fractures, Emergency Childbirth, etc.
- Diagnostics This includes pulse oximetry, blood pressure, auscultation, glucometer, etc.

- Basic at a “health-care provider” (HCP) level that includes bag valve masks, airway adjuncts, oxygen therapy, suction, etc.
- Specific treatments and medical interventions:
  - Acute coronary syndrome symptom relief with oxygen, nitroglycerin and acetylsalicylic acid
  - Blood glucose sampling and glucose administration to treat diabetic emergencies
  - Pain management through the administration of nitrous oxide gas
  - Emergency childbirth and neonatal/pediatric basic life support
  - Basic first-aid techniques including minor wound care and at-work treatment
  - Maintenance and dosage calculations of an intravenous line

## Content – Elaborations

The content for this course is largely defined by the Columbia EMR curriculum (and the Red Cross SFA/CPR curriculum).

- EMS = Emergency Medical System
- WHMIS = Workplace Hazardous Materials Information System
- RTC = Rapid Transit Category Auscultation is the use of the stethoscope to assess respiratory function Airway Adjuncts include oropharyngeal airways and nasopharyngeal airways
- AED = Automated External Defibrillator Pharmacology is the study of drug actions and effects IV Maintenance: EMR’s are only required to assist with maintaining IV’s but must be able to understand and calculate drip rates
- Pediatric = children
- Geriatric = elderly
- Hemorrhage = bleeding
- Soft-tissue Injuries = all types of wounds
- Torso Injuries = chest, abdominal, and genital injuries
- Musculoskeletal Injuries = fractures/sprains/dislocations
- Priority Action Approach are the priority steps to approach a scenario such as Scene Assessment, Primary Survey, Treat for Shock, etc.
- Resuscitation refers to the treatment of an unconscious patient that requires critical interventions such as AR/CPR/AED
- Equipment includes ambulances, stretchers, cots, lifting aids, diagnostic instruments, AED’s, first aid supplies
- Secondary Assessment refers to the details of patient assessment such as Vitals, History, Head to Toe
- Protocols include national and provincial standards for patient management (such as the procedure for the administration of Entonox for example)
- Contra-indications are anything that might indicate you should not give a medication (such as an allergy, or conflicting drug)
- IV maintenance this is strictly as a helping role – EMR’s are not responsible to start an IV

**Recommended Instructional Components:**

This online component will be hosted with the Moodle platform through Columbia, and somewhat paced to match the practical course and will include:

- Guided Reading
- Summary Notes
- Videos
- Assignments
- Online Discussion Forums
- Quizzes/Tests

The practical components of the course will include

- Direct Instruction and Demonstrations
- Skill Practice and Feedback
- Scenarios and Simulation
- Protocol Memorization
- Rubrics and Checklists
- Peer/Self Assessment and Reflection

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

**Online Component:**

Knowing and Understanding

Written Quizzes/Tests	50%	Timed, Instant Feedback, Repeatable, Mastery is required before moving on
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Understanding and Doing

Assignments/Discussions	50%	Reflection/Application Questions
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**Practical Component:**

Formative assessment will be ongoing through clear criteria, checklists, rubrics, and practice tests. There will be ongoing peer and self assessment. Quizzes will primarily help memorize procedures and protocols.

Knowing and Understanding

Classwork/Quizzes	20%	Focused on learning procedures and protocols for practical skills
Written Exams	30%	Written Exams as required for certification (70% minimum)

Understanding and Doing

Professionalism	10%	See the “big ideas” for elaborations
Practical Skill Tests	40%	Practical exams as required for certification (70% minimum)

**Learning Resources:**

1. Emergency Medical Responder: A Skills Approach. 5<sup>th</sup> Canadian Edition, 2021. K. Karren et al. (ISBN-13: 9780137595341)
4. BC Emergency Health Services Act, Emergency Medical Assistants Regulation. BC Reg. 210/2010 (Available online at the following link: [www.bclaws.ca/civix/document/id/complete/statreg/210\\_2010](http://www.bclaws.ca/civix/document/id/complete/statreg/210_2010))
5. British Columbia Emergency Health Services Treatment Guidelines (Available online at the following link: [www.bctg.bcas.ca](http://www.bctg.bcas.ca))

**Additional Information:**



# Item 11B.i The Board of Education of School District No. 83

## BRIEFING NOTE

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**TO:** The Board of Education **DATE:** April 21, 2026  
**FROM:** Jeremy Hunt, Acting Secretary-Treasurer  
**RE:** **2026-27 Preliminary Operating Grant Update**

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### **Purpose**

This briefing note is to provide an update to the Board on the preliminary operating grant for the 2026-27 school year.

### **Summary**

Each year in mid-March the Ministry of Education and Child Care prepares a preliminary operating grant announcement and funding tables. The District's funding is based on the enrolment projections submitted to the Ministry on February 13<sup>th</sup>.

The following is an analysis of the operating grant reflecting that the per pupil rates remain unchanged from 2025/26 as well as any changes in student enrolment. The District requires this information to prepare the Annual Budget which must be submitted annually by June 30<sup>th</sup>.

### **Recommendation**

For information purposes; no action required.

Respectfully submitted,

*Jeremy Hunt*

Jeremy Hunt  
Acting Secretary-Treasurer



### Summary of 2026/27 Preliminary Operating Grant Announcement

The operating grant block is projected to decrease by \$25.9 million to \$7.242 billion in 2026/27, as most districts estimate their enrolment will decline in the upcoming school year.

There are no changes to the operating grant rates or formulae for 2026/27; per student funding rates remain unchanged from 2025/26:

Supplement	2026/27 Rates
Basic Allocation (Standard, Continuing Education and Alternate schools)	\$9,015
Basic Allocation (Online Learning)	\$7,280
Inclusive Education – Level 1	\$51,300
Inclusive Education – Level 2	\$24,340
Inclusive Education – Level 3	\$12,300
English/French Language Learning	\$1,815
Indigenous Education	\$1,790
Adult Education	\$5,755
Summer Learning (Grades 1-9)	\$260
Summer Learning (Grades 10-12)	\$510

#### Enrolment Changes

School districts are estimating they will enrol 581,007 school-age FTE in September 2026, a decrease of 5,727 FTE (or 1.0%) over the September 2025 total. Fifty-one (51) districts are estimating they will have decreased enrolment in September 2026.

School districts are estimating slower or declining enrolment growth across the Unique Student Needs funding categories, including a 2.7% increase in Level 2 students (+1,029) compared to 9.5% growth in 2025/26, and fewer Level 1 (-22), Level 3 (-445), ELL (-2,584) and Indigenous Education (-757) students.

#### Operating Grant Changes

Forty-six (46) districts are estimated to have decreases to their operating grants for the upcoming school year. The per student average, including all special grants, is an estimated \$13,850 for 2026/27, a 46.9% increase from 2016/17.

Funding for students with L1, L2 & L3 disabilities or diverse abilities is projected to grow by \$18.4 million, or 1.7%, from \$1.062 billion to \$1.080 billion, as Level 2 enrolment continues to grow.

Funding will be recalculated when actual enrolment is known in the September 2026 enrolment count.

#### Funding Protection/Enrolment Decline

A total of 23 districts are receiving an estimated total of \$16.9 million in Funding Protection; this is substantially more than the \$3.9 million allocated to 8 districts in 2025/26.

In 2026/27 it is estimated that 38 districts will receive \$9.7 million from the Supplement for Enrolment Decline, up from 26 districts and \$5.8 million in 2025/26.

### Special Grants

In addition to the operating grant block, the following amounts are being provided for school district operations:

- Preliminary Classroom Enhancement Fund: \$810.0 million
- Learning Improvement Fund: \$25.0 million, unchanged
- CommunityLINK: \$60.4 million, unchanged
- Pay Equity: \$50.9 million, unchanged
- Student Transportation Fund: \$15.4 million, unchanged
- Feeding Futures Fund: \$71.5 million, unchanged

The Annual Facility Grant will continue in 2026/27 but is now managed by the Ministry of Infrastructure and, as a result, will no longer appear on the Summary of Grants tables.

### Classroom Enhancement Fund (CEF)

The Ministry is announcing CEF staffing funding at 100% of the amounts for the current school year to facilitate budgeting and planning for the next school year.

Thus, the preliminary Classroom Enhancement Fund is set at \$810.0 million:

- \$763.2 million for CEF staffing
- \$46.8 million for CEF overhead

As in previous years, the Ministry is not announcing CEF remedy funding at this time. CEF remedies will be allocated based on school district reporting of actual remedies incurred in October 2026.

The process for applying for any additional funding for the 2026/27 CEF staffing allocations will be the same as this year.

### Indigenous Education Councils

Funding to support the implementation of Indigenous Education Councils (IECs) totals \$2.4 million in 2026/27, the third and final year of funding in this envelope.

IEC allocations are detailed in Table 14 of the [2026/27 Estimated Operating Grants](#).

### Labour Settlement Funding

Any funding provided to the Ministry as a result of negotiated collective agreement changes will be allocated as a special grant for the 2025/26 and 2026/27 school years following confirmation by the Public Sector Employers' Council Secretariat and Treasury Board.



**BRIEFING NOTE**

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**TO:** The Board of Education **DATE:** April 21, 2026  
**FROM:** Jeremy Hunt, Acting Secretary-Treasurer  
**RE:** **Ministry Response to the Annual Five-Year Capital Plan Submission for 2026/27 and Capital Plan Bylaw**

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**Purpose**

This briefing note is to provide the Board of Education with the Ministry of Infrastructure’s response to the District’s Annual Five-Year Capital Plan Submission.

**Background**

Annual Five-Year Capital Plan submissions from Boards of Education are used by the Ministry to determine the priority for capital projects which may be included in the Ministry’s Capital Plan for the following fiscal year. The capital plan submissions also provide the Ministry with important insight into future year capital priorities, which can be used for longer term government planning and the determination of potential future capital funding requirements for the public K-12 education sector.

As per the Ministry’s Capital Plan Instructions, districts were required to submit an approved 2026/27 Five-Year Capital Plan for Major and Minor projects as follows:

- Minor Capital Programs (AFG) – May 16, 2025
- Major Capital Programs (SMP, EXP, REP, RDP) – June 30, 2025
- Minor Capital Programs (SEP, CNCP, PEP, BUS, BEP) – September 30, 2025
- Minor Capital Programs (FIP) – October 1, 2025

The Ministry has reviewed and assessed the capital plans submissions of all school districts to determine priorities for available capital funding, and on March 27, 2026, districts were provided a next steps letter.

The approved projects are summarized below:

- Minor Capital – SEP – South Canoe Elementary – HVAC Upgrades - \$975,000
- Minor Capital – CNCP – Armstrong Elementary – Energy Upgrades - \$250,000
- Minor Capital – FIP – J.L. Jackson Secondary – Kitchen Infrastructure Upgrades - \$200,000
- Minor Capital – BUS – 5 new Type C school buses

Upon receipt of the Next Steps Letter from the Ministry of Infrastructure (replacing the letter previously known as the Capital Plan Response Letter), the Board must adopt a single Capital Plan Bylaw, in accordance with section 143 of the *School Act*. This capital bylaw encompasses all capital projects included in the Capital Plan Response Letter, which represent the Minister-approved capital plan for the school district.

**Supporting Documentation**

1. School District No. 83’s Ministry Next Steps Letter regarding the 2026/27 Annual Five-Year Capital Plan Submission (Ref: 27129)
2. School District No. 83 Capital Plan Bylaw No. 2026/27-CPSD83-01





March 27, 2026  
Our Ref. 27129

Donna Kriger  
Superintendent  
Kwáskwátnéw̓s ne Secwepemcúl'ecw School District (SD83)

Email Address: dkriger@sd83.bc.ca

Dear Donna Kriger:

Thank you for your organization's Capital Plan Submission, which was provided last year to the Ministry of Infrastructure.

