

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

TUESDAY, JANUARY 10, 2023

5:00 PM – 7:00 PM PST (6:00 PM – 8:00 PM MST)

In person: School Board Office, 811 Stanley Street, Nelson BC

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

1. Call to Order

2. Acknowledgement of Aboriginal Territory

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

3. Changes to the Proposed Agenda

4. Adoption of Agenda

Proposed Resolution:

THAT the Agenda for this January 10, 2023 meeting **BE ADOPTED**, as circulated.

5. Receiving Presentations – Nil

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

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

7. Consent Package (p. 3)

App. 7

8. Adoption of Minutes (p. 12)

App. 8

Proposed Resolution:

THAT the minutes from the December 13, 2022 Meeting of the Board held in public **BE ADOPTED**.

9. Future and Action Item Tracking (p. 18)

App. 9

10. Education – Reports from the Superintendent

A. Strategic Plan Public Engagement (p. 20)

App. 10A

B. Aboriginal Education Continuous Learning Report (p. 24)

App. 10B

C. Indigenous Graduation Credit (p. 56)

App. 10C

D. Kindergarten Registration 2023-2024 (p. 59)

App. 10D

E. K-12 Reporting Policy Implementation 2023-2024 (p. 61)

App. 10E

F. School Completion 2021-2022 (p. 63)

App. 10F



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

- A. Budget Development Process and Schedule 2023-2024 (p. 68) App. 11A

Proposed Resolution:

THAT the budget development process and schedule 2023-2024 **BE APPROVED**.

- B. Statement of Financial Information (SOFI) (p. 69) App. 11B
C. School Fees Report (p. 70) App. 11C

12. Governance and Policy

- A. Policy Approval (p. 91) App. 12A

Proposed Resolution:

THAT policies 124, 130, 131, 150, 160, and 190 **BE APPROVED**.

- B. Rescind Policy (p. 105) App. 12B

Proposed Resolution:

THAT policy 251 **BE RESCINDED**.

- C. Board Meeting Locations - Chair Trenaman

- D. Trustee Classroom Visits

Proposed Motion:

That trustees are encouraged to visit classrooms as volunteers to keep in touch with the grassroots of our school district in order to aide the best possible governance of our district. This can occur only when invited by a teacher and after notification of the school administration.

13. Human Resources – Nil

14. Trustee Reports

- A. Trustees
B. Chair
C. BCSTA
D. BCPSEA
E. RDCK
F. Other Committees
G. Student Trustees

15. Comments or Questions from the Public

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

16. Meeting Schedule and Reminders (p. 107) App. 16

- A. Board Meetings

The next Meeting of the Board held in the public is scheduled for February 14, 2023.

17. Adjournment of Meeting



**SCHOOL DISTRICT 8 KOOTENAY LAKE
CONSENT PACKAGE – PUBLIC MEETING
JANUARY 10, 2023**

ITEM

The following Consent items are routine items received for information.

- | | |
|--|------|
| 1. Board Correspondence Package | p. 4 |
| 2. Superintendent's Report January 2023 | |
| 3. Monthly Financial Report – for period ended November 30, 2022 | p. 5 |
| 4. Transactions over 50k | p. 9 |



SCHOOL DISTRICT 8 KOOTENAY LAKE
BOARD CORRESPONDENCE PACKAGE
JANUARY 10, 2023

ITEM

DATE

1. Nil



Monthly Financial Report

For the period ended November 30, 2022



COMMENTS

- The budget information is based on the 2022-2023 Budget approved by the Board on May 24, 2022 and still reflects the original budget information.
- Budget information will be updated based on the September 30 enrollment count (and submitted to the Ministry in October 2022). Operating budget allocations are based on the September 30th enrollment will be updated for the December 2022 Financial Statements which will be updated for the February 2022 Board meeting.
- Last column shows whether salary expenses are incurred based on the School calendar (10 months), for the whole year (12 months), or a combination of both.
- Please note that the financial statements reflect two months of summer and three months of actual School operations.
- **Please note that Special Purpose Funds for November have already been included in the package for the December 13, 2022 Meeting of the Board held in public.**
 - o We receive targeted funding for these projects and any surplus funding at year-end for a particular project cannot be utilized elsewhere.
 - o The amounts related to the Student and Family affordability fund are part of our Special Purpose fund funding. Spending on this fund to date has been limited due to the late announcement of the program by the Ministry. We did set up an equitable arrangement to distribute the allocation of this funding to meet every school's need as best as possible.



SD8 - Operating Expenditure Report

	Nov-22	July 2022- November 2022	2022-2023 Budget	Available	%	10 /12 months
Salaries						
Principal & Vice Principal Salaries	333,354	1,688,490	4,175,278	2,486,788	60%	12
Teacher Salaries	2,111,962	6,274,549	21,614,438	15,339,889	71%	10
Support Staff	835,186	3,255,151	9,579,871	6,324,720	66%	10/12
Management Salaries	184,490	1,009,957	2,241,341	1,231,384	55%	12
Tocs/Relief Salaries	400,612	997,371	3,089,158	2,091,787	68%	10
Total Salaries	3,865,604	13,225,518	40,700,086	27,474,568		
Employee Benefits	855,619	2,958,129	10,129,957	7,171,828	71%	
Total Salaries & Benefits	4,721,223	16,183,647	50,830,043	34,646,396	68%	
Services & Supplies						
Services	164,146	791,419	1,915,546	1,124,127	59%	
Student Transportation	38,232	55,908	240,308	184,400	77%	
Professional Development & Travel	60,909	197,273	842,516	645,243	77%	
Rentals and Leases	4,578	13,107	34,441	21,334	62%	
Dues And Fees	3,415	53,493	89,682	36,189	40%	
Insurance	-	45,080	152,539	107,459	70%	
Supplies	284,925	1,017,941	3,348,709	2,330,768	70%	
Utilities	53,639	325,406	1,579,625	1,254,219	79%	
Total Services & Supplies	609,845	2,499,626	8,203,366	5,703,740	70%	
Total Operating Expense	5,331,068	18,683,273	59,033,409	40,350,136	68%	

SD8 - Special Purpose Funds 22-23

Special Purpose Fund	Expenses as at July - November 30, 2022	Budget	Remaining	%
Strong Start	20,001	170,000	149,999	88%
Ready Set Learn	2,491	49,000	46,509	95%
Community Link	211,981	650,694	438,713	67%
Changing Results for Young Readers & SEY2K	6,168	63,489	57,321	90%
Mental Health In Schools	17,555	62,127	44,572	72%
First Nation Transportation	1,778	22,571	20,793	92%
Learning Improvement Fund	47,184	188,506	141,322	75%
Classroom Enhancement Fund	1,720,902	5,774,424	4,053,522	70%
Safe Return to Schools Ventilation Grant	71,564	71,564	-	0%
Seamless Day	11,758	77,545	65,787	85%
Safe Return to Schools Health & Safety Grant		58,490	58,490	100%
Student and Affordability Fund	5,385	553,554	548,169	99%
OELP	22,397	112,788	90,391	80%
Early Care and Learning Fund (ECL)	52,500	175,000	122,500	70%
Health Promoting Schools	6,542	27,000	20,458	76%



Monthly Transactions over 50K
For the period ended December 31, 2022



CHEQUE FUND : 0 Operating
SORT BY : CHEQUE NUMBER

CHEQUE	CHQ DATE	VENDOR	NAME	AMOUNT	CURRENCY
200123	12/7/2022		Receiver General RP0002	102,307.19	
200128	12/14/2022		BMO Mastercard	83,716.39	
200143	12/14/2022		Receiver General RP0003	80,531.69	
200149	12/14/2022		Teachers' Pension Fund	53,623.34	
200160	12/21/2022		Municipal Pension Fund	76,612.32	
200163	12/21/2022		Receiver General RP0002	99,199.76	
200164	12/21/2022		Receiver General RP0001	215,000.00	
				<u>710,990.69</u>	

CHEQUE TOTAL (EXCLUDE VOIDED CHEQUES) = 710,990.69
CHEQUE TOTAL (INCLUDE VOIDED CHEQUES) = 710,990.69

PAYMENT DATE	FILE CREATION #	VENDOR NAME	ePAYMENT AMOUNT
12/7/2022	661 [REDACTED]	Peht In Trust c/o Morneau Shepell	53099 97,321.05
			<u>97,321.05</u>

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

TUESDAY, DECEMBER 13, 2022

Board:

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

District Staff:

T. Smillie, Superintendent
J. Gludemans, Secretary-Treasurer
B. Eaton, District Director of Instruction – Innovative Learning
D. Holitzki, District Director of Instruction – Equity, Inclusion & Diversity
C. Kerr, Director of Operations (*via video conference*)
C. Singh, Director of Human Resources
S. Bruskowski, Executive Assistant

Student Trustees:

R. Fisher, L.V. Rogers
N. Holland, Mount Sentinel
S. Piller, Mount Sentinel
A. Stuart, Salmo Secondary

Guests:

LVR Students

Regrets:

1. Call to Order

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

The Chair invited each Trustee of the new Board to introduce themselves to the public and welcomed the Student Trustees.

2. Acknowledgement of Aboriginal Territory

3. Changes to the Proposed Agenda – Nil

4. Adoption of Agenda

UPON a motion duly made and seconded it was **RESOLVED:** 22/23-017

THAT the Agenda for this December 13, 2022 meeting **BE ADOPTED**, as circulated.

The motion passed unanimously.

5. Receiving Presentations – Nil

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

The Board Chair addressed another question from the public and pointed out that Trustees, once elected, have the mandate to serve all students in the district, not only those in their constituency.

A member of the public pointed out that two sentences were missing in the draft for Policy 160. The Superintendent, therefore, suggested that the draft would go back to the Policy Review Committee.

7. Consent Package

One Trustee asked why some areas in the “Transactions over 50k” section were redacted. The Superintendent explained that historically these sections of the report were redacted as to not provide contact information.

8. Adoption of Minutes

UPON a motion duly made and seconded it was **RESOLVED:** 22/23-018

THAT the minutes from the November 08, 2022 Meeting of the Board held in public **BE ADOPTED.**

The motion carried unanimously.

9. Future and Action Item Tracking

10. Education

A. Fine Arts in Action Memo

Guests: LVR Students

The District Director of Instruction – Innovative Learning, B. Eaton highlighted that SD8 has vibrant schools throughout the district that provide art programs within and outside the timetable, such as Art Academies or community programs like ArtStarts coming with an extensive list of opportunities. A small number of funds for repairs of music instruments is provided. School District 8 (Kootenay Lake) matches the grants it receives.

LVR Interim Principal Malloff introduced the LVR Band which performed a selection of jazzy Holiday tunes.

B. Strategic Plan Public Engagement

The Superintendent presented the Strategic Plan Public Engagement Process.

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

The Strategic Plan is redeveloped for 2024-2029. School District 8 (Kootenay Lake) is committed to public engagement where in each stage of the engagement process SD8 will keep partners informed, listen to and acknowledge concerns and aspirations, and provide feedback on how partner input influenced the Strategic Plan. The Engagement Schedule outlines how, starting December 14, 2022, senior staff and Student Voice Council will begin with the Strategic Plan Engagement Process. There will be an Engagement Platform the public can access through the SD8 website and social media that helps members from the public learn about the best ways to get involved in the process.

UPON a motion duly made and seconded it was **RESOLVED:** 22/23-019

THAT the Board **APPROVE** the Strategic Plan Public Engagement Process 2022-2023.

The motion carried unanimously.

C. Graduation Schedule Memo

The Chair invited Trustees to let her know which graduation ceremonies they would like to attend. Trustees will be provided with a Board statement for the graduation ceremonies.

D. Trustee Inquiry: Type 3 Alternate Programs and REACH

The District Director of Instruction – Equity, Inclusion & Diversity, D. Holitzki presented information on the alternate education Programs in School District 8 (Kootenay Lake).

Alternate Education Program provide support through differentiated instruction, specialized program delivery and enhanced counselling services based on students’ needs. The REACH Type 3 Alternate Program has not been changed by the District since 2021. To enter an Alternate Education Program, a student must go through an intake process through district referral or self-referral. Every Program must have an annually reviewed learning plan for each student as well as an exit strategy to facilitate the student’s transition back into the regular school system.

11. Operations and Finance

A. Capital Operations Plan Update Memo

The Director of Operations, C. Kerr provided information on projects that the district was able to complete despite challenges with cost pressure, shipping delays, and contractor availability. Extensive work has been done on the water system of Brent Kennedy. After testing of the water quality, a summary report will shortly go out to Interior Health to lift the do not drink order.

At Mount Sentinel a HVAC upgrade as well as a boiler replacement have been completed. The idea to install solar panels turned out to be financially not feasible.

Multiple projects were completed at Trafalgar Middle School: phase 1 of the new sprinkler system, a new unit ventilator, as well as a supply fan upgrade were completed.

At Wildflower School upgrades in the learning environment and the HVAC as well as a washroom expansion were completed.

B. Trustee Remuneration

The Secretary-Treasurer suggested that regular adjustments should occur based on the December-to-December Consumer Price Index (CPI) rate as to eliminate conflict and allow the district to estimate costs for future budgets.

One Trustee suggested a remuneration that matches the median Trustee remuneration in the province. Please include the amendment After some discussion the amendment was defeated, and the proposed motion was voted upon.

UPON a motion duly made and seconded it was **RESOLVED:** 22/23-020

THAT Policy 131: Trustee Indemnity be updated to reflect that Trustee remuneration will be calculated for each July 1st based on the change between the most recent December 31, BC CPI published rate as compared to the December 31, BC CPI to the year prior **BE APPROVED.**

—One opposed.

12. Governance and Policy

A. Policy 160: Policy Development

As proposed by the Superintendent, the approval of policy 160 was moved to the next Meeting of the Board Held in Public, to ensure the correct revised policy is considered.

B. BCSTA Climate Change Working Group

The Trustee who had brought the motion forward declared it was to show support for the work of the BCSTA Climate Change Working Group. Another Trustee added that the current Terms of Reference of the BCSTA Climate Change Working Group did not include an introduction of the topic into the BC curriculum. After a short discussion,

UPON a motion duly made and seconded it was **RESOLVED:** 22/23-021

THAT sending the statement:

“The Board of Kootenay Lake SD8 strongly supports the continuation of the BCSTA Climate Change Working Group. Included in the terms of reference we would welcome the addition of 1) a pathway of advocacy for established timelines on the MoECC commitments to Education and Climate Literacy. We would also welcome inclusion of 2) a pathway of advocacy for the MoECC commitment to Climate Literacy to include Climate Action Curriculum creation and support in our Province and Districts.”

To the BCSTA Provincial Council **BE APPROVED.**

One opposed.

13. Human Resources – Nil

14. Trustee Reports

A. Trustees

One Trustee reported from the six days of Trustee orientation filled with Board meetings, BCPSEA meetings, the BCSTA Academy, a KBB meeting, and Branch presidents meeting, as well as Committee Chair orientation.

Another Trustee thanked staff for the comprehensive training that was provided. Specialist Mike McKay provided an excellent introduction how to become an effective Board, Parliamentarian Lisa Zwarn trained the Trustees on Roberts Rules, and Legal Consultant Mike Hancock gave an overview over legal responsibilities.

B. Chair

The Chair attended the November ACE meeting as guest, which was very interesting and rewarding. The BCSTA Academy was very professional and allowed for a lot of networking and teambuilding. On behalf of the Board of Education the Chair thanked the educators and staff in School District 8 (Kootenay Lake) in appreciation for their dedication and hard work in supporting our students.

C. BCSTA

D. BCPSEA

E. RDCK

F. Other Committees

G. Student Trustees

A student Trustee reported that the last month has been busy at Mount Sentinel. The dance of the middle years program with 103 students participating took place during the time of this meeting of the Board. The Social Justice Program is organizing a food drive. The previous week School Spirit Days were held with a different theme each day.

A Student Trustee reported that the Green Team is trying to reactivate the recycling program at Mount Sentinel. Detailed ideas will be presented to the Board of Education.

A Student Trustee reported from the Legacy Project as well as the Lunch Project. Volleyball and Basketball season started, and the teams are very successful.

15. Comments or Questions from the Public

ATLAS Program

- Concerns were raised about changes to the ATLAS program. The Superintendent expressed her appreciation for the alumnus to take the time and effort to come and speak. She outlined that Field Trip Forms are standard across the province. The Superintendent clarified that the changes were necessary to be in compliance with WorkSafeBC.

Other Items

- A CUPE representative inquired whether members had to provide identifying information when participating in surveys. The Superintendent reassured that an opportunity for anonymous feedback will be provided.
- A CUPE member asked whether the names of Trustees voting for the raise will be publicized. The Chair responded that only the number of opposed are recorded in the minutes, not the names.
- Another guest asked why there was no recycling program at schools. The Superintendent replied that public information went out recently. The guest was invited to contact Superintendent directly.

16. Meeting Schedule and Reminders

A. Board Meetings

The next Meeting of the Board held in the public is scheduled for January 10, 2023.

17. Adjournment of Meeting

The meeting was adjourned at 7:32 PM.

Board Chair

Secretary-Treasurer

Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
Resolutions in Progress						
June 21, 2022	21/22-061	Trustee Indemnity	THAT the Board consider reviewing the Trustee indemnity once the new Board has been elected after October 15, 2022, BE APPROVED.	Secretary-Treasurer	Reviewed and new remuneration approved at Board meeting. Policy redrafted to support motion.	Complete
June 21, 2022	21/22-059	Adoption of School Fees second Motion	THAT school fees be reviewed between September 2022 and January 2023 to ensure alignment to the School Act and any fees outside of this be refunded to families; and THAT the Board of Education use this review to make necessary policy revisions related to school fees.	Secretary-Treasurer	To be reviewed at January 2023 Board meeting	In Progress
October 26, 2021	21/22-008	Policies Section 200	THAT policies 250, 251 and 260 BE REVIEWED by staff.	Superintendent	- 250 and 260 approved - 251 will be reviewed fall 2022	In Progress
June 15, 2021	20/21-064	Resolutions rescinded, report showing school catchments	THAT resolution 12/13-061, BE RESCINDED; THAT resolution 10/11-156, BE RESCINDED; AND THAT staff prepare and submit to the Board a report showing overlaid maps of the District, school catchments, and District and RDCK electoral boundaries.	Secretary-Treasurer	- Resolutions rescinded at June 15, 2021 board meeting. -Map creation in process (Status May 24)	In Progress
February 26, 2019	18/19-092	Properties Sell or Defer	WHEREAS there are nine Board owned properties under consideration for sale in the existing 2016-2026 Facilities Plan, which the Board has previously resolved to sell; WHEREAS the Board is currently in the process creating a new facilities plan (the "2019-2029 Facilities Plan"), for which it is currently consulting with stakeholders and has contracted Baragar Systems to provide long-range enrolment projections and demographic analysis; Moved by Trustee Lang , seconded by Trustee Chew: NOW THEREFORE BE IT RESOLVED THAT in line with past Board resolutions, the following property interests be sold forthwith: 1. Former Crawford Bay maintenance yard; 2. Retallack land; 3. Former Yahk Elementary, and; 4. Ymir Land; THAT the sale of the following property interests be deferred until the Board adopts the new 2019-2029 Facilities Plan: 1. Former Al Collinson Elementary; 2. Former Gordon Sargent Elementary; 3. Kin Park in Creston, and; 4. Salmo tennis court & pool land	Secretary-Treasurer	-LRFP adopted Dec 10, 2019 -Appraisals for 8 properties received. -Quotes received from realtors. -Discussions in process with various interested buyers/lessors. -Properties to be leased (licensed) are licensed, including the former Al Collinson, former Gordon Sargent. -Properties to be sold have been put up for sale as of September 2020. - Johnstone Road property sold February 2021. - Kinsmen Park property sold February 2022. - Yahk property sold February 2022. - Retallack I property sold September, 2021.	In Progress
Standing Resolutions						



Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
Resolutions for Repeal or Replacement						
Completed Resolutions						
December 13, 2022	22/23-021	BCSTA Climate Action Working Group	THAT sending the statement: "The Board of Kootenay Lake SD8 strongly supports the continuation of the Climate Change Working Group. Included in the terms of reference we would welcome the addition of 1) a pathway of advocacy for established timelines on the MoECC commitments to Education and Climate Literacy. We would also welcome inclusion of 2) a pathway of advocacy for the MoECC commitment to Climate Literacy to include Climate Action Curriculum creation and support in our Province and Districts." to the BCSTA Provincial Council BE APPROVED.			Complete
December 13, 2022	22/23-020	Trustee Remuneration	THAT Policy 131: Trustee Indemnity be updated to reflect that Trustee remuneration will be calculated for each July 1st based on the change between the most recent December 31, BC CPI published rate as compared to the December 31, BC CPI to the year prior BE APPROVED.			Complete
December 13, 2022	22/23-019	Strategic Plan Public Engagement Process 2022-2023	THAT the Board APPROVE the Strategic Plan Public Engagement Process 2022-2023.			Complete
December 13, 2022	22/23-018	Adoption of Minutes	THAT the minutes from the November 08, 2022 Meeting of the Board held in public BE ADOPTED.			Complete
December 13, 2022	22/23-017	Adoption of Agenda	THAT the Agenda for this December 13, 2022 meeting BE ADOPTED, as circulated.			Complete
November 8, 2022	22/23-016	Adoption of Minutes	THAT the minutes from the October 11, 2022 Meeting of the Board held in public BE ADOPTED as circulated.			Complete
November 8, 2022	22/23-015	Destruction of Ballots	THAT the ballots for the election of School District 8 Kootenay Lake 2022-2023 Board Chair, Vice-Chair, Provincial Representatives, and Partner Advisory Chairs BE DESTROYED.			Complete
November 8, 2022	22/23-014	Adoption of Agenda	THAT the Agenda for this November 08, 2022 meeting BE ADOPTED as circulated.			Complete
October 31, 2022	22/23-013	Disclosure of 22/23-020C "Responses to false information"	THAT on an ongoing basis the Chair be authorized to request that the Superintendent prepare responses to other false allegations and information made or provided by a trustee that undermines the reputation and credibility of the Board, for review at a closed meeting of the Board prior to publication, BE APPROVED.			Complete
October 11, 2022	22/23-012	BAA Course Approval	THAT the Board Authority Authorized courses •Orientation and Mobility 11 and •Braille 10, Unified English Braille BE APPROVED.			Complete
October 11, 2022	22/23-011	Adoption of Minutes	THAT the minutes from the September 27, 2022 Meeting of the Board held in public BE ADOPTED.			Complete
October 11, 2022	22/23-010	Adoption of Agenda	THAT the Agenda for this October 11, 2022 meeting BE ADOPTED, as circulated.			Complete
September 27, 2022	22/23-009	Minor Capital Projects	THAT the Minor Capital Projects, BE APPROVED.			Complete
September 27, 2022	22/23-008	Operating Surplus and Carry Over Report	THAT the Board of Education of School District No.8 (Kootenay Lake) APPROVE the Operating Surplus and Carry Forward Report and recommended Reserve Balances as presented at the September 27, 2022, Closed Meeting of the Board.			Complete
September 27, 2022	22/23-007	Financial Statements Approved	THAT the Audited Financial Statements and Financial Discussion & Analysis for the year ended June 30, 2022, BE APPROVED.			Complete
September 27, 2022	22/23-006	Adoption of Minutes	THAT the minutes from the September 19, 2022 Meeting of the Board held in public BE ADOPTED.			Complete
September 27, 2022	22/23-005	Adoption of Agenda	THAT the Agenda for this September 27, 2022 meeting BE ADOPTED, as amended.			Complete
September 13, 2022	22/23-004	2022-2023 Superintendent Succession Designate	THAT the Temporary Superintendent Succession Plan BE APPROVED.			Complete
September 13, 2022	22/23-003	2021/2022 Enhancing Student Learning Report and 2022/2023 School Learning Plans	THAT the 2021/2022 Enhancing Student Learning Report and 2022/2023 School Learning Plans BE APPROVED.			Complete



Memorandum to the Board of Education Public

FROM: Trish Smillie, Superintendent
DATE: January 10, 2023
SUBJECT: Strategic Plan Public Engagement Process 2023 Update

For Approval

Introduction

This memorandum will outline information received from the Quick Poll on the Strategic Plan Public Engagement Process on how participants would like to be engaged.

