

# STRATEGIC FOCUS

Connecting Our  
Priorities



## January 2026 Highlights

### WELCOME TO THE JANUARY STRATEGIC FOCUS

Welcome to the January edition of Strategic Focus – Connecting Our Priorities. This month's publication shines a light on the impactful learning, collaboration, and community engagement taking place across our District as we continue to advance the goals of our [Strategic Plan](#).

Inside this edition, you will find highlights connected to the District Strategic Plan priority areas:

- Intellectual Development – Family Math Games Night, the K–5 Mathematics for the Thinking Classroom series, Numeracy Residency, and the upcoming Student Art Fair.
- Human & Social Development – Indigenous learning experiences, Monthly Mindful Moments, and the annual Pirate Loppet.
- Career Development – Career Program offerings
- Community Partnership Development – Kindergarten Registration Fair, cultural learning, and Ready, Set, Learn.
- Organizational Development – Nonviolent Crisis Intervention Training, 2026-27 school registration, facility rental information, 3-year reconfiguration transition plan, administrative procedure updates, and hiring school bus drivers.
- Effective Governance and Leadership – Committee of the Whole and January Regular Board Meeting updates, and feedback on Policy 190 Financial Planning and Reporting.

Stay connected and informed by visiting our [District website](#) ([www.sd83.bc.ca](http://www.sd83.bc.ca)) for important dates, news, and resources.

### REMINDERS

February 6-13	Student Art Fair, Picadilly Mall	April 6	Easter Monday (no school)
February 13	Pro-D Day (no school for students)	April 20	Pro-D Day (no school for students)
February 16	Family Day (no school)	April 21	Regular Board Meeting
February 17	Regular Board Meeting	April 30	K-12 Environmental Expo, SAS
March 10	Regular Board Meeting	May 8	Indigenous Day of Learning (no school for students)
March 16	Last Day of School Prior to Break	May 18	Victoria Day (no school)
March 16-27	Spring Break (no school)	June 16	Regular Board Meeting
March 30	First Day Back After Spring Break	June 25	Last Day of School Before Summer Break
April 3	Good Friday (no school)	June 26	Administration Day (no school for students)

Stay up to date with important dates including holidays, professional development days, and school events ([2025-2026 School District Calendar](#) / [2025-2026 School Year Calendar](#)).

## INTELLECTUAL DEVELOPMENT

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

### FAMILY MATH GAMES NIGHT

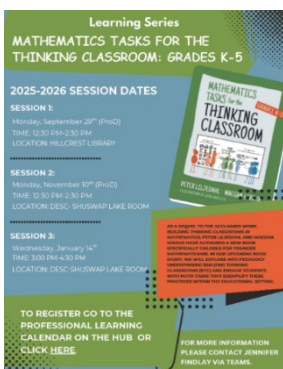
On January 12, 2026, Shuswap Middle School hosted its Kindergarten–Grade 3 and Grades 4–8 Family Math Games Night, welcoming 30 families for an evening of engaging, hands-on math activities. Using cards, dice, and take-home game kits, families explored fun ways to strengthen counting, basic facts, place value, and problem-solving skills.

Parents received practical strategies to support math fluency at home, while students built confidence through play-based learning. With both grade-level sessions running simultaneously, the event created a lively, collaborative atmosphere that celebrated learning and family connection.

Family Math Games Night supports and connects to SD83's Strategic Priorities by strengthening numeracy (Intellectual Development), fostering welcoming and connected school communities (Human & Social Development), and deepening partnerships with families (Community Partnership Development). Through hands-on learning, family engagement, and confidence-building activities, the event reflects the District's commitment to empowering students to thrive academically, socially, and emotionally.



### MATHEMATICS FOR THE THINKING CLASSROOM: K-5 FINAL SESSION



The final session of the *Mathematics Tasks for the Thinking Classroom* K–5 learning series was held on January 14, 2026, at the District Education Support Centre. Educators explored math tasks inspired by Peter Liljedahl and Maegan Giroux's new K–5 resource, deepening their understanding of Building Thinking Classrooms practices. Participants reflected on classroom implementation, shared successes, and discussed strategies to further support student thinking, collaboration, and problem-solving.

This learning session supports [SD83's Strategic Plan](#) by strengthening numeracy instruction and engaging all learners through innovative and responsive learning opportunities.

Thank you to Christine Blacklock and Marlee Penner, District Numeracy Helping Teachers, for facilitating the series.



## NUMERACY RESIDENCY



The District Numeracy Helping Teachers, Marlee Penner and Christine Blacklock, have officially launched a new residency at M.V. Beattie—and the energy is contagious!

