

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

TUESDAY, APRIL 09, 2024

5:00 PM – 7:00 PM

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 April 09, 2024 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. 4)

App. 7

8. Adoption of Minutes (p. 13)

App. 8

Proposed Resolution:

THAT the minutes from the March 12, 2024 Meeting of the Board held in public **BE ADOPTED**, as circulated.

9. Future and Action Item Tracking (p. 18)

App. 9

10. Education – Reports from the Superintendent

A. Cultural and Identity Development Continuous Learning Report 2023-2024 (p. 20)

App. 10A

B. National Day of Mourning (p. 79)

App. 10B

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

- A. Preliminary Budget Report 2024-2025 (p. 80) App. 11A
B. School Fees (p. 86) App. 11B

Proposed Resolution:

THAT the 2024-2025 school fees **BE APPROVED** as proposed.

- C. Capital Budget Bylaw 2024-2025 (p. 92) App. 11C

Proposed Resolution:

THAT the Board of Education proceed to conclude three readings in one evening for the School District No. 8 (Kootenay Lake) Capital Plan Bylaw No. 2024/25-CPSD8-01.

Proposed Resolution:

WHEREAS in accordance with section 142 of the School Act, the Board of Education of School District No. 8 (Kootenay Lake) (hereinafter called the “Board”) has submitted a capital plan to the Minister of Education (hereinafter called the “Minister”) and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the School Act, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the project(s) and proceed diligently and use its best efforts to complete each project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board for the 2023/24 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent dated March 15, 2024, is hereby adopted.
2. This Capital Bylaw may be cited as School District No. 8 (Kootenay Lake) Capital Bylaw No. 2024/25- CPSD8-01.”

READ A FIRST TIME the 9th day of April 2024;

READ A SECOND TIME the 9th day of April 2024;

READ A THIRD TIME, PASSED the 9th day of April 2024.

12. Governance and Policy – Nil

13. Human Resources – Nil

14. Other Items – Nil

15. Trustee Reports

- A. Trustees
- B. Chair
- C. BCSTA
- D. BCPSEA
- E. RDCK
- F. Other Committees
- G. Student Trustees

16. 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.

17. Meeting Schedule and Reminders

- A. Board Meetings

The next Meeting of the Board held in the public is scheduled for May 14, 2024.

18. Adjournment of Meeting

SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)
CONSENT PACKAGE – PUBLIC MEETING
APRIL 9, 2024

ITEM

The following Consent items are routine items received for information.

- | | |
|--|-------|
| 1. Board Correspondence Package | p. 5 |
| 2. Superintendent's Report April 2024 | |
| 3. Monthly Financial Report – for period ended February 29, 2024 | p. 6 |
| 4. Transactions over 50k – for period ended February 29, 2024 | p. 10 |
| 5. List of Trustee Recusals | p. 12 |

SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)

BOARD CORRESPONDENCE PACKAGE

APRIL 9, 2024

ITEM	DATE
1. Letter from Deputy Minister Zacharuk to Superintendent Smillie re: AHAWD report	March 7, 2024



March 7, 2024

Ref: 296219

Trish Smillie, Superintendent
School District No. 8 (Kootenay Lake)
Email: trish.smillie@sd8.bc.ca

Dear Trish Smillie:

As you know, the Ministry of Education and Child Care (the Ministry) is committed to meaningful truth and reconciliation with Indigenous Peoples. It is imperative that we continue progress towards that important objective and one way is to improve the education outcomes and attendance of Indigenous students in our province.

The “Aboriginal How Are We Doing?” Report (AHAWD) is an annual, public-facing report focusing on Indigenous students in BC. The data in this report provides administrators, teachers, schools, school districts, and the Ministry with important information on Indigenous student outcomes and identifies areas for intervention or further action. This information should inform areas of action identified within your district strategic plan and your annual Enhancing Student Learning report to the Ministry. Your commitment to focusing on this data and determining how you will align district resources in response is critical to increasing equity in our system.

Across the province, the 2022/23 six-year completion rate for Indigenous students in public schools was 74.3 percent compared to 94.5 percent for non-Indigenous students. Looking at the five-year completion rate, 63.4 percent of Indigenous students completed in five years, compared to 91.0 percent of non-Indigenous students. This information must inform our collective work.

Another piece of data that needs our attention is the number of Indigenous students receiving Adult Dogwood credentials who are under 19 years of age. In 2022/23, 58 percent were Indigenous students compared to 38 percent for non-Indigenous students. This is an area of priority focus at the provincial level, and I understand, for many of you at the district level.

First Nations Rightsholders and Indigenous partners have expressed the importance of the Foundation Skills Assessment that provides an important line of sight for all of us into the learning trajectories for Indigenous students and all students.

.../2

For information, specifically in your school district, the Indigenous six-year completion rate has increased by 15.6 percentage points from 72.7 percent in 2018/19 to 88.3 percent in 2022/23. We should be curious to understand the story of these students behind the numbers and look forward to learning more through your annual Enhancing Student Learning reports.

In your school district, with 83 percent participation, the Grade 4 FSA Literacy results were 77 percent on-track or extending for Indigenous students, compared to 74 percent for non-Indigenous students. This data as an early indicator of success is paramount and ensuring students are participating in this assessment is critical.

You have already received a link to a secure SharePoint site that contains your district's AHAWD Report. If you need this link again, please reach out to Jeremy Higgs, Executive Director, Governance and Analytics Division via email at: Jeremy.Higgs@gov.bc.ca. This version is different from the public version as it contains unmasked results, even where cohort numbers are below 10 individuals. Key highlights of your school district's AHAWD Report are attached (Appendix 1).

Public versions of the provincial and local 2022/23 AHAWD Reports (including your FSA results) are available on the [Student Success](#) website.

Indigenous students are a priority under the Framework for Enhancing Student Learning and recently you heard from the Ministry with a summary of feedback on your Enhancing Student Learning Report. The data and insights from the AHAWD Report should go hand in hand with district continuous improvement processes and adapting strategies to improve outcomes and attendance of all Indigenous students.

I encourage you to continue to strengthen relationships with the local First Nation(s) and your Indigenous Education Council using these results as a foundation for the conversation. Honest discussions about the present state of achievement are one way for districts, First Nations, and Indigenous partners to work collaboratively to benefit and improve learning for Indigenous students and all students.

Sincerely,



Christina Zacharuk
Deputy Minister

Appendix 1 – Highlights SD08 Southeast Lake

pc: Dawn Lang, Chair, School District No. 8 (Kootenay Lake)
Gail Higginbottom, Indigenous Education Lead
Jeremy Higgs, Executive Director, Governance and Analytics Division, Ministry of
Education and Child Care

Appendix 1 Highlights – SD08 Kootenay Lake

Foundation Skills Assessment

Grade 4 Literacy assessment: 82% of Aboriginal learners participated in 2018/19 compared to 83% in 2022/23. Persistent gap in On Track & Extending between Aboriginal and non-Aboriginal learners in 2022/23 (77% vs. 74%).

Grade 4 Numeracy assessment: 82% of Aboriginal learners participated in 2018/19 compared to 83% in 2022/23. Persistent gap in On Track & Extending between Aboriginal and non-Aboriginal learners in 2022/23 (45% vs. 63%).

Grade 7 Literacy assessment: 84% of Aboriginal learners participated in 2018/19 compared to 77% in 2022/23. Persistent gap in On Track & Extending between Aboriginal and non-Aboriginal learners in 2022/23 (52% vs. 64%).

Grade 7 Numeracy assessment: 82% of Aboriginal learners participated in 2018/19 compared to 74% in 2022/23. Persistent gap in On Track & Extending between Aboriginal and non-Aboriginal learners in 2022/23 (35% vs. 45%).

Completion Rate

Five-Year Completion Rate for Aboriginal learners has increased 13.1 percentage points from 68.3% in 2018/19 to 81.4% in 2022/23. The rate for non-Aboriginal learners has increased 3.5 percentage points from 85.3% in 2018/19 to 88.8% in 2022/23.

Six-Year Completion Rate for Aboriginal learners has increased 15.6 percentage points from 72.7% in 2018/19 to 88.3% in 2022/23. The rate for non-Aboriginal learners has increased 3.5 percentage points from 86.9% in 2018/19 to 90.4% in 2022/23.

Six-Year Completion Rate without Adult Dogwood (Adjusted Rate) for Aboriginal learners has increased 10.6 percentage points from 71.7% in 2018/19 to 82.3% in 2022/23.

Monthly Financial Report

For the period ended February 29, 2024



COMMENTS

Operating Expenditure Report

- The budget information is based on the 2023-2024 Amended Budget approved by the Board on February 13, 2024.
- The last column shows whether the salaries expense is incurred based on the School calendar (10 months), or for the whole year (12 months), or a combination of both.
- The Operating Expenditure Report reflects eight months of actual District operations and six months of School operations.
- The salaries and benefits are trending as expected based on the amended budgeted amounts and the applicable months for principals and vice-principals, teachers, educational assistants, support staff and other professionals. TTOC/relief salaries are trending below the amended budget.
- Although the services and supplies categories show that 43% of the amended budget amount remains available as of February 29th with 33% of the year remaining, a higher level of expenditures is incurred in the latter half of the year. Conversely, insurance expenses have a higher level of expenditure in the first half of the year, showing 12% of the amended budget remaining on February 29th.

Special Purpose Expenditure Report

- The budget information is based on the 2023-2024 Amended Budget approved by the Board on February 13, 2024.
- The Special Purpose Expenditure Report reflects eight months of actual District operations and six months of School operations.
- Higher spending on many of these special purpose funds tends to occur in the last half of the school year.



OPERATING EXPENDITURE REPORT

	July to February 2024 Actuals	2023 - 2024 Amended Budget	\$ Available Budget	% Available Budget	Applicable Months
Salaries					
Principal & Vice-Principal Salaries	2,952,062	4,420,655	1,468,593	33%	12
Teacher Salaries	13,553,280	22,759,615	9,206,335	40%	10
Educational Assistants	1,945,349	3,614,535	1,669,186	46%	10
Support Staff	4,545,726	7,440,581	2,894,855	39%	12
Other Professional Salaries	1,740,143	2,602,102	861,959	33%	12
TOCs/Relief Salaries	1,855,127	3,371,661	1,516,534	45%	10
Total Salaries	26,591,687	44,209,149	17,617,462	40%	
Employee Benefits	6,387,984	11,255,197	4,867,213	43%	
Total Salaries and Benefits	32,979,670	55,464,346	22,484,676	41%	
Services & Supplies					
Services	1,443,665	2,552,661	1,108,996	43%	12
Student Transportation	148,480	340,309	191,829	56%	10
Professional Development & Travel	399,506	932,742	533,236	57%	12
Rentals and Leases	47,678	79,891	32,213	40%	12
Dues and Fees	64,576	118,682	54,106	46%	12
Insurance	156,473	177,539	21,066	12%	12
Supplies	2,248,711	3,745,465	1,496,754	40%	12
Utilities	1,044,833	1,774,449	729,616	41%	12
Total Services & Supplies	5,553,922	9,721,738	4,167,816	43%	
Total Operating Expense	38,533,592	65,186,084	26,652,492	41%	

SPECIAL PURPOSE FUND EXPENDITURE REPORT

	July to February 2024 Actuals	2023 - 2024 Amended Budget	\$ Available Budget	% Available Budget
Ministry of Education and Child Care Funds				
Annual Facilities Grant	179,640	179,640	-	0%
Changing Results for Young Children	-	9,966	9,966	100%
Classroom Enhancement Fund Overhead	135,976	226,647	90,671	40%
Classroom Enhancement Fund Staffing	6,125,836	10,209,705	4,083,869	40%
Classroom Enhancement Remedies	28,122	222,480	194,358	0%
Community Link	362,754	776,078	413,324	53%
Early Care and Learning Fund to Schools	116,633	175,000	58,367	33%
Early Years to Kindergarten	-	19,000	19,000	100%
ECE Dual Credit program	70,377	162,881	92,504	57%
Feeding Futures	251,086	644,263	393,177	61%
First Nation Transportation	1,105	24,697	23,592	96%
Learning Improvement Fund	138,834	233,351	94,517	41%
Mental Health in Schools	40,429	55,000	14,571	26%
OLEP	37,832	115,909	78,077	67%
Ready Set Learn	24,267	43,314	19,047	44%
Seamless Day Kindergarten	28,056	63,872	35,816	56%
StrongStart	88,736	230,549	141,813	62%
Student & Family Affordability Fund	54,267	244,058	189,791	78%
Total MOECC Funds	7,683,950	13,636,410	5,952,460	44%
Other Provincial Special Purpose Funds				
ASSAI	2,795	77,509	74,714	96%
Health Promoting Schools	17,504	27,000	9,496	35%
Total MOECC Funds	20,299	104,509	84,210	81%
Other Special Purpose Funds				
School Scholarships and Bursaries	29,447	38,000	8,553	23%
School Generated Funds	1,083,728	1,250,000	166,272	13%
Donations	8,762	25,000	16,238	65%
Total MOECC Funds	1,121,937	1,313,000	191,063	15%
All Special Purpose Funds	8,826,186	15,053,919	6,227,733	41%

Monthly Transactions over 50K

For the period ended February 29, 2024

PAYMENTS IN FEBRUARY OVER \$50K (CHEQUES AND EFT)
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Date	Vendor	Amount
1-Feb-24	BMO Mastercard	\$59,198.30
7-Feb-24	North Mountain Construction Ltd	\$101,352.79
29-Feb-24	FortisBC-Natural Gas	\$91,252.81
21-Feb-24	City Of Nelson	\$84,845.72
14-Feb-24	All Around Septic Services Ltd.	\$53,145.70

**LIST OF TRUSTEE RECUSALS
2023-2024**

Date of Meetings held in the absence of the public with one or more declared Conflicts of Interest
September 12, 2023
October 10, 2023
February 12, 2024
March 12, 2024

**MEETING OF THE BOARD HELD IN PUBLIC
MINUTES
TUESDAY, MARCH 12, 2024**

Board:

D. Lang, Chair (*via video conference*)
J. Bremner, Vice Chair
M. J. Blackmore (*via video conference*)
S. Chew (*via video conference*)
A. Gribbin
S. Nazaroff, Trustee
M. Shunter
L. Trenaman

Student Trustees:

Amber Parsons, Kootenay River Secondary
Cassidy Popoff, Mount Sentinel Secondary
Calvin Vander Horst, Mount Sentinel Secondary

District Staff:

T. Smillie, Superintendent
C. MacArthur, Secretary-Treasurer
T. Christiansen, Vice Principal
B. Eaton, Director of Instruction – Innovative Learning Services
D. Holitzki, Assistant Superintendent
C. Kerr, Director of Operations
N. Muzzio, Manager of Information Technology
C. Singh, Director of Human Resources
S. Bruskowski, Executive Assistant

Regrets:

K. Etheridge

1. Call to Order

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

2. Acknowledgement of Aboriginal Territory

3. Changes to the Proposed Agenda

Item 14A “AP 1312: Media Relations” was added to the agenda.

Item 11E “Transactions over 50K” was added to the agenda.

4. Adoption of Agenda

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

23/24-042

THAT the Agenda for this March 12, 2024 meeting **BE ADOPTED**, as amended.

The motion carried unanimously.

5. **Receiving Presentations** – Nil
6. **Comments or Questions from the Public regarding items on this Agenda** – Nil
7. **Consent Package** – Nil
8. **Adoption of Minutes**

UPON a motion duly made and seconded it was **RESOLVED:** 23/24-043
THAT the minutes from the February 13, 2024 Meeting of the Board held in public **BE**
ADOPTED, as circulated.

The motion carried unanimously.

9. **Future and Action Item Tracking** – Nil
10. **Education** – Reports from the Superintendent

A. Caring and Inclusive Learning Communities Continuous Learning Report 2023-2024

Superintendent Smillie welcomed Assistant Superintendent Holitzki and her team to present the Caring and Inclusive Learning Communities Continuous Learning Report 2023-2024. The report demonstrates the districts' commitment for mental and physical wellbeing of all learners within the district as outlined in the strategic priorities.

Trustees thanked Assistant Superintendent Holitzki and her team for their work and for the report. In response to Trustees' questions, Assistant Superintendent Holitzki informed the Board that the district monitors how often and in what frequency support tools are used to ensure schools are provided with services they need. Support mechanisms are created to address the needs of vulnerable Kindergarten students.

B. Accessibility Legislation

Superintendent Smillie informed the Board of the implementation of the BC Accessibility Act. The district is working to ensure all people feel they belong in society. Assistant Superintendent Holitzki informed the Board that the district has started initiatives to remove barriers and increase accessibility and provide equitable support and meaningful engagement. The district conducted surveys with principals, trained inclusive education staff, and reviewed practices as well as policies for inclusive language, published a draft accessibility plan on the website, and developed and posted a feedback tool on website. An accessibility development working group was formed and an accessibility scan was developed. In a next step, a 3-year plan will be developed to outline priority areas and promote accessible and caring communities for all learners and staff members.

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

A. 2024-2025 Enrolment Projections and Projected Revenue

Secretary-Treasurer MacArthur presented the projected enrolment and its implications on the projected revenue. Enrolment is projected to decline by about 70 FTEs. As of the 2023-2024 per student FTE funding rates this would result in a 603,000 CAD reduction in operating grants. The Ministry of Education and Child Care will release preliminary enrolment-based funding allocations on their website on March 15, 2024, which will provide districts with details about operating funding and allow for budget planning. Enrolment projections are updated over time which will be reflected in budget drafts as well as the amended budget later in the year.

B. 2023-2024 Information Technology Annual Report

Manager of Information Technology, Muzzio, presented the annual information technology report which outlines how the department supports students and staff. The department monitors devices and initiated replacement planning for IT devices and supporting equipment as well as sustainability efforts to reduce environmental impacts.

In response to Trustees' questions, Manager Muzzio and Secretary-Treasurer MacArthur clarified that the video-surveillance system provides additional security and reduces vandalism. The district is moving towards a centralized server system for storage of the footage. Before creating its 3-year plan, the IT department conducts surveys to gather information and get feedback from schools.

C. 2024-2025 Trustee Remuneration

Secretary-Treasurer MacArthur informed the Board that as per Policy 131: Trustee Indemnity, there will be an adjustment of the Trustee Remuneration in 2024-2025 which will match the CPI rate of 3.399%.

D. Quarterly Operations Update - Spring 2024

Director of Operations, Kerr, provided the Board with a quarterly update of capital operation projects as outlined in the memo. The district recently received 30 bear proof garbage bins which will be installed at schools this spring. Improvements at schools have a positive impact on the facility index. With a large influx of new students in the lower mainland, the district is not anticipating provincial funding for new school buildings in the near future.

E. Transactions over 50k

One Trustee inquired about the WCB rates. Secretary-Treasurer MacArthur will provide information on the annual rates and how these changed over time.

12. Governance and Policy

A. Approve 2026-2027 School Calendar

The draft 2026-2027 school calendar was posted for field testing. Feedback received was reviewed, including considerations for alignment with the SD20 calendar and alignment of early dismissal days.

UPON a motion duly made and seconded it was **RESOLVED:** 23/24-044
THAT the 2026-2027 school calendar **BE APPROVED.**

The motion carried unanimously.

B. Amend 2024-2025 and 2025-2026 School Calendars

Superintendent Smillie informed the Board of proposed adjustments in the 2024-2025 and 2025-2026 school calendars to align early dismissal days with the new reporting order as well as the number of days in the Wildflower calendar.

UPON a motion duly made and seconded it was **RESOLVED:** 23/24-045
THAT the 2024-2025 and 2025-2026 school calendars **BE POSTED** for field testing.

The motion carried unanimously.

C. Rescind Policies

Superintendent Smillie outlined why some policies were suggested to be rescinded:

1. Policy 210: Provision of Menstrual Products to Students

Rationale: the policy is of operational nature and was replaced by AP 3202 - Provision of Menstrual Products to Students.

2. Policy 270: Memorials for Deceased Members of the School Community

Rationale: the policy is of operational nature and was replaced by AP 1405 - Memorials for Deceased Members of the School Community.

3. Policy 720: Asbestos

Rationale: the policy is of operational nature and was replaced by AP 5901 – Asbestos and Appendix 5901 - Asbestos Management Plan.

4. Policy 760: Animal on School District Property

Rationale: the policy is of operational nature and was replaced by AP 1503 - Animals in Schools for Curricular Purposes, including Appendix 1503 A - Prohibited Animals, and Appendix 1503 B - Request to Introduce a Classroom Animal.

In response to one Trustee’s question, Superintendent Smillie outlines how APs are developed.

UPON a motion duly made and seconded it was **RESOLVED:** 23/24-046

THAT policies 210, 270, 720, and 760 **BE RESCINDED.**

The motion carried with one opposed.

13. **Human Resources** – Nil

14. **Other Items**

A. AP 1312: Media relations

AP 1312: Media relations will be revised and sections that regulate Board matters will be removed.

15. **Trustee Reports**

A. Trustees

- Trustee Trenaman participated in the PVP Pool interviews, went to Crawford Bay for a community consultation session organized by principal and staff which, and attended a JSAC meeting.
- Trustee Gribbin showed appreciation for Chair Lang keeping everyone on task by providing page numbers. He attended a French Advisory Council meeting.
- Vice Chair Bremner attended the DPAC meeting, the PVP pool interviews as well as two Policy Review Committee meetings.
- Trustee Shunter virtually attended the Provincial Council meeting.

B. Chair

Chair Lang attended multiple BCPSEA meetings over the past month.

C. BCSTA

Trustee Chew reported that the BCSTA has created an Advocacy Advisory Panel.

D. BCPSEA

Trustee Nazaroff attended BCPSEA training for representatives.

E. RDCK

Trustee Nazaroff reported that there is a shift of RDCK in the Slocan Valley. There is a focus on creating possibilities for public land use.

F. Other Committees – Nil

G. Student Trustees

- Mount Sentinel Secondary Student Trustee Vander Horst provided details on multiple MSSS students who participated in Skills BC and won gold, silver, and bronze medals. Some of them will take the next step and go to provincials, to further adapt their skills.
- Mount Sentinel Secondary Student Trustee Popoff reported that the Basketball season has concluded. The team has grown, thanks to their great coaches. The Green Team will coordinate a plastic awareness week and teach students in classroom visits how plastic affects their health. Student council coordinated activities around dressing up and school spirit.
- Kootenay River Secondary Student Trustee Parsons reported that scholarships were due the upcoming Friday. There will be a spring fling in April, and Drama Club is going to London over spring break.

16. Comments or Questions from the Public – Nil

17. Meeting Schedule and Reminders

A. Board Meetings

The next Meeting of the Board held in the public is scheduled for April 09, 2024.

18. Adjournment of Meeting

The meeting was adjourned at 6:39 PM.