Background

The Board of Education approved the Strategic Plan Engagement Process at a Meeting of the Board Held in Public on December 13, 2022. During this meeting, the Board was presented with the Strategic Plan Engagement platform. This platform provides the Board with the ability to engage partners virtually.

On December 14th, a social media campaign began to advise education partners of the Board's intention to redevelop the strategic plan and inquire, "How would you like to be engaged."

Engagement

The engagement platform outlines the mandate for public education as outlined in the Statement of [Education Policy Order](#), the [Framework for Enhancing Student Learning Policy](#), and [the Declaration of the Rights of Indigenous Peoples Act](#).

As stated in the Education Policy Order, "the purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy".

The preamble to the School Act and the Statement of Education Policy Order (Mandate for the School System) states, the purpose of the British Columbia school system is to enable all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy. To achieve this purpose, there is a collective mandate to develop the Educated Citizen defined as the intellectual, human and social and career development of every student.

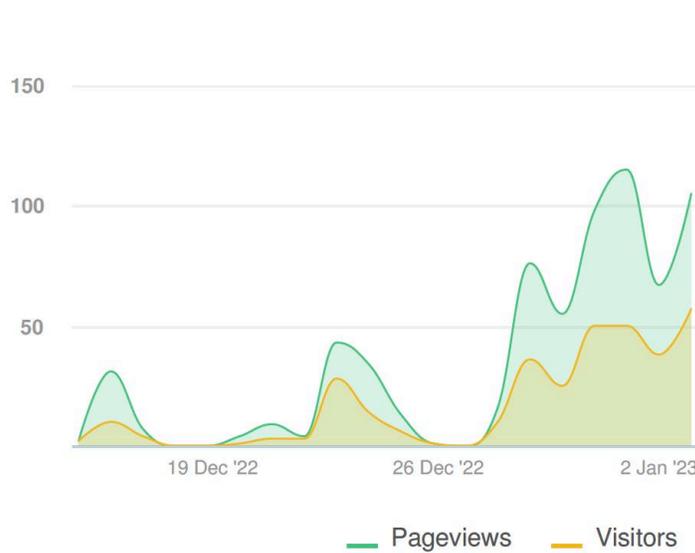
The Framework for Enhancing Student Learning policy requires that Boards of education will set, create and maintain a strategic plan. A strategic plan articulates the vision, mission, and values of the school district and is roadmap that identifies priorities that guides the district towards its short and long-term goals.

The Declaration on the Rights of Indigenous Peoples Act represents the province's reconciliation framework and the commitments that Board of Education must support in furthering reconciliation.

Feedback to the Inquiry “How Would You Like to be Engaged?”

There was a total of 351 site visits to the Quick Poll, and of those, 327 visitors visited the project page and viewed the information.

Visitors Summary



Highlights



Of those site visits, 100 people participated in the quick poll, 154 people started them but of those, 54 didn't complete the process. The majority of site visitors came by clicking through from Facebook.

QUICK POLLS SUMMARY	
2	Quick Polls
152	Contributors
240	Responses

TOP 3 QUICK POLLS BASED ON CONTRIBUTORS	
140	100
Contributors to	Contributors to
How do you want to be engaged?	Where do you mostly go for information now?

TRAFFIC SOURCES OVERVIEW

REFERRER URL	Visits
m.facebook.com	144
lm.facebook.com	57
l.facebook.com	45
www.sd8.bc.ca	36
t.co	4
android-app	1
linktr.ee	1
mail.google.com	1
www.google.com	1

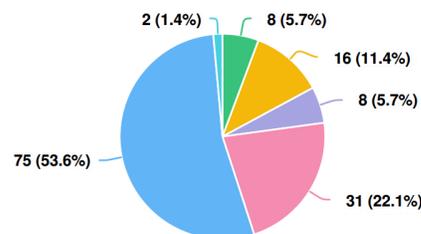
The majority of participants (53.6%) reported that it is preferable to have a combination of virtual and face-to-face opportunities to contribute, followed by virtual only engagement methods, such as a link to a survey (22.1%) and an online discussion (11.4%).

ENGAGEMENT TOOL: QUICK POLL

How do you want to be engaged?

Visitors 152	Contributors 140	CONTRIBUTIONS 140
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How do you want to be engaged?



Question options

- In person - come to where I am
- Online - a forum, discussion, idea process or similar tools work for me
- In person - I'm happy to come to special meeting you organize
- Online - email me a link to a survey and I'm good
- A combination of the above
- Other - tell us in the Comments section!

This quick poll was anonymous and was used to gain quick information for the engagement plan and to facilitate awareness of the strategic plan engagement beginning this month.

The participants of the quick poll provides the Board with confirmation that a variety of engagement methods proposed in the Strategic Plan Engagement Process, both virtual and face-to-face, as well as through our website and social media, and through partner meetings, are appropriate for our partners.

Memorandum to the Board of Education Public

FROM: Trish Smillie, Superintendent
DATE: January 10, 2023
SUBJECT: Aboriginal Education Continuous Learning Report

For Information

Introduction

This memorandum provides an overview of Aboriginal Education Continuous Learning Report 2022-2023.

Information

Aligned with the district's and the province's priorities, SD8 continues to focus on Aboriginal student strengths and celebrate learner successes, while working toward closing the achievement and opportunity gap between Aboriginal and non-Aboriginal learners. For the 2022-2023 year, SD8 enrolls 871 self-identified Aboriginal students.

Aligned to the district's strategic plan, SD8's vision seeks to develop opportunities for Aboriginal learners to not only receive a graduation certificate but to be resilient, brave, courageous and engaged citizens with positive life outcomes. It ensures that learners can succeed personally and academically, with cultural identities intact. SD8 is committed to addressing "racism of the low expectations" and striving to eliminate inequalities of outcomes.

Through data-informed action planning, evidence-based best practices, and by listening to families, communities and Rightsholders, the reconciliation remains a key priority and focus. SD8 understands that student achievement is interrelated with literacy, numeracy, inclusion and Indigenization results, outlined as learning goals in the Strategic Plan.

Truth and Reconciliation through equity are principles that are fundamental to the positive learning experiences of every student in SD8. Equity is the foundation for improving student achievement and is central to each learner's experience and engagement. Aboriginal Education (ABED) is guided by the district's values and vision and supported by school learning plans.

The [Aboriginal Education Focus Areas](#) document represents the results of community consultations throughout the district from 2018 to 2022, as a continuation of the Aboriginal Education Enhancement Agreement process and history. This document is a District document to guiding ABED programming in the district and in schools. This document was designed in consultation with as many Aboriginal voices as possible to help us move forward with pathways to success for Aboriginal students.

One: Nurture wholistic Aboriginal resilience and brilliance through belonging, pride, and identity.

Two: Hold high hopes and expectations of success for all Aboriginal students.

Three: Aboriginal students, families, and communities guide Truth before Reconciliation.

Four: Provide opportunities to share stories of Aboriginal history, culture, and diversity: “The truth about stories, is that is all we are.” T. King.

To address continued achievement improvements, ABED actions include the following highlights: inviting guidance from Rightsholders; leading from ABED specific data as published in the annual ABED How Are We Doing Report (HAWD); jointly working with Lower Kootenay Band on nominal roll, BCTEA Extra-curricular funding, BCTEA Transportation funding and Student and Family Affordability funding; continuing academic reviews of all ABED students; leading Reconciliation through professional learning and cultural learning opportunities district wide; and supporting equity-focused supports for all self-identified students designed through school ABED Action Plans.

Aboriginal Education continues to work toward decolonialized practices, anti-racism awareness and equity-responsive supports, tools and awareness district-wide. Working from a holistic and culturally responsive lens, ABED shares resources aligned with the Ministry of Education and Child Care and the following guiding documents:

- [School Act](#)
- [Ministry of Education and Child Care Indigenous Education Branch](#)
- [Ministry of Education and Child Care Service Plan](#)
- [Ministry of Education and Child Care Policy Order](#)
- [BC Auditor General’s Report on Aboriginal Education](#)
- [The United Nations Declaration on the Rights of Indigenous People](#)
- [Declaration on the Rights of Indigenous Peoples Act](#)
- [Declaration Act Action Plan](#)
- [Anti-racism Data Act](#)
- [Truth and Reconciliation Commission \(TRC\): Calls to Action](#)
- [First Peoples Principles of Learning](#)
- [Reclaiming Power and Place: The Final Report of the National Inquiry into Missing Murdered Indigenous Women and Girls](#)
- [BC Tripartite Education Agreement: Supporting First Nation Student Success \(2018\)](#)

The Aboriginal Education Continuous Learning report highlights the commitment and achievements of students and staff. Through the commitment of all educators, connections made with parents, students, community members and Rightsholders continue to improve. These connections, in turn, are instrumental in improving the success and the personal and holistic well-being of all students.

The [Aboriginal Education Continuous Learning Report](#) is attached for the Board’s review.



School District 8
Kootenay Lake

ABORIGINAL EDUCATION CONTINUOUS LEARNING REPORT 2022-2023

Prepared January 10, 2023



ACKNOWLEDGEMENT

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



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EXECUTIVE SUMMARY

School District No.8 (Kootenay Lake) (SD8) believes that an equity-centered, culturally safe, supportive, and engaging learning experience is necessary to maximize the success of all learners, preparing all students to graduate from high school. Truth and Reconciliation through equity are principles that are fundamental to the positive learning experiences of every student in SD8. Equity is the foundation for improving student achievement and is central to each learner's experience and engagement. Aboriginal Education is guided by the district's values and vision and supported by school learning plans.

SD8's strategic goals are literacy, numeracy, inclusion and Indigenization. The district's vision focuses on excellence for all learners in a nurturing environment. These goals and vision align with the goals and best practices of the Ministry of Education and Child Care's "Service Plan 2022-2025."

All students must have the opportunity to develop and fulfill their individual potential. In 2022, the Aboriginal Committee of Education (ACE) and the District collaboratively drafted and implemented an Aboriginal Education Focus Goal district document, to guide Aboriginal programming and supports for self-identified students. Ongoing consultations with Rightsholders, families, and students, based upon mutual values of reciprocated respect and consensus building, designed these department goals over the course of two years. These goals guide Aboriginal Education support programming toward student success and well-being for self-identified Aboriginal learners. The Focus Goals document is a continuation from the previous Enhancement Agreement process which expired in June 2019. The Aboriginal Education Focus Goal document is a district document supported through community voice and collaboration.

In collaboration with ACE and Lower Kootenay Band, Aboriginal Education supported Aboriginal student success during the 2021-2022 school year. The Aboriginal Education department offers many shared and virtual learning opportunities. These prove to be well-attended, meaningful, and authentic learning

for all with broad, district-wide classroom and community reach. In addition, individual Continuity of Learning Plans are designed for all Lower Kootenay Band students.

In 2022-2023, the Board will continue to extend the invitation to Lower Kootenay Band to continue jointly drafting and completing a Local Education Agreement (LEA).

The items in this report's action plan will be given priority for the 2022-2023 school year. SD8 Aboriginal Education district department, in partnership with Aboriginal Education staff in schools and the district senior leadership team, monitors these priorities to ensure continuous improvement for all Indigenous learners.

Priority areas from the 2021-2022 "Enhancing Student Learning Report" (ESL) are addressed within school-based Aboriginal Education supplemental supports and include the following:

- Implement three-year literacy and numeracy plans to improve literacy and numeracy
- Increase graduation rates for all learners and ensure parity between Indigenous and non-Indigenous learners
- Ensure all learners are supported through social-emotional learning and trauma informed practice
- Enhance equity for all learners

Aligned with the district and the province's priorities, Aboriginal Education continues to focus on Aboriginal student strengths and celebrate learner successes, while working toward closing the achievement and opportunity gap between Aboriginal and non-Aboriginal learners. In reference to data-informed decisions, planning and practices, and by listening to families, communities and Rightsholders, the Aboriginal Education Department leads in Reconciliation and steps forward.

ABORIGINAL EDUCATION ACTION PLAN 2022-2023

To address the continued achievement improvements, the following action items will be prioritized during the 2022-2023 school year:

1. Facilitate BC Tripartite Education Agreement (BCTEA) priorities including Joint Nominal roll processes, BCTEA Transportation, Professional Development for Building Aboriginal Student Success, and BCTEA Extra-curricular funding for nominal roll students.
2. Continue to build Aboriginal awareness and learning opportunities.
3. Complete District Academic Reviews and Primary Success meetings with all schools, dedicated to improving the completion rates and literacy rates of Aboriginal learners through monitoring and individualizing supports.
4. Co-lead the District Indigenous Professional Development Day in partnership with the District Pro-D Committee, to support learning about cultural sensitivity, Truth and Reconciliation, and the impact of colonialism in Canada. Support schools and Aboriginal Education staff to develop school specific Plans for supplemental supports, aligned with Aboriginal Education Focus Goals.
5. Support schools and Aboriginal Education staff to develop school specific Plans for supplemental supports, aligned with Aboriginal Education Focus Goals.
6. Highlight Aboriginal initiatives district-wide including National Day of Truth and Reconciliation, Rock your Mocs, Orange Shirt Day, Moosehide Campaign, National Indigenous Peoples Day, Missing Murdered Indigenous Women and Girls Awareness Day.
7. Support the development of the new Indigenous Grad requirement for school year 2023-2024.
8. Support the ongoing work of the Anti-racism and Cultural Safety and Administrative procedures development in SD8.



INTRODUCTION

Aboriginal Education in the District

SD8 recognizes that equity is foundation for improving learner achievement, central to the learner’s experience and engagement. Aboriginal culture and identity should be regarded as a core responsibility of public institutions, supported coherently across the system and all departments. As summarized in the Report of the Royal Commission on Aboriginal Peoples (1996), educational institutions have a pivotal role in transforming the relationship between Aboriginal peoples and Canadian society. Furthermore, as summarized by the Auditor General of British Columbia in the report of 2019, while there is improvement in education for Indigenous learners, there is still a need to improve outcomes and close gaps between Indigenous and non-Indigenous learners.

The District supports the provision of the most supportive learning environment for all Aboriginal learners. The District supports equitable access to education for all Aboriginal learners, while honouring the diversity that each learner brings.

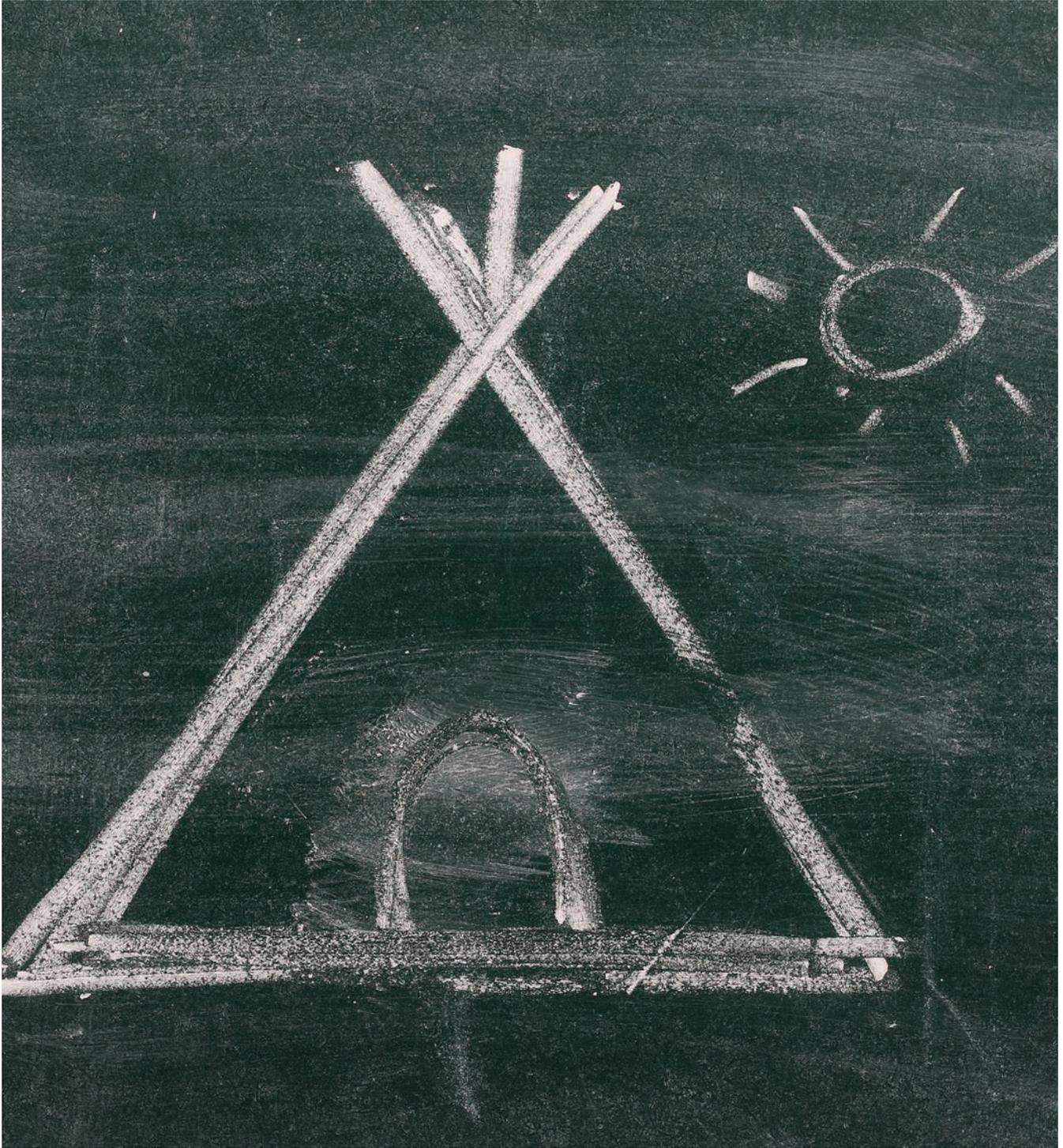
The District provides public education to approximately 5,000 students, of which just under 1000 are of self-identified Aboriginal ancestry. District residents live in the territories of Nation Partners and Rightsholders and district residents are in the communities of Nelson, Salmo, Creston, Kaslo, Crawford Bay, Slocan Valley and other surrounding rural communities.

Collectively, we understand that student achievement is interrelated with literacy, numeracy, inclusion and Indigenization results, as aligned with SD8 Kootenay Lake’s Strategic Plan.

Through the educational experience in SD8, the enactment of this vision builds up Aboriginal learners to not only receive a graduation certificate but to also become resilient, brave, courageous and engaged citizens with positive life outcomes. It ensures that learners can succeed personally and academically, with cultural identities intact. SD8 is committed to addressing “racism of the low expectations” and striving to eliminate inequalities of outcomes.

All learners must have the opportunity to develop and fulfill their individual potential and to dream big. The District supports the provision of the most responsive learning environment for all Aboriginal learners, and it supports equitable access to education for those learners.

This report summarizes progress on the District’s commitment to growing pathways to graduation for all self-identified Aboriginal students.





DISTRICT CONTEXT

As outlined in SD8's Enhancing Student Learning Plan, the District's vision of ensuring success for all students in a nurturing environment includes a learning goal of Indigenization for all and an alignment of the First Peoples Principles of Learning. Aboriginal Education is part of the District's core responsibility to ensure that Aboriginal students cross the stage with dignity, purpose, and opportunities.

Aboriginal Education Focus Areas

Aboriginal Education in SD8 is guided by the *Focus Areas* of the department.

The [Aboriginal Education Focus Areas](#) document represents the results of community consultations throughout the district from 2018 to 2022, as a continuation of the Aboriginal Education Enhancement Agreement process and history. This document is a district document to guiding Aboriginal Education programming in the district and in schools. This document was designed in consultation with as many Aboriginal voices as possible to help us move forward with pathways to success for Aboriginal students.

One: Nurture wholistic Aboriginal resilience and brilliance through belonging, pride, and identity.

Two: Hold high hopes and expectations of success for all Aboriginal students.

Three: Aboriginal students, families, and communities guide Truth before Reconciliation.

Four: Provide opportunities to share stories of Aboriginal history, culture, and diversity: "The truth about stories, is that is all we are." T. King.

The [School Act](#) states that "the purpose of the British Columbia school system is to enable all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy". Aboriginal Education Focus Goals support this Ministry purpose while continuing to grow student success as specified in the Statement of Education Policy Order.

Aboriginal Education Policy and Procedure

The Aboriginal Education supplemental programming is guided by the [Ministry of Education and Childcare Funding Policy](#). For the 2022-2023 year, Aboriginal Education supports 871 self-identified Aboriginal Education students.

Aboriginal Education programming is guided by the [Ministry of Education and Childcare Policy Statement](#): To provide culturally-appropriate educational programs and services to support the success of Indigenous students.

School-age students who self-identify as being of Aboriginal ancestry and who participate in Aboriginal Education programs and services offered by public schools are eligible for supplemental supports. The process for enrolling in Aboriginal Education supplemental support is renewed annually each fall, with students and families. Additionally, families have the opportunity to amend their information annually.

