

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

TUESDAY, FEBRUARY 11, 2025

5:00 PM – 7:00 PM PST

6:00 PM – 8:00 PM MST

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

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

👉👉👉 Please remember to wear your pink shirt. 👉👉👉

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 February 11, 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. 14)

App. 8

Proposed Resolution:

THAT the minutes from the January 14, 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. Connected Learners Continuous Learning Report 2024-2025 (p. 19)

App. 10A

B. International Education Annual Report 2024-2025 (p. 46)

App. 10B

C. Board Authority Authorized Course Approval (p. 66)

App. 10C

Proposed Resolution:

THAT the Board Authority Authorized course

- Dungeons and Dragons 10/11/12

BE APPROVED.

D. 2023-2024 First Time Graduation Rates and Six-Year Completion Rates (p. 73)

App. 10D



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

- A. 2024-2025 Amended Annual Budget (p. 79) App. 11A

Proposed Resolution:

THAT the Board of Education proceed to conclude three readings in one evening for the School District No. 8 (Kootenay Lake) Amended Annual Budget Bylaw for the fiscal year 2024-2025.

Proposed Resolution:

- i. **THAT** the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2024-2025 **BE APPROVED** as read a first time;
- ii. **THAT** the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2024-2025 **BE APPROVED** as read a second time;
- iii. **THAT** the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2024-2025 **BE ADOPTED** as read a third time.

12. Governance and Policy

- A. Draft School Calendar 2027-2028 Approval for Field Testing (p. 105) App. 12A

Proposed Resolution:

THAT the 2027-2028 school calendar **BE APPROVED** for posting on the website for field testing beginning on February 12, 2025.

- B. Policy Approval for Field Testing (p. 110) App. 12B

- Policy 410: School Choice and Catchment

Proposed Resolution:

THAT policy 410 **BE APPROVED** for field testing.

- C. Policy Approval

- Policy 112: Governing Principles (p. 121) App. 12C.1

Proposed Resolution:

THAT policy 112 **BE APPROVED**.

- Policy 130: Trustee Code of Conduct (p. 125) App. 12C.2

Proposed Resolution:

THAT policy 130 **BE APPROVED**.

- Policy 160: Policy Development (p. 132) App. 12C.3

Proposed Resolution:

THAT policy 160 **BE APPROVED**.

- Policy 173: Sustainability and Climate Action (p. 139) App. 12C.4

Proposed Resolution:

THAT policy 173 **BE APPROVED**.

13. Human Resources – Nil



14. Trustee Verbal Reports

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

15. Comments or Questions from the Public

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

16. Meeting Schedule and Reminders

- A. Board Meetings

The next Meeting of the Board held in Public is scheduled for March 11, 2025.

17. Adjournment



SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)
CONSENT PACKAGE – PUBLIC MEETING
FEBRUARY 11, 2025

ITEM

The following Consent items are routine items received for information.

- | | |
|--|-------|
| 1. Board Correspondence Package | p. 5 |
| 2. Superintendent's Report January 2025 | |
| 3. Monthly Financial Report – for period ended December 31, 2024 | p. 7 |
| 4. Transactions over 50k – for period ended December 31, 2024 | p. 11 |
| 5. List of Trustee Recusals | p. 13 |



SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)
BOARD CORRESPONDENCE PACKAGE
FEBRUARY 11, 2025

ITEM	DATE
1. Letter from Minister of Education to Board Chairs re: Enhancing Student Learning	Dec 27, 2024





December 27, 2024

Ref: 303237

Dear Board Chairs:

As the new Minister of Education and Child Care and a former School Board Trustee, I would like to thank you and your team for your commitment to the Framework for Enhancing Student Learning and equity of outcomes for all students in BC. On behalf of the Ministry of Education and Child Care, I would like to thank you for your district's 2024 Enhancing Student Learning Report submission.

The 2024 annual review of all 60 district Enhancing Student Learning Reports (the Reports) has now been completed. The annual review team compiled a feedback report for each district to reflect on continuous improvement processes demonstrated in the Report. Feedback reports will soon be sent from Deputy Minister Kaye Krishna to superintendents and copied to board chairs.

Thank you for your ongoing dedication and collaboration in fostering robust strategic planning to drive continuous improvement. This work is foundational to our shared purpose and collective responsibility to developing educated citizens, supporting student success and improving equity of outcomes.

I look forward to working alongside you to continue to create meaningful change within the lives of all students across British Columbia.

Sincerely,

Lisa Beare
Minister

cc: Superintendents



Monthly Financial Report

For the period ended December 31, 2024



sd8.bc.ca

COMMENTS

Operating Expenditure Report

- The budget information is based on the 2024-2025 Budget approved by the Board on May 14, 2024.
- The last column shows whether the salaries expense is incurred based on the school calendar (10 months), or for the whole year (12 months), or a combination of both.
- The Operating Expenditure Report reflects six months of actual District operations and four 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. The teachers' salaries are trending slightly higher than budget due to additional staffing and unanticipated salary differences for budgeted positions. The other professional salaries are trending slightly lower than budget due to the retirement of a staff member during the year and more salaries and benefits funded by special purpose funding.
- The Student Transportation, Professional Development and Travel and Utilities are higher in the latter part of the year. Dues, fees and insurance are more heavily weighted to the earlier part of the year.

Special Purpose Expenditure Report

- The budget information is based on the 2024-2025 Budget approved by the Board on May 14, 2024.
- The Special Purpose Expenditure Report reflects six months of actual District operations and four months of School operations.
- Other than the Annual Facility Grant, spending related to many of the Ministry of Education and Child Care grants primarily occurs during the school year, resulting in more than 50% of the budget available as at December 31, 2024.



OPERATING EXPENDITURE REPORT

	December 2024 Actuals	2024 - 2025 Budget	\$ Available Budget	% Available Budget	Applicable Months
Salaries					
Principal & Vice-Principal Salaries	2,159,000	4,393,591	2,234,591	51%	12
Teacher Salaries	9,643,002	23,281,146	13,638,144	59%	10
Educational Assistants	1,566,226	3,925,608	2,359,383	60%	10
Support Staff	3,449,965	8,112,498	4,662,533	57%	10/12
Other Professional Salaries	1,404,638	2,938,064	1,533,426	52%	12
TOCs/Relief Salaries	1,530,029	3,317,015	1,786,986	54%	10/12
Total Salaries	19,752,860	45,967,922	26,215,063	57%	
Employee Benefits	4,716,327	11,582,652	6,866,325	59%	10/12
Total Salaries and Benefits	24,469,187	57,550,574	33,081,388	57%	
Services & Supplies					
Services	1,075,634	2,423,721	1,348,087	56%	
Student Transportation	90,913	377,202	286,289	76%	
Professional Development & Travel	308,219	673,745	365,526	54%	
Rentals and Leases	54,182	120,751	66,569	55%	
Dues and Fees	76,748	101,485	24,737	24%	
Insurance	198,670	200,000	1,330	1%	
Supplies	1,755,585	3,419,644	1,664,059	49%	
Utilities	532,585	1,769,878	1,237,293	70%	
Total Services & Supplies	4,092,536	9,086,426	4,993,890	55%	
Total Operating Expense	28,561,723	66,637,000	38,075,278	57%	



SPECIAL PURPOSE FUND EXPENDITURE REPORT

	December 2024 Actuals	2024 - 2025 Budget	\$ Available Budget	% Available Budget
Ministry of Education and Child Care Funds				
Annual Facilities Grant	279,640	279,640	-	0%
Classroom Enhancement Fund	3,888,658	9,610,352	5,721,694	60%
Community Link	214,130	750,517	536,388	71%
Early Care and Learning Fund to Schools	87,500	175,000	87,500	50%
Early Years to Kindergarten	1,054	19,000	17,946	94%
ECE Dual Credit program	-	80,156	80,156	100%
Feeding Futures	126,704	615,090	488,386	79%
First Nation Transportation	-	24,697	24,697	100%
Health Career Work Experiential Learning	3,700	5,000	1,300	26%
Learning Improvement Fund	85,177	223,017	137,840	62%
Mental Health in Schools	25,036	55,000	29,964	54%
OLEP	31,744	89,101	57,357	64%
Ready Set Learn	-	39,200	39,200	100%
Seamless Day Kindergarten	21,000	55,400	34,400	62%
StrongStart	59,927	160,000	100,073	63%
Student & Family Affordability Fund	24,084	200,000	175,916	88%
Work Experience Enhancement Initiative	-	50,000	50,000	100%
Total MOECC Funds	4,848,354	12,431,170	7,532,817	61%
Other Provincial Special Purpose Funds				
ASSAI	10,028	62,134	52,106	84%
Health Promoting Schools	21,471	27,000	5,529	20%
Total MOECC Funds	31,499	89,134	57,635	65%
Other Special Purpose Funds				
School Scholarships and Bursaries	19,841	39,000	19,159	49%
School Generated Funds	678,697	1,250,000	571,303	46%
Donations	4,250	25,000	20,750	83%
Total MOECC Funds	702,788	1,314,000	611,212	47%
All Special Purpose Funds	5,582,641	13,834,304	8,201,664	59%





Monthly Transactions over 50K

For the period ended December 31, 2024

PAYMENTS IN DECEMBER 2024 OVER \$50K (CHEQUES AND EFT)

Vendor Name	Amount
ARI Financial Services	\$ 74,496
BC Teachers Federation	\$ 55,487
BC Teachers Federation	\$ 54,480
BMO Mastercard	\$ 57,076
British Columbia Teacher Federation	\$ 66,744
British Columbia Teacher Federation	\$ 64,958
Kootenay Lake Teachers Federation	\$ 24,865
Kootenay Lake Teachers Federation	\$ 24,596
Minister of Finance	\$ 20,500
Municipal Pension Fund	\$ 90,905
Municipal Pension Fund	\$ 90,936
Pacific Blue Cross	\$ 176,841
Pacific Blue Cross	\$ 172,730
Pebt In Trust c/o Morneau Shepell	\$ 129,508
Pebt In Trust c/o Morneau Shepell	\$ 122,615
Province of British Columbia	\$ 251,161
Receiver General	\$ 746,957
Receiver General	\$ 594,751
Receiver General	\$ 130,302
Receiver General	\$ 127,428
Receiver General	\$ 56,859
Receiver General	\$ 65,645
Selkirk College	\$ 51,089
Teachers' Pension Fund	\$ 827,515
Teachers' Pension Fund	\$ 804,350



**LIST OF TRUSTEE RECUSALS
2024-2025**

Date of Meetings held in the absence of the public with one or more declared Conflicts of Interest
August 26, 2024
October 8, 2024
October 15, 2024
November 12, 2024
December 9, 2024
December 10, 2024
January 14, 2025



**MEETING OF THE BOARD HELD IN PUBLIC
MINUTES
TUESDAY, JANUARY 14, 2025**

Board:

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

Student Trustees:

B. Ashe, KRSS (*via video conference*)

District Staff:

T. Smillie, Superintendent
C. MacArthur, Secretary-Treasurer
L. Carriere, Director of Aboriginal Education (*via video conference*)
B. Eaton, Director of Instruction - Curriculum, Instruction, and Assessment
D. Holitzki, Assistant Superintendent
C. Kerr, Director of Operations
K. Wiens, District Principal – Online Learning & Student Information
J. Yasinchuk, District Teacher Coordinator
S. Bruskowski, Executive Assistant

Guests:

Nil

Regrets:

Nil

1. Call to Order

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

2. Acknowledgement of Aboriginal Territory

3. Changes to the Proposed Agenda – Nil

4. Consent Package Questions

5. Adoption of Agenda

Item 11B “Monthly Financial Statements – ‘Ready, Set, Learn’ Expenditures” was added to the agenda.

UPON a motion duly made and seconded it was **RESOLVED:** 24/25-031

THAT the Agenda for this January 14, 2025 meeting **BE ADOPTED**, as amended.

The motion carried unanimously.

6. Receiving Public Presentations – Nil

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

8. Adoption of Minutes



UPON a motion duly made and seconded it was **RESOLVED:** 24/25-032
THAT the minutes from the December 10, 2024 Meeting of the Board held in public
BE ADOPTED, as circulated.

The motion carried unanimously.

9. Future and Action Item Tracking – Nil

10. Education – Reports from the Superintendent

A. Online Learning Continuous Learning Report 2024-2025

District Principal Wiens and district teacher coordinator Yasinchuk presented the Online Learning Continuous Learning Report for School District No. 8 (Kootenay Lake) for the 2024-2025 school year which outlines strategic advancements in the Elev8 DESK and Elev8 Homelinks programs. These programs are recognized for effectively meeting diverse learner needs, including those of Indigenous students and learners with diverse abilities, through flexible and inclusive educational offerings. The report highlights significant enrollment growth, successful learning outcomes, and future strategies aimed at enhancing course relevance and public awareness of the programs. As a designated Provincial Online Learning School, SD8 is set to expand its reach and impact across the province, aligning with its strategic plan to foster lifelong, connected learners prepared for future career opportunities.

B. Kindergarten Registration for 2025-2026

Assistant Superintendent Holitzki presented the kindergarten registration process for the 2025-2026 school year, which opened January 6, 2025. The district promotes registration through various media and hosts orientation events like the “Welcome to Kindergarten” open house to help families transition smoothly into the school environment. These initiatives are supported by provincial resources and are aimed at ensuring a confident and exciting start for incoming students and their families.

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

A. 2025-2026 Budget Development Process

Secretary-Treasurer MacArthur presented the 2025-2026 budget development process for School District No. 8 (Kootenay Lake). The process includes public and internal consultations starting in March to gather input on budget priorities. Key activities include online surveys, several review sessions with trustees and partner groups, and a public webinar to discuss the draft budget. The Board aims to adopt the final budget during the Meeting of the Board Held in Public in May.

B. Monthly Financial Statements – “Ready, Set, Learn” Expenditures

The budget allocations for the "Ready, Set, Learn" initiative are designated for early learning programs. Traditionally, a significant portion of these funds is expended in the spring, though expenditures for year-round programs like the child care program in Winlaw are distributed throughout the year. These budgetary provisions ensure that all programs are adequately financed.

12. Governance and Policy – Nil



13. Human Resources – Nil

14. Trustee Verbal Reports

A. Student Trustees

- Kootenay River Secondary School (Student Trustee Ashe)
Kootenay River Secondary School celebrated a spirit week which included several events, such as the winter carnival. After winter break, a fundraiser was held to support a local food bank. One student leadership class is planning a hot chocolate and cookie sale to raise money for a cancer patient who is related to a KRSS student. Another student leadership class will update some displays at the school. The student council considers organizing a spring dance.

The following reports were presented by Board Chair Lang, as the Student Trustees were unable to attend the meeting and submitted their reports prior to the meeting.

- Mount Sentinel Secondary School (Student Trustees Gretchen and Metcalfe)
With input from students, parents, and staff, Mount Sentinel Secondary School has identified the school's values "Responsibility, Opportunity, Attitude, Respect (ROAR)". The acronym refers to wildcats, which play a vital role in the school's identity.
The Fine Arts Coffee House event was postponed due to power outages. Drama scene nights will be held on January 22 and 23.
Students enjoy the winter ski program. The Outdoor Recreation and Culinary Arts (ORCA) program will be launched in the second semester. Over \$11,000 were raised in fundraising and through community support for the Graduation Ceremonies.
- LVR (Student Trustee Solarik)
The home basketball tournament was hosted at LVR on the Friday prior to the Board meeting. The event was organized by the Rec Leadership class.
The e-bike friendly bike racks that LVR student council worked hard for were approved.

B. Trustees

- Trustee Nazaroff attended the Brent Kennedy and Winlaw Elementary winter celebration events and gave a shoutout to everyone involved in organizing the events.

C. Chair

Chair Lang gave a shoutout to all the fundraisers that took place before the holiday season. During the break, she connected with the other Trustees.

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

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

Chair Lang will attend the AGM at the end of January.

F. District Parent Advisory Committee (DPAC) – Nil

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 February 11, 2025.

17. Adjournment

The meeting was adjourned at 6:08 PM.

Board Chair

Secretary-Treasurer



Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
Resolutions in Progress						
February 26, 2019	18/19-092	Properties Sell or Defer	<p>WHEREAS there are nine Board owned properties under consideration for sale in the existing 2016-2026 Facilities Plan, which the Board has previously resolved to sell;</p> <p>WHEREAS the Board is currently in the process creating a new facilities plan (the "2019-2029 Facilities Plan"), for which it is currently consulting with stakeholders and has contracted Baragar Systems to provide long-range enrolment projections and demographic analysis;</p> <p>Moved by Trustee Lang , seconded by Trustee Chew: NOW THEREFORE BE IT RESOLVED</p> <p>THAT in line with past Board resolutions, the following property interests be sold forthwith:</p> <ol style="list-style-type: none"> 1. Former Crawford Bay maintenance yard; 2. Retallack land; 3. Former Yahk Elementary, and; 4. Ymir Land; <p>THAT the sale of the following property interests be deferred until the Board adopts the new 2019-2029 Facilities Plan:</p> <ol style="list-style-type: none"> 1. Former Al Collinson Elementary; 2. Former Gordon Sargent Elementary; 3. Kin Park in Creston, and; 4. Salmo tennis court & pool land 	Secretary-Treasurer	As of April 2023, the following properties have not sold: - Former Crawford Bay maintenance yard; - Retallack II; - Ymir Land - Salmo Tennis Court & Pool Land	In Progress
Standing Resolutions						
Resolutions for Repeal or Replacement						
Completed Resolutions						
January 14, 2025	24/25-032	Adoption of Minutes	THAT the minutes from the December 10, 2024 Meeting of the Board held in public BE ADOPTED, as circulated.			Complete
January 14, 2025	24/25-031	Adoption of Agenda	THAT the Agenda for this January 14, 2025 meeting BE ADOPTED, as amended.			Complete
December 10, 2024	24/25-030	KBB Motion Building - Advocate for DPAC Director's Insurance funding	THAT the Board of Education of School District No. 8 (Kootenay Lake) advocate to the Ministry of Education and Child Care to provide targeted funding to school districts to financially support District Parent Advisory Councils to access Director's insurance; and THAT this proposal be brought forward to the BCSTA Kootenay Boundary Branch meeting for consideration for a motion to be brought forward to the BCSTA.			Complete
December 10, 2024	24/25-029	KBB Motion Building - Advocate for DPAC coordinated parent advocacy program funding	THAT the Board of Education of School District No. 8 (Kootenay Lake) advocate to the Ministry of Education and Child Care to provide targeted funding for school districts to financially support District Parent Advisory Councils in developing and facilitating a coordinated parent advocacy program; and THAT this proposal be brought forward to the BCSTA Kootenay Boundary Branch meeting for consideration for a motion to be brought forward to the BCSTA.			Complete
December 10, 2024	24/25-028	KBB Motion Building - Advocate for Climate Action and Sustainability Curriculum	THAT the Board of Education of School District No. 8 (Kootenay Lake) advocate to the Ministry of Education and Child Care for the development of Provincial Climate Action and Sustainability Curriculum; and THAT this proposal be brought forward to the BCSTA Kootenay Boundary Branch meeting for consideration for a motion to be brought forward to the BCSTA.			Complete
December 10, 2024	24/25-027	Adoption of Minutes	THAT the minutes from the November 12, 2024 Meeting of the Board held in public BE ADOPTED, as circulated.			Complete
December 10, 2024	24/25-026	Adoption of Agenda	THAT the Agenda for this December 10, 2024 meeting BE ADOPTED, as circulated.			Complete
November 12, 2024	24/25-025	Adoption of Minutes	THAT the minutes from the October 8, 2024 Meeting of the Board held in public BE ADOPTED, as circulated.			Complete
November 12, 2024	24/25-024	Adoption of Agenda	THAT the Agenda for this November 12, 2024 meeting BE ADOPTED, as circulated.			Complete
October 8, 2024	24/25-023	Send letter to all provincial candidates	THAT the Board of Education send a letter with these 3 questions to candidates and that the results are published on the district website.			Complete



From: Trish Smillie, Superintendent

Date: February 11, 2025

Subject: Connected Learners Continuous Learning Report 2024-2025

For Information

Introduction

This memorandum outlines the [Connected Learners Continuous Learning Report for the 2024-2025](#) school year.

Background

The Connected Learners Continuous Learning Report reflects School District No. 8 (Kootenay Lake)'s commitment to enhancing the educational journey of our learners. This report aligns with the B.C. mandate for public education and our 2024-2029 Strategic Plan, underscoring our dedication to inspiring and supporting each learner to thrive in a caring and inclusive learning environment.

The report includes a detailed action plan for the 2024-2025 school year, prioritizing school program development, professional learning for educators, and collaboration with community partnerships. It emphasizes environmental education and sustainability, fostering an eco-conscious mindset among students. Additionally, it presents a thorough analysis of student learning data, evaluating the effectiveness of implemented strategies. The report highlights our commitment to inspiring learners to become curious, critical, and creative stewards of the natural world and active contributors to their local and global communities.





School District 8
Kootenay Lake

CONNECTED LEARNERS CONTINUOUS LEARNING REPORT 2024-2025



ACKNOWLEDGMENT

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





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EXECUTIVE SUMMARY

Goals of K-12 Education

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

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

B.C. Statement of Education Policy Order Mission Statement

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

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

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

Aligning to Our Strategic Plan

The values embedded in the strategic plan include placing learners at the centre, building communities of caring and connection, ensuring equity for diverse learners, respecting cultural identity, and fostering lifelong learning and caring for the future.

Connected learners are encouraged to develop critical thinking skills and actively participate in their own learning. By fostering autonomy and self-direction, they are empowered to take ownership of their education and pursue their passions. Moreover, a focus on building knowledge, curiosity, and awareness of local and global priorities helps students develop a broader perspective and become informed global citizens.

The Connected Learners Continuous Learning report demonstrates how SD8 is inspiring learners to become curious, critical, and creative stewards of the natural world and the local and global community.





EXECUTIVE SUMMARY

Action Plan

This report outlines strategies and actions for continuous improvement. Our action plan is a top priority in the 2024–2025 school year. SD8 continually monitors priorities to ensure continuous improvement for all learners, especially Indigenous learners, learners with diverse abilities, children and youth in care, and English language learners.

The following SD8 goals and corresponding actions address the strategic priority of Connected Learners in 2024–2025.

CONNECTED LEARNERS GOALS	ACTION ITEMS
1 Build knowledge, curiosity, and awareness about local and global priorities.	<ul style="list-style-type: none">◆ Develop a climate action and sustainability action plan to respond to climate change.◆ Work with Columbia Basin Environmental Education Network (CBEEN) and Kootenay Boundary Environmental Education (KBEE) programs to foster environmental awareness and stewardship among students.◆ Deliver place-based, inquiry-based educational content that builds knowledge and curiosity about environmental and global issues.
2 Promote collaborative partnerships with local and broader community.	<ul style="list-style-type: none">◆ Continue collaboration with the Selkirk Concert Society to provide workshops and concerts that connect students with local and national artists.◆ Strengthen ties with organizations such as ArtStarts, Rotary, and UNESCO to provide diverse learning opportunities that extend beyond the school walls.
3 Increase opportunities for students to have a voice, to engage and to explore their interests.	<ul style="list-style-type: none">◆ Support student-led initiatives such as District Student Voice Council, school green teams, the annual Student Leadership Conference and student trustees to ensure students are engaged and their interests represented.◆ Encourage student participation in fine arts programs, music, drama festivals, athletics and outdoor education programs to foster self-expression and exploration of interests.
4 Prepare students to safely and responsibly navigate the digital world.	<ul style="list-style-type: none">◆ Establish an artificial intelligence (AI) framework with guiding principles and core values including a resource web page and engagement opportunities.◆ Implement digital literacy and citizenship programs to educate students about navigating the digital world safely and ethically.◆ Provide educators with professional development opportunities to integrate educational technology into the classroom effectively and responsibly.





A Focus on Student Success

SD8 continues to look for ways to improve learners' strengths and celebrate their successes. By using data to inform decision-making, planning and practices, and by working with education partners, SD8 can make a positive difference for all learners.

The annual Connected Learners Continuous Learning Report supports the district's mission and vision:

MISSION

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

VISION

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

This report outlines how SD8 supports learner success by inspiring learners to become curious, critical, and creative stewards of the natural world and the local and global community.



INTRODUCTION

Connected Learners

This report closely aligns with the Board of Education’s Strategic Plan 2024–2029. The report reflects SD8’s commitment to fostering continuous improvement in learning, ensuring each learner graduates with purpose and options for their future. This aligns with British Columbia’s broader educational mandates, focusing on developing each child into an “Educated Citizen” with a foundation in intellectual, human and social, and career development.

SD8’s strategic plan envisions supporting and inspiring each learner in a caring environment, with the goal of growing learners into global citizens in an innovative and inclusive community. The values highlighted in the strategic plan, such as placing learners at the centre, building communities of caring and connection, ensuring equity for diverse learners, and fostering lifelong learning and care for the future, are echoed in this report.

Specifically, the report demonstrates how SD8 is connecting learners with the world around them both inside and outside the school settings. It emphasizes the development of critical thinking skills, autonomy, self-direction, and a broader perspective on local and global priorities, aligning with the strategic priorities of the district. These priorities include fostering lifelong learners, connected learners, a caring and inclusive learning culture, cultural and identity development, and career development, all aimed at sustaining each student’s success.

SD8 is a hub of diverse learning opportunities for students, as highlighted by the following examples:

ENVIRONMENTAL EDUCATION

Environmental education is a holistic and interdisciplinary approach to learning that focuses on understanding the environment, ecosystems, and human impact. It encompasses a wide range of subjects, including science, social studies, and sustainability practices. The goal is to instill in students a sense of environmental stewardship, critical thinking about ecological issues, and the knowledge and skills needed for informed, sustainable decisions. Through classroom instruction, field trips, and hands-on projects, students become environmentally literate citizens, aware of and actively contributing to the well-being of the planet.

Organizations and programs like CBEEN, KBEE, Take Me Outside and Wildsight support many of our schools. SD8 is committed to environmental education by offering diverse programs that range from interactive classroom lessons to immersive field experiences, fostering a generation of ecologically conscious and responsible individuals.

OUTDOOR EDUCATION

Outdoor education has a strong presence in SD8. It is an experiential learning approach that takes place in natural settings outside the traditional classroom. It emphasizes hands-on, immersive experiences in the outdoors, fostering personal and social development, teamwork, and an appreciation for nature. Activities such as camping, hiking, biking and team-building exercises help students gain valuable life skills, environmental awareness, and a sense of connection to the natural world. By prioritizing personal growth and teamwork, outdoor education contributes to the development of well-rounded individuals who are deeply connected to the natural environment.



INTRODUCTION

ATHLETICS

School athletics play a vital role in the overall educational experience, fostering physical health, teamwork, and school spirit among students. Governed by the British Columbia School Sports (BCSS), a wide range of sports are offered across various seasons, including basketball, volleyball, soccer, track and field, and many others. BCSS ensures equitable participation, promoting inclusivity across gender, skill levels, and backgrounds, including special attention to Indigenous learners and those with diverse abilities. Emphasis on athletics in schools not only enhances physical fitness among students but also contributes to the development of their leadership skills and community engagement.

FINE ARTS

SD8 offers a diverse range of fine arts programs, encompassing music, drama/theatre, studio arts, and dance. These programs are available both as part of the curriculum and as extracurricular activities for elementary and secondary students. The programs are varied, including integrated fine arts in the curriculum and flexible, stand-alone programs.

STUDENT VOICE

Student voice refers to the active and meaningful expression of students' perspectives, opinions, ideas, and experiences in matters that affect their education and school environment. It involves providing opportunities for students to share their insights on various aspects of their learning, school policies, and broader educational decision-making processes. Encouraging student voice fosters a sense of ownership, empowerment, and collaboration, contributing to a more inclusive and student-centred educational experience. School districts that actively engage student voices often report higher levels of student satisfaction and engagement.

