BOARD OF EDUCATION (the “Board”)
REGULAR MEETING
AGENDA
TUESDAY, OCTOBER 9, 2018
570 Johnstone Road, Nelson, B.C.
5:00 P.M. - 7:00 P.M.

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 #8.

3. INSERTIONS/DELETIONS TO PROPOSED AGENDA

4. ADOPTION OF AGENDA

Proposed Resolution:

The Agenda for the October 9, 2018 meeting, BE ADOPTED, as circulated.

5. RECEIVING PRESENTATIONS/DELEGATIONS

A. T. Ferguson Acknowledgement, Chair Trenaman

6. OPPORTUNITY FOR COMMENTS BY THE PUBLIC

7. CONSENT PACKAGE (p. 9) App. A

Proposed Resolution:

The October 9, 2018 consent package, BE RECEIVED.

8. ADOPTION OF MINUTES (p. 167) App. B

Proposed Resolution:

The minutes from the September 11, 2018 Regular and the September 25, 2018 Special Open board meetings, BE ADOPTED.

9. FUTURE AND ACTION ITEM TRACKING

10. OLD BUSINESS

A. Action

Nil

B. Information/Discussion

Nil
11. EDUCATION

A. Action

a) 2018/2019 Education Committee of the Whole Terms of Reference (p. 178) App. C

Recommendation from the September 25, 2018 Education Committee of the Whole Meeting:
‘That the Education Committee of the Whole Terms of Reference be recommended to the Board for approval.’

Proposed Resolution:

The 2018/2019 Education Committee of the Whole Terms of Reference, BE APPROVED.

b) 2018-2021 Education Committee of the Whole 3 Year Plan (p. 180) App. D

Recommendation from the September 25, 2018 Education Committee of the Whole Meeting:
‘That the 2018-2021 Education Committee of the Whole 3 Year Plan be recommended to the Board for approval.’

Proposed Resolution:

The 2018-2021 Education Committee of the Whole 3 Year Plan, BE APPROVED.


Proposed Resolution:

The February 2019 Prince Charles Secondary School Student Excursion to Spokane, Washington, BE APPROVED.

d) March 2019 International Program Student Excursion to Oaxaca, Mexico (p. 192) App. F

Proposed Resolution:

The March 2019 International Program Student Excursion to Oaxaca, Mexico, BE APPROVED.

B. Information/Discussion

a) Superintendent’s Report (p. 203) App. G

Proposed Resolution:

The October 9, 2018 Superintendent’s Report, BE RECEIVED.

b) New Curriculum Update - Acting Director Ross

Proposed Resolution:
The October 9, 2018 New Curriculum Update, BE RECEIVED.

12. **FINANCE AND OPERATIONS**

A. **Action**

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<th>Description</th>
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<tr>
<td>a)</td>
<td><strong>2018/2019 Finance and Operations Committee of the Whole Terms of Reference</strong></td>
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<td>Recommendation from the September 25, 2018 Finance and Operations Committee of the Whole Meeting:</td>
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<td>‘That the Finance and Operations Committee of the Whole Terms of Reference be recommended to the Board for approval, as amended.’</td>
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<td><strong>Proposed Resolution:</strong></td>
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<td>The 2018/2019 Finance and Operations Committee of the Whole Terms of Reference, BE APPROVED.</td>
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<td>Recommendation from the September 25, 2018 Finance and Operations Committee of the Whole Meeting:</td>
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<td>‘That the Finance and Operations Committee of the Whole Annual Plan be recommended to the Board for approval.’</td>
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<td><strong>Proposed Resolution:</strong></td>
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<td>The 2018/2019 Finance and Operations Committee of the Whole Annual Plan, BE APPROVED.</td>
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<td>c)</td>
<td><strong>2017/2018 Surplus Appropriation Prioritization</strong> (p. 220)</td>
<td>App. J</td>
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<td>Recommendation from the September 25, 2018 Finance and Operations Committee of the Whole Meeting:</td>
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<td>‘That the 2017/2018 Surplus Allocation Priorities for unappropriated surplus amounts, be recommended to the Board for approval.’</td>
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<td><strong>Proposed Resolution:</strong></td>
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<td>The 2017/2018 Surplus Allocation Priorities for unappropriated surplus amounts, BE APPROVED.</td>
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<td><strong>Proposed Resolution:</strong></td>
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<td>The 2018/2019 Annual Facilities Grant (AFG) Spending Plan, BE APPROVED.</td>
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<td>e)</td>
<td><strong>Provincial Budget Consultation</strong> (p. 225)</td>
<td>App. L</td>
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<td><strong>Proposed Resolution:</strong></td>
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</tbody>
</table>
The Board write a letter to the Select Standing Committee on Finance and Government Services as a submission to the Provincial Budget Consultation.

B. Information/Discussion

a) Ministry Capital Division Staff Visit - Director MacLean

Proposed Resolution:

The October 9, 2018 Ministry Capital Division Staff Visit Update, BE RECEIVED.


Proposed Resolution:

The 2019-2020 Budget Process & Schedule, BE RECEIVED.

c) 2018-2019 Facilities Plan Family of Schools Consultation Meetings Schedule (p. 227) App. N

Proposed Resolution:

2018-2019 Facilities Plan Family of Schools Consultation Meetings Schedule, BE RECEIVED.

13. POLICY AND GOVERNANCE

A. Action

a) 2018/2019 Policy and Governance Committee of the Whole Terms of Reference (p. 228) App. O

Recommendation from the September 25, 2018 Policy and Governance Committee of the Whole Meeting:

‘By consensus the Policy and Governance Committee of the Whole Terms of Reference be recommended to the Board for approval.’

Proposed Resolution:

The 2018/2019 Policy and Governance Committee of the Whole Terms of Reference, BE APPROVED.


Recommendation from the September 25, 2018 Policy and Governance Committee of the Whole Meeting:

‘That the Policy and Governance Committee of the Whole Annual Plan be recommended to the Board for approval, as amended.’

Proposed Resolution:

The 2018/2019 Policy and Governance Committee of the Whole Annual Plan, BE APPROVED.
c) Section 200, 300, 400, 500, 600, 700 and 800 Policies (p. 231)  App. Q

Recommendation from the September 25, 2018 Policy and Governance Committee of the Whole Meeting, that the policies listed in the proposed resolution be approved.

Proposed Resolution:

That the following policies BE APPROVED:

**Section 200: Health and Safety**
Policy 220: Maintenance of Order  
Policy 230: Child Abuse and Neglect  
Policy 240: Anaphylaxis  
Policy 250: Tobacco and Electronic Smoking Devices  
Policy 260: Scent Free Environment

**Section 300: Students**
Policy 310: Code of Conduct  
Policy 311: Use of Illegal Drugs and Alcohol  
Policy 320: Student Attendance  
Policy 330: Sexual Orientation / Gender Identity  
Policy 340: Discrimination and Harassment

**Section 400: Instruction and School Organization**

**Section 500: Human Resources**
Policy 510: Employee Recognition  
Policy 520: Human Resources Employment Practices  
Policy 521: Relocation Assistance for Senior Management  
Policy 540: Supervisory Conflict of Interest  
Policy 550: Non-Contractual Leaves of Absence  
Policy 560: Appointment of Principals and Vice-Principals  
Policy 570: Prevention of Violence in the Workplace

**Section 600: Finance and Business Operations**
Policy 610: Fiscal Management  
Policy 620: Budget Development, Monitoring and Reporting  
Policy 621: Accumulated Operating Surplus  
Policy 640: Acquisition-Disposal of Board Assets  
Policy 641: Gifts  
Policy 642: Procurement and Purchasing  
Policy 650: Disposal of Real Property and Improvements  
Policy 680: Business Community Advertising Sponsorship

**Section 700: Facility Operations and Transportation**
Policy 720: Asbestos  
Policy 730: Pesticides and Herbicides  
Policy 740: Playground Equipment  
Policy 750: Heritage  
Policy 760: Animals on School District Property  
Policy 770: Student Transportation  
Policy 771: Transportation for Independent School Students  
Policy 780: Transportation Assistance
Policy 790: Anti-Idling of School Vehicles

Section 800: Information and Communications Technology
Policy 830: Wireless Technology in Schools
Policy 831: Cell Phones & Digital Devices

d) Policy 121: Committee Structure (p. 288)  App. R

**Proposed Resolution:**

That Policy 121: Committee Structure, BE APPROVED.

e) Aboriginal Education Advisory Committee and Elders’ Council Terms of Reference - Guiding Principles and Protocols (p. 293)  App. S

**Proposed Resolution:**

The Aboriginal Education Advisory Committee and Elders’ Council Terms of Reference - Guiding Principles and Protocols, BE APPROVED.

B. **Information/Discussion**

Nil

14. **HUMAN RESOURCES**

A. **Action**

a) Aboriginal Education Advisory Committee and Elders’ Council Employment Equity Recommendation (p. 297)  App. T

**Proposed Resolution:**

The Aboriginal Education Advisory Committee and Elders’ Council Employment Equity Recommendation BE APPROVED for human resources to move forward.

B. **Information/Discussion**

a) Enrolment Update  Handout

b) Staffing Update - Director Holitzki

**Proposed Resolution:**

The October 9, 2018 Enrolment and Staffing Updates, BE RECEIVED.

15. **TRUSTEE VERBAL REPORTS**

16. **QUESTION PERIOD**

An opportunity to ask for clarification.

17. **MEETING SCHEDULE AND REMINDERS** (p. 298)  App. U
A. **Meeting Schedule**
The next Special Open Board Meeting is scheduled for November 13, 2018 at the Nelson Board Office.

B. **2018 General Local Elections: Advance Voting Day**
   October 10, 2018

C. **Fall Celebration**
   October 10, 2018 at 4:00 pm - 7:00 pm
   Location: Prestige Lakeside Resort, Nelson, BC

D. **Youth-At-Risk Community Forum**
   October 10, 2018 at 5:00 pm
   Location: Adventure Hotel, Nelson, BC

E. **2018 General Local Elections: General Voting Day**
   October 20, 2018

F. **BCPSEA Fall Symposium**
   November 5 - November 6, 2018
   Location: Vancouver, BC

G. **BCSTA Trustee Academy 2018**
   November 29 - December 1, 2018
   Location: Hyatt Regency Vancouver, Vancouver, BC

H. **BCSTA Provincial Council**
   November 30, 2018
   Location: Hyatt Regency Vancouver, Vancouver, BC

I. **Facilities Plan Family of Schools Consultation Meetings**
   **Meeting 1**
   - **Family of Schools**
   - Creston: January 15, 2019
   - Crawford Bay: January 29, 2019
   - Kaslo: January 30, 2019
   - Nelson: February 5, 2019
   - Slocan: February 6, 2019
   - Salmo: February 19, 2019

J. **Winter Celebration**
   January 17, 2019 at 4:00 pm - 8:00 pm
   Location: Creston Valley Bakery, Creston, BC

K. **BCPSEA Annual General Meeting**
   January 2019
   Location: Vancouver, BC

L. **BCSTA New Trustee Academy**
   January 25 - January 26, 2019
   Location: Sheraton Vancouver Airport, Richmond, BC

M. **BCSTA Provincial Council**
   February 8 - February 9, 2019
   Location: Morris J Wosk Centre for Dialogue, Vancouver, BC

N. **BCSTA Meeting of Board Chairs**
February 21, 2019
Location: Sheraton Vancouver Airport, Richmond, BC

O. Talking Tables - 2018/2019 Budget Process
   April 5, 2019
   Location: Board Office, Nelson

P. BCSTA Annual General Meeting 2019
   April 25 - 28, 2019
   Location: Sheraton Vancouver Airport, Richmond, BC

Q. BCSTA Provincial Council
   April 27, 2019
   Location: Sheraton Vancouver Airport, Richmond, BC

   May 3, 2019 at 12:00 pm
   Location: Board Office, Nelson

S. Facilities Plan Family of Schools Consultation Meetings
   Meeting 2
   Family of Schools  Meeting
   Salmo  May 21, 2019
   Crawford Bay  May 22, 2019
   Kaslo  June 4, 2019
   Slocan  June 5, 2019
   Nelson  June 18, 2019
   Creston  June 19, 2019

T. School District No. 8 District Service & Retirement Banquet
   May 25, 2018 at 5:00 pm - 9:00 pm
   Location: TBA

U. School District No. 8 Graduation Ceremonies
   June 2019

18. ADJOURNMENT
The following Consent items are routine items received for information. Hard copies are filed at the Board Office.

1. Board Correspondence Package p. 10
2. Receipt of Record of September 11, 2018 Regular Closed and September 25, 2018 Special Closed Meetings p. 18
3. Receipt of June 1, 2018 Aboriginal Education Advisory Committee and Elders Council (AEACEC) and September 20, 2018 Indigenous Education Advisory Committee and Elders Council (IEACEC) Minutes p. 20
The following items were received by Trustees and the Senior Leadership Team via email. Hard copies are on file at the Board Office.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>DATE</th>
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<tbody>
<tr>
<td>1. J. Arril, Committee Clerk, Legislative Assembly of British Columbia, to C. Perkins, Superintendent, and L. Trenaman, Board Chair, School District No. 8 (Kootenay Lake), relative to provincial budget consultation.</td>
<td>Sept 20, 2018</td>
</tr>
<tr>
<td>2. S. Carr, Vice Board Chair, School District No. 42 (Maple Ridge &amp; Pitt Meadows), to Honourable D. Eby, Attorney General, and Honourable J. Darcy, Minister of Mental Health and Addictions, relative to legal action against pharmaceutical companies.</td>
<td>Sept 26, 2018</td>
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<tr>
<td>3. Honourable K. Conroy, Minister of Children and Family Development, to C. Perkins, Superintendent, School District No. 8 (Kootenay Lake), relative to Foster Family Month.</td>
<td>Oct 4, 2018</td>
</tr>
</tbody>
</table>
From: Finance Committee <FinanceCommittee@leg.bc.ca>
Sent: Thursday, September 20, 2018 8:04 PM
To: Christine Perkins; Lenora Trenaman
Cc: info; Board of Education; Cody Beebe; Rebecca Huscroft; Rebecca Huscroft; Dawn Lang; Bill Maslechko; Heather Suttie; Bob Wright; Sharon Nazaroff
Subject: Budget 2019 Consultation - Nelson Public Hearing

Dear Superintendent Christine Perkins and Chairperson Lenora Trenaman,

We are contacting you today to invite you to participate in the provincial budget consultation. Each fall, the all-party Select Standing Committee on Finance and Government Services conducts an annual consultation to collect input from British Columbians about what they want to see in the next provincial budget.

There will be a public hearing in Nelson on Wednesday, September 26 from 8:00am – 11:00am at the Nelson Curling Centre, Upstairs Lounge (302 Cedar Street).

Registration to reserve a spot to speak with the Committee is available online at or by calling the Parliamentary Committees Office at 1-877-428-8337 (toll-free in B.C.). British Columbians can also share their ideas by making a written, audio or video submission or by completing a survey; both options are also available online.

Recognizing your role in the community, we would also encourage you to share this information with any individuals or organizations you think would have an interest in the consultation. A poster and brochure with more information about the consultation are attached for your reference.

The deadline for all public input is Monday, October 15 at 5:00pm. The Committee considers all input to make recommendations to the Legislative Assembly on what should be in the next provincial budget. The Committee will release its report to the Legislative Assembly on or before November 15.

Further information on the work of the Committee is available on the Committee’s website: www.leg.bc.ca/cmt/finance. If you have any questions about the Committee, the consultation, or the information we have sent you, please contact us at 250-356-2933 (or toll-free in BC 1-877-428-8337).

Kind regards,

Jennifer Arril,
Committee Clerk
Parliamentary Committees Office
Legislative Assembly of British Columbia
Room 224 Parliament Buildings Victoria BC V8V 1X4
T: 250-356-2933
Toll-free in BC 1 877-428-8337 | fax: 250-356-8172
FinanceCommittee@leg.bc.ca
what are your ideas?

2019 BC BUDGET CONSULTATION

PUBLIC HEARING*

Nelson

September 26

Nelson Curling Rink (Upstairs Lounge),
302 Cedar St

Online registration for public hearings opens September 7.
Teleconference and first-come, first-served open mic opportunities will also be available.

For full details on all the ways you can participate, visit our website.

*Schedule subject to change.

LEGISLATIVE ASSEMBLY
of BRITISH COLUMBIA
Select Standing Committee on
Finance and Government Services

www.leg.bc.ca/cmt/finance
what are your ideas?

2019 BC BUDGET CONSULTATION

Third Tuesday in February
Budget 2019 presented

SELECT STANDING COMMITTEE ON FINANCE AND GOVERNMENT SERVICES

Phone: 250.356.2933 or Toll-free in BC 1.877.428.8337
Email: FinanceCommittee@leg.bc.ca
Web: www.leg.bc.ca/cmt/finance
@LegislativeAssemblyBC
@BCLegislature

PUBLICATION HEARINGS*

September 17: Dawson Creek
September 18: Prince George and Smithers
September 19: Masset
September 20: Campbell River
September 24: Vancouver
September 25: Cranbrook and Trail
September 26: Nelson and Kamloops
September 27: Kelowna
October 9: Esquimalt
October 10: Mission
October 11: Surrey

*Schedule subject to change

TIMELINE

September 7
Registration opens for public hearings

By September 15
Minister of Finance releases budget consultation paper

September 17
Consultation opens

October 15
Consultation closes: deadline for all input

October to November
Committee reviews input

By November 15
Committee issues report with recommendations

Third Tuesday in February
Budget 2019 presented

what are your ideas?

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How to Participate

Online registration for public hearings opens September 7. Teleconference and first-come, first-served open mic opportunities will also be available.

Provide written comments or fill out the online survey between September 17 and October 15: www.leg.bc.ca/cmt/finance/

Written comments can also be mailed to: Select Standing Committee on Finance and Government Services Room 224, Parliament Buildings Victoria, BC V8V 1X4

For more details on how to participate please visit: www.leg.bc.ca/cmt/finance

What is the Select Standing Committee on Finance and Government Services?

The Select Standing Committee on Finance and Government Services is one of ten permanent parliamentary committees established to undertake business on behalf of the Legislative Assembly. It is made up of nine MLAs, representing all political parties in the Legislature.

The committee is mandated by the Budget Transparency and Accountability Act, to hold a budget consultation and report on the results.

The Act also requires the Minister of Finance to release a budget consultation paper which is referred to the committee. The paper outlines the province’s fiscal forecast, key issues and how British Columbians can share their views.

This is your opportunity to have a say on the next provincial budget.

What issues affect you and your family?

Tell us what you think. From an online survey to hand written letters, there are many ways for British Columbians to provide input on the next provincial budget. There will also be opportunities to speak directly to the committee in communities throughout the province.

Do you have ideas to help make BC a better place to live?