Ministry of Education and Child Care Indigenous Education

[Indigenous Education](#) seeks to improve success and supports for Indigenous students, and increase the presence of Indigenous culture, languages and history for all students. It also aims to help teachers bring Indigenous knowledge into their teaching practice.

Truth and Reconciliation Commission (TRC) of Canada: Calls to Action

The follow [Calls to Action](#) guide the district in delivering the Aboriginal Education program:

- 7. We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.
- 10(i) ...close identified educational achievement gaps within one generation.
- 10(ii) Improving education attainment levels and success rates.

Framework for Enhancing Student Learning (FESL)

We continue to engage Indigenous communities and Partners through the Aboriginal Committee of Education (ACE), inviting Rightsholders' voices to the committee table to support Aboriginal student success and offer guidance to the district Aboriginal Education department and Board. In 2022-2023, ACE has invited all Rightsholders to the table, as outlined in the Terms of Reference outlined in Board 121 Policy, Committees of the Board of Education.

Aboriginal Council of Education (ACE)

Membership

- District Principal of Aboriginal Education
- Superintendent
- 2 Trustees
- 1 Principal or Vice Principal
- 2 KLTF representative
- 1 CUPE representative
- 1 Representative from each Nation: Sinixt (Lakes), Syilx (Okanagan), Secwepemc (Shuswap), and Métis Nation
- Elders and/or Knowledge Keepers
- 2 Aboriginal Education Students
- District Indigenization Coordinator

**As of 2021-2022, Lower Kootenay Band has requested to be removed from the ACE Committee Terms of Reference.*



Terms of Reference

- Chaired by District Principal of Aboriginal Education
- Meets four times annually
- Makes recommendations to District staff and the Board

Mandate

To provide support, guidance, and wisdom between Aboriginal communities and the District.

Values

Our Aboriginal Committee of Education (ACE) believes in:

- Honouring partnerships with Sinixt (Arrow Lakes), the Syilx (Okanagan), and the Secwepemc (Shuswap) peoples
- Honoring partnerships with the Métis Nation
- Making “Our children our focus” – the ACE will focus our discussion on the educational needs of our students, not on political issues
- Protecting the integrity and accountability of targeted funding for Aboriginal Education
- Sharing Aboriginal worldviews
- Sharing responsibility in providing quality education for our children and families
- Respecting and honouring the cultural diversity with the Aboriginal community
- Working together in the spirit of cooperation ensuring a safe, respectful environment for voices to be heard

Responsibilities

ACE will work in partnership with School District 8 Kootenay Lake to:

- Support the District Aboriginal Education team
- Support and provide feedback for the revision and renewal of our Enhancement Agreement and/or next steps forward
- Identify needs and gaps in services for Aboriginal students
- Provide general advice and direction around Aboriginal Education
- Support the development of localized resources
- Attend graduation ceremonies and other district events and contribute to the visible presence within the school district

Local Education Agreements

Local Education Agreements (LEAs) are an important mechanism to increase accountability and to promote and achieve effective working relationships between First Nations and local boards of education, enabling them to collaborate in supporting First Nation learners. The LEA between Lower Kootenay Band and the Board of Education expired June 30, 2020. Upon a joint decision-making process between the district and the Lower Kootenay Band, an extension to the LEA was granted for one year.

Aboriginal Education Culturally Responsive Supports

The purpose of the Aboriginal Education is to prioritize improved educational outcomes for Indigenous learners by promoting practices informed by Indigenous perspectives and ways of knowing. Everyone has an important role to play in ensuring the success of Indigenous students, and in supporting all learners in developing their understanding of Indigenous cultures and worldviews as the basis for creating inclusive learning environments and an equitable society.

Additional supports and actions from Aboriginal Education include the following highlights:

1. Implement the Aboriginal Education Focus Areas 2022–2027 honouring the collaboration of Aboriginal voices of students, communities, and staff through a consultative process.
2. Facilitate Family/Food Affordability funding for nominal roll and all self-identified Aboriginal Education students.
3. Facilitate a Joint Review Process for nominal roll, in collaboration with Lower Kootenay Band.
4. Collaborate with Lower Kootenay Band on the BC Tripartite Agreement, funding and granting processes, for individualized bussing services for all Lower Kootenay Band students.
5. Promote the equitable access of BC Tripartite Agreement funding for extra-curricular transportation for all Lower Kootenay Band students.
6. Coordinate the District Aboriginal Committee of Education to increase a distinctions-based approach to guidance from Rightsholders, students, and staff on all Aboriginal Education topics in SD8, guiding supports for Aboriginal students.
7. Develop weekly Aboriginal Education blog posts to improve communication, highlight Indigenous brilliance, student learning, and better inform students and families about educational programs and services.
8. Monitor the monthly Aboriginal Education system of accountability to ensure that each school is supporting the success of individual Aboriginal learners, as presented in each School Learning Plan.
9. Host online Aboriginal Education offerings and opportunities for students and staff to engage with and learn from community role models, Elders, and Knowledge Keepers.
10. Continue the SD8 District Pow Wow and Pow Wow teachings to provide an opportunity for students District-wide to appreciate and celebrate Aboriginal diversity and local First Nations teachings and traditions.
11. Continue to offer District Aboriginal Education scholarships to all high schools.
12. Continue to individualize Aboriginal Education supports through a culturally safe and equity-focused lens.
13. Support Aboriginal Education staff to grow capacity, self-care and cultural knowledge to best support Aboriginal student success.
14. Continue Aboriginal Education graduation honouring ceremony as part of the SD8 Pow Wow.
15. Support early literacy initiatives such as gifting of early reading books to self-identified Aboriginal Education kindergarten students.
16. Grow District Aboriginal Education Resource Library and facilitate district-wide lending of resources.
17. Grow Nation Partnerships with Rightsholders through initiatives such as Fish in Schools (FINS), professional development, and Culture Camps etc.
18. Continue to seek opportunities for professional partnerships with the local colleges: College of the Rockies and Selkirk College.
19. Continue the KAIROS Blanket Exercise activity to foster truth, understanding, respect and Reconciliation among Indigenous and non-Indigenous people.

Additional supports and actions (cont.)

20. Develop strategies to address racism and Truth and Reconciliation, as well as strategies to acknowledge the diversity of Indigenous Peoples and learners.
21. Grow transition supports between secondary students and Selkirk College and College of the Rockies to assist students with role models, program options, and Q & A opportunities with college staff.
22. Support students with Aboriginal specific funding for post-secondary education.
23. Grow partnerships with local Aboriginal agencies including COINS, Kootenay Kids, Ktuanxa Kinbasket Child and Family Services, Jordan's Principle regional supports and community-based counselling services to share support resources widely with Aboriginal students and families.
24. Support holistic health supports and interventions with the District Based Team.
25. Support students and families with additional and equitable funding to support learning success.
26. Collaborate across the larger region with the Okanagan-Mainland Indigenous Education leaders and BCSSA regional Indigenous leads, to share best practices, resources, and supports to support student success.
27. Build district wide-awareness on SOGI, in particular Two-Spirit awareness through role models, stories, teachings and professional development.

Guiding Documents

Several guiding documents drive Aboriginal Education in the District and create a framework of action and responsibilities which guide Aboriginal student supports:

- [School Act](#)
- [Ministry of Education and Child Care Indigenous Education Branch](#)
- [Ministry of Education and Child Care Service Plan](#)
- [Ministry of Education and Child Care Policy Order](#)
- [BC Auditor General's Report on Aboriginal Education](#)
- [The United Nations Declaration on the Rights of Indigenous People](#)
- [Declaration on the Rights of Indigenous Peoples Act](#)
- [Declaration Act Action Plan](#)
- [Anti-racism Data Act](#)
- [Truth and Reconciliation Commission \(TRC\): Calls to Action](#)
- [First Peoples Principles of Learning](#)
- [Reclaiming Power and Place: The Final Report of the National Inquiry into Missing Murdered Indigenous Women and Girls](#)
- [BC Tripartite Education Agreement: Supporting First Nation Student Success \(2018\)](#)

Aboriginal Education - Equity in Action

According to the Organisation for Economic Co-operation and Development (OECD) Education Policy Analysis (2003), there are four basic equality practices that should be applied to educational policy and practice:

1. Equity of access or equality of opportunity;
2. Equity in terms of learning environment or equality of means;
3. Equity in production or equality of achievement (or results); and
4. Equity in using the results of education.

This section outlines key projects in which the district is invested to address equity.

The Equity in Action project was implemented in a partnership between SD8 and the Ministry of Education and Childcare. Equity in Action's student success framework addresses equity for Aboriginal learners. Equity is reflected in all areas of the plan and through sustainable staffing resources, community collaboration, cultural enhancement, Reconciliation and awareness, academic supports, and social-emotional-spiritual supports. This is a holistic model to continue to grow equity awareness and skills district wide.



Figure 1. Aboriginal Student Success. Equity in Action, 2016.

Next Steps: What else is being done to move toward Equity for Aboriginal students in SD8?

- At all high schools, individualized 3-year Grad Plans are supported by the Aboriginal Academic Success Teachers. This is a collaborative school-based opportunity for the planning of supplemental students supports for Aboriginal Education students as they attain their graduation goals.
- As well, district staff meet with school teams to discuss individual grad plans for this school year. Aboriginal Education staff continue to monitor these plans with students and teachers, trying to build in academic supports individually and proactively.
- Students can access tutoring from the Aboriginal Education department.
- Aboriginal Education supports school teams on both FSA's and school assessments, to include both academic support and analysis.
- During 2022-2023 year, the Equity in Action working group reflected on data from previous years and set a specific equity goal for the school year:
 - » Grow district wide and school-based structures to hear student voice and build student agency. From this goal, every school in the district will have a focused Aboriginal Education talking circle, facilitated through the Aboriginal Education department, to hear students concerns, successes, and dreams.

Practices: Building relationships with community. Indigenous perspectives, First Peoples' Principles of Learning and Aboriginal Ways of Knowing and Being are being implemented in classrooms across the district. Students are sharing the Territory Acknowledgement in assemblies and events across the district. Staff across the district are open to learning and engaging in this process to ensure Aboriginal achievement and success.

This is a reminder that Reconciliation is a shared journey. There is a lot of work to do and this will take time and patience, a timeless teaching from the First Peoples Principles of Learning. Academically, the Aboriginal Education department is focusing on academic supports and individual monitoring, in partnership with school teams. We want to continue to structure academic interventions earlier to close the achievement and opportunity gap. Partnerships with school teams will be essential in this work. We will all need to have patience as we continue this journey together, and as our collective understanding grows.





EVIDENCE OF LEARNING

SD8’s work in the areas of equity, inclusion and diversity reflects the goals and objectives of the Education and Child Care (MOECC) “Service Plan 2022–2025.”

The Ministry of Education and Child Care (MOECC) aims for the education system to provide inclusive and responsive learning environments: ones that recognize the value of diversity and provide equity of access, opportunity, and outcomes for all students, from early years to graduation.

MOECC’s 2022–2023 target for the performance measure for “equity in high school completion rates for Indigenous learners, learners with disabilities and diverse abilities, and children and youth in and from care relative to all other learners” is greater than 75%. The ministry is committed to addressing “racism of low expectations” and striving to eliminate the inequalities of outcomes for Indigenous learners, learners with disabilities/diverse abilities and children and youth in and from government care, to ensure each learner has equitable access to educational opportunities and outcomes.

One of the main sources the District uses to track data on the outcomes for Aboriginal learners is the Aboriginal How Are We Doing Report (HAWD). In some cases, the report also compares Aboriginal results with all students. The District has been undergoing the disaggregation of that data to compare Aboriginal students with non-Aboriginal students to get a better understanding of outcomes. The data in this report allows the District to identify historical trends to better plan how to address inequities of outcomes moving forward.

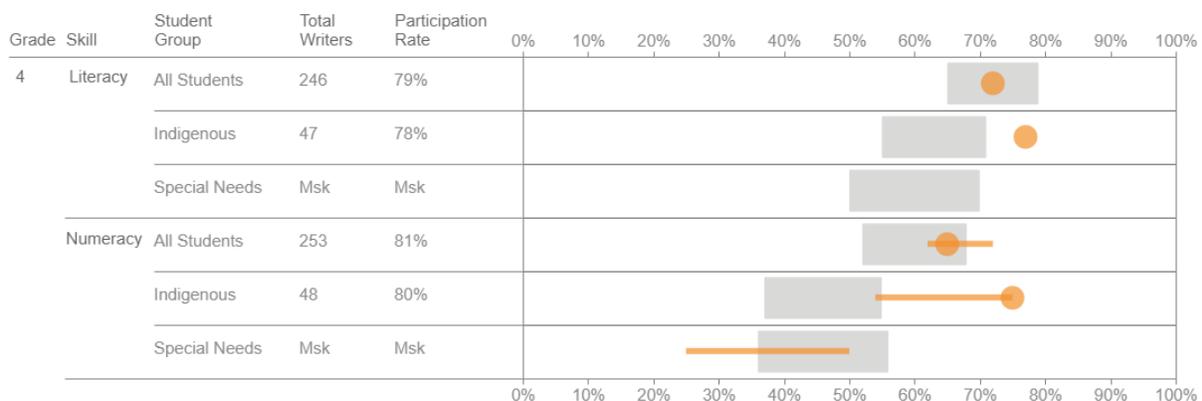
With the overarching belief that literacy is fundamental to learning and to learner success in school and beyond, and consistent with the ministry’s “Service Plan 2022–2025,” SD8 has set a goal of improving literacy proficiency for all learners and meeting or exceeding numeracy expectations for all grade levels.

The following data tables provide information about the performance of SD8 over time in the area of literacy from the Foundation Skills Assessment (FSA) and the Graduation Literacy Assessment (GSA) provincial assessments and compares them to the provincial average.

The typical range across BC, the middle 50% of schools in BC is represented by the grey highlighted bar. SD8’s most recent results from 2021–2022 is represented by the orange circle. A five-year range from 2017/18–2021/22 is represented by the thin, orange line.

-  Typical range across B.C. (middle 50% of school districts)
-  Selected school district's most recent results (2021/22)
-  Range of school district's results over time (2017/18 - 2021/22)

Foundation Skills Assessment - Grade 4



Literacy: Grade 4

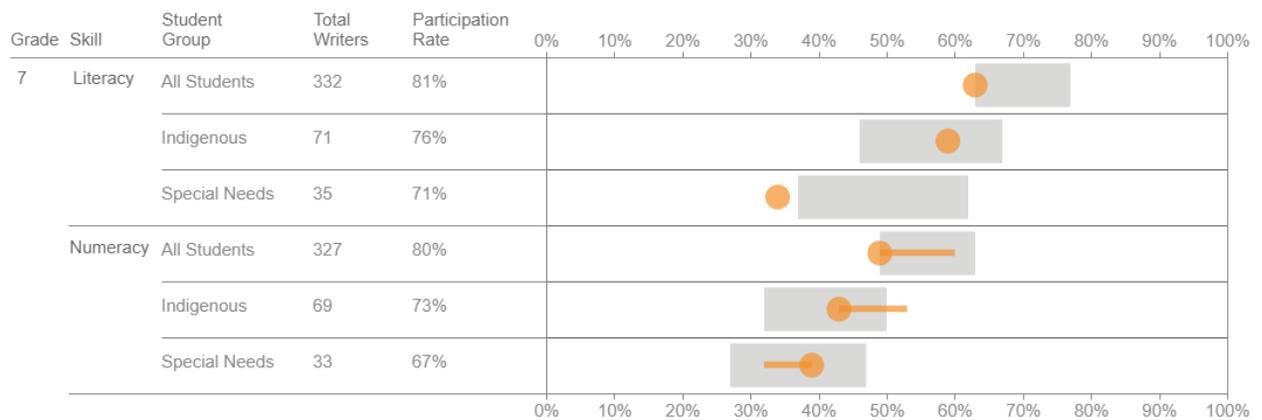
In 2021–2022, SD8 Aboriginal ancestry students were higher in literacy skills than their peers. Aboriginal ancestry students were at 77%, on track or extending for the district, and all students were at 72% on track or extending.

Numeracy: Grade 4

In 2021–2022, SD8 Aboriginal ancestry students were higher in numeracy skills than their peers. Aboriginal ancestry students were at 75%, on track or extending for the district, and all students were at 65% on track or extending. The five-year range low for the district for Aboriginal ancestry students is 54% for on track or extending; this marks a 21% increase in the past five years for grade 4 numeracy. In comparison to BC provincial data, the five-year low is 37% on track or extending and the provincial high on track or extending is 55% for Aboriginal ancestry students on track or extending.

FSA Grade 7 Literacy and Numeracy

Foundation Skills Assessment - Grade 7



FSA Literacy Grade 7

In 2021–2022, SD8 Aboriginal ancestry students were lower in numeracy skills than their peers. Aboriginal ancestry students were at 59%, on track or extending for the district, and all students were at 63% on track or extending.

FSA Numeracy Grade 7

In 2021–2022, SD8 Aboriginal ancestry students were lower in numeracy skills than their peers. Aboriginal ancestry students were at 43%, on track or extending for the district, and all students were at 49% on track or extending.

Literacy and Numeracy Grade 10

- Typical range across B.C. (middle 50% of school districts)
- Selected school district's most recent results
- Range of school district's results over time

Graduation Assessment



Grade 10 Literacy

Grade 10 provincial literacy assessment data shows that Aboriginal ancestry students are at 65% proficient or extending in their literacy levels compared 70% for their peers.

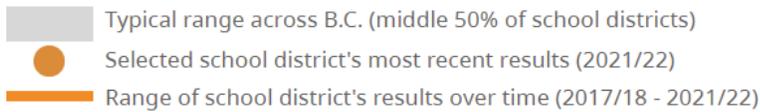
Grade 10 Numeracy

Grade 10 provincial numeracy assessment data shows that Aboriginal ancestry students are at 29% proficient or extending in their literacy levels compared 32% for their peers.

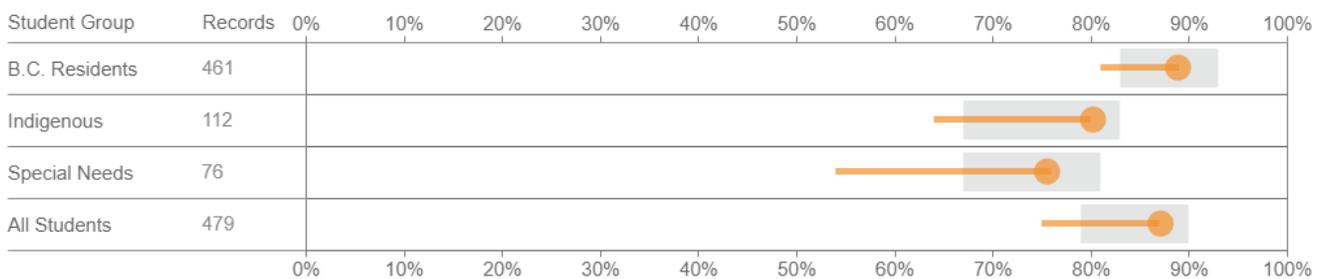


SD8 School Completion

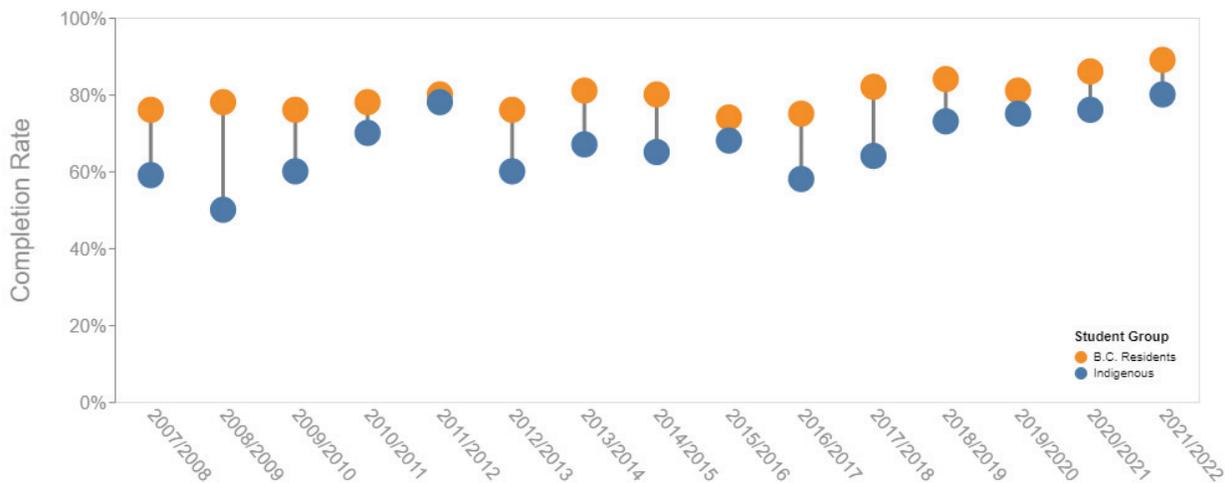
One measure of success within the District is the six-year completion rate. In 2021-2022, the District had an eighty percent (80%) six-year completion rate for Aboriginal learners as compared to eighty-nine percent (89%) for non-Aboriginal students. This reflects a nine percent (9%) completion gap between Aboriginal and non-Aboriginal students in the 2021-2022 school year (see below). An important note is to also recognize that 6 years past, the Aboriginal completion rate was 58%, a startling 22% lower than 2022. Additionally, this is the highest completion of Aboriginal students in the past 15 years.



Completion Rates



School completion is measured by the number of students who graduate after six years of secondary education. Additional trends can be seen below with a steady increase in the past six years for Aboriginal student completion.



School Connectedness and Learner Belonging

SD8’s goal for school connectedness and learning belonging match provincial goals and objectives as set by the Ministry of Education and Childcare.

For learners to be able to develop and learn, they must feel physically and emotionally safe. The Ministry of Education and Childcare believes in an approach where school leaders, teachers, staff, and parents/guardians all have roles to play in ensuring that learners are engaged, feel a sense of belonging, and understand the importance education has in their lives. Learners also need to know that adults genuinely care about their well-being. Research shows that one caring adult can make a significant difference in a learner’s life and increase that learner’s outcomes.

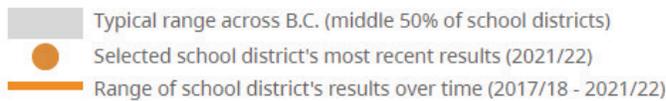
The Ministry of Education and Childcare target for the measure, “Percentage of learners in grades 4, 7 and 10 who feel welcome, safe, and have a sense of belonging in their school” for 2022–2023 is greater than 70%. Learners who feel safe, have a strong sense of belonging, and feel that adults in their school care for them are more engaged and more likely to move through their education program on pace.

