

FROM THE BOARD

Board Meeting Highlights

November 18, 2025



MEETING OPENING

The K'wásktáknéws ne Secwepemcúl'ecw School District No. 83 Board of Education held its Regular Board meeting on November 18, 2025, with all trustees in attendance, confirming quorum. Board Chair Corryn Grayston opened with a welcome and acknowledged that the Board holds its meetings on the traditional and unceded land of the Secwépemc people.

Chair Grayston acknowledged Trustee Tennile Lachmuth for her contribution in the role of Vice Chair during the 2024-25 school year. During the Special Board Meeting held on November 4th, the Board elected Trustee Amanda Krebs as Vice Chair. Additional elections held resulted in the following representation: British Columbia School Trustees Association (BCSTA) Provincial Councillor – Chair Grayston; BCSTA Provincial Councillor (alternate) – Trustee Lachmuth; British Columbia Public School Employers' Association (BCPSEA) – Chair Grayston; BCPSEA (alternate) – Trustee VanBuskirk.

EQUITY, DIVERSITY, AND INCLUSION

Student Support Services – Universal Design for Learning (UDL)

The Board received an update on the District's work to strengthen inclusive practices, aligned with three departmental priorities: revitalizing Universal Design for Learning (UDL), extending Positive Behaviour Support Planning (PBSP), and developing consistent case file management processes.

District Principal Jo McKenna and District Vice Principal Lara Matthews highlighted that UDL is an evidence-based framework built on the widely replicated finding that learner variability is the norm, requiring schools to design learning experiences that are accessible and beneficial for all students. The benefits of UDL include improving accessibility, supporting diverse learners, enhancing student engagement, and promoting educational equity. All of these benefits align with the [District's Strategic Plan](#).

The update summarized recent professional learning, including a dinner meeting that brought case managers and principals together for side-by-side learning on positive behaviour support planning and consistent, evidence-based behaviour management aligned with Ministry expectations.

Next steps for this work include:

- Principal Group: Dedicated UDL learning time at each leadership team meeting to support school-level implementation.
- Case Manager Group: Continued sessions focused on collaborative coaching approaches and how resource teachers can support classroom colleagues through a UDL lens.

- UDL Pilot Schools: Two school teams, Carlin and Highland Park Elementary, will engage in deeper site-based learning alongside the department.
- PBSP Learning Series: Inclusion Support Teachers are creating an on-demand behaviour learning series, including modules and workbook activities, expected for release in early January, with consultation support available for school teams.

This ongoing, multi-level professional learning plan is designed to build common language, shared understanding, and aligned practice across the District to strengthen inclusion and support all learners.

The Student Support Services – Universal Design for Learning Slide Show is available [here](#).

SUPERINTENDENT’S REPORT

The Board received the [Superintendent’s Report](#), which provided updates across the six pillars of the District’s Strategic Plan. The current Strategic Plan is in its third year and is scheduled to conclude in July 2028. Planning for consultation, review, and revision of the Plan will occur during the 2027–28 school year.

Reconfiguration Update

Superintendent Donna Kriger reviewed the multi-year reconfiguration timeline and noted that significant planning and work continues. J.L. Jackson (JLJ) is currently functioning as a Grade 9–11 school, with all Grade 9 students placed at JLJ to support the final graduating class of Salmon Arm Secondary. Administrators have observed positive impacts from the presence of older students. Planning is now underway for JLJ and Salmon Arm Secondary to become Grade 9–12 schools in 2026-27.

2025 – 26 RECONFIGURATION CHANGES (SECONDARY SCHOOL ONLY)

Organizational Development

JL Jackson Secondary (JLJ)	Salmon Arm Secondary (SAS)
2025-26 (New catchment areas took effect)	2025-26 (New catchment areas took effect)
• Grade 9 to 11 • All Grade 8’s from 2024-25 are attending grade 9 at JLJ from SMS and rural feeder schools. • A cohort of grade 9 students from 2024-25 who live in the catchment assigned to JLJ and who are currently in grade 10 remain at JLJ for the remainder of secondary school. • A cohort of grade 10 students from 2024-25 who entered grade 11 in 2025-26 and live in the JLJ catchment remain at JLJ for the remainder of secondary school. • All French Immersion students in grades 9 ,10, and 11 will attend JLJ.	• Grade 10 to 12 • A cohort of grade 9 students from 2024-25 who would have historically stayed at JLJ for grade 10 and who live in the SAS catchment transitioned to SAS for the remainder of secondary school. • A cohort of students who were in grade 10 at JLJ during 2024-25 and who live in the SAS catchment transitioned to SAS for the remainder of secondary school. • ALL grade 11 students from 2024-25 who attended SAS remain at SAS to be the final “single” graduating class in June 2026. • French Immersion students who entered grade 12 in 2025-26 are the last class of French Immersion at SAS.



