

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

**TUESDAY, APRIL 8, 2025**

**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. Consent Package Questions (p. 4)**

App. 4

**5. Adoption of Agenda**

**Proposed Resolution:**

**THAT** the Agenda for this April 8, 2025 meeting **BE ADOPTED**, as circulated.

**6. Receiving Public Presentations – Nil**

**7. 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.*

**8. Adoption of Minutes (p. 16)**

App. 8

**Proposed Resolution:**

**THAT** the minutes from the March 11, 2025 Meeting of the Board held in public **BE ADOPTED**, as circulated.

**9. Future and Action Item Tracking (p. 21)**

App. 9

**10. Education – Reports from the Superintendent**

A. Cultural and Identity Development Continuous Learning Report (p. 22)

App. 10A

B. National Day of Mourning (p. 100)

App. 10B



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

A. Preliminary Budget Report 2025-2026 (p. 101) App. 11A

B. School Fees (p. 107) App. 11B

**Proposed Resolution:**

**THAT** the 2025-2026 school fees **BE APPROVED** as proposed.

C. Capital Budget Bylaw 2025-2026 (p. 115) 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. 2025/26-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 2025/26 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 25, 2025, is hereby adopted.
2. This Capital Bylaw may be cited as School District No. 8 (Kootenay Lake) Capital Bylaw No. 2025/26- CPSD8-01.”

**READ A FIRST TIME** the 8th day of April 2025;

**READ A SECOND TIME** the 8th day of April 2025;

**READ A THIRD TIME, PASSED** the 8th day of April 2025.



## 12. Governance and Policy

### A. Policy Approval for Field Testing

- Policy 490: School Closure (p. 128) App. 12A.1

**Proposed Resolution:**

**THAT** policy 490 **BE APPROVED** for field testing.

- Policy 610: Fiscal Management (p. 135) App. 12A.2

**Proposed Resolution:**

**THAT** policy 610 **BE APPROVED** for field testing.

- Policy 611: Capital Planning (p. 142) App. 12A.3

**Proposed Resolution:**

**THAT** policy 611 **BE APPROVED** for field testing.

- Policy 650: Disposal of Real Property and Improvements (p. 145) App. 12A.4

**Proposed Resolution:**

**THAT** policy 650 **BE APPROVED** for field testing.

### B. Policy Approval

- Policy 112: Governing Principles (p. 152) App. 12B.1

**Proposed Resolution:**

**THAT** policy 112 **BE APPROVED**.

## 13. Human Resources – Nil

## 14. Trustee Verbal Reports

- A. Student Trustees
- B. Trustees
- C. Chair
- D. British Columbia School Trustee Association (BCSTA)
- E. British Columbia Public School Employers' Association (BCPSEA)
- F. District Parent Advisory Committee (DPAC)
- G. Other

## 15. Comments or Questions from the Public

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

## 16. Meeting Schedule and Reminders

### A. Board Meetings

The next Meeting of the Board held in Public is scheduled for May 13, 2025.

## 17. Adjournment



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**SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)****CONSENT PACKAGE – PUBLIC MEETING****APRIL 8, 2025**

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**ITEM**

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*The following Consent items are routine items received for information.*

1. Board Correspondence Package p. 5
2. [Superintendent's Report April 2025](#)
3. Monthly Financial Report – for period ended February 28, 2025 p. 9
4. Transactions over 50k – for period ended February 28, 2025 p. 13
5. List of Trustee Recusals p. 15
6. List of approved Administrative Procedures
  - [AP 3101 - School/Program of Choice, Student Transfer, and Registration Process](#)
  - DRAFT [AP 5060 - School Fees, Deposits, and Financial Hardship](#)





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**SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)****BOARD CORRESPONDENCE PACKAGE****APRIL 8, 2025**

ITEM	DATE
1. Letter from Chair Lang to Minister of Transportation re: Urgent Request to Designate the Kootenay Lake Ferry as an Essential Service	2025.03.12
2. Acting Deputy Minister McCrea to Superintendent Smillie related to Indigenous student outcomes	2025.03.28



The Honourable Mike Farnworth  
Minister of Transportation and Transit  
Government of British Columbia  
Vial Email: [TT.Minister@gov.bc.ca](mailto:TT.Minister@gov.bc.ca)

March 12, 2025

Dear Minister Farnworth,

**RE: Urgent Request to Designate the Kootenay Lake Ferry as an Essential Service**

On behalf of the Board of Education of School District No. 8 (Kootenay Lake), we are writing to express our deep concern over the ongoing disruption to the Kootenay Lake ferry service due to the strike by BC General Employees' Union (BCGEU) workers employed by Western Pacific Marine. Since November 3, 2024, this strike has severely impacted our students, staff, and the wider community, creating significant safety risks and placing financial burden on our school district. We urge you to designate this inland ferry service as an essential service to protect the well-being and education of students who rely on it daily.

**Impact on Student Safety and Well-Being**

The ferry service between Balfour and Kootenay Bay is a lifeline for many students who attend school in our district and staff who work in the schools and other personnel who support emergency response and maintenance of the facility. With service reduced to as few as three weekday sailings and two on weekends, students face dangerous travel conditions and extreme delays in their daily commutes. Many are forced to take a 2.5- to 3-hour detour over Kootenay Pass, a treacherous mountain route that is frequently impacted by winter storms and avalanche closures. This has resulted in students, at times, not arriving home until 7:00 p.m. or later, raising serious concerns about fatigue, academic performance, and overall safety.

Furthermore, students and staff who rely on the ferry have faced instances of being stranded in Nelson or Crawford Bay due to missed or over-capacity sailings, forcing them to seek emergency accommodation. Such conditions are unacceptable for our students and school personnel, who deserve safe and reliable transportation to and from their schools.

### **Financial Burden on the School District**

School District No. 8 (Kootenay Lake) has been forced to significantly extend bus service hours to accommodate the restricted ferry schedule, placing additional financial strain on our resources. Bus drivers are working extended shifts, often into late evening hours, and the district has had to increase fuel expenditures and staffing costs to adjust for travel disruptions and ensure safety for our students. Operating additional bus services for up to eight extra hours per day is unsustainable and diverts critical funding from classroom learning.

### **Wider Economic and Social Impacts on the Community**

Beyond the educational impact, the ferry disruption has had devastating consequences for the residents of Crawford Bay and the East Shore. Many of our students' families have been unable to commute to their workplaces in Nelson, resulting in job losses and, in some cases, forced relocation. The local economy, which depends on tourism and business connections across Kootenay Lake, has suffered as visitor numbers have declined dramatically due to unreliable ferry service. Small businesses are reporting financial losses exceeding \$10,000, and essential goods and services have become difficult to access.

The isolation of these communities is not just an inconvenience; it is a matter of economic survival. Without a fully operational ferry, the region faces long-term damage that could take years to repair.

### **Call to Action**

Minister, we urge you to take immediate action to deem the Kootenay Lake ferry an essential service under the Labour Relations Code. The current service disruptions have demonstrated that this inland ferry is not just a convenience but a necessity for students, educators, workers, and businesses alike. A reliable ferry service is fundamental to maintaining equitable access to education and economic stability for East Shore communities.

We ask that the provincial government intervene to ensure that ferry service remains operational and dependable, regardless of labour disputes, so that our students and staff can safely access their schools without undue hardship. Please ensure that students' right to education is not compromised by prolonged service interruptions.



We appreciate your attention to this urgent matter and look forward to your response. Please contact us at [STOffice@sd8.bc.ca](mailto:STOffice@sd8.bc.ca) at your earliest convenience to arrange a discussion.

Sincerely,



Dawn Lang  
Chair, Board of Education  
School District No. 8 (Kootenay Lake)

811 Stanley Street  
Nelson, BC V1L 1N8

cc: Hon. Lisa Beare, Minister of Education and Child Care  
Hon. Brittany Anderson, MLA for Nelson-Creston  
Regional District of Central Kootenay  
East Shore Chamber of Commerce  
Board of Education, School District No. 8 (Kootenay Lake)





March 28, 2025

Ref: 308323

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

Dear Trish Smillie:

The Ministry of Education and Child Care is committed to meaningful truth and reconciliation with Indigenous Peoples and improving Indigenous graduation rates. This annual letter is intended to highlight progress and identify challenges as we collectively pursue equity for Indigenous learners attending British Columbia public schools.

The “Aboriginal How Are We Doing?” Report (AB:HAWD) provides administrators, teachers, schools, school districts, First Nations, Indigenous Education Councils (IECs), and the Ministry with important information on Indigenous student outcomes. This information should inform areas of action identified within your district strategic plan and your annual Framework for Enhancing Student Learning report to the Ministry.

In alignment with the purpose and mandate of IECs, this data should also inform the planning and delivery of comprehensive and equitable education and support services for Indigenous students, including those delivered through Indigenous Education Targeted Funds and other targeted grants.

Across the province, the 2023/24 six-year completion rate for Indigenous students in public schools was 75.5 percent compared to 93.8 percent for non-Indigenous students. The five-year completion rate was 64.8 percent for Indigenous students compared to 89.9 percent for 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 2023/24, 60 percent of Indigenous students who received the Adult Dogwood were under 19 years of age, compared to 36 percent for non-Indigenous students. It is an area of priority focus at the provincial level and must be a priority for you at the district level to ensure the racism of low expectations is not continuing to occur. It continues to be our collective responsibility to be active partners in driving better educational outcomes for Indigenous students.

In your school district, the Indigenous five-year completion rate has increased by 20.5 percentage points from 68.0 percent in 2019/20 to 88.5 percent in 2023/24. With the removal of the Adult Dogwood, the Indigenous five-year completion rate has increased by 22.8 percentage points to 87.4 percent in 2023/24.

.../2



First Nations rights holders and Indigenous partners have also expressed the importance of the Foundation Skills Assessment (FSA) which provides an important line of sight for all of us into the learning trajectories for Indigenous students and all students.

In your school district, FSA participation and results are as follows:

Grade 4 Literacy: With 91 percent participation, 65 percent on-track or extending for Indigenous students compared to 66 percent on-track or extending for non-Indigenous students.

Grade 7 Literacy: With 89 percent participation, 63 percent on-track or extending for Indigenous students compared to 74 percent on-track or extending for non-Indigenous students.

Grade 7 Numeracy: With 86 percent participation, 45 percent on-track or extending for Indigenous students compared to 64 percent on-track or extending for non-Indigenous students.

You have a link to the secure SharePoint site that contains your district's AB:HAWD. If you need this link again, please email Jeremy Higgs, Executive Director, Governance and Analytics Division at [Jeremy.Higgs@gov.bc.ca](mailto:Jeremy.Higgs@gov.bc.ca). This version contains unmasked results, even where cohort numbers are below 10. Key highlights of your school district's AB:HAWD are attached. Public masked versions of the provincial and local 2023/24 AB:HAWD (including your FSA results) are available on the [Student Success](#) website.

Continue strengthening relationships with the local First Nation(s) and your IEC using these results as a foundation for the conversation. Please send this letter to your IEC Chair and Secretariat. If you are in the process of setting up the IEC, please share this letter with the IEC Chair and Secretariat once named. 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 and attendance for Indigenous students and all students.

Sincerely,



Jennifer McCrea  
Acting Deputy Minister

#### Appendix 1 - Highlights SD 8 (Kootenay Lake)

cc: Dawn Lang, Board Chair, School District No. 8 (Kootenay Lake)  
Laury Carriere, Indigenous Education Lead  
Chair, Indigenous Education Council  
Jeremy Higgs, Executive Director, Governance and Analytics Division, Ministry of  
Education and Child Care



## **Highlights – SD 8 (Kootenay Lake)**

### **Foundation Skills Assessment**

Grade 4 Literacy assessment: 77% of Aboriginal learners participated in 2019/20 compared to 91% in 2023/24. Persistent gap in On Track & Extending between Aboriginal and Non-Aboriginal learners in 2023/24 (65% vs. 66%).

Grade 4 Numeracy assessment: 79% of Aboriginal learners participated in 2019/20 compared to 92% in 2023/24. Persistent gap in On Track & Extending between Aboriginal and Non-Aboriginal learners in 2023/24 (57% vs. 61%).

Grade 7 Literacy assessment: 85% of Aboriginal learners participated in 2019/20 compared to 89% in 2023/24. Persistent gap in On Track & Extending between Aboriginal and Non-Aboriginal learners in 2023/24 (63% vs. 74%).

Grade 7 Numeracy assessment: 81% of Aboriginal learners participated in 2019/20 compared to 86% in 2023/24. Persistent gap in On Track & Extending between Aboriginal and Non-Aboriginal learners in 2023/24 (45% vs. 64%).

### **Completion Rates**

Five-year Completion Rate for Aboriginal learners has increased by 20.5 percentage points from 68.0% in 2019/20 to 88.5% in 2023/24. The rate for Non-Aboriginal learners has increased by 13.1 percentage points from 77.2% in 2019/20 to 90.3% in 2023/24.

Five-year Completion Rate - Dogwood only (Adjusted Rate) for Aboriginal learners has increased by 22.8 percentage points from 64.6% in 2019/20 to 87.4% in 2023/24.

Six-year Completion Rate for Aboriginal learners has increased by 17.9 percentage points from 74.7% in 2019/20 to 92.6% in 2023/24. The rate for Non-Aboriginal learners has increased by 8.8 percentage points from 82.2% in 2019/20 to 91.0% in 2023/24.

Six-year Completion Rate - Dogwood only (Adjusted Rate) for Aboriginal learners has increased by 21.3 percentage points from 70.1% in 2019/20 to 91.4% in 2023/24.





## Monthly Financial Report

For the period ended February 28, 2025





## COMMENTS

### Operating Expenditure Report

- The budget information is based on the 2024-2025 Amended Budget approved by the Board on February 11, 2025.
- 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 budgeted amounts and the applicable months for most employee groups.
- Student Transportation costs are higher in the latter part of the year. Dues, fees and insurance are more heavily weighted to the earlier part of the year.

### Special Purpose Expenditure Report

- The budget information is based on the 2024-2025 Amended Budget approved by the Board on February 11, 2025.
- The Special Purpose Expenditure Report reflects eight months of actual District operations and six months of School operations.
- Other than the Annual Facility Grant, spending related to many of the Ministry of Education and Child Care grants primarily occurs during the school year, resulting in 43% of the budget available as of February 28, 2025.



# OPERATING EXPENDITURE REPORT

	July 2024 to February 2025 Actuals	2024 - 2025 Amended Budget	\$ Available Budget	% Available Budget	Applicable Months
<b>Salaries</b>					
Principal & Vice-Principal Salaries	2,890,397	4,482,435	1,592,038	36%	12
Teacher Salaries	14,583,221	23,697,916	9,114,695	38%	10
Educational Assistants	2,237,023	3,930,582	1,693,559	43%	10
Support Staff	5,020,632	7,818,666	2,798,034	36%	10/12
Other Professional Salaries	1,836,658	2,688,608	851,950	32%	12
TOCs/Relief Salaries	2,195,146	3,684,013	1,488,867	40%	10/12
<b>Total Salaries</b>	<b>28,763,077</b>	<b>46,302,220</b>	<b>17,539,143</b>	<b>38%</b>	
<b>Employee Benefits</b>	<b>7,133,034</b>	<b>11,601,723</b>	<b>4,468,689</b>	<b>39%</b>	<b>10/12</b>
<b>Total Salaries and Benefits</b>	<b>35,896,111</b>	<b>57,903,943</b>	<b>22,007,832</b>	<b>38%</b>	
<b>Services &amp; Supplies</b>					
Services	1,451,598	2,551,938	1,100,340	43%	
Student Transportation	122,398	340,421	218,023	64%	
Professional Development & Travel	358,891	658,484	299,593	45%	
Rentals and Leases	62,685	122,551	59,866	49%	
Dues and Fees	96,788	99,210	2,422	2%	
Insurance	199,791	215,000	15,209	7%	
Supplies	2,331,347	3,269,321	937,974	29%	
Utilities	1,025,423	1,799,904	774,481	43%	
<b>Total Services &amp; Supplies</b>	<b>5,648,921</b>	<b>9,056,829</b>	<b>3,407,908</b>	<b>38%</b>	
<b>Total Operating Expense</b>	<b>41,545,032</b>	<b>66,960,772</b>	<b>25,415,740</b>	<b>38%</b>	



## SPECIAL PURPOSE FUND EXPENDITURE REPORT

	July 2024 to February 2025 Actuals	2024 - 2025 Amended Budget	\$ Available Budget	% Available Budget
<b>Ministry of Education and Child Care Funds</b>				
Annual Facilities Grant	279,640	279,640	-	0%
Changing Results for Young Children	-	8,303	8,303	100%
Classroom Enhancement Fund	5,605,696	9,621,529	4,015,833	42%
Community Link	309,535	795,022	485,487	61%
Early Care and Learning Fund to Schools	116,666	175,000	58,334	33%
Early Years to Kindergarten	2,205	27,429	25,224	92%
ECE Dual Credit program	45,975	45,975	-	0%
Feeding Futures	239,739	759,649	519,910	68%
First Nation Transportation	320	26,863	26,543	99%
Health Career Work Experiential Learning	3,700	5,000	1,300	26%
Learning Improvement Fund	132,821	223,014	90,193	40%
Mental Health in Schools	38,712	55,000	16,288	30%
OLEP	43,355	115,835	72,480	63%
Ready Set Learn	5,171	41,650	36,479	88%
Seamless Day Kindergarten	31,734	71,334	39,600	56%
StrongStart	80,827	216,353	135,526	63%
Student & Family Affordability Fund	38,222	203,904	165,682	81%
Work Experience Enhancement Initiative	-	50,000	50,000	100%
<b>Total MOECC Funds</b>	<b>6,974,318</b>	<b>12,721,500</b>	<b>5,697,182</b>	<b>45%</b>
<b>Other Provincial Special Purpose Funds</b>				
ASSAI	14,236	59,348	45,112	76%
Health Promoting Schools	33,205	27,000	(6,205)	-23%
<b>Total MOECC Funds</b>	<b>47,441</b>	<b>86,348</b>	<b>38,907</b>	<b>45%</b>
<b>Other Special Purpose Funds</b>				
School Scholarships and Bursaries	27,591	30,000	2,409	8%
School Generated Funds	1,135,798	1,615,000	479,202	30%
Donations	4,250	10,000	5,750	58%
<b>Total MOECC Funds</b>	<b>1,167,639</b>	<b>1,655,000</b>	<b>487,361</b>	<b>29%</b>
<b>All Special Purpose Funds</b>	<b>8,189,398</b>	<b>14,462,848</b>	<b>6,223,450</b>	<b>43%</b>



## Monthly Transactions over 50K

For the period ended February 28, 2025

**PAYMENTS IN FEBRUARY 2025 OVER \$50K (CHEQUES AND EFT)**

<b>Vendor Name</b>	<b>Amount</b>
BC Teachers Federation	\$54,097.60
British Columbia Teacher Federation	\$68,811.37
FortisBC-Natural Gas	\$90,641.95
Municipal Pension Fund	\$90,824.98
Municipal Pension Fund	\$91,578.48
Pacific Blue Cross	\$172,772.38
Receiver General RP0001	\$976,710.78
Receiver General RP0001	\$215,000.00
Receiver General RP0002	\$139,132.31
Receiver General RP0002	\$140,386.86
Receiver General RP0002	\$137,064.16
Receiver General RP0003	\$52,688.81
Selkirk College	\$63,943.81
Teachers' Pension Fund	\$805,032.83
Western Canada Bus	\$487,997.76



**LIST OF TRUSTEE RECUSALS**  
**2024-2025**

<b>Date of Meetings held in the absence of the public with one or more declared Conflicts of Interest</b>
August 26, 2024
October 8, 2024
October 15, 2024
November 12, 2024
December 9, 2024
December 10, 2024
January 14, 2025
February 11, 2025
February 24, 2025
March 11, 2025



**MEETING OF THE BOARD HELD IN PUBLIC  
MINUTES  
TUESDAY, MARCH 11, 2025  
5:00 PM – 7:00 PM**

**Board:**

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

**Student Trustees:**

B. Ashe, KRSS *(via video conference)*  
M. Gretchen, MSSS *(via video conference)*  
D. Lamoureux, JVH *(via video conference)*  
R. Metcalf, MSSS *(via video conference)*  
E. Zuk, JVH *(via video conference)*

**District Staff:**

T. Smillie, Superintendent  
C. MacArthur, Secretary-Treasurer  
L. Carriere, Director of Aboriginal Education *(via video conference)*  
D. Holitzki, Assistant Superintendent  
C. Kerr, Director of Operations  
C. Singh, Director of Human Resources  
S. Bruskowski, Executive Assistant

**Guests:**

Nil

**Regrets:**

B. Eaton, Director of Instruction - Curriculum, Instruction, and Assessment

**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 – Nil**

**4. Consent Package Questions**

One Trustee inquired about sharing and discussing two letters that were received. They were informed by the chair that those were not placed.

**5. Adoption of Agenda**

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

24/25-044

**THAT** the Agenda for this March 11, 2025 meeting **BE ADOPTED**, as circulated.

The motion carried unanimously.

**6. Receiving Public Presentations – Nil**



**7. Comments or Questions from the Public regarding items on this Agenda – Nil**

**8. Adoption of Minutes**

**UPON** a motion duly made and seconded it was **RESOLVED:** 24/25-045

**THAT** the minutes from the February 11, 2025 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 2024-2025

Assistant Superintendent Holitzki presented the 2024-2025 Caring and Inclusive Learning Communities Continuous Learning Report which focuses on enhancing physical and mental well-being through social-emotional learning to create compassionate learners. This includes strategies like improving learning environments, deepening health and wellness, and ensuring all students feel safe and they belong.

B. SD8 Accessibility 2024-2025

Superintendent Smillie and Assistant Superintendent Holitzki informed the Board that School District No. 8 (Kootenay Lake) has developed an accessibility plan in response to the Accessible British Columbia Act, which mandates the formation of Accessibility Committees, the creation of Accessibility Plans, and the establishment of feedback mechanisms by September 2023. The district has implemented a variety of initiatives, including accessibility scans, the establishment of an Accessibility Committee, and a feedback tool, to identify and mitigate barriers to full participation for individuals with disabilities. Going forward, SD8 will continue to refine its Accessibility Plan through collaborative stakeholder engagement, aiming to enhance physical, informational, and technological accessibility within the district's educational environments and report back to the Board on an annual basis.

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

A. 2024-2025 Information Technology Annual Report

Secretary-Treasurer MacArthur presented the 2024-2025 Information Technology report which provides an update on the operations of the Information Technology (IT) department at School District No. 8 (Kootenay Lake), highlighting the annual progress in supporting educational and operational goals through technology. The IT department is integral in implementing the district's strategic plan by improving technological access and support for both students and staff, with efforts described in the attached Information Technology Annual Report for the Board's review. Major initiatives include enhancing IT infrastructure, standardizing processes, and maintaining a dynamic support system that aligns with the district's mission to provide a technologically enriched learning environment.

Secretary-Treasurer MacArthur answered Trustees' inquiries by outlining the relevance of device equity and prioritizing cybersecurity.





B. 2025-2026 Enrolment Projections, Projected Revenue, and Budget Survey

Secretary-Treasurer MacArthur presented the enrolment projections and associated funding impacts for School District No. 8 (Kootenay Lake) for the 2025-2026 school year, with a forecasted decrease in regular K-12 enrolments partially offset by an increase in online learning enrolments. The projected decline in student full-time enrolments (FTEs) is expected to result in a total funding reduction of approximately \$680,797.

In response to a Trustee's inquiry regarding potential cost-saving measures, Secretary-Treasurer MacArthur indicated that an examination into areas where the district could reduce expenses is currently underway. A review of the preliminary, high-level budget is scheduled for the Board meetings in April to further address these considerations.

C. 2025-2026 Trustee Remuneration

Secretary-Treasurer MacArthur informed the Board on details for the annual adjustments to trustee remuneration for the Board of Education, effective July 1, 2025, in line with Policy 131: Trustee Indemnity. Based on a 2.6% increase in the British Columbia Consumer Price Index (BC CPI) from December 31, 2023, to December 31, 2024, trustee salaries will see an adjustment to keep pace with inflation. The updated remuneration will see the Chair's salary adjusted to \$25,079, the Vice-Chair's to \$22,713, and a Trustee's to \$21,728 for the 2025-2026 period.

One Trustee suggested to forego the increase as an effort of the Board to support cost saving in the current climate of economic uncertainties and decrease in student enrollment. Discussion took place around the appropriate process, such as rescinding Policy 131: Trustee Indemnity with the intention of reintroducing it at a later point.

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

24/25-046

**THAT** the discussion of Policy 131 be added to the agenda.

The motion carried was **defeated** with 3 in favour.

One Trustee Trenaman reminded the Board of appropriate process. A pro-forma to change or rescind the policy could be considered as well as waving the policy and the increase as a one-time event by a two-thirds majority.

D. Quarterly Operations Update - Spring 2025

Director Kerr presented the Quarterly Operations Update - Spring 2025 as provided in the agenda package. School District No. 8's capital projects are part of the Board's Capital Operations Plan, highlighting key initiatives across various schools. Notable progress includes enhancements to the water system at Brent Kennedy Elementary aimed at lifting a health order, HVAC efficiency improvements via new Direct Digital Controls systems at L.V. Rogers Secondary and Creston Operations, and infrastructure upgrades such as septic and irrigation systems. Other district-wide efforts include the installation of electric bus charging stations, fire safety upgrades at Trafalgar Middle School, and major HVAC and boiler replacements at Mount Sentinel Secondary, with many projects expected to complete in the coming months.



In response to questions from the Trustees, Director Kerr provided updates on several operational aspects. He confirmed the installation of additional chargers for electric buses in Nelson, noting that the Manager of Transportation is closely monitoring the resulting savings in operational costs. Additionally, he highlighted the district's ongoing efforts to prioritize Canadian suppliers for goods and services, wherever feasible.

## 12. Governance and Policy

### A. Approve 2027-2028 School Calendar

Superintendent Smillie presented the 2027-2028 School Calendar for approval. No feedback was received from the public during the field-testing period.

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

24/25-047

**THAT** the 2027-2028 school calendar **BE APPROVED**.

The motion carried unanimously.

### B. Policy Approval

Superintendent Smillie presented Policy 410: School Choice and Catchment for approval. No feedback was received from the public during the field-testing period. Catchment areas are available on an interactive map through the district website.

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

24/25-048

**THAT** the Policy 410 **BE APPROVED**.

The motion carried unanimously.

## 13. Human Resources – Nil

## 14. Trustee Verbal Reports

### A. Student Trustees

- KRSS (Student Trustees Ashe)

KRSS Student Trustee Ashe reported that the grade 12 career's class has organized a spirit week filled with themed days, like dress like a teacher day and pajama day, culminating before spring break, enhancing school spirit and providing great photo opportunities. Meanwhile, student council was busy with both fun activities and advocacy, including arranging ski days, a "spring fling" dance, and pushing for improved privacy in male change rooms, all while supporting community engagement through events like the successful staging of Shakespeare's "A Midsummer Night's Dream."

- JVH (Student Trustees Lamoureux and Zuk)

On February 26th, JVH held a student-led Pink Shirt Day assembly. Two Grade Ten students MCed the event, which featured speeches, songs, and presentations from Kindergarten to Grade Nine. It was a huge success, highlighting our school's kindness and unity.

In February, the school enjoyed three ski days each for high school and elementary students. Additionally, the Outdoor Education class participated in five free ski days at Whitewater, where they learned about alpine safety, first aid, and snow science from the staff.



- **MSSS (Student Trustees Gretchen and Metcalf)**

The Mount Sentinel Student Trustee Report for 2024-2025 highlighted several key educational and extracurricular activities within the Kootenay Lake School District. Notably, the report discussed the continuation of the school's Pride club which plays a crucial role in promoting inclusivity and educating about gender identity and sexual orientation. Additionally, the report covers the school's achievements at the Skills Canada Regional Competition, where Mount Sentinel students secured 14 medals, and the participation of students in the Good Will Shakespeare Festival, which included performances and intensive workshops fostering theatrical skills and creativity.

**B. Trustees**

- Trustee Trenaman attended the Crawford Bay PAC as well as the DPAC meeting.
- Trustee Etheridge gave a shoutout to the "A Midsummer Night's Dream" performance she attended at KRSS
- Trustee Shunter attended Lucas Myers "Randy" in Creston and gave a shoutout to all the theatre and performing arts productions throughout the district.

**C. Chair**

Chair Lang attended Principal and Vice-Principal (PVP) pool interviews with Trustee Nazaroff, the Policy Review Committee meeting, as well as the Partner Liaison Meeting in Vancouver.

**D. British Columbia School Trustee Association (BCSTA)**

Trustee Chew reported on the virtual provincial council. She encouraged Trustees to familiarize themselves with the package coming from the bylaw review committee.

**E. British Columbia Public School Employers' Association (BCPSEA)**

Chair Lang reported that Trustees will continue to receive materials the Chair receives.

**F. District Parent Advisory Committee (DPAC)**

Vice Chair Bremner was not able to attend the last DPAC meeting.

**G. Other – Nil**

**15. Comments or Questions from the Public – Nil**

**16. Meeting Schedule and Reminders**

**A. Board Meetings**

The next Meeting of the Board held in Public is scheduled for April 8, 2025.

**17. Adjournment**

The meeting was adjourned at 6:53 PM.

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Board Chair

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Secretary-Treasurer



Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
<b>Resolutions in Progress</b>						
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:</p> <p>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"> <li>1. Former Crawford Bay maintenance yard;</li> <li>2. Retallack land;</li> <li>3. Former Yahk Elementary, and;</li> <li>4. Ymir Land;</li> </ol> <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"> <li>1. Former Al Collinson Elementary;</li> <li>2. Former Gordon Sargent Elementary;</li> <li>3. Kin Park in Creston, and;</li> <li>4. Salmo tennis court &amp; pool land</li> </ol>	Secretary-Treasurer	<p>As of April 2023, the following properties have not sold:</p> <ul style="list-style-type: none"> <li>- Former Crawford Bay maintenance yard;</li> <li>- Retallack II;</li> <li>- Ymir Land</li> <li>- Salmo Tennis Court &amp; Pool Land</li> </ul>	In Progress
<b>Standing Resolutions</b>						
<b>Completed Resolutions</b>						
March 11, 2025	24/25-048	Approve policy 410	THAT the Policy 410 BE APPROVED.			Complete
March 11, 2025	24/25-047	Approve school calendar	THAT the 2027-2028 school calendar BE APPROVED.			Complete
March 11, 2025	24/25-046	Add Agenda item	THAT the discussion of Policy 131 be added to the agenda. The motion was <b>defeated</b> with 3 in favour.			Complete
March 11, 2025	24/25-045	Adoption of Minutes	THAT the minutes from the February 11, 2025 Meeting of the Board held in public BE ADOPTED, as circulated.			Complete
March 11, 2025	24/25-044	Adoption of Agenda	THAT the Agenda for this March 11, 2025 meeting BE ADOPTED, as circulated.			Complete
February 11, 2025	24/25-043	Approve policy 173	THAT policy 173 BE APPROVED.			Complete
February 11, 2025	24/25-042	Approve policy 160	THAT policy 160 BE APPROVED.			Complete
February 11, 2025	24/25-041	Approve policy 130	THAT policy 130 BE APPROVED.			Complete
February 11, 2025	24/25-040	Approve policy 112	THAT policy 112 BE APPROVED.			Complete
February 11, 2025	24/25-039	Approve policy 410 for field testing	THAT policy 410 BE APPROVED for field testing.			Complete
February 11, 2025	24/25-038	Approve school calendar	THAT the 2027-2028 school calendar BE APPROVED for posting on the website for field testing beginning on February 12, 2025.			Complete
February 11, 2025	24/25-037	2024-2025 Amended Annual Budget Bylaw	<p>i. THAT the School District No. 8 (Kootenay Lake) Amended Annual Budget Bylaw 2024-2025 BE APPROVED as read a first time;</p> <p>ii. THAT the School District No. 8 (Kootenay Lake) Amended Annual Budget Bylaw 2024-2025 BE APPROVED as read a second time;</p> <p>iii. THAT the School District No. 8 (Kootenay Lake) Amended Annual Budget Bylaw 2024-2025 BE ADOPTED as read a third time.</p>			Complete
February 11, 2025	24/25-036	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 the fiscal year 2024-2025.			Complete
February 11, 2025	24/25-035	Approve BAA course	THAT the Board Authority Authorized course Dungeons and Dragons 10/11/12 BE APPROVED.			Complete
February 11, 2025	24/25-034	Adoption of Minutes	THAT the minutes from the January 14, 2025 Meeting of the Board held in public BE ADOPTED, as circulated.			Complete
February 11, 2025	24/25-033	Adoption of Agenda	THAT the Agenda for this February 11, 2025 meeting BE ADOPTED, as circulated.			Complete
January 14, 2025	24/25-032	Adoption of Minutes	THAT the minutes from the December 10, 2024 Meeting of the Board held in public BE ADOPTED, as circulated.			Complete



**FROM:** Trish Smillie, Superintendent**DATE:** April 8, 2025**SUBJECT:** Cultural and Identity Development Continuous Learning Report 2024-2025**For Information**

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## Introduction

This memorandum provides an overview of the strategic priority of the [Cultural and Identity Development Continuous Learning Report](#) 2024-2025

## Background

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

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

The Cultural and Identity Development Continuous Learning report demonstrates the commitment of SD8 to 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 given high priority for the 2025-2027 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. SD8 embraces the philosophy that diversity is the norm, not the exception, and staff celebrate the gifts and talents that all learners possess. 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 and cultural safety in Indigenous education, diversity education, and anti-racism initiatives. Additionally, targeted supplemental academic supports 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 student learning represents their full sense of selves.