The Ministry of Education and Childcare also sets a target for the measure, “Percentage of learners in grade 4, 7 and 10 who feel there are two adults or more at their school who care about them.” For the 2022–2023 school year, this target is greater than 76%.

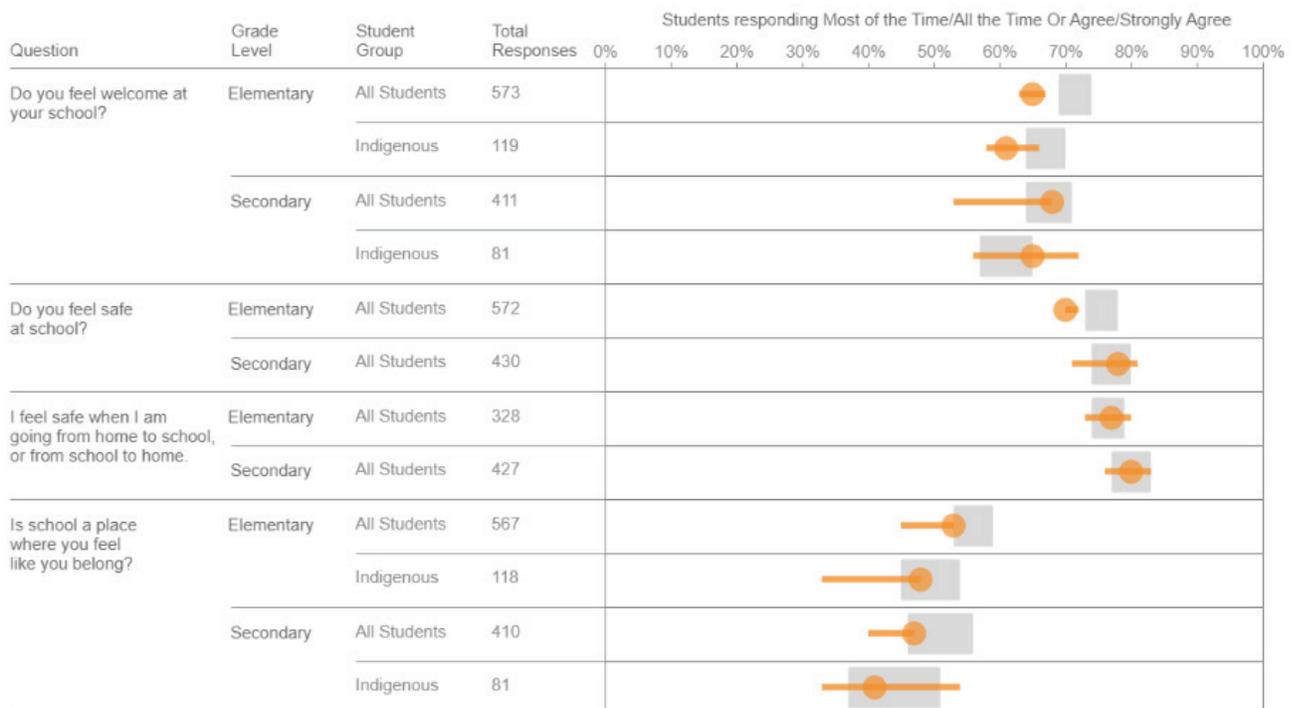
In SD8, the goals and objectives of the ministry for school connectedness and learner belonging are supported in the 2021–2022 Enhancing Student Learning Report (ESL). Data from the SD8 Student Learning Survey for students in grades 4,7,10 (2021–2022) is shared below.

Welcome and Belonging

The number and percentage of students with Aboriginal Ancestry who indicate that they who feel welcome and have a sense of belonging in their school is indicated below:



Student Satisfaction and Wellness



Elementary students with Aboriginal ancestry reported most of the time or all of the time welcome at school at a rate of 61% compared to their peers at 65%.

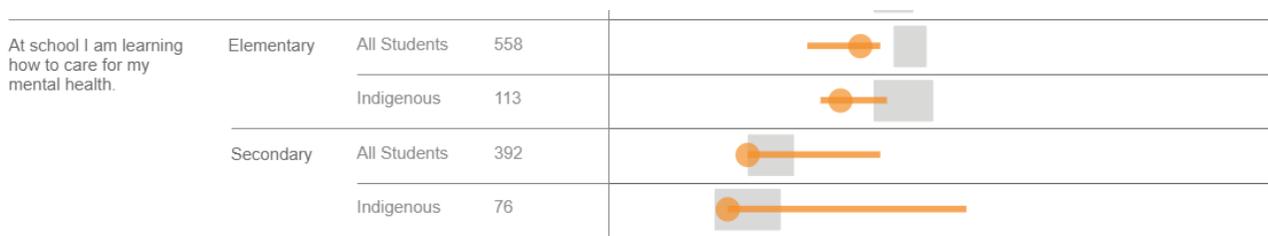
Secondary students with Aboriginal ancestry reported most of the time or all of the time welcome at school at a rate of 65% compared to their peers at 68%.

Elementary students with Aboriginal ancestry reported most of the time or all of the time belonging at school at a rate of 48% compared to their peers at 53%.

Secondary students with Aboriginal ancestry reported most of the time or all of the time belonging at school at a rate of 41% compared to their peers at 47%.

Mental Health

SD8 focuses on implementing the BC Ministry of Education and Child Care “Mental Health in Schools



Elementary students with Aboriginal ancestry reported agreeing or strongly agreeing that they are learning to care for their own mental health at school at a rate of 35% compared to their peers at 38%.

Secondary students with Aboriginal ancestry reported agreeing or strongly agreeing that they are learning to care for their own mental health at school at a rate of 18% compared to their peers at 21%.

Aboriginal Education resources provide schools with the tools and supports to build capacity for holistic mental-health promotion, including:

- Understanding and sharing regalia teachings to honour our spirits and ancestors
- Two-Spirit and SOGI teachings
- Traditional bead work to teach and nurture Indigenous wellness



Physical Health

Below, data provides information on student perspectives on physical health:

How would you describe your physical health? (students responding Good/Very Good/Excellent)	Elementary	All Students	323	
		Indigenous	71	
	Secondary	All Students	391	
		Indigenous	76	
At school I am learning how to care for my physical health.	Elementary	All Students	562	
		Indigenous	112	
	Secondary	All Students	392	
		Indigenous	76	

When asked to describe their physical health, elementary students with Aboriginal ancestry reported good/very or good/excellent at a rate of 63% compared to their peers at 69%.

When asked to describe their physical health, secondary students with Aboriginal ancestry reported good/very or good/excellent at a rate of 57% compared to their peers at 71%.

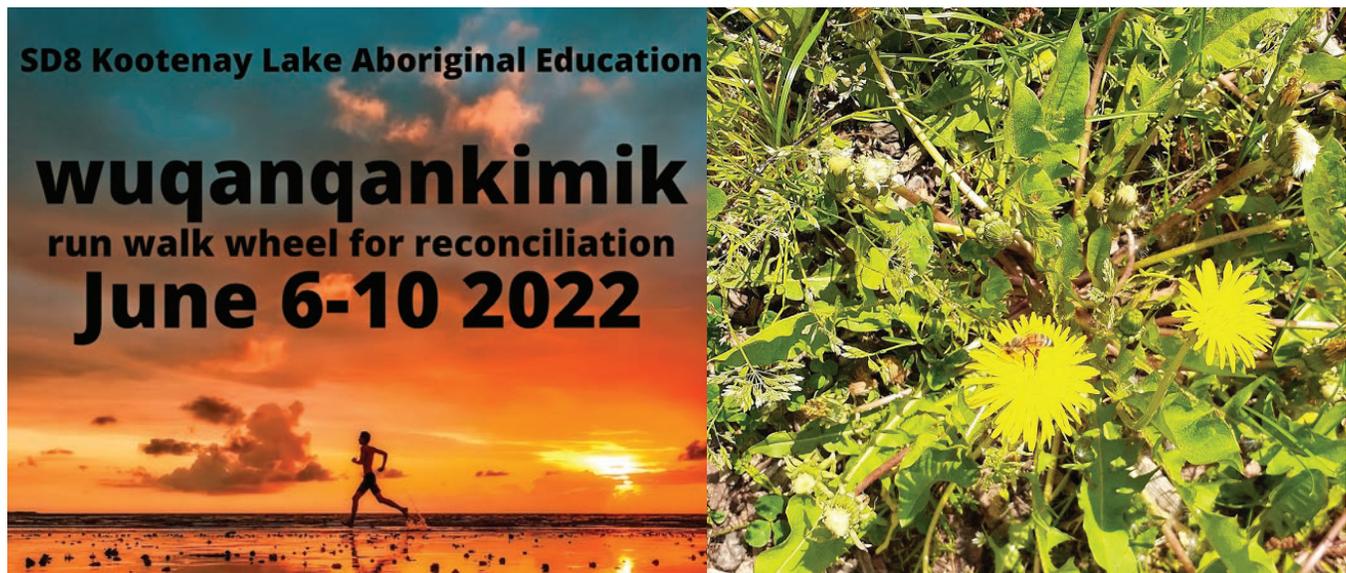
When asked if they are learning how to care for their physical health, elementary students with Aboriginal ancestry reported agree or strongly agree at a rate of 44% compared to their peers at 48%.

When asked if they are learning how to care for their physical health, secondary students with Aboriginal ancestry reported agree or strongly agree at a rate of 46%, similar to their peers.

Aboriginal Education resources provide schools with the tools and supports to build capacity for physical health promotion:

- Indigenous Sports
- Land Based learning and Indigenous physical literacy
- Traditional foods and traditional medicines

Aboriginal Education Continuous Learning Report 2022-2023



Sexual Orientation and Gender Identity

Data below shares student perspectives on discrimination on the basis of sexual orientation and gender identity:

At school, have you experienced discrimination on the basis of your sexual orientation or gender identity?	Elementary	All Students	327	
		Indigenous	71	
	Secondary	All Students	411	

Both elementary and secondary students with Aboriginal ancestry, when asked if they experience discrimination on the basis of sexual orientation and gender identity, reported agree or strongly agree at a rate of 6%, identical to their peers.

Resources will provide learners and staff with the tools to understand, respect and respond to diversity, in particular to diversity of sexual orientation and gender identity which include:

- Two-spirit role models highlighted
- Professional development on two-spirit, Indigiqueer teachings
- Pronoun pin workshop for professional development



Sturgeon-nosed canoe from L.V. Rogers Secondary



SPECIALIZED SUPPLEMENTAL SUPPORTS

Reconciliation and Awareness Initiatives

As a responsibility of Reconciliation, the TRC: Calls to Action, specifically 63(iii), calls on governments and public education to build student capacity for intercultural understanding, empathy, and mutual respect.

The following lists some of the key cultural enhancement, Reconciliation and awareness programs and services for the 2022-2023 year.

Orange Shirt Day

Orange Shirt Day is a legacy of the St. Joseph's Mission residential school commemoration project and reunion events that took place in May 2013, in Williams Lake. This project was the vision of Alkali Lake (Esk'etemc) Chief Fred Robbins. Provincial events commemorated the residential school experience, witnessed, and honoured the healing journey of the survivors and their families and committed to the ongoing process of reconciliation. Chief Justice Murray Sinclair challenged all who participated to keep the reconciliation process alive.

SD8 Kootenay Lake has recognizes and honours Orange Shirt Day through various school and district activities. Orange is everywhere. Phyllis (Jack) Webstad, wearer of the first orange shirt, is Northern Secwépemc (Shuswap) from the Canoe Creek Indian Band (Stswecem'c Xgat'tem First Nation). All elementary and secondary schools were provided with teacher resource packages and links to of Phyllis' Story and the Orange Shirt Day website with resources. All schools acknowledged the day, wore orange, and provided learning experiences for students. Many schools link Orange Shirt Day and the Terry Fox Run together, to honour the Metis heritage of Terry Fox, as well.



Note: 2022 Orange Shirt Day SD8 design submission from Sophie Packham and Eryn Larson.

This shirt design honours the story of Anne Jimmie from Lower Kootenay Band, as shared with students.

TRC's call to Action: 63(iii) Building student capacity for intercultural understanding, empathy, and mutual respect.

Aboriginal Graduation Honouring

Each year, Aboriginal graduates are honoured with a special gift (a hand carved, silver pendant) to acknowledge their achievements. Typically this happens in person during a special honour ceremony at the SD8 Youth Pow Wow with an Honour Song. Additionally, Metis students are gifted with a sash in school graduation ceremonies from the West Kootenay Metis Association.

wuqanqankimik Reconciliation Run/Walk

This school year, each school across the district will participate in the wuqanqankimik Reconciliation Run/Walk through an event at their school. Schools participate in virtual training programs in the lead up to the event through the provincial Indigenous Run/Walk program. Students will have the opportunity to hear from community leaders, Elders, and knowledge keepers.

Culture Camp and Awareness Building

For the 2022-2023 school year, we will be hosting awareness learning opportunities in partnership with Rightsholders. Activities planned for these months will be in consultation with Rightsholders.

Connections Culture Camp events will be held in January, February, and March as part of the Awareness Month activities. This year will be ensuring that we have a focus on highlighting Two Spirit role models through these offerings.

National Indigenous Peoples Day

Each year individual schools observe and honour National Indigenous Peoples Day in a way that is meaningful for their school communities.

SD8 Youth Pow Wow

In May 2022, SD8 hosted our second Virtual Pow Wow! We hosted a full month of events in the lead up to the main Pow Wow event in which over 5000 students attended. In the month leading up to the Pow Wow, students participated in zoom workshops with dance teachers and Elders including Deanne Hupfield, Shirley Hill, and Luke Whiteman. The event was MC'd by Ruben Littlehead and featured Northern Cree Singers as the lead drum.

For 2023, we will be back in person and look forward to celebrating the official "10th Annual SD8 Youth Pow Wow!" We are looking forward to providing this opportunity again for students.

Beadwork Circles

For the 2021-2022 year as well as the 2022-2023 school year, the Aboriginal Education department has been offering virtual beadwork circles. This has provided an opportunity for students to come together from different schools and learn traditional handwork skills. These circles have also provided an opportunity for staff to grow their skills. This year, the focus will be on beading poppies to honour Indigenous veterans.

Métis Awareness Month

In November 2022, SD8 observed the fifth annual Métis Awareness Month in partnership with the West Kootenay Métis Association. Some of these events offered virtually this year included: jigging with Madelaine McCallum, Métis artistry with JD Hawk, youth leadership and identity with youth role models from Métis Nation of British Columbia, and Métis music with JJ Guy. We also hosted a book club for Lisa Bird-Wilson's *Probably Ruby*. Resources were also purchased for every school.



SUPPORTED TRANSITIONS

The Aboriginal Education department is committed to ensuring supported transitions for students and families.

Early Years

Over the last year, we have been building relationships with the Aboriginal Early Intervention Coordinator at Kootenay Kids Society in Nelson as well as the Metis Nation Family Connections Navigator for the West Kootenay. To ensure families have a smooth transition into the K-12 system, these relationships will be important.

Kindergarten

As part of welcoming kindergarten students to the Aboriginal Education program, each Aboriginal Kindergarten student were gifted the book “What’s My Superpower” by Indigenous author Aviaq Johnston. This initiative supports early literacy and honours Indigenous gifting protocols.

Transitioning from One Grade to the Next

Aboriginal Education staff regularly track academic performance of all Aboriginal students through reviewing report cards, tracking attendance, attending School Based Team meetings, and checking in with classroom teachers. These processes ensure that students are supported as they transition from grade to grade.

Changing Schools within SD8

Staff from elementary schools and middle schools schedule meetings with staff at secondary schools to talk about students transitioning. Some schools schedule joint activities between the schools so that Aboriginal students can meet older students as well as the Aboriginal Education staff at the new school.

Transitioning from Grade 12 to the Community (Post-Secondary or Work)

To support transitions to the community, all secondary school staff are part of the graduation planning process to ensure students are on track to graduate. One-on-one meetings are held with individual students and Aboriginal Academic Success teachers to discuss grad planning and post-high school planning. The department organizes and supports scholarship and bursary planning by sharing out information on our website as well as scheduling information sessions with agencies such as the Metis Nation to share information with students about how to access supports.

The Aboriginal Education department is also working with Selkirk College and College of the Rockies to strengthen transitions, information, and funding to ensure students have smoother access to supports.



FOCUS AREAS

Aboriginal Education in SD8 Kootenay is guided by the Focus Areas of the department.

The Aboriginal Education Focus Areas District document represents the results of community consultations throughout the district from 2018 to 2022, as a continuation of the Aboriginal Education Enhancement Agreement process and history. This document was designed in consultation with as many Aboriginal voices as possible to help us move forward with pathways to success for Aboriginal students.

One: Nurture wholistic Aboriginal resilience and brilliance through belonging, pride, and identity.

Actions:

- Opportunities for students to gather such as culture camp, awareness month events, reconciliation run, and Pow Wow.
- Highlighting Elders, Knowledge Keepers, and Role models for students to see examples of brilliance in the community.
- In May 2022, students at each secondary school were invited to participate in an awareness campaign for Missing and Murdered Indigenous Women, Girls and Two Spirit people. Students were featured on posters distributed throughout the district to raise awareness.
- Student learning and excellence is highlighted regularly on the Aboriginal Education blog.

Two: Hold high hopes and expectations of success for all Aboriginal students.

Actions:

- Student attendance, report cards, and graduation plans reviewed regularly by Aboriginal Academic Success teachers and Aboriginal Education support staff. Further liaison with families and teachers is implemented to support growth and support for individual students.
- Student achievement is celebrated and honoured.
- Support for transportation for wellness and cultural supports available for nominal roll students.

Three: Aboriginal students, families, and communities guide Truth before Reconciliation.

Actions:

- School Aboriginal Education Equity Circles to hear Aboriginal Education student voice, stories, interests.
- “Students Tending the Fire”, anti-racism leadership in 2021–2022
- Annual student participation in Pow Wow and Reconciliation Run

Four: Provide opportunities to share stories of Aboriginal history, culture, and diversity: “The truth about stories, is that is all we are.” T. King

- Professional development opportunities, including honoured guests in 2022–2023 Chief Cadmus Delorme and Dr. Percy Lezard.
- Authentic Aboriginal resources distributed to schools
- Weekly Aboriginal Education blog posts



EDUCATION, TRAINING, AND ENGAGEMENT

Professional Learning

For the 2022–2023 school year, Aboriginal Education gathered together to learn and share teachings on ribbon dress and shirt making, in October provincial Pro-D day. These teachings will be brought back into schools for student learning. Aboriginal Education department also provided a collated collection of professional development online learning opportunities, augmented by an online resource bank of lessons.

In November 2022, high school English teachers attended a session facilitated by the First Nations Education Steering Committee on the new Indigenous graduation requirement.

In December 2022, ten Aboriginal Education staff attended the First Nations Education Steering Committee Aboriginal Education conference.

In January, the District welcomes Dr. Percy Lezard, from the Syilx Nation for an important workshop. Dr. Lezard engages in an intersectional analysis of Indigeneity and gender diversity in the context for educators who work with school age children. They illustrate the rich history and continued resilience and teachings of 2 Spirit people in Indigenous communities. Together, we will grow a better understanding of 2SLGBTQQIA+ issues, a better understanding of colonialism on 2 spirit/Indigiqueer people in Indigenous Communities and reflect on measures against microaggressions in the classroom.

Additionally, staff will have the opportunity to continue to learn about the hand craft of traditional beadwork, with district Indigenization Coordinator, Danica Weager and the implications for classroom learning K-12.

Professional Learning and Improving Success of Aboriginal Learners

Through the BC Tripartite Education Agreement 2018 (BCTEA), all school districts are to designate one professional development day annually to improving success of Aboriginal students. On April 17th 2023, the District will welcome Chief Cadmus Delorme from Cowessess First Nation, as key note speaker. Chief Cadmus will be inspiring us with teachings on Reconciliation and shared leadership. The District Pro-D Committee will plan specific workshops focusing on success for Aboriginal learners.

Throughout the year, the Aboriginal Education Department supported teachers with resources to embed Aboriginal content in the curriculum. Often these resources are collated around thematic learning opportunities and are shared widely through Aboriginal Education blog posts. In many cases, the Aboriginal staff are guest presenters in classrooms, and they model lessons that teachers repeat and learn from – Indigenization in Action. Aboriginal Education invites all learners into the learning circle.



STRATEGIC PRIORITIES & DIRECTION

This annual “Aboriginal Education Report” supports the learning goal outlined in the district’s strategic plan. SD8 provides opportunities for all learners to achieve success in the following areas:

- Literacy
- Numeracy
- Inclusion
- Indigenization

SD8 provides conditions that foster success for all learners, including equitable access to and equitable participation in quality education for all learners:

- District and school cultures that value diversity and respond to the diverse social and cultural needs of the communities the district serves
- School cultures that promote understanding of others and respect for all
- Learning and working environments that are safe, welcoming and free from discrimination, harassment and violence
- Decision-making processes that give a voice to all members of the school community
- Policies and practices that promote fair and equitable treatment of all learners.

Future Directions

SD8’s “Focus. Learn. Excel.” initiative concentrates on learning goals from the board of education strategic plan. These goals are addressed by:

- Improving learning and assessment
- Supporting vulnerable learners
- Literacy and numeracy
- Enhancing learner supports

Staff engage in robust professional learning opportunities facilitated by renowned education professionals. Staff also have opportunities to contribute to district communities of practice in several educational domains, such as literacy, numeracy and early learning.



CONCLUSION

The Aboriginal Education Annual Report has reported on the Focus Areas set out in the Aboriginal Education Department. This report highlights the commitment and achievements of students and staff, who are striving to meet these goals. Through the commitment of all educators, connections made with parents, community members and Rightsholders continue to improve. These connections, in turn, are instrumental in improving the success and the personal and holistic well-being of all students. After all, what is good for Aboriginal students is good for all students!

As SD8 endeavours to eliminate the achievement and opportunity gaps between Aboriginal and non-Aboriginal learners, effective strategies and interventions within schools are implemented to support pathways to graduation for self-identified Aboriginal students.

As the District moves forward in its work, the focus remains on ensuring that each Aboriginal learner can develop the necessary skills and knowledge to be successful after graduation – with dreams that open doors and opportunities and cultural identity strong and intact!



