

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

TUESDAY, MAY 13, 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 May 13, 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. 13)

App. 8

Proposed Resolution:

THAT the minutes from the April 8, 2025 Meeting of the Board held in public **BE ADOPTED**, as circulated.

9. Future and Action Item Tracking (p. 19)

App. 9

10. Education – Reports from the Superintendent

A. Career Development Continuous Learning Report (p. 20)

App. 10A



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

- A. Approve 2025-2026 Annual Budget (p. 69) App. 11A

Proposed Resolution:

THAT the Board unanimously agrees to give the Annual Budget Bylaw 2025/2026 all three readings at this meeting of May 13, 2025.

Proposed Resolution:

THAT the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2025-2026 **BE APPROVED** as read a first time;

THAT the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2025-2026 **BE APPROVED** as read a second time;

THAT the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2025-2026 **BE ADOPTED** as read a third time.

- B. Approve Major Capital Plan Submission (p. 116) App. 11B

Proposed Resolution:

THAT the Board of Education conclude three readings at this meeting for the approval of the submission of the Major 2026/27 Capital Plan.

Proposed Resolution:

THAT the Major 2026/27 Capital Plan Submission Summary totaling \$18,702,875 be approved for submission to the Minister of Education and Child Care.

READ A FIRST TIME THE 13th DAY OF MAY 2025;

READ A SECOND TIME THE 13th DAY OF MAY 2025;

READ A THIRD TIME, PASSED THE 13th DAY OF MAY 2025.

12. Governance and Policy

- A. Approve 2025-2026 Board Meeting Calendar and 2025-2026 Governance Framework and Learning Plan (p. 117)

App. 12A

Proposed Resolution:

THAT the 2025-2026 Board Meeting Calendar and 2025-2026 Governance Framework and Learning Plan **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 June 10, 2025 **in Creston.**

17. Adjournment



SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)
CONSENT PACKAGE – PUBLIC MEETING
MAY 13, 2025

ITEM

The following Consent items are routine items received for information.

- | | |
|---------------------------------------------------------------|-------|
| 1. Board Correspondence Package | p. 5 |
| 2. Superintendent's Report May 2025 | |
| 3. Monthly Financial Report – for period ended March 31, 2025 | p. 6 |
| 4. Transactions over 50k – for period ended March 31, 2025 | p. 10 |
| 5. List of Trustee Recusals | p. 12 |
| 6. List of approved Administrative Procedures - Nil | |

SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)

BOARD CORRESPONDENCE PACKAGE

MAY 13, 2025

ITEM	DATE
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1. Nil

Monthly Financial Report

For the period ended March 31, 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 nine months of actual District operations and seven 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, other than Educational Assistants. Educational Assistants are trending below budget due to unfilled vacancies.
- Student Transportation costs are higher in the latter part of the year, resulting in 45% of the budget remaining for the last quarter of the year. Dues, fees, insurance and supplies are more heavily weighted to the earlier part of the year, resulting in less than 25% of the budget remaining for the last quarter 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 nine months of actual District operations and seven 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 36% of the budget available as for the last quarter of the year.



OPERATING EXPENDITURE REPORT

	July 2024 to March 2025 Actuals	2024 - 2025 Amended Budget	\$ Available Budget	% Available Budget	Applicable Months
Salaries					
Principal & Vice-Principal Salaries	3,256,325	4,482,435	1,226,110	27%	12
Teacher Salaries	16,987,655	23,697,916	6,710,261	28%	10
Educational Assistants	2,553,580	3,930,582	1,377,002	35%	10
Support Staff	5,633,620	7,818,666	2,185,046	28%	10/12
Other Professional Salaries	2,045,500	2,688,608	643,108	24%	12
TOCs/Relief Salaries	2,487,752	3,684,013	1,196,261	32%	10/12
Total Salaries	32,964,432	46,302,220	13,337,788	29%	
Employee Benefits	8,580,776	11,601,723	3,020,947	26%	10/12
Total Salaries and Benefits	41,545,208	57,903,943	16,358,735	28%	
Services & Supplies					
Services	1,566,305	2,551,938	985,633	39%	
Student Transportation	186,473	340,421	153,948	45%	
Professional Development & Travel	376,451	658,484	282,033	43%	
Rentals and Leases	91,528	122,551	31,023	25%	
Dues and Fees	91,347	99,210	7,863	8%	
Insurance	200,419	215,000	14,581	7%	
Supplies	2,550,596	3,269,321	718,725	22%	
Utilities	1,261,278	1,799,904	538,626	30%	
Total Services & Supplies	6,324,397	9,056,829	2,732,432	30%	
Total Operating Expense	47,869,605	66,960,772	19,091,167	29%	



SPECIAL PURPOSE FUND EXPENDITURE REPORT

	July 2024 to March 2025 Actuals	2024 - 2025 Amended Budget	\$ Available Budget	% Available Budget
Ministry of Education and Child Care Funds				
Annual Facilities Grant	279,640	279,640	-	0%
Changing Results for Young Children	-	8,303	8,303	100%
Classroom Enhancement Fund	6,541,412	9,621,529	3,080,117	32%
Community Link	340,970	795,022	454,052	57%
Early Care and Learning Fund to Schools	131,249	175,000	43,751	25%
Early Years to Kindergarten	2,909	27,429	24,520	89%
ECE Dual Credit program	45,975	45,975	-	0%
Feeding Futures	309,026	759,649	450,623	59%
First Nation Transportation	320	26,863	26,543	99%
Health Career Work Experiential Learning	3,700	5,000	1,300	26%
Learning Improvement Fund	160,442	223,014	62,572	28%
Mental Health in Schools	45,549	55,000	9,451	17%
OLEP	55,800	115,835	60,035	52%
Ready Set Learn	6,406	41,650	35,244	85%
Seamless Day Kindergarten	38,537	71,334	32,797	46%
StrongStart	92,086	216,353	124,267	57%
Student & Family Affordability Fund	47,835	203,904	156,069	77%
Work Experience Enhancement Initiative	-	50,000	50,000	100%
Total MOECC Funds	8,101,856	12,721,500	4,569,644	36%
Other Provincial Special Purpose Funds				
ASSAI	22,343	59,348	37,005	62%
Health Promoting Schools	27,000	27,000	-	0%
Total MOECC Funds	49,343	86,348	37,005	43%
Other Special Purpose Funds				
School Scholarships and Bursaries	30,000	30,000	-	0%
School Generated Funds	1,317,485	1,615,000	297,515	18%
Donations	4,250	10,000	5,750	58%
Total MOECC Funds	1,351,735	1,655,000	303,265	18%
All Special Purpose Funds	9,502,934	14,462,848	4,909,914	34%



Monthly Transactions over 50K

For the period ended March 31, 2025

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

Vendor Name	Amount
Province of British Columbia	\$220,213
Pacific Blue Cross	\$170,096
Pebt In Trust c/o Morneau Shepell	\$126,077
Pebt In Trust c/o Morneau Shepell	\$124,400
FortisBC-Natural Gas	\$110,761
British Columbia Teacher Federation	\$69,130
BC Teachers Federation	\$54,270
BMO Mastercard	\$73,192
Municipal Pension Fund	\$89,649
Municipal Pension Fund	\$77,723
Teachers' Pension Fund	\$809,479
Receiver General RP0003	\$62,717
Receiver General RP0001	\$215,000
Receiver General RP0002	\$137,766
Receiver General RP0001	\$977,839



LIST OF TRUSTEE RECUSALS
2024-2025

Date of Meetings held in the absence of the public with one or more declared Conflicts of Interest
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
April 15, 2025

**MEETING OF THE BOARD HELD IN PUBLIC
MINUTES
TUESDAY, APRIL 8, 2025**

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

Student Trustees: T. Solarik, LVR (*via video conference*)

District Staff: T. Smillie, Superintendent
C. MacArthur, Secretary-Treasurer
L. Carriere, Director of Aboriginal Education
B. Eaton, Director of Instruction - Curriculum, Instruction, and Assessment
D. Holitzki, Assistant Superintendent
C. Kerr, Director of Operations
C. Singh, Director of Human Resources
S. Bruskowski, Executive Assistant

Guests: Nil

Regrets: Nil

1. Call to Order

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

2. Acknowledgement of Aboriginal Territory

3. Changes to the Proposed Agenda

Item 12B: Approve Policy for field testing was removed from the agenda.

Item 11D: Letter Regarding Ferry Strike was added to the agenda.

4. Consent Package Questions

A letter from the Ministry of Education and Child Care regarding learning outcomes of Indigenous students will be provided as a handout to this agenda.

5. Adoption of Agenda

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

24/25-049

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

The motion carried unanimously.

6. Receiving Public Presentations – Nil

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



In response to a question, Superintendent Smillie explained that Item 12A was removed to allow further refinement of the policy wording before seeking approval for field testing.

8. Adoption of Minutes

UPON a motion duly made and seconded it was **RESOLVED:** 24/25-050

THAT the minutes from the March 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. Cultural and Identity Development Continuous Learning Report

Director of Indigenous Education and Learning Services, Carriere, presented the Cultural and Identity Development Continuous Learning Report that highlights School District No. 8 (Kootenay Lake)'s strategic focus on Cultural and Identity Development, emphasizing continuous assessment and adaptation to enhance educational outcomes for all students. It underscores the district's commitment to inclusive, equitable, and diverse learning environments, aligned with its mission to support every learner's success and well-being. The report outlines the district's initiatives and action plans aimed at promoting a positive sense of identity among learners, particularly focusing on inclusivity, truth and reconciliation, and the integration of Indigenous worldviews.

Superintendent Smillie and Director Carriere responded to Trustees' questions on anti-racism and inclusive education practices. SD8 applies a human rights-based approach to ensure equity, belonging, and support for all students. The student-led Anti-Racism group is developing a survey to gather data on students' experiences. In terms of representation, hiring practices and onboarding documents have been reviewed to align with the Anti-Racism Policy, and staff continue to receive implicit bias training. SD8 is also expanding learning resources that reflect the diversity of its population.

B. National Day of Mourning

Superintendent Smillie informed the Board about the National Day of Mourning on April 28th, emphasizing remembrance for those affected by workplace tragedies and reaffirming the commitment to enhancing workplace health and safety.

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

A. Preliminary Budget Report 2025-2026

Secretary-Treasurer MacArthur presented the preliminary annual budget for the 2025-2026 school year for School District No. 8 (Kootenay Lake). The presentation outlined the process which is based on enrolment projections and the funding allocations from the Ministry of Education and Child Care, which form the basis of the district's operating funds. In alignment with the Budget Transparency and Accountability Act and the School Act, the preliminary budget is focused on enhancing educational resources in alignment with strategic priorities, while considering the expected enrolment changes in order to maintain a balanced budget.



Secretary-Treasurer MacArthur addressed Trustees' questions regarding enrolment and budget planning. Declining enrolment is due mainly to larger graduating cohorts compared to incoming kindergarten students. One Trustee expressed appreciation for prioritizing classroom funding, with Superintendent Smillie adding that efficiencies were achieved by realigning workplans instead of backfilling exempt positions. The importance of climate action was highlighted, noting that related initiatives and procurement shifts are being supported within existing budgets through reprioritization. Trustees thanked staff for maintaining strong educational assistant staffing, careful financial planning, and alignment with the district's strategic plan.

B. School Fees

Secretary-Treasurer MacArthur presented the proposed school fees for the 2025-2026 academic year to the Board. In alignment with the BC School Act, fees were determined by school principals with educational partner input to support additional activities and materials, with financial hardship provisions ensuring equitable access for all students.

UPON a motion duly made and seconded it was **RESOLVED:** 24/25-051

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

The motion carried unanimously.

C. Capital Budget Bylaw 2025-2026

Secretary-Treasurer MacArthur presented the proposed minor capital projects under Annual Capital Bylaw No. 2025/26 CPSD08-01 for School District No. 8, including various upgrades across schools to be completed by March 31, 2026, totaling \$1,337,500. Funding for electric buses will be identified later through an amended Capital Plan Response Letter.

UPON a motion duly made and seconded it was **RESOLVED:** 24/25-052

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.

The motion carried unanimously.

UPON a motion duly made and seconded it was **RESOLVED:** 24/25-053

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.

The motion carried unanimously.

D. Letter Regarding Ferry Strike

Trustees expressed appreciation to the Chair for submitting the letter provided in the consent package to the Ministry of Education and Child Care and acknowledged the efforts of the school district and school staff in managing a challenging situation. Superintendent Smillie noted that on Friday, April 4, 2025, she sent a second letter to Western Pacific Marine (the employer), the BC General Employees' Union (BCGEU), and the BC Labour Relations Board. As both staff and students rely on the ferry to meet graduation requirements, the district has implemented extensive accommodation in response to cancelled sailings, including additional bussing over the pass and around the lake, water taxi service, and overnight accommodations for staff. Due to the significant impact on students and staff, the Superintendent has formally requested that the ferry be designated an essential service. The letter will be included as a handout to the agenda for this meeting.

12. Governance and Policy

A. Policy Approval

- Policy 112: Governing Principles

Superintendent Smillie presented a revised version of Policy 112. The role of the Vice Chair was added to the policy to provide further clarity on the role and its responsibilities.

UPON a motion duly made and seconded it was **RESOLVED:** 24/25-058

THAT policy 112 **BE APPROVED.**

The motion carried unanimously.

13. Human Resources – Nil



14. Trustee Verbal Reports

A. Student Trustees

- LVR (Student Trustee Solarik)
Student Trustee Solarik reported that Biology 12 students recently visited Hume Elementary to serve as judges for an intermediate science fair. The LVR Jazz Band is preparing to travel to Kelowna next week to participate in the Interior Jazz Festival. Student Council is currently advocating for increased outdoor seating and more e-bike-friendly parking options on campus. In addition, LVR students will be competing in the B.C. Jump Rope Provincials next week.
- MSSS (The report was provided by Chair Lang on behalf of Student Trustees Gretchen and Metcalf)
The Mount Sentinel Student Trustees reported that student trustees organized several key events including educational workshops, community service activities, and school-wide competitions to enhance student engagement and learning. They also focused on sustainability initiatives, launching an environmental awareness campaign that included recycling drives and promoting energy conservation practices. Additionally, the report highlights the establishment of new clubs and support groups aimed at fostering inclusivity and mental health awareness among the student body.

B. Trustees

- Trustee Chew reminded the Board that the upcoming BCSTA Annual General Meeting is an opportunity to engage in provincial-level advocacy and connect with colleagues across the Kootenay Boundary Branch.
- Vice-Chair Bremner reported working on policy review since the last meeting and highlighted several upcoming Earth Week and community events taking place in Nelson.
- Trustee Etheridge attended the School Food Gathering in Creston, hosted by Farm to School BC. The initiative focuses on increasing access to local farm food in schools.
- Trustee Trenaman noted a scheduling conflict with the April 22 budget meeting due to her attendance at a BCSTA-related commitment.

C. Chair

Chair Lang attended the Policy Review Committee meeting and, alongside Vice-Chair Bremner and SD8 staff, participated in a meeting with representatives from the BC Ministry of Transportation and Transit, the BC Ministry of Labour, as well as MLA Brittny Anderson and their staff. Chair Lang noted that the group felt heard and that the feedback received helped inform the second letter sent by Superintendent Smillie on the previous Friday.

D. British Columbia School Trustee Association (BCSTA) – see above

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



Chair Lang reported that provincial bargaining was underway and noted that updates would be shared as developments occur.

F. District Parent Advisory Committee (DPAC) – Nil

G. Other – Nil

15. Comments or Questions from the Public

Superintendent Smillie, Assistant Superintendent Holitzki, and Secretary-Treasurer MacArthur addressed public questions on equity, diversity, and anti-racism.

Chair Lang thanked everyone for their input and confirmed the Board will continue working with the Superintendent on next steps.

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

The meeting was adjourned at 7:40 PM.

Board Chair

Secretary-Treasurer



Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
Resolutions in Progress						
February 26, 2019	18/19-092	Properties Sell or Defer	<p>WHEREAS there are nine Board owned properties under consideration for sale in the existing 2016-2026 Facilities Plan, which the Board has previously resolved to sell;</p> <p>WHEREAS the Board is currently in the process creating a new facilities plan (the "2019-2029 Facilities Plan"), for which it is currently consulting with stakeholders and has contracted Baragar Systems to provide long-range enrolment projections and demographic analysis;</p> <p>Moved by Trustee Lang, seconded by Trustee Chew:</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"> 1. Former Crawford Bay maintenance yard; 2. Retallack land; 3. Former Yahk Elementary, and; 4. Ymir Land; <p>THAT the sale of the following property interests be deferred until the Board adopts the new 2019-2029 Facilities Plan:</p> <ol style="list-style-type: none"> 1. Former Al Collinson Elementary; 2. Former Gordon Sargent Elementary; 3. Kin Park in Creston, and; 4. Salmo tennis court & pool land 	Secretary-Treasurer	<p>As of April 2023, the following properties have not sold:</p> <ul style="list-style-type: none"> - Former Crawford Bay maintenance yard; - Retallack II; - Ymir Land - Salmo Tennis Court & Pool Land 	In Progress
Standing Resolutions						
Completed Resolutions						
April 8, 2025	24/25-054	Approve Policy 112	THAT policy 112 BE APPROVED.			Complete
April 8, 2025	24/25-053	Approve Capital Bylaw	<p>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,</p> <p>NOW THEREFORE in accordance with section 143 of the School Act, the Board has prepared this Capital Bylaw and agrees to do the following:</p> <p>(a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;</p> <p>(b) Upon ministerial approval to proceed, commence the project(s) and proceed diligently and use its best efforts to complete each project substantially as directed by the Minister;</p> <p>(c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,</p> <p>(d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.</p> <p>NOW THEREFORE the Board enacts as follows:</p> <ol style="list-style-type: none"> 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." <p>READ A FIRST TIME the 8th day of April 2025;</p> <p>READ A SECOND TIME the 8th day of April 2025;</p> <p>READ A THIRD TIME, PASSED the 8th day of April 2025.</p>			Complete
April 8, 2025	24/25-052	Conclude Capital Bylaw Readings	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.			Complete
April 8, 2025	24/25-051	Approve School Fees	THAT the 2025-2026 school fees BE APPROVED as proposed.			Complete
April 8, 2025	24/25-050	Adoption of Minutes	THAT the minutes from the March 11, 2025 Meeting of the Board held in public BE ADOPTED, as circulated.			Complete
April 8, 2025	24/25-049	Adoption of Agenda	THAT the Agenda for this April 8, 2025 meeting BE ADOPTED, as amended.			Complete



FROM: Trish Smillie, Superintendent
DATE: May 13, 2025
SUBJECT: Career Development Education Continuous Learning Report 2024-2025
For Information

Introduction

This memorandum provides an overview of the Career Development Continuous Learning Report 2024-2025.

Background

The mandate of public education is to develop the educated citizen. School District No. 8 (Kootenay Lake) is guided by its vision and core values. All resources and district initiatives are aligned with Ministry of Education and Child Care goals. School learning plans also support the commitment to the “Educated Citizen” mandate that focuses on the intellectual, human and social and career development of every student.

Information

Career development is one of the goals of the British Columbia education system that is shared by schools, family and community. Education programs in BC schools help prepare students for successful employment when they leave the K-12 school system.

SD8 strives to ensure that all learners graduate with personal career-life development goals through experiential learning, community connections, and authentic evidence of learning. In so doing, SD8 students graduate with dignity, purpose and options. The district goal for careers and transitions is to ensure all learners graduate and have the core competencies to demonstrate their career and life goals.

Action items are prioritized to ensure continuous learning for all learners, including Indigenous learners, learners with diverse abilities, children and youth in care, and English language learners.

The [Career Development Continuous Learning Report](#) is attached for the Board’s review.





School District 8
Kootenay Lake

CAREER DEVELOPMENT

CONTINUOUS LEARNING REPORT 2024-2025

MAY 13, 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 continuous improvement in 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 achieving its 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.

Career development is one of the goals of the British Columbia education system that is shared by schools, family and community. Education programs in BC schools help prepare students for successful employment when they leave the K-12 school system.

Aligning to Our Strategic Plan

SD8 strives to ensure that all learners graduate with personal career-life development goals through experiential learning, community connections, and authentic evidence of learning. In so doing, SD8 students graduate with dignity, purpose and options. The district goal for careers and transitions is to prepare students to graduate with options for their future life and career goals.

Aligned with the Strategic Plan, the implementation of **career development strategic** priority goals are:

- Empower students to explore diverse, future-oriented career paths.
- Enhance real-world, applied financial literacy skills.
- Enhance graduation pathways for middle and secondary learners to pursue interests and passions and explore post-secondary opportunities.
- Increase collaboration with community partners to create opportunities for learners.

This report outlines the student career development action plan, including the process for monitoring for continuous improvement.





EXECUTIVE SUMMARY

Three-Year Action Plan (2023-2026)

This report outlines actions toward continuous improvement. Actions have high priority for the 2023–2026 school years. SD8 continually monitors progress to ensure continuous improvement for all learners and particularly for priority learners: Indigenous learners, learners with diverse abilities, children and youth in care.

STRATEGIC PLAN GOALS :

Empower students to explore diverse, future-oriented career paths		
Monitoring	Strategies and Actions	Action Outcomes (2025)
<ul style="list-style-type: none">♦ Career program participation rates (grades 10–12)♦ SLS (Student Learning Survey)♦ Number of Work Experience 11/12 placements♦ Number of field excursions related to career development	<ul style="list-style-type: none">♦ Develop a career & post-secondary youth advisory group to ensure student voice is included in planning♦ Annual career development meetings with counsellors to explore career development opportunities♦ Support schools in the development and tracking of career exploratory programs♦ Ensure students have opportunities to explore career pathways through regional, community, and school events♦ Expand work experience opportunities for students in rural and remote areas♦ Ensure students have access to digital career exploratory resources	<ul style="list-style-type: none">✓ Youth Career Advisory Group developed from Salmo, Nelson, Kaslo, and Slocan families of schools (FOS) – met 3 times to advise on Career Development✓ Career Development meeting with counsellors from all FOS in November 2024✓ SD8 Career Development 1701 School Guide developed to ensure compliance and tracking of career programs✓ Several events including virtual and in-person for trades, healthcare, and engineering✓ Work experience community coordinator hired to procure additional work experience opportunities in Nelson & area through MOECC grant✓ Three additional cost-free career exploratory resources added to SD8 inventory
Enhance real-world, applied financial literacy skills		
Monitoring	Strategies and Actions	Action Outcomes (2025)
<ul style="list-style-type: none">♦ Career program participation rates (grades 10–12)♦ YDI (Youth Development Index)♦ SLS (Student Learning Survey)	<ul style="list-style-type: none">♦ Develop a district financial literacy program inventory♦ Connect with community partners to support and promote financial literacy in schools	<ul style="list-style-type: none">✓ District financial literacy program inventory developed✓ Connected with Junior Achievement (JA) B.C. and promoted program to all schools including Financial Literacy Month in November



EXECUTIVE SUMMARY

Enhance graduation pathways for middle and secondary learners to pursue interests and passions and explore post-secondary opportunities

Monitoring	Strategies and Actions	Action Outcomes (2025)
<ul style="list-style-type: none"> ♦ Career program participation rates (grades 10–12) ♦ Career development program and partnership inventory ♦ SLS (Student Learning Survey) ♦ Immediate and 3-year PSI transition rates 	<ul style="list-style-type: none"> ♦ Develop a district graduation pathway success framework ♦ Support schools in the development and tracking of career exploratory programs ♦ Annual career development meetings with counsellors to explore career development opportunities ♦ Ensure schools have the supports and information regarding post-secondary program planning and scholarships ♦ Provide information to families through SD8 family engagement sessions and website updates for graduation program planning and scholarships ♦ Develop and deepen regional career, dual credit, and trades training program partnerships with colleges and institutes ♦ Ensure students have opportunities to explore career pathways through regional, community, and school events ♦ Ensure barriers are removed for priority learners in accessing career and dual credit programs ♦ Develop a three-year trades training program onramp digital hub to ensure students have the skills and preparation to transition to Youth Train in Trades college programs 	<ul style="list-style-type: none"> ✓ District graduation pathway success framework drafted ✓ SD8 Career Development 1701 School Guide Developed to ensure compliance and tracking of career programs ✓ Career development meeting with counsellors from all families of schools (FOS) in November 2024 ✓ Weekly school bulletins and counsellor information session for post-secondary and scholarship opportunities in November 2024 ✓ Trades programs & three-year grad plan family night in October, and scholarship information night in November—both well-attended ✓ SD8 virtual core competency classroom developed for wide piloting in 2024 ✓ Integrated Dual Credit & Trades Training Capstone/District Dogwood Scholarship presentation in May 2025 (third year for implementation) ✓ Strengthened regional partnerships with colleges through Dual Credit Enhancement project (SD5, 6, and 8) and through regular meetings with college partners to develop additional dual credit opportunities ✓ Several events including virtual and in-person for trades, healthcare, and engineering for students in SD8, including Student Symposium “Future Ready” in November 2025 at Mt. Sentinel ✓ Tuition for dual credit programs paid by SD8, and sponsorship funds set aside for financial challenges

EXECUTIVE SUMMARY

Increase collaboration with community partners to create opportunities for learners

Monitoring	Strategies and Actions	Action Outcomes (2025)
<ul style="list-style-type: none"> ♦ Career program participation rates (grades 10–12) ♦ Career development program and partnership inventory ♦ YDI (Youth Development Index) ♦ SLS (Student Learning Survey) 	<ul style="list-style-type: none"> ♦ Work with various community organizations (STEM, Arts, Healthcare, and Entrepreneurship) to develop events, activities, and programs for students ♦ Expand work experience opportunities for students in rural and remote areas ♦ Develop and deepen regional career, dual credit, and trades training program partnerships with colleges and institutes ♦ Enhance regional collaboration with partner districts in providing career and dual credit opportunities for students through regional colleges ♦ Promote regional dual credit, trades training, and career programs to schools and families 	<ul style="list-style-type: none"> ✓ Partnership with Selkirk and College of the Rockies for student event opportunities in trades, dual credit, and healthcare ✓ Work Experience Community Coordinator hired to procure additional work experience opportunities in Nelson & area through MOECC grant ✓ Strengthened regional partnerships with colleges through Dual Credit Enhancement project (SD5, 6, and 8) and through regular meetings with college partners to develop additional dual credit opportunities ✓ Weekly school bulletins and fall (October/November) family engagement nights to promote regional trades training, scholarship and dual credit opportunities



EXECUTIVE SUMMARY

Ensure all students graduate		
Monitoring	Strategies and Actions	Action Outcomes (2025)
<ul style="list-style-type: none"> ◆ Grade-to-grade transition rates ◆ 5-year and 6-year completion rates ◆ Immediate and 3-year PSI transition rates 	<ul style="list-style-type: none"> ◆ Develop a district graduation pathway success framework ◆ Ensure each student has a 3-year grad plan on file, updated annually ◆ Continue to support annual grade-to-grade transition meetings with a focus on priority learners ◆ Facilitate secondary academic reviews (3 times annually) focusing on priority learners ◆ Continue with school-based and district-based team meetings focusing on priority learners' academic success ◆ Continue to provide Individualized supports for students with Indigenous ancestry, including support from Aboriginal success teachers, and Aboriginal youth and family worker liaisons ◆ Ensure that children and youth in care have individualized student learning plans that outline wraparound supports and progress toward achievement of learning ◆ Develop an integrated core competency-based approach to capstone and scholarships at the district level ◆ Continue to collaborate with regional colleges for transition supports and bridging strategies focusing on priority learners 	<ul style="list-style-type: none"> ✓ District graduation pathway success framework drafted ✓ Schools encouraged to continue to develop 3-year grad plans with students, updated annually ✓ First intermediate to middle years academic review for all schools (feeder school transition grades) in April 2025 ✓ Secondary academic reviews continue to be led by schools to ensure students on track to graduate ✓ School-based and district-based team processes updated through Inclusive Learning Services to include detailed, improved tracking of priority learners ✓ Individualized student supports for students with Indigenous ancestry continued at school and district level ✓ Children and youth in care continue to have individualized student learning plans that outline wraparound supports ✓ Integrated Dual Credit & Trades Training Capstone/District Dogwood Scholarship presentation in May 2025 (3rd year for implementation) ✓ Strengthened regional partnerships with colleges through Dual Credit Enhancement project (SD5, 6, and 8) and through regular meetings with college partners to develop additional dual credit opportunities

Summary

The SD8 strategic priority for career development is supported through a targeted action plan that enhances student career pathways, post-secondary transitions, and workforce readiness. The action plan development highlights a student career advisory group to ensure student voice, expanded work experience opportunities, and strengthened dual credit and trades training partnerships with regional colleges and institutes.