Board Chair

Secretary-Treasurer

Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
Resolutions in Progress						
February 26, 2019	18/19-092	Properties Sell or Defer	<p>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;</p> <p>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;</p> <p>Moved by Trustee Lang , seconded by Trustee Chew: NOW THEREFORE BE IT RESOLVED</p> <p>THAT in line with past Board resolutions, the following property interests be sold forthwith:</p> <ol style="list-style-type: none"> 1.Former Crawford Bay maintenance yard; 2.Retallack land; 3.Former Yahk Elementary, and; 4.Ymir Land; <p>THAT the sale of the following property interests be deferred until the Board adopts the new 2019-2029 Facilities Plan:</p> <ol style="list-style-type: none"> 1. Former Al Collinson Elementary; 2. Former Gordon Sargent Elementary; 3. Kin Park in Creston, and; 4. Salmo tennis court & pool land 	Secretary-Treasurer	As of April 2023, the following properties have not sold: - Former Crawford Bay maintenance yard; - Retallack II; - Ymir Land - Salmo Tennis Court & Pool Land	In Progress
Standing Resolutions						
Resolutions for Repeal or Replacement						
Completed Resolutions						
March 12, 2024	23/24-046	Rescind Policies 210, 270, 720, and 760	THAT policies 210, 270, 720, and 760 BE RESCINDED.			Complete
March 12, 2024	23/24-045	Approve Amended School Calendar for field testing	THAT the 2024-2025 and 2025-2026 school calendars BE POSTED for field testing.			Complete
March 12, 2024	23/24-044	Approve School Calendar	THAT the 2026-2027 school calendar BE APPROVED.			Complete
March 12, 2024	23/24-043	Adoption of Minutes	THAT the minutes from the February 13, 2024 Meeting of the Board held in public BE ADOPTED, as circulated.			Complete
March 12, 2024	23/24-042	Adoption of Agenda	THAT the Agenda for this March 12, 2024 meeting BE ADOPTED, as amended.			Complete
February 13, 2024	23/24-041	Approve Policy 621	THAT Policy 621 BE APPROVED.			Complete
February 13, 2024	23/24-040	Approve Policy 123	THAT Policy 123 BE APPROVED.			Complete
February 13, 2024	23/24-039	Approve School Calendar for field testing	THAT the 2026-2027 school calendar BE APPROVED for posting on the website for field testing beginning on February 13, 2024.			Complete
February 13, 2024	23/24-038	Approve Sustainability Policy Development Public Engagement Process	THAT the Board of Education approves the Sustainability Policy Development Public Engagement Process.			Complete
February 13, 2024	23/24-037	Approval of Amended Annual Budget Bylaw	i.THAT the 2023-2024 Amended Budget Bylaw BE APPROVED as read a first time; ii.THAT the 2023-2024 Amended Budget Bylaw BE APPROVED as read a second time; iii.THAT the 2023-2024 Amended Budget Bylaw BE ADOPTED as read a third time.			Complete
February 13, 2024	23/24-036	Reading of Amended Annual Budget Bylaw	THAT the Board of Education proceed to conclude three readings in one evening for the School District No. 8 (Kootenay Lake) Amended Annual Budget Bylaw for fiscal year 2023/2024.			Complete
February 13, 2024	23/24-035	BAA Course Approval	THAT the Board Authority Authorized courses •Braille 11 •Adventure Tourism Leadership and Safety 12 BE APPROVED.			Complete

FUTURE AND ACTION ITEMS - OPEN BOARD MEETINGS

Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
February 13, 2024	23/24-034	Adoption of Agenda	THAT the Agenda for this February 13, 2024 meeting BE ADOPTED, as circulated.			Complete
February 13, 2024	23/24-033	Adoption of Minutes	THAT the minutes from the January 09, 2024 Meeting of the Board held in public BE ADOPTED, as circulated.			Complete
January 9, 2024	23/24-032	Rescind Policy 230	THAT policy 230 BE RESCINDED.			Complete
January 9, 2024	23/24-031	Rescind Policies 240, 311, 810, 820, 830, 831, 850, and 860	THAT policies 240, 311, 810, 820, 830, 831, 850, and 860 BE RESCINDED.			Complete
January 9, 2024	23/24-030	Approve Policy 621 for Field Testing	THAT policy 621 BE APPROVED for field testing.			Complete
January 9, 2024	23/24-029	Approve policy 110 and 124	THAT policies 110 and 124 BE APPROVED.			Complete
January 9, 2024	23/24-028	Appoint Auditor	THAT the Board approve appointment of KPMG (Kelowna Office) as the auditor for SD8 for the three fiscal years beginning with 2023-2024.			Complete
January 9, 2024	23/24-027	Approve Amended Capital Bylaw	<p>WHEREAS in accordance with section 142 of the School Act, the Board of Education of School District No. 08 (Kootenay Lake) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,</p> <p>NOW THEREFORE in accordance with section 143 of the School Act, the Board has prepared this Capital Bylaw and agrees to do the following:</p> <p>a. Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;</p> <p>b. Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;</p> <p>c. Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,</p> <p>d. Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.</p> <p>NOW THEREFORE the Board enacts as follows:</p> <p>1. The Capital Bylaw of the Board for the 2023/24 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated December 21, 2023, is hereby adopted.</p> <p>2. This Capital Bylaw may be cited as School District 08 (Kootenay Lake) Capital Plan Bylaw No. 2023/24-CPSD8-03.</p> <p>READ A FIRST TIME THE 9th DAY OF January 2024;</p> <p>READ A SECOND TIME THE 9th DAY OF January 2024;</p> <p>READ A THIRD TIME, PASSED THE 9th DAY OF January 2024.</p>			Complete
January 9, 2024	23/24-026	Reading Amended Capital Bylaw	THAT the Board of Education proceed to conclude three readings in one evening for the District's Capital Plan Bylaw No. 2023/24-CPSD8-03.			Complete
January 9, 2024	23/24-025	Adoption of Minutes	THAT the minutes from the December 12, 2023 Meeting of the Board held in public BE ADOPTED, as circulated.			Complete
January 9, 2024	23/24-024	Adoption of Agenda	THAT the Agenda for this January 09, 2024 meeting BE ADOPTED, as circulated.			Complete
December 12, 2023	23/24-023	Adoption of Minutes	THAT the minutes from the November 14, 2023 Meeting of the Board held in public BE ADOPTED, as amended.			Complete
December 12, 2023	23/24-022	Adoption of Agenda	THAT the Agenda for this December 11, 2023 meeting BE ADOPTED, as circulated.			Complete
November 14, 2023	23/24-021	Adoption of Minutes	THAT the minutes from the October 10, 2023 Meeting of the Board held in public BE ADOPTED, as circulated.			Complete
November 14, 2023	23/24-020	Adoption of Agenda	THAT the Agenda for this November 14, 2023 meeting BE ADOPTED, as circulated.			Complete
November 14, 2023	23/24-019	Destruction of Ballots	THAT the ballots for the selection of School District No. 8 (Kootenay Lake) 2023-2024 Board Chair, Vice-Chair and Provincial Representatives, BE DESTROYED.			Complete
October 10, 2023	23/24-018	Rescind Policies 320, 340, 412, 440, 451	THAT Policies 320, 340, 412, 440, and 451 BE RESCINDED.			Complete
October 10, 2023	23/24-017	Approve Policy 113	THAT Policy 113 BE APPROVED.			Complete

FROM: Trish Smillie, Superintendent

DATE: April 9, 2024

SUBJECT: Cultural and Identity Development Continuous Learning Report 2023-2024

For Information

Introduction

This memorandum provides an overview of the strategic priority of the [Cultural and Identity Development Continuous Learning Report 2023-2024](#).

Background

School District No. 8 (Kootenay Lake) (SD8) is a learning organization committed to continuously reviewing, refining, and reflecting upon its practice to support the best possible outcomes for learners. Ensuring that children and youth have inclusive and caring learning environments is central to learners' experiences and engagement, and foundational for improving achievement.

All learners have the right to equitable access and inclusive participation in quality education. The district and its staff value diversity and respond to the human/social, cultural and educational needs of learners in SD8 schools and communities. The district's mission of inspiring and supporting each learner to thrive in caring learning environments demonstrates its commitment to the creation of inclusive and caring learning communities where all learners may achieve educational excellence and accomplish their goals.

The Cultural and Identity Development Continuous Learning Continuous Learning report demonstrates the commitment of SD8 in realizing the value of promoting a positive sense of identity for learners:

- Promoting a positive sense of identity in culturally safe and responsive communities of learning.

The items described in the continuous learning report's action plan are being given high priority for the 2023-2026 school years. SD8 continually monitors these priorities to ensure continuous improvement for all learners and particularly for priority learners.

SD8 is committed to inclusive and caring learning environments where all learners are meaningfully included and embraced as part of the school's learning community. SD8 embraces the philosophy that diversity is the norm, not the exception, and staff celebrate the gifts and talents that all learners possess. Aboriginal education, diversity education, and anti-racism initiatives support continuous improvement and monitoring of student success. Through innovative, flexible, and land-based approaches to learning, collaborative community partnerships, and the promotion of safe, engaging, and accessible learning environments, SD8 enhances student learning outcomes, cultural safety and cultural humility. Additionally, targeted supplemental, academic supports continue to create safe, affirming and equitable learning spaces for all students, promoting respect and understanding across diverse identities. Cultural and Identity Development is a strategic priority to ensure students learning represents their full sense of selves.



School District 8
Kootenay Lake

CULTURAL AND IDENTITY CONTINUOUS LEARNING REPORT 2023-2024

APRIL 9, 2024



ACKNOWLEDGMENT

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.





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EXECUTIVE SUMMARY

Goals of K-12 Education

School District No. 8 (Kootenay Lake) (SD8) supports all learners with continuous improvement in their learning so that each learner may graduate with purpose and options for their future. This aligns with the B.C. mandate for public education outlined in the Statement of [Education Policy Order](#), [the Framework for Enhancing Student Learning Policy](#), and [the Declaration of the Rights of Indigenous Peoples Act](#).

“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.”

B.C. Statement of Education Policy Order Mission Statement

To support government to achieve their mission, school districts in B.C. are tasked with educating each child so they can become “the Educated Citizen.” This is a child who throughout their schooling demonstrates intellectual development – literacy and numeracy – human and social development, and career development.

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

The Declaration on the Rights of Indigenous Peoples Act represents the province’s reconciliation framework and the commitments that Board of Education must support in furthering reconciliation.

Aligning to Our Strategic Plan

The values embedded in the strategic plan include placing learners at the centre, building communities of caring and connection, ensuring equity for diverse learners and respect for cultural identity, and fostering lifelong learning and caring for the future. Specifically, SD8 endeavours to improve student learning through interest-based, competency-based, flexible, and innovative approaches. The primary focus is on lifelong learning: ensuring all learners reach proficiency in literacy, especially early learners, learners with diverse needs, English language learners, and children in care. Through the development of welcoming, engaging and accessible learning spaces, collaborative community partnerships, and through supporting cultural and identity development, all learners will have opportunities to thrive and develop essential literacy skills. This report outlines SD8’s cultural and identity development action plan, including the process for monitoring for continuous improvement.

Action Plan

This report outlines actions that promote continuous improvement and the process for monitoring continuous improvement of students’ learning. The items in this action plan will be given high priority for the 2023-2024 school year and beyond. SD8 continually monitors these priorities to ensure continuous improvement for all learners - Indigenous learners, learners with diverse abilities, children and youth in care, and English language learners.

The plan for cultural and identity development is outlined in the table below. It addresses strategic priority goals for three years, from 2023-2026, and lists measure to monitor progress and strategies to ensure we achieve our goals.



EXECUTIVE SUMMARY

	Strategic Priority Goals	Monitoring	Strategies
1	Create welcoming, engaging and accessible learning spaces.	<ul style="list-style-type: none"> • Student Achievement <ul style="list-style-type: none"> ♦ Early Years literacy and numeracy profiles ♦ Primary success meetings ♦ Foundation Skills Assessments [FSA], ♦ Graduation Literacy Assessments [GLA] ♦ Report cards • Student learning surveys • Developmental surveys • Grade-to-grade transitions • Student Voice (Aboriginal equity data) • Ministry monthly tracking • Annual academic reviews for grades 10–12 • Annual early learning reviews for literacy and numeracy • How Are We Doing Report (HAWD), Aboriginal Report 	<ul style="list-style-type: none"> • Provide in-school and district-wide Aboriginal Education supplemental and equitable supports, increasing pathways to graduation • Strengthen anti-racism skills, awareness, and responses district-wide • Build and grow Reconciliation awareness and actions • Increase awareness and actions of 2SLGBTQIA+ peoples and communities • School Leader learning and competency development, anti-racism learning series • Awareness tools and resources shared district-wide • School leader learning and competency building related to 2SLGBTQIA+ people • SOGI School Leads learning and competency building related to 2SLGBTQIA+ people
2	Promote and deepen mental and physical health and well-being	<ul style="list-style-type: none"> • Student Achievement <ul style="list-style-type: none"> ♦ Early Years literacy and numeracy profiles ♦ Primary success meetings ♦ Foundation Skills Assessments [FSA], ♦ Graduation Literacy Assessments [GLA] ♦ Report cards • Student Learning Surveys • Developmental Surveys • Grade-to-grade transitions • Student Voice (Aboriginal Equity Data) • Ministry monthly tracking • Annual academic reviews for grades 10–12 • Annual Early Learning reviews for literacy and numeracy • How Are We Doing Report (HAWD), Aboriginal Report 	<ul style="list-style-type: none"> • Grow and support Aboriginal Education staff and all staff capacity with Indigenous teachings to be shared in schools. • Aboriginal Education team meetings, developing pedagogical shared approaches • Specific Indigenous professional development and wellness learning • Provide food equity supports through Feeding Futures program



EXECUTIVE SUMMARY

	Strategic Priority Goals	Monitoring	Strategies
3	Enhance the social-emotional skills and capacities of learners	<ul style="list-style-type: none"> • Student Achievement <ul style="list-style-type: none"> ◆ Early Years literacy and numeracy profiles ◆ Primary success meetings ◆ Foundation Skills Assessments (FSA), ◆ Graduation Literacy Assessments (GLA) ◆ Report cards • Student Learning Surveys (SLS) • Developmental surveys • Grade-to-grade transitions • Student Voice (Aboriginal equity data) • Ministry monthly tracking • Annual Academic reviews for grades 10–12 • Annual Early Learning reviews for literacy and numeracy • How Are We Doing Report (HAWD), Aboriginal Report 	<ul style="list-style-type: none"> • Scope and sequence that incorporates cultural events and awareness through the calendar year • Consistent liaison with CYMH, MCFD and Ktunaxa Kinbasket Child and Family Services for wraparound supports for students
4	Ensure that every student feels they are safe at school and that they belong	<ul style="list-style-type: none"> • Student Achievement <ul style="list-style-type: none"> ◆ Early Years literacy and numeracy profiles ◆ Primary success meetings ◆ Foundation Skills Assessments (FSA), ◆ Graduation Literacy Assessments (GLA) ◆ Report cards • Student Learning Surveys • Developmental Surveys • Grade-to-grade transitions • Student Voice (Aboriginal Equity Data) • Ministry monthly tracking • Annual Academic reviews for grades 10–12 • Annual Early Learning reviews for literacy and numeracy • How Are We Doing Report (HAWD), Aboriginal Report 	<ul style="list-style-type: none"> • Provide in-school and district-wide Aboriginal Education supplemental and equitable supports, increasing pathways to graduation. • Strengthen anti-racism skills, awareness, and responses district-wide. • Build and grow Reconciliation awareness and actions • Increase awareness and of 2SLGBTQIA+ peoples and communities actions to support them • Supporting and growing relationships from a distinctions-based approach, with Rights Holders. • Aboriginal Committee for Education/IEC

The three-year action plan is developed on the premise that ensures:

- SD8 prioritizes measuring and reporting on performance in key areas using evidence that is robust, timely, and meaningful
- Collaboration with community, regional, and provincial partners
- Sustained focus on a cycle of continuous improvement



EXECUTIVE SUMMARY

- Alignment with the goals and mandate of the Ministry of Education and Child Care’s Vision for Student Success
- A student-centred approach
- Cultural safety, representation, and an acknowledgement of many intersectionalities which form identity

A Focus on Student Success

SD8 continues to look for ways to build on strengths and celebrate learner success. By referring to data that informs decision-making, planning and practices, and by working with education partners, the district can make a difference for all SD8 learners. The annual Cultural and Identity Development Continuous Learning Report supports the district’s mission and vision:

MISSION

We inspire and support each learner to thrive in a caring learning environment.

VISION

Our learners grow as global citizens in an innovative and inclusive community.

This report outlines how SD8 supports learner success in cultural and identity development.



INTRODUCTION

Cultural and Identity Learning in SD8

SD8 is a learning organization committed to continuously reviewing, refining and reflecting upon practices to support the best possible outcomes for all learners. Cultural and identity learning includes learning that supports all learners, and in particular leading learning through Indigenization, anti-racism, and diversity education.

SD8 recognizes that equity is foundational to improving learner achievement, and central to the learner's experience and engagement. Culture and identity learning should be regarded as a core responsibility of public institutions, supported coherently across the system and all departments. As summarized by the Auditor General of British Columbia in the report of 2019, while there is improvement in education for Indigenous learners, there is still a need to improve outcomes and close gaps between Indigenous and non-Indigenous learners.

Aboriginal Education in SD8 is guided by the four focus areas of the department, laid out in the [Aboriginal Education Focus Areas 2022-2027](#) document, which is the result of community consultations throughout the district from 2018 to 2022, as a continuation of the Aboriginal Education Enhancement Agreement process and history. These focus areas guide Aboriginal Education programming, designed in consultation with as many Aboriginal voices as possible:

- ◆ One: Nurture wholistic Aboriginal resilience and brilliance through belonging, pride, and identity.
- ◆ Two: Hold high hopes and expectations of success for all Aboriginal students.
- ◆ Three: Aboriginal students, families, and communities guide Truth before Reconciliation.
- ◆ Four: Provide opportunities to share stories of Aboriginal history, culture, and diversity: "The truth about stories, is that is all we are."¹

At SOGI-inclusive schools, students' gender does not limit their interests and opportunities, and their sexual orientations and how they understand and express their gender are welcomed without discrimination. Within SD8, through a number of equity scans, student data gathered reflects the concept that once we know better, we can do better.²

This report looks at student data trends in SD8's data and provides a description of supports, resources and goals. Over the next three years, SD8 will strengthen the supports for Indigenous learners, 2SLGBTQIA+, and Black, Indigenous, Peoples of Colour (BIPOC) learners by continuing a focus on improving results and striving for equity for all learners.

1 [King, Thomas. *The Truth About Stories: A Native Narrative*. House of Anansi Press, 2003.](#)

2 [Angelou, Maya\[@DrMayaAngelou\]. Photo with quotation. X \[formerly Twitter\], 26 Nov. 2023.](#)



ALIGNMENT TO STRATEGIC PRIORITY

Collaborating with community partners and rights holders, hearing student voices, supporting student agency and hearing feedback from families is central to developing culture and identity among students. This report reflects that collaboration, listening and support, and aligns with the following strategic priority of SD8:

Cultural and Identity Development

We promote a positive sense of identity in culturally safe and responsive communities of learning.

GOALS:

- ◆ Create welcoming, engaging and accessible learning spaces
- ◆ Promote and deepen mental and physical health and well-being
- ◆ Enhance the social-emotional skills and capacities of learners
- ◆ Ensure that every student feels they are safe at school and that they belong



ABORIGINAL EDUCATION EVIDENCE OF LEARNING

SD8’s work in cultural and identity development reflects the goals and objectives of the Ministry of Education and Child Care (MOECC) [Service Plan 2022-2025](#) as follows:

- ♦ Goal 1: All students become educated citizens.
- ♦ Goal 2: Learning environments foster healthy and effective learning.

The district monitors and evaluates data both masked and raw unmasked data, provided by the Ministry of Education and Child Care to school districts to determine focus areas for continuous improvement.

Data and Analysis

INDIGENOUS STUDENT POPULATION



Indigenous students within SD8 comprise of about 20% of the student population, similar to the provincial percentages of self-identified Indigenous students.¹

FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING/LITERACY, GRADE 4

The following table and graph highlight the percentage of Indigenous students who are on track for reading, as presented in the grade 4 FSA results for Indigenous learners.

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	84	82	Msk	Msk	40	48	Msk	Msk
2019/20	53	77	Msk	Msk	33	62	Msk	Msk
2020/21	44	60	Msk	Msk	28	64	Msk	Msk
2021/22	49	78	Msk	Msk	35	71	Msk	Msk
2022/23	53	83	Msk	Msk	40	75	Msk	Msk

¹ Note: “SIA in Year” – the student self-identified as Aboriginal in this year. “SIA Only in Other Year(s)” – the student did not self-identify as Aboriginal in this year but did so in at least one other year.



ABORIGINAL EDUCATION EVIDENCE OF LEARNING



■ Emerging ■ On Track ■ Extending

FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING/LITERACY, GRADE 7

The following table and graph highlight the percentage of Indigenous students who are on track for reading/literacy, as presented in the grade 7 FSA results for Indigenous learners.

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	86	84	Msk	Msk	52	60	Msk	Msk
2019/20	92	85	Msk	Msk	60	65	Msk	Msk
2020/21	77	71	25	32	52	68	0	0
2021/22	77	76	33	43	44	57	0	0
2022/23	50	77	Msk	Msk	26	52	0	0



■ Emerging ■ On Track ■ Extending

FSA LITERACY ANALYSIS

The FSA data, in grades 4 and 7 for literacy shows high participation rates overall for Indigenous learners. There is a growth for students who are on track in the past 5 years for grade 4 literacy, while grade 7 literacy has declined slightly over the past 5 years.

GRADE 10 LITERACY ASSESSMENT

The Grade 10 Literacy Assessment is a provincial graduation requirement. It assesses students' ability to use critical thinking and analysis to make meaning from a diverse array of texts. The assessment is not based on



ABORIGINAL EDUCATION EVIDENCE OF LEARNING

a course, but on learning across multiple subjects, from kindergarten to grade 10. Below is a table and graph which outlines Aboriginal and non-Aboriginal learners in SD8, as assessed in the provincial literacy assessment for the past five years.

2019/20 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	38	38	Msk	Msk	11	29	23	61	Msk	Msk		
Non-Aboriginal	113	39	Msk	Msk	28	25	73	65	Msk	Msk		

2020/21 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	77	80	Msk	Msk	23	30	50	65	Msk	Msk		
Non-Aboriginal	247	87	12	5	57	23	154	62	24	10		

2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	85	83	Msk	Msk	12	14	60	71	Msk	Msk		
Non-Aboriginal	289	89	22	8	73	25	178	62	16	6		

2022/23 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	94	85	Msk	Msk	25	27	54	57	Msk	Msk		
Non-Aboriginal	299	89	19	6	75	25	180	60	25	8		

Literacy 10 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 10 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

GRADE 10 LITERACY ASSESSMENT ANALYSIS

The Grade 10 Literacy Assessment shows a slight decline in proficiency overall for Indigenous learners.

GRADE 12 LITERACY ASSESSMENT

Grade 12 students have completed cross-curricular assessments in literacy since the 2021-2022 school year. The Grade 12 Literacy Assessment is significant because it is a provincial evaluation that gauges literacy proficiency and is a prerequisite for graduation.



ABORIGINAL EDUCATION EVIDENCE OF LEARNING

The assessment's primary objective is to assess students' capacity for critical and reflective thinking, as well as analysis from a diverse range of textual materials. Moreover, it seeks to evaluate students' proficiency in effectively conveying their own ideas and interpretations,

Below is a table which outlines Aboriginal and non-Aboriginal Grade 12 Literacy Assessment results for the 2022-2023 school year.

GRADE 12 LITERACY ASSESSMENT

2021/22 Grade 12 (includes Grade 12 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	86	80	Msk	Msk	30	35	50	58	Msk	Msk		
Non-Aboriginal	264	78	Msk	Msk	68	26	153	58	Msk	Msk		

2022/23 Grade 12 (includes Grade 12 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	73	73	Msk	Msk	22	30	48	66	Msk	Msk		
Non-Aboriginal	242	73	Msk	Msk	58	24	142	59	Msk	Msk		

GRADE 12 LITERACY ASSESSMENT ANALYSIS

Grade 12 Literacy Assessment results show an improvement for Indigenous learners in the past two years. Indigenous learners had a higher assessment than non-Indigenous learners in the 2022-2023 school year for proficiency, at 66% compared to non-Indigenous learners at 59%.

COURSE MARK RESULTS 2022-2023

Below is a table which outlines Aboriginal and non-Aboriginal course marks for the 2022-2023 school year, by course.

Course	Aboriginal						Non-Aboriginal					
	Course Mark Count		C+ or Better		B or Better		Course Mark Count		C+ or Better		B or Better	
	#	%	#	%	#	%	#	%	#	%	#	%
English 10 (combined)*	202		136	67	118	58	635		508	80	442	70
English First Peoples 10 (combined)*	11		Msk	Msk	Msk	Msk	23		15	65	14	61
Foundations of Math and Pre-calculus 10	74		42	57	32	43	254		183	72	157	62
Workplace Math 10	37		19	51	17	46	74		50	68	38	51
Science 10	109		68	62	53	49	342		260	76	219	64
Life Sciences 11	34		28	82	27	79	138		108	78	96	70
Pre-calculus 11	36		31	86	27	75	179		135	75	122	68
Science for Citizens 11	13		13	100	12	92	14		11	79	11	79
BC First Peoples 12	11		10	91	10	91	16		16	100	12	75
English 12 (combined)*	82		65	79	52	63	268		214	80	186	68
English First Peoples 12	18		10	56	Msk	Msk	33		19	58	12	36
Apprenticeship Math 12	Msk		Msk	Msk	Msk	Msk	Msk		Msk	Msk	Msk	Msk
Calculus 12	Msk		Msk	Msk	Msk	Msk	15		13	87	12	80
Foundations of Math 12	Msk		Msk	Msk	Msk	Msk	23		15	65	10	43
Pre-calculus 12	21		21	100	21	100	83		75	90	71	86
Contemporary Indigenous Studies 12	-		-	-	-	-	-		-	-	-	-



ABORIGINAL EDUCATION EVIDENCE OF LEARNING

COURSE MARK RESULTS ANALYSIS

Indigenous student course marks for English 10 are strong with 67% completing with a C+ or better and 58% with a B or better. Yet, these results are lower than non-Indigenous learners. For Foundations and Pre-Calculus, Indigenous learners' results are lower than non-Indigenous learners, with 43% receiving a B or better compared to 62% of non-Indigenous learners receiving a B or better. Indigenous learners in Science 10 are also achieving lower than non-Indigenous learners: 49% of Indigenous learners receive a B or better, compared to 64% of non-Indigenous learners. In Pre-Calculus 11, 86% Indigenous learners are receiving a C+ or better, compared to 75% for Indigenous learners. In this same course, 75% of Indigenous learners are completing with a B or better, compared to 68% for non-Indigenous learners. In Science for Citizens, 100% of Indigenous learners are competing with a C+ or better. In BC First Peoples 12, 91% of Indigenous learners are completing with a B or better. In English 12, Indigenous learners are similar to non-Indigenous learners. In Pre-Calculus 12, 21% of Indigenous learners are receiving a B or better compared with 86% of non-Indigenous learners.

