



MEETING OF THE BOARD HELD IN PUBLIC

AGENDA

TUESDAY, FEBRUARY 10, 2026

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](https://zoom.us/j/65732779733) - Webinar ID: 657 3277 9733 – Password: 495118

1. Call to Order

2. Acknowledgement of Aboriginal Territory

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

3. Changes to the Proposed Agenda

4. Consent Package Questions (p. 3)

App. 4

5. Adoption of Agenda

Proposed Resolution:

THAT the Agenda for this February 10, 2026 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 13, 2026 Meeting of the Board Held in Public **BE ADOPTED**, as circulated.

9. Future and Action Item Tracking (p. 20)

App. 9

10. Education – Reports from the Superintendent

A. Connected Learners Continuous Learning Report 2025-2026 (p. 21)

App. 10A

B. International Education Annual Report 2025-2026 (p. 50)

App. 10B



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

A. 2025-2026 Amended Annual Budget (p. 69)

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 2025-2026.

Proposed Resolution:

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

12. Governance and Policy

A. Draft School Calendar 2028-2029 Approval for Field Testing (p. 100)

App. 12A

Proposed Resolution:

THAT the 2028-2029 school calendar **BE APPROVED** for posting on the website for field testing beginning on February 11, 2026.

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 16, 2026.

17. Adjournment



SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)
CONSENT PACKAGE – PUBLIC MEETING
FEBRUARY 10, 2026

ITEM

The following Consent items are routine items received for information.

1. Board Correspondence Package	p. 4
2. <u>Superintendent's Report February 2026</u>	
3. Monthly Financial Report – for period ended December 31, 2025	p. 7
4. Transactions over 50k – for period ended December 31, 2025	p. 11
5. List of Trustee Recusals	p. 13
6. <u>Indigenous Education Council (IEC) Meeting Minutes</u>	
7. List of approved Administrative Procedures - Nil	



SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)

BOARD CORRESPONDENCE PACKAGE

FEBRUARY 10, 2026

ITEM	DATE
1. Letter from Chair Chew to Ministers Beare and Ma re: Aligning B.C.'s Education and Child Care Dedicated, Ongoing Funding to Expand Affordable, School-Based Child Care	January 19, 2026





January 19, 2026

Honourable Minister Lisa Beare
Ministry of Education and Child Care
Province of British Columbia

Honourable Minister Bonwinn Ma
Ministry of Infrastructure
Province of British Columbia

Via email

Re: Aligning B.C.'s Education and Child Care Dedicated, Ongoing Funding to Expand Affordable, School-Based Child Care

Dear Ministers Beare and Ma,

On behalf of the Board of Education for School District No. 8 (Kootenay Lake), we request that the Ministry of Education and Child Care, together with the Ministry of Infrastructure, review and align the B.C. Education and Child Care funding model to provide predictable, sustainable operating funding and a dedicated capital program for school-based child care including early years, before and after school child care, and the continued expansion of \$10-a-Day child care within school facilities.

Affordable, high-quality child care is essential economic infrastructure. Reliable before- and after-school care enables parents to work, stabilizes staffing for employers, and strengthens local economies, including rural communities. Limited access disproportionately pushes women to reduce or leave paid work showing that investment in this area is also an equity measure that narrows pay gaps. Boards of Education are well-positioned to partner with the Province to add spaces quickly and cost-effectively by leveraging existing school sites, custodial services, maintenance, transportation, and community trust.

The Board of Education of School District No. 8 (Kootenay Lake) recognizes that school-based child care is a core, co-governed service delivered on K-12 sites and requests dedicated, ongoing funding to ensure the operational stability of this important service. A stable and predictable funding for child care provision is required to ensure operation stability that provides multi-year, predictable operating funding indexed to costs such as staffing, utilities, custodial, maintenance, insurance, and administration. Rather than relying on short-term grants school

districts require clarity on funding to ensure that districts do not need to draw from K-12 classroom allocations to continue to expand and operate child care centres. It is also important to consider streamlining reporting and reducing timelines of grants to reduce administrative burden which would allow districts to focus on quality and access.

In addition, a clear, recurring capital stream integrated with the existing school capital planning process for new builds, additions, renovations, and modular solutions on school property should be established.

It is essential to prioritize rural, remote, and fast-growing communities where space and workforce constraints are most acute.

In addition, we urge the Government of BC to create a transparent, staged pathway for eligible school-based centres to transition to \$10-a-Day, and ensure early years and before- and after-school programs are included so families have full-day, affordable options aligned with bell times in a timely manner.

With a stable and predictable funding and dedicated capital funds, we can add spaces faster, support local employers with a steadier workforce, and advance gender equity while keeping children learning and thriving in safe, familiar school environments.

In relation to our request for dedicated, ongoing funding to ensure the operational stability of child care in school districts, we thank you for your leadership and consideration.

Sincerely,



Susan Chew, Board Chair
Board of Education, School District No. 8 (Kootenay Lake)

cc. Trish Smillie, Superintendent
Board of Education of School District No. 8 (Kootenay Lake)
BC School Trustees Association (BCSTA)
Kootenay-Boundary Branch BC School Trustee Association Branch Chair





Monthly Financial Report

For the period ended December 31, 2025



COMMENTS

Operating Expenditure Report

- The budget information is based on the 2025-2026 Budget approved by the Board on May 13, 2025.
- The last column shows whether the salaries expense is incurred based on the school calendar (10 months), or for the whole year (12 months), or a combination of both.
- The Operating Expenditure Report reflects 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 all employee groups.
- Other than professional development, travel, dues, fees and insurance, the spending on services and supplies generally occurs during the school year, resulting a higher % of available budget for the remaining portion of the year.

Special Purpose Expenditure Report

- The budget information is based on the 2025-2026 Budget approved by the Board on May 13, 2025.
- The Special Purpose Expenditure Report reflects six months of actual District operations and four months of School operations.
- Other than the Annual Facility Grant and Early Care and Learning Fund to Schools, spending on the special purpose funds generally occurs during the school year, resulting in a higher % of available budget for the remaining portion of the year.



OPERATING EXPENDITURE REPORT

	December 2025 Actuals	2025 - 2026 Budget	\$ Available Budget	% Available Budget	Applicable Months
Salaries					
Principal & Vice-Principal Salaries	2,276,558	4,526,079	2,249,521	50%	12
Teacher Salaries	9,030,853	23,220,748	14,172,246	61%	10
Educational Assistants	1,605,243	3,922,744	2,480,279	63%	10
Support Staff	3,807,669	8,002,570	4,533,539	57%	10/12
Other Professional Salaries	1,347,052	2,514,236	1,155,336	46%	12
TOCs/Relief Salaries	1,346,432	3,408,703	2,064,394	61%	10/12
Total Salaries	19,413,807	45,595,080	26,655,315	58%	
Employee Benefits	4,696,162	11,457,615	6,963,283	61%	10/12
Total Salaries and Benefits	24,109,969	57,052,695	33,618,598	59%	
Services & Supplies					
Services	755,771	2,466,803	1,711,032	69%	
Student Transportation	71,658	340,421	268,763	79%	
Professional Development & Travel	393,734	652,735	259,001	40%	
Rentals and Leases	54,358	122,551	68,193	56%	
Dues and Fees	66,325	99,940	33,615	34%	
Insurance	204,261	225,000	20,739	9%	
Supplies	1,523,342	3,316,709	1,793,367	54%	
Utilities	548,270	1,829,201	1,280,931	70%	
Total Services & Supplies	3,617,719	9,053,360	5,435,641	60%	
Total Operating Expense	27,727,688	66,106,055	39,054,239	59%	



SPECIAL PURPOSE FUND EXPENDITURE REPORT

	December 2025 Actuals	2025 - 2026 Budget	\$ Available Budget	% Available Budget
Ministry of Education and Child Care Funds				
Annual Facilities Grant	129,640	129,640	-	0%
Classroom Enhancement Fund	4,186,152	9,833,908	5,647,756	57%
Community Link	229,740	759,048	529,308	70%
Early Care and Learning Fund to Schools	87,499	175,000	87,501	50%
Early Years to Kindergarten	86	19,000	18,914	100%
Feeding Futures	238,973	597,706	358,733	60%
First Nation Transportation	-	26,863	26,863	100%
Learning Improvement Fund	87,324	218,308	130,984	60%
Mental Health in Schools	22,000	55,000	33,000	60%
OLEP	47,056	115,835	68,779	59%
National School Food Program	40,651	122,231	81,580	67%
Professional Learning Grant	54,033	200,000	145,967	73%
Ready Set Learn	6,004	41,650	35,646	86%
Seamless Day Kindergarten	22,160	55,400	33,240	60%
StrongStart	57,179	160,000	102,821	64%
Student & Family Affordability Fund	-	50,000	50,000	100%
Work Experience Enhancement Initiative	-	-	-	0%
Total MOECC Funds	5,208,497	12,559,589	7,351,092	59%
Other Provincial Special Purpose Funds				
ASSAI	9,108	50,000	40,892	82%
Health Promoting Schools	-	27,000	27,000	100%
Total MOECC Funds	9,108	77,000	67,892	88%
Other Special Purpose Funds				
School Scholarships and Bursaries	42,035	30,000	(12,035)	-40%
School Generated Funds	625,066	1,615,000	989,934	61%
Donations	-	10,000	10,000	100%
Total MOECC Funds	667,101	1,655,000	987,899	60%
All Special Purpose Funds	5,884,706	14,291,589	8,406,883	59%





Monthly Transactions over 50K

For the period ended December 31, 2025



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

Vendor Name	Amount
BC Teachers Federation	\$53,690.35
BC Teachers Federation	\$57,221.74
BMO Mastercard	\$88,213.00
British Columbia Teacher Federation	\$62,345.93
British Columbia Teacher Federation	\$60,732.08
Cornerstone General Contracting Ltd	\$244,377.00
Kootenay Lake Teachers Federation	\$94,879.17
Municipal Pension Fund	\$89,520.78
Municipal Pension Fund	\$89,023.99
Municipal Pension Fund	\$89,519.63
Pacific Blue Cross	\$194,599.22
Pacific Blue Cross	\$187,281.48
Pebt In Trust c/o Morneau Shepell	\$137,095.20
Province of British Columbia	\$419,184.01
Receiver General RP0001	\$546,875.55
Receiver General RP0001	\$665,958.59
Receiver General RP0002	\$124,455.86
Receiver General RP0003	\$63,854.22
Receiver General RP0003	\$128,334.36
Teachers' Pension Fund	\$777,344.87
Teachers' Pension Fund	\$51,544.06
Teachers' Pension Fund	\$787,326.46
Wesco Distribution Inc.	\$72,109.46
Western Canada Bus	\$2,054,190.40



LIST OF TRUSTEE RECUSALS

2025-2026

Date of Meetings held in the absence of the public with one or more declared Conflicts of Interest
NIL





**MEETING OF THE BOARD HELD IN PUBLIC
MINUTES
TUESDAY, JANUARY 13, 2026**

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

Student Trustees: L. Catherall, MSSS
K. Fitz-Earle, LVR
I. Hamilton, CBESS
L. Kinnear, JVH
G. Klassen, KRSS

District Staff: T. Smillie, Superintendent
C. MacArthur, Secretary-Treasurer
L. Carriere, Director of Aboriginal Education (*joined at 5:58 pm; via video conference*)
B. Eaton, Director of Instruction - Curriculum, Instruction, and Assessment
C. Kerr, Director of Operations
C. Singh, Director of Human Resources (*joined 5:26 pm*)
K. Wiens, District Principal
J. Yasinchuk, District Teacher Coordinator
S. Bruskowski, Executive Assistant

Regrets: D. Lang
D. Holitzki, Assistant Superintendent

1. Call to Order

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

2. Acknowledgement of Aboriginal Territory

3. Changes to the Proposed Agenda

Item 12C: *Letter from Minister Beare to Chair Chew re: Inclusive Education Funding Model* was added to the agenda.



Item 12D: *Letter from SD5 Chair McPhee to Board of Education re: Support for Request to Review Inclusive Education Funding Model* was added to the agenda as items 12 C and 12 D.

4. Consent Package Questions – Nil

5. Adoption of Agenda

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-018

THAT the Agenda for this January 13, 2026 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:** 25/26-019

THAT the minutes from the December 9, 2025 Meeting of the Board Held in Public

BE ADOPTED, as circulated.

The motion carried unanimously.

9. Future and Action Item Tracking – Nil

10. Education – Reports from the Superintendent

A. Online Learning Continuous Learning Report

Superintendent Smillie welcomed District Principal Wiens, who presented the Online Learning Continuous Learning Report to the Board. He reviewed the structure and history of the Elev8 DESK and Elev8 Homelinks programs and explained how they support flexible, interest-based, and blended learning models. He reported on enrolment trends, course offerings, student engagement, and supports for Indigenous learners and students with diverse needs.

District Principal Wiens and District Teacher Coordinator Yasinchuk responded to Trustees' questions.

B. Kindergarten Registration 2026-2027

Superintendent Smillie presented the Kindergarten Registration 2026–2027 report to the Board. She reviewed the registration timeline, eligibility requirements, and the role of catchment schools in the process. She explained how the district promoted registration through schools, community partners, and media, and described the “Welcome to Kindergarten” events and transition supports provided to families.

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

A. Budget Development Process and Schedule

Secretary-Treasurer MacArthur presented the 2026-2027 Budget Development Process to the Board. She outlined the public consultation timeline and the key meetings leading to the adoption of the budget by June 30, 2026.

12. Governance and Policy



A. Policy Approval for Field Testing

- Policy 490: School Closure

Superintendent Smillie explained that, as part of the regular policy review process, the policy was revised to provide greater clarity.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-020

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

The motion carried unanimously.

- Policy 610: Fiscal Management

Superintendent Smillie explained that, as part of the regular policy review process, the policy was revised, including a change of title to Financial Planning and Reporting.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-021

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

The motion carried unanimously.

- Policy 611: Capital Planning

Superintendent Smillie explained that this new policy was created in alignment with practices in other districts and provincial requirements.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-022

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

The motion carried unanimously.

- Policy 430: Fees, Deposits and Financial Hardship

Superintendent Smillie explained that, as part of the regular policy review process, the policy will be renumbered to become policy 612.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-023

THAT policy 430 **BE APPROVED** for field testing.

The motion carried unanimously.

- Policy 650: Disposal of Real Property and Improvements

Superintendent Smillie explained that, as part of the regular policy review process, the policy was revised to provide greater clarity.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-024

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

The motion carried unanimously.

B. Policy Approval

- Policy 112: Governing Principles



Superintendent Smillie explained that, as part of the regular policy review process, the policy was revised to provide greater clarity on the duties of the Vice-Chair.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-025

THAT policy 112 **BE APPROVED.**

The motion carried unanimously.

- Policy 121: Committees of the Board of Education

Superintendent Smillie explained that, as part of the regular policy review process, the policy was revised to clarify which Trustee Representatives are elected vs. appointed.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-026

THAT policy 121 **BE APPROVED.**

The motion carried unanimously.

C. Letter from Minister Beare to Chair Chew re: Inclusive Education Funding Model

A Trustee drew the Board's attention to the letter received from Minister Beare. As the response did not resolve the concerns raised, she expressed her hope that the Board would provide a reply. While the Board's original letter was clear and detailed, she felt the Minister's response lacked the same level of clarity. Staff will prepare a draft response for the Board's review.

D. Letter from SD5 Chair McPhee to Board of Education re: Support for Request to Review Inclusive Education Funding Model

A Trustee noted that SD5 had written the letter in support of SD8's request to the Ministry to review the Inclusive Education Funding Model. He also pointed out that SD5 had sent numerous letters to the Ministry over the years, with no changes to funding to date. The Board of Education of School District No. 8 (Kootenay Lake) has taken a strong position on this issue and will pursue further action through the Kootenay Boundary Branch and at the provincial level.

13. Human Resources – Nil

14. Trustee Verbal Reports

A. Student Trustees

- **LVR (Student Trustee Fitz-Earle)**

Student Trustee Fitz-Earle reported that LVR art students prepared to display their work at the Nelson Public Library, and the school held a pep rally supporting the Senior Boys' Basketball team, who went on to win the Kootenay Classic tournament. The school also prepared for grade-wide assemblies on grad planning,



course selection, and mental health, and announced the launch of “Foundry Fridays” to promote student wellness in partnership with The Foundry.

- **KRSS (Student Trustee Chatherall)**

Student Trustee Catherall reported that KRSS held a successful winter assembly with student-teacher competitions and a winter wonderland dance attended by about half the school, both organized by student council. Student leadership also supported the community through a giving tree, planned a bake sale, ran student-led announcements, and continued clubs and programs such as art club, drama club, and the student-run food program.

- **JVH (Student Trustee Kinnear)**

Student Trustee Kinnear reported that the school held a weekly TAG meeting where students were informed about upcoming ski days, missing work expectations, and were given a work block to catch up on assignments. Student parliament also organized a stress-free activity day before the break with volleyball, a Christmas movie, cookie baking, and a candy gram station where students sent kind messages to friends.

- **CBESS (Student Trustee Hamilton)**

Student Trustee Hamilton reported that the school held a Christmas Concert featuring four original student plays, including one written by a Grade 6 student, and the music class led joyful performances that focused on sharing and positive messages. The school also celebrated achieving a 50% garbage reduction goal, and students continued to work on reducing their ecological footprint while preparing for new activities in January, including the annual big play.

B. Trustees

- Trustee Gribbin thanked Student Trustees Fitz-Earle and Klassen for their thoughtful and insightful questions about the online learning program.
- Trustee Trenaman attended the Joint Safety Advisory Council meeting.
- Trustee Shunter echoed Trustee Gribbin’s comments. He also attended the second part of the JSAC meeting, where the Terms of Reference were updated and the Trustee role shifted from participating to observing.
- Vice Chair Bremner thanked the Student Trustees for their reports and noted her attendance at IEC meetings, with minutes linked in the agenda package.
- Trustee Nazaroff thanked school staff and communities for inviting the broader school community to winter celebrations.
- Trustee Blackmore reiterated thanks to the Student Trustees for their reports and their engagement during the meeting.

C. Chair



Chair Chew reported that she participated in multiple calls and attended school performances. She also noted that a group of students went caroling prior to the holidays.

D. British Columbia School Trustee Association (BCSTA)

Trustee Shunter reported to the Board that BCSTA Provincial Council is coming up. He will provide a report at the next meeting.

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

Trustee Gribbin will attend a virtual BCPSEA meeting on Thursday to review proposed budget information and the AGM process. The AGM will be held virtually on Thursday, January 29. Information from BCPSEA was circulated to Trustees by email.

F. District Parent Advisory Committee (DPAC)

Vice Chair Bremner informed the Board that the next DPAC meeting was scheduled for January 15 at 6:00 PM.

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 10, 2026.

17. Adjournment

The meeting was adjourned at 6:43 PM.

