

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

TUESDAY, JUNE 9, 2026

5:00 PM – 7:00 PM

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

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

1. Call to Order

2. Acknowledgement of Aboriginal Territory

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

3. Changes to the Proposed Agenda

4. Consent Package Questions (p. 4)

App. 4

5. Adoption of Agenda

Proposed Resolution:

THAT the Agenda for this June 9, 2026 meeting **BE ADOPTED**, as circulated.

6. Receiving Public Presentations – Nil

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

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

8. Adoption of Minutes (p. 13)

App. 8

Proposed Resolution:

THAT the minutes from the May 12, 2026 Meeting of the Board Held in Public **BE ADOPTED**, as circulated.

9. Future and Action Item Tracking (p. 19)

App. 9

10. Education – Reports from the Superintendent

A. Enhancing Student Learning Report and School Learning Plans 2026 (p. 19)

App. 10A

Proposed Resolution:

THAT the 2025-2026 Enhancing Student Learning Report and School Learning Plans be **APPROVED**.



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

- A. Climate Action and Sustainability Annual Report (p. 122) App. 11A
- B. Quarterly Capital Update (p. 100) App. 11B
- C. Long-Range Facilities Plan Update 2026 (p. 116) App. 11C
- D. Video Surveillance (p. 99) App. 11D

12. Governance and Policy

- A. Public Interest Disclosure Act (PIDA) June 2026 Report (p. 150) App. 12A
- B. Approve Policy 171: Sexual Orientation Gender Identity (p.) App. 12B

Revisions reflect current language and legislation

Proposed Resolution:

THAT policy 171 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 September 8, 2026.

17. Adjournment



SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)
CONSENT PACKAGE – PUBLIC MEETING
JUNE 9, 2026

ITEM

The following Consent items are routine items received for information.

1. Board Correspondence Package p. 4
2. [Superintendent's Report June 2026](#)
3. Monthly Financial Report – for period ended April 30, 2026 p. 5
4. Transactions over 50k – for period ended April 30, 2026 p. 9
5. List of Trustee Recusals p. 11
6. [Indigenous Education Council \(IEC\) Meeting Minutes](#)
7. New or significantly revised Administrative Procedures – Nil



SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)
BOARD CORRESPONDENCE PACKAGE
JUNE 9, 2026

ITEM	DATE
1. Nil	



Monthly Financial Report

For the period ended April 30, 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 ten months of actual District operations and eight months of School operations.
- Principals, Vice-Principals and Teacher Salaries are trending as expected based on the budgeted amounts. Educational Assistants and Support Staff are trending below budget due to vacancies.
- Employee benefits are trending below budget, partly due to the lower salaries compared to 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 ten months of actual District operations and eight 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.



OPERATING EXPENDITURE REPORT

	April 2026	2025 - 2026	\$ Available	% Available	Applicable
	Actuals	Amended Budget	Budget	Budget	Months
Salaries					
Principal & Vice-Principal Salaries	3,737,807	4,490,707	752,900	17%	12
Teacher Salaries	18,209,591	22,909,014	4,699,423	21%	10
Educational Assistants	2,990,352	4,149,153	1,158,801	28%	10
Support Staff	6,262,350	7,902,265	1,639,915	21%	10/12
Other Professional Salaries	2,182,706	2,542,039	359,333	14%	12
TOCs/Relief Salaries	2,429,686	3,457,716	1,028,030	30%	10/12
Total Salaries	35,812,492	45,450,894	9,638,402	21%	
Employee Benefits	9,305,459	11,731,154	2,407,541	21%	10/12
Total Salaries and Benefits	45,117,951	57,182,048	12,045,943	21%	
Services & Supplies					
Services	1,608,894	2,282,180	673,286	30%	
Student Transportation	244,038	331,660	87,622	26%	
Professional Development & Travel	463,156	730,634	267,478	37%	
Rentals and Leases	101,215	122,644	21,429	17%	
Dues and Fees	97,168	117,588	20,420	17%	
Insurance	205,521	212,800	7,279	3%	
Supplies	2,612,357	3,751,476	1,139,119	30%	
Utilities	1,375,387	1,710,516	335,129	20%	
Total Services & Supplies	6,707,736	9,259,498	2,551,762	28%	
Total Operating Expense	51,825,687	66,441,546	14,597,705	22%	



SPECIAL PURPOSE FUND EXPENDITURE REPORT

	April 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	8,484,511	10,630,033	2,145,522	20%
Community Link	497,562	1,030,560	532,998	52%
Early Care and Learning Fund to Schools	140,000	175,000	35,000	20%
Early Years to Kindergarten	86	9,919	9,833	99%
Feeding Futures	501,733	749,715	247,982	33%
First Nation Transportation	-	30,851	30,851	100%
Learning Improvement Fund	152,774	218,308	65,534	30%
Mental Health in Schools	44,000	55,000	11,000	20%
OLEP	80,329	129,758	49,429	38%
National School Food Program	111,187	305,581	194,394	64%
Professional Learning Grant	180,139	238,867	58,728	25%
Ready Set Learn	26,216	58,056	31,840	55%
Seamless Day Kindergarten	44,427	55,400	10,973	20%
StrongStart	119,487	210,113	90,626	43%
Student & Family Affordability Fund	-	36,681	36,681	100%
Work Experience Enhancement Initiative	15,007	18,008	3,001	17%
Total MOECC Funds	10,527,098	14,081,490	3,551,391	25%
Other Provincial Special Purpose Funds				
ASSAI	25,490	53,885	28,395	53%
Health Promoting Schools	-	27,000	27,000	100%
Total MOECC Funds	25,490	80,885	55,395	68%
Other Special Purpose Funds				
School Scholarships and Bursaries	56,910	30,000	(26,910)	(90%)
School Generated Funds	1,360,937	2,015,000	654,063	32%
Donations	-	25,000	25,000	100%
Total MOECC Funds	1,417,847	2,070,000	652,153	32%
All Special Purpose Funds	11,970,435	16,232,375	4,258,939	26%



Monthly Transactions over 50K

For the period ended April 30, 2026



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

Vendor Name	Amount
BMO Mastercard	\$95,913.46
Teachers' Pension Fund	\$812,378.46
Receiver General RP0001	\$1,181,122.29
Pacific Blue Cross	\$194,366.67
Cornerstone General Contracting Ltd	\$147,464.96
FortisBC-Natural Gas	\$83,674.12
British Columbia Teacher Federation	\$67,677.63
BC Teachers Federation	\$54,597.49
Municipal Pension Fund	\$79,764.40
Receiver General RP0002	\$121,072.59
North Mountain Construction Ltd	\$255,234.49
Worksafe BC	\$325,200.70
Municipal Pension Fund	\$87,914.28
Receiver General RP0002	\$139,048.79
Pebt In Trust c/o Morneau Shepell	129,663



**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
May 15, 2026



**MEETING OF THE BOARD HELD IN PUBLIC
MINUTES
TUESDAY, MAY 12, 2026**

Board:

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

Student Trustees:

M. Andersen, LVR (*via video conference*)
L. Catherall, KRSS (*via video conference*)
L. Chevalier, MSSS (*via video conference*)
I. Hamilton, CBES (*via video conference*)
L. Kinnear, JVH (*via video conference*)

District Staff:

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

Regrets:

Nil

1. Call to Order

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

2. Acknowledgement of Aboriginal Territory

3. Changes to the Proposed Agenda – Nil

Item 10B: *AP2200: Learning Resources: Selection, Challenge and Reconsideration* was added to the agenda.

4. Consent Package Questions – Nil

5. Adoption of Agenda

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-048
THAT the Agenda for this May 12, 2026 meeting **BE ADOPTED**, as circulated.



The motion carried unanimously.

6. Receiving Public Presentations

A. Nelson and Area Active Transportation Presentation

Selena Davis

Selena Davis shared information with the Board and the public regarding the Nelson and Area Active Transportation initiative, outlining opportunities to support active transportation in Nelson and the surrounding area. She reported on the RDCK ReDi Grant objectives, implementation considerations for schools and communities, and next steps that included reapplying for the grant, implementing the plan, and pursuing a \$10,000 School Streets grant. She requested district-level support through direct connection with the Superintendent and consideration of funding to improve safety at school sites. She responded to questions from Trustees regarding staff volunteer engagement and potential expansion of the initiative to other communities.

B. Sand Ananda – Debbie Laurin

This agenda item was removed due to the absence of the presenter.

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:** 25/26-049

THAT the minutes from the April 14, 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. Career Development Continuous Learning Report 2025-2026

District Principal Malloff provided an overview of the 2025-2026 Career Development Continuous Learning Report, including student participation, graduation pathways, career education, and post-secondary transition trends across SD8. She outlined ongoing efforts to expand career exploration, dual credit and trades training opportunities, financial literacy, and supports for priority learners, and noted continued work to strengthen individualized graduation planning, regional partnerships, and experiential learning opportunities.

Trustees expressed appreciation for the initiative, and discussion addressed dual credit program participation and funding, online career learning opportunities, equity of access for students, and the use of student and provincial survey data to gather feedback on dual credit programming.

B. AP 2200: Learning Resources: Selection, Challenge and Reconsideration

One Trustee suggested a reference to the SD8 Strategic Priorities in section 2.3 of the AP.

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

A. Approve 2026-2027 Annual Budget



Secretary-Treasurer MacArthur presented the final version of the 2026-2027 draft budget in consideration of feedback received from Trustees, partners, and the public. In the development process, staffing and services and supplies are determined based on enrolment projections, student composition, and aligned to the strategic plan and reflects its strategic priorities. In compliance with the BC School Act, the Board was presented with a balanced draft budget.

Trustees expressed their gratitude for the Secretary-Treasurer’s detailed work on the budget.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-050
THAT the Board allow questions in regard to the budget at this point in time.

The motion carried unanimously.

Superintendent Smillie and Secretary-Treasurer MacArthur responded to questions and comments from the public regarding targeted Indigenous funding and supports for students and families. It was clarified that targeted Indigenous funds were tracked and used only for their intended purposes and noted that concerns brought forward would be reviewed with the Indigenous Education Council. Public comments were also received regarding staffing changes, student supports, Indigenous support teacher positions, and requests for increased consultation and transparency.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-051
THAT the Board unanimously agrees to give the Annual Budget Bylaw 2026/2027 all three readings at this meeting of May 12, 2026.

The motion carried unanimously.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-052
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.

The motion carried unanimously.

B. Approve Major Capital Plan Submission

Secretary-Treasurer MacArthur presented the draft Major 2027/28 Capital Plan as provided in the memo to expand the Salmo Secondary School to include classrooms for eight additional classrooms to accommodate Grades K-7 for the Board’s approval prior to submission to the Ministry of Education and Child Care.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-053
THAT the Board of Education conclude three readings at this meeting for the approval of the submission of the Major 2027/28 Capital Plan.

The motion carried unanimously.



UPON a motion duly made and seconded it was **RESOLVED:** 25/26-054
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.
The motion carried unanimously.

12. Governance and Policy

A. Appointment of the Chief Election Officer 2026

Superintendent Smillie reported to the Board on the appointment of the Chief Election Officer for the 2026 School Trustee Elections. She outlined the legislative responsibilities of the role, the coordination required with local governments, and key election dates for the 2026 municipal election process. She recommended that the Board appoint Secretary-Treasurer MacArthur as Chief Election Officer for the 2026 School Trustee Elections.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-055
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.
The motion carried unanimously.

B. Approve 2026-2027 Board Meeting Calendar and 2026-2027 Governance Framework and Learning Plan

Superintendent Smillie presented the 2025-2026 Board Meeting Calendar and 2026-2027 Governance Framework and Learning Plan as provided in the memo.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-056
THAT the 2026-2027 Board Meeting Calendar and 2026-2027 Governance Framework and Learning Plan **BE APPROVED**.
The motion carried unanimously.

C. Approve Policy 115: Superintendent of Schools/CEO Roles and Responsibilities

Superintendent Smillie presented revised draft Policy 115: Superintendent of Schools/CEO Roles and Responsibilities, which reflected updated language and provided further clarity.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-057
THAT policy 115 **BE APPROVED**.
The motion carried unanimously.

D. Approve Policy 116: Superintendent of Schools/CEO Evaluation

Superintendent Smillie presented revised draft Policy 116: Superintendent of Schools/CEO Evaluation, which reflected updated language and provided further clarity.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-058
THAT policy 116 **BE APPROVED**.



The motion carried unanimously.

E. Approve Policy 129: Conflict of Interest and Trustee Recusal

Superintendent Smillie presented the draft for the new Policy 129: Conflict of Interest and Trustee Recusal.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-059

THAT policy 129 **BE APPROVED.**

The motion carried unanimously.

F. Approve Policy 490: Permanent School Building Closure

Superintendent Smillie presented revised draft Policy 490: Permanent School Building Closure, which reflected updated information and provided further clarity.

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-060

THAT policy 490 **BE APPROVED.**

The motion carried unanimously.

13. Human Resources – Nil

14. Trustee Verbal Reports

A. Student Trustees

• **KRSS (Student Trustee Catherall) (via video conference)**

Student Trustee Catherall, representing Kootenay River Secondary School, reported on a busy spring term marked by strong student participation in wellness, athletics, and extracurricular activities as students completed the third quarter and received midterm report cards. She highlighted Mental Health Awareness Month initiatives, including student council engagement activities and screen-free library lunches, alongside growing involvement in esports, soccer, track and field, and the new outdoor adventures club, while also noting enthusiasm surrounding upcoming student council elections.

• **L. Chevalier, MSSS (via video conference)**

Student Trustee Chevalier, representing Mount Sentinel Secondary School, reported on recent student activities and upcoming events, including graduation fundraising initiatives such as the annual Show and Shine community event and preparations for the Academy Production and Media program's presentation of Love and Information at the Capitol Theatre. She highlighted student engagement in athletics and the arts through golf tournaments, film festival recognition for student productions, and scholarship presentations supporting post-secondary pursuits.

• **LVR (Student Trustee Andersen) (via video conference)**

Student Trustee Andersen, representing L.V. Rogers Secondary School, reported on recent student activities including the Jazz Band earning gold at the BC Interior Jazz Festival and the dance program's successful flower fundraiser in support of school initiatives. She highlighted strong student engagement in athletics, noting the rugby teams' early-season competitions and results, and also acknowledged the



upcoming departure of Vice Principal Mr. Wyllie as he transitions to a principal role at Salmo Elementary School.

- **JVH (Student Trustee Kinnear) (via video conference)**

Student Trustee Kinnear, representing J.V. Humphries School, reported on recent student leadership and extracurricular activities, including preparations by student parliament to welcome incoming Grade 7 students through planned school tours and question-and-answer sessions focused on the transition to high school. She highlighted student engagement in outdoor education and the arts, noting preparations for an upcoming canoe trip along Slocan Lake as well as strong participation in the Langham Theatre production of *Sparks in the Park*, which sold out opening night performances.

B. Trustees

- Trustee Trenaman attended the BCSTA AGM and the RDCK Rec10 adjudication.
- Trustee Shunter was looking forward to the Board meeting in Creston in June to receive the annual sustainability report and do relationship building with the IEC.

C. Chair

Chair Chew attended the technical advisory committee on the election process with Secretary-Treasurer MacArthur.

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

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

F. District Parent Advisory Committee (DPAC)

Vice Chair Bremner gave a shoutout to dedicated hard working parent volunteers engaged in DPAC work.

G. Other – Nil

15. Comments or Questions from the Public

In response to comments and questions from the public, Superintendent Smillie stated that SD8 takes Human Rights matters seriously and continues to follow legislation, curriculum, policies, and administrative procedures. Chair Chew confirmed that the Board reviews all correspondence received. Questions were also addressed regarding the process used to determine membership on the Indigenous Education Council, including reference to the legislative requirements under Bill 40, and a request was made for the Board to review and publish information related to IEC membership.

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

The meeting was adjourned at 7:53 PM.

Board Chair

Secretary-Treasurer



Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
Resolutions in Progress						
February 26, 2019	18/19-092	Properties Sell or Defer	<p>WHEREAS there are nine Board owned properties under consideration for sale in the existing 2016-2026 Facilities Plan, which the Board has previously resolved to sell;</p> <p>WHEREAS the Board is currently in the process creating a new facilities plan (the "2019-2029 Facilities Plan"), for which it is currently consulting with stakeholders and has contracted Baragar Systems to provide long-range enrolment projections and demographic analysis;</p> <p>Moved by Trustee Lang , seconded by Trustee Chew:</p> <p>NOW THEREFORE BE IT RESOLVED</p> <p>THAT in line with past Board resolutions, the following property interests be sold forthwith:</p> <ol style="list-style-type: none"> 1. Former Crawford Bay maintenance yard; 2. Retallack land; 3. Former Yahk Elementary, and; 4. Ymir Land; <p>THAT the sale of the following property interests be deferred until the Board adopts the new 2019-2029 Facilities Plan:</p> <ol style="list-style-type: none"> 1. Former Al Collinson Elementary; 2. Former Gordon Sargent Elementary; 3. Kin Park in Creston, and; 4. Salmo tennis court & pool land 	Secretary-Treasurer	As of April 2023, the following properties have not sold: - Former Crawford Bay maintenance yard; - Retallack II; - Ymir Land - Salmo Tennis Court & Pool Land	In Progress
Standing Resolutions						
Completed Resolutions						
May 12, 2026	25/26-060	Approve Policy	THAT policy 490 BE APPROVED.			Complete
May 12, 2026	25/26-059	Approve Policy	THAT policy 129 BE APPROVED.			Complete
May 12, 2026	25/26-058	Approve Policy	THAT policy 116 BE APPROVED.			Complete
May 12, 2026	25/26-057	Approve Policy	THAT policy 115 BE APPROVED.			Complete
May 12, 2026	25/26-056	Approve Board Calendar	THAT the 2026-2027 Board Meeting Calendar and 2026-2027 Governance Framework and Learning Plan BE APPROVED.			Complete
May 12, 2026	25/26-055	Appoint Chief Election Officer	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.			Complete
May 12, 2026	25/26-054	2027-2028 Major Capital Plan Submission	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.			Complete
May 12, 2026	25/26-053	Reading of Major Capital Plan Submission	THAT the Board of Education conclude three readings at this meeting for the approval of the submission of the Major 2027/28 Capital Plan.			Complete
May 12, 2026	25/26-052	2026-2027 Annual Budget Bylaw	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.			Complete
May 12, 2026	25/26-051	Reading of Annual Budget Bylaw	THAT the Board unanimously agrees to give the Annual Budget Bylaw 2026/2027 all three readings at this meeting of May 12, 2026.			Complete
May 12, 2026	25/26-050	Budget Questions	THAT the Board allow questions in regard to the budget at this point in time.			Complete
May 12, 2026	25/26-049	Adoption of Minutes	THAT the minutes from the April 14, 2026 Meeting of the Board Held in Public BE ADOPTED, as circulated.			Complete
May 12, 2026	25/26-048	Adoption of Agenda	THAT the Agenda for this May 12, 2026 meeting BE ADOPTED, as circulated.			Complete



Memorandum to the Board of Education Public

From: Trish Smillie, Superintendent

Date: June 9, 2026

Subject: 2025 - 2026 Enhancing Student Learning Report and School Learning Plans

For Approval

Introduction

This memorandum provides an overview of the 2025-2026 Enhancing Student Learning Report and School Learning Plans.

Information

The [2025-2026 Enhancing Student Learning Report](#) is SD8's public commitment to work to continuously improve learning for all students.

