



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

**TUESDAY, JUNE 10, 2025**

**5:00 PM – 7:00 PM**

In person: **Conference Room at Creston Hotel, 1418 Canyon Street, Creston**

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 June 10, 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 May 13, 2025 Meeting of the Board held in public **BE ADOPTED**, as circulated.

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

App. 9

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

A. Enhancing Student Learning Report and School Learning Plans 2025 (p. 19)

App. 10A

**Proposed Resolution:**

**THAT** the 2024-2025 Enhancing Student Learning Report and School Learning Plans be **APPROVED**.



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

- A. Video Surveillance (p. 99) App. 11A
- B. Quarterly Capital Update (p. 100) App. 11B
- C. Amended Capital Budget Bylaw 2025-2026 (p. 102) App. 11C

### **Proposed Resolution:**

**THAT** the Board of Education proceed to conclude three readings in one evening for the School District No. 8 (Kootenay Lake) Capital Plan Bylaw No. 2025/26-CPSD8-02.

### **Proposed Resolution:**

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

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

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

**NOW THEREFORE** the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2025/26 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated May 15, 2025, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 8 (Kootenay Lake) Capital Bylaw No. 2025/26-CPSD8-02.

**READ A FIRST TIME** THE 10th DAY OF June 2025;

**READ A SECOND TIME** THE 10th DAY OF June 2025;

**READ A THIRD TIME, PASSED** THE 10th DAY OF June 2025.

- D. Long-Range Facilities Plan Update 2025 (p. 116) App. 11D
- E. Climate Action and Sustainability Annual Report (p. 122) App. 11E



## **12. Governance and Policy**

- A. Public Interest Disclosure Act (PIDA) 2025 Report (p. 150)

App. 12A

## **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 September 9, 2025.

## **17. Adjournment**



**SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)**

**CONSENT PACKAGE – PUBLIC MEETING**

**JUNE 10, 2025**

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**ITEM**

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

- |   |       |
|---|-------|
| 1. Board Correspondence Package                               | p. 5  |
| 2. <a href="#">Superintendent's Report June 2025</a>          |       |
| 3. Monthly Financial Report – for period ended April 30, 2025 | p. 6  |
| 4. Transactions over 50k – for period ended April 30, 2025    | p. 10 |
| 5. List of Trustee Recusals                                   | p. 12 |
| 6. List of approved Administrative Procedures                 |       |
| • <a href="#">AP 4005 Employee Digital Device Use</a>         |       |



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**SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)**

**BOARD CORRESPONDENCE PACKAGE**

**JUNE 10, 2025**

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ITEM	DATE
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1. Nil

## Monthly Financial Report

For the period ended April 30, 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 ten months of actual District operations and eight 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. Employee benefits are trending higher than budget due to additional usage and rate changes.
- Student Transportation costs are higher in the latter part of the year, resulting in 46% of the budget remaining for the last two months of the year. Services and Professional Development/Travel are trending below budget due to less discretionary spending. Dues, fees, insurance and supplies are more heavily weighted to the earlier part of the year, resulting in less than 17% of the budget remaining for the last two months 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 ten months of actual District operations and eight months of School operations.
- Other than the Annual Facility Grant and ECE Dual Credit Program, spending related to many of the Ministry of Education and Child Care grants primarily occurs during the school year, resulting in 24% of the budget available for the last two months of the year.



OPERATING EXPENDITURE REPORT
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	July 2024 to April		\$ Available Budget	% Available Budget	Applicable Months	
	2025 Actuals	2024 - 2025 Amended Budget				
<b>Salaries</b>						
Principal & Vice-Principal Salaries	3,621,753	4,482,435	860,682	19%	12	17%
Teacher Salaries	19,425,604	23,697,916	4,272,312	18%	10	20%
Educational Assistants	2,886,342	3,930,582	1,044,240	27%	10	20%
Support Staff	6,280,986	7,818,666	1,537,680	20%	10/12	17% to 20%
Other Professional Salaries	2,252,019	2,688,608	436,589	16%	12	17%
TOCs/Relief Salaries	2,792,895	3,684,013	891,118	24%	10/12	17% to 20%
<b>Total Salaries</b>	<b>37,259,599</b>	<b>46,302,220</b>	<b>9,042,621</b>	<b>20%</b>		
<b>Employee Benefits</b>	<b>9,813,846</b>	<b>11,601,723</b>	<b>1,787,877</b>	<b>15%</b>	10/12	17% to 20%
<b>Total Salaries and Benefits</b>	<b>47,073,445</b>	<b>57,903,943</b>	<b>10,830,498</b>	<b>19%</b>		
<b>Services &amp; Supplies</b>						
Services	1,770,858	2,551,938	781,080	31%		
Student Transportation	183,443	340,421	156,978	46%		
Professional Development & Travel	433,897	658,484	224,587	34%		
Rentals and Leases	101,579	122,551	20,972	17%		
Dues and Fees	96,707	99,210	2,503	3%		
Insurance	200,992	215,000	14,008	7%		
Supplies	2,822,179	3,269,321	447,142	14%		
Utilities	1,449,514	1,799,904	350,390	19%		
<b>Total Services &amp; Supplies</b>	<b>7,059,169</b>	<b>9,056,829</b>	<b>1,997,660</b>	<b>22%</b>		
<b>Total Operating Expense</b>	<b>54,132,614</b>	<b>66,960,772</b>	<b>12,828,158</b>	<b>19%</b>		



**SPECIAL PURPOSE FUND EXPENDITURE REPORT**

	July 2024 to April 2025 Actuals	2024 - 2025 Amended Budget	\$ Available Budget	% Available Budget
<b>Ministry of Education and Child Care Funds</b>				
Annual Facilities Grant	279,640	279,640	-	0%
Changing Results for Young Children	-	8,303	8,303	100%
Classroom Enhancement Fund	7,482,780	9,621,529	2,138,749	22%
Community Link	386,594	795,022	408,428	51%
Early Care and Learning Fund to Schools	145,832	175,000	29,168	17%
Early Years to Kindergarten	3,261	27,429	24,168	88%
ECE Dual Credit program	45,975	45,975	-	0%
Feeding Futures	386,128	759,649	373,521	49%
First Nation Transportation	320	26,863	26,543	99%
Health Career Work Experiential Learning	3,700	5,000	1,300	26%
Learning Improvement Fund	181,544	223,014	41,470	19%
Mental Health in Schools	52,382	55,000	2,618	5%
OLEP	63,947	115,835	51,888	45%
Ready Set Learn	11,970	41,650	29,680	71%
Seamless Day Kindergarten	45,427	71,334	25,907	36%
StrongStart	104,751	216,353	111,602	52%
Student & Family Affordability Fund	75,680	203,904	128,224	63%
Work Experience Enhancement Initiative	3,515	50,000	50,000	100%
<b>Total MOECC Funds</b>	<b>9,273,446</b>	<b>12,721,500</b>	<b>3,401,569</b>	<b>27%</b>
<b>Other Provincial Special Purpose Funds</b>				
ASSAI	30,128	59,348	29,220	49%
Health Promoting Schools	27,000	27,000	-	0%
<b>Total MOECC Funds</b>	<b>57,128</b>	<b>86,348</b>	<b>29,220</b>	<b>34%</b>
<b>Other Special Purpose Funds</b>				
School Scholarships and Bursaries	34,246	30,000	(4,246)	-14%
School Generated Funds	1,552,529	1,615,000	62,471	4%
Donations	4,250	10,000	5,750	58%
<b>Total MOECC Funds</b>	<b>1,591,025</b>	<b>1,655,000</b>	<b>63,975</b>	<b>4%</b>
<b>All Special Purpose Funds</b>	<b>10,921,599</b>	<b>14,462,848</b>	<b>3,494,764</b>	<b>24%</b>





## Monthly Transactions over 50K

For the period ended April 30, 2025



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

<b>Vendor Name</b>	<b>Amount</b>
ARI Financial Services T46163	\$74,701
BC Teachers Federation	\$53,900
BMO Mastercard	\$57,979
British Columbia Teacher Federation	\$68,666
FortisBC-Natural Gas	\$92,513
Municipal Pension Fund	\$89,266
Municipal Pension Fund	\$83,835
Pacific Blue Cross	\$169,406
Pebt In Trust c/o Morneau Shepell	\$121,904
Receiver General RP0001	\$966,983
Receiver General RP0001	\$215,000
Receiver General RP0002	\$133,906
Receiver General RP0002	\$125,859
Receiver General RP0002	\$142,465
Teachers' Pension Fund	\$809,349
Worksafe BC	\$350,886



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

<b>Date of Meetings held in the absence of the public with one or more declared Conflicts of Interest</b>
August 26, 2024
October 8, 2024
October 15, 2024
November 12, 2024
December 9, 2024
December 10, 2024
January 14, 2025
February 11, 2025
February 24, 2025
March 11, 2025
April 15, 2025
May 13, 2025





**MEETING OF THE BOARD HELD IN PUBLIC  
MINUTES  
TUESDAY, MAY 13, 2025**

**Board:**

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

**Student Trustees:**

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

**District Staff:**

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

**Guests:**

Nil

**Regrets:**

S. Chew

**1. Call to Order**

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

**2. Acknowledgement of Aboriginal Territory**

**3. Changes to the Proposed Agenda – Nil**

**4. Consent Package Questions – Nil**

**5. Adoption of Agenda**

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

24/25-055

**THAT** the Agenda for this May 13, 2025 meeting **BE ADOPTED**, as circulated.

The motion carried unanimously.

**6. Receiving Public Presentations – Nil**

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



## 8. Adoption of Minutes

**UPON** a motion duly made and seconded it was **RESOLVED:** 24/25-056  
**THAT** the minutes from the April 8, 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. Career Development Continuous Learning Report

Superintendent Smillie welcomed District Principal Malloff, who presented the 2024–2025 Career Development Continuous Learning Report and related action items. Career development is a shared goal of schools, families, and communities in BC, aimed at preparing students for life after graduation. SD8 prioritizes actions that support all learners in developing strong career-life goals and core competencies.

District Principal Malloff responded to Trustees' questions on equity, trades training, and climate action, emphasizing efforts to ensure Creston students have equal opportunities through local partnerships and collaborations. She also noted the district's focus on expanding trades access for priority students.

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

### A. Approve 2025-2026 Annual Budget

Secretary-Treasurer MacArthur presented the final version of the 2025-2026 draft budget in consideration of feedback received from Trustees, partners, and the public. In the development process, staffing and services and supplies are determined based on enrolment projections, student composition, and aligned to the strategic plan and reflects its strategic priorities. In compliance with the BC School Act, the Board was presented with a balanced draft budget.

Superintendent Smillie and Secretary-Treasurer MacArthur answered questions related to staffing, operating surplus, and special purpose funds.

**UPON** a motion duly made and seconded it was **RESOLVED:** 24/25-057  
**THAT** the Board unanimously agrees to give the Annual Budget Bylaw 2025/2026  
all three readings at this meeting of May 13, 2025.

The motion carried unanimously.

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

The motion carried unanimously.



**B. Approve Major Capital Plan Submission**

Director Kerr presented the draft Major 2026/27 Capital Plan as provided in the memo for the Board's approval prior to submission to the Ministry of Education and Child Care.

In response to a Trustee's questions, Secretary-Treasurer MacArthur and Director Kerr clarified that the dollar amount is calculated using the provincial portal and provided information on the Facility Condition Index (FCI) of Salmo Elementary. Discussion took place on ways to raise the priority placed on this project by the Ministry of Infrastructure.

**UPON** a motion duly made and seconded it was **RESOLVED:** 24/25-059

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

The motion carried unanimously.

**UPON** a motion duly made and seconded it was **RESOLVED:** 24/25-060

**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 13<sup>th</sup> DAY OF MAY 2025;

READ A SECOND TIME THE 13<sup>th</sup> DAY OF MAY 2025;

READ A THIRD TIME, PASSED THE 13<sup>th</sup> DAY OF MAY 2025.

The motion carried unanimously.

**12. Governance and Policy**

**A. Approve 2025-2026 Board Meeting Calendar and 2025-2026 Governance Framework and Learning Plan**

Superintendent Smillie presented the 2025-2026 Board Meeting Calendar and 2025-2026 Governance Framework and Learning Plan as provided in the memo.

**UPON** a motion duly made and seconded it was **RESOLVED:** 24/25-061

**THAT** the 2025-2026 Board Meeting Calendar and 2025-2026 Governance Framework and Learning Plan **BE APPROVED.**

The motion carried unanimously.

**13. Human Resources – Nil**

**14. Trustee Verbal Reports**

**A. Student Trustees**

- **KRSS (Student Trustee Lecompte)**

In the previous week, KRSS hosted the UBC medical career fair with interactive stations on healthcare careers. Mental Health Week included daily videos on the 5 C's, a school-wide walk, and ice cream for all students. The senior careers class organized "Senior Splash," a water-tag game starting May 20th, played off school grounds to avoid disruptions.

Student council raised concerns about limited privacy in the change rooms, requesting the board address the issue.

- **JVH (Student Trustees Lamoureux and Zuk)**



JVH has had an eventful month filled with student-led activities and community engagement. On May 5, students from K–12 participated in a climate hike organized with the West Kootenay Climate Hub. The Student Parliament created a K–12 yearbook, now submitted with strong interest and many orders, and is also organizing a high school field day on May 23 with athletic and fun events. This Thursday, the graduating class will host a talent show fundraiser with a bake sale, open to the entire community. Everyone in Kaslo is encouraged to attend for a night of laughter and talent. Other recent highlights include a school-wide square dance on May 9 and an upcoming Outdoor Education canoe trip to the Sunshine Coast.

- **MSSS (Student Trustee Gretchen)**

Mount Sentinel was selected to participate in the international PISA assessment on May 14, helping evaluate 15-year-olds' skills in science, math, reading, and digital learning. On May 15, the school will mark Moose Hide Campaign Day with a student-led assembly, workshops on gender-based violence, and symbolic sunflower planting. An interactive Highway of Tears Walk will also take place to promote awareness and hope. On May 16, a group of students will attend the annual Student Pow-Wow in Creston, as part of their Indigenous education learning.

**B. Trustees**

- Trustee Trenaman attended the BCSTA AGM and the Bylaw Review Committee prior to the AGM. She highlighted a powerful student trustee presentation from the Sea to Sky district and also participated in a meeting of the Board with Minister of Education Beare last Thursday.
- Vice Chair Bremner also attended the meeting with the Minister and applauded the Superintendent and Chair for bringing well-prepared agenda items to the meeting. She noted that DPAC is now preparing for the upcoming BCCPAC conference.
- Trustee Blackmore returned from the BCSTA AGM energized by the collaboration with other Boards across the province. She found the meeting with Minister Beare inspiring and reaffirming of the Board's role as an advocate for public education.
- Trustee Shunter echoed Trustee Trenaman's comments and emphasized the need for more action on climate education in B.C. He also commended district staff for organizing the upcoming Student Pow-Wow.
- Trustee Nazaroff gave a shoutout to the Student Trustees for inspiring her to speak. She was impressed at the AGM by how widely Trustee Trenaman's contributions to the Bylaw Committee are recognized.

**C. Chair**

Chair Lang actively participated in a range of meetings and engagements over the past month. She attended the Policy Review Committee, multiple Board meetings, the Operations & Finance Committee meeting, and the Public Budget Webinar. Alongside Trustees Nazaroff and Chew, she took part in the Principal/Vice Principal pool selection



process. Chair Lang also represented the Board at the BCSTA Annual General Meeting in Vancouver, the Kootenay Boundary Branch meeting, and held discussions with local partners including the Village of Salmo and the RDCK. She participated in a meeting with the Minister of Education and Child Care, Lisa Beare, and MLA Brittny Anderson to advocate for the district's priorities in serving local communities through public education. Chair Lang extended her thanks to Superintendent Smillie for providing strong support and well-researched preparation for that meeting and expressed appreciation to Trustee Trenaman for attending a related meeting with Minister of Infrastructure Ma.

D. British Columbia School Trustee Association (BCSTA) – NIL

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

Chair Lang attended various BCPSEA meetings. In an effort to find budget efficiencies, two conferences will be held virtually.

F. District Parent Advisory Committee (DPAC)

Vice Chair Bremner – see above

G. Other – Nil

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

**16. Meeting Schedule and Reminders**

A. Board Meetings

The next Meeting of the Board held in Public is scheduled for June 10, 2025 **in Creston**.

**17. Adjournment**

The meeting was adjourned at 6:56 PM.

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Board Chair

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Secretary-Treasurer



Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
<b>Resolutions in Progress</b>						
February 26, 2019	18/19-092	Properties Sell or Defer	<p>WHEREAS there are nine Board owned properties under consideration for sale in the existing 2016-2026 Facilities Plan, which the Board has previously resolved to sell;</p> <p>WHEREAS the Board is currently in the process creating a new facilities plan (the "2019-2029 Facilities Plan"), for which it is currently consulting with stakeholders and has contracted Baragar Systems to provide long-range enrolment projections and demographic analysis;</p> <p>Moved by Trustee Lang, seconded by Trustee Chew:</p> <p>NOW THEREFORE BE IT RESOLVED</p> <p>THAT in line with past Board resolutions, the following property interests be sold forthwith:</p> <ol style="list-style-type: none"> <li>1. Former Crawford Bay maintenance yard;</li> <li>2. Retallack land;</li> <li>3. Former Yahk Elementary, and;</li> <li>4. Ymir Land;</li> </ol> <p>THAT the sale of the following property interests be deferred until the Board adopts the new 2019-2029 Facilities Plan:</p> <ol style="list-style-type: none"> <li>1. Former Al Collinson Elementary;</li> <li>2. Former Gordon Sargent Elementary;</li> <li>3. Kin Park in Creston, and;</li> <li>4. Salmo tennis court &amp; pool land</li> </ol>	Secretary-Treasurer	<p>As of April 2023, the following properties have not sold:</p> <ul style="list-style-type: none"> <li>- Former Crawford Bay maintenance yard;</li> <li>- Retallack II;</li> <li>- Ymir Land</li> <li>- Salmo Tennis Court &amp; Pool Land</li> </ul>	In Progress
<b>Standing Resolutions</b>						
<b>Completed Resolutions</b>						
May 13, 2025	24/25-061	Approve Board Calendar	THAT the 2025-2026 Board Meeting Calendar and 2025-2026 Governance Framework and Learning Plan BE APPROVED.			Complete
May 13, 2025	24/25-060	2026-2027 Major Capital Plan Submission	<p>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.</p> <p>READ A FIRST TIME THE 13th DAY OF MAY 2025;</p> <p>READ A SECOND TIME THE 13th DAY OF MAY 2025;</p> <p>READ A THIRD TIME, PASSED THE 13th DAY OF MAY 2025.</p>			Complete
May 13, 2025	24/25-059	Reading of Major Capital Plan Submission	THAT the Board of Education conclude three readings at this meeting for the approval of the submission of the Major 2026/27 Capital Plan.			Complete
May 13, 2025	24/25-058	2025-2026 Annual Budget Bylaw	<p>THAT the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2025-2026 BE APPROVED as read a first time;</p> <p>THAT the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2025-2026 BE APPROVED as read a second time;</p> <p>THAT the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2025-2026 BE ADOPTED as read a third time.</p>			Complete
May 13, 2025	24/25-057	Reading of Annual Budget Bylaw	THAT the Board unanimously agrees to give the Annual Budget Bylaw 2025/2026 all three readings at this meeting of May 13, 2025.			Complete
May 13, 2025	24/25-056	Adoption of Minutes	THAT the minutes from the April 8, 2025 Meeting of the Board held in public BE ADOPTED, as circulated.			Complete
May 13, 2025	24/25-055	Adoption of Agenda	THAT the Agenda for this May 13, 2025 meeting BE ADOPTED, as circulated.			Complete
April 8, 2025	24/25-054	Approve Policy 112	THAT policy 112 BE APPROVED.			Complete

**FROM:** Trish Smillie, Superintendent of Schools  
**DATE:** June 10, 2025  
**SUBJECT:** Enhancing Student Learning Report and School Learning Plans 2025

**For Approval**

## Introduction

This memorandum provides an overview of the 2024-2025 Enhancing Student Learning Report.

## Background

The [Framework for Enhancing Student Learning Policy](#) came into effect on July 6, 2020. This policy requires Boards of Education to develop a strategic plan and reporting annually on plans for improving the educational outcomes for all students and improving equity for Indigenous students, children and youth in care, and students with diverse abilities.

The [Enhancing Student Learning Reporting Order](#) requires that school district prepare an annual enhancing student learning report and individual school plans. The Enhancing Student Learning Plan report must outline information on student performance which includes educational outcomes and measures in the areas of intellectual development, human and social development and career development. These plans are approved by the Board of Education and updated annually.

## Information

The [2024-2025 Enhancing Student Learning Report](#) is SD8's public commitment to work together with education partners to continuously improve learning for all students.

All decisions in SD8 are guided by the Board's [2024-2029 Strategic Plan](#) with a clear mission, vision, and values. District initiatives and resources align with Ministry of Education and Child Care goals. The District provides rigorous and detailed monitoring of all goals outlined in the strategic plan in the [Strategic Plan Monitoring Cycle](#). All schools articulate and support the goals of the Strategic Plan and Enhancing Student Learning Plan in individual [School Learning Plans](#). These plans aim to develop each student's individual potential in acquiring knowledge, skills and abilities.

The district also acknowledges the dedicated work of all employees in the implementation of the plans and their unwavering focus on continuous improvement. Thank you to the Kootenay Lake Teachers' association (KLTF); CUPE 748; Kootenay Lake Principals' and Vice- Principals' Association (KLPVPA); the Lower Kootenay Band, Indigenous Rightsholders and Metis partners; the Indigenous Education Council, the District Parent Advisory Council (DPAC); the school Parent Advisory Councils (PACs), Student Trustees; exempt staff; and especially students.

## Recommendation

THAT the 2024-2025 Enhancing Student Learning Report and School Learning Plans be APPROVED.







School District 8  
Kootenay Lake

# Enhancing Student Learning

In Review of Year 2 of 2024-2029 SD8 Strategic Plan

September 2025

Presented to the Board of Education  
for approval on June 10,





# ACKNOWLEDGEMENT AND GRATITUDE

●●●●●

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 (Kootenay Lake).

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' Federation (KLTF); CUPE 748; Kootenay Lake Principals' and Vice-Principals' Association (KLPVPA); the Lower Kootenay Band; the Okanagan Nation Alliance; West Kootenay Métis; Secwepemc (Splatshin); the District Parent Advisory Council (DPAC); the school Parent Advisory Councils (PACs); Student Trustees; exempt staff; and especially students.



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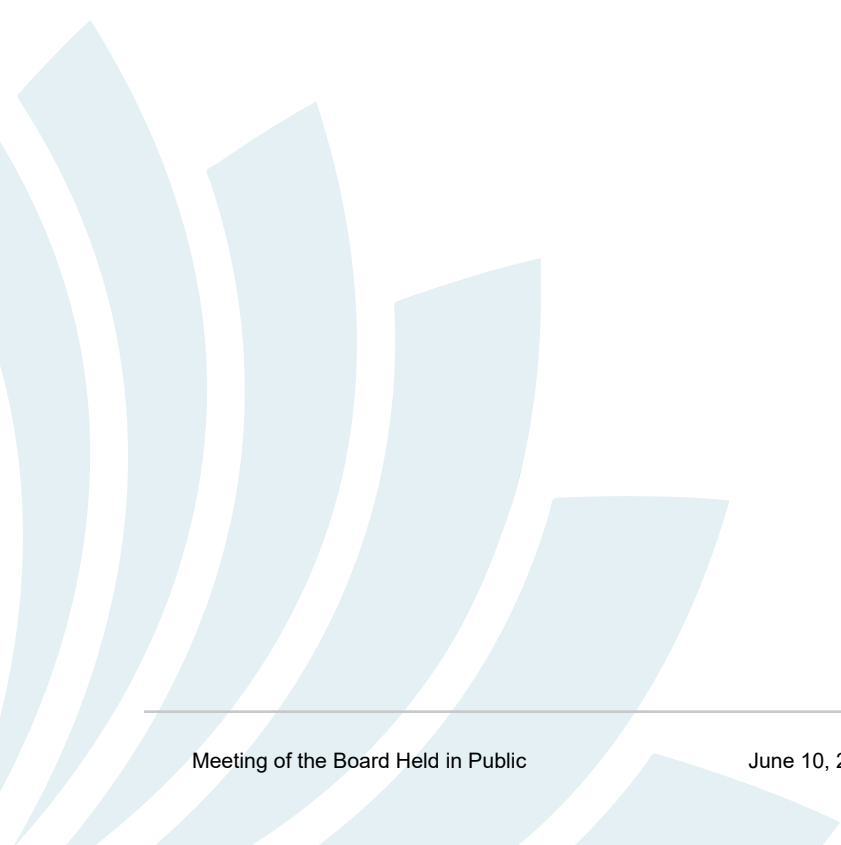
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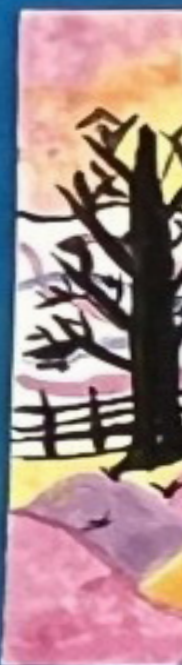
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# ENHANCING STUDENT LEARNING REPORT

## Introduction: District Context





## INTRODUCTION: District Context

School District No. 8 (Kootenay Lake) (SD8) is a rural area comprising six unique school communities within two different time zones within the Columbia Basin in southeastern B.C. Kootenay Lake is one of the largest lakes in British Columbia, with the Kootenay River flowing into and out of it on either side of the highest mountain pass in British Columbia, and draining into the Columbia River system.

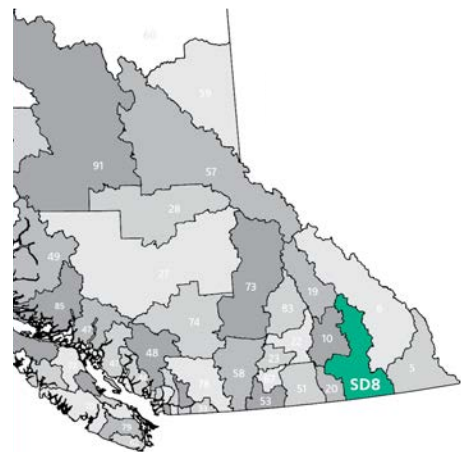
SD8 meets the learning needs of approximately 4,800 students across 21 schools. The district serves an area of approximately 15,000 square kilometres, with the two main population centres of Nelson and Creston, 11 elementary schools, one online learning school, three elementary-secondary schools (K-12), one middle school, one middle-secondary school and four secondary schools. SD8 employs about 900 staff. The district's overall operating budget for 2024-2025 is approximately \$85 million.

SD8 serves the Lower Kootenay Band located in Creston, BC. According to the BC Adolescent Health Survey for SD8, of the Indigenous student population, which constitutes 15% of the student body, 56% identified as First Nations, 45% as Métis, and 8% as having another Indigenous background (including Inuit). Additionally, 9% of students are identified with diverse abilities, and less than 1% of students are identified as children and youth in care.

Climate change is raising the risk of more frequent and severe wildfires that will result in smoke during the summer months and affect surrounding areas in shoulder seasons as well.

Residents in the Kootenay Lake area have 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 is a significant challenge for the district.

The Enhancing Student Learning Report reflects the district's progress in meeting its 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 a clear vision and core values and are based on evidence and extensive consultation.



British Columbia School Districts



School District 8 Kootenay Lake  
Families of schools

**4,700**  
students

**21**  
schools

**900**  
staff



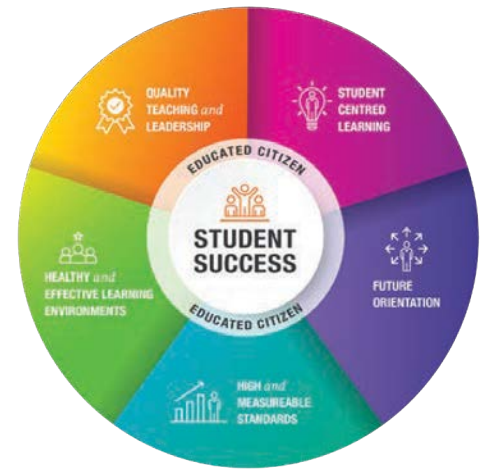
## CURRENT STRATEGIC PLAN PRIORITIES

The 2024–2025 ESL Report reflects SD8’s strategic priorities for all learners, guided by the district’s 2024–2029 Strategic Plan, monitored through the district’s strategic plan monitoring cycle, and supported by school learning plans. The Enhancing Student Learning and School.

Learning plans focus on ensuring that strategies and structures support the learning success of individual Indigenous students, students with diverse abilities, and children and youth in care within each school.

Together these guiding district processes work to support the goals and vision of the Ministry of Education and Child Care Service Plan.

Indigenous Education the Aboriginal Focus Areas of belonging, success, truth before reconciliation, and history and culture. This is tied to SD8’s strategic plan and the ministry service plan. The district continues to support and implement practices to further Indigenous student success and improve graduation rates for all learners.



### 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 fulfillment of our mission.

### ☐ 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.

Aboriginal education is a core focus in the district, articulated through the Aboriginal Focus Areas of belonging, success, truth before reconciliation, and history and culture. These plans articulate the SD8’s strategic plan and the ministry service plan. The district continues to support and implement practices to further Indigenous student success and improve graduation rates for all learners.

SD8 continues to look for ways to build on strengths and celebrate student success. Data informs decision-making, planning and practices as the district works together with education partners to make a difference for all SD8 students. In 2024-2025 SD8 has seen continued improvements in school completion rates, literacy, and engagement rates. Contributing to the successes in the school district are the structures that support the implementation of the continuous learning cycle, including:

### Implementation of a Family of Schools professional learning model

Schools meet within family teams to collaboratively discuss continuous improvement strategies in literacy and numeracy. Family of Schools teams have access to learning grants to support their collaborative efforts, share strategies to support School Learning Plans, and participate in annual learning tours with learning partners.

### Secondary Academic Success Meetings

Three times per year, school and district teams meet to review each grade 12 student's progress towards graduation. Additionally, a review of each student is done prior to transitioning to secondary school.

Students who require adjustments to their programs or additional support are identified and strategies and support meetings are held for individual students.

### Primary Academic Success Meetings

Twice per year, each student's progress in kindergarten through grade 3 is reviewed by a school and district team to monitor literacy and numeracy acquisition. Using consistent district assessments, academic progress is tracked throughout the year. Students receive instruction at their level of learning and adjustments are made to support their learning.

### Children and Youth in Care Success Meetings

Regularly throughout the year, progress toward graduation of each child and youth in care is reviewed by each school-based team and the district-based team. Students who require additional supports are identified and strategies to support individual students are determined, with progress tracked.



SD8 continues to invite Indigenous rights holders and Métis partners to guide Indigenous student success, focusing on equity, diversity, inclusion and Indigenization through all professional development and events. SD8's successful strategies from each of the four Equity in Action quadrants- Policy and Governance, Learning Environment, Pedagogical Core, and Learning Profile- continue to support students to improved educational outcomes in a culturally responsive program.

### 1. Policy and Governance

SD8 is committed to action in equity and in supporting Indigenous learners. The Anti-Racism Working Group is established with priorities and next steps. The Indigenous Education Council began meeting in April, 2025 and will carry out important consultation and approval work going forward. Indigenous rights holders and Métis partners are represented on board committees and in hiring processes in the district.

### 2. Learning Environment

SD8 has high expectations for all learners, including Indigenous and priority learners, and strives to provide environments that create a sense of belonging and identity. The following highly motivating and engaging events and initiatives support this work:

- ◆ Dedicated working time for SD8 anti-racism policy and administrative procedures, as well as the BC Racism Response Guide, for all school and district leaders, as well as three sessions on Cultural Safety and Humility
- ◆ Annual SD8 Youth Pow Wow
- ◆ Annual grad honouring
- ◆ Grad honouring photo shoot with hand beaded grad cap and gown, and print and digital copy of photo
- ◆ Rights holder and Métis partner learning in schools
- ◆ Special event support for the Moosehide, Orange Shirt Day, Louis Riel Day, and more- district-wide art, stories, student learning, and National Day of Truth and Reconciliation. Shared school leadership tips on Truth and Reconciliation

leadership, district Reconciliation Run Walk Wheel, lessons on Missing and Murdered Indigenous Women and Girls and Two Spirit Peoples (MMIWG2S)

- ◆ Indigenous mural projects at schools in partnership with VIDEA
- ◆ Student traditional dancers at events such as the Student Leadership Conference and Truth and Reconciliation Day events

### 3. Pedagogical Core

SD8 continues to support staff and students in culturally relevant teaching and learning, connections to families and communities, and incorporating Indigenous worldviews.