CHANGES FOR 2026/27 & 2027/28 (SECONDARY SCHOOL ONLY)

2026-27

Grade 9 to 12 (Catchment areas in effect)

Incoming grade 9 students who live in the catchment areas assigned to JIJ will attend JIJ for secondary school.

A cohort of JIJ grade 9 students from the current year and live in the JIJ catchment will attend JIJ for the remainder of secondary school.

Students in grade 10 & 11 who attended JIJ in 2025-26 will continue to do so as they move up a grade.

All French Immersion students in grades 9-12 will attend JIJ.

2027-28 (Catchment areas in effect)

• Grade 8 to 12

- All students in grades 8-12 who live in the JIJ catchment will attend JIJ.
- All grade 8-12 French Immersion students will attend JIJ.

2026-27

Grade 9 to 12 (Catchment areas in effect)

- Incoming grade 9 students who live in the catchment areas assigned to SAS will be attending SAS for secondary school.
- A cohort of grade 9 students who currently attend JIJ this year (2025-26) and live in the SAS catchment will attend SAS for the remainder of secondary school.
- Students attending SAS in 2025-26 will continue to the next grade in 2026-27.

2027-28 (Catchment areas in effect)

• Grade 8 to 12

- All students in grades 8-12 who live in the SAS catchment will attend SAS.



Regular meetings with secondary administrators continue to address resources, infrastructure needs, human resources planning, catchment and enrolment considerations, and preparations for 2026–27 course selection. A full reconfiguration timeline was shared with the Board, outlining the gradual transition through 2027-28.

Superintendent Kriger also reviewed upcoming elementary changes. Beginning in 2026-27, current Grade 5 students will remain at their schools for Grade 6 as elementary schools shift to a K-6 configuration. At Bastion Elementary, a PAC meeting will address space challenges and human resource considerations, including the possibility of relocating Grade 5 French immersion students to Shuswap Middle School. Rural feeder schools (North Shuswap, Ranchero, and Silver Creek) will see no changes. In the West, Sorrento and Carlin will retain Grade 5 and move to K–6 configurations in 2026-27, with full K-7 implementation in 2027-28.

URBAN ELEMENTARY SCHOOL TRANSITION

BASTION (BAS)	HILLCREST (HIL)	SOUTH BROADVIEW (SBR)	SHUSWAP MIDDLE (SMS)
2025-26 • remain K – 5 (no changes)	2025-26 • remain K – 5 (no changes)	2025-26 • remain K – 5 (no changes)	2025-26 • remain Gr. 6 – 8 (no changes)
2026-27 • First year of K-6 English configuration • K-5 Early French Immersion • <i>We are paying careful attention to space challenges (discussion to occur with Bastion staff and PAC on November 25, 2025)</i>	2026-27 • First year of K-6 configuration	2026-27 • First year of K-6 configuration	2026-27 (no catchment) • English Gr. 7, 8 • Early French Immersion Gr. 6 & 7 • Late French Immersion Gr. 6 & 7 • Grade 8 French Immersion
2027-28 (new catchment areas will take effect for all new enrolling students moving forward) • First year of K-7 configuration (English only)	2027-28 (new catchment areas will take effect for all new enrolling students moving forward) • First year of K-7 configuration	2027-28 (new catchment areas will take effect for all new enrolling students moving forward) • First year of K-7 configuration	2027-28 • First year of early French Immersion K-7 • Late French Immersion Gr. 6 & 7



SALMON ARM RURAL ELEMENTARY FEEDER SCHOOLS

North Shuswap (NSH)	RANCHERO (RAN)	SILVER CREEK (SCR)
2025-26 remain K – 8 (no changes)	2025-26 remain K – 8 (no changes)	2025-26 remain K – 8 (no changes)
2026-27 remain K – 8 (no changes)	2026-27 remain K – 8 (no changes)	2026-27 remain K – 8 (no changes)
2027-28 First year of K – 7	2027-28 First year of K – 7	2027-28 First year of K – 7