They are thrilled to be partnering with Bronwyn Hall (Grade 3), Blaine Jones (Grade 2/3), and Jorie Reimer (Grade 3/4) as they explore the power of both the Building Thinking Classrooms framework and the Comprehensive Numeracy Framework routines in action.

From vertical surfaces and rich tasks to purposeful routines that build confidence and reasoning, this residency has already sparked *curiosity, collaboration, and big mathematical thinking*—for students and teachers alike. The classrooms are buzzing with engagement, and it has been incredibly rewarding to learn alongside educators who are eager to try new strategies and reflect on their impact.



## STUDENT ART FAIR

We are excited to share that the District Art Fair is coming up from February 6-13, 2026. Throughout the week, you will find student art displays showcased in Picadilly Mall, highlighting the creativity and talent of learners from across the District.

Students will have the opportunity to create, explore, and learn alongside local artists, at the Mall, on February 11, 2026.





## HUMAN AND SOCIAL DEVELOPMENT

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

### LEARNING THROUGH INDIGENOUS WAYS OF KNOWING



The library at North Canoe Elementary transformed into a learning circle as students gathered around a table covered in traditional tools, natural materials, and northern cultural items. At the front of the room stood Lana Binder, Indigenous Education Worker, whose passion for teaching shone as she shared stories of reindeer and Inuit culture.

Students leaned in, completely engaged as Lana explained how northern Indigenous communities live in relationship with the land. She passed around objects for students to examine, inviting them to explore textures, shapes, and stories held within each item. Whether she was showing a traditional tool, reading from a book, or connecting an object to a real-life practice, the room was filled with curiosity and wonder.

This learning opportunity is a powerful example of how our [2023–2028 Strategic Plan](#) comes to life in classrooms. It reflects our value of Reconciliation: *Honouring Indigenous ways of knowing and doing.*

The Strategic Plan highlights Truth and Reconciliation throughout its priorities, and Lana's work is an example of that commitment. By bringing Inuit cultural knowledge directly into the classroom, she helps students understand Canada's diverse Indigenous histories and lived experiences, aligning directly with Calls to Action around education.



## MONTHLY MINDFUL MOMENTS



January 2026

## Mindful Moments

Brought to you by the Itinerant Counselling Team

Understanding that "all behaviour is communication" can help parents better understand their child's needs and respond effectively, leading to improved communication and stronger relationships. Behaviour is a way for children to express themselves. Parents can address underlying issues and teach more positive communication skills. This is consistent for all ages (even adults!).

## Behaviour as a Tool for Communication

Children, especially young ones, may not have the verbal skills to express their needs or feelings directly, so they use behaviour to communicate.

## Decoding Behaviour

Instead of immediately reacting to challenging behaviours, take a thought pause. Then parents can try to be curious and understand what the child is communicating. For example, a child throwing a tantrum might be trying to seek connection, avoid a task, or is simply overwhelmed.

## Identifying Underlying Needs

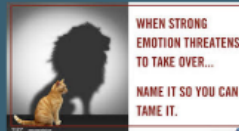
By understanding the function of the behaviour (e.g., connection, escape, access to something, sensory), parents can better address the underlying need and help the child learn more appropriate ways to communicate.

## Responding Empathetically

Once parents understand what the child is trying to communicate, they can respond empathetically and help the child feel heard and understood. "I see that you are feeling \_\_\_\_\_." (validate the emotion)

## Teaching Positive Communication Skills

Parents can foster positive communication skills by consistently responding, listening, and providing their child with examples of language the child can use to express their emotions or feelings. "I feel \_\_\_\_\_ when \_\_\_\_\_"

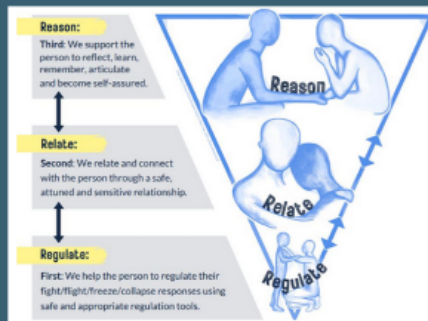


## Examples of Behaviour as Communication

- A child crying might mean they are hungry, tired, or upset.
- A child screaming looks like anger, but it might be disappointment because something didn't turn out the way they planned (cognitive inflexibility – common in little kids).
- A child hitting or kicking might mean they are frustrated or unable to express their feelings verbally.