Initiatives Promoting Student Voice and Agency:

- ◆ Student Leadership Conference: an annual event designed to bring together students for a day of learning, inspiration, and empowerment.
- ◆ District Student Voice Council: provide advice on Improving the student experience by initiating opportunities to gather and review data from students in each of our school communities.
- ◆ School Student Council: an elected body of students that works with school administrators to represent the interests and concerns of the student body.
- ◆ Student Trustees: students selected to represent their peers to the SD8 Board of Education, providing input to district-wide decisions affecting the student experience.





ALIGNMENT TO STRATEGIC PRIORITIES

Our Action Plan aligns closely with the strategic priority of creating “Connected Learners.” Goals and action are designed to address diverse learner needs and foster an inclusive, engaging, and forward-looking educational environment.

Strategic Alignment Highlights:

Build knowledge, curiosity, and awareness about local and global priorities. This goal aligns with the priority to integrate global issues into local learning contexts, fostering a well-rounded worldview among students.

Promote collaborative partnerships with local and broader community. This goal emphasizes the importance of community partnerships, reflecting our strategic priority to extend learning beyond the classroom.

Increase opportunities for students to have a voice, to engage and to explore their interests. This goal emphasizes student-centered learning, where every student feels heard and empowered.

Prepare students to safely and responsibly navigate the digital world. This goal aligns with our priority to prepare students for the challenges of the digital age, ensuring they are safe, responsible, and adept in digital environments.



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Data Analysis

In SD8 we collect and analyze different levels of data including provincial surveys, assessments, instruments and the voice of students.

STUDENT LEARNING SURVEY (SLS)

The Student Learning Survey is an annual province-wide census of students in grades 4, 7, 10, and 12, along with their parents, guardians/caregivers, staff and school principals/vice-principals. It has been conducted in B.C. public schools every year since 2001. The SLS collects data on student experiences in schools and classrooms, serving as the only province-wide source of information on students' learning experiences from the perspectives of students, parents/caregivers, school administrators, and staff. This data provides valuable insights into key areas that support students' growth toward becoming educated citizens.

The SLS provides an invaluable source of data on the experiences of students, parents and guardians/caregivers, principals/vice-principals, and school staff in the B.C. K-12 education system. Survey participants are asked about the B.C. K-12 education system's contributions towards the intellectual, human, social, and career development of students. Because the SLS gathers data that is directly from students, the survey helps the Ministry of Education and Child Care to gauge the effectiveness of its eight evidence-based policy practices to support students and improve education outcomes. Over the years, the SLS has provided vital information for policy decisions within the ministry, as well as for initiatives such as the Healthy Schools' BC program in the Ministry of Health, advocacy work for at-risk youth by the Representative for Children and Youth, and student health monitoring at the provincial and regional level by the BC Centre for Disease Control.

The following SLS questions relate to the strategic priority of Connected Learners:

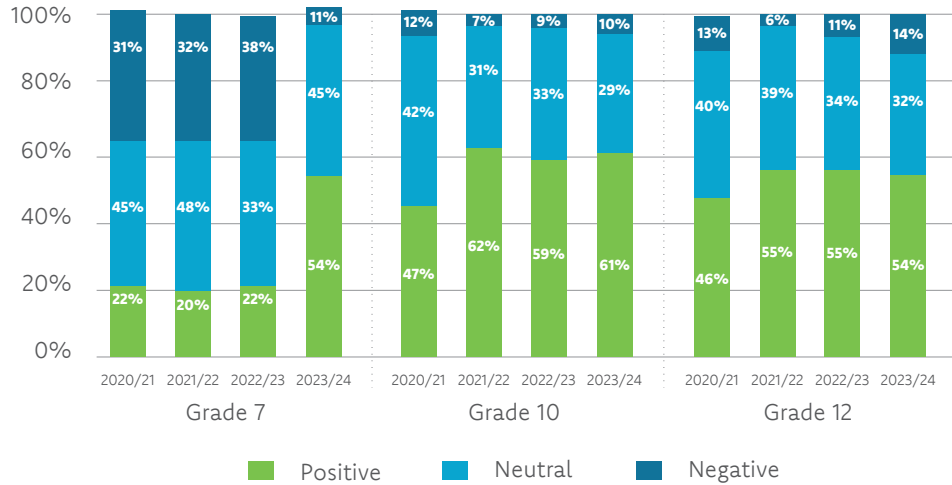
- ◆ Learning opportunities outside of school
- ◆ Learning about human impact on the environment
- ◆ Participation in activities outside of school hours



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Learning Opportunities Outside of School

At school, are you told about possible learning experiences in your community?
Or do you have opportunities to learn in places outside of school?



Grade 7:

In 2020-2021	22% Positive	45% Neutral	34% Negative
In 2021-2022	20% Positive	48% Neutral	32% Negative
In 2022-2023	28% Positive	33% Neutral	38% Negative
In 2023-2024	54% Positive	37% Neutral	11% Negative

Grade 10:

In 2020-2021	47% Positive	42% Neutral	12% Negative
In 2021-2022	62% Positive	31% Neutral	7% Negative
In 2022-2023	59% Positive	32% Neutral	9% Negative
In 2023-2024	61% Positive	29% Neutral	10% Negative

Grade 12:

In 2020-2021	46% Positive	40% Neutral	13% Negative
In 2021-2022	55% Positive	39% Neutral	6% Negative
In 2022-2023	55% Positive	34% Neutral	11% Negative
In 2023-2024	54% Positive	32% Neutral	14% Negative

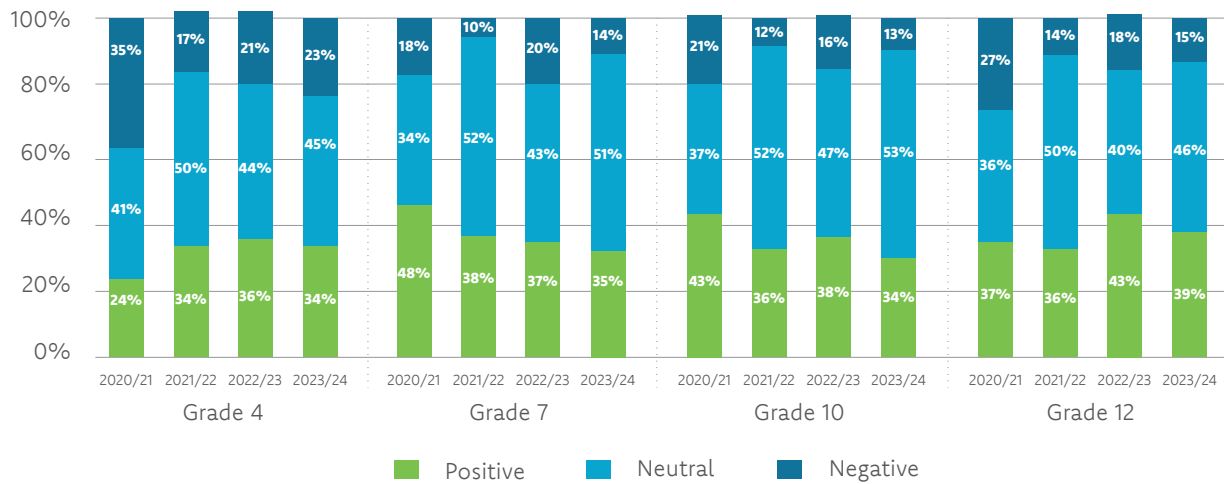
The data reveals distinct trends across Grades 7, 10, and 12 over the four years. For Grade 7, there has been a

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dramatic increase in positive responses, rising from 22% in 2020–2021 to 54% in 2023–2024, accompanied by a substantial decline in negative responses from 34% to 11%, and a moderate decrease in neutral responses. Grade 10 shows a consistently high percentage of positive responses, peaking at 62% in 2021–2022 and stabilizing around 59–61% in subsequent years, with negative responses remaining low (7–12%) and a slight decline in neutral responses. In Grade 12, positive responses increased between 2020–2021 and 2021–2022, reaching 55%, before stabilizing at 54% in 2023–2024. However, negative responses fluctuated, rising slightly to 14% in 2023–2024, while neutral responses showed a gradual decline. Overall, Grade 7 demonstrates the most notable improvement in positive sentiment, while Grades 10 and 12 exhibit more stable trends. These trends suggest consistent satisfaction in Grades 10 and 12, with a noticeable improvement in Grade 7, highlighting the importance of checking and improving learning opportunities linked to the community.

Learning About Human Impact on the Environment

At school, are you learning about how people change the world around us?
How human activity affects our environment?



Grade 4:

In 2020-2021	24% Positive	41% Neutral	35% Negative
In 2021-2022	34% Positive	50% Neutral	17% Negative
In 2022-2023	36% Positive	44% Neutral	21% Negative
In 2023-2024	34% Positive	43% Neutral	23% Negative



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Grade 7:

In 2020-2021	48% Positive	34% Neutral	18% Negative
In 2021-2022	38% Positive	52% Neutral	10% Negative
In 2022-2023	37% Positive	43% Neutral	20% Negative
In 2023-2024	35% Positive	51% Neutral	14% Negative

Grade 10:

In 2020-2021	43% Positive	37% Neutral	21% Negative
In 2021-2022	36% Positive	52% Neutral	12% Negative
In 2022-2023	38% Positive	47% Neutral	16% Negative
In 2023-2024	34% Positive	53% Neutral	13% Negative

Grade 12:

In 2020-2021	37% Positive	36% Neutral	27% Negative
In 2021-2022	36% Positive	50% Neutral	14% Negative
In 2022-2023	43% Positive	40% Neutral	18% Negative
In 2023-2024	39% Positive	46% Neutral	15% Negative

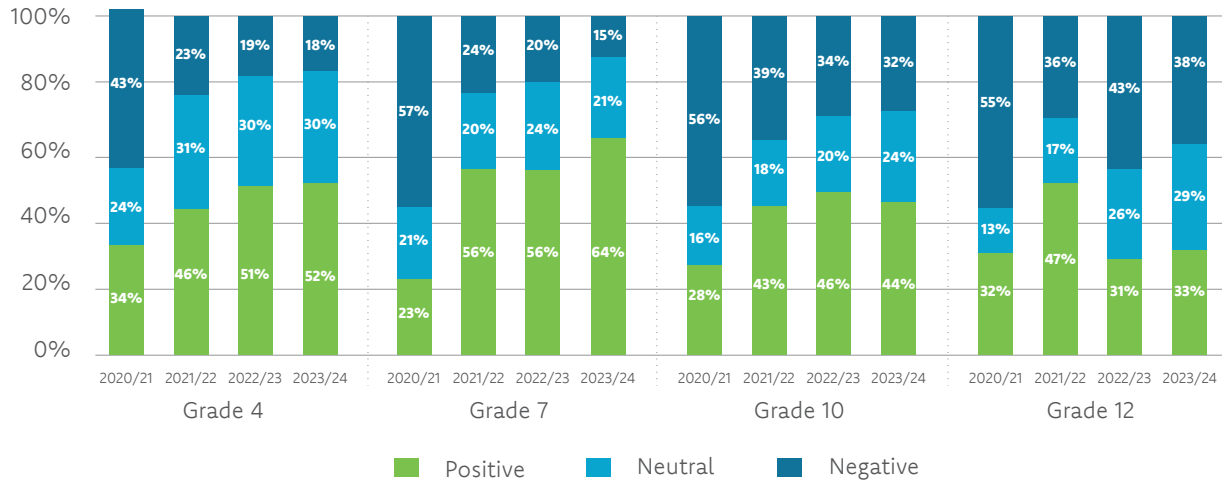
The data on learning about the human impact on the environment shows varied engagement across grades, with differing trends in positive, neutral, and negative responses. Grade 4 demonstrates a modest improvement in positive responses, increasing from 24% in 2020–2021 to a peak of 36% in 2022–2023 before slightly declining to 34% in 2023–2024. Negative responses decreased steadily from 35% to 23% over the same period, suggesting some growth in awareness among younger students, although neutrality remains relatively high. Grade 7 shows an inconsistent pattern, with positive responses declining from 48% in 2020–2021 to 35% in 2023–2024. Neutral responses increased to 51% in 2023–2024, highlighting a potential need to reinvigorate engagement at this stage, as negative responses remain low but stable. Grade 10 also displays fluctuating engagement, with positive responses peaking at 43% in 2020–2021 but falling to 34% in 2023–2024. Neutral responses have steadily risen to 53% in 2023–2024, reflecting a growing sense of ambivalence in this grade. Grade 12 presents a more encouraging trajectory, with positive responses increasing from 36% in 2021–2022 to 43% in 2022–2023 before slightly declining to 39% in 2023–2024. Negative responses have decreased consistently, while neutral responses remain significant, indicating room for deeper engagement in senior grades. Overall, the trends suggest the need for targeted strategies to sustain and enhance learning outcomes across grades, particularly for Grades 7 and 10, where engagement appears to waver the most.



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Participation in Activities Outside of School Hours

Do you go to any clubs, dances, sports or music classes outside of school?



Grade 4:

In 2020-2021	34% Positive	24% Neutral	43% Negative
In 2021-2022	46% Positive	31% Neutral	23% Negative
In 2022-2023	51% Positive	30% Neutral	19% Negative
In 2023-2024	52% Positive	30% Neutral	18% Negative

Grade 7:

In 2020-2021	23% Positive	21% Neutral	57% Negative
In 2021-2022	56% Positive	20% Neutral	24% Negative
In 2022-2023	56% Positive	24% Neutral	20% Negative
In 2023-2024	64% Positive	21% Neutral	15% Negative



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Grade 10:

In 2020-2021	28% Positive	16% Neutral	56% Negative
In 2021-2022	43% Positive	18% Neutral	39% Negative
In 2022-2023	46% Positive	20% Neutral	34% Negative
In 2023-2024	44% Positive	24% Neutral	32% Negative

Grade 12:

In 2020-2021	32% Positive	13% Neutral	55% Negative
In 2021-2022	47% Positive	17% Neutral	36% Negative
In 2022-2023	31% Positive	26% Neutral	43% Negative
In 2023-2024	33% Positive	29% Neutral	38% Negative

The data illustrates varying levels of student participation in activities outside of school hours across different grades. Grade 4 shows a steady increase in positive participation rates, rising from 34% in 2020-2021 to 52% in 2023-2024, with a corresponding decline in negative responses from 43% to 18%. This suggests growing engagement in extracurricular activities among younger students. Grade 7 displays a remarkable improvement, with positive responses increasing sharply from 23% in 2020-2021 to 64% in 2023-2024, and negative responses dropping from 57% to 15%, indicating a significant uptake in participation during early adolescence. While increases in participation in activities outside of school are to be expected post-pandemic, grade 10 reveals a more gradual upward trend, with positive participation rising from 28% in 2020-2021 to 44% in 2023-2024, but negative responses remain relatively high, underscoring a potential need to foster greater engagement at this stage. Grade 12 presents mixed results, with positive participation peaking at 47% in 2021-2022 before declining to 33% in 2023-2024, and neutral responses increasing over time, suggesting a shift towards ambivalence or reduced involvement as students approach graduation. These findings emphasize the importance of sustained support and accessible opportunities for extracurricular participation, particularly for older students, to maintain their engagement and connection to broader learning environments.

2023-2024 Youth Developmental Instrument (YDI)

The Youth Development Instrument is an assessment tool completed by youth in grades 10 to 12, typically administered between January and April. Designed to explore the environments, experiences, health, and well-being of British Columbia's youth, it provides valuable insights into their perspectives as they navigate late adolescence and transition into young adulthood. Since its development in 2020, the YDI has served as a critical resource for decision-makers and service providers, offering data-driven insights to inform strategies that enhance youth well-being. In the 2023-2024 academic year, the YDI was implemented across BC school districts and independent schools in all five health authorities.



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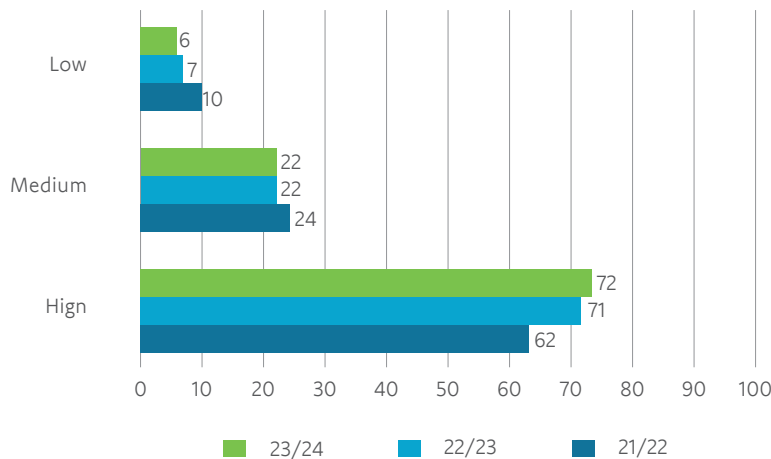
CLIMATE CONCERN

The question asked of students measures their level of agreement with the following statement about the severity of climate change:

“Regarding climate change, I feel that the threat should be taken more seriously.”

See the 2021–2022 to 2023–2024 comparison below:

Climate Concerns



In 2021-2022	62% High	22% Medium	10% Low
In 2022-2023	71% High	22% Medium	7% Low
In 2023-2024	72% High	22% Medium	6% Low

The findings highlight a growing sense of urgency among youth regarding environmental challenges, emphasizing the timeliness of a new SD8 climate action and sustainability plan now in development. The district developed Draft Policy 173 - Climate Action and Sustainability in fall 2024, and it is now out for field testing, which is the 30 day period in which the public can provide final feedback on the policy before it is adopted as final by the Board of Education in early 2025. The policy, once adopted, will guide the climate action and sustainability plan as it is developed.

Programs and partnerships with environmental organizations, such as the Columbia Basin Environmental Education Network (CBEEN) and Kootenay Boundary Environmental Education (KBEE) also play a crucial role in fostering student engagement with climate and environmental solutions and provide opportunities to take action to address climate and sustainability issues.



EVIDENCE OF LEARNING

Continuous Improvement to Support Response to Trends

The following examples of programs and experiences demonstrate how SD8 provides opportunities for students to learn and connect.

Build Knowledge, Curiosity and Awareness about Local and Global Priorities.

Climate Action and Sustainability Plan

A climate action and sustainability plan is already taking shape in SD8, with staff, education partners and the Board of Education building on foundational work initiated in October 2025 and set to be finalized by March 2025. The SD8 Education, Awareness and Action Working Group is actively identifying specific actions to better integrate environmental sustainability and climate action into our core educational programming. Actions identified at this stage align with the plan's categories and objectives:

- ◆ Assess current sustainability-related courses and initiatives
- ◆ Identify opportunities and partnerships
- ◆ Foster conversations and learning
- ◆ Promote environmental literacy
- ◆ Encourage project-based student engagement
- ◆ Honour Indigenous knowledge and practices

These education and awareness actions correspond to a set of operational actions. Together, actions will be refined and prioritized to address both immediate and long-term sustainability goals and timelines, and key milestones and deadlines established. Actions will be feasible and achievable so that SD8 can demonstrate that we are addressing climate change and becoming more sustainable as an organization.

Columbia Basin Environmental Education Network (CBEEN) and the Kootenay Boundary Environmental Education (KBEE)

CBEEN and the KBEE collectively offer a robust and comprehensive approach to environmental education, characterized by regional focus, experiential learning, curriculum integration, development of critical thinking, community engagement, and alignment with global sustainability goals. This approach develops connected learners who are knowledgeable, curious, and actively engaged in environmental issues both locally and globally.

SD8 schools are participating in the Take Me Outside for Learning School 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.





EVIDENCE OF LEARNING

Wildsight

Wildsight Creston Valley engages and inspires the local community. Wildsight’s Eco Stewards program empowers students to connect with their local environment and take meaningful action through hands-on projects. **Recently, grade 6/7 students from Creston’s Adam Robertson Elementary focused their efforts on Western Painted Turtles.** Under the guidance of the Wildsight educator, the students explored local ecosystems and their interconnectedness before visiting the Creston Valley Wildlife Management Area (CVWMA) to install basking logs for the turtles as part of their Eco Stewards project. With support from Wildsight Creston Valley and CVWMA staff, the students also learned about monitoring tools used for wildlife conservation, including song recorders for detecting invasive bullfrogs and equipment for studying the endangered northern leopard frog. The basking logs, donated by a Wildsight Creston director, are already being used by the turtles as species-specific habitat. This initiative builds on Wildsight Creston Valley’s ongoing efforts to restore turtle habitat and to reduce mortality by updating fencing to prevent turtles from crossing roads.



Environmental Education Leadership Clinic

The annual Environmental Education Leadership Clinic was held from April 14th to 16th, 2024, at Nipika Mountain Resort, bringing together 40 educators from the Columbia Basin and across British Columbia. Representatives from SD8 and eight local chapters of the Environmental Educators’ Provincial Specialist Association (EPPSA) collaborated with non-profit organizations—including CBEEN, KBEE, Wildsight, Take Me Outside, Classrooms to Communities, and the Habitat Conservation Trust Foundation. Together, they strategized on enhancing outdoor and environmental learning in their respective regions.



Meeting of the Board Held in Public



EVIDENCE OF LEARNING

Promote Collaborative Partnerships with the Local and Broader Community.

ART STARTS

Community and provincial programs provide opportunities for students to expand the role of fine arts in education to activate learning and nurture creativity in students. ArtStarts in Schools, established in 1996, is a charitable organization in British Columbia dedicated to enriching the educational experiences of young people through the integration of arts. It serves as a vital link between educators, artists, families, and communities, underscoring the importance of art in both education and everyday life. Each year, ArtStarts provides a remarkable number of over 640,000 unique arts experiences, reaching students in urban, rural, and remote areas across the province. The organization’s initiatives are multifaceted, including arranging artistic performances in schools, hosting an annual showcase conference for young audience presenters, offering artist residencies, and providing grants to schools and districts. Additionally, ArtStarts focuses on professional development for artists and teachers, organizes gallery exhibitions showcasing young people’s art, and offers free programming for families. Catering to students from kindergarten to Grade 12 in both public and private schools, ArtStarts plays a crucial role in activating learning and fostering creativity among young people in British Columbia, making arts an essential and vibrant part of their educational journey.

In the 2024-2025 school year ArtStarts is offering the following opportunities:

Program or Opportunity	Description	Schools
D.O. Gibson	Mental Health, Anti- Bullying	Canyon Lister Elementary, Redfish Elementary, L.V. Rogers Secondary, Kootenay River Secondary, Homelinks, W.E. Graham Elementary/Secondary, Mount Sentinel Secondary
SQx Dance Company	2SLGBTQIA+, Anti-Bullying, Climate Change and/or Environmentalism	Canyon Lister Elementary, W.E. Graham Elementary/Secondary, Winlaw Elementary
RupLoops	Mental Health, Anti-Bullying, Climate Change and/or Environmentalism	Canyon Lister Elementary, Redfish Elementary, Wildflower, Kootenay River Secondary, South Nelson Elementary, Hume Elementary
FloWarrior	Mental Health, Anti-Bullying	Crawford Bay Elementary/Secondary, Canyon Lister Elementary, Redfish Elementary, Wildflower, W.E. Graham Elementary/Secondary, Winlaw Elementary, Salmo Elementary, Mount Sentinel Secondary
Quinn Beasley	Mental Health, Anti-Bullying	Crawford Bay Elementary/Secondary, Canyon Lister Elementary, Wildflower, L.V. Rogers Secondary, Homelinks, W.E. Graham Elementary/Secondary, Blewett Elementary, Salmo Elementary, South Nelson Elementary, Mount Sentinel Secondary, Hume Elementary
Jess Dance	First Nations, Inuit, and/or Metis Art, LGBTQ2SIA+, Anti-Bullying	Crawford Bay Elementary/Secondary, Canyon Lister Elementary, Redfish Elementary, Wildflower, W.E. Graham Elementary/Secondary, Winlaw Elementary, DESK, Salmo Elementary, South Nelson Elementary, Hume Elementary



EVIDENCE OF LEARNING

SELKIRK CONCERT SOCIETY

Selkirk Concert Society offers a series of educational and cultural events focused on music and performance, aimed at engaging students in the arts. Various artists and musicians will be participating in these events, including Itamar Erez Jazz Quartet, 88 Strings World Music performance, Judy Brown, Mike Fahie, Sapphire Guthrie, and others.

The events are spread across several months, each featuring different artists and activities. These include guitar, violin, dance, keyboard, and vocal workshops, as well as special events like a band camp, singer/songwriter concerts, and a composition and music video making session. The workshops and concerts are scheduled to take place in various schools including Trafalgar, L.V. Rogers Secondary, Wildflower Nelson, J.V. Humphries and Mt. Sentinel Secondary.

The Selkirk Concert Society's initiative offer a rich and diverse program, providing students with opportunities to learn from and interact with accomplished musicians and artists. This enhances their educational experience by exposing them to various aspects of music and performance arts.

In the 2024-2025 school year Selkirk Concert Society opportunities and participating schools include the following:

Musician	Workshop	Date	Schools
Itamar Erez Jazz Quartet	Concert	September 2024	Trafalgar
88 Strings World Music	Performance	October 2024	L.V. Rogers Secondary
Sapphire Guthrie	Guitar/Singer Songwriter workshop	October 2024	L.V. Rogers Secondary
Mike Fahie	Trombone Workshop	November 2024	L.V. Rogers Secondary
Storm Mountain concert-Jeff Faragher, cello, Martine den Bok, viola, Sue Gould, piano	Performance	January 2025	Wildflower Nelson
Johanna Perron and Natasha Jaffe cello	Concert	March 2025	Wildflower Nelson
Judy Brown-singer/songwriter	Songwriting	TBA	J.V. Humphries Elementary/Secondary
Mike Rudd-guitar	Workshop	TBA	Mount Sentinel Secondary
Emma Rush-guitar	Concert	TBA	South Nelson Elementary
Kootenay Musical Theatre Society presentation by composer Doug Jamieson	Presentation	TBA	Salmo Secondary



EVIDENCE OF LEARNING

Increase opportunities for students to have a voice to engage and to explore their interests.

STUDENT TRUSTEES

Student trustees in SD8 play a vital role representing the diverse voices of the student population on the Board of Education. Candidates are selected through a comprehensive process involving the submission of an application, interviews, and final selection each June. Applicants must demonstrate leadership potential, include a reference letter, a resume, and a written response to a provided question. The selected trustees participate in an orientation covering the district’s strategic plan, governance, and board policies, ensuring they understand their responsibilities. Their role includes attending meetings, adhering to board procedures and ethical guidelines, and maintaining active engagement throughout the year to amplify student perspectives.

For the 2024-2025 school year, the following Student Trustees represent their respective schools:

1. Mischa Gretchen – Mt. Sentinel Secondary
2. Rebecca Metcalf – Mt. Sentinel Secondary
3. Thea Solarik – L.V. Rogers Secondary
4. Emma Lecompte – Kootenay River Secondary
5. Bo Ashe – Kootenay River Secondary
6. Daisy Lamoureux – J.V. Humphries Elementary/Secondary
7. Emerson Zuk – J.V. Humphries Elementary/Secondary
8. Edwin Ludwar – Salmo Secondary



STUDENT VOICE COUNCIL

The District Student Voice Council provides students in grades 8, 9, 11, and 12 an opportunity to share their ideas and contribute to improving schools. The council meets three times throughout the year to plan, share ideas and learn about opportunities for students across the district. Insights from council meetings guide efforts to improve learning and create a more supportive school environment. The council also selects themes for the annual Student Leadership Conference.

STUDENT LEADERSHIP CONFERENCE 2024

On November 5, 2024, the SD8 Student Leadership Conference brought Grades 8-12 together at Mount Sentinel Secondary to explore the theme of “Future Readiness in a Changing World.” Highlights included an inspiring AI keynote, a “future-ready” trade show, and a dynamic KIVA panel featuring recent SD8 graduates and current students.