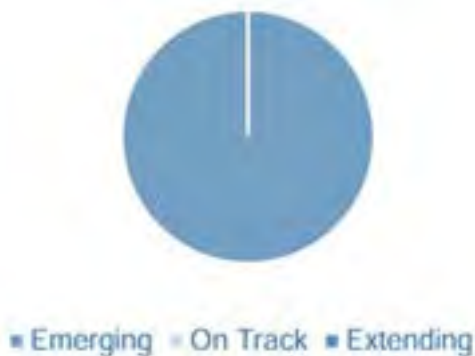
Numeracy

GRADE 4 FSA

The following table and graph highlight the percentage of Indigenous students who are on track for numeracy, as presented in the grade 4 FSA results for Indigenous learners.

School Year	Writers Only		Participation		Emerging		On Track		Extending	
	#	%	#	%	#	%	#	%	#	%
2018/19	84	82	Msk	Msk	41	49	Msk	Msk	Msk	Msk
2019/20	54	78	Msk	Msk	34	63	Msk	Msk	Msk	Msk
2020/21	41	56	Msk	Msk	28	68	Msk	Msk	Msk	Msk
2021/22	50	79	Msk	Msk	33	66	Msk	Msk	Msk	Msk
2022/23	53	83	29	55	Msk	Msk	Msk	Msk	Msk	Msk

Grade 4: Aboriginal



The following table and graph highlight the percentage of Indigenous students who are on track for numeracy, as presented in the grade 7 FSA results for Indigenous learners.

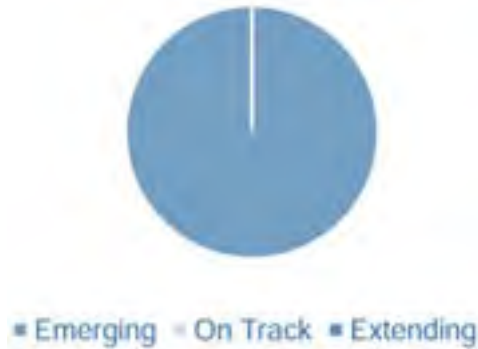
GRADE 7 FSA



ABORIGINAL EDUCATION EVIDENCE OF LEARNING

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	84	82	47	56	Msk	Msk	Msk	Msk
2019/20	87	81	Msk	Msk	40	46	Msk	Msk
2020/21	77	71	39	51	Msk	Msk	Msk	Msk
2021/22	75	74	41	55	Msk	Msk	Msk	Msk
2022/23	48	74	31	65	Msk	Msk	Msk	Msk

Grade 7: Aboriginal



FSA NUMERACY ANALYSIS

The FSA data, in grades 4 and 7 for numeracy shows high participation rates overall for Indigenous learners. There is a growth for students who are on track in the past 5 years for grade 4 numeracy, while grade 7 numeracy remains “emerging”. It is clear, more focused supports for Indigenous learners in numeracy are needed.

GRADE 10 NUMERACY ASSESSMENT

The Grade 10 Numeracy Assessment is a provincial graduation requirement. This assessment requires students to solve problems by using five numeracy processes: interpret, apply, solve, analyze and communicate. Below is a table and graph which outlines Aboriginal and non-Aboriginal learners in SD8, as assessed in the provincial numeracy assessment for the past 5 years.



ABORIGINAL EDUCATION EVIDENCE OF LEARNING

2018/19 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	47	49	Msk	Msk	24	51	Msk	Msk	0	0	Msk	Msk
Non-Aboriginal	167	54	46	28	81	49	Msk	Msk	Msk	Msk	Msk	Msk

2019/20 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	31	21	Msk	Msk	12	39	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	105	36	Msk	Msk	38	36	42	40	Msk	Msk	Msk	Msk

2020/21 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	77	80	Msk	Msk	33	43	22	29	Msk	Msk	Msk	Msk
Non-Aboriginal	228	80	Msk	Msk	103	45	66	29	Msk	Msk	Msk	Msk

2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	80	78	Msk	Msk	40	50	17	21	Msk	Msk	Msk	Msk
Non-Aboriginal	264	82	54	20	110	42	85	32	15	6	Msk	Msk

2022/23 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	95	86	Msk	Msk	50	53	28	29	Msk	Msk	Msk	Msk
Non-Aboriginal	283	84	51	18	124	44	95	34	13	5	Msk	Msk

Numeracy 10 2022/23: Aboriginal



Emerging Developing Proficient or Extending

Numeracy 10 2022/23: Non-Aboriginal



Emerging Developing Proficient or Extending

GRADE 10 NUMERACY ASSESSMENT ANALYSIS

The Grade 10 Numeracy Assessment shows a slight decline in proficiency overall for Indigenous learners; this decline is similar to non-Indigenous learners in SD8.

FIVE-YEAR COMPLETION RATE

The five-year completion rate refers to the percentage of grade 8 students who achieve graduation with either a B.C. Certificate of Graduation (“Dogwood”) or a B.C. Adult Graduation Diploma (“Adult Dogwood”) within a five-year timeframe, starting from their initial enrolment in grade 8. This rate is adjusted to account for any student migration into or out of British Columbia during this period. Importantly, it should be noted that the five-year school completion rates are not equivalent to a “dropout rate” since students may still graduate beyond the five-year window.

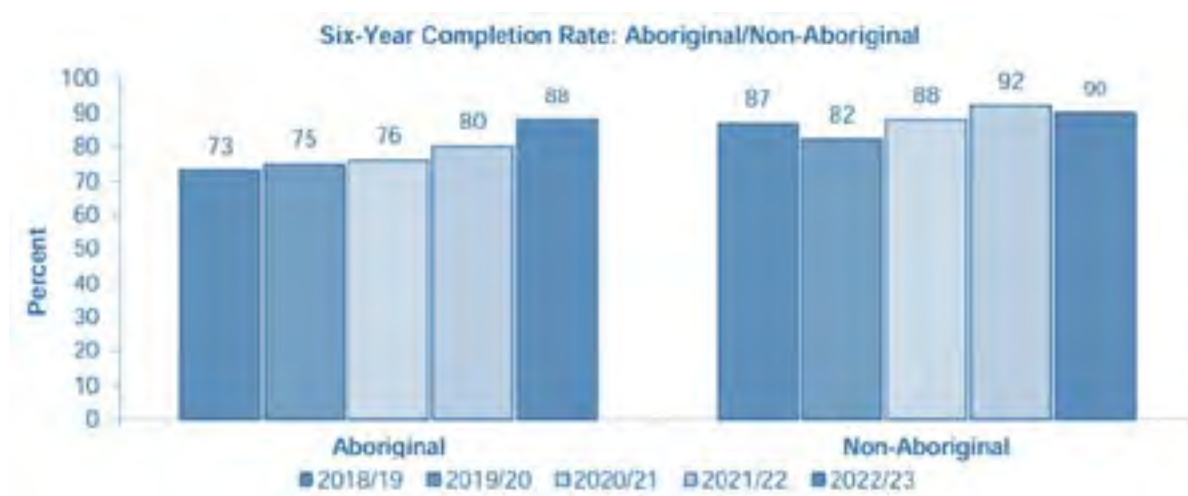


ABORIGINAL EDUCATION EVIDENCE OF LEARNING

Below is a graph summarizing the five-year completion rates for Indigenous and non-Indigenous learners.



Below is a graph summarizing the six-year completion rate for Indigenous and non-Indigenous learners.



FIVE AND SIX-YEAR COMPLETION RATE ANALYSIS

The five-year completion rate for Indigenous learners has continued to grow over the past 5 years, increasing in parity with non-Indigenous learners. As of 2022–2023 school year, the five-year school completion rates for Indigenous learners are at 81%, the highest rate to date.

Similarly, the six-year school completion rate for Indigenous learners has also continued to grow. As of the 2022–2023 school year, the six-year school completion rate for Indigenous learners grew to 88%, while non-Indigenous learners were at 90%. We are clearly seeing a narrowing of the historical gap in the school completion rates between Indigenous and non-Indigenous learners in SD8.

STUDENT LEARNING SURVEY

The Student Learning Survey is conducted annually as a province-wide census, wherein every student in the specified grades is encouraged to participate. Since it is a census, the survey provides a representative view of student perspectives.



ABORIGINAL EDUCATION EVIDENCE OF LEARNING

The results related to Aboriginal ancestry are considered to be representative of both the survey respondents and the broader school population.

The following data is a subset of questions taken from the Student Learning Survey, specifically chosen because they help gather students' perspectives on their sense of belonging.

STUDENT LEARNING SURVEY RESULTS, GRADE 3-4



ANALYSIS OF STUDENT LEARNING SURVEY RESULTS GRADE 3-4

The data shows a growth of Indigenous students in grades 3-4 who like school. Indigenous students for the past 5 years have reported that all or most of the time they feel they are treated fairly by adults. In 2022-2023, Indigenous respondents shared that 44% of the time, they are learning about First Peoples in school.



ABORIGINAL EDUCATION EVIDENCE OF LEARNING

STUDENT LEARNING SURVEY RESULTS GRADE 3-4 (CONTINUED)



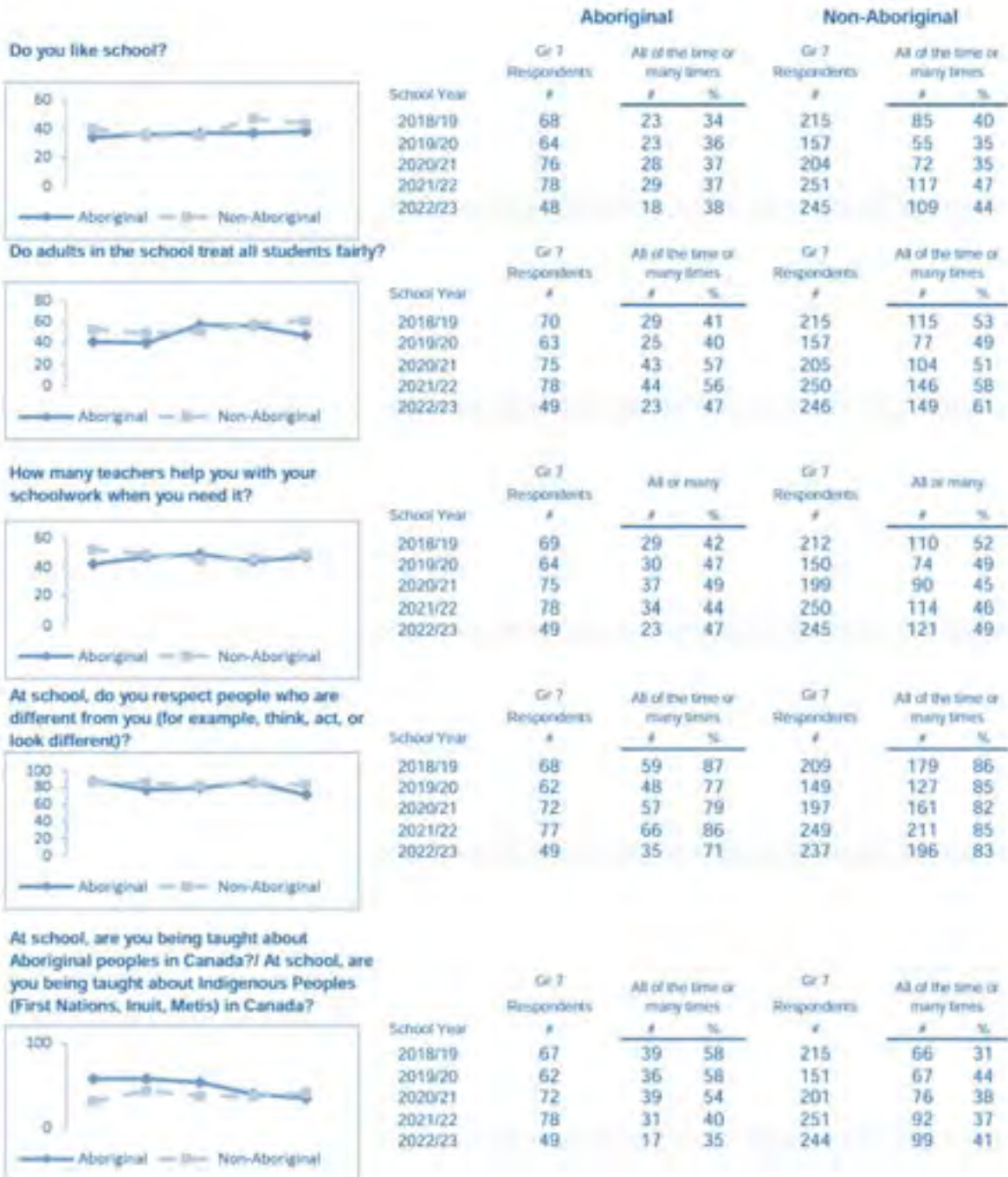
ANALYSIS OF STUDENT LEARNING SURVEY RESULTS GRADE 3-4 (CONTINUED)

Eighty-one per cent of Indigenous respondents reported they feel safe at school all of the time in 2022-2023. Indigenous respondents also reported that two or more adults care about them, at 82% all of the time in 2022-2023, 14% higher than non-Indigenous students. Consistently for the past five years, about 67% of Indigenous students in grade 4 have shared that they are happy at school, remaining roughly the same in the past five years and similar to non-Indigenous learners.



ABORIGINAL EDUCATION EVIDENCE OF LEARNING

STUDENT LEARNING SURVEY RESULTS GRADE 7





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

ANALYSIS OF STUDENT LEARNING SURVEY RESULTS GRADE 7

Indigenous learners over the past five years have hovered around 35% for those who report liking school, slightly lower than non-Indigenous learners. Indigenous students reported lower than non-Indigenous students in the question of being treated fairly, in 2022-2023. There is a 5% growth in Indigenous students who report teachers help them with their schoolwork when needed. Seventy-one per cent of Indigenous learners in 2022-2023 shared that they respect people who are different, while 83% of non-Indigenous learners in 2022-2023 shared that they respect people who are different; 35% of Indigenous learners in 2022-2023 report that they are learning about Indigenous Peoples.

STUDENT LEARNING SURVEY RESULTS GRADE 7, CONTINUED

	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
School Year	#	#	%	#	#	%
Do you feel safe at school?						
2018/19	63	38	60	218	137	63
2019/20	63	38	60	157	105	67
2020/21	73	48	66	203	125	62
2021/22	71	53	75	257	182	71
2022/23	47	31	66	250	184	74
At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?						
2018/19	64	Msk	Msk	222	34	15
2019/20	62	Msk	Msk	156	25	16
2020/21	73	10	14	206	27	13
2021/22	71	Msk	Msk	259	38	15
2022/23	47	Msk	Msk	246	27	11
How many adults at your school care about you? (Percentage responding 2 adults or more.)						
2018/19	70	45	64	216	142	66
2019/20	64	42	66	158	97	61
2020/21	75	53	71	204	130	64
2021/22	78	36	46	251	118	47
2022/23	48	22	46	247	143	58
I would like to go to a different school.						
2018/19	69	10	14	216	35	16
2019/20	62	14	23	156	27	17
2020/21	75	10	13	206	27	13
2021/22	76	Msk	Msk	250	33	13
2022/23	48	Msk	Msk	243	27	11








ABORIGINAL EDUCATION EVIDENCE OF LEARNING

ANALYSIS OF STUDENT LEARNING SURVEY RESULTS GRADE 7, CONTINUED

Sixty-six per cent of Indigenous students in grade 7 report that they feel safe at school, while 74% of non-Indigenous grade 7 students reported feeling safe at school in 2022–2023. Forty-six per cent of Indigenous learners reported that two adults or more cared about them. Questions regarding being bullied, teased and picked on, and also questions regarding wanting to attend a different school were masked, therefore more data will be required in these areas.

STUDENT LEARNING SURVEY RESULTS GRADE 10

	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
Do you like school?						
	School Year	#	%	#	%	%
	2018/19	38	Msk	149	45	30
	2019/20	Msk	Msk	25	Msk	Msk
	2020/21	54	15	189	61	34
	2021/22	46	20	189	78	41
	2022/23	56	16	200	72	36
Do adults in the school treat all students fairly?						
	School Year	#	%	#	%	%
	2018/19	38	12	149	63	42
	2019/20	Msk	Msk	25	13	52
	2020/21	54	21	182	68	37
	2021/22	46	29	189	102	54
	2022/23	56	17	201	97	48
How many teachers help you with your schoolwork when you need it?						
	School Year	#	%	#	%	%
	2018/19	35	17	140	72	51
	2019/20	Msk	Msk	25	20	80
	2020/21	53	22	177	101	57
	2021/22	46	28	185	102	55
	2022/23	56	29	198	119	61
At school, do you respect people who are different from you (for example, think, act, or look different)?						
	School Year	#	%	#	%	%
	2018/19	31	22	138	104	75
	2019/20	Msk	Msk	23	20	87
	2020/21	53	42	175	135	77
	2021/22	45	41	183	161	88
	2022/23	56	47	194	166	86
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?						
	School Year	#	%	#	%	%
	2018/19	36	16	141	74	52
	2019/20	Msk	Msk	24	14	58
	2020/21	54	22	178	80	45
	2021/22	46	23	187	69	37
	2022/23	56	15	197	70	40

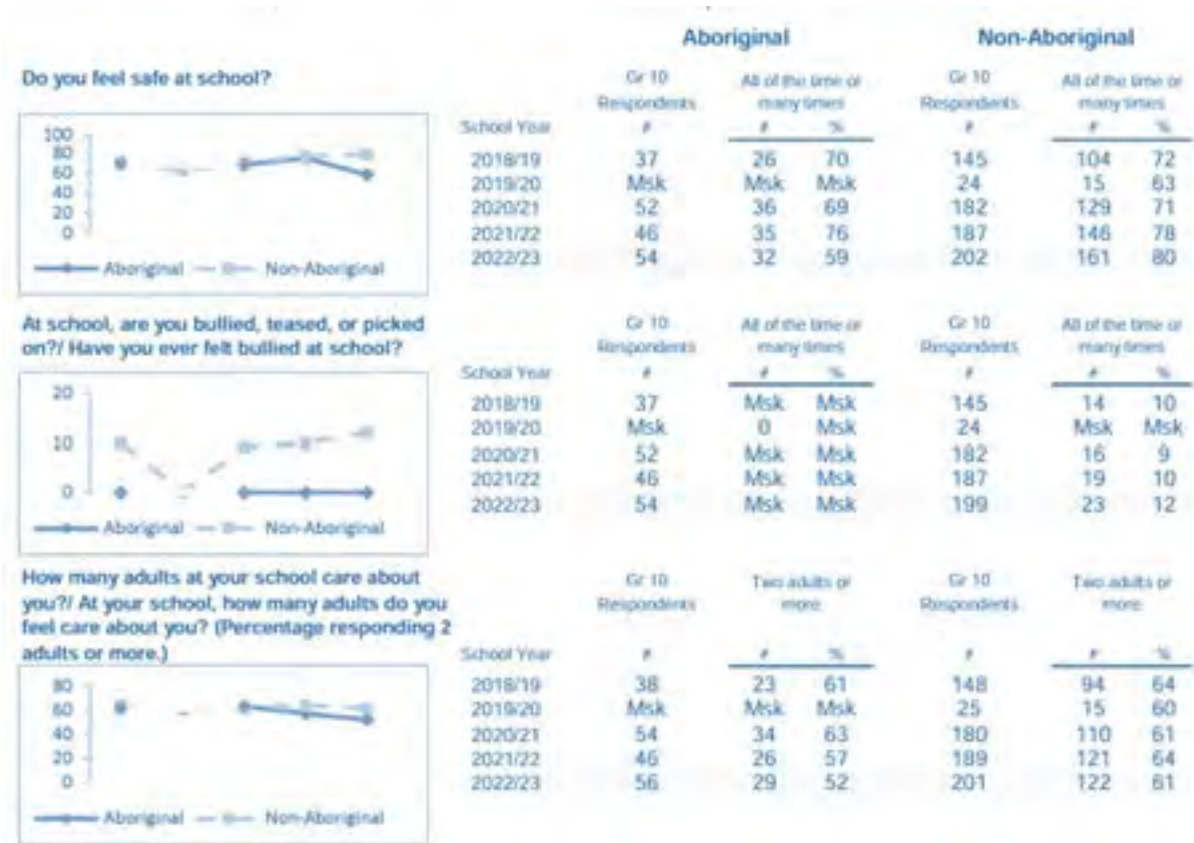


ABORIGINAL EDUCATION EVIDENCE OF LEARNING

ANALYSIS OF STUDENT LEARNING SURVEY RESULTS GRADE 10

According to these results, 29% of Indigenous learners report that they like school, compared to 36% of non-Indigenous learners in 2022–2023. In reporting whether adults in the school treat all students fairly, 30% of Indigenous learners reported that yes, adults do all of the time or many times, compared to 36% of non-Indigenous learners on this same topic in 2022–2023; 52% of Indigenous learners report that all or many teachers help them with schoolwork when needed, similar to 61% for non-Indigenous learners. When asked at school if they respect people who are different than themselves, 84% of Indigenous reported “all of the time or many times,” also similar to 86% for non-Indigenous students in 2022–2023. It seems this data is on the rise, over time. And, 27% of Aboriginal students shared that at school they are learning about Aboriginal peoples in Canada, compared to 40% of non-Indigenous students in 2022–2023.

STUDENT LEARNING SURVEY RESULTS GRADE 10 (CONTINUED)








ANALYSIS OF STUDENT LEARNING SURVEY RESULTS GRADE 10 (CONTINUED)

Indigenous learners report that they feel less safe at school in the past five years, while non-Indigenous learners report higher safety. For example, Indigenous learners who report feeling safe at school declined from 70% to 59% from 2018–2023 while non-Indigenous learners saw a rise from 72% to 80% in the same timeframe. A similar decline occurred in the percentage of Indigenous students who reported that two or more adults care about them declining from 61% in 2018–2019 to 52% in 2022–2023.

