FROM THE BOARD

Board Meeting Highlights

November 17, 2026

MEETING OPENING

The Board of Education of School District No. 83 (Ḱwsaltktnéws ne Secwepemcúl'ecw) held its Regular Board Meeting on November 17, 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 Secwépemc people.

SUPERINTENDENT'S REPORT

Superintendent Donna Kriger provided an update aligned with the District's Strategic Plan priorities, highlighting progress toward the goals and outcomes outlined in the 2023-2028 Strategic Plan. She encouraged Trustees to review the Strategic Plan regularly and noted that the priorities of Intellectual Development, Human and Social Development, and Career Development align with areas on which school districts report annually to the Ministry of Education and Child Care.

Superintendent Kriger also explained that the Organizational Development priority reflects the District's commitment to its employees through effective systems, planning, and professional learning. She noted the important role Community Partnerships play in supporting the District's work and connected the Effective Governance and Leadership priority to the Board's ongoing commitment to co-governance with the Quelmúcw Education Council, honouring the voices of Council members in decision-making.

EFFECTIVE GOVERNANCE & LEADERSHIP

Congratulations and Welcome

The newly elected Board of Education was welcomed and recognized for bringing fresh perspectives and ideas to its governance role. Superintendent Kriger noted the Trustees' commitment to student success, their communities, and decision-making that benefits the District as a whole. She also acknowledged the Trustees' eagerness to learn in their new roles and expressed her appreciation for the Board's commitment to transparency and openness with the public.







INTELLECTUAL DEVELOPMENT

Deepening Literacy Learning

Grade 3 teachers from across the District participated in a professional learning session focused on strengthening early literacy instruction with Dr. Jen Kelly. Teachers explored assessment practices, analyzed student literacy data, and refined instructional planning to better support student learning. Superintendent Kriger noted that the District's sustained focus on evidence-based literacy practices, professional learning, and the introduction of new resources is contributing to improved student outcomes, with recent results showing significant growth in literacy achievement across student groups. She recognized the efforts of participating Grade 3 teachers and the dedication of Jennifer Findlay, Director of Instruction, Early Years & Elementary, in leading and supporting this work.

COMMUNITY PARTNERSHIP DEVELOPMENT & INTELLECTUAL DEVELOPMENT

Reading at Grindrod Elementary



Grindrod Elementary hosted the *Come Read with Me* program in partnership with the Literacy Alliance of the Shuswap Society (LASS). The workshop provided parents of Kindergarten and Grade 1 students with practical strategies to support reading development at home, helping build children's reading confidence and motivation. Superintendent Kriger highlighted the initiative as an example of the valuable role community partnerships play in supporting student learning and literacy development.

COMMUNITY PARTNERSHIP DEVELOPMENT

Enderby Community Garden Partnership



Schools in Enderby are collaborating with the Enderby Community Garden Society, M.V. Beattie, A.L. Fortune, and SD83 to strengthen food security, environmental stewardship, and community connection.



Superintendent Kriger highlighted the partnership as an example of how schools and community organizations are working together to support the long-term sustainability of student food programs made possible through Feeding Futures funding. She noted the positive impact these initiatives are having on students and identified ongoing support for food security as an important area for continued advocacy.

DPAC Symposium

Superintendent Kriger highlighted the planned DPAC Symposium, which has been postponed and will be rescheduled for a later date. The symposium is intended to strengthen partnerships with parents and provide learning opportunities related to bullying prevention, reporting and response practices, student support services, and the District's parent communication strategy. Superintendent Kriger also acknowledged the significant contributions of the District Parent Advisory Council (DPAC), recognizing its ongoing role as a valued partner in supporting students in the District.

ORGANIZATIONAL DEVELOPMENT

Kindergarten Registration

Superintendent Kriger provided Trustees with an overview of upcoming Kindergarten registration dates. Information sessions for families interested in the Early French Immersion program and the Outdoor Learning School will be held in advance of general registration, which will take place at neighbourhood schools on January 13, 2027. She noted that students applying to the Early French Immersion program or Outdoor Learning School will register through those programs, while all other students will register at their catchment school.