This letter provides:

- 1) Direction for advancing supported capital projects in your submission (Appendix A).
- 2) Important information regarding your upcoming Capital Planning submission (Appendix B).

If you have questions about the information provided, please reach out to me or the contacts provided in the attached materials.

Sincerely,

A handwritten signature in black ink, appearing to read "Bobbi Plecas".

Bobbi Plecas  
Deputy Minister

pc: Jeremy Hunt, Secretary-Treasurer, Kwáskwátnéw̓s ne Secwepemcúl'ecw School District (SD83)

Education and Child Care Capital Branch

## Appendix A: Direction for advancing supported capital projects

Capital Bylaw No.: 2026/27-CPSD83-01

### **Projects in Business Case Development**

#### **New Projects**

There are no new projects identified at this time to proceed to business case development.

#### **Minor Capital Projects**

The table below reflects minor capital projects that are approved for funding and can proceed to procurement in the following program areas:

- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

#### **Funding allocation for minor capital projects**

Facility Name	Program Project Description	Amount funded by Ministry
South Canoe Elementary	SEP - HVAC Upgrades	\$975,000
Armstrong Elementary	CNCP - Energy Upgrades	\$250,000
J L Jackson Secondary	FIP - Kitchen Infrastructure Upgrades	\$200,000
A4831	INTERNAL COMBUSTION ENGINE - Type C with 0 wheelchair space(s)	TBD
A4833	INTERNAL COMBUSTION ENGINE - Type C with 0 wheelchair space(s)	TBD
A4835	INTERNAL COMBUSTION ENGINE - Type C with 0 wheelchair space(s)	TBD
A4830	INTERNAL COMBUSTION ENGINE - Type C with 0 wheelchair space(s)	TBD
A4834	INTERNAL COMBUSTION ENGINE - Type C with 0 wheelchair space(s)	TBD

These projects are now to proceed to design, tender and construction and to be completed by March 31, 2027.

School bus purchase approvals will have funding amounts confirmed after school districts place their order(s) with bus vendors through the upcoming Bus Standing Offer process.

Note the Ministry will provide funding for Type A2 and Type C buses, however, will not provide funding towards new or replacement Type D buses. School districts that wish to purchase a Type D bus may do so, however will be required to pay the difference in cost between the Type D bus and the Type C funding provided by the Ministry.

Bus funding amounts will be as identified in the Bus Standing Offer for the base cost of the chosen Type A2 or Type C bus, plus up to \$20,000 per bus in options, plus cost of wheelchair spaces (if applicable), plus cost of seat belted seats (if applicable), plus GST and PST.

The Ministry will not provide additional funding or compensation for any costs or fees associated with the Bus Standing Offer.

Please refer to the attached 2026/27 School Bus Purchasing Letter for additional details.

An Annual Programs Funding Agreement (APFA) accompanies this Letter which outlines specific Ministry and Board-related obligations associated with the approved Minor Capital projects for the 2026/27 fiscal year. Please email a signed/dated copy of the Annual Programs Funding Agreement to the Ministry at [CMB@gov.bc.ca](mailto:CMB@gov.bc.ca).

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw. A Capital Bylaw identifies the Board's acknowledgement of the approved project and its responsibility to meet capital projects scope, schedule, and budget. The template for the Capital Bylaw can be found on the Ministry's website in the [Publications and Resources](#) section. Please use the Capital Bylaw Number provided at the top of Appendix A for the supported and/or approved 2026/27 Five-Year Capital Plan projects as identified in this letter. The Capital Bylaw must be adopted by your Board and uploaded onto your School District's online MyCAPS portal in order for the Ministry to issue Certificates of Approval. A step-by-step guide of this process is attached for your reference.

### **Note on Public Announcements**

Prior to any public announcements pertaining to any of the projects identified in this document, please have your communications staff contact the Ministry of Infrastructure's communications lead - Preet Grewal, Communications Director, Ministry of Infrastructure Government Communications and Public Engagement, at [preet.grewal@gov.bc.ca](mailto:preet.grewal@gov.bc.ca).

### **Project Signage**

Projects proceeding to construction require a BC Government '[StrongerBC](#)' [construction sign](#). Signs should be affixed once fencing is up. Please connect with your Ministry of Infrastructure contact when you are ready to begin design work on the construction sign for the project.

### **Terms on Management of Capital Projects**

Existing terms and conditions for capital projects remain in effect. For more information and resources, please visit the [Capital Management Site](#).

### **Capital Procurement**

Please ensure that all procurement is undertaken in accordance with the [Capital Asset Management Framework \(CAMF\)](#) for public sector bodies. Specifically, procurement must be fair, open, competitive, transparent, and must effectively manage budget and schedule risk. This includes conducting conflict of interest checks to identify any business or professional relationships between members of the capital project procurement team (and their advisors) and the proponents.

All priority investment projects require a procurement options analysis and may be audited to confirm that all procurement activities have been undertaken in accordance with CAMF.

### **School Site Acquisition Charge**

As part of the Board's 2026/27 approved capital plan, the eligible school site requirement set out in the final resolution of the Board of Education in accordance with s. 574(5) of the *Local Government Act*, is accepted by the Ministry.

The local government may commence the collection of an applicable per dwelling unit charge from residential developers on behalf of a Board after the Board's adoption of a bylaw setting the School Site Acquisition Charges for the School District as s. 575(3) of the *Local Government Act* prescribes. The School Site Acquisition Charge may only come into effect 60 days (including weekends and holidays) after that bylaw is adopted by a Board of Education.

Please contact [CMB@gov.bc.ca](mailto:CMB@gov.bc.ca) with any questions regarding School Site Acquisition Charges.

## Appendix B: Information for Annual Five-Year Capital Planning submissions

Updated Capital Plan Instructions for the Annual Five-Year Capital Plan submission process will be available on the Ministry's [Capital Management Site](#) in early April 2026.

School districts' capital plan submission deadlines are:

- **May 15, 2026**
  - 2026/27 Child Care Capital Program (SASG)
- **May 15, 2026**
  - 2026/27 Minor Capital Programs (AFG)
- **June 30, 2026**
  - 2027/28 Major Capital Programs (SMP, EXP, REP, RDP)
- **September 29, 2026**
  - 2027/28 Minor Capital Programs (SEP, CNCP, PEP, BUS, FIP, BEP)

For school district project planning purposes, the Annual Facility Grant (AFG) Allocation Table will be available on the Ministry's website in the [K-12 Capital Planning Resources](#) section in early April 2026.

The Ministry recommends school districts discuss draft versions of their intended capital projects requests with Child Care, Minor and Major [Capital Branch Staff](#) well in advance of the submission deadlines noted above.

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the current and next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.

**CAPITAL BYLAW NO. 2026/27-CPSD83-01**  
**CAPITAL PLAN 2026/27**

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 83 (K̄wsaltktnéws ne Secwepemcúl'ecw) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education and Child Care (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2026/27 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 27, 2026, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 83 (K̄wsaltktnéws ne Secwepemcúl'ecw) Capital Bylaw No. 2026/27-CPSD83-01.

READ A FIRST TIME THE \_\_\_\_ DAY OF \_\_\_\_\_ 2026;  
READ A SECOND TIME THE \_\_\_\_ DAY OF \_\_\_\_\_ 2026;  
READ A THIRD TIME, PASSED THE \_\_\_\_ DAY OF \_\_\_\_\_ 2026.

\_\_\_\_\_  
Board Chair

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

I HEREBY CERTIFY this to be a true and original School District No. 83 (K̄wsaltktnéws ne Secwepemcúl'ecw) Capital Bylaw No. 2026/27-CPSD83-01 adopted by the Board the \_\_\_\_ day of \_\_\_\_\_ 2026.

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



**BRIEFING NOTE**

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**TO:** The Board of Education  
**FROM:** Donna Kriger - Superintendent  
**RE:** **Policy 310 Student Code of Conduct**

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**DATE:** April 21, 2026

**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.

On July 1, 2024, a new Ministerial Order took effect restricting the use of personal digital devices at school. All districts across the province were required to address the following matters in existing or newly developed board policies or district administrative procedures:

- (a) restrictions on the use of personal digital devices at school, including during hours of instruction;
- (b) use of personal digital devices for instructional purposes and digital literacy;
- (c) use of personal digital devices that is appropriate to a student’s age and developmental stage;
- (d) accessibility and accommodation needs;
- (e) medical and health needs;
- (f) equity to support learning outcomes.

**Information**

Board Policy 310 Student Code of Conduct was significantly revised in 2024 to reflect the requirements established within Ministerial Order 89/2024. Since that time, feedback has been provided to the Policy Committee from school principals and district staff which has caused the committee to make some minor edits to the existing policy.

According to Board Policy 160 – Policy Development, “the Board will occasionally accept from staff minor revisions to policies – where the intent of the original policy remains unchanged – that may be accepted by the Board as friendly amendments.”

**Recommendation**

“That the Board of Education accept the minor revision to Policy 310 – Student Code of Conduct as presented.”

Respectfully submitted,

Donna Kriger  
Superintendent of Schools

## **POLICY 310 STUDENT CODE OF CONDUCT**

The Board of Education of School District No. 83 (Kwáaltktnéws ne Secwepemcúl'ecw) recognizes its responsibility in providing safe, respectful, and inclusive learning and working environments for all members of its school communities.

To maintain environments conducive to learning, the Board expects that student behaviour will comply with these student conduct expectations.

The Board further requires that Principals, in collaboration with the school community, will develop a school code of conduct that aligns with this policy.

### **GUIDELINES**

#### **1. Scope**

- 1.1.** The District Code of Conduct applies to students of the district engaged in, present at, or attending:
- a) School or any activity on school premises whether during a regular school day, outside the regular school day, or on a day that is not a school day;
  - b) Travel on a school bus or other transportation contracted or arranged by the district or school;
  - c) Any activity sponsored by, organized by or participated in, by the school regardless of the time or place;
  - d) Any activity in and around the school premises occurring during the school day that involves the property of neighbouring residents; and,
  - e) Any activity which may have a connection with the maintenance of order and discipline at a school.
- 1.2.** A school principal has a responsibility and authority to respond to student misconduct occurring outside the school day or school-related or sponsored activities (e.g., cyberbullying in the evening) where the principal determines the conduct may negatively impact the school environment. The district and school will cooperate with outside agencies in cases where students violate the law.

#### **2. Conduct Expectations**

- 2.1.** The Board expects students to conduct themselves in the following manner:
- a) Maintain courteous and respectful relationships with fellow students, teachers, support staff, and others involved in the school system;
  - b) Respect public and personal property;

- c) Adhere to all classroom, school and district rules and policies, and comply with Interior Health and any other provincial government directives;
- d) Comply with the reasonable directives of a teacher or other employee of the Board;
- e) Maintain appropriate standards of hygiene, dress and language;
- f) Attend school daily and promptly at the appointed hours;
- g) Work diligently and respectfully without disrupting the work of others;
- h) Demonstrate respect for all people, both in and outside school in compliance with the BC Human Rights Code;
- i) Demonstrate respect for diversity including, but not limited to, race, ethnicity, gender, age, ability, culture, ancestry, language, religious beliefs, sexual orientation, gender identity, and socioeconomic background.
- j) Personal digital devices will be restricted at school for the purpose of promoting online safety and focused learning environments. "Personal Digital Device" means any personal electronic device that can be used to communicate or to access the internet **including, such as but is not limited to,** a cell phone, tablet, smart watch, ~~and~~ IoT (Internet of Things) **or other smart communication technology, and video or audio recording** devices. All use of personal digital devices must be in compliance with Ministerial Order 89/2024 and Policy 122 Digital Citizenship whereby:
  - Use of student personal digital devices are intended for instructional purposes and to support equitable learning outcomes during hours of instruction, appropriate to a student's age and developmental stage.
  - In elementary schools, students are encouraged to leave all personal digital devices at home. Any personal digital devices brought to an elementary school must be stored in a secure location, not on their person, not visible, and not used during school hours.
  - Personal digital devices may be used to support students with diverse abilities as outlined in students' support plans and Individual Education Plans to address accessibility and accommodation needs.
  - Personal digital devices may be approved to support medical necessities.