Highlights include District Professional Day presentations such as Lower Kootenay Band member Jared Basil's keynote address on Cultural Safety and Humility; Valley of the Birdtail authors Andrew Stobo Sniderman and Douglas Sanderson (Amo Binashil); BCTF sessions on Indigenizing curriculum and Indigenous anti-racism; traditional beading; traditional Ktunaxa cultural skills; EEPSA Indigenizing land-based learning; session on Indigenizing the curriculum within the context of a distinctions-based approach by Ktunaxa speaker Smokii Sumac; literacy related classroom resources and activities through the framework of Jo Chrona's Wayi Wah! Indigenous Pedagogies: An Act for Reconciliation & Anti-Racist Education; and Indigenizing numeracy sessions by district literacy and numeracy teacher coordinators, and more. Local Indigenous language teachings in schools (Ktunaxa, nsyilxcen, and Michif language); cultural lessons led by staff and Knowledge Keepers, and much more.

Specific events throughout the year include rights holders' teachings, role modeling and storytelling:

- ◆ Pow wow teachings shared through yaqan nukiy leadership: regalia making, drum songs, drum teachings, dance styles, pow wow protocols, pow wow inclusion teachings and awareness
- ◆ FINS: Fish In Schools, partnership with the Okanagan Nation Alliance for salmon rehabilitation in the Columbia waterways
- ◆ Amy Cross Metis cultural and language lessons

SD8 continues to develop relationships with post-secondary institutions across the province and country, to ensure seamless transitions for students pursuing their post-secondary career goals.

### 4. Learning Profile

The district continues to focus on building success for all learners through personalized and evidence-informed practices that support priority learners with disabilities or diverse abilities, children and youth in care and English language learners. The academic and social emotional progress of these learners is tracked consistently at both the school and district level, through school-based team reporting, district-based team analysis, student learning reports, and district-led student progress reviews. Students receive targeted and essential supports as identified by school teams.

Each child or youth in care has a formalized student learning plan (SLP), and students with disabilities or diverse abilities are supported through an Individual Education Plan (IEP) to ensure that students' needs are met and to promote student success in their learning.

English language learners have an individualized annual instructional plan (AIP) to ensure that their progress toward the attainment of proficiency in the English language is supported by school and district staff.

Indigenous students receive enhanced supports that include monitoring of each student at academic reviews multiple times throughout the year, ensuring that every student has a support plan if needed, and that there are high expectations held for all.





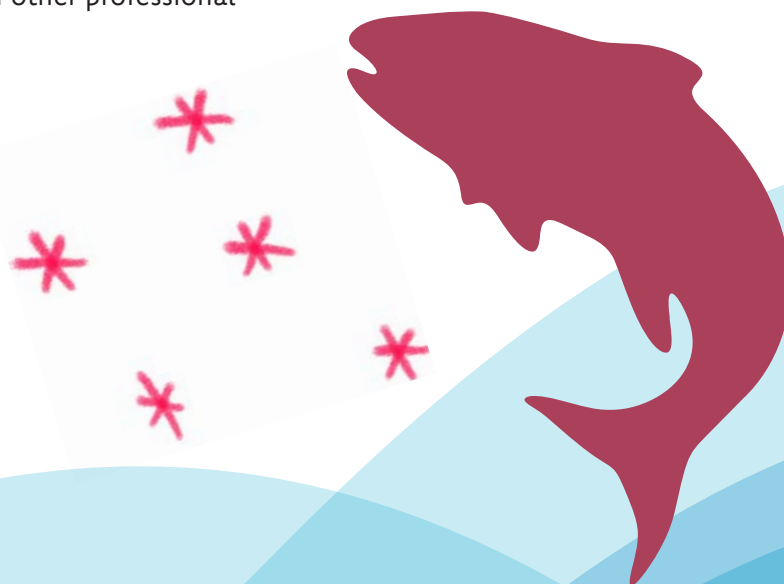
## EXISTING AND/OR EMERGING AREAS FOR GROWTH

SD8's existing and/or emerging areas for growth are identified through analysis of evidence as presented in the Enhancing Student Learning Report, continuous learning reports, operational reports and school learning plans. These plans support learning for all students and ensure that each student can graduate with dignity, purpose, and options.

Analysis of data and assessment from previous years indicates that numeracy and literacy are areas for growth, especially at the intermediate and middle years. Since 2021, the district has added a district numeracy teacher coordinator and a K-3 district literacy teacher coordinator to support implementation of the district's literacy and numeracy action plans. This includes the development of a K-3 literacy and numeracy profile, created with evidence gathered in consistent literacy and numeracy assessments performed twice per year for each student in grades K-3. These assessments provide formative information to support classroom-based instruction and intervention. In 2024-2025, SD8 also hired a grade 4-12 district literacy teacher coordinator whose role is to support the development and implementation of an intermediate literacy assessment and a grade 4-12 literacy community of practice. The coordinators support job-embedded professional learning for teachers in their classrooms in alignment with school learning plan goals, school learning plan grant initiatives, and through district implementation of literacy and numeracy action plans, including communities of practice and other professional learning opportunities.

The district's overall goal is 100% graduation for all students. This goal ensures parity for Indigenous learners, children and youth in care, and students with disabilities and diverse abilities. To this end, SD8 seeks to:

- ◆ Improve Student Learning Survey results for children and youth in care through the provision of specific, targeted supports
- ◆ Increase the number of students in grades 3, 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school
- ◆ Ensure staff have information and strategies to create welcoming, safe, and connected learning environments
- ◆ Continue to provide workshops about the Mental Health in Schools Strategy, Socieal Emotional Learning, Mental Health First Aid, non-violent crisis intervention, trauma-informed practices, and anxiety for students, staff, and families
- ◆ Further implement the Mental Health Curriculum and SEL in classrooms
- ◆ Increase supports, activities, and education for students, staff and parents in diversity, human rights and sexual orientation and gender identity

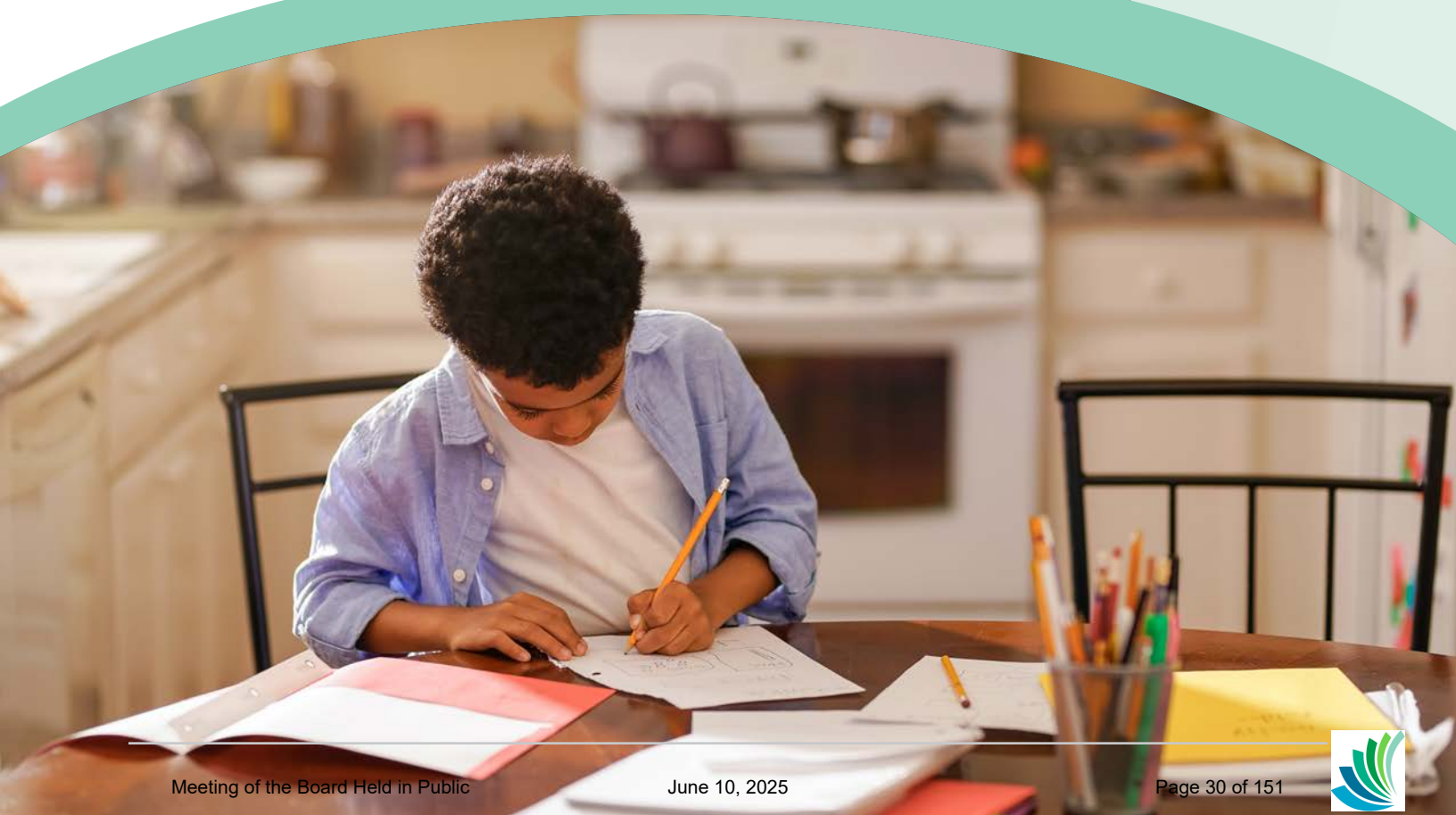
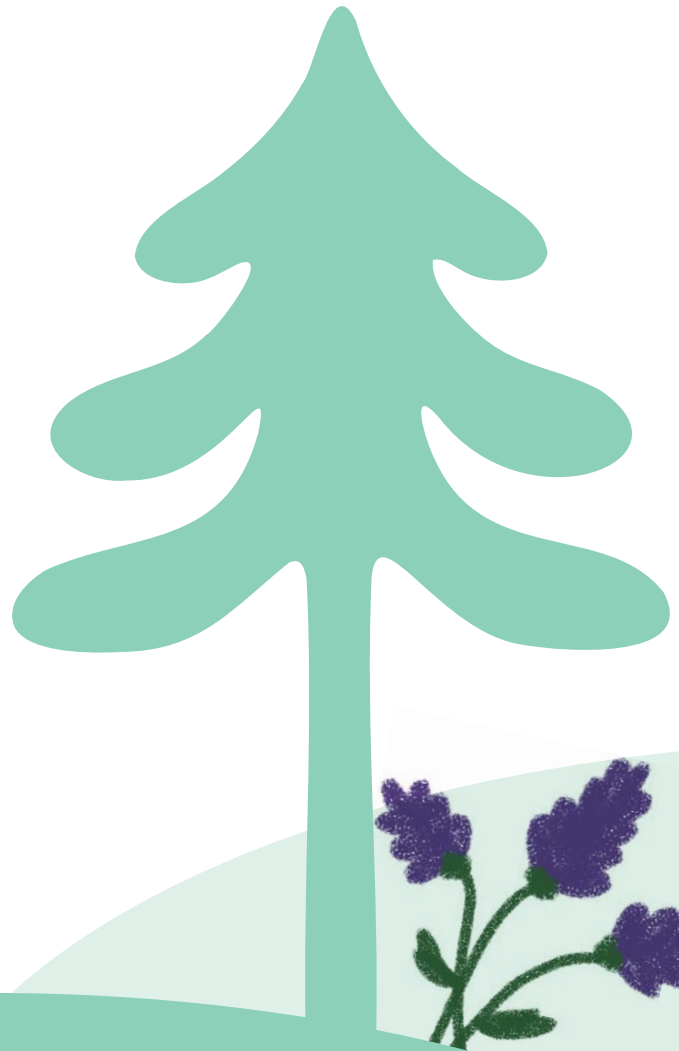


## ONGOING STRATEGIC ENGAGEMENT

Engagement brings education partners together to participate in a cycle of continuous improvement for positive change. SD8's education partners collaborate regularly during the year in the Education Partner Advisory Committee and in other networking structures. More information about the SD8 engagement process can be found at <https://engage.sd8.bc.ca/>

Engagement with the Board of Education, KLTF, CUPE, KLPVPA, DPAC, students, and Indigenous partners through the Indigenous Education Committee (IEC) allows multiple perspectives and voice to help shape growth in the district.

Public consultation includes all partners in education through channels and tools such as meetings, in-person discussions, and surveys on related budget, policy, and professional development to garner feedback from all partners and the larger community. SD8 continues to work to improve engagement practices to build on relationships that are important to meeting district goals and supporting student success.



SD8 continuously monitors action items for 2025 based on the progress of the previous year's action items and has made necessary adjustments for the upcoming academic year. Adjustments include a focus on the following:

- ♦ Closer monitoring and evidence-based response for learners with disabilities and diverse abilities and children and youth in care through enhanced school-based team tracking and planning at the school and district level.
- ♦ Increased training for inclusion support teachers and principals in providing targeted and essential supports for priority learners to increase academic proficiency and progress toward graduation.
- ♦ Targeted, evidence-based instruction and support for English Language Learners.
- ♦ Continued work with the Ministry of Education and Child Care to improve engagement with Ministry of Children and Family Development (MCFD) and promote the sharing of information.
- ♦ Implementation of clear procedures and processes in inclusive education to ensure that staff have consistent information about how best to support priority learners.
- ♦ Improved development of individualized education plans (IEPs), student learning plans (SLPs) and annual instructional plans (AIPs) to support priority learners in the development of their curricular and core competencies and graduation.

During 2024–2025, the district maintained a strong focus on numeracy and literacy strategies for kindergarten through grade 12. Each school develops and articulates a literacy and numeracy goal and is supported through job-embedded professional learning, development of a classroom-based assessment, and provision of evidence-based resources and strategies.

Staff engage in robust professional learning facilitated by renowned education professionals. Staff also have opportunities to contribute to district communities of practice in literacy, numeracy, and early learning.

Through a “Community of Practice” model of professional development, SD8 supports teachers in their professional practice as they in turn support all learners in safe, responsive, equitable, and inclusive learning environments.

SD8's professional learning initiatives concentrate on the learning goals and objectives identified in School Learning Plans, which are aligned to the Enhancing Student Learning Report and the district's strategic plan.

In 2024–2025, SD8 continued a review of children and youth in care data and supports, and as a result, implemented targeted planning for this group of students.

The district also formalized its Inclusive Education Framework and developed a training framework to support training for educators who could then, in turn, support students with disabilities and diverse abilities. In addition, a continued focus on Compassionate Systems Leadership, mental health literacy, social emotional learning (SEL), and trauma informed practice supports all students.

SD8 commits to Indigenous education focus areas developed through extensive community, student and parent consultations: belonging, success, truth before reconciliation, and history and culture.

To support belonging, each school's Indigenous Education Action Plan outlines a continuum of supplemental supports to increase self-identified students' sense of belonging. Activities include land-based learning, circle learning, and small group academic and cultural support. The district also provides learning opportunities on topics such as storytelling, traditional knowledge, music, Elder connections, and Two-Spirit role models.

Each year, the district hosts its annual Pow Wow, where students design personalized regalia, and learn dances and teachings from knowledge keepers. Also at the Pow Wow is an Indigenous graduation honoring and public acknowledgement, and an honour dance for Indigenous grads. Métis Awareness Month is an annual Métis awareness opportunity with honoured Elder teachings, Métis history and culture teachings including handwork, jigging, fiddling and storytelling. Schools host annual Reconciliation Walk/Run/Wheel events, honouring the shared journey of reconciliation as we all take steps forward in our understanding.



## ADJUSTMENTS AND ADAPTATIONS: NEXT STEPS: Intellectual Development – Literacy

SD8 monitors and evaluates data provided by the Ministry of Education and Child Care, both masked and raw unmasked, to determine focus areas for continuous improvement. SD8 has set a goal of improving literacy and numeracy proficiency for all learners, with a focus on priority learners. Specific strategies to support each measure are described below.

### Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level

**Measure 1.1:** Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending literacy expectations as specified in provincial assessments.

**Measure 1.2:** Current year and 3-year trend for the number and percentage of students proficient or extending literacy expectations as specified in the grade 10 literacy assessments.

### Strategies

	Aspect	Monitoring	Strategic Priority
1	Support K-12 school teams in responsively including objectives and strategies to support their school literacy goal, with a focus on priority learners, using a data-informed process and within the context of their School Learning Plan.	<ul style="list-style-type: none"> <li>Student Achievement (ELP, FSA, GLA, report cards) with a focus on priority learners</li> <li>Transitions Meetings (Primary Success, Elementary-Middle, Secondary)</li> <li>Student Learning Surveys</li> <li>Grade to Grade Transitions rates</li> <li>Student Voice</li> <li>School &amp; District-based literacy assessments</li> </ul>	<ul style="list-style-type: none"> <li>Lifelong Learning</li> <li>Connected Learners</li> <li>Cultural and Identity Development</li> </ul>
2	Continue to support K-3 staff with early primary literacy assessment and strategic implementation of targeted skills in K-3 classes, including the ongoing use of the Early Learning Profile for Literacy (ELP) in grades K-3 and the utilization of school literacy data to support student learning.	<ul style="list-style-type: none"> <li>ELP Data</li> <li>Primary Success Meetings</li> <li>EDI data</li> <li>School Learning Plans (Literacy) with a focus on priority learners</li> <li>Feedback from school staff after learning sessions</li> </ul>	<ul style="list-style-type: none"> <li>Lifelong Learning</li> </ul>
3	Pilot an Intermediate to middle years literacy assessment program for district-wide implementation in the 2024-2025 school year.	<ul style="list-style-type: none"> <li>School Learning Plans (Literacy) with a focus on priority learners</li> <li>School &amp; district-based literacy assessments</li> </ul>	<ul style="list-style-type: none"> <li>Lifelong Learning</li> </ul>
4	Develop an intermediate to middle years literacy community of practice to support the strategic plan goals and action plan focused on literacy, with a focus on priority learners.	<ul style="list-style-type: none"> <li>Student Learning Surveys</li> <li>Student Achievement (FSA, GLA, report cards)</li> <li>District and school-based assessments</li> </ul>	<ul style="list-style-type: none"> <li>Lifelong Learning</li> <li>Connected Learners</li> <li>Cultural and Identity Development</li> </ul>
5	Update the K-12 Literacy virtual hub for resources, exemplars, and to support professional learning community of practice.	<ul style="list-style-type: none"> <li>Student Achievement (ELP, FSA, GLA, report cards) with a focus on priority learners</li> <li>Student Learning Surveys</li> <li>Feedback from school staff</li> </ul>	<ul style="list-style-type: none"> <li>Lifelong learning</li> </ul>

## ADJUSTMENTS AND ADAPTATIONS: NEXT STEPS: Intellectual Development – Literacy

	Aspect	Monitoring	Strategic Priority
6	Ensure that all K-12 learners have access to culturally responsive and rich literacy environments and programs in their school and community.	<ul style="list-style-type: none"> <li>♦ Student Learning Survey</li> <li>♦ Cultural and Identity Development reporting</li> <li>♦ Transitions Meetings (Primary Success, Elementary-Middle, Secondary)</li> <li>♦ Community Partnership Engagement</li> <li>♦ Survey of literacy Programs</li> </ul>	<ul style="list-style-type: none"> <li>♦ Lifelong Learning</li> <li>♦ Connected Learners</li> <li>♦ Cultural and Identity Development</li> </ul>
7	Facilitate bi-annual and year-end monitoring and planning meetings to ensure successful transitions and improvement in literacy: <ul style="list-style-type: none"> <li>– Primary success (K-3)</li> <li>– Elementary and middle years (4-9)</li> <li>– Secondary (10-12)</li> </ul>	<ul style="list-style-type: none"> <li>♦ Student Achievement ELP, FSA, GLA, report cards)</li> <li>♦ Transitions Meetings (Primary Success, Elementary-Middle, Secondary)</li> <li>♦ Grade to Grade Transitions rates</li> </ul>	<ul style="list-style-type: none"> <li>♦ Lifelong Learning</li> </ul>
8	Continue with monthly Families of Schools (FOS) meetings to support school leaders in developing their literacy goals, objectives and action plans in relation to detailed data and class/cohort learning profile analysis.	<ul style="list-style-type: none"> <li>♦ School learning plan goals and objectives for literacy with a focus on priority learners</li> <li>♦ Student Achievement (ELP, FSA, GLA, report cards)</li> </ul>	<ul style="list-style-type: none"> <li>♦ Lifelong Learning</li> <li>♦ Cultural and Identity Development</li> <li>♦ Caring &amp; Inclusive Learning Culture</li> </ul>
9	Promote literacy innovation through School Learning Plan Grants (SLPGs) focused on priority learners and share learning at end of year celebration.	<ul style="list-style-type: none"> <li>♦ School learning plan goals and objectives for literacy with a focus on priority learners</li> <li>♦ Student Achievement (FSA, GLA, report cards)</li> <li>♦ School Learning Celebration</li> </ul>	<ul style="list-style-type: none"> <li>♦ Lifelong Learning</li> <li>♦ Cultural and Identity Development</li> <li>♦ Caring &amp; Inclusive Learning Culture</li> </ul>
10	Develop an intermediate to middle years literacy framework to guide schools in developing their literacy goals, objectives and action plan, and to provide consistency in literacy instruction across SD8.	<ul style="list-style-type: none"> <li>♦ School learning plan goals and objectives for literacy with a focus on priority learners</li> <li>♦ Student Achievement (FSA, GLA, report cards)</li> <li>♦ Feedback from schools</li> </ul>	<ul style="list-style-type: none"> <li>♦ Lifelong Learning</li> <li>♦ Cultural and Identity Development</li> <li>♦ Caring &amp; Inclusive Learning Culture</li> </ul>

For a glossary of acronyms please see Appendix A – Glossary of Acronyms at the end of this report.



## Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level

Measure 2.1: Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on track or extending numeracy expectations as specified in provincial assessments.

Measure 2.2: Current year and 3-year trend for the number and percentage of students proficient or extending numeracy expectations as specified in the grade 10 numeracy assessments.

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

### Strategies

	Aspect	Monitoring	Strategic Priority
1	Support K-12 school teams in responsively including objectives and strategies to support their school numeracy goal, with a focus on priority learners, using a data-informed process and within the context of their School Learning Plan.	<ul style="list-style-type: none"> <li>Student Achievement (ENP, FSA, GNA, report cards) with a focus on priority learners</li> <li>Transitions Meetings (Primary Success, Elementary-Middle, Secondary)</li> <li>Student Learning Surveys</li> <li>Grade to Grade Transitions rates</li> <li>Student Voice</li> <li>School &amp; District-based numeracy assessments</li> </ul>	<ul style="list-style-type: none"> <li>Lifelong Learning</li> <li>Connected Learners</li> <li>Cultural and Identity Development</li> </ul>
2	Continue to support K-3 staff with early primary numeracy assessment and strategic implementation of targeted skills in K-3 classes, including the ongoing use of the Early Numeracy Profile (ENP) in grades K-3 and the utilization of school numeracy data to support student learning.	<ul style="list-style-type: none"> <li>ENP Data</li> <li>Primary Success Meetings</li> <li>EDI data</li> <li>School Learning Plans (Numeracy) with a focus on priority learners</li> <li>Feedback from school staff after learning sessions</li> </ul>	<ul style="list-style-type: none"> <li>Lifelong Learning</li> </ul>
3	Pilot an Intermediate to middle years numeracy assessment program for district-wide implementation in the 2025-2026 school year.	<ul style="list-style-type: none"> <li>School Learning Plans (Numeracy) with a focus on priority learners</li> <li>School &amp; district-based numeracy assessments</li> <li>Number of schools implementing district numeracy assessments</li> </ul>	<ul style="list-style-type: none"> <li>Lifelong Learning</li> </ul>
4	Develop primary and intermediate to middle years numeracy communities of practice to support the strategic plan goals and action plan focused on numeracy, with a focus on priority learners.	<ul style="list-style-type: none"> <li>Student Learning Surveys</li> <li>Student Achievement (ENP, FSA, GNA, report cards)</li> <li>District and school-based assessments</li> </ul>	<ul style="list-style-type: none"> <li>Lifelong Learning</li> <li>Connected Learners</li> <li>Cultural and Identity Development</li> </ul>

	Aspect	Monitoring	Strategic Priority
5	Update the K-12 Numeracy virtual hub for resources, exemplars, and to support professional learning community of practice.	<ul style="list-style-type: none"> <li>Student Achievement (ENP, FSA, GNA, report cards) with a focus on priority learners</li> <li>Student Learning Surveys</li> <li>Feedback from school staff and numeracy working group</li> </ul>	<ul style="list-style-type: none"> <li>Lifelong learning</li> </ul>
6	Ensure that all K-12 learners have access to financial literacy programs in their school and community.	<ul style="list-style-type: none"> <li>Student Learning Survey</li> <li>Cultural and Identity Development reporting</li> <li>Transitions Meetings (Primary Success, Elementary-Middle, Secondary)</li> <li>Community Partnership Engagement</li> <li>Survey of financial literacy programs</li> </ul>	<ul style="list-style-type: none"> <li>Lifelong Learning</li> <li>Connected Learners</li> <li>Cultural and Identity Development</li> </ul>
7	Facilitate bi-annual and year-end monitoring and planning meetings to ensure successful transitions and improvement in numeracy: <ul style="list-style-type: none"> <li>Primary success (K-3)</li> <li>Elementary and middle years (4-9)</li> <li>Secondary (10-12)</li> </ul>	<ul style="list-style-type: none"> <li>Student Achievement ENP, FSA, GNA, report cards)</li> <li>Transitions Meetings (Primary Success, Elementary-Middle, Secondary)</li> <li>Grade to Grade Transitions rates</li> </ul>	<ul style="list-style-type: none"> <li>Lifelong Learning</li> </ul>
8	Continue with monthly Families of Schools (FOS) meetings to support school leaders in developing their numeracy goals, objectives and action plans in relation to detailed data and class/cohort learning profile analysis.	<ul style="list-style-type: none"> <li>School learning plan goals and objectives for numeracy with a focus on priority learners</li> <li>Student Achievement (ENP, FSA, GNA, report cards)</li> </ul>	<ul style="list-style-type: none"> <li>Lifelong Learning</li> <li>Cultural and Identity Development</li> <li>Caring &amp; Inclusive Learning Culture</li> </ul>
9	Promote numeracy innovation through School Learning Plan Grants (SLPGs) focused on priority learners and share learning at end of year celebration.	<ul style="list-style-type: none"> <li>School learning plan goals and objectives for numeracy with a focus on priority learners</li> <li>Student Achievement (FSA, GNA, report cards)</li> <li>School Learning Celebration</li> </ul>	<ul style="list-style-type: none"> <li>Lifelong Learning</li> <li>Cultural and Identity Development</li> <li>Caring &amp; Inclusive Learning Culture</li> </ul>
10	Develop an intermediate to middle years numeracy working group to support the goals, objectives and action plan, and to provide consistency in numeracy instruction across SD8.	<ul style="list-style-type: none"> <li>School learning plan goals and objectives for numeracy with a focus on priority learners</li> <li>Student Achievement (FSA, GNA, report cards)</li> <li>Feedback from school staff and working group</li> </ul>	<ul style="list-style-type: none"> <li>Lifelong Learning</li> <li>Cultural and Identity Development</li> <li>Caring &amp; Inclusive Learning Culture</li> </ul>

## Educational Outcome 3: Students Will Feel Welcome, Safe and Connected

Measure 3.1: Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school.

Measure 3.2: Number and percentage of students in grades 4, 7, and 10 who believe there are adults at school who care about them.

SD8's Strategic Priority: Inclusive and caring learning communities: We aim to promote physical and mental well-being through social-emotional learning and to foster compassionate learners.

### Strategic Plan Goals

Create welcoming, engaging and accessible learning spaces	
Strategies	Monitoring
<p>Primary success meetings held twice per year with each elementary school.</p> <p>Graduation review meetings held three times per year with each secondary school.</p> <p>Analyze available student data including the Student Learning Survey for information, trends, and cohort data about student belonging, feelings of safety, student connection to adults at school, and students feeling welcomed at school.</p> <p>Continue to implement practices in each school to ensure that every student feels safe, welcomed, has a sense of belonging and that there are at least two adults with whom they connect at school.</p> <p>Continue with transition meetings and events for students transitioning into schools and between schools (eg: Welcome to Kindergarten events and inter-school transition meetings).</p> <p>Update accessibility action plan, including timelines and identification of responsibility.</p> <p>Continue to support the implementation of programs such as PEACEful schools, Open Parachute, and Positive Behaviour in Schools (PBIS) programs in schools.</p> <p>Continue to promote and implement SOGI events and activities in schools.</p> <p>Increase SOGI allyship in schools.</p> <p>Ensure that students understand how to use the erase tool to report incidents of bullying, violence, and harassment.</p> <p>Train staff in Inclusive Design and Document Design through provincial outreach programs.</p> <p>Ensure that data from Student Learning Surveys is analyzed and reviewed at the school and district level, to ensure school learning plans and the district action plan reflect what the data show regarding caring and inclusive learning cultures in SD8.</p> <p>Ensure that schools implement practices so that every student feels safe, welcomed, a sense of belonging and that there are at least two adults with whom they can connect.</p> <p>Ongoing participation in Compassionate Systems Leadership (CSL) as well as participation in local, regional and provincial CSL networks.</p>	<ul style="list-style-type: none"> <li>• School Learning Plans with a focus on priority learners – social emotional goal and action plans, as well as monitoring plans</li> <li>• Student achievement with a focus on priority learners</li> <li>• School academic review meetings (Primary Success, Grad Reviews)</li> <li>• Student Learning Surveys</li> <li>• Adolescent Health Survey data</li> <li>• Early Development Index (EDI), Middle Years Development Index (MDI), and Youth Development Index (YDI) data</li> <li>• Grade to grade transitions rates</li> <li>• School-based team data</li> <li>• Student anecdotes</li> <li>• Compassionate Systems Leadership participation rates for school and district leaders</li> <li>• Implementation progress for Accessibility Plan</li> </ul>



Promote and deepen mental and physical health and well-being	
Strategies	Monitoring
<p>Ensure that students have the support they need to thrive by implementing the Mental Health in Schools (MHIS) strategy, focusing on prevention and reducing stigma.</p> <p>Mental Health and Addictions Coordinator position supporting implementation of physical and mental health programs in SD8.</p> <p>Continue to expand Open Parachute Program implementation in schools, with the goal of having Open Parachute used by staff in all schools.</p> <p>Continue to provide information to schools, students and parents about the Foundry Virtual services and ensure that students understand what Foundry is and does.</p> <p>Continue to support schools to liaise with agencies such as Child Youth Mental Health (CYMH), Ministry of Children and Family Development (MCFD) and Ktunaxa Kinbasket for wraparound student supports.</p> <p>Provide access for schools to Complex Trauma Resources (CTR) interventions including workshops, training, specific work with school staffs, and one-to-one coaching by CTR staff with SD8 staff.</p> <p>Implementation of EASE (Everyday Anxiety Strategies for Educators) in district, and sharing EASE At Home program with families via newsletters.</p> <p>Promote the implementation by teachers of the K-12 physical and health education curriculum across the district.</p> <p>Facilitate efficient and barrier-free access for students to physical and health services through increased collaboration with partner agencies and community organizations.</p> <p>Ensure implementation of Child Centre for Protection's Kids in the Know sexual health education program to support teachers in delivering sexual health curriculum K-12.</p> <p>Continue implementation of CIRCLES sexual health education program for students with disabilities and diverse needs.</p> <p>Continue to present at parent engagement nights on topics of mental health, student safety, and social emotional learning.</p> <p>Provide workshops for staff and students on the Mental Health in Schools Strategy, trauma-informed practices, and SEL.</p> <p>Ensure each school fully uses its food equity funds and student family affordability funds to support vulnerable students.</p> <p>Continue to learn from Interior Health's Health Promoting Schools (HPS) network, and ensure that HPS information and resources are provided to staff, students, and parents throughout the district.</p> <p>Continue to provide the After School Sports and Arts Initiative (ASSAI) in rural schools.</p> <p>Continue to provide funding for the HUB program at Kootenay River Secondary School in Creston through a contract with Valley Community Services for a social worker.</p>	<ul style="list-style-type: none"> <li>◆ Student achievement with a focus on priority learners</li> <li>◆ School academic review meetings (Primary Success, Grad Reviews)</li> <li>◆ Student Learning Surveys</li> <li>◆ Adolescent Health Survey data</li> <li>◆ Early Development Index (EDI), Middle Years Development Index (MDI), and Youth Development Index (YDI) data</li> <li>◆ Grade to grade transition rates</li> <li>◆ School-based team data</li> <li>◆ Student anecdotes</li> <li>◆ Number of students accessing resources in schools: clinical counselling, art therapy, Foundry Virtual, PEACE program, etc.)</li> <li>◆ Number of students accessing food equity programs in schools</li> <li>◆ Number of students accessing After School Sports and Arts Initiative (ASSAI)</li> <li>◆ Compassionate Systems Leadership (CSL) implementation for school and district leaders</li> </ul>

Enhance the social-emotional skills and capacities of learners.

