

**MEETING OF THE BOARD HELD IN PUBLIC
AGENDA**

TUESDAY, DECEMBER 13, 2022

5:00 PM – 7:00 PM PST (6:00 PM – 8:00 PM MST)

In person: School Board Office, 811 Stanley Street, Nelson BC

Via video conference: [Zoom](#) - Webinar ID: 657 3277 9733 – Password: 495118

1. Call to Order

2. Acknowledgement of Aboriginal Territory

We acknowledge, respect and honour the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District No. 8.

3. Changes to the Proposed Agenda

4. Adoption of Agenda

Proposed Resolution:

THAT the Agenda for this December 13, 2022 meeting **BE ADOPTED**, as circulated.

5. Receiving Presentations – Nil

6. Comments or Questions from the Public regarding items on this Agenda

The public may post comments or questions in the Q&A area on the webinar. These will be read aloud during the meeting.

7. Consent Package (p. 3)

App. 7

8. Adoption of Minutes (p. 15)

App. 8

Proposed Resolution:

THAT the minutes from the November 08, 2022 Meeting of the Board held in public **BE ADOPTED**.

9. Future and Action Item Tracking (p. 20)

App. 9

10. Education – Reports from the Superintendent

A. Fine Arts in Action Memo (p. 22)

App. 10A

Guests: LVR Students

B. Strategic Plan Public Engagement (p. 26)

App. 10B

Recommended Resolution:

THAT the Board **APPROVE** the Strategic Plan Public Engagement Process 2022-2023.

C. Graduation Schedule Memo (p. 41)

App. 10C

D. Trustee Inquiry: Type 3 Alternate Programs and REACH (p. 42)

App. 10D



11. Operations and Finance – Reports from the Secretary-Treasurer

A. Capital Operations Plan Update Memo (p. 47) App. 11A

B. Trustee Renumeration (p. 50) App. 11B

Recommended Resolution:

THAT Policy 131: Trustee Indemnity be updated to reflect that trustee remuneration will be calculated for each July 1st based on the change between the most recent December 31, BC CPI published rate as compared to the December 31, BC CPI to the year prior **BE APPROVED**.

12. Governance and Policy

A. Policy 160: Policy Development (p. 52) App. 12A

Proposed Resolution:

THAT policy 160 **BE APPROVED**.

B. BCSTA Climate Change Working Group (p. 55) App. 12B

Proposed Resolution:

THAT the statement:

“The Board of Kootenay Lake SD8 strongly supports the continuation of the Climate Change Working Group. Included in the terms of reference we would welcome the addition of 1) a pathway of advocacy for established timelines on the MoECC commitments to Education and Climate Literacy. We would also welcome inclusion of 2) a pathway of advocacy for the MoECC commitment to Climate Literacy to include Climate Action Curriculum creation and support in our Province and Districts.”

be sent to the BCSTA Provincial Council **BE APPROVED**.

13. Human Resources – Nil

14. Trustee Reports

A. Trustees

B. Chair

C. BCSTA

D. BCPSEA

E. RDCK

F. Other Committees

G. Student Trustees

15. Comments or Questions from the Public

The public may post comments or questions in the Q&A area on the webinar. These will be read aloud during the meeting.

16. Meeting Schedule and Reminders (p. 85)

App. 16

A. Board Meetings

The next Meeting of the Board held in the public is scheduled for January 10, 2023.

17. Adjournment of Meeting



SCHOOL DISTRICT 8 KOOTENAY LAKE
CONSENT PACKAGE – PUBLIC MEETING
DECEMBER 13, 2022

ITEM

The following Consent items are routine items received for information.

- | | |
|--|-------|
| 1. Board Correspondence Package | p. 4 |
| 2. Superintendent's Report December 2022 | |
| 3. Monthly Financial Report – for period ended October, 2022 | p. 7 |
| 4. Transactions over 50k | p. 11 |
| 5. 2022-2023 List of Trustee Recusals at Closed Meetings | p. 14 |



SCHOOL DISTRICT 8 KOOTENAY LAKE
BOARD CORRESPONDENCE PACKAGE – PUBLIC MEETING
DECEMBER 13, 2022

ITEM	DATE
1. Canadian Parents for French	November 09, 2022
2. BCSTA Inflation and Cost Escalation	November 24, 2022



From: Jason Howe <[REDACTED]>
Sent: November 9, 2022 2:05 PM
To: Lenora Trenaman <Lenora.Trenaman@sd8.bc.ca>
Subject: Congratulations

Dear Trustee Trenaman,

On behalf of Canadian Parents for French, congratulations on your recent election as a school board trustee. Like you, we respect the role of trustees as advocates for public education and representatives of the families in our community.

Canadian Parents for French (CPF) is a nationwide, research-informed, volunteer organization that furthers bilingualism by promoting opportunities to learn and use French for all those who call Canada home.

We believe:

- In Canada, every student should have the opportunity to learn French and access the French as a second language program that meets their needs and aspirations.
- All students should have access to a wide variety of effective, evidence-based French as a second official language programs from kindergarten to post-secondary.
- Proficiency levels and goals should be in place, so language learners, parents, teachers, post-secondary institutions, and potential employers have a common understanding of each learner's French-language abilities and the expectations of respective programs.
- Governments are accountable for reporting on achievement of students and French as a second official language programs. Parents and community stakeholders are actively engaged and involved in decision-making with school boards.

The Ministry of Education administers federal funding to support incremental costs resulting from offering French as a second official-language in British Columbia. Under the current BC Action plan of the Canada–British Columbia Agreement on Minority Language Education and Second Official Language Instruction 2020-23, school districts receive \$8,204,571 each year until 2023. School districts are strongly encouraged to form a French Advisory Committee with representation from various stakeholders, i.e., trustees, administrators, parents, and teachers to discuss the priorities in French programming in the district. CPF is grateful that a French Advisory Committee is currently in place in the school district.

Demand for French second language programs remains strong in British Columbia. Across the province, close to one in ten students in public schools is enrolled in a French immersion program. Many other families would like to enrol their children in French immersion but face challenges accessing a program.

CPF looks forward to working collaboratively with you and other trustees in School District 8 to strengthen French second language programs in our schools. Learning French and becoming bilingual can provide children with lifelong educational, professional, cultural, and social opportunities. Please do not hesitate to contact me with any questions you might have.

Sincerely,

Jason Howe

Executive Director/Directeur général

Canadian Parents for French - British Columbia & Yukon Branch

[REDACTED] Vancouver, British Columbia V6J 1S1

Please note the Branch office is closed until further notice



PROVINCIAL COUNCIL MEETING: December 2, 2022

AGENDA ITEM 8.1: Inflation and Cost Escalation

SUBMITTED BY: Board of Education of SCHOOL DISTRICT NO. 63 (SAANICH) and
Board of Education of SCHOOL DISTRICT NO. 71 (COMOX VALLEY)

BE IT RESOLVED:

THAT BCSTA urge the Ministry of Education and Childcare to provide emergency funding adjustments to February budgets in order to address inflationary cost pressures on districts.

Rationale:

This motion is emergent as pressures on district budgets is significant. Boards of Education will commence developing their 2023/24 budgets in early 2023 and it is critical that inflationary funding rate adjustments are in place as soon as possible.

This motion is needed as school districts find it difficult to continue offering full programs to students due to cost pressures. When the provincial government and BC Ministry of Education and Child Care allocate the funding to school districts, they need to include increases for the inflationary costs that are impacting the delivery of services, programs, and support to students. If the Ministry wants school districts to fulfill the Ministry's mandate, then the Ministry needs to fully fund education given the current inflationary climate.

Reference:

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

This motion relates to Policy Statement 8.1.5P (Inflation)



Monthly Financial Report

For the period ended October 31, 2022

(Special Projects Fund information updated up to November 30, 2022)



COMMENTS

- The budget information is based on the 2022-2023 Budget approved by the Board on May 24, 2022, and still reflects the original budget information.
- Budget information will be updated based on the September 30 enrollment count (and submitted to the Ministry in October 2022). Operating budget allocations are based on the September 30th enrollment will be updated for the January 2023 Board Meeting.
- Last column shows whether salary expenses are incurred based on the School calendar (10 months), for the whole year (12 months), or a combination of both.
- Please note that the financial statements reflect two months of summer and two months of actual School operations.
- Special Purpose Funds are now included in the financial statements. Please note that the November SPF information is current up to November 30, 2022.
 - We receive targeted funding for these projects and any surplus funding at year-end for a particular project cannot be utilized elsewhere.
 - The amounts related to the Student and Family affordability fund are part of our Special Purpose fund funding. Spending on this fund to date has been limited due to the late announcement of the program by the Ministry. We did set up an equitable arrangement to distribute the allocation of this funding to meet every school's need as best as possible.



SD8 - Operating Expenditure Report

	Oct-22	July 2022- October 2022	2022-2023 Budget	Available	%	10 /12 month
Salaries						
Principal & Vice Principal Salaries	340,302	1,355,136	4,175,278	2,820,142	68%	12
Teacher Salaries	2,121,157	4,262,586	21,614,438	17,351,852	80%	10
Support Staff	1,261,293	2,419,965	9,579,871	7,159,906	75%	10/12
Management Salaries	192,217	825,468	2,241,341	1,415,873	63%	12
Tocs/Relief Salaries	334,011	596,759	3,089,158	2,492,399	81%	10
Total Salaries	4,248,981	9,459,914	40,700,086	31,240,172		
Employee Benefits	980,269	2,102,510	10,129,957	8,027,447	79%	
Total Salaries & Benefits	5,229,250	11,562,424	50,830,043	39,267,619	77%	
Services & Supplies						
Services	195,820	599,698	2,017,400	1,417,702	70%	
Student Transportation	17,677	17,677	240,309	222,632	93%	
Professional Development & Travel	120,887	156,354	775,516	619,162	80%	
Rentals and Leases	6,213	8,666	34,441	25,775	75%	
Dues And Fees	7,852	49,613	89,682	40,069	45%	
Insurance	39,449	46,216	152,539	106,323	70%	
Supplies	324,972	713,755	3,185,487	2,471,732	78%	
Utilities	71,154	264,531	1,579,625	1,315,094	83%	
Total Services & Supplies	784,023	1,856,510	8,074,999	6,218,489	77%	
Total Operating Expense	6,013,273	13,418,934	58,905,042	45,486,108	77%	



SD8 - Special Purpose Funds 22-23

Special Purpose Fund	Expenses as at July - November 30, 2022	Budget	Remaining	%
Strong Start	20,001	170,000	149,999	88%
Ready Set Learn	2,491	49,000	46,509	95%
Community Link	211,981	650,694	438,713	67%
Changing Results for Young Readers & SEY2K	6,168	63,489	57,321	90%
Mental Health In Schools	17,555	62,127	44,572	72%
First Nation Transportation	1,778	22,571	20,793	92%
Learning Improvement Fund	47,184	188,506	141,322	75%
Classroom Enhancement Fund	1,720,902	5,774,424	4,053,522	70%
Safe Return to Schools Ventilation Grant	71,564	71,564	-	0%
Seamless Day	11,758	77,545	65,787	85%
Safe Return to Schools Health & Safety Grant		58,490	58,490	100%
Student and Affordability Fund	5,385	553,554	548,169	99%
OELP	22,397	112,788	90,391	80%
Early Care and Learning Fund (ECL)	52,500	175,000	122,500	70%
Health Promoting Schools	6,542	27,000	20,458	76%





Monthly Transactions over 50K

For the period ended November 30, 2022



12/05/22 08:41:05

School Dist 8 - Kootenay Lake

SDS GUI

COMPUTER GENERATED CHEQUE REGISTER AT
DECEMBER 05, 2022

CHEQUE FUND : 0 Operating
SORT BY : CHEQUE NUMBER

CHEQUE	CHQ DATE	VENDOR	NAME	AMOUNT
199998	11/02/2022		Municipal Pension Fund	75,870.43
200000	11/02/2022		Receiver General RP0002	105,077.14
200001	11/02/2022		Receiver General RP0001	467,956.35
200007	11/02/2022		Teachers' Pension Fund	667,760.24
200026	11/09/2022		Municipal Pension Fund	75,474.43
200030	11/09/2022		Receiver General RP0002	115,981.10
200031	11/09/2022		Receiver General RP0003	68,070.96
200038	10/01/2022		BMO Mastercard	66,601.53
200052	11/16/2022		Receiver General RP0001	215,000.00
200068	11/23/2022		Receiver General RP0002	103,071.36
200071	11/01/2022		BMO Mastercard	85,639.68
200093	11/30/2022		Receiver General RP0001	420,997.47
200098	11/30/2022		Teachers' Pension Fund	677,351.49
CHEQUE TOTAL (EXCLUDE VOIDED CHEQUES) =				3,144,852.18
CHEQUE TOTAL (INCLUDE VOIDED CHEQUES) =				3,144,852.18



COMPUTER GENERATED CHEQUE REGISTER AT DECEMBER
05, 2022

PAYMENT DATE	FILE CREATION #	VENDOR NAME	ePAYMENT #	AMOUNT	VOIDED	BATCH #
11/30/2022	660	BC Teachers Federation	52936	51,432.73		34129
11/02/2022	656	British Columbia Teacher	52530	51,440.75		34040
11/30/2022	660	British Columbia Teacher	52937	53,988.43		34129
11/09/2022	657	Pebt In Trust c/o Morneau	52673	99,056.30		34062
11/30/2022	660	Pacific Blue Cross	52996	121,837.33		34129
11/09/2022	657	North Mountain	52670	148,245.05		34062
11/30/2022	660	Province of British	53000	231,213.55		34129
				757,214.14		



**LIST OF TRUSTEE RECUSALS
2022-2023**

Date of Meetings held in the absence of the public with one or more declared Conflicts of Interest
November 17, 2022 Chair Trenaman Trustee Shunter



**INAUGURAL MEETING OF THE BOARD
AND
MEETING OF THE BOARD HELD IN PUBLIC
MINUTES**

HELD ON TUESDAY, NOVEMBER 08, 2022

In person at the School Board Office and via video conference

Board:

M. J. Blackmore
J. Bremner
S. Chew
K. Etheridge
A. Gribbin
D. Lang
S. Nazaroff
M. Shunter
L. Trenaman

District Staff:

T. Smillie, Superintendent
J. Glaudemans, Secretary-Treasurer
D. Holitzki, Director of Instruction – Equity, Inclusion & Reconciliation
N. Ross – Early Years & Elementary Learning
C. Singh, Director of Human Resources (*via video conference*)
B. Eaton, Director of Instruction – Innovative Learning Services (*via video conference*)
C. Kerr, Acting Director of Operations
S. Bruskowski, Executive Assistant

Student Trustees:

R. Fisher, L.V. Rogers
P. Gatto-Beebe, Kootenay River Secondary
N. Holland, Mount Sentinel
A. Stuart, Salmo Secondary

Guests:

Chief Constable Donovan Fisher, Nelson Police Department
Constable Robert Siu, RCMP
The Honourable Judge Craig Sicotte, Provincial Court of British Columbia

1. Call to Order – Secretary Treasurer

The meeting was called to order at 5:00 pm.