EVIDENCE OF LEARNING

PERFORMING AND FINE ARTS

In the 2024–2025 academic year, the SD8 Performing and Fine Arts Survey demonstrates the vibrant role of arts education across schools within the district. While some schools focus on foundational arts education embedded in the curriculum, others take pride in extracurricular and community-focused projects.

MUSIC PROGRAMS

Music continues to be a cornerstone of artistic expression in SD8. Many schools host activities such as seasonal concerts and performances for significant events, fostering students’ musical skills and appreciation.

DRAMA AND THEATRE

Drama programs offer creative platforms through classroom lessons, theatrical performances, and extracurricular drama clubs. These initiatives support students in developing confidence, acting, and stagecraft skills.

FINE ARTS

Visual arts programs vary widely, including individual and group projects, classroom-based initiatives, and community engagement through artistic displays. Schools also engage students with unique projects, from pottery and photography to more specialized endeavors like fundraising through art.

In the 2024–2025 school year these are example of performing and fine art opportunities at schools in SD8:

School	Fine Arts Opportunities
Erickson Elementary	Winter concert.
Redfish Elementary	Winter concert, spring concert, drama production, arts education in classrooms.
Winlaw Elementary	Winter concert, song writing, music videos for ArtStarts project
Wildflower	Music, drama at classroom level, class play annually, singing and fine arts in classroom.
Mt. Sentinel Secondary	Fine arts winter night program, drama programs, cross curricular art projects, year-end Academy and Media Arts Film Showcase.
South Nelson Elementary	Winter concert, Shayna Jones performance.
Adam Robertson Elementary	Primary Holiday Concert, Intermediate Holiday Coffee House. Remembrance Day performance, fine arts program that includes music, art and drama.
Crawford Bay Elementary/ Secondary	After school singing ASSAI program, music classes, drumming, singing, Christmas concert, school play at local theatre, Indigenous-focused large art piece being planned
L.V. Rogers Secondary	Winter performance, spring performance, Shakespeare Festival, Dance performances including a trip to Vancouver to perform, Visual Arts projects ongoing.
Salmo Elementary	Christmas concert, Remembrance Day presentation, holiday art displays.
Hume Elementary	Winter concert, drama at the classroom level, fine arts in the classroom, stop motion animation video creation.





EVIDENCE OF LEARNING

Prepare students to navigate the digital world safely and responsibly.

In alignment with SD8's 2024–2029 Strategic Plan, the district is developing an action plan that outlines a comprehensive approach to integrating artificial intelligence (AI) into our educational framework. By establishing core values and guiding principles, developing dedicated online AI resources, and engaging families through informative sessions, SD8 aims to equip our students, educators, and community with the necessary tools and understanding to effectively engage with AI technologies, ensuring their ethical use and fostering a culture of innovation and inclusivity.

The British Columbia Ministry of Education and Child Care offers comprehensive resources to support the ethical, responsible and safe integration of AI in K–12 education. These materials assist school boards, educators, and parents in formulating local policies, teaching AI concepts, and fostering digital literacy skills among students. AI tools used in K-12 education need to emphasize a human-centred approach and ensure AI serves as a complementary tool that enhances learning experiences, while maintaining the essential role of human interaction in education.

The first step of the action plan is to develop core values and guiding principles that align with SD8's strategic goals. Inclusivity, accountability, excellence, authenticity, innovation, engagement and well-being including protection of privacy are integral to the plan. These values and principles will guide the ethical and effective use of AI within the district, ensuring that AI tools provide equal learning opportunities for all students. Additionally, when AI is used, its use needs to be transparent and result in high-quality, reliable information. The action plan will also support meaningful and relevant learning experiences, encourage creativity and exploration of new AI technologies, foster community involvement and collaboration, and promote well-being and positive impact through AI.

As part of our action plan, we will create a dedicated web presence to serve as a one-stop resource for students, staff, and parents. SD8 will provide online access to AI-related curriculum materials, training programs, helpful links, and community engagement opportunities as well as locally developed resources including videos from educational events and curated links to support learning, innovation, and understanding in the field of AI. Regular updates will ensure that online content remains current with the latest AI developments, educational tools, and best practices, supporting ongoing learning and engagement.

Additionally, we will organize family engagement sessions to explore and understand the role of AI in education. These informative workshops will discuss AI applications, benefits, and challenges, providing guidance on supporting students' responsible use of technology. Topics will include digital citizenship, data privacy, and ethical considerations in AI, ensuring that families are well-informed and can actively participate in their children's digital education.

This comprehensive approach will ensure that students, parents, and educators are all involved in creating a digitally safe and aware school community and students are equipped to navigate the complexities of the digital world on their journey to becoming responsible, informed digital citizens.



EVIDENCE OF LEARNING

Additional Professional Learning, Resources and Initiatives

- ◆ On January 20, 2025, the District Professional Development Day, themed **Future Ready**, will focus on the skills and mindsets necessary for navigating complexity and imagining new possibilities. The keynote speaker, Will Richardson, will emphasize these essential skills and mindsets, inspiring staff to explore strategies that prepare students for the future. The day aims to ensure participants leave with actionable ideas and a sense of optimism.
- ◆ Safer Schools Together Behavioural and Digital Threat Assessment (BDTA) Toolkit: This toolkit enhances school safety by equipping educators and administrators with tools to proactively identify and address potential threats. It focuses on early intervention through behavioural and digital data analysis, allowing for timely support for at-risk students.
- ◆ Parent Engagement Nights (Sexting, Video Games, Social Media): These sessions educate parents about the challenges and risks associated with digital activities like sexting, video gaming, and social media use. They promote awareness and understanding, enabling parents to guide and support their children in navigating these digital spaces safely and responsibly.
- ◆ Digital M.E.: This document provides guidelines for students to understand and manage their digital presence effectively, including strategies for maintaining privacy, understanding digital footprints, and engaging in positive online behaviours.

These professional learning opportunities, resources and initiatives collectively contribute to a holistic approach to digital safety and literacy, address immediate concerns and foster long-term responsible digital citizenship among students.

Action Plan Moving Forward

The Connected Learners Action Plan for 2024–2025 builds on the successes of 2023–2024, reflecting SD8’s commitment to fostering an inclusive, innovative, and student-centered educational environment. The plan aligns closely with the district’s strategic goals and prioritizes the needs of Indigenous learners, students with diverse abilities, children and youth in care, and English language learners.

SD8 continues to focus on enhancing learning opportunities through experiential and inquiry-based education and emphasizing environmental and technological literacy. Initiatives such as partnerships with organizations like CBEEN, KBEE, and Wildsight provide hands-on, place-based learning experiences, while the development of an AI framework and comprehensive digital literacy programs equips students to navigate the complexities of the digital world responsibly.

Collaboration remains a cornerstone of the action plan. We continue to strengthen ties to community and cultural organizations like ArtStarts and the Selkirk Concert Society. These partnerships provide students with rich opportunities to engage in the arts, sustainability, and leadership, extending learning beyond the classroom. Another priority is to amplify student voice through programs such as the District Student Voice Council, Student Trustees, and the Student Leadership Conference so we ensure that diverse perspectives influence decision-making and drive innovation within the district.

To support the plan’s goals, professional development for educators will focus on equipping them to integrate sustainability, arts, and technology into their teaching practices while meeting the diverse needs of their students. Initiatives like the 2025 District Professional Development Day will highlight skills and mindsets necessary for preparing students for a rapidly changing world. Equity and inclusion remain at the forefront of the district’s efforts. Culturally responsive programming and Indigenous education foster a learning environment that celebrates diversity and supports all learners.





CONCLUSION

The 2024–2025 Connected Learners Continuous Learning Report highlights SD8’s dedication to cultivating an inclusive, innovative, and student-centered educational environment. By prioritizing experiential learning, environmental stewardship, digital literacy, and cultural engagement, the district creates equitable opportunities for all learners. This includes Indigenous students, children and youth in care, English language learners, and students with diverse abilities.

SD8 continues to adapt and innovate in response to the evolving needs of its diverse student population through strategic partnerships, enhanced student voice initiatives, and targeted professional development for educators. These efforts align with the district’s vision of nurturing global citizens who thrive as curious, critical, and creative contributors to society.

As SD8 progresses into the 2024–2025 school year, this report reflects the district’s commitment to continuous improvement and to inspiring and supporting learners to thrive in a caring and inclusive learning environment. Together, with the support of families, educators, and community partners, SD8 will continue to empower learners to achieve their fullest potential and contribute meaningfully to their communities and the world around them.





GRATITUDE

ArtStarts

Columbia Basin Environmental Education Network(CBEEN)

First Nations Education Steering Committee (FNESC)

Kootenay Boundary Environmental Education(KBEE)

Safer Schools Together

Selkirk Concert Society

Rotary Club of Creston Valley

Rotary Club of Nelson

United Nations Educational, Scientific and Cultural Organization (UNESCO)

Wildsight



From: Trish Smillie, Superintendent
Date: February 11, 2025
Subject: International Education Annual Report 2024-2025

For Information

Introduction

This memorandum provides an overview of the School District No. 8 (Kootenay Lake) International Education Report for the 2024-2025 school year.

Background

Established in 2000, the Kootenay Lake International Education Program has been a cornerstone in promoting cultural diversity and educational excellence within the district. Welcoming students from continents like Asia, South America, and Europe, the program has played a pivotal role in enriching the educational landscape of Kootenay Lake. It emphasizes not only academic achievement but also the social and economic benefits to the school district and the broader community.

The [2024-2025 International Education Report](#) has been attached for the Board's review.



2024-2025 ANNUAL REPORT: KOOTENAY LAKE INTERNATIONAL PROGRAM



School District 8
Kootenay Lake

International
Education



Acknowledgement

We acknowledge, honour and respect the First Nations on 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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As we move through the 2024-2025 school year, the School District No. 8 (Kootenay Lake) (SD8) International Program is delighted to highlight accomplishments and growth over the past year. The program has made significant strides in creating a culturally rich environment that benefits both international and local students, fostering not only educational success but also cultural exchange that resonates throughout the school district. Students from across the globe enhance schools and deepen the community’s connection to global perspectives. This year, we celebrated impressive achievements in student integration, academic success, and intercultural understanding, all of which strengthened the educational environment for everyone in SD8.

A focus area moving forward will be sustaining enrolment numbers and securing sufficient homestay placements, both crucial for program continuity. Addressing these areas will be essential as the program continues to refine the strategic approach in response to global trends in student mobility, strengthening partnerships with international agents, and further supporting student achievement. Additionally, the program will continue to align marketing and recruitment efforts with the unique opportunities the Kootenay Lake region offers, such as immersion in outdoor activities, and the friendly community environment of the area.

Thank you to students, staff, homestay families, and the community for their continued support and dedication to making the International Education program a success. Together, we will build on these achievements, address challenges, and set a course for a dynamic future.





The SD8 International Program enriches the district, and the community, fostering social, cultural, and economic benefits. The program immerses international students in the academic and social life at schools, promoting awareness, and appreciation for diversity. Deepening intercultural connections, creating a shared sense of global citizenship occurs through student, staff, administrator, homestay family and community member participation.

The program enhances the district's demographics, and brings intercultural perspectives to schools, benefiting all students with a broader understanding of diverse cultures and lifestyles. Students join for varied reasons, including learning English, experiencing Canadian life, or working toward a B.C. Dogwood diploma. The program continues to strengthen schools, attract global interest, and deliver high-quality education for both international and local students.

District Mission

Our mission is to inspire and support each learner to thrive in a caring learning environment.

Alignment to Strategic Priorities

The International Program aims to enrich student experiences and build a globally connected community.

1. Culture and Identity Development: Promote interculturalism in schools.
2. Lifelong Learners: Enhance educational experiences for international and local students.
3. Connected Learners: Support social and economic growth through global connections.





Enrolment

The district’s International Program began in 1999 with a small group of students. Over time, the program grew steadily, welcoming students from Asia, Europe, and Central and South America. The program’s aim is to achieve a sustainable 50 (full-time equivalent or FTE) student population by the 2025-2026 school year.

International students follow one of three academic paths:

1. **Graduating:** Students complete all required courses to earn a B.C. Certificate of Graduation (Dogwood Diploma).
2. **Co-Validating:** Students meet at least 50% of course outcomes to earn credit in their home country, without receiving B.C. credits.
3. **Cultural Experience:** Students focus on cultural immersion and language, completing coursework, and maintaining good attendance but do not receive B.C. or home country credits.

Academic Program (2023-2024)		
Path	Headcount	FTE
Graduating	5	5
Co-Validating	5	4.5
Culture and Language	36	26.7
Total	46	36.2

Enrolment (2015-2016) - (2023-2024)		
School Year	Headcount	FTE
2015-2016	61	51.6
2016-2017	99	66.5
2017-2018	148	85.6
2018-2019	167	89.4
2019-2020	120	63.9
2020-2021	34	19.6
2021-2022	86	56.9
2022-2023	89	61.1
2023-2024	66	39.4
2024-2025	46	36.2

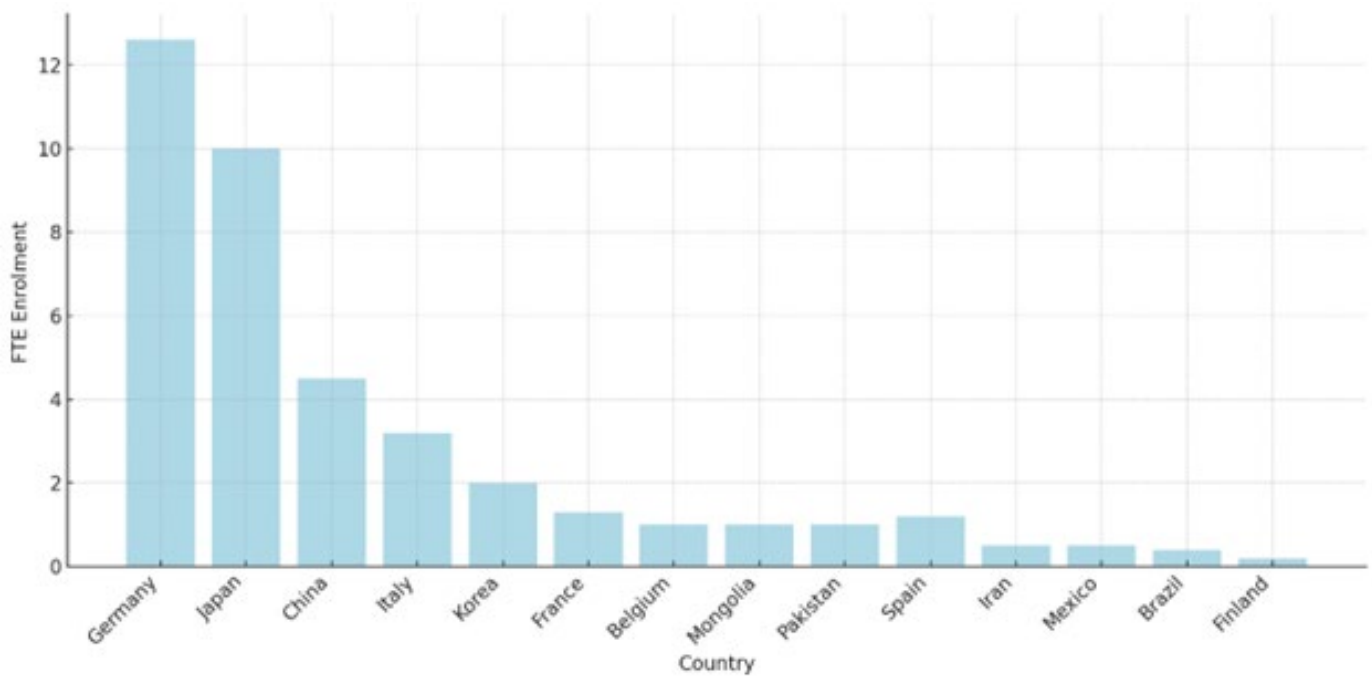




Enrolment by Country

Since the COVID-19 pandemic, there has been a shift toward fewer Asian students, and stable numbers of European students enrolling in the district’s International Program. Europe is now the primary source region, led by Germany. Asia and Central and South America continue to provide a smaller, steady enrolment, creating a rich, multicultural environment that highlights the district’s appeal to international families.

The chart illustrates the distribution of the program’s international students by country.



The 2023-2024 chart shows Germany and Japan leading in international student enrolment, like the previous year. China remains strong, with 4.5 FTE students, contributing significantly to the program. Italy and Korea maintain stable numbers, while countries with lower enrolments, like Brazil and Finland, continue to represent a small fraction of enrolments. Overall enrolment remains consistent year-over-year at nearly 40 FTE, reflecting stable interest across diverse regions. Overall, the data suggests steady demand from core countries with slight fluctuations in smaller markets.

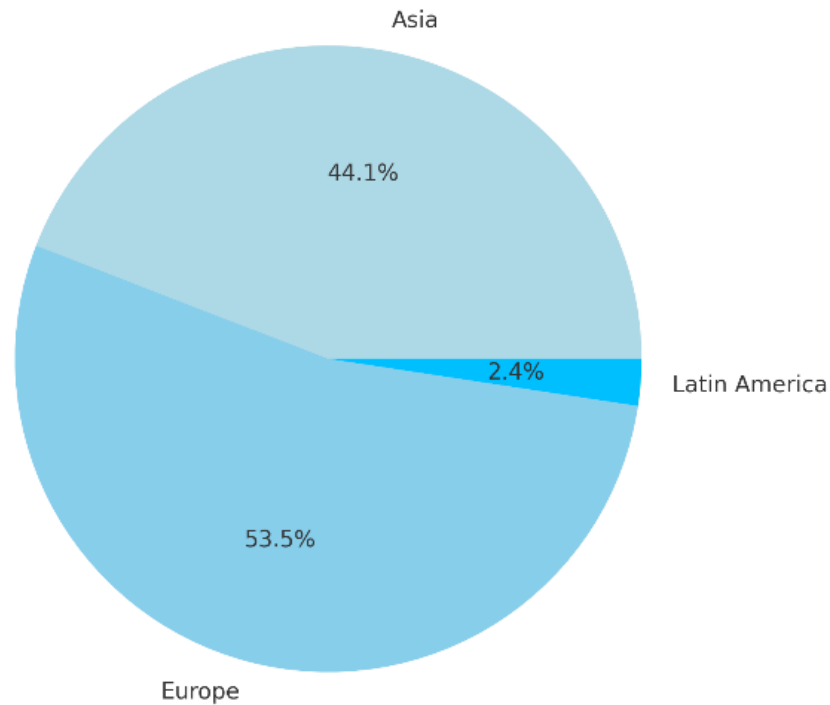




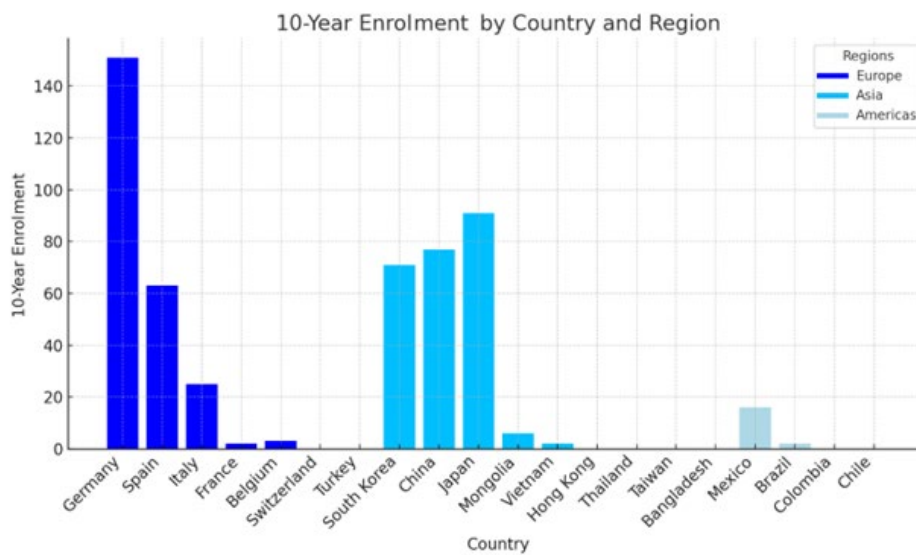
Program Profile

Enrolment by Region

The pie chart below shows the distribution of international student enrolment for 2023-2024 by region (Asia, Europe, and Latin America). This chart highlights Europe as a leading contributor, followed by Asia, with South and Central America representing a small portion of enrolment.



Enrolment by Country and Region (2015-2024)





Program Highlights - Achievements

Cultural Integration

The program fostered a welcoming environment, allowing international students to integrate well in local schools. This strengthens intercultural understanding and builds supportive bonds among all students.

Monthly Adventures

The International Education Program offers a range of monthly activities, enabling students to connect with peers from other schools while exploring cultural experiences within Kootenay Lake communities and beyond. These activities are popular, often attracting large groups of enthusiastic participants.





Program Highlights - Achievements

Homestay Program

The homestay program supports international students in language and cultural immersion. Canadian families welcome students into their homes, share daily life, and create a rich learning experience. The homestay team carefully matches students with families of similar interests, enhancing each student's comfort level.

The district's two homestay contractors work closely with the international education team to ensure quality placements, and a positive experience for each student. Students are placed in homestay homes as close to their schools as possible, often within walking distance or accessible by public transit.

A well-run homestay program is vital to the success of International Education. The district-managed model allows homestay contractors and program staff to stay in close contact, addressing issues quickly. The two homestay managers support around 30 families, many of whom host multiple students.



Economic and Social Impact

The International Program contributed a net profit to the district for the 2024-2025 school year, and enriched the Kootenay Lake region's economy and culture, as students are active in their local communities.

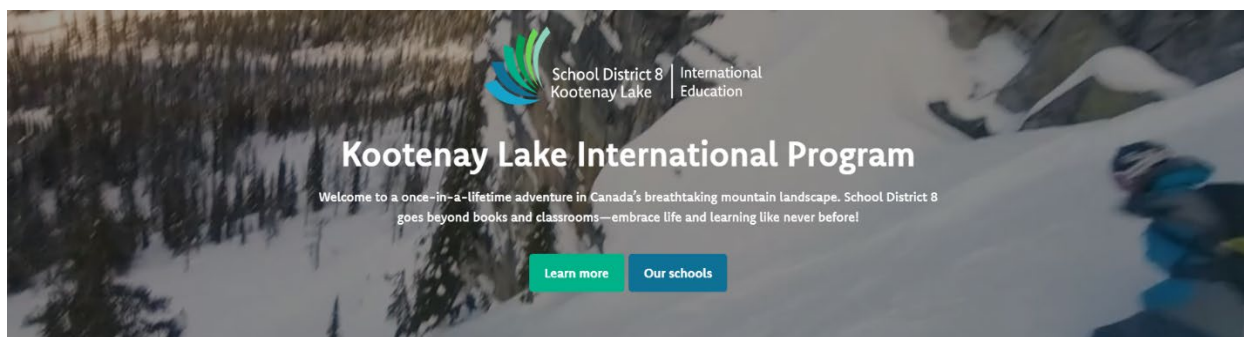




Program Highlights - New Projects

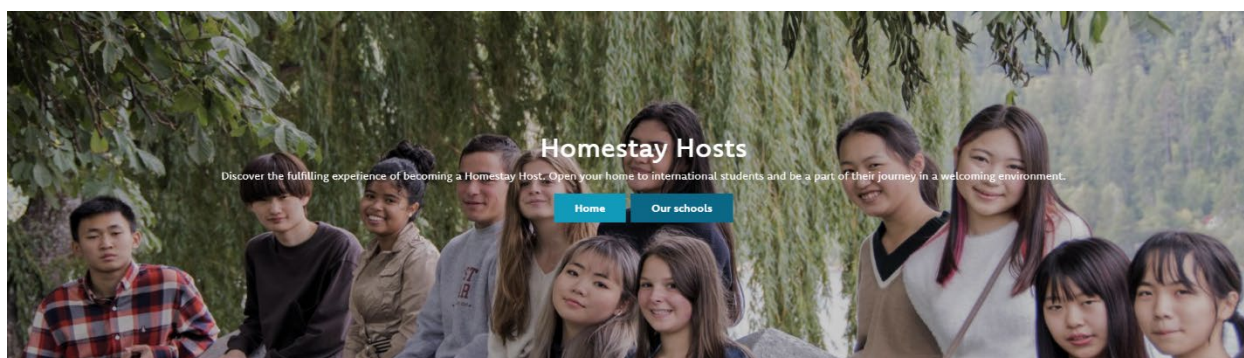
New Website

The new website provides clear, easy access to program details, the applications portal, and resources for students, agents, and homestay families. The website highlights the distinct opportunities within the Kootenay Lake region and emphasizes the appeal of international education in SD8.



Homestay Recruitment

The new homestay recruitment campaign seeks local families eager to share in a rewarding cultural exchange. The program campaign appeals to the parents of elementary age children by offering free face painting services at special school events.





Program Highlights - New Projects

Monthly Adventures

The new monthly adventure program focuses on seasonal outdoor experiences. Activities include high-energy activities like zip-lining, skiing, and snowshoeing with lower-energy activities such as canoeing, hot springs, and beach barbecues. Each activity offers international students the chance to connect with each other and with community members to form strong social connections.





Tuition Fees

International students pay tuition to attend the district, financially supporting programs that benefit all students. The two following tables show 2023-2024 and historical financial results.

Financial Results (2023-2024)	
Total Revenue	\$1,125,600
Direct Student Expenses	\$459,910
School Allocations	\$16,926
Direct Salaries and Benefits*	\$409,065
Operating Expenses	\$176,098
Total Expenditures	\$1,064,355
Net Income	\$61,635

Financial Results (2019-2020 to 2023-2025)					
Actuals to June 30					
	2019/20	2020/21	2021/22	2022/23	2023/24
Total Revenue	\$1,514,072	\$640,339	\$1,587,238	\$1,697,715	\$1,125,598
Direct Student Expenses	\$626,678	\$302,339	\$633,632	\$711,664	\$459,910
School Allocations	\$6,915	\$5,092	\$64,321	\$139	\$16,926
Direct Salaries and Benefits	\$411,596	\$440,579	\$424,457	\$448,718	\$409,065
Operating Expenses	\$277,590	\$114,655	\$249,111	\$240,952	\$176,098
Total Expenditures	\$1,322,779	\$862,665	\$1,371,521	\$1,401,473	\$1,061,999
Net Revenue	\$191,293	-\$222,326	\$215,717	\$296,242	\$63,599





Program Fees

SD8’s International Program fees are set each year to remain competitive. Starting September 2025, homestay families will receive \$1,200 per month, matching regional rates. Rates are approved two years in advance.

General Fees (2024-2025)				
	3 month	4 month	5 month	1 year
Application	\$350	\$350	\$350	\$350
Homestay Hosting	\$3,000	\$4,000	\$5,000	\$10,000
Homestay Support	\$1,050	\$1,150	\$1,250	\$1,750
Tuition	\$6,000	\$7,000	\$8,000	\$15,000
Medical	\$450	\$600	\$750	\$1,500
Total	\$10,850	\$13,100	\$15,350	\$28,600

Potential Revenue

Potential sources of revenue for the International Education program include:

Tuition Fees: Increased enrolment or adjusted tuition fees for international students can directly boost revenue. Fees have been increased recently to align with regional competition.

Short-Term Programs: The program offers short-term programs (three months or more), to attract additional international students and revenue.

Partnerships with Agencies: Several new collaborations with recruitment agencies have been established to create a steady enrolment of students, increasing enrolment consistency and revenue.

Scholarship Programs: An updated entrance scholarship program has been developed to offer international students and entrance scholarship. The program can entice students to enrol longer term.

Enhanced Marketing Efforts: Investing in targeted overseas agent recruitment campaigns can reach untapped regions or demographics that could drive higher enrolment and increase tuition income.



Risks

Enrolment Fluctuations: Changes in international student enrolment due to global events, economic shifts, or competing programs could impact revenue.

Homestay Availability: Limited local homestay placements may restrict enrolment capacity and reduce program appeal.