Strategies	Monitoring
<p>Continue to train schools staff in use of effective social emotional learning (SEL) strategies to promote implementation of SEL in classrooms throughout SD8.</p> <p>Continue to implement executive function strategies, EASE, and the MindUp program at elementary schools.</p> <p>Ensure that the Open Parachute program is available at all schools.</p> <p>Ensure that staff throughout SD8 have access to Complex Trauma Resources (CTR) courses and information to support SEL in classrooms.</p> <p>Continue to provide information for staff to support the implementation of programs such as PEACEful schools, Open Parachute, and Positive Behaviour in Schools (PBIS) programs in schools.</p> <p>Ensure that inclusion support teachers and teacher counsellors are trained in positive behaviour programs, executive functioning, social emotional learning, compassionate systems leadership, and programs such as Open Parachute and PEACEful schools.</p>	<ul style="list-style-type: none"> <li>◆ Student achievement with a focus on priority learners</li> <li>◆ School academic review meetings (Primary Success, Grad Reviews)</li> <li>◆ Student Learning Surveys</li> <li>◆ Adolescent Health Survey data</li> <li>◆ Early Development Index (EDI), Middle Years Development Index (MDI), and Youth Development Index (YDI) data</li> <li>◆ Grade to grade transition rates</li> <li>◆ Student anecdotes</li> <li>◆ Participation by teachers in Positive Behaviour in Schools (PBIS) programs</li> <li>◆ Number of staff trained in using the FAIRS program</li> <li>◆ Compassionate Systems Leadership participation by teachers and district leaders</li> <li>◆ Participation rate by students in district-offered programs: Open Parachute, PreVenture, Complex Trauma Resources and Foundry</li> <li>◆ Participation rate by staff for district-offered professional learning workshops</li> </ul>



Ensure that every student feels they are safe at school and that they belong.	
Strategies	Monitoring
<p>Implement practices to ensure that every student feels safe, welcome, has a sense of belonging and that there are at least two adults with whom they connect.</p> <p>Ensure that students understand how to use the erase tool to report incidents of bullying, violence, and harassment.</p> <p>Ensure that student plans are in place and that a point person is identified at each school for children/youth in care (CYIC), with consistent tracking through school-based team and district-based team reporting.</p> <p>Updated school-based team and district-based team procedures and recording mechanisms to provide consistency, detailed information gathering, and effective implementation of interventions to promote students' feelings of safety and belonging in schools.</p> <p>Continue to update Inclusive Education Department procedures to ensure effectiveness, and that school staff are aware of and following procedures.</p> <p>Ensure that staff understand and are following the School Safety Manual and the Critical Incidence Response Manual to promote student and staff safety.</p> <p>Ensure that staff and students have appropriate, researched-based information about sexual health, sextortion, exploitation, consent, and sexual assault/response.</p> <p>Ensure that schools have access to the Kids in the Know subscription and information, as well as the CIRCLES program and the PEERS program for students with disabilities/diverse abilities.</p> <p>Increase number of staff who have taken the Behavioural Digital Threat Assessment (BDTA) courses from Safer Schools Together (SST).</p> <p>Continue to train staff in crisis prevention and verbal de-escalation strategies using the Crisis Prevention Institute (CPI) methods.</p> <p>Primary success reviews twice a year to ensure wraparound support for students at schools.</p> <p>Grad reviews three times per year to ensure that students are on track for graduation.</p> <p>Continue to train schools staff in use of effective social emotional learning (SEL) strategies to promote implementation of SEL in classrooms throughout SD8.</p> <p>Ensure that the Open Parachute program is available at all schools.</p> <p>Ensure that the SD8 Community Resources Brochure is consistently updated on the SD8 website for students, parents, and staff.</p> <p>Continue to learn from Interior Health's Health Promoting Schools (HPS) network, and ensure that HPS information and resources are provided to staff, students, and parents throughout the district.</p>	<ul style="list-style-type: none"> <li>♦ <i>erase</i> reporting</li> <li>♦ Student Learning Surveys</li> <li>♦ Principal and staff reporting in MyEdBC</li> <li>♦ Anecdotes from students and staff</li> <li>♦ Adolescent Health Survey data</li> <li>♦ Early Development Index (EDI), Middle Years Development Index (MDI), and Youth Development Index (YDI) data</li> <li>♦ Grade to grade transition rates</li> </ul>

Ensure that every student feels they are safe at school and that they belong.	
Strategies	Monitoring
<p>Ensure that information is available in schools and shared digitally for 2S&amp;LGBTQ+ students, staff, families and allies.</p> <p>Continue to promote and implement SOGI events and activities in schools.</p> <p>Continue to present at parent engagement nights on topics of mental health, student safety, and social emotional learning.</p> <p>Facilitate efficient and barrier-free access for students to physical and health services through increased collaboration with partner agencies and community organizations.</p> <p>Continue to support schools to liaise with agencies such as Child Youth Mental Health (CYMH), Ministry of Children and Family Development (MCFD) and Ktunaxa Kinbasket for wraparound student supports.</p>	



## 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.

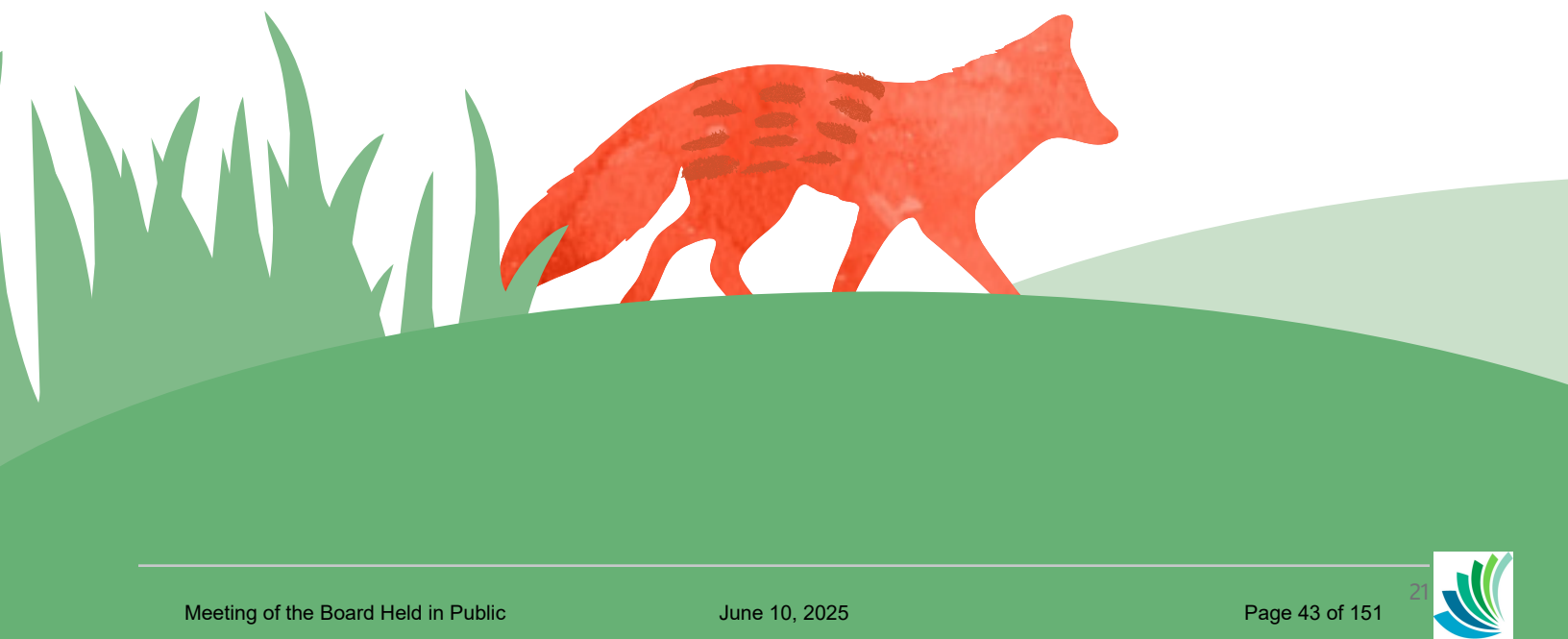
## Strategies

	Strategic Plan Goals	Monitoring	Strategies and Actions
1	Empower students to explore diverse, future-oriented career paths.	<ul style="list-style-type: none"> <li>♦ Career program participation rates (grades 10–12)</li> <li>♦ SLS (Student Learning Survey)</li> <li>♦ Number of Work Experience 11/12 placements</li> <li>♦ Number of field excursions related to career development</li> </ul>	<ul style="list-style-type: none"> <li>♦ Develop a Career &amp; Post-Secondary Youth Advisory Group to ensure student voice is included in planning</li> <li>♦ Annual career development meetings with counsellors to explore career development opportunities</li> <li>♦ Support schools in the development and tracking of career exploratory programs</li> <li>♦ Ensure students have opportunities to explore career pathways through regional, community, and school events</li> <li>♦ Expand work experience opportunities for students in rural and remote areas</li> <li>♦ Ensure students have access to digital career exploratory resources</li> </ul>
2	Enhance real-world, applied financial literacy skills	<ul style="list-style-type: none"> <li>♦ Career program participation rates (grades 10–12)</li> <li>♦ YDI (Youth Development Index)</li> <li>♦ SLS (Student Learning Survey)</li> </ul>	<ul style="list-style-type: none"> <li>♦ Develop a district financial literacy program inventory</li> <li>♦ Connect with community partners to support and promote financial literacy in schools</li> </ul>

## ADJUSTMENTS AND ADAPTATIONS: NEXT STEPS: Career Development

	Strategic Plan Goals	Monitoring	Strategies and Actions
3	Enhance graduation pathways for middle and secondary learners to pursue interests and passions and explore post-secondary opportunities.	<ul style="list-style-type: none"> <li>◆ Develop a district financial literacy program inventory</li> <li>◆ Connect with community partners to support and promote financial literacy in schools</li> </ul>	<ul style="list-style-type: none"> <li>◆ Develop a district graduation pathway success framework</li> <li>◆ Support schools in the development and tracking of career exploratory programs</li> <li>◆ Annual career development meetings with counsellors to explore career development opportunities</li> <li>◆ Ensure schools have the supports and information regarding post-secondary program planning and scholarship opportunities</li> <li>◆ Provide information to families through SD8 Parent Engagement Nights (PENs) and website updates for graduation program planning and scholarships</li> <li>◆ Develop and deepen regional career, dual credit, and trades training program partnerships with colleges and institutes</li> <li>◆ Ensure students have opportunities to explore career pathways through regional, community, and school events</li> <li>◆ Ensure barriers are removed for priority learners in accessing career and dual credit programs</li> </ul>
4	Increase collaboration with community partners to create opportunities for learners.	<ul style="list-style-type: none"> <li>◆ Career program participation rates (grades 10-12)</li> <li>◆ Career development program and partnership inventory</li> <li>◆ YDI (Youth Development Index)</li> <li>◆ SLS (Student Learning Survey)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Work with various community organizations (STEM, Arts, Healthcare, and Entrepreneurship) to develop events, activities, and programs for students</li> <li>◆ Expand work experience opportunities for students in rural and remote areas</li> <li>◆ Develop and deepen regional career, dual credit, and trades training program partnerships with colleges and institutes</li> <li>◆ Enhance regional collaboration with partner districts in providing career and dual credit opportunities for students through regional colleges</li> <li>◆ Promote regional dual credit, trades training, and career programs to schools and families</li> </ul>

	Strategic Plan Goals	Monitoring	Strategies and Actions
5	Ensure all students graduate.	<ul style="list-style-type: none"> <li>◆ Grade to grade transition rates</li> <li>◆ 5-year and 6-year completion rates</li> <li>◆ Immediate and 3-year PSI transition rates</li> </ul>	<ul style="list-style-type: none"> <li>◆ Develop a district graduation pathway success framework</li> <li>◆ Ensure each student has a 3-year grad plan on file, updated annually</li> <li>◆ Continue to support annual grade-to-grade transition meetings with a focus on priority learners</li> <li>◆ Facilitate secondary academic reviews (3 times annually) focusing on priority learners</li> <li>◆ Continue with school-based and district-based team meetings focusing on priority learners' academic success</li> <li>◆ Continue to provide Individualized supports for students with Indigenous ancestry, including support from Aboriginal success teachers, and Aboriginal youth and family worker liaisons</li> <li>◆ Ensure that children and youth in care have individualized student learning plans that outline wraparound supports and progress toward achievement of learning</li> <li>◆ Provide information to families through Parent Engagement Nights (PENs), digital resources, and website updates for graduation program planning and scholarships</li> <li>◆ Develop an integrated core competency-based approach to Capstone and scholarships at the district level</li> <li>◆ Continue to collaborate with regional colleges for transition supports and bridging strategies focusing on priority learners</li> </ul>





All British Columbia school districts are required by the Ministry of Education and Child Care to produce an annual Enhancing Student Learning report which aligns with the district strategic plan, the Ministry of Education Framework for Enhancing Student Learning, and ministry service goals. SD8's strategic plan follows a five-year cycle which ended in June 2023. A new [SD8 Strategic Plan 2024-2029](#) was established.

### Continuous Improvement Through Coherence

Success in the district can be attributed to the alignment of the strategic plan to learning and operational plans. By ensuring that school learning plans, operational plans, and continuous learning reports support and align with the Board of Education's strategic plan, there is opportunity for coherent planning and efficient use of resources while building towards student success.

District goals are identified through analysis of the evidence shared in the Enhancing Student Learning Report, continuous learning reports, operational reports, school learning plans, and school learning plan grant initiatives. SD8 continually monitors action items identified in district learning cycle to ensure continuous improvement for all students including Indigenous students, students with diverse abilities, children and youth in care and English language learner students to ensure that each student can graduate with dignity, purpose, and options for their future.

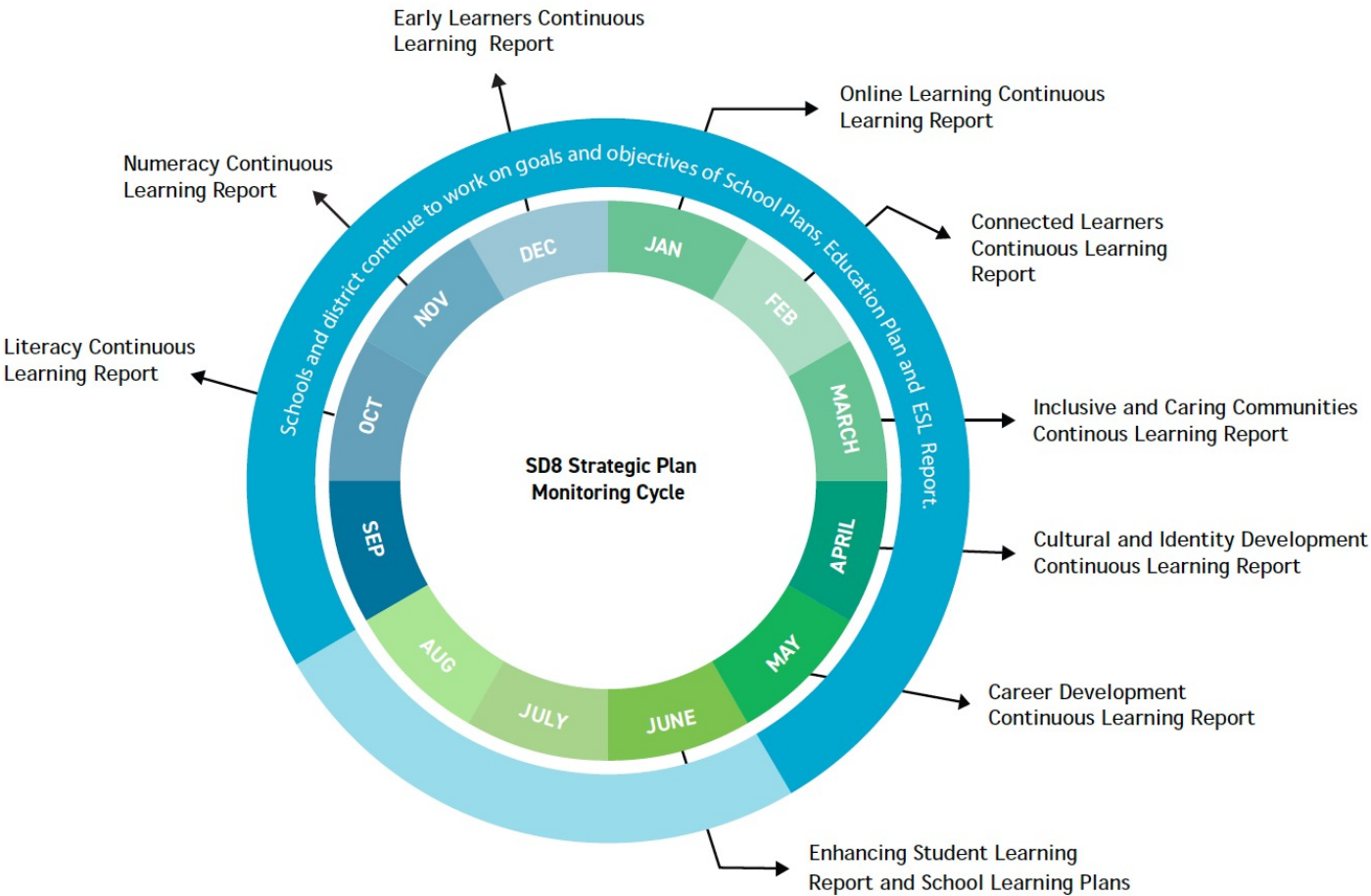
### SD8's Continuous Learning Cycle

Operational plans are reviewed and presented annually to the Board of Education to ensure alignment to the Strategic Plan Monitoring Cycle. Financial reporting, capital reporting, facilities reporting, the Information Technology Annual Report, and International Education Annual Report are reviewed and contribute to the success of all learners.

SD8 has developed an annual strategic plan monitoring cycle for enhancing student learning. The cycle includes ongoing data analysis and consultation. Development and design phases of both school and district plans occur annually. School learning plans follow a five-year cycle, aligned to the strategic plan, and are used along with consultation and data analysis to create the annual Enhancing Student Learning Report. The Enhancing Student Learning report is adopted and approved by the Board of Education and then submitted to the ministry. Implementation of the action items in the report takes place throughout the school year.



Enhancing Student Learning Report, Continuous Learning Reports and School Learning Plans



# APPENDIX A

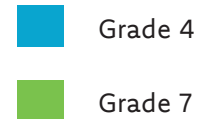
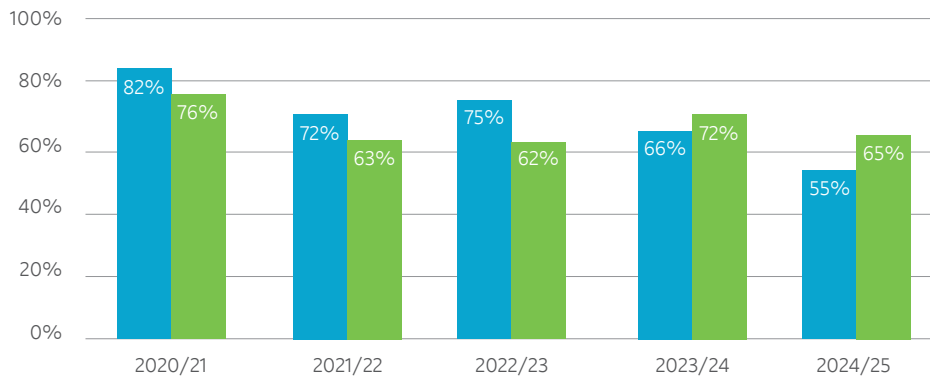
## 2024–2025 Student Learning Outcomes for Intellectual Development

### Educational Outcome 1: LITERACY



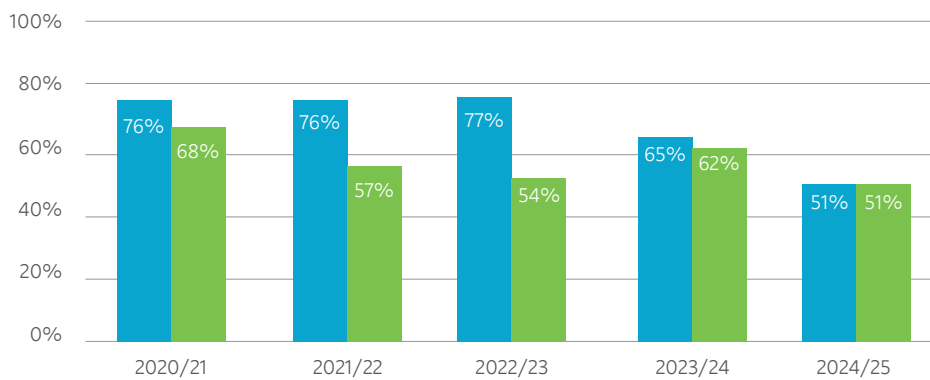
**Measure 1.1:**  
**Grade 4 and Grade 7 Literacy Expectations**

**FSA Literacy (All Resident Students)**



*\*On Track/Extending Rate*

**FSA Literacy - Indigenous Students (All)**

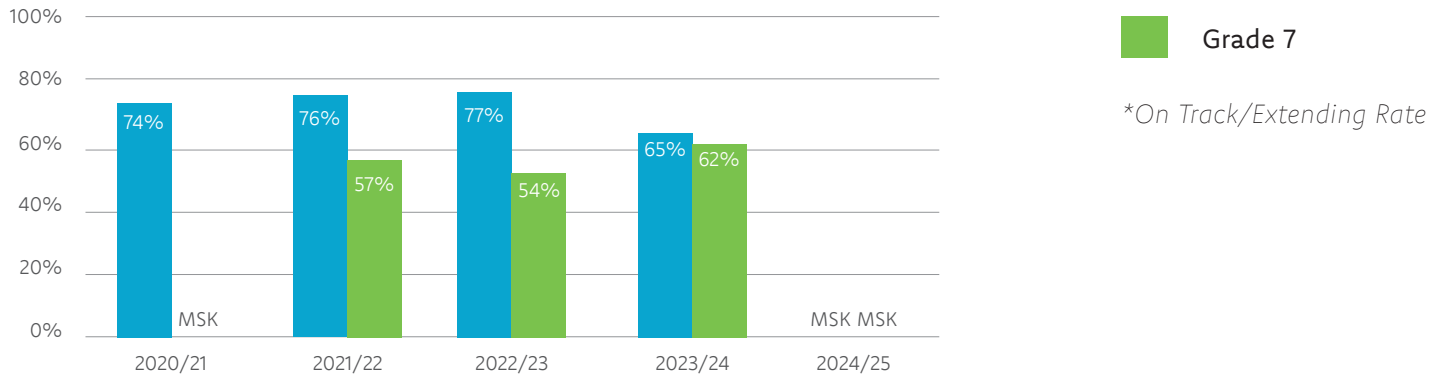


**FSA Literacy - Indigenous Students (On Reserve)**

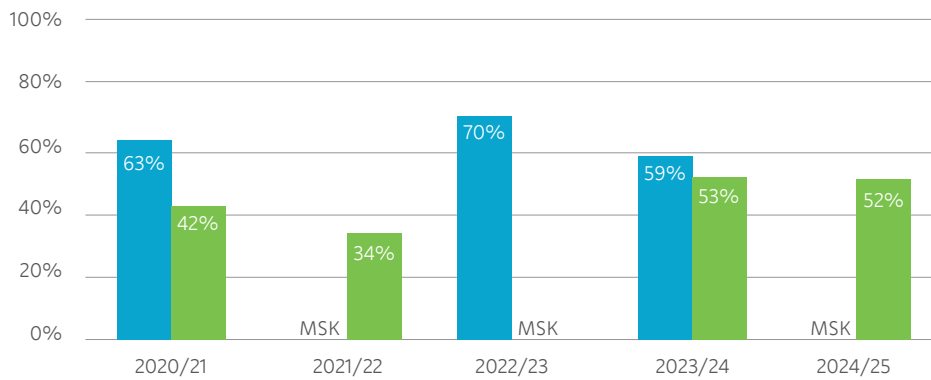


**Measure 1.1:**  
**Grade 4 and Grade 7 Literacy Expectations**

**FSA Literacy - Indigenous Students (Not On Reserve)**



**FSA Literacy (Diverse Abilities)**



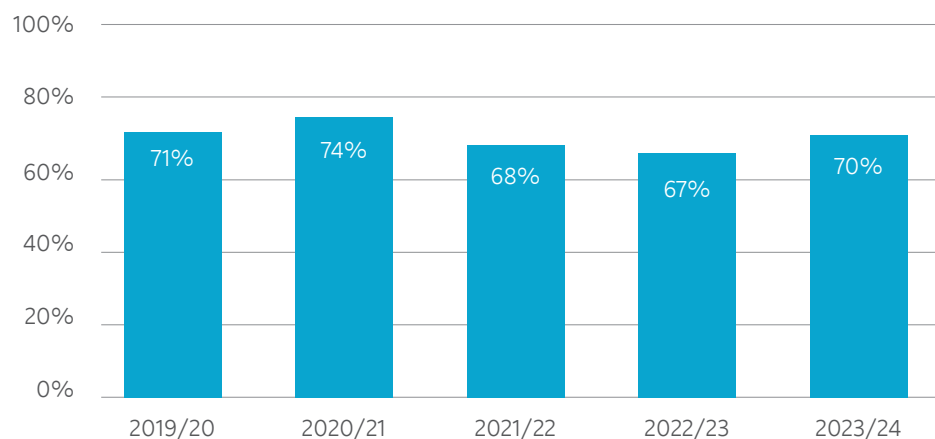
**FSA Literacy (Children/Youth in Care)**





**Measure 1.2:**  
**Grade 10 Literacy Expectations**

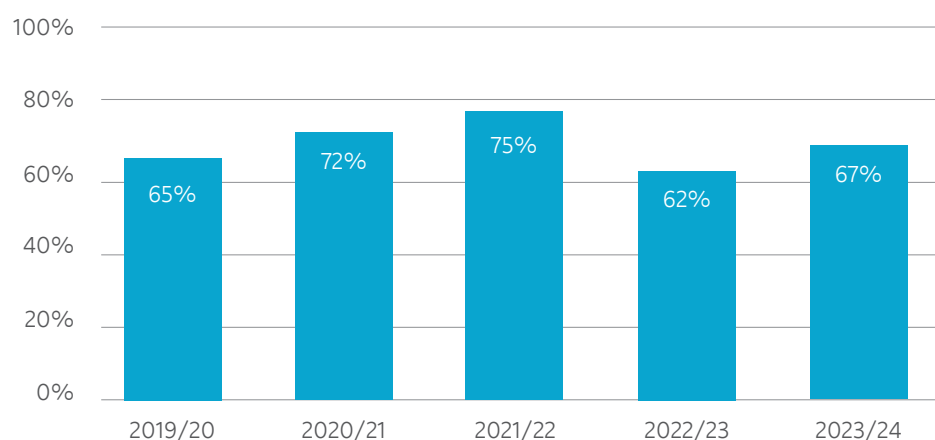
**Grad Assessment Literacy (All Resident Students)**



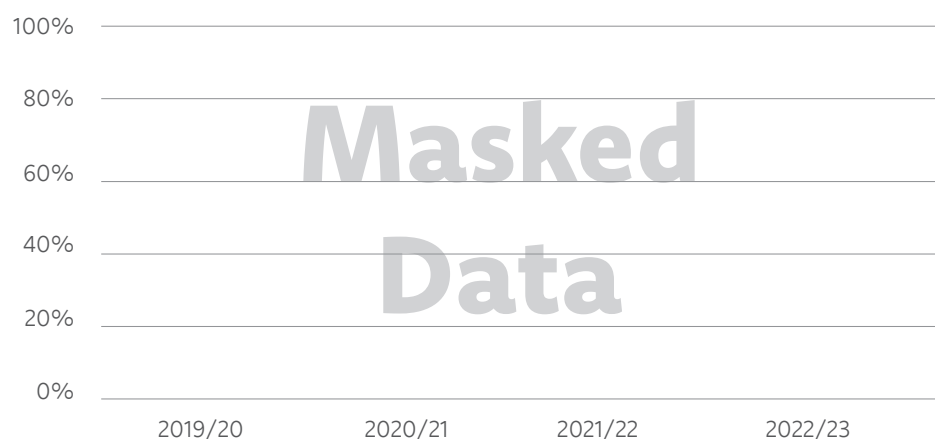
Grade 10

*\*Proficient/Extending Rate*

**Grad Assessment Literacy - Indigenous Students (All)**

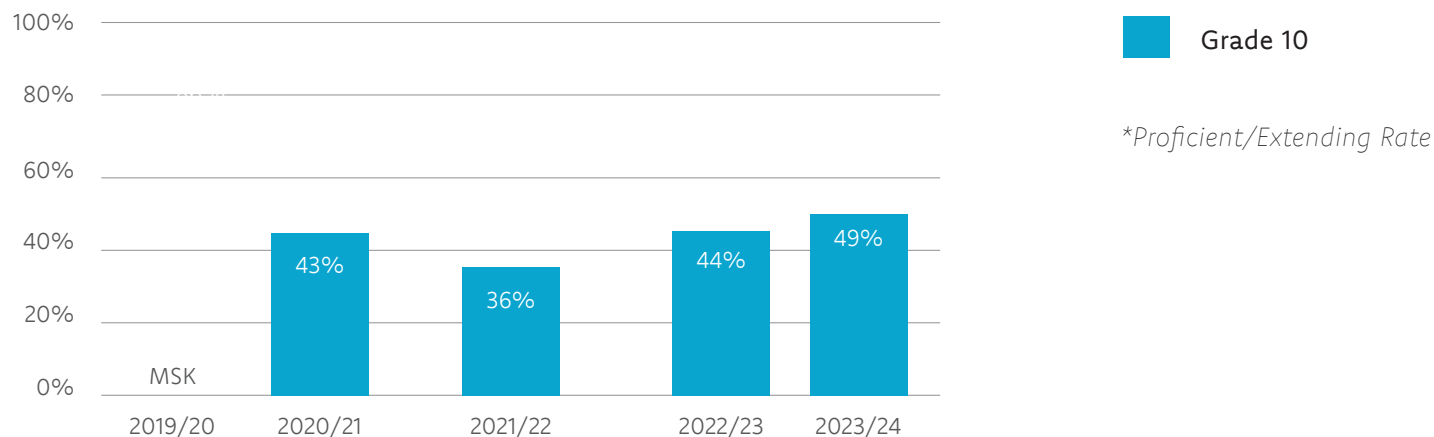


**Grad Assessment Literacy - Indigenous Students (Not On Reserve)**



**Measure 1.2:**  
**Grade 10 Literacy Expectations**

**Grad Assessment Literacy (Diverse Abilities)**



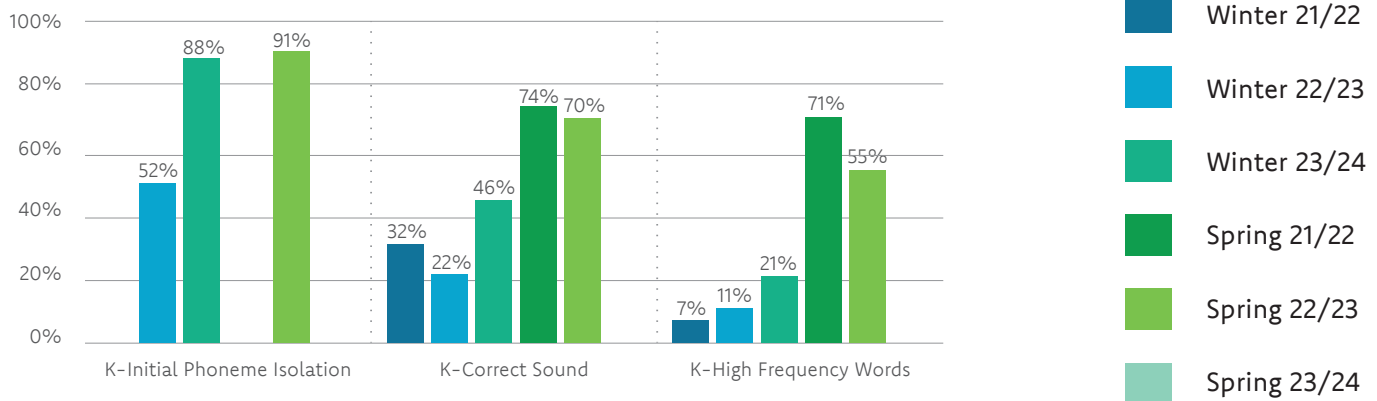
**Grad Assessment Literacy - Indigenous Students (On Reserve)**