The [Framework for Enhancing Student Learning Policy](#) requires Boards of Education to develop a strategic plan and reporting annually on plans for improving the educational outcomes for all students and improving equity for Indigenous students, children and youth in care, and students with diverse abilities. The [Enhancing Student Learning Reporting Order](#) requires that school district prepare an annual enhancing student learning report and individual school plans. The Enhancing Student Learning Plan report must outline information on student performance which includes educational outcomes and measures in the areas of intellectual development, human and social development and career development. These plans are approved by the Board of Education and updated annually.

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

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

Recommendation

THAT the 2025-2026 Enhancing Student Learning Report and School Learning Plans be APPROVED.



YOU WISH TO SEE IN THE WORLD



School District 8
Kootenay Lake

Enhancing Student Learning Interim Report

September 2026

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



ACKNOWLEDGMENT AND GRATITUDE

We acknowledge, respect and honour the First Nations in whose traditional territories the Kootenay Lake School District operates and all Indigenous people residing in the boundaries of School District 8.



CONTENTS

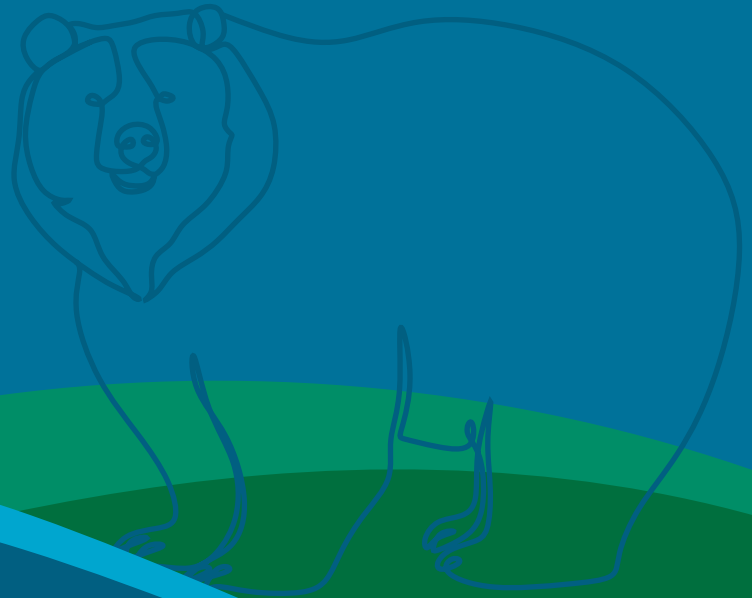


ACKNOWLEDGMENT AND GRATITUDE	ii
INTRODUCTION: MINISTRY NOTE	1
INTELLECTUAL DEVELOPMENT	4
Educational Outcome 1: Literacy	5
Educational Outcome 2: Numeracy	11
Areas of Growth & Key Strategic Adjustments	25
HUMAN AND SOCIAL DEVELOPMENT	26
Educational Outcome 3: Feel Welcome, Safe, and Connected	27
Areas of Growth & Key Strategic Adjustments	38
CAREER DEVELOPMENT	39
Educational Outcome 4: Graduation	40
Educational Outcome 5: Life and Career Core Competencies.....	45
Areas of Growth & Key Strategic Adjustments	53
GLOSSARY OF ACRONYMS	55



ENHANCING STUDENT LEARNING REPORT

Introduction: Ministry Note



Each school district in British Columbia submits the Enhancing Student Learning Report annually, as required by the Enhancing Student Learning Reporting Order. The Report provides a progress update on the district’s work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district’s ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

A continuous improvement cycle is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga’a Nation in whose traditional territory the board operates.

“Indigenous students, children and youth in care, and students with disabilities or diverse abilities” are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board’s Strategic Plan within the district is referred to as an “implementation plan”. The name of this plan may vary between districts, with other names such as an operational plan or action plan.

Measures Explained

B.C. Provincial Proficiency Scale (Grades K–9)

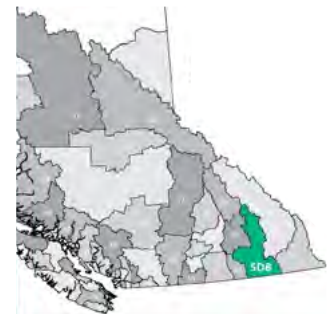
The B.C. Provincial Proficiency Scale is used to communicate student learning as an ongoing continuum.

Emerging: Initial understanding of expected learning.

Developing: Partial understanding of expected learning.

Proficient: Complete understanding of expected learning; the expected level for students.

Extending: Sophisticated understanding demonstrating increased depth and complexity.



British Columbia School Districts



School District 8 Kooteney Lake
Families of schools

Provincial Assessment Status

- ◆ On Track: Students are meeting or exceeding provincial expectations on provincial assessments.

Graduation and Transition Measures

- ◆ Grade-to-Grade Transition Rate: Percentage of students successfully moving from one grade to the next for the first time.
- ◆ Five-Year Completion Rate: Percentage of students graduating within five years of entering grade 8.
- ◆ Six-Year Completion Rate: Percentage of students graduating within six years.
- ◆ Immediate PSI Transition Rate: Percentage of graduates enrolling in a B.C. public post-secondary institution within one year of graduation.
- ◆ Three-Year PSI Transition Rate: Percentage of graduates enrolling in a B.C. public post-secondary institution within three years of graduation.

Data Integrity and Population Measures

- ◆ Masked (MSK): Data for groups of nine or fewer students suppressed to protect privacy.
- ◆ Priority Populations: Student groups monitored to support equitable outcomes, including Indigenous learners, Children and Youth in Care (CYIC), and students with designations.
- ◆ Nominal Roll: Registry of students funded by Indigenous Services Canada who are ordinarily resident on reserve.



Meeting of the Board Held in Public

June 9, 2026



INTELLECTUAL DEVELOPMENT

Educational Outcome



Educational Outcome 1: Literacy

Measure 1.1: Grade 4, Grade 7 Literacy Expectations

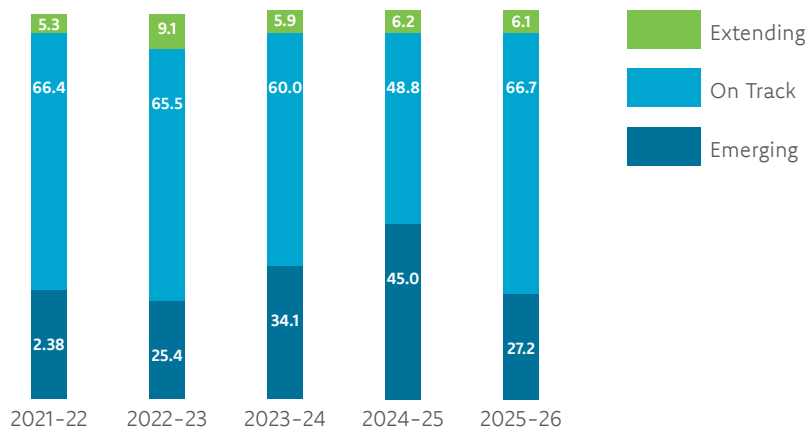
SD8 – Grade 4 FSA Literacy Participation Rates

FSA 4 Participation Rates

*Note: data is masked for Indigenous students on reserve and children and youth in care.

Sub-groups	2021-22	2022-23	2023-24	2024-25	2025-26
All Resident	79%	89%	88%	88%	91%
Indigenous (All)	78%	86%	92%	79%	85%
Indigenous (Not on Reserve)	78%	86%	91%	80%	85%
Disabilities & Diverse Abilities	66%	86%	86%	80%	67%

Proficiency Rates for Province, 008 – Kootenay Lake



Educational Outcome 1: Literacy

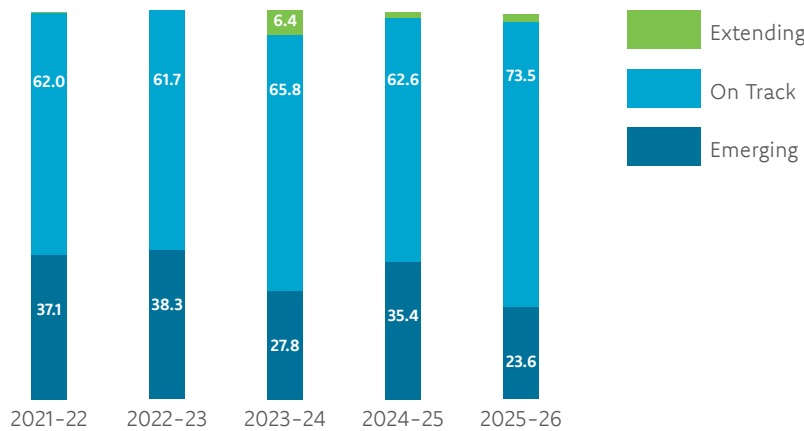
SD8 – Grade 7 FSA Literacy Participation Rates

FSA 7 Participation Rates

*Note: data is masked for Indigenous students on reserve and children and youth in care.

Sub-groups	2021-22	2022-23	2023-24	2024-25	2025-26
All Resident	81%	82%	90%	87%	92%
Indigenous (All)	76%	79%	88%	88%	91%
Indigenous (Not on Reserve)	76%	79%	88%	88%	91%
Disabilities & Diverse Abilities	72%	66%	85%	75%	91%

Proficiency Rates for Province, 008 – Kootenay Lake

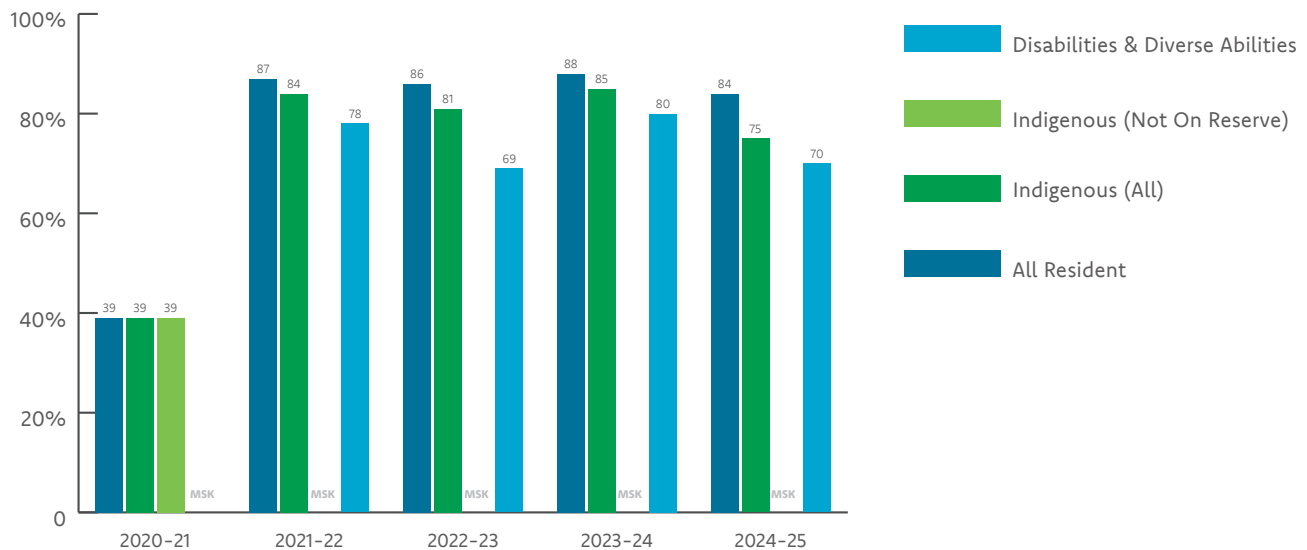


Measure 1.2: Grade 10 Literacy Expectations

GLA 10 Participation Rates

Sub-groups	2020-21	2021-22	2022-23	2023-24	2024-25
All Resident	39%	87%	86%	88%	84%
Indigenous (All)	39%	84%	81%	85%	75%
Indigenous (Not on Reserve)	39%	Msk	Msk	Msk	Msk
Disabilities & Diverse Abilities	Msk	78%	69%	80%	70%

*Note: data is masked for Indigenous students on reserve and children and youth in care.



Analysis: Outcome 1 Literacy

Grade 4, 7 and 10 Literacy Expectations

Key Context

The district monitors literacy proficiency across grades 4 and 7 through the Foundation Skills Assessment (FSA) and at grade 10 through the Graduation Literacy Assessment (GLA), as part of a broader, system-wide approach to literacy development from K–12. These provincial measures are complemented by local assessments and written learning updates, providing a more comprehensive understanding of student learning.

Data is disaggregated where possible to better understand outcomes for priority learners, including Indigenous students (on and off reserve), students with designations, and children and youth in care. Masked data is excluded where required to protect student privacy, which may limit interpretation for smaller cohorts.

Trends

In literacy, multi-year proficiency trends show a period of decline in elementary results, followed by recent improvement, while secondary outcomes have remained more stable. For all resident students, grade 4 proficiency declined from 82% in 2020–21 to 55% in 2024–25, before rebounding to 67% in 2025–26. Similarly, grade 7 proficiency declined from 76% to 65% over the same period, before increasing to 74% in 2025–26. More specifically, grade 4 literacy proficiency increased from 49% in 2024–25 to 67% in 2025–26, while grade 7 literacy proficiency increased from 63% to 73.5%. This represents a notable improvement following several years of declining elementary literacy results. In contrast, grade 10 literacy performance has remained relatively stable over the past five years, ranging from 84% in 2024–25 to 87% in 2021–22.

For self-identified Indigenous learners, elementary literacy trends generally reflect the broader district pattern. Grade 4 proficiency declined from 76% in 2021–22 to 51% in 2024–25, and grade 7 declined from 67% to 51%. For off-reserve Indigenous learners, grade 4 proficiency declined from 76% to 65% before being masked in the most recent year, while grade 7 declined from 57% to 54%. On-reserve Nominal Roll data remains masked across grade levels due to small cohort sizes; however, student progress continues to be monitored locally through regular joint update meetings with Yaqan Nukiy.



Educational Outcome 1: Literacy

Students with designations show more mixed results. Grade 4 proficiency declined from 63% to 30% in 2024–25, while grade 7 proficiency increased to 52%, an 18 point improvement from 2021–22. At the secondary level, GLA 10 performance has hovered between 67% and 71% proficiency over the past five years: 70% in 2019–20, 67% in 2020–21, 70% in 2021–22, and 71% in both 2022–23 and 2023–24.

For children and youth in care, literacy assessment data continues to be masked due to small cohort sizes and provincial privacy requirements. The district continues to monitor and support these learners through individualized student learning plans to ensure coordinated, equitable wraparound support.

Comparisons

When compared to provincial results, Indigenous learners in SD8 continue to perform above provincial averages across reporting grades. In grade 4 literacy, 51% of SD8 Indigenous learners were proficient compared to the provincial Indigenous average of 44%. In grade 7, SD8 Indigenous learners achieved 51% proficiency, slightly above the provincial average of 49%. The difference is more significant at the secondary level, where 67% of SD8 Indigenous students were proficient on the GLA 10 compared to the provincial average of 49%.

Within the district, grade 7 literacy results continue to outperform grade 4 results. In 2024–25, grade 7 proficiency was 65% compared to 55% in grade 4. A significant gap also remains for students with designations in grade 4, where proficiency was 30%, compared to 55% for all resident students. This continues to identify early literacy support, inclusive practices, and universal design for learning as important areas of focus.

Interpretation: Outcome 1 – Literacy

Grade 4, 7 and 10 Literacy Expectations

New Insight from Comparisons

When examining provincial measures (FSA and GLA) alongside district and local data, a consistent pattern emerges across grades. Literacy proficiency generally improves from grade 4 to grade 7 and into grade 10; however, this growth is not consistent for all learners. Indigenous learners, students with designations, and children and youth in care continue to show less consistent results across grades. While intermediate results demonstrate relative strength and stability, less consistent results at grade 10 indicate that this remains a key transition point. Local data suggests that literacy development continues beyond grade 10, reflecting ongoing instruction and support across the secondary years.



Educational Outcome 1: Literacy

Strengths and Areas for Growth

The district continues to demonstrate strong participation rates in provincial assessments, with grade 4 FSA participation reaching 91%. This has strengthened the reliability of literacy trend data and supports greater confidence in the analysis. There's also evidence that early literacy interventions in the primary years are having a positive impact, particularly for Indigenous learners, where some early achievement gaps have begun to narrow. In addition, SD8 Indigenous learners continue to perform above provincial literacy averages across reporting grades.

The analysis identifies strengths in early foundational instruction and stable results at the secondary level. In the 2024-25 cycle, proficiency in phonological awareness, including isolation and segmentation, increased steadily from kindergarten through grade 3. This suggests that early classroom instruction in foundational reading skills is having a positive impact. At the secondary level, grade 10 Graduation Literacy Assessment results have remained stable over the past five years, ranging between 67% and 71%. This stability is also reflected in classroom achievement, where 88% of grade 10 resident students and 84% of Indigenous students met or exceeded expectations in their 2024/25 Language Arts course marks.

At the same time, literacy results identify clear areas for growth. Grade 4 literacy proficiency for all resident students declined from 66% in 2023-24 to 55% in 2024-25. Item level analysis from the 2024-25 FSA 4 also points to a writing development concern, with 46% of students scoring at Level 1, or Emerging, on constructed-response tasks. Gaps remain for Indigenous learners, at 51% proficiency, and students with designations, at 30% proficiency, in grade 4. Finally, the 17-point difference between grade 10 Language Arts course marks and GLA 10 proficiency suggests that while many students are successful in classroom-based learning, some continue to have trouble independently transferring and applying literacy skills in standardized, cross-curricular assessment contexts.

Equity Implications

These results reinforce the district's commitment to improving equity for priority learners through targeted and coordinated supports across grades. Continued focus on differentiated instruction, the use of data to inform practice, and strengthened transitions between key grade levels remains important. Ensuring that supports are responsive to the needs of Indigenous learners, students with designations, and children and youth in care will remain central to improving literacy outcomes for all learners.



Educational Outcome 2: Numeracy

Measure 2.1: Grade 4, Grade 7 Numeracy Expectations

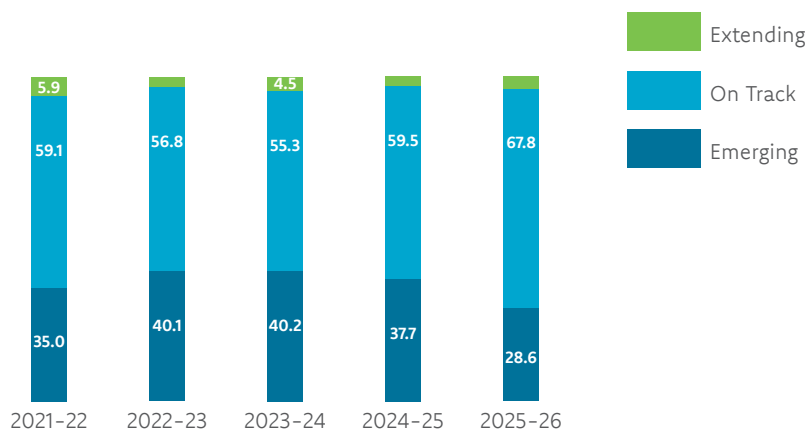
SD8 – Grade 4 FSA Numeracy Participation Rates

FSA 4 Participation Rates | Numeracy

*Note: data is masked for Indigenous students on reserve and children and youth in care.