Moving Toward a Single-Track K-7 French Immersion School

Superintendent Kriger provided an update on the ongoing work to implement the District's school reconfiguration plans, noting that while much of the work occurs behind the scenes, significant planning is underway in preparation for the transition to a single-track K-7 French Immersion school.

Completed work includes planning for the redistribution of resources and furniture, consultation with French Immersion staff and families, and co-planning related to playgrounds, learning spaces, and building modifications.

Upcoming priorities include establishing a naming committee, recruiting French-speaking staff, completing playground and facility upgrades, providing parent tours and transition opportunities, and developing information resources for staff and families.

What has been done	What still needs to be accomplished
• Planning for the distribution of resources/furniture from Shuswap Middle School (SMS) to Salmon Arm urban and rural feeder schools • Co-planning with Operations regarding playground location and planning • Co-planning with Operations regarding the optimization of space within SMS as we transition to a K-7 school (location of K classrooms, washrooms, learning commons/library space, grade entrances, etc.) • Consultation with French Immersion staff at Bastion • French Immersion Parent Survey	• Establishing a "Name Change" committee utilizing our AP • Recruitment of French speaking staff for the new K-7 school • Playground design and installation • Washroom and classroom modifications • Expression of interest for a second administrator to join Val Edgell • Parent tours • Transition opportunities for Bastion students • Q & A documents for staff and public

She acknowledged that reconfiguration represents a significant change for students, families, and staff and recognized the efforts of those supporting the transition. Superintendent Kriger expressed her appreciation for Principal Val Edgell's work, knowledge, and support of the reconfiguration planning process.

Recognizing Principals/Vice Principals



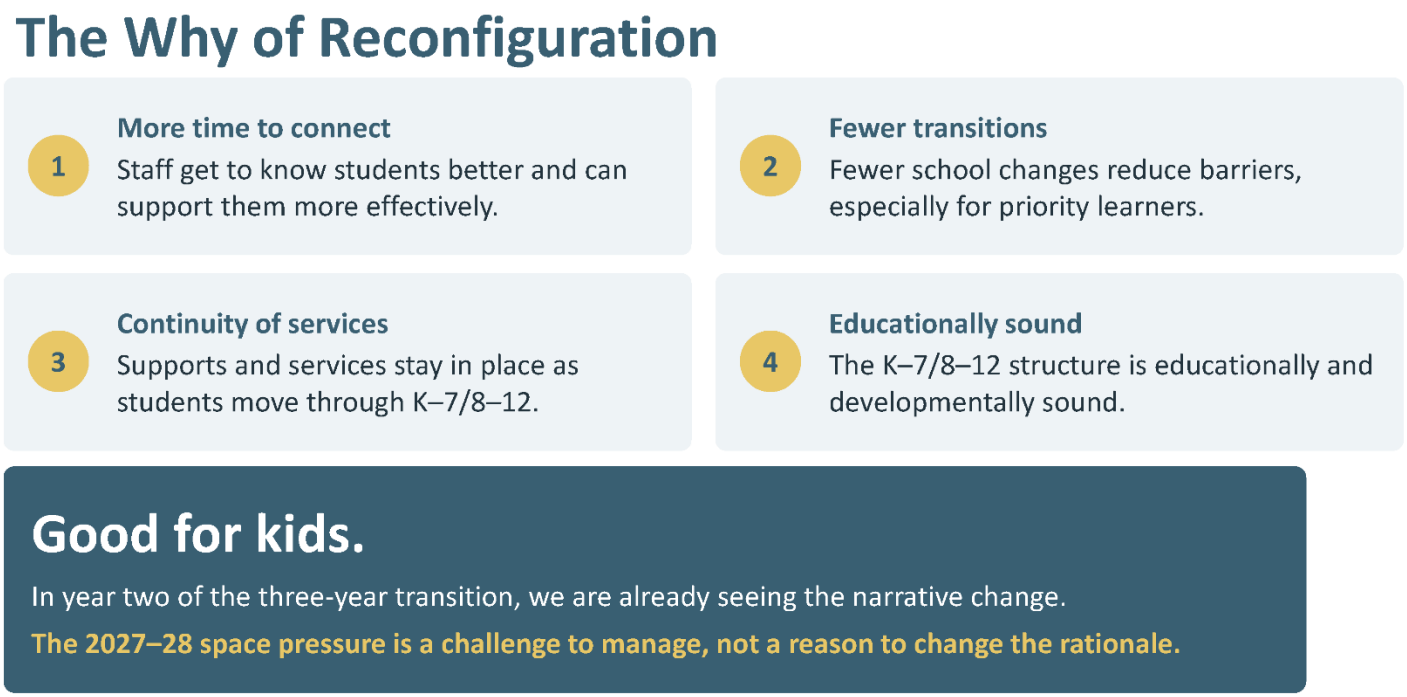
Superintendent Kriger shared reflections from recent visits with principals and vice principals across the District, noting their dedication to students, staff, and school communities. She recognized the significant time, effort, and leadership they invest in supporting student success and acknowledged their important contributions to ongoing initiatives, including school reconfiguration. Superintendent Kriger concluded her report by expressing appreciation for the commitment, perseverance, and leadership demonstrated by school-based administrators throughout the District.