Board Chair

Secretary-Treasurer



Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
Resolutions in Progress						
February 26, 2019	18/19-092	Properties Sell or Defer	<p>WHEREAS there are nine Board owned properties under consideration for sale in the existing 2016-2026 Facilities Plan, which the Board has previously resolved to sell;</p> <p>WHEREAS the Board is currently in the process creating a new facilities plan (the "2019-2029 Facilities Plan"), for which it is currently consulting with stakeholders and has contracted Baragar Systems to provide long-range enrolment projections and demographic analysis;</p> <p>Moved by Trustee Lang , seconded by Trustee Chew:</p> <p>NOW THEREFORE BE IT RESOLVED</p> <p>THAT in line with past Board resolutions, the following property interests be sold forthwith:</p> <p>1. Former Crawford Bay maintenance yard; 2. Retallack land; 3. Former Yahk Elementary, and; 4. Ymir Land;</p> <p>THAT the sale of the following property interests be deferred until the Board adopts the new 2019-2029 Facilities Plan:</p> <p>1. Former Al Collinson Elementary; 2. Former Gordon Sargent Elementary; 3. Kin Park in Creston, and; 4. Salmo tennis court & pool land</p>	Secretary-Treasurer	<p>As of April 2023, the following properties have not sold:</p> <ul style="list-style-type: none"> - Former Crawford Bay maintenance yard; - Retallack II; - Ymir Land - Salmo Tennis Court & Pool Land 	In Progress
Standing Resolutions						
Completed Resolutions						
January 13, 2026	25/26-026	Approve Policy 121	THAT policy 121 BE APPROVED.			Complete
January 13, 2026	25/26-025	Approve Policy 112	THAT policy 112 BE APPROVED.			Complete
January 13, 2026	25/26-024	Approve Policy 650 for Field Testing	THAT policy 650 BE APPROVED for field testing.			Complete
January 13, 2026	25/26-023	Approve Policy 430 for Field Testing	THAT policy 430 BE APPROVED for field testing.			Complete
January 13, 2026	25/26-022	Approve Policy 611 for Field Testing	THAT policy 611 BE APPROVED for field testing.			Complete
January 13, 2026	25/26-021	Approve Policy 610 for Field Testing	THAT policy 610 BE APPROVED for field testing.			Complete
January 13, 2026	25/26-020	Approve Policy 490 for Field Testing	THAT policy 490 BE APPROVED for field testing.			Complete
January 13, 2026	25/26-019	Adoption of Minutes	THAT the minutes from the December 9, 2025 Meeting of the Board Held in Public BE ADOPTED, as circulated.			Complete
January 13, 2026	25/26-018	Adoption of Agenda	THAT the Agenda for this January 13, 2026 meeting BE ADOPTED, as amended.			Complete
December 9, 2025	25/26-017	Adoption of Minutes	THAT the minutes from the November 4, 2025 Meeting of the Board Held in Public BE ADOPTED, as amended.			Complete
December 9, 2025	25/26-016	Adoption of Agenda	THAT the Agenda for this December 9, 2025 meeting BE ADOPTED, as circulated.			Complete
November 4, 2025	25/26-015	KBB Motion Building - Advocate for Child Care Funding	<p>THAT the BCSTA requests that the Ministry of Education and Child Care, Ministry of Infrastructure, and the Ministry of Finance considers a funding model that provides for the BC Education and Child Care funding model to provide for predictable, sustainable funding and capital project funding for development of child care spaces and expands 10-dollar-a-day child care and learning in school facilities; and</p> <p>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.</p>			Complete





Memorandum to the Board of Education Public

From: Trish Smillie, Superintendent

Date: February 11, 2025

Subject: Connected Learners Continuous Learning Report 2025-2026

For Information

Introduction

This memorandum outlines the [Connected Learners Continuous Learning Report for the 2025-2026](#) 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 sustainability and climate action and fine arts. 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 2025-2026

February 10, 2026





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.



CONTENTS

ACKNOWLEDGMENT	ii
EXECUTIVE SUMMARY	iv
INTRODUCTION	1
ALIGNMENT TO STRATEGIC PRIORITIES.....	3
EVIDENCE OF LEARNING.....	4
CONCLUSION	21
GRATITUDE	22



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

This report supports the Board of Education’s Strategic Plan 2024-2029. 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.



EXECUTIVE SUMMARY

Action Plan

This report describes actions that will lead to continuous improvement. Actions listed will be given high priority for the 2025-2026 school year. SD8 continually monitors these 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 are ongoing actions updated for 2025-2026.

	Connected Learners Goals	Action Items
1	Build knowledge, curiosity, and awareness about local and global priorities.	<ul style="list-style-type: none">◆ Establish the Climate Action and Sustainability Working Group to build awareness of environmental priorities and support responsible practices in schools.◆ Work with Columbia Basin Environmental Education Network (CBEEN) and Kootenay Boundary Environmental Education (KBEE) programs to foster environmental awareness and stewardship among students.◆ Utilize resources to 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 student workshops and concerts and continue offering performance opportunities at the Kootenay River Theatre in Creston.◆ Strengthening ties with organizations such as the Capitol Theatre 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 Student Leadership Conference and student trustees to ensure students have a platform for engagement and representation.◆ 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">◆ Promote the AI framework across the district through professional learning, expanded resources, ongoing engagement, and continuous review.◆ Implement digital literacy and citizenship programs to educate students on navigating the digital world securely and ethically.◆ Provide professional development for educators to integrate educational technology into the classroom effectively and responsibly.



EXECUTIVE SUMMARY

A Focus on Student Success

SD8 continues to look for ways to build on strengths and celebrate learner success. By referring to data that informs decision-making, planning and practices, and by working with education partners, the district can make a difference for all SD8 learners::

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 as connected learners.



INTRODUCTION

Connected Learners

Developing connected learners is one of five strategic priorities in the district's strategic plan. These learners are becoming or have become curious, critical, and creative stewards of the natural world and the local and global community. They demonstrate continuous improvement in learning, and graduate with purpose and options for their future. Connected learners reflect British Columbia's broader educational mandate that focuses on developing a foundation in intellectual, human and social, and career development.

Values highlighted in the SD8 strategic plan include 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. Connected learners are developing the critical thinking skills, autonomy, self-direction, and a broader perspective on local and global priorities that align with these values, and with the strategic priorities of the district. While this report focuses on connected learners specifically, other district priorities include fostering lifelong learners, a caring and inclusive learning culture, cultural and identity development, and career development. The five priorities together aim to support each student's successful journey through K-12 education.

Connected learners in SD8 have access to a hub of diverse learning opportunities, highlighted by the following examples:

Environmental Education

Environmental education in SD8 is a holistic and interdisciplinary approach to learning that includes climate action and sustainability as core components. It focuses on helping students understand the environment, ecosystems, and human impact across a wide range of subject areas, including science, social studies, and sustainability practices. The goal is to build environmental and climate literacy, strengthen critical thinking about ecological issues, and develop the knowledge and skills needed for informed, responsible, and sustainable decision making. Through classroom learning, field experiences, and hands on projects, students become environmentally literate citizens who understand their relationship with the land and actively contribute to the well being of the planet and their communities.

Organizations and programs such as the Columbia Basin Environmental Education Network (CBEEN), Kootenay Boundary Environment Education (KBEE), Take Me Outside, Classroom 2 Communities, and Wildsight support many of our schools. SD8 remains committed to environmental education by offering a range of learning opportunities that extend from classroom instruction to immersive field experiences, supporting the development of environmentally conscious and responsible learners.

Outdoor Education

Outdoor education has a strong presence in SD8. It focuses on experiential learning 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 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. The emphasis on athletics in schools not only enhances physical fitness but also contributes to the development of 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 as part of the curriculum and as extracurricular activities for elementary and secondary students. The programs are varied, including 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.

Examples of Initiatives Promoting Student Voice and Agency

- ▷ Student Leadership Conference: An annual event that brings students together for a day of learning, inspiration, and empowerment.
- ▷ District Student Voice Council: Provides advice on improving the student experience by initiating opportunities to gather and review data from students across 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 represent their peers to the Board of Education, providing direct input into district wide decisions that affect the student experience.
- ▷ District Working Groups: Student representatives and staff contribute to district working groups that move district priorities into action, supporting climate action and sustainability, advancing equity and anti-racism practices, and strengthening career development pathways for students.



ALIGNMENT TO STRATEGIC PRIORITIES

Action plans in this report address diverse learner needs and foster an inclusive, engaging, and forward-looking educational environment that aligns with developing connected learners.

Goals aligned to the strategic priority of connected learners:

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 supports our strategic priority of ensuring student-centred 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.



EVIDENCE OF LEARNING

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 involving 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. Questions in the survey offer a way to gather perspectives on the B.C. K-12 education system's contributions towards the intellectual, human, social, and career development of students. Furthermore, SLS data comes directly from student reports of their experiences.

This data is used by the Ministry of Education and Child Care (MoECC) to implement eight evidence-based policy practices to improve support available to students and improve education outcomes. Over the years, the SLS has proven vital in informing policy decisions within the MoECC, as well as in informing initiatives in other organizations such as the Healthy Schools BC program led by 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

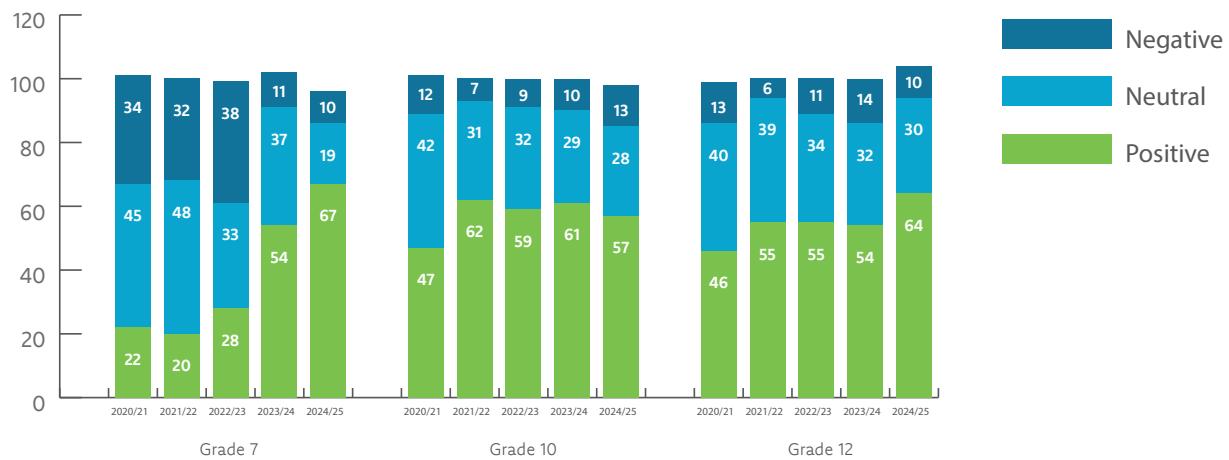




EVIDENCE OF LEARNING

Learning Opportunities Outside of School

SLS Q62: 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
In 2024-2025	67% Positive	19% Neutral	10% 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
In 2024-2025	57% Positive	28% Neutral	13% 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
In 2024-2025	64% Positive	30% Neutral	10% Negative





EVIDENCE OF LEARNING

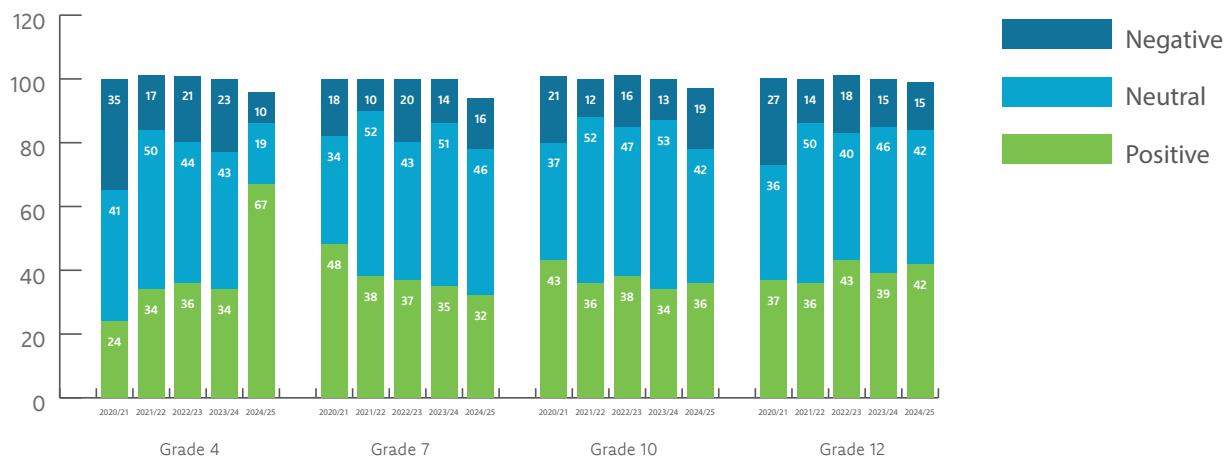
The data reveals distinct trends across grades 7, 10, and 12 over the five years. For grade 7, there has been a dramatic increase in positive responses, rising from 22% in 2020–2021 to 67% in 2024–2025, accompanied by a substantial decline in negative responses from 34% to 10%, and a significant decrease in neutral responses. Grade 10 shows a consistently high percentage of positive responses, peaking at 62% in 2021–2022 and stabilizing around 57–61% in subsequent years, with negative responses remaining low (7–13%) 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. In 2024–2025 positive responses are at an all time high of 64%.

Negative responses have fluctuated, lowering to 10% in 2024–2025, while neutral responses showed a gradual decline.

Overall, grade 7 continues to demonstrate 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 consistent improvement in grade 7, highlighting the importance of checking and improving learning opportunities linked to the community.

Learning About Human Impact on the Environment

SLS Q33: At school, are you learning about how people change the world around us?



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
In 2024-2025	67% Positive	19% Neutral	10% Negative





EVIDENCE OF LEARNING

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
In 2024-2025	32% Positive	46% Neutral	16% 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
In 2024-2025	36% Positive	42% Neutral	19% 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
In 2024-2025	42% Positive	42% Neutral	15% Negative

The data shows varied engagement across grades, with differing trends in positive, neutral, and negative responses. Grade 4 demonstrates a significant improvement in positive responses, increasing from 24% in 2020-2021 to a peak of 67% in 2024-2025. Negative responses have also seen a significant decrease from 35% to 10% over the same period, suggesting strong growth in awareness among younger students and combined with a decrease in neutral responses. Grade 7 shows an inconsistent pattern, with positive responses declining from 48% in 2020-2021 to 32% in 2024-2025. Neutral responses decreased to 46% in 2024-2025, and 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 with a slight increase to 36% in 2024-2025.

Neutral responses have decreased to 42% in 2024-2025. Grade 12 continues to present a more encouraging trajectory, with positive responses increasing from 37% in 2020-2021 to 42% in 2024-2025 before slightly declining to 39% in 2023-2024.

Negative responses have decreased consistently, while neutral responses remain steady at 15% in 2024-2025, indicating room for deeper engagement in senior grades. Overall, the trends suggest the need for targeted strategies to sustain and enhance learning outcomes for grades 7 and 10, where engagement appears to waver the most while grade 4 has seen a significant improvement.

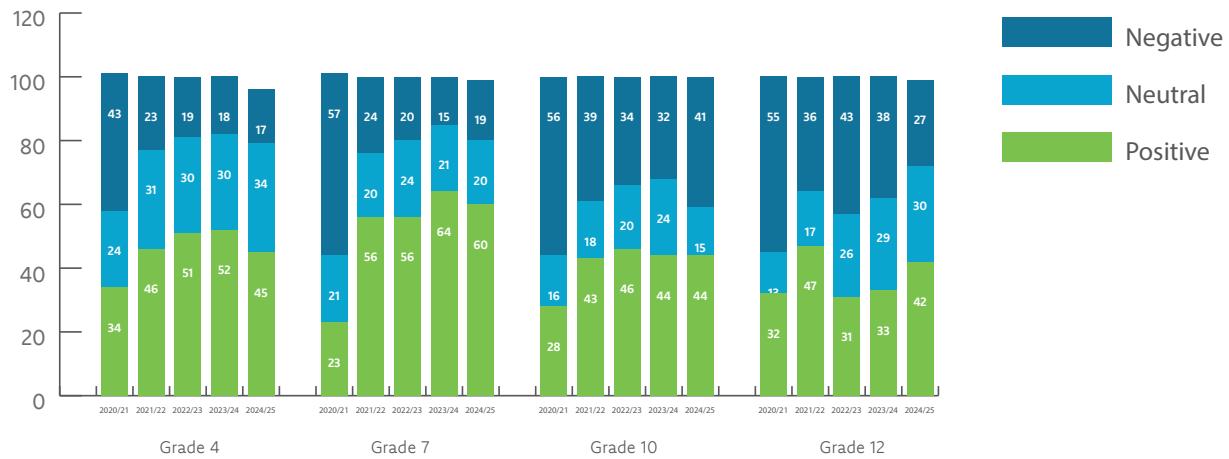




EVIDENCE OF LEARNING

Participation in Activities Outside of School Hours

SLS Q5: 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
In 2024-2025	45% Positive	34% Neutral	17% 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
In 2024-2025	60% Positive	20% Neutral	19% Negative





EVIDENCE OF LEARNING

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
In 2024-2025	44% Positive	15% Neutral	41% 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
In 2024-2025	42% Positive	30% Neutral	27% 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 and a slight decrease to 45% in 2024-2025, with a corresponding decline in negative responses from 43% to 17%. This suggests growing engagement in extracurricular activities among younger students.

Grade 7 continues to hold with positive responses increasing sharply from 23% in 2020-2021 to 64% in 2023-2024 and a slight decrease to 60% in 2024-2025. Negative responses are also holding dropping from 57% to 19%, indicating a significant uptake in participation during early adolescence. Grade 10 reveals a more gradual upward trend, with positive participation rising from 28% in 2020-2021 to 44% in 2023-2024 and 2024-2025, but negative responses continue to increase, underscoring a 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 31% in 2022-2023 and increasing to 42% in 2024-2025. Neutral responses are increasing over time while negative responses have seen their most significant drop to 27% in 2024-2025, suggesting a shift towards greater 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.

Youth Developmental Instrument (YDI)

The YDI 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 youth in B.C., it provides 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 outcomes. Since its pilot in 2020, over 43,000 students across the province have participated in the YDI.

During the 2024-2025 school year, the YDI was paused to allow for improvements ahead of the 2025-2026 cycle. The updated version now includes a streamlined format that takes approximately 30 minutes to administer, with a turnaround time of six to eight weeks for school-level results.





EVIDENCE OF LEARNING

Results from the 2021–2024 cycles are included below.