GLOSSARY OF ACRONYMS

ACE - Aboriginal Committee of Education

AEEA – Aboriginal Education Enhancement Agreement

AHAWD - Aboriginal How Are We Doing Report

FESL – Framework for Enhancing Student Learning

FINS – Fish in Schools

FTE – Full Time Equivalent

LEA – Local Education Agreement

MOECC – Ministry of Education and Child Care

TRC – Truth and Reconciliation

UNDRIP – United Nations Declaration on the Rights of Indigenous Peoples



FROM: Trish Smillie, Superintendent
DATE: January 10, 2023
SUBJECT: Indigenous-focused Graduation Credit Requirement

For Information

Introduction

This memorandum provides an overview of the Indigenous-focused Graduation Credit Requirement, effective the 2023-2024 school year.

Background

As of 2023-2024, all students working toward a BC Certificate of Graduation (“Dogwood Diploma”), in English or French, must successfully complete at least 4 credits in Indigenous-focused coursework. There is no change to the total number of credits required to graduate.

Students who have not otherwise satisfied graduation requirements before the start of the 2023-2024 school year must meet this requirement and all schools must ensure students have access to and delivery of a variety of options to meet this requirement.

The Indigenous Graduation Credit was developed to support the [Action Plan](#) for the [Declaration on the Rights of Indigenous Peoples Act](#) and includes a commitment to “implement a mandatory course or bundle of credits related to First Peoples as part of graduation requirements in B.C.”

In October 2021, in response to this commitment, Government directed the Ministry of Education to “implement a mandatory course or bundle of credits on First Peoples as a graduation requirement in B.C.” and to “engage with Indigenous communities, the education sector, and the public on how to implement this new graduation requirement.”

Implementing an Indigenous-focused graduation requirement is also part of the First Nations Anti-Racism Strategy being developed by the First Nations Education Steering Committee (FNESC) at the direction of First Nations, to address systemic racism towards Indigenous students in the public education system.

This work aligns with Ministry commitments in the [BC Tripartite Education Agreement](#), which includes “advancing reconciliation between the Crown and First Nations, as expressed in the [TRC’s Calls to Action](#) and the UN declaration” and “decolonizing approaches to First Nations education and developing new approaches aligned with the UN declaration”.

[Minister mandate letters](#) for all provincial ministries outline expectations to focus on the foundational principles of lasting and meaningful reconciliation and addressing systemic racism and discrimination.



The [Draft Principles that Guide the Province of B.C.'s Relationship](#) with Indigenous Peoples state that “reconciliation is a fundamental purpose of section 35 of the Constitution Act, 1982” (#2), that “reconciliation is an ongoing process that occurs in the context of evolving Crown-Indigenous relationships (#9), and that “a distinctions-based approach is needed to ensure that the unique rights, interests and circumstances of Indigenous peoples in B.C. are acknowledged, affirmed, and implemented” (#10).

[Gathering Strength - Report of the Royal Commission](#) on Aboriginal Peoples states that “educational institutions have a pivotal role in transforming the relationship between Aboriginal peoples and Canadian society” and that “accurate information about the history and cultures of Aboriginal peoples and nations, the role of treaties in the formation of Canada, and the distinctive contributions of Aboriginal people to contemporary Canada should form part of every Canadian student’s education.”

The First Nations Leadership Council, FNEESC, and education partners including the British Columbia School Trustees Association and the British Columbia Teachers' Federation have formally advocated for an Indigenous-focused graduation requirement.

Further information can be found [here on the Ministry of Education](#) website.

Information

Introducing an Indigenous-focused graduation requirement is intended to support lasting and meaningful reconciliation. The new requirement builds on work to date, to integrate Indigenous perspectives and content across the provincial curriculum and into professional development and standards for BC educators. Currently across the province, fewer than 5 percent of graduates complete any of the Indigenous-focused provincial courses or First Nations language courses at the secondary level. In SD8, students do not regularly enrol in First Peoples courses.

Introducing an Indigenous-focused course requirement provides all students with the time and opportunity to develop deeper understanding and a broader knowledge base of Indigenous worldviews, histories and cultures, and support the K-12 sector’s mandate to develop the Educated Citizen.

Students can meet this graduation requirement through a variety of course options, including provincial Indigenous-focused courses such as First Peoples English 10-12, BC First Peoples 12, Contemporary Indigenous Studies 12 and/or the locally developed Aboriginal BAA courses offered in SD8. Some of these courses also satisfy Language Arts or Social Studies graduation requirements. There are a variety of paths students can take through grades 10-12 to satisfy these requirements. This requirement does not apply to students in the Adult Graduation Diploma Program.

During the 2022-2023 school year, school leaders and the district began planning forward to incorporate the new graduation requirement. This planning included sharing the new graduation requirement information with Parent Advisory Councils, staff and students, Aboriginal Committee on Education, and the District Parent Advisory Council. School leaders will offer an Indigenous-focused graduation options in the 2023-2024 course selections.



SD8 has updated the District Academic Review Year District Grad template to ensure district-wide coherence. Regional professional development led by the Ministry of Education and Child Care and the First Nations Steering Committee was offered to high school teachers on the topic of First Peoples English 10-12 in November 2022. SD8 has increased capacity to offer mandatory course options including teacher professional learning, and school-level conversations on needed resources. District-wide professional development days will continue to include opportunities for all staff to grow Aboriginal awareness into their day to day work.

FROM: Trish Smillie, Superintendent
DATE: January 10, 2023
SUBJECT: Kindergarten Registration 2023-2024

For Information

Introduction

This memorandum provides an overview of the Kindergarten registration process for the 2023-2024 school year.

Background

Kindergarten registration assists with school planning and district budget planning processes. Kindergarten registration for the upcoming 2023-2024 school year commenced on January 3, 2023. Children who turn 5 by December 31, 2023 are eligible to enrol in Kindergarten for the 2023-2024 school year.

Caregivers must register their child at their neighbourhood catchment school.

SD8 Policy 410 and Administrative Procedure 410.1 outline the transfer process for families who would like to have their child considered to attend a school outside of their regular catchment.

Information

SD8 Kindergarten registration is advertised through local media and is posted on the SD8 website and all SD8 elementary school websites. In addition, local childcare programs, StrongStart programs, and the Child Care Resource and Referral (CCRR) agencies are also provided with information about Kindergarten registration.

During the months of January through March, elementary schools provide their Kindergarten enrolment projections to the district office in order to assist with SD8 budget planning and staff allocation processes.

SD8 provides opportunities for families to learn about Kindergarten. During the late spring of 2023 each elementary school will host a “Transition to Kindergarten” event to welcome incoming Kindergarten families. During this open house, each child who has registered for Kindergarten and their caregivers have an opportunity to meet the Kindergarten teacher and school Principal as well as to familiarize themselves with the school.

Each child also receives an SD8 tote bag with items to support school preparedness. Included in the tote bag is our SD8 Kindergarten brochure entitled, “[Kindergarten: Let’s get](#)



[started!](#)". The brochure introduces families to the exciting world of SD8 and "all things Kindergarten".

In addition, each elementary school creates a short video "storywalk" about their school which is sent to incoming Kindergarten learners. The video includes photos of the school such as the Kindergarten classroom, library, gymnasium, school bus location and playground. The video storywalk can be viewed multiple times by the family and helps familiarize children and their families with their school.



Provincially, the transition to Kindergarten is supported by the child-friendly [When I go to Kindergarten](#) document and the parent information page [Support the Transition to Kindergarten](#).

SD8 staff strive to ensure children and their families enter Kindergarten each September with confidence and excitement. Assisting families with the registration process as well as hosting Kindergarten transition open house meetings in addition to individual family meetings help to ensure a seamless transition to Kindergarten.



FROM: Trish Smillie, Superintendent
DATE: January 10, 2023
SUBJECT: K-12 Reporting Policy Implementation

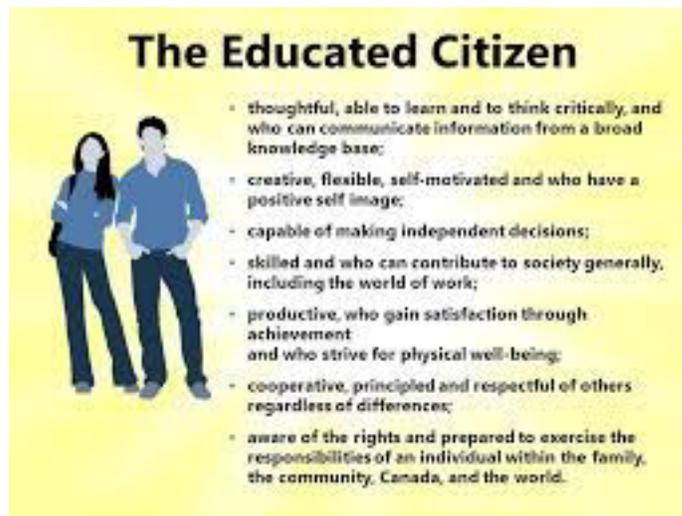
For Information

Introduction

This memorandum provides an overview of the K-12 Reporting guidelines required to be implemented for the 2023-2024 school year.

Background

The mandate of public education is to provide opportunities for students to become educated citizens.



While the current provincial curriculum began implementation in 2016, the Ministry of Education and Child Care's Reporting Policy had stayed largely unchanged since 1994. Effective July 1, 2023, a new Reporting Policy will be in effect in BC. The new Reporting Policy guidelines are backed by extensive educational research and have had input from all stakeholders, including parents and caregivers, BCTF, BCPVPA and BCSSA.

Information on the K-12 Reporting guidelines and implementation schedule can be found on the Ministry of Education and Child Care website:

<https://alpha.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/student-reporting-for-families>



Information

The reporting guidelines and two print-based implementation supports for educators were released publicly in December 2022. Parent and caregiver support and a webinar series will be released in early 2023. SD8's implementation plan to prepare for the 2023-2024 school year begins in January 2023; the plan includes parents and caregivers, students, and staff.

District staff will be working with school principals and vice-principals at each monthly School Leaders meeting from January through June. Communication updates will be provided each week in the PVP Bulletin and on the SD8 website. School Principals will regularly update staff at monthly staff meetings. Students will be provided with information about K-12 reporting from school PVP and staff. PVP will share information with families at monthly PAC meetings and through ongoing school communication including school newsletters and on school websites.

Three implementation support documents for the K-12 Student Reporting Policy have been released. These documents provide educators, school leaders, and district leaders with the key information they need to prepare their classrooms, schools, and districts for implementing the updated K-12 Student Reporting Policy in the 2023/24 school year.

[K-12 Student Reporting Policy: Communicating Student Learning Guidelines](#)

[Criteria and Considerations for Written Reports- Considerations for Educators](#)

[Unpacking the Proficiency Scale- Support for Educators](#)

The updated K-12 Reporting Policy includes the following elements:

- 5 reporting events a year
 - 4 Learning Updates (2 written; 2 of flexible format)
 - 1 Summary of Learning (written)
- Student self-reflection of the Core Competencies and student goal setting
- Provincial Proficiency scale and descriptive feedback for grades K-9
- Letter grades and percentages with descriptive feedback for grades 10-12
- Graduation Status Update for grades 10-12

SD8 uses the MyEducationBC (MyEd) technology platform for student information and K-12 reporting.

By aligning the K-12 Reporting Policy with the goals of the redesigned 2016 BC curriculum, families will be well apprised of how their child is achieving in all aspects of their school experience.



FROM: Trish Smillie, Superintendent
DATE: January 10, 2023
SUBJECT: 2021-2022 First Time Graduation Rates and Six-Year Completion Rates

For Information

Introduction

This memorandum outlines the SD8 First Time Graduation and Six-Year Completion Rates for the 2021-2022 school year and provides the historical rates for comparison from 2017-2018 to 2021-2022.

Background

The First Time Graduation and Six-Year Completion Rates are two of several indicators that demonstrate how well the school system is serving its students.

The First Time Graduation Rate is a measure of the students who are recorded as being in Grade 12 for the first time in September and who then graduate in that same school year.

Another descriptor of school completion is Six-Year Completion Rates. Most students will complete high school within the expected five-year period. Some students will take longer to complete their Dogwood (e.g., students who take a year off to play sports or study abroad; or those who require an additional year to successfully finish one or two required courses).

British Columbia offers three pathways towards school completion:

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

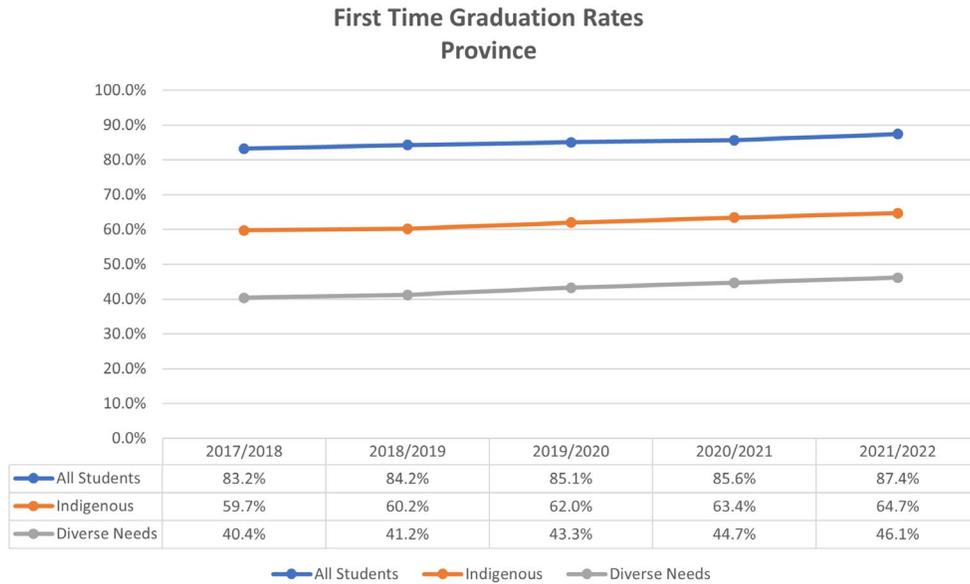
For more information on the [K-12 graduation program](#).

Information

First Time Graduation Rates and Six-Year Completion Rates are provided at the provincial and school district levels for all students and are further broken down by Indigenous students and students with diverse needs reporting groups.



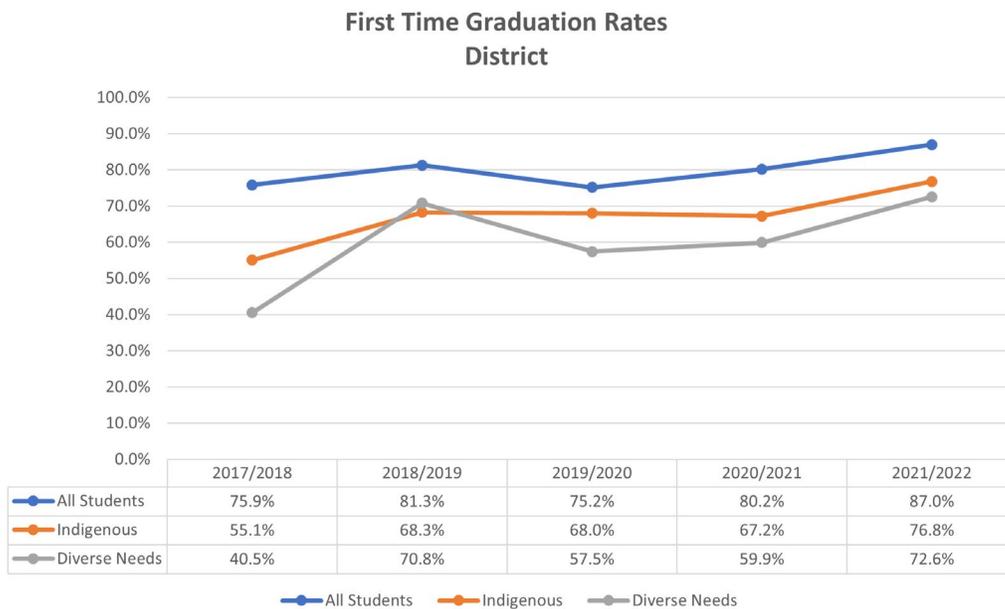
2021-2022 First Time Graduation Rates - Province



The 2021-2022 First Time Graduation Rates within the province of BC indicate the following:

- 87.4% of all students in the province of BC who are recorded as being in Grade 12 for the first time in September who then graduate in that same school year.
- 64.7% of Indigenous students in the province of BC who are recorded as being in Grade 12 for the first time in September who then graduate in that same school year.
- 46.1% of students with diverse needs in the province of BC who are recorded as being in Grade 12 for the first time in September who then graduate in that same school year.

2021-2022 First Time Graduation Rates - SD8

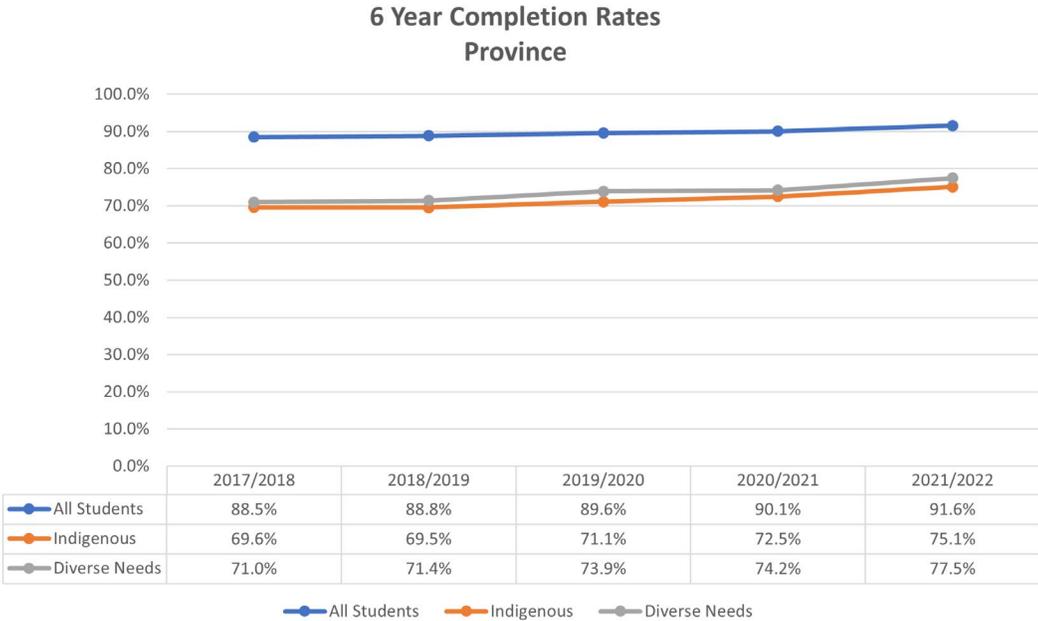


The 2021-2022 First Time Graduation Rates within SD8 indicate the following:

- 87.0% of all students in SD8 who are recorded as being in Grade 12 for the first time in September who then graduate in that same school year.
- 76.8% of Indigenous students in SD8 who are recorded as being in Grade 12 for the first time in September who then graduate in that same school year.
- 72.6% of students with diverse needs in SD8 who are recorded as being in Grade 12 for the first time in September who then graduate in that same school year.

SD8 has seen a 6.8% increase for all students in first time graduation rates for the 2021/2022 academic year. Indigenous students in SD8 have seen a 9.6% increase in graduation rates and students with diverse needs have seen a 12.7% increase compared to the 2020/21 academic year.

2021-2022 Six-Year Completion Rates - Province

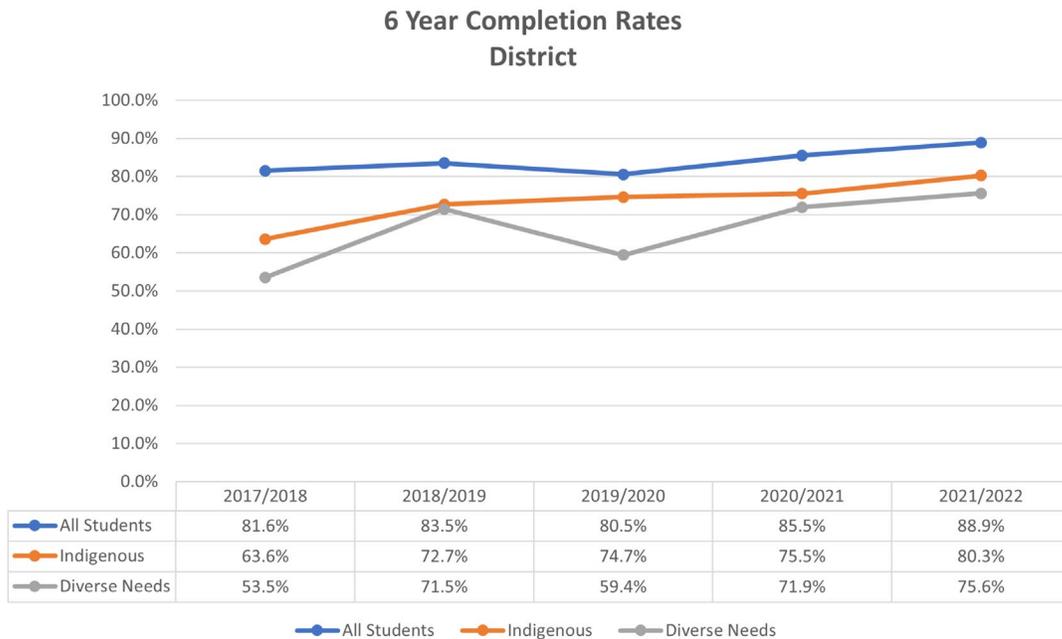


The 2021-2022 Six-Year Provincial Completion Rates indicate the following:

- 91.6% of all students in the province of BC who are recorded as being in Grade 12 for the first time in September who then graduate in that same school year.
- 75.1% of Indigenous students who are recorded as being in Grade 12 for the first time in September who then graduate in that same school year.
- 77.5% of students with diverse needs who are recorded as being in Grade 12 for the first time in September who then graduate in that same school year.



2021-22 Six-Year Completion Rates - SD8



The 2021-2022 SD8 Six-Year completion rates indicate the following:

- 88.9% of all students in SD8 have graduated with a BC Certificate of Graduation or BC Adult Graduation Diploma, is slightly lower than the BC average.
- 80.3% of Indigenous students in SD8 have graduated with a BC Certificate of Graduation or BC Adult Graduation Diploma, higher than the BC average.
- 75.6% of students with diverse needs in SD8 have graduated with a BC Certificate of Graduation or BC Adult Graduation Diploma, slightly lower than the BC average.

A five-year comparison from 2017-2018 to 2021-2022 continues to demonstrate an upward trend in completion rates for all students, Indigenous students, and students with diverse needs.

