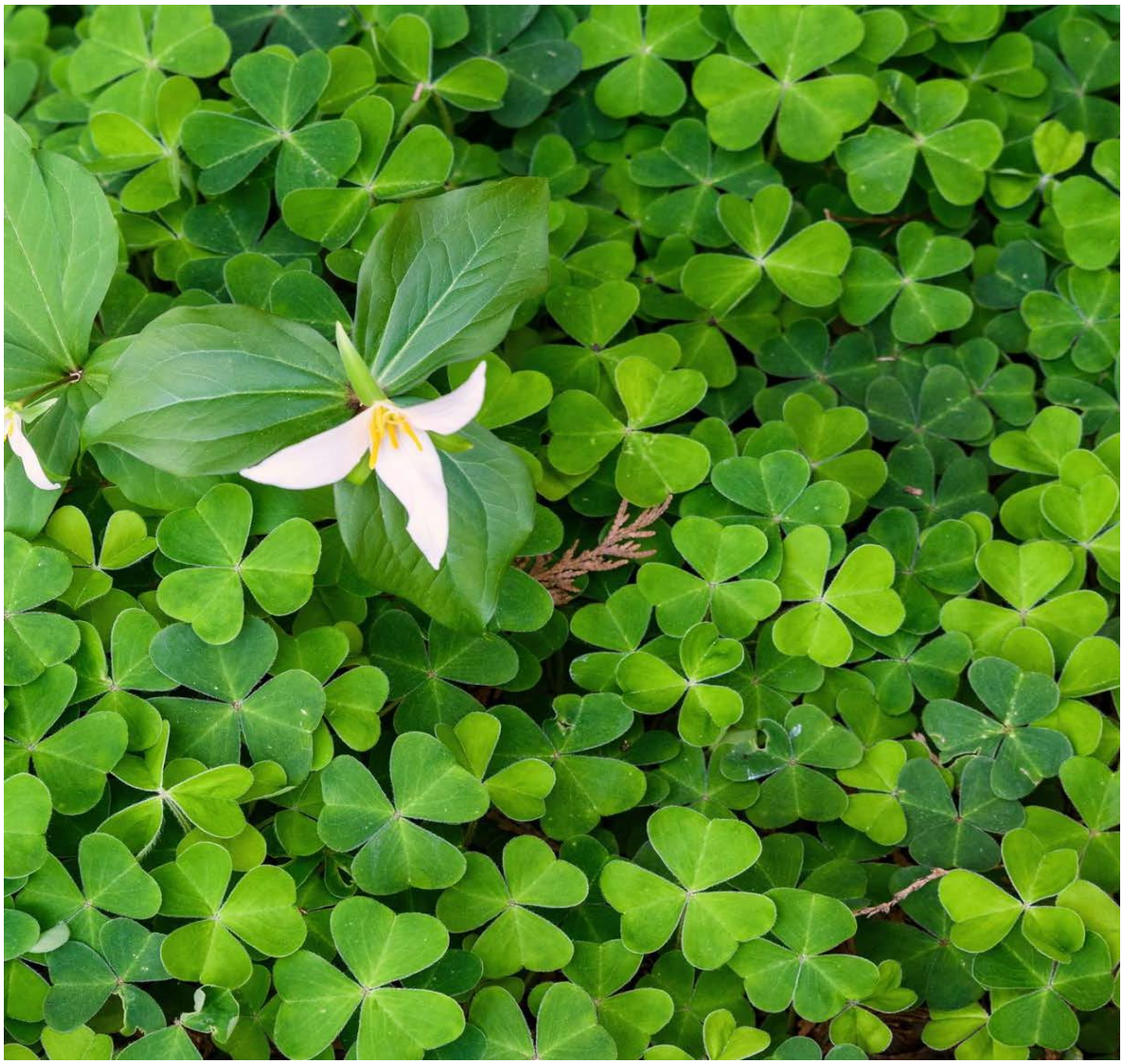
Kootenay Lake School District #8 – Sustainability Policy Development Advisory Group
Meeting #3 – April 29, 2024 – Draft Meeting Summary



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EXECUTIVE SUMMARY

The Board of School District #8 (Kootenay Lake) has identified the need for a Sustainability Policy to guide their work in the area of climate change, mitigation and response. It has convened a Sustainability Policy Development Advisory Group (SPDAG) to draft this policy. The third and final SPDAG meeting was held on April 29, 2024, via Zoom.

The purpose of the third SPDAG meeting was to review and confirm the revised Draft Sustainability and Climate Action Policy. Participants engaged in a breakout session to share their thoughts and suggestions regarding the revised draft policy and the findings from these sessions were shared in the larger group.

During the final large groups discussion, participants shared their thoughts regarding the SPDAG process and resulting draft Climate Action and Sustainability Policy. Participant comments reflected appreciation for the design of the process to draft the policy, thoughtful contributions made by SPDAG members during the process, and for the quality and breadth of the draft policy document.

This document provides a brief summary of discussions held during the April 29, 2024 meeting. A list of the SPDAG members in attendance is included in Appendix 1. The SPDAG Terms of Reference is included in Appendix 2 and the April 29 Power Point presentation is included in Appendix 3.

The refined SD8 Draft Climate Action and Sustainability Policy which incorporates findings from the April 29 meeting has been attached as a separate document.

WELCOME & LAND ACKNOWLEDGEMENT

Trish Smilie, Superintendent of the Kootenay Lake School District (SD8) and Chair of the Sustainability Policy Development Advisory Group, welcomed participants and provided a land acknowledgement:

We gratefully 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 (Kootenay Lake).

REMINDER OF CONTEXT AND PROPOSED SUSTAINABILITY POLICY DEVELOPMENT PROCESS

Trish reminded the group of the history and context which led to the creation of the SPDAG, beginning with the Board's commitment in its Strategic Plan to respond to climate change.

By developing policy in this area, the Board of Education will:

- Set a vision for the school district to respond to climate change, and
- Set a direction for the district to develop operational plans and procedures to mitigate the impacts of climate change through preparedness and adaptation, and to contribute to climate solutions.

The SPDAG is responsible for drafting this policy and has the following purpose:

> *The Sustainability Policy Development Advisory Group (SPDAG) has been engaged to make recommendations on a sustainability policy that will assist in identifying areas of focus to improve sustainability in SD8 and support a response to climate change. The SPDAG will focus on developing policy statements that guide the vision and strategic direction, not the operational decisions or implementation plans, of the district in responding to climate change.*

Trish reminded the group that it has been tasked with developing a strategic policy that articulates guiding direction regarding **what** the District hopes to achieve in terms of responding to climate change. The policy will subsequently be used to inform future operational planning (administrative procedures/implementation planning) that, in turn, will articulate **how** implementation will translate the policy into action. Trish noted that comments including more action-oriented input gathered through this SPDAG process is being collected and will be passed on to staff for implementation planning.

Dorli offered a brief reminder of the SPDAG Terms of Reference the objectives:

1. Provide clarity regarding definitions and terminology during this process.
2. Review existing policies related to sustainability.
3. Recommend areas of focus for a sustainability policy.
4. Recommend a draft sustainability policy

Dorli also reminded the group of the policy development process.