Climate Concern

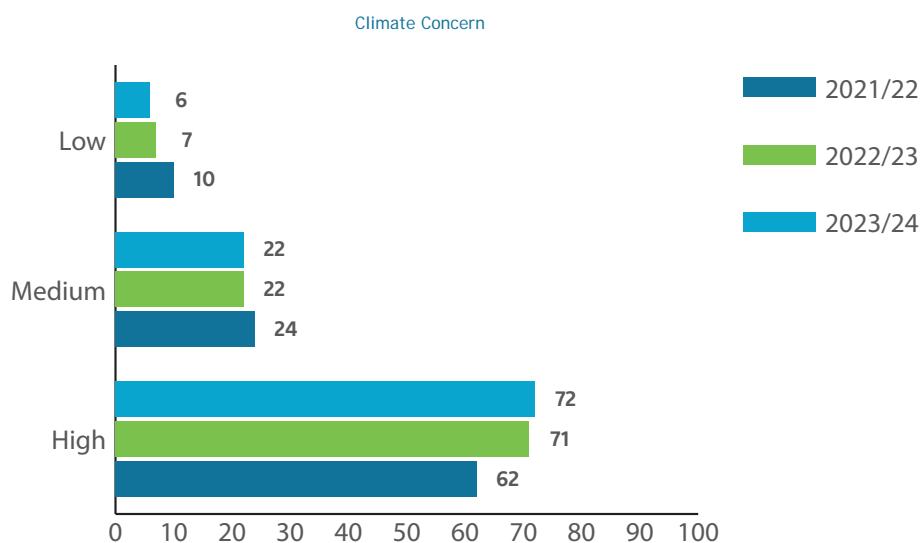
Question asked of students:

Youth's level of agreement with statements about the severity of climate change. e.g.,

| “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 indicate a growing sense of urgency among youth regarding environmental challenges, reinforcing the importance of coordinated district action. In response, SD8 has now developed a Climate Action and Sustainability Plan and established a Climate Action and Sustainability Working Group with defined structures and processes to guide implementation, monitoring and continuous improvement.

Programs and partnerships with environmental organizations, including the Columbia Basin Environmental Education Network (CBEEN) and Kootenay Boundary Environmental Education (KBEE), continue to play a critical role in strengthening student engagement with climate literacy, environmental stewardship, and locally grounded solutions. These partnerships support authentic learning opportunities and remain central to advancing the district's climate action priorities.



EVIDENCE OF LEARNING

Continuous Improvement to Support Response to Trends

The following examples of programs and experiences demonstrate how SD8 provides learning opportunities.

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

Climate Action and Sustainability

Guided by [Policy 173: Climate Action and Sustainability](#), the district published its first [Climate Action and Sustainability Annual Report](#) in spring 2025. The report outlines actions developed for each commitment area, provides an update on progress to date and identifies priority actions through to 2030. This work establishes a clear district wide commitment to climate action, environmental stewardship, and sustainability education.

The district's climate action work is being actively developed through the Climate Action & Sustainability Working Group (CASWG). The working group aims to support learning about sustainability and climate action, build awareness of climate change and encourage effective environmentally aware practices in schools. The commitment to climate action is also supported by the work done in 2024-2025 on the Climate Action and Sustainability Action Plan, which includes assessing courses, identifying partnerships, promoting environmental literacy and honouring Indigenous knowledge.

To strengthen the connection between district planning and school-based implementation, SD8 will identify a Climate Action and Sustainability team lead in each school for the 2025–2026 school year. These team leads will act as the primary link between the working group and their school communities, supporting communication, coordination of monthly themes, and the sharing of student learning and school-based initiatives.

For the 2025–2026 school year, the Proposed Monthly Climate Action & Sustainability Themes include:

- ▷ January – Save Our Energy
- ▷ February – Reduce Our Waste
- ▷ March – Small Actions, Big Impact
- ▷ April – Learning from the Land
- ▷ May – Planet-Friendly Travel
- ▷ June – Local Food & Living Things

Next steps for the CASWG include sharing these themes and resources with schools, planning follow-up meetings and beginning to collect examples of student learning.

A [Climate Action and Sustainability SD8 page](#) on the SD8 district website provides links to resources to help educators, students and all staff learn and act to respond to and address climate change and support a sustainable school district.



EVIDENCE OF LEARNING

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

CBEEN and the KBEE continue to play an important role in supporting environmental education across the region. Together, they provide a strong foundation for experiential, place-based learning that is closely connected to curriculum, builds critical thinking, and supports meaningful community engagement. This work directly contributes to the development of connected learners who are curious, informed, and engaged in environmental issues at both the local and global levels.

SD8 schools are participating in the Take Me Outside for Learning School Challenge with the support of KBEE. This initiative encourages teachers to take learning outside on a weekly basis throughout the school year. Through regular outdoor, experiential, and place-conscious learning experiences, students deepen their understanding of their local environment and are supported in taking thoughtful action.

In October 2025, the KBEE network presented as a region at the first annual Outdoor Learning Leadership Conference in Banff, Alberta. The presentation was shared with school districts from across North America and included teacher leaders, school administrators and district leadership teams. KBEE shared how districts collaborate across the region, meet four to five times per year through virtual and face-to-face sessions, support teacher leaders to deliver professional learning, and develop shared resources such as the Inspiration Handbook and Exemplar Videos. The network also highlighted its participation in [Classrooms to Communities](#) collaborative initiatives that strengthen connections between schools, communities and the natural environment.

Wildsight

Wildsight Creston Valley continues to engage and inspire the local community by fostering a deeper understanding of local ecosystems and encouraging student-led environmental action. Through the Eco Stewards program, students participate in hands-on learning experiences that strengthen their connection to place and build environmental literacy.

In October 2025, Mr. Blick's grade 4/5 class at Adam Robertson Elementary School took part in the Eco Stewards program with a field study at Sullivan Creek. Students examined tree habitats and investigated the interconnections that shape healthy ecosystems. Instruction emphasised relationship and reciprocity: how communities rely on natural systems and how individuals can contribute to their stewardship. This learning experience supported both curricular outcomes and the district's broader commitment to climate action and sustainability.



EVIDENCE OF LEARNING

Environmental Education Leadership Clinic

The annual Environmental Education Leadership Clinic was held from April 25th to 27th, 2025, 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 (EEPSA) 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.

The Leadership Clinic is a great way for school districts to demonstrate they care about environmental education and to form action plans that will bring environmental education to life for students. This collaboration enables differing ideas and perspectives to meld into increased place-based and environmental learning opportunities for students.

The best way to summarize the impact of the leadership clinic is to share a few quotes from participants:

"The clinic was an amazing gift, not only for our district team to come together but also for cross-pollinating between districts and the region. This is proof that truly walks the talk and sets an incredible leadership example".

"The CBEEN Leadership Clinic is an AMAZING opportunity to advance a project into action; network with other passionate and skilled professionals and personally benefit from linking into current research while effectively implementing planning models".





EVIDENCE OF LEARNING

Promote Collaborative Partnerships with the Local and Broader Community.

Live Theatre in Schools

On February 5th, 2026, grade 4 and 5 students will attend *PRESTO! The Magic of Intuition* at the Capitol Theatre in Nelson as part of their learning in the arts.

Presto! is a live, comedic theatre performance that invites students to think critically about perception, reality, and the nature of “magic.” Through humour, illusion, and audience participation, students are encouraged to slow down, observe closely, and question what they see. Created by acclaimed performing artist Nayana Fielkov and featuring musician Jack Garton, the production blends physical theatre, music and storytelling. Developed in residency at the Massey Theatre and toured to schools across British Columbia and the Yukon, *Presto!* offers an engaging fine arts experience that supports creativity, curiosity and critical thinking.

Selkirk Concert Society

The Selkirk Concert Society offers a series of educational and cultural events focused on music and performance, aimed at engaging students in the arts.

For the 2025–2026 school year, the Selkirk Concert Society Youth Engagement Programme includes a wide range of workshops and concert experiences for students across SD8.

Collectively, these opportunities provide students with meaningful access to accomplished artists and a broad range of musical genres and performance styles, strengthening arts education across the district through authentic, hands-on learning experiences.

For the 2025–2026 school year, Selkirk Concert Society opportunities and participating schools include the following:

Artist	Focus	Date	Schools
Clinton Swanson	Saxophone and Band	September 2025	Trafalgar
Judy Brown	Singer-Songwriter	October 2025	L.V. Rogers Secondary
Jeff Faragher	Cello and Fiddle	October 2025	Salmo Secondary
Ruth Langevin and Maureen Lewis	Flute and Piano Concert	To Be Confirmed	To Be Confirmed
Montreal Guitar Trio	Concert	December 2025	To Be Confirmed
Rob Fahie and Mike Rud	Double Bass and Guitar Concert	Winter 2026	To Be Confirmed
Fire and Grace	Concert	April 2026	To Be Confirmed
David Restivo	Piano and Keyboard Workshop	Spring 2026	L.V. Rogers Secondary



EVIDENCE OF LEARNING

Together, these examples reflect the strong and consistent presence of performing and fine arts across SD8 schools, providing students with diverse opportunities to explore creativity, self expression, and confidence through music, drama and visual arts.

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 in 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 in June. Applicants must demonstrate leadership potential, include a reference letter, a resume, and a written response to one of the provided questions. 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 effectively.

For the 2025-2026 school year, the following Student Trustees represent their respective schools:

1. Kail Keyes – Mt. Sentinel Secondary
2. Lola Chevalier – Mt. Sentinel Secondary
3. Mila Anderson – L.V. Rogers Secondary
4. Kaia Fitz-Earle – L.V. Rogers Secondary
5. Lucien Catherall – Kootenay River Secondary
6. Greg Klassen – Kootenay River Secondary
7. River Cuff – J.V. Humphries Elementary/Secondary
8. Lily Kinnear – J.V. Humphries Elementary/Secondary
9. Payton Speedie – Salmo Secondary
10. Beretta Bergs – Salmo Secondary
11. Indira Hamilton – Crawford Bay Elementary/Secondary





EVIDENCE OF LEARNING

Student Voice Council

The District Student Voice Council provides students in grades 8, 9, 11, and 12 from SD8 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. It also selects themes for the annual Student Leadership Conference, such as this year's "Mental Health Matters" Insights from these meetings guide efforts to improve learning and create a more supportive school environment.

Student Leadership Conference 2025

On Tuesday, October 21st at Kootenay River Secondary School, the SD8 Student Leadership Conference brought together students in grades 8 to 12 to explore the theme Mental Health Matters. Highlights included a keynote by Dr. Hayley Watson, founder and CEO of Open Parachute, and a KIVA panel featuring SD8 students and student trustees.

Performing and Fine Arts

In the 2025-2026 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.





EVIDENCE OF LEARNING

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 2025-2026 school year these are example of performing and fine art opportunities at schools in SD8:

School	Fine Arts Opportunities
Brent Kennedy Elementary	recorder, winter seasonal carols,
Blewett	winter concert, dance parties, story telling
Hume	winter concert, talent show, music lessons (e.g. xylophones, ukulele, voice, music theory)
JVH Elementary/Secondary	Fine arts program, drama play
Kootenay River Secondary	music program, Christmas and end of semester recital, talent show, art show
Mt. Sentinel Secondary	band, concerts, Academy PM theatre performance, art, ceramics
Redfish Elementary	winter concert with instruments, spring concert, drama production
Rosemont Elementary	winter concerts, talent show, CBC music challenge, classroom-based art
South Nelson Elementary	music program, winter concert, classroom-based art
Trafalgar	music program, winter concert, band trip to Kamloops, Annie Jr. drama production, year long Art 9
Adam Robertson Elementary	fine arts program, Holiday Concert, Makers Studio Showcase, Musical "Frozen"
Wildflower	class plays, rhythm sticks, art show
Winlaw	music program, winter concert, classroom art, Mr. Mojo Halloween performance
Salmo Elementary	music instruction, theatrical presentations, fairy tales, Japanese calligraphy, winter concert
Salmo Secondary	drama/theatre program, art and shop programs, fine arts celebration of learning



EVIDENCE OF LEARNING

School	Fine Arts Opportunities
LV Rogers Secondary	music program, drama/theatre program, Winter and spring performances, dance performances, dance trip to Vancouver, Shakespeare Festival, visual arts projects
Crawford Bay Elementary/ Secondary	music program, ukeleles, Spring play – 12 Huntsman
Canyon–Lister Elementary	classroom art projects, guest musician/performers
Erickson Elementary	music program, concerts, guitar club, classroom art projects
WE Graham Elementary/ Secondary	winter concert, individual classroom art, choir

Preparing Students to Navigate the Digital World Safely and Responsibly

In alignment with SD8's 2024–2029 Strategic Plan and its focus on preparing students to navigate the digital world safely and responsibly, the district has made important progress in establishing a clear foundation for the use of artificial intelligence (AI). During the 2024–2025 school year, SD8 finalized its guiding principles for AI and created a dedicated AI Resource Hub to support staff, students, and families. This foundational work now sets the stage for more intentional and consistent implementation in the 2025–2026 school year.

The British Columbia Ministry of Education and Child Care continues to provide guidance to support the ethical, responsible, and safe use of AI in K–12 education. A human centred approach remains central to this work, ensuring that AI is used to enhance learning while maintaining the essential role of professional judgment and relationships. SD8's local direction aligns with these provincial expectations, particularly in the areas of digital literacy, privacy, and ethical use.

The finalized SD8 AI guiding principles are aligned with district priorities of inclusivity, accountability, innovation, engagement, and well being. These principles provide a shared foundation for decision making and practice across schools and departments. The focus in 2025–2026 will be on applying these principles consistently in classroom, program, and operational settings.

SD8's [AI Resource Hub](#) serves as a central access point for district guidelines, curriculum connections, professional learning opportunities, and classroom examples. The hub will continue to grow with locally developed resources, recorded learning sessions, and curated links to support staff confidence and innovation in this area.

Family and community engagement will remain a priority through the 2025–2026 school year. SD8 will offer information sessions focused on the role of AI in learning, digital citizenship, data privacy, and ethical considerations to support families in understanding how these tools are being used and how students can be supported at home.





EVIDENCE OF LEARNING

Additional Professional Learning, Resources, and Initiatives

- ▷ 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 emphasizes early intervention through behavioural and digital data analysis, allowing for timely and coordinated support for at risk students.
- ▷ Expect Respect and a Safe Education (ERASE) Reporting Tool: An anonymous online platform for BC students, parents, and staff to report concerns related to bullying, mental health, violence, or discrimination directly to their school's Safe School Coordinator for follow up. The tool supports secure two-way messaging, file uploads (photos and videos), and access to resources that promote a safer school environment.
- ▷ Parent Workshops (sexting, video games, social media): These sessions support parent understanding of the challenges and risks associated with digital activities such as sexting, video gaming, and social media use. The workshops promote awareness and practical strategies to help families guide and support students in navigating digital spaces safely and responsibly.
- ▷ Digital M.E.: This resource provides guidance for students to understand and manage their digital presence, including strategies for maintaining privacy, understanding digital footprints, and engaging in positive online behaviours.
- ▷ Through continued alignment with provincial guidance, strong district level principles, and intentional collaboration with families and community partners, SD8 is strengthening a balanced and responsible approach to digital learning. The focus moving forward is on ensuring that students are equipped with the skills, understanding, and supports needed to navigate an evolving digital and AI informed world safely, ethically and with confidence.

Action Plan Moving Forward

The Connected Learners Action Plan for 2025–2026 builds on the strong foundation established across the district in 2024–2025. The focus moving forward is on deepening impact, strengthening consistency across schools, and continuing to prioritize Indigenous learners, learners with diverse abilities, children and youth in care, and English language learners. The work ahead centres on environmental learning, student voice, the arts and responsible engagement with the digital world.

Environmental and outdoor learning will remain a core area of focus. Through the Climate Action and Sustainability Working Group, SD8 will implement monthly climate action themes, continue to collect examples of student learning, and support schools in embedding sustainability across grade levels and subject areas. Ongoing partnerships with CBEEN, KBEE, Wildsight, and Take Me Outside will continue to strengthen place based and experiential learning opportunities for students and staff.

Partnerships with arts and cultural organizations will continue to expand learning beyond the classroom. Collaboration with the Selkirk Concert Society, Creston Auditorium, live theatre providers, and local artists will ensure students continue to have access to high quality fine arts and performance experiences. Schools will also continue to grow local performing and fine arts programming that reflects community strengths and student interests.



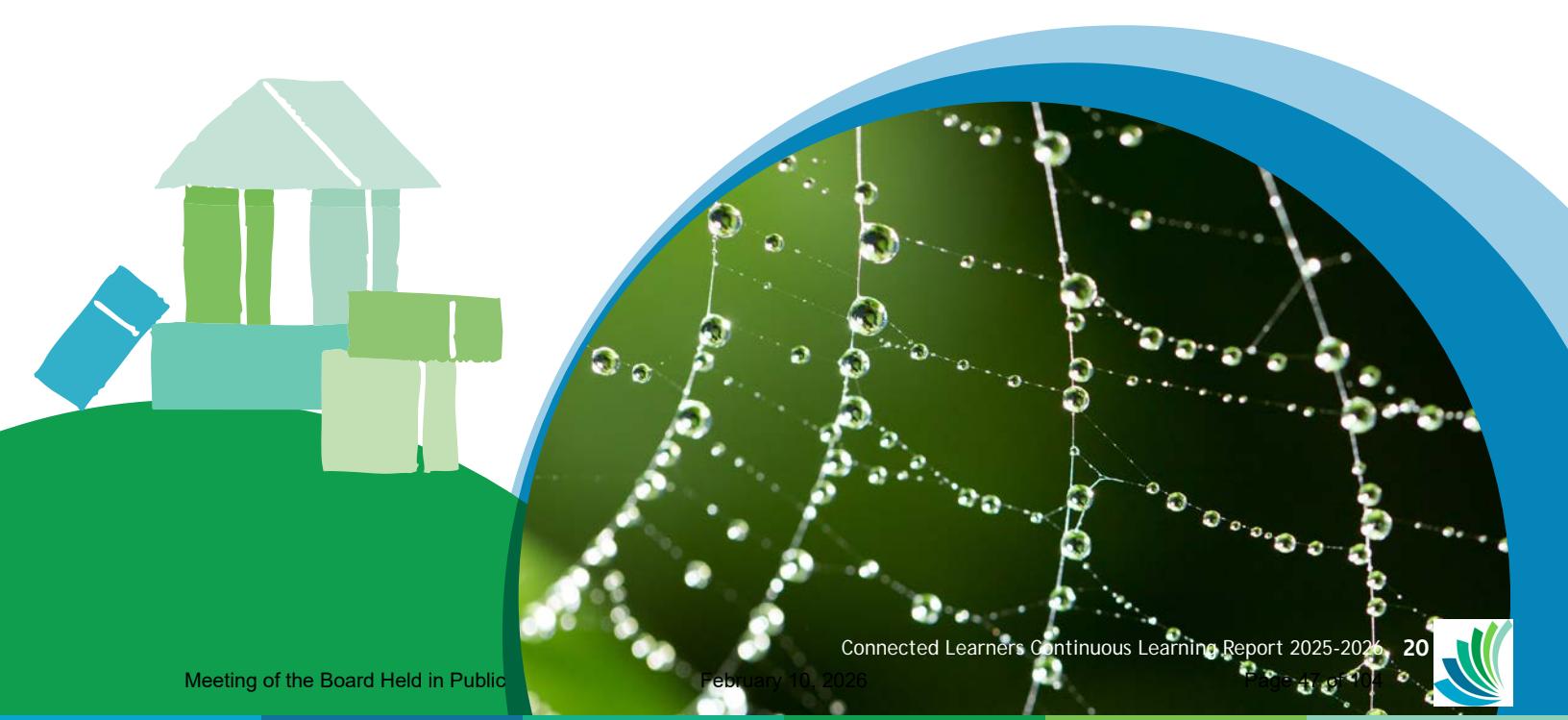
EVIDENCE OF LEARNING

Student voice will remain central to the Connected Learners priority. Student Trustees, the District Student Voice Council, school-based student councils, and the annual Student Leadership Conference will continue to support leadership development, student engagement, and meaningful input into district and school level decision making. In 2025–2026, the focus will be on strengthening alignment between these structures and increasing opportunities for students to see how their voice informs action.