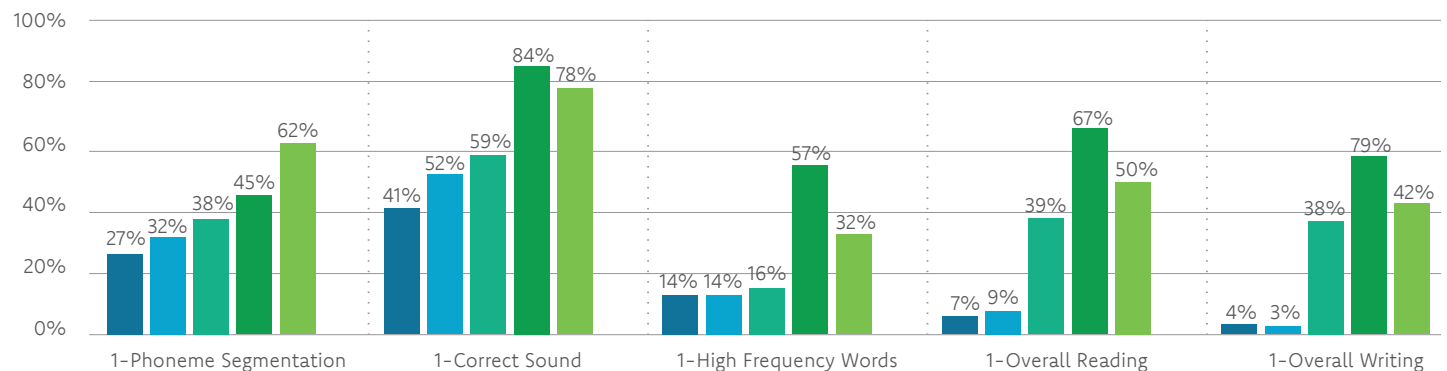
**Grad Assessment Literacy (Children/Youth in Care)**



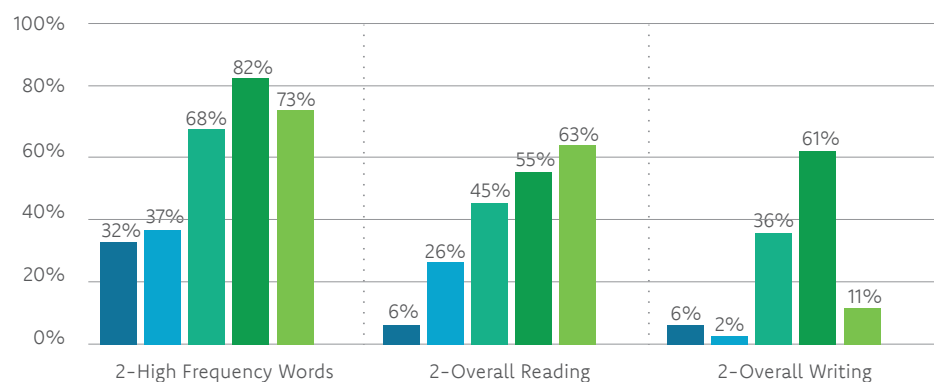
### Kindergarten Mastery of ELP Categories



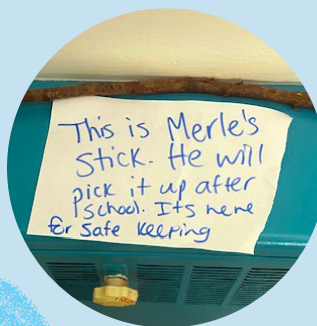
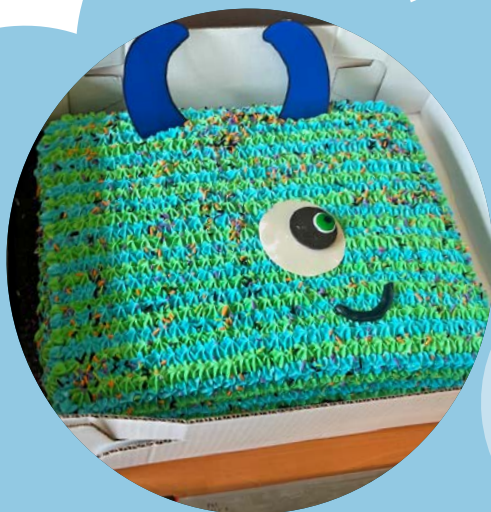
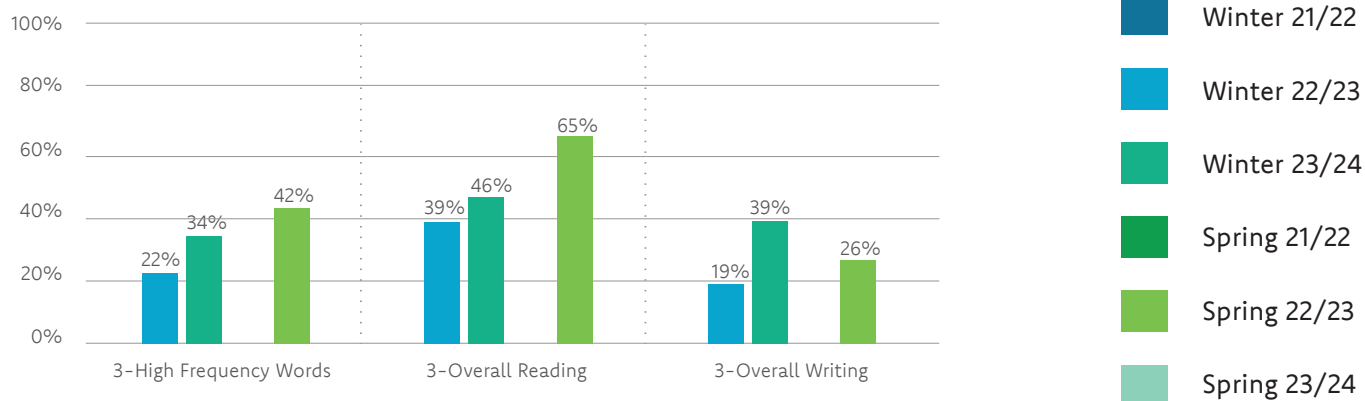
### Grade 1 Mastery of ELP Categories



### Grade 2 Mastery of ELP Categories



### Grade 3 Mastery of ELP Categories





# APPENDIX A

## Analysis and Interpretation: What Does This Mean?

### Educational Outcome 1: LITERACY





### Sources of Data and Evidence Analyzed

The district analyzed literacy results from the Foundation Skills Assessment (FSA) for Grades 4 and 7, focusing on students proficient and/or extending in grade level numeracy expectations. Also included are the GLA 10, and local data sets from the K–3 Early Learning Profile (ELP). The analysis includes data on all residents, Indigenous (including on reserve and not on reserve), students with diverse abilities, and children/youth in care over the last four academic years.

### Missing or Masked Data

Data was masked or omitted due to small group sizes or privacy concerns for Indigenous (on reserve) and children/youth in care populations. However, the available local knowledge has been incorporated into planning for student supports. Corollary data, such as the Early Development Index (EDI), Middle Years Development Index (MDI), and the Student Learning Survey (SLS) for “I am getting better at reading/writing” have been considered and triangulated in the district action plan for literacy.

### Trends That Emerged from Analysis

Literacy performance in SD8 continues to reflect both areas of progress and persistent gaps, particularly among priority learners. Early literacy continues to be a stronghold, with the Early Literacy Profile (ELP) results for K–3 showing improvements in essential literacy skills from winter to spring. While the district maintains strong participation rates in provincial literacy assessments—both at the Grade 4 and 7 levels, with the 2024–2025 FSA participation rate reaching 88% and 87% respectively (above the provincial average)—overall achievement has shown a modest decline in 2024–2025. Grade 4 and Grade 7 FSA literacy results for all resident students declined to 55% and 65% respectively, down from 66% and 72% the previous year. This drop may be partially attributed to broader participation and/or a post-pandemic learning loss challenge for this cohort, but further item-level analysis is needed to identify specific areas of concern.

For Indigenous students, the gap in FSA literacy results has widened after narrowing in the previous year. Both Grade 4 and Grade 7 literacy rates declined to 51%, signaling the need for renewed focus on culturally responsive instruction and targeted supports. A similar trend is seen among Indigenous students not on reserve, whose rates also decreased, although they continue to perform slightly above peers on reserve. Students in Grade 4 with disabilities dropped to 52%, highlighting the ongoing need for differentiated literacy interventions and accessible learning strategies.

At the secondary level, the Grade 10 Graduation Literacy Assessment (GLA) results also reflect rebounding trends. Proficiency rates among all resident students stabilized at 70%, with some changes for Indigenous students (from 75% in 2021–22 to 67% in 2023–24), and those not on reserve showing a similar pattern. Students with diverse abilities demonstrated slight improvement from previous years, yet proficiency remains significantly below peers at 49%.

These trends suggest that while access to assessment is improving, literacy achievement remains uneven. The data points to a growing need for enhanced intermediate literacy instruction, sustained supports through the middle years, and differentiated approaches for students with diverse learning needs. The Student Learning Survey also supports this narrative, showing lower self-reported literacy confidence among Grade 4 students. Together, these results reaffirm the importance of flexible, equity-focused literacy strategies, embedded cultural relevance, and robust interventions to support students from foundational years through to graduation.

### Inequities of Learning Outcomes

The 2024–2025 literacy data highlights ongoing inequities for Indigenous students and students with diverse abilities across all assessment points. In the FSA, both Grade 4 and 7 Indigenous learners had a 52% on track/extending rate, with slightly higher results for those not on reserve. Students with diverse abilities remain the most impacted. These disparities persist

into secondary, where Grade 10 Literacy Assessment proficiency rates for Indigenous students increased to 67%, and students with diverse abilities remained significantly lower at 49%, though that was a slight improvement overall. While data for children and youth in care remains masked, established trends suggest similar challenges. These outcomes reinforce the need for sustained, targeted supports and equity-driven literacy strategies across K–12.

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

The district has deepened its commitment to foundational literacy through a comprehensive three-year action plan that prioritizes early learning while expanding targeted supports into the intermediate and middle years. Building on early success in K–3, SD8 is piloting an intermediate literacy assessment, and forming communities of practice to strengthen consistency and responsiveness in literacy instruction. A strong emphasis on priority learners—including Indigenous students, students with diverse abilities, and children and youth in care—guides the use of data-informed strategies, culturally responsive environments, and cross-grade transition planning to ensure all students are supported in mastering essential literacy skills.

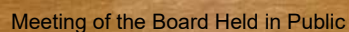
### Current Approaches to Equity of Learning

The district continues to position early literacy as a foundational equity strategy, emphasizing the

importance of strong K–3 skills for long-term success, particularly for priority learners. Through twice-yearly Primary Success Meetings, schools collaboratively monitor student progress, ensuring that instructional decisions are guided by data and aligned with individual learner needs. The three-year literacy action plan builds on this foundation by expanding targeted support into the intermediate years (Grades 4–6), including the piloting of a district-wide literacy assessment and the development of an intermediate academic review to ensure students are on track to transition to the next grade.

A renewed focus on the intermediate years leveraged literacy communities of practice and multiple points of professional learning opportunities to target foundational literacy and assessment practices. Regular Families of Schools (FOS) meetings also ensure an instructional leadership focus on literacy, and school learning plans increasingly include targeted literacy strategies that align with the district literacy plan, and with a strong focus on Indigenous learners, students with diverse abilities, and children and youth in care. At the secondary level, academic reviews ensure that students remain on track to graduate, and culturally rich, community-connected literacy environments continue to be prioritized across all grade levels through community literacy organizations and Indigenous community partnerships.

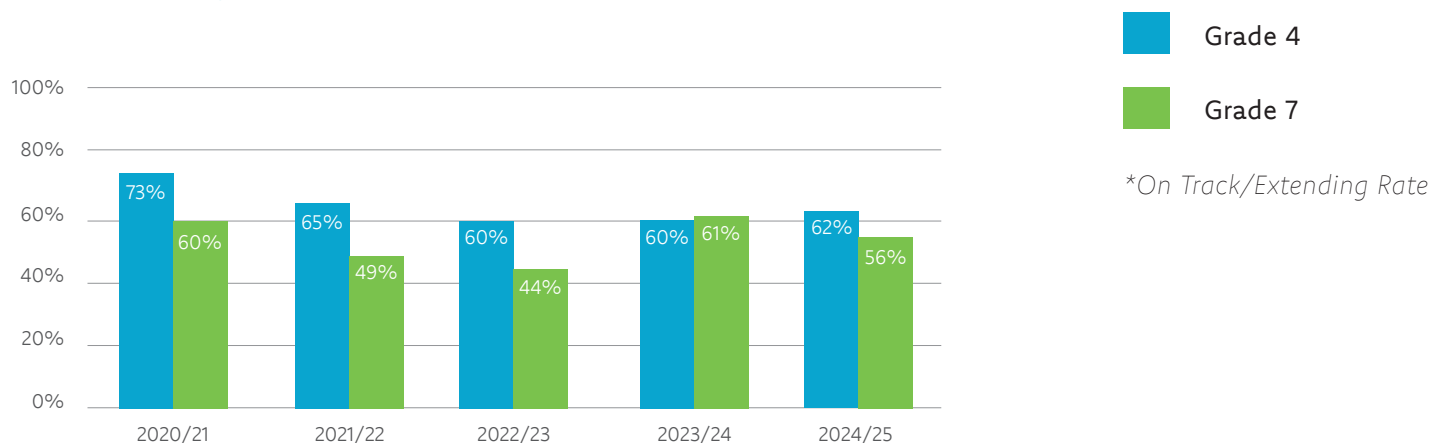
## Educational Outcome 2: NUMERACY



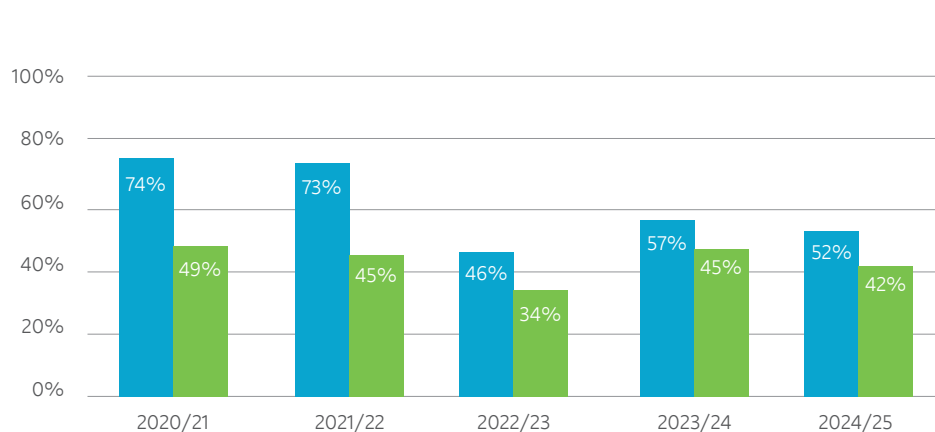


**Measure 2.1:**  
**Grade 4 and Grade 7 Numeracy Expectations**

**FSA Numeracy (All Resident Students)**



**FSA Numeracy - Indigenous Students (All)**

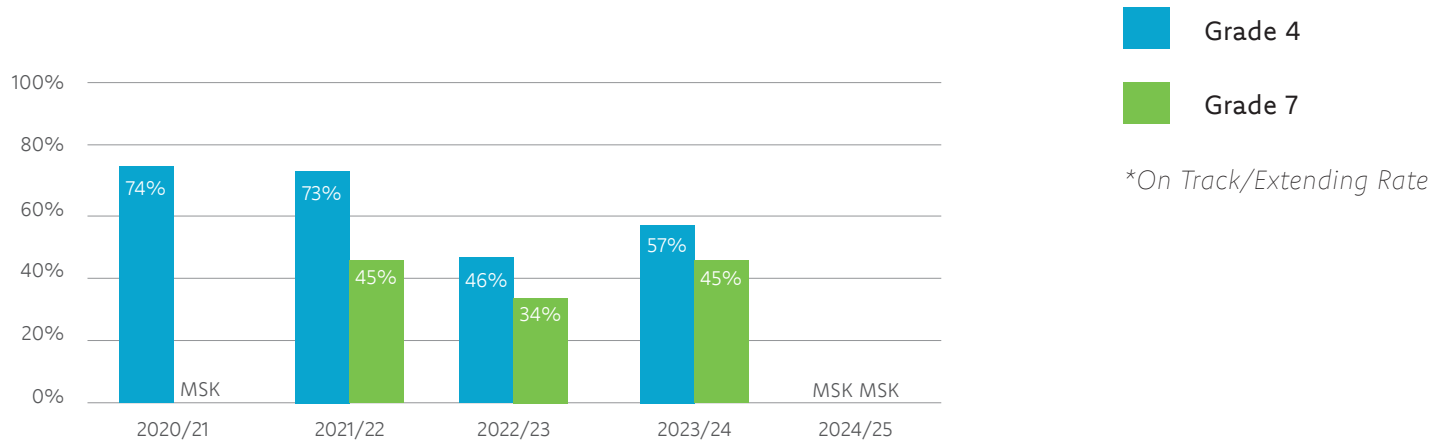


**FSA Numeracy - Indigenous Students (On Reserve)**

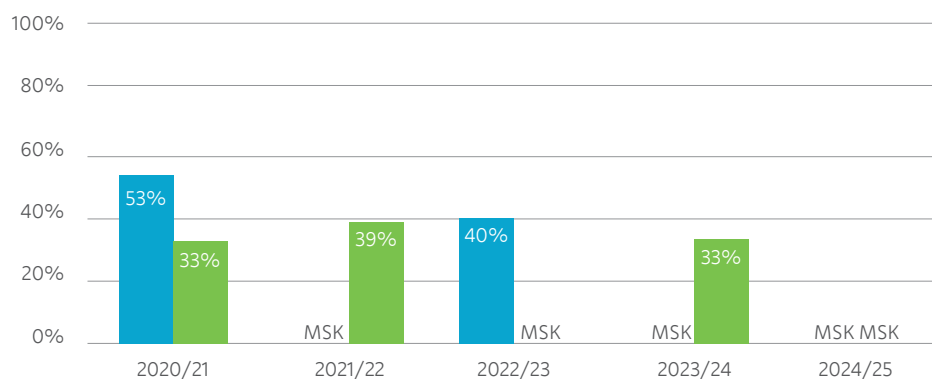


**Measure 2.1:**  
**Grade 4 and Grade 7 Numeracy Expectations**

**FSA Numeracy - Indigenous Students (Not On Reserve)**



**FSA Numeracy (Diverse Abilities)**

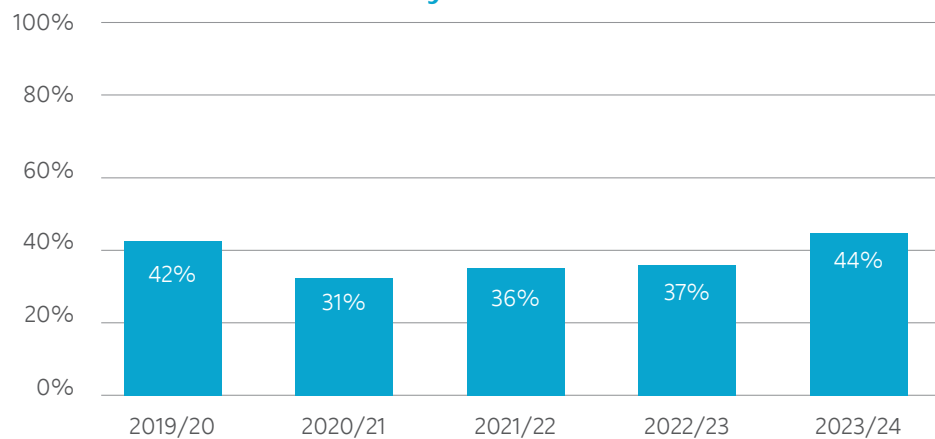


**FSA Numeracy (Children/Youth in Care)**



**Measure 2.2:**  
**Grade 10 Numeracy Expectations**

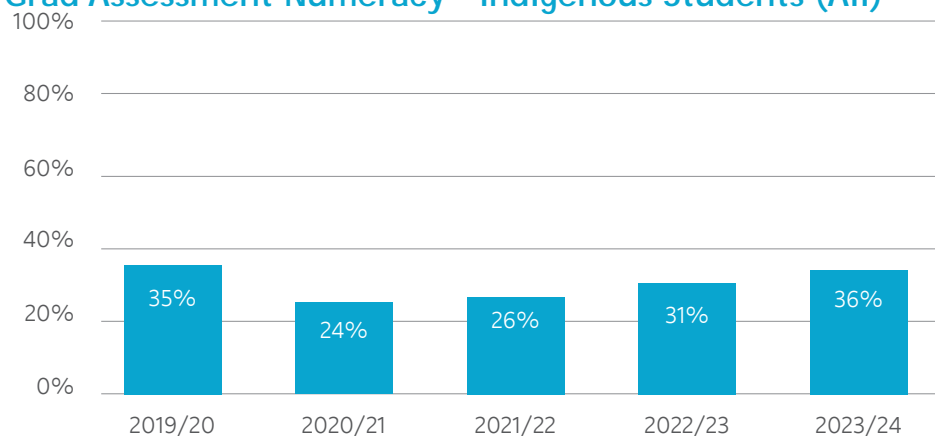
**Grad Assessment Numeracy - All Resident Students**



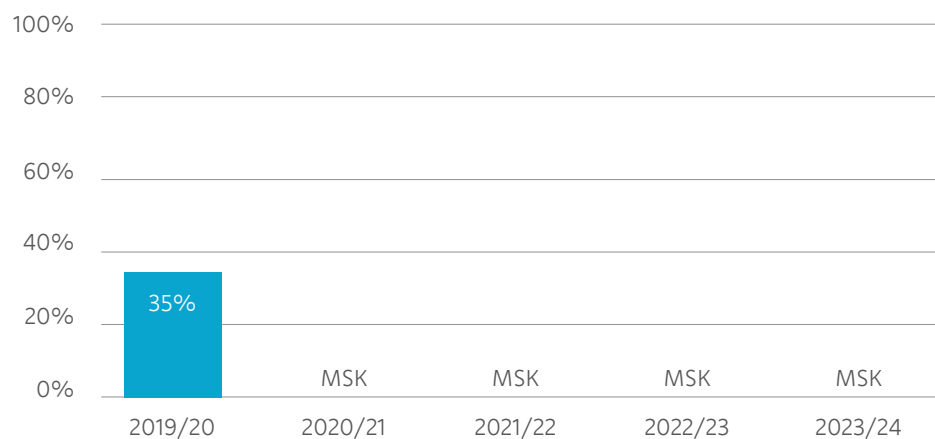
Grade 10

*\*Proficient/Extending Rate*

**Grad Assessment Numeracy - Indigenous Students (All)**



**Grad Assessment Numeracy - Indigenous Students (Not On Reserve)**





**Measure 2.2:**  
**Grade 10 Literacy Expectations**

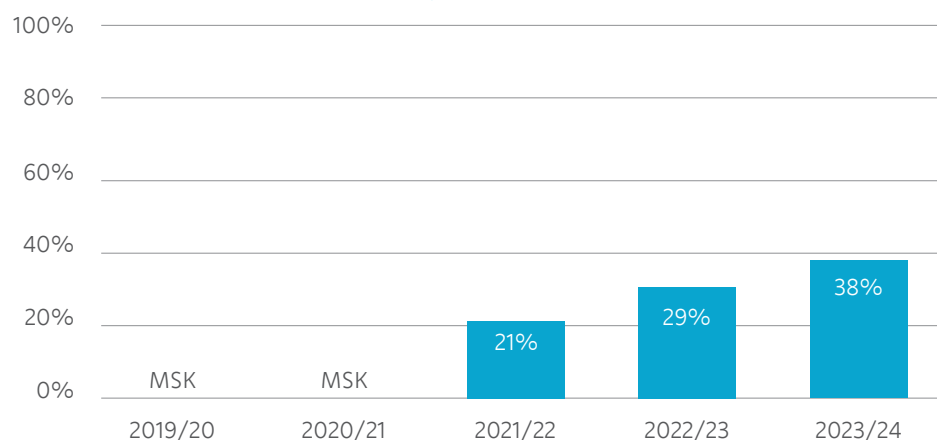
**Grad Assessment Numeracy - Indigenous Students (On Reserve)**



 Grade 10

*\*Proficient/Extending Rate*

**Grad Assessment Numeracy (Diverse Abilities)**



**Grad Assessment Numeracy (Children/Youth in Care)**



# APPENDIX A

## Analysis and Interpretation: What Does This Mean?

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Educational Outcome 2:  
NUMERACY



**Grades 4 and 7 Numeracy Expectations and Grade 10 Numeracy Assessment****Sources of Data and Evidence Analyzed**

Foundation Skills Assessment (FSA) for grades 4 and 7 and grade 10 Graduation Numeracy Assessment, for all residents, Indigenous students (on reserve and not on reserve), students with diverse abilities, and children/youth in care in proficient and/or extending numeracy expectations. The Early Development Index (EDI), Middle Years Development Index (MDI), and the Student Learning Survey (SLS) for “I am getting better at math” have been considered in the district action plan for numeracy.

**Missing or Masked Data**

Data was masked or omitted for Indigenous (on reserve) and children/youth in care populations due to low numbers and privacy. This data has been considered through district based annual academic reviews for all students, written learning updates, and street level data at schools.

**Trends That Emerged from Analysis**

Numeracy results for 2024–2025 reveal modest improvement for all resident students in the FSA, with grade 4 on track/extending rates rising slightly to 62%, while grade 7 results increased to 56%, suggesting growing consistency in intermediate numeracy outcomes. However, these district-wide gains are not mirrored across all subgroups. Indigenous students (all resident) showed a decrease in overall performance, with a combined Grade 4 and 7 on track/extending rate from the the previous year.

At the secondary level, the 2022–2023 GNA 10 results show an encouraging increase in proficiency for all resident students (from 31% to 44%), though Indigenous students saw an increase, with results dropping from 24% to 38%. Students with diverse abilities improved from 21% to 31%—a promising trend, though the overall proficiency rate remains low.

Together, these results suggest that while numeracy

outcomes are beginning to stabilize for some learners, equity gaps persist, particularly for Indigenous students and students with diverse abilities. These patterns underscore the importance of ongoing data-informed planning, responsive instruction, and continued focus on inclusive, strength-based numeracy strategies.

**Inequities of Learning Outcomes**

The 2024–2025 numeracy data continues to highlight persistent inequities among priority learners. Indigenous students showed slightly below all-resident peers, with Grade 7 performance at 42% and GNA 10 proficiency increasing to 36%.

Students with diverse abilities remain significantly behind. GNA 10 results for this group, while showing a positive upward trend to 38% over four years, remain low overall. Although current data for children and youth in care is masked due to small numbers, historical trends align closely with outcomes for students with diverse abilities, suggesting similarly high levels of need. Student Learning Survey responses further reinforce these disparities, with students from these groups less likely to report confidence or improvement in math. These patterns highlight the ongoing need for inclusive, culturally relevant, and differentiated numeracy supports to address systemic barriers and ensure equitable learning outcomes.

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

Numeracy remains a strategic focus for SD8, with the district expanding its commitment through a three-year action plan aimed at improving outcomes for all learners, especially priority groups. Schools embed numeracy-specific goals into their learning plans, supported by the Early Numeracy Profile (ENP) at the primary level and a newly piloted intermediate SNAP assessment program. A growing community of practice, including school leaders and educators, is supporting proficiency-based, formative instructional approaches and shared learning across the district.



#### Grades 4 and 7 Numeracy Expectations and Grade 10 Numeracy Assessment

Initiatives such as School Learning Plan Grants, the development of a K–12 numeracy virtual hub, and increased access to financial literacy reflect a system-wide commitment to building foundational and applied numeracy skills in culturally responsive, student-centered ways.

#### Current Approaches to Equity of Learning

The district's current equity approach in numeracy centers on inclusive, data-informed practices that prioritize the needs of Indigenous students, children and youth in care, and students with diverse abilities.

Primary Success Meetings, held multiple times a year, and the new intermediate academic reviews allow school leaders and the district team to analyze classroom- and cohort-level data, align interventions, and ensure supports are tailored to individual learners.

Targeted supplemental supports for students with Indigenous ancestry include in-class supports and small one-on-one individualized supports. The practice of developing and analyzing classroom profiles, with a focus on priority learners, is embedded as part of the school planning process.

Monthly Families of Schools (FOS) meetings play a key role in building numeracy instructional leadership by providing principals and school teams with dedicated time to analyze data, share effective practices, and

align their school-based numeracy goals with district priorities—ensuring coherence and collective capacity-building across K–12.

The implementation of the Early Numeracy Profile and the intermediate numeracy framework further strengthen targeted, tiered supports across K–9. Ongoing professional development, including proficiency-based numeracy, culturally responsive teaching practices and Indigenous-informed learning strategies, is embedded within these structures, ensuring equity remains at the core of instructional planning and delivery across SD8.

