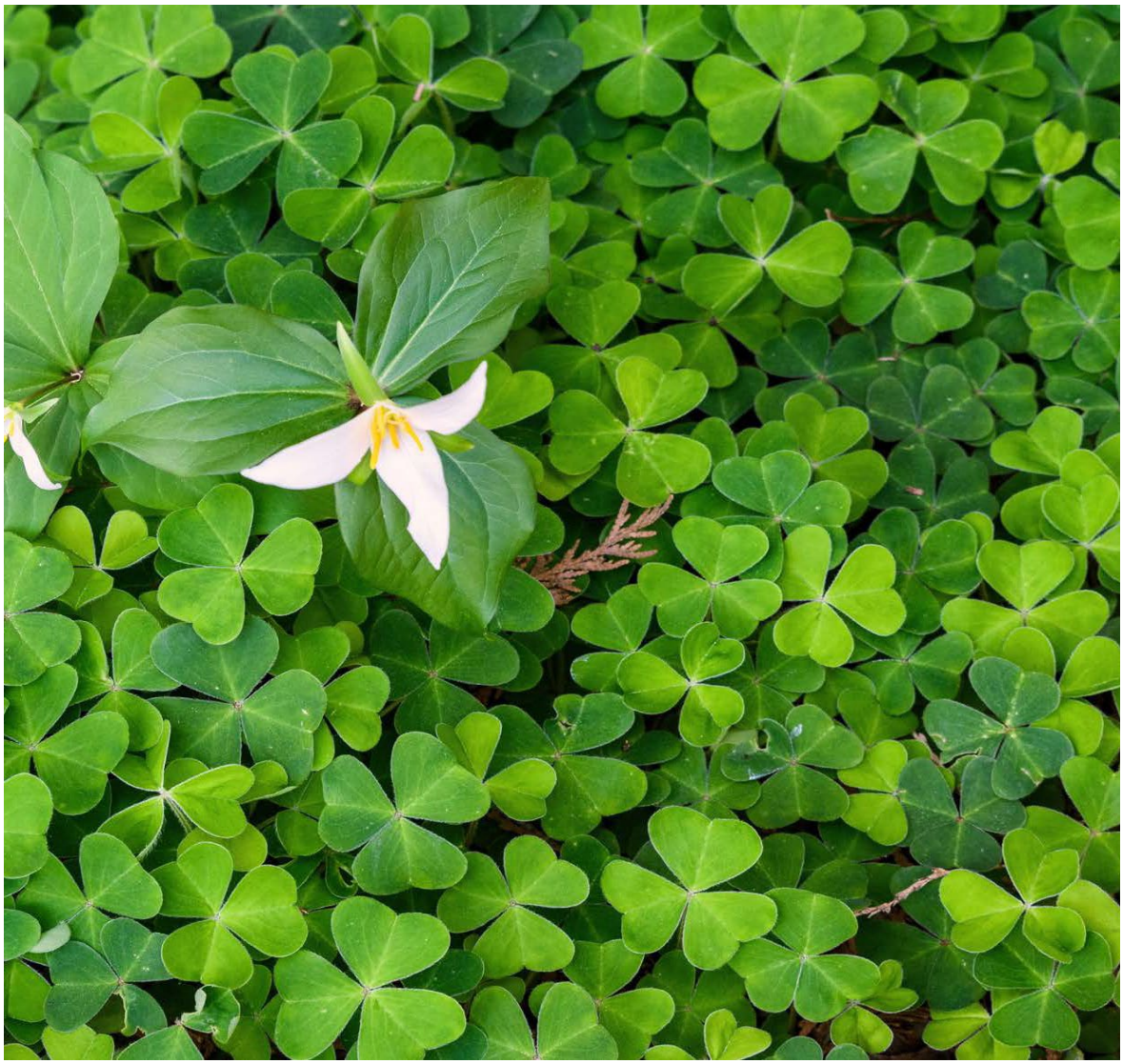
Kootenay Lake School District #8 – Sustainability Policy Development Advisory Group
Meeting #1 – March 15, 2024 – Draft Meeting Summary



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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 and Advisory Group (SPDAG) to draft this policy. The first SPDAG meeting was held on March 15, 2024, via Zoom. Most members of the Advisory Group (see Appendix 1) were interviewed by the project consultant, Dorli Duffy, in advance of the meeting to ensure all voices were heard in the design of the policy. Note: Dorli offered to follow up with those who were unable to participate in the interviews before March 15.

The purpose of the first SPDAG meeting was to ensure a common understanding of the purpose and context for this work, and to hear findings from telephone interviews and policy research undertaken by Dorli Duffy. Participants then engaged in a visioning exercise for the future with respect to a sustainability policy.

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 positively and open towards working together on this process.

This document provides a brief summary of discussions held during the March 15, 2024 meeting. The March 15 PowerPoint presentation is included in Appendix 3. The SPDAG Terms of Reference is included in Appendix 2.

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).

CONTEXT AND PROPOSED SUSTAINABILITY POLICY DEVELOPMENT PROCESS

The Sustainability Policy Development Advisory Group (SPDAG) is comprised of a diverse group of students, teachers, parents, trustees, administrators, rights-holders, partner representatives and partner organizations (see Appendix 1 for a list of members).

Trish Smilie acknowledged that the March 15 meeting would be information heavy, in order to set the context and ensure a common understanding of the rationale and proposed Advisory Group process. Trish welcomed each participant and introduced the two co-facilitators, Dorli Duffy and Susan Rhodes. Trish also welcomed the two student representatives, emphasizing the importance of their voices in this process.

Trish provided an overview of the history and context which led to the creation of the SPDAG, beginning with the Board's new Strategic Plan, approved in July 2023. The Strategic Plan was developed with broad consultation and outlines SD8's mission:

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

The Strategic Plan includes the value, *Caring for the Future*, which states:

"We are stewards of the future who foster lifelong learning and creative, curious, resilient global citizens to contribute to a diverse, inclusive, and sustainable society."

Finally, the plan's Commitments specifically outline a direction related to climate change, stating,

"Our commitment is to responding to climate change and this will be demonstrated in our services."

Given these commitments and this direction, the Board identified the need for a Sustainability Policy to guide the work of the District going forward. 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.*

The following key considerations in policy development were noted:

- Policy is strategic and attempts to set a vision or set direction to achieve the Board's vision and mission.
- The primary difference between being strategic (policy) and operational (administrative procedures/implementation) lies in the scope, timeframe, and level of detail.
- Policies provide direction. They are long term, encompassing and focus on the bigger picture.
- Operational or implementation plans or procedures drive the implementation

Trish introduced Board Vice Chair Julie Bremner and invited her to provide additional information on policy development in SD8 from her perspective as Chair of the Policy Review and Policy Advisory Committee of the Board. Julie noted that a policy should:

- Set strategic vision and direction
- Detail our intentions
- Be consistent with Board direction, and
- Be consistent with the relevant Legislation, Act, the strategic plan and other Board policies

Julie referenced Policy 160, the *Policy Development Policy*, which includes important considerations in the development of a policy. A flow chart at the end of Policy 160 was highlighted as it outlines the steps in the policy development process, including the Policy Review Committee's role.