CARLIN/SORRENTO

CARLIN (CAR)	SORRENTO (SOR)
2025-26 remain K – 8 (no changes)	2025-26 remain K – 5 (no changes)
2026-27 remain K – 8 (no changes)	2026-27 First year of K – 6 (grade 5 students from the previous year will remain at Sorrento)
2027-28 (new catchment areas will take effect for all new enrolling students moving forward) First year of K – 7	2027-28 (new catchment areas will take effect for all new enrolling students moving forward) First year of K - 7



Conversations are underway regarding transportation supports for extracurricular activities, responding to feedback from families. Staff are gathering data and potential cost implications to share with PACs.

Career Development

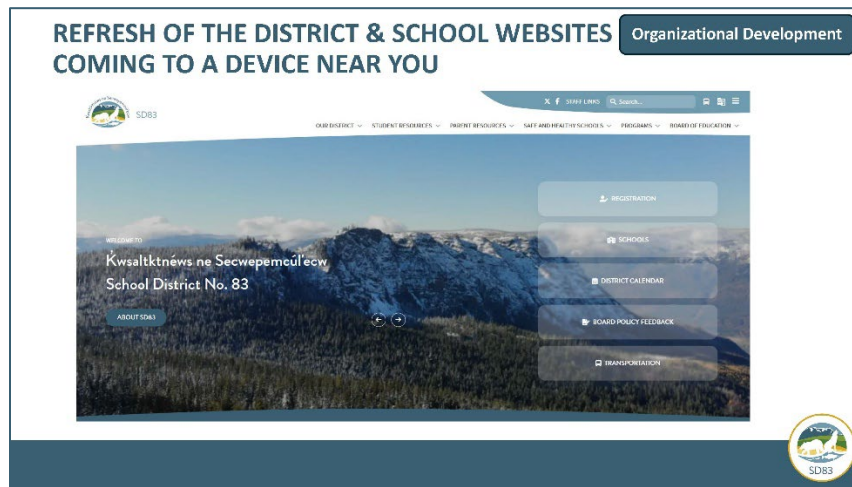
Director Reid Findlay was recognized with a Lifetime Honourary Award from the Career Education Society of BC on November 18, 2025, in Vancouver, acknowledging his outstanding contributions to career development for students.

Organizational Development

The Board was informed that Gloria Cox, Vice Principal at JLJ has been appointed Principal of Pleasant Valley Secondary School. Gloria will begin her new position once the vice principal at JLJ is filled. Kevin McGifford, formerly Vice Principal at A.L. Fortune, has assumed his new role as Principal of Len Wood Middle School.

Communications & Engagement

Refreshed District and school websites will soon be launched, improving navigation, consistency across schools, and access to documents.



The District also released its [*Strategic Focus*](#) publication, featuring staff and student stories connected to the strategic priorities. Superintendent Kriger noted a feature created by the Itinerant Counsellor Team titled [*Mindful Moments*](#), which provides wellness strategies for students and adults.



November 2025

Mindful Moments

Brought to you by the Itinerant Counselling Team

Sleep is so important to your child's overall well-being! Nowadays we are hearing more and more about kids who are not getting enough sleep for various reasons. Kids in elementary/middle school need 9-12 hours of uninterrupted sleep every night. That means if your child has to be awake by 7 am, they need to be asleep by no later than 9 pm. Some kids need more sleep than others. By October kids are tired.

Impacts from Lack of Sleep

Lack of sleep impacts us in many ways. KidsHealth.org lists ways which lack of sleep effects our kids, including:

- Falling asleep during the day
- Hyperactivity (especially younger children)
- Trouble paying attention
- Struggling with school work
- Crankiness, whiny, irritable, or moody
- Behaviour problems

Effects of Lack of Sleep

- Growth delay
- Poor school performance
- Frequent infections
- Difficulties focusing, making decisions, and solving problems
- An increased risk of heart disease, kidney disease, high blood pressure, diabetes and stroke
- Abnormal onset of puberty
- Behaviour problems
- Obesity
- Night terrors

Source: DrLaurasKitchen.com

Good Sleep Hygiene

Establish a regular routine

- Same bedtime and wake time every night
- Try not to sleep in more than a half hour on the weekends (unless sick or sleep-deprived)

Screens off at least one hour before bedtime

- Try something quiet like a puzzle, reading, Lego, listening to a story, talking about the day, bathe/shower, stretch

Remove all electronics from the bedroom

Limit bright lights/nightlights at bedtime

Get exercise and outside time (sunlight daylight) every day for at least an hour - Set limits on screentime

Limit caffeine during the day - no caffeine past 3pm

Keep bedroom cool, dark, and quiet

How much sleep do kids need?