Resources will support counsellor engagement, digital career exploration tools, financial literacy programs, and increased access to post-secondary planning and scholarships for students and families. A focus on equity ensures that priority learners, including Indigenous students and youth in care, receive individualized transition plans, wraparound supports, and access to career and academic opportunities.

Additionally, the plan sustains regional collaboration with community organizations, career development



EXECUTIVE SUMMARY

graduation and post-secondary success.

In summary, the action plan is developed on these premises:

- Students are at the centre of our individual and collective work in SD8, particularly priority learners: Indigenous learners, learners with disabilities and diverse abilities, children and youth in care, and English language learners.
- SD8 is committed to the strategic priorities of measuring and reporting on performance in key areas – evidence is robust, timely, and meaningful.
- SD8 collaborates with community, regional, and provincial partners.
- Our district maintains a sustained focus on a cycle of continuous improvement.
- Actions align 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 build on strengths and celebrate learner success. By referring to data that informs decision-making, planning and practices, and by working with education partners, the district can make a difference for all SD8 learners. The annual Career 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 increases each learner's physical and mental well-being through social-emotional learning and by creating inclusive and caring learning communities.

INTRODUCTION

Career Education is an integral part of SD8 and focuses on supporting all students to graduate with the competencies necessary to thrive in their life and career.

Effective career development activities and the development of core competencies can help students develop a better understanding of the relationship between education and employment, broaden their career aspirations and help them develop a more informed understanding of what they need to do in order to achieve their career and life goals.

“The career aspirations of young people matter. A series of longitudinal studies have shown that teenage career aspirations are a good predictor of the jobs that students go on to occupy as adults.”

Dream Jobs: Teenagers' Career Aspirations and the Future of Work. Organization for Economic Co-operation and Development (OECD).

When students complete secondary school, they should have developed:

- Competencies to be self-directed, responsible individuals who can set and meet career goals.
- Knowledge of a range of career choices, and actions needed to pursue those choices.
- Employability skills required to work effectively and collaboratively in a workplace.

This report looks at how SD8 learners perceive their readiness for the future of work and learning, with a focus on graduation program pathways, graduation completion, and post-secondary participation. The report provides a description of the supports, resources, and goals that comprise SD8's commitment to ensuring that students graduate with dignity, purpose, and options.

The report is comprised of district career education and transitions data from the following provincial data, instruments and assessments:

- **Student Learning Surveys (SLS)** is administered annually to students in grades 3 or 4, 7, 10 and 12. The SLS asks students questions about their school experiences. Student participation is voluntary.
- **Youth Development Index (YDI)** The YDI is a self-report questionnaire that measures the health and well-being of grade 11 students in BC.
- **Grade-to-Grade Transitions** is the number and percentage of students who are completing grade-to-grade transitions on time.
- **Five-Year Completion Rate** is the cohort of students who begin grade eight at the same time, and graduate within five years with a B.C. Certificate of Graduation (“Dogwood”).
- **Six-Year Completion Rate** is the proportion of students who take longer to complete high school—over the five-year expected period— and includes both the B.C. Certificate of Graduation (“Dogwood”) or B.C. Adult Graduation Diploma (“Adult Dogwood”). The BC Ministry of Education uses this model as a benchmark of student success.
- **Transition to B.C. Public Post-Secondary Institutions (PSI)** is information on students’ immediate transition to post-secondary institutions per school year and per school district.
- **Career and Trades Program Participation** is the number of students who are enrolled in career, trade, and dual credit programs as reported to the Ministry of Education and Child Care (MOECC).



ALIGNMENT TO STRATEGIC PRIORITY

SD8's existing and emerging areas of need are identified through an analysis of evidence in provincial assessments, the district's **Enhancing Student Learning Report**, ongoing district continuous learning reports and school learning plans.

SD8 endeavours to provide opportunities for all students to reach their goals, with a system-wide focus is on intellectual, human and social, and career development. SD8's work to provide opportunities for all students to reach their goals is connected to the district's 2024-2029 strategic plan, and also reflects the goals and objectives of the Ministry of Education and Child Care's Ministry Service Plan 2023-2025. The ministry aims for the education system to provide equity of access, opportunity, and outcomes for all learners, from early years to graduation.

Specifically, the province focuses on partnerships and programs that will equip students with skills for emerging sectors as part of the **StrongerBC: Future Ready Action Plan** designed to remove barriers and create more career-building opportunities for B.C. K-12 students.

Aligned with the district's strategic plan, career development empowers students to explore diverse, future-oriented career paths.

- Enhance real-world, applied financial literacy skills.
- Enhance graduation pathways for middle and secondary learners to pursue interests and passions and explore post-secondary opportunities.
- Increase collaboration with community partners to create opportunities for learners.

STRATEGIC PRIORITY: CAREER DEVELOPMENT

Goal: Empower students to explore diverse, future-oriented career paths.

STRATEGIC PLAN GOALS

Empower students to explore diverse, future-oriented career paths		
Monitoring	Strategies and Actions	Action Outcomes (2025)
<ul style="list-style-type: none">♦ Career program participation rates (grades 10-12)♦ SLS (Student Learning Survey)♦ Number of Work Experience 11/12 placements♦ Number of field excursions related to career development	<ul style="list-style-type: none">♦ Develop a Career & Post-Secondary Youth Advisory Group to ensure student voice is included in planning♦ Annual career development meetings with counsellors to explore career development opportunities♦ Support schools in the development and tracking of career exploratory programs♦ Ensure students have opportunities to explore career pathways through regional, community, and school events♦ Expand work experience opportunities for students in rural and remote areas♦ Ensure students have access to digital career exploratory resources	<ul style="list-style-type: none">✓ Youth Career Advisory Group developed from Salmo, Nelson, Kaslo, and Slocan Families of schools – met 3 times to advise on Career Development✓ Career Development meeting with Counsellors from all FOS in November 2024✓ SD8 Career Development 1701 School Guide Developed to ensure compliance and tracking of career programs✓ Several events including virtual and in-person for trades, healthcare, and engineering✓ Work Experience Community Coordinator hired to procure additional work experience opportunities in Nelson & area through MOECC grant✓ 3 additional cost-free inventory of career exploratory resources added to SD8 inventory



ALIGNMENT TO STRATEGIC PRIORITY

This priority connects to the **SD8 Enhancing Student Learning Reporting Order** for:

Educational Outcome 5: Students will have the core competencies to achieve their career and life goals

It also connects to the **BC Mandate for the School System** goal shared among schools, family and the community for:

Career Development - to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

The strategies and actions will ensure that student voice is incorporated meaningfully into planning, that middle and secondary schools have embedded career exploration into programming, and that students have the opportunity to explore careers through events, activities and digital resources.

Goal: Enhance real-world, applied financial literacy skills.

STRATEGIC PLAN GOALS

Enhance real-world, applied financial literacy skills		
Monitoring	Strategies and Actions	Action Outcomes (2025)
<ul style="list-style-type: none">♦ Career program participation rates (grades 10-12)♦ YDI (Youth Development Index)♦ SLS (Student Learning Survey)	<ul style="list-style-type: none">♦ Develop a district financial literacy program inventory♦ Connect with community partners to support and promote financial literacy in schools	<ul style="list-style-type: none">✓ District financial literacy program inventory developed✓ Connected with JA (Junior Achievement BC) and promoted program to all schools including Financial Literacy Month in November

This priority connects to the **SD8 Enhancing Student Learning Reporting Order** for:

Educational Outcome 5: Students will have the core competencies to achieve their career and life goals

It also connects to the **BC Mandate for the School System** goal shared among schools, family and the community for:

The Educated Citizen: skilled and who can contribute to society generally, including the world of work

Career Development - to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

The strategies and actions will ensure that there is a robust inventory of financial literacy opportunities for students from K-12, with a focus on middle years and secondary, and that community partners and organizations augment with real-world financial literacy connections.



ALIGNMENT TO STRATEGIC PRIORITY

Goal: Enhance graduation pathways for middle and secondary learners to pursue interests and passions and explore post-secondary opportunities.

STRATEGIC PLAN GOALS

Enhance graduation pathways for middle and secondary learners to pursue interests and passions and explore post-secondary opportunities		
Monitoring	Strategies and Actions	Action Outcomes (2025)
<ul style="list-style-type: none">♦ Career program participation rates (grades 10–12)♦ Career development program and partnership inventory♦ SLS (Student Learning Survey)♦ Immediate and 3-year PSI transition rates	<ul style="list-style-type: none">♦ Develop a district graduation pathway success framework♦ Support schools in the development and tracking of career exploratory programs♦ Annual career development meetings with counsellors to explore career development opportunities♦ Ensure schools have the supports and information regarding post-secondary program planning and scholarship opportunities♦ Provide information to families through family engagement nights, digital resources, and website updates for graduation program planning and scholarships♦ Develop and deepen regional career, dual credit, and trades training program partnerships with colleges and institutes♦ Ensure students have opportunities to explore career pathways through regional, community, and school events♦ Ensure barriers are removed for priority learners in accessing career and dual credit programs♦ Develop a three-year trades training program onramp digital hub to ensure students have the skills and preparation to transition to Youth Train in Trades college programs	<ul style="list-style-type: none">✓ District graduation pathway success framework drafted✓ SD8 Career Development 1701 School Guide Developed to ensure compliance and tracking of career programs✓ Career Development meeting with Counsellors from all FOS in November 2024✓ Weekly school bulletins and counsellor information session for post-secondary and scholarship opportunities in November 2024✓ Trades Programs & 3-Year Grad Plan family night in October, and Scholarship Information Night in November—both well-attended✓ SD8 virtual core competency classroom developed for wide piloting in 2024✓ Integrated Dual Credit & Trades Training Capstone/District Dogwood Scholarship presentation in May 2025 (3rd year for implementation)✓ Strengthened regional partnerships with colleges through Dual Credit Enhancement project (SD5, 6, and 8) and through regular meetings with college partners to develop additional dual credit opportunities✓ Several events including virtual and in-person for trades, healthcare, and engineering for students in SD8, including Student Symposium “Future Ready” in November 2025 at Mt. Sentinel✓ Tuition for dual credit programs paid by SD8, and sponsorship funds set aside for financial challenges

This priority connects to the **SD8 Enhancing Student Learning Reporting Order** for:

Educational Outcome 5: Students will have the core competencies to achieve their career and life goals





ALIGNMENT TO STRATEGIC PRIORITY

It also connects to the **BC Mandate for the School System** goal shared among schools, family and the community for:

The Educated Citizen: skilled and who can contribute to society generally, including the world of work

Career Development - to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

The strategies and actions will ensure that students and families have the knowledge to make educational decisions for career goals and programs, and that there is a seamless career development pathway from middle years through to post-secondary in partnership with schools, community organizations, and post-secondary institutes.

STRATEGIC PLAN GOALS

Increase collaboration with community partners to create opportunities for learners		
Monitoring	Strategies and Actions	Action Outcomes (2025)
<ul style="list-style-type: none">♦ Career program participation rates (grades 10-12)♦ Career development program and partnership inventory♦ YDI (Youth Development Index)♦ SLS (Student Learning Survey)	<ul style="list-style-type: none">♦ Work with various community organizations (STEM, Arts, Healthcare, and Entrepreneurship) to develop events, activities, and programs for students♦ Expand work experience opportunities for students in rural and remote areas♦ Develop and deepen regional career, dual credit, and trades training program partnerships with colleges and institutes♦ Enhance regional collaboration with partner districts in providing career and dual credit opportunities for students through regional colleges♦ Promote regional dual credit, trades training, and career programs to schools and families	<ul style="list-style-type: none">✓ Partnership with Selkirk and College of the Rockies for student event opportunities in trades, dual credit, and healthcare✓ Work Experience Community Coordinator hired to procure additional work experience opportunities in Nelson & area through MOECC grant✓ Strengthened regional partnerships with colleges through Dual Credit Enhancement project (SD5, 6, and 8) and through regular meetings with college partners to develop additional dual credit opportunities✓ Weekly school bulletins and fall (October/November) family engagement nights to promote regional trades training, scholarship and dual credit opportunities

This priority connects to the **SD8 Enhancing Student Learning Reporting Order** for:

Educational Outcome 5: Students will have the core competencies to achieve their career and life goals

It also connects to the **BC Mandate for the School System** goal shared among schools, family and the community for:

The Educated Citizen: skilled and who can contribute to society generally, including the world of work

Career Development - to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

Strategies and actions reflect SD8 partnerships with local and regional community partners and organizations to ensure that learners have access to in-demand, diverse, and emerging career program opportunities.

ALIGNMENT TO STRATEGIC PRIORITY

Goal: Ensure all students graduate.

STRATEGIC PLAN GOALS

Ensure all students graduate.		
Monitoring	Strategies and Actions	Action Outcomes (2025)
<ul style="list-style-type: none"> ♦ Grade-to-grade transition rates ♦ 5-year and 6-year completion rates ♦ Immediate and 3-year PSI transition rates 	<ul style="list-style-type: none"> ♦ Develop a district graduation pathway success framework ♦ Ensure each student has a 3-year grad plan on file, updated annually ♦ Continue to support annual grade-to-grade transition meetings with a focus on priority learners ♦ Facilitate secondary academic reviews (3 times annually) focusing on priority learners ♦ Continue with school-based and district-based team meetings focusing on priority learners' academic success ♦ Continue to provide Individualized supports for students with Indigenous ancestry, including support from Aboriginal success teachers, and Aboriginal youth and family worker liaisons ♦ Ensure that children and youth in care have individualized student learning plans that outline wraparound supports and progress toward achievement of learning ♦ Provide information to families through family engagement nights, digital resources, and website updates for graduation program planning and scholarships ♦ Develop an integrated core competency-based approach to capstone and scholarships at the district level ♦ Continue to collaborate with regional colleges for transition supports and bridging strategies focusing on priority learners 	<ul style="list-style-type: none"> ✓ District graduation pathway success framework drafted ✓ Schools encouraged to continue to develop 3-year grad plans with students, updated annually ✓ First intermediate to middle years academic review for all schools (feeder school transition grades) in April 2025 ✓ Secondary academic reviews continue to be led by schools to ensure students on track to graduate ✓ School-based and district-based team processes updated through Inclusive Learning Services to include detailed, improved tracking of priority learners ✓ Individualized student supports for students with Indigenous ancestry continued at school and district level ✓ Children and youth in care continue to have individualized student learning plans that outline wraparound supports ✓ Integrated Dual Credit & Trades Training Capstone/District Dogwood Scholarship presentation in May 2025 (3rd year for implementation) ✓ Strengthened regional partnerships with colleges through Dual Credit Enhancement project (SD5, 6, and 8) and through regular meetings with college partners to develop additional dual credit opportunities

This priority connects to the **SD8 Enhancing Student Learning Reporting Order** for:

Educational Outcome 4: Students will graduate.

- ♦ Measure 4.1 Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting grade 8.

Educational Outcome 5: Students will have the core competencies to achieve their career and life goals.

- ♦ Measure 5.1 Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years



ALIGNMENT TO STRATEGIC PRIORITY

It also connects to the [BC Mandate for the School System](#) goal shared among schools, family and the community for:

Students who are able to learn and to think critically, and who can communicate information from a broad knowledge base

The strategies and actions will ensure that learners have a personalized career program pathway whether it is workforce entry, college or university, or entrepreneurial in nature. It will also ensure that our priority learners are centred in our supports and planning for graduation and career programs. Finally, it will ensure that all learners will have an opportunity for a capstone and scholarship presentation demonstrating their core competencies, and confirming their readiness to graduate with dignity, purpose, and options.





EVIDENCE OF LEARNING | CAREER DEVELOPMENT

Educational Outcome 4: Students Will Graduate

Grade-to-grade transitions, graduation rates, and school completion rates are indicators of success. SD8's commitment to continuous improvement in academic success for all students requires an ongoing analysis of school district and provincial grade-to-grade rates, five-year graduation and six-year completion rates as a measure of student success.

The graduation program sets the requirements to exit the K-12 education system and ensures students are graduating with the knowledge, competencies, and skills they will need to transition successfully into higher education, training or the workforce.

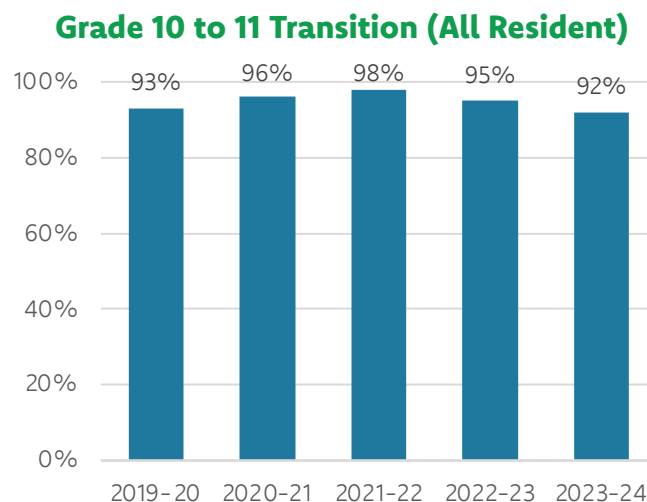
GRADE-TO-GRADE TRANSITIONS

Grade-to-grade transitions indicate the number of students who transition successfully into the next grade level the first time, from grade nine onward per school year. Successful grade-to-grade transitions are an indicator of success for first time graduation.

Measure 2.3: Number and percentage of students who are completing grade-to-grade transitions on time.

Grade-to-Grade Transitions: Number and percentage of students who are completing transitions on time (students in grade 10-11 and 11-12) in School District No. 8.

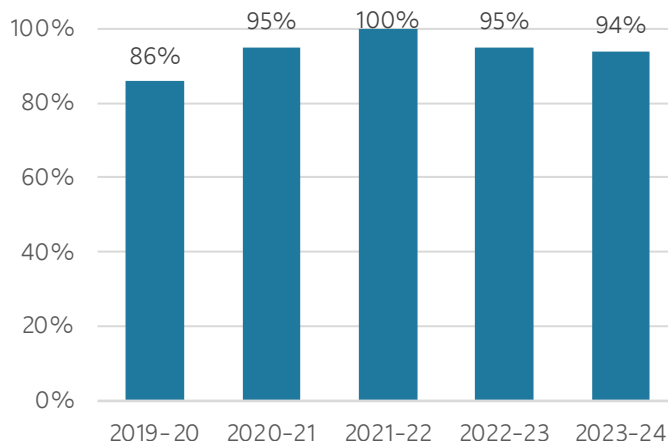
GRADE 10-11 TRANSITIONS



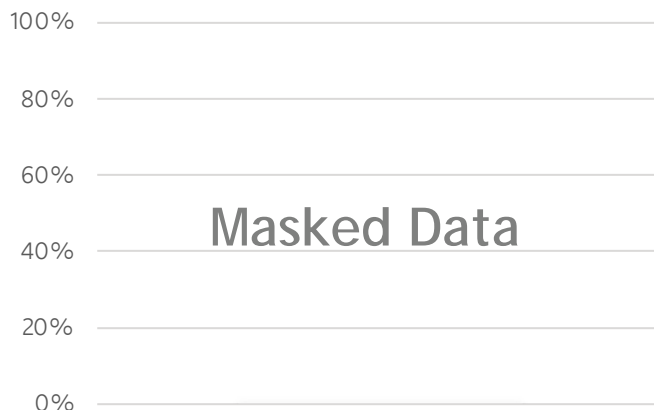


EVIDENCE OF LEARNING | CAREER DEVELOPMENT

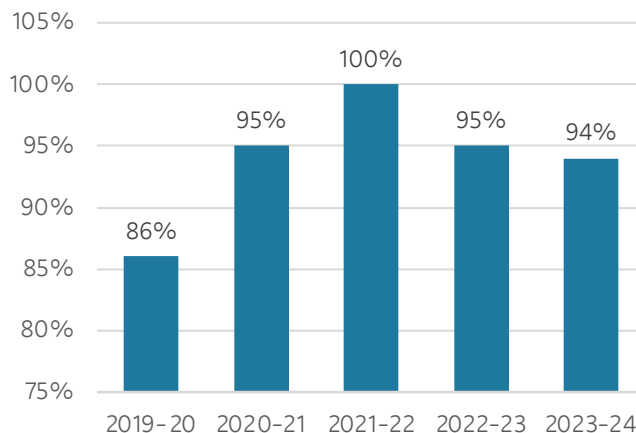
Grade 10-11 Transition (Indigenous All)



Grade 10-11 Transition (Indigenous On Reserve)



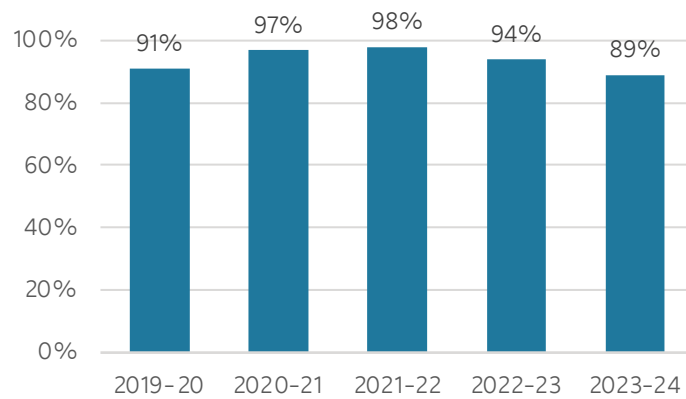
Grade 10-11 Indigenous (Not On Reserve) Transition Rate



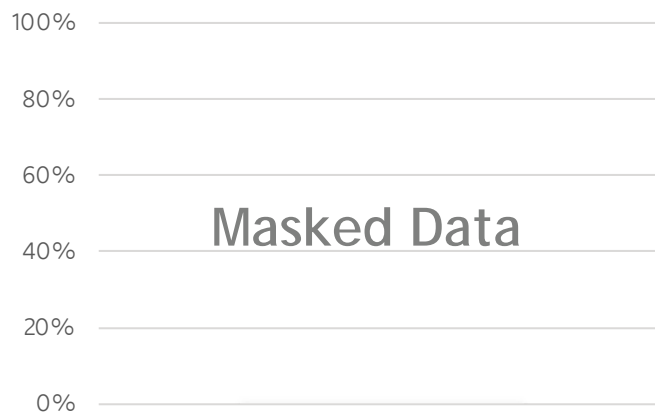


EVIDENCE OF LEARNING | CAREER DEVELOPMENT

Grade 10 to 11 Transition (Diverse Abilities)



Grade 10-11 Transition (Children/Youth in Care)

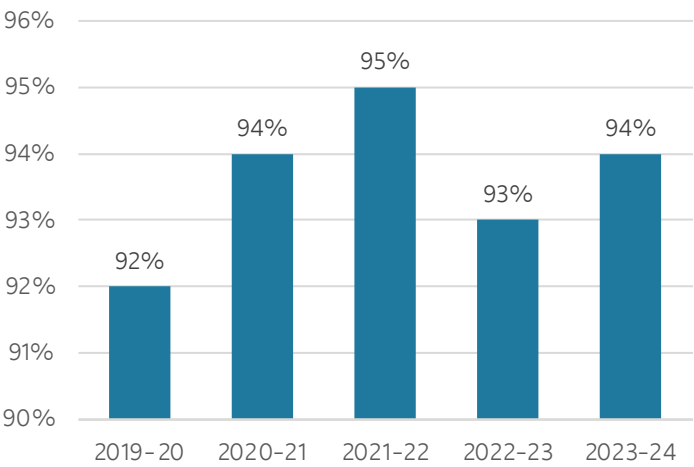




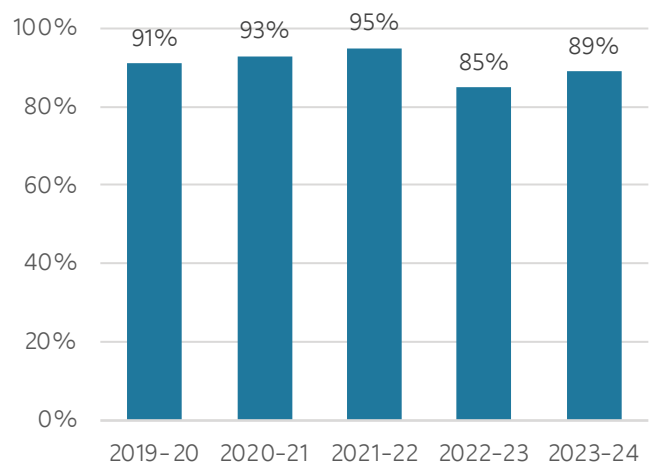
EVIDENCE OF LEARNING | CAREER DEVELOPMENT

GRADE 11-12 TRANSITIONS

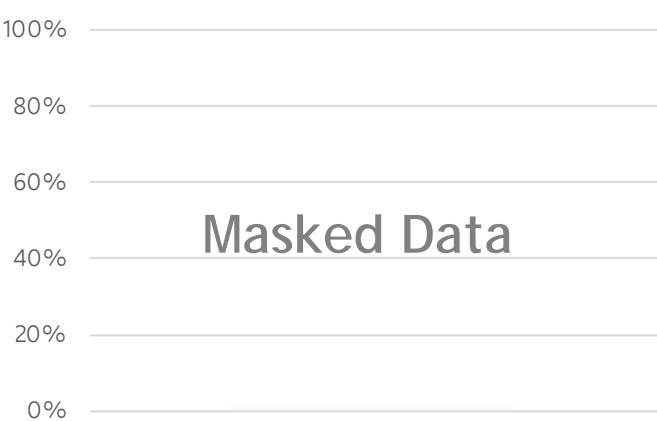
Grade 11-12 Transition (All Resident)



Grade 11 to 12 Transition (Indigenous All)



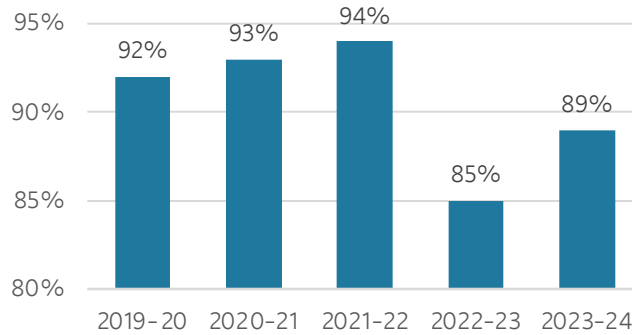
Grade 11-12 Transition (Indigenous On Reserve)



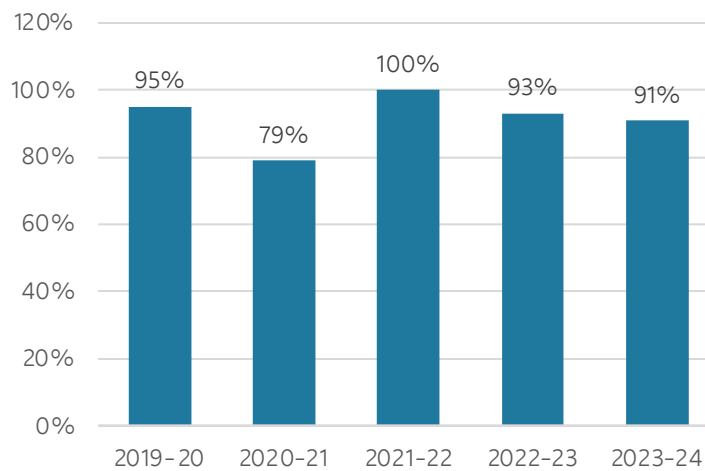


EVIDENCE OF LEARNING | CAREER DEVELOPMENT

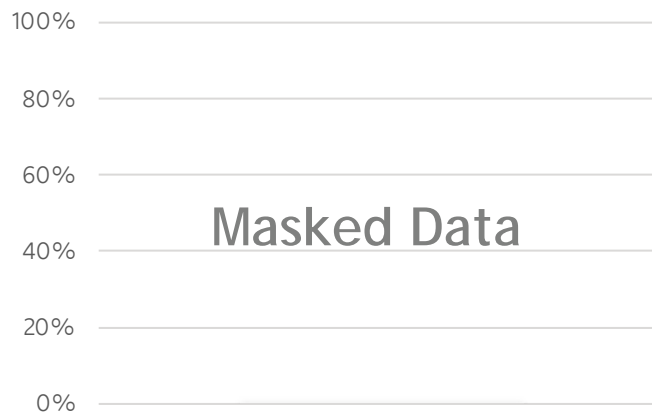
Grade 11-12 Indigenous (Not On Reserve) Transition Rate



Grade 11 to 12 Transition (Diverse Abilities)



Grade 11-12 Transition (Children/Youth in Care)



Masked Data





EVIDENCE OF LEARNING | CAREER DEVELOPMENT

SD8 GRADE-TO-GRADE TRANSITIONS 2023-2024

Sources of Data and Evidence Analyzed:

The data encompasses district-level, grade-to-grade transitions specifically focusing on students in grades 10, 11, and 12, with a timeframe extending from the 2019-2020 to the 2023-2024 academic years. Within this dataset, particular attention is given to sub-populations, including Indigenous students (on reserve and not on reserve), children and youth in care and students with diverse abilities, to ensure a comprehensive analysis of student progress. Individual student data was also analyzed during the annual graduation review process to ensure students are on track to graduation. Finally, Student Learning Survey (SLS) data for the question, “At school, I have felt well supported when I moved to a higher grade by having course choices and timetables or calendars explained”, was also analyzed for grade 10 and 12 all resident students.