ABORIGINAL EDUCATION EVIDENCE OF LEARNING

STUDENT LEARNING SURVEY RESULTS GRADE 12

Do you like school?	Aboriginal			Non-Aboriginal			
	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %		
	School Year	#	#	%	#	#	%
	2018/19	14	Msk	Msk	72	22	31
	2019/20	Msk	Msk	Msk	13	Msk	Msk
	2020/21	27	13	48	97	43	44
	2021/22	35	14	40	142	65	46
	2022/23	30	Msk	Msk	131	40	31
Do adults in the school treat all students fairly?	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %		
	School Year	#	#	%	#	#	%
	2018/19	14	Msk	Msk	72	37	51
	2019/20	Msk	Msk	Msk	13	Msk	Msk
	2020/21	27	12	44	97	48	49
	2021/22	35	19	54	142	75	53
	2022/23	30	17	57	132	76	58
How many teachers help you with your schoolwork when you need it?	Gr 12 Respondents #	All or many # %		Gr 12 Respondents #	All or many # %		
	School Year	#	#	%	#	#	%
	2018/19	14	Msk	Msk	67	36	54
	2019/20	Msk	Msk	Msk	13	Msk	Msk
	2020/21	27	18	67	95	53	56
	2021/22	33	21	64	138	92	67
	2022/23	29	18	62	132	86	65
At school, do you respect people who are different from you (for example, think, act, or look different)?	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %		
	School Year	#	#	%	#	#	%
	2018/19	13	11	85	67	62	93
	2019/20	Msk	Msk	Msk	11	Msk	Msk
	2020/21	27	22	81	90	76	84
	2021/22	31	26	84	134	118	88
	2022/23	28	19	68	130	105	81
At school, are you being taught about Aboriginal peoples in Canada? At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?	Gr 12 Respondents #	All of the time or many times # %		Gr 12 Respondents #	All of the time or many times # %		
	School Year	#	#	%	#	#	%
	2018/19	14	Msk	Msk	68	28	41
	2019/20	Msk	Msk	Msk	13	Msk	Msk
	2020/21	27	14	52	91	36	40
	2021/22	33	14	42	137	55	40
	2022/23	28	16	57	132	65	49

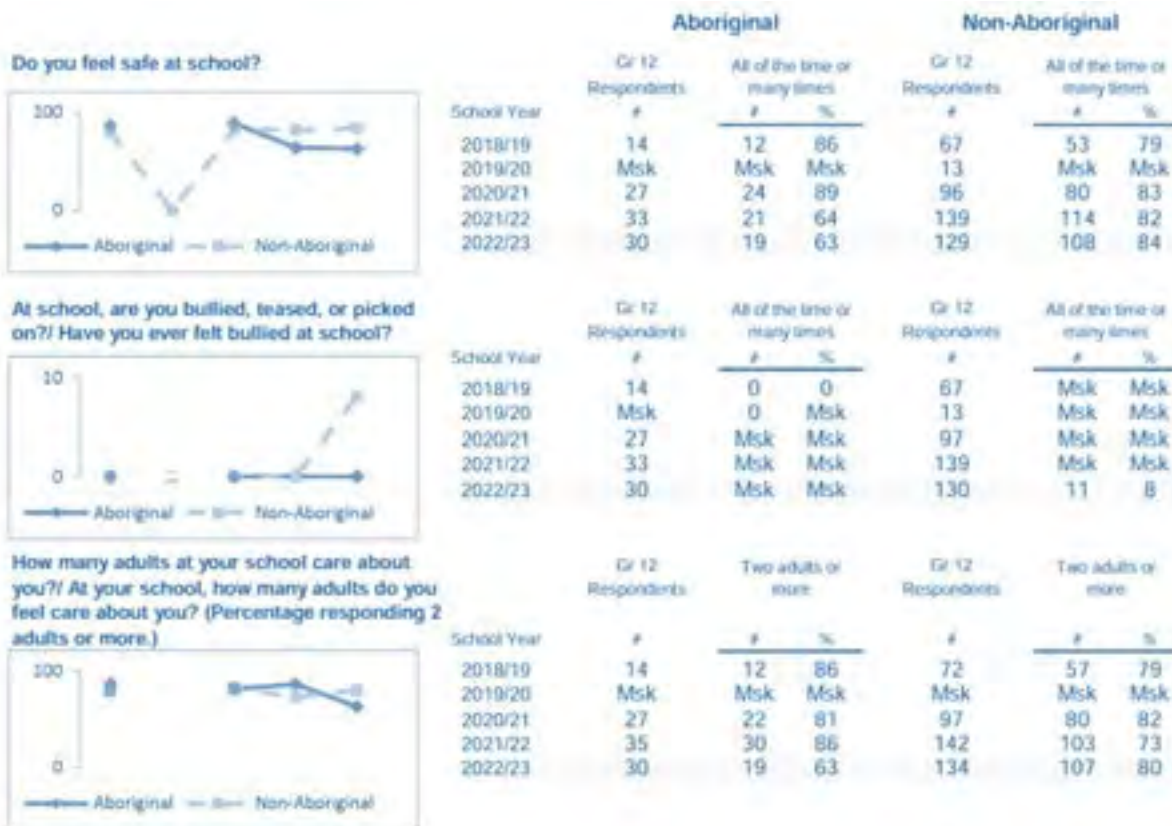


ABORIGINAL EDUCATION EVIDENCE OF LEARNING

ANALYSIS OF STUDENT LEARNING SURVEY RESULTS GRADE 12

There is insufficient data from this survey reporting on Indigenous students and whether they like school or not. Both Indigenous and non-Indigenous students reported that all of the time or many times they are treated fairly at school at 57 and 58% respectively in 2022-2023; this data has improved over the past three years. When asked about teachers who help with school when needed, Indigenous learners reported all or many at 62%, similar to non-Indigenous students at 65% in 2022-2023. This reporting percentage has remained roughly the same over time. When asked if they respect people who are different from themselves, Indigenous learners reported at 68% for all of the time compared to 81% for all of the time for non-Indigenous learners. When asked if they are learning about Aboriginal peoples, 57% of Indigenous learners reported all of the time compared to 49% who reported all of the time in 2022-2023, rising slightly over the past three years.

STUDENT LEARNING SURVEY RESULTS GRADE 12 (CONTINUED)



ANALYSIS OF STUDENT LEARNING SURVEY RESULTS GRADE 12 (CONTINUED)

Indigenous learners are reporting feeling less safe at school in the past five years, while non-Indigenous learners are reporting higher safety. This is similar to the grade 10 data for the same question. For example, Indigenous learners who report feeling safe at school declined from 86% to 63% from 2018-2023 while non-Indigenous learners rose from 79% to 84% in the same timeframe. A similar decline is noted in how many adults, two or more, were reported as feeling cared for; Indigenous students reported a decline from 63% in 2022-2023 from 86% in 2018-2019.

ABORIGINAL EDUCATION EVIDENCE OF LEARNING

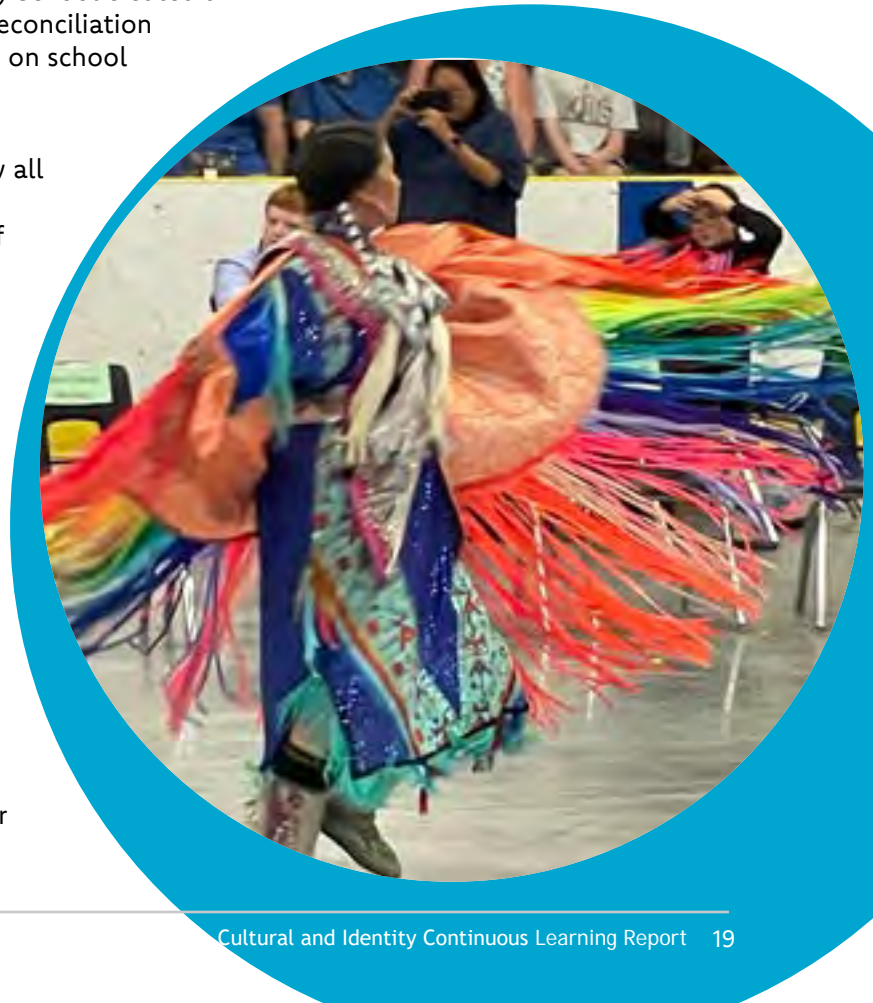
Aboriginal Education Programs and Services to Support Response to Data

Below are programs and services delivered in Aboriginal Education programs in SD8 schools.

- Aboriginal Education, School Based Action Plans - each fall, all schools write an Aboriginal Education Action Plan for their school site in partnership with the Aboriginal staff and the school principal. The action plan outlines specific actions throughout the year to support self-identified Aboriginal students. Actions may include land-based teachings, academic supports, Knowledge Keepers in schools, traditional stories and/or language, for example. These action plans also provide an opportunity for reflection on successes and areas of growth for the following year.
- Orange Shirt Day - organization of activities, lesson plans, shirts, and resources for all schools.
- Reconciliation Week – SD8 is committed to the shared journey of Reconciliation. The hope for this week is full district, classroom engagement and learning on the topic of Reconciliation, to fully honour the National Day of Truth and Reconciliation, Residential School Survivors, and those children who did not return home. Resources, lesson plans, videos, music, and stories were shared with all schools, as well as resources for support and help in the essence of cultural safety.

◇ Reflections from schools

- ◆ Crawford Bay Elementary Secondary School created a quilt project to honour Truth and Reconciliation and planted a tree of remembrance on school grounds.
- ◆ JVH students created visual representations of Orange Shirt Day all around the school and engaged in reading books about experiences of Indian Residential School survivors. Secondary students lead the Truth and Reconciliation Day assembly with a discussion about meaningful territory acknowledgements and actions all students can take toward reconciliation.
- ◆ Brent Kennedy Elementary students witnessed Red River Métis Knowledge Keeper, Christopher Yates, sharing teachings on Nation to Nation treaties and moving forward in right relationship. He also shared a song while students were invited to reflect on the children who never made it home.



ABORIGINAL EDUCATION EVIDENCE OF LEARNING

- ♦ Winlaw Elementary School students listened to Elder Kokum Debbie Bird from Peguis First Nation share beautiful teachings with them. Kokum reminded them that they are never alone and that they always have someone who will listen and help them through difficult times. The grade 4,5,6 students read poems that they had written about residential schools and the healing they wish for all impacted by them. Every class contributed to a hall display of orange hearts and t-shirts.
- Truth and Reconciliation Day assemblies – On Friday September 29th 2023, all schools participated in an assembly to honour the National Day for Truth and Reconciliation. Assemblies varied in content, with student leaders and support from staff, to honour the essence of this important day.
- Knowledge Keepers in Schools to Honour Nation Partners - Based on Aboriginal Education staff feedback, there was a keen interest in bringing Knowledge Keepers into schools, as opposed to virtual district offerings. In 2022-2023, Aboriginal Education committed to bringing in one Knowledge Keeper to each school, for a full school assembly. This was also an opportunity to hear from teachings of these lands. From traditional dance, to song, to stories – students and staff alike were captured with this learning opportunity.
 - ◇ Dan Nanamkin – Sinixt Knowledge Keeper and Storyteller
 - ◇ Patrick Alexandre – Métis, Juno-Award winning musician and storyteller
 - ◇ Madeline Terbasket – Syilx, Two-Spirit storyteller
 - ◇ Janelle Alladina – Secwepemc Knowledge Keeper and Jingle Dress Dancer
 - ◇ Peter White – Ktunaxa, Yaqaan Nukiy Traditional Pow Wow Dancer
- Indigenous Sport / Indigenous Field Games in all schools across SD8 - Indigenous Traditional Field Games are educational activities that promote skill development through physical activity and cultural immersion. Indigenous traditional games are an important way to carry forward traditional knowledge and develop skills such as agility, communication, teamwork, strength, balance, reflexes, hand-eye coordination, accuracy, strategy, intuition, and patience. These learning opportunities are facilitated by guests in schools, in partnership with Aboriginal Education: Vanessa Lozecznik and Métis Elder Roxanne L'Esperance.
- Métis Awareness Month – Each November, SD8 Kootenay Lake honours Métis Awareness Month to align with Louis Riel Day. It is an opportunity to celebrate and honour Métis culture, language, dance, art, music, and peoples. Through this, staff, students and community learn about Métis Peoples in Canada, in BC, and what it means to be Métis. Many resources are shared in schools and guests are brought in to represent their Métis culture. Each year, a book club of a book written by a Métis author is held for staff. In 2022-2023, author Chelsea Vowel visited virtual sharing ideas on Indigenous Futurism through her book, Buffalo is the New Buffalo.

ABORIGINAL EDUCATION EVIDENCE OF LEARNING

- Métis Moccasin Making Workshop for Aboriginal Education staff – During Métis Awareness Month this year, Aboriginal Education staff joined together in ceremony and learning to work through the process of making northern style Métis moccasins. We sat with Elder Donna Wright and worked to honour the teachings of Métis Knowledge Keepers in the area.
- Virtual Poppy Beading – Classes across the district were invited to learn beadwork styles and processes of this intricate handwork through making a poppy to honour Indigenous Veterans Day in November.
- Promotion of Calendar Year Events:
 - ◇ Indigenous Veterans Day
 - ◇ Rock Your Mocs Day
 - ◇ Louis Riel Day
 - ◇ National Ribbon Skirt Day
 - ◇ Two Spirit, Indigiqueer, and Indigenous LGBTQIA+ Awareness to Celebration Day
 - ◇ National Day of Awareness and Action for MMIWG2S
 - ◇ Indigenous History Month
 - ◇ National Indigenous Peoples' Day
- Indigenous Run Walk Wheel Eight Week training throughout the district – classes in SD8 are invited annually to join in an eight-week training program, while learning about and delving into actions toward Reconciliation, that builds up to an event that is held in all schools. The eight-week program is supported through lesson plans, weekly videos, reflection questions responded to by staff and students and community, and training to learn how to effectively and efficiently run, walk, or wheel to our own ability.
- Reconciliation Run Walk Wheel in all schools – Every school in the district hosts this event annually in June to honour the journey of reconciliation we are all on.
- Indigenization Professional Development day for all staff – Each April, the district hosts and welcomes all staff to join an 'Indigenizing the Curriculum' professional development day. Speakers, presenters, workshops facilitators, and staff work with all staff to teach about Indigenous ways of knowing, being, and doing and how these concepts can be incorporated into curriculum, pedagogical approaches, and teaching practices. The goal of this learning day is to improve success of Indigenous students K-12, in alignment with the BC Tripartite Education Agreement.





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

- SD8 Youth Pow Wow – For the 13th year, students, staff, and community will come together to celebrate the traditions of Pow Wow. Pow Wow is a celebration of dance, drumming, singing, culture, and language that honours long held traditions. It is a time to honour those who have come before, and to celebrate those who are present and those who are still coming. Students are celebrated for practicing their culture, grade 12 students are honoured for their achievements, and all who gather move forward in deep learning and engagement with Indigenous Peoples.
 - ◇ Students are forever changed when participating in the SD8 District Pow Wow. They have the opportunity to learn about dancing, singing, drumming and Elders and Knowledge Keeper stories.
 - ◇ Teachings vary from school to school annually. As the Pow Wow happens in Creston each year, Yaqan Nukiy leads many of these teachings and guests in schools. SD8 is very grateful for the Pow Wow aunties, who each year go above and beyond to plan this incredible learning opportunity for the district: Josie, Janet, Laurel, Noelle, Angeleen, and Jillian, with district support from Jesse and Gail.
 - ◇ What do students have to say?
 - ◆ I am in grade five and this year will be my second year of being a grass dancer. I have been taking dance lessons for the past couple of years, and I hope that the Pow Wow can continue.
 - ◆ As an Indigenous person, I am proud to be able to celebrate my culture and the School District 8 Youth Pow Wow. I feel it is my privilege to have this honour to dance as my ancestors were at one time not able to dance.
 - ◆ To me, Pow Wow means a safe place to express my feeling through my dance. I am always happy to share my culture with friends, family and acquaintances.
 - ◆ I am so excited this year to add to my regalia and take more grass dancing lessons. And I hope that my ancestors would be proud of me in every which way they can be.
 - ◆ I believe that the School District Youth Pow Wow is huge privilege for Indigenous youth and non-Indigenous youth to get a chance to see how we celebrate our culture.”



Taeley Williams-Ram:
Old School Fancy Dance



ABORIGINAL EDUCATION EVIDENCE OF LEARNING

- Fish in Schools – Each year, five to eight schools in SD8 receive equipment to help salmon eggs develop into salmon. The Fish in Schools program, or FinS, is a program developed through the Okanagan Nation Alliance to educate students and teachers about the salmon lifecycle and the importance of their ecosystems. The students witness the growth and learn along with stories and knowledge from traditional knowledge keepers. In May, a salmon release ceremony is held, and participating schools are invited to join a traditional ceremony supported by Elders and members from local Nations to release the salmon back into the waters.
- Indigenous Language Professional Development Grants – Aboriginal Education Staff were offered grants in 2022–2023 to support their learning in traditional languages: nsyilxcən, Ktuanxa, Secwepemc and Michif, as part of the supplemental supports for Indigenous students.
- Indigenous Language Inquiry Project Grant – Aboriginal Education Staff were offered an inquiry project grant in 2022–2023 to grow traditional language learning opportunities in schools and the district to support student learning, Reconciliation and truth.
- ACE / IEC / **Bill 40** – Changes to the School Act and the implementation of Bill 40 in 2023 mandate all Boards to establish Indigenous Education Councils (IECs), ensuring meaningful engagement with First Nations and Indigenous communities. IECs will operate independently, providing advice on comprehensive and equitable educational programs and services for Indigenous students. The IEC will review and approve plans and reports for Indigenous programming, under the Indigenous targeted funding. The newly established IEC will be aligned with terms of reference from the Ministry of Education and Childcare for 2024–2025 school year.

Aboriginal Education Equity Focus

STUDENT VOICE EQUITY SCAN

Below is student street level data gathered in January 2024 at Aboriginal Education Winter Feasts from students, facilitated with Aboriginal Education staff. As a continuation of the Equity Scan, the Aboriginal Department seeks student voice data throughout the year for data gathering, monitoring, and responding. Presented below is a sampling of street level data, direct quotes from students in response to questions from the SD8 Equity Scan 2022–2023:

- How would you like to see your identity show up more at your school (identity can include gender, sexuality, cultural identity, language, belief system, community, cultural activities etc.)?
 - ◇ I think it's pretty good here as far as that
 - ◇ More Indigenous learnings for all of the kids at the school
 - ◇ Learn how to make moccasins, start a school newspaper with writers from each classroom with intermediate student helping primary students
 - ◇ More Métis guests and Elders in the school
 - ◇ More guest speakers



ABORIGINAL EDUCATION EVIDENCE OF LEARNING

- How could your school be more welcoming for you, physically, as you walk through the doors?
 - ◇ I feel it is very welcoming as is. But it's nice to be met by warm friendly people every morning
 - ◇ We have a breakfast program which is very welcoming
 - ◇ More greetings on the way in and on the way out: "hello," "have a good day."
- What rules and expectations make sense to you at school?
 - ◇ No hurting each other, no bullying
 - ◇ That you should be kind and caring to people, especially new people
 - ◇ We can't talk to each other when the teacher is teaching us
 - ◇ No fighting
- What rules and expectations do you question and why?
 - ◇ Kids losing recess for not being able to sit still. I will never understand this one. Majority of the time the kid needs to move and taking away fun time to move from them is such a bad idea. Find other ways to help them
 - ◇ Sometimes a person who identifies as 'they' is only allowed in one of the washrooms. Why can't they use either?
 - ◇ Sometimes we get in trouble for stuff we didn't do
- How can adults in your school help you be successful at school?
 - ◇ Go slower and explain more when teaching math
 - ◇ Be more open-minded and understand that we are young children and they don't have to take everything so personally. Going through puberty and being stuck with a bunch of kids also going through puberty, and at the same time starting to get older is a lot to process. I feel like teachers need to understand that we are going through a lot at this age
 - ◇ Being kind and respectful. Making them feel like they are in a safe space
 - ◇ Well, when I'm successful is when I see my friends and it helps me realize it's easier to do if my friends are there
 - ◇ Be open

EQUITY SCAN, REGIONAL SESSION

Additionally, in 2022–2023 the Ministry of Education and Child Care invited the Kootenay Boundary region to an equity regional session with Equity in Action Project Lead, Joe Heslip, to share practices and continue to focus practices toward equity. SD8 attended this session with principal Laury Carriere from Kootenay River Secondary, district leadership, Aboriginal Education district and school staff, a representative from Lower Kootenay Band Education Committee and students from Lower Kootenay Band. The student leaders shone, sharing their thoughts on equity – with honesty, wisdom, and clarity.



ABORIGINAL EDUCATION EVIDENCE OF LEARNING

ABORIGINAL EDUCATION, SUPPORTING NOMINAL ROLL STUDENTS

In 2022–2023 SD8 Aboriginal Education continues to support all students ordinarily living on reserve lands, including students from Lower Kootenay Band and students in the care of Ktunaxa Kinbasket Child and Family Services.²

- In alignment with the BC Tripartite Agreement, SD8 continues the following supports and processes:
 - ◇ Fall joint review of nominal roll students;
 - ◇ February joint review of nominal roll students;
 - ◇ Joint planning for BCTEA Transportation Grant to provide individual transportation for all Lower Kootenay Band students to/from school;
 - ◇ Facilitating supports from BCTEA Grant, Extra-curricular;
 - ◇ Invitation to Lower Kootenay Band to renew, review, and/or extend Local Education Agreement;
 - ◇ Individualized academic review plans;
 - ◇ Individualized supports and actions delivered through Aboriginal Education supplemental supports, at KRSS.

ABORIGINAL EDUCATION, FOOD EQUITY FOR INDIGENOUS LEARNERS

Below is street level data gathered from staff and students on the topic of Food Equity for Indigenous Learners, food within the Aboriginal Education Programs in 2022–2023.

- Staff
 - ◇ This gives the student the opportunity to engage in learning to prepare meals while also instilling a sense of pride and a sense of contribution when they present what they prepared to their family.
 - ◇ Nutritional food for families to share at home creates strength, resilience and mealtime bonding, which carries into school. There was a very strong sense of pride and gratitude among families and receiving their holiday food gifts.
 - ◇ Students cannot learn effectively when they are hungry and when they know they can come get nutritious food, they do!
 - ◇ Having access to adequate nutrition is a foundational support that allows students to focus, learn, and thrive.
 - ◇ Aboriginal Education feeding futures helps support student learning by providing the nutrition needed to stay healthy and alert.
 - ◇ Students are hungry and this also eliminates worry about where they can access food and the worries about the cost of groceries and the financial stresses the student families face.
 - ◇ Food is the number one-way students are willing to come in and connect with adults in the program.
 - ◇ Connections build trust and relationships so that students are willing to accept help for their studies.
 - ◇ This fosters that sense of belonging, more parent communication and involvement, which students love.
 - ◇ It is creating a space where students want to come – feed them and they will come!
 - ◇ Student can focus on school and not their hunger pains.

ABORIGINAL EDUCATION EVIDENCE OF LEARNING

- Students
 - ◇ This food really helps me think. Helping my energy levels and since I am getting proper nutrition, I'm able to stay awake during the day and have a healthy mind
 - ◇ It's nice to have help from the school for food
 - ◇ My family really liked the meal I brought home
 - ◇ If I'm hungry or bored, I know I can come in for a snack and a visit!
 - ◇ If I didn't have snack from your room, I'd starve

ABORIGINAL EDUCATION, BLOG POSTS

- Aboriginal Education programming is highlighted weekly through blog posts submitted by staff at all schools. Here are some excerpts:
 - ◆ L.V. Rogers Secondary – At the National Day for Truth and Reconciliation assembly, Teacher Naomi Legg taught all staff and students the meaning of the words on the City of Nelson welcome signs. The first sign says ki?su?k kyukyit (KEY-sook KEY-you-key-it) which means “Greetings, welcome!” in the Ktunaxa language. It also says x̣ast ṣḷx̣ạḷṭ which means “Good Day” in Nsəḷx̣č̣iṇ. I feel like this is such a pleasant way to be greeted into a place. Also when you are leaving there is the casual tone of a friend that you'll be seeing soon. ʔa:n wunikit (ON-woo-nikit) means “Until next time” in Ktunaxa and ṇiṇwi?̣ṣ ṭwiḳṇṭsṇ (NEE-noo-WEE slith-oo-WEEK-IN-CHIN) means “see you later”. The easy-going tone leaves the reader feeling like the door is open and we are ready to move forward together in a collective future and this future is looking bright!
 - ◆ Erickson Elementary School – In reflection of Orange Shirt Day and the negative impacts of the Indian Residential School system on Indigenous families, Aboriginal Youth and Family worker, Angeleen Williams reflects that “It is a wonderful thing to see happy, smiling students arriving each morning at our beautiful Erickson School. Whether it's being dropped off by families or arriving by bus and running off to play together with friends before classes start, knowing they will be returning to their families at the end of the day. Many Indigenous children did not have that at one time in Canada's history. I encourage you to take some time to look around your school and appreciate all the wonderful things we have and to be thankful for, like the teachers and staff members who care about students and their education.”