Age Group	Hours per 24 hour sleep period
Infants: 4 to 12 months	12 to 16 hours (including naps)
Toddlers: 1 to 2 years	11 to 14 hours (including naps)
Preschoolers: 3 to 5 years	9 to 12 hours
Gradeschoolers: 6 to 12 years	9 to 12 hours
Teens: 13 to 18 years	8 to 10 hours

If these are ideas you would like to try, add them in gradually.

If you are shifting bedtimes, do so by shifting 15 minutes each day instead of all at once.

Further Reading: Kids Health Resource (kidshealth.org/en/kids/not-tired.html)

EDUCATIONAL COMPONENT

K to 12 Literacy Initiative

Director of Instruction Jennifer Findlay provided an update on the Ministry’s [K–12 Literacy Initiative](#), which is designed to strengthen literacy outcomes across all grade levels, with a primary focus on early literacy. The Government of BC is investing \$30M over the next three years to better support students’ literacy development in the K-12 school system. The Ministry of Education and Child Care is working closely with provincial K-12 education and Indigenous partners, and experts in literacy development and intervention, to guide the implementation of this initiative. At the end of the previous school year, the Ministry announced that there will be a mandatory K-3 literacy screener that will be created as a BC specific tool, in the future.

SD83 currently uses the Early Learning Profile for Kindergarten and DIBELS 8 for Grades 1 and 2, with universal screening conducted multiple times per year and collaborative school-team planning sessions to analyze data and guide instruction.

Literacy Support Teachers are embedded in all elementary schools to lead screening, intervention, and professional learning, with a strong emphasis on Tier 1 classroom instruction supported by Tier 2 and Tier 3 interventions as needed. Professional learning continues to be a priority, including training in structured literacy, explicit phonics instruction, and the Multi-Tiered Systems of Support (MTSS)model, along with release time for educators and bi-monthly leadership sessions for principals and vice-principals.

CURRENT SD83 LITERACY SUPPORTS

Literacy Support Teachers (LSTs)	Professional Learning	District Literacy Channel in Microsoft Teams	Assessment Tools
• Embedded in every elementary school to lead screening, intervention, and professional learning	• Heggerty Phonemic Awareness (Year 5) • UFLI Explicit Phonics Instruction (Year 4) • Adrienne Gear workshops • book clubs (e.g., <i>Shifting the Balance K to 2</i>, <i>Teaching Phonics & Word Study in the Intermediate Grades</i>, <i>MTSS for Reading Improvement</i>, <i>Rock Your Literacy Block</i>, etc.)	• Provides access to timely resources, training materials, assessments, and collaboration tools	• DIBELS 8 • PM Benchmarks • SD83 Early Learning Profile (K), SD23 Early Learning Profile (Gr. 1 to 3) • CORE Phonics Survey, SD83 Phonics Assessment, Heggerty Phonemic Awareness Assessments, etc.

Family engagement remains central, with communication through websites, newsletters, and school events, as well as partnerships with the Literacy Alliance of the Shuswap Society and Quelmúcw Education Council. Provincial support includes participation in the Community of Practice, integration of webinars into the professional learning calendar, and coordination with outreach programs such as POPEY.

Future priorities include implementing Grade 3 screening, updating the Early Literacy Framework to reflect structured literacy and MTSS, and strengthening Tier 1 instruction. Indicators for success will include improved literacy proficiency rates, increased participation in professional learning, documented use of screening data to inform instruction, reduced need for Tier 2 and Tier 3 interventions, positive feedback from educators and families, and the development of a District-wide writing rubric.

NEW BUSINESS

Trustee Remuneration

Each year at this time, the Board reviews trustee remuneration in accordance with policy. Adjustments are based on the previous year's Consumer Price Index (CPI) annual change for British Columbia.