Missing or Masked Data:

Data sets masked from the analysis include transitions from grade 10 to 11, and 11 to 12 for specific sub-populations. These sub-populations include Indigenous students living on reserve, and children and youth in care. The district is working toward individualizing transition supports for this population of students.

Trends Emerged from the Analysis:

Overall, grade-to-grade transitions remain strong, with all resident students maintaining consistently high transition rates. Across both grade 10-11 and grade 11-12, transitions have ranged between 92%-98%, although a slight decline was observed in 2023-2024 for grade 10-11. While grade 11-12 transitions are generally lower than grade 10-11, they remain stable. Among Indigenous students, significant progress has been made in grade 10-11 transitions, often reaching or exceeding the general student population. For example, in 2021-2022, Indigenous student transitions reached 100%, and in recent years have remained between 94-95%. However, their grade 11-12 transitions have shown greater fluctuation, dropping from 95% in 2020-2021 to 85% in 2022-2023 before recovering slightly to 89% in 2023-2024. This suggests that while early high school transitions have improved, additional support is required to sustain these gains into the final years of secondary school.

For students with disabilities and diverse abilities, transition rates have been inconsistent, with strong results in some years but a recent decline in 2023-2024. Previously, these students had transition rates as high as 98%-100%, but recent data indicates a drop to 89% for grade 10-11 and 91% for grade 11-12. This downward trend signals emerging barriers that need to be addressed. Children and youth in care are another priority group, though their data is masked due to small sample sizes. However, ensuring these students receive strong wraparound supports remains essential. The data highlights that while overall transitions remain strong, disparities in grade 11-12 transitions persist for key sub-populations, indicating a need for sustained and targeted interventions.

Inequities of Learning Outcomes:

Despite positive trends in early high school years, inequities in learning outcomes remain, particularly for Indigenous students and students with diverse abilities. The improved grade 10-11 transitions for Indigenous students demonstrate equity gains, but the drop in grade 11-12 transitions indicates that these students continue to require consistency in necessary supports to maintain their progress through to graduation.

The transition data for students with diverse abilities highlights both progress and areas for improvement. grade 10 to 11 transitions have remained strong, with a peak in recent years, though a decline in 2023-2024 suggests reinforced focus. Grade 11-12 transitions have shown more fluctuation, with a notable dip followed by a strong recovery and recent stabilization. While the overall trend is positive, the past inconsistencies indicate





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the need for continued supports, such as personalized transition planning and accessibility accommodations, to ensure long-term stability. A key celebration is the exceptionally high transition rate achieved in 2021–2022, demonstrating the district’s ability to foster success when conditions align. Moving forward, it will be important to sustain these gains, address recent declines, and ensure students with diverse abilities receive the targeted interventions needed for smooth and equitable transitions.

Stories Revealed about District’s Approaches to Supporting Teaching and Learning:

The story for students in grades 10 to 12 from the 2019–2020 to the 2023–2024 academic years reveals a stable transition rate for the all resident student population. However, it uncovers disparities among sub-populations, notably those with diverse abilities. Equity improvements for students with Indigenous ancestry in grades 10–11 have equalized or exceeded the general population in recent years. While the all resident student population maintains steady progress, learners with diverse abilities have experienced fluctuating or declining immediate transition rates with Indigenous students’ transitions dropping in recent years. This data story highlights a need to further scrutinize the grade 11 to twelve transition, including targeted supports to address these inequities and ensure all students have equitable opportunities to succeed in their educational pathways and toward graduation. The key focus moving forward should be on sustaining early gains for Indigenous students, stabilizing grade 11–12 transitions, and addressing emerging gaps for students with diverse abilities.

Current Approaches to Equity of Learning:

To achieve academic success, cultural engagement, and well-being for Indigenous students, equitable supports and individualized graduation pathways are provided, involving three-year planning to explore career options and workforce entry. The continued emphasis on trades training and dual credit pathways has improved course planning for students in grade 11 in preparation for potential grade 12 dual credit programs. This reflects the district’s dedication to addressing the varied needs of our students.

Transition planning, vital for navigating educational and life transitions, includes yearly planning for student placement and involves principals, inclusion support teachers, counsellors, classroom teachers, and Aboriginal Education staff to determine optimal classroom settings, particularly for those with complex needs. This process extends to arranging school visits for a smooth adjustment to new schools within SD8. Emphasis is on early engagement and parental involvement.

For students nearing adulthood, early coordination with Community Living B.C. (CLBC) and other agencies facilitates a seamless transition to post-school life. This includes setting specific Individual Education Plan (IEP) goals and organizing information sessions with community agencies to support students and families during this critical period.

Key Actions & Strategies

- ✓ Develop a district graduation pathway success framework to ensure successful transitions
- ✓ Support schools in the development of career exploratory programs including dual credit, trades training, and work experience
- ✓ Ensure each student has a 3-year grad plan on file, updated annually
- ✓ Continue to support annual intermediate to middle years grade-to-grade transition meetings with a focus on priority learners
- ✓ Facilitate secondary academic reviews (three times annually) focusing on priority learners and targeting grade 11 populations





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- ✓ Continue with school-based and district-based team meetings focusing on priority learners' academic success
- ✓ Ensure that children and youth in care have individualized student learning plans that outline wraparound supports and progress toward achievement of learning goals
- ✓ Continue to provide individualized supports for students with Indigenous ancestry, including support from Aboriginal success teachers, and Aboriginal youth and family worker liaisons
- ✓ Provide information to families through family engagement nights, digital resources, and website updates for graduation program planning and scholarships

COMPLETION RATES

Completion rates are indicators of graduation with either a B.C. Certificate of Graduation ("Dogwood Diploma") or B.C. Adult Graduation Diploma ("Adult Dogwood").

Education Outcome 4: Students will graduate.

- ◆ Measure 4.1 Number and percentage of resident students who achieved a B.C. Certificate of Graduation or "Dogwood Diploma" within five years of starting grade 8.

The five-year graduation and six-year completion rates are two of several indicators that demonstrate how well the school system is serving students.

Five-Year Completion Rate is the cohort of students who begin grade 8 at the same time, and graduate within five years with a B.C. Certificate of Graduation ("Dogwood Diploma").

Six-Year Completion Rate is the proportion of students who take longer to complete high school, over the five-year expected period, and includes both the B.C. Certificate of Graduation ("Dogwood Diploma") or B.C. Adult Graduation Diploma ("Adult Dogwood"). The BC Ministry of Education uses this model as a benchmark of student success.

Most students will complete high school within the expected five-year period. Some students will take longer to complete their Dogwood (e.g., students who take a year off to play sports or study abroad; or those who require an additional year to successfully finish one or two required courses) for either the B.C. Certificate of Graduation ("Dogwood Diploma") or B.C. Adult Graduation Diploma ("Adult Dogwood"). Our district aim is to have most students graduate with the B.C. Certificate of Graduation or "Dogwood Diploma."

British Columbia offers three pathways towards school completion:

1. B.C. Certificate of Graduation, or "Dogwood Diploma," is awarded to students who successfully complete the provincial graduation requirements. Students require a minimum of 80 credits to graduate.
2. B.C. Adult Graduation Diploma, also known as the "Adult Dogwood", is for adult learners (18 years of age and older) who want to take courses to complete high school and obtain their adult high school diploma.
3. B.C. School Completion Certificate, or "Evergreen Certificate", is intended to celebrate success in learning and accomplishments of students with diverse needs. The Evergreen Certificate does not represent graduation and therefore is not equivalent to a B.C. Certificate of Graduation. Students on an "Evergreen Certificate" are not counted in the completion rates.





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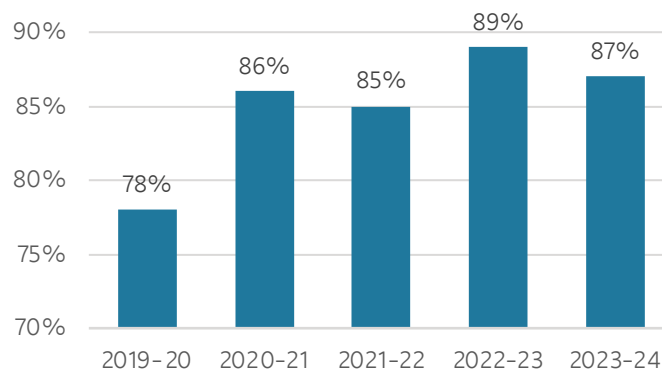
For more information, see the K-12 graduation program.

Education Outcome 4: Students will graduate.

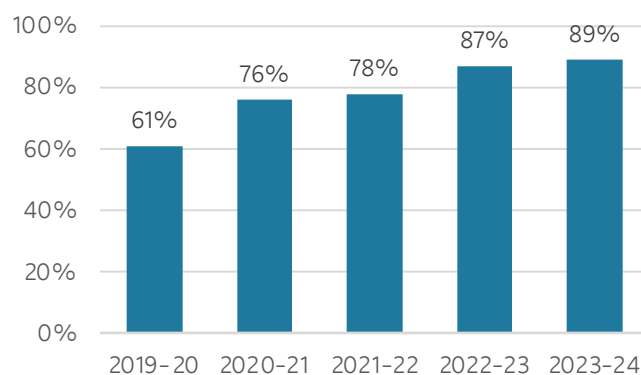
- ♦ **Measure 4.1** Number and percentage of resident students who achieved a B.C. Certificate of Graduation (“Dogwood Diploma”) within five years of starting grade 8.

FIVE-YEAR COMPLETION RATES

Five Year Completion Rates (All Resident)



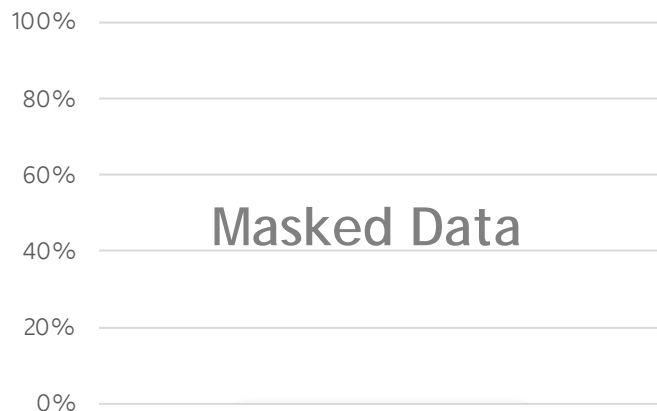
Five Year Completion Rates (Indigenous All)



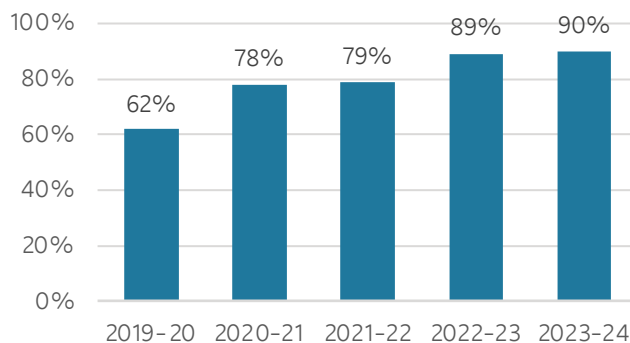


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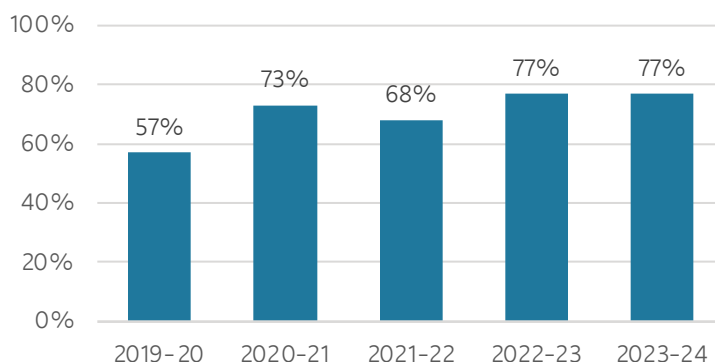
Five Year Completion Rates (Indigenous On Reserve)



Five Year Completion Rates (Indigenous Not On Reserve)



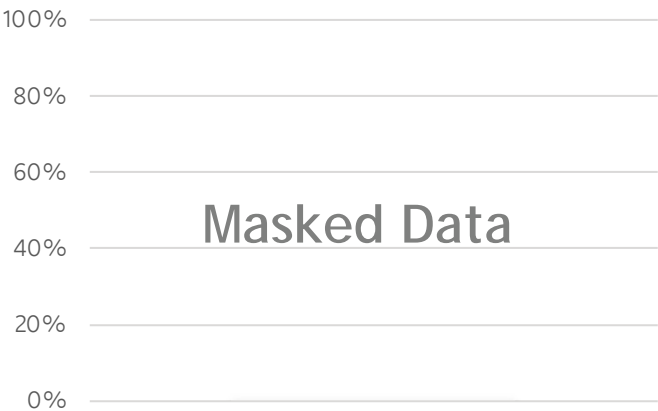
Five Year Completion Rates (Diverse Abilities)





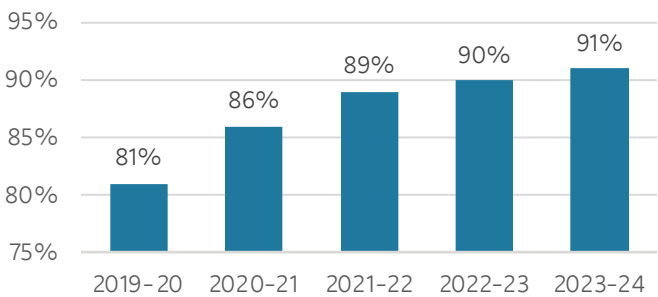
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Five Year Completion Rates (Children/ Youth in Care)

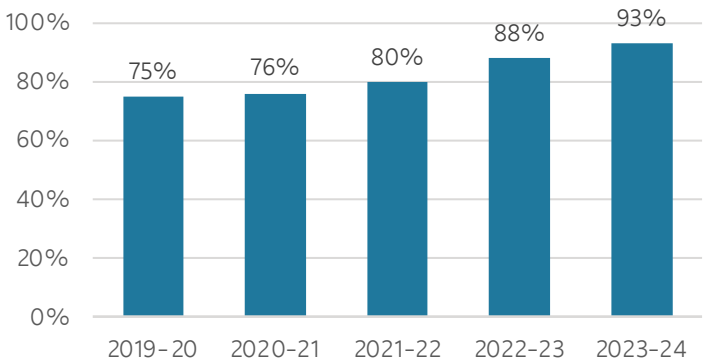


SIX-YEAR COMPLETION RATES

Six Year Completion Rates (All Resident)



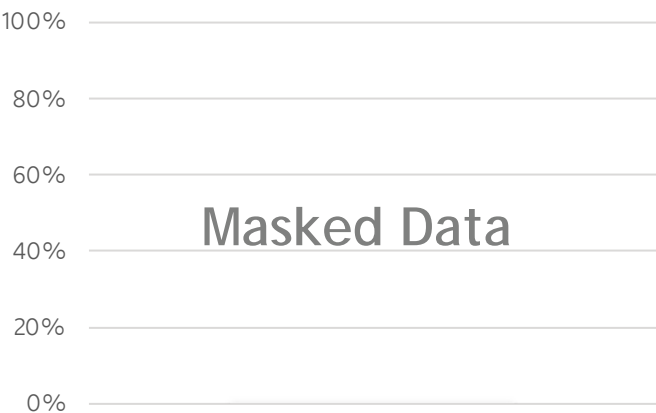
Six Year Completion Rates (Indigenous All)



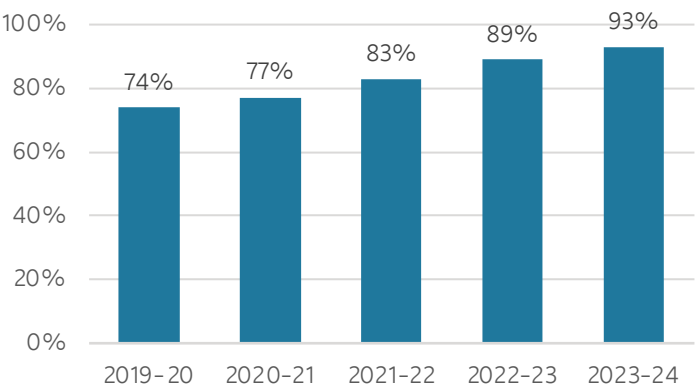


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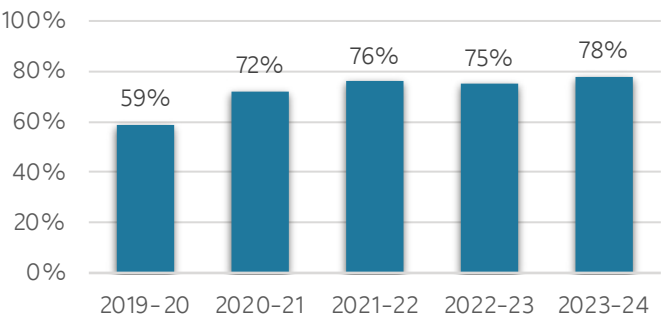
Six Year Completion Rate (Indigenous On Reserve)



Six Year Completion Rates (Indigenous Not on Reserve)



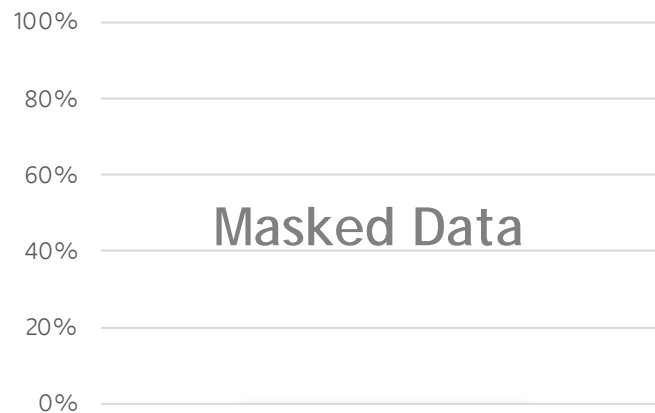
Six Year Completion Rates (Diverse Abilities)





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Six Year Completion Rate (Children/Youth in Care)



SD8 COMPLETION RATES 2023-2024

Sources of Data and Evidence Analyzed:

The data analyzed included five-year completion rates and six-year completion rates. Sub-populations that were of particular focus were students with Indigenous ancestry (all, on reserve, and not on reserve), Students with diverse abilities and children and youth in care. Other data sources incorporated into the analysis and action plan are the YDI (Youth Development Index) and SLS (Student Learning Survey) for career education and post-secondary preparation.

Missing or Masked Data

Data sets for Indigenous students on reserve and for youth in care students relies heavily on local knowledge; the district has a high level of confidence in the accuracy of that information.

Trends Emerged from the Analysis

Completion rates for all resident students have shown steady improvement, with five-year completion rates rising in percentages from the high 70s to the high 80s, and six-year rates increasing from the low 80s to 91% in the most recent year. This reflects strong overall educational supports and interventions helping students successfully complete high school within both standard and extended timelines.

Indigenous students (all) have seen remarkable progress, particularly in six-year completion rates, which have increased from the mid-70s to a high of 93% in the most recent year. The five-year completion rate for Indigenous students has also improved significantly, growing from just over 60% five years ago to near 90% currently. This narrowing of the gap suggests that targeted supports and Indigenous-led education initiatives in the action plan are having a positive impact. Similarly, Indigenous students not on reserve have nearly closed the gap with all resident students, with completion rates consistently increasing over time.

For students with diverse abilities, completion rates have been steadily rising in both five- and six-year cohorts, reaching the high 70s in recent years.





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Inequities of Learning Outcomes

Despite overall improvements, Indigenous students on reserve continue to face barriers, with completion rates remaining below those of their off-reserve and non-Indigenous peers. Similarly, children and youth in care show inconsistent results, with large swings in completion rates across different years, emphasizing the importance of long-term, stable educational supports as outlined in the current three-year action plan.

Students with diverse abilities, while improving, still lag behind all resident students, reinforcing the need for expanded individualized learning supports and transition programs. The gap between five-year and six-year completion rates across all sub-populations further underlines the necessity of flexible graduation pathways, ensuring that students who need additional time and resources can successfully complete their education.

Stories Revealed about District's Approaches to Supporting Teaching and Learning

The five-year completion rate has improved, especially for Indigenous students overall. The six-year completion rates show that providing additional time can significantly benefit priority learner populations, particularly Indigenous students, suggesting that flexible pathways to graduation are an effective tool in improving equity and student success. However, the data also highlights the need for continued focus on tailored support strategies to address the unique needs of these groups to achieve true educational equity.

Current Approaches to Equity of Learning

Currently, the district continues to facilitate graduation program academic reviews three times during the year to ensure all students, especially priority learners, are on track to graduate. Students with Indigenous ancestry, including on reserve and not on reserve, are tracked and supported for academic success, cultural opportunities, and health and well-being to ensure they are on track to graduate. Finally, expansion in career programs, such as dual credit and trades training has been of benefit. This includes removing barriers to tuition and ancillary costs and encouraging individualized graduation pathways through 3-year graduation program planning supports priority learners in career exploration and workforce entry.

Key Actions & Strategies

- ✓ Develop a district graduation pathway success framework to ensure success for all learners
- ✓ Ensure each student has a 3-year grad plan on file, updated annually
- ✓ Facilitate secondary academic reviews (3 times annually) focusing on priority learners
- ✓ Continue with school-based and district-based team meetings focusing on priority learners' academic success
- ✓ Continue to provide Individualized supports for students with Indigenous ancestry, including support from Aboriginal success teachers, and Aboriginal youth and family worker liaisons
- ✓ Ensure that children and youth in care have individualized student learning plans that outline wraparound supports and progress toward achievement of learning goals and graduation
- ✓ Provide information to families through family engagement nights, digital resources, and website updates for graduation program planning and scholarships
- ✓ Continue to support and promote an integrated core competency-based approach to capstone and scholarships at the district level
- ✓ Continue to develop and deepen regional career, dual credit, and trades training program partnerships with colleges and institutes
- ✓ Continue to collaborate with regional colleges for transition supports and bridging strategies focusing on priority learners

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Educational Outcome 5: Life and Career Core Competencies

POST-SECONDARY (PSI) TRANSITIONS

Educational Outcome 4: Students will graduate.

- ♦ **Measure 5.1:** Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years.

The Post-Secondary Institute Transition (PSI) is a measure that examines the number of students who are eligible to graduate and identifies the proportion of those students who make a transition to a B.C. public post-secondary institution.

Post-Secondary (PSI) Immediate Transition Rate Post-Secondary (PSI) 3-Year Transition Rate

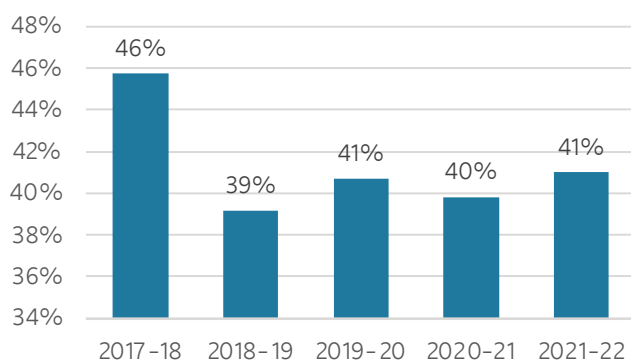
In reviewing the PSI data as provided by the Ministry of Education, students who enrol in trades partnership programs with public post-secondary institutions before meeting graduation requirements are being captured in both the “immediate” and “3-year” PSI data. Over the period 2018-2019 to 2023-2024, an average of 45 district students per school year enrolled in public post-secondary trades partnership programs before meeting graduation requirements. Dual credit program expansion has also helped bridge transitions to post-secondary opportunities and is an area of opportunity.