Supporting information: 2026 11 17 Superintendent Report (PowerPoint Presentation), Inaugural Board Meeting for 2026-27, Grade 3 Teachers Deepen Literacy Learning with Dr. Jen Kelly, Come Read With Me At Grindrod Elementary, Partnership Grows With New Community Garden Fence, Kindergarten Registration for September 2027 (News Stories), Reconfiguration (Webpage)

EDUCATIONAL COMPONENT

Salmon Arm School Reconfiguration Update

Steve Drapala, Director of Instruction, and Rob Cadden, Principal of Salmon Arm Secondary, provided an update on the District's ongoing school reconfiguration work. Director Drapala reviewed the Board's previous decisions to move to a K-7, 8-12 configuration and a two-secondary-school model, noting that while capacity pressures at either the elementary or secondary level were understood to be unavoidable, the selected option placed those pressures at the secondary level in order to achieve the strongest educational benefits for students. He reiterated that the rationale for reconfiguration remains unchanged, including providing more time for staff to connect with students, reducing transitions, improving continuity of services, and creating an educationally sound structure that better supports student success.



The District is entering the final year of its three-year transition plan. Salmon Arm Secondary School (SAS) is projected to enrol approximately 918 students in 2027-2028, including about 175 Grade 8 students, and will require four additional portable classrooms to accommodate growth.

Principal Cadden highlighted the significant planning and facility work completed at SAS over the past two years. Improvements have included the creation of a Photography and Graphic Media Design lab, relocation of the Wellness Centre and Career Centre, renovations to the main office and metal shop, additional learning resource spaces, relocation and installation of two SD83 portables and the creation of a yoga and dance studio. These changes have expanded instructional and support capacity while creating new learning opportunities for students.

Looking ahead to Fall 2027, staff identified several pressure points, including classroom space, science and fine arts facilities, student support spaces, food services, common areas, and staff workspaces. Planned facility enhancements include a second art room, an additional science lab, expanded music and drama space, additional washrooms, and cafeteria improvements. Staff are also reviewing operational options to better utilize existing facilities and enhance student learning opportunities, including revised Grade 8 exploratory programming, term-based electives, blended learning opportunities, and alternative scheduling models.

What We Need for Fall 2027

Expected pressure points	Planned facility work	Operational options under review
• General classrooms for 918+ students (top pressure) • Science, Fine Arts, PHE • Learning Resource, Indigenous support • Food services, hallways, common areas • Staff work and prep spaces	• Second art room • Additional science lab • Second music/drama space • Signage and painting • Washer and dryer for PHE and athletics • More single-stall washrooms • More cafeteria tables	• Modular Grade 8 exploratories, term-based Grade 9 electives • Some courses outside the timetable (e.g., Automotive, Choir) • Co-teaching larger classes where possible (e.g. Musical Theatre) • More Dance and Yoga in PHE • Blended learning, early graduation, pathways