## Tips for Parents

- Active Listening: Pay attention to your child's behaviour and try to understand what they are trying to communicate.
- Empathy: Try to see the situation from your child's perspective.
- Positive Reinforcement: Praise and reward positive behaviours and communication skills. Help them learn words/language they can use to share their feelings.
- Model and Share Out Loud: your own healthy ways to name and manage emotions
- Consistency: Respond consistently to your child's behaviours and needs.
- Seek Professional Help: If you are struggling to understand your child's behaviour, don't hesitate to seek help from a therapist or counsellor.



Start at the bottom - Regulate FIRST

Videos for Further Learning: [Name It To Tame It - Dan Siegel](https://www.youtube.com/watch?v=ZcDLzppD4Jc) (<https://www.youtube.com/watch?v=ZcDLzppD4Jc>)  
[Hand Brain Model - Dan Siegel](https://www.youtube.com/watch?v=g9CJ74Oxw) (<https://www.youtube.com/watch?v=g9CJ74Oxw>)

Understanding that "all behaviour is communication" can help parents better understand their child's needs and respond effectively, leading to improved communication and stronger relationships. Behaviour is a way for children to express themselves. Parents can address underlying issues and teach more positive communication skills. This is consistent for all ages (even adults!).

To access the videos by Dan Siegl, click on the following links:

[Name It To Tame It](#) and [Hand Brain Model](#).

Discover more: Visit our [website](#) to read [January Mindful Moments - Behaviour as a Tool for Communication](#).



## ANNUAL PIRATE LOPPET

Approximately 280 pirate skiers from schools across the District took to the hills for the annual Larch Hills Pirate Loppet on Friday, January 30, 2026.



Photo credit: Janu Smith, South Broadview Elementary School



With the traditional black powder cannon send-off, the pirate skiers headed out over the trails through the snow-covered forest. They arrived back at the finish line to cheer, followed by refreshments at Larch Hills Chalet.

South Canoe Elementary had the largest percentage of participation - congratulations on winning the coveted Pirate Flag!

Not only is the Pirate Loppet fun for participants but it also benefits schools. The funds from the registration fee to take part in the Loppet, as well as donations from sponsors, goes towards supporting a Skis for

Schools grant program. Each year the Pirate Loppet Committee awards grants to support schools to purchase cross-country ski equipment. Since 2011, more than \$40,600 has been distributed to 16 local schools.

A huge thank you to the many event sponsors, volunteers, and the Pirate Loppet Committee for their dedication and hard work in making this year's event a memorable success for everyone.



## CAREER DEVELOPMENT

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

### CAREER PROGRAMS

The Career Programs Department's annual work plan is always aligned with our [District Strategic Plan](#). While the mission, vision, and values contained in the plan are equally important to us, preparing students to become educated citizens who contribute to a dynamic sustainable, and diverse world - our vision - is central to our work.

We often hear that there are three pillars for an educated citizen. These pillars are intellectual development, human and social development, and career development. Over the years, many have noted that career development doesn't always get "pillar treatment" when compared to intellectual development and human and social development. The Ministry of Education and Child Care has been very intentional in trying to correct that in recent years through such things as declaring "Provincial Careers Week" in late November and investing in Dual Credit and Work Experience expansion to provide more pathways for students to graduate with purpose and dignity.

The [Career Programs](#) have been spending much of their time this year focusing on four specific strategic priorities:

- Engage students in goal-setting and self-assessment related to core competencies, career pathways, and programming;
- Continue to explore partnerships with post-secondary institutions and community organizations;
- Utilize [myBlueprint](#) and SpacesEDU to collect and curate student's learning journeys; and,
- Develop more career pathway opportunities for students transitioning directly into the workplace and for workplace micro-credentials.

As we enter the time of year where students in our high schools are engaging in the course planning and course selection process for next year, it is a very appropriate time for us to highlight the pathways available for students to successfully transition to post-secondary programs, employment opportunities, or community living. To that end, we have refreshed our [Career Programs website](#) to provide parents with a clear view of the many pathways available to students.

#### WHY CHOOSE SD83 CAREER PROGRAMS?

- Tuition-free dual credit opportunities.
- Connections with local employers and industry leaders.
- Support from dedicated Career Coordinators.
- An early start on post-secondary education through concurrent enrollment and numerous certification pathways.

At SD83 Career Programs, we believe every student deserves the opportunity to explore, discover, and prepare for a successful future. Our mission is to ensure that all students who graduate with a Dogwood or Evergreen will have a meaningful transition plan based on their personal strengths and skills so they can be successful in navigating future transitions to post-secondary, employment opportunities, or community living.

We serve thousands of students across SD83, offering programs that help bridge the gap between high school and post-secondary education or employment. Through partnerships with local employers, post-secondary



institutions, and industry organizations, we create pathways that empower students to graduate with valuable skills and credentials.