Educational Outcome 5: Life and Career Core Competencies

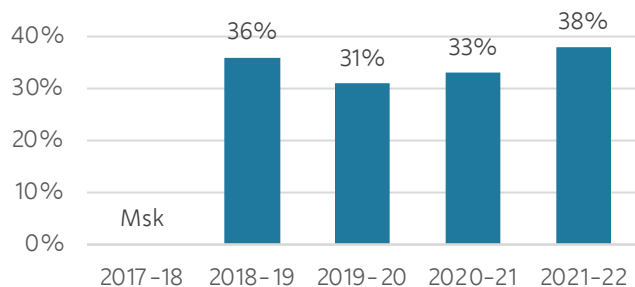
- ♦ **Measure 5.1:** Transitioning to Post-Secondary

PSI IMMEDIATE TRANSITION RATES (BC INSTITUTIONS ONLY)

PSI Transition Rate-Immediate (All Resident)



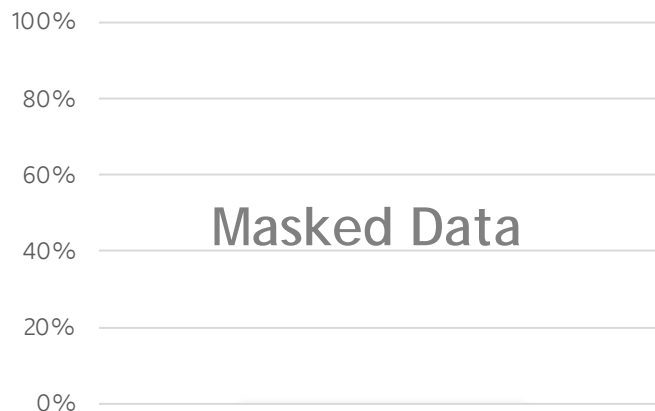
PSI Transition Rate-Immediate (Indigenous All)



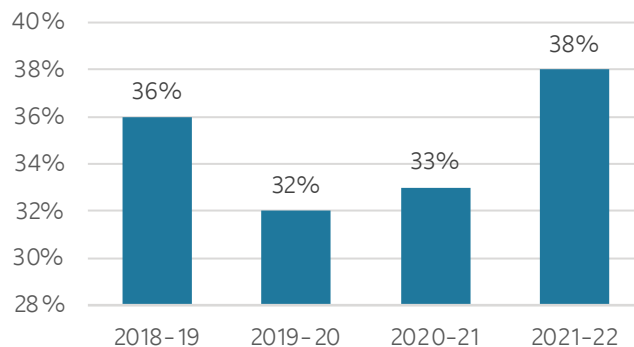


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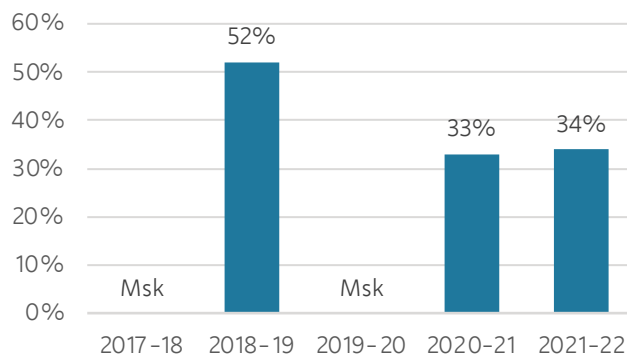
PSI Rate- Immediate (Indigenous On Reserve)



PSI Transition- Immediate (Indigenous Not On Reserve)



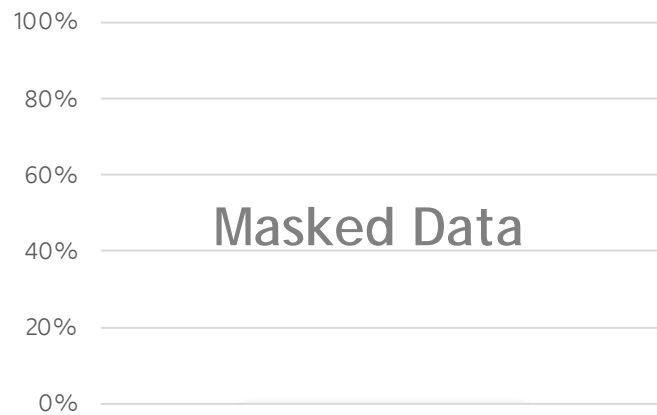
PSI Transition Rate- Immediate (Diverse Abilities)





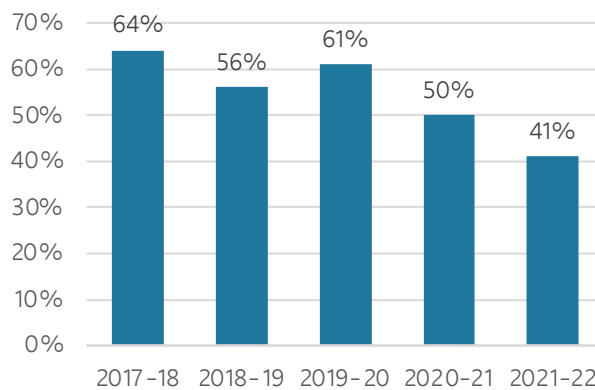
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PSI Transition Rate-Immediate (Children/Youth in Care)

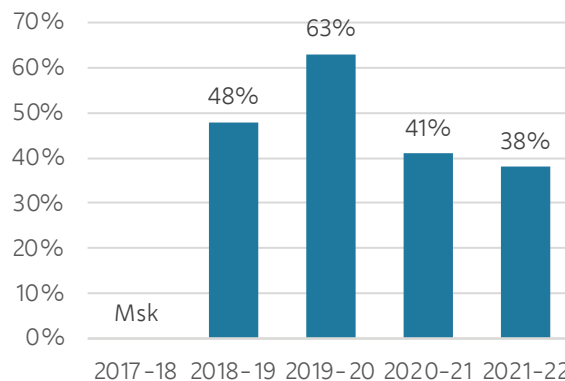


PSI 3-YEAR TRANSITION RATES

PSI Transition Rate-3 Year (All Resident)



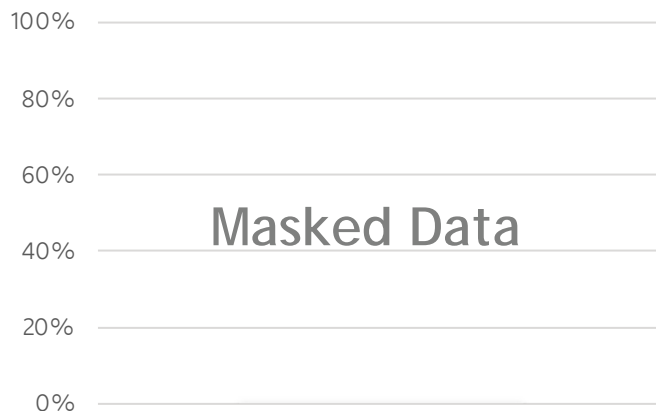
PSI Transition Rate-3 Year (Indigenous All)



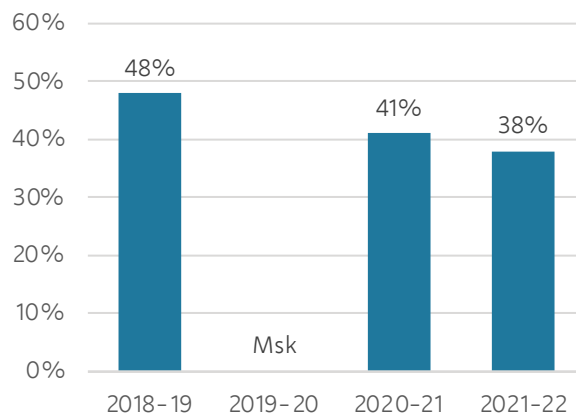


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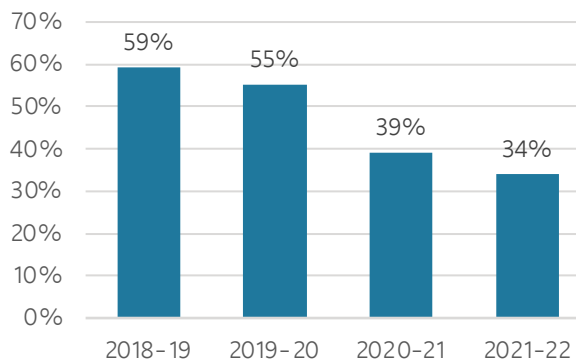
PSI Transitions - 3 Year (Indigenous On Reserve)



PSI Transition Rate- 3 Year (Indigenous Not On Reserve)



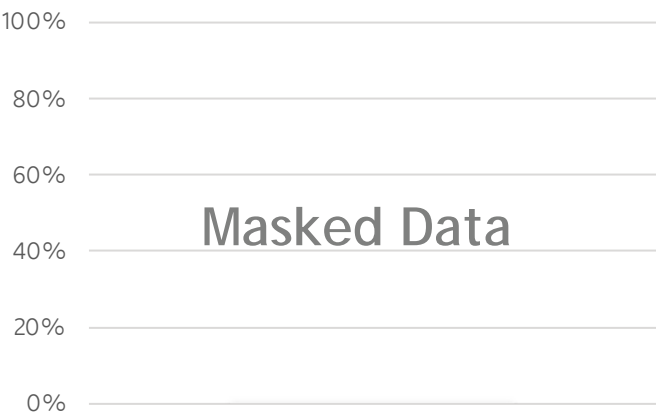
PSI Transition Rate- 3 Year (Diverse Abilities)





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PSI Transition Rate – 3 Year (Children/Youth in Care)



Student Learning Surveys (SLS) Grade 10 and 12

The B.C. Student Learning Survey is administered annually to students in grades 3 or 4, 7, 10 and 12. The SLS asks students questions about their school experiences. Student participation is voluntary.

% of students indicating positive response to “Are you satisfied that school is preparing you for post-secondary education (college, university, trade school)?”

SD8 Kootenay Lake		Years					
SLS	Sub-set	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Grade 10	All Resident	24%	29%	28%	27%	29%	36%
	Indigenous	33%	n/a	13%	50%	22%	30%
	Students with Diverse Abilities	31%	n/a	16%	27%	28%	32%
Grade 12	All Resident	20%	31%	17%	19%	19%	33%
	Indigenous	46%	40%	19%	23%	15%	31%
	Students with Diverse Abilities	63%	n/a	12%	31%	16%	n/a





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Youth Development Index (YDI) Survey “Future Plans and Priorities” 2023–2024

The YDI is administered annually to students in grades 11 and 12. The YDI measures various aspects of youth well-being, including mental health, social supports, career readiness, and overall development, to inform policies and programs that support youth in British Columbia.

Future Goals

1 in 4 youth were randomly sampled to find out their plants after high school. Students could “select all that apply”; therefore, percentages add up to greater than 100%.

45%	31%	13%
enrol in university	enrol in college	enrol in a trade school or apprenticeship
50%	32%	13%
get a part-time or full-time job	take time off to travel or volunteer	I don't know

SD8 PSI TRANSITIONS 2023–2024

Sources of Data and Evidence Analyzed:

The data analyzed included immediate and three-year post-secondary transition rates. Sub-populations that were of particular focus were students with Indigenous ancestry (all, on reserve, and not on reserve), Students with diverse abilities and children and youth in care. Other data sources incorporated into the analysis and action plan are the Youth Development Index(YDI) and Student Learning Survey(SLS) for career education and post-secondary preparation.

Missing or Masked Data

Data sets that remain challenging to procure are those for students who attend post-secondary institutions outside of B.C. as that information is not readily accessible through the current data systems, so SD8 has relied upon Statistics Canada data through the MOECC data portal. Data sets for Indigenous students on reserve and for youth in care students rely heavily on local knowledge; it is currently challenging to determine the PSI transition rates for these sub-populations.

Trends Emerged from the Analysis

Post-secondary transition rates, both immediate (within one year of graduation) and three-year transitions, have shown a declining trend across all resident students, reflecting shifting post-secondary enrolment patterns. Immediate transition rates for all resident students have declined over time, with the most recent data showing a lower percentage than in previous years averaging at about 40% for immediate transitions. A similar downward trend is observed in three-year transitions, suggesting a growing number of students delaying or opting out of post-secondary education immediately after graduation, at least for BC PSIs. Statistics Canada information indicates that between 10% and 16% of graduating students in SD8 Kootenay Lake enrolled in Canadian out-of-province post-secondary institutions over the last ten years. Generally, SD8 students lag behind in immediate and delayed transition rates behind other all resident BC students by 10% average for BC PSIs.





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Despite this overall decline, some sub-populations, such as Indigenous students and students with diverse abilities, have demonstrated resilience in post-secondary participation over time, though their transitions are still occurring at marginally lower rates than all resident students. Indigenous students (all) initially had higher transition rates than the general population but have experienced a decline since 2019–2020 during the initial COVID pandemic for three-year transitions. However, immediate transitions for students with Indigenous ancestry have been on par or higher than all resident students. Similarly, students with diverse abilities have maintained some consistency in transition rates over time but still face barriers to immediate and three-year enrolment, hovering at about a 34% transition rate. The presence of trades partnership programs within the district may contribute to alternative career pathways that are not fully reflected in these transition metrics, providing students with additional post-secondary opportunities beyond traditional PSI enrolment.

The 2023–2024 Student Learning Survey results indicate that 50% of grade 12 respondents “definitely” intend to go to a post-secondary school in the future, while 25% indicated “probably.” Data from the Youth Development Index (YDI) for 2023–2024 indicates that 45% of students plan to enrol in university, 31% plan to enrol in college, and 13% plan to enrol in a trade school or apprenticeship. Students not planning to enrol have indicated getting a part-time job (50%) or taking time off to travel or volunteer (32%). Student learning survey data indicates that overall, students in grade 10 and 12 felt better prepared for post-secondary education in 2023–2024.

Inequities of Learning Outcomes

Notable gaps persist in post-secondary transitions among Indigenous students and students with diverse abilities, pointing to ongoing systemic barriers in accessing and pursuing further education. Indigenous students (both on and not on reserve) have experienced a more rapid decline in immediate and three-year transitions compared to all resident students, suggesting that additional supports may be needed to encourage sustained engagement in post-secondary pathways. A celebration for Indigenous students is the incremental growth in immediate transition rates to post-secondary institutions.

Students with diverse abilities face some of the most significant barriers to post-secondary transitions, with immediate transition rates dropping since 2018–2019 and three-year transition rates following a similar trend. This indicates that students with disabilities may require extended supports before and beyond high school to ensure smoother post-secondary integration. Additionally, while data for children and youth in care is masked, previous research and trends suggest that this group experiences even greater barriers in post-secondary access.

Overall, the declining or delayed post-secondary transition rates, particularly for Indigenous students and students with diverse abilities, highlight the need for continued enhanced supports, targeted outreach, and expanded pathways to ensure equitable access to post-secondary education for all students.

Stories Revealed about District’s Approaches to Supporting Teaching and Learning

Priority learners have been increasingly tracked to ensure academic achievement and graduation program success through academic reviews and other means. As mentioned in the analysis, there is a general trend to delay post-secondary entry. Opportunities for trades training and dual credit continue to show promise and growth, with low attrition rates, and high engagement and satisfaction.

Current Approaches to Equity of Learning

Graduation program academic reviews are conducted three times during the year to ensure all students, especially priority learners, are on track to graduate. Students with Indigenous ancestry, including on reserve and not on reserve, are tracked and supported for academic success, cultural opportunities, and health and



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well-being to ensure they are on track to graduate. Parent information nights for trades training, scholarships, and dual credit have supported families in making career and educational decisions. Ensuring that school teams, in particular counsellors, receive updated information through bulletins and annual career program meetings has also been essential. Expansion in work experience, dual credit and trades training, removing barriers to tuition and ancillary costs, and encouraging individualized graduation pathways through 3-year graduation program planning supports priority learners in career exploration and workforce entry.

Key Actions & Strategies

- ✓ Develop a district graduation pathway success framework to ensure all students have an opportunity for graduation and post-secondary success
- ✓ Ensure each student has a 3-year grad plan on file, updated annually, and ensuring each student has a post-secondary transition plan
- ✓ Continue to support annual grade-to-grade transition meetings with a focus on priority learners
- ✓ Facilitate secondary academic reviews (3 times annually) focusing on priority learners
- ✓ Continue with school-based and district-based team meetings focusing on priority learners' academic success
- ✓ Continue to provide Individualized supports for students with Indigenous ancestry, including support from Aboriginal success teachers, and Aboriginal youth and family worker liaisons
- ✓ Ensure that children and youth in care have individualized student learning plans that outline wraparound supports and progress toward achievement of learning goals
- ✓ Provide information to families, focusing on Indigenous families, through family engagement nights, digital resources, and website updates for graduation program planning and scholarships
- ✓ Continue to develop and deepen regional career, dual credit, and trades training program partnerships with colleges and institutes
- ✓ Continue to collaborate with regional colleges for transition supports and bridging strategies focusing on priority learner transitions and services





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Career and Dual Credit Programs

Educational Outcome 5: Students will have the core competencies to achieve their career and life goals. Career exploratory programs help students determine their educational, career, or workforce trajectory. Career programs include dual credit programs that offer students the opportunity to enrol in college level programs while in high school, while gaining credit for both. Dual credit programs are tuition-free in SD8 as per [Ministry of Education and Child Care policy](#).

The SD8 Trades Training program supports a scaffolded entrance to a career in the trades at the graduation program level in grades ten through twelve and beyond. SD8 students in the graduation program have opportunities through multiple regional college partners to participate in both dual credit career programs and dual credit Youth Train in Trade programs (in partnership with [Skilled Trades BC](#), the organization that advances B.C.'s trades training system).

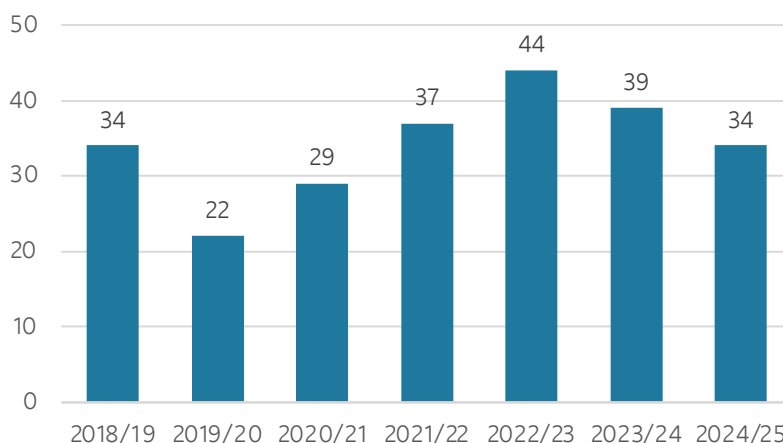
The mandate of the [StrongerBC: Future Ready Action Plan](#) initiative by the British Columbia government aimed at equipping residents with the skills and training necessary to thrive in a rapidly evolving economy has gained momentum through district projects and initiatives. Support for Early Child Care Education (ECCE), for example, has focused the initiative on workforce and career preparation and transitions in SD8. Finally, the MOECC has several grant opportunities for dual credit expansion and work experience enhancement which SD8 Innovative Learning Services continues to engage with on a local, regional, and provincial basis. This includes a dual credit enhancement partnership with neighbouring school districts SD5 and SD6; an SD8-led regional three-year early child care education dual credit partnership; a work experience enhancement grant to procure employer contracts in various labour market sectors, and a healthcare fair grant in partnership with Selkirk College and Interior Health Authority (IHA) for middle years students interested in healthcare opportunities.

Skilled Trades BC Trades Training Pathways



EVIDENCE OF LEARNING | CAREER DEVELOPMENT

SD8 Youth Train in Trades Net Enrolments (Headcount)



All career programs that are currently tracked in SD8 through the MOECC 1701 process at the district level are listed in the table below. The career programs are generic categories and represent participation in both school-based and dual credit exploratory programs.

SD8 Career Program Participation

SD8 Headcount of students (grades 10–12) participating in Career Programs.

Year	CP Tourism, Hospitality & Foods	CP Trades & Technology	CP Liberal Arts	CP Business	CP Health & Human Services	Totals
2024/25	4	70	0	6	2	82
2023/24	4	81	0	3	0	88
2022/23	48	53	16	3	4	124
2021/22	5	46	0	0	3	54
2020/21	9	41	0	n/a	0	50
2019/20	4	10	0	0	0	14
2018/19	1	25	0	0	0	26

*CP = career preparation

Career Programs in SD8 are comprised of secondary school electives that are specifically tied to a post-secondary program and career goal. The Youth Train in Trades programs, which take place at a regional college, and provide credit for both post-secondary and high school (dual credit) include the following: Automotive Technician, Carpentry, Electrical, Fine Woodworking, Hairdressing, Heavy Duty Mechanic, Metal Fabrication, Millwright Machinist, Professional Cook, Welding, and Motorcycle Technician. In addition, SD8 has partnered with regional colleges to offer a dual credit Early Child Care Education (ECCE) assistant program, and a single dual credit Business Administration course. Post-Secondary partners include College of the Rockies, Selkirk College, BCIT, Okanagan College, Northern Lights College, and Thompson Rivers University.



EVIDENCE OF LEARNING | CAREER DEVELOPMENT

Elective and exploratory programs at middle and secondary levels continue to promote student awareness of viable careers. This includes the **Youth Explore Skills** pathways, with 100 seat enrolments supplemented through **Skilled Trades BC** across the district in technology education or culinary arts/food studies classrooms that incorporate trades training and apprenticeship modules into curriculum. **The Trades Sampler**, a rotating program for two rural schools, Mount Sentinel Secondary and Salmo Secondary in partnership with Selkirk College have been tremendously successful as an on-ramp to **Youth Train in Trades Foundation** programs at our regional colleges. In addition, guest speakers and local events such as **Made for Trades Day** and the **Skills BC Regional Competition** ensure that students in the trades training pathway have the opportunity to both explore trades and participate in showcasing their skills.

For Information: **SD8 Dual Credit Programs** and **SD8 Trades Training Programs**

Student Learning Surveys (SLS) Grade 10 and 12

The B.C. Student Learning Survey is administered annually to students in grades 3 or 4, 7, 10 and 12. The SLS asks students questions about their school experiences. Student participation is voluntary.

% of students indicating positive response to “Are you satisfied that school is preparing you for a job in the future?”

SD8 Kootenay Lake		Years					
SLS	Sub-set	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Grade 10	All Resident	31%	32%	28%	34%	36%	40%
	Indigenous	36%	13%	21%	34%	28%	36%
	Students with Diverse Abilities	44%	n/a	21%	21%	26%	32%
Grade 12	All Resident	26%	38%	29%	31%	27%	37%
	Indigenous	46%	60%	30%	26%	18%	42%
	Students with Diverse Abilities	50%	n/a	41%	42%	11%	21%

Youth Development Index (YDI) Survey “Learning Environment & Engagement” 2023–2024

The YDI is administered annually to students in grades 11 and 12. The YDI measures various aspects of youth well-being, including mental health, social supports, career readiness, and overall development, to inform policies and programs that support youth in British Columbia.



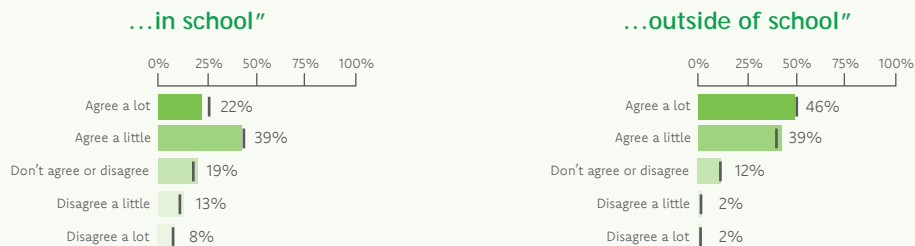


EVIDENCE OF LEARNING | CAREER DEVELOPMENT

Personal Development

Opportunities for skill development

Youth's level of agreement with the statement "I have opportunities to develop skills that will be useful later in life (like job skills and skills to care for others)..."



Sources of Data and Evidence Analyzed:

The data analyzed included career program participation rates in general, and trades training programs specifically. Other data sources incorporated into the analysis and action plan are the Youth Development Index(YDI) and Student Learning Survey(SLS) for career education and post-secondary preparation.

Missing or Masked Data

Data sets that are not explicitly tracked are students with Indigenous ancestry, students with diverse abilities, and children/youth in care sub-populations. However, anecdotal data indicates a higher proportion of students with diverse abilities gravitate toward the career and trades training programs in general. In addition, schools will continue to be supported in assigning career program codes where applicable in order for the district to glean more accurate information for overall participation rates.

Trends Emerged from the Analysis

Participation in career programs in general continues to rise at the secondary program level, with a couple of minor anomalies in reporting data. Trades training career program participation has generally risen over the years but is slightly declining with regional competition for trades training foundation seats, college trades training seat limitations, and some program attrition. However, student perceptions on the Student Learning Survey (SLS) for "are you satisfied that school is preparing you for a job in the future" indicate a general trend toward improvement in 2023-2024 across grades 10 to 12, including sub-populations. The Youth Development Index (YDI), in a random sample, shows that an average of 13% of students plan to enrol in a trade school or apprenticeship, indicating this is an area of opportunity, and that 70% of SD8 student respondents indicated that they agreed "a little" or "a lot" that Life Skills (trades, cooking, etc.) contributed to their well-being in 2023-2024. Students also agreed that opportunities outside of school help them develop useful life skills. This suggests a positive attitude toward career program electives, and to work and volunteer experiences that lead to practical and meaningful career and workforce exploration.

Inequities of Learning Outcomes

Through anecdotal data and observations at the school level, it is clear

Success Story

TRADES SAMPLER: SETTING UP STUDENTS FOR FUTURE SUCCESS

Selkirk College and SD8 partner for the successful Trades Sampler Program, which rotates between two rural schools in SD8.



EVIDENCE OF LEARNING | CAREER DEVELOPMENT

that students with diverse abilities tend to gravitate toward trades training and apprenticeship programs; therefore, it is important that these priority populations are supported in their career program trajectory. Generally speaking, there are few inequities of learning outcomes in this program area due to tuition funding and augmented sponsorship supports. Anecdotally, college partners have identified that preparedness for the rigour of college programs is essential in determining student success, as is student self-advocacy.

Stories Revealed about District's Approaches to Supporting Teaching and Learning

Students in SD8 are supported in their career program pathways, especially in the trades training program pathway. Beginning in middle years, through to secondary schools, students have the opportunity for an on-ramp into the skilled trades through exploratory programs such as the Skills Explore and the Trades Sampler, and then into the Youth Train in Trades dual credit college program. The SD8 Trades Training Coordinator oversees the promotion of the program and general supervisory/administrative oversight of students, ensuring their success. Tuition is free-of-charge and supports for equipment and other course consumables are supported for low-income families. In addition, regional college partners are eager to support dual credit programs, and SD8 has partnered for enhancement in these areas with adjacent districts. Dual credit courses and programs show slight, incremental growth, but three-year graduation planning and information to staff, students, and families is an area of growth.

