

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

TUESDAY, APRIL 14, 2026

5:00 PM – 7:00 PM

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

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

1. Call to Order

2. Acknowledgement of Aboriginal Territory

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

3. Changes to the Proposed Agenda

4. Consent Package Questions (p. 4)

App. 4

5. Adoption of Agenda

Proposed Resolution:

THAT the Agenda for this April 14, 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. 15)

App. 8

Proposed Resolution:

THAT the minutes from the March 10, 2026 Meeting of the Board Held in Public **BE ADOPTED**, as circulated.

9. Future and Action Item Tracking (p. 22)

App. 9

10. Education – Reports from the Superintendent

A. Cultural and Identity Development Continuous Learning Report (p. 23)

App. 10A

B. National Day of Mourning (p. 104)

App. 10B



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

A. 2026-2027 Preliminary Draft Budget Discussion (p. 105) App. 11A

B. School Fees (p. 114) App. 11B

Proposed Resolution:

THAT the 2026-2027 school fees **BE APPROVED** as proposed.

C. Capital Budget Bylaw 2026-2027 (p. 122) App. 11C

Proposed Resolution:

THAT the Board of Education proceed to conclude three readings in one evening for the School District No. 8 (Kootenay Lake) Capital Plan Bylaw No. 2026/27-CPSD8-01.

Proposed Resolution:

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

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

(a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;

(b) Upon ministerial approval to proceed, commence the project(s) and proceed diligently and use its best efforts to complete each project substantially as directed by the Minister;

(c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,

(d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board for the 2026/27 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent dated March 27, 2026, is hereby adopted.

2. This Capital Bylaw may be cited as School District No. 8 (Kootenay Lake) Capital Bylaw No. 2026/27- CPSD8-01.”

READ A FIRST TIME the 14th day of April 2026;

READ A SECOND TIME the 14th day of April 2026;

READ A THIRD TIME, PASSED the 14th day of April 2026.



12. Governance and Policy

- A. Approve Policy 171: Sexual Orientation and Gender Identity for Field Testing (p. 137)

App. 12A

Proposed Resolution:

THAT Policy 171 **BE APPROVED** for Field Testing.

13. Human Resources – Nil

14. Trustee Verbal Reports

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

15. Comments or Questions from the Public

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

16. Meeting Schedule and Reminders

- A. Board Meetings

The next Meeting of the Board held in Public is scheduled for May 12, 2026.

17. Adjournment



SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)
CONSENT PACKAGE – PUBLIC MEETING
April 14, 2026

ITEM

The following Consent items are routine items received for information.

- | | |
|---|-------|
| 1. Board Correspondence Package | p. 5 |
| 2. Superintendent's Report April 2026 | |
| 3. Monthly Financial Report – for period ended February 28, 2026 | p. 8 |
| 4. Transactions over 50k – for period ended February 28, 2026 | p. 12 |
| 5. List of Trustee Recusals | p. 14 |
| 6. Indigenous Education Council (IEC) Meeting Minutes | |
| 7. New or significantly revised Administrative Procedures - Nil | |



SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)

BOARD CORRESPONDENCE PACKAGE

APRIL 14, 2026

ITEM	DATE
1. Letter from SD8 Board of Education to SD 59 (Peace River South) re: Sympathy for Tumbler Ridge Event	March 11, 2026
2. Letter from Minister Beare to Chair Chew re: Inclusive Education Funding	March 13, 2026



The Board of Education of School District No. 59 (Peace River South)
Board Chair Chad Anderson

Via Email: canderson@sd59.bc.ca

March 11, 2026

Re: With Deepest Sympathy

Dear Board Chair and Trustees of School District No. 59 (Peace River South),

On behalf of the Board of Education of School District No. 8 (Kootenay Lake), we extend our deepest condolences to you, your students, staff, families, and the entire Tumbler Ridge community in the wake of the tragic events in your district.

We are heartbroken by the loss of life and the injuries sustained. Schools are places of learning, belonging, and care. When violence touches a school community, it reverberates far beyond its borders. We know that your district is facing an unimaginably difficult time, and we hold you all in our thoughts.

As trustees, we share a commitment to the well-being of children and youth, and to the staff who support them each day. Please know that your colleagues across the province stand with you in grief and solidarity. We recognize the enormous strength it takes to lead during moments like this, and we are deeply grateful for your care for students and families as you navigate the days ahead.

If there is any way our board or district community can offer support, please do not hesitate to reach out.

With sincere sympathy and support,

On behalf of the Board of Education,



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

cc: Trish Smillie, Superintendent of Schools/CEO
Board of Education Trustees, School District No. 8 (Kootenay Lake)
Christy Fennell, Superintendent of Schools at School District No. 59 (Peace River South)
(cfennell@sd59.bc.ca)





March 13, 2026

Ref: 315649

Susan Chew, Chair
Board of Education
School District No. 8 (Kootenay Lake)
Email: STOffice@sd8.bc.ca

Dear Susan Chew:

Thank you for your letter of February 17, 2026, following up on your letter of November 6, 2025, regarding inclusive education funding in rural school districts across British Columbia.

As indicated in my previous response, the Ministry of Education and Child Care funds school districts primarily through an enrolment-based model, not based on individual district spending decisions or costs. While rural and remote district factors are not specifically included in the inclusive education funding, School District No. 8 (Kootenay Lake) receives one of the larger allocations under the Supplement for Unique Geographic Factors. In 2025/26, the District is receiving \$11.8 million or almost \$2,500 per school-age FTE, well above the provincial average of \$630 per FTE.

These are challenging fiscal times for government and at this time there are no plans to review or update the Inclusive Education Funding Model. The Province has more than doubled funding for inclusive supports and services since 2016/17, with over \$1 billion allocated to school districts in the 2025/26 school year. In addition to funding provided direct to school districts we have also strengthened provincial supports for students through the development of Provincial School Outreach Teams, who work with school staff in rural and remote areas where access to services can be limited.

I value the thoughtful attention given to the distinct challenges experienced by rural and remote districts. There is still more work to do. We will continue to work with advocates, families, education partners, and experts to make our schools more inclusive for every student.

Thank you for taking the time to write.

Sincerely,

Lisa Beare
Minister

cc: Trish Smillie, Superintendent, School District No. 8 (Kootenay Lake)
British Columbia School Trustees' Association



Monthly Financial Report

For the period ended February 28, 2026



sd8.bc.ca

COMMENTS

Operating Expenditure Report

- The budget information is based on the 2024-2025 Amended Budget approved by the Board on February 11, 2025.
- The last column shows whether the salaries expense is incurred based on the school calendar (10 months), or for the whole year (12 months), or a combination of both.
- The Operating Expenditure Report reflects nine months of actual District operations and seven months of School operations.
- The salaries and benefits are trending as expected based on the budgeted amounts and the applicable months for most employee groups, other than Educational Assistants. Educational Assistants are trending below budget due to unfilled vacancies.
- Student Transportation costs are higher in the latter part of the year, resulting in 45% of the budget remaining for the last quarter of the year. Dues, fees, insurance and supplies are more heavily weighted to the earlier part of the year, resulting in less than 25% of the budget remaining for the last quarter of the year.

Special Purpose Expenditure Report

- The budget information is based on the 2024-2025 Amended Budget approved by the Board on February 11, 2025.
- The Special Purpose Expenditure Report reflects nine months of actual District operations and seven months of School operations.
- Other than the Annual Facility Grant, spending related to many of the Ministry of Education and Child Care grants primarily occurs during the school year, resulting in 36% of the budget available as for the last quarter of the year.



OPERATING EXPENDITURE REPORT


	February 2026 Actuals	2025 - 2026 Amended Budget	\$ Available Budget	% Available Budget	Applicable Months
Salaries					
Principal & Vice-Principal Salaries	3,017,693	4,490,707	1,473,014	33%	12
Teacher Salaries	13,529,868	22,909,014	9,379,146	41%	10
Educational Assistants	2,354,622	4,149,153	1,794,531	43%	10
Support Staff	5,057,552	7,902,265	2,844,713	36%	10/12
Other Professional Salaries	1,706,483	2,542,039	835,556	33%	12
TOCs/Relief Salaries	1,920,890	3,457,716	1,536,826	44%	10/12
Total Salaries	27,587,108	45,450,894	17,863,786	39%	
Employee Benefits	7,006,650	11,731,154	4,724,504	40%	10/12
Total Salaries and Benefits	34,593,758	57,182,048	22,588,290	40%	
Services & Supplies					
Services	1,201,732	2,282,180	1,080,448	47%	
Student Transportation	189,205	331,660	142,455	43%	
Professional Development & Travel	375,852	730,634	354,782	49%	
Rentals and Leases	61,630	122,644	61,014	50%	
Dues and Fees	71,354	117,588	46,234	39%	
Insurance	205,504	212,800	7,296	3%	
Supplies	2,039,441	3,751,476	1,712,035	46%	
Utilities	917,906	1,710,516	792,610	46%	
Total Services & Supplies	5,062,624	9,259,498	4,196,874	45%	
Total Operating Expense	39,656,382	66,441,546	26,785,164	40%	



SPECIAL PURPOSE FUND EXPENDITURE REPORT

	February 2026 Actuals	2025 - 2026 Amended Budget	\$ Available Budget	% Available Budget
Ministry of Education and Child Care Funds				
Annual Facilities Grant	129,640	129,640	-	0%
Classroom Enhancement Fund	6,350,725	10,630,033	4,279,308	40%
Community Link	339,855	1,030,560	690,705	67%
Early Care and Learning Fund to Schools	116,667	175,000	58,333	33%
Early Years to Kindergarten	86	9,919	9,833	99%
Feeding Futures	402,626	749,715	347,089	46%
First Nation Transportation	-	30,851	30,851	100%
Learning Improvement Fund	130,985	218,308	87,323	40%
Mental Health in Schools	33,000	55,000	22,000	40%
OLEP	62,441	129,758	67,317	52%
National School Food Program	65,601	305,581	239,980	79%
Professional Learning Grant	162,937	238,867	75,930	32%
Ready Set Learn	6,157	58,056	51,899	89%
Seamless Day Kindergarten	33,240	55,400	22,160	40%
StrongStart	87,976	210,113	122,137	58%
Student & Family Affordability Fund	-	36,681	36,681	100%
Work Experience Enhancement Initiative	12,005	18,008	6,003	33%
Total MOECC Funds	7,933,941	14,081,490	6,147,549	44%
Other Provincial Special Purpose Funds				
ASSAI	15,183	53,885	38,702	72%
Health Promoting Schools	18,900	27,000	8,100	30%
Total MOECC Funds	34,083	80,885	46,802	58%
Other Special Purpose Funds				
School Scholarships and Bursaries	51,410	30,000	(21,410)	(71%)
School Generated Funds	1,010,691	2,015,000	1,004,309	50%
Donations	-	25,000	25,000	100%
Total MOECC Funds	1,062,101	2,070,000	1,007,899	49%
All Special Purpose Funds	9,030,125	16,232,375	7,202,250	44%





Monthly Transactions over 50K

For the period ended February 28, 2026

PAYMENTS IN FEBRUARY 2026 OVER \$50K (CHEQUES AND EFT)

Vendor Name	Amount
Teachers' Pension Fund	\$793,006.58
Receiver General RP0001	\$1,145,639.78
Pacific Blue Cross	\$188,258.29
British Columbia Teacher Federation	\$65,286.39
BC Teachers Federation	\$52,714.15
Municipal Pension Fund	\$90,031.03
Receiver General RP0002	\$134,377.82
Pebt In Trust c/o Morneau Shepell	\$126,028.72
Selkirk College	\$97,531.55
FortisBC-Natural Gas	\$82,985.25
BC Agriculture Classroom Foundation	\$80,521.70
City Of Nelson-misc payments	\$63,433.80
Municipal Pension Fund	\$89,752.39
Receiver General RP0002	\$131,094.03



**LIST OF TRUSTEE RECUSALS
2025-2026**

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

March 6, 2026



**MEETING OF THE BOARD HELD IN PUBLIC
MINUTES
TUESDAY, MARCH 10, 2026**

- Board:** S. Chew, Chair (*via video conference*)
J. Bremner, Vice Chair
M. J. Blackmore
K. Etheridge (*via video conference*)
A. Gribbin
D. Lang (*via video conference*)
S. Nazaroff
M. Shunter
L. Trenaman (*via video conference*)
- Student Trustees:** L. Catherall, MSSS (*via video conference*)
- District Staff:** T. Smillie, Superintendent
C. MacArthur, Secretary-Treasurer
L. Carriere, Director of Aboriginal Education (*via video conference*)
D. Holitzki, Assistant Superintendent
A. Houshamdi, Manager of IT
C. Kerr, Director of Operations
C. Singh, Director of Human Resources
K. Tamblyn, District Principal
S. Bruskowski, Executive Assistant
- Regrets:** B. Eaton, Director of Instruction - Curriculum, Instruction, and Assessment

1. Call to Order

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

2. Acknowledgement of Aboriginal Territory

3. Changes to the Proposed Agenda – Nil

4. Consent Package Questions

In response to a Trustee's question, Superintendent Smillie explained that under AP3309: Student Suspension, if a family does not agree with a suspension, a variety of strategies may be used to navigate the situation, which may include support from partner agencies.

Regarding AP5900: Board Owned Vehicles, revisions were made to align SD8's administrative procedure with practices used in other districts across the province.

5. Adoption of Agenda



UPON a motion duly made and seconded it was **RESOLVED:** 25/26-032

THAT the Agenda for this March 10, 2026 meeting **BE ADOPTED**, as circulated.

The motion carried unanimously.

6. Receiving Public Presentations – Nil

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

8. Adoption of Minutes

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-033

THAT the minutes from the February 10, 2026 Meeting of the Board Held in Public **BE ADOPTED**, as circulated.

The motion carried unanimously.

9. Future and Action Item Tracking – Nil

10. Education – Reports from the Superintendent

A. Caring and Inclusive Learning Communities Continuous Learning Report 2025-2026

Assistant Superintendent Holitzki and District Principal Tamblyn presented the Caring and Inclusive Learning Communities Continuous Learning Report 2025-2026, highlighting the district’s commitment to fostering compassionate learners through social-emotional learning and the promotion of physical and mental well-being. Assistant Superintendent Holitzki noted that the report aligns with SD8’s strategic priorities, including creating welcoming and accessible learning environments, strengthening student well-being, building social-emotional skills, and ensuring students feel safe and a sense of belonging at school.

In response to Trustees’ questions, Assistant Superintendent Holitzki noted that success indicators continue to be refined at both the school and district levels through ongoing data review. The ERASE reporting tool allows anonymous reporting of bullying, harassment, or threats. Classroom and enrolment data help identify when students leave school, with staff following up with families to understand reasons and maintain connections. The district also ensures privacy compliance when using AI-supported data analysis. Training in trauma-informed responses is provided to bus drivers, custodians, and other staff.

B. Accessibility Plan

Assistant Superintendent Holitzki and District Principal Tamblyn presented an overview of SD8’s Accessibility Plan and its requirements under the Accessible British Columbia Act. The Assistant Superintendent outlined the district’s work to establish an Accessibility Committee, develop the plan, and implement a feedback process. The plan focuses on identifying and removing barriers to improve accessibility and participation for people with disabilities across the district.

C. 2024-2025 Five-Year and Six-Year Completion Rates



District Principal Malloff presented the 2024-2025 Five-Year and Six-Year Completion Rates for SD8 and shared historical trends for comparison. She reported that completion rates have increased over the past five years, with SD8 achieving its highest six-year completion rate to date and continuing to perform strongly compared with the provincial average. She noted that targeted supports, graduation planning, and partnerships with post-secondary institutions contribute to improved outcomes for all students, including Indigenous students and students with diverse abilities.

In response to Trustees' questions, District Principal Malloff and Superintendent Smillie outlined the district's efforts to support more students in graduating with a Dogwood Diploma, recognizing it provides greater post-secondary opportunities than an Adult Graduation Diploma. Increased graduation rates were attributed to academic reviews, new programs such as dual credit, and the ongoing work of district and school teams.

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

A. 2026-2027 Trustee Remuneration

Secretary-Treasurer MacArthur presented the annual report on trustee remuneration for 2025–2026. As required per Policy 131: Trustee Indemnity, the rates will be increased by 1.7% in alignment with the change in the BC CPI between December 31, 2024 and December 31, 2025.

B. 2025-2026 Information Technology Annual Report

Manager of IT Houshmandi presented the Information Technology Annual Report. He highlighted key work over the past year, including infrastructure upgrades, cybersecurity improvements, and expanded technology supports for schools and classrooms. He noted that the department continues to focus on maintaining reliable systems, supporting digital learning, and strengthening data security across the district. In response to Trustees' questions, Secretary-Treasurer MacArthur and Manager of IT Houshmandi outlined the department's focus on replacing aging devices with supported and secure technology. Decisions on whether devices are retired, recycled, or refurbished, and device distribution is based on the condition of the devices, cost of repairing vs. buying new devices, and school needs.

C. 2026-2027 Enrolment Projections and Projected Revenue

Secretary-Treasurer MacArthur presented the 2026–2027 enrolment projections for SD8. She reported a projected decline of 109 student FTEs (2.4%), resulting in an estimated reduction of approximately \$983,000 in operating grant funding. She noted that enrolment decline funding and funding protection will partially offset the decrease and that the projections will inform the development of the 2026-2027 budget. The public feedback survey that will feed into the next budget was posted on the website the day of the meeting.

D. Quarterly Capital Update - Spring 2026



Director Kerr presented the Capital Operations Plan Quarterly Report. He provided an update on capital projects and maintenance work underway across the district. He noted that the report supports ongoing planning to maintain safe, functional, and well-maintained school facilities.

In response to Trustees' questions, Director Kerr provided an overview of technical considerations related to lighting upgrades and the charging of electric buses.

12. Governance and Policy

A. Approve 2028-2029 School Calendars

Superintendent Smillie presented the 2028-2029 School Calendars to the Board for approval. Feedback from the public field testing was shared in the agenda package.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-034

THAT the 2028-2029 school calendars **BE APPROVED**.

The motion carried unanimously.

B. Approve and Rescind Policies

1. Approve Policy 610: Financial Planning and Reporting

Superintendent Smillie presented draft Policy 610, previously titled *Fiscal Management*, to the Board for approval, noting that no feedback was received during the field-testing period.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-035

THAT Policy 610 **BE APPROVED**.

The motion carried unanimously.

2. Rescind Policy 615: Board Signing Authority

Superintendent Smillie noted that this policy has been incorporated into Policy 610: Financial Planning and Reporting and recommended that the Board rescind the policy in accordance with the Policy Review Committee's recommendation.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-036

THAT Policy 615 **BE RESCINDED**.

The motion carried unanimously.

3. Rescind 620: Budget Development, Monitoring and Reporting

Superintendent Smillie noted that this policy has been incorporated into Policy 610: Financial Planning and Reporting and recommended that the Board rescind the policy in accordance with the Policy Review Committee's recommendation.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-037

THAT Policy 620 **BE RESCINDED**.



The motion carried unanimously.

4. Approve Policy 611: Capital Planning

Superintendent Smillie noted that this new draft policy was created to provide clarity around the capital planning process.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-038

THAT Policy 611 **BE APPROVED.**

The motion carried unanimously.

5. Rescind Policy 640: Acquisition and Disposal of Board Assets

Superintendent Smillie noted that this policy has been incorporated into Policy 611: Capital Planning and recommended that the Board rescind the policy in accordance with the Policy Review Committee’s recommendation.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-039

THAT Policy 640 **BE RESCINDED.**

The motion carried unanimously.

6. Approve Policy 612: Fees, Deposits and Financial Hardship

Superintendent Smillie noted that this policy has previously been published as Policy 430: School Fees

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-040

THAT Policy 612 **BE APPROVED.**

The motion carried unanimously.

7. Approve Policy 650: Disposal of Real Property and Improvements

Superintendent Smillie noted that this policy had previously been revised as part of the regular review cycle. No feedback was received during the field testing period and she recommended that the Board rescind the policy in accordance with the Policy Review Committee’s recommendation.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-041

THAT Policy 650 **BE APPROVED.**

The motion carried unanimously.

13. Human Resources – Nil

14. Trustee Verbal Reports



A. Student Trustees

• **KRSS (Student Trustee Catherall)**

Student Trustee Catherall, representing KRSS, reported on recent and upcoming school activities. The school's drama club presented a play and talent show showcasing student talents in acting, singing, and music. The outdoor-focused YETI program has resumed, and a spirit week is currently underway with student council leading morning announcements and implementing a new student feedback tool. Upcoming events include a student and staff breakfast, a spring dance following spring break, and continued fundraising for student-led activities, including a French class trip to Quebec in May. Updates were also shared regarding the yearbook and scholarship applications.

B. Trustees

- Trustee Lang reported attending the Policy Review Committee, several provincial meetings of BCPSEA, and the LVR basketball provincials in Langley, which were live streamed.
- Trustee Nazaroff reported attending the Accessibility Committee meeting and noted literacy support initiatives in the Slokan Valley.
- Vice Chair Bremner reported attending several Indigenous Education Council (IEC) meetings and acknowledged the effort and dedication of committee members.
- Trustee Shunter reported attending the DPAC meeting, where discussion took place regarding the hot lunch program, and observing the Policy Review Committee meeting.

C. Chair

Chair Chew reported attending several Board-related meetings, including a BCSTA session with Superintendents, Secretary-Treasurers, and Board Chairs that included updates from the Ministry. Chair Chew also participated in a BCSTA call with Board Chairs and the Ministers of Education and Infrastructure regarding budget-related information.

D. British Columbia School Trustee Association (BCSTA)

Trustee Shunter reported attending the BCSTA Provincial Council meeting. Highlights included discussions on diverse learners and inclusion, with a letter of appreciation sent to the Ministry acknowledging increased funding while noting that additional support is still needed as part of ongoing advocacy efforts. Updates were also shared regarding Indigenous learning and reconciliation. BCSTA will be hosting a Canadian School Board Association (CSBA) event in Whistler.

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



Trustee Gribbin reported on recent BCPSEA meetings regarding the provincial agreement between BCPSEA and the BCTF. The agreement was ratified by teachers with a 91% vote, followed by a Board meeting and BCPSEA ratification the next day. The agreement is for a four-year term.

F. District Parent Advisory Committee (DPAC)

The next DPAC meeting was scheduled for Thursday, March 12, 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 April 14, 2026.

17. Adjournment

The meeting was adjourned at 7:16 PM.

Board Chair

Secretary-Treasurer



Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
Resolutions in Progress						
February 26, 2019	18/19-092	Properties Sell or Defer	<p>WHEREAS there are nine Board owned properties under consideration for sale in the existing 2016-2026 Facilities Plan, which the Board has previously resolved to sell;</p> <p>WHEREAS the Board is currently in the process creating a new facilities plan (the "2019-2029 Facilities Plan"), for which it is currently consulting with stakeholders and has contracted Baragar Systems to provide long-range enrolment projections and demographic analysis;</p> <p>Moved by Trustee Lang , seconded by Trustee Chew:</p> <p>NOW THEREFORE BE IT RESOLVED</p> <p>THAT in line with past Board resolutions, the following property interests be sold forthwith:</p> <ol style="list-style-type: none"> 1. Former Crawford Bay maintenance yard; 2. Retallack land; 3. Former Yahk Elementary, and; 4. Ymir Land; <p>THAT the sale of the following property interests be deferred until the Board adopts the new 2019-2029 Facilities Plan:</p> <ol style="list-style-type: none"> 1. Former Al Collinson Elementary; 2. Former Gordon Sargent Elementary; 3. Kin Park in Creston, and; 4. Salmo tennis court & pool land 	Secretary-Treasurer	As of April 2023, the following properties have not sold: - Former Crawford Bay maintenance yard; - Retallack II; - Ymir Land - Salmo Tennis Court & Pool Land	In Progress
Standing Resolutions						
Completed Resolutions						
March 10, 2026	25/26-041	Approve Policy	THAT Policy 650 BE APPROVED.			Complete
March 10, 2026	25/26-040	Approve Policy	THAT Policy 612 BE APPROVED.			Complete
March 10, 2026	25/26-039	Rescind Policy	THAT Policy 640 BE RESCINDED.			Complete
March 10, 2026	25/26-038	Approve Policy	THAT Policy 611 BE APPROVED.			Complete
March 10, 2026	25/26-037	Rescind Policy	THAT Policy 620 BE RESCINDED.			Complete
March 10, 2026	25/26-036	Rescind Policy	THAT Policy 615 BE RESCINDED.			Complete
March 10, 2026	25/26-035	Approve Policy	THAT Policy 610 BE APPROVED.			Complete
March 10, 2026	25/26-034	Approve school calendars	THAT the 2028-2029 school calendars BE APPROVED.			Complete
March 10, 2026	25/26-033	Adoption of Minutes	THAT the minutes from the February 10, 2026 Meeting of the Board Held in Public BE ADOPTED, as circulated.			Complete
March 10, 2026	25/26-032	Adoption of Agenda	THAT the Agenda for this March 10, 2026 meeting BE ADOPTED, as circulated.			Complete
February 10, 2026	25/26-031	Approve school calendar for Field Testing	THAT the 2028-2029 school calendars BE APPROVED for posting on the website for field testing beginning on February 11, 2026.			Complete
February 10, 2026	25/26-030	2024-2025 Amended Annual Budget Bylaw	<p>i. THAT the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2025-2026 BE APPROVED as read a first time;</p> <p>ii. THAT the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2025-2026 BE APPROVED as read a second time;</p> <p>iii. THAT the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2025-2026 BE ADOPTED as read a third time.</p>			Complete
February 10, 2026	25/26-029	Reading of Amended Annual Budget Bylaw	THAT the Board of Education proceed to conclude three readings in one evening for the School District No. 8 (Kootenay Lake) Amended Annual Budget Bylaw for the fiscal year 2025-2026.			Complete
February 10, 2026	25/26-028	Adoption of Minutes	THAT the minutes from the January 13, 2026 Meeting of the Board Held in Public BE ADOPTED, as circulated.			Complete
February 10, 2026	25/26-027	Adoption of Agenda	THAT the Agenda for this February 10, 2026 meeting BE ADOPTED, as circulated.			Complete
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



CONFIDENTIAL

FROM: Trish Smillie, Superintendent

DATE: April 14, 2026

SUBJECT: Cultural and Identity Development Continuous Learning Report 2025-2026

For Information

Introduction

This memorandum provides an overview of the strategic priority of [the Cultural and Identity Development Continuous Learning Report 2025-2026](#)

Background

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

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

The Cultural and Identity Development Continuous Learning report demonstrates the commitment of SD8 to promoting a positive sense of identity for learners:

- Promoting a positive sense of identity in culturally safe and responsive communities of learning.