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

- ♦ J.V. Humphries Elementary–Secondary – Teacher Hannah Lunn shares that “Ms. Gresley–Jones’ K–3 class has embarked on an exciting adventure that blends science with the wisdom of Indigenous knowledge. Their exploration centres on the theme of water, bringing to life the stories and practices of Indigenous communities around Kootenay Lake. The explorers took a dive into the world of sturgeon–nosed canoes, learning about the design used by Indigenous peoples in the region. This hands–on experience not only made science more tangible but also introduced the learners to the sustainable ways of the local Indigenous communities. Ms. Gresley–Jones’ class undertook an art project using materials found in their natural surroundings. By merging scientific curiosity with Indigenous wisdom, they’ve not just learned about their environment but have also begun to grasp the importance of respecting and preserving the rich cultural heritage intertwined with Kootenay Lake.”

NEW INDIGENOUS GRADUATION CREDIT

Effective the 2023–2024 school year, all students working toward a B.C. Certificate of Graduation (“Dogwood Diploma”), in English or French, must successfully complete at least 4 credits in Indigenous–focused coursework. Schools in SD8 are implementing courses from FNEESC (BC First Peoples, English First Peoples, Contemporary Indigenous Studies) and BAA (Board Authority Approved) courses. Grade 12 students in the BC First Peoples 12 course at LVR culminated their course with an inquiry project into Indigenous Brilliance. They each chose an Indigenous person, event, or place to learn more about and included a piece of artistic expression about their inquiry. In support of the first year of the Indigenous Grad Credit, the Kootenay Boundary region offered a virtual after school networking and learning opportunity in the fall of 2022–2023.

What do staff have to say?:

- Teacher Naomi Legg shares: “I witnessed the [FNEESC and MECC] council successfully implement a required First Peoples class for all students graduating. The following year, this present year, I find myself teaching at LVR and have witnessed firsthand the change that courses like this can make on students, faculty and school culture. Students who completed BC First Peoples Socials told us that they now understand issues facing Indigenous peoples across BC and feel empowered to be proactive citizens by seeking out ways to support, be allies and to stand up and to be activists in the community. In First Peoples English 12, students enjoyed some of the many excellent Indigenous writers in Canada. Their literary horizons were expanded as Indigenous issues were examined in a personal way.”
- Teacher Hannah Lunn says: “Attending the Teaching EFP 12 new Indigenous Grad Credit Professional Development days in Castlegar and Kimberley gave me the confidence to step into teaching this course, connected me with lots of awesome new colleagues, and gave us an opportunity to share resources with each other!”



ABORIGINAL EDUCATION EVIDENCE OF LEARNING

Staff quotes regarding professional development opportunities:

- Teacher Naomi Legg states that “All of this has led me to learn one of the languages of this land, N̓səl̓xč̓in’, and I have brought that language into the school focusing in on the First Peoples English and Socials classes as well as the Foods classes. Language can now be heard in the hallways by students and there is a noticeable buzz in the air as students practice land acknowledgements. Students are learning protocols, listening and speaking protocols, gifting protocols, and how to introduce oneself connected in place and family.

The cultural teachings are invaluable to me as someone who did not grow up in my culture. The ability to have made a ribbon skirt and wear it proudly has given me confidence to continue. Now I am growing in beadwork, thanks to offerings from the district. What we are doing is good and right and is needed as we work toward reconciling what was hidden, forgotten, and lost. This is a time of positive change and celebration, and we are seeing Indigenous students and staff rising up in culture and their peers celebrating alongside them.”

- Teacher Baylie Corner shares that “Having the knowledge and technique to create beautiful beadwork art has become an extremely important mindfulness practice as well as a form of artistic expression for myself. It has helped me connect with my Potawatomi heritage and gave me the initial courage and spark to apply for a job in Aboriginal Education, after years of wanting to apply. It has given me more opportunities to work on humility, love and generosity. It has provided me with so many gifts that I am proud to be able to share with others.

This work has given me a sense of purpose and fulfillment as a teacher that I haven’t yet experienced in my career until accepting this job. In this role I am able to work as a classroom teacher that shares knowledge with the whole class and inspire wonderful discussion, pride of self, and admiration of all indigenous people in Canada, while also being a fierce supporter of my students that can advocate for them and work to support their unique needs. I love my work, and I love that I have an amazing district Aboriginal Education team supporting me that makes this work possible.”

- Teacher Kari-Lynn Hatt explains that, “The ways in which I have grown are valuable. One of the keyways to mention is how much I love sharing this experience with other staff members at my school. It is a time when I feel I don’t have to “push” so hard as Indigenous Ed teacher to secure the attention for learning about and with Indigenous Culture. We all sit together, learn together and discuss. It’s precious.

Attending the pro-d I have attended has changed my life. Not only has it empowered me to take risks in my teaching, it has allowed me to understand and let go of the Imposter Syndrome I once had. This work is immensely important to me. It has made me feel like I belong to something very important: the journey towards reconciliation. I cherish the Indigenous Students I work with and understand them so much more than before. I understand the barriers to equity, the trauma that they may carry and the challenging path forward towards dignity, purpose and options.”



ABORIGINAL EDUCATION EVIDENCE OF LEARNING

Results of previous year's action plan

SD8 Kootenay Lake Aboriginal Education has achieved:

- A continued rise of completion rates for Aboriginal learners
- Increased knowledge and awareness
- Continued partnerships with Lower Kootenay Band through prioritizing BCTEA processes
- Completed Academic Reviews and Primary Success meetings to increase monitoring and supports for Aboriginal learners
- Presented the District Indigenizing the Curriculum Professional Development Day with elite Indigenous leaders, speakers, and workshops
- Supported schools, Aboriginal Education staff with awareness and tools to develop supplemental supports for Aboriginal Education self-identified students
- Highlighted Aboriginal initiatives district-wide, including: National Day of Truth and Reconciliation, Orange Shirt Day, Moosehide Campaign, MMIWG2S Day of Awareness
- Provided in-class supplemental supports for the new Indigenous graduation requirement courses

Action Plan for 2023-2026

The Action Plan for Aboriginal Education aligns with the Aboriginal Education Focus Areas and the SD8 Strategic Priority: Cultural and Identity Development.

The Cultural and Identity Development plan is outlined in the table below, showing strategic priority goals prioritized for three years, from 2023-2026; also included in the table are monitoring and strategies for each item.





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

	Strategic Priority Goals	Monitoring	Strategies
1	Create welcoming, engaging and accessible learning spaces.	<ul style="list-style-type: none"> • Student Achievement (Early Years Literacy and Numeracy profiles, Primary Success meetings, Foundation Skills Assessments [FSA], Graduation Literacy Assessments [GLA], report cards) • Student Learning Surveys • Developmental Surveys • Grade-to-grade transitions • Student Voice (Aboriginal Equity Data) • Ministry monthly tracking • Annual Academic reviews for grades 10-12 • Annual Early Learning reviews for literacy and numeracy • HAWD, How Are We Doing Report, Aboriginal Report 	<ul style="list-style-type: none"> • Providing in school and district wide Aboriginal Education supplemental and equitable supports, increasing pathways to graduation. • Strengthening anti-racism skills, awareness, and responses district wide. • Building and growing Reconciliation awareness and actions. • Increasing awareness and actions of 2SLGBTQIA+ peoples and communities. • School Leader learning and competency development, anti-racism learning series • Awareness tools and resources shared district wide • School Leader learning and competency building on 2SLGBTQIA+ • SOGI School Leads learning and competency building on 2SLGBTQIA+
2	Promote and deepen mental and physical health and well-being	<ul style="list-style-type: none"> • Student Achievement (Early Years Literacy and Numeracy profiles, Primary Success meetings, Foundation Skills Assessments [FSA], Graduation Literacy Assessments [GLA], report cards) • Student Learning Surveys • Developmental Surveys • Grade-to-grade transitions • Student Voice (Aboriginal Equity Data) • Ministry monthly tracking • Annual Academic reviews for grades 10-12 • Annual Early Learning reviews for literacy and numeracy • HAWD, How Are We Doing Report, Aboriginal Report 	<ul style="list-style-type: none"> • Growing and supporting Aboriginal Education staff and all staff capacity with Indigenous teachings to be shared in schools. • Aboriginal Education Team meetings, developing pedagogical shared approaches • Specific Indigenous Professional Development and wellness learning • Provide food equity supports through Feeding Futures program



ABORIGINAL EDUCATION EVIDENCE OF LEARNING

	Strategic Priority Goals	Monitoring	Strategies
3	Enhance the social-emotional skills and capacities of learners.	<ul style="list-style-type: none"> • Student Achievement (Early Years Literacy and Numeracy profiles, Primary Success meetings, Foundation Skills Assessments [FSA], Graduation Literacy Assessments [GLA], report cards) • Student Learning Surveys • Developmental Surveys • Grade-to-grade transitions • Student Voice (Aboriginal Equity Data) • Ministry monthly tracking • Annual Academic reviews for grades 10-12 • Annual Early Learning re-views for literacy and numeracy • HAWD, How Are We Doing Report, Aboriginal Report 	<ul style="list-style-type: none"> • Scope and Sequence that incorporate cultural events and awareness through the calendar year • Consistent liaison with CYMH, MCFD and Ktunaxa Kinbasket for wraparound supports for students
4	Ensure that every student feels they are safe at school and that they belong.	<ul style="list-style-type: none"> • Student Achievement (Early Years Literacy and Numeracy profiles, Primary Success meetings, Foundation Skills Assessments [FSA], Graduation Literacy Assessments [GLA], report cards) • Student Learning Surveys • Developmental Surveys • Grade-to-grade transitions • Student Voice (Aboriginal Equity Data) • Ministry monthly tracking • Annual Academic reviews for grades 10-12 • Annual Early Learning reviews for literacy and numeracy • HAWD, How Are We Doing Report, Aboriginal Report 	<ul style="list-style-type: none"> • Providing in school and district wide Aboriginal Education supplemental and equitable supports, increasing pathways to graduation. • Strengthening anti-racism skills, awareness, and responses district wide. • Building and growing Reconciliation awareness and actions. • Increasing awareness and actions of 2SLGBTQIA+ peoples and communities. • Supporting and growing relationships from a distinctions-based approach, with Rights Holders. • Aboriginal Committee for Education / IEC

Actions for 2024-2025

The Action Plan for Aboriginal Education aligns with the Aboriginal Education Focus Areas and the SD8 Strategic Priority: Cultural and Identity Development. Further actions for 2024-2025 elaborate on the actions from the 3 Year Action Plan above.

- Providing in school and district-wide Aboriginal Education supplemental and equitable supports, increasing pathways to graduation:
 - ◇ To deliver supplemental supports to all self-identified Indigenous students to increase pathways to graduation
 - ◇ Monitor supports monthly to ensure individualized support is continuous throughout the year
 - ◇ Monitor daily academic through participation in School Based teams



ABORIGINAL EDUCATION EVIDENCE OF LEARNING

- ◇ Liaise with community agencies for additional individualized supports
 - ◇ Provide equitable supports based on individual student needs
 - ◇ Liaise with families to ensure families are welcomed into schools and into their child's learning, supporting cultural safety for all
 - ◇ Monitor report cards throughout the year to ensure supports are responsive
 - ◇ Support the development of 3-year grad plans for Aboriginal students in grades 10-12
 - ◇ Provide Indigenous specific scholarships to self-identified Indigenous graduates at all high schools
 - ◇ Provide learning opportunities through cultural teachings, guests and knowledge keepers in schools and Indigenous specific resources
 - ◇ Continue Aboriginal Education graduation honouring ceremony
 - ◇ Continue an Elder In-Residence program
 - ◇ Continue to gift all new Aboriginal Education kindergarten students with a book
 - ◇ Support schools and Aboriginal Education staff to develop school specific action plans for supplemental supports
 - ◇ Complete district Academic Reviews and Primary Success meetings with all schools, dedicated to improving completion rates, literacy and numeracy rates of Aboriginal learners
- Growing and supporting Aboriginal Education staff and all staff capacity with Indigenous teachings to be shared in schools:
 - ◇ Supporting traditional language development with Aboriginal Education staff
 - ◇ Providing opportunities for Aboriginal Education staff to attend the annual First Nations Education Steering Committee conference
 - ◇ Providing opportunities for Aboriginal Education staff to attend other professional development events
 - ◇ Providing opportunities for staff inquiry projects to grow pedagogy and student success
 - ◇ Building opportunities for district Aboriginal Education staff to come together and learn, grow, and build on Indigenous Ways of Knowing, Being, and Doing
 - ◇ Participating in regional and provincial Indigenous leadership gatherings
 - ◇ Co-lead the District Indigenization Professional Development day in partnership with the District Pro-D committee



ABORIGINAL EDUCATION EVIDENCE OF LEARNING

- Supporting and growing relationships from a distinctions-based approach, with Rights Holders:
 - ◇ Aligning with Bill 40, SD8 will establish an Indigenous Education Council in 2024
 - ◇ Continue to work with Rightsholders to bring knowledge keeper and cultural teachings into schools
 - ◇ Continue to bring Fish in Schools to educate students and teachers about the salmon lifecycle and the importance of their ecosystems so that they ay become future advocates for both salmon and their habitat
 - ◇ Facilitate the BC Tripartite Education Agreement (BCTEA) priorities including Nominal Roll processes, BCTEA Transportation and BCTEA Extra-Curricular Funding
- Building and growing Reconciliation awareness and actions:
 - ◇ Building awareness for National Day for Truth and Reconciliation
 - ◇ Continue the annual SD8 Youth Pow Wow
 - ◇ Continue to lead and take long strides toward reconciliation with Reconciliation Run Walk Wheel events
 - ◇ Continue coordinating events and sharing information for all staff across the district





DIVERSITY EDUCATION EVIDENCE OF LEARNING

Diversity Education aligns with the SD8 Strategic Priority: Cultural and Identity Development, the Ministry of Education and Child Care policy Diversity in BC Schools, the School Act diversity statement, SD8 Policy 171, Policy 450 and AP 1101, AP 4001. Diversity Education ensures all students are welcomed, included and respected in a safe learning environment, while being fully and completely themselves.

Data and Analysis

GENDER IDENTITY AND SEXUAL ORIENTATION SURVEY RESULTS

Sexual orientation	
Straight	71%
Mostly straight	7%
Bisexual or pansexual	12%
Gay or lesbian	4%
Asexual	1%
Not sure	5%

ANALYSIS GENDER IDENTITY AND SEXUAL ORIENTATION

Students in Grades 7–12 in SD8 participated in the 2023 BC Adolescent Health Survey (BC AHS). Results from the population surveyed 52% of students identified as male, 43% as female, 4% as non-binary, and the remainder were not yet sure of their gender identity. For 93% of students, their gender identity matched their sex assigned at birth.

SEXUAL HEALTH EDUCATION AT SCHOOL SURVEY RESULTS

For the first time, the BC AHS asked students about their views on the sexual health education they received at school. Students who received sex education were asked whether this education had met their needs.

76% Felt the sex education they received had started at the right age for them

82% Felt it was relevant to their gender identity

75% Felt it was relevant to their sexual orientation

55% Felt it was relevant to any disability or health condition they had

85% Felt it was respectful of their culture/religion

ANALYSIS HEALTH EDUCATION AT SCHOOL

The majority of respondents were satisfied with the timing of their sex education, feeling it started at an appropriate age. Most also found the content relevant to their gender identity and sexual orientation.



DIVERSITY EDUCATION EVIDENCE OF LEARNING

However, only 55% of respondents shared that disability and health conditions were believed to be relevant. Notably, a high number of participants felt the sex education was respectful towards their cultural or religious backgrounds. Additional data provided from the BC AHS shared that 82% reported receiving sex education at school, including 41% who had found it helpful and 41% who had not found it helpful.

STREET LEVEL DATA ON SAGA GROUPS AT SCHOOLS

Gay-Straight Alliances (GSAs), gender and sexuality alliance groups, diversity clubs, and SAGA groups (sexual and gender acceptance) are in all schools within SD8 to support diversity and student learning.

- Having 2SLGBTQIA+ specific clubs like SAGA is essential in school systems as they provide an exclusive and safe place for queer youth to feel comfortable being themselves
- With increasing numbers of laws passing against 2SLGBTQIA+ peoples, such as Bill 137 in SK, these safe havens for queer students are becoming fewer and fewer
- Schools should be a safe place to learn and accept both yourself and other people
- SAGA allows that to happen within the safety of knowing there are more people like yourself, and adults willing to listen and learn to be more inclusive
- In my time at LVR, SAGA provided me with not only a place that allowed for open and safe expression and experimentation of my identity as a queer person, but a community to become invested people
- The importance of community is essential to young queer people. For many, being queer, whether closeted or open, is a marginalizing and isolating experience
- SAGA allowed me and many of my friends the comfort and safety to be ourselves and speak freely about our worries and life experiences without fear or ridicule
- It is essential that a system such as SAGA exists to ensure that the groups that stand to be the most isolated in a secondary school system have the opportunity to create connections and feel safe being themselves

ANALYSIS STREET LEVEL DATA ON SAGA GROUPS AT SCHOOLS

2SLGBTQIA+ specific clubs like SAGA play a crucial role in providing a safe and exclusive environment for 2SLGBTQIA+ learners. These groups create a sense of community and belonging, helping to mitigate the marginalization and isolation often experienced by 2SLGBTQIA+ learners. The presence of these clubs in schools is vital for enabling students to learn and accept themselves and others within a supportive and inclusive setting, highlighting the importance of maintaining and expanding these safe spaces.

STUDENT LEARNING SURVEY – EXPERIENCED DISCRIMINATION ON THE BASIS OF THEIR SEXUAL ORIENTATION OR GENDER IDENTITY

From 2022–2023, in the Student Learning Survey from Student Satisfaction and Wellness in SD8, students were surveyed on their experiences of discrimination and sexual/gender identity.

6%

Elementary students report having experienced discrimination on the basis of their sexual orientation or gender identity

8%

Secondary students report having experienced discrimination on the basis of their sexual orientation or gender identity

12%

Indigenous students in Secondary schools report having experienced discrimination on the basis of their sexual orientation or gender identity



DIVERSITY EDUCATION EVIDENCE OF LEARNING

Discrimination toward 2SLGBTQIA+ students exists in SD8 Schools in all levels and for priority learners.

Diversity Education Programs and Services to Support Response to Data

Below are programs and services delivered on Diversity Education in SD8 schools:

- Annual district participation and leadership in Nelson Pride Parade
- School leader and SOGI school leads learning and competency building on 2SLGBTQIA+ peoples and communities with Mischa Oak from LGBTQ Corporate Training which included:
 - ◇ Definitions and history of 2SLGBTQIA+ peoples and communities
 - ◇ Concrete examples of homophobia, biphobia, transphobia and how it looks, sounds, and feels like and how to respond with specific and clear responses
 - ◇ Tips for Allies – all rooted in actions to take to support 2SLGBTQIA+ peoples and communities
 - ◇ The importance of anchoring SOGI-Inclusive education in Human Rights Education
 - ◇ The role of public servants to uphold SOGI/Human rights. This is upholding Canadian and BC Human Rights law
- Kootenay River Secondary School received an “It Gets Better Project” grant. Students in the GSA read and reviewed dozens of 2SLGBTQIA+ themed novels for the KRSS library. A pop-up book about coming out was distributed to students at KRSS, as well as gifted to the Creston Library and other SD8 School Libraries. The group hosted events such as a bbq picnic as a gesture of friendship during LGBTQ+ History Month, as well as hosted a movie and pizza night for the school
- Building awareness of 2SLGBTQIA+ communities through promotion of yearly calendar events:
 - ◇ LGBTQ+ History Month
 - ◇ Pride Month
 - ◇ Trans Day of Awareness and Remembrance, Trans Day of Visibility
 - ◇ International Day Against Homophobia, Transphobia, Biphobia – May 17
 - ◇ No Name Calling Week
 - ◇ International Day of Silence
- Promoted different 2SLGBTQIA+ community and provincial events such as the UBC CampOUT! And Drag Story Time
- Highlighted and promoted parts of the SOGI123 BC website for educators. The website has lesson plans for all grade levels, information about building capacity for GSA (Gender and Sexuality Alliance) groups, professional development tools, and ways to create and build on SOGI policy
- Development and promotion of lesson plans that include 2SLGBTQIA+ representation
- Development of collection of resources to share with schools, including supports, lesson plans, education resources, information for GSA’s, professional development, and tips for allies



DIVERSITY EDUCATION EVIDENCE OF LEARNING

- Ensured professional development presenters are represented in district professional development offerings
- Published a poster entitled “Creating Brave and Safe Spaces” to build accountable spaces for 2SLGBTQIA+ students, staff, and communities in all schools
- Development of SOGI Inclusive Education information for district website
- Development of ‘canned responses’ for staff to use when faced with anti-SOGI sentiments

Results of Previous Year’s Action Plan

The 2023–2024 school year is the first with this portfolio. Much of the work this year was informed from data that was gathered at the SD8 2022–2023 Student Symposium.

STREET LEVEL DATA ON 2SLGBTQIA+ STUDENT EXPERIENCES AND STORIES IN SD8 SCHOOLS, 2022–2023

A panel of 2SLGBTQIA+ students shared their experiences and stories in SD8 schools. 2SLGBTQIA+ students were given a platform within a safe and brave space to share personal successes of when they were supported being queer in their learning spaces and places. They also shared stories of when they were mistreated due to their sexual orientation or gender identity. They were also given the opportunity to share what needs to change moving forward for 2SLGBTQIA+ students to feel safe, brave, celebrated and comfortable coming to school. All students at the symposium were then given the time to discuss how we do better with this knowledge heard. This led to a conversation with over 100 students in attendance about how to do better for the 2SLGBTQIA+ community to create better and equitable educational experiences and spaces.

- ◇ The need for more education about 2SLGBTQIA+ communities, Black History month, Asian History month, Latin History month, other BIPOC communities
- ◇ The dire need for educational spaces and places to be fully accessible for 2SLGBTQIA+ peoples unique needs with suggestions of how to change this moving forward
- ◇ The necessity for policy and practice to reflect the living and lived experiences of 2SLGBTQIA+ peoples
- ◇ The need for 2SLGBTQIA+ representation in learning
- ◇ The need for comprehensive and grade-level appropriate sexual health education
- ◇ The need for 2SLGBTQIA+ student voice to be heard and present in conversations across the district
- ◇ The need for conversations and teaching about inclusion to start at younger ages



DIVERSITY EDUCATION EVIDENCE OF LEARNING

ANALYSIS STREET LEVEL DATA ON 2SLGBTQIA+ STUDENT EXPERIENCES AND STORIES IN SD8 SCHOOLS

The discussion emphasizes the importance of enhancing education about 2SLGBTQIA+ communities, BIPOC histories including Black, Asian, and Latin histories, and ensuring educational spaces are accessible to meet the unique needs of 2SLGBTQIA+ BIPOC learners, with forward-looking suggestions for improvement. It underscores the necessity of learning environments to mirror the real and varied experiences of 2SLGBTQIA+ and BIPOC learners, alongside accurate representation in educational content. Additionally, it calls for student voices in district-wide conversations, and continued efforts with teaching and discussions on inclusion and diversity from an early age.

Action Plan for 2024-2025

One of the goals of Diversity Education is to increase awareness of 2SLGBTQIA+ peoples and communities. This will be achieved through education opportunities for staff and students, amplifying 2SLGBTQIA+ voices and experiences through our visible environments in learning spaces, building resources for classrooms, and working toward creating a district-wide or regional event for members of GSAs and Pride Clubs to come together. These goals are aligned with the SD8 strategic priority, Cultural and Identity Development.





ANTI-RACISM AND CULTURAL SAFETY, EVIDENCE OF LEARNING

In alignment with the district policy and administrative procedures on Anti-Racism and Cultural safety, our commitment to creating an environment free from discrimination and promoting cultural understanding and safety continues forward each year. Anti-Racism and Cultural Safety aligns with the SD8 Strategic Priority: Cultural and Identity Development.