Sub-groups	2021-22	2022-23	2023-24	2024-25	2025-26
All Resident	81%	90%	88%	88%	91%
Indigenous (All)	78%	84%	92%	80%	88%
Indigenous (Not on Reserve)	78%	84%	92%	Msk	88%
Disabilities & Diverse Abilities	61%	96%	85%	78%	70%

Proficiency Rates for Province, 008 – Kootenay Lake



Educational Outcome 2: Numeracy

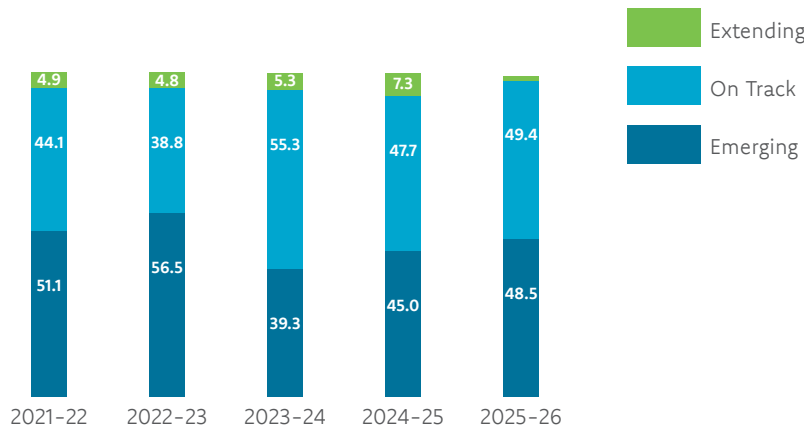
SD8 – Grade 7 FSA Numeracy Participation Rates

FSA 7 Participation Rates | Numeracy

*Note: data is masked for Indigenous students on reserve and children and youth in care.

Sub-groups	2021-22	2022-23	2023-24	2024-25	2025-26
All Resident	80%	81%	89%	87%	92%
Indigenous (All)	74%	75%	86%	86%	89%
Indigenous (Not on Reserve)	74%	75%	86%	Msk	89%
Disabilities & Diverse Abilities	67%	63%	86%	76%	91%

Proficiency Rates for Province, 008 – Kootenay Lake



Educational Outcome 2: Numeracy

Measure 2.2: Grade 10 Numeracy Expectations

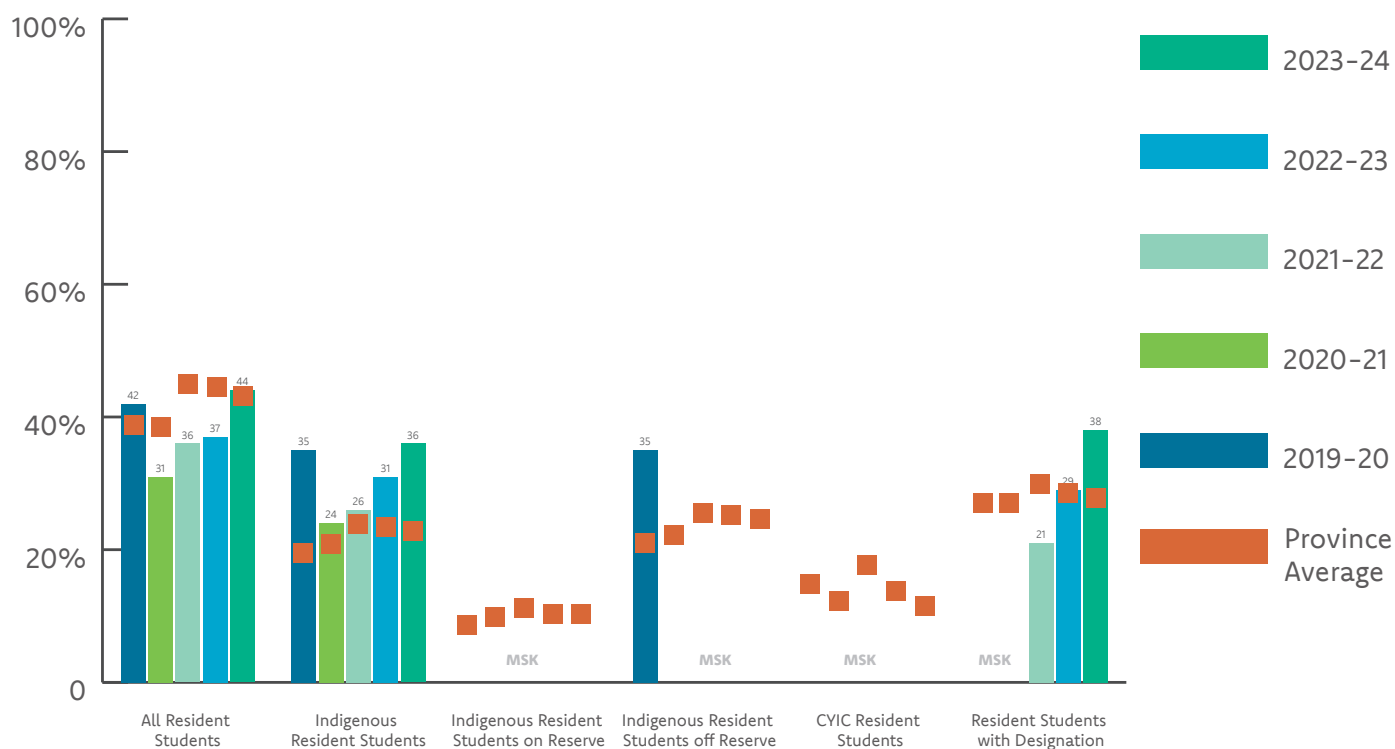
SD008 – Grade 10 Graduation Assessment Numeracy Expected Count | Participation Rate

Sub-groups	2019-20	2020-21	2021-22	2022-23	2023-24
All Resident Students	386 35%	368 82%	425 81%	443 85%	436 85%
Indigenous Resident Students (All)	101 32%	91 84%	104 80%	111 85%	111 82%
Indigenous Resident Students (On Reserve)	0	Msk	Msk	WMsk	Msk
Indigenous Resident Students (Off Reserve)	101 32%	Msk	Msk	Msk	Msk
CYIC Resident Students	Msk	Msk	Msk	Msk	Msk
Resident Students with Designation	32 34%	36 72%	49 69%	59 78%	52 73%



Educational Outcome 2: Numeracy

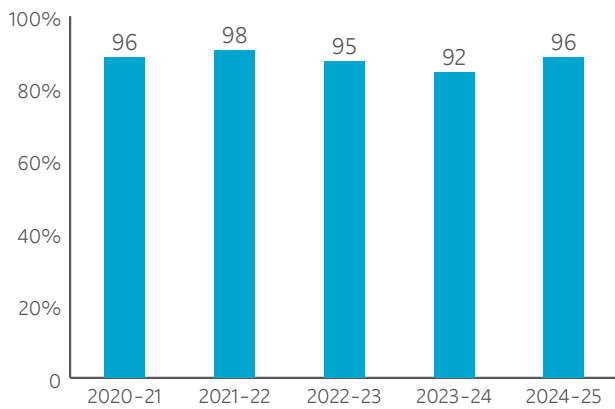
SD008 - Grade 10 Graduation Assessment Numeracy
Proficient / Extending Rate



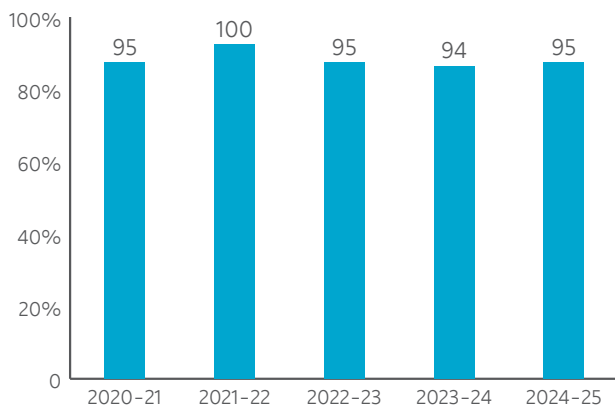
Measure 2.3: Grade-to-Grade Transitions

Grade 10-11 Transitions

Grade 10-11 All Resident Transition Rate

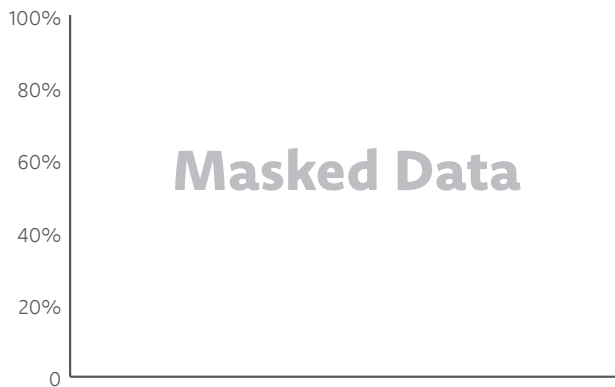


Grade 10-11 Indigenous All Transition Rate

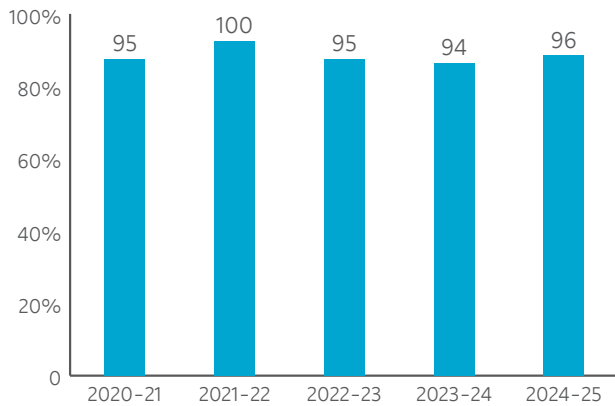


Educational Outcome 2: Numeracy

Grade 10-11 Transition Indigenous (On Reserve)

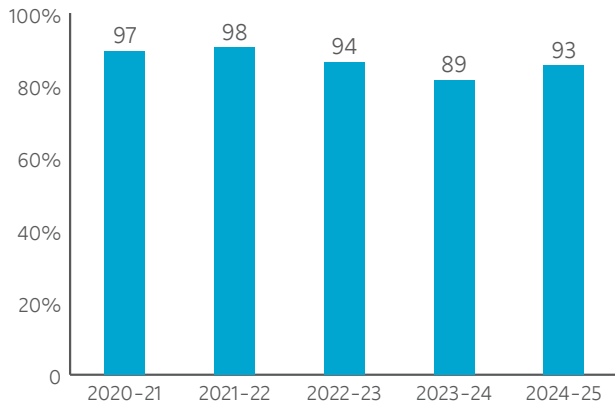


Grade 10-11 Transition Indigenous (Not on Reserve)

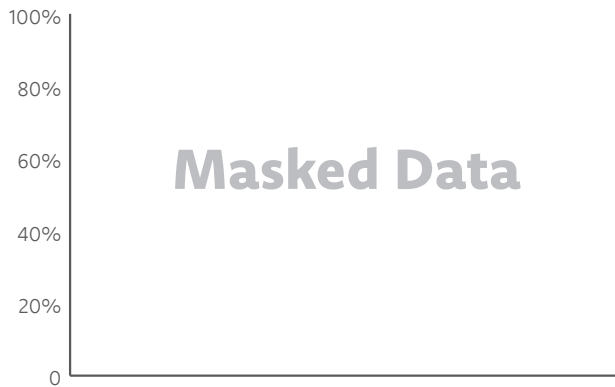


Educational Outcome 2: Numeracy

Grade 10-11 Diverse Abilities Transition Rate



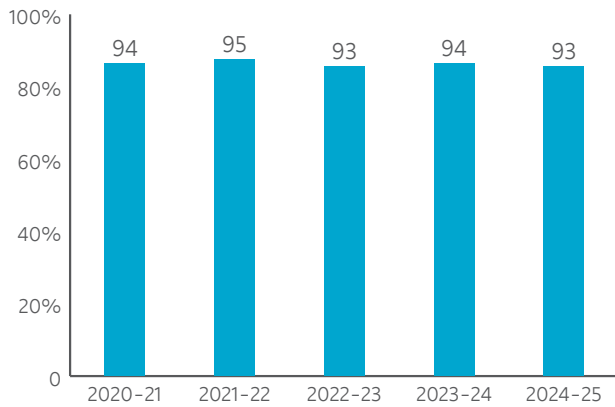
Grade 10-11 Transition (Children/Youth in Care)



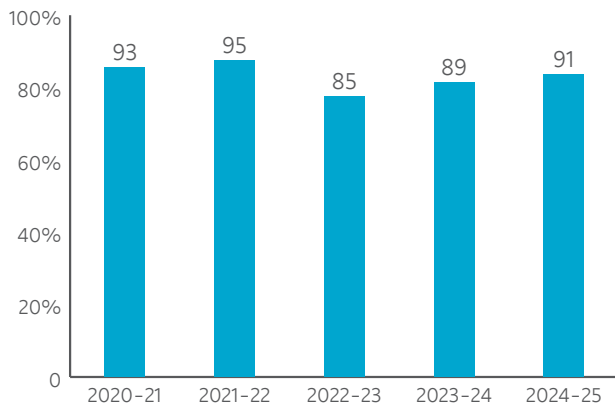
Educational Outcome 2: Numeracy

Grade 11-12 Transitions

Grade 11-12 All Resident Transition Rate

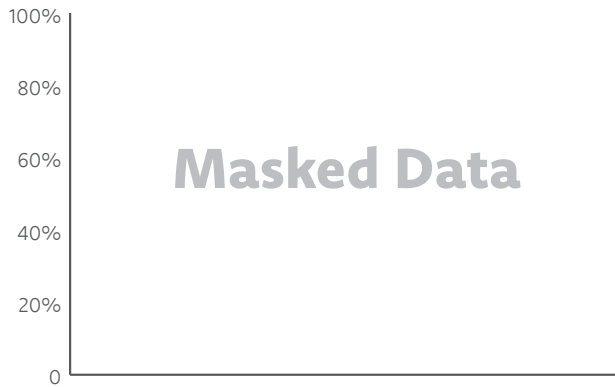


Grade 11-12 Indigenous All Transition Rate

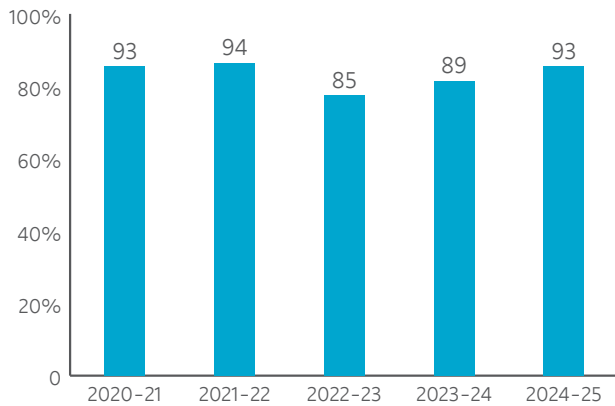


Educational Outcome 2: Numeracy

Grade 11-12 Transition Indigenous (On Reserve)

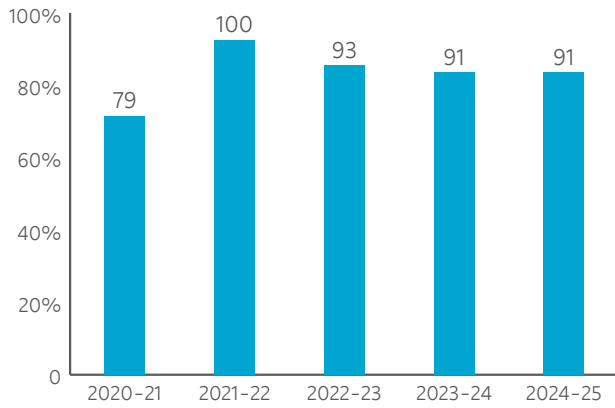


Grade 11-12 Transition Indigenous (Not on Reserve)

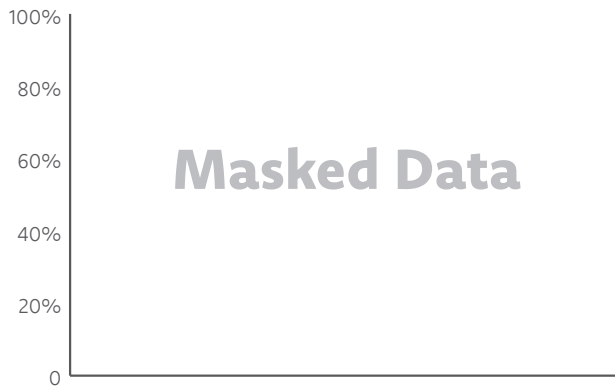


Educational Outcome 2: Numeracy

Grade 11-12 Diverse Abilities Transition Rate



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



Analysis Outcome 2: Numeracy

Grade 4, 7 and 10 Numeracy Expectations and Grade-to-Grade Transitions

Key Context

Key Context Numeracy achievement in SD8 is monitored through a combination of provincial assessments (FSA 4/7 and GNA 10) and local metrics, including grade-to-grade transition rates, to provide a comprehensive K–12 view of learning. In 2025–2026, participation rates were 91% for grade 4 and 92% for grade 7, ensuring high data reliability for elementary results. Results for the GNA 10 are subject to a one-year Ministry reporting lag. To protect student privacy, data for cohorts of nine students or fewer specifically Indigenous students on reserve and children and youth in care is masked (MSK) in provincial reports. These priority learners are instead supported through individualized tracking by School-Based Teams and district based teams monitoring. Additionally, students enrolled in the Elev8 Provincial Online Learning School may participate in assessments through their local school of record.

Trends

Multi-year trends indicate that district numeracy outcomes are entering a period of recovery and stability following earlier declines. In 2024–2025, grade 4 FSA numeracy results for all resident students rebounded to 62%, and the district has established a target of 67% for 2025–2026. In grade 7, proficiency reached 55.0% in 2024–2025. Current 2025–2026 data shows 51.4% of students meeting or extending expectations, including 49.4% on track and 2.0% extending expectations.

At the secondary level, 2024–2025 GNA 10 results continue to show more variability, with 45% of students were proficient. This remains notably lower than math report card marks for the same cohort, where 83% of students were meeting or extending. In contrast, transition rates continue to demonstrate system stability, with 96% of all resident students successfully transitioning from grade 10 to 11 in 2024–2025.

There is also evidence of recovery for priority learners. In 2024–2025, 95% of Indigenous students successfully transitioned from grade 10 to grade 11.



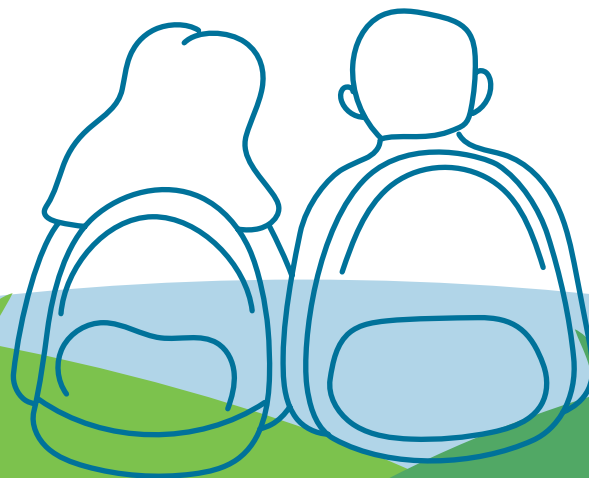
Educational Outcome 2: Numeracy

Comparisons

Comparisons of provincial, local, and classroom measures continue to reveal several important patterns. While provincial data for the 2025-2026 cycle has not yet been finalized, current 2025-2026 local results show that SD8 grade 7 numeracy proficiency at 51.4% is above the 2024-2025 provincial average of 48.9%. This continues a pattern in which SD8 intermediate learners often perform at or above provincial levels.