# APPENDIX A

## Grade-to-Grade Transitions

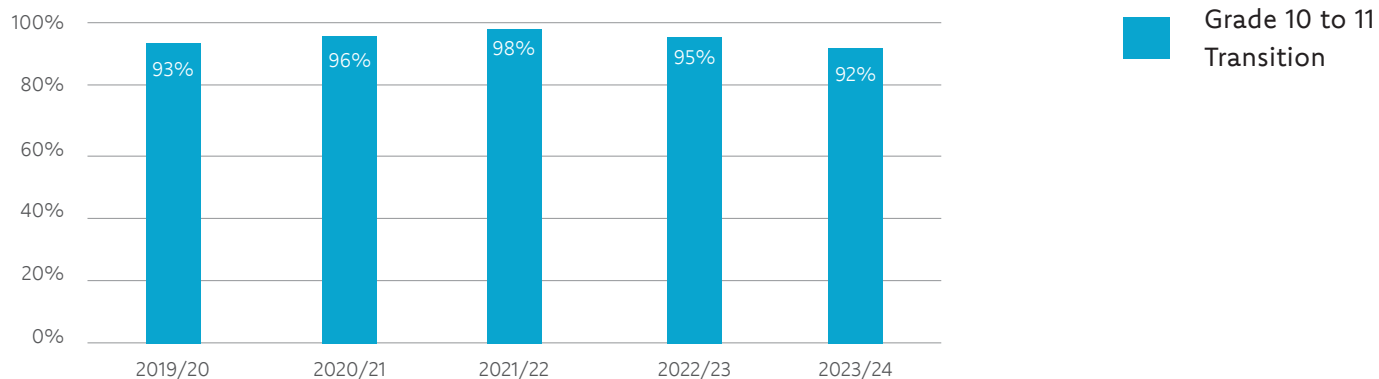
### Educational Outcome 2: NUMERACY





**Measure 2.3:**  
**Grade-to-Grade Transitions**

**Transition Rate (All Resident Students)**



**Transition Rate - Indigenous Students (Not On Reserve)**



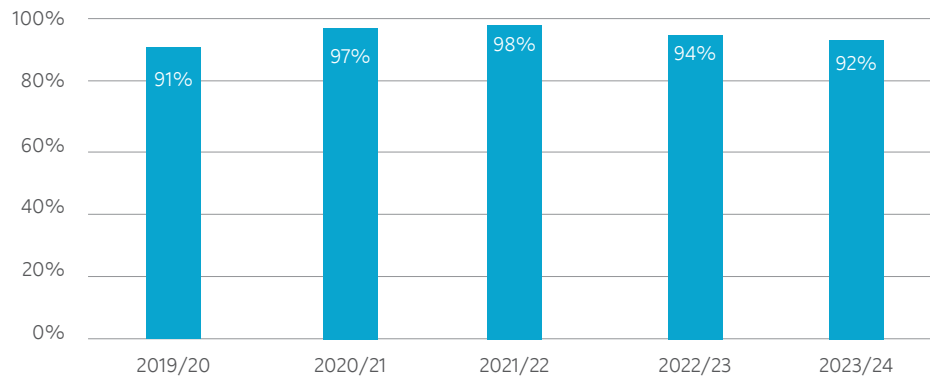
**Transition Rate - Indigenous Students (On Reserve)**



**Measure 2.3:**  
**Grade-to-Grade Transitions**

Grade 10 to 11  
Transition

**Transition Rate (Diverse Abilities)**

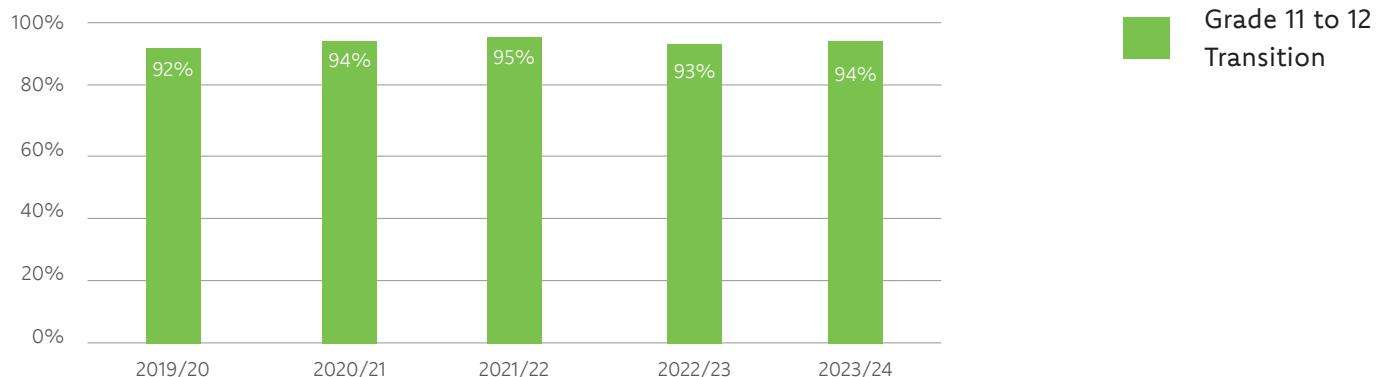


**Transition Rate (Children/Youth in Care)**



**Measure 2.3:**  
**Grade-to-Grade Transitions**

**Transition Rate (All Resident Students)**



**Transition Rate - Indigenous Students (All)**



**Transition Rate - Indigenous Students (On Reserve)**



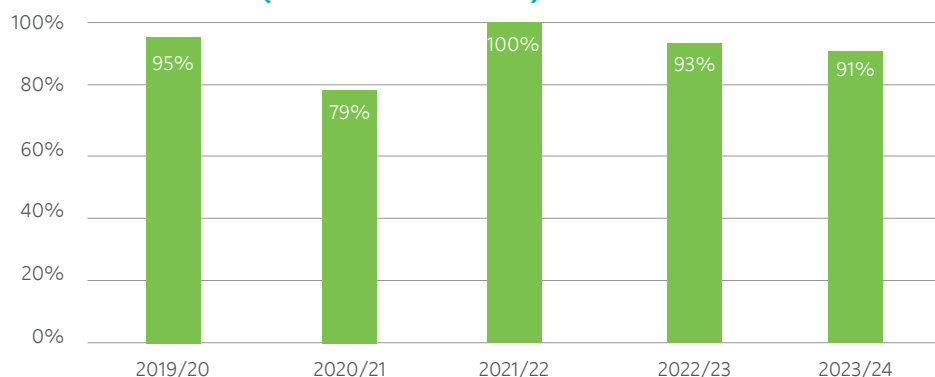
**Measure 2.3:**  
**Grade-to-Grade Transitions**

**Transition Rate - Indigenous Students (Not On Reserve)**



Grade 11 to 12  
Transition

**Transition Rate (Diverse Abilities)**



**Transition Rate (Children/Youth in Care)**



### Measure 2.3:

### Grade-to-Grade Transitions Number and Percentage of SD8 Students Completing Grade-to-Grade Transitions on Time

#### Sources of Data and Evidence Analyzed

The data encompasses district-level grade-to-grade transitions, specifically focusing on students in grades ten, eleven, and twelve, with a timeframe extending from the 2019–20 to the 2023–24 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 was also analyzed for grade 10 and 12 students.

#### Missing or Masked Data

Data sets masked from the analysis include transitions from grade ten to eleven, and eleven to twelve for specific sub-populations including Indigenous students living on reserve, Indigenous students not on reserve, and children/youth in care. The district is continuing to work toward individualizing transition supports for this sub-population of students.

#### Trends That Emerged from 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 students with disabilities and diverse abilities, transition rates have been inconsistent, with strong results in some years but a recent decline in 2023–2024.

#### 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 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. While the overall trend is positive, the past inconsistencies indicate the need for continued supports, such as personalized transition planning and accessibility accommodations, to ensure long-term stability.

#### 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 students with diverse abilities. Equity improvements for students with Indigenous ancestry in grades 10–11 have equalized or exceeded the general population in recent years, which is a celebration.

This data story highlights a need to further scrutinize the grade eleven 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.



Measure 2.3:

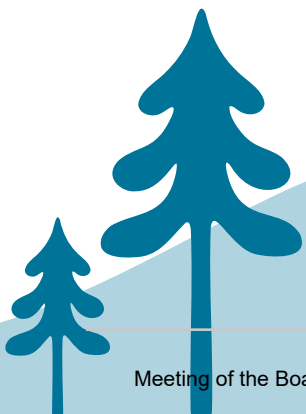
Grade-to-Grade Transitions Number and Percentage of SD8 Students Completing Grade-to-Grade Transitions on Time

## Current Approaches to Equity of Learning

The district is facilitating effective transitions from Grade 10 to 12 by conducting targeted secondary academic reviews three times annually, with a specific focus on Grade 11 students and priority learners, ensuring timely interventions and supports. Every student is required to have an annually updated 3-year graduation plan, helping align course selections and post-secondary goals with clear academic pathways. In addition, school-based and district team meetings continue to provide collaborative supports to monitor academic progress and guide successful transitions into senior grades and graduation.

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 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 placed on early engagement and parental involvement.

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



# APPENDIX A

## 2024–2025 Student Learning Outcomes for Human and Social Development

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Educational Outcome 3: Students Feel  
Welcome, Safe, and Connected





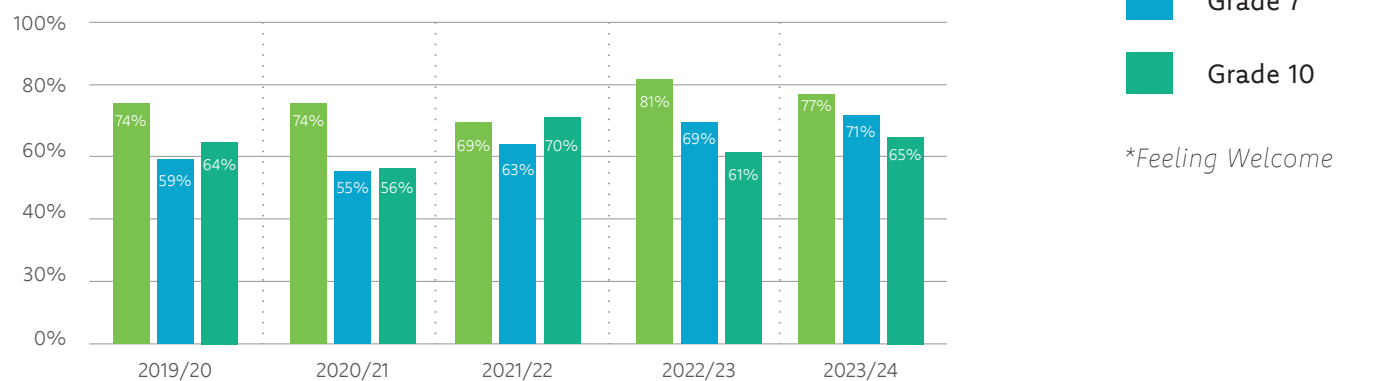
## EDUCATIONAL OUTCOME 3: Students Feel Welcome, Safe, and Connected

SD8 student reports of feeling welcome, safe, and connected compared to the provincial level (Chart courtesy of the Ministry of Education and Child Care)

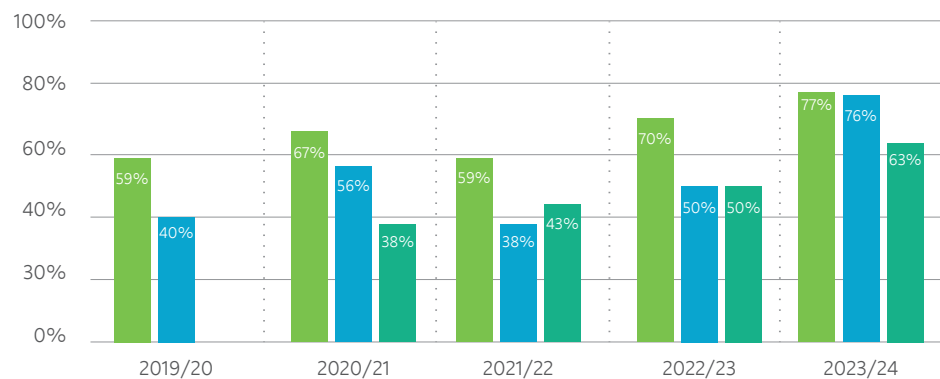


## Measure 3.1: Feel Welcome

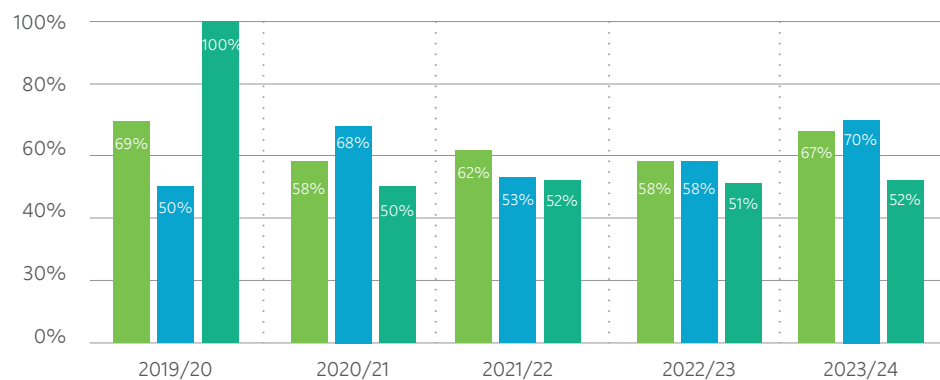
### Student Learning Survey: "Do you feel welcome at your school?" SLS - Feel Welcome (All Resident Students)



### SLS - Feel Welcome - Indigenous Students (All)

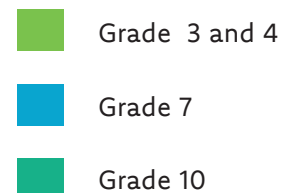
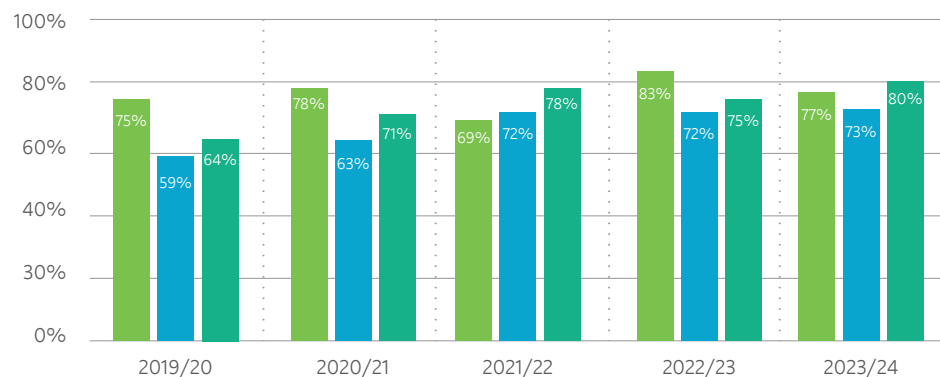


### SLS - Feel Welcome (Diverse Abilities)



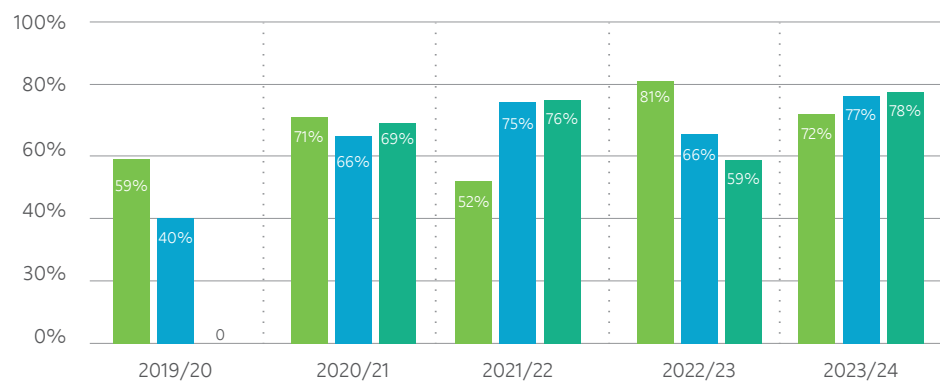
**Measure 3.1:**  
**Feel Safe**

**Student Learning Survey: "Do you feel safe at school?"**  
**SLS - Feel Safe (All Resident Students)**



*\*Feeling Welcome*

**SLS - Feel Safe - Indigenous Students (All)**



**SLS - Feel Welcome (Students with Disabilities/Diverse Abilities)**

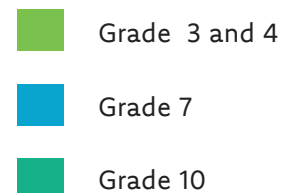
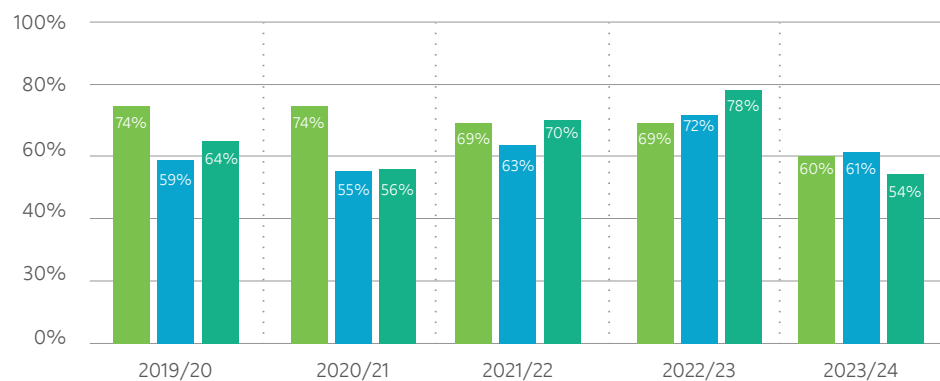




**Measure 3.1:**  
**Belonging**

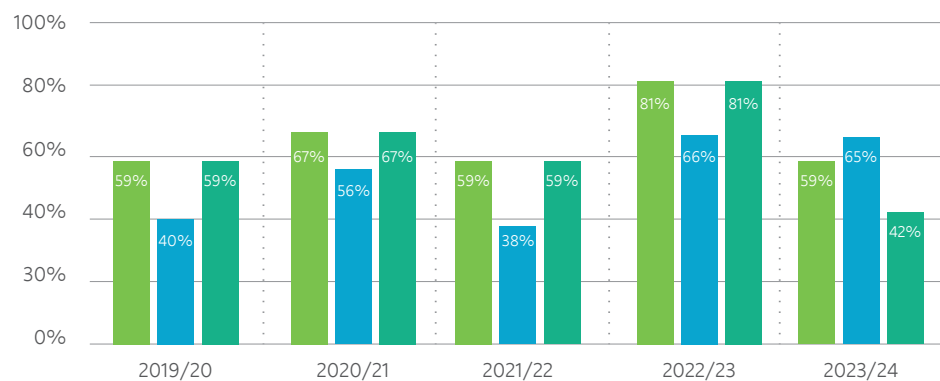
**Student Learning Survey: "Is school a place where you feel like you belong?"**

**SLS - School Belonging (All Resident Students)**

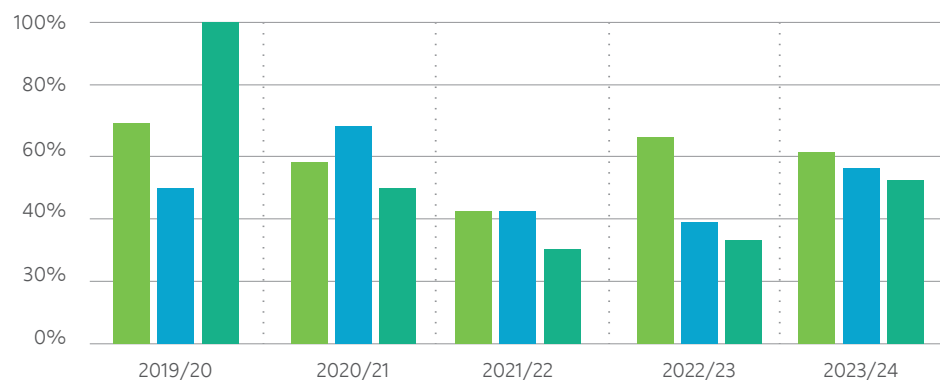


*\*Feeling Welcome*

**SLS - School Belonging - Indigenous Students (All)**



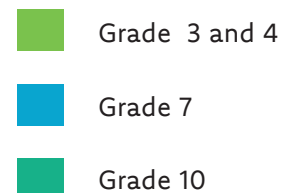
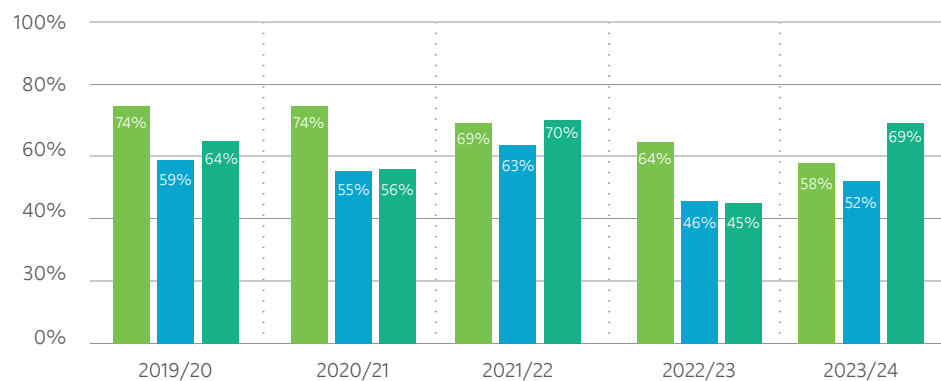
**SLS - School Belonging (Students with Disabilities/Diverse Abilities)**



**Measure 3.2:**  
**Two or More Adults Who Care**

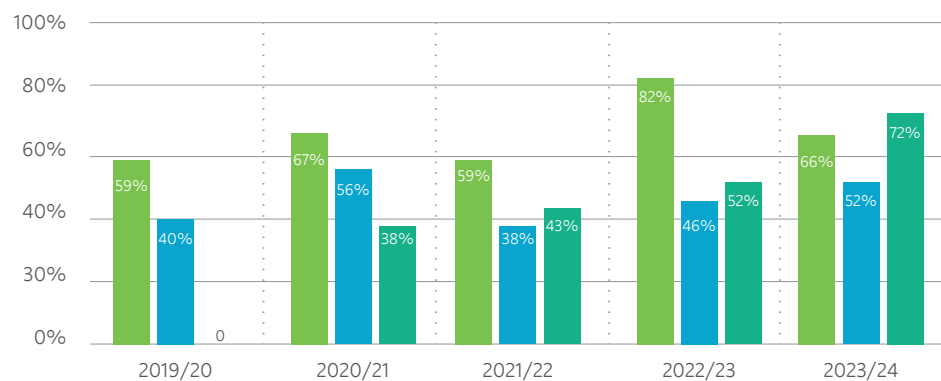
**Student Learning Survey: "How many adults at your school care about you?"**

**SLS - Adults Care (All Resident Students)**

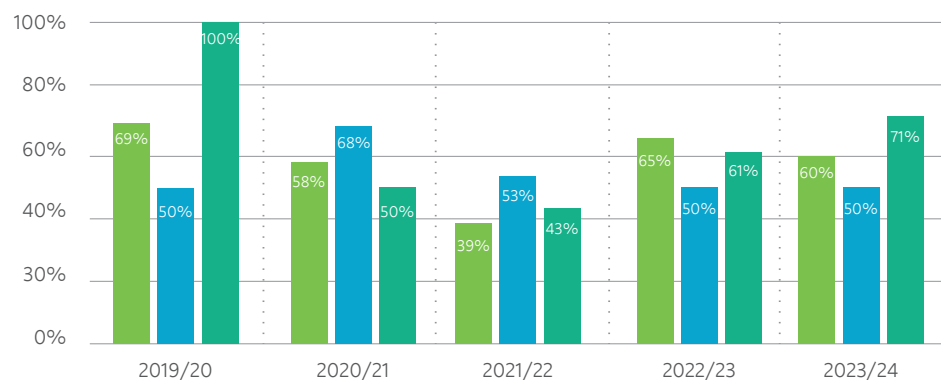


*\*Feeling Welcome*

**SLS - Adults Care - Indigenous Students (All)**



**SLS - Adults Care (Students with Disabilities/Diverse Abilities)**



All British Columbia school districts are required by the Ministry of Education and Child Care to produce an annual Enhancing Student Learning report which aligns with the district strategic plan, the Ministry of Education Framework for Enhancing Student Learning, and ministry service goals. SD8's strategic plan follows a five-year cycle which ended in June 2023. A new [SD8 Strategic Plan 2024-2029](#) was established.

### Continuous Improvement Through Coherence

Success in the district can be attributed to the alignment of the strategic plan to learning and operational plans. By ensuring that school learning plans, operational plans, and continuous learning reports support and align with the Board of Education's strategic plan, there is opportunity for coherent planning and efficient use of resources while building towards student success.

District goals are identified through analysis of the evidence shared in the Enhancing Student Learning Report, continuous learning reports, operational reports, school learning plans, and school learning plan grant initiatives. SD8 continually monitors action items identified in district learning cycle to ensure continuous improvement for all students including Indigenous students, students with diverse abilities, children and youth in care and English language learner students to ensure that each student can graduate with dignity, purpose, and options for their future.

### SD8's Continuous Learning Cycle

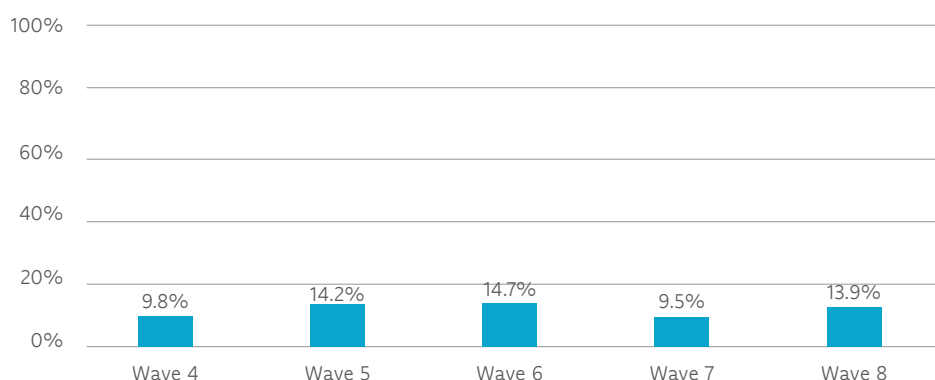
Operational plans are reviewed and presented annually to the Board of Education to ensure alignment to the Strategic Plan Monitoring Cycle. Financial reporting, capital reporting, facilities reporting, the Information Technology Annual Report, and International Education Annual Report are reviewed and contribute to the success of all learners.

SD8 has developed an annual strategic plan monitoring cycle for enhancing student learning. The cycle includes ongoing data analysis and consultation. Development and design phases of both school and district plans occur annually. School learning plans follow a five-year cycle, aligned to the strategic plan, and are used along with consultation and data analysis to create the annual Enhancing Student Learning Report. The Enhancing Student Learning report is adopted and approved by the Board of Education and then submitted to the ministry. Implementation of the action items in the report takes place throughout the school year.



A variety of data sources provide information toward understanding human and social development among students. These include the [Early Development Instrument \(EDI\)](#) focused on kindergarten children; the [Middle Years Development Instrument \(MDI\)](#), and the Youth Development Instrument (YDI). Additional insights were obtained from the Childhood Experience Questionnaire (CHEQ) and the BC Adolescent Health Survey (McCreary Health Centre Society), which provides an evidence base on youth health trends.

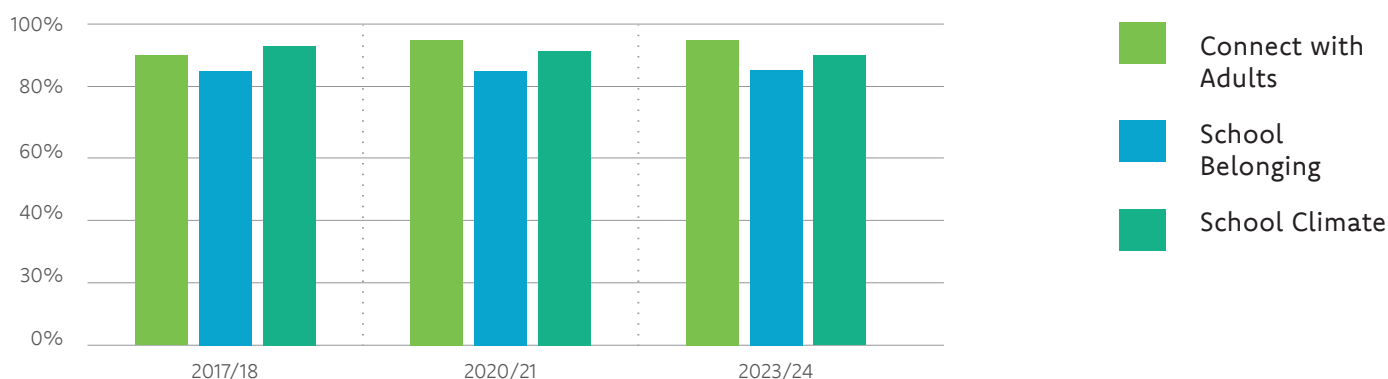
### Early Development Instrument EDI Percent of Vulnerable Students



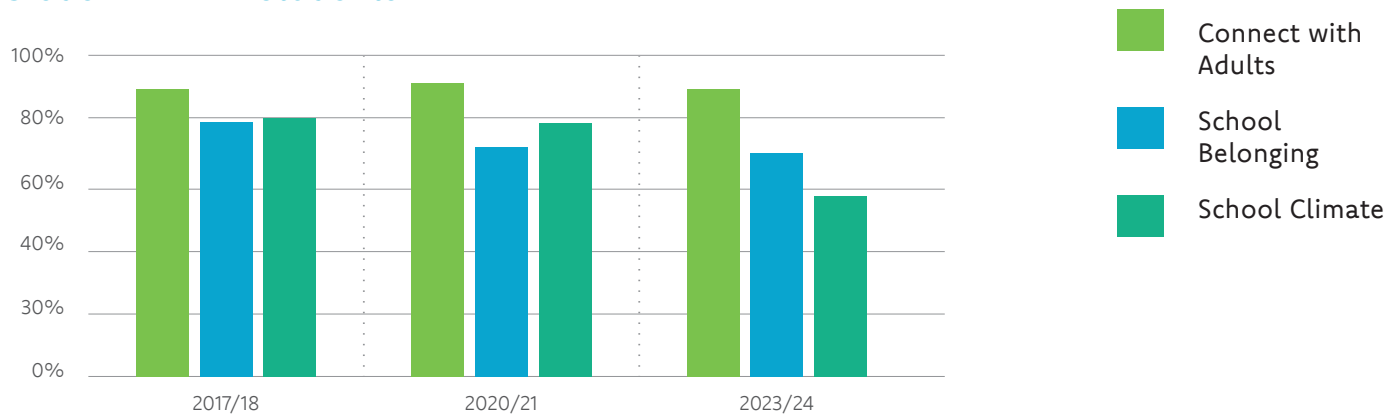
### Middle-Years Development Instrument

The Middle Years Development Instrument (MDI) provides insights into children's social and emotional health, well-being, and assets during middle childhood—from their own perspective.