2. Acknowledgement of Aboriginal Territory

3. Oath of Office



The Secretary-Treasurer confirmed that Mary Jayne Blackmore, Julie Bremner, Susan Chew, Kathy Etheridge, Allan Gribbin, Dawn Lang, Sharon Nazaroff, Murray Shunter, and Lenora Trenaman are the newly elected Trustees of the SD8 Board of Education.

The Secretary-Treasurer welcomed the Honourable Judge Craig Sicotte, Provincial Court of British Columbia, Chief Constable Donovan Fisher of the Nelson Police Department, and Constable Robert Siu, of the Nelson RCMP detachment who came to witness the inauguration ceremony of the new Trustees.

The Honourable Judge Craig Sicotte swore in/affirmed all Trustees.

The Secretary-Treasurer declared the Board of Education constituted as per November 08, 2022.

The Secretary-Treasurer introduced and welcomed 2022-2023 Student Trustees and thanked them for bringing in their voice to the Board of the Education.

The Secretary-Treasurer thanked the Honourable Judge Craig Sicotte, Chief Constable Donovan Fisher, and Constable Robert Siu for participating in the oath of office. The Judge congratulated the Trustees and thanked them for taking on the responsibilities of their new roles. The public representatives, the Honourable Judge Craig Sicotte, Provincial Court of British Columbia, Chief Constable Donovan Fisher, and Constable Robert Siu, General Duty Investigations, Nelson RCMP left the meeting.

4. Adoption of Agenda

UPON a motion duly made and seconded it was **RESOLVED:** 22/23-014

THAT the Agenda for this November 08, 2022 meeting **BE ADOPTED** as circulated.

The motion was carried unanimously.

5. Election of Board Chair Person

Trustee Trenaman was declared Chair of the Board of Education.

The Secretary-Treasurer transferred the meeting Chair position to Chair Trenaman.

Chair Trenaman expressed that she looks forward to working with everyone on the Board and to discuss any concerns.

6. Election of Board Vice-Chairperson

Trustee Lang was declared Vice-Chair.

7. Election of Board Representatives

A. British Columbia School Trustees Association Provincial Council Representative

Vice-Chair Lang explained the work of the BCSTA and the BCPSEA and the roles of their representatives as well as short insights about work that has been done in the past.

Trustee Chew was declared the BCSTA representative.

B. British Columbia Public School Employers Association Representative

Trustee Nazaroff was declared the BCPSEA representative.

C. British Columbia School Trustees Association Provincial Council Alternate



Trustee Shunter was declared the BCSTA alternate.

D. British Columbia Public School Employers Association Alternate

Trustee Gribbin was declared the BCPSEA alternate.

E. Partner Advisory Committee Chairs

- Education Partner Advisory Committee

Trustee Blackmore was declared Education Partner Advisory Committee Chair.

- Operations & Finance Partner Advisory Committee

Trustee Etheridge was declared the Operations & Finance Partner Advisory Committee Chair.

- Policy Partner Advisory Committee

Trustee Bremner was declared the Policy Partner Advisory Committee Chair.

8. Destruction of the Ballots

A. Destruction of Ballots

UPON a motion duly made and seconded it was **RESOLVED:**

22/23-015

THAT the ballots for the election of School District 8 Kootenay Lake 2022-2023 Board Chair, Vice-Chair, Provincial Representatives, and Partner Advisory Chairs **BE DESTROYED**.

The motion was carried unanimously.

9. Receiving Presentations – Nil

10. Comments or Questions from the Public regarding items on this Agenda

No comments or questions were raised from the public.

11. Consent Package

No questions or remarks were raised regarding the consent package.

12. Adoption of Minutes

UPON a motion duly made and seconded it was **RESOLVED:**

22/23-016

THAT the minutes from the October 11, 2022 Meeting of the Board held in public **BE ADOPTED** as circulated.

The motion was carried unanimously.

13. Future and Action Item Tracking

No questions or remarks were raised regarding future and action item tracking.

14. Education – Reports from Superintendent

A. Early Years Report



The Superintendent outlined that the Early Years Report is a continuing learning report. It provides updates and a deep analysis about specific areas of learning. Further information can be found on the SD8 website.

District Principal Ross presented the Early Years Report, sharing the highlights.

SD8 has three main goals in early learning this year:

- to develop a repository of data sets that enable schools and district staff to understand what is impacting our early years learners focusing on social, emotional and literacy data;
- to seek opportunities for SD8 staff to be involved in provincial and regional initiatives, especially as these focus on school connectedness for learners and their families;
- to strengthen our community early years, partnerships, as we know that this contributes to positive transitions for our children and families as they enter Kindergarten.

The goals in the early years report are aligned with the learning goals in the current SD8 strategic plan and the Enhancing Student Learning Report.

B. Winter Concert Schedule Memo

The Superintendent outlined that winter celebrations will be in person events. Local Trustees will be invited by school principals in the upcoming weeks.

15. Operations and Finance – Nil

16. Governance and Policy – Nil

17. Human Resources – Nil

18. Trustee Reports

A. Trustees

Trustees Blackmore and Gribbin reported from the Indigenous Veterans' Day in Creston they both attended.

Trustees Lang and Nazaroff reported from the Kootenay Branch AGM where school districts of the Kootenays meet, exchange, and build motions together as a region. A branch meeting will be held at the BCSTA Academy in Vancouver.

B. Chair

C. BCSTA

D. BCPSEA

E. RDCK

The Chair reported on the grant assessment that took place in the last RDCK (REC-10) meeting.



F. Other Committees

G. Student Trustees

Student trustees Gatto-Beebe,

Holland, and

Fisher each reported on their work as trustee and areas of focus.

19. Comments or Questions from the Public

No comments or questions were raised by the public.

Meeting Schedule and Reminders

A. Board Meetings

The next Meeting of the Board held in the public is scheduled for December 13, 2022.

20. Adjournment of Meeting

The Meeting adjourned at 6:39 pm.

Board Chair

Secretary-Treasurer



Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
Resolutions in Progress						
June 21, 2022	21/22-061	Trustee Indemnity	THAT the Board consider reviewing the Trustee indemnity once the new Board has been elected after October 15, 2022, BE APPROVED.	Secretary-Treasurer	- Placed on December meeting.	In Progress
June 21, 2022	21/22-059	Adoption of School Fees second Motion	THAT school fees be reviewed between September 2022 and January 2023 to ensure alignment to the School Act and any fees outside of this be refunded to families; and THAT the Board of Education use this review to make necessary policy revisions related to school fees.	Secretary-Treasurer		In Progress
October 26, 2021	21/22-008	Policies Section 200	THAT policies 250, 251 and 260 BE REVIEWED by staff.	Superintendent	- 250 and 260 approved - 251 will be reviewed fall 2022	In Progress
June 15, 2021	20/21-064	Resolutions rescinded, report showing school catchments	THAT resolution 12/13-061, BE RESCINDED; THAT resolution 10/11-156, BE RESCINDED; AND THAT staff prepare and submit to the Board a report showing overlaid maps of the District, school catchments, and District and RDCK electoral boundaries.	Secretary-Treasurer	- Resolutions rescinded at June 15, 2021 board meeting. -Map creation in process (Status May 24)	In Progress
February 26, 2019	18/19-092	Properties Sell or Defer	WHEREAS there are nine Board owned properties under consideration for sale in the existing 2016-2026 Facilities Plan, which the Board has previously resolved to sell; WHEREAS the Board is currently in the process creating a new facilities plan (the "2019-2029 Facilities Plan"), for which it is currently consulting with stakeholders and has contracted Baragar Systems to provide long-range enrolment projections and demographic analysis; Moved by Trustee Lang , seconded by Trustee Chew: NOW THEREFORE BE IT RESOLVED THAT in line with past Board resolutions, the following property interests be sold forthwith: 1. Former Crawford Bay maintenance yard; 2. Retallack land; 3. Former Yahk Elementary, and; 4. Ymir Land; THAT the sale of the following property interests be deferred until the Board adopts the new 2019-2029 Facilities Plan: 1. Former Al Collinson Elementary; 2. Former Gordon Sargent Elementary; 3. Kin Park in Creston, and; 4. Salmo tennis court & pool land	Secretary-Treasurer	-LRFP adopted Dec 10, 2019 -Appraisals for 8 properties received. -Quotes received from realtors. -Discussions in process with various interested buyers/lessors. -Properties to be leased (licensed) are licensed, including the former Al Collinson, former Gordon Sargent. -Properties to be sold have been put up for sale as of September 2020. - Johnstone Road property sold February 2021. - Kinsmen Park property sold February 2022. - Yahk property sold February 2022. - Retallack I property sold September, 2021.	In Progress
Standing Resolutions						

FUTURE AND ACTION ITEMS - OPEN BOARD MEETINGS

Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
Resolutions for Repeal or Replacement						
Completed Resolutions						
November 8, 2022	22/23-016	Adoption of Minutes	THAT the minutes from the October 11, 2022 Meeting of the Board held in public BE ADOPTED as circulated.			Complete
November 8, 2022	22/23-015	Destruction of Ballots	THAT the ballots for the election of School District 8 Kootenay Lake 2022-2023 Board Chair, Vice-Chair, Provincial Representatives, and Partner Advisory Chairs BE DESTROYED.			Complete
November 8, 2022	22/23-014	Adoption of Agenda	THAT the Agenda for this November 08, 2022 meeting BE ADOPTED as circulated.			Complete
October 31, 2022	22/23-013	Disclosure of 22/23-020C "Responses to false information"	THAT on an ongoing basis the Chair be authorized to request that the Superintendent prepare responses to other false allegations and information made or provided by a trustee that undermines the reputation and credibility of the Board, for review at a closed meeting of the Board prior to publication, BE APPROVED.			Complete
October 11, 2022	22/23-012	BAA Course Approval	THAT the Board Authority Authorized courses •Orientation and Mobility 11 and •Braille 10, Unified English Braille BE APPROVED.			Complete
October 11, 2022	22/23-011	Adoption of Minutes	THAT the minutes from the September 27, 2022 Meeting of the Board held in public BE ADOPTED.			Complete
October 11, 2022	22/23-010	Adoption of Agenda	THAT the Agenda for this October 11, 2022 meeting BE ADOPTED, as circulated.			Complete
September 27, 2022	22/23-009	Minor Capital Projects	THAT the Minor Capital Projects, BE APPROVED.			Complete
September 27, 2022	22/23-008	Operating Surplus and Carry Over Report	THAT the Board of Education of School District No.8 (Kootenay Lake) APPROVE the Operating Surplus and Carry Forward Report and recommended Reserve Balances as presented at the September 27, 2022, Closed Meeting of the Board.			Complete
September 27, 2022	22/23-007	Financial Statements Approved	THAT the Audited Financial Statements and Financial Discussion & Analysis for the year ended June 30, 2022, BE APPROVED.			Complete
September 27, 2022	22/23-006	Adoption of Minutes	THAT the minutes from the September 19, 2022 Meeting of the Board held in public BE ADOPTED.			Complete
September 27, 2022	22/23-005	Adoption of Agenda	THAT the Agenda for this September 27, 2022 meeting BE ADOPTED, as amended.			Complete
September 13, 2022	22/23-004	2022-2023 Superintendent Succession Designate	THAT the Temporary Superintendent Succession Plan BE APPROVED.			Complete
September 13, 2022	22/23-003	2021/2022 Enhancing Student Learning Report and 2022/2023 School Learning Plans	THAT the 2021/2022 Enhancing Student Learning Report and 2022/2023 School Learning Plans BE APPROVED.			Complete
September 13, 2022	22/23-002	Adoption of Minutes	THAT the minutes from the June 21, 2022 Meeting of the Board held in public BE ADOPTED.			Complete
September 13, 2022	22/23-001	Adoption of Agenda	THAT the Agenda for this September 19, 2022 meeting BE ADOPTED, as amended.			Complete
June 21, 2022	21/22-069	Board Calendar	THAT the 2022-2023 Board Calendar BE APPROVED as proposed.			Complete
June 21, 2022	21/22-068	Board Policies for Approval	THAT the updated Policies 120, 121 and 160 BE APPROVED.			Complete
June 21, 2022	21/22-067	Policies returned after Field Testing	THAT Policies 330, 331, 410, 450 and 791 BE APPROVED.			Complete
June 21, 2022	21/22-066	Trustee Elections Bylaw	THAT the School District No. 8 (Kootenay Lake) Trustee Elections Bylaw No. 1-2022 BE ADOPTED as read a THIRD time.			Complete
June 21, 2022	21/22-065	Trustee Elections Bylaw	THAT the School District No. 8 (Kootenay Lake) Trustee Elections Bylaw No. 1-2022 go forward to THIRD reading.			Complete
June 21, 2022	21/22-064	Trustee Elections Bylaw	THAT the School District No. 8 (Kootenay Lake) Trustee Elections Bylaw No. 1-2022 BE GIVEN SECOND reading.			Complete
June 21, 2022	21/22-063	Trustee Elections Bylaw	THAT the School District No. 8 (Kootenay Lake) Trustee Elections Bylaw No. 1-2022 BE GIVEN FIRST reading.			Complete
June 21, 2022	21/22-062	Auditors Terms of Engagement	THAT the proposal of BDO Canada, made pursuant to the Auditor Terms of Engagement issued on March 31, 2022 BE APPROVED by the Board.			Complete

FROM: Trish Smillie, Superintendent of Schools

DATE: December 13, 2022

SUBJECT: Fine Arts Programs in Action

For Information

Introduction

This memorandum provides an overview of fine arts opportunities available for students in SD8.

Background

Fine Arts programs in SD8 Kootenay Lake include the following: music programs, drama/theatre, studio arts, and dance. Fine Arts programs are represented in a wide array of choices for elementary and secondary students including curricular and extra-curricular. Community and provincial programs also provide opportunities for elementary and secondary students.

Fine Arts programs throughout SD8 are diverse; ranging from Fine Arts integration into curriculum, to stand alone programs both inside and outside the timetable to allow for flexibility for students, to academies that promote specialization in such areas as Dance at L.V. Rogers Secondary School.