The Board made a motion to approve the Trustees annual remuneration be increased by the 2024 BC CPI rate of 2.6% effective December 1, 2025, as per Policy 136.

June Board Meeting – Date Change Request

The Board made a motion to move the June In-Camera and Regular Board meetings to June 23, 2026.

COMMITTEE REPORTS

Education Direction Committee

Trustee Marianne VanBuskirk reported that the Committee discussed three items including:

- Ministry Literacy Initiatives to support professional learning and assessment;
- Numeracy Residency program provided by the Numeracy Helping Teachers, Christine Blacklock and Marlee Penner; and,
- Communicating Student Learning.

Finance & Facilities / Audit Committee

Vice Chair Amanda Krebs reported that the Committee discussed updating the Joint Use Agreement between the City of Salmon Arm, the Shuswap Recreation Society, and SD83 regarding the sport court at Shuswap Middle School. She made trustees aware that the Environmental Advisory Committee Meeting minutes are available in the Teams folder.

Quarterly Financial as at September 30, 2025

Acting Secretary-Treasurer Jeremy Hunt presented the first quarterly financial report for September, noting that revenues are on track with a slight increase from a federal electrical grant of approximately \$11,000. Rental and lease revenues will be monitored following January rate adjustments. On the expense side, teacher salaries are close to the target of 90% remaining, which is typical for this point in the year. Substitute costs and employee benefits remain variable and will be analyzed further as more data becomes available. Overall, it is early in the fiscal year, and no significant concerns have been identified; staff will continue to monitor and provide updates as the year progresses.

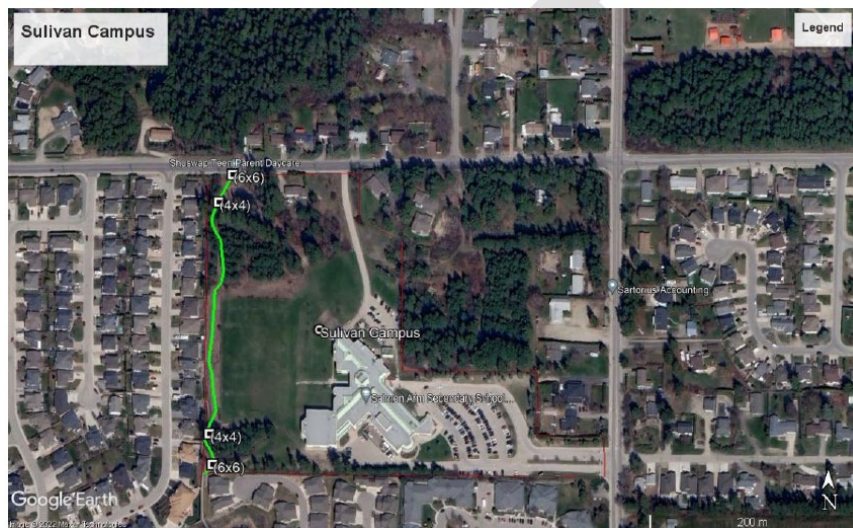
Statement of Financial Information (SOFI)

Acting Secretary-Treasurer Hunt presented the annual Statement of Financial Information (SOFI) report, which includes three key sections: the audited financial statements previously approved in September, the schedule of remuneration and expenses for employees earning over \$75,000, and the schedule of payments made to suppliers receiving more than \$25,000 from the District. Employee remuneration includes salary, taxable benefits, and other payments, while expenses cover items such as travel, memberships, and tuition. The

supplier schedule highlights major vendors, including benefit carriers and contractors for large capital projects such as the Pleasant Valley Secondary School gym reconstruction. This report ensures transparency and compliance with provincial reporting requirements.

The Board made a motion that the Board Chair write a letter to the Ministry requesting an increase of the remuneration limit in the SOFI Report to \$100,000.

Salmon Arm Secondary Trail Project – Property Bylaw No. 3-2025



As per the original proposal in March 2023, the next phase of the greenway trail plan is the trail alignment at Salmon Arm Secondary. Over the summer, Acting Secretary-Treasurer Hunt, Director Travis Elwood, Principal Rob Cadden, and Vice Principal Rhys Waters met with City and Trail Alliance staff on-site to view the trail, and a survey plan has been created for the proposed alignment of the trail. The proposed trail is on the western edge of the property, following the social trail in place and tied into the existing City of Salmon Arm trail on 20th Avenue NE.