In relation to the work of SPDAG, the Policy Committee will review the draft Sustainability Policy once completed, and ensure it aligns with other relevant policies, legislation and obligations. Julie suggested that SPDAG members look at Policy 172, *Anti-Racism and Cultural Safety Policy*, as a good example of a thorough governance policy that offers a broad context, definitions to ensure consistency of language, and broad commitments, without articulating how these should be actioned. When written this way, policies provide robust direction while leaving operational planning and decision-making to those responsible for subsequent planning and implementation.

Trish noted SD8's public engagement process which guides how groups work together in the district. SPDAG's work will follow the engagement framework as directed by that process. Trish also noted that a District-wide Sustainability Survey is currently open and gathering input from all students, parents, and teachers working in SD8. This survey will close on April 12, 2024 and a summary of findings will be considered at the April 15 SPDAG meeting as another source of input to this policy development process.

Trish noted that the Kootenay Lake District is geographically spread out with many diverse communities. With this in mind, she reminded the group that it is vital the Sustainability policy

outlines a vision for the future, and provides direction within which the various areas can develop appropriate operational plans and procedures.

As noted in the Terms of Reference, the objectives for the SPDAG include:

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

Trish provided an overview of the proposed 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

Trish noted that the board will have the opportunity to work on draft Sustainability Policy. In September, the draft policy will go through a public facing process and then to field testing. We hope to have final policy published in October of 2024.

AGENDA AND OUR APPROACH TO WORKING TOGETHER

Dorli Duffy, SPDAG Co-Facilitator, reviewed the meeting agenda. The meeting objectives were to:

- Confirm SPDAG Terms of Reference
- Review telephone interview and research findings
- Conduct visioning session
- Identify additional questions, issues and considerations
- Confirm next steps

Dorli also stressed the importance of how the group works together. She offered the following as important considerations when 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

Dorli shared the analogy of the canoe: we are all in this canoe together and we need to align our efforts and thinking so that we can successfully get our canoe to where we want to go.

TERMS OF REFERENCE

Dorli reviewed the Terms of Reference and highlighted the importance of staying within the bounds of these Terms. She noted the specific purpose of this Advisory Group:

- 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.

Dorli invited any questions of clarification. There were no questions from the group about the Terms of Reference. One individual inquired whether the policy would be a living document given the changing environmental context and available information. The group was reminded that while the policy will be providing long term direction, it will be reviewed and modified as required. The Terms of Reference are included in Appendix 2.

INTRODUCTIONS

The group participated in two small breakout group sessions to meet one another. These sessions gave participants the opportunity to shared time with at least half of the Advisory Group members.

SUMMARY OF TELEPHONE INTERVIEWS AND RESEARCH FINDINGS

Telephone Interviews – Themes

In preparation for the SPDAG process, 20 members of the Advisory Group participated in telephone interviews in February and March of 2024. The purpose of these telephone interviews was to gather participant thoughts regarding the need for a sustainability policy to direct the Kootenay Lake School District response to climate change, and key areas of focus for this sustainability policy.

Dorli offered to conduct telephone interviews with the 3 SPDAG members who had not yet participated in these interviews.

Telephone interviews questions:

1. **Why** does the SD8 need a sustainability policy **now**?
2. If the sustainability policy helps us, **what will be different**?
3. What is your understanding of what a sustainability policy would include (e.g., **structure and format**)?
4. What should be the **key areas of focus** for a sustainability policy?
5. How will you know that this has been a **successful process**?

Findings from the 20 telephone interviews completed to-date were shared during the meeting and are included in the PowerPoint presentation. The following themes emerged:

1. Why does SD8 need a sustainability policy now?

- We don't have a sustainability policy
- Climate crisis is urgent and getting worse; 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 – improve resilience and energy efficiency

2. If a sustainability policy helps us, what would be different?

- Structure and guidance helps us move forward
- Alignment contributes to efficiency
- We see changes in mindset, behaviour and practice
- We are incorporating Indigenous knowledge and ways of learning
- Students understand sustainability, climate and biodiversity crisis
- We are decreasing the district's climate impact
- Policy and action is informed by diversity of voices and responsive to community needs
- Climate action and responsibility informs all decision making
- We emphasize mitigation, adaptation and resilience
- We are inspiring change in other sectors
- All in SD8 take this seriously and are making positive changes that will affect our future

3. Structure of the policy

- General introductory statements/ Context/ Rationale
    - Responsibility and shared responsibility
- Vision – What does a sustainable school district looks like?
- Key areas of focus
    - Board commitments
    - Guiding principles/ Values – What is important to us?
- Definitions

4. Key areas of focus

Education – Student and professional education and resources, literacy, awareness

- Build awareness, understanding and literacy
- Student, professional, and partner education, awareness and resources

- Project based and community-oriented student engagement
- Give students hope and build resilience through empowerment and engagement

Stewardship – Reduce carbon emissions, energy, water, resource conservation, waste management, transportation, etc.

- Recycling, reducing waste and consumption
- Consider adaptation, mitigation and resilience
- Decrease our carbon footprint
- Opportunities for cost savings
- Land use, green spaces

Culture – Decision-making, commitment to improvement

- Commit to learning and improving over time
- Move from champions and 1-offs to consistency and impact
- Commit to engagement, inclusivity and communication
- Bring a sustainability lens to planning and decision-making including purchasing and procurement
- Monitoring, reporting and accountability
- Recognize schools as part of healthy, sustainable communities

What would success look like?

- A vision and strategic direction
- A coherent policy that is ambitious and clear
- Plain language – everyone can understand it
- Everyone on the same page and committed to working towards our vision
- We believe this represents what's possible – built out of our best information to-date
- Leads to action
- All voices have been shared
- Staff and schools are thinking about things differently, versus doing more

The group was invited to pose any questions of clarification. No questions emerged.