Our Career Programs offerings align with BC Ministry of Education required career curriculum.

- Career Life Education 10 is a course designed to help students develop the skills necessary for making informed career decisions and lifelong learning.
- Career Life Connections 12 is a required course for graduation that is designed to help students understand their own career-life development based on their attributes and to learn strategies for their journey into adulthood.



All students in School District No. 83 have access to myBlueprint, a comprehensive education and career/life planning program with the tools students need to make the most informed decisions about their future. Using [myBlueprint](#), students can explore potential future

pathways as they navigate through high school. It allows students to build (and revise) potential plans, see various pre-requisites, and ensure they're on the right track for a meaningful transition after high school.

This is particularly important for our Grade 7-12 students, and supports the Career Life Education and Career Life Connections new curriculum. Students can use their SD83 network username and password to access this resource [here](#).

## WHAT WE OFFER

There are many ways for students to get valuable life experiences and a head start on post-secondary level programs, most tuition-free, while still in secondary school.

- [Dual Credit Programs](#) – Earn both high school and college credits at no cost to families ([Academic](#) and [Trades](#)).
- [Sampler Programs](#) - A chance to explore multiple post-secondary options while receiving graduation credits.
- [Work Experience & Job Shadows](#) – Explore careers through hands-on opportunities.
- [Career Spotlights & Info Sessions](#) – Learn about diverse industries and career options.

**As these programs are very popular and space is limited, it is important to begin thinking about your options for next year as soon as possible! All interested students will be interviewed for a seat in these programs.**

For concrete dates and application forms visit the Career Centre at your school.

*\*Note: all programs are subject to approved funding, student enrollment, and program availability*





## COMMUNITY PARTNERSHIP DEVELOPMENT

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

### KINDERGARTEN REGISTRATION FAIR

On Wednesday, January 14, 2026, Sorrento Elementary was buzzing with excitement as 17 families attended the Kindergarten Registration Fair. The event offered parents and children an opportunity to register for kindergarten, meet the school principal, a kindergarten teacher, and other staff members in a welcoming environment.

Families enjoyed fun activities, received take-home resources, and shared a pizza lunch while connecting with community partners, including:

- Okanagan Regional Library
- North & South Shuswap Community Resources
- Public Health
- Shuswap Children's Association
- Child Care Resource and Referral

The Fair was designed to make the transition to kindergarten smooth and engaging, while strengthening connections between families and local resources.



## SPOTLIGHT ON CULTURAL LEARNING



Our District is fortunate to welcome Ashley, a Métis Knowledge Keeper who is new to our Knowledge Keeper program and brings passion for culture, history, and hands-on learning. With a Bachelor of Education and a major in Aboriginal Studies, Ashley brings a deep understanding of Indigenous history and perspectives to her work. In addition, Ashley shares her talents in traditional arts and crafts, including sewing, beading, and basket making, among others. Her ability to connect with learners of all ages through creativity makes each session with her both engaging and memorable.

Most recently, Ashley spent a week at Armstrong Elementary, collaborating with Andrea Martin, Indigenous Education Worker, and the lunch club students. Together, they worked on a beading-on-fabric project that blended artistic expression with cultural learning. The students were enthusiastic and fully engaged—many are still proudly working on their creations. Even those who felt unsure at first quickly found their confidence thanks to Ashley's patient, kind, and encouraging guidance. The project also created space for new friendships and connections to form. Andrea used the time to learn from Ashley as well, hoping to build her own skills so she can offer beading-on-fabric opportunities to even more students at Armstrong Elementary in the future.



Ashley's contributions are truly valued, and we are excited to see her enrich learning in other schools across the District as well.

## READY, SET, LEARN



SD83 has been hosting Ready, Set, Learn events throughout January, welcoming families with children ages three to five to fun, free early learning sessions at local schools. These play-based events offer hands-on activity stations, creative and sensory exploration, early literacy experiences, active play, and opportunities for families to engage together in meaningful, developmentally rich activities. Every child receives free books and a bag of early learning resources to take home.

Across the District, schools transformed spaces such as libraries and gyms into inviting early learning environments filled with open-ended materials like wooden blocks, natural items, loose parts, pretend play materials, and art supplies. Children explored math, language, creativity, problem-solving, fine motor skills, and social



interactions through play. Movement stations and group activities, such as balance challenges and parachute play, added opportunities for physical development and fun connection.



These events also strengthen community partnerships. Families had opportunities to meet educators and connect with local early learning and health professionals such as Public Health Nurses, Child Care Resource & Referral, and Shuswap Children's Association. Together, these supports help families build confidence and access information in a relaxed and welcoming setting.