The Board passed the first two readings of the Property Bylaw regarding the trail alignment on the Salmon Arm Secondary School property. The third and final reading will be brought forward at the December Regular meeting.

Transportation Committee Terms of Reference

Acting Secretary-Treasurer Hunt explained that the Transportation Committee Terms of Reference (TOR) were brought forward for discussion due to concerns about a potential conflict of interest when a Trustee who chairs the committee is involved in transportation decisions that may later be appealed. Director Elwood outlined the process and types of information considered when transportation decisions are made, noting that while the TOR currently requires the committee to report to the Finance & Facilities Committee, Secretary-Treasurer Dale Culler had proposed that recommendations come directly to the Board instead.

Trustees discussed the role of a Trustee representative on the committee, the implications for appeals, and the committee's overall TOR. While minor wording updates were identified for future refinement, the Board agreed that no structural changes will be made at this time and that further consideration will occur after the findings of the Transportation Review are available. The committee will continue to meet from September to June to review transportation matters.

Partner Group

Chair Grayston reported that the next Partner Group meeting is scheduled for Thursday, November 20, 2025.

Policy Committee

Acting Secretary-Treasurer Hunt presented the updated Policy 110 – Accumulated Operating Surplus, noting that it aligns with Ministry of Education and Child Care requirements, reflects the sample policy provided to districts, and supports the Board’s strategic priority of responsible governance and stewardship. He reviewed sections related to Local Capital, restricted capital, and the requirement for Board motions for any appropriation or transfer of funds.

Trustees sought clarification on merging the contingency reserve and unrestricted operating surplus from the previous Regulation, and also agreed on an amendment to Item 4 of the Policy to include the wording “such as, but not limited to.”

The Board emphasized that a large portion of the budget is tied to mandatory wage costs, limiting the district’s ability to maintain a surplus near the top of the range. Trustees commented that while the district typically remains closer to the 1% minimum, the maximum remains important to prevent surpluses from exceeding appropriate limits. It was also noted that unexpected events, such as WorkSafe claims or litigation, can quickly reduce the minimum surplus, highlighting its role as a risk-mitigation tool. Concerns were also raised that the “restricted for future capital cost-sharing” category may disadvantage smaller districts without significant land-sale revenue.

Superintendent Kriger noted that although legislated policies typically come forward for one reading, this policy is being brought for two readings due to the depth of discussion and questions raised at the Policy Committee meeting.

Committee of the Whole

Chair Grayston reported that the next Committee of the Whole meeting is scheduled for Monday, December 15, 2025, at 5 pm.

BRITISH COLUMBIA SCHOOL TRUSTEES ASSOCIATION (BCSTA)



British Columbia
School Trustees
Association

Chair Grayston reported that she attended the virtual Provincial Council Meeting on October 24, 2025, which focused on general business and a few resolutions. She also participated in the BCSTA Board Call on November 13, 2025, where discussion centered on organizational priorities,

including building the association’s brand and promoting the value of boards.

BRITISH COLUMBIA PUBLIC SCHOOLS EMPLOYERS ASSOCIATION (BCPSEA)

Chair Grayston reported that she will be attending the BCPSEA AGM on January 29, 2026.



QUELMÚCW EDUCATION COUNCIL

Trustee Lachmuth reported that the Quelmúcw Education Council attended a Learning Session during the week of November 17-21, 2025.



TRUSTEE REPORTS

Trustee VanBuskirk reported attending Parent Advisory Council meetings at Bastion and J.L. Jackson. On November 3, 2025, trustees participated in a session with principals and vice principals to review School Learning Plans. She also acknowledged Remembrance Day and Indigenous Veterans day, noting the assemblies, projects, and displays held in schools.

Board Chair Grayston noted that schools, including Sorrento, Carlin, and North Shuswap, are busy preparing for winter concerts and seasonal activities.

UPCOMING DATES

November 21, 2025	Shihiya Ground Breaking
November 27-29, 2025	BCSTA Trustee Academy, Vancouver
December 10, 2025	Knowledge Keepers Luncheon
December 16, 2025	Regular Board Meeting

Meet the Trustees



Board Chair
Corryn Grayston



Vice Chair
Amanda Krebs



Trustee
Brent Gennings



Trustee
Tennile Lachmuth



Trustee
Marianne VanBuskirk