Summary of Research Themes

In preparation for the SPDAG meetings, Dorli researched a variety of sustainability-related policies prepared by school districts in BC:

Energy, Environment and Climate Change Policy

- Greater Victoria 61 (2008)

Sustainability Policy

- North Vancouver 44 (2011)

Environmental Sustainability Policy

- Burnaby 41 (2010), Sunshine Coast 46 (2010), Maple Ridge 42 (2015), Surrey 36 (2017)

Environmental Stewardship and Sustainability Policy (Administrative Procedure)

- Saanich 63 (2020)

Climate Action Policy

- North Okanagan Shuswap 83 (2021)

Sustainable Practices Policy

- Qualicum 69 (2023)

Administrative Procedures - Powell River 47
Sustainability Strategy - North Vancouver 44 (2017)
Environmental Sustainability Plan - Vancouver 39 (2018)
Environmental Sustainability Procedure - Surrey 36 (2018)
Sustainability Strategic Plan – Burnaby 41
Environmental Stewardship Regulation - Richmond 38 (2011)
District Sustainability and Climate Action Plan – Richmond 38 (2021)
Framework for Operational Planning – Gulf Islands 64
Pathways to Environmental Stewardship - Nanaimo-Ladysmith
Sustainability Framework 2030 - Calgary

The following sustainability-related policies from Ontario and the U.S. were also reviewed:

Environmental Sustainability Policy
- Boulder Valley School District, CO (2010)
- District School Board of Niagara, Ontario (2022)

Sustainability Policy
- Portland Public Schools, OR (2012)
- Princeton Board of Education, NJ (2017)
- Simcoe County School District, Ontario (2021)

Environmental Education and Management Program Policy
- Thames Valley District School Board, Ontario, (2018)

Sustainability – Education and Environment Policy
- Halton District School Board, Ontario (2021)

During her summary of findings based on this review, Dorli noted that these sustainability-related policies often included the following elements:

- Acknowledgement of climate emergency/crisis
- Board and shared responsibility re: sustainability and responding to climate change
- Responsibility for sustainability flows from mandate
- Vision – What is our shared vision of a sustainable future
- Policy Statements – What are the areas of focus of this policy?
    - Education
    - Stewardship
    - Culture
- Guiding Principles – What is important about how we do this together?
- Definitions/ Glossary – What do we mean by these terms? Our shared terminology

Participants offered the following questions or comments about the information presented:

- Areas of Emphasis
    - Interested/curious to see where the area of emphasis will be in this work – guiding direction
    - Response: recommending the areas of emphasis is the work of this Advisory Group
- Truth and Reconciliation
    - With respect to Truth and Reconciliation – this needs to guide our thoughts and our heart; there needs to be a fulsome approach with respect to Truth and Reconciliation.
    - Response: this must come through; this will help and guide us

- Safety for students in schools
    - Need to consider safe learning environment for students given impacts of climate change (e.g., heat in summer)

BREAK

Just before the break, the group watched a video clip of the 2023 Student Leadership Conference where students provided input to the sustainability process.

The group reconvened after a 10-minute break.

VISIONING EXERCISE

The Advisory Group engaged in a visioning exercise to create a shared vision of an ideal future state in which our sustainability policy has made a difference in SD8. Dorli noted that some information and input had already been elicited through the interview question "What will be different?" She reiterated the importance of the group working together to generate their ideas/thoughts.

Participants were divided into 2 breakout groups. They were invited to consider the themes that emerged from the interviews, and consider what would be different in the areas of **education, stewardship, and culture** in the future, if the sustainability policy helped to guide SD8's response to climate change.

Themes from Telephone Interviews – "What will be different?"

Education
- Students understand sustainability, climate and biodiversity crisis
- Incorporating Indigenous knowledge and ways of learning

Stewardship
- Decreasing district's climate impact
- Mitigation and adaptation

Culture
- Structure and guidance helps us move forward
- Alignment contributes to efficiency
- Climate action and responsibility informs all decision making
- Changes in mindset, behaviour and practice
- Diversity of voices
- All in SD8 taking this seriously and making positive changes
- We inspire change in other sectors

Using the above list of themes raised during the interviews as a starting point, breakout groups were invited to consider:
- Is there anything missing from this list?
- Is there anything you don't agree with?

REPORT BACK AND LARGE GROUP DISCUSSION

Report Back on Breakout Groups Re: Vision

Findings from the two breakout groups were shared with the large group.

Education

- **Students understand sustainability, climate and biodiversity crisis**
- **Incorporating Indigenous knowledge and ways of learning**

Feedback on Education:

- More than "students"
    - Students, parents, teachers, administrators, staff, trustees, community members, families, everyone are included
    - Expand the range of knowledge
- More than "understand"
    - Students and all are empowered with skills for action
    - Everyone is engaged, empowered, has skills, feels like they are part of the difference making
- Learning and taking action
    - Understanding climate change
        - Students and everyone in our school community understand the science, cause and effects of climate change (link to fossil fuels) and are aware of what we/they can be doing differently
    - Knowledge builds hope and motivation to guide change
        - Language regarding climate crisis and emergency can lead to climate anxiety and loss of sleep
        - Knowledge, empowerment and engagement builds hope
        - Understanding the cause and effects of climate change motivates different choices and behaviours
        - Everyone understands the pros and cons and why it is worth it to do things differently,
            - E.g., Having fun learning about it because you care and understand it and not because you have to
    - Active engagement and climate action
        - Students are part of the process, empowered to take on projects and make a difference themselves
        - Students and all know how to make different decisions, take different action to address climate issues (vs. emphasis on "making things better")
    - Student agency in learning
        - Open class, active learning
        - Intergenerational dialogue occurs in schools
- We incorporate indigenous knowledge, worldview and ways of learning
    - We consider what this means, and this drives policy wording and subsequent action.
    - We seek out elders to understand how we got here and to share knowledge

- We have given fulsome consideration to the findings of the Truth and Reconciliation Commission
- Follow-up: Look at AFN climate symposium language and how it drives policy

Stewardship

- **Decreasing district's climate impact**
- **Mitigation and adaptation**

Feedback on Stewardship:

- Over time, specific, measurable targets are used to track progress on commitments and as a mechanism to hold ourselves accountable
- We see evidence of resilience, adaptation and mitigation

Culture

- **Structure and guidance helps us move forward**
- **Alignment contributes to efficiency**
- **Climate action and responsibility informs all decision making**
- **Changes in mindset, behaviour and practice**
- **Diversity of voices**
- **All in SD8 taking this seriously and making positive changes**
- **We inspire change in other sectors**

Feedback on Culture:

- Policy guides action
- It is safe to talk about climate change; to speak out
  - Stigma has been removed in schools and conversations about sustainability and climate change have been normalized
- It is cool to care about the environment
  - *positive reinforcement*
  - *equal playing field*
- The entire community is positive, proud and respecting our place and our responsibility to the environment and one another
- We inspire change in other sectors
  - We acknowledge the high level of willingness and advocacy required to address climate change
  - We understand that it takes courage to stand up and lobby decision makers, to speak out for change
- Indigenous perspectives are incorporated and we look for alignment of values
- We lead by example and demonstrate our commitment
  - Everyone understands their role – students, teachers, board trustees, etc.
  - Trustees to lead by example
- We advocate for funding to support our commitments
  - The board demonstrates its accountability to the policy through advocacy for funding to support our commitments
    - E.g., Advocacy for functional/capital support for energy efficiency efforts and outdoor living education
- Our students experience support that fosters resilience (through functional, emotional support)
  - E.g., to help those experiencing eco anxiety