**2.2.** The Board regards the following as examples of serious misconduct that are unacceptable in and around the district's schools and workplaces:

- a) Bullying (including cyberbullying, **sexual harassment**, inappropriate and irresponsible text messaging, and internet communications) Appropriate, responsible behaviour with regard to all technology use is expected;
- b) Verbal or physical harassment, disrespect, intimidation, or threats;

- c) Physical or emotional violence;
- d) Discrimination contrary to the BC Human Rights Code;
- e) The possession, use and/or trafficking of illegal or restricted drugs, alcohol, cannabis, and/or other harmful or age restricted substances;
- f) The possession and/or use of weapons;
- g) The possession and/or use of fireworks or incendiary devices;
- h) The possession and/or use of noxious or toxic substances; and,
- i) Retaliating against a person who has reported incidents of unacceptable behaviour described above.

### **3. Consequences for Unacceptable Conduct**

- 3.1.** Where appropriate, consequences for unacceptable conduct should be preventative and restorative in nature and should provide students with opportunities for growth and reflection. Restorative and other measures, including student suspension and exclusion from school may be necessary for those occasions when efforts fail to result in a student complying with expected conduct standards. In such instances, disciplinary actions must recognize and adhere to certain principles.
- 3.2.** Each instance of student misconduct must be dealt with on an individual basis taking into consideration the individual circumstances of the student.
- 3.3.** Each case of student misconduct shall be dealt with as expeditiously as possible.
- 3.4.** Students who contravene the District or School Code of Conduct will be subject to discipline reflective of the age, maturity, and developmental level of the student and the severity and frequency of the unacceptable conduct:
  - a) Disciplinary consequences should be progressive in nature;
  - b) As students become older, behaviour expectations change and consequences of unacceptable behaviour should reflect this;
  - c) Discipline will be fair, consistent, meaningful, and supportive for the purpose of making restitution and enhancing student responsibility and self-discipline.
- 3.5.** The Board recognizes that, from time to time, it may be necessary to suspend students from educational programs. It is expected that a variety of approaches and strategies will be used to address student behaviour, and that suspensions will be issued for only the most serious student conduct violations.
- 3.6.** For all students, the school administrator will ensure that:
  - a) Such students have been adequately assessed;
  - b) Appropriate interventions are applied before discipline is considered;
  - c) The grounds for suspension are clear and appropriate;

- d) Meaningful education programs or interventions are offered during any period of suspension;
- e) Planning is undertaken for successful re-entry of the student if suspension is imposed; ~~and~~,
- f) In cases of property damage, the School Act assigns a liability for costs to the parents and student(s) involved; ~~and~~,
- g) In situations where a diverse learner may be unable to comply with a code of conduct due to a disability of an intellectual, physical, sensory, emotional, or behavioural nature, special considerations may apply.

#### 4. School Code of Conduct

4.1. Each school shall establish a written School Code of Conduct, reflective of the District Code of Conduct, that will govern student behaviour and discipline. School principals will ensure these codes are:

- a) Reflective of the standards outlined in the Ministry of Education's Safe, Caring, and Orderly Schools Guide, 2008;
- b) Developed collaboratively with school communities;
- c) Made available to the public;
- d) Distributed to students, parents/guardians, and employees of the School Board at the beginning of each school year;
- e) Provided to students who enroll in the school during the school year;
- f) Displayed prominently in the school;
- g) Reviewed annually with staff, students, and parents/guardians; and,
- h) Actively incorporated in the classroom and school experience.

Related Legislation: School Act [RSBC 1996, Part 6, Division 2, Section 85, 2; Part 6, Division 2, 76]

Adopted: June 6, 2018

Amended: June 25, 2024, December 14, 2021

## **POLICY 310 STUDENT CODE OF CONDUCT**

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- d) Comply with the reasonable directives of a teacher or other employee of the Board;
- e) Maintain appropriate standards of hygiene, dress and language;
- f) Attend school daily and promptly at the appointed hours;
- g) Work diligently and respectfully without disrupting the work of others;
- h) Demonstrate respect for all people, both in and outside school in compliance with the BC Human Rights Code;
- i) Demonstrate respect for diversity including, but not limited to, race, ethnicity, gender, age, ability, culture, ancestry, language, religious beliefs, sexual orientation, gender identity, and socioeconomic background.
- j) Personal digital devices will be restricted at school for the purpose of promoting online safety and focused learning environments. "Personal Digital Device" means any personal electronic device that can be used to communicate or to access the internet including, but is not limited to, a cell phone, tablet, smart watch, and IoT (Internet of Things) or other smart communication technology, and video or audio recording devices. All use of personal digital devices must be in compliance with Ministerial Order 89/2024 and Policy 122 Digital Citizenship whereby:
  - Use of student personal digital devices are intended for instructional purposes and to support equitable learning outcomes during hours of instruction, appropriate to a student's age and developmental stage.
  - In elementary schools, students are encouraged to leave all personal digital devices at home. Any personal digital devices brought to an elementary school must be stored in a secure location, not on their person, not visible, and not used during school hours.
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  - Personal digital devices may be approved to support medical necessities.

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- c) Physical or emotional violence;
- d) Discrimination contrary to the BC Human Rights Code;
- e) The possession, use and/or trafficking of illegal or restricted drugs, alcohol, cannabis, and/or other harmful or age restricted substances;
- f) The possession and/or use of weapons;
- g) The possession and/or use of fireworks or incendiary devices;
- h) The possession and/or use of noxious or toxic substances; and,
- i) Retaliating against a person who has reported incidents of unacceptable behaviour described above.

### **3. Consequences for Unacceptable Conduct**

- 3.1.** Where appropriate, consequences for unacceptable conduct should be preventative and restorative in nature and should provide students with opportunities for growth and reflection. Restorative and other measures, including student suspension and exclusion from school may be necessary for those occasions when efforts fail to result in a student complying with expected conduct standards. In such instances, disciplinary actions must recognize and adhere to certain principles.
- 3.2.** Each instance of student misconduct must be dealt with on an individual basis taking into consideration the individual circumstances of the student.
- 3.3.** Each case of student misconduct shall be dealt with as expeditiously as possible.
- 3.4.** Students who contravene the District or School Code of Conduct will be subject to discipline reflective of the age, maturity, and developmental level of the student and the severity and frequency of the unacceptable conduct:
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  - b) As students become older, behaviour expectations change and consequences of unacceptable behaviour should reflect this;
  - c) Discipline will be fair, consistent, meaningful, and supportive for the purpose of making restitution and enhancing student responsibility and self-discipline.
- 3.5.** The Board recognizes that, from time to time, it may be necessary to suspend students from educational programs. It is expected that a variety of approaches and strategies will be used to address student behaviour, and that suspensions will be issued for only the most serious student conduct violations.
- 3.6.** For all students, the school administrator will ensure that:
  - a) Such students have been adequately assessed;
  - b) Appropriate interventions are applied before discipline is considered;
  - c) The grounds for suspension are clear and appropriate;

- d) Meaningful education programs or interventions are offered during any period of suspension;
- e) Planning is undertaken for successful re-entry of the student if suspension is imposed;
- f) In cases of property damage, the School Act assigns a liability for costs to the parents and student(s) involved; and,
- g) In situations where a diverse learner may be unable to comply with a code of conduct due to a disability of an intellectual, physical, sensory, emotional, or behavioural nature, special considerations may apply.

#### **4. School Code of Conduct**

**4.1.** Each school shall establish a written School Code of Conduct, reflective of the District Code of Conduct, that will govern student behaviour and discipline. School principals will ensure these codes are:

- a) Reflective of the standards outlined in the Ministry of Education's Safe, Caring, and Orderly Schools Guide, 2008;
- b) Developed collaboratively with school communities;
- c) Made available to the public;
- d) Distributed to students, parents/guardians, and employees of the School Board at the beginning of each school year;
- e) Provided to students who enroll in the school during the school year;
- f) Displayed prominently in the school;
- g) Reviewed annually with staff, students, and parents/guardians; and,
- h) Actively incorporated in the classroom and school experience.

Related Legislation: School Act [RSBC 1996, Part 6, Division 2, Section 85, 2; Part 6, Division 2, 76]

Adopted: June 6, 2018

Amended: June 25, 2024, December 14, 2021

# THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 83 (NORTH OKANAGAN-SHUSWAP)

## Policy Manual

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### **POLICY 160 POLICY DEVELOPMENT**

The Board of Education, as one of its key responsibilities, will establish and review policies.

Board Policies will consist of a belief statement identifying the values and core beliefs of the Board along with guiding principles that provide direction to trustees, employees, students, and the public.

The Board believes that it is best practice to engage the expertise of a Policy Committee. The invited members of the Policy Committee will consist of one trustee representative, two North Okanagan-Shuswap Teachers Association (NOSTA) representatives, two Canadian Union of Public Employees (CUPE) representatives, two North Okanagan-Shuswap Principals & Vice-Principals' Association (NOSPVA) representatives, two District Parent Advisory Council (DPAC) representatives, two student body representatives, two First Nation Education Council (FNEC) representatives, the Superintendent, and one district staff person for recording minutes. The Chairperson will be the trustee so designated by the Board.

Board Policies will be developed within the following framework.

#### The Role of the Board:

1. The Board will receive requests for creation of new policy and for revision of existing policy.
2. The Board will receive requests from members of the public, a stakeholder group, or district staff through a Policy Initiation Form via <https://sd83.bc.ca/wp-content/uploads/2019/02/Policy-Initiation-Form-Fillable.pdf>
3. The Board will forward all requests to the Policy Committee for consideration and for potential creation of draft policies (new or revised) for the Board's review.
4. The Board will receive all draft policies from the Policy Committee and will give First Reading and Second (and Final) Reading to all draft policies before they come into effect. Each Reading will typically occur at a different meeting of the Board.
  - a. **First Reading** - the Board will circulate the draft policies that have been given First Reading for feedback for a period of 30 days, as follows:
    - To the stakeholder groups via email. The link to the policy feedback form will be included in the email.
    - To the general public via the district website. All policies that are under development or under revision are listed on the district webpage <https://sd83.bc.ca/board-policies/>
    - The Board may choose to return draft policies to the Policy Committee for further revision without giving First Reading.
  - b. **Second (and Final) Reading** - the Board will give Second (and Final) Reading to all draft policies before they come into effect.
    - The Board may choose to return draft policies to the Policy Committee for further revision without giving Second (and Final) Reading.
5. The Board will provide direction to staff to publish all policies that have been given Second (and Final) Reading.

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Related Legislation: School Act [RSBC 1996, Part 6, Division 2, Section 85 (2)(a)]

Related Contract Article: Nil

Adopted: June 12, 2001

Amended: December 18, 2017

Amended: January 19, 2021

## THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 83 (NORTH OKANAGAN-SHUSWAP)

### Policy Manual

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6. The Board will provide direction to staff regarding the development of any related administrative guidelines and procedures.
7. The Board will occasionally accept from staff minor revisions to policies - where the intent of the original policy remains unchanged – that may be accepted by the Board as “friendly amendments.”
8. The Board delegates to the Superintendent the responsibility for auditing all new and revised Policy statements, which shall be submitted to the Board for approval.