Families can find upcoming event dates or learn more on the District website:

Program Information: <https://www.sd83.bc.ca/ready-set-learn>

District News: <https://www.sd83.bc.ca/news/Ready-Set-Learn-2026>

Ready, Set, Learn at South Canoe: <https://www.sd83.bc.ca/news/Ready-Set-Learn-at-South-Canoe>

Ready, Set, Learn at Ranchero: <https://www.sd83.bc.ca/news/Ready-Set-Learn-at-Ranchero-Elementary>



## ORGANIZATIONAL DEVELOPMENT

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

### NONVIOLENT CRISIS INTERVENTION TRAINING

Nonviolent Crisis Intervention (NCI) Training prepares our staff to prevent and de-escalate medium to difficult behaviour using both restrictive and non-restrictive methods. NCI is an evidence-based program that teaches verbal, nonverbal, and physical de-escalation techniques to support staff in responding safely and effectively to challenging student behaviours. This training program is widely used in surrounding school districts and in other sectors such as healthcare.



District Principal Jo McKenna and Vice Principal Crystal Truscott are our official trainers. On January 27, 2026, they provided training to 24 CEAs who were either new to the District or renewing their certification.

All CEAs receive this training, along with Learning Resource Teachers, Principals, and Vice Principals. This required training, which must be renewed every three years, builds capacity in our staff by equipping them with the skills to reduce escalation and respond to difficult behaviour in the safest, most effective ways possible.

NCI training directly supports the [Strategic Plan](#) priority of [Organizational Development](#), which focuses on developing and enhancing procedures and practices that enable the District to meet its strategic goals. As a consistent, evidence-based approach, NCI strengthens District-wide practices for responding to challenging behaviours and ensures that CEAs, Learning Resource Teachers, Principals, and Vice Principals apply safe and effective strategies across all schools. The requirement for regular recertification builds long-term professional capacity and contributes to a healthy, safe work culture. This work aligns with the Strategic Plan outcomes to build a shared commitment to an inclusive, safe, and healthy workplace; provide targeted professional development that supports staff in their roles; and, continue developing and implementing a culture of wellness throughout the District.

### 2026-2027 SCHOOL REGISTRATION

Registration for the 2026-2027 school year is open for students entering Kindergarten and for new students joining SD83 in Grades 1-12.

[Registration](#) must be completed at your child's catchment school, which is determined by your physical address, or at a Program of Choice school such as South Canoe for Outdoor Learning.

To access our catchment School Locator tool or learn more about our Program of Choice schools, visit the [District Registration webpage](#).

If you have a child starting Kindergarten in September 2026, watch our [Kindergarten Information Session video](#) to learn more.



