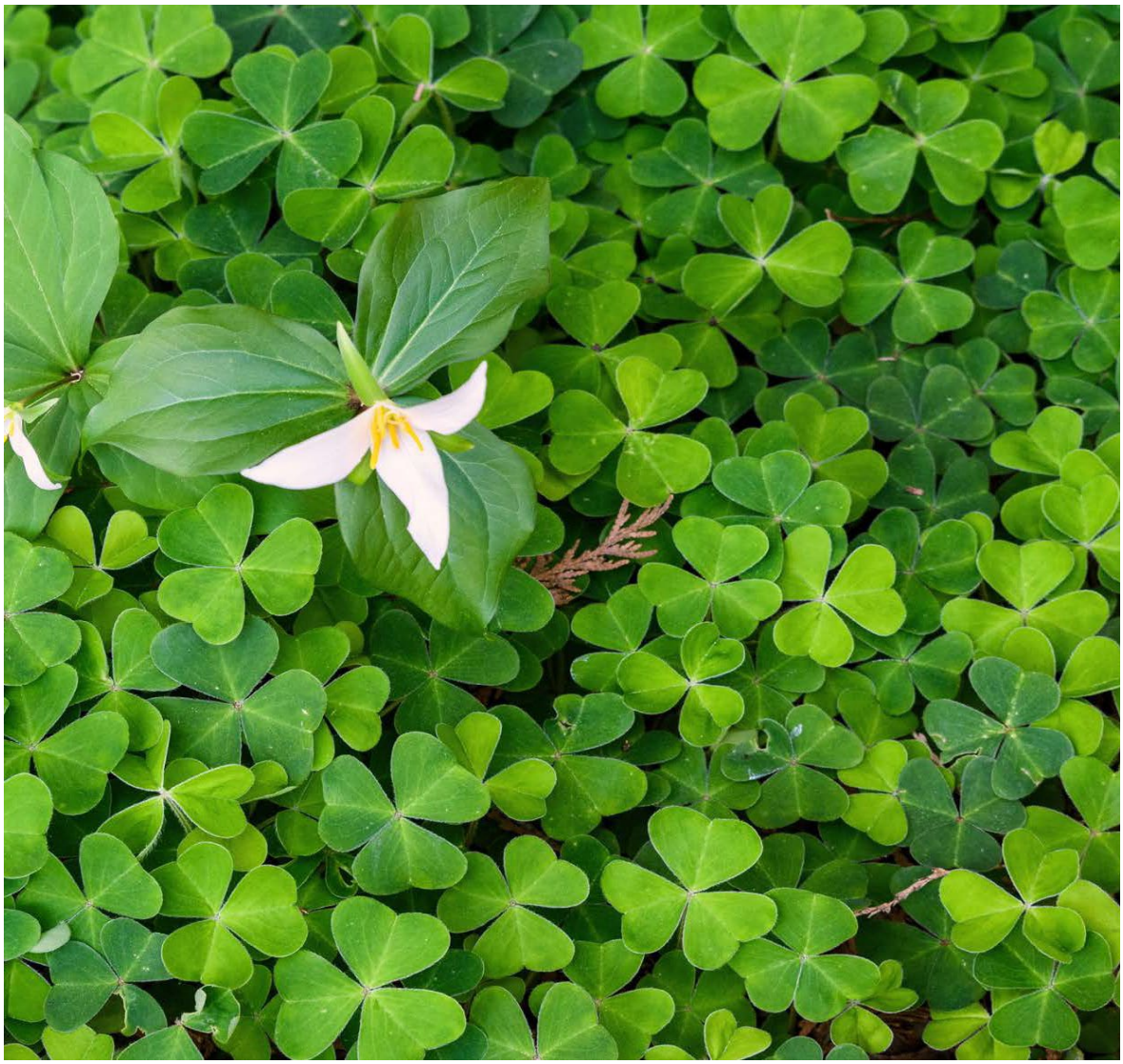
Kootenay Lake School District #8 – Sustainability Policy Development Advisory Group
Meeting #2 – April 15, 2024 – Draft Meeting Summary



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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 second SPDAG meeting was held on April 15, 2024, via Zoom.

The purpose of the second SPDAG meeting was to review findings from the SD8 Sustainability Survey, and review and provide suggested edits to a "straw dog" Draft Sustainability Policy. Participants engaged in a breakout session to review and improve the Draft Sustainability Policy, and the findings from these sessions were shared in the larger group.

The group was encouraged to reach out to the consultants between meetings if they have any follow up questions or comments. They were also asked to complete an online meeting evaluation to offer process improvements for subsequent meetings. A closing circle at the end of the meeting indicated that participants were feeling positive and optimistic about the work to-date.

This document provides a brief summary of discussions held during the April 15, 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 15 Power Point presentation is included in Appendix 3.