#### The Role of the Policy Committee:

1. The Policy Committee will receive requests for creation of new policy and for revision of existing policy from the Board.
2. The Policy Committee will review all requests, and will either:
  - a. Create a new policy/revise an existing policy and submit a draft to the Board, for consideration of First Reading.
  - b. Make a recommendation for no further action/revision to the Board, for consideration.
  - c. The Policy Committee may receive requests for revisions to draft policies from the Board prior to either First Reading or Second (and Final) Reading being given by the Board.
3. The Policy Committee may, at its discretion, invite representation from other interested parties or groups when policies are being discussed that directly affect those parties or groups.
4. The Policy Committee will occasionally forward minor revisions to policies - where the intent of the original policy remains unchanged – to the Board for consideration as “friendly amendments.”
5. Current members of the Policy Committee can submit requests for new policy or for revision of existing policy via email through the Committee Chairperson.

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Related Legislation: School Act [RSBC 1996, Part 6, Division 2, Section 85 (2)(a)]

Related Contract Article: Nil

Adopted: June 12, 2001

Amended: December 18, 2017

Amended: January 19, 2021

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**Indigenous Student Profile**

- The Ministry of Education and Childcare has not yet officially changed its terminology to "Indigenous" from "Aboriginal", so that is why the title of the report contains the more dated term.
- Over the past several years, we have worked very hard in September confirming student participation in the Indigenous Education Program. We are required to confirm participation for audit compliance. The rate of students/families who have either opted out of participating in the program or who have not confirmed participation is steadily decreasing from a high of 5.3% in 2013-2014 to 2.9% 2023-2024, to 1.8% in 2024-2025.

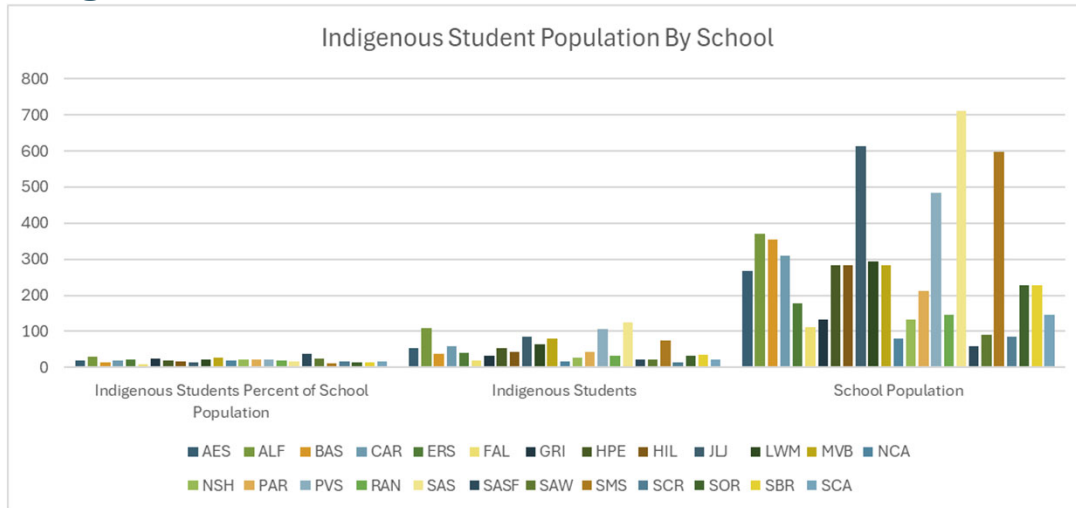
Year	Province SIA in Year	Province SIA Only in Other Years
2015/16	5.2	1.1
2016/17	4.7	1.1
2017/18	4.7	1.1
2018/19	4.6	1.1
2019/20	4.4	1.1
2020/21	3.9	1.1
2021/22	3.6	1.1
2022/23	3.3	1.1
2023/24	2.9	1.1
2024/25	1.8	1.1

**QUESTIONS/COMMENTS CONTACT:**  
 Ministry of Education and Child Care  
 educ.reportingunit@gov.bc.ca  
 studentssuccess.gov.bc.ca

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

2

# Indigenous Students in SD83

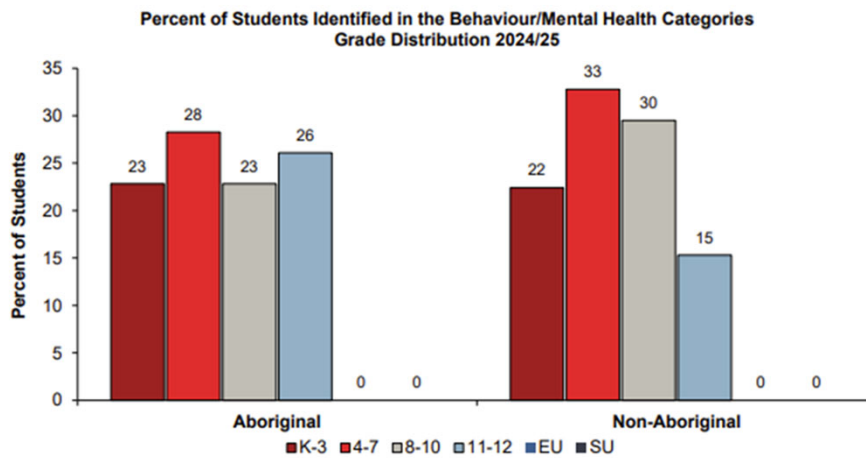


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3

# Indigenous Students with Behaviour and Mental Health Designations

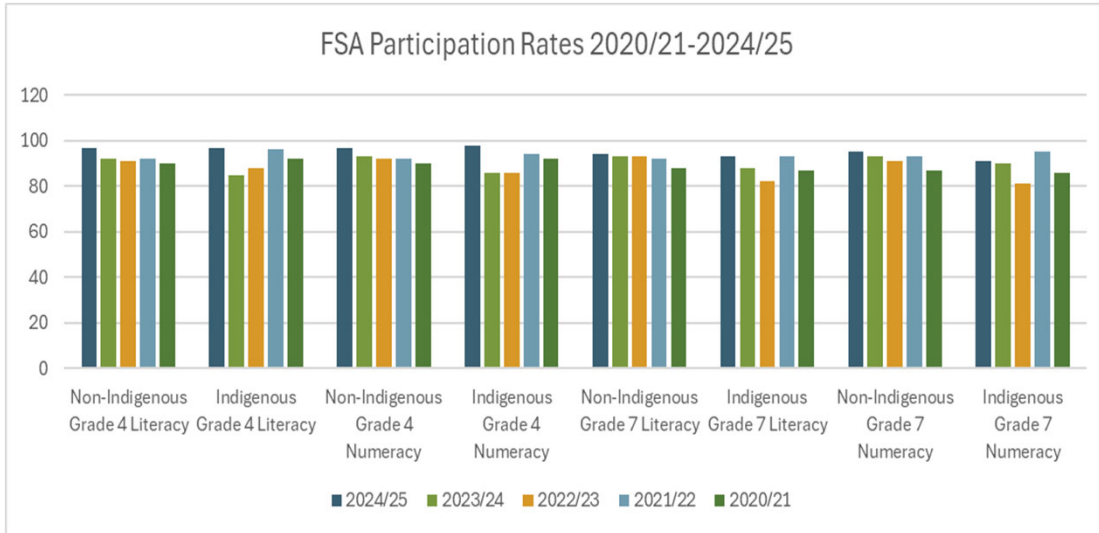


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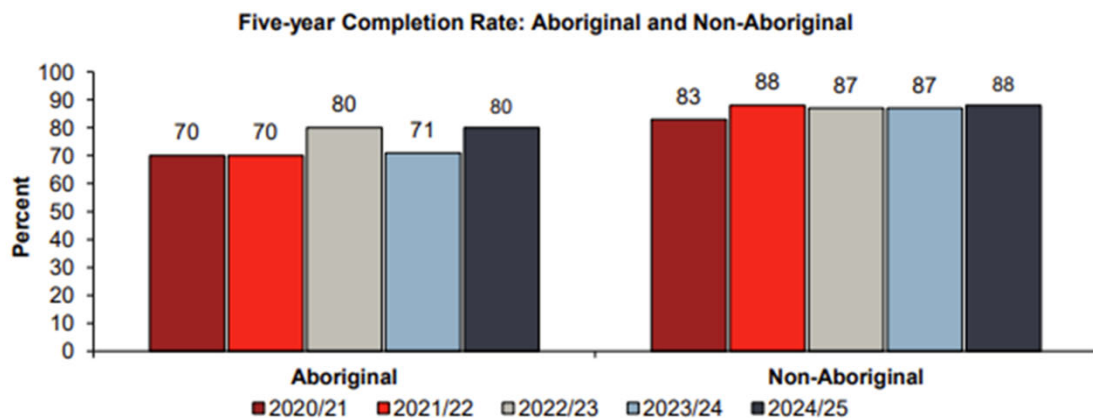
4

## FSA Participation Rates – Five Year Trend



5

## Five-Year Completion Rate

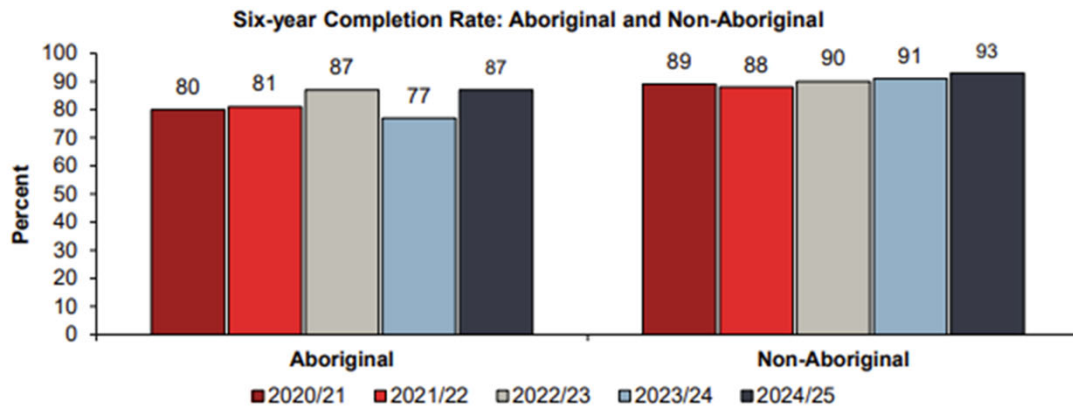


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6

## Six-Year Completion Rate



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7

## BC Education Student Success Data

- The full report for K̓wsaltknéws ne Secwepemcu'lecw:



- The full report for the province of BC:



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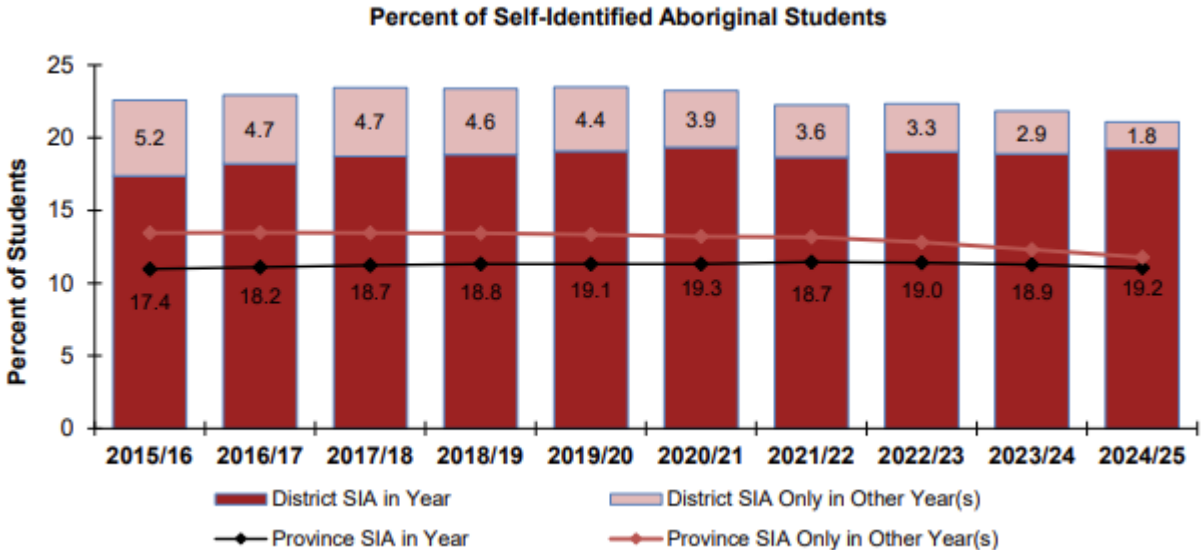