SD8 is committed to inclusive and caring learning environments where all learners are meaningfully included and embraced. SD8 embraces the philosophy that diversity is the norm, not the exception, and staff celebrate the gifts and talents that all learners possess. Through the wisdom and guidance of the Indigenous Education Council (IEC); innovative, flexible, and land-based approaches to learning; collaborative community partnerships; and the promotion of safe, engaging, and accessible learning environments, SD8 enhances student learning outcomes and cultural safety in Indigenous Education, Diversity Education, and Anti-Racism initiatives. Additionally, targeted supplemental supports create safe, affirming and equitable learning spaces for all students, promoting respect and understanding across diverse identities. Cultural and Identity Development is a strategic priority to ensure student learning represents their full sense of selves.





School District 8
Kootenay Lake

CULTURAL AND IDENTITY DEVELOPMENT

CONTINUOUS LEARNING REPORT 2025-2026

April 14, 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.





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EXECUTIVE SUMMARY

Goals of K-12 Education

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

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

B.C. Statement of Education Policy Order Mission Statement

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

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

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

Aligning to Our Strategic Plan

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

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

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





EXECUTIVE SUMMARY

Three-Year Action Plan (2024-2027)

Outlined in this Cultural and Identity Development Continuous Learning Report are actions that serve as strategies for continuous improvement. The items in our action plan will be given high priority for the 2024-2027 school years. SD8 continually monitors these priorities to ensure continuous improvement for all learners, including Aboriginal learners, learners with disabilities and diverse abilities, children and youth in care, and English language learners.

Strategic Priority: Caring and Identity Development

Aboriginal Education

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





EXECUTIVE SUMMARY

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





EXECUTIVE SUMMARY

Goals	Monitoring	Action Plan Items
<p>Strategic Priority Goals:</p> <p>Build and grow reconciliation awareness and actions</p> <p>Engage in actions that champion healing and Truth and Reconciliation</p> <p>Include Aboriginal worldviews and ways of knowing in our teaching and learning</p> <p>Aboriginal Education Focus Area Goal:</p> <p>Hold high hopes and expectations of success for all Aboriginal students</p>	<ul style="list-style-type: none"> ◆ Student Learning Surveys (students, staff, and families) ◆ Student Voice ◆ Nominal Roll joint meetings ◆ IEC meetings and reflections ◆ LEA meetings and reflections ◆ Developmental surveys (YDI, MDI) ◆ How Are We Doing Report (HAWD), Aboriginal Report ◆ Transition meetings (Primary Success and grade 12 academic reviews) ◆ Equity data from students 	<p>Connect with families and include in planning and decision-making.</p> <p>Offer professional learning opportunities on implicit bias and privilege awareness.</p> <p>Hold Aboriginal Education team meetings, developing pedagogical shared approaches.</p> <p>Plan a scope and sequence that incorporates local First Nations and Metis cultural events and awareness.</p> <p>Ensure Anti-Racism and Cultural Safety policy and administrative procedures implemented in all levels of the system.</p>
<p>Strategic Priority Goals:</p> <p>Support and grow relationships from a distinctions-based approach with rightsholders</p> <p>Engage in actions that champion healing and Truth and Reconciliation</p> <p>Aboriginal Education Focus Area Goal:</p> <p>Aboriginal students, families, and communities guide Truth before Reconciliation</p>	<ul style="list-style-type: none"> ◆ Nominal Roll joint meetings ◆ IEC meetings and reflections ◆ LEA meetings and reflections 	<p>Carry out the requirements of the Model Local Education Agreement (LEA) with yaqan nukiy.</p> <p>Collaborate with yaqan nukiy to support Nominal Roll students.</p> <p>Incorporate the guidance of the Indigenous Education Committee (IEC) into the strategic planning of the Aboriginal Education department to ensure that Local First Nations and Metis voices inform and lead decisions regarding the education of Aboriginal students.</p> <p>Collaborate with yaqan nukiy, Splantsin, and Lower Similkameen bands, as well as the West Kootenay Metis Society, to plan for cultural learning opportunities for students.</p>





EXECUTIVE SUMMARY

Diversity Education

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





EXECUTIVE SUMMARY

Anti-Racism and Cultural Safety

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

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

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





EXECUTIVE SUMMARY

A Focus on Student Success

SD8 continues to look for ways to build on strengths and celebrate learner success. By referring to evidence that informs decision-making, planning and practices, and by working with education partners, the district can make a difference for all SD8 learners. The annual Cultural and Identity Development Continuous Learning Report supports the district's mission and vision:

MISSION

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

VISION

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

This report outlines how SD8 supports learner success in cultural and identity development.



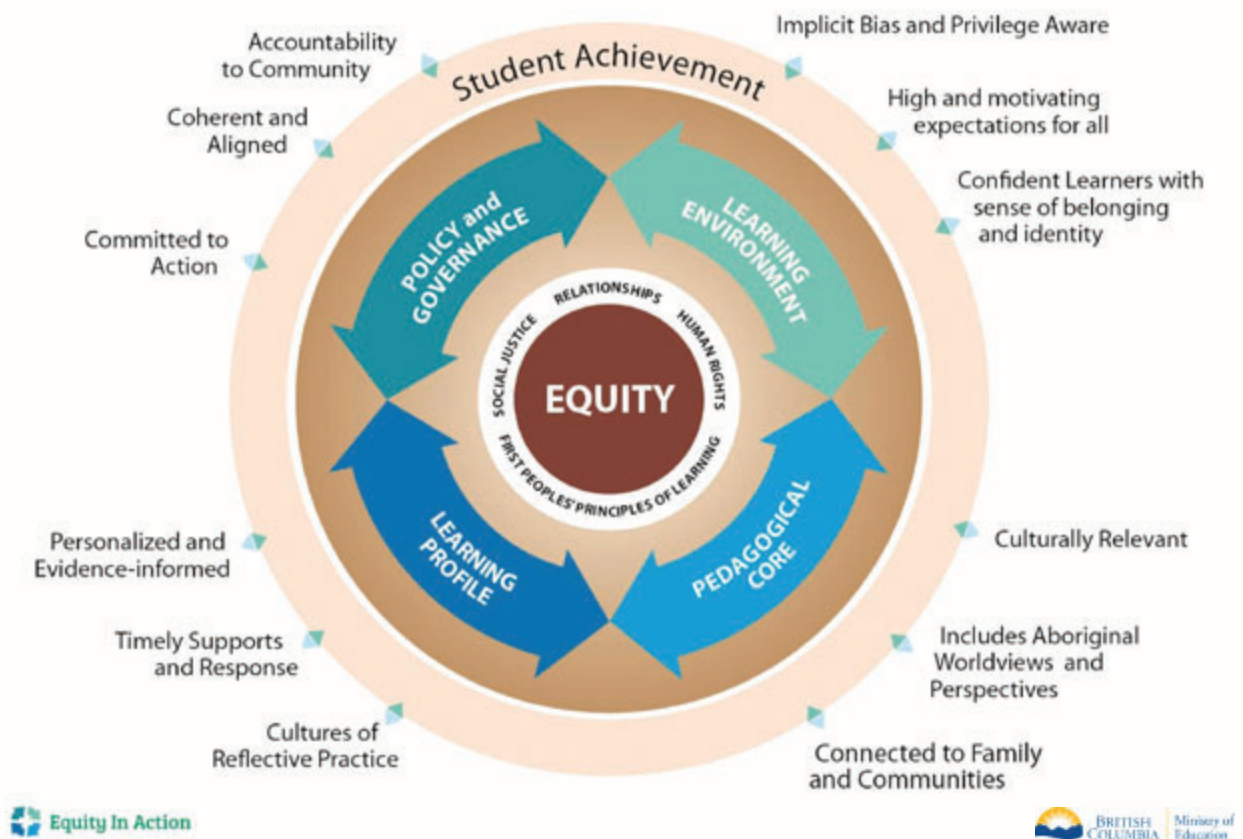
INTRODUCTION

Background- Cultural and Identity Learning in SD8

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

SD8 recognizes that equity is foundational to improving learner achievement and is central to the learner's experience and engagement. Cultural and identity learning is supported coherently across the system and all departments. As summarized by the Auditor General of British Columbia in the report of 2019, while there is improvement in education for Aboriginal learners, there is still a need to improve outcomes and close gaps between Aboriginal and non-Aboriginal learners.

Indigenous Student Success



Indigenous Education Council (IEC)

The Indigenous Education Council (IEC) was fully established in August, 2025 and meets regularly throughout the year to advise on matters related to Aboriginal Education in School District No.8 (Kootenay Lake) as well as to approve the budget for Indigenous Education targeted funds. The council has two voting members each from yaqan nukiy, Splatsin, and Lower Similkameen bands, as well as one voting member from the West Kootenay Metis Society. Additionally, one school board trustee, the Superintendent, the Director of Instruction for Indigenous Education and Learning Services, and the Learning Innovator hold non-voting memberships on the IEC.





INTRODUCTION

Aboriginal Education Focus Areas

Aboriginal Education in SD8 is guided by the four focus areas of the department, laid out in the Aboriginal Education Focus Areas 2022-2027 document, the result of community consultations from 2018 to 2022. These community consultations were a continuation of the Aboriginal Educational Enhancement Agreement process and history. These focus areas guide Aboriginal Education programming, designed in consultation with as many Aboriginal voices as possible:

One: Nurture wholistic Aboriginal resilience and brilliance through belonging, pride, and identity.

Two: Hold high hopes and expectations of success for all Aboriginal students.

Three: Aboriginal students, families, and communities guide Truth before Reconciliation.

Four: Provide opportunities to share stories of Aboriginal history, culture, and diversity.

This Cultural and Identity Continuous Learning Report looks at trends in SD8's data and provides a description of supports, resources, and goals. SD8 will continue to strengthen the supports for Aboriginal learners, 2SLGBTQIA+, and Indigenous, Asian, Black Peoples of Colour (IABPOC) learners by continuing a focus on improving results and striving for equity for all learners.





ALIGNMENT TO STRATEGIC PRIORITIES

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

Cultural and Identity Development

Strategic Priority Goals:

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





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

The work of SD8 in cultural and identity development reflects the goals and objectives of the Ministry of Education and Child Care (MoECC) Service Plan 2022–2025 as follows:

Goal 1: All students become educated citizens

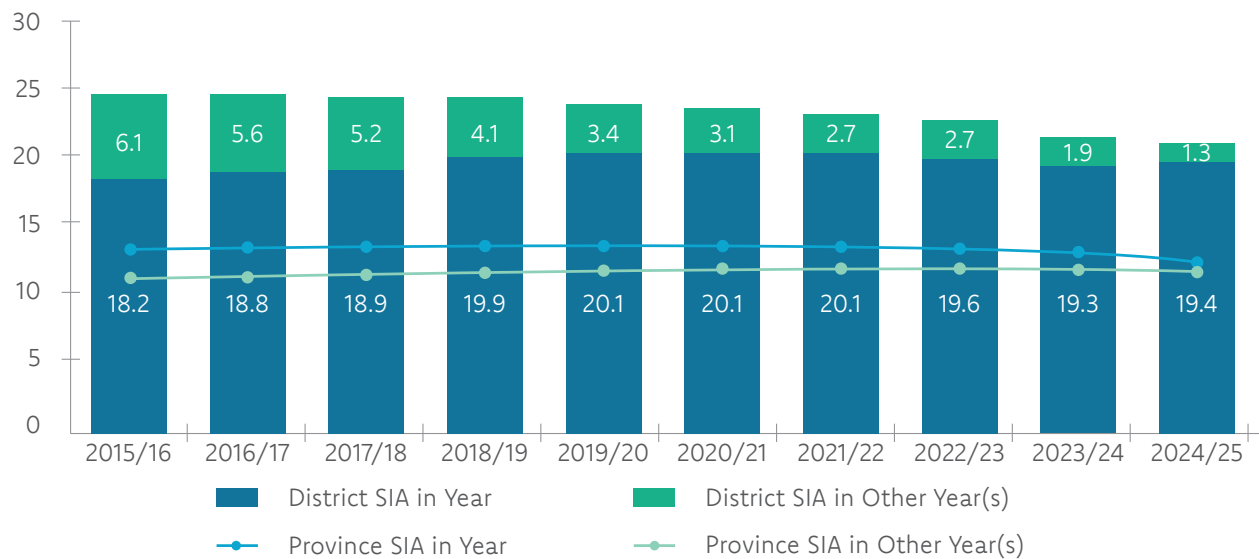
Goal 2: Learning environments foster healthy and effective learning

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

Data and Analysis

Aboriginal Student Population

Percent of Self-Identified Aboriginal Students



Aboriginal students within SD8 comprise 19.4% of the student population, similar to provincial percentages for self-identified Aboriginal students. The number of self-identified students has been decreasing slightly since 2021–2022.

Footnote- “SIA in Year”- the student self-identified as Aboriginal in this year. “SIA Only in OTHER Year(s)”- the student did not self-identify as Aboriginal in this year but did so in at least one other year.





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

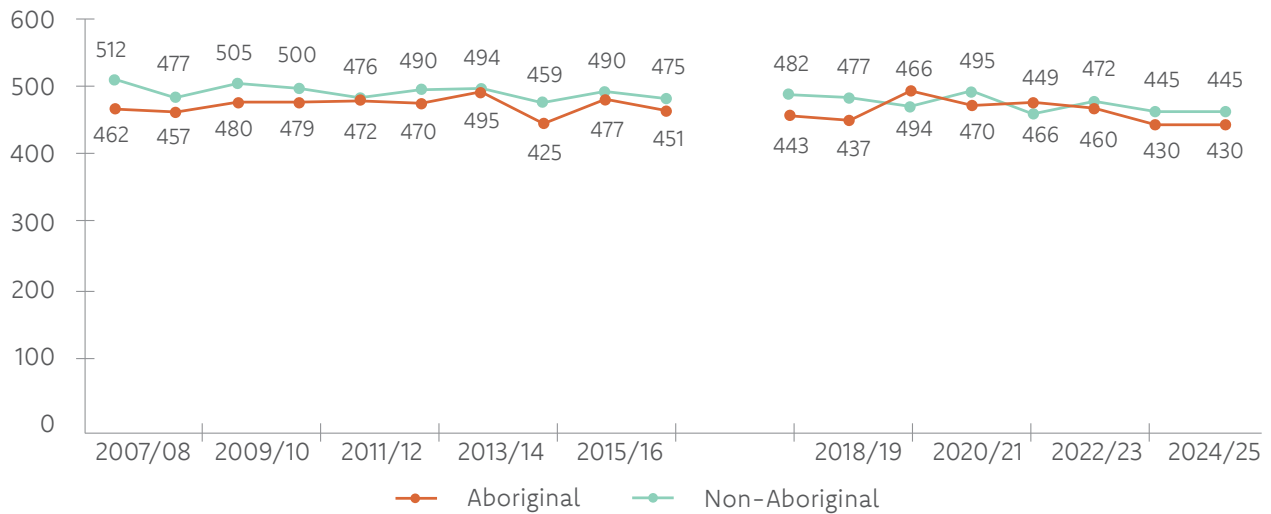
Literacy

FSA Literacy Grade 4

Grade 4: Aboriginal

School Year	Writers Only	Participation	Emerging		On Track		Extending	
	#	%	#	%	#	%	#	%
2020/21	44	60	Msk	Msk	27	61	Msk	Msk
2021/22	51	77	Msk	Msk	37	73	Msk	Msk
2022/23	58	82	Msk	Msk	43	74	Msk	Msk
2023/24	69	90	Msk	Msk	43	62	Msk	Msk
2024/25	69	79	Msk	Msk	33	48	Msk	Msk

Average FSA Scaled Score – Grade 4 Reading/Literacy





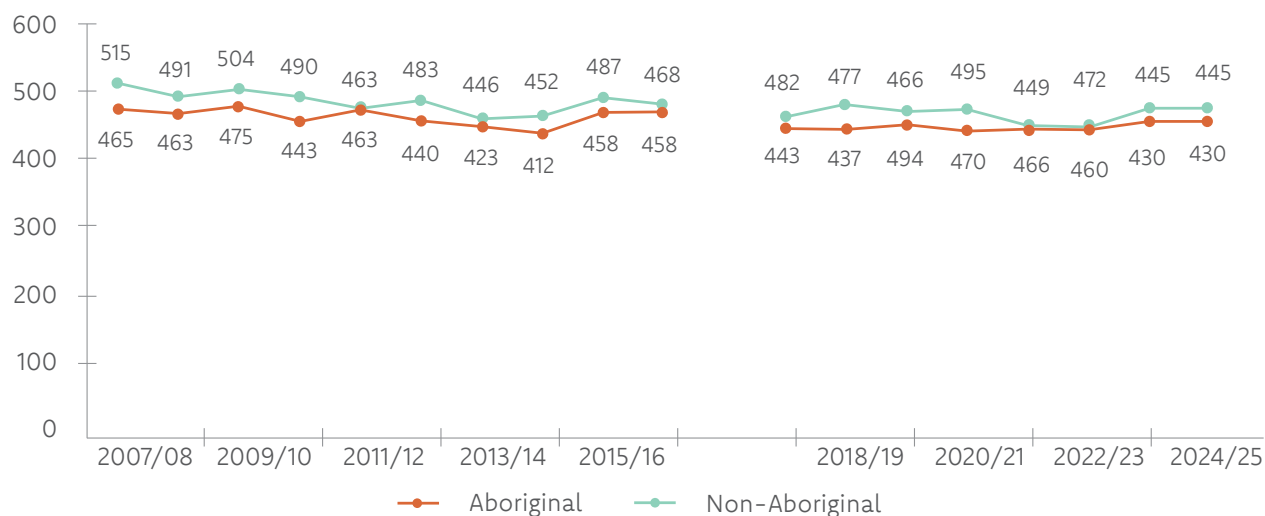
ABORIGINAL EDUCATION EVIDENCE OF LEARNING

FSA Literacy Grade 7

Grade 7: Aboriginal

School Year	Writers Only	Participation	Emerging		On Track		Extending	
	#	%	#	%	#	%	#	%
2020/21	76	70	25	33	51	67	0	0
2021/22	78	76	34	44	44	56	0	0
2022/23	53	78	25	47	28	53	0	0
2023/24	64	89	Msk	Msk	38	59	Msk	Msk
2024/25	65	87	Msk	Msk	32	49	Msk	Msk

Average FSA Scaled Score - Grade 7 Reading/Literacy



FSA Literacy Analysis

The percentage of Aboriginal students on-track in grade 4 literacy declined from 62% to 48% in 2024-2025, and the data for non-Aboriginal students follows the same trend: a decline in on-track from 59% to 49%. The results remain higher than the province, where 44% of Aboriginal students are on track in grade 4 literacy. This indicates that continued focus in primary literacy is needed.

The percentage of Aboriginal students on-track in grade 7 literacy declined from 59% to 49% in 2024-2025 and is now the same percentage as Aboriginal students provincially. The percentage of non-Aboriginal students on-track remained at a similar level to the previous year, at 66%. There is continued work to be done to close the literacy gap in grade 7.



ABORIGINAL EDUCATION EVIDENCE OF LEARNING

Grade 10 Literacy Assessment

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

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

2020/21 Grade 10										
Demographic Group	Participation	Performance								
		Writers	Emerging		Developing		Proficient		Extending	
	%	#	#	%	#	%	#	%	#	%
Aboriginal	84	120	Msk	Msk	28	23	83	69	Msk	Msk
Non-Aboriginal	88	391	16	4	81	21	251	64	43	11
2021/22 Grade 10										
Demographic Group	Participation	Performance								
		Writers	Emerging		Developing		Proficient		Extending	
	%	#	#	%	#	%	#	%	#	%
Aboriginal	81	110	Msk	Msk	18	16	76	69	Msk	Msk
Non-Aboriginal	88	355	26	7	98	28	210	59	21	6
2022/23 Grade 10										
Demographic Group	Participation	Performance								
		Writers	Emerging		Developing		Proficient		Extending	
	%	#	#	%	#	%	#	%	#	%
Aboriginal	85	105	Msk	Msk	29	28	59	56	Msk	Msk
Non-Aboriginal	89	336	22	7	84	25	198	59	32	10
2023/24 Grade 10										
Demographic Group	Participation	Performance								
		Writers	Emerging		Developing		Proficient		Extending	
	%	#	#	%	#	%	#	%	#	%
Aboriginal	75	89	Msk	Msk	24	27	53	60	Msk	Msk
Non-Aboriginal	87	315	21	7	71	23	190	60	33	10



ABORIGINAL EDUCATION EVIDENCE OF LEARNING

2024/25 Grade 10										
Demographic Group	Participation	Performance								
		Writers	Emerging		Developing		Proficient		Extending	
	%	#	#	%	#	%	#	%	#	%
Aboriginal	85	100	Msk	Msk	35	35	51	51	Msk	Msk
Non-Aboriginal	83	339	20	6	79	23	216	64	24	7

Grade 10 Literacy Assessment Analysis

Participation rates are high for all students in 2024–2025.

The percentage of Aboriginal students at a proficient level declined from 60% to 51%, while non-Aboriginal students increased from 60% to 64%. Though Aboriginal students in SD8 are slightly higher than the provincial percentage (49%), this will remain a high focus area.

Grade 12 Literacy Assessment

The Grade 12 Literacy Assessment is also required for graduation and gauges student literacy proficiency and ability to convey students’ own ideas and interpretations. The table below shows Aboriginal and non-Aboriginal results from 2021–2022 to 2024–2025.

