

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

TUESDAY, MAY 12, 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 May 12, 2026 meeting **BE ADOPTED**, as circulated.

6. Receiving Public Presentations

A. Nelson and Area Active Transportation Presentation (p. 15)

App. 6A

Selena Davis

B. Sand Ananda (p. 26)

App. 6B

Debbie Laurin

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. 44)

App. 8

Proposed Resolution:

THAT the minutes from the April 14, 2026 Meeting of the Board Held in Public **BE ADOPTED**, as circulated.

9. Future and Action Item Tracking (p. 50)

App. 9

10. Education – Reports from the Superintendent

A. Career Development Continuous Learning Report 2025-2026 (p. 51)

App. 10A



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

- A. Approve 2026-2027 Annual Budget (p. 100) App. 11A

Proposed Resolution:

THAT the Board unanimously agrees to give the Annual Budget Bylaw 2026/2027 all three readings at this meeting of May 12, 2026.

Proposed Resolution:

THAT the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2026-2027 **BE APPROVED** as read a first time;

THAT the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2026-2027 **BE APPROVED** as read a second time;

THAT the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2026-2027 **BE ADOPTED** as read a third time.

- B. Approve Major Capital Plan Submission (p. 147) App. 11B

Proposed Resolution:

THAT the Board of Education conclude three readings at this meeting for the approval of the submission of the Major 2027/28 Capital Plan.

Proposed Resolution:

THAT the Major 2027/28 Capital Plan Submission Summary totaling \$18,702,875 be approved for submission to the Minister of Education and Child Care.

READ A FIRST TIME THE 12th DAY OF MAY 2026;

READ A SECOND TIME THE 12th DAY OF MAY 2026;

READ A THIRD TIME, PASSED THE 12th DAY OF MAY 2026.

12. Governance and Policy

- A. Appointment of the Chief Election Officer 2026 (p. 148) App. 12A

Proposed Resolution:

THAT the Board of Education of School District No. 8 (Kootenay Lake) appoint Secretary-Treasurer Cathy MacArthur as Chief Election Officer for the 2026 School Trustee Elections.

- B. Approve 2026-2027 Board Meeting Calendar and 2026-2027 Governance Framework and Learning Plan (p. 150) App. 12B

Proposed Resolution:

THAT the 2026-2027 Board Meeting Calendar and 2026-2027 Governance Framework and Learning Plan **BE APPROVED**.

- C. Approve Policy 115: Superintendent of Schools/CEO Roles and Responsibilities (p. 170) App. 12C
Revisions reflect updated language and further clarity

Proposed Resolution:

THAT policy 115 **BE APPROVED**.



- D. Approve Policy 116: Superintendent of Schools/CEO Evaluation (p. 178) App. 12D
Revisions provide updated language and further clarity
Proposed Resolution:
THAT policy 116 BE APPROVED.
- E. Approve Policy 129: Conflict of Interest and Trustee Recusal (p. 198) App. 12E
New Policy
Proposed Resolution:
THAT policy 129 BE APPROVED.
- F. Approve Policy 490: Permanent School Building Closure (p. 202) App. 12F
Revisions provide further clarity and updated information
Proposed Resolution:
THAT policy 490 BE APPROVED.

13. Human Resources – Nil

14. Trustee Verbal Reports

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

15. Comments or Questions from the Public

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

16. Meeting Schedule and Reminders

- A. Board Meetings

The next Meeting of the Board held in Public is scheduled for June 9, 2026 **in Creston.**

17. Adjournment



SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)

CONSENT PACKAGE – PUBLIC MEETING

May 12, 2026

ITEM

The following Consent items are routine items received for information.

- | | |
|--|-------|
| 1. Board Correspondence Package | p. 5 |
| 2. Superintendent's Report May 2026 | |
| 3. Monthly Financial Report – for period ended March 31, 2026 | p. 8 |
| 4. Transactions over 50k – for period ended March 31, 2026 | p. 12 |
| 5. List of Trustee Recusals | p. 14 |
| 6. Indigenous Education Council (IEC) Meeting Minutes | |
| 7. New or significantly revised Administrative Procedures | |
| • AP 1300 Freedom of Information and Protection of Privacy | |
| • AP 3100 Eligibility for Ministry Funded Enrolment | |
| • AP 2103 Work Experience and Youth Work in Trades | |
| • AP 2200 Learning Resources: Selection, Challenge and Reconsideration | |
| • AP 5160 Community Use of School Facilities and Grounds | |



SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)

BOARD CORRESPONDENCE PACKAGE

MAY 12, 2026

ITEM	DATE
1. Letter from SD8 Board of Education to MLA Anderson re: Advancing Affordable Housing and Workforce Training Pathways in Rural Communities	April 15, 2026



April 15, 2026

Honourable Minister Brittny Anderson
Member of the Legislative Assembly, Kootenay Central;
Minister of State for Local Governments and Rural Communities
Via email brittny.anderson.MLA@leg.bc.ca

Re: Advancing Affordable Housing and Workforce Training Pathways in Rural Communities

Dear MLA Anderson,

On behalf of the Board of Education for School District No. 8 (Kootenay Lake), we are writing to advocate for increased attention and action on two interconnected issues related to employment in rural regions such as ours: access to affordable housing and the expansion of role-specific training pathways into post-secondary education. We recognize the significant financial pressures currently facing the Province and the need to balance competing priorities; however, we believe targeted investments in these areas are both timely and necessary to support long-term community sustainability.

Across our district, we continue to see the impacts of limited affordable housing availability and rising costs on students, families, and staff. Recruitment and retention of qualified leaders, educators and support staff are increasingly difficult when suitable housing is scarce or unaffordable. This challenge is particularly acute in rural communities such as ours, where the housing supply is at a high cost, constrained and development can be slow. The result is that, while our region attracts interest from prospective employees, the ability to find suitable and reasonably priced housing makes our region more difficult for employees that wish to settle here.

At the same time, we are working to better support students in transitioning from K-12 education into post-secondary opportunities and ultimately into meaningful careers locally. Many students are seeking clear, practical pathways into the workforce, particularly in trades, healthcare, early childhood education, and other high-demand sectors. While there are strong programs in place across British Columbia and in our school district, opportunities for hands-on, role-specific training especially those that begin in secondary school and continue seamlessly into post-secondary are limited in our region.

These two issues are closely linked. Workforce development depends on both accessible training opportunities, where students graduate and stay local for their careers, and the ability for individuals to affordably live and work in the communities they serve.

We respectfully urge the Province to consider the following actions:

- Increase investment in affordable and workforce housing in rural communities, including targeted supports for educators and other public service professionals.
- Expand access to regional and community-based post-secondary training programs that align with local labour market needs.
- Enhance funding for dual-credit, apprenticeship, and partnership programs between school districts, post-secondary institutions, and industry to provide clear, supported pathways for students.
- Reduce barriers to participation in these programs, including transportation, housing, and financial supports for students and trainees.

We believe that coordinated action in these areas will help ensure that students in our district and across rural British Columbia can access meaningful opportunities close to home, while also supporting the long-term sustainability of our communities.

We would welcome the opportunity to discuss these issues further and to work collaboratively toward solutions that benefit students, families, and the broader community.

Sincerely,



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

cc: Board of Education of School District No. 8 (Kootenay Lake)
Superintendent
Ministry of Education and Child Care
Ministry of Post-Secondary Education and Future Skills
Ministry of Housing and Municipal Affairs



Monthly Financial Report

For the period ended March 31, 2026



sd8.bc.ca

COMMENTS

Operating Expenditure Report

- The budget information is based on the 2025-2026 Budget approved by the Board on February 10, 2026.
- 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 all employee groups.
- Employee benefits are trending below budget.
- Other than dues, fees and insurance, the spending on services and supplies generally occurs during the school year, resulting a higher % of available budget for the remaining portion of the year.

Special Purpose Expenditure Report

- The budget information is based on the 2025-2026 Budget approved by the Board on February 10, 2026.
- The Special Purpose Expenditure Report reflects nine months of actual District operations and seven months of School operations.
- Spending on many Special Purpose Funds typically occurs later in the school year, which results in a higher percentage of the budget remaining at this point. In contrast, spending for other Special Purpose Funds - such as the Early Care and Learning Funds, Learning Improvement Fund, Mental Health in Schools, Seamless Day Kindergarten, and the Work Experience Enhancement Initiative - tends to be distributed more evenly throughout the year.



SPECIAL PURPOSE FUND EXPENDITURE REPORT

	March 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	7,408,752	10,630,033	3,221,281	30%
Community Link	396,023	1,030,560	634,537	62%
Early Care and Learning Fund to Schools	131,250	175,000	43,750	25%
Early Years to Kindergarten	86	9,919	9,833	99%
Feeding Futures	444,845	749,715	304,870	41%
First Nation Transportation	-	30,851	30,851	100%
Learning Improvement Fund	138,641	218,308	79,667	36%
Mental Health in Schools	38,500	55,000	16,500	30%
OLEP	72,771	129,758	56,987	44%
National School Food Program	72,855	305,581	232,726	76%
Professional Learning Grant	167,207	238,867	71,660	30%
Ready Set Learn	8,360	58,056	49,696	86%
Seamless Day Kindergarten	38,780	55,400	16,620	30%
StrongStart	107,131	210,113	102,982	49%
Student & Family Affordability Fund	-	36,681	36,681	100%
Work Experience Enhancement Initiative	13,506	18,008	4,502	25%
Total MOECC Funds	9,168,347	14,081,490	4,908,641	35%
Other Provincial Special Purpose Funds				
ASSAI	25,029	53,885	28,856	54%
Health Promoting Schools	18,900	27,000	8,100	30%
Total MOECC Funds	43,929	80,885	36,956	46%
Other Special Purpose Funds				
School Scholarships and Bursaries	53,660	30,000	(23,660)	(79%)
School Generated Funds	1,171,396	2,015,000	843,604	42%
Donations	-	25,000	25,000	100%
Total MOECC Funds	1,225,056	2,070,000	844,944	41%
All Special Purpose Funds	10,437,332	16,232,375	5,790,541	36%



OPERATING EXPENDITURE REPORT

	March 2026 Actuals	2025 - 2026 Amended Budget	\$ Available Budget	% Available Budget	Applicable Months
Salaries					
Principal & Vice-Principal Salaries	3,347,771	4,490,707	1,142,936	25%	12
Teacher Salaries	15,889,948	22,909,014	7,019,066	31%	10
Educational Assistants	2,511,240	4,149,153	1,637,913	39%	10
Support Staff	5,757,050	7,902,265	2,145,215	27%	10/12
Other Professional Salaries	1,886,318	2,542,039	655,721	26%	12
TOCs/Relief Salaries	1,985,787	3,457,716	1,471,929	43%	10/12
Total Salaries	31,378,114	45,450,894	14,072,780	31%	
Employee Benefits	8,127,725	11,731,154	3,569,530	30%	10/12
Total Salaries and Benefits	39,505,839	57,182,048	17,642,310	31%	
Services & Supplies					
Services	1,030,077	2,282,180	1,252,103	55%	
Student Transportation	191,524	331,660	140,136	42%	
Professional Development & Travel	439,252	730,634	291,382	40%	
Rentals and Leases	66,051	122,644	56,593	46%	
Dues and Fees	80,439	117,588	37,149	32%	
Insurance	205,521	212,800	7,279	3%	
Supplies	2,121,341	3,751,476	1,630,135	43%	
Utilities	1,110,850	1,710,516	599,666	35%	
Total Services & Supplies	5,245,055	9,259,498	4,014,443	43%	
Total Operating Expense	44,750,894	66,441,546	21,656,753	33%	





Monthly Transactions over 50K
For the period ended March 31, 2026

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

Vendor Name	Amount
BMO Mastercard	\$76,470.15
Teachers' Pension Fund	\$796,062.07
Municipal Pension Fund	\$88,373.62
Municipal Pension Fund	\$87,419.69
Receiver General RP0003	\$56,193.55
Receiver General RP0002	\$132,115.90
Receiver General RP0002	\$129,883.31
Receiver General RP0001	\$1,146,162.20
Pacific Blue Cross	\$188,237.18
Pebt In Trust c/o Morneau Shepell	\$125,558.64
Airplus Industrial Corp.	\$101,025.79
FortisBC-Natural Gas	\$75,805.42
British Columbia Teacher Federation	\$65,461.94
BC Teachers Federation	\$52,921.14



**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



Nelson & Area Community Transportation (NACT)

Nelson & Area Cycling Education



Supported by CBT, City of Nelson,
RDCK ReDi grant



Nelson & Area Community Transportation (NACT)



PURPOSE: To provide thought leadership and act as a conduit between the Public and the City of Nelson, RDCK, MoTT, and other organizations (e.g. SD8, Police, Chambers of Commerce) to create a forum for input, decision-making, and communication to further Active Transportation in Nelson & Area.





RDCK ReDi Grant



2025 REDI GRANT

To employ a project manager for the development of a Nelson & Area cycling education curriculum; including an assessment of the current state of cycling education programs available in British Columbia and across Canada.

CITY COUNCIL SUPPORT

The grant has direct connections to the City of Nelson's "2020-2025 Active Transportation Plan" and city council supported the grant application.



Cycling Education Strategy & Plan for Implementation



PROBLEM

Active transportation in Nelson is limited by infrastructure challenges and slow progress, highlighting need for complementary approaches, like education and skills to help more people walk, bike, and use transit.

SOLUTION

Develop practical framework for implementing inclusive, safe, and developmentally appropriate cycling education for all ages.

APPROACH

The scan and analysis grouped research into cycling knowledge, skills, and culture to create a flexible, age-based education framework that guides practical, community-aligned implementation.



PROGRAM OF LEARNING

Detailed outline of the age-appropriate learning program for cycling.

Three categories formed the foundation of a framework and organized cycling education across the age groups.

- Knowledge
- Skills
- Culture

Curricular connections and cross-curricular opportunities are provided for school age groups.

Example: Grade 3-5 Program of Learning

Cycling Knowledge	<ul style="list-style-type: none"> • Basic bike check ("ABCs" - air, breaks, chain) • Adjust bike helmet to fit properly • Basic hand signalling (right/left turn, stop) • Identify safe places to ride a bike • Identify the meaning of simple traffic signs (e.g., crossing, yield, stop, etc.) • Plan simple bike trips with adult guidance in familiar areas (i.e., route to school) • Understand the importance of being visible when riding a bike (i.e., clothing, bike lights, reflectors, ...) • Learn to secure bike to prevent theft
Cycling Skills	<ul style="list-style-type: none"> • Ride a pedal bike • Follow a leader with a group • Ride over small obstacles (i.e., wood planks, small ramps...) • Make turns in smaller spaces • Change gears • Ride on traffic-calmed roads surrounding school • Brake with progressively less time/space • Practice riding with one hand to progress to signalling
Cycling Culture	<ul style="list-style-type: none"> • Identify physical and mental benefits of cycling • Acknowledge cycling as transportation and not just a fun activity • Participate in "Bike to School Week" or similar events with adult guidance • Apply basic and positive bike manners (i.e., storing bikes, slowing for pedestrians, saying thank you, respectful behaviour towards all road users...) • Understand fairness and shared responsibility on multi-use paths • Reflect on personal responsibility when riding in groups

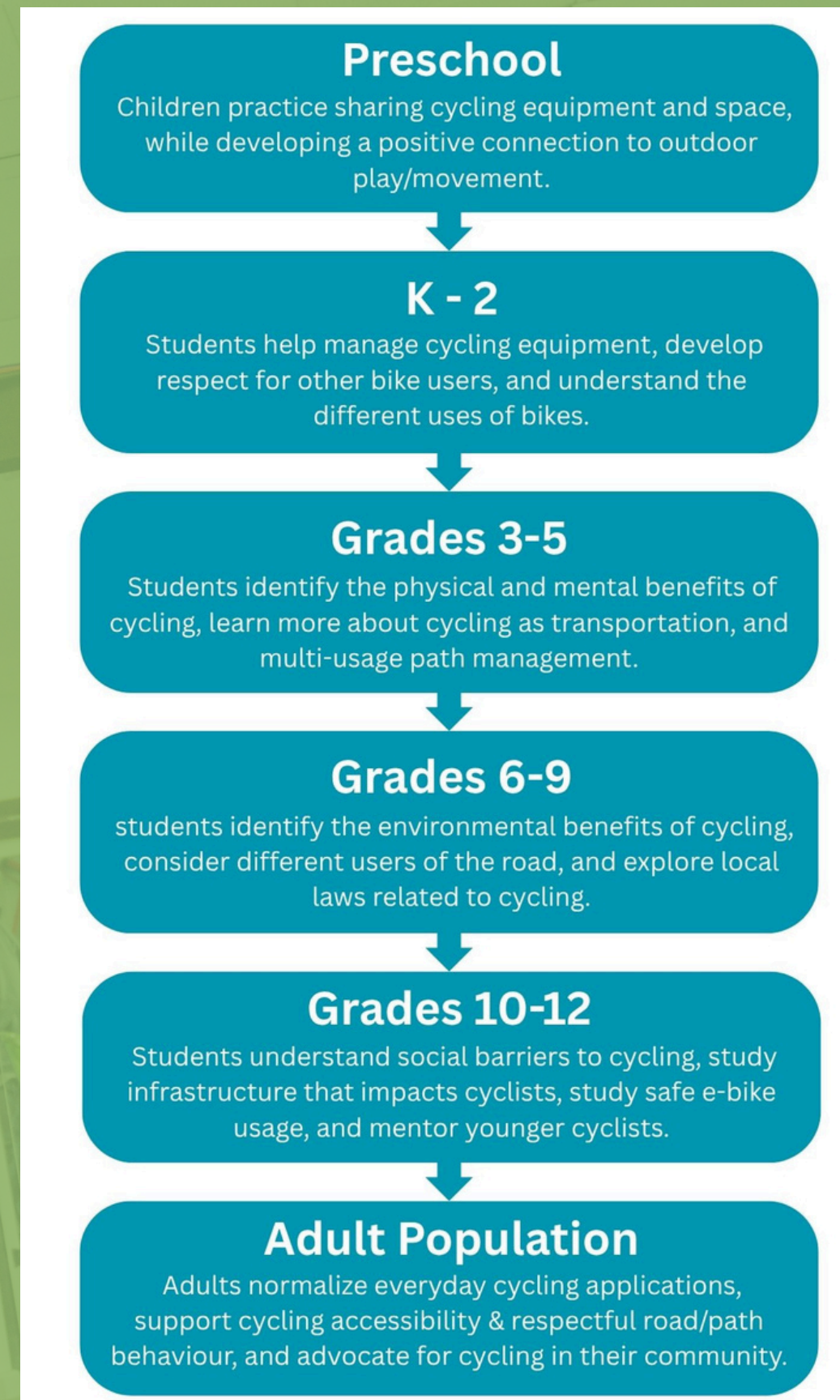
Example: Cycling Culture Visual Progression

LEARNING PROGRESSIONS

Graphics summarize the development of cycling skills, knowledge and culture from pre-school through adult population to foster a community of safe and proud cyclists.

Example: Cycling Culture

Through age-appropriate experiences, people gradually learn to value cycling as a form of recreation, transportation, and sustainable practice, while building positive habits, etiquette, and civic awareness.



IMPLEMENTATION CONSIDERATIONS

Information on and how to integrate key aspects into cycling education programming.

- E-Bikes
- Rules of the Road
- Equity & Inclusion

Example: E-Bike Regulations Table

	Standard E-Bike	Light E-Bike
Minimum Rider Age	16	14
Maximum Motor-Assisted Speed	32 km/hr	25 km/hr
Maximum Continuous Power Output	500W	250W
Throttle Assist	Yes or No	No

* Maximum continuous power (nominal power) is the power output that a motor can sustain for long periods of time without overheating. Reference: [The Government of British Columbia](#)

IMPLEMENTATION IN SCHOOLS

Dedicated section to support educators, administrators, district staff, police and other community partners in implementing cycling education in a way that is safe, scalable, and adaptable to local contexts, such as:

- School readiness
- Safety & administrative planning
- Community partnerships
- Inclusive teaching practices

Phase	Focus Area	Key Considerations & Actions
Before Programming	Identify Leadership & Scope	<ul style="list-style-type: none"> • Identify a staff lead or team (Physical & health education specialist, homeroom teacher, grade lead, administrator, learning support teacher) • Determine scope: single class, grade-level, or whole-school • Decide format: one-time event (e.g., bike rodeo) or multi-week unit • Clarify learning goals aligned with curriculum and student needs
	Assess School Readiness	<ul style="list-style-type: none"> • Inventory resources: bikes and helmets (student-, school-, district-, or partner-owned), storage space, riding areas (gym, blacktop, field, paths/lanes) • Identify barriers: timetable constraints, staff comfort/training, availability of student support (inclusion teachers, educational assistants, volunteers)
	Safety & Administrative Planning	<ul style="list-style-type: none"> • Review school and district safety policies • Determine staff-to-student ratios • Complete field trip and permission forms as required • Confirm program location (school grounds, traffic-calmed roads, multi-use pathways, trails) • Visit locations in advance and confirm access to washrooms, water, emergency services, and exit points



Next Steps



2026-2027 REDI GRANT

NACT has re-applied for a ReDi grant to hire a project manager for implementation.

IMPLEMENTATION OF THE PLAN

Share the developed cycling education strategy and plan widely and implement it across Nelson & area.

SCHOOL STREETS \$10,000 GRANT

NACT is seeking to collaborate with School District 8 and the City of Nelson to utilize funding to encourage active transportation, increase street safety and improve air quality around schools.



SD8 Support Request



● **DISTRICT-LEVEL SUPPORT STAFF**

Representative from the district to help organize, promote, and facilitate bike education programming and curriculum.

● **SUPPORT SCHOOL CYCLING PROGRAMS**

“Bike to School” week takes place in June. SD8 could assist with permission forms and provide teacher release time.

● **REVIEW & IMPROVE BIKE INFRASTRUCTURE**

Focus on infrastructure that is surrounding local schools to enable cycling and walking to and from school.

● **FINANCIALLY SUPPORT PROGRAMS**

Expenses may include equipment purchases, professional development, external service providers.



Thank you!



CONTACT INFORMATION

SELENA DAVIS

NACT Member

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ANDREW MURRAY

NACT Member

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BROOKE JONES

Project Manager

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The impact of Sand play on the Social and Emotional Development of Children Sand Ananda (Bliss) Play-room

A unique play-room for young and old.
An idea developed by Ute founder of
Strandgut Berlin, Germany. Introduced
in Nelson by Debbie Laurin Ph.D. Early
Childhood



About Debbie Laurin, Ph.D.

- Former Kindergarten and ECE teacher
- ECE instructor at Selkirk College
- ECE Professor at Eastern Michigan University
- Certified Pikler® Pedagogue
- International Presenter, researcher
- Global mentoring and ProD
- Owner/facilitator Sand Ananada Sand studio Nelson, BC
- Parent of three sons and grandparent of three granddaughters in Nelson
- Long time Nelson resident since 1992



What is the Sand Ananda sand studio?

The sand room is a very special space where children can play freely with safely prepared dry sand.



The purpose for speaking with you today

Explore potential for sand studio spaces embedded in elementary school settings.

Working with teachers and EA support staff to facilitate sand sessions.

Exploring practices that positively impacts children's emotional regulation for social learning skills. Inclusive spaces.



Why a sand room?

Sand play supports social emotional, cognitive development in children. Promotes cooperation & collaborative play.

Improvements in showing empathy for others

Conflict management skills

Self-esteem development

Math, language, and literacy skills

Tactile development through sensory play

Supports Executive Function (EF) skills of impulse control, delaying gratification, self-regulation especially for social learning.

Holistic approach to education bringing natural environment into the school setting through the medium of sand



Children have an interest in the tools of their culture. Especially kitchen utensils. Sand Ananda space offers many unique safe kitchen utensils to experiment with & develop skills while at play.





How can children learn to play on their own?



Children are able to simply
'be' and to be able to indulge
in their joy of play and
discovery undisturbed and in
a safe prepared environment.



**This is a playroom space
where transporting, pouring,
and spilling is encouraged.
The room is the sandbox.**



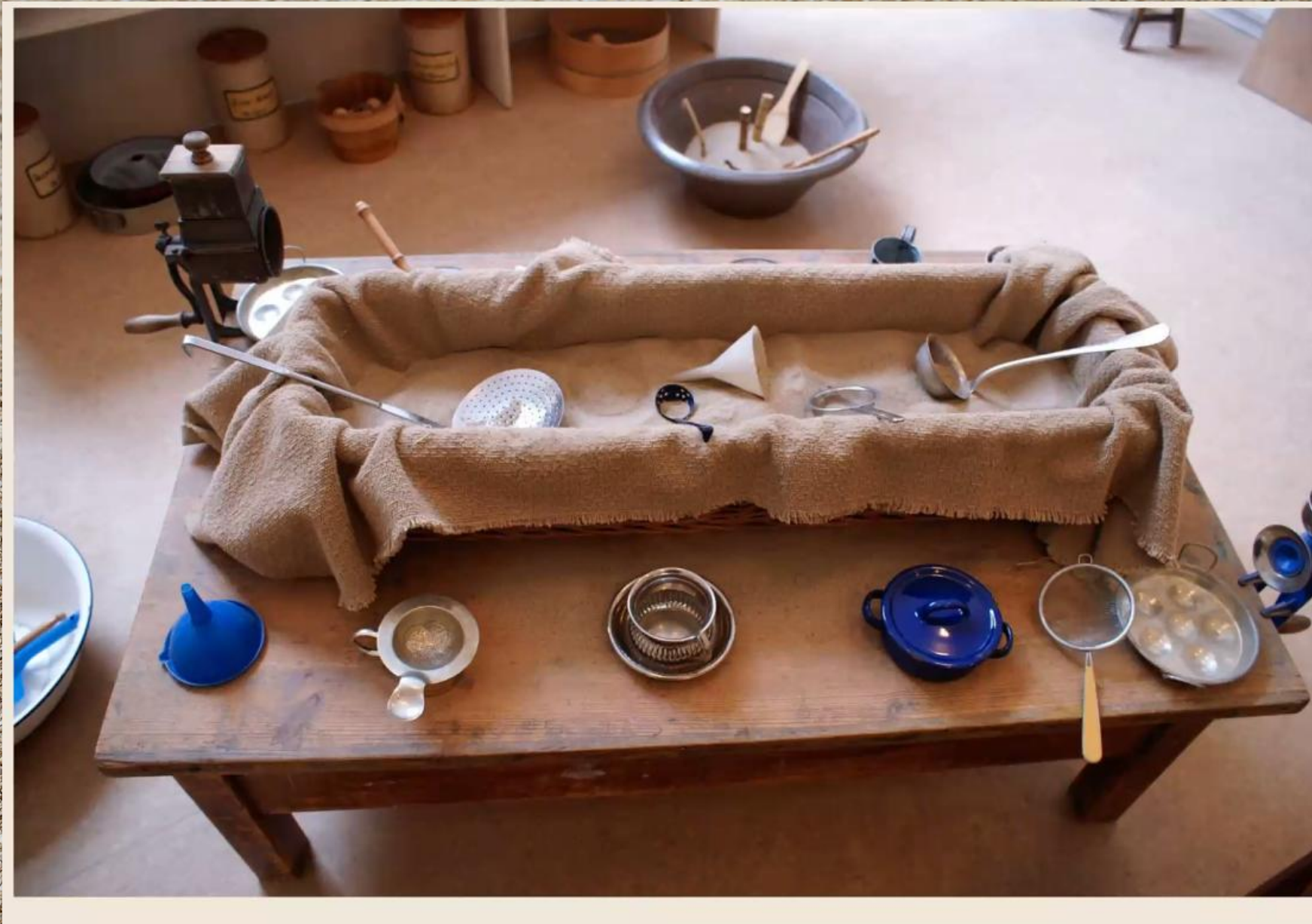












References

Crisan, C., Pura, R. (2021). The impact of sand play on social and emotional development of children. *European proceedings of Educational sciences*. DOI: 10.15405/epes.22032.49

Laurin, D. (2025). Sand Ananda – A sand room play space. The Importance of play. *Kindling Journal*. (Issue 47).

Ivonene, S., Kettukangas, T., Soini, A. & Viholainen, H. (2021). Sand Play for 0–8-Year-Old Children’s Health and Development: A Systematic Review Protocol. *International Journal of Environmental Research*.



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Thank You
Debbie Laurin, Ph.D.
250-505-9226
Unfoldingchild@gmail.com



**MEETING OF THE BOARD HELD IN PUBLIC
MINUTES
TUESDAY, APRIL 14, 2026**

Board:

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

Student Trustees:

M. Andersen, LVR (*via video conference*)
K. Keyes, MSSS (*via video conference*)
L. Kinnear, JVH (*via video conference*)
G. Klassen, KRSS (*via video conference*)

District Staff:

T. Smillie, Superintendent
C. MacArthur, Secretary-Treasurer
L. Carriere, Director of Aboriginal Education
B. Eaton, Director of Instruction - Curriculum, Instruction, and Assessment
D. Holitzki, Assistant Superintendent
C. Kerr, Director of Operations
S. Bruszkowski, Executive Assistant

Regrets:

D. Lang
C. Singh, Director of Human Resources

1. Call to Order

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

2. Acknowledgement of Aboriginal Territory

3. Changes to the Proposed Agenda – Nil

4. Consent Package Questions – Nil

5. Adoption of Agenda

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-042
THAT the Agenda for this April 14, 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:** 25/26-043

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

Superintendent Smillie welcomed Director Carriere who presented an overview of the Cultural and Identity Development Continuous Learning Report 2025-2026, highlighting the district's commitment to inclusive, equitable, and culturally responsive learning environments. She reported that the district prioritized promoting positive student identity through Indigenous Education, diversity initiatives, and anti-racism efforts, supported by community partnerships and guidance from the Indigenous Education Council.

In response to questions from Trustees and Student Trustees, Director Carriere outlined the role of Academic Reviews in supporting the strong graduation rates of Indigenous students within SD8, which exceed provincial completion rates. She noted that the district collaborates closely with local Elders and develops locally created Indigenous Education resources that are shared with SD8 staff. Trustees emphasized the importance of continuing to prioritize Indigenous Education.

B. National Day of Mourning

Superintendent Smillie reported to the Board on the National Day of Mourning and its recognition across the district, as outlined in the agenda package.

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

A. 2026-2027 Preliminary Draft Budget Discussion

Secretary-Treasurer MacArthur presented the Preliminary Draft Budget 2026-2027 to the Board. The presentation outlined the process which is based on enrolment projections and the funding allocations from the Ministry of Education and Child Care, which form the basis of the district's operating funds. In alignment with the Budget Transparency and Accountability Act and the School Act, the preliminary budget is focused on enhancing educational resources in alignment with strategic priorities, while taking into account the expected enrolment changes in order to maintain a balanced budget.



Discussion focused on projected enrolment trends and their implications for future spending, including potential cost-saving measures and the equitable delivery of services. Trustees expressed their appreciation for the Secretary-Treasurer’s work in presenting a well-supported preliminary budget, noting the strength of the financial projections despite a decline in student enrolment.

B. School Fees

Secretary-Treasurer MacArthur presented to the Board on the proposed 2026-2027 school fees, noting that fees apply only to optional materials, activities, and programs beyond the core educational program. She highlighted that fees must remain reasonable, school-based, and not create barriers to participation, with financial hardship provisions in place, and recommended approval as outlined in the agenda package.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-044

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

The motion carried unanimously.