8



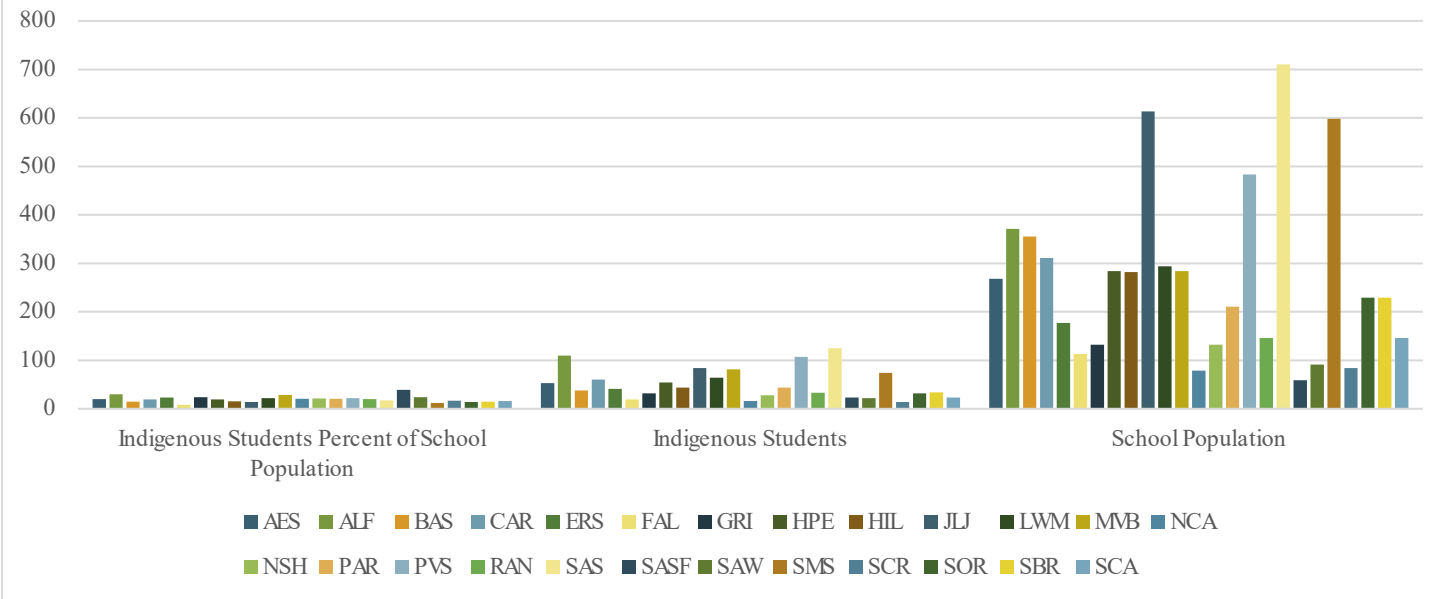
**Indigenous Student Profile**

- The Ministry of Education and Childcare has not yet officially changed its terminology to “Indigenous” from “Aboriginal”, so that is why the title of the report contains the more dated term.
- Over the past several years, we have worked very hard in September confirming student participation in the Indigenous Education Program. We are required to confirm participation for audit compliance. The rate of students/families who have either opted out of participating in the program or who have not confirmed participation is steadily decreasing from a high of 5.3% in 2013-2014 to 2.9% 2023-2024, to 1.8% in 2024-2025.



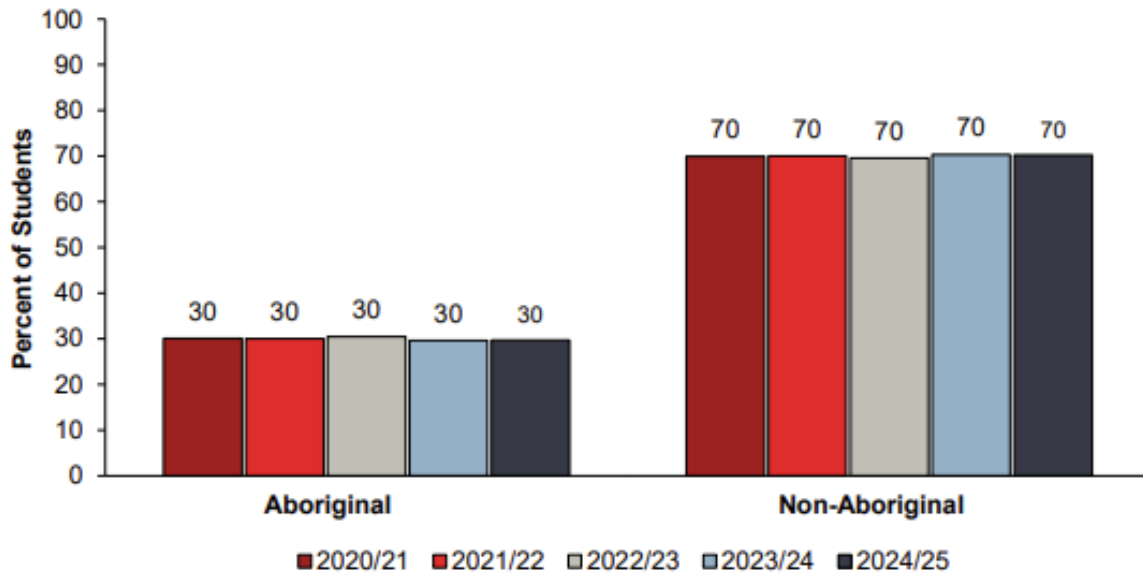
- All the schools have at least 10% of the population who self-identify as Indigenous. In our district, 21.1% of the population self-identifies as Indigenous, which is relatively consistent with the past five years, with only slight variations. There is a slightly higher percentage of Indigenous girls at 11.0% of all students, compared to Indigenous boys at 10.1% of all students. This ratio is relatively consistent from year to year, but differs from the provincial ratio, which is the reverse.
- 7.3% of all Indigenous students in School District 83 live on-reserve, compared with 12.5% of all Indigenous students provincially. 1.51% of all students in School District 83 live on-reserve.
- The number of Indigenous students in Alternate Programs is 41.5%. This is an over-representation compared to Indigenous students being 18.9% of the total student population. However, it should be noted that this number is comparable to the provincial average of 41%.

## Indigenous Student Population By School



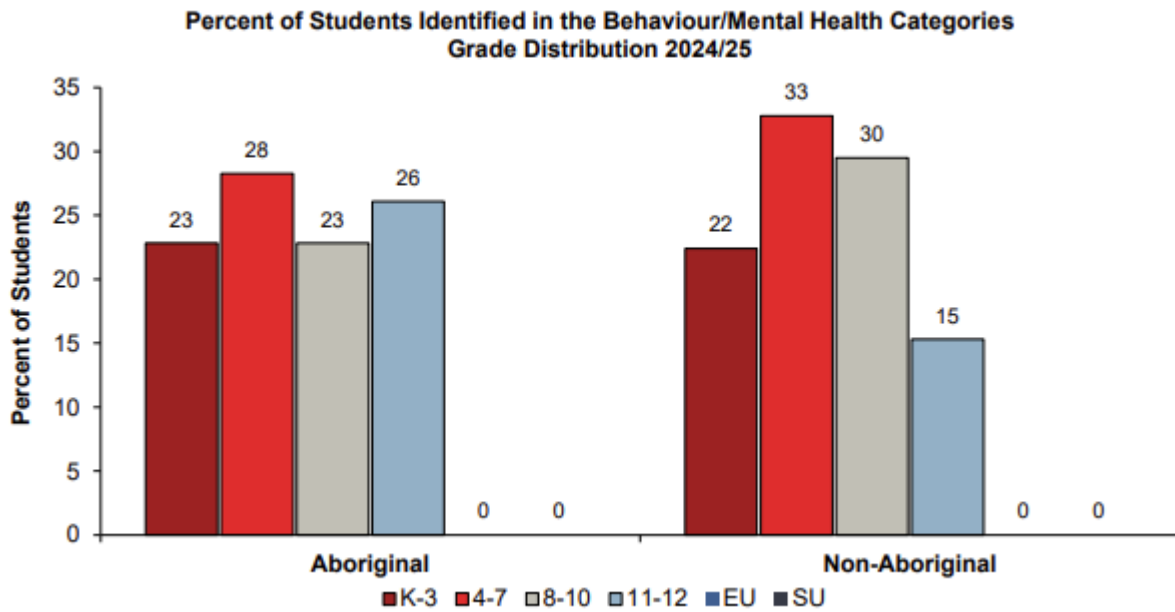
- 29.7% of all Indigenous students are categorized as having disabilities or diverse abilities, which is higher than the provincial rate of 21.6%. 38.6% of on-Reserve Indigenous students are categorized as having disabilities or diverse abilities, which is data that we have gathered locally, not from the report. This number is consistent year to year, but Indigenous students are over-represented in this area. 18.6% of all students in the district have a categorization. 13.1% of non-Indigenous students have disabilities or diverse abilities, which is higher than the provincial rate of 10.4%.

### Percent of Students Identified in an Inclusive Education Category (All)



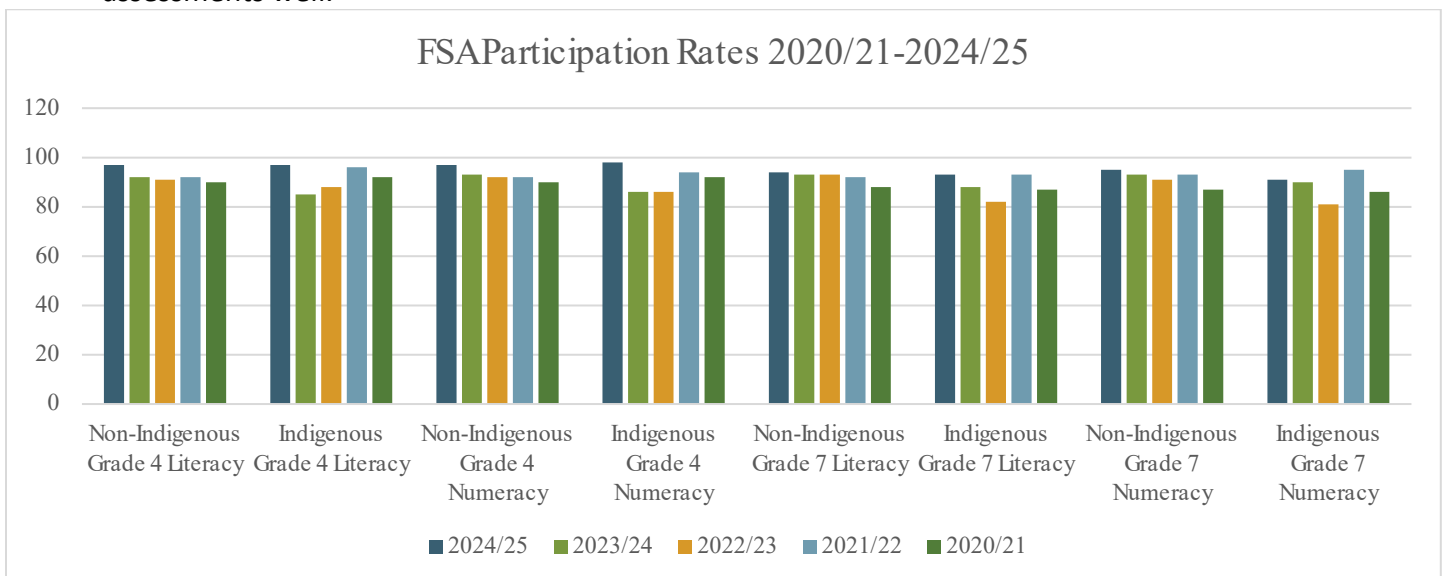
- Most troubling, and generally a marker of systematic racism, 33.45% of all students who have a Behaviour/Mental Health category are Indigenous. This translates to 7.1% of all Indigenous students being categorized in the Behaviour/Mental Health areas (Categories H and R), compared to only 2.8% of non-Indigenous students. As a result of this concerning distribution of Behaviour/Mental Health

categories, the files of all Indigenous students who have this designation have been reviewed, and all requests for new designations pass through our department for more oversight and questioning of these categorizations. Looking at the chart in the report is misleading, so we are looking strictly at the numbers. In the last How Are We Doing report, the percentage was 37.6%, which shows a slight reduction this year.