A revised SD8 Sustainability and Climate Action Policy which incorporates findings from the April 15 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 introduced each participant at the meeting. 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 (at the 50,000 foot level) 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 the next phase in 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 synthesis results of SD8 Sustainability Survey
- Review Draft Sustainability Policy
- Identify areas of alignment, gaps, and any additional information requests
- 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

COMPARISON OF SD8 SUSTAINABILITY SURVEY FINDINGS AND SPDAG FINDINGS TO-DATE

A District-wide Sustainability Survey was conducted between February 5 and April 12 to gather input from students, parents, and teachers working in SD8. The four survey questions gauged levels of interest in sustainability, perceptions regarding the value of a sustainability policy to guide SD8's response to climate change, and priorities regarding areas of focus for the policy, and invited additional thoughts and comments. 345 responses were collected through the survey.

Dorli offered a comparison of SD8 Sustainability Survey findings with SPDAG findings to-date, concluding with the following summary:

- 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 (policy oriented, not operational input) were incorporated into the draft "Straw dog" Sustainability Policy (April 11 draft)
- April 12 Sustainability Survey findings and input included in April 15 slides

Please see the April 15 meeting presentation in Appendix 3 for additional findings comparing the Sustainability Survey with SPDAG findings to-date.

Discussion regarding Sustainability Survey findings

Dorli invited questions of clarification and inquired whether participants were surprised by any survey findings. Highlights, questions and suggestions from the ensuing Q&A follow:

Question #1:

- Who was invited to participate the survey? What was the percentage response?

Response #1:

- Can't give a percentage response rate at this time. Also, in some cases groups of people will have responded to the survey collectively (e.g., as a class or as a school).

Question #2:

- Also, how often or typical it is to do a survey such as the one?

Response #2:

- This has been SD8's structured way of interacting with our community for the past 3 years, with at least one or more survey per year. This is part of SD8's commitment to engagement.

Suggestion #1: Clarify what and who is referred to by the term "partnerships"

- In "Culture" section, surprised that people don't understand the meaning of this section
- Need to define partners more fully; who are the partners and who are experts?
- Consider including Mayors and Councils in discussions as we need to know where they stand on topics including sustainability
    - For example, during a recent Aboriginal Education Pro-D day, we encouraged all the mayors and town councils to participate because a big part of reconciliation is reaching out to our partners.
    - Can we draw on natural resource managers to assist with educating students? They have expertise.

Suggestion #2: Include reference to misinformation and how that will be handled

- Surprised there was no mention in the survey about misinformation. We need to be careful about what sources we use.
- Also, there seems to be hesitancy to say that climate change is human caused, when this is true and should be stated

REVIEW OF DRAFT SUSTAINABILITY POLICY

A draft "straw dog" Sustainability Policy was circulated to SPDAG members in advance of the April 15 meeting. The drafting of this draft Sustainability Policy was informed by the SPDAG telephone interviews, research into sustainability-related policies in other jurisdictions, input from the March 15 SPDAG meeting, and findings from the SD8 Sustainability Survey.

Dorli walked the group through each section of the draft Sustainability Policy document before inviting questions of clarification.

Question #1:

- An SPDAG member had not had the opportunity to share the draft policy with their members and wondered if there would be an opportunity to share the draft with them to gather their thoughts?

Response #1:

- The revised draft sustainability policy will be circulated to SPDAG members in the next week and it could be shared with member groups at that point for feedback
- The Board will be doing field testing of the draft policy in the fall of 2024

Question #2:

- Will we take the draft policy out to different groups specifically to get their expert thoughts? E.g., People who work with Fire Smart, Mayor and Councils, etc.

Response #2:

- The Board will be doing field testing of the draft policy in the fall of 2024

BREAK

The group reconvened after a 10-minute break.

BREAKOUT GROUPS – REVIEW OF DRAFT SUSTAINABILITY POLICY

The Advisory Group engaged in breakout groups to review the draft sustainability 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?
- Is there anything you don't agree with?

REPORT BACK AND LARGE GROUP DISCUSSION

Report Back from Breakout Groups Re: Draft Sustainability Policy document

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

TITLE

- Propose adding "and Climate Action" to title of draft policy

PREAMBLE – FEEDBACK

- **Paragraph (Para.) 1** – Board is committed to responding to climate change "in a reasonable/ logical/ practical approach"
- **Para. 2** – Add more local examples of climate change impacts experienced in the North Kootenays (E.g., landslides, avalanches, extreme water/rain/ precipitation events, avalanches, etc.)
    - Also climate anxiety