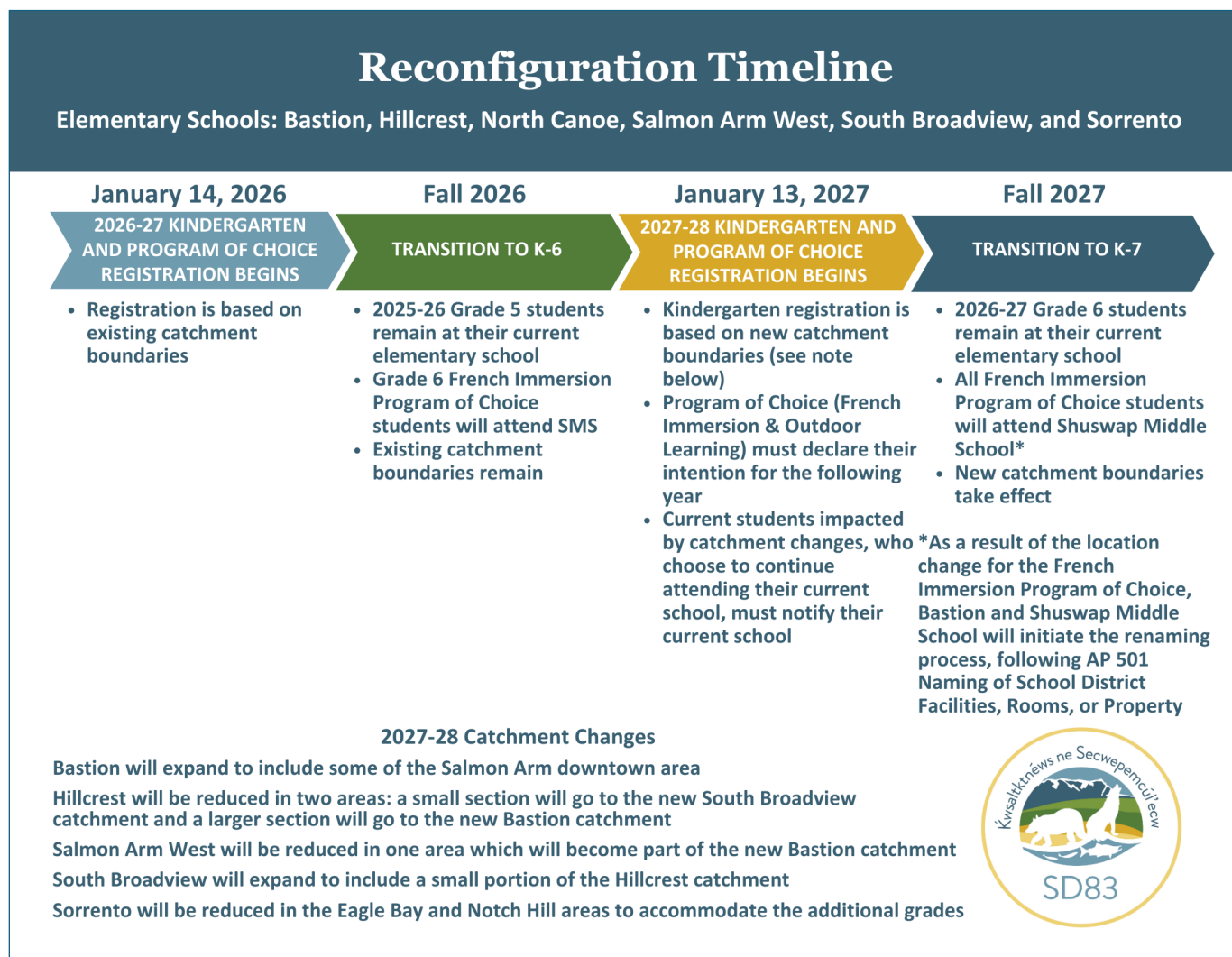
## DISTRICT FACILITY RENTALS

There are District facilities available for community events, programs, and activities. To help ensure a smooth and consistent process for all users, we encourage community members to review [Administrative Procedure 510 Public Use of School Facilities](#) before submitting a rental request.

If you would like to rent a space, please submit a rental permit through our online booking portal which is available on the [District Facility Rentals](#) webpage.