Digital literacy and responsible technology use will continue to advance through the implementation of the SD8 AI guiding principles and the ongoing development of the AI Resource Hub. Professional learning for staff, student learning around ethical AI use, and family engagement related to digital citizenship will remain a priority.

Professional learning will support all areas of the action plan. District and school-based learning opportunities will continue to emphasize inquiry-based learning, environmental education, fine arts, student voice, and digital literacy. The focus will remain on building staff capacity, sharing effective practices across schools, and ensuring students have equitable access to high quality learning experiences across the district.

The 2025–2026 school year will focus on strengthening what is already in place, increasing consistency across schools, and ensuring that Connected Learners continues to translate into meaningful, relevant learning for students across SD8.



CONCLUSION

The Connected Learners Continuous Learning Report 2025–2026 reflects SD8’s continued commitment to meaningful, relevant, and inclusive learning experiences for all students, with climate action and sustainability as a central focus of this work. Through environmental and outdoor education, the arts, student voice, and responsible engagement with the digital world, the district continues to strengthen the conditions for students to be curious, connected, and engaged learners.

This year’s work builds on a strong foundation of partnerships, student leadership structures and district wide initiatives. Ongoing collaboration with community and regional partners, expanded climate and sustainability learning through the Climate Action and Sustainability Working Group, continued growth in fine arts programming, and the implementation of the district’s AI guiding principles and Resource Hub reflect an integrated approach to teaching and learning.

As SD8 moves through the 2025–2026 school year, the focus remains on deepening impact, increasing consistency across schools, and ensuring equitable access for Indigenous learners, learners with diverse abilities, children and youth in care, and English language learners. Through shared leadership and purposeful action, SD8 will continue to advance Connected Learners across classrooms, schools, and communities, with climate action, sustainability and student voice at the centre of this work.





GRATITUDE

[Columbia Basin Environmental Education Network](#)

[Kootenay-Boundary Environmental Education Initiative](#)

[Environmental Educators Provincial Specialist Association](#)

[Classrooms to Communities BC Education Network](#)

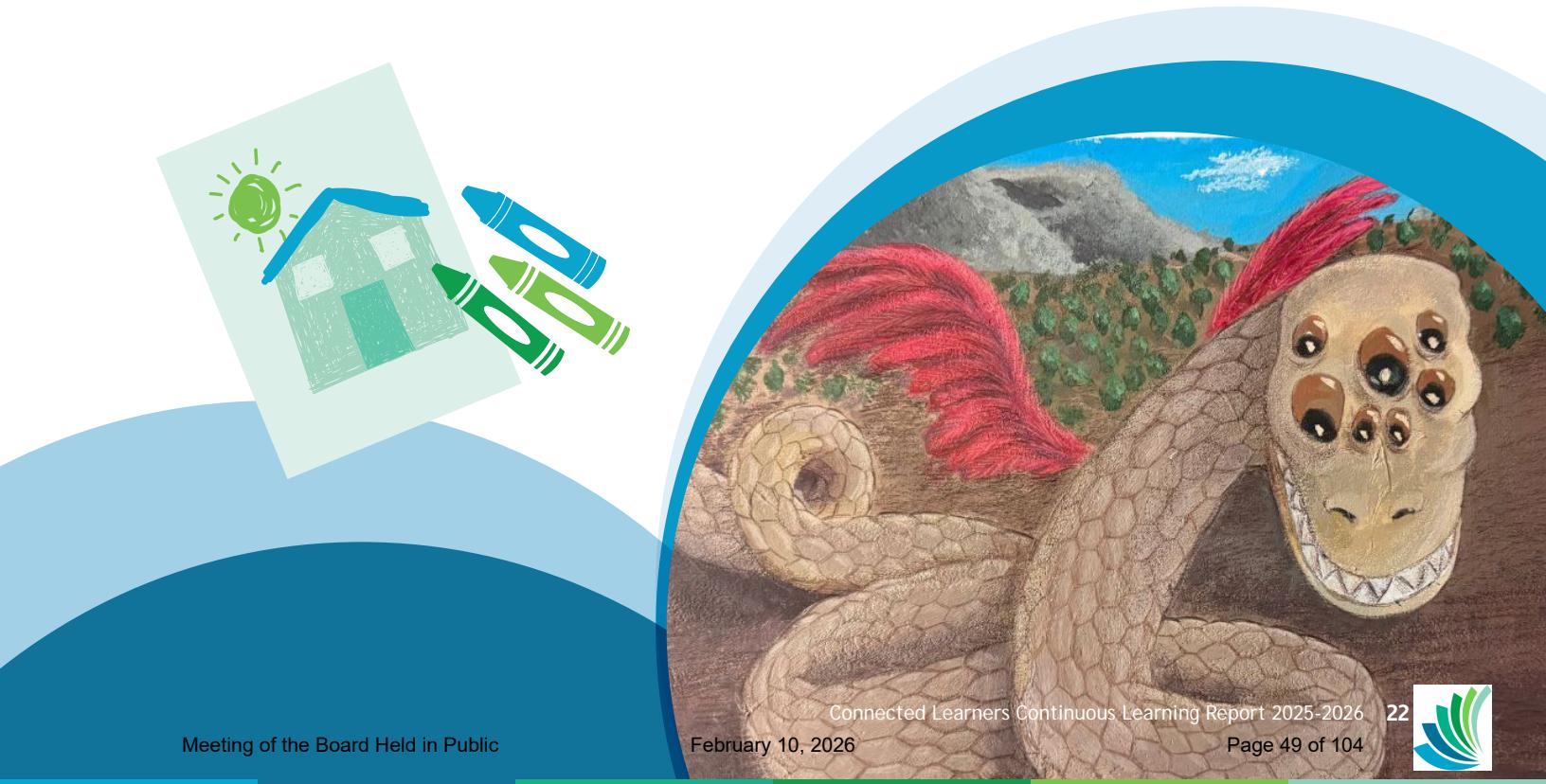
[First Nations Education Steering Committee - BC Tripartite Education Agreement](#)

[Wildsight](#)

[The Capitol Theatre](#)

[Selkirk Concert Society](#)

[Province of British Columbia Erase | Report It Tool](#)





FROM: Trish Smillie, Superintendent
DATE: February 10, 2026
SUBJECT: Kootenay Lake International Program 2025 - 2026

For Information

Introduction

This memorandum provides an overview of the [Kootenay Lake International Program Report 2025-2026.](#)

Background

SD8 provides an International Student Program called the Kootenay Lake International Program (KLIP) to students around the globe. The KLIP fosters social, cultural, and economic benefits for SD8 and the region, offering international students' numerous opportunities to participate in the educational and social environment of district schools.

District participation in KLIP promotes awareness of, and appreciation for, diversity and cultural awareness. It strengthens the inter-cultural connection between students, staff members, homestay families and community members in the KLIP's local and global community. The goal of SD8 in providing this program is to offer a rich inter-cultural and educational experience for both the district and international students.

The goal of the KLIP is to enhance the demographics and diversity of participating schools, and of the District, by embracing inter-cultural perspectives and understanding. The intent is to bring into focus an awareness of socio-cultural differences and the appreciation and celebration of the differences of diverse peoples, cultures, and lifestyles.

The Kootenay Lake International Program Annual Report 2025-2026 is provided for the Board's review.



2025-2026

KOOTENAY LAKE INTERNATIONAL PROGRAM

ANNUAL REPORT





School District 8
Kootenay Lake

Acknowledgment

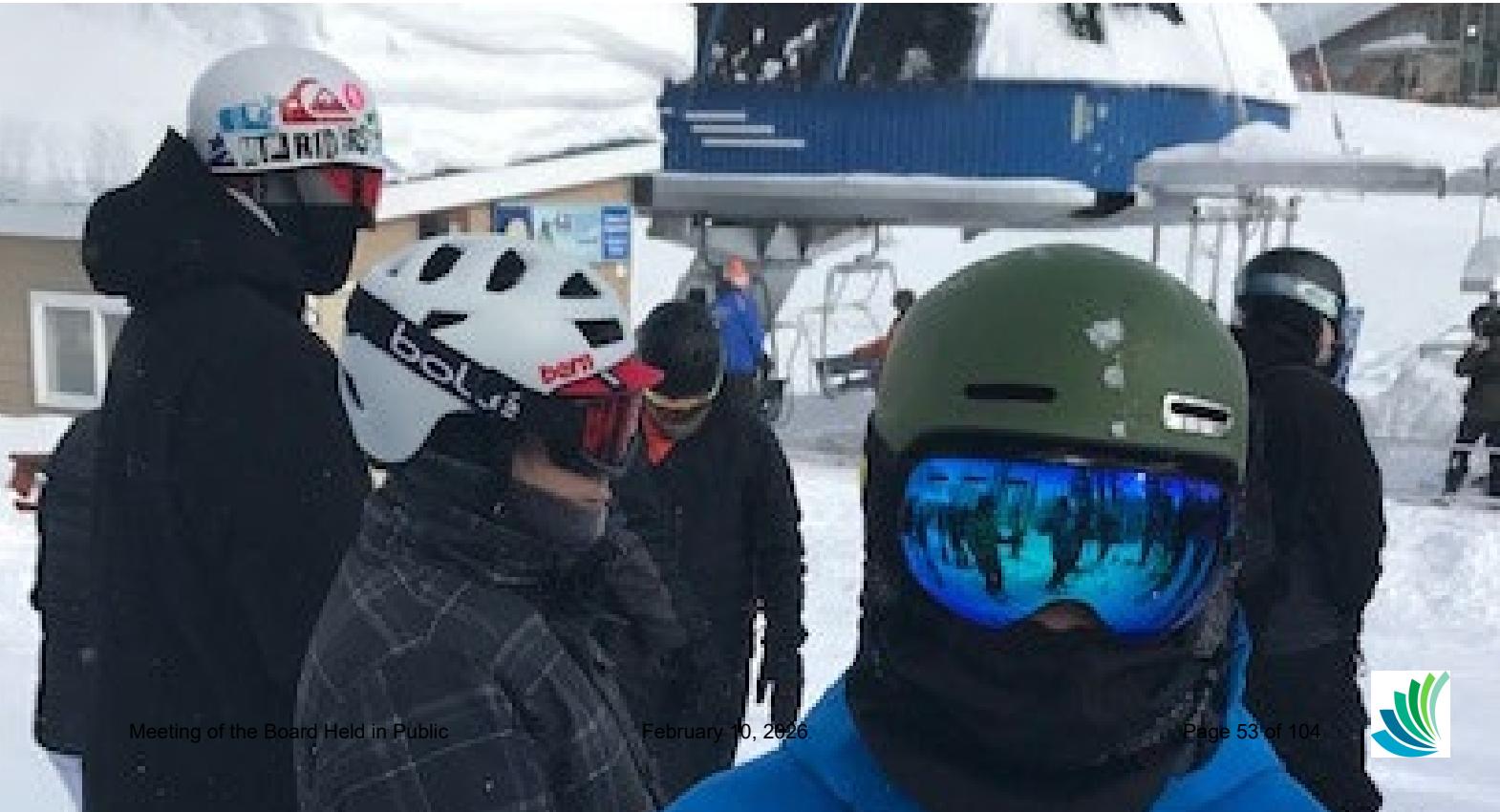
We acknowledge, honor and respect the First Nations on whose traditional territories the Kootenay Lake School District operates, and all Aboriginal people residing within the boundaries of School District No.8.





Table of Contents

Program Message	4
Program Overview	5
Program Profile	6
Program Highlights - Achievements	9
Program Highlights - New Projects	12
Program Finance	13
Program Recruitment	15
Program Outlook	17





Program Message

As the 2025-2026 school year progresses, the International Education program highlights growth driven by a focus on Western European markets. Students from Germany, France and Spain, choose SD8 for small-town Kootenay charm, welcoming schools, and deep winter powder. The presence of these learners enriches classrooms and strengthens the district connection to global perspectives while keeping the Kootenay experience central.

This year brought strong student integration, solid academic results, and vibrant intercultural learning. The homestay program has become more robust through sustained relationship and community building, supported by long-term homestay contractor partnerships. Positive, engaged students come to enjoy outdoor recreation, build friendships with homestay families, and participate fully in school and community life.

Challenges include limited regular daily flights into the Kootenay Lake region, and competition from rural districts that offer outdoor experiences closer to major international airports. Strategic work can prioritize marketing in Western Europe, deeper partnerships with international agents, and student achievement initiatives that highlight outdoor learning and winter sports. Fee structures and resource allocation will be reviewed to ensure sustainability and value, to prospective students seeking the Kootenay lifestyle.

Appreciation is extended to students, staff, homestay families, and community partners for continued commitment. Together, the program will continue to build on momentum, celebrating diversity while showcasing the unique charm, community spirit, and outdoor adventure environment that sets SD8 apart.





Program Overview

At School District No. 8 (Kootenay Lake), the International Education program enriches schools and the community, creating social, cultural, and economic benefits. Recruitment focuses on Western Europe (Germany, France, Spain, Italy) and Asia (China, Korean, Japan, Mongolia) attracting students for small-town Kootenay charm, and deep winter powder. Learners immerse themselves in school life, strengthening interculturalism. A robust homestay model, anchored by long-term contractor partnerships and community relationships, offers stable placements. Students can focus on the Canadian experience, or the B.C. Dogwood Diploma, while embracing outdoor recreation, and friendships with homestay families. The program broadens demographics, brings fresh perspectives, and delivers quality education for all students.

Program Mission

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

Strategic Focus

The International Program aims to provide students with engaging experiences, while supporting globally connected, local communities.

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.





Program Profile

Enrollment

Established in 1999 with a small cohort, the International Education Program in School District No. 8 (Kootenay Lake) has grown with global trends. The program now welcomes students from Western Europe and Asia, with strong interest from Western Europe for small-town Kootenay charm and deep winter powder. Planning targets a sustainable enrolment of 40 to 50 FTE by the 2027-28 school year, supported by targeted recruitment, agent relationship development, and a robust homestay network that highlights the Kootenay experience. Students fall into three focus study areas:

- Graduating:** Students complete all required courses to earn a B.C. Certificate of Graduation (Dogwood Diploma).
- Co-Validating:** Students (Spain, Mexico, Brazil) meet at course outcomes to earn credit in their home country.
- Cultural Experience:** Students focus on cultural immersion and language, completing coursework and maintaining good attendance.

Enrollment (2025–2026)		
	FTE	2025/26 Headcount
Grad Program	11.5	12
Co-Validating	1	1
Culture and Language	21.9	32
Total	34.4	45

Enrollment (2016-2017 - 2025-2026)		
School Year	Number of Students	FTE
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
2025-2026	45	33.4



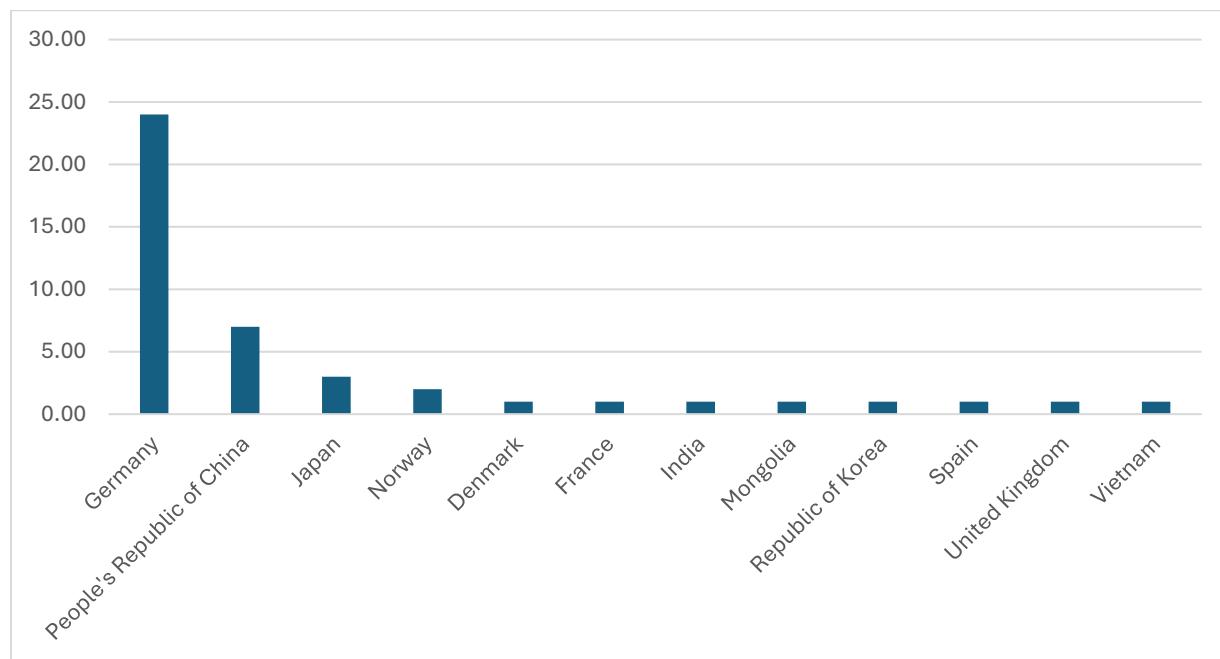


Program Profile

Enrollment by Country

Western Europe is the primary source region, led by Germany. About two thirds of students come from Western Europe, drawn by small-town Kootenay charm, deep winter powder, and outdoor learning. About one third come from Asia, mainly Japan and China, providing a steady presence across schools. This balance supports program goals while strengthening classrooms, homestays, and community life.