SD8 provides access to quality instruments and continues to provide financial support for musical instrument repair. The focus on fine arts integration with social justice and history is an important part of a student's education. SD8 is committed to ensuring broad participation for students whether they intend to pursue fine arts as a career, or to encourage the appreciation of fine arts as a part of the human experience and aesthetic.

Information

School Programs

A recent survey of schools demonstrates examples of the Fine Arts opportunities for students throughout the 2022-2023 school year. Several examples were evident including studio arts programs that include painting, drawing, 3D sculpture/clay work. Drama and theatre were the second most offered program or course. Drama and/or theatre ranged from in-class units, to stand alone courses, both in the timetable and outside of the timetable courses such as Theatre Production, Dance and guitar.

Examples of school-based programs in fine arts programs include the following:

- General music in several elementary classrooms, including prep coverage and teacher specialists enabling an average of 110 minutes of music per week
- Elementary prep time covered with visual arts and drama lessons
- Extra-curricular guitar club at lunch twice per week or online learning guitar class
- Pottery, ukulele, drama, and photography at two middle school programs
- One elementary school indicated vocal and instrumental music as a program



- One K-12 school offered a free after school music class mix of theory, rock band and singer songwriter lessons every week through grants
- IDS (Independent Directed Studies) were course options offered at high schools for students who wished to explore specific fine arts subjects in depth and/or specialization independently
- All but one elementary school offered a fine arts program within regular curriculum, and music programs such as Concert Band and/or Jazz Band are offered at three of the high schools.
- Several schools indicated that fine arts were being incorporated with Applied Design, Skills, and Technology (ADST).
- Fine Arts is supported through the provincially administered District Dogwood Authority Award, The David Thomson Award, and through various school-based scholarships.

Several schools highlighted fine arts program achievements that they were proud of. This included the following highlights:

- Teachers using local artists and guests, including field trips to artists such as Pridham Pottery
- Dedicated elementary music teachers that offer Visual Arts, Drama, and Beginner Music
- Mt. Sentinel Secondary is offering Band outside of the timetable for Grades 7-12
- L.V. Rogers Secondary is also offering a combined Jazz/Concert Band program outside of the timetable and Dance Academy
- Spring Musical at Adam Robertson Elementary - Willy Wonka Jr. - Grades 3-7
- Art Clubs at several elementary schools
- Rock Band Jam at Adam Robertson Elementary
- Winter concert presentations including singing and drama
- Indigenous art activities- e.g. Metis dot painting, beading, etc.
- Spring Talent show at Rosemont Elementary
- Redfish Elementary film project
- Choir as lunch time club at Salmo Elementary
- Creativity club at lunchtime at Salmo Elementary

Community Programs

Community and provincial programs provide opportunities for students to expand the role of Fine Arts in education to activate learning and nurture creativity in students. This includes [ArtStarts](#) in schools which provides innovative arts programs for students, practical resources for teachers and artists, and leadership in advocacy for arts in education.

ArtStarts opportunities in participating schools include the following:

[Metaphor - Hip Hop](#)

Theme: Mental Health, Anti-Bullying

Grades: K-12

Metaphor is a crew of hip hop artists who build community empowerment and social justice through performance and facilitation. Using the hip hop arts - DJing, Breakdancing & Emceeing-- Metaphor members have performed and lead workshops globally, to hundreds of schools and community groups. The Metaphor crew are experts at inspiring youth - they are always ready to rock shows and grow hearts.

Schools: ARES, Blewett, Canyon Lister, Crawford Bay, Erickson, Redfish, Rosemont, Salmo Elementary, South Nelson,



JellyFish Project

Theme: Social Justice

Grades: 6-12

We are excited to introduce our new Climate A-Chord presentation which can be delivered in schools in person, or as a virtual, interactive experience to students studying from both school and from home. Our presentation inspires youth to action by sharing a viable vision for a healthy, equitable and sustainable society, while highlighting how they can make an impact on a personal as well as a systems-change level to address the biggest crises of our times: the environmental and climate emergencies. The presentations are delivered by professional, young, eco-conscious musicians, and are interwoven with musical performance.

Schools: J.V. Humphries, Rosemont, W.E. Graham

Ache Brasil

Theme: French, Dance

Grades: K-12

An explosion of colour, energy, and music! Aché Brasil represents the culture, traditions, beliefs, music, and movement of the people of Brazil. Being equal parts music, dance and acrobatics, Aché Brasil has performed for Children's festivals, theatres, the 2010 Olympics and over 15,000 school shows since 1990. By combining stunning acrobatics, hypnotic Afro-Brazilian rhythms of dance, and the awe-inspiring art form of Capoeira, Aché Brasil creates performances that exemplify the best that Brazilian heritage has to offer and strives to entertain and educate students with the rhythm, music, and "Aché" positive spirit of its culture.

Schools: ARES, Blewett, Canyon Lister, Erickson, Hume, Jewett, Redfish, Rosemont, Salmo Elementary, South Nelson, W.E. Graham, Winlaw

Shayna Jones - Storytelling

Theme: Folklorist

Grades: 4-12

Shayna Jones is a multidisciplinary Spoken Word Artist, professional Performance Storyteller and Folklorist. She dedicates the majority of her artistic work to fostering the art of Oral Storytelling through African and Afro-diasporic folklore, true narrative, and song. As a trained actor, singer, and dancer, Shayna brings the art of traditional Oral Storytelling to vibrant life. Audience Participation is lovingly required! Learn more about her work at her website:

www.wearestoryfolk.com.

Schools: Blewett, Crawford Bay, Hume, J.V. Humphries, Salmo Elementary,

Krystle Dos Santos

Theme: History of Motown

Grades: K-12

Named 2020 R&B Artist of the Year by the Western Canadian Music Awards, Krystle Dos Santos is an accomplished soul singer-songwriter based in Vancouver with Guyanese roots. She's been performing for more than a decade across Canada and is known for her powerful voice and infectious warmth, pairing her original music with beloved soul classics. Her popular "History of Motown" school show premiered in 2019 and has been booked into 100+ schools, and as a pre-recorded concert during the pandemic. Her new show, "BLAK | Canadian Women in Music," features iconic songs and historically important stories from accomplished singers.



Schools: ARES, Hume, Kootenay River, Redfish, South Nelson

[Ivan Coyote](#)

Theme: Activism, Resilience for Queer and Trans Youth

Grades: 7-12

Ivan Coyote is a writer and storyteller and the author of thirteen books. Coyote has been a touring artist for 27 years now, and over the last two decades they have also performed for an estimated half a million youth on five continents. In 2017 Ivan was given an honorary Doctor Of Laws by Simon Fraser University for their writing and activism. Ivan's stories manage to handle both the hilarious and the historical with reverence and compassion and remind us all of our own fallible and imperfect humanity, while at the same time inspiring us to change the world.

Schools: Blewett, Hume, Rosemont

[Red Sky Performance](#)

Theme: Indigenous

Grade: K-6

Red Sky Performance is a leading company of contemporary Indigenous performance in Canada and worldwide. Led by Artistic Director Sandra Laronde, this multi-award-winning company is currently in their 20th year of dance, theatre, music, and media. Since they began touring in 2003, Red Sky has delivered over 2,755 performances across Canada and internationally, including 198 international performances in 17 countries on four continents.

Schools: Blewett, Crawford Bay, Erickson, Hume, J.V. Humphries, Redfish, Rosemont, Salmo Elementary, South Nelson, Winlaw

Selkirk Concert Society is another local community program that provides concerts and workshops for schools. Their goal is to provide eight workshops for schools with professional musicians of high caliber.

Finally, SD8 Kootenay Lake supports the Fine Arts through the provincially administered District Dogwood Authority Award, The David Thomson Award, and through various school-based scholarships.

SD8 continues to support a thriving Fine Arts program across the district. Students have opportunities to participate in a wide array of programs from integrated curriculum at the elementary schools, to stand alone programs, courses, and academies at the secondary level. Provincial and local community programs further broaden exposure to Fine Arts opportunities for students.



FROM: Trish Smillie, Superintendent
DATE: December 13, 2022
SUBJECT: Strategic Plan Public Engagement Process 2023

For Approval

Introduction

This memorandum will outline the Strategic Plan Public Engagement Process. Input is sought from the Education Partner Advisory Committee prior to the Board approving this process.

Background

The mandate for public education and the Board of Education is outlined in the Statement of [Education Policy Order](#) and the [Framework for Enhancing Student Learning Policy](#).

As stated in the Education Policy Order, “the purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy”.

The preamble to the School Act and the Statement of Education Policy Order (Mandate for the School System) states, the purpose of the British Columbia school system is to enable all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy. To achieve this purpose, there is a collective mandate to develop the Educated Citizen defined as the intellectual, human and social and career development of every student.

The Framework for Enhancing Student Learning policy requires that Boards of education will set, create and maintain a strategic plan. A strategic plan articulates the vision, mission, and values of the school district and is roadmap that identifies priorities that guides the district towards its short and long-term goals.

Strategic Plan 2018-2023

The Board of Education [2018-2023 Strategic Plan](#) is nearing its renewal date. With the consultation of the public and education partners, the Board will approve a redeveloped strategic plan. Outlined in the current plan are the vision, mission, and values which will be reviewed:

Vision:



Mission: We focus on excellence for all learners in a nurturing environment.



Values: Educational Success, Creativity and Imagination, Engaged Citizenship, Resiliency

The Board of Education provides a roadmap through its goals:

Learning: Literacy, numeracy, inclusion, Indigenization.

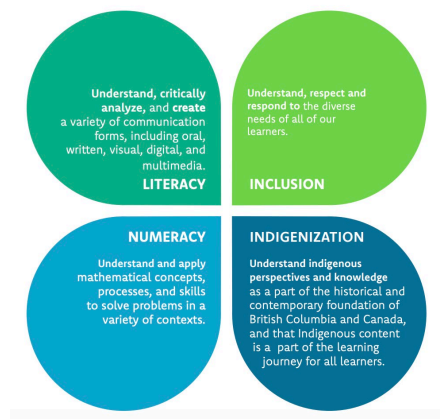
Organizational Excellence: Strategic Plan, Facilities Plan, Financial Plan, Technology Plan.

Relationships: Resilience: mental wellness; nurturing students, staff and families to excel.

Engagement: Students first - student, staff, community participation and leadership - local, provincial, global.

With a system-wide focus on intellectual, human and social, and career development, schools have a strong focus on academic success with a foundation of literacy, numeracy, and transitions. By supporting learners from pre-Kindergarten through to post-secondary, providing multiple pathways and a focus for all learners, all learners are welcome and supported in a variety of ways.

All students have the opportunity to reach the following goals:



Strategic Plan 2024 - 2029

The renewal of the strategic plan will be a consultative process that is outlined in the attached Public Engagement Plan for the Strategic Plan. This plan will be provided to the Board of Education for approval on December 13, 2022 at the Meeting of the Board Held in Public.

Recommendation

That the Board approve the Strategic Plan Public Engagement Process 2022-2023.



Strategic Plan Public Engagement

Process and Plan | 2022 - 2023

Acknowledgement

We acknowledge, respect and honour the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District No. 8.



Commitment

In each stage of the engagement process SD8 will keep partners informed, listen to and acknowledge concerns and aspirations, and provide feedback on how partner input influenced the strategic plan.

Inquire | Imagine + Inspire | Initiate



SD8's Guiding Principles will inform the engagement process whether in person or online...

Transparent
Respectful
Inclusive
Optimistic
Supportive
Active



Starting Point...

SD8 is renewing its strategic plan. The plan will set the mission, vision, goals and priorities for the Board of Education and staff for the next five years from 2024 through 2029.



The strategic plan will serve as a road map to ensure all partners in K-12 education work together so that all learners are enabled to develop their individual potential and acquire the knowledge, skills and attitudes to be successful.



Desired Outcomes are...

- Voices are heard and people feel valued
- Student voices are included
- All partners have an opportunity to shape how they wish to be engaged
- In each phase of the engagement, partners receive timely, appropriate and plain-language information so they can participate meaningfully
- The level of engagement is clear so partners understand the process and see how their input is included

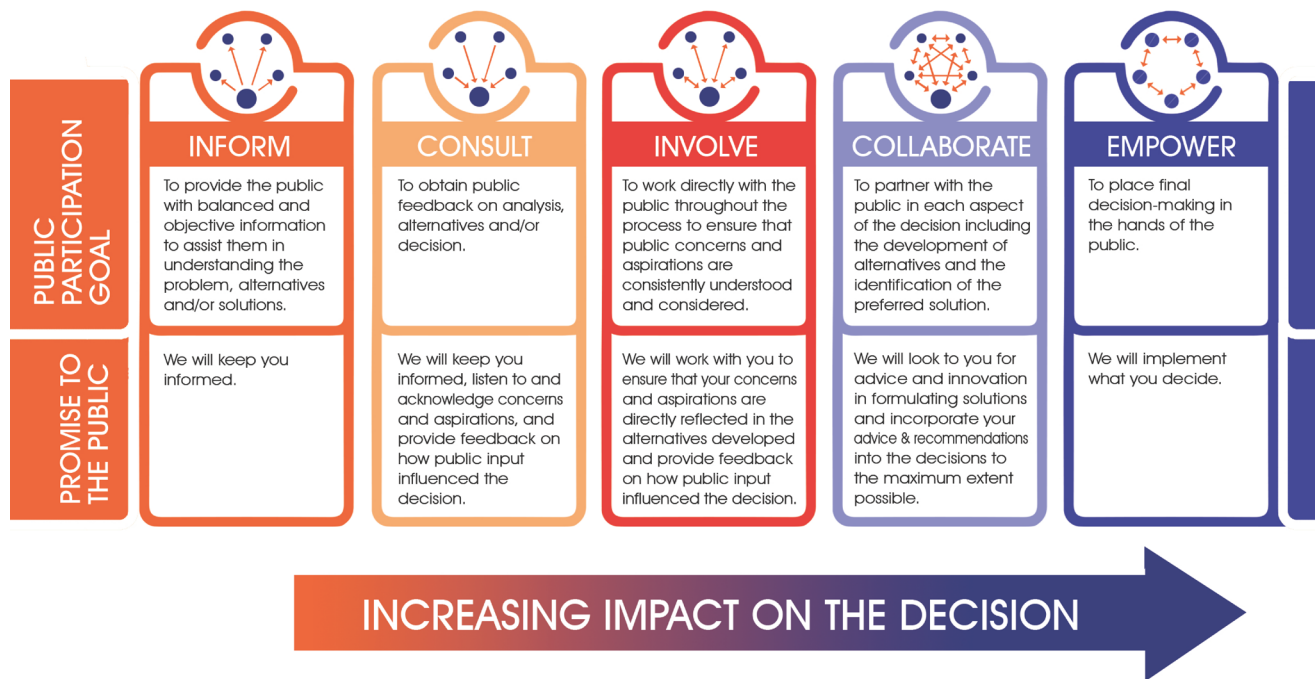


Public Engagement Timeline

Phase 1: Inquire	<i>Exploring through reflection, research, and analysis of relevant information</i>
<ul style="list-style-type: none"> • Define contributors • Outline necessary information • Define expertise for every individual • Build good questions 	Internal Partners: <i>Board of Education SD8 Leaders, Educators and Staff Staff Associations Students & Families</i>
Phase 2: Imagine + Inspire	<i>Engage with our partners and communities, record and share our journey</i>
<ul style="list-style-type: none"> • Envision ideal outcome • Create meaningful and inclusive engagement opportunities • Archive process and publicly post feedback 	External Partners: <i>Indigenous Leadership and Partners PACs School Communities Broader Public</i>
Phase 3: Initiate	<i>Formalize, celebrate, and take action on our new path forward</i>
<ul style="list-style-type: none"> • Decision and rationale • Outcome and process forward • Celebration 	<i>All Internal and External Partners</i>



Engagement is at the level of “Consult.”