Dependence on Europe: Heavy reliance on Europe makes the program vulnerable to geopolitical or economic shifts in those areas.

Operating Costs: Rising expenses, such as salaries, benefits, and operational costs, could affect net profitability if not balanced by increased tuition revenue.

Market Competition: Competing programs in other districts or countries may attract potential students, affecting the program's ability to maintain or grow enrolment.

Currency Exchange Rates: Fluctuations in exchange rates could affect affordability for students from certain countries, influencing enrolment numbers. This is playing out with Italy right now as some agents have redirected students to more affordable countries.



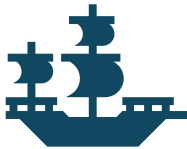
Recruitment

The annual recruitment plan focuses on Europe, Latin America, and Asia, targeting large city centers. The goal is to increase long-term enrolments and strengthen the district’s global presence while maintaining strong ties with existing markets. The plan represents the first year of a two-year plan, aimed at achieving a sustainable 50 FTE annual enrolment by the 2025-2026 school year.

Recruitment Positioning

The International Program offers a balance of outdoor activities such as skiing, ziplining, and canoeing, along with flexible academic coursework in small inclusive communities. Low international student numbers enable personalized services. With English-speaking homestays and strong support networks, students can be fully immersed in local communities. In addition, the program focuses on specific areas of interest based on region:

Europe
Outdoor adventure



Asia
Academic success



Americas
Cultural experiences



Recruitment Analysis

An in-depth marketing analysis as part of the program’s annual recruitment review, revealed the following:

- There are three distinct regions (Europe, Asia, South/Central America)
- Target countries in Europe include Germany, Italy, Spain, France, Belgium
- Target countries in Asia include China, South Korea, Japan, Mongolia
- Target countries in South/Central America can include Brazil and Mexico
- Brazil and Japan are high priority targets since they are a growing market

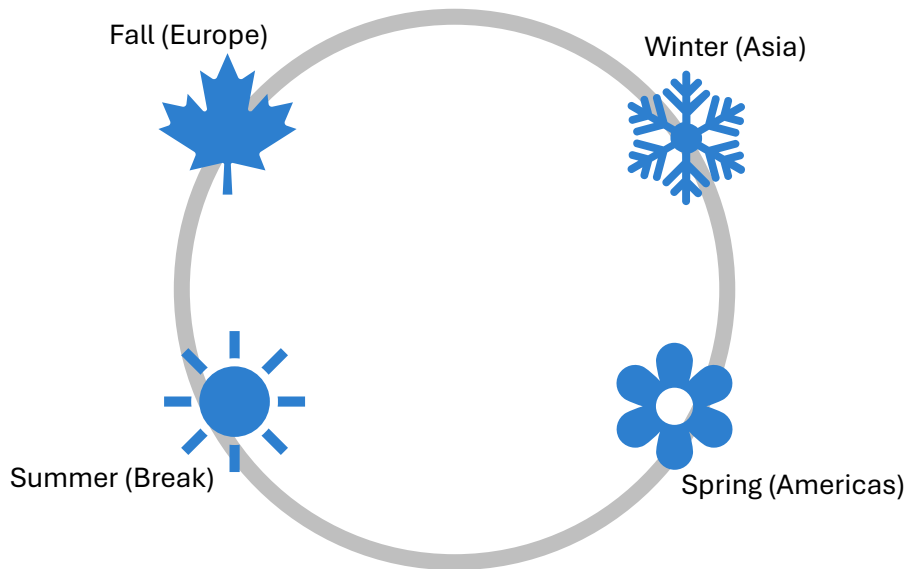




Recruitment Timeline

The district’s strategy aims to solidify Kootenay Lake International Program’s presence in Europe, South/Central America, and Asia. By strengthening relationships with existing agents, targeting key growth markets, and maintaining a structured and seasonal recruitment approach, SD8 is well positioned for sustainable enrolment growth, and increased global visibility.

Recruitment efforts can follow a seasonal approach:



This structure allows for targeted engagement with agents during peak recruitment periods, fostering long-term relationships.





Strategic Direction (2025-2026)

The International Education program aims to grow its global reach, enrich student experiences, and strengthen community impact. For the 2025-2026 school year, key goals are to boost enrolment, enhance student success, and drive sustainable revenue growth.

Goals

- **Increase Enrolment:** Target enrolment is set at 50 FTE students, focusing on diversifying source countries. Efforts will maintain strong ties with Asia and Europe while exploring South/Central America.
- **Enhance Student Experience:** The program will prioritize high academic standards and cultural integration, with expanded homestay support, and intercultural experiences to deepen students' sense of community.
- **Drive Sustainable Revenue:** Planned increases in tuition, and expanded programming can improve revenue, supporting program enhancements that benefit all district students.

Projects

- **Website and Branding Update:** A new website and refreshed brand will showcase the district's unique appeal, offering clear information and an easier application process.
- **Homestay Recruitment:** A targeted homestay recruitment campaign will intensify efforts to enlist local families from Elementary Schools.
- **Monthly Adventure Program:** Thoughtful outdoor monthly adventures will allow students to explore the Kootenay Lake region and build local connections.





Market Expansion

- **Strengthen Existing Markets:** Continued outreach in Asia and Europe, through virtual and in-person events, to maintain strong enrolment.
- **New Markets:** Recruitment will focus on Europe, Asia, and South/Central America to diversify student enrolment.

Program Innovations

- **Flexible Learning Options:** New pathways will allow students to mix short-term, semester, and full-year study tailored to student needs.
- **Digital Orientation:** Online orientation sessions will prepare students for life in the district, with updated resources to ease adaptation.
- **Increased Language Support:** Expanded language support through digital technology use, can help students succeed academically, and meet BC graduation standards.

These initiatives, with clear goals and new projects, lay a foundation for sustainable growth, and a richer educational experience in 2025-2026.



School District 8 | International
Kootenay Lake | Education



From: Trish Smillie, Superintendent
Date: January 16, 2025
Subject: Board Authority Authorized Course Approval

For Approval

Introduction

This memorandum provides an overview of the requirements, development and approval process for Board Authority Authorized (BAA) Courses. These locally developed courses are designed to help provide local community needs while offering choice and flexibility for students.

Background

Grade 10, 11 and 12 BAA Courses should follow the requirements set by the Ministry of Education and Child Care as outlined in [Board/Authority Authorized Courses Requirements and Procedures Guidebook](#). BAA Courses must be authorized by Boards of Education according to requirements set by the Ministry of Education and Child Care as per:

- [Board/Authority Authorized Courses Policy](#)
- [The School Act](#)
- [Board Authorized Course Ministerial Order](#)
- [Handbook of Procedures for the Graduation Program](#)

SD8 offers the following locally developed BAA Courses which are reviewed annually in February [SD8 BAA Courses](#).

Information

BAA Content Requirements

BAA courses provide an opportunity for educators to explore content beyond the boundaries of the Ministry of Education and Child Care curriculum. BAA Courses help educators respond to the local needs of schools and their communities, and to provide choice and flexibility for students. BAA Courses may overlap with Big Ideas and Curricular Competencies of Ministry of Education and Child Care courses.

BAA courses are not:

- Courses with significant overlap with provincial curriculum content.
- Remedial courses or those preparatory in nature
- An adapted course
- A modified course

Graduation requirements

Students may earn elective credits toward graduation by successfully completing BAA Courses. There is no limit to the number of BAA Courses which may be used to satisfy the 28 credits of electives required for graduation. In some cases, at the Grade 11 level only, BAA Courses may be



used to satisfy the Arts Education and/or Applied Design, Skills and Technologies (ADST) requirement towards graduation. Grade 12-level BAA Courses may count towards the 16 Grade 12-level credits required for graduation.

BAA Subject Areas and Requirements

In response to local needs and student interests, Boards of Education may authorize a broad variety of BAA courses focused on content not offered in Ministry of Education and Child Care developed courses. Examples of BAA courses include Hockey Skills, Peer Tutoring, and Learning Strategies.

The following 10 components are required for BAA Courses.

1. A Course Title
2. Grade Level
3. Number of Credits
4. Course Synopsis
5. Goals and Rationale
6. Aboriginal Views and Perspectives
7. Organizational Structure
8. Recommended Instructional Component
9. Recommended Assessment Component
10. Learning Resources

Development and Approval Process for BAA Courses

The Grade 10-12 provincial curricula give teachers a significant amount of flexibility to customize course content, precluding the need for a separate BAA Course. Before developing a new BAA course, schools should explore whether the content could be incorporated into an existing Ministry of Education and Child Care developed course.

Schools are required to follow [APP 2202: Board/Authority authorized Courses](#) and submit a completed [BAA Course Framework Template](#) and [BAA Course Form](#) to the Director of Curriculum, Assessment and Instruction for review to ensure the criteria is met. The Superintendent submits the approved BAA Course Framework along with the BAA Course Form to the Board of Education for approval.

Schools must have the approval of their Boards of Education prior to offering a BAA Course, regardless of whether the course has already been approved in another jurisdiction.

The following course has been submitted to the Superintendent for approval by the Board of Education for the 2024/25 academic year:

- Dungeons and Dragons 10/11/12 (see attached)



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Kootenay Lake	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD8
Developed by: Morgan Jones	Date Developed: January 9, 2025
School Name: Kootenay River Secondary School	Principal's Name: Darryl Adams
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Dungeons & Dragons 10/11/12	Grade Level of Course: 10-12
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s): N/A

Special Training, Facilities or Equipment Required: A/V tech in classroom

Course Synopsis: **Dungeons & Dragons** is an optional course that focuses on friendship, leadership, and mental well-being as students engage in creating material for role-playing games using the mechanics available through the Dungeons and Dragons game engine. Although the primary focus of the course is on peer interaction, participants will also design adventures, characters, monsters, encounters as well as learn the basics of 3d printing, painting, map production and other design elements. **Dungeons & Dragons** will facilitate the acquisition of interpersonal (soft skills) and intrapersonal competencies as students work collaboratively in a shared storytelling environment.



Goals and Rationale: This course provides opportunities for students to develop interpersonal skills through learning how to create and play materials for collaborative role-playing. Students will develop critical thinking skills and resilience through the creative process that involves identifying needs, proposing solutions, building working versions of those solutions, and reflecting on what works and what does not. Creating new material for a world-building game such as Dungeons & Dragons allows student to access and develop skills from a wide range of subject areas, including English Language Arts, Visual Arts, Mathematics, Science, Social Studies, and Performance Arts, among others. Students will also build confidence through public speaking and leading groups through various role-playing scenarios.

Aboriginal Worldviews and Perspectives:

Learning is holistic, reflexive, reflective, experiential and rational (focused on connectedness, on reciprocal relationships, and a sense of place). This course reinforces the concept that we are interconnected through common human themes in play, while also containing a specific focus on the power of creating and playing games as it relates to identity and creativity.

Learning is embedded in memory, history, and story. This course emphasizes the importance of storytelling, the preservation of individual and collective histories, and respecting cultural traditions by providing students the opportunity to create campaigns and adventures in contexts that are familiar and important to them.

Learning involves patience and time. Developing material for games, especially ones that involve world-building and interpretation of a wide and varied set of rules, requires students to learn how to identify problems and come up with a range of possible solutions. Playing these games also encourages students to learn to be patient and to consider a wide variety of responses to a range of situations.

Learning requires exploration of one's identity. A significant part of creating and playing games such as these is developing characters and communities. Students are free to explore a range of identities due to the nearly endless varieties of characters they can create and play. Many students use the opportunities provided by role-playing games to step outside of themselves and act in ways that they might not be confident enough to do in "real life."



BIG IDEAS

Building Positive Relationships – working with others towards a shared goal requires creating meaningful relationships and respectful connections.

Internal Connectedness – Recognizing one’s intrapersonal strengths and weaknesses informs my understanding of group dynamics.

Leadership – Leadership and positive membership of a group are intertwined and essential for success.

Interactive Storytelling – Supports oral storytelling to explore how we interact with others in a meaningful way.

Creative Design – Storytelling manifests in both 2D and 3D physical artistic expressions.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Learn the basic rules of table-top role-playing games (TTRPGs) in general and Dungeons & Dragons specifically.</p> <p>Learn how to be a good player, including managing emotions and balancing individual vs group playing dynamics.</p> <p>Develop voice acting skills through role-playing and leading games.</p> <p>Create game resources, including props, costumes, miniatures, scenery, etc.</p> <p>Write scenarios and campaign situations and create characters and monsters to populate said scenarios and campaigns.</p> <p>Learn skills relevant to world building, including writing history, developing puzzles, drawing world/town/area maps, and inventing treasures and rewards.</p> <p>Develop short- and long-term planning skills to present campaigns to new players and manage tabletop gameplaying dynamics</p> <p>Apply media, technology, and creative literacies to create and express new ideas through gaming.</p>	<p><i>Students are expected to know the following:</i></p> <p>Genres of games: classic strategy games (mancala, chess); historical re-enactment games (Axis & Allies); roleplaying games</p> <p>TTRPG rule systems: dice-based systems; creating characters; role-playing; combat; exploration; systems of magic; monsters and items</p> <p>Features of game development: world building; managing player relationships and table dynamics; adventure writing; storytelling</p> <p>Game writing (plot and character development), and adventure formatting (standardized formatting – general organization, font, spacing, margins, etc.)</p>



Big Ideas – Elaborations

Creative design: Roleplaying games rely on consistency of design to facilitate effective gameplay. The game’s storytelling aspect is also enhanced through the use of models, maps, scenery, miniatures, and other physical enhancements.

Interactive storytelling: Roleplaying games use a game master (GM) to guide players through the story, but the players decide what actions they want to take, which makes collaboration between the GM and the player essential to an exciting and compelling game. No single player is in control, and so players learn to work together to reach common goals.

Leadership: The collaborative and cooperative nature of roleplaying games means that everyone can take on leadership roles when they feel comfortable, while focusing on group roles at other times.

Curricular Competencies – Elaborations

Tabletop roleplaying games (TTRPGs): a genre of game that is played around a table or online in which a group of people play characters in a story that develops as the game is played.

Dungeons & Dragons (D&D): a TTRPG that was invented in 1974 and has undergone several revisions since. D&D provides a set of rules and mechanics for gameplay that allows players to participate in published campaigns (comprising of several adventures) or to write their own stories, establishing their own settings or using pre-existing settings created by D&D or third-party creators.

Scenarios and campaigns: TTRPGs can comprise of a short adventure that takes place in a single setting, designed to be completed in a single session, or a longer campaign that includes many different scenarios, settings, and adventures that takes many sessions to play. Players and GMs work together to decide what kind of game they want to play, and what kind of campaign they are looking for.

World building: The mechanics of D&D allow individuals to create their own adventures, campaigns, and settings for their games. This involves some level of “world building,” wherein players make decisions about everything from the kinds of people and creatures that inhabit their world, to the geography of the setting, and even the presence and nature of magic.

Content – Elaborations

Dice-based systems: many TTRPGs use some aspect of dice rolling to determine the outcome of events. Dungeons & Dragons (D&D) relies on a series of D20 tests (rolls of a 20-sided die) to determine whether characters succeed in a variety of activities, including climbing walls, avoiding traps, and interpreting texts, among many others.

Creating characters: D&D allows players to create their own characters for game play. Players determine as much detail about their characters as they want, including their species, abilities, background, role, strengths and weaknesses, age, height, gender, and many other personality traits.

Systems of magic: D&D was originally set in a world of “sword & sorcery,” one where players can create a variety of different characters, including some who can wield powerful magic. Game masters (GMs) can determine how much of a role magic plays in their games, and even create their own systems of magic, which could include the presence of magic items and new spells, and how players come to be able to use magic.



Recommended Instructional Components: Tailored to fit the needs of the students, including: direct instruction, discussion groups, demonstrations, experiential learning through creation, independent research

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Group discussion participation: active role in both small and large group discussion

Teacher observation: informal and formal

Critical/analytical project

Reflective practice: journaling

Other: game tracking sheets, graphic organizers, rubrics

Learning Resources:

Materials including, but not limited to: Dungeons & Dragons core rule books (Players Handbook, Dungeon Masters' Guide, and the Monster Manual) and additional source books published by Wizards of the Coast (owners of D&D) and third-party sources.

Access to relevant websites such as D&D Beyond (<https://www.dndbeyond.com/>), Hero Forge (<https://www.heroforge.com/>), and other game building sites.

Additional Information:

Developed using elements of the Dungeons & Dragons 11 curriculum from Riverside Secondary School in Port Coquitlam (District 43), developed by Mike Schoenhals and Cary Brett.



From: Trish Smillie, Superintendent
Date: January 24, 2025
Subject: 2023-2024 First Time Graduation Rates and Six-Year Completion Rates

For Information

Introduction

This memorandum outlines the SD8 (Kootenay Lake) First Time Graduation and Six-Year Completion Rates for the 2023-2024 school year and provides the historical rates for comparison from 2019-2020 to 2023-2024.

Background

The First-Time Graduation and Six-Year Completion Rates are two of several indicators that demonstrate how well the school system is serving its students.

The First-Time Graduation Rate is a measure of the students who are recorded as being in grade 12 for the first-time in September and who then graduate in that same school year.

Another descriptor of school completion is Six-Year Completion Rates. Most students will complete high school within the expected five-year period. Some students will take longer to complete their Dogwood (e.g., students who take a year off to play sports or study abroad; or those who require an additional year to successfully finish one or two required courses).

British Columbia offers three pathways towards school completion:

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

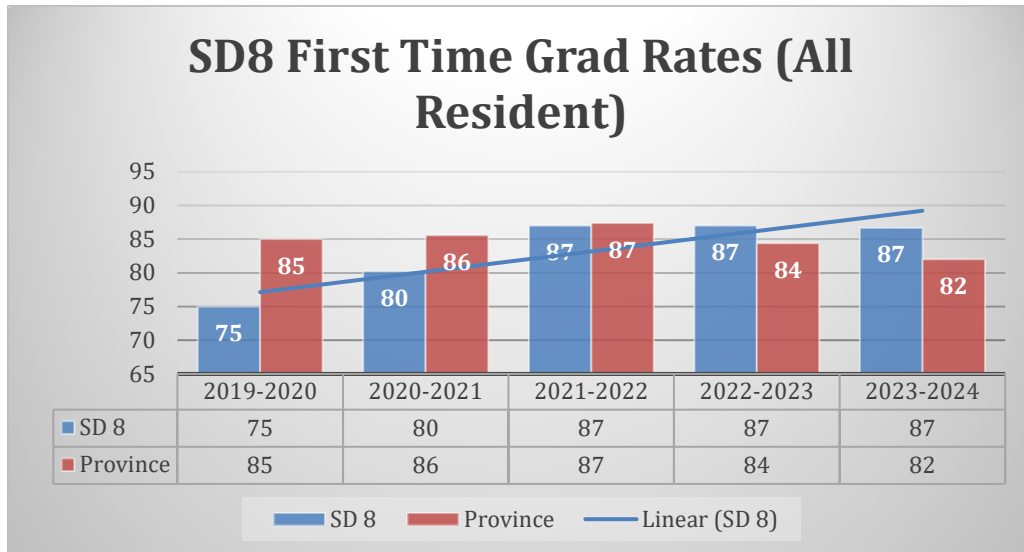
For more information on the [K-12 graduation program](#).

Information

First-Time Graduation Rates and Six-Year Completion Rates are provided at the provincial and school district levels for all students and are further broken down by Indigenous students and students with diverse abilities reporting groups.



2023-24 First-Time Graduation Rates - SD8 and Province (All Resident)

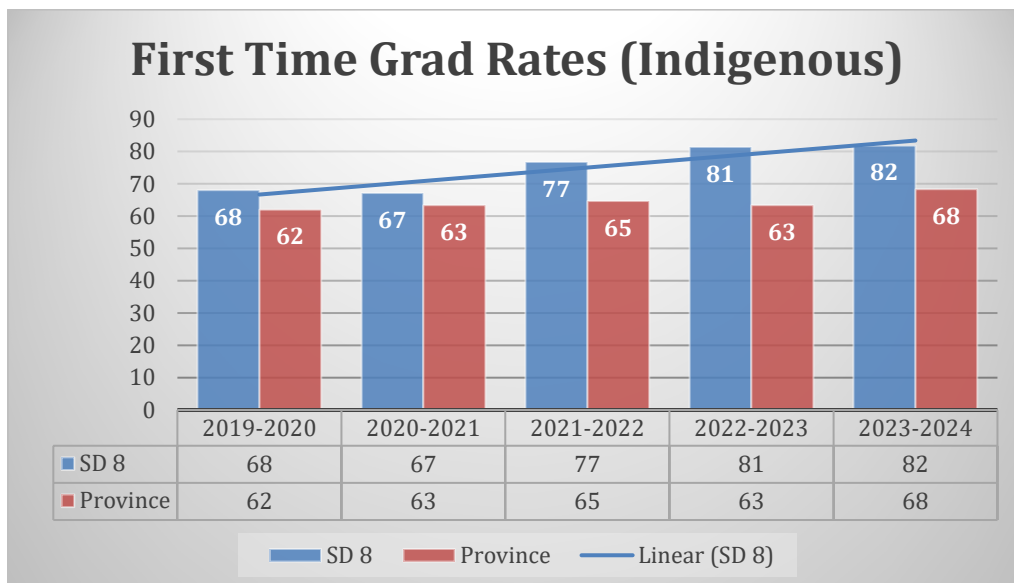


The 2023-2024 First Time Graduation Rates (All Resident) for SD8 in comparison with the Province indicate:

- SD8’s overall first-time graduation rate has improved and stabilized in the last two years at 87%
- The province’s first-time graduation rate has remained fairly stable at an average at 85%
- In 2023-2024, SD8 outperformed the province for the second time in five years

It is expected the trendline for SD8 will continue to rise in the coming years as indicated by the linear trendline.

2023-2024 First Time Graduation Rates - SD8 and Province (Indigenous)

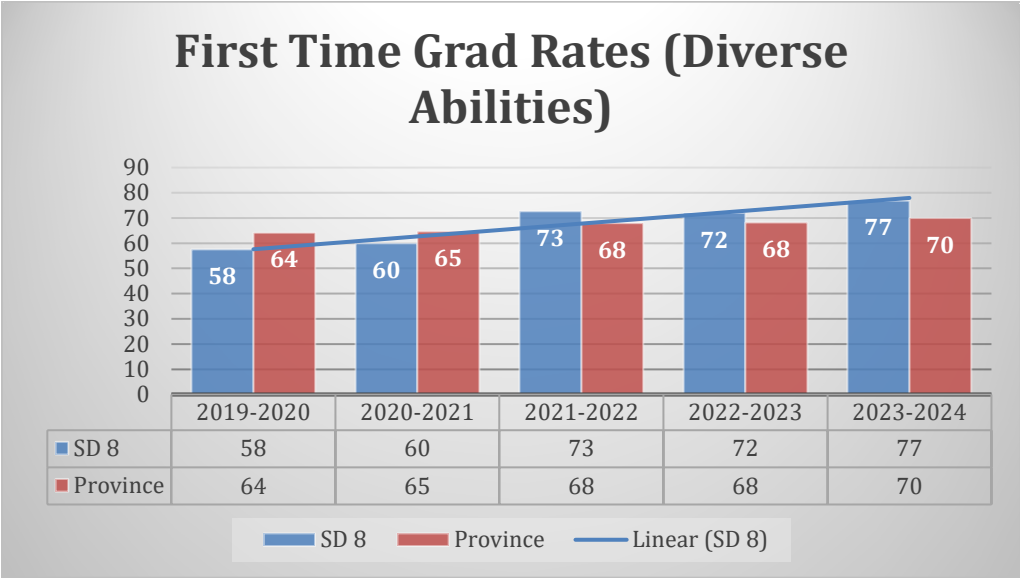


The 2023-2024 First-Time Graduation Rates (Indigenous) for SD8 in comparison with the Province indicate:

- SD8’s first-time graduation rate has had its best outcome in 2023-2024 at 82%
- The province’s first-time graduation rate has also improved in the past year to 68%
- In 2023-2024, SD8 outperformed the province by a margin of 14%

It is expected the trendline for SD8 will continue to rise in the coming years as indicated by the linear trendline.

2023-2024 First-Time Graduation Rates - SD8 and Province (Diverse Abilities)



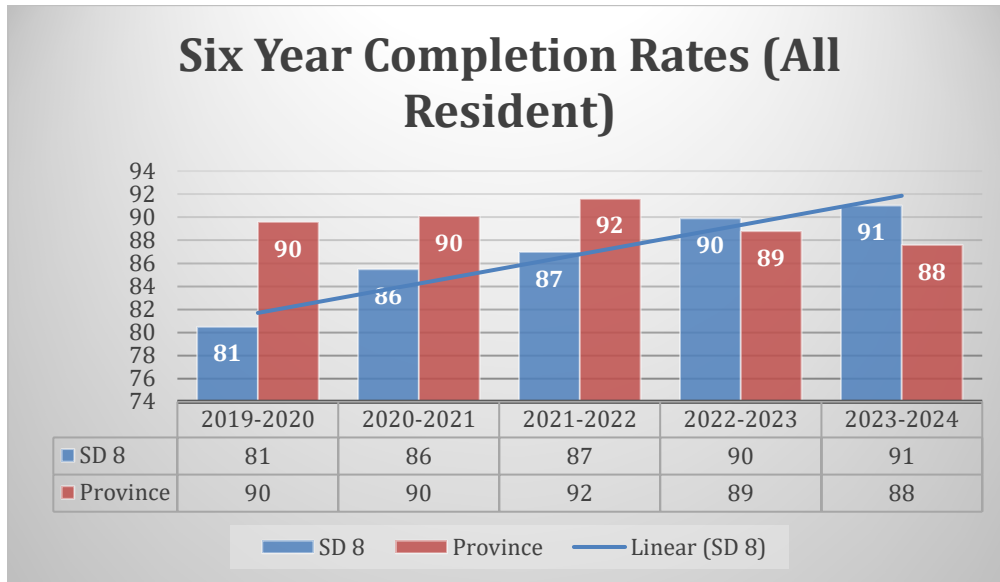
The 2023-2024 First-Time Graduation Rates (Diverse Abilities) for SD8 in comparison with the Province indicate:

- SD8’s overall first-time graduation rate has shown an overall improvement, with the best outcome in 2023-2024 at 77%
- The province’s first-time graduation rate has also improved, to 70% last year
- In 2023-2024, SD8 outperformed the province by 7%

It is expected the trendline for SD8 will continue to rise in the coming years as indicated by the linear trendline.



2023-2024 Six-Year Completion Rates - SD8 and Province (All Resident)



The 2023-2024 Six-Year Completion Rates for SD8 in comparison with the Province indicate:

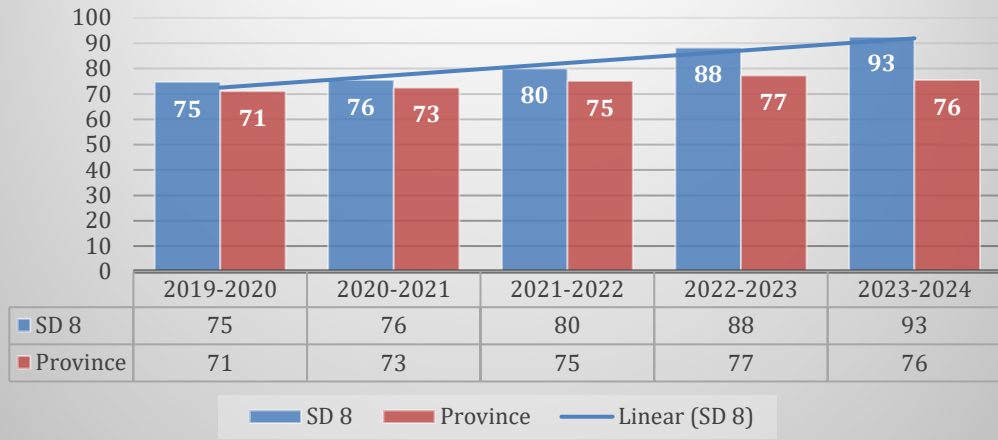
- SD8’s overall six-year completion rate has shown an overall rise of nearly 11% in the last five years
- The province’s six-year completion rate has dipped slightly in the last three years
- In 2023-2024, SD8 has outperformed the province for the second year in a row

It is expected the trendline for SD8 will continue to rise in the coming years as indicated by the linear trendline.

