

# STRATEGIC FOCUS

Connecting Our  
Priorities



## September 2026 Highlights

### WELCOME BACK TO SCHOOL



As we begin another school year, we are excited to welcome students, families, and staff back to our schools. The start of a new year brings renewed opportunities for learning, growth, and connection as we continue working together to support student success.

Through stories from across SD83, we celebrate the learning, partnerships, and initiatives that support our mission of empowering students to become confident, curious, and caring individuals who thrive in the learning, relationships, and community. We look forward to sharing these highlights with you throughout the year.

### WELCOME TO THE SEPTEMBER STRATEGIC FOCUS

This edition of *Strategic Focus - Connecting Our Priorities* highlights how our schools and departments are advancing the goals of the [District Strategic Plan](#). This publication showcases the collective efforts of our schools, staff, students, and community partners as we continue to bring our Strategic Plan to life. Inside this edition, you will find highlights connected to the following priority areas:

- Intellectual Development – Pro-D Sessions, Foundation Skills Assessment; K-3 Early Literacy Screener
- Human & Social Development – Digital Device Usage; Fair Notice Letter; Outdoor Play Space at DESC StrongStart; Honouring Truth and Reconciliation at Splatsin; Accessibility in SD83
- Career Development – myBlueprint; Work Experience and Dual Credit
- Community Partnership Development – Souper Meals; Get Outdoors Workshop
- Organizational Development – Pro-D Sessions and Learning Opportunities; Communicating with Your School Guide; new learning space at North Canoe,
- Effective Governance and Leadership – September Regular Board Meeting Updates; Trustee Elections

### UPCOMING DATES

|                   |                                                                         |
|-------------------|-------------------------------------------------------------------------|
| <b>October 12</b> | Thanksgiving, no school                                                 |
| <b>October 21</b> | Dual Credit & WEX Night at Salmon Arm Secondary, 6-7 pm                 |
| <b>October 22</b> | Dual Credit & WEX Night at Pleasant Valley Secondary, 6-7 pm            |
| <b>October 23</b> | Professional Development Day, no school for students                    |
| <b>October 26</b> | Student/Teacher/Family Conferences at all elementary and middle schools |

Stay up to date with important dates including holidays, professional development days, and school events ([Calendar - K'w'saltktnéws ne Secwepemcúl'ecw, 2026-2027-School-District-Calendar](#)).

# INTELLECTUAL DEVELOPMENT

Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self.

## SD83 SEPTEMBER PROFESSIONAL LEARNING SESSIONS

|              |                                                                          |
|--------------|--------------------------------------------------------------------------|
| September 3  | Early Literacy Screening Series (All Grade 3 Teachers)                   |
| September 21 | Powerful Writing Structures with Adrienne Gear (K-7 Teachers)            |
|              | NonViolent Crisis Intervention (All CEAs)                                |
|              | K-7 Formative Math Assessment - The SNAP Solution (K to 7 Teachers)      |
|              | Get Outdoors (K-7 Teachers)                                              |
|              | myBlueprint+ (All Teaching Staff)                                        |
|              | English First People (All Secondary English Teachers)                    |
| September 22 | Alternate Day for Early Literacy Screening Series (All Grade 3 Teachers) |

## FOUNDATION SKILLS ASSESSMENT

Students in Grades 4 and 7 across SD83 are participating in the Foundation Skills Assessment (FSA), a provincial assessment that provides a snapshot of student learning in literacy and numeracy. The FSA helps schools, districts, and the Ministry of Education and Child Care better understand how students are progressing and supports ongoing improvement in teaching and learning.

The assessment is completed during the fall and is designed to measure foundational skills developed through the B.C. curriculum. Families are encouraged to support their children by promoting a positive approach to the assessment and ensuring students are well rested and prepared for school.

For more information about the Foundation Skills Assessment, including resources for families and answers to frequently asked questions, please visit the [District's FSA Information webpage](#).

**Information for Parents and Caregivers**



### All about the Foundation Skills Assessment

**What is the Foundation Skills Assessment (FSA)?**

The FSA is a learning assessment for all grade 4 and 7 students. It focuses on the areas of literacy and numeracy.

FSA results are one way of measuring how the education system is doing in these key areas. It considers how students think, communicate and reflect – not just the facts they know.

The FSA is not intended to be used to rank students, teachers, or schools. The FSA is a snapshot of student learning at a moment in time. For parents and caregivers, it tells you where your child is in their literacy and numeracy development, as well as areas where they may need support. When all students participate, it also gives the Ministry of Education and Child Care a clear picture of how the education system is performing as a whole.

**Why is the FSA important?**

The Ministry of Education and Child Care sets the standards for what your child learns and how your teacher teaches. It gives us ways to measure how we are doing. The goal is to help all groups of students in BC to get a good education that prepares them for life after graduation and helps them become educated citizens.

One way the Ministry ensures the quality of student learning in the province FSA. The Ministry is understanding what learning looks like across the entire province. It lets us see how different groups of students are learning and find out where they might need extra help. It also helps us understand how we in BC are doing over time.

The Ministry uses this information to make sure that your child's learning is "on track" and that they don't fall behind. This also allows them to know how BC students are doing in relation to students in other provinces in Canada and the rest of the world. The FSA provides both the Ministry and parents and caregivers with the assurance that students possess the literacy and numeracy skills necessary for their future.