Current Approaches to Equity of Learning

Current approaches to equity include identifying students who attend or participate in local or regional career events, and then supporting them through 3-year graduation planning to ensure they are on-track for their career program goals. Secondary academic reviews reveal students' intention for the career and trades programs, and confirm, especially for priority learners, that they have the necessary supports in place to ensure success. The addition of a SD8 Student Career Advisory Group has added student voice into the process, and general feedback on survey trends and programs. Finally, tuition is free for dual credit programs, and supports for equipment and other course consumables are supported for low-income families. This year, the Healthcare Career Fair in partnership with Selkirk College and Interior Health Authority (IHA) will expose middle school students to various healthcare careers. The expansion of work experience through an enhancement grant from the MOECC has allowed SD8 to contract for a Work Experience Community Coordinator to procure work placement contracts with regional employers to support schools in offering students enhanced, practical opportunities.

Success Story

WORK EXPERIENCE AND DUAL CREDIT ENHANCEMENT PARTNERSHIPS

Implementing the Career Development Action Plan with Work Experience and Dual Credit enhancement projects.

Key Actions & Strategies

- ✓ Develop a Career & Post-Secondary Youth Advisory Group to ensure student voice is included in planning
- ✓ Support schools in the development and tracking of career exploratory programs
- ✓ Annual career development meetings with counsellors to explore career development opportunities
- ✓ Expand work experience opportunities for students in rural and remote areas
- ✓ Ensure students have access to digital career exploratory resources
- ✓ Develop a district graduation pathway success framework
- ✓ Support schools in the development and tracking of career exploratory programs
- ✓ Ensure schools have the supports and information regarding post-secondary program planning and



EVIDENCE OF LEARNING | CAREER DEVELOPMENT

scholarship opportunities

- ✓ Provide information to families through SD8 family engagement nights, digital resources, and website updates for graduation program planning and scholarships
 - ✓ Develop and deepen regional career, dual credit, and trades training program partnerships with colleges and institutes
 - ✓ Ensure students have opportunities to explore career pathways through regional, community, and school events
 - ✓ Develop a three-year trades training program onramp digital hub to ensure students have the skills and preparation to transition to Youth Train in Trades college programs
 - ✓ Ensure barriers are removed for priority learners in accessing career and dual credit programs
 - ✓ Work with various community organizations (STEM, Arts, Healthcare, and Entrepreneurship) to develop events, activities, and programs for students
-
- ✓ Expand work experience opportunities for students in rural and remote areas
 - ✓ Develop and deepen regional career, dual credit, and trades training program partnerships with colleges and institutes
 - ✓ Enhance regional collaboration with partner districts in providing career and dual credit opportunities for students through regional colleges
 - ✓ Promote regional dual credit, trades training, and career programs to schools and families

Career Programs (Financial Literacy)

Financial literacy is a key component of being numerate, literate, and to be able to participate meaningfully in work and society for one's well-being. Financial literacy is the ability to understand and use various financial skills, including personal financial management, budgeting, and investing.





EVIDENCE OF LEARNING | CAREER DEVELOPMENT

Financial literacy education is supported through the following curriculum and programs:

Curriculum or Program	Financial Literacy Topic
Intermediate Mathematics (Grades 4-6)	Making change with money
Middle Years Mathematics (Grades 7-9)	Percentage as applied to finance, simple budgeting, sales tax, tips, discounts
Workplace Mathematics 10 and 11	Gross and net pay, personal investments, loans, and budgeting
Career Life Education 10 and Career Life Connections 12	Financial planning tools
Investments, budgeting, taxes	

In addition, Junior Achievement B.C. (JABC) has been a partner organization in supplementing financial literacy and entrepreneurship at both middle years and secondary programs in past years.

For Information: [Junior Achievement BC](#) and [BC Curriculum](#)

Student Learning Surveys (SLS) Grade 10 and 12

The B.C. Student Learning Survey is administered annually to students in grades 3 or 4, 7, 10 and 12. The SLS asks students questions about their school experiences. Student participation is voluntary.

% of students indicating positive response to “I am satisfied that in school I am learning basic life skills that I need for the future (for example, skills for financial planning, budgeting, taxes, independent living)”

SD8 Kootenay Lake		Years				
SLS	Sub-set	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Grade 10	All Resident	19%	26%	25%	30%	34%
	Indigenous	25%	24%	27%	15%	36%
	Students with Diverse Abilities	0%	31%	20%	35%	28%
Grade 12	All Resident	20%	19%	18%	21%	25%
	Indigenous	40%	22%	16%	15%	27%
	Students with Diverse Abilities	0	39%	30%	34%	26%

Sources of Data and Evidence Analyzed:

Data analyzed included a brief scan of financial literacy programs and curriculum and the Student Learning Survey (SLS) for the question regarding satisfaction for learning basic life skills for the future.

Missing or Masked Data

At this time, there is little data for Indigenous students on reserve and not on reserve or youth in care.





EVIDENCE OF LEARNING | CAREER DEVELOPMENT

Trends Emerged from the Analysis

The Student Learning Survey data indicates a general upward trend in student satisfaction with financial literacy and basic life skills education from 2019 to 2024. Grade 10 students, in particular, have seen a notable increase in positive responses, with “all resident” satisfaction rising from 19% in 2020 to 34% in 2024. Similarly, Indigenous students in grade 10 showed an increase from 25% to 36% over the same period. However, grade 12 students exhibit a less consistent pattern, with only a modest increase among “all resident” students from 20% (2019) to 25% (2024). Indigenous grade 12 students, in contrast, experienced fluctuations and an overall decline from 40% in 2019 to 27% in 2024, suggesting that financial literacy initiatives may be more effectively introduced at earlier grades but are not sustained as students approach graduation. While students with diverse abilities in grade 10 have shown some improvement, the overall satisfaction of this group remains significantly lower than that of their peers, with similar inconsistencies seen in grade 12.

Inequities of Learning Outcomes

It remains challenging to measure inequities of learning outcomes at this time. This would be an area of further exploration, particularly at the school program level.

Stories Revealed about District’s Approaches to Supporting Teaching and Learning

A brief scan of the BC curriculum and career education programs indicates that financial literacy is a component of several programs as noted. Students in the Youth Train in Trades (YTT) program do have a financial literacy component as part of their Career Life Connections (CLC) 12 program. An anecdotal scan also indicates that financial literacy is targeted at the secondary level in career education programs, and in Workplace Math 10-11 curriculum. The discrepancy between student perceptions of having financial literacy instruction and the curriculum and programming continues to merit further investigation.

Success Story

STUDENT CAREER ADVISORY GROUP

Gathering student feedback on career development and facilitating school level career connections.

Current Approaches to Equity of Learning

Consistency in curriculum and career education programming ensures equity of learning. Program and curriculum delivery to promote financial literacy needs to be further explored as student financial literacy metrics are lacking. Junior Achievement B.C. (JABC) has partnered with district schools in prior years to improve financial literacy and business acumen; however, after the pandemic, connection was sporadic with the organization. This year, Innovative Learning Services has connected again with JABC, and with other online cost-free providers for financial literacy programs currently under SD8 review before piloting.





CONCLUSION

School District No. 8 (Kootenay Lake) is committed to enhancing graduation pathways, empowering students to explore diverse, future-oriented career paths, to ensuring all students have opportunities to learn about post-secondary and career opportunities, and to ensuring students graduate. The action plan is focused on providing opportunities for students to explore their interests and passions through partnerships with community organizations and post-secondary institutions, as well as providing support and information to students and families regarding post-secondary programs and scholarship opportunities. The continued importance of individualized supports for students with diverse needs and Indigenous ancestry remains a focus. Overall, the action plan aims to prepare students for successful employment and career development beyond the K-12 school system as aligned with the district's strategic plan.





GRATITUDE

SD No. 8 Kootenay Lake is pleased to collaborate with the following partner organizations:

British Columbia Institute of Technology (BCIT)

Nelson Chamber of Commerce

College of the Rockies

Columbia Basin Trust

Junior Achievement B.C. (JABC)

Kootenay Association for Science and Technology (KAST)

Kootenay Career Development Society (KCDS)

Kootenay Columbia School District No. 20

Kootenay Employment Services (KES)

Ministry of Education and Child Care (MOECC) - Dual Credit

Northern Lights College

Okanagan College

Osprey Foundation

Rocky Mountain School District No. 6

Skilled Trades B.C.

SkillsPlan Canada

Southeast Kootenay School District No. 5

Thompson River University

UBC Okanagan

West Kootenay Science Fair

WorksafeBC

WorkBC Youth Employment Program



FROM: Cathy MacArthur, Secretary-Treasurer
DATE: May 13, 2025
SUBJECT: Approve 2025 - 2026 Annual Budget

For Approval

Introduction

This memorandum outlines the recommended Annual Budget 2025-2026.

Background

The Ministry of Education and Child Care requires every school district to submit a balanced budget for the next school year by June 30. The Board of Education of School District No. 8 (Kootenay Lake) is therefore required to approve and submit its 2025-2026 budget on or before June 30, 2025.

In preparation of the 2025-2026 annual budget, a detailed review was performed of ancillary budgets and programming budgets, and despite financial pressures, the district has ensured resources were focused on classroom support.

The budget process is based on the following main considerations:

- Alignment to the 2024-2029 Strategic Plan and maintaining a focus on the new strategic priorities of: Lifelong Learners, Connected Learners, Caring and Inclusive Learning Culture, Cultural and Identity Development, and Career Development
- Board consultation with key partners in April of each year: Kootenay Lake Principals and Vice Principals, Kootenay Lake Teachers' Association, CUPE Local 748, Aboriginal Education Council, Lower Kootenay Band, Kootenay Lake District Parent Advisor Committee, and students as well as the public
- A public survey that provides feedback from parents and other partners on the annual budget.
- A recognition that teachers and education assistants in school classrooms and virtual spaces are vital to the success of our students.

As a result of these considerations, the district ensured that the expenditures related to the classroom were maintained and that the budget supported the Board of Education's 2024-2029 mission, "To inspire and support each learner to thrive in a caring learning environment."

Recommendation

Attached is the School District No. 8 (Kootenay Lake) Annual Budget Bylaw for fiscal year 2025/2026 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 Bylaw is presented for the Board's consideration and approval:



THAT the Board unanimously agrees to give the Annual Budget Bylaw 2025/2026 all three readings at this meeting of May 13, 2025.

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 08 (KOOTENAY LAKE) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2025/2026 pursuant to section 113 of the School Act , R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the Act, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 08 (Kootenay Lake) Annual Budget Bylaw for fiscal year 2025/2026.
3. The attached Statement 2 showing the estimated revenue and expense for the 2025/2026 fiscal year and the total budget bylaw amount of \$85,124,969 for the 2025/2026 fiscal year was prepared in accordance with the Act.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2025/2026.

READ A FIRST TIME THE 13th DAY OF MAY, 2025;

READ A SECOND TIME THE 13th DAY OF MAY, 2025;

READ A THIRD TIME, PASSED AND ADOPTED THE 13th DAY OF MAY, 2025.



Annual Budget

School District No. 08 (Kootenay Lake)

June 30, 2026



School District No. 08 (Kootenay Lake)

June 30, 2026

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*NOTE - Statement 1, Statement 3, Statement 5, Schedule 1 and Schedules 4A - 4D are used for Financial Statement reporting only.



ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 08 (KOOTENAY LAKE) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2025/2026 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 08 (Kootenay Lake) Annual Budget Bylaw for fiscal year 2025/2026.
3. The attached Statement 2 showing the estimated revenue and expense for the 2025/2026 fiscal year and the total budget bylaw amount of \$85,141,829 for the 2025/2026 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2025/2026.

READ A FIRST TIME THE _____ DAY OF _____, 2025;

READ A SECOND TIME THE _____ DAY OF _____, 2025;

READ A THIRD TIME, PASSED AND ADOPTED THE _____ DAY OF _____, 2025;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 08 (Kootenay Lake) Annual Budget Bylaw 2025/2026, adopted by the Board the _____ DAY OF _____, 2025.

Secretary Treasurer



School District No. 08 (Kootenay Lake)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	4,610,000	4,726,875
Adult	1,500	3,250
Total Ministry Operating Grant Funded FTE's	4,611,500	4,730,125
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	76,419,346	76,966,928
Other	380,850	390,198
Federal Grants	238,641	116,410
Tuition	628,450	1,002,150
Other Revenue	2,266,797	2,276,797
Rentals and Leases	105,000	105,000
Investment Income	458,000	499,000
Amortization of Deferred Capital Revenue	3,212,034	3,091,410
Total Revenue	83,709,118	84,447,893
Expenses		
Instruction	62,132,231	63,412,036
District Administration	5,076,174	4,959,296
Operations and Maintenance	13,714,384	13,506,485
Transportation and Housing	3,614,040	3,455,553
Total Expense	84,536,829	85,333,370
Net Revenue (Expense)	(827,711)	(885,477)
Budgeted Allocation (Retirement) of Surplus (Deficit)	511,560	577,156
Budgeted Surplus (Deficit), for the year	(316,151)	(308,321)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(316,151)	(308,321)
Budgeted Surplus (Deficit), for the year	(316,151)	(308,321)



School District No. 08 (Kootenay Lake)

Statement 2

Annual Budget - Revenue and Expense
Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	66,106,055	66,960,772
Operating - Tangible Capital Assets Purchased	455,000	504,019
Special Purpose Funds - Total Expense	14,291,589	14,312,848
Special Purpose Funds - Tangible Capital Assets Purchased	150,000	150,000
Capital Fund - Total Expense	4,139,185	4,059,750
Capital Fund - Tangible Capital Assets Purchased from Local Capital		147,668
Total Budget Bylaw Amount	85,141,829	86,135,057

Approved by the Board

DRAFT

Signature of the Chairperson of the Board of EducationDate Signed

Signature of the SuperintendentDate Signed

Signature of the Secretary TreasurerDate Signed



School District No. 08 (Kootenay Lake)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2026

	2026 Annual Budget \$	2025 Amended Annual Budget \$
Surplus (Deficit) for the year	(827,711)	(885,477)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(605,000)	(654,019)
From Local Capital		(147,668)
From Deferred Capital Revenue	(3,027,618)	(5,812,692)
Total Acquisition of Tangible Capital Assets	(3,632,618)	(6,614,379)
Amortization of Tangible Capital Assets	4,139,185	4,059,750
Total Effect of change in Tangible Capital Assets	506,567	(2,554,629)
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(321,144)	(3,440,106)



School District No. 08 (Kootenay Lake)

Schedule 2

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	63,831,988	64,245,428
Other	303,850	303,850
Federal Grants	116,410	116,410
Tuition	628,450	1,002,150
Other Revenue	626,797	636,797
Rentals and Leases	105,000	105,000
Investment Income	437,000	478,000
Total Revenue	66,049,495	66,887,635
Expenses		
Instruction	47,997,145	49,255,691
District Administration	5,076,174	4,959,296
Operations and Maintenance	9,445,559	9,317,095
Transportation and Housing	3,587,177	3,428,690
Total Expense	66,106,055	66,960,772
Net Revenue (Expense)	(56,560)	(73,137)
Budgeted Prior Year Surplus Appropriation	511,560	577,156
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(455,000)	(504,019)
Total Net Transfers	(455,000)	(504,019)
Budgeted Surplus (Deficit), for the year	-	-



School District No. 08 (Kootenay Lake)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source

Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	63,152,889	62,976,165
ISC/LEA Recovery	(135,431)	(135,431)
Other Ministry of Education and Child Care Grants		
Pay Equity	300,996	300,996
Funding for Graduated Adults		14,147
Student Transportation Fund	419,602	419,602
FSA Scorer Grant	-	8,187
Labour Settlement Funding	-	576,762
NGN Self-Provisioned Site Grant	93,932	85,000
Total Provincial Grants - Ministry of Education and Child Care	63,831,988	64,245,428
Provincial Grants - Other	303,850	303,850
Federal Grants	116,410	116,410
Tuition		
Continuing Education	51,000	40,000
International and Out of Province Students	577,450	962,150
Total Tuition	628,450	1,002,150
Other Revenues		
Other School District/Education Authorities	426,018	426,018
Funding from First Nations	135,431	135,431
Miscellaneous		
Private School Bussing	51,348	51,348
Cultural Grants	-	10,000
After School Programs	14,000	14,000
Total Other Revenue	626,797	636,797
Rentals and Leases	105,000	105,000
Investment Income	437,000	478,000
Total Operating Revenue	66,049,495	66,887,635



School District No. 08 (Kootenay Lake)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
	\$	\$
Salaries		
Teachers	23,220,748	23,697,916
Principals and Vice Principals	4,526,079	4,482,435
Educational Assistants	3,922,744	3,930,582
Support Staff	8,002,570	7,818,666
Other Professionals	2,514,236	2,688,608
Substitutes	3,408,703	3,684,013
Total Salaries	45,595,080	46,302,220
Employee Benefits	11,457,615	11,601,723
Total Salaries and Benefits	57,052,695	57,903,943
Services and Supplies		
Services	2,466,803	2,551,938
Student Transportation	340,421	340,421
Professional Development and Travel	652,735	658,484
Rentals and Leases	122,551	122,551
Dues and Fees	99,940	99,210
Insurance	225,000	215,000
Supplies	3,316,709	3,269,321
Utilities	1,829,201	1,799,904
Total Services and Supplies	9,053,360	9,056,829
Total Operating Expense	66,106,055	66,960,772



School District No. 08 (Kootenay Lake)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	20,157,893					2,089,684	22,247,577
1.03 Career Programs							-
1.07 Library Services	30,328			87,732			118,060
1.08 Counselling	269,205						269,205
1.10 Inclusive Education	1,877,927		3,742,986	51,314		479,849	6,152,076
1.30 English Language Learning	15,935						15,935
1.31 Indigenous Education	869,460		179,758			3,014	1,052,232
1.41 School Administration		4,032,647		1,451,554	235,165	224,502	5,943,868
1.62 International and Out of Province Students				83,637			83,637
Total Function 1	23,220,748	4,032,647	3,922,744	1,674,237	235,165	2,797,049	35,882,590
4 District Administration							
4.11 Educational Administration		327,430			767,331		1,094,761
4.40 School District Governance					194,820	3,205	198,025
4.41 Business Administration		166,002		388,241	851,621	26,892	1,432,756
Total Function 4	-	493,432	-	388,241	1,813,772	30,097	2,725,542
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				28,886	351,630	1,322	381,838
5.50 Maintenance Operations				3,770,375		366,390	4,136,765
5.52 Maintenance of Grounds				177,818		24,381	202,199
5.56 Utilities							-
Total Function 5	-	-	-	3,977,079	351,630	392,093	4,720,802
7 Transportation and Housing							
7.41 Transportation and Housing Administration				55,688	113,669	1,053	170,410
7.70 Student Transportation				1,907,325		188,411	2,095,736
Total Function 7	-	-	-	1,963,013	113,669	189,464	2,266,146
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	23,220,748	4,526,079	3,922,744	8,002,570	2,514,236	3,408,703	45,595,080



School District No. 08 (Kootenay Lake)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2026 Annual Budget	2025 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	22,247,577	5,516,249	27,763,826	2,057,065	29,820,891	30,226,148
1.03 Career Programs	-		-		-	500
1.07 Library Services	118,060	32,525	150,585	21,315	171,900	252,307
1.08 Counselling	269,205	66,763	335,968	-	335,968	350,683
1.10 Inclusive Education	6,152,076	1,658,740	7,810,816	301,015	8,111,831	8,215,197
1.30 English Language Learning	15,935	3,952	19,887	-	19,887	
1.31 Indigenous Education	1,052,232	267,254	1,319,486	171,584	1,491,070	1,642,043
1.41 School Administration	5,943,868	1,403,848	7,347,716	197,061	7,544,777	7,674,055
1.62 International and Out of Province Students	83,637	23,836	107,473	393,348	500,821	894,758
Total Function 1	35,882,590	8,973,167	44,855,757	3,141,388	47,997,145	49,255,691
4 District Administration						
4.11 Educational Administration	1,094,761	240,125	1,334,886	292,556	1,627,442	1,596,349
4.40 School District Governance	198,025	44,630	242,655	301,247	543,902	482,905
4.41 Business Administration	1,432,756	318,549	1,751,305	1,153,525	2,904,830	2,880,042
Total Function 4	2,725,542	603,304	3,328,846	1,747,328	5,076,174	4,959,296
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	381,838	86,081	467,919	346,494	814,413	795,256
5.50 Maintenance Operations	4,136,765	1,125,153	5,261,918	866,600	6,128,518	6,034,848
5.52 Maintenance of Grounds	202,199	59,228	261,427	135,000	396,427	410,087
5.56 Utilities	-		-	2,106,201	2,106,201	2,076,904
Total Function 5	4,720,802	1,270,462	5,991,264	3,454,295	9,445,559	9,317,095
7 Transportation and Housing						
7.41 Transportation and Housing Administration	170,410	41,008	211,418	25,438	236,856	235,333
7.70 Student Transportation	2,095,736	569,674	2,665,410	684,911	3,350,321	3,193,357
Total Function 7	2,266,146	610,682	2,876,828	710,349	3,587,177	3,428,690
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	45,595,080	11,457,615	57,052,695	9,053,360	66,106,055	66,960,772



School District No. 08 (Kootenay Lake)

Schedule 3

Annual Budget - Special Purpose Revenue and Expense

Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	12,587,358	12,721,500
Other	77,000	86,348
Federal Grants	122,231	
Other Revenue	1,640,000	1,640,000
Investment Income	15,000	15,000
Total Revenue	14,441,589	14,462,848
Expenses		
Instruction	14,135,086	14,156,345
Operations and Maintenance	129,640	129,640
Transportation and Housing	26,863	26,863
Total Expense	14,291,589	14,312,848
Net Revenue (Expense)	150,000	150,000
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(150,000)	(150,000)
Total Net Transfers	(150,000)	(150,000)
Budgeted Surplus (Deficit), for the year	-	-



School District No. 08 (Kootenay Lake)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2026

Schedule 3A

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
Deferred Revenue, beginning of year	-	-	660,329	1,427,071	-	-	-	-	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	279,640	218,308			160,000	41,650	115,835	759,048	211,664
Provincial Grants - Other									
Federal Grants									
Other			30,000	1,600,000					
Investment Income				15,000					
	279,640	218,308	30,000	1,615,000	160,000	41,650	115,835	759,048	211,664
Less: Allocated to Revenue	279,640	218,308	30,000	1,615,000	160,000	41,650	115,835	759,048	211,664
Deferred Revenue, end of year	-	-	660,329	1,427,071	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	279,640	218,308			160,000	41,650	115,835	759,048	211,664
Provincial Grants - Other									
Federal Grants									
Other Revenue			30,000	1,600,000					
Investment Income				15,000					
	279,640	218,308	30,000	1,615,000	160,000	41,650	115,835	759,048	211,664
Expenses									
Salaries									
Teachers							26,530	51,512	
Educational Assistants		169,887				25,415	26,360	325,927	
Support Staff									125,609
Other Professionals									29,072
	-	169,887	-	-	-	25,415	52,890	377,439	154,681
Employee Benefits		48,421				8,235	14,092	105,664	41,983
Services and Supplies	129,640		30,000	1,615,000	160,000	8,000	48,853	275,945	15,000
	129,640	218,308	30,000	1,615,000	160,000	41,650	115,835	759,048	211,664
Net Revenue (Expense) before Interfund Transfers	150,000	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	(150,000)								
	(150,000)	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-



School District No. 08 (Kootenay Lake)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2026

Schedule 3A

	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Seamless Day Kindergarten	Early Childhood Education Dual Credit Program	Student & Family Affordability	SEY2KT (Early Years to Kindergarten)
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	-	-	-	-	-	50,000	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	9,622,244		26,863	55,000		55,400			19,000
Provincial Grants - Other									
Federal Grants									
Other									
Investment Income									
	9,622,244	-	26,863	55,000	-	55,400	-	-	19,000
Less: Allocated to Revenue	9,622,244	-	26,863	55,000	-	55,400	-	50,000	19,000
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	9,622,244		26,863	55,000		55,400		50,000	19,000
Provincial Grants - Other									
Federal Grants									
Other Revenue									
Investment Income									
	9,622,244	-	26,863	55,000	-	55,400	-	50,000	19,000
Expenses									
Salaries									
Teachers	7,710,024			44,123					
Educational Assistants						42,738			
Support Staff									
Other Professionals									
	7,710,024	-	-	44,123	-	42,738	-	-	-
Employee Benefits	1,912,220			10,877		12,180			
Services and Supplies			26,863			482		50,000	19,000
	9,622,244	-	26,863	55,000	-	55,400	-	50,000	19,000
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased									
	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-



School District No. 08 (Kootenay Lake)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2026

Schedule 3A

	ECL Early Care & Learning	Feeding Futures Fund	Professional Learning Grant	After School Sports & Arts Grant	Health Promoting School	Donations	National School Food Program	TOTAL
	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	200,000					2,337,400
Add: Restricted Grants								
Provincial Grants - Ministry of Education and Child Care	175,000	597,706						12,337,358
Provincial Grants - Other				50,000	27,000			77,000
Federal Grants							122,231	122,231
Other						10,000		1,640,000
Investment Income								15,000
	175,000	597,706	-	50,000	27,000	10,000	122,231	14,191,589
Less: Allocated to Revenue	175,000	597,706	200,000	50,000	27,000	10,000	122,231	14,441,589
Deferred Revenue, end of year	-	-	-	-	-	-	-	2,087,400
Revenues								
Provincial Grants - Ministry of Education and Child Care	175,000	597,706	200,000					12,587,358
Provincial Grants - Other				50,000	27,000			77,000
Federal Grants							122,231	122,231
Other Revenue						10,000		1,640,000
Investment Income								15,000
	175,000	597,706	200,000	50,000	27,000	10,000	122,231	14,441,589
Expenses								
Salaries								
Teachers			120,750		21,651			7,974,590
Educational Assistants								590,327
Support Staff								125,609
Other Professionals	144,018	85,129						258,219
	144,018	85,129	120,750	-	21,651	-	-	8,948,745
Employee Benefits	30,982	18,975	29,946		5,349			2,238,924
Services and Supplies		493,602	49,304	50,000		10,000	122,231	3,103,920
	175,000	597,706	200,000	50,000	27,000	10,000	122,231	14,291,589
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	150,000
Interfund Transfers								
Tangible Capital Assets Purchased								(150,000)
	-	-	-	-	-	-	-	(150,000)
Net Revenue (Expense)	-	-	-	-	-	-	-	-



School District No. 08 (Kootenay Lake)

Schedule 4

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2026

	2026 Annual Budget			2025 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Investment Income		6,000	6,000	6,000
Amortization of Deferred Capital Revenue	3,212,034		3,212,034	3,091,410
Total Revenue	3,212,034	6,000	3,218,034	3,097,410
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	4,139,185		4,139,185	4,059,750
Total Expense	4,139,185	-	4,139,185	4,059,750
Net Revenue (Expense)	(927,151)	6,000	(921,151)	(962,340)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	605,000		605,000	654,019
Local Capital			-	
Total Net Transfers	605,000	-	605,000	654,019
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	
Budgeted Surplus (Deficit), for the year	(322,151)	6,000	(316,151)	(308,321)





School District 8
Kootenay Lake

2025–2026 FINANCIAL PLAN

MAY 13, 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

School District No. 8 (Kootenay Lake) (SD8) meets the learning needs of approximately 4,700 students across 21 schools and serves an area of approximately 15,000 square kilometers which includes the two main population centres of Nelson and Creston.