2023-2024 Six-Year Completion Rates - SD8 and Province (Indigenous)



Six Year Completion Rates (Indigenous)



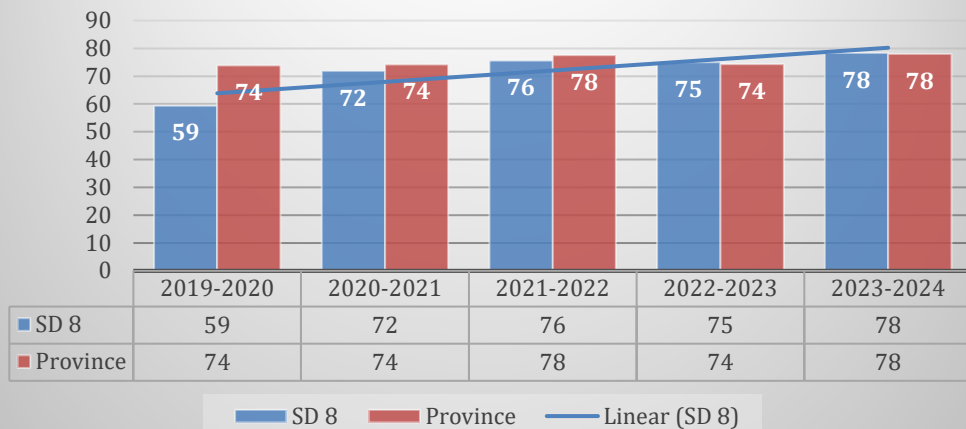
The 2023-2024 Six-Year Completion Rates for SD8 in comparison with the Province indicate:

- SD8’s overall six-year completion rate has shown an overall rise of over 18% in the last five years for students of Indigenous ancestry, with the highest rate last year of 93%
- The province’s six-year completion rate has averaged 74%
- Since 2018-2019, SD8 has outperformed the province each year in six-year completion rates for students with Indigenous Ancestry

It is expected the trendline for SD8 will continue to rise in the coming years as indicated by the linear trendline.

2023-2024 Six-Year Completion Rates - SD8 and Province (Diverse Abilities)

Six Year Completion Rates (Diverse Abilities)



The 2023-2024 Six-Year Completion Rates for SD8 in comparison with the Province indicate:

- SD8's 2023-24 six-year completion rate has shown an incremental improvement of 3% over the prior year's results
- The province's six-year completion rate for students with diverse abilities has averaged 76% over the last five years
- In 2023-2024, SD8 has improved over the provincial rate for the second year in a row

It is expected the trendline for SD8 will continue to rise in the coming years as indicated by the linear trendline.

A five-year comparison from 2019-2022 to 2023-2024 continues to demonstrate an upward trend in completion rates for all students, Indigenous students, and students with diverse abilities.

SD8's commitment to continuous improvement in academic success for all students requires an ongoing analysis of school district and provincial completion and graduation rates as one measure of student success.

SD8's efforts to improve graduation rates and completion rates continue to focus on the following strategies, structures and supports:

- Each secondary school develops a [three-year graduation plan](#) for each student that is updated and reviewed twice annually by the school and district academic review team. The [graduation program](#) sets the requirements to exit the K-12 education system and ensures students are graduating with the knowledge, competencies, and skills they will need to transition successfully into higher education, training or the workforce.
- Collaboration and partnerships are supported with local colleges for dual credit programs and bridging strategies (Academic Upgrading, University Transfers, Dogwood Completion).
- Continued focus on developing [Trades Training Programs](#) and [Dual Credit Programs](#).
- Individualized supports for Indigenous students, including support from Aboriginal Success Teachers, Educational Assistants and/or Aboriginal Youth and Family Worker Liaisons.
- Wrap-around District Based Team that meets monthly with school staff to provide additional supports for individual students with diverse needs to support graduation.
- Improved and expanded scholarship opportunities.

Conclusion

Graduation and completion rates serve as valuable indicators of success for SD8. An analysis of results over the past five years reveals a positive trend in overall graduation and completion rates for students within SD8. However, the completion rates for Indigenous students and students with diverse abilities will continue to remain a focus. To foster continued enhancement in graduation and completion rates, SD8 is committed to maintaining a robust focus on the support of foundational skills and core competencies across all grade levels.



Memorandum to the Board of Education PUBLIC

FROM: Cathy MacArthur, Secretary-Treasurer
DATE: February 11, 2025
SUBJECT: 2024-2025 Amended Annual Budget

For Approval

Background

This memorandum provides information on SD8's proposed 2024-2025 Amended Annual Budget Bylaw.

Information

During the May 14, 2024 Meeting of the Board Held in Public, the Board approved the 2024-2025 Annual Budget. This budget was based on the best information available at that time, including estimated enrolment information. Revenues were based on this estimate. Every year at the end of September all districts perform a student enrolment count and subsequently report the count to the Ministry of Education and Child Care. Provincial grants are adjusted based on the actual enrolment numbers and the Board approves the Amended Annual Budget Bylaw in February each year.

The attached Amended Annual Budget Bylaw and Amended Budget Discussion provides more information on the amended budget compared to the original budget approved at the May 14, 2024 Meeting of the Board Held in Public.

Recommendation

Attached is the School District No. 8 (Kootenay Lake) Amended Annual Budget Bylaw for fiscal year 2024-2025 for the Board's consideration and approval. To approve the Bylaw in one evening requires unanimous consent of the Board.

The motions below and the attached Annual Capital Bylaw is presented for the Board's consideration and approval:

...THAT the Board of Education proceed to conclude three readings in one evening for the School District No. 8 (Kootenay Lake) Amended Annual Budget Bylaw for the fiscal year 2024-2025.

...THAT the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2024-2025 BE APPROVED as read a first time;

...THAT the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2024-2025 BE APPROVED as read a second time;

...THAT the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2024-2025 BE ADOPTED as read a third time.



Amended Annual Budget

School District No. 08 (Kootenay Lake)

June 30, 2025



School District No. 08 (Kootenay Lake)

June 30, 2025

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



AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 08 (KOOTENAY LAKE) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2024/2025 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 08 (Kootenay Lake) Amended Annual Budget Bylaw for fiscal year 2024/2025.
3. The attached Statement 2 showing the estimated revenue and expense for the 2024/2025 fiscal year and the total budget bylaw amount of \$86,135,057 for the 2024/2025 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2024/2025.

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

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

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

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 08 (Kootenay Lake) Amended Annual Budget Bylaw 2024/2025, adopted by the Board the _____ DAY OF _____, 2025.

Secretary Treasurer



School District No. 08 (Kootenay Lake)

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	4,726.875	4,753.000
Adult	3.250	1.750
Total Ministry Operating Grant Funded FTE's	4,730.125	4,754.750
Revenues		
	\$	\$
Provincial Grants		
Ministry of Education and Child Care	76,966,928	76,036,264
Other	390,198	413,984
Federal Grants	116,410	
Tuition	1,002,150	1,196,250
Other Revenue	2,276,797	1,848,398
Rentals and Leases	105,000	90,000
Investment Income	499,000	402,000
Amortization of Deferred Capital Revenue	3,091,410	2,976,801
Total Revenue	84,447,893	82,963,697
Expenses		
Instruction	63,412,036	62,552,540
District Administration	4,959,296	4,838,570
Operations and Maintenance	13,506,485	13,087,974
Transportation and Housing	3,455,553	3,711,558
Total Expense	85,333,370	84,190,642
Net Revenue (Expense)	(885,477)	(1,226,945)
Budgeted Allocation (Retirement) of Surplus (Deficit)	577,156	1,154,408
Budgeted Surplus (Deficit), for the year	(308,321)	(72,537)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(308,321)	(72,537)
Budgeted Surplus (Deficit), for the year	(308,321)	(72,537)



School District No. 08 (Kootenay Lake)

Amended Annual Budget - Revenue and Expense
 Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	66,960,772	66,637,000
Operating - Tangible Capital Assets Purchased	504,019	662,000
Special Purpose Funds - Total Expense	14,312,848	13,684,304
Special Purpose Funds - Tangible Capital Assets Purchased	150,000	150,000
Capital Fund - Total Expense	4,059,750	3,869,338
Capital Fund - Tangible Capital Assets Purchased from Local Capital	147,668	
Total Budget Bylaw Amount	86,135,057	85,002,642

Approved by the Board

Signature of Chairperson of the Board		Date Signed
Signature of Superintendent		Date Signed
Signature of Secretary/Treasurer		Date Signed

DRAFT



School District No. 08 (Kootenay Lake)

Amended Annual Budget - Changes in Net Financial Assets (Debt)
 Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$
Surplus (Deficit) for the year	(885,477)	(1,226,945)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(654,019)	(812,000)
From Local Capital	(147,668)	
From Deferred Capital Revenue	(5,812,692)	(3,158,689)
Total Acquisition of Tangible Capital Assets	(6,614,379)	(3,970,689)
Amortization of Tangible Capital Assets	4,059,750	3,869,338
Total Effect of change in Tangible Capital Assets	(2,554,629)	(101,351)
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(3,440,106)	(1,328,296)



School District No. 08 (Kootenay Lake)

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
 Year Ended June 30, 2025

	Operating Fund	Special Purpose Fund	Capital Fund	2025 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	7,454,254	-	20,582,736	28,036,990
Changes for the year				
Net Revenue (Expense) for the year	(73,137)	150,000	(962,340)	(885,477)
Interfund Transfers				
Tangible Capital Assets Purchased	(504,019)	(150,000)	654,019	-
Net Changes for the year	(577,156)	-	(308,321)	(885,477)
Budgeted Accumulated Surplus (Deficit), end of year	6,877,098	-	20,274,415	27,151,513



School District No. 08 (Kootenay Lake)

Amended Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	64,245,428	63,605,094
Other	303,850	324,850
Federal Grants	116,410	
Tuition	1,002,150	1,196,250
Other Revenue	636,797	548,398
Rentals and Leases	105,000	90,000
Investment Income	478,000	380,000
Total Revenue	66,887,635	66,144,592
Expenses		
Instruction	49,255,691	49,022,573
District Administration	4,959,296	4,838,570
Operations and Maintenance	9,317,095	9,088,996
Transportation and Housing	3,428,690	3,686,861
Total Expense	66,960,772	66,637,000
Net Revenue (Expense)	(73,137)	(492,408)
Budgeted Prior Year Surplus Appropriation	577,156	1,154,408
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(504,019)	(662,000)
Total Net Transfers	(504,019)	(662,000)
Budgeted Surplus (Deficit), for the year	-	-



School District No. 08 (Kootenay Lake)

Amended Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	62,976,165	62,906,594
ISC/LEA Recovery	(135,431)	(87,632)
Other Ministry of Education and Child Care Grants		
Pay Equity	300,996	300,996
Funding for Graduated Adults	14,147	14,147
Student Transportation Fund	419,602	419,602
FSA Scorer Grant	8,187	8,187
Labour Settlement Funding	576,762	
NGN Self-Provisioned Site Grant	85,000	43,200
Total Provincial Grants - Ministry of Education and Child Care	64,245,428	63,605,094
Provincial Grants - Other	303,850	324,850
Federal Grants	116,410	-
Tuition		
Continuing Education	40,000	40,000
International and Out of Province Students	962,150	1,156,250
Total Tuition	1,002,150	1,196,250
Other Revenues		
Other School District/Education Authorities	426,018	367,018
Funding from First Nations	135,431	87,632
Miscellaneous		
Private School Bussing	51,348	67,348
Cultural Grants	10,000	10,500
Other Fees	-	11,900
After School Programs	14,000	4,000
Total Other Revenue	636,797	548,398
Rentals and Leases	105,000	90,000
Investment Income	478,000	380,000
Total Operating Revenue	66,887,635	66,144,592



School District No. 08 (Kootenay Lake)

Amended Annual Budget - Schedule of Operating Expense by Object
 Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$
Salaries		
Teachers	23,697,916	23,281,146
Principals and Vice Principals	4,482,435	4,393,591
Educational Assistants	3,930,582	3,925,608
Support Staff	7,818,666	8,112,498
Other Professionals	2,688,608	2,938,064
Substitutes	3,684,013	3,317,015
Total Salaries	46,302,220	45,967,922
Employee Benefits	11,601,723	11,582,652
Total Salaries and Benefits	57,903,943	57,550,574
Services and Supplies		
Services	2,551,938	2,423,721
Student Transportation	340,421	377,202
Professional Development and Travel	658,484	673,745
Rentals and Leases	122,551	120,751
Dues and Fees	99,210	101,485
Insurance	215,000	200,000
Supplies	3,269,321	3,419,644
Utilities	1,799,904	1,769,878
Total Services and Supplies	9,056,829	9,086,426
Total Operating Expense	66,960,772	66,637,000



School District No. 08 (Kootenay Lake)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	20,410,791	-	-	-	-	2,209,451	22,620,242
1.03 Career Programs							-
1.07 Library Services	87,958	-	-	87,731	-	-	175,689
1.08 Counselling	280,996	-	-	-	-	-	280,996
1.10 Inclusive Education	1,931,883	-	3,775,719	51,830	-	472,061	6,231,493
1.31 Indigenous Education	986,288	-	154,863	-	-	6,219	1,147,370
1.41 School Administration	-	3,989,290	-	1,432,498	235,165	387,833	6,044,786
1.62 International and Out of Province Students	-	184,594	-	83,637	-	-	268,231
Total Function 1	23,697,916	4,173,884	3,930,582	1,655,696	235,165	3,075,564	36,768,807
4 District Administration							
4.11 Educational Administration	-	308,551	-	-	767,331	-	1,075,882
4.40 School District Governance	-	-	-	-	194,820	-	194,820
4.41 Business Administration	-	-	-	369,099	1,026,649	26,892	1,422,640
Total Function 4	-	308,551	-	369,099	1,988,800	26,892	2,693,342
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	-	-	-	28,886	350,974	1,322	381,182
5.50 Maintenance Operations	-	-	-	3,730,398	-	366,390	4,096,788
5.52 Maintenance of Grounds	-	-	-	188,448	-	24,381	212,829
5.56 Utilities	-	-	-	-	-	-	-
Total Function 5	-	-	-	3,947,732	350,974	392,093	4,690,799
7 Transportation and Housing							
7.41 Transportation and Housing Administration	-	-	-	54,502	113,669	1,053	169,224
7.70 Student Transportation	-	-	-	1,791,637	-	188,411	1,980,048
Total Function 7	-	-	-	1,846,139	113,669	189,464	2,149,272
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	23,697,916	4,482,435	3,930,582	7,818,666	2,688,608	3,684,013	46,302,220



School District No. 08 (Kootenay Lake)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	22,620,242	5,609,138	28,229,380	1,996,768	30,226,148	29,839,495
1.03 Career Programs	-		-	500	500	-
1.07 Library Services	175,689	46,818	222,507	29,800	252,307	174,639
1.08 Counselling	280,996	69,687	350,683	-	350,683	490,749
1.10 Inclusive Education	6,231,493	1,681,339	7,912,832	302,365	8,215,197	8,282,962
1.31 Indigenous Education	1,147,370	289,691	1,437,061	204,982	1,642,043	1,674,275
1.41 School Administration	6,044,786	1,430,121	7,474,907	199,148	7,674,055	7,481,194
1.62 International and Out of Province Students	268,231	42,594	310,825	583,933	894,758	1,079,259
Total Function 1	36,768,807	9,169,388	45,938,195	3,317,496	49,255,691	49,022,573
4 District Administration						
4.11 Educational Administration	1,075,882	235,875	1,311,757	284,592	1,596,349	1,381,143
4.40 School District Governance	194,820	43,835	238,655	244,250	482,905	469,534
4.41 Business Administration	1,422,640	313,703	1,736,343	1,143,699	2,880,042	2,987,893
Total Function 4	2,693,342	593,413	3,286,755	1,672,541	4,959,296	4,838,570
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	381,182	85,530	466,712	328,544	795,256	745,642
5.50 Maintenance Operations	4,096,788	1,113,760	5,210,548	824,300	6,034,848	5,989,135
5.52 Maintenance of Grounds	212,829	62,258	275,087	135,000	410,087	399,029
5.56 Utilities	-	-	-	2,076,904	2,076,904	1,955,190
Total Function 5	4,690,799	1,261,548	5,952,347	3,364,748	9,317,095	9,088,996
7 Transportation and Housing						
7.41 Transportation and Housing Administration	169,224	40,671	209,895	25,438	235,333	281,621
7.70 Student Transportation	1,980,048	536,703	2,516,751	676,606	3,193,357	3,405,240
Total Function 7	2,149,272	577,374	2,726,646	702,044	3,428,690	3,686,861
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	46,302,220	11,601,723	57,903,943	9,056,829	66,960,772	66,637,000

School District No. 08 (Kootenay Lake)

Amended Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	12,721,500	12,431,170
Other	86,348	89,134
Other Revenue	1,640,000	1,300,000
Investment Income	15,000	14,000
Total Revenue	14,462,848	13,834,304
Expenses		
Instruction	14,156,345	13,529,967
Operations and Maintenance	129,640	129,640
Transportation and Housing	26,863	24,697
Total Expense	14,312,848	13,684,304
Net Revenue (Expense)	150,000	150,000
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(150,000)	(150,000)
Total Net Transfers	(150,000)	(150,000)
Budgeted Surplus (Deficit), for the year	-	-



School District No. 08 (Kootenay Lake)

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2025

	Annual Facility Grant	Learning Improvement Fund	Special Education Equipment	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-		660,329	1,427,071	56,353	-	-	35,974
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	279,640	223,014				160,000	41,650	115,835	759,048
Provincial Grants - Other				30,000	1,600,000				
Other					15,000				
Investment Income									
	279,640	223,014	-	30,000	1,615,000	160,000	41,650	115,835	759,048
Less: Allocated to Revenue Recovered	279,640	223,014	-	30,000	1,615,000	216,353	41,650	115,835	795,022
Deferred Revenue, end of year	-	-	-	660,329	1,427,071	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	279,640	223,014				216,353	41,650	115,835	795,022
Provincial Grants - Other									
Other Revenue				30,000	1,600,000				
Investment Income					15,000				
	279,640	223,014	-	30,000	1,615,000	216,353	41,650	115,835	795,022
Expenses									
Salaries									
Teachers								26,530	51,509
Educational Assistants		173,555							325,927
Support Staff									
Other Professionals								26,360	
Substitutes							25,415		
	-	173,555	-	-	-	-	25,415	52,890	377,436
Employee Benefits		49,459					8,235	14,093	105,663
Services and Supplies	129,640			30,000	1,615,000	216,353	8,000	48,852	311,923
	129,640	223,014	-	30,000	1,615,000	216,353	41,650	115,835	795,022
Net Revenue (Expense) before Interfund Transfers	150,000	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	(150,000)								
	(150,000)	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-



School District No. 08 (Kootenay Lake)

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2025

	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Seamless Day Kindergarten	Early Childhood Education Dual Credit Program	Student & Family Affordability
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	18,261	-	-	8,303	15,934	84,975	203,904
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	236,212	9,304,972	62,084	26,863	55,000		55,400	-	-
Provincial Grants - Other									
Other									
Investment Income									
	236,212	9,304,972	62,084	26,863	55,000	-	55,400	-	-
Less: Allocated to Revenue	236,212	9,304,972	80,345	26,863	55,000	8,303	71,334	45,975	203,904
Recovered								39,000	
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	236,212	9,304,972	80,345	26,863	55,000	8,303	71,334	45,975	203,904
Provincial Grants - Other									
Other Revenue									
Investment Income									
	236,212	9,304,972	80,345	26,863	55,000	8,303	71,334	45,975	203,904
Expenses									
Salaries									
Teachers		7,455,906			44,119				
Educational Assistants							55,100		
Support Staff	125,609								
Other Professionals	49,173								
Substitutes			67,686			7,427			
	174,782	7,455,906	67,686	-	44,119	7,427	55,100	-	-
Employee Benefits	46,430	1,849,066	12,659		10,881	876	15,734		
Services and Supplies	15,000			26,863			500	45,975	203,904
	236,212	9,304,972	80,345	26,863	55,000	8,303	71,334	45,975	203,904
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-



School District No. 08 (Kootenay Lake)
 Amended Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2025

	SEY2KT (Early Years to Kindergarten)	ECL Early Care & Learning	Feeding Futures Fund	Health Career Grants	After School Sports and Arts Grant	Health Promoting School	Donations	Work Experience Enhancement Initiative	TOTAL
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	8,429	-	144,559	5,000	29,848	-	41,243	50,000	2,790,183
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	19,000	175,000	615,090	-					12,128,808
Provincial Grants - Other					50,000	27,000			77,000
Other							10,000		1,640,000
Investment Income									15,000
	19,000	175,000	615,090	-	50,000	27,000	10,000	-	13,860,808
Less: Allocated to Revenue	27,429	175,000	759,649	5,000	59,348	27,000	10,000	50,000	14,462,848
Recovered					20,500				59,500
Deferred Revenue, end of year	-	-	-	-	-	-	41,243	-	2,128,643
Revenues									
Provincial Grants - Ministry of Education and Child Care	27,429	175,000	759,649	5,000				50,000	12,721,500
Provincial Grants - Other					59,348	27,000			86,348
Other Revenue							10,000		1,640,000
Investment Income									15,000
	27,429	175,000	759,649	5,000	59,348	27,000	10,000	50,000	14,462,848
Expenses									
Salaries									
Teachers						21,658			7,599,722
Educational Assistants									554,582
Support Staff									125,609
Other Professionals		144,018	76,375						295,926
Substitutes									100,528
	-	144,018	76,375	-	-	21,658	-	-	8,676,367
Employee Benefits		30,982	16,866			5,342			2,166,286
Services and Supplies	27,429		666,408	5,000	59,348		10,000	50,000	3,470,195
	27,429	175,000	759,649	5,000	59,348	27,000	10,000	50,000	14,312,848
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	150,000
Interfund Transfers									
Tangible Capital Assets Purchased									(150,000)
	-	-	-	-	-	-	-	-	(150,000)
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-



School District No. 08 (Kootenay Lake)

Amended Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2025

	2025 Amended Annual Budget			2025 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Investment Income		6,000	6,000	8,000
Amortization of Deferred Capital Revenue	3,091,410		3,091,410	2,976,801
Total Revenue	3,091,410	6,000	3,097,410	2,984,801
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	4,059,750		4,059,750	3,869,338
Total Expense	4,059,750	-	4,059,750	3,869,338
Net Revenue (Expense)	(968,340)	6,000	(962,340)	(884,537)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	654,019		654,019	812,000
Total Net Transfers	654,019	-	654,019	812,000
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	147,668	(147,668)	-	
Total Other Adjustments to Fund Balances	147,668	(147,668)	-	
Budgeted Surplus (Deficit), for the year	(166,653)	(141,668)	(308,321)	(72,537)





School District 8
Kootenay Lake

2022-2023 Amended Budget

Prepared February 14, 2023



sd8.bc.ca



**2024-2025 Amended Budget
Superintendent’s Recommendations**

Prepared February 11, 2025

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2024-2025 Amended Annual Budget Summary

MOE Funded Full-Time Equivalents (FTE)

The table below shows anticipated enrolment of 4,685.875 FTEs compared to 4,754.75 FTEs in the annual budget. The lower enrolments are primarily related to regular students.

	2023-2024	2023-2024	Increase	
	Amended Budget	Annual Budget	FTEs	%
Ministry Operating Grant Funded FTEs				
School Age	4,726.8750	4,753.000	(26.125)	(0.5%)
Adult	3.2500	1.750	1.500	0
Total Ministry Operating Grant Funded FTEs	4,730.1250	4,754.750	(24.625)	(0.5%)

Overview of the Amended Annual Budget

The table below provides an overview of the 2024-2025 amended annual budget and budget bylaw amounts. The district continues to maintain focus on providing excellent student program delivery by keeping emphasis at the classroom level.

	Operating	Special Purpose	Capital	2024-2025	2024-2025	Increase (Decrease)	
	\$	\$	\$	Amended Budget	Annual Budget	\$	%
Revenues	66,887,635	14,462,848	3,097,410	84,447,893	82,963,697	1,484,196	2%
Expenses	66,960,772	14,312,848	4,059,750	85,333,370	84,190,642	1,142,728	1%
Surplus (Deficit) before Inter-fund Transfers	(73,137)	150,000	(962,340)	(885,477)	(1,226,945)	341,468	(28%)
Net Transfers (to) from other funds							
Tangible Capital Assets Purchased	(504,019)	(150,000)	654,019	-	-	-	-
Budgeted Surplus (Deficit), for the year	(577,156)	-	(308,321)	(885,477)	(1,226,945)	341,468	(28%)

In the 2024-2025 Amended Annual Budget, the Board will have an additional \$1.5 million (2%) in resources and will spend \$1.1 million (1%) more to provide educational services compared to the original 2024-2025 Annual Budget. The resulting deficit for all funds before inter-fund transfers is budgeted at \$0.9 million or \$0.3 million lower than originally budgeted.

The Operating Fund deficit of \$0.1 million before inter-fund transfers is budgeted at \$0.4 million lower than originally budgeted. Higher operating revenues (\$0.7 million) are offset by higher operating expenses (\$0.3 million).

The Special Purpose Funds surplus before inter-fund transfers has not changed. The revenues and expenses are \$0.6 million higher than originally budgeted due to available carryforward balances for Ministry of Education and Child Care grants and additional amounts for the School Generated funds. The additional expenses for Special Purpose Funds are related to services and supplies.

The Capital Fund deficit before inter-fund transfers is \$0.1 million higher than originally budgeted due to additional amortization expense.



Operating Fund

Revenue

The amended operating revenue is budgeted at \$66.9 million, \$0.7 million higher than the original budget.

	2024-2025	2024-2025	Increase (Decrease)	
	Amended Budget	Annual Budget	\$	%
	\$	\$	\$	%
Provincial Grants - Ministry of Education and Child Care				
Operating Grant, Ministry of Education and Child Care	62,976,165	62,906,594	69,571	0%
ISC/LEA Recovery	(135,431)	(87,632)	(47,799)	55%
Other Ministry of Education Grants				0%
Pay Equity	300,996	300,996	-	0%
Labour Settlement Funding	576,762	-	576,762	0%
Student Transportation Fund	419,602	419,602	-	0%
Other grants	107,334	65,534	41,800	64%
Total Provincial Grants - MOECC	64,245,428	63,605,094	640,334	1%
Provincial Grants - Other	303,850	324,850	(21,000)	0%
Federal Grants	116,410	-	116,410	0%
Tuition	1,002,150	1,196,250	(194,100)	0%
Other Revenue	636,797	548,398	88,399	0%
Rentals and Leases	105,000	90,000	15,000	0%
Investment Income	478,000	380,000	98,000	0%
	66,887,635	66,144,592	743,043	1%

Additional revenue relates to provincial grants from the Ministry of Education and Child Care (\$640K), federal grants (\$116K), and investment income (\$98K) offset by a reduction in tuition revenue from international students (\$194K) due to lower enrolments. The additional labour settlement funding of \$577K relates to the additional 1% COLA increase for the teachers, support staff and non-educator exempt positions and the 3% increase for educator exempt positions which was not included in the original budget.

Salaries and Benefits

Amended salaries and benefits are budgeted at \$57.9 million, \$0.3 million above the original budget with higher salaries for teachers, principals and vice-principals, and substitutes and lower salaries for support staff and other professionals.