SD8’s commitment to continuous improvement in academic success for all students requires an ongoing analysis of school district and provincial completion and graduation rates as one measure of student success.

SD8’s efforts to improve graduation rates and completion rates continue to focus on the following strategies, structures and supports:

- Each secondary school develops a [three-year graduation plan](#) for each student that is updated and reviewed twice annually by the school and district academic review team. The [graduation program](#) sets the requirements to exit the K-12 education system and ensures students are graduating with the knowledge, competencies, and skills they will need to transition successfully into higher education, training or the workforce.
- Collaboration and partnerships are supported with local colleges for dual credit programs and bridging strategies (Academic Upgrading, University Transfers, Dogwood Completion).
- Continued focus on developing [Trades Training Programs and Dual Credit Program](#) pathways.



- Individualized supports for Indigenous students, including support from Aboriginal Success Teachers, Educational Assistants and/or Aboriginal Youth and Family Worker Liaisons.
- Wrap-around District Based Team that meets monthly with school staff to provide additional supports for individual students with diverse needs to support graduation.
- Improved scholarship opportunities.

Conclusion

Graduation rates and completion rates are two indicators of success for SD8. Results indicate that improvement has been made over the past five years in the overall graduation and completion rates for students in SD8. Completion rates for Indigenous students and students with diverse needs continue to remain a focus. For continued improvement in school graduation rates and completion rates, SD8 will continue to focus on support for foundational skills and core competencies at all grade levels.



2023 - 2024 Budget Development Process & Schedule

Updated December 7, 2022

Date	Time	Meeting	Meeting Description/Tasks	Attendees/Responsible	Location
March 15, 2023	n/a	Surveys to KLPVPA, Students & Public	Invitation to comment. Preliminary Draft Budget Posted Online.	Public, Partner Groups and Students	Online Survey & Invitation to Comment
April 5, 2023	12:30PM – 2:30PM	Board Working Session	Preliminary Draft Budget Review.	Trustees	Board Office & Zoom
April 6, 2023	2:00PM – 4:30PM	LKB, ACE, KLPVPA, CUPE, KLTF, DPAC	Focused Draft Budget Discussion.	Trustees, Senior Staff & Partner Groups	Board Office & Zoom
April 11, 2023	3:30PM – 4:30PM	O&F Committee Meeting	Preliminary Draft Budget Review.	Trustees & Senior Staff	Board Office & Zoom
April 25, 2023	5:00PM – 7:00PM	Public Webinar	Presentation of Updated Budget, Survey Results, Public Q&A.	Partner Groups & Public	Zoom Webinar
May 9, 2023	3:00PM – 4:30PM	O&F Committee Meeting	Supt.'s Recommended Budget.	Committee Members	Board Office & Zoom
May 9, 2023	5:00PM – 7:00PM	Meeting of the Board held in Public	Supt.'s Recommended Budget. Planned Readings 1, 2 & 3 of Budget Bylaw.	Trustees	Board Office & Zoom

Memorandum to the Board of Education Public

From: Johan Glaudemans, Secretary-Treasurer
Date: January 10, 2023
Subject: 2021-2022 Statement of Financial Information

For Information

Introduction

This memorandum provides information to the Board on the 2021-22 Statement of Financial Information.

Information

In order to comply with Provincial Public Disclosure requirements, all school districts in British Columbia must submit a Statement of Financial Information by December 31 of the year.

The disclosure includes the following:

- The report itself including management discussion and a declaration.
- Appendices for the following items:
 - o A full copy of the Audited Financial Statements and related schedules for the school year.
 - o A listing of salaries and expenditures paid to trustees as well as employees earning in excess of \$75,000 for the year.
 - o A listing of amounts paid for goods and services exceeding \$25,000.

The report is also posted to the SD8 website [Statement of Financial Information 2021-2022](#)

Memorandum to the Board of Education Public

FROM: Johan Glaudemans, Secretary-Treasurer
DATE: January 10, 2023
SUBJECT: School Fees

For Information

BACKGROUND

The District recognizes its obligation under Section 82.1 of the School Act to provide, free of charge to school-age students resident in the District, an educational program required to meet general graduation requirements as well as educational resource materials necessary for participation in such a program.

The District is also committed to providing a wide range of additional educational opportunities for all students, including many enriching activities, and believes that there are instances when it is appropriate that a fee be charged for goods or services and/or for materials provided.

On June 21, 2022 the District provided the annual School fees information to the Board of Education on the fees by school, course and the Trades and Transitions Program for the upcoming School year. The process used, which was similar to prior years, was determined at the school level with input from the local Parent Advisory Councils. The discussion surrounding the setting of the fees and whether fees were appropriate and in alignment with the School Act generated an animated discussion.

Several trustees wanted to ensure that fees were just and did not exclude students from participation. Also trustees wanted to ensure that all fees charged were in compliance with the School Act.

Because of the timing the Board decided as follows:

- Approve the 2022-2023 School Fees but,
- Directed the Superintendent to do an in-depth analysis of the school fees charged, and their compliance with the School Act;
- Report back to the Board.

INFORMATION

The report, a copy of which is enclosed, provides a breakdown of by school of the fees charged for the different types of services. Each principal was contacted to ensure that the information provided in the report was consistent from school to school.

Based on the report it was determined that the school fees charged are in compliance with the School Act and that as such no reimbursement is required.

As a separate item, following successful letter writing by the school districts of British Columbia, including SD8, the Ministry of Education and Childcare announced a Child and Family affordability fund in August 2022. This funding is being used to alleviate cost pressures related to increased cost of living and is used in part to offset the same fees for which school fees increases would be required. It also allows the District to ensure that financial hardship concerns can be absorbed where necessary.

Report to School District 8 Kootenay Lake

School Fees and Policy Review

Submitted by: Laurie Rice, CPA, CGA

22 12 05



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Report to School District 8 Kootenay Lake

School Fees and Policy Review

Submitted by: Laurie Rice, CPA, CGA

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Executive Summary

I was engaged by School District 8 Kootenay Lake to review school fees for 2022-2023, review Policy 430: Fees, Deposits and Financial Hardship, review Administrative Procedures 430.1, develop a School Fees Template to report fees to the Board annually, develop a template to ensure consistent reporting by Principals, interview principals regarding fees their schools charge and discuss how the Hardship Policy is implemented.

The school fee review was requested by the Board at the June 21st, 2022 Public Board meeting where the following motion was made:

The Board of Education of SD8 made a motion **THAT** school fees will be reviewed between September 2022 and January 2023 to ensure alignment to the School Act and any fees outside of this be refunded to families; and **THAT** the Board of Education use this review to make necessary policy revisions related to school fees.

School Fee Review

Using the template submitted to the Board for approval in June 2022, I consulted with principals at each school to discuss their process for setting fee rates, collecting fees, what supplies/costs were covered by the fees, and their process for implementing the Financial Hardship clause in the policy.

Applying the School Act Section 82 and School Regulation 265/89, I compared the fees being charged by School District 8 to the legislation to determine if the fees are in compliance with the Act and Regulation. In doing so, I was able to determine that all the fees listed on the template that went to the Board on June 30, 2022 are charged to recover costs and pay for consumable supplies and services provided by the schools. There are no fees listed that are a cause for concern from a legislative perspective. (Appendix A and B)

I have attached a few samples from other school districts showing their fee schedules and what fees they are charging for. It is common practice throughout the Province of BC to recover costs for goods and services provided to students that are not to meet the learning outcomes or assessment requirements of an educational program provided by the Board. These samples can be found in Appendix F.

Report to School District 8 Kootenay Lake

School Fees and Policy Review

Submitted by: Laurie Rice, CPA, CGA

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Elementary

Classroom Supply fees are charged on a cost recovery basis for consumable classroom supplies as determined by each school in consultation with teachers and PAC's. There is an advantage to providing classroom supplies this way rather than having parents shop for their children. As the school can bulk buy items at a considerable discount, paying fees is less expensive for parents. Bulk purchases by the school also ensure that each student gets supplies of equal quality, which is not always the case when families shop for supplies themselves. Another benefit of this method is the convenience for the parents, many of the principals remarked about how the parents truly appreciate the service because they realize that it is less expensive for them, and it is one less task for them to concern themselves with during the busy time of getting children ready for a new school year. I have attached a school supply list for a School District that has parents buy their own supplies. I priced it out on Amazon and Staples – the lowest amounts total \$68.55 + tax. One of the issues with purchasing this way is often items are sold in packs of 4 or 6, but the student only needs 1. (Appendix E)

If a family cannot cover the fees for classroom supplies, the student receives what they need to participate in class free of charge. These costs are absorbed by the school using other budgeted funds.

Workbook fees are charged at various grade levels for workbooks that students can use in their learning. These workbooks are optional in all schools and are consumable goods. See Regulation 265/89 (2) "goods and services" (b) in Appendix B

Activity fees are commonly charged for various activities that students can enjoy at school such as swimming, downhill skiing, cross country skiing, bowling, and other sports and events. While these optional activities are not necessary to meet the requirements for graduation, they do assist in creating an environment at the school that supports students' physical health, mental health, and social needs. Many children would not participate in these activities in the home environment and schools are a great place to help them develop new skills and hobbies. The fees charged for activities both in the school community and on out-of-town trips, are set at a rate that assists with the cost of entrance fees, accommodation, equipment rentals, and transportation. Students that are unable to pay the fee are welcome to participate free of charge and the school uses other budgeted funds to cover that portion of the cost. Some schools have partnerships with their PAC groups to cover some of the associated costs, some schools apply for grants to assist with events. In my discussions with principal's, it was clear that no student was denied access to participating in an event because they were unable to pay the fee.

Report to School District 8 Kootenay Lake

School Fees and Policy Review

Submitted by: Laurie Rice, CPA, CGA

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Middle and Secondary

Classroom supply fees and workbook fees charged at middle and secondary schools are set at cost recovery rates the same as in elementary. (See above)

Fees for Electives are set at a cost recovery rate for consumables used by students. See Regulation 265/89 "goods and services" 2(a) and 2(c). Appendix B. There is a base cost paid with District funds for these types of courses that students are not required to pay a fee for because base costs are for materials and equipment necessary to meet the learning outcomes or assessment requirements of the program. However, there are additional enhanced activities offered in electives that add to the enjoyment of the selected elective. Students can be charged a fee to cover the cost of these additional materials and equipment used that are not necessary to meet the learning outcomes or assessment requirements of the program. In discussion with principal's, school staff work very hard to secure supplies for activities, with some schools getting corporate donations for wood and metal. The foods classes are often funded additionally from cafeteria revenue. Continuing to cover these costs will not get easier for schools with inflation and increased costs every year.

Bands Instrument Fees are charged both for the rental of an instrument and for minor repair and maintenance costs on both school owned and student owned instruments. See Appendix A - School Act Section 82.3.

Specialty Academies fees are charged by some of the secondary schools for programs that meet the requirements of a "Special Academy". A "special academy" is described in the Act as an educational program that emphasizes a particular sport, activity, or subject area. (See Appendix A Section 82.1(1)). Fees for these academies are set at a cost recovery rate and pay for entrance fees, rentals, transportation, and other costs associated with the academy activities. The Board provides \$1000 per student for funding to a maximum of 16 students. Even with the board funding, schools still struggle to cover all the costs associated with the activities and often look for support from grants, PAC's, and fundraising.

Graduation Fees are charged to cover the costs associated with the graduation event.

Report to School District 8 Kootenay Lake

School Fees and Policy Review

Submitted by: Laurie Rice, CPA, CGA

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Activity fees are charged at a cost recovery rate to pay for costs to participate in activities which include entrance fees, facility rentals, equipment rental, transportation, accommodations, and other activity related costs. Again, these activities create an important school culture that supports the physical health, mental health, and social needs of the students. As these activities are cost prohibitive for schools to provide free of charge, a cost recovery fee is necessary to enable the school to continue to offer these types of opportunities for students. Students unable to pay the fees are funded through other school funds such as trust funds, PAC funds, and District funds.

Financial Hardship

In speaking with principal's, they advised that no student has been denied an opportunity to participate in a course or activity because they did not pay the recommended cost recovery fee. Teachers and principals alike, do everything they can to ensure students can participate in activities and events that are of interest to them. Many principals said that they attempt to resource funding for students through fundraising, PAC contributions, grants, and donations. In the words of a few principals "we make it work, whatever it takes, we find the funding to make sure students can participate in opportunities."

Conclusion

The school fees that are being charged at School District 8 are in compliance with the BC School Act Section 82 and with School Regulation 265/89.

The fees required to recover consumable supply and service costs is critical to maintaining the level of services and activities that can be offered by schools. As this is a significant amount of funding (over \$500,000+) it would be difficult to find this funding in other areas of the district budget to compensate schools and ensure the level of goods and services provided to students is maintained at the current rate.

It is also important to note that schools are not charging unnecessary fees and building up surplus in their accounts. Schools are spending the funds raised through charging fees for the delivery of goods and services by year end. Many principals said that they are running deficits and using other sources of funding to cover costs. (Grants, PAC's, donations).

Using the term "fees" for charges to students for goods and services can be confusing when trying to interpret the School Act. Perhaps a different term such as "cost recovery charges" would assist in clearing up this confusion.

Report to School District 8 Kootenay Lake

School Fees and Policy Review

Submitted by: Laurie Rice, CPA, CGA

22 12 05



Policy 430: Fees, Deposits and Financial Hardship review.

In reviewing Policy and Procedures for SD8 school fees, I compared the policy and procedures with the School Act to ensure it was complete and accurate. I reviewed school fee policies and procedures from 16 other BC School Districts and scanned for best practice and clear language. (See Appendix D for list).

Some of the language is similar across Districts, but there are also some large differences among the policies as well.

Most policies I reviewed covered the main points in the Act:

1. Providing an educational program free of charge.
2. Charging for goods and services where applicable.
3. Process for collecting and refunding deposits.
4. Publishing fee schedules prior to the school year.
5. Defining the Financial Hardship Policy.

This table gives examples of the broad range of language in School Fee Policies

1.	<p>Providing an educational program free of charge.</p> <p>Example 1 In accordance with the provisions of the School Act, its accompanying Regulations and or Order of the minister, the Board must provide free of charge to school age students, resident in the school district and enrolled in one of its schools;</p> <ol style="list-style-type: none">a) Instruction in an educational program sufficient to meet general graduation requirements, including instruction after graduation for students still of school age and,b) Educational resources materials necessary for participation in the educational program. <p>Example 2 The Board of Education of SDXX, recognizes its obligation to provide and educational program that is free of charge to all students who reside in SDXX. This is in accordance with statutory requirements regarding the collection of student fees and deposits. Then they quote section 82 of the Act.</p>
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Report to School District 8 Kootenay Lake

School Fees and Policy Review

Submitted by: Laurie Rice, CPA, CGA

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	<p>Example 3</p> <p>Section 82(1) of the School Act requires a Board to provide free of charge to every student of school age resident in British Columbia and enrolled in an education program in a school operated by the board,</p> <ul style="list-style-type: none">a) Instruction in an educational program sufficient to meet the general requirements for graduation,b) Instruction in an educational program after the student has met the general requirements for graduation, andc) Educational resource materials necessary to participate in the educational program.
<p>2.</p>	<p>Charging for Goods & Services</p> <p>Example 1</p> <p>In accordance with Section 82(3) of the School Act, the Board may charge fees for goods and services on a cost recovery basis, as defined in BC Reg (265/89). Goods and Services includes, but is not limited to:</p> <ul style="list-style-type: none">a) Materials and equipment of a nature, or a quality of quantity, beyond that which is necessary to meet the required learning outcomes or assessment requirements of an educational program provided by a board,b) Paper, writing tools, calculators other than graphical calculators, student planners, exercise books, computer storage media and other school supplies and equipment for a student's personal use, andc) The payment of expenses, including transportation, accommodation, meals, entrance fees and equipment rentals, in respect of optional field trips or special events that are not necessary to meet the required learning outcomes or assessment requirements of an educational program provided by the board. <p>Example 2</p> <p>The district may charge fees for goods and services in accordance with statutory requirements.</p> <p>Example 3</p> <p>The district may charge fees and deposits for school supplies and equipment that are for a student's personal use and considered optional or enrichment and not a part of the mandatory curriculum, as consistent with legislated requirements. School fees may be charged for:</p> <ul style="list-style-type: none">a) Goods intended for the student to take home for personal use or as a gift.b) Goods such as writing tools, calculators, student planners, exercise books, or other supplies and equipment for a student's personal use.c) Supplies and equipment which are parents'/students responsibility but are offered through the school as an optional purchase.

Report to School District 8 Kootenay Lake

School Fees and Policy Review

Submitted by: Laurie Rice, CPA, CGA

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	<p>d) Activities such as field trips, special events, and extra-curricular activities, where the fees are limited to defraying actual costs of transportation, accommodation, meals, admission, and equipment rentals. Participation in field trips is optional and the school must ensure that an alternative activity is planned for those students who choose not to participate.</p> <p>e) Rental fees for musical instruments.</p> <p>f) Deposits for educational resource materials such as textbooks, reusable workbooks, and novels, with the deposit being refunded in whole or in part upon return of the materials.</p>
3.	<p>Process for collecting and refunding deposits.</p> <p>Example 1 In accordance with Section 82 of the School Act, the District may require deposit(s) for educational resource materials, such as textbooks, reusable workbooks, novels, and other resource materials. The district will refund all or part of the deposit to the student upon return of the educational resource materials. Students will be advised of the terms of the deposit at the time that the deposit is required.</p> <p>Example 2 In accordance with Section 82 (4)(5) of the School Act, the Board may require deposit(s) for educational resource materials, such as textbooks, reusable workbooks, and other resource materials. The Board will refund all or part of the deposit to the student upon return of the materials in good condition.</p>
4.	<p>Publishing fee schedules prior to the school year</p> <p>Example 1 The Board will ensure that an approved schedule of fees and deposits required by schools are published prior to the beginning of the school year and are made available to students and their parents/guardians.</p> <p>Example 2 The Board will annually approve and publish the schedule of deposits and fees to be charged in the following school year by schools.</p> <p>Example 3 New school fee schedules must be approved by the superintendent before students and parents are notified in writing by May 30 of the preceding school year. Where possible parents must be informed of a list of costs for optional purchase only.</p>

Report to School District 8 Kootenay Lake

School Fees and Policy Review

Submitted by: Laurie Rice, CPA, CGA

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5. Defining the Financial Hardship Policy.

Example 1

To ensure that fees and deposits do not become a barrier to student participation in educational programs, the Board will ensure fair, sensitive, and confidential school-based procedures which allow participation by students who would otherwise be excluded due to financial hardship. All communication with students and parents regarding fees and deposits must include a statement explaining that fees will not prevent a student from participating in school activities and no student will be denied educational opportunities offered at the school due to financial hardship.

Example 2

To ensure that fees and deposits do not become a barrier to student participation in educational programs, the Board will ensure fair, sensitive, and confidential school-based procedures which allow participation by students who would otherwise be excluded due to financial hardship

Example 3

The district may waive all or part of a student's fees, or provide an alternative option, where the principal determines that the payment of fees will cause hardship to a student and/or their family.

As a result of my policy and procedures review, I have drafted a suggested policy for Fees, Deposits and Financial Hardship for your consideration. **See Appendix C.**

Report to School District 8 Kootenay Lake

School Fees and Policy Review

Submitted by: Laurie Rice, CPA, CGA

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Administrative Procedures 430.1

In reviewing the Administrative Procedures 430.1, I found them easy to understand and the process complete. The table below includes some additions you may wish consider:

Financial Hardship – add to 4.1. The procedure must incorporate the principles of fairness, respect, dignity, confidentiality, and sensitivity.

Financial Hardship – The District shall ensure that no resident school age student is excluded from participation in an activity, course, or program because of financial hardship.

General Supplies - As most of the schools are charging a fixed rate for supplies, the following language could be added to the Procedures:

To minimize the expense of basic school supplies for families, the board will offer a bulk purchase program to parents for school supplies of elementary students. If a family is unable to pay for these supplies due to financial hardship, they will be provided to the child free of charge. To create a safe, supportive, and inclusive environment in the elementary classroom, basic school supplies will be provided to all students as required throughout the year from a common supply rather than provided to students individually at the time of purchase.

Report to School District 8 Kootenay Lake

School Fees and Policy Review

Submitted by: Laurie Rice, CPA, CGA

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Fee Template for Collection and Board Presentation

The Fee Template for Board Presentation is grouped into two summaries:

- Elementary Schools
- Middle & Secondary Schools

The Elementary School Summary groups fees into two main categories:

- Consumable Supplies
- Activity Costs - I have arranged the Activity Costs by activity type where possible.

The individual school tabs in the Fee Template provides a space for schools to report on activities and/or costs that are covered by the District, PAC, School Funds, and Fundraising.

The Middle & Secondary School Summary groups fees into:

- School Supplies (consumables and entrance/rental fees for courses)
- Academies
- Board Funded Activities
- Activities paid for by Grants/Fundraising/District/School Funds
- Refundable Deposits.

I have grouped similar courses together for ease of comparison between schools.

For both summaries I have included the Section of the School Act and Regulation that is applicable to demonstrate compliance with the Act.

Appendix G - Elementary School Fee Template

Appendix – H – Middle – Secondary School Fee Template

Report to School District 8 Kootenay Lake

School Fees and Policy Review

Submitted by: Laurie Rice, CPA, CGA

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Principal Interviews

I met with the principals either on Zoom or by phone to both ensure I understood the fees they are charging but also to ask about any challenges they may have with school fees and if they have any suggestions regarding the policy, procedures, and process of fees being collected. I have compiled a list of comments and concerns for your review.

Challenges

Between 5% and 40% of student fees are not collected. In some cases, this is because families are vulnerable and cannot afford the fees, and in other cases it is political. Some parents refuse to pay the fees “on principle” with a belief that all school education should be free.

It is difficult to estimate school fee totals this early in the year, many fees get paid sometime before June so they won't know if they can rely on that revenue or not. They also cannot predict the activity cost recovery revenue because many of the activities have not occurred yet and prices have likely increased since they went 3 year ago, before Covid. Comparisons to the past two years are not helpful as there were no activities due to Covid.

It is difficult to purchase class supplies sometimes because they need to be ordered in June and enrollment is not known until September. This can create a strain on the school budget if enrollment drops unexpectedly after supplies have been ordered.

The process for fee collection with most schools is to send home fee information at the beginning of school, usually do a follow-up in the fall, and one more in January or February. If fees are still not paid, then they stop doing follow-up. Principals commented on how helpful it is when parents or students self-identify as requiring assistance, but in cases where that does not occur, the school is aware for the most part, who the most vulnerable students are.