2021/22 Grade 12										
Demographic Group	Participation	Performance								
		Writers	Emerging		Developing		Proficient		Extending	
	%	#	#	%	#	%	#	%	#	%
Aboriginal	80	95	Msk	Msk	34	36	55	58	Msk	Msk
Non-Aboriginal	78	292	Msk	Msk	77	26	169	58	Msk	Msk

2022/23 Grade 12										
Demographic Group	Participation	Performance								
		Writers	Emerging		Developing		Proficient		Extending	
	%	#	#	%	#	%	#	%	#	%
Aboriginal	78	91	Msk	Msk	29	32	56	62	Msk	Msk
Non-Aboriginal	82	284	Msk	Msk	72	25	160	56	Msk	Msk



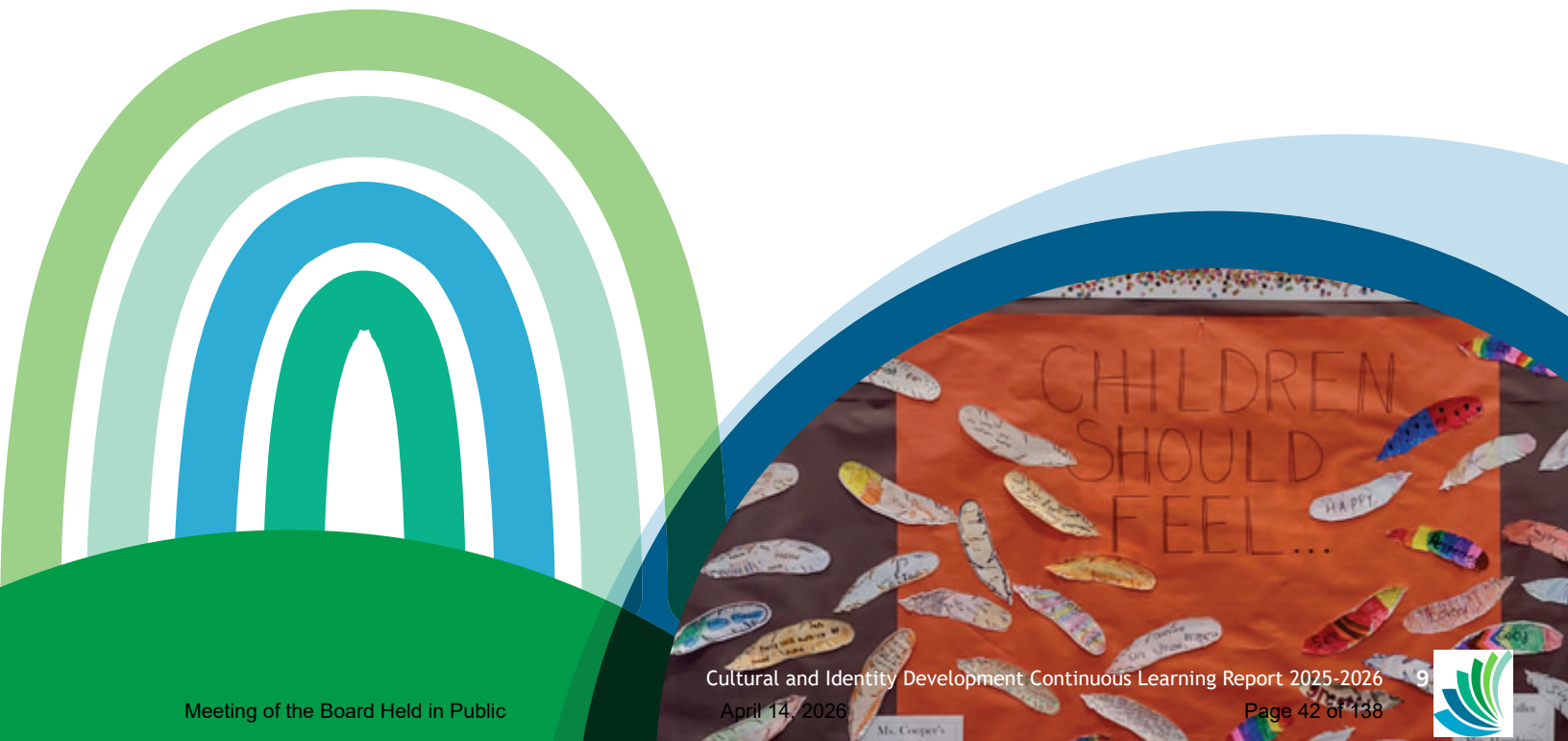
ABORIGINAL EDUCATION EVIDENCE OF LEARNING

2023/24 Grade 12

Demographic Group	Participation	Performance								
		Writers	Emerging		Developing		Proficient		Extending	
	%	#	#	%	#	%	#	%	#	%
Aboriginal	85	85	Msk	Msk	25	29	48	56	Msk	Msk
Non-Aboriginal	86	328	Msk	Msk	100	30	182	55	Msk	Msk

2024/25 Grade 12

Demographic Group	Participation	Performance								
		Writers	Emerging		Developing		Proficient		Extending	
	%	#	#	%	#	%	#	%	#	%
Aboriginal	86	103	Msk	Msk	31	30	58	56	Msk	Msk
Non-Aboriginal	85	303	Msk	Msk	70	23	186	61	Msk	Msk





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

Grade 12 Literacy Assessment Analysis

The percentage of Aboriginal students on-track remained the same, at 56%, while the percentage of non-Aboriginal students on-track increased from 55% to 61%. Aboriginal students in SD8 performed better than Aboriginal students provincially, at 52% proficient.

Course Marks Results 2023–2024

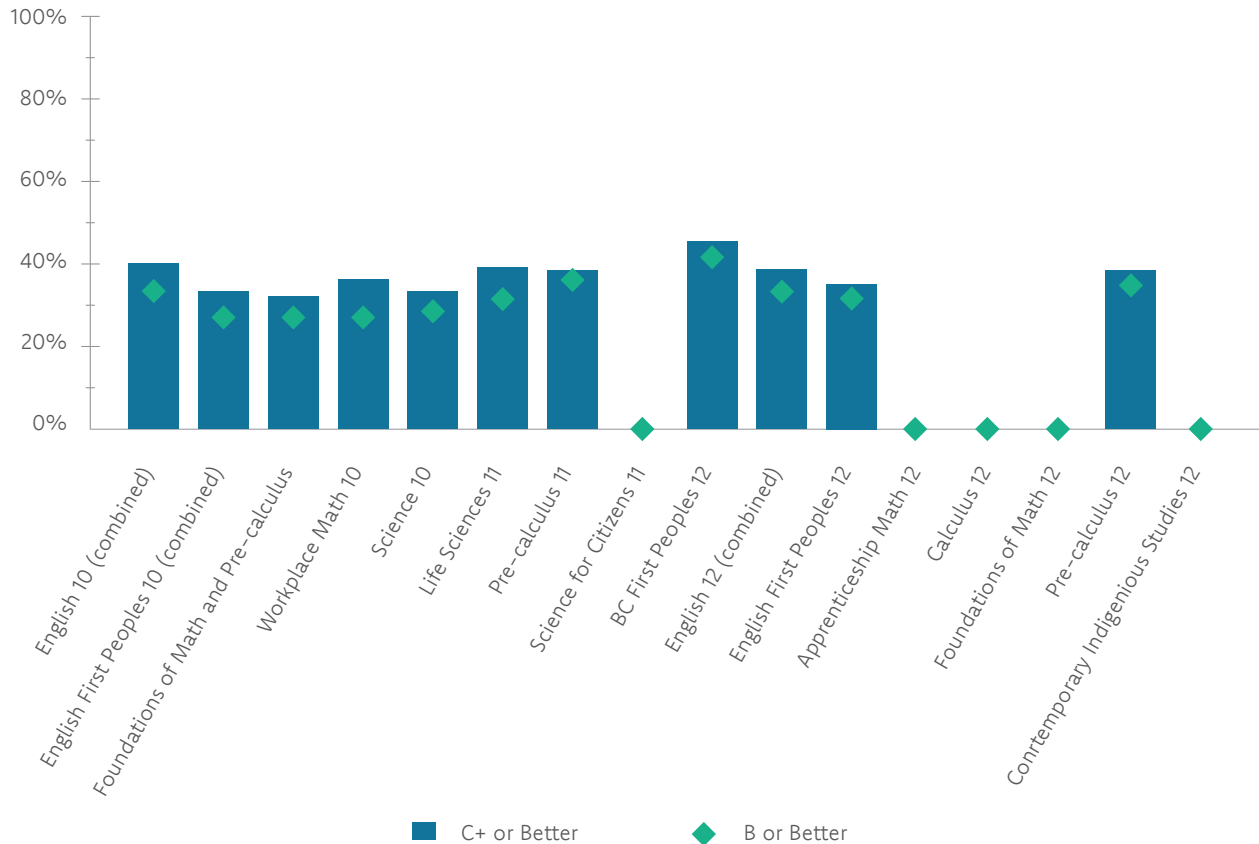
	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
English 10 (combined)	123	99	80	82	67	339	271	80	230	68
English First Peoples 10 (combined)	81	54	67	46	57	303	231	76	193	64
Foundations of Math and Pre-calculus 10	62	40	65	35	56	248	179	72	151	61
Workplace Math 10	48	35	73	27	56	94	69	73	56	60
Science 10	104	69	66	60	58	328	251	77	222	68
Life Sciences 11	28	22	79	18	64	100	81	81	68	68
Pre-calculus 11	43	33	77	32	74	176	149	85	133	76
Science for Citizens 11	Msk	Msk	Msk	Msk	Msk	17	14	82	11	65
BC First Peoples 12	21	19	90	18	86	53	49	92	47	89
English 12 (combined)	67	52	78	46	69	226	207	92	183	81
English First Peoples 12	47	33	70	31	66	107	95	89	84	79
Apprenticeship Math 12	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
Calculus 12	Msk	Msk	Msk	Msk	Msk	44	38	86	34	77
Foundations of Math 12	Msk	Msk	Msk	Msk	Msk	23	18	78	13	57
Pre-calculus 12	25	19	76	18	72	118	106	90	100	85
Contemporary Indigenous Studies 12	11	Msk	Msk	Msk	Msk	36	30	83	28	78





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

Course Mark Overview: Aboriginal Students 2024/25



Course Mark Results Analysis

Grade 10

There are some significant improvements in Aboriginal student performance this year in English 10 and Workplace Math 10, now bringing Aboriginal and non-Aboriginal student performance on par with each other and much higher than Aboriginal students provincially.

Science 10 course marks decreased slightly, while Foundations Math and Pre-Calculus 10 remained the same as last year. Both courses show marks significantly higher than Aboriginal students provincially, but a disparity remains in these courses in SD8.

- ▷ English 10 results for Aboriginal students improved significantly this year from 71% gaining a C+ or better to 80% gaining a C+ or better. This is now on par with non-Aboriginal students and significantly higher than Aboriginal students provincially, at 58% scoring C+ or better.
- ▷ Foundations of Math and Pre-Calculus 10- 56% of Aboriginal students earned a B or better, the same as the previous year, while 61% of non-Aboriginal students earned a B or better in these same courses. Provincially, only 46% of Aboriginal students earned a B or better.





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

- ▷ Workplace Math 10- 73% of Aboriginal students earned a C+ or better, a significant increase from 61% the previous year and significantly higher than the province, at 47%. This is now on par with non-Aboriginal students, where 73% also earned a C+ or better.
- ▷ Science 10- 58% of Aboriginal students earned a B or better, a slight decrease from 60% the previous year and significantly higher than the provincial 39%. However, 68% of non-Aboriginal students earned a B or better. There is work to do to in this area in our district.

Grade 11/12

There were significant improvements Pre-Calculus 11 and BC First Peoples 12 in 2024-2025, while English First Peoples 12 remained similar to last year. English 12 and Pre-Calculus 12 had declines this year. Disparities exist in English First Peoples 12, English 12, Pre-Calculus 12.

- ▷ Pre-Calculus 11- 74% of Aboriginal students earned a B or better, a significant increase from 59% the previous year. Seventy-six per cent of non-Aboriginal students also earned a B or better, bringing the marks close to parity this year. Provincially, only 60% of Aboriginal students earned a B or better.
- ▷ English First Peoples 12- 70% of Aboriginal students gained a C+ or better, a slight decline from 74% the previous year, while 89% of non-Aboriginal gained a C+ or better. There is work to be done to close this gap. Provincially, 62% of Aboriginal students earned a C+ or better.
- ▷ English 12- 69% of Aboriginal students earned a B or better, a decrease from 88% the previous year, compared to 81% of non-Aboriginal students. This is another area for work to achieve parity. Provincially, only 54% of Aboriginal students earned a B or better.
- ▷ Pre-Calculus 12- 72% of Aboriginal students earned a B or better, slightly above the provincial 71%, and compared to 85% of non-Aboriginal students. Last year, 91% of Aboriginal students earned a B or better, while the year before that only 21% of Aboriginal students achieved a B or better.
- ▷ BC First Peoples' 12- 86% of Aboriginal student completed with a B or better, an increase from 74% the previous year and significantly higher than Aboriginal students provincially, at 51%. This is close to parity with 89% of non-Aboriginal students earning a B or better.

FSA Numeracy Grade 4

Grade 4: Aboriginal

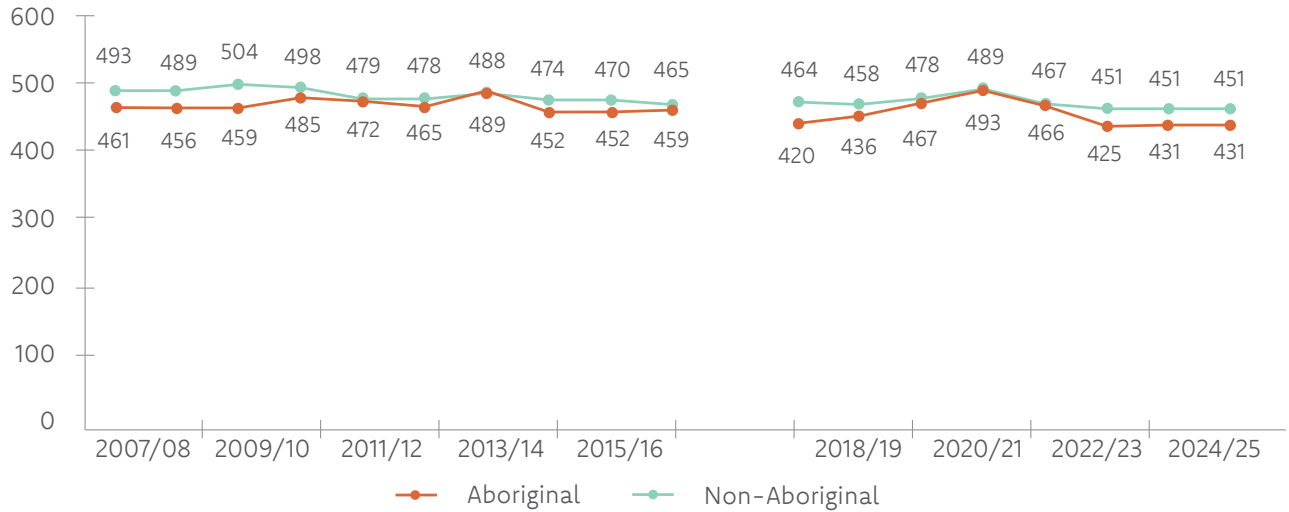
School Year	Writers Only	Participation	Emerging		On Track		Extending	
	#	%	#	%	#	%	#	%
2020/21	41	56	Msk	Msk	28	68	Msk	Msk
2021/22	52	79	Msk	Msk	34	65	Msk	Msk
2022/23	59	83	31	53	Msk	Msk	Msk	Msk
2023/24	70	91	Msk	Msk	38	54	Msk	Msk
2024/25	70	80	Msk	Msk	36	51	Msk	Msk





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

Average FSA Scaled Score – Grade 4 Numeracy



FSA Grade 4 Numeracy Analysis

Grade 4 Aboriginal students who are on-track in numeracy have decreased slightly to 54% this year, compared to an increase to 62% for non-Aboriginal students. Provincially, 46% of Aboriginal students in grade 4 are on-track. Focus needs to continue in this area.

FSA Numeracy Grade

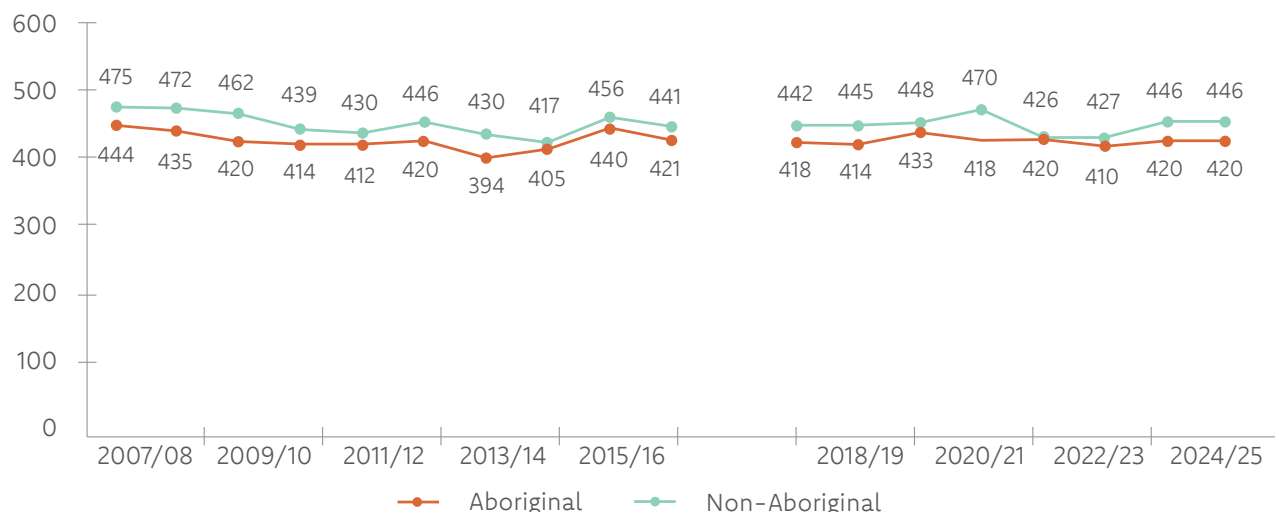
Grade 7: Aboriginal

School Year	Writers Only	Participation	Emerging		On Track		Extending	
	#	%	#	%	#	%	#	\$
2020/21	76	70	39	51	Msk	Msk	Msk	Msk
2021/22	76	75	42	55	Msk	Msk	Msk	Msk
2022/23	51	75	34	67	Msk	Msk	Msk	Msk
2023/24	62	86	34	55	Msk	Msk	Msk	Msk
2024/25	64	86	37	58	Msk	Msk	Msk	Msk



ABORIGINAL EDUCATION EVIDENCE OF LEARNING

Average FSA Scaled Score – Grade 7 Numeracy



FSA Grades 7 Numeracy Analysis

Grade 7 Aboriginal students on-track in numeracy have increased slightly to 42% from 40% last year, while 50% of non-Aboriginal students are on-track. Provincially, only 32% of Aboriginal students are on track in numeracy. While there is improvement, this continues to be an important area for continued focus.

Grade 10 Numeracy Assessment

2020/21 Grade 10										
Demographic Group	Participation	Performance								
		Writers	Emerging		Developing		Proficient		Extending	
	%	#	#	%	#	%	#	%	#	%
Aboriginal	84	150	Msk	Msk	79	53	35	23	Msk	Msk
Non-Aboriginal	82	433	93	21	194	45	132	30	14	3

2021/22 Grade 10										
Demographic Group	Participation	Performance								
		Writers	Emerging		Developing		Proficient		Extending	
	%	#	#	%	#	%	#	%	#	%
Aboriginal	80	103	25	24	51	50	Msk	Msk	Msk	Msk
Non-Aboriginal	82	339	72	21	137	40	114	34	16	5





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

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

2024/25 Grade 10										
Demographic Group	Participation	Performance								
		Writers	Emerging		Developing		Proficient		Extending	
	%	#	#	%	#	%	#	%	#	%
Aboriginal	82	98	17	17	47	48	Msk	Msk	Msk	Msk
Non-Aboriginal	85	348	45	13	144	41	124	36	35	10

Grade 10 Numeracy Assessment Analysis

Aboriginal student proficiency scores are masked this year, while 36% of non-Aboriginal students achieved a proficiency score, down from 40% the previous year. Forty-eight per cent of Aboriginal students achieved a developing score this year, an increase from 40% last year, indicating a decline in scores. There continues to be a discrepancy between course marks and the most recent Grade 10 Numeracy Assessment.

Five Year Completion Rate

The five-year completion rate refers to the percentage of grade 8 students who achieve graduation with either a B.C. Certificate of Graduation (“Dogwood”) or a B.C. Adult Graduation Diploma (“Adult Dogwood”) within a five-year timeframe, starting from their initial enrolment in grade 8. This rate is adjusted to account for any student migration into or out of British Columbia during this period. Importantly, it should be noted that the five-year school completion rates are not equivalent to a “drop-out” rate since students may still graduate beyond the five-year window.

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





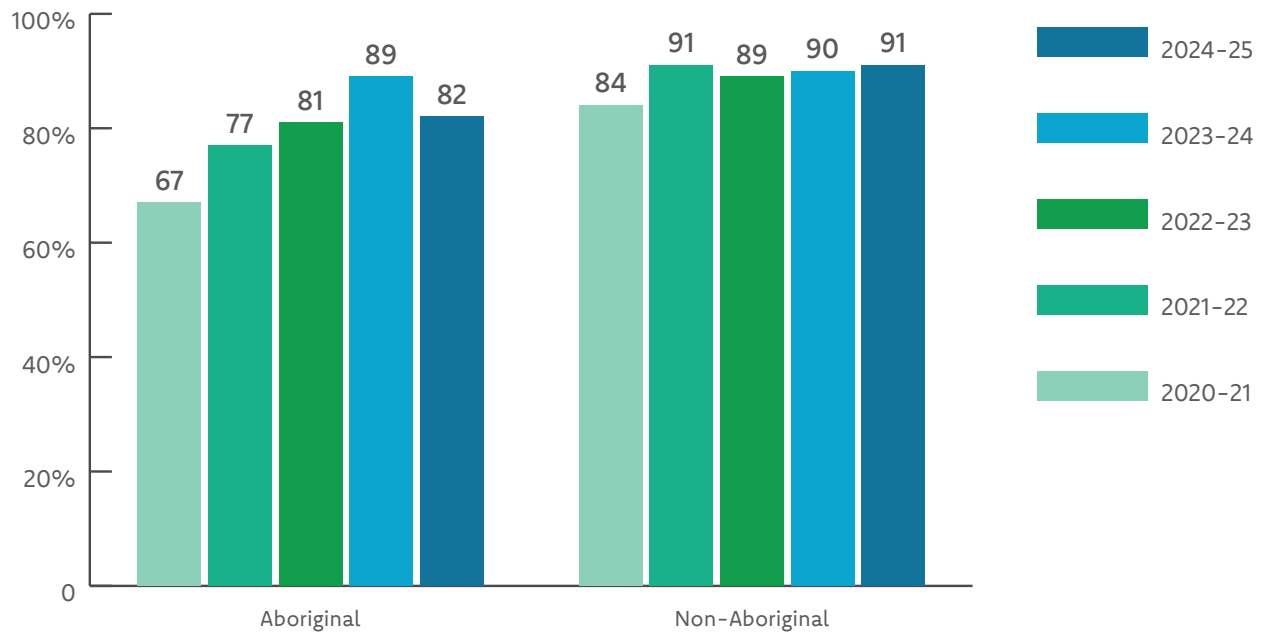
ABORIGINAL EDUCATION EVIDENCE OF LEARNING

Five-Year Completion Rate

School Year	Aboriginal		
	Total %	Woman/Girl %	Man/Boy %
2020/21	67	66	68
2021/22	77	74	80
2022/23	81	87	75
2023/24	89	97	80
2024/25	82	89	70

Non-Aboriginal		
Total %	Woman/Girl %	Man/Boy %
84	84	84
91	90	91
89	92	86
90	89	92
91	92	90

Five-year Completion Rate: Aboriginal and Non-Aboriginal





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

Five Year Completion Rate Analysis

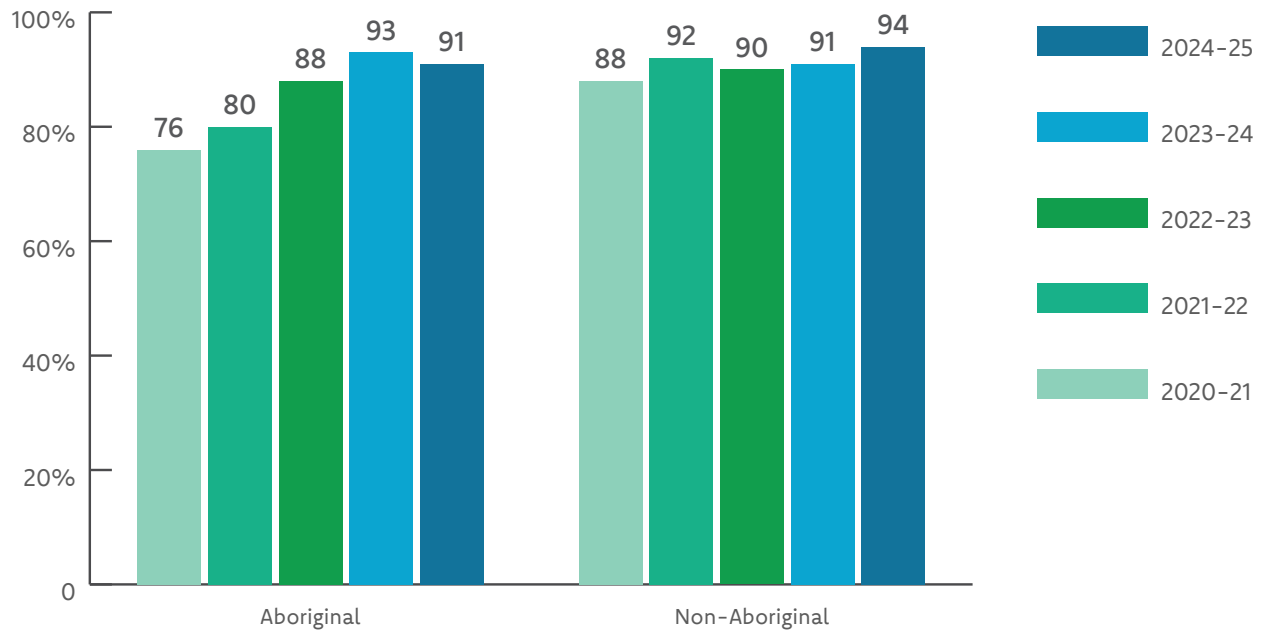
The trend over the past five years is positive, with a five-year completion rate of 82% for Aboriginal students in SD8 in 2024-2025 as compared to a 69% Aboriginal student five-year completion rate provincially. This percentage decreased slightly compared to last year, though remains strong. Work will continue in this area.