Your ideas will inform recommendations the committee makes for the next provincial budget. Your input and the committee’s recommendations will be summarized in a report that will be publicly released by November 15.

The next provincial budget will be presented on the third Tuesday in February.

What do you think the priorities should be?

Your input matters!

In-person at a public hearing

Provide written comments

Fill out the online survey
September 26, 2018

Honourable David Eby  
Attorney General  
Parliament Buildings  
Victoria, BC V8V 1X4

Honourable Judy Darcy  
Minister of Mental Health and Addictions  
Parliament Buildings  
Victoria, BC V8V 1X4

Honourable David Eby and Honourable Judy Darcy,

At the September 19, 2018 public board meeting the Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows) approved the following motion:

"THAT the Board authorize the Board Vice Chairperson to send a letter indicating support to the BC Attorney General and Minister of Mental Health and Addiction with regards to their legal action against 40 pharmaceutical companies to reclaim costs associated with their part in the ongoing opioid crisis."

Sincerely,

[Signature]

Susan Carr, Vice Chairperson  
Board of Education

Cc:  
All Trustees  
Sylvia Russell, Superintendent of Schools  
Flavia Coughlan, Secretary Treasurer  
All Boards of Education c/o BC School Trustees Association
Dear Christine Perkins:

As Minister of Children and Family Development, I am honoured and delighted to once again proclaim October as Foster Family Month in British Columbia. It is the month that we acknowledge and celebrate foster caregivers for their invaluable support and commitment to children and youth placed in their care.

Foster Family Month is a marvelous opportunity to show our appreciation and thank caregivers for their incredible kindness and generosity in sharing their homes and their lives with vulnerable children and youth in care.

Since commencing my role as Minister, I have had the opportunity to travel around the province and meet with many amazing foster caregivers, as well as former and current children and youth in care. I have been continually struck by the strength of character and depth of commitment in these caregivers. They undertake heroic work which often goes unrecognized, and I invite you to help ensure these families know their work is appreciated.

The Ministry of Children and Family Development and Delegated Aboriginal Agencies provide supports and services for approximately 6,500 children and youth in care across British Columbia. Government relies on foster caregivers to provide day-to-day stability, care and support to these young people.

I encourage you to get involved – take time to host, celebrate, and participate in Foster Family Month appreciation events in your school district. Please join me in recognizing the important role of foster caregivers. Extend a heartfelt thank you, express your gratitude, and acknowledge and recognize the commitment and hard work of these remarkable individuals, and their families.

A new provincial recruitment campaign was launched on October 1, 2018, and will conclude March 31, 2019. In combination with regional recruitment events, the provincial foster caregivers’ recruitment campaign ensures that the ministry continues to support a vibrant and growing community of foster caregivers to meet the needs of British Columbia’s children and youth in care into the future.

The campaign consists of social and digital media, radio public service announcements, and a new, streamlined Web site, FosterNow.ca, with a direct recruitment focus. The messaging emphasizes success stories of real foster families and former youth in care and how foster caregivers have supported young people to achieve their full potential.

On behalf of the Government of British Columbia, thank you for your continued recognition and support of foster caregivers in your school district who care for this province’s children and youth in care.

Sincerely,
Original Signed by

Katrine Conroy
Minister of Children and Family Development
CALL TO ORDER - 3:05 P.M.

ACKNOWLEDGEMENT OF ABORIGINAL TERRITORY

INSERTIONS/DELETIONS TO PROPOSED AGENDA - Nil

CLOSED MEETING PROCESS

ADOPTION OF AGENDA

RECEIVING PRESENTATIONS/DELEGATIONS - Nil

CONSENT PACKAGE - Received

ADOPTION OF MINUTES

OLD BUSINESS - Nil

EDUCATION - Nil

FINANCE AND OPERATIONS
  Action - Property
  Information - Property

POLICY AND GOVERNANCE - Nil

HUMAN RESOURCES
  Action - Personnel
  Information - Personnel

TRUSTEE VERBAL REPORTS - Nil

QUESTION PERIOD - Nil

MEETING SCHEDULE AND REMINDERS

ADJOURNMENT - 4:58 P.M.
SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)
RECORD OF SEPTEMBER 25, 2018 SPECIAL CLOSED MEETING

CALL TO ORDER - 11:08 A.M.

ACKNOWLEDGEMENT OF ABORIGINAL TERRITORY

CLOSED MEETING PROCESS

ADOPTION OF AGENDA

OLD BUSINESS
  Action - Personnel

FINANCE AND OPERATIONS
  Action - Financial

QUESTION PERIOD - Nil

MEETING SCHEDULE AND REMINDERS

ADJOURNMENT - 11:38 A.M.
A School District No. 8 (Kootenay Lake) Aboriginal Education Advisory Council and Elder’s Council meeting was held in the Library, at Selkirk, College 10th St Campus, Nelson, B.C. on Wednesday, 1 June, 2018 at 12:21 P.M.

**PRESENT:**
- Gail Higginbottom – District Principal of Aboriginal Education
- Bob Wright – Trustee
- Danica Weager – Aboriginal Education Coordinator
- Bob Adams – Metis Elder
- Cecelia Luke – Lower Kootenay Band Elder
- Murray Shunter – Elder (12:56)
- Stephanie Lavallee – Teacher, Erickson – CVTA Rep
- Jesse Halton – Teacher, Slocan Family of Schools – NDTA Rep
- Rhonda Basil – Lower Kootenay Band Education
- Toni Appleby – AYWL, LVR
- Janet Zarchukoff – AYWL, Erickson
- Jackie Mynott – AYWL, PCSS
- Laurel Ewashen – AYWL, Canyon-Lister
- Sharon Nazaroff – Trustee
- Maurice Trudel – Social Worker, MCFD
- Sophia Watanee – Community Member
- Anita Early - CUPE
- Michelle Bennet - CUPE

**REGRETS:**
- Dr. Christine Perkins - Superintendent

**VIA VIDEO CONFERENCE**

**IN NELSON:**
- NIL

**CALL TO ORDER**

Danica W called the meeting to order at 12:21 p.m.

**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 #8.

**OPENING PRAYER**

Gail Higginbottom opened our meeting with a drumming song: The Traveling Song.
OPENING CIRCLE
Everyone introduced themselves in a round table fashion.

ADOPTION OF AGENDA
The June 1, 2018 Aboriginal Education Advisory Council and Elder's Council Meeting agenda was approved as amended.

ADOPTION OF MINUTES
The January 24, 2018 Aboriginal Education Advisory Council and Elder’s Council meeting minutes was approved. The minutes of the May 14, 2018 Conference Call were approved with the addition of a letter from Toni Appleby and notes from Gail Higginbottom.

ELDER’S PERSPECTIVE

BOB ADAMS—Nothing at this time.

CECELIA LUKE – Cecelia requested a copy of the minutes from the January meeting and the May conference call. When Murray Shunter gave her a summary of the May conference call she wondered why there was no consultation. She stated that consultation should be a part of Truth and Reconciliation and that without consultation the Council is not a team. Cecelia asked if there was a way to take a step back from the decisions already made for next year.

MURRAY SHUNTER – Murray told the Council how the Aboriginal Education program began at Trafalgar. Because, as a non-Indigenous person, he did not feel comfortable teaching Aboriginal Education culture, he brought in Indigenous people such as Josie Hern, hired then SD8 Jesse Halton and Danica Lee. The success of the program resulted in an increase in self-identification. With the decisions announced on the May 14 conference call he stated that despite Gail and Danica’s “best heart”, a huge step was missed in the process. He said that he had faith that the process will change and get better in the future and that he thinks more people need voice in decision making. He asked how centralized staffing and funding will help the Aboriginal Education Program and what the rational was for restructuring.

CECELIA LUKE - Cecelia said that she sensed too much tension to continue with the regular agenda and requested a Talking Circle.
LETTER FROM COUNCIL MEMBER

Letter from Council Member will be postponed to the next Aboriginal Education Advisory Council and Elder’s Council Meeting agenda.

DRAFT TERRITORY ACKNOWLEDGEMENT

Draft Territory Acknowledgement will be postponed to the next Aboriginal Education Advisory Council and Elder’s Council Meeting agenda.

ENHANCEMENT AGREEMENT RENEWAL UPDATE

Enhancement Agreement Renewal Update will be postponed to the next Aboriginal Education Advisory Council and Elder’s Council Meeting agenda.

AB ED TEAM MEETING PLAN: SELF-CARE AND CAPACITY

Ab Ed Team Meeting Plan: Self-Care and Capacity will be postponed to the next Aboriginal Education Advisory Council and Elder’s Council Meeting agenda.

BAA COURSE

BAA Course will be postponed to the next Aboriginal Education Advisory Council and Elder’s Council Meeting agenda.

STAFFING AND BUDGET

Staffing and Budget will be postponed to the next Aboriginal Education Advisory Council and Elder’s Council Meeting agenda.

EMPLOYMENT EQUITY

Employment Equity will be postponed to the next Aboriginal Education Advisory Council and Elder’s Council Meeting agenda.

3 YEAR GOAL AND PROFESSIONAL DEVELOPMENT
3 Year Goal and Professional Development will be postponed to the next Aboriginal Education Advisory Council and Elder's Council Meeting agenda.

FUTURE FOCUSED: STUDENT VOICE

Future Focused: Student Voice will be postponed to the next Aboriginal Education Advisory Council and Elder's Council Meeting agenda.

NEXT MEETING DATE

The next Aboriginal Education Advisory Council and Elder's Council Meeting is scheduled for the last week of June. Danica will confirm the date and notify Council Members.

ADJOURNMENT

The meeting adjourned at 3:07 p.m.
June 1 2018

NOTES FROM THE TALKING CIRCLE:

Toni Appleby– Toni was offended during the conference call when she heard Justice Sinclair’s words and the work of the TRC being used as a justification for the changes to the Aboriginal Education program. Toni then read a letter that she wrote to Justice Sinclair and passed out a letter from a teacher at LVR

Murray Shunter– Murray stated that he thought the fact that the Council was having the Talking Circle showed how the group is becoming stronger. He wonders if the pushing for higher graduation rates by connecting to culture better helps to keep kids in school because they feel better about themselves.

Gail Higginbottom– Gail asked the Council to consider how it can move forwards working respectfully together and how to move forward in a good way and keep the students at the center of our thinking.

Maurice Trudel – Maurice introduced himself. He pointed out that there is no youth on the Council and that the Enhancement Agreement calls for youth to have a voice. He thought that the Aboriginal Education program did a good job of bring the kids into the program but may not be doing a great job at keeping them. He wondered if we are doing kids service by creating a separate space and activities for Aboriginal students or are the schools creating a divide by segregating the programs. He thought that Gail and Danica should hold each other accountable to always use an Aboriginal lens when making decisions. He believes that the Tribes best know what is good for their community regardless of Justice Sinclair’s direction.

Sophia Watanee – She mentioned that as a former Aboriginal student, Aboriginal Education programing should be based in the classroom and available to all student.

Sharon Nazaroff – Her truth is that appreciates being a part of this group. She identified that her role on the Council is to listen and have the opportunity to take the information to the Board and the community.

Anita Early – Anita explained that her role is to try to protect the people being affected by the changes.

Michelle Bennet– Michelle said that her role was all about the kids and all about the CUPE members. She expressed that she was honored to be at the meeting.

Bob Adams– Bob expressed confusion about the changes to the Aboriginal Education program and asked to have the changes and the rational outlined for him.
Jesse Halton—Jesse had a question for Christine—“When the voices of the Indigenous community that you are serving say to your actions ‘This is not working,’ how do you respond?”. He says that he is being questioned by students, parents and teachers about the changes and he doesn’t know how to respond. He mentioned that in the past, changes to position titles and job descriptions were done in consultation with the NDTA and asked why there was no consultation this time. He feels that there is an extreme loss of focus on culture with the changes given the push for academic success. He also noted that the Employer has nothing in place for Indigenous people who work in Indigenous programs who are suffering Intergenerational Trauma.

Bob Wright—Bob stated that each time there is a new Superintendent there is some turmoil into the council. The council has come a long way. The program will always change the Council needs to focus on continuing to support the kids. He is still not sure what the turmoil is about because missed the last meeting.

Rhonda Basil—She doesn’t have information on the changes because there was no consultation and she can’t tell her community what is going on.

Cecelia Luke—Cecelia wants to know with the rational for the changes is. She also would like budget reports. She asked what part of the Audit results caused the current situation. She asked for assurance on future consultation processes. Her own children use the Aboriginal Education room as a space to feel comfortable and safe and believes that all kids should be invited to use the safe space. She hopes that the Aboriginal Education room will stay. She also missed the conference call and doesn’t understand what the changes look like.

Jackie Mynott—Jackie recently received her layoff notice. She don’t object to change but not being consulted upset her. She is disappointed at the process. She reinforced that she believes that trust is especially important because the Indigenous community has been take advantage of for so many years. Jackie said that the students at her school started and signed a petition to keep her at the school, which made her feel respected. She wants to know the rational for the changes. She wants someone to talk to the students and families about the changes. Kai L didn’t understand the changes and hasn’t had any communication about the changes.

Stephanie Lavallee—Stephanie missed the conference call and doesn’t know the details regarding the changes.

Laurel Ewashen—Laurel shared her background as a social worker in Williams Lake working with children and families affected by residential schools. She said that she really didn’t know what the upcoming changes are but feels that change needs a vision from the people making the change. She would like people to looks to the Aboriginal Enhancement Agreement to guide change and new Administration should look to the agreement for decision making. She believes that in order to heal the current situation everyone should put children at the
forefront. She worries about phasing out the Enhancement Agreements. Laurel
told a story about a child that she supported wanting to deny her heritage.

Janet Zarchukoff – Janet was involved in discussions about the changes at the
beginning of the process but then was left out of the details at the end and told by
Gail that Gail wasn’t allowed to talk about the upcoming changes. She said that
she was feeling vulnerable about the changes. She believes that the Lower
Kootenay Band should have a voice in any Aboriginal Education changes. She is
unsure how to transition the Gr 7’s because she doesn’t know how the students
will be supported next year.

Murray Shunter – In his opinion the District has a history of top down decision
making. He wonders if the District is embarrassed about current graduation rates
and are they making changes to Aboriginal Education to improved graduation
rates.

Gail Higginbottom – Gail said that she heard loud and clear that the Council
needs more depth to the minutes of the conference call and a clearer
understanding of the rationale behind the decision that were made. Gail will add
more detail to the minutes of the May conference call. As a brief overview Gail
said that Canyon Lister stays the same and Erickson stays the same. The PCSS
changes were based on conversation with Jackie and are intended to build more
of a team. Jackie will work at PCSS two days a week. Teachers Kai and Jeff are
to support students through a teaching lens. The integration of the changes will
be hammered out in September in AbEd school planning. If students are in crisis
when Jackie is not there students will be able to turn to other departments for
support. Targeted funds will go to one AYWL and two teachers. The AYWL will
also support Homelinks and Wildflower. Gail said that she will have a discussion
specifically about PCSS changes with those affected at a later date.

Murray Shunter - Murray worries that Gail doesn’t have the power in her position
to follow the Enhancement Agreement and asks that Gail take the information
back to take to the Board Office and ask that the changes be postponed until
further consultation can occur.
May 19, 2018

To: Justice Murray Sinclair, Truth and Reconciliation Commission Canada

Tansi
My name is Toni Appleby and I work in British Columbia for SD8 as an Aboriginal Youth and Family worker. I also sit on our school districts Aboriginal Advisory Council. My heritage is Metis by Cree decent and I serve my local community as the current Cultural Coordinator and previously as Women's Rep.

I live on Sinixt Traditional territory, amid the chaos of 5 overlapping land claims (Ktunaxa, Okanagan, Shuswap and Colville tribes also claim title here).

I am writing today to ask if you would be willing to clarify the spirit and intention of TRC’s Calls to Action, as they are being used to justify a centralization of our current staffing model that will result in significant reductions in cultural services, programming and resources for aboriginal youth in my school and across our district. It has already significantly reduced indigenous capacity by disrupting most of our existing aboriginal staffing and is causing deep divisions between our administrators and the community.

In a recent conference call your name and work of the TRC was referenced and used as justification for this policy shift and this is why I am asking for your comment.

We have recently hired both a brand new District Superintendent and an equally new Aboriginal District Principal and have a provincial audit looming next year.

Our Aboriginal Advisory council has been a strong and active voice for our communities and was involved directly in the hiring of both these positions but have in turn have been cut out of the decision making process.

The aboriginal community was not consulted prior to the decision to centralize staffing. We historically have taken part in decisions around staffing (including veto rights and the decision to hire a new district principal) and have had real input into hiring committees and changes of this scale in our district.

I was not told about the changes to my program until two months after decisions were solidified. Although they initially apologized for their oversight and lack of consultation (strategically cancelling a key advisory meeting which would have not supported their position) they are still continuing forward their plan despite our clear opposition. Our values and needs have not been represented in this decision and services are being cut with no way to fill the void.

The only consultation prior to this decision was among existing administrators, none of whom has ever (not even once) come and sat in on a classroom session, attended a feast or come out to a cultural event. The aboriginal staff who actually works with students and families has not been adequately included in the decision making process- but it is these frontline aboriginal jobs that have been the ones affected.

We have a signed, policy document in our district called the Aboriginal Enhancement Agreement which speaks to a partnership between our district and communities. (See attached) The goals of this agreement are:
1. Enhance the Aboriginal student’s sense of belonging, pride, and identity
2. Improve the success of all Aboriginal students-not only academic success
3. Improve connections between Aboriginal students, families, communities and schools

October 9, 2018 Board Meeting Page 27
4. Improve awareness of the history, culture, diversity, and issues related to Aboriginal students

There has been suggestion from senior district staff that Enhancement Agreements of this kind are outdated, anachronistic and soon to be phased out provincially.

Currently, I have a highly successful cultural program that delivers services to 133 aboriginal students between grades 9-12. (Attached is our current semester schedule) This is aprox 20% of our overall school population. We have a competent, functional and mostly aboriginal team at our school, with staff and programming for both cultural and academic supports and as well an amazing overall coordinator. Last year we created a beautiful new aboriginal classroom and our program is vital and flourishing. We engage deeply -and successfully- with our school teaching staff and are very active in the indigenization of our curriculum.

Our program has served as a locus for our aboriginal community in an area with no friendship center or band supports. The cultural and land based experiences we specialize in are designed to mitigate and offset the gaps our students face and provide a healthy attachment to their school community. We reach out to families and community with food, resources and programming.

It is a perhaps a unique model, but it is working and provides a sense of pride, ownership, belonging and inclusion. The kids actually came up with a motto for what we do "Living Aboriginal Culture" and proudly wear it on their on their orange shirts. Many of our students are at-risk -youth. This program is their touchstone and safe place at school. It contributes to their attendance and retention in the education system. Our classroom provides essential services that promote healing our community. We are land based, local and provide authentic culture and experiential learning for all students in our school.