At the secondary level, a notable difference continues to exist between classroom achievement and provincial assessment results. In the 2024-2025 reporting cycle, 83% of grade 10 students earned a C+ or better in senior math report card marks, while 45% were proficient on the Graduation Numeracy Assessment. This comparison suggests that many students are demonstrating success in classroom settings but continue to have trouble transferring and applying numeracy skills within standardized assessment contexts.

Item-level analysis from the 2024-2025 FSA 7 identified specific instructional areas where SD8 students performed below provincial averages, particularly in computational fluency and data and probability on constructed-response questions. Current 2025-2026 grade 7 results continue to show inconsistency in these areas, particularly in questions requiring students to explain mathematical thinking and apply problem-solving strategies.



Interpretation: Outcome 2 – Numeracy

Grade 4, 7 and 10 Numeracy Expectations and Grade-to-Grade Transitions

New Insight from Comparisons

When provincial assessment, classroom, and transition data are considered together, several important patterns emerge. Current 2025-2026 grade 7 results continue to show relative strength, with SD8 numeracy results remaining above the most recent provincial benchmark available from 2024-2025. This suggests that instructional practices in the intermediate years are generally supporting students to meet provincial expectations.

At the secondary level, the comparison between classroom achievement and provincial assessment results continues to identify a difference between course outcomes and students' ability to apply numeracy skills in standardized assessment contexts. The gap between 2024-2025 mathematics course marks and GNA 10 results suggests a need for continued focus on mathematical reasoning, communication, and multi-step problem solving.

Transition data provides additional context. While provincial assessment results continue to fluctuate, 2024-2025 transition rates indicate that most students are continuing to progress successfully through the graduation program. This suggests that provincial assessment proficiency should be considered alongside classroom achievement and student progression when evaluating overall system performance. Since numeracy is fundamentally related to applying mathematical thinking through problem solving, these results highlight a specific need to bridge the gap between classroom supported learning and independent application.

Strengths and areas for growth

The analysis of multi-year data indicates that the district numeracy system remains stable, with evidence of improvement in elementary results and continued strength in student progression through the graduation program. A key strength is the recovery in grade 4 numeracy proficiency, which increased to 62% for all resident students in 2024-2025 following a previous period of decline. Strong 2025-2026 participation rates, including 91% in grade 4 and 92% in grade 7, also strengthen confidence in the reliability of district assessment data. Grade-to-grade transition data continues to demonstrate system stability. In 2024-2025, 96% of all resident students successfully transitioned from grade 10 to 11, while Indigenous student transition rates remained strong at 95%. These results indicate that the majority of students continue to progress successfully through the graduation program.



Educational Outcome 2: Numeracy

The primary area for growth remains at the secondary level. In 2024-2025, 83% of grade 10 students earned a C+ or better in mathematics course marks, while only 45% met expectations on the Graduation Numeracy Assessment (GNA 10). This difference suggests that students are not consistently applying numeracy skills within unfamiliar or multi-step assessment contexts.

Additional areas for growth are identified through item-level analysis. Results from the 2024-2025 FSA 7 identified ongoing challenges in computational fluency and data and probability. Current 2025-2026 local results continue to show inconsistency in questions requiring students to explain mathematical thinking and apply problem-solving strategies. These areas remain important targets for future instructional focus and professional learning.

Equity implications

The analysis reveals a persistent gap between classroom achievement and performance on standardized assessments for priority learners, which directly informs district equity commitments. In the 2024-25 school year, while Indigenous learners achieved 84% proficiency in grade 10 course marks, their proficiency on the provincial GNA 10 was 24%. This 60-point discrepancy points to an urgent need for more explicit, targeted support in foundational numeracy, particularly in computational fluency and data reasoning. This informs the district's commitment to aligning instruction and tiered supports across the K-12 continuum to ensure that Indigenous students, students with designations, and children and youth in care have the scaffolding needed to apply their learning consistently across all contexts.



Areas of Growth & Key Strategic Adjustments

Areas of Growth

What areas of growth are affirmed or identified by the data review? Did anything surprising emerge?

- Grade 4 literacy results show ongoing gaps for Indigenous learners (51% proficiency) and students with designations (30% proficiency). In grade 10, the 17-point difference between Language Arts course marks and GLA 10 proficiency suggests some students are successful in classroom learning but continue to face challenges independently applying literacy skills in broader assessment contexts.
- 2024–2025 GNA 10 results continue to show more variability, with 45% of students were proficient. This remains notably lower than math report card marks for the same cohort, where 83% of students were meeting or extending. In contrast, transition rates continue to demonstrate system stability, with 96% of all resident students successfully transitioning from grade 10 to 11 in 2024–2025.
- SD8 grade 7 results consistently outperform grade 4 and exceed provincial benchmarks, with grade 7 numeracy reaching 51% proficiency in the 2025–2026 local snapshot.

Key Strategic Adjustments

Key strategic adjustments to be made based on these areas for growth

- Support school teams in developing and refining SMART literacy target objectives and action plans, using class profiles, data scans, and evidence-based strategies.
- Widen the use of the intermediate literacy assessment (ILA) to ensure responsive assessment and instructional planning through an annual cycle.
- Continue with support for school teams in developing numeracy goals, objectives and strategies (action plan) through individual schools, families of schools, and through families of schools' monthly meetings.
- Develop coherent Literacy and Numeracy Frameworks and pilot the Middle Years Literacy Assessment (MYLA) to ensure consistent assessment language and expectations during the grade 7–9 transition.



HUMAN AND SOCIAL DEVELOPMENT

Educational Outcome



Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

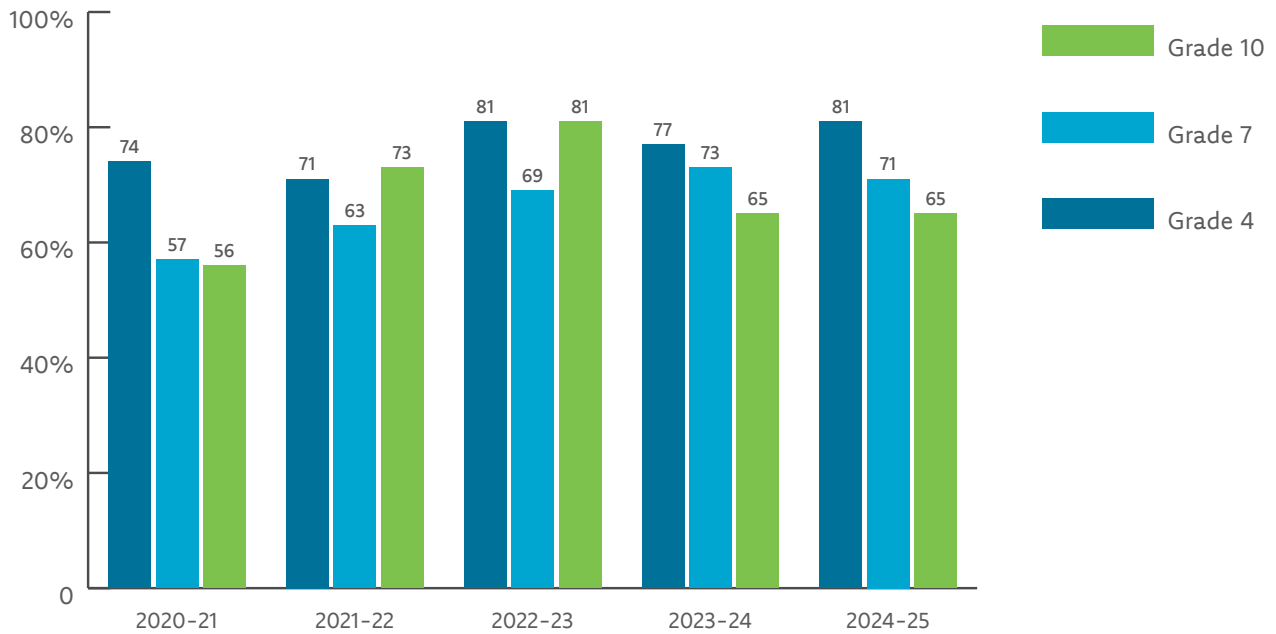
Do You Feel Welcome at Your School?

Grade Level	Subsets	Years				
		2020 - 2021	2021-2022	2022-2023	2023-2024	2024-2025
Grade 4	All Resident	74%	71%	81%	77%	81%
	Indigenous Students	Msk	60%	74%	Msk	Msk
	Students with Diverse Abilities	Msk	Msk	Msk	Msk	Msk
	All BC	74%	71%	79%	78%	81%
Grade 7	All Resident	57%	63%	69%	73%	71%
	Indigenous Students	66%	73%	55%	78%	66%
	Students with Diverse Abilities	Msk	59%	Msk	71%	Msk
	All BC	57%	63%	69%	77%	77%
Grade 10	All Resident	56%	73%	81%	65%	65%
	Indigenous Students	63%	74%	74%	70%	61%
	Students with Diverse Abilities	Msk	60%	Msk	Msk	Msk
	All BC	56%	73%	79%	78%	72%

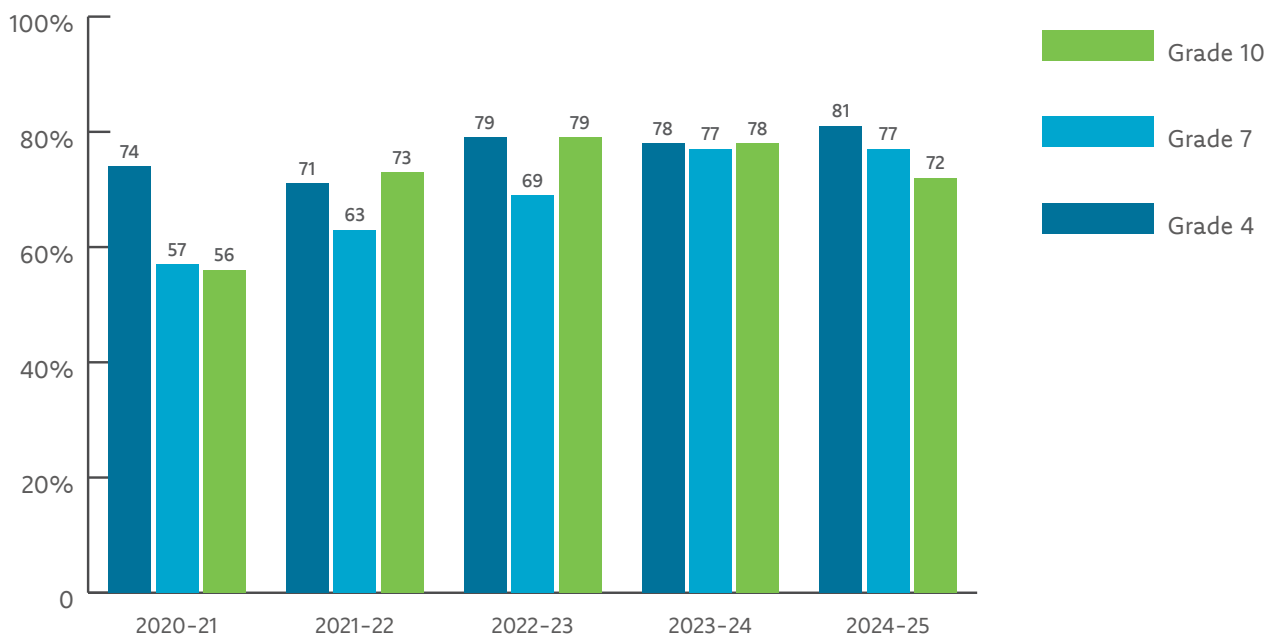


Educational Outcome 3: Feel Welcome, Safe, and Connected

Do You Feel Welcome at Your School? (All Residents)



Do You Feel Welcome at Your School? (All BC)



Educational Outcome 3: Feel Welcome, Safe, and Connected

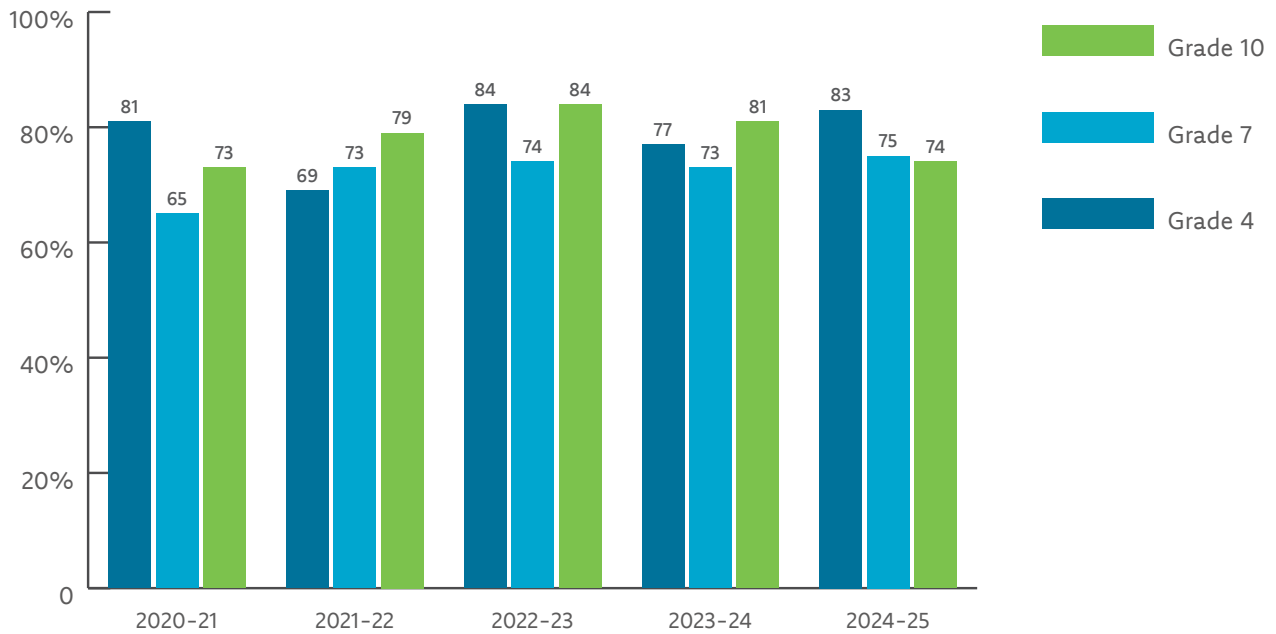
Do You Feel Safe at School?

Grade Level	Subsets	Years				
		2020 - 2021	2021-2022	2022-2023	2023-2024	2024-2025
Grade 4	All Resident	81%	69%	84%	77%	83%
	Indigenous Students	N/A	N/A	N/A	N/A	N/A
	Students with Disabilities and Diverse Abilities	N/A	N/A	N/A	N/A	N/A
	All BC	79%	78%	77%	78%	83%
Grade 7	All Resident	65%	73%	74%	73%	75%
	Indigenous Students	N/A	N/A	N/A	N/A	N/A
	Students with Disabilities and Diverse Abilities	N/A	N/A	N/A	N/A	N/A
	All BC	70%	76%	74%	75%	79%
Grade 10	All Resident	73%	79%	84%	81%	74%
	Indigenous Students	N/A	N/A	N/A	N/A	N/A
	Students with Disabilities and Diverse Abilities	N/A	N/A	N/A	N/A	N/A
	All BC	73%	76%	73%	74%	78%

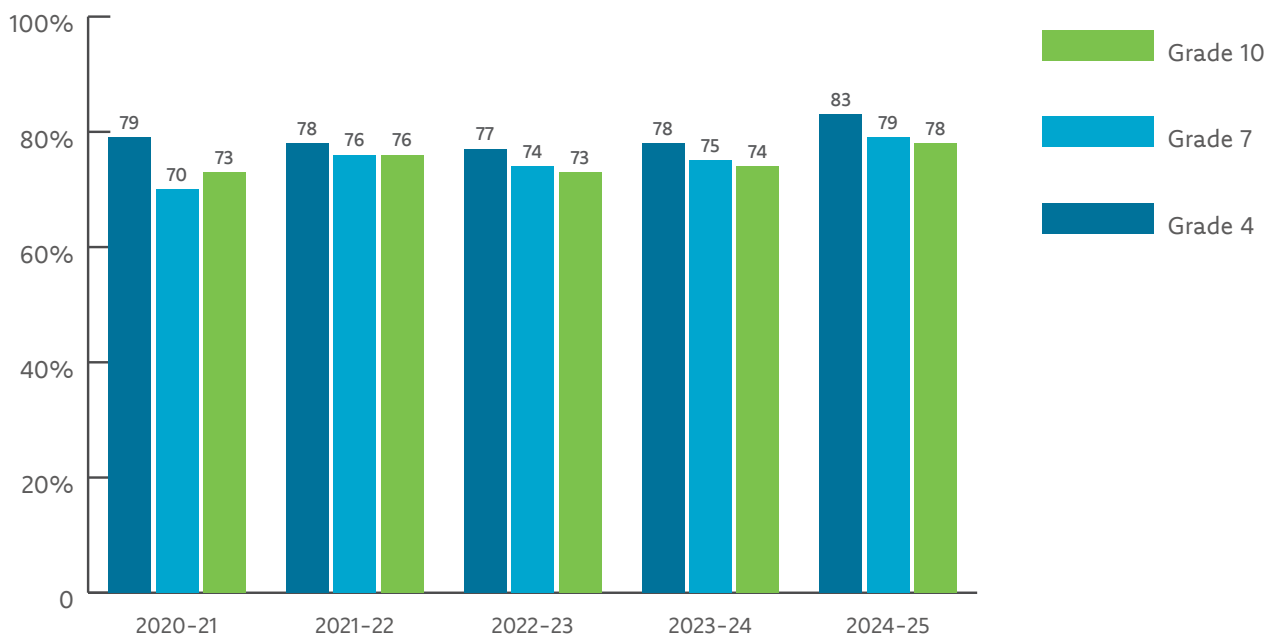


Educational Outcome 3: Feel Welcome, Safe, and Connected

Do You Feel Safe at School? (All Residents)



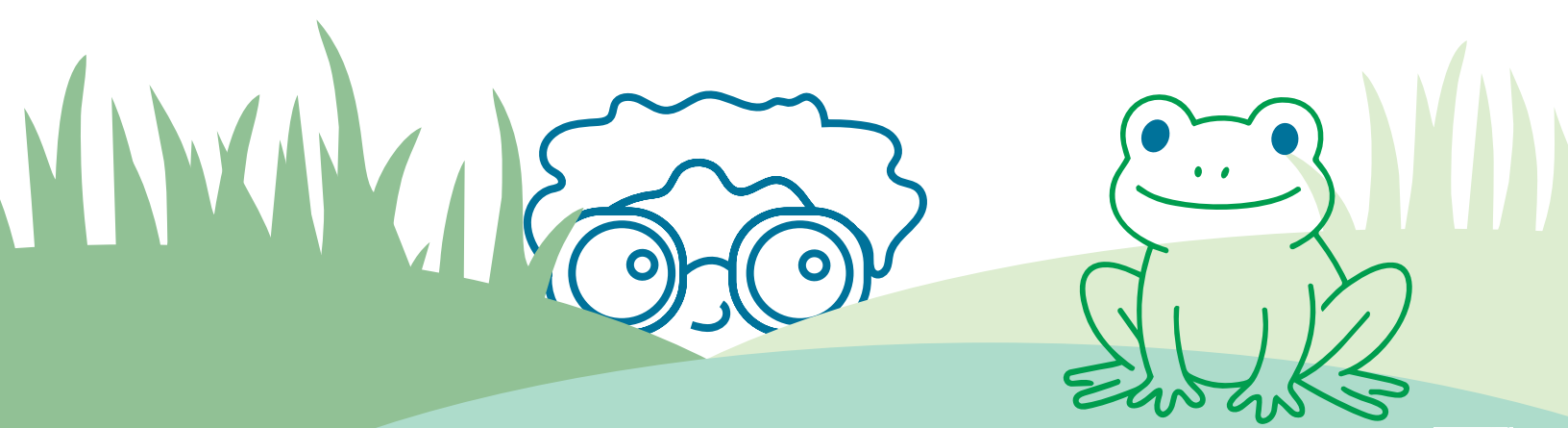
Do You Feel Safe at School? (All BC)