**Information for Parents and Caregivers**



### How will your child participate?

The FSA will be completed by your child as part of their regular classroom learning. Your child does not need to prepare for the assessment. The FSA has five parts that can be spread out over several days or weeks during the fall of your child's grade 4 and 7 school year. Each component of the assessment will never be longer than an hour, so it won't take too much time away from classroom learning. Here is what your child can expect:

| Component                 | Description                                                  | Time       |
|---------------------------|--------------------------------------------------------------|------------|
| Paper-based literacy task | A collaboration activity and a written response question     | 10 minutes |
| Online literacy task      | 30 questions                                                 | 10 minutes |
| Paper-based numeracy task | 3 written response questions and 1 self-reflection question  | 45 minutes |
| Online numeracy task      | 30 questions                                                 | 10 minutes |
| Self-reflection           | 1 selected response question and 1 written response question | 5 minutes  |

Some students may feel nervous about tests. Talking about the FSA at home can help your child understand the purpose of the assessment. It can also help your child feel more confident writing it.

You will receive your child's test booklet back after it has been marked. Marking is done by teachers using the provincial proficiency scale. The same scale is used for report cards for "Developing to Exceed" and "Exceeding" and "Proficiency" have been combined on the scale into a "Right on Track" category. You will see your child's "On Track" in their literacy and numeracy learning.

| Emerging                                                          | On Track                                                  | Exceeding                                                                  |
|-------------------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------|
| means your child is beginning to understand the expected concepts | means your child mostly understands the expected concepts | means your child is able to apply their learning in new and different ways |

Along with written comments from teachers and the proficiency scale on report cards, the FSA results can be another helpful source of information as we follow your child in their literacy and numeracy development and where they can go next in their learning.

**Information for Parents and Caregivers**



### How are the FSA results used?

The FSA results offer insights to parents, caregivers, teachers, schools, districts, and the Ministry. They provide evidence of information to all levels of the education system that help improve student learning.

- For parents, caregivers, and teachers, these results can show how students are doing in literacy and numeracy.
- Teachers, schools, and districts can use the FSA results to help support classroom learning. They can see where students are doing well and where they are doing more help.
- Schools, districts, and the Ministry can use the FSA results to help make the education system better. The Ministry also relies on the FSA to uphold high learning standards to help all students develop their literacy and numeracy skills.

It's important to know that the FSA results aren't for ranking students, teachers, schools, or districts. Rankings don't help learning and don't make BC's education system better. The FSA is just one data point and doesn't reflect all the teaching and learning that happens in a school. That's why the Ministry doesn't make, share, or support any rankings.

### When are literacy and numeracy assessed?

Foundation Skills Assessments: Grade 4 Literacy and Numeracy, Grade 7 Literacy and Numeracy

Graduation Assessments: Grade 10 Literacy and Numeracy, Grade 12 Literacy

**Contact Us**

assessments@gov.bc.ca  
Curriculum@gov.bc.ca

## KINDERGARTEN TO GRADE 3 EARLY LITERACY SCREENING

Beginning this school year, the Ministry of Education and Child Care expanded its Early Literacy Screening initiative to include all students from Kindergarten to Grade 3. The goal of the initiative is to identify students' literacy strengths and needs early, allowing schools to provide timely support and targeted interventions that help every learner build a strong foundation in reading and literacy.

In SD83, staff are working together to support this provincial mandate through a District-wide implementation plan. Kindergarten teachers will continue using the SD83 Early Learning Profile, while Grade 1 and 2 teachers will receive support from Literacy Support Teachers (LSTs), including time for literacy assessment, data review, and instructional planning. Grade 3 teachers are participating in professional learning focused on the DIBELS 8 screening tool, and French Immersion teachers in Kindergarten to Grade 3 will receive training on the SD23 French Early Literacy Profile. As part of this transition, PM Benchmarks will no longer be a district-mandated literacy assessment for Grades 1 to 3.

By strengthening early literacy screening practices and supporting educators with the tools and training they need, the District is helping ensure that students receive the right supports at the right time, setting them up for success throughout their educational journey.

## Additional Resources

- [Minister's Letter to Parents and Caregivers](#)
- [Early Literacy Screening Parent and Caregiver Brochure](#)
- [Ministry Literacy Screening Webpage](#)

## What is Early Literacy Screening?

Early literacy screening is a quick check that helps teachers understand how your child is developing early reading skills, an important part of literacy development. It's not a diagnosis or academic assessment.

It looks at skills such as letter knowledge, sound awareness, and word reading.

**Early literacy screening tools are:**

- Brief and easy to use
- Developed using research and student data
- Used by classroom teachers
- Designed to help keep children on track with reading

Early literacy screening provides a snapshot of where your child is in their reading journey.



## How Does Early Literacy Screening Help My Child?

Early literacy screening helps teachers understand each child's reading skills and learning needs.

**Screening helps teachers:**

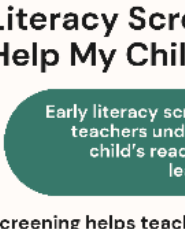
- Identify students who may need extra reading support
- Plan reading instruction for the whole class, small groups, or individual students
- Track student progress in reading over time
- Adjust teaching to better support student learning

Early literacy screening helps identify reading challenges early so support can begin right away.