One of the biggest challenges principals reported were around equity. All student fees are covered by the school if they are not paid for by the parents, and this can cause significant hardship for some of the smaller schools. Principals are concerned that some of the smaller and more rural schools cannot afford to provide the same opportunities as larger schools located in larger centers.

Inflation is creating a significant increase in both supply and service costs for schools. There is concern that the fee rates have not increased in many years, and schools are continually trying

Report to School District 8 Kootenay Lake

School Fees and Policy Review

Submitted by: Laurie Rice, CPA, CGA

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to provide the same level of service with less funding. Some schools are using their cafeteria revenue to fund supply costs in elective programs.

Some principals are noticing a trend for the past few years where they are over drawing accounts just to meet student needs.

Even with the Board funding for Academy fees, principals still struggle to break even in these programs due to the high cost of activities provided in the Academy. They sometimes get grants, fundraise, or go to PACS for funds to break even.

There is some concern about being able to spend all the transportation funding this year because trips are being cancelled due to a lack of staffing. The transportation fund surpluses do not roll forward at year end.

Student and Family Affordability Funds

Principals have advised that they will be using the SFAF funds to cover unpaid fees, activity costs, assisting families with cloths and groceries, making lunches free, and enhancing or starting a breakfast/snack program.

All principals were very grateful for the new Student and Family Affordability Fund. They feel it will relieve some budget challenges during this time of high inflation.

Other Comments

Some principals have worked to build community connections for their schools. This has resulted in increased volunteers and increase supply donations. This is a very important aspect of their school, and they believe it has eased the financial burden on both the school and students.

Many principals expressed how grateful they are for their PAC's, stating that PAC initiatives in schools pay for many supplies and activities.

Report to School District 8 Kootenay Lake

School Fees and Policy Review

Submitted by: Laurie Rice, CPA, CGA

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Appendix A – Province of BC School Act Section 82

Fees and deposits

82 (1)A board must provide free of charge to every student of school age resident in British Columbia and enrolled in an educational program in a school operated by the board,

(a)instruction in an educational program sufficient to meet the general requirements for graduation,

(b)instruction in an educational program after the student has met the general requirements for graduation, and

(c)educational resource materials necessary to participate in the educational program.

(2)For the purposes of subsection (1), a student is resident in British Columbia if the student and the student's guardian are ordinarily resident in British Columbia.

(2.1)Subject to subsection (2.2), if a board permits a student who is older than school age and is ordinarily resident in British Columbia to enrol in an educational program leading to graduation, the board must provide free of charge to that student

(a)instruction in an educational program sufficient to meet the general requirements for graduation, and

(b)educational resource materials necessary to participate in the educational program.

(2.2)Subsection (2.1) does not apply to a student who has

(a)already met the general requirements for graduation, or

(b)completed the requirements for graduation from a secondary school or high school in another jurisdiction.

(3)Subject to subsections (1) and (2.1), section 82.4 and the orders of the minister, a board may charge fees for goods and services provided by the board.

(4)A board may require a deposit for educational resource materials provided to students and to children registered under section 13.

(5)If a board requires a deposit under subsection (4), it must refund all or part of the deposit to the student or child on return of the educational resource materials.

(6)A board must publish a schedule of the fees to be charged and deposits required and must make the schedule available to students and to children registered under section 13 and to the parents of those students and children before the beginning of the school year.

(7)Except as provided in an agreement under section 75 (4.1), a board is not responsible to pay for any educational activity undertaken by a student that is not provided by the board.

Specialty academies

82.1 (1)In this section, "**specialty academy**" means an educational program that emphasizes a particular sport, activity or subject area and meets the prescribed criteria set out in the regulations.

(2)A board may offer a specialty academy if

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- (a) the board has consulted with the parents' advisory council for the school where the board proposes to offer the specialty academy, and
- (b) the board is of the opinion that there is sufficient demand for the specialty academy.
- (3) A board that offers a specialty academy must
 - (a) make available sufficient instruction for students enrolled in the specialty academy to meet the general requirements for graduation, and
 - (b) continue to offer a standard educational program in the school district.
- (4) Despite section 82, but subject to section 82.4, a board may charge a student enrolled in a specialty academy fees relating to the direct costs incurred by the board in providing the specialty academy that are in addition to the costs of providing a standard educational program.
- (5) On or before July 1 of each school year, a board that offers a specialty academy must
 - (a) establish a schedule of fees to be charged under subsection (4), and
 - (b) make the schedule of fees available to the public.
- (6) Before establishing a schedule of fees under subsection (5), a board must
 - (a) consult with the parents' advisory council for the school where the specialty academy is offered, and
 - (b) obtain the approval of that parents' advisory council for the schedule of fees.

Trades programs

82.2 (1) In this section, "**trades program**" means an educational activity that is designed to certify a student for a particular occupation, and includes an apprenticeship for students registered with the Industry Training Authority under the *Industry Training Authority Act*.

(2) Despite section 82, but subject to section 82.4, a board may do the following in relation to a student enrolled in an educational program that has a trades program component:

(a) charge fees for the purchase or rental of tools, equipment and materials necessary for the student's participation in the trades program;

(b) require the student to provide his or her own tools, equipment, and materials necessary for the student's participation in the trades program.

Musical instruments

82.3 (1) Despite section 82, but subject to section 82.4, a board may do the following in relation to a student described in subsection (2) of this section:

(a) charge fees for the purchase or rental of a musical instrument for the student's personal use;

(b) require the student to provide his or her own musical instrument.

(2) Subsection (1) applies to a student participating in, as part of an educational program,

(a) a music class, course, or program, or

(b) a fine arts class, course, or program with a music component.

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International Baccalaureate

82.31 (1) In this section and section 178, "**International Baccalaureate program**" means an educational program based on a curriculum developed and standards set by the International Baccalaureate Organization, a registered extra provincial non-share corporation as defined in section 167 of the *Societies Act*.

(2) A board that offers an International Baccalaureate program must

(a) make available sufficient instruction for students enrolled in the International Baccalaureate program to meet the general requirements for graduation, and

(b) continue to offer a standard educational program in the school district.

(3) Despite section 82, but subject to section 82.4, a board may charge a student enrolled in an International Baccalaureate program fees relating to the direct costs incurred by the board in providing the International Baccalaureate program that are in addition to the costs of providing a standard educational program.

(4) If a board that offers an International Baccalaureate program charges fees under subsection (3), the board must, on or before July 1 of each school year,

(a) establish a schedule of fees to be charged under subsection (3), and

(b) make the schedule of fees available to the public.

Requirement for financial hardship policy

82.4 Sections 82 (3), 82.1 (4), 82.2, 82.3 and 82.31 (3) apply only to a board that has established policies and procedures to facilitate participation by students of school age ordinarily resident in British Columbia who would otherwise be excluded from the course, class or program because of financial hardship.

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Appendix B – School Regulation 265/89 Section

Interpretation

1 (1) In this regulation:

"Act" means the *School Act*;

"Required Graduation Program Examination" means a Required Graduation Program Examination as defined in the Graduation Program Order, M302/04.

(2) The following expressions are defined for the purposes of the Act:

"educational resource materials" means

(a) information, represented or stored in a variety of media and formats, that is used for instruction in an educational program including, without limitation, the materials referred to in section 3 of Ministerial Order 333/99, the Educational Program Guide Order, and

(b) materials and equipment necessary to meet the learning outcomes or assessment requirements of an educational program provided by a board but does not include

(c) paper, writing tools, calculators other than graphical calculators, student planners, exercise books, computers used for distributed learning, computer storage media and other school supplies and equipment for a student's personal use, and

(d) appropriate personal clothing for school activities such as gym strip, footwear, outerwear and personal safety equipment;

"goods and services" includes, but is not limited to,

(a) materials and equipment of a nature, or of a quality or quantity, beyond that which is necessary to meet the required learning outcomes or assessment requirements of an educational program provided by a board,

(b) paper, writing tools, calculators other than graphical calculators, student planners, exercise books, computer storage media and other school supplies and equipment for a student's personal use, and

(c) Repealed. [B.C. Reg. 264/2007, s. 2 (b).]

(d) the payment of expenses, including expenses for transportation, accommodation, meals, entrance fees and equipment rentals, in respect of optional field trips or special events that are not necessary to meet the required learning outcomes or assessment requirements of an educational program provided by the board;

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Appendix C – Draft Fees, Deposits and Financial Hardship Policy

SD8 – Kootenay Lake

Draft Policy

Fees, Deposits and Financial Hardship

Section 82(1) of the School Act requires a Board to provide free of charge to every student of school age resident in British Columbia and enrolled in an education program in a school operated by the board,

- d) Instruction in an educational program sufficient to meet the general requirements for graduation,
- e) Instruction in an educational program after the student has met the general requirements for graduation, and
- f) Educational resource materials necessary to participate in the educational program.

In accordance with Section 82(3) of the School Act, the Board may charge fees for goods and services on a cost recovery basis, as defined in BC Reg (265/89).

Goods and Services includes, but is not limited to:

- d) Materials and equipment of a nature, or a quality of quantity, beyond that which is necessary to meet the required learning outcomes or assessment requirements of an educational program provided by a board,
- e) Paper, writing tools, calculators other than graphical calculators, student planners, exercise books, computer storage media and other school supplies and equipment for a student's personal use, and
- f) The payment of expenses, including transportation, accommodation, meals, entrance fees and equipment rentals, in respect of optional field trips or special events that are not necessary to meet the required learning outcomes or assessment requirements of an educational program provided by the board.

In accordance with Section 82 (4)(5) of the School Act, the Board may require deposit(s) for educational resource materials, such as textbooks, reusable workbooks, and other resource materials. The Board will refund all or part of the deposit to the student upon return of the materials in good condition.

To ensure that fees and deposits do not become a barrier to student participation in educational programs, the Board will ensure fair, sensitive, and confidential school-based procedures which allow participation by students who would otherwise be excluded due to financial hardship. All communication with students and parents regarding fees and deposits must include a statement explaining that fees will not prevent a student from participating in school activities and no student will be denied educational opportunities offered at the school due to financial hardship.

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The Board will ensure that an approved schedule of fees and deposits required by schools are published prior to the beginning of the school year and are made available to students and their parents/guardians.

Fees charged for all curricular, extra-curricular, and co-curricular activities are limited to the actual cost of expenses for these activities.

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Appendix D – List of School Fees Policies Reviewed

SD5	Southeast Kootenay
SD6	Rocky Mountain
SD10	Arrow Lakes
SD19	Revelstoke
SD22	Vernon
SD27	Cariboo-Chilcotin
SD28	Quesnel
SD38	Richmond
SD40	New Westminster
SD48	Sea to Sky
SD59	Peace River South
SD60	Peace River North
SD63	Saanich
SD67	Okanagan Skaha
SD69	Qualicum
SD72	Campbell River

Policy 124: Minutes for Board and Committee Meetings

Meetings of the Board of Education of Schools District No. 8 (Kootenay Lake) (the “Board”) or its Committees, shall be recorded, in compliance with the School Act¹.

To provide a framework for consistency in minutes taken for the Board and any of its Committees, the Board shall develop and maintain an Administrative Procedure 124.1 - Minute Taking Standards for Board and Committee Minutes, which shall require minutes to:

- Follow best parliamentary practices for a Corporate Board²;
- Record the procedures required of Boards in the School Act³;
- Record any procedures for conducting business per Robert’s Rules of Order⁴; and
- Follow the effective minute-taking practices table by Eli Mina, M.Sc., P.R.P⁵.

Meetings of the Board of Education of Schools District No. 8 (Kootenay Lake) or its Committees, shall be recorded using the following guidelines for minute taking:

1. **The Meeting.** The name of the Body that assembled, the type of meeting that was held (e.g. regular, closed or special, etc.), and the date of the meeting shall be listed at the top of the minutes.
2. **Attendees & Guests.** A list of attending members and guests shall be listed in the minutes. Any member who joins or departs the meeting between the time the meeting was called to order and the time it was adjourned shall be noted in the minutes.
3. **Agenda Items.** The minutes shall be drafted in the same order and using the same headings as on the agenda that was adopted at the outset of the meeting. Where an item on the agenda was not discussed, or the item was postponed to a future meeting, the minutes shall note as such.
4. **Minutes Timing.** The times at which the meeting is called to order, when a recess starts and ends, and when the meeting is adjourned, shall be noted in the minutes.
5. **Robert’s Rules.** The minutes shall note the steps taken by the body in its deliberations and decision-making following parliamentary rules per Robert’s Rules of Order⁶.

¹ [School Act - Section 72](#)

² [School Act - Section 65](#)

³ [School Act - Part 6](#)

⁴ [Robert’s Rules of Order Newly Revised \(11th Edition\)](#)

⁵ [Effective minute-taking practices table by Eli Mina, M.Sc., P.R.P](#)

⁶ [Robert’s Rules of Order Newly Revised \(11th Edition\)](#)

Related Legislation: [School Act of British Columbia](#)

Related Publications: [Robert’s Rules of Order Newly Revised \(11th Edition\)](#), Effective minute-taking practices table by Eli Mina, M.Sc., P.R.P (as at May, 2020)

Related Policies & Procedures: Policy 124: Minutes for Board & Committee Meetings, AP124.1: Minute Taking Standards for Board and Committee Minutes, Policy 121: Committee Structure

Adopted: June 23, 2020

Reviewed: December 14, 2022



6. Corporate Board. Regarding references to members in the minutes:

- 6.1. Generally, the name of a member shall not be included in the minutes.
- 6.2. Members shall be referred to in the minutes as a “Member” or as a “Trustee”, depending on the body that is meeting.
- 6.3. When a motion is made or seconded, the name of the member shall not be noted and, instead, the appropriate parliamentary process shall be referenced (e.g. “upon a motion duly made and seconded, it was resolved that…”).
- 6.4. Exceptions to the general prohibition on naming a member in the minutes will apply for personal items (e.g. Trustee Reports), and, by specific consent of the body, a statement may be added to the minutes attributed to a member.
- 6.5. Where a member abstains from voting or objects to a motion, the number of members who objected or abstained to that motion shall be recorded in the minutes.

7. Discussions, Deliberations & Motions. Regarding discussions, deliberations, and motions:

- 7.1. A motion alone may be recorded in the minutes for an item when there are no objections made to that motion.
- 7.2. Whenever a motion is moved, the motion shall be recorded verbatim in the minutes whether the motion is resolved upon at the meeting or not.
- 7.3. A summary of key points of discussion about an item on the agenda shall be noted in the minutes, following Eli Mina’s table of effective minute taking practices⁷.

8. Drafting and Record-Keeping. Regarding drafting and approval of the minutes:

- 8.1. The Secretary-Treasurer and/or a designate shall take minutes at meetings.
- 8.2. Following a meeting, the Secretary-Treasurer shall compile and prepare the minutes into a draft for review by the Body at its following meeting.
- 8.3. Once a Body reviews and adopts minutes, previous versions of the minutes captured in any format shall be destroyed.
- 8.4. Adopted minutes shall be signed by the Chair of the meeting and the Secretary-Treasurer or designate.
- 8.5. Minutes from a regular meeting of the Board or meetings of Standing Committees of the Board shall be made available forthwith on the Board’s website following the adoption and signature of minutes.

⁷ [Effective minute-taking practices table by Eli Mina, M.Sc., P.R.P](#)

Related Legislation: [School Act of British Columbia](#)

Related Publications: [Robert’s Rules of Order Newly Revised \(11th Edition\)](#), Effective minute-taking practices table by Eli Mina, M.Sc., P.R.P (as at May, 2020)

Related Policies & Procedures: Policy 124: Minutes for Board & Committee Meetings, AP124.1: Minute Taking Standards for Board and Committee Minutes, Policy 121: Committee Structure

Adopted: June 23, 2020

Reviewed: December 14, 2022



- 8.6. A copy of adopted minutes from meetings of Ad hoc Committees of the Board shall be included with the agenda for the next regular meeting of the Board, pursuant to Board Policy 121: Committee Structure⁸.
- 8.7. For any Board meeting where matters were considered at which persons other than Trustees or officers of the Board, or both, were excluded, a record shall be kept and made available to the public containing a general statement as to the nature of the matters discussed and general nature of any decisions reached.

⁸ [Board Policy 121: Committee Structure](#)

Related Legislation: [School Act of British Columbia](#)

Related Publications: [Robert's Rules of Order Newly Revised \(11th Edition\)](#), Effective minute-taking practices table by Eli Mina, M.Sc., P.R.P (as at May, 2020)

Related Policies & Procedures: Policy 124: Minutes for Board & Committee Meetings, AP124.1: Minute Taking Standards for Board and Committee Minutes, Policy 121: Committee Structure

Adopted: June 23, 2020

Reviewed: December 14, 2022



POLICY 130: Trustee Conduct and Code of Ethics

1. Conduct of Trustees

Trustees are elected to a position of trust under the provisions of the *School Act*, and have clear fiduciary duties to the corporate board, who as a body, are accountable to the electorate. They collectively and individually owe a public duty to carry out their responsibilities in good faith and with reasonable diligence. It is crucial to the successful operation of the Board that each member demonstrates a commitment to an equitable share of trustee responsibilities and executes these responsibilities in an exemplary and credible manner with adherence to all current Provincial legislation, and the policies and practices of the Board of Education of School District No. 8 (Kootenay Lake).

Accordingly, Trustees are expected to:

- 1.1. Operate within the parameters of the *School Act* and Board policies and practices, including this Trustee Code of Professional and Ethical Conduct;
- 1.2. Recognize that an individual Trustee has no authority to act on behalf of School District No. 8 (Kootenay Lake) or the Board unless so approved by the Board and/or Board Chair;
- 1.3. Execute their duties in an honourable, professional, and respectful manner that does not denigrate the office of School Trustee;
- 1.4. Develop an understanding of education issues;
- 1.5. Confine actions primarily to policy making, along with planning and evaluation of the overall operation of the School District, respecting the Chief Executive Officer's authority over and responsibility for the day-to-day administration of the School District;
- 1.6. Maintain effective communication with the Board and senior leadership between meetings by regular monitoring of Board email and responding in a timely manner;
- 1.7. Attend Board and Committee meetings fully prepared to discuss the agendas;
- 1.8. Inform the Board Chair of the reason if unable to attend any meeting or function;
- 1.9. Provide notification to the Board if they expect to be absent from the District or otherwise unable to attend any statutory function for a period of more than 30 days; and,
- 1.10. Trustees must abstain from undignified public communication. They must use all media responsibly, including an acknowledgement that opinions expressed are those of the individual and not the Board of Education.

Related Legislation: Specifically but without limitation Parts 4 and 5 of the *School Act* [RSBC 1996].

Related Contract Article: Nil

Adopted: September 9, 1997

Amended: June 12, 2018; May 28, 2019; November 23, 2021; December 14, 2022



2. Code of Ethics

A. Confidentiality

Trustees will deal appropriately with sensitive issues and maintain the confidentiality of discussions that take place during in-camera sessions.

B. Decision Making

Trustees will base decisions upon all available facts in each situation and vote their honest and unbiased conviction in every case, recognizing that their primary duty is to represent the district in the best interests of all learners and the entire School District No. 8 (Kootenay Lake) community. Trustees will respect and abide by the majority decisions made by the Board, and refrain from criticizing Board decisions.

C. Ethical and Respectful Behavior

Trustees will maintain the highest standards of civility and respect at all times. They will refrain from unwarranted criticism of fellow Board members, and district employees. Trustees will work with their fellow board members in a spirit of harmony and co- operation.

D. Legal Authority

As individuals, Trustees will have no Board authority outside the meetings of the Board unless the Board has so delegated.

E. Integrity

Trustees must always conduct themselves honourably and with the highest standards of professional integrity in a manner which sustains and enhances the integrity of and public confidence in the Board of Education, as well as the dignity of the office of School Trustee. Trustees must never misrepresent facts.

F. Inclusivity

Trustees will welcome and encourage active participation by community residents, organizations, learners, parents, guardians, and staff in the district to develop and support the best programs which meet the educational needs of all learners. Trustees are encouraged to promote public knowledge about educational matters. To that end, Trustees must always provide truthful and accurate statements.

G. Responsibility

Each trustee will devote time, thought and study of the issues and provide effective and informed decision making.

H. Financial Stewardship

Trustees acknowledge that the expenditure of funds is a community trust and will endeavor to see that funds are expended efficiently, economically and in the best interest of all learners. Trustees shall carry out this function in an open and collaborative manner.

I. Conflict of Interest

Whenever a decision or discussion is required about any matter, Trustees are to declare any

Related Legislation: Specifically but without limitation Parts 4 and 5 of the *School Act [RSBC 1996]*.

Related Contract Article: Nil

Adopted: September 9, 1997

Amended: June 12, 2018; May 28, 2019; November 23, 2021; December 14, 2022



conflict of interest. In such situations, Trustees are to recuse themselves from all associated discussions and votes, and must not exert influence on, any decision in which the Trustee has a conflict of interest.

3. Guidelines

3.1. Should a Trustee be absent from the Board meetings (Meetings of the Board Held in Public, Closed Meetings or Special Meetings) on three consecutive Board meeting days, the Board may review the circumstances and a prorated reduction of stipend may be imposed by Board resolution based on this review.

3.1.1. For the purposes of the proration of stipend contemplated in Section 3.1, the calculation of the time of absence shall be from 30 days following the meeting last attended by the Trustee to the next Board meeting attended by the Trustee.

3.2. Under Section 52(2) of the *School Act*, a Trustee is considered to be ‘disqualified’ when that Trustee is absent, except for illness or the Board has given leave, from a legally called Meeting of the Board held in Public, Closed Meetings, Committees of the Whole or Special meeting of the Board, for a period of three consecutive months.

3.2.1. The Board, by resolution, may grant a leave beyond three months to any Trustee for any reason deemed acceptable to the Board.

4. Breach of the Trustee Conduct and Code of Ethics

Breaches of the Trustee Conduct and Code of Ethics Policy (the “Code”) may result in the imposition of sanctions on the offending trustee.

Prior to imposing sanctions, the Board will ensure it follows a fair process, including due notice of the alleged misconduct and a fair opportunity to respond.

A concern over a breach of the Code may be raised by an individual Trustee, the Superintendent of Schools or the Secretary-Treasurer.

Procedures

4.1. Those with concerns are encouraged to seek appropriate conciliatory measures prior to commencing an official complaint with regard to a breach of the Code.

Conciliatory measures will normally include:

4.1.1. The person who believes a breach of the Code has occurred may engage in a confidential and informal private conversation with the Trustee affected.

4.1.2. Failing resolution through the private conversation, the parties will engage the Board Chair or Vice-Chair to gain resolution. If the concern is with the Board Chair, the concern will be raised with the Vice-Chair.