The 2025–2026 Annual budget is guided by the SD8’s strategic priorities outlined in the SD8 Strategic Plan supported by school learning plans. All SD8 decisions are guided by our core values and are based on evidence and extensive consultation.

Boards of Education are required to submit a balanced budget twice a year. If a district has an accumulated operating surplus from previous years, this accumulated operating surplus can be used to balance the operating budget.

“The School Act requires boards of education (boards) to prepare a balanced annual budget. Estimated spending in the annual budget must not exceed estimated revenue plus accumulated operating surplus (operating surplus). Operating surplus, with consistent rules and guidelines in place, enables boards to engage in long-term planning, mitigate financial risk and support consistent service to all students in the province.”

K-12 Public Education Accumulated Operating Surplus Policy

School-age enrolments are expected to decrease by 244.875 student FTEs (5.2%) between 2024–2025 and 2027–2028 while students with Unique Needs are expected to decrease by 23 students (9.2%) during that period. Although the projected decrease in enrolments will reduce the operating grants, the reduction will be partly offset by Funding Protection within the Operating Grant.

Operating Fund and Accumulated Operating Surplus

The following table shows the anticipated Net Operating Expense Before Inter-fund Transfers from 2025–2026 to 2027–2028:

Net Operating Revenue	2025–2026 Annual Budget	2026–2027 Projected Annual Budget	2027–2028 Projected Annual Budget
Total Operating Revenue	\$ 66,049,495	\$ 64,912,093	\$ 63,906,473
Total Operating Expenses	66,106,055	65,162,093	64,006,473
Net Operating Expense Before Inter-Fund Transfers	(\$56,560)	(\$250,000)	(\$100,000)

For 2025–2026, the Total Operating Revenue is budgeted at \$66.0 million and Total Operating Expenses are budgeted at \$66.1 million, resulting in a Net Operating Expense of \$56,560. The shortfall relates to new initiatives/emerging events which will be funded by internally restricted Accumulated Operating Surplus. Amounts for new initiatives were previously internally restricted by the Board.

The Net Operating Expense of \$250,000 and \$100,000 for 2026–2027 and 2027–2028 respectively represents projected spending on new initiatives/emerging events of \$50,000 each year with the remaining spending (\$200,000 in 2026–2027 and \$50,000 in 2027–2028) relating to future operating expenditures not funded by the current year operating grants. This will result in a further \$250,000 being internally restricted by the Board.

EXECUTIVE SUMMARY

The projected spending on the purchase of furniture, equipment, vehicles and technology assets from Accumulated Operating Surplus for 2025-2026 to 2027-2028 is \$1,655,000. By 2027-2028, the Accumulated Operating Surplus is projected to be \$4.8 million with \$1.7 million being internally restricted and \$3.1 million remaining as unrestricted (i.e. as a contingency reserve). The unrestricted Accumulated Operating Surplus will continue to fall within Board Policy of at least 3% of operating expenditures but not exceeding 5% of operating expenditures. Having \$3.1 million in unrestricted Accumulated Operating Surplus (4.8% of operating expenditures) ensures the district is protected from extraordinary circumstances which would negatively impact operations or supporting the education of students.

Special Purpose Funds

Special Purpose Fund revenue is expected to remain relatively constant at \$14.5 million in 2024-2025 and 2025-2026 with two new programs, the Professional Learning Grant (\$200,000) and the National School Food Program (\$122,231) adding additional revenue.

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

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

Capital Fund

Planned capital expenditures for 2025-2026, totalling \$3,632,618 are shown below and include amounts funded by transfers from the Operating Fund and Special Purpose Fund and amount received as bylaw capital.

	Operating Fund	Special Purpose Fund	Bylaw Capital	All Funding
Furniture and Equipment	\$ 100,000		\$ 200,000	\$ 300,000
Operations Vehicles	100,000			100,000
Technology Assets	255,000			255,000
Building Upgrades		150,000	2,448,803	2,598,803
Kitchen Upgrades			37,500	37,500
Site Upgrades			341,315	341,315
Total Capital Acquisitions	\$ 455,000	\$ 150,000	\$3,027,618	\$3,632,618





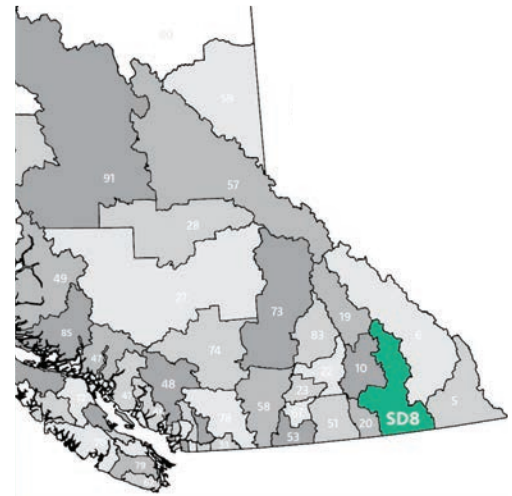
DISTRICT OVERVIEW

SD8 is a rural area comprising six unique school communities. Within the district lies the highest mountain pass in British Columbia, spanning two different time zones. Nestled between the Selkirk and Purcell mountain ranges, Kootenay Lake stands as one of the largest lakes in British Columbia, a widening of the Kootenay River, which in turn drains into the Columbia River system.

SD8 meets the learning needs of approximately 4,700 students across 21 schools. The district serves an area of approximately 15,000 square kilometers which includes the two main population centres of Nelson and Creston, and 11 elementary schools, 1 online learning school, 3 elementary-secondary schools (K-12), 1 middle school, 1 middle-secondary school and 4 secondary schools. SD8 employs about 900 staff.

Climate change is raising the risk of more frequent and severe wildfires, consequently affecting the summer months with smoke from these fires and surrounding areas. Within the Kootenay Lake area, there is the highest median age of all the economic regions in the province.

Unemployment in this region has consistently been higher than the provincial average. Workforce recruitment challenges impact the district.



British Columbia School Districts



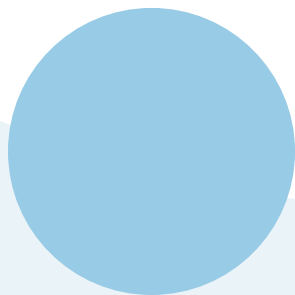
School District 8 Kootenay Lake
Families of Schools





GRATITUDE

The Board of Education is grateful for the dedication to the students of SD8 by all employees, Indigenous rights holders and partners, and education partners. Thank you to the Kootenay Lake Teachers' Association (KLTF); CUPE 748; Kootenay Lake Principals' and Vice-Principals' Association (KLPVPA); the Lower Kootenay Band; the Okanagan Nation Alliance; West Kootenay Metis; Sinixt (Lakes); Secwepemc (Splatshin); the District Parent Advisory Council (DPAC); the school Parent Advisory Council (PACs); Student Trustees; exempt staff; and especially students.





ALIGNMENT TO STRATEGIC PLAN

The 2025-2026 Annual budget is guided by the SD8's strategic priorities outlined in the SD8 Strategic Plan. These priorities are guided by SD8's vision, mission and values, supported by school learning plans. All SD8 decisions are guided by our core values and are based on evidence and extensive consultation. District initiatives and resources align with Ministry of Education and Child Care goals.



School District 8
Kootenay Lake

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.

Values

Our values help shape the culture of our schools and workplaces. By upholding these beliefs and attitudes, we can build learning communities that will lead to the fulfilment of our mission.

Strategic Priorities

Lifelong Learners

We improve student learning through interest-based, competency-based, flexible and innovative approaches.

Connected Learners

We inspire learners to become curious, critical, and creative stewards of the natural world and the local and global community.

Caring and Inclusive Learning Culture

We promote physical and mental well-being through social-emotional learning to foster compassionate learners.

Cultural and Identity Development

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

Career Development

We prepare students to graduate with options for their future life and career goals.

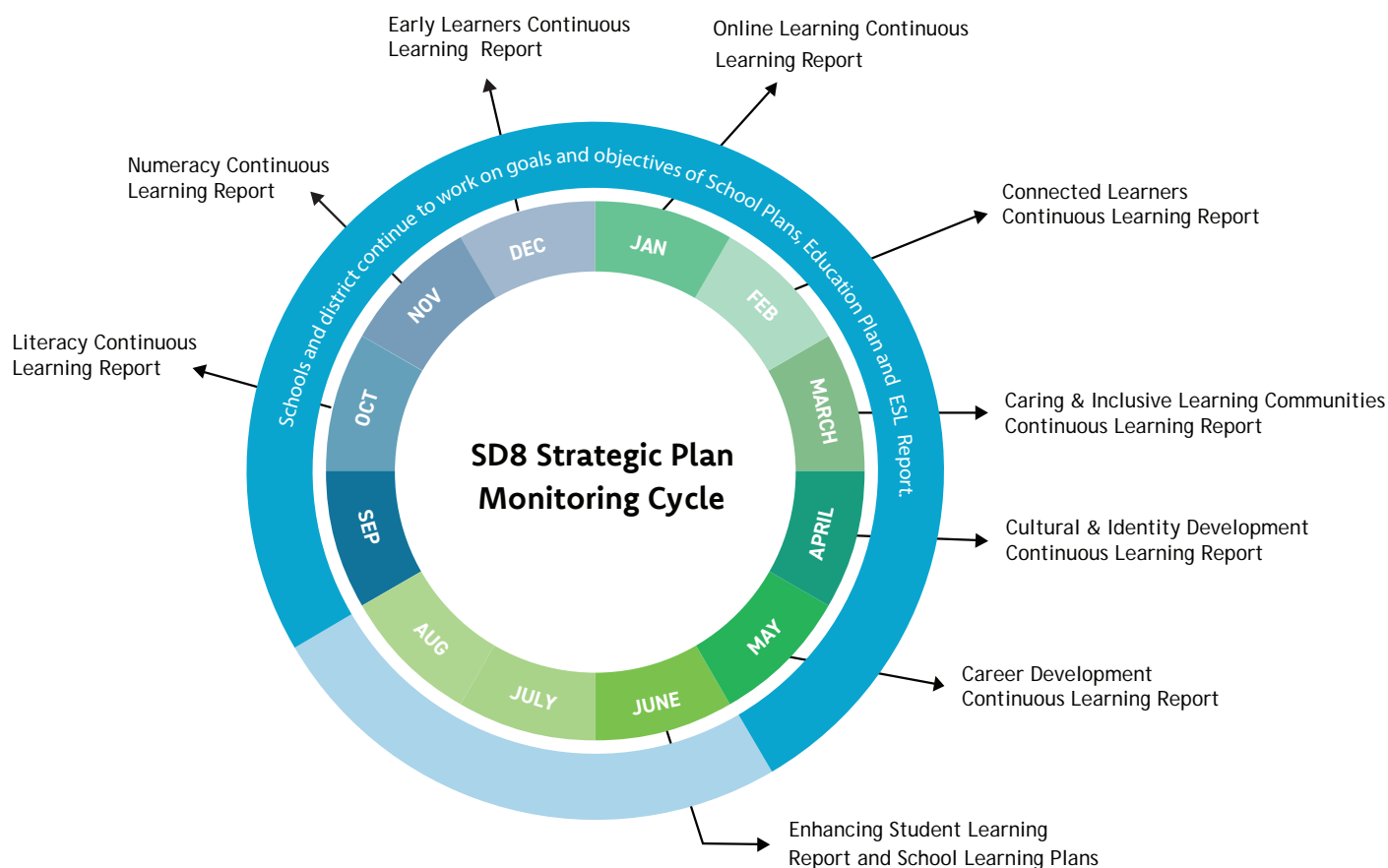
ALIGNMENT TO CONTINUOUS STUDENT LEARNING

The mandate for public education is 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. SD8 supports this public education mandate.

The preamble to the School Act and the Statement of Education Policy Order states the purpose of the British Columbia school system is to enable all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic, and pluralistic society and a prosperous and sustainable economy.

SD8 has a continued focus on improving learning, inclusion and equity based on the Educated Citizen using high yield research-based strategies that are consistent with the Provincial curriculum. Since 2022-2023, SD8 has improved student outcomes in literacy, school completion, Indigenous student success, assessment participation and reliability, and monitoring of student initiatives.

The budget is aligned with the district's goals of continuous student learning. The following annual cycle illustrates how continuous student learning is monitored through the Enhancing Student Learning Report, Continuous Learning Reports and School Learning Plans:





BUDGET DEVELOPMENT

Boards of Education are required to submit a balanced budget twice a year. If a district has an accumulated operating surplus from previous years, this accumulated operating surplus can be used to balance the operating budget.

The first budget is due by June 30th each year for the following school year and is referred to as the Annual Budget. The second budget is due by February 28th and is called the Amended Annual Budget.

ANNUAL BUDGET

Enrolment Projections

The preparation of the 2025–2026 Annual Budget commenced with the enrolment projections which were provided to the Ministry of Education and Child Care by February 15, 2025.

The enrolment projections provided to the Ministry are in the form of FTEs, not headcount. Elementary, middle, secondary grades 8 and 9 and alternate school enrolments have FTEs equal to headcounts. Secondary school grades 10 to 12 are converted to FTE based on courses taken.

Enrolments were also projected for the supplemental funding categories: Level 1, 2, 3 Inclusive Education, English/French Language Learning, and Indigenous Education.

The preliminary funding estimates and preliminary staffing and other resource levels for the 2025–2026 Annual Budget are based on the enrolments provided by February 15, 2025.

Consultation

A public survey that provides feedback from parents and other partners on the Annual Budget was conducted in March.

In April, Board consultation takes place with key partners: Principals and Vice-Principals, Kootenay Lake Teachers' Association, CUPE Local 748, Indigenous Education Council, Lower Kootenay Band, Kootenay Lake District Parent Advisory Committee, students, and the public.

Preliminary Budget

The 2024–2025 Amended Annual Budget serves as the base for the development of the 2025–2026 Annual Budget.

The 2024–2025 revenues are adjusted for the following factors:

- Expected enrolment changes in all Ministry-funded student categories.
- Changes in the revenue from the International Student Program.
- Known changes in special purpose funding.

The 2024–2025 expenditures are adjusted for the following factors:

- The impact of enrolment changes on staffing levels.
- The impact of inflation.
- Additional known changes in expenditure levels, such as changes in benefit rates and committed school and department requests.
- Other known cost pressures, like known collective agreement increases, and other known wage lifts.
- Removal of one-time or non-continuing expenditure items.

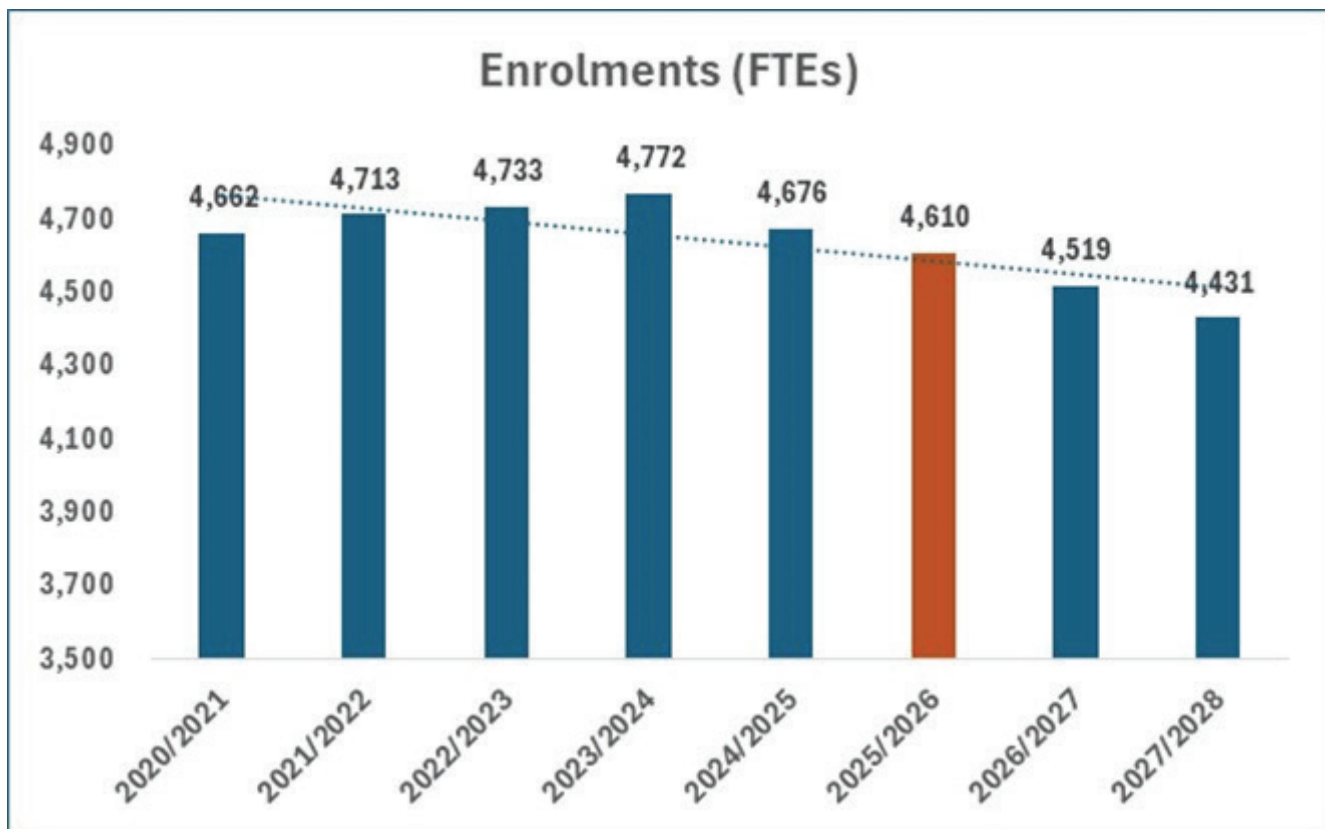
The preliminary 2025–2026 revenue and expenditures in the Operating Fund are compared to determine whether a budget surplus or deficit exists, and adjustments are made to achieve a balanced budget.

AMENDED ANNUAL BUDGET

The annual re-calculation of the operating grant based on actual enrolments takes place in December. Generally, the filing deadline for the Amended Annual Budget is February 28th. In addition to the revised operating grant, other revenues and expenses are adjusted based on activity during the school year.

MULTI-YEAR ENROLMENT PROJECTIONS

The enrolment information presented below is based on actual full-year enrolment (regular, alternate, online learning, continuing education, and non-graduated adult learners) for 2020-2021 to 2024-2025 and forecasted enrolment for 2025-2026 to 2027-2028.



Based on demographic information, the student FTEs for regular, alternate, online, learning, continuing and non-graduate adult learners are projected to steadily decline over the coming years.

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, 270 online learning FTEs, and non-graduated adult learners. 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, for a net decrease of 65.875 student FTEs. The projected decrease for 2026-2027 is 91 student FTEs (2.0%) and the projected decrease for 2027-2028 is 88 student FTEs (1.9%).

Like the regular K-12 enrolments, students with Unique Needs, English Language Learners (ELL), and Indigenous learners are also expected to decrease by 23 students (9.2%) between 2024-2025 and 2027-2028.

2025-2026 OPERATING GRANT ALLOCATION FORMULA

The General Operating Grants are calculated using individual district enrolments and unique district factors that may or may not apply to each school district. Funding protection or enrolment decline funding is also provided for school districts that experience a significant decline in operating grants or enrolment declines.

This table shows the Ministry funding rates for the 2025–2026 school year. It also describes the unique district factors and funding protection/enrolment decline funding.

74% allocated through the Basic Allocation	Basic Allocation	
	Common per student amount for every FTE student enrolled by school type.	
	Standard School	\$9,015 per school age FTE
	Alternate School	\$9,015 per school age FTE
	Continuing Education	\$9,015 per school age FTE
18% allocated to recognize unique student enrolment	Online Learning	\$7,280 per school age FTE
	Unique Student	
	Additional per student funding to address uniqueness of district enrolment and support additional programming, includes Equity of Opportunity Supplement for children and youth in care and students with mental health challenges.	
	Level 1 Inclusive Education	\$51,300 per student
	Level 2 Inclusive Education	\$24,340 per student
	Level 3 Inclusive Education	\$12,300 per student
	English/French Language Learning	\$1,815 per student
7% allocated to recognize unique district factors	Indigenous Education	\$1,790 per student
	Adult Education	\$5,755 per FTE
	Unique District	
	Additional funding to address uniqueness of district factors	
	Small Community	For small schools located a distance away from the next nearest school
	Low Enrolment	For districts with low total enrolment
	Rural Factor	Located some distance from Vancouver and the nearest large regional population centre
	Climate Factor	Operate schools in colder/warmer climates; additional heating or cooling requirements
	Sparseness Factor	Operate schools that are spread over a wide geographic area
	Student Location Factor	Based on population density of school communities
.2% allocated to buffer the effects of declining enrolment	Supplemental Student Location Factor	Level 1 and 2 inclusive education enrolment
	Salary Differential	Funding to districts that have average educator salaries
	Funding Protection/Enrolment Decline	
	Funding Protection	Funding to ensure that no district experiences a decline in operating grants greater than 1.5% when compared to the previous September
	Enrolment Decline	Funding to districts experiencing enrolment decline of at least 1% when compared to the previous year
CSF Supplement		
District receives a 15% funding premium on allocated funding		

The published rates for the 2025–2026 school year show an increase of 1.1% over 2024–2025 for all categories in the basic allocation and unique students.

The 1.1% increase incorporates some 2024–2025 labour settlement funding that was received outside of the per student funding rates in the 2024–2025 operating grant, making the actual year-over-year rate increase lower.

The 2025–2026 rate increases include:

- Basic Allocation rates per school age FTE for standard school, alternate school, and continuing education – \$100 per school age FTE
- Basic Allocation rate per student for online learning –\$80 per student
- Unique Students:
 - ◊ Level 1 – \$570 per student
 - ◊ Level 2 – \$270 per student
 - ◊ Level 3 – \$140 per student
 - ◊ English/French Language Learners/Indigenous Learners – \$20 per student



OPERATING FUND – CURRENT YEAR

NET OPERATING EXPENSE

Below is a table showing Net Operating Expense before Inter-fund Transfers for 2025–2026 and 2024–2025. Both the revenues and expenses are expected to decrease by \$0.8 million (1.3%), resulting in little change in the Net Operating Revenue.

Net Operating Revenue	2025–2026 Annual Budget	2024–2025 Amended Annual Budget	Increase (Decrease) \$	Increase (Decrease) %
Total Operating Revenue	\$ 66,049,495	\$ 66,887,635	(\$ 838,140)	(1.3%)
Total Operating Expenses	66,106,055	66,960,772	(\$ 854,717)	(1.3%)
Net Operating Expense Before Inter-Fund Transfers	(\$ 56,560)	(\$ 73,137)	(\$ 16,577)	–

For 2025–2026, the Total Operating Revenue is budgeted at \$66.0 million and Total Operating Expenses are budgeted at \$66.1 million, resulting in a Net Operating Expense of \$56,560. The shortfall relates to new initiatives/emerging events which will be funded by internally restricted Accumulated Operating Surplus. Amounts for new initiatives were previously internally restricted by the Board.

OPERATING REVENUE

Below is a table showing Operating Revenue for 2025–2026 and 2024–2025.

Operating Revenue	2025–2026 Annual Budget	2024–2025 Amended Annual Budget	Increase (Decrease) \$	Increase (Decrease) %
Ministry of Education & Child Care Operating Grant	\$ 63,831,988	\$ 64,245,428	(\$413,440)	(0.6%)
Other Provincial Grants	303,850	303,850	-	0%
Federal Grants	116,410	116,410	-	0%
Tuition	628,450	1,002,150	(\$373,700)	(37.3%)
Other Revenue	626,797	636,797	(\$10,000)	(1.6%)
Rentals and Leases	105,000	105,000	-	0%
Investment Income	437,000	478,000	(\$41,000)	(8.6%)
Total Operating Revenue	\$ 66,049,495	\$ 66,887,635	(\$838,140)	(1.3%)

The Operating Fund revenues are projected to decrease due to lower operating grants from the Ministry of Education & Child (\$0.4 million) and lower tuition revenue from lower enrolments in the International Program (\$0.4 million). Investment income is expected to decrease BY \$41k due to lower interest rates.

School-age enrolments are projected to decrease by 65.875 student FTEs and student FTEs with unique needs (Inclusive Education, English Language Learners and Indigenous Learners) are projected to decrease by 50 student FTEs. International Program enrolments are projected to decrease by 16 students.



OPERATING EXPENSES

Below is a table showing Operating Expenses for 2025-2026 and 2024-2025.

Operating Expenses	2025-2026 Annual Budget	2024-2025 Amended Annual Budget	Increase (Decrease) \$	Increase (Decrease) %
Salaries				
Teachers	\$ 23,220,748	\$ 23,697,916	(\$477,168)	(2.0%)
Principals & Vice-Principals	4,526,079	4,482,435	43,644	0.9%
Educational Assistants	3,922,744	3,930,582	(\$7,838)	(0.2%)
Support Staff	8,002,570	7,818,666	\$183,904	2.4%
Other Professionals	2,514,236	2,688,608	(\$174,372)	(6.5%)
Substitutes/Relief Staff	3,408,703	3,684,013	(\$275,310)	(7.5%)
Total Salaries	\$ 45,595,080	\$ 46,302,220	(\$707,140)	(1.5%)
Employee Benefits	11,457,615	11,601,723	(144,108)	(1.2%)
Total Salaries & Benefits	\$ 57,052,695	\$ 57,903,943	(\$851,248)	(1.5%)
Services & Supplies				
Services	2,466,803	2,551,938	(85,135)	(3.3%)
Student Transportation	340,421	340,421	-	-
Professional Development & Travel	652,735	658,484	(5,749)	(0.9%)
Rentals and Leases	122,551	122,551	-	-
Dues and Fees	99,940	99,210	730	0.7%
Insurance	225,000	215,000	10,000	4.7%
Supplies	3,316,709	3,269,321	47,388	1.4%
Utilities	1,829,201	1,799,904	29,297	1.6%
Total Services & Supplies	\$ 9,053,360	\$ 9,056,829	(\$ 3,469)	-
Operating Expenses	\$ 66,106,055	\$ 66,960,772	(\$854,717)	(1.3%)



The salaries and benefits for the Operating Fund are projected to decrease by \$0.9 million (1.5%).

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 in transportation, information technology, and other supporting departments
- Other Professionals – Decrease due to eliminating district level exempt staff positions
- Substitutes/Relief Staff – Decrease due to less use of relief staff for support staff, teachers and principals

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

- Services – Reduction in discretionary contracted services and services for the international program due to lower enrolments
- Insurance – Increase relates to higher insurance rates
- Supplies – Increase in instructional supplies
- Utilities – Increase related to increase in utility rates





OPERATING FUND - MULTI-YEAR PROJECTIONS

ASSUMPTIONS

The 2026-2027 and 2027-2028 projections for the Operating Fund are based on the following assumptions:

2026-2027 Projection Assumptions

- Basic allocation rates per student and the funding rates per student for students with Unique Needs will remain at 2025-2026 levels.
- School-age enrolments: decrease of 91.00 student FTEs from 2025-2026 to 2026-2027.
- Unique Student Needs (Inclusive Education, ELL, Indigenous): decrease of 41.00 student FTEs from 2025-2026 to 2026-2027.
- Funding Protection will be received partly offsetting the reduction in the General Operating Grant due to declining enrolments.
- Federal grants will remain consistent from 2025-2026 to 2026-2027.
- International Student Program enrolments and the student rate per FTE will remain consistent with 2025-2026.
- Other revenue and Rentals and Leases will remain consistent from 2025-2026 to 2026-2027.
- Interest rates will remain consistent from 2025-2026 to 2026-2027.
- Operating expenses (salaries, benefits, services and supplies) will be reduced proportionately from 2025-2026 to 2026-2027 for all categories by 1.4%.