Principal Cadden noted his extensive research into Grade 8 programming models, including a review of approximately 140 Grade 8-12 schools across the province and visits to schools in Vernon and Kamloops. Staff are exploring innovative approaches that support student transitions and create a positive entry experience for Grade 8 students, drawing on promising practices from other districts and the expertise of local educators. Principal Cadden highlighted student engagement and belonging data from SAS as an opportunity for growth and innovation. While acknowledging the significant efforts of educators to support students, he noted that approximately one-quarter of students miss 25% or more of the school year, 51% of Grade 12 students report a sense of belonging at school, and 40% indicate they like school. He suggested that these measures point to the importance of continuing to explore innovative programming and educational models, recognizing that while current approaches are working well for many students, there is an opportunity to better meet the needs of all learners.

An Opportunity to Look at School Differently?

Attendance
23%
of students miss 25% or more of the school year

Belonging
51%
feel they belong; 40% like school, 15% feel stressed or anxious

Hands-on learning
Rising
enrolment in curricular areas that rely on a hands-on approach

Leaving early
16%
of Grade 12s graduated early in 2025–26 (11–18% yearly since 2021–22)

Course load
51%
of Grade 12s took a full course load; 295 study blocks in Semester 2

Transferable learning
60–70%
feel school prepares them for the future; about one in three do not

Preliminary concepts for utilizing available space at Shuswap Middle School following reconfiguration were presented. Staff are exploring the possibility of offering choice-based programs that would provide students and families with alternative learning opportunities while making use of existing ADST, fine arts, wood shop, foods, and other specialized learning spaces at Shuswap Middle. Early ideas include a Trades Academy that would provide project-based, hands-on learning connected to career pathways for Salmon Arm high school students. The concept would also address concerns about continued access to wood shop programming following reconfiguration. A proposed Learning Centre would offer flexible, self-paced, blended learning opportunities for students in Grades 10-12. Principal Cadden noted that these concepts remain in the research phase and would require further exploration and consultation before any decisions are made.

Next steps include continued collaboration with Operations staff to assess facility requirements at SAS and Shuswap Middle School, research into innovative educational programs and academies across the province, consultation with education staff, and the development of future recommendations for Board consideration. Trustees expressed appreciation for the extensive planning, research, and collaboration that has supported the reconfiguration process to date.

During Trustee discussion, staff clarified that any future programming at Shuswap Middle School would be carefully planned to ensure an appropriate learning environment for all students. Preliminary concepts would utilize spaces that could be separated from the elementary school, with dedicated areas and limited interaction between age groups. Trustees were also advised that the proposed Learning Centre is intended to serve a diverse range of learners, including students seeking flexible learning options, high-performance athletes, and students whose schedules require greater flexibility. The concept remains in the early research and planning stages.

Supporting Information: Salmon Arm Reconfiguration Update (Briefing Note), Salmon Arm School Reconfiguration (PowerPoint Presentation)

NEW BUSINESS

Field Trip Request

The Board approved an international field trip for Pleasant Valley Secondary School (PVSS) students to France during Spring Break 2028. The 12-day trip will provide Grade 10-12 students with immersive learning opportunities connected to French language, history, culture, the arts, and personal growth through visits to significant cultural and historical sites in Paris, Nice, Monaco, and Vimy Ridge.

During the presentation, PVSS staff members Janet Gillis and Tori Jewell highlighted the curricular connections to French language learning, history, arts education, and the development of students' personal and cultural identity. They also spoke about the lasting impact international travel can have on students' confidence, independence, and understanding of the world.

The trip will be supervised by experienced educators and will include comprehensive travel, accommodation, insurance, and safety planning. Fundraising opportunities will also be available to help offset costs for participating students.

Supporting information: PVSS France Trip Presentation 2028 (PowerPoint), PVSS International Field Trip (Briefing Note)

September 2026 1701 Enrolment Update

Secretary-Treasurer Jeremy Hunt presented the District's September 2026 1701 enrolment update, noting that the annual submission is a critical component of the District's funding process and requires significant coordination among school clerical staff, administrators, Information Technology staff, and Finance staff. He acknowledged the complexity of the process, which includes student enrolment data, course selections, Indigenous self-identification, English Language Learner (ELL) designations, and special education designations, all of which contribute to provincial grant funding calculations.