C. Capital Budget Bylaw 2026-2027

Secretary-Treasurer MacArthur presented to the Board on the 2026–2027 Capital Budget Bylaw, outlining approved minor capital projects including plumbing upgrades at Trafalgar Middle School and HVAC upgrades at Hume Elementary. She noted that additional bus acquisitions are planned, with funding to be confirmed, and that all projects must be completed by March 31, 2027. She recommended approval of the Capital Bylaw and requested unanimous consent to proceed with all three readings in one evening, as outlined in the agenda package.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-045

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.

The motion carried unanimously.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-046

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.

The motion carried unanimously.

12. Governance and Policy

A. Approve Policy 171: Sexual Orientation and Gender Identity for Field Testing

Superintendent Smillie presented draft Policy 171 to the Board for approval to proceed to field testing.

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

25/26-047

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

The motion carried unanimously.

13. Human Resources – Nil

14. Trustee Verbal Reports

A. Student Trustees

- **KRSS (Student Trustee Klassen)**

Student Trustee Klassen, representing Kootenay River Secondary School, reported on recent school activities including student engagement following spring break and preparations for graduation. He highlighted hands-on learning through a



salmon-raising initiative supported by the local Rod and Gun Club, as well as ongoing food programs and student leadership initiatives such as announcements, spirit week, and planning for a spring dance.

- **JVH (Student Trustee Kinnear)**

Student Trustee Kinnear, representing J.V. Humphries Secondary School, reported on recent school activities including class and graduation photos, as well as an Outdoor Education session featuring guest presentations from forest firefighters. She highlighted student participation in learning about the physical and mental demands of firefighting, including completing a related fitness test.

- **MSSS (Student Trustee Keyes)**

Student Trustee Keyes, representing Mount Sentinel Secondary School, reported on recent school activities, including strong participation in spring athletics such as badminton, ultimate, and rugby, alongside continued engagement in arts programming through the Academy trip to Vancouver and preparations for the annual grad showcase. She highlighted student involvement in upcoming academic planning and trades programs, as well as school-wide initiatives for Earth Month, including environmental learning, community clean-up efforts, and a wellness run, reflecting a continued focus on student engagement and well-being.

- **LVR (Student Trustee Andersen)**

Student Trustee Andersen, representing L.V. Rogers Secondary School, reported on recent school activities including upcoming participation in the BC Interior Jazz Festival and ongoing preparations for the grad talent show. She highlighted student engagement in athletics and wellness initiatives, including rugby practices and Foundry Fridays, as well as the transition into the final term and upcoming report cards.

B. Trustees

- Trustee Blackmore attended the British Columbia School Trustee Association (BCSTA) AGM in Vancouver.
- Vice Chair Bremner attended the BCSTA AGM and several Indigenous Education Council (IEC) meetings, and highlighted upcoming Earth Day events in Nelson this month.
- Trustee Trenaman reported attending the Joint Safety Advisory Committee (JSAC) meeting, the Policy Review Committee meeting, and the BCSTA AGM.
- Trustee Shunter attended the District Parent Advisory Committee (DPAC) meeting.

C. Chair

Chair Chew reported attending the BCSTA AGM in Vancouver, as well as the Policy Review Committee meeting.

D. British Columbia School Trustee Association (BCSTA)



Trustee Shunter reported attending the BCSTA AGM in Vancouver where the BCSTA budget was approved.

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

Trustee Gribbin reported that he would be attending the BCPSEA meeting on April 15 to review the framework agreement with CUPE.

F. District Parent Advisory Committee (DPAC)

The next DPAC meeting was scheduled for April 16, 2026.

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 May 12, 2026.

17. Adjournment

The meeting was adjourned at 6:35 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: <ul style="list-style-type: none"> - Former Crawford Bay maintenance yard; - Retallack II; - Ymir Land - Salmo Tennis Court & Pool Land 	In Progress
Standing Resolutions						
Completed Resolutions						
April 14, 2026	25/26-047	Approve Policy 171 for Field Testing	THAT Policy 171 BE APPROVED for Field Testing.			Complete
April 14, 2026	25/26-046	Approve Capital Bylaw	<p>WHEREAS in accordance with section 142 of the School Act, the Board of Education of School District No. 8 (Kootenay Lake) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,</p> <p>NOW THEREFORE in accordance with section 143 of the School Act, the Board has prepared this Capital Bylaw and agrees to do the following:</p> <ol style="list-style-type: none"> (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. <p>NOW THEREFORE the Board enacts as follows:</p> <ol style="list-style-type: none"> 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." <p>READ A FIRST TIME the 14th day of April 2026;</p> <p>READ A SECOND TIME the 14th day of April 2026;</p> <p>READ A THIRD TIME, PASSED the 14th day of April 2026.</p>			Complete
April 14, 2026	25/26-045	Conclude Capital Bylaw Readings	THAT the Board of Education proceed to conclude three readings in one evening for the School District No. 8 (Kootenay Lake) Capital Plan Bylaw No. 2026/27-CPSD8-01.			Complete



FROM: Trish Smillie, Superintendent
DATE: May 12, 2026
SUBJECT: Career Development Continuous Learning Report 2025-2026

For Information

Introduction

This memorandum provides outlines the [2025-2026 Career Development Continuous Learning Report](#).

Information

SD8 has one career development goal for all students from kindergarten through grade twelve: “We prepare students to graduate with options for their future life and career goals.”

The Career Development Continuous Learning Report 2025-2026 reviews student participation, engagement, and transition trends related to school completion and career education programs, and provides a description of the supports, structures, and goals that comprise SD8’s commitment to ensuring successful transitions for all learners.

Action items are prioritized to support continuous career-life development for all learners. These actions focus on strengthening career exploration, graduation pathway planning, and post-secondary transitions, and are aligned with the priority areas outlined in the 2024-2025 Enhancing Student Learning Report.

Career development is a key district priority and is connected to the MOECC Enhancing Student Learning Reporting Order to ensure that students will have the core competencies to achieve their career and life goals.

With the continued development of a district-wide approach to career development, and a focus on experiential learning, pathway planning, and transition supports, SD8 is confident that all learners, particularly priority learners, will graduate with the competencies, confidence, and clear pathways needed to achieve their career and life goals.





School District 8
Kootenay Lake

CAREER DEVELOPMENT

CONTINUOUS LEARNING REPORT 2025-2026

May 12, 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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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.

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

Aligning to Our Strategic Plan

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

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

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

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





EXECUTIVE SUMMARY

Three-Year Action Plan (2023-2026)

Outlined in this Career 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 2023-2026 school years. SD8 continually monitors these priorities to ensure continuous improvement for all learners and particularly for priority learners: Indigenous learners, learners with diverse abilities, children and youth in care.

Strategic Plan Goals :

Empower students to explore diverse, future-oriented career paths		
Monitoring	Strategies and Actions	Action Outcomes (2025)
<ul style="list-style-type: none"> ◆ Career program participation rates (grades 10-12) ◆ SLS (Student Learning Survey) ◆ Number of field excursions related to career development 	<ul style="list-style-type: none"> ◆ Develop a Career & Post-Secondary Youth Advisory Group to ensure student voice is included in planning ◆ Annual career development meetings with counsellors to explore career development opportunities ◆ Support schools in the development and tracking of career exploratory programs ◆ Ensure students have opportunities to explore career pathways through regional, community, and school events ◆ Ensure students have access to digital career exploratory resources 	<ul style="list-style-type: none"> ✓ Youth Career Advisory Group convened from Salmo, Nelson, Creston, and Slocan Families of schools. ✓ Career Development meeting with Counsellors from all FOS in November 2025. ✓ Promoted and supported Made for Trades event, Skills BC Competition, and online career events. ✓ Conducted a comprehensive review and redesign of the Trades Sampler and Youth Train in Trades (YTT) programs, establishing a coordinated three-year on-ramp that improves pathway clarity, supports informed student and family decision-making, and reduces program attrition. ✓ Continued support for dual credit program opportunities including Business and Early Child Care Education.
Enhance real-world, applied financial literacy skills		
Monitoring	Strategies and Actions	Action Outcomes (2025)
<ul style="list-style-type: none"> ◆ Career program participation rates (grades 10-12) ◆ YDI (Youth Development Index) ◆ SLS (Student Learning Survey) 	<ul style="list-style-type: none"> ◆ Connect with community partners to support and promote financial literacy in schools 	<ul style="list-style-type: none"> ✓ Connected with JA (Junior Achievement BC) for School Leaders presentation and promoted program to all schools including Financial Literacy Month in November. ✓ Confirmed that eight schools in SD8 have accessed JABC programming.





EXECUTIVE SUMMARY

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

Monitoring	Strategies and Actions	Action Outcomes (2025)
<ul style="list-style-type: none"> ◆ Career program participation rates (grades 10–12) ◆ Career development program and partnership inventory ◆ SLS (Student Learning Survey) ◆ Immediate and 3-year PSI transition rates 	<ul style="list-style-type: none"> ◆ Develop a district graduation pathway success framework ◆ Support schools in the development and tracking of career exploratory programs ◆ Annual career development meetings with counsellors to explore career development opportunities ◆ Ensure schools have the supports and information regarding post-secondary program planning and scholarship opportunities ◆ Provide information to families through SD8 Parent Engagement Nights (PENs) and website updates for graduation program planning and scholarships ◆ Develop and deepen regional career, dual credit, and trades training program partnerships with colleges and institutes ◆ Ensure students have opportunities to explore career pathways through regional, community, and school events ◆ Ensure barriers are removed for priority learners in accessing career and dual credit programs ◆ Develop a three-year trades training program onramp digital hub to ensure students have the skills and preparation to transition to Youth Train in Trades college programs 	<ul style="list-style-type: none"> ✓ Career Development meeting with Counsellors from all FOS in November 2025. ✓ Weekly school bulletins and counsellor information session for post-secondary and scholarship opportunities in November 2025. ✓ Trades Programs & 3-Year Grad Plan family night in October, and Scholarship Information Night in November. ✓ Conducted a comprehensive review and redesign of the Trades Sampler and Youth Train in Trades (YTT) programs, establishing a coordinated three-year on-ramp that improves pathway clarity, supports informed student and family decision-making, and reduces program attrition. ✓ Strengthened regional partnerships with colleges through Dual Credit Enhancement project (SD5, 6, and 8) and through regular meetings with college partners to develop additional dual credit opportunities. ✓ Promoted and supported Made for Trades event, Skills BC Competition, and online career events. ✓ Tuition for dual credit programs paid by SD8, and sponsorship funds set aside for financial challenges.

Increase collaboration with community partners to create opportunities for learners.

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





EXECUTIVE SUMMARY

Ensure all students graduate		
Monitoring	Strategies and Actions	Action Outcomes (2025)
<ul style="list-style-type: none"> ◆ Grade-to-grade transition rates ◆ 5-year and 6-year completion rates ◆ Immediate and 3-year PSI transition rates 	<ul style="list-style-type: none"> ◆ Develop a district graduation pathway success framework ◆ Ensure each student has a 3-year grad plan on file, updated annually ◆ Continue to support annual grade-to-grade transition meetings with a focus on priority learners ◆ Facilitate secondary academic reviews (3 times annually) focusing on priority learners ◆ Continue with school-based and district-based team meetings focusing on priority learners' academic success ◆ Continue to provide Individualized supports for students with Indigenous ancestry, including support from Aboriginal success teachers, and Aboriginal youth and family worker liaisons ◆ Ensure that children and youth in care have individualized student learning plans that outline wraparound supports and progress toward achievement of learning ◆ Develop an integrated core competency-based approach to Capstone and scholarships at the district level ◆ Continue to collaborate with regional colleges for transition supports and bridging strategies focusing on priority learners 	<ul style="list-style-type: none"> ✓ Updated 3-year grad plan to include career program pathways. ✓ Continuation of intermediate to middle years academic review for all schools (feeder school transition grades) in April 2026. ✓ Secondary academic reviews continue to be led by schools to ensure students on track to graduate. ✓ School-based and district-based team processes updated through Inclusive Learning Services to include detailed, improved tracking of priority learners. ✓ Individualized student supports for students with Indigenous ancestry continued at school and district level. ✓ Children and youth in care continue to have individualized student learning plans that outline wraparound supports. ✓ Integrated Dual Credit & Trades Training Capstone/District Dogwood Scholarship presentation in May 2026. ✓ Strengthened regional partnerships with colleges through Dual Credit Enhancement project (SD5, 6, and 8) and through regular meetings with college partners to develop additional dual credit opportunities.

Summary

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

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

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





EXECUTIVE SUMMARY

and dual credit initiatives, and student and parent engagement efforts to remove barriers and improve career and academic outcomes. The district will also maintain annual academic reviews, individualized grad plans, and develop a graduation pathway success framework to ensure each student is on a successful pathway to graduation and post-secondary success.

In summary, the action plan is developed on the premise that ensures:

- ▷ students are at the centre of our individual and collective work in SD8, particularly priority learners: Indigenous learners, learners with disabilities and diverse abilities, children and youth in care, and English language learners
- ▷ commitments to SD8 strategic priorities of measuring and reporting on performance in key areas – evidence is robust, timely, and meaningful
- ▷ collaboration with community, regional, and provincial partners
- ▷ a sustained focus on a cycle of continuous improvement
- ▷ alignment with the goals and Mandate of the Ministry of Education and Child Care

A Focus on Student Success

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

MISSION

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

VISION

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

This report outlines how SD8 increases learner success in physical and mental well-being through social-emotional learning and creating inclusive and caring learning communities.



INTRODUCTION

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

According to the Organization for Economic Co-operation and Development (OECD), “The career aspirations of young people matter. A series of longitudinal studies have shown that teenage career aspirations are a good predictor of the jobs that students go on to occupy as adults.”

OECD, Dream Jobs: Teenagers’ Career Aspirations and the Future of Work

When students complete secondary school, they should have developed:

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

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

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

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





ALIGNMENT TO STRATEGIC PRIORITY

SD8’s existing and emerging areas of need are identified through an analysis of evidence in provincial assessments, the district’s [Enhancing Student Learning Report](#), ongoing district continuous learning reports and school learning plans.

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

Specifically, the province is focusing on partnerships and programs that will equip students with skills for emerging sectors as part of the [StrongerBC: Future Ready Action Plan](#) designed to remove barriers and create more career-building opportunities for BC K-12 students.

Aligned with the Strategic Plan, the implementation of career development includes:

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

Strategic Priority: Career Development

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

Strategic Plan Goals

Empower students to explore diverse, future-oriented career paths		
Monitoring	Strategies and Actions	Action Outcomes (2025)
<ul style="list-style-type: none"> ◆ Career program participation rates (grades 10–12) ◆ SLS (Student Learning Survey) ◆ Number of Work Experience 11/12 placements ◆ Number of field excursions related to career development 	<ul style="list-style-type: none"> ◆ Develop a Career & Post-Secondary Youth Advisory Group to ensure student voice is included in planning ◆ Annual career development meetings with counsellors to explore career development opportunities ◆ Support schools in the development and tracking of career exploratory programs ◆ Ensure students have opportunities to explore career pathways through regional, community, and school events ◆ Ensure students have access to digital career exploratory resources 	<ul style="list-style-type: none"> ✓ Youth Career Advisory Group convened from Salmo, Nelson, Creston, and Slocan Families of schools. ✓ Career Development meeting with Counsellors from all FOS in November 2025. ✓ Promoted and supported Made for Trades event, Skills BC Competition, and online career events. ✓ Conducted a comprehensive review and redesign of the Trades Sampler and Youth Train in Trades (YTT) programs, establishing a coordinated three-year on-ramp that improves pathway clarity, supports informed student and family decision-making, and reduces program attrition. ✓ Continued support for dual credit program opportunities including Business and Early Child Care Education.





ALIGNMENT TO STRATEGIC PRIORITY

This priority connects to the [SD8 Enhancing Student Learning Reporting Order](#) for:

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

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

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

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

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

Strategic Plan Goals

Enhance real-world, applied financial literacy skills		
Monitoring	Strategies and Actions	Action Outcomes (2025)
<ul style="list-style-type: none"> ♦ Career program participation rates (grades 10-12) ♦ YDI (Youth Development Index) ♦ SLS (Student Learning Survey) 	<ul style="list-style-type: none"> ♦ Develop a district financial literacy program inventory ♦ Connect with community partners to support and promote financial literacy in schools 	<ul style="list-style-type: none"> ✓ Connected with JA (Junior Achievement BC) for School Leaders presentation and promoted program to all schools including Financial Literacy Month in November. ✓ Confirmed that eight schools in SD8 have accessed JABC programming.

This priority connects to the [SD8 Enhancing Student Learning Reporting Order](#) for:

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

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

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

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

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





ALIGNMENT TO STRATEGIC PRIORITY

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

Strategic Plan Goals

Enhance graduation pathways for middle and secondary learners to pursue interests and passions and explore post-secondary opportunities		
Monitoring	Strategies and Actions	Action Outcomes (2025)
<ul style="list-style-type: none"> ◆ Career program participation rates (grades 10-12) ◆ Career development program and partnership inventory ◆ SLS (Student Learning Survey) ◆ Immediate and 3-year PSI transition rates 	<ul style="list-style-type: none"> ◆ Develop a district graduation pathway success framework ◆ Support schools in the development and tracking of career exploratory programs ◆ Annual career development meetings with counsellors to explore career development opportunities ◆ Ensure schools have the supports and information regarding post-secondary program planning and scholarship opportunities ◆ Provide information to families through Parent Engagement Nights (PENs), digital resources, and website updates for graduation program planning and scholarships ◆ Develop and deepen regional career, dual credit, and trades training program partnerships with colleges and institutes ◆ Ensure students have opportunities to explore career pathways through regional, community, and school events ◆ Ensure barriers are removed for priority learners in accessing career and dual credit programs ◆ Develop a three-year trades training program onramp digital hub to ensure students have the skills and preparation to transition to Youth Train in Trades college programs 	<ul style="list-style-type: none"> ✓ Career Development meeting with Counsellors from all FOS in November 2025. ✓ Weekly school bulletins and counsellor information session for post-secondary and scholarship opportunities in November 2025. ✓ Trades Programs & 3-Year Grad Plan family night in October, and Scholarship Information Night in November. ✓ Conducted a comprehensive review and redesign of the Trades Sampler and Youth Train in Trades (YTT) programs, establishing a coordinated three-year on-ramp that improves pathway clarity, supports informed student and family decision-making, and reduces program attrition. ✓ Strengthened regional partnerships with colleges through Dual Credit Enhancement project (SD5, 6, and 8) and through regular meetings with college partners to develop additional dual credit opportunities. ✓ Promoted and supported Made for Trades event, Skills BC Competition, and online career events. ✓ Tuition for dual credit programs paid by SD8, and sponsorship funds set aside for financial challenges.





ALIGNMENT TO STRATEGIC PRIORITY

This priority connects to the [SD8 Enhancing Student Learning Reporting Order](#) for:

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

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

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

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

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

Strategic Plan Goals

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

This priority connects to the [SD8 Enhancing Student Learning Reporting Order](#) for:

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

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

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

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

The strategies and actions will ensure that learners will have access to in-demand, diverse, and emerging career program opportunities through leveraging partnerships with local and regional community partners and organizations.





ALIGNMENT TO STRATEGIC PRIORITY

Goal: Ensure all students graduate.

Strategic Plan Goals

Ensure all students graduate		
Monitoring	Strategies and Actions	Action Outcomes (2025)
<ul style="list-style-type: none"> ◆ Grade-to-grade transition rates ◆ 5-year and 6-year completion rates ◆ Immediate and 3-year PSI transition rates 	<ul style="list-style-type: none"> ◆ Develop a district graduation pathway success framework ◆ Ensure each student has a 3-year grad plan on file, updated annually ◆ Continue to support annual grade-to-grade transition meetings with a focus on priority learners ◆ Facilitate secondary academic reviews (3 times annually) focusing on priority learners ◆ Continue with school-based and district-based team meetings focusing on priority learners' academic success ◆ Continue to provide Individualized supports for students with Indigenous ancestry, including support from Aboriginal success teachers, and Aboriginal youth and family worker liaisons ◆ Ensure that children and youth in care have individualized student learning plans that outline wraparound supports and progress toward achievement of learning ◆ Provide information to families through Parent Engagement Nights (PENs), digital resources, and website updates for graduation program planning and scholarships ◆ Develop an integrated core competency-based approach to Capstone and scholarships at the district level ◆ Continue to collaborate with regional colleges for transition supports and bridging strategies focusing on priority learners 	<ul style="list-style-type: none"> ✓ Updated 3-year grad plan to include career program pathways. ✓ Continuation of intermediate to middle years academic review for all schools (feeder school transition grades) in April 2026. ✓ Secondary academic reviews continue to be led by schools to ensure students on track to graduate. ✓ School-based and district-based team processes updated through Inclusive Learning Services to include detailed, improved tracking of priority learners. ✓ Individualized student supports for students with Indigenous ancestry continued at school and district level. ✓ Children and youth in care continue to have individualized student learning plans that outline wraparound supports. ✓ Integrated Dual Credit & Trades Training Capstone/District Dogwood Scholarship presentation in May 2026.



ALIGNMENT TO STRATEGIC PRIORITY

This priority connects to the [SD8 Enhancing Student Learning Reporting Order](#) for:

Educational Outcome 4: Students will graduate.

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

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

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

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

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

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



EVIDENCE OF LEARNING

Career Development

Educational Outcome 4: Students Will Graduate

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

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

Grade-to-Grade Transitions

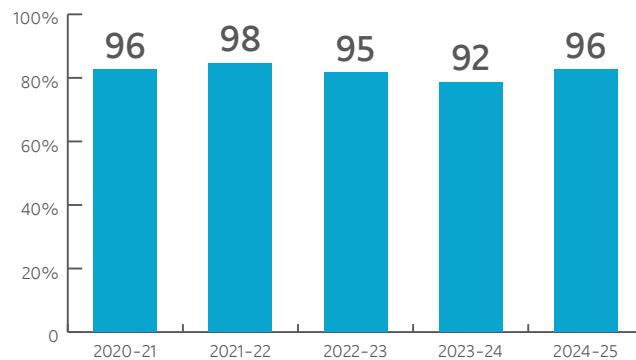
Grade-to-grade transitions indicate the number of students who transition successfully into the next grade level the first time, from grade nine onward per school year. Successful grade-to-grade transitions are an indicator of success for first time graduation.

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

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

Grade 10-11 Transitions

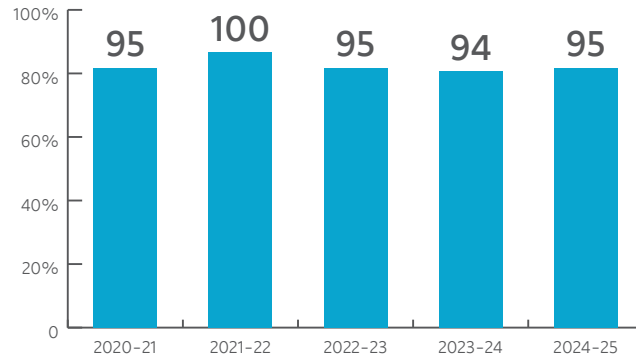
Grade 10 to 11 Transition Rate (All Resident)



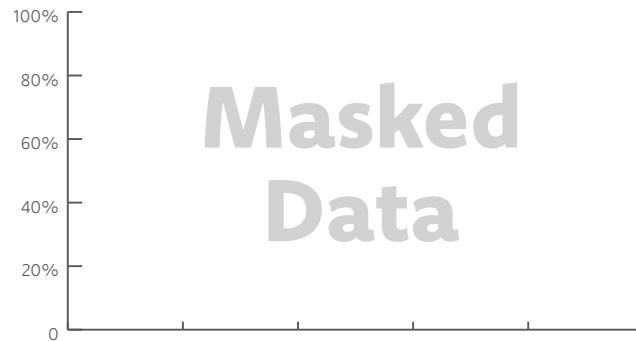


EVIDENCE OF LEARNING

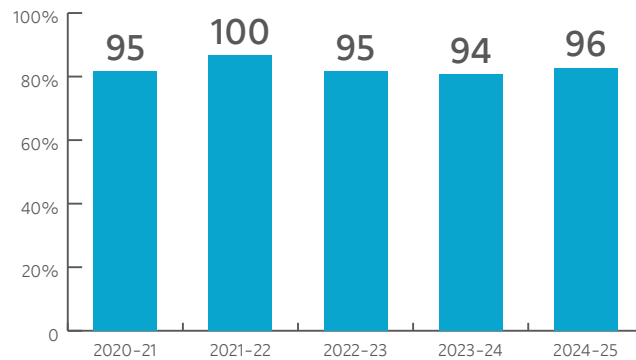
Grade 10-11 Transition Rate (Indigenous All)



Grade 10-11 Transition Rate (Indigenous On Reserve)



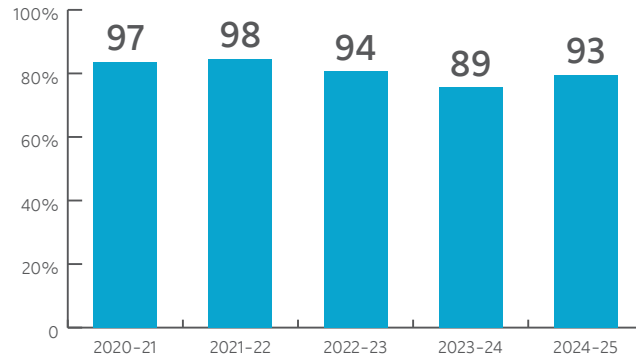
Grade 10-11 Indigenous (Not On Reserve) Transition Rate



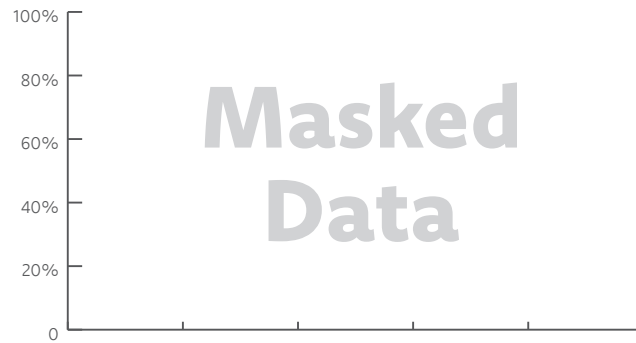


EVIDENCE OF LEARNING

Grade 10 to 11 Transition Rate (Diverse Abilities)

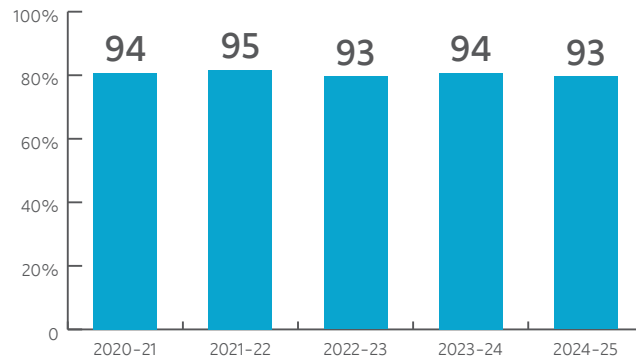


Grade 10-11 Transition Rate (Children/Youth in Care)



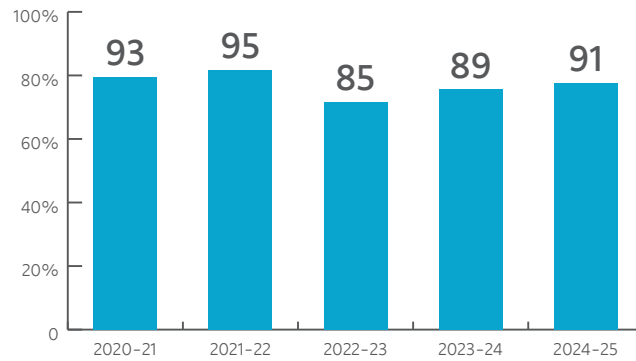
Grade 11-12 Transitions

Grade 11-12 Transition Rate (All Resident)

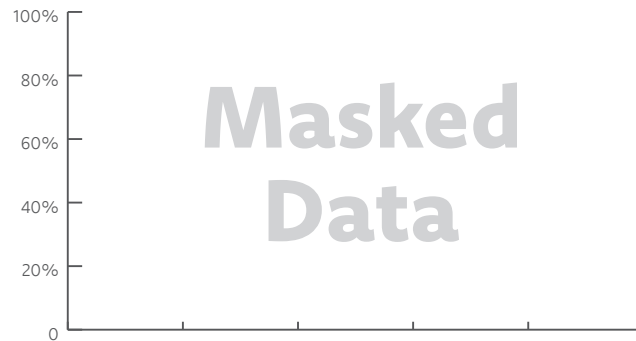


EVIDENCE OF LEARNING

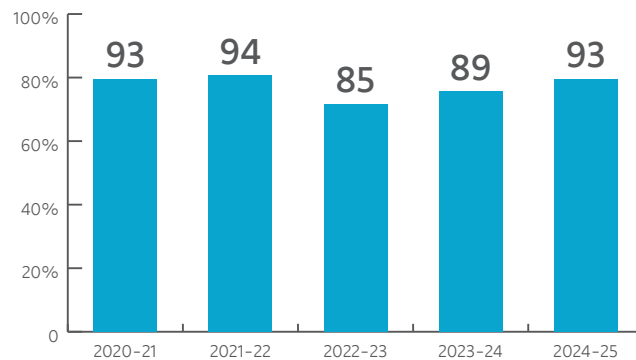
Grade 11 to 12 Transition Rate (Indigenous All)



Grade 11-12 Transition Rate (Indigenous On Reserve)

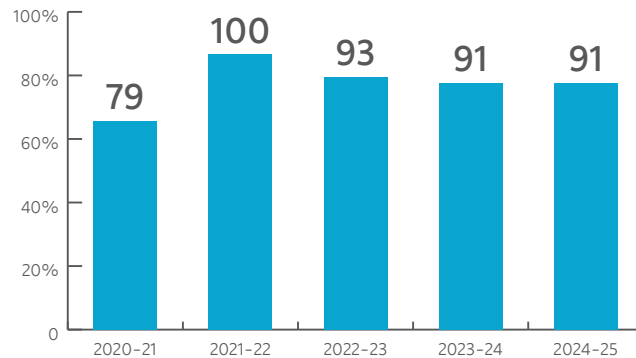


Grade 11-12 Indigenous (Not On Reserve) Transition Rate

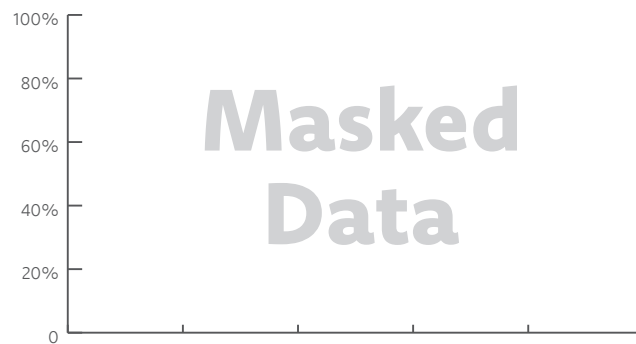


EVIDENCE OF LEARNING

Grade 11 to 12 Transition Rate (Diverse Abilities)



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



Grade to Grade Transitions

Sources of Data and Evidence Analyzed:

The data encompasses district-level grade-to-grade transitions, specifically focusing on students in grades ten, eleven, and twelve, with a timeframe extending from the 2020-21 to the 2024-25 academic years. Within this dataset, particular attention is given to sub-populations, including Indigenous students (on reserve and not on reserve), children and youth in care and students with diverse abilities, to ensure a comprehensive analysis of student progress. Individual student data was also analyzed during the annual graduation review process to ensure students are on track to graduation. Finally, Student Learning Survey (SLS) data for the question “At school, I have felt well supported when I moved to a higher grade by having course choices and timetables or calendars explained” was also analyzed for grade 10 and 12 all resident students.