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Outcomes...

Engaging with all partners will allow SD8 to set a clear path forward that includes the ideas and emphasis of students, families, school communities, staff and all those who value and participate in K-12 education in our district.

SD8 will share and celebrate all phases of the engagement process through our district and school sites, our online engagement portal, on our social media channels, as well as with local media. Information, documentation and celebration of outcomes will include:

- FAQs
- Videos, maps and images
- Stories, questions and comments
- Forums and polls



Engagement Schedule

PHASE 1 - INQUIRE

Date	Action	Involvement
Strategic Plan Engagement Process Approval		
Dec. 13	Draft engagement plan to Partner Advisory Group	Board of Education, ACE, CUPE, DPAC, KLTF, KLPVPA, LKB, Senior Staff
Dec. 13	Draft engagement plan to Board of Education for approval	Board of Education, Student Trustees and Senior Staff
Strategic Plan Pre-Engagement Inquiry		
Dec. 14	Strategic Plan Engagement Process and pre-engagement inquiry asking students, “How would you like to be engaged?”	Senior staff and Student Voice Council
Dec. 14-18	Introduction of Online Survey and Engagement Platform to all partners: “How would you like to be engaged?”	Senior staff and Student Voice Council
Dec 19 - Jan 1	Based on results of the pre-engagement inquiry, readjustment of Strategic Public Engagement Process, Questions, and Presentation	Senior Staff



PHASE 2 - IMAGINE AND INSPIRE

Date	Action	Involvement
Strategic Plan Public Engagement		
Jan 5	Introduction of Public Engagement Questions and Presentation. Leaders to provide presentation and survey materials to their teams	Senior staff, school and district leaders
Jan 6 - Feb 3	School and district leaders to provide presentation and survey materials to their teams	All staff
Jan 10	Strategic Plan Engagement Process Presentation at Meeting of the Board Held in Public	Board of Education and Public
Jan 11	Launch Strategic Plan Engagement Process through social media	Public
Jan 19	Strategic Plan Engagement Plan Consultation with DPAC	Board of Education, Senior Team and DPAC
Jan 23 - Feb 3	Strategic Plan Engagement Plan Consultation with Aboriginal Committee on Education and Lower Kootenay Band	Board of Education, Senior Team, ACE, Lower Kootenay Band
January 24	Strategic Plan Engagement Plan Consultation with KLTF and CUPE	Board of Education, Senior Team, CUPE, KLTF
Feb 7	Board Working Session on Results of Engagement and review of Initial Draft Strategic Plan	Board of Education and Senior Staff
Consultation on Draft Strategic Plan		
Feb 13 - 16	Facilitated School Community Engagement Sessions on Draft Strategic Plan	Facilitator, Board of Education, Senior Staff, and School Communities
Feb 16	Facilitated DPAC Engagement Session on Draft Strategic Plan	Facilitator, Board of Education, Senior Staff, and DPAC
Feb 22	Student Symposium on Draft Strategic Plan	Board of Education, Senior Staff, Student Trustees, and Student Voice Council
March 14	Partner Advisory Meeting on Draft Strategic Plan	Board of Education, ACE, CUPE, DPAC, KLTF, KLPVPA, LKB and Senior Staff
April 4,5	Adjustments made to Draft Strategic Plan based on feedback	Facilitator, Board of Education, Senior Staff
April 11	Introduction of Draft Strategic Plan at Meeting of the Board Held in Public and approval for posting for Field Testing	Board of Education and Senior Staff



PHASE 3 - INITIATE AND CELEBRATE

Date	Action	Involvement
Strategic Plan Presentation		
May 9	Final Strategic Plan presented at a Partner Advisory Committee and a Meeting of the Board Held in Public for Approval	Board of Education, Partner Advisory Committee, Senior Staff
May 9	Final Strategic Plan presented at a Meeting of the Board Held in Public for Approval	Board of Education, Senior Staff
May 16 - June 30	Provide thank yous to contributors	Senior staff





FROM: Trish Smillie, Superintendent
DATE: December 13, 2022
SUBJECT: Graduation Ceremonies 2023

For Information

Introduction

This memorandum provides the schedule of 2023 Graduation Ceremonies at secondary schools.

Information

Trustees are invited to attend graduation ceremonies. A trustee representative will speak at each graduation ceremony.

The Graduation Ceremony schedule is provided for the Board's review. Times and locations will be confirmed closer to the event.

2022 Graduation Ceremony Information

Name of School	Date of Ceremony
Crawford Bay Secondary	Friday, June 23 rd
Creston Homelinks	Thursday, June 15 th
J.V. Humphries Secondary	Saturday, June 24 th
Kootenay River Secondary	Friday, June 16 th
L.V. Rogers Secondary	Friday, June 9 th
Mount Sentinel Secondary	Friday, June 23 rd
Salmo Secondary	Saturday, June 10 th



FROM: Trish Smillie, Superintendent
DATE: December 13, 2022
SUBJECT: Trustee Inquiry: REACH Program

For Information

Introduction

This memorandum responds to a trustee inquiry about the REACH program and provides an overview of the Type 3 Alternate Schools in School District No. 8 (Kootenay Lake). SD8 has two Type 3 Alternate Schools: REACH and Sequoia.

Background

Alternate education programs (also known as Type 3 Alternate Programs) are specialized programs in SD8. Alternate education programs focus on educational, social and emotional issues for students whose needs are not being met in a traditional school program. An alternate education program provides its support through differentiated instruction, specialized program delivery and enhanced counselling services based on students' needs.

These programs differ from an "alternative program" that may exist in a regular school (for example, Compass at Kootenay River Secondary School was an alternative program).

Type 3 Alternate Programs are District programs while "alternative programs" are school-based programs. Applications for Type 3 Alternate Programs are coordinated and approved (or denied) through the District-Based Team after an application to either REACH or Sequoia is made.

Students who attend alternate education programs are often the most vulnerable population in the school system. Alternate education programs typically have disproportionate numbers of children and youth in care, Indigenous students, children and youth living in poverty or the street, gifted children who have difficulty in social situations, children and youth involved in drugs, alcohol and the sex trade, and youth with mental health concerns. Alternate education programs may offer an opportunity for these vulnerable and at-risk students to experience success.

Alternate education programs must satisfy certain requirements to be deemed a Type 3 facility. If the programs meet those requirements, then students qualify for 1.0 FTE (full time equivalent) funding to the school district. In addition, alternate education programs must follow specific requirements.

Ministry of Education and Child Care Alternate Education Program Funding and Requirements

Districts receive full 1.0 FTE funding for students enrolled in Type 3 Alternate programs, provided the funding requirements are all met. Students in Type 3 Alternate Programs must:

- Be school-aged,**
- Have not graduated, and
- Meet the criteria for K-12 general funding.



**** "School age student:"** for the school year 2022-23, is a student born between July 1, 2003 and December 31, 2017.

Students over the age of 19 prior to July 1, 2003 are not funded in Type 3 Alternate programs.

[Alternate education programs](#) must focus on educational, social and emotional issues for students whose needs are not being met in a traditional school program. Students are provided with differentiated instruction and specialized program delivery in order to meet students' needs.

Every Alternate Education Program must have:

1. An intake process to facilitate district referrals or self-referral.
2. An annually reviewed learning plan for each student, either an official Individual Education Plan (IEP) or a Student Learning Plan (SLP) that clearly defines the objectives for the student, additional services provided as required, progress made, and any transition plans.
3. An exit strategy to facilitate the student's transition back into regular school system, continuing education centre, graduation or to work or to post-secondary training and education.
4. Evidence of additional services as required by the student population (i.e., youth workers, drug and alcohol counsellors and/or sessions, etc.).

SD8 Procedures for Entry into Temporary Education Program

REACH and Sequoia are District based Type 3 Alternate Programs, serving students in grades 10 - 12 in SD8. Entrance into SD8 Type 3 Alternate Programs is managed through the District Based Team, and is outlined in District procedures for School Based Teams, District Based Teams, and a Temporary Education Program Application Form [District Administrative Procedure 207 - School Based Teams](#) and managed through the [District Based Team](#).

The [Ministry of Education requirements for Type 3 Alternate Programs](#) specify that there must be an exit plan in place for all students in Type 3 Programs in order for students to transition back to their neighbourhood school, to continuing or online learning, to graduation, to work, or to post secondary education or training.

The neighbourhood school's Principal and School Based Team may jointly recommend a student's application to a Type 3 Alternate Program. The [Application for Temporary Education Program](#) must be completed, signed by the Principal and by the student's parent/caregiver, and submitted to the District Based Team along with the required documents for review.

Provision of Services in Type 3 Alternate Programs in SD8

The classroom teacher in a Type 3 Alternate program is the primary support for students in Type 3 Alternate Programs and is responsible for designing programs for students.

To satisfy [Ministry of Education Enrolment Audit requirements](#), Type 3 Alternate Program staff must show:

1. Evidence of the intake process for non-graduated, school-age students (district intake process);



2. Current Student Learning Plan (SLP) or Individualized Education Plan (IEP) that clearly defines:
 - a. The objectives for the student;
 - b. What additional services are or will be provided;
 - c. A measurement of the student's progress;
 - d. The proposed transition plan (ie - back to neighbourhood school or graduation).
3. Documentation of additional services provided in order to meet the needs of the student population;
4. Evidence of differentiated instruction based on the student's needs not being met in a traditional school program;
5. Evidence of specialized program delivery;
6. Evidence of enhanced counselling services;
7. Evidence of a planned approach to exit from the Type 3 Alternate Program.

There are many forms of classroom supports provided by the classroom teacher to students in Type 3 Alternate Programs in SD8. These are similar to classroom supports in regular schools and may include: adapted teaching strategies, environmental changes to the classroom and seating, technological resources (such as Text Help Read and Write), structural changes such as planned/increased break times, and adaptations to classroom materials and curriculum.

Students in Type 3 Alternate Programs are also provided with information and the opportunity for specialized interventions, such as addiction programs, counselling referrals, work experience and job training, hands-on and *in situ* activities (such as hiking, trail building or repair, etc.).

As well, through the Inclusive Education Department, Aboriginal Education Department and Innovative Learning Department, added support for students and staff may be provided through: specialized strategies to support student learning, the provision of specialized interventions for students, and in the provision of professional learning, training and mentoring for staff.

District Staff also support schools and students by working closely with parents, outside agencies (such as [COINS](#), [FreedomQuest](#), [The Foundry](#), [Kootenai Art Therapy Institute](#), and the [Family Support Institute](#)), and other government agencies (such as [MCFD](#), [Child Youth Mental Health](#), [Healthy Schools BC](#), and [Community Living BC](#)).

Staff in Alternate Programs in SD8 in 2022-23 include a classroom teacher at REACH, a classroom teacher at Sequoia, and a part time Youth and Family Worker at Sequoia (who also works at Mt. Sentinel).

Enrolment Over Time - SD8 Type 3 Alternate Programs

SCHOOL_YEAR	SCHOOL_NAME	TOTAL_ENROLMENT
2012/2013 (Year 1)	REACH	21
2013/2014	REACH	18
2014/2015	REACH	17
2015/2016	REACH	22
2015/2016 (Year 1)	Sequoia Centre	15
2016/2017	REACH	22
2016/2017	Sequoia Centre	14



2017/2018	REACH	20
2017/2018	Sequoia Centre	15
2018/2019 (LOU 17)	REACH	16
2018/2019 (LOU 17)	Sequoia Centre	15
2019/2020	REACH	16
2019/2020	Sequoia Centre	13
2020/2021	REACH	13
2020/2021	Sequoia Centre	14
2021/2022	REACH	6
2021/2022	Sequoia Centre	14
2022/2023	REACH	5
2022/2023	Sequoia Centre	15

COMPLETION RATES OVER TIME (data from 2015/16 and forward)

YEAR	DISTRICT GRADE 12 COMPLETION RATE %	REACH GRADE 12 COMPLETION RATE %	SEQUOIA GRADE 12 COMPLETION RATE %
2015/2016	70	40	0
2016/2017	71	7	14
2017/2018	76	0	19
2018/2019	81	0	32
2019/2020	75	53	13
2020/2021	80	74	100

A Trustee has inquired about REACH.

1) I understand the program “has been changed” since 2021.

Answer: The REACH Type 3 Alternate Program has not been changed by the District since 2021.

2) Students and parents/guardians are no longer allowed to initiate interviews with REACH staff (or make self-referrals as required by the Ministry).

Answer: Applications to either District Type 3 Alternate Programs may be made through self-referral through completion of the District application form.



3) LVR's School Based Team is not allowed to refer appropriate candidates

Answer: School Based Teams may continue to refer students to the District Based Team and may coordinate an application to either of the District Type 3 Alternate Programs.

4) The youth care worker position has been removed as of September 2021.

Answer: Yes, there are 5 students at REACH. The demographics of REACH no longer necessitate staff in addition to the program teacher.

4) It has been specified that REACH is only a short-term intervention and students need to reapply after each semester.

Answer: All Type 3 Alternate Program students must have an exit date in writing per the Ministry of Education and Child Care funding instructions. Student progress is individual and reviewed by the District Based Team at least each semester. As well, there must be evidence of an annually reviewed Learning Plan that clearly defines the objectives for each student for that year.