Date	Meeting	Focus
March 15, 2024	SPDAG Meeting #1	**An Introduction** Context, terms of reference, process overview Research and telephone interview findings Visioning session Identify additional questions, issues and considerations
April 15, 2024	SPDAG Meeting #2	**Crafting a Draft Sustainability Policy** Review Draft SD8 Sustainability Policy Receive results of SD8 Sustainability Survey Identify areas of alignment, gaps, and any additional information requests
April 29, 2024	SPDAG Meeting #3	**Refining the Policy & Next Steps** Review and confirm revised Draft SD8 Sustainability Policy
Aug-Sept 2024		Board and Partner Advisory Review
October 2024	Presentation of SPDAG Report to Board of Education	Board approval, field testing and review with Policy Partner Advisory Council

The Terms of Reference are included in Appendix 2.

Dorli reviewed the meeting objectives:

- Review and confirm revised Draft SD8 Sustainability and Climate Action Policy
- Confirm next steps

Dorli also reviewed the agenda and considerations for working together on this Advisory Group:

- Everyone has wisdom
- We need everyone's wisdom for the wisest results
- Everyone will hear and be heard
- There are no wrong answers

REVIEW OF DRAFT SUSTAINABILITY AND CLIMATE ACTION POLICY

A revised Draft Sustainability and Climate Action Policy (April 23 draft) was circulated to SPDAG members in advance of the April 29 meeting. The revised policy was informed by discussions during the April 15 SPDAG meeting. At that time, there had been a high level of support for the draft policy, with no major issues emerging. Edits arising from the April 15 meeting were incorporated into the April 23 version, where appropriate.

In revising the draft policy (April 23 draft), careful consideration was given to the role, responsibilities and mandate of the Board of Education in relation to the proposed commitments in the document. The Board of Education is responsible for developing and monitoring the implementation of the strategic plan while the provincial government governs curriculum. Staff and teachers work to implement the strategic plan and ensure appropriate pedagogy and curriculum implementation. Accordingly, commitments in the April 11 draft policy that referenced "providing" and "delivering" education were revised to include words like "encouraging",

"fostering", etc. in the April 23 draft. Detail and specifics regarding the delivery of these commitments will be addressed by future operational and implementation planning.

Dorli asked for general questions of clarification regarding the revised April 23 draft policy.

Question #1:

- SD8's model of learning (understand, know, do) was referenced
- Are we are missing the "do" in this policy, and did we have enough student engagement?

Response #1:

- Clarification was offered that the "do" will come during implementation planning which will offer more detail and specifics
- The policy is light on "doing" as it is focused on the vision and guiding direction
- More action-oriented ("doing") suggestions gathered during this policy-development process will be shared with the implementation planning team
- The "nitty gritty" will be addressed during that phase of planning
- Students will be consulted during the implementation phase

Comment #1:

- It was noted that SD8 also offers locally developed, Board-Authority Authorized (BAA) courses

BREAKOUT GROUPS – REVIEW OF REVISED DRAFT SUSTAINABILITY AND CLIMATE ACTION POLICY

The Advisory Group engaged in breakout groups to review the revised draft Sustainability and Climate Action policy document. Participants were divided into 2 facilitated breakout groups. Working through the draft Sustainability Policy document, section by section, breakout groups were invited to consider:

- Is there anything missing or not important?

BREAK

The group reconvened after a 5-minute break.

REPORT BACK AND LARGE GROUP DISCUSSION

Report Back from Breakout Groups Re: Revised Draft Sustainability and Climate Action Policy document

Findings from the two breakout groups were shared with the large group and have been combined below:

TITLE

- Change title to Climate Action and Sustainability Policy
    - References to the title elsewhere in the document should be updated as well

PREAMBLE – FEEDBACK

- **Paragraph (Para.) 1** – Consider flipping end of the sentence (e.g., commitment before reference to strategic plan)
    - Suggestion to leave the sentence as is
        - The current sequence situates the policy as a response to the Strategic Plan's commitment to respond to climate change
- **Para. 3** – Add "decrease emissions" after the word "mitigation". Even though it is in the glossary it would be helpful here.
- **Para. 5 –** Consider moving this paragraph to top of preamble.
    - Consider leaving this paragraph as is
        - The strategic plan sets the road map (1st paragraph)
        - Seeking to align our efforts in those areas we have control over
        - Seeking to motivate change, and framing this positively

General comments

- Want this policy to be strong, using strong language wherever possible, so that it is taken seriously, without pigeon-holing the District
- Suggestion that different approaches be considered in drafting and implementing the policy to accommodate cultural practices regarding oral tradition, student engagement, etc.
    - Consider engagement with students and First Nations in different ways
- Desire to see language regarding specific changes in practice within the school system. This will be addressed in implementation planning.

BOARD RESPONSIBILITY – FEEDBACK

- 2nd bullet – learn about sustainability, climate change and climate action

VISION – FEEDBACK

- Comment for implementation team to consider:
    - Need an age-appropriate approach to the topic of climate change.
    - Studies show that younger children should learn about the beauty of nature, the wonder, etc., to develop a love and interest in the natural world.
    - Around age 11 or so they can begin to learn about climate change and the issues
- Global comment:
    - Inconsistent use of "learners", "all learners", and subsets of these lists throughout the policy
        - Suggestion to make the list consistent and more familiar (e.g., language and order commonly used by SD8)
        - Is there a reason for specifying "students" vs. "learners"?

Education

- 1st bullet – Add rights holders to this list and make references to "learners" more consistent
    - E.g., students, teachers, administrators, staff, trustees, parents and families, community members, rights holders and partners
    - Who do we mean by "partners"?
- 1st sub-bullet – "are engaged and understand the sustainability, climate and biodiversity crises
    - Proposed new sentence: Are engaged and have the critical thinking skills to understand the sustainability, climate and biodiversity crises, *including the*

causes, related data and information, and how these are experienced in their community – *now and as it evolves* (or into the future is another option)

- 3rd sub-bullet – change climate change to climate *action*
- Last bullet – Indigenous knowledge and ways of learning regarding climate change *and sustainability* are honoured and included
- Comment: is there a place here for student resources for research?
    - Suggestion will be conveyed to the implementation team

Stewardship

- 2nd bullet – Work in this area contributes to operational efficiencies, and in some cases, to financial efficiencies over time
    - Note that some changes may be more expensive in the short term, but may lead to efficiencies over time

BOARD COMMITMENTS – FEEDBACK

Education

- 1.1.1 – Empower staff and learners *to undertake* climate action and sustainability projects and make a difference *in and out of the classroom*
- 1.1.2 – "Consider" opportunities seems weak
    - Possible changes: *realize* opportunities; *create* opportunities; *support* opportunities; *make available* opportunities
- 1.2.2 – Like this one as it speaks to Board putting resources to the issue
- 1.3.1 – Project-based and community-oriented student engagement is encouraged *in collaboration with* community partners
    - Clarify who we mean by community partners. Why not other partners?
    - E.g., How can Wildsight programs be integrated into this commitment?
- 1.4 – Is there an opportunity to include a seminal quote from DRIPA here?
    - E.g., "*Recognizing* that respect for indigenous knowledge, cultures and traditional practices contributes to sustainable and equitable development and proper management of the environment," (DRIPA Annex, link)
- 1.4.3 – First People's ecological knowledge is honoured *and integrated*
- 1.4.5 – Possible new commitment:
    - Ensuring that Indigenous/First Nations are engaged in policy development and implementation
        - Note: This will be spelled out in the implementation plan

Stewardship

- Process question, for next steps and for the Board to consider:
    - Should an Advisory Committee be set up to support the implementation planning (with partners, students, environmental experts from the community)?
- Question for implementation group to consider:
    - Should a mechanism, based in science, be put into place to evaluate the options for initiatives, to identify those initiatives with the "biggest bang for the buck"?
- 2.1 – Reducing carbon emissions, conserving energy and water, and making transitions in relation to . . .
- 2.5 – Make this less cryptic
    - Decreasing climate impact through mitigation and adaptation, including considerations regarding the cumulative effects of District decisions and activities
- 2.6 – make this commitment less clunky

Culture

- 3.1 – reference to climate *change* mitigation
- 3.2 – Proposed grammatical improvements: Fostering collaboration and engagement with Indigenous rights holders, partner representatives, and community members in our sustainability and climate-related efforts
    - Also, make list consistent with other lists in the policy document
- 3.4.1 – responding to climate change *and climate anxiety*
- 3.5.1 – check list (as above)
- 3.6 – Add opportunities to partner with local and regional organizations who may have funding or initiatives that would complement or support District efforts
    - E.g., Advocating for funding*, including finding opportunities to partner with local and regional organization* to support sustainability and climate response commitments
    - Question: is the above proposed wording duplicating 3.5.4?