This gives your child the best opportunity to build strong literacy skills and a solid foundation for future learning.

For more information and resources visit:  
<https://curriculum.gov.bc.ca/literacy-screening>





# Early Literacy Screening

Information for Parents and Caregivers



BRITISH COLUMBIA

Ministry of Education and Child Care

## HUMAN AND SOCIAL DEVELOPMENT

Each student will feel welcome, safe, and connected to peers and adults in their school.

### DIGITAL DEVICE USAGE

We recognize that technology can be a powerful tool for learning; however, to ensure our schools remain focused environments where all students can thrive, we ask that personal devices such as cell phones are kept away during instructional time unless otherwise directed by a teacher for learning purposes. This expectation is outlined in our [Board Policy 310 Student Code of Conduct](#) and supported by [AP 311 Use of Student Personal Digital Devices](#), which guide the appropriate use of personal devices in schools. Your support in reinforcing these expectations at home helps us maintain classrooms that are respectful, attentive, and free from unnecessary distractions.

### Use of Student Personal Digital Devices

**FRIENDLY REMINDER FOR SD83 FAMILIES**  
A Ministerial Order was implemented in 2024 which restricted the use of personal digital devices within all school districts across British Columbia.

**What is the reason for the restriction?**

To provide an equitable and safe learning environment for all students.  
Personal digital devices are intended to support learning and are used for instructional purposes appropriate to a student's age and development.

**What does this mean for your child?**

**Elementary/middle schools:** The use of personal digital devices are not permitted while at school, or school sponsored activities, during both instructional and non-instructional time.

**Secondary schools:** At the discretion of the teacher the use of personal digital devices is permitted during instructional time, for educational purposes, and during non-instructional time.

In cases where a school includes both middle and secondary grades, the school's administrators will determine which procedure to follow.

**What is considered a digital device?**

An electronic device that can receive, store, process, or send digital information. This includes, but is not limited to, a cell phone, tablet, wearable technology such as smart watches and smart glasses or other smart communication technology, and video or audio recording devices.

**Where can I find more information?**

Visit our website at [sd83.bc.ca](http://sd83.bc.ca) and reference Board Policy 310 Student Code of Conduct (section 2.j.) and Administrative Procedure 311 Use of Student Personal Digital Devices

**Samples of digital devices**



[www.sd83.bc.ca](http://www.sd83.bc.ca)

### FAIR NOTICE LETTER

The safety of our students is of paramount importance for us all. As a school district, we have a District procedure for responding to all situations in which students may be posing a threat to themselves or others. SD83 requires principals to active a threat assessment protocol in all cases where students are making significant high-level threats to harm themselves or others. The procedure is called a Threat Risk Assessment. For more information, read the [Fair Notice Letter 2026](#).

### OUTDOOR PLAY SPACE AT DESC STRONGSTART



The Operations Department recently completed improvements to the outdoor play area used by DESC StrongStart families, creating a safer and more accessible space for children to learn and play. Enhancements included the installation of a chain-link fence and the addition of grass, helping to define the space while providing a more comfortable and welcoming environment. These upgrades support outdoor exploration and family engagement and reflect the District's commitment to creating positive learning environments for our youngest learners and their families.

## HONOURING TRUTH AND RECONCILIATION AT SPLATSIN

On September 29, 2026, students and staff from M.V. Beattie Elementary, A.L. Fortune Secondary, and Shihiya School gathered at Splat-sin to recognize Orange Shirt Day and the National Day for Truth and Reconciliation through a day of learning, reflection, and community connection.

The day brought together students of all ages to honour Survivors of residential schools, remember the children who never returned home, and reflect on the ongoing journey toward reconciliation. Throughout the day, participants learned about the history and meaning of Orange Shirt Day and the importance of listening, learning, and taking action.

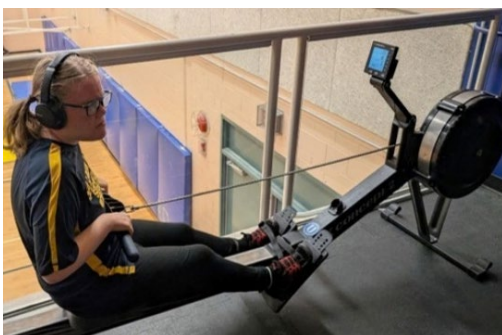
A community walk provided an opportunity for students and staff from the three schools to come together, build relationships, and demonstrate their shared commitment to reconciliation. Students also helped distribute orange rocks throughout the community. Many decorated with messages and symbols of remembrance, the rocks serve as visible reminders that Every Child Matters.

Students also participated in a community gathering at Splat-sin focused on remembrance, respect, and connection. Orange Shirt Day displays featuring student artwork, painted rocks, community messages, and the names of Secwépemc communities encouraged reflection and honoured the experiences of residential school Survivors, their families, and communities.

Participants also enjoyed bannock and time together, further strengthening connections among students, staff, and community members.



## ACCESSIBILITY IN SD83



SD83 is committed to creating learning and working environments where everyone can participate fully and feel a sense of belonging. Guided by the Accessible British Columbia Act, the District continues to identify, remove, and prevent barriers that may affect students, staff, families, and community members. The District's Accessibility Plan outlines priorities and actions that support greater accessibility across schools, facilities, programs, services, and communication. This is ongoing work, and community input is an important part of helping the District understand where improvements can be made.