5) There are only 3 grade 12 students attending.

Answer: As of the current date, there are 5 students at REACH.

6) Can the Superintendent please investigate the rationale for these changes and the appearance that REACH is being phased out?

Answer: Neither Type 3 Alternate Program in SD8 has been changed by the District.



FROM: Johan Glaudemans, Secretary-Treasurer
DATE: December 13, 2022
SUBJECT: Capital Operations Projects Update Fall 2022

For Information

Introduction

This memorandum outlines capital projects progress under the Board's Capital Operations Plan during the first quarter.

Information

Despite a continuing challenging environment impacting contractor availability, staffing shortages supply cost pressure, and shipping delays, SD8 was able to complete four projects within the Capital Operations plan during July and August 2022, as well as various smaller projects. The aforementioned conditions did require a scope adjustment and revised timeline on a few other projects.

Brent Kennedy Elementary - Water System

The Brent Kennedy Water Source project began in July of 2017 with a groundwater study to try and find a better water quality source. A confined aquifer was not found with the drilling program. The deeper well that was drilled was considered lower risk of pathogens from surface water influence but still had iron and manganese issues that prompted the do not use order and needed treatment prior to 2017.

Flow monitoring and water quality monitoring occupied the balance of 2017. Design of the treatment plant began at the start of 2018 using the data collected in 2017. The construction permit application process started in June of 2018. Unfortunately, Interior Health, due to staff shortages, was unable to complete their review and issue the permit for the water treatment plant until November 1, 2019. The final mechanical pieces for the plant were completed in March 2021.

Water quality in the school after the water treatment plant was commissioned was free from colour and was confirmed to be meet the Canadian drinking water guidelines and the provincial treatment objectives but the chlorine levels were not stable, and iron and manganese scale deposits were plugging tap aerators. For these reasons, the do not drink order was not lifted.

A remote log in connection was established in June of 2021 to allow a water filtration contractor to log in remotely to provide off site support. Operational staff for the water treatment plant took additional training and an engineering firm and the water filtration contractor agreed to provide some on-site support at no cost to troubleshoot the chlorine instability issues. Weekly meetings began on May 10, 2022 to bring contractor and the school district together to discuss the water issues. Action items were summarized as were any identified deficiencies, and a plan was developed.



It was determined that the chlorine stability was caused in part by scale deposits that built up in the system over decades of operation in the old bladder tanks and school piping. This largely resolved itself as the chlorinated water was run through the school and removed the scale deposits. SD8 replaced the old bladder tanks which also had scale deposits and were at the end of their life expectancy. No plugged aerators have been found since additional flushing was performed, and the bladder tanks have been replaced.

It was also determined that the raw water quality was varying through the day. This is very uncommon and unexpected. With no water use over the weekend, the initial raw water quality has a high chlorine demand and chlorine demand decreases as the raw water quality improves with water use through the day. Raw water quality variation due to low water use can be addressed by timing filter backwash cycles to occur when water use is low (over the weekends). The timing of the backwash cycles as well a water bleeding system for when school is out for an extended period of time are being set up and tested to improve this.

The changes made to provide potable water to Brent Kennedy Elementary School with the new water treatment system has now been resolved. The water testing continues to support the application to Interior Health to remove the advisory. The district is continuing to provide bottled water until Interior Health removes the water advisory.

A summary report is being written as is the final submission to Interior Health to enable Interior Health to lift the do not drink order.

Mount Sentinel Secondary - HVAC Upgrade and Boiler Replacement.

The next phase of this project was submitted to the Ministry of Education and Child Care for approval. While this was intended to be the final phase bringing the project to completion, the Ministry recommended to complete the work in two phases which will allow the project to be funded while alleviating cost pressures. SD8 is working with our engineering partner to revise the submission and intend to resubmit before the end of December.

Mount Sentinel Secondary - Solar Panel Installation.

The feasibility of a wall mount solar array on the front of the school was sent to the structural engineers, who in turn requested opening the walls to verify the structural integrity. This work, which is incurred to ensure that the process is feasible, showed that attaching the solar array in this location was not feasible. SD8 did consider a ground array as an alternative but costs of fencing, electrical wiring and other items are also not feasible within a reasonable budget envelope. Based on this, it is recommended that this project be shuttered and that the remaining funds be repurposed for other capital projects.

Trafalgar Middle - New Sprinkler System

Zones 1 and 4, as well as the sprinkler tree are currently in progress. This work is being completed in coordination with the school staff to ensure that the impact to the use of the grounds is minimized during the installation. The new water service into the building is complete, during construction the asphalt was replaced in the front sidewalk and north of the main entrance where the service entered the building.



The project requires multiple phases for budgeting purposes. This project has been separated into 6 components each consisting of a zone of the sprinkler system. Zones 1 and 4 are part of phase 1, and SD8 submitted to the MOECC zones 2, 3, for the next phase. Initial response from the MOECC suggests that due to funding constraints, a scope reduction needs to occur.

Trafalgar Middle - Foods Room

At this time part of foods room has been made available for use to the school. This renovated section includes the 6 new ventilation hoods for the stoves and upgraded ceiling with LED lighting. A refresh of the room finishes was completed, staff and student feedback on the renovation has been positive.

There will be a new pizza oven and new exterior ducting that will be arriving within the next few weeks. A new air handling unit is installed just outside the room on a new concrete pad.

Trafalgar Middle - Maker Space Ventilation

A new unit ventilator with capacity to support both this space as well as increase building comfort and air quality in the adjacent spaces has been installed and is now operational.

Trafalgar Middle - Supply Fan Upgrade

The supply fan one was originally designed to just provide fresh air to the central portion of the building. The unit didn't include a heating function which has been an ongoing challenge to building comfort. This summer the unit was replaced with a new unit which includes a heating coil to improve building comfort, as well as operating efficiencies.

Wildflower School - Learning Environment Upgrades, HVAC upgrade, and Washroom Expansion.

To date, the completed scope includes the staffroom renovation, accessible washroom, the new custodial closet on the stage and the new gym HVAC system. The gym storage room is complete and SD8 is collaborating with the Wildflower students on the shelf layout and storage of the new gym equipment, a fun practical project for student learning.

The upgrade of the water service is progressing to bring the system to code and allow for a sprinkler system upgrade at a later date. The stage HVAC system is in progress to provide better air quality in that space. As substantial completion approaches, the project budget is being monitored closely and if adequate, the work to renovate the two rooms on the stage into the new library will proceed.



FROM: Johan Glaudemans, Secretary-Treasurer
DATE: December 13, 2022
SUBJECT: Trustee Remuneration

For Approval

Introduction

This memorandum is response to a trustee inquiry. A trustee proposed a motion to change trustee remuneration from an amount based on the average of trustee remuneration paid in the Province to the median of trustee remuneration paid in the Province. In response to the inquiry, a review of how trustee remuneration is handled elsewhere in the Province was conducted.

Background

Trustee remuneration was discussed at the June 21, 2022 Meeting of the Board Held in Public. At the time it was decided to delay the consideration of this item so that it could be discussed by the Board following the October 15, 2022 elections.

Trustee remuneration is set independently by each school district in the Province. Methods of determining annual increases vary across school districts. In SD8, [Policy 131: Trustee Indemnity](#) outlines the original remuneration and the method for determining annual increases.

Information

The Board of Education of each school district in the province spends a significant amount of time and effort in discharging the responsibilities entrusted to the Board as part of the governance process. There is a recognition however that the duties performed by Trustees take a considerable amount of time and effort and that the remuneration should reflect this commitment.

A review was conducted on trustee remuneration policies and school districts were contacted about this query. In addition, a [survey](#) on trustee remuneration was conducted in 2014 by the British Columbia School Trustees Association and it demonstrates the varied manner that Boards of Education are remunerated.

During the trustee remuneration review, it became evident that most school districts were not able to state how the original, base remuneration was set, so this historical context is not available. As a result, it is suggested that SD8 remain with its current baseline and focus on the method of annual adjustments.

In a review of trustee remuneration, it was found that in most districts, trustee remuneration was increased on an annual basis through Consumer Price Index annual adjustment or a regional variety thereof. The advantage is that these amounts are determined by Statistics Canada and serve as an objective measure for annual increases.

In a minority of districts annual increase is linked to wage analysis or an alignment with union settlements. A very small group uses comparisons with their region.



Basing the SD8 remuneration increases to overall province-wide trustee indemnity amounts (either as an average or as a median) has its shortfalls. For instance, it means that the trustee indemnity annual adjustment is in part influenced by Vancouver CPI and Abbotsford wage adjustments, these adjustments have no meaning in SD8. SD8 is an outlier in the way it calculates trustee indemnities.

The increase based on the CPI for the 2022-2023 school year is similar to the negotiated increase with the CUPE that has been ratified by the BCPSEA in November 2022. It is also recommended that the trustee remuneration be set prior to the budget process of the next school year so that the amounts can be properly incorporated into the budget as part of the regular budget process.

It is beneficial to set the rate of increases to a mechanism that will reliably adjust the trustee indemnities from year to year. It is recommended that the British Columbia Consumer Price Index as the yardstick. The recommendation will better align its Trustee Indemnity policy with other districts and make annual recalculation straightforward. This method will capture the cost of living increase annually. As an added benefit, the amounts of the trustee indemnities can easily be budgeted for as they can be calculated with certainty during the budget process since the change is based on December 31 numbers.

Using this method for calculating annual adjustments on the year over year change from December 31 is demonstrated:

British Columbia Consumer Price Index	Index	-	year-over-year increase
December 31, 2017	125.2		
December 31, 2018	129.0	-	3.035%
December 31, 2019	131.7	-	1.062%
December 31, 2020	132.8	-	0.835%
December 31, 2021 (base for 2022-23)	138.0	-	3.916%

	Current Remuneration	Recommendation based on BC CPI Increase
Chair	\$21,342	\$22,178
Vice-Chair	\$19,328	\$20,085
Trustee	\$18,490	\$19,214

Recommendation

THAT Policy 131: Trustee Indemnity be updated to reflect that trustee remuneration will be calculated for each July 1st based on the change between the most recent December 31, BC CPI published rate as compared to the December 31, BC CPI to the year prior **BE APPROVED**.



POLICY 160: Policy Development

One of the primary functions of the Board of Education of School District No. 8 (Kootenay Lake) is to set policy in accordance with both local circumstances and provincial directions.

Policies are detailed expressions of intent and must be based upon the Board's own Mission, Values, and Vision. Formal publication of Board policy is necessary in order that the community may hold the Board accountable.

Policies are adopted by the Board to ensure that actions taken are consistent with the School Act and its regulations, ministerial orders, other legislation, and the Strategic Plan of School District No. 8 (Kootenay Lake).

It is the responsibility of the Superintendent of Schools to recommend a program of regular evaluation and consultation to review Board policies to ensure they remain current and relevant.

Policies guide the actions of the Superintendent, who acts on the Board's behalf in monitoring the implementation of policies and administrative procedures.

Procedures

1. Development of New Policy and Revision of Existing Policy

- 1.1. Any individual, group, trustee or staff member may present suggestions for new Board policy or revision of an existing Board policy.
- 1.2. The suggested policy or policy revision shall be presented to the Policy Review Committee on the [Pro-Forma](#) or in a red-line version of an existing policy.

The Policy Review Committee shall determine whether there is a need for the policy or revision. If the Pro-Forma or red-line version of the existing policy is approved for revision or development, the Superintendent shall develop a draft of the policy. If the submission is not approved for policy revision or development, the rationale shall be provided to the Board.

Once the new draft has been completed, the Superintendent shall present this draft to the Policy Review Committee. For governance policies (Section 100), the Policy Review Committee will recommend the draft policy to the Board for approval at a Meeting of the Board Held in Public. For all other policies, the Policy Review Committee will recommend the draft policy to the Board at a Meeting of the Board Held in Public for approval for field testing and review by the Policy Partner Advisory Committee. The Board will approve the policy for field testing for a period of four (4) weeks and for review by the Policy Partner Advisory Committee. Policy revisions which are routine in nature may be made without field testing.

- 1.3. During the 4-week field testing period, the draft policy will be reviewed by the Policy Partner Advisory Committee. The advice from the Policy Partner Advisory Committee and other feedback will be returned to the Superintendent who may recommend revisions to the draft policy to the Policy Review Committee, if needed.



- 1.4. The feedback and revisions will be provided for the consideration of the Board at a Meeting of the Board Held in Public, prior to approval at that or a subsequent Meeting of the Board Held in Public.
- 1.5. When the initial draft requires extensive revision, a revised draft may be recirculated for four (4) additional weeks. Feedback will be returned to the Superintendent who may recommend revisions to the draft policy, if needed.
- 1.6. Where feedback consists of spelling, formatting, grammar and/or minor wording suggestions, the revised policy may be forwarded directly to the Board for approval at the next Meeting of the Board Held in Public.