Educational Outcome 3: Feel Welcome, Safe, and Connected

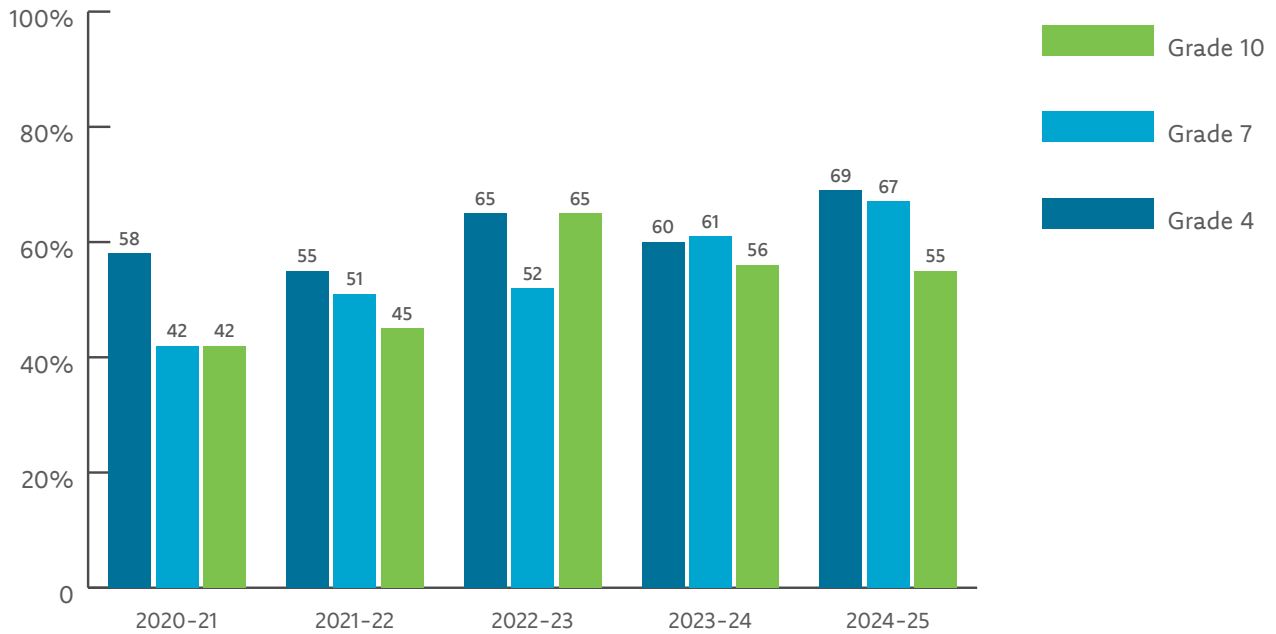
Is School a Place Where You Feel Like You Belong?

Grade Level	Subsets	Years				
		2020 - 2021	2021-2022	2022-2023	2023-2024	2024-2025
Grade 4	All Resident	58%	55%	65%	60%	69%
	Indigenous Students	61%	40%	51%	63%	76%
	Students with Disabilities and Diverse Abilities	Msk	Msk	Msk	Msk	Msk
	All BC	59%	60%	60%	61%	67%
Grade 7	All Resident	42%	51%	52%	61%	67%
	Indigenous Students	46%	55%	34%	71%	65%
	Students with Disabilities and Diverse Abilities	Msk	62%	52%	67%	Msk
	All BC	50%	57%	56%	60%	64%
Grade 10	All Resident	42%	45%	65%	56%	55%
	Indigenous Students	35%	50%	52%	45%	43%
	Students with Disabilities and Diverse Abilities	Msk	Msk	Msk	Msk	Msk
	All BC	45%	53%	51%	52%	72%

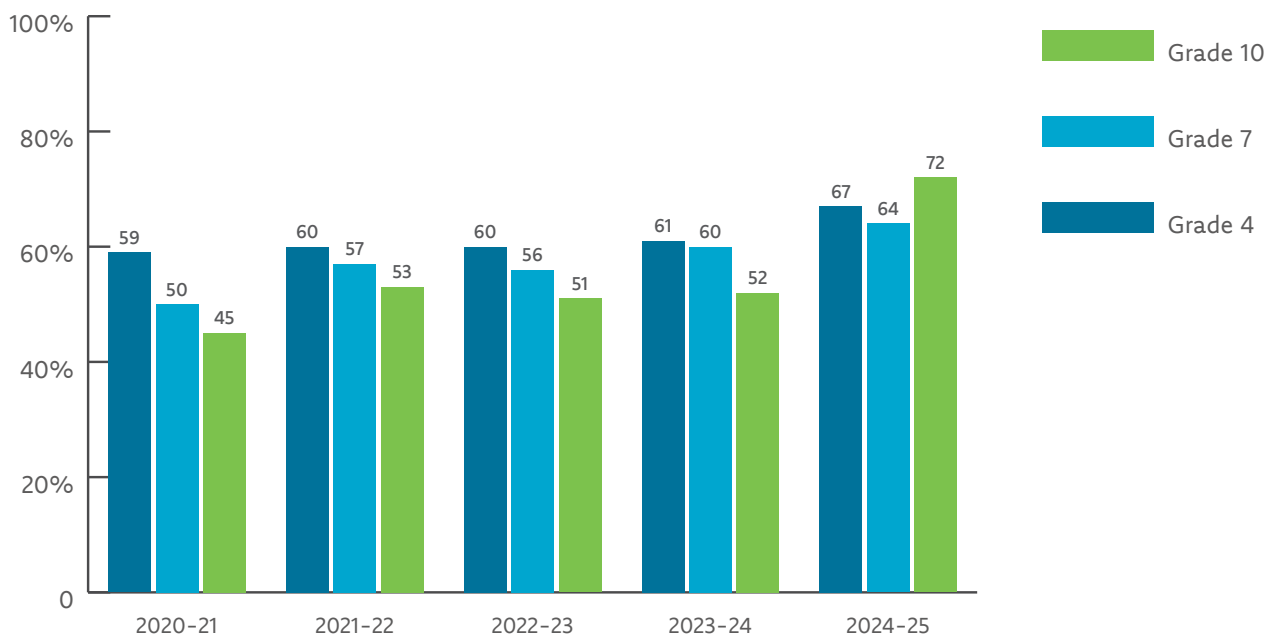


Educational Outcome 3: Feel Welcome, Safe, and Connected

Is School a Place Where You Feel Like You Belong?(All Residents)



Is School a Place Where You Feel Like You Belong?(All BC)



Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.2: Students Feel that Adults Care About Them at School

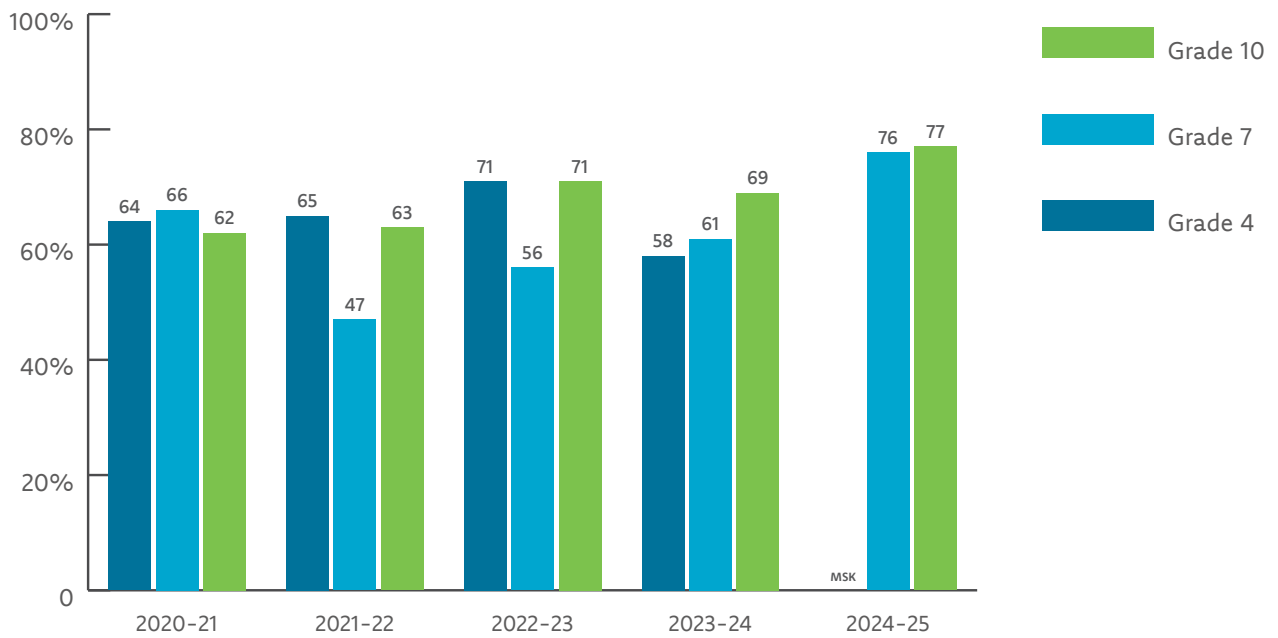
How Many Adults do You Think Care About You at School?

Grade Level	Subsets	Years				
		2020 - 2021	2021-2022	2022-2023	2023-2024	2024-2025
Grade 4	All Resident	64%	65%	71%	58%	Msk
	Indigenous Students	57%	70%	Msk	73%	Msk
	Students with Disabilities and Diverse Abilities	Msk	Msk	Msk	Msk	Msk
	All BC	N/A	N/A	N/A	N/A	N/A
Grade 7	All Resident	66%	47%	56%	61%	76%
	Indigenous Students	57%	70%	Msk	73%	Msk
	Students with Disabilities and Diverse Abilities	Msk	Msk	Msk	Msk	Msk
	All BC	N/A	N/A	N/A	N/A	N/A
Grade 10	All Resident	62%	63%	71%	69%	77%
	Indigenous Students	71%	Msk	Msk	77%	Msk
	Students with Disabilities and Diverse Abilities	Msk	59%	Msk	Msk	Msk
	All BC	N/A	N/A	N/A	N/A	N/A



Educational Outcome 3: Feel Welcome, Safe, and Connected

How Many Adults do You Think Care About You at School?
(All Residents)



Educational Outcome 3: Feel Welcome, Safe, and Connected

Analysis: Outcome 3: Feel Welcome, Safe, and Connected

Feel Welcome, Feel Safe, Sense of Belonging

Key Context

This analysis draws on data from the Student Learning Survey (SLS), Middle Years Development Instrument (MDI), Youth Development Instrument (YDI), and Adolescent Health Survey (AHS) to better understand student experiences across grades 4, 7, 10, and 12. Participation rates in SD8 remain relatively strong, increasing confidence in the trends and patterns identified through the data. The MDI captures approximately 71–73% of grade 4 students, while the SLS provides a five-year view of student perceptions related to school climate, safety, belonging, and connectedness.

In keeping with provincial privacy requirements, data representing nine or fewer students is masked (MSK) to protect confidentiality. In SD8, this most commonly impacts provincial reporting for Children and Youth in Care (CYIC) and Indigenous students living on reserve. Where provincial data is masked, the district continues to use local processes, including School Based Teams and district teams, to help ensure students are identified and supported.

Results are disaggregated for priority learners, including Indigenous students, students with designations, and Children and Youth in Care. For students enrolled in Elev8, SD8's Provincial Online Learning School, participation in these surveys is voluntary and often completed from home, which may contribute to response patterns that differ from students attending school in traditional in-person settings.

Trends

Overall, student responses indicate that most students continue to feel welcome and safe at school, with results remaining relatively stable over time. Feeling welcome remains high in grade 4 at 81%, while grade 7 belonging at 67% continues to demonstrate relative strength and remains above the provincial average of 64%.

Differences across grade levels remain evident, particularly as students move into the secondary years. Grade 10 belonging has declined to 55%, while feelings of safety at grade 10 decreased to 74%. This is the first time in five years that SD8's grade 10 safety results fell below the provincial average, suggesting that students' sense of connection and safety becomes less consistent through the secondary years. This trend should be monitored.



Educational Outcome 3: Feel Welcome, Safe, and Connected

Differences also remain evident for priority learners. Indigenous students and students with designations continue to report lower levels of belonging when compared to overall district results. This is most pronounced at the secondary level, where 43% of grade 10 Indigenous learners report a sense of belonging.

At the same time, relationships with caring adults continue to be a significant strength across the district. 76% of grade 7 students and 77% of grade 10 students report having two or more adults at school who care about them. Local MDI data further supports this, with 71–73% of grade 4 students reporting strong connections to caring adults at school, reinforcing the importance of these relationships as a key protective factor for students across SD8.

Comparisons

Overall district results related to sense of belonging are generally aligned with, or slightly above, provincial averages in the elementary and middle years. SD8 grade 4 belonging is 69%, compared to the provincial average of 67%, while grade 7 belonging at 67% remains above the provincial average of 64%. A more significant difference emerges at the secondary level, where SD8 grade 10 belonging is 55%, compared to the provincial average of 72%.

Comparisons between data sources also provide additional insight into how students experience connection with adults at school. For the grade 4 cohort, MDI results indicate that 73% of students report strong connections to caring adults, while SLS results for the same group are lower at 58%. This suggests that many students may feel strongly connected to a primary adult, such as a classroom teacher, but less connected to a broader network of adults within the school community.

Persistent differences also remain for priority learners. Indigenous students and students with designations continue to report lower levels of belonging when compared to district averages, particularly at grade 10 where belonging for Indigenous learners is reported at 43%. At the same time, results related to caring adult relationships for these learner groups are generally comparable to, or above, provincial and district averages. This continues to reinforce the importance of adult student relationships as a key protective factor for many of SD8's most vulnerable learners.



Educational Outcome 3: Feel Welcome, Safe, and Connected

Interpretation: Outcome 3 – Feel Welcome, Safe, and Connected

New Insights from Comparisons

While overall district results are generally aligned with provincial averages, the comparison highlights that system-level results can mask important differences in student experience. In particular, the data suggests that positive perceptions of adult care do not always translate into a broader and consistent sense of belonging for all students.

The comparison between MDI and SLS data further reinforces this distinction. While many students report strong connections to caring adults, feelings of belonging within the broader school community appear less consistent, particularly as students move into later grades.

Strengths and Areas for Growth

Strong adult-student relationships remain a foundational protective factor across the district, with most learners reporting high levels of care. However, the data also suggests that students may feel personally cared for by adults while experiencing a weaker sense of connection to the broader school community and peer culture. This identifies an area for growth in fostering inclusive classroom cultures and targeted social-emotional supports during the grade 7–10 transition.

Equity Implications

The results reinforce the importance of moving beyond ensuring that students feel supported toward ensuring that all students experience a genuine sense of inclusion and connection within their school communities.

A significant equity concern remains for Indigenous students, particularly at grade 10, where only 43% report a sense of belonging. Students with designations also continue to report lower levels of belonging relative to overall district results. These differences highlight the need for sustained and intentional efforts focused on inclusive environments, culturally responsive practices, student voice, and relationship-centred approaches that strengthen belonging for all learners.

Children and youth in care continue to be monitored locally through School-Based Team processes and district reporting structures where provincial data is masked because of small sample sizes.



Areas of Growth & Key Strategic Adjustments: Belonging and Safety

Areas of Growth

What areas of growth are affirmed or identified by the data review? Did anything surprising emerge?

- Grade 10 belonging is 55%, compared to the provincial average of 72%.
- 43% of Indigenous grade 10 students report a sense of belonging, compared to 76% in grade 4.
- Grade 7 sense of belonging has shown exceptional growth, rising from 42% in 2020–2021 to 67% in 2024–2025, currently outperforming the provincial average.
- 73% of grade 4 students report high adult connection on the MDI (one adult), but only 58% report connection on the SLS (two or more adults), highlighting how the framing of “connection” impacts student perception.

Key Strategic Adjustments

What key strategic adjustments will be made based on these areas for growth?