DEFINITIONS/ GLOSSARY – FEEDBACK

- Remove first sentence – Not relevant in this policy
- Climate change – 3rd paragraph, second sentence: These come from using *fossil fuels* for driving a car or heating a building . . .
- Climate *Change* Adaptation – 2nd paragraph, second sentence in the brackets – remove "sea level rise" as this is not relevant to this District
- Climate *Change* Mitigation
- Biodiversity – consider reference to Federal Government framework

Large Group Discussion

During a large group discussion following the report back from breakout groups, participants reflected on the policy development process as a whole, and the draft Climate Action and Sustainability Policy as the product of its work. Reflections by the group were positive in nature and included:

- Their sense of being heard
- Their feedback being incorporated
- Appreciation for the SPDAG's intention and delivery of clear and meaningful policy direction for the group(s) that will now take on implementation planning
- Collective excitement and anticipation regarding the outcome of implementation planning, and for action being taken and seen throughout the District
- Acknowledgement that this draft policy is a "game changer" for the District

Trish offered the following next steps:

- April 29 meeting notes and revised draft Climate Action and Sustainability Policy will be circulated next week
- Board of Education will do their internal review of the draft policy
- Board of Education will approve the draft policy for field testing and it will be posted publicly.
- Board will approve the policy
- Implementation planning work will be conducted in the next school year

A final question was posed regarding Indigenous education and curriculum development. Trish noted that rights holders were invited to these discussions, and implementation of the policy will also include alignment of efforts.

SUMMARY AND NEXT STEPS

Dorli offered a summary of outcomes from the meeting.

- Reviewed and confirmed revised Draft SD8 Sustainability and Climate Action Policy

Trish and the facilitators thanked participants for making time to engage in the process, for their collaborative efforts throughout the process, and for their preparation and thoughtful suggestions to improve the draft policy. This meeting concludes the work of the SPDAG.

Next Steps

1. Findings from April 29 discussions will be used to revise the draft Climate Action and Sustainability policy.
2. The April 29 meeting summary, PowerPoint presentation and revised policy document will be circulated in the next week.

Please contact Dorli Duffy at dorli@dorliduffy.ca if you have any questions or requests regarding this meeting summary.

APPENDIX 1 – SPDAG MEMBERS & APRIL 29 MEETING ATTENDANCE

Facilitators

Dorli Duffy
Susan Rhodes

In attendance:

Trish Smillie, Superintendent and SPDAG Chair
Julie Bremner, Vice Chair
Murray Shunter, Trustee
Chris Kerr, Director of Operations
Ben Eaton, Director of Instruction/ Innovative Learning
Kent Tamblyn, District Principal of International Education
Jordon Konken, Elementary principal
Dan Rude, Secondary principal
Kathy Centrone, CUPE
Cindy Martin, CUPE
Monica Nissen, KLTF
Natalia Nazaroff, DPAC
Jared Basil, Lower Kootenay Band
Natalie Rexin, Mount Sentinel Secondary Student
Anje Turner, L.V. Rogers Secondary Student
Judeth Betts, West Kootenay Climate Action, Nelson
Andy Shadrack, West Kootenay Climate Action, Kaslo
Don Peel, Creston Valley Climate Action & Wildsight
Greg Utzig, Academic consultant

Regrets:

Gail Higginbottom, District Principal of Aboriginal Education
Don Courson, Elder of West Kootenay Metis Chapter
Darrell Jones, Splatsin
Christopher Yates, Metis Partner - Red River Metis

APPENDIX 2 – SPDAG TERMS OF REFERENCE

TERMS OF REFERENCE
Kootenay Lake (SD8) Sustainability Policy Development Advisory Group

The Board of Education is undertaking a comprehensive process to develop a sustainability policy. A Sustainability Policy Development Advisory Group has been tasked with providing advice to the Board of Education on the development of this Policy.
The intention of the policy is to identify areas of focus to improve sustainability in SD8 and support a response to climate change.

This work aligns with SD8 Strategic Plan 2024-29 values and commitments regarding responding to climate change.

SD8 – Sustainability Policy Development Advisory Group Terms of Reference	
Purpose	• The ***Sustainability Policy Development Advisory Group (SPDAG)*** is an ad hoc Board Committee convened to make recommendations on a sustainability policy that will assist in identifying areas of focus to improve sustainability in SD8 and support a response to climate change. The SPDAG will focus on developing policy statements that guide the vision and strategic direction, not the operational decisions or implementation plans, of the district in responding to climate change.
Guiding Principles The SPDAG's work will be guided by SD8 Public Engagement Guiding Principles:	• Transparent • Respectful • Inclusive • Optimistic • Supportive • Active
Desired Process Outcomes	• Student success is primary • Voices are heard and people feel valued • The importance of education is highlighted • Feedback, information, and resources are provided • Outcomes are attained
SPDAG Objectives	1. Provide clarity regarding definitions and terminology during this process. 2. Review existing policies related to sustainability. 3. Recommend areas of focus for a sustainability policy. 4. Recommend a draft sustainability policy.
SPDAG Deliverables	• Draft language for SD8 sustainability policy • Advisory Group draft policy presented to Board of Education for approval for field testing and for presentation to the Policy Partner Advisory Meeting.