Missing or Masked Data:

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



EVIDENCE OF LEARNING

Trends Emerged from the Analysis:

Overall, grade-to-grade transitions remain strong and stable across the district. For all resident students, grade 10–11 transition rates have ranged from 92% to 98%, with a recovery observed in 2024–2025 (96%) following a dip in 2023–2024 (92%). Grade 11–12 transitions have remained consistently stable, fluctuating within a narrower band of 93% to 95%, with 2024–2025 at 93%, indicating sustained performance in senior grade progression.

Among Indigenous students, grade 10–11 transition rates continue to demonstrate strong outcomes, reaching 95% in 2024–2025, maintaining gains seen since the peak of 100% in 2021–2022. Notably, grade 11–12 transitions for Indigenous students show meaningful recovery, increasing from 89% in 2023–2024 to 91% in 2024–2025, following a previous low of 85% in 2022–2023. This upward trend indicates that targeted supports are beginning to positively impact transitions into the final year of secondary school, though a gap remains when compared to the overall population.

For Indigenous students not living on reserve, transition rates closely mirror overall Indigenous trends, with grade 10–11 transitions increasing to 96% in 2024–2025 and grade 11–12 transitions rebounding to 93%, demonstrating strong recovery and alignment with all resident learners.

Students with diverse abilities show moderate recovery following a decline in 2023–2024. Grade 10–11 transitions increased from 89% to 93% in 2024–2025, while grade 11–12 transitions stabilized at 91%, maintaining gains from the previous year. Despite this improvement, these rates remain below earlier peak years (98–100%), indicating ongoing variability and the need for continued targeted supports.

Children and youth in care data continues to be masked due to small cohort sizes; however, this group remains a key priority for transition planning and support.

Overall, the data shows system stability with signs of recovery across key sub-populations, particularly in grade 10–11 transitions and improving grade 11–12 outcomes for Indigenous learners. However, persistent gaps in senior transitions highlight the need for sustained, targeted intervention.

Inequities of Learning Outcomes:

Despite overall positive trends, inequities remain evident, particularly in grade 11–12 transitions. While Indigenous students have achieved near parity with the overall population in grade 10–11 transitions, a remaining gap in grade 11–12 transitions (91% vs. 93%) indicate the need for continued focus on sustaining progress through to graduation. Encouragingly, the upward trend in 2024–2025 suggests that current strategies are beginning to mitigate this gap.

For students with diverse abilities, recent improvements in grade 10–11 transitions represent a positive shift; however, rates remain below historical highs. Grade 11–12 transitions have stabilized but not yet returned to peak levels, indicating that while supports are having an impact, consistency and predictability of outcomes remain areas for growth.

These patterns reinforce the importance of personalized transition planning, inclusive practices, and coordinated supports, particularly in the transition from grade 11 to 12, which remains the most critical pressure point across sub-populations.



EVIDENCE OF LEARNING

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

The updated data (2020–2025) tells a story of resilience, responsiveness, and gradual improvement. The district has successfully maintained strong transition rates for all learners while also demonstrating measurable recovery for priority groups following recent declines.

Indigenous student transitions, particularly in grade 10–11, reflect sustained equity gains, while improving grade 11–12 outcomes suggest that targeted supports, enhanced planning, and increased attention to transitions are having a positive impact.

For students with diverse abilities, the data reflects increased responsiveness to emerging needs, with recovery evident in grade 10–11 transitions. However, variability across years indicates that further refinement of supports is required to ensure consistent outcomes.

The data reinforces that grade 11–12 remains the most critical transition point, requiring continued focus on wraparound supports, pathway planning, and engagement strategies to ensure students successfully transition to graduation.

Current Approaches to Equity of Learning:

To achieve academic success, cultural engagement, and well-being for Indigenous students, equitable supports and individualized graduation pathways are provided, involving three-year planning to explore career options and workforce entry. The continued emphasis on trades training and dual credit pathways supports improved course planning in grade 11 and strengthens transitions into grade 12 and beyond, aligning with Ministry policy supporting post-secondary transition programming.

Transition planning remains a key structure within the district, involving principals, inclusion support teachers, counsellors, classroom teachers, and Indigenous support staff to determine appropriate placements and supports. Increased emphasis is being placed on early identification of students at risk in grade 11 and proactive intervention planning.

For students nearing adulthood, early coordination with Community Living B.C. (CLBC) and other agencies supports seamless transitions to post-school life. This includes targeted IEP goals, structured transition meetings, and collaboration with community partners to ensure continuity of support.

Key Actions & Strategies

- ✓ Develop a district graduation pathway success framework to ensure successful transitions
- ✓ Support schools in the development of career exploratory programs including dual credit, trades training, and work experience
- ✓ Ensure each student has a 3-year grad plan on file, updated annually
- ✓ Continue to support annual intermediate to middle years grade-to-grade transition meetings with a focus on priority learners
- ✓ Facilitate secondary academic reviews (3 times annually) focusing on priority learners and targeting grade 11 populations
- ✓ Continue with school-based and district-based team meetings focusing on priority learners' academic success
- ✓ Ensure that children and youth in care have individualized student learning plans that outline wraparound supports and progress toward achievement of learning goals



EVIDENCE OF LEARNING

- ✓ Continue to provide individualized supports for students with Indigenous ancestry, including support from Aboriginal success teachers, and Aboriginal youth and family worker liaisons
- ✓ Provide information to families through Parent Engagement Nights (PENs), digital resources, and website updates for graduation program planning and scholarships

Completion Rates

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

Education Outcome 4: Students will graduate.

- ◆ **Measure 4.1** Number and percentage of resident students who achieved a B.C. Certificate of Graduation Dogwood Diploma within 5 years of starting grade 8.

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

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

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

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

British Columbia offers three pathways towards school completion:

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

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

Education Outcome 4: Students will graduate.

- ◆ **Measure 4.1** Number and percentage of resident students who achieved a B.C. Certificate of Graduation Dogwood Diploma within 5 years of starting grade 8.

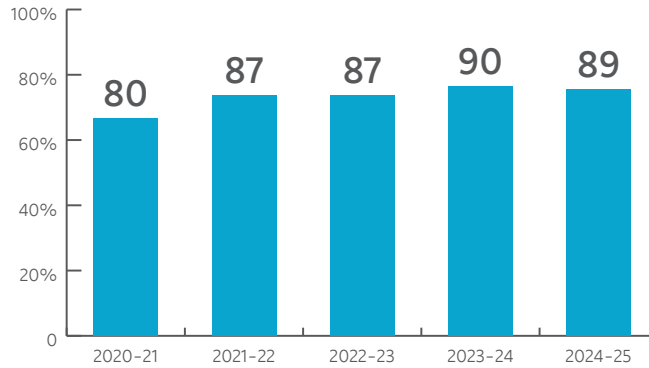




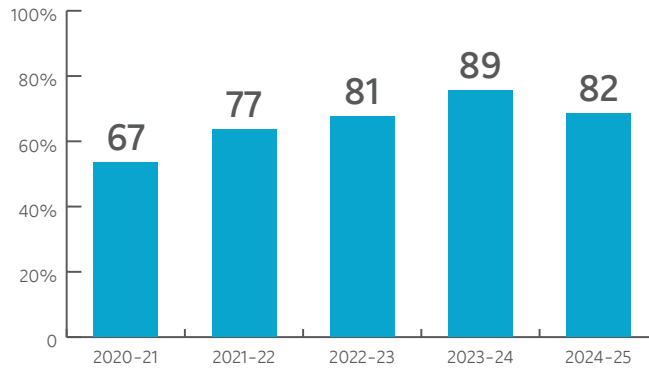
EVIDENCE OF LEARNING

Five-Year Completion Rates

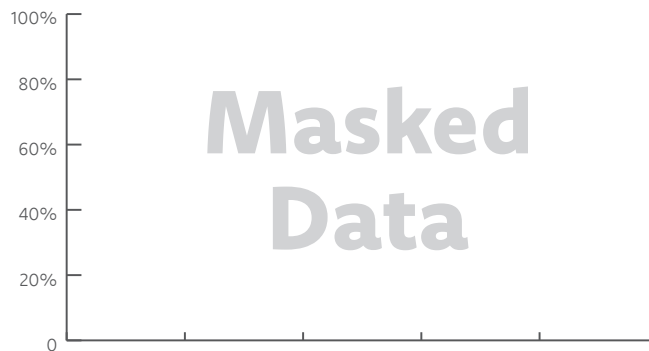
Five Year Completion Rates (All Resident)



Five Year Completion Rates (Indigenous All)

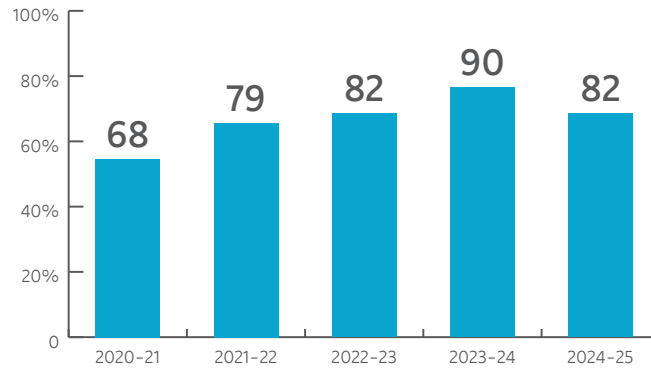


Five Year Completion Rates (Indigenous On Reserve)

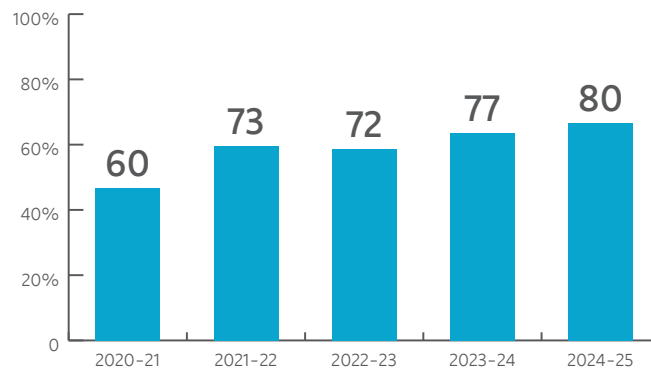


EVIDENCE OF LEARNING

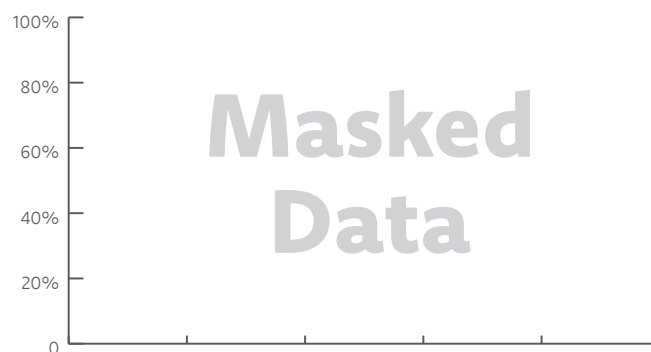
Five Year Completion Rates (Indigenous Not On Reserve)



Five Year Completion Rates (Diverse Abilities)



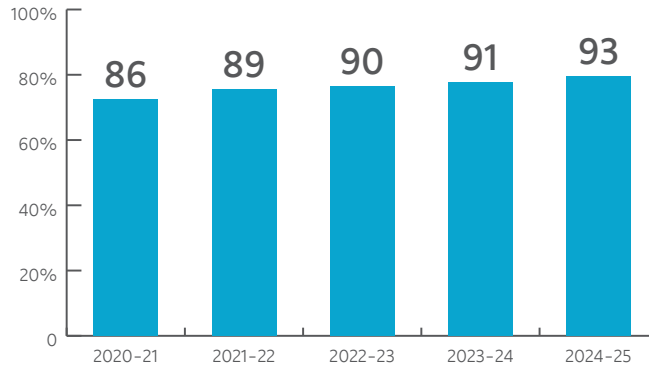
Five Year Completion Rates (Children/ Youth in Care)



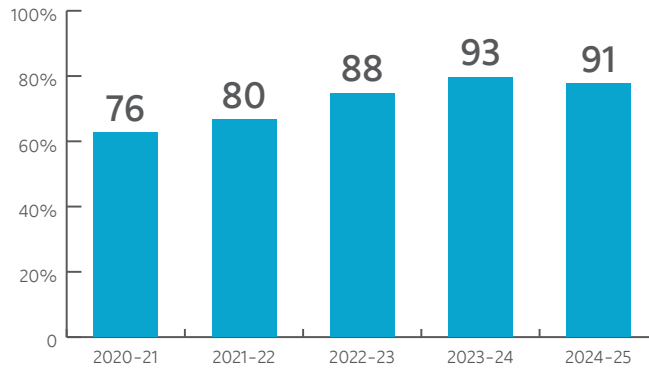
EVIDENCE OF LEARNING

Six-Year Completion Rates

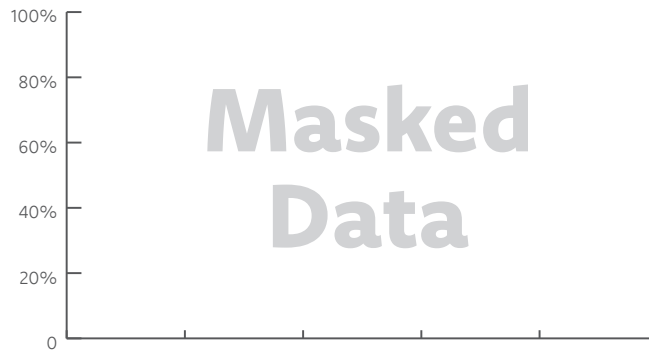
Six Year Completion Rates (All Resident)



Six Year Completion Rates (Indigenous All)

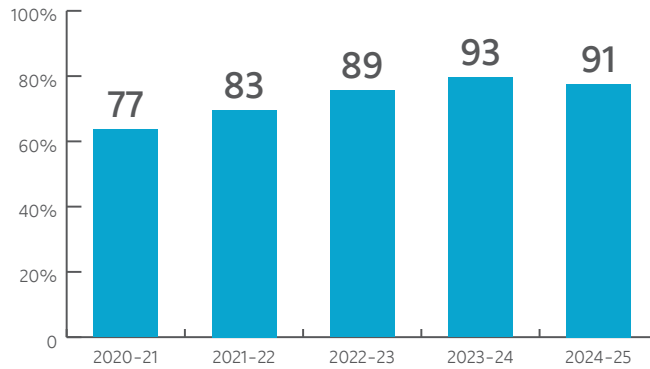


Six Year Completion Rate (Indigenous On Reserve)

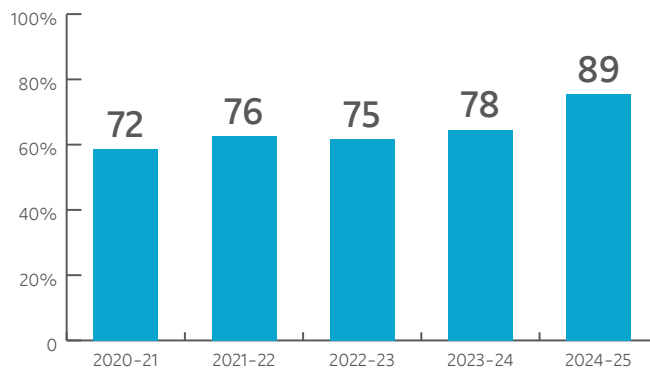


EVIDENCE OF LEARNING

Six Year Completion Rates (Indigenous Not on Reserve)



Six Year Completion Rates (Diverse Abilities)



Six Year Completion Rate (Children/Youth in Care)



EVIDENCE OF LEARNING

Sources of Data and Evidence Analyzed:

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

Missing or Masked Data

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

Trends Emerged from the Analysis

Completion rates for all resident students have shown steady improvement over the past several years. Five-year completion rates increased from 80% in 2020–21 to a high of 90% in 2023–24, remaining strong at 89% in the most recent year (2024–25). Similarly, six-year completion rates for all resident students have steadily improved from 86% in 2020–21 to 93% in 2024–25, indicating that most students successfully complete graduation requirements when provided with additional time and support. These results reflect strong district-wide efforts to support student success through both standard and extended graduation timelines.

Indigenous students (all) have also experienced significant gains. The five-year completion rate increased from 67% in 2020–21 to 89% in 2023–24, with a slight decline to 82% in 2024–25. Six-year completion rates show particularly strong improvement, increasing from 76% in 2020–21 to a high of 93% in 2023–24, and remaining strong at 91% in 2024–25. These improvements suggest that targeted supports and Indigenous-led education initiatives are having a meaningful impact on student success.

Similarly, Indigenous students not on reserve have demonstrated steady improvement over the same period. Five-year completion rates increased from 68% in 2020–21 to 90% in 2023–24 and remained stable at 82% in 2024–25. Six-year completion rates rose from 77% in 2020–21 to 93% in 2023–24, remaining high at 91% in the most recent year. This sustained growth indicates that continued focus on culturally responsive supports and strong relationships with Indigenous communities are positively influencing outcomes.

For students with diverse abilities, completion rates have also improved over time. Five-year completion rates increased from 60% in 2020–21 to 80% in 2024–25, demonstrating steady growth each year. Six-year completion rates rose from 72% in 2020–21 to 89% in 2024–25, highlighting the importance of extended pathways and individualized supports that allow these students additional time to complete graduation requirements.

Inequities of Learning Outcomes

Despite overall improvements, disparities remain across student groups. Students with diverse abilities continue to graduate at lower rates than the overall student population, reinforcing the importance of continued investments in individualized learning supports, transition planning, and inclusive programming.

Although Indigenous completion rates have improved significantly, fluctuations between years suggest that continued focus on sustained supports, culturally responsive programming, and strong partnerships with Indigenous rightsholders remains essential to maintaining and further improving outcomes.

Across all groups, the gap between five-year and six-year completion rates highlights the importance of flexible graduation pathways. Many students benefit from additional time, and the six-year completion data demonstrates that extended timelines play a critical role in supporting equitable outcomes.



EVIDENCE OF LEARNING

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

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

Current Approaches to Equity of Learning

Currently, the district continues to facilitate graduation program academic reviews three times during the year to ensure all students, especially priority learners, are on track to graduate. Students with Indigenous ancestry, including those living on and off reserve, are tracked and supported for academic success, cultural opportunities, and health and well-being to ensure they remain on a successful path toward graduation. Finally, expansion in career programs, such as dual credit and trades training, has been beneficial. This includes removing barriers to tuition and ancillary costs and encouraging individualized graduation pathways through three-year graduation program planning that supports priority learners in career exploration and workforce entry.

Key Actions & Strategies

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



EVIDENCE OF LEARNING

Educational Outcome 5: Life and Career Core Competencies

Post-secondary (PSI) Transitions

Educational Outcome 4: Students will graduate.

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

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

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

Two transition measures are used:

Immediate Transition Rate – the percentage of graduates who enroll in a B.C. public post-secondary institution within one year of graduation.

Three-Year Transition Rate – the percentage of graduates who enroll in a B.C. public post-secondary institution within three years of graduation, capturing students who pursue delayed pathways before entering post-secondary.

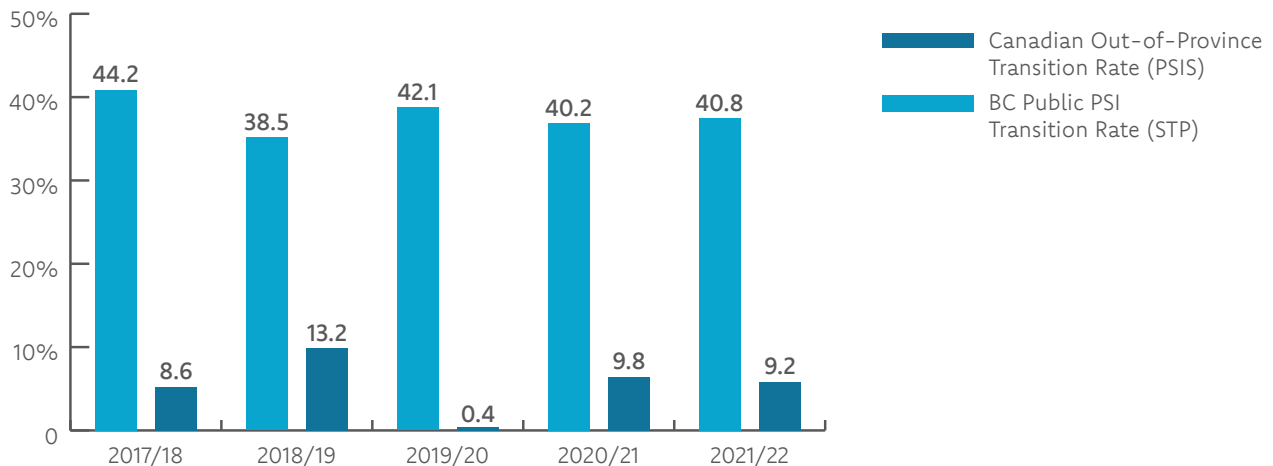
These measures help the district understand how students move from secondary school into post-secondary education and training over time.

Educational Outcome 5: Life and Career Core Competencies

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

PSI Immediate Transition Rates (BC institutions only)

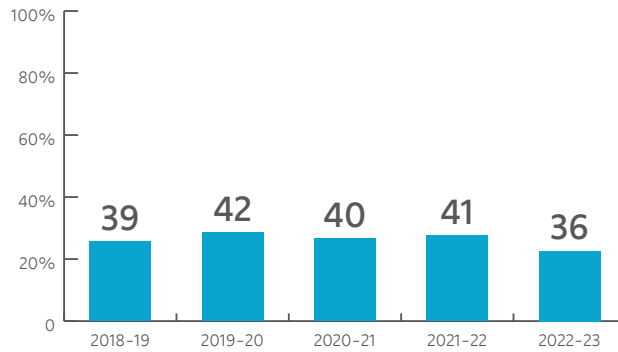
PSI Transition Rate-Immediate (All Resident)



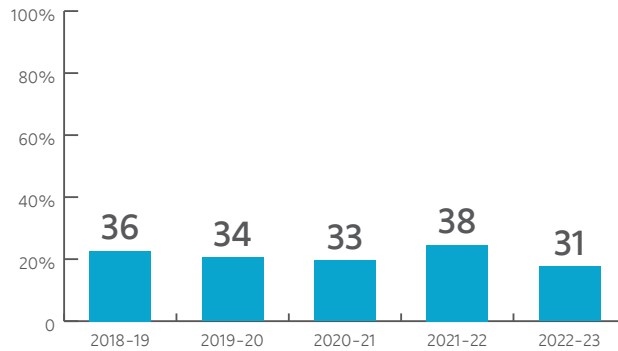


EVIDENCE OF LEARNING

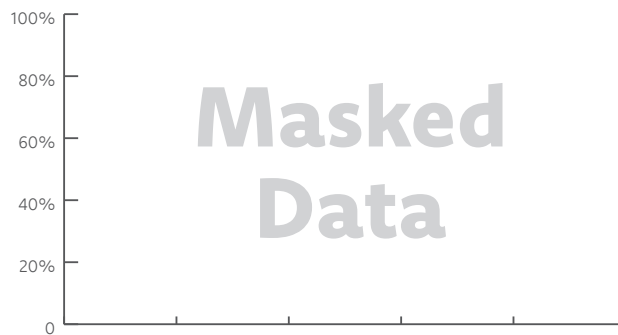
PSI Transition Rate-Immediate (All Resident)



PSI Transition Rate-Immediate (Indigenous All)



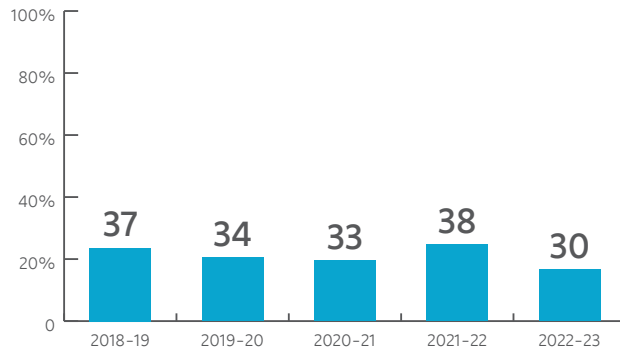
PSI Rate- Immediate (Indigenous On Reserve)



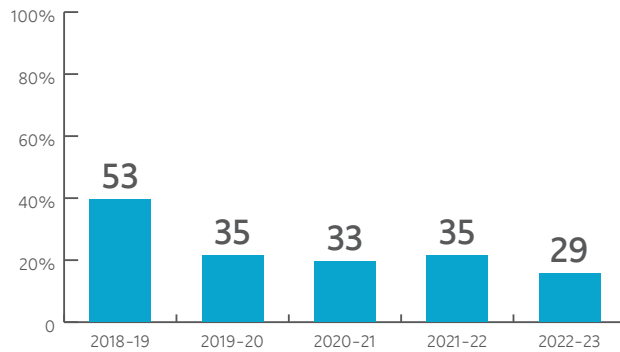


EVIDENCE OF LEARNING

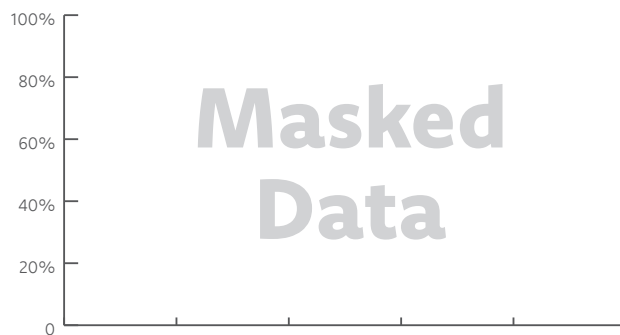
PSI Transition- Immediate (Indigenous Not On Reserve)



PSI Transition Rate- Immediate (Diverse Abilities)



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

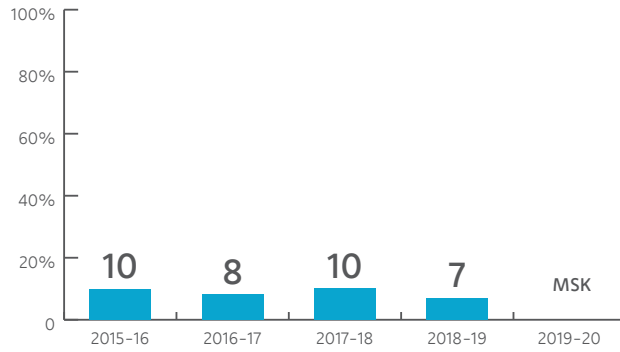




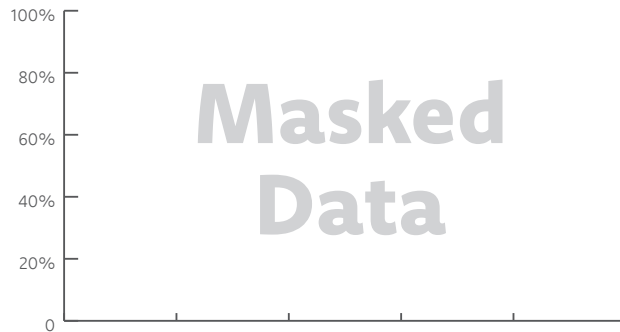
EVIDENCE OF LEARNING

PSI 3-Year Transition Rates

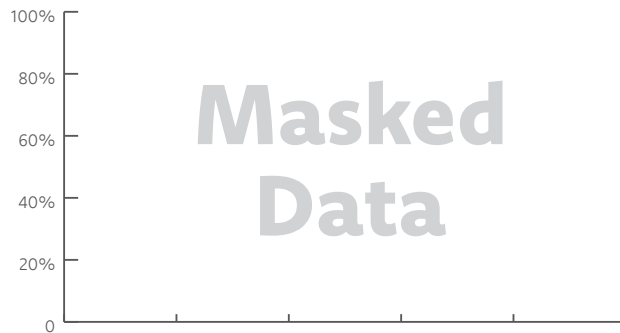
PSI Transition Rate-3 Year (All Resident)



PSI Transition Rate-3 Year (Indigenous All)

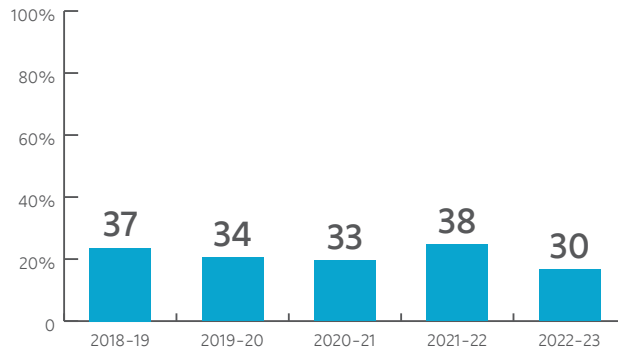


PSI Transitions - 3 Year (Indigenous On Reserve)

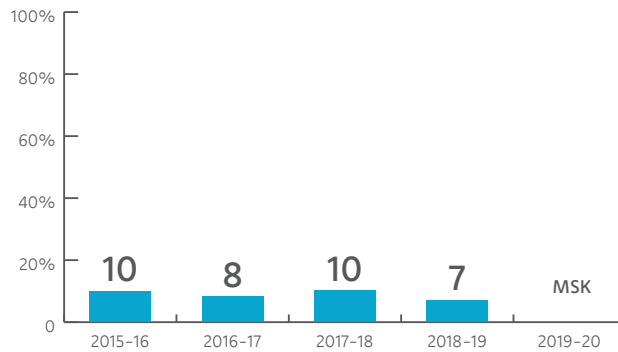


EVIDENCE OF LEARNING

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



PSI Transition Rate- 3 Year (Diverse Abilities)



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



EVIDENCE OF LEARNING

Student Learning Surveys (SLS) Grade 10 and 12

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

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

SD8 Kootenay Lake		Years				
SLS	Sub-set	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Grade 10	All Resident	28%	34%	36%	36%	35%
	Indigenous	21%	34%	29%	30%	28%
	Students with Diverse Abilities	21%	21%	26%	32%	26%
Grade 12	All Resident	29%	31%	27%	33%	39%
	Indigenous	30%	26%	19%	31%	46%
	Students with Diverse Abilities	41%	42%	11%	21%	35%

SD8 PSI Transitions 2024-2025

Sources of Data and Evidence Analyzed:

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

Missing or Masked Data

Data sets that remain challenging to procure include students who enroll in post-secondary institutions outside of B.C., as these are not fully captured within provincial data systems. As a result, SD8 relies on Statistics Canada data accessed through the Ministry of Education and Child Care data portal for broader context.

Data sets for Indigenous students on reserve and children and youth in care are often masked due to small cohort sizes, requiring reliance on local knowledge and contextual information.

Trends Emerged from the Analysis

Post-secondary transition rates for SD8 students have remained relatively stable but slightly below provincial averages for B.C. public post-secondary institutions.

Immediate transition rates for all resident students have ranged from 44% (2017–18 cohort) to 36% (2022–23 cohort), with values fluctuating between 39% and 41% across the intervening years. These results indicate that approximately four in ten graduates transition directly to B.C. public post-secondary institutions.

Immediate transition rates for Indigenous students have shown similar patterns, ranging from 36% (2018–19 cohort) to 31% (2022–23 cohort), with a peak of 38% in the 2021–22 cohort. While these rates remain somewhat lower than those of all resident students, they demonstrate continued participation in post-secondary pathways.



EVIDENCE OF LEARNING

Students with diverse abilities demonstrate varied transition patterns. Immediate transition rates ranged from 53% in the 2018–19 cohort to 29% in the 2022–23 cohort, with values in other cohorts between 33% and 35%. These patterns reflect the range of individualized pathways students pursue following graduation.