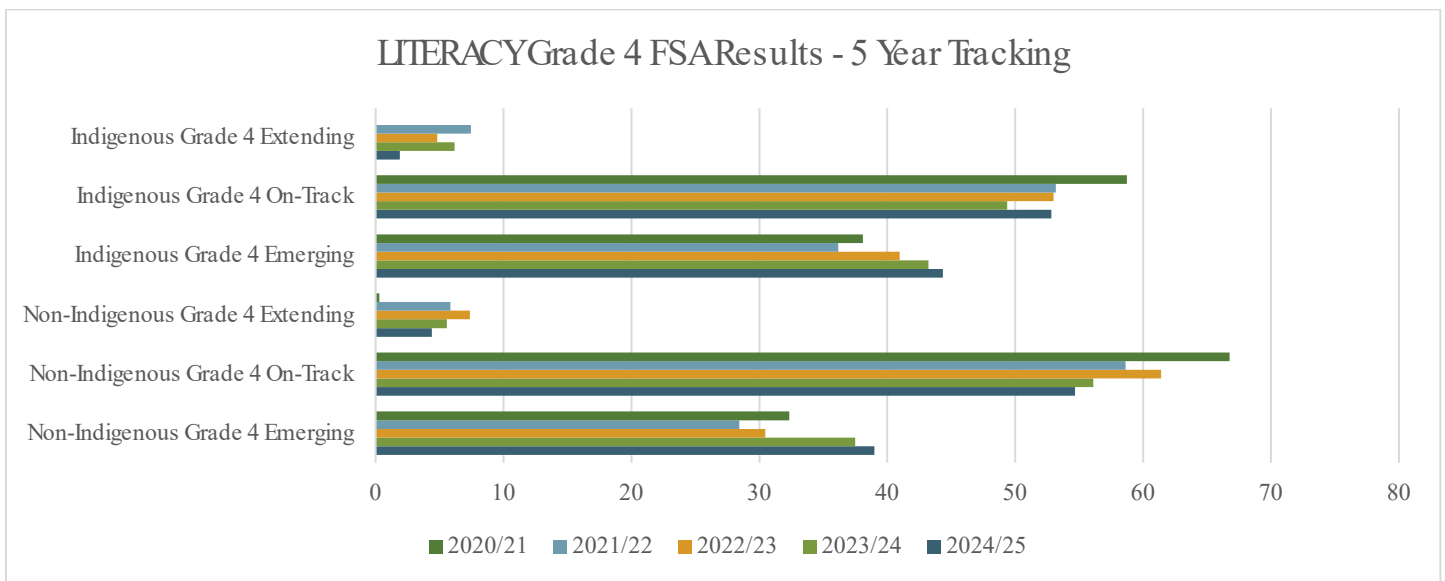


### Achievement Data

- FSA participation rates vary year to year by a few percent. The rates in 2021-2022 were particularly strong, but we saw a dip in 2022-2023. In all categories in 2023-2024, there was an increase in participation rates in all categories, followed by another increase in 2024-2025. Given that the cohort of Indigenous students in either Grade 4 or Grade 7 varies between 80 and 130 students from year to year, a few percent is not statistically significant. Consistently being significantly above provincial participation rates (which range from 76-78% in Grades 4 and for both Indigenous and non-Indigenous students), and consistently being comparable to (and in many cases actually higher than) participation rates of non-Indigenous students demonstrate our district's commitment to administering these assessments well.

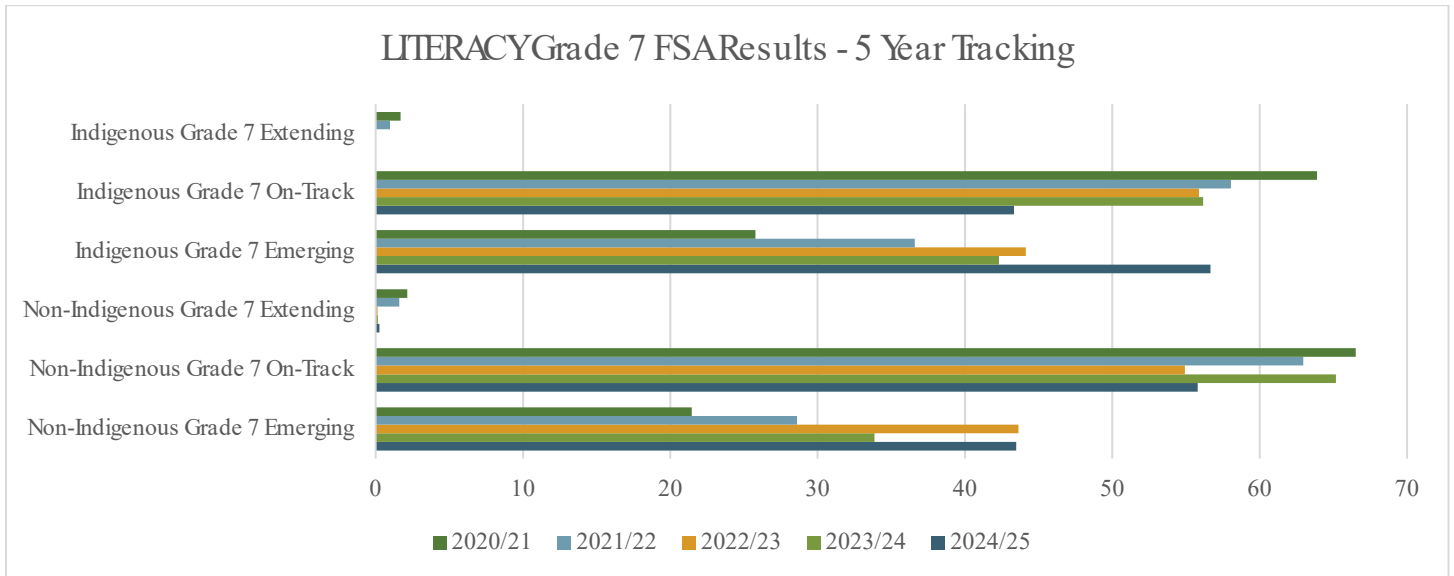


- The How Are We Doing Report often masks results for Indigenous students in the Emerging categories, so it is challenging to make comparisons. We do collect local data that is available through EdPlanInsight, so we are able to share that in chart form. If you have a PDF of the charts, you can “mouse over” the bar graphs to see the actual number.
- It should be noted that the consistently high participation rates in our district contribute to more reliability and validity of the results that we see. 88% participation is generally noted as a hinge point for large-scale assessments. While we can compare results with Indigenous and non-Indigenous results provincially, the overall participation rate is significantly below the “hinge” number. Of particular note, participation rates in 2024/25 were particularly high. For Indigenous Grade 4 students, participation rates were 97% for Literacy and 98% for Numeracy. For Indigenous Grade 7 students, participation rates were 93% for Literacy and 91% for Numeracy. These rates are very close to non-Indigenous students. For non-Indigenous Grade 4 students, participation rates were 97% for Literacy and 97% for Numeracy. For non-Indigenous Grade 7 students, participation rates were 94% for Literacy and 95% for Numeracy.
- When we compare our rates to Indigenous provincial peers, it should be noted that provincial rates are significantly lower than our participation rates. Provincially, participation rates for Indigenous students hover between 81 and 83%.
- For Grade 4 Literacy, Indigenous students in SD83 are achieving at higher rates than their provincial Indigenous peers. There is a persistent gap between district peers and SD83 Indigenous students. The gap is consistent, only because non-Indigenous students in SD83 are also exhibiting lower results. For both groups, there is growth in the Emerging category and reductions in the On-Track category.
- We continue to have Indigenous Education Workers support teachers with literacy instruction, and, new this year, have collaborated with the Education Department to provide opportunities for para-professional learning with literacy support. Also new this year, in five higher-need schools with significant numbers of Indigenous students, have funded or partially funded ECE positions to support early learning. We are also continuing to work with staff on ensuring that their schedules are aligned with literacy teaching time in primary grades. The Education Department continues to support literacy learning for teachers because there is clearly a need for growth for all students. Identifying writing as the biggest stretch area has led to a concentration in that learning.

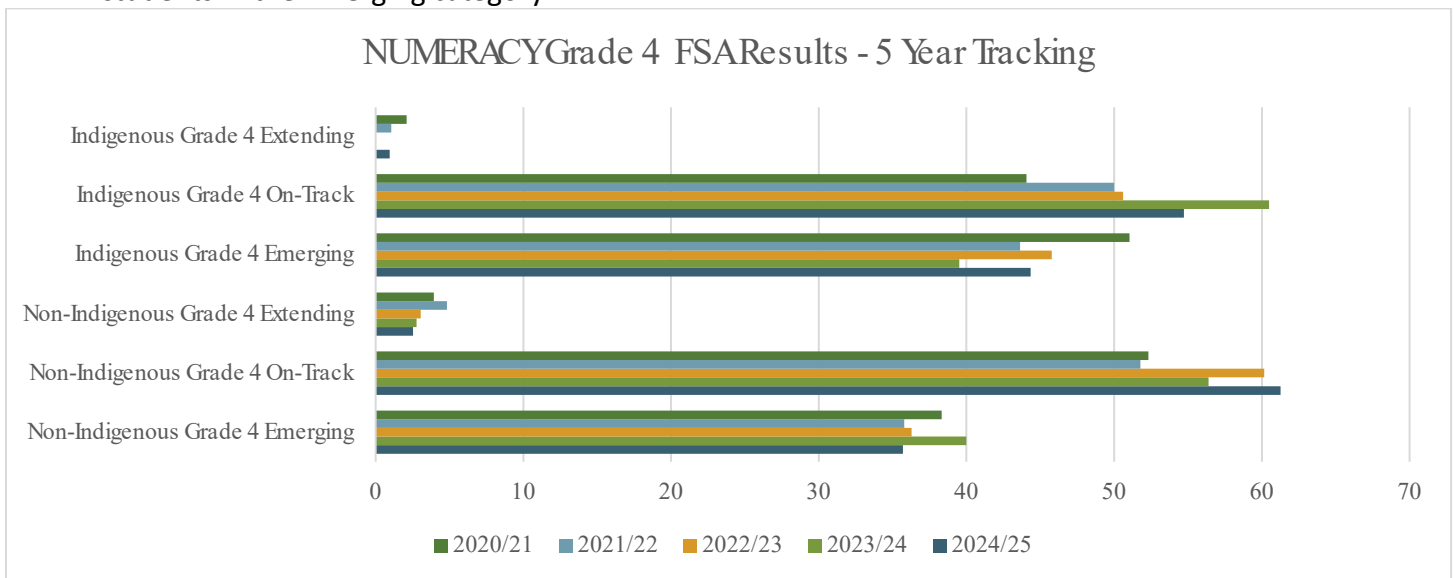


- For Grade 7 Literacy, SD83 Indigenous students are slightly below their provincial Indigenous peers and there continues to be a persistent gap with SD83 non-Indigenous peers. There is a downward trend

over time in the number of students in the On-Track category and an upward trend in the number of students in the Emerging category for both groups.