School District 8  
Kootenay Lake

# CULTURAL AND IDENTITY DEVELOPMENT

CONTINUOUS LEARNING REPORT 2024-2025

APRIL 8, 2025



# 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

School District No. 8 (Kootenay Lake) endeavors to improve student learning through interest-based, competency-based, flexible and innovative approaches. A positive sense of identity is promoted in culturally safe and responsive communities of learning.

Specifically, SD8 focuses on the following goals in relation to **Cultural and Identity Development**:

- Engage in practices that champion healing and Truth and Reconciliation
- Include Indigenous worldviews and ways of knowing in our teaching and learning
- Celebrate diversity by embedding opportunities for learning focused on diversity and inclusive practices
- Increase understanding of diverse individuals in history and today.



# EXECUTIVE SUMMARY

## Three-Year Action Plan (2024-2027)

The actions outlined in this report serve as strategies for continuous improvement. The three-year action plan will be given high priority for the 2024–2027 school years. SD8 continually monitors these priorities to ensure continuous improvement for all learners, including Indigenous learners, learners with disabilities and diverse abilities, children and youth in care, and English language learners.

### STRATEGIC PRIORITY: Cultural and Identity Development

#### INDIGENOUS EDUCATION:

Goals	Monitoring	Action Plan Items
<p><b>Strategic Priority Goal:</b></p> <p>Nurture wholistic Indigenous resilience and brilliance through belonging, pride, and identity</p> <p><b>Strategic Priority Goal:</b></p> <p>Include Indigenous worldviews and ways of knowing in our teaching and learning</p> <p><b>Indigenous Education Focus Area Goal:</b></p> <p>Provide opportunities to share stories of Aboriginal history, culture, and diversity</p>	<ul style="list-style-type: none"><li>♦ Student Learning Surveys (students, staff, and families)</li><li>♦ Student Voice</li><li>♦ Joint Nominal Roll meetings</li><li>♦ IEC meetings and reflections</li><li>♦ LEA meetings and reflections</li><li>♦ Developmental surveys (YDI, MDI)</li><li>♦ How Are We Doing Report (HAWD), Aboriginal Report</li><li>♦ Transition meetings (Primary Success and grade 12 academic reviews)</li><li>♦ Equity data from students</li></ul>	<p>Organize school and district-based cultural learning activities for students (e.g., Pow Wow drumming, dance, and regalia learning; Indigenous language, art, land-based traditions)</p> <p>Invite Elders and Knowledge Keepers into schools to share Indigenous teachings</p> <p>Provide professional learning/training for all staff to build capacity in cultural safety and humility; anti-racism; and local Indigenous cultures and traditions to build school cultures that are safe and welcoming to BIPOC students and families</p> <p>Acknowledge and celebrate days of significance such as Orange Shirt Day, National Day for Truth and Reconciliation, Black Excellence Day, and more.</p> <p>Provide working sessions for school and district leadership focused on implementing <a href="#">Policy 172: Anti-Racism and Cultural Safety and AP</a></p> <p>Strengthen anti-racism skills, awareness, and responses district-wide</p> <p>Include goals and actions around belonging, pride, and identity in School Learning Plans</p> <p>Honour Indigenous graduates</p>



# EXECUTIVE SUMMARY

Goals	Monitoring	Action Plan Items
<p><b>Indigenous Education Focus Area Goal:</b></p> <p>Ensure Indigenous students, families, and communities guide Truth before Reconciliation</p> <p><b>Strategic Priority Goal:</b></p> <p>Engage in actions that champion healing and Truth and Reconciliation</p> <p><b>Indigenous Education Focus Area Goal:</b></p> <p>Provide opportunities to share stories of Aboriginal history, culture, and diversity</p>	<ul style="list-style-type: none"> <li>♦ Student Learning Surveys (students, staff, and families)</li> <li>♦ Student Voice</li> <li>♦ Joint Nominal Roll meetings</li> <li>♦ IEC meetings and reflections</li> <li>♦ LEA meetings and reflections</li> <li>♦ Developmental surveys (YDI, MDI)</li> <li>♦ How Are We Doing Report (HAWD), Aboriginal Report</li> <li>♦ Equity data from students</li> </ul>	<p>Engage and communicate with families</p> <p>Share stories of Indigenous history, culture, and diversity by Knowledge Keepers and presenters at district pro-D Days</p> <p>Invite Elders and Knowledge Keepers to share wisdom and learnings at schools</p> <p>Expand opportunities for cultural learning in regalia-making, drumming, and dancing in the lead up to the SD8 Pow Wow</p> <p>Expand staff learning and competency building in cultural safety and humility</p> <p>Provide professional learning opportunities provided for staff to include Indigenous worldviews and ways of knowing into curriculum, pedagogical approaches, and teaching practices</p>
<p><b>Strategic Priority Goal:</b></p> <p>Prioritize accountability to community and commitment to action</p> <p><b>Strategic Priority Goal:</b></p> <p>Include Indigenous worldviews and ways of knowing in our teaching and learning</p> <p><b>Indigenous Education Focus Area Goal:</b></p> <p>Engage in actions that champion healing and Truth and Reconciliation</p> <p><b>Indigenous Education Focus Area Goal:</b></p> <p>Hold high hopes and expectations of success for all Aboriginal students</p>	<ul style="list-style-type: none"> <li>♦ Student Learning Surveys (students, staff, and families)</li> <li>♦ Student Voice</li> <li>♦ Joint Nominal Roll meetings</li> <li>♦ IEC meetings and reflections</li> <li>♦ LEA meetings and reflections</li> <li>♦ Developmental surveys (YDI, MDI)</li> <li>♦ How Are We Doing Report (HAWD), Aboriginal Report</li> <li>♦ Transition meetings (Primary Success and grade 12 academic reviews)</li> <li>♦ Equity data from students</li> </ul>	<p>Ensure Indigenous parents/guardians are part of planning and decision-making for their child/youth</p> <p>Build a strong foundation in literacy and numeracy skills</p> <p>Provide in-school and district-wide Indigenous Education supplemental and equitable supports, increasing pathways to graduation</p> <p>Create annual Indigenous Education Action Plans at each school</p> <p>Conduct academic and graduation reviews for primary, middle, and grade 12 students to monitor progress, ensure equity, and ensure that all staff hold high expectations for Indigenous students</p> <p>Support CYIC and nominal roll students with eagle eyes and supplemental planning to ensure that they receive equitable supports when needed</p> <p>Liaise with Ktunaxa Kinbasket Child and Family Services, CYMH, and MCFD for wraparound supports for students when needed</p> <p>Acknowledge and celebrate days of significance with learning and participation: Orange Shirt Day, National Day of Truth and Reconciliation, Louis Riel Day, Indigenous Veterans' Day, National Ribbon Skirt Day, Rock Your Moccs Day, Two Spirit, Indigiqueer, and Indigenous LGBTQIA+ Awareness Celebration Day, Indigenous History Month</p> <p>Plan an annual Reconciliation Run/Walk/Wheel in all schools</p> <p>Participate in the Fish in Schools program with the Okanagan Nation Alliance to educate about the salmon life cycles and importance of their ecosystem.</p> <p>Offer perspective broadening experiences for life beyond secondary school.</p>

# EXECUTIVE SUMMARY

Goals	Monitoring	Action Plan Items
<p><b>Strategic Priority Goal:</b></p> <p>Build and grow reconciliation awareness and actions</p> <p><b>Strategic Priority Goal:</b></p> <p>Engage in actions that champion healing and Truth and Reconciliation</p> <p><b>Strategic Priority Goal:</b></p> <p>Include Indigenous worldviews and ways of knowing in our teaching and learning</p> <p><b>Indigenous Education Focus Area Goal:</b></p> <p>Hold high hopes and expectations of success for all Aboriginal students</p>	<ul style="list-style-type: none"> <li>◆ Student Learning Surveys (students, staff, and families)</li> <li>◆ Student Voice</li> <li>◆ Joint Nominal Roll meetings</li> <li>◆ IEC meetings and reflections</li> <li>◆ LEA meetings and reflections</li> <li>◆ Developmental surveys (YDI, MDI)</li> <li>◆ How Are We Doing Report (HAWD), Aboriginal Report</li> <li>◆ Transition meetings (Primary Success and grade 12 academic reviews)</li> <li>◆ Equity data from students</li> </ul>	<p>Connect with families and include in planning and decision-making</p> <p>Offer professional learning opportunities on implicit bias and privilege awareness</p> <p>Hold Indigenous Education team meetings, developing pedagogical shared approaches</p> <p>Plan a scope and sequence that incorporates cultural events and awareness through the calendar year</p> <p>Ensure Anti-Racism and Cultural Safety policy and administrative procedures implemented in all levels of the system</p>
<p><b>Strategic Priority Goal:</b></p> <p>Support and grow relationships from a distinctions-based approach with rightsholders</p> <p><b>Strategic Priority Goal:</b></p> <p>Engage in actions that champion healing and Truth and Reconciliation</p> <p><b>Indigenous Education Focus Area Goal:</b></p> <p>Aboriginal students, families, and communities guide Truth before Reconciliation</p>	<ul style="list-style-type: none"> <li>◆ Joint Nominal Roll meetings</li> <li>◆ IEC meetings and reflections</li> <li>◆ LEA meetings and reflections</li> </ul>	<p>Plan for implementation of Model Local Education Agreement (LEA) actions with Lower Kootenay Band/Yaqan Nukiy</p> <p>Collaborate with Lower Kootenay Band to support nominal roll students</p> <p>Implement the Indigenous Education Committee (IEC) to ensure that Indigenous voices inform and lead decisions regarding the education of Indigenous students</p> <p>Collaborate with West Kootenay Métis Society to consult about supports for Métis students</p>



# EXECUTIVE SUMMARY

## DIVERSITY EDUCATION

Goals	Monitoring	Action Plan Items
<p><b>Strategic Priority Goal:</b></p> <p>Increase awareness of 2SLGBTQIA+ peoples and communities</p> <p><b>Strategic Priority Goal:</b></p> <p>Increase understanding of diverse individuals in history and today</p> <p><b>Indigenous Education Focus Area Goal:</b></p> <p>Nurture wholistic Aboriginal resilience and brilliance through belonging, pride, and identity</p> <p><b>Indigenous Education Focus Area Goal:</b></p> <p>Provide opportunities to share stories of Aboriginal history, culture, and diversity</p>	<ul style="list-style-type: none"> <li>♦ Student Learning Surveys (students, staff, and families)</li> <li>♦ Student Voice</li> <li>♦ Developmental surveys (YDI, MDI)</li> <li>♦ How Are We Doing Report (HAWD), Aboriginal Report</li> <li>♦ Equity data from students</li> </ul>	<p>Share opportunities for learning focused on diversity and inclusive practices</p> <p>Share BC resources on curriculum related lesson plans, building capacity for Gender and Sexuality Alliance groups, professional development tools, and supports to create spaces inclusive of diversity</p> <p>Provide SOGI School Leads learning and competency building through sharing of resources, websites, videos, education guides, and books</p> <p>Include 2SLGBTQIA+ voice, perspective, and experience on policy and administrative procedures</p> <p>Highlight the importance of and practicality of 2SLGBTQIA+ representation in education and learning</p> <p>Build capacity of staff in supporting 2SLGBTQIA+ students, families, and community members</p> <p>Empower 2SLGBTQIA+ students, families, and communities through representation, amplifying voices and experiences</p> <p>Participate annually in the Nelson Pride parade</p> <p>Build awareness of 2SLGBTQIA+ communities through promotion of yearly events:</p> <ul style="list-style-type: none"> <li>- LGBTQ+ History Month</li> <li>- Pride Month</li> <li>- Two Spirit &amp; Indigenous LGBTQIA+ Awareness and Celebration Day</li> <li>- Transgender Day of Remembrance</li> <li>- Transgender Week of Awareness</li> <li>- Transgender Day of Visibility</li> <li>- International Day Against Homophobia, Transphobia, Biphobia</li> <li>- No Name Calling Week</li> <li>- International Day of Silence</li> <li>- Coming Out Day</li> <li>- Intersex Awareness Day</li> <li>- Pink Shirt Day</li> </ul>



# EXECUTIVE SUMMARY

## ANTI-RACISM AND CULTURAL SAFETY

Goals	Monitoring	Action Plan Items
<p><b>Strategic Priority Goal:</b></p> <p>Improve school experiences for BIPOC students</p> <p><b>Strategic Priority Goal:</b></p> <p>Celebrate diversity by embedding opportunities for learning focused on diversity and inclusive practices</p> <p><b>Indigenous Education Focus Area Goal:</b></p> <p>Nurture wholistic Aboriginal resilience and brilliance through belonging, pride, and identity</p>	<ul style="list-style-type: none"> <li>♦ Student Learning Surveys (students, staff, and families)</li> <li>♦ Student Voice</li> <li>♦ Joint Nominal Roll meetings</li> <li>♦ IEC meetings and reflections</li> <li>♦ LEA meetings and reflections</li> <li>♦ Developmental surveys (YDI, MDI)</li> <li>♦ How Are We Doing Report (HAWD), Aboriginal Report</li> <li>♦ Equity data from students</li> </ul>	<p>Provide focused work time for PVP to determine actions needed for schools to align with Anti-Racism and Cultural Safety administrative procedures</p> <p>Annually review the Anti-Racism and Cultural Safety AP actions</p> <p>Celebrate diversity by embedding opportunities for learning focused on diversity and inclusive practices</p> <p>Provide school leader learning and competency development, anti-racism and cultural safety learning series- 3 sessions on cultural safety and humility with Jared Basil</p> <p>Ensure the Anti-Racism Working Group continues to meet twice yearly</p> <p>Share anti-racism awareness tools and school resources district-wide through the Weekly Bulletin</p> <p>Increase understanding of diverse individuals in history and today through school resources for classrooms</p> <p>Provide opportunities for staff to learn about diversity and inclusive practices through workshops and presentations on district professional development days.</p> <p>Continue anti-racism training of bus drivers and operations staff</p> <p>Update school codes of conduct</p> <p>Offer professional learning for all staff to build capacity in cultural safety and humility; anti-racism; and local Indigenous cultures and tradition to build school cultures that are safe and welcoming to BIPOC students and families</p> <p>Acknowledge and celebrate days of significance such as Orange Shirt Day, National Day for Truth and Reconciliation, Black Excellence Day, and more</p> <p>Strengthen anti-racism skills, awareness, and responses district-wide</p> <p>Present actions to Education Partner Advisory Committee of the Board</p> <p>Provide anti-racism resources on the SD8 anti-racism page on the district website</p> <p>Have mandatory onboarding training in anti-racism and cultural safety for all new employees, and annual mandatory training for all staff</p>



# EXECUTIVE SUMMARY

This cultural and identity action plan is developed on the premise that ensures the following:

- Indigenous voices guide the direction of Indigenous education in our district.
- Families are consulted, listened to, and involved in all decisions made about their children.
- Students are at the centre of our individual and collective work in SD8.
- Commitments to SD8 strategic priorities of measuring and reporting on performance in key areas—evidence is robust, timely, and meaningful.
- A sustained focus on a cycle of continuous improvement.
- Alignment with the goals and mandate of the Ministry of Education and Child Care.

## A Focus on Student Success

SD8 continues to look for ways to strengthen and celebrate learner success. By referring to evidence 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 through cultural and identity development.





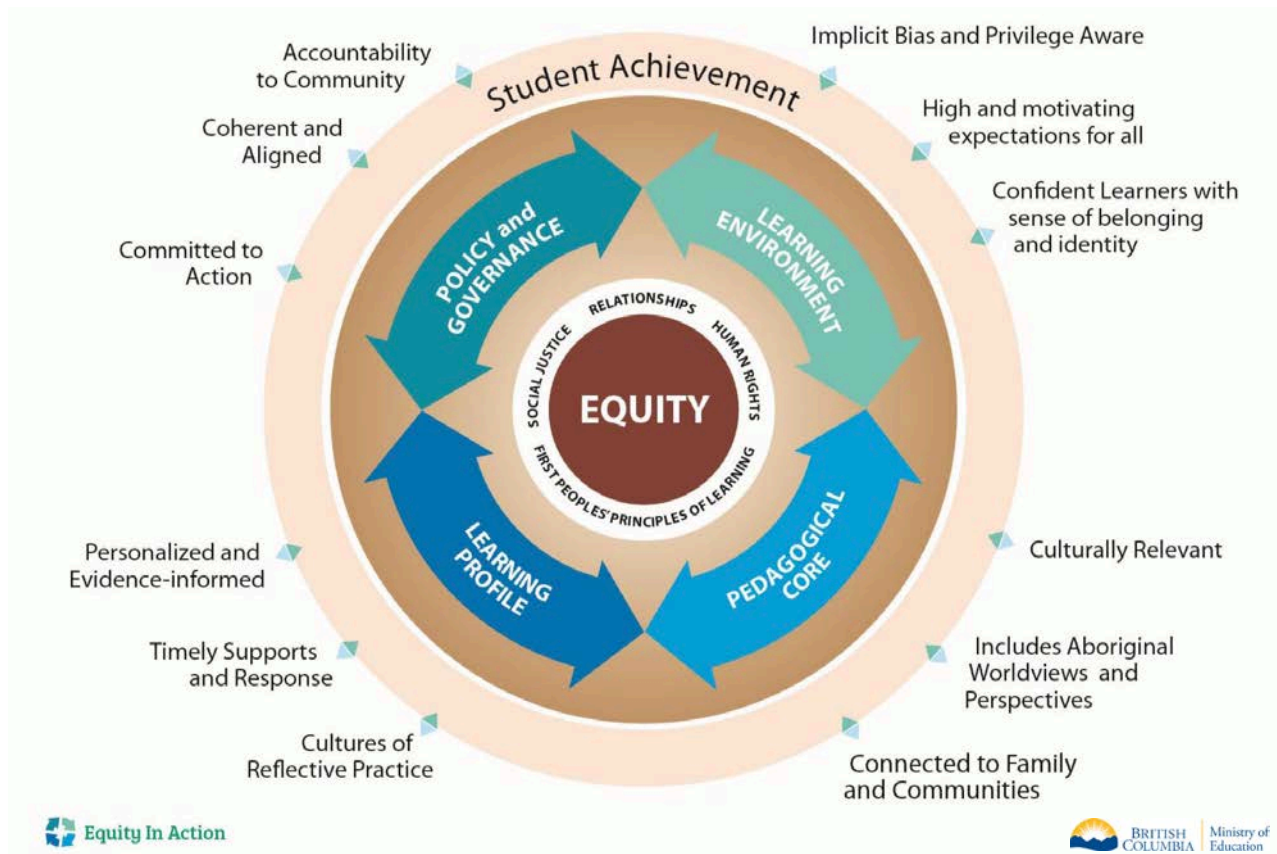
# INTRODUCTION

## Background: Cultural and Identity Learning in SD8

School District No.8 (Kootenay Lake) is a learning organization committed to continuously reviewing, refining, and reflecting upon practices to support the best possible outcomes for learners. Cultural and identity learning supports all learners, through Indigenization, anti-racism, and diversity education.

SD8 recognizes that equity is foundational to improving learner achievement and is central to the learner's experience and engagement. Cultural and identity learning is supported coherently across the system and all departments and reflects the B.C. Equity in Action Project framework depicted in the graphic below. As summarized in the B.C. Auditor General's [Progress Audit: The Education of Aboriginal Students in the B.C. Public School System](#), 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.

### INDIGENOUS STUDENT SUCCESS





# INTRODUCTION

Indigenous Education in SD8 is guided by the four focus areas of the department, laid out in the Aboriginal Education Focus Areas 2022–2027 document that was informed by community consultations between 2018 and 2022. Community consultations were a continuation from the prior Aboriginal Educational Enhancement Agreement process and history. The four focus areas guide Indigenous Education programming, designed in consultation with as many Indigenous 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 Cultural and Identity Development Continuous Learning Report examines trends in SD8’s data and provides a description of supports, resources, and goals for students. SD8 will continue to strengthen the supports for Indigenous learners; 2SLGBTQIA+ students; and Black, Indigenous and Peoples of Colour (BIPOC) learners by continuing a focus on improving results and striving for equity for all learners.





# ALIGNMENT TO STRATEGIC PRIORITIES

Collaborating with community partners and rightsholders, listening to family and students, and supporting student agency is central to developing culture and identity among students. This report reflects that collaboration, listening and support, and aligns with the following strategic priorities of SD8:

## CULTURAL AND IDENTITY DEVELOPMENT

### Strategic Priority Goals:

- Engage in actions that champion Truth before Reconciliation.
- Include Indigenous worldviews and ways of knowing in our teaching and learning.
- Celebrate diversity by embedding opportunities for learning focused on diversity and inclusive practices.
- Increase understanding of diverse individuals in history and today.





# EVIDENCE OF LEARNING

The work of SD8 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:

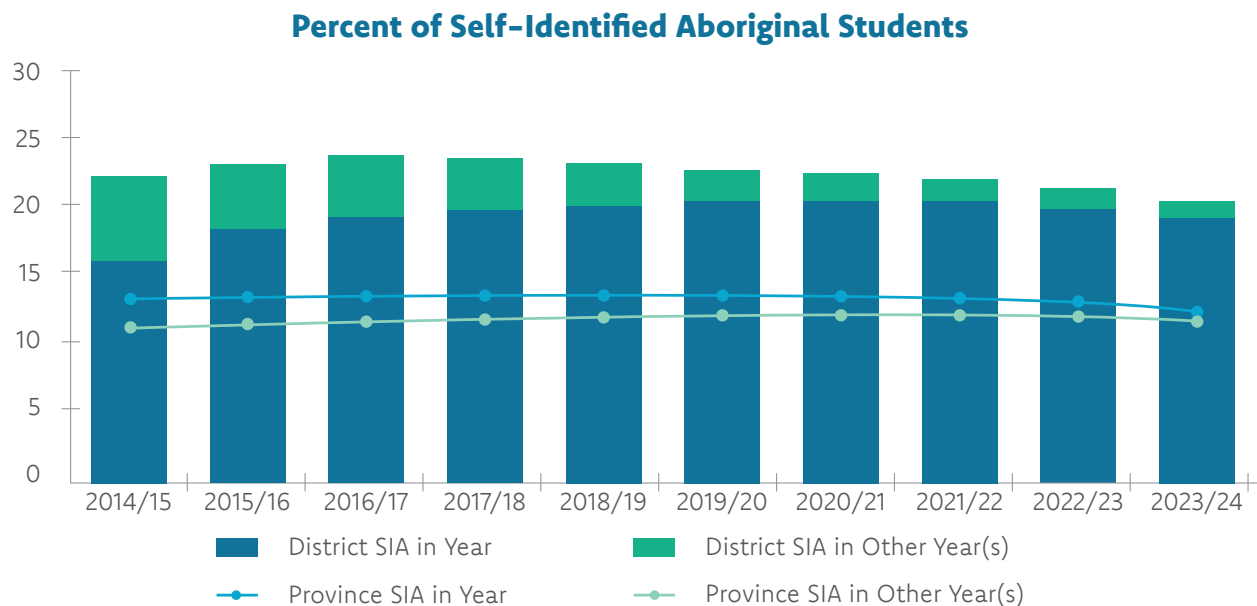
**Goal 1:** All students become educated citizens

**Goal 2:** Learning environments foster healthy and effective learning

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

## Data and Analysis

### INDIGENOUS STUDENT POPULATION<sup>2</sup>



# EVIDENCE OF LEARNING

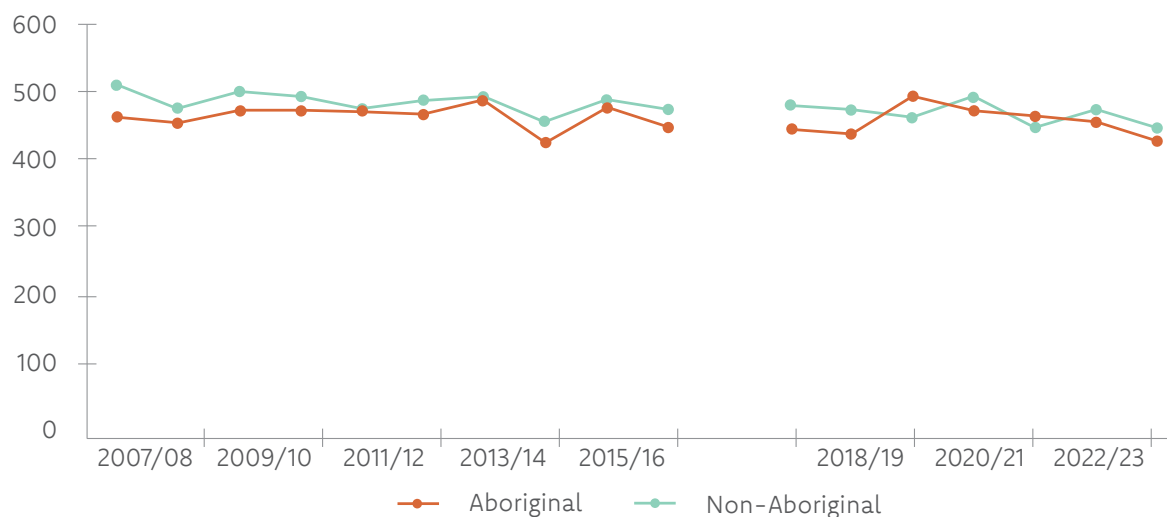
Indigenous students within SD8 comprise approximately 20% of the student population, similar to provincial percentages for self-identified Indigenous students. The number of self-identified students has been decreasing slightly since 2021-2022.

## FSA Literacy Grade 4

### GRADE 4: ABORIGINAL

School Year	Writers Only	Participation	Emerging		On Track		Extending	
	#	%	#	%	#	%	#	\$
2019/20	55	77	Msk	Msk	34	62	Msk	Msk
2020/21	46	61	Msk	Msk	29	63	Msk	Msk
2021/22	50	77	Msk	Msk	36	72	Msk	Msk
2022/23	56	82	Msk	Msk	42	75	Msk	Msk
2023/24	69	91	Msk	Msk	43	62	Msk	Msk

**Average FSA Scaled Score – Grade 4 Reading/Literacy**



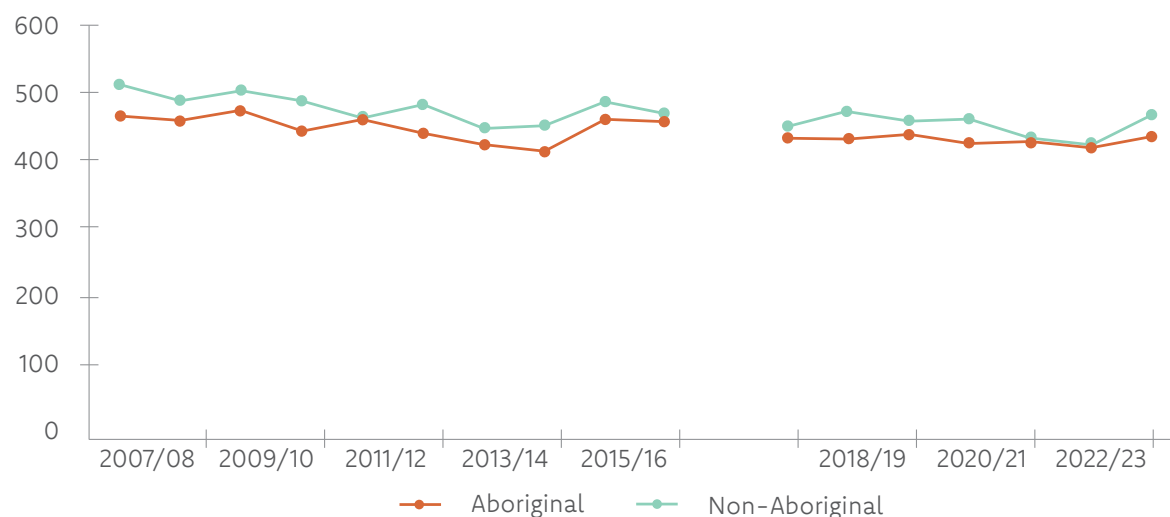
# EVIDENCE OF LEARNING

## FSA Literacy Grade 7

### GRADE 7: ABORIGINAL

School Year	Writers Only	Participation	Emerging		On Track		Extending	
	#	%	#	%	#	%	#	\$
2019/20	92	85	Msk	Msk	60	65	Msk	Msk
2020/21	77	70	25	32	52	68	0	0
2021/22	77	76	34	44	44	57	0	0
2022/23	52	78	24	46	28	54	0	0
2023/24	64	89	Msk	Msk	38	59	Msk	Msk

**Average FSA Scaled Score – Grade 7 Reading/Literacy**



## FSA Literacy Analysis

Participation rates for the literacy FSA for grades 4 and 7 are high for Indigenous learners, increasing each year since 2020–2021.

The percentage of Indigenous students on-track or extending in grade 4 literacy declined from 77% to 65% in 2023–2024, and the data for non-Indigenous students follows the same trend—a decline in on-track or extending from 74% to 66%. This indicates that continued focus on primary literacy is needed.

The percentage of Indigenous students on-track or extending in grade 7 literacy increased from 54% to 62% in 2023–2024, reversing the slight decline from the previous year. The percentage of non-Indigenous students on-track or extending also increased from 63% to 74%. There is continued work to be done to close the literacy gap in grade 7.



# EVIDENCE OF LEARNING

## Grade 10 Literacy Assessment

The Grade 10 Literacy Assessment is a provincial graduation requirement. It assesses student ability to use critical thinking and analysis to make meaning from a diverse array of texts. The assessment is not based on a course, but on learning across multiple subjects from kindergarten to grade 10.

Below is a comparison of Indigenous and non-Indigenous learners' Grade 10 Literacy Assessment results for the past five years.