Anti-Racism Data and Analysis

FAMILY BACKGROUND

In the 2023 BC Adolescent Health Survey, SD8 students in grades 7–12 shared their identified family background.

Family background	
Indigenous	15%
African	3%
Caribbean	2%
European	67%
East Asian	5%
South Asian	3%
Southeast Asian	1%
Middle Eastern	1%
Latin American, South American, Central American	6%
Australian, Pacific Islander	3%
Other	4%
Don't know	22%

Note: Students could mark all that applied.

ANALYSIS FAMILY BACKGROUND

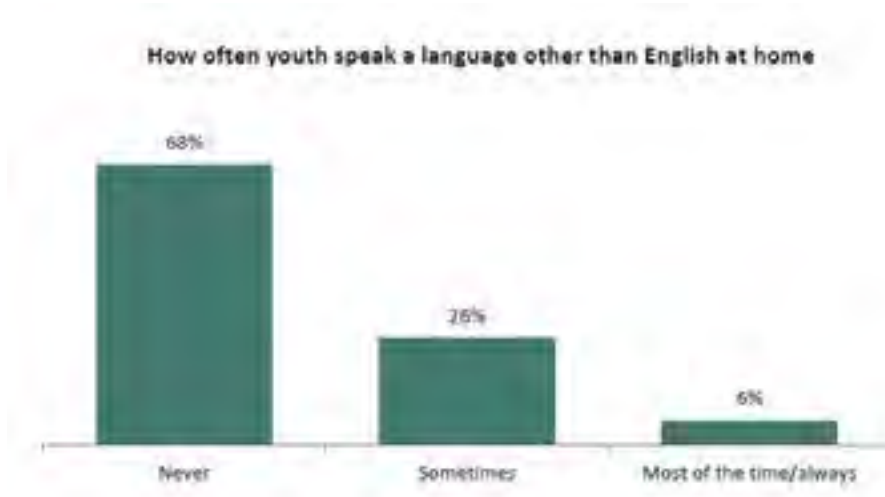
Students shared that 56% identified as First Nations, 45% as Métis and 8% as another Indigenous background (including Inuit). Students also shared that 15% could speak at least a few words of an Indigenous language. Indigenous students were also asked about their family history of residential school: 46% did not know their family history but 34% reported that a family member had been in residential school.



ANTI-RACISM AND CULTURAL SAFETY, EVIDENCE OF LEARNING

LANGUAGES AT HOME

In the 2023 BC Adolescent Health Survey, SD8 students in grades 7–12 shared their identified languages spoken at home, other than English, as shown in the bar graph below.

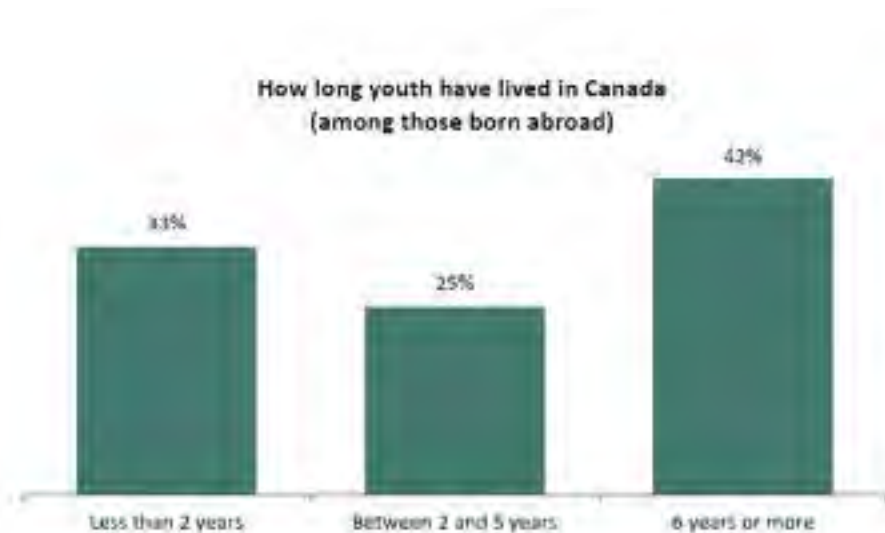


ANALYSIS LANGUAGES AT HOME

According to this data, English is the dominant language spoken at home with about 30% of students in grades 7–12 speaking a language other than English sometimes or most of the time at home.

TIME IN CANADA

Time in Canada varies for students in SD8. The bar graph below shows the percent of students in SD8 who were born outside of Canada and the length of time they have been in Canada as reported in the 2023 BC Adolescent Health Survey.





ANTI-RACISM AND CULTURAL SAFETY, EVIDENCE OF LEARNING

ANALYSIS TIME IN CANADA

This data helps to understand the diversity of lived experience of both new Canadian students here in SD8 and also students who arrived here as international students, recognizing that 58% of this population have been here less than 5 years.

RACIAL IDENTITY

The population of SD8 students, as self-identified by “racial identity and religious affiliations” in grades 7-12 and reported in the 2023 BC Adolescent Health Survey, is demonstrated in the table below.

Racial identity	
White	86%
Black	4%
Asian	6%
Indigenous	7%
Latin American/Hispanic	3%
Mixed race	6%
Other	1%

Note: Students could mark all that applied.

Religious affiliation	
None	65%
Buddhist	2%
Christian	19%
Hindu	1%
Jewish	2%
Muslim	2%
Sikh	1%
Traditional (Indigenous) spirituality	2%
Don't know	10%
Other	2%

Note: Students could mark all that applied.



ANTI-RACISM AND CULTURAL SAFETY, EVIDENCE OF LEARNING

ANALYSIS RACIAL IDENTITY

The highest population of students report they identify as “white”, in comparison to the remaining 14% who identified as BIPOC or other within this report. Similarly, the highest population of students shared they did not have a religious affiliation, at 65%. The remaining religious affiliations show a smaller population of students within SD8 with diverse affiliations including Buddhist, Christian, Hindu, Jewish, Muslim, Sikh, Indigenous, and other.

DISCRIMINATION

In the 2023 BC Adolescent Health Survey, in addition to asking about reasons youth might have experienced discrimination, new questions were added to the 2023 BC AHS to determine the locations and regularity of discrimination students experienced. The table below shares where students reported discrimination in the past 12 months.

Where students experienced discrimination in the past 12 months	
At school	31%
On the street	9%
In store/restaurant	5%
At work	2%
On public transit	3%
In hospital or other health care setting	1%
On social media/online	17%
In extracurricular activities (e.g., sports)	5%
Other	2%

Note: Students could mark all that applied

ANALYSIS DISCRIMINATION

The dominant reporting category is 31% of students who shared they experienced discrimination at school. The second highest place discrimination was reported was online and within the media. Lesser reported places include on the street, in stores/restaurants, work, public transit, hospital settings, extracurricular activities and/or other. Below is a table which outlines key reporting from students, highly intersectional.



ANTI-RACISM AND CULTURAL SAFETY, EVIDENCE OF LEARNING

DISCRIMINATION, PERCEIVED REASONS

Reasons students perceived they had been discriminated against in the past 12 months	
Race, ethnicity, or skin colour	11%
Religion	6%
Sexual orientation	11%
Gender/sex	20%
Disability	7%
Health condition	5%
Physical appearance	27%
How much money they/their family has	9%
Weight	19%

Note: Students could mark all that applied.

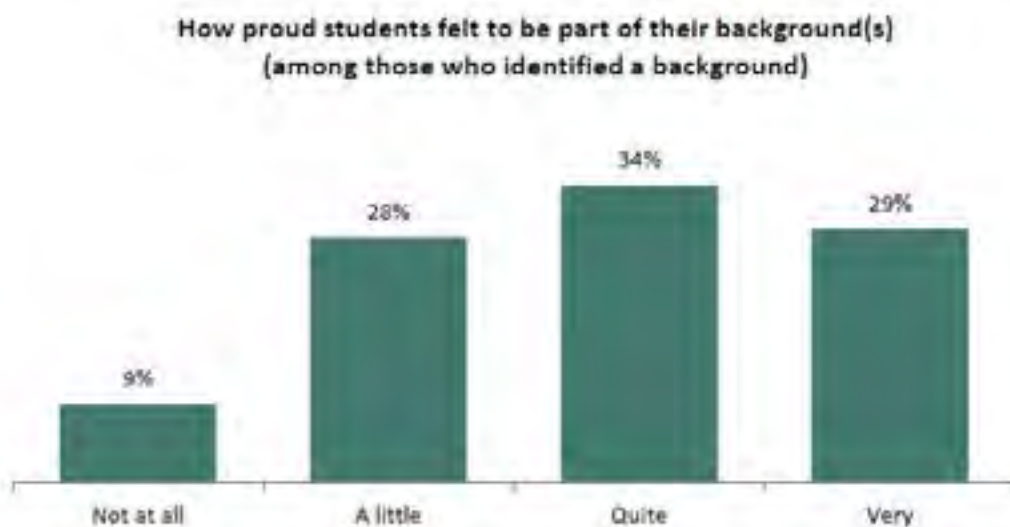
ANALYSIS DISCRIMINATION, PERCEIVED REASONS

Students shared the reasons why they believe they experienced discrimination, and the answers varied. The highest answers reported were physical appearance, gender/sex, and weight. Additional reported reasons include race, ethnicity, or skin colour, religion, sexual orientation, disability, and family finances.

The majority of students who had experienced discrimination had this experience rarely. However, 8% who had experienced discrimination in the past 12 months reported that it happened regularly, as recorded in the 2023 BC Adolescent Health Survey.

CULTURAL PRIDE

Students were asked how proud they felt to be part of the background(s) they identified with, as reported in the 2023 BC Adolescent Health Survey.





ANTI-RACISM AND CULTURAL SAFETY, EVIDENCE OF LEARNING

ANALYSIS CULTURAL PRIDE

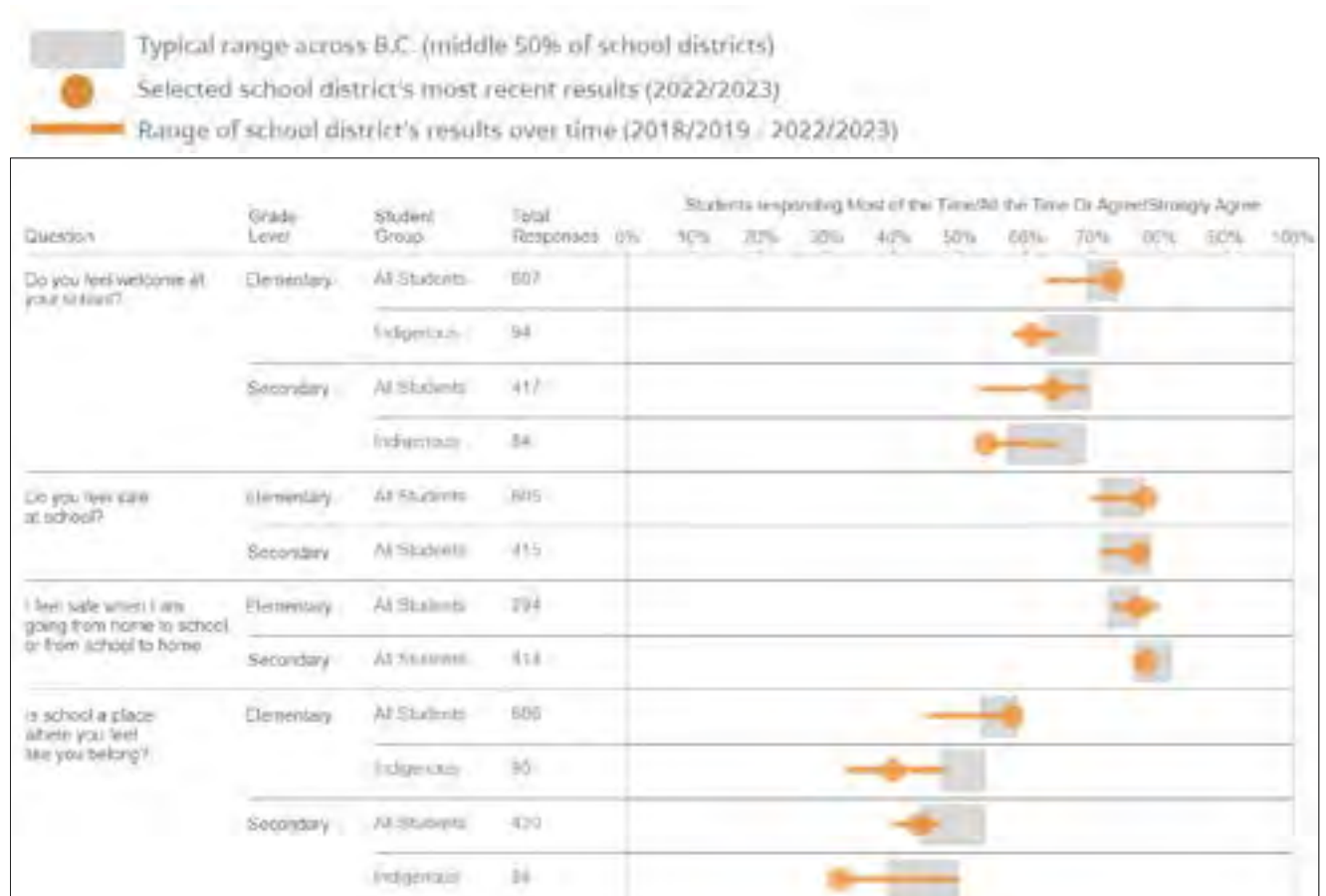
Overall, students in SD8 feel proud of their backgrounds in SD8, with only 9% reporting they do not at all feel proud and nearly 90% sharing they feel a little, quite or very proud to be a part of their backgrounds.

CONNECTION TO SPIRITUALITY

Over half of students (54%) felt that spirituality was at least a little important to them, including 11% for whom it was very important.

STUDENT SATISFACTION SURVEY: SAFETY, WELCOMING SCHOOLS, BELONGING

Below is a table which outlines specific questions asked to students, on the 2022-2023 Student Satisfaction Survey, on topics such as safety, welcoming schools, and belonging in schools within SD8.





ANTI-RACISM AND CULTURAL SAFETY, EVIDENCE OF LEARNING

ANALYSIS STUDENT SATISFACTION SURVEY: SAFETY, WELCOMING SCHOOLS, BELONGING

All students in SD8 are within the typical five-year provincial range of 73% reporting they feel welcome at SD8 schools all or most of the time; yet, Indigenous elementary students are below this rate at 61%, below both the province and the district. Similarly, secondary Indigenous students reported lower levels of feeling welcome in SD8 schools, at 54% significantly below both the district and the province. Elementary and secondary students, both *All Students* and Indigenous students reported they feel safe at school and travelling between home and school all or most of the time, at about 78%. In the belonging at school category, 32% of secondary Indigenous students reported they feel welcome at school all or most of the time while 40% of elementary Indigenous students reported they feel welcome at school all or most of the time. These are well below the typical range in BC. *All* elementary students reported school as a place where they feel they belong at a higher percentage than *All* secondary students.

Programs and Services to Support Response to Data

ANTI-RACISM WORKING GROUP

The Kootenay Lake Anti-racism Working Group will provide strategic direction, guidance and leadership to ensure the Anti-racism and Cultural Safety Administrative Procedures next steps and future actions are prioritized, reported annually and address five key themes:

- Learning and Reconciliation
- Inclusive and Anti-racist Curricula and Resources
- Home, School and Community
- Accountability and Measures of Success
- Processes of Restitution

The Working Group sets out to achieve ongoing action to implement and assess anti-racism and cultural safety work in SD8. The working group will meet twice each year and membership includes BIPOC students, school and district staff.

ANTI-RACISM STUDENT RESPONSE TOOLS

In alignment with our commitment to anti-racism, cultural safety, and inclusivity, we are introducing tools to address racism within the school community, supporting students with “how” to think about complex topics, rather than “what” to think. These initiatives are designed to promote understanding, empathy, and respect among our students and transferrable skills for today’s world. For students in Kindergarten to Grade 4, the acronym “PEACE” was implemented in 23-24 to guide conversations about kindness, inclusion, and the celebration of diversity:

- P** - Play Together: Encourage students to play and engage with one another, fostering a sense of unity and friendship.
- E** - Everyone’s Equal: Everyone equally deserves kindness and fairness.
- A** - Act Kindly: Encourage acts of kindness, highlighting the positive impact of treating others well.
- C** - Care for Each Other: Teach the importance of caring for one another and creating a supportive environment.
- E** - Everyone Belongs: Reinforce the idea that everyone belongs and is an important part of the community.

ANTI-RACISM AND CULTURAL SAFETY, EVIDENCE OF LEARNING

For students in [Grades 5 to 12](#), the acronym “**RESPOND**” was implemented in 2023–2024 to equip students with tools to address racism and discrimination respectfully and effectively:

- R** - Respectful Communication: Engage in respectful and calm communication, even if you disagree.
- E** - Educate: Provide information or resources that challenge stereotypes and promote understanding.
- S** - Set Boundaries: Clearly communicate your boundaries. You won't tolerate racist comments or behaviors.
- P** - Promote Empathy: Encourage empathy by asking others to consider the perspective of those affected by racism.
- O** - Open Dialogue: Encourage conversations where diverse opinions can be shared and discussed constructively.
- N** - No Tolerance: Make it clear that you have zero tolerance for racism. Stand firm.
- D** - Direct: When necessary, confront racist remarks directly. Address the issue calmly but firmly, emphasizing the importance of respectful discourse.

These tools will be used district-wide to continue to teach important skills of anti-racism to all students. And, these acronyms are certainly useful to all adults as well.

Anti-Racism Professional Development January 2024

PROFESSIONAL DEVELOPMENT DAY OF ANTI-RACISM, RECOGNIZING BLACK EXCELLENCE

Under the guidance of the SD8 Professional Development Committee, January 15th, 2024 marked a day of learning which began with an SD8 Black Excellent Student, SheLove.

With a strong and carefully crafted message, SheLove shared with us the power of student voice, identity, dreams, and perhaps most importantly, why it is important to continue to teach about Blackness in schools so that this weight does not fall on Black students alone. SheLove shared that when she grows up, she would like to be a teacher. Clearly, she is on that path.

The keynote speaker, Dr. Kevin Godden, shared many important messages, as he shared a container for anti-racism work in schools and districts and how we might work to apply this here in SD8. Following as a second keynote, was international speaker, author and international leader Shane Safir, who emphasized that words matter: equity, inequity and racism.

The following workshops were offered to all staff:

- How to be an anti-racist in schools, unions, and communities through the BCTF
- Unveiling the Hidden: unconscious Bias Awareness with Chelsea Good
- Nsəlxčín for Educators with District Indigenization





ANTI-RACISM AND CULTURAL SAFETY, EVIDENCE OF LEARNING

Coordinator, Naomi Legg

- Black Excellence Day workshops with the Ninandotoo Society and the Burnaby School District

Professional Development Day Indigenizing the Curriculum April 2024

The keynote speakers of this day included Honorable Stephen Point and provincial Indigenous facilitator, Len Pierre. The Honourable Steven Point, from Skowkale First Nation, holds an honorary Doctor of Law, was the 28th Lieutenant Governor of British Columbia, served as a provincial court judge and the Chief Commissioner of the British Columbia Treaty Commission. Len Pierre, member of Katzie First Nation, is an educator, consultant, TEDx Speaker, social activist, change agent, and traditional Knowledge Keeper.

The following workshops are offered to all staff in the afternoon:

- Yaqan Nukiy Land Teachings with Robin Louie
- Ktunaxa language with Elder Alfred Joseph
- Nsəl̓x̌in for Educators with District Indigenization Coordinator, Naomi Legg
- Michif Language with Amy Cross and Kookum Marie
- Two-spirit and Indigiqueer teachings
- Indigenous Brilliance and beading with Baylie Corner and Noelle Lavallee
- Plant Knowledge with Robyn Edgar
- Two-spirit teachings with Smokii Sumac
- Creating Cultures of PEACE, offered through the BCTF

Anti-Racism Professional Development school leaders

SD8 has committed to building capacity with school leaders, to bring anti-racism learning, awareness, and skills into all schools. This year, school leaders have been learning with two facilitators: Anaya Lambert, who identifies as a Black, first generation Guyanese-Canadian, Queer, Woman who is non-visibly disabled (NVD). Olivier Adrien is a first generation Black Haitian-Canadian and a proud queer person of colour.

The workshop series outcome:

- Establish a foundational understanding of Anti-Racism practices, terms and strategies
- Create an open and ongoing dialogue to understand how anti-Black racism shows up in SD8 and the



ANTI-RACISM AND CULTURAL SAFETY, EVIDENCE OF LEARNING

impacts on Black students and teachers

- Develop Black cultural competency
- Proficiency in critical thinking skills around power and identities
- Improved ability to create a culture of consent in the classroom and among staff
- Scaffolded education that improves engagement and retention of curriculum
- Practical applications of equity in the classroom using systems thinking
- Increased skill and ability to provide safer spaces for systematically marginalized populations
- Expanded Self-awareness/Somatic reflection
- Foster skills around accountability and repair
- Improved emotional and relational intelligence as “unconditional regard”
- Strategies to practice allyship/advocacy

Results of previous year’s action plan

- The district is continuing to collate resources and share these out with schools through the district weekly communication to all schools. Resources have included vetted books through Focused Ed on specific awareness such anti-Semitism, anti-Islamophobia, Black History Month, National Day of Truth and Reconciliation etc.
- A district anti-racism page is in place while the anti-racism website is under review
- This year the district created a Holocaust Awareness campaign with a district art installation, where all staff and students were invited to write “Pledges for Peace”
- A continuation of the Anti-Racism Working Group who will meet twice/year for direction and feedback
- Continue to build skills and capacity across the district through professional development for all staff
- SD8 has created a QR code which links students to the ERASE reporting tool. This QR code is on anti-racism posters distributed to all schools and in 22-23 was included on the Anti-Racism bookmarks for all schools
- The district continues to work as a team with school principals, the director of Inclusive Education, the district principal of Aboriginal Education, the manager of safe schools, school principals, school staff and families and students. With a clear reporting structure established through the ERASE tool, the district responds with many hands and hearts, as each report is unique
- In 2023-2024, Human Resources has implemented cultural safety training as part of the onboarding process for all new employees of SD8



ANTI-RACISM AND CULTURAL SAFETY, EVIDENCE OF LEARNING

Anti-Racism Action Plan 2024-2025

- Continue to collate resources and share these out with schools through the district weekly.
- Build the Anti-Racism website to collate and house resources.
- Amplify student voice for feedback and direction
- Continue to build specific tools to address racism: reporting and responding to racism in schools
- Grow professional Anti-racism professional development opportunities
- A continuation of the Anti-Racism working group who will meet twice / year for direction and feedback.





CONCLUSION

School District No. 8 (Kootenay Lake) is committed to supporting students along their educational paths, ensuring success of all learners and improving life chances. Cultural and Identity Development is a strategic priority to ensure students' learning represents their full sense of selves.

Aboriginal Education, Diversity Education, and Anti-Racism initiatives support continuous improvement and monitoring of student success. Through innovative, flexible, and land-based approaches to learning, collaborative community partnerships, and the promotion of safe, engaging, and accessible learning environments, SD8 enhances student learning outcomes, cultural safety and cultural humility. Additionally, targeted supplemental, academic supports continue to create safe, affirming and equitable learning spaces for all students, promoting respect and understanding across diverse identities.

By aligning with provincial mandates and focusing on inclusivity and equity, SD8 is poised to ensure every learner graduates with purpose and options for their future.





GRATITUDE

Yaqaṇ Nuiky First Nation
Sinixt Confederacy
Splatsin First Nation
Okanagan Nation Alliance
West Kootenay Métis Society
Métis Nation of British Columbia
Ministry of Education and Childcare
First Nations Education Steering Committee (FNESC)
Circle of Indigenous Nations Society (COINS)
Kootenay Kids
Selkirk College
College of the Rockies
Community Elders and Knowledge Keepers
First Nations Health Authority
Ktunaxa Kinbasket Child and Family Services
Aboriginal Education staff who work tirelessly each day.
SOGI School Leads.
Anti-Racism working committee.

FROM: Trish Smillie, Superintendent
DATE: April 9, 2024
SUBJECT: National Day of Mourning

Information

Introduction

This memorandum provides information to the Board on the National Day of Mourning.