	2024-2025	2024-2025	Increase (Decrease)	
	Amended Budget	Annual Budget	\$	%
	\$	\$	\$	%
Salaries				
Teachers	23,697,916	23,281,146	416,770	2%
Principals and Vice-Principals	4,482,435	4,393,591	88,844	2%
Educational Assistants	3,930,582	3,925,608	4,974	0%
Support Staff	7,818,666	8,112,498	(293,832)	(4%)
Other Professionals	2,688,608	2,938,064	(249,456)	(8%)
Substitutes	3,684,013	3,317,015	366,998	11%
Total Salaries	46,302,220	45,967,922	334,298	1%
Employee Benefits	11,601,723	11,582,652	19,071	0%
	57,903,943	57,550,574	353,369	1%



The differences between the amended and original budget relate to:

- Teachers – Salaries are \$0.4 million higher than originally budgeted due to additional staffing and unanticipated salary differences for budgeted positions.
- Principals and Vice-Principals - Salaries are budgeted \$0.1 million higher than originally budgeted due to less salaries and benefits funded by special purpose funding.
- Educational Assistants - Salaries are consistent with the original budget.
- Support Staff – Salaries are budgeted \$0.3 million lower than originally budgeted due to leaves which are offset by higher substitutes salaries.
- Other professionals – Salaries are budgeted \$0.2 million lower than originally budgeted due to the retirement of a staff member during the year and more salaries and benefits funded by special purpose funding.
- Substitutes – Salaries are budgeted \$0.4 million higher than originally budgeted due to additional support staff and principal and vice-principal costs.

Services and Supplies

Services and supplies as shown below are budgeted at \$9.1 million like the original budget with a higher budgeted amount for services offset by a lower amount for supplies.

	2024-2025	2024-2025	Increase (Decrease)	
	Amended Budget	Annual Budget	\$	%
	\$	\$	\$	%
Services and Supplies				
Services	2,551,938	2,423,721	128,217	5%
Student transportation	340,421	377,202	(36,781)	(10%)
Professional development and travel	658,484	673,745	(15,261)	(2%)
Rentals and leases	122,551	120,751	1,800	1%
Dues and fees	99,210	101,485	(2,275)	(2%)
Insurance	215,000	200,000	15,000	8%
Supplies	3,269,321	3,419,644	(150,323)	(4%)
Utilities	1,799,904	1,769,878	30,026	2%
Total Services and Supplies	9,056,829	9,086,426	(29,597)	(0%)

Special Purpose Funds

Net Revenue

As shown in the table below, net revenue before Inter-fund Transfers for the Special Purpose Funds as shown below is budgeted to remain at \$150K.



	2024-2025	2024-2025	Increase (Decrease)	
	Amended Budget	Annual Budget	\$	%
	\$	\$	\$	%
Revenue				
Provincial grants	12,807,848	12,520,304	287,544	2%
Other revenue	1,640,000	1,300,000	340,000	26%
Investment Income	15,000	14,000	1,000	0%
Total Revenue	14,462,848	13,834,304	628,544	5%
Expenses				
Teachers Salaries	7,599,722	7,649,657	(49,935)	(1%)
Principals and Vice-Principals Salaries	-	142,857	(142,857)	(100%)
Educational Assistants Salaries	554,582	574,655	(20,073)	(3%)
Support Staff Salaries	125,609	172,223	(46,614)	(27%)
Other Professionals Salaries	295,926	81,885	214,041	261%
Substitutes Salaries	100,528	31,200	69,328	222%
Total Salaries	8,676,367	8,652,477	23,890	0%
Employee Benefits	2,166,286	2,108,138	58,148	3%
Total Salaries and Benefits	10,842,653	10,760,615	82,038	1%
Services and Supplies	3,470,195	2,923,689	546,506	19%
Total Expenses	14,312,848	13,684,304	628,544	5%
Net Revenue before Inter-fund Transfers	150,000	150,000	-	0%

Revenues and expenses are budgeted at \$14.5 million and \$14.3 million respectively, \$0.6 million higher than originally budgeted. The additional provincial grants relate to carry forwards from 2023-2024. The additional other revenue relates to School Generated Funds. The additional expenses are primarily services and supplies for the School Generated Funds and Feeding Futures program.

Provincial Grants

Provincial grants as shown below are \$0.3 million higher than originally budgeted due to carryforward amounts for the Community Link, Feeding Futures Fund and Strong Start.



	2024-2025	2024-2025	Increase (Decrease)	
	Amended Budget	Annual Budget	\$	%
	\$	\$	\$	%
Provincial Grants				
After School Sports and Arts Grant	59,348	62,134	(2,786)	(4%)
Annual Facility Grant	279,640	279,640	-	0%
Classroom Enhancement Fund	9,621,529	9,610,352	11,177	0%
Community Link*	795,022	750,517	44,505	6%
Early Care & Learning (ECL) Funding to Schools	175,000	175,000	-	0%
Feeding Futures Fund*	759,649	615,090	144,559	24%
Learning Improvement Fund	223,014	223,017	(3)	(0%)
Mental Health in Schools	55,000	55,000	-	0%
Early Childhood Education Dual Credit Program	45,975	80,156	(34,181)	(43%)
OLEP	115,835	89,101	26,734	30%
Ready, Set, Learn*	41,650	39,200	2,450	6%
Seamless Day Kindergarten*	71,334	55,400	15,934	29%
Strong Start*	216,353	160,000	56,353	35%
Student & Family Affordability Fund	203,904	200,000	3,904	2%
Work Experience Enhancement Initiative	50,000	50,000	-	0%
Grants under \$25,000*	94,595	75,697	18,898	25%
Total for Special Purpose Funds	12,807,848	12,520,304	287,544	2%

*Note - Additional revenue relates to carry forwards from prior year not included in original budget

Capital Fund

Revenue, Expenses, and Surplus (Deficit)

The table below shows the budgeted revenue, expenses and deficit for the capital fund.

	2024-2025	2024-2025	Increase
	Amended Budget	Annual Budget	\$
	\$	\$	\$
Revenues			
Investment Income	6,000	8,000	(2,000)
Amortization Revenue	3,091,410	2,976,801	114,609
	3,097,410	2,984,801	112,609
Expenses			
Amortization Expense	4,059,750	3,869,338	190,412
Deficit before Inter-fund Transfers	(962,340)	(884,537)	(77,803)
Interfund Transfers	654,019	812,000	(157,981)
Surplus (Deficit) after Inter-fund Transfers	(308,321)	(72,537)	(235,784)

Amortization expense is an accounting entry that recognizes use of capital assets over time. It does not require any cash outlay or involve any cash flows. The amortization revenue is budgeted \$0.1 million higher than originally budgeted and amortization expense is budgeted \$0.2 million higher than originally budgeted. The Deficit before Inter-fund Transfers is \$1.0 million, \$0.1 million higher than originally budgeted.



Capital acquisitions funded from transfers are budgeted at \$654K, \$158K lower than originally budgeted. However, additional operations and vehicle purchases of \$147,668 are being funded from Local Capital. Further information on capital acquisitions and funding sources is shown below.

Capital Acquisitions

The table below shows the capital acquisitions and their funding sources.

Description of Capital Asset	Transfer from				2024-2025 Amended Budget
	Transfer from Operating Fund	Special Purpose Funds	Bylaw Capital	Local Capital	
	\$	\$	\$	\$	
Classroom Furniture and Equipment	136,687		33,924		170,611
Operations Equipment and Vehicles	17,332			147,668	165,000
Technology Equipment & Software	350,000				350,000
Building Upgrades		150,000	3,648,871		3,798,871
Buses			2,129,897		2,129,897
	504,019	150,000	5,812,692	147,668	6,614,379

The amended budget shows \$0.7 million in tangible capital asset purchases from the operating and special purpose funds compared to \$0.8 million in the original annual budget. The budgeted tangible capital asset purchases from the operating and special purpose funds include classroom furniture and equipment, operating vehicles, building upgrades and technology assets. The amended budget also includes \$5.8 million in additional capital expenditure funded by MOECC Bylaw Capital for furniture, building upgrades and buses. Operational vehicles are also being funded by Local Capital and operating funds.

Amended Annual Budget Bylaw Summary

The table below summarizes the district's total 2023-2024 Amended Annual Budget Bylaw Amounts.

	2024-2025 Amended Budget	2024-2025 Annual Budget	Increase (Decrease)	
	\$	\$	\$	%
Budget Bylaw Amounts				
Operating - Total Expense	66,960,772	66,637,000	323,772	0%
Operating - Tangible Capital Assets Purchased	504,019	662,000	(157,981)	(24%)
Special Purpose Funds - Total Expense	14,312,848	13,684,304	628,544	5%
Special Purpose Funds - Tangible Capital Assets Purchased	150,000	150,000	-	0%
Capital Fund - Total Expense	4,059,750	3,869,338	190,412	5%
Capital Fund - Tangible Capital Assets Purchased from Local Capital	147,668	-	147,668	0%
Total Budget Bylaw Amounts	86,135,057	85,002,642	1,132,415	1%

The Amended Budget Bylaw Amount of \$86.1 million has increased by \$1.1 million due to additional expenditures in the Operating, Special Purpose and Capital Funds. A portion of the tangible capital purchases are being funded from Local Capital rather than Operating Funds as originally budgeted.



FROM: Trish Smillie, Superintendent
DATE: February 11, 2025
SUBJECT: Draft School Calendar 2027-2028 Approval for Field Testing

For Approval

Introduction

This memorandum provides an overview of the 2027-2028 School Calendars.

Information

[The School Act](#) requires that all school districts in British Columbia develop their own school calendars. School calendars must provide the minimum number of prescribed instructional hours identified in the [School Calendar Regulation B.C. Reg. 314/12](#).

The public consultation process is outlined as follows:

- 5(1) For the purposes of section 87.01 (7) [*school calendar*] of the Act, a board must make publicly available a school calendar that it proposes to submit to the minister under section 87.01 (5) or (6) of the Act at least one month before the date the school calendar must be submitted to the minister.
- (2) The board must provide an opportunity to (a) the parents of the students enrolled in each school to which the proposed school calendar is to apply, and (b) representatives of employees of the board assigned to the school to provide comments to the board with respect to the school calendar made publicly available under subsection (1).

Features of the Proposed Calendar

The District has met with the KLTF, CUPE, KLPVPA to develop the proposed 2027-2028 calendars. The proposed school calendar is similar to previous years' calendars in the placement of breaks and non-instructional days with a couple of exceptions. For the last several years, spring break / school closure week has been the 3rd and 4th weeks, but due to the short first week of March, the spring break has been shifted to the 4th and 5th weeks. The April non-instructional day, has for several years, been on a Monday in April. In 2028, the April non-instructional day will be on the Thursday prior to Easter to allow families an opportunity for a longer weekend and to lessen the number of short school weeks in April.

The anticipated placement of winter, spring break, and some of the non-instructional days is the similar to surrounding districts. It is the intention of surrounding districts to have similar calendars, although this is determined through a local consultation process and historically, SD8 is the first district to finalize their calendars.



The draft calendars are provided for the Board's review.

Publicly Available Draft

Once approved by the Board for public posting, the recommended calendars will be posted on the website with a webform for feedback. This will be shared with DPAC and PACs to provide comments on the draft calendars.

One month following the posting online, Board members will be provided with feedback and the final calendars will be brought to the Board for approval at a meeting of the Board held in public. This meeting will be scheduled in March 2025.

Recommendation

It is recommended that the Board approve the 2027-2028 school calendars for posting on the website for Field testing beginning on February 12, 2025.





2027 - 2028 GENERAL SCHOOL CALENDAR

Weekends*
Statutory Holidays*
School Vacation Periods*
Administrative Day**
School Planning Day (NI Day)**
District Pro-D Days (NI Days)**
School Pro-D, PSA Pro-D and Non-Instructional Days (NI Days)**
Early Dismissal (one hour early)

*schools closed

**school not in session - staff only in attendance

September	6	Labour Day
September	7	First Day of School (Dismiss 3-hours early)
September	24	School Planning Day
September	30	National Day for Truth and Reconciliation
October	11	Thanksgiving Day
October	20	Early Dismissal Day (1 hour early)
October	21	Early Dismissal Day (1 hour early)
October	22	PSA Day (Provincial Specialist Assoc.) Pro-D Day
November	11	Remembrance Day
December	17	Last day of school before winter vacation
December	20-31	Winter Vacation
January	3	Closed for January 1 Statutory Holiday
January	4	Schools Re-Open
February	18	School-Based Pro-D Day
February	21	Family Day
March	17	Last day of school before spring break
March	20-31	Spring Break
March	27-31	School Closure Week
April	3	School Re-opens
April	13	District Pro-D Day
April	14	Good Friday
April	17	Easter Monday
April	26	Early Dismissal Day (1 hour early)
April	27	Early Dismissal Day (1 hour early)
May	22	Victoria Day
May	29	School-Based Pro-D Day
June	29	Last Day of Classes (Dismiss 3-hours early)
June	30	Administrative Day
July	3	School Closed for Summer Vacation

Days of Instruction	179
Non-Instructional Days	6
Administrative Day	1
Total Days in Session	186

JULY 2027

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AUGUST 2027

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SEPTEMBER 2027

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OCTOBER 2027

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NOVEMBER 2027

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DECEMBER 2027

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JANUARY 2028

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FEBRUARY 2028

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MARCH 2028

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APRIL 2028

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MAY 2028

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JUNE 2028

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School District 8
Kootenay Lake

2027 - 2028 ONLINE LEARNING CALENDAR

Weekends*
Statutory Holidays*
School Vacation Periods*
Administrative Day**
School Planning Day (NI Day)**
District Pro-D Days (NI Days)**
School Pro-D, PSA Pro-D and Non-Instructional Days (NI Days)**

*schools closed

**school not in session - staff only in attendance

September	6	Labour Day
September	24	School Planning Day
September	30	National Day for Truth and Reconciliation
October	11	Thanksgiving Day
October	22	PSA Day (Provincial Specialist Assoc.) Pro-D Day
November	11	Remembrance Day
December	17	Last day of school before winter vacation
December	20-31	Winter Vacation
January	3	Closed for January 1 Statutory Holiday
January	4	Schools Re-Open
February	18	School-Based Pro-D Day
February	21	Family Day
March	17	Last day of school before spring break
March	20-31	Spring Break
March	27-31	School Closure Week
April	3	School Re-opens
April	13	District Pro-D Day
April	14	Good Friday
April	17	Easter Monday
May	22	Victoria Day
May	29	School-Based Pro-D Day
June	30	Administrative Day

Days of Instruction	224
Non-Instructional Days	6
Administrative Day	1
Total Days in Session	231

JULY 2027

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AUGUST 2027

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SEPTEMBER 2027

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OCTOBER 2027

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NOVEMBER 2027

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DECEMBER 2027

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JANUARY 2028

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FEBRUARY 2028

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MARCH 2028

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APRIL 2028

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MAY 2028

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JUNE 2028

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School District 8
Kootenay Lake

2027 - 2028 WILDFLOWER SCHOOL CALENDAR

Weekends*
Statutory Holidays*
School Vacation Periods*
Administrative Day**
School Planning Day (NI Day)**
District Pro-D Days (NI Days)**
School Pro-D, PSA Pro-D and Non-Instructional Days (NI Days)**
Homeschool Conference and Strategic Planning

*schools closed

**school not in session - staff only in attendance

September	6	Labour Day
September	7	First Day of School (Dismiss 3-hours early)
September	24	School Planning Day
September	30	National Day for Truth and Reconciliation
October	11	Thanksgiving Day
October	22	PSA Day (Provincial Specialist Assoc.) Pro-D Day
November	11	Remembrance Day
December	10	Last day of school before winter vacation
December	13-31	Winter Vacation
January	3	Closed for January 1 Statutory Holiday
January	4	Schools Re-Open
January	18	District Pro-D Day
February	18	School-Based Pro-D Day
February	21	Family Day
March	17	Last day of school before spring break
March	20-31	Spring Break
March	27-31	School Closure Week
April	3	School Re-opens
April	13	District Pro-D Day
April	14	Good Friday
April	17	Easter Monday
May	22	Victoria Day
May	29	School-Based Pro-D Day
June	21	Last Day of Classes (Dismiss 3-hours early)
June	22	Administrative Day
June	23	School Closed for Summer Vacation

Days of Instruction	168
Non-Instructional Days	6
Administrative Day	1
Total Days in Session	175

JULY 2027

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AUGUST 2027

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SEPTEMBER 2027

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OCTOBER 2027

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NOVEMBER 2027

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DECEMBER 2027

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JANUARY 2028

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FEBRUARY 2028

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MARCH 2028

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APRIL 2028

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MAY 2028

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JUNE 2028

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POLICY 410: School ~~Choice and~~ Catchment Areas

~~As per the School Act, Section 75.1, The Board of Education of School District No. 8 (Kootenay Lake) has established that student admission to district schools shall be guided by the following:~~

- ~~• The admission process should maximize the number of students able to attend their catchment area school in accordance with their wishes.~~
- ~~• The admission process should maximize the student's and parent's ability to choose the school and education program which best meets the student's educational needs.~~
- ~~• The admission process should enable school and District staff to plan the allocation of space and instructional resources to best accommodate demand and to minimize the adjustments required at the beginning of the year.~~

~~the Board of Education of School District No. 8 (Kootenay Lake) will establish a catchment area for each school in the district.~~

~~The Board believes that students should be able to attend their catchment area school, where possible. The Board reserves the right to alter school catchment boundaries at any time and shall determine the nature of any such changes.~~

~~The Board of Education of School District No. 8 (Kootenay Lake) believes that consultation with staff, parents and the public is essential prior to the Board making its final decision with respect to catchment area changes of that school. Following the consultation process, the Board will make a decision on the catchment area. Further information on school catchment areas is provided in AP 3101: School Choice, Student Transfer, and Catchment. A catchment area map is provided on the SD8 website.~~

School Catchments

Wildflower Schools and Late French Immersion

- ~~• The catchment area for this program is open to all students in the District.~~

Adam Robertson Elementary

- ~~• West of 25th Avenue to Kootenay Pass, and North to Sanca Creek on Highway 3A, South to the U.S. border but not including the residences East of Highway 21 and South of 40th Street. The catchment also includes Wynndel Flats.~~

Blewett Elementary

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 75.14.1, 85.3, Family Law Act\]](#)

Related Contract Article: Nil

Adopted: May 27, 2003

Amended: October 12, 2010 - December 11, 2019 - April 23, 2019 - June 9, 2020 - June 21, 2022

Meeting of the Board Held in Public

February 11, 2025





- Commencing on the South side of the Kootenay River at the Eastern junction of Highway 3A and Granite Road and proceeding West on Granite Road to and including the City of Nelson Power Plant then commencing at and including the Residences on Cora Lynn Road east on Highway 3A to the point of commencement.

Brent Kennedy Elementary

- Commencing in the North on Highway 6 at, but not including, Fire Protection No. 4558, South to and including all of Passmore Back Road on the South side of Little Slokan River, South to the junction of Highways 6 and 3A, East to the junction of Highway 3A and Viewridge Road and including the residences in Cora Lynn Heights, but not including the residences on Cora Linn Road, and West to the established boundary between School District No. 20 (Kootenay- Columbia) and School District No. 8 (Kootenay Lake).

Canyon-Lister Elementary

- Commencing at the junction of Highway 21 and 40th street and then on a straight line East along the South Bank of the Goat River East and South to the International Border, along the International Border to Highway 21 then North on Highway 21 to and including 40th Street, East along Highway 3 to and including Kitchener Road, and East of Kitchener Road to Irishman Creek on Highway 3, South to the International Border.

Crawford Bay Elementary/Secondary

- North of Sanca Creek on Highway 3A.

Erickson Elementary

- From Bear Brook Road East on Lakeview Arrow Creek Road to Highway 3, South along 25th Avenue, East along the North bank of the Goat River to Highway 3.

Hume Elementary

- From Kootenay Lake, South on Park Street to Morgan Street, Southeast on Morgan to View Street, East on View to Regent Street, South on Regent to the Great Northern tracks including Trevor Street, and East along the tracks to Kootenay Lake beyond Bealby Point and from the City of Nelson Boundary to 500m west of Macgregor Road on Highway 3A.

Jewett Elementary

- Includes the communities of Lardeau, Cooper Creek, Meadow Creek, Argenta, Johnson's Landing and Howser.

J.V. Humphries Elementary/Secondary (K to Gr. 7):

- From Coffee Creek, North to Schroeder Creek and West along Highway 31 to Retallack.

J.V. Humphries Elementary/Secondary (Grades 8 - 12):

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 75.14.1, 85.3, Family Law Act\]](#)

Related Contract Article: Nil

Adopted: May 27, 2003

Amended: October 12, 2010 - December 11, 2019 - April 23, 2019 - June 9, 2020 - June 21, 2022



- From Coffee Creek North to the boundary between School District No. 8 (Kootenay Lake) and School District No. 10 (Arrow Lakes), along the East side of Kootenay Lake to the end of the road, and West along Highway 31 to Retallack.

Kootenay River Secondary

- East of Kootenay Pass, North to Sanca, South to the International Border and East to Irishman Creek.

L.V. Rogers Secondary

- In the West, commencing at and including the residences on Cora Lynn Road, East to Coffee Creek and South but not including Barrett Creek Road.

Mount Sentinel Secondary School (Grades 7 - 9)

- Commencing in the North on Highway 6 at, but not including, Fire Protection No. 4558 and on the West side of the Slocan River North to, but not including, Fire Protection No. 4680, South to and including all of the Vallican and Passmore Back Roads on both sides of the Little Slocan River to the junction of Highways 6 and 3A, East to the junction of Highway 3A and Viewridge Road and including the residences in Cora Lynn Heights but not including the residences on Cora Lynn Road, and West to the established boundary between School District No. 20 (Kootenay-Columbia) and School District No. 8 (Kootenay Lake), except for those students attending the Outdoor Education Leadership Program (OELP).

Mount Sentinel Secondary School (Grades 9/10 - 12)

- North end of School District No. 8 at Enterprise Creek, South on both sides of the Slocan River to the junction of Highways 6 and 3A, East to the junction of Highway 3A and Viewridge Road and including the residences in Cora Lynn Heights but not including the residences on Cora Lynn Road, and West to the established boundary between School District No. 20 (Kootenay-Columbia) and School District No. 8 (Kootenay Lake), except for those students attending the Valhalla Wilderness Program.

Redfish Elementary

- From 500m West of Macgregor Road on Highway 3A, East to Coffee Creek, including all of Procter and Harrop.

Rosemont Elementary

- From Kootenay Lake along the West shore of Cottonwood Creek to Hall Mines Road extending to the end of Silver King Road, from Silver King Road West to the junction of Knox Road and Granite Road, North to Highway 3A to Government Road, East on Government to Cottonwood Creek.

Salmo Elementary





- From the South side of Barrett Creek, South to the International Border, East along Highway 3 to Kootenay Pass and West along Highway 3 to the boundary between School District No. 8 (Kootenay Lake) and School District No. 20 (Kootenay Columbia).

Salmo Secondary

- From the South side of Barrett Creek, South to the International Border, East along Highway 3 to Kootenay Pass and West along Highway 3 to the boundary between School District No. 8 (Kootenay Lake) and School District No. 20 (Kootenay-Columbia).

South Nelson Elementary

- From the former Great Northern rail tracks, North on Regent Street to View Street, West on View to Morgan Street, Northwest on Morgan Street to Park Street, but not including the homes on Park Street, to a line drawn north of Park Street to Kootenay Lake, West along Kootenay Lake to the West side of Cottonwood Creek, along Cottonwood Creek, Perrier Road and South to the North side of Barrett Creek.

Trafalgar Middle

- In the West, commencing at and including the residences on Cora Lynn Road, East to 500m West of Macgregor Road on Highway 3A, and South but not including Barrett Creek Road.

W.E. Graham Community (Grades K-6):

- North end of School District No. 8 at Enterprise Creek, South to but not including Fire Protection No. 7487, on Highway 6.

W.E. Graham Community (Grades 7-10)

- North end of School District No. 8 at Enterprise Creek, South on Highway 6 to Williamson's turnaround, including Fire Protection No. 4558 and on the West side of the Slocan River to an including Fire Protection No. 4680, for those students who choose to attend the Outdoor Education Leadership Program (OELP) or the Valhalla Wilderness Program.

Winlaw Elementary

- Commencing South and including Fire Protection No. 7487 on Highway 6 to Williamson's turnaround and including Fire Protection No. 4558, on the West side of the Slocan River commencing at the North end of Avis Road, South to and including all of Vallican Back Road on the north side of the Little Slocan River.

Definitions

- 1.1. "catchment area student" means a person who is:
- of school age, and;





- ~~is ordinarily resident in the catchment area of the school.~~

~~1.2. “continuing student” means a school age student in attendance at the school or a designated feeder school who is expected to continue in the educational program for the succeeding school, but does not include a non-District student, a student who withdraws or transfers from the school or educational program before the end of the previous school year, or a student who attended the previous year on a disciplinary transfer.~~

~~1.3. “District choice programs” are unique programs approved by the Board, such as Late French Immersion, Outdoor Programs, and Academies which are offered at individual schools.~~

~~1.4. “feeder schools” are schools whose students would normally proceed to the next higher grade in a “receiving school.”~~

~~1.5. “non-catchment area student” means a person of school age, resident in the School District who is not a resident in the catchment area of the school.~~

~~1.6. “non-district student” means a person of school age, resident in British Columbia who is not a resident in the School District.~~

~~1.7. “parent” means “(a) a parent or other person who has guardianship or custody of the student or child, other than a parent or person who, under an agreement or order made under the *Family Law Act* that allocates parental responsibilities, does not have parental responsibilities in relation to the student’s or child’s education, or (b) a person who usually has the care and control of the student or child.”~~

~~1.8. “ordinarily resident,” is the location where the student normally resides, and is deemed to be that of the student’s parent or guardian unless evidence is produced that the student’s ordinary place of residence during the school year is elsewhere.~~

~~1.9. “previous school year” means the school year previous to the school year for which the student is applying to enroll in an educational program.~~

~~1.10. “school district student” means a catchment area student or a non-catchment area student who is ordinarily resident within the boundaries of the School District.~~

~~2. Determination of Available Space and Facilities~~

~~2.1. The School Act establishes priorities for enrolment to apply if the Board determines space and facilities are available in a school.~~

~~2.2. For the purposes of the School Act, space and facilities are available to enroll a student if:~~

~~2.2.1. there is capacity to provide the student with an educational program appropriate to the student’s needs;~~

~~2.2.2. there are both physical and educational resources after reasonable enrollment projections have been made, to allow for accommodating of continuing students and district programs located in the school; and,~~

~~2.2.3. if applicable, there is a Kindergarten program adequate to accommodate the projected enrollment of catchment area students.~~

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 75.14.1, 85.3, Family Law Act\]](#)

Related Contract Article: Nil

Adopted: May 27, 2003

Amended: October 12, 2010 - December 11, 2019 - April 23, 2019 - June 9, 2020 - June 21, 2022

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- ~~2.3. The Board of Trustees delegates to the Superintendent of Schools or their designate, the decisions whether space and facilities are available in individual schools and educational programs for the purposes of the School Act, in accordance with paragraphs 2.1. and 2.2.~~
- ~~2.4. Decisions will be made in consultation with the Principal of the affected school and will be based on program capacity, including consideration of the following factors in order:~~
- ~~2.4.1. the operating capacity of the school, as determined by the District;~~
 - ~~2.4.2. staff assigned to the school by the District;~~
 - ~~2.4.3. the physical space in which instructional programs operate in the school;~~
 - ~~2.4.4. the ability of the school to provide an appropriate educational program for the applicant and other students; and,~~
 - ~~2.4.5. the needs of other programs located in the school.~~
- ~~2.5. Schools will be organized to provide space for a new catchment cohort of sufficient size to allow the sustainable operation of the school in future years. The size of the new catchment cohort will be established by the Superintendent of Schools or designate.~~
- ~~2.6. Schools at, or approaching, capacity may be designated as ‘full’ by the District. Management of enrolment at schools determined to be full will be overseen by the District. The acceptance of any new out of catchment and/or late transfer applicants will be severely restricted and possibly prohibited altogether at these school sites.~~
- ~~2.7. If space and facilities are determined to be available, enrollment in educational programs at the school will be offered in the following priority order and deadlines, provided that application deadlines and other application requirements are met:~~
- ~~2.7.1. Firstly, any students in attendance in the previous year at the school or continuing on to the secondary or middle school from the feeder elementary school;~~
 - ~~2.7.2. Secondly, new catchment area students or siblings of students who were in attendance in the previous year at a school or continuing on to the middle or secondary school from the feeder elementary school;~~
 - ~~2.7.3. Thirdly, new non-catchment area students, provided they have made their application between 9:00 AM (PT) on the first Monday in January and 4:00 PM (PT) on the last Friday in March;~~
 - ~~2.7.4. Fourthly, new non-district students provided they have made their application between 9:00 AM (PT) on the first Monday in January and 4:00 PM (PT) on the last Friday in March;~~
- ~~2.8. Students who apply after the deadlines will be considered in priority order after students who registered prior to the set deadlines have been placed.~~
- ~~2.9. Waitlists will be established for those not accepted, to be maintained until September 30th.~~

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 75.14.1, 85.3, Family Law Act\]](#)

Related Contract Article: Nil

Adopted: May 27, 2003

Amended: October 12, 2010 - December 11, 2019 - April 23, 2019 - June 9, 2020 - June 21, 2022

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~~2.10. Re-valuation of space availability will take place periodically from the last Friday in March until the Friday of the first week of school to ensure maximum numbers of requests are met at the earliest time possible.~~

~~2.11. Applicants for enrolment in District choice programs will be separately prioritized.~~

~~3. Tie-breaking~~

~~When applications made otherwise have the same priority, the time and date of application will determine priority between them, unless changes in the School Act allow a determination to be made by the Board, the Superintendent or the Superintendent's designate to determine priority.~~

~~4. Guarantee of an Educational Program~~

~~School District students who apply for enrolment in an educational program will be provided with an educational program in the District, unless a parent of the student consents to a placement outside the School District.~~

~~5. Commitment~~

~~5.1. Students may apply for more than one educational program but may only be enrolled in one. When a student is offered and accepts enrollment in an educational program (in or out of the District), applications for the other programs become invalid.~~

~~5.2. The Superintendent or designate is authorized to enter into reciprocal agreements with other School Districts to review waitlists and enrollment information in order to enforce this policy.~~

~~6. Program Requirements~~

~~Applicants for enrolment must meet all program requirements for the requested educational program and will be subject to any selection process established for that program.~~

~~7. Discretionary Acceptances: Suspended or Expelled Non-District Students~~

~~7.1. Enrolment applications from non-District children may be refused, to a child 16 or older if that student is refusing to comply with the code of conduct or other rules and policies of the Board, or has failed to apply themselves to their studies or is under suspension from a B.C. school and/or has been refused an educational program by a B.C. public school as per s.85 (3) of the School Act.~~

~~7.2. Such application will be referred to the Superintendent or designate for a decision on admission. Admissions may be made subject to terms and conditions.~~

~~8. Communication~~

~~Application periods and enrolment dates will be communicated to the school communities and to the community at large and may also be communicated to other communities within and outside the School District.~~



POLICY 410: School Catchment Areas

As per the School Act, Section 75.1, the Board of Education of School District No. 8 (Kootenay Lake) will establish a catchment area for each school in the district.