Six Year Completion Rate

Six Year Completion Rate* (Dogwood and Adult Dogwood)

School Year	Aboriginal			Non-Aboriginal		
	Total %	Woman/Girl %	Man/Boy %	Total %	Woman/Girl %	Man/Boy %
2020/21	76	70	79	88	86	90
2021/22	80	80	80	92	91	94
2022/23	88	88	89	90	95	86
2023/24	93	99	85	91	88	93
2024/25	91	94	86	94	93	94

Six-year Completion Rate: Aboriginal and Non-Aboriginal





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

Six-Year Completion Rate Analysis

The six-year completion rate remains strong for Aboriginal students, at 91% and is close to parity. Provincially, the Aboriginal six-year completion rate is 77%.

Student Learning Survey Results, Grade 3-4

The results related to Aboriginal ancestry are considered representative of both the survey respondents and the broader school population.

The following data is a subset of questions taken from the Student Learning Survey, specifically chosen because they help gather students' perspectives on their sense of belonging.

Student Learning Survey Results, Grade 3/4

Do you like school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	41	17	41	186	117	63
	2021/22	50	22	44	194	111	57
	2022/23	54	34	63	258	170	66
	2023/24	64	36	56	206	128	62
	2024/25	63	36	57	197	118	60

Do adults in the school treat all students fairly?	School Year	Aboriginal			Non-Aboriginal		
		Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	39	25	64	184	134	73
	2021/22	49	27	55	195	136	70
	2022/23	56	38	68	259	190	73
	2023/24	62	45	73	207	137	66
	2024/25	54	37	69	165	112	68





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?	School Year	Aboriginal			Non-Aboriginal		
		Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	40	12	30	185	46	25
	2021/22	50	26	52	194	58	30
	2022/23	54	25	46	254	91	36
	2023/24	64	30	47	204	70	34
	2024/25	61	25	41	181	67	37

Analysis of Student Learning Survey Results Grade 3-4

The data show a slight increase in the percentage of Aboriginal students who like school in 2024-2025, at 57% for all or many times. There is a slight decrease in the percentage of Aboriginal students who feel that adults in the school treat all students fairly, at 69%, which is higher than the rating by non-Aboriginal students at 68%. Forty-one per cent of Aboriginal students shared that they are learning about Aboriginal peoples at school, a decrease from the previous year. Non-Aboriginal students had an increase of this, though it is only 37%.

Student Learning Survey Results Grade 3-4 (continued)

Do you feel safe at school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	34	24	71	193	153	79
	2021/22	46	24	52	198	144	73
	2022/23	43	35	81	265	220	83
	2023/24	60	43	72	209	164	78
	2024/25	56	43	77	187	151	81

At school, are you bullied, teased, or picked on? Have you ever felt bullied at school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	34	Msk	Msk	189	11	6
	2021/22	46	Msk	Msk	197	29	15
	2022/23	45	Msk	Msk	264	28	11
	2023/24	60	11	18	208	39	19
	2024/25	53	11	21	181	28	15





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

How many adults do you think care about you at your school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
			#	%		#	%
<p>— Aboriginal — Non-Aboriginal</p>	2020/21	41	21	51	182	117	64
	2021/22	50	32	64	190	121	64
	2022/23	55	46	84	257	172	67
	2023/24	64	43	67	207	113	55
	2024/25	52	39	75	168	109	65

I am happy with my school.	School Year	Aboriginal			Non-Aboriginal		
		Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
			#	%		#	%
<p>— Aboriginal — Non-Aboriginal</p>	2020/21	39	23	59	183	129	70
	2021/22	48	27	56	191	134	70
	2022/23	55	37	67	258	187	72
	2023/24	61	42	69	207	142	69
	2024/25	54	34	63	165	121	73

Do you feel welcome at your school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
			#	%		#	%
<p>— Aboriginal — Non-Aboriginal</p>	2020/21	38	26	68	185	138	75
	2021/22	50	27	54	192	140	73
	2022/23	56	39	70	260	211	81
	2023/24	63	48	76	206	158	77
	2024/25	54	39	72	163	131	80





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

Is school a place where you feel like you belong?	School Year	Aboriginal			Non-Aboriginal		
		Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	41	21	51	184	109	59
	2021/22	49	17	35	189	114	60
	2022/23	54	27	50	258	170	66
	2023/24	64	36	56	206	127	62
	2024/25	54	34	63	165	103	62

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

Seventy-seven per cent of Aboriginal students reported they feel safe at school all or most of the time. Twenty-one per cent report that they have felt bullied at school, compared to 15% of non-Aboriginal students. Both are slightly below the provincial data. Aboriginal students continue to report higher percentages of having two or more adults at school who care about them than non-Aboriginal students, increasing from 67% to 75%. This is higher than the provincial data at 71%.

Aboriginal students reporting that they feel happy at their school dipped slightly to 63%. As well, the feeling of being welcome at school has dipped slightly and is now 72% from 76%. Both are slightly lower than provincially. The feeling of belonging has continued to increase over the years and is now at 63%, up from 56%, and this is higher than the provincial data at 57%.

Student Learning Survey Results Grade 7

Student Learning Survey Results Grade 7

Do you like school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	77	28	36	203	72	35
	2021/22	79	30	38	250	116	46
	2022/23	51	19	37	242	108	45
	2023/24	65	26	40	267	116	43
	2024/25	56	17	30	221	86	39





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

Do adults in the school treat all students fairly?	School Year	Aboriginal			Non-Aboriginal		
		Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
			#	%		#	%
<p>Aboriginal Non-Aboriginal</p>	2020/21	76	44	58	204	103	50
	2021/22	79	44	56	249	146	59
	2022/23	52	25	48	243	147	60
	2023/24	65	32	49	267	141	53
	2024/25	54	31	57	224	134	60

How many teachers help you with your schoolwork when you need it?	School Year	Aboriginal			Non-Aboriginal		
		Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
			#	%		#	%
<p>Aboriginal Non-Aboriginal</p>	2020/21	76	38	50	198	89	45
	2021/22	79	35	44	249	113	45
	2022/23	52	24	46	242	120	50
	2023/24	65	28	43	265	133	50
	2024/25	54	26	48	216	117	54

At school, do you respect people who are different from you (for example, think, act, or look different)?	School Year	Aboriginal			Non-Aboriginal		
		Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
			#	%		#	%
<p>Aboriginal Non-Aboriginal</p>	2020/21	72	57	79	197	161	82
	2021/22	78	67	86	248	210	85
	2022/23	52	38	73	234	193	82
	2023/24	59	49	83	256	196	77
	2024/25	54	46	85	209	183	88



ABORIGINAL EDUCATION EVIDENCE OF LEARNING

At school, are you being taught about Aboriginal Peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?	School Year	Aboriginal			Non-Aboriginal		
		Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
			#	%		#	%
<p>— Aboriginal — Non-Aboriginal</p>	2020/21	72	39	54	201	76	38
	2021/22	79	31	39	250	92	37
	2022/23	52	19	37	241	97	40
	2023/24	65	32	49	260	77	30
	2024/25	47	20	43	209	76	36

Analysis of Student Learning Survey Results Grade 7

The percentage of grade 7 Aboriginal students reporting that they like school has dipped to 30% from 40%, so there is continued work to do. Provincially, this number is 39%. The percentage reporting that adults in the school treat all students fairly has increased to 57% from 49%, slightly higher than the province. Forty-eight per cent report they have two or more teachers to help with schoolwork when needed, an increase from 43% the previous year, and 51% provincially.

Eighty-five per cent of Aboriginal students report that they respect people who are different from them, an increase from 83% the previous year and higher than the province at 83%. There has been a dip to 43% from 49% in being taught about Aboriginal peoples in Canada, slightly higher than the province at 42%.

Student Learning Survey Results Grade 7 (Continued)

Do you feel safe at school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
			#	%		#	%
<p>— Aboriginal — Non-Aboriginal</p>	2020/21	73	48	66	203	125	62
	2021/22	71	53	75	257	182	71
	2022/23	47	31	66	250	184	74
	2023/24	60	46	77	270	196	73
	2024/25	54	37	69	218	161	74





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	73	10	14	206	27	13
	2021/22	71	Msk	Msk	259	38	15
	2022/23	47	Msk	Msk	246	27	11
	2023/24	60	Msk	Msk	272	28	10
	2024/25	54	Msk	Msk	218	19	9

How many adults at your school care about you?	School Year	Aboriginal			Non-Aboriginal		
		Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	76	54	71	203	129	64
	2021/22	79	36	46	250	118	47
	2022/23	51	24	47	244	141	58
	2023/24	65	33	51	262	136	52
	2024/25	52	28	54	208	109	52

I would like to go to a different school.	School Year	Aboriginal			Non-Aboriginal		
		Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	76	10	13	205	27	13
	2021/22	77	Msk	Msk	249	33	13
	2022/23	51	Msk	Msk	240	26	11
	2023/24	63	12	19	263	39	15
	2024/25	52	10	19	207	29	14





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

Analysis of Student Learning Survey Grade 7 (Continued)

Sixty-nine per cent of grade 7 Aboriginal students report feeling safe at school, down from 77% the previous year and slightly lower than 70% provincially. The percentage who feel there are two or more adults at school who care for them has increased to 54% (58% provincially), which is higher than the 52% of non-Aboriginal students who believe this. Nineteen per cent of Aboriginal students report they would like to go to another school, the same as the year prior. This is higher than provincially, at 13%.

Student Learning Survey Results Grade 7, (Continued)

Do you feel welcome at your school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	76	50	66	205	105	51
	2021/22	79	49	62	250	158	63
	2022/23	50	27	54	241	168	70
	2023/24	65	49	75	267	188	70
	2024/25	56	33	59	220	159	72

Is school a place where you feel like you belong?	School Year	Aboriginal			Non-Aboriginal		
		Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	76	35	46	204	83	41
	2021/22	79	42	53	248	126	51
	2022/23	52	17	33	242	136	56
	2023/24	65	42	65	263	158	60
	2024/25	51	26	51	210	129	61

Analysis of Student Learning Survey Results Grade 7 (Continued)

Fifty-nine per cent of Aboriginal students report feeling welcome, compared to 75% last year and 53% the year before that. This is lower than provincially, at 67%. Belonging has also dipped to 51%, from 65% last year and 33% the year before that. This is slightly higher than provincially, at 50%.





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

Student Learning Survey Results Grade 10

Student Learning Survey Results Grade 10

Do you like school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	54	15	28	180	61	34
	2021/22	47	20	43	188	78	41
	2022/23	56	16	29	200	72	36
	2023/24	59	20	34	201	82	41
	2024/25	42	13	31	156	51	33

Do adults in the school treat all students fairly?	School Year	Aboriginal			Non-Aboriginal		
		Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	54	21	39	182	68	37
	2021/22	47	30	64	187	101	54
	2022/23	56	17	30	201	97	48
	2023/24	60	33	55	199	126	63
	2024/25	42	18	43	157	75	48

How many teachers help you with your schoolwork when you need it?	School Year	Aboriginal			Non-Aboriginal		
		Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	53	22	42	177	101	57
	2021/22	47	28	60	185	102	55
	2022/23	56	29	52	196	119	61
	2023/24	56	40	71	199	119	60
	2024/25	42	24	57	155	87	56





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

At school, do you respect people who are different from you (for example, think, act, or look different)?	School Year	Aboriginal			Non-Aboriginal		
		Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	53	42	79	175	135	77
	2021/22	46	42	91	182	160	88
	2022/23	56	47	84	194	166	86
	2023/24	53	39	74	194	158	81
	2024/25	41	32	78	148	112	76

At school, are you being taught about Aboriginal Peoples in Canada?/ At school, are you being taught about Indigenous peoples (First Nations, Inuit, Metis)?	School Year	Aboriginal			Non-Aboriginal		
		Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	54	22	41	178	80	45
	2021/22	47	23	49	186	69	37
	2022/23	56	15	27	197	79	40
	2023/24	57	26	46	198	107	54
	2024/25	42	21	50	154	70	45

Do you feel safe at school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	52	36	69	182	129	71
	2021/22	46	35	76	187	146	78
	2022/23	54	32	59	202	161	80
	2023/24	58	45	78	196	157	80
	2024/25	42	27	64	155	115	74





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

At school, are you bullied, teased, or picked on? / Have you ever felt bullied at school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	52	Msk	Msk	182	16	9
	2021/22	46	Msk	Msk	187	19	10
	2022/23	54	Msk	Msk	199	23	12
	2023/24	57	Msk	Msk	197	19	10
	2024/25	42	Msk	Msk	154	19	12

How many adults at your school care about you? / At your school, how many adults do you feel care about you (for example, teachers, counsellors, student helpers)?	School Year	Aboriginal			Non-Aboriginal		
		Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	54	34	63	180	110	61
	2021/22	47	26	55	188	121	64
	2022/23	56	29	52	201	122	61
	2023/24	60	43	72	200	137	69
	2024/25	42	27	64	157	89	57

Are you satisfied that school is preparing you for a job in the future?	School Year	Aboriginal			Non-Aboriginal		
		Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	53	14	26	177	50	28
	2021/22	46	11	24	186	44	24
	2022/23	56	12	21	193	57	30
	2023/24	56	17	30	193	61	32
	2024/25	41	Msk	Msk	152	45	30





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

Are you satisfied that school is preparing you for post-secondary education?	School Year	Aboriginal			Non-Aboriginal		
		Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	53	11	21	175	50	29
	2021/22	46	14	30	186	58	31
	2022/23	56	15	27	195	76	39
	2023/24	55	20	36	193	74	38
	2024/25	40	11	28	151	55	36

I would like to go to a different school.	School Year	Aboriginal			Non-Aboriginal		
		Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	54	10	19	181	27	15
	2021/22	45	11	24	188	34	18
	2022/23	55	11	20	200	42	21
	2023/24	59	15	25	199	31	16
	2024/25	49	Msk	Msk	157	20	13

Do you feel welcome at your school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	54	26	48	182	105	58
	2021/22	47	32	68	188	129	69
	2022/23	56	28	50	199	130	65
	2023/24	59	37	63	198	129	65
	2024/25	42	23	55	156	103	66





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

Is school a place where you feel like you belong?	School Year	Aboriginal			Non-Aboriginal		
		Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	54	18	33	181	77	43
	2021/22	47	20	43	186	84	45
	2022/23	56	18	32	200	100	50
	2023/24	60	25	42	200	116	58
	2024/25	42	17	40	157	88	56

Analysis of Student Learning Survey Results Grade 10

More Aboriginal students feel that two or more adults at school care about them, at 64%, as compared to non-Aboriginal students, though this has decreased from last year. Provincially this is slightly lower at 61%. Students report a low sense of preparation for jobs and post-secondary (28%) compared to 33% provincially. There are increases in feelings of respect towards those who are different to them. There is a notable disparity between Aboriginal and non-Aboriginal students in the sense of welcome (55% and 63% provincially) and belonging (40% and 49% provincially) at school, and a decrease in feelings of safety at school this year (64% and 70% provincially).

Grade 11 Student Learning Survey (First Time)

Student Learning Survey Grade 11

Do you like school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 11 Respondents	All of the time or many times		Gr 11 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	-	-	-	-	-	-
	2021/22	-	-	-	-	-	-
	2022/23	-	-	-	-	-	-
	2023/24	-	-	-	-	-	-
	2024/25	55	25	45	191	84	44





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

Do adults in the school treat all students fairly?	School Year	Aboriginal			Non-Aboriginal		
		Gr 11 Respondents	All of the time or many times		Gr 11 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	-	-	-	-	-	-
	2021/22	-	-	-	-	-	-
	2022/23	-	-	-	-	-	-
	2023/24	-	-	-	-	-	-
	2024/25	54	32	59	191	112	59

How many teachers help you with your schoolwork when you need it?	School Year	Aboriginal			Non-Aboriginal		
		Gr 11 Respondents	All of the time or many times		Gr 11 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	-	-	-	-	-	-
	2021/22	-	-	-	-	-	-
	2022/23	-	-	-	-	-	-
	2023/24	-	-	-	-	-	-
	2024/25	54	38	70	188	120	64

At school, do you respect people who are different from you (for example, think, act, or look different)?	School Year	Aboriginal			Non-Aboriginal		
		Gr 11 Respondents	All of the time or many times		Gr 11 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	-	-	-	-	-	-
	2021/22	-	-	-	-	-	-
	2022/23	-	-	-	-	-	-
	2023/24	-	-	-	-	-	-
	2024/25	54	44	81	186	155	83



ABORIGINAL EDUCATION EVIDENCE OF LEARNING

Analysis of Grade 11 Student Learning Survey Results

Slightly more Aboriginal students report liking school as compared to non-Aboriginal students, though it is still low at 45%. Provincially this is lower at 33%. Fifty-nine per cent believe that adults in the school treat all students fairly, higher than the 49% provincially, and 70% of Aboriginal students report having two or more teachers to help with schoolwork when needed, higher than the 61% provincially. This is higher than non-Aboriginal students, at 64%. 81% (82% provincially) of Aboriginal students and 83% of non-Aboriginal students respect people who are different from themselves.

Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?	School Year	Aboriginal			Non-Aboriginal		
		Gr 11 Respondents	All of the time or many times		Gr 11 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	-	-	-	-	-	-
	2021/22	-	-	-	-	-	-
	2022/23	-	-	-	-	-	-
	2023/24	-	-	-	-	-	-
	2024/25	55	28	51	193	105	54

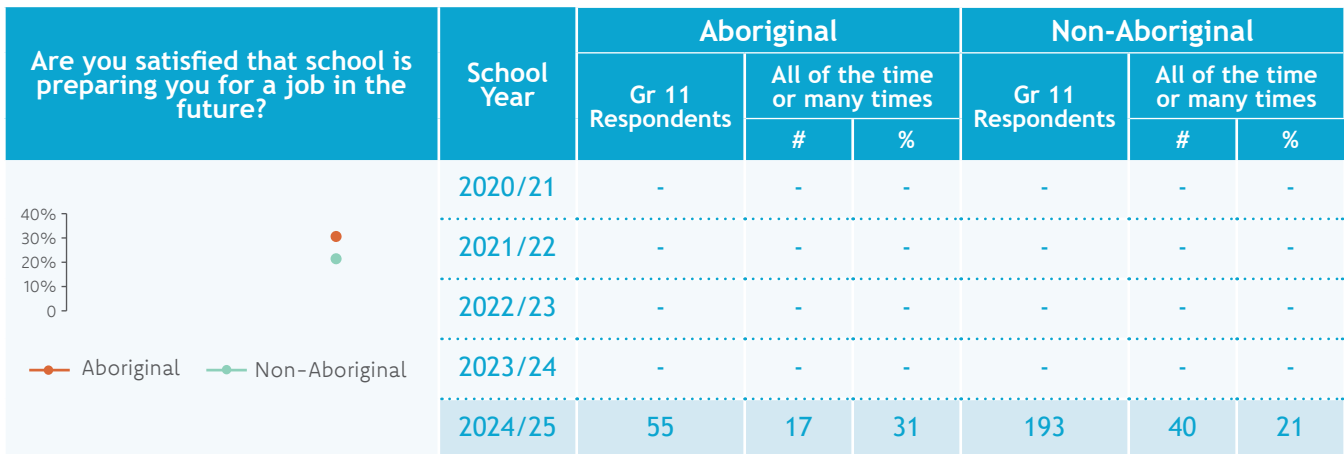
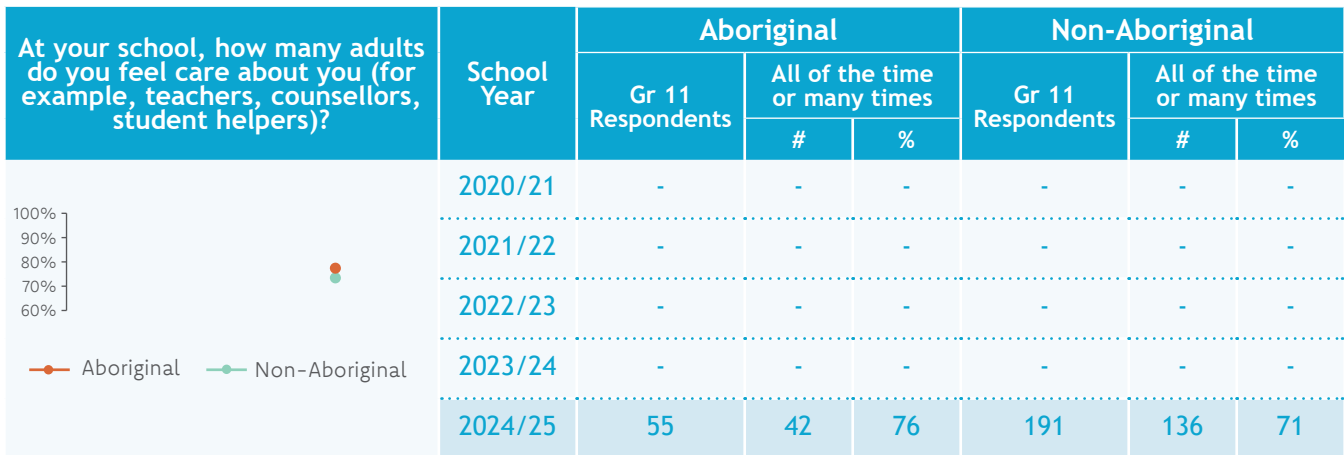
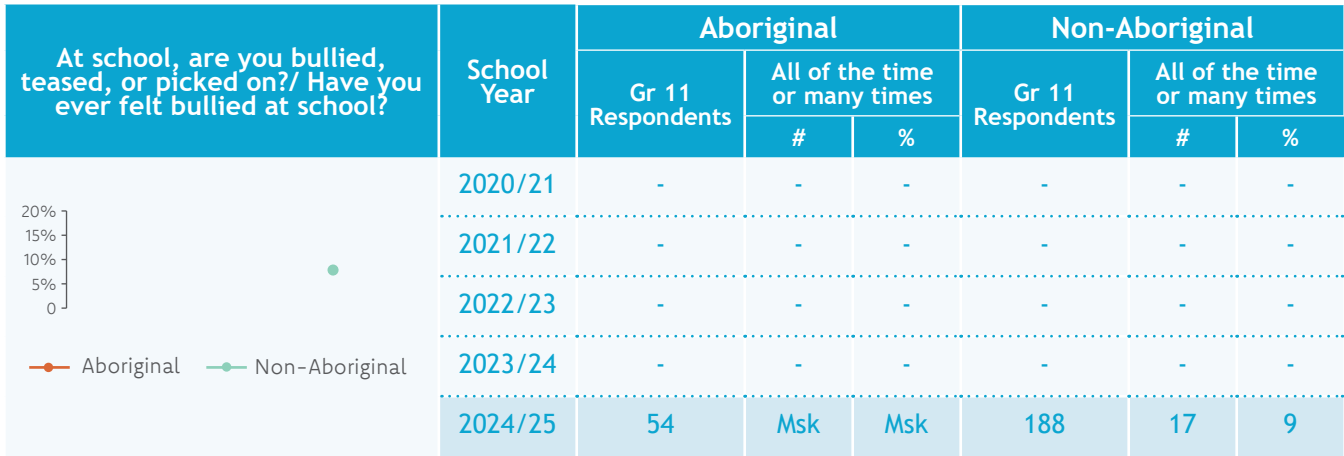
Grade 11 Student Learning Survey Results (Continued)

Do you feel safe at school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 11 Respondents	All of the time or many times		Gr 11 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	-	-	-	-	-	-
	2021/22	-	-	-	-	-	-
	2022/23	-	-	-	-	-	-
	2023/24	-	-	-	-	-	-
	2024/25	54	45	83	188	152	81





ABORIGINAL EDUCATION EVIDENCE OF LEARNING





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

Analysis of Grade 11 Student Learning Survey Results, Continued

Eighty-three per cent of Aboriginal students in grade 11 report feeling safe at school, more than non-Aboriginal students at 81% and much higher than Aboriginal students provincially at 72%. Seventy-six per cent also believe that two or more adults at school care about them, compared to 71% of non-Aboriginal students and 67% provincially. Only 31% feel that school is preparing them for a job in the future (higher than the 25% provincially), and 42% feel that school is preparing them for post-secondary education (higher than the 32% provincially).