The BC Ministry of Education provides $1060- per aboriginal child to our district annually, this total for our school amounts to $140,980- this year. We currently spend aprox $100,000 on staffing and have requested another 2 days (Academic EA) wages for boosting academic supports.

Until now I have had an operational budget of $2000- per month/ $20,000- per school year to run this program (it goes to lots of food, field trips, busing, honorariums for elders, outside workshops and training, tutoring, cultural crafting materials, camping gear, supplies for classroom indigenization, community gatherings, band aids, atal atals, rubber gloves, kleenex, duct tape, sweetgrass, water bottles... etc, etc, etc) This currently amounts to 14% of the overall amount our students bring into our school and supports them directly.

The new model initially reduced our funding by 85% - to $3000- per year which is 2% of the targeted funds theses students are meant to receive. After fierce opposition we are told we will now receive $8000- for the year (again 5% of overall yearly budget) leaving us $12,000- short for students next year.

The money is being taken to support a new district level teaching position that seeks to indigenize all 23 of our schools by educating teachers and staff. (In a district already budgeting $857,000- for teacher Pro -D over the next few years)

This will not support daily programming in schools. We have a huge district geographically spread out over many communities and this policy change draws funding from all of them. Physically it will be impossible for one person to adequately deliver services to all schools. (Let alone $32,980- worth -the balance at issue in my school. ) While this approach might work for
smaller schools without robust aboriginal programming, for our school it will result in a significant reduction of capacity. Diverting the resources out of the schools also significantly affects our community’s ability to gather and connect to our culture.

This top down, standardized approach does not reflect the needs and diversity of our students and families and destroys healthy existing school culture. It also represents a shift from our cultural programming to a stated academic agenda. The teachers at my school have spoken at the last school board meeting and approached their own union in support. They see clearly, and have stated that this is reducing capacity and directly removing services from students. They have asked for the position to be withdrawn. Myself and other CUPE members have also engaged to oppose this within our union. Families have not yet been notified of the proposed changes and as the school year is winding down probably won’t be consulted either.

This is not the relationship I wished to have with my new admin team. Trust has been broken. Until recently our program was seen widely as one of the most successful in the district and fully supported- and now- although my job itself has not yet been questioned, my capacity to serve my community has been significant altered. I am also a parent, and the breadwinner in my family, so my resistance makes me vulnerable, but clearly it is my role to advocate for aboriginal youth and their needs in my community.

It hurts me to hear your Recommendations and the Calls to Action used silence the people it was meant to support. As I sat through that call, I wondered if this is really what you had in mind for Reconciliation when my administrator heard you speak about education?

Thank you for your time and all the wisdom you have always shown our nation.

Toni Appleby
Friday, June 1st, 2018

To Whom it May Concern,

Please allow me to describe my experiences with the LVR aboriginal education department and its staff during the 2017/2018 academic year.

One of my first impressions of the program was its welcoming atmosphere. It's staff, Toni Appleby and Karl Machado, speak highly of student's accomplishments and continually seek new opportunities to connect staff, community members and elders with our students. The Aboriginal Education room is a remarkable achievement. It a museum, a hub of creativity and a safe place for students. LVR Aboriginal Education Students are proud of their heritage and regularly display their attachment to the program.

Collaborations between my biology classes and the Aboriginal Education Department were extensive this year. In the first semester, fifty students were involved with bird of a prey dissection overseen by Toni Appleby and Mark Tinholt. The activity began with a smudge. Students where shown how to preserve the animals. First nations uses and respect for the artifacts were emphasized. At the end of the activity, each student received an eagle feather, a symbol of enormous importance to British Columbia’s first nations. In the second semester, Toni shared her knowledge of North American animal skulls with students. By the end of the class, each student was able to determine whether the skull was from a herbivore, omnivore or carnivore while blindfolded. Recently Toni took two classes on a walk immediately beyond the school property where she described the ecology and first nations uses of approximately twenty-five trees and plants. Plans to continue the above, as well as to integrate first nations knowledge of fish and frogs into existing senior biology lessons for the 2018/2019 academic year have been set in motion.

In my seventeen years as a teacher at six schools high schools, I have yet witness a first nations initiative working effectively as the LVR Aboriginal Education Department. My hope is that funding for this program is maintained for the upcoming year. I look forward to continued collaboration with the department as we work towards the ultimate goal of understanding, respect and first nations reconciliation.

Sincerely

Gregory Munby, BSc., MEd.
Biology Teacher, L.V. Rogers Secondary School
Nelson, British Columbia
INDIGENOUS EDUCATION ADVISORY COMMITTEE
AND ELDERS COUNCIL MEETING
MINUTES
School District No. 8 Kootenay Lake, Board Office 570
Johnstone Road, Nelson, B.C.
TUESDAY, September 20, 2018
12:30-3:00 P.M.

PRESENT
Gail Higginbottom - District Principal of Aboriginal Education
Lenora Trenaman - Trustee Alternate
Dr. Christine Perkins - Superintendent
Bob Adams - Metis Elder
Sacha Kalabis - Principal, Wildflower School
Rhonda Basil - Lower Kootenay Band Elder
Maurice Trudel - Metis Community Member
Don Courson - Metis Elder
Jesse Halton - KLTF Teacher Representative

VIA CONFERENCE CALL
Nil

REGRETS
Anita Early - CUPE Representative
Bob Wright - Trustee
Sharon Nazaroff - Trustee

Gallery
Danica Weager - Indigenization Coordinator
Toni Appleby - AYWL, LVR
Janet Zarchukoff - AYWL, Erickson
Stephanie Lavallee - Teacher, Erickson

1. CALL TO ORDER
District Principal Higginbottom called the meeting to order at 12:51 pm.

ACKNOWLEDGMENT OF ABORIGINAL TERRITORY
We acknowledge, respect and honor the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District#8.

2. APPROVAL OF MINUTES
The minutes of the June 1, 2018 Aboriginal Advisory Committee and Elders Council Meeting where approved with corrections.

OPENING PRAYER
G. Higginbottom and D. Weager sang the Cherokee Morning Song

3. OPENING CIRCLE
Passing of the feather: all members of the circle introduced themselves and their role within the advisory council. The feather was then placed in the center of the circle.
4. **ADDITIONS TO THE AGENDA**

   The September 20, 2018 Indigenous Education Advisory Council and Elder’s Council Meeting agenda was approved as amended: add Gallery Comments and Questions

5. **ELDERS PERSPECTIVE**

   a) Elder Adams had nothing to share.
   b) Elder Don shared his concerns regarding self-identification of individuals as Elders prior to being formally recognized by the local Indigenous Community. He will provide SD8 with a list of officially recognized Elders within the area with identified skill sets and areas of knowledge to share with our children and educators. Elder Don asks that, if an individual approaches the Board as a self-identified Metis Elder, they be referred to him.

6. **DISTRICT PRINCIPAL HIGGINBOTTOM PRESENTATION**

   Slideshow Presentation

   a) Council Member resignations
   b) Enhancement Agreement renewal update
   c) AbEd team meetings plan: Self-care and capacity
   d) BAA course
   e) Staffing, budget, and surplus
   f) 3 year goals
   g) Future-focused: Student voice
   h) Professional development
   i) Committee updates and guiding principles and protocols
      a. Companion document created to help guide the Advisory Council
   j) MOU’s
   k) Equity scan

7. **RECOMMENDATIONS FROM THE ADVISORY COMMITTEE**

   a) Draft Territory Acknowledgement

   **Feedback:**
   - Elders Bob and Don asked that term Metis be added
   - J Halton recommends that “traditional territories and nations” and “land” be capitalized
   - Elder Don noted that Metis and First Nations have a Homeland rather than a Territory. Add Homeland
   - T. Appleby expressed appreciation for acknowledging all the groups of People individually
   - J. Zarchukoff asked that the word “respect” be incorporated into the document
   - Simplify to say “land”

   **General discussion: the use of the term Aboriginal vs Indigenous. Aboriginal is the legal term used by some levels of government and Indigenous People. Indigenous means connected to the land**
The consensus was to leave the term Aboriginal in this draft of the document for now.

b) Employment Equity

- District Principal Higginbottom asked if the Council wanted to make a formal recommendation to the Board regarding employment equity

- General discussion: included clarification from Superintendent Perkins regarding the process currently in place to formalize employment equity within the District, clarification of current employment equity language in teacher job postings and acknowledgement that employment equity is critical for our student learning environments.

- Next Steps: The Committee will bring a formal recommendation to the Board regarding employment equity. District Principal Higginbottom will draft the recommendation.

c) Committee Membership 2018-2019

District Principal Higginbottom introduced the new membership structure which was created to align with new Board Policy 100.

Feedback:
- A cross-section of Elders from this Territory, Inuit, First Nations, Non-Status, Metis, Non-Indigenous
- Youth representation possibly have alternates if students are unable to attend.
- Trustees will change after the election.

d) Surplus

Last year the surplus went predominantly to student support.

Feedback for this year:
- More resources in schools - specifically high school
- Create a small “flexible” budget at the school level
- Employee recognition
- Posters role models
- Elementary focused event
- There may be opportunities to partner with the Nelson and Area Metis

8. NEXT MEETING

The next Indigenous Education Advisory Committee and Elders Council Meeting are scheduled for:
- November 1st, 2018 at 9:00am PST to 3:00pm
- February 14th, 2019 at 12:30pm PST to 3:00pm
- April 5th, 2019 at 12:30pm PST to 3:00pm

All meetings held at the Nelson School Board Office

9. QUESTIONS FROM THE GALLERY

Why is there only one CUPE rep and one KLTF rep? This does not provide representation from both sides of the District. Answer: SD8 has one support staff
Union and one teachers Union. A recommendation was made to alternate representation between east and west sides of the District.

Could the surplus be put towards supporting at-risk youth? Example: Project Connect.

Will the Territory Acknowledgment be part of the Board Policy 100 framework?
Answer: It will be incorporated into Board Policy, not 100's.

10. **ADJOURNMENT**

The meeting adjourned at 3:06 pm
Aboriginal Education, 2018-2019

Aboriginal Advisory Council and Elder’s Council:
September 20, 2018
A Year of Growth, Learning, Successes!
Celebrating 2017-2018
Jingle dress students, from Blewett
• Aboriginal Education team meetings: hosted 4 last year

• Territory Partnership research and meetings to build partnerships with: Okanagan Nation Alliance – Osoyoos; Sinixt out of Washington; Secwepemc out of Enderby

• First steps taken to understand, define, and acknowledge traditional territories and formal conversations about territory acknowledgement and future partnerships have begun

• Signed LEA with Yaqan Nuki and an increased invitation to staff at Yaqan Nuki for SD8 Pro-D

• A blend of integration and “pull out” for ABED programming

• Wrap around programs and Restitution circles for high risk youth….
And it continues...

- Enhancement Agreement Community Consultations began: Salmo, Kaslo, Slocan.
- District Events: Dance Locale – partnership with Capitol Theatre; 8th Annual Pow wow + Grad Honoring; Youth Leadership Conference
- Orange Shirt Day – recognized across the district
- 2 Elders to FNESC from District Aboriginal Advisory Council
- District Pro-D: Indigenization of Curriculum, Aboriginal Circle, K-12 Indigenization II
- Wide variety of school based cultural teachings and local knowledge keepers inside the schools!

And much, much more! We have so much to celebrate inside Aboriginal Education in SD8!
Josie Fullerton: sends support to this council as she steps down at this point. She has enjoyed sitting on this committee and looks forward to seeing its continuation.

Elder, Cecelia Luke: feels at this time she wants to step down from this council, but would like to be involved directly with students in new ways in the future.

Laurel Ewashen: sends warm thoughts to all with deepest respect for the council.
Enhancement Agreement Renewal

2017-2018
- Community consultations in Kaslo, Slocan Valley, Salmo

2018-2019
- Community consultations in Creston and Nelson
- Consultation at November IEACEC meeting with partner nations
- Student circles at each school with students grade 6 and up
- Draft EA for review with IEACEC and School Board
- Community signing celebration
ABED Team Meetings: 2018-2019

- Will meet 2-3 times / year
- Each meeting will have a focus on self-care - staff request
- Usually hosted at Ainsworth Hot Springs, to honour the Lower Kootenay Band’s welcoming home of Ainsworth!
BAA Course

- New grade 10-12 credit course in the district
- Designed collaboratively by two ABED teachers: Ki Louie (PCSS) and Alastair McKay (JVH)
- Available for all students in grades 10-12 in the district
- Course counts toward graduation
- This is a locally developed course, which honours Aboriginal leadership inside the school and community
Staffing

23 staff total, including Danica and Gail
ABED BUDGET... ABED budget at a glance 2018-2019

- Salaries
- School Cultural Flex funds
- FNESC X4: 2 district ABED, 2 ABED staff
- Scholarships
- District Travel
- IEACEC + AGM travel with Nations
- Student Equity
- Team Meetings
- School Flexible spending $
- Pow Wow + Grad Honouring
- Set BC storytelling – Nation guests

Surplus this year: $15,000
1. Grow Aboriginal Education academic support in literacy and numeracy through land based learning.

2. Provide opportunities for students to share their individual stories: “The truth about stories, is that’s all we are” T. King.

Future-Focused: Student Voice

● Student leadership initiatives to run in each secondary and middle school this year
● Initiatives unique to the needs and interests of students at each school
● Student involvement in the planning of district wide initiatives (pow wow, conferences, etc.)
Focus Learn Excel

Reconciliation Through Education

“Education is what got us into this mess ... but education is the key to reconciliation.”

Honourable Murray Sinclair, Senator (Former Chair, TRC)
Committee Updates and Guiding Principles and Protocols

- AEACEC as a Working Committee of the School Board (Board 100)
- Committee structure as adopted by the School Board
  - Membership, Mandate, Terms of Reference
- Guiding Principles and Protocols
  - Values, responsibilities, role descriptions, meeting structure, communication, code of conduct, conflict of interest, confidentiality
MOU’s

SD 8 Territory Partnerships
Aboriginal Student Success

- Coherent and Aligned
- Committed to Action
- Personalized and Evidence-informed
- Timely Supports and Response
- Cultures of Reflective Practice

Student Achievement

- Equity
- Implicit Bias and Privilege Aware
- High and motivating expectations for all
- Confident Learners with sense of belonging and identity
- Culturally Relevant
- Includes Aboriginal Worldviews and Perspectives
- Connected to Family and Communities
Topics for Guidance + Recommendation
SD 8 Territory Partnerships
Draft Territory Acknowledgement:

SD8 acknowledges the Sinixt (Lakes), the Syilx (Okanagan), the Ktunaxa, and the Secwepemc (Shuswap) peoples on whose traditional territories we are honoured to work upon. We give our thanks to these nations for maintaining the beauty and safety of waterways, mountains, and lands. We also honour all Aboriginal peoples who reside within this traditional territory.

Feedback?
Employment Equity?

Sample: “Re: Employment Equity – Aboriginal Employees The parties recognize that Aboriginal employees are underrepresented in the public education system. The parties are committed to redress the under-representation of Aboriginal employees and therefore further agree that….”


Feedback?
Surplus Spending 2017-2018

- Leadership Conference - added $
- School Special Projects Fund
- Elders/Additional staff to FNESC
- Pro-D – Indigenization guests from Vancouver
- Elder Film Galas
- Enhancement Agreement consultation meetings
- New District Resources

Last year: $98,000 in surplus
This year: $15,000 in surplus

Good news: targeted funds were spent!

Guidance for this year’s surplus?
# Membership

<table>
<thead>
<tr>
<th>District Principal</th>
<th>Gail Higginbottom</th>
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<tbody>
<tr>
<td>2 Trustees</td>
<td>Sharon Nazaroff, Bob Wright</td>
</tr>
<tr>
<td>1 Principal or Vice-Principal</td>
<td>Laury Carriere / Sacha Kalabis</td>
</tr>
<tr>
<td>1 Teacher</td>
<td>tbd</td>
</tr>
<tr>
<td>1 CUPE</td>
<td>Anita Early (Executive seat)</td>
</tr>
<tr>
<td>Indigenous Reps</td>
<td>Metis Nation, Ktunaxa Nation, ONA, Colville Confederated Tribes, Secwepemc</td>
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<tr>
<td>Elders</td>
<td>Does the council have recommendations for this year?</td>
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Students – 2 students will be invited to all meetings moving forward.
Indigenous Education Advisory Committee and Elders’ Council

Guiding Principles and Protocols

Mandate

To provide a venue for shared decision-making, goal setting and communication between all Aboriginal communities and the District.

Values

Our Indigenous Education Advisory Committee and Elders’ Council (IEACEC) believes in:

- Honouring the traditional territory of Sinixt (Lakes), the Syilx (Okanagan), the Ktunaxa, and the Secwepemc (Shuswap) peoples on whose traditional territories we are honoured to work upon and recognizing the importance of their leadership role in Indigenous Education;
- Honoring partnerships with the Metis Nation;
- Making “Our children our focus” – the IEACEC 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 Indigenous worldviews;
- Sharing responsibility in providing quality education for our children and families;
- Respecting and honouring the cultural diversity with the Indigenous community;
- Working together in the spirit of cooperation ensuring a safe, respectful environment for voices to be heard

Responsibilities

Our Indigenous Education Advisory Committee and Elders’ Council (IEACEC) will work in partnership with School District #8 to:

- Support the District Aboriginal Education team
- Support and provide feedback for the revision and renewal of our Enhancement Agreement
- 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

Composition
The composition of the IEACEC is determined under Board Policy 121 and reviewed by the Board of Trustees.

● District Principal of Aboriginal Education
● 2 Trustees
● 1 Principal or Vice-Principal
● 1 Teacher
● 1 CUPE
● Indigenous Reps
● Elders

*in addition, 2 students from the Indigenous departments will be invited to attend.

We ask all members to attend four meetings per year and guests travelling from partnership nations at distances greater than the boundaries of SD8 to attend the Annual General Meeting only in November of each year. Members will agree to sit on the IEACEC for a two-year term. Membership is voluntary. Members of the public are welcome to attend as members of the gallery.

Chairperson Role Description

The meetings will be chaired by the District Principal of Aboriginal Education. The chairperson will ensure that meetings are respectful and that each members’ voice is heard. The chairperson will ensure that meetings start and end on time. The chairperson will develop the agenda for each meeting with the support for the Executive Assistant.

Clerical Assistance

Clerical assistance will be provided to the IEACEC through district secretarial support. The secretary will be responsible for preparing and sending out agendas, taking and recreating minutes, sending out meeting invitations, booking rooms, and ordering lunch.