2019/20 Grade 10										
Demographic Group	Participation	Performance								
		Writers	Emerging		Developing		Proficient		Extending	
	%	#	#	%	#	%	#	%	#	\$
Aboriginal	39	40	Msk	Msk	12	30	23	58	Msk	Msk
Non-Aboriginal	39	115	Msk	Msk	29	25	74	64	Msk	Msk
2020/21 Grade 10										
Demographic Group	Participation	Performance								
		Writers	Emerging		Developing		Proficient		Extending	
	%	#	#	%	#	%	#	%	#	\$
Aboriginal	84	120	Msk	Msk	28	23	83	69	Msk	Msk
Non-Aboriginal	88	391	16	4	81	21	251	64	43	11
2021/22 Grade 10										
Demographic Group	Participation	Performance								
		Writers	Emerging		Developing		Proficient		Extending	
	%	#	#	%	#	%	#	%	#	\$
Aboriginal	81	110	Msk	Msk	18	16	76	69	Msk	Msk
Non-Aboriginal	88	355	26	7	98	28	210	59	21	6
2022/23 Grade 10										
Demographic Group	Participation	Performance								
		Writers	Emerging		Developing		Proficient		Extending	
	%	#	#	%	#	%	#	%	#	\$
Aboriginal	85	105	Msk	Msk	29	28	59	56	Msk	Msk
Non-Aboriginal	89	336	22	7	84	25	198	59	32	10







# EVIDENCE OF LEARNING

2023/24 Grade 10										
Demographic Group	Participation	Performance								
		Writers	Emerging		Developing		Proficient		Extending	
	%	#	#	%	#	%	#	%	#	\$
Aboriginal	75	89	Msk	Msk	24	27	53	60	Msk	Msk
Non-Aboriginal	87	315	21	7	71	23	190	60	33	10

## Grade 10 Literacy Assessment Analysis

Participation rates are high for all students in 2023–2024.

The percentage of Indigenous students on-track or extending increased from 62% to 68%, while non-Indigenous students increased from 69% to 70%. This is movement in the right direction and is close to parity.

## Grade 12 Literacy Assessment

The Grade 12 Literacy Assessment is also required for graduation and gauges student literacy proficiency and student ability to convey their own ideas and interpretations. The table below shows Indigenous and non-Indigenous results from 2021–2022 to 2023–2024.

2021/22 Grade 12										
Demographic Group	Participation	Performance								
		Writers	Emerging		Developing		Proficient		Extending	
	%	#	#	%	#	%	#	%	#	\$
Aboriginal	81	95	Msk	Msk	34	36	55	58	Msk	Msk
Non-Aboriginal	78	292	Msk	Msk	77	26	169	58	Msk	Msk

2022/23 Grade 12										
Demographic Group	Participation	Performance								
		Writers	Emerging		Developing		Proficient		Extending	
	%	#	#	%	#	%	#	%	#	\$
Aboriginal	80	91	Msk	Msk	29	32	56	62	Msk	Msk
Non-Aboriginal	82	284	Msk	Msk	72	25	160	56	Msk	Msk





# EVIDENCE OF LEARNING

2023/24 Grade 12										
Demographic Group	Participation	Performance								
		Writers	Emerging		Developing		Proficient		Extending	
	%	#	#	%	#	%	#	%	#	\$
Aboriginal	85	85	Msk	Msk	25	29	48	56	Msk	Msk
Non-Aboriginal	86	328	Msk	Msk	100	30	182	55	Msk	Msk

## Grade 12 Literacy Assessment Analysis

The percentage of Indigenous students on-track or extending increased slightly from 67% to 68%, while the percentage of non-Indigenous students on-track or extending declined from 73% to 66%. Indigenous students performed better than non-Indigenous students in the Grade 12 Literacy Assessment in 2023-2024.

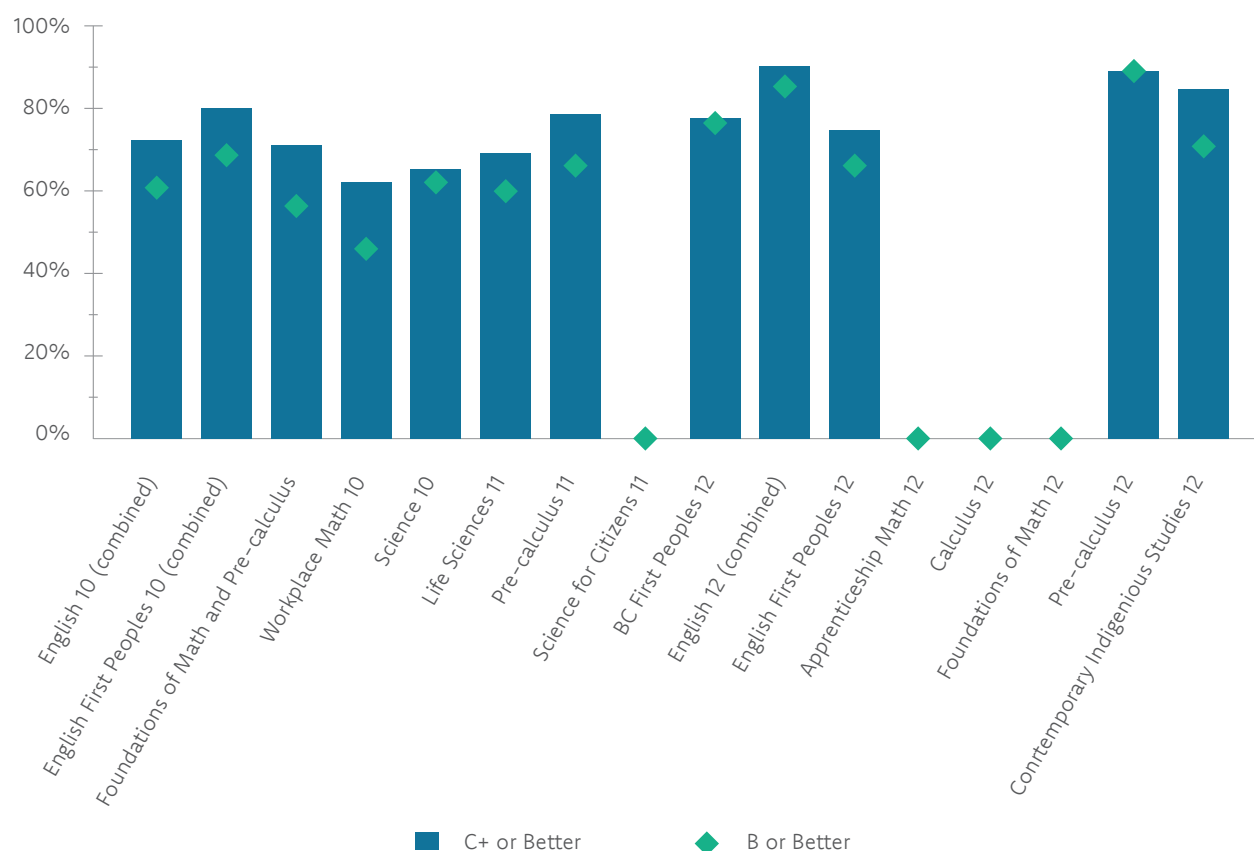
## COURSE MARKS RESULTS 2023-2024

	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
English 10 (combined)	126	90	71	75	60	273	221	81	201	74
English First Peoples 10 (combined)	81	64	79	52	64	347	276	80	250	72
Foundations of Math and Pre-calculus 10	64	45	70	36	56	226	175	77	152	67
Workplace Math 10	41	25	61	18	44	75	65	87	55	73
Science 10	99	64	65	59	60	300	234	78	200	67
Life Sciences 11	35	24	69	20	57	149	129	87	112	75
Pre-calculus 11	44	34	77	26	59	181	150	83	123	68
Science for Citizens 11	10	Msk	Msk	Msk	Msk	28	16	57	13	46
BC First Peoples 12	47	36	77	35	74	165	150	91	144	87
English 12 (combined)	41	39	95	36	88	124	120	97	108	87
English First Peoples 12	57	42	74	35	61	257	211	82	173	67
Apprenticeship Math 12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Calculus 12	Msk	Msk	Msk	Msk	Msk	52	48	92	40	77

# EVIDENCE OF LEARNING

	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
Foundations of Math 12	Msk	Msk	Msk	Msk	Msk	28	23	82	13	46
Pre-calculus 12	22	20	91	20	91	144	130	90	127	88
Conrtemporary Indigenous Studies 12	17	15	88	12	71	38	31	82	28	74

**Course Mark Overview: Aboriginal Students 2023/24**



Note: For combined courses (as marked), the course mark count will be greater than the student count. English 10 (combined) includes Composition 10, Creative Writing 10, Literary Studies 10, New Media 10 and Spoken Language 10. English First Peoples 10 (combined) includes EFP Literary Studies 10, EFP New Media 10, EFP Spoken Language 10 and EFP Writing 10. English 12 (combined) includes Composition 12, Creative Writing 12, English Studies 12, Literacy Studies 12, New Media 12 and Spoken Language 12.





# EVIDENCE OF LEARNING

## Course Mark Results Analysis

### GRADE 10

While there have been improvements in Indigenous student performance in English 10, Foundations of Math and Pre-Calculus 10, Workplace Math 10, and Science 10, there are still large, persisting disparities between Indigenous and non-Indigenous students in these grade 10 courses.

- English 10 results for Indigenous students improved from 67% gaining a C+ or better to 71% gaining a C+ or better. However, this is still lower than non-Indigenous results for the course, with 81% achieving a C+ or better.
- Foundations of Math and Pre-Calculus 10– 56% of Indigenous students earned a B or better, an increase from 43% the previous year. However, 67% of non-Indigenous students earned a B or better in these same courses.
- Workplace Math 10– 61% of Indigenous students earned a C+ or better, an increase from 51%, while 87% of non-Indigenous student earned a C+ or better.
- Science 10– 60% of Indigenous students earned a B or better, a significant increase over 43% the previous year. However, 67% of non-Indigenous students also earned a B or better.

### GRADE 11/12

Indigenous students outperformed non-Indigenous students in Pre-Calculus 12 and English 12 this year.

There were significant improvements in English First Peoples 12, English 12, and Pre-Calculus 12, and also declines in Pre-Calculus 11 and BC First Peoples 12 this year.

Disparities still exist in Pre-Calculus 11, English First Peoples 12, BC First Peoples 12, and Contemporary Indigenous Studies 12.

- Pre-Calculus 11– 59% of Indigenous students earned a B or better, a steep decline from 75% the previous year. Non-Indigenous students increased from 68% achieving a B or better last year to 83% this year.
- English First Peoples 12– 74% of Indigenous students gained a C+ or better, a significant improvement from 56% gaining a C+ or better the previous year, while 82% of non-Indigenous gained a C+ or better, an improvement from 58% the previous year.
- Contemporary Indigenous Studies 12– 71% of Indigenous students earned a B or better, while 74% of non-Indigenous student earned a B or better.
- English 12– 88% of Indigenous students earned a B or better, a big increase from 63% the previous year, compared to 87% of non-Indigenous students. Indigenous students' results are slightly higher than non-Indigenous.
- Pre-Calculus 12– 91% of Indigenous students earned a B or better, compared to 88% of non-Indigenous students, outperforming them this year. This is a huge increase over the previous year, where 21% of Indigenous students achieved a B or better.
- BC First Peoples' 12– 74% of Indigenous student completed with a B or better, a large decline from 91% the previous year. However, 87% of non-Indigenous students earned a B or better.

There are celebrations in the improvements in many of these courses, as well as continued work to be done to close the academic achievement gap between Indigenous and non-Indigenous students in secondary schools.



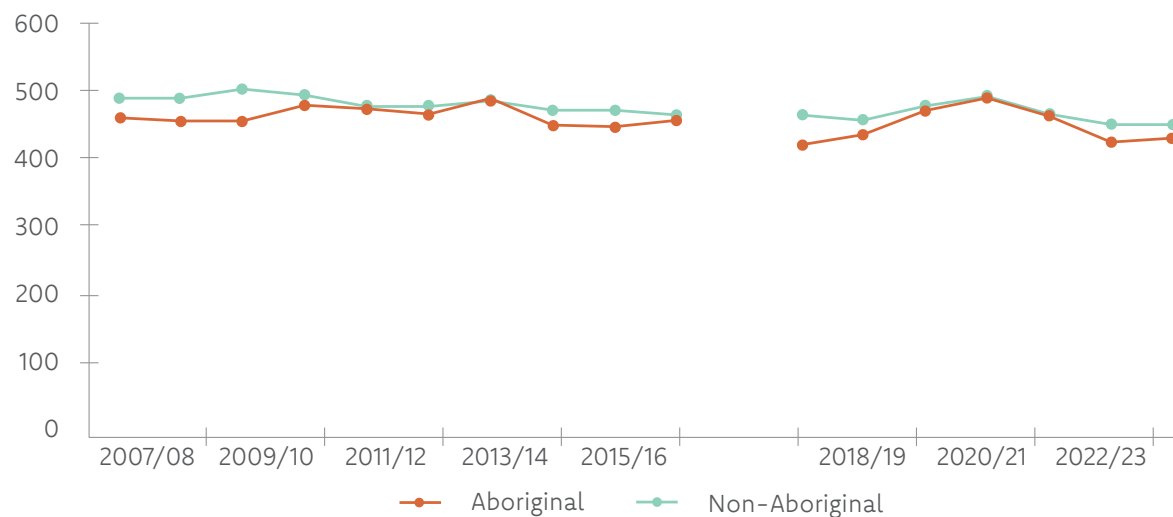
# EVIDENCE OF LEARNING

## FSA Numeracy Grade 4

### GRADE 4: ABORIGINAL

School Year	Writers Only	Participation	Emerging		On Track		Extending	
	#	%	#	%	#	%	#	\$
2019/20	56	79	Msk	Msk	35	63	Msk	Msk
2020/21	43	57	Msk	Msk	30	70	Msk	Msk
2021/22	51	78	Msk	Msk	34	67	Msk	Msk
2022/23	57	84	31	54	Msk	Msk	Msk	Msk
2023/24	70	92	Msk	Msk	38	54	Msk	Msk

**Average FSA Scaled Score – Grade 4 Numeracy**



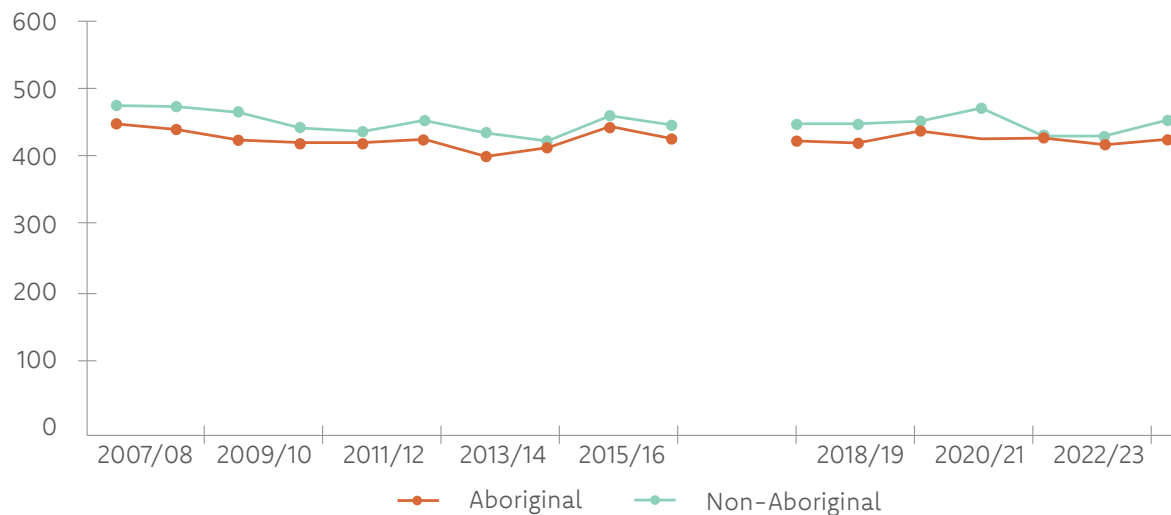
# EVIDENCE OF LEARNING

## FSA Numeracy Grade 7

### GRADE 7: ABORIGINAL

School Year	Writers Only	Participation	Emerging		On Track		Extending	
	#	%	#	%	#	%	#	\$
2019/20	87	81	41	47	Msk	Msk	Msk	Msk
2020/21	77	70	39	51	Msk	Msk	Msk	Msk
2021/22	75	74	43	57	Msk	Msk	Msk	Msk
2022/23	50	75	33	66	Msk	Msk	Msk	Msk
2023/24	62	86	34	55	Msk	Msk	Msk	Msk

**Average FSA Scaled Score – Grade 7 Numeracy**



## FSA Grades 4 and 7 Numeracy Analysis

Participation rates are high for grades 4 and 7 and have increased each year from 2020 through to 2024.

The percentage of Grade 4 Indigenous students who are on-track in numeracy has increased to 54% this year, compared to 56% for non-Indigenous students. This is movement in the right direction and SD8 needs to continue to focus in this area.

The percentage of Grade 7 Indigenous students on-track in numeracy has increased to 40%, while 59% of non-Indigenous students are on-track. While there is improvement, this also is an area for continued focus.







# EVIDENCE OF LEARNING

## Grade 10 Numeracy Assessment

2019/20 Grade 10										
Demographic Group	Participation	Performance								
		Writers	Emerging		Developing		Proficient		Extending	
	%	#	#	%	#	%	#	%	#	\$
Aboriginal	32	78	Msk	Msk	32	41	26	33	Msk	Msk
Non-Aboriginal	36	279	46	16	111	40	112	40	10	3
2020/21 Grade 10										
Demographic Group	Participation	Performance								
		Writers	Emerging		Developing		Proficient		Extending	
	%	#	#	%	#	%	#	%	#	\$
Aboriginal	84	150	Msk	Msk	79	53	35	23	Msk	Msk
Non-Aboriginal	82	433	93	21	194	45	132	30	14	3
2021/22 Grade 10										
Demographic Group	Participation	Performance								
		Writers	Emerging		Developing		Proficient		Extending	
	%	#	#	%	#	%	#	%	#	\$
Aboriginal	80	103	25	24	51	50	Msk	Msk	Msk	Msk
Non-Aboriginal	82	339	72	21	137	40	114	34	16	5
2022/23 Grade 10										
Demographic Group	Participation	Performance								
		Writers	Emerging		Developing		Proficient		Extending	
	%	#	#	%	#	%	#	%	#	\$
Aboriginal	85	108	Msk	Msk	53	49	33	31	Msk	Msk
Non-Aboriginal	86	346	63	18	147	42	117	34	19	5



# EVIDENCE OF LEARNING

2023/24 Grade 10										
Demographic Group	Participation	Performance								
		Writers	Emerging		Developing		Proficient		Extending	
	%	#	#	%	#	%	#	%	#	\$
Aboriginal	82	103	Msk	Msk	41	40	31	30	Msk	Msk
Non-Aboriginal	86	329	56	17	119	36	131	40	23	7

## Grade 10 Numeracy Assessment Analysis

Indigenous students achieving a proficiency score dropped to 30% from 31%, while 40% of non-Indigenous students achieved a proficiency score, up from 34% the previous year. There is a discrepancy between course marks and this Grade 10 Numeracy Assessment.

## 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 “drop-out” rate since students may still graduate beyond the five year window.

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

## FIVE-YEAR COMPLETION RATE

School Year	Aboriginal		
	Total %	Female %	Male %
2019/20	68	72	64
2020/21	67	66	68
2021/22	77	74	80
2022/23	81	87	75
2023/24	89	97	80

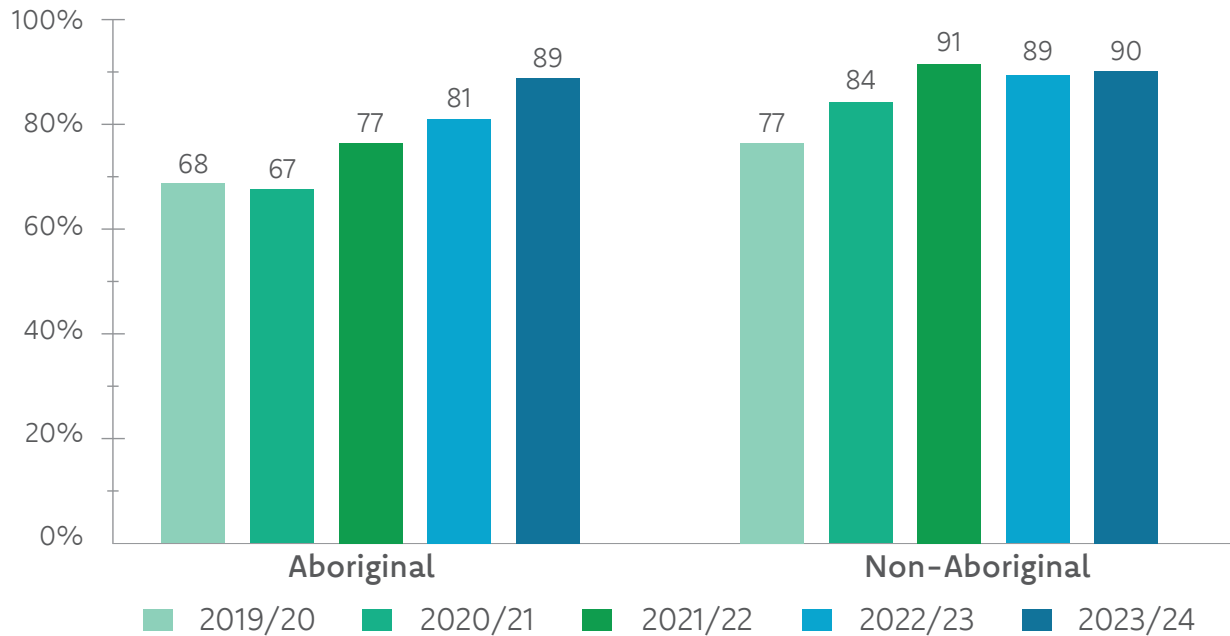
Non-Aboriginal		
Total %	Female %	Male %
77	81	73
84	84	84
91	90	91
89	92	86
90	89	92



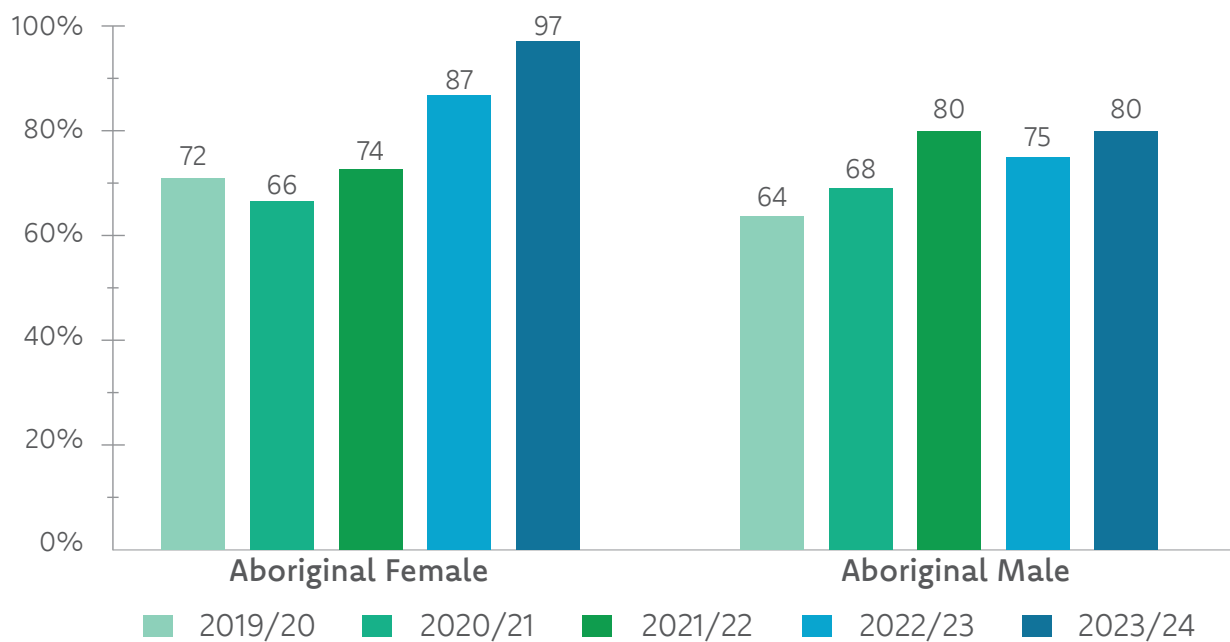


# EVIDENCE OF LEARNING

**Five-year Completion Rate: Aboriginal and Non-Aboriginal**



**Five-year Completion Rate: Aboriginal Female and Aboriginal Male**





# EVIDENCE OF LEARNING

## Five Year Completion Rate Analysis

This has continued to grow each year over the past 6 years, increasing in parity with non-Indigenous learners. In 2023-2024, the five-year school completion rate for Indigenous learners is 89%, the highest rate to date. This is almost on par with non-Indigenous students at 90%.

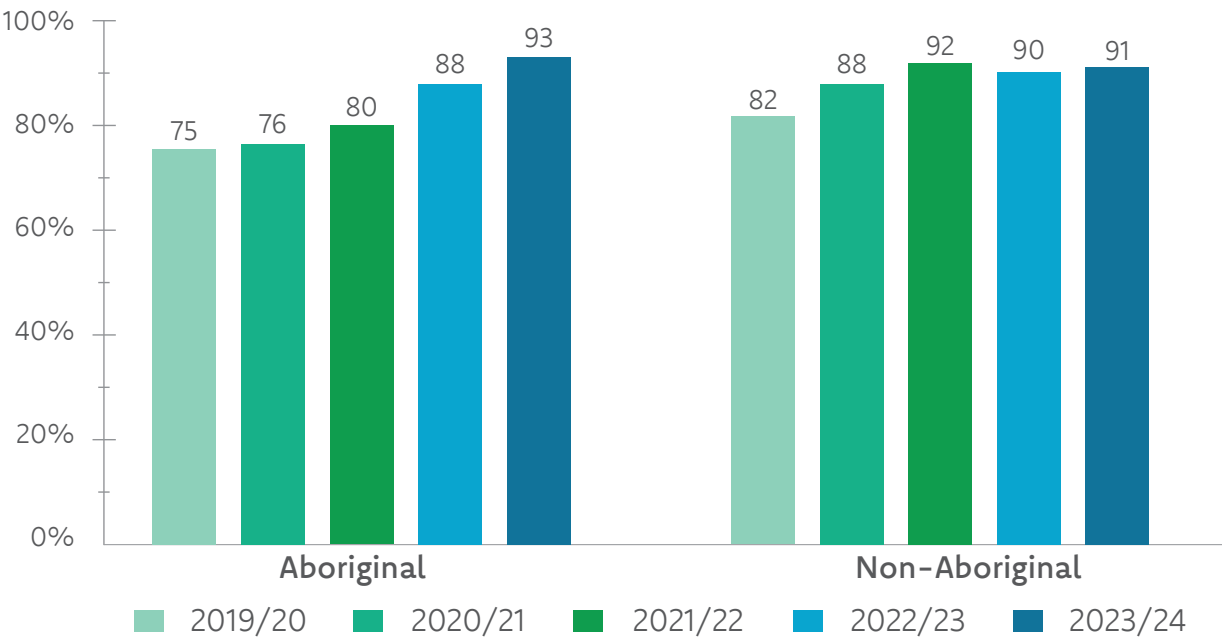
## Six Year Completion Rate

### SIX YEAR COMPLETION RATE

School Year	Aboriginal		
	Total %	Female %	Male %
2019/20	75	78	71
2020/21	76	70	79
2021/22	80	80	80
2022/23	88	88	89
2023/24	93	99	85

Non-Aboriginal		
Total %	Female %	Male %
82	86	79
88	86	90
92	91	94
90	95	86
91	88	93

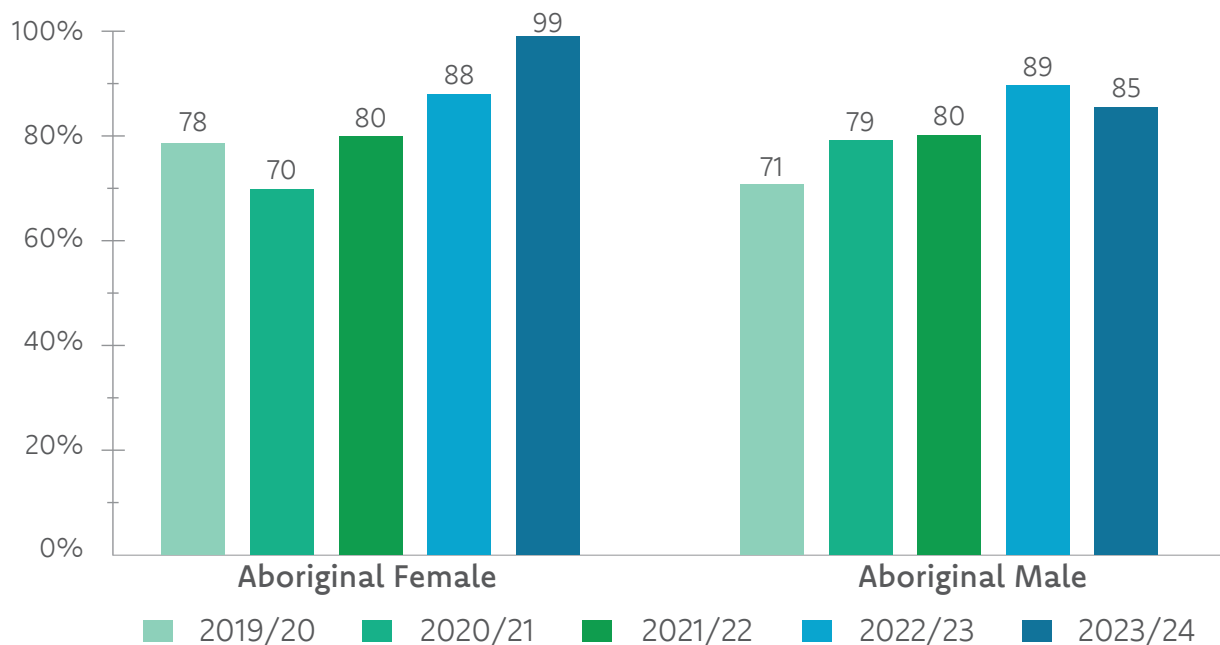
Six-year Completion Rate: Aboriginal and Non-Aboriginal





# EVIDENCE OF LEARNING

**Six-year Completion Rate: Aboriginal Female and Aboriginal Male**



## Six-Year Completion Rate Analysis

The six-year completion rate has also continued to improve over the past five years, and for the first time the six-year completion rates for Indigenous students is higher than for non-Indigenous students, at 93%.

This is a historic achievement in eliminating the disparity between Indigenous and non-Indigenous student graduation rates and a celebration for all.





# EVIDENCE OF LEARNING

## Student Learning Survey Results, Grade 3-4

The results related to Indigenous ancestry are 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

Do you like school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
			#	%		#	%
	2019/20	39	20	51	162	98	60
	2020/21	40	16	40	187	118	63
	2021/22	50	22	44	194	111	57
	2022/23	52	33	63	260	171	66
	2023/24	64	36	56	206	128	62

Do adults in the school treat all students fairly?	School Year	Aboriginal			Non-Aboriginal		
		Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
			#	%		#	%
	2019/20	39	24	62	159	106	67
	2020/21	38	25	66	185	134	72
	2021/22	49	27	55	195	136	70
	2022/23	54	37	69	261	191	73
	2023/24	62	45	73	207	137	66

Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?	School Year	Aboriginal			Non-Aboriginal		
		Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
			#	%		#	%
	2019/20	39	13	33	161	45	28
	2020/21	39	12	31	186	46	25
	2021/22	50	26	52	194	58	30
	2022/23	52	24	46	256	92	36
	2023/24	64	30	47	204	70	34







# EVIDENCE OF LEARNING

## Analysis of Student Learning Survey Results Grade 3-4

The data show a decline in the percentage of Indigenous students who like school in 2023-2024, with 56% of Indigenous students indicating that they like school “All the time or many times.” However, there is an increase in the percentage of Indigenous students who feel that adults in the school treat all students fairly, at 73%. This is higher than the rating by non-Indigenous students. In addition, 47% of Indigenous students indicate they are learning about Indigenous peoples at school, a slight increase from the previous year.