- Design targeted social-emotional and relationship-centered supports specifically for the Grade 7–10 transition to counteract the decline in school connection as students enter secondary years.
- Continue transition meetings and events for students transitioning into schools and between schools (eg: Welcome to Kindergarten events, transition to adulthood, and inter-school transition meetings).
- Continue implementation of programs such as PEACEful schools, Open Parachute, and Positive Behaviour in Schools (PBIS) programs in schools
- Broaden existing professional learning networks to include principals and counsellors to foster compassionate systems leadership across entire school cultures.
- Collect system-wide local data for children and youth in care and other priority populations about belonging in schools to ensure continuous support for priority learners. here



CAREER DEVELOPMENT

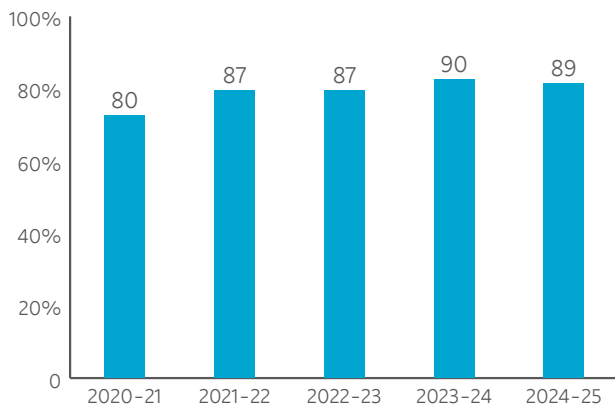
Educational Outcome



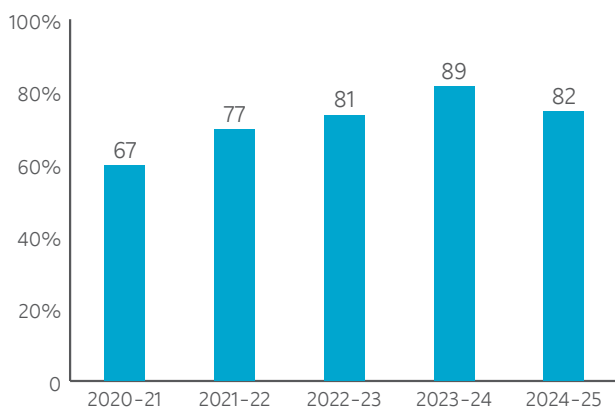
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

Five Year Completion Rate (All Resident)

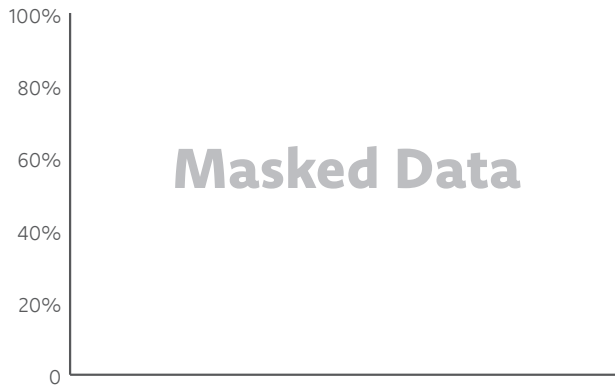


Five Year Completion Rate (Indigenous All)

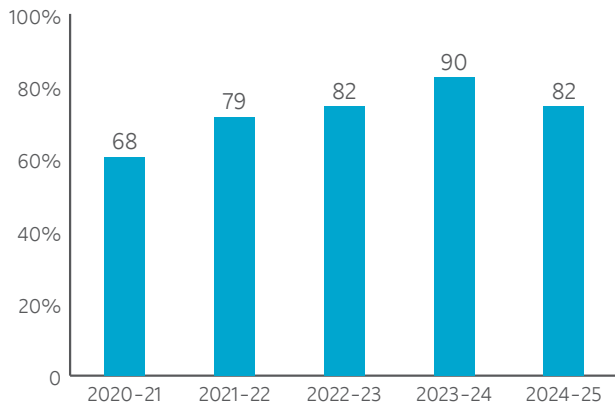


Educational Outcome 4: Graduation

Five Year Completion Rate (Indigenous On Reserve)

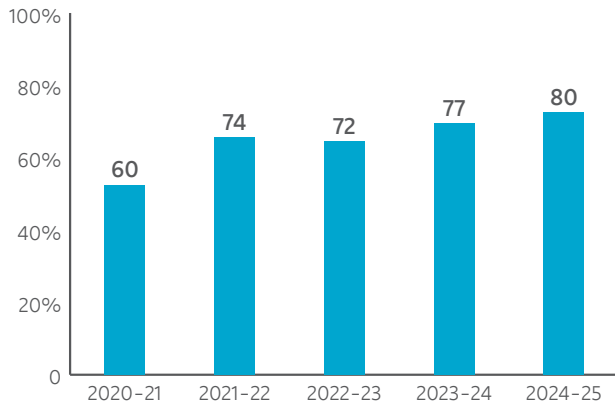


Five Year Completion Rate (Indigenous Not on Reserve)

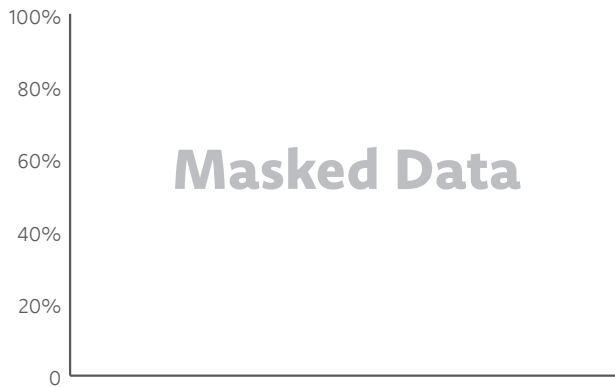


Educational Outcome 4: Graduation

Five Year Completion Rate (Diverse Abilities)



Five Year Completion Rate (Children/Youth in Care)



Educational Outcome 4: Graduation

Analysis: Outcome 4 – Graduation (Measure 4.1: Achieved Dogwood within 5 Years)

Key Context

This analysis is based on five-year completion rates, which measure the percentage of students achieving a B.C. Certificate of Graduation (Dogwood) within five years of starting grade 8. This measure reflects on-time graduation and is a key indicator of student success across the district. Data is disaggregated to better understand outcomes for priority learners, including Indigenous students and students with designations. In some instances, results are interpreted alongside local knowledge due to small cohort sizes and masked (MSK) data to protect student privacy



Trends

Five-year completion rates for all resident students show a positive and sustained trend, increasing from 80% in 2020–21 to 90% in 2023–24, and remaining strong at 89% in 2024–25. This indicates that most students are successfully completing graduation requirements within the expected timeframe.

Indigenous student outcomes have improved significantly over time, increasing from 67% in 2020–21 to a peak of 89% in 2023–24, followed by a decline to 82% in 2024–25. While overall gains are evident, this recent fluctuation suggests that outcomes are not yet fully stable and require continued attention.

Students with diverse abilities demonstrate steady improvement, with completion rates increasing from 60% in 2020–21 to 80% in 2024–25. Despite this progress, outcomes remain below those of the overall student population, indicating a continued need for targeted and individualized supports.

Comparisons

Comparison across student groups indicates that, while overall completion rates are strong, disparities remain. Indigenous students and students with diverse abilities continue to graduate at lower rates within five years compared to the overall population, although the gap has narrowed over time.

Recent cohort data suggests some variability, particularly for Indigenous learners, where a decline following peak performance indicates the importance of sustained, consistent supports.

Overall, the data reflects a stable and improving system, with evidence that district strategies such as three-year graduation planning, academic reviews, and expanded pathway options are supporting increased rates of on-time graduation. Continued focus on priority learners will be important to ensure more consistent and equitable outcomes across all student groups.



Educational Outcome 4: Graduation

Interpretation: Outcome 4 Graduation

Achieved Dogwood Within 5 Years

New Insight from Comparisons

New information emerges when comparing 5-year and 6-year completion rates, highlighting the critical role of flexible graduation pathways in SD8. While the 2024-25 all-resident 5-year rate is 89%, the 6-year completion rate reaches 93%, indicating that many students successfully graduate when provided with additional time and targeted support. This pattern is even more pronounced for priority learners; for Indigenous students, the 6-year completion rate reached 91% in 2024-25, which is significantly higher than the 5-year rate of 82%. Similarly, students with designations saw their completion rate rise from 80% (5-year) to 89% (6-year) in 2024-25, reinforcing that district strategies are successfully supporting students who benefit from extended timelines. These local comparisons identify that providing additional time is an effective tool for improving equity and success for priority populations

Strengths and Areas for Growth

The primary strength of the graduation system is the sustained upward trend in completion rates for all student groups since 2020-21. The measurable recovery for priority groups is a significant point of system health, with Indigenous 5-year completion rising 15 percentage points over the last five years. Strong data reliability, with high confidence in local knowledge for masked cohorts, further supports the district's ability to track these gains. Conversely, the main area for growth is stabilizing the outcomes for Indigenous learners following recent fluctuations and further closing the 9-point gap between all-resident students (89%) and those with students with designations (80%). Consistency and predictability of outcomes remain targets for improvement to ensure that progress is maintained across every cohort.

Equity Implications

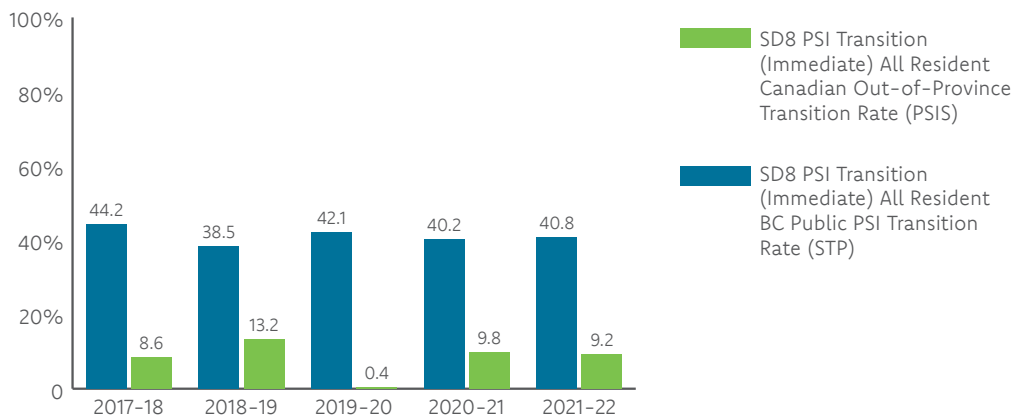
The analysis informs district equity commitments by underscoring the necessity of individualized graduation pathways and culturally responsive supports. The 2024-25 data highlights that flexible timelines (the 6-year completion rate) are essential for ensuring equitable outcomes for Indigenous students and students with designations. This informs the district's commitment to facilitating graduation academic reviews three times annually and ensuring every student has a updated 3-year grad plan that incorporates career program pathways. By centering priority learners in these planning processes, the district ensures that Indigenous students, students with designations, and children and youth in care graduate with the competencies needed to transition successfully to post-secondary or the workforce.



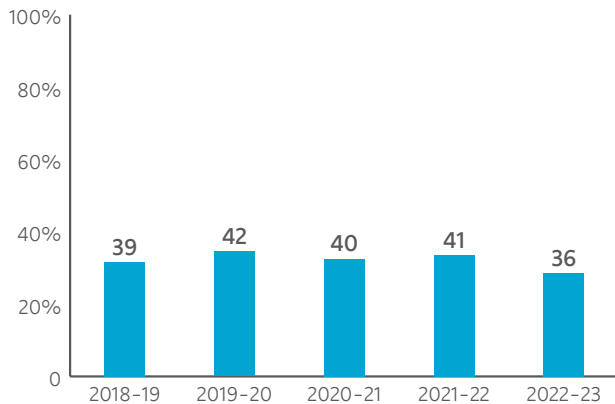
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

PSI Immediate Transition Rates (BC institutions only)

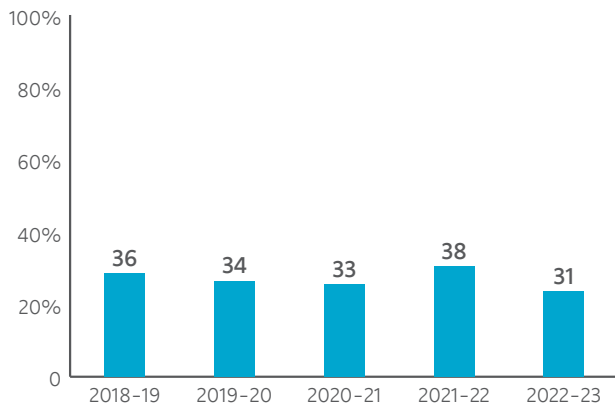


PSI Immediate Transition Rate (BC institutions only)

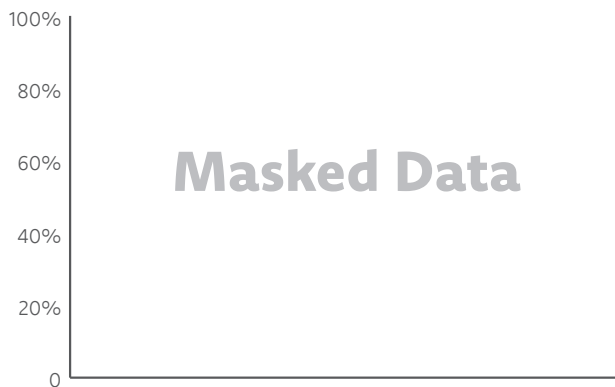


Educational Outcome 5: Life and Career Core Competencies

PSI Immediate Transition Rate (All Resident)

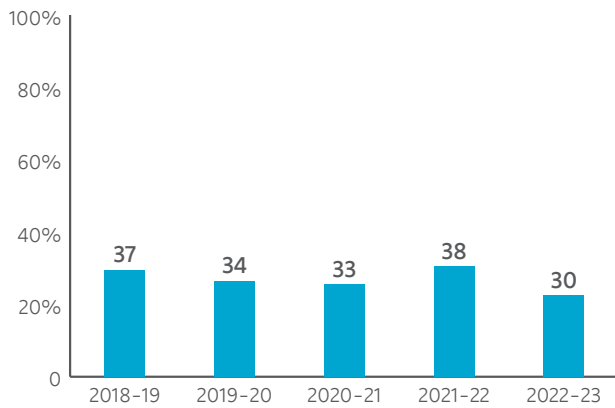


PSI Immediate Transition Rate (Indigenous All)

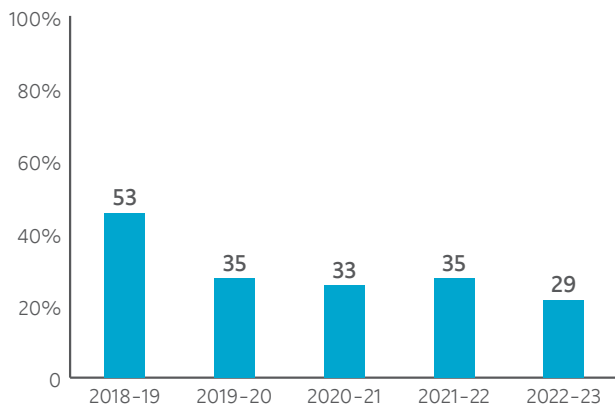


Educational Outcome 5: Life and Career Core Competencies

PSI Immediate Transition Rate (Indigenous On Reserve)

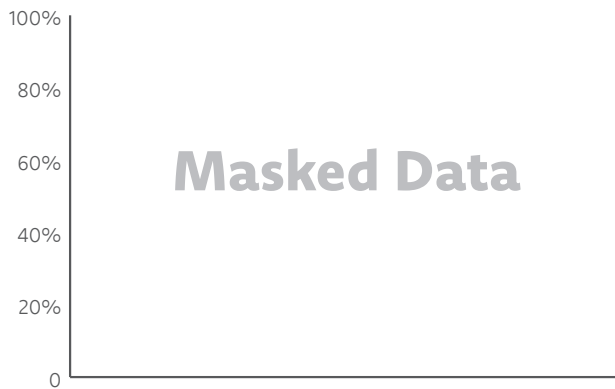


PSI Immediate Transition Rate (Diverse Abilities)



Educational Outcome 5: Life and Career Core Competencies

PSI Immediate Transition Rate (Children/Youth in Care)



Educational Outcome 5: Life and Career Core Competencies

Student Learning Survey (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)?”

Grade Level	Subsets	Years				
		2020 - 2021	2021-2022	2022-2023	2023-2024	2024-2025
Grade 10	All Resident	28%	34%	36%	36%	35%
	Indigenous Students	21%	34%	29%	30%	28%
	Students with Disabilities and Diverse Abilities	21%	21%	26%	32%	26%
Grade 12	All Resident	29%	31%	27%	33%	39%
	Indigenous Students	30%	26%	19%	31%	46%
	Students with Disabilities and Diverse Abilities	41%	42%	11%	21%	35%



Analysis: Outcome 5 – Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Key Context

This analysis draws on immediate and three-year post-secondary transition data to B.C. public post-secondary institutions, along with student perception data related to preparedness for post-secondary pathways. Provincial transition data does not capture students attending institutions outside of British Columbia, which is an important consideration for SD8, as a portion of graduates pursue out-of-province opportunities. Data is also disaggregated to better understand outcomes for Indigenous students and students with designations. In some cases, data is masked due to small cohort sizes and is interpreted alongside local context and district knowledge.

Trends

Post-secondary transition rates for SD8 students have remained relatively stable over time, with immediate transition rates generally ranging between approximately 36% and 41% across recent cohorts. This indicates that a consistent proportion of students are transitioning directly to B.C. public post-secondary institutions.

Indigenous student transition rates follow a similar pattern, with results slightly below the overall population but showing periods of improvement. While participation in post-secondary pathways is evident, the data indicates that disparities remain.

Students with designations demonstrate more variability in transition rates across cohorts. While some years show strong immediate transitions, more recent data suggests a decline, indicating that pathways for these students are less consistent and may involve delayed or alternative transitions.

Three-year transition data shows that additional students enter post-secondary education after some delay, reinforcing that pathways beyond secondary school are not always immediate and may reflect a range of student choices and circumstances.

Student perception data provides additional context. A moderate proportion of students report that school is preparing them for post-secondary education, with results improving slightly in grade 12. Indigenous students report higher levels of preparedness in recent data, while responses from students with diverse abilities remain variable.



Educational Outcome 5: Life and Career Core Competencies

Comparisons

Compared to provincial patterns, SD8 immediate transition rates to B.C. public post-secondary institutions are slightly lower. However, this difference is partially explained by students pursuing out-of-province opportunities, as well as a broader range of post-secondary and career pathways, including direct entry to the workforce, trades training, and delayed entry into post-secondary education.

Comparisons across student groups indicate that Indigenous students and students with diverse abilities continue to transition at lower rates than the overall population. While trends show participation across all groups, these differences highlight ongoing inequities in access to, or readiness for, post-secondary pathways.

At the same time, the data suggests that SD8 students are pursuing diverse and flexible pathways beyond graduation. The presence of delayed transitions, along with participation in trades and dual credit programs, indicates that post-secondary transitions are not limited to a single pathway and reflect a range of student goals and experiences.

Interpretation: Outcome 5 – Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

New Insight from Comparisons

While SD8 immediate transition rates to B.C. public post-secondary institutions (36–41%) appear lower than provincial averages, triangulation with Statistics Canada data provides additional context. The comparison suggests that approximately 10–16% of SD8 graduates transition to institutions outside of BC, a factor not captured within standard provincial datasets. At the same time, record enrollment in Youth Train in Trades programs (45 students), along with strong participation and satisfaction in dual credit programs, indicates that many students are pursuing diverse post-secondary and career options aligned with regional opportunities and labour market needs, rather than following a single pathway directly into B.C. universities.

Strengths and Areas for Growth

A key strength is the stability of transition rates over time, indicating that a consistent proportion of students are transitioning to B.C. public post-secondary institutions. District strategies such as career exploration, dual credit programming, and trades training are supporting students in accessing a range of pathway options.



Educational Outcome 5: Life and Career Core Competencies

Student perception data also indicates that a portion of students, particularly in grade 12, report feeling prepared for post-secondary education, with increased positive responses for Indigenous students in recent data.

An area for growth is increasing the proportion of students who transition directly to post-secondary education within one year of graduation. While multiple pathways are evident, the data suggests variability in how students move into post-secondary over time.

Students with designations continue to show variability in transition rates across cohorts, indicating a need for continued focus on consistent and supported transition planning.

Equity Implications for Priority Learners

The data reinforces the importance of continuing to strengthen equitable access to post-secondary pathways for all learners. Indigenous students show participation in post-secondary transitions; however, overall rates remain below the district average, indicating the need for sustained and culturally responsive supports.

Students with designations demonstrate varied transition patterns, reinforcing the importance of individualized planning and coordinated support to help ensure successful transitions.

Current district approaches, including three-year graduation planning, secondary academic reviews, and expanded pathway opportunities such as dual credit and trades training, are aligned with these needs. These strategies support students in identifying pathways that align with their interests and goals.

Moving forward, continued focus on early planning, coordinated support, and clear pathway development will remain important in supporting successful transitions for all students, particularly priority learners.



Areas of Growth & Key Strategic Adjustments: Career Development

Areas of Growth

What areas of growth are affirmed or identified by the data review? Did anything surprising emerge?

- 6-year completion rates (91%) are significantly higher than 5-year rates (82%) for Indigenous learners, affirming that flexible, individualized graduation pathways are a systemic strength.
- Participation in Youth Train in Trades (YTT) reached a five-year peak of 45 students in 2025-2026, indicating strong student engagement with skilled trades pathways.
- While graduation rates are strong, only 23% of grade 12 students feel satisfied they are learning basic life skills (financial planning, taxes), identifying a need to better integrate real-world competencies.
- Graduation and post-secondary transition rates have improved across all student groups; however, Indigenous learners and students with designations continue to experience lower outcomes than the overall student population.