Students, families, employees, and community members are encouraged to visit the [Accessibility in SD83](#) webpage to learn more about the District's accessibility efforts, review the [District Accessibility Plan](#), and share feedback or suggestions through the [Accessibility Feedback Form](#).

## CAREER DEVELOPMENT

Each student will develop the skills and competencies necessary to be successful in a career or community pathway of their choice.

### SUPPORTING CAREER EDUCATION THROUGH MYBLUEPRINT



As part of the September 21, 2026, Pro-D Day, teachers from across the District were invited to participate in a Pro-D opportunity focused on myBlueprint+. This new learning platform combines the previously used platforms of Spaces EDU in elementary schools and myBlueprint in middle and secondary schools to create one, unified K-12 portfolio for Career Education and the self-assessment of the Core Competencies.

The session introduced educators to the platform's features and highlighted ways myBlueprint+ can support students in documenting their learning, reflecting on their growth, and planning for future educational and career pathways.

Offered to all SD83 teaching staff, the session provided an opportunity for 20 educators to deepen their understanding of how myBlueprint+ can be integrated into classroom practice to support student reflection, goal setting, and career development. Participants explored how the platform can help students make meaningful connections between their learning experiences, personal strengths, and future aspirations.

This professional learning opportunity supports the District's Strategic Priority of [Career Development](#) by strengthening educators' capacity to guide students as they explore pathways, develop self-awareness, and prepare for future success.

### LEARN MORE ABOUT WORK EXPERIENCE AND DUAL CREDIT



There are many new ways for students to get valuable life experiences, and a head start on a post-secondary level program, most tuition-free, while they are still in secondary school. There are dual credit opportunities not just in trades, but also technology, academics and health.

**Parents and students are invited to the WEX Dual Credit Night at Salmon Arm Secondary on October 21, 2026, from 6-7 pm and Pleasant Valley Secondary on October 22, 2026, from 6-7 pm.**

These sessions are open to Grade 9-12 students and their parents; however, younger students and their parents are welcome.

## COMMUNITY PARTNERSHIP DEVELOPMENT

We will strengthen existing and develop new strategic partnerships in gap areas.

### 'SOUPER' EXCITED ABOUT SCHOOL MEALS

Souper Meals has started up again, bringing nutritious, locally made food to students across our district, and helping create inclusive mealtimes where kids can connect, try new foods, and enjoy a healthy meal together. A partnership with Shuswap Food Action Society (SFAS), and our wonderful parent and community volunteers, meals are prepared with local ingredients whenever possible and are available to all students at participating schools. This year, SFAS introduced voluntary registration to help keep track of how much soup to send to each school, with an optional opportunity to donate to the program, and receive a charitable receipt. If you would like to register your child, you can here: [SD83 Schools Meals Registration](#).



*PVSS Leadership Students*



### GET OUTDOORS WORKSHOP

Outdoor learning, environmental stewardship, and place-based education were the focus of the Get Outdoors Workshop held on September 21, 2026. Close to 40 teachers from SD83 and SD73 participated in the workshop, which explored inquiry-based, interdisciplinary learning experiences that connect curriculum, competencies, and the natural environment.

Facilitated by experienced educators from the Habitat Conservation Trust Foundation Education Program, participants explored habitat and conservation themes while engaging in hands-on learning in a natural setting. Teachers received the *Get Outdoors* manual along with a variety of vetted educational resources to support outdoor learning throughout the school year.

The workshop provided opportunities for teachers to develop inquiry questions, explore curriculum-connected outdoor learning experiences, and consider ways to engage students in meaningful learning beyond the classroom. Participants also learned about field study opportunities, including the Salute to the Sockeye program, and collaborated with colleagues to plan learning experiences that foster curiosity, critical thinking, and environmental awareness.

This learning opportunity supports the District's Strategic Priority of [Community Partnership](#) by connecting educators with community organizations, environmental education resources, and place-based learning opportunities. Through these partnerships, teachers can create authentic learning experiences that deepen students' understanding of local ecosystems while fostering a stronger connection to the natural world.

The collaborative nature of the workshop reflected a shared commitment to experiential learning and environmental stewardship. As teachers bring these ideas back to their classrooms, students across the District will benefit from engaging outdoor experiences that encourage inquiry, exploration, and a deeper appreciation for the environment.

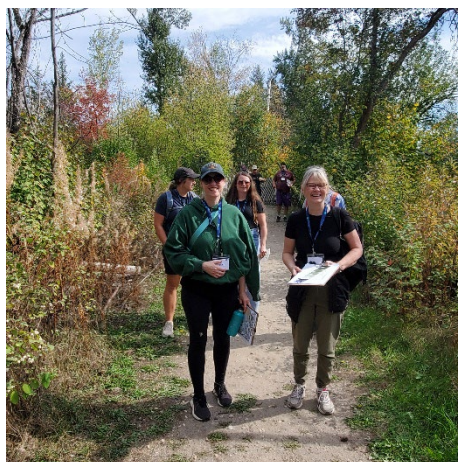
Thank you to Kim Fulton, Molly Cooperman, and Brenda Melnychuk, facilitators from the Habitat Conservation Trust Foundation Education Program, for providing the learning opportunity.