#### Grade 4 MDI All Students

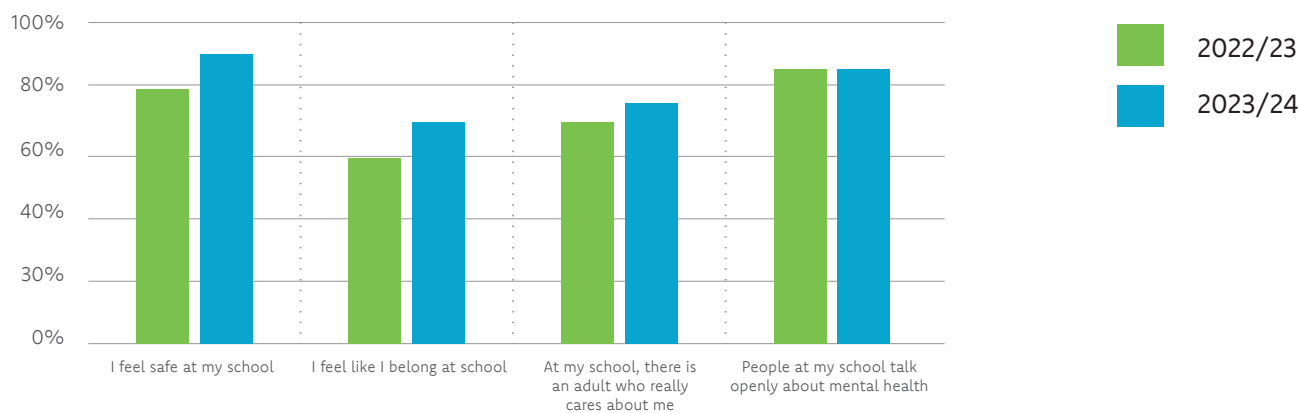


### Grade 7 MDI All Students



### Youth Development Instrument

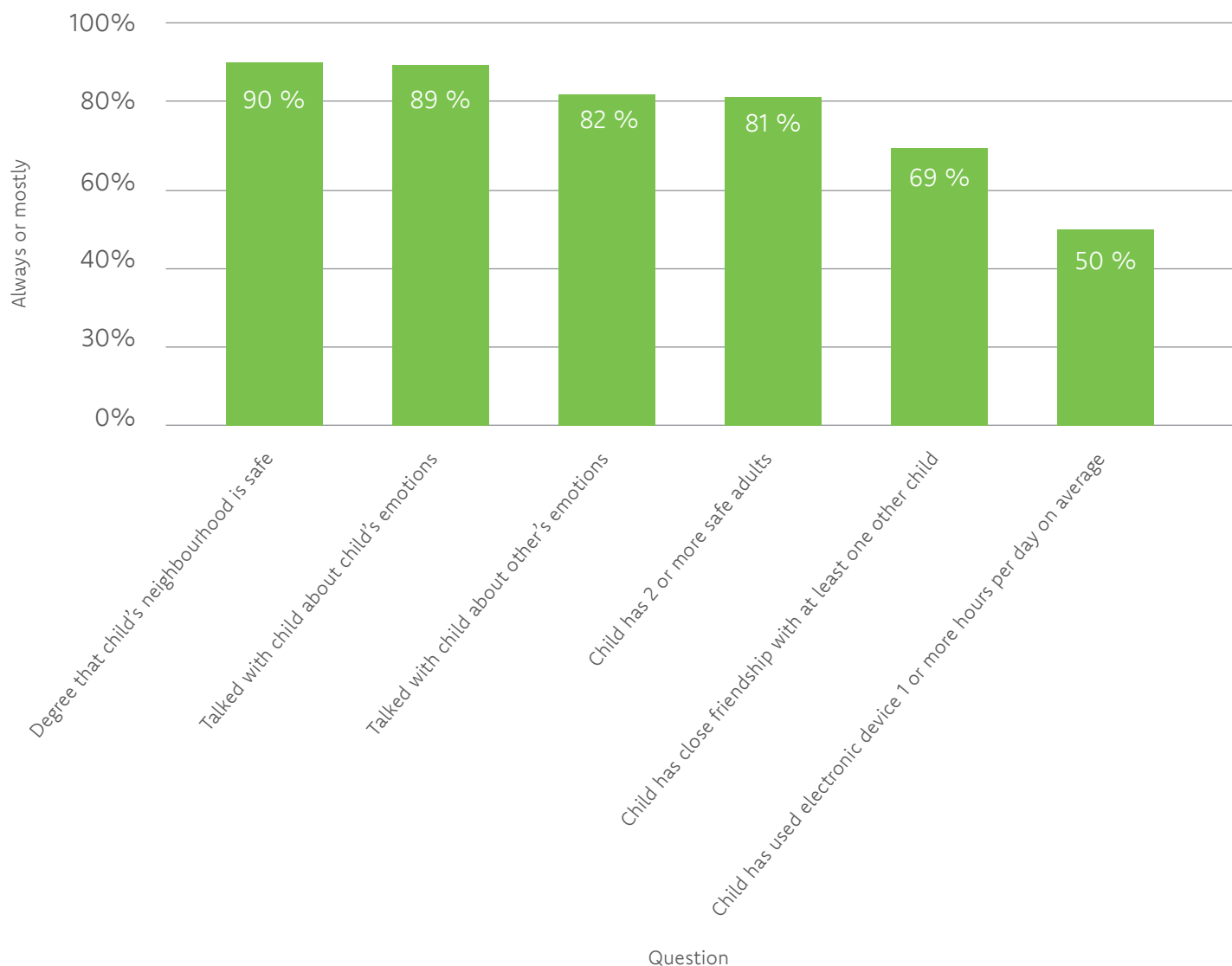
#### YDI Percentage of Students who Responded with Agreement with the Question





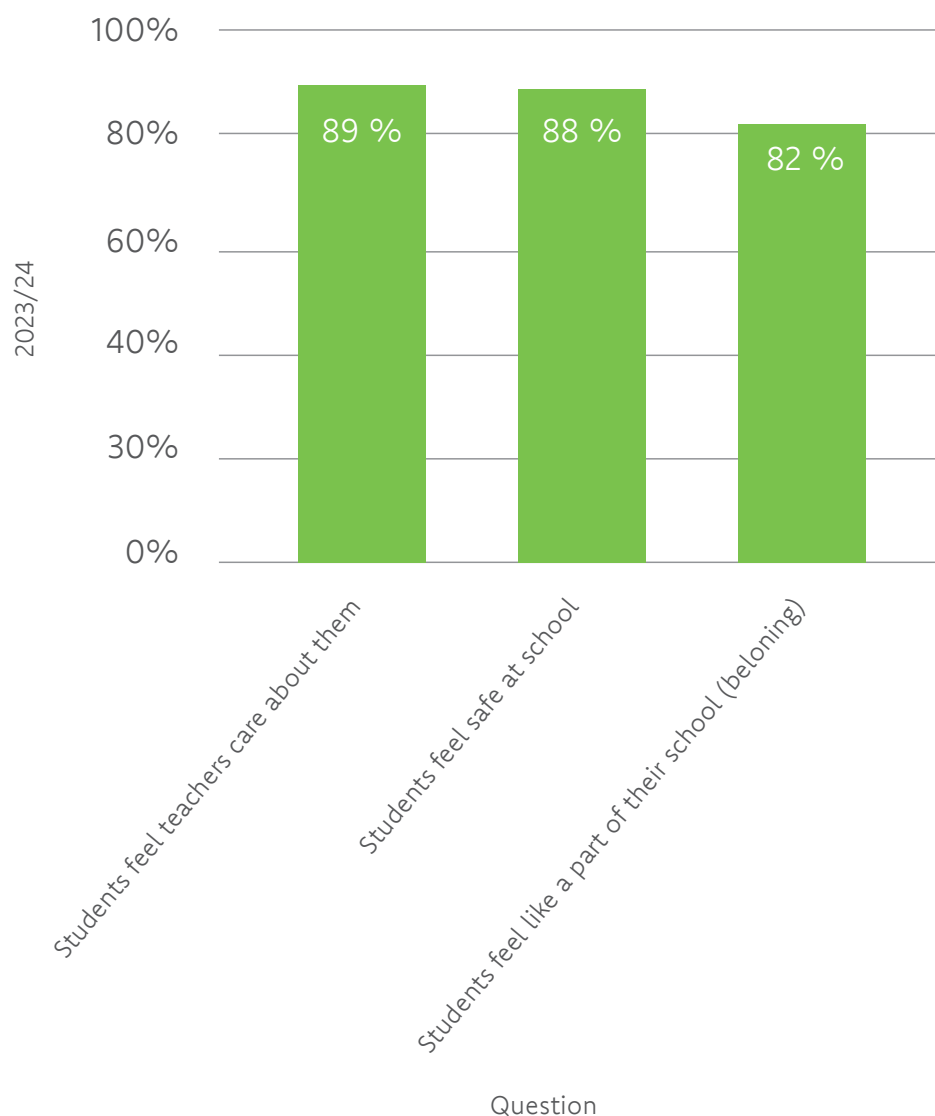
## Childhood Experience Questionnaire

### CHEQ - Percentage of parents who responded always or mostly by question



## Adolescent Health Survey

### Adolescent Health Survey-Percentage of Students who Agreed with Each Question



# APPENDIX A

## Analysis and Interpretation: What Does This Mean?

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Educational Outcome 3:  
HUMAN AND SOCIAL DEVELOPMENT



### Measure 3.1:

### Students Feel Welcome, Safe and Connected

## DO YOU FEEL WELCOME AT YOUR SCHOOL?

### ANALYSIS AND INTERPRETATION

#### Trends in the Data

Overall, the four-year data for the question “Do you feel welcome at school indicates an upward trend, with both the All Students group and the Indigenous Students group showing steady upward growth. In comparison to the province as a whole, we have generally demonstrated similar patterns of notable growth over the last four years with a general pattern of scores ranging in the towards 60% and moving into scores towards the 80% range.

For the All Students group in grade 4, we see an overall steady pattern across the four years of data, but not with a significant upward trend with results increasing only 3% difference from 2020-2021 to 2023-2024. SD8's results are on par with BC as a whole for grade 4 students.

Overall, the scores for the grade 7 group range about 10% lower than the grade 4 group over the last four years, but the grade 7 data also show a notable positive increase in results, moving steadily up from 57% in 2020-2021 up to 73% in 2023-24. It is interesting to note that this pattern is seen in BC as a whole for grade 7 students.

Both the Indigenous grade 7 and grade 10 groups can be seen over four years, with a notable higher outcome than the All Students Group in three out of the four years for both the grade 7 and grade 10 groups. While Indigenous learners overall do not represent a clear upward trajectory, there are some notable gains such as a 23% increase in grade 7 Indigenous learners feeling welcome from 2022-2023 to 2023-2024.

#### Missing or Masked Data

The Diverse Learner subgroup results were small enough either overall or in two of the three data sets so data that this data has been masked and is not available. The Indigenous Student subgroup also had masked

data results in grade 4 in both 2020-2021 and again in 2023-2024. The one consecutive data set we do have for diverse learner students shows an 11% increase in feeling welcome for grade 7 students between 2021-2022.

For Indigenous learners, the grade 4 group had a significant increase from 2021-2022 to 2022-2023, but limited data does not provide that continued trajectory.

The enrolment of students identified as those with disabilities or diverse learning needs remained below 20 students in each grade level, and while this is potentially positive in terms of indicating there is a low number of students who require designations for learning needs, it does preclude gathering and accurately analyzing the data for this key group.

#### Inequities of Learning Outcomes Illustrated by Data

Feeling welcome at school is a key indicator of a positive and inclusive school climate. We recognize too that those students who are least likely to feel welcome are those that we need to focus our support efforts on.

In terms of trends, the four-year data indicates a general holding pattern. The average positive score for the All Students Group over the past four years is 68%, with the provincial average for that same time being 70%. This indicates the district, while not significantly off track in terms of ensuring we provide a welcoming environment, still has over 1000 students who report not feeling welcome at school.

While there were some promising increases (eg: an increase for grade 10 students from 56% to 73% from 2020-2021 to 2021-2022, and a subsequent increase to 81% in 2022-2023), we see those scores fall back to 65% in 2023-2024. Further investigation is required to determine the cause of this significant decline of 16% in one year.

While the overall trends do not represent a clear upward trajectory with respect to equity, it is positive to see outcomes for Indigenous students holding within



### Measure 3.1:

### Students Feel Welcome, Safe and Connected

a range of approximately 10% over time. It is also a positive indicator that out of the ten instances where we have indigenous learner data matched against the data of all students, six of those data pairs show higher rates for indigenous learners than all students.

#### Stories Revealed about Approaches to Supporting Teaching and Learning

Overall, this data indicates we need to ensure implementation of key processes that support a welcoming learning environment, including ensuring staff understand the use of trauma informed practices and include the teaching of social-emotional learning in all classrooms. It also points to the increased need to implement tracking systems such as those used by each school's School Based Team and by the district's District Based Team to ensure every learner in SD8 feels that they are welcomed at school.

#### DO YOU FEEL SAFE AT SCHOOL?

#### ANALYSIS AND INTERPRETATION

##### Trends in the Data

The question "do you feel safe at school" is reported only via the All Students category. A valuable reference point then is a comparison to the scores for this question provincially.

At the grade 4 level, students at SD8 have dipped up and down as much as 12% over the past four years but landed in 2023-2024 within a few percentage points of 2020-2021 results. This trend matches closely with that of the province.

At the grade 7 level, both SD8 and the province have trended generally upward, and the gains the district made starting in 2021-2022 have held steady over the last three years into 2023-2024.

At the grade 10 level, SD8 has trended 5-10% better than the province over each of the last two years (2022-2023 and 2023-2024).

#### Missing or Masked Data

In this category, the data for both Indigenous students and students with diverse learning needs is masked; therefore, it is not represented in this section. This gap in data makes it challenging to represent the full story of students' feelings of safety in SD8.

#### Inequities of Learning Outcomes Illustrated by Data

In general, this data for both SD8 and the province indicates that there are persistent gaps in terms of ensuring safety for all students. While it is encouraging to see that SD8 is holding steady with the province overall, and has made some valuable gains, there still are over 20% of our student population in grades 4, 7, and 10 reporting they do not feel safe at school.

#### Stories Revealed about Approaches to Supporting Teaching and Learning

The data in this section indicates the need to increase implementation of strategies to promote safety in schools including updates to positive behavior planning procedures and targeted training for principals and teachers in responding to complex behavior.

We also need to ensure that students know how to use the erase tool, especially students vulnerable to anti-SOGI discrimination and racism. The planned implementation of response plans for these groups this year will be a positive step forward in supporting students' feelings of safety.

#### IS SCHOOL A PLACE WHERE YOU FEEL LIKE YOU BELONG?

#### ANALYSIS AND INTERPRETATION

##### Trends in the Data

As in other data sets, we are able to see patterns for both the All Students group and the Indigenous Students subgroup, but the Diverse Learner subgroup lacked sufficient overall numbers which resulted in masked or partial data sets.





### Measure 3.1:

### Students Feel Welcome, Safe and Connected

Overall the results for the question “Is school a place where you feel like you belong?” has lower outcomes than other questions surveyed re: belong, safety and connection.

Grade 4 students, for example, both at SD8 and the province as a whole don’t break 65% across the four years, and it is notable that SD8 scores are relatively consistent with the province as a whole.

At the grade 7 level for All Students, we do see a steady climb in terms of students’ sense of belonging, with significant and steady growth from 41% in 2020–2021 to 61% in 2023–2024. Again, this data matches very closely to the province as a whole, with SD8 outperforming the province’s overall result in 2023–2024.

The same notable growth is seen at the grade 10 level for All Students, with a climb from 42% in 2020–2021 up to 65% percent in 2022–2023– though we do see a notable drop down to 56% in 2023–2024. This decline in feelings of belonging at the grade 10 level requires follow up to understand the cause of the decline.

As far as Indigenous Students, there are both highlights and gaps to be noted. Grade 4 students show a substantial increase of 11% in feelings of belonging in 2023–2024 compared with 2022–2023. Grade 7 Indigenous students show a significant 37% increase in 2023–2024 compared with 2023–2023. However, in 2023–2024, grade 10 students declined 7% from 2022–2023, with a concerning rate of 45% of Indigenous students in grade 10 reporting they feel they belong in schools in SD8 in 2023–2024.

#### Missing or Masked Data

As in other data sets, the districts Diverse Learner outcomes were largely masked to low numbers, which restricts the district in doing a fuller analysis of its efforts to provide inclusive and welcoming learning environments. The one data set that is present for diverse learners is for the grade 7 group from 2021 through 2024, which shows some overall growth from 62% to 67%.

#### Inequities of Learning Outcomes Illustrated by Data

School belonging is an essential measure of our work to create caring and inclusive learning environments. A sense of belonging is an essential human need, especially for children and youth, and acutely so for traditionally underrepresented groups such as Indigenous students and diverse learners.

#### Stories Revealed about Approaches to Supporting Teaching and Learning

As in other questions, the lack of data for diverse learners does take away significantly from our overall portrait of belonging at school. Some of the data for the All Student and Indigenous groups provide evidence of promising practices in schools, with increases in students reporting they feel they belong. However, some data show that we need to provide increased monitoring (such as through the School Based Teams and District Based Team), as well as more fully implementing programs and strategies already available in the district (such as SEL and Open Parachute).

#### HOW MANY ADULTS DO YOU THINK CARE ABOUT YOU AT SCHOOL?

#### ANALYSIS AND INTERPRETATION

##### Trends in the Data

The goal for this question is to determine how many students report having two or more adults they believe care about them. We know that the number of adults that students feel connected to has implications for school climate, student well-being, and is a significant protective factor for students with adverse childhood experiences.

The overall drop from grade 4 to grade 7, both for SD8 and the province, is important to note. The move from the elementary model where connection is generally emphasized over content towards middle school, where academics tends to become more central under the premise of preparing students for high school.

### Measure 3.1:

### Students Feel Welcome, Safe and Connected

The fact that Indigenous Students outperform All Students may indicate the value and benefit of the work of the Aboriginal Education Team and increasing awareness within school teams of the need to ensure connected supports for Indigenous students. Indigenous Students outperform the All Student group consistently in grade 4, 7, and 10, and land notably higher than the provincial average – with the 2023–2024 outcomes being 12% higher.

For the All Students group in grade 4, we see steady performance over time in the 67% to 73% range, which tracks closely with the average for the province as a whole.

For the All Students group in grade 7, we see a similarly steady pattern, but with a notable lower overall result, with the range in the 47% to 66% percent range. While this result is also in line with the provincial average, it is at the lower range of those outcomes, and the 2023–2024 results of 52% represent a clear lack of progress in this area.

For the All Students group in grade 10, we see a less steady pattern with a low of 56% in 2020–2021, a jump of 16% to 2022–2023, and then another 16% drop in 2023–2024. However, this group does consistently show stronger outcomes in this measure than the provincial average.

Overall, this data set over time does not represent strong outcomes, but it is important to note the consistency with patterns across the province. In addition, we know that students being well connected to one adult, such as their classroom teacher in elementary school, can have a significant positive impact on their well-being and academic performance, so not all students that are not represented in the positive outcomes results here lack adult connection in schools.

### Missing or Masked Data

When viewing the data over four years, we can identify patterns for both the All Students group and Indigenous Students, but as in other Student Learning Survey

questions, the number of Diverse Learner Students was too small to reflect accurate outcomes when viewed as a percentage.

### Inequities of Learning Outcomes Illustrated by Data

The Diverse Learner data would be a key addition to this data set, and the lack of clear patterns within that subgroup limits a fuller analysis of these outcomes.

### Stories Revealed about Approaches to Supporting Teaching and Learning

It is interesting to note as well that the Middle Years Instrument (MDI) also gathers data from grades 4 and 7 re: connectedness to adults at school and that data presents a more positive portrait with 74% of grade 4 students reporting being connected to adults at school, up from 64% in 2020–2021. The MDI data re: connectedness with adults asks that students rate how true they feel “a teacher or adult” cares about them, believes they will be a success, and listens when they have something to say. This higher outcome for grade 4 through this line of questioning indicates that a strong connection to even one adult can have significant positive impacts, while two adults represent an even strong layer of support.

Comparing MDI and SLS data for grade 7 students re-emphasizes the need to focus on the transition from elementary to middle school. Like the SLS data, the MDI data shows only 54% of grade 7 students reporting strong connections with adults (down from 58% in 2020–2021).

The data re: adult connections in school emphasizes the need to strengthen systems that ensure student well-being, such as programs like Complex Trauma Resources’ PEACEful Schools and Compassionate Systems Leadership.

# APPENDIX A

## 2023–24 Student Learning Outcomes for Career Development

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Educational Outcome 4: Graduation

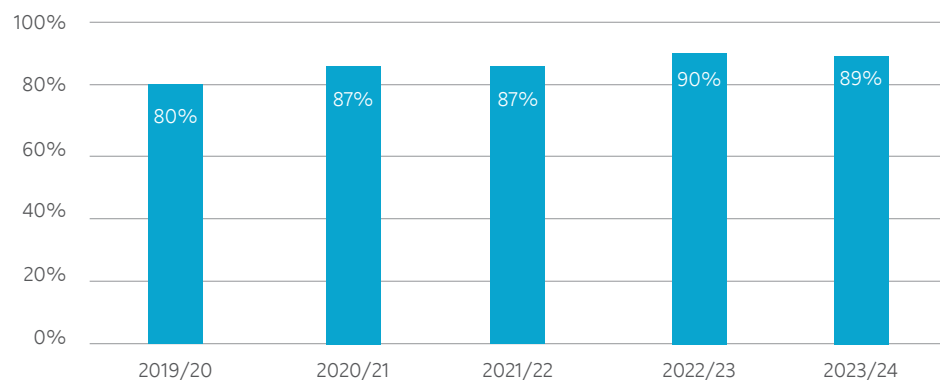
Educational Outcome 5: Life and Career Core Competencies



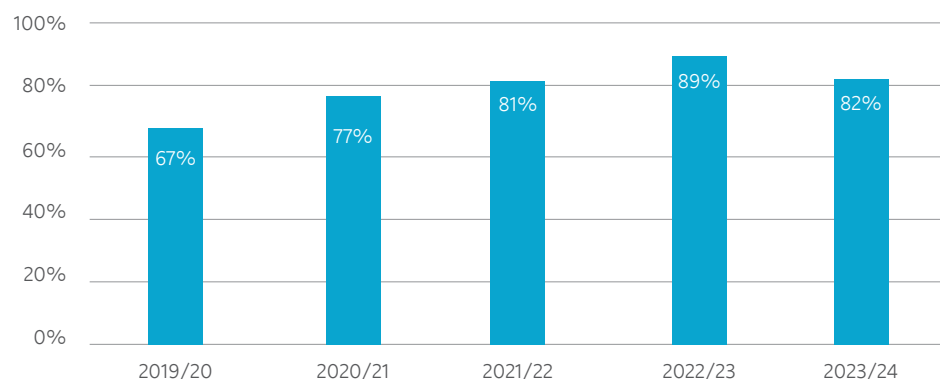
**Measure 5.1:**

**Percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years**

**Five Year Competition Rates (All Resident Students)**



**Five Year Competition Rates - Indigenous Students (All)**



**Five Year Competition Rates - Indigenous Students (On Reserve)**



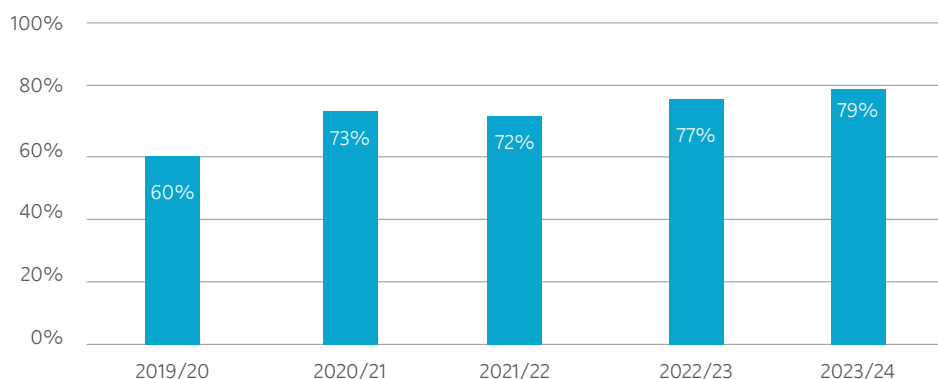
Measure 5.1:

Percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years

Five Year Competition Rates - Indigenous Students (Not On Reserve)



Five Year Competition Rates (Diverse Abilities)



Five Year Competition Rates (Children/Youth in Care)

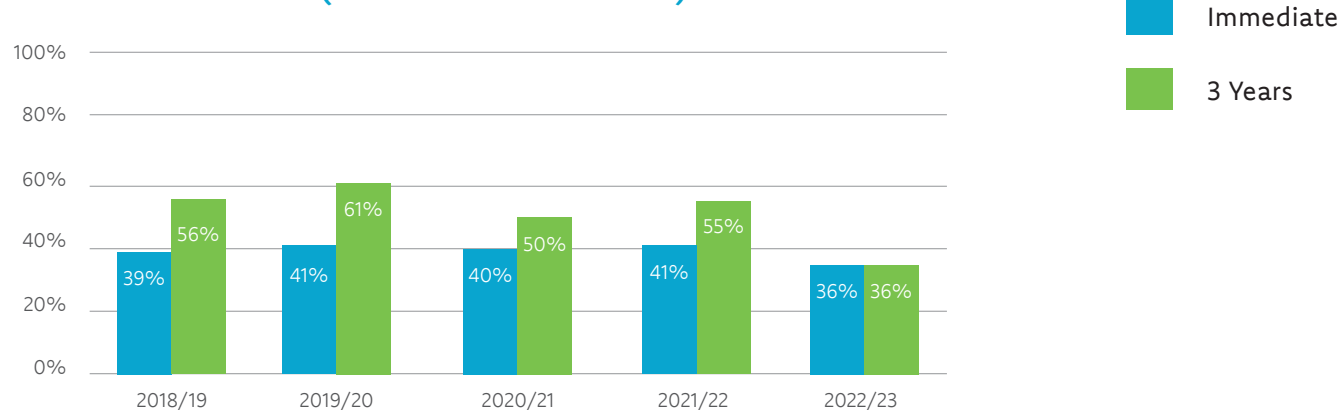




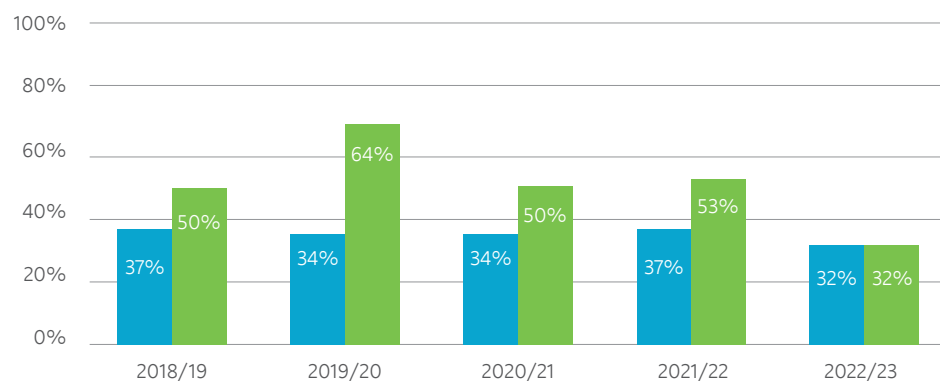
Measure 5.1:

Percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years

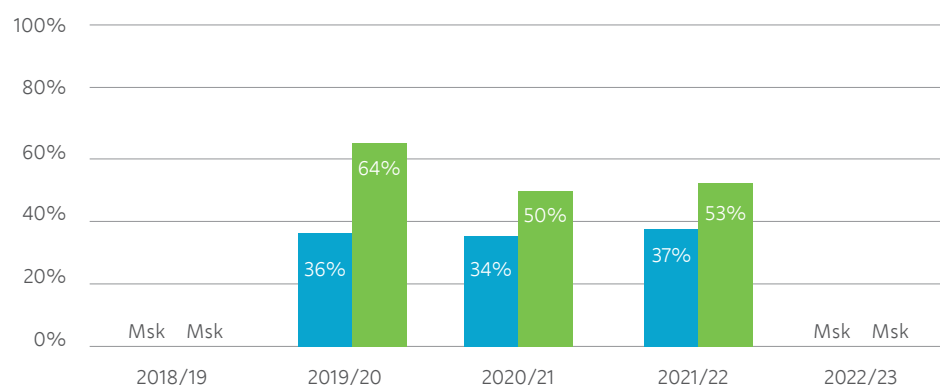
PSI Transition Rate (All Resident Students)



PSI Transition Rate - Indigenous Students (All)



PSI Transition Rate - Indigenous Students (Not On Reserve)



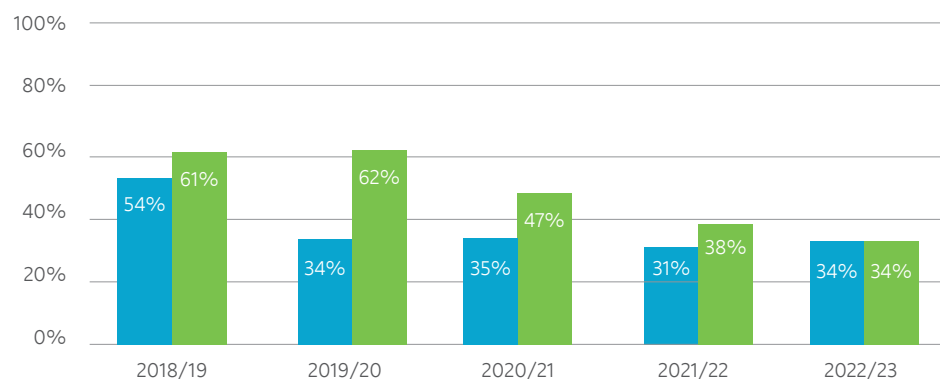
Measure 5.1:

Percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years

PSI Transition Rate - Indigenous Students (On Reserve)



PSI Transition Rate (Diverse Abilities)



PSI Transition Rate (Children/Youth in Care)



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

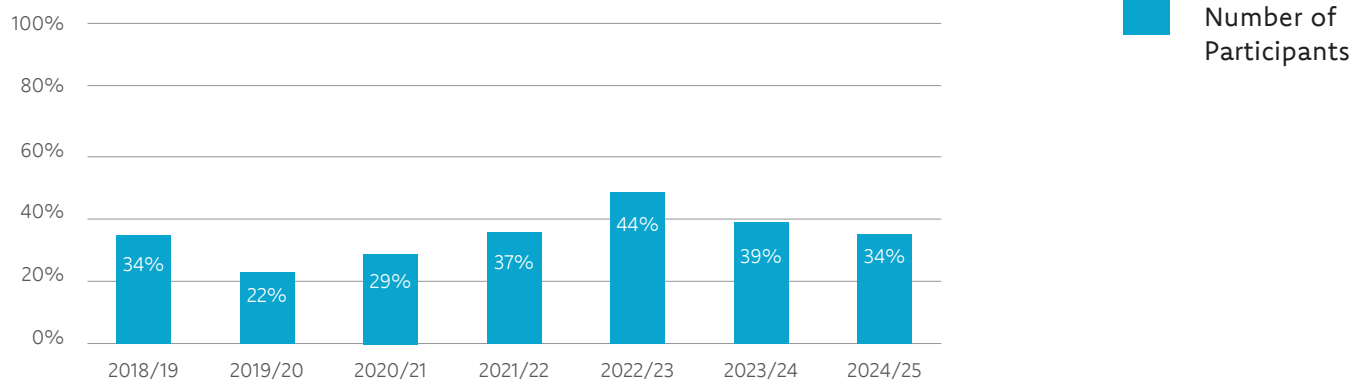
**% of students indicating positive response to “Are you satisfied that school is preparing you for post-secondary education (college, university, trade school)?”**

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

**% 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	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Grade 10	All Resident	32%	28%	34%	36%	40%
	Indigenous	13%	21%	34%	28%	36%
	Students with Diverse Abilities	n/a	21%	21%	26%	32%
Grade 12	All Resident	38%	29%	31%	27%	37%
	Indigenous	60%	30%	26%	18%	42%
	Students with Diverse Abilities	n/a	41%	42%	11%	21%

### Trades Training Career Program Participation



# APPENDIX A

## Analysis and Interpretation: What Does This Mean?

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Educational Outcome 4 and 5:  
CAREER DEVELOPMENT





### **Measure 4.1: Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma with 5 years of starting grade 8**

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

#### **Sources of Data and Evidence Analyzed**

The data analyzed included five-year completion rates and six-year completion rates. Also analyzed were PSI (post-secondary institute) immediate and three-year transitions. 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/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. Local data sets include career program participation rates over time.

#### **Missing or Masked Data**

Data sets that remain challenging to procure are those students who out-migrate for post-secondary institutions outside of B.C. as that 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 relies heavily on local knowledge; it is currently challenging to determine the PSI transition rates for these sub-populations.

#### **Trends That Emerged from Analysis**

For five-year completion rates (first time graduation), SD8 has seen steady improvement in high school completion rates across all student populations. Five-year completion rates for all resident students have increased from the high 70s to the high 80s, with six-year rates reaching 91%. Notably, Indigenous students have made significant gains, with six-year completion rates now at 93% and five-year rates nearing 90%, while students with diverse abilities have shown continued progress, with rates in the high 70s—demonstrating the positive impact of targeted supports and inclusive strategies.

However, post-secondary transition rates have declined, both in the immediate (within one year) and delayed (within three years) timelines. Immediate transitions now average around 40%, with three-year

transitions following a similar downward trend. SD8 students trail behind provincial averages for BC PSI transitions by approximately 10%, though this may not fully reflect students pursuing trades, employment, or out-of-province opportunities, which represent 10–16% of graduates over the last decade.

Indigenous students have experienced a post-pandemic dip in three-year transitions but continue to show strength in immediate transitions. Meanwhile, students with diverse abilities maintain relatively stable transition rates, despite facing barriers. Encouragingly, student survey and YDI data from 2023–2024 reveal growing post-secondary interest, with 45% of grade 12 students indicating clear intentions to pursue further education—signaling a potential shift in future trends.

#### **Inequities of Learning Outcomes**

Despite overall progress in completion rates, notable inequities persist in post-secondary transitions among Indigenous students, students with diverse abilities, and children and youth in care. Indigenous students—particularly those on reserve—have seen more pronounced declines in immediate and three-year post-secondary transitions compared to their peers, although recent incremental growth in immediate transition rates is a positive sign. Students with diverse abilities continue to face significant systemic barriers, with transition rates declining since 2018–2019, highlighting the need for extended and individualized supports beyond high school.

While data for children and youth in care is masked, existing research and observed trends indicate they experience even greater barriers, with highly variable completion rates over time. These patterns point to a critical need for sustained, flexible, and targeted supports that promote equitable access to post-secondary pathways, including culturally responsive programming, inclusive transition planning, and long-term wraparound services.

**Measure 4.1: Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma with 5 years of starting grade 8**

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

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

The district's approaches to supporting teaching and learning are showing positive results, particularly through improved five- and six-year completion rates, most notably among Indigenous students. These trends suggest that flexible graduation timelines and individualized pathways are effective strategies for improving equity and supporting student success. Academic reviews and increased tracking of priority learners have strengthened the district's ability to provide targeted interventions, ensuring progress toward graduation. At the same time, a broader trend of delayed post-secondary entry highlights the need to maintain diverse options, such as trades training and dual credit programs, which continue to demonstrate strong engagement, low attrition, and meaningful pathways beyond traditional post-secondary routes.

### Current Approaches to Equity of Learning

The district's current approaches to equity of learning are centered on proactive, personalized support systems that ensure all students—particularly priority learners—are on track to graduate and prepared for life beyond school. Graduation program academic reviews are conducted three times annually, with a strong focus on Indigenous students (both on and off reserve), who receive holistic support encompassing academics, cultural connection, and well-being. Expanded access to career programs, including dual credit, trades training, and work experience, has helped reduce financial and structural barriers through the removal of tuition and ancillary costs. Individualized three-year graduation planning supports flexible pathways to success, while timely communication with school counsellors and information sessions for families have empowered students and parents to make informed decisions about post-secondary and career opportunities.



# CONCLUSION

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This report provides a framework for system-wide improvement of student outcomes, supporting all students to access their desired future opportunities beyond high school. With a particular focus on priority learners, staff will continue to implement improvement strategies by monitoring performance data, sustaining promising practices, and implementing the continuous learning cycles – adjusting strategies, as needed, to better support student achievement.

SD8 continues to look for ways to build on strengths and to celebrate student success. By referring to data which informs decision-making, planning and practices and by working together with education partners, the district can make a difference to life outcomes and educational satisfaction of Kootenay Lake students.