- We foster hope through action
    - We build hope through positive change stemming from our policy and through related actions and changes
- Our sustainability policy and process is understandable and accessible to all
    - Written in plain language
    - It is a living document that we adapt over time
    - We have wrapped our heads and hearts around it
- Our policy provides direction to measures that will be used to track progress and demonstrate accountability to progress over time

Other

- Language – sustainability and relationship to intergenerational empathy

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:

Reflection on process to-date

- Appreciation/gratitude for wisdom of the group, expertise, perspectives, and the process undertaken so far
    - None of us is as smart as all of us
    - A high level of willingness within the group to support each other in this work
    - Acknowledgement of the value of experience in this group
    - Ensuring all voices are heard
    - Diversity of voices around the table
    - Commitment to creating something in an inclusive way
    - Knowledge and ideas shared in the large group discussion
    - Level of alignment across different perspectives
- Looking forward to the straw dog policy

Suggestions for the process going forward

- Consider making a video of the SPDAG process
    - Consider making a video to improve accessibility of the final policy (i.e., more impactful than only written words)

Hopes and expectations for the process and policy

- Opportunity to deepen our relationship with nature
    - Will be positive to develop something that deepens our relationship with nature – an embedded understanding
- Potential for a paradigm shift in education
    - Opportunity to reassess the conventional top-down approach to learning and knowledge transfer and ask, “How is it working?”
    - Opportunity for innovation in how we deliver education to make it a two-way street and learn from students (less biased minds)
    - Innovation will require that we reassess the top-down curriculum

Challenges/ opportunities in drafting this policy

- Advocacy

    - With climate change, we need to advocate for best practice and for the environment.
    - Acknowledging the courage required to advocate for change, sometimes in contradiction to our neighbors
- Balancing act – creating a Board level policy while also considering the implications of operationalizing this policy
    - Recognizes this is a Board level policy, providing guiding direction
    - We will need to consider sustainability-related work in energy consumption, procurement, recycling/reuse/compost, transportation, utilizing green options, etc.
    - Challenge to keep this policy sufficiently broad so that it empowers and allows for each part of our district to use their creativity and also focused so it truly drives change.
    - The policy will drive change without dictating the detail of those changes
    - Desire for language that empowers versus pigeonholes
    - Opportunity to use language that is sufficiently broad that empowers rather than directs and fosters creativity
    - It may be enacted differently in a larger community such as Nelson than in other rural communities given the diversity of communities within SD8
- Sense of excitement around the challenge of drafting this policy
    - Desire for policy to be focused and "more than nice words"
    - We have the opportunity to make the narrative positive

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 painted a picture of positivity, hopefulness, interest, curiosity and energy for the work ahead. Dorli offered a summary of outcomes from the meeting.

- Confirmed context and SPDAG process
- Confirmed SPDAG Terms of Reference
- Reviewed telephone interview and research findings
- Conducted visioning session
- Identified additional questions, issues and considerations

Dorli thanked everyone for their participation

Next Steps

1. Dorli will reach out to SPDAG members that have not yet participated in telephone interviews to schedule a conversation.
2. Findings from telephone interviews, research into sustainability-related policies, and March 15 discussions will be used to draft a "straw dog" policy for consideration at the April 15 meeting. This will be circulated in advance of the meeting.
3. The March 15 meeting summary and PowerPoint presentation will be circulated with the Terms of Reference in the next week.
4. Advisory Group members are requested to:
    a. Review and circulate this meeting summary within their organizations.
    b. Complete the online survey/questionnaire to provide your feedback on the March 15 meeting and inform future meetings planning.

5. The SD8 Engagement survey (Sustainability in SD8) is open to all staff, students, and the community until it closes on April 12.

Next Meeting – April 15, 2024, 12:45 – 4:00 PM *(Please note 12:45 start time for tech-check.)*

April 15, 2024 Meeting Objectives

- Receive results/themes from the SD8 sustainability Survey
- Review DRAFT "Straw Dog" SD8 Sustainability Policy
- Identify areas of alignment, gaps, and any additional information requests
- 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 & 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
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
Christopher Yates, Metis Partner - Red River Metis
Jared Basil, Lower Kootenay Band
Don Courson, Elder of West Kootenay Metis Chapter
Darrell Jones, Splatsin
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:

Ben Eaton, Director of Instruction/ Innovative Learning
Gail Higginbottom, District Principal of Aboriginal Education

Guest

Dawn Lang, Board Chair

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.

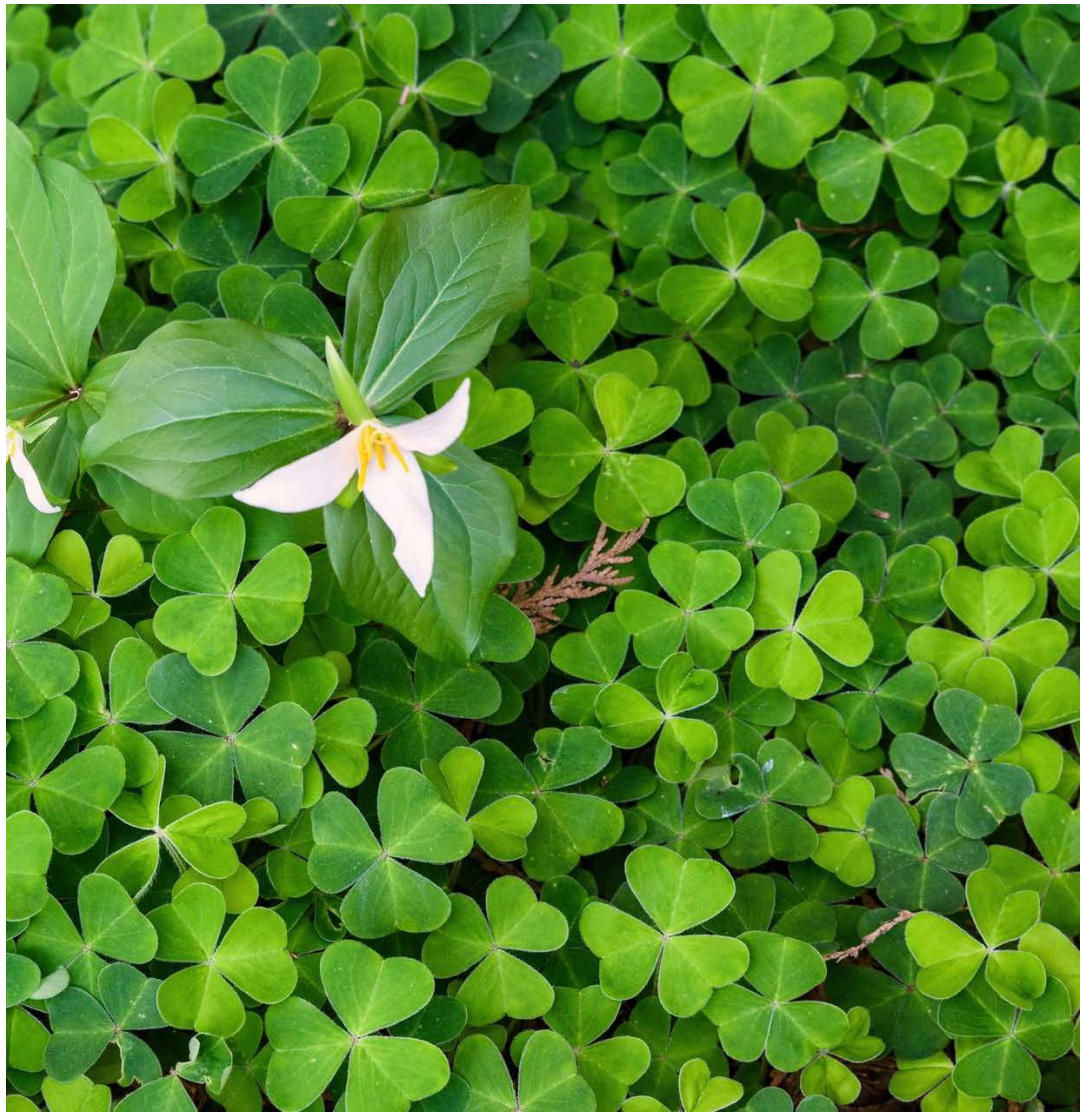
SD8 – Sustainability Policy Development Advisory Group Terms of Reference