*Kim Fulton, Molly Cooperman, and Brenda Melnychuk*



*Staff participating in the Salmon Game*



## ORGANIZATIONAL DEVELOPMENT

We will develop and enhance procedures and practices that will assist in meeting the Strategic Priorities.

### STAFF SCHOOL START-UP

The start of a new school year involves more than welcoming students back to classrooms. During the final week of August and early September, SD83 staff participated in a series of professional learning and orientation sessions focused on leadership development, operational readiness, student support, safety, and continuous improvement. These opportunities helped ensure schools, departments, and support staff were well prepared for the 2026-27 school year.

#### SD83 Leadership Team Summer Learning Sessions 2026

School and District Principal and Vice Principals gathered on August 26th and 27th for the SD83 Leadership Team Summer Learning Sessions, two days of professional learning, collaboration, and planning focused on supporting student success and fostering effective leadership across the District. The sessions brought leaders together to explore key operational instructional and strategic priorities while strengthening their collective capacity to support students, staff, and school communities throughout the 2026-27 school year.

Superintendent Donna Kriger welcomed the new members of the SD83 Leadership Team.



*Lindsay Abbott*  
*Vice Principal at M.V. Beattie*



*Tara Hadath*  
*Vice Principal at Len Wood Middle*



*Catharine Leroux*  
*Vice Principal at Shuswap Middle*



*Gus Ruiter*  
*Vice Principal at Carlin Elementary*



*Raelyn Larmet*  
*Principal at Bastion Elementary*



*Margot McKinley*  
*Vice Principal at Eagle River Secondary*

Day 1 focused on District priorities, including Restorative Practices, Freedom of Information and Protection of Privacy responsibilities, Occupational Health and Safety, and updates from the Indigenous Education Department, Student Support Services, and Technology Department. Leaders explored how restorative approaches can foster positive school cultures while maintaining high expectations and accountability for students. Indigenous Education learning highlighted the importance of advancing reconciliation through intentional actions, strengthened partnerships with Indigenous communities, and a new district learning series with Dr. Dustin Louie. Teams also reviewed workplace safety expectations, work refusal processes, Positive Behaviour Support Plans, and emerging technology initiatives, including artificial intelligence guidelines and student privacy requirements.

On day 2, principals and vice principals participated in a leadership learning session facilitated by the BCPVPA Member Support Services Team, examining school leadership through a regulatory lens. Leaders engaged in collaborative learning focused on developing strong, impact-focused School Learning Plans, using data to identify learning needs, monitor student outcomes, and make evidence-based adjustments throughout the year. Discussions reinforced the importance of setting precise goals, implementing targeted strategies, and measuring the impact of actions on student learning.

The sessions also provided updates on District systems and initiatives, including cybersecurity awareness training, cloud consent requirements, Adobe licensing, the transition away from G-Suite, Microsoft Teams phone implementation, professional learning opportunities, and back-to-school preparations. Leaders reviewed communication expectations, Microsoft Teams channels, professional learning calendars, and resources to support a successful start to the 2026-27 school year.

### Clerical Training

On Wednesday, September 2, 2026, approximately 35 clerical staff from across the District gathered at Salmon Arm Secondary School for Clerical Pro-D. The session included updates from several District departments and provided opportunities for participants to build knowledge, strengthen connections, and review new procedures and initiatives.

Clerical staff received updates on school bus registration requirements, field trip processes, transportation safety expectations, confidentiality requirements, employee wellness supports, attendance management procedures, and available Service Improvement Funds. Information was also shared regarding professional expectations, privacy legislation, and resources available through the Employee and Family Assistance Program.



Sessions on MyEducation BC and student information management covered the Aspen/MyEd 2026.1 release, updated student consent processes, cybersecurity awareness requirements, Teams phone system enhancements, attendance practice updates, EDX and 1701 reporting timelines, international student procedures, and school startup processes. Staff were also introduced to new program codes and tools supporting student password security, Wi-Fi access, and Adobe licensing management.

Throughout the morning, clerical staff were recognized for the important role they play in supporting students, families, and schools through accurate data management, effective communication, and efficient office practices. Participants also learned about new support channels, ongoing 6Ts training opportunities, and resources available through SD83 Practices to assist them throughout the year.

The session concluded with a question-and-answer period, providing an opportunity for clerical staff to discuss the information shared and prepare for the year ahead.



### Bus Driver Sessions

On September 8, 2026, school bus drivers returned to take part in their annual start-up training that included, pre-trip procedure practice to meet and exceed Motor Vehicle Act Regulations, student loading and unloading procedures and bus evacuation scenarios to promote the safety of our students both on and off the bus. School bus drivers had the opportunity to review Railway crossing procedures, red light runner procedures, accident response procedures, guidelines for transporting equipment, the requirements for keeping their buses clean, how the Salmon Arm high school re-configuration affects their bus routes this year and areas of continued construction to be aware of on roadways. They also received training on on-line duty status records which allows them to use their bus tablets to not only perform their pre-trip procedures but also their duty status requirements in an effort to minimize paper use.



### New Teacher Orientation



On Tuesday, September 1, 2026, 31 new teachers were welcomed to SD83.

Their orientation included sessions on educational technology, payroll, and health & safety, along with presentations from NOSTA, Indigenous Education, Inclusive Education, and Human Resources.