Elder Role Description

The IEACEC believes that we cannot do this work without the support and guidance from our Indigenous Elders. We deeply honour and respect the Elders in our community and are grateful for their engagement with SD8. Elders will be supported to attend meetings and will be compensated with an honorarium for their time in addition to travel expenses. Elders will be identified by their communities and invited to join the IEACEC by the District Principal of Aboriginal Education. It is essential that our Elders’ voices are heard and respected at the meetings and each meeting will include a standing agenda item of “Elders’ Perspective” to ensure that our Elders have space to share and contribute.
SD8 Student Role Description

Aboriginal students are invited to participate on the IEACEC for a one-year term. Students will be supported and encouraged to attend by a youth worker/teacher/principal at their school and this person can liaise with the chairperson to ensure students are able to attend. Students will be asked to provide guidance and advice on issues relevant to Aboriginal students in SD8. Students will be provided with transportation to attend meetings.

Meetings

- Four meetings per year including one Annual General Meeting with nations outside SD8 boundary.
- Meetings held at SD8 school board office in Nelson
- Meetings run from 12:30-3:00 and include lunch

Communication

Agendas and minutes from previous meetings will be sent out one week before the meeting. Agenda request items must be emailed to Chair Person at least two weeks prior to the meeting date. Meeting invites will be sent out at the beginning of each school year via calendar invite. Minutes from each meeting will be provided to the Board of Education by the Executive Assistant.

Code of Conduct

Treat people with respect, caring, and kindness
- Bring out concerns in a good way
- Be considerate of others
- Reciprocal respect to all members of the committee

Be respectful of all cultural beliefs and customs
- Have respect and honour for all beliefs and customs
- Act and speak with pride and dignity of all peoples
- Honour the belief of supporting unity amongst all people

Respect opposing points of view and work cooperatively towards a common goal
- Be appreciative of diversity, honest with opinion, and respectful of others even in disagreement

Provide support for one another by:
- Working cooperatively with each other to solve problems and support mutual concerns.
- Honouring and respecting commitments to family, community and organizations.
- Supporting and working towards ongoing development of the program.
- Recognizing that all individuals bring benefits and insight to the circle from their diverse life experiences.
Committing to information sharing, cultural reinforcement, life-long learning and a holistic approach to child and family development.

Approach discussions with a clear mind by:
- Attending meetings on time, in a proper frame of mind.
- Welcoming information and guidance from all.
- Constructively sharing points of view and suggestions.
- Recognizing that time and energy may be limited.
- Endeavoring to keep disagreements and controversies impersonal and thereby promote unity.

Conflict of Interest

Duty
Each member will act in utmost good faith towards the IEACEC. No member shall place his/herself in a position where there is a conflict between duties as a IEACEC member and other interests including positions within the district.

Disclosure
There may be times at which a member may find him/herself within a possible conflict of interest. Every IEACEC member will disclose any possible conflict of interest and remove his/herself from the discussion until the conflict matter has been dealt with.

Time of Declaration
A member will disclose any conflict of interest at the first possible meeting when the issue will be discussed.

Confidentiality

The following are not within the mandate of the IEACEC:
- Personnel matters: HR and Labour Management issues
- Personal and confidential information on students, parents, teachers, other employees, and members of the school community
- Performance or conduct of individual employees, students, parents, and members of the school community
- Terms and conditions of employment contracts: CUPE, TF, PVP/Exempt

Members will not divulge information that has been termed confidential concerning any matter, e.g. students, staff, projects, proposal submissions to any person, whether they are directly involved or not. Any member who breaks confidentiality may be removed from the IEACEC.

Reviewing the Guiding Principles and Protocols

The IEACEC will review this document each year at the September meeting and suggestions for changes will be communicated to the Board of Education.
Call to order _10:13 am____

Late agenda items – additions to Agenda
   Nothing added

Acceptance of previous of meeting minutes:

Point of Clarification: RW - Got clarification at last meeting in item number 9. RW to detail further.

Accepted

2018/2019 Chair: Carol Sanders
Secretary: Kyla Allenback
<table>
<thead>
<tr>
<th>Item/Description</th>
<th>Notes/Actions/Responsibility</th>
<th>When Expected</th>
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| 1. VIWP Incidents | JSAC supports the effective response to violent incidents to include or be compliant with the following:  
1. Effective processes  
2. Incident reporting and/or non-reporting  
3. WorksafeBC regulation  
4. Training  
5. Documentation  
6. Communication  
7. Confidentiality  
8. Follow-up/reporting  
JY/JK – spoke about the importance of documentation.  
Action: (September 28, 2017) – BM to check on memo and re-send or create before next meeting.  
Action (Nov 2, 2017): - BM Will continue to investigate. Will re-send ASAP. | JSAC will continue to monitor all aspects of the violence in the workplace process including the promotion of a culture that encourages the creation of a safe workplace free from violence.  
UPDATE: (May 25, 2017) LB will send out a memo in June 2017 to all sites and site safety representatives about the need to record all VIWP incidents as well as “near misses” on the M17 form as well as the requirement to discuss these reports at the monthly meeting.  
UPDATE: (Nov 2, 2017): BM is still searching for templates.  
UPDATE: (Feb 15, 2018): BM – received files previously held by LB. Has not found templates or memos yet. Since Sept, not a lot of reporting.  
UPDATE: (May 24, 2018): PB - VIWP reports from schools. Need to re-affirm that the forms should be processed immediately. Need to send strong message to schools to all parties that if/when you complete, it should be signed off and sent in. Not sit on them and send them in all at once. Could be tied to schools not having functional safety committees. Next year send out messaging early in the year about compliance.  
BM – that site has an active safety committee. Individuals are not new to the committee. Was addressed at PVP. Has been better in the past month. Committees are only active in about 30% of our schools.  
Would be advantageous for JSAC to review VIWP reports, and work with site safety committee to address what/where issues are.  
Clientele is changing. Expectations of full inclusion. Rise in violent incidents. EA’s are expected to work in those situations. Incidents are not being followed up on. We should be more preventative. Also have full disclosure to TOC and EA’s.  
Help prevent situations occurring if more info at the onset of the day.  
MS- what are we doing in terms of dealing with, what sort of policies/procedures for students transferring in from other districts in the new year?  
PB – should recommend that students
coming in that have been identified as having SN, student should not be attending school until all that information has been received to avoid incidents
BM – last meeting we identified topics that needed to be discussed with HR, Super, Ben and Scott. They have been presented a list, we are awaiting answers.
GP – Bus drivers have not been included in these violence reports. Scott R – Safe Schools has been reviewing bus driver incidents
BE – Explain Violence/Risk Assessment Process. TV reports separate from Violence risk assessment. If multiple reports, BE would then meet with the school to work with them on safety/behavior plan. If you see more than 1 report, BE would like to see it re-assessed.
MS – documented cases of TTOC’s not being fully informed.
BE – If series of reports have been submitted, would look at root cause of behaviors. Intensive Behavior Intervention. Have 1 staff trained and another in process of being trained.
PB – takes roughly about a month for 1 student for this process. Currently 1 teacher trained. Process is slow.
BE- Prioritizes need. Results have been shown when plans have been put in place. Will continue to work with school teams. Continues to include funding in the budget for specialized training. Feels it is very important for all support from secretaries to teachers as a team approach.
PB – not privy to full scope of the process. Only gets one piece of the puzzle.
BE-documentation helps for the funding process for qualifying for Intensive Behavior training. Training at site for importance of the documentation.
RW – when reports are submitted, how do we know when the loop is closed in the process?
JK – what is being done at site level for site safety committee’s accountability?
BM- messaging has come directly from Super to PVP.
CS- follow up not being done, creating a feeling of not valued and supported due to this.
BE – Needs to be some sense of reporting back from district level.
### 2. Site Safety Compliance

JSAC supports the effective presence of effective site safety representation that includes:

1. Regular monthly meetings
2. Incident investigations
3. Site inspections
4. Training
5. Promotion and sharing of safety related issues,
6. WorksafeBC compliance

Discussion about the topics, concerns, issues, etc. that we heard from the JOHS committees on March 31, 2016.

LB – it was noted that the majority of issues discussed by the committees were about what is considered routine and specific to their site such as slips and falls, work orders, first aid training, etc. It was also noted what was not raised such as violence in the workplace.

LT – there appeared to be inconsistency amongst the committees in terms of the understanding of their responsibilities. What was heard from the Nelson sites on September 22nd was very similar to what was heard in Creston.

JK – Has tried to make contact with Creston/Crawford Bay schools.

*Action:* (September 28, 2017) – BM to resend email to schools to ensure they are being done each staff meeting and info on who is on the committees. To provide update at next meeting

*Action (Nov 2, 2017):* - BM Follow up next session with results.

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JSAC will continue to monitor all aspects of site safety including the promotion of a culture that encourages the creation of a safe workplace free from incidents.

*UPDATE:* (May 26, 2016) JSAC met with Creston area JOHS committees on March 31, 2016. This was JSAC meeting #54.

*UPDATE:* On September 22, 2016 JSAC members met with Nelson area JOHS safety representatives.

*MOTION:* (PB) That JSAC recommends that safety be a standing item on staff meeting agendas.

*SECONDED (CS)*

*CARRIED*

Update: LB will email all site safety representatives of the above motion as well as the need to forward discussed safety items to all staff at their respective sites. Including the safety report referred to in Item #4 below.

Need still exists for full update from LB about which schools are compliant.

*Update:* LB – will send out current safety spreadsheet to JSAC members which includes all information as of October 2016.

*UPDATE (Nov 2, 2017):* Information has been sent out to all administrators.

*UPDATE (Feb 15, 2018):* BM - info was sent out to PVP a month ago. As a district we
**Action (Feb 15, 2018):** BM will bring forward to Superintendent, discuss possibility of inviting a Worksafe Rep to talk about legal obligations for non-compliance.

are not compliant. Superintendent is aware.
Recommendation from committee to superintendent, some form of disciplinary action towards PVP if non-compliant.

**UPDATE: (May 24, 2018):** RW to follow up with this.

No disciplinary actions at this point. Super did express need to PVP’s

**UPDATE: (Sept 20, 2018):** The committee came up with 6 agenda items of what we feel should be included in site safety. RW – will be looking into conducting training. Will be 6-8 hours. Goes over role of being a member. Meet compliance of WSBC. Possibly end of Oct, beginning of Nov. Russell will be doing the travel if possible.
Drafting terms of reference – will look at electing site committees. RW would like clarification on how the unions would like their members to be elected to the committee.
LT- Voluntary Committee so how do we have people turn out?
RW – if people can’t turn out RW will ensure training will happen individually.
JK – wondered if we had issue filling these position?
RW – have not put this out to the broad group.

**On-going**

**3. Safety Reports**

September 2016 safety report was shared with JSAC

PB – recommends reviewing the data to determine the nature/cause of the “slip and trip”

*Action: (September 28, 2017)* –BM -find out about slip/trip video and posters to make sure they are distributed. He will also send out a list with steps of items needing to be submitted. Status to be updated next meeting.

*Action (Nov 2, 2017):* BM Will establish a listing the will present to committee members.

Slips and trips are the greatest number of injuries to SD8 workers by category. JSAC members will explore available resources for an awareness program specific to this issue for implementation in the Fall of 2016.
LB - Access to videos and posters will be forwarded to site safety representatives.
LB to provide resources mentioned above to sites by March 2017.
Request of LB for more specific statistics for next JSAC

**UPDATE (Nov 2, 2017):** - BM Oct 27 message sent to all sites. Listed requirements and structure. Requirement to meet 1x month. Responses probably half way.

**UPDATE (Feb 15, 2018):** Ties back into site safety compliance.
UPDATE: (Sept 20, 2018): Training for Slips trips and falls has not happened yet. RW will look into this. Administrators have been reminded it is their responsibility at their site. Will help with Site Safety committee training and those committees knowing it is their responsibility.

**On-going**

4. First aid attendants

JOHS committee review the site’s safety needs and provide a recommendation to management in regards to an alternate for first aid attendant. Discussion it is very difficult to get workers to step forward as first aid attendants. Also, a stipend would be recognition for their services that are outside of their job requirements.

BC – expressed concern that the larger sites that require level two attendants are faced with significant costs to meet compliance

UPDATE: (June 4, 2015) Concerns about first aid coverage still exists. Discussion was held regarding pursuing this further.

Action (Nov 2, 2017): Trustee BM will bring forward. Email Nona JSAC recommends the board enter into the discussions.

MOTION (LB): That the Board of Education pay site first aid attendants a stipend in recognition for the additional duties and responsibilities.
SECONDED (CS)
CARRIED (Unanimous)

UPDATE: (November 3, 2016) for the 2017-2018 budget JSAC continues to be in support of the above motion which pays a first aid attendant a stipend for additional duties and responsibilities. Concern expressed first aid training opportunities are taking place on Professional Development days.

Concern we are unable to remain compliant. LB to confirm compliance of all sites. Confirm with LT item was brought to the board level.

Formal recommendation to the board will be drafted following confirmation with LT.

To be drafted at next JSAC. How is first aid provided “after hours”?

JSAC recognizes that there are still significant difficulties in the provision of first aid service to sites.

Motion: (NL) JSAC recommends that the Board enters into LOU’s with partner groups to establish stipends for first aid attendants.
(PB) Seconded
UPDATE: (Nov 2, 2017): No further communications at the board level. Trustee will bring forward. Carried unanimously

UPDATE (Feb 15, 2018): BM stated this will
probably end up in contract negotiations. Committee suggests each union rep brings issue forward to their Unions.

UPDATE: (May 24, 2018): HR - Bargaining issue. Was an item that was discussed provincially. Because they are compensation items they are in the bargaining realm. Differences in terms of each district and what they have. Not able to negotiate in until bargaining. CUPE did not go anywhere due to having to give something up. Will see what the mandate is this round.

PB - Should stipend be given to meet compliance.

HR – have the statutory right to include it in job description. May need to look at including it into someone’s role. If it is important KLTFT and CUPE should bring to bargaining committee.

MS – feels responsibility at SB level to ensure compliance for safety.

PB - If PVP’s are made the FAA, concern of amount of time PVP are out of the building.

BM – hard to determine due to lack of info from schools.

Have voluntold staff members they are the FAA when necessary.

UPDATE: (Sept 20, 2018): RW - Tends to be a CA issue. Potentially a bargaining issue. Probably will be offering training soon. Around Oct/Nov.

On-going

5. JOHS Committee Training

LB – based on the three-year rotation model the 2017-2018 training is the responsibility of the Management.

Two sessions will be held, one in Creston and one in Nelson. Preferred schedule for the courses are third week in September to the middle of October.

Site specific safety plans were discussed as a training option. This concept would be more preventative and allow for the site safety members to create and implement a plan specific to their needs based on their actual statistics.

Action: (September 28, 2017) – BM to follow up

Not all choices could be accommodated. Based on the survey responses received 2017-2018 training is as follows:

Nelson;

1. Site specific safety plans
2. JOHS training

Creston;

1. Site specific safety plans
2. JOHS training

UPDATE (Nov 2, 2017): BM It is employers turn to host training. Part of the challenge is the unknown. Will look towards training in the spring. Jan/ Feb are target date. Will look at Sept/Oct following year to get back.
and present at next meeting.

*Action (Nov 2, 2017)*: BM to follow up with training date.

*Action (Feb 15, 2018)*: BM to send out notice of training and arrange training space.

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**6. Training of workers for Delayed Enrollment Policy**

Concern that workers are not receiving the necessary training and/or have the applicable experience to gather and assess information to ensure appropriate safe intake practices are followed.

PAC/ JB – will develop a “Best Practice” document as an aid.

June 4, 2015 – discussion about the processes defined within SD8 Policy 303.

*AAction (September 28, 2017)* – BM to follow up

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**On-going**

A “Best Practice” will be developed and distributed to JSAC for review at next meeting.

UPDATE *(June 4, 2015)* JB & PAC are still working on the “Best Practice.”

LB will raise the topic of the Administrators Handbook at the next directors meeting.

Request of LT to provide direction to committee re: submission of pro-forma to
with PAC and Joanne to see if this has been started. And follow up with Brent. To present at next meeting

*Action (Feb 15, 2018):* BM will contact LT to ask for update.

**UPDATE (Nov 2, 2017):** None at this time. Carry forward.

**UPDATE: (May 24, 2018):** All policies are being reviewed and handbook is being developed to be in place by September.

Trying to streamline policies, and make something procedural.

**UPDATE: (Sept 20, 2018):** Where are we sitting with Pro-Forma and handbooks?
BM- Most policies have been reviewed by division/category. Not complete. Handbook references to administrator’s handbook.
DA – being updated as policies and practices are being brought forward. TOC and CUPE employee handbooks are being developed by HR. RW to follow up.
CS – has a concern around the hands-off policy. Not readily available so staff may not understand usage of this piece.
BM- January past all policies were reviewed. Some may have been eliminated/combined.
LT- In process – policies could be in administrative manual.
Notification of policy review was started last year. Policy committee meet monthly. All policies are on the website.

### On-going

<table>
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<tr>
<th>7. Electronic Devices</th>
<th>Concern that the accelerated use of wireless devices in schools is causing adverse health concerns for workers.</th>
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<td>BH – concerns raised about devices which have the ability to record video or audio. The preference is to restrict their use in the classroom during instruction time.</td>
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<td></td>
<td>MS where there is a reference to “appropriate behavior” there needs to be a reference to recording of staff by students or others.</td>
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<td><em>(Action: (September 28, 2017)) – BM to follow up to find out status. Will update next meeting.</em></td>
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JSAC will continue to gather information on this issue for further discussion.

**MOTION (DATE):** That the Policy Committee consider the formulation of a policy specific to the use of audio or video recording at school worksites.
**SECONDED: (RK)**
**CARRIED**

**MOTION: (BH)**

That school district employees be provided in-service training/education specific to the potential inappropriate use of technology in the workplace.
**SECONDED: (BM)**
**CARRIED**

Management’s response is that they are aware of the concerns around this issue and that a canvas of other school districts
Action: (Nov 2, 2017): BM will update next meeting.

update will occur.

UPDATE (April 23, 2015) Policy 243 have recently been passed. Policy 220 is still being reviewed.

UPDATE (November 3, 2016) LT – Policy 243 covers the frequencies used for wireless connections and the need to comply with current and applicable health guidelines. Policy 220 – internet agreements are in place for all devices that connect to SD8 systems by means of the user acknowledging and agreeing to the terms and conditions upon access. The district has created an ad hoc committee that is working further on these and other related issues.

Particular topic is presently before board policy committee.

UPDATE: (Nov 2, 2017): BM This item was not on the meeting agenda that BM attended but it is on the list of things to be presented. Committee has attempted to meet but hasn’t. Will meet in September. Postponed until Oct 24 2017. Try to get update for next JSAC meeting.

UPDATE (Feb 15, 2018): Still in discussion.

UPDATE: (May 24, 2018): Table until next meeting and invite Nick as he is the new Tech lead. To invite Scott as well.