Information

April 28th is marked annually in Canada as the National Day of Mourning. This day is not only a day to remember and honour those lives lost or injured due to a workplace tragedy, but also a day to collectively renew our commitment to improve health and safety in the workplace and prevent further injuries, illnesses, and deaths.

The Canadian Centre for Occupational Health and Safety (CCOHS) encourages Canadians to pause for a moment in silence April 28th at 11 am for a moment of silence and reflection.

“It is the hope of CCOHS that the annual observance of this day will help strengthen the resolve to establish safe and healthy conditions in the workplace, and prevent further injuries, illnesses, and deaths. As much as this is a day to remember the dead, it is also a call to protect the living and make work a place to thrive.” - CCOHS. Additional information can be found at <https://www.ccohs.ca/>.

Flags will be lowered at schools and worksites in the school district on April 28 to mark the Day of Mourning.

FROM: Cathy MacArthur, Secretary Treasurer
DATE: April 9, 2024
SUBJECT: Preliminary Budget Report 2024-2025

Information

Introduction

This memorandum outlines the 2024-2025 preliminary annual budget.

Information

Each year, on or before February 15th, school districts provide estimated enrolment figures for the upcoming school year to the Ministry of Education and Child Care (MoECC). By March 15th, the MoECC provides the enrolment-based funding amounts per student for standard, continuing, alternate and on-line learners and the estimated operating grant to each school based on the enrolment projections.

Enrolment-based funding drives most of the operating funding for school districts. The MoECC funding amounts are also determined through unique geographical features and other factors. While these rate increases are provided as enrolment-based funding, the funding covers the entirety of the operations of the district.

The MoECC is increasing the basic enrolment-based funding amounts for standard, continuing, and alternate student FTE by 3.4% for 2024-2025. The operating grant announced on March 15th covers 2% of the wage/salary increase for CUPE, KLTF and some Exempt staff. The MoECC has announced that the remainder of the 3% wage/salary increase will be covered by the MoECC (i.e. through a change in the operating grant per student or a labour settlement lump-sum amount).

The Board of Education must approve a budget by June 30th of each year. The 2024-2025 budget will be prepared in accordance with section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia and Section 111 of the School Act. It focuses on educational resources for student achievement and success outlined in the strategic plan priorities as required by the Framework for Enhancing Student Learning.

The appendix contains an overview of the 2024-2025 Preliminary Budget.



School District 8
Kootenay Lake

2024-2025 Preliminary Budget Overview

Prepared for April 09, 2024
Meeting of the Board Held in Public

ENROLMENTS

For 2024-2025, SD8 is projecting an estimated enrolment of 4,411 regular K-12 full-time equivalent students FTEs, 16 alternate school student FTEs, and 275 online learning FTEs. This is a projected decline of 72 student FTEs in the regular K-12 and alternate school student FTEs and an increase of 2 online learning student FTEs.

OPERATING FUND

Operating Surplus

As shown below, the preliminary budget represents a balanced budget with \$66.6 million in revenues and operating expenses.

	2024-2025	2023-2024	Increase (Decrease)	
	Preliminary Budget	Amended Budget	\$	%
Projected Surplus	\$ 66,629,150	\$ 66,186,084	443,066	0.7%
Total Revenue	66,629,150	65,186,084	1,443,066	2.2%
Total Operating Expense	-	1,000,000	(1,000,000)	(100.0%)
Transfer to Capital for Tangible Capital Assets	-	(1,000,000)	(1,000,000)	100.0%
Projected Surplus after Transfers to Capital Fund	-	-	-	-

In the 2023-2024 amended budget, revenues exceeded operating expenses by \$1.0 million, leaving \$1.0 million available for transfer to capital for the purchase of tangible capital assets.

Although additional funding of 3.4% per student FTE was announced for 2024-2025, the decline in enrolments resulted in an increase in overall operating revenue of 0.7%. An increase in salaries and benefits were offset by decreases in services and supplies, resulting in a 2.2% increase in total operating expenses.

Operating Revenues

The operating revenues as shown below is projected to increase by \$0.4 million (0.7%) compared to 2023-2024.

	2024-2025	2023-2024	Increase (Decrease)	
	Preliminary Budget	Amended Budget	\$	%
Revenues	\$	\$	\$	%
Operating Grant Revenue & Other MoECC Grants	64,097,502	63,567,090	530,412	0.8%
Other Provincial Grants	295,000	296,176	(1,176)	(0.4%)
Tuition	1,208,150	1,198,450	9,700	0.8%
Other Revenue	553,498	551,368	2,130	0.4%
Rentals and Leases	95,000	90,000	5,000	5.6%
Investment Income	380,000	483,000	(103,000)	(21.3%)
Total Revenue	66,629,150	66,186,084	443,066	0.7%

The operating grant revenue and the other MoECC grants are projected to increase by \$0.5 million (0.8%). The increase in per student funding of 3.4% is being offset by lower enrolments. Investment income is projected to decrease due to lower investment balances and lower interest rates.

Operating Expenses

The operating expenses as shown below are projected to increase by \$1.4 million (2.2%) compared to 2023-2024.

	2024-2025	2023-2024	Increase (Decrease)	
	Preliminary Budget	Amended Budget	\$	%
Expenses				
Salaries				
Teachers	23,433,275	22,759,615	673,660	3.0%
Principals and Vice-Principals	4,388,137	4,420,655	(32,518)	(0.7%)
Educational Assistants	3,901,355	3,614,535	286,820	7.9%
Support Staff	8,027,350	7,440,581	586,769	7.9%
Other Professionals	2,938,064	2,602,102	335,962	12.9%
Substitutes	3,178,553	3,371,661	(193,108)	(5.7%)
Total Salaries	45,866,734	44,209,149	1,657,585	3.7%
Employee Benefits	11,632,262	11,255,197	377,065	3.4%
Total Salaries and Benefits	57,498,996	55,464,346	2,034,650	3.7%
Services and Supplies				
Services	2,346,019	2,552,661	(206,642)	(8.1%)
Student Transportation	350,202	340,309	9,893	2.9%
Professional Development and Travel	781,155	932,742	(151,587)	(16.3%)
Rentals and Leases	120,751	79,891	40,860	51.1%
Dues and Fees	121,185	118,682	2,503	2.1%
Insurance	192,353	177,539	14,814	8.3%
Supplies	3,448,611	3,745,465	(296,854)	(7.9%)
Utilities	1,769,878	1,774,449	(4,571)	(0.3%)
Total Services and Supplies	9,130,154	9,721,738	(591,584)	(6.1%)
Total Operating Expenses	66,629,150	65,186,084	1,443,066	2.2%

The salaries and benefits are projected to increase by \$2.0 million (3.7%). As a percentage of total operating expenses, they have increased from 85.1% in 2023-2024 to 86.3% in 2024-2025.

Salaries and wages for all staffing groups have been increased by 3% as per the collective agreement and BCPSEA directive for exempt staff. In addition to this change, other changes include:

- Principals and Vice-Principals - Decrease due the replacement of one District Principal position with a Director of Instruction, which shifts salaries from Principals and Vice-Principals to Other Professionals

- Educational Assistants - Increase due to the funding of positions through the Operating Fund which were previously funded from Special Purpose Funds
- Support Staff - Increase due to vacancies during 2023-2024
- Other Professionals - Increase due to replacement of one District Principal position with a Director of Instruction which shifts salaries from Principals and Vice-Principals to Other Professionals
- Substitutes - Decrease due to projected less use of relief staff for teachers and support staff

Supplies and Services are projected to decrease by \$0.6 million (6.1%) due to a concerted effort to reduce costs in services, professional development and travel and supplies to retain funding for staff positions.

SPECIAL PURPOSE FUNDS

The revenue from Special Purpose Funds as shown below is projected to decrease by \$1.4 million (9.2) compared to 2023-2024.

	2024-2025 Preliminary Budget	2023-2024 Amended Budget	Increase (Decrease)	
	\$	\$	\$	%
Revenue				
Annual Facility Grant	279,640	279,640	-	0.0%
After School Sports & Arts Grant	62,134	77,509	(15,375)	(19.8%)
Classroom Enhancement Fund	9,517,962	10,658,832	(1,140,870)	(10.7%)
Community Link	750,517	776,078	(25,561)	(3.3%)
Donations	25,000	25,000	-	0.0%
Early Care & Learning (ECL) Funding to Schools	175,000	175,000	-	0.0%
Early Years to Kindergarten (SEY2KT)	19,000	19,000	-	0.0%
Feeding Futures Fund	615,090	644,263	(29,173)	(4.5%)
First Nation Student Transportation	24,697	24,697	-	0.0%
Health Promoting Schools	27,000	27,000	-	0.0%
Learning Improvement Fund	223,017	233,351	(10,334)	(4.4%)
Mental Health in Schools	55,000	55,000	-	0.0%
Changing Results for Young Children	-	9,966	(9,966)	(100.0%)
Early Childhood Education Dual Credit Program	80,156	162,881	(82,725)	(50.8%)
OLEP	89,101	115,909	(26,808)	(23.1%)
Ready, Set, Learn	39,200	43,314	(4,114)	(9.5%)
Seamless Day Kindergarten	55,400	63,872	(8,472)	(13.3%)
Scholarships and Bursaries	38,000	38,000	-	0.0%
School Generated Funds	1,250,000	1,250,000	-	0.0%
Strong Start	230,549	230,549	-	0.0%
Student & Family Affordability Fund	200,000	244,058	(44,058)	(18.1%)
Total Revenue	13,756,463	15,153,919	(1,397,456)	(9.2%)

The most significant decrease of \$1.1 million (10.7%) relates to the Classroom Enhancement Fund which provides additional funding for teachers based on required class size and

composition. The reduction relates to the implementation of the Jackson Award ruling which reduces the funding for class composition.

Decreases in the After School Sports & Arts Grant, Changing Results for Young Children, Early Childhood Education Dual Credit Program, OLEP, Seamless Day Kindergarten, and Student & Family Affordability Fund, totalling \$0.2 million relate to the assumption of no carry forward amounts being available in 2024-2025 compared to 2023-2024.

The remaining decrease in Community Link, Feeding Futures Fund and Learning Improvement Fund, totalling \$0.1 million relates to lower funding due to lower enrolments.

FROM: Cathy MacArthur, Secretary-Treasurer
DATE: April 9, 2024
SUBJECT: School Fees

For Approval

RATIONALE

This memorandum provides information to the Board of Education on the school fees by school, course, and the Trades and Transition programs for the 2024-2025 school year.

BACKGROUND

The District recognizes its obligation under Section 82.1 of the School Act to provide, free of charge to school-age students resident in the District, an educational program required to meet general graduation requirements as well as educational resource materials necessary for participation in such a program.

The District is also committed to providing a wide range of additional educational opportunities for all students, including many enriching activities, and believes that there are instances when it is appropriate that a fee be charged for goods or services and/or for materials provided.

[Policy 430: Fees, Deposits and Financial Hardship](#) outlines that schools may charge for optional activities, project material choices, or goods and services related to the curriculum and that all fees charged to parents must be reasonable and must reflect the actual costs of the services provided. The charging of fees and deposits must not become a barrier for student participation in curricular activities or programs.

In accordance with the procedures of [AP 5060: Student Fees, Deposits and Financial Hardship](#), each school's schedule of fees has been presented at a public meeting of its Parent Advisory Council, and each school has a financial hardship provision in place to ensure equitable access to enhancement activities and optional goods and services.

For the coming school year, the majority of school fees have remained the same across the District with a few exceptions. The general reasoning for an increase in course fees is due to an increase in material costs or the addition of new materials being provided. Some examples of changes are as follows:

- Increased costs for art supplies,
- Increased costs of foods

Where possible, schools have focused keeping fees unchanged for programs that are required for graduation.



The Trades and Transitions program costs are relatively unchanged, with only a minimal increase for inflation. Fees for materials and supplies have risen or dropped program by program by a modest amount based on anticipated needs for the upcoming year.

The fees are determined by the principals of the individual schools in the district based on consultation with teaching staff and parent committees. This allows the schools to focus on meeting the expectations of their students and parents.

A complete account of the proposed enhancement fees is included in this memorandum for the Board of Education's reference.

RECOMMENDATION

As per [Policy 430: Fees, Deposits and Financial Hardship](#) and in accordance with the procedures, it is recommended

THAT the 2024-2025 school fees **BE APPROVED** as proposed.

Elementary Activity Costs:			Grade								Comments
			K	1	2	3	4	5	6	7	
Downhill Skiing											
Adam Robertson Elementary	Reg 265/89(1-2)	Downhill Skiing					\$ 124.00	\$ 124.00	\$ 124.00	\$ 124.00	costs differ between ski hills
Brent Kennedy Elementary	Reg 265/89(1-2)	Downhill Skiing					\$ 258.00	\$ 258.00	\$ 258.00		
Canyon/Lister Elementary	Reg 265/89(1-2)	Downhill Skiing					\$ 70.00	\$ 70.00	\$ 70.00	\$ 70.00	maximum amount per trip
Crawford Bay Elementary	Reg 265/89(1-2)	Downhill Skiing					\$200-\$283	\$200-\$283	\$200-\$283	\$200-\$283	(\$200-\$233 over 4 days, at 2023-2024 cost)
Erickson Elementary	Reg 265/89(1-2)	Downhill Skiing					\$ 125.00	\$ 125.00	\$ 125.00	\$ 125.00	Students choose between 3 days of skiing other winter activities
Hume Elementary	Reg 265/89(1-2)	Downhill Skiing				\$52.00 - 208	\$52.00 - 208.00				
JV Humphries Elementary	Reg 265/89(1-2)	Downhill Skiing				\$ 170.00	\$ 170.00	\$ 170.00	\$ 170.00	\$ 170.00	
Rosemont Elementary	Reg 265/89(1-2)	Downhill Skiing					\$75.00-\$225.00	\$75.00-\$225.00			
Salmo Elementary	Reg 265/89(1-2)	Downhill Skiing					\$ 22.00	\$ 22.00	\$ 22.00		PAC contributes
South Nelson Elementary	Reg 265/89(1-2)	Downhill Skiing						\$58 - \$167	\$58 - \$167		
WE Graham Elementary	Reg 265/89(1-2)	Downhill Skiing	\$72.20 - \$114.75	\$72.20 - \$114.75	\$72.20 - \$114.75	\$72.20 - \$114.75	\$72.20 - \$114.75	\$72.20 - \$114.75	\$72.20 - \$114.75	\$72.20 - \$114.75	
Winlaw Elementary	Reg 265/89(1-2)	Downhill Skiing			\$75-\$203	\$75-\$203	\$75-\$203	\$75-\$203	\$75-\$203		Depending on whether ski pass, equipment rental, or lesson required
X-Country Skiing											
Blewett Elementary	Reg 265/89(1-2)	X-Country Skiing	\$ 12.00	\$ 12.00	\$ 12.00	\$ 12.00	\$ 12.00	\$ 12.00			
Hume Elementary	Reg 265/89(1-2)	X-Country Skiing				\$ 60.00					
Rosemont Elementary	Reg 265/89(1-2)	X-Country Skiing				\$50.00					
Salmo Elementary	Reg 265/89(1-2)	X-Country Skiing	\$ 39.00	\$ 39.00	\$ 39.00	\$ 39.00	\$ 39.00	\$ 39.00	\$ 39.00		Rentals, Instruction, Trail Fee
South Nelson Elementary	Reg 265/89(1-2)	X-Country Skiing				\$ 50.00					
Winlaw Elementary	Reg 265/89(1-2)	X-Country Skiing				\$15.00	\$15.00	\$15.00	\$15.00		
Other Activities											
Adam Robertson Elementary	Reg 265/89(1-2)	Bowling				\$ 5.50	\$ 5.50	\$ 5.50	\$ 5.50	\$ 5.50	Activity cost (PAC Supported)
Adam Robertson Elementary	Reg 265/89(1-2)	Museum					\$ 5.00	\$ 5.00	\$ 5.00		Activity cost (PAC Supported)
Adam Robertson Elementary	Reg 265/89(1-2)	Salmon Run					\$ 5.00	\$ 5.00			Activity cost (PAC Supported)
Blewett Elementary	Reg 265/89(1-2)	Spring Activities	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00		
Blewett Elementary	Reg 265/89(1-2)	Winter Activities					\$ 170.00	\$ 170.00	\$ 170.00		
Blewett Elementary	Reg 265/89(1-2)	Grade 5 Year End Field Trip (Ziplining)						\$ 70.00	\$ 70.00		PAC Paid/Fundraised/School Funds
Brent Kennedy Elementary	Reg 265/89(1-2)	Winter Activities	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00				
Canyon/Lister Elementary	Reg 265/89(1-2)	Therapeutic Horse Riding	\$100-\$200	\$100-\$200	\$100-\$200	\$100-\$200	\$100-\$200	\$100-\$200	\$100-\$200	\$100-\$200	
Crawford Bay Elementary	Reg 265/89(1-2)	Creston Wetlands	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20	
Erickson Elementary	Reg 265/89(1-2)	Bowling/Swimming/Skating					\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	Can choose between downhill skiing and these activities
Hume Elementary	Reg 265/89(1-2)	Skating		\$ 40.00							
Hume Elementary	Reg 265/89(1-2)	Snowshoeing			\$40.00						
Hume Elementary	Reg 265/89(1-2)	Grade 5 Year End Field Trip (Skiing, lunch, swimming...)						\$55.00			
Redfish Elementary	Reg 265/89(1-2)	Activities	\$ 40	\$ 40	\$ 40	\$ 40	\$ 80	\$ 80	\$ 80	\$ 80	e.g. swim lessons, winter activities, golf lessons, x-country skiing (intermediate), downhill skiing (intermediate)
Rosemont Elementary	Reg 265/89(1-2)	Skating	\$ 10.00	\$ 10.00	\$ 10.00						
Salmo Elementary	Reg 265/89(1-2)	Skating-Fruitvale	\$ 6.00	\$ 6.00	\$ 6.00	\$ 6.00	\$ 6.00	\$ 6.00	\$ 6.00		
WE Graham Elementary	Reg 265/89(1-2)	Skating-Fruitvale	\$ 8.00	\$ 8.00	\$ 8.00	\$ 8.00	\$ 8.00	\$ 8.00	\$ 8.00		
Wildflower Creston	Reg 265/89(1-2)	Summer/Winter Activities	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$10	
Wildflower Nelson	Reg 265/89(1-2)	Summer/Winter Activities	\$ 10.00	\$ 10.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 35.00	

Middle & Secondary School Supply and Activity Costs 2024-2025

			Grade	6	7	8	9	10	11	12	Comments
Academies											
LV Rogers Secondary		ATLAS Outdoor Academy								\$ 500.00	
LV Rogers Secondary	Act 82(3) -Reg 265/89 -1(2)	Dance Academy (Per semester)						\$ 250.00	\$ 250.00	\$ 250.00	Costumes (\$400 for full semester)
WE Graham Secondary		OLEP Outdoor Education	\$ 250.00	\$ 250.00	\$ 250.00						
Salmo Secondary		Outdoor Education Academy						\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	Financial support coming from district / school / fundraising
Mount Sentinel Secondary	82.1(4)	Performance & Media Academy					\$ 550.00	\$ 550.00	\$ 550.00	\$ 550.00	Costs for trip to Vancouver (up to \$550)
WE Graham Secondary		Valhalla Wilderness Program					\$ 1,000.00	\$ 1,000.00			
LV Rogers Secondary	82.1(4)	Volleyball Academy						\$ -	\$ -	\$ -	No fee any longer
Kootenay River Secondary School		YETI Program (Outdoor Education)						\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	
Arts & Crafts											
Trafalgar Middle School	Act 82(3) -Reg 265/89 -1(2)	Applied Skills/Fine Arts	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00					Consumables
LV Rogers Secondary	Act 82(3) -Reg 265/89 -1(2)	Arts/Studio Arts/Drawing/Painting						\$ 40.00	\$ 40.00	\$ 40.00	Consumables
Mount Sentinel Secondary	Act 82(3) -Reg 265/89 -1(2)	Art		\$ 12.50	\$ 12.50	\$ 35.00	\$ 35.00	\$ 40.00	\$ 40.00	\$ 40.00	Consumables
Kootenay River Secondary School	Act 82(3) -Reg 265/89 -1(2)	Art				\$ 10.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	Consumables
LV Rogers Secondary	Act 82(3) -Reg 265/89 -1(2)	Ceramics						\$ 60.00	\$ 60.00	\$ 60.00	Consumables
Mount Sentinel Secondary	Act 82(3) -Reg 265/89 -1(2)	Ceramics						\$ 50.00	\$ 50.00	\$ 50.00	Consumables
LV Rogers Secondary	82.1(4)	Dance Company Costume Rental						\$ 75.00	\$ 75.00	\$ 75.00	Non-refundable
LV Rogers Secondary	Act 82(3) -Reg 265/89 -1(2)	Dance Foundations						\$ 40.00	\$ 40.00	\$ 40.00	Non-refundable costume fee
LV Rogers Secondary	Act 82(3) -Reg 265/89 -1(2)	Drafting - optional 3D printing						\$ 25.00	\$ 25.00	\$ 25.00	Consumables
Mount Sentinel Secondary	Act 82(3) -Reg 265/89 -1(2)	Drama		\$ 12.50	\$ 12.50	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	Consumables
LV Rogers Secondary	Act 82(3) -Reg 265/89 -1(2)	Media Arts						\$ 30.00	\$ 30.00	\$ 30.00	Consumables
Mount Sentinel Secondary	Reg 265/89 - 1.2 "goods & services"	Performing Arts/Cultural Activity		\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	Subsidize cost to bring in performers.
LV Rogers Secondary	Act 82(3) -Reg 265/89 -1(2)	Sewing/Textiles/Crafts						\$ 30.00	\$ 30.00	\$ 30.00	Consumables
Mount Sentinel Secondary	Act 82(3) -Reg 265/89 -1(2)	Video Arts/Media Arts				\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	Consumables
Salmo Secondary	Act 82(3) -Reg 265/89 -1(2)	Yearbook		\$30	\$30	\$30	\$30	\$30	\$30	\$30	
Trafalgar Middle School	Act 82(3) -Reg 265/89 -1(2)	Yearbook	\$ 45.00	\$ 45.00	\$ 45.00	\$ 45.00					
Class Activities											
Kootenay River Secondary School	Reg 265/89 - 1.2 "goods & services"	Class trips/per trip			\$ 3.00	\$ 3.00	\$ 3.00	\$ 3.00	\$ 3.00	\$ 3.00	Per trip
Trafalgar Middle School	Reg 265/89 - 1.2 "goods & services"	Movies	\$ 4.00	\$ 4.00	\$ 4.00	\$ 4.00					
Trafalgar Middle School	Reg 265/89 - 1.2 "goods & services"	Museum	\$ 7.00	\$ 7.00	\$ 7.00	\$ 7.00					
Kootenay River Secondary School	Act 82(3) -Reg 265/89 -1(2)	Student Activities			\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	Maximum per family: \$75
Mount Sentinel Secondary	Reg 265/89 - 1.2 "goods & services"	Student Council		\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	Student organized activities
Salmo Secondary	Reg 265/89 - 1.2 "goods & services"	University Tours								\$ 150.00	Actual cost \$400. Subsidized by fundraising/Grants/School Funds
Classroom Supplies											
LV Rogers Secondary	Act 82(3) -Reg 265/89 -1(2)	Biology Workbook								\$ 25.00	Optional
LV Rogers Secondary	Act 82(3) -Reg 265/89 -1(2)	Chemistry Workbook							\$ 25.00	\$ 20.00	Optional
Crawford Bay Secondary	Act 82(3) -Reg 265/89 -1(2)	Classroom Supplies		\$ 45.00	\$ 45.00	\$ 45.00	\$ 45.00	\$ 45.00	\$ 45.00	\$ 45.00	Consumables
Mount Sentinel Secondary	Act 82(3) -Reg 265/89 -1(2)	Computer Lab/Printing Fees		\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	Consumables
Mount Sentinel Secondary	Reg 265/89 - 1.2 "goods & services"	Library Fee		\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	one time fee paid upon first time enrolment
JV Humphries Secondary	Act 82(3) -Reg 265/89 -1(2)	Locks			\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	
LV Rogers Secondary	Act 82(3) -Reg 265/89 -1(2)	Math Workbook						\$ 25.00	\$ 25.00	\$ 25.00	Optional
Mount Sentinel Secondary	Act 82(3) -Reg 265/89 -1(2)	Math Workbook						\$ 25.00	\$ 25.00	\$ 25.00	Optional
Salmo Secondary	Act 82(3) -Reg 265/89 -1(2)	Math Workbook						\$ 20.00	\$ 20.00	\$ 20.00	
Foods											
Salmo Secondary	Reg 265/89 - 1.2 "goods & services"	ADST - Foods		\$40	\$40	\$40	\$40	\$40	\$40	\$40	
LV Rogers Secondary	Act 82(3) -Reg 265/89 -1(2)	Foods					\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	Funded in part by cafeteria revenue
Mount Sentinel Secondary	Act 82(3) -Reg 265/89 -1(2)	Foods		\$ 20.00	\$ 20.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	Consumables
Kootenay River Secondary School	Act 82(3) -Reg 265/89 -1(2)	Foods				\$ 15.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	Consumables
Graduation											
JV Humphries Secondary	Reg 265/89 - 1.2 "goods & services"	Graduation								\$ 45.00	
Kootenay River Secondary School	Reg 265/89 - 1.2 "goods & services"	Graduation								\$ 75.00	
Mount Sentinel Secondary	Reg 265/89 - 1.2 "goods & services"	Graduation								\$ 75.00	
Salmo Secondary	Reg 265/89 - 1.2 "goods & services"	Graduation								\$ 50.00	