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## GLOSSARY OF ACRONYMS

<b>ABED</b>	Aboriginal Education Program
<b>AHAWD</b>	Aboriginal Education How Are We Doing Report
<b>EDI</b>	Early Development Instrument
<b>ELP</b>	Early Literacy Profile
<b>FSA</b>	Foundation Skills Assessment
<b>GLA</b>	Graduation Literacy Assessment
<b>GNA</b>	Graduation Numeracy Assessment
<b>HPS</b>	Health Promoting Schools Report
<b>K-3</b>	Kindergarten to Grade 3
<b>SD8</b>	School District No. 8 (Kootenay Lake)
<b>SLP</b>	School Learning Plan
<b>SLS</b>	Student Learning Survey
<b>YDI</b>	Youth Development Instrument



**FROM:** Cathy MacArthur, Secretary Treasurer  
**DATE:** June 10, 2025  
**SUBJECT:** Video Surveillance

**For Information**

## Introduction

This memorandum provides the information on the use of video surveillance within the school district as outlined in Policy 840: Use of Video Surveillance and School Act 74.01 (3) of the School Act.

## Information

The regular review of video surveillance for the 2024-2025 school year has been conducted. Video surveillance has been utilized in the following locations over the past year:

- Blewett Elementary School (2665 Blewett Road, Nelson)
- J.V Humphries Elementary and Secondary School (500 - 6th Street, Kaslo)
- L.V. Rogers Secondary School (1004 Cottonwood Street, Nelson)
- Mount Sentinel Secondary School (1014 Playmor Road, South Slocan)
- Kootenay River Secondary School (223 - 18th Avenue South, Creston)
- Rosemont Elementary School (1605 Crease Avenue, Nelson)
- Salmo Secondary School (715 Davies Street, Salmo)
- Trafalgar Middle School (1201 Josephine Street, Nelson)
- Wildflower Nelson/School Board Office (811 Stanley Street, Nelson)
- Operations-Nelson (90 Lakeside Drive, Nelson, BC)
- Operations-Creston (1427 Northwest Boulevard, Creston)

Video footage from SD8's video surveillance is overwritten roughly every two weeks through two months. The range in time is a factor of how much storage is available and how many motion events occur. Motion events like rain, snow or a nearby bee's nest can all be recorded and use storage space causing the overwriting time to be reduced. Access to the video recordings systems are restricted to principals and designated district personnel staff on a strictly as needed basis.

This memorandum has been provided for the Board's information.





**FROM:** Cathy MacArthur, Secretary-Treasurer  
**DATE:** June 10, 2025  
**SUBJECT:** Quarterly Capital Update

**For Information**

## Introduction

This memorandum outlines progress on capital projects under the Board's Capital Operations Plan.

## Information

This is a quarterly report providing an update regarding the SD8 projects. These projects fall within the Minor Capital Operations program, the Annual Facility Grant, and the Food Infrastructure Program. Below are some highlights of this work.

- Brent Kennedy Elementary School - Water System  
A summary report was written and submitted to Interior Health to enable the removal of the "Do not drink" order. The district received a response from Interior Health and continues to follow the testing protocols and service required for the system while working towards the lifting of the order. The services of a local certified water plant operator have been retained to assist with the daily operation of the plant. In coordination with the consultant, this work is ongoing. The final report has been submitted. We are awaiting a response.
- Brent Kennedy Elementary School - New Septic System  
The new septic system has been working well. Grounds remediation is in progress.
- Brent Kennedy Elementary School - New Irrigation System  
The new irrigation system was installed and will improve reliability, watering of our grounds, and contribute to water conservation. Grounds remediation is in progress.
- Crawford Bay - Water Control and Drainage  
There have been challenges with water drainage and minor crawl space flooding during the spring melt and heavy rains. The original construction did not have proper design to alleviate the volume of water. All lines have been scoped, new interior and exterior pumps installed, and updating of the Direct Digital Controls (DDC) that controls the system is underway.
- Jewett Elementary - Firesmart  
The work continues with selected falling and clean up.
- L.V. Rogers Secondary School - New Direct Digital Controls (DDC) System  
Installation of the DCC is underway, being completed after hours with no interruption to building comfort nor student learning. This will be completed by June 30, 2025.
- L.V. Rogers Secondary School - Window Film Pilot



To improve building comfort during the higher temperatures, a window film is being piloted as a potential cost-effective solution.

- Mount Sentinel Secondary School - HVAC Upgrade and Boiler Replacement  
The final stage of the HVAC upgrade and boiler replacement is close to completion. The project completion has been delayed due to the unexpected need to replace the Gym Roof Top Unit (RTU). The RTU still has not been received. Preliminary work is complete and awaiting its arrival for installation. There is no impact to building comfort nor student learning.
- South Nelson Elementary School - Storm Drain Replacement  
The district completed an emergency storm drain replacement from the school to the city connection at the street. Ground remediation is in progress.
- Trafalgar Middle School - Ongoing Sprinkler System Installation  
This project has been split into six components, each with a zone of the sprinkler system. Out of the 6 zones, 1 and 4 are complete. The work on zone 3 continues after hours and during school breaks. We are in the final planning stages for this summer's work on the next phase.
- Trafalgar Middle School - Washrooms  
A project is underway to update the washrooms, including new partitions to enhance privacy, and removal of other walls to provide additional visibility to the sink area. This work will be completed by June 30th
- District - Charging Stations  
The chargers are now operational and have been serving our fleet of 7 electric buses. We recently received the latest charger for Nelson. This work is in progress. We anticipate funding for more electric buses so this scope may be increased to accommodate the new arrivals.
- District - Dust Collectors  
A 3<sup>rd</sup> party inspection of all dust collectors was completed, and preparation is underway to begin the suggested repairs. Repairs range from minor items such as duct cleaning and repairs to full system replacement. All minor repairs and duct cleaning have been completed. Engineering is underway for the duct replacement at Mount Sentinel Secondary school and work will be planned based on available capital funding. Full replacements at other sites are on the Minor Capital Operations plan for consideration moving forward.



**FROM:** Cathy MacArthur, Secretary-Treasurer  
**DATE:** June 10, 2025  
**SUBJECT:** Amended Capital Budget Bylaw 2025-2026

**For Approval**

## Introduction

This memorandum provides information on the approved minor capital projects under the Annual Capital Bylaw No. 2025/26 CPSD08-02.

## Information

In the April 8, 2025 Board meeting, the Board approved the Annual Capital Bylaw No. 2025/26-CPSD8-01 which included the following minor capital projects approved under the School Enhancement Program (SEP), Food Infrastructure Program (FIP), and Carbon Neutral Capital Program (CNCP):

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

At that time, no approvals were received for the purchase of buses under the Bus Acquisition Program (BUS). The Ministry has now approved the purchase of five electric buses at a funding amount to be determined and requires Board approval for Annual Capital Bylaw No. 2025/26-CPSD8-02.

Annual Capital Bylaw No. 2025/26-CPSD8-02 is attached for the Board's consideration and approval. To approve the Bylaw in one evening requires the unanimous consent of the Board. The motion below and the attached Annual Capital Bylaw are presented for the Board's consideration and approval:

**...THAT** the Board of Education proceed to conclude three readings in one evening for the School District No. 8 (Kootenay Lake) Capital Plan Bylaw No. 2025/26-CPSD8-02.



**CAPITAL BYLAW NO. 2025/26-CPSD8-02**  
**CAPITAL PLAN 2025/26**

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

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

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

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2025/26 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated May 15, 2025, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 8 (Kootenay Lake) Capital Bylaw No. 2025/26-CPSD8-02.

READ A FIRST TIME THE 10th DAY OF June 2025;  
READ A SECOND TIME THE 10th DAY OF June 2025;  
READ A THIRD TIME, PASSED THE 10th DAY OF June 2025.

***APPLY CORPORATE SEAL***

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Board Chair

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Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 8 (Kootenay Lake) Capital Bylaw No. 2025/26-CPSD8-02 adopted by the Board the 10th DAY OF June 2025.

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Secretary-Treasure





May 15, 2025

Ref: 23444

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

**Capital Plan Bylaw No. 2025/26-CPSD08-02**

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

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

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

**MAJOR CAPITAL PROJECTS**

Major capital consists of the following program areas:

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

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

**MINOR CAPITAL PROJECTS**

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

- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)

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Ministry of  
Infrastructure

Education and Child Care Capital Branch

Mailing Address:  
PO Box 9151 Stn Prov Govt  
Victoria BC V8W 9H1

Location:  
5<sup>th</sup> Floor, 620 Superior St  
Victoria BC V8V 1V2

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- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

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

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

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

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

The table below identifies Bus Acquisition Program (BUS) approved projects with bolded sections identifying additionally approved internal combustion engine and/or electric buses as designated. BUS funding amounts to be confirmed after school districts place their order(s) with bus vendors during the upcoming bus standing offer timeframe which runs from April 2, 2025 to June 2, 2025. Please refer to the attached *School Bus Letter* for additional school bus purchasing details.

New/Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry
<b>A1083</b>	<b>ELECTRIC - Type C (70-75) with 0 wheelchair space(s)</b>	<b>TBD</b>
<b>10080</b>	<b>ELECTRIC - Type C (70-75) with 0 wheelchair space(s)</b>	<b>TBD</b>



<b>A1081</b>	<b>ELECTRIC - Type C (70-75) with 0 wheelchair space(s)</b>	<b>TBD</b>
<b>10081</b>	<b>ELECTRIC - Type C (70-75) with 0 wheelchair space(s)</b>	<b>TBD</b>
<b>10083</b>	<b>ELECTRIC - Type C (70-75) with 0 wheelchair space(s)</b>	<b>TBD</b>

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

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

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

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

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

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

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

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

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



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

Sincerely,



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

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



## **ANNUAL PROGRAMS FUNDING AGREEMENT**

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

**Please see the “New projects for BUS” section below for AMENDED information.**

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

**OF THE FIRST PART**

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

**OF THE SECOND PART.**

The parties agree as follows:

### **1. DEFINITIONS**

1.01 In this Agreement, unless the context otherwise requires:

"Agreement" means the Annual Programs Funding Agreement;

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

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

"Capital Funding Grant" means a funding grant authorized by the Minister of Finance in accordance with section 56.1 of the *Financial Administration Act* [RSBC 1996] c. 138;

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

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

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

"Minister" means the Minister of Infrastructure, and includes the respective Ministry Deputy Minister and/or any person designated by either of them to act with respect to a provision of this Agreement;



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

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

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

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

## 2. SCHEDULES

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

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

## 3. PROVINCIAL FUNDING CONTRIBUTIONS AND OBLIGATIONS

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

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





### **New projects for BUS**

The table below identifies Bus Acquisition Program (BUS) approved projects with bolded sections identifying additionally approved internal combustion engine and/or electric buses as designated. BUS funding amounts to be confirmed after school districts place their order(s) with bus vendors during the upcoming bus standing offer timeframe which runs from April 2, 2025 to June 2, 2025. Please refer to the attached *School Bus Letter* for additional school bus purchasing details.

<b>New/Existing Bus Fleet #</b>	<b>New/Replacement Bus Type</b>	<b>Amount Funded by Ministry</b>
<b>A1083</b>	<b>ELECTRIC - Type C (70-75) with 0 wheelchair space(s)</b>	<b>TBD</b>
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<b>A1081</b>	<b>ELECTRIC - Type C (70-75) with 0 wheelchair space(s)</b>	<b>TBD</b>
<b>10081</b>	<b>ELECTRIC - Type C (70-75) with 0 wheelchair space(s)</b>	<b>TBD</b>
<b>10083</b>	<b>ELECTRIC - Type C (70-75) with 0 wheelchair space(s)</b>	<b>TBD</b>

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

3.02 The Ministry may consider, under special circumstances, providing more than the amount listed above.

3.03 The Ministry will provide the capital funding in paragraph 3.01 in the form of a Capital Funding Grant.

3.04 Payment of a Capital Funding Grant is subject to the Ministry issuing a Certificate of Approval for the Project(s) in paragraph 3.01 in accordance with Treasury Board policies and directives and to the following conditions:

- a) in no case may the Board make a draw against funds available under a Certificate of Approval, unless the draw is reimbursement for Eligible Expenditure(s) properly incurred by the Board in connection with the Project;
- b) the Ministry may modify or withhold a Capital Funding Grant and applicable Certificate of Approval, or any portion thereof, in the event the Board fails to observe, perform and comply with any provision of this Agreement or if, in the opinion of the Ministry, there has been a material change in the Project;



- c) the Board will comply with all applicable policies and directives of the Treasury Board respecting Capital Funding Grants.

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

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

#### **4. BOARD OBLIGATIONS**

4.01 The Board will:

- a) carry out the Project in a manner that ensures:
  - i) drawing against funds available under a Certificate of Approval on a regular basis throughout the fiscal year (monthly if possible) as reimbursement for Eligible Expenditure(s) as incurred by the Board;
  - ii) delivery within budget;
  - iii) completion by March 31, 2026;
  - iv) scope details are fully met upon completion;
  - v) accrued cost-savings realized from completed capital projects as approved in this Agreement are reported to the Ministry and transferred into the school district's Minister-Restricted Capital account, unless otherwise agreed to in writing by the Ministry.
- b) comply with all policies and best practices related to Capital Project Procurement, as documented in the Capital Asset Management Framework and Capital Procurement Checklist published by the Ministry of Finance;
- c) procure the Project in accordance with the Capital Asset Management Framework;
- d) include in any contracts all standard insurance and indemnification clauses required by the Schools Protection Program;
- e) ensure all communication related to the Capital Project conforms to the "Communications Protocol Agreement on Minor Capital Projects between the Ministry and School Districts" (provided as Schedule A). This protocol may be amended from time to time by the Ministry, with the most current version of the protocol being used.



- 4.02 Provide written notice to the Ministry immediately upon completion of each Project.  
(Note: the Ministry will be following up with school districts regarding delayed and/or incomplete projects in early January, at which time the Ministry may choose to reallocate associated funds depending on the status of the Project).
- 4.03 At the request of the Ministry, prepare additional reports relating to the Project.
- 4.04 Notify the Ministry immediately, in writing, should any Event of Force Majeure arise that could materially affect the scope, costs or schedule of the Project.
- 4.05 Indemnify and save harmless the Province of British Columbia and its employees and agents from and against any losses, claims, damages, actions, causes of action, costs and expenses that the Province of British Columbia or any of its employees or agents may sustain, incur, suffer or be put to at any time, either before or after this agreement ends, which are based upon, arise out of or occur, directly or indirectly, by reason of, any act or omission by the Board or by any of its agents, employees, officers, directors, or contractors with respect to the Project.
- 4.06 Purchase school buses through the bus standing offer as defined and made available through the Ministry (if applicable).
- 4.07 Enter into a tripartite agreement with the Ministry and BC Housing for all Building Envelope Program (BEP) projects and agree to carry out the projects in collaboration with BC Housing as defined in the tripartite agreement (if applicable).

## **5. EVENT OF FORCE MAJEURE**

### **5.01 In the Event of Force Majeure:**

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

## **6. PUBLIC ANNOUNCEMENTS**



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

**7. NOTICE**

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

- a) if to the Board:

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

- b) if to the Ministry:

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

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

- a) if delivered by hand during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day;
- b) if sent by electronic transmission during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day, provided that:
- i) the receiving party has, by electronic transmission or by hand delivery, acknowledged to the notifying party that it has received such notice; or
  - ii) within twenty-four (24) hours after sending the notice, the notifying party has also sent a copy of such notice to the receiving party by hand delivery.

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

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



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

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

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

\_\_\_\_\_  
Name (Print)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date Signed (Month/Day/Year)

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

\_\_\_\_\_  
Signatory (Secretary Treasurer)

\_\_\_\_\_  
Name (Print)

\_\_\_\_\_  
Date Signed (Month/Day/Year)





## **SCHEDULE A**

### **COMMUNICATIONS PROTOCOL AGREEMENT ON MINOR CAPITAL PROJECTS BETWEEN THE MINISTRY OF INFRASTRUCTURE (INF) AND SCHOOL DISTRICTS**

#### **News Release**

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

#### **Signage**

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

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

The steps from signage design to installation are as follows:

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

#### **Official Ceremonies**

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

#### **Plaques**

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



**FROM:** Cathy MacArthur, Secretary Treasurer  
**DATE:** June 10, 2025  
**SUBJECT:** Long-Range Facilities Plan Update 2025

**For Information**

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## **Introduction**

This memorandum provides an update to the Board on the 2021 Long-Range Facilities Plan (LRFP).

## **Background**

The district prepared the Long-Range Facilities Plan 2021 to guide its future decision-making and outline how it would manage its school facilities for the next decade. It also provides critical context for discussions with the Ministry of Education and Child Care.

The district's approach to facilities planning was based on an analysis of the facilities requirements in each of the six Families of Schools (Crawford Bay, Creston, Kaslo, Nelson, Salmo, and Slocan Valley). The analysis looked at each school's education program requirements, operating capacities, and the condition of existing facilities.

## **Information**

The 2021 LRFP can be found at the following [link](#). The Appendix contains a summary of the schools in each Family of Schools, facilities plans from the 2021 LRFP, and an update on the work completed since 2021. Upon review of the 2021 LRFP and the work completed since 2021, the district continues to be aligned with the plan set forth in the 2021 LRFP.



## Appendix

CRAWFORD BAY FAMILY OF SCHOOLS (Crawford Bay Elementary-Secondary)	
Facility Plans per Long-Range Facilities Plan	Work Completed Since 2021
<u>Crawford Bay Elementary-Secondary</u> <ul style="list-style-type: none"> <li>Relatively new - no plans to upgrade or change usage</li> </ul>	<u>Crawford Bay Elementary-Secondary</u> <ul style="list-style-type: none"> <li>Building exterior received extensive maintenance.</li> <li>Extensive septic system and storm water drainage repairs and upgrades</li> <li>Fitness center security and privacy upgrades.</li> <li>LED lighting Upgrade in the gymnasium</li> </ul>

CRESTON FAMILY OF SCHOOLS (Adam Robertson Elementary, Canyon Lister Elementary, Erickson Elementary, Wildflower Creston Elementary, Kootenay River Secondary, Kin Park, Yahk Elementary)	
Facility Plans per Long-Range Facilities Plan	Work Completed Since 2021
<u>Adam Robertson Elementary</u> <ul style="list-style-type: none"> <li>High on list for modernization of core systems and finishings</li> </ul>	<u>Adam Robertson Elementary</u> <ul style="list-style-type: none"> <li>Complete basement renovation including HVAC upgrade</li> <li>Staffroom renovation</li> <li>New accessible playground</li> <li>Outdoor Basketball court resurfacing</li> </ul>
<u>Kin Park</u> <ul style="list-style-type: none"> <li>Not in use - discussion with community</li> </ul>	<u>Canyon Lister Elementary</u> <ul style="list-style-type: none"> <li>Gym HVAC Upgrade</li> <li>New accessible playground and associated accessibility upgrades; access ramps, doors and floor transitions</li> <li>Accessible pathway to the forest and gathering space</li> </ul>
<u>Yahk Elementary</u> <ul style="list-style-type: none"> <li>Under consideration for sale</li> </ul>	<u>Erickson Elementary</u> <ul style="list-style-type: none"> <li>New septic tanks and field</li> <li>Ground remediation for walking path and gazebo for indigenous learning</li> <li>New flooring throughout library and associated ancillary rooms.</li> <li>Building exterior improvements for safer water removal</li> <li>Site upgrades to improve traffic safety diverting parent drop off and pickup to the back parking lot rather than the Highway. This work is ongoing</li> </ul>
	<u>Kootenay River Secondary</u> <ul style="list-style-type: none"> <li>Various significant HVAC repairs including a new DDC system (Direct Digital Controls)</li> <li>Outdoor climbing wall installed on the annex building</li> <li>All lockers repainted as well as painting upgrades in the foods room.</li> <li>Gym floor refinish including all new lines and the school name change.</li> <li>New rubberized floor in the fitness center</li> <li>Currently upgrading the serving counter and installing a kitchen as part of the FIP (Facility Infrastructure Program) to support feeding futures</li> <li>Wood, metal, and mechanics shop upgrades including a new dust collector, HVAC upgrade, planer room, lighting upgrade, and extensive painting. Still in progress</li> <li>New security and camera system</li> <li>New Wildflower natural playground</li> </ul>
	<u>Kin Park</u> <ul style="list-style-type: none"> <li>Sold</li> </ul>
	<u>Yahk Elementary</u> <ul style="list-style-type: none"> <li>Sold</li> </ul>
	<u>Multiple Schools</u> <ul style="list-style-type: none"> <li>Various flooring upgrades replacing carpet with sheet goods</li> </ul>



Kaslo Family of Schools (Jewett Elementary School), J.V. Humphries Elementary-Secondary)	
Emerging Facility Plan per LRFP	Work Completed Since 2021
<u>Jewett Elementary</u> <ul style="list-style-type: none"> <li>Under consideration for closure in 2016 - review usage and continue consultation with community</li> </ul>	<u>Jewett Elementary</u> <ul style="list-style-type: none"> <li>HVAC upgrades and repairs including a new furnace and propane tank</li> <li>Significant danger tree removal following the Firesmart program</li> </ul>
<u>J.V. Humphries Elementary-Secondary</u> <ul style="list-style-type: none"> <li>Relatively new - no plans to upgrade or change usage</li> </ul>	<u>J.V. Humphries Elementary-Secondary</u> <ul style="list-style-type: none"> <li>Various significant HVAC upgrades including a new DDC system (Direct Digital Controls)</li> <li>Room D115 renovation and repairs</li> <li>Significant danger tree removal</li> </ul>
	<u>Multiple Schools</u> <ul style="list-style-type: none"> <li>Various flooring upgrades replacing carpet with sheet goods</li> </ul>

Nelson Family of Schools (Blewett Elementary, Hume Elementary, Redfish Elementary, South Nelson Elementary, Wildflower Nelson Elementary-Middle, Reach, Trafalgar Middle, L. V. Rogers Secondary, Former A.I. Collinson Elementary, Former Gordon Sargent Elementary)	
Emerging Facility Plan per LRFP	Work Completed Since 2021
<u>All schools except L.V. Rogers Secondary and Wildflower Nelson</u> <ul style="list-style-type: none"> <li>High on district's priority list for replacement, upgrade or modernization with Trafalgar Middle School identified as being in particular need of modernization</li> </ul>	<u>Blewett Elementary</u> <ul style="list-style-type: none"> <li>Playground upgrades around the property including extensive playground repairs, new concrete curbs, and accessibility upgrades to the lower courts and 'Emerson's path' providing access to the upper field</li> <li>Extensive danger tree removal throughout the property</li> <li>New mural with the school name to welcome student and visitors</li> </ul> <u>Hume Elementary</u> <ul style="list-style-type: none"> <li>Large exterior mural project on South wall</li> <li>New outdoor pavilion and learning space</li> <li>New water main with increased capacity for future sprinkler system</li> <li>Acoustic improvements in the auxiliary gym are underway</li> <li>New flagpole</li> </ul> <u>Redfish Elementary</u> <ul style="list-style-type: none"> <li>New DDC system (Direct Digital Controls)</li> <li>Entire building exterior was repaired and painted</li> <li>Significant kitchen upgrade through the FIP (Facility Infrastructure Program) to support feeding futures</li> <li>Emergency power upgrades with the transfer switch and generator, ongoing</li> </ul> <u>South Nelson Elementary</u> <ul style="list-style-type: none"> <li>Extensive HVAC upgrade was completely throughout entire school.</li> <li>New outdoor learning pavilion on the upper field</li> <li>Storm water drain repairs and partial replacement completed, grounds remediation underway</li> <li>New flag pole</li> </ul> <u>Wildflower Nelson Elementary</u> <ul style="list-style-type: none"> <li>Library renovation into a new classroom for better use of space. New library now located on stage where 2 classrooms were renovated to accommodate the new library. These stage renovations include a new custodial closet and gym storage</li> <li>New accessible washroom</li> </ul>



Nelson Family of Schools (Blewett Elementary, Hume Elementary, Redfish Elementary, South Nelson Elementary, Wildflower Nelson Elementary-Middle, Reach, Trafalgar Middle, L. V. Rogers Secondary, Former A.I. Collinson Elementary, Former Gordon Sargent Elementary)	
Emerging Facility Plan per LRFP	Work Completed Since 2021
	<ul style="list-style-type: none"> <li>HVAC upgrade for gymnasium and new library on the stage</li> <li>New staffroom renovated from the old gym storage room</li> <li>New natural outdoor play space</li> <li>New incoming water service to accommodate future sprinkler system</li> <li>New flagpole</li> </ul> <p><u>Trafalgar Middle</u></p> <ul style="list-style-type: none"> <li>Multiphase sprinkler installation in progress for the entire school. This extensive project includes abatement, LED lighting upgrades, HVAC upgrades, and building finish upgrades</li> <li>Two rooms were completely renovated into four rooms. These renovations included flooring, paint, ceilings, LED lighting, and HVAC upgrades</li> <li>Gym floor refinishing</li> <li>Supply Fan 1 servicing the central part of the school was replaced. The replacement unit is far more efficient and includes heating coils for further increased efficiency and building comfort</li> <li>Completed renovation of foods room including new cooking infrastructure, HVAC upgrades, lighting, paint, and flooring</li> <li>Complete Wood and Metal Shop renovation as well as the maker space. This renovation included HVAC upgrades and a new Dust Collector</li> <li>New heating system for the music room is underway</li> <li>Basement Boys and Girls washroom renovations underway to create a safer space for students.</li> <li>Dust collector noise remediation</li> <li>New score board in the gymnasium</li> </ul> <p><u>L.V. Rogers</u></p> <ul style="list-style-type: none"> <li>New main water line from school to Commerce Building</li> <li>New sidewalk and ground remediation between the school and commerce building</li> <li>New dust collector</li> <li>Mechanic shop upgrade including new bay doors, lighting, and compound fencing</li> <li>Various flooring upgrades</li> <li>New DDC (Direct Digital Controls) system is currently in progress, multi-phase project</li> <li>Wood/metal shop upgrades including accessibility improvements</li> <li>Full elevator service and extensive repairs</li> </ul> <p><u>Former A. I. Collinson</u></p> <ul style="list-style-type: none"> <li>Significant HVAC upgrades and repairs</li> <li>New flooring in library and adjacent classroom</li> <li>New shed and electrical service to house the new kiln</li> <li>New outdoor mural</li> </ul> <p><u>Former Gordon Sargent Elementary</u></p> <ul style="list-style-type: none"> <li>General maintenance</li> </ul> <p><u>Multiple Schools</u></p> <ul style="list-style-type: none"> <li>Various flooring upgrades replacing carpet with new flooring</li> </ul>

Salmo Family of Schools (Salmo Elementary, Salmo Secondary, Salmo Tennis Courts & Pool, Ymir Land)	
Emerging Facility Plan per LRFP	Work Completed Since 2021
<u>Salmo Elementary School and Salmo Secondary</u> <ul style="list-style-type: none"> <li>Proposed Expansion of Salmo Secondary</li> </ul>	<u>Salmo Elementary</u> <ul style="list-style-type: none"> <li>Grounds remediation in partnership with the PAC which included gazebo repairs, raised garden beds, playground equipment, improved recreation area around the playground</li> </ul>





Salmo Family of Schools (Salmo Elementary, Salmo Secondary, Salmo Tennis Courts & Pool, Ymir Land)	
Emerging Facility Plan per LRFP	Work Completed Since 2021
<p>School to add 190 seats to accommodate Salmo's elementary-school-aged students in a larger Salmo Elementary Secondary School</p> <p><u>Salmo Elementary School</u></p> <ul style="list-style-type: none"> <li>Would be a top priority for renovations, upgrades and modernization if the more cost-effective long-run solution of a Salmo Elementary Secondary School is not adopted</li> </ul> <p><u>Salmo Tennis Courts &amp; Pool</u></p> <ul style="list-style-type: none"> <li>Planned resurfacing of tennis courts, installation of pickleball courts and upgrades to skate park</li> </ul> <p><u>Ymir Land</u></p> <ul style="list-style-type: none"> <li>Under consideration for sale</li> </ul>	<ul style="list-style-type: none"> <li>Various concrete repairs around the school with some fencing upgrades to improve safety</li> <li>Complete interior painting</li> <li>Various flooring upgrades with the most recent being the library and sensory room</li> <li>Complete LED lighting upgrade</li> </ul> <p><u>Salmo Secondary</u></p> <ul style="list-style-type: none"> <li>Various HVAC upgrades</li> </ul> <p><u>Salmo Tennis Courts and Pool</u></p> <ul style="list-style-type: none"> <li>Complete renovation of the tennis courts include resurfacing and multi-purpose courts to accommodate tennis, pickleball and basketball. New basketball half court, and fencing upgrades</li> <li>New outdoor skate park area installed between community center and Salmo Secondary</li> </ul> <p><u>Ymir Land</u></p> <ul style="list-style-type: none"> <li>Sold</li> </ul> <p><u>Multiple Schools</u></p> <ul style="list-style-type: none"> <li>Various flooring upgrades replacing carpet with other flooring</li> </ul>

Slocan Valley Family of Schools (Brent Kennedy Elementary, Winlaw Elementary, W E Graham Community, Mount Sentinel Secondary, Retlallack I and II)	
Emerging Facility Plan per LRFP	Work Completed Since 2021
<p><u>Winlaw Elementary</u></p> <ul style="list-style-type: none"> <li>Plan for new modular building to open in September 2021</li> </ul> <p><u>Retlallack I and II land</u></p> <ul style="list-style-type: none"> <li>Plan to divest of property</li> </ul>	<p><u>Brent Kennedy Elementary</u></p> <ul style="list-style-type: none"> <li>Complete HVAC upgrade in the Daycare primary building</li> <li>New water treatment plant still in progress</li> <li>New septic system</li> <li>Indoor sensory path for students</li> <li>Office renovation</li> <li>New irrigation system</li> <li>New bus office and storage building</li> </ul> <p><u>Winlaw Elementary</u></p> <ul style="list-style-type: none"> <li>New StrongStart modular</li> <li>Grounds remediation and walkway for the new modular including accessibility improvements</li> <li>Lockers were all replaced with cubbies</li> <li>Gym floor refinishing</li> </ul> <p><u>W E Graham</u></p> <ul style="list-style-type: none"> <li>Extensive HVAC upgrades including new roof top units</li> <li>Gym was repainted</li> <li>Science room was completely renovated</li> <li>Garavanta accessibility lift was replaced</li> <li>Parking lot upgrades and refinish</li> </ul> <p><u>Mount Sentinel</u></p> <ul style="list-style-type: none"> <li>Complete HVAC upgrade for the entire building, final phase is almost complete</li> <li>Hallway washroom renovations</li> </ul>



	<ul style="list-style-type: none"> <li>• Music room received extensive upgrades</li> </ul> <u>Retallack I and II Land</u> <ul style="list-style-type: none"> <li>• Retallack I land - Sold</li> <li>• Retallack II land - Reverted back to the Crown</li> </ul> <u>Multiple Schools</u> <ul style="list-style-type: none"> <li>• Various flooring upgrades replacing carpet with other flooring</li> </ul>
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**FROM:** Trish Smillie, Superintendent  
**DATE:** June 10, 2025  
**SUBJECT:** Climate Action and Sustainability Annual Report

**For Information**

## Introduction

This memorandum will outline the 2024 PSO Climate Change Accountability Report for School District No. 8 (Kootenay Lake).

## Background

[SD8's Strategic Plan](#) commits to responding to climate change. The Board of Education has set a vision for the school district to respond to climate change [Policy 173: Climate Action and Sustainability](#) introduced in 2025.

## Information

This year marks the initiation of the implementation of the Climate Action and Sustainability policy. In 2024, the Board of Education undertook a comprehensive public engagement process to develop a climate action and sustainability policy. The Board of Education engaged a Sustainability Policy Development Advisory Group (SPDAG) to provide advice on the development of a policy related to responding to climate change in SD8, facilitated by an expert in policy development facilitation.

The Council met every few weeks during the spring of 2024 to develop that policy. The Board invited several partners to participate in the group, including trustees and senior administrators, employee representatives, parent representatives, rights holders, community organizations, academic experts and students. Information on the process can be found on the district's [website](#).

Thank you to the following participants who contributed to the development of the policy and in some cases, the implementation plan:

Andy Shadrack, West Kootenay Climate Action, Kaslo  
Anje Turner, L.V. Rogers Secondary Student  
Ben Eaton, Director of Instruction  
Chris Kerr, Director of Operations  
Christopher Yates, Metis Partner - Red River Metis  
Cindy Martin, CUPE  
Dan Rude, Secondary principal  
Darrell Jones, Splatsin  
Don Courson, Elder of West Kootenay Metis Chapter

Don Peel, Creston Valley Climate Action & Wildsight  
Gail Higginbottom, District Principal of Aboriginal Education  
Greg Utzig, Academic consultant  
Jared Basil, Lower Kootenay Band  
Jordon Konken, Elementary principal  
Judeth Betts, West Kootenay Climate Action, Nelson  
Julie Bremner, Vice Chair  
Kathy Centrone, CUPE  
Kent Tamblyn, District Principal of International Education



Monica Nissen, KLTF  
Murray Shunter, Trustee  
Natalia Nazaroff, DPAC

Natalie Rixin, Mount Sentinel Secondary  
Student

Following the policy's development and approval of the policy by the Board of Education, several members of the district's leadership team met with climate action and sustainability experts to develop an implementation and action plan.