Are you satisfied that school is preparing you for post-secondary education?	School Year	Aboriginal			Non-Aboriginal		
		Gr 11 Respondents	All of the time or many times		Gr 11 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	-	-	-	-	-	-
	2021/22	-	-	-	-	-	-
	2022/23	-	-	-	-	-	-
	2023/24	-	-	-	-	-	-
	2024/25	55	23	42	192	64	33

I would like to go to a different school.	School Year	Aboriginal			Non-Aboriginal		
		Gr 11 Respondents	All of the time or many times		Gr 11 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	-	-	-	-	-	-
	2021/22	-	-	-	-	-	-
	2022/23	-	-	-	-	-	-
	2023/24	-	-	-	-	-	-
	2024/25	55	Msk	Msk	190	21	11





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

Do you feel welcome at your school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 11 Respondents	All of the time or many times		Gr 11 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	-	-	-	-	-	-
	2021/22	-	-	-	-	-	-
	2022/23	-	-	-	-	-	-
	2023/24	-	-	-	-	-	-
	2024/25	54	37	69	191	146	76

Is school a place where you feel like you belong?	School Year	Aboriginal			Non-Aboriginal		
		Gr 11 Respondents	All of the time or many times		Gr 11 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	-	-	-	-	-	-
	2021/22	-	-	-	-	-	-
	2022/23	-	-	-	-	-	-
	2023/24	-	-	-	-	-	-
	2024/25	55	35	64	191	112	59

Analysis of Grade 11 Student Learning Survey Results, Continued

Sixty-nine per cent of grade 11 Aboriginal students feel welcome at school, compared to 76% of non-Aboriginal students and 63% provincially. Sixty-four per cent of Aboriginal students feel a sense of belonging at school, higher than non-Aboriginal students at 59% and much higher than Aboriginal students provincially (47%).





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

Grade 12 Student Learning Survey

Student Learning Survey, Grade 12

Do you like school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	27	13	48	97	43	44
	2021/22	35	14	40	142	65	46
	2022/23	30	Msk	Msk	131	40	31
	2023/24	26	Msk	Msk	157	58	37
	2024/25	29	16	55	104	46	44

Do adults in the school treat all students fairly?	School Year	Aboriginal			Non-Aboriginal		
		Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	27	12	44	97	48	49
	2021/22	35	19	54	142	75	53
	2022/23	30	17	57	132	76	58
	2023/24	26	13	50	157	96	61
	2024/25	29	20	69	104	57	55

How many teachers help you with your schoolwork when you need it?	School Year	Aboriginal			Non-Aboriginal		
		Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	27	18	67	95	53	56
	2021/22	33	21	64	138	92	67
	2022/23	29	18	62	132	86	65
	2023/24	26	19	73	156	105	67
	2024/25	29	20	69	101	69	68





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

At school, do you respect people who are different from you (for example, think, act, or look different)?	School Year	Aboriginal			Non-Aboriginal		
		Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
			#	%		#	%
<p>— Aboriginal — Non-Aboriginal</p>	2020/21	27	22	81	90	76	84
	2021/22	31	26	84	134	118	88
	2022/23	28	19	68	130	105	81
	2023/24	26	21	81	151	120	79
	2024/25	29	25	86	100	80	80

At school, are you being taught about Aboriginal Peoples in Canada?/ At school, are you being taught about Indigenous peoples (First Nations, Inuit, Metis) in Canada?	School Year	Aboriginal			Non-Aboriginal		
		Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
			#	%		#	%
<p>— Aboriginal — Non-Aboriginal</p>	2020/21	Msk	Msk	Msk	13	Msk	Msk
	2021/22	27	14	52	91	36	40
	2022/23	33	14	42	137	55	40
	2023/24	28	16	57	132	65	49
	2024/25	26	18	69	154	105	68

Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?	School Year	Aboriginal			Non-Aboriginal		
		Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
			#	%		#	%
<p>— Aboriginal — Non-Aboriginal</p>	2020/21	27	14	52	91	36	40
	2021/22	33	14	42	137	55	40
	2022/23	28	16	57	132	65	49
	2023/24	26	18	69	154	105	68
	2024/25	29	18	62	101	62	61





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

I would like to go to a different school.	School Year	Aboriginal			Non-Aboriginal		
		Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	27	Msk	Msk	96	17	18
	2021/22	35	Msk	Msk	141	26	18
	2022/23	29	Msk	Msk	131	29	22
	2023/24	26	Msk	Msk	155	24	15
	2024/25	29	Msk	Msk	104	15	14

Do you feel welcome at your school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	27	20	74	97	63	65
	2021/22	35	21	60	141	99	70
	2022/23	30	18	60	132	91	69
	2023/24	26	18	69	156	103	66
	2024/25	28	24	86	104	80	77

Is school a place where you feel like you belong?	School Year	Aboriginal			Non-Aboriginal		
		Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	27	Msk	Msk	97	48	49
	2021/22	35	13	37	142	75	53
	2022/23	30	10	33	134	57	43
	2023/24	26	10	38	157	76	48
	2024/25	29	18	62	104	62	60

Analysis of Student Learning Survey Results Grade 12

There is a significant increase in the number of grade 12 Aboriginal students who report liking their school (55% compared to 44% of non-Aboriginal students, and 40% provincially); believing adults treat everyone fairly (large increase to 69% from 50% the prior year, and higher than 52% provincially); and respecting





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

people who are different from themselves (86% compared to 80% of non-Aboriginal and 83% provincially). Sixty-two per cent of Aboriginal students learn about Aboriginal peoples at school as compared to 59% provincially. There was a slight dip in having two or more adults at school who help with schoolwork when needed (69%) but was still slightly higher than for non-Aboriginal students (68%) and 62% provincially. There was a significant increase in feeling welcome at school, up to 86% from 69% (66% provincially) and in feeling a sense of belonging, 62% from 38%. This is much higher than the 49% provincially.

Do you feel safe at school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	27	24	89	96	80	83
	2021/22	33	21	64	139	114	82
	2022/23	30	19	63	129	108	84
	2023/24	26	22	85	156	123	79
	2024/25	27	24	89	102	88	86

At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?	School Year	Aboriginal			Non-Aboriginal		
		Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	27	Msk	Msk	97	Msk	Msk
	2021/22	33	Msk	Msk	139	Msk	Msk
	2022/23	30	Msk	Msk	130	11	8
	2023/24	26	Msk	Msk	156	Msk	Msk
	2024/25	28	0	0	103	Msk	Msk

How many adults at your school care about you?	School Year	Aboriginal			Non-Aboriginal		
		Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	27	22	81	97	80	82
	2021/22	35	30	86	142	103	73
	2022/23	30	19	63	134	107	80
	2023/24	26	17	65	157	122	78
	2024/25	29	24	83	104	80	77





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

Are you satisfied that school is preparing you for a job in the future?	School Year	Aboriginal			Non-Aboriginal		
		Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	27	Msk	Msk	90	15	17
	2021/22	31	Msk	Msk	134	23	17
	2022/23	27	Msk	Msk	131	21	16
	2023/24	26	Msk	Msk	154	34	22
	2024/25	29	Msk	Msk	101	21	21

Are you satisfied that school is preparing you for post-secondary education?	School Year	Aboriginal			Non-Aboriginal		
		Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
			#	%		#	%
	2020/21	27	Msk	Msk	90	26	29
	2021/22	31	Msk	Msk	133	41	31
	2022/23	28	Msk	Msk	131	34	26
	2023/24	26	11	42	152	50	33
	2024/25	28	13	46	101	37	37

Analysis of Student Learning Survey Results Grade 12, Continued

Eight-nine per cent of Aboriginal students report feeling safe at school, an increase from 85% the previous year and much higher than 73% provincially. Eighty-three per cent believe there are two or more adults at school who care about them, a steep increase from 65% the year before and the 73% provincially. Percentages are low for those who feel that school is preparing them for a job in the future, though there was another increase this year in those who felt they were being prepared for post-secondary education (46%). Provincially, only 32% of Aboriginal students feel they are being prepared for post-secondary.





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

Student Voice- Equity Scan Data

Each winter, students are invited to gather together at the Equity Circle Winter Feast and are given the opportunity to provide feedback on questions about their experiences in the Aboriginal Education program. The six questions are below:

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

Here are some responses from students:

Rules around safety and respect for others, no phones, no vaping, no racism, be kind- these make sense

Fun and informative electives where you learn life skills, shop class, art class

My school is doing great/ I feel welcome/ Nice teachers (many comments like this)

Ab Ed program and the food in there

Hot lunch program and gym

It is good already

Help explain some concepts and needed knowledge on the future

Help me with my work

Different languages

Say hello/ smile more/ smiling makes me feel welcome/ staff who smile and say good morning make me feel welcome

More Pow Wow dancing/ regalia making/ more cultural learning

More language learning

Tell kids to be nicer instead of being mean

Help you with your math every single day

Give more examples, demonstrate different ways of doing things

We get to spend time with our friends and teachers





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

Learning new stuff is fun

Things they like- lunch, math, no running in the hall, gym time, playing with your friends, nice teachers, ADST, reading

Teach us, be positive and understanding. Help us build social relationships

Helping one on one, answering questions, and being kind

Supporting Nominal Roll Students

Nominal Roll students are defined as students who are ordinarily resident on reserve.

SD8 Aboriginal Education continues to support all students ordinarily living on reserve, including students from Lower Kootenay Band and students in the care of Ktunaxa Kinbasket Child and Family Services.

In alignment with the BC Tripartite Agreement, SD8 continues the following supports and processes:

Footnote- The nominal roll is the registry of elementary and secondary students funded by Indigenous Services Canada.

- ▷ Joint review of Nominal Roll students- October and February
- ▷ Joint planning for BCTEA Transportation Grant to provide individual transportation and extra-curricular transportation for all Lower Kootenay Band students to/from school
- ▷ Regular meetings to fulfill Model LEA requirements
- ▷ Individualized supports delivered through Aboriginal Education supplemental supports in Creston schools

Food Equity for Aboriginal Learners

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

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





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

Trends in the Data

- ▷ Excellent five-year and six-year Aboriginal graduation rates, far above the provincial rate.
- ▷ Overall improvements in secondary school literacy, numeracy, and course marks; however, more work is needed in some areas to address the disparity between Aboriginal and non-Aboriginal student school outcomes.
- ▷ More work is needed in anti-racism and cultural safety and humility to create schools that feel safe and welcoming for students.
- ▷ Continued focus on literacy in primary and intermediate is needed.
- ▷ More work is needed to prepare secondary students for career and post-secondary pathways.
- ▷ Discrepancies between literacy and numeracy graduation assessments and course marks in grades 10 and 12.
- ▷ Students in grades 11 and 12 feel more comfortable with school than students in grade 7.
- ▷ More focus is needed to ensure all students are learning about Aboriginal people, and Ktunaxa, Syilx, Secwepemc, and Metis cultures in particular.
- ▷ Focus on improving Aboriginal student attendance is needed.

New Areas for Growth

- ▷ Integrate structures to bring local First Nations culture and language learning opportunities to students.
- ▷ Increase student and staff learning about the local land area.
- ▷ Identification of Ktunaxa, Syilx, Secwepemc, and Metis Knowledge Keepers who can share local cultural knowledge in schools.
- ▷ Improvement of student attendance.
- ▷ Expand Aboriginal graduation honourings.
- ▷ Increase Aboriginal student leadership opportunities.

Continuing Areas for Growth

- ▷ School safety, connection, and belonging.
- ▷ Literacy and numeracy skills.
- ▷ Ensuring high expectations across the system for Aboriginal students.
- ▷ Ensuring decisions about Aboriginal students are guided by Aboriginal voices.
- ▷ Ensuring that culture is visible and opportunities for learning are ample.
- ▷ Preparation of students for careers and post-secondary pathways.
- ▷ Increase in parent/guardian/family communication and engagement.





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

Results of Previous Year’s Action Plan

Strategic Priority Goals

Nurture wholistic Aboriginal resilience and brilliance through belonging, pride, and identity	
Monitoring	Progress on Actions
<ul style="list-style-type: none"> ♦ Learning Surveys (students, staff, and families) ♦ Student Voice ♦ Nominal Roll joint meetings ♦ IEC meetings and reflections ♦ LEA meetings and reflections ♦ Developmental surveys (YDI, MDI) ♦ How Are We Doing Report (HAWD), Aboriginal Report ♦ Equity data from students 	<p>School and district-based cultural learning activities for students offered (eg. Pow Wow drumming, dance, and regalia learning; Aboriginal language, art, land-based traditions).</p> <p>Expansion of resource library, and new sections to highlight Ktunaxa, Syilx, Secwepemc, and Metis culture.</p> <p>Aboriginal teachings shared in schools by Elders and Knowledge Keepers.</p> <p>Professional learning/training for all staff to build capacity in cultural safety and humility; anti-racism; and local Aboriginal cultures and traditions to build school cultures that are safe and welcoming to IABPOC students and families.</p> <p>Days of significance such as Orange Shirt Day, National Day for Truth and Reconciliation, Black Excellence Day, and more were celebrated or acknowledged.</p> <p>Working sessions for school and district leadership focused on implementing the Anti-Racism and Cultural Safety policy and AP.</p> <p>Strengthening of anti-racism skills, awareness, and responses district-wide.</p> <p>Goals and actions around belonging, pride, and identity present in School Learning Plans.</p> <p>Aboriginal graduation honouring happens annually.</p>
Aboriginal students, families, and communities guide Truth before Reconciliation	
Monitoring	Progress on Actions
<ul style="list-style-type: none"> ♦ Learning Surveys (students, staff, and families) ♦ Student Voice ♦ Nominal Roll joint meetings ♦ IEC meetings and reflections ♦ LEA meetings and reflections ♦ Developmental surveys (YDI, MDI) ♦ How Are We Doing Report (HAWD), Aboriginal Report ♦ Equity data from students 	<p>Engagement and communication with families by school staff.</p> <p>New structures for regular Nominal Roll student update meetings and LEA meetings.</p> <p>Stories of Aboriginal history, culture, and diversity shared by Knowledge Keepers and presenters at the Aboriginal Day of Learning- Jared Basil, Smokii Sumac, Metis Knowledge Keepers and more.</p> <p>Elders and Knowledge Keepers shared wisdom and learnings at schools- eg. Knowledge Keepers leading Kokanee fry releases; sharing Ktunaxa traditional, drum, dance, and regalia making leading up to pow wow; Ktunaxa fish trap making, and more.</p> <p>Expanded opportunities for cultural learning in regalia-making, drumming, and dancing in the lead up to the SD8 Pow Wow.</p> <p>Staff learning and competency building in Cultural Safety and Humility- three sessions for school and district leaders in 2024-2025.</p> <p>Ktunaxa Social Sector Framework- two learning sessions for district leadership and one for Aboriginal Education team.</p> <p>Professional learning opportunities provided for staff to include Aboriginal worldviews and ways of knowing into curriculum, pedagogical approaches, and teaching practices. Some examples are Indigenizing literacy and numeracy; Metis culture; beading; land-based learning; and more.</p>





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

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





ABORIGINAL EDUCATION EVIDENCE OF LEARNING

Build and grow Reconciliation awareness and actions

Monitoring	Progress on Actions
<ul style="list-style-type: none"> ◆ Learning Surveys (students, staff, and families) ◆ Student Voice ◆ Nominal Roll joint meetings ◆ IEC meetings and reflections ◆ LEA meetings and reflections ◆ Developmental surveys (YDI, MDI) ◆ How Are We Doing Report (HAWD), Aboriginal Report ◆ Transition meetings (Primary Success and grade 12 academic reviews) ◆ Equity data from students 	<p>Hold high hopes and expectations of success for all Aboriginal students- reminding all school leaders of this.</p> <p>Connection to families and inclusion in planning and decision-making. For example, new structures in place to increase family involvement in education decisions for nominal roll students.</p> <p>Professional learning opportunities on implicit bias and privilege awareness.</p> <p>Aboriginal Education team meetings, developing pedagogical shared approaches. Monthly online meetings and one in-person meeting this year.</p> <p>Anti-Racism and Cultural Safety policy and administrative procedures implemented in all levels of the system.</p>

Build strong relationships using a distinctions-based approach

Monitoring	Progress on Actions
<ul style="list-style-type: none"> ◆ Nominal Roll joint meetings ◆ IEC meetings and reflections ◆ LEA meetings and reflections 	<p>Model Local Education Agreement (LEA) with Lower Kootenay Band. Regular meeting times are in place.</p> <p>Collaboration with Lower Kootenay Band to support Nominal Roll students. Regular meetings in place.</p> <p>Implementation of the Indigenous Education Committee (IEC) to ensure that Aboriginal voices inform and lead decisions regarding the education of Aboriginal students.</p> <p>Collaboration with West Kootenay Metis Society to consult about supports for Metis students. Learnings shared at the April 2025 Professional Development Day.</p>





DIVERSITY EDUCATION EVIDENCE OF LEARNING

SD8 Strategic Priority

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

Diversity Education aligns with the SD8 Strategic Priority: Cultural and Identity Development; the Ministry of Education and Child Care policy Diversity in BC Schools; the School Act diversity statement; SD8 Policy 171, Policy 450, AP 1101 and AP4001. Diversity education ensures all students are welcomed, included, and respected in a safe learning environment, while being fully and completely themselves.

Data and Analysis

Gender Identity and Sexual Orientation Survey Results

Youth Development Index (YDI) 23/24

Participants

Total Sample	291
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Age & Grade

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

Gender Identity

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

Sexual Orientation and Gender Diversity

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

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

Sexual Orientation and Gender Diversity

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





DIVERSITY EDUCATION EVIDENCE OF LEARNING

Analysis- Gender Identity and Sexual Orientation

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

Sexual Health Education at School Survey Results

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

76%	Felt the sex education they received had started at the right age for them
82%	Felt it was relevant to their gender identity
75%	Felt it was relevant to their sexual orientation
55%	Felt it was relevant to any disability or health condition they had
85%	Felt it was respectful of their culture/religion

Analysis Sexual Health Education at School

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

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

Street Level Data: Representation

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

Here are some student responses:

- I have not seen any queer representation in any course I have taken ever.*
- Some of us know when we see or hear that kind of representation, but it is not talked about or taught explicitly. I doubt if non-queer people would even get that it is queer. It does feel good, yeah, and more can be done.*
- Yeah there is some representation, but it isn't, like, obvious.*
- When we do see or hear it, it is so affirming.*





DIVERSITY EDUCATION EVIDENCE OF LEARNING

It would be nice to hear and see more representation. I am not sure how to ask for that.

I mean, there is more representation in this pride club than there is anywhere else in the school.

Seeing the Pride flag is good and all, but, like, what else? There needs to be more.

Analysis- Street Level Data: Representation

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

Street Level Data: Safety

Students in GSA clubs in SD8 were asked about their feelings of safety as 2SLGBTQIA+ people in their schools and classrooms. They were asked if they hear/see/feel discrimination in any form, if they report it, if they feel better with the results, and where they see need for improvement. [Here are some student responses:](#)

I hear homophobic stuff every day in my school.

People are super transphobic here.

There are specific people who say and do the same things to us all the time.

I report most of what is said and done to me.

I am still dead-named by certain teachers in my classes and still they do not get my gender right.

Homophobic “stuff” doesn’t bother me, even though it happens all the time, so I do not report it.

Sometimes I report it, but it seems like nothing is ever done, so, why bother?

There are some amazing staff who are super supportive, and also some who I would not trust ever.

Sometimes there is a result when I report, but most times I hear nothing back.

I come to school to be with my queer friends and that feels safe.

We are constantly harassed and it sucks. It seems like we are not believed.

It sometimes isn’t obvious that what someone says is harassment, but it is.

We feel safe in certain rooms in the schools, others not so much.

I’ve seen our pride club posters torn down, pride flags torn down, and I have heard that queer books in the library sometimes go “missing”. What’s up with that?

How do we fix this? Literally asking for my friends, our safety.





DIVERSITY EDUCATION EVIDENCE OF LEARNING

Analysis- Street Level Data: Safety

Anti-2SLGBTQIA+ discrimination exists and happens in SD8 schools. Whether the discrimination is reported to a trusted adult or not does not negate that it happens. The data confirms that there is work that needs to be done to ensure the continued safety of 2SLGBTQIA+ students.

Student Learning Survey 2024–25 Experienced Discrimination on the Basis of Their Sexual Orientation or Gender Identity

Discrimination	Kootenay Lake (SD 008)					
	Grade 7		Grade 10		Grade 12	
	#	%	#	%	#	%
At school, have you experienced discrimination on the basis of your sexual orientation or gender identity?						
2021/2022 (S82)	19	6	12	5	11	7
2022/2023 (S82)	18	7	27	9	14	8
2023/2024 (S82)	20	6	24	10	13	7
2024/2025 (S82)	7	3	12	7	7	5

Analysis- Experienced Discrimination on the Basis of Their Sexual Orientation or Gender Identity, 2024–2025

2SLGBTQIA+ students from grades 7, 10, and 12 in SD8 experience discrimination in schools based on their sexual orientation or gender identity. The percentage reporting that they have experienced this has decreased in 2024–2025 for grade 7, grade 10, and grade 12.

Trends and Learning

- ▷ 30% of students who responded to the YDI survey (291 participants) identified as 2SLGBTQIA+ in 2023–2024
- ▷ 25% of students felt that the sexual health education they had received was not relevant to their sexual orientation
- ▷ 7% of students in grade 10 had experienced discrimination on the basis of their sexual orientation or gender identity in 2024–2025
- ▷ Representation of 2SLGBTQIA+ community in schools increases feelings of belonging and safety





DIVERSITY EDUCATION EVIDENCE OF LEARNING

New Areas for Growth

- ▷ Strengthen sexual health education delivery to include relevance for all gender orientations and sexual identities
- ▷ Build stronger supports to ensure continued safety for 2SLGBTQIA+ people
- ▷ Create and implement a clear and consistent response to discrimination and/or hate incidents

Existing Areas for Growth

- ▷ Continue integrating Sexual Orientation and Gender Identity inclusive education and spaces into curriculum and schools to increase representation and increase belonging and safety
- ▷ Ensure all SD8 staff members are familiar with Policy and Administrative Procedures related to SOGI Inclusive education
- ▷ Build capacity of staff in supporting 2SLGBTQIA+ students, families, and community members

Results of Previous Year's Action Plan

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



WE ARE QUEER HISTORY





DIVERSITY EDUCATION EVIDENCE OF LEARNING

Diversity Education- Results of Action Plan: 2024-2027

Strategic Priority Goals

Increased awareness of 2SLGBTQIA+ peoples and communities	
Monitoring	Progress on Actions
<ul style="list-style-type: none"> ◆ Student Learning Surveys (students, staff, and families) ◆ Student Voice ◆ Developmental surveys (YDI, MDI) ◆ Equity data from students 	<p>Shared opportunities for learning focused on diversity and inclusive practices- shared resources with school staff by district lead teacher.</p> <p>Shared BC resources on curriculum related lesson plans, building capacity for Gender and Sexuality Alliance groups, professional development tools, and supports to create spaces inclusive of diversity.</p> <p>Sexual Orientation and Gender Identity School Leads learning and competency building through sharing of resources, websites, videos, education guides, and books.</p> <p>Importance of and practicality of 2SLGBTQIA+ representation in education and learning highlighted through student survey results in 2025.</p> <p>Continue to build capacity of staff in supporting 2SLGBTQIA+ students, families with professional learning opportunities, resources, inclusive lesson plans, tools to promote representation, and ways to enhance SOGI-inclusive education.</p> <p>Empowered 2SLGBTQIA+ students, families, and communities through representation, amplifying voices and experiences.</p> <p>SD8 Pride event for students.</p> <p>Development of <i>Discrimination & Hate Response Guide</i> based on Ministry of Education and Child Care Racism Response Guidelines.</p> <p>Annual district participation and leadership in Nelson Pride parade.</p> <p>Awareness built of 2SLGBTQIA+ communities through promotion of yearly events:</p> <ul style="list-style-type: none"> - LGBTQ+ History Month - Pride Month - Two Spirit & Indigenous LGBTQIA+ Awareness and Celebration Day - Transgender Day of Remembrance - Transgender Week of Awareness - Transgender Day of Visibility - International Day Against Homophobia, Transphobia, Biphobia - No Name Calling Week - International Day of Silence - Coming Out Day - Intersex Awareness Day - Pink Shirt Day





ANTI-RACISM AND CULTURAL SAFETY EVIDENCE OF LEARNING

Anti-Racism and Cultural Safety in SD8

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

Anti-Racism Data and Analysis

Data sources referenced in this report include the 2023 Adolescent Health Survey for SD8, and the 2024–2025 SD8 Student Learning Survey.