The District reported an enrolment of 6,678.5 FTE, which was 107 FTE higher than projected in February 2026, but 47.75 FTE lower than the previous school year. Hunt noted that the increase over projections reflects stronger-than-anticipated enrolment, including notable increases in Grades 9 and 11.

Trustees heard that several supplemental funding categories also exceeded projections. Level 2 special education designations increased by 41 students over projections, ELL enrolment increased by 46 students, and Indigenous Education enrolment increased by 40 students. The significant increase in ELL students reflects changing demographics within the District and highlights the importance of continuing to build capacity to support learners.

Based on current enrolment figures, the District is expected to receive approximately $717,773 more in operating grant funding than anticipated in the annual budget. Hunt noted that some of this additional funding has already been allocated to support students through additional Certified Education Assistant staffing, approved by the Board at its' September Board Meeting, and right-sizing teaching staff levels to adjust for the increase in enrolment. He also explained that final funding amounts will not be confirmed until the Ministry finalizes funding calculations, including salary differential funding, later in the year. Hunt also reviewed operating grant rates for 2026-2027, noting there are currently no changes to per-pupil funding rates or supplemental funding rates. He advised that labour settlement funding associated with recently negotiated collective agreements will continue to be provided separately by the Ministry.

During Trustee discussion, questions were raised regarding enrolment forecasting and population growth within Salmon Arm. Hunt explained that the District uses the Baragar demographic system, which incorporates information from Statistics Canada and other data sources to support long-range enrolment projections. Trustees also discussed the potential impact of new residential development and opportunities to better understand factors influencing families' educational choices.

Supporting information: 2026-27 1701 Enrolment Update (Briefing Note)

2026 General School Election Results

Secretary-Treasurer Jeremy Hunt presented a report on the 2026 General School Election results and thanked the many individuals and organizations who supported the election process. He acknowledged the work of Chief Election Officer Veronica Deacon, the District's election team, and the local government partners who assisted with Trustee elections in Electoral Areas 1, 2, and 3. He noted that these partnerships are important in coordinating election activities and helping ensure a successful election process.

Electoral Areas 1, 2, and 3 were filled by acclamation, with Roxanne Landry, Brent Gennings, and Corryn Grayston elected as Trustees. Hunt noted that the acclamations resulted in cost savings for the District, as elections were not required in those areas.

For Electoral Area 4, the election was administered by the City of Salmon Arm under the *School Act*. Hunt thanked the City and Chief Election Officer Rhonda West for their support in conducting the election. Four candidates sought election in Electoral Area 4, and Claire Askew and Melissa Parmenter were elected as School Trustees following the October 17, 2026, general voting day.

Supporting information: 2026 General School Election Results (Briefing Note), Declaration of Election by Acclamation or Voting (News Story)

Board Committee Assignments

Board Chair Grayston led the assignment of Committee Chairs and Alternates for the 2026-27 school year. The following appointments were confirmed:

Education Directions: Brent Gennings (Chair), Claire Askew (Alternate)
Finance and Facilities/Audit: Melissa Parmenter (Chair), Corryn Grayston (Alternate)
Labour Relations: Corryn Grayston (Chair), Roxanne Landry (Alternate)
Policy: Brent Gennings (Chair), Roxanne Landry (Alternate)
Budget Advisory: Melissa Parmenter (Chair), Corryn Grayston (Alternate)
Quelmúcw Education Council Liaison: Brent Gennings, Claire Askew (Alternate Liaison)
Transportation: Brent Gennings (Chair), Roxanne Landry (Alternate)
District French Advisory: Corryn Grayston (Chair), Claire Askew (Alternate)

In addition, Trustee Claire Askew was appointed as the Board representative on the City of Salmon Arm Transportation Advisory Committee and the Shuswap Community Foundation hiring committee. Board Chair Corryn Grayston and Vice Chair Melissa Parmenter (Alternate) will be the representatives for Partner Group Liaison meetings.