The Board believes that students should be able to attend their catchment area school, where possible. The Board reserves the right to alter school catchment boundaries at any time and shall determine the nature of any such changes.

The Board of Education of School District No. 8 (Kootenay Lake) believes that consultation with staff, parents and the public is essential prior to the Board making its final decision with respect to catchment area changes of that school. Following the consultation process, the Board will make a decision on the catchment area. Further information on school catchment areas is provided in AP 3101: School Choice, Student Transfer, and Catchment. A catchment area map is provided on the [SD8 website](#).

School Catchments

Wildflower Schools and Late French Immersion

- The catchment area for this program is open to all students in the District.

Adam Robertson Elementary

- West of 25th Avenue to Kootenay Pass, and North to Sanca Creek on Highway 3A, South to the U.S. border but not including the residences East of Highway 21 and South of 40th Street. The catchment also includes Wynndel Flats.

Blewett Elementary

- Commencing on the South side of the Kootenay River at the Eastern junction of Highway 3A and Granite Road and proceeding West on Granite Road to and including the City of Nelson Power Plant then commencing at and including the Residences on Cora Lynn Road east on Highway 3A to the point of commencement.

Brent Kennedy Elementary

- Commencing in the North on Highway 6 at, but not including, Fire Protection No. 4558, South to and including all of Passmore Back Road on the South side of Little Slokan River, South to the junction of Highways 6 and 3A, East to the junction of Highway 3A and Viewridge Road and including the residences in Cora Lynn Heights, but not including the residences on Cora Linn Road, and West to the established boundary

Related Legislation: [School Act, Section 75.1](#)

Related Contract Article: Nil

Adopted: May 27, 2003

Amended: October 12, 2010 - December 11, 2019 - April 23, 2019 - June 9, 2020 - June 21, 2022

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between School District No. 20 (Kootenay- Columbia) and School District No. 8 (Kootenay Lake).

Canyon-Lister Elementary

- Commencing at the junction of Highway 21 and 40th street and then on a straight line East along the South Bank of the Goat River East and South to the International Border, along the International Border to Highway 21 then North on Highway 21 to and including 40th Street, East along Highway 3 to and including Kitchener Road, and East of Kitchener Road to Irishman Creek on Highway 3, South to the International Border.

Crawford Bay Elementary/Secondary

- North of Sanca Creek on Highway 3A.

Erickson Elementary

- From Bear Brook Road East on Lakeview-Arrow Creek Road to Highway 3, South along 25th Avenue, East along the North bank of the Goat River to Highway 3.

Hume Elementary

- From Kootenay Lake, South on Park Street to Morgan Street, Southeast on Morgan to View Street, East on View to Regent Street, South on Regent to the Great Northern tracks including Trevor Street, and East along the tracks to Kootenay Lake beyond Bealby Point and from the City of Nelson Boundary to 500m west of Macgregor Road on Highway 3A.

Jewett Elementary

- Includes the communities of Lardeau, Cooper Creek, Meadow Creek, Argenta, Johnson's Landing and Howser.

J.V. Humphries Elementary/Secondary (K to Gr. 7):

- From Coffee Creek, North to Schroeder Creek and West along Highway 31 to Retallack.

J.V. Humphries Elementary/Secondary (Grades 8 - 12):

- From Coffee Creek North to the boundary between School District No. 8 (Kootenay Lake) and School District No. 10 (Arrow Lakes), along the East side of Kootenay Lake to the end of the road, and West along Highway 31 to Retallack.

Kootenay River Secondary

- East of Kootenay Pass, North to Sanca, South to the International Border and East to Irishman Creek.

L.V. Rogers Secondary

Related Legislation: [School Act, Section 75.1](#)

Related Contract Article: Nil

Adopted: May 27, 2003

Amended: October 12, 2010 - December 11, 2019 - April 23, 2019 - June 9, 2020 - June 21, 2022





- In the West, commencing at and including the residences on Cora Lynn Road, East to Coffee Creek and South but not including Barrett Creek Road.

Mount Sentinel Secondary School (Grades 7 - 9)

- Commencing in the North on Highway 6 at, but not including, Fire Protection No. 4558 and on the West side of the Slocan River North to, but not including, Fire Protection No. 4680, South to and including all of the Vallican and Passmore Back Roads on both sides of the Little Slocan River to the junction of Highways 6 and 3A, East to the junction of Highway 3A and Viewridge Road and including the residences in Cora Lynn Heights but not including the residences on Cora Lynn Road, and West to the established boundary between School District No. 20 (Kootenay-Columbia) and School District No. 8 (Kootenay Lake), except for those students attending the Outdoor Education Leadership Program (OELP).

Mount Sentinel Secondary School (Grades 9/10 - 12)

- North end of School District No. 8 at Enterprise Creek, South on both sides of the Slocan River to the junction of Highways 6 and 3A, East to the junction of Highway 3A and Viewridge Road and including the residences in Cora Lynn Heights but not including the residences on Cora Lynn Road, and West to the established boundary between School District No. 20 (Kootenay-Columbia) and School District No. 8 (Kootenay Lake), except for those students attending the Valhalla Wilderness Program.

Redfish Elementary

- From 500m West of Macgregor Road on Highway 3A, East to Coffee Creek, including all of Procter and Harrop.

Rosemont Elementary

- From Kootenay Lake along the West shore of Cottonwood Creek to Hall Mines Road extending to the end of Silver King Road, from Silver King Road West to the junction of Knox Road and Granite Road, North to Highway 3A to Government Road, East on Government to Cottonwood Creek.

Salmo Elementary

- From the South side of Barrett Creek, South to the International Border, East along Highway 3 to Kootenay Pass and West along Highway 3 to the boundary between School District No. 8 (Kootenay Lake) and School District No. 20 (Kootenay Columbia).

Salmo Secondary

- From the South side of Barrett Creek, South to the International Border, East along Highway 3 to Kootenay Pass and West along Highway 3 to the boundary between School District No. 8 (Kootenay Lake) and School District No. 20 (Kootenay-Columbia).

South Nelson Elementary

Related Legislation: [School Act, Section 75.1](#)

Related Contract Article: Nil

Adopted: May 27, 2003

Amended: October 12, 2010 - December 11, 2019 - April 23, 2019 - June 9, 2020 - June 21, 2022





- From the former Great Northern rail tracks, North on Regent Street to View Street, West on View to Morgan Street, Northwest on Morgan Street to Park Street, but not including the homes on Park Street, to a line drawn north of Park Street to Kootenay Lake, West along Kootenay Lake to the West side of Cottonwood Creek, along Cottonwood Creek, Perrier Road and South to the North side of Barrett Creek.

Trafalgar Middle

- In the West, commencing at and including the residences on Cora Lynn Road, East to 500m West of Macgregor Road on Highway 3A, and South but not including Barrett Creek Road.

W.E. Graham Community (Grades K-6):

- North end of School District No. 8 at Enterprise Creek, South to but not including Fire Protection No. 7487, on Highway 6.

W.E. Graham Community (Grades 7-10)

- North end of School District No. 8 at Enterprise Creek, South on Highway 6 to Williamson's turnaround, including Fire Protection No. 4558 and on the West side of the Slokan River to an including Fire Protection No. 4680, for those students who choose to attend the Outdoor Education Leadership Program (OELP) or the Valhalla Wilderness Program.

Winlaw Elementary

- Commencing South and including Fire Protection No. 7487 on Highway 6 to Williamson's turnaround and including Fire Protection No. 4558, on the West side of the Slokan River commencing at the North end of Avis Road, South to and including all of Vallican Back Road on the north side of the Little Slokan River.



POLICY 112: Governing Principles

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

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

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

Related Legislation: Sections 22, 65, 74, 85 [BC School Act](#)
Adopted: March 14, 2023
Revised: October 8, 2024



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

Related Legislation: Sections 22, 65, 74, 85 [BC School Act](#)
Adopted: March 14, 2023
Revised: October 8, 2024



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

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

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

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

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

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

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

13.10 Make Trustee appointments to:

13.10.1 Be Representative to organizations; and

13.10.2 Board committees.

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

14. Board directions or requests for information from staff must be related to the Board's mandate or execution of the Strategic Plan and occur through the Superintendent of Schools/CEO as per Policy 140: Trustee Communication.

15. The Board is responsible for setting and approving its own agenda.

16. The performance of the Superintendent of Schools/CEO is measured in relation to the direction as articulated in the Board's Strategic Plan, policies, and employment contracts.

17. The Board establishes for each of its committees a clear mandate, timelines, parameters, any power or authority delegated to it, reporting procedures and expectations regarding results.

18. It is the Board's responsibility to identify and request from the Superintendent of

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

Adopted: March 14, 2023

Revised: October 8, 2024



Schools/CEO the information it requires to enable it to create policies or make informed decisions.

19. The Board and individual Trustees will value and work through productive disagreement, diverse, opposing or contrary points of view, and conflict as long as it is not personal, disrespectful or injurious to others.

20. Trustees adhere to the SD8 Board Norms:

- a. Trustees understand, trust, and support the role of the Board, the role, and responsibilities of the Chair of the Board, of Trustees, of Committees, and of the Superintendent.
- b. Trustees arrive at meetings early and Trustees are fully prepared, present, and ready to participate.
- c. Trustees commit to a safe environment for Trustees and for Staff, and create a culture that allows for open, honest communication.
- d. Trustees ensure positive decorum through respectful inquiry, positive reinforcing language, ensuring psychologically safe spaces for Trustees and staff.
- e. Trustees debate and discuss issues not people. Trustees are hard on problems not on people.
- f. Trustees ensure confidentiality.
- g. Trustees come to discussions and deliberations with an open mind to make thoughtful and informed decisions at the Board table not beforehand.
- h. Trustees welcome and value the voices of our Rights Holders and partners. Trustees work with them to ensure there is clear understanding around the Board's duties under the School Act and core mandate to support the success of all students.

Related Legislation: Sections 22, 65, 74, 85 [BC School Act](#)
Adopted: March 14, 2023
Revised: October 8, 2024



POLICY 130: Trustee Code of Conduct

The Board of Education makes decisions for the educational welfare of children/students and strives for public schools that will meet the needs of all students. The purpose of this policy is to outline an individual Trustee's accountability to protect the integrity and fiduciary responsibilities of the Corporate Board. The Trustee's code of conduct provides a clear understanding of roles and expectations on conduct, as well as approaches to investigate breaches of conduct, determine consequences, and restore relationships.

1. Conduct of Trustees

Trustees are elected into a position of trust under the provisions of the *School Act*, and have clear fiduciary duties to the corporate board, who as a body, are accountable to the electorate. They collectively and individually owe a public duty to carry out their responsibilities in good faith and with reasonable diligence. It is crucial to the successful operation of the Board that each member demonstrates a commitment to an equitable share of trustee responsibilities and executes these responsibilities in an exemplary and credible manner.

Accordingly, Trustees are expected to:

- 1.1. Operate within the parameters of the *School Act*, Board policies and practices, all applicable legislation and regulations, in particular aligned to the Oath of Office, this policy, the BC Human Rights Code, and the Declaration on the Rights of Indigenous People's Act;
- 1.2. Recognize that the individual Trustee has no authority to act on behalf of the Board of Education of School District No. 8 (Kootenay Lake) unless so approved by the Board and/or Board Chair;
- 1.3. Execute their duties in a professional and respectful manner that does not denigrate the office of School Trustee;
- 1.4. Endeavor to enhance their knowledge of the Trustee roles and responsibilities and become acquainted with current educational topics and trends; Act in accordance with the *School Act* primary functions of boards of education, including setting the Strategic Plan, policy development, and approving the school district's operating budgets and capital plans, while respecting the Superintendent/CEO's responsibility for the day-to-day administration of the School District;
- 1.5. Maintain effective and appropriate communication with the Board and Superintendent/CEO between meetings by regular monitoring of Board email and responding in a timely manner;

Related Legislation: Specifically but without limitation [Part 4](#) and [Part 5](#) of the *School Act* [RSBC 1996].

Related Contract Article: Nil

Adopted: September 9, 1997

Amended: June 12, 2018; May 28, 2019; November 23, 2021; April 9, 2024



- 1.6. Be aware that deliberation and debate regarding Board decisions is avoided outside of convened Board meetings and in alignment with Policy 140: Trustee Communication.
- 1.7. Attend Board and Committee meetings having reviewed agenda materials and being fully prepared to discuss the agendas;
- 1.8. Inform the Board Chair if unable to attend any meeting or function; and
- 1.9. Use communication media in accordance with Board Policy, including an acknowledgement that opinions expressed are those of the individual and not the Board.

1.10. Adhere to Board Norms and ensure that trustee communication and behaviour aligns to the Norms as stated in Policy 112: Governing Principles. as follows:

- ~~— We understand, trust, and support the role of the Board, the role, and responsibilities of the Chair of the Board, of Trustees, of Committees, and of the Superintendent.~~
- ~~— We arrive at meetings early and we are fully prepared, present, and ready to participate.~~
- ~~— We commit to a safe environment for Trustees and for Staff, and create a culture that allows for open, honest communication.~~
- ~~— We ensure positive decorum through respectful inquiry, positive reinforcing language, ensuring psychologically safe spaces for Trustees and staff.~~
- ~~— We debate and discuss issues not people. We are hard on problems not on people.~~
- ~~— We ensure confidentiality.~~
- ~~— We come to our discussions and deliberations with an open mind to make thoughtful and informed decisions at the Board table not beforehand.~~
- ~~— We welcome and value the voices of our Rights Holders and partners. We work with them to ensure there is clear understanding around the Board's duties under the School Act and core mandate to support the success of all students.~~

2. Code of Ethics

Related Legislation: Specifically but without limitation [Part 4](#) and [Part 5](#) of the *School Act [RSBC 1996]*.

Related Contract Article: Nil

Adopted: September 9, 1997

Amended: June 12, 2018; May 28, 2019; November 23, 2021; April 9, 2024



A. Confidentiality

Trustees shall preserve the confidentiality of information discussed at closed Board or committee meetings and shall not release privileged information in any format to the public until the Board has done so in an official capacity.

B. Conflict of Interest or Apprehension of Bias

Whenever a decision is required on any matter, Trustees are to declare any conflict of interest (direct, indirect; statutory or common law). Trustees will declare the nature and extent of the conflict at a meeting of the Board of Education and abstain from deliberating or voting on the issue giving rise to the conflict. Trustees will not participate in, vote on, or exert influence on the decision in which the trustee has a conflict of interest. Trustees shall be excused from Closed Meeting discussions on topics with determined conflict of interest or apprehension of bias. Trustees may inquire about other Trustees' conflict of interest.

In order to protect its fiduciary responsibility, the Board of Education may take steps to determine conflict of interest or apprehension of bias as per the BC School Act Section 55 to 64.

C. Integrity

Trustees will act with the highest standards of professional integrity and in a manner that inspires public confidence in the board and dignity of the office of School Trustee.

Trustees make decisions based on available factual information and their independent judgement. Trustees act in a manner that supports all students.

D. Relationships

Trustees shall represent the Board in all Board-related matters with proper decorum and respect for others. Trustees will maintain the highest standards of civility and respect accorded to public office and refrain from criticism of fellow Board members or district employees. Trustees will work with their fellow board members in a spirit of harmony and co-operation and refrain from taking private action that could compromise the integrity or authority of the Board.

E. Respect

Trustees shall work constructively with other trustees, staff, and members of the educational community in order to contribute positively to a respectful workplace free from discrimination, harassment, and bullying. This commitment includes appropriate decorum, and fair and respectful behaviour. Trustees will recognize their duty to represent and advocate for the best interests of all learners. Trustees will engage in a manner that honours and encourages diverse opinions.

F. Responsibility

Trustees will ensure that decisions are made in the best interests of the district as a whole, even though they are elected by a particular area of the district. Each trustee will devote

Related Legislation: Specifically but without limitation [Part 4](#) and [Part 5](#) of the *School Act [RSBC 1996]*.

Related Contract Article: Nil

Adopted: September 9, 1997

Amended: June 12, 2018; May 28, 2019; November 23, 2021; April 9, 2024



time, thought and study of the issues in order to provide effective decision making. Trustees will respect and abide by decisions made by the Board.

Trustees will welcome and encourage active participation by community residents, organizations, learners, parents, guardians, and staff in the district, within the Board's scope and authority.

Trustees acknowledge that the expenditure of funds is a community trust and will endeavor to see that funds are expended efficiently, economically and in alignment with the Strategic Plan.

3. Guidelines

3.1. Should a Trustee be absent from the Board meetings (Meetings of the Board Held in Public, Closed Meetings or Special Meetings) for three consecutive months, the Board may review the circumstances and a prorated reduction of stipend may be imposed by Board resolution based on this review.

3.1.1. For the purposes of the proration of stipend the calculation of the time of absence shall be from 30 days following the meeting last attended by the Trustee to the next Board meeting attended by the Trustee.

3.2. Under Section 52(2) of the *School Act*, a Trustee is considered to be 'disqualified' when that Trustee is absent, except for illness or the Board has given leave, from a legally called Meeting of the Board held in Public, Closed Meetings, Special meeting of the Board, for a period of three consecutive months.

3.2.1. A Trustee seeking a leave of absence will submit their request to the Board Chair for addition to a closed agenda. The Board, by resolution, may grant a leave to a Trustee for any reason deemed acceptable to the Board.

4. Breach of the Trustee Code of Conduct

A concern over a breach of the Code may be raised by an individual Trustee, the Superintendent of Schools/CEO or the Secretary-Treasurer. The Board will ensure it follows a fair process, including due notice of the alleged misconduct and a fair opportunity to respond.

The Board of Education will take a proactive approach to fostering respectful and productive relationships between Trustees. Misconduct and breaches of the Code of Conduct may affect the Board's ability to deliver on their core responsibilities. The Board of Education will address Code of Conduct breaches in a respectful manner and will maintain the integrity of the Board.

Related Legislation: Specifically but without limitation [Part 4](#) and [Part 5](#) of the *School Act [RSBC 1996]*.

Related Contract Article: Nil

Adopted: September 9, 1997

Amended: June 12, 2018; May 28, 2019; November 23, 2021; April 9, 2024



Trustees will attempt to resolve issues proactively using informal measures. If proactive measures do not result in changed behaviour, disciplinary measures for breaches may be imposed in a remedial or restorative manner, reflecting on the seriousness of the breach.

Procedures for a Breach of Code of Conduct

- 4.1. Trustees will endeavor to reach acceptable solutions in the most constructive way possible. The steps outlined below will be followed only as far as necessary to resolve the situation.
- 4.2. Those with concerns are encouraged to seek appropriate conciliatory measures prior to commencing an official complaint regarding a breach of the Code.
- 4.3. Potential breaches pertaining to interpersonal concerns will normally include the following conciliatory measures:
 - 4.3.1. If there is an interpersonal concern the person who believes a breach of the Code has occurred may engage in a confidential and informal private conversation with the Trustee affected.
 - 4.3.2. Failing resolution through the private conversation, the parties will engage the Board Chair to gain resolution. If the concern is with the Board Chair, the concern will be raised with the Vice-Chair.
 - 4.3.3. The Chair and at the Chair's option, the Chair and Vice-Chair will attempt to resolve the matter to the satisfaction of the trustees involved.
 - 4.3.4. In the event no resolution can be reached, the Chair may bring the issue forward to the Board.
- 4.4. Potential breaches involving Board matters will follow the process as outlined below:
 - 4.4.1. Trustees will report potential breaches to the Board Chair for placement on a Special Closed Meeting agenda for consideration. If the concern is with the Board Chair, the concern will be raised with the Vice-Chair.
 - 4.4.2. The Board Chair or Vice Chair will consult with the Superintendent/CEO and will seek legal consultation.
 - 4.4.3. The Trustee respondent shall be given due notice of the alleged misconduct and provided a fair opportunity to respond at the Special Closed Meeting.
 - 4.4.4. The Chair shall compile the information obtained in the originating notification of the alleged breach and any actions the Chair may have taken to address the allegation and make a confidential report to the Board in a Special Closed Meeting.
 - 4.4.5. The process beyond this section will be informed by legal counsel.
 - 4.4.6. If the Board concludes, by majority vote at a Special Closed meeting, that a breach of the Code may have occurred the Board will move forward to section 4.5. If this cannot be determined, the Board may direct the conduct of an investigation for material concerns. For that purpose, the Board may retain an

Related Legislation: Specifically but without limitation [Part 4](#) and [Part 5](#) of the *School Act [RSBC 1996]*.

Related Contract Article: Nil

Adopted: September 9, 1997

Amended: June 12, 2018; May 28, 2019; November 23, 2021; April 9, 2024



- independent investigator or conduct an internal investigation for the purposes of determining whether a breach has occurred and by whom.
- 4.4.7. The investigator shall conduct an investigation and submit a report of findings to the Board Chair and the Superintendent of Schools/CEO.
- 4.4.8. The Board Chair shall present the report of the investigator at a Closed meeting of the Board. If the report concludes that a breach has occurred, the Trustee or Trustees responsible shall be provided the opportunity to provide any further relevant information to the Board prior to the Board's deliberation.
- 4.5. Following its deliberation, the Board may institute by majority vote at a Closed meeting, without limiting what follows, any or all of the following sanctions of a Trustee appropriate to the severity of the breach:
- 4.5.1. The issuance of a public or private, as appropriate, apology by the Trustee responsible.
- 4.5.2. Participate in a restorative process.
- 4.5.3. Participate in specific coaching, training, or counselling.
- 4.5.4. Have the Board Chair write a letter of concern/warning.
- 4.5.5. Have the Board Chair write a letter of censure.
- 4.5.6. Have a motion of censure passed by the majority of voting trustees at a closed meeting and remove the trustee from some or all Board committees or other appointments of the Board.
- 4.5.7. Temporary or indefinite suspension of the trustee from attendance at closed meetings including receipt of materials pertaining to closed meetings.
- 4.5.8. Temporary or indefinite suspension of the trustee from attendance at public meetings.
- 4.6. The Board may, in its discretion, make public its findings where the Board has not upheld the complaint alleging a violation of the Board's Code of Conduct, where there has been a withdrawal of the complaint, or under any other circumstances that the Board deems reasonable and appropriate to indicate publicly its disposition of the complaint. Before making its findings public, the Board will provide the affected trustee with the opportunity to address the Board on this issue. In no event will the Board act in a manner which would contravene its obligations under the Freedom of Information and Protection of Privacy Act.
- 4.7. The Trustee or Trustees who are the subject of the alleged breach of the Code shall not participate in any deliberations with respect to the matter nor shall they remain in the room while the matter is discussed.
- 4.8. Where a breach of the Code has occurred, and the Board has determined a censure of the Trustee, the Chair will inform the trustee in a letter, marked "Personal and Confidential." This action shall be reported at the next Public Meeting of the Board.

Related Legislation: Specifically but without limitation [Part 4](#) and [Part 5](#) of the *School Act [RSBC 1996]*.

Related Contract Article: Nil

Adopted: September 9, 1997

Amended: June 12, 2018; May 28, 2019; November 23, 2021; April 9, 2024



5. Affirmation of the Code of Conduct

5.1. The Board of Education will review this policy annually as part of its Board Self-Evaluation Process.

DRAFT

Related Legislation: Specifically but without limitation [Part 4](#) and [Part 5](#) of the *School Act [RSBC 1996]*.
Related Contract Article: Nil
Adopted: September 9, 1997
Amended: June 12, 2018; May 28, 2019; November 23, 2021; April 9, 2024



POLICY 160: Policy Development

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

Policies are detailed expressions of intent and must be based upon the Board's own Mission, Values, and Vision. The Board develops policy ~~in consultation~~ with input from advisory committees and the community. Formal publication of Board policy is necessary so that the community may hold the Board accountable.

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

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

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

Procedures

1. Development of New Policy and Revision of Existing Policies

1.1. Items of a housekeeping nature, such as spelling, formatting, grammar and/or minor wording suggestions are left at the discretion of the Superintendent. A rationale or explanation of the change will be provided to the Board.

1.1.1.2. Any individual, group, Trustee, or staff member may present suggestions for new Board policy or revision of an existing Board policy.

1.2.1.3. The suggested policy or policy revision shall be presented to the Policy Review Committee on the Pro-Forma or in a red-line version of an existing policy.

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

Once the new draft has been completed, the Superintendent shall present this draft to the Policy Review Committee. For Board governance policies (Section 100), the Policy Review Committee will review the draft policy at a Working Session with the Board and following this, recommend the draft policy to the Board for approval at a Meeting of the Board Held in Public.