Family Background

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

Family background	
Indigenous	15%
African	3%
Caribbean	2%
European	67%
East Asian	5%
South Asian	3%
Southeast Asian	1%
Middle Eastern	1%
Latin American, South American, Central American	6%
Australian, Pacific Islander	3%
Other	4%
Don’t know	22%

Note: Students could mark all that applied.





ANTI-RACISM AND CULTURAL SAFETY EVIDENCE OF LEARNING

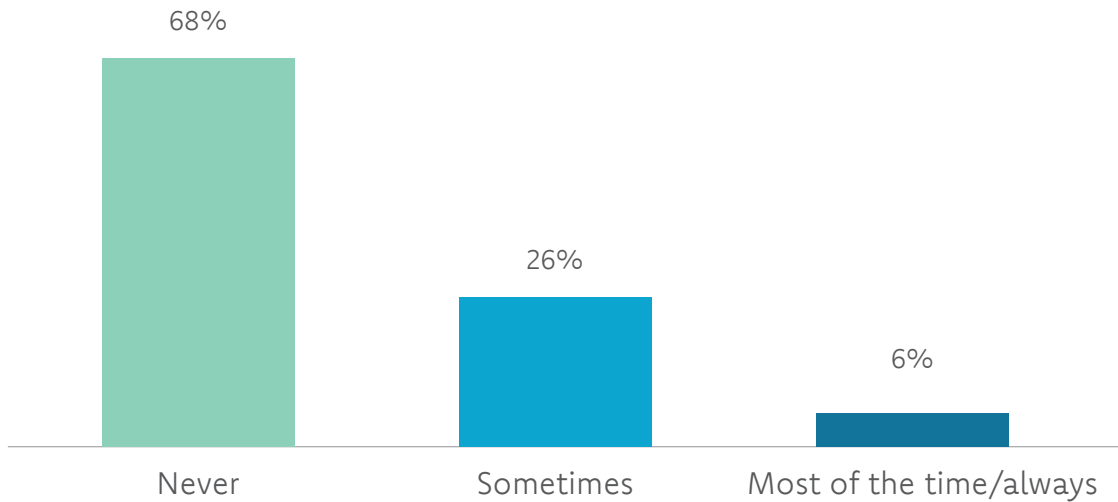
Analysis Family Background

The majority of families have a European background, and 15% identify as Aboriginal in SD8, according to this data source.

Languages at Home

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

How often youth speak a language other than English at home



Analysis Languages at Home

Thirty-two per cent of students spoke a language other than English at home at least some of the time (compared to 54% provincially).





ANTI-RACISM AND CULTURAL SAFETY EVIDENCE OF LEARNING

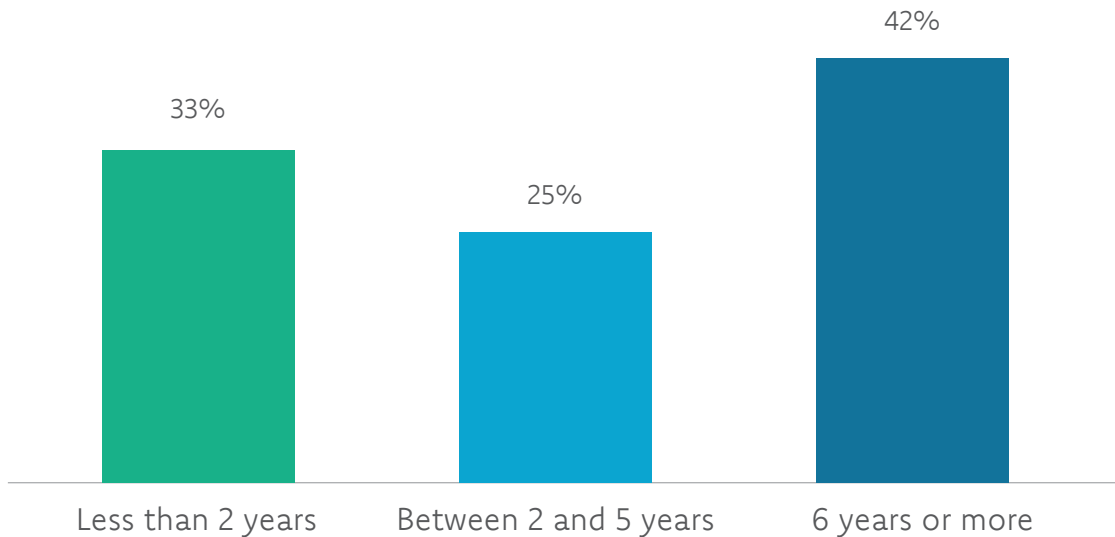
Time in Canada

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

Time in Canada

Most students in this school district were born in Canada. Twelve percent were born outside Canada, including 5% who arrived as international students.

**How long youth have lived in Canada
(among those born abroad)**



Racial Identity

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

Racial Identity

White	86%
Black	4%
Asian	6%
Indigenous	7%
Latin American/Hispanic	3%
Mixed race	6%
Other	1%

Note: Students could mark all that applied.



ANTI-RACISM AND CULTURAL SAFETY EVIDENCE OF LEARNING

Analysis Racial Identity

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

Discrimination

Discrimination refers to negative treatment that is based on a personal characteristic that is protected in the Canadian Charter of Rights and Freedoms, BC Human Rights Code, and Canadian Human Rights Act.

The protected grounds are race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, gender identity or expression, sexual orientation, age, source of income, or criminal conviction.

Students in the Kootenay Boundary region reported instances of discrimination over the past 12 months (from the 2023 report):

Where students experienced discrimination in the past 12 months

At school	31%
On the street	9%
In store/restaurant	5%
At work	2%
On public transit	3%
In hospital or other health care setting	1%
On social media/online	17%
In extracurricular activities (e.g., sports)	5%
Other	2%

Note: Students could mark all that applied.





ANTI-RACISM AND CULTURAL SAFETY EVIDENCE OF LEARNING

The Student Learning Survey 2024–2025

The Student Learning Survey asked a question on discrimination based on race for the first time in 2024–2025.

Students – Discrimination Reporting Positive Responses

Discrimination	Kootenay Lake (SD 008)					
	Grade 7		Grade 10		Grade 12	
	#	%	#	%	#	%
At school, have you experienced discrimination on the basis of your sexual orientation or gender identity?						
2021/2022 (E4)	Not asked	Not asked	Not asked	Not asked	Not asked	Not asked
2022/2023 (E4)	Not asked	Not asked	Not asked	Not asked	Not asked	Not asked
2023/2024 (E4)	Not asked	Not asked	Not asked	Not asked	Not asked	Not asked
2024/2025 (E4)	5	2	9	5	7	5

Analysis of Discrimination Data

Students in schools experience discrimination based on race. For students who have experienced discrimination, 31% experienced it at school, and 17% on social media/online. According to the Student Learning Survey, 2% of students in grade 7, 5% of students in grade 10, and 5% of students in grade 12 have experienced discrimination based on their race in 2024–2025.



ANTI-RACISM AND CULTURAL SAFETY EVIDENCE OF LEARNING

Perceived Reasons for Discrimination

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

Reasons students perceived they had been discriminated against in the past 12 months

Race, ethnicity, or skin colour	11%
Religion	6%
Sexual orientation	11%
Gender/sex	20%
Disability	7%
Health condition	5%
Physical appearance	27%
How much money they their family has	9%
Weight	19%

Note: Students could mark all that applied.

The majority of students who had experienced discrimination had this experience rarely. However, 8% who had experienced discrimination in the past 12 months reported that it happened regularly.

Analysis Perceived Reasons for Discrimination

The majority of students who had experienced discrimination had this experience rarely. However, 8% who had experienced discrimination in the past 12 months reported that it happened regularly. The biggest reason for perceived discrimination was physical appearance, followed by gender/sex, weight, sexual orientation, and then race/ethnicity/skin colour.





ANTI-RACISM AND CULTURAL SAFETY EVIDENCE OF LEARNING

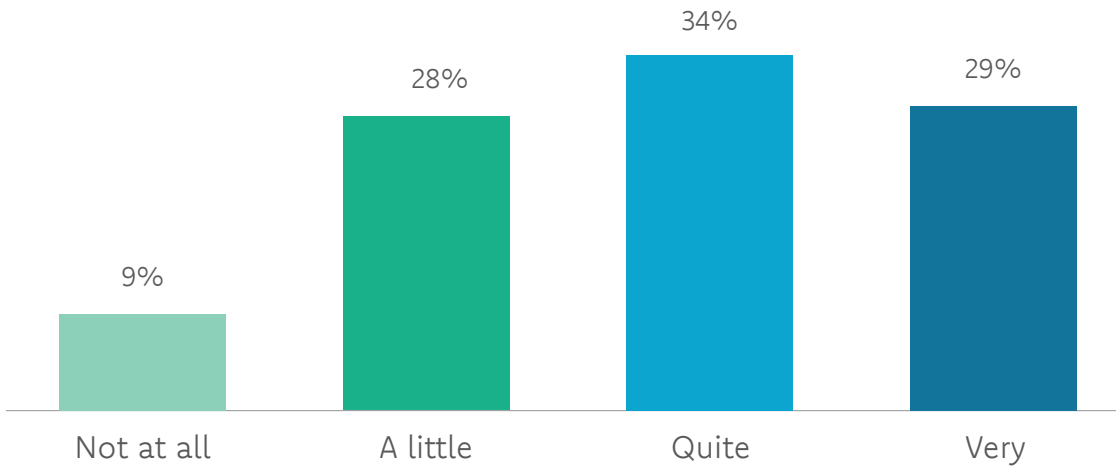
Cultural Pride

Students shared how proud they felt of their cultural backgrounds.

Cultural Pride

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

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



Analysis Cultural Pride

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



ANTI-RACISM AND CULTURAL SAFETY EVIDENCE OF LEARNING

Spirituality

Students also provided data on religious affiliation.

Religious affiliation

None	65%
Buddhist	2%
Christian	19%
Hindu	1%
Jewish	2%
Muslim	2%
Sikh	1%
Traditional (Indigenous) spirituality	2%
Don't know	10%
Other	2%

Note: Students could mark all that applied.

Analysis Spirituality

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

Student Learning Survey: Safety, Welcoming Schools, Belonging

The following tables collate results from the district-wide Student Learning Survey (2024-2025). The charts reveal information about how students feel welcome, and their sense of belonging and safety at school. These results are for all students combined.





ANTI-RACISM AND CULTURAL SAFETY EVIDENCE OF LEARNING

Data- Welcoming Schools

Students – Belonging Reporting Positive Responses

Discrimination	Kootenay Lake (SD 008)							
	Grade 4		Grade 7		Grade 10		Grade 12	
	#	%	#	%	#	%	#	%
Do you feel welcome at your school?								
2021/2022 (NQ16)	167	71	208	65	161	70	120	69
2022/2023 (NQ16)	250	81	196	69	179	61	124	69
2023/2024 (NQ16)	206	80	237	73	166	65	121	71
2024/2025 (NQ16)	170	81	192	71	126	65	104	79

Analysis- Welcoming Schools

The four-year trend is positive across all grades. Grade 12 students report an increase in feeling welcome at school this year, with 81% of grade 4 students and 79% of grade 12 students reporting this. Grade 10 is the lowest at 65%. More work to ensure all students feel welcome at school is needed.

Data- Belonging

Students – Belonging Reporting Positive Responses

Discrimination	Kootenay Lake (SD 008)							
	Grade 4		Grade 7		Grade 10		Grade 12	
	#	%	#	%	#	%	#	%
Is school a place where you feel like you belong?								
2021/2022 (S81)	131	59	168	53	104	47	88	51
2022/2023 (S81)	197	65	154	54	132	45	80	43
2023/2024 (S81)	163	64	200	63	141	56	86	48
2024/2025 (S81)	137	69	155	62	105	55	80	61





ANTI-RACISM AND CULTURAL SAFETY EVIDENCE OF LEARNING

Analysis- Belonging

A general upward trend continues, particularly in grade 4 and grade 12. Grade 7 and grade 10 dipped very slightly this year. Overall, the four-year trend is moving in the right direction, and more work needs to be done.

Data- Safety

Discrimination	Kootenay Lake (SD 008)							
	Grade 4		Grade 7		Grade 10		Grade 12	
	#	%	#	%	#	%	#	%
Do you feel safe at school?								
2021/2022 (Q22)	168	72	235	73	181	79	135	81
2022/2023 (Q22)	255	84	215	74	221	75	146	82
2023/2024 (Q22)	207	80	241	76	202	81	145	81
2024/2025 (Q22)	194	83	198	75	142	74	112	87

Analysis- Safety

Perceptions of school safety improved for grade 4 and grade 12, remained close to the same for grade 7, and dropped for grade 10.

Programs and Services Supporting Anti-Racism

Anti-Racism Working Group

The Anti-Racism Working Group comprises students and staff who provide input and insight to guide district actions toward racial equity. Students collaborate to share experiences and ideas, and to provide feedback to staff around experiences at school. Student numbers in this group have grown this year. The working group meets twice annually and includes IBAPOC students, school staff, and district leadership.

This year the work has been around providing an affinity group, opportunities for student voice, and building leadership skills that can be taken back into the school to help increase student agency to effect change at the school level.



ANTI-RACISM AND CULTURAL SAFETY EVIDENCE OF LEARNING

Responding & Reporting

ERASE Report-It

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

- ▷ For students, QR code posters are in all schools (CHECK) and school leaders remind students of this tool
- ▷ Report goes to ERASE, and then to the Assistant Superintendent and the Safe Schools Manager, who direct the concern to the relevant school principal for school level response, with a report back to the Assistant Superintendent with actions taken





ANTI-RACISM AND CULTURAL SAFETY EVIDENCE OF LEARNING

School Level Response to Incidents

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

“Beyond utilizing the strategies offered in this resource, anti-racist education requires a long-term commitment to learning, which ultimately leads to students feeling safe and supported in schools.” *Ministry of Education and Childcare, Racism Response Guidelines 2025.*

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

Appendix B: Responding to racist incidents Supporting the harmed and the harmer

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

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





ANTI-RACISM AND CULTURAL SAFETY

EVIDENCE OF LEARNING

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

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

Key components of the response process are the following:

- ▷ Comprehensive approach to each concern, including the victim, perpetrator, their families, and staff, ensuring that the victim is held at the centre and that they are informed of what is happening with the response.
- ▷ Individual learning- to ensure that learning takes place in a restorative manner.
- ▷ School-wide learning



ANTI-RACISM AND CULTURAL SAFETY EVIDENCE OF LEARNING

Creating safe and inclusive schools for IBAPOC students

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

- ▷ School Code of Conduct
- ▷ Staff capacity building
- ▷ Extensive Anti-Racism Resources webpage
- ▷ BC Black Excellence books provided to all schools
- ▷ Anti-racism learning sessions for students- Dr. Gunderson
- ▷ Work at individual schools to create cultures of caring: Circle of Courage, positive culture codes, Student Changemaker groups, film and culture clubs, and school spirit initiatives

Anti-Racism Training and Professional Development

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

Professional Learning Offered to All Staff: 2024-2025

- ▷ Anti-Racism and Mental Health- keynote by Dr. Lisa Gunderson
- ▷ Anti-Racism and Student Mental Health- workshop by Dr. Lisa Gunderson
- ▷ ***Wayi Wah! Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education (Jo Chrona)-book study***
- ▷ Black Excellence Day presentation with the Ninandotoo Society and the Burnaby School District
- ▷ Cultural Safety professional development session for all staff in April- Jared Basil

Capacity Building: 2024-2025

- ▷ Mandatory onboarding training and annual cultural safety staff training
- ▷ Many professional learning opportunities and resources shared regularly with all staff through the Staff Weekly
- ▷ District Professional Development Day sessions on Anti-Racism
- ▷ District and school leaders: 2 sessions on Cultural Safety and Humility by yaqan nukiy member Jared Basil
- ▷ Safer Schools Together presentation- Strategies for students to perpetuate racial equity
- ▷ ***How to be an Active Witness-*** resource shared with all staff
- ▷ Management competency afternoon learning session (anti-racism)- all school and district leaders



ANTI-RACISM AND CULTURAL SAFETY EVIDENCE OF LEARNING

- ▷ School Leader Development Program– Anti-Racism and Cultural Safety session
- ▷ Monthly sharing of updates and reminders at School Leaders meetings
- ▷ Focused work and review of Anti-Racism policy and AP in School Leaders’ meetings

Anti-Racism Resources

There is an extensive list of resources to support staff, and these are found on the School District 8 (Kootenay Lake) website.

Trends and Learning

- ▷ Bridging the gap from knowledge into consistent action at schools is still needed
- ▷ Work is still needed to help all people to become aware of unconscious bias and beliefs that perpetuate racial inequity, and understand that it happens even when not intended
- ▷ Continued collaboration with local Aboriginal and intercultural organizations are important and beneficial
- ▷ Racism exists and needs to be proactively addressed in schools so that all schools are safe and welcoming to IABPOC students
- ▷ Continued learning around anti-racism and cultural safety is needed in all levels of the district
- ▷ School-based responses to racism are becoming more consistent
- ▷ Increased opportunities for student agency and voice have occurred
- ▷ More student groups are forming that are working to make schools more welcoming and aware of cultural and racial diversity

New Areas for Growth

- ▷ Expand opportunities for student agency and voice
- ▷ Support schools in increasing cultural knowledge and awareness of all kinds, particularly around diverse cultures in our region (eg. Ktunaxa, Syilx, Secwepemc, Metis, and Doukhobor cultures) as well as and cultural awareness months

Existing Areas for Growth

- ▷ Continuing to build capacity in all areas of the system to proactively address racism
- ▷ Continuing work to support those who experience racism in the school system
- ▷ Ensure that all students are aware of the ERASE Report-It tool
- ▷ Continue to build awareness of SD8 anti-racism resources and procedures at all levels of the system
- ▷ Continue to collaborate with local intercultural groups to share ideas





ANTI-RACISM AND CULTURAL SAFETY EVIDENCE OF LEARNING

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

Strategic Priority Goals

Improve school experiences for BIPOC students	
Monitoring	Progress on Actions
<ul style="list-style-type: none"> ◆ Student Learning Surveys (students, staff, and families) ◆ Student Voice ◆ Nominal Roll joint meetings ◆ IEC meetings and reflections ◆ LEA meetings and reflections ◆ Developmental surveys (YDI, MDI) ◆ How Are We Doing Report (HAWD), Aboriginal Report ◆ Equity data from students ◆ Annual review of SD8 Anti-Racism and Cultural Safety Administrative Procedures ◆ ERASE Report-It reports 	<p>Focused work provided for PVP to determine actions needed for schools to align with Anti-Racism and Cultural Safety Administrative Procedures during school leaders’ meetings monthly.</p> <p>Annual review of Anti-Racism and Cultural Safety AP completed.</p> <p>School leader learning and competency development, anti-racism and cultural safety learning series- 2 sessions on Cultural Safety and Humility with Jared Basil.</p> <p>Anti-Racism Working Group- continuing to meet twice yearly, and student numbers increasing.</p> <p>School student groups leading anti-racism and intercultural learning are growing.</p> <p>Expanded the anti-racism resources section on the SD8 website, including a new section to highlight different cultures throughout the year.</p> <p>Increased understanding of diverse individuals in history and today through school resources for classrooms- books shared with all schools in February, and resources shared with school leaders regularly in 2024-2025.</p> <p>Opportunities provided for staff to learn about diversity and inclusive practices through workshops and presentations on District Professional Development Days.</p> <p>Anti-racism training of bus drivers and operations staff 2023-present.</p> <p>School Code of Conduct updates in all schools.</p> <p>Professional learning offered and available for all staff to build capacity in cultural safety and humility; anti-racism; and local Aboriginal cultures and tradition to build school cultures that are safe and welcoming to IABPOC students and families.</p> <p>Days of significance such as Orange Shirt Day, National Day for Truth and Reconciliation, Black Excellence Day, and more were celebrated or acknowledged.</p> <p>Strengthened anti-racism skills, awareness, and responses district-wide through trainings, resources, and learning opportunities available to all.</p> <p>Mandatory onboarding training in anti-racism and cultural safety for all new employees, and annual mandatory training for all staff.</p>

SD8 remains committed to fostering inclusive schools that do not perpetuate racial inequity, ensuring every student and staff member feels safe, valued, and respected.





CONCLUSION

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

Aboriginal Education, Diversity Education, and Anti-Racism initiatives support continuous improvement and monitoring of student success. Through innovative, flexible, and land-based approaches to learning, collaborative community partnerships, and the promotion of safe, engaging, and accessible learning environments, SD8 enhances student learning outcomes, cultural safety and cultural humility. Additionally, targeted supplemental, academic supports continue to create safe, affirming, and equitable learning spaces for all students, promoting respect, and understanding across diverse identities.

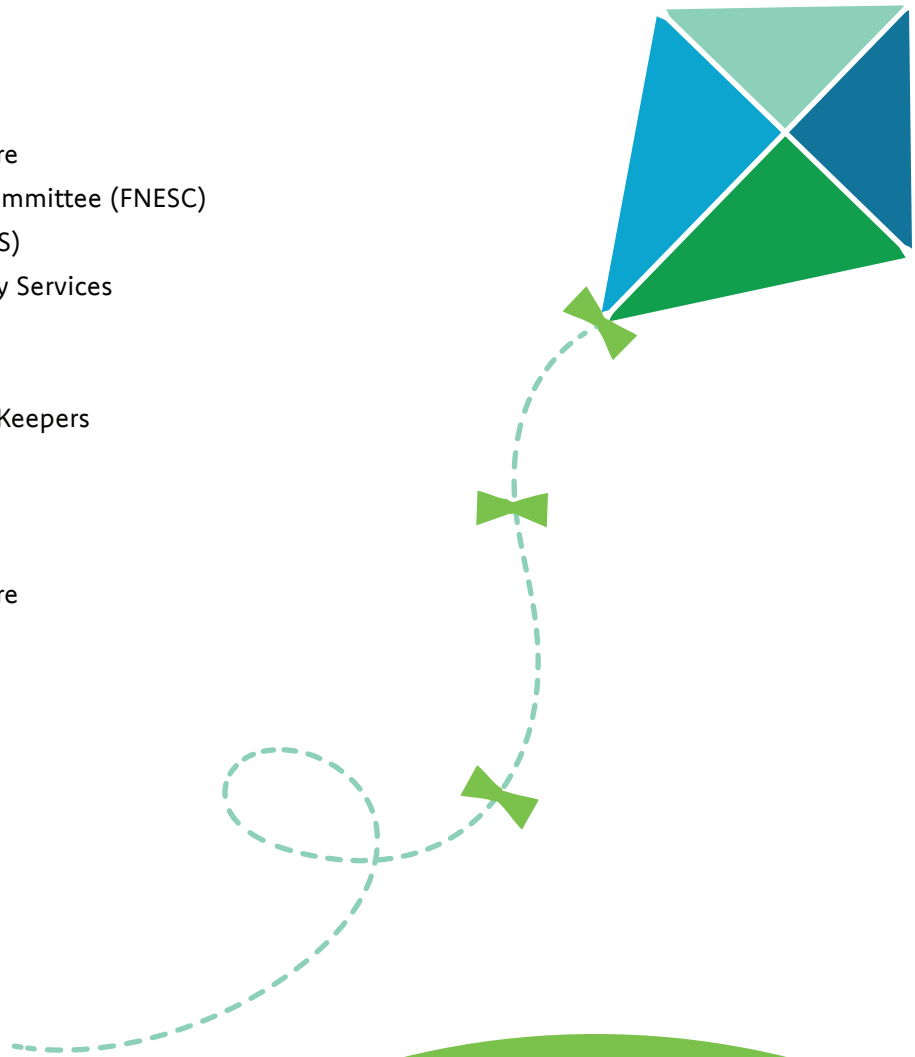
By aligning with provincial mandates and focusing on inclusivity and equity, SD8 is poised to ensure every learner graduates with dignity, purpose and options for their future.