## COMMUNICATING WITH YOUR SCHOOL – A GUIDE FOR FAMILIES

At SD83, we believe in working together to support our children. SD83 Leadership and the District Parent Advisory Council jointly developed guidelines intended to help prevent and resolve concerns in a respectful and collaborative manner. This commitment is reflected in Policy 120 District Code of Conduct and Administrative Procedure 140 Parent/Guardian Code of Conduct, which outline expectations for respectful interactions among students, families, staff, and community members.

Should you have a concern regarding your child, please discuss it directly with the staff member, Principal, or Vice Principal at your child's school. If the concern remains unresolved after this discussion, please connect with a [Family of Schools Lead](#).

For more information, please see [Communicating With Your School – A Guide for Families](#), as well as [Policy 120 District Code of Conduct](#) and [Administrative Procedure 140 Parent/Guardian Code of Conduct](#), available on the [District website](#).

Kwasaletknéws ne Secwepemcú'ecw School District No. 83

## Communicating With Your School A GUIDE FOR FAMILIES

Developed jointly by SD83 and the SD83 District Parent Advisory Council

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

#### Be Involved

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

#### Communicate

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

#### Resolving Issues and Concerns

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

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

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

Other sources of support and guidance are your Parent Advisory Council (PAC) or the District Parent Advisory Council (DPAC). Your school office can provide you with the names of your school's PAC executive. The DPAC executive can be reached at: [sd83dpac@gmail.com](mailto:sd83dpac@gmail.com).

## NEW SPACE FOR LEARNING AT NORTH CANOE



North Canoe Elementary is making room for growth. Due to increased enrolment, an additional division was added for the 2026-27 school year. To support this growth, the Operations Department worked closely with school staff to transform the former Learning Resource Teacher (LRT) room into a bright and welcoming classroom for Mrs. Kovacs' Grade 2/3 students. This included removing two custom-built offices spaces, lighting adjustments, updating cabinetry, and fresh paint in one week. The Operations Department is also developing a new LRT space that better reflects the needs of today's students, ensuring continued support for students and staff. It was a

great opportunity to have SD83 electricians, carpenters, painters, and custodians work together on an emerging need for students.

This project reflects the District's commitment to [Organizational Development](#) by adapting learning spaces to meet enrolment needs while ensuring students and staff have access to supportive and effective learning environments.

## SCHOOL-WIDE WRITE PROTOCOL

During the September 21, 2026 Pro-D Day, teachers at Carlin Elementary School (CAR) participated in professional learning focused on the District's new School-Wide Write Protocol and accompanying writing rubrics. Organized by the CAR School Pro-D Committee, the session provided educators with an opportunity to explore the protocol, review assessment tools, and engage in professional dialogue about supporting student growth as writers.

Participants demonstrated a high level of engagement and enthusiasm throughout the learning session. Feedback indicated that teachers appreciated the use of the Six Traits writing framework, the pre-learning information poster, and the clear guidance provided for entering assessment data into EDPlan Insight. Teachers also valued the collaborative assessment process outlined in the protocol, which supports consistency in scoring and helps develop a shared understanding of writing expectations across grade levels.



The School-Wide Write Protocol is designed to provide educators with meaningful information about student writing development over time. By using common writing rubrics and engaging in collaborative assessment, teachers can identify strengths, areas for growth, and instructional priorities at the classroom, school, and district levels. The protocol also supports the use of assessment data to inform whole-class instruction, targeted interventions, and student goal setting.

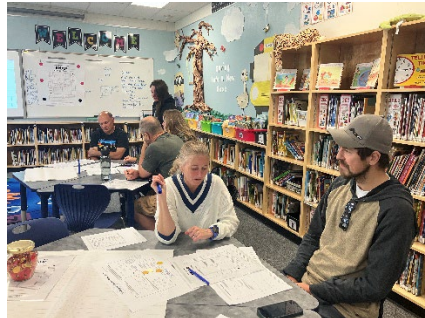
## STRENGTHENING NUMERACY ASSESSMENT

Educators from across the District gathered on the September 21, 2026 Pro-D Day to participate in professional learning focused on the [SNAP \(Student Numeracy Assessment and Practice\) Solution](#), an innovative K-7 formative mathematics assessment tool. The sessions provided teachers and school leaders with opportunities to deepen their understanding of formative assessment practices and explore ways to use assessment information to guide instruction and support student learning in mathematics.

Participants collaborated in small groups, examined assessment tasks, and engaged in professional dialogue about student thinking and mathematical understanding. The hands-on learning experience allowed educators to explore how the SNAP Solution can be used to gather meaningful evidence of learning, identify student strengths and needs, and inform responsive instructional planning.

This learning opportunity directly supports the District's Strategic Priority of [Organizational Development](#) by strengthening a common understanding of formative numeracy assessment across schools. Through collaborative learning and professional dialogue, educators explored how the SNAP Solution can be used to make student thinking visible, assess number sense, and use evidence of learning to inform instructional decisions. By developing a shared approach to assessment and intervention, educators are better equipped to provide responsive support that advances students' mathematical understanding and achievement.

Thank you to Numeracy Helping Teachers Christine Blacklock and Justine Macdonald, and Catharine Leroux, Vice-Principal at Shuswap Middle School, for facilitating these valuable learning opportunities and supporting educators in strengthening numeracy assessment practices throughout the District.