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



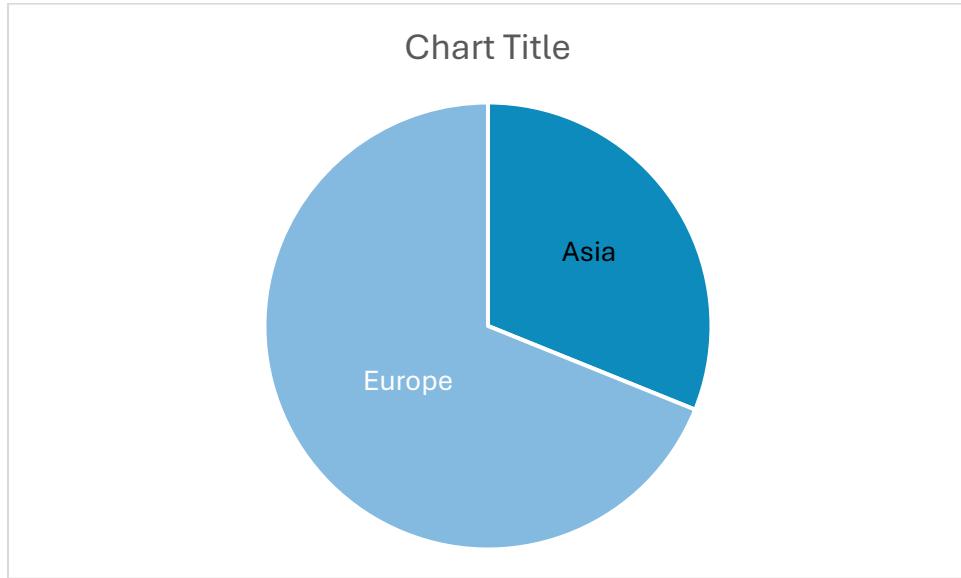
The 2025-2026 chart shows Germany, China, and Japan, leading in international student enrollment, like the previous year.





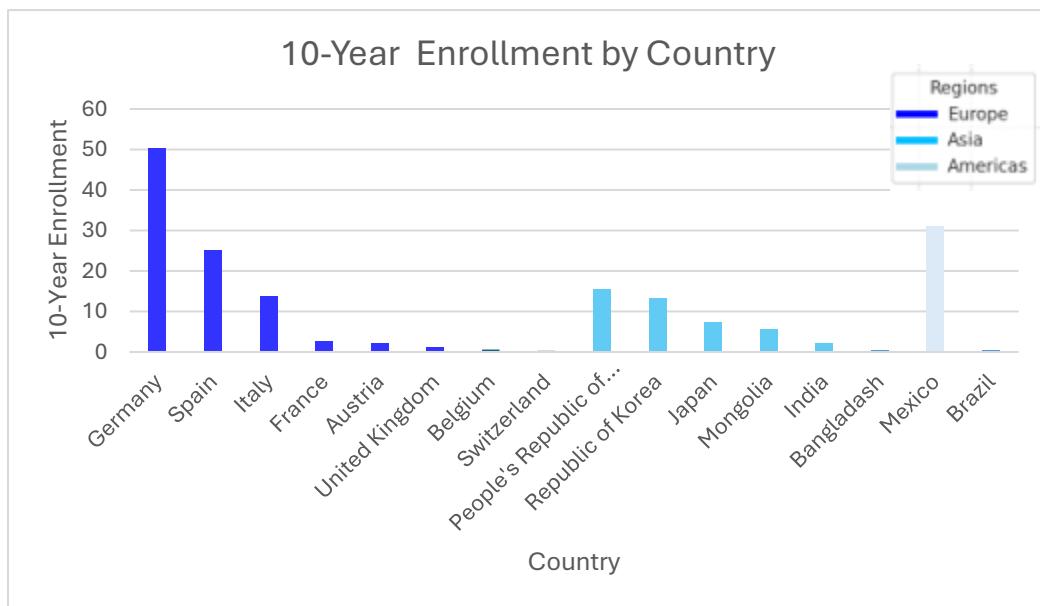
Enrollment by Region

A pie chart below shows the distribution of international student enrollment for 2025-2026 by region (Asia and Europe). This chart highlights Europe as a leading contributor, followed by Asia.



Enrollment by Country and Region (2016 - 2026)

This bar chart below shows the average 10-year enrollment by country





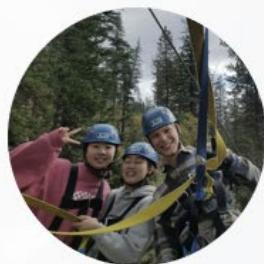
Program Highlights - Achievements

1. Cultural Integration

The program fosters a welcoming climate that supports smooth integration in local schools. Students from Western Europe and Asia build friendships with peers and homestay families, strengthen intercultural understanding, and contribute to inclusive classrooms. A robust homestay network, sustained by long-term contractor support and community relationships, reinforces positive student conduct, engagement in outdoor recreation, and the Kootenay experience focused on small-town charm and deep powder.

Monthly Adventures

Monthly activities connect students across schools while showcasing Kootenay Lake culture and landscapes. Typical offerings include skiing and snowboarding, hiking and paddling, arts and heritage visits. These trips draw strong participation, help new arrivals form friendships quickly, and deepen ties with schools, and the wider community.



September



October



November



December



January



February



March



April



May



June





Program Highlights - Achievements

Homestay Program

The homestay program supports language and cultural immersion, with Canadian families welcoming students into family homes and daily routines. The experience focuses on the Kootenay lifestyle: small-town charm, outdoor recreation, and strong friendships with homestay families.

Long-term contractor partnerships and steady community relationship building have created a robust, reliable network. Two homestay contractors work closely with the International Education team, to ensure quality placements, and consistent student support. Placement aims to align student interests with family activities, enhancing comfort and engagement.

A district-managed model keeps contractors and program staff in close contact, allowing quick responses and clear communication. Students are placed as close to schools as possible, often within walking distance or on public transit routes. Two homestay managers support about 40 families, many hosting multiple students each year. The result is stable placements, smooth integration for students from Western Europe and Asia, and positive word of mouth that strengthens program reputation across source markets.





2. Economic and Social Impact

The program contributed a net profit to the district for 2025-2026 school year, and enriched Kootenay Lake's economic and cultural footprints, as students are active in their local communities.

Updated Website

The website now features a refreshed “winter wonderland” design, updated agent and homestay host resources. A dynamic, live enrolment capacity meter provides real-time availability by school and intake. A new homestay video showcases local hosts, and daily life in the Kootenays, highlighting small-town charm, outdoor recreation, and the International Education program’s appeal.



Homestay Recruitment

Homestay contractors continue to invite new hosts to join the program, seeking local families interested in a rewarding cultural exchange, focuses on the Kootenay experience. Outreach includes a family-friendly campaign at elementary school events, offering free face painting to start conversations and collect contacts. The refreshed website supports recruitment with a host family referral process, a new homestay video featuring hosts and daily life, clear application steps.





Program Highlights - New Projects

Monthly Adventures

The adventure program emphasizes skiing. At least two trips are scheduled each winter: one daytime ski trip and one night-ski experience. Additional winter ski activities may be added as conditions and interest allow. Trips welcome all skill levels, with guidance for beginners and options for more advanced students.





Tuition fees

International students contribute funds to the district, supporting programs that benefit all students. The two following tables show 2024-2025 and historical financial results.

Financial Results (2024-2025)	
Total Revenue	\$998,372
Direct Student Expenses	\$464,122
Direct Salaries and Benefits*	\$331,530
Operating Expenses	\$73,071
Total Expenditures	\$868,724
Net Income	\$129,649

Financial Results (2020-2021 - 2024-2025)					
	Actuals to June 30				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total Revenue	\$640,339	\$1,587,238	\$1,697,715	\$1,125,598	\$998,372
Direct Student Expenses	\$302,339	\$633,632	\$711,664	\$459,910	\$464,122
School Allocations	\$5,092	\$64,321	\$139	\$16,926	
Direct Salaries and Benefits	\$440,579	\$424,457	\$448,718	\$409,065	\$331,530
Operating Expenses	\$114,655	\$249,111	\$240,952	\$176,098	\$73,071
Total Expenditures	\$862,665	\$1,371,521	\$1,401,473	\$1,061,999	\$868,724
Net Income	-\$222,326	\$215,717	\$296,242	\$63,599	\$129,649





Program Fees

SD8's International Education Program stipends are set each year to remain competitive. Homestay families receive \$1,200 per month, matching regional rates. Rates are approved two years in advance.

General Fees (2025-26)				
	3 month	4 month	5 month	1 year
Application	\$250	\$250	\$250	\$250
Homestay Hosting	\$3,600	\$4,800	\$6,000	\$12,000
Homestay Support	\$510	\$680	\$850	\$1,700
Tuition	\$6,000	\$7,000	\$8,000	\$15,000
Medical	\$300	\$400	\$500	\$1,000
Total	\$10,660	\$13,130	\$15,600	\$29,950

Potential Revenue

Tuition fees. Remained the same to be competitive with districts offering similar value proposition.

Short-term programs. Three-month and longer study options attract additional students during off-peak intakes and diversify income.

Agency partnerships. New collaborations, outside of Germany, can build a steadier pipeline, improving enrolment consistency, and funding support for the upcoming school year.

Targeted marketing. Focused campaigns in Spain and Japan can expand intake for students seeking to small-town Kootenay appeal, and winter sport opportunities.





Recruitment

The annual recruitment plan focuses on Europe and Asia, targeting large city centers. The goal is to increase enrollment to a sustainable 40 to 50 FTE annual enrollment in the next two years.

Recruitment Positioning

The International Education program blends outdoor adventure with flexible academics in small, inclusive communities. Activities include skiing, ziplining, and canoeing. Focused international enrolment enables personalized services.

English-speaking homestays, supported by long-term contractors, provide full immersion and strong community ties. Positioning highlights outdoor recreation, winter sport access, and clear pathways to academic success.

In addition, the program focuses mainly on outdoor adventure (European draw) and the graduation program (Asian draw), while future consideration can involve cultural experiences in the Americas:

Europe
Outdoor adventure



Asia
Academic success



Americas
Cultural experiences



Recruitment Analysis

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

- There are two distinct regions (Europe and Asia)
- Target countries in Europe include Germany, Italy, Spain, France, Belgium
- Target countries in Asia include China, South Korea, Japan, Mongolia
- Germany and Japan are high priority targets since students from these countries appreciate the Kootenay small town atmosphere with skiing options.

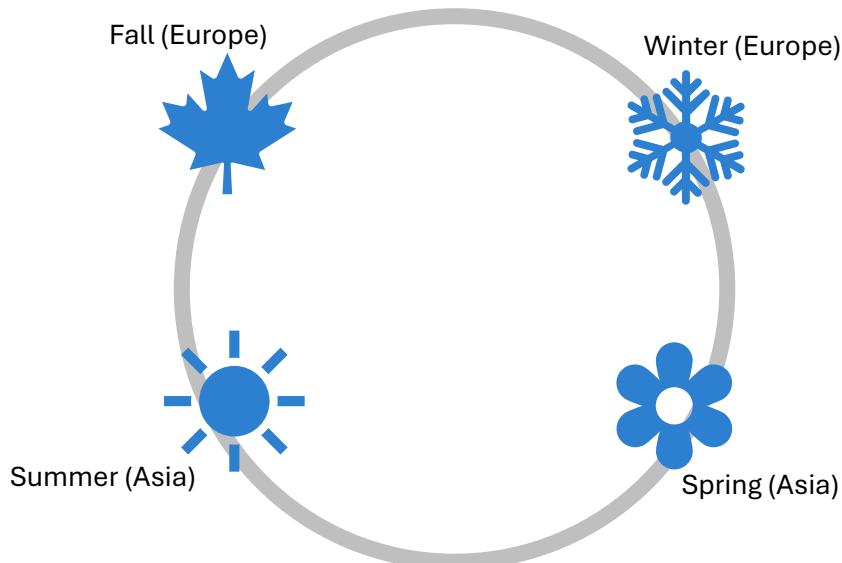


Program Recruitment

Recruitment Timeline

The focus is to promote the program's presence in Europe and Asia. By strengthening relationships with existing agents, targeting new agencies, and maintaining a structured and seasonal recruitment approach, SD8 is well positioned for increasing enrollment to a sustainable 40 to 50 FTE.

Recruitment efforts can follow a seasonal approach:



This structure allows for a two-pronged targeted engagement with agents during peak recruitment periods.



Program Outlook

Strategic Direction (2026-27)

The International Education program aims to expand agency connections in Europe and Asia, and continue to strengthen community relationships, and increase enrollment.

Goals

- **Increase Enrollment:** The primary target is a 30 percent enrolment increase, reaching at least 40 FTE, with a ceiling of 50 FTE to maintain sustainability within existing infrastructure.
- **Homestay Building:** Expand the Nelson (LVR), and Slocan Valley (MSS), capacity to provide additional options for students in the Whitewater Resort area.
- **Drive Sustainable Value:** Refined tuition, programming, and operating expenses can improve revenue, supporting program enrollment and improving net margins that can benefit the entire district.

Market Expansion

- **Strengthening Existing Markets:** Continued outreach in Asia and Europe, through virtual and in-person events, to maintain strong enrollment.
- **New Markets:** Recruitment will focus on specific European and Asian countries to amplify student enrollment.



Program Outlook



School District 8
Kootenay Lake

Projects

- **Marketing:** Focus on winter outdoor activities (skiing and snowboarding) as an enrolment draw with winter branding and program development.
- **Homestay:** Run a targeted host recruitment campaign in the Whitewater Resort area.
- **Strategic Partnerships:** Develop agreements with agents serving families from Western Europe (Spain, Italy), and Asia (Japan, Mongolia).

The program outlook is bright, with clear goals and new projects, that lay a foundation for sustainable growth, and a richer educational experience in 2026-2027.





Memorandum to the Board of Education PUBLIC

FROM: Cathy MacArthur, Secretary-Treasurer
DATE: February 10, 2026
SUBJECT: 2025-2026 Amended Annual Budget

For Approval

Background

This memorandum provides information on SD8's proposed 2025-2026 Amended Annual Budget Bylaw.

Information

During the May 13, 2025 Meeting of the Board Held in Public, the Board approved the 2025-2026 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 13, 2025 Meeting of the Board Held in Public.

Recommendation

Attached is the School District No. 8 (Kootenay Lake) Amended Annual Budget Bylaw for fiscal year 2025-2026 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 2025-2026.

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

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

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



Amended Annual Budget

School District No. 08 (Kootenay Lake)

June 30, 2026



School District No. 08 (Kootenay Lake)

June 30, 2026

Table of Contents

Bylaw	1
Amended Annual Budget - Revenue and Expense - Statement 2	2
Amended Annual Budget - Changes in Net Financial Assets (Debt) - Statement 4	4
Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund - Schedule 1	5
Amended Annual Budget - Operating Revenue and Expense - Schedule 2	6
Schedule 2A - Amended Annual Budget - Schedule of Operating Revenue by Source	7
Schedule 2B - Amended Annual Budget - Schedule of Operating Expense by Object	8
Schedule 2C - Amended Annual Budget - Operating Expense by Function, Program and Object	9
Amended Annual Budget - Special Purpose Revenue and Expense - Schedule 3	11
Schedule 3A - Amended Annual Budget - Changes in Special Purpose Funds	12
Amended Annual Budget - Capital Revenue and Expense - Schedule 4	15

*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 2025/2026 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the 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 2025/2026.
3. The attached Statement 2 showing the estimated revenue and expense for the 2025/2026 fiscal year and the total budget bylaw amount of \$87,589,825 for the 2025/2026 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 2025/2026.

READ A FIRST TIME THE 10th DAY OF FEBRUARY, 2026;

READ A SECOND TIME THE 10th DAY OF FEBRUARY, 2026;

READ A THIRD TIME, PASSED AND ADOPTED THE 10th DAY OF FEBRUARY, 2026;

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 2025/2026, adopted by the Board the 10th DAY OF FEBRUARY, 2026.

Secretary Treasurer



School District No. 08 (Kootenay Lake)

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	4,618,000	4,610,000
Adult	4.250	1,500
Total Ministry Operating Grant Funded FTE's	4,622,250	4,611,500
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	78,133,867	76,541,577
Other	337,488	380,850
Federal Grants		
Tuition	954,982	628,450
Other Revenue	2,696,597	2,266,797
Rentals and Leases	105,000	105,000
Investment Income	279,778	458,000
Amortization of Deferred Capital Revenue	3,334,708	3,212,034
Total Revenue	85,842,420	83,709,118
Expenses		
Instruction	64,845,997	62,132,231
District Administration	4,824,116	5,076,174
Operations and Maintenance	13,858,091	13,714,384
Transportation and Housing	3,456,621	3,614,040
Total Expense	86,984,825	84,536,829
Net Revenue (Expense)	(1,142,405)	(827,711)
Budgeted Allocation (Retirement) of Surplus (Deficit)	774,209	511,560
Budgeted Surplus (Deficit), for the year	(368,196)	(316,151)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(368,196)	(316,151)
Budgeted Surplus (Deficit), for the year	(368,196)	(316,151)



School District No. 08 (Kootenay Lake)

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	66,441,546	66,106,055
Operating - Tangible Capital Assets Purchased	455,000	455,000
Special Purpose Funds - Total Expense	16,232,375	14,291,589
Special Purpose Funds - Tangible Capital Assets Purchased	150,000	150,000
Capital Fund - Total Expense	4,310,904	4,139,185
Total Budget Bylaw Amount	87,589,825	85,141,829

Approved by the Board

DRAFT

Signature of the Chairperson of the Board of Education Date Signed

Signature of the Superintendent Date Signed

Signature of the Secretary Treasurer Date Signed



School District No. 08 (Kootenay Lake)

Statement 4

Amended Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
	\$	\$
Surplus (Deficit) for the year	(1,142,405)	(827,711)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(605,000)	(605,000)
From Deferred Capital Revenue	(3,334,708)	(3,212,034)
Total Acquisition of Tangible Capital Assets	(3,933,172)	(3,817,034)
Amortization of Tangible Capital Assets	4,310,904	4,139,185
Total Effect of change in Tangible Capital Assets	377,732	322,151
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(764,673)	(505,560)



School District No. 08 (Kootenay Lake)

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund

Year Ended June 30, 2026

	Operating Fund	Special Purpose Fund	Capital Fund	2026 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	7,505,262	123,005	20,455,498	28,083,765
Changes for the year				
Net Revenue (Expense) for the year	(319,209)	150,000	(973,196)	(1,142,405)
Interfund Transfers				
Tangible Capital Assets Purchased	(455,000)	(150,000)	605,000	-
Net Changes for the year	(774,209)	-	(368,196)	(1,142,405)
Budgeted Accumulated Surplus (Deficit), end of year	6,731,053	123,005	20,087,302	26,941,360



School District No. 08 (Kootenay Lake)