GRATITUDE

SD8 Indigenous Education Council (IEC)
Parent/guardians, and families
SD8 Aboriginal Education staff
yaqan nukiy, Ktunaxa Nation
Splatsin Band, Secwepemc Nation
Lower Similkameen Band, Syilx Nation
West Kootenay Metis Society
yaqan nukiy LEA Oversight Team
SD8 Youth Pow Wow Committee
yaqan nukiy Education Committee
yaqan nukiy School
Ministry of Education and Child Care
First Nations Education Steering Committee (FNESEC)
Circle of Indigenous Nations (COINS)
Ktunaxa Kinbasket Child and Family Services
Selkirk College
College of the Rockies
Community Elders and Knowledge Keepers
First Nations Health Authority
Anti-Racism Working Committee
Intercultural Kootenays
Ministry of Education and Child Care
SOGI school leads and staff
SD8 Anti-Racism Working Group



FROM: Trish Smillie, Superintendent
DATE: April 14, 2026
SUBJECT: National Day of Mourning, April 28

Information

Introduction

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

Information

April 28th is marked annually in Canada as the National Day of Mourning. This day is not only a day to remember and honour those lives lost or injured due to a workplace tragedy, but also a day to collectively renew our commitment to improve health and safety in the workplace and prevent further injuries, illnesses, and deaths.

The Canadian Centre for Occupational Health and Safety (CCOHS) encourages Canadians to pause for a moment in silence April 28th at 11 am for a moment of silence and reflection.

“It is the hope of CCOHS that the annual observance of this day will help strengthen the resolve to establish safe and healthy conditions in the workplace, and prevent further injuries, illnesses, and deaths. As much as this is a day to remember the dead, it is also a call to protect the living and make work a place to thrive.” - CCOHS. Additional information can be found at <https://www.ccohs.ca/>.

Flags will be lowered at schools and worksites in the school district on April 28 to mark the Day of Mourning.



FROM: Cathy MacArthur, Secretary-Treasurer
DATE: April 14, 2026
SUBJECT: 2026-2027 Preliminary Draft Budget Discussion

For Information

Introduction

This memorandum outlines the 2026-2027 preliminary annual budget.

Information

Budget Timelines

Each year, on or before February 15th, school districts provide estimated enrolment figures for the upcoming school year to the Ministry of Education and Child Care (MoECC). By March 15th, the MoECC provides the enrolment-based funding amounts per student for standard, continuing, alternate and on-line learners and the estimated operating grant to each school based on the enrolment projections.

The Board of Education must approve a budget by June 30th of each year. The 2026-2027 budget will be prepared in accordance with section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia and Section 111 of the School Act. It focuses on educational resources for student achievement and success outlined in the strategic plan priorities as required by the Framework for Enhancing Student Learning.

MoECC Funding

Enrolment-based funding drives most of the operating funding for school districts. The MoECC funding amounts are also determined through unique geographical features and other factors. While these rate increases are provided as enrolment-based funding, the funding covers the entirety of the operations of the district.

The enrolments for the preliminary budget are based on estimated enrolment figures submitted to the MoECC on or before February 15th. For 2026-2027, SD8 is projecting an estimated enrolment of 4,199 regular K-12 full-time equivalent students FTEs, 15 alternate school student FTEs, and 295 online learning FTEs. This is a projected decline of 109 student FTEs (2.4%).

The basic enrolment-based funding amounts per student FTE for standard, continuing, and alternate students for 2026-2027 remain unchanged from 2025-2026. Additional labour settlement funding based on the wage/salary increases for CUPE staff will be determined and announced following ratification of the collective agreements and included in the amended budget.

Overview of 2026-2027 Preliminary Budget

The appendix contains an overview of the 2026-2027 Preliminary Budget.





School District 8
Kootenay Lake

2026-2027 Preliminary Budget Overview

Prepared for April 14, 2026
Meeting of the Board Held in Public

sd8.bc.ca



EXECUTIVE SUMMARY

SD8 projects a decline of 109 student FTEs (2.4%) in 2026-2027.

Operating revenue is budgeted at \$67.0 million, with operating expenses of \$67.2 million, resulting in net expenses before capital transfers of \$0.2 million. The 2026-2027 preliminary budget also includes \$0.4 million in planned capital acquisitions for technology, school furniture, and equipment. These expenditures, totalling \$0.6 million, will be funded through the previously approved use of \$0.6 million from the Opening Accumulated Operating Surplus.

Special Purpose Fund revenues and expenses are decreasing by \$0.2 million, to \$16.1 million and \$15.9 million respectively, resulting in a \$150,000 surplus before transfers to the Capital Fund.

ENROLMENTS

For 2026-2027, SD8 is projecting an estimated enrolment of 4,199 regular K-12 full-time equivalent students FTEs, 15 alternate school student FTEs, and 295 online learning FTEs. This is a projected decline of 109 student FTEs (2.4%).

OPERATING FUND

Operating Net Expenses

An overview of the preliminary 2026-2027 operating budget is shown below.

	2026-2027 Preliminary Budget	2025-2026 Amended Budget	Increase (Decrease)	
	\$	\$	\$	%
Total Operating Revenue	67,004,275	66,122,337	881,938	1.3%
Total Operating Expense	67,232,131	66,441,546	790,585	1.2%
Net Expenses before Transfers to Capital Fund	(227,856)	(319,209)	91,353	(28.6%)
Transfers to Capital Fund for Tangible Capital Assets	(400,000)	(455,000)	55,000	(12.1%)
Net Expenses after Transfers to Capital Fund	(627,856)	(774,209)	146,353	(18.9%)

The 2026-2027 preliminary budget includes additional operating revenue of \$0.9 million. This increase primarily reflects anticipated labour settlement funding, partially offset by a reduction in basic enrolment funding.

The preliminary budget also includes additional operating expenses of \$0.8 million. These additional expenses relate mainly to increased salaries and benefits resulting from labour settlements, offset by lower expenditures associated with reduced carry-forward balances in Indigenous targeted and Indigenous Education Capacity funding, as well as cost reductions identified through a review of discretionary spending.



As a result, the 2026-2027 operating deficit is budgeted at \$227,856. In addition, \$400,000 is budgeted for transfers to Capital for Tangible Capital Assets, resulting in a total planned use of \$627,856 from the Opening Accumulated Operating Surplus.

The use of \$627,856 from the Opening Accumulated Operating Surplus was approved by the Board in prior years through the internal restriction of these amounts within the Accumulated Operating Surplus. The amounts planned to be spent in 2026-2027, totalling \$627,856 include:

- \$54,977 - School budget carryforwards
- \$36,560 - Specific expenditures related to cybersecurity and staff recognition
- \$136,319 - Professional development contractual obligations
- \$400,000 - Technology assets and school furniture and equipment

Operating Revenue

The 2026-2027 preliminary operating revenue is shown below.

	2026-2027 Preliminary Budget	2025-2026 Amended Budget	Increase (Decrease)	
	\$	\$	\$	%
Operating Revenues				
Operating Grant Revenue & Other MoECC Grants	64,389,550	63,875,377	514,173	0.8%
Other Provincial Grants	272,960	283,603	(10,643)	(3.8%)
Tuition	1,234,736	954,982	279,754	29.3%
Other Revenue	677,874	641,597	36,277	5.7%
Rentals and Leases	167,000	105,000	62,000	59.0%
Investment Income	262,155	261,778	377	0.1%
	67,004,275	66,122,337	881,938	1.3%

Operating revenues are projected to increase by \$0.8 million (1.3%) due to the following changes:

- Operating grant revenue and other MoECC grants are projected to increase by \$0.5 million (0.8%). This net increase reflects anticipated labour settlement funding of \$1.6 million, partially offset by a \$1.1 million reduction in the basic operating grant. The funding rates per student have not changed since 2025-2026. The basic operating grant funding includes Funding Protection due to the decline in enrolments.
- Tuition revenue is projected to increase by \$0.3 million (29.3%), attributable to an additional \$0.1 million in correspondence course revenue and \$0.2 million in international student revenue, driven by higher enrolments.
- Other revenue is projected to increase by \$36,000 (5.7%). This increase reflects higher revenue from First Nations, partially offset by lower revenue from other educational authorities, all primarily due to enrolment changes, as well as reductions in private bussing and after-school program revenues.



- Rental and leases are projected to increase by \$62K (59.0%) based on 2025-2026 trending.

Operating Salaries and Benefits

The 2026-2027 preliminary operating salaries and benefits are shown below.

	2026-2027 Preliminary Budget	2025-2026 Amended Budget	Increase (Decrease)	
	\$	\$	\$	%
Operating Salaries				
Teachers	23,454,370	22,909,014	545,356	2.4%
Principals and Vice-Principals	4,595,419	4,483,910	111,509	2.5%
Educational Assistants	4,149,153	4,149,153	-	0.0%
Support Staff	7,837,590	7,902,265	(64,675)	(0.8%)
Other Professionals	2,604,718	2,542,039	62,679	2.5%
Relief/Substitutes	3,594,006	3,457,716	136,290	3.9%
Total Salaries	46,235,256	45,444,097	791,159	1.7%
Employee Benefits	11,857,992	11,737,951	120,041	1.0%
Total Salaries and Benefits	58,093,248	57,182,048	911,200	1.6%

Salaries and benefits are projected to increase by \$0.9 million (1.6%) in the 2026-2027 preliminary budget and will represent a slightly higher proportion of total operating expenses (86.4% in 2026-2027 compared to 86.1% in 2025-2026).

Collective Agreements and Other Assumptions

The 2026-2027 preliminary budget for salaries and benefits reflects the following collective agreements and other assumptions:

- KLTF teaching staff - A new collective agreement expiring June 30, 2029, which includes approved wage increases of 3% for 2025-2026 and a further 3% for 2026-2027
- CUPE staff (educational assistants and support staff) - The collective agreement which expired June 30, 2025
- Exempt staff - An estimated salary increase ranging from 2.0% to 2.5% for 2025-2026

Anticipated labour settlement funding from the MoECC to offset labour cost increases for teachers and exempt staff has been included in operating revenues.

Any additional labour settlement costs arising from the ratification of a CUPE collective agreement or subsequent approvals from the MoECC for exempt staff during 2026-2027, as well as the related settlement funding, will be reflected in the 2026-2027 amended budget.

Changes in Salaries by Employee Group

Key changes in salaries compared to 2025-2026 include:

- Teachers - Maintaining student/teacher ratios despite lower enrolment
- Principals and Vice-Principals - Increase due to the anticipated filling of positions in 2026-2027 compared to the use of relief staff in 2025-2026.



- Educational Assistants - Maintaining staffing levels despite lower student enrolments, resulting in relatively consistent salaries year over year.
- Support Staff - Decrease due to reduction in administrative positions
- Other Professionals - Increase in salaries related to salary adjustments, with no change in positions
- Relief/substitutes - Increase in costs due to labour settlement, partially offset by lower use of relief staff for principal positions

Operating Services and Supplies

The 2026-2027 preliminary operating services and supplies are shown below.

	2026-2027	2025-2026	Increase (Decrease)	
	Preliminary Budget	Amended Budget	\$	%
Operating Services and Supplies	\$	\$	\$	%
Services	2,304,697	2,282,180	22,517	1.0%
Student Transportation	388,121	331,660	56,461	17.0%
Professional Development and Travel	660,628	730,634	(70,006)	(9.6%)
Rentals and Leases	94,116	122,644	(28,528)	(23.3%)
Dues and Fees	119,820	117,588	2,232	1.9%
Insurance	216,800	212,800	4,000	1.9%
Supplies	3,486,254	3,751,476	(265,222)	(7.1%)
Utilities	1,868,447	1,710,516	157,931	9.2%
Total Services and Supplies	9,138,883	9,259,498	(120,615)	(1.3%)

Services and supplies are projected to decrease by \$0.1 million (1.3%) in the 2026-2027 preliminary budget, reflecting the following changes:

- Services - Increase in contracted services for the international program due to higher enrolments, offset by lower service expenditures for Indigenous targeted programs and Indigenous Education Capacity, reflecting assumed lower carry-forward balances
- Student Transportation - Increase related to fuel costs
- Professional Development and Travel - Decrease due to lower funding available for Indigenous targeted programs and Indigenous Education Capacity spending because of reduced carry-forward balances, along with reduced discretionary travel
- Rentals and Leases - Decrease resulting from lower vehicle lease costs following the purchase of vehicles at the end of 2025-2026
- Supplies - Reduction in supplies associated with assumed lower carry-forward levels for Indigenous targeted programs, Indigenous Education Capacity funding, and school budgets, partially offset by increased supplies for the international program due to higher enrolments and higher operational supplies
- Utilities - Increase related to higher electricity and heating costs.





SPECIAL PURPOSE FUNDS

Surplus Before Transfers to Capital Fund

The 2026-2027 preliminary Special Purpose Funds budget is shown below.

	2026-2027 Preliminary Budget	2025-2026 Amended Budget	Increase (Decrease)	
	\$	\$	\$	%
Total Operating Revenue	16,123,734	16,382,375	(258,641)	(1.6%)
Total Operating Expense	15,973,734	16,232,375	(258,641)	(1.6%)
Surplus before Transfers to Capital Fund	150,000	150,000	-	0.0%

The projected 2026-2027 Special Purpose Fund revenues of \$16.1 million and expenses of \$15.9 million are \$259K below the 2025-2026 Amended Budget, with resulting Net Revenue before Transfers to the Capital Fund remaining at \$150,000.



Revenue

The 2026-2027 preliminary Special Purpose Funds revenue budget is shown below.

	2026-2027 Preliminary Budget	2025-2026 Amended Budget	Increase (Decrease)	
	\$	\$	\$	%
Revenue				
After School Sports & Arts Grant	50,000	53,885	(3,885)	(7.2%)
Annual Facility Grant	279,640	279,640	-	0.0%
Classroom Enhancement Fund	11,346,664	10,630,033	716,631	6.7%
CommunityLINK	759,048	1,030,560	(271,512)	(26.3%)
Donations	25,000	25,000	-	0.0%
Early Care & Learning Funding to Schools	175,000	175,000	-	0.0%
Feeding Futures Fund	589,425	749,715	(160,290)	(21.4%)
First Nation Student Transportation	30,851	30,851	-	0.0%
Health Promoting Schools	27,000	27,000	-	0.0%
Learning Improvement Fund	215,310	218,308	(2,998)	(1.4%)
Literacy Professional Learning Grant	-	238,867	(238,867)	(100.0%)
Mental Health in Schools	55,000	55,000	-	0.0%
National School Food Program	183,350	305,581	(122,231)	(40.0%)
OLEP	109,758	129,758	(20,000)	(15.4%)
Ready, Set, Learn	44,100	58,056	(13,956)	(24.0%)
Seamless Day Kindergarten	-	55,400	(55,400)	(100.0%)
Scholarships and Bursaries	30,000	30,000	-	0.0%
School Generated Funds	2,015,000	2,015,000	-	0.0%
Strong Start	170,000	210,113	(40,113)	(19.1%)
Student & Family Affordability Fund	-	36,681	(36,681)	(100.0%)
Grants under \$25,000	18,588	27,927	(9,339)	(33.4%)
Total Revenue	16,123,734	16,382,375	(258,641)	(1.6%)

The increase of \$0.7 million for the Classroom Enhancement Fund, resulting from the funding of the negotiated labour settlement, is partially offset by lower revenue of \$1.0 million in other funds.

Lower carryforward funding from 2025-2026 is anticipated for the following programs:

- After School Sports & Arts Grant,
- Community Link,
- Feeding Futures Fund,
- Literacy Professional Learning Grant
- National School Food Program,
- Ready, Set, Learn,
- StrongStart, and
- Student & Family Affordability Fund.



In addition, lower current year funding is anticipated in 2026-2027 for the Community Link, Learning Improvement Fund, OLEP, and Seamless Day Kindergarten.

Expenses

The 2026-2027 preliminary Special Purpose Funds expense budget is shown below.

	2026-2027 Preliminary Budget	2025-2026 Amended Budget	Increase (Decrease)	
	\$	\$	\$	%
Expenses:				
Teacher Salaries	8,960,901	8,452,638	508,263	6.0%
Principal and Vice-Principal Salaries	-	14,641	(14,641)	(100.0%)
Educational Assistant Salaries	719,487	788,174	(68,687)	(8.7%)
Support Staff Salaries	125,609	142,203	(16,594)	(11.7%)
Other Professionals Salaries	261,254	258,608	2,646	1.0%
Relief/Substitutes	14,032	129,293	(115,261)	(89.1%)
Total Salaries	10,081,283	9,785,557	295,726	3.0%
Employee Benefits	2,605,203	2,553,262	51,941	2.0%
Total Salaries and Benefits	12,686,486	12,338,819	347,667	2.8%
Services and Supplies	3,287,248	3,893,556	(606,308)	(15.6%)
Total Expenses	15,973,734	16,232,375	(258,641)	(1.6%)

The significant changes in expenses relate to:

- Teacher Salaries - Higher teaching costs within the Classroom Enhancement Fund due to the negotiated labour settlement are partially offset by lower teacher salaries in the Literacy Professional Learning Grant
- Educational Assistant Salaries - Lower costs associated with CommunityLink, OLEP, and Seamless Day Kindergarten
- Relief/Substitute Salaries - Lower costs associated with the Literacy Professional Learning Grant
- Employee Benefits - Higher employee benefits costs related to increased salary/wage expense
- Services and Supplies - Lower spending on supplies for CommunityLINK, Feeding Futures, National School Food Program, Strong Start and Student & Family Affordability Fund





Memorandum to the Board of Education Public

FROM: Cathy MacArthur, Secretary-Treasurer
DATE: April 14, 2026
SUBJECT: School Fees

For Approval

RATIONALE

This memorandum provides information to the Board of Education on the school fees by school and course for the 2026-2027 school year.

BACKGROUND

The district recognizes its obligation under Section 82.1 of the School Act to provide, free of charge to school-age students resident in the District, an educational program required to meet general graduation requirements as well as educational resource materials necessary for participation in such a program. The district is also committed to providing a wide range of additional educational and extracurricular opportunities for all students.

[Policy 430: Fees, Deposits and Financial Hardship](#) outlines that all fees charged to parents must be reasonable and must reflect the actual costs of the services provided. The charging of fees and deposits must not become a barrier for student participation in curricular activities or programs.

The fees are determined by the principals of the individual schools in the district based on consultation with teaching staff and parent committees. This allows the schools to focus on meeting the expectations of their students and parents.

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

In accordance with the procedures of [AP 5060: Student Fees, Deposits and Financial Hardship](#), each school's schedule of fees has been presented to its Parent Advisory Council, and each school has a financial hardship provision in place to ensure equitable access to enhancement activities and optional goods and services.

For the coming school year, the fee for optional individual school supplies in the elementary grades has been set at \$45. Other fees in the elementary schools relate to optional workbooks,



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

A complete account of the proposed fees is included in this memorandum for the Board of Education's reference.

RECOMMENDATION

As per [Policy 430: Fees, Deposits and Financial Hardship](#) and in accordance with the [AP 5060: Student Fees, Deposits and Financial Hardship](#), it is recommended

THAT the 2026-2027 school fees **BE APPROVED** as proposed.



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

Adam Robertson Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6	7	
Art Project (Pottery Mugs)	Optional activity							\$ 10.00	\$ 10.00	
Downhill Skiing	Optional field trips					\$ 125.00	\$ 125.00	\$ 125.00	\$ 125.00	Estimate - costs differ between ski hills
Museum	Optional field trips					\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	
Swimming (2 lessons)	Optional field trips			\$ 3.00	\$ 3.00	\$ 3.00	\$ 3.00	\$ 3.00	\$ 3.00	

Blewett Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6	7	
Spring Activities	Optional field trips	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	
Winter Activities	Optional field trips					\$ 170.00	\$ 170.00	\$ 170.00		Cost varies depending on if students have season's pass, need rentals, etc...
X-Country Skiing	Optional field trips	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00				

Brent Kennedy Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6	7	
Downhill Skiing	Optional field trips					\$84 - \$228	\$84 - \$228	\$84 - \$228		Cost depends on number of trips and whether ski pass, equipment rental and lessons required
Swimming	Optional field trips	\$ -	\$ 24.00	\$ 24.00	\$ 24.00	\$ 24.00	\$ 24.00	\$ 24.00		\$6.00 / Lesson x 4 lessons
Winter Activities	Optional field trips	\$ 76.00	\$ 76.00	\$ 76.00	\$ 76.00	\$ 76.00				\$8/skating session x 2 + \$20 / XC ski lesson x3

Canyon Lister Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6	7	
Downhill Skiing	Optional field trips					\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	Maximum amount per trip. Cost depends on number of trips and whether ski pass, equipment rental and lessons required
Therapeutic Horse Riding	Optional field trips	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	Kidsport available to subsidize, in some cases

Crawford Bay Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6 & 7 (see secondary table)		
Creston Wetlands	Optional field trips	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00			
Downhill Skiing	Optional field trips					\$200 - \$283	\$200 - \$283			Cost depends on number of trips and whether ski pass, equipment rental and lessons required
Swimming	Optional field trips	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00			fees went down



Erickson Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6	7	
Bowling/Swimming/Skating	Optional field trips					\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	
Downhill Skiing	Optional field trips					\$ 225.00	\$ 225.00	\$ 225.00	\$ 225.00	3 days, lift, lesson, rentals, bussing, etc.
Swimming	Optional field trips				\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	

Hume Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6	7	
Downhill Skiing	Optional Field Trips				\$75 - \$200	\$75 - \$200				Costs depends on number of trips and whether ski pass, equipment rental, or lesson required
Literacy Workbooklet	Optional Supply	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00			
Math Workbook	Optional Supply	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00			
Skating	Optional Field Trips		\$ 45.00							
Snowshoeing	Optional Field Trips			\$ 45.00						
Swimming	Optional Field Trips		\$ 20.00	\$ 20.00	\$ 20.00					
X-Country Skiing	Optional Field Trips				\$ 45.00					
Year End Field Trip (Grade 5)	Optional Field Trips						\$ 30.00			

JV Humphries Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6 & 7 (see secondary table)		
Downhill Skiing	Optional field trips				\$78-\$180	\$78-\$180	\$78-\$180			

Redfish Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6	7	
Downhill Skiing	Optional field trips					~ \$63 - \$165.39	~ \$63 - \$165.39	~ \$63 - \$165.39	~ \$63 - \$165.39	The cost depends on the number of trips, current WH2O rates, and whether ski passes and/or equipment rentals are required. NOTE: The cost estimates provided are based on 25/26 WH2O rates for three days.
Swim lessons, winter activities, golf lessons, x-country skiing (intermediate)	Optional field trips	\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	Actual activities may vary from year-to-year based on availability, cost, additional RPAC support, etc.