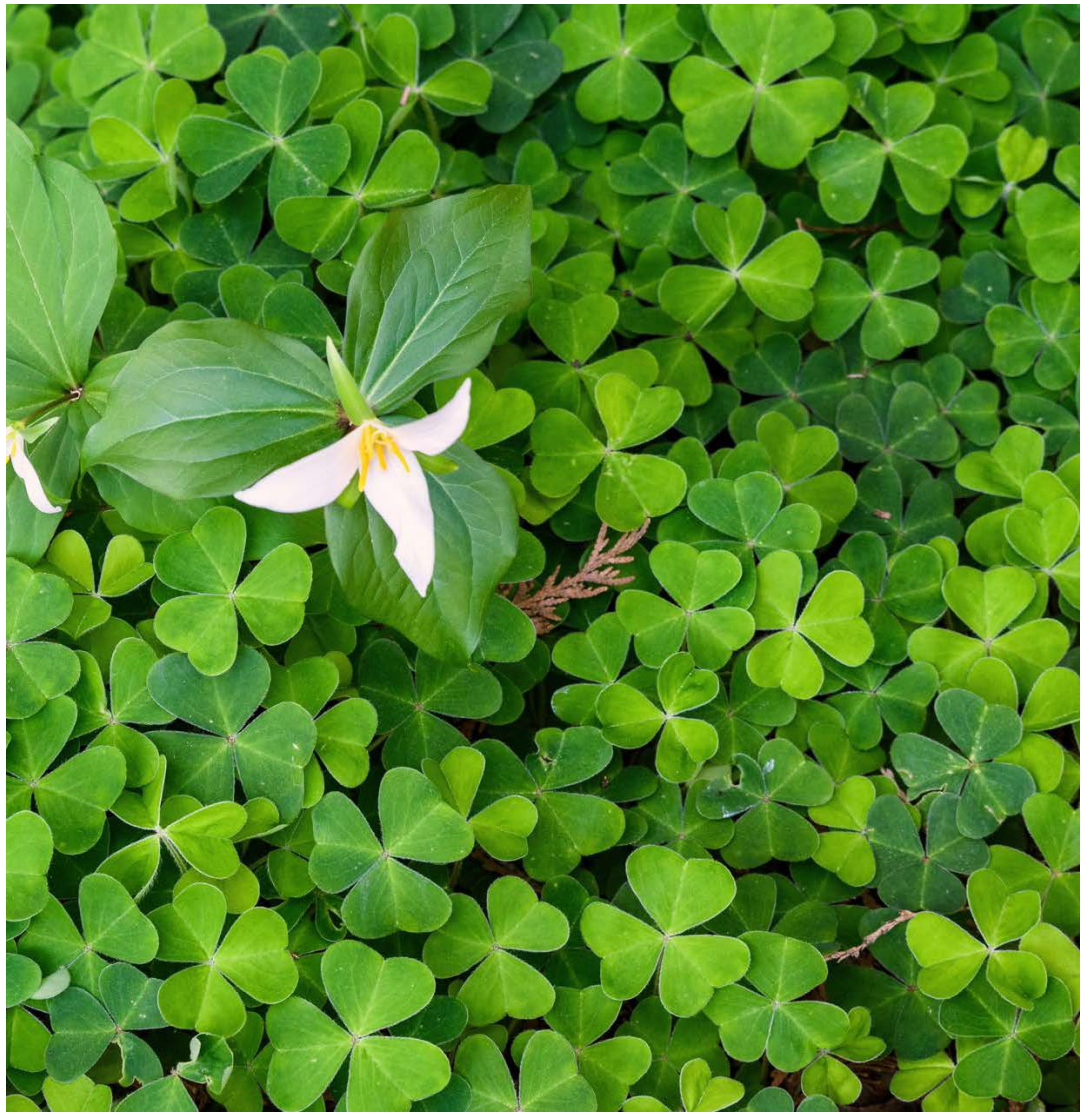
SD8 – Sustainability Policy Development Advisory Group Terms of Reference

Membership	The Working Group will be comprised of the following representatives: • Trustee Chair of the Policy Partner Advisory Committee • Trustee Representative • Director of Operations • Director of Innovative Learning • District Principal of Aboriginal Education • District Principal of International Education • Elementary principal representative • Secondary principal representative • CUPE representatives • KLTF representatives • DPAC representative • Indigenous rights-holder and partner representatives • Student representatives • Community Organization Reps
Advisory Group Member Commitment	• Attend all meetings (or by alternate) • Represent your organization; provide updates to your organization on the work and discussions of the Advisory Group; and solicit feedback throughout the process.
Governance	• This Advisory Group will work together through a consultative process as defined in the IAP2 Spectrum of Public Participation and will seek consensus through an informed, inclusive and transparent process that considers partner needs and concerns. Partner feedback will be incorporated in the draft and final reports. Advisory Group members will have an opportunity to review the draft report and any dissenting opinions will be documented. • The Chair of the Advisory Group will be Trish Smillie, SD8 Superintendent.
Meetings and Timeline	• Meeting dates and timing: o March 15, 2024, 9 AM - Noon o April 15, 2024, 1-4 PM o April 29, 2024, 1-4 PM • Meetings to be held via Zoom with meetings links circulated in advance. • It is anticipated that findings and recommendations will be reported to the Board of Education in October 2024. • Meetings will follow International Association of Public Participation (IAP2) practices and may include opportunities for break out group discussions and development of additional input through survey, interview or focus group work.
Resource Materials	• Meeting materials including Meeting Agendas, Meeting Summaries and relevant materials for Advisory Group members will be circulated via email.

APPENDIX 3 – SPDAG APRIL 29 MEETING PRESENTATION

School District 8
Kootenay Lake

Sustainability Policy Development Advisory Group



Meeting #2
2024.04.15

School District 8
Kootenay Lake

Acknowledgement



We acknowledge, honour and respect the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of SD8.

SPDAG Members

School District 8
Kootenay Lake

Chair – Superintendent Trish Smillie

- **Julie** Bremner, Vice Chair
- **Murray** Shunter, Trustee
- **Chris** Kerr, Director of Operations
- **Ben** Eaton, Director of Instruction/ Innovative Learning
- **Gail** Higginbottom - District Principal of Aboriginal Education (absent)
- **Kent** Tamblyn - District Principal of International Education
- **Jordon** Konken- Elementary principal
- **Dan** Rude, Secondary principal
- **Kathy** Centrone, CUPE
- **Cindy** Martin, CUPE (absent)
- **Monica** Nissen, KLTF
- **Natalia** Nazaroff, DPAC
- **Christopher** Yates, Metis Partner - Red River Metis
- **Jared** Basil, Lower Kootenay Band (absent)
- **Don** Courson, Elder of West Kootenay Metis Chapter
- **Darrell** Jones - Splatsin
- **Natalie** Rexin (Mount Sentinel Secondary)
- **Anje** Turner (L.V. Rogers Secondary)
- **Judeth** Betts, West Kootenay Climate Action, Nelson
- **Andy** Shadrack, West Kootenay Climate Action, Kaslo
- **Don** Peel, Wildsight Creston, Creston Climate Action
- **Greg** Utzig, Academic consultant

School District 8
Kootenay Lake

Objectives

- Receive results of SD8 Sustainability Survey
- Review Draft “Straw Dog” SD8 Sustainability Policy
- Identify areas of alignment, gaps, and any additional information requests
- Confirm next steps

School District 8
Kootenay Lake

Agenda

12:45 - 1:00	Tech check before meeting starts
1:00 - 1:05	Land Acknowledgement
1:05 - 1:15	Welcome and Introductions
1:15 - 1:20	Agenda and our approach to working together
1:20 - 1:40	Summary of SD8 Sustainability Survey findings
1:40 - 1:50	Questions re: Sustainability Survey findings
1:50 - 2:10	Review of Draft SD8 Sustainability Policy
2:10 - 3:00	Breakout Group discussions
3:00 - 3:10	Break
3:10 - 3:50	Report back and large group discussion
3:50 - 4:00	Summary, homework and next steps

School District 8
Kootenay Lake

Our approach to working together

- Everyone has wisdom
- We need everyone's wisdom for the wisest results
- Everyone will hear and be heard
- There are no wrong answers

- Confidentiality
  - A safe environment for open and respectful dialogue.
- Please turn off or silence cell phones

Source: The Institute of Cultural Affairs Canada

School District 8
Kootenay Lake

Context and scope - review

School District 8
Kootenay Lake

SD8 Strategic Plan commitment to developing policy

- SD8's Strategic Plan commits to responding to climate change

- By developing policy in this area, the Board of Education will:
  - **Set a vision** for the school district to respond to climate change and
  - **Set a direction** for the district to develop operational plans and procedures to mitigate the impacts of climate change through preparedness and adaptation, and to contribute to climate solutions.