Amended Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2026

Schedule 2

	2026 Amended Annual Budget	2026 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	63,875,377	63,831,988
Other	283,603	303,850
Federal Grants		116,410
Tuition	954,982	628,450
Other Revenue	641,597	626,797
Rentals and Leases	105,000	105,000
Investment Income	261,778	437,000
Total Revenue	66,122,337	66,049,495
Expenses		
Instruction	48,774,113	47,997,145
District Administration	4,824,116	5,076,174
Operations and Maintenance	9,417,547	9,445,559
Transportation and Housing	3,425,770	3,587,177
Total Expense	66,441,546	66,106,055
Net Revenue (Expense)	(319,209)	(56,560)
Budgeted Prior Year Surplus Appropriation	774,209	511,560
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(455,000)	(455,000)
Total Net Transfers	(455,000)	(455,000)
Budgeted Surplus (Deficit), for the year	-	-



School District No. 08 (Kootenay Lake)

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	63,186,669	63,152,889
ISC/LEA Recovery	(135,431)	(135,431)
Other Ministry of Education and Child Care Grants		
Pay Equity	300,996	300,996
Funding for Graduated Adults	1,422	1,422
Student Transportation Fund	419,602	419,602
FSA Scorer Grant	8,187	8,187
NGN Self-Provisioned Site Grant	93,932	93,932
Total Provincial Grants - Ministry of Education and Child Care	63,875,377	63,831,988
Provincial Grants - Other		
	283,603	303,850
Federal Grants		
	-	116,410
Tuition		
Continuing Education	51,000	51,000
International and Out of Province Students	903,982	577,450
Total Tuition	954,982	628,450
Other Revenues		
Other School District/Education Authorities	426,018	426,018
Funding from First Nations	135,431	135,431
Miscellaneous		
Private Bussing	51,348	51,348
After School Programs	14,000	14,000
Miscellaneous	14,800	-
Total Other Revenue	641,597	626,797
Rentals and Leases		
	105,000	105,000
Investment Income		
	261,778	437,000
Total Operating Revenue	66,122,337	66,049,495



School District No. 08 (Kootenay Lake)

Amended Annual Budget - Schedule of Operating Expense by Object

Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
	\$	\$
Salaries		
Teachers	22,909,014	23,220,748
Principals and Vice Principals	4,490,707	4,526,079
Educational Assistants	3,960,775	3,922,744
Support Staff	8,090,643	8,002,570
Other Professionals	2,542,039	2,514,236
Substitutes	3,457,716	3,408,703
Total Salaries	45,450,894	45,595,080
Employee Benefits	11,731,154	11,457,615
Total Salaries and Benefits	57,182,048	57,052,695
Services and Supplies		
Services	2,282,180	2,466,803
Student Transportation	331,660	340,421
Professional Development and Travel	730,634	652,735
Rentals and Leases	122,644	122,551
Dues and Fees	117,588	99,940
Insurance	212,800	225,000
Supplies	3,751,476	3,316,709
Utilities	1,710,516	1,829,201
Total Services and Supplies	9,259,498	9,053,360
Total Operating Expense	66,441,546	66,106,055



School District No. 08 (Kootenay Lake)

Schedule 2C

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

Year Ended June 30, 2026

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
1 Instruction							
1.02 Regular Instruction	20,008,859					2,282,751	22,291,610
1.07 Library Services	41,884			87,732			129,616
1.08 Counselling	310,039					73,080	383,119
1.10 Inclusive Education	1,711,216		3,960,775	51,314		315,169	6,038,474
1.30 English Language Learning	5,240						5,240
1.31 Indigenous Education	831,776			188,378	21,533	10,656	1,052,343
1.41 School Administration		4,001,243		1,461,378	236,041	207,519	5,906,181
1.62 International and Out of Province Students		64,898		83,637			148,535
Total Function 1	22,909,014	4,066,141	3,960,775	1,872,439	257,574	2,889,175	35,955,118
4 District Administration							
4.11 Educational Administration		272,392			768,496		1,040,888
4.40 School District Governance					194,820		194,820
4.41 Business Administration		152,174		373,202	853,729	15,175	1,394,280
Total Function 4	-	424,566	-	373,202	1,817,045	15,175	2,629,988
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration			28,886	352,152	18,705		399,743
5.50 Maintenance Operations			3,675,527		351,323		4,026,850
5.52 Maintenance of Grounds			177,576			14,400	191,976
5.56 Utilities							-
Total Function 5	-	-	3,881,989	352,152	384,428	4,618,569	
7 Transportation and Housing							
7.41 Transportation and Housing Administration			55,688	115,268			170,956
7.70 Student Transportation			1,907,325		168,938		2,076,263
Total Function 7	-	-	1,963,013	115,268	168,938	2,247,219	
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	22,909,014	4,490,707	3,960,775	8,090,643	2,542,039	3,457,716	45,450,894



School District No. 08 (Kootenay Lake)

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

Year Ended June 30, 2026

Schedule 2C

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2026 Amended Annual Budget	2026 Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	22,291,610	5,673,558	27,965,168	2,124,880	30,090,048	29,820,891
1.07 Library Services	129,616	37,034	166,650	30,000	196,650	171,900
1.08 Counselling	383,119	100,792	483,911		483,911	335,968
1.10 Inclusive Education	6,038,474	1,679,451	7,717,925	293,950	8,011,875	8,111,831
1.30 English Language Learning	5,240	1,363	6,603		6,603	19,887
1.31 Indigenous Education	1,052,343	278,145	1,330,488	390,731	1,721,219	1,491,070
1.41 School Administration	5,906,181	1,415,101	7,321,282	205,875	7,527,157	7,544,777
1.62 International and Out of Province Students	148,535	31,489	180,024	556,626	736,650	500,821
Total Function 1	35,955,118	9,216,933	45,172,051	3,602,062	48,774,113	47,997,145
4 District Administration						
4.11 Educational Administration	1,040,888	232,932	1,273,820	307,871	1,581,691	1,627,442
4.40 School District Governance	194,820	44,809	239,629	212,035	451,664	543,902
4.41 Business Administration	1,394,280	319,990	1,714,270	1,076,491	2,790,761	2,904,830
Total Function 4	2,629,988	597,731	3,227,719	1,596,397	4,824,116	5,076,174
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	399,743	88,872	488,615	389,845	878,460	814,413
5.50 Maintenance Operations	4,026,850	1,143,409	5,170,259	1,162,387	6,332,646	6,405,518
5.52 Maintenance of Grounds	191,976	54,652	246,628	149,297	395,925	396,427
5.56 Utilities	-	-	-	1,810,516	1,810,516	1,829,201
Total Function 5	4,618,569	1,286,933	5,905,502	3,512,045	9,417,547	9,445,559
7 Transportation and Housing						
7.41 Transportation and Housing Administration	170,956	42,676	213,632	21,775	235,407	236,856
7.70 Student Transportation	2,076,263	586,881	2,663,144	527,219	3,190,363	3,350,321
Total Function 7	2,247,219	629,557	2,876,776	548,994	3,425,770	3,587,177
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	45,450,894	11,731,154	57,182,048	9,259,498	66,441,546	66,106,055

School District No. 08 (Kootenay Lake)

Schedule 3

Amended Annual Budget - Special Purpose Revenue and Expense

Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	14,258,490	12,709,589
Other	53,885	77,000
Other Revenue	2,055,000	1,640,000
Investment Income	15,000	15,000
Total Revenue	16,382,375	14,441,589
Expenses		
Instruction	16,071,884	14,135,086
Operations and Maintenance	129,640	129,640
Transportation and Housing	30,851	26,863
Total Expense	16,232,375	14,291,589
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, 2026

Schedule 3A

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			667,135	1,513,328	40,113	13,956	7,577	271,512	
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	279,640	218,308		2,000,000	170,000	44,100	129,758	759,048	236,212
Provincial Grants - Other				15,000					
Investment Income					279,640	218,308	129,758	759,048	236,212
Less: Allocated to Revenue									
Recovered									
Deferred Revenue, end of year			30,000	2,015,000	210,113	58,056	129,758	1,030,560	236,212
Revenues									
Provincial Grants - Ministry of Education and Child Care	279,640	218,308			210,113	58,056	129,758	1,030,560	236,212
Provincial Grants - Other			30,000	2,000,000					
Other Revenue				15,000					
Investment Income					279,640	218,308	129,758	1,030,560	236,212
Expenses									
Salaries									
Teachers							23,457		33,871
Principals and Vice Principals									
Educational Assistants			168,188				46,360	433,407	
Support Staff									142,203
Other Professionals									29,072
Substitutes						24,032			
		168,188					69,817	467,278	171,275
Employee Benefits			50,120			7,690	13,954	137,962	49,937
Services and Supplies	129,640		30,000	2,015,000	210,113	26,334	45,987	425,320	15,000
	129,640	218,308	30,000	2,015,000	210,113	58,056	129,758	1,030,560	236,212
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, 2026

Schedule 3A

	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Seamless Day Kindergarten	Student & Family Affordability	SEY2KT (Early Years to Kindergarten)	ECL Early Care & Learning	Feeding Futures Fund
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			100			36,681	9,919		152,009
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	10,343,940	49,881	30,751	55,000	55,400			175,000	597,706
Provincial Grants - Other									
Investment Income									
	10,343,940	49,881	30,751	55,000	55,400	-	-	175,000	597,706
Less: Allocated to Revenue									
Recovered									
Deferred Revenue, end of year									
Revenues									
Provincial Grants - Ministry of Education and Child Care	10,343,940	49,881	30,851	55,000	55,400	36,681	9,919	175,000	749,715
Provincial Grants - Other									
Other Revenue									
Investment Income									
	10,343,940	49,881	30,851	55,000	55,400	36,681	9,919	175,000	749,715
Expenses									
Salaries									
Teachers	8,209,476				43,656				
Principals and Vice Principals									
Educational Assistants					42,458				97,761
Support Staff									
Other Professionals								143,740	85,796
Substitutes		39,588							
	8,209,476	39,588	-	43,656	42,458	-	-	143,740	183,557
Employee Benefits	2,134,464	10,293		11,344	12,652			31,260	39,858
Services and Supplies			30,851		290	36,681	9,919		526,300
	10,343,940	49,881	30,851	55,000	55,400	36,681	9,919	175,000	749,715
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, 2026

Schedule 3A

	Health Career Grants	Professional Learning Grant	National School Food Program	Work Experience Enhancement	After School Sports and Arts Grant	Health Promoting Schools	Donations	TOTAL
Deferred Revenue, beginning of year	\$ 1,300	\$ 238,867	\$ 122,231	\$ 35,296	\$ 3,885	\$	\$ 25,230	\$ 3,139,139
Add: Restricted Grants								
Provincial Grants - Ministry of Education and Child Care			183,350					15,328,094
Provincial Grants - Other				50,000	27,000	25,000		102,000
Investment Income			183,350	-	50,000	27,000	25,000	15,000
								15,445,094
Less: Allocated to Revenue								
Recovered								7,577
Deferred Revenue, end of year	1,300	-	-	17,288	-	-	25,230	2,194,281
Revenues								
Provincial Grants - Ministry of Education and Child Care		238,867	305,581	18,008		27,000		14,258,490
Provincial Grants - Other					53,885			53,885
Other Revenue						25,000		2,055,000
Investment Income			238,867	305,581	18,008	53,885	27,000	15,000
								16,382,375
Expenses								
Salaries								
Teachers		120,748				21,430		8,452,638
Principals and Vice Principals				14,641				14,641
Educational Assistants								788,174
Support Staff								142,203
Other Professionals								258,608
Substitutes		65,673						129,293
			186,421	-	14,641	-	21,430	-
								9,785,557
Employee Benefits		44,791		3,367		5,570		2,553,262
Services and Supplies		7,655	305,581		53,885		25,000	3,893,556
			238,867	305,581	18,008	53,885	27,000	16,232,375
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, 2026

2026 Amended Annual Budget			
	Invested in Tangible Capital Assets	Local Capital	Fund Balance
	\$	\$	\$
Revenues			
Investment Income		3,000	3,000
Amortization of Deferred Capital Revenue	3,334,708		3,334,708
Total Revenue	3,334,708	3,000	3,337,708
Expenses			
Amortization of Tangible Capital Assets			
Operations and Maintenance	4,310,904		4,310,904
Total Expense	4,310,904	-	4,310,904
Net Revenue (Expense)		(976,196)	(973,196)
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	605,000		605,000
Total Net Transfers	605,000	-	605,000
Other Adjustments to Fund Balances			
Total Other Adjustments to Fund Balances		-	-
Budgeted Surplus (Deficit), for the year		(371,196)	(368,196)





School District 8
Kootenay Lake

2025-2026 Amended Budget

Prepared for February 10, 2026



sd8.bc.ca





2025-2026 Amended Budget Superintendent's Recommendations

Prepared February 10, 2026

Contents

Overview of the Amended Annual Budget.....	1
MOE Funded Full-Time Equivalents (FTE).....	1
Revenue, Expenses and Inter-fund Transfers by Fund	1
Change in Surplus (Deficit)	1
Operating Fund.....	1
Special Purpose Funds	2
Capital Fund.....	2
Accumulated Operating Surplus.....	2
All Funds	3
Revenue - All Funds	3
Expenses by Function - All Funds.....	4
Salaries and Benefits - All Funds.....	5
Services and Supplies - All Funds.....	6
Operating Fund.....	7
Operating Fund Revenue.....	7
Operating Fund Expenses	8
Special Purpose Funds.....	8
Special Purpose Fund Revenue.....	9
Special Purpose Fund Expenses.....	9
Capital Fund.....	10
Capital Fund Revenue and Expenses	10
Capital Purchases.....	10
Amended Annual Budget Bylaw Summary.....	11





Overview of the Amended Annual Budget

MOE Funded Full-Time Equivalents (FTE)

The table below provides a comparison of actual student Full-Time Equivalent (FTE) enrolments as of September 30, 2025 to the projected student FTEs for the same date, and the actual student FTEs recorded on September 30, 2024.

Student FTEs	Actual Sept 30, 2025	Projected Sept 30, 2025	Actual Sept 30, 2024	Variance from	Variance from
				Projected Sept 30, 2025	Actual Sept 30, 2024
School Age	4,618.0000	4,610.0000	4,675.8750	8.0000	(57.8750)
Adult	4.2500	1.5000	3.2500	2.7500	1.0000
	4,622.2500	4,611.5000	4,679.1250	10.7500	(56.8750)

Based on the 1701 enrolment data as of September 30, 2025, total elementary and secondary enrolment in the district is 10.7500 student FTEs (0.2%) above projected levels. This variance is positive relative to original budget expectations; however, it represents a decrease of 56.875 student FTEs (1.2%) when compared with the actual enrolment reported on September 30, 2024.

Revenue, Expenses and Inter-fund Transfers by Fund

The table below presents the 2025-2026 Amended Budget for the Operating Fund, Special Purpose Funds and Capital Fund compared to the 2024-2025 Annual Budget.

All Funds	Special Purpose			2025-2026		2025-2026		Increase \$	Increase %
	Operating Fund	Funds	Capital Fund	Amended Budget	Annual Budget				
Revenue	66,122,337	16,382,375	3,337,708	85,842,420	83,709,118	2,133,302	2,5%		
Expense	66,441,546	16,232,375	4,310,904	86,984,825	84,536,829	2,447,996	2.9%		
Surplus (Deficit) before Inter-fund Transfers	(319,209)	150,000	(973,196)	(1,142,405)	(827,711)	(314,694)	38.0%		
Net Transfers (to) from other funds									
Tangible Capital Assets Purchased	(455,000)	(150,000)	605,000	-	-	-	-	0.0%	
Deficit after Inter-fund Transfers	(774,209)	-	(368,196)	(1,142,405)	(827,711)	(314,694)	38.0%		

Change in Surplus (Deficit)

Revenues from all funds are projected to increase by \$2.1 million (2.5%), while expenses from all funds are projected to increase by \$2.4 million (2.9%). As a result, the Deficit before Inter-Fund Transfers for all funds is projected to increase by \$0.3 million, from \$0.8 million in the 2024-2025 Annual Budget to \$1.1 million in the 2025-2026 Amended Budget.

The change in the deficit for the 2025-2026 school year was fully anticipated following the completion of financial reporting for the 2024-2025 school year and was incorporated into the 2025-2026 Amended Budget as part of the regular budget cycle.

Operating Fund

The Operating Fund Deficit before Inter-fund Transfers has increased from \$56,560 in the 2024-2025 Annual Budget to \$319,209 in the 2025-2026 Amended Budget. This represents an increase of \$262,649, resulting from the shifting of spending from the prior school year to the current year.

These carried-forward amounts were previously approved by the Board for specific purposes and were internally restricted within the Accumulated Operating Surplus. The carried-forward amounts from the 2024-2025 school year to be spent in 2025-2026 include:

- \$127,991 - Indigenous Education funding (targeted)
- \$ 79,681 - Indigenous Education Council funding (targeted)
- \$ 54,977 - School budget carryforwards

\$262,649





Special Purpose Funds

The Special Purpose Funds reflect a \$150,000 Surplus before Inter-fund Transfers and a transfer to the Capital Fund for tangible capital asset purchases, which is consistent with the original budget.

Capital Fund

The Capital Fund Deficit reflects the amortization of tangible capital assets offset by amortization revenue. The net amortization expense increased by \$52,045. Amortization is a non-cash accounting entry that recognizes the use and gradual consumption of capital assets over their useful lives. An annual deficit in the Capital Fund is expected and permitted by the Ministry of Education and Child Care (MoECC).

Inter-Fund Transfers between the Operating Fund, Special Purpose Funds, and the Capital Fund total \$605,000 which is consistent with the original budget.

Accumulated Operating Surplus

The table below presents the change in the Accumulated Operating Surplus for the 2025-2026 Amended Budget compared to the 2025-2026 Annual Budget.

Change in Accumulated Operating Surplus	2025-2026	2025-2026	Increase (Decrease)
	Amended Budget	Annual Budget	
Opening Internally Restricted Accumulated Operating Surplus	\$ 4,398,277	\$ 3,795,248	\$ 603,029
Forecasted Spending of Internally Restricted Operating Surplus in 2025-2026:			
Indigenous Education (targeted funding)	(127,991)	-	(127,991)
Indigenous Education Council Capacity (targeted funding)	(79,681)	-	(79,681)
New Initiatives	(56,560)	(56,560)	-
School Budget Carry Forwards	(54,977)	-	(54,977)
Capital Purchases	(455,000)	(455,000)	-
	(774,209)	(511,560)	(262,649)
Closing Internally Restricted Accumulated Operating Surplus	3,624,068	3,283,688	340,380
Unrestricted Accumulated Operating Surplus	3,106,985	3,081,850	25,135
Total Accumulated Operating Surplus	6,731,053	6,365,538	365,515

Maintaining a healthy level of Total Accumulated Operating Surplus is a smart part of any budget because it allows for planning over multiple years and helps cover unexpected costs without disrupting planned spending. It's a financial safety net that protects projects or operations from delays or overspending when surprises happen.

Closing Internally Restricted Accumulated Operating Surplus is projected to be \$3.6 million after forecasted spending of \$774,209 for 2025-2026. Approximately \$4.4 million had been previously internally restricted by the Board to support future spending over several years for Indigenous Education and Indigenous Education Council capacity targeted funding, new initiatives, future operations, contractual professional development, and the purchase of furniture, equipment, vehicles, and technology assets.