## BUILDING STRONG WRITERS ACROSS SD83

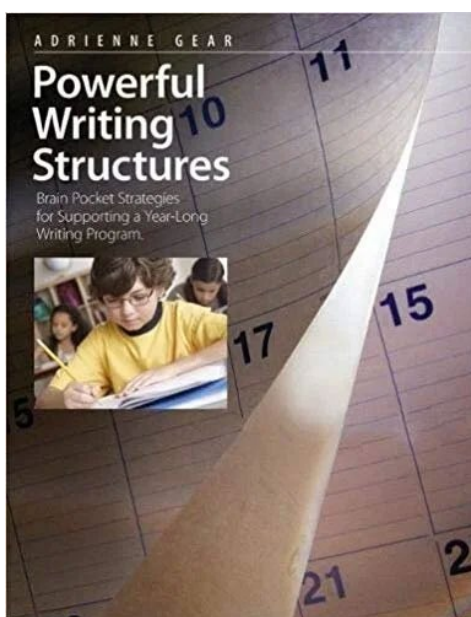
A total of 107 teachers, principals, and vice-principals from across the District gathered at Hillcrest Elementary on the September 21, 2026, Pro-D Day to learn with Adrienne Gear, one of British Columbia's leading literacy educators and authors. Participants attended either the Primary (K-3) or Intermediate (Grades 4-8) sessions, which focused on effective writing instruction and practical strategies for developing confident, capable writers. Every attendee also received a copy of Adrienne Gear's book, [Powerful Writing Structures](#).

During the interactive workshops, educators explored strategies to help students generate ideas, build confidence, develop writing stamina, and experience success as writers. The sessions highlighted approaches such as oral language development, clear writing structures, consistent writing routines, and assessment practices that support student growth. Participants also left with ready-to-use lessons, mentor text ideas, and classroom tools that can be immediately implemented to support learners at all stages of writing development.

This learning opportunity directly supports the District's Strategic Priority of [Organizational Development](#) by investing in the professional growth and capacity of educators across all schools. Through high-quality, evidence-informed learning, teachers and school leaders deepened their understanding of literacy instruction and gained new approaches to support student achievement. By building a shared foundation of literacy practices across the District, this work helps ensure students experience consistent and engaging learning opportunities throughout their educational journey.

The active participation throughout the day reflected a shared commitment to continuous professional growth and improved student outcomes. As educators bring these ideas back to their classrooms, students across the District will benefit from purposeful writing experiences that help them communicate their thinking, develop their skills, and grow as successful writers.

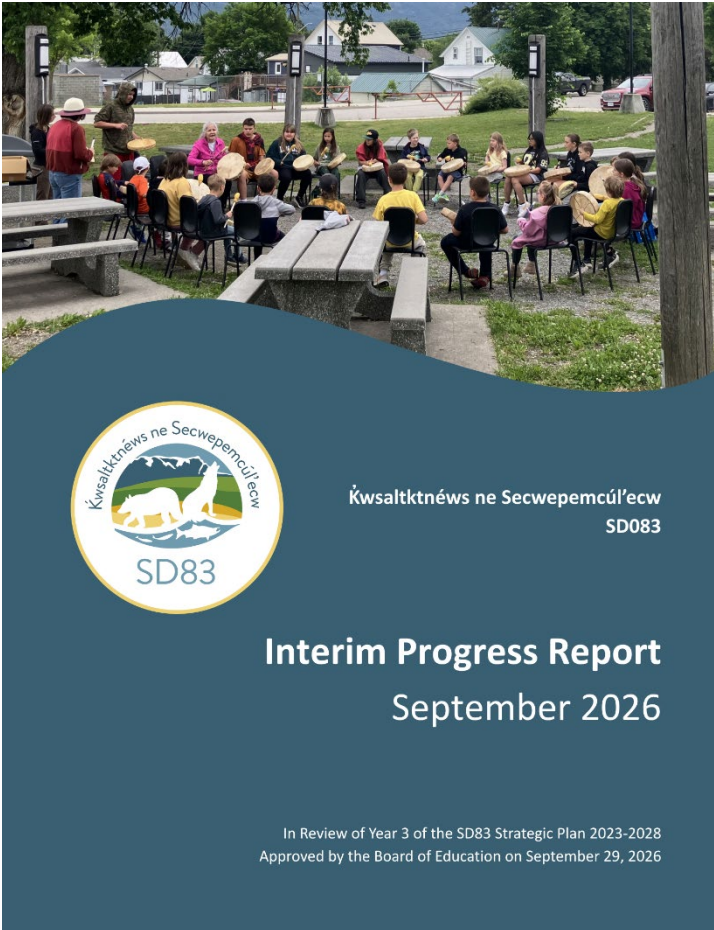
Thank you to Jennifer Findlay, Director of Instruction - Early Years and Elementary, for organizing and supporting this valuable professional learning opportunity. Special thanks to NOSTA for its financial support in bringing Adrienne Gear to the District and helping make this enriching learning experience possible.



## EFFECTIVE GOVERNANCE AND LEADERSHIP

The Board of Education will work to represent the interests of all students by actively advocating for student learning and well-being through Strategic Planning Policy and responsible Stewardship.