    - Need to reference global climate change impacts and experiences (not just local). Also, note that this isn't an exhaustive list of examples, and there are changes that are unknown and yet to come
- **Para. 3** – Misuse of word "mitigate" – should use "moderate" or "lessen impact" instead
    - Add "contribute to climate mitigation, or climate mitigation solutions
    - Education, awareness and include "action" there
- **Para. 4** – Education and management and "operations" – e.g. recycling, etc.
- **Para. 5 –** Add reference to Declaration on Rights of Indigenous Peoples Act (DRIPA)
    - This policy should align with DRIPA and all other Board policies
- **Para 6.** – Move to before Para. 5
    - Question/ caution re: referencing "climate emergency"
    - One group felt this was alarmist and the other group wanted to highlight this
- **Other**
    - Opportunity to strengthen opening statements – flesh out responsive to adaptations, mitigation, responding
    - Clarify what we mean by "partnerships" in this document
    - Opportunity to acknowledge the level to which we are not living sustainably
        - Reminder: We are trying to take a positive, action oriented approach with this policy, with a restorative mindset
        - How do we point the arrows to reducing our consumption?
            - E.g., Could reference BC Old Growth Policy re: the paradigm shift needed and the degree of change required to create a healthy, sustainable future; "the recognition that society is undergoing a paradigm shift in its relationship and interaction with the environment, and the way we manage our old forests needs to adapt accordingly."

BOARD RESPONSIBILITY – FEEDBACK

- "Steward public education" seems vague
    - Not opposed but not clear
    - Suggestion to look at BCSTA website – financial stewards, set strategies, etc.
- Reference to "students", "students and staff", etc. – need to be consistent
    - Students must be the primary focus in all areas; how to keep primary focus on students?
    - Reference elsewhere in draft document to "all learners"
- Last bullet – include an "effective" response strategy to climate change

VISION – FEEDBACK

Opening sentence

- Acknowledge opportunity to create a positive future

Education

- Want to look at understanding to make it real by using local experiences.
    - E.g., how are climate change and biodiversity crises experienced locally?
- Make "different decisions" – statement is too weak
    - Move into active tense – "take" decisions and take action
- Suggestion to change title – "education and awareness" or "education, awareness and action"
- Suggest stating that the Board supports the direction from the Ministry of Education and BC Climate Action Charter re: the role of educators – not giving direction to educators about how to do their job

- Indigenous knowledge and ways of learning *regarding* climate change *are honoured and included*

Stewardship
- 1st bullet – "are emphasized" seems weak. Use something that implies "acted on" . . .
    - E.g., Set goals/targets and measure progress

Culture
- 3rd bullet – informs and drives decision-making at all levels

BOARD COMMITMENTS – FEEDBACK

Preamble
- The Board commits to responding to climate change by championing sustainability – don't love the word "championing" - repeat 3 vision ideas instead?
- Love the "courageous conversations"
- ….an effort *& commitment* to mitigate
    - Mitigate isn't correct – use lessen or moderate

Education
- Desire to bring this into the classroom
    - Where is classroom focus referenced? In this policy? Or in future implementation planning?
- 1.1.3 – Would like more detail about the community partners
    - Also, sustainability and climate action projects
- 1.2 – Question of whether there is an opportunity to add the First Nations view and relationship to nature that we are of nature and not outside of it. (see 1.4.5)
- 1.2 – Missing component around supporting teachers to teach critical thinking to our students – so that students are able to sift through thoughts and misinformation and they can understand the data.
- 1.2.1
    - Enhanced and acted upon
    - Love ecological literacy – should be included in the definitions in the glossary – which will highlight both understanding and action
- Missing a bullet on developing critical thinking – teaching critical thinking with respect to considering data, misinformation, understanding climate change and its causes
    - Critical thinking – core competency outlined in BC curriculum – and the differences between facts and opinions
- 1.3 – Opportunity to spell out the community partners
- 1.3.2 – Encouraged – supported by partners, community, more action oriented
- Educators have the resources to develop curriculum; there needs to be leadership and resources attached; need time to be able to think outside of the box
- Appropriate pedagogical approach is used to engage learners in sustainable community building

Stewardship
- 2.1 – Missing commentary re: the "transition" – e.g. teaching re: alternatives arising such as solar and EV vehicles
- 2.2 – Add regenerate – means a lot of things; humans are not just the problem but are also part of the solution

    - Understand that overconsumption is a contributor to climate change; need to reduce consumption
- 2.4 – Add “set goals/targets and measure progress”
    - Decision-making process/ mechanism – following science to get the “best bang for the buck”
- Board advocacy for resources – for transition and to support all of this work

Culture

- 3.2 – Delete “including” – makes it feel like an after thought; suggested wording – Honouring and acknowledging the wisdom and experiences of all Indigenous rights holders, and all members of our community, in our sustainability and climate-related efforts
- 3.4 – Set goals/target and measure and report
- 3.5 – Include reference to supporting mental health of students and staff (beyond resilience)
    - Add mindfulness, empathy, cultivating community
    - Add positive
- 3.6.4 – Seeking partnerships with organizations and businesses

DEFINITIONS/ GLOSSARY – FEEDBACK

- Add local Climate Adaptation examples – wildfire, health impact, and food security
- Add biodiversity, ecological literacy, and cumulative effects
- Is this where we define all learners – referencing students vs. all learners
- And definition for a paradigm shift.