Three-year transition data shows that additional students enter post-secondary education after some delay. For all resident students, three-year transition rates ranged from 8% to 10% for the cohorts currently available. Similar patterns are seen among students with diverse abilities, indicating that a portion of graduates pursue delayed entry into post-secondary education.

Additional context from Statistics Canada indicates that approximately 10–16% of SD8 graduates enroll in post-secondary institutions outside of B.C., which may contribute to lower reported transition rates to B.C. public institutions.

Student perception data also provides insight into post-secondary readiness. In 2024–2025, 35% of grade 10 students and 39% of grade 12 students reported that school is preparing them for post-secondary education. Among Indigenous students, 46% of grade 12 respondents reported feeling prepared, while 35% of students with diverse abilities in grade 12 indicated positive responses.

Together, the transition and perception data suggest that SD8 students are pursuing a variety of post-secondary and career pathways, including delayed entry to post-secondary education.

Inequities of Learning Outcomes

Gaps remain in post-secondary transitions among Indigenous students and students with diverse abilities, highlighting ongoing systemic barriers to post-secondary participation.

Immediate transition rates for Indigenous students remain somewhat lower than those of the overall student population, though there have been periods of growth, including a peak of 38% for the 2021–22 cohort. Continued monitoring and targeted supports remain important to sustain these gains.

Students with diverse abilities face additional barriers to post-secondary transitions. Although some cohorts demonstrate strong immediate transitions, overall patterns show greater variability and lower recent transition rates, indicating that some students may require additional supports or time to access post-secondary education.

Data for children and youth in care remains masked due to small population sizes; however, provincial research suggests that this group continues to experience significant barriers in accessing post-secondary education.

Overall, the data highlights the importance of continued targeted supports, flexible pathways, and career planning opportunities to ensure equitable access to post-secondary opportunities for all students.

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

Priority learners continue to be tracked to ensure academic achievement and graduation success through graduation program academic reviews and individualized planning processes.

District initiatives such as trades training, dual credit opportunities, and career exploration programs provide students with multiple pathways beyond secondary school. These programs continue to demonstrate strong student engagement and satisfaction and support students pursuing both direct and delayed post-secondary pathways.



EVIDENCE OF LEARNING

Current Approaches to Equity of Learning

Graduation program academic reviews are conducted three times each year to ensure students remain on track to graduate. Priority learners, including Indigenous students, students with diverse abilities, and children and youth in care, are monitored closely to support academic success, well-being, and career planning.

The district continues to expand career pathway opportunities, including dual credit programming, trades training, and experiential learning opportunities, which help students explore career interests and transition successfully into post-secondary education, training, or employment.

Key Actions & Strategies

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

Career and Dual Credit Programs

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

Career exploratory programs help students determine their educational, career, or workforce trajectory. Career programs include dual credit programs that offer students the opportunity to enroll in college level programs while in high school, while gaining credit for both. Dual credit programs are tuition-free in SD8 as per [Ministry of Education and Child Care policy](#).

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



EVIDENCE OF LEARNING

The mandate of the [StrongerBC: Future Ready Action Plan](#) has supported district initiatives focused on workforce development and career preparation. In SD8, this has included expanded dual credit partnerships and regional programming opportunities. The district has also undertaken an extensive redesign of the SD8 trades training program to better support students in accessing Youth Train in Trades (YTT) pathways. The redesigned model provides a three-year on-ramp to trades programming, including SkillPlan Canada literacy and numeracy development, to strengthen foundational skills, support informed decision-making, and reduce program attrition.

Skilled Trades BC Trades Training Pathways



Program Overview:

Youth Explore Trades Skills (YETS)

Youth Explore Trades Skills provides students with introductory hands-on experiences in a variety of trades areas. The program is designed to build awareness of skilled trades careers and allow students to develop foundational technical skills while earning secondary school credits. Students participate in shop-based learning including culinary arts, welding and metal fabrication, and robotics to gain exposure to potential career pathways in the trades.

Youth Explore Trades Sampler

The Trades Sampler model provides students with the opportunity to rotate through several trades disciplines within a single program. This exploratory model supports students who are still identifying career interests by providing short introductory experiences in multiple trades areas before committing to a specific pathway. SD8 has two rural schools rotating the Trades Sampler: Salmo Secondary and Mt. Sentinel Secondary.



1 Skills BC Competition Medalists (2025)



EVIDENCE OF LEARNING

Youth Train in Trades (YTT)

Youth Train in Trades allows students to begin formal trades training while still enrolled in secondary school. Students complete Level 1 technical training through a partnership with a post-secondary institution and receive both secondary school credits and apprenticeship technical training credit. This program accelerates entry into apprenticeship pathways and reduces the time required to complete certification after graduation. The Youth Train in Trades programs include the following: Automotive Technician, Carpentry, Electrical, Fine Woodworking, Hairdressing, Heavy Duty Mechanic, Metal Fabrication, Millwright Machinist, Professional Cook, Welding, and Motorcycle Technician.

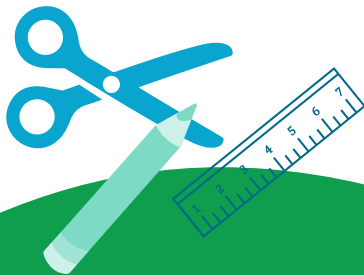
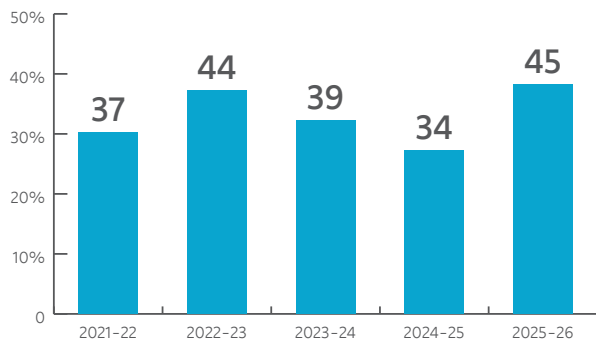
Youth Work in Trades (YWT)

Youth Work in Trades supports students who are employed in a skilled trade while attending secondary school. Through this program, students receive graduation credits for documented apprenticeship work-based training hours. Students may accumulate up to 480 work-based training hours toward their apprenticeship while completing high school.

In SD8, these programs form part of a coordinated skilled trades pathway, beginning with exploration opportunities and progressing toward apprenticeship training and employment. The district has recently redesigned its trades programming to support a three-year on-ramp into Youth Train in Trades, including foundational literacy and numeracy development in partnership with [SkillPlan Canada](#), to support informed program selection and reduce attrition in trades training pathways.

Source: [SD8 Trades Training](#)

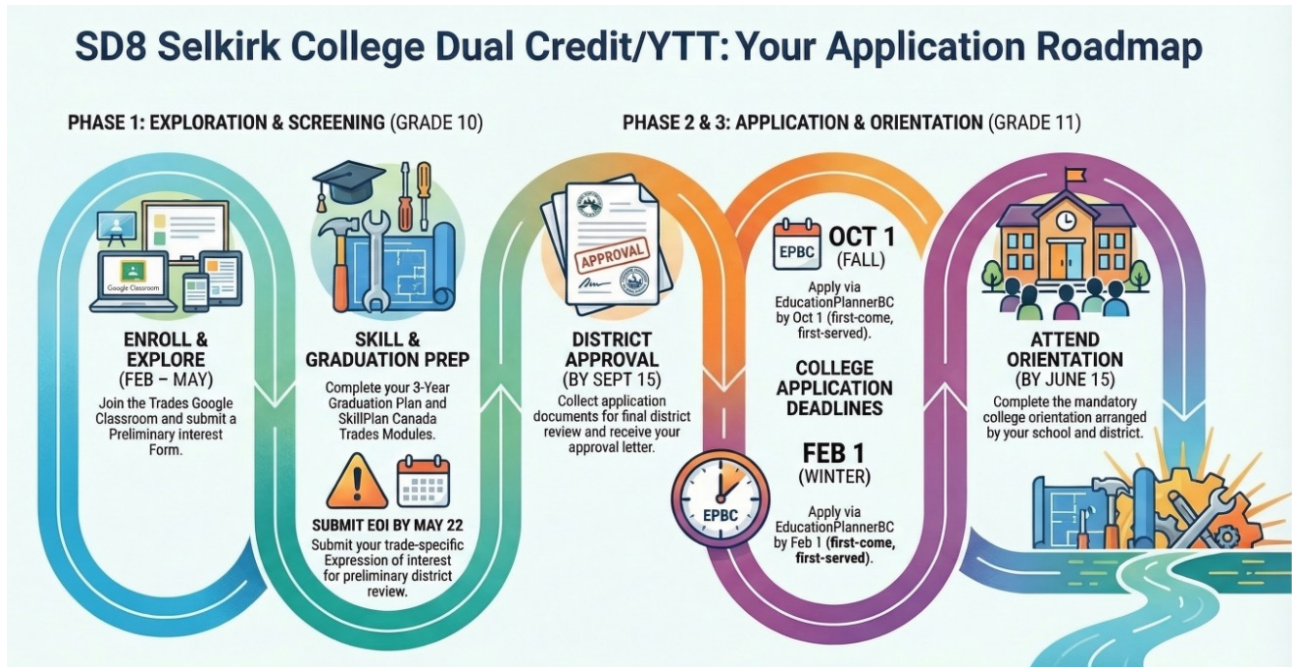
Youth Train in Trades Net Enrollments (Headcount)



1 Skills BC Competition Medalists (2025)



EVIDENCE OF LEARNING



3 SD8 Redesigned YTT Program

Dual Credit Programs

Dual Credit programs provide grade 11 and 12 students with the opportunity to earn both high school and post-secondary credits at the same time through partnerships between school districts and post-secondary institutions. These programs allow students to begin exploring career pathways, experience post-secondary learning environments, and build transferable skills while still completing their secondary education. In all cases, dual credit courses are tuition-free for students, helping reduce future post-secondary costs and easing the transition to college or university.

In SD8, dual credit programming is delivered in partnership with Selkirk College and College of the Rockies, providing students with opportunities to explore fields such as Early Childhood Care and Education (ECCE) and Business Administration. For example, the ECCE Dual Credit program allows grade 11 and 12 students to complete a semester at Selkirk College while earning both graduation credits and post-secondary credit toward an ECCE certificate. Students who successfully complete the program are eligible to work as an ECE Assistant.

Additional offerings, such as Introduction to Business (ADMN 170), allow students to complete college-level coursework while still in high school, gaining insight into entrepreneurship, marketing, and business leadership while earning credits that may apply toward post-secondary programs.

Dual credit opportunities support career exploration, student engagement, and successful transitions to post-secondary education, while allowing students to begin building credentials and experience in high-demand fields prior to graduation.

ADMN 170 INTRODUCTION TO BUSINESS
SELKIRK COLLEGE

DEADLINE TO APPLY: JANUARY 27, 2025

Dual Credit Program

FEBRUARY 3–MAY 30, 2025

Earn course credit for Selkirk College and high school credits!

This online course offers virtual weekly appointments with your instructor and optional in-person sessions at Selkirk College.

Develop a business plan based on your own idea or an existing business.

Introduction to Business introduces students to the management and operation of business, including the principles, concepts, ideas and tools used by managers. It exposes students to international and local business issues, and to large companies as well as to smaller, entrepreneurial firms.

This course also introduces students to career exploration and preparation. Scan the QR Code for more information.

Selkirk College
selkirk.ca/business

Source: SD8 Dual Credit



EVIDENCE OF LEARNING

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

SD8 Career Program Participation

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

Year	CP Tourism, Hospitality & Foods	CP Trades & Technology	CP Liberal Arts	CP Business	CP Health & Human Services	Totals
2025/26	3	86	0	5	2	96
2024/25	4	38	2	6	2	82
2023/24	4	81	0	3	0	88
2022/23	48	53	16	3	4	124
2021/22	5	46	0	0	3	54

*CP = career preparation

Student Learning Surveys (SLS) Grade 10 and 12

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

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

SD8 Kootenay Lake		Years				
SLS	Sub-set	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Grade 10	All Resident	28%	34%	36%	40%	27%
	Indigenous	21%	34%	28%	36%	17%
	Students with Diverse Abilities	21%	21%	26%	32%	32%
Grade 12	All Resident	29%	31%	27%	37%	22%
	Indigenous	30%	26%	18%	42%	24%
	Students with Diverse Abilities	41%	42%	11%	21%	25%

Sources of Data and Evidence Analyzed:

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



EVIDENCE OF LEARNING

Missing or Masked Data

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

Trends Emerged from the Analysis

Participation in Youth Train in Trades (YTT) programming has remained strong in SD8 over the past five years. Enrollment increased from 37 students in 2021–22 to 44 students in 2022–23, followed by 39 students in 2023–24 and 34 students in 2024–25. Enrollment has increased again to 45 students in 2025–26, representing the highest participation in the past five years and reflecting continued student interest in skilled trades pathways.

Broader career program participation across grades 10–12 also shows continued engagement, particularly in trades and technology pathways, which account for the majority of program enrollment. In 2025–26, 96 students are participating in career programs, including 86 students in Trades and Technology, 5 in Business, 3 in Tourism, Hospitality and Foods, and 2 in Health and Human Services. Participation increased from 82 students in 2024–25 and is comparable to the 88 students participating in 2023/24.

Student perception data from the Student Learning Survey (SLS) provides additional insight into students' sense of career preparation. Among grade 10 students, positive responses to the question "Are you satisfied that school is preparing you for a job (career) in the future?" increased from 28% in 2020/21 to a peak of 40% in 2023–24, before declining slightly to 27% in 2024–25. For grade 12 students, responses rose to 37% in 2023–24 before decreasing to 22% in 2024–25.

Responses from Indigenous students show similar fluctuations, with grade 10 responses ranging from 21% to 36% over the five-year period, and grade 12 responses peaking at 42% in 2023–24 before declining to 24% in 2024/25.

Students with diverse abilities report varied experiences. Grade 10 positive responses increased from 21% in 2020–21 to 32% in both 2023–24 and 2024–25, while grade 12 responses fluctuated significantly, ranging from 42% in 2021–22 to 11% in 2022–23, and rising again to 25% in 2024–25.

Inequities of Learning Outcomes

Participation data indicates that trades and technology pathways represent the largest proportion of career program enrollment in SD8, with 86 of 96 students enrolled in 2025–26 participating in trades-related programming. Anecdotal evidence and school-level observations suggest that students with diverse abilities often gravitate toward applied learning and skilled trades pathways, making it important that these students are supported through clear program pathways and transition planning.

Although tuition for many career and dual credit programs is covered by the district and additional supports are available for equipment and course materials, preparedness for the academic and technical rigour of post-secondary programs remains an important factor influencing student success, as identified by college partners. Skills such as self-advocacy, foundational literacy and numeracy, and informed program selection continue to play an important role in supporting equitable outcomes for all learners.

Success Story

SKILLS BC COMPETITION

Selkirk College host the Skills BC Digital Media Arts Competition, with success stories for SD8 secondary schools.



EVIDENCE OF LEARNING

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

Students in SD8 are supported in their career program pathways through a coordinated skilled trades and career exploration continuum that begins in the middle years and continues through secondary school. Students are introduced to trades through exploratory opportunities such as Youth Explore Trades Skills and Trades Sampler programs and may then progress into Youth Train in Trades (YTT) dual credit programming offered in partnership with regional post-secondary institutions.

Participation in Youth Train in Trades programming has remained strong, increasing from 37 students in 2021-22 to 45 students in 2025-26, the highest participation level in the past five years. The career development staff at the district and in schools oversee promotion of the programs and provides administrative oversight to support student success.

The district has recently undertaken a redesign of its trades training pathway, introducing a three-year on-ramp into Youth Train in Trades programming that supports students in developing foundational skills and making informed program choices before entering technical training. This pathway includes literacy and numeracy skill development in partnership with SkillPlan Canada, helping to ensure students are better prepared for the academic demands of trades training and to reduce program attrition.

In addition, dual credit partnerships with regional post-secondary institutions, including Selkirk College, continue to expand opportunities for students to access college-level learning while completing high school.

Current Approaches to Equity of Learning

Current approaches to equity focus on early identification of student interests and structured pathway planning. Students who participate in local and regional career events are supported through three-year graduation planning to ensure they remain on track for their career program goals.

Secondary academic reviews help identify students interested in career and trades programming and ensure that priority learners, including Indigenous students and students with diverse abilities, have the necessary supports in place to succeed. The SD8 Student Career Advisory Group has also introduced an additional avenue for student voice, providing feedback on programs and career pathway opportunities.

Financial barriers are reduced through district-funded tuition for dual credit programs, as well as support for equipment and consumable materials for students from low-income families. Regional partnerships also continue to expand career awareness opportunities.

Through these approaches, SD8 continues to strengthen career awareness, applied learning opportunities, and post-secondary transition pathways while supporting equitable access to career programming for all students.

Key Actions & Strategies

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



EVIDENCE OF LEARNING

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

Career Programs (Financial Literacy)

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

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

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



EVIDENCE OF LEARNING

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

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

Student Learning Surveys (SLS) Grade 10 and 12

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

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

SD8 Kootenay Lake		Years				
SLS	Sub-set	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Grade 10	All Resident	26%	25%	30%	34%	29%
	Indigenous	24%	27%	15%	36%	25%
	Students with Diverse Abilities	31%	20%	35%	28%	21%
Grade 12	All Resident	19%	18%	21%	25%	23%
	Indigenous	22%	16%	15%	27%	20%
	Students with Diverse Abilities	39%	30%	34%	26%	30%

Sources of Data and Evidence Analyzed:

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

Missing or Masked Data

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

Trends Emerged from the Analysis

Student Learning Survey data shows moderate improvement in perceptions of learning life skills between 2020–21 and 2023–24, followed by a slight decline in 2024–25 across most groups.

Among grade 10 all resident students, positive responses increased from 26% in 2020–21 to 34% in 2023–24, before decreasing to 29% in 2024–25. Indigenous grade 10 responses rose from 24% to 36% over the same period before declining to 25% in 2024–25, while students with diverse abilities showed fluctuating responses ranging from 20% to 35%, with 21% reporting satisfaction in 2024–25.

For grade 12 students, responses remain lower overall. All resident students increased from 19% in 2020–21 to 25% in 2023–24, before declining slightly to 23% in 2024–25. Indigenous grade 12 responses rose to 27% in 2023–24 before decreasing to 20% in 2024–25. Students with diverse abilities reported comparatively higher satisfaction across most years, with 30% responding positively in 2024–25.

Overall, the data suggests perceptions of learning life skills improve through the middle secondary years but remain relatively low by grade 12.



EVIDENCE OF LEARNING

Inequities of Learning Outcomes

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

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

A review of the B.C. curriculum and career education programming indicates that financial literacy and life skills are embedded within several courses. Financial literacy concepts are addressed within Career Life Education (CLE), Career Life Connections (CLC), and Workplace Mathematics courses, where students develop practical skills related to budgeting, financial decision-making, and independent living.

Students participating in Youth Train in Trades (YTT) programming also encounter financial literacy components through Career Life Connections (CLC) 12, particularly as they prepare for apprenticeship and employment pathways. Despite these curricular opportunities, the discrepancy between curriculum delivery and student perceptions of learning life skills suggests that further investigation into program implementation and student awareness may be warranted.

Current Approaches to Equity of Learning

Generally speaking, equity of learning is ensured through consistency in curriculum and career education programming, specifically. As financial literacy does not have achievement metrics that are readily available, program and curriculum delivery, in expanded partnerships, needs to be further explored. Junior Achievement B.C. (JABC) has partnered with district schools in prior years; however, after the pandemic, connection was sporadic with the organization. This year, SD8 Innovative Learning Services has connected with JABC again, and with other online cost-free providers for financial literacy programs that are currently being reviewed prior to piloting.

Key Actions & Strategies

- ✓ Develop district financial literacy program offerings
- ✓ Continue to collaborate with community partners to support and promote financial literacy in schools.





CONCLUSION

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





GRATITUDE

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

- British Columbia Institute of Technology (BCIT)
- Nelson Chamber of Commerce
- College of the Rockies
- Columbia Basin Trust
- Junior Achievement B.C. (JABC)
- Kootenay Association for Science and Technology (KAST)
- Kootenay Career Development Society (KCDS)
- Kootenay Columbia School District No. 20
- Kootenay Employment Services (KES)
- Ministry of Education and Child Care (MOECC) - Dual Credit
- Northern Lights College
- Okanagan College
- Osprey Foundation
- Rocky Mountain School District No. 6
- Skilled Trades B.C.
- SkillsPlan Canada
- Southeast Kootenay School District No. 5
- Thompson River University
- UBC Okanagan
- West Kootenay Science Fair
- WorksafeBC
- WorkBC Youth Employment Program



FROM: Cathy MacArthur, Secretary-Treasurer
DATE: May 12, 2026
SUBJECT: Approve 2026 - 2027 Annual Budget

For Approval

Introduction

This memorandum outlines the recommended Annual Budget 2026-2027.

Background

The Ministry of Education and Child Care requires every school district to submit a balanced budget for the next school year by June 30. The Board of Education of School District No. 8 (Kootenay Lake) is therefore required to approve and submit its 2026-2027 budget on or before June 30, 2026.

In preparation of the 2026-2027 annual budget, a detailed review was performed of ancillary budgets and programming budgets, and despite financial pressures, the district has ensured resources were focused on classroom support.

The budget process is based on the following main considerations:

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

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

Recommendation

Attached is the School District No. 8 (Kootenay Lake) Annual Budget Bylaw for fiscal year 2026/2027 for the Board's consideration and approval.

To approve the Bylaw in one evening requires unanimous consent of the Board. The motion below and the attached 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).

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 08 (KOOTENAY LAKE) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2026/2027 pursuant to section 113 of the School Act , R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the Act, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 08 (Kootenay Lake) Annual Budget Bylaw for fiscal year 2026/2027.
3. The attached Statement 2 showing the estimated revenue and expense for the 2026/2027 fiscal year and the total budget bylaw amount of \$88,220,048 for the 2026/2027 fiscal year was prepared in accordance with the Act.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2026/2027.

READ A FIRST TIME, THE 12th DAY OF MAY, 2026;

READ A SECOND TIME, THE 12th DAY OF MAY, 2026;

READ A THIRD TIME, PASSED AND ADOPTED THE 12th DAY OF MAY, 2026.



Annual Budget

School District No. 08 (Kootenay Lake)

June 30, 2027



School District No. 08 (Kootenay Lake)

June 30, 2027

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



ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 08 (KOOTENAY LAKE) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2026/2027 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

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4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2026/2027.

READ A FIRST TIME THE 12th DAY OF MAY, 2026;

READ A SECOND TIME THE 12th DAY OF MAY, 2026;

READ A THIRD TIME, PASSED AND ADOPTED THE 12th DAY OF MAY, 2026;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 08 (Kootenay Lake) Annual Budget Bylaw 2026/2027, adopted by the Board the 12th DAY OF MAY, 2026.

Secretary Treasurer



School District No. 08 (Kootenay Lake)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	4,509,000	4,618,000
Adult	4,250	4,250
Total Ministry Operating Grant Funded FTE's	4,513,250	4,622,250
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	78,269,509	78,133,867
Other	349,960	337,488
Tuition	1,234,736	954,982
Other Revenue	2,732,874	2,696,597
Rentals and Leases	167,000	105,000
Investment Income	280,155	279,778
Amortization of Deferred Capital Revenue	3,514,962	3,334,708
Total Revenue	86,549,196	85,842,420
Expenses		
Instruction	49,347,774	64,845,997
District Administration	20,750,814	4,824,116
Operations and Maintenance	14,109,225	13,858,091
Transportation and Housing	3,449,235	3,456,621
Total Expense	87,657,048	86,984,825
Net Revenue (Expense)	(1,107,852)	(1,142,405)
Budgeted Allocation (Retirement) of Surplus (Deficit)	715,879	774,209
Budgeted Surplus (Deficit), for the year	(391,973)	(368,196)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(391,973)	(368,196)
Budgeted Surplus (Deficit), for the year	(391,973)	(368,196)



School District No. 08 (Kootenay Lake)

Annual Budget - Revenue and Expense
 Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	67,186,260	66,441,546
Operating - Tangible Capital Assets Purchased	413,000	455,000
Special Purpose Funds - Total Expense	15,997,853	16,232,375
Special Purpose Funds - Tangible Capital Assets Purchased	150,000	150,000
Capital Fund - Total Expense	4,472,935	4,310,904
Total Budget Bylaw Amount	88,220,048	87,589,825

Approved by the Board

Signature of the Chairperson of the Board of Education _____ Date Signed _____

Signature of the Superintendent _____ Date Signed _____

Signature of the Secretary Treasurer _____ Date Signed _____

DRAFT



School District No. 08 (Kootenay Lake)

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2027

	2027 Annual Budget \$	2026 Amended Annual Budget \$
Surplus (Deficit) for the year	(1,107,852)	(1,142,405)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(563,000)	(605,000)
From Deferred Capital Revenue	(3,514,962)	(3,334,708)
Total Acquisition of Tangible Capital Assets	(4,077,962)	(3,939,708)
Amortization of Tangible Capital Assets	4,472,935	4,310,904
Total Effect of change in Tangible Capital Assets	394,973	371,196
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(712,879)	(771,209)



School District No. 08 (Kootenay Lake)

Schedule 2

Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2027

	2027 Annual Budget \$	2026 Amended Annual Budget \$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	64,268,656	63,875,377
Other	272,960	283,603
Tuition	1,234,736	954,982
Other Revenue	677,874	641,597
Rentals and Leases	167,000	105,000
Investment Income	262,155	261,778
Total Revenue	66,883,381	66,122,337
Expenses		
Instruction	49,347,774	48,774,113
District Administration	4,913,452	4,824,116
Operations and Maintenance	9,506,650	9,417,547
Transportation and Housing	3,418,384	3,425,770
Total Expense	67,186,260	66,441,546
Net Revenue (Expense)	(302,879)	(319,209)
Budgeted Prior Year Surplus Appropriation	715,879	774,209
Budgeted Retirement of Deficit	-	-
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(413,000)	(455,000)
Total Net Transfers	(413,000)	(455,000)
Budgeted Surplus (Deficit), for the year	-	-



School District No. 08 (Kootenay Lake)

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	62,201,081	63,186,669
ISC/LEA Recovery	(247,974)	(135,431)
Other Ministry of Education and Child Care Grants		
Pay Equity	300,996	300,996
Funding for Graduated Adults	-	1,422
Student Transportation Fund	419,602	419,602
Foundation Skills Assessment (FSA) Scorer Grant	-	8,187
Labour Settlement Funding	1,501,019	-
NGN Self Provisioned Site Grant	93,932	93,932
Total Provincial Grants - Ministry of Education and Child Care	64,268,656	63,875,377
Provincial Grants - Other	272,960	283,603
Tuition		
Continuing Education	139,000	51,000
International and Out of Province Students	1,095,736	903,982
Total Tuition	1,234,736	954,982
Other Revenues		
Other School District/Education Authorities	409,000	426,018
Funding from First Nations	247,974	135,431
Miscellaneous		
Private Bussing	15,000	51,348
After School Programs	-	14,000
Miscellaneous	5,900	14,800
Total Other Revenue	677,874	641,597
Rentals and Leases	167,000	105,000
Investment Income	262,155	261,778
Total Operating Revenue	66,883,381	66,122,337



School District No. 08 (Kootenay Lake)

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
	\$	\$
Salaries		
Teachers	23,235,849	22,909,014
Principals and Vice Principals	4,603,689	4,483,910
Educational Assistants	4,335,061	4,149,153
Support Staff	7,744,557	7,902,265
Other Professionals	2,609,646	2,542,039
Substitutes	3,551,516	3,457,716
Total Salaries	46,080,318	45,444,097
Employee Benefits	11,896,114	11,737,951
Total Salaries and Benefits	57,976,432	57,182,048
Services and Supplies		
Services	2,250,829	2,282,180
Student Transportation	389,621	331,660
Professional Development and Travel	706,358	730,634
Rentals and Leases	94,116	122,644
Dues and Fees	115,788	117,588
Insurance	216,800	212,800
Supplies	3,567,869	3,751,476
Utilities	1,868,447	1,710,516
Total Services and Supplies	9,209,828	9,259,498
Total Operating Expense	67,186,260	66,441,546



School District No. 08 (Kootenay Lake)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2027

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	20,383,025					2,439,725	22,822,750
1.07 Library Services	31,834						31,834
1.08 Counselling	323,165					75,272	398,437
1.10 Inclusive Education	1,937,308		3,961,075	43,367		344,102	6,285,852
1.30 English Language Learning							-
1.31 Indigenous Education	560,517		373,986				934,503
1.41 School Administration		4,086,264		1,399,348	268,866	129,952	5,884,430
1.62 International and Out of Province Students		66,522		83,637			150,159
Total Function 1	23,235,849	4,152,786	4,335,061	1,526,352	268,866	2,989,051	36,507,965
4 District Administration							
4.11 Educational Administration		280,751			790,122		1,070,873
4.40 School District Governance					203,283		203,283
4.41 Business Administration		170,152		373,202	869,707	15,175	1,428,236
Total Function 4	-	450,903	-	373,202	1,863,112	15,175	2,702,392
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				28,886	361,070	10,000	399,956
5.50 Maintenance Operations				3,675,527		351,323	4,026,850
5.52 Maintenance of Grounds				177,576		14,400	191,976
5.56 Utilities							-
Total Function 5	-	-	-	3,881,989	361,070	375,723	4,618,782
7 Transportation and Housing							
7.41 Transportation and Housing Administration				55,688	116,598		172,286
7.70 Student Transportation				1,907,326		171,567	2,078,893
Total Function 7	-	-	-	1,963,014	116,598	171,567	2,251,179
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	23,235,849	4,603,689	4,335,061	7,744,557	2,609,646	3,551,516	46,080,318



School District No. 08 (Kootenay Lake)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2027

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2027 Annual Budget	2026 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	22,822,750	5,805,875	28,628,625	2,029,766	30,658,391	30,090,048
1.07 Library Services	31,834	4,876	36,710	30,794	67,504	196,650
1.08 Counselling	398,437	108,211	506,648		506,648	483,911
1.10 Inclusive Education	6,285,852	1,740,140	8,025,992	300,300	8,326,292	8,011,875
1.30 English Language Learning	-		-		-	6,603
1.31 Indigenous Education	934,503	257,180	1,191,683	200,897	1,392,580	1,721,219
1.41 School Administration	5,884,430	1,414,846	7,299,276	200,620	7,499,896	7,527,157
1.62 International and Out of Province Students	150,159	31,653	181,812	714,651	896,463	736,650
Total Function 1	36,507,965	9,362,781	45,870,746	3,477,028	49,347,774	48,774,113
4 District Administration						
4.11 Educational Administration	1,070,873	239,733	1,310,606	287,530	1,598,136	1,581,691
4.40 School District Governance	203,283	46,755	250,038	217,535	467,573	451,664
4.41 Business Administration	1,428,236	327,379	1,755,615	1,092,128	2,847,743	2,790,761
Total Function 4	2,702,392	613,867	3,316,259	1,597,193	4,913,452	4,824,116
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	399,956	91,671	491,627	378,175	869,802	878,460
5.50 Maintenance Operations	4,026,850	1,143,409	5,170,259	1,172,514	6,342,773	6,332,646
5.52 Maintenance of Grounds	191,976	54,652	246,628	179,000	425,628	395,925
5.56 Utilities	-		-	1,868,447	1,868,447	1,810,516
Total Function 5	4,618,782	1,289,732	5,908,514	3,598,136	9,506,650	9,417,547
7 Transportation and Housing						
7.41 Transportation and Housing Administration	172,286	42,933	215,219	14,000	229,219	235,407
7.70 Student Transportation	2,078,893	586,801	2,665,694	523,471	3,189,165	3,190,363
Total Function 7	2,251,179	629,734	2,880,913	537,471	3,418,384	3,425,770
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	46,080,318	11,896,114	57,976,432	9,209,828	67,186,260	66,441,546