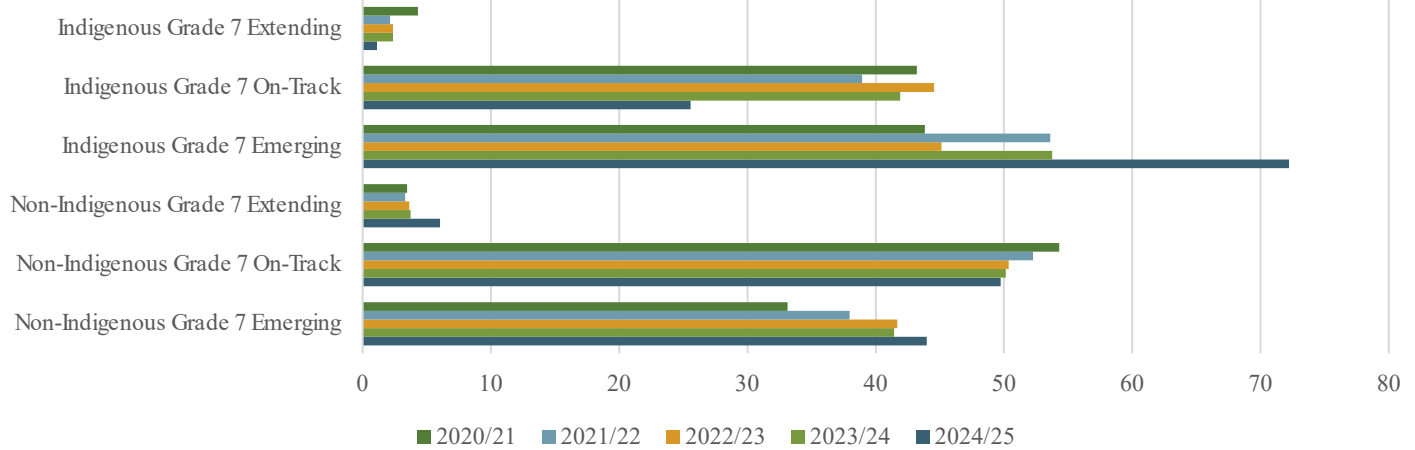


- For Grade 4 Numeracy, SD83 Indigenous students are slightly outperforming their provincial Indigenous peers. Compared to non-Indigenous peers in SD83, results are comparable. The real difference is that there are marginally more Indigenous students achieving in the Emerging category and very few students in the Extending category. Non-Indigenous students are achieving below their provincial peers, which has been consistent for many years. We are observing a slight decrease in the percentage of students achieving in the On-Track category, which is unfortunately mirrored by a slight downturn of students in the Emerging category.



- For Grade 7 Numeracy, the results are more concerning. Compared to Indigenous provincial peers, there are significantly more students in the Emerging category, and significantly less in the On Track category. This mirrors the disparity between provincial results and non-Indigenous SD83 peers, with significantly more students in the Emerging category, and significantly less in the On Track category. Comparatively, SD83 Indigenous students are performing at slightly lower levels compared to their non-Indigenous SD83 peers, which continues the persistent gap in achievement.

## NUMERACY Grade 7 FSA Results - 5 Year Tracking



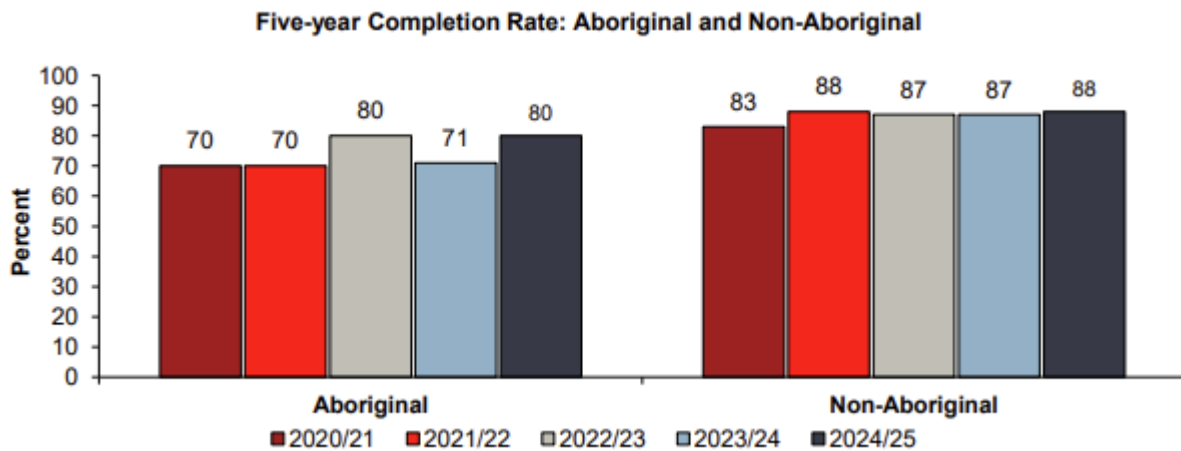
- **Graduation Assessment Participation:**
  - Students must write the Numeracy 10 Assessment, and the Literacy 10 and 12 Assessment before graduation. Ideally, they would write the assessments in either their Grade 10 or Grade 12 year. Having students write the assessment in those years has been steadily improving over the past five years.
  - 2024-2025 was only the fourth year for the Literacy 12 Assessment.
  - It is more challenging to locate unmasked Graduation Assessment data because of when students write the assessments, and the number of assessment sessions available throughout the year.
- **Grade 10 Numeracy Assessment:** The data for Indigenous students in both the Proficient and Extending categories is masked, which tells us that the numbers are so small they cannot be shared. The data that is available indicated that Indigenous students are achieving roughly at par with non-Indigenous students, but because of the cohort size and the masked data at either end, this could skew the data.
- **Grade 10 Literacy Assessment:** The data for Indigenous students in both the Developing and Extending categories is masked, which tells us that the numbers are so small they cannot be shared. The data that is available indicated that Indigenous students are achieving roughly at par with non-Indigenous students, but because of the cohort size and the masked data at either end, this could skew the data.
- **Grade 12 Literacy Assessment:** Because this is only the second year of data available for the Literacy 12 Assessment, it is difficult to ascertain if any trends are emerging. The data for Indigenous students is masked in both the Emerging and Extending categories. Other results in Developing and Proficient appear to be in relationship with the results of non-Indigenous students.
- **Course Marks:** There is an overview of course marks for courses that lead to graduation, and generally, Indigenous students are performing at lower achievement rates than non-Indigenous students, especially in the “B or Better” category as a final mark. The information presented in the course marks also show the prevalence of students taking specific courses. Some courses are an “easier” route to graduation, such as Workplace Math 10/11 and Science for Citizens 11. These courses also limit pathways to academic and trades-based post-secondary programs.
  - In Workplace Math 10, which is the first course in Math that streams students, 31.39% of the students enrolled in that course are Indigenous, which is an over-representation but is also a slight decrease from the previous year in which 49% of the students enrolled were Indigenous. This is compared to 28% of non-Indigenous students taking the course. We would prefer to see

significantly lower numbers of both Indigenous and non-Indigenous students taking Workplace Math entirely, because it leaves more post secondary doors open to students.

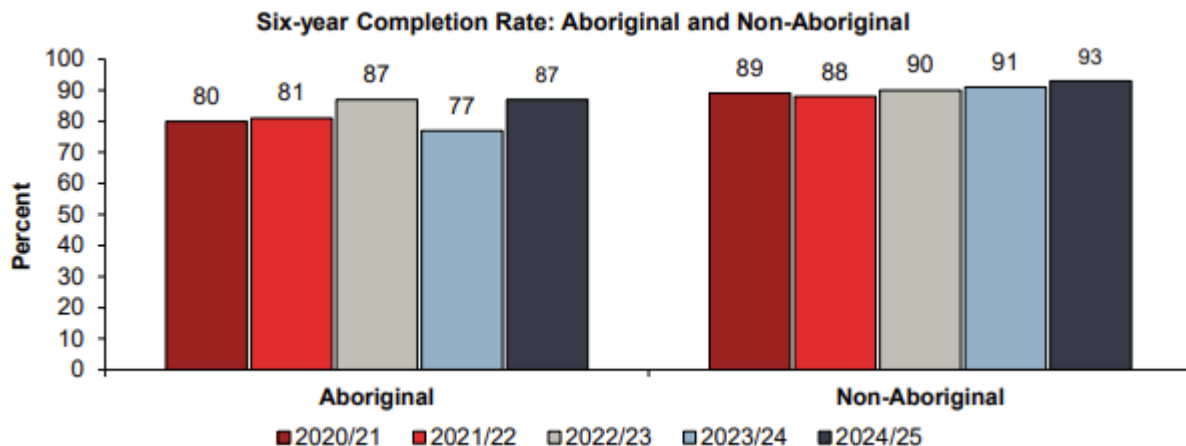
- In Pre-Calculus 11, only 22.37% of Indigenous students are enrolled, compared to 48.7% of non-Indigenous students, a course that is required for most post-secondary programs.
- Another pathway to some post-secondary programs is Foundations of Math 11 and 12, and the numbers are masked for Indigenous enrollment in this course.

## Completion Rates

- Grade to Grade Transitions: All students are transitioning to Grade 8, but after that the disparity grows. Because of the cohort size, it varies year to year, but particularly concerning is the transition from Grade 10 to Grade 11, where there is a dip.
- The Five-Year Completion Rate indicates the percentage of students who enter in Grade 8 who successfully “complete” a Dogwood or Adult Dogwood in five years or “on time”. In 2023/2024, we saw a decrease to 71% for the Five-Year Completion Rate from 80% in 2022/2023. While this is cause for concern, there was also a slightly higher number of students on Evergreen pathways in that cohort. In 2024-2025, that number returned to 80%. Students on Evergreen pathways show as non-completions in the data.



- The Six-Year Completion Rate indicates providing students with an extra funded year to complete graduation requirements. In 2023-2024 we saw a dip in that rate from 87% in 2022/2023 to 77% in 2023/2024. In 2024-2025, that number returned to 87%.



- Numbers for Evergreen (School Completion Certificates) and Adult Dogwoods are so low that they are masked in the report. However, we have been making significant efforts to reducing the number of

students achieving Adult Dogwood Diplomas by having Graduation Pathway Circles with all secondary schools and engaging in conversations about providing students with meaningful graduations. We have also developed an Administrative Procedure (AP) to guide schools with decision making about Adult Dogwood pathways. Provincially, Indigenous students are vastly overrepresented in the Adult Dogwood category, which is indicative of systemic racism and the racism of low expectations. One way to shift that practice is to help to shift attitudes of school leaders, and that has been very effective.

- While in 2023-2024, the rates were not masked for the Five-Year Completion Rate and Six-Year Completion Rate with Adult Dogwoods removed, the rate had gone down that year. There has been a steady downward trend in this category. Sometimes, when we work on changing outcomes for a specific population, it has a positive impact on the entire population. The work in this area is indicative of that. Not only is the number of Indigenous students receiving Adult Dogwoods masked because it is too low to share, the number of Adult Dogwoods in the whole district has been steadily decreasing to an impressive all time low of only 14.