4.1.3. The Chair and at the Chair’s option, the Chair and Vice-Chair will attempt to resolve the matter to the satisfaction of the trustees involved.

4.1.4. Resolution may include no further action, a warning, an apology, or an agreed-upon consequence which may include that the Trustee engage in professional development.

Related Legislation: Specifically but without limitation Parts 4 and 5 of the *School Act [RSBC 1996]*.

Related Contract Article: Nil

Adopted: September 9, 1997

Amended: June 12, 2018; May 28, 2019; November 23, 2021; December 14, 2022



- 4.2. The agreement of the Trustee that the infraction of the Code occurred, and the sanctions or measures imposed shall be reported at a Closed meeting of the Board and no further action in respect to the infraction shall be taken.
- 4.3. If the matter is not resolved to the satisfaction of the trustees involved, then the matter will be considered by the Board at a Closed meeting.
 - 4.3.1. The Chair shall compile the information obtained in the originating notification of the alleged breach and any actions the Chair may have taken to address the allegation and make a confidential report to the Board in a Closed Meeting.
- 4.4. If the Board concludes, by majority vote at a Closed meeting, that a breach of the Code may have occurred, the Board may direct the conduct of an investigation. For that purpose, the Board may retain an independent investigator or conduct an internal investigation for the purposes of determining whether a breach has occurred and by whom.
 - 4.4.1. The investigator shall conduct an investigation and submit a report of findings to the Board Chair and the Superintendent of Schools.
 - 4.4.2. The Board Chair shall present the report of the investigator at a Closed meeting of the Board. If the report concludes that a breach has occurred, the Trustee or Trustees responsible shall be provided the opportunity to provide any further relevant information to the Board prior to the Board's deliberation.
- 4.5. Following its deliberation, the Board may institute by majority vote at a Closed meeting, without limiting what follows, any or all of the following sanctions appropriate to the severity of the breach:
 - 4.5.1. The issuance of a public or private, as appropriate, apology by the Trustee responsible.
 - 4.5.2. Having the Board Chair write a letter of concern/warning;
 - 4.5.3. Having the Board Chair write a letter of censure;
 - 4.5.4. Having a motion of censure passed and removing the trustee from some or all Board committees or other appointments of the Board.
 - 4.5.5. Temporary or indefinite suspension of the trustee from attendance at In-Camera meetings
 - 4.5.6. including receipt of materials pertaining to In-Camera meetings.
 - 4.5.7. Temporary or indefinite suspension of the trustee from attendance at public meetings
- 4.6. The Board may, in its discretion, make public its findings where the Board has not upheld the complaint alleging a violation of the Board's Code of Conduct, where there has been a withdrawal of the complaint, or under any other circumstances that the Board deems reasonable and appropriate to indicate publicly its disposition of the complaint. Before making its findings public, the Board will provide the affected trustee with the opportunity to address the Board on this issue. In no event will the Board act in a manner which would contravene its obligations under the Freedom of Information and Protection of Privacy Act.

Related Legislation: Specifically but without limitation Parts 4 and 5 of the *School Act [RSBC 1996]*.

Related Contract Article: Nil

Adopted: September 9, 1997

Amended: June 12, 2018; May 28, 2019; November 23, 2021; December 14, 2022



- 4.7. The Trustee or Trustees who are the subject of the alleged breach of the Code shall not participate in any deliberations with respect to the matter nor shall they remain in the room while the matter is discussed.
- 4.8. Where a breach of the Code has occurred, and the Board has determined a censure of the Trustee, the Chair will inform the trustee in a letter, marked “Personal and Confidential.” This action shall be reported at the next Public Meeting of the Board.

Related Legislation: Specifically but without limitation Parts 4 and 5 of the *School Act [RSBC 1996]*.
Related Contract Article: Nil
Adopted: September 9, 1997
Amended: June 12, 2018; May 28, 2019; November 23, 2021; December 14, 2022



POLICY 131: Trustee Indemnity

The Board of Education of School District No. 8 (Kootenay Lake) has the authority under the School Act to remunerate the Chair, Vice-Chair and Trustees for their service.

Indemnities paid to Trustees shall be adjusted annually, effective July 1st of each year, based on the most recent December 31st BC CPI published rate as compared to the previous year.

This will be reported annually each March at a Meeting of the Board Held in Public.

Related Legislation: School Act [RSBC 1996, Part 6, Division 1, Section 71]

Related Contract Article: Nil

Adopted: April 28, 1997

Amended: April 8, 2008; June 12, 2018; May 28, 2019; May 19, 2020; December 14, 2022



POLICY 150: Professional Learning for Trustees

The Board of Education of School District No. 8 (Kootenay Lake) believes that effective professional learning is essential for all employees and Trustees.

The role of trustees is increasingly demanding and complex. In order for trustees to fulfill this role it is important for individual trustees to recognize the need for, and take advantage of, professional learning opportunities available.

It is the responsibility of the Board to ensure that budgetary provisions are made to facilitate the professional learning of trustees and it is the responsibility of the Superintendent/Secretary-Treasurer to ensure that trustees are kept informed of professional learning opportunities available.

Trustees are encouraged to attend conferences, conventions and seminars subject to the guidelines below.

Guidelines

1. Budgetary provisions will be made every four (4) years to permit each Trustee to attend BCSTA's New Trustee Academy, in the first year a Trustee is elected to the Board. Due to the purpose and nature of this training and orientation, it is strongly recommended that each new Trustee attend.
2. The Board will include in its annual operating budget, a lump sum to make provision for trustees to attend the following events:
 - BCSTA AGM, Academy, Council and Conferences
 - BCSTA Kootenay Boundary Branch Meetings
 - BCPSEA AGM and Conferences
 - Workshops and seminars organized by the Board or District Staff
 - other professional learning opportunities, as approved by the Board
3. Trustees may claim reimbursement of necessary expenses as provided by Board Policy.
4. The Superintendent and/or Secretary-Treasurer are encouraged to attend the British Columbia School Trustees' Association Academy, Annual General Meeting and the Kootenay Boundary Branch Seminars. The Secretary-Treasurer may be required to attend Kootenay Boundary Branch Meetings if a School District No. 8 trustee is the Branch President.

Related Legislation: Nil

Related Contract Article: Nil

Adopted: February 26, 2002

Amended: February 26, 2008; January 12, 2010; January 31, 2012; June 12, 2018; December 14, 2022



POLICY 160: Policy Development

One of the primary functions of the Board of Education of School District No. 8 (Kootenay Lake) is to set policy in accordance with both local circumstances and provincial directions.

Policies are detailed expressions of intent and must be based upon the Board's own Mission, Values, and Vision. The Board develops policy in consultation with advisory committees and the community. Formal publication of Board policy is necessary so that the community may hold the Board accountable.

Policies are adopted by the Board to ensure that actions taken are consistent with the School Act and its regulations, ministerial orders, other legislation, and the Strategic Plan of School District No. 8 (Kootenay Lake).

It is the responsibility of the Superintendent of Schools to recommend a program of regular evaluation and consultation to review Board policies to ensure they remain current and relevant.

Policies guide the actions of the Superintendent, who acts on the Board's behalf in monitoring the implementation of policies and administrative procedures.

Procedures

1. Development of New Policy and Revision of Existing Policies

- 1.1. Any individual, group, Trustee, or staff member may present suggestions for new Board policy or revision of an existing Board policy.
- 1.2. The suggested policy or policy revision shall be presented to the Policy Review Committee on the [Pro-Forma](#) or in a red-line version of an existing policy.

The Policy Review Committee shall determine whether there is a need for the policy or revision. If the Pro-Forma or red-line version of the existing policy is approved for revision or development, the Superintendent shall develop a draft of the policy. If the submission is not approved for policy revision or development, the rationale shall be provided to the Board.

Once the new draft has been completed, the Superintendent shall present this draft to the Policy Review Committee. For governance policies (Section 100), the Policy Review Committee will recommend the draft policy to the Board for approval at a Meeting of the Board Held in Public. For all other policies, the Policy Review Committee will recommend the draft policy to the Board at a Meeting of the Board Held in Public for approval for field testing and review by the Policy Partner Advisory Committee. The Board will approve the policy for field testing for a period of four (4) weeks and for review by the Policy Partner Advisory Committee.

Policy revisions which are routine in nature may be made without field testing.

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 85.2a\]](#)

Related Contract Article: Nil

Adopted: September 15, 2015

Amended: June 12, 2018; June 21, 2022; December 14, 2022



- 1.3. During the four-week field testing period, the draft policy will be reviewed by the Policy Partner Advisory Committee. The advice from the Policy Partner Advisory Committee and other feedback will be returned to the Superintendent who may recommend revisions to the draft policy to the Policy Review Committee, if needed.
- 1.4. The feedback and revisions will be provided for the consideration of the Board at a Meeting of the Board Held in Public, prior to approval at that or a subsequent Meeting of the Board Held in Public.
- 1.5. When the initial draft requires extensive revision, a revised draft may be recirculated for four (4) additional weeks. Feedback will be returned to the Superintendent who may recommend revisions to the draft policy, if needed.
- 1.6. Where feedback consists of spelling, formatting, grammar and/or minor wording suggestions, the revised policy may be forwarded directly to the Board for approval at the next Meeting of the Board Held in Public.

2. Administrative Procedures

- 2.1. Administrative Procedures may be developed and issued by the Superintendent to articulate operational processes.
- 2.2. It is the responsibility of the Superintendent to develop a process that ensures appropriate consultation occurs.
- 2.3. New and significantly revised Administrative Procedures will be posted on the Consent Agenda of Meetings of the Board Held in Public.
- 2.4. Administrative Procedures shall be posted on the district website, unless the procedures are restricted to specific staff in order to support school or student safety.

3. Suspension of Policies

- 3.1. In special circumstances, the operation of any section or sections of Board policy not bound by law or contract may be temporarily suspended by a two-thirds majority vote of the Board.

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 85.2a\]](#)

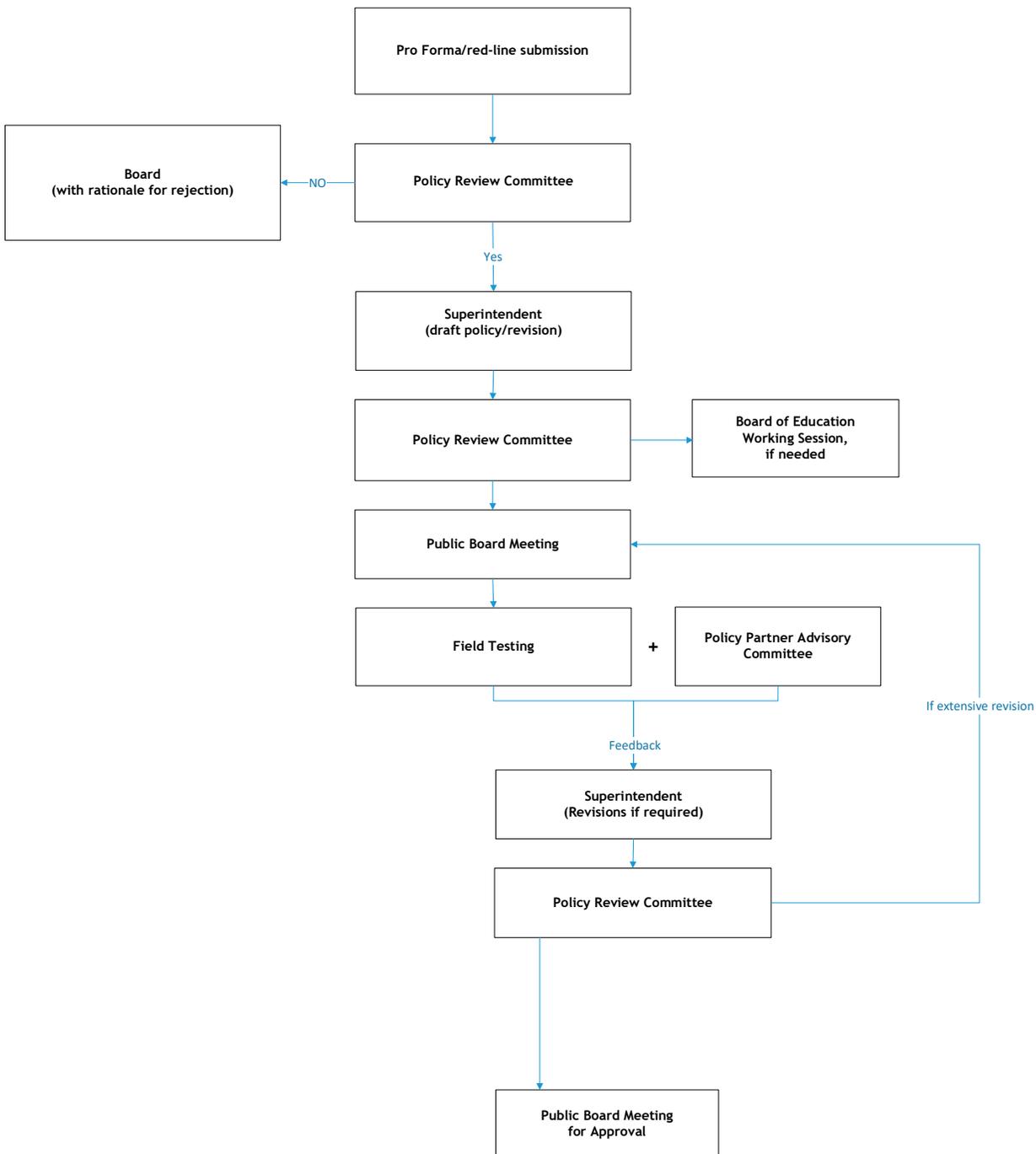
Related Contract Article: Nil

Adopted: September 15, 2015

Amended: June 12, 2018; June 21, 2022; December 14, 2022



APPENDIX A: Policy Flow Chart



Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 85.2a\]](#)
 Related Contract Article: Nil
 Adopted: September 15, 2015
 Amended: June 12, 2018; June 21, 2022; December 14, 2022



POLICY 190: Temporary Superintendent Succession

In order to provide the District with continuity of leadership, the Superintendent/CEO shall annually designate one or more senior administrators, capable of assuming the Superintendent's responsibilities on an emergency basis and apprise the Board of his/her designee(s).

If the Superintendent is or shall be absent for a period of time in excess of 30 days, the Chair shall call a meeting of the Board to review and if necessary to appoint, an Interim Superintendent.

Guidelines

1. On an annual basis, prior to September 30, the Superintendent shall inform the Board of the senior administrator(s) who have been designated to assume the Superintendent's responsibilities on an emergent basis for a period of less than 30 days.
2. An emergent basis is one in which the Superintendent/CEO is suddenly unable to fulfil his or her responsibilities in the event of debilitating illness, accident, or sudden loss of life.
3. The temporary successor will assume only those duties and responsibilities of the superintendent that require immediate action.

Related Legislation: [Section 22, 85 School Act](#)

Related Ministry Policy: [Teacher Certification](#)

Related Contract Article: Nil

Adopted: May 19, 2015

Amended: October 11, 2016; June 12, 2018; December 14, 2022



POLICY 251: Cannabis - Obsolete (to be Rescinded)

This policy is for students, staff, and all adults on school grounds or property.

1. For Students (18 years and younger):

- 1.1. The possession of cannabis and cannabis products in British Columbia is legally limited to adults 19 years or older.
- 1.2. A minor must not possess, consume, produce, supply, sell, purchase or attempt to purchase cannabis, nor market, advertise or promote cannabis.
- 1.3. In addition, minors cannot possess, make, supply, sell, purchase or attempt to purchase a cannabis accessory (equipment related to cannabis use, production, etc.).
- 1.4. A minor must not operate a vehicle, whether or not the vehicle is in motion, while there is cannabis in the vehicle.
- 1.5. If a student is found in possession of what is believed to be cannabis or a cannabis-infused product, the product will be confiscated. Further actions may also be taken against the student.

2. For Adults (19 years and older):

- 2.1. Adults cannot consume cannabis in any form on any board property.
- 2.2. Adults cannot smoke or vape cannabis in or on public spaces such as skating rinks, sports fields, swimming pools, playgrounds or skate parks.
- 2.3. Adults cannot consume cannabis while operating a vehicle or consume cannabis while in a vehicle being operated by another person.
- 2.4. An adult must not operate a vehicle if the adult knows that another person is smoking or vaping cannabis in the vehicle.

3. Public property:

- 3.1. Cannabis smoking or vaping is prohibited indoors in any public place, and in specified areas including workplaces and apartment common areas. These restrictions also apply within a six-metre distance of a doorway, window or air intake of those places. Employers are vicariously liable under the legislation for workplace contraventions.
- 3.2. Outdoor smoking or vaping is also prohibited in areas such as public skating rinks, sports fields, swimming pools, playgrounds or skate parks, public parks, outdoor areas established by local government for purposes of community recreation, health board property, bus stops, train stations, taxi stands, ferry docks, or similar places for passenger loading or unloading.
- 3.3. Cannabis consumption of any kind is also restricted for vehicles or boats for any persons while the vehicle or boat is in operation.
- 3.4. This applies to all adults and students participating in school activities in public areas. All persons attending school activities are considered to be "in school" while participating in school events.

Related Legislation: Cannabis Control and Licensing Act, Cannabis Control Regulation

Related Contract Article: Nil

Related Policy: 311: Illegal Use of Drugs and Alcohol, Policy 310: Code of Conduct, Policy 440: Extra-Curricular and Co-Curricular Activities, [Procedure and Code of Conduct for Bus Students](#).

Adopted: December 11, 2018

Amended: March 10, 2020



4. School Property:

4.1. Consumption Prohibited:

Consumption of cannabis of any kind is prohibited on school property and on any sidewalk or boulevard that abuts school property, subject only to certain exceptions under the Cannabis Control Regulation (please see below).

4.2. Medical Cannabis Exceptions: The Regulation provides for certain exceptions for consumption (but not smoking or vaping) of medical cannabis.

4.2.1. The exceptions for consumption apply only if a school employee or student has valid proof of authority to possess medical cannabis, and if the person's health care practitioner has directed daily consumption of cannabis at intervals that overlap with regular school hours or school activities or events.

4.2.2. In the case of a student who has valid proof of authority to possess medical cannabis, there are further requirements. The student, or student's parent or guardian, must have notified the school's principal, superintendent or education authority¹ of the student's authority to possess medical cannabis, and, the proof of authority to possess medical cannabis must be on file with the school principal, superintendent or education authority.

4.2.3. It must be noted that the school property related exceptions regarding medical cannabis use apply only to consumption of cannabis. Smoking or vaping on school property is not permissible as part of these exceptions. Further, it is important to recognize these exceptions and the Board of Education will seek legal advice to assist in making these determinations based on the specific facts in each case.

4.2.4. Finally, there is an exception for members of the public consuming cannabis on sidewalks or boulevards abutting school property if they have valid proof of authority to possess medical cannabis. This exception applies only to consumption. Smoking or vaping is not permitted in any circumstances on school property or on adjacent sidewalks or boulevards.

The Board of Education, Superintendent, and Principal shall take reasonable steps to prevent violation of the Cannabis Control and Licensing Act.

5. Penalties

The penalties for violating the legislation are: for a first offence, a fine of up to \$5,000 or three months' imprisonment or both; and on a subsequent offence, a fine of up to \$10,000 or six months' imprisonment or both.

¹The Cannabis Control and Licensing Act defines "education authority" as (a) a board of education or francophone education authority under the School Act, or (b) an authority under the Independent School Act"

Related Legislation: Cannabis Control and Licensing Act, Cannabis Control Regulation

Related Contract Article: Nil

Related Policy: 311: Illegal Use of Drugs and Alcohol, Policy 310: Code of Conduct, Policy 440: Extra-Curricular and Co-Curricular Activities, [Procedure and Code of Conduct for Bus Students](#).

Adopted: December 11, 2018

Amended: March 10, 2020



2022-2023 Board & Committee Meetings Calendar

DATE	TIME (PST)	LOCATION	MEETINGS	COMMENT
September 13, 2022	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
September 27, 2022	1:30 – 2:30 pm	Board Office, Nelson	Closed Board Meeting	
	3:00 – 4:30 pm	Board Office, Nelson	O&F Partner Advisory Committee	<i>Audited Financials Recommendation</i>
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	<i>Audited Financials Approval</i>
October 11, 2022	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
November 8, 2022	1:00 – 2:30 pm	Board Office, Nelson	Inaugural Meeting	<i>Elect Chair and Vice-Chair</i>
	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	<i>Growth Plan presentation</i>
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
December 13, 2022	10:30 – 12:00 pm	Board Office, Nelson	Education Partner Advisory Committee	
	12:30 – 2:00 pm	Board Office, Nelson	Policy Partner Advisory Committee	
	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
<i>Winter Break (December 19 – January 2)</i>				
January 10, 2023	11:00 – 12:30 pm	Board Office, Nelson	Education Partner Advisory Committee	
	1:00 – 2:30 pm	Board Office, Nelson	Policy Partner Advisory Committee	
	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
January 24, 2023	9:00 – 10:00 am	Board Office, Nelson	Agenda Setting	
February 14, 2023	1:00 – 2:30 pm	Board Office, Nelson	O&F Partner Advisory Committee	
	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	<i>Amended Budget Recommendation</i>
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	<i>Amended Budget Approval</i>
February 28, 2023	9:00 – 10:30 am	Board Office, Nelson	Agenda Setting	
March 14, 2023	11:00 – 12:30 pm	Board Office, Nelson	Policy Partner Advisory Committee	<i>Annual Budget Consultation Plan</i>
	1:00 – 2:30 pm	Board Office, Nelson	O&F Partner Advisory Committee	
	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
March 15, 2023	9:00 – 10:00 am	Board Office, Nelson	Agenda Setting	
<i>Spring Break (March 20 – 31)</i>				
April 11, 2023	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
April 25, 2023	9:00 – 10:30 am	Board Office, Nelson	Agenda Setting	
May 9, 2023	9:30 – 11:00 am	Board Office, Nelson	Education Partner Advisory Committee	<i>Strategic Plan</i>
	11:30 – 12:30 pm	Board Office, Nelson	Policy Partner Advisory Committee	
	1:00 – 2:30 pm	Board Office, Nelson	O&F Partner Advisory Committee	<i>Annual Budget</i>
	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
May 23, 2023	9:00 – 10:00 am	Board Office, Nelson	Agenda Setting	
June 13, 2023	1:30 – 2:30 pm	Board Office, Nelson	Education Partner Advisory Committee	
	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 pm – 7:00 pm	Board Office, Nelson	Public Board Meeting	<i>Strategic Plan Approval</i>
<i>Summer Break</i>				