REFERENCES

- Add reference to DRIPA legislation

Large Group Discussion

During a large group discussion following the report back from breakout groups, participants offered additional comments, questions, issues, and considerations with respect to the policy and the overall process to-date:

- Question of whether or not to reference “climate emergency”
    - Concern was expressed regarding reference to “emergency”
    - Suggestion that positive motivators foster more excitement and willingness to learn. whereas, “panic creates poor decisions and push back”
    - Reminder that the purpose of this exercise and this policy is to engage, enroll and empower. Do we do this from a place of fear or hope?
    - Others expressed support for reference to emergency and crises
- Considering finding biggest bang for your buck as a starting point for the work e.g. analysis of emissions and cost to do the associated work; approach for prioritization

Stewardship

- 2.1 is like an “omnibus bill” – recognize that there will be an implementation plan
    - A lot in this wording, and could be split up into further points
- 2.1 spell out this section in more detail/break out into more detail – but keep words like “fostering”
- Splitting out 2.1 may make it easier for operational and implementation planning
- Terms like “reduce” and “fostering” are good because we have to work within our funding parameters, so it doesn’t tie anyone’s hands
- Consider adding direction re: ensuring decisions are financially feasible – trying to find the biggest bang for your buck – opportunities to save money vs. costing more

    - Consider both emissions and cost
- Using the word “prioritize” could be a good addition

SUMMARY, HOMEWORK, AND NEXT STEPS

During a closing circle, participants were invited to offer one word that expressed their feeling at the end of the first meeting. Words offered by the group once again painted a picture of positivity, hopefulness, optimism, excitement and teamwork.

Dorli offered a summary of outcomes from the meeting.

- 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

Participants were thanked for their preparations in advance of the meeting, their constructive participation during the meeting, and their thoughtful feedback.

Next Steps

1. Findings from April 15 discussions will be used to revise the draft sustainability policy for consideration at the April 29 meeting. The revised policy will be circulated in advance of the meeting.
2. The April 15 meeting summary and PowerPoint presentation will be circulated in the next week.
3. Advisory Group members are requested to:
    a. Review and circulate this meeting summary within their organizations.
    b. Complete the online survey/questionnaire to provide feedback on the April 15 meeting and inform planning for the April 29 meeting.

Next Meeting – April 29, 2024, 12:45 – 4:00 PM *(Please note 12:45 start time for tech-check.)*

April 29, 2024 Meeting Objectives

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

SPDAG members are reminded that you have been asked to serve as representatives of your schools, group or organization. Please strive to be inclusive of the array of perspectives within your constituency when circulating information and participating in Advisory Group discussions.

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

APPENDIX 1 – SPDAG MEMBERS & APRIL 15 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
Monica Nissen, KLTF
Natalia Nazaroff, DPAC
Christopher Yates, Metis Partner - Red River Metis
Darrell Jones, Splatsin
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
Cindy Martin, CUPE
Natalie Rexin, Mount Sentinel Secondary Student
Jared Basil, Lower Kootenay Band
Don Courson, Elder of West Kootenay Metis Chapter

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.