COMMITTEE REPORTS

Education Direction Committee

No Report.

Finance & Facilities / Audit Committee

No Report.

Labour Relations

Board Chair Corryn Grayston reported that the committee met on November 12, 2026, and discussed one item.

Partner Group Liaison

No Report.

Policy Committee

No Report.

Committee of the Whole

No Report.

EQUITY, DIVERSITY, AND INCLUSION

Employee Safety Plans/Positive Behaviour Support Plans

Assistant Superintendent Chelsea Prince provided an update on the District's Employee Safety Plans (ESPs), Positive Behaviour Support Plans (PBSPs), and Inclusion Resource Teacher (IRT) Pilot. She noted that schools are experiencing increasing behavioural complexity among students and that staff have identified a need for additional support and expertise in behaviour intervention.

Student Support Services had also experienced a significant increase in referrals for the District's two Inclusion Support Teachers, whose specialized expertise in behaviour intervention was increasingly being used to provide direct service rather than building school-based capacity.

The Inclusion Resource Teacher Pilot was initiated using approximately $500,000 in funding approved through the annual budget. This funding provided approximately 4.0 FTE teacher time, which was combined with existing elementary bridge teacher support. The pilot offers direct programming and behaviour intervention support for students, in-class and small-group assistance, staff training, and accessible school-based support. Inclusion Resource Teacher support is currently available in all but four elementary schools.

Positive Behaviour Support Plans are designed to teach replacement skills and support positive behavioural change, while Employee Safety Plans are a WorkSafeBC requirement intended to mitigate risks associated with violence in the workplace. Prince explained that the work of the Inclusion Support Teachers has also supported the development of the District's Student Support Services Toolkit, which includes common templates, resources, and practices to help ensure a consistent approach to behaviour support planning across schools.

As part of the pilot implementation, four of the five planned training sessions have been completed, and early feedback has been very positive. Schools reported that having dedicated behavioural expertise available on-site has been a significant support for both staff and students.

Superintendent Donna Kriger thanked Prince and the Student Support Services team for their work, noting that primary teachers have described the pilot as a "game changer" for students and staff. She also expressed appreciation for the teaching staff, certified education assistants, principals, and vice principals who have embraced the initiative and are helping to support student success in schools.

Supporting information: Employee Safety Plans, Positive Behaviour Support Plans, Inclusion Resource Teacher (PowerPoint Presentation)

BRITISH COLUMBIA SCHOOL TRUSTEES ASSOCIATION (BCSTA)

Board Chair Corryn Grayston reported that three SD83 Trustees attended the BCSTA New Trustee Welcome Call. The session provided an overview of BCSTA services and upcoming learning opportunities, including the Trustee Academy.

BRITISH COLUMBIA PUBLIC SCHOOLS EMPLOYERS' ASSOCIATION (BCPSEA)

Board Chair Corryn Grayston reported that BCPSEA is reviewing the District's memorandum of agreement with CUPE and noted that the BCPSEA Symposium is scheduled for November 30 to December 1, 2026.

QUELMÚCW EDUCATION COUNCIL

No Report.

BOARD CORRESPONDENCE

Board Chair Corryn Grayston referred Trustees to correspondence included in the agenda package that was developed following discussion at the September 2026 Board Meeting. The letter outlines key priorities identified by the outgoing Board, including support for safe and inclusive schools, Indigenous education, facilities and playground funding, inclusive education funding, and school district funding flexibility. The correspondence will be sent to the newly appointed Minister of Education and Child Care once announced. Board Chair Grayston noted the importance of continuing communication with the Ministry and suggested the new Board consider developing its own letter of priorities in the future.

TRUSTEE REPORTS

Trustees shared updates on initial meetings with schools and parent advisory councils and discussed opportunities to strengthen connections with school communities throughout the District.

UPCOMING DATES / EVENTS

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

The November 17, 2026, Regular Board Meeting agenda and recording is available on the District website: Board Meetings.