2. Administrative Procedures

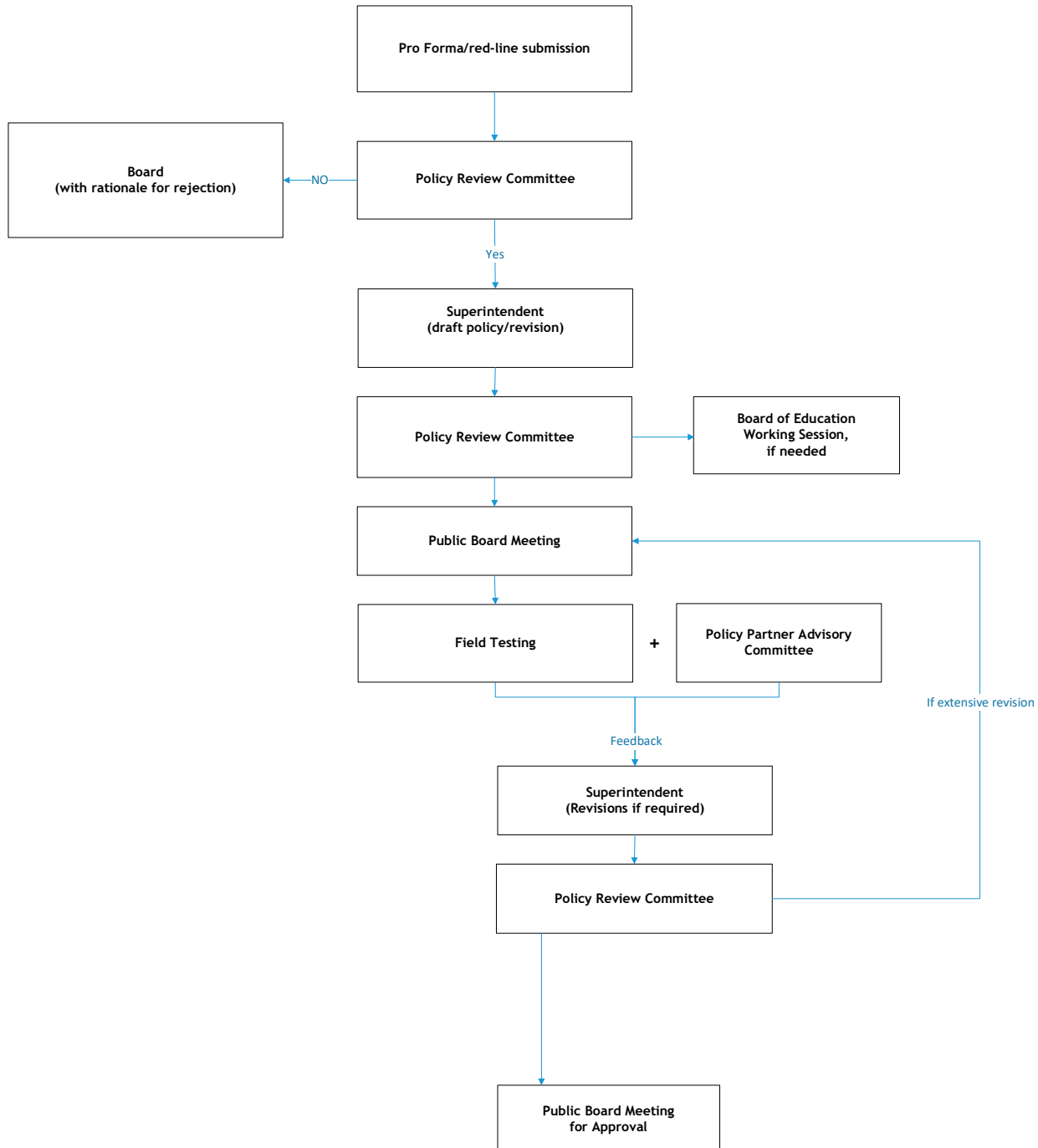
- 2.1. Administrative Procedures may be developed and issued by the Superintendent to articulate operational processes.
- 2.2. It is the responsibility of the Superintendent to develop a process that ensures appropriate consultation occurs.
- 2.3. New and significantly revised Administrative Procedures will be posted on the Consent Agenda of Meetings of the Board Held in Public.
- 2.4. Administrative Procedures shall be posted on the district website, unless the procedures are restricted to specific staff in order to support school or student safety.

3. Suspension of Policies

- 3.1. In special circumstances, the operation of any section or sections of Board policy not bound by law or contract may be temporarily suspended by a two-thirds majority vote of the Board.



APPENDIX A: Policy Flow Chart





BCSTA

Climate Change Working Group Report, September 2022



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Members

BCSTA Board of Directors Members: Tim Bennett (Vice President), John Chenoweth (Director) BCSTA

BCSTA Staff Member: Gordon Li

Chair: Allison Watson (SD62)

Members: Helen Gilbert (SD60), Tonya Ste. Marie (SD46), Catherine Zaitsoff (SD20), Estrellita Gonzalez (SD39), Adeana Young (SD50)

Executive Summary

1. The Climate Change Working Group (CCWG) formed to deliver on the BCSTA motion from October 2020;
2. Work was conducted to address each of the points in the CCWG's terms of reference as defined by the BCSTA's Board of Directors; and
3. Several recommendations have been developed for both the BCSTA's Board and local school districts to consider in their work towards reducing their carbon footprint and meeting emission targets



Context

BACKGROUND

During the October 2020 Provincial Council meeting of the BCSTA, Provincial Councilors adopted the following motion:

That BCSTA establish a CCWG comprised of staff and trustees to:

- *inform the BCSTA Board of Directors about the ability of school districts, under the provincial government's current capital funding programs (including the Carbon Neutral Capital Program (CNCP)), to meet the CleanBC goal for public buildings to reduce emissions by 50% by 2030;*
- *consider examples of schools that demonstrate low/no emissions;*
- *provide recommendations on how the 50% emissions reduction target could be achieved; and,*
- *assist BCSTA in collaborating with the relevant provincial ministries to create and implement a plan to achieve the 50% emissions reduction target.*

Due to unforeseen circumstances (pandemic and BCSTA Board of Directors elections) the CCWG was unable to begin their work until late November 2021.

TERMS OF REFERENCE

The Terms of Reference as laid out by the BCSTA Board of Directors:

1. Review all **relevant motions** previously adopted by the membership regarding Climate Change and/or climate mitigation strategies.
2. Review and document current **best practices of schools/school districts** that achieve the goal of lowering/no emissions.
3. Review and document **current related BCSTA resources** as well as appropriate external resources that might assist Boards in implementing 'best practice' local policies and good governance to accomplish the goals as laid out in CleanBC.
4. Create guidelines and make recommendations for the development of new BCSTA resources to assist member boards in implementing 'best practice' local policies and good governance to accomplish the goals as laid out in CleanBC.
5. Identify and recommend to the Board of Directors possible liaison and collaboration opportunities with relevant provincial ministries and existing advocacy organizations in regard to assisting boards with their climate change goals.



6. Produce a summary report, including all of the recommended template resources and guidelines, to the Board of Directors regarding the work of the Group and its recommendations by no later than June 30, 2022.



Report on Terms of Reference

The following sections reflect the work of the CCWG on each Term of Reference laid out by the BCSTA Board of Directors.

*** Please note, the information provided through survey was based off BCSTA member participation and feedback and may not reflect every district equally. In addition, the CCWG accessed policies and plans through the BCSTA database and district websites; as a result, the collected information may not reflect the most current documents.

1. REVIEW OF RELEVANT BCSTA MOTIONS

BACKGROUND:

The Terms of Reference for the CCWG lists: “the purpose of the Board Working Group on Climate Change is to: Review all relevant motions previously adopted by the membership regarding Climate Change and/or climate mitigation strategies. “

THEMES	MOTIONS
Carbon Offsets	<ol style="list-style-type: none">1) <u>Return of Pacific Carbon Tax Funds, 2011</u> – No longer applicable. The provincial government stopped using the Pacific Carbon Trust Crown Corporation in 2013. <i>Outcome: Not Specified</i>2) <u>Retention of Carbon Offset Charges, 2012</u> – No longer applicable. <i>Outcome: Not Specified</i>3) <u>Moratorium on the Carbon Emission Offset Purchase Plan, 2010</u> - No longer applicable. <i>Outcome: Not Specified</i>4) <u>Amendment to Greenhouse Gas Reduction Targets Act, 2011</u> - No longer applicable. <i>Outcome: Not Specified</i>
Education/ Climate literacy	<ol style="list-style-type: none">5) <u>Request for Climate Literacy Funding and Supports, 2021</u> – This motion addresses combating climate change through climate literacy and education in our schools. <i>Outcome: no additional funding has been introduced and MoECC does not provide targeted funding for specific learning resources but instead leaves the use of general funding to be determined at the school district level.</i>



	<p><i>The Ministry of Education and Child Care wrote a letter committing to the following priorities:</i></p> <ol style="list-style-type: none"> <i>1. Update the Environmental Learning and Experience Interdisciplinary Guide for Teachers</i> <i>2. Identify and highlight K-12 climate change curriculum elaborations across learning areas</i> <i>3. Support the development of a validated and curated climate education resource collection</i>
Funding and Operations	<p>6) <u>Renewable or Alternative Energy Strategies for Capital Projects, 2018</u> – Request for additional capital funding for new builds and seismic upgrades. Outcome: <i>Under consideration by MoECC on a case by case basis</i></p> <p>7) <u>Funding for Climate Action Charter and Carbon Neutral Initiatives, 2009</u> – Though the request in this motion is out of date, the intent is similar to more recent motions Outcome: <i>Not Specified</i></p> <p>8) <u>Implementing CleanBC Plan in School Districts, 2019</u> – Outcome: <i>This remains an item of discussion between BCSTA and the MoECC. While the Ministry has moved to improve the energy efficiency of all new schools, there have been no operational guidelines provided. Additionally, the greatest hurdle is the retrofitting of existing buildings, where there is no significant plan in place. Individual school districts can independently work toward the 2032 standards, but there is not enough government funding to support that move.</i></p> <p>9) <u>Carbon Neutral Plan for School Districts, 2009</u> - No longer applicable Outcome: <i>Not Specified</i></p> <p>10) <u>Climate Action – Remove BC Hydro Metering Caps, 2022</u> – Outcome: <i>Letter sent May 31, 2022</i></p>

SUMMARY:

In response to the direction of the BCSTA board's Terms of Reference, 10 motions were compiled based off the following search terms: climate, energy, environment, carbon, nature, footprint, emissions. Three themes emerged from the motions: reduction and retention of carbon offsets; funding to support climate literacy; and funding and operational guidelines. Five out of the ten motions were no longer applicable due to the request in the motion not applying to the current systems in place.



Themes:

- 1) **Carbon offsets (All motions addressing carbon offsets are no longer applicable):** There were four motions requesting to redirect or retain offsets to go back into the schools and to invest in reducing carbon emissions. This process has changed a fair amount since the most recent motion in 2012. See the [2020 Climate Change Accountability Report](#) for information on carbon offsets.
- 2) **Education and Climate Literacy:** The MoECC responded that they do not provide targeted funding for specific learning resources but instead leave the use of general funding to be determined at the school district level. The Ministry wrote a letter committing to the following priorities:
 - a) Update the Environmental Learning and Experience Interdisciplinary Guide for Teachers
 - b) Identify and highlight K-12 climate change curriculum elaborations across learning areas
 - c) Support the development of a validated and curated climate education resource collection

This motion raises an important consideration in responding to climate change through education and climate literacy. There is a lot of work that can be done to continue to advocate for climate literacy.

- 3) **Funding and Operational guidelines – Meeting CleanBC targets:** There has been an \$11M increase in capital funding through Carbon Neutral Capital Plan (CNCP) from \$5M to \$16.7M in the past year. \$40M in funding was requested by districts in 2021/22 and 16.7M was given to districts (42% of the requested funds). In [BCSTA's Lifecycle Funding Report](#) it was requested that the CNCP funds be raised to 33.4M in 2021/22 and about half at 16.7M was distributed to 67 districts.

The CCWG cannot find information on actions taken by the Ministry regarding operational guidelines for districts to meet emissions targets.

2. BEST PRACTICES OF SCHOOLS/SCHOOL DISTRICTS

Background:

The Climate Change Working Group conducted a survey in April 2022, asking Board Chairs and/or Secretary Treasurers the following questions:



- i. In the past year, has your board had any discussion related to CleanBC Goals, Carbon Neutral Program, or Climate Change?
- ii. Does your board have climate action goals, energy conservation goals, environmental stewardship goals or a curricular focus on climate change initiatives as part of your strategic plan, FESL or policy?
- iii. Does your district have any strategies/best practices in place for lowering greenhouse gas emissions?
- iv. Do you have any resources that you could share related to the goals of CleanBC that the Climate Change Work Group can use?

The survey generated an 50% district response rate.

Below is a summary of the Survey Results:

Discussing Climate Change		Question: In the past year, has your board had any discussion related to CleanBC Goals, Carbon Neutral Program, or Climate Change?	
ANSWER CHOICES		RESPONSES	
Yes definitely..., and in some detail.		63.33%	19
We have touched on the topic.		23.33%	7
No, not yet but we plan to do so.		3.33%	1
Not on the radar		10.00%	3
TOTAL			30

Planning & Programs

Question: Does your board have climate action goals, energy conservation goals, environmental stewardship goals or a curricular focus on climate change initiatives as part of your strategic plan, FESL or policy?

ANSWER CHOICES		RESPONSES	
Yes		60.00%	18
No		40.00%	12
TOTAL			30

Goals

- Establishing a collective responsibility to reduce greenhouse gas emissions (students, education staff, operations staff, community that uses facilities)
- Board involvement in setting district targets for greenhouse gas reduction
- Annual review of what has been done to reduce emissions and set intentions for the following year



- Practicing climate literacy and nature education

Plans

- Climate Action and stewardship is embedded in Strategic Plans
- District Energy Management Plans or Energy Sustainability Plans: Operational plans with ongoing integrated and systemic approach to energy management
- Quarterly reports to the board related to energy conservation practices
- Establishing Board Climate Action committees
- Using various Capital Projects to reduce emissions, i.e. building envelope, CNCP

Policy

- Boards have policies related to environmental sustainability and reduction of the district carbon footprint
 - Elements of policy include:
 - delivery of effective environmental education
 - modelling environmentally responsible practices
 - alignment of what is taught in classrooms with school operations
 - Reduction targets
- Board policy related to environmental stewardship and sustainability is reflected in strategic plans, district FESL, school FESL, operational plans
- Aligning policy with district practices and spending to support initiatives

Strategy		Question: Does your district have any strategies/best practices in place for lowering greenhouse gas emissions?
ANSWER CHOICES		RESPONSES
Yes		83.33%
No		16.67%
TOTAL		

Strategy / Best Practices

- Providing land based environmental education opportunities
- Inclusion of indigenous perspectives in environmental curriculum
- Recognition that climate literacy is important
- Focus on capital upgrades on facilities – boiler replacements, electric buses and white fleet, lighting to LED, building envelope thermal improvements, heat pumps
- Hire Energy Specialist (position pays for itself in energy cost savings)
- Electric bus purchasing program
- LEED gold standards in new builds – geothermal and solar
- Commitment to end the use of fossil fuels
- Partnerships with local governments and community organizations
- Technology – remote direct digital controls for heating systems and virtual meetings



- Awareness of all government expectations and have them embedded in district practice
- Created district-wide grant incentive program to engage schools in climate action through behavioral changes (Green Teams)

Partnerships & Community Engagement		Question: Do you have any resources that you could share related to the goals of CleanBC that the Climate Change Work Group can use?	
ANSWER CHOICES		RESPONSES	
Yes		23.33%	7
No		76.67%	23
TOTAL			30

- Most districts have a contact person who is willing to share resources, but many districts didn't feel they had resources to share (see recommendations)
- Sharing energy surplus with utility providers from solar installations
- Using the BC Sustainable Schools Best Practices Guide when creating regulations and policies

3. CURRENT RELATED RESOURCES FOR DISTRICTS

Provincial, National and International Mitigation Plans and Reports

This section can help us understand the impact of climate change and Provincial and National mitigation strategies. By understanding global targets and our governments' commitments we can work toward accountability in lowering emissions in the public education sector.