UPDATE: (Sept 20, 2018): NH – New policies/procedures 243 has been moved to 800’s (in draft) Decisions are based on Health Canada recommendations. In Admin procedures 800’s around acceptable use of video as well as cell phone / recording use are all available on website under “Board of Education”

On-going

8. New and Young Worker

CS – provided an example of a worker not being given adequate information regarding the potential of violent acts involving a student they were assigned to work with.
LB – shared an example of operations orientation form.
JJ – Firstly, there is some work to do around policy on this issue. Secondly,

MOTION: Before a worker is asked to accept a position the/she will be provided full disclosure of any possible issue(s) regarding safety or violence.
SECONDED (MB/DK)
CARRIED

MOTION: (LB)
When a worker is assigned to a class,
the collective agreement speaks to the requirement for employee orientation. Thirdly, there is a legislated requirement to orientate employees.

UPDATE (June 4, 2015) – the need to relay site/situation specific information to all workers, including new and young workers, is best captured through a written process. i.e. administrative procedures, emergency response flip chart, etc.

UPDATE: (February 16, 2017)
CS – is concerned that there are different forms/checklists being used by the sites and wants to know about consistency, accuracy, and compliance.

Action (September 28, 2017) – BM to follow up & JK to bring up at her union meeting. Updates to be given at next meeting.

Action (November 2, 2017) - BM will follow up with schools that have not responded. Will present next meeting.

Action (February 15, 2018) - BM will add to Site Safety. Invite HR and Superintendent to May meeting. KA to enquire about board office booking for May meeting.

he/she shall be provided, in writing, accurate up-to-date information regarding student needs, including past incidents of violence.

SECONDED: (BM)
CARRIED

LB – Managements’ response is to reinforce that it is the responsibility of the supervisor to inform the worker about a particular hazard with working with specific students. PAC will report back to JSAC what is occurring at her site in regards to this issue.

UPDATE: (April 23, 2015 PAC) It appears to be getting better.
MS – will discuss this issue with the KLTF co-president.

UPDATE (April 23, 2015) PB - TOC’s are reporting to the secretary for information.

UPDATE: See Item #1 in New Business

UPDATE: (November 3, 2016) JY/JK spoke about the information transference processes at their sites which appear to be very effective.

UPDATE: (February 16, 2017) – LB will forward CS’s concerns to HR for clarification.

UPDATE (Nov 2 2017) - JK informed teachers needs to be done at sites. Can’t forget tier 2 education assistants. Form in New worker packages. Not sure who requirement is for follow up. To be distributed to JSAC January and September.

Deana’s response: New hires are given onboarding and orientation. The administrator is responsible for new site/worker. Most have already worked at most sites. Secretaries and previous admin. Supposed to be done on site but HR does not follow up.

Committee: - It would be helpful if HR and different unions also reminded their members this is necessary and to ask if not given site orientation.

UPDATE (Feb 15, 2018): BM falls under non-compliance. Will add to Site Safety topics to be discussed.

UPDATE: (May 24, 2018): Ben spoke earlier about students
HR – district implemented new and young worker 1 x in their career to be oriented in the district. Harassment and bullying training, overviews of district. Had almost 200 postings last year. Did mass orientations in summer to September have group of 10 teachers to orientate to district. Individual sites – this may be where the challenges lie. Is improvement to be made in this area. What that looks like is unclear. Scope of JSAC to undertake? Information that teachers leave in their workspace for TTOC.

JK – Site safety committee may be the piece to help out with this compliance. HR- only tell someone what they need to know if they need to know. If you don’t need to know you do not get told. Could be told strategies, not necessarily diagnosis. Confidentiality needs to remain around documents. Nick can help as IT director.

MS – can SFE help with passing of information. HR – would prefer this be in Ben’s department. SFE – employee putting in leave should be responsible for passing this information on. Not a role of the program. Will look into seeing if flagging is possible in SFE. HR – Nick to be invited to future meetings

UPDATE: (Sept 20, 2018): Can’t generally have information available for TOC / EA before accepting SFE call-out. Safety trumps privacy but only to a certain extent. RW and NH to review in more detail. CS to send NH document for WSBC. Twofold – having the information on site and getting info beforehand. How do the schools know what they can include in binders? LT – disclosure and disclosing info, would fall under the HR domain. Keep focus on safety aspect and responsibility on the employee. JK – Responsibility is on Admin and Site Safety committee with Orientation to new members. Employee knows who to contact if they have difficulty on site. Orientations are not being done or done sufficiently. RW – Discussion of how far can this site go.
| 9. Student Threat/Violence Risk Assessment | Heather and Ben provided information on a new student threat/violence risk assessment process that is being implemented.
Consultation and training will be provided to SD8 staff over the next two years.
BC – training has been provided to principals and counsellors. There is also another component (video) which was to be shown to staff that has not occurred at all sites yet.
ERASE Bullying is a five-year provincial initiative.

**Action:** (September 28, 2017) – JY to connect with Director of Student services to invite to November 2, 2017 meeting.

**Action:** (May 24, 2018): RW to seek clarification from BE |

| 10. Fragrance free schools | NL – we are seeing an increase in sensitivity to fragrances by workers.
UPDATE (January 2015) this issue is still at the Policy Committee level.
Policies from other districts/jurisdictions have been reviewed. It is recognized as an issue at the Policy Committee level.

**Action:** (September 28, 2017) – Refer to LT. Committee will look around schools to see what signage looks like. Updates to be given at next meeting.

**Action** (November 2, 2017) – BM to continue to investigate at different locations. To be |

| | BM – includes all designations, not just TOC.
CS – No consistency of practice has been developed within the district.
LT – New administrator’s handbook will have all this info in it. There is currently one out there that can be accessed.

**On-going Information**

UPDATE (June 4, 2015) LB - Scheduling Todd for a presentation to JSAC is proving difficult. LB will speak to his supervisor to ensure time is allotted.

A video was shown to staff. We are in Year 3 of a 5-year process. UPDATE BC – Ben’s group is currently completing the third round of VTRA and ERASE Bullying training.

UPDATE (May 25, 2017) – Glen Campbell is the district coordinator for this program.
JSAC requests Ben Eaton, Director of Students Services attend the September 21, 2017 JSAC meeting to provide more information about the VTRA program.

UPDATE (February 16, 2017): – Ben gave a presentation today. See new Business below.
UPDATE (Feb 15, 2018): Seek clarification as this is over the 5-year deadline. Is continuing and will be adjusted accordingly as needed.

UPDATE: (Sept 20, 2018): RW – Ben gave response at the end of last meeting.

**Complete**

| | MJ – An example was provided
MOTION (NL) (Jan/23/14) Recommendation to the Policy Committee that they consider drafting a scent free policy.
MJ will develop a pro forma for the PC
SECONDED (BM)
CARRIED

UPDATE: (May 26, 2016) LT - Policy Statement (#217) was adopted by the Board in February 2015. It has been referred to the Regulation Committee.

UPDATE: (November 3, 2016) LT - Policy is complete administrative regulations are
### 11. Standardized injury report packages

MS – BH created a package of forms for workers to use in case of injury (6A, Flow chart)

**UPDATE (January 2015)** – LB and MS met on this topic. Some questions were raised which have been referred to our safety consultant for guidance.

**Action:** (September 28, 2017) – BM will report next meeting.

**Action (November 2, 2017)** – BM to present at next meeting

MS – did provide LB with a copy. LB will review and report back to next JSAC.

LB and MS meet prior to the end of the 2015-2016 school year.

**UPDATE:** (September 28, 2017) – BM to confirm SD23 on which forms are needed / required.

**UPDATE:** (February 16, 2017) BM sent message to board office requesting information. Has not had a response yet. Forms 6A for employees 7 for employers. Worksafe BC forms online and on district website and NDTA website.

**UPDATE:** (February 15, 2018): Refers back to forms and books are being used. Committee recommends, to direct schools to take what they have, throw it away, and be given the new forms and instructions.

**UPDATE:** (May 24, 2018): RW – Just to October 9, 2018 Board Meeting

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**UPDATE (May 25, 2017)** – Administrative regulations for Policy 217 were formally adopted by the Board on February 7, 2017. The regulations speak to signage. JSAC notes that direction from the Board specific to signage is required.

**UPDATE:** (September 28, 2017) – Inconsistent signage at schools.

**UPDATE (November 2, 2017)** - Location of signage inconsistent/visibility. Proposal to change signage to bullet point signs with multiple messages vs. Many different signs. Maybe need 2-3 signs of standardized size.

**UPDATE:** (February 15, 2018): BM looked at this through operations, painters and others to observe at various sites. Report back with most common and which site need signage. Target for September 2018

**UPDATE:** (May 24, 2018): some sites have signage. On target for Sept ‘18

**UPDATE:** (Sept 20, 2018): BM - Still have inconsistent signage at sites.

**On-going**
clarify, as I have been asked. Because of the potential for perceived conflict of interest, cannot help employees complete the 6A form
BM – all sites have been given a 6A. and directed to fill out report ASAP. Call in and get your claim number, and notify your employer in a timely manner.

UPDATE: (Sept 20, 2018): All sites have been provided the new information and asked to remove all old information. RW is in the process of reviewing the process. Has discussed with PVP. Will be providing flow chart soon and follow up with site safety.

**On-going**

| 12. Lack of the completion of a confined space inventory. | Inventory is complete  
Signage will be installed at each site and at each entry point advising workers of the hazard.  
*Action*: (September 28, 2017) – BM to confirm how many have been installed. Update to be given next meeting. | BM – there is a binder for every site.  
LB – all identified confined spaces have an entry and work process established.  
UPDATE (June 4, 2015) Sign type/wording has been agreed to and installation is progressing as sites are visited.  
UPDATE: (September 28, 2017) – Belief is that majority if not all have been installed.  
UPDATE: (November 2, 2017) *Signage is not yet complete at all sites. 9 sites are left to be installed.*  
UPDATE: (Sept 20, 2018): BM is checking on this |
| --- | --- | --- |
| 13. Specialty teaching areas (e.g. science labs, shops, etc.). | Discussion about audits of speciality training areas such as the science lab at LVR in 2013.  
Dust Collection systems | BM – a 3rd party provider completed an audit of this space. Housekeeping and practice issues were discovered. The report was provided to the school.  
UPDATE (April 23, 2015) – BM – sites were re-audited in March 2015. We are awaiting the final report. Deficiencies noted will be repaired/rectified on a priority basis.  
UPDATE – (January 16, 2016) – final report was received and distributed to all sites. A third party engineering firm is being brought |
into determine priority of work and provide cost estimates etc.

**UPDATE: (May 26, 2016)** BM – engineering has been undertaken on the six shops. Plans/designs are expected to be completed by mid-June 2016. Estimates for repairs range from $195,000 to $300,000 per site. Priority of work will then be assigned.

**UPDATE: (September 28, 2017)** — BM - 2 systems were installed over the summer at PCSS. Electrical upgrades have been completed at both Nelson and Creston yards as phase 1.

**UPDATE: (November 2, 2017)** — BM 11 systems in district. 2 installations at PCSS work has been completed and signed off. To be completed by next week. Will be moving on to phase 2 of purchase and install of new units. Will be a dust collection system at a school site scheduled for next summer.

SEP funding school enhancement program supports “schools” vrs operations buildings. Goal is 1 site per year due to financial cost. Boiler upgrades, wall upgrades, Dust collections at PCSS. They are prioritized in terms of needs.

**UPDATE (Feb 15, 2018):** BM - PCSS completed last week. Have received plans for Nelson Operations. Moving forward this year. Same with Creston Operations. LVR is next school being reviewed for upgrade, tendered for this year is the goal.

Boilers are 75% complete in upgrade. Should be complete by March 2018. Lower wall at Trafalgar is next up for tender if opportunity presents. Plans are ready to go.

**UPDATE: (May 24, 2018):** PCSS was started last summer and finished last week. Did DDC upgrades. Control work just finishing now. Wall at Traf is being tendered next week. Plan in place for LVR probably next year. Nelson and Creston dust collection shops next winter.
**14. Lockdown procedures**

MS – TOC’s not provided with keys which makes lockdown difficult.

PB – site supervisors should remind their staff to keep classroom doors locked at all time. Such a practice reinforces the lockdown procedure.

*Action*: (September 28, 2017) – BM to invite Christine Perkins to next meeting. To review this topic.

*Action*: (November 2, 2017) - BM to invite Dr. Perkins to next meeting

MS – will provide LB with particulars on which sites are having difficulties.

LB/BM – will communicate with sites the need for keeping doors locked at all times as an aid to effective and timely lockdown processes.

**UPDATE**: (November 2, 2017) – BM Confusion as to exterior and interior doors. Discussion with Dr. Perkins, all doors in this district can be locked. Brought up at union exec meeting – teachers are not wanting to keep all doors locked. Site responsibility to give staff keys and ensure. District concern to enforce doors locked at all times, not operations responsibility. Operations has ensured all doors can be locked.

**UPDATE**: (Feb 15, 2018): BM - Scott Rothermel has been hired and is involved in lockdown. Going around with Ben to some sites. Working on a plan. Was done by City Police in Nelson. Trying to enforce locking all outside doors. Will also become part of the Safety Manager’s role. Not aware of which sites are not compliant. All doors in the district have the capability to be locked and is up to the site to enforce.

**UPDATE**: (May 24, 2018): RW some sites are doing drills.

**UPDATE**: (Sept 20, 2018): RW – SR will be covering this. Also including bus drivers and Operations staff. BM – SR is scheduled for 10 hrs/wk with SD8. He did 17 site drills for 17/18. Has 5 scheduled for the next month.

---

**On-going**

**UPDATE**: (Sept 20, 2018): BM - District has 11 shops that have Dust Collection. PCSS has been upgraded. All systems have been reviewed. 6 for replacement. LVR next – awaiting funding. Cost is 200-250 thousand per unit.
| 15. TOC access to keys and evacuation processes | MS – See item #18 & 10 above | JK says they do have access. Being informed and having that information. PS to report back next time.  
**UPDATE:** (Sept 20, 2018): JK – TTOC has not said that they have not been getting keys. No news is good news.  
**Complete** |
|---|---|---|
| 16. Medical needs of students. | CS – concerned that there are more students with sophisticated equipment and care procedures specific to their medical needs. This may pose a safety risk to new and existing workers. Example: wheelchairs with non-functional brakes.  
*Action:* (September 28, 2017) – BM will query HR as to how to proceed. Update to be given at next meeting.  
*Action:* (November 2, 2017) - BM will invite HR to attend meeting and address. | “Best Practice” will be developed and distributed to JSAC for review at next meeting.  
This item is also related to #9 above as it pertains to new students.  
**UPDATE:** (September 28, 2017) BM - #9 is now #10.  
**UPDATE** (Feb 15, 2018): HR/Super list for next meeting. Could be combined with Delayed enrolment.  
**UPDATE:** (May 24, 2018): Query Ben for response.  
**UPDATE:** (Sept 20, 2018): RW to look into with Ben.  
**On-going** |
| 17. 2017-2018 JSAC Meeting dates | All meetings are 10am to 3pm local time.  
(#64) September 20, 2018 – Railtown Coffee House  
(#65) November 22, 2018 – TBD – SBO?  
(#66) February 21, 2019 – Creston  
(#67) May 23, 2019 – Board Office Nelson |  |
| 18. Mental Health in the workplace | CS – is concerned that mental health issues can have an effect on safety at the work site.  
*Action:* (September 28, 2017) – BM to query HR. Update to be given next meeting. | UPDATE: (May 26, 2016) CS – provided information to JSAC. JSAC requests more information/detail from HR on how these issues are currently being dealt with.  
**Management Response:** There are a number of programs staff can access and/or are applicable to this issue such as the JEIS Committee, Duty to Accommodate process, “EFAP” committee, Teacher Wellness committee, Collective Agreements, etc.  
**UPDATE:** (February 16, 2017) While the above programs exist for a number of purposes and requirements there is little information... |
regarding the current state of the district in terms of those issues that may or may not impact health and safety at the work sites. Consideration should be given to collaboratively (SD8, KLT, CUPE, P/VP, etc) conducting a comprehensive and anonymous survey of all workers regarding the issue of mental health in the workplace.

**UPDATE:** (September 28, 2017) Committee recognizes new EFAP provider. Literature has been distributed to each site. Consider sending out survey to members to see if services are being utilized. Refer to #10 New worker.

**UPDATE:** (November 2, 2017) - BM survey was done to EFAP 2 years ago. Provider has changed. BCTF has initiatives for teacher and MH in the workplace beyond EFAP.

**UPDATE** (Feb 15, 2018): Try and ascertain how EFAP is working for employees. Update on new provider. HR/Super to present at next meeting if possible.

**UPDATE:** (May 24, 2018): HR – we can offer, put phone number in leave letters. Teacher wellness program is amazing. Works in sustainability in working. Offers MH opportunities for training for staff and students. Do not see any increase in uptake of MH challenges. Usually in the relationship aspect. Some identify as workplace. Usually colleagues can give the most help. An increase has been seen in immediate family members accessing. JK – had a number of tragedies happen in our district. Is there a policy/procedure in place for dealing with this? HR - BE has questions for ministry as to what help can be brought in for all individuals in a traumatic situation.

**CLOSED**

| 19. Asbestos Management Program | LB – an SD8 Asbestos Management Program has been developed in response to a recent WorkSafeBC initiative.  
*Action*: (September 28, 2017) – BM to provide update next meeting. | A copy of the Asbestos Management Program will be included in the next JSAC distribution.  
**UPDATE:** (September 28, 2017) Our district was chosen to be a pilot project for Asbestos abatement. Training was implemented due to SD8 failing WSBC upon review. Hired Peak Environmental last fall. They have |
done testing and sampling at all sites. Sent draft reports on sites that have been completed. Once done they will come back and label doors at every site and train operations staff. If an issue at site, it will be reviewed by site.

UPDATE: (November 2, 2017) BM - Still working PEAK environmental. We are in the process of setting up training dates for operations staff. Do not have a date as to labeling of doorways. It will be consistent across all sites and information will be accessible at all sites.

JK – feedback from teachers was it wasn’t conducive to work site vrs industrial site in video.

Will have 2-4 maintenance staff trained. At least 1 on each side of the district.

PB – being aware of how asbestos is released.

BM - As long as asbestos is untouched it is safe. Contact maintenance before you hang or potentially disturb to ensure safety. Always ask question.

UPDATE (Feb 15, 2018): BM - District has received Asbestos inventory reports for 80% of district. Reports are in draft form. All sites are visited and labeled in each doorway.

16 sites done. Draft reports are reviewed and verified. That report then becomes the final report. This includes overview of Asbestos readings and materials and content. Has a color coded map. Will be shared with administrators once complete.
Will be presented by BM and Foreman once complete. Training will be provided for maintenance staff once complete.