The Climate Action and Sustainability Annual Report outlines actions taken to implement the policy and serves as the required annual reporting to the government on climate change.





School District 8  
Kootenay Lake

# CLIMATE ACTION & SUSTAINABILITY ANNUAL REPORT

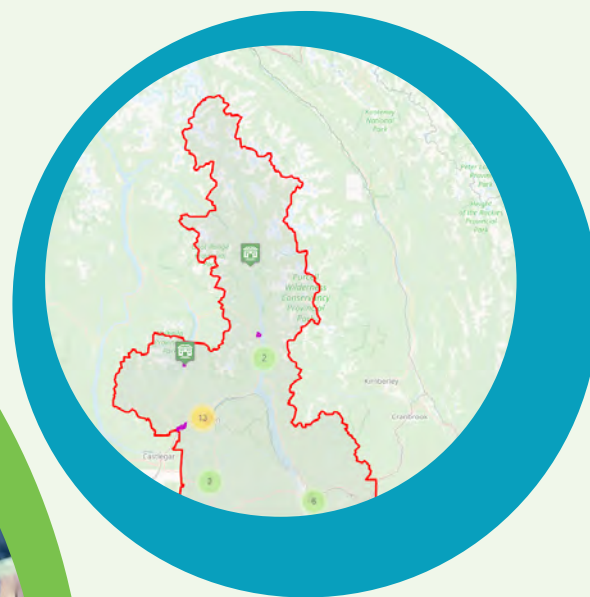
JUNE 10, 2025





# ACKNOWLEDGEMENT

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



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# ABOUT SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)

School District No. 8 (Kootenay Lake) (SD8) is a rural district of six unique school communities within two different time zones within the Columbia Basin in southeastern B.C. Kootenay Lake is one of the largest lakes in British Columbia, with the Kootenay River flowing into and out of it on either side of the highest mountain pass in British Columbia, and draining into the Columbia River system toward the Pacific Ocean.

School District No. 8 (Kootenay Lake) serves a diverse region in southeastern British Columbia, operating 21 schools across the Regional District of Central Kootenay.

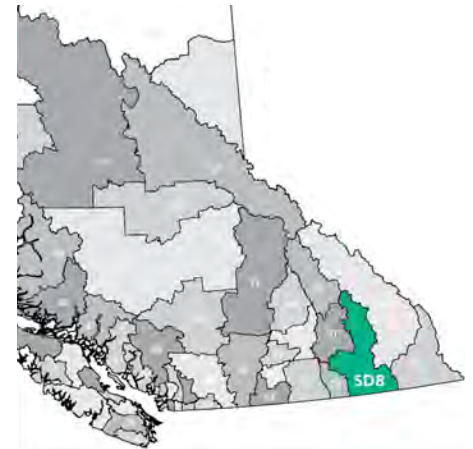
School District No. 8 has developed a [Strategic Plan for 2024-2029](#), which focuses on five key priorities to enhance student success and well-being:

- Lifelong learners
- Connected learners
- Caring and inclusive learning culture
- Cultural and identity development
- Career development

The Strategic Plan emphasizes the importance of education, stewardship, and cultural development in fostering a sustainable future.

Climate change is raising the risk of more frequent and severe wildfires in southeastern B.C. that will result in smoke during the summer months and affect surrounding areas in shoulder seasons as well. The risk of floods and impacts from high precipitation events and drought is also increasing.

For these reasons, climate change and sustainability action is critical to SD8 meeting the needs of students, staff, education partners, Indigenous partners and local communities. This report outlines how the district will take action.



British Columbia School Districts



School District 8 Kootenay Lake  
Families of schools

4,700  
students

21  
schools

900  
staff



# COMMITMENT TO SUSTAINABILITY & CLIMATE ACTION

## Policy 173: Climate Action and Sustainability

In alignment with the Strategic Plan, the district has developed [Policy 173: Climate Action and Sustainability](#) that was adopted by the Board of Education on February 11, 2025.

This policy’s commits SD8 to responding to climate change and integrating sustainability into education, planning and programs across the district. It outlines three commitment areas where the district will take action to contribute to a positive future:

### Education, Awareness and Action

We will foster education, awareness, and action to empower all education partners with the critical thinking skills, knowledge, and responsibility to address climate issues, while honoring Indigenous knowledge and perspectives.

### Stewardship

We will enhance the efficiency and resilience of our operations while reducing climate impacts through our sustainability efforts.

### Culture

We will promote climate action and sustainability through leadership, inclusive decision-making and sustainability discourse.







## About This Report

In the fall of 2024, School District No. 8 established a Sustainability and Climate Action Implementation Group, comprised of leadership from across the district, to develop a set of actions that will advance our sustainability commitments over the next five years.

This report outlines the actions developed for each commitment area and provides an update on our progress for the 2024/2025 school year. In accordance with current Provincial regulations, all public service organizations are required to report their annual greenhouse gas emissions. The district's 2024 Climate Change Accountability Report is appended to the end of this report.





# EDUCATION, AWARENESS & ACTION

Education foundational to school districts, and education is also the foundation for meaningful climate action. Through core educational programming and community partnerships, SD8 is creating opportunities for active participation in climate action and sustainability, empowering students, staff, and the broader school district community to learn about and take action on these critical issues.

Real change happens when staff, students, education partners and communities work together. The following vision and commitments will guide SD8 in climate change and sustainability actions over the next five years, leading to more sustainable outcomes and empowering the leaders of tomorrow.

## Vision

SD8 will engage all education partners—including students, staff, trustees, parents, families, community members, rights holders, and Métis partners—to develop critical thinking skills that address sustainability, climate, and biodiversity challenges. The district will empower individuals to make informed decisions and take actionable steps toward climate solutions, fostering a collective sense of ownership and accountability.

## Commitments

To achieve this vision, SD8 will:

- Encourage conversations, learning and action related to sustainability and climate change.
- Promote growth of environmental literacy and ethics.
- Foster hope through knowledge, empowerment, engagement and action.
- Incorporate Indigenous knowledge, worldview and ways of learning.

The following table highlights the priority actions we will undertake over the next five years that will help the district make progress on our Education, Awareness and Action commitment area.







## Priority Actions

Education, Awareness & Action – Priority Actions	Timelines (2025–2030)				
	25–26	26–27	27–28	28–29	29–30
Conduct a survey to collect information from each school on its Sustainability & Climate Action-related programs; identify external partners. Use data collected to identify opportunities for sharing best practices.					
Launch an annual survey to identify what actions each school has taken to move forward with the goals identified within this plan.					
Develop a plan for strengthening relationships with external partners (e.g. Columbia Basin Environmental Education Network (CBEEN) & Kootenay Boundary Environmental Education (KBEE)) to foster environmental awareness & stewardship among students.					
Conduct a review of existing curriculum & course offerings across all grade levels to identify sustainability related content, themes, & learning outcomes.					
Develop & implement a plan to address gaps & opportunities for sustainability-related curriculum & course offerings.					
Review provincially offered Board Authority Authorized (BAA) courses to identify sustainability-related courses which could be offered at SD8.					
Develop one new sustainability-focused BAA course within the 2026–2027 academic year.					
Provide at least one workshop at each district-wide professional development day to equip staff with knowledge, resources, & strategies to integrate sustainability & climate action into teaching & learning.					
Engage District Student Voice & Student Trustees at least twice a year to meet with the Operations department team, learn & provide input on stewardship & operations projects & initiatives.					
Create a plan to strengthen & grow student-led sustainability & climate action initiatives – provide resources, mentorship, & platforms (e.g. student councils & green teams) for engagement within schools & community.					
Embed Indigenous knowledge, ecological practices, & worldviews into projects & initiatives – invite Knowledge Keepers into classrooms, elders to speak at the annual Student Leadership conference; offer Indigenous knowledge & land-based learning to SD8 staff & students.					





# EDUCATION, AWARENESS & ACTION

## Progress in 2024-2025

Significant progress has been made in this area over the past year, including:

- Strengthening relationships with external partners (e.g. Columbia Basin Environmental Education Network (CBEEN) and Kootenay Boundary Environmental Education (KBEE)) to foster environmental awareness and stewardship among students. Examples include:
  - ◇ SD8 schools participated in the Take Me Outside for Learning Challenge with the support of KBEE. This initiative encourages teachers to commit to taking their learning outside on a weekly basis throughout the school year. By fostering outdoor, experiential, place-based and place-conscious learning, this program enhances students' understanding of their local environment and empowers them to take thoughtful action. This school year, SD8 achieved the highest level of student participation in the initiative in the Kootenay-Boundary region.
  - ◇ The annual Environmental Education Leadership Clinic was held from April 25th to 27th, 2025 at Nipika Mountain Resort, bringing together educators from the Columbia Basin and across British Columbia. Representatives from SD8 and eight local chapters of the Environmental Educators' Provincial Specialist Association collaborated with CBEEN, KBEE, Wildsight to strategize on enhancing environmental learning in their respective regions. (See Ben for picture)
  - ◇ KBEE is coordinated by a committee of the Kootenay-Boundary Chapter of the British Columbia School Superintendents Association (BCSSA). This includes School Districts 5, 6, 8, 10, 20 and 51. The goal of the KBEE to better support students' understanding of their local environment and empowering thoughtful action, through learning that is outdoor, experiential, place-based and place-conscious. (see Ben for picture)
- Embedding Indigenous knowledge and ecological practices by involving Knowledge Keepers in classrooms, inviting Elders to the Student Leadership Conference, and providing land-based learning opportunities for SD8 staff and students. Examples include:
  - ◇ On November 5th, 2024, SD8 hosted the annual Student Leadership Conference at Mount Sentinel Secondary, bringing together students in Grades 8–12 from across the district. The theme of the conference, "Future Readiness in a Changing World," invited students to reflect on the skills, mindsets, and leadership required to navigate an increasingly complex and dynamic global landscape. The day began with a powerful welcome by Donna Wright, Indigenous Elder, who opened the conference with the beat of the drum. Her presence and words created a safe, inclusive, and respectful space for learning, dialogue, and connection throughout the day. (see Ben for picture)
- Growing student led sustainability and climate action opportunities. Examples include:
  - ◇ On March 5th, students in the Adventure Tourism Leadership and Safety (ATLAS) program waxed 80 skis and snowboards, raising approximately \$1,300. Proceeds were donated to the Friends of Kootenay Lake Stewardship Society in support of their mission to enhance the health and stewardship of Kootenay Lake through monitoring, habitat restoration, and community empowerment, including partnerships with local communities and First Nations.





## EDUCATION, AWARENESS & ACTION

### Sharing Sustainability Stories

#### **L.V. Rogers Secondary School Green Team Recognized as Leaders in Sustainability**

On December 10, the LVR Green Team received the 2024 Sustainability Leadership Award and an honorarium of \$1,150 from the City of Nelson. This award recognizes contributions to the five pillars of sustainability—cultural strength, healthy neighbourhoods, robust ecosystems, prosperity, and resiliency—as outlined in the City’s Path to 2040 Sustainability Strategy.



#### **Grandmother Drum at JV Humphries School**

Students at JV Humphries School had the unique opportunity to engage in the creation of a new Grandmother Drum through a two-day learning experience. Guided by traditional knowledge keepers and teachers, students learned the cultural teachings and protocols associated with building and awakening a large drum. The experience was rooted in community knowledge and supported intergenerational learning, fostering deeper understanding and respect for Indigenous traditions.

# STEWARDSHIP

A commitment to stewardship motivates SD8 to make responsible choices that minimize environmental impact while enhancing the district's ability to adapt to a changing world. Every aspect of school district operations, whether managing buildings, grounds, and transportation or making purchasing decisions and handling waste, offers an opportunity to reduce emissions, conserve resources, and support biodiversity.

By prioritizing resource efficiency and building resilient spaces and systems, SD8 reduces its environmental impact, enhances the safety of students and staff, and creates long-term financial and operational benefits.

SD8's vision and commitments provide a clear plan to continue to drive meaningful action in this area.

## Vision

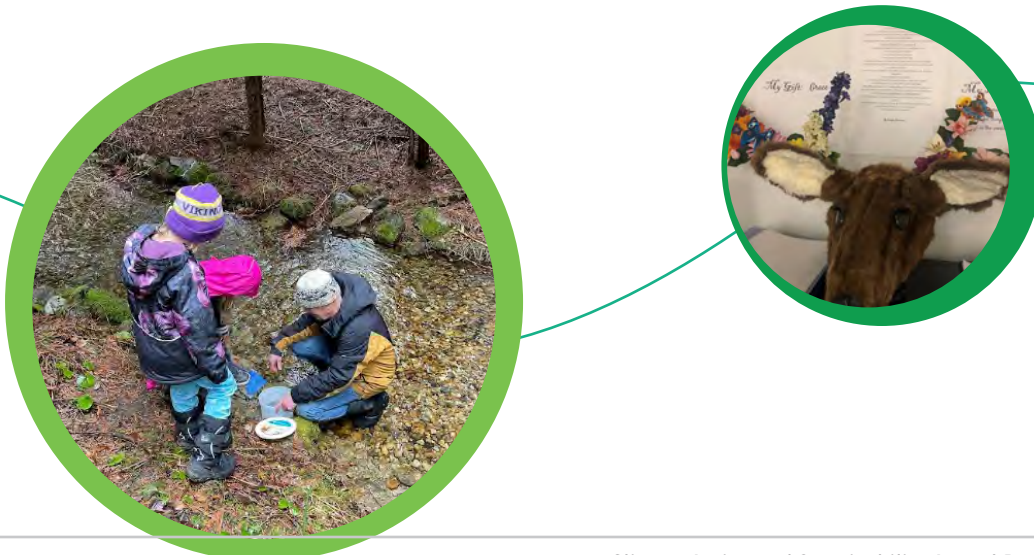
SD8 will enhance efficiency and resilience while reducing climate impact by setting focused sustainability goals and targets to monitor progress. The district will prioritize efforts in climate change mitigation, adaptation, and resilience, driving operational improvements and long-term financial and operational efficiencies.

## Commitments

To achieve this vision, SD8 will:

- Reduce carbon emissions, conserving energy and water, and making transitions in relation to buildings, infrastructure, transportation, properties, purchasing, programs and services.
- Foster biodiversity associated with District properties.
- Consider carbon emissions, biodiversity, energy and water consumption in all decision-making.
- Foster programs to reduce consumption and waste, and promoting reuse, recycling and regeneration.
- Decrease climate impact through mitigation and adaptation, including considerations regarding the cumulative effects of District decisions and activities.
- Ensure accountability by setting goals, measuring and reporting on progress, and using public reporting mechanisms.
- Advocate for resources to facilitate a transition to more sustainable options.

The following table highlights the priority actions SD8 will undertake over the next five years that will help the district progress in its stewardship commitments.





## Priority Actions

Stewardship – Priority Actions	Timelines (2025–2030)				
	25–26	26–27	27–28	28–29	29–30
Continue to identify & implement strategies to enhance building energy efficiency & reduce greenhouse gas emissions.					
Engage students, teachers, & staff in at least one campaign or initiative per year that promotes waste reduction, energy conservation, climate action, sustainable food choices, or sustainable transportation.					
Continue to incorporate water conservation opportunities into the installation or replacement of water fixtures, irrigation systems, & HVAC systems.					
Review & develop procedures that optimize travel to district sites / schools to reduce greenhouse gas emissions.					
Review & develop strategies to optimize student curricular & co-curricular travel to reduce greenhouse gas emissions.					
Continue to enhance green spaces & promote biodiversity on district sites.					
Assess the district’s purchasing practices to identify products & services that offer opportunities to further embed sustainability.					
Integrate practical sustainability design measures & considerations into the Facility Project Proposal for all operations & school projects. Identify & pursue funding to support sustainability in project planning.					
Embed sustainability into the district’s procurement processes, including the acquisition of fleet vehicles, equipment, & other products.					
Continue to work with Waste Management service provider to maintain waste data tracking system.					
Continue to explore & implement waste reduction initiatives, applying best practice to reduce waste.					
Pilot window covering solutions at select schools to enhance the learning environment during hot weather.					
Complete FireSmart pilots at select schools to manage forests for increased safety. Monitor the results & expand the program to other suitable sites.					
Identify & pursue funding & incentives to support sustainability, energy efficient & emissions reductions projects.					





# STEWARDSHIP

## Progress in 2024-2025

This year, SD8 has achieved considerable progress in stewardship, including:

- HVAC System Replacements – Mount Sentinel Secondary school is in the final stages of a complete HVAC system replacement. This year, after completing the installation of a new DDC (Direct Digital Controls) system at Kootenay River Secondary School, the team is now installing the system at L.V. Rogers Secondary School.
- LED Lighting Projects – LED lighting was recently completed at Salmo Elementary School and the gym area at Crawford Bay Elementary/Secondary School.
- Building Comfort/HVAC Heat Load – At L.V. Rogers Secondary School, various window coverings were installed as a pilot program to improve building comfort and alleviate the HVAC heat load created in the summer months. We are excited to explore the results and anticipate a cost-effective improvement.
- Firesmart Project – The forest at Jewett school in Meadowcreek is in the final stages of the Firesmart project. The program provides guidance on how best to support the furthering of wildfire resiliency in BC, establishing a method for research project coordination across the province, nationally and internationally, as well as with aligning research priorities with those of FireSmart Canada and national agencies like Canada Wildfire, CIFFC and Natural Resources Canada.



# STEWARDSHIP

## Sharing Sustainability Stories

### HVAC (Heating Ventilation and Air Conditioning), DDC (Direct Digital Control), and LED (Light emitting Diode) Projects

The replacement of HVAC and DDC systems as well as LED lighting projects at all schools have been a district focus. Many of these systems were operating with older technology and equipment. Most of the DDC systems have now been upgraded and lighting has been upgraded to LED. The district continues to focus on the HVAC systems as they are large multi year capital projects. These improvements provide the best return from a financial perspective and have an immediate effect not only on the environment but building comfort and student learning as well.



### Waste and Recycling

Waste and recycling in the district are a challenge as commercial applications differ greatly from residential applications. One of the key solutions to this through education, and that message is elimination, pack out what you pack in. The district has expanded and continues to expand the recycling program where possible with the recent addition to the mixed paper and cardboard recycling at Mount Sentinel Secondary School, Hume Elementary School, Brent Kennedy Elementary School, and L.V. Rogers Secondary School.



# CULTURE

SD8 is building a culture where sustainability and climate action is a priority. In this effort, the district is engaging students, collaborating with staff and educational partners, and sharing stories of success and learning with communities. SD8 is also working to embed sustainability into policy and everyday decision-making, ensuring that climate and other sustainability considerations are integrated into how learners grow as global citizens in an innovative and inclusive community.

The district recognizes that climate change affects not only the environment but also human mental health. That's why SD8 is committed to supporting the well-being of students, staff and educational partners through collective action and community connections.

The vision and commitments outlined below will guide SD8 to foster a culture of kindness, creativity, and resilience in the face of climate and other challenges ahead.

## Vision

SD8 will inspire a proactive response to climate change and sustainability within our district by leading through example, fostering open communication, and engaging diverse perspectives to guide our actions.

## Commitments

To achieve this vision, SD8 will:

- Bring a sustainability lens and considering opportunities for climate change mitigation and adaptation in all areas of planning and decision-making at every level.
- Foster collaboration and engagement with education partners in our sustainability and climate-related efforts.
- Ensure SD8's sustainability policy and process is understandable and accessible.
- Cultivate kindness, mindfulness, empathy, adaptability, creativity, community and resilience within the context of climate change.
- Lead by example and demonstrating SD8's commitment.
- Advocate for funding, including finding opportunities to partner with local and regional organization, to support sustainability and climate response commitments.

The following table highlights the priority actions the district will undertake over the next five years toward fulfilling its commitment to culture.



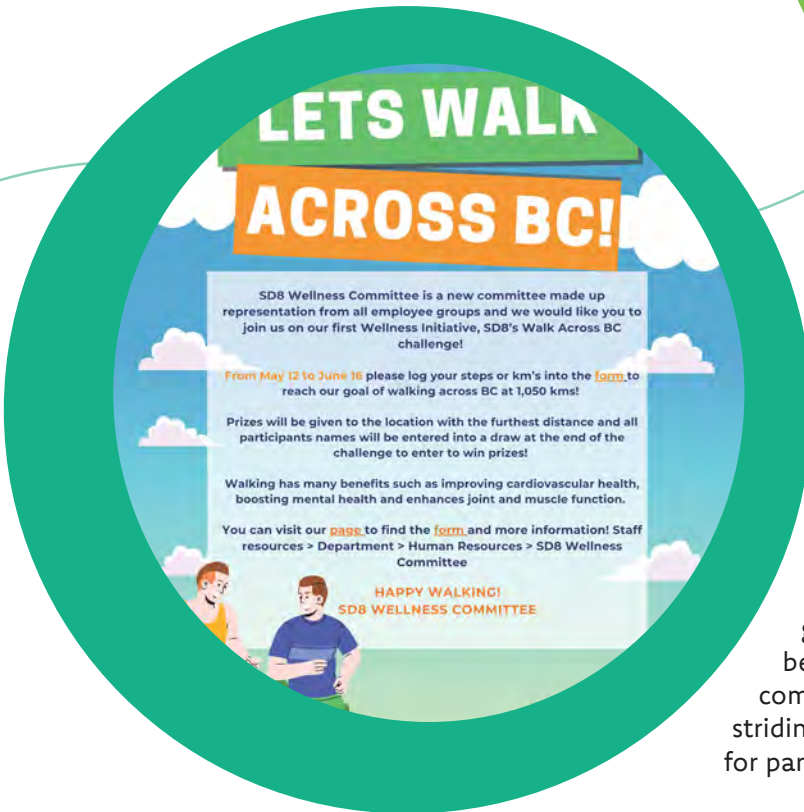


# CULTURE

## Sharing Sustainability Stories

### Bus Fleet Goes Electric

SD8 is approved for purchase of five electric buses in the 2025–2026 school year. Charging stations have also been installed in Nelson and Creston, readying the bus fleet for expanded service and charging infrastructure in the years to come.



### Walk Across B.C. Challenge

A team of inspired SD8 staff established the SD8 Wellness Committee in spring 2025 with representation from all employee groups. The first district-wide wellness initiative is the Walk Across B.C. Challenge in which employees log their steps or distance to reach the district-wide goal of walking 1,050 kilometres across B.C. between May 12 and June 16, 2025. Friendly competition, quiet strolling and vigorous striding are all encouraged, with prizes and draws for participants across the district.

## Priority Actions

Culture – Priority Actions	Timelines (2025–2030)				
	25–26	26–27	27–28	28–29	29–30
Conduct an assessment and identify opportunities to integrate sustainability into all applicable policies and administrative procedures.					
Ensure that student and employee engagement, feedback, and initiatives in climate mitigation and sustainability are acknowledged at least once annually.					
Publish an annual report that shares progress on sustainability commitments and performance metrics outlined in the Sustainability Operational Plan.					
Ensure that the website and other communication materials align to and/or promote environmental sustainability.					
Develop and support employee green teams or recycling teams at all district worksites.					
Support the wellness team in developing 2 initiatives a year that promote sustainability.					
Determine the roles, responsibilities and resources needed to coordinate the sustainability actions outlined in the plan.					







# CULTURE

## Progress in 2024-2025

SD8 has made significant strides in improving climate action and sustainability culture, including:

- Review of district workplans to align with sustainability.
- Public and internal communication on student-led climate action and sustainability initiatives.
- School board office green initiatives including a “pack it in, pack it out” program for staff, and off-site composting of coffee grounds and tea bags spearheaded by the SBO Green Team, and a returnables program with refundable cans, bottles and cartons collected by Wildflower Nelson for use in school initiatives.
- SD8 Wellness Team established in spring 2025 with representation from all employee groups. First district-wide wellness initiative was the Walk Across B.C. Challenge in which employees log their steps or distance to reach the district-wide goal of walking 1,050 kilometres across B.C., with prizes and draws for participants.



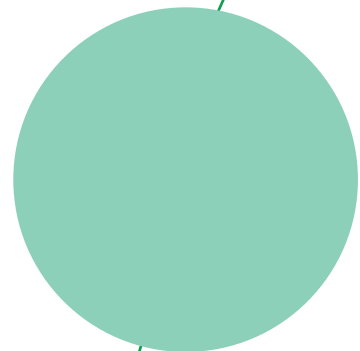


# LOOKING FORWARD

## 2025-2030

Over the next five years, we will track and report on our progress in integrating sustainability into education, operations, and school culture. This includes evaluating how we teach climate action, improving resource use, and ensuring sustainability is considered in decision-making at all levels.

We recognize that this work is ongoing. As challenges and opportunities arise, we will adapt our approach based on what we learn. By working with students, staff, educational partners, families, and community partners, we will continue to find practical ways to reduce our environmental impact, respond to a changing climate and make sustainability a lasting part of our school district.





# APPENDIX A

## 2024 PSO Climate Change Accountability Report





## School District No. 8 (Kootenay Lake) 2024 PSO Climate Change Accountability Report

Prepared May 2025 in accordance with British Columbia's Climate Change Accountability Act, and the Carbon Neutral Government Regulations.



## Overview

The Climate Change Accountability Report (CCAR) for the period January 1 to December 31, 2024, summarizes School District 8 Kootenay Lake's (SD8) greenhouse gas (GHG) emissions profile, the total offsets to reach net-zero emission, the actions taken in 2024 to minimize emissions, and plans to continue reducing emissions in 2025 and beyond.

The Board of Education of School District 8 Kootenay Lake is committed to climate action and sustainability and ensures that every effort is made to conserve energy and natural resources while exercising sound financial management. As part of this commitment, the school district has developed *Policy 173: Climate Action and Sustainability* that was adopted on February 11, 2025. The three priority areas of this policy are: **education, awareness and action, stewardship and culture.**

This report provides an account of SD8's efforts to reduce its greenhouse gas emissions, outlining key actions taken in 2024 and future commitments to sustainability. It reflects the district's commitment to climate accountability by measuring progress, and aligning with the priorities set in *Policy 173: Climate Action and Sustainability*.

By June 30, 2025, the School District No. 8 Kootenay Lake's final 2024 Climate Change Accountability Report will be posted to our website at [www.sd8.bc.ca](http://www.sd8.bc.ca)

## Provincial Policy

The Province of British Columbia (Province) enacted the Climate Change Accountability Act (CCAA) in 2007 (formerly the Greenhouse Gas Reduction Targets Act GGRTA 2007). The CCAA requires, among other things, that public sector organizations (PSOs) be carbon neutral beginning in 2010, and for each year thereafter. The District is subject to this requirement.

Being carbon neutral requires that an organization:

- take action to reduce its Greenhouse Gas (GHG) emissions,
- measure and report its carbon emissions (or carbon 'footprint'), and
- purchase carbon offsets for any remaining emissions to effectively 'neutralize' the environmental impact of these emissions.

The Province has defined criteria for reporting and has developed a web-based system for tracking and reporting emissions.





Declaration Statement

This PSO Climate Change Accountability Report for the period January 1, 2024 to December 31, 2024 summarizes our greenhouse gas (GHG) emissions profile, the total offsets to reach net-zero emissions, the actions we have taken in 2024 to minimize our GHG emissions, and our plans to continue reducing emissions in 2025 and beyond.

Retirement of Offsets

In accordance with the requirements of the *Climate Change Accountability Act* and Carbon Neutral Government Regulation, *SD8 (the Organization)* is responsible for arranging for the retirement of the offsets obligation reported below for the 2024 calendar year, together with any adjustments reported for past calendar years (if applicable). The Organization hereby agrees that, in exchange for the Ministry of Environment and Climate Change Strategy (**the Ministry**) ensuring that these offsets are retired on the Organization’s behalf, the Organization will pay within 30 days, the associated invoice to be issued by the Ministry in an amount equal to \$25 per tonne of offsets retired on its behalf plus GST.

Executive Sign-off

Signature	Date
Name (please print)	Title



Part 1: Legislative Reporting Requirements

2024 GHG Emissions and Offsets Summary Table

School District 8 Kootenay Lake 2024 GHG Emissions and Offsets Summary	
GHG emissions for the period January 1 – December 31, 2024	
Total BioCO <sub>2</sub>	45 tCO <sub>2</sub> e
Total Emissions (tCO <sub>2</sub> e)	2,995 tCO <sub>2</sub> e
Total Offsets (tCO <sub>2</sub> e)	2,300 tCO <sub>2</sub> e
Adjustments to Offset Required GHG Emissions Reported in Prior Years	
Total Offset Adjustment (tCO <sub>2</sub> e)	0 tCO <sub>2</sub> e
Grand Total Offsets for the 2024 Reporting Year	
Grand Total Offsets (tCO <sub>2</sub> e) to be Retired for 2023 Reporting Year	0 tCO <sub>2</sub> e
Offset Investment (\$25 per tCO <sub>2</sub> e)	2,300 x \$25 = <b>\$57,500.00</b>



Emission Reductions: Actions and Plans

Below is a list of actions taken by SD8 in the 2024 calendar year to minimize emissions and plans to continue reducing emissions in future years.

Stationary Sources (Buildings)		
Actions Taken	Site	Project Description
	Mount Sentinel	A complete HVAC system upgrade is scheduled for completion this summer. This project replaces all outdated equipment—well beyond its useful life—with modern, energy-efficient systems
	KRSS	A new Direct Digital Control (DDC) system has been installed to enhance the efficiency of the existing HVAC system and establish a platform for future upgrades.
	Redfish	A new Direct Digital Control (DDC) system has been installed to enhance the efficiency of the existing HVAC system and establish a platform for future upgrades.
	Hume	Preliminary design work is underway for a new HVAC system, laying the groundwork for a future full upgrade—similar to the one completed at Mount Sentinel School.
Actions Planned	Site	Project Description
	Hume	Begin replacing the HVAC system in annual phases.
	Central	A full window replacement will improve the building envelope, thereby enhancing the performance and efficiency of the new HVAC and DDC systems.



Mobile Sources (Fleet)		
Actions Taken	Site	Project Description
	Operations	Recent additions to the administrative white fleet include hybrid vehicles, along with one fully electric vehicle, acquired through a combination of leasing and purchasing.
	Operations	The electric bus program expanded further, with the addition of two new electric buses this year.
Actions Planned	Site	Project Description
	Operations	Ongoing review of vehicle technologies will support the continued acquisition of hybrid and electric white fleet vehicles where possible.
	Operations	Continue expanding the electric bus fleet, with consideration currently underway to extend charging infrastructure beyond the Creston and Nelson bus yards to include the Slocan Valley yard. This expansion will provide greater operational flexibility and increase the use of electric buses, thereby reducing reliance on diesel units.



**From:** Trish Smillie, Superintendent  
**Date:** June 10, 2025  
**Subject:** Public Interest Disclosure Act (PIDA) 2025 Report

For Information

### Introduction:

The [Public Interest Disclosure Act](#) (PIDA) originally came into force on December 1, 2019 and establishes “whistleblower” protection for employees in the public sector. PIDA came into effect for school districts on December 1, 2023.

### Information:

The Public Interest Disclosure Act (PIDA or the Act) is whistleblower legislation. Its purpose is to provide a mechanism for employees in the BC public sector to raise issues of serious or systemic wrongdoing without risk of retaliation. The Public Interest Disclosure Act (“PIDA”) is legislation that supports ethical and accountable practices by encouraging the employees and board members of governmental bodies to report serious misconduct for investigation and further action.

The types of wrongdoing that can be reported under PIDA include:

- A serious act or omission that constitutes an offence under an enactment in BC or Canada;
- An act or omission giving rise to a substantial and specific danger to the life, health or safety of persons, or to the environment;
- A serious misuse of public funds or public assets; and
- Gross or systemic mismanagement.

Under section 38 of PIDA, on December 1, 2023, school districts are required to issue an annual report on the disclosures that it received under PIDA within the year. [Policy 170: Human Resources](#), section 4 and [AP 4114 - Public Interest Disclosure Act](#) and [Appendix 4114 A - Public Interest Disclosure Act - Disclosure Form](#) provide guidance to staff on the implementation of the legislation.

Organizations subject to PIDA must receive, investigate and respond to wrongdoing reported under PIDA. They are also required to provide information and training to employees about the processes established under PIDA.

PIDA requires prescribed organizations to develop and enforce policies and procedures that provide for:

- responding to requests for advice under PIDA;
- receiving reports and investigating alleged wrongdoing under PIDA;
- privacy and confidentiality of reporting and investigation processes;
- assessing and mitigating the risk of reprisals against employees who make disclosures under PIDA;
- reporting the outcome of reports and investigations under PIDA; and
- issuing an annual report on wrongdoing reported under PIDA.





## **2024-2025 PIDA Reports for School District No.8 (Kootenay Lake)**

No PIDA reports have been received in 2024-2025.