School District No. 08 (Kootenay Lake)

Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	14,000,853	14,258,490
Other	77,000	53,885
Other Revenue	2,055,000	2,055,000
Investment Income	15,000	15,000
Total Revenue	16,147,853	16,382,375
Expenses		
Instruction	-	16,071,884
District Administration	15,837,362	
Operations and Maintenance	129,640	129,640
Transportation and Housing	30,851	30,851
Total Expense	15,997,853	16,232,375
Net Revenue (Expense)	150,000	150,000
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(150,000)	(150,000)
Total Net Transfers	(150,000)	(150,000)
Budgeted Surplus (Deficit), for the year	-	-



School District No. 08 (Kootenay Lake)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2027

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
Deferred Revenue, beginning of year	-	-	637,135	1,513,328	-	-	-	-	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	279,640	215,310			170,000	44,100	109,758	759,048	214,180
Provincial Grants - Other									
Other			30,000	2,000,000					
Investment Income				15,000					
	279,640	215,310	30,000	2,015,000	170,000	44,100	109,758	759,048	214,180
Less: Allocated to Revenue	279,640	215,310	30,000	2,015,000	170,000	44,100	109,758	759,048	214,180
Deferred Revenue, end of year	-	-	637,135	1,513,328	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	279,640	215,310			170,000	44,100	109,758	759,048	214,180
Provincial Grants - Other									
Other Revenue			30,000	2,000,000					
Investment Income				15,000					
	279,640	215,310	30,000	2,015,000	170,000	44,100	109,758	759,048	214,180
Expenses									
Salaries									
Teachers							12,443	33,185	
Educational Assistants		165,885					24,788	433,407	
Support Staff									125,609
Other Professionals									29,659
Substitutes						14,032			
	-	165,885	-	-	-	14,032	37,231	466,592	155,268
Employee Benefits		49,425				3,734	9,817	137,783	43,912
Services and Supplies	129,640		30,000	2,015,000	170,000	26,334	62,710	154,673	15,000
	129,640	215,310	30,000	2,015,000	170,000	44,100	109,758	759,048	214,180
Net Revenue (Expense) before Interfund Transfers	150,000	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	(150,000)								
	(150,000)	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-



School District No. 08 (Kootenay Lake)

Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2027

	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	ECL Early Care & Learning	Feeding Futures Fund	Health Career Grants	National School Food Program	Work Experience Enhancement
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	-	-	-	-	1,300	-	17,288
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	11,156,603		30,851	55,000	175,000	589,425	-	183,350	
Provincial Grants - Other									
Other									
Investment Income									
	11,156,603	-	30,851	55,000	175,000	589,425	-	183,350	-
Less: Allocated to Revenue	11,156,603	-	30,851	55,000	175,000	589,425	1,300	183,350	17,288
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	11,156,603		30,851	55,000	175,000	589,425	1,300	183,350	17,288
Provincial Grants - Other									
Other Revenue									
Investment Income									
	11,156,603	-	30,851	55,000	175,000	589,425	1,300	183,350	17,288
Expenses									
Salaries									
Teachers	8,854,447			43,650					
Educational Assistants						97,761			
Support Staff									
Other Professionals					143,527	88,068			
Substitutes									
	8,854,447	-	-	43,650	143,527	185,829	-	-	-
Employee Benefits	2,302,156			11,350	31,473	40,342			
Services and Supplies			30,851			363,254	1,300	183,350	17,288
	11,156,603	-	30,851	55,000	175,000	589,425	1,300	183,350	17,288
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased									
	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-



School District No. 08 (Kootenay Lake)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2027

	After School Sports & Arts Grant	Health Promoting Schools	Donations	TOTAL
	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	25,230	2,194,281
Add: Restricted Grants				
Provincial Grants - Ministry of Education and Child Care				13,982,265
Provincial Grants - Other	50,000	27,000		77,000
Other			25,000	2,055,000
Investment Income				15,000
	50,000	27,000	25,000	16,129,265
Less: Allocated to Revenue	50,000	27,000	25,000	16,147,853
Deferred Revenue, end of year	-	-	25,230	2,175,693
Revenues				
Provincial Grants - Ministry of Education and Child Care				14,000,853
Provincial Grants - Other	50,000	27,000		77,000
Other Revenue			25,000	2,055,000
Investment Income				15,000
	50,000	27,000	25,000	16,147,853
Expenses				
Salaries				
Teachers		21,432		8,965,157
Educational Assistants				721,841
Support Staff				125,609
Other Professionals				261,254
Substitutes				14,032
	-	21,432	-	10,087,893
Employee Benefits		5,568		2,635,560
Services and Supplies	50,000		25,000	3,274,400
	50,000	27,000	25,000	15,997,853
Net Revenue (Expense) before Interfund Transfers	-	-	-	150,000
Interfund Transfers				
Tangible Capital Assets Purchased				(150,000)
	-	-	-	(150,000)
Net Revenue (Expense)	-	-	-	-



School District No. 08 (Kootenay Lake)

Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2027

	2027 Annual Budget			2026 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Investment Income		3,000	3,000	3,000
Amortization of Deferred Capital Revenue	3,514,962		3,514,962	3,334,708
Total Revenue	3,514,962	3,000	3,517,962	3,337,708
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	4,472,935		4,472,935	4,310,904
Total Expense	4,472,935	-	4,472,935	4,310,904
Net Revenue (Expense)	(957,973)	3,000	(954,973)	(973,196)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	563,000		563,000	605,000
Total Net Transfers	563,000	-	563,000	605,000
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	
Budgeted Surplus (Deficit), for the year	(394,973)	3,000	(391,973)	(368,196)





School District 8
Kootenay Lake

2026-2027 FINANCIAL PLAN

MAY 12, 2026



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ACKNOWLEDGMENT

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





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EXECUTIVE SUMMARY

School District No. 8 (Kootenay Lake) (SD8) meets the learning needs of approximately 4,500 students across 22 schools and serves an area of approximately 15,000 square kilometres which includes the two main population centres of Nelson and Creston.

The 2026–2027 Annual budget is guided by the SD8’s strategic priorities outlined in the SD8 Strategic Plan supported by school learning plans. All SD8 decisions are guided by our core values and are based on evidence and extensive consultation.

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

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

K-12 Public Education Accumulated Operating Surplus Policy

K-12 Public Education Accumulated Operating Surplus Policy School-age enrolments are expected to decrease by 224 student FTEs (4.9%) between 2025–2026 and 2028–2029 while students with Unique Needs are expected to decrease by 88 students (8.0%) during that period. Although the projected decrease in enrolments will reduce the operating grants, the reduction will be partly offset by Funding Protection within the Operating Grant.

Operating Fund and Accumulated Operating Surplus

The following table shows the anticipated Net Operating Expense Before Inter-fund Transfers from 2026–2027 to 2028–2029:

Net Operating Revenue (\$)	2026–2027 Annual Budget	2027–2028 Projected Annual Budget	2028–2029 Projected Annual Budget
Total Operating Revenue	66,883,381	67,218,085	67,308,495
Total Operating Expense	67,186,260	67,504,645	67,595,055
Net Operating Expense Before Inter-Fund Transfers	(\$302,879)	(\$286,560)	(\$286,560)

The Net Operating Expense before Inter-Fund Transfers of \$302,879 in 2026–2027 reflects funding for new initiatives/emerging events and targeted priorities. These include staff recognition, process improvements, school budget carry forwards, Indigenous Education targeted funding and contractual professional development). This spending will be funded through internally restricted Opening Accumulated Surplus, which was previously internally restricted by the Board for these purposes.





EXECUTIVE SUMMARY

The Net Operating Expense of before Inter-Fund Transfers \$286,560 in both 2027-2028 and 2028-2029 represents projected expenditures of \$36,560 per year related to new initiatives or emerging needs. The remaining amounts - \$250,000 in 2027-2028 and \$250,000 in 2028-2029 - relate to future operating expenditures that are not funded through current year operating grants. In accordance with Policy 621: Accumulated Operating Surplus, the Board may internally restrict Accumulated Operating to support operations spanning multiple school years, including anticipated future year expenditures.

Projected spending on the purchase of furniture, equipment, vehicles and technology assets from Accumulated Operating Surplus totals \$1,413,000 over the period 2026-2027 to 2028-2029. By the end of 2028-2029, the Accumulated Operating Surplus is projected to be \$4.5 million, of which \$1.4 million will be internally restricted and \$3.1 million will remain as unrestricted contingency reserve.

The unrestricted Accumulated Operating Surplus is expected to remain within Board Policy parameters of no less than 3% and no more than 5% of operating expenditures. Maintaining approximately \$2.3 million in unrestricted Accumulated Operating Surplus (4.6% of operating expenditures) ensures the district is financially positioned to respond to extraordinary or unforeseen circumstances that could otherwise negatively impact operations or student learning.

Special Purpose Funds

Special Purpose Fund revenue is expected to decrease from \$16.4 million in 2025-2026 to \$16.1 million in 2026-2027.

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 programs.

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
- National School Food Program
- Ready, Set, Learn
- Strong Start
- 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.





EXECUTIVE SUMMARY

Capital Fund

Planned capital expenditures for 2026-2027, totalling \$4,379,884 are shown below and include amounts funded by transfers from the Operating Fund and Special Purpose Fund and amount received as bylaw capital.

Capital Expenditures (\$)	Operating Fund	Special Purpose Fund	Bylaw Capital	All Funding
Furniture and Equipment	50,000	-	-	50,000
Operations Vehicles	50,000	-	-	50,000
Buses	-	-	1,182,321	1,182,321
Technology Assets	313,000	-	-	313,000
Building Upgrades	-	150,000	2,634,563	2,784,563
Total Capital Acquisitions	\$413,000	\$150,000	\$3,816,884	\$4,379,884





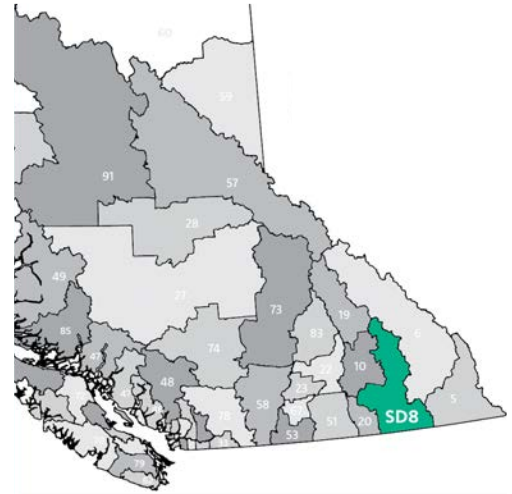
DISTRICT OVERVIEW

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

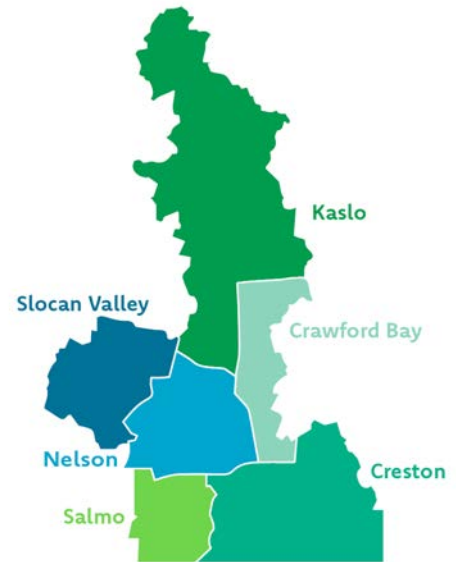
SD8 meets the learning needs of approximately 4,500 students across 22 schools. The district serves an area of approximately 15,000 square kilometers which includes the two main population centres of Nelson and Creston, and 11 elementary schools, 1 online learning school, 3 elementary-secondary schools (K-12), 1 middle school, 1 middle-secondary school and 4 secondary schools. SD8 employs about 900 staff.

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

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



British Columbia School Districts



School District 8 Kootenay Lake Families of Schools





GRATITUDE

The Board of Education is grateful for the dedication to the students of SD8 by all employees, Indigenous rights holders and partners, and education partners.

Thank you to the Kootenay Lake Teachers' Association (KLTF); CUPE 748; Kootenay Lake Principals' and Vice-Principals' Association (KLPVPA); the Lower Kootenay Band; the Okanagan Nation Alliance; West Kootenay Metis; Sinixt (Lakes); Secwepemc (Splatsin); the District Parent Advisory Council (DPAC); the school Parent Advisory Councils (PACs); Student Trustees; exempt staff; and especially students.





ALIGNMENT TO STRATEGIC PLAN

The 2026-2027 Annual budget is guided by the SD8's strategic priorities outlined in the SD8 Strategic Plan. These priorities are guided by SD8's vision, mission and values, supported by school learning plans. All SD8 decisions are guided by our core values and are based on evidence and extensive consultation. District initiatives and resources align with Ministry of Education and Child Care goals.



School District 8
Kootenay Lake

Mission

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

Vision

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

Values

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

Strategic Priorities

Lifelong Learners

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

Connected Learners

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

Caring and Inclusive Learning Culture

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

Cultural and Identity Development

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

Career Development

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



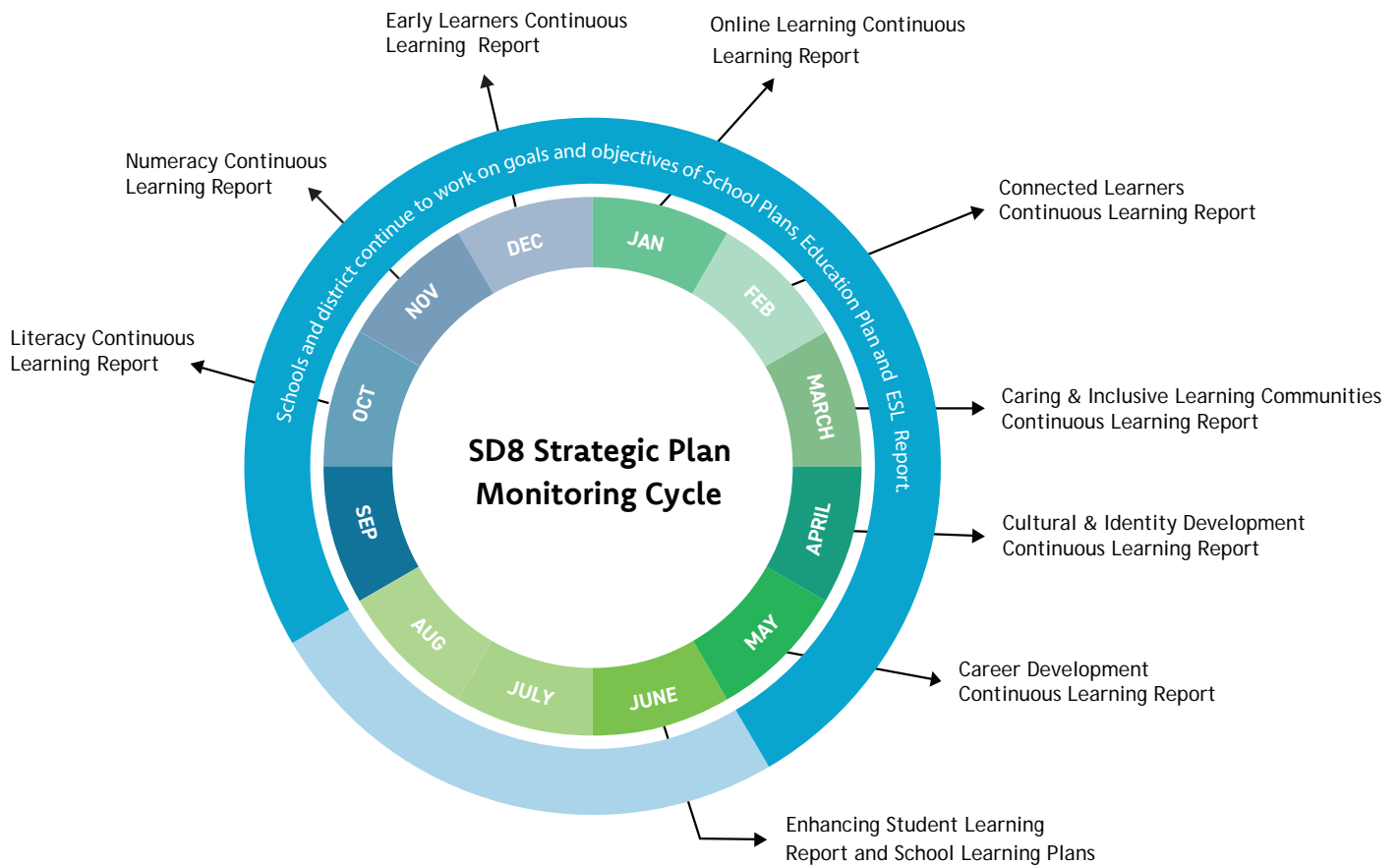
ALIGNMENT TO CONTINUOUS STUDENT LEARNING

The mandate for public education is outlined in the [Statement of Education Policy Order](#), the [Framework for Enhancing Student Learning Policy](#), and the [Declaration of the Rights of Indigenous Peoples Act](#). SD8 supports this public education mandate.

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

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

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





BUDGET DEVELOPMENT

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

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

ANNUAL BUDGET

Enrolment Projections

The preparation of the 2026–2027 Annual Budget commenced with the enrolment projections which were provided to the Ministry of Education and Child Care by February 15, 2026.

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

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

The preliminary funding estimates and preliminary staffing and other resource levels for the 2026–2027 Annual Budget are based on the enrolments provided by February 15, 2026.

Consultation

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

In April, the Board consults with key partners: principals and vice-principals, the Kootenay Lake Teachers' Federation (KLTF), Canadian Union of Public Employess (CUPE) Local 748, the Indigenous Education Council (IEC) the Lower Kootenay Band (LKB) the Kootenay Lake District Parent Advisory Council (DPAC), students, and the public.

Preliminary Budget

The 2025–2026 Amended Annual Budget serves as the base on which the 2026–2027 Annual Budget is developed.

The 2025–2026 revenues are adjusted for the following factors:

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

The 2025–2026 expenditures are adjusted for the following factors:

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

The preliminary 2026–2027 revenue and expenditures in the Operating Fund are compared to determine whether a budget surplus or deficit exists, and adjustments are made to achieve a balanced budget.

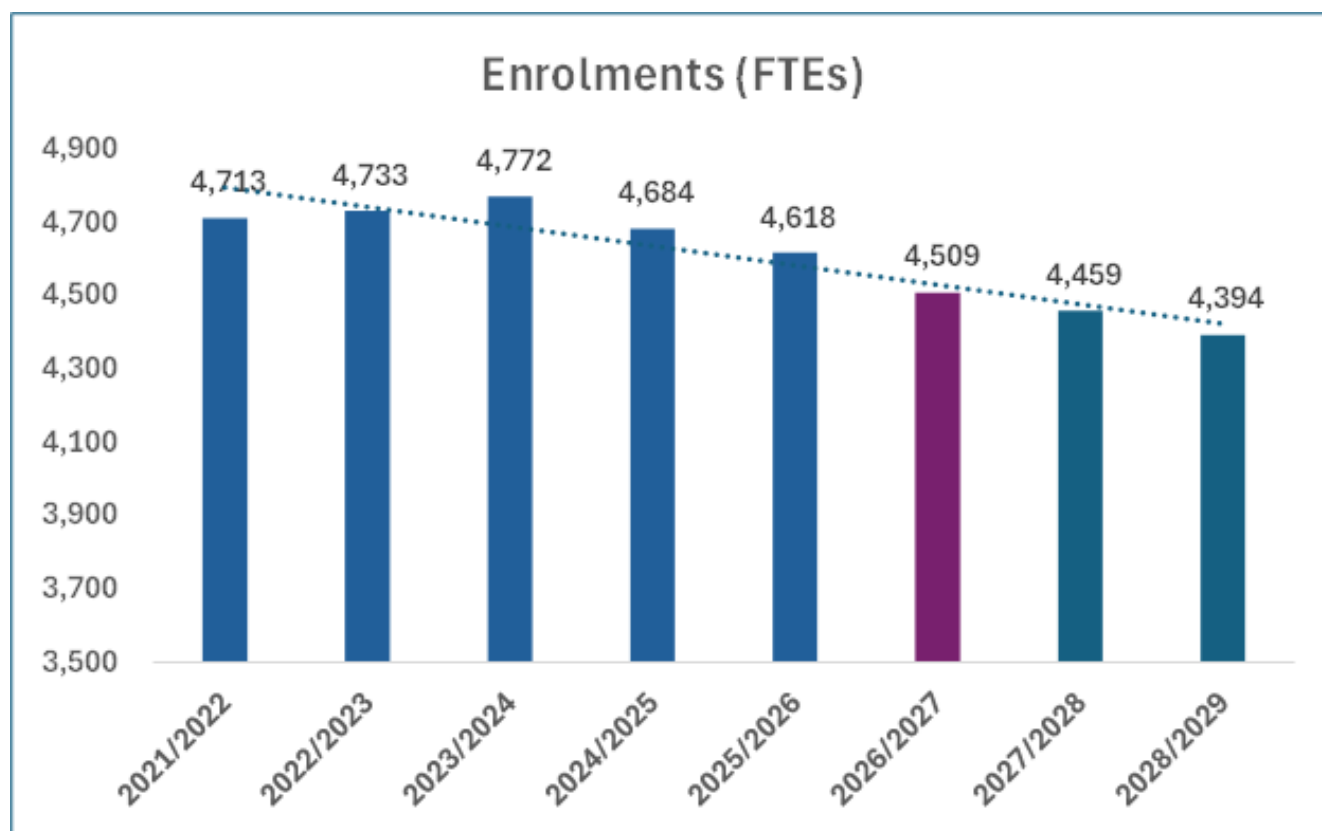
AMENDED ANNUAL BUDGET

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



MULTI-YEAR ENROLMENT PROJECTIONS

The enrolment information presented below is based on actual full-year enrolment (regular, alternate, online learning, continuing education, and non-graduated adult learners) for 2021-2022 to 2025-2026 and forecasted enrolment for 2026-2027 to 2028-2029.



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

For 2026-2027, SD8 is projecting an estimated enrolment of 4,199 regular K-12 full-time equivalent students FTEs, 15 alternate school student FTEs, 295 online learning FTEs, and non-graduated adult learners. This is a projected decline of 109 student FTEs in the regular K-12 and alternate school student FTEs and no change in the online learning student FTEs, for a net decrease of 109 student FTEs (2.4%). The projected decrease for 2027-2028 is 50 student FTEs (1.1%) and the projected decrease for 2028-2029 is 65 student FTEs (1.5%).

Like the regular K-12 enrolments, students with Unique Needs, English Language Learners (ELL), and Indigenous learners are also expected to decrease by 88 students (8.0%) between 2025-2026 and 2028-2029.



2026-2027 OPERATING GRANT ALLOCATION FORMULA

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

This table shows the Ministry funding rates for the 2026-2027 school year. The published rates for the 2026-2027 school year show no changes over 2025-2026 for all categories in the basic allocation and unique students.

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

OPERATING FUND - CURRENT YEAR

NET OPERATING EXPENSE

Below is a table showing Net Operating Expense before Inter-fund Transfers for 2026-2027 and 2025-2026.

Net Operating Expense (\$)	2026-2027 Annual Budget	2025-2026 Amended Annual Budget	Increase (Decrease) \$	Increase (Decrease) %
Total Operating Revenue	66,883,381	66,122,337	761,044	1.2
Total Operating Expense	67,186,260	66,441,546	744,714	1.1
Net Operating Expense Before Inter-Fund Transfers	(\$302,879)	(\$319,209)	\$16,330	(5.1%)

For 2026-2027, the Total Operating Revenue is budgeted at \$66.9 million and Total Operating Expense are budgeted at \$67.2 million, resulting in a Net Operating Expense of \$0.3 million. The shortfall relates to new initiatives/emerging events, contractual obligations, and carry forward balances. The net operating expense will be funded through internally restricted Accumulated Operating Surplus, with these amounts having been previously restricted by Board.

OPERATING REVENUE

Below is a table showing Operating Revenue for 2026-2027 and 2025-2026.

Operating Revenue (\$)	2026-2027 Annual Budget	2025-2026 Amended Annual Budget	Increase (Decrease) \$	Increase (Decrease) %
Ministry of Education & Child Care Operating Grant	64,268,656	63,875,377	393,279	0.6
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
Total Operating Revenue	\$66,883,381	\$66,122,337	\$761,044	1.2%

Operating Fund revenues are projected to increase by \$0.4 million, with a reduction of \$1.1 million due to lower enrolments offset by an increase of \$1.5 million in labour settlement funding related to negotiated wage settlements. School-age enrolments are projected to decrease by 109 student FTEs, while student FTEs with unique needs are projected to decrease by 47 students.

Tuition revenue from the International Program is budgeted to increase by \$0.3 million, reflecting an increase in enrolments.

OPERATING EXPENSE

Below is a table showing operating expenses for 2026–2027 and 2025–2026.

Operating Expense (\$)	2026–2027 Annual Budget	2025–2026 Amended Annual Budget	Increase (Decrease) \$	Increase (Decrease) %
Salaries				
Teachers	23,235,849	22,909,014	326,835	1.4
Principals & Vice-Principals	4,603,689	4,483,910	119,779	2.7
Educational Assistants	4,335,061	4,149,153	185,908	4.5
Support Staff	7,744,557	7,902,265	(157,708)	(2.0)
Other Professionals	2,609,646	2,542,039	67,607	2.7
Substitutes/Relief Staff	3,551,516	3,457,716	93,800	2.7
Total Salaries	\$46,080,318	\$45,444,097	\$636,221	1.4%
Employee Benefits	11,896,114	11,737,951	158,163	1.3
Total Salaries & Benefits	\$57,976,432	\$57,182,048	\$794,384	1.4%
Services & Supplies				
Services	2,250,829	2,282,180	(31,351)	(1.4)
Student Transportation	389,621	331,660	57,961	17.5
Professional Development & Travel	706,358	730,634	(24,276)	(3.3)
Rentals and Leases	94,116	122,644	(28,528)	(23.3)
Dues and Fees	115,788	117,588	(1,800)	(1.5)
Insurance	216,800	212,800	4,000	1.9
Supplies	3,567,869	3,751,476	(183,607)	(4.9)
Utilities	1,868,447	1,710,516	157,931	9.2
Total Services & Supplies	\$9,209,828	\$9,259,498	(\$49,670)	(0.5%)
Total Operating Expense	\$67,186,260	\$66,441,546	\$744,714	1.1%



The salaries and benefits for the Operating Fund are projected to increase by \$0.8 million (1.4%).

The 2026–2027 budget for salaries and benefits is based on the current collective agreements for CUPE, which expired on June 30, 2025 and the newly ratified KLTF collective agreement which expires on June 30, 2029. Any additional labour costs resulting from labour settlements and additional labour settlement funding from the MoECC will be reflected in the 2026–2027 amended budget.

Changes in salaries include:

- Teachers – a net increase that includes higher negotiated wage costs, while maintaining overall student-to-teacher levels
- Principals and Vice-Principals – an increase due to the filling of positions and salary adjustments
- Educational Assistants – an increase due to additional staffing
- Support Staff – a decrease due to reduction in administrative positions
- Other Professionals – an increase related to salary adjustments with no change in staffing positions
- Substitutes/Relief Staff – an increase due to labour settlement costs, partially offset by reduced use of relief staff for principals and vice-principals

Employee benefits are budgeted to remain constant as a percentage of salaries at 25.8%.

Supplies and Services within the Operating Fund are projected to remain constant at \$9.2 million. Higher costs related to student transportation, insurance, and utilities are offset by lower expenditures in services, professional development and travel, rentals and leases, dues and fees, and supplies.

The key factors contributing to these changes include:

- Student Transportation and Utilities – increases driven by rising fuel prices, as well as higher electricity and heating costs.
- Services, Professional Development, Travel, and Supplies – lower expenditures resulting from reduced carryforward balances in Indigenous Education targeted funding and Indigenous Education Council Capacity funding offset by higher services and supplies costs for the International Program due to higher enrolments
- Rentals and Leases – decreases attributable to lower vehicle lease costs following the expiry of existing leases





OPERATING FUND - MULTI-YEAR PROJECTIONS

ASSUMPTIONS

The 2027–2028 and 2028–2029 projections for the Operating Fund are based on the following assumptions:

2027–2028 Projection Assumptions

- Basic allocation rates per student and the funding rates per student for students with Unique Needs will remain at 2026–2027 levels.
- School-age enrolments: decrease of 50.00 student FTEs from 2026–2027 to 2027–2028.
- Unique Student Needs (Inclusive Education, ELL, Indigenous): decrease of 21.00 student FTEs from 2026–2027 to 2027–2028.
- Funding Protection and the Enrolment Decline Supplement will be received partly offsetting the reduction in the General Operating Grant due to declining enrolments.
- Labour settlement funding will be received in 2027–2028 to fully fund the increase in salaries and benefits for the KLTF negotiated labour settlement.
- International Program enrolments and the student rate per FTE will remain consistent with 2026–2027.
- Other Revenue and Rentals and Leases will remain consistent from 2026–2027 to 2027–2028.
- Interest rates will remain consistent from 2026–2027 to 2027–2028.
- KLTF salaries and benefits will increase by 3% from 2026–2027 to 2027–2028.
- CUPE and Exempt salaries and benefits will remain consistent from 2026–2027 to 2027–2028.
- Operating expenses (salaries, benefits, services and supplies) will be reduced proportionately from 2026–2027 to 2027–2028 for all categories by 1.0% (after considering KLTF negotiated wage settlements).

2028–2029 Projection Assumptions

- Basic allocation rates per student and the funding rates per student for students with Unique Needs will remain at 2026–2027 and 2027–2028 levels.
- School-age enrolments: decrease of 65.00 student FTEs from 2027–2028 to 2028–2029.
- Unique Student Needs (Inclusive Education, ELL, Indigenous): decrease of 20.00 student FTEs from 2027–2028 to 2028–2029.
- Funding Protection and the Enrolment Decline Supplement will be received partly offsetting the reduction in the General Operating Grant due to declining enrolments.
- Labour settlement funding will be received in 2027–2028 to fully fund the increase in salaries and benefits for the KLTF negotiated labour settlement.
- International Program enrolments and the student rate per FTE will remain consistent with 2026–2027 and 2027–2028.
- Other Revenue and Rentals and Leases will remain consistent from 2027–2028 to 2028–2029.
- Interest rates will remain consistent from 2027–2028 to 2028–2029.
- KLTF salaries and benefits will increase by 3% from 2027–2028 to 2028–2029.
- CUPE and Exempt salaries and benefits will remain consistent from 2027–2028 to 2028–2029.
- Operating expenses (salaries, benefits, services and supplies) will be reduced proportionately from 2027–2028 to 2028–2029 for all categories by 1.3% (after considering KLTF negotiated wage settlements).



MULTI-YEAR OPERATING REVENUES AND EXPENSES

Operating Fund Revenues

As shown in the table below, the Operating Fund revenues are projected to increase by \$0.8 million (1.2%) between 2025–2026 and 2026–2027, \$0.3 million (0.5%) between 2026–2027 and 2027–2028, and \$0.1 million (0.1%) between 2027–2028 and 2028–2029.