**UPDATE:** (May 24, 2018): Still waiting for labeling for Creston sites. Training will be done when complete. By Sept, the management program should be in place.

**UPDATE:** (Sept 20, 2018): BM – Vermiculite is mostly found in block walls. RW looking into contract with company hired to look at timelines to finish contract. Telling new hires not to put anything in walls and let know of wall damage to administrators.

**On-going**

### 20. First Aid Attendant

JK - Teachers collective agreement does not permit first aid attendant training on pro-d days. Concerned that there is not a qualified first aid attendant at Canyon School.

*Action: (September 28, 2017)* – BM will follow up. Will present at next meeting.

*Action: (November 2, 2017)* BM to continue looking into this.

LB – will get an update on first aid attendant at Canyon school.

**UPDATE:** (September 28, 2017) Smaller sites have issues with having staff trained and on site. It is a regulation and if there are no volunteers, management can appoint someone to take the training. Ties in with #4,6,7 per May 25 2017 notes

**UPDATE:** (November 2, 2017) BM - We have no training scheduled. 1 site has queried if we have training. We have an employee who is qualified to train.

**UPDATE** (Feb 15, 2018): BM - above individual was going to take training through a third-party training. PVP’s have not submitted reports as to who is on site FAA.

**UPDATE:** (May 24, 2018): BM – No one has taken advantage of training opportunities at this point. Hired out for those interested.

**UPDATE:** (Sept 20, 2018): WSBC agreement is FA training is for staff, not the children. FA attendant is not required for kids; any staff can help a child.

**Closed**

### 21. Naloxone

October 9, 2018

PB – concerned the kits provided to SD8 secondary schools are not accompanied with assigned responsibility, appropriate training, and compliance with CA language specific to administering

JSAC requests clarification from the Board about the concerns raised specific to the introduction of Naloxone kits in schools and the risk that is poses to workers.
medication. As a result, there is an increased risk of injury to workers.

*Action:* (September 28, 2017) – JY to take to Paul and report at next meeting.

*Action:* (November 2, 2017) – Direct question to Super and HR

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<th>22. Bus Driver/Student Safety</th>
<th>Drills for bus evacuation going to be performed. Leave on until next meeting to see if follow through has been completed. Scott is going to be presenting training in Sept or Oct.</th>
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<td>UPDATE: (February 15, 2018) Scott providing training this Friday. M17 documents will be provided as well.</td>
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<td>23. Weapons Protocol</td>
<td>Would like specific procedure form developed. Ask questions to Scott</td>
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<td>UPDATE: (September 20, 2018) RO to direct to Scott</td>
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<td>24. Critical Incident Protocols</td>
<td>Ben addressing the ministry on this. To report back at a later date.</td>
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### 25. Weapons

Concerned no process is in place. Direct that 911 is to be called immediately. Directed to look at Yellow Emergency Preparedness protocols.

If student comes with previously violent history, hopeful that other SD will be forthcoming. If we know the student is known for violence, student will not attend until file is received. Not always known if student is from out of province/country.

JK – training in how staff should approach other parents to inform of student with violent tendencies.

BE – Expect Respect Strategy since 2012.

June 5 and 6 there are 80-100 spots available for training. JK – not enough spares to cover for ability to allow attendance.

MANDT has been provided to bus drivers on school closure days. Has been recommended for bus drivers

PB- ensuring communication is presented to driver of behaviors throughout the day.

CS- Presented Worksafe document. Understanding that safety trumps privacy/confidentiality. Direction needs to be given to schools on this topic.

PB – reminded of financial costs this piece is costing district.

BM- part of the business case that was used to create H/W&S position. To help reduce this cost.

**On-going**

### 26. Review Terms of Reference for JSAC and Site Safety before fall

To be reviewed yearly.

Have representation from CUPE, KLTFT and Management

BM – will review this and find terms of reference. CS feels it may be historic all members are included.

**UPDATE: (Sept 20, 2018):** Clarification on M17 and redacted information. Consistency across sites.

**On-going**
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**ACTION ITEMS:**

→ Items #1, 2, 3, 4, 5, 6, 11, 16, 17, 19, 21, 23/25, 24, – RW  
→ Item #10, 12 - BM

**Next Meeting:** (#65) November 22, 2018 – TBD

**Adjourned:** _12:31 pm_  
Distribution:  
All sites  
Senior Management
### Monthly Financial Report: July 2018

**Fund: 0 Operating**

#### Function: 1 Instruction

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**TOTAL FOR Program - 00**

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| TOTAL FOR Program - 00 |  |  |  |  |  |  |  |  |
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**TOTAL FOR Function - 0**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
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| 541.13 | 541.13 | 0.00 | 0 | 541- | 0 |

**TOTAL FOR Fund - 408**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
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### Function: 0  Function Zero

#### Program: 00  Program Zero

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**October 9, 2018**

**Board Meeting**

**Page 93**
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Program: Board Of School Trustees

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## SDS GUI

**INDEPENDENT LEARNING - SUMMARY AT JULY 31, 2018**

### Report ID 1004

#### (Cost Center-Fund-Func/Prog-Object)

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### GRAND TOTAL

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## Summary - Director of Operations at July 31, 2018

**Fund-Function-Program-Object**: Expenditure

### Full Year

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**Program : 50 Plant Maintenance**

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**Program : 52 Maintenance of Grounds**
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**Function : 7 Transportation & Housing**

**Program : 41 Administration**

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**Program : 70 Regular Bus Service**

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**Fund:** 300 Annual Facilities Grant

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**TOTAL FOR Object - 78502**

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| 19,984.43 | 19,984.43 | 0.00 | 0 | 19,984- | 0 |

| 300 0000-0-00-78512 Carpentry | 0 Distr | 5,964.21 | 5,964.21 | 5,964- |
| 300 0000-0-00-78512 Carpentry | 4 Bus/M | 2,793.47 | 2,793.47 | 2,793- |
| 300 0000-0-00-78512 Carpentry | 30 Centr | 6,475.08 | 6,475.08 | 6,475- |
| 300 0000-0-00-78512 Carpentry | 44 L V R | 1,460.50 | 1,460.50 | 1,461- |
| 300 0000-0-00-78512 Carpentry | 60 South | 1,883.39 | 1,883.39 | 1,883- |

**TOTAL FOR Object - 78512**

| | | | | | | | |
| 18,576.65 | 18,576.65 | 0.00 | 0 | 18,577- | 0 |

| 300 0000-0-00-78582 Painting | 0 Distr | 2,566.57 | 2,566.57 | 2,567- |
| 300 0000-0-00-78582 Painting | 4 Bus/M | 1,044.25 | 1,044.25 | 1,044- |
| 300 0000-0-00-78582 Painting | 30 Centr | 3,423.04 | 3,423.04 | 3,423- |
| 300 0000-0-00-78582 Painting | 44 L V R | 144.45 | 144.45 | 144- |
| 300 0000-0-00-78582 Painting | 60 South | 270.39 | 270.39 | 270- |

**TOTAL FOR Object - 78582**

| | | | | | | | |
| 7,448.70 | 7,448.70 | 0.00 | 0 | 7,449- | 0 |

| 300 0000-0-00-78586 Mechanical | 26 Brent | 6,202.65 | 6,202.65 | 6,203- |
| 300 0000-0-00-78586 Mechanical | 62 Trafa | 70.53 | 70.53 | 71- |
| 300 0000-0-00-78586 Mechanical | 66 Wilna | 1,095.37 | 1,095.37 | 1,095- |

**TOTAL FOR Object - 78586**

| | | | | | | | |
| 7,368.55 | 7,368.55 | 0.00 | 0 | 7,369- | 0 |

**TOTAL FOR Program - 00**

| | | | | | | | |
| 59,345.91 | 59,345.91 | 0.00 | 0 | 59,346- | 0 |

**TOTAL FOR Function - 0**

| | | | | | | | |
| 59,345.91 | 59,345.91 | 0.00 | 0 | 59,346- | 0 |

**TOTAL FOR Fund - 300**

| | | | | | | | |
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### Report ID 1008

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**GRAND TOTAL**

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Function: 0 Function Zero
Program: 00 Program Zero

| TOTAL FOR Program - 00 | 25.69 | 25.69 | 0.00 | 0 | 26- | 0 |
| TOTAL FOR Function - 0  | 25.69 | 25.69 | 0.00 | 0 | 26- | 0 |
TOTAL FOR Fund - 415     | 25.69 | 25.69 | 0.00 | 0 | 26- | 0 |

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October 9, 2018

Board Meeting
Page 104
### Full Year Expenditure

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TOTAL FOR Cost Center - 102

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**October 9, 2018**

**Board Meeting**

**Page 107**
### Fund: 300  Annual Facilities Grant

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| GRAND TOTAL | 156,221.05 | 156,221.05 | 0.00 | 0 | 156,221- | 0 |

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**October 9, 2018**

**Board Meeting**

**Page 120**
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| 62900 | Other Min/Ed Grants | 255,789.00- | 255,789.00- | 255,789    | 255,789 
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**TOTAL FOR Function - 0**

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**TOTAL FOR Fund - 408**

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October 9, 2018

Board Meeting

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**TOTAL FOR Program - 00**
- 45.64
- 582.97

**TOTAL FOR Function - 0**
- 45.64
- 628.61

**TOTAL FOR Fund - 440**
- 45.64
- 628.61

---

**October 9, 2018**

**Board Meeting**
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Cost Center : 101 Superintendent

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GRAND TOTAL

|          |            | 14,010.13 | 19,173.25 | 0.00 | 0 | 19,173- | 0 |

---

October 9, 2018  Board Meeting  Page 132
### SD #8 (Kootenay Lake)

**GOVERNANCE-SUMMARY AT AUGUST 31, 2018**

**ACR0L31-E**

**Report ID 1003**

( Fund-Function-Program-Object )

Expenditure

---

**ACCOUNT** | **TITLE** | **AUG** | **YEAR TO DATE** | **ENCUMBERED** | **BUDGET** | **AVAILABLE** | **PERC**
--- | --- | --- | --- | --- | --- | --- | ---
0000-4-40-31020 | Consultants | 4,612.14 | 4,612.14 | 4,612- | 0 |
0000-4-40-31800 | Election Expense | 650.35 | 650.35 | 650- | 0 |
0000-4-40-34139 | Travel - Nazaroff, Sharon | 627.11- | 627.11- | 627- | 0 |
0000-4-40-37100 | Membership Fees | 33,457.61 | 33,458- | 33,458- | 0 |
0000-4-40-37300 | Bcsta Fees | 2,385.66 | 2,386- | 2,386- | 0 |
0000-4-40-44500 | Advertising & Printing | 7,018.34 | 7,018.34 | 7,018- | 0 |

**TOTAL FOR Program - 40**

11,653.72 | 47,496.99 | 0.00 | 0 | 47,497- | 0 |

**TOTAL FOR Function - 4**

11,653.72 | 47,496.99 | 0.00 | 0 | 47,497- | 0 |

**GRAND TOTAL**

11,653.72 | 47,496.99 | 0.00 | 0 | 47,497- | 0
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<th>BUDGET</th>
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<th>PERC</th>
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Cost Center : 7 Special Services

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GRAND TOTAL

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TOTAL FOR Object - 51000

TOTAL FOR Program - 00

TOTAL FOR Function - 0

TOTAL FOR Fund - 410
### Program: 41 Administration

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**TOTAL FOR Program - 41**

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### Program: 50 Plant Maintenance

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**TOTAL FOR Program - 00**

| | | | | | | |
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**TOTAL FOR Function - 0**

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|---|---|---|---|---|---|
| 52,678.22 | 127,583.95 | 0.00 | 0 | 127,584- | 0 |

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**TOTAL FOR Fund - 200**

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October 9, 2018 Board Meeting Page 145
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October 9, 2018  Board Meeting  Page 151
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**Fund**: 300 Annual Facilities Grant
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Fund : 418  REEF-Rural Ed Enhance Fun

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GRAND TOTAL

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### Fund: 400 Scholarship Trust Funds

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BOARD OF EDUCATION
REGULAR MEETING
MINUTES
TUESDAY, SEPTEMBER 11, 2018

A Regular Meeting of the Board of Education of School District No. 8 (Kootenay Lake) (the “Board”) was held in the Board Room, 570 Johnstone Road, Nelson, B.C., on Tuesday, September 11, 2018.

TRUSTEES PRESENT: L. Trenaman, S. Nazaroff, B. Maslechko, B. Wright, R. Huscroft

REGRETS: Nil

ALSO PRESENT: C. Perkins, Superintendent
M. McLellan, Secretary-Treasurer
B. Eaton, Director of Inclusive Education
B. MacLean, Director of Operations
D. Holitzki, Director of Human Resource Services
N. Howald, Director of Information Technology
N. Ross, Acting Director of Innovative Learning Services
S. Shaw, Executive Assistant
A. Kirkpatrick, Student Trustee
J. Lamoureaux, Student Trustee
R. Medhurst, Student Trustee
L. Borhaven, Student Trustee
E. Solarik, Student Trustee
O. Kettle, Student Trustee

GUESTS: S. Cobbe, Principal
J. Bate, Teacher
S. Walsh
D. Sabourin, KLTF

VIA VIDEO CONFERENCE IN CRESTON: C. Beebe, Trustee
H. Suttie, Trustee
D. Kunzelman, KLTF
R. Kirby, CUPE

VIA VIDEO CONFERENCE: D. Lang, Trustee

CALL TO ORDER

Chair Trenaman called the meeting to order at 5:09 pm

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 #8.

INSERTIONS.DELETIONS TO PROPOSED AGENDA

Nil
ADOPTION OF AGENDA

18/19-001  Moved by Trustee Huscroft, seconded by Trustee Wright, AND RESOLVED THAT:

The Agenda for the September 11, 2018 meeting, BE ADOPTED, as circulated.

RECEIVING PRESENTATIONS/DELEGATIONS

A. Secretary-Treasurer Introduction

Chair Trenaman introduced and welcomed Secretary-Treasurer McLellan.

B. Student Trustees Introduction

Chair Trenaman introduced and welcomed Student Trustees;
Round of introductions of Trustees, staff, and student trustees.

OPPORTUNITY FOR COMMENTS BY THE PUBLIC

D. Kunzelman, KLTF inquired whether Trustees are running in the 2018 Election, requested paper copies of agendas at new Creston location.
Response: candidates will be posted to the public when nominations close, printed agendas will be available at future meetings.

S. Walsh noted the school bus was absent from the Nelson pride parade, requested full Distributed Learning Audit Report, requested more information and minutes for Ab Ed Council meetings, appreciates the new website and requested board meeting location and time posted.
Response: bus will be arranged for next year’s parade, Distributed Learning Audit Report will be posted online, board meeting information will be posted online, and Superintendent Perkins will contact her directly to answer Ab Ed questions.

CONSENT PACKAGE

By consensus the Board will respond to the July 24, 2018 correspondence from D. Fields.

18/19-002  Moved by Trustee Wright, seconded by Trustee Maslechko, AND RESOLVED THAT:

The September 11, 2018 consent package BE RECEIVED.

ADOPTION OF MINUTES

18/19-003  Moved by Trustee Wright, seconded by Trustee Nazaroff, AND RESOLVED THAT:

The minutes from the June 12, 2018 Regular and the June 26, 2018 Special Open board meetings, BE ADOPTED.

FUTURE AND ACTION ITEM TRACKING

Nil

OLD BUSINESS
A. **Action**

Nil

B. **Information/Discussion**

Nil

**EDUCATION**

A. **Action**

a) **September 2018 Creston Homelinks Student Excursion to Yellowstone National Park**

18/19-004

Moved by Trustee Huscroft, seconded by Trustee Wright, AND RESOLVED THAT:

The September 2018 Creston Homelinks Student Excursion to Yellowstone National Park, BE APPROVED.

b) **March 2019 L.V. Rogers Secondary School Student Excursion to Belize**

18/19-005

Moved by Trustee Maslechko, seconded by Trustee Wright, AND RESOLVED THAT:

The March 2019 L.V. Rogers Secondary School Student Excursion to Belize, BE APPROVED.

Trustee Huscroft requested the Board invite students to present to the Board after their trips.

B. **Information/Discussion**

a) **Superintendent’s Report**

Superintendent Perkins presented the Superintendent’s Report. Advised Department Reports are in the consent package.

18/19-006

Moved by Trustee Huscroft, seconded by Trustee Nazaroff, AND RESOLVED THAT:

The September 11, 2018 Superintendent’s Report, BE RECEIVED.

b) **New Curriculum Update**

Acting Director Ross reported fully implementing the new grade 10 curriculum, several schools participating in the provincial grad literacy assessment field test.

18/19-007

Moved by Trustee Wright, seconded by Trustee Maslechko, AND RESOLVED THAT:

The September 11, 2018 New Curriculum Update, BE RECEIVED.

**FINANCE AND OPERATIONS**

A. **Action**

a) **2017-2018 Aboriginal Education Carry Forward**
Secretary-Treasurer McLellan requested the Board approve the Aboriginal Education Carry Forward request, pending Financial Statement approval.

18/19-008 Moved by Trustee Wright, seconded by Trustee Maslechko, AND RESOLVED THAT:

The 2017-2018 Aboriginal Education Carry Forward request to the Minister of Education, BE APPROVED.

B. Information/Discussion

   a) 2017/18 Distributed Learning Compliance Audit Report

   Superintendent Perkins discussed the Distributed Learning Compliance Audit Report. The District is implementing the recommendations. A progress update can be provided closer to school year end.

18/19-009 Moved by Trustee Huscroft, seconded by Trustee Wright, AND RESOLVED THAT:

The 2017/18 Distributed Learning Compliance Audit Report, BE RECEIVED.

POLICY AND GOVERNANCE

A. Action

   a) Policy 530 - Whistleblower Protection

   Superintendent Perkins advised the Policy & Governance Committee of the Whole has recommended the policy to the Board for approval.

18/19-010 Moved by Trustee Huscroft, seconded by Trustee Wright, AND RESOLVED THAT:

Policy 530 - Whistleblower Protection, BE APPROVED.

B. Information/Discussion

   Nil

HUMAN RESOURCES

A. Action

   Nil

B. Information/Discussion

   a) 2018-2019 Enrolment Update

   Director Holitzki discussed the 2018-2019 enrolment and advised that the enrolment numbers are subject to change. Enrolment appears to be above projections.

   b) 2018-2019 Staffing Update
Director Holitzki reported 90 teacher positions, including partial, have been posted and filled from mid-May. CUPE staffing consistent and filled approximately 80 CUPE positions since last year. On boarded 100 new employees in the past 2.5 weeks.

c) **2018-2019 Student Transfer Update**

18/19-011 Moved by Trustee Wright, seconded by Trustee Huscroft, AND RESOLVED THAT:

The 2018-2019 Enrolment, Staffing, and Student Transfer Updates, BE RECEIVED.

d) **Temporary Superintendent Succession**

Superintendent Perkins advised this is an annual letter. Appointed Director Holitzki and Director Eaton as Temporary Superintendent on an emergency basis should the need arise.