2027-2028 Projection Assumptions

- Basic allocation rates per student and the funding rates per student for students with Unique Needs will remain at 2025-2026 and 2026-2027 levels.
- School-age enrolments: decrease of 88.00 student FTEs from 2026-2027 to 2027-2028.
- Unique Student Needs (Inclusive Education, ELL, Indigenous): decrease of 38.00 student FTEs from 2026-2027 to 2027-2028.
- Funding Protection will be received partly offsetting the reduction in the General Operating Grant due to declining enrolments.
- Federal grants will remain consistent from 2026-2027 to 2027-2028.
- International Student Program enrolments and the student rate per FTE will remain consistent with 2025-2026 and 2026-2027.
- Other revenue and Rentals and Leases will remain consistent from 2026-2027 to 2027-2028.
- Interest rates will remain consistent from 2026-2027 to 2027-2028.
- Operating expenses (salaries, benefits, services and supplies) will be reduced proportionately from 2026-2027 to 2027-2028 for all categories by 1.8%.



MULTI-YEAR OPERATING REVENUE AND EXPENSES

As shown in the table below, the Operating Fund revenues are projected to decrease by \$0.8 million (1.3%) between 2025-2026 and 2026-2027, \$1.1 million (1.7%) between 2026-2027 and 2025-2026, and \$1.0 million (1.5%) between 2027-2028 and 2026-2027 due to declining enrolments.

Projected Operating Revenue	2025-2026 Annual Budget	2026-2027 Projected Annual Budget	2027-2028 Projected Annual Budget
Ministry of Education & Child Care Operating Grant	\$ 63,831,988	\$ 62,694,586	\$ 61,688,966
Other Provincial Grants	303,850	303,850	303,850
Federal Grants	116,410	116,410	116,410
Tuition/Other Revenue/Rentals & Leases	1,360,247	1,360,247	1,360,247
Investment Income	437,000	437,000	437,000
Total Operating Revenue	\$ 66,049,495	\$ 64,912,093	\$ 63,906,473
Year-Over-Year Decrease (\$)	(\$838,140)	(\$1,137,402)	(\$1,005,620)
Year-Over-Year Decrease (%)	(1.3%)	(1.7%)	(1.5%)

As shown in the table below, the Operating Fund expenses are projected to decrease by \$0.9 million (1.3%) between 2025-2026 and 2026-2027, \$0.9 million (1.4%) between 2026-2027 and 2025-2026, and \$1.2 million (1.8%) between 2027-2028 and 2026-2027 to offset declining operating grant revenue.

Projected Operating Expenses	2025-2026 Annual Budget	2026-2027 Projected Annual Budget	2027-2028 Projected Annual Budget
Salaries	\$ 45,595,080	\$ 44,943,982	\$ 44,146,918
Employee Benefits	11,457,615	11,294,000	11,093,705
Total Salaries & Benefits	\$ 57,052,695	\$ 56,237,982	\$ 55,240,623
Services & Supplies	9,053,360	8,924,111	8,765,850
Total Operating Expenses	\$ 66,106,055	\$ 65,162,093	\$ 64,006,473
Year-Over-Year Decrease (\$)	(\$854,717)	(\$943,962)	(\$1,155,620)
Year-Over-Year Decrease (%)	(1.3%)	(1.4%)	(1.8%)



The table below shows the projected Net Operating Expense for 2025–2026 to 2027–2028.

Net Operating Revenue	2025–2026 Annual Budget	2026–2027 Projected Annual Budget	2027–2028 Projected Annual Budget
Total Operating Revenue	\$ 66,049,495	\$ 64,912,093	\$ 63,906,473
Total Operating Expenses	66,106,055	65,162,093	64,006,473
Net Operating Expense Before Inter–Fund Transfers	(\$ 56,560)	(\$250,000)	(\$100,000)

The Net Operating Expense before Inter–Fund Transfers of \$56,560 for 2025–2026 represents new initiatives/ emerging events (employee engagement and cybersecurity) which will be funded by internally restricted Opening Accumulated Surplus. These amounts were previously internally restricted by the Board.

The Net Operating Expense of before Inter–Fund Transfers \$250,000 and \$100,000 for 2026–2027 and 2027–2028 respectively represents projected spending on new initiatives/emerging events of \$50,000 each year with the remaining spending (\$200,000 in 2026–2027 and \$50,000 in 2027–2028) relating to future operating expenditures not funded by the current year operating grants. Policy 621: Accumulated Operating Surplus allows the Board to internally restrict Accumulated Operating Surplus for Operations Spanning Multiple School Years, including future years’ operations, if needed.



ACCUMULATED OPERATING SURPLUS

Changes in Accumulated Operating Surplus

As shown in the table below, the Ending Accumulated Operating Surplus is projected to decrease by \$2.1 million from \$6.9 million to \$4.8 million between 2024-2025 and 2027-2028 due to projected Net Operating Expense and the purchase of furniture, equipment, vehicles, and technology assets.

Change in Accumulated Operating Surplus	2024-2025 Amended Annual Budget	2025-2026 Annual Budget	2026-2027 Projected Annual Budget	2027-2028 Projected Annual Budget
Opening Accumulated Operating Surplus	\$7,454,254	\$6,877,098	\$6,365,538	\$5,515,538
Changes:				
Net Operating Expense:				
New Initiatives/Emerging Events	(73,137)	(56,560)	(50,000)	(50,000)
Operating Expenses	-	-	(200,000)	(50,000)
Capital Purchases:				
Purchase of Furniture, Equipment, Vehicles and Technology Assets	(504,019)	(455,000)	(600,000)	(600,000)
Ending Accumulated Operating Surplus	\$6,877,098	\$6,365,538	\$5,515,538	\$4,815,538



The table below shows the projected changes in the components of the Accumulated Operating Surplus, including internally restricted and unrestricted balances, between 2024-2025 and 2027-2028.

Accumulated Operating Surplus Balances	2024-2025 Amended Annual Budget	2025-2026 Annual Budget	2026-2027 Projected Annual Budget	2027-2028 Projected Annual Budget	Increase (Decrease) from 2024-2025 to 2027-2028
Internally Restricted for:					
Professional Development (employment contracts)	\$ 110,769	\$ 110,769	\$ 110,769	\$ 110,769	-
New Initiatives/ Emerging Events	276,863	220,303	170,303	120,303	(156,560)
Future years' operations:					
2026-2027	-	200,000	-	-	-
2027-2028	-	50,000	50,000	-	-
Purchase of Furniture, Equipment, Vehicles and Technology Assets	3,128,539	2,673,539	2,073,539	1,473,539	(1,655,000)
School Surplus Carry Forwards	29,077	29,077	29,077	29,077	-
Total Internally Restricted	\$ 3,545,248	\$ 3,283,688	\$ 2,433,688	\$ 1,733,688	(\$1,811,560)
Unrestricted	3,331,850	3,081,850	3,081,850	3,081,850	(250,000)
Ending Accumulated Operating Surplus	\$6,877,098	\$6,365,538	\$5,515,538	4,815,538	(\$2,061,560)

Between 2024-2025 and 2027-2028, the district is projected to utilize amounts previously restricted to fund new initiatives/emerging events (\$156,560) and purchase furniture, equipment, vehicles and technology assets (\$1,655,000). Additional amounts are projected to be required for future years' operations in the amount of \$250,000 and should be internally restricted by the Board, if needed.

The unrestricted balance which acts as a contingency reserve is projected to decrease by \$0.25 million from \$3.3 million in 2024-2025 to \$3.1 million in 2027-2028 but remain well within Policy 621: Accumulated Operating Surplus range of 3% to 5% of operating expenditures (4.7% for 2025-2026, 4.7% for 2026-2027 and 4.8% for 2027-2028).



SPECIAL PURPOSE FUNDS

Special Purpose Funds are utilized to capture funding designated for specific purposes and balances can be deferred to subsequent years, if permitted, for their intended purpose. Grant revenue can only be recognized as expenses are incurred. Any unused grants or funds remaining at the end of the year are treated as deferred revenue.

The following special purpose funds have been included in the 2025–2026 Annual Budget:

Funding	2025–2026 Annual Budget	2024–2025 Amended Annual Budget	Increase (Decrease)
Annual Facilities Grant	\$279,640	\$279,640	–
Funding provided to boards of education to use at their discretion for projects required to maintain facility assets through their anticipated economic life and to prevent premature deterioration of these assets.			
Learning Improvement Fund	\$218,308	\$223,014	(\$4,706)
Funding for the purpose of providing additional resources, specifically targeted to support complex classes that present challenging learning conditions.			
StrongStart Program	\$160,000	\$216,353	(\$56,353)
Provides high quality school or community based early learning parent/family participation programs for children who are not yet eligible for Kindergarten. These programs are designated to improve children's social-emotional skills, enhance numeracy and language acquisition, and improve transitions to school.			
Ready, Set, Learn Program	\$41,650	\$41,650	–
Focused on families and their three-to five-year-old children, the RSL program fosters positive connections between families, schools, and local community agencies.			
Official Languages (OLEP)	\$115,835	\$115,835	–
Funding for core French language program and curriculum resources, to support incremental costs resulting from offering French as a second official language instruction in BC.			
Community LINK	\$759,048	\$795,022	(\$35,974)
Funding for programs and initiatives to improve the education performance of vulnerable students, including academic achievement and social functioning. Programs and services can include breakfast, lunch and snack programs, academic supports, counselling, youth workers, and after-school programs.			
Classroom Enhancement Fund	\$9,833,908	\$9,621,529	\$212,379
Funding to assist school districts in implementing restored class size and composition limits, overhead funding for the additional supports required for implementation, and the teachers necessary to staff the additional classrooms required by the restored language.			
First Nation Student Transportation	\$26,863	\$26,863	–
Funding to address the transportation needs of on-reserve First Nation students who face specific challenges when attending public schools in the province.			



SPECIAL PURPOSE FUNDS

Funding	2025-2026 Annual Budget	2024-2025 Amended Annual Budget	Increase (Decrease)
Mental Health in Schools	\$55,000	\$55,000	-
Funding to promote mental health and prevent mental illness for essential workers in K-12 schools, including educators and administrators, most affected by the COVID-19 pandemic.			
Changing Results for Young Children	-	\$8,303	(\$8,303)
The project is a partnership between school districts and the United Way of British Columbia to implement ongoing collaborative professional learning among educators across schools and communities to support social-emotional learning outcomes for children in the early years.			
Seamless Day Kindergarten	\$55,400	\$71,334	(\$15,934)
Certified Early Childhood Educators (ECEs) provide before and after-school care within the kindergarten classroom and support learning alongside the classroom teacher.			
Early Childhood Education Dual Credit Program	-	\$45,975	(\$45,975)
In partnership with Selkirk College and College of the Rockies, this program offers SD8 students with an opportunity to complete Early Childhood Education courses towards the ECE certificate.			
Student & Family Affordability Fund	\$50,000	\$203,904	(\$153,904)
Funding to help meet the needs of students and families to help districts make sure students have school supplies they need and cover any additional fees so that students in need can take part in activities.			
Strengthening Early Years to Kindergarten (SEY2KT)	\$19,000	\$27,429	(\$8,429)
This project partners with districts/community sites and is focused on developing guidelines, models, and district/site partnerships to ensure children and their families experience coherent transitions from community based early learning experiences to Kindergarten in schools/districts.			
Early Care and Learning (ECL)	\$175,000	\$175,000	-
Funding for Early Care and Learning implementation support			
Feeding Futures Fund	\$597,706	\$759,649	(\$161,943)
Program addresses the immediate need of feeding students and builds on the progress made with the Student and Family Affordability Fund to help reduce the challenges of rising food costs for families who need it most.			
Health Careers Grant	-	\$5,000	(\$5,000)
Grant to assist students in exploring careers in the health sector.			



SPECIAL PURPOSE FUNDS

Funding	2025-2026 Annual Budget	2024-2025 Amended Annual Budget	Increase (Decrease)
After School Sports & Arts Grant (ASSAI)	\$50,000	\$59,348	(\$9,348)
ASSAI programs provide fun, safe, accessible, and high-quality after school programming to BC children in Kindergarten to Grade 8. ASSAI programs are specifically designed to reduce barriers to participation that children may face (i.e. due to financial, social, cultural, behavioral, geographical, and other factors).			
Health Promoting Schools	\$27,000	\$27,000	-
Grant from Interior Health to support healthy schools.			
Work Experience Enhancement Initiative	-	\$50,000	(\$50,000)
Funding to build and strengthen relationships with employers in the Early Childhood Education (ECE), Health, and Technology sectors that will increase student participation in Work Experience (WEX) 12A and 12B courses.			
Professional Learning Grant	\$200,000	-	\$200,000
Professional learning grant to provide professional learning for teachers and support staff in evidence-based approaches to literacy development and literacy information/resources for parents and caregivers.			
National School Food Program	\$122,231	-	\$122,231
The B.C. Government entered into an agreement with the Government of Canada through the National School Food Program (NSFP), providing approximately \$39 million over three years in additional school food program funding to complement Feeding Futures.			
Scholarships and Bursaries	\$30,000	\$30,000	-
Funds that are used to provide scholarships and bursaries to students to support them in post-secondary education.			
Donations	\$10,000	\$10,000	
Funds that are received from the public to support school activities.			
School Generated Funds	\$1,615,000	\$1,615,000	
Funds that are generated locally at the school level and used for school operations. The school generated funds are intended to be used to fund activities that directly benefit the students in the school.			
Total	\$14,441,589	\$14,462,848	(\$21,259)

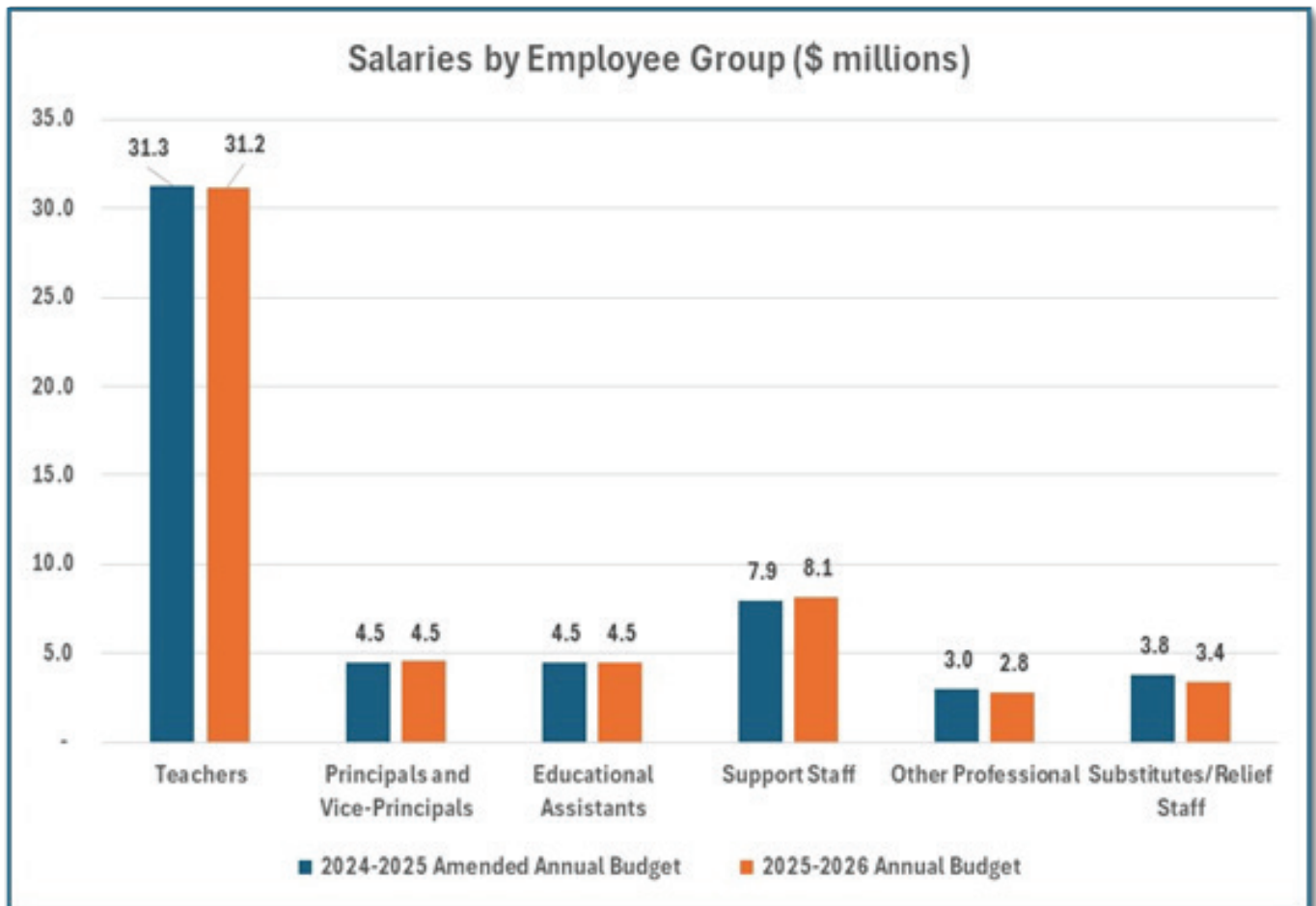
Decreases in revenue for other programs like the After School Sports & Arts Grant, Feeding Futures Fund, Seamless Day Kindergarten, Strong Start, Student & Family Affordability Fund, and the Work Experience Enhancement Initiative relate to the assumption of lower carry forward amounts being available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

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



DISTRICT STAFFING COSTS

The analysis below reviews the budgeted staffing costs for the combined Operating and Special Purpose Funds. The chart below shows the amounts budgeted for salaries by employee group in 2024-2025 compared to 2025-2026.

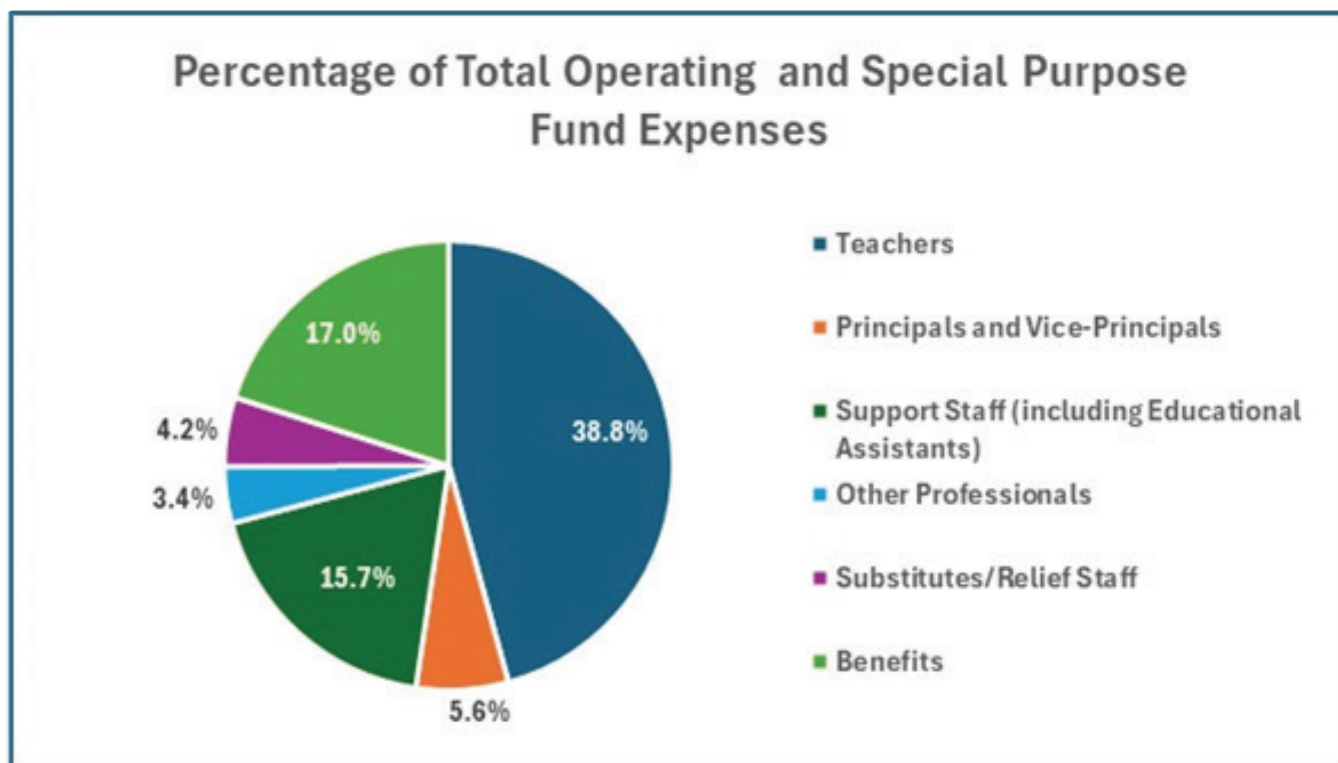


Changes in salaries include:

- Teachers – decrease due to a reduction in staff resulting from lower student enrolments.
- Support Staff – increase due to additional staffing in transportation, information technology and other supporting departments.
- Substitutes/Relief Staff – decrease due to less use of relief staff for support staff, teachers and principals.



The chart below shows the percentage of total Operating and Special Purpose Fund expenses that are budgeted by employee group for 2025–2026.



Teachers

The district focuses on ensuring that it prioritizes allocation of its resources in the classroom to the maximum extent possible. The district continues to have support for our diverse learners, including Psychologists, Counsellors, Speech and Language Pathologists, Deaf and Hard of Hearing Resource Teachers, Vision Resource Teachers, Inclusion Support Teachers, Occupational Therapists, and Physiotherapists. Indigenous learners are also supported with Aboriginal Education Teachers and Aboriginal and Youth Liaison Workers.

Principals and Vice-Principals

The Principal and Vice-Principal staffing is budgeted to remain constant.

Educational Assistants

Educational Assistants and Youth and Family Workers positions are budgeted to remain constant despite the lower enrolments to provide additional support in the classroom.

Support Staff

Support staffing is budgeted to increase due to additional staffing in Transportation, Information Technology and other support departments.

Other Professionals

Other Professionals is budgeted to decrease due the elimination of positions. The other professional salaries account for 3.4% of the total Operating and Special Purpose Funds salaries and are consistent with other school districts with similar enrolments.

Substitutes/Relief Staff

Substitutes/relief staff are budgeted to decrease due to lower support staff, teacher and principal and vice-principal relief costs.

CAPITAL FUND

Capital expenditures are primarily funded by the Ministry of Education and Child Care approved bylaw capital (including the capital portion of the Annual Facilities Grant) and transfers from the Operating Fund and Special Purpose Funds.

MINOR CAPITAL PROJECTS (FUNDED BY BYLAW CAPITAL)

Minor capital projects approved for the 2025–2026 school year are shown below.

School	Project Description	Amount
LV Rogers Secondary	School Enhancement Program – HVAC Upgrades	\$100,000
Trafalgar Middle	School Enhancement Program – Plumbing Upgrades	\$1,000,000
Brent Kennedy Elementary	Playground Equipment	\$200,000
Various Schools	FIP – Kitchen Equipment Upgrades	\$37,500
Various Schools	Annual Facility Grant (Capital Portion)	\$1,690,118
	Total Approved Funding	\$3,027,618

Approvals for the purchase of electric buses has not been announced.

Bylaw capital is received under the Annual Facilities Grant to fund building upgrades (i.e. accessibility upgrades, asbestos abatement, electrical upgrades, exterior wall system upgrades, HVAC upgrades, interior construction upgrades, plumbing upgrades, roofing upgrades) and site upgrades across the district.

SUMMARY OF CAPITAL ACQUISITIONS

The table below summarizes the planned capital acquisitions, totalling \$3,632,618 funded by transfers from the operating and special purpose funds and bylaw capital.

	Operating Fund	Special Purpose Fund	Bylaw Capital	All Funding
Furniture and Equipment	\$ 100,000		\$ 200,000	\$ 300,000
Operations Vehicles	100,000			100,000
Technology Assets	255,000			255,000
Building Upgrades		150,000	2,448,803	2,598,803
Kitchen Upgrades			37,500	37,500
Site Upgrades			341,315	341,315
Total Capital Acquisitions	\$ 455,000	\$ 150,000	\$3,027,618	\$3,632,618





ANNUAL BUDGET BYLAW SUMMARY

The table below is a breakdown by bylaw category of the district's total Annual Budget Bylaw in the amount of \$85,141,829 for the 2025-2026 fiscal year, a decrease of \$1.0 million from 2024-2025.

Budget Bylaw Amounts	2025-2026 Annual Budget	2024-2025 Amended Annual Budget	Increase (Decrease)
Operating Fund – Total Expense	\$ 66,106,055	\$ 66,960,772	(\$ 854,717)
Operating Fund – Tangible Capital Assets Purchased	455,000	504,019	(49,019)
Special Purpose Funds – Total Expense	14,291,589	14,312,848	(21,259)
Special Purpose Funds – Tangible Capital Assets Purchased	150,000	150,000	-
Capital Fund – Total Expense	4,139,185	4,059,750	79,435
Capital Fund – Tangible Capital Assets Purchased from Local Capital	-	147,668	(147,668)
	\$ 85,141,829	86,135,057	(\$993,228)





FROM: Cathy MacArthur, Interim Secretary-Treasurer
DATE: May 13, 2025
SUBJECT: Approve Major Capital Submission

For Approval

Introduction

This memorandum provides information to the Board of Education of School District 8 (Kootenay Lake) (SD8) on the school district's 2026-2027 Major Capital Submission.

Background

Every year, the Ministry of Education and Child Care (MoECC) requires school districts to submit their Major Capital requests for the next school year. Since 2018, SD8 has submitted a proposal to expand the Salmo Secondary School to build additional space at the school to accommodate Salmo's elementary-school-aged students in a larger Salmo Elementary/Secondary School. This proposed expansion was also outlined in the SD8 2021 Long-Range Facilities Plan.

Information

Salmo Elementary School is the only elementary school serving the Village of Salmo and the surrounding area. There are no changes to catchment boundaries or alternate locations that would provide an alternate location for education elementary-school age children in the area. In the proposed expansion plan, eight additional classrooms would be added to accommodate Grades K-7 at an estimated cost of \$18,702,875.

Currently, SD8 upgrades Salmo Elementary School using funding from the Annual Facility Grant and the operating grant to ensure a suitable learning environment is maintained for the students.

Recommendation

THAT the Board of Education conclude three readings at this meeting for the approval of the submission of the Major 2026/27 Capital Plan.