Operating Revenue (\$)	2026–2027 Annual Budget	2027–2028 Projected Annual Budget	2028–2029 Projected Annual Budget
Ministry of Education & Child Care Operating Grant	64,268,656	64,603,360	64,693,770
Other Provincial Grants	272,960	272,960	272,960
Tuition	1,234,736	1,234,736	1,234,736
Other Revenue	677,874	677,874	677,874
Rentals & Leases	167,000	167,000	167,000
Investment Income	262,155	262,155	262,155
Total Operating Revenue	\$66,883,381	\$67,218,085	\$67,308,495
Year-Over-Year Increase (\$)	761,044	334,704	90,410
Year-Over-Year Increase (%)	1.2	0.5	0.1

Operating Fund revenues are projected to increase overall, despite a reduction in operating grants from the Ministry of Education and Child Care resulting from lower enrolments. This decrease is more than offset by anticipated labour settlement funding related to negotiated wage agreements.

Operating Fund Expenses

As shown in the table below, the Operating Fund expenses are projected to increase by \$0.7 million (1.1%) between 2025–2026 and 2026–2027, \$0.3 million (0.5%) between 2026–2027 and 2027–2028, and \$0.1 million (0.1%) between 2027–2028 and 2028–2029.

Operating Expense (\$)	2026–2027 Annual Budget	2027–2028 Projected Annual Budget	2028–2029 Projected Annual Budget
Salaries	46,080,318	46,418,325	46,579,255
Employee Benefits	11,896,114	11,968,590	12,018,424
Total Salaries & Benefits	57,976,432	58,386,915	58,597,679
Services & Supplies	9,209,828	9,117,730	8,997,376
Total Operating Expense	\$67,186,260	\$67,504,645	\$67,595,055
Year-Over-Year Decrease (\$)	744,714	318,385	90,410
Year-Over-Year Decrease (%)	1.1	0.5	0.1



Net Operating Fund Expenses

The table below shows the projected Net Operating Expense for 2026–2027 to 2028–2029.

Net Operating Expense (\$)	2026–2027 Annual Budget	2027–2028 Projected Annual Budget	2028–2029 Projected Annual Budget
Total Operating Revenue	66,883,381	67,218,085	67,308,495
Total Operating Expense	67,186,260	67,504,645	67,595,055
Net Operating Expense Before Inter-Fund Transfers	(\$302,879)	(\$286,560)	(\$286,560)
Year-Over-Year Decrease (\$)	16,330	16,319	0
Year-Over-Year Decrease (%)	(5.1)	(5.4)	(0.0)

The Net Operating Expense before Inter-Fund Transfers of \$302,879 in 2026–2027 reflects funding for new initiatives/emerging events and targeted priorities. These include staff recognition, process improvements, school budget carry forwards, Indigenous Education targeted funding and contractual professional development. This spending will be funded through internally restricted Opening Accumulated Surplus, which was previously internally restricted by the Board for these purposes.

The Net Operating Expense of before Inter-Fund Transfers \$286,560 in both 2027–2028 and 2028–2029 represents projected expenditures of \$36,560 per year related to new initiatives or emerging needs. The remaining amounts - \$250,000 in 2027–2028 and \$250,000 in 2028–2029 - relate to future operating expenditures that are not funded through current year operating grants.

In accordance with Policy 621: Accumulated Operating Surplus, the Board may internally restrict Accumulated Operating to support operations spanning multiple school years, including anticipated future year expenditures.



ACCUMULATED OPERATING SURPLUS

As shown in the table below, the Ending Accumulated Operating Surplus is projected to decrease by \$2.3 million from \$6.8 million to \$4.5 million between 2025-2026 and 2028-2029.

Accumulated Operating Surplus (\$)	2025-2026 Estimated Balance	2028-2029 Projected Annual Budget	Increase (Decrease) from 2025- 2026 to 2028- 2029
Internally Restricted for:			
Operations:			
Professional Development & Contractual Obligations	136,319	-	(136,319)
New Initiatives / Emerging Events	346,700	237,020	(109,680)
Indigenous Targeted Funding Carry Forwards	30,000	-	(30,000)
School Budget Carry Forwards	100,000	-	(100,000)
Future Year Operations			
2027-2028	250,000	-	(250,000)
2028-2029	250,000	-	(250,000)
	\$1,113,019	\$237,020	(\$875,999)
Capital:			
Purchase of Furniture, Equipment, Vehicles and Technology Assets	2,542,249	1,129,249	(1,413,000)
Total Internally Restricted	\$3,655,268	\$1,366,269	(\$2,288,999)
Unrestricted	\$3,106,985	\$3,106,985	-
Ending Accumulated Operating Surplus	\$6,762,253	\$4,473,254	(\$2,288,999)

Between 2025-2026 and 2028-2029, the district is projected to utilize \$875,999 to fund operations expenditures and \$1,413,000 to fund capital purchases. These amounts were previously internally restricted by the Board for these purposes.

The unrestricted balance which acts as a contingency reserve is projected to remain at \$3.1 million (4.6% of operating expenditures), well within Policy 621: Accumulated Operating Surplus range of 3% to 5% of operating expenditures.



SPECIAL PURPOSE FUNDS

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

The following special purpose funds have been included in the 2026–2027 Annual Budget:

Funding (\$)	2026–2027 Annual Budget	2025–2026 Amended Annual Budget	Increase (Decrease) \$	Increase (Decrease) %
Annual Facilities Grant	279,640	279,640	-	0.0
Funding provided to boards of education to use at their discretion for projects required to maintain facility assets through their anticipated economic life and to prevent premature deterioration of these assets.				
Learning Improvement Fund	215,310	218,308	(2,998)	(1.4)
Funding for the purpose of providing additional resources, specifically targeted to support complex classes that present challenging learning conditions.				
StrongStart Program	170,000	210,113	(40,113)	(19.1)
Provides high quality school or community based early learning parent/family participation programs for children who are not yet eligible for Kindergarten. These programs are designated to improve children’s social-emotional skills, enhance numeracy and language acquisition, and improve transitions to school.				
Ready, Set, Learn Program	44,100	58,056	(13,956)	(24.0)
Focused on families and their three-to five-year-old children, the RSL program fosters positive connections between families, schools, and local community agencies.				
Official Languages (OLEP)	109,758	129,758	(20,000)	(15.4)
Funding for core French language program and curriculum resources, to support incremental costs resulting from offering French as a second official language instruction in BC.				
Community LINK	759,048	1,030,560	(271,512)	(26.3)
Funding for programs and initiatives to improve the education performance of vulnerable students, including academic achievement and social functioning. Programs and services can include breakfast, lunch and snack programs, academic supports, counselling, youth workers, and after-school programs.				
Classroom Enhancement Fund	11,370,783	10,630,033	740,750	7.0
Funding to assist school districts in implementing restored class size and composition limits, overhead funding for the additional supports required for implementation, and the teachers necessary to staff the additional classrooms required by the restored language.				
First Nation Student Transportation	30,851	30,851	-	0.0
Funding to address the transportation needs of on-reserve First Nation students who face specific challenges when attending public schools in the province.				



SPECIAL PURPOSE FUNDS

Funding (\$)	2026-2027 Annual Budget	2025-2026 Amended Annual Budget	Increase (Decrease) \$	Increase (Decrease) %
Mental Health in Schools	55,000	55,000	-	0.0
Funding to promote mental health and prevent mental illness for essential workers in K-12 schools, including educators and administrators, most affected by the COVID-19 pandemic.				
Seamless Day Kindergarten	-	55,400	(55,400)	(100.0)
Certified Early Childhood Educators (ECEs) provide before and after-school care within the kindergarten classroom and support learning alongside the classroom teacher.				
Student & Family Affordability Fund	-	36,681	(36,681)	(100.0)
Funding to help meet the needs of students and families to help districts make sure students have school supplies they need and cover any additional fees so that students in need can take part in activities.				
Strengthening Early Years to Kindergarten (SEY2KT)	-	9,919	(9,919)	(100.0)
This project partners with districts/community sites and is focused on developing guidelines, models, and district/site partnerships to ensure children and their families experience coherent transitions from community based early learning experiences to Kindergarten in schools/districts.				
Early Care and Learning (ECL)	175,000	175,000	-	0.0
Funding for Early Care and Learning implementation support				
Feeding Futures Fund	589,425	749,715	(160,290)	(21.4)
Program addresses the immediate need of feeding students and builds on the progress made with the Student and Family Affordability Fund to help reduce the challenges of rising food costs for families who need it most.				
Health Careers Grant	1,300	-	1,300	0.0
Grant to assist students to explore careers in the health sector.				
After School Sports & Arts Grant (ASSAI)	50,000	53,885	(3,885)	(7.2)
ASSAI programs provide fun, safe, accessible, and high-quality after school programming to BC children in Kindergarten to Grade 8. ASSAI programs are specifically designed to reduce barriers to participation that children may face (i.e. due to financial, social, cultural, behavioral, geographical, and other factors).				



SPECIAL PURPOSE FUNDS

Funding (\$)	2026-2027 Annual Budget	2025-2026 Amended Annual Budget	Increase (Decrease) \$	Increase (Decrease) %
Health Promoting Schools	27,000	27,000	-	0.0
Grant from Interior Health to support healthy schools.				
Work Experience Enhancement Initiative	17,288	18,008	(720)	(4.0)
Funding to build and strengthen relationships with employers in the Early Childhood Education (ECE), Health, and Technology sectors that will increase student participation in Work Experience (WEX) 12A and 12B courses.				
Professional Learning Grant	-	238,867	(238,867)	(100.0)
Professional learning grant to provide professional learning for teachers and support staff in evidence-based approaches to literacy development and literacy information/resources for parents and caregivers.				
Scholarships and Bursaries	30,000	30,000	-	0.0
Funds that are used to provide scholarships and bursaries to students to support them in post-secondary education.				
Donations	25,000	25,000	-	0.0
Funds that are received from the public to support school activities.				
National School Food Program	183,350	305,581	(122,231)	(40.0)
The B.C. Government entered into an agreement with the Government of Canada through the National School Food Program (NSFP), providing approximately \$39 million over three years in additional school food program funding to complement Feeding Futures.				
School Generated Funds	2,015,000	2,015,000	-	0.0
Funds that are generated locally at the school level and used for school operations. The school generated funds are intended to be used to fund activities that directly benefit the students in the school.				
Total Revenue	\$16,147,853	\$16,382,375	(\$234,522)	(1.4%)





SPECIAL PURPOSE FUNDS

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 programs. 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
- National School Food Program
- Ready, Set, Learn
- Strong Start
- Student & Family Affordability Fund

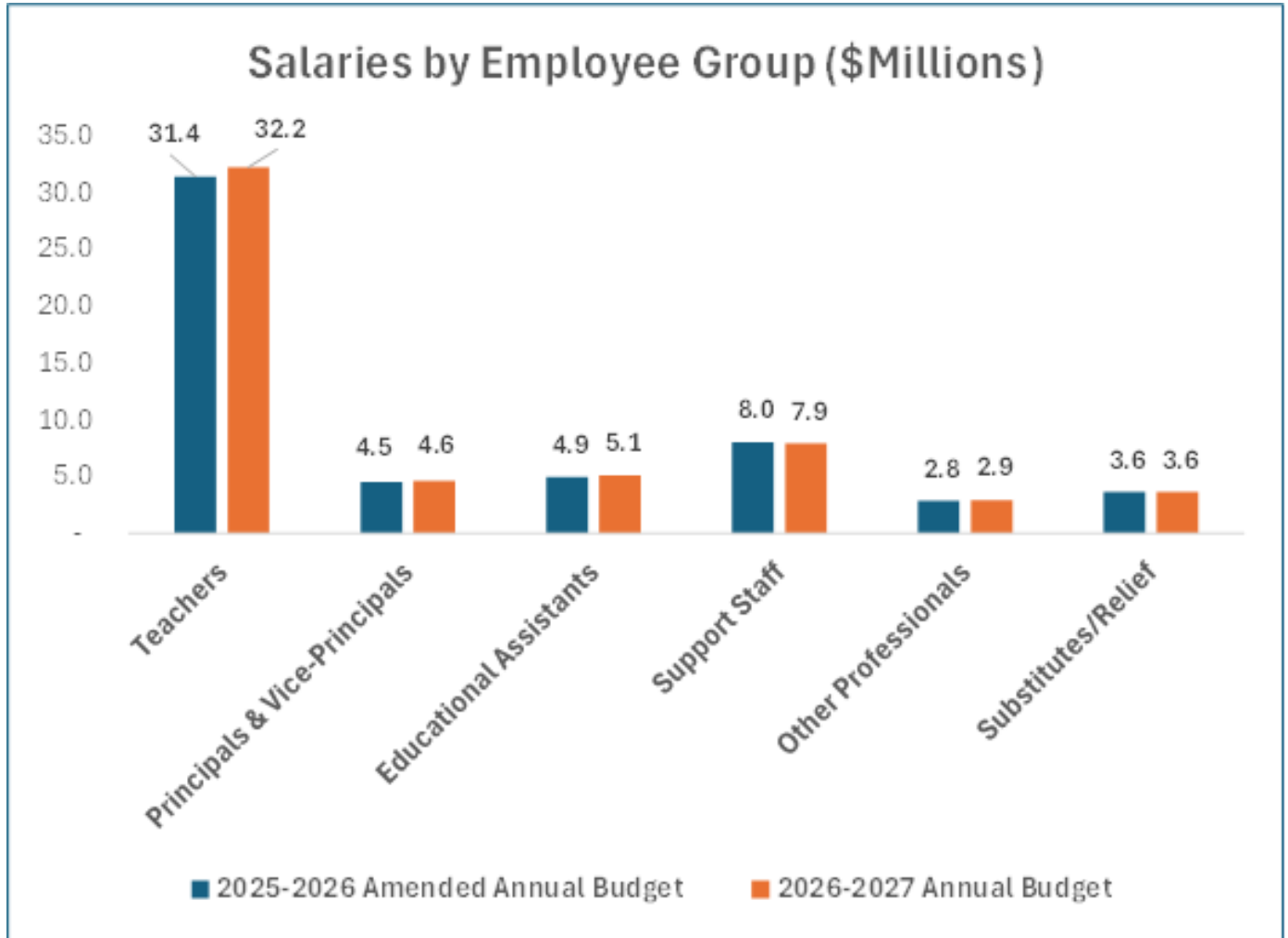
In addition, lower current year funding is anticipated in 2026–2027 for the Community Link, Learning Improvement Fund, OLEP, and Seamless Day Kindergarten.





DISTRICT STAFFING COSTS

The analysis below reviews the budgeted staffing costs for the combined Operating and Special Purpose Funds. The chart below shows the amounts budgeted for salaries by employee group in 2025–2026 compared to 2026–2027.





DISTRICT STAFFING COSTS

Teachers

The district focuses on ensuring that it prioritizes allocation of its resources in the classroom to the maximum extent possible. The district continues to have support for our diverse learners, including Counsellors, Deaf and Hard of Hearing Resource Teachers, Vision Resource Teachers, and Inclusion Support Teachers. Indigenous learners are also supported with Aboriginal Success Teachers.

The net increase of \$0.8 million reflects lower staffing levels due to declining enrolment, offset by higher negotiated wage costs, while maintaining overall student-to-teacher levels

Principals and Vice-Principals

An increase of \$0.1 million is budgeted due to the filling of positions and salary adjustments.

Educational Assistants

Educational Assistants, Aboriginal Success Workers, and Youth and Family Workers positions are budgeted to increase by \$0.2 million despite the lower enrolments to provide additional support in the classroom.

Support Staff

Support staffing is budgeted to decrease by \$0.1 million due to a reduction in administrative positions.

Other Professionals

Other Professionals is budgeted to increase by \$0.1 million as a result of salary adjustments with no change in staffing positions.

Substitutes/Relief Staff

Substitutes/relief staff are budgeted to remain constant with an increase due to labour settlement costs, partially offset by reduced use of relief staff for principals and vice-principals in the Operating Fund and lower use of relief teaching staff for Special Purpose Funds.





CAPITAL FUND

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

MINOR CAPITAL PROJECTS (FUNDED BY BYLAW CAPITAL)

Minor capital projects approved for the 2026–2027 school year are shown below.

School	Project Description	Amount (\$)
L.V. Rogers Secondary School	Enhancement Program – Plumbing Upgrades	1,000,000
Hume Elementary School	Carbon Neutral Capital Program – HVAC Upgrades	463,000
District	Bus Acquisition Program (3 buses)	1,182,321
Various Schools	Annual Facility Grant (Capital Portion)	1,171,563
	Total Approved Funding	\$3,816,884

Approval amounts for the Bus Acquisition Program and Annual Facility Grant have not been announced. The amounts are based on estimates.

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

SUMMARY OF CAPITAL ACQUISITIONS

The table below summarizes the planned capital acquisitions, totalling \$4,379,884 funded by transfers from the operating and special purpose funds and bylaw capital.

Capital Category	Operating Fund	Special Purpose Fund	Bylaw Capital	All Funding
Furniture and Equipment	50,000	-	-	50,000
Operations Vehicles	50,000	-	-	50,000
Buses	-	-	1,182,321	1,182,321
Technology Assets	313,000	-	-	313,000
Building Upgrades	-	150,000	2,634,563	2,784,563
Total Capital Acquisitions	\$413,000	\$150,000	\$3,816,884	\$4,379,884





ANNUAL BUDGET BYLAW SUMMARY

The table below is a breakdown by bylaw category of the district's total Annual Budget Bylaw in the amount of \$88,220,048 for the 2026-2027 fiscal year, an increase of \$0.6 million from 2025-2026.

Budget Bylaw Amounts (\$)	2026-2027 Annual Budget	2025-2026 Amended Annual Budget	Increase (Decrease)
Operating Fund – Total Expense	67,186,260	66,441,546	744,714
Operating Fund – Tangible Capital Assets Purchased	413,000	455,000	(42,000)
Special Purpose Funds – Total Expense	15,997,853	16,232,375	(234,522)
Special Purpose Funds – Tangible Capital Assets Purchased	150,000	150,000	-
Capital Fund – Total Expense	4,472,935	4,310,904	162,031
	\$88,220,048	\$87,589,825	\$630,223





FROM: Cathy MacArthur, Interim Secretary-Treasurer
DATE: May 12, 2026
SUBJECT: 2027-2028 Major Capital Submission

For Approval

Introduction

This memorandum provides information to the Board of Education of School District 8 (Kootenay Lake) (SD8) on the school district's 2027/28 Major Capital Submission.

Background

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

Information

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

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

Recommendation

THAT the Board of Education conclude three readings at this meeting for the approval of the submission of the Major 2027/28 Capital Plan.

THAT the Major 2027/28 Capital Plan Submission Summary totaling \$18,702,875 be approved for submission to the Minister of Education and Child Care.

READ A FIRST TIME THE 12th DAY OF MAY 2026;

READ A SECOND TIME THE 12th DAY OF MAY 2026;

READ A THIRD TIME, PASSED THE 12th DAY OF MAY 2026.



FROM: Cathy MacArthur, Secretary Treasurer
DATE: May 12, 2026
SUBJECT: Appointment of the Chief Election Officer 2026

For Approval

Introduction

This memorandum provides information on SD8's appointment of the Chief Elections Officer.

Information

A local election for school trustees occurs every four years. The elections are run in conjunction with the municipal and regional districts within school district boundaries. Each jurisdiction in B.C. appoints a Local Chief Election Officer to run local elections and assent voting in that jurisdiction. Within the province, the Secretary- Treasurer's Office is responsible for running the election for the school district.

The Secretary Treasurer works with local governments to run the elections. The [Local Government's Act](#), [School Act](#) and the [Election Campaign Financing Act](#) guide the work of the Chief Elections Officer. Costs incurred to run the election are shared between the school district and local governments. As in the past, the Board must appoint a Chief Election's Officer, who is responsible for ensuring that the election is run according to the Act's listed above.

The [SD8 website outlines election information](#), including the following important election dates:

- Nomination Period: September 1 - 11, 2026 (nominations open 9:00 a.m. Sept 1 and close 4:00 p.m. Sept 11)
- Declaration of Candidates: September 11, 2026 (after 4:00 p.m., list of officially nominated candidates is published)
- Deadline for Challenging Nominations: ~September 15, 2026 (period to challenge a nomination in court)
- Deadline for Candidate Withdrawal: September 18, 2026 (last day for candidates to withdraw, by 4:00 p.m.)
- Campaign Period: September 19 - October 17, 2026 (campaign advertising rules in effect 28 days before General Voting Day)
- Advance Voting Days: October 7, 2026, and October 14, 2026 (at least two advance polls, as required by law)
- General Voting Day: October 17, 2026 (Saturday)
- Official Election Results Declaration: by October 21, 2026 (final results declared by Chief Election Officer)
- Inaugural Board Meeting (Swearing-in): November 2026 (date TBA - newly elected trustees sworn in and begin their term)



Recommendation:

It is recommended that the Board of Education of School District No. 8 (Kootenay Lake) appoint Secretary-Treasurer Cathy MacArthur as Chief Election Officer for the 2026 School Trustee Elections.



DATE	TIME	LOCATION	COMMENTS
SUMMER 2026			
September 1, 2026	Nomination Period Begins		
September 1, 2026	9:00 - 10:30 am	Board Office, Nelson	Agenda Setting Meeting
September 1, 2026	11:00 am - 2:00 pm	Board Office, Nelson	Board Working Session
SEPTEMBER			
September 8, 2026	11:30 am - 3:00 pm	Board Office, Nelson	Closed Board Meeting
	3:30 - 4:30 pm	Board Office, Nelson	Policy, O&F Partner Advisory Committee
	5:00 - 7:00 pm	Board Office, Nelson	Public Board Meeting
September 11, 2026	Close of Nominations		
September 15, 2026	11:00 am - 1:00 pm	Board Office, Nelson	Education Partner Advisory Committee
September 17, 2026	6:00 - 8:00 pm	Online Meeting	District Parents' Advisory Council
September 22, 2026	9:00 - 10:00 am	Board Office, Nelson	Agenda Setting Meeting
September 24, 2026	9:00 am - 12:00 pm	Online Meeting	Standing Committees Joint Safety Advisory Committee (JSAC)
OCTOBER			
October 6, 2026	10:00 am - 2:00 pm	LVR	Student Leadership Conference
October 13, 2026	3:00 - 4:30 pm	Creston	Closed Board Meeting
	5:00 - 7:00 pm	Creston	Public Board Meeting
October 14, 2026	9:00 am - 12:00 pm	Online Meeting	Accessibility Committee Meeting
October 15, 2026	6:00 - 8:00 pm	Online Meeting	District Parents' Advisory Council
October 17, 2026	General Election Day		
October 21, 2026	9:00 - 10:30 am	Board Office, Nelson	Agenda Setting Meeting
October 24, 2026	12:00 - 4:00 pm	Board Office, Nelson	Board Orientation Session #1 For Newly Elected Trustees
NOVEMBER			
Nov 5-6, 2026	all day	Coast Coal Harbour, Vancouver, BC	BCPSEA Fall Symposium Vancouver
November 10, 2026	2:00 pm - 4:30 pm	Board Office, Nelson	Board Working Session
	5:00 - 7:00 pm	Board Office, Nelson	Inaugural & Public Board Meeting Elect Chair and Vice-Chair, Committee Reps
November 17, 2026	9:00 - 10:00 am	Board Office, Nelson	Agenda Setting Meeting
November 19, 2026	6:00 - 8:00 pm	Online Meeting	District Parents' Advisory Council
November 23, 2026	9:00 - 3:00 pm	Board Office, Nelson	Trustee Orientation Session #2
November 26-28, 2026	all day	Hyatt Regency, Vancouver, BC	Trustee Academy
DECEMBER			
December 8, 2026	11:00 am - 2:00 pm	Board Office, Nelson	Board Working Session
	3:00 - 4:30 pm	Board Office, Nelson	Closed Board Meeting
	5:00 - 7:00 pm	Board Office, Nelson	Public Board Meeting
December 9, 2026	9:00 - 10:00 am	Board Office, Nelson	Agenda Setting Meeting
	10:00 am - 12:00 pm	Board Office, Nelson	Standing Committees Policy Review Committee
December 15, 2026	1:00 - 4:00 pm	Board Office, Nelson	Trustee Orientation Session #3
December 17, 2026	9:00 - 12:00 pm	Online Meeting	Standing Committees Joint Safety Advisory Committee (JSAC)
<i>Winter Break (December 21 – January 1)</i>			

JANUARY				
January 12, 2027	11:00 am - 2:00 pm	Board Office, Nelson	Board Working Session	
	3:00 - 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 - 7:00 pm	Board Office, Nelson	Public Board Meeting	
January 14, 2027	6:00 - 8:00 pm	Online Meeting	District Parents' Advisory Council	
January 16, 2027		Online Meeting	KBB Motion Building	date to be confirmed
January 19, 2027	9:00 - 10:30 am	Board Office, Nelson	Agenda Setting Meeting	
January 28, 2027/TBD		Online Meeting	BCPSEA AGM	date to be confirmed
FEBRUARY				
February 9, 2027	1:00 - 2:30 pm	Board Office, Nelson	Closed Board Meeting	
	3:00 - 4:30 pm	Board Office, Nelson	Policy, O&F Partner Advisory Committee	
	5:00 - 7:00 pm	Board Office, Nelson	Public Board Meeting	
February 16, 2027	9:00 - 10:30 am	Board Office, Nelson	Standing Committees	Policy Review Committee
February 18, 2027	6:00 - 8:00 pm	Online Meeting	District Parents' Advisory Council	
February 19, 2027	9:00 am - 12:00 pm	Online Meeting	BCSTA Provincial Council	
February 23, 2027	9:00 - 10:30 am	Board Office, Nelson	Agenda Setting Meeting	
MARCH				
March 4, 2027	9:00 - 12:00 pm	Online Meeting	Standing Committees	Joint Safety Advisory Committee (JSAC)
March 5, 2027/TBD	TBD	TBD	Board Chairs and MOECC Partner Liaison	date to be confirmed
March 9, 2027	1:00 - 2:30 pm	Board Office, Nelson	Closed Board Meeting	
	3:00 - 4:30 pm	Board Office, Nelson	Education Partner Advisory Committee	
	5:00 - 7:00 pm	Board Office, Nelson	Public Board Meeting	
March 10, 2027	9:00 - 10:00 am	Board Office, Nelson	Agenda Setting Meeting	
			Budget Survey posted publicly	
March 11, 2027	6:00 - 8:00 pm	Online Meeting	District Parents' Advisory Council	
<i>Spring Break (March 15 – 26)</i>				
APRIL				
April 6, 2027	9:00 - 10:30 am	Board Office, Nelson	Standing Committees	Policy Review Committee
April 8-10, 2027	all day	Hyatt Regency, Vancouver, BC	BCSTA AGM	
April 13, 2027	11:00 am - 2:00 pm	Board Office, Nelson	Board Working Session	
	3:00 - 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 - 7:00 pm	Board Office, Nelson	Public Board Meeting	
April 15, 2027	6:00 - 8:00 pm	Online Meeting	District Parents' Advisory Council	
	9:00 - 10:30 AM	Board Office, Nelson	Agenda Setting Meeting	
April 20, 2027	11:00 AM - 12:30 PM	Board Office, Nelson	O&F and Partner Advisory Committee - Budget Consultation	
	6:00 - 7:30 pm	Online Meeting	Public Budget Webinar	
MAY				
May 7, 2027	9:00 am - 12:00 pm	Online Meeting	Accessibility Committee Meeting	
May 11, 2027	1:00 pm - 2:30 pm	Board Office, Nelson	Closed Board Meeting	
	3:00 - 4:30 pm	Board Office, Nelson	Policy, O&F Partner Advisory Committee	
	5:00 - 7:00 pm	Board Office, Nelson	Public Board Meeting	
May 13, 2027	6:00 - 8:00 pm	Online Meeting	District Parents' Advisory Council	
May 18, 2027	11:00 am - 12:00 pm	Board Office, Nelson	Education Partner Advisory Committee	
May 20, 2027	9:00 am - 12:00 pm	Online Meeting	Standing Committees	Joint Safety Advisory Committee (JSAC)
May 25, 2027	9:00 - 10:00 am	Board Office, Nelson	Agenda Setting Meeting	
JUNE				
TBD	TBD	TBD	Graduation Ceremonies	
June 1, 2027	9:00 - 11:00 am	Trafalgar Middle	School Learning Tour	Nelson Family of Schools
June 1, 2027	1:00 - 3:00 pm	Mount Sentinel Secondary	School Learning Tour	Slocan Valley Family of Schools
June 2, 2027	9:00 am - 11:00 am	Salmo Secondary	School Learning Tour	Salmo, Kaslo and Crawford Bay Family of Schools
June 2, 2027	1:00 pm - 3:00 pm	KRSS	School Learning Tour	Creston Family of Schools
June 8, 2027	3:00 - 4:30 pm	Creston	Closed Board Meeting	
	5:00 - 7:00 pm	Creston	Public Board Meeting	
June 17, 2027	6:00 - 8:00 pm	Online Meeting	District Parents' Advisory Council	
<i>Summer Break (July 1 - September 7, 2027)</i>				



School District 8
Kootenay Lake

DRAFT

2026 - 2027

**Kootenay Lake Board
of Education**

**GOVERNANCE
FRAMEWORK
AND ANNUAL
LEARNING PLAN**





THE IMPORTANCE OF A GOVERNANCE FRAMEWORK AND LEARNING PLAN

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

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

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

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

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

BOARD'S VISION AND GOALS

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

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

We realize this vision through the following strategic priorities:

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

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

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

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

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

Our Commitments

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



FROM GOVERNANCE AND STRATEGIC VISION TO A STRATEGIC BOARD LEARNING PLAN

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

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

Annual learning plan

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

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



Board's Governance Activities

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

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

Trustee Working Sessions

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

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

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THE BOARD'S WORK PLAN

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

Meetings of the Board Held in Public and Closed Board Meetings

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

Board Working Sessions

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

Partner Advisory Committee Meetings

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

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

* Election Years may cause this schedule to be amended.