18/19-012 Moved by Trustee Maslechko, seconded by Trustee Huscroft, AND RESOLVED THAT:

The Temporary Superintendent Succession report, BE RECEIVED.

**TRUSTEE VERBAL REPORTS**

Trustee Nazaroff: Attended early childhood councils, funding cancelled and seeking ways to continue.

Trustee Lang: Attending BCSTA Finance & Audit Committee Meeting. Joined another BCSTA Committee to discuss capital plans.

Trustee Huscroft: Attended BCPSEA Board Meeting.

Chair Trenaman: Reported the Board is in the process of a Superintendent’s performance review and engaged a consultant to facilitate it. The consultant conducted surveys, met with all stakeholder groups in the District, and will prepare a report.

**QUESTION PERIOD**

Inquiry about the expectations for student trustee reports; Include what believe is of interest to the board.

Inquiry whether new District Code of Conduct speaks to allocation of resources for distance education; Code of Conduct is a guideline around behaviour. If registered in a school and distance learning, can still have access to the school’s resources.

Inquiry why the Canadian Christine Lobby letter was included; It is correspondence to all School Trustees of BC and included for information purposes only.

Request for more information on the Distributed Learning Policy; The Audit Report recommended updating the District’s Distributed Learning Policy. It will be updated to be more in line with the rest of the Province.

Request for more information on the new Technology goals; External consultant prepared a technology report. Primary goals are internal networks and access points at all schools, improve asset management processes, implementing a helpdesk system.
Inquiry whether it’s permissible to start a student group to solve IT problems; Current focus is to improve IT support systems and implement tools for remote support. Will explore how to work with local technology advocates at schools.

Inquiry whether District requirements exist for starting a student council; The District fully supports student councils and welcome to start one.

Inquiry whether the District has a position on SOGI; The District is positive and welcoming of all students. The Board is elected democratically.

Chair Trenaman reminded Student Trustees to let the Chair know if they’re planning to attend or send their regrets for Board meetings.

Trustee Huscroft acknowledged it’s a pleasure to have student trustees and looks forward to working together.

**MEETING SCHEDULE AND REMINDERS**

A. **Meeting Schedule**
   The next Special Open Board Meeting is scheduled for September 25, 2018 at the Nelson Board Office.

B. **2018 General Local Elections: Nomination Period**
   September 4 - September 14, 2018

C. **Kootenay Boundary Branch AGM**
   September 14 - 15, 2018
   Location: Trail, BC

D. **2018 General Local Elections: Campaign Period**
   September 22 - October 20, 2018

E. **2018 General Local Elections: Advance Voting Day**
   October 10, 2018

F. **2018 General Local Elections: General Voting Day**
   October 20, 2018

G. **BCPSEA Fall Symposium**
   November 5 - November 6, 2018
   Location: Vancouver, BC

H. **BCSTA Trustee Academy 2018**
   November 29 - December 1, 2018
   Location: Hyatt Regency Vancouver, Vancouver, BC

I. **BCSTA Provincial Council**
   November 30, 2018
   Location: Hyatt Regency Vancouver, Vancouver, BC

J. **BCPSEA Annual General Meeting**
   January 2019
   Location: Vancouver, BC
K. **BCSTA New Trustee Academy**  
   January 25 - January 26, 2019  
   Location: Sheraton Vancouver Airport, Richmond, BC

L. **BCSTA Provincial Council**  
   February 8 - February 9, 2019  
   Location: Morris J Wosk Centre for Dialogue, Vancouver, BC

M. **BCSTA Meeting of Board Chairs**  
   February 21, 2019  
   Location: Sheraton Vancouver Airport, Richmond, BC

N. **Talking Tables - 2018/2019 Budget Process**  
   April 5, 2018  
   Location: Board Office, Nelson

O. **BCSTA Annual General Meeting 2019**  
   April 25 - 28, 2019  
   Location: Sheraton Vancouver Airport, Richmond, BC

P. **BCSTA Provincial Council**  
   April 27, 2019  
   Location: Sheraton Vancouver Airport, Richmond, BC

Q. **Talking Tables - 2018/2019 Budget Process**  
   May 3, 2018 at 12:00 pm  
   Location: Board Office, Nelson

R. **School District No. 8 District Service & Retirement Banquets**  
   June 2019

S. **School District No. 8 Graduation Ceremonies**  
   June 2019

**ADJOURNMENT**

The meeting adjourned at 6:18 pm
BOARD OF EDUCATION
SPECIAL OPEN MEETING
MINUTES
TUESDAY, SEPTEMBER 25, 2018

A Special Open Meeting of the Board of Education of School District No. 8 (Kootenay Lake) (the “Board”) was held in the Board Room, 570 Johnstone Road, Nelson, B.C., on Tuesday, September 25, 2018.

TRUSTEES PRESENT: L. Trenaman, S. Nazaroff, B. Maslechko, R. Huscroft, D. Lang

REGRETS: B. Wright, Trustee
H. Suttie, Trustee

ALSO PRESENT: C. Perkins, Superintendent
M. McLellan, Secretary-Treasurer
B. Eaton, Director of Inclusive Education (6:01 pm)
B. MacLean, Director of Operations
D. Holitzki, Director of Human Resource Services
N. Howald, Director of Information Technology
N. Ross, Acting Director of Innovative Learning Services
S. Shaw, Executive Assistant

GUESTS: J. Bate, Principal
J. Schmidt, Principal
D. Sabourin, KLTF

VIA VIDEO CONFERENCE IN CRESTON:
C. Beebe, Trustee
D. Kunzelman, KLTF
R. Kirby, CUPE

CALL TO ORDER
Chair Trenaman called the meeting to order at 6:00 pm

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 #8.

ADOPTION OF AGENDA

18/19-013 Moved by Trustee Lang, seconded by Trustee Nazaroff, AND RESOLVED THAT:

The Agenda for the September 25, 2018 Special Open meeting, BE ADOPTED, as circulated.

OPPORTUNITY FOR COMMENTS BY THE PUBLIC

R. Kirby, reported school staff were instructed to watch 15-minute asbestos training video during time set aside for learning improvement fund. Concerned time has been taken away from students.
Superintendent Perkins confirmed it will be discussed with Principals/Vice- Principals and rectified.

FINANCE AND OPERATIONS

A. Action
a) 2017/2018 Audited Financial Statements

Secretary-Treasurer McLellan advised the Finance & Operations Committee of the Whole has recommended the 2017/2018 Audited Financial Statements to the Board for approval.

18/19-014 Moved by Trustee Huscroft, seconded by Trustee Nazaroff, AND RESOLVED THAT:

The 2017/2018 Audited Financial Statements, BE APPROVED.

B. Information/Discussion

Nil

HUMAN RESOURCES

A. Action

Nil

B. Information/Discussion
a) Exempt and Principal/Vice-Principal Grid Increase

Superintendent Perkins reported the Board approved the Exempt and Principal/Vice-Principal Grid Increase.

18/19-015 Moved by Trustee Maslechko, seconded by Trustee Huscroft, AND RESOLVED THAT:

The BCPSEA/PSEC Grid increases for Exempt and Excluded Principals/Vice- Principals as of August 1, 2018 Update, BE RECEIVED.

Abstained: Trustee Beebe
Carried

QUESTION PERIOD

Nil

MEETING SCHEDULE AND REMINDERS

A. Meeting Schedule

The next Regular Board Meeting is scheduled for October 9, 2018 at the Nelson Board Office.

B. 2018 General Local Elections: Campaign Period
September 22 - October 20, 2018

C. 2018 General Local Elections: Advance Voting Day
   October 10, 2018

D. 2018 General Local Elections: General Voting Day
   October 20, 2018

E. BCPSEA Fall Symposium
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   Location: Board Office, Nelson

P. School District No. 8 District Service & Retirement Banquets
   June 2019
Q. School District No. 8 Graduation Ceremonies
   June 2019

ADJOURNMENT

The meeting adjourned at 6:06 pm

Chair

Secretary-Treasurer
School District No.8 (Kootenay Lake)
Education Committee of the Whole Terms of Reference – September 25, 2018

I. PURPOSE

The purpose of the Education Committee of the Whole is to:

• provide guidance for learning in School District No. 8;
• promote, support and celebrate learning;
• review student progress in relation to the framework for enhancing student learning and SD8 Student Expectations;
• review and analyze initiatives and trends in learning;
• promote awareness in trends and research in education and learning in order to encourage wise practice; and
• bring appropriate recommendations to the Board related to the above.

II. COMPOSITION AND OPERATIONS

A. The Committee shall be composed of all trustees of the Board, Directors, Superintendent and Secretary-Treasurer and two representatives from each of the KLTF, KLPVPA, CUPE Local 748 and the Kootenay Lake DPAC.

B. The Committee will be chaired by a trustee elected at the first Committee meeting each year following the inaugural meeting of the Board.

C. The Committee quorum will consist of the Trustee Committee Chair or designate(s), Superintendent or designate(s), a minimum of 4 (four) trustees and one member from any two of the stakeholder groups.

D. Committee members are voting members of the Committee.

E. The Committee will strive to make decisions by consensus; failing consensus, committee decisions will be made by a majority of votes cast.

F. The Committee shall operate in a manner that is consistent with Board Policy #121 Committee Structures.

G. The Committee will normally meet once a month with the exception of December and March during the school year. An annual schedule will be provided by the Board to the Committee following the adoption of the Board’s annual Board meeting schedule.
   i. Additional meetings will be scheduled as necessary;
   ii. Special meetings may be held at the discretion of the Board Chair and the Committee Chair or upon the written request to the Board Chair from a majority of the Committee members.

H. The Committee will establish an Annual Plan at the first committee meeting of the school year which includes:
   i. Goals and objectives for the year
   ii. Strategies and structures to achieve goals
   iii. Communication strategies
   iv. Schedule of meeting dates

III. The Annual plan will be developed and approved by the committee and then be submitted to the Board for approval.
J. The Committee may create ad hoc sub-committees which will report to the Education Committee of the Whole.

K. The Education Committee of the Whole Terms of Reference, Annual Plan and meeting minutes will be posted on the District website.

III. DUTIES AND RESPONSIBILITIES

The Committee has the responsibility to:

A. Planning Process:

The committee will utilize the following process in its dialogue to discuss matters, which fall within our mandate, arising from partner groups throughout the year:

An appreciative inquiry approach will be taken to consider:

- Current status: Where are we now?
- Future state: Where do we want to be?
- Plans: How are we going to get there?
- Monitoring: What progress have we made?

B. Team Learning:

Members of the Education Committee will engage in team learning related to the Committee’s purpose which may include shared Pro-D and reading of appropriate material relating to the annual plan.

C. Input Gathering Process:

The Education Committee will gather and encourage input in a variety of ways. Input will also be gathered from other groups not currently represented on committee.

D. Communication Expectations:

All partner group representatives are expected to communicate and seek feedback from their respective groups.

E. Review School Growth Plans and make recommendations to the Board of Education for approval.

IV. ACCOUNTABILITY

All meetings will be open to the public. The Committee shall report its discussions to the Board by maintaining minutes of its meetings.

All approved Education Committee of the Whole meeting minutes will be posted to the District's website in a timely manner.
## Innovative Learning Services: 3 Year Plan 2018-2021

<table>
<thead>
<tr>
<th>Vision</th>
<th>Focus - Learn - Excel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission</td>
<td><em>We focus on excellence for all learners in a nurturing environment.</em></td>
</tr>
</tbody>
</table>

### Board Goals


### Aboriginal Enhancement Agreement Goals:

| Improve success of all students. | Improve Awareness of History, Culture and Diversity and issues related to Aboriginal students. | Improve connections between Aboriginal students, families, communities and schools. | Enhance Aboriginal Students sense of belonging, pride and identity. |

### Year One: 2018-2019

**Goal One:** To build teacher capacity through ongoing professional learning.  
**Goal Two:** To connect learners K-16 with the skills and knowledge they need to succeed on their life path.  
**Goal Three:** To provide our youngest learners with a solid foundation in literacy, numeracy, and social-emotional development.

### Measures:

- % of students reading by grade level
- Grad Rates
- Completion Rates
- Reporting Order
Innovative Learning Services: 3 Year Plan
2018-2021

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<tr>
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<tbody>
<tr>
<td>Satisfaction Surveys</td>
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<tr>
<td>Transitions to Post-Sec and Career</td>
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<tr>
<td>Staff, Parent, and Student anecdotal reports</td>
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<tr>
<td>Literacy and Numeracy Assessments</td>
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<tr>
<td>Capstone</td>
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<tr>
<td>Successful Transitions: Strongstart-K; K-Primary; Primary-Intermediate; Intermediate to Middle; Middle - Secondary</td>
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<tr>
<td>EDI, MDI, FSA</td>
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<table>
<thead>
<tr>
<th>Strategies or Indicators of success:</th>
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<tbody>
<tr>
<td>New Curriculum</td>
</tr>
<tr>
<td>Support staff at the primary, intermediate, middle and secondary school level with a focus on curriculum, assessment, place-conscious opportunities, ADST, core French, trades, core competencies, and Capstone.</td>
</tr>
<tr>
<td>K-9 BCMEd Reporting Pilot Project.</td>
</tr>
</tbody>
</table>

Early Learning
- Supporting elementary schools with Strong Start and Ready, Set, Learn. We are currently establishing a StrongStart in CLES which will complete our goal of transforming all StrongStarts into Outreach programs in order to access as many families as possible.
- Transition to Kindergarten resources for teachers.
## Innovative Learning Services: 3 Year Plan
### 2018-2021

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<tbody>
<tr>
<td></td>
<td>• Literacy and Numeracy support at the primary level.</td>
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<tr>
<td></td>
<td>• BCMEd project, “Changing Results for Young Children”</td>
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### Focus. Learn. Excel
- Support school staffs in implementing strategies outlined in the professional learning opportunities offered through Focus. Learn. Excel and other ongoing initiatives.
- Offering in-class support:
  - Monica Doyle: Early Learning, Primary, Elementary Literacy and Numeracy
  - Vanessa Finnie: Core French, French Immersion, ADST, Place-conscious learning
  - Brent Firkser: Secondary Career Education, YTT, YWT

### Professional Learning Opportunities
- Peter Liljedahl: Grades 7-12 Numeracy
- John McMahon: ADST Grades 4-7 “Coding Quest”
- Kyra Garson: Interculturalization
- Glenda Hanna: Youth Safe Outdoors
- Faye Brownlie: Literacy and Indigenization
- Carole Fullerton: Numeracy
## Innovative Learning Services: 3 Year Plan
### 2018-2021

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<tbody>
<tr>
<td><strong>Leyton Schnellert:</strong></td>
<td>Creating Competency-based, Inclusive, Thinking Classrooms</td>
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<tr>
<td><strong>Linda Kaser &amp; Judy Halbert:</strong></td>
<td>Shifting Culture in Secondary</td>
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<tr>
<td><strong>Jan Unwin:</strong></td>
<td>K-16 Working Together to Support the Changing Learner</td>
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<tr>
<td><strong>Dr. David Burns:</strong></td>
<td>Careers and Portfolios -- improving</td>
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<td></td>
<td>Transitions from High School to Post</td>
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<td></td>
<td>Secondary Secondary Technology Educators Collaboration</td>
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<tr>
<td><strong>Shelley Moore:</strong></td>
<td>Literacy and Inclusion</td>
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<tr>
<td><strong>Literacy Summit for Primary Teachers:</strong></td>
<td>Calgary</td>
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<tr>
<td><strong>Provincial Career Education Conference:</strong></td>
<td>Vancouver</td>
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<tr>
<td><strong>Faye Brownlie:</strong></td>
<td>Literacy</td>
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<tr>
<td><strong>Adrienne Gear:</strong></td>
<td>Literacy K-6</td>
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<tr>
<td><strong>Kyla Haddon:</strong></td>
<td>Literacy 7-12</td>
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<tr>
<td><strong>Kaser &amp; Halbert:</strong></td>
<td>Secondary</td>
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</tbody>
</table>

**Collaboration and Sharing, Cross-district and Regional**
- Regional Career Education Conference: Cranbrook
- Network of Inquiry and Innovation
- Small Secondary Schools Think Tank
## Innovative Learning Services: 3 Year Plan 2018-2021

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|-------------|----------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|

### Growing Innovations
- BC Tech Summit
- Aspiring Leaders
- Collaboration Sessions: Teacher Librarians, Athletics, Fine Arts, Trades & Technology
- K-9 Reporting Pilot
- Changing Results for Young Children Project

### Communication:
- SD8 website: update to align with district format; streamline information; provide professional resources

### 2018-2019: Year 1: Establish Structures and gather baseline data

### 2019-2020: Year 2 + 3: Using the established framework, track, measure, reflect and grow
Education Committee of the Whole
3 Year Plan 2018-2021

Committee Members:
Trustees (all)
DPAC Reps (2)
CUPE Reps (2)
KLTF Reps (2)
PVP Reps (2)
Directors (all)
Superintendent

2018-19 Meeting Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Objectives</th>
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</thead>
</table>
| September 25, 2018| Review of ILS Goals for 2018-19  
Presentation of ILS portfolios  
Activity from International Program  
Approve Terms of Reference  
Approve 3 year Annual plan |
| November 27, 2018 | Presentations:  
a) Focus.Learn.Excel  
b) Other |
<table>
<thead>
<tr>
<th>Date</th>
<th>Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 8, 2019</td>
<td><strong>Presentations:</strong>&lt;br&gt;a) Focus.Learn.Excel&lt;br&gt;b) Other</td>
</tr>
<tr>
<td>February 12, 2019</td>
<td><strong>Presentations:</strong>&lt;br&gt;a) Focus.Learn.Excel&lt;br&gt;b) Other</td>
</tr>
<tr>
<td>April 9, 2019</td>
<td><strong>Presentations:</strong>&lt;br&gt;a) Focus.Learn.Excel&lt;br&gt;b) Other</td>
</tr>
<tr>
<td>May 14, 2019</td>
<td><strong>Presentations:</strong>&lt;br&gt;a) Focus.Learn.Excel&lt;br&gt;b) Other</td>
</tr>
<tr>
<td>June 11, 2019</td>
<td><strong>Presentations:</strong>&lt;br&gt;a) Summary of year’s learning initiatives&lt;br&gt;b) Other</td>
</tr>
</tbody>
</table>
1. **EXCURSION DESCRIPTION**
   
a) Sponsoring school(s): PCSS

b) Destination: Spokane Washington

c) Dates of Excursion: Sunday February 3, 2019

d) Number of school days used, if any: none

e) Number & Grade level of students: 40 10-12’s

f) Names of Supervisors:

   Brooke Dougan
   Mary Radonic
   Dan McCowan

2. **APPROPRIATE USE OF INSTRUCTION/LEARNING TIME**
   
a) What specific section of the curriculum is related to this excursion?