For all other policies, the Policy Review Committee will review the draft policy with the Board at a Working Session with the Board and following this, recommend the draft policy to the Board at a Meeting of the Board Held in Public for approval for field testing and review by the ~~Policy Partner~~ Policy, Operations, and Finance Partner Advisory Committee. Once a policy is posted for field testing, an email will be sent to partner groups alerting them of the proposed policy. The Board will approve the policy for field testing for a minimum period of four (4) weeks and for

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 85.2a\]](#)

Related Contract Article: Nil

Adopted: September 15, 2015

Amended: June 12, 2018; June 21, 2022; January 10, 2023



review by the ~~Policy Partner~~Policy, Operations, and Finance Partner Advisory Committee.

Policy revisions which are insignificant or routine in nature may be made without field testing. A rationale or explanation of the change will be provided to the Board.

~~1.4. During the four-week field testing period, the draft policy will be reviewed by the Policy Partner~~Policy, Operations, and Finance Partner Advisory Committee. The advice from the ~~Policy Partner~~Policy, Operations, and Finance Partner Advisory Committee and other feedback will be returned to the Superintendent, ~~who may recommend revisions to the draft policy to the Policy Review Committee, if needed.~~

~~4.3.1.5. If the feedback received requires minor or no revisions, the draft policy~~The feedback and revisions will be provided for the consideration of the Board at a Meeting of the Board Held in Public, prior to approval at that or a subsequent Meeting of the Board Held in Public.

~~1.6. If the initial draft requires extensive revision, the draft policy will be referred back to the Superintendent and re-enter the review process as outlined in 1.2.~~

~~The feedback and revisions will be provided for the consideration of the Board at a Meeting of the Board Held in Public, prior to approval at that or a subsequent Meeting of the Board Held in Public.~~

~~1.1. When the initial draft requires extensive revision, a revised draft may be recirculated for four (4) additional weeks. Feedback will be returned to the Superintendent who may recommend revisions to the draft policy, if needed.~~

~~4.4.1.7.~~ Where feedback consists of spelling, formatting, grammar and/or minor wording suggestions, the revised policy may be forwarded directly to the Board for approval at the next Meeting of the Board Held in Public.

2. Administrative Procedures

2.1. Administrative Procedures may be developed and issued by the Superintendent to articulate operational processes.

2.2. It is the responsibility of the Superintendent to develop a process that ensures appropriate consultation occurs.

2.3. New and significantly revised Administrative Procedures will be posted on the Consent Agenda of Meetings of the Board Held in Public.

2.4. Administrative Procedures shall be posted on the district website, unless the procedures are restricted to specific staff in order to support school or student safety.

3. Suspension of Policies

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

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 85.2a\]](#)

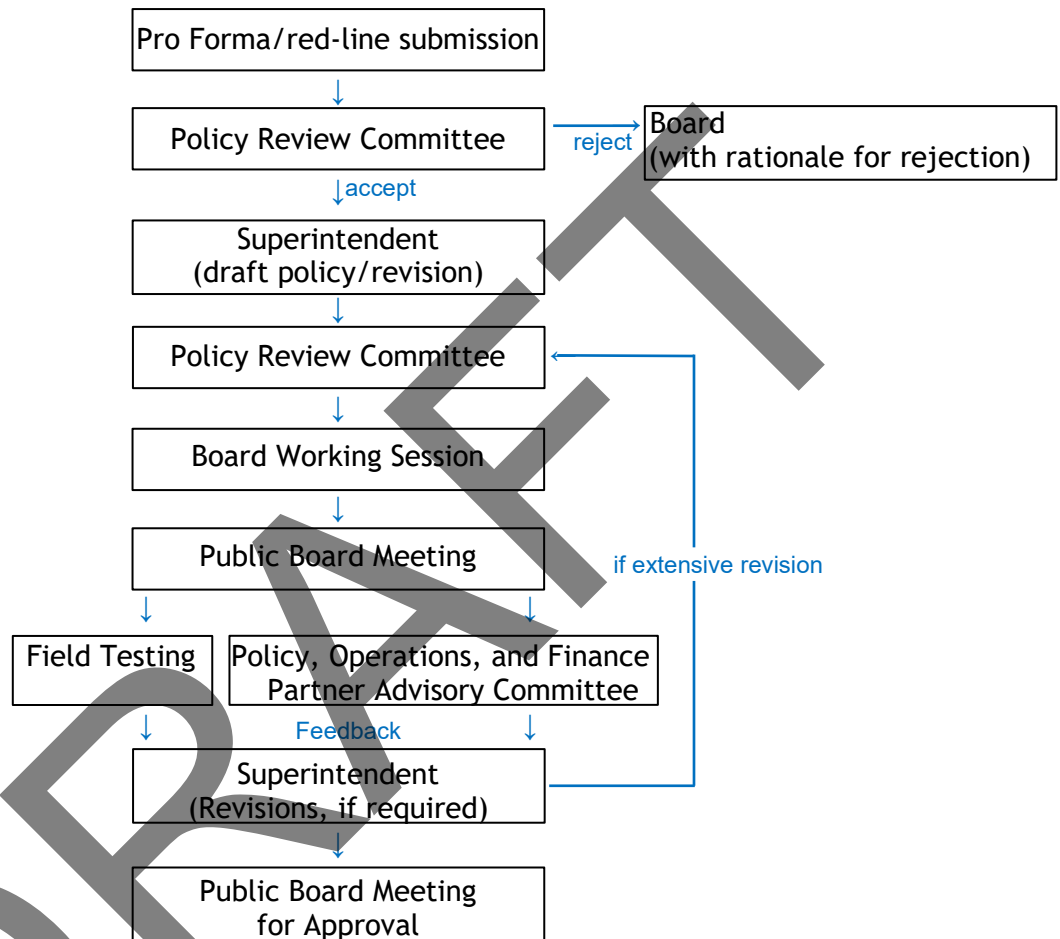
Related Contract Article: Nil

Adopted: September 15, 2015

Amended: June 12, 2018; June 21, 2022; January 10, 2023

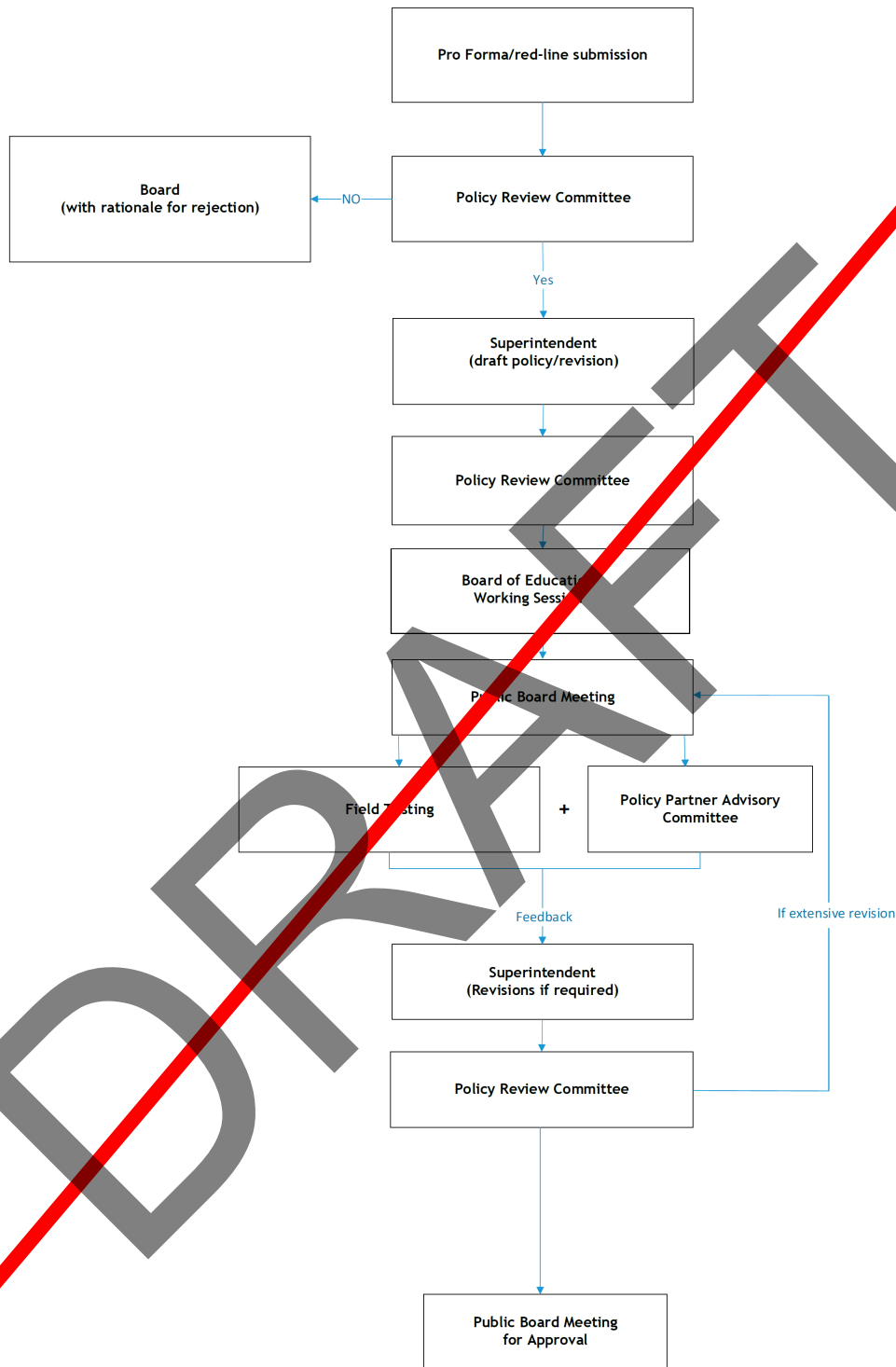


APPENDIX A: Policy Flow Chart



Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 85.2a\]](#)
 Related Contract Article: Nil
 Adopted: September 15, 2015
 Amended: June 12, 2018; June 21, 2022; January 10, 2023





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

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- 1.1. Items of a housekeeping nature, such as spelling, formatting, grammar and/or minor wording suggestions are left at the discretion of the Superintendent. A rationale or explanation of the change will be provided to the Board.
- 1.2. Any individual, group, Trustee, or staff member may present suggestions for new Board policy or revision of an existing Board policy.
- 1.3. The suggested policy or policy revision shall be presented to the Policy Review Committee on the [Pro-Forma](#) or in a red-line version of an existing policy.

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

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- 1.4. During field testing period, the draft policy will be reviewed by the Policy, Operations, and Finance Partner Advisory Committee. The advice from the Policy, Operations, and Finance Partner Advisory Committee and other feedback will be returned to the Superintendent.
- 1.5. If the feedback received requires minor or no revisions, the draft policy will be provided for the consideration of the Board at a Meeting of the Board Held in Public, prior to approval at that or a subsequent Meeting of the Board Held in Public.
- 1.6. If the initial draft requires extensive revision, the draft policy will be referred back to the Superintendent and re-enter the review process as outlined in 1.2.
- 1.7. Where feedback consists of spelling, formatting, grammar and/or minor wording suggestions, the revised policy may be forwarded directly to the Board for approval at the next Meeting of the Board Held in Public.

2. Administrative Procedures

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

3. Suspension of Policies

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

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 85.2a\]](#)

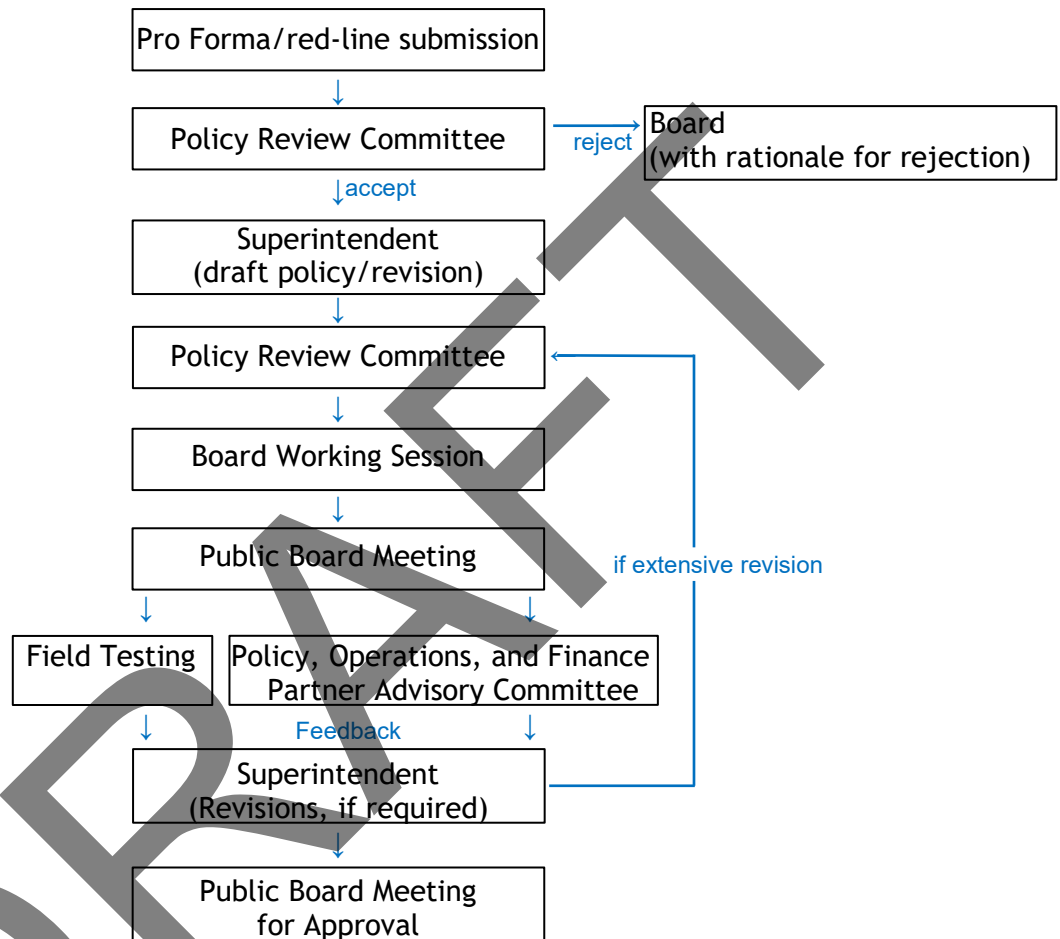
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APPENDIX A: Policy Flow Chart



Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 85.2a\]](#)
 Related Contract Article: Nil
 Adopted: September 15, 2015
 Amended: June 12, 2018; June 21, 2022; January 10, 2023



POLICY 173: Climate Action and Sustainability Policy

The Board of Education of School District No. 8 (Kootenay Lake) (“The Board”) commits to responding to climate change, as reinforced in the School District 8 (SD8) Strategic Plan, and this commitment will be demonstrated in an effective and measurable way in its services.

Climate change is being experienced by communities and individuals across the globe. Within SD8, the impacts of climate change have included changes to historical weather patterns, smoke from wildfires, extreme heat and precipitation events, flooding, drought, landslides, avalanches, evacuations, and disruptions to transportation and services, to name a few. It is acknowledged that this list is not exhaustive and that additional, yet unknown impacts can be expected. There is a desire to build widespread awareness and take action to address sustainability and climate change within the district.

The Board’s Sustainability Policy sets a vision for a desired positive future state regarding the School District response to climate change and sets high level direction for SD8 to decrease the impacts of climate change through preparedness, adaptation and climate action, and to contribute to climate change mitigation solutions.

The Board recognizes the interdependence of the environment, the economy and society, and the challenge of balancing all three in building a healthy, sustainable future. The Board believes in the concept of sustainable development as defined by the United Nations World Commission of Environment and Development and is committed to assuming a leadership role, corporately and in school communities, by modelling sound environmental education, operations, and management attitudes and practices.

This policy acknowledges the climate emergency as stated in sources including the Intergovernmental Panel on Climate Change (IPCC), United Nations Sustainable Development Goals, United Nations Climate Action Charter (2016) and B.C.’s Climate Action Charter.

The Board’s policy response to climate action aligns with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the Declaration on the Rights of Indigenous Peoples Act, and the Calls to Action from the Truth and Reconciliation Commission. SD8 recognizes and respects Indigenous rights and knowledge in response to climate action. Meaningful engagement and partnership with Indigenous communities is essential in developing sustainable solutions that honour both nature and culture.

Related Legislation: Nil
Related Contract Article: Nil
Adopted:
Amended: Nil



1. Board Responsibility

The Board's responsibilities with respect to this policy are to:

- Govern SD8 based on the educational aspirations of local communities and in accordance with policy direction established by the provincial government (BCSTA 2018).
- Foster opportunities for students and staff to learn about sustainability, climate change and climate action to help build a society that is socially responsible and environmentally sustainable.
- Recognize schools as an important part of healthy, sustainable communities.
- Encourage effective environmental practices and sustainable behaviours, and the development of environmental literacy.
- Act as a positive and constructive partner with communities to build awareness and support for an effective response to climate change.

2. Vision

SD8 envisions this climate action and sustainability policy and related planning and implementation contributing to a positive future in the following three areas:

- 2.1. Education, Awareness and Action - Learning through education, awareness-raising, engagement and action changes mindsets, behaviours and practices.
 - 2.1.1. Students, teachers, administrators, staff, trustees, parents, families, community members, rights holders and Metis partners ("all education partners"):
 - 2.1.1.1. Are engaged and have the critical thinking skills to understand the sustainability, climate and biodiversity crises, including the causes, related data and information, and how these are experienced in their communities now and into the future.
 - 2.1.1.2. Are empowered, have the skills and know how to make decisions and take action to address climate issues.
 - 2.1.1.3. Have a sense of ownership, responsibility and accountability to sustainability and climate action.
 - 2.1.2. Indigenous knowledge and ways of learning regarding climate change and sustainability are honoured and included.
- 2.2. Stewardship - Efficiency and resilience is increased and the SD8's climate impact is reduced.
 - 2.2.1. Efforts in the areas of sustainability, decreasing the impact of climate change, adaptation and resilience are focussed, with goals and targets used to monitor progress.
 - 2.2.2. Work in this area contributes to operational efficiencies and, in some cases, to financial efficiencies over time.

Related Legislation: Nil
Related Contract Article: Nil
Adopted:
Amended: Nil



2.3. Culture - SD8 inspires a response to climate change in schools and in other sectors.

- 2.3.1. SD8 leads by example and demonstrates commitment.
- 2.3.2. Action is informed by a diversity of voices.
- 2.3.3. SD8's commitment to climate action informs and drives decision-making at all levels.
- 2.3.4. Conversations about sustainability and climate change are encouraged.
- 2.3.5. Students are supported in their mental health, fostering the building of climate resilience.

3. Board Commitments

The Board commits to a response to climate change, to encouraging education and courageous conversations about climate change, and to promoting sustainability as part of their commitment to lessening climate impacts and adapting to a changing environment in the following areas:

3.1. Education, Awareness and Action

In support of students, teachers, administrators, staff, trustees, parents, families, community members, rights holders and Metis partners ("all education partners"):

- 3.1.1. Encouraging conversations, learning and action related to sustainability and climate change.
 - 3.1.1.1. Empower education partners to undertake climate action and sustainability projects and make a difference in and out of the classroom.
 - 3.1.1.2. Support opportunities to connect learners to the natural world, empower personal action, and support critical thinking.
 - 3.1.1.3. Support community development and other sustainability and climate action projects in collaboration with key District and community partners.
- 3.1.2. Promoting growth of environmental literacy and ethics
 - 3.1.2.1. Foster informed decision-making and action-planning, providing education partners with opportunities to learn about sustainability, climate change, climate action and transitioning to a more sustainable future.
 - 3.1.2.2. Educational resources are made available that support the development of critical thinking, helping education partners differentiate between reliable data and misinformation.
- 3.1.3. Fostering hope through knowledge, empowerment, engagement and action
 - 3.1.3.1. Project-based and community-oriented student engagement is encouraged in collaboration with education partners.
- 3.1.4. Incorporating Indigenous knowledge, worldview and ways of learning
 - 3.1.4.1. Findings of the Truth and Reconciliation Commission are considered and honoured.
 - 3.1.4.2. Elders are invited to share history and knowledge.

Related Legislation: Nil
Related Contract Article: Nil
Adopted:
Amended: Nil



- 3.1.4.3. First Peoples ecological knowledge is honoured and integrated, including the relationship to nature in which humans are a part of nature and not outside of it.
- 3.1.4.4. Sustainability efforts are aligned with other focus areas like inclusion and reconciliation.

3.2. Stewardship

- 3.2.1. Reducing carbon emissions, conserving energy and water, and making transitions in relation to buildings, infrastructure, transportation, properties, purchasing, programs and services
- 3.2.2. Fostering biodiversity associated with District properties.
- 3.2.3. Considering carbon emissions, biodiversity, energy and water consumption in all decision-making.
- 3.2.4. Fostering programs to reduce consumption and waste, and promoting reuse, recycling and regeneration.
- 3.2.5. Decreasing climate impact through mitigation and adaptation, including considerations regarding the cumulative effects of District decisions and activities.
- 3.2.6. Ensuring accountability by setting goals, measuring and reporting on progress, and using public reporting mechanisms.
- 3.2.7. Advocating for resources to facilitate a transition to more sustainable options.

3.3. Culture

- 3.3.1. Bringing a sustainability lens and considering opportunities for climate change mitigation and adaptation in all areas of planning and decision-making at every level.
- 3.3.2. Fostering collaboration and engagement with education partners in our sustainability and climate-related efforts.
- 3.3.3. Ensuring SD8's sustainability policy and process is understandable and accessible.
- 3.3.4. Cultivating kindness, mindfulness, empathy, adaptability, creativity, community and resilience within the context of climate change.
 - 3.3.4.1. Supporting the mental health of students and staff in relation to understanding and responding to climate change and climate anxiety
- 3.3.5. Leading by example and demonstrating SD8's commitment
 - 3.3.5.1. All education partners' roles are understood.
 - 3.3.5.2. Environmental issues and climate action projects are designed in ways that all learners can contribute.
 - 3.3.5.3. Sustainable behaviour is modeled at every level.
 - 3.3.5.4. Partnerships with organizations and businesses are fostered.

Related Legislation: Nil
Related Contract Article: Nil
Adopted:
Amended: Nil



- 3.3.6. Advocating for funding, including finding opportunities to partner with local and regional organization, to support sustainability and climate response commitments

4. Definitions

As much as possible, the following definitions seek to provide clear and basic understanding of ideas included in this policy. It is recognized that language changes with time, this policy should be regularly reviewed, and its terms and definitions revised as appropriate.

Please note that definitions are grouped and not necessarily in alphabetical order.

Sustainability

A dynamic process that guarantees the persistence of natural and human systems in an equitable manner. Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs (WCED, 1987) and balances social, economic and environmental concerns. (IPCC, 2018: Annex 1: Glossary)

Climate change

Climate change refers to long-term shifts in temperatures and weather patterns. Such shifts can be natural, due to changes in the sun's activity or large volcanic eruptions. But since the 1800s, human activities have been the main driver of climate change, primarily due to the burning of fossil fuels like coal, oil and gas.

Burning fossil fuels generates greenhouse gas emissions that act like a blanket wrapped around the Earth, trapping the sun's heat and raising temperatures.

The main greenhouse gases that are causing climate change include carbon dioxide and methane. These come from using fossil fuels for driving a car or heating a building, for example. Clearing land and cutting down forests can also release carbon dioxide. Agriculture, oil and gas operations are major sources of methane emissions. Energy, industry, transport, buildings, agriculture and land use are among the main sectors causing greenhouse gases.

<https://www.un.org/en/climatechange/what-is-climate-change>

Climate Action

Climate action refers to efforts taken to combat climate change and its impacts.

Climate Change Adaptation - Building climate resilience.

B.C.'s climate is changing, and climate scientists are projecting further changes over the next decades. Climate change adaptation involves preparing for these changes and the impacts they will have on natural systems and communities.

<https://www2.gov.bc.ca/gov/content/governments/local-governments/climate-action/adaptation>

Adaptation - adapting to life in a changing climate - involves adjusting to actual or expected future climate. The goal is to reduce our risks from the harmful effects of climate change (like more intense extreme weather events, wildfire, health impacts or food insecurity). It

Related Legislation: Nil
Related Contract Article: Nil
Adopted:
Amended: Nil



also includes making the most of any potential beneficial opportunities associated with climate change (for example, longer growing seasons or increased yields in some regions).
<https://climate.nasa.gov/solutions/adaptation-mitigation/>

Climate Change Mitigation - Reducing risks of climate change.

Climate change mitigation refers to efforts taken to reduce or prevent the emission of greenhouse gases.

<https://www2.gov.bc.ca/gov/content/governments/local-governments/climate-action/adaptation>

Mitigation - reducing climate change - involves reducing the flow of heat-trapping greenhouse gases into the atmosphere, either by reducing sources of these gases (for example, the burning of fossil fuels for electricity, heat, or transport) or enhancing the “sinks” that accumulate and store these gases (such as the oceans, forests, and soil). The goal of mitigation is to avoid human interference with Earth’s climate, “stabilize greenhouse gas levels in a timeframe sufficient to allow ecosystems to adapt naturally to climate change, ensure that food production is not threatened, and to enable economic development to proceed in a sustainable manner” (from the 2014 report on Mitigation of Climate Change from the United Nations Intergovernmental Panel on Climate Change, page 4).

<https://climate.nasa.gov/solutions/adaptation-mitigation/>

Biodiversity

Biological diversity is the variety of life on Earth and the natural patterns it forms. The biodiversity seen today is the result of 4.5 billion years of evolution and, increasingly, of human influence as well. It forms the web of life, of which humans are integral and upon which people and the planet so fully depend. (UNEP, 2020) See also, Canada’s 2030 National Biodiversity Strategy.

Ecological Literacy

A full understanding of the ecological principles of place, normally those aspects of place that are not human. Humans may have an influence or be intertwined in ecological attributes of an ecology but this term has a focus on the natural world and ecological systems.

Environmental literacy

Environmental literacy is knowledge of environmental concepts and issues; the attitudinal dispositions, motivation, cognitive abilities, and skills, and the confidence and appropriate behaviors to apply such knowledge in order to make effective decisions in a range of environmental contexts. Individuals demonstrating degrees of environmental literacy are willing to act on goals that improve the wellbeing of other individuals, societies, and the global environment, and are able to participate in civic life (Hollweg et al. 2011, 15-16).

<https://ed.stanford.edu/sites/default/files/news/images/stanfordsocialecologylab-brief-1.pdf>

Indigenous Knowledge and Climate Change

Indigenous knowledge systems are critical to understanding how climate change will impact communities and natural systems, and support how communities adapt and prepare for these

Related Legislation: Nil
Related Contract Article: Nil
Adopted:
Amended: Nil



changes. This knowledge is often broad, holistic, place based, relational, intergenerational and can be embodied through tangible or less tangible forms. While there is no one definition of Indigenous knowledge as it is unique to each Nation and knowledge holder, it can refer to the understandings, skills and philosophies developed by societies with long histories of interaction with their natural surroundings. For Indigenous Peoples, local knowledge informs decision-making about fundamental aspects of day-to-day life. These cumulative bodies of knowledge are integral to cultural systems that include language, systems of classification, resource use practices, social interactions, ritual and spirituality.

BC Climate Preparedness and Adaptation Strategy: Actions for 2022-2025, <https://www2.gov.bc.ca/assets/gov/environment/climate-change/adaptation/cpas.pdf>

Cumulative effects

Cumulative effects are defined as the changes in the environment caused by multiple interactions among human activities and natural processes, which accumulate across time and space. (Canadian Council of Ministers on the Environment, 2014)

Cumulative effects are changes to environmental, social and economic values caused by the combined effect of past, present and potential future human activities and natural processes. (BC Cumulative Effects Framework, 2024)

References

BC Climate Action Charter <https://toolkit.bc.ca/learn/climate-action-charter/>

BC Climate Preparedness and Adaptation Strategy: Actions for 2022-2025, <https://www2.gov.bc.ca/assets/gov/environment/climate-change/adaptation/cpas.pdf>

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Related Contract Article: Nil
Adopted:
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