Unrestricted Accumulated Operating Surplus represents the portion of the Surplus that has not been assigned for specific uses. It functions as a contingency reserve, providing financial stability, and flexibility when plans change or emergencies arise. The Unrestricted Accumulated Operating Surplus is projected to be \$3.1 million, representing 4.7% of operating expenditures, which is well within Policy 621: Accumulated Operating Surplus range of 3% to 5% of operating expenditures.

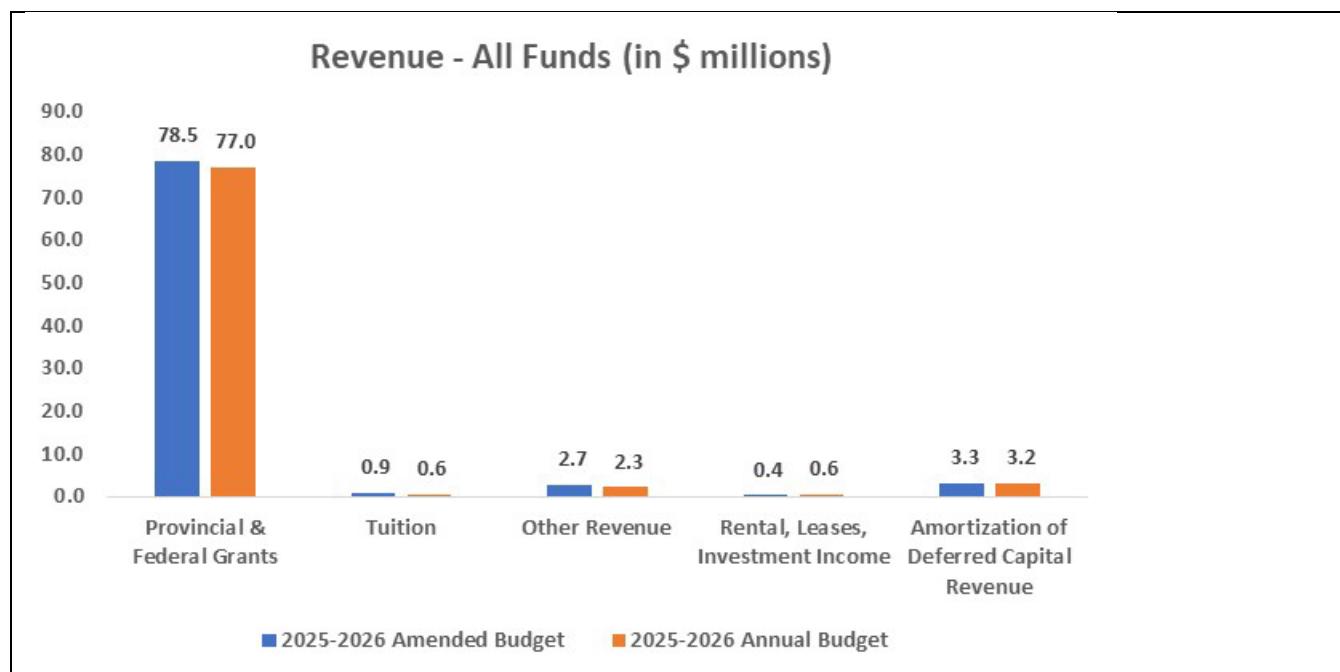




All Funds

Revenue - All Funds

The chart below presents a comparison of the revenue for all funds for the 2025-2026 Amended Budget and 2025-2026 Annual Budget.



Total projected revenue is increasing by \$2.1 million (2.5%) in the 2025-2026 Amended Budget, compared to the 2025-2026 Annual Budget, with the following changes:

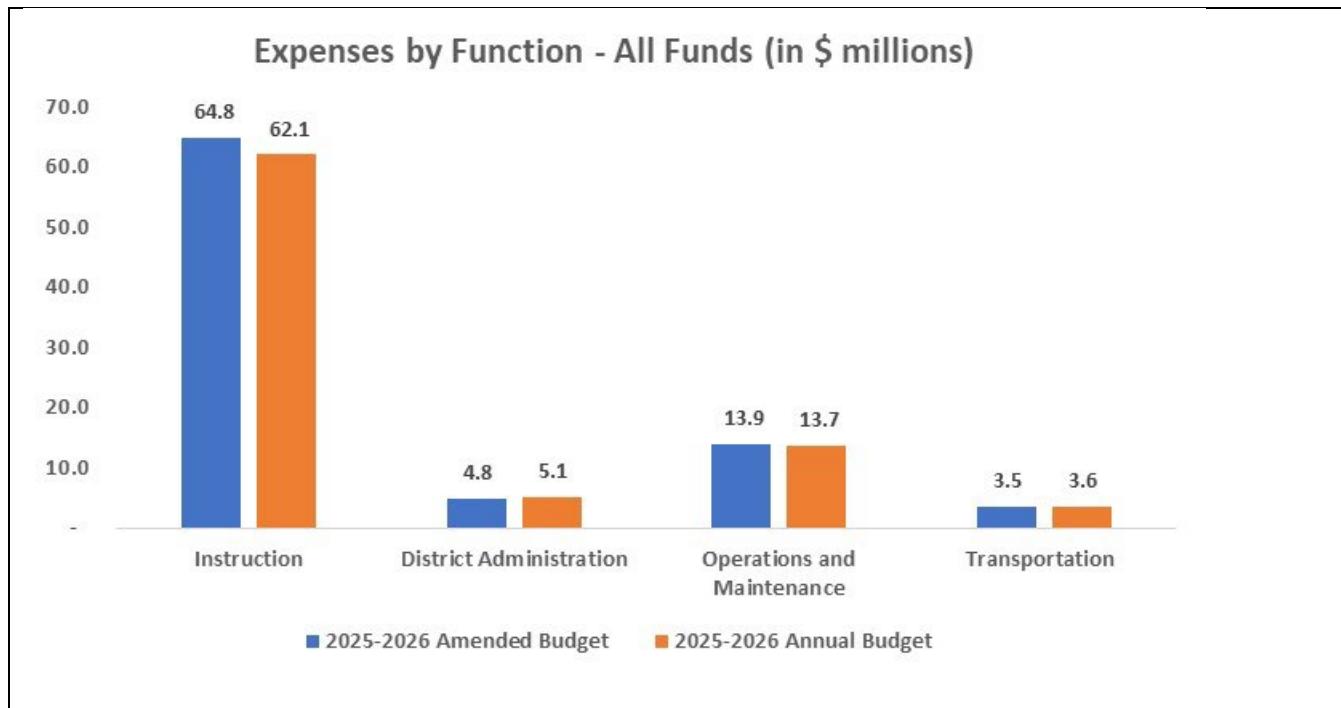
- Provincial and federal grants have increased by \$1.5 million (2%), primarily due to additional grants in the Special Purpose Funds. Despite the overall increase, grants represent 91.4% of total revenue, a decline of 0.6 percentage points from 92.0% in the original budget, reflecting proportionally higher growth in other revenue sources.
- Tuition revenue from international students has increased by \$0.3 million (52%), attributable to higher enrolments. As a result, this revenue stream increased its share of total revenue to 1.1%, up 0.3 percentage points from 0.8% in the original budget.
- Other Revenue has increased by \$0.4 million (19%), driven by higher activity within school-generated funds. This category now represents 3.1% of total revenue, an increase of 0.4 percentage points from 2.7% originally budgeted.
- Rentals, Leases, and Investment Income have decreased by \$0.2 million (32%) due to lower investment balances and reduced interest rates. Consequently, this revenue source represents 0.4% of total revenue, compared to 0.7% in the original budget, a decrease of 0.3 percentage points.
- Amortization of Deferred Capital Revenue has increased by \$0.1 million (4%), reflecting higher capital asset additions. Amortization revenue represents 3.9% of total revenue, an increase of 0.1 percentage points from 3.8% in the original budget.





Expenses by Function - All Funds

The chart below presents a comparison of the expenses by function for all funds for the 2025-2026 Amended Budget and 2025-2026 Annual Budget.



Total projected expenses have increased by \$2.4 million (2.9%) in the 2025-2026 Amended Budget, compared to the 2025-2026 Annual Budget. The increase is primarily attributable to higher instructional expenses and operations and maintenance costs, partially offset by reductions in district administration and transportation expenses.

Instructional Expenses

Instructional expenses have increased by \$2.7 million (4.4%), reflecting additional staffing and program-related expenditures across several instructional areas. Key drivers include:

- Regular Instruction, Library Services, Counselling, and Inclusive Education increased by a combined \$2.2 million, consisting of:
 - \$1.3 million in additional salaries and benefits; and
 - \$0.9 million in increased services and supplies.
- Indigenous Education expenditures increased by \$230,000, driven primarily by higher services and supplies related to targeted programming.
- International Program expenditures increased by \$236,000, reflecting a combination of higher salaries, benefits, services, and supplies associated with increased enrolment.

As a result, instructional expenses now comprise 74.5% of total expenses, an increase of 1.0 percentage points from 73.5% in the original budget.

District Administration

District administration expenses have decreased by \$252,000 (5.0%), primarily due to lower spending across the educational administration, governance, and business administration functions. This decrease includes:

- A \$101,000 reduction in salaries and benefits; and
- A \$151,000 reduction in services and supplies.





Consequently, district administration expenses now represent 5.5% of total expenses, compared to 6.0% in the original budget, a decrease of 0.5 percentage points.

Operations and Maintenance

Operations and maintenance expenses have increased by \$144,000 (1.0%), primarily due to:

- Additional amortization of tangible capital assets in the Capital Fund of \$171,000.
- A reduction in facilities and ground maintenance costs in the Operating Fund of \$9,000.
- A reduction in utilities costs of \$18,000.

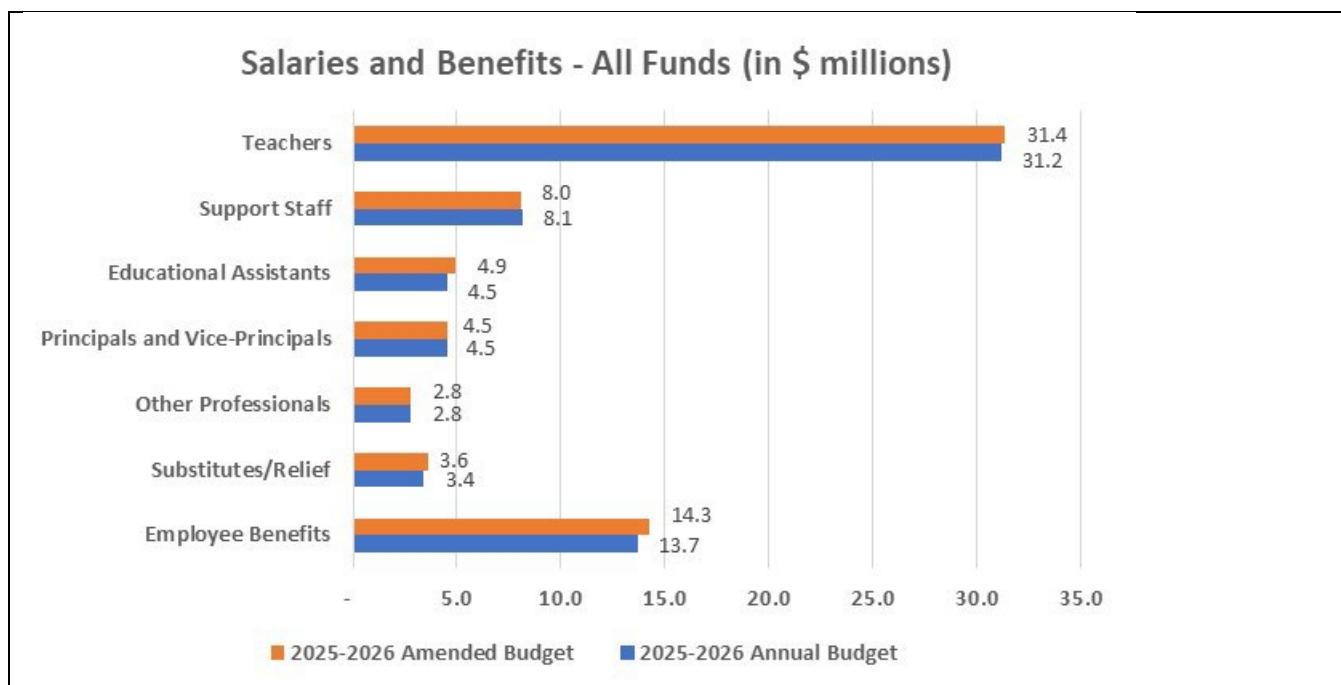
Despite the overall increase, operations and maintenance expenses represent 15.9% of total expenses, a decline of 0.3 percentage points from 16.2% in the original budget, reflecting proportionally higher growth in other expense categories.

Transportation

Transportation expenses have decreased by \$158,000 (4.4%), primarily due to reduced fuel costs. As a result, transportation expenses declined from 4.3% to 4.0% of total expenses, a reduction of 0.3 percentage points.

Salaries and Benefits - All Funds

The chart below presents a comparison of the salaries and benefits for all funds for the 2025-2026 Amended Budget and 2025-2026 Annual Budget.



Total projected salaries and benefits have increased by \$1.3 million (1.9%) in the 2025-2026 Amended Budget, compared to the 2025-2026 Annual Budget. The main changes are:

- Teacher salaries are projected to increase by \$0.2 million (0.5%) because of additional staffing positions.
- Support Staff salaries are budgeted to decrease by \$0.1 million (1.0%) due to more relief staff being used instead of regular staff.
- Educational Assistant salaries reflect an increase of \$0.4 million (9.4%) because of additional staffing positions.
- Principals and Vice-Principal salaries remain consistent with the original 2025-2026 Annual Budget.

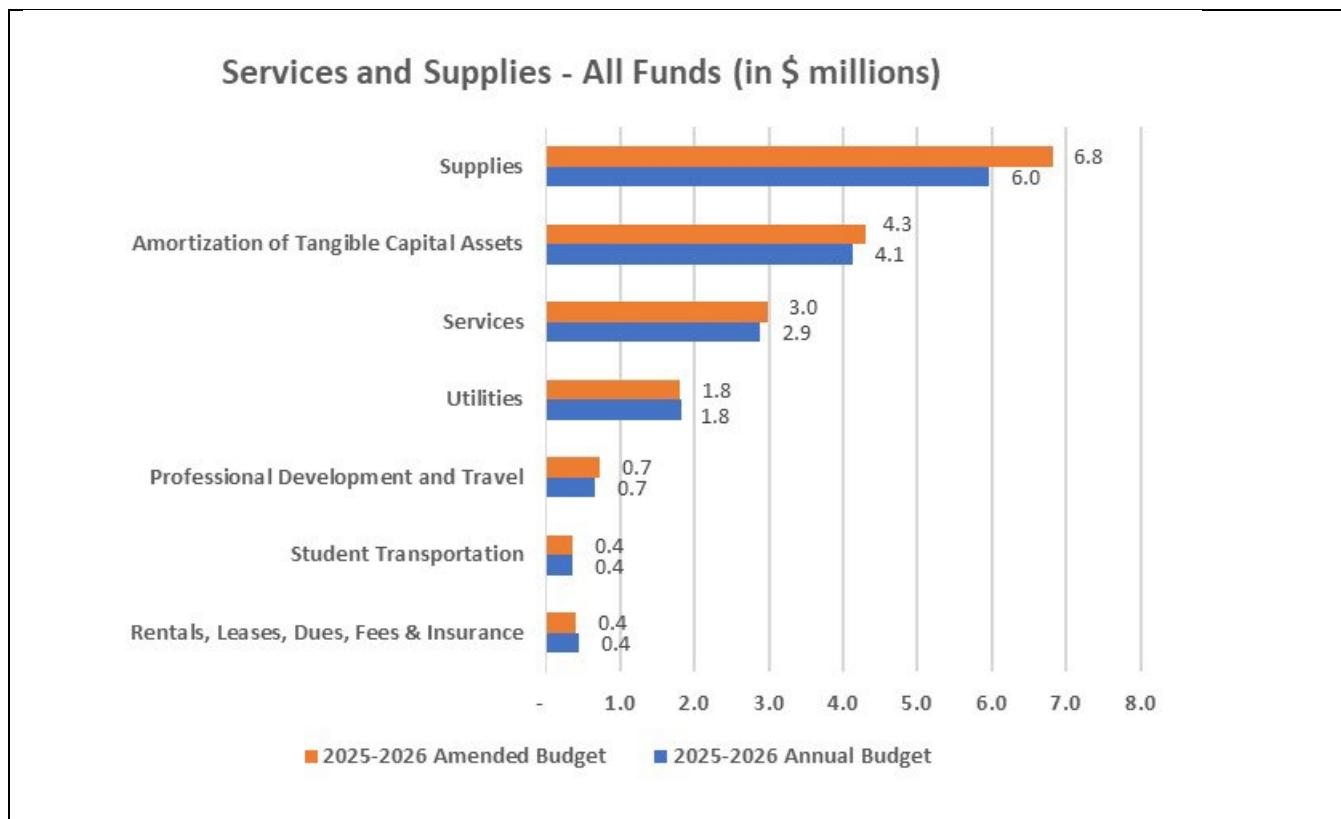




- Other Professional salaries remain consistent with the original budget.
- Substitutes/Relief salaries are projected to increase by \$0.2 million (5.2%). This reflects an update to relief budgets based on actual staffing patterns and typical replacement needs observed in the prior year and in the current year to date. Costs for teachers and support staff are higher, partly offset by lower relief costs for principals and vice-principals.
- Employee Benefits are projected to increase by \$0.6 million (4%) because of higher CPP, EI, and WorkSafeBC premiums, along with increased extended health and dental costs. In total, employee benefits are expected to be 25.9% of salaries, compared to 25.1% in the original budget.

Services and Supplies - All Funds

The chart below presents a comparison of the services and supplies expenses for all funds for the 2025-2026 Amended Budget and 2025-2026 Annual Budget.



Total projected services and supplies expenditures, which include amortization of tangible capital assets, utilities, professional development, travel, rentals, leases, dues, fees, and insurance, have increased by \$1.1 million (6.9%) in the 2025-2026 Amended Budget compared to the 2025-2026 Annual Budget. The increase is driven primarily by higher supply costs and increased amortization related to capital asset purchases.

Key variances are outlined below:

Supplies are projected to increase by \$0.8 million (14.2%), reflecting additional instructional supply requirements, Indigenous Education and Indigenous Education Council Capacity targeted spending, higher custodial supply costs, increased international program expenses, and supply costs related to the Feeding Futures and National School Food Program initiatives.

Amortization of Tangible Capital Assets is projected to increase by \$0.2 million (4.3%) due to additional capital purchases placed into service during the year.