THAT the Major 2026/27 Capital Plan Submission Summary totaling \$18,702,875 be approved for submission to the Minister of Education and Child Care.

READ A FIRST TIME THE 13th DAY OF MAY 2025;

READ A SECOND TIME THE 13th DAY OF MAY 2025;

READ A THIRD TIME, PASSED THE 13th DAY OF MAY 2025.





School District 8
Kootenay Lake

2025 - 2026

**Kootenay Lake Board
of Education**

**GOVERNANCE
FRAMEWORK
AND ANNUAL
LEARNING PLAN**



THE IMPORTANCE OF A GOVERNANCE FRAMEWORK AND LEARNING PLAN

Effective Boards of Education have a governance structure that is designed to result in strong decisions that flow from a strategic direction supported by quality information and transparency. This clear governance framework has been used to establish the board's annual learning plan and is designed to demonstrate to the public how the work of the board supports these principles.

The Board of Education, working hand- in-hand with the superintendent and senior staff, accomplish their work in the following ways:

- Setting the strategic direction in the context of the district and province;
- Monitoring the performance of the system and adjust plans as necessary;
- Attending to both internal and external compliance and accountability;
- Engaging effectively with Indigenous rights holders and partners and the public and operate on a basis of transparency; and
- Advocating for public education locally and provincially.

In the annual learning plan, the activities of the Board, both annual and emergent, are identified for the coming year as a way to communicate the work of the Board and as a way to operate on the basis of transparency.

In each month, the work of the board is aligned to the governance framework. While many issues overlap, the broad categories operate as an efficient and effective organizer for the work of the board.



BOARD'S VISION AND GOALS

Annually, the board refines and establishes its goals, to support the overall district vision:

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

We realize this vision through the following strategic priorities:

Lifelong Learners: We improve student learning through interest-based, competency-based, flexible and innovative approaches.

Connected Learners: We inspire learners to become curious, critical, and creative stewards of the natural world and the local and global community.

Caring and Inclusive Learning: We promote physical and mental well-being through social-emotional learning to foster compassionate learners.

Culture Cultural and Identity Development: We promote a positive sense of identity in culturally safe and responsive communities of learning.

Career Develop Development: We prepare students to graduate with options for their future life and career goals.

Our Commitments

- Our commitment is to ensure that each learner has the opportunity to be successful and is supported with high-quality services; that resources are distributed equitably; and, that students are at the centre of everything we do.
- Our commitment is to ensure support for a strong and thriving workforce. We believe that learners thrive when employees thrive. An exemplary workforce, operational excellence, and meaningful partnerships will strengthen our ability to keep our commitment.
- Our commitment will be demonstrated through services to schools, our adherence to sound financial practices, as well as how we recruit, hire, and develop the best staff in education.
- Our commitment is to responding to climate change and this will be demonstrated in our services.
- ~ Our commitment will be sustained by measuring and reporting on our performance in key areas. Doing so reflects our responsibility to communities and our assurance to continuous improvement to support the success of our students.
- We are excited to work alongside our partners in implementation of these strategic priorities. This is a collaborative effort, and we will hold ourselves accountable to the vision, mission, values and strategic priorities.

FROM GOVERNANCE AND STRATEGIC VISION TO A STRATEGIC BOARD LEARNING PLAN

As part of effective governance, each year the Board of Education completes a self-evaluation identifies strategic learning and advocacy plans for the year ahead.

This plan is tailored to the events and activities are on the board's horizon while attending to the ongoing governance and compliance issues that are annual in nature.

Annual learning plan

The learning plan is determined through the Board's self-evaluation process and the Board's advocacy plan. In addition to the annual learning plan, the board regularly engages in working sessions and professional development activities to both inform the board in a deeper way about the monthly governance work, and also as a way to support individual trustees as they work to continually support quality public education.

These working session opportunities are an important supporting structure for the board's work. These sessions help deepen the board's understanding of the context of School District No. 8 (Kootenay Lake) and to address any questions or issues that the Board may have. In each month of the year, there is generally a theme for the Board activities.



Board's Governance Activities

- ~ Strategic direction and system planning and monitoring
- ~ External compliance and accountability
- ~ Engagement with partners and public recognition events
- ~ Policy, advocacy for public education and Board learning plan

These sections of the annual learning plan, aligned with strong governance themes, are outlined in monthly and ongoing activities of board governance.

Trustee Working Sessions

The ongoing work of the board is supported by targeted regular working sessions. These activities are listed in this section of the annual work plan and are intended to support the governance activities in that current month.

It is important to note that at each monthly Meeting of the Board Held in Public, trustees report out on a range of activities and events in addition to receiving reports on updates on continuous improvement in learning, budget and capital.



THE BOARD'S WORK PLAN

The Board of Education schedules meetings in a predictable cycle and seeks to reduce barriers to attendance and participation. The Board will adjust their meeting cycle as necessary to attend to emergent items.

Meetings of the Board Held in Public and Closed Board Meetings

Board meetings are scheduled on the 2nd Tuesday of each month between September and June. Meetings of the Board Held in Public are convened in a hybrid format to reduce barriers to attendance. Meetings are held within the School Board Office in Nelson, except for two meetings held in Creston (in October and June).

Board Working Sessions

Working Sessions are held prior to Board meeting approximately every second month (August, October, December, January, April).

Partner Advisory Committee Meetings

Partner Advisory Committee Meetings will be held following Closed Board meetings approximately every second month (September, November, February, March, April, May).

SEPTEMBER	<ul style="list-style-type: none"> • Policy, O&F Partner Advisory Committee Meeting (Annual Audited Financial Statements) • Education Partner Advisory Committee Meeting (School Learning Plans)
NOVEMBER	<ul style="list-style-type: none"> • Education Partner Advisory Committee Meeting (Strategic Plan and Continuous Improvement Reports)
FEBRUARY	<ul style="list-style-type: none"> • Policy, O&F Partner Advisory Committee Meeting (Amended Budget Consultation)
MARCH	<ul style="list-style-type: none"> • Education Partner Advisory Committee Meeting (Strategic Plan and Continuous Improvement Reports)
APRIL	<ul style="list-style-type: none"> • Policy, O&F Partner Advisory Committee Meeting (Preliminary Annual Budget)
MAY	<ul style="list-style-type: none"> • Policy, O&F Partner Advisory Committee Meeting (Annual Budget) • Education Partner Advisory Committee Meeting (Enhancing Student Learning Report)

Additional Committee Meetings

- Other committee meetings will generally be held on the 3rd Tuesdays of the month

Other Meetings Where Trustees Participate

- Joint Safety Advisory Committee (JSAC) (Meets four times annually)
- Accessibility Committee (October, May)
- Other ad hoc meetings as required



JULY AND AUGUST 2025

Theme: Board meetings are in abeyance over summer, the work of the Board and our educational programs continue under the guidance of the Board and staff.

The end of August formally starts the beginning of a new school year with the Board having their first Working Session late August.

BOARD CALENDAR August 26 - Board Working Session

Strategic Direction and Continuous Learning	Board Governance Framework and Learning Plan Review
External Compliance and Accountability	Board policy work and emergent items
Engagement with Partners and Public Events	Welcome letter partners and invitation to participate in Partner Advisory Committee Meetings
Policy, Advocacy for Public Education, and Board Learning Plan	Accumulated Operating Surplus Provincial/ BCSTA advocacy Advocacy topics: - Understanding the role of the Trustee - Rural Capital Board Learning Plan: Workplace Culture



SEPTEMBER 2025

Theme: Enrolment and Setting the Stage

September is a month where we welcome approximately 4700 students return to our schools. This is when we assess enrolment and place students in classes to set the stage for the coming year. It is also a time for the Board to review the previous school year's audited financial statements.

KEY DATES

September 2 - First Day of School

September 9

- Policy, O&F Partner Advisory Committee
- Meeting of the Board Held in Public and Closed Board Meeting

September 16

- Policy Review Committee
- Education Partner Advisory Committee

September 18 - DPAC

September 19 - School Planning Day

September 25 - Joint Safety Advisory Committee

September 26-27 - Kootenay Boundary Branch AGM

September 30 - National Day of Truth and Reconciliation

Strategic Direction and Continuous Learning

- Receive report on summer facilities work
- Receive report on School Food Programs
- Receive report on Student Trustee Program
- National Day of Truth and Reconciliation School Events

External Compliance and Accountability

- Submit Executive Compensation Disclosure to Public Sector Employers' Council
- Approve the Statement of Financial Information (SOFI) report for submission to Ministry of Education and Child Care
- Approve the Audited Financial Statements for the previous school year for September 30
- Approve the Capital submission

Engagement with Partners and Public Events

- Welcome letter to employees, parents, and community
- Recognize National Day for Truth & Reconciliation and Orange Shirt Day
- Student Trustee introductions and orientation

Policy, Advocacy for Public Education, and Board Learning Plan

- Capital planning
- Policy review
- Advocacy topics: - Understanding the role of the Trustee
- Rural Capital



OCTOBER 2025

Theme: Professional Development - Planning and Adjusting

After submitting our enrolment on September 30 that will determine our annual funding, the Board begins the annual cycle of monitoring continuous learning.

KEY DATES

October 14

- Board Working Session
- Meeting of the Board Held in Public and Closed Board Meetings Held in Creston

October 15: Accessibility Committee Meeting

October 16: DPAC

October 24: Non-Instructional Day

Strategic Direction and Continuous Learning

- Receive the Literacy Continuous Learning Report
- Receive the Inclusive Education support information

External Compliance and Accountability

- Receive preliminary enrolment and analysis projections vs. actual and budget Implications

Engagement with Partners and Public Events

- Recognize World Teachers' Day

Board Learning Plan and Advocacy for Public Education

- Review the regional and provincial motions
- Ongoing policy work
- Learning Plan topic - Workplace Culture
- Advocacy topic - Inclusive Education Funding



NOVEMBER 2025

Theme: Budget adjustment, Provincial Liaison and Selection of Chair and Vice-Chair

With enrolment submitted, the district receives its annual budget. Final adjustments are made, and the Board engages on the provincial scene to advocate for public education.

KEY DATES

November 4:

- Education Partner Advisory Committee Meeting
- Inaugural Board Meeting
- Meeting of the Board Held in Public and Closed Board Meeting

November 6-7: BCPSEA Fall Symposium

November 20: District Parents' Advisory Council

November 27-29: BCSTA - Trustee Academy

Strategic Direction and Continuous Learning

- Receive Numeracy Continuous Learning Report

External Compliance and Accountability

- Elect Board Chair and Vice-Chair and other committees
- Receive trustee representation on committee list for information

Engagement with Partners and Public Events

- Attend Remembrance Day ceremonies in the communities
- Attend Student Leadership Conference

Board Learning Plan and Advocacy for Public Education

- Attend BCSPEA Fall Symposium
- Policy review continued
- Advocacy Topic - Inclusive Education Funding



DECEMBER 2025

Theme: Celebrating our Schools

December is a month with numerous school and community events. Trustees participate and celebrate the winter season in schools and through school-based and community events.

KEY DATES

December 9:

- Board Working Session
- Meeting of the Board Held in Public and Closed Board Meeting

December 10: Policy Review Committee

December 18: Joint Safety Advisory Committee

December 19: Last Day of School Before Winter Vacation

Strategic Direction and Continuous Learning

- Receive Early Learners Continuous Learning Report
- Receive Child Care Provision report

External Compliance and Accountability

- Receive Quarterly Capital Update
- Complete Board Self-Evaluation

Engagement with Partners and Public Events

- Attend Student Winter Fine Arts Performances and Events
- Attend December social events as invited

Board Learning Plan and Advocacy for Public Education

- Policy review continued
- Review Board Learning and Advocacy Plans
- Board Learning topic: From Data to Continuous Improvement



JANUARY 2026

Theme: Kindergarten Registration and BC School Trustee Motions

January is a time to welcome kindergarten and French Immersion registration across the district. It is also a time where the board refines and focuses on the motions they wish to present at the annual BC School Trustee AGM in April.

<p>KEY DATES</p> <p>January 5: Schools Re-Open</p> <p>January 7: Kindergarten and French Immersion Registration begins</p> <p>January 13:</p> <ul style="list-style-type: none"> • Working Session • Meeting of the Board Held in Public and Closed Board Meeting <p>January 15: District Parent Advisory Council Meetings</p> <p>January 29: British Columbia Public Schools Employer Association Meetings</p>	<p>Strategic Direction and Continuous Learning</p> <p>External Compliance and Accountability</p> <p>Engagement with Partners and Public Events</p> <p>Board Learning Plan and Advocacy for Public Education</p>	<ul style="list-style-type: none"> • Receive Online Learning Continuous Learning Report • Review kindergarten registration process <ul style="list-style-type: none"> • Review budget process <ul style="list-style-type: none"> • British Columbia School Trustees Association Kootenay-Boundary Branch Motion Building Meeting <ul style="list-style-type: none"> • Prepare submission of motions to BCSTA AGM • Board Learning topic: Workplace Culture • Board Advocacy topic: Finalize Adjustments to Board Advocacy Plan
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FEBRUARY 2026

Theme: Community Budget Consultation and Liaison Meetings

February is a time to review the current year's amended budget and finalize enrolment for the upcoming year.

KEY DATES

February 10:

- Policy, Operations & Finance Partner Advisory Committee Meetings
- Meeting of the Board Held in Public and Closed Board Meeting

February 17: Policy Review Committee

February 19: District Parent Advisory Council Meeting

February 26: Pink Shirt Day

Strategic Direction and Continuous Learning

- Receive the Connected Learners Continuous Learning Report
- Receive the International Education Annual Report
- Approve Board Authority Authorized Courses
- Review School Completion results

External Compliance and Accountability

- Approve the amended annual budget and bylaw for submission to the Ministry of Education and Child Care
- Post draft School Calendar for feedback (3 years in advance)

Engagement with Partners and Public Events

- Recognize Pink Shirt Day - anti-bullying

Board Learning Plan and Advocacy for Public Education

- Ongoing policy work
- Advocacy topic: Understanding the Role of the Trustee



MARCH 2026

Theme: Receipt of Budget and Calendar Approval

In March of each year the district receives its preliminary budget for the coming year. Our public budget consultations are initiated. The system pauses for a spring break.

<p>KEY DATES</p> <p>March 5: Joint Safety Advisory Committee</p> <p>March 10:</p> <ul style="list-style-type: none"> • Education Partner Advisory Committee Meetings • Meeting of the Board Held in Public and Closed Board Meeting <p>March 11: Public Budget Survey Posted for feedback</p> <p>March 12: District Parent Advisory Council Meeting</p> <p>March 16 - 27: Spring Break</p>	<p>Strategic Direction and Continuous Learning</p> <p>External Compliance and Accountability</p> <p>Engagement with Partners and Public Events</p> <p>Board Learning Plan and Advocacy for Public Education</p>	<ul style="list-style-type: none"> • Receive the Inclusive and Caring Communities Continuous Learning Report • Receive the Accessibility Report • Approve District Calendar <ul style="list-style-type: none"> • Review Enrolment Projections and Projected Revenue and Budget Survey • Review Trustee Remuneration Report • Receive Quarterly Capital Update • Receive Information Technology Annual Report <ul style="list-style-type: none"> • Public Budget Survey posted publicly <ul style="list-style-type: none"> • BCSTA motions to propose - provincial direction • Review - BCSTA Provincial Council • Advocacy topic: Understanding the Role of the Trustee
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APRIL 2026

Theme: Budget Implications and Staffing Processes

With the preliminary budget received, the board begins its final adjustments to the budget based on district priorities, partner group and community consultations meetings. This planning initiates our annual staffing processes and hiring begins for the coming year.

<p>KEY DATES</p> <p>April 7: Policy Review Committee</p> <p>April 9 - 11: British Columbia School Trustees Association AGM</p> <p>April 14:</p> <ul style="list-style-type: none"> • Working Session • Meeting of the Board Held in Public and Closed Board Meeting <p>April 16: District Parent Advisory Council Meeting</p> <p>April 21: Budget Consultation for Policy, O&F Partner Advisory Committee and Partner Groups</p> <p>April 21: Recommended Budget Public Webinar</p>	<p>Strategic Direction and Continuous Learning</p> <p>External Compliance and Accountability</p> <p>Engagement with Partners and Public Events</p> <p>Board Learning Plan and Advocacy for Public Education</p>	<ul style="list-style-type: none"> • Receive the Cultural and Identity Development Continuous Learning Report • Receive National Day of Mourning report <ul style="list-style-type: none"> • Review the Preliminary Budget Report • Approve Capital Budget Bylaw • Approve School Fees <ul style="list-style-type: none"> • Public Budget Webinar and meetings <ul style="list-style-type: none"> • Review draft Board calendar and work plan for upcoming year • Ongoing policy work • Board Learning topic: From Data to Continuous Improvement • Board Advocacy topic: - Workforce Housing - Post-Secondary Training Opportunities
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MAY 2026

Theme: Approve Budget and Set Governance Framework

The Board will set the Board for the upcoming year to allow for district planning to commence.

KEY DATES May 8: Accessibility Committee Meeting May 12: <ul style="list-style-type: none"> • Policy, Operations & Finance Partner Advisory Committee • Meeting of the Board Held in Public and Closed Board Meeting May 14: District Parent Advisory Council May 19: Education Partner Advisory Committee May 21: Joint Safety Advisory Committee	Strategic Direction and Continuous Learning	<ul style="list-style-type: none"> • Receive Career Development Continuous Learning Report
	External Compliance and Accountability	<ul style="list-style-type: none"> • Approve Board Calendar • Approve Annual Budget Bylaw • Approve Major Capital submission • Review audit plan
	Engagement with Partners and Public Events	<ul style="list-style-type: none"> • Budget and Capital Review
	Board Learning Plan and Advocacy for Public Education	<ul style="list-style-type: none"> • Policy work continues • Board Advocacy Topic: Post-Secondary Training Opportunities



JUNE 2026

Theme: Annual Capital Plan and Governance Framework

June is a time to celebrate graduation ceremonies in schools and to approve both the Annual Capital Plan for the coming school year. From Adult Education to our celebration of Indigenous Peoples Day, trustees will attend many events to celebrate our students, staff and community.

KEY DATES Graduation Ceremonies Occur Across the District June 1 - 3: School Learning Tours June 9: Meeting of the Board Held in Public and Closed Board Meeting Held in Creston June 18: District Parent Advisory Council June 21: National Indigenous Peoples Day June 24: Last Day of School	Strategic Direction and Continuous Learning	<ul style="list-style-type: none"> • Approve the Enhancing Student Learning Report and School Learning Plans
	External Compliance and Accountability	<ul style="list-style-type: none"> • Receive Video Surveillance Report • Receive Quarterly Capital Plan • Receive Long Range Facility Plan Update • Receive Carbon Neutral/Climate Change Report
	Engagement with Partners and Public Events	<ul style="list-style-type: none"> • Family of Schools Learning Tours • Attend Graduation Ceremonies
	Board Learning Plan and Advocacy for Public Education	<ul style="list-style-type: none"> • Board Advocacy Topic: Understanding the Role of the Trustee



BOARD MEETING DATES

Board meetings will be held a 5 PM PT in the boardroom at the

School Board Office located at 811 Stanley Street, Nelson, B.C.

Or

in Creston during the months of October and June

Meeting locations of the Board Held in Public in Creston are posted on the district website at sd8.bc.ca.

The public is welcome to attend regular board meetings or join online via webinar.



DATE	TIME	LOCATION		COMMENTS
AUGUST				
August 26, 2025	9:00 - 10:30 am	Board Office, Nelson	Agenda Setting Meeting	
August 26, 2025	11:00 am - 2:00 pm	Board Office, Nelson	Board Working Session	
SEPTEMBER				
September 9, 2025	11:30 am - 3:00 pm	Board Office, Nelson	Closed Board Meeting	
	3:30 - 4:30 pm	Board Office, Nelson	Policy, O&F Partner Advisory Committee	
	5:00 - 7:00 pm	Board Office, Nelson	Public Board Meeting	
September 16, 2025	9:00 - 10:30 am	Board Office, Nelson	Standing Committees	Policy Review Committee
September 16, 2025	11:00 am - 1:00 pm	Board Office, Nelson	Education Partner Advisory Committee	
September 18, 2025	6:00 - 8:00 pm	Online Meeting	District Parents' Advisory Council	
September 23, 2025	9:00 - 10:00 am	Board Office, Nelson	Agenda Setting Meeting	
September 25, 2025	9:00 am - 12:00 pm	Online Meeting	Standing Committees	Joint Safety Advisory Committee (JSAC)
September 26-27, 2025	10:00 am - 12:00 pm	Invermere	Kootenay Boundary Branch AGM	
OCTOBER				
October 14, 2025	11:00 am - 2:00 pm	Creston	Board Working Session	
	3:00 - 4:30 pm	Creston	Closed Board Meeting	
	5:00 - 7:00 pm	Creston	Public Board Meeting	
October 15, 2025	9:00 am - 12:00 pm	Online Meeting	Accessibility Committee Meeting	
October 16, 2025	6:00 - 8:00 pm	Online Meeting	District Parents' Advisory Council	
October 21, 2025	10:00 am - 2:00 pm	KRSS	Student Leadership Conference	
October 22, 2025	9:00 - 10:30 am	Board Office, Nelson	Agenda Setting Meeting	
NOVEMBER				
November 4, 2025	1:00 - 2:30 pm	Board Office, Nelson	Closed Board Meeting	
	3:00 - 4:30 pm	Board Office, Nelson	Education Partner Advisory Committee	
	5:00 - 7:00 pm	Board Office, Nelson	Inaugural & Public Board Meeting	Elect Chair and Vice-Chair, Committee Reps
Nov 6-7, 2025	all day	Coast Coal Harbour, Vancouver, BC	BCPSEA Fall Symposium	Vancouver
November 18, 2025	9:00 - 10:00 am	Board Office, Nelson	Agenda Setting Meeting	
November 20, 2025	6:00 - 8:00 pm	Online Meeting	District Parents' Advisory Council	
November 27-29, 2025	all day	Hyatt Regency, Vancouver, BC	Trustee Academy	
DECEMBER				
December 9, 2025	11:00 am - 2:00 pm	Board Office, Nelson	Board Working Session	
	3:00 - 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 - 7:00 pm	Board Office, Nelson	Public Board Meeting	
December 10, 2025	9:00 - 10:00 am	Board Office, Nelson	Agenda Setting Meeting	
	10:00 am - 12:00 pm	Board Office, Nelson	Standing Committees	Policy Review Committee
December 18, 2025	9:00 - 12:00 pm	Online Meeting	Standing Committees	Joint Safety Advisory Committee (JSAC)
<i>Winter Break (December 22 – January 2)</i>				
JANUARY				
January 13, 2026	11:00 am - 2:00 pm	Board Office, Nelson	Board Working Session	
	3:00 - 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 - 7:00 pm	Board Office, Nelson	Public Board Meeting	
January 15, 2026	6:00 - 8:00 pm	Online Meeting	District Parents' Advisory Council	
January 17, 2026		Online Meeting	KBB Motion Building	
January 20, 2026	9:00 - 10:30 am	Board Office, Nelson	Agenda Setting Meeting	
January 29, 2026		Online Meeting	BCPSEA AGM	date to be confirmed



FEBRUARY				
February 10, 2026	1:00 - 2:30 pm	Board Office, Nelson	Closed Board Meeting	
	3:00 - 4:30 pm	Board Office, Nelson	Policy, O&F Partner Advisory Committee	
	5:00 - 7:00 pm	Board Office, Nelson	Public Board Meeting	
February 17, 2026	9:00 - 10:30 am	Board Office, Nelson	Standing Committees	Policy Review Committee
February 19, 2026	6:00 - 8:00 pm	Online Meeting	District Parents' Advisory Council	
February	all day	BCSTA Provincial Council		date to be confirmed
February 24, 2026	9:00 - 10:30 am	Board Office, Nelson	Agenda Setting Meeting	
MARCH				
March 5, 2026	9:00 - 12:00 pm	Online Meeting	Standing Committees	Joint Safety Advisory Committee (JSAC)
March 6, 2026	TBD	TBD	Board Chairs and MOECC Partner Liaison	According to Ministry of Education and Child Care, date still pending
March 10, 2026	1:00 - 2:30 pm	Board Office, Nelson	Closed Board Meeting	
	3:00 - 4:30 pm	Board Office, Nelson	Education Partner Advisory Committee	
	5:00 - 7:00 pm	Board Office, Nelson	Public Board Meeting	
March 11, 2026	9:00 - 10:00 am	Board Office, Nelson	Agenda Setting Meeting	
			Budget Survey posted publicly	
March 12, 2026	6:00 - 8:00 pm	Online Meeting	District Parents' Advisory Council	
Spring Break (March 16 – 27)				
APRIL				
April 7, 2026	9:00 - 10:30 am	Board Office, Nelson	Standing Committees	Policy Review Committee
April 9-11, 2026	all day	Hyatt Regency, Vancouver, BC	BCSTA AGM	
April 14, 2026	11:00 am - 2:00 pm	Board Office, Nelson	Board Working Session	Preliminary Draft Budget Review
	3:00 - 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 - 7:00 pm	Board Office, Nelson	Public Board Meeting	
April 16, 2026	6:00 - 8:00 pm	Online Meeting	District Parents' Advisory Council	
April 21, 2026	9:00 - 10:30 AM	Board Office, Nelson	Agenda Setting Meeting	
	11:00 AM - 12:30 PM	Board Office, Nelson	O&F and Partner Advisory Committee - Budget Consultation	
	6:00 - 7:30 pm	Online Meeting	Public Budget Webinar	
MAY				
May 8, 2026	9:00 am - 12:00 pm	Online Meeting	Accessibility Committee Meeting	
May 12, 2026	1:00 pm - 2:30 pm	Board Office, Nelson	Closed Board Meeting	
	3:00 - 4:30 pm	Board Office, Nelson	Policy, O&F Partner Advisory Committee	
	5:00 - 7:00 pm	Board Office, Nelson	Public Board Meeting	
May 14, 2026	6:00 - 8:00 pm	Online Meeting	District Parents' Advisory Council	
May 19, 2026	11:00 am - 12:00 pm	Board Office, Nelson	Education Partner Advisory Committee	
May 21, 2026	9:00 am - 12:00 pm	Online Meeting	Standing Committees	Joint Safety Advisory Committee (JSAC)
May 26, 2026	9:00 - 10:00 am	Board Office, Nelson	Agenda Setting Meeting	
JUNE				
TBD	TBD	TBD	Graduation Ceremonies	
June 1, 2026	9:00 - 11:00 am	Redfish	School Learning Tour	Nelson Family of Schools
June 1, 2026	1:00 - 3:00 pm	Brent Kennedy	School Learning Tour	Slocan Valley Family of Schools
June 2, 2026	9:00 am - 11:00 am	Salmo Elementary	School Learning Tour	Salmo, Kaslo and Crawford Bay Family of Schools
June 3, 2026	1:00 pm - 3:00 pm	KRSS	School Learning Tour	Creston Family of Schools
June 9, 2026	3:00 - 4:30 pm	Creston	Closed Board Meeting	
	5:00 - 7:00 pm	Creston	Public Board Meeting	
June 18, 2026	6:00 - 8:00 pm	Online Meeting	District Parents' Advisory Council	
Summer Break (June 25 - September 4, 2026)				