Key Strategic Adjustments

What key strategic adjustments will be made based on these areas for growth?

- Continue three annual academic reviews and maintain updated three-year graduation and career pathway plans for all students.
- Strengthen transition planning through collaboration with families, IEC, post-secondary partners, and community organizations.
- Expand access to trades training, dual credit, work experience, and career exploration opportunities through strengthened post-secondary and employer partnerships.



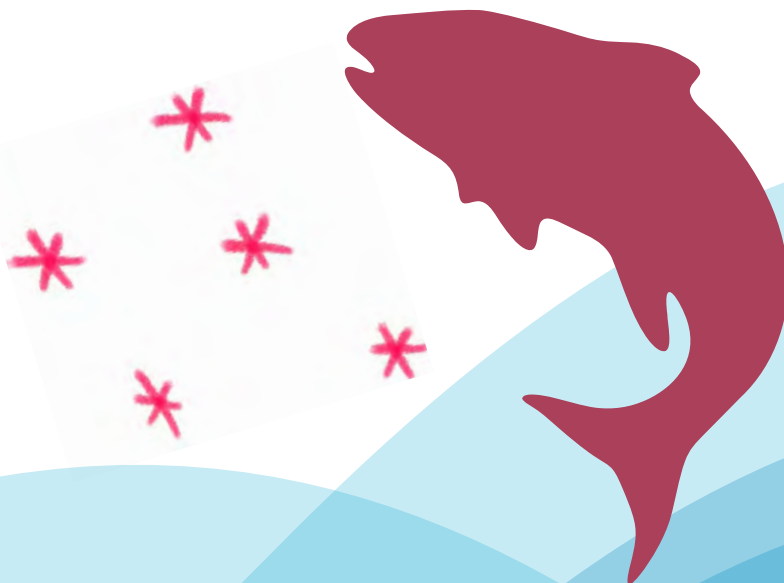
**Every word
matters.**

Speak Kindly



GLOSSARY OF ACRONYMS

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



FROM: Trish Smillie, Superintendent
DATE: June 9, 2026
SUBJECT: Climate Action and Sustainability Annual Report

For Information

Introduction

This memorandum will outline the [2025 PSO Climate Change Accountability Report for School District No. 8 \(Kootenay Lake\)](#).

Background

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

Information

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

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





School District 8
Kootenay Lake

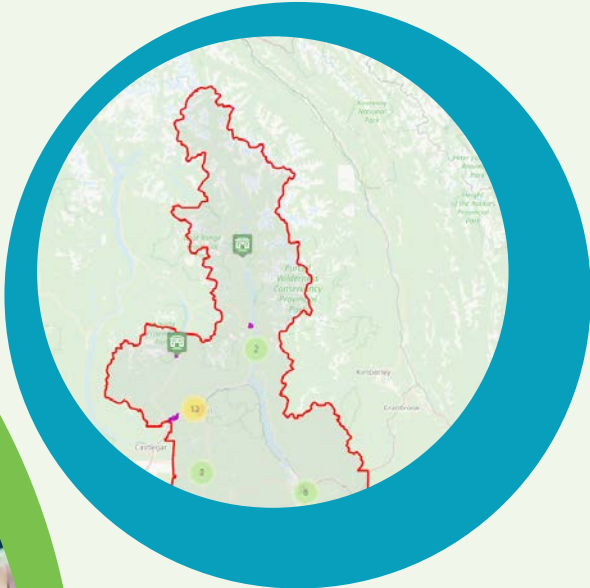
CLIMATE ACTION & SUSTAINABILITY ANNUAL REPORT

JUNE 10, 2026





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



CONTENTS



ACKNOWLEDGEMENT i

ABOUT SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE) 1

COMMITMENT TO SUSTAINABILITY & CLIMATE ACTION 2

EDUCATION, AWARENESS & ACTION 4

STEWARDSHIP 8

CULTURE 12

LOOKING FORWARD 16

APPENDIX A - 2025 PSO CLIMATE CHANGE ACCOUNTABILITY REPORT 17





ABOUT SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)

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

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

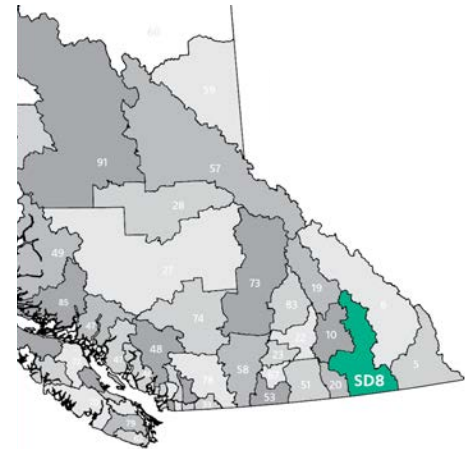
School District No. 8 has developed a [Strategic Plan for 2024-2029](#), which focuses on five key priorities to enhance student success and well-being:

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

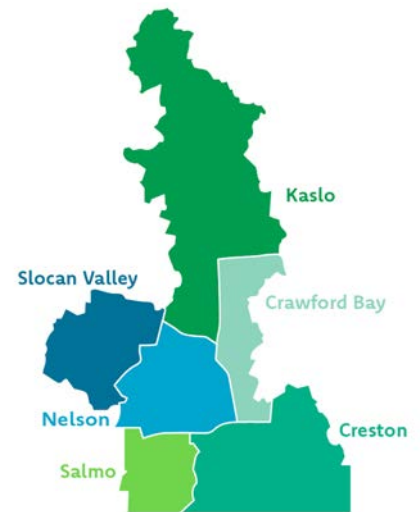
The Strategic Plan emphasizes the importance of education, stewardship, and cultural development in fostering a sustainable future.

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

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



British Columbia School Districts



School District 8 Kootenay Lake
Families of schools

4,500
students

22
schools

800
staff





COMMITMENT TO SUSTAINABILITY & CLIMATE ACTION

Policy 173: Climate Action and Sustainability

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

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

Education, Awareness and Action

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

Stewardship

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

Culture

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

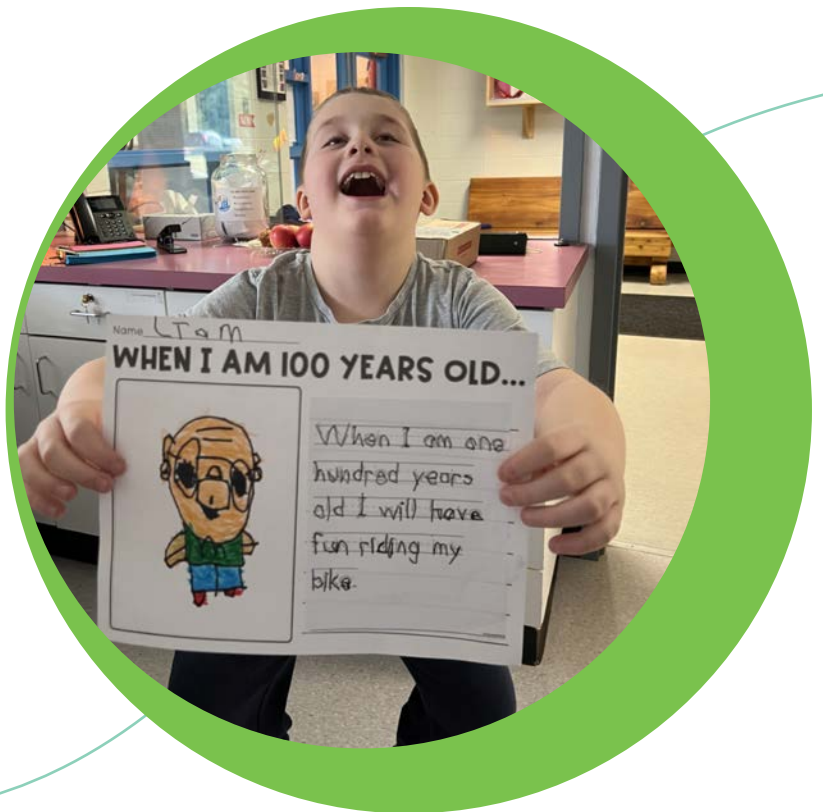




About This Report

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

This report outlines the actions developed for each commitment area and provides an update on our progress for the 2025-2026 school year. In accordance with current provincial regulations, all public service organizations are required to report their annual greenhouse gas emissions. The district's 2025 Climate Change Accountability Report is appended to the end of this report.





EDUCATION, AWARENESS & ACTION

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

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

Vision

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

Commitments

To achieve this vision, SD8 will:

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

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





Grey box indicates priority action corresponding to each school year.

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





EDUCATION, AWARENESS & ACTION

Progress in 2025-2026

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

- The Climate Action and Sustainability Working Group (CASWG) was created and met regularly throughout the year to support collaboration, learning, and sustainability initiatives across the district, including the promotion of monthly sustainability themes.
- CASWG members met with the Director of Operations to learn more about district stewardship, operations projects and sustainability initiatives taking place across SD8.
- City of Nelson presented to CASWG in January on the theme “Save Our Energy.”
- School based climate action and sustainability leads were established to support communication with staff, share information at staff meetings and help champion sustainability initiatives within individual schools.
- A district website was created to provide climate action and sustainability resources for educators.
- Ongoing information was shared through weekly communication to staff, including curriculum connections, sustainability updates and educator resources.
- SD8 conducted a Sustainability and Climate Action Survey to gather information about initiatives currently taking place across schools. The information collected will help identify opportunities to share effective practices, strengthen collaboration, and highlight community partnerships supporting this work.
- Kootenay Boundary Environmental Education Initiative (KBEE) presented at the Banff conference as a model for other school districts interested in developing environmental education networks within their own contexts.
- The KBEE Place-Based Learning Inspiration Handbook was updated. The handbook is a living collection of curricular ideas, resources, and examples of environmental and place-based learning practices that will continue to evolve over time.
- SD8 staff participated in an Indigenous Day of Learning that included opportunities for land-based learning experiences, including walks on the land.

SD8 continues to strengthen environmental and sustainability learning through ongoing partnerships and participation in regional initiatives, including:

- Strong ongoing connections and collaboration with Columbia Basin Environmental Education Network (CBEEN), KBEE and Wildsight.
- Continued support for the Columbia River Field School, an SD8 Board/Authority Authorized (BAA) course that provides students with place-based and experiential environmental learning opportunities.
- Participation by SD8 schools in the Take Me Outside for Learning Challenge, encouraging outdoor and land-based learning experiences for students.
- Participation in the Annual Environmental Education Leadership Clinic held April 17–19, with three SD8 teachers attending to support professional learning and environmental education leadership development.





EDUCATION, AWARENESS & ACTION

Sharing Sustainability Stories

Columbia River Field School

The Columbia River Field School is a unique 15-day School District No. 8 Board/Authority Authorized course for students ages 15 - 18 that combines canoeing, outdoor adventure, and place-based learning along the Columbia River. Students paddle key sections of the river while exploring topics such as ecology, geography, history, culture, and sustainability. Guided by Indigenous Knowledge Keepers, scientists, local experts, and outdoor instructors, participants earn four credits and Recreational Canoe Association of BC certifications while building leadership, friendships, and a deeper understanding of the Columbia Basin.



Crawford Bay Elementary-Secondary School Green Team

Students in the Crawford Bay School Green Team continue to demonstrate how small actions can create a big impact. Throughout the year, students have participated in a range of sustainability initiatives connected to learning, stewardship and community. This has included trimming invasive plants and using them in art projects, visiting local wetlands with a wolverine tracker, learning alongside Knowledge Keepers, and supporting a school garden focused on local food and food security. The school also continues to encourage the use of natural light to reduce electricity consumption, along with school wide reduce and recycle initiatives.



STEWARDSHIP

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

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

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

Vision

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

Commitments

To achieve this vision, SD8 will:

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

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





Grey box indicates priority action corresponding to each school year.

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



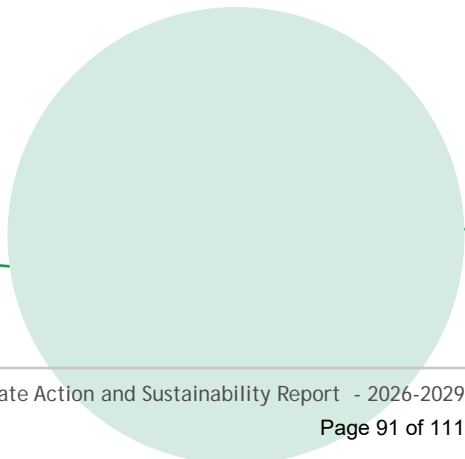


STEWARDSHIP

Progress in 2025-2026

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

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



STEWARDSHIP

Sharing Sustainability Stories

SD8 Receives National Award for Surfacing Sustainability and Stewardship Ideas

The district received an Award of Distinction from the Canadian Association of Communicators in Education (CACE/ACACÉ) in October 2025 for its Sustainability in SD8 public engagement campaign.

Through the EngageSD8 platform, participants submitted 357 surveys and 700 ideas on how SD8 can reduce its environmental footprint, support sustainable transportation, and make sustainability part of everyday school life.

Ideas submitted during the engagement served to underpin the SD8 Climate Action and Sustainability Policy and highlighted sustainability and stewardship priorities going forward.



Let it Grow! Students Learn to Garden Indoors

Across SD8 schools, students are exploring questions such as: Can we grow vegetables in the winter? What do plants need to grow? Can plants grow without soil?

The district supplied 26 new grow towers to schools in 2025-2026, funded through the National School Food Program and Food Infrastructure Program.

For example, students at Blewett Elementary planted peas, beans, nasturtiums, and basil in their tower equipped with lights and a supply of supplemental nutrients.

By learning to produce food year-round, students learn about sustainability, healthy eating, agricultural and water stewardship, food security, STEM and more.





CULTURE

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

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

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

Vision

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

Commitments

To achieve this vision, SD8 will:

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

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



CULTURE



Grey box indicates priority action corresponding to each school year.

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





CULTURE

Progress in 2025-2026

SD8 has made significant strides in improving climate action and sustainability culture that include:

- Review of district workplans to align with sustainability and to identify opportunities to share effective practices, strengthen collaboration, and work in partnership where doing so improves a culture of climate action and sustainability.
- Realignment of reporting structure to ensure climate mitigation and sustainability are acknowledged twice annually.
- Publication of an annual report that shares progress on sustainability commitments and performance metrics outlined in the Sustainability Operational Plan.
- Public and internal communication about student-led climate action and sustainability initiatives.
- Identifying climate initiatives on SD8 and school websites to highlight actions and resources related to climate action and sustainability.
- Development of and support for employee green teams or recycling teams at all district worksites. This includes green initiatives such as a “pack it in, pack it out” program, off-site composting of organic kitchen waste from the school board office, and returnables programs with refundable cans, bottles and cartons funding various school initiatives.
- Climate action and sustainability themes promoted to all staff: January – Save Our Energy; February – Reduce Our Waste; March – Small Actions, Big Impact; April – Learning from the Land; May – Planet Friendly Travel; June – Local Food & Living Things.
- Support for the SD8 wellness team to develop two initiatives each year that promote sustainability, including a wellness walk across Canada in May in keeping with the them of planet-friendly travel, an e-bike funding program, and established environmental budgets for schools.
- Implementation of district work plans to align with climate action and sustainability.
- SD8 Wellness Team that includes all employee groups. In May 2026 the team launched its second district-wide wellness initiative, the Walk Across Canada Challenge in which employees log their steps or distance to reach the district-wide goal of walking 7,800 kilometres in a month’s time.





CULTURE

Sharing Sustainability Stories

Bus Fleet Goes Electric

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



Walk Across Canada Challenge

The SD8 Wellness Committee is in its second year, with representation from all employee groups. The district-wide wellness initiative for 2026 is the Walk Across Canada Challenge in which employees log their steps or distance to reach the district-wide goal of walking 7,800 kilometres across Canada between May 11 and June 14, 2026.

Prizes are awarded to the worksite that collectively walks the furthest distance, and all participants’ names are entered into a draw at the end of the challenge to win prizes.

Walking has many benefits, such as improving cardiovascular health, boosting mental health and enhancing joint and muscle function. The challenge also encourages employees to walk to work instead of driving where practical to do so.



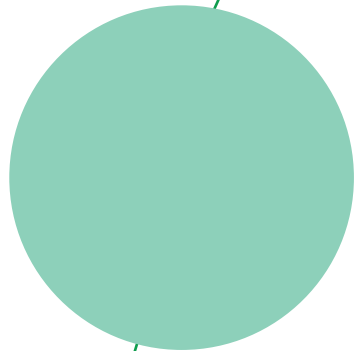


LOOKING FORWARD

2025-2030

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

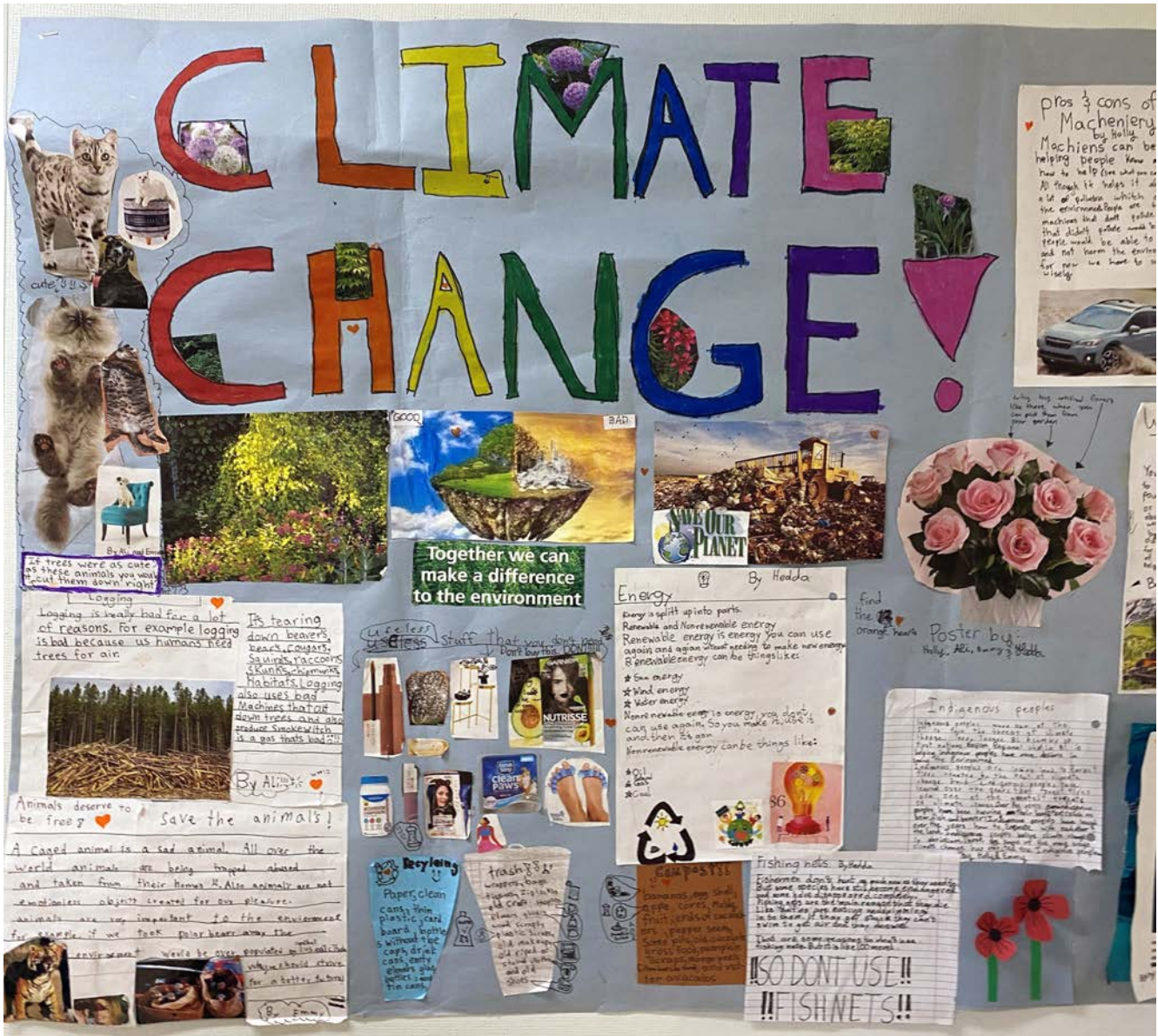
SD8 recognizes that this work is ongoing. As challenges and opportunities arise, the district will adapt its approach based on what is learned. By working with students, staff, educational partners, families, and community partners, SD8 will continue to find practical ways to reduce our environmental impact, respond to a changing climate and make sustainability a lasting part of the school district.