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 MARCH 15 MEETING PRESENTATION

School District 8
Kootenay Lake

Sustainability Policy Development Advisory Group



Meeting #1
2024.03.15

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
- **Monica** Nissen, KLTF
- **Natalia** Nazaroff, DPAC
- **Christopher** Yates, Metis Partner - Red River Metis
- **Jared** Basil, Lower Kootenay Band
- **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, West Kootenay Climate Action, Creston
- **Greg** Utzig, Academic consultant



School District 8
Kootenay Lake

School District 8
Kootenay Lake

School District No. 8 (Kootenay Lake) Strategic Plan 2024-2029

School District 8
Kootenay Lake

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.

SD8's Guiding Principles will inform the engagement process whether in person or online...

School District 8
Kootenay Lake

Transparent

Respectful

Inclusive

Optimistic

Supportive

Active



School District 8
Kootenay Lake

Phase 1: INQUIRE

Exploring through reflection, research, and analysis of relevant information

- Define contributors
- Outline necessary information
- Define expertise for every individual
- Build good questions

Internal Partners:

Board of Education

SD8 Leaders, Educators and Staff

Staff Associations

Students & Families

Phase 2: Imagine + Inspire

Engage with our partners and communities, record and share our journey

- Envision ideal outcome
- Create meaningful and inclusive engagement opportunities
- Archive process and publicly post feedback

External Partners:

Indigenous Leadership and Partners

PACs

School Communities

Broader Public

Phase 3: Initiate

Formalize, celebrate, and take action on our new path forward

- Decision and rationale
- Outcome and process forward
- Celebration

All Internal and External Partners

School District No.8
(Kootenay Lake)

School District 8
Kootenay Lake

Families of Schools

SD8 operates six families of schools to serve students and familes in five municipalities and more than 15 rural communities across the Regional District of Central Kootenay

6 municipalities

20 schools

15+ rural communities

1 blended online learning school

900 employees

1 provincial online learning school

4800 students

15,000 square kilometres



Provincial Context

60 school districts in BC

15th largest in geographic size

32nd by # of students enrolled

Mission

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

Vision

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

Values

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

We Value...

Learners at the Centre

We support a culture of empathy, mutual respect and shared responsibility through individual and shared purpose. We provide meaningful and relevant learning experiences with opportunities for growth and improvement.

Communities of Caring and Connection

We build trusting, respectful, collaborative relationships working together to ensure we make the best decisions. We foster opportunities to promote social-emotional and physical well-being for all students and staff and celebrate our success.

Diversity and Identity

We meaningfully and equitably involve all learners and respect the unique characteristics and identity that make them individuals. Barriers are removed to create equitable environments that provide accessible and empowering opportunities for all students and staff to thrive. Truth and Reconciliation create our path forward to respect the human rights of Indigenous Peoples.

Caring for the Future

We are stewards of the future who foster lifelong learning and creative, curious, resilient global citizens to contribute to a diverse, inclusive, and sustainable society.

Our Commitments

School District 8
Kootenay Lake

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

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

Board of Education

- The Ministry of Education sets the general direction for K-12 education, including the curriculum, funding amounts and the legal framework within which boards operate.
- Boards are responsible for governing school districts based on the educational aspirations of their local communities and in accordance with the policy direction established by government.

School District 8
Kootenay Lake

Policy

- Policy is strategic and attempts to set a vision or set direction to achieve the Board's vision and mission.
- The primary difference between being strategic (policy) and operational (administrative procedures/implementation) lies in the scope, timeframe, and level of detail.
- Policies provide direction. They are long term, encompassing and focus on the bigger picture.
- Operational or implementation plans or procedures drive the implementation

School District 8
Kootenay Lake

Student Voice

- Welcome to our student representatives – Natalie and Anje
- Student Leadership Conference 2024

School District 8
Kootenay Lake

Welcome

Facilitators:

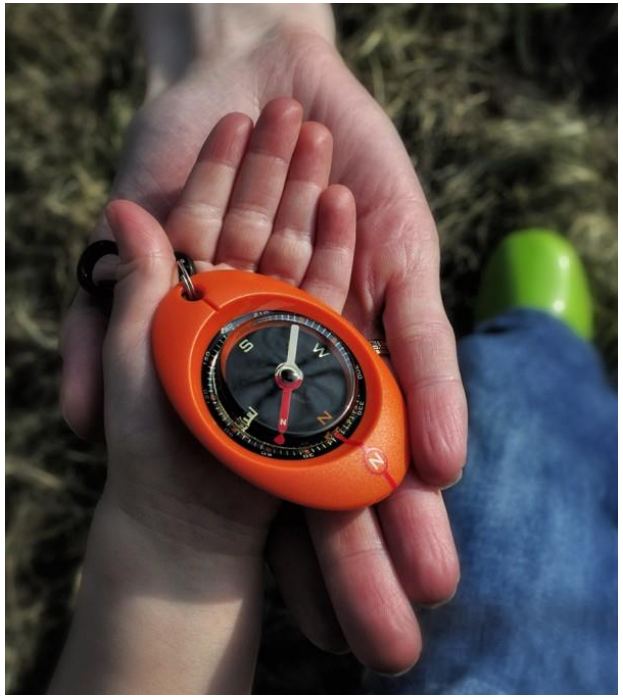
- Dorli Duffy
- Susan Rhodes

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

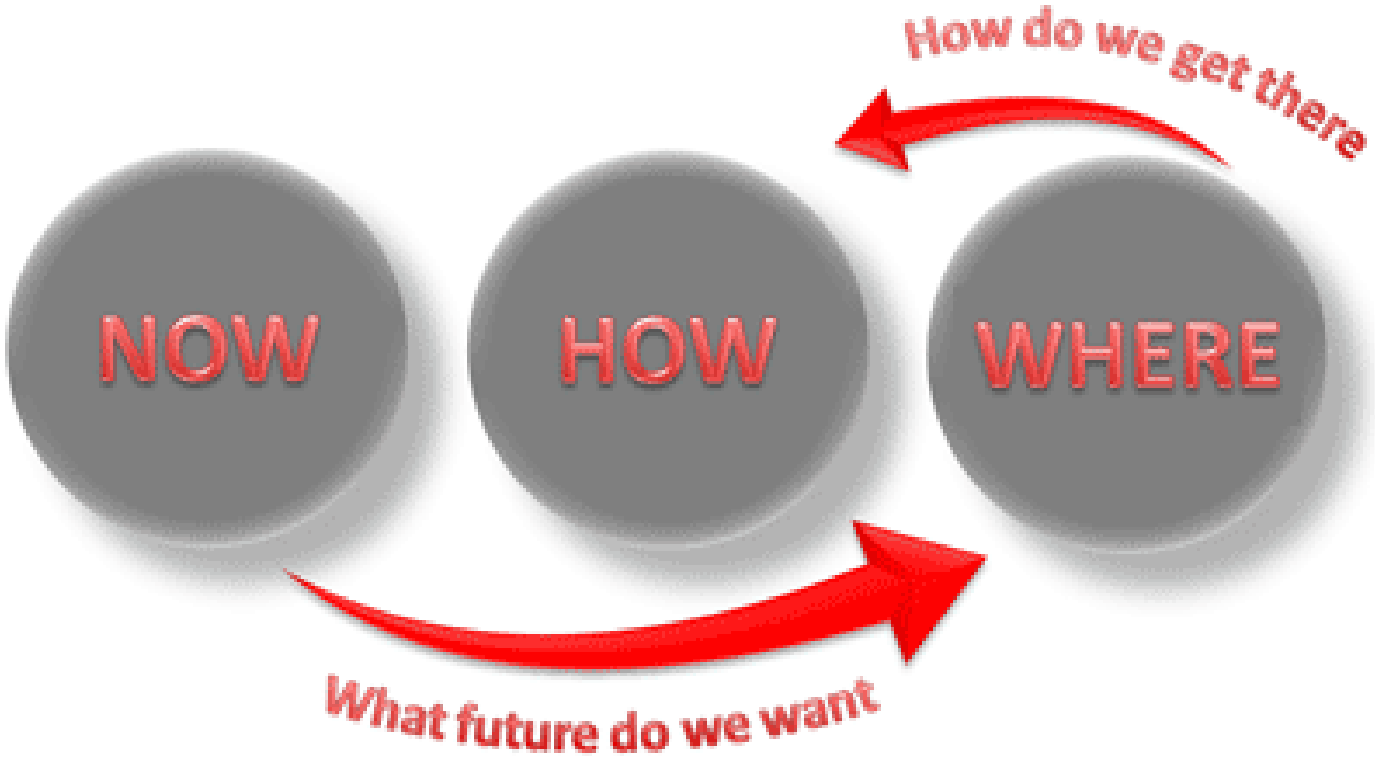


"Learning for Sustainable Development can be compared to taking a compass bearing for the future."

WWF Sustainable Schools document

School District 8
Kootenay Lake

Planning – the 3 big questions



School District 8
Kootenay Lake

Alignment - Working together to achieve our goals





School District 8
Kootenay Lake

Objectives

- Confirm context and proposed Sustainability Policy Development Advisory Group (SPDAG) process
- Confirm SPDAG Terms of Reference
- Review telephone interview and research findings
- Conduct visioning session
- Identify additional questions, issues and considerations
- Confirm next steps

School District 8
Kootenay Lake

Agenda

9:00 - 9:05	Land Acknowledgement
9:05 - 9:15	Welcome
	Context and Proposed Sustainability Policy Development Process
9:15 - 9:20	Agenda and our approach to working together
9:20 - 9:30	Terms of Reference
9:30 - 9:45	Introductions
9:45 - 10:30	Summary of telephone interview and research findings
10:30 - 10:40	Break
10:40 - 11:15	Visioning Exercise in Breakout Groups
11:15 - 11:50	Report Back and Large Group Discussion
11:50 - 12:00	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.
  - The only thing that leaves the room are our agreements at the end.
- Please turn off or silence cell phones

Source: The Institute of Cultural Affairs Canada

School District 8
Kootenay Lake

Sustainability Policy Development Advisory Group
Terms of Reference



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

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

SPDAG - Deliverables

- Draft language for SD8 sustainability policy
- Advisory Group draft policy to Board of Education for approval for field testing and presentation to Policy Partner Advisory Meeting.

School District 8
Kootenay Lake

SPDAG – Your 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.

School District 8
Kootenay Lake

SPDAG - Governance

- Work together through a consultative process
- Seek consensus through an informed, inclusive and transparent process that considers partner needs and concerns.
- Incorporate feedback in draft and final reports.
- SPDAG members will have opportunity to review the draft report and any dissenting opinions will be documented.
- Chair of SPDAG - Trish Smillie, SD8 Superintendent

School District 8
Kootenay Lake

SPDAG – Other

- Zoom links will be sent in advance of meetings.
- Meetings will follow International Association of Public Participation (IAP2) practices.
- Meeting agendas, summaries and other materials will be circulated via email.

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

Introductions

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)
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- **Judeth** Betts, West Kootenay Climate Action, Nelson
- **Andy** Shadrack, West Kootenay Climate Action, Kaslo
- **Don** Peel, West Kootenay Climate Action, Creston
- **Greg** Utzig, Academic consultant

School District 8
Kootenay Lake

Introductions in Breakout Groups

- You will be placed in 2 rounds of 4 breakout groups for 5 minutes each.
- An opportunity to meet half of the group today.

Name, who you represent, your hometown, and where you went to elementary school

- **Reminder:** 1 minute per person in each round

- Large group will resume at 9:45

School District 8
Kootenay Lake

The Big Picture



1) **Where are we now?**
2) Where do we want to be in the future?
3) How will we get there?
4) How do we measure our progress?

School District 8
Kootenay Lake

Where are we now? What do we already know?

Telephone Interview Findings
(February – March 2024)

- 20 interviews

- *Preliminary findings . . .*
  What you said . . .



School District 8
Kootenay Lake

Telephone Interview Questions

1. **Why** does the SD8 need a sustainability policy **now**?
2. If the sustainability policy helps us, **what will be different**?
3. What is your understanding of what a sustainability policy would include (e.g., **structure and format**)?
4. What should be the **key areas of focus** for a sustainability policy?
5. How will you know that this has been a **successful process**?