Rosemont Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6	7	
X-Country Skiing	Optional field trips				\$ 48.00					
Skating	Optional field trips	\$ 15.00	\$ 15.00	\$ 15.00						
Downhill Skiing	Optional field trips					\$75 - \$225	\$75 - \$225	\$75 - \$225		Cost depends on number of trips and whether ski pass, equipment rental and lessons required



Salmo Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6	7	
Downhill Skiing	Optional field trips					\$ 30.00	\$ 30.00	\$ 30.00		
Skating-Fruitvale	Optional field trips	\$ 6.00	\$ 6.00	\$ 6.00	\$ 6.00	\$ 6.00	\$ 6.00	\$ 6.00		
Swimming	Optional field trips	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00		
X-Country Skiing	Optional field trips	\$ 45.00	\$ 45.00	\$ 45.00	\$ 45.00	\$ 45.00	\$ 45.00	\$ 45.00		

South Nelson Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6	7	
Downhill Skiing	Optional field trips					\$58 - \$220	\$58 - \$220	\$58 - \$220		Cost depends on number of trips and whether ski pass, equipment rental and lessons required/ PAC hardship
Swimming	Optional field trips			\$20 - \$30	\$20 - \$30	\$20 - \$30	\$20 - \$30	\$20 - \$30		Cost depends on number of trips
X-Country Skiing	Optional field trips	\$45-65	\$45-65	\$45-65	\$45-65					Cost depends on number of trips

W. E. Graham Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6 & 7 (see secondary table)		
Downhill Skiing	Optional field trips	\$126-296	\$126-296	\$126-296	\$126-296	\$126-296	\$126-296			Cost depends on number of trips and whether ski pass, equipment rental and lessons required
Swimming	Optional field trips	\$ 4.00	\$ 4.00	\$ 4.00	\$ 4.00	\$ 4.00	\$ 4.00	\$ 4.00		

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

Wildflower Nelson Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6	7	
Math Workbook	Optional supply for personal use			\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	
Summer/Winter Activities	Optional field trips	\$ 10.00	\$ 10.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 35.00	

Winlaw Elementary										
Description		Grade								Comments
		K	1	2	3	4	5	6	7	
Downhill Skiing/Snowboarding	Optional field trips			\$80 - \$220	\$80 - \$220	\$80 - \$220	\$80 - \$220			Cost depends on number of trips and whether ski pass, equipment rental and lessons required
Primary swimming	Optional field trips	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00					
Intermediate swimming	Optional field trips					\$ 20.00	\$ 20.00	\$ 20.00		



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

Crawford Bay Secondary									
Activity	Activity/Course/	Grade						Comment	
		6	7	8	9	10	11		12
Downhill Skiing	Optional Field Trips	\$200 - \$283	\$200 - \$283	\$200 - \$283	\$200 - \$283	\$200 - \$283	\$200 - \$283	\$200 - \$283	Cost depends on number of trips and whether ski pass, equipment rental and lessons required
Swimming - Creston	Optional Field Trips	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	
Creston Wetlands	Optional Field Trips	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	

JV Humphries Secondary									
Activity		Grade						Comment	
		6	7	8	9	10	11		12
Downhill Skiing	Optional Field Trips			78-180	78-180	78-180	78-180	78-180	Costs Depend on number of trips/rentals
Creston Wetlands	Optional Field Trips								
Graduation	Optional Activity							\$ 125.00	
Locks	Optional Supply			\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 10.00	
Shop Projects	Supplemental Materials				\$ -	\$ -	\$ -	\$ -	No base fee - Supplemental cost for individual projects based on additional cost of materials

Kootenay River Secondary									
Description		Grade						Comment	
		6	7	8	9	10	11		12
Bantam/Jr/Sr per sport	Optional field trips			\$ 100.00	\$ 150.00	\$ 150.00	\$ 200.00	\$ 200.00	This was the fee for 25/26, we are currently in a cost analysis and looking to increase fees. Our current fee is not covering our costs.
Class trips/per trip	Optional field trips			\$ 3.00	\$ 3.00	\$ 3.00	\$ 3.00	\$ 3.00	Per trip
Downhill Skiing	Optional field trips			\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	Cost depends on number of trips and whether ski pass, equipment rental and lessons required
Graduation	Optional activity							\$ 75.00	
Sports Trips	Optional activity			\$ 75.00	\$ 75.00	\$ 75.00	\$ 75.00	\$ 75.00	Hotel Fees when necessary
Student Activities	Optional activity			\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	
Art									
Auto Shop Projects	Supplemental materials				\$ -	\$ -	\$ -	\$ -	No Base Fee - Supplemental cost for individual projects based on additional cost of materials
Metal Shop Projects									
Wood Shop Projects									



LV Rogers Secondary									
Description		Grade							Comment
		6	7	8	9	10	11	12	
ATLAS Outdoor Academy	Academy							\$ 650.00	
Dance Academy (Per semester)	Academy					\$250-\$400	\$250-\$400	\$250-\$400	Costumes (\$400 for full semester)
Dance Company Costume Rental	Academy					\$ 75.00	\$ 75.00	\$ 75.00	Non-refundable fee
Biology Workbook	Optional supply for personal use							\$ 25.00	
Chemistry Workbook	Optional supply for personal use						\$ 25.00	\$ 20.00	
Math Workbook	Optional supply for personal use					\$ 25.00	\$ 25.00	\$ 25.00	
Active Living 11/12 (PHE 11/12)	Optional activities							\$ 75.00	
Band	Optional Instrumental rental					\$ 100.00	\$ 100.00	\$ 100.00	
Recreation Leadership	Optional activities					\$ 25.00	\$ 25.00	\$ 25.00	
Arts/Studio Arts/Drawing/Painting	Supplemental materials								No Base Fee - Supplemental cost for individual projects based on additional cost of materials
Ceramics									
Drafting									
Media Arts									
Metal Fabrication									
Power Tech/Auto Tech									
Sewing/Textiles/Crafts									
Woodwork/Carpentry									

Mount Sentinel Secondary									
Description		Grade							Comment
		6	7	8	9	10	11	12	
Performance & Media Academy	Academy				\$ 550.00	\$ 550.00	\$ 550.00	\$ 550.00	Costs for trip to Vancouver (up to \$550)
Graduation	Optional activity							\$ 100.00	from 75.00 to 100.00
Outdoor Education	Optional activities						\$ 75.00	\$ 75.00	Non-refundable - from 50.00 to 75.00
Performing Arts/Cultural Activity	Optional activities		\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	Subsidize cost to bring in performers
Student Council	Optional activities		\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	Student organized activities
Math Workbook	Optional supply for personal use					\$ 25.00	\$ 25.00	\$ 25.00	
Band	Optional instrument rental		\$ 20.00	\$ 20.00	\$ 75.00	\$ 75.00	\$ 75.00	\$ 75.00	
Art	Supplemental materials								No Base Fee - Supplemental cost for individual projects based on additional cost of materials
Ceramics									
Computer Lab/Printing Fees									
Drama									
Power Tech/Auto Tech									
Video Arts/Media Arts									
Woodwork/Carpentry/Drafting									
Textbook/Device Deposit	Refundable fee		\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	Refundable if returned in good condition



Salmo Secondary									
Description		Grade							Comment
		6	7	8	9	10	11	12	
Downhill Skiing	Optional field trips		\$35/\$35 & Rental	\$35/\$35 & Rental	\$35/\$35 & Rental	\$35/\$35 & Rental	\$35/\$35 & Rental	\$35/\$35 & Rental	Per day - Lift tickets; Additional costs for rentals and lessons
Graduation	Optional activity							\$ 50.00	Non-refundable
Sports (Basketball/Volleyball) - Per sport	Optional activity		\$ 30.00	\$ 30.00	\$ 30.00	\$ 50.00	\$ 50.00	\$ 50.00	Per sport; Max \$100 per family
University Tours	Optional field trips							\$ 150.00	Student organized activities
X-Country Running	Optional field trips		\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	Entry for meets
ADST - Foods	Optional certificate		\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	
Math Workbook	Optional supply for personal use					\$ 20.00	\$ 20.00	\$ 20.00	
Yearbook	Optional supply for personal use		\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	

Trafalgar Middle School									
Description		Grade							Comment
		6	7	8	9	10	11	12	
Downhill Skiing	Optional field trips	\$99 - \$201	\$99 - \$201	\$99 - \$201	\$99 - \$201				Cost depends on number of trips and whether ski pass, equipment rental and lessons required
Movies	Optional field trips	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00				
Museum	Optional field trips	\$ 8.00	\$ 8.00	\$ 8.00	\$ 8.00				
Skating	Optional field trips	\$4 - \$8	\$4 - \$8	\$4 - \$8	\$4 - \$8				Depends on helmet and skate rental
Sports Fees - Extracurricular	Optional field trips	\$ -	50-150	50-150	50-150				Volleyball, Basketball, X-Country running plus tournament travel, will be one fee per sport in 26-27
Swimming	Optional field trips	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00				
X-Country Running	Optional field trips	\$ 19.00	\$ 19.00	\$ 19.00	\$ 19.00				
Yearbook	Consumable	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00				
LLE Fees	Fixed Costs	\$5-20	\$5-20	\$5-20	\$5-20				Pass along fees for NDCC admission, canoeing certification costs, other admission costs charged by organizations
Applied Skills/Fine Arts	Supplemental materials	\$ -	\$ -	\$ -	\$ -				No base fee - Supplemental cost for individual projects based on additional cost of materials
Band	Optional Instrument rental	\$ -	\$ 100.00	\$ 150.00	\$ 150.00				Rental, sheet music, repairs

W.E. Graham Secondary									
Description		Grade							Comment
		6	7	8	9	10	11	12	
Downhill Skiing	Optional Field Trip	\$126-296	\$126-296	\$126-296	\$126-296	\$126-296			Cost depends on number of trips and whether ski pass, equipment rental and lessons required
Valhalla Wilderness Program	Academy				\$ 200.00	\$ 200.00			School fees collected from families; additional funds are provided by the district
OELP	Optional Activities				\$ 50.00	\$ 50.00			



Memorandum to the Board of Education Public

FROM: Cathy MacArthur, Secretary-Treasurer
DATE: April 14, 2026
SUBJECT: Capital Budget Bylaw 2026-2027

For Approval

Introduction

This memorandum provides information on the approved minor capital projects under the Annual Capital Bylaw No. 2026/27 CPSD08-01.

Information

The following minor capital projects have been approved under the School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP), and Bus Acquisition Program (BUS) and will proceed to design, tender, and construction. These projects are required to be completed by March 31, 2027:

Facility Name	Funding Source	Description	Amount
Trafalgar Middle School	SEP	Plumbing Upgrades	\$1,000,000
Hume Elementary	CNCP	HVAC Upgrades	\$463,000
District (10084)	BUS	ELECTRIC - Type C with wheelchair space(s)	TBD
District (10085)	BUS	INTERNAL COMBUSTION ENGINE - Type C with wheelchair space(s)	TBD
District (A3081)	BUS	INTERNAL COMBUSTION ENGINE - Type C with 0 wheelchair space(s)	TBD
			\$1,463,000

Attached is the Annual Capital Bylaw No. 2026/27-CPSD8-01 for the Board’s consideration and approval. To approve the Bylaw in one evening requires the unanimous consent of the Board. The motion below and the attached Annual Capital Bylaw is presented for the Board’s consideration and approval:

...**THAT** the Board of Education proceed to conclude three readings in one evening for the School District No. 8 (Kootenay Lake) Capital Plan Bylaw No. 2026/27-CPSD8-01.



CAPITAL BYLAW NO. 2026/27-CPSD8-01
CAPITAL PLAN 2026/27

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

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

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

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2026/27 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 27, 2026, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 8 (Kootenay Lake) Capital Bylaw No. 2026/27-CPSD8-01.

READ A FIRST TIME THE 14th DAY OF April 2026;
READ A SECOND TIME THE 14th DAY OF April 2026;
READ A THIRD TIME, PASSED THE 14th DAY OF April 2026.

APPLY CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 8 (Kootenay Lake) Capital Bylaw No. 2026/27-CPSD8-01 adopted by the Board the 14th DAY OF April 2026.

Secretary-Treasurer





March 27, 2026
Our Ref. 27091

Trish Smillie
Superintendent
Kootenay Lake School District (SD08)

Email Address: trish.smillie@sd8.bc.ca

Dear Trish Smillie:

Thank you for your organization's Capital Plan Submission, which was provided last year to the Ministry of Infrastructure.

This letter provides:

- 1) Direction for advancing supported capital projects in your submission (Appendix A).
- 2) Important information regarding your upcoming Capital Planning submission (Appendix B).

If you have questions about the information provided, please reach out to me or the contacts provided in the attached materials.

Sincerely,

Bobbi Plecas
Deputy Minister

pc: Cathy Macarthur, Secretary-Treasurer, Kootenay Lake School District (SD08)

Education and Child Care Capital Branch



Appendix A: Direction for advancing supported capital projects

Capital Bylaw No.: 2026/27-CPSD08-01

Projects in Business Case Development

New Projects

There are no new projects identified at this time to proceed to business case development.

Minor Capital Projects

The table below reflects minor capital projects that are approved for funding and can proceed to procurement in the following program areas:

- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

Funding allocation for minor capital projects

Facility Name	Program Project Description	Amount funded by Ministry
Trafalgar Middle	SEP - Plumbing Upgrades	\$1,000,000
Hume Elementary	CNCP - HVAC Upgrades	\$463,000
10084	ELECTRIC - Type C with 2 wheelchair space(s)	TBD
10085	INTERNAL COMBUSTION ENGINE - Type C with 2 wheelchair space(s)	TBD
A3081	INTERNAL COMBUSTION ENGINE - Type C with 0 wheelchair space(s)	TBD

These projects are now to proceed to design, tender and construction and to be completed by March 31, 2027.

School bus purchase approvals will have funding amounts confirmed after school districts place their order(s) with bus vendors through the upcoming Bus Standing Offer process.



Note the Ministry will provide funding for Type A2 and Type C buses, however, will not provide funding towards new or replacement Type D buses. School districts that wish to purchase a Type D bus may do so, however will be required to pay the difference in cost between the Type D bus and the Type C funding provided by the Ministry.

Bus funding amounts will be as identified in the Bus Standing Offer for the base cost of the chosen Type A2 or Type C bus, plus up to \$20,000 per bus in options, plus cost of wheelchair spaces (if applicable), plus cost of seat belted seats (if applicable), plus GST and PST.

The Ministry will not provide additional funding or compensation for any costs or fees associated with the Bus Standing Offer.

Please refer to the attached 2026/27 School Bus Purchasing Letter for additional details.

An Annual Programs Funding Agreement (APFA) accompanies this Letter which outlines specific Ministry and Board-related obligations associated with the approved Minor Capital projects for the 2026/27 fiscal year. Please email a signed/dated copy of the Annual Programs Funding Agreement to the Ministry at CMB@gov.bc.ca.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw. A Capital Bylaw identifies the Board's acknowledgement of the approved project and its responsibility to meet capital projects scope, schedule, and budget. The template for the Capital Bylaw can be found on the Ministry's website in the [Publications and Resources](#) section. Please use the Capital Bylaw Number provided at the top of Appendix A for the supported and/or approved 2026/27 Five-Year Capital Plan projects as identified in this letter. The Capital Bylaw must be adopted by your Board and uploaded onto your School District's online MyCAPS portal in order for the Ministry to issue Certificates of Approval. A step-by-step guide of this process is attached for your reference.

Note on Public Announcements

Prior to any public announcements pertaining to any of the projects identified in this document, please have your communications staff contact the Ministry of Infrastructure's communications lead - Preet Grewal, Communications Director, Ministry of Infrastructure Government Communications and Public Engagement, at preet.grewal@gov.bc.ca.

Project Signage

Projects proceeding to construction require a BC Government '[StrongerBC' construction sign](#). Signs should be affixed once fencing is up. Please connect with your Ministry of Infrastructure contact when you are ready to begin design work on the construction sign for the project.



Terms on Management of Capital Projects

Existing terms and conditions for capital projects remain in effect. For more information and resources, please visit the [Capital Management Site](#).

Capital Procurement

Please ensure that all procurement is undertaken in accordance with the [Capital Asset Management Framework \(CAMF\)](#) for public sector bodies. Specifically, procurement must be fair, open, competitive, transparent, and must effectively manage budget and schedule risk. This includes conducting conflict of interest checks to identify any business or professional relationships between members of the capital project procurement team (and their advisors) and the proponents.

All priority investment projects require a procurement options analysis and may be audited to confirm that all procurement activities have been undertaken in accordance with CAMF.

School Site Acquisition Charge

As part of the Board's 2026/27 approved capital plan, the eligible school site requirement set out in the final resolution of the Board of Education in accordance with s. 574(5) of the *Local Government Act*, is accepted by the Ministry.

The local government may commence the collection of an applicable per dwelling unit charge from residential developers on behalf of a Board after the Board's adoption of a bylaw setting the School Site Acquisition Charges for the School District as s. 575(3) of the *Local Government Act* prescribes. The School Site Acquisition Charge may only come into effect 60 days (including weekends and holidays) after that bylaw is adopted by a Board of Education.

Please contact CMB@gov.bc.ca with any questions regarding School Site Acquisition Charges.



Appendix B: Information for Annual Five-Year Capital Planning submissions

Updated Capital Plan Instructions for the Annual Five-Year Capital Plan submission process will be available on the Ministry's [Capital Management Site](#) in early April 2026.

School districts' capital plan submission deadlines are:

- **May 15, 2026**
 - 2026/27 Child Care Capital Program (SASG)
- **May 15, 2026**
 - 2026/27 Minor Capital Programs (AFG)
- **June 30, 2026**
 - 2027/28 Major Capital Programs (SMP, EXP, REP, RDP)
- **September 29, 2026**
 - 2027/28 Minor Capital Programs (SEP, CNCP, PEP, BUS, FIP, BEP)

For school district project planning purposes, the Annual Facility Grant (AFG) Allocation Table will be available on the Ministry's website in the [K-12 Capital Planning Resources](#) section in early April 2026.

The Ministry recommends school districts discuss draft versions of their intended capital projects requests with Child Care, Minor and Major [Capital Branch Staff](#) well in advance of the submission deadlines noted above.

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



ANNUAL PROGRAMS FUNDING AGREEMENT

This Annual Programs Funding Agreement dated for reference the 27th day of March 2026, is in effect for the 2026/27 fiscal year period of April 1, 2026 to March 31, 2027.

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

OF THE FIRST PART

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

OF THE SECOND PART.

The parties agree as follows:

1. DEFINITIONS

1.01 In this Agreement, unless the context otherwise requires:

"Agreement" means the Annual Programs Funding Agreement;

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

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

"Capital Funding Grant" means a funding grant authorized by the Minister of Finance in accordance with section 56.1 of the *Financial Administration Act* [RSBC1996] c. 138;

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

"Eligible Expenditure(s)" means those expenditure(s) areas more particularly described in paragraph 3.04;

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

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

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



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

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

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

2. SCHEDULES

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

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

3. PROVINCIAL FUNDING CONTRIBUTIONS AND OBLIGATIONS

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

Facility Name	Program Project Description	Amount Funded by Ministry
Trafalgar Middle	SEP - Plumbing Upgrades	\$1,000,000
Hume Elementary	CNCP - HVAC Upgrades	\$463,000
10084	ELECTRIC - Type C with 2 wheelchair space(s)	TBD
10085	INTERNAL COMBUSTION ENGINE - Type C with 2 wheelchair space(s)	TBD
A3081	INTERNAL COMBUSTION ENGINE - Type C with 0 wheelchair space(s)	TBD

School bus purchase approvals will have funding amounts confirmed after school districts place their order(s) with bus vendors through the upcoming Bus Standing Offer process.

Note the Ministry will provide funding for Type A2 and Type C buses, however, will not provide funding towards new or replacement Type D buses. School districts that wish to purchase a Type D bus may do so, however will be required to pay the difference in cost between the Type D bus and the Type C funding provided by the Ministry.



2026/27 Annual Programs Funding Agreement for School District No. 8 (Kootenay Lake)

Bus funding amounts will be as identified in the Bus Standing Offer for the base cost of the chosen Type A2 or Type C bus, plus up to \$20,000 per bus in options, plus cost of wheelchair spaces (if applicable), plus cost of seat belted seats (if applicable), plus GST and PST.

The Ministry will not provide additional funding or compensation for any costs or fees associated with the Bus Standing Offer.

Please refer to the attached 2026/27 School Bus Purchasing Letter for additional details.

- 3.02 The Ministry may consider, under special circumstances, providing more than the amount listed above.
- 3.03 The Ministry will provide the capital funding in paragraph 3.01 in the form of a Capital Funding Grant.
- 3.04 Payment of a Capital Funding Grant is subject to the Ministry issuing a Certificate of Approval for the Project(s) in paragraph 3.01 in accordance with Treasury Board policies and directives and to the following conditions:
 - a) in no case may the Board make a draw against funds available under a Certificate of Approval, unless the draw is reimbursement for Eligible Expenditure(s) properly incurred by the Board in connection with the Project;
 - b) accrued cost-savings realized from completed capital projects may not be drawn from a Certificate of Approval (see paragraph 4.01(v) for additional details);
 - c) the Ministry may modify or withhold a Capital Funding Grant and applicable Certificate of Approval, or any portion thereof, in the event the Board fails to observe, perform and comply with any provision of this Agreement or if, in the opinion of the Ministry, there has been a material change in the Project;
 - d) the Board will comply with all applicable policies and directives of the Treasury Board respecting Capital Funding Grants.3.05 Notwithstanding any other provision of this Agreement, the payment of funds by the Ministry to the Board, pursuant to this Agreement, is subject to the provisions of the *Financial Administration Act* ("the Act"), which makes that payment obligation subject to:
 - a) there being sufficient monies available in an appropriation, as defined in the Act, to enable the Ministry, in any fiscal year or part thereof when any payment of money by the Ministry to the Board falls due pursuant to this Agreement, to make that payment;
 - b) Treasury Board, as defined in the Act, not having controlled or limited, pursuant to the Act, expenditure(s) under any appropriation referred to in this subparagraph a).

4. BOARD OBLIGATIONS

- 4.01 The Board will:



- a) carry out the Project in a manner that ensures:
 - i) drawing against funds available under a Certificate of Approval on a regular basis throughout the fiscal year (monthly if possible) as reimbursement for Eligible Expenditure(s) as incurred by the Board;
 - ii) delivery within budget;
 - iii) completion by March 31, 2027;
 - iv) scope details are fully met upon completion;
 - v) accrued cost-savings realized from completed capital projects as approved in this Agreement are to be reported to the Ministry well in advance of the Certificate of Approval's expiration date, at which time the Ministry will determine if the surplus funds can be re-allocated or transferred into the school district's Minister-Restricted Capital account.
 - b) comply with all policies and best practices related to Capital Project Procurement, as documented in the Capital Asset Management Framework and Capital Procurement Checklist published by the Ministry of Finance;
 - c) procure the Project in accordance with the Capital Asset Management Framework;
 - d) include in any contracts all standard insurance and indemnification clauses required by the Schools Protection Program;
 - e) ensure all communication related to the Capital Project conforms to the "Communications Protocol Agreement on Minor Capital Projects between the Ministry and School Districts" (provided as Schedule A). This protocol may be amended from time to time by the Ministry, with the most current version of the protocol being used.
- 4.02 Provide written notice to the Ministry immediately upon completion of each Project. (Note: the Ministry will follow up with school districts regarding delayed and/or incomplete projects in early January, at which time the Ministry may choose to re-allocate associated funds depending on the status of the Project).
- 4.03 At the request of the Ministry, prepare additional reports relating to the Project.
- 4.04 Notify the Ministry immediately, in writing, should any Event of Force Majeure arise that could materially affect the scope, costs or schedule of the Project.
- 4.05 Indemnify and save harmless the Province of British Columbia and its employees and agents from and against any losses, claims, damages, actions, causes of action, costs and expenses that the Province of British Columbia or any of its employees or agents may sustain, incur, suffer or be put to at any time, either before or after this agreement ends, which are based upon, arise out of or occur, directly or indirectly, by reason of, any act or omission by the Board or by any of its agents, employees, officers, directors, or contractors with respect to the Project.



- 4.06 Boards are to procure school buses using the bus standing offer process as directed by the Ministry in the 2026/27 School Bus Purchasing Letter (attached if applicable).
- 4.07 Enter into a tripartite agreement with the Ministry and BC Housing for all Building Envelope Program (BEP) projects and agree to carry out the projects in collaboration with BC Housing as defined in the tripartite agreement (if applicable).

5. EVENT OF FORCE MAJEURE

5.01 In the Event of Force Majeure:

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

6. PUBLIC ANNOUNCEMENTS

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

7. NOTICE

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

- a) if to the Board:

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



2026/27 Annual Programs Funding Agreement for School District No. 8 (Kootenay Lake)

b) if to the Ministry:

Ministry of Infrastructure
PO Box 9192 Stn Prov Govt, Victoria, BC, V8W 9E6
Attention: Education & Child Care Capital Branch (Minor Capital Projects)
Email: CMB@gov.bc.ca

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

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

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

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

Contact Branch Director [Michael Nyikes](#) with questions regarding this Annual Programs Funding Agreement.



2026/27 Annual Programs Funding Agreement for School District No. 8 (Kootenay Lake)

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

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

Authorized Signatory (For the Minister of Infrastructure)

Name (Print)

Title

Date Signed (Month/Day/Year)

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

Signatory (Secretary-Treasurer)

Name (Print)

Date Signed (Month/Day/Year)



SCHEDULE A

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

News Release

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

Signage

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

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

The steps from signage design to installation are as follows:

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

Official Ceremonies

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

Plaques

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



POLICY 171: Sexual Orientation ~~and~~ Gender Identity (SOGI)

The Board of Education of School District No. 8 (Kootenay Lake) is committed to providing a safe, positive, and inclusive learning and working environment for all students and employees ~~regardless of their sexual orientation or gender identity~~. In accordance with the *Canadian Charter of Rights and Freedoms* and the *British Columbia Human Rights Code*, the Board values all students and employees.

The Board recognizes that some students and employees may identify as Two Spirit, Lesbian, Gay, Bisexual, Transgender, Queer and/or Questioning, or other affirmative ways in which people choose to self-identify (2SLGBTQIA+). Therefore, it is expected that the District will:

- Ensure inclusion of all students and employees in all aspects of school life ~~regardless of their sexual orientation~~, including the right for students to participate in extracurricular activities;
- Define appropriate terms, behaviours, and actions to prevent discrimination, harassment, and exclusion through greater awareness of, and responsiveness to, their harmful effects;
- Ensure that complaints about SOGI-based discrimination are taken seriously and dealt with effectively and in a timely fashion through consistently applied policy and administrative procedures; and
- Raise awareness and improve understanding of the lives of individuals who are discriminated against, harassed, excluded, or feel unsafe based on their sexual orientation and/or gender identity/expression.

The Board will strive to ensure that professional growth and training is provided for staff to develop the awareness, knowledge, skills, and attitudes to accomplish the above.

Related Legislation: [Canadian Charter of Rights and Freedoms \[Section 15 \(1\)\]](#); [BC Human Rights Code](#)

Related Contract Article: Nil

Related Policy: Policy 310: Code of Conduct, Policy 580 Respectful Workplace

Adopted: February 24, 2015

Amended: October 9, 2018; February 26, 2019; April 28, 2020; June 21, 2022; May 09, 2023



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