Provincial:

- **CleanBC Roadmap to 2030**

Trustees can understand the BC governments plan to meet net zero by 2050 and how the public sector is included in those plans.

Link: https://www2.gov.bc.ca/assets/gov/environment/climate-change/action/cleanbc/cleanbc_roadmap_2030.pdf



National:

- **Pan-Canadian Framework on Clean Growth and Climate Change**

Here is a national climate plan that was developed with provinces and territories, and in consultation with Indigenous peoples.

Link: <https://www.canada.ca/en/services/environment/weather/climatechange/pan-canadian-framework/fourth-annual-report.html>

International:

- **Intergovernmental Panel on Climate Change (IPCC)**

The IPCC is an intergovernmental body of the United Nations responsible for advancing knowledge on human-induced climate change. Below is a link that identifies ways political leaders (trustees) can educate, support and empower their district communities to move toward a sustainable future.

Public Education and Information Mechanisms:

Link: https://www.ipcc.ch/site/assets/uploads/2018/03/ipcc_far_wg_III_chapter_07.pdf

IPCC final draft of Working Group III report to governments:

Link: https://www.ipcc.ch/report/ar6/wg3/downloads/report/IPCC_AR6_WGIII_SPM.pdf

BC Provincial Reporting and legislation

- **Climate Change Accountability Act**

This Act includes public sector accountability reporting that requires districts to report their emissions to the BC government.

Link: https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/07042_01

- **Becoming Carbon Neutral –B.C.’S Provincial Public 2021 Year (January 2022)**

Provides guidance to public sector organizations related to carbon neutral reporting requirements and expectations. The document assists trustees in understanding the Climate Change Accountability Report that each district is required to submit. The report contains links to regulations and resources that allow trustees to build a deeper understanding of carbon neutrality measures.



Link: https://www2.gov.bc.ca/assets/gov/environment/climate-change/cng/guidance-documents/becoming_carbon_neutral.pdf

- **Canadian Net-Zero Emissions Accountability Act**

The Canadian government's commitment to achieve net-zero greenhouse gas emissions by 2050.

Link: <https://www.canada.ca/en/services/environment/weather/climatechange/climate-plan/net-zero-emissions-2050/canadian-net-zero-emissions-accountability-act.html>

Emissions and BC Public Schools

- **Climate Change Accountability Reports (CCAR)**

Annual Reports and CCAR's table section of the BC Government Climate Change website contains summary information that would allow a trustee to look at historical patterns of emissions as well as emission reports for their district and others.

The annual public sector summary reports provide a district comparison of greenhouse gas emissions. The most recent reports contain an explanation of weather normalization and helps us understand emissions figures. A brief summary of the weather impacts in the given year provides some historic context.

In 2020, a Climate Change Accountability Survey was done by public sector organizations. The Summary table CCAR Survey Responses provides information from survey respondents related to strategies to reduce emissions from stationary sources, strategies and goals related to emissions reductions for building retrofits, emission reduction strategies from mobile sources and fleet details. There is contact information in the survey that would allow follow up with another public sector organization that has programs of interest.

Links: <https://www2.gov.bc.ca/gov/content/environment/climate-change/public-sector/cnar/annual-reports-cnars-table>

https://www2.gov.bc.ca/assets/gov/environment/climate-change/action/cleanbc/2021_climate_change_accountability_report.pdf

<https://www2.gov.bc.ca/gov/content/environment/climate-change/public-sector/reducing-emissions>

- **2020 B.C. Best Practices Methodology for Quantifying Greenhouse Gas Emissions**



This report provides information on types of emissions and measurement of them.

Link: <https://www2.gov.bc.ca/assets/gov/environment/climate-change/cng/methodology/2020-pso-methodology.pdf>

Private Sector Energy Audit

- **PUMA Utility Monitoring Inc/Prism Engineering**

PUMA comprises a combination of software and services that track over 23,000 electrical, natural gas, water, and other fuel accounts for government. Each year PUMA puts together a benchmarking report for school districts, advanced education and local governments.

9th Annual Puma Benchmarking Summary for BC School Districts: 2021 Calendar Year:

Link: [AnnualPUMABenchmarkingReports-SchoolDistrictsCY2021-web.pdf](https://www.squarespace.com/AnnualPUMABenchmarkingReports-SchoolDistrictsCY2021-web.pdf)
(squarespace.com)

Prism Engineering is the company that conducts the PUMA Monitoring. Prism also conducts energy audits.

Link: [Energy Management - Prism Engineering](#)

Additional Resources

- **Sustainable Schools: Best Practice Guide**

The Sustainable Schools Best Practices Guide (2010) was developed to help schools implement actions that support reduction of greenhouse gases. It promotes behavioural changes that result in a culture of environmental sustainability.

Link: [sustbestpractices.pdf \(gov.bc.ca\)](#)

- **Climate Caucus**

Climate Caucus is an organization that allows elected leaders to connect around climate change. They provide research led resources. There is a BC chapter of this organization.

Link: <https://www.climatecaucus.ca/>

- **Sustainability Education Framework**



Developed by the Ministry of Education, this document “...encourages the K-12 education system to show leadership in adopting and promoting

- environmentally sustainable practices, and
- learning opportunities for students that support healthy and natural environments for current and future generations.”

Link: <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/environmental-learning/sustbestpractices.pdf>

- **The Sustainability and Education Policy Network**

Responding to Climate Change: A Primer for K-12 Education

Link: <https://sepn.ca/wp-content/uploads/2021/01/SEPN-CCEd-Primer-January-11-2021.pdf>

- **Climate Education Reform BC (CERBC)**

BC students have added their voice to the need for climate action. The Education Minister Jennifer Whiteside has met with students from Climate Education Reform BC. These students would like to see more climate literacy embedded in school curriculum. Student voice is important for trustees to be aware of.

Link: <https://www.climateeducationreformbc.ca/>

- **Ecoschools Canada**

Certifying as an EcoSchool is an opportunity to join a global movement of over 19 million environmental leaders around the globe. It sets the stage for students and educators to learn about climate change, engage in sustainable solutions, develop skills, and form partnerships in their school communities. Trustees can encourage their district to join programs like this to support climate conscious behavioral changes in their districts.

Link: [Publicly-Funded Schools – EcoSchools Canada](#)

Samples of Climate Change Plans in Canadian Provinces

- **Green Schools Resource Guide A Practical Resource for Planning and Building Schools in Ontario**

Released in January 2010 as a one-stop reference manual to help boards plan, design and build an energy efficient green school. Although aspects of the report are not current, Section 2.0 Green School Planning would still be relevant to new school builds. The Green



School Planning checklist could be used in number of ways to facilitate planning. There is a section on Whole Life budget. The concept of moving to looking at life cycle planning and budgeting is included in the March 2021 BCSTA report; The Case for Increased Life Cycle Funding.

Link: http://www.edu.gov.on.ca/eng/policyfunding/greenschools_guide.pdf



3.1 SUMMARY OF DISTRICT POLICIES:

The CCWG has created a spread sheet that indicates individual district's Sustainability Plans, Strategic Energy Management Plans, Climate Change Accountability Reports and Sustainability Webpages.

SEMP – Strategic Energy Management Plan

CCAR – Climate Change Accountability Report – this report is sent to the Ministry annually. Districts usually publish this information as their sustainability plan.

The CCAR webpage in the K-12, 2020 section will filter all the reports submitted from districts for 2020. The reports on the spreadsheet have been hyperlinked for easy reference.

Policies & Administrative Procedures (AP) or Regulations – For Districts without a sustainability plan, some are guided by policies and admin procedures. Wherever possible, this information has been included.

District #	District Name	Sustainability Plan	SEMP	<u>CCAR (2020)</u>	Sustainability Webpage
005	Southeast Kootenay	No	No	<u>Yes</u>	
006	Rocky Mountain	<u>No</u>	No	<u>Yes</u>	
008	Kootenay Lake	<u>No, but initiatives</u>	No	<u>Yes</u>	
010	Arrow Lakes	No	No	<u>Yes</u>	
019	Revelstoke	No	No	<u>Yes</u>	
020	Kootenay-Columbia	No	No	<u>Yes</u>	
022	Vernon	No	No	<u>Yes</u>	
023	Central Okanagan	No	No	<u>Yes</u>	
027	Cariboo-Chilcotin	No	No	<u>Yes</u>	
028	Quesnel	No	No	<u>Yes</u>	
033	Chilliwack	<u>Yes</u>	No	<u>Yes</u>	
034	Abbotsford	No	No	<u>Yes</u>	<u>Webpage</u>
035	Langley	<u>AP546</u>	No	<u>Yes</u>	
036	Surrey	<u>Yes</u>	No	<u>Yes</u>	
037	Delta	<u>AP544</u>	No	<u>Yes</u>	
038	Richmond	<u>Yes</u>	No	<u>Yes</u>	<u>Webpage</u>
039	Vancouver	<u>Yes</u>	<u>Yes</u>	<u>Yes</u>	
040	New Westminster	No	No	<u>Yes</u>	



District #	District Name	Sustainability Plan	SEMP	CCAR (2020)	Sustainability Webpage
041	Burnaby	No	No	Yes	Webpage
042	Maple Ridge-Pitt Meadows	Policy 6530	Yes	Yes	
043	Coquitlam	No	No	Yes	
044	North Vancouver	Yes	No	Yes	Webpage
045	West Vancouver	No	No	Yes	
046	Sunshine Coast	No	No	Yes	
047	Powell River	Yes (2008)	No	Yes	Webpage
048	Sea to Sky	No	Yes	Yes	
049	Central Coast	No	No	Yes	
050	Haida Gwaii	No	No	Yes	
051	Boundary	No	No	Yes	
052	Prince Rupert	No	No	Yes	
053	Okanagan Similkameen	No	No	Yes	
054	Bulkley Valley	No	No	Yes (2021)	
057	Prince George	No	No	Yes	
058	Nicola-Similkameen	No	No	Yes	
059	Peace River South	AP4209	No	Yes	
060	Peace River North	No	No	Yes	
061	Greater Victoria	No	No	Yes	Webpage
062	Sooke	Policy F-201	Yes	Yes	
063	Saanich	Yes	No	Yes	Webpage
064	Gulf Islands	No	No	Yes	
067	Okanagan Skaha	No	No	Yes	Webpage
068	Nanaimo-Ladysmith	Policy 1.5	No	Yes	Sustainability Ctte
069	Qualicum	Policy 4009	No	Yes	AP - Sustainability Practices
070	Pacific Rim	No	No	Yes	
071	Comox Valley	No	No	Yes (2021)	
072	Campbell River	No	Yes	Yes (2021)	
073	Kamloops-Thompson	No	No	Yes	



District #	District Name	Sustainability Plan	SEMP	CCAR (2020)	Sustainability Webpage
074	Gold Trail	OP5.900	No	Yes	
075	Mission	Policy 2.7	No	Yes	AP700 - Environmental Sustainability
078	Fraser-Cascade	No	No	Yes	Webpage
079	Cowichan Valley	No	No	Yes	
081	Fort Nelson	No	No	Yes	
082	Coast Mountains	Policy 4035	No	Yes	
083	North Okanagan-Shuswap	No	No	Yes	
084	Vancouver Island West	No	No	Yes	
085	Vancouver Island North	No	No	Yes	
087	Stikine	No	No	Yes	
091	Nechako Lakes	No	No	Yes (2019)	
092	Nisga'a	No	No	Yes	
093	Conseil Scolaire Francophone	No	No	Yes	

Summary of Policies and Administrative Procedures:

- It appears about ¼ of boards have an approved climate action plan or policy. Many district Administrative Procedures (AP) were not publicly available.
- There is a growing trend of districts consolidating policies and moving more under the jurisdiction of the administration
- It is apparent that many districts are sharing resources as there are similarities in wording between Aps in various districts. An example would be AP544 – Sustainability (SD37)
- SD75 has two AP's, 702 (Waste Management) and AP 701 (Grounds Irrigation). While these AP's are not recognized as an all-encompassing energy policy, they are valuable examples of sustainable AP's that can reduce district emissions.
- The CCWG recommends reviewing the Richmond SD38 energy plan and website for an effective sustainability strategy.



Summary of Strategic Plans:

- More districts are including sustainability as part of their strategic plan.
- Some standalone examples of where sustainability is included separately in a Strategic plan is SD79 and SD46

Additional Emerging Practices:

- Districts such as SD57 have approved motions to make utilities a special purpose account. Any savings in utilities are reinvested the next year into energy saving capital upgrades (such as lighting upgrades). SD62 has created a similar savings program to electrify their fleet.
- Some districts have created energy specialist positions within their districts to look at sustainability and energy savings. The position often pays for itself in energy savings.

4. RECOMMENDED GUIDELINES AND EXTERNAL RESOURCES FOR BCSTA TO ASSIST DISTRICTS

Capstone Project with the University of British Columbia

The CCWG has been working with UBC's Master of Engineering and Leadership and Master of Health Leadership and Policy Capstone project, to conduct research for BCSTA to support its members.

In June 2022 the BCSTA Board of Directors approved the following proposal:

BCSTA CLIMATE CHANGE WORKING GROUP:

Capstone Project Request

BACKGROUND:

In October 2020, BCSTA members adopted a motion, that BCSTA establish a Climate Change Working Group to: inform the BCSTA Board of Directors about the ability of school districts, under the provincial government's current capital funding programs including CNCP to meet the CleanBC goal for public buildings to reduce emissions by 50% by 2030.

The CCWG would need to conduct extensive research and data collection to be able to capture the directive of this motion. It is evident that this work is beyond the capacity of the CCWG; however, this work is incredibly important for BCSTA to advocate for its members.



The CCWG believes that conducting this work through the Capstone project would be an effective way to fulfill the motion in a cost effective and timely way.

****Please note that CleanBC updates emissions targets less frequently than the Intergovernmental Panel on Climate Change (IPCC) and may not reflect current global emissions reduction targets. In this project proposal we reference the IPCC for the most current targets. CleanBC reflects the targets off of the UN IPCC report when updated.*

REQUEST:

That the BCSTA board of Directors endorse the CCWG in working with UBC's Capstone Project as a Project Mentor. A Masters student will support the CCWG in completing their Terms of Reference and assist BCSTA in its ability to support trustees in achieving climate action goals.