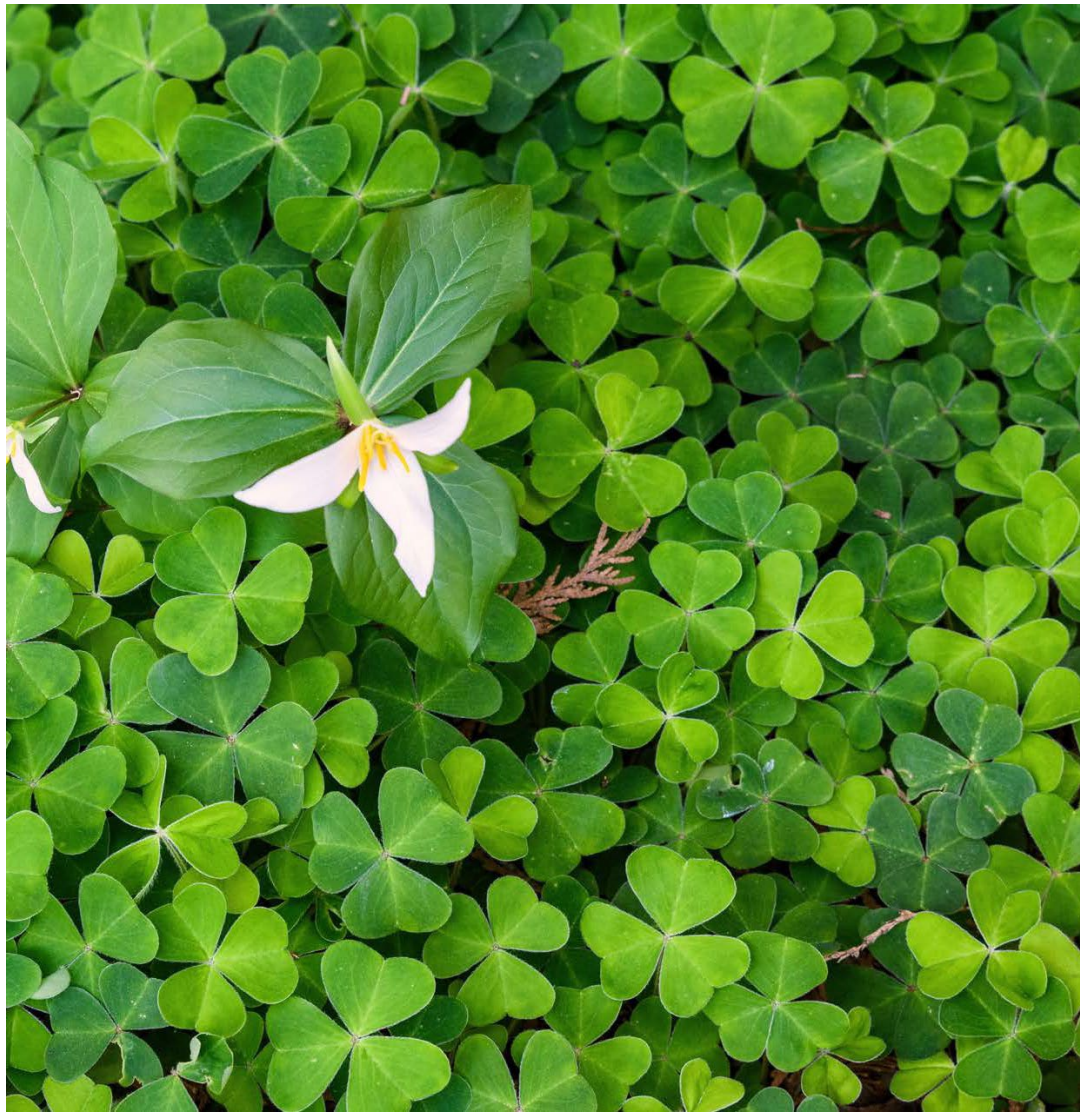
SD8 – Sustainability Policy Development Advisory Group Terms of Reference

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 15 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.