### STUDENT LEARNING SURVEY RESULTS GRADE 3-4 (CONTINUED)

Do you feel safe at school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
			#	%		#	%
	2019/20	34	24	71	165	126	76
	2020/21	34	24	71	193	153	79
	2021/22	46	24	52	198	144	73
	2022/23	43	35	81	265	220	83
	2023/24	60	43	72	209	164	78

Have you ever felt bullied at school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
			#	%		#	%
	2019/20	34	Msk	Msk	166	23	14
	2020/21	34	Msk	Msk	189	11	6
	2021/22	46	Msk	Msk	197	29	15
	2022/23	45	Msk	Msk	264	28	11
	2023/24	60	11	18	208	39	19

How many adults do you think care about you at your school? (Percentage responding 2 adults or more.)	School Year	Aboriginal			Non-Aboriginal		
		Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
			#	%		#	%
	2019/20	39	27	69	161	103	64
	2020/21	40	20	50	183	118	64
	2021/22	50	32	64	190	121	64
	2022/23	53	44	83	259	174	67
	2023/24	64	43	67	207	113	55



# EVIDENCE OF LEARNING

I am happy with my school.	School Year	Aboriginal			Non-Aboriginal		
		Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
			#	%		#	%
	2019/20	39	19	49	162	99	61
	2020/21	38	22	58	184	130	71
	2021/22	48	27	56	191	134	70
	2022/23	53	36	68	260	188	72
	2023/24	61	42	69	207	142	69

Do you feel welcome at your school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
			#	%		#	%
	2019/20	39	29	74	160	119	74
	2020/21	37	25	68	186	139	75
	2021/22	50	27	54	192	140	73
	2022/23	54	38	70	262	212	81
	2023/24	63	48	76	206	158	77

Is school a place where you feel like you belong?	School Year	Aboriginal			Non-Aboriginal		
		Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
			#	%		#	%
	2019/20	39	13	33	161	88	55
	2020/21	40	20	50	185	110	59
	2021/22	49	17	35	189	114	60
	2022/23	52	26	50	260	171	66
	2023/24	64	36	56	206	127	62





# EVIDENCE OF LEARNING

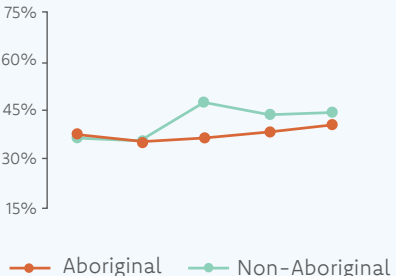
## Analysis of Student Learning Survey Results Grade 3-4 (Continued)

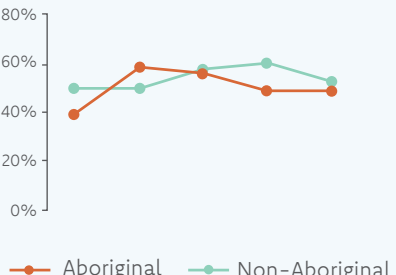
The percentage of Indigenous students who reported they feel safe at school “All of the time or many times” in 2023–2024 was 72%, a slight decrease from the previous year. Those who reported having ever felt bullied at school is at 18%, about on par with non-Indigenous students. Indigenous students continue to report higher percentages of having two or more adults at school who care about them than non-Indigenous students, though this decreased from 83% in 2022–2023 to 67% in 2023–2024.

The percentage of Indigenous students who reported that they feel happy at their school continued to increase year over year and is on par with non-Indigenous students at 69%. As well, the feeling of being welcome at school has continued to increase year over year and is now at 76%. Data reveal a general increase over time in the percentage of Indigenous students who report feeling like they belong at school: 56% in 2023–2024.

## Student Learning Survey Results Grade 7

### STUDENT LEARNING SURVEY RESULTS GRADE 7

Do you like school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
			#	%		#	%
 — Aboriginal — Non-Aboriginal	2019/20	64	23	36	157	55	35
	2020/21	77	28	36	203	72	35
	2021/22	78	29	37	251	117	47
	2022/23	50	19	38	243	108	44
	2023/24	65	26	40	267	116	43

Do adults in the school treat all students fairly?	School Year	Aboriginal			Non-Aboriginal		
		Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
			#	%		#	%
 — Aboriginal — Non-Aboriginal	2019/20	63	25	40	157	77	49
	2020/21	76	44	58	204	103	50
	2021/22	78	44	56	250	146	58
	2022/23	51	25	49	244	147	60
	2023/24	65	32	49	267	141	53





# EVIDENCE OF LEARNING

How many teachers help you with your schoolwork when you need it?	School Year	Aboriginal			Non-Aboriginal		
		Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
			#	%		#	%
	2019/20	64	30	47	150	74	49
	2020/21	76	38	50	198	89	45
	2021/22	78	34	44	250	114	46
	2022/23	51	24	47	243	120	49
	2023/24	65	28	43	265	133	50

At school, do you respect people who are different from you (for example, think, act, or look different)?	School Year	Aboriginal			Non-Aboriginal		
		Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
			#	%		#	%
	2019/20	62	48	77	149	127	85
	2020/21	72	57	79	197	161	82
	2021/22	77	66	86	249	211	85
	2022/23	51	37	73	235	194	83
	2023/24	59	49	83	256	196	77

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	Aboriginal			Non-Aboriginal		
		Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
			#	%		#	%
	2019/20	62	36	58	151	67	44
	2020/21	72	39	54	201	76	38
	2021/22	78	31	40	251	92	37
	2022/23	51	18	35	242	98	40
	2023/24	65	32	49	260	77	30



# EVIDENCE OF LEARNING

## Analysis of Student Learning Survey Results Grade 7

The percentage of grade 7 Indigenous students who reported that they like school has increased slightly over the last five years from 36% to 40%, but there is continued work to do. At 49%, there is no change in the percentage of Indigenous students who reported that adults in the school treat all students fairly. In contrast, the percentage of Indigenous students who reported they have two or more teachers to help with schoolwork when needed declined slightly from 47% in 2022-2023 to 43% in 2023-2024.

Data showed a 10% increase in the number of Indigenous students who reported that they respect people who are different from them – 73% the previous year to 83% in 2023-2024. This is higher than non-Indigenous student data that showed 77% of students reported respect for difference.

There has been a marked increase from 35% to 49% of Indigenous students reporting being taught about Indigenous peoples in Canada.

### STUDENT LEARNING SURVEY RESULTS GRADE 7 (CONTINUED)

Do you feel safe at school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
			#	%		#	%
	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
	2023/24	60	46	77	270	196	73

At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
			#	%		#	%
	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
	2023/24	60	Msk	Msk	272	28	10





# EVIDENCE OF LEARNING

How many adults at your school care about you? (Percentage responding 2 adults or more.)	School Year	Aboriginal			Non-Aboriginal		
		Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
			#	%		#	%
	2019/20	64	42	66	158	97	61
	2020/21	76	54	71	203	129	64
	2021/22	78	36	46	251	118	47
	2022/23	50	23	46	245	142	58
	2023/24	65	33	51	262	136	52

I would like to go to a different school.	School Year	Aboriginal			Non-Aboriginal		
		Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
			#	%		#	%
	2019/20	62	14	23	156	27	17
	2020/21	76	10	13	205	27	13
	2021/22	76	Msk	Msk	250	33	13
	2022/23	50	Msk	Msk	241	27	11
	2023/24	63	12	19	263	39	15

## Analysis of Student Learning Survey Grade 7 (Continued)

Seventy-seven per cent of Indigenous students reported feeling safe at school, up from 66% the previous year. This is higher than the 73% of non-Indigenous students who reported they feel safe. On par is the percentage of students who reported that there are two or more adults at school who care for them—51% for Indigenous students and 52% for non-Indigenous students. Nineteen per cent of Indigenous students reported they would like to go to another school.





# EVIDENCE OF LEARNING

## STUDENT LEARNING SURVEY RESULTS GRADE 7, (CONTINUED)

Do you feel welcome at your school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
			#	%		#	%
	2019/20	64	31	48	158	9	63
	2020/21	76	50	66	205	105	51
	2021/22	78	48	62	251	159	63
	2022/23	49	26	53	242	169	70
	2023/24	65	49	75	267	188	70

Is school a place where you feel like you belong?	School Year	Aboriginal			Non-Aboriginal		
		Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
			#	%		#	%
	2019/20	62	20	32	159	75	47
	2020/21	76	35	46	204	83	41
	2021/22	78	41	53	249	127	51
	2022/23	51	17	33	243	136	56
	2023/24	65	42	65	263	158	60

## Analysis of Student Learning Survey Results Grade 7 (Continued)

The work being done in schools to improve welcoming and belonging has resulted in an improvement to 75% of students feeling welcome, compared to 53% the previous year. This is higher than non-Indigenous students at 70%. Belonging has increased significantly to 65% from last year's 33%.





# EVIDENCE OF LEARNING

## Student Learning Survey Results Grade 10

### STUDENT LEARNING SURVEY RESULTS GRADE 10

Do you like school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
			#	%		#	%
	2019/20	Msk	Msk	Msk	25	Msk	Msk
	2020/21	54	15	28	180	61	34
	2021/22	47	20	43	188	78	41
	2022/23	56	16	29	200	72	36
	2023/24	59	20	34	201	82	41

Do adults in the school treat all students fairly?	School Year	Aboriginal			Non-Aboriginal		
		Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
			#	%		#	%
	2019/20	Msk	Msk	Msk	25	13	52
	2020/21	54	21	39	182	68	37
	2021/22	47	30	64	187	101	54
	2022/23	56	17	30	201	97	48
	2023/24	60	33	55	199	126	63

How many teachers help you with your schoolwork when you need it?	School Year	Aboriginal			Non-Aboriginal		
		Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
			#	%		#	%
	2019/20	Msk	Msk	Msk	25	20	80
	2020/21	53	22	42	177	101	57
	2021/22	47	28	60	185	102	55
	2022/23	56	29	52	196	119	61
	2023/24	56	40	71	199	119	60





# EVIDENCE OF LEARNING

At school, do you respect people who are different from you (for example, think, act, or look different)?	School Year	Aboriginal			Non-Aboriginal		
		Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
			#	%		#	%
<p>— Aboriginal — Non-Aboriginal</p>	2019/20	Msk	Msk	Msk	23	20	87
	2020/21	53	42	79	175	135	77
	2021/22	46	42	91	182	160	88
	2022/23	56	47	84	194	166	86
	2023/24	53	39	74	194	158	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?	School Year	Aboriginal			Non-Aboriginal		
		Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
			#	%		#	%
<p>— Aboriginal — Non-Aboriginal</p>	2019/20	Msk	Msk	Msk	24	14	58
	2020/21	54	22	41	178	80	45
	2021/22	47	23	49	186	69	37
	2022/23	56	15	27	197	79	40
	2023/24	57	26	46	198	107	54

Do you feel safe at school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
			#	%		#	%
<p>— Aboriginal — Non-Aboriginal</p>	2019/20	Msk	Msk	Msk	24	15	63
	2020/21	52	36	69	182	129	71
	2021/22	46	35	76	187	146	78
	2022/23	54	32	59	202	161	80
	2023/24	58	45	78	196	157	80





# EVIDENCE OF LEARNING

At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
			#	%		#	%
<p>Aboriginal Non-Aboriginal</p>	2019/20	Msk	Msk	Msk	24	Msk	Msk
	2020/21	52	Msk	Msk	182	16	9
	2021/22	46	Msk	Msk	187	19	10
	2022/23	54	Msk	Msk	199	23	12
	2023/24	57	Msk	Msk	197	19	10

How many adults at your school care about you? (Percentage responding 2 adults or more.)	School Year	Aboriginal			Non-Aboriginal		
		Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
			#	%		#	%
<p>Aboriginal Non-Aboriginal</p>	2019/20	Msk	Msk	Msk	25	15	60
	2020/21	54	34	63	180	110	61
	2021/22	47	26	55	188	121	64
	2022/23	56	29	52	201	122	61
	2023/24	60	43	72	200	137	69

Are you satisfied that school is preparing you for a job in the future?	School Year	Aboriginal			Non-Aboriginal		
		Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
			#	%		#	%
<p>Aboriginal Non-Aboriginal</p>	2019/20	Msk	Msk	Msk	23	Msk	Msk
	2020/21	53	14	26	177	50	28
	2021/22	46	11	24	186	44	24
	2022/23	56	12	21	193	57	30
	2023/24	56	17	30	193	61	32



# EVIDENCE OF LEARNING

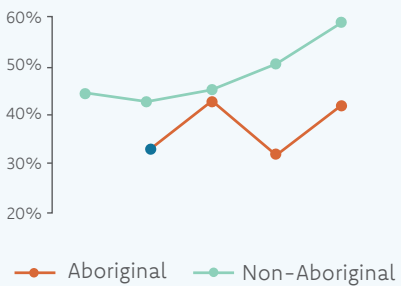
Are you satisfied that school is preparing you for post-secondary education?	School Year	Aboriginal			Non-Aboriginal		
		Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
			#	%		#	%
	2019/20	Msk	Msk	Msk	23	Msk	Msk
	2020/21	53	11	21	175	50	29
	2021/22	46	14	30	186	58	31
	2022/23	56	15	27	195	76	39
	2023/24	55	20	36	193	74	38

I would like to go to a different school.	School Year	Aboriginal			Non-Aboriginal		
		Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
			#	%		#	%
	2019/20	Msk	Msk	Msk	25	Msk	Msk
	2020/21	54	10	19	181	27	15
	2021/22	45	11	24	188	34	18
	2022/23	55	11	20	200	42	21
	2023/24	59	15	25	199	31	16

Do you feel welcome at your school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
			#	%		#	%
	2019/20	Msk	Msk	Msk	24	14	58
	2020/21	54	26	48	182	105	58
	2021/22	47	32	68	188	129	69
	2022/23	56	28	50	199	130	65
	2023/24	59	37	63	198	129	65



# EVIDENCE OF LEARNING

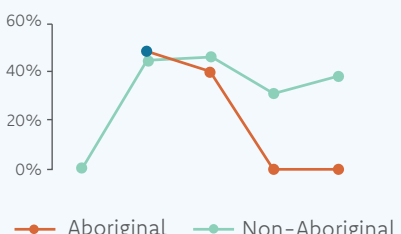
Is school a place where you feel like you belong?	School Year	Aboriginal			Non-Aboriginal		
		Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
			#	%		#	%
	2019/20	Msk	Msk	Msk	25	11	44
	2020/21	54	18	33	181	77	43
	2021/22	47	20	43	186	84	45
	2022/23	56	18	32	200	100	50
	2023/24	60	25	42	200	116	58

## Analysis of Student Learning Survey Results Grade 10

In 2023-2024 there are reported improvements in the percentage of students who feel a sense of belonging, that they are welcome, that two or more adults at school care about them, that they are being taught about First Peoples at school, that they like school, and that they feel safe at school. There are declines in feelings of respect towards those who are different to them. There is a notable disparity between Indigenous and non-Indigenous students in the sense of belonging at school.

## Grade 12 Student Learning Survey

### STUDENT LEARNING SURVEY GRADE 12

Do you like school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
			#	%		#	%
	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
	2023/24	26	Msk	Msk	157	58	37

# EVIDENCE OF LEARNING

Do adults in the school treat all students fairly?	School Year	Aboriginal			Non-Aboriginal		
		Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
			#	%		#	%
<p>Aboriginal Non-Aboriginal</p>	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
	2023/24	26	13	50	157	96	61

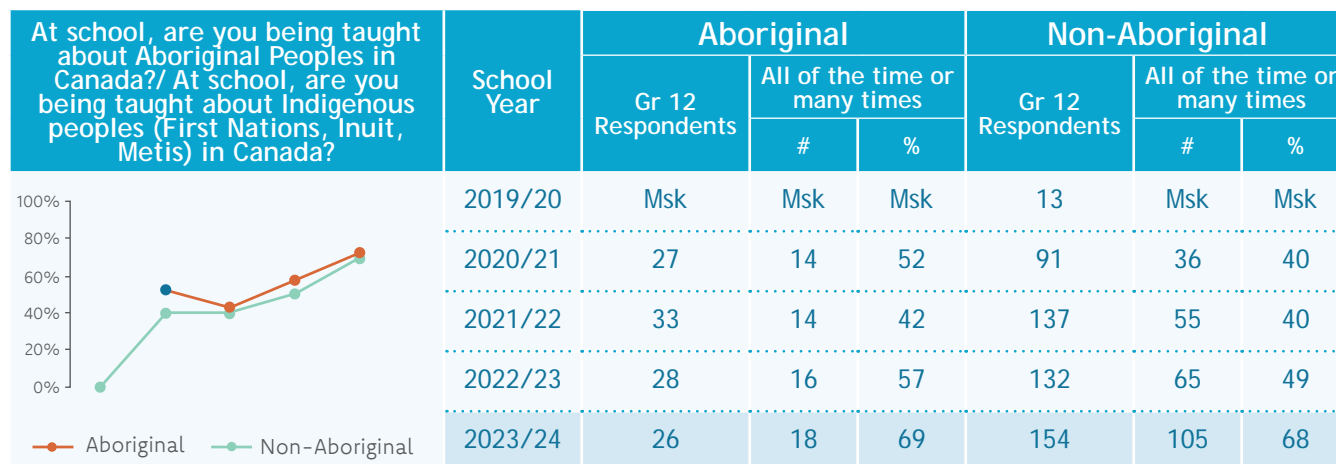
How many teachers help you with your schoolwork when you need it?	School Year	Aboriginal			Non-Aboriginal		
		Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
			#	%		#	%
<p>Aboriginal Non-Aboriginal</p>	2019/20	Msk	Msk	Msk	13	Msk	Msk
	2020/21	27	18	67	95	53	56
	2021/22	33	21	64	138	92	67
	2022/23	29	18	62	132	86	65
	2023/24	26	19	73	156	105	67

At school, do you respect people who are different from you (for example, think, act, or look different)?	School Year	Aboriginal			Non-Aboriginal		
		Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
			#	%		#	%
<p>Aboriginal Non-Aboriginal</p>	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
	2023/24	26	21	81	151	120	79





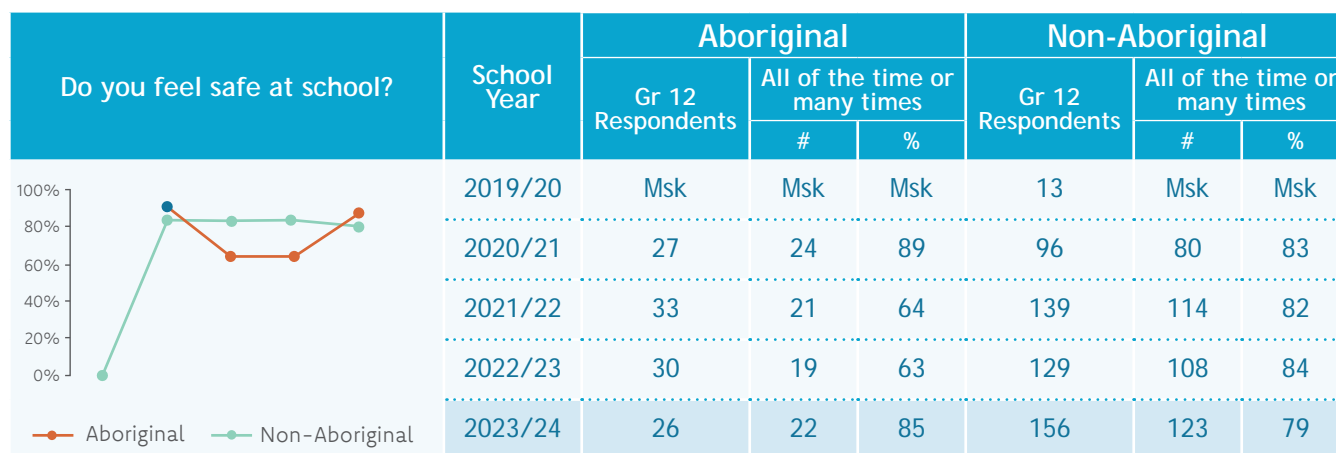
# EVIDENCE OF LEARNING



## Analysis of Student Learning Survey Results Grade 12

There are 26 student respondents to the survey in grade 12, a small sample size. Most students report that they do not like school “all or most of the time,” and the percentage who report that adults treat all students fairly at school declined slightly. An increasing number of Indigenous students reported that they respect people who are different from themselves (81%), and that they are being taught about Indigenous peoples at school (69%).

## GRADE 12 STUDENT LEARNING SURVEY RESULTS (CONTINUED)



# EVIDENCE OF LEARNING

At school, are you bullied, teased, or picked on? Have you ever felt bullied at school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
			#	%		#	%
	2019/20	Msk	Msk	Msk	13	Msk	Msk
	2020/21	27	Msk	Msk	97	Msk	Msk
	2021/22	33	Msk	Msk	139	Msk	Msk
	2022/23	30	Msk	Msk	130	11	8
	2023/24	26	Msk	Msk	156	Msk	Msk

How many adults at your school care about you? (Percentage responding 2 adults or more.)	School Year	Aboriginal			Non-Aboriginal		
		Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
			#	%		#	%
	2019/20	Msk	Msk	Msk	13	Msk	Msk
	2020/21	27	22	81	97	80	82
	2021/22	35	30	86	142	103	73
	2022/23	30	19	63	134	107	80
	2023/24	26	17	65	157	122	78

Are you satisfied that school is preparing you for a job in the future?	School Year	Aboriginal			Non-Aboriginal		
		Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
			#	%		#	%
	2019/20	Msk	Msk	Msk	11	Msk	Msk
	2020/21	27	Msk	Msk	90	15	17
	2021/22	31	Msk	Msk	134	23	17
	2022/23	27	Msk	Msk	131	21	16
	2023/24	26	Msk	Msk	154	34	22

# EVIDENCE OF LEARNING

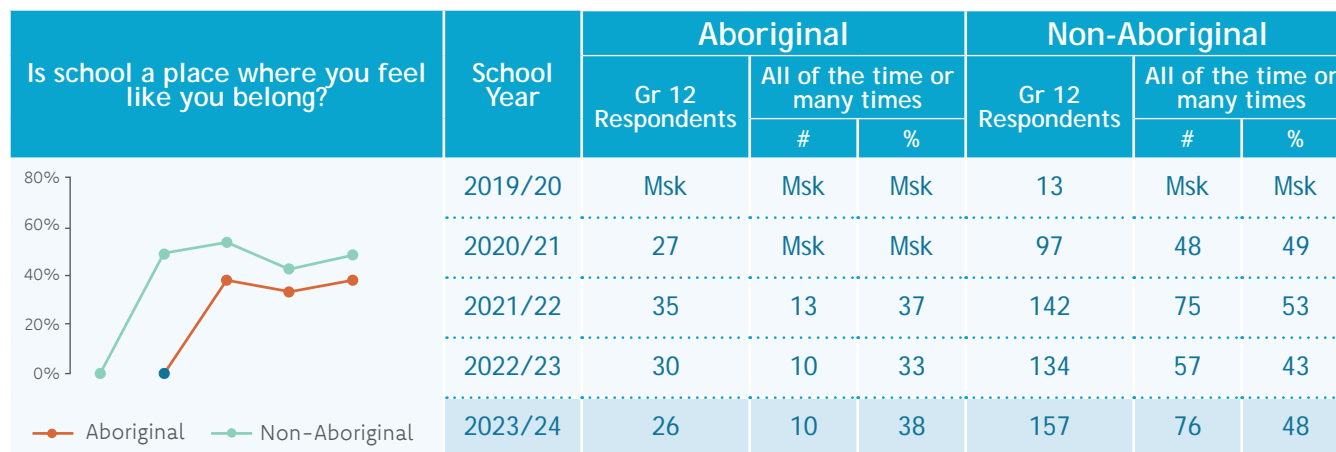
Are you satisfied that school is preparing you for post-secondary education?	School Year	Aboriginal			Non-Aboriginal		
		Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
			#	%		#	%
	2019/20	Msk	Msk	Msk	11	Msk	Msk
	2020/21	27	Msk	Msk	90	26	29
	2021/22	31	Msk	Msk	133	41	31
	2022/23	28	Msk	Msk	131	34	26
	2023/24	26	11	42	152	50	33

I would like to go to a different school.	School Year	Aboriginal			Non-Aboriginal		
		Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
			#	%		#	%
	2019/20	Msk	Msk	Msk	13	Msk	Msk
	2020/21	27	Msk	Msk	96	17	18
	2021/22	35	Msk	Msk	141	26	18
	2022/23	29	Msk	Msk	131	29	22
	2023/24	26	Msk	Msk	155	24	15

Do you feel welcome at your school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
			#	%		#	%
	2019/20	Msk	Msk	Msk	13	Msk	Msk
	2020/21	27	20	74	97	63	65
	2021/22	35	21	60	141	99	70
	2022/23	30	18	60	132	91	69
	2023/24	26	18	69	156	103	66



# EVIDENCE OF LEARNING



## Analysis of Student Learning Survey Results Grade 12

Eighty-five per cent of Indigenous students reported feeling safe at school, an increase from 63% the previous year. A low percentage reported feeling that school is preparing them for a job in the future, though there was an increase in those who felt they were being prepared for post-secondary education. Though there are increases in feelings of belonging and being welcome at school, most respondents expressed they would like to go to another school “all or most of the time.”

## Student Voice- Equity Scan Data

Students at schools were invited to provide feedback on questions about their experiences and thoughts about school. The six questions are below:

- How would you like to see your identity show up more at your school?
- How could your school be more welcoming for you, physically, as you walk through the space?
- What rules and expectations make sense to you at school?
- What rules and expectations do you question, and why?
- How can adults help you be successful at school?
- What do you love about school (classes, people, subject, activities, programs, etc.)?





# EVIDENCE OF LEARNING

Here are some responses from students:

- Rules around safety and respect for others
- Fun and informative electives where you learn life skills
- The cool art around the school
- My school is doing great
- Nice teachers
- Ab Ed program and the food in there
- Hot lunch program and gym
- It is pretty good- maybe brighter colors
- Help explain some concepts and needed knowledge on the future
- Help with my work
- They can help me by physically teaching me more than telling me
- Different languages
- Saying “Hello”
- Make more areas that display what Indigenous people have done (relatives or their accomplishments)
- Big welcome sign on every door that has a different language
- Having days where older students greet the younger kids
- Every Child Matters signs on doors in different languages
- More Pow Wow dancing
- More culture
- More language
- Tell kids to be nicer instead of being mean
- Help you with your math every single day
- Give more examples
- Demonstrating different ways of doing things
- We get to spend time with our friends and teachers
- Learning new stuff
- Things they like- lunch, Math, no running in the hall, gym time, playing with your friends, nice teachers, ADST
- When lots of people arrive on bikes, the school feels welcoming. If we had bulletin boards displaying all the fun stuff happening in our school at the main entrance.
- Teach us, be positive and understanding. Help us build social relationships
- We want to be able to choose our subjects earlier than in high school.
- Helping one on one, answering questions, and being kind





# EVIDENCE OF LEARNING

## Supporting Nominal Roll Students

SD8 Indigenous Education continues to support all students on the Nominal Roll—students ordinarily living on reserve—including students from Lower Kootenay Band/Yaqan Nukiy and students in the care of Ktunaxa Kinbasket Child and Family Services.

In alignment with the [BC Tripartite Education Agreement \(BCTEA\)](#), SD8 continues the following supports and processes:

- Joint review of Nominal Roll students—October and February.
- Joint planning for BCTEA Transportation Grant to provide individual transportation and extra-curricular transportation for all Lower Kootenay Band/Yaqan Nukiy students to/from school.
- Collaboration to implement the actions in the Model Local Education Agreement (LEA).
- Individualized supports delivered through Indigenous Education supplemental supports in Creston schools.

## Food Equity for Indigenous Learners

SD8 has provided supplemental food support to Indigenous students at school in 2024–2025. The intent is to provide food security for students so that everyone is ready to learn. The food program has also served to increase connection and belonging and provided informal opportunities to learn about nutrition and impact on health.

Student feedback from the Equity Scan survey indicates that the food programs are very well liked and helps students to focus and learn at school.