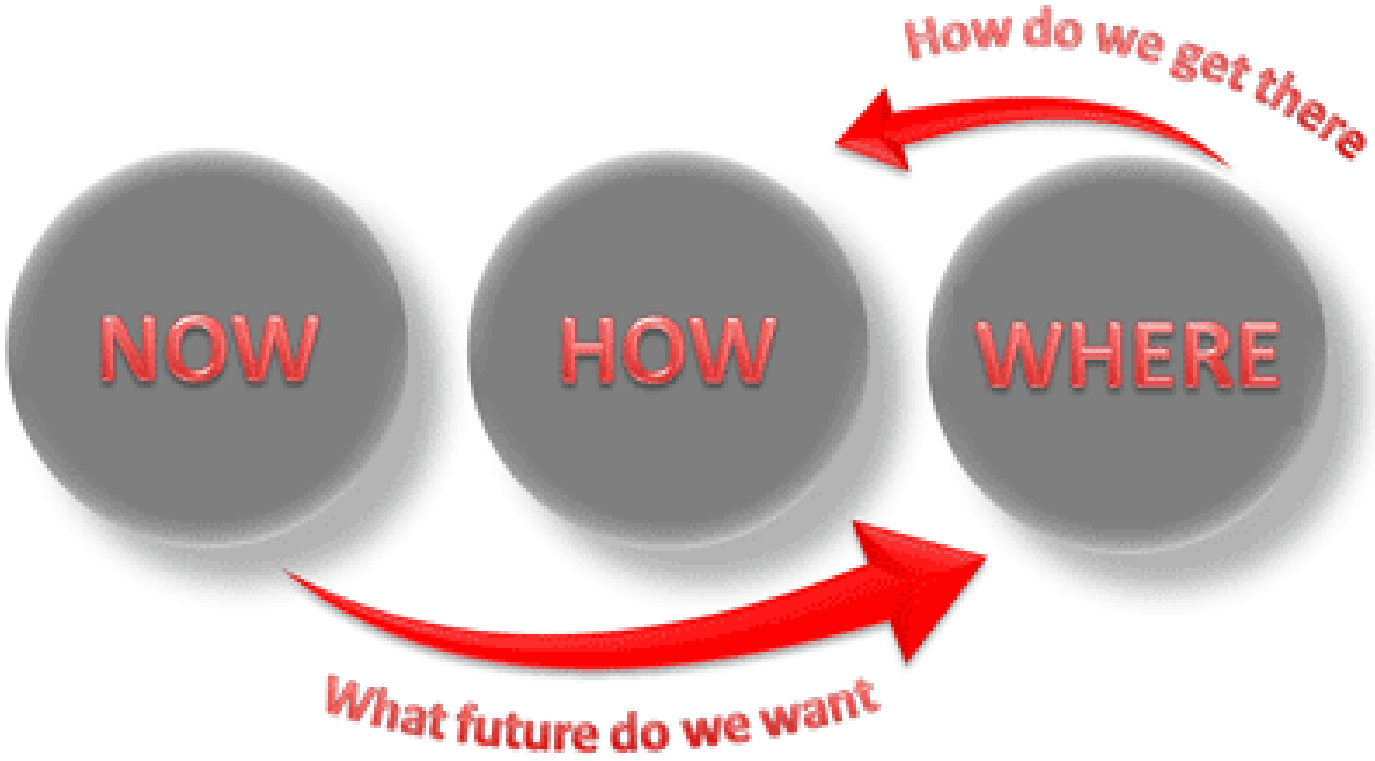
School District 8
Kootenay Lake

SPDAG Objectives

1. Provide clarity regarding definitions and terminology during this process.
2. Review existing policies related to sustainability.
3. Recommend areas of focus for a sustainability policy.
4. Recommend a draft sustainability policy.

School District 8
Kootenay Lake

Planning – the 3 big questions



SPDAG - Meeting Schedule

School District 8
Kootenay Lake

Date	Meeting	Focus
March 15, 2024	**SPDAG Meeting #1**	**An Introduction** Context, terms of reference, process overview Research and telephone interview findings Visioning session Identify additional questions, issues and considerations
April 15, 2024	**SPDAG Meeting #2**	**Crafting a Draft Sustainability Policy** Review Draft SD8 Sustainability Policy Receive results of SD8 Sustainability Survey Identify areas of alignment, gaps, and any additional information requests
April 29, 2024	**SPDAG Meeting #3**	**Refining the Policy & Next Steps** Review and confirm revised Draft SD8 Sustainability Policy
Aug-Sept 2024		*Board and Partner Advisory Review*
October 2024	***Presentation of SPDAG Report to Board of Education***	*Board approval, field testing and review with Policy Partner Advisory Council*

School District 8
Kootenay Lake

Alignment - Working together to achieve our goals





School District 8
Kootenay Lake

SPDAG – Overall Purpose

- Recommend a **sustainability policy**
- Identify **areas of focus** to improve sustainability in SD8 and support a response to climate change.
- Develop **policy statements** that guide the **vision** and **strategic direction** (not the operational decisions or implementation plans) **of the district** in responding to climate change.

School District 8
Kootenay Lake

SPDAG - Guiding Principles

- Transparent
- Respectful
- Inclusive
- Optimistic
- Supportive
- Active

School District 8
Kootenay Lake

SPDAG – Desired process outcomes

- Student success is primary
- Voices are heard and people feel valued
- The importance of education is highlighted
- Feedback, information, and resources are provided
- Outcomes are attained

School District 8
Kootenay Lake

More on how we will work together

- Our focus is SD8
- We will learn with and from one another
- Balancing group size, representation and engagement
- Commitment to ongoing communication and information flow
- Co-create a safe, inclusive, constructive and respectful environment

School District 8
Kootenay Lake

A comparison of SD8 Sustainability Survey findings and Sustainability Policy Development Advisory Group (SPDAG) findings, to-date



School District 8
Kootenay Lake

SD8 Sustainability Survey

Survey open: February 5 – April 12, 2024
346 responses as of April 12

Sustainability Survey Questions:

1. Please indicate your level of interest in sustainability and responding to climate change, where 1 is the lowest level of interest and 5 is the highest level of interest.

2. Please indicate how important you consider creation of a sustainability policy to guide the school district's response to climate change. 1 is completely unimportant and 5 is very important.