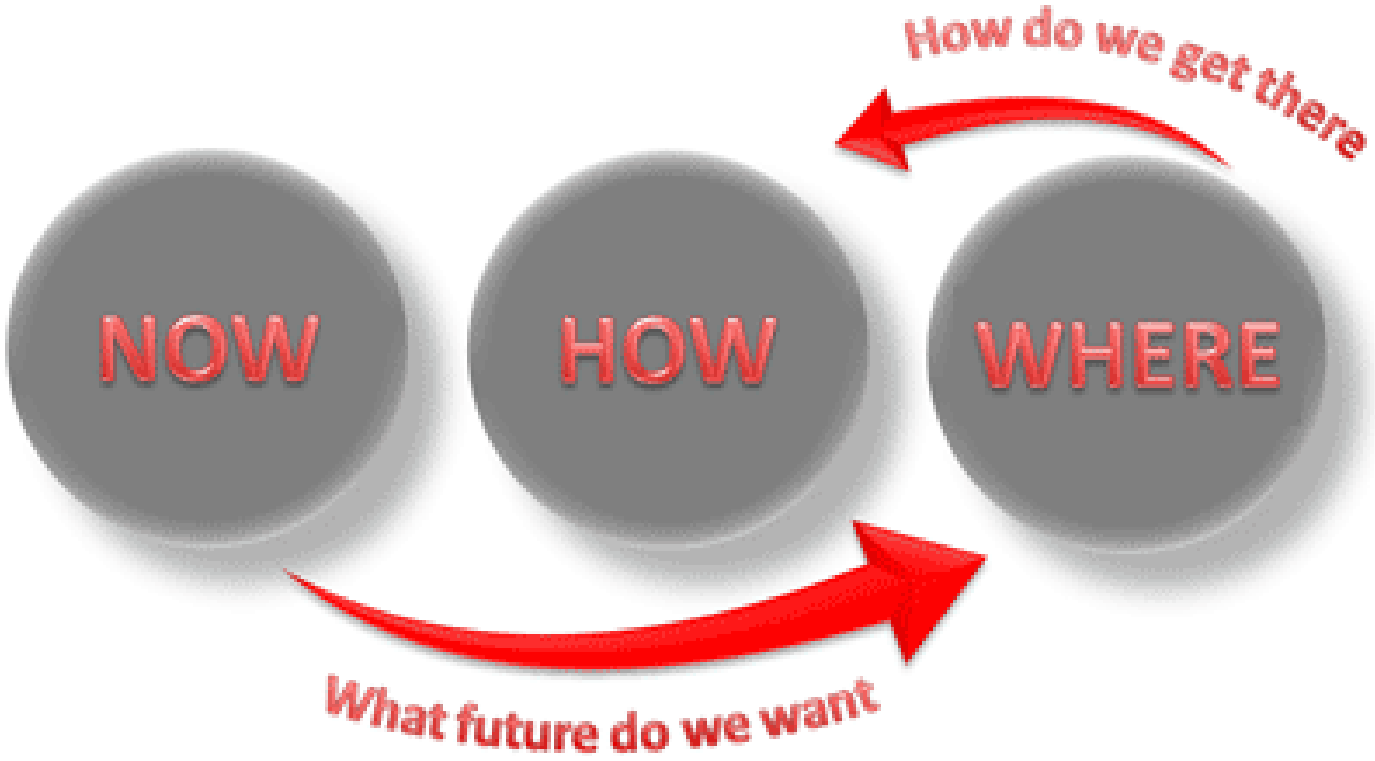
School District 8
Kootenay Lake

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)**

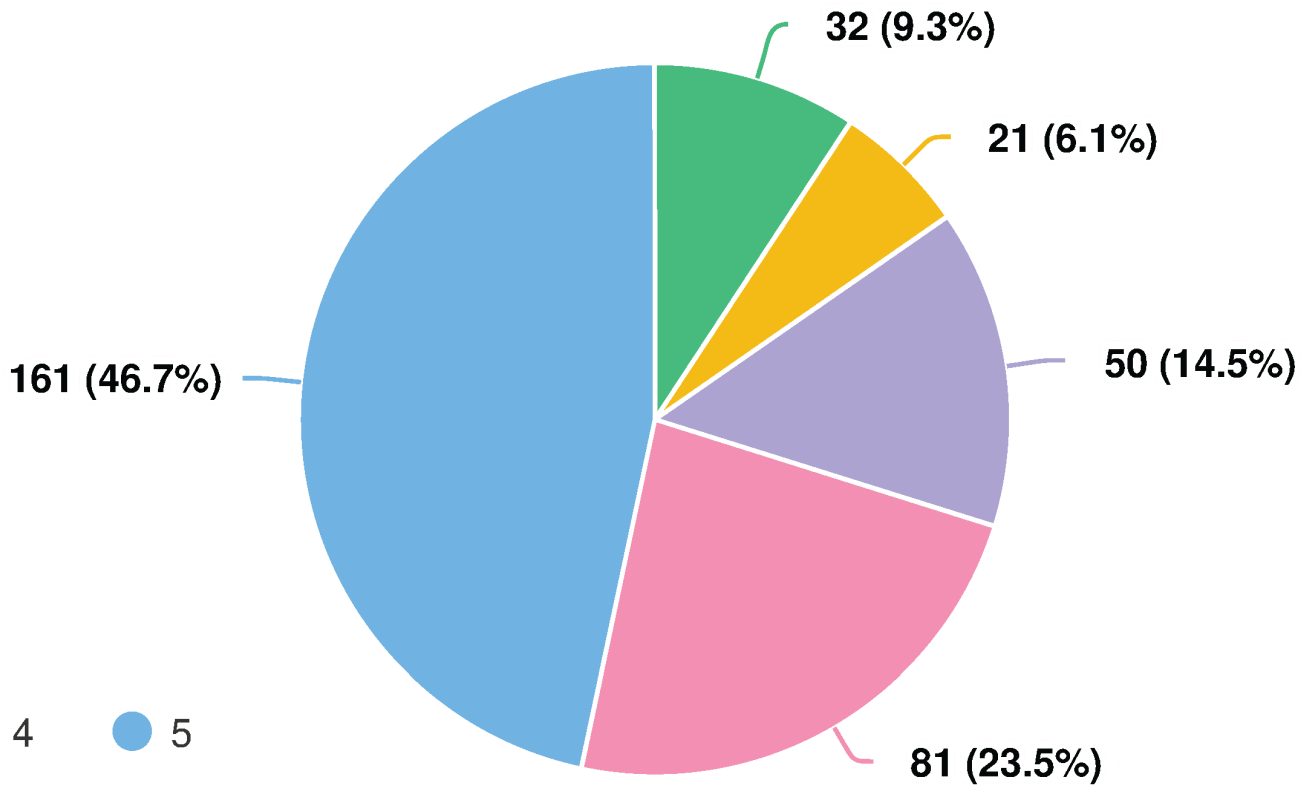
*Stewardship and leadership are often connected, but different: stewards take care of and sometimes enhance something with future generations in mind, whereas leaders guide and inspire others toward achieving a specific aim.