## Trends in the Data

- Excellent five-year and six-year Indigenous graduation rates, far above the provincial rate and higher than non-Indigenous six-year completion rates for the first time
- Increases in reported connection to adults at school and feeling welcome
- Overall improvements in literacy, numeracy, and secondary school core courses; however, much more work is needed in this area to address the ongoing historical disparity between Indigenous and non-Indigenous student school outcomes.
- Reported increases in the amount of learning about Indigenous peoples and cultures at schools
- More work is needed in anti-racism and cultural safety and humility to create schools that feel safe for students
- More work is needed to prepare students for post-secondary pathways
- Discrepancies between literacy and numeracy graduation assessments and course marks
- Increased knowledge and awareness of Indigenous cultures, traditions, and significant days by students and staff



# EVIDENCE OF LEARNING

## New Areas for Growth

- Preparation of students for post-secondary pathways
- Improvement of student attendance
- Increase in parent/guardian/family communication and engagement
- Implementation of IEC
- Implementation of LEA actions

## Existing Areas for Growth

- School safety, connection, and belonging
- Literacy and numeracy skills
- Ensuring high expectations across the system for Indigenous students
- Ensuring decisions about Indigenous students are guided by Indigenous voices
- Ensuring that culture is visible and opportunities for learning are ample

## Results of Previous Year's Action Plan

### Strategic Priority Goals

Nurture wholistic Indigenous resilience and brilliance through belonging, pride, and identity	
Monitoring	Progress on Actions
<ul style="list-style-type: none"> <li>♦ Learning Surveys (students, staff, and families)</li> <li>♦ Student Voice</li> <li>♦ Joint Nominal Roll meetings</li> <li>♦ IEC meetings and reflections</li> <li>♦ LEA meetings and reflections</li> <li>♦ Developmental surveys (YDI, MDI)</li> <li>♦ How Are We Doing Report (HAWD), Aboriginal Report</li> <li>♦ Equity data from students</li> </ul>	<p>School and district-based cultural learning activities for students offered (eg. Pow Wow drumming, dance, and regalia learning; Indigenous language, art, land-based traditions)</p> <p>Indigenous teachings shared in schools by Elders and Knowledge Keepers</p> <p>Professional learning/training for all staff to build capacity in cultural safety and humility; anti-racism; and local Indigenous cultures and traditions to build school cultures that are safe and welcoming to BIPOC students and families</p> <p>Days of significance such as Orange Shirt Day, National Day for Truth and Reconciliation, Black Excellence Day, and more were celebrated or acknowledged.</p> <p>Working sessions for school and district leadership focused on implementing the Anti-Racism and Cultural Safety policy and AP- November, March, and May</p> <p>Strengthening of anti-racism skills, awareness, and responses district-wide. Sharing and training of the MoECC Racism Response Guidelines 2025 with PVP in March 2025</p> <p>Goals and actions around belonging, pride, and identity present in School Learning Plans</p> <p>Indigenous graduation honouring happens annually</p>







# EVIDENCE OF LEARNING

## Indigenous students, families, and communities guide Truth before Reconciliation

Monitoring	Progress on Actions
<ul style="list-style-type: none"><li>♦ Learning Surveys (students, staff, and families)</li><li>♦ Student Voice</li><li>♦ Joint Nominal Roll meetings</li><li>♦ IEC meetings and reflections</li><li>♦ LEA meetings and reflections</li><li>♦ Developmental surveys (YDI, MDI)</li><li>♦ How Are We Doing Report (HAWD), Aboriginal Report</li><li>♦ Equity data from students</li></ul>	<p>Engagement and communication with families by school staff</p> <p>New structures for regular Nominal Roll student update meetings</p> <p>Stories of Aboriginal history, culture, and diversity shared by Knowledge Keepers and presenters at District PD Days- Jared Basil, Smokii Sumac, Métis Knowledge Keepers and more.</p> <p>Elders and Knowledge Keepers shared wisdom and learnings at schools- eg. Knowledge Keepers leading Kokanee fry releases; sharing Ktunaxa traditional, drum, dance, and regalia making leading up to pow wow; Ktunaxa fish trap making, and more.</p> <p>Expanded opportunities for cultural learning in regalia-making, drumming, and dancing in the lead up to the SD8 Pow Wow</p> <p>Staff learning and competency building in cultural safety and humility- three sessions for school and district leaders in 2024-2025</p> <p>Professional learning opportunities provided for staff to include Indigenous worldviews and ways of knowing into curriculum, pedagogical approaches, and teaching practices. Some examples are Indigenizing literacy and numeracy; Métis culture; beading; land-based learning; and more.</p>





# EVIDENCE OF LEARNING

Accountability to community and commitment to action	
Monitoring	Progress on Actions
<ul style="list-style-type: none"><li>♦ Learning Surveys (students, staff, and families)</li><li>♦ Student Voice</li><li>♦ Joint Nominal Roll meetings</li><li>♦ IEC meetings and reflections</li><li>♦ LEA meetings and reflections</li><li>♦ Developmental surveys (YDI, MDI)</li><li>♦ How Are We Doing Report (HAWD), Aboriginal Report</li><li>♦ Transition meetings (Primary Success and grade 12 academic reviews)</li><li>♦ Equity data from students</li></ul>	<p>Indigenous parents/guardians are part of planning and decision-making for their child/youth</p> <p>Commitment to building a strong foundation in literacy and numeracy skills</p> <p>In-school and district-wide Indigenous Education supplemental and equitable supports provided in each school, increasing pathways to graduation. Staff in each school.</p> <p>Annual Indigenous Education Action Plans created by each school</p> <p>Academic and graduation reviews for primary, middle, and grade 12 students to monitor progress, ensure equity, and ensure that all staff hold high expectations for Indigenous students</p> <p>CYIC and Nominal Roll students are monitored closely with “eagle eyes” and supplemental planning to ensure that they receive equitable supports when needed</p> <p>Liaison with Ktunaxa Kinbasket Child and Family Services, CYMH, and MCFD for wraparound supports for students when needed</p> <p>Days of significance with learning and participation: Orange Shirt Day, National Day of Truth and Reconciliation, Louis Riel Day, Indigenous Veterans’ Day, National Ribbon Skirt Day, Rock Your Moccs Day, Two Spirit, Indigiqueer, and Indigenous LGBTQIA+ Awareness Celebration Day, Indigenous History Month</p> <p>Annual Reconciliation Run/Walk/Wheel in all schools</p> <p>Fish in Schools program with the Okanagan Nation Alliance to educate about the salmon life cycles and importance of their ecosystem. Students witness fish growth and learn, including from stories and knowledge imparted by traditional Knowledge Keepers, culminating in a salmon release ceremony supported by Elders and members of local First Nations groups.</p> <p>Perspective-broadening experiences and planning for life beyond secondary school. For example, College of the Rockies and Selkirk College Indigenous students’ events, sharing post-secondary event information.</p>





# EVIDENCE OF LEARNING

Build and grow Reconciliation awareness and actions	
Monitoring	Progress on Actions
<ul style="list-style-type: none"><li>♦ Learning Surveys (students, staff, and families)</li><li>♦ Student Voice</li><li>♦ Joint Nominal Roll meetings</li><li>♦ IEC meetings and reflections</li><li>♦ LEA meetings and reflections</li><li>♦ Developmental surveys (YDI, MDI)</li><li>♦ How Are We Doing Report (HAWD), Aboriginal Report</li><li>♦ Transition meetings (Primary Success and grade 12 academic reviews)</li><li>♦ Equity data from students</li></ul>	<p>Hold high hopes and expectations of success for all Indigenous students– reminding all school leaders of this.</p> <p>Connection to families and inclusion in planning and decision-making. For example, new structures in place to increase family involvement in education decisions for nominal roll students.</p> <p>Professional learning opportunities on implicit bias and privilege awareness. Sessions were held in 2023–2024 for all school leader staff.</p> <p>Indigenous Education team meetings, developing pedagogical shared approaches. Monthly online meetings and one in-person meeting this year.</p> <p>Scope and sequence that incorporates cultural events and awareness through the calendar year. There is a district Indigenous Education calendar created and shared.</p> <p>Anti-Racism and Cultural Safety policy and administrative procedures implemented in all levels of the system</p>
Build strong relationships using a distinctions-based approach	
Monitoring	Progress on Actions
<ul style="list-style-type: none"><li>♦ Joint Nominal Roll meetings</li><li>♦ IEC meetings and reflections</li><li>♦ LEA meetings and reflections</li></ul>	<p>Planning for implementation actions in the Model Local Education Agreement (LEA) with Lower Kootenay Band/Yaqan Nukiy. Regular meeting times are in place.</p> <p>Collaboration with Lower Kootenay Band/Yaqan Nukiy to support Nominal Roll students. Regular meetings in place.</p> <p>Implementation of the Indigenous Education Committee (IEC) to ensure that Indigenous voices inform and lead decisions regarding the education of Indigenous students.</p> <p>Collaboration with West Kootenay Métis Society to consult about supports for Métis students. Learnings shared at the April 2025 Professional Development Day and meeting to learn more about new resources.</p>





# DIVERSITY EDUCATION EVIDENCE OF LEARNING

## SD8 Strategic Priority

Celebrate diversity by embedding opportunities for learning focused on diversity and inclusive practices.

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, AP 1101 and AP4001. 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

#### Youth Development Index (YDI) 23/24

##### Participants

Total Sample	291
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##### Age & Grade

Average age (SD)	16.6 (1) years
Grade 10	38%
Grade 11	40%
Grade 12	22%

##### Gender Identity

Boy or man	40%	Nonbinary youth	2%
Girl or woman	55%	In another way	2%

##### Sexual Orientation and Gender Diversity

Non-2SLGBTQIA+ (Cis-heterosexual)	70%	2SLGBTQIA+	30%
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#### Gender Identity

Youth selected which best describes their current gender identity: “boy or man”, “girl or woman”, “nonbinary”, or “on another way”.

#### Sexual Orientation and Gender Diversity

Youth selected which best describes their sexual orientation and could select more than one category. 2SLGBTQIA+ includes those who identified as gay or lesbian, bisexual, pansexual, queer, asexual, questioning/unsure, Indigenous participants who described themselves as two-spirited, intersex people, trans participants, and those who identify as non-binary or in another way.





# DIVERSITY EDUCATION EVIDENCE OF LEARNING

## Analysis- Gender Identity and Sexual Orientation

291 students from grade 10–12 participated in the YDI survey in SD8 in 2023/24. The YDI results indicate 4% of grade 10–12 students identify as non–binary or in another way, while 30% identify as 2SLGBTQIA+.

## Sexual Health Education at School Survey Results

The BC Adolescent Health Survey (2023) asked students about their views on the sexual health education they received at school. Students who received sex education were asked whether this information 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 Sexual Health Education at School

The majority of respondents were satisfied with the timing of their sexual health education, feeling it started at an appropriate age. Most also found the content relevant to their gender identity and sexual orientation, though 25% found it not relevant to their sexual orientation. Non–binary youth were the least likely to feel that the sex education they received was relevant to their gender identity.

Only 55% of respondents shared they felt it relevant to their disability and health conditions. A high percentage considered it to be respectful of their culture or religion. Additional data provided from the BC AHS shared that 82% reported receiving sexual health education at school, including 41% who found it helpful and 41% who had not found it helpful.

## Street Level Data: Representation

Students in GSA clubs in SD8 were asked about 2SLGBTQIA+ representation in their learning.

There were three sections – what representation means, what is missing, and what would help. Here are some student responses:

- I feel proud when I see or hear queer representation in what I am learning.
- I love seeing the Pride flag up in our school
- I am often misgendered. That happened way more in elementary school, and now that I am older, it happens less. It still happens, but it happens less.
- I wish we learned more about 2S&LGBTQIA+ communities in elementary school
- This representation should be a normal and natural thing that happens in all grades, in all subjects





# DIVERSITY EDUCATION EVIDENCE OF LEARNING

- As a middle school student, I like when there are queer characters in the stories we read in class because it makes me feel seen and understood and supported.
- We need more representation in what we are learning. We need more conversation in our classes and from our teachers about supporting 2S&LGBTQIA+ communities.
- Representation is important to me because I did not have it in elementary. It is important now because of current perspectives and attitudes and climate toward 2S&LGBTQIA+ communities
- Having who I am be acknowledged through a lesson or book would be amazing. It rarely ever happens and it needs to happen more.
- Normalizing 2SLGBTQIA+ communities is so important.
- It feels good to experience queer representation in my classes. It needs to happen way more.
- It depends on the teacher, but queer representation rarely happens in our school. It really does feel like a one-off, tick a box kind of thing. It happens if a teacher is queer and out, but really nowhere else.
- The more you are given opportunity to witness and learn about 2S&LGBTQIA+ communities, the more it is normalized, especially in schools.
- Not a single time in elementary school did I hear anything queer related, and it is important that it happens at this age.

From an ally:

- Learning about gender identity and sexual orientation in elementary school helped me be a strong ally to my 2S&LGBTQIA+ friends. I feel it needs to be a deeper learning about this though.

## Analysis- Street Level Data: Representation

2SLGBTQIA+ students in schools report a much greater sense of belonging when they see representation of themselves in schools, whether through pride flags, characters in books, or classroom discussions. Finding a positive and supportive community at school, and seeing themselves represented in their learning, helps 2SLGBTQIA+ students feel welcome, included, and safe.



Meeting of the Board Held in Public





# DIVERSITY EDUCATION EVIDENCE OF LEARNING

## Student Learning Survey 2023/24- Experienced Discrimination on the Basis of Their Sexual Orientation or Gender Identity

### GRADE 7 RESULTS (IN %), 2021/2022–2023/24

% Reporting Positive Responses			
Local Questions	Kootenay Lake (SD 008)		
	2021/2022	2022/2023	2023/2024
At school, have you experiences discrimination on the basis of your sexual orientation or gender identity?	6	7	6

### GRADE 710 RESULTS (IN %), 2021/2022–2023/24

% Reporting Positive Responses			
Local Questions	Kootenay Lake (SD 008)		
	2021/2022	2022/2023	2023/2024
At school, have you experiences discrimination on the basis of your sexual orientation or gender identity?	5	9	10

### GRADE 12 RESULTS (IN %), 2021/2022–2023/24

% Reporting Positive Responses			
Local Questions	Kootenay Lake (SD 008)		
	2021/2022	2022/2023	2023/2024
At school, have you experiences discrimination on the basis of your sexual orientation or gender identity?	7	8	7







# DIVERSITY EDUCATION EVIDENCE OF LEARNING

## Analysis- Experienced Discrimination on the Basis of Their Sexual Orientation or Gender Identity, 2023/24

2SLGBTQIA+ students from grades 7, 10, and 12 in SD8 report experiencing discrimination in schools based on their sexual orientation or gender identity.

### Trends and Learning

- 30% of students who responded to the YDI survey (291 participants) identified as 2SLGBTQIA+ in 2023–2024
- 25% of students felt that the sexual health education they had received was not relevant to their sexual orientation
- 10% of students in grade 10 had experienced discrimination on the basis of their sexual orientation or gender identity in 2023–2024
- Representation of 2SLGBTQIA+ community in schools increases feelings of belonging and safety

### New Areas for Growth

- Build capacity of staff in supporting 2SLGBTQIA+ students, families, and community members
- Strengthen sexual health education delivery to include relevance for all gender orientations and sexual identities
- Ensure all SD8 staff members are familiar with Policy and Administrative Procedures related to SOGI Inclusive education

### Existing Areas for Growth

- Continue integrating Sexual Orientation and Gender Identity inclusive education and spaces into curriculum and schools to increase representation and increase belonging and safety





# DIVERSITY EDUCATION EVIDENCE OF LEARNING

## Results of Previous Year's Action Plan

In schools that are inclusive of diversity, the gender and sexual orientation of students does not limit their interests and opportunities. How they understand and express this are welcomed without discrimination. SD8 continues to work towards creating safe spaces for all students.

### Strategic Priority Goals

Increased awareness of 2SLGBTQIA+ peoples and communities	
Monitoring	Progress on Actions
<ul style="list-style-type: none"><li>♦ Student Learning Surveys (students, staff, and families)</li><li>♦ Student Voice</li><li>♦ Developmental surveys (YDI, MDI)</li><li>♦ Equity data from students</li></ul>	<p>Shared opportunities for learning focused on diversity and inclusive practices- Professional Development Day session, shared resources with school staff by district lead teacher</p> <p>Shared BC resources on curriculum related lesson plans, building capacity for Gender and Sexuality Alliance groups, professional development tools, and supports to create spaces inclusive of diversity</p> <p>Sexual Orientation and Gender Identity School Leads learning and competency building through sharing of resources, websites, videos, education guides, and books</p> <p>2SLGBTQIA+ voice, perspective, and experience shared on policy and administrative procedures in 2024</p> <p>Importance of and practicality of 2SLGBTQIA+ representation in education and learning highlighted through student survey results in 2025</p> <p>Began to build capacity of staff to support 2SLGBTQIA+ students, families with professional learning opportunities</p> <p>Empowered 2SLGBTQIA+ students, families, and communities through representation, amplifying voices and experiences</p> <p>Annual district participation and leadership in Nelson Pride parade</p> <p>Awareness built of 2SLGBTQIA+ communities through promotion of yearly events:</p> <ul style="list-style-type: none"><li>- LGBTQ+ History Month</li><li>- Pride Month</li><li>- Two Spirit &amp; Indigenous LGBTQIA+ Awareness and Celebration Day</li><li>- Transgender Day of Remembrance</li><li>- Transgender Week of Awareness</li><li>- Transgender Day of Visibility</li><li>- International Day Against Homophobia, Transphobia, Biphobia</li><li>- No Name Calling Week</li><li>- International Day of Silence</li><li>- Coming Out Day</li><li>- Intersex Awareness Day</li><li>- Pink Shirt Day</li></ul>





# ANTI-RACISM AND CULTURAL SAFETY

## EVIDENCE OF LEARNING

### Anti-Racism and Cultural Safety in SD8

In alignment with district policy and administrative procedures, our commitment to fostering an environment free from discrimination and promoting cultural understanding and safety continues annually. This initiative supports SD8's Strategic Priority: Cultural and Identity Development.

### Anti-Racism Data and Analysis

Data sources referenced in this report include the 2023 Adolescent Health Survey for SD8, and the 2023-2024 SD8 Student Learning Survey.

### Family Background

The 2023 BC Adolescent Health Survey gathered data on students' identified family backgrounds.

#### 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.*





# ANTI-RACISM AND CULTURAL SAFETY EVIDENCE OF LEARNING

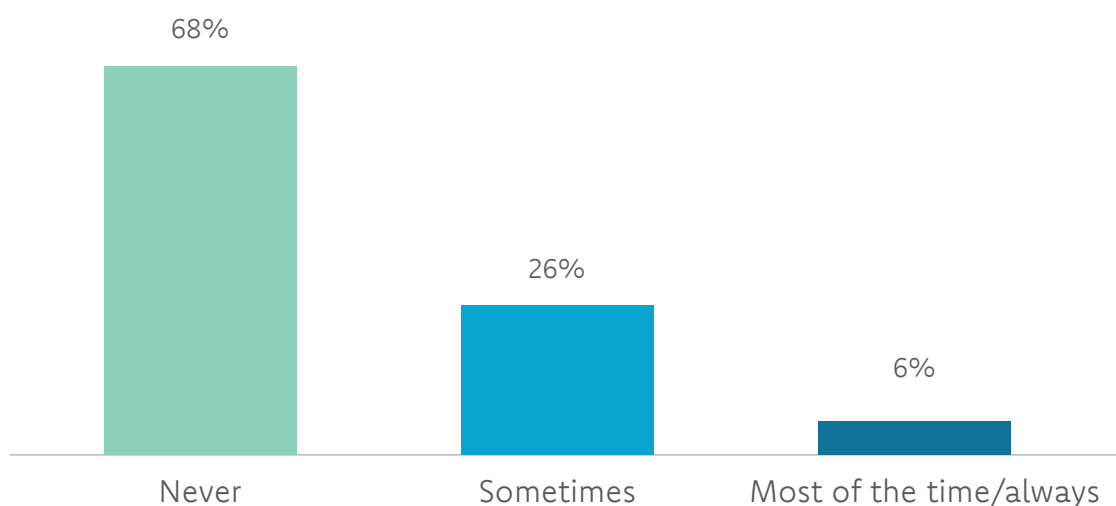
## Analysis Family Background

The majority of families have a European background, and 15% identify as Indigenous in SD8.

## Languages at Home

The survey also captured data on languages spoken at home, excluding English.

### How often youth speak a language other than English at home



## Analysis Languages at Home

32% of students spoke a language other than English at home at least some of the time (compared to 54% provincially).





# ANTI-RACISM AND CULTURAL SAFETY

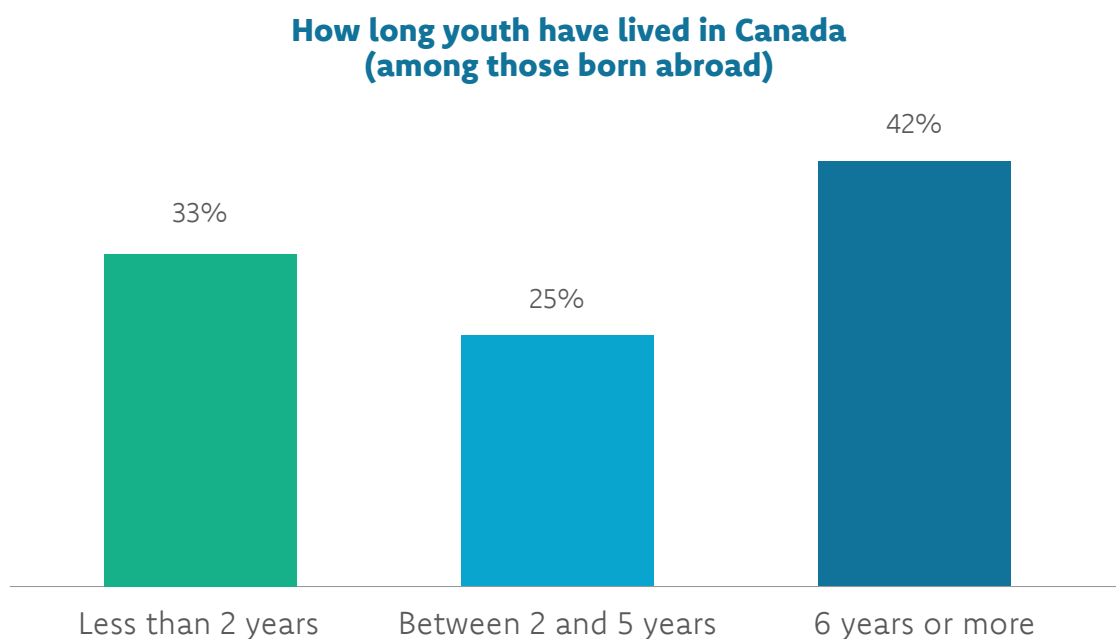
## EVIDENCE OF LEARNING

### Time in Canada

The survey reported the length of time students born outside of Canada had lived in the country.

#### TIME IN CANADA

Most students in this school district were born in Canada



### Racial Identity

For the first time, the 2023 BC AHS asked youth about student racial identity:

#### 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.*



# ANTI-RACISM AND CULTURAL SAFETY

## EVIDENCE OF LEARNING

### Analysis Racial Identity

The majority of students in SD8 identify racially as white, with those identifying as Indigenous, Asian, and Mixed Race as the next highest percentages.

### Discrimination

Students in the Kootenay Boundary region reported instances of discrimination over 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

For students who have experienced discrimination, 31% experienced it at school, and 17% on social media/online.





# ANTI-RACISM AND CULTURAL SAFETY

## EVIDENCE OF LEARNING

### Perceived Reasons for Discrimination

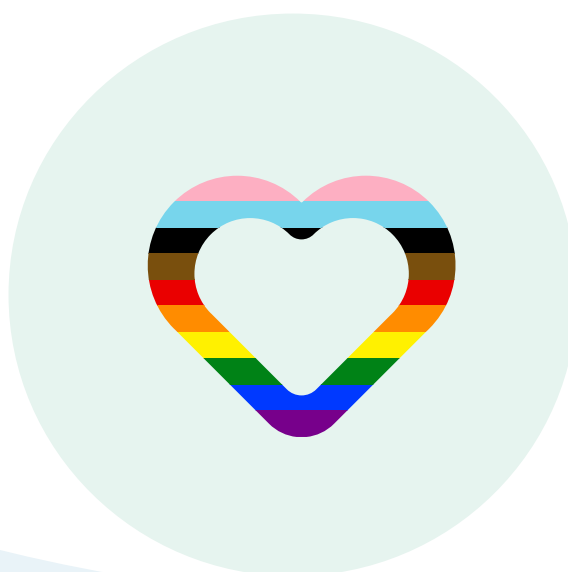
Students identified perceived reasons for discrimination they faced over the past year.

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.

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. The biggest reason for perceived discrimination was physical appearance, followed by gender/sex, weight, sexual orientation, and then race/ethnicity/skin colour.







# ANTI-RACISM AND CULTURAL SAFETY EVIDENCE OF LEARNING

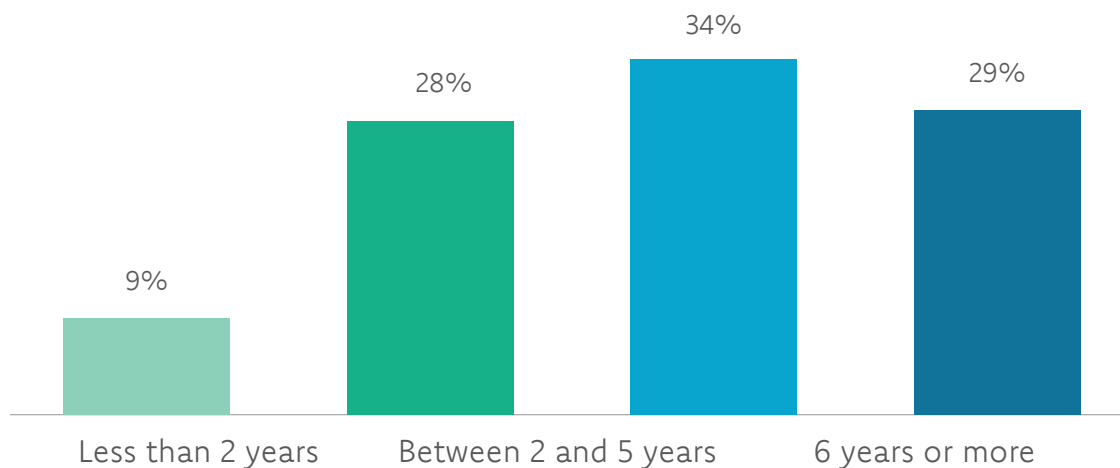
## Cultural Pride

Students shared how proud they felt of their cultural backgrounds.

### CULTURAL PRIDE

Students were asked how proud they felt to be part of the background(s) they identified with.

**How proud students felt to be part of their background(s)  
(among those who identified a background)**



## Analysis Cultural Pride

Most youth expressed at least some pride in their cultural identities.





# ANTI-RACISM AND CULTURAL SAFETY EVIDENCE OF LEARNING

## Spirituality

Students also provided data on religious affiliation.

### 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.*

## Analysis Spirituality

65% of youth in SD8 reported no religious affiliation (compared to 48% provincially). Among those identifying with a religion, Christianity was most common.

## Student Learning Survey: Safety, Welcoming Schools, Belonging

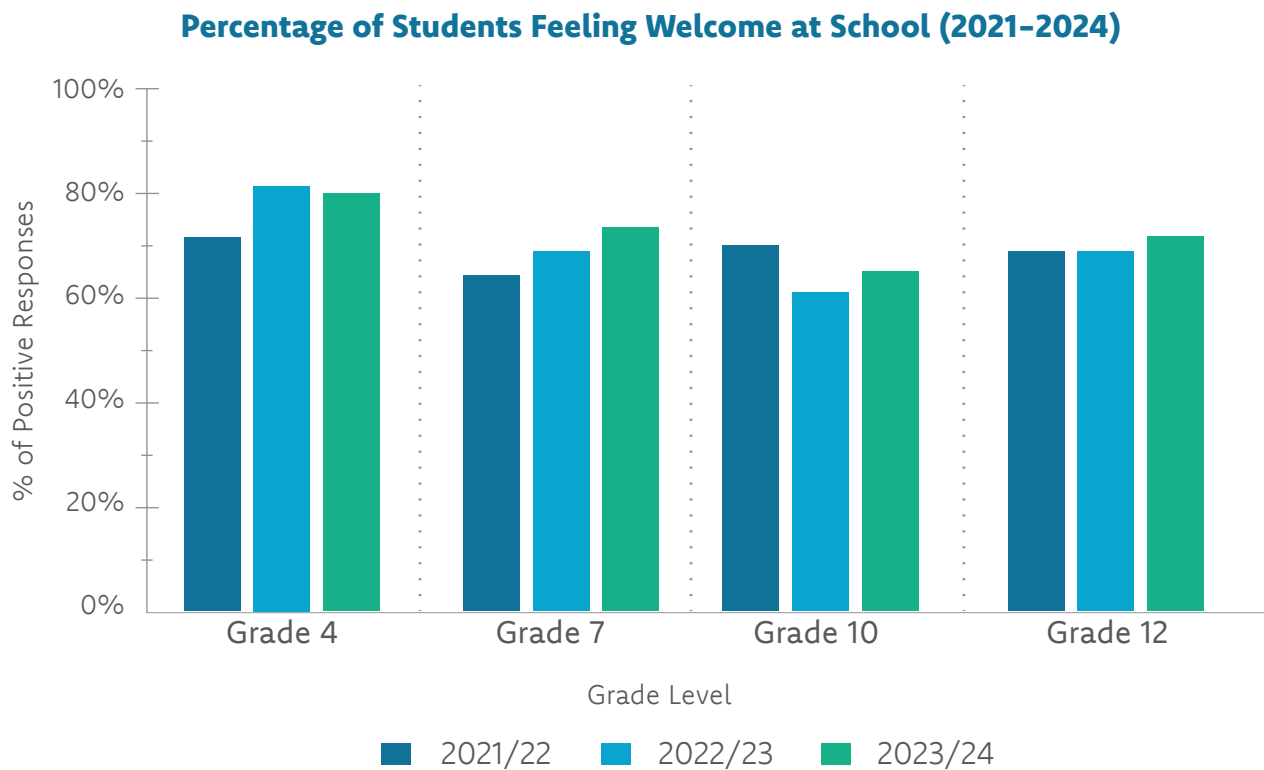
The following three bar charts collate results from the district-wide Student Learning Survey (2023–2024). The charts reveal information about how students feel welcome, and their sense of belonging and safety at school. These results are for all students combined.





# ANTI-RACISM AND CULTURAL SAFETY EVIDENCE OF LEARNING

## Data- Welcoming Schools



## Analysis- Welcoming Schools

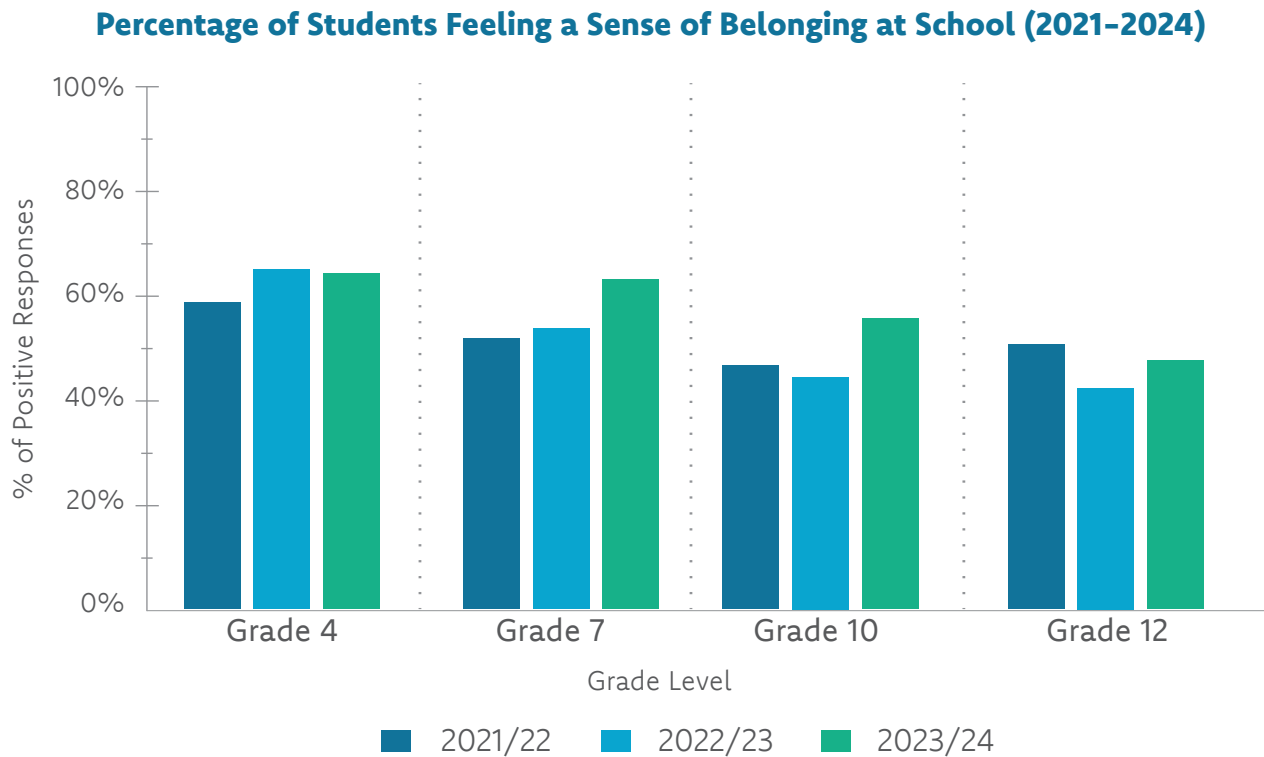
The percentage of students feeling welcome at school remained consistently high. Grade 4 students reported the highest sense of welcome, while Grade 10 students saw a decline in 2022-2023 but a slight rebound in 2023-2024.





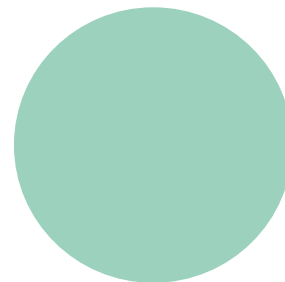
# ANTI-RACISM AND CULTURAL SAFETY EVIDENCE OF LEARNING

## Data- Belonging



## Analysis- Belonging

A general upward trend emerged in students' sense of belonging, particularly in Grade 7 and Grade 10. However, Grade 12 students reported declining belonging over the three years, suggesting challenges in fostering connection among older students.