School District 8
Kootenay Lake

Why Now?

Interview quote

We need a sustainability policy because . . .

“We need to make sure we're doing our best to protect the planet for the next generations”



School District 8
Kootenay Lake

Why now? (continued)

"Climate change is existentially urgent and action is essential."

"We have a responsibility to future generations, morally and ethically."

"Learners will see this policy and hold us to account for future generations."

"Every organization, individual, government needs to think about the present and future in terms of environmental stewardship, climate change, mitigation and adaptation."

School District 8
Kootenay Lake

Why now? (continued)

- We don't have a sustainability policy
- Climate crisis is urgent and getting worse; 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 – improve resilience and energy efficiency

School District 8
Kootenay Lake

What will be different?

Interview quote

"This (policy) acts as our North Star – we look to this when creating action around sustainability"



School District 8
Kootenay Lake

What will be different?

- Structure and guidance helps us move forward
- Alignment contributes to efficiency
- We see changes in mindset, behaviour and practice
- We are incorporating Indigenous knowledge and ways of learning
- Students understand sustainability, climate and biodiversity crisis
- We are decreasing the district's climate impact
- Policy and action is informed by diversity of voices and responsive to community needs

School District 8
Kootenay Lake

What will be different? (cont'd)

- Climate action and responsibility informs all decision making
- We emphasize mitigation, adaptation and resilience
- We are inspiring change in other sectors
- All in SD8 take this seriously and are making positive changes that will affect our future

School District 8
Kootenay Lake

Sustainability Policy Structure

- General introductory statements/ Context/ Rationale
  - Responsibility and shared responsibility
- Vision – What a sustainable school district looks like?
- Key areas of focus
  - Board commitments
  - Guiding principles/ Values – What is important to us?
- Definitions

School District 8
Kootenay Lake

Key Areas of Focus



Guiding direction for operational planning and decision-making

- What dials are we trying to turn?
- Moving towards?
- Moving away from?
- More/ less of?

School District 8
Kootenay Lake

Key Areas of Focus

Education

- Student and professional education and resources, literacy, awareness

Stewardship

- Reduce carbon emissions, energy, water, resource conservation, waste management, transportation, etc.

Culture

- Decision-making, commitment to improvement

School District 8
Kootenay Lake

Key Areas of Focus - Education

- Build awareness, understanding and literacy
- Student, professional, and partner education, awareness and resources
- Project based and community-oriented student engagement
- Give students hope and build resilience through empowerment and engagement

School District 8
Kootenay Lake

Key Areas of Focus - Stewardship

- Recycling, reducing waste and consumption
- Consider adaptation, mitigation and resilience
- Decrease our carbon footprint
- Opportunities for cost savings
- Land use, green spaces

School District 8
Kootenay Lake

Key Areas of Focus - Culture

- Commit to learning and improving over time
- Move from champions and 1-offs to consistency and impact
- Commit to engagement, inclusivity and communication
- Bring a sustainability lens to planning and decision-making including purchasing and procurement
- Monitoring, reporting and accountability
- Recognize schools as part of healthy, sustainable communities

"We all do it. It's a part of our culture."

School District 8
Kootenay Lake

You said Success looks like…

- A vision and strategic direction
- A coherent policy that is ambitious and clear
- Plain language – everyone can understand it
- Everyone on the same page and committed to working towards our vision
- We believe this represents what's possible – built out of our best information to-date
- Leads to action
- All voices have been shared
- Staff and schools are thinking about things differently, versus doing more

School District 8
Kootenay Lake

Telephone Interview Findings - Discussion

- Questions of clarification?



School District 8
Kootenay Lake

Research Findings - Sustainability-related policies in School Districts (BC, Ontario, US, etc.)



School District 8
Kootenay Lake

Sustainability-related policies in BC school districts

Energy, Environment and Climate Change Policy

- Greater Victoria 61 (2008)

Sustainability Policy

- North Vancouver 44 (2011)

Environmental Stewardship Policy

- Richmond 38 (2011)

Environmental Sustainability Policy

- Burnaby 41 (2010), Sunshine Coast 46 (2010), Maple Ridge 42 (2015), Surrey 36 (2017)

Environmental Stewardship and Sustainability Policy (Administrative Procedure)

- Saanich 63 (2020)

Climate Action Policy

- North Okanagan Shuswap 83 (2021)

Sustainable Practices Policy

- Qualicum 69 (2023)

School District 8
Kootenay Lake

Sustainability-related policies in Ontario and US school districts

Environmental Sustainability Policy

- Boulder Valley School District, CO (2010)
- District School Board of Niagara, Ontario (2022)

Sustainability Policy

- Portland Public Schools, OR (2012)
- Princeton Board of Education, NJ (2017)
- Simcoe County School District, Ontario (2021)

Environmental Education and Management Program Policy

- Thames Valley District School Board, Ontario, (2018)

Sustainability – Education and Environment Policy

- Halton District School Board, Ontario (2021)

School District 8
Kootenay Lake

Other Sustainability-related initiatives in school districts

Administrative Procedures - Powell River 47

Sustainability Strategy - North Vancouver 44 (2017)

Environmental Sustainability Plan - Vancouver 39 (2018)

Environmental Sustainability Procedure - Surrey 36 (2018)

Sustainability Strategic Plan – Burnaby 41

District Sustainability and Climate Action Plan – Richmond 38 (2021)

Framework for Operational Planning – Gulf Islands 64

Pathways to Environmental Stewardship - Nanaimo-Ladysmith

Sustainability Framework 2030 - Calgary

Sustainability Policies - Key elements

School District 8
Kootenay Lake

Context/ Rationale - Why are we developing this policy?

- Acknowledgement of climate emergency/crisis
  - Board recognizes a world-wide climate emergency is occurring. – Qualicum 69
- Board and shared responsibility re: sustainability and responding to climate change
  - Implementation of this policy shall be the joint responsibility of the board, students and staff in collaboration with parents and our community; each has a role to play in our effort to build a healthier and more sustainable education system. – Surrey 36
- Responsibility for sustainability flows from mandate

Sustainability Policies - Key elements

School District 8
Kootenay Lake

Vision - What is our shared vision of a sustainable future?

- We believe a sustainable school district is one where all staff and students value, model and actively contribute to a positive relationship with the Earth.
  - To realize our vision, we will work collaboratively to:
    - Foster and celebrate our culture of sustainability
    - Design, embrace and implement educational opportunities for learning in, with, about and for nature
    - Model environmental stewardship, social responsibility and global citizenship

– North Vancouver 44

Sustainability Policies - Key elements

School District 8
Kootenay Lake

Policy Statements - What are the areas of focus of this policy?