Additional Committee Meetings

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

Other Meetings Where Trustees Attend

- Joint Safety Advisory Committee (JSAC) (Meets four times annually)
- Accessibility Committee (October, May)
- Indigenous Education Council (IEC) - determined by IEC
- Other ad hoc meetings as required



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SUMMER OF 2026

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

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

BOARD CALENDAR
September 1 -
Board Working
Session

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



SEPTEMBER 2026

Theme: Enrolment and Setting the Stage

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

<p>KEY DATES</p> <p>September 7 - First Day of School</p> <p>September 8</p> <ul style="list-style-type: none"> • Policy, O&F Partner Advisory Committee • Meeting of the Board Held in Public and Closed Board Meeting <p>September 15</p> <ul style="list-style-type: none"> • Education Partner Advisory Committee <p>September 17 - DPAC</p> <p>September 18 - School Planning Day</p> <p>September 24 - Joint Safety Advisory Committee</p> <p>September 25-26 - Kootenay Boundary Branch AGM</p> <p>September 29 - National Day of Truth and Reconciliation</p>	<p>Strategic Direction and Continuous Learning</p> <p>External Compliance and Accountability</p> <p>Engagement with Partners and Public Events</p> <p>Policy, Advocacy for Public Education, and Board Learning Plan</p>	<ul style="list-style-type: none"> • Receive report on summer facilities work • Receive report on School Food Programs • Receive report on Student Trustee Program • National Day of Truth and Reconciliation School Events <ul style="list-style-type: none"> • Submit Executive Compensation Disclosure to Public Sector Employers’ Council • Approve the Statement of Financial Information (SOFI) report for submission to Ministry of Education and Child Care • Approve the Audited Financial Statements for the previous school year for September 30 • Approve the Capital submission <ul style="list-style-type: none"> • Welcome letter to employees, parents, and community • Recognize National Day for Truth & Reconciliation and Orange Shirt Day • Student Trustee introductions and orientation <ul style="list-style-type: none"> • Capital planning
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OCTOBER 2026

Theme: Professional Development - Planning and Adjusting

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

KEY DATES	Strategic Direction and Continuous Learning	External Compliance and Accountability	Engagement with Partners and Public Events	Board Learning Plan and Advocacy for Public Education
October 6: Student Leadership Conference	• Receive the Literacy Continuous Learning Report	• Receive the Inclusive Education support information		
October 13				
• Meeting of the Board Held in Public and Closed Board Meetings Held in Creston				
October 14: Accessibility Committee Meeting				
October 15: DPAC				
October 17: Trustee Election				
October 23: Non-Instructional Day				
October 24: Trustee Orientation				
				• Receive preliminary enrolment and analysis projections vs. actual and budget Implications
				• Recognize World Teachers' Day
				• Review the regional and provincial motions
				• Ongoing policy work
				• Learning Plan topic - Role of the Trustee



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NOVEMBER 2026

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

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

KEY DATES

November 5-6: BCPSEA Fall Symposium

November 10:

- **Board Working Session**
- **Inaugural Board Meeting**
- **Meeting of the Board Held in Public**

November 19: District Parents' Advisory Council

November 26-28: BCSTA - Trustee Academy

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Strategic Direction and Continuous Learning	<ul style="list-style-type: none"> • Receive Numeracy Continuous Learning Report
External Compliance and Accountability	<ul style="list-style-type: none"> • Elect Board Chair and Vice-Chair and other committees • Receive trustee representation on committee list for information
Engagement with Partners and Public Events	<ul style="list-style-type: none"> • Attend Remembrance Day ceremonies in the communities • Attend Student Leadership Conference
Board Learning Plan and Advocacy for Public Education	<ul style="list-style-type: none"> • Attend BCSPEA Fall Symposium • Policy review continued • Advocacy Topic - Inclusive Education Funding • Board Orientation Sessions



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DECEMBER 2026

Theme: Celebrating our Schools

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

<p>KEY DATES</p> <p>December 8:</p> <ul style="list-style-type: none"> • Board Working Session • Meeting of the Board Held in Public and Closed Board Meeting <p>December 9: Policy Review Committee</p> <p>December 17: Joint Safety Advisory Committee</p> <p>December 18: Last Day of School Before Winter Vacation</p>	<p>Strategic Direction and Continuous Learning</p> <p>External Compliance and Accountability</p> <p>Engagement with Partners and Public Events</p> <p>Board Learning Plan and Advocacy for Public Education</p>	<ul style="list-style-type: none"> • Receive Early Learners Continuous Learning Report • Receive Child Care Provision report • Receive Quarterly Capital Update • Attend Student Winter Fine Arts Performances and Events • Attend December social events as invited • Policy review • Board Learning and Advocacy Plan Development • Board Learning topic: From Data to Continuous Improvement
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JANUARY 2027

Theme: Kindergarten Registration and BC School Trustee Motions

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

KEY DATES

January 4: Schools Re-Open

January 6: Kindergarten and French Immersion Registration begins

January 12:

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

January 14: District Parent Advisory Council Meetings

January 28: British Columbia Public Schools Employer Association Meetings

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<p>Strategic Direction and Continuous Learning</p>	<ul style="list-style-type: none"> • Receive Online Learning Continuous Learning Report • Review kindergarten registration process
<p>External Compliance and Accountability</p>	<ul style="list-style-type: none"> • Review budget process
<p>Engagement with Partners and Public Events</p>	<ul style="list-style-type: none"> • British Columbia School Trustees Association Kootenay-Boundary Branch Motion Building Meeting
<p>Board Learning Plan and Advocacy for Public Education</p>	<ul style="list-style-type: none"> • Prepare submission of motions to BCSTA AGM • Board Learning topic: Board Governance • Board Advocacy topic: Finalize Adjustments to Board Advocacy Plan



FEBRUARY 2027

Theme: Community Budget Consultation and Liaison Meetings

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

KEY DATES

February 9:

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

February 16: Policy Review Committee

February 18: District Parent Advisory Council Meeting

February 25: Pink Shirt Day

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Strategic Direction and Continuous Learning	<ul style="list-style-type: none"> • Receive the Connected Learners Continuous Learning Report • Receive the International Education Annual Report • Review School Completion results
External Compliance and Accountability	<ul style="list-style-type: none"> • Approve the amended annual budget and bylaw for submission to the Ministry of Education and Child Care • Post draft School Calendar for feedback (3 years in advance)
Engagement with Partners and Public Events	<ul style="list-style-type: none"> • Recognize Pink Shirt Day - anti-bullying
Board Learning Plan and Advocacy for Public Education	<ul style="list-style-type: none"> • Ongoing policy work • Advocacy topic:



MARCH 2027

Theme: Receipt of Budget and Calendar Approval

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

KEY DATES	Strategic Direction and Continuous Learning	External Compliance and Accountability	Engagement with Partners and Public Events	Board Learning Plan and Advocacy for Public Education
March 4: Joint Safety Advisory Committee	<ul style="list-style-type: none"> Receive the Inclusive and Caring Communities Continuous Learning Report Receive the Accessibility Report Approve District Calendar 			
March 9: <ul style="list-style-type: none"> Education Partner Advisory Committee Meetings Meeting of the Board Held in Public and Closed Board Meeting 		<ul style="list-style-type: none"> Review Enrolment Projections and Projected Revenue and Budget Survey Review Trustee Remuneration Report Receive Quarterly Capital Update Receive Information Technology Annual Report 		
March 10: Public Budget Survey Posted for feedback			<ul style="list-style-type: none"> Public Budget Survey posted publicly 	
March 11: District Parent Advisory Council Meeting				<ul style="list-style-type: none"> BCSTA motions to propose - provincial direction Review - BCSTA Provincial Council Advocacy topic:
March 15 - 26: Spring Break				



APRIL 2027

Theme: Budget Implications and Staffing Processes

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

KEY DATES

April 6: Policy Review Committee

April 8 - 10: British Columbia School Trustees Association AGM

April 13:

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

April 15: District Parent Advisory Council Meeting

April 20: Budget Consultation for Policy, O&F Partner Advisory Committee and Partner Groups

April 20: Recommended Budget Public Webinar

Strategic Direction and Continuous Learning

External Compliance and Accountability

Engagement with Partners and Public Events

Board Learning Plan and Advocacy for Public Education

- Receive the Cultural and Identity Development Continuous Learning Report
- Receive National Day of Mourning report
- Review the Preliminary Budget Report
- Approve Capital Budget Bylaw
- Approve School Fees
- Public Budget Webinar and meetings
- Review draft Board calendar and work plan for upcoming year
- Ongoing policy work
- Board Learning topic: Board Governance
- Board Advocacy topic:



MAY 2027

Theme: Approve Budget and Set Governance Framework

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

<p>KEY DATES</p> <p>May 7: Accessibility Committee Meeting</p> <p>May 11:</p> <ul style="list-style-type: none"> • Policy, Operations & Finance Partner Advisory Committee • Meeting of the Board Held in Public and Closed Board Meeting <p>May 13: District Parent Advisory Council</p> <p>May 18: Education Partner Advisory Committee</p> <p>May 20: Joint Safety Advisory Committee</p>	<p>Strategic Direction and Continuous Learning</p> <p>External Compliance and Accountability</p> <p>Engagement with Partners and Public Events</p> <p>Board Learning Plan and Advocacy for Public Education</p>	<ul style="list-style-type: none"> • Receive Career Development Continuous Learning Report • Approve Board Calendar • Approve Annual Budget Bylaw • Approve Major Capital submission • Review audit plan • Budget and Capital Review • Policy work continues • Board Advocacy Topic:
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JUNE 2027

Theme: Annual Capital Plan and Governance Framework

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

<p>KEY DATES</p> <p>Graduation Ceremonies Occur Across the District</p> <p>June 1+2: School Learning Tours</p> <p>June 8: Meeting of the Board Held in Public and Closed Board Meeting Held in Creston</p> <p>June 17: District Parent Advisory Council</p> <p>June 20: National Indigenous Peoples Day</p> <p>June 23: Last Day of School</p>	<p>DRAFT</p>	<p>Strategic Direction and Continuous Learning</p>	<ul style="list-style-type: none"> • Approve the Enhancing Student Learning Report and School Learning Plans
		<p>External Compliance and Accountability</p>	<ul style="list-style-type: none"> • Receive Video Surveillance Report • Receive Quarterly Capital Plan • Receive Long Range Facility Plan Update • Receive Carbon Neutral/Climate Change Report • Receive PIDA Report
		<p>Engagement with Partners and Public Events</p>	<ul style="list-style-type: none"> • Family of Schools Learning Tours • Attend Graduation Ceremonies
		<p>Board Learning Plan and Advocacy for Public Education</p>	<ul style="list-style-type: none"> • Board Advocacy Topic:



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BOARD MEETING DATES

Board meetings will be held a 5 PM PT in the boardroom at the
School Board Office located at 811 Stanley Street, Nelson, B.C.
Or
in Creston during the months of October and June

Meeting locations of the Board Held in Public in Creston are posted on the [district website at sd8.bc.ca](http://sd8.bc.ca).

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

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POLICY 115: Superintendent of Schools/CEO Roles and Responsibilities

The Board recognizes the need for one person to have overall responsibility for the management of the school district in order to provide leadership and oversight. Therefore, the Board designates the Superintendent of Schools as the Chief Executive Officer and delegates to the Superintendent of Schools/CEO responsibility for overall administration of the district.

The Superintendent of Schools/CEO is responsible for providing reports which focus on governance implications and is accountable to the corporate Board for the conduct, management and operation of the district, for providing leadership in administration and instructional programs and for ensuring compliance with legislative requirements and statutes.

All Board authority delegated to the staff of the district is delegated through the Superintendent of Schools/CEO, except for matters that are delegated to the Secretary-Treasurer through legislation or the decisions of the Board.

Specific areas of the Superintendent of Schools'/CEO's responsibility are:

The Superintendent of Schools/CEO is the **Lead Educator** in the district. The Superintendent/CEO is accountable to the Board of Education for the general management of the affairs of the district, for providing educational leadership and for implementing approved policies and programs to ensure the attainment of the objectives established by the Ministry of Education and Child Care and the Board, including supporting child care provision. In addition, the Superintendent/CEO plays a key role in advising the Board and recommending actions to address current and emerging issues.

The Superintendent/CEO advances the district's ability to find innovative and collaborative ways to improve and enhance the programs and initiatives of the district, while staying focused on a cohesive vision as articulated by the learning community. The Superintendent/CEO promotes the school district to the broader community and works collaboratively to engage all partners.

Specific areas of Superintendent's responsibility are:

1. Student Welfare

1.1 Establish a safe caring and orderly learning environment that supports the general well-being of all students.



1.2 Ensure the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation authorized by the School District.

1.3 Ensure facilities adequately accommodate students.

2. Student Learning

2.1 Provide leadership in all matters relating to the operation of the district.

2.2 Ensure students have the opportunity to meet the standards of education as set out by the Ministry of Education and Child Care.

2.3 Implement policies/directions established by the Ministry of Education and Child Care and make the Board aware of pertinent legislative changes.

2.4 Engage in professional development activities to ensure the excellence, efficacy, and relevance of current educational practice.

3. Fiscal Responsibility

3.1 Ensure that the fiscal management by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board.

3.2 Ensure the district operates in a fiscally and ethically responsible manner, including adherence to generally accepted accounting principles.

3.3 Ensure financial resources are expended in accordance with the annual budget approved by the Board, except in the event of an emergency.

3.4 Provide the Board with a recommended annual operating and capital budget along with periodic statements of revenue and expenditure.

3.5 Ensure that the procurement procedures in place are in compliance with public sector standards, and that they will minimize cost, consider local businesses and vendors and obtain competitive and fair prices and quality.

3.6 Ensure that insurance coverage is in place to adequately protect assets, indemnify liabilities and provide for reasonable risk management.



3.7 Ensure budget consultations adequately engage the community, Indigenous communities, and stakeholders.

4. Human Resource Management

4.1 Have overall authority and responsibility for all personnel-related matters, except the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.

4.2 Promote a high standard of collaborative professional leadership, effective and respectful human relationships, in an environment of respect, opportunity and innovation throughout the district.

4.3 Ensure a performance management system for the evaluation and improvement of all staff is in place.

5. Policy/Administrative Procedures

5.1 Provide leadership and assistance in the planning, development, implementation and evaluation of Board policies and administrative procedures.

5.2 Inform the Board of Education of new or significantly revised administrative procedures as per Board Policy 160 - Policy Development.

6. Superintendent/Board Relations

6.1 Establish and maintain a positive and impartial, professional working relationship with the Board.

6.2 Respect and honour the Board's rights, roles and responsibilities, and facilitate the implementation of that role as defined in Board policy.

6.3 Keep the Board informed and updated through educational and financial information reports, meetings and other forms of communication.

6.4 Consult with the Board to develop and implement the district's orientation program for newly elected trustees.

7. Strategic Planning and Reporting

7.1 Lead the District's Strategic Planning process and implement the plan as approved.



7.2 Involve the Board appropriately in this process, including determining the process and timelines, Board identification of priorities, provision for Board input early in the process and final Board approval.

7.3 Report regularly on results achieved.

8. Organizational Management

8.1 Demonstrate effective organizational skills resulting in district compliance with all legal, Ministerial and Board mandates and timelines.

8.2 Report to the Minister of Education and Child Care with respect to matters identified in and required by the School Act.

8.3 Define processes for gathering, analyzing and using data for decision making.

9. Communications and Community Relations

9.1 Ensure open, transparent, positive external and internal communications are developed and maintained.

9.2 Develop and maintain positive and effective relations with provincial and regional government departments and agencies.

9.3 Support the Board with appropriate communications.

10. Leadership Practices

10.1 Practice leadership in a manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.

10.2 Model appropriate values, ethics and moral leadership.



POLICY 115: Superintendent of Schools/CEO Roles and Responsibilities

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The Superintendent/CEO advances the district's ability to find innovative and collaborative ways to improve and enhance the programs and initiatives of the district, while staying focused on a cohesive vision as articulated by the learning community. The Superintendent/CEO promotes the school district to the broader community and works collaboratively to engage all partners.

Specific areas of Superintendent's responsibility are:

1. Student Welfare

- 1.1 Establish a safe caring and orderly learning environment that supports the general well-being of all students.



1.2 Ensure the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation authorized by the School District.

1.3 Ensure facilities adequately accommodate students.

2. Student Learning

2.1 Provide leadership in all matters relating to the operation of the district.

2.2 Ensure students have the opportunity to meet the standards of education as set out by the Ministry of Education and Child Care.

2.3 Implement policies/directions established by the Ministry of Education and Child Care and make the Board aware of pertinent legislative changes.

2.4 Engage in professional development activities to ensure the excellence, efficacy, and relevance of current educational practice.

3. Fiscal Responsibility

3.1 Ensure that the fiscal management by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board.

3.2 Ensure the district operates in a fiscally and ethically responsible manner, including adherence to generally accepted accounting principles.

3.3 Ensure financial resources are expended in accordance with the annual budget approved by the Board, except in the event of an emergency.

3.4 Provide the Board with a recommended annual operating and capital budget along with periodic statements of revenue and expenditure.

3.5 Ensure that the procurement procedures in place are in compliance with public sector standards, and that they will minimize cost, consider local businesses and vendors and obtain competitive and fair prices and quality.

3.6 Ensure that insurance coverage is in place to adequately protect assets, indemnify liabilities and provide for reasonable risk management.



3.7 Ensure budget consultations adequately engage the community, Indigenous communities, and stakeholders.

4. Human Resource Management

4.1 Have overall authority and responsibility for all personnel-related matters, except the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.

4.2 Promote a high standard of collaborative professional leadership, effective and respectful human relationships, in an environment of respect, opportunity and innovation throughout the district.

4.3 Ensure a performance management system for the evaluation and improvement of all staff is in place.

5. Policy/Administrative Procedures

5.1 Provide leadership and assistance in the planning, development, implementation and evaluation of Board policies and administrative procedures.

5.2 Inform the Board of Education of new or significantly revised administrative procedures as per Board Policy 160 - Policy Development.

6. Superintendent/Board Relations

6.1 Establish and maintain a positive and impartial, professional working relationship with the Board.

6.2 Respect and honour the Board's rights, roles and responsibilities, and facilitate the implementation of that role as defined in Board policy.

6.3 Keep the Board informed and updated through educational and financial information reports, meetings and other forms of communication.

6.4 Consult with the Board to develop and implement the district's orientation program for newly elected trustees.

7. Strategic Planning and Reporting

7.1 Lead the District's Strategic Planning process and implement the plan as approved.



7.2 Involve the Board appropriately in this process, including determining the process and timelines, Board identification of priorities, provision for Board input early in the process and final Board approval.

7.3 Report regularly on results achieved.

8. Organizational Management

8.1 Demonstrate effective organizational skills resulting in district compliance with all legal, Ministerial and Board mandates and timelines.

8.2 Report to the Minister of Education and Child Care with respect to matters identified in and required by the School Act.

8.3 Define processes for gathering, analyzing and using data for decision making.

9. Communications and Community Relations

9.1 Ensure open, transparent, positive external and internal communications are developed and maintained.

9.2 Develop and maintain positive and effective relations with provincial and regional government departments and agencies.

9.3 Support the Board with appropriate communications.

10. Leadership Practices

10.1 Practice leadership in a manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.

10.2 Model appropriate values, ethics and moral leadership.





DRAFT POLICY 116: Superintendent of Schools/CEO Evaluation

The Superintendent/CEO and the Board of Education recognize the need to evaluate the Superintendent's/CEO's performance. The Board is committed to accountability, professional growth, and strengthening the relationship between the Board and the Superintendent/CEO; evaluation will be undertaken to accomplish these commitments.

Evaluations

The aim of professional growth plans and evaluations is to provide clear expectations, regular feedback, and meaningful learning opportunities to grow the Superintendent's capacity to ultimately support student success. The process is guided by the following principles:

- We model a growth mindset.
- Our goals and development plans are aligned to student learning.
- a. We value and acknowledge what is accomplished (strategicour goals) and how it is accomplished (through districtleadership competencies).
- Development plans incorporate experiential, social, and formal learning strategies.
- b. Evaluations acknowledge strengths and opportunities for growth.
- c. A fair and consistent process contributes to a positive learning environment.

- 1.
- 2.
- 3. The Board of Education has a responsibility to the district and the public to ensure that the Superintendent of Schools/CEO meets the statutory requirements as specified in the School Act and that the roles and responsibilities in the district as specified by the Board are carried out in a satisfactory manner;
- 4.

Personal professional growth and development focused on feedback from the Board, senior staff, Indigenous Rightsholders, and educational partners in the district;

Ensure a constructive and effective working relationship in maintaining productive

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





~~communication with the Board.~~

~~5.—~~

~~We model a growth mindset.~~

~~Our goals and development plans are aligned to student learning.~~

~~We value and acknowledge what is accomplished (our goals) and how it is accomplished (through district competencies).~~

~~Development plans incorporate experiential, social, and formal learning strategies.~~

~~Evaluations acknowledge strengths and opportunities for growth.~~

~~A fair and consistent process contributes to a positive learning environment.~~

Process

~~1. add section: The Evaluation will be conducted during the month of January and concluded by February 15 or on a mutually agreeable date the year prior to the renewal of the Superintendent’s contract. conducted after first year of the contract and every 4 years following that.~~

~~The Chair will appoint two trustees who will, together with the Superintendent, seek consensus relative to the evaluation process, including but not limited to, recommending an external consultant and identifying the possible recipients of the survey tool and staff who may be interviewed. The external consultant will be chosen after the Board Chair requests a list of evaluators from the BCSTA.~~

~~3.—~~

~~3. Upon approval of the Board, an external consultant will be engaged who will be responsible for completing the final report. The external consultant will be chosen after the Board Chair requests a list of evaluators from the BCSTA.~~

~~4. The evaluator will proceed with the evaluation process as per Appendices A and B.~~

~~1. 53.— The An anonymous leadership survey (example Appendix B or a relevant survey to the group being interviewed) will be conducted during the month of January. The evaluation will be conducted during the month of January and concluded by February 15 or on a mutually agreeable date in the year prior to the year of renewal of the Superintendent’s contract, which is every five years. Planning for this will occur in the spring prior to the Superintendent’s evaluation. This will be reflected in the Board’s work plan.~~





2. The Board of Education will ensure the evaluation is conducted with the confidentiality required in relation to a personnel process.
3. The Chair will appoint two trustees who will, together with the Superintendent, seek ~~consensus~~consultation relative to the evaluation process, including but not limited to, identifying the possible recipients of the survey tool and staff who may be interviewed and for recommending an external consultant.
4. The Board will approve the external consultant ~~will be chosen~~ from a list of evaluators provided by the ~~from the~~ BCSTA requested by the Board Chair ~~and review the evaluation process.~~
5. The Board, in consultation with the Superintendent/CEO, may make adjustments to the criteria, process and frequency of the evaluation, as it deems appropriate.
6. Upon approval of the Board, the external consultant will be engaged and will be responsible for completing the final report. The evaluator will proceed with the evaluation process using this policy.
7. The evaluation will include the following people, ~~including sent to the following~~ that have a recent working relationship with the Superintendent:
 - Trustees
 - DPAC Executive Representative
 - Senior Leadership Team Members (Directors, Secretary-Treasurer, Assistant Superintendent, Superintendent)
 - Other positions that report directly to the Superintendent ~~Direct Reports~~
 - Selected Principals
 - IEC Representative
 - CUPE Representative
 - KLTF Representative
 - KLPVPA Representative
 - ~~KLTF Representative~~
 - ~~KLPVPA Representative~~





~~2. 6.4.~~ The external consultant will conduct interviews with (a) representative(s) identified above.

~~8.~~

~~3. 7.~~ The interview questions will align to Roles and Responsibilities of the Superintendent and the goals of the Strategic Plan.

~~9.~~

~~10. 6.~~ The external consultant will gather all information, analyze and prepare a written evaluation report to be presented to the Superintendent and the Board.

~~4.11.~~ The Board shall meet with the Superintendent/CEO, share the outcomes of evaluation, and provide the Superintendent/CEO with an opportunity to respond.

12. The Superintendent/CEO shall be provided with a copy of the evaluation report.

~~7.~~ The Board Chair and the Superintendent/CEO will sign the final report. The Superintendent's/CEO's signature on the document will indicate that the report has been received. The Superintendent/CEO may provide a commentary on the report which, if provided, will be appended to the report. A copy of the report will be given to the Superintendent/CEO and the original, with appendix (if any), shall be retained in the Superintendent's/CEO's personnel file. No other copies shall be maintained.

Based on the Policy 115: Roles and Responsibilities of the Superintendent, goals of the strategic plan and suggestions provided in the evaluation report, ~~add process ho evaluator creates report and how this feeds into growth plan; Boards role?~~

~~7.~~ The Superintendent will create a growth plan that will be reviewed with the Board annually in November. Prior to the first evaluation concluded, the Superintendent will create a draft growth plan

8. Scope of the Evaluation

~~The scope of the evaluation will be based on Policy 115: Superintendent of Schools/CEO Roles and Responsibilities.~~

~~The evaluation is linked to the Strategic Plan.~~

Evaluation Process





~~—The evaluation cycle supports the professional growth and accountability of the Superintendent of Schools/CEO. The evaluation process includes an annual growth plan review and regular comprehensive performance evaluations throughout the Superintendent of Schools/CEO’s tenure.~~

~~Both the Professional Growth Plan and the Comprehensive Performance Evaluation is based on the following:~~

~~3.1 Is aligned with and based upon the Superintendent’s/CEO’s roles and responsibilities.~~

~~Is aligned with the district’s Strategic Plan.~~

~~Uses multiple data sources.~~

~~Elicits evidence and examples to support subjective assessments.~~

~~Feedback will be provided annually, supported by specific examples and will focus on areas over which the Superintendent/CEO has authority. The Superintendent/CEO cannot be held accountable for areas over which authority has not been granted.~~

~~There are two procedures used to support the professional growth and evaluate the performance of the Superintendent/CEO:~~

~~Annual Professional Growth Plan: The Annual Professional Growth Plan will be prepared and presented to the Board of Education each November. The Growth plan will consist of an annual presentation of accomplishments as they relate to the furthering of the Board’s Strategic Plan as well as professional learning goals. The Board will discuss and provide feedback on this plan.~~

~~Comprehensive Performance Evaluation of the Superintendent/CEO will be done during or immediately following the first year of the contract of a new Superintendent/CEO, and subsequently in the year prior to the renewal of the Superintendent’s/CEO’s contract. The Comprehensive Performance Evaluation will be based on a survey that is administered to all Trustees, the Secretary-Treasurer, Directors, Principals and Partner Groups and conducted by a mutually agreed upon external facilitator.~~

~~Emphasizes the use of evidence for evaluation purposes.~~

~~Board/Superintendent of Schools/CEO Agreement~~

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





~~8.1 As the Superintendent/CEO is employed by the Board of Education, all procedures related to the evaluation of the Superintendent of Schools/CEO must be undertaken by the Board as a corporate body.~~

~~8.2~~

~~The Board will ensure that the scheduling and procedures for the evaluation are mutually agreed upon between the Superintendent/CEO and the Board.~~

~~The Board shall meet with the Superintendent/CEO, share the outcomes of evaluation, and provide the Superintendent/CEO with an opportunity to respond. As the Superintendent/CEO is employed by the Board of Education, all procedures outcomes related to the evaluation of the Superintendent of Schools/CEO must be undertaken by the Board as a corporate body.~~

~~The Superintendent/CEO shall be provided with a copy of the evaluation report.~~

~~The Board Chair and the Superintendent/CEO will sign the final report. The Superintendent's/CEO's signature on the document will indicate that the report has been received. The Superintendent/CEO may provide a commentary on the report which, if provided, will be appended to the report. A copy of the report will be given to the Superintendent/CEO and the original, with appendix (if any), shall be retained in the Superintendent's/CEO's personnel file. No other copies shall be maintained.~~

~~The Board, in consultation with the Superintendent/CEO, may make adjustments to the criteria, process and frequency of the evaluation, as it deems appropriate.~~

~~The Board of Education will ensure the evaluation is conducted with the confidentiality required in relation to a personnel process.~~

~~6. The~~

~~7. Superintendent/CEO shall also be provided with a copy of the evaluation report.~~

~~10. The Board Chair and the Superintendent/CEO will sign the final report. The Superintendent's/CEO's signature on the document will indicate that the report has been received. The Superintendent/CEO may provide a~~





~~commentary on the report which, if provided, will be appended to the report. A copy of the report will be given to the Superintendent/CEO and the original, with appendix (if any), shall be retained in the Superintendent's/CEO's personnel file.~~

~~The Board, in consultation with the Superintendent/CEO, may make adjustments to the criteria, process and frequency of the evaluation, as it deems appropriate.~~

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Appendix A: Superintendent Performance Assessment Guide

1. Student Welfare

Role Expectations:

RE 1.1 Establish a safe caring and orderly learning environment that supports the general well-being of all students.

RE 1.2 Ensure the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation authorized by the School District.

RE 1.3 Ensure facilities adequately accommodate students.

Quality Indicators relative to Student Welfare:

QI 1.1 Develops measurements and monitors progress relative to providing a safe and caring environment.

QI 1.2 Provides an annual student well-being accountability report.

2. Student Learning

Role Expectations:

RE 2.1 Provide leadership in all matters relating to the operation of the District.

RE 2.2 Ensure students have the opportunity to meet the standards of education as set out by the Ministry of Education and Child Care.

RE 2.3 Implement policies/directions established by the Ministry of Education and Child Care and make the Board aware of pertinent legislative changes.

RE 2.4 Engage in professional development activities to ensure the excellence, efficacy, and relevance of current educational practice.

Quality Indicators relative to Student Learning:

QI 2.1 Annually conducts an analysis of student success and ensures school principals develop action plans to address concerns.

QI 2.2 Identifies trends and issues related to student achievement to inform the strategic planning process, including the implementation of innovative means to improve measurable student achievement.

QI 2.3 There is measurable improved student achievement over time.

4.3. Fiscal Responsibility

Role Expectations:

RE 3.1 Ensure that the fiscal management by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board.

RE 3.2 Ensure the district operates in a fiscally and ethically responsible





manner, including adherence to generally accepted accounting principles.

RE 3.3 Ensure financial resources are expended in accordance with the annual budget approved by the Board, except in the event of an emergency.

RE 3.4 Provide the Board with a recommended annual operating and capital budget along with periodic statements of revenue and expenditure.

RE 3.5 Ensure that procurement procedures in place are in compliance with public sector standards, and that they will minimize cost, consider local businesses and vendors and obtain competitive and fair prices and quality.

RE 3.6 Ensure that insurance coverage is in place to adequately protect assets, indemnify liabilities and provide for reasonable risk management.

RE 3.7 Ensure budget consultations adequately engage the community, Indigenous communities, and stakeholders.

Quality Indicators relative to Fiscal Responsibility:

QI 3.1 Ensures accepted (PSAB) accounting principles are being followed.

QI 3.2 Ensures all deficiencies identified in the previous audit report and management letter have been remediated to the satisfaction of the auditor.

QI 3.3 Ensures adequate internal financial controls exist and are being followed.

QI 3.4 Ensures all collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made.

QI 3.5 Ensures an internal audit process is developed and implemented in regard to school based funds and an annual report provided to the Board.

QI 3.6 Provides the Board with quarterly financial accountability reports.

QI 3.7 Ensures the Board is informed immediately regarding pending litigation.

4. Human Resource Management

Role Expectations:

RE 4.1 Have overall authority and responsibility for all personnel-related matters, except the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.

RE 4.2 Promote a high standard of collaborative professional leadership, effective and respectful human relationships, in an environment of respect, opportunity and innovation throughout the district.

RE 4.3 Ensure a performance management system for the evaluation and improvement of all staff is in place.

Quality Indicators relative to Human Resource Management:

QI 4.1 Develops and effectively implements quality recruitment, orientation,





staff development, disciplinary, evaluation and supervisory processes.

QI 4.2 Models commitment to personal and professional growth.

QI 4.3 Fosters high standards of instruction and professional improvement

QI 4.4 Provides for training of administrators and the development of leadership capacity within the District.

5. Policy/Administrative Procedures

Role Expectations:

RE 5.1 Provide leadership and assistance in the planning, development, implementation and evaluation of Board policies and administrative procedures.

RE 5.2 Inform the Board of Education of changes to administrative procedures and seek approval of any changes made to administrative procedures associated with Board policy.

Quality Indicators relative to Policy/Administrative Procedures:

QI 5.1 Appropriately involves individuals and groups in the administrative procedures development process.

QI 5.2 Ensures system adherence to policies and administrative procedures.

QI 5.3 Demonstrates a knowledge of and respect for the role of the Board in policy processes.

6. Superintendent/Board Relations

Role Expectations:

RE 6.1 Establish and maintain a positive and impartial, professional working relationship with the Board.

RE 6.2 Respect and honour the Board's rights, roles and responsibilities, and facilitate the implementation of that role as defined in Board policy.

RE 6.3 Keep the board informed and updated through educational and financial information reports, meetings and other forms of communication.

RE 6.4 Consult with the Board to develop and implement the District's orientation program for newly elected trustees.

Quality Indicators relative to Superintendent/Board Relations:

QI 6.1 Implements Board decisions with integrity in a timely fashion.