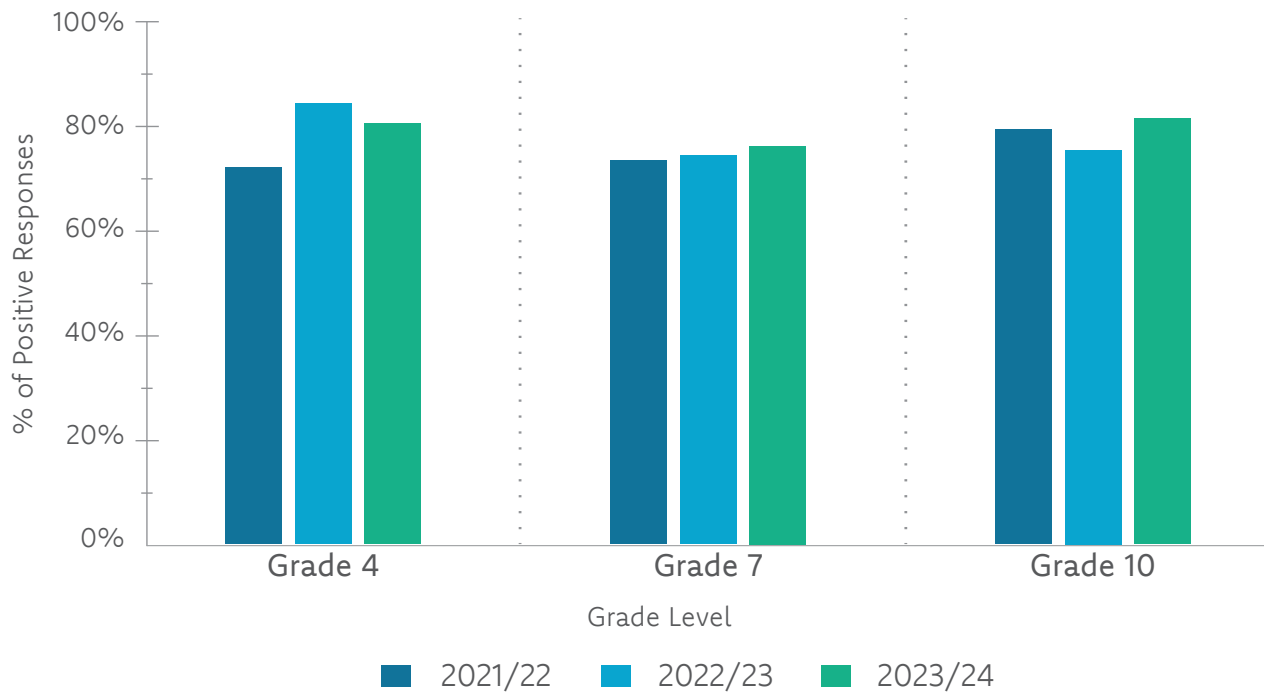




# ANTI-RACISM AND CULTURAL SAFETY EVIDENCE OF LEARNING

## Data- Safety

Percentage of Students Feeling Safe at School (2021-2024)



## Analysis- Safety

Perceptions of school safety improved overall. Grade 4 and Grade 10 students reported significant increases in feeling safe in 2023-2024, while Grade 7 students' perceptions remained stable with a slight upward trend.





# ANTI-RACISM AND CULTURAL SAFETY EVIDENCE OF LEARNING

## Programs and Services Supporting Anti-Racism

### ANTI-RACISM WORKING GROUP

The SD8 Anti-Racism Working Group provides strategic direction and leadership to ensure the Anti-Racism and Cultural Safety Administrative Procedures are prioritized and assessed annually. The group addresses 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 meets twice annually and includes BIPOC students, school staff, and district leadership.

## Responding & Reporting

### ERASE REPORT-IT

The ERASE Report-It tool is designed to provide an opportunity for students to anonymously report instances of bullying or racism in schools carried out by other students. These reports go to ERASE, and are then sent to the Assistant Superintendent and Manager of Safe Schools, who ensure that they are followed up in in schools.

- For students, QR code posters were placed in schools (2023-2024) and all school leaders were reminded of the tool for sharing at sites (2024-2025)
- Report goes to ERASE, and then to Assistant Superintendent and the Safe Schools Manager, who directs the concern to the relevant school principal for school level response, with a report back to the Assistant Superintendent with actions taken

### SCHOOL LEVEL RESPONSE TO INCIDENTS

The BC Ministry of Education and Childcare has developed a resource designed to provide a comprehensive framework for identifying and addressing incidents of racism and hate. The framework is intended for use alongside existing district and school policies and procedures, to address student-to-student incidents of racial harm.

***“Beyond utilizing the strategies offered in this resource, anti-racist education requires a long-term commitment to learning, which ultimately leads to students feeling safe and supported in schools.”***

Ministry of Education and Childcare, Racism Response Guidelines 2025.



# ANTI-RACISM AND CULTURAL SAFETY

## EVIDENCE OF LEARNING

The following table outlines the steps involved in response to a racist incident at school:

### Appendix B: Responding to racist incidents

#### Supporting the harmed and the harmer

This chart outlines steps to support both parties immediately, during, and after a racist incident, emphasizing healing and accountability. In addressing incidents of racism and hate in schools, it is vital to support both the harmed and the harmer. Accountability for harm must include consequences, but must also include education to promote reflection and growth. Restorative practices, when the harmed is willing, can foster repair and create a safer, more inclusive environment.

STEPS	THE HARMED	THE HARMER
<b>IMMEDIATELY</b> STEPS 1 and 2*	<input type="checkbox"/> Remove from harm <input type="checkbox"/> Provide a safer and supportive space <input type="checkbox"/> Connect student(s) with a trusted adult <input type="checkbox"/> Consult counsellor/provide counselling support <input type="checkbox"/> Listen to understand and believe <input type="checkbox"/> Phone parent(s)/caregiver(s)	<input type="checkbox"/> Remove from the situation <input type="checkbox"/> Connect student with a trusted adult <input type="checkbox"/> Consult counsellor/provide counselling support as needed <input type="checkbox"/> Listen and remain neutral <input type="checkbox"/> Phone parent(s)/caregiver(s) <input type="checkbox"/> Remember: the harmer may have been harmed
	Consider connecting with appropriate community support as needed. (For example, local First Nation community, cultural organizations, 2SLGBTQIA+ organizations)	
<b>DURING</b> STEPS 3 and 4*	<input type="checkbox"/> Allow the harmed to communicate with agency and hold space for their voice and emotions <input type="checkbox"/> Document—take thorough notes. Student(s) should not have to repeat their harmful lived experience <input type="checkbox"/> Listen to understand and believe <input type="checkbox"/> Inquire about online activity <input type="checkbox"/> Preserve privacy	<input type="checkbox"/> Hold supportive space for their perspective of the incident <input type="checkbox"/> Document—take thorough notes <input type="checkbox"/> Listen to understand and remain neutral <input type="checkbox"/> Inquire about online activity <input type="checkbox"/> Share the immediate impact for the harmed with the harmer and their parent(s)/caregiver(s) <input type="checkbox"/> Consider what accountability might look like







# ANTI-RACISM AND CULTURAL SAFETY

## EVIDENCE OF LEARNING

<b>AFTER</b> <b>STEPS 5 and 6*</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Consult and collaborate on a safety plan as needed</li><li><input type="checkbox"/> Communicate with the harmed student(s)' parent(s)/caregiver(s) and share supports:<ul style="list-style-type: none"><li>• Communicate that an appropriate consequence was given—cannot share details</li></ul></li><li><input type="checkbox"/> Inform classroom teachers and appropriate staff to support student safety</li><li><input type="checkbox"/> Provide ongoing counselling support as needed</li><li><input type="checkbox"/> Check in with the student the next day, in a few days, a week later, a month later, months later (can be through their trusted adult)</li><li><input type="checkbox"/> Check in with staff on their awareness of relevant online activity</li><li><input type="checkbox"/> When appropriate, invite student(s) to take part in a restorative/healing process</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Determine appropriate consequence(s)<ul style="list-style-type: none"><li>• Connect to school/district code of conduct</li><li>• Consult and collaborate on a safety plan as needed</li></ul></li><li><input type="checkbox"/> Communicate appropriate consequences:<ul style="list-style-type: none"><li>• To school community members impacted—cannot share details</li><li>• Connect to the impact on the harmed and the school community</li></ul></li><li><input type="checkbox"/> Meet with parent(s)/caregiver(s)<ul style="list-style-type: none"><li>• Share consequences and supports</li><li>• Connect to school/district code of conduct and <a href="#">B.C. Human Rights Code</a></li></ul></li><li><input type="checkbox"/> Provide ongoing counselling support as needed</li><li><input type="checkbox"/> Check in with the student the next day, in a few days, a week later, a month later, months later (can be through their trusted adult)</li><li><input type="checkbox"/> Check in with staff on their awareness of relevant activity</li><li><input type="checkbox"/> When appropriate, invite student(s) to engage in restorative practice with those negatively impacted/harmed</li><li><input type="checkbox"/> Consider providing targeted education and reflection</li></ul>
	Consider connecting with appropriate community support as needed (for example, local First Nation community, cultural organizations, 2SLGBTQIA+ organizations)	

\* Refer to the framework in the Racism Response Guidelines.

Key components of the response process are the following:

- Comprehensive approach to each concern, including the victim, perpetrator, their families, and staff, ensuring that the victim is held at the centre and that they are informed of what is happening with the response.
- Individual learning- to ensure that learning takes place in a restorative manner.
- School-wide learning- in several schools responses have included school-wide workshop sessions with anti-racism educators for students, staff and parents; creation of an anti-racism response plan with families around the victim's needs, working with students for restorative processes, and classroom-based learning.





# ANTI-RACISM AND CULTURAL SAFETY EVIDENCE OF LEARNING

## Creating safe and inclusive schools for BIPOC students

Addressing racism does not only happen once an incident has occurred. Schools create inclusive cultures, while at the same time, incidents of racism are addressed in restorative ways.

As well, tools have been developed to foster understanding, empathy, and inclusivity among students in schools. Different schools have different strategies for creating safe and inclusive school cultures, and these are some that are in use in SD8:

For students in kindergarten to Grade 4, the PEACE framework guides discussions on kindness and diversity:

- P - Play Together: Encourage unity and friendship.
- E - Everyone's Equal: Everyone deserves kindness and fairness.
- A - Act Kindly: Highlight the impact of treating others with respect.
- C - Care for Each Other: Promote supportive relationships.
- E - Everyone Belongs: Reinforce inclusivity.

For students in Grades 5 to 12, the RESPOND framework provides tools to address racism:

- R - Respectful Communication: Engage calmly and respectfully.
- E - Educate: Share information challenging stereotypes.
- S - Set Boundaries: Make it clear racism is unacceptable.
- P - Promote Empathy: Encourage perspective-taking.
- O - Open Dialogue: Foster constructive discussions.
- N - No Tolerance: Stand firm against racism.
- D - Direct: Address racist remarks firmly but calmly.

Strategies to support addressing racism include the following:

- Code of Conduct updates– 2023–2024
- Staff capacity building, outlined below
- Building appropriate resources and learning around Black History, Indigenous history and culture, and other days by district Indigenization Coordinator teacher, available on the SD8 website
- Black Excellence books provided to all schools in February 2025
- Anti-racism learning sessions for students and staff, as outlined below
- Work at individual schools to create cultures of caring: Circle of Courage, positive culture codes, and school spirit initiatives





# ANTI-RACISM AND CULTURAL SAFETY EVIDENCE OF LEARNING

## Anti-Racism Training and Professional Development (2023-2025)

Anti-racism and cultural safety training is mandatory for all new employees. Annual training in anti-racism and cultural safety and humility is also required for all staff to ensure continuous learning and application of inclusive practices.

### Professional Learning Offered to All Staff: 2023-2024

- How to be an Anti-Racist in Schools, Unions, and Communities (BCTF)
- Unveiling the Hidden: Unconscious Bias Awareness with Chelsea Gooden
- Black Excellence Day workshops with the Ninandotoo Society and the Burnaby School District
- Creating Cultures of PEACE (BCTF)
- Anti-Racism and Response- Dr. Kevin Godden

### Capacity Building: 2023-2024

- District and school leaders: 5 sessions by Anaya Lambert and Olivier Adrien, Anti-Racism and Equity educators, 2023-2024
- Anti-racism training of bus drivers and operations staff 2023-present
- Professional learning opportunities and resources shared regularly with school staff 2022-present
- Responding to Racism in Schools- Professional Development session by Dr. Kevin Godden (2024)
- District Professional Development Day sessions on Anti-Racism and cultural safety and humility- 2022-present

### Professional Learning/Resources Offered to All Staff: 2024-2025

- Anti-Racism Student Perspectives- with Shilpa Khanna and students from the Surrey School District
- Valley of the Birdtail: Anti-Indigenous racism in Canada session by authors Andrew Stobo Sniderman and Douglas Sanderson (Amo Binashii)
- Infusing Aboriginal Content and Perspectives (BCTF workshop)
- Safe, Caring, and Inclusive Schools- video
- K-12 Anti-Racism Action Plan
- Anti-Racism: A Guide for Teachers (MoECC)
- Anti-Racism Lesson Plans and Tool Kits (Safe at Schools)
- Learning to be Anti-Racist- an introductory course
- Racism Response Guidelines 2025 (MoECC)
- Inclusive Calendar Guide (MoECC)





# ANTI-RACISM AND CULTURAL SAFETY EVIDENCE OF LEARNING

## Capacity Building: 2024-2025

- District and school leaders: 3 sessions on cultural safety and humility by Yaqaan Nukiy member Jared Basil, 2024-25
- Anti-racism training of bus drivers and operations staff 2023-present
- Professional learning opportunities and resources shared regularly with school staff 2022-present
- School Leader Development Program- anti-racism and cultural safety session- January, 2025
- Teaching resources shared in “The Weekly” email to all staff (including the K-12 Anti-Racism Teachers’ Guide)
- Focused work and review of anti-racism policy and AP in School Leaders’ meetings, November 2024.
- Focused work and practice with the Racism Response Guidelines 2025- School Leaders’ meeting in March 2025.
- Annual anti-racism review of schools done in February, 2025.
- Anti-racism school action planning sessions for school leaders- monthly at School Leaders’ Meetings

## Anti-Racism- Learning Series Objectives, 2023-2024

- Establish a foundational understanding of anti-racism practices, terms, and strategies
- Create and open and ongoing dialogue to understand how anti-Black racism shows up in SD8 and the impacts on Black students and staff.
- Build proficiency in critical thinking skills around oppression, power and identities
- Improved ability to create a culture of consent in the classroom and among staff
- Practical application of equity in the classroom using systems thinking
- Increased skill and ability to provide safer spaces for systematically marginalized populations
- Foster skills around accountability and repair
- Strategies to practice allyship/advocacy

## Trends and Learning

- Racism exists and needs to be proactively addressed in schools so that all schools are safe and welcoming to BIPOC students
- Greater awareness of ERASE Report-It tool is needed
- Continued learning around anti-racism and cultural safety is needed in all levels of the district
- Continued learning around responding to racism is needed

## New Areas for Growth

- Increasing opportunities for student agency and voice
- Increase community partnerships with local Indigenous, BIPOC, and intercultural organizations



# ANTI-RACISM AND CULTURAL SAFETY EVIDENCE OF LEARNING

## Existing Areas for Growth

- Continuing to build capacity in all areas of the system to proactively address racism
- Continuing work to support those who experience racism in the school system
- Ensure that all students are aware of the ERASE Report-It tool

## Results of Previous Year's Anti-Racism and Cultural Safety Action Plan

### Strategic Priority Goals

Improve school experiences for BIPOC students	
Monitoring	Progress on Actions
<ul style="list-style-type: none"> <li>♦ Student Learning Surveys (students, staff, and families)</li> <li>♦ Student Voice</li> <li>♦ Joint Nominal Roll meetings</li> <li>♦ IEC meetings and reflections</li> <li>♦ LEA meetings and reflections</li> <li>♦ Developmental surveys (YDI, MDI)</li> <li>♦ How Are We Doing Report (HAWD), Aboriginal Report</li> <li>♦ Equity data from students</li> <li>♦ Annual review of SD8 anti-racism and Cultural Safety Administrative Procedures</li> <li>♦ ERASE Report-It reports</li> </ul>	<p>Focused work provided for PVP to determine actions needed for schools to align with anti-racism and Cultural Safety Administrative Procedures during school leaders' meetings- school self-assessment in November and school annual review in February, with action planning in May.</p> <p>Annual review of anti-racism and Cultural Safety AP completed.</p> <p>School leader learning and competency development, anti-racism and cultural safety learning series- 3 sessions on cultural safety and humility with Jared Basil</p> <p>Anti-Racism Working Group- continuing to meet twice yearly</p> <p>Anti-racism awareness tools and school resources shared district-wide through the Weekly Bulletin ("the Weekly") and the SD8 website.</p> <p>Increased understanding of diverse individuals in history and today through school resources for classrooms- books shared with all schools in February, and resources shared with school leaders regularly in 2024-2025</p> <p>Opportunities provided for staff to learn about diversity and inclusive practices through workshops and presentations on District Professional Development Days</p> <p>Anti-racism training of bus drivers and operations staff 2023-present</p> <p>School Code of Conduct updates in all schools</p> <p>Professional learning offered and available for all staff to build capacity in cultural safety and humility; anti-racism; and local Indigenous cultures and tradition to build school cultures that are safe and welcoming to BIPOC students and families</p> <p>Days of significance such as Orange Shirt Day, National Day for Truth and Reconciliation, Black Excellence Day, and more were celebrated or acknowledged</p> <p>Strengthened anti-racism skills, awareness, and responses district-wide through trainings, resources, and learning opportunities available to all</p> <p>Presented update at Education Committee of the Board in fall 2024</p> <p>Mandatory onboarding training in anti-racism and cultural safety for all new employees, and annual mandatory training for all staff</p>

SD8 remains committed to fostering inclusive, anti-racist schools, ensuring every student and staff member feels safe, valued, and respected.

## CONCLUSION

School District No. 8 (Kootenay Lake) is committed to supporting students along their educational paths, ensuring success of all learners and improving the chances. Cultural and identity development is a strategic priority to ensure that students can see themselves represented and feel a sense of belonging and connection at school.

Indigenous 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 dignity, purpose and options for their future.





# GRATITUDE

Parent/guardians, and families

Yaqan Nukiy, [Ktunaxa Nation](#)

[Splatsin First Nation](#)

[Okanagan Nation Alliance](#)

[West Kootenay Métis Society](#)

Lower Kootenay Band Education Committee

[Yaqan Nuʔkiy School \(YNS\)](#)

[Ministry of Education and Child Care](#)

[First Nations Education Steering Committee \(FNESC\)](#)

[Circle of Indigenous Nations \(COINS\)](#)

[Ktunaxa Kinbasket Child and Family Services](#)

[Kootenay Kids](#)

[Selkirk College](#)

[College of the Rockies](#)

Community Elders and Knowledge Keepers

[First Nations Health Authority](#)

[SD8 Indigenous Education](#) staff

SOGI school leads and staff

Anti-Racism Working Group





**FROM:** Trish Smillie, Superintendent  
**DATE:** April 8, 2025  
**SUBJECT:** National Day of Mourning, April 28

**Information**

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## Introduction

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

## Information

April 28<sup>th</sup> 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 28<sup>th</sup> 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 8, 2025  
**SUBJECT:** Preliminary Budget Report 2025-2026

**For Information**

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## Introduction

This memorandum outlines the 2025-2026 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 1.1% for 2025-2026. Additional labour settlement funding based on the wage/salary increases for CUPE, KLTF and Exempt staff will be determined and announced following ratification of the collective agreements and included in the amended budget.

The Board of Education must approve a budget by June 30th of each year. The 2025-2026 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 2025-2026 Preliminary Budget.





# 2025-2026 Preliminary Budget Overview

Prepared for April 8, 2025  
Meeting of the Board Held in Public

## ENROLMENTS

For 2025-2026, SD8 is projecting an estimated enrolment of 4,322 regular K-12 full-time equivalent students FTEs, 18 alternate school student FTEs, and 270 online learning FTEs. This is a projected decline of 74.1875 student FTEs in the regular K-12 and alternate school student FTEs and an increase of 8.3125 online learning student FTEs.

## OPERATING FUND

### Operating Surplus

As shown below, the preliminary budget represents a balanced budget.

	2025-2026 Preliminary Budget	2024-2025 Amended Budget	Increase (Decrease)	
	\$	\$	\$	%
<b>Surplus (Deficit)</b>				
Total Operating Revenue	66,029,495	66,887,635	(858,140)	(1.3%)
Total Operating Expense	66,029,495	66,960,772	(931,277)	(1.4%)
<b>Surplus (Deficit) before Transfers to Capital Fund</b>	<b>-</b>	<b>(73,137)</b>	<b>73,137</b>	<b>(100.0%)</b>
Transfers to Capital Fund for Tangible Capital Assets	(600,000)	(504,019)	(95,981)	19.0%
<b>Surplus (Deficit) after Transfers to Capital Fund</b>	<b>(600,000)</b>	<b>(577,156)</b>	<b>(22,844)</b>	<b>4.0%</b>

In the 2024-2025 amended budget, the operating deficit was budgeted at \$73K and transfers to Capital for Tangible Capital Assets were budgeted at \$0.5 million, resulting in the use of \$0.6 million of Opening Accumulated Operating Surplus.

In the 2025-2026 preliminary budget, operating revenue is projected to decline by \$0.8 million (1.3%) to \$66.0 million. Operating expenses are projected to decline by \$0.9 million (1.4%) to \$66.0 million, resulting in no operating surplus or deficit before transfers to the Capital Fund. Transfers to the Capital Fund of \$0.6 million are budgeted to be funded by Opening Accumulated Operating Surplus.

### Operating Revenue

The projected operating revenue is shown below.

	2025-2026 Preliminary Budget	2024-2025 Amended Budget	Increase (Decrease)	
	\$	\$	\$	%
<b>Operating Revenues</b>				
Operating Grant Revenue & Other MoECC Grants	63,831,988	64,245,428	(413,440)	(0.6%)
Other Provincial Grants	303,850	303,850	-	0.0%
Federal Grants	116,410	116,410	-	0.0%
Tuition	624,800	1,002,150	(377,350)	(37.7%)
Other Revenue	630,447	636,797	(6,350)	(1.0%)
Rentals and Leases	105,000	105,000	-	0.0%
Investment Income	417,000	478,000	(61,000)	(12.8%)
<b>Total Revenue</b>	<b>66,029,495</b>	<b>66,887,635</b>	<b>(858,140)</b>	<b>(1.3%)</b>



Operating grant revenue and other MoECC grants are projected to decline by \$0.4 million (0.6%) due to the decline in regular K-12 full-time equivalent students FTEs and students with unique needs. Tuition from international students is projected to decrease by \$0.4 million (37.7%) due to lower enrolments. Investment income is projected to decrease by \$61K due to lower interest rates.

## Operating Expenses

The operating expenses as shown below are projected to decrease by \$0.9 million (1.4%) compared to 2024-2025.

	2025-2026 Preliminary Budget	2024-2025 Amended Budget	Increase (Decrease)	
	\$	\$	\$	%
<b>Operating Expenses</b>				
<b>Salaries</b>				
Teachers	23,308,770	23,697,916	(389,146)	(1.6%)
Principals and Vice-Principals	4,526,079	4,482,435	43,644	1.0%
Educational Assistants	3,930,582	3,930,582	0	0.0%
Support Staff	7,983,511	7,818,666	164,845	2.1%
Other Professionals	2,530,529	2,688,608	(158,079)	(5.9%)
Substitutes	3,377,307	3,684,013	(306,706)	(8.3%)
<b>Total Salaries</b>	<b>45,656,778</b>	<b>46,302,220</b>	<b>(645,442)</b>	<b>(1.4%)</b>
Employee Benefits	11,465,925	11,601,723	(135,798)	(1.2%)
<b>Total Salaries and Benefits</b>	<b>57,122,703</b>	<b>57,903,943</b>	<b>(781,240)</b>	<b>(1.3%)</b>
<b>Services and Supplies</b>				
Services	2,422,876	2,551,938	(129,062)	(5.1%)
Student Transportation	338,695	340,421	(1,726)	(0.5%)
Professional Development and Travel	624,246	658,484	(34,238)	(5.2%)
Rentals and Leases	122,551	122,551	0	0.0%
Dues and Fees	94,440	99,210	(4,770)	(4.8%)
Insurance	215,000	215,000	0	0.0%
Supplies	3,259,781	3,269,321	(9,540)	(0.3%)
Utilities	1,829,203	1,799,904	29,299	1.6%
<b>Total Services and Supplies</b>	<b>8,906,792</b>	<b>9,056,829</b>	<b>(150,037)</b>	<b>(1.7%)</b>
<b>Total Operating Expenses</b>	<b>66,029,495</b>	<b>66,960,772</b>	<b>(931,277)</b>	<b>(1.4%)</b>

The salaries and benefits are projected to decrease by \$0.7 million (1.3%) but remain consistent as a percentage of total operating expenses (86.5% in 2025-2026 and 2025-2026).

The 2025-2026 preliminary budget for salaries and benefits is based on the current collective agreements for CUPE and KLTF which expires on June 30, 2025. Any additional labour costs resulting from labour settlements and additional labour settlement funding from the MoECC will be reflected in the 2025-2026 amended budget. Changes in salaries include:

- Teachers - Decrease due to a reduction in staffing resulting from lower student enrolments and a shift of teaching salaries from the operating fund to special purpose funds



- Principals and Vice-Principals - Increase due to staff progression through salary scale and the filling of positions
- Support Staff - Increase due to additional staffing from realignment of CUPE and exempt positions
- Other Professionals - Decrease due to eliminating district level exempt staff positions
- Substitutes - Decrease due to less use of relief staff for teachers and principals

Supplies and Services are projected to remain constant at \$9.0 million with the following changes:

- Services - Reduction in discretionary contracted services and services related to the international program due to lower enrolments
- Professional development and travel - Reduction due to anticipated reduction in professional development based on current year trending
- Supplies - Reductions in supplies related to international program being offset by increases in other instructional supplies
- Utilities - Increase related to increase in utility rates

## SPECIAL PURPOSE FUNDS

The total revenue and expenses for the Special Purpose Funds are shown below and have remained relatively unchanged from 2024-2025 with salaries and benefits increasing and services and supplies decreasing.

	2025-2026 Preliminary Budget	2024-2025 Amended Budget	Increase (Decrease)	
	\$	\$	\$	%
<b>Revenue</b>	<b>14,181,246</b>	<b>14,462,848</b>	(281,602)	(1.9%)
<b>Expenses:</b>				
Teachers Salaries	7,864,030	7,599,722	264,308	3.5%
Educational Assistants Salaries	563,967	554,582	9,385	1.7%
Support Staff	125,609	125,609	0	0.0%
Other Professionals	284,578	295,926	(11,348)	(3.8%)
Substitutes	-	100,528	(100,528)	(100.0%)
<b>Total Salaries</b>	<b>8,838,184</b>	<b>8,676,367</b>	<b>161,817</b>	
Benefits	2,211,446	2,166,286	45,160	2.1%
<b>Total Salaries and Benefits</b>	<b>11,049,630</b>	<b>10,842,653</b>	<b>206,977</b>	<b>1.9%</b>
Services and Supplies	3,031,616	3,470,195	(438,579)	(12.6%)
<b>Total Expenses</b>	<b>14,081,246</b>	<b>14,312,848</b>	<b>(231,602)</b>	<b>(1.6%)</b>
<b>Net Revenue before Transfers to Capital Fund</b>	<b>100,000</b>	<b>150,000</b>	(50,000)	(33.3%)
Transfers to Capital Fund for Tangible Capital Assets	(100,000)	(150,000)	50,000	(33.3%)
<b>Net Revenue after Transfers to Capital Fund</b>	<b>-</b>	<b>-</b>	<b>-</b>	

Additional salaries and benefits for the Classroom Enhancement Fund and the Literacy Professional Learning Grant account for the increase in teacher salaries. The decrease in substitutes relates to the Classroom Enhancement Fund.



The decrease in supplies relates to Community Link, Feeding Futures Fund, Strong Start, and Student & Family Affordability Fund.

The projected 2025-2026 revenue from each Special Purpose Funds is shown in the table below.

	2025-2026 Preliminary Budget	2024-2025 Amended Budget	Increase (Decrease)	
	\$	\$	\$	%
<b>Revenue</b>				
After School Sports & Arts Grant	50,000	59,348	(9,348)	(15.8%)
Annual Facility Grant	279,640	279,640	0	0.0%
Classroom Enhancement Fund	9,695,795	9,621,529	74,266	0.8%
Community Link	759,052	795,022	(35,970)	(4.5%)
Early Care & Learning (ECL) Funding to Schools	175,000	175,000	0	0.0%
Early Years to Kindergarten (SEY2KT)	-	27,429	(27,429)	(100.0%)
Feeding Futures Fund	597,706	759,649	(161,943)	(21.3%)
First Nation Student Transportation	26,863	26,863	0	0.0%
Health Promoting Schools	27,000	27,000	0	0.0%
Learning Improvement Fund	218,305	223,014	(4,709)	(2.1%)
Literacy Professional Learning Grant	200,000	-	200,000	0.0%
Mental Health in Schools	55,000	55,000	0	0.0%
Early Childhood Education Dual Credit Program	-	45,975	(45,975)	(100.0%)
OLEP	115,835	115,835	0	0.0%
Ready, Set, Learn	41,650	41,650	0	0.0%
Seamless Day Kindergarten	55,400	71,334	(15,934)	(22.3%)
Scholarships and Bursaries	30,000	30,000	0	0.0%
School Generated Funds	1,615,000	1,615,000	0	0.0%
Strong Start	160,000	216,353	(56,353)	(26.0%)
Student & Family Affordability Fund	50,000	203,904	(153,904)	(75.5%)
Work Experience Enhancement Initiative	-	50,000	(50,000)	(100.0%)
Grants under \$25,000*	29,000	23,303	5,697	24.4%
<b>Total Revenue</b>	<b>14,181,246</b>	<b>14,462,848</b>	<b>(281,602)</b>	<b>(1.9%)</b>

The decrease for After School Sports & Arts Grant, Feeding Futures Fund, Seamless Day Kindergarten, Strong Start, Student & Family Affordability Fund, and the Work Experience Enhancement Initiative relates to the assumption of lower carry forward amounts being available in 2022-2026 compared to 2024-2025.

The decrease for Community Link, Feeding Futures, and the Learning Improvement Fund relates to lower funding due to lower enrolments.





## Memorandum to the Board of Education Public

**FROM:** Cathy MacArthur, Secretary-Treasurer  
**DATE:** April 8, 2025  
**SUBJECT:** School Fees

**For Approval**

### RATIONALE

This memorandum provides information to the Board of Education on the school fees by school and course for the 2025-2026 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 and extracurricular opportunities for all students.

[Policy 430: Fees, Deposits and Financial Hardship](#) outlines 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.

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.

Fees can be charged for materials and activities that are outside of an educational program (e.g. student activity fees, school yearbooks, graduation activities, combination locks, supplies and equipment for a student's personal use, optional materials, optional field trips and activities). Fees may also be charged for specialty academies, rental of instruments, advanced placement examinations and equipment for Trades programs

In accordance with the procedures of [AP 5060: Student Fees, Deposits and Financial Hardship](#), each school's schedule of fees has been presented to 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 fee for optional individual school supplies in the elementary grades has been set at \$45. Other fees in the elementary schools relate to optional workbooks,



field trips and activities. Fees in middle and secondary schools relate to academies, and optional materials and activities (e.g. workbooks, instrument rental, supplemental materials, field trips and activities).