Middle & Secondary School Supply and Activity Costs 2024-2025

			Grade	6	7	8	9	10	11	12	Comments
Music											
Kootenay River Secondary School	Act 82.3(1-2)	Band					\$25	\$25	\$25	\$25	
LV Rogers Secondary	Act 82.3(1-2)	Band						\$ 100.00	\$ 100.00	\$ 100.00	Optional instrument rental
Mount Sentinel Secondary	Act 82.3(1-2)	Band with an instrument		\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	Sheet music, minor repairs and maintenance
Mount Sentinel Secondary	Act 82.3(1-2)	Band without an instrument		\$ 35.00	\$ 35.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	Rental, sheet music, repairs
Trafalgar Middle School	Act 82.3(1-2)	Band - without an instrument		\$ 25.00	\$ 100.00	\$ 100.00					Rental, sheet music, repairs
Trafalgar Middle School	Act 82.3(1-2)	Band with an instrument			\$ 25.00	\$ 25.00					Sheet music, minor repairs and maintenance
Outdoor Education											
Mount Sentinel Secondary	Reg 265/89 - 1.2 "goods & services"	Outdoor Education							\$ 50.00	\$ 50.00	User fees & Equipment Rentals
WE Graham Secondary	Reg 265/89 - 1.2 "goods & services"	Outdoor Education	\$ 50.00	\$ 50.00	\$ 50.00						Board Pays \$200
WE Graham Secondary	Reg 265/89 - 1.2 "goods & services"	Valhalla Wilderness Program					\$ 50.00	\$ 50.00			District pays \$1000/student
Shop											
Kootenay River Secondary School	Act 82.2(1-2)	Auto Shop Projects					\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	Consumables
LV Rogers Secondary	Act 82.2(1-2)	Metal Fabrication						\$ 30.00	\$ 30.00	\$ 30.00	Consumables
Kootenay River Secondary School	Act 82.2(1-2)	Metal Shop Projects					\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	Consumables
LV Rogers Secondary	Act 82.2(1-2)	Power Tech/Auto Tech						\$ 40.00	\$ 40.00	\$ 40.00	Consumables
Mount Sentinel Secondary	Act 82.2(1-2)	Power Tech/Auto Tech					\$ 35.00	\$ 35.00	\$ 40.00	\$ 40.00	Consumables
JV Humphries Secondary	Act 82.2(1-2)	Shop Projects					Up to \$25	Up to \$25	Up to \$25	Up to \$25	Consumables
WE Graham Secondary	Act 82.2(1-2)	Shop Projects	\$ 50.00	\$ 50.00	\$ 50.00		\$ 50.00	\$ 50.00			If a student wants advanced Projects
LV Rogers Secondary	Act 82.2(1-2)	Woodwork/Carpentry						\$ 50.00	\$ 50.00	\$ 50.00	Consumables
Kootenay River Secondary School	Act 82.2(1-2)	Wood Shop Projects					\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	Consumables
Mount Sentinel Secondary	Act 82.2(1-2)	Woodwork/Carpentry/Drafting		\$ 15.00	\$ 15.00	\$ 35.00	\$ 35.00	\$ 40.00	\$ 40.00	\$ 40.00	Consumables
Skiing											
Crawford Bay Secondary	Reg 265/89 - 1.2 "goods & services"	Downhill Skiing		\$200-\$283	\$200-\$283	\$200-\$283	\$200-\$283	\$200-\$283	\$200-\$283	\$200-\$283	
JV Humphries Secondary - WH20	Reg 265/89 - 1.2 "goods & services"	Downhill Skiing		\$ 170.00	\$ 170.00	\$ 170.00	\$ 170.00	\$ 170.00	\$ 170.00	\$ 170.00	
JV Humphries Secondary - Revelstoke	Reg 265/89 - 1.2 "goods & services"	Downhill Skiing		\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	
Kootenay River Secondary School	Reg 265/89 - 1.2 "goods & services"	Downhill Skiing			\$50-75	\$50-75	\$50-75	\$50-75	\$50-75	\$50-75	Per trip (Lift Ticket/Equipment Rental)
Salmo Secondary - Whitewater/Red	Reg 265/89 - 1.2 "goods & services"	Downhill Skiing		\$35/\$35 Rental	\$35/\$35 Rental	\$35/\$35 Rental	\$35/\$35 Rental	\$35/\$35 Rental	\$35/\$35 Rental	\$35/\$35 Rental	Per day - Lift tickets, rentals, lessons
Trafalgar Middle School	Reg 265/89 - 1.2 "goods & services"	Downhill Skiing	\$ 72-171	\$ 72-171	\$ 72-171	\$ 72-171					Fee subject to skiin A/B/C
WE Graham Secondary	Reg 265/89 - 1.2 "goods & services"	Downhill Skiing		\$72.20 - \$214.75	\$72.20 - \$214.75	\$72.20 - \$214.75	\$72.20 - \$214.75	\$72.20 - \$214.75	\$72.20 - \$214.75	\$72.20 - \$214.75	Passes, Lessons, Rentals
Salmo Secondary	Reg 265/89 - 1.2 "goods & services"	X-Country Running		\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	Entry free for meets
Trafalgar Middle School	Reg 265/89 - 1.2 "goods & services"	X-Country Running	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00					
Sports											
LV Rogers Secondary	Reg 265/89 - 1.2 "goods & services"	Active Living 11/12 (PHE 11/12)								\$ 75.00	
Kootenay River Secondary School	Reg 265/89 - 1.2 "goods & services"	Bantam/Jr/Sr per sport			\$ 75.00	\$ 75.00	\$ 75.00	\$ 75.00	\$ 75.00	\$ 75.00	(1st sport - \$75, 2nd sport \$75. Max \$125/Family Max \$200
Trafalgar Middle School	Act 82(3) -Reg 265/89 -1(2)	Life Long Explorations	\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00					Consumables
LV Rogers Secondary	Act 82(3) -Reg 265/89 -1(2)	Mountain Bike Program					\$ 100.00	\$ 100.00	\$ 100.00		first aid kits, basic equipment
LV Rogers Secondary	Act 82(3) -Reg 265/89 -1(2)	Recreation Leadership					\$ 25.00	\$ 25.00	\$ 25.00		Community recreation fee
Trafalgar Middle School	Reg 265/89 - 1.2 "goods & services"	Skating	\$4-8	\$4-8	\$4-8	\$4-8					Depending on Helmet and skate rental
Salmo Secondary	Reg 265/89 - 1.2 "goods & services"	Sports (Basketball/Volleyball) - Per sport	\$ 30.00	\$ 30.00	\$ 30.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	Maximum \$100 per family
Trafalgar Middle School	Reg 265/89 - 1.2 "goods & services"	Sports Fees - Extracurricular	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00					Volleyball, Basketball, X-Country
Kootenay River Secondary School	Reg 265/89 - 1.2 "goods & services"	Sports Trips			\$50+	\$50+	\$50+	\$50+	\$50+	\$50+	Per tournament (Accommodations)
Trafalgar Middle School	Reg 265/89 - 1.2 "goods & services"	Swimming	\$ 4.00	\$ 4.00	\$ 4.00	\$ 4.00					
Grants/Fundraising/School Funds											
Crawford Bay Secondary		Arts/Foods/Drama									
Crawford Bay Secondary		Metalwork/Woodwork/Outdoor Ed									
JV Humphries Secondary		Volleyball/Soccer/Basketball									
Refundable Deposits											
Mount Sentinel Secondary	Act 82(4)	Textbook/Device Deposit		\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	Refundable if returned in good condition

Memorandum to the Board of Education Public

FROM: Cathy MacArthur, Secretary-Treasurer
DATE: April 9, 2024
SUBJECT: Capital Budget Bylaw 2024-2025

For Approval

Background

This memorandum provides information on the approved minor capital projects under the Annual Capital Bylaw No. 2024/25 CPSD08-01.

Information

The following minor capital projects have been approved under the School Enhancement Program (SEP), Food Infrastructure Program (FIP), and Carbon Neutral Capital Program (CNCP) and will proceed to design, tender, and construction. These projects are required to be completed by March 31, 2025:

School	Funding Source	Description	Amount
Trafalgar Middle School	SEP	Plumbing Upgrades (new sprinkler system)	\$750,000
Mount Sentinel Secondary	SEP	HVAC Upgrades	\$450,000
LV Rogers Secondary	CNCP	HVAC Upgrades	\$350,000
Kootenay River Secondary	FIP	Kitchen Upgrade	\$113,300
Redfish Elementary	FIP	Kitchen Upgrade	\$15,900
Salmo Elementary	FIP	Kitchen Upgrade	\$6,100
JV Humphries Elem-Secondary	FIP	Kitchen Upgrade	\$2,600
			\$,1687,900

During 2023-24, the district submitted a request for school bus replacements under the Bus Acquisition Program (BUS). The Ministry of Education provided approval for three new bus replacements for the District. The Association School Transportation Services of BC (ASTSBC) works with the vendors that manufacture school buses. The Transportation Department will work with ASTSBC to place orders for the three approved buses through ASTSBC.

Recommendation

Attached is the Annual Capital Bylaw No. 2024/25-CPSD8-01 for the Board's consideration and approval.

To approve the Bylaw in one evening requires unanimous consent of the Board. The motion below and the attached Annual Capital Bylaw is presented for the Board's consideration and approval:

...**THAT** the Board of Education proceed to conclude three readings in one evening for the School District No. 8 (Kootenay Lake) Capital Plan Bylaw No. 2024/25-CPSD8-01.

**CAPITAL BYLAW NO. 2024/25-CPSD8-01
CAPITAL PLAN 2024/25**

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 8 (Kootenay Lake) (hereinafter called the “Board”) has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2024/25 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 15, 2024, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 8 (Kootenay Lake) Capital Bylaw No. 2024/25-CPSD8-01.

READ A FIRST TIME THE 9th DAY OF April 2024;
READ A SECOND TIME THE 9th DAY OF April 2024;
READ A THIRD TIME, PASSED THE 9th DAY OF April 2024.

APPLY CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 8 (Kootenay Lake) Capital Bylaw No. 2024/25-CPSD8-01 adopted by the Board the 9th DAY OF April 2024.

Secretary-Treasurer

ANNUAL PROGRAMS FUNDING AGREEMENT

This Annual Programs Funding Agreement dated for reference the 15th day of March 2024, is in effect for the 2024/25 fiscal year period of April 1, 2024 to March 31, 2025.

BETWEEN: **His Majesty the King in Right of the Province of British Columbia**, represented by the Minister of Education and Child Care (the "Ministry")

OF THE FIRST PART

AND: **the Board of Education of School District No. 8 (Kootenay Lake)** (the "Board")

OF THE SECOND PART.

The parties agree as follows:

1. DEFINITIONS

1.01 In this Agreement, unless the context otherwise requires:

"Agreement" means the Annual Programs Funding Agreement;

"Board" or "Board of Education" means a board of school trustees constituted under the *School Act* [RSBC 1996] c. 412 and any person designated by the Board to act with respect to a provision of this Agreement;

"Business Day" means a day, other than a Saturday or Sunday or Statutory Holiday, on which Provincial government offices are open for normal business in British Columbia;

"Capital Funding Grant" means a funding grant authorized by the Minister of Finance in accordance with section 56.1 of the *Financial Administration Act* [RSBC1996] c. 138;

"Certificate of Approval" means the Certificate of Approval described in paragraph 3.04;

"Eligible Expenditure(s)" means those expenditure(s) areas more particularly described in paragraph 3.01;

"Event of Force Majeure" means invasion, rebellion, hostilities, sabotage, government regulations or controls, acts of God, strikes, lockouts or labour disputes that are a major disabling event or circumstance in relation to the normal operations of the party concerned as a whole that is beyond the reasonable control of the party directly affected and results in a material delay, interruption or failure by such party in carrying out its duties, covenants or obligations under this Agreement;

"Minister" means the Minister of Education and Child Care, and includes the Deputy Minister of Education and Child Care and any person designated by either of them to act with respect to a provision of this Agreement;

"Ministry" means the Ministry of Education and Child Care of the Province of British Columbia;

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"Project" means the project(s) described in paragraph 3.01;

"Schools Protection Program" means the risk management program administered and delivered by the Risk Management Branch of the Ministry of Finance in conjunction with the Ministry of Education and Child Care, and includes the "Schools Protection Program Reference Manual" and all amendments and updates to the program and manual;

"Treasury Board" means the Treasury Board established under the *Financial Administration Act* [RSBC 1996] c. 138.

2. SCHEDULES

2.01 The following Schedule(s) form an integral part of this Annual Programs Funding Agreement:

- A. Communications Protocol Agreement on Minor Capital Projects between the Ministry of Education and Child Care and School Districts

3. PROVINCIAL FUNDING CONTRIBUTIONS AND OBLIGATIONS

3.01 The Ministry will provide capital funding to the Board which is to be used for the purposes of the following Project:

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Trafalgar Middle School	SEP - Plumbing Upgrades	\$750,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Mount Sentinel Secondary	SEP - HVAC Upgrades	\$450,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
L V Rogers Secondary	CNCP - HVAC Upgrades	\$350,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Kootenay River Secondary	FIP - Kitchen Upgrade	\$113,300	Proceed to design, tender & construction. To be completed by March 31, 2025.
Redfish Elementary	FIP - Kitchen Upgrade	\$15,900	Proceed to design, tender & construction. To be completed by March 31, 2025.
Salmo Elementary School	FIP - Kitchen Equipment	\$6,100	Proceed to design, tender & construction. To be completed by March 31, 2025.

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J V Humphries Elem-Secondary	FIP - Kitchen Upgrade	\$2,600	Proceed to design, tender & construction. To be completed by March 31, 2025.
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Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry	Next Steps & Timing
10082	C (70-75) with 0 wheelchair spaces	TBD - See Note Below	Proceed to ordering the school bus(es) between April 2nd and May 17th, 2024 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbcc.org
A1080	C (70-75) with 0 wheelchair spaces	TBD - See Note Below	Proceed to ordering the school bus(es) between April 2nd and May 17th, 2024 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbcc.org
A582	C (70-75) with 0 wheelchair spaces	TBD - See Note Below	Proceed to ordering the school bus(es) between April 2nd and May 17th, 2024 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbcc.org

NOTE: BUS funding amounts will be determined once school districts place their order(s) with bus manufacturer(s). Please contact Branch Director [Michael Nyikes](#) with any questions regarding this.

- 3.02 The Ministry will, in no event, provide more than the amount listed above.
- 3.03 The Ministry will provide the capital funding in paragraph 3.01 in the form of a Capital Funding Grant.
- 3.04 Payment of a Capital Funding Grant is subject to the Ministry issuing a Certificate of Approval for the Project in paragraph 3.01 in accordance with Treasury Board policies and directives and to the following conditions:
 - a) in no case may the Board make a draw against funds available under a Certificate of Approval, unless the draw is reimbursement for Eligible Expenditure(s) properly incurred by the Board in connection with the Project;

- b) the Ministry may modify or withhold a Capital Funding Grant and applicable Certificate of Approval, or any portion thereof, in the event the Board fails to observe, perform and comply with any provision of this Agreement or if, in the opinion of the Ministry, there has been a material change in the Project;
- c) the Board will comply with all applicable policies and directives of the Treasury Board respecting Capital Funding Grants.

3.05 Notwithstanding any other provision of this Agreement, the payment of funds by the Ministry to the Board, pursuant to this Agreement, is subject to the provisions of the *Financial Administration Act* ("the Act"), which makes that payment obligation subject to:

- a) there being sufficient monies available in an appropriation, as defined in the Act, to enable the Ministry, in any fiscal year or part thereof when any payment of money by the Ministry to the Board falls due pursuant to this Agreement, to make that payment;
- b) Treasury Board, as defined in the Act, not having controlled or limited, pursuant to the Act, expenditure(s) under any appropriation referred to in this subparagraph a).

4. BOARD OBLIGATIONS

4.01 The Board will:

- a) carry out the Project in a manner that ensures:
 - i) delivery within budget;
 - ii) completion by March 31, 2025;
 - iii) scope details are fully met upon completion;
 - iv) accrued cost-savings realized from completed capital projects as approved in this Agreement are reported to the Ministry and transferred into the school district's Minister-Restricted Capital account, unless otherwise agreed to in writing by the Ministry.
- b) comply with all policies and best practices related to Capital Project Procurement, as documented in the Capital Asset Management Framework and Capital Procurement Checklist published by the Ministry of Finance;
- c) procure the Project in accordance with the Capital Asset Management Framework;
- d) include in any contracts all standard insurance and indemnification clauses required by the Schools Protection Program;
- e) ensure all communication related to the Capital Project conforms to the "Communications Protocol Agreement on Minor Capital Projects between the Ministry of Education and Child Care and School Districts" (provided as Schedule

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A). Note this protocol may be amended from time to time by the Ministry, with the most current version of the protocol being used.

- 4.02 Provide written notice to the Ministry of Education and Child Care immediately upon completion of each Project. (Note: the Ministry will be following up with school districts regarding delayed and/or incomplete projects in early January, at which time the Ministry may choose to reallocate associated funds depending on the status of the Project).
- 4.03 At the request of the Ministry, prepare additional reports relating to the Project.
- 4.04 Notify the Ministry immediately, in writing, should any Event of Force Majeure arise that could materially affect the scope, costs or schedule of the Project.
- 4.05 Indemnify and save harmless the Province of British Columbia and its employees and agents from and against any losses, claims, damages, actions, causes of action, costs and expenses that the Province of British Columbia or any of its employees or agents may sustain, incur, suffer or be put to at any time, either before or after this agreement ends, which are based upon, arise out of or occur, directly or indirectly, by reason of, any act or omission by the Board or by any of its agents, employees, officers, directors, or contractors with respect to the Project.
- 4.06 Purchase school buses through the Request for Standing Offer (RFSO) portal available through the Association of School Transportation Services of BC (ASTSBC).
- 4.07 Reserve two (2) percent of the Total Funding amount provided under the Bus Acquisition Program in paragraph 3.01 as fee payment for ASTSBC's administration services. The ASTSBC will invoice the Board once buses have been ordered. This fee is included in the Capital Funding Grant and is not an additional cost to the Board.

5. EVENT OF FORCE MAJEURE

- 5.01 In the Event of Force Majeure:
 - a) the Board will immediately notify the Ministry, in writing, describing the Event of Force Majeure.
 - b) within five (5) Business Days of being notified of the Event of Force Majeure, the Ministry will communicate with the Board to explore what steps are to be taken to mitigate the Event of Force Majeure, determine an appropriate course of action, and establish an estimated cost related to the Event of Force Majeure.
 - c) the course of action must be agreed to by the Ministry and the Board.
 - d) either party may request the assistance of an independent cost consultant appointed by mutual agreement of the parties.
 - e) the Ministry will not approve any expenditure(s) incurred prior to the agreed course of action unless the costs were demonstrably incurred for the preservation

of life and/or safety.

6. PUBLIC ANNOUNCEMENTS

6.01 Any public announcement relating to the Project will be in accordance with the “Communications Protocol Agreement on Minor Capital Projects between the Ministry of Education and Child Care and School Districts” (provided as Schedule A).

7. NOTICE

7.01 Any notice or communication required or permitted to be given under this Agreement will be in writing and will be considered to have been sufficiently given if delivered by hand or electronic transmission to the physical address or electronic mail address of each party set out below:

a) if to the Board:

School District No. 8 (Kootenay Lake)
811 Stanley St, Nakusp, BC, V0G 1R0
Attention: Cathy Macarthur, Secretary-Treasurer
Email: cathy.macarthur@sd8.bc.ca

b) if to the Ministry:

Ministry of Education and Child Care
PO Box 9151 Stn Prov Govt, Victoria, BC, V8W 9H1
Attention: Capital Management Branch (Minor Capital Unit)
Email: CMB@gov.bc.ca

7.02 Any such notice or communication will be considered to have been received:

a) if delivered by hand during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day;

b) if sent by electronic transmission during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day, provided that:

- i) the receiving party has, by electronic transmission or by hand delivery, acknowledged to the notifying party that it has received such notice; or
- ii) within twenty-four (24) hours after sending the notice, the notifying party has also sent a copy of such notice to the receiving party by hand delivery.

7.03 Delivery by mail will not be considered timely notice under this Agreement.

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7.04 In the event a contact name changes for either the Ministry or for the Board, then parties must be notified within five (5) Business Days.

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IN WITNESS WHEREOF the parties have executed this Agreement, in duplicate, as of the day and year first above written.

SIGNED on behalf of His Majesty the King)
in Right of the Province of British Columbia)
by a duly authorized designate of the)
Minister of Education and Child Care)

Authorized Signatory (For the Minister of Education and
Child Care)

Name (Print)

Title

Date Signed (Month/Day/Year)

SIGNED on behalf of **the Board**)
of Education of School District)
No. 8 (Kootenay Lake) by its duly)
authorized signatories)

Signatory (Secretary Treasurer)

Name (Print)

Date Signed (Month/Day/Year)

SCHEDULE A

**COMMUNICATIONS PROTOCOL AGREEMENT ON MINOR CAPITAL PROJECTS
BETWEEN THE MINISTRY OF EDUCATION AND CHILD CARE (ECC) AND SCHOOL
DISTRICTS**

News Release

Upon issuance of Capital Plan approvals and funding agreements to school districts, ECC will issue public news releases regarding minor capital projects. School district(s) may be requested to provide a quote from a designated representative for such news releases.

Signage

Significant, high-profile minor capital construction projects and/or initiatives approved in the ECC Capital Plan **may** be requested to be identified by signage prominently displayed at the site. ECC will notify a school district(s) if this is the case.

If requested, signs must conform to Government of B.C.'s Infrastructure Sign Specifications and be produced by Government Communications and Public Engagement (GCPE) graphics department. In addition to the BC logo, school districts and other funding partners will be identified with their logos on signage. Signs are to be installed as soon as possible after announcement of the project, and amended to include the amount of investment and date of completion after award of the contract and preferably before the start of work. The signs are to remain on the site until the work is completed and after any completion ceremonies where applicable. A digital picture of the sign is to be sent to GCPE after it has been installed. Cost of the sign is to be funded from the approved project budget. School districts are responsible for installing the signs.

The steps from signage design to installation are as follows:

- I. Project is announced;
1. GCPE will have their graphics department create a construction sign;
2. GCPE graphics department will create and send the approved file to Kings Printer for print production;
3. Kings Printer will notify GCPE when the sign is ready;
4. GCPE will notify the school district(s) when the sign is ready to be ordered and provide them with the online requisition form: <http://brokerage.qp.gov.bc.ca/submit-print/print-form.aspx>;
5. The school district(s) orders, pays and arranges for the sign to be installed. Signs are to be post mounted in a visible location;
6. School district(s) will notify GCPE when the sign is installed and send photo as confirmation.

Official Ceremonies

ECC will notify a school district(s) if an official ceremony **may** be held to commemorate the launch and/or ground-breaking for a project. The parties shall co-operate in the organization ceremonies, and messages and public statements for such events should be mutually agreed upon.

Plaques

ECC **may** request the district provide and install (upon completion of significant, high-profile construction projects and/or initiatives), a plaque bearing an appropriate inscription. The design, wording and specifications of such plaques must be approved by ECC. Cost of the plaque is to be funded from the approved project budget.