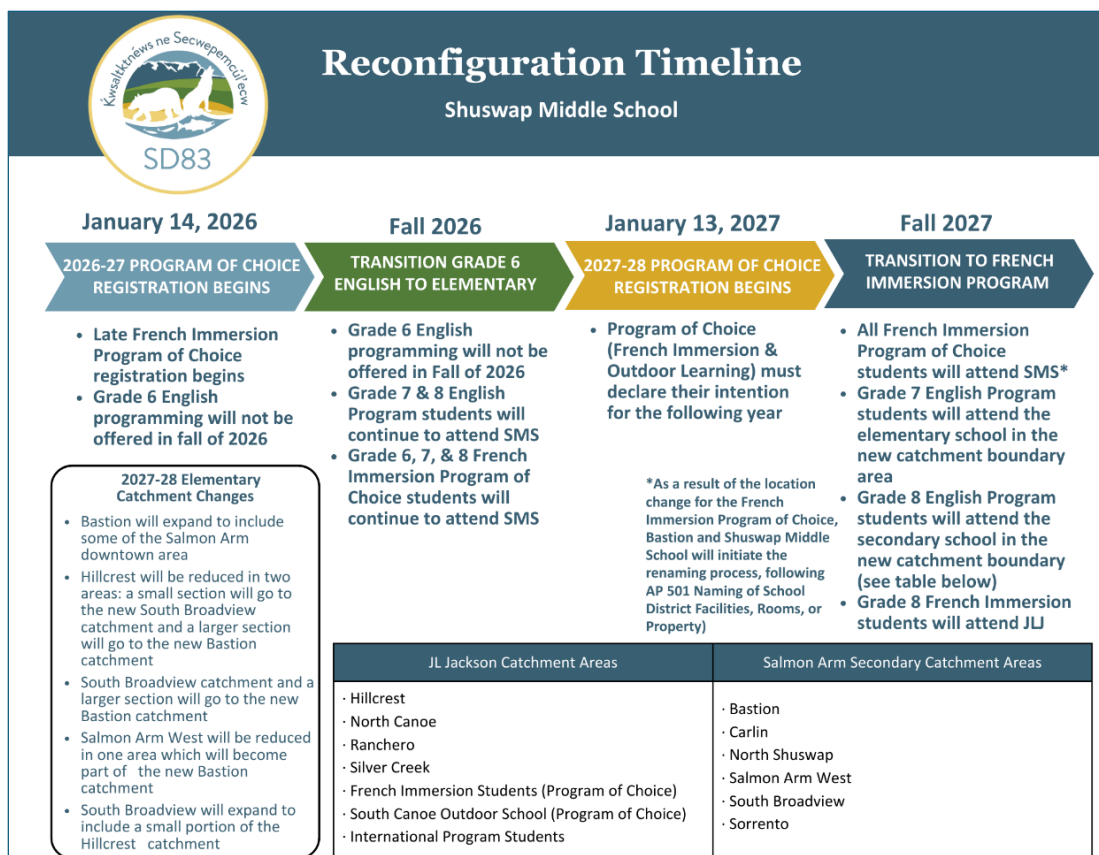
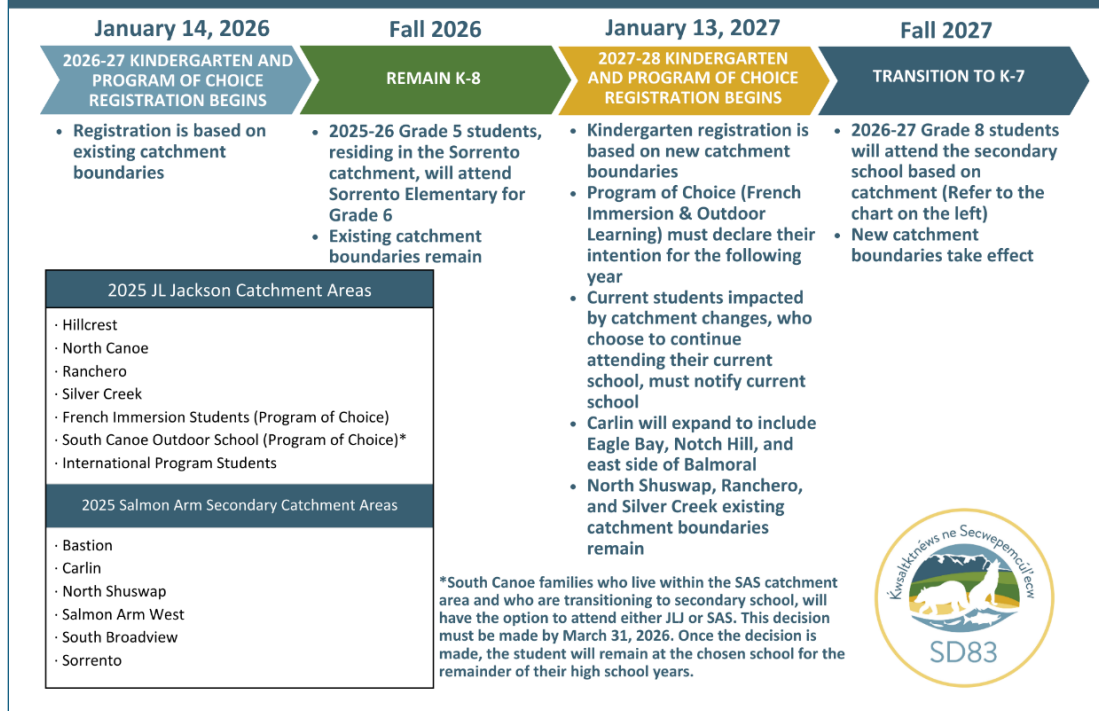
## RECONFIGURATION THREE-YEAR TRANSITION PLAN (2025-2028)

The reconfiguration transition plan provides a phased approach for moving to a K-7, 8-12 configuration in the Salmon Arm area between 2025 and 2028. It includes timelines for adjustments to catchments and grade configuration. More information is available on the [District website](#): ([www.sd83.bc.ca/Reconfiguration-information-district](http://www.sd83.bc.ca/Reconfiguration-information-district)).