A complete account of the proposed 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 [AP 5060: Student Fees, Deposits and Financial Hardship](#), it is recommended

**THAT** the 2025-2026 school fees **BE APPROVED** as proposed.



## Elementary School Fees (All Activities and Related Fees are Optional)

Adam Robertson Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6	7	
Art Project (Pottery Mugs)	Optional activity							\$ 10.00	\$ 10.00	
Bowling	Optional field trips				\$ 5.50	\$ 5.50	\$ 5.50	\$ 5.50	\$ 5.50	
Downhill Skiing	Optional field trips					\$ 124.00	\$ 124.00	\$ 124.00	\$ 124.00	Estimate - costs differ between ski hills
Museum	Optional field trips					\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	
Salmon Run	Optional field trips				\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	
Swimming (2 lessons)	Optional field trips			\$ 3.00	\$ 3.00	\$ 3.00	\$ 3.00	\$ 3.00	\$ 3.00	

Blewett Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6	7	
Spring Activities	Optional field trips	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00		
Winter Activities	Optional field trips					\$ 170.00	\$ 170.00	\$ 170.00		
X-Country Skiing	Optional field trips	\$ 12.00	\$ 12.00	\$ 12.00	\$ 12.00	\$ 12.00	\$ 12.00			

Brent Kennedy Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6	7	
Downhill Skiing	Optional field trips					\$84-\$228	\$84-\$228	\$84-\$228		Costs depends on number of trips and whether ski pass, equipment rental, or lesson required
Swimming	Optional field trips	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00		
Winter Activities	Optional field trips	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00				

Canyon Lister Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6	7	
Downhill Skiing	Optional field trips					\$ 70.00	\$ 70.00	\$ 70.00	\$ 70.00	maximum amount per trip
Therapeutic Horse Riding	Optional field trips	\$ 220.00	\$ 220.00	\$ 220.00	\$ 220.00	\$ 220.00	\$ 220.00	\$ 220.00	\$ 220.00	Kidsport available to subsidize, in some cases

Crawford Bay Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6 & 7 (see secondary table)		
Creston Wetlands	Optional field trips	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00			
Downhill Skiing	Optional field trips					\$200-\$283	\$200-\$283			Costs depends on number of trips and whether ski pass, equipment rental, or lesson required
Swimming	Optional field trips	\$ 75.00	\$ 75.00	\$ 75.00	\$ 75.00					

Erickson Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6	7	
Bowling/Swimming/Skating	Optional field trips					\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	
Downhill Skiing	Optional field trips					\$ 125.00	\$ 125.00	\$ 125.00	\$ 125.00	
Swimming	Optional field trips				\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	





Hume Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6	7	
Downhill Skiing	Optional field trips				\$75-\$180	\$75-\$180				Costs depends on number of trips and whether ski pass, equipment rental, or lesson required
Jolly Phonics Workbooklet	Optional supply for personal use	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00			
Mathology Workbooklet or Mathletics	Optional supply for personal use	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00			
Skating	Optional field trips		\$ 30.00							
Snowshoeing	Optional field trips			\$ 30.00						
Swimming	Optional field trips		\$ 20.00	\$ 20.00	\$ 20.00					
X-Country Skiing	Optional field trips				\$ 45.00					
Year End Field Trip (Grade 5)	Optional field trips						\$ 30.00			

JV Humphries Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6 & 7 (see secondary table)		
Downhill Skiing	Optional field trips				\$ 170.00	\$ 170.00	\$ 170.00			

Redfish Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6	7	
Downhill Skiing	Optional field trips					\$56-\$156	\$56-\$156	\$56-\$156	\$56-\$156	Costs depends on number of trips and whether ski pass, equipment rental, or lesson required
Swim lessons, winter activities, golf lessons, x-country skiing (intermediate)	Optional field trips	\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	

Rosemont Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6	7	
X-Country Skiing	Optional field trips				\$ 50.00					
Skating	Optional field trips	\$ 10.00	\$ 10.00	\$ 10.00						
Downhill Skiing	Optional field trips					\$75-\$225	\$75-\$225			Costs depends on number of trips and whether ski pass, equipment rental, or lesson required
Swimming	Optional field trips	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00			

Salmo Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6	7	
Downhill Skiing	Optional field trips					\$ 30.00	\$ 30.00	\$ 30.00		
Skating-Fruitvale	Optional field trips	\$ 6.00	\$ 6.00	\$ 6.00	\$ 6.00	\$ 6.00	\$ 6.00	\$ 6.00		
Swimming	Optional field trips	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00		
X-Country Skiing	Optional field trips	\$ 45.00	\$ 45.00	\$ 45.00	\$ 45.00	\$ 45.00	\$ 45.00	\$ 45.00		



South Nelson Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6	7	
Downhill Skiing	Optional field trips						\$58-\$167	\$58-\$167		Costs depends on number of trips and whether ski pass, equipment rental, or lesson required
Swimming	Optional field trips			\$20-\$30						
X-Country Skiing	Optional field trips				\$ 50.00					

W. E. Graham Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6 & 7 (see secondary table)		
Downhill Skiing	Optional field trips	\$72.20 - \$114.75	\$72.20 - \$114.75	\$72.20 - \$114.75	\$72.20 - \$114.75	\$72.20 - \$114.75	\$72.20 - \$114.75			Costs depends on number of trips and whether ski pass, equipment rental, or lesson required
Skating-Fruitvale	Optional field trips	\$ 8.00	\$ 8.00	\$ 8.00	\$ 8.00	\$ 8.00	\$ 8.00			
Swimming	Optional field trips	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00					

Wildflower Creston Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6	7	
Summer/Winter Activities	Optional field trips	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	

Wildflower Nelson Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6	7	
Math Workbook	Optional supply for personal use			\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	
Summer/Winter Activities	Optional field trips	\$ 10.00	\$ 10.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 35.00	

Winlaw Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6	7	
Downhill Skiing/Snowboarding	Optional field trips			\$78-\$210	\$78-\$210	\$78-\$210	\$78-\$210			Costs depends on whether ski pass, equipment rental, or lesson required
Primary swimming	Optional field trips	\$ 20.00	\$ 20.00	\$ 20.00						
Intermediate swimming	Optional field trips					\$ 20.00	\$ 20.00	\$ 20.00		



## Middle and Secondary School Fees (All Activities and Related Fees are Optional)

Crawford Bay Secondary									
Activity	Activity/Course/	Grade							Comment
		6	7	8	9	10	11	12	
Creston Wetlands	Optional field trips	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	
Downhill Skiing	Optional field trips	\$200-\$283	\$200-\$283	\$200-\$283	\$200-\$283	\$200-\$283	\$200-\$283	\$200-\$283	Costs depends on # of trips and whether ski pass, equipment rental, or lesson required

JV Humphries Secondary									
Activity		Grade							Comment
		6	7	8	9	10	11	12	
Downhill Skiing	Optional field trips			\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	
Downhill Skiing	Optional field trips	\$ 170.00	\$ 170.00	\$ 170.00	\$ 170.00	\$ 170.00	\$ 170.00	\$ 170.00	
Graduation	Optional activity							\$ 45.00	
Locks	Optional supply for personal use			\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	
Shop Projects	Supplemental materials				\$ -	\$ -	\$ -	\$ -	No Base Fee - Supplemental cost for individual projects based on additional cost of

Kootenay River Secondary									
Description		Grade							Comment
		6	7	8	9	10	11	12	
Bantam/Jr/Sr per sport	Optional field trips			\$ 75.00	\$ 75.00	\$ 75.00	\$ 75.00	\$ 75.00	(1st sport - \$75, 2nd sport \$75. Max \$125/Family Max \$200)
Class trips/per trip	Optional field trips			\$ 3.00	\$ 3.00	\$ 3.00	\$ 3.00	\$ 3.00	Per trip
Downhill Skiing	Optional field trips			\$50-75	\$50-75	\$50-75	\$50-75	\$50-75	Costs depends on # of trips and whether ski pass, equipment rental, or lesson required
Graduation	Optional activity							\$ 75.00	
Sports Trips	Optional activity			\$50+	\$50+	\$50+	\$50+	\$50+	Per tournament (Accomodations)
Student Activities	Optional activity			\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	Maximum per family: \$75
Art	Supplemental materials				\$ -	\$ -	\$ -	\$ -	No Base Fee - Supplemental cost for individual projects based on additional cost of materials
Auto Shop Projects					\$ -	\$ -	\$ -	\$ -	
Metal Shop Projects					\$ -	\$ -	\$ -	\$ -	
Wood Shop Projects					\$ -	\$ -	\$ -	\$ -	



LV Rogers Secondary									
Description		Grade							Comment
		6	7	8	9	10	11	12	
ATLAS Outdoor Academy	Academy							\$ 500.00	
Dance Academy (Per semester)	Academy					\$250-\$400	\$250-\$400	\$250-\$400	Costumes (\$400 for full semester)
Dance Company Costume Rental	Academy					\$ 75.00	\$ 75.00	\$ 75.00	Non-refundable fee
Biology Workbook	Optional supply for personal use							\$ 25.00	
Chemistry Workbook	Optional supply for personal use						\$ 25.00	\$ 20.00	
Math Workbook	Optional supply for personal use					\$ 25.00	\$ 25.00	\$ 25.00	
Active Living 11/12 (PHE 11/12)	Optional activities							\$ 75.00	
Band	Optional Instrumental rental					\$ 100.00	\$ 100.00	\$ 100.00	
Recreation Leadership	Optional activities					\$ 25.00	\$ 25.00	\$ 25.00	
Arts/Studio Arts/Drawing/Painting	Supplemental materials					\$ -	\$ -	\$ -	No Base Fee - Supplemental cost for individual projects based on additional cost of materials
Ceramics							\$ -	\$ -	
Drafting						\$ -	\$ -	\$ -	
Media Arts						\$ -	\$ -	\$ -	
Metal Fabrication						\$ -	\$ -	\$ -	
Power Tech/Auto Tech						\$ -	\$ -	\$ -	
Sewing/Textiles/Crafts						\$ -	\$ -	\$ -	
Woodwork/Carpentry						\$ -	\$ -	\$ -	

Mount Sentinel Secondary									
Description		Grade							Comment
		6	7	8	9	10	11	12	
Performance & Media Academy	Academy				\$ 550.00	\$ 550.00	\$ 550.00	\$ 550.00	Costs for trip to Vancouver (up to \$550)
Graduation	Optional activity							\$ 75.00	
Outdoor Education	Optional activities						\$ 50.00	\$ 50.00	
Performing Arts/Cultural Activity	Optional activities		\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	Subsidize cost to bring in performers.
Student Council	Optional activities		\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	Student organized activities
Math Workbook	Optional supply for personal use					\$ 25.00	\$ 25.00	\$ 25.00	
Band	Optional instrument rental		\$ 20.00	\$ 20.00	\$ 75.00	\$ 75.00	\$ 75.00	\$ 75.00	
Art	Supplemental materials		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	No Base Fee - Supplemental cost for individual projects based on additional cost of materials
Ceramics						\$ -	\$ -	\$ -	
Computer Lab/Printing Fees			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Drama			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Power Tech/Auto Tech					\$ -	\$ -	\$ -	\$ -	
Video Arts/Media Arts					\$ -	\$ -	\$ -	\$ -	
Woodwork/Carpentry/Drafting			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Textbook/Device Deposit	Refundable fee		\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	Refundable if returned in good condition



Salmo Secondary									
Description		Grade							Comment
		6	7	8	9	10	11	12	
Outdoor Education Academy	Academy					\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	
Downhill Skiing	Optional field trips		\$35/\$35 Rental	\$35/\$35 Rental	\$35/\$35 Rental	\$35/\$35 Rental	\$35/\$35 Rental	\$35/\$35 Rental	Per day - Lift tickets, rentals, lessons
Graduation	Optional activity							\$ 50.00	
Sports (Basketball/Volleyball) - Per sport	Optional activity		\$ 30.00	\$ 30.00	\$ 30.00	\$ 50.00	\$ 50.00	\$ 50.00	Maximum \$100 per family
University Tours	Optional field trips							\$ 150.00	
X-Country Running	Optional field trips		\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	Entry free for meets
ADST - Foods	Optional certificate		\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	
Math Workbook	Optional supply for personal use					\$ 20.00	\$ 20.00	\$ 20.00	
Yearbook	Optional supply for personal use		\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	

Trafalgar Middle School									
Description		Grade							Comment
		6	7	8	9	10	11	12	
Downhill Skiing	Optional field trips	\$ 99-201	\$ 99-201	\$ 99-201	\$ 99-201				Costs depends on whether ski pass, equipment rental, or lesson required
Movies	Optional field trips	\$ 4.00	\$ 4.00	\$ 4.00	\$ 4.00				
Museum	Optional field trips	\$ 7.00	\$ 7.00	\$ 7.00	\$ 7.00				
Skating	Optional field trips	\$4-8	\$4-8	\$4-8	\$4-8				Depending on helmet and skate rental
Sports Fees - Extracurricular	Optional field trips	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00				Volleyball, Basketball, X-Country
Swimming	Optional field trips	\$ 4.00	\$ 4.00	\$ 4.00	\$ 4.00				
X-Country Running	Optional field trips	\$ 19.00	\$ 19.00	\$ 19.00	\$ 19.00				
Yearbook	Consumable	\$ 45.00	\$ 45.00	\$ 45.00	\$ 45.00				
Applied Skills/Fine Arts	Supplemental materials	\$ -	\$ -	\$ -	\$ -				No Base Fee - Supplemental cost for individual projects based on additional cost of materials
Band	Optional instrument rental		\$ 25.00	\$ 75.00	\$ 75.00				Rental, sheet music, repairs

W.E. Graham Secondary									
Description		Grade							Comment
		6	7	8	9	10	11	12	
Valhalla Wilderness Program	Academy				\$ 1,000.00	\$ 1,000.00			
Downhill Skiing	Optional field trips		\$72.20 - \$214.75	\$72.20 - \$214.75	\$72.20 - \$214.75	\$72.20 - \$214.75	\$72.20 - \$214.75	\$72.20 - \$214.75	Costs depends on whether ski pass, equipment rental, or lesson required
Outdoor Education	Optional activities	\$ 50.00	\$ 50.00	\$ 50.00					
Shop Projects	Supplemental materials	\$ -	\$ -	\$ -	\$ -	\$ -			No Base Fee - Supplemental cost for individual projects based on additional cost of
Valhalla Wilderness Program	Optional activities				\$ 50.00	\$ 50.00			



**FROM:** Cathy MacArthur, Secretary-Treasurer  
**DATE:** April 8, 2025  
**SUBJECT:** Capital Budget Bylaw 2025-2026

**For Approval**

## Introduction

This memorandum provides information on the approved minor capital projects under the Annual Capital Bylaw No. 2025/26 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, 2026:

Facility Name	Funding Source	Description	Amount
L V Rogers Secondary	SEP	HVAC Upgrades	\$100,000
Trafalgar Middle School	SEP	Plumbing Upgrades	\$1,000,000
Adam Robertson Elementary, Blewett Elementary, Hume Elementary, J V Humphries Elementary/Secondary, Redfish Elementary, Rosemont Elementary, Salmo Elementary, W.E. Graham Community School, Winlaw Elementary	FIP	Kitchen and Equipment Upgrades	\$37,500
Brent Kennedy Elementary	PEP	Universally Accessible Playground Equipment	\$200,000
			<b>\$1,337,500</b>

No internal combustion engine buses were approved through the Bus Acquisition Program (BUS) for School District No. 8. Approval of and funding for electric buses will be identified later through an amended Capital Plan Response Letter (if applicable).

Attached is the Annual Capital Bylaw No. 2025/26-CPSD8-01 for the Board's consideration and approval. To approve the Bylaw in one evening requires the 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. 2025/26-CPSD8-01.



**CAPITAL BYLAW NO. 2025/26-CPSD8-01**  
**CAPITAL PLAN 2025/26**

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 2025/26 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 25, 2025, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 8 (Kootenay Lake) Capital Bylaw No. 2025/26-CPSD8-01.

READ A FIRST TIME THE 8th DAY OF April 2025;  
READ A SECOND TIME THE 8th DAY OF April 2025;  
READ A THIRD TIME, PASSED THE 8th DAY OF April 2025.

***APPLY CORPORATE SEAL***

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Board Chair

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Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 8 (Kootenay Lake) Capital Bylaw No. 2025/26-CPSD8-01 adopted by the Board the 8th DAY OF April 2025.

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Secretary-Treasure



## **ANNUAL PROGRAMS FUNDING AGREEMENT**

This Annual Programs Funding Agreement dated for reference the 15th day of March 2025, is in effect for the 2025/26 fiscal year period of April 1, 2025 to March 31, 2026.

**BETWEEN: His Majesty the King in Right of the Province of British Columbia,**  
represented by the Minister of Infrastructure (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 Infrastructure, and includes the respective Ministry Deputy Minister and/or any person designated by either of them to act with respect to a provision of this Agreement;

"Ministry" means the Ministry of Infrastructure of the Province of British Columbia;





"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, 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 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
L V Rogers Secondary	SEP - HVAC Upgrades	\$100,000
Trafalgar Middle	SEP - Plumbing Upgrades	\$1,000,000
Adam Robertson Elementary, Blewett Elementary, Hume Elementary, J V Humphries Elementary Secondary, Redfish Elementary, Rosemont Elementary, Salmo Elementary, W.E. Graham Community School, Winlaw Elementary	FIP - Kitchen and Equipment Upgrades	\$37,500
Brent Kennedy Elementary	PEP - Universally Accessible Playground Equipment	\$200,000

No internal combustion engine buses were approved through the Bus Acquisition Program (BUS) for your School District. Note the approval and funding for electric buses will be



identified later through an amended Capital Plan Response Letter (if applicable). Please refer to the attached *School Bus Letter* for additional school bus purchasing details.

Please contact Branch Director [Michael Nyikes](#) with any questions regarding Minor Capital Projects.

3.02 The Ministry may consider, under special circumstances, providing 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(s) 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) drawing against funds available under a Certificate of Approval on a regular basis throughout the fiscal year (monthly if possible) as reimbursement for Eligible Expenditure(s) as incurred by the Board;
    - ii) delivery within budget;
    - iii) completion by March 31, 2026;
    - iv) scope details are fully met upon completion;
    - v) 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 and School Districts" (provided as Schedule A). 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 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 bus standing offer as defined and made available through the Ministry (if applicable).



- 4.07 Enter into a tripartite agreement with the Ministry and BC Housing for all Building Envelope Program (BEP) projects and agree to carry out the projects in collaboration with BC Housing as defined in the tripartite agreement (if applicable).

## **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 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](mailto:cathy.macarthur@sd8.bc.ca)

- b) if to the Ministry:

Ministry of Infrastructure



*2025/26 Annual Programs Funding Agreement for School District No. 8 (Kootenay Lake)*

PO Box 9151 Stn Prov Govt, Victoria, BC, V8W 9H1  
Attention: Education & Child Care Capital Branch (Minor Capital Projects)  
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.
- 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.



*2025/26 Annual Programs Funding Agreement for School District No. 8 (Kootenay Lake)*

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 Infrastructure )

\_\_\_\_\_  
Authorized Signatory (For the Minister of Infrastructure)

\_\_\_\_\_  
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 INFRASTRUCTURE (INF) AND SCHOOL DISTRICTS**

#### **News Release**

Upon issuance of Capital Plan approvals and funding agreements to school districts, INF 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 INF Capital Plan **may** be requested to be identified by signage prominently displayed at the site. INF 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:

1. 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**

INF 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**

INF **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 INF. Cost of the plaque is to be funded from the approved project budget.







March 25 2025

Ref: 23223

To: Secretary-Treasurer and Superintendent  
School District No. 8 (Kootenay Lake)

**Capital Plan Bylaw No. 2025/26-CPSD08-01**

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2025/26

This letter is in response to your School District's 2025/26 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs. This letter also contains important information regarding your upcoming 2026/27 Annual Five-Year Capital Planning submission. The following tables identify major capital projects that are supported to proceed to the next stage of development and minor capital projects that are approved for funding and can proceed to procurement.

On March 13, 2025, the Province introduced legislation that identifies country of origin requirements for all procurements. What this means is U.S. bidders must be excluded, except in certain circumstances, for all future procurements. The Ministry will have further conversations with school districts as the tariff situation evolves and commit to working closely with you to navigate this challenging situation.

**MAJOR CAPITAL PROJECTS**

Major capital consists of the following program areas:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)

A variety of emergent issues including a significant number of school fires, unprecedented enrolment growth and a challenging fiscal environment have resulted in a limited ability to advance major capital projects. As a result, there are no new major capital projects in your School District that were supported to move forward at this time.

**MINOR CAPITAL PROJECTS**

The table below reflects approved minor capital projects for your School District in the following program areas:

- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)





- Playground Equipment Program (PEP)

#### **New projects for SEP, FIP, CNCP, BEP, PEP**

Facility Name	Program Project Description	Amount Funded by Ministry
L V Rogers Secondary	SEP - HVAC Upgrades	\$100,000
Trafalgar Middle	SEP - Plumbing Upgrades	\$1,000,000
Adam Robertson Elementary, Blewett Elementary, Hume Elementary, J V Humphries Elementary Secondary, Redfish Elementary, Rosemont Elementary, Salmo Elementary, W.E. Graham Community School, Winlaw Elementary	FIP - Kitchen and Equipment Upgrades	\$37,500
Brent Kennedy Elementary	PEP - Universally Accessible Playground Equipment	\$200,000

All projects are now to proceed to design, tender and construction, and to be completed by March 31, 2026.

#### **New projects for BUS**

No internal combustion engine buses were approved through the Bus Acquisition Program (BUS) for your School District. Note the approval and funding for electric buses will be identified later through an amended Capital Plan Response Letter (if applicable). Please refer to the attached *School Bus Letter* for additional school bus purchasing details.

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board-related obligations associated with the approved Minor Capital projects for the 2025/26 fiscal year. Please email a signed/dated copy of the Annual Programs Funding Agreement to the Ministry at [CMB@gov.bc.ca](mailto:CMB@gov.bc.ca)

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (template can be found on the Ministry [website](#)) using the Capital Bylaw Number provided at the beginning of this document, for the supported and/or approved 2025/26 Five-Year Capital Plan projects as identified in this letter. The Capital Bylaw must be adopted by your Board and uploaded onto your School District's online MyCAPS portal in order for the Ministry to issue Certificates of Approval. A step-by-step guide of this process is attached for your reference.



Please contact Branch Director [Michael Nyikes](#) with any questions regarding Minor Capital projects.

### **2026/27 ANNUAL FIVE-YEAR CAPITAL PLAN SUBMISSIONS**

Capital Plan Instructions for the 2026/27 Annual Five-Year Capital Plan submission process will be available on the Ministry's capital planning [website](#) in early April.

School districts' capital plan submission deadlines for the 2026/27 fiscal year are:

- **June 30, 2025**
  - Major Capital Programs (SMP, EXP, REP, RDP, SAP)
- **September 30, 2025**
  - Minor Capital Programs (SEP, CNCP, PEP, BEP, BUS)
- **October 1, 2025**
  - Minor Capital Programs (FIP)

Additionally, the Annual Facility Grant (AFG) project requests for the 2025/26 fiscal year are to be submitted using the MyCAPS portal, on or before **May 16, 2025**. The 2025/26 AFG Allocation Table will be available on the Ministry's capital planning [website](#) in early April.

The Ministry recommends school districts discuss draft versions of their intended capital projects and Annual Facility Grant project requests with minor capital staff in advance of submission deadlines.

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.

Sincerely,



Damien Crowell, Executive Director  
Education and Child Care Capital Branch  
Ministry of Infrastructure

pc: Geoff Croshaw, Director, Major Capital Projects, Education and Child Care Capital Branch  
Michael Nyikes, Director, Minor Capital Projects, Education and Child Care Capital Branch



## POLICY 490: School Closure

The Board may decide to permanently close a school, following a school closure public consultation process, and must provide written notification to the Minister of Education and Child Care.

At times, the Board may consider permanent closure of schools.

The Board of Education of School District No. 8 (Kootenay Lake) believes that consultation with staff, parents and the public is essential when considering decisions that involve closing schools. Such considerations will be subject to the Administrative Procedures associated with this policy.

The Board of Education of School District No. 8 (Kootenay Lake) believes that consultation with staff, parents and the public is essential prior to the Board making its final decision with respect to the closure of that school and follows the SD8 public Engagement Framework.

School closure is defined as the school building not being used for educational programs for students permanently. Schools will only be considered for closure if enrolment projections do not forecast the reopening of the school in the future.

Permanent closure means that for a period of more than twelve (12) months the building will not be used to provide educational programs to students, except where the Board intends to reopen the school following renovations or repairs. The Board may decide to permanently close a school, following a school closure public consultation process, and must provide written notification to the Minister of Education and Child Care.

The Board of Education of School District No. 8 (Kootenay Lake) believes that consultation with staff, parents and the public is essential when considering decisions that involve closing schools prior to the Board making its final decision with respect to the closure of that school. Such considerations will be subject to the Administrative Procedures associated with this policy.

Following the consultation process, the Board will make a decision on the possible closure of the school.

Efforts will be made to ensure that all persons in the community who could be affected by a school closure are given an adequate opportunity to comment on the proposal before a final decision is made.

Schools will not be considered for closure if enrolment projections forecast the reopening of the school in the near future.

The final decision regarding closure of a school or schools shall be made before April 30 to give sufficient notice to account for impacts to families to facilitate the closure and staff to facilitate operational requirements of the closure.



## Procedures

1. The Superintendent may recommend to the Board at a public meeting consideration of schools for closure. Any such recommendation will also be communicated to the affected school communities.

The Superintendent, in making a recommendation for consideration for closure may assess factors such as (some of which may not be applicable to a specific closure consideration):

- 1.1 Program offerings.
- 1.2 Space available in nearby schools.
- 1.3 Distances between schools.
- 1.4 Traffic and travel patterns and safety of access for students being relocated.
- 1.5 Current and projected enrolment levels.
- 1.6 Class size.
- 1.7 Funding formula considerations.
- 1.8 Age of the building, physical plant maintenance and operating costs of the facility, including the need for seismic upgrades.
- 1.9 Potential re-uses of school facilities and sites.
- 1.10 Other factors that may be applicable in the circumstances.

2. The Board will consider the information provided by the Superintendent and either:

- 2.1 Conclude that no action or further study is required, or
- 2.2 Initiate a public consultation process by passing a motion at a public meeting of the Board.

3. The Superintendent will notify the Principal(s) and the Parent Advisory Council(s) in writing that the school has been identified for possible closure. The Board will notify the school community and the public about the school closure public consultation process through various means including parent newsletters and information posted on the district website.

4. The Board shall allow a period of at least sixty (60) days for the public consultation process to take place.

5. The Board shall take the following steps to ensure that public consultation will take place:

- 5.1 Make available, in writing, the rationale for the proposed school closure considered by the Board, including, but not limited to information with respect to the following factors:

- 5.1.1 The number of students who would be affected, at both the school to be closed and surrounding schools.

- 5.1.2 Enrolment trends and utilization for the school and surrounding area.

- 5.1.3 Availability of space at receiving schools.

- 5.1.4 Proximity to possible receiving schools and the routes to schools.



- 5.1.5 Financial considerations including anticipated cost savings.
- 5.1.6 Facility age and condition.
- 5.1.7 District Choice and Special Programs offered at the school.
- 5.1.8 Impacts on surrounding schools.
- 5.1.9 Impacts on community users operating in the schools offered at the school.
6. Once a school closure public consultation process has been initiated, at least one (1) public consultation meeting will be held to discuss the proposed closure.
7. The time and location of the school closure public consultation meeting(s) shall be advertised to notify the community at least 14 days in advance. This may include signage at the school, written notification to parents/guardians of students currently attending and registered to attend the school, notices to neighbouring schools, Parent Advisory Councils, employee groups and information posted on the District website and to social media.
8. The Board shall present the following at the beginning of the public meeting:
- 8.1 Rationale for the proposed closure, including, but not limited to the pertinent facts and information related to the factors identified within the policy.
- 8.2 The timing of the proposed closure and the implications for the placement of students.
- 8.3 Possible alternative community use for all or part of the school.
9. Notes will be kept of the public meeting to record concerns or options raised regarding the proposed closure. Following the public meeting(s), the Board will give consideration to all input prior to making its final decision with respect to the school closure.
- 9.1 The Board shall provide an opportunity for written responses to the Board regarding the proposed school closure. The Board will provide information and directions on how to submit the written responses. Written submissions will be summarized and will be acknowledged as received.
10. The final decision on a school closure will be made through the first, second, and third and final reading of a School Closure Bylaw at a public Board meeting. Following a decision to close a school, the Board will provide, without delay, written notification to the Minister of Education and Child Care of its decision containing the following information:
- 10.1 The school's name;
- 10.2 The school's facility number;
- 10.3 The school's address; and
- 10.4 The date on which the school will permanently close.
- 4.11. Alternate use of a closed facility will be determined by the Board after receiving a recommendation from the Superintendent.



Related Legislation: School Act ~~[RSBC 1996, Part 6, Division 2, Section 73(1), 85]~~

~~School Opening and Closure Order M194/08~~

~~Disposal of Land or Improvement Order M 193/08~~

~~[Related Contract Article: Nil]~~

Adopted: April 22, 2003

Amended: February 17, 2004 - Amended: December 11, 2018 - Amended: June 9, 2020 - May 24, 2022

Page 1 of 1

DRAFT - TO BE APPROVED FOR FIELD TESTING



## POLICY 490: School Closure

The Board may decide to permanently close a school, following a school closure public consultation process, and must provide written notification to the Minister of Education and Child Care.

School closure is defined as the school building not being used for educational programs for students permanently. Schools will only be considered for closure if enrolment projections do not forecast the reopening of the school in the future.

The final decision regarding closure of a school or schools shall be made to give sufficient notice to account for impacts to families to facilitate the closure and staff to facilitate operational requirements of the closure.

### Procedures

1. The Superintendent may recommend to the Board at a public meeting consideration of schools for closure. Any such recommendation will also be communicated to the affected school communities.

The Superintendent, in making a recommendation for consideration for closure may assess factors such as (some of which may not be applicable to a specific closure consideration):

- 1.1 Program offerings.
- 1.2 Space available in nearby schools.
- 1.3 Distances between schools.
- 1.4 Traffic and travel patterns and safety of access for students being relocated.
- 1.5 Current and projected enrolment levels.
- 1.6 Class size.
- 1.7 Funding formula considerations.
- 1.8 Age of the building, physical plant maintenance and operating costs of the facility, including the need for seismic upgrades.
- 1.9 Potential re-uses of school facilities and sites.

Related Legislation: School Act (Section 73(1), 85)

School Opening and Closure Order M194/08

Disposal of Land or Improvement Order M 193/08

Adopted: April 22, 2003

Amended: February 17, 2004 - Amended: December 11, 2018 - Amended: June 9, 2020 - May 24, 2022



1.10 Other factors that may be applicable in the circumstances.

2. The Board will consider the information provided by the Superintendent and either:
  - 2.1 Conclude that no action or further study is required, or
  - 2.2 Initiate a public consultation process by passing a motion at a public meeting of the Board.
3. The Superintendent will notify the Principal(s) and the Parent Advisory Council(s) in writing that the school has been identified for possible closure. The Board will notify the school community and the public about the school closure public consultation process through various means including parent newsletters and information posted on the district website.
4. The Board shall allow a period of at least sixty (60) days for the public consultation process to take place.
5. The Board shall take the following steps to ensure that public consultation will take place:
  - 5.1 Make available, in writing, the rationale for the proposed school closure considered by the Board, including, but not limited to information with respect to the following factors:
    - 5.1.1 The number of students who would be affected, at both the school to be closed and surrounding schools.
    - 5.1.2 Enrolment trends and utilization for the school and surrounding area.
    - 5.1.3 Availability of space at receiving schools.
    - 5.1.4 Proximity to possible receiving schools and the routes to schools.
    - 5.1.5 Financial considerations including anticipated cost savings.
    - 5.1.6 Facility age and condition.
    - 5.1.7 District Choice and Special Programs offered at the school.
    - 5.1.8 Impacts on surrounding schools.
    - 5.1.9 Impacts on community users operating in the schools offered at the school.

6. Once a school closure public consultation process has been initiated, at least one (1)

Related Legislation: School Act (Section 73(1), 85)

School Opening and Closure Order M194/08

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public consultation meeting will be held to discuss the proposed closure.

7. The time and location of the school closure public consultation meeting(s) shall be advertised to notify the community at least 14 days in advance. This may include signage at the school, written notification to parents/guardians of students currently attending and registered to attend the school, notices to neighbouring schools, Parent Advisory Councils, employee groups and information posted on the [District website](#) and to social media.
8. The Board shall present the following at the beginning of the public meeting:
  - 8.1 Rationale for the proposed closure, including, but not limited to the pertinent facts and information related to the factors identified within the policy.
  - 8.2 The timing of the proposed closure and the implications for the placement of students.
  - 8.3 Possible alternative community use for all or part of the school.
9. Notes will be kept of the public meeting to record concerns or options raised regarding the proposed closure. Following the public meeting(s), the Board will give consideration to all input prior to making its final decision with respect to the school closure.
  - 9.1 The Board shall provide an opportunity for written responses to the Board regarding the proposed school closure. The Board will provide information and directions on how to submit the written responses. Written submissions will be summarized and will be acknowledged as received.
10. The final decision on a school closure will be made through the first, second, and third and final reading of a School Closure Bylaw at a public Board meeting. Following a decision to close a school, the Board will provide, without delay, written notification to the Minister of Education and Child Care of its decision containing the following information:
  - 10.1 The school's name;
  - 10.2 The school's facility number;
  - 10.3 The school's address; and
  - 10.4 The date on which the school will permanently close.
11. Alternate use of a closed facility will be determined by the Board after receiving a recommendation from the Superintendent.