APPENDIX A

2025 PSO Climate Change Accountability Report



Memorandum to the Board of Education PUBLIC

FROM: Cathy MacArthur, Secretary-Treasurer
DATE: June 9, 2026
SUBJECT: Quarterly Capital Update

For Information

Introduction

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

Information

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

- Central - Window Replacement
The project is complete.
- Crawford Bay - Water Control and Drainage
There have been challenges with water drainage and minor crawl space flooding during the spring melt and heavy rains. The original construction did not have proper design to alleviate the volume of water. All lines have been scoped, new interior and exterior pumps installed, and updating of the Direct Digital Controls (DDC) that controls the system has been completed.
- Crawford Bay - Water Pump and Filtration Upgrade
The two water pumps are failing at the school. One pump has been replaced. The other pump will be removed and properly serviced or replaced. We are also working with Interior Health on the options to update the water filtration system.
- Crawford Bay - Lighting Controls
The lighting control system is beyond its lifecycle and obsolete. Operations is currently researching a replacement system. Research is ongoing.
- Hume Elementary - HVAC Upgrade
The HVAC system is beyond its lifecycle. Design for a new system is currently underway and some components will be purchased under phase I.
- Jewett Elementary - Firesmart
The Jewett FireSmart project is nearing completion with work continuing into the summer with some final debris cleanup, removal of pulp logs and firewood in the back section of the forest. Although the project generated revenue through log sales, the timber had significantly lower market value than expected and those funds were fully reinvested into project expenses. Treated areas around the school already provide important educational and play opportunities for students.



- L.V. Rogers - Athletic Field Rejuvenation
The upper field is about to receive a rejuvenation to smooth the field as well as restore proper grass. A local contractor has been sourced with specialty equipment to perform the task.
- Mount Sentinel Secondary School - Dust Collector Upgrade
The dust collector is well beyond its useful lifecycle. The design is complete and the replacement unit and critical long lead items have been ordered. Replacement for the system will occur this summer.
- Salmo Elementary School - HVAC Upgrade
The HVAC system is beyond its lifecycle. Design is underway to begin replacing the system this year.
- Trafalgar Middle School - Ongoing Sprinkler System Installation
This project has been split into six components, each with a zone of the sprinkler system. Out of the 6 zones, 1,3 and 4 are complete. Work on zone 5 continues after instructional hours and during school breaks. The first-floor zone is operational. Funding has been approved and the project is moving forward.
- District - Charging Stations
The second phase of the charging infrastructure is in progress. This phase includes fast chargers (120Kilowatts) in Creston and Nelson, as well as a charger in Kaslo and the Brent Kennedy bus depots. The chargers are now online.
- Various Sites - Window Film Pilot
This pilot project is undergoing further research. The location will be changed to a more suitable site and include different products. This project will begin in June.
- Winlaw Elementary School - Irrigation replacement
The project to replace the grounds irrigation system has been approved. With increased costs across various projects, this project is being prioritized according to operational requirements.



FROM: Cathy MacArthur, Secretary Treasurer
DATE: June 9, 2026
SUBJECT: Long-Range Facilities Plan Update 2026

For Information

Introduction

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

Background

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

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

Information

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



Appendix

CRAWFORD BAY FAMILY OF SCHOOLS (Crawford Bay Elementary-Secondary)	
Facility Plans per Long-Range Facilities Plan	Work Completed Since 2021
<u>Crawford Bay Elementary-Secondary</u> <ul style="list-style-type: none"> Relatively new - no plans to upgrade or change usage 	<u>Crawford Bay Elementary-Secondary</u> <ul style="list-style-type: none"> Building exterior received extensive maintenance. Extensive septic system and storm water drainage repairs and upgrades Fitness center security and privacy upgrades. LED lighting Upgrade in the gymnasium Water Pump A replaced, about to replace Pump B. Water Filtration system under review for upgrade. Septic repairs including new lines to the storm pit, new pump and control box, scoped entire system. LED lighting upgrade in the shop class, various classrooms, and some hallways. Emergency lighting upgrade. Fire Pump control replacement Courtyard improvement including a new deck for accessibility, painting and landscaping.

CRESTON FAMILY OF SCHOOLS (Adam Robertson Elementary, Canyon Lister Elementary, Erickson Elementary, Wildflower Creston Elementary, Kootenay River Secondary, Kin Park, Yahk Elementary)	
Facility Plans per Long-Range Facilities Plan	Work Completed Since 2021
<u>Adam Robertson Elementary</u> <ul style="list-style-type: none"> High on list for modernization of core systems and finishings <u>Kin Park</u> <ul style="list-style-type: none"> Not in use - discussion with community <u>Yahk Elementary</u> <ul style="list-style-type: none"> Under consideration for sale 	<u>Adam Robertson Elementary</u> <ul style="list-style-type: none"> Complete basement renovation including HVAC upgrade Staffroom renovation New accessible playground Outdoor Basketball court resurfacing Emergency Lighting replacement Complete Direct Digital Controls (DDC) replacement <u>Canyon Lister Elementary</u> <ul style="list-style-type: none"> Gym HVAC Upgrade New accessible playground and associated accessibility upgrades; access ramps, doors and floor transitions Accessible pathway to the forest and gathering space New septic control system 4 new concrete picnic tables and concrete pads as well as the associated sidewalk replaced. <u>Erickson Elementary</u> <ul style="list-style-type: none"> New septic tanks and field Ground remediation for walking path and gazebo for indigenous learning New flooring throughout library and associated ancillary rooms. Building exterior improvements for safer water removal Site upgrades to improve traffic safety diverting parent drop off and pickup to the back parking lot rather than the Highway. This work is ongoing. Last summer additions were new barricades, signage, fencing, and line painting for bus safety. Gym ceiling fan replacement <u>Kootenay River Secondary</u> <ul style="list-style-type: none"> Various significant HVAC repairs including a new DDC system (Direct Digital Controls) Outdoor climate control installed on the annex building



	<ul style="list-style-type: none"> • All lockers repainted as well as painting upgrades in the foods room. • Gym floor refinish including all new lines and the school name change. • New rubberized floor in the fitness center • Currently upgrading the serving counter and installing a kitchen as part of the FIP (Facility Infrastructure Program) to support feeding futures • Wood, metal, and mechanics shop upgrades including a new dust collector, HVAC upgrade, planer room, lighting upgrade, and extensive painting. Still in progress • New security and camera system • New Wildflower natural playground • Control valves replaced to support DDC replacement • All exit lights replaced. • FIP kitchen upgrade supporting feeding futures. This is again expanding further this summer • Various hallways and classroom painting. • North courtyard improvements including concrete work and landscaping • Full metal shop refurbish including lighting, painting, ventilation cleaning, power upgrade, and extensive cleaning. • Science rooms received new acid traps <p><u>Kin Park</u></p> <ul style="list-style-type: none"> • Sold <p><u>Yahk Elementary</u></p> <ul style="list-style-type: none"> • Sold <p><u>Multiple Schools</u></p> <ul style="list-style-type: none"> • Various flooring upgrades replacing carpet with sheet goods
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Kaslo Family of Schools (Jewett Elementary School), J.V. Humphries Elementary-Secondary)	
Emerging Facility Plan per LRFP	Work Completed Since 2021
<p><u>Jewett Elementary</u></p> <ul style="list-style-type: none"> • Under consideration for closure in 2016 - review usage and continue consultation with community <p><u>J.V. Humphries Elementary-Secondary</u></p> <ul style="list-style-type: none"> • Relatively new - no plans to upgrade or change usage 	<p><u>Jewett Elementary</u></p> <ul style="list-style-type: none"> • HVAC upgrades and repairs including a new furnace and propane tank • Significant danger tree removal following the Firesmart program • Replaced 1 of 3 furnaces <p><u>J.V. Humphries Elementary-Secondary</u></p> <ul style="list-style-type: none"> • Various significant HVAC upgrades including a new DDC system (Direct Digital Controls) • Room D115 renovation and repairs • Significant danger tree removal • Replaced main glycol pump and boiler room controls <p><u>Multiple Schools</u></p> <ul style="list-style-type: none"> • Various flooring upgrades replacing carpet with sheet goods



**Nelson Family of Schools
(Blewett Elementary, Hume Elementary, Redfish Elementary, South Nelson Elementary, Wildflower Nelson Elementary-Middle, Reach, Trafalgar Middle, L. V. Rogers Secondary, Former A.I. Collinson Elementary, Former Gordon Sargent Elementary)**

Emerging Facility Plan per LRFP	Work Completed Since 2021
<p>All schools except L.V. Rogers Secondary and Wildflower Nelson</p> <ul style="list-style-type: none"> High on district's priority list for replacement, upgrade or modernization with Trafalgar Middle School identified as being in particular need of modernization 	<p><u>Blewett Elementary</u></p> <ul style="list-style-type: none"> Playground upgrades around the property including extensive playground repairs, new concrete curbs, and accessibility upgrades to the lower courts and 'Emerson's path' providing access to the upper field Extensive danger tree removal throughout the property New mural with the school name to welcome student and visitors <p><u>Hume Elementary</u></p> <ul style="list-style-type: none"> Large exterior mural project on South wall New outdoor pavilion and learning space New water main with increased capacity for future sprinkler system Acoustic improvements in the auxiliary gym are underway New flagpole Acoustic panels were installed in the studio New fire alarm panel <p><u>Redfish Elementary</u></p> <ul style="list-style-type: none"> New DDC system (Direct Digital Controls) Entire building exterior was repaired and painted Significant kitchen upgrade through the FIP (Facility Infrastructure Program) to support feeding futures Emergency power upgrades with the transfer switch and generator, ongoing <p><u>South Nelson Elementary</u></p> <ul style="list-style-type: none"> Extensive HVAC upgrade was completely throughout entire school. New outdoor learning pavilion on the upper field Storm water drain repairs and partial replacement completed, grounds remediation underway New flag pole Building exterior was completely repainted, also included new metal fascia and highlights. Girls basement washroom upgrade, new floor flanges and toilets, flooring, and painting <p><u>Wildflower Nelson Elementary</u></p> <ul style="list-style-type: none"> Library renovation into a new classroom for better use of space. New library now located on stage where 2 classrooms were renovated to accommodate the new library. These stage renovations include a new custodial closet and gym storage New accessible washroom HVAC upgrade for gymnasium and new library on the stage New staffroom renovated from the old gym storage room New natural outdoor play space New incoming water service to accommodate future sprinkler system New flagpole New rubberized gym floor New windows throughout entire building <p><u>Trafalgar Middle</u></p> <ul style="list-style-type: none"> Multiphase sprinkler installation in progress for the entire school. This extensive project includes abatement, LED lighting upgrades, HVAC upgrades, and building finish upgrades Two rooms were completely renovated into four rooms. These renovations included flooring, paint, ceilings, LED lighting, and HVAC upgrades Gym floor refinishing



Nelson Family of Schools (Blewett Elementary, Hume Elementary, Redfish Elementary, South Nelson Elementary, Wildflower Nelson Elementary-Middle, Reach, Trafalgar Middle, L. V. Rogers Secondary, Former A.I. Collinson Elementary, Former Gordon Sargent Elementary)	
Emerging Facility Plan per LRFP	Work Completed Since 2021
	<ul style="list-style-type: none"> Supply Fan 1 servicing the central part of the school was replaced. The replacement unit is far more efficient and includes heating coils for further increased efficiency and building comfort Completed renovation of foods room including new cooking infrastructure, HVAC upgrades, lighting, paint, and flooring Complete Wood and Metal Shop renovation as well as the maker space. This renovation included HVAC upgrades and a new Dust Collector New heating system for the music room is underway Dust collector noise remediation New score board in the gymnasium Basement Boys and Girls washroom renovated to create a safer space for students. Including floor to ceiling partitions, upgraded ventilation, and painting. Replaced all 1st generation lockers New security camera system <p><u>L.V. Rogers</u></p> <ul style="list-style-type: none"> New main water line from school to Commerce Building New sidewalk and ground remediation between the school and commerce building New dust collector Mechanic shop upgrade including new bay doors, lighting, and compound fencing Various flooring upgrades New DDC (Direct Digital Controls) system is currently in progress, multi-phase project Wood/metal shop upgrades including accessibility improvements Full elevator service and extensive repairs Gym floor refinish including new colors and graphics for the school name change Science rooms received new acid traps Water heaters and holding tank replacement <p><u>Former A. I. Collinson</u></p> <ul style="list-style-type: none"> Significant HVAC upgrades and repairs New flooring in library and adjacent classroom New shed and electrical service to house the new kiln New outdoor mural <p><u>Former Gordon Sargent Elementary</u></p> <ul style="list-style-type: none"> General maintenance <p><u>Multiple Schools</u></p> <ul style="list-style-type: none"> Various flooring upgrades replacing carpet with new flooring

Salmo Family of Schools (Salmo Elementary, Salmo Secondary, Salmo Tennis Courts & Pool, Ymir Land)	
Emerging Facility Plan per LRFP	Work Completed Since 2021
<p><u>Salmo Elementary School and Salmo Secondary</u></p> <ul style="list-style-type: none"> Proposed - Expansion of Salmo Secondary School to add 190 seats to accommodate Salmo's elementary-school-aged students in a larger Salmo <p>Meeting of the Board Held in Public</p>	<p><u>Salmo Elementary</u></p> <ul style="list-style-type: none"> Grounds remediation in partnership with the PAC which included gazebo repairs, raised garden beds, playground equipment, and improved recreation area around the playground Various concrete repairs around the school with some fencing upgrades to improve safety Complete interior painting Various flooring upgrades with the most recent being the library and sensory room Complete LED lighting upgrade <p><u>Salmo Secondary</u></p>



Salmo Family of Schools (Salmo Elementary, Salmo Secondary, Salmo Tennis Courts & Pool, Ymir Land)	
Emerging Facility Plan per LRFP	Work Completed Since 2021
<p>Elementary Secondary School</p> <p><u>Salmo Elementary School</u></p> <ul style="list-style-type: none"> • Would be a top priority for renovations, upgrades and modernization if the more cost-effective long-run solution of a Salmo Elementary Secondary School is not adopted <p><u>Salmo Tennis Courts & Pool</u></p> <ul style="list-style-type: none"> • Planned resurfacing of tennis courts, installation of pickleball courts and upgrades to skate park <p><u>Ymir Land</u></p> <ul style="list-style-type: none"> • Under consideration for sale 	<ul style="list-style-type: none"> • Various HVAC upgrades • Boiler control upgrades • Exterior lighting upgrades • Interior lighting upgrade in the foyer and gym <p><u>Salmo Tennis Courts and Pool</u></p> <ul style="list-style-type: none"> • Complete renovation of the tennis courts include resurfacing and multi-purpose courts to accommodate tennis, pickleball and basketball. New basketball half court, and fencing upgrades • New outdoor skate park area installed between community center and Salmo Secondary <p><u>Ymir Land</u></p> <ul style="list-style-type: none"> • Sold <p><u>Multiple Schools</u></p> <ul style="list-style-type: none"> • Various flooring upgrades replacing carpet with other flooring

Slocan Valley Family of Schools (Brent Kennedy Elementary, Winlaw Elementary, W E Graham Community, Mount Sentinel Secondary, Retlack I and II)	
Emerging Facility Plan per LRFP	Work Completed Since 2021
<p><u>Winlaw Elementary</u></p> <ul style="list-style-type: none"> • New modular building opened in September 2021 <p><u>Retlack I and II land</u></p> <ul style="list-style-type: none"> • sold 	<p><u>Brent Kennedy Elementary</u></p> <ul style="list-style-type: none"> • Complete HVAC upgrade in the Daycare primary building • New water treatment plant still in progress • New septic system • Indoor sensory path for students • Office renovation • New irrigation system • New bus office and storage building • New accessible playground <p><u>Winlaw Elementary</u></p> <ul style="list-style-type: none"> • New StrongStart modular • Grounds remediation and walkway for the new modular including accessibility improvements • Lockers were all replaced with cubbies • Gym floor refinishing • Accessibility ramp to the modular replaced <p><u>W E Graham</u></p> <ul style="list-style-type: none"> • Extensive HVAC upgrades including new roof top units • Gym was repainted • Science room was completely renovated • Garavanta accessibility lift was replaced • Parking lot upgrades and refinish • Flooring replaced in 2 classrooms • New septic pump <p><u>Mount Sentinel</u></p> <ul style="list-style-type: none"> • Complete HVAC upgrade for the entire building, final phase is now complete • Hallway washroom renovations • Music room received extensive upgrades



	<ul style="list-style-type: none">• On going LED lighting upgrade room by room <p><u>Retallack I and II Land</u></p> <ul style="list-style-type: none">• Retallack I land - Sold• Retallack II land - Reverted back to the Crown <p><u>Multiple Schools</u></p> <ul style="list-style-type: none">• Various flooring upgrades replacing carpet with other flooring
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FROM: Cathy MacArthur, Secretary Treasurer
DATE: June 9, 2026
SUBJECT: Video Surveillance

For Information

Introduction

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

Information

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

- Blewett Elementary School (2665 Blewett Road, Nelson)
- J.V Humphries Elementary and Secondary School (500 - 6th Street, Kaslo)
- L.V. Rogers Secondary School (1004 Cottonwood Street, Nelson)
- Kootenay River Secondary School (223 - 18th Avenue South, Creston)
- Rosemont Elementary School (1605 Crease Avenue, Nelson)
- Trafalgar Middle School (1201 Josephine Street, Nelson)

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

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



Memorandum to the Board of Education Public

From: Trish Smillie, Superintendent
Date: June 9, 2026
Subject: Public Interest Disclosure Act (PIDA) June 2026 Report

For Information

Introduction:

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

Information:

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

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

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

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

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

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

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



[2025-2026 PIDA Reports](#) for School District No.8 (Kootenay Lake)

No PIDA reports have been received in [2025-2026](#).



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

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

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

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

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

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

Related Contract Article: Nil

Related Policy: [Policy 170: Human Resources](#), [Policy 172: Anti-Racism and Cultural Safety](#), [Policy 310: Code of Conduct](#), [Policy 450: Equitable and Inclusive Educational Services for Learners](#)[Policy 580-Respectful Workplace](#)

Adopted: February 24, 2015

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