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

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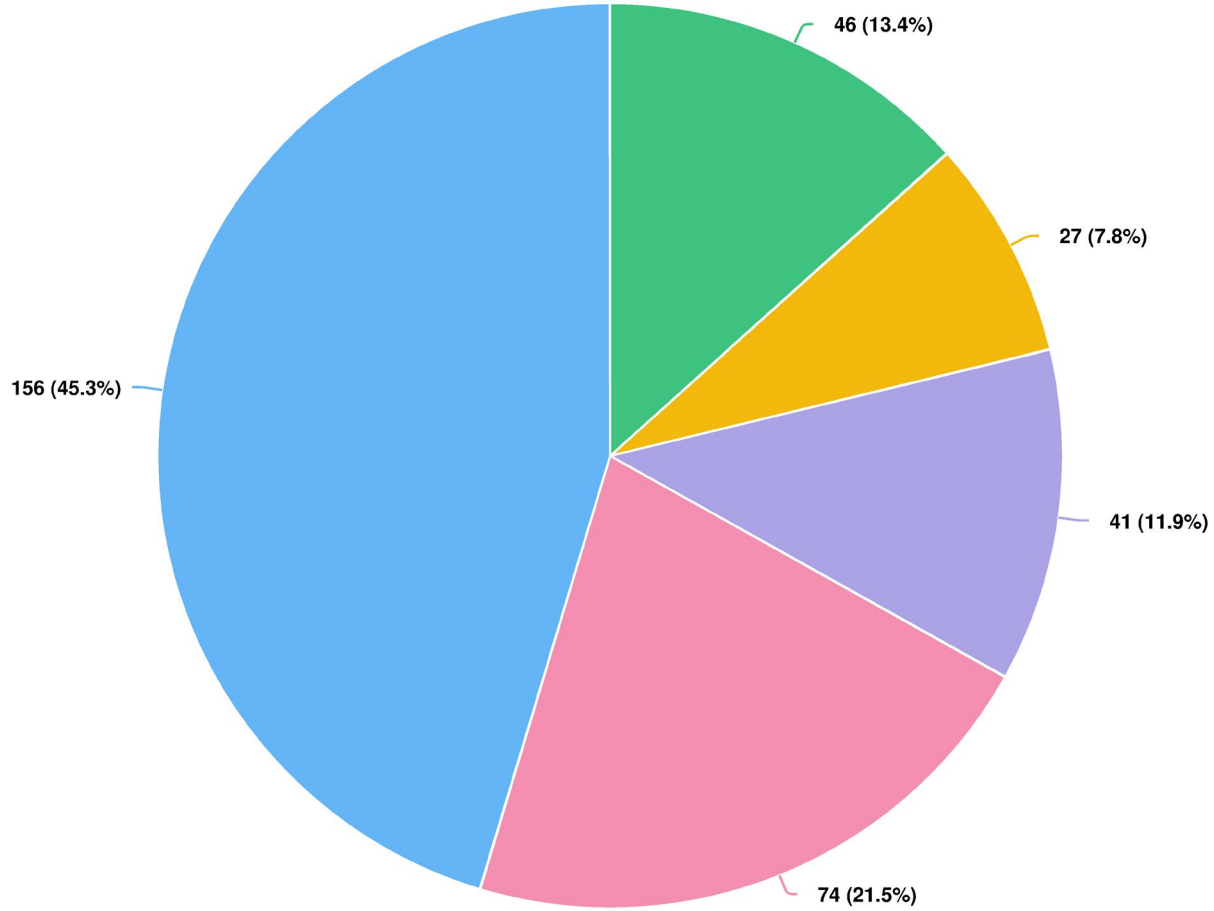
1 (lowest) - 5 (highest level of interest)

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

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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:

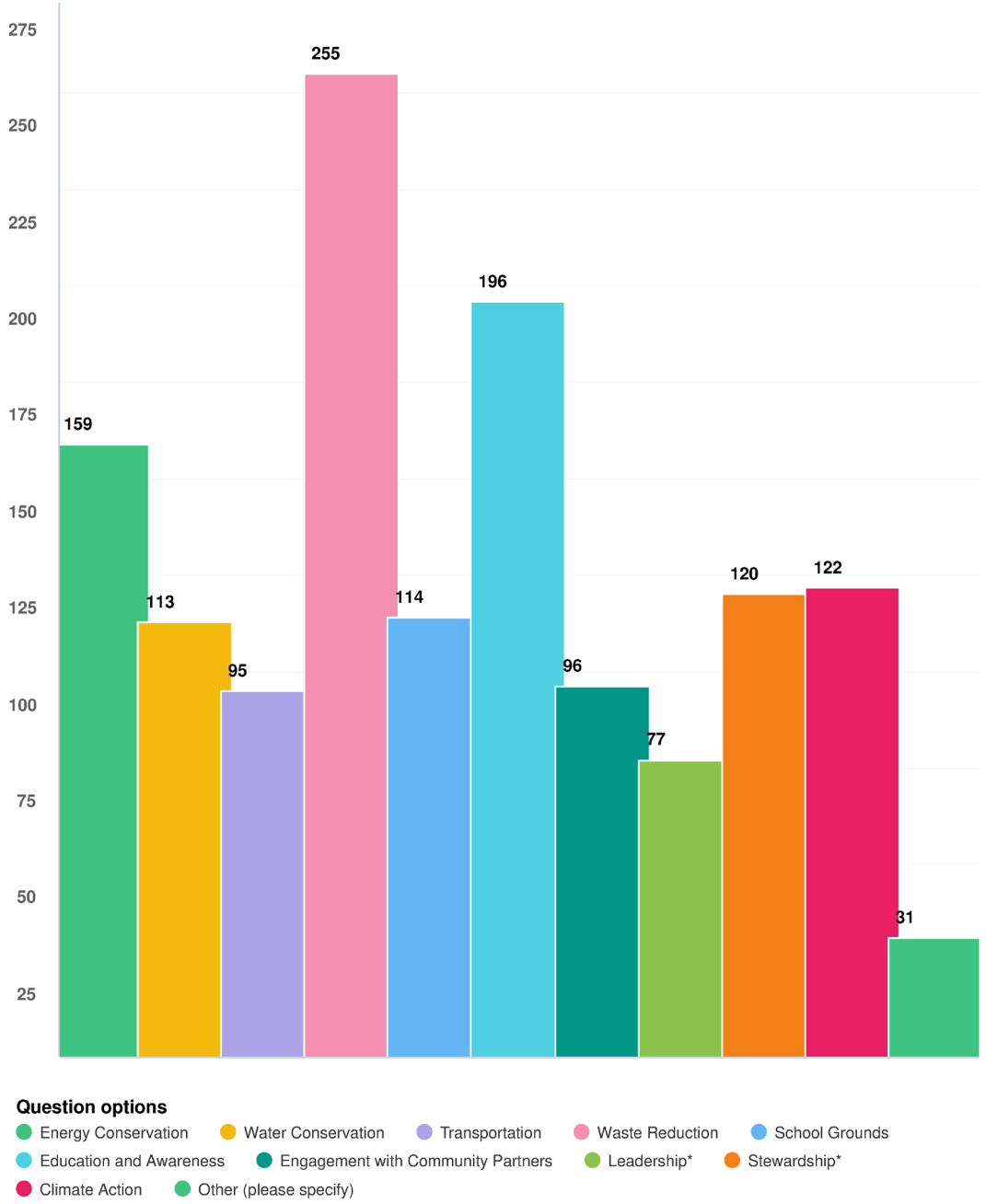
- Very strong (unanimous) support within SPDAG and strong support from sustainability survey respondents

- 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



School District 8 Kootenay Lake

April 12 – 341 responses

SPDAG Findings re: Key Areas of Focus

School District 8
Kootenay Lake

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

School District 8
Kootenay Lake

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

School District 8 Kootenay Lake

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

School District 8
Kootenay Lake

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)

School District 8
Kootenay Lake

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)

School District 8
Kootenay Lake

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)

School District 8
Kootenay Lake

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:

School District 8 Kootenay Lake

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

School District 8
Kootenay Lake

- 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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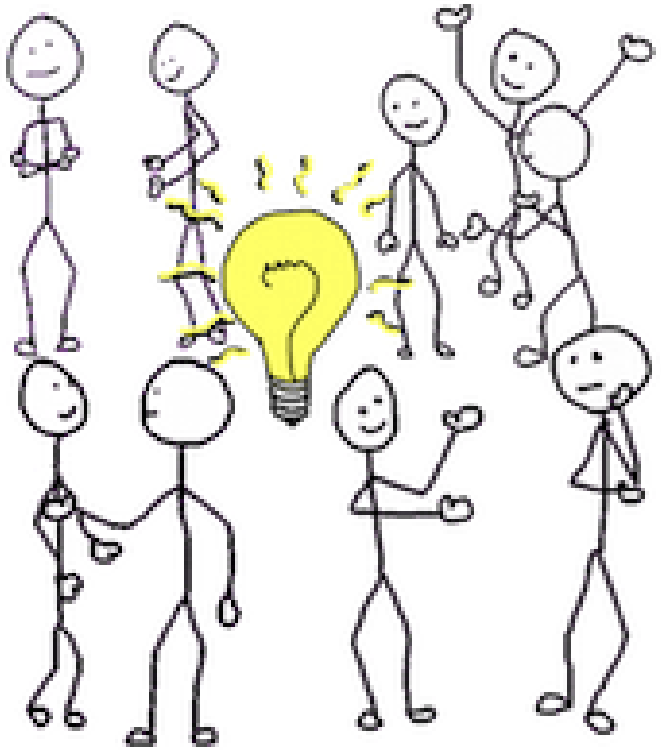
Discussion re: Draft Sustainability Policy

- 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

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*

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Kootenay Lake

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

School District 8
Kootenay Lake

- 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!