Related Legislation: **School Act (Section 73(1), 85)**

School Opening and Closure Order M194/08

Disposal of Land or Improvement Order M 193/08

Adopted: April 22, 2003

Amended: February 17, 2004 - Amended: December 11, 2018 - Amended: June 9, 2020 - May 24, 2022



## **POLICY 610: Financial Planning and Reporting**

The Board establishes strategic priorities and associated operational plans that enhance student educational outcomes. The Board aligns funding and resources to those strategic priorities, and engaging in multi-year financial planning, are crucial for the effective operation of the school district and provision of quality educational programs and learning environments for students and staff. This policy responds to the Ministry of Education and ChildCare requirement for financial planning, as stipulated within Ministry policies.

The Board will develop, implement and provide to the Ministry of Education and Child Care a financial plan spanning three years. This financial plan will outline financial strategies to address long-term financial goals, including how funding and resources will be used to support the strategic plans and operational needs of the district. Prominent among these strategic plans and operational needs will be enhancing student educational outcomes.

The Board represents the community and will be open and transparent on the resource allocations, along with seeking community input on those allocations. To support meaningful engagement and promote transparency, materials and reports will be developed in a manner that will enhance readers' understanding of the school district's financial position and changes to its financial position.

### **1. Financial Plan Principles**

- 1.1 The Board commits to developing the financial plan in a consultative and open manner with appropriate engagement of schools, staff, Indigenous Education Council and education partner groups.
- 1.2 The Board will establish an engagement process to receive input from staff, Indigenous Education Council, education partner groups and the community on the strategic priorities, resource priorities and allocation options.
- 1.3 When developing the financial plan, the Board will become familiar with and ensure that information and engagement opportunities are provided throughout the process. Specific dates and times will be published about key opportunities for staff, Indigenous Education Council, education partner groups, and the community to receive information, provide input and raise questions.
- 1.4 The Board will align to s. 87.001(1) of the School Act, to ensure that the Indigenous Education Council advises on grants provided under the School Act in relation to Indigenous students and approve plans, spending and reporting of targeted grants related to Indigenous students.

Related Legislation: Budget Transparency and Accountability Act [RSBC 2000]  
Related Contract Article: Nil  
Adopted: October 9, 2001  
Amended: October 9, 2018  
Amended: June 25, 2019  
Reviewed: November 10, 2020



- 1.5 Throughout the fiscal year, management will provide regular financial reporting. This financial reporting will compare actual and forecasted expenditures to the budget plan and progress to the achievement of the operational plans.
- 1.6 Management will produce a Financial Statement Discussion and Analysis report to assist readers in understanding the financial position, financial performance and cash flows presented in the financial statements. This report is one element of the robust annual school district financial reporting framework established by the Ministry of Education to address the reporting requirements, as specified in the School Act and to align with the Budget Transparency and Accountability Act.
- 1.7 The Board will amend the budget plan as conditions change and will formally approve an annual budget plan by June 30 and amended budget plan by February 28.
- 1.8 Annually, management will report on the alignment of resources with strategic goals.
- 1.9 The Board will report annually to local First Nations and Métis Nation BC, education partner groups, and the community on the progress towards meeting Board objectives as outlined in the Financial Plan.
- 1.10 The Board will evaluate the financial and budget planning processes on an annual basis, identifying lessons learned and revisions for future consideration.

## Timeline and Engagement Opportunities for Financial Planning and Reporting

<u>Date</u>	<u>Action Item</u>	<u>Consultation/Reporting</u>
<u>March</u>	<u>Budget Survey</u>	<u>Indigenous Education Council, education partners, posted publicly</u>
<u>April</u>	<u>Preliminary Draft Budget Consultation</u>	<u>Public Webinar, Operations and Finance Committee Meeting</u>
<u>May</u>	<u>Presentation of and approval of recommended Budget including Planned Readings 1, 2 and 3 of Budget Bylaw</u>	<u>Meeting of the Board Held in Public</u>
<u>June 30th</u>	<u>Ministry deadline for submission of annual budget</u>	<u>Submission to Ministry</u>
<u>February</u>	<u>Adoption of amended budget including planned readings 1, 2, and 3 of Budget Bylaw</u>	<u>Meeting of the Board Held in Public</u>
<u>February 28<sup>th</sup></u>	<u>Ministry deadline for submission of amended budget</u>	<u>Submission to Ministry</u>

Related Legislation: Budget Transparency and Accountability Act [RSBC 2000]  
 Related Contract Article: Nil  
 Adopted: October 9, 2001  
 Amended: October 9, 2018  
 Amended: June 25, 2019  
 Reviewed: November 10, 2020



<u>September</u>	<u>Presentation and approval of audited financial statements and Financial Analysis and Discussion Report</u>	<u>Meeting of the Board Held in Public</u>
<u>September 30<sup>th</sup></u>	<u>Ministry deadline for submission of Audited Financial Statements and Financial Analysis and Discussion Report</u>	<u>Submission to Ministry</u>

## Signing Authority

The signing officers of the Board are responsible for approving certain documents, such as: budgets, amended budgets, bylaws, financial statements, and other financial reports.

The signing officers of the Board are:

1. Chair of the Board; or, in their absence,
2. Vice-Chair of the Board

## School Fees

In accordance with the BC Schol Act, the Board will approve school fees annually.

The charging of fees and deposits must not become a barrier for student participation in curricular activities or programs.

All fees charged to parents must reflect the actual costs of the goods and services provided.

The Board of Education expects that there is transparency and accountability for all curricular, extra - and co-curricular fees collected.

## **POLICY 610: Fiscal Management**

~~The Board of Education of School District No. 8 (Kootenay Lake) recognizes its responsibility to ensure that the School District's fiscal management complies with the requirements of the Ministry of Education and Public Sector Accounting Standards.~~

~~Further, the Board supports the Taxpayer Accountability Principles established by government that strengthen accountability, cost effectiveness, and commitment to operate in the best interest of taxpayers. These principles include:~~

- ~~• efficiency~~
- ~~• accountability~~

Related Legislation: Budget Transparency and Accountability Act [RSBC 2000]  
Related Contract Article: Nil  
Adopted: October 9, 2001  
Amended: October 9, 2018  
Amended: June 25, 2019  
Reviewed: November 10, 2020





- ~~appropriate compensation~~
- ~~service~~
- ~~respect~~
- ~~integrity~~

DRAFT - TO BE APPROVED FOR FIELD TESTING

Related Legislation: Budget Transparency and Accountability Act [RSBC 2000]  
Related Contract Article: Nil  
Adopted: October 9, 2001  
Amended: October 9, 2018  
Amended: June 25, 2019  
Reviewed: November 10, 2020



## POLICY 610: Financial Planning and Reporting

The Board establishes strategic priorities that enhance student educational outcomes. The Board aligns funding and resources to those strategic priorities, and engaging in multi-year financial planning, are crucial for the effective operation of the school district and provision of quality educational programs and learning environments for students and staff. This policy responds to the Ministry of Education and ChildCare requirement for financial planning, as stipulated within Ministry policies.

The Board will develop, implement and provide to the Ministry of Education and Child Care a financial plan spanning three years. This financial plan will outline financial strategies to address long-term financial goals, including how funding and resources will be used to support the strategic plans and operational needs of the district. Prominent among these strategic plans and operational needs will be enhancing student educational outcomes.

The Board represents the community and will be open and transparent on the resource allocations, along with seeking community input on those allocations. To support meaningful engagement and promote transparency, materials and reports will be developed in a manner that will enhance readers' understanding of the school district's financial position and changes to its financial position.

### 1. Financial Plan Principles

- 1.1 The Board commits to developing the financial plan in a consultative and open manner with appropriate engagement of schools, staff, Indigenous Education Council and education partner groups.
- 1.2 The Board will establish an engagement process to receive input from staff, Indigenous Education Council, education partner groups and the community on the strategic priorities, resource priorities and allocation options.
- 1.3 When developing the financial plan, the Board will become familiar with and ensure that information and engagement opportunities are provided throughout the process. Specific dates and times will be published about key opportunities for staff, Indigenous Education Council, education partner groups, and the community to receive information, provide input and raise questions.
- 1.4 The Board will align to s. 87.001(1) of the School Act, to ensure that the Indigenous Education Council advises on grants provided under the School Act in relation to Indigenous students and approve plans, spending and reporting of targeted grants related to Indigenous students.

Related Legislation: Budget Transparency and Accountability Act [RSBC 2000]  
Related Contract Article: Nil  
Adopted: October 9, 2001  
Amended: October 9, 2018  
Amended: June 25, 2019  
Reviewed: November 10, 2020



- 1.5 Throughout the fiscal year, management will provide regular financial reporting. This financial reporting will compare actual and forecasted expenditures to the budget plan and progress to the achievement of the operational plans.
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- 1.7 The Board will amend the budget plan as conditions change and will formally approve an annual budget plan by June 30 and amended budget plan by February 28.
- 1.8 Annually, management will report on the alignment of resources with strategic goals.
- 1.9 The Board will report annually to local First Nations and Métis Nation BC, education partner groups, and the community on the progress towards meeting Board objectives as outlined in the Financial Plan.
- 1.10 The Board will evaluate the financial and budget planning processes on an annual basis, identifying lessons learned and revisions for future consideration.

## **Timeline and Engagement Opportunities for Financial Planning and Reporting**

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 Related Contract Article: Nil  
 Adopted: October 9, 2001  
 Amended: October 9, 2018  
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September	Presentation and approval of audited financial statements and Financial Analysis and Discussion Report	Meeting of the Board Held in Public
September 30 <sup>th</sup>	Ministry deadline for submission of Audited Financial Statements and Financial Analysis and Discussion Report	Submission to Ministry

## **Signing Authority**

The signing officers of the Board are responsible for approving certain documents, such as: budgets, amended budgets, bylaws, financial statements, and other financial reports.

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1. Chair of the Board; or, in their absence,
2. Vice-Chair of the Board

## **School Fees**

In accordance with the BC Schol Act, the Board will approve school fees annually.

The charging of fees and deposits must not become a barrier for student participation in curricular activities or programs.

All fees charged to parents must reflect the actual costs of the goods and services provided.

The Board of Education expects that there is transparency and accountability for all curricular, extra - and co-curricular fees collected.





## Policy 611: Capital Planning

Capital planning and approval of capital projects are significant activities that Boards of Education undertake when managing the district's asset base of buildings and land. The purpose of this policy is to outline the Board's responsibilities related to capital planning, approval of capital submissions, and capital bylaw.

The Secretary-Treasurer will establish procedures for the acquisition and disposal of equipment and supplies.

Equipment purchased by outside groups/organizations such as: Parent Advisory Councils, service clubs and community organizations that are placed in a school or district facility, or on school or district property, will become the property of the school district.

The Board of Education will adopt a bylaw approving the disposition of real property.

### 1. Long-Range Facilities Plan

- 1.1 The district will develop and publish a Long-Range Facilities Plan (LRFP) in place with at least a ten-year planning horizon with consideration of other longer-term factors.
- 1.2 The LRFP will align the strategies that the district has in place for managing its capital assets with the educational programming goals in the district's strategic plan. With that alignment, the district will be able to demonstrate that the district is using its facilities effectively and efficiently in support of those educational goals.
- 1.3 The LRFP will provide the rationale for a district's capital investment decisions by including detailed information on the current condition of existing facilities (including seismic needs), sustainability, efficiency, projected student enrolment, educational programming, anticipated changes in land use and other long-term factors.
- 1.4 The process for developing or updating the LRFP will include consultation with students, staff, parents, community agencies, local government, Indigenous Education Council, and all other engaged members within the educational community.

### 2. Capital Programs

2.1 The Ministry classifies capital programs under three categories:

#### 2.1.1 Major Capital Programs



- 2.1.1.1 Seismic Mitigation Program (SMP) - The Seismic Mitigation Program (SMP) is a major province-wide initiative to make schools in earthquake zones safer by minimizing the probability of structural collapse during a seismic event.
- 2.1.1.2 Expansion Program (EXP) - EXP projects include a new school, an addition to an existing school, or the acquisition of a school site for a new or expanded school. All EXP requests must be supported by the need to accommodate student enrolment in a permanent education setting.
- 2.1.1.3 School Replacement Program (REP) - REP projects include a full replacement school or a partial replacement of an existing school.
- 2.1.1.4 Rural Districts Programs (RDP) - the RDP provides funding for the full and partial demolition of Board-owned buildings, as well as for capital projects such as renovations associated with the consolidation of under-utilized schools to allow for appropriate educational programming to occur when student populations are combined.

## 2.1.2 Minor Capital Programs

- 2.1.2.1 School Enhancement Program (SEP) - SEP provides capital funding specifically for projects that improve the safety, facility condition, operational efficiency, and functionality of existing schools to extend their useful physical life.
- 2.1.2.2 Carbon Neutral Capital Program (CNCPP) - A program that provides capital funding specifically for energy-efficiency projects that lower a school district's carbon emissions.
- 2.1.2.3 Bus Acquisition Program (BUS) - the BUS program funds replace buses that have reached a certain age and/or mileage or have major safety or mechanical issues or to acquire new school buses.
- 2.1.2.4 Playground Equipment Program (PEP) - PEP was established to provide playground equipment systems at schools that do not currently have one, or to replace aging playground equipment systems that may pose health and safety hazards or to support inclusion and accessibility for all students.
- 2.1.2.5 School Food Infrastructure Program (FIP) - The FIP is a new ministry capital program that is associated with the province's Feeding Futures Food initiative announced in April 2023.

## 2.1.3 Other Capital Programs



- 2.1.3.1 Building Envelope Program (BEP) - BEP was established in 2002 to help BC school districts with remediation of schools suffering water damage due to premature building envelope failure.
- 2.1.3.2 Annual Facilities Grant (AFG) - AFG funding is provided to Boards of Education to be used at their discretion to address repair and maintenance priorities at schools to ensure these facilities are safe and functioning well. There are nine main categories of eligible AFG expenditures: accessibility upgrades, asbestos abatement, electrical upgrades, exterior wall system upgrades, HVAC upgrades, interior construction upgrades, plumbing upgrades, roofing upgrades and site upgrades.

#### 2.1.4 Submission Requirements

- 2.1.4.1 As required under Section 142(1) of the *School Act*, the Board will approve by resolution and submit capital plans to the minister when required.
- 2.1.4.2 The ministry submission deadline for Major Capital Program projects for the year following the upcoming school year is June 30<sup>th</sup>.
- 2.1.4.3 The ministry submission deadline for Minor Capital Program projects for the year following the current school year is September 30<sup>th</sup>.

#### 2.1.5 Capital Plan Bylaw Requirements

- 2.1.5.1 Upon receipt of the Capital Plan Response Letter from the ministry outlining the Major Capital Programs that are supported for further business case development and the Minor Capital Programs that are approved for procurement and capital funding, the Board will adopt a single Capital Plan Bylaw in accordance with section 143(1) of the *School Act*.
- 2.1.5.2 The capital bylaw will reference the funding agreements referred to in the response letter, including the Annual Program Funding Agreement associated with the supported Minor Capital Programs.
- 2.1.5.3 The Annual Funding Program Agreement which details the conditions for completion of projects will be approved by the Board by resolution, signed by the Board chair and secretary-treasurer, and returned to the ministry for countersigning.



## **POLICY 650: Disposal of Real Property and Improvements**

~~The Board of Education of School District No. 8 (Kootenay Lake) seeks to ensure ownership of real property and improvements is managed in the best interest of the District.~~

~~In order to reduce operating costs and utilize facilities effectively, the Board will consider the disposal of its surplus properties in accordance with Ministry policy, orders and regulations, provided that there is not an anticipated need for the use of the space to attend to future educational and/or operational purposes.~~

~~For the purposes of this policy, any lease for a term, including the cumulative total of all options and rights to extend or renew the lease for a period of more than ten years and/or which provide for an option or right to purchase, shall be treated as a disposal (a deemed disposition).~~

~~Prior to the sale of a property or a lease of a property exceeding ten years, the Board of Education will adopt a by-law approving the disposition or deemed disposition.~~

## **POLICY 650: Disposal of Land or Improvements**

When land or improvements owned by the Board (collectively "the Real Property") becomes surplus to the needs of the School District, the surplus property may be disposed of in accordance with the School Act, applicable Ministerial Orders and this Policy and related Regulations.

The Board has the responsibility for the disposal of its Real Property and may, after considering future educational needs and school space requirements for the School District, deem a property no longer required for further educational purposes or other Board purposes and determine to proceed to dispose of such property.

In accordance with the School Act and applicable Ministerial Orders, the Board must not dispose of land or improvements by sale or transfer in fee simple or by way of lease of ten years or more unless such disposal is provided for in the Disposal of Land or Improvements Ministerial Order M193/08 or is approved by the Minister. The Board can dispose of land or improvements by way of lease, other than a lease of ten years or more, if such disposition is to an agency or organization for alternative community use.

The procedure to dispose of Real Property by sale or transfer in fee simple or by way of lease of 10 years or more is as follows:

Related Legislation: Sections 22, 23, 65, 85, 96, 100, 106.2, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 117, 118 School Act Ministerial Order M193/08

Related Legislation: School Act [RSBC 1996, Part 7, Division 1, Section 96]

Related Contract Article: Nil

Adopted: February 26, 2008

Amended: January 14, 2014

Amended: November 10, 2020

Reviewed: December 6, 2022



## 1.0 Definitions

1.1 Fee simple: a permanent and absolute tenure in land and improvements with the freedom to use it and dispose of it without restriction in any way, except the usual laws, bylaws or building codes

1.2 Real property: land, including the land itself and any structures, fixtures, and rights associated with it.

## 2.0 Determination of Ownership

2.1 Prior to initiating the disposal of any Real Property, the Board will conduct a title search to confirm that the property is registered in the name of the Board of Education of School District No. 8 (Kootenay Lake) with fee simple ownership. The title search should include a determination as to whether the Real Property is held in trust by grant from the Crown, or subject to any registered charges.

## 3.0 Consultation

3.1 Once ownership has been determined in accordance with 2.1 above, prior to disposing of Real Property, the Board shall undertake, with education partners, Indigenous Rightsholders, local governments, community organizations and/or the public, such consultations as the Board may consider appropriate with respect to the Real Property involved. This consultation process shall include:

3.1.1 Consideration of future enrolment growth in the school district, including K-12, child care, adult programs and early learning;

3.1.2 Consideration of alternative community use of surplus space in school buildings and other facilities;

3.1.3 A fair consideration of the community's input and adequate opportunity for the community to respond the Board's plan for the Real Property.

## 4.0 Disposal Process

4.1 Following consultation, if the Board passes a resolution declaring the Real Property surplus to the needs of the School District and instructing School District staff to proceed with the Real Property disposal process, the School District staff shall:

4.1.3 When required pursuant to the School Act and applicable Ministerial Order, apply to the Minister for approval of the disposal.

Related Legislation: Sections 22, 23, 65, 85, 96, 100, 106.2, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 117, 118 School Act Ministerial Order M193/08

Related Legislation: School Act [RSBC 1996, Part 7, Division 1, Section 96]

Related Contract Article: Nil

Adopted: February 26, 2008

Amended: January 14, 2014

Amended: November 10, 2020

Reviewed: December 6, 2022



4.1.2 Undertake necessary steps to subdivide the Real Property to be disposed of, if it is to be subdivided from a “parent” property to remain in the ownership of the Board.

## 5.0 Disposal Proceeds

5.1 The disposition will be at fair market value, except as set out below. Fair market value means the amount, price, consideration or rent that would be obtained by the District of Education and Child Care in an arm’s length transaction in the open market between willing parties acting in good faith.

5.2 Considerations regarding market value and highest and best use could be superceded at the discretion of the district if:

5.2.1 The property could generate ongoing funding for the district through an educational partnership, or the property could generate ongoing funding, savings, or provide shared services to the district through partnership with other public bodies (e.g. lease arrangement with BC Transit).

5.2.2 The property has a history of a community relationship and past-usage with a committed organization in the community.

5.2.3 The property is the only public facility in the community that is suitable for community use.

5.2.4 The planned use of the property would have significant positive effect on a large number of citizens that could not be gained in other ways.

5.2.5 The property would be used by another district (including the Conseil Scolaire Francophone) or independent school for educational purposes; or local government or community organization for alternative community use.

## 5.06.0 Bylaw Requirement

6.1 Upon completion of the process outlined in 3.0 above, (and upon notification of Ministerial approval where applicable), the Board shall adopt a Bylaw (the “Real Property Disposal Bylaw”) authorizing the disposal of the Real Property. The Real Property Disposal Bylaw will include:

Related Legislation: Sections 22, 23, 65, 85, 96, 100, 106.2, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 117, 118 School Act Ministerial Order M193/08

Related Legislation: School Act [RSBC 1996, Part 7, Division 1, Section 96]

Related Contract Article: Nil

Adopted: February 26, 2008

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Amended: November 10, 2020

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- i) Confirmation that the Board will not require the land or improvements for future educational purposes;
- ii) The name and the facility number, if any; and
- iii) The address and legal description of the Real Property.

## 7.0 Notification to Minister of Education

7.1 Upon adoption of the Real Property Disposal Bylaw by the Board, the Board will provide without delay the following documentation to the Minister:

- i) A copy of the Board's Real Property Disposal Bylaw authorizing disposal of the property; and
- ii) Written notification of the disposition and allocation of the proceeds as required under section 100(2) of the School Act.

## 8.0 Transfer of Title

8.1 Where disposal is by sale or transfer, the transfer of title shall be completed in accordance with the terms of the agreement entered into with the purchaser.

## 9.0 Notification of Public

9.1 The Board advises the public as to the results of the sale or transfer.

Related Legislation: Sections 22, 23, 65, 85, 96, 100, 106.2, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 117, 118  
School Act Ministerial Order M193/08

Related Legislation: School Act [RSBC 1996, Part 7, Division 1, Section 96]

Related Contract Article: Nil

Adopted: February 26, 2008

Amended: January 14, 2014

Amended: November 10, 2020

Reviewed: December 6, 2022





## POLICY 650: Disposal of Land or Improvements

When land or improvements owned by the Board (collectively "the Real Property") becomes surplus to the needs of the School District, the surplus property may be disposed of in accordance with the School Act, applicable Ministerial Orders and this Policy and related Regulations.

The Board has the responsibility for the disposal of its Real Property and may, after considering future educational needs and school space requirements for the School District, deem a property no longer required for further educational purposes or other Board purposes and determine to proceed to dispose of such property.

In accordance with the School Act and applicable Ministerial Orders, the Board must not dispose of land or improvements by sale or transfer in fee simple or by way of lease of ten years or more unless such disposal is provided for in the Disposal of Land or Improvements Ministerial Order M193/08 or is approved by the Minister. The Board can dispose of land or improvements by way of lease, other than a lease of ten years or more, if such disposition is to an agency or organization for alternative community use.

The procedure to dispose of Real Property by sale or transfer in fee simple or by way of lease of 10 years or more is as follows:

### 1.0 Definitions

- 1.1 Fee simple: a permanent and absolute tenure in land and improvements with the freedom to use it and dispose of it without restriction in any way, except the usual laws, bylaws or building codes
- 1.2 Real property: land, including the land itself and any structures, fixtures, and rights associated with it.

### 2.0 Determination of Ownership

- 2.1 Prior to initiating the disposal of any Real Property, the Board will conduct a title search to confirm that the property is registered in the name of the Board of Education of School District No. 8 (Kootenay Lake) with fee simple ownership. The title search should include a determination as to whether the Real Property is held in trust by grant from the Crown, or subject to any registered charges.

### 3.0 Consultation

Related Legislation: Sections 22, 23, 65, 85, 96, 100, 106.2, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 117, 118  
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3.1 Once ownership has been determined in accordance with 2.1 above, prior to disposing of Real Property, the Board shall undertake, with education partners, Indigenous Rightsholders, local governments, community organizations and/or the public, such consultations as the Board may consider appropriate with respect to the Real Property involved. This consultation process shall include:

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## 4.0 Disposal Process

4.1 Following consultation, if the Board passes a resolution declaring the Real Property surplus to the needs of the School District and instructing School District staff to proceed with the Real Property disposal process, the School District staff shall:

4.1.3 When required pursuant to the School Act and applicable Ministerial Order, apply to the Minister for approval of the disposal.

4.1.2 Undertake necessary steps to subdivide the Real Property to be disposed of, if it is to be subdivided from a "parent" property to remain in the ownership of the Board.

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- 5.2.2 The property has a history of a community relationship and past-usage with a committed organization in the community.
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- i) Confirmation that the Board will not require the land or improvements for future educational purposes;
- ii) The name and the facility number, if any; and
- iii) The address and legal description of the Real Property.

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## 8.0 Transfer of Title

8.1 Where disposal is by sale or transfer, the transfer of title shall be completed in accordance with the terms of the agreement entered into with the purchaser.

## 9.0 Notification of Public

9.1 The Board advises the public as to the results of the sale or transfer.



**POLICY 112: Governing Principles**

The Board of Education is responsible for governing the school district based on the educational aspirations of local communities and in accordance with the policy direction established by government. The respective responsibilities of the Ministry of Education and Child Care and Boards of Education are detailed in the School Act.

The Board will set, create and maintain a Strategic Plan, annually report on student outcomes and put systems in place to continuously improve the educational outcomes for all students and improve equity for Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

1. The power and authority of the Board only exists when it acts as a whole. As individuals, Trustees exercise no power or authority in the organization and therefore cannot act or speak for the Board unless specifically delegated to do so by the Board.
2. The only decisions of the Board are those made by the Board in a legally convened session through its accepted decision-making processes.
3. The Board's role is to oversee the strategic direction of the organization and maintain effective relationships with Rightsholders and partners.
4. In carrying out its work, it is essential that the Board prescribes clear, measurable outcomes to be achieved in relation to the Board's Strategic Priorities. The Board will adopt policies that aid in the achievement of outcomes.
5. The work to be done by the Board is determined by its mandate and its purpose (as stated in legislation), which is to govern, and consequently, is different to the work to be done by the district management, which is management and operations.
6. Trustees commit to partnering with each other and with the Superintendent of Schools/CEO to engage in actions and decisions that contribute to building and maintaining a healthy and effectively functioning Board and organization.
7. The Superintendent of Schools/CEO is the Board's only employee;
  - 7.1 who is directed by and who reports to the Board;
  - 7.2 with whom the Board communicates and interacts regarding the management, administration and operation of the organization; and
  - 7.3 who the Board holds accountable for organizational performance.

Related Legislation: Sections 22, 65, 74, 85 [BC School Act](#)

Adopted: March 14, 2023

Revised: October 8, 2024; February 11, 2025



8. At the Board's request or on the initiative of the Superintendent of Schools/CEO, relevant school district staff may be invited to attend a Board or Committee meeting to provide information relevant to their area of expertise or job responsibility, so as to assist the Board or a Committee in its discussion of a matter under its consideration.
9. The Board will ensure that an annual assessment and evaluation of Board performance is conducted (as per Policy 113: Board Evaluation and Monitoring).
10. The Board governs through policy.
11. The Board will govern in accordance with its Strategic Plan which outlines the Board's monitoring cycle.
12. All Board authority delegated to staff is delegated through the Superintendent of Schools/CEO.
13. The Board delegates and assigns to the Chair the following powers and duties:
  - 13.1 Prior to each Board meeting, meet with the Vice-Chair, the Superintendent of Schools/CEO and Secretary-Treasurer to determine the items to be included in the agenda.
  - 13.2 To chair all public and closed Board meetings and ensure that such meetings are conducted in accordance with the School Act, the bylaws, policies and procedures as established by the Board and that meetings are chaired according to Robert's Rules of Order.
  - 13.3 To perform the following duties during Board meetings:
    - 13.3.1 Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated.
    - 13.3.2 To ensure that issues being presented for the Board's consideration are clearly articulated and explained.
    - 13.3.3 Display firmness, courtesy, tact, impartiality, and willingness to give everyone an opportunity to speak on the subject under consideration in order that a Board decision can be reached.
    - 13.3.4 To direct the discussion by Trustees to the topic being considered by the Board.
    - 13.3.5 Decide questions of order and procedure, subject to an appeal to the rest of the Board. They will speak to points of order in preference to other members.



13.3.6 Determine disposition of each motion by a formal show of hands except where a ballot is required/used.

13.4 To bring to the Board all matters requiring a corporate decision of the Board.

13.5 To act as chief spokesperson for the Board by stating positions consistent with Board decisions and policies (except for those instances where the Board has delegated this role to another individual or group).

13.6 To act as a signing officer for the Board of Education.

13.7 To represent the Board, or arrange alternative representation, at Board events, meetings with other levels of government or other organizations or at hearings.

13.8 The Chair shall share with the Board all information from meetings with other levels of government or external organizations at which the Chair attended as the Board's representative.

13.9 To ensure that the Board engages in regular assessments of its effectiveness as a Board.

13.10 Make Trustee appointments to:

13.10.1 Be Representative to organizations; and

13.10.2 Board committees.

13.11 Address inappropriate behaviour on the part of a Trustee as per Policy 130: Trustee Code of Conduct.

14. The Board delegates and assigns to the Vice-Chair the following powers and duties:

14.1 The Vice-Chair will act on behalf of the Board Chair, in the latter's absence or upon request and will have all the duties and responsibilities of the Board Chair in such instances.

14.2 The Vice-Chair will assist the Board Chair in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Board.

14.3 The Vice-Chair will act as the Board of Education District Parent Advisory Representative.

14.4 The Vice-Chair will support committee chairs in their duties and act as

Related Legislation: Sections 22, 65, 74, 85 [BC School Act](#)

Adopted: March 14, 2023

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[committee chair in their absence.](#)

14.5 Prior to each Board meeting, the Vice-Chair will meet with the Chair, the Superintendent and the Secretary-Treasurer to review the agenda.

15. Board directions or requests for information from staff must be related to the Board's mandate or execution of the Strategic Plan and occur through the Superintendent of Schools/CEO as per Policy 140: Trustee Communication.
16. The Board is responsible for setting and approving its own agenda.
17. The performance of the Superintendent of Schools/CEO is measured in relation to the direction as articulated in the Board's Strategic Plan, policies, and employment contracts.
18. The Board establishes for each of its committees a clear mandate, timelines, parameters, any power or authority delegated to it, reporting procedures and expectations regarding results.
19. It is the Board's responsibility to identify and request from the Superintendent of Schools/CEO the information it requires to enable it to create policies or make informed decisions.
20. The Board and individual Trustees will value and work through productive disagreement, diverse, opposing or contrary points of view, and conflict as long as it is not personal, disrespectful or injurious to others.
21. Trustees adhere to the SD8 Board Norms:
  - a. Trustees understand, trust, and support the role of the Board, the role, and responsibilities of the Chair of the Board, of Trustees, of Committees, and of the Superintendent.
  - b. Trustees arrive at meetings early and Trustees are fully prepared, present, and ready to participate.
  - c. Trustees commit to a safe environment for Trustees and for Staff, and create a culture that allows for open, honest communication.
  - d. Trustees ensure positive decorum through respectful inquiry, positive reinforcing language, ensuring psychologically safe spaces for Trustees and staff.

Related Legislation: Sections 22, 65, 74, 85 [BC School Act](#)

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- e. Trustees debate and discuss issues not people. Trustees are hard on problems not on people.
- f. Trustees ensure confidentiality.
- g. Trustees come to discussions and deliberations with an open mind to make thoughtful and informed decisions at the Board table not beforehand.
- h. Trustees welcome and value the voices of our Rights Holders and partners. Trustees work with them to ensure there is clear understanding around the Board's duties under the School Act and core mandate to support the success of all students.

DRAFT - TO BE APPROVED

Related Legislation: Sections 22, 65, 74, 85 [BC School Act](#)  
Adopted: March 14, 2023  
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