- Education
  - Provide strong educational approach to understanding the climate emergency and environmental health. - Qualicum 69
  - Promote the growth of ecological literacy and ethics within students, Embed environmental education within the curriculum's core competency framework, Emphasize the First Peoples knowledge and other traditional ecological knowledge - North Okanagan Shuswap 83
- Stewardship
  - Reduce operational and life-cycle costs, lessen impact on domestic energy infrastructure, provide environmental stewardship through lower carbon emissions. - Maple Ridge 42
- Culture
  - Integrate environmentally sustainable considerations into all our business decisions.- Victoria 61
  - Provide leadership for system-based and school-based programs, projects and events and provide support for community based events to advance sustainability awareness, education and care. - Simcoe County, Ontario

Sustainability Policies - Key elements

School District 8
Kootenay Lake

Guiding Principles - What is important about how we do this together?

- Stewardship of the Environment
- Valuing of Traditional Ecological Knowledge (TEK)
- Education & Learning
- Integration of Environmental and Fiscal Decisions
- Efficient Use of Resources
- Innovation
- Collaboration
  - Surrey Schools SD36, Environmental Sustainability Policy 2017

Sustainability Policies - Key elements

School District 8
Kootenay Lake

Definitions/ Glossary - What do we mean by these terms? Our shared terminology

- **Sustainable practices** are those business, educational, and individual practices that result in a smaller carbon footprint and enhanced presence in our curriculum aimed at creating a culture of conservation.- Qualicum SD69

- **Environmental Sustainability** is defined as those practices that minimize energy use, pollution and water consumption, resulting in a smaller carbon footprint for the district through innovative efforts focused to reduce, renew and recycle .- Burnaby SD41

Summary of Findings and Research - Conclusions

School District 8
Kootenay Lake

Rationale/ Acknowledgement

Q: Why do we need a Sustainability Policy now?

- Current context - climate emergency
- Shared responsibility - Board, staff, students, parents, community, partners, etc.

Vision - What is our shared vision of a sustainable future?

Q: If this sustainability policy helps us, what will be different?

Breakout group exercise

Summary of Findings and Research - Conclusions

School District 8
Kootenay Lake

Board Commitments/ Areas of Focus

Q: What do we want the policy to speak to, provide direction around?

What dials do we want to move? More of, less of, start, stop, etc.

- Education
- Stewardship
- Culture

Guiding Principles - What is important about how we work together to develop and implement this policy?

Q: How will we know this Advisory Group process has been a success?

School District 8
Kootenay Lake

Conclusions

What now?

- Together, the telephone interview findings, research and visioning exercise output will guide the drafting of a “straw dog” policy for discussion on April 15

School District 8
Kootenay Lake

Research and Findings - Discussion

- Questions of clarification?



School District 8
Kootenay Lake



“If we want children to flourish, we need to give them time to connect with nature and love the Earth before we ask them to save it!”

– David Sobel

School District 8
Kootenay Lake

- https://drive.google.com/file/d/1leIeDg-Vt4x_V0knX35N2pxmUfg03nbU/view?usp=sharing

School District 8
Kootenay Lake

Break

Please be back at 10:40



School District 8
Kootenay Lake

The Big Picture



1) Where are we now?
2) **Where do we want to be in the future?**
3) How will we get there?
4) How do we measure our progress?

From earlier - What will be different?

School District 8
Kootenay Lake

Education

- Students understand sustainability, climate and biodiversity crisis
- Incorporating Indigenous knowledge and ways of learning

Stewardship

- Decreasing district's climate impact
- Mitigation and adaptation

Culture

- Structure and guidance helps us move forward
- Alignment contributes to efficiency
- Climate action and responsibility informs all decision making
- Changes in mindset, behaviour and practice
- Diversity of voices
- All in SD8 taking this seriously and making positive changes
- We inspire change in other sectors

What is SD8's vision for sustainability?



Imagine 2029

We are seeing progress.

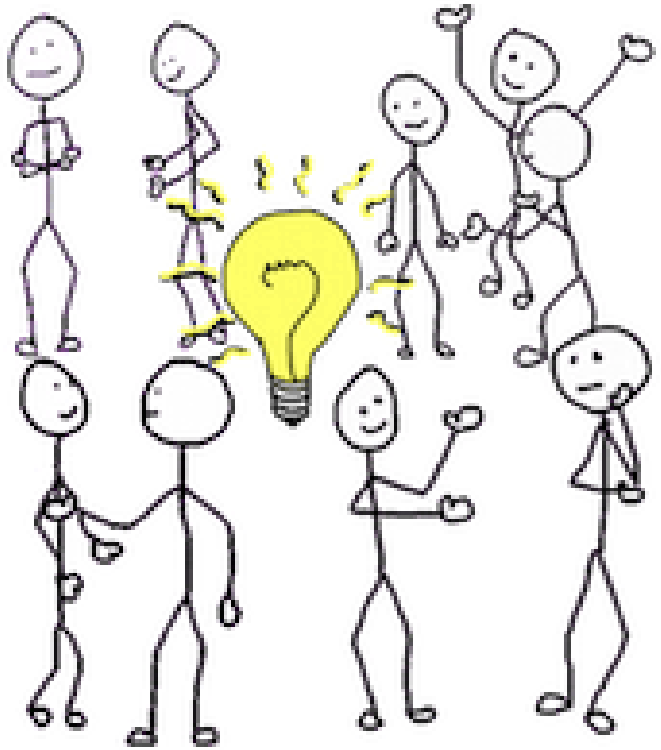
What is different in the areas of **education, stewardship, and culture** because our sustainability policy has helped to guide SD8's response to climate change?

Offer key words or key phrases that begin to describe

"What is different?"

School District 8
Kootenay Lake

It’s Your Turn!



School District 8
Kootenay Lake

Breakout Group - Visioning Exercise

- 2 facilitated breakout groups – preassigned
- Please share the space and time with each other
- 35 minutes
- Return to the large group at 11:15

- Anything missing from our list?
- Anything you don’t agree with?

School District 8
Kootenay Lake

Breakout Group Report back and Discussion

School District 8
Kootenay Lake

The Big Picture



1) Where are we now?
2) Where do we want to be in the future?
3) **How will we get there?**
4) How do we measure our progress?

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

Summary/ Overview of Outcomes

- Confirmed context and SPDAG process
- Confirmed SPDAG Terms of Reference
- Reviewed telephone interview and research findings
- Conducted visioning session
- Identified additional questions, issues and considerations

- **Next:** Findings from interviews, research and visioning exercise will be used to develop a straw dog policy for Meeting #2

Next Steps - SPDAG Session #2 - April 15

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- Prepare and circulate meeting summary and March 15 presentation
- Next Meeting – April 15, 2024, 12:45 – 4 PM
  - **Meeting Objectives:**
    - Review Draft SD8 Sustainability Policy
    - Receive results of SD8 sustainability Survey
    - Identify areas of alignment, gaps, and any additional information requests
    - Confirm next steps
- Online meeting **evaluation**
- Closing circle – One word to describe how you feel

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Thank you!