Service expenditures are budgeted to increase by \$0.1 million (3.1%), primarily reflecting additional expenditure in the Special Purpose Funds, partially offset by reductions in the Operating Fund.

Utilities, professional development and travel, student transportation, rentals, leases, dues, fee and insurance expenditures are budgeted to remain consistent with the original budget.

Operating Fund

The table below presents the 2025-2026 Amended Budget compared to the 2025-2026 Annual Budget for the Operating Fund.

Operating Fund	2025-2026 Amended Budget \$	2025-2026 Annual Budget \$	Increase (Decrease) \$ %	
Provincial Grants - Ministry of Education and Child Care (MoECC)				
Operating Grant, Ministry of Education and Child Care	63,186,669	63,152,889	33,780	0.0%
ISC/LEA Recovery	(135,431)	(135,431)	-	0.0%
Other Ministry of Education Grants				0.0%
Pay Equity	300,996	300,996	-	0.0%
Funding for Graduated Adults	1,422	-	1,422	0.0%
Student Transportation Fund	419,602	419,602	-	0.0%
NGN Self Provisioned Sites	93,932	93,932	-	0.0%
FSA Scorer Grant	8,187	-	8,187	0.0%
Total Provincial Grants (MoECC)	63,875,377	63,831,988	43,389	0.1%
Provincial Grants - Other	283,603	303,850	(20,247)	(6.7%)
Federal Grants	-	116,410	(116,410)	(100.0%)
Tuition	954,982	628,450	326,532	52.0%
Other Revenue	641,597	626,797	14,800	2.4%
Rentals and Leases	105,000	105,000	-	0.0%
Investment Income	261,778	437,000	(175,222)	(40.1%)
Total Revenue	66,122,337	66,049,495	72,842	0.1%
Expenses				
Salaries and Benefits	57,182,048	57,052,695	(129,353)	(0.2%)
Services and Supplies	9,259,498	9,053,360	(206,138)	(2.3%)
Total Expenses	66,441,546	66,106,055	(335,491)	(0.5%)
Surplus (Deficit) for the Year	(319,209)	(56,560)	(262,649)	464.4%
Transfers for Tangible Capital Asset Purchases	(455,000)	(455,000)	-	0.0%
Net Surplus (Deficit) for the Year	(774,209)	(511,560)	(262,649)	51.3%

Operating Fund Revenue

Revenue is projected to remain largely consistent with the 2025-2026 Annual Budget, with a net increase of \$73,000 (0.1%). The forecasted increases include:

- Provincial grants from the Ministry of Education and Child Care - Increase of \$43,000, attributable to slightly higher enrolment and additional MoECC grants.
- International tuition revenue - Increase of \$327,000 due to higher-than-budgeted enrolment in the international program.
- Other revenue - Increase of \$15,000 related to incremental activity across various programs.

These increases are partially offset by:

- Federal grants - Reduction of \$116,000, primarily related to lower-than-budgeted funding under Jordan's Principle.
- Investment income - Decrease of \$175,000 due to lower investment balance and reduced interest rates.





Operating Fund Expenses

Salaries and benefits are projected to increase by a net amount of \$129,000 (0.2%), compared to the 2025-2026 Annual Budget. This reflects a decrease in salaries of \$144,000 (0.3%) offset by an increase in employee benefits of \$273,000 (2.4%). Key changes include:

- Teaching costs reflect a decrease of \$311,000, as additional positions and expenses are now funded through Special Purpose Funds rather than operating sources.
- Educational Assistant, Other Professionals, and Substitutes/Relief salaries are increasing by \$303,000 in total, reflecting additional positions and staffing adjustments.
- Principals and Vice-Principal and Support Staff salaries are decreasing by \$136,000 in total, reflecting more relief staff being used instead of regular staff.
- Employee benefit costs increases are driven by increased CPP, EI, and WorkSafeBC premiums, along with rising extended health and dental costs.

Services and supplies are projected at \$9.3 million, \$206,000 (2.3%) higher than originally budgeted. This net increase reflects higher spending on supplies and targeted initiatives, partially offset by lower service and utility savings. Key variances include:

- Service costs are budgeted to decrease by \$184,000, primarily due to lower website hosting, consulting, snow removal, and advertising.
- Professional development and travel are projected to increase by \$78,000, largely related to Indigenous Education and Indigenous Education Council Capacity targeted spending.
- Supplies expenditures are forecast to increase by \$434,000, reflecting additional school supply requirements, spending related to Indigenous Education and Indigenous Education Council Capacity, higher custodial supply costs, and additional international program expenses.
- Utilities are budgeted to decrease by \$18,000 with lower electricity and water/sewer costs being offset by higher heating costs.

Special Purpose Funds

The table below presents the 2025-2026 Amended Budget compared to the 2025-2026 Annual Budget for the Special Purpose Funds.

Special Purpose Funds	2025-2026		2025-2026	
	Amended Budget	Annual Budget	Increase (Decrease)	
\$	\$	\$	\$	%
Revenues				
Provincial Grants	14,312,375	12,786,589	1,525,786	11.9%
Other Revenue	2,055,000	1,640,000	415,000	25.3%
Investment Income	15,000	15,000	-	0.0%
Total Revenue	16,382,375	14,441,589	1,940,786	13.4%
Expenses				
Salaries and Benefits	12,338,819	11,187,669	(1,151,150)	(10.3%)
Services and Supplies	3,893,556	3,103,920	(789,636)	(25.4%)
Total Expenses	16,232,375	14,291,589	(1,940,786)	(13.6%)
Surplus (Deficit) for the Year				
Transfers for Tangible Capital Asset Purchases	(150,000)	(150,000)	-	0.0%
Net Surplus (Deficit) for the Year	-	-	-	0.0%





Special Purpose Fund Revenue

Special Purpose Fund revenue is projected to increase by \$1.9 million (13.4%) compared to the 2025-2026 Annual Budget. The forecasted increases reflect both the use of prior year carryforward balances and additional grant funding.

- Provincial Grants are projected to increase by \$1.5 million (11.9%), primarily due to the carry forward of 2024-2025 carry-forward balances for the After School Sports & Arts Grant, Community Link, Feeding Futures Fund, Ready Set Learn, and Strong Start, as well as additional funding for the Classroom Enhancement Funds, Professional Learning Grant, National Schools Food Program, and OLEP.
- Other Revenue is projected to increase by \$415,000, reflecting increased activity within the School Generated Funds.

The table below presents a break down of the Provincial Grants by program in the 2025-2026 Amended Budget and the 2025 Annual Budget.

Provincial Grants in Special Purpose Funds	2025-2026	2025-2026	Increase (Decrease)	
	Amended Budget	Annual Budget	\$	%
Classroom Enhancement Fund	10,630,033	9,833,908	796,125	8.1%
Community Link*	1,030,560	759,048	271,512	35.8%
Feeding Futures Fund*	749,715	597,706	152,009	25.4%
National Schools Food Program*	305,581	122,231	183,350	150.0%
Annual Facility Grant	279,640	279,640	-	0.0%
Professional Learning Grant*	238,867	200,000	38,867	19.4%
Learning Improvement Fund	218,308	218,308	-	0.0%
Strong Start*	210,113	160,000	50,113	31.3%
Early Care & Learning (ECL) Funding to Schools	175,000	175,000	-	0.0%
OLEP	129,758	115,835	13,923	12.0%
Ready, Set, Learn*	58,056	41,650	16,406	39.4%
Seamless Day Kindergarten	55,400	55,400	-	0.0%
Mental Health in Schools	55,000	55,000	-	0.0%
After School Sports and Arts Grant*	53,885	50,000	3,885	7.8%
Student & Family Affordability Fund	36,681	50,000	(13,319)	(26.6%)
Grants under \$50,000	85,778	72,863	12,915	17.7%
Total Revenue	14,312,375	12,786,589	1,525,786	11.9%

*Additional revenue relates to 2024-2025 funding carry forwards

Special Purpose Fund Expenses

Salaries and benefits are projected to increase by \$1.2 million (10.3%) compared to the 2025-2026 Annual Budget. This increase reflects higher staffing levels and benefits costs associated with specific program funding and consists of:

- An increase in salaries of \$837,000 (9.4%), and
- An increase in employee benefits of \$314,000 (14.0%).

Key drivers include:

- Teaching salaries are increasing by \$479,000, reflecting the addition of new positions and other salary-related costs funded through the Classroom Enhancement Fund.
- Educational assistant salaries are increasing by \$198,000 due to additional positions supported by Community Link and Feeding Futures Fund.
- Substitute/relief salaries are increasing by \$129,000, with higher spending related to the Classroom Enhancement Fund and Professional Learning Grant.
- Principal and Vice-Principal salaries are increasing by \$15,000, primarily related to additional expenditures within the Work Experience Enhancement Fund.





- Support Staff salaries are increasing by \$16,000 due to higher spending for the Classroom Enhancement Fund.

Services and supplies are projected at \$790,000 (325.4%) above the original budget. The increase is primarily attributable to higher spending within the School Generated Funds, as well as increased expenditures associated with Community Link, Feeding Futures, National Schools Food Program, and Strong Start.

Capital Fund

Capital Fund Revenue and Expenses

The table below presents the 2025-2026 Amended Budget compared to the 2025-2026 Annual Budget for the Capital Fund.

Capital Fund	2025-2026 Amended Budget \$	2025-2026 Annual Budget \$	Increase (Decrease) \$	%
Revenues				
Investment Income	3,000	6,000	(3,000)	(50.0%)
Amortization Revenue	3,334,708	3,212,034	122,674	3.8%
Total Revenue	3,337,708	3,218,034	119,674	3.7%
Expenses				
Amortization Expense	4,310,904	4,139,185	171,719	4.1%
Total Expenses	4,310,904	4,139,185	171,719	4.1%
Surplus (Deficit) for the Year	(973,196)	(921,151)	(52,045)	5.6%
Transfers for Tangible Capital Asset Purchase	605,000	605,000	-	0.0%
Net Surplus (Deficit) for the Year	(368,196)	(316,151)	(52,045)	16.5%

Amortization revenue is now expected to be \$0.1 million higher than planned, and amortization expense is expected to be \$0.2 million higher. Both increases are due to higher-than-expected capital asset purchases. Because of this, the projected Deficit before Inter-fund Transfers is now \$1.0 million, which is \$52,000 higher than originally budgeted.

Amortization expense is the accounting “use” of capital assets over time, and amortization revenue represents the funding of those assets over the same period. These are non-cash accounting entries - they do not require or generate any actual cash.

Capital acquisitions funded through inter-fund transfers are still budgeted at \$455,000, the same as the original budget. After these transfers are applied, the Deficit after Inter-fund Transfers is projected at \$0.4 million.

Capital Purchases

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

Capital Purchases	Transfer from Special Purpose			
	Transfer from Operating Fund \$	Funds \$	Bylaw Capital \$	Total \$
Classroom Furniture and Equipment	100,000	-	200,000	300,000
Operations Equipment and Vehicles	75,000	-	-	75,000
Technology Assets	280,000	-	-	280,000
Building Upgrades	-	150,000	2,405,185	2,555,185
Buses	-	-	1,970,533	1,970,533
Kitchen Upgrades	-	-	37,500	37,500
	455,000	150,000	4,613,218	5,218,218





The 2025-2026 Amended Budget includes \$0.6 million in tangible capital asset purchases funded through Operating and Special Purpose Funds consistent with the 2025-2026 Annual Budget. These budgeted purchases include classroom furniture and equipment, operating vehicles, building upgrades and technology assets.

In addition, the 2025-2026 Amended Budget also includes \$4.6 million in additional capital expenditures funded by MOECC Bylaw Capital, supporting building upgrades, buses and kitchen upgrades.

Amended Annual Budget Bylaw Summary

The table below summarizes the district's total 2025-2026 Amended Annual Budget Bylaw amounts.

Budget Bylaw Amounts	2025-2026		2025-2026	
	Amended Budget	Annual Budget	Increase (Decrease)	
	\$	\$	\$	%
Operating - Total Expense	66,441,546	66,106,055	335,491	0.5%
Operating - Tangible Capital Assets Purchased	455,000	455,000	-	0.0%
Special Purpose Funds - Total Expense	16,232,375	14,291,589	1,940,786	13.6%
Special Purpose Funds - Tangible Capital Assets Purchased	150,000	150,000	-	0.0%
Capital Fund - Total Expense	4,310,904	4,139,185	171,719	4.1%
	87,589,825	85,141,829	2,447,996	2.9%

The Amended Budget Bylaw Amount of \$87.6 million has increased by \$2.4 million compared to the 2025-2026 Annual Budget. This increase reflects \$0.3 million in additional expenditures in the Operating Fund, \$1.9 million in the Special Purpose Funds, and \$0.2 million in the Capital Fund.





FROM: Trish Smillie, Superintendent
DATE: February 10, 2026
SUBJECT: School Calendar 2028-2029

For Approval

Introduction

This memorandum provides an overview of the 2028-2029 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 2028-2029 calendars. The proposed school calendar is similar to previous years' calendars in the placement of breaks and non-instructional days.

The anticipated placement of winter, spring break, and some of the non-instructional days is similar to the calendar development of 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 2026.

Recommendation

It is recommended that the Board approve the 2028-2029 school calendars for posting on the website beginning on February 11, 2026 for feedback.





2028 - 2029 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 and Planning Days (NI Days)**
Early Dismissal (one hour early)

*schools closed

**school not in session - staff only in attendance

September	4	Labour Day (Statutory Holiday)
September	5	First Day of School (Dismiss 3-hours early)
September	22	School Planning Day
September	30	National Day for Truth & Reconciliation (Stat Holiday)
October	2	Closed for September 30 Statutory Holiday
October	9	Thanksgiving Day (Statutory Holiday)
October	18	Early Dismissal Day (1 hour early)
October	19	Early Dismissal Day (1 hour early)
October	20	PSA Day (Provincial Specialist Assoc.) Pro-D Day
November	13	Closed for November 11 Statutory Holiday
December	22	Last day of school before winter vacation
December	25	Winter Vacation Begins
December	25	Christmas Day (Statutory Holiday)
December	26	Boxing Day (Statutory Holiday)
January	1	New Year's Day (Statutory Holiday)
January	8	Schools Re-Open
January	15	District Pro-D Day
February	16	School-Based Pro-D Day
February	19	Family Day (Statutory Holiday)
March	16	Last day of school before spring break
March	19-23	Spring Break
March	26-30	School Closure Week
March	30	Good Friday (Statutory Holiday)
April	2	Easter Monday (Statutory Holiday)
April	3	Schools Re-Open
April	13	District Pro-D Day
April	25	Early Dismissal Day (1 hour early)
April	26	Early Dismissal Day (1 hour early)
May	21	Victoria Day (Statutory Holiday)
May	28	School-Based Pro-D Day
June	26	Last Day of Classes (Dismiss 3-hours early)
June	27	Administrative Day
June	28	School Closed for Summer Vacation

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

JULY 2028						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST 2028						
S	M	T	W	T	F	S
					1	2
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER 2028						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER 2028						
S	M	T	W	T	F	S
					1	2
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2028						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER 2028						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY 2029						
S	M	T	W	T	F	S
			1	2	3	4
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

MARCH 2029						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL 2029						
S	M	T	W	T	F	S
				1	2	3
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY 2029						
S	M	T	W	T	F	S
			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE 2029						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30





2028 - 2029 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 and Planning Days (NI Days)**
Early Dismissal (one hour early)

*schools closed

**school not in session - staff only in attendance

July	1	Canada Day (Statutory Holiday)
August	7	B.C. Day (Statutory Holiday)
September	4	Labour Day (Statutory Holiday)
September	22	School Planning Day
September	30	National Day for Truth & Reconciliation (Stat)
October	2	Closed for September 30 Statutory Holiday
October	9	Thanksgiving Day (Statutory Holiday)
October	27	PSA Day (Provincial Specialist Assoc.) Pro-D Day
November	13	Closed for November 11 Statutory Holiday
December	22	Last day of school before winter vacation
December	25	Winter Vacation Begins
December	25	Christmas Day (Statutory Holiday)
December	26	Boxing Day (Statutory Holiday)
January	1	New Year's Day (Statutory Holiday)
January	8	School Re-opens
January	15	District Pro-D Day
February	16	School-Based Pro-D Day
February	19	Family Day (Statutory Holiday)
March	16	Last day of school before spring break
March	19-23	Spring Break
March	26-30	School Closure Week
March	30	Good Friday (Statutory Holiday)
April	2	Easter Monday (Statutory Holiday)
April	13	District Pro-D Day
May	21	Victoria Day (Statutory Holiday)
May	28	School Based Pro-D Day
June	27	Administrative Day

Days of Instruction	223
Non-Instructional Days	6
Administrative Day	1
Total Days in Session	230

JULY 2028						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST 2028						
S	M	T	W	T	F	S
				1	2	3
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER 2028						
S	M	T	W	T	F	S
				1	2	3
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER 2028						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2028						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER 2028						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JANUARY 2029						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2029						
S	M	T	W	T	F	S
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH 2029						
S	M	T	W	T	F	S
			1	2	3	4
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL 2029						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY 2029						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE 2029						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30





2028 - 2029

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 and Planning Days (NI Days)**
Early Dismissal (one hour early)

*schools closed

**school not in session - staff only in attendance

September	4	Labour Day (Statutory Holiday)
September	5	First Day of School (Dismiss 3-hours early)
September	22	School Planning Day
September	30	National Day for Truth and Reconciliation (Stat)
October	2	Closed for September 30 Statutory Holiday
October	9	Thanksgiving Day (Statutory Holiday)
October	27	PSA Day (Provincial Specialist Assoc.) Pro-D Day
November	13	Closed for November 11 Statutory Holiday
December	15	Last day of school before winter vacation
December	18	Winter Vacation begins
December	25	Christmas Day (Statutory Holiday)
December	26	Boxing Day (Statutory Holiday)
January	1	New Year's Day (Statutory Holiday)
January	8	Schools Re-Open
January	15	District Pro-D Day
February	16	School-Based Pro-D Day
February	19	Family Day (Statutory Holiday)
March	16	Last day of school before spring break
March	19-23	Spring Break
March	26-30	School Closure Week
March	30	Good Friday (Statutory Holiday)
April	2	Easter Monday (Statutory Holiday)
April	3	Schools Re-Open
April	13	District Pro-D Day
May	21	Victoria Day (Statutory Holiday)
May	28	School-Based Pro-D Day
June	18	Last Day of Classes (Dismiss 3-hours early)
June	19	Administrative Day
June	20	School Closed for Summer Vacation

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

JULY 2028						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST 2028						
S	M	T	W	T	F	S
					1	2
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER 2028						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER 2028						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2028						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER 2028						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JANUARY 2029						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2029						
S	M	T	W	T	F	S
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH 2029						
S	M	T	W	T	F	S
			1	2	3	4
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL 2029						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY 2029						
S	M	T	W	T	F	S
			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE 2029						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