SD8 Sustainability Survey questions (cont'd)

School District 8
Kootenay Lake

3. From the following list of possible focus areas for SD8's sustainability policy, select up to five you consider most important to include:

- **Waste Reduction**
- **School Grounds**
- **Leadership***
- **Energy Conservation**
- **Education and Awareness**
- **Climate Action**
- **Water Conservation**
- **Engagement with Community Partners**
- **Transportation**
- **Stewardship***
- **Other (please specify)**

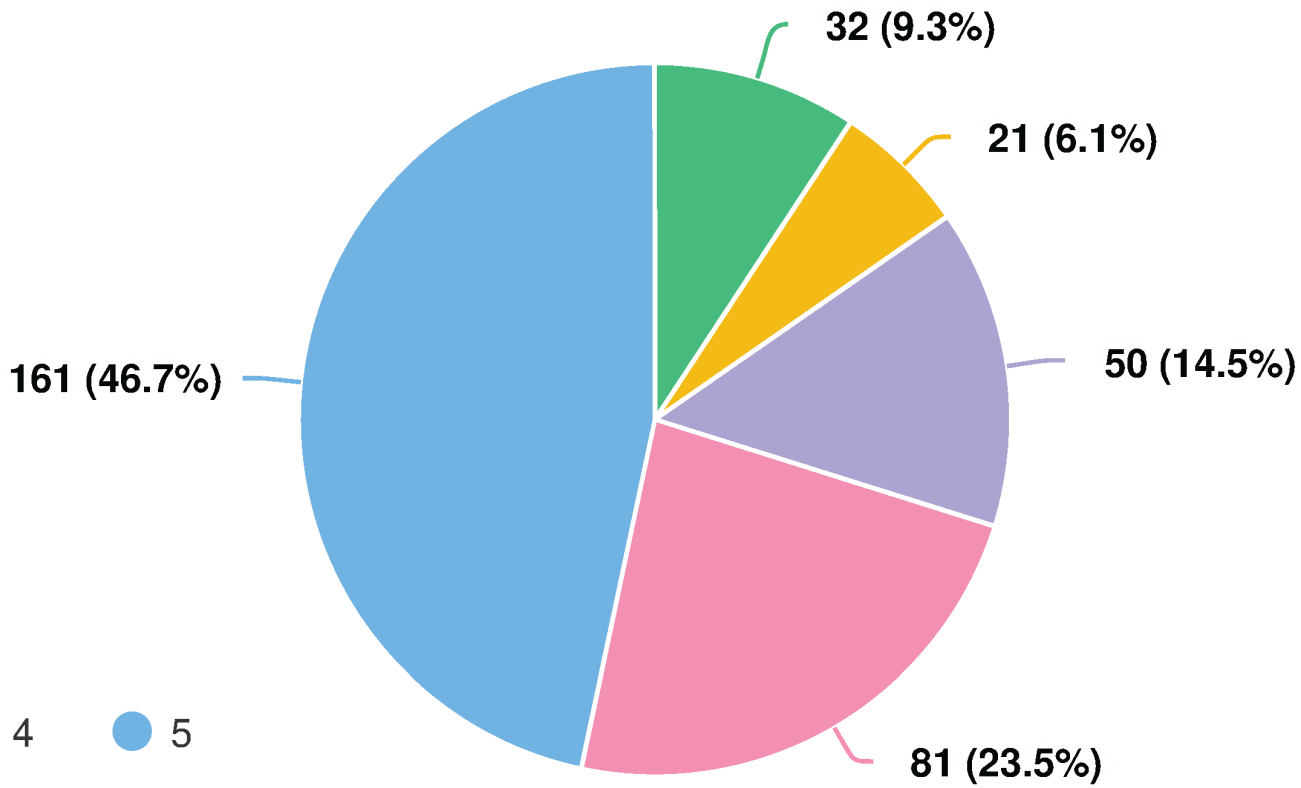
*Stewardship and leadership are often connected, but different: stewards take care of and sometimes enhance something with future generations in mind, whereas leaders guide and inspire others toward achieving a specific aim.

4. Share any other thoughts, questions or comments with the school district on the topic of sustainability.

Sustainability Survey Findings

Question #1 - Your level of interest in sustainability and responding to climate change

School District 8
Kootenay Lake



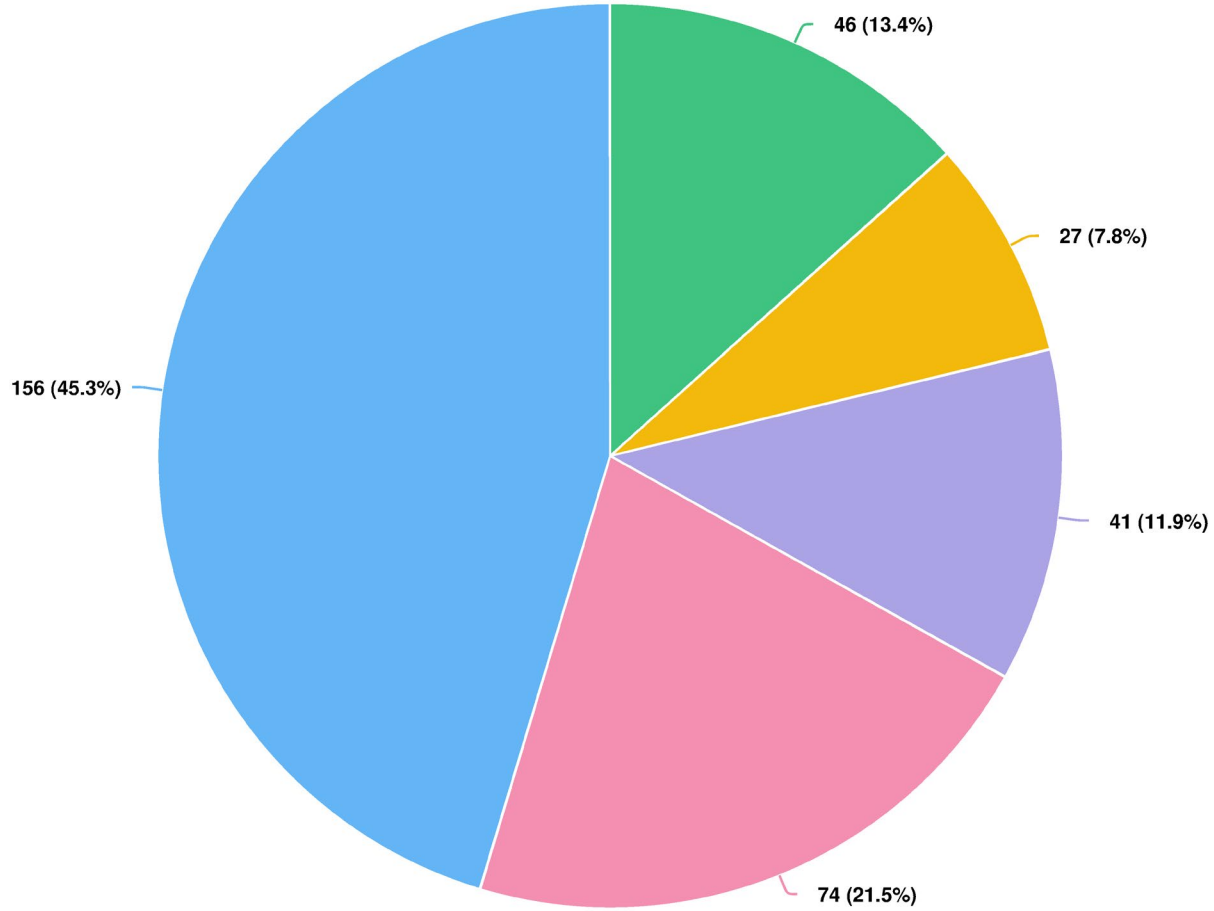
1 (lowest) - 5 (highest level of interest)

April 12 – 345 responses

Sustainability Survey Findings

Question #2 - How important you consider creation of a sustainability policy to guide SD8's response to climate change

School District 8
Kootenay Lake



April 12 – 344 responses

1 (completely unimportant) - 5 (very important)

SPDAG Findings re: interest in sustainability, responding to climate change and a sustainability policy to guide SD8's response

School District 8
Kootenay Lake

Unanimous support within SPDAG for this sustainability development policy process and its desired outcomes

- From SPDAG telephone interview responses: SD8 needs a sustainability policy now because:

  - We don't have a sustainability policy
  - Climate crisis is urgent and getting worse; an existential threat
  - Sustainability is very much on our minds
  - We teach students – ensure children and youth are educated in this area – future ready
  - Board responsibility to set strategic vision and direction
  - Shared responsibility as a school district to respond
  - Aging facilities – opportunity to improve resilience and energy efficiency

Summary of Survey (Questions #1 and 2) and SPDAG input

School District 8 Kootenay Lake

Interest in/ support for the sustainability policy development process and expected outcomes:

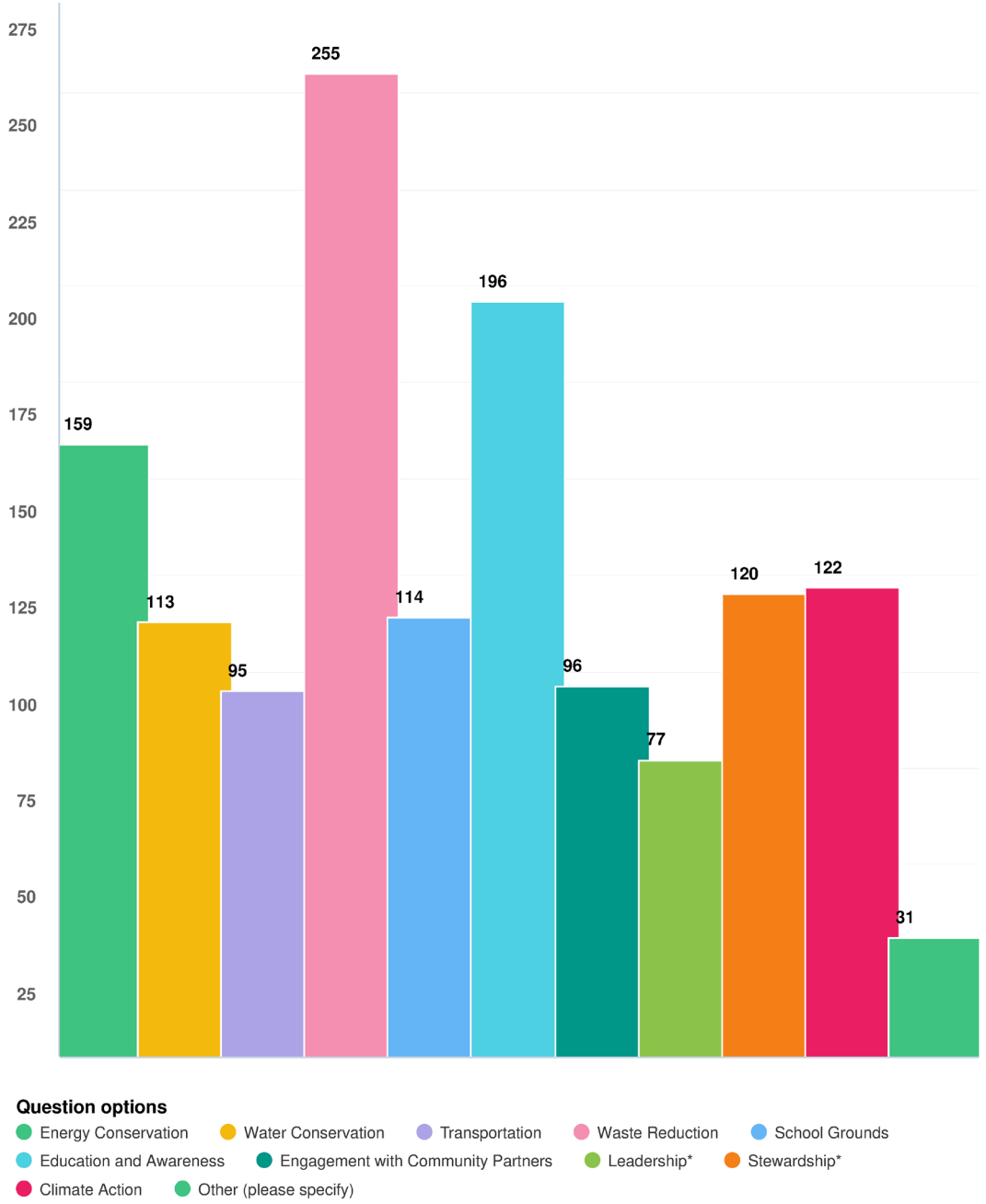
- Very strong (unanimous) support within SPDAG and strong support from sustainability survey respondents

- 70% of survey respondents expressed high or very high interest in sustainability and responding to climate change
  - 15 % expressed low or very low interest

- 66% of survey respondents consider the creation of a sustainability policy to guide the SD8's response to climate change to be important or very important
  - 21% consider this to be unimportant or very unimportant

Sustainability Survey Findings - Key Areas of Focus

Question #3 - From the list of possible focus areas for SD8's sustainability policy, select up to five you consider most important to include



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April 12 – 341 responses

SPDAG Findings re: Key Areas of Focus

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From SPDAG telephone interview responses and March 15 meeting:

Education

- Students, parents, teachers, administrators, staff, trustees, community members, families, and partners
- Education, resources, literacy and awareness about sustainability and climate change
- Hope, motivation and resilience through empowerment and engagement
- Indigenous knowledge, world view and ways of learning

Stewardship

- Decrease SD8's climate impact by reducing carbon emissions, energy and water use, resource conservation, waste management (reduce, reuse, recycle), transportation, etc.
- Adaptation, mitigation, resilience
- Land use, green spaces
- Cost savings through efficiency

Culture

- Decision-making, purchasing, procurement, improvement over time, leading by example, inspiring change in other sectors
- Monitoring, reporting and accountability

Summary of Survey (Question #3) and SPDAG input

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Strong congruence between SPDAG and survey findings regarding key areas of focus for the sustainability policy

- **Education** – education and awareness (196 of 341 survey responses)
- **Stewardship** – waste reduction, energy conservation, climate action, stewardship, school grounds, water conservation and transportation (95 to 255 survey responses)
- **Culture** – engagement with community partners & leadership (96 & 77 survey responses, respectively)

Sustainability Survey Findings

#4 - Other thoughts, questions or comments re: sustainability

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Comments theme: Sustainability Policy and Practices

- Comments emphasize the need for a strategic, comprehensive sustainability policy that guides day-to-day operations and long-term goals within SD8
- Suggestions include engaging with local experts and community partners, and the importance of modeling sustainable behavior and integrating sustainability into the curriculum
- Sample comments:

"It is encouraging that SD8 will be creating a Sustainability Policy..."

"Great that you are taking this on. Modeling is key."

"Focus on sustainability policies that are within the district's locus of control..."

"Given that SD8 is so far behind on creating a sustainability policy, it better be ambitious and comprehensive..."

Sustainability Survey Findings

#4 - Other thoughts, questions or comments re: sustainability

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Comments theme: Waste Reduction and Recycling

- Comments emphasize the critical need for effective waste management systems, including robust recycling and composting programs within the district
- Sample comments:

"Currently there is no recycling taking place in schools unless teachers take on the responsibility..."

"Start with simply recycling at all facilities…"

"A fully formed, robust, compost and recycling program would be an asset..."

"Supporting families to send waste free lunches to school…"

"Picking up garbage on school grounds. Rules against littering..."