## Reconfiguration Timeline

Elementary Schools: Carlin, North Shuswap, Ranchero, Silver Creek, and South Canoe





# Reconfiguration Timeline

Secondary Schools: J.L. Jackson and Salmon Arm Secondary

## January 2026

### 2026-27 REGISTRATION BEGINS

- Grade 9-12 registration is based on the secondary catchment boundaries that took effect in fall of 2025
- Students who reside in the SAS catchment, living in close proximity of JL Jackson, may choose to apply for cross-boundary to JL Jackson
- Due to enrolment pressures, cross-boundary and blended student applications will not be accepted at SAS
- IF the SAS catchment area school is at capacity, new secondary students MAY be required to register at JLJ



## Fall 2026

### TRANSITION TO GRADES 9-12

- Based on 2025 catchment areas, students will attend the secondary school in the catchment area of which they reside, pending any enrollment pressures/capacity issues

## January 2027

### 2027-28 REGISTRATION BEGINS

- Grade 8-12 registration is based on secondary catchment boundaries that took effect in fall of 2025

## Fall 2027

### TRANSITION TO GRADES 8-12

- Students will attend the secondary school based on the secondary catchment
- Any students who attend a Salmon Arm elementary school out of catchment, will attend the secondary school in the new catchment area where they reside

2025 JL Jackson Catchment Areas	2025 Salmon Arm Secondary Catchment Areas
<ul style="list-style-type: none"> <li>• Hillcrest</li> <li>• North Canoe</li> <li>• Ranchero</li> <li>• Silver Creek</li> <li>• French Immersion Students (Program of Choice)</li> <li>• South Canoe Outdoor School (Program of Choice)*</li> <li>• International Program Students</li> </ul>	<ul style="list-style-type: none"> <li>• Bastion</li> <li>• Carlin</li> <li>• North Shuswap</li> <li>• Salmon Arm West</li> <li>• South Broadview</li> <li>• Sorrento</li> </ul>

\*South Canoe families who live within the SAS catchment area and who are transitioning to secondary school, will have the option to attend either JLJ or SAS. This decision must be made by March 31, 2026. Once the decision is made, the student will remain at the chosen school for the remainder of their high school years.

## ADMINISTRATIVE PROCEDURES

SD83's Organizational Development goal is to develop and enhance procedures and practices that support the District in meeting its Strategic Priorities. This includes administrative procedures, which are the formal processes established by the Superintendent of Schools and Senior Leadership Team. These procedures provide staff with guidance to ensure their work aligns with Board policies and meets the organization's expectations or requirements.

Newly developed [Administrative Procedure 135 Return of School District Property](#), outlines the process for returning District property when an employee retires, resigns, or otherwise ends their employment.



# NOW HIRING



# SCHOOL BUS DRIVERS

- ✓ Great wages and benefits
- ✓ Pension plan
- ✓ Training assistance

BC Class 1 or BC Class 2  
Driver's License with  
Air Brake Endorsement

Contact the Transportation Department at  
250-832-9415 or email [operations@sd83.bc.ca](mailto:operations@sd83.bc.ca)



## 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.

### COMMITTEE OF THE WHOLE MEETING

The Board of Education met as a Committee of the Whole on Monday, January 26, 2026, to review governance policies.

During the meeting, trustees proposed revisions to several policies, including:

- Policy 100 Foundational Statements
- Policy 130 Roles and Responsibilities of the Board
- Policy 131 Roles and Responsibilities of the Board Chairperson
- Policy 132 Roles and Responsibilities of Individual Trustees
- Policy 133 Trustee Code of Conduct
- Policy 134 Trustee Conflict of Interest
- Policy 135 Trustee Attendance

These updated policies will be brought forward at an upcoming Regular Board meeting for further consideration.

The Board also agreed that Policy 120 District Code of Conduct and Policy 121 Sexual Orientation and Gender Identity will be reviewed at a Policy Committee.

Discussion on Policy 122 Digital Citizenship was tabled and will resume at the next Committee of the Whole meeting.

Trustees reviewed Policy 124 Environmental Stewardship and Sustainability and recommended no changes at this time.

Board policies are available on our website: [Board Policies](http://www.sd83.bc.ca/board-policies) (www.sd83.bc.ca/board-policies).

### JANUARY REGULAR BOARD MEETING

The ƛwsaltknéws ne Secwepemcúl'ecw School District No. 83 Board of Education held its Regular Board Meeting on Tuesday, January 20, 2026. Read the [From The Board Report](http://www.sd83.bc.ca/news/From-the-Board-January-20-2026) (www.sd83.bc.ca/news/From-the-Board-January-20-2026) for a summary of the meeting.

### POLICY 190 POSTED FOR FEEDBACK

Changes in Ministry requirements need to be reflected in an updated policy. Policy 190 Financial Planning and Reporting received first reading at the January 20, 2026, Regular Board Meeting. The Policy will be brought forward for 2nd and final reading following the completion of the feedback process, which is outlined in [Policy 160 Policy Development](#).

The Board invites stakeholders, Rightsholders, partner groups, staff, and members of the public to provide feedback prior to the second and final reading. Please click [here](#) to review the policy and submit your feedback by completing the [feedback form](#) by 5 pm on Thursday, February 19, 2026.