QI 6.2 Interacts with the Board in an open, honest, proactive and professional manner.

QI 6.3 Provides the Board with balanced, sufficient, concise information and clear recommendations.

QI 6.4 Ensures Board agendas are prepared and distributed to trustees in sufficient time to allow for appropriate trustee preparation for the meeting.

QI 6.5 Keeps the Board informed on sensitive issues in a timely manner.





QI 6.6 Ensures high-quality management services are provided to the Board.

-
7. Strategic Planning and Reporting

Role Expectations:

RE 7.1 Lead the District Performance Planning and Strategic Planning process and implement the plan as approved.

RE 7.2 Involve the Board appropriately in this process, including determining the process and timelines, Board identification of priorities, provision for Board input early in the process and final Board approval.

RE 7.3 Report regularly on results achieved.

Quality Indicators relative to Strategic Planning and Reporting:

QI 7.1 Ensures key results identified by the Board are achieved.

QI 7.2 Ensures the strategic planning process involves opportunity for stakeholder input.

QI 7.3 Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.

-
8. Organizational Management

Role Expectations:

RE 8.1 Demonstrate effective organizational skills resulting in District compliance with all legal, Ministerial and Board mandates and timelines.

RE 8.2 Report to the Minister of Education with respect to matters identified in and required by the School Act.

RE 8.3 Define processes for gathering, analyzing and using data for decision making.

Quality Indicators relative to Organizational Management:

QI 8.1 Ensures District compliance with all BC Ministry of Education and Child Care and Board mandates (timelines and quality).

-
2-9. Communications and Community Relations

Role Expectations:

RE 9.1 Ensure open, transparent, positive external and internal communications are developed and maintained.

RE 9.2 Develop and maintain positive and effective relations with provincial and regional government departments and agencies.

RE 9.3 Support the Board with appropriate communications.

Quality Indicators relative to Communications and Community Relations:

QI 9.1 Manages conflict effectively.

QI 9.2 Ensures information is disseminated to inform appropriate publics.





[QI 9.3 Works cooperatively with the media to represent the Board's views/positions.](#)

[QI 9.4 Promotes positive public engagement in the District](#)

[QI 9.5 Represents the District in a positive, professional manner.](#)

-

[10. Leadership Practices](#)

[Role Expectations:](#)

[RE 10.1 Practice leadership in a manner that is viewed positively and has the support of those with whom he works most directly in carrying out the directives of the Board and the Minister.](#)

[RE 10.2 Model appropriate values, ethics and moral leadership.](#)

[Quality Indicators relative to Leadership Practices:](#)

[QI 10.1 Provides clear direction.](#)

[QI 10.2 Provides effective educational leadership.](#)

[QI 10.3 Establishes and maintains positive, professional working relationships with staff.](#)

[QI 10.4 Unites people toward common goals.](#)

[QI 10.5 I trust the Superintendent.](#)

[QI 10.6 Empowers others.](#)

[QI 10.7 Effectively solves problems.](#)

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[Appendix B: Example Interview Guide](#)

[Superintendent Leadership Practices](#)

[Perceptions of selected Principals, all Superintendent "Direct Reports"](#)

- [1. What evidence can you cite to support or refute the following:](#)
 - [1.1 The Superintendent provides clear direction?](#)
 - [1.2 The Superintendent provides effective educational leadership?](#)
 - [1.3 The Superintendent establishes and maintains positive, professional working relationships with staff?](#)
 - [1.4 The Superintendent unites people toward common goals.](#)
 - [1.5 I trust the Superintendent?](#)
 - [1.6 The Superintendent empowers others?](#)
 - [1.7 The Superintendent effectively solves problems?](#)
- [2. What does the Superintendent do, if anything, that helps you do your job effectively?](#)
- [3. What does the Superintendent do, if anything, that makes doing your job more difficult to do effectively?](#)



DRAFT POLICY 116: Superintendent of Schools/CEO Evaluation

The Superintendent/CEO and the Board of Education recognize the need to evaluate the Superintendent's/CEO's performance. The Board is committed to accountability, professional growth, and strengthening the relationship between the Board and the Superintendent/CEO; evaluation will be undertaken to accomplish these commitments.

Evaluations

The aim of professional growth plans and evaluations is to provide clear expectations, regular feedback, and meaningful learning opportunities to grow the Superintendent's capacity to ultimately support student success. The process is guided by the following principles:

- a. We value and acknowledge what is accomplished (strategic goals) and how it is accomplished (through leadership competencies).
- b. Evaluations acknowledge strengths and opportunities for growth.
- c. A fair and consistent process contributes to a positive learning environment.

Process

1. Appendices A and B. An anonymous leadership survey (example Appendix B or a relevant survey to the group being interviewed) will be conducted during the month of January and concluded by February 15 or on a mutually agreeable date in the year prior to the year of renewal of the Superintendent's contract, which is every five years. Planning for this will occur in the spring prior to the Superintendent's evaluation. This will be reflected in the Board's work plan.
2. The Board of Education will ensure the evaluation is conducted with the confidentiality required in relation to a personnel process.
3. The Chair will appoint two trustees who will, together with the Superintendent, seek consultation relative to the evaluation process, including but not limited to,





identifying the possible recipients of the survey tool and staff who may be interviewed and for recommending an external consultant.

4. The Board will approve the external consultant from a list of evaluators provided by the BCSTA requested by the Board Chair and review the evaluation process.
5. The Board, in consultation with the Superintendent/CEO, may make adjustments to the criteria, process and frequency of the evaluation, as it deems appropriate.
6. Upon approval of the Board, the external consultant will be engaged and will be responsible for completing the final report. The evaluator will proceed with the evaluation process using this policy.
7. The evaluation will include the following people that have a recent working relationship with the Superintendent:
 - Trustees
 - DPAC Executive Representative
 - Senior Leadership Team Members (Directors, Secretary-Treasurer, Assistant Superintendent, Superintendent)
 - Other positions that report directly to the Superintendent
 - Selected Principals
 - IEC Representative
 - CUPE Representative
 - KLTF Representative
 - KLPVPA Representative
8. The external consultant will conduct interviews with (a) representative(s) identified above.
9. The interview questions will align to Roles and Responsibilities of the Superintendent and the goals of the Strategic Plan.
10. The external consultant will gather all information, analyze and prepare a written evaluation report.





11. The Board shall meet with the Superintendent/CEO, share the outcomes of evaluation, and provide the Superintendent/CEO with an opportunity to respond.
12. The Superintendent/CEO shall be provided with a copy of the evaluation report. The Board Chair and the Superintendent/CEO will sign the final report. The Superintendent's/CEO's signature on the document will indicate that the report has been received. The Superintendent/CEO may provide a commentary on the report which, if provided, will be appended to the report. A copy of the report will be given to the Superintendent/CEO and the original, with appendix (if any), shall be retained in the Superintendent's/CEO's personnel file. No other copies shall be maintained.
Based on the Policy 115: Roles and Responsibilities of the Superintendent, goals of the strategic plan and suggestions provided in the evaluation report, the Superintendent will create a growth plan that will be reviewed with the Board annually in November. Prior to the first evaluation concluded, the Superintendent will create a draft growth plan

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Appendix A: Superintendent Performance Assessment Guide

1. Student Welfare

Role Expectations:

RE 1.1 Establish a safe caring and orderly learning environment that supports the general well-being of all students.

RE 1.2 Ensure the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation authorized by the School District.

RE 1.3 Ensure facilities adequately accommodate students.

Quality Indicators relative to Student Welfare:

QI 1.1 Develops measurements and monitors progress relative to providing a safe and caring environment.

QI 1.2 Provides an annual student well-being accountability report.

2. Student Learning

Role Expectations:

RE 2.1 Provide leadership in all matters relating to the operation of the District.

RE 2.2 Ensure students have the opportunity to meet the standards of education as set out by the Ministry of Education and Child Care.

RE 2.3 Implement policies/directions established by the Ministry of Education and Child Care and make the Board aware of pertinent legislative changes.

RE 2.4 Engage in professional development activities to ensure the excellence, efficacy, and relevance of current educational practice.

Quality Indicators relative to Student Learning:

QI 2.1 Annually conducts an analysis of student success and ensures school principals develop action plans to address concerns.

QI 2.2 Identifies trends and issues related to student achievement to inform the strategic planning process, including the implementation of innovative means to improve measurable student achievement.

QI 2.3 There is measurable improved student achievement over time.

3. Fiscal Responsibility

Role Expectations:

RE 3.1 Ensure that the fiscal management by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board.

RE 3.2 Ensure the district operates in a fiscally and ethically responsible





manner, including adherence to generally accepted accounting principles.
RE 3.3 Ensure financial resources are expended in accordance with the annual budget approved by the Board, except in the event of an emergency.
RE 3.4 Provide the Board with a recommended annual operating and capital budget along with periodic statements of revenue and expenditure.
RE 3.5 Ensure that procurement procedures in place are in compliance with public sector standards, and that they will minimize cost, consider local businesses and vendors and obtain competitive and fair prices and quality.
RE 3.6 Ensure that insurance coverage is in place to adequately protect assets, indemnify liabilities and provide for reasonable risk management.
RE 3.7 Ensure budget consultations adequately engage the community, Indigenous communities, and stakeholders.

Quality Indicators relative to Fiscal Responsibility:

QI 3.1 Ensures accepted (PSAB) accounting principles are being followed.
QI 3.2 Ensures all deficiencies identified in the previous audit report and management letter have been remediated to the satisfaction of the auditor.
QI 3.3 Ensures adequate internal financial controls exist and are being followed.
QI 3.4 Ensures all collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made.
QI 3.5 Ensures an internal audit process is developed and implemented in regard to school based funds and an annual report provided to the Board.
QI 3.6 Provides the Board with quarterly financial accountability reports.
QI 3.7 Ensures the Board is informed immediately regarding pending litigation.

4. Human Resource Management

Role Expectations:

RE 4.1 Have overall authority and responsibility for all personnel-related matters, except the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
RE 4.2 Promote a high standard of collaborative professional leadership, effective and respectful human relationships, in an environment of respect, opportunity and innovation throughout the district.
RE 4.3 Ensure a performance management system for the evaluation and improvement of all staff is in place.

Quality Indicators relative to Human Resource Management:

QI 4.1 Develops and effectively implements quality recruitment, orientation,





staff development, disciplinary, evaluation and supervisory processes.
QI 4.2 Models commitment to personal and professional growth.
QI 4.3 Fosters high standards of instruction and professional improvement
QI 4.4 Provides for training of administrators and the development of leadership capacity within the District.

5. Policy/Administrative Procedures

Role Expectations:

RE 5.1 Provide leadership and assistance in the planning, development, implementation and evaluation of Board policies and administrative procedures.

RE 5.2 Inform the Board of Education of changes to administrative procedures and seek approval of any changes made to administrative procedures associated with Board policy.

Quality Indicators relative to Policy/Administrative Procedures:

QI 5.1 Appropriately involves individuals and groups in the administrative procedures development process.

QI 5.2 Ensures system adherence to policies and administrative procedures.

QI 5.3 Demonstrates a knowledge of and respect for the role of the Board in policy processes.

6. Superintendent/Board Relations

Role Expectations:

RE 6.1 Establish and maintain a positive and impartial, professional working relationship with the Board.

RE 6.2 Respect and honour the Board's rights, roles and responsibilities, and facilitate the implementation of that role as defined in Board policy.

RE 6.3 Keep the board informed and updated through educational and financial information reports, meetings and other forms of communication.

RE 6.4 Consult with the Board to develop and implement the District's orientation program for newly elected trustees.

Quality Indicators relative to Superintendent/Board Relations:

QI 6.1 Implements Board decisions with integrity in a timely fashion.

QI 6.2 Interacts with the Board in an open, honest, proactive and professional manner.

QI 6.3 Provides the Board with balanced, sufficient, concise information and clear recommendations.

QI 6.4 Ensures Board agendas are prepared and distributed to trustees in sufficient time to allow for appropriate trustee preparation for the meeting.

QI 6.5 Keeps the Board informed on sensitive issues in a timely manner.





QI 6.6 Ensures high-quality management services are provided to the Board.

7. Strategic Planning and Reporting

Role Expectations:

RE 7.1 Lead the District Performance Planning and Strategic Planning process and implement the plan as approved.

RE 7.2 Involve the Board appropriately in this process, including determining the process and timelines, Board identification of priorities, provision for Board input early in the process and final Board approval.

RE 7.3 Report regularly on results achieved.

Quality Indicators relative to Strategic Planning and Reporting:

QI 7.1 Ensures key results identified by the Board are achieved.

QI 7.2 Ensures the strategic planning process involves opportunity for stakeholder input.

QI 7.3 Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.

8. Organizational Management

Role Expectations:

RE 8.1 Demonstrate effective organizational skills resulting in District compliance with all legal, Ministerial and Board mandates and timelines.

RE 8.2 Report to the Minister of Education with respect to matters identified in and required by the School Act.

RE 8.3 Define processes for gathering, analyzing and using data for decision making.

Quality Indicators relative to Organizational Management:

QI 8.1 Ensures District compliance with all BC Ministry of Education and Child Care and Board mandates (timelines and quality).

9. Communications and Community Relations

Role Expectations:

RE 9.1 Ensure open, transparent, positive external and internal communications are developed and maintained.

RE 9.2 Develop and maintain positive and effective relations with provincial and regional government departments and agencies.

RE 9.3 Support the Board with appropriate communications.

Quality Indicators relative to Communications and Community Relations:

QI 9.1 Manages conflict effectively.

QI 9.2 Ensures information is disseminated to inform appropriate publics.





QI 9.3 Works cooperatively with the media to represent the Board’s views/positions.

QI 9.4 Promotes positive public engagement in the District

QI 9.5 Represents the District in a positive, professional manner.

10. Leadership Practices

Role Expectations:

RE 10.1 Practice leadership in a manner that is viewed positively and has the support of those with whom he works most directly in carrying out the directives of the Board and the Minister.

RE 10.2 Model appropriate values, ethics and moral leadership.

Quality Indicators relative to Leadership Practices:

QI 10.1 Provides clear direction.

QI 10.2 Provides effective educational leadership.

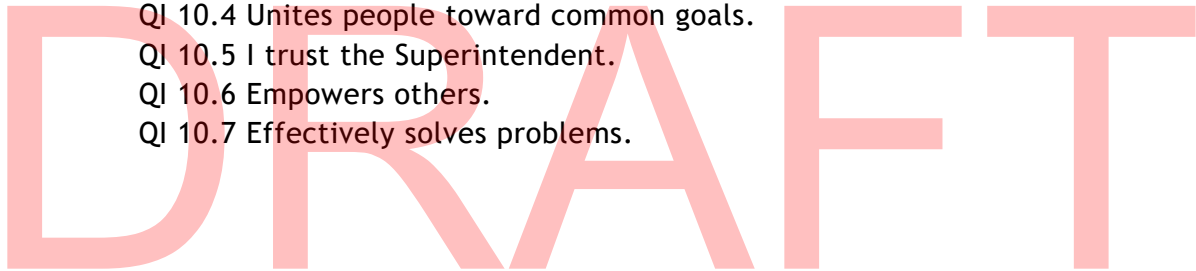
QI 10.3 Establishes and maintains positive, professional working relationships with staff.

QI 10.4 Unites people toward common goals.

QI 10.5 I trust the Superintendent.

QI 10.6 Empowers others.

QI 10.7 Effectively solves problems.



Appendix B: Example Interview Guide

Superintendent Leadership Practices

Perceptions of selected Principals, all Superintendent “Direct Reports”

1. What evidence can you cite to support or refute the following:
 - 1.1 The Superintendent provides clear direction?
 - 1.2 The Superintendent provides effective educational leadership?
 - 1.3 The Superintendent establishes and maintains positive, professional working relationships with staff?
 - 1.4 The Superintendent unites people toward common goals.
 - 1.5 I trust the Superintendent?
 - 1.6 The Superintendent empowers others?
 - 1.7 The Superintendent effectively solves problems?
2. What does the Superintendent do, if anything, that helps you do your job effectively?
3. What does the Superintendent do, if anything, that makes doing your job more difficult to do effectively?



Policy 129: Conflict of Interest and Trustee Recusal

This regulation is intended to guide trustees in identifying, declaring, and managing conflicts of interest through appropriate recusal practices in accordance with the School Act (Sections 55-64) and the conflict of interest guidance issued by BCPSEA. The ethical obligation to act in the public interest and not for personal gain is fundamental to effective governance.

A trustee is expected, and always required, to act in the best interest of the District, without regard to their personal interest. Trustees have an obligation to avoid conflicts of interest, to enable them to remain in a position to provide an unbiased and objective consideration of matters that come before the Board. A trustee must never use their position for personal benefit. Trustees are expected to understand and act consistently with both the legal and ethical standards that govern their role.

Conflicts of interest can arise in a variety of ways, including: a direct or indirect pecuniary conflict of interest, a conflict of interest arising by virtue of predetermination of a matter coming before the Board, and conflicts of interest arising because of a personal interest resulting from circumstances or relationships of individual trustees. A pecuniary interest is an interest in a matter that could monetarily affect the trustee and includes an indirect pecuniary interest referred to in the School Act.

Trustees are responsible to make themselves aware of the requirements of the School Act that relate to direct and indirect pecuniary interests. Should a trustee knowingly contravene the requirements of the School Act, the courts may declare the trustee's office vacant and require financial restitution.

A conflict of interest by reason of predetermination arises where the decision-maker has a "closed mind" and is unable to come to an issue willing to be influenced by facts or logic to make a decision. A predetermination conflict usually arises because of something that has been previously said or done. In accordance with common law, a trustee is not qualified to vote on a matter in which they have a personal interest that could lead an informed person to think that the trustee's judgment could be influenced by that interest leading to a reasonable apprehension of bias.

1. Recusal and Ethical Duty

- 1.1. A trustee must act solely in the best interests of the School District and the public. A conflict of interest arises when a trustee's personal interest (including the interests of a spouse, parent, or child) could influence or appear to influence their judgment in the performance of Board duties. In such cases, trustees are legally and

Related Legislation: School Act, R.S.B.C. 1996, c. 412, Sections 55-64;
BCPSEA Trustee Conflict of Interest Guidelines;
SD8 Policy 130: Trustee Code of Conduct.
Related Contract Article: Nil
Adopted: DATE
Amended: Nil



ethically obligated to recuse themselves from discussion, deliberation, or decision-making on the matter.

2. When Recusal is Required

2.1. A trustee must recuse themselves from any meeting, discussion, or decision in which they have a pecuniary interest. Pecuniary interest is defined in the School Act and includes both direct and indirect financial interests that affect the trustee or their immediate family. In addition, trustees must recuse themselves in any instance where a well-informed observer could reasonably perceive a conflict of interest, even if there is no direct financial gain.

Examples include:

- The trustee or a close family member may benefit from a contract or decision.
- The trustee holds an official position in a union that is party to collective bargaining with the District.
- The trustee has dual loyalties that could compromise objectivity, for example a Trustee also holds a contract or position in an organization where a decision is being made.

2.2. It is the individual trustee's responsibility to recognize and declare any conflict. The Board as a whole also shares accountability for ensuring conflicts are properly identified and managed. The Board will adopt a formal motion to recuse a Trustee, if deemed necessary.

3. Recusal Procedure

3.1. When a conflict of interest is identified:

3.1.1. The trustee, with sufficient information, must declare the conflict at the earliest opportunity, before discussion begins or as soon as it becomes apparent. The general nature of the conflict should be stated and recorded in the meeting minutes.

3.1.2. The trustee must be excluded from any meeting, both formal and informal, and for any portion of a meeting where matters related to the conflict of interest is discussed. The trustee with an identified conflict of interest in a matter may not receive any materials or information provided to the Board of Education, in the Board package or otherwise, pertaining to matters involving or affecting the conflict of interest.



3.1.2.3.1.3. The trustee must leave the meeting room (or virtual meeting space) for the duration of discussion and voting on the item. In a closed meeting (in camera setting), the School Act requires the trustee to be absent.

3.1.3.3.1.4. The trustee must not attempt to influence discussion or decision-making before, during, or after the meeting.

3.1.4.3.1.5. The return of the trustee following the conclusion of the conflicted item must be recorded in the minutes.

4. Recusal versus Abstention

4.1. Recusal means fully removing oneself from participating in a matter where a conflict exists. This includes leaving the meeting room (or virtual meeting space), abstaining from voting, and avoiding influence. Abstention, by contrast, is limited to refraining from voting and is not sufficient where a conflict of interest exists. If a conflict is present or reasonably perceived, full recusal is required.

5. Exceptions

5.1. Under Sections 55-64 of the School Act, the following exceptions apply:

5.1.1. A trustee's interest is one shared in common with the electors generally.

5.1.2. The matter concerns standard trustee remuneration, indemnity, or benefits.

5.1.3. The trustee is a member of a co-operative or credit union with general dealings with the District.

5.1.4. The interest is so remote or insignificant that it cannot reasonably be seen to influence the trustee.

5.1.5. In all other cases, trustees must err on the side of caution and recuse themselves.

6. Consequences of Failing to Recuse

6.1. Failure to recuse may result in:

6.1.1. A public challenge and court application under Section 62 of the School Act.

Related Legislation: School Act, R.S.B.C. 1996, c. 412, Sections 55-64;
BCPSEA Trustee Conflict of Interest Guidelines;
SD8 Policy 130: Trustee Code of Conduct.
Related Contract Article: Nil
Adopted: DATE
Amended: Nil



- 6.1.2. The trustee's disqualification and loss of seat.
- 6.1.3. Restitution of any personal benefit received.
- 6.1.4. Voiding of Board decisions influenced by the conflict.
- 6.1.5. Violation of recusal obligations also breaches the Board's Code of Conduct and may result in reputational damage and loss of public trust.

7. Documentation and Transparency

7.1. All recusals must be documented. Meeting minutes shall note:

7.1.1. The declaration of the conflict.

7.1.2. The trustee's absence from the discussion and vote.

7.1.3. The trustee's return.

7.2. For closed (in camera) items, the Secretary-Treasurer is responsible for accurate recordkeeping and will note this conflict at the next public meeting and in public Board meeting minutes without disclosing sensitive details.



POLICY 490: Permanent School Building Closure

As per Ministerial Order M194/08 under authority of School Act, section 73 and 168 (2)(p), tThe Board may decide to permanently close a school building, following a school closure public consultation process, and must provide written notification to the Minister of Education and Child Care. This policy does not consider school programs held outside of school buildings.

At times, the Board may consider permanent closure of schools.

The Board of Education of School District No. 8 (Kootenay Lake) believes that consultation with staff, parents and the public is essential when considering decisions that involve closing schools. Such considerations will be subject to the Administrative Procedures associated with this policy. The Board of Education of School District No. 8 (Kootenay Lake) believes that consultation with staff, parents and the public is essential prior to the Board making its final decision with respect to the closure of that school and follows the SD8 public Engagement Framework.

School closure is defined as the school building not being used for educational programs for students permanently. Schools will only be considered for closure if enrolment projections do not forecast the reopening of the school in the future.

Permanent closure means that for a period of more than twelve (12) months the building will not be used to provide educational programs to students, except where the Board intends to reopen the school following renovations or repairs.

Efforts will be made to ensure that all persons in the community who could be affected by a school closure are given an adequate opportunity to comment on the proposal before a final decision is made.

Schools will not be considered for closure if enrolment projections forecast the reopening of the school in the near future.

The final decision regarding closure of a school or schools shall be made before April 30 to give sufficient notice to account for impacts to families to facilitate the closure and staff to facilitate operational requirements of the closure.

Definitions

Permanent School Closure: The closing of a school used for the purpose of providing an educational program to students for a period exceeding 12 months.

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 73\(1\)\]](#)

Related Contract Article: Nil

Adopted: April 22, 2003

Amended: February 17, 2004 - Amended: December 11, 2018 - Amended: June 9, 2020 - May 24, 2022

Procedures

1. The Superintendent will provide the Board with information about a potential permanent school closure in a closed meeting of the Board.
Following determination of the Board, the Superintendent may recommend to the Board at a public meeting consideration of school(s) for permanent closure. Any such recommendation will also be communicated to the affected school communities.

The Superintendent, in making a recommendation for consideration for closure may assess factors such as (some of which may not be applicable to a specific closure consideration):

1.1 Program offerings.

1.2 Space available in nearby schools.

1.3 Distances between schools.

1.4 Traffic and travel patterns and safety of access for students being relocated.

1.5 Current and projected enrolment levels.

1.6 Class size.

1.7 Funding formula considerations.

1.8 Age of the building, physical plant maintenance and operating costs of the facility, including the need for seismic upgrades.

1.9 Potential re-uses of school facilities and sites.

1.10 Other factors that may be applicable in the circumstances.

2. The Board will consider the information provided by the Superintendent and either:

2.1 Conclude that no action or further study is required, or

2.2 Initiate a public consultation process by passing a motion at a public meeting of the Board.

3. The Superintendent will notify the Principal(s) and the Parent Advisory Council(s) in writing that the school has been identified for possible closure. The Board will notify the school community,

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 73\(1\)\]](#)

Related Contract Article: Nil

Adopted: April 22, 2003

Amended: February 17, 2004 - Amended: December 11, 2018 - Amended: June 9, 2020 - May 24, 2022

including employees, and the public about the school closure public consultation process through various means including parent newsletters and information posted on the district website.

4. The Board shall allow a period of at least sixty (60) days for the public consultation process to take place.

5. The Board shall take the following steps to ensure that public consultation will take place:

5.1 Make available, in writing, the rationale for the proposed school closure considered by the Board, including, but not limited to information with respect to the following factors:

5.1.1 The number of students who would be affected, at both the school to be closed and surrounding schools.

5.1.2 Enrolment trends and utilization for the school and surrounding area.

5.1.3 Availability of space at receiving schools.

5.1.4 Proximity to possible receiving schools and the routes to schools.

5.1.5 Financial considerations including anticipated cost savings.

5.1.6 Facility age and condition.

5.1.7 District Choice and Special Programs offered at the school.

5.1.8 Impacts on surrounding schools.

5.1.9 Impacts on community users, including third-party operators/child care providers, operating in the schools offered at the school.

6. Once a permanent school closure public consultation process has been initiated, at least one (1) public consultation meeting will be held to discuss the proposed closure in the catchment area/community [communities] where the school is located.

7. The time and location of the permanent school closure public consultation meeting(s) shall be advertised to notify the community at least 14 days in advance. This may include signage at the school, written notification to parents/guardians of students currently attending and registered to attend the school, notices to neighbouring schools, Parent Advisory Councils, employee groups and information posted on the District website and to social media and through local

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 73\(1\)\]](#)

Related Contract Article: Nil

Adopted: April 22, 2003

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media.

8. The Board shall present the following at the beginning of the public meeting:

8.1 Rationale for the proposed closure, including, but not limited to the pertinent facts and information related to the factors identified within the policy.

8.2 The timing of the proposed closure and the implications for the placement of students.

8.3 Possible alternative community use for all or part of the school.

9. Notes will be kept of the public meeting to record concerns or options raised regarding the proposed closure. Following the public meeting(s), the Board will give consideration to all input prior to making its final decision with respect to the school closure.

9.1 The Board shall provide an opportunity for written responses to the Board regarding the proposed school closure. The Board will provide information and directions on how to submit the written responses. Written submissions will be summarized and will be acknowledged as received.

10. The final decision on a school closure will be made through the first, second, and third and final reading of a School Closure Bylaw at a public Board meeting. Following a decision to close a school, the Board will provide, without delay, written notification to the Minister of Education and Child Care of its decision containing the following information:

10.1 The school's name;

10.2 The school's facility number;

10.3 The school's address; and

10.4 The date on which the school will permanently close.

2-11. Alternate use of a closed facility will be determined by the Board after receiving a recommendation from the Superintendent.

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 73\(1\)\]](#)

Related Contract Article: Nil

Adopted: April 22, 2003

Amended: February 17, 2004 - Amended: December 11, 2018 - Amended: June 9, 2020 - May 24, 2022

POLICY 490: Permanent School Building Closure

As per Ministerial Order M194/08 under authority of School Act, section 73 and 168 (2)(p), the Board may decide to permanently close a school building, following a school closure public consultation process, and must provide written notification to the Minister of Education and Child Care. This policy does not consider school programs held outside of school buildings.

The Board of Education of School District No. 8 (Kootenay Lake) believes that consultation with staff, parents and the public is essential prior to the Board making its final decision with respect to the closure of that school and follows the SD8 public Engagement Framework.

The final decision regarding closure of a school or schools shall be made to give sufficient notice to account for impacts to families to facilitate the closure and staff to facilitate operational requirements of the closure.

Definitions

Permanent School Closure: The closing of a school used for the purpose of providing an educational program to students for a period exceeding 12 months.

Procedures

1. The Superintendent will provide the Board with information about a potential permanent school closure in a closed meeting of the Board.
Following determination of the Board, the Superintendent may recommend to the Board at a public meeting consideration of school(s) for permanent closure. Any such recommendation will also be communicated to the affected school communities.

The Superintendent, in making a recommendation for consideration for closure may assess factors such as (some of which may not be applicable to a specific closure consideration):

- 1.1 Program offerings.
- 1.2 Space available in nearby schools.
- 1.3 Distances between schools.
- 1.4 Traffic and travel patterns and safety of access for students being relocated.

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 73\(1\)\]](#)

Related Contract Article: Nil

Adopted: April 22, 2003

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- 1.5 Current and projected enrolment levels.
 - 1.6 Class size.
 - 1.7 Funding formula considerations.
 - 1.8 Age of the building, physical plant maintenance and operating costs of the facility, including the need for seismic upgrades.
 - 1.9 Potential re-uses of school facilities and sites.
 - 1.10 Other factors that may be applicable in the circumstances.
2. The Board will consider the information provided by the Superintendent and either:
 - 2.1 Conclude that no action or further study is required, or
 - 2.2 Initiate a public consultation process by passing a motion at a public meeting of the Board.
 3. The Superintendent will notify the Principal(s) and the Parent Advisory Council(s) in writing that the school has been identified for possible closure. The Board will notify the school community, including employees, and the public about the school closure public consultation process through various means including parent newsletters and information posted on the district website.
 4. The Board shall allow a period of at least sixty (60) days for the public consultation process to take place.
 5. The Board shall take the following steps to ensure that public consultation will take place:
 - 5.1 Make available, in writing, the rationale for the proposed school closure considered by the Board, including, but not limited to information with respect to the following factors:
 - 5.1.1 The number of students who would be affected, at both the school to be closed and surrounding schools.
 - 5.1.2 Enrolment trends and utilization for the school and surrounding area.
 - 5.1.3 Availability of space at receiving schools.

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 73\(1\)\]](#)

Related Contract Article: Nil

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- 5.1.4 Proximity to possible receiving schools and the routes to schools.
 - 5.1.5 Financial considerations including anticipated cost savings.
 - 5.1.6 Facility age and condition.
 - 5.1.7 District Choice and Special Programs offered at the school.
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 - 5.1.9 Impacts on community users, including third-party operators/child care providers, operating in the schools offered at the school.
6. Once a permanent school closure public consultation process has been initiated, at least one (1) public consultation meeting will be held to discuss the proposed closure in the catchment area/community [communities] where the school is located.
 7. The time and location of the permanent school closure public consultation meeting(s) shall be advertised to notify the community at least 14 days in advance. This may include signage at the school, written notification to parents/guardians of students currently attending and registered to attend the school, notices to neighbouring schools, Parent Advisory Councils, employee groups and information posted on the [District website](#) and to social media and through local media.
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10.1 The school's name;

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11. Alternate use of a closed facility will be determined by the Board after receiving a recommendation from the Superintendent.

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Related Contract Article: Nil

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