Sustainability Survey Findings

#4 - Other thoughts and comments re: sustainability (cont'd)

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Comments theme: Climate Change Education

- Comments highlight the importance of including climate change education in the curriculum, ensuring students graduate with an understanding of sustainability issues and the knowledge and skills to address environmental challenges
- Suggestions included calls to align sustainability efforts with other focus areas like inclusion and reconciliation
- Sample comments:

"Finding ways to ensure this is a topic for our students as well..."

"Teaching kids about environmental sustainability is important..."

"SD8 needs to demonstrate strong leadership in this area so that our kids will become the future sustainability leaders themselves..."

Sustainability Survey Findings

#4 - Other thoughts and comments re: sustainability (cont'd)

School District 8
Kootenay Lake

Comments theme: Practical Solutions and Infrastructure

- Comments suggest practical infrastructure solutions and technological improvements to enhance sustainability within school settings, including energy efficiency and resource conservation measures
- Sample comments:

"Please consider EV charging for staff parking lots. Solar panels for schools..."
"Efficiency of cooling and heating systems at the schools would be a big leap..."
"If sustainability is a priority, then we should be encouraging more local gardening..."

Sustainability Survey Findings

#4 - Other thoughts and comments re: sustainability (cont'd)

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Comments theme: Community Engagement and Collaboration

- Comments emphasize the role of community engagement and collaboration in sustainability initiatives and projects, and enhancing environmental initiatives by working closely with local organizations and community members
- Sample comments:

"SD8 needs to make decisions and act on them promptly..."

"Our district should be modeling sustainability and adaptability to our students..."

"By collaborating with community partners doing great work in this area…"

"To give students an appreciation and knowledge of their community, they can be included in community building projects..."

Sustainability Survey Findings

#4 - Other thoughts and comments (continued)

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Comments theme: Concerns and Criticisms

- Some support for sustainability initiatives, as well as concerns or criticisms, including skepticism about climate change and the survey process, and concerns about resource allocation and bureaucracy
- Sample comments:

"You are part of the problem if you think that climate change is anything but a made-up agenda..."

"Who asked you to do this? Certainly not local citizens or taxpayers..."

"The thought of writing this policy is about 30 years old..."

"This survey is a complete waste of time and a smoke show..."

"2030 Agenda is not local, and is more about restructuring society and the economy than about the environment..."

Additional comments and suggestions from survey, grouped by comments themes, for consideration by SPDAG:

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1. Sustainability policy and practices
   - Engage with local experts and community partners, model sustainable behaviour and integrate sustainability into curriculum
2. Waste Reduction and Recycling
   - Foster effective waste management systems, including robust recycling and composting programs
3. Climate change education
   - Include climate change education in curriculum
   - Align sustainability efforts with other focus areas like inclusion and reconciliation

Additional comments and suggestions from survey, grouped by comments themes, for consideration by SPDAG: (cont'd)

School District 8 Kootenay Lake

4. Practical solutions and infrastructure
   - Foster practical infrastructure solutions and technological improvements to enhance sustainability within school settings, including energy efficiency and resource conservation measures
   - Some suggestions would be relevant in later operational planning (not this policy process)
5. Community engagement and collaboration
   - Community engagement and collaboration
   - Partnerships with local organizations and community members
6. Concerns and criticisms
   - Skepticism about the SPDAG process and climate change

Overall Summary of Sustainability Survey & SPDAG Input

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- SD8's Sustainability Survey input largely aligned with SPDAG input
- Process and design suggestions from the survey align with the SPDAG process and expected outcomes
- Novel themed survey findings were incorporated into the draft "Straw dog" Sustainability Policy (April 11 draft)
  - Policy oriented, not operational input
- April 12 Sustainability Survey findings and input included in these slides

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Sustainability Survey Findings - Questions

- Anything surprising?
- Anything new we need to consider?



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“Straw Dog” Draft Sustainability Policy



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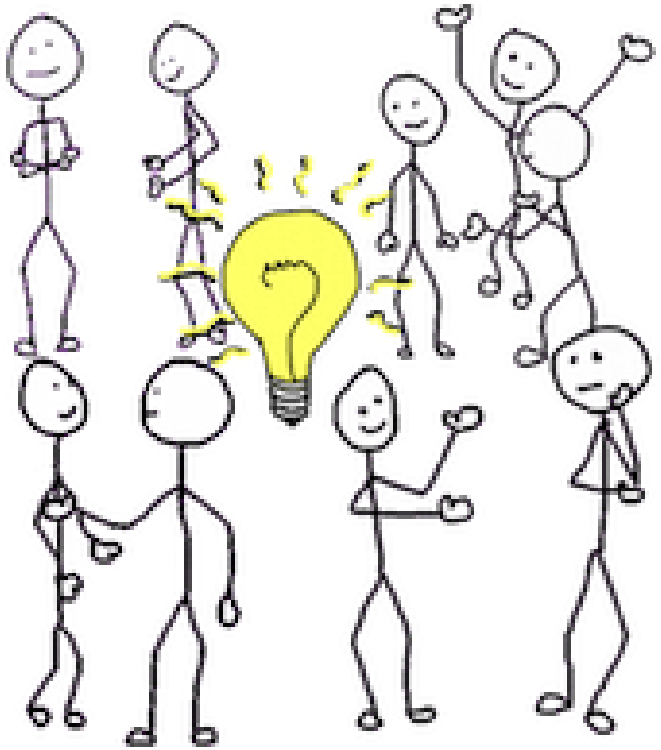
Discussion re: Draft Sustainability Policy

- Anything missing?
  - An important area of emphasis? A dial not already included?
  - Anything you don't agree with or not important?



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It’s Your Turn!



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Breakout Group - Draft Sustainability Policy

- 2 facilitated breakout groups – preassigned
- Please share the space and time with each other
- 50 minutes
- Return to the large group at 3:00

Questions:

- Anything missing from this draft sustainability policy?
- Anything you don't agree with? Suggested revisions?
- Review by section to facilitate sharing findings with large group

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Break

Please be back at 3:10



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Breakout Group Report back and Discussion

SPDAG - Meeting Schedule

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Date	Meeting	Focus
March 15, 2024	**SPDAG Meeting #1**	**An Introduction** Context, terms of reference, process overview Research and telephone interview findings Visioning session Identify additional questions, issues and considerations
April 15, 2024	**SPDAG Meeting #2**	**Crafting a Draft Sustainability Policy** Review Draft SD8 Sustainability Policy Receive results of SD8 Sustainability Survey Identify areas of alignment, gaps, and any additional information requests
April 29, 2024	**SPDAG Meeting #3**	**Refining the Policy & Next Steps** Review and confirm revised Draft SD8 Sustainability Policy
Aug-Sept 2024		*Board and Partner Advisory Review*
October 2024	***Presentation of SPDAG Report to Board of Education***	*Board approval, field testing and review with Policy Partner Advisory Council*

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Summary/ Overview of Outcomes

- Reviewed context and SPDAG process
- Received results of SD8 sustainability Survey
- Reviewed Draft SD8 Sustainability Policy
- Identified areas of alignment, gaps, and any additional information requests
- Identified additional questions, issues and considerations

- **Next:** Findings from today's meeting will be used to revise the draft sustainability policy

Next Steps - SPDAG Session #3 - April 29

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- Prepare and circulate meeting summary and April 15 presentation
- Next Meeting – April 29, 2024, 12:45 – 4 PM
  - **Meeting Objectives:**
    - Review and confirm revised Draft SD8 Sustainability Policy
    - Confirm next steps
- Online meeting **evaluation**
- Closing circle – One word to describe how you feel

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Thank you!