PROPOSED PROJECT:

Project Purpose:

To provide a report to the BCSTA Climate Change Working Group and the BC School Trustees Association's Board of Directors on the following:

- a) The impact BC public schools (including transportation) have on climate change
- b) Why it is important for districts to implement mitigation strategies
- c) Understand the ability of school districts, under the provincial government's current capital funding programs including CNCP to meet current global reductions targets
- d) Identify the amount of funding districts need to achieve emission reductions targets of 43% by 2030 (as indicated by the IPCC).
- e) Report on the geographical barriers (ie. urban and remote, northern and interior) for districts and costs associated with reducing emissions in climatic regions of the province

Objective: To provide information that will help BCSTA support its members in advocating for increased funding and operational needs so districts can reach emissions targets.

Sector: BC Public Education

Emissions: BC school buildings, transportation and white fleet

BCSTA background and Project Mentor: Gordon Li, BCSTA Director of Education Services

CAPSTONE PROJECT OVERVIEW:

- 150 hours (4months) of research/work
- There are no fees for the research project. If the student is required to travel or needs additional resources to conduct the work, then BCSTA may choose to provide additional funds. The CCWG \$2000 fund is still available and the BoD may decide it's an appropriate use for this project should the research require additional support.



- Masters student who is typically an engineer in the clean energy graduate program
- A BCSTA mentor is required (from as little as 4 to 6 hours total, to an order of magnitude greater.) The BCSTA person is a point of contact to help with accessing resources, data collection and policies
- UBC can provide an NDA if privacy is a concern
- Students already have at least 3 years of professional experience typically in senior management roles
- The student would provide work from Sept to Dec (schedule is flexible)

PROCESS:

1. CCWG agrees on the proposed work of a Capstone project
2. BCSTA Board approval to work with UBC
3. Provide Capstone project with the approved brief description of the project to garner student interest
4. Submit a proposal in September
5. Upon approval, research begins in September

CONTACTS:

Sara Holiday Nelson, sara.nelson@ubc.ca

Research Manager, Centre for Climate Justice, University of British Columbia

Dr. Vladan Prodanovic, Vladan.Prodanovic@ubc.ca

Associate Professor, Faculty of Applied Science

UBC MEL Clean Energy Engineering, Master of Engineering Leadership, University of British Columbia

In addition, the CCWG would like to propose a 2nd Capstone project:

The engineer Master student would consult with districts all over the province to create several samples of sustainable energy policies and strategic energy management plans for BCSTA to offer its members as a resource. These samples would demonstrate the unique geographical and demographical considerations that districts need to consider when creating policies within their own communities. The Capstone student would consult with district facilities to get a full encompassing understanding of district operations when producing sample policies.

Currently, the CCWG has put together a proposal for the BCSTA BoDs for review.



5. LIAISON AND COLLABORATION OPPORTUNITIES FOR BCSTA

A. Climate Literacy and Trustee Professional Learning Series

The CCWG feels that for Trustees to truly be able to assist their communities in the fight against climate change it is important for them to fully understand the role districts play in combating climate change. Though, most Trustees understand what climate change is and the importance of enacting measures to reduce emissions, there are many variables that are important to understand so we can take a calculated approach to this complex issue.

The CCWG sees immense opportunity in a BCSTA lead Climate Change Learning Series. The CCWG has had positive discussions with UBC on collaboration opportunities to develop a learning series but recognize that there are many companies and post-secondary institutions that would be great collaborators.

B. University of British Columbia

The info note below provides an outline of opportunities for grant funding to collaborating with UBC from a meeting held with UBC and CCWG members.

Collaboration Between UBC and BCSTA

Info Note

Background:

On March 7th, 2022 BCSTA's Gordon Li and the CCWG Chair, Allison Watson met with Jessica Dempsey and Sara Nelson with the UBC Centre for Climate Justice. The intention of this meeting was to discuss ways in which UBC and BCSTA could collaborate.

While both parties were quickly identifying ways in which we could work together we acknowledged that the climate change working group's mandate is to present opportunities to BCSTA through recommendations.

There were 4 key areas that were identified where this collaboration could create meaningful change for districts in climate action in both the long term and short term.

1. Built Environment: Conducting research, assistance in identifying barriers and required action
2. Climate Justice: Equity recommendations and adaption strategies
3. Climate Literacy: Professional Learning (PLC) opportunities.



4. BCSTA Climate Strategy Plan: For the CCWG: Campus and Community Planning at UBC has done a lot of work on UBC's climate strategy and plan.

Research Options Include (but not limited to):

- A student could conduct a literature review of best practices and ideas/approaches to help create district handbook on climate action
- Capstone project through UBC's Masters in Energy Leadership and Clean Energy Engineering program.
- Climate Change Curriculum, Vanessa de Oliveira Andreotti
- School of Architecture and Landscape Architecture, Adam Rysanek

Funding Support for Research:

There is this funding - MITACS - that supports graduate student internships at businesses and nonprofits. They currently have a deal on where the non-profit partner puts in 2.5-5,000, then MITACS pays the rest (up 15K). It could be used to support a student all spring/summer, even at smaller amounts.

Mitacs powers research & development creation by connecting private sector with the best post-secondary institutions to solve organizational challenges.

There is enhanced leveraging so that partner contributions are matched 3:1 by Mitacs vs. the usual 1:1 match.

Mitacs Accelerate <https://www.mitacs.ca/en/programs/accelerate/proposal> funding models for each 4-6 month internship:

- \$10k option: \$2,500 from the partner + \$7,500 from Mitacs (full award paid to the intern)
- \$15k option: \$3,750 from the partner + \$11,250 from Mitacs (intern receives \$10k min, remainder available for research expenses)
- \$20k option: \$5,000 from the partner + \$15,000 from Mitacs (intern receives \$10k min, remainder available for research expenses)

Please note the following limitations of the enhanced leveraging:

- Partner organization (company or NFP) must have less than 500 employees to qualify
- Intern must be named (not listed as TBD) to qualify
- There is a deadline depending on the time of year accessing funding

The enhanced leveraging applies to all internships that meet these criteria.

Undergraduate students can complete up to 3 Accelerate internships, Masters students up to 4, PhD students up to 8, and PDFs up to 9.



C. Minister of Education and Child Care, Minister of Environment and Climate Strategy, BC Association of School Business Officials and Educational Facility Managers Association

District Operational Guidelines for Sustainability:

In 2019 a motion was passed that at the BCSTA AGM, “That BCSTA request the Ministries develop and provide, in a timely manner, operational guidelines to help school districts to meet CleanBC’s 2032 standards to reduce emissions.” Collaborating with these two Ministries to support district facilities would ensure that the unique needs of districts are met.

The CCWG reached out to BC Association of School Business Officials (BCASBO) with a series of questions.

BCASBO Questions:

- Please share how your members have committed to climate action and mitigation strategies
- What are the biggest challenges members are facing in implementing measures to reduce emissions?
- Has BCASBO provided professional learning and resources for its members to look at climate mitigation strategies? If yes, please provide details.
- When Facility Condition Indexes are determined what elements relate to energy conservation and reduction of greenhouse gas emissions?
- What are the kinds of projects that are covered under the CNCP? Is the CNCP providing enough funding for projects to meet emissions targets?
- What features would a project built to LEED Gold Standards have that an older school (20, 30, 40 years) would not?
- What are some of the more innovative systems using clean energy sources should districts be contemplating to meet Clean BC Energy Goals?

Ray Velestuk, BCASBO President, shared that BCASBO does not currently have a work group, or a collective approach to Climate Action, but that all districts have been working in this area. He informed us that there are BCASBO members who are willing to assist in your quest for answers to the questions we posed.

The CCWG recognizes value in the BCSTA, MoECC, MoECS, BCASBO and EFMA working together to create operational guidelines/framework to reduce emissions in districts.



D. Canadian School Boards Association

The CCWG asked that BCSTA BoD reach out to the Canadian School Boards Association to ask the following questions:

1. Can CSBA share with the BCSTA Climate Change Working Group, what other provinces are doing to address climate change and sustainability across the country?
2. Has CSBA recognized the integral role that public education plays in combating climate change?
3. How can BCSTA'S Climate Change Working Group support CSBA in supporting sustainability in school districts across the country?

BCSTA wrote the following letter to CSBA's president Laura French:

Dear President French,

Subject: Climate Change Advocacy

Today, I write to you on behalf of the British Columbia School Trustees Association (BCSTA) and our members to encourage the Canadian School Boards Association (CSBA) to include climate change as part of the advocacy plan for 2022.

As part of this ask, we request that CSBA prioritize a meeting with the Honourable Steven Guilbeault, minister of environment and climate change, as part of the 2022 day on Parliament Hill. We desire to see CSBA, and its member associations, advocate federally regarding the integral role that public education plays in combating climate change.

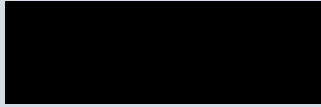
We feel compelled to address climate change with an understanding that the role of public education is two-fold. We must do more to reduce the harm done to the environment by improving our facilities, and we must also invest in educating young people on promoting change and positively impacting the planet's climate.

BCSTA has recently established a Climate Change Working Group that seeks to understand how school districts in B.C. are engaged in climate-change initiatives. The group is also documenting current best practices for lowering emissions in school districts across the province. BCSTA would be pleased to share these findings with CSBA when they become available to promote these best practices across the nation.



I look forward to your reply and extend an invitation to meet and discuss how we may collaborate on the tasks outlined above.

Sincerely,



Stephanie Higginson
President
British Columbia School Trustees Association



Recommendations for the BCSTA Board of Directors

I. CLIMATE STRATEGY PLAN: INCLUDING A FRAMEWORK FOR DISTRICTS

- The CCWG recommends that BCSTA work with partners to create samples of district policies (by region) that reach provincial emissions targets.
- Distribute the sample policies and administrative procedures/regulations to all districts and trustees.
- Create a BCSTA climate strategy plan that will create a framework for BCSTA to assist its members in meeting emissions targets.

II. CLIMATE LITERACY/PROFESSIONAL DEVELOPMENT

- Create a professional learning series on climate change. Addressing how it impacts our schools and how trustees can make a difference in their own district.
- Promote resources on sustainability for districts
- Create a listing of readings associated to Climate Change research in BC. These could include scholarly research as well as traditional Indigenous research

III. ADVOCACY

- Advocate to include reporting on Climate Action as part of FESL or other public reporting
- Include climate action in BCSTA's strategic planning
- Advocate with the MoECC to include Electric busses in their funding for districts
- **Recommendations for Follow-Up on Motions:**



1. Follow-up on the priorities made by the Minister of Education and Child Care to:
 - a) Update the Environmental Learning and Experience Interdisciplinary Guide for Teachers.
 - b) Identify and highlight K-12 climate change and sustainability curriculum elaborations across learning areas.
 - c) Support the expansion of a validated and curated climate education and sustainability resource collection. The collection should include age appropriate materials for students in all grades K-12.

In addition, continue to advocate for an expansion of climate literacy in the K-12 curriculum. Ensure that resources are being provide by the Ministry and districts based on current scientific understandings of climate change. These resources should reflect the urgency of the situation and do not reflect a bias to maintain the status quo.

2. Continue to advocate for operational guidelines for districts to meet global emissions targets.
3. Understand the amount of funds need to meet emissions targets and continue to advocate for increased funding though CNCP.
4. BCSTA members may want to consider a motion that requests grant funding from the federal government to reduce emissions in districts.

IV. PARTNERSHIPS

- The CCWG recommends that BCSTA build on their connection with FNECS and the First Nations Schools Association to collaborate on climate action.
- Collaborate with UBC to create a BCSTA Climate Strategy Plan. This plan would create a Climate Strategy Plan that is designed specifically around the work of BCSTA and its members. ****While there are many options for collaboration, UBC has been recommended due to the opportunities for BCSTA to access grant funding as well as UBC having recent experience in building a climate strategy for the University.*



Recommendations for Trustees and Districts

- Board's should look to pass sustainable energy policies or include environmental sustainability in their district's strategic planning. Including goals around sustainability within strategic planning can be incorporated into capital projects, new builds, transportation, facilities and student and staff behavior engagement in reducing emissions.
- Trustees can create a climate change working group within their own districts
- Trustees can encourage districts to use incentive programs to address climate change through the behavior of individuals in school communities.
[sustbestpractices.pdf \(gov.bc.ca\)](#) Here is a sample of an energy conservation grant from the Delta school district:

[FY22 Energy Conservation Grant 2021-2022.pdf](#)



DATE	TIME (PST)	LOCATION	MEETINGS	COMMENT
September 13, 2022	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
September 27, 2022	1:30 – 2:30 pm	Board Office, Nelson	Closed Board Meeting	
	3:00 – 4:30 pm	Board Office, Nelson	O&F Partner Advisory Committee	<i>Audited Financials Recommendation</i>
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	<i>Audited Financials Approval</i>
October 11, 2022	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
November 8, 2022	1:00 – 2:30 pm	Board Office, Nelson	Inaugural Meeting	<i>Elect Chair and Vice-Chair</i>
	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	<i>Growth Plan presentation</i>
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
December 13, 2022	10:30 – 12:00 pm	Board Office, Nelson	Education Partner Advisory Committee	
	12:30 – 2:00 pm	Board Office, Nelson	Policy Partner Advisory Committee	
	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
<i>Winter Break (December 19 – January 2)</i>				
January 10, 2023	9:30 – 10:30 pm	Board Office, Nelson	Education Partner Advisory Committee	
	11:00 – 12:30 pm	Board Office, Nelson	Policy Partner Advisory Committee	
	1:00 – 2:30 pm	Board Office, Nelson	O&F Partner Advisory Committee	
	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
February 14, 2023	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	<i>Amended Budget Recommendation</i>
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	<i>Amended Budget Approval</i>
March 14, 2023	11:00 – 12:30 pm	Board Office, Nelson	Policy Partner Advisory Committee	<i>Annual Budget Consultation Plan</i>
	1:00 – 2:30 pm	Board Office, Nelson	O&F Partner Advisory Committee	
	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
<i>Spring Break (March 20 – 31)</i>				
April 11, 2023	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
May 9, 2023	9:30 – 11:00 am	Board Office, Nelson	Education Partner Advisory Committee	<i>Strategic Plan</i>
	11:30 – 12:30 pm	Board Office, Nelson	Policy Partner Advisory Committee	
	1:00 – 2:30 pm	Board Office, Nelson	O&F Partner Advisory Committee	<i>Annual Budget</i>
	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
June 13, 2023	1:30 – 2:30 pm	Board Office, Nelson	Education Partner Advisory Committee	
	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 pm – 7:00 pm	Board Office, Nelson	Public Board Meeting	<i>Strategic Plan Approval</i>
<i>Summer Break</i>				