### ENHANCING STUDENT LEARNING REPORT



Each year, every school district in British Columbia publishes an *Enhancing Student Learning Report* in accordance with the provincial *Enhancing Student Learning Reporting Order*. This report highlights the district's ongoing efforts to improve student learning outcomes, with a strong emphasis on equity and inclusion.

It provides an update on progress made, and shares insights from the district's continuous review of student learning data and evidence. The goal is to ensure all students have the support they need to succeed.

To download the School District No. 83 (Kw̓salktnéws ne Secwepemcúl'ecw) 2025-26 *Enhancing Student Learning Interim Progress Report*, click [here](#). Previous ESL Reports are available on the District website: (<https://www.sd83.bc.ca/enhancing-student-learning>).

### BOARD POLICY UPDATES

At the September 29, 2026, Regular Board Meeting, the Board approved the first reading of Policy 290 Child Care, which has been posted to the District website for public review and feedback. Members of the public are invited to provide feedback through the District's [Board Policy Feedback](#) form by Monday, November 2.

The Board also approved a minor amendment to [Policy 470 Animals on School Property](#) and the second and final reading of [Policy 120 District Code of Conduct](#), both of which are available on the [District website](#) ([Board Policies](#)).

## SEPTEMBER REGULAR BOARD MEETING

### FROM THE BOARD

#### Board Meeting Highlights

September 29, 2026



**MEETING OPENING**

The Board of Education of School District No. 83 (K'wátsalktnéws ne Secwepemcúl'ecw) held its Regular Board Meeting on September 29, 2026, with all five trustees in attendance, confirming quorum. Board Chair Corryn Grayston opened with a welcome and acknowledged that the Board holds its meetings on the traditional, contemporary, and unceded territory of the Secwepemc people. In advance of Orange Shirt Day and the National Day for Truth and Reconciliation, Chair Grayston recognized the learning, reflection, and commemoration taking place in schools throughout the District and thanked students and staff for their commitment to honouring Truth and Reconciliation.

**BUSINESS ARISING**

**Policy 136 – Trustee Remuneration and Expenses**

The Board approved amendments to Policy 136 - Trustee Remuneration and Expenses, effective November 1, 2026. The changes include increasing the additional travel remuneration provided to Trustees in all Electoral Areas by \$250 and introducing per diem remuneration for attendance at approved non-Board and non-Committee meetings. Trustees will receive \$75 for meetings lasting two to four hours and \$150 for meetings lasting more than four hours. The Board also approved a Consumer Price Index (CPI) adjustment to trustee remuneration effective December 1, 2026.

**Supporting information:** [2026/27 Trustee Subsidy \(Stipends\) - Proposed Budgetary Adjustments](#) (Briefing Note)

**SUPERINTENDENT'S REPORT**

Superintendent Donna Kriger provided an update aligned with the [District's Strategic Plan](#) priorities, highlighting a positive start to the 2026-27 school year. She noted that this was the fifth year the District began the school year with a staff collaboration and planning day before students returned, providing opportunities for professional learning, school-based planning, team building, and alignment of school learning plans with the District Strategic Plan.

An update on District staffing and enrolment was also provided. Superintendent Kriger acknowledged the significant efforts of the Human Resources Department in supporting the start-up of the school year, noting the large number of teaching and support staff assignments, recruitment efforts, and staffing postings completed to ensure schools were prepared to welcome students.

**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

The Board of Education of School District No. 83 (K'wátsalktnéws ne Secwepemcúl'ecw) held their Regular Board Meeting on Tuesday, September 29, 2026.

At the meeting, trustees received and discussed updates on the SD83 School-Wide Write Protocol (K-7), the Student Support Services Parent Guide, the 2025/26 Interim Progress Report, a J.L. Jackson field trip request, 2025/26 Audited Financial Statements, Amended Budget requests, and reports from Board Committees.

Read more about the Board meeting in the *From the Board Report* – September 29, 2026

(<https://www.sd83.bc.ca/documents/2026-09-29-From-The-Board>).

## B.C. SCHOOL TRUSTEE ELECTIONS

School Trustee elections for the Board of Education of School District No. 83 (K'wátsalktnéws ne Secwepemcúl'ecw) are being held as part of the 2026 General Local Election process. Following the close of nominations, trustee candidates in **Electoral Areas 1, 2, and 3** were elected by acclamation. A vote will be held in **Electoral Area 4 (Salmon Arm)** on **October 17, 2026**, to fill two trustee positions.

The Board of Education's five seats are distributed across four trustee electoral areas:

- **Area 1** – City of Armstrong, Township of Spallumcheen, Falkland, Silver Creek, and Ranchero (Area D - CSRD) – **Roxanne Landry (acclaimed)**
- **Area 2** – City of Enderby, Malakwa (Area E - CSRD), District of Sicamous, Mara, Grindrod, and Mabel Lake (Area F - RDNO) – **Brent Gennings (acclaimed)**
- **Area 3** – North Shuswap, Sorrento, and Carlin (Areas C & F - CSRD) – **Corryn Grayston (acclaimed)**
- **Area 4** – Salmon Arm – **2 Trustees** ([election by voting on October 17, 2026](#))

School Trustees are elected for four-year terms, with elections held at the same time as local government elections.

For more information, including candidate information, election notices, and results, visit the District [2026 School Trustee Elections](#) webpage.