### NUMBER OF ADULT DOGWOOD

School Year	Total	Aboriginal		Non-Aboriginal	
	#	#	%	#	%
2020/21	28	11	39	17	61
2021/22	27	Msk	Msk	Msk	Msk
2022/23	22	Msk	Msk	Msk	Msk
2023/24	23	12	52	11	48
2024/25	14	Msk	Msk	Msk	Msk

### Student Learning Survey

- 59% of Grade 4 Indigenous students report that they like school compared to 56% of non-Indigenous students, which is a decrease from 68% the previous year.
- 61% of Grade 4 Indigenous students believe that adults in the school treat students fairly, compared to 66% of non-Indigenous students. This is the same as the previous year.
- Concerningly, only 32% of Grade 4 Indigenous students report that they are learning about First Nations, Metis, and Inuit peoples at school, compared to 38% of non-Indigenous students. This is a drop for Indigenous students from 43% the previous year, and is concerning because there is supposed to be Indigenous content embedded in every grade, in every content area.
- 81% of Grade 4 Indigenous students feel safe at school, compared to 75% of non-Indigenous students.
- 40% of Grade 7 Indigenous students report that they like school compared to 38% of non-Indigenous students, which fairly consistent year to year, but is a significant increase this year from 34% last year. It is still a concerningly low number compared to Grade 4.
- 47% (decrease from 64% the previous year) of Grade 7 Indigenous students report that adults treat all students fairly compared to 52% of non-Indigenous students, which is similarly concerning.
- Concerningly, only 37% of Grade 7 Indigenous students report that they are learning about First Nations, Metis, and Inuit peoples at school, compared to 37% of non-Indigenous students. This is fairly consistent year to year and is concerning because there is supposed to be Indigenous content embedded in every grade, in every content area. It is fair to assume the Grade 7 students would be more cognizant of what they are learning about.
- 63% of Grade 7 Indigenous students feel safe at school, compared to 68% of non-Indigenous students.
- 30% of Grade 10 Indigenous students report that they like school compared to 31% of non-Indigenous students, which fairly consistent year to year. It is a concerningly low number which is actually showing a slight decrease this year.

- 51% of Grade 10 Indigenous students report that adults treat all students fairly compared to 50% of non-Indigenous students, which is also an increase this year.
- Concerningly, only 40% of both Grade 10 Indigenous and 45% of non-Indigenous students report that they are learning about First Nations, Metis, and Inuit peoples at school, compared to 48% of Indigenous students and 49% of non-Indigenous students in the last report. In Social Studies 10, there are specific content learning standards about residential schools, so all students should be reporting that they are learning about First Peoples topics. This number is a decrease from last year considering the specific curriculum standards.
- 36% of Grade 12 Indigenous students report that they like school compared to 44% of non-Indigenous students, which is fairly consistent year to year, but we see a decrease in this report compared to last year.
- 51% of Grade 12 Indigenous students report that adults treat all students fairly compared to 62% of non-Indigenous students, which is a decrease this year. This is also fairly consistent year to year.
- We also see more concerning data, after a promising upswing in 2023-2024 data when 66% of Grade 12 Indigenous students (up from 57% in the 2022/23) report that they are learning about First Nations, Metis, and Inuit peoples at school, compared to 68% (up from 55% in 2022/23) of non-Indigenous students. In 2024-2025, 48% of Grade 12 Indigenous students, compared to 55% of non-Indigenous students. We were expecting to see continued improvement in this question in this year's report, because this is the second year of the Indigenous content graduation requirement.

**Note:** The entire report can be accessed at the following link:

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/reports/ab-hawd/ab-hawd-school-district-083.pdf>



**ATTENDANCE REPORT TO THE BOARD OF EDUCATION – Trustee Marianne VanBuskirk**  
 April 21, 2026 Public Board Meeting



**BC SCHOOL TRUSTEES' ASSOCIATION 2026 AGM**

**Event Dates in Vancouver:**

**Thur. Apr. 9<sup>th</sup> 7:00-10:30pm**

**Fri. Apr. 10<sup>th</sup> 7:30am-8:00pm**

**Sat. Apr. 11<sup>th</sup> 7:30am-5:00pm**

*Respectfully honouring traditional, ancestral and unceded lands of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətaʔ (Tsleil-Waututh Nation).*

**Overview:** Elected school trustees representing BC's 60 boards of education and more than 550,000 students participated in rich learning and debate. We voted on the education priorities and motions that shape BCSTA's advocacy to government and the public, all in the spirit of a shared commitment to student achievement and a strong public education system.

**Thursday April 9<sup>th</sup>**

**7:00-7:45pm**

- Call to Order
- Indigenous welcome
- Coast Salish Anthem
- O'Canada
- Partner Greeting
- President's Speech



**7:45-9:00pm**

Keynote Speaker – Clara Hughes - Summer & Winter Olympic Champion and spokesperson for Bell Let's Talk.



To school trustees, she offered this: *"Thank you so much for the heavy lifting you do in education." She spoke to the critical importance of mental health support for students — and the message she hears again and again from athletes applies just as much in schools: "I did not do it alone."*

**9:00-10:30pm**

BCSTA President's Reception and Networking

**Friday April 10<sup>th</sup>**

**8:00-9:15am** Branch Business Meetings

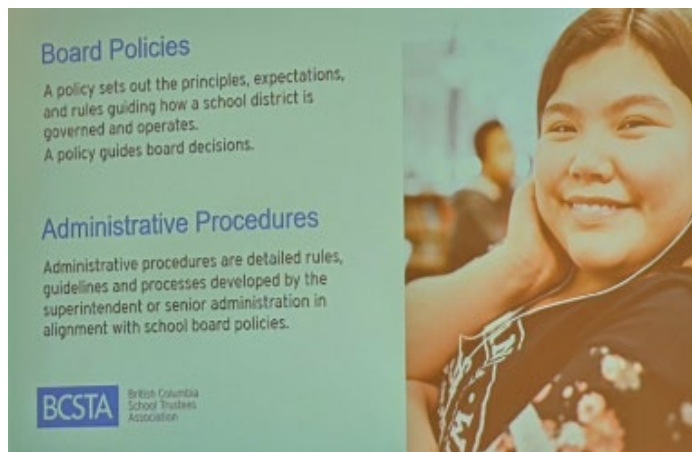
**9:30-9:40am** BCSTA President Tracy Loffler – opening remarks

**9:40-10:00am** Greetings from Lisa Beare, Minister of Education and Child Care



**10:00-11:00am** Policy Review for Boards of Education

Members of the Board Policy Review Advisory Committee — representing BCSTA, the Ministry of Education and Child Care, and key partners — shared best practices, practical tools, and exemplars to help boards review and modernize their policy manuals.



**Strong Policies mean Stronger Boards!**

**11:15-11:35am** Celebrating Public Education - L'École des Cinq-saumons (Terrace)

A 12-minute live musical theatre performance, from an original French-language musical developed through a two-year collaborative process involving all 62 students at L'École des Cinq-saumons – Terrace.



This part of our AGM was dedicated to celebrating public education and celebrating French heritage and language.

**11:40am-12:00pm** Long Service Recognition

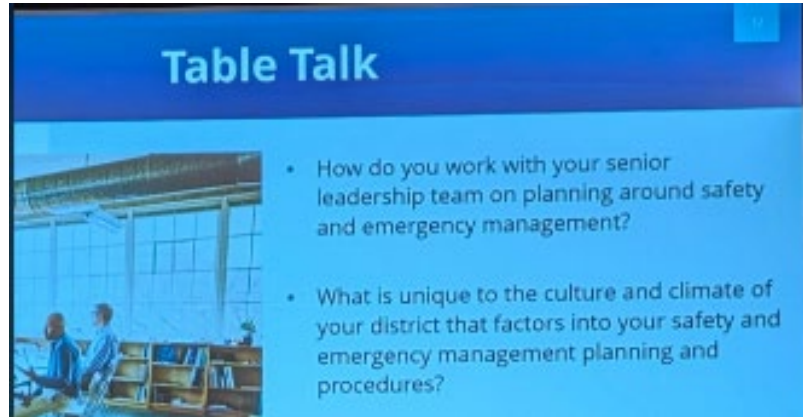
Recognizing School Board Trustees who have served for 12, 16, and 20+ years!!



## Concurrent Sessions – Marianne’s selections

### 1:00-2:30pm – School Safety & Emergency Management

This presentation provided an overview of the Ministry of Education and Child Care’s approach to school safety and emergency management, with a focus on shared governance, system coordination, and strengthening capacity across the education sector. It outlines the roles and responsibilities of the Ministry, school districts, and schools, highlights provincial supports such as ERASE (Expect Respect and a Safe Education), Safe School Coordinators, and Safer Schools Together, and situates school safety within BC’s broader emergency management framework. The session will also provide an opportunity for small group discussions to explore opportunities, challenges and potential enhancements to the current provincial safety framework.



#### Speakers:

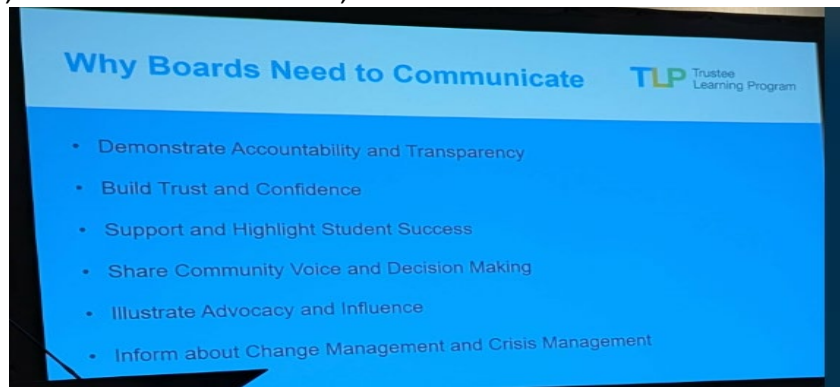
- Cloe Nichols, Ministry of Education and Child Care, Assistant Deputy Minister of the Education Programs & Policy Division
- Danielle Carter-Sullivan, Ministry of Education and Child Care, Executive Director, Education Systems Support in the Education Programs and Policy Division

### 2:45-4:15pm – Continuous Improvement: Board Communications

The interactive session was designed to inform and strengthen the work of boards of education and equip us with the essential insights and tools to tackle the complex and unpredictable challenges that boards sometimes face. Our presenters dove deep into what it means to advocate and lobby at other levels of governance as boards strive to do all they can to meet the needs of their students.

#### Speakers:

- Suzanne Hoffman, Presenter, Education Consultant
- Carolyn Broady, West Vancouver Trustee, Past President



## Saturday April 11<sup>th</sup> 7:30-4:45

BCSTA members actively debated the merits of every decision and then stand by those decisions as we advocate on behalf of students in our districts.

BCSTA members do this via resolutions at our annual general meeting in the spring, and at smaller Provincial Council governance meetings over the year.

### **2026 AGM Motions:**

- 2 Extraordinary Motions
- 29 Substantive Motions
- 1 Late Motion

### **Extraordinary/Privileged Motion**

- **Definition:** A motion that arises from the subject under debate and is dependent upon it. In many contexts, these are called privileged or superseding motions (e.g., motions to adjourn or previous question).

### **Substantive Motion (Main Motion)**

- **Definition:** An independent, self-contained proposal that stands on its own and does not depend on any other proceeding.

Overall – a good AGM. The process of spending the full Saturday on Motions is important and better in that we can get through all the motions in a timely manner. My preference would be to offer a hybrid (online option) for the business section of the AGM. I see much value in individual boards gathering together to discuss and vote on motions.

Many thanks to the BCSTA Executive as well as the Professional Learning Committee and the hard work of all the Branches and Presenters who put together an excellent AGM.