   Fine Arts/Theatre/English

b) What are the learning outcomes planned for this excursion?

   To expose our students to a professional theatre performance. Students will see what goes into a professional production. We will discuss all of the different rules employed to produce a show of this calibre.
c) How will the students' success in achieving the outcomes be measured?

Discussion with the Drama Teacher and writing with the English Teacher.

d) Describe the educational preparation students will receive prior to the excursion.

Drama Teacher will discuss show with kids before departure. As password will be made with Shakespeare's Hamlet. English.

e) What followup educational activities are planned for the students?

We will debrief and talk about the play after, as a group.

f) What monitoring activities are planned during the excursion to assure that students are achieving the educational experience intended?

Discussion checking in with the kids throughout the day.

3. APPROPRIATE USE OF STAFF TIME

a) What evidence is there that the supervising staff has the expertise to assist the students in the educational outcomes intended?

Brandy Davis is the Drama Teacher and she has taught the program for 10 years. Also, all three teachers have taken students on educational trips.
b) If students regularly assigned to supervising staff will not be participating in the excursion, what measures will be taken to assure that the quality of instruction these students will receive during staff absence is suitable?

N/A

4. APPROPRIATE STUDENT ACCESS
a) What are the qualifying factors (if any) required of participating students?

N/A

b) Will any students be excluded because of an inability to pay for the excursion?

No

c) If not, what arrangements will be made for students who require financial assistance?

The school will help.

d) If substitute time is required, how will the cost be borne?

N/A

5. APPROPRIATE FUNDING PRACTICES
a) What is the total per student cost for the excursion? approx $125

b) Of the total anticipated per student cost, how much will each student be required to pay? Full cost

c) How much will each supervision staff member be required to pay? Cost of ticket

d) If a tour or travel agency is being used to assist in the arrangements, what is the name of that agency and who is the contact person? N/A
e) If other agencies will be contributing to costs of the excursion, please identify these agencies and their estimated contributions.

6. APPROPRIATE LIABILITY COVERAGE
What arrangements will be made to ensure that all students and supervising staff have:

a) accident insurance? [ ]
   Brooke will take care of

b) health insurance? [ ]

c) cancellation insurance? [ ]

7. APPROPRIATE TRAVEL/ACCOMMODATION ARRANGEMENTS
Describe the arrangements:

N/A Day trip, school bus

8. APPROPRIATE SUPERVISION ARRANGEMENTS
a) What will be the ratio of supervisors/students? approx 1-2

b) What strategies will be planned to assure the safety and appropriate supervision of the students?

- Buddy system
- All students will have emergency numbers of chaperones
- Chaperones will meet ahead of time to discuss safety

9. PREVIOUS EXCURSIONS
List out-of-province excursions sponsored by the school over the past two (2) school years:

Brooke Dunn took 27 students to Greece in March of 2018.
10. **NAMES AND SIGNATURES OF EXCURSION PLANNING COMMITTEE**

<table>
<thead>
<tr>
<th>Names</th>
<th>Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooke Pouna</td>
<td>B. Omer</td>
</tr>
<tr>
<td>Mary Radonic</td>
<td>M. Radonic</td>
</tr>
</tbody>
</table>

11. 

Principal’s Signature

Date: **Sept 28/18**
Global Intercultural Experiences (GIE) Oaxaca was successfully piloted across the district in 2017-18. The purpose of this document is to request permission to continue with planning the student service trip to Oaxaca, MX for spring break 2019.

Student experiences related to this program continue to be profound. It has always been important to connect the ideals of international service learning to local service groups, with the ultimate goal of returning students to their own communities, inspired to find their own ways to contribute to a better community.

There are 19 students who submitted applications for 2019; from 3 schools (Mt. Sentinel, Salmo Secondary and LV Rogers). The students have been actively working throughout the summer and have paid three travel deposits. They have demonstrated their commitment to the program and the required service and fundraising goals. The program is capped at these 19 students.

Chaperones have been organized. Two chaperones will accompany us from Canada to Oaxaca. In addition, the two retired School District 8 teachers, Don and Lois Warthe, continue to be connected to the program. They will be with us the whole time we are in Oaxaca.

You will be able to follow GIE activity through Facebook. [https://www.facebook.com/gie.oaxaca.5](https://www.facebook.com/gie.oaxaca.5)

Thank you,

Kathi
NOTE - all students and parents will have signed Appendix F, after a special meeting scheduled for Sept. 30, 2018.

APPENDIX F – NOTIFICATION FORM - Parent Information/Consent Form
School District No. 8 (Kootenay Lake); International Program - GIE 12 Oaxaca
Central School, Nelson
Instructor work # - 250-359-7219 (Mt. Sentinel School)

Activity: Global Intercultural Experiences (GIE 12 Oaxaca Service Trip)
Educational Purpose of Trip: Intercultural Understandings and experiences; developing world perspectives on volunteerism; service and sustainability; Spanish language development
Trip Destination/Location: Oaxaca City and Teotitlan de Valle; Oaxaca, Mexico
Departure Time/Date/Place: On or about March 17, 2019 - via Spokane, WA and Mexico City
Approximate Return Time/Date/Place: on or about March 29, 2019 - via Mexico City and Spokane WA.
Teacher(s)-in-Charge: Kathi Knapik
Alternative Activities: not applicable. If a student is unable to participate on a particular day, one chaperone will remain behind, at the hotel, with that student.

<table>
<thead>
<tr>
<th>Some Examples of Potential Trip Hazards/Risks</th>
<th>Examples of Steps to Make Trip Safer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food-borne illness</strong></td>
<td>Consider HepA vaccination (family decision); avoid street vendor food, drink only bottled water and beverages (avoid all tap water), don’t share drinks, avoid ice cubes, brush teeth with bottled water provided, don’t drink shower water, bring your water bottle, filled, everywhere we go.</td>
</tr>
<tr>
<td><strong>Sunburn and Heatstroke</strong></td>
<td>Wear sunscreen with high SPF, wear protective clothing and hat with brim, drink plenty of water, carry water bottle (filled) at all times, use the provided safe drinking water, rest/adjust activity as necessary (don’t over-do it!)</td>
</tr>
<tr>
<td><strong>Bug bites and Vector-related illnesses</strong></td>
<td>Protect yourself from the vectors (ie.mosquitoes) using bug spray and clothing. Exposed skin should be covered or sprayed! Please note - we are going in the dry season, so the risk is very low (unless there has been recent rain). Instructor will carry bug spray everywhere, in the first-aid kit</td>
</tr>
<tr>
<td><strong>Earthquakes</strong></td>
<td>Each student will review ‘what to do in case of an earthquake’ prior to the trip. At the hotel (and other locations) safer places will be identified. Students will learn to recognize the painted signs on pavement areas.</td>
</tr>
<tr>
<td><strong>Theft</strong></td>
<td>Adults will carry passports during all airport travel (except when going thru security). Adults will carry photocopies of passports, storing originals in the hotel safe, while in Mexico. Students will</td>
</tr>
<tr>
<td>avoids ‘touristy’ behavior (i.e. posed picture taking in public places, flashing wallets and money). Backpacks are never left unattended. Very little spending money is brought to Mexico. Students are NOT allowed to bring personal devices (cell phones, ipods, etc.). Note - Chaperones will have iPad and iPhone for students to use so students can make contact with home.</td>
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</tbody>
</table>

All School/District rules apply on this trip. Especially important is the district policy related to NO drug (including marijuana) or alcohol use, regardless of the culture observed or practiced in Mexico! Students are acting as Canadian ambassadors!

Ultimately, a higher standard, a stricter interpretation on rules is required for International travel; teacher is the ultimate authority on setting rules. While there will be an effort to explain rules, generally speaking, the rules are not up for negotiation.

Contact the international school (instructor Kathi Knapik or Administrator Sandy Prentice) for further information.

SIGNATURES REQUIRED:

I have read the information provided above and agree to the rules and expectations. I am enthusiastic to be part of this experience!

________________________   ________________________   ____________________
Student Name               Student Signature         Date

I have read the information provided above and I request that my son/daughter __________________________ be permitted to participate.

_________________________   _______________________   ________________
Parents/guardians names    parents/guardians signature   date
1. EXCURSION DESCRIPTION

a) **Sponsoring school(s):** International Program

b) **Destination:** Oaxaca City and Teotitlan de Valle, Oaxaca, Mexico

c) **Dates of Excursion:** Spring Break. Leaving on or about March 17; Returning on or about March 29, 2019.

d) **Number of school days used, if any:** none

e) **Students (grade):** 19 students (17 domestic; 2 international)

**LVR**
Amelia Savazzi (10)
Avie Waterfall (10)
Brianna Jones (10)
Katelyn Berlinger (12)
Koichiro Morioka (International, Japan)
Madison Hopkyns (10)
Natsumi Saito (International, Japan)
Sapphire Guthrie (10)
Sarah Wensink (10)
Sophie Harris (10)
Violet Eby (10)
Sierra Pardoe (10)
Danielle Browne (10)

**MT. SENTINEL**
Avery Kooznetsoff (12)
Evan Walker (12)
Olivia Smith (12)
Tala MacDonald (10)

**SALMO SEC.**
Kaitlin Maisonneuve (10)
Sadie MacNeil (11)
f) Names of Supervisors:

Teacher - Kathi Knapik (home school: Mt. Sentinel)
Chaperones: Mike Knapik (spouse of teacher) - or Monica Nissen (educator); Luca Savazzi (parent)
Other chaperones - Don and Lois (Lita) Warthe.

Notes:
- Mike Knapik completed a criminal record check; he has gone 3x, in the past, as the male chaperone.
- Luca Savazzi - has completed criminal record check process. Waiting for documentation.
- Don and Lita - Both are retired teachers from SD8. Don founded this program at Mt. Sentinel. They continue to be involved, because of their strong commitment to developing student understanding around building sustainable and just communities. Don and Lita have been important mentors for me, exemplary examples on how to facilitate learning through an experiential framework. While Don and Lita do not travel with the student group to/from Mexico, they are ‘on the ground’ with us. Lita also serves as our Spanish translator, when necessary.
- All Chaperones are required to complete a criminal record check and driver’s abstract.

2. APPROPRIATE USE OF INSTRUCTION/LEARNING TIME

a) What specific section of the curriculum is related to this excursion?
The goals of the GIE course are to assist students in: adapting to the global community; acquiring intercultural knowledge and skill-set transferable to both domestic and international environments; and integrating their existing life skills and knowledge to the future living, studying and working environments they will face.

Through an experiential learning framework, students will have the opportunity to apply and reflect upon their classroom knowledge and learning in a practical, real-world intercultural setting.

b) What are the learning outcomes planned for this excursion?
  · Gain a familiarity with Kolb’s experiential learning cycle and be able to identify the different steps in the process
  · Understand role of experiential learning in Indigenous worldviews, perspectives and ways of knowing.
· Understand the purpose and the importance of the reflective process in enhancing experiential learning.
· Identify dispositions and ways of being that will enhance and deepen the reflective process
· Identify different ways that meaningful reflection can occur – writing, journaling, blogging, etc.
· Understand principles and criteria of reflective writing
· Understand how physical geographic factors have influenced the development of culture in Mexico
· Understand historical and current challenges and issues facing the region or culture
· Identify potential skills and tools that will be required to be culturally sensitive in this environment/with this group of people
· Identify and articulate personal challenges that student may encounter in this intercultural context or setting.
· Show evidence of expanded knowledge and understanding of intercultural learning including: racism, stereotyping, generalizing; internationalization versus interculturalization; engaged citizenship; cultural assumptions; non-verbal versus verbal communication; systems of power and hierarchy; indigenous worldviews, ways of knowing and epistemologies
· Gain a further understanding of their own cultural position and on the differences between universal, cultural and personal aspects of life
· Understand and articulate ways that our own cultural identities and worldviews shape the way we perceive others groups of people and cultures
· Identify and articulate connections between values and culture, as well as visible versus invisible aspects of culture
· Understand the concept of Global and Local divide in development and wealth (e.g., North-South)
· Understand both the advantages and disadvantages of an increasingly complex geopolitical and socio-economic systems.
· Articulate and show evidence of the ability to practice mindful, sensitive and responsive communication skills
· Identify skills and methods that will help them find their bearings abroad, and to adapt to local situations
· Explain process of culture shock and adaptation, and identify ways of dealing with new experiences and settings in healthy, adaptive ways.
· Understand holistic philosophies of dealing with stress – including physical, emotional, intellectual and spiritual effects
· Explain importance of empathy, patience and flexibility in intercultural/global experiences.
c) How will the students' success in achieving the outcomes be measured?
Students will be observed and listened to, during experiential learning opportunities. Informal and intentional conversations will be held during the experience. Every evening includes a round-table discussion, where the day's learning opportunities are discussed. In addition, students (and teacher) will write in a daily back-n'-forth journal.

d) Describe the educational preparation students will receive prior to the excursion.
There will be many opportunities to 'get together' to build relationship among the group. The students will participate in a minimum of 12 hours of service prior to the trip. They will also participate in significant fundraising events. There was a retreat weekend; Sept. 29/30th. Students went through a biosand water filter workshop, cultural, leadership and team-building activities and orientation to Oaxaca’s people, place and culture. The group will be managed through Google Classroom. More resources are shared with the students through this digital classroom.

Students began this experience with an application process that asked them to reflect on their service learning experiences, their motivation, their perspectives...this reflective cycle continues at every opportunity where students are asked to reflect on: What am I experiencing? How do I feel about this experience? How does this experience relate to what I know? How does this experience impact the various stakeholders? What do I still want to know/learn?

e) What follow-up educational activities are planned for the students?
Opportunities to prepare and present - all students need to present to at least one group: at service group meetings (ie: Rotary), board meetings (ie. Celgar or School District 8), Open House, student gatherings (ie. class presentations at schools) as opportunities present themselves and schedules allow.

f) What monitoring activities are planned during the excursion to assure that students are achieving the educational experience intended?
Informal and formal conversations during the experience. Every evening includes a round-table discussion, where the day’s learning opportunities are discussed. In addition, students (and teacher) will write in a daily back-n'-forth journal.
3. APPROPRIATE USE OF STAFF TIME
   a) What evidence is there that the supervising staff has the expertise to assist the students in the educational outcomes intended?
   Teacher, Kathi Knapik, has taken students on five (5) previous trips to Oaxaca. She also has first aid knowledge and training.
   Chaperone, Mike Knapik, has been chaperone on three (3) previous trips to Oaxaca. He has worked with youth (teens) extensively as speed-skating and soccer coach. He has taken Level 1 coaches training and has some first aid. He also possesses building skills, so he can mentor students on the job site.
   Luca Savazzi is a mechanical engineer and parent. He will be able to mentor students in using tools on the job site.
   Don Warthe is the founding teacher for this experiential international service learning. Many of the goals for this program are a continuation of what he did. Lita has been by his side, part of every trip since 2012. She has extensive Spanish language skill.
   b) If students regularly assigned to supervising staff will not be participating in the excursion, what measures will be taken to assure that the quality of instruction these students will receive during staff absence is suitable?
   Not applicable.

4. APPROPRIATE STUDENT ACCESS
   a) What are the qualifying factors (if any) required of participating students?
   *Age-appropriate - on grad program.
   *Students must pay $1800 travel deposits. Payments are spread out from June through December.
   *Additionally, students are required to participate in significant fundraising (teacher-supported). There is a special opportunity to be part of service activities in their communities, as students are required to complete a minimum of 12 hours of service (with other GIE students).
   *Students must have passport, with the appropriate documentation to travel in/out of the United States.
   b) Will any students be excluded because of an inability to pay for the excursion?
   Yes, if long-term planning options and extra fundraising won’t work for student. There is no subsidy available.
   c) If not, what arrangements will be made for students who require financial assistance?
   *Students are able to spread out their travel deposits,
*Schools are encouraged to find ways to financially support individual students (ie. give some $ credits to students who work in school canteen for the year)
*Students can raise more funds (than required) through extra fundraising and, with prior arrangement and consultation, get refunds on travel deposits
*Where possible, Kathi will look for opportunities to provide students with ‘work’ opportunities that can pay into their travel fund.

d) If substitute time is required, how will the cost be borne?
n/a

5. APPROPRIATE FUNDING PRACTICES
a) What is the total per student cost for the excursion? Approx. $3000. This includes the house-building project and supplies. Fluctuating Mexican peso and US dollar exchange values affect total cost.
b) Of the total anticipated per student cost, how much will each student be required to pay? $1800, which covers flight, medical and cancellation insurance. Any left-over student payment goes toward hotel accommodation.
c) How much will each supervision staff member be required to pay?
*Teacher - none. She sells grocery cards year-round and participates in all fundraisers.
*Chaperones - pay their own flight and insurance costs.

d) If a tour or travel agency is being used to assist in the arrangements, what is the name of that agency and who is the contact person?
Shawna at Glacier Travel - shawna.glacier@shaw.ca

e) If other agencies will be contributing to costs of the excursion, please identify these agencies and their estimated contributions.
Nelson Daybreak Rotary has pledged $1500 this year.

6. APPROPRIATE LIABILITY COVERAGE What arrangements will be made to ensure that all students and supervising staff have:
a) accident insurance?
b) health insurance?
c) cancellation insurance?
Shawna, at Glacier Travel, purchases the same policy for all of us. It includes all of the above.

7. APPROPRIATE TRAVEL/ACCOMMODATION ARRANGEMENTS Describe the arrangements:
*Bus transportation to/from Spokane WA,
*Delta airline flights to/from Spokane, WA to Oaxaca City, Mexico.
*Taxis from reputable agency and/or Rental Vans (with driver from previous years) are used in Oaxaca.

8. APPROPRIATE SUPERVISION ARRANGEMENTS
a) What will be the ratio of supervisors/students? 3 adults to 19 students. (not including Don and Lita Warthe)
b) What strategies will be planned to assure the safety and appropriate supervision of the students? Students never go out without an adult. Students are always accompanied by an adult during taxi and/or van trips. Adults carry cell phones and student lists and supervise with vigilence. Excursions always include the full student group, unless a student is ill. In which case, one adult remains behind with student at hotel. Students will be organized into groups managed by supervisors.

9. PREVIOUS EXCURSIONS List out-of-province excursions sponsored by the school over the past two (2) school years: (Kathi Knapik as supervising teacher)
   ● 2018 spring break - 6 students went to Oaxaca (GIE service trip)
   ● 2017 spring break - 10 students went to Oaxaca (Manos Unidas service trip)
   ● 2016 spring break - 5 students went to Oaxaca (Manos Unidas service trip)
   ● 2015 spring break - 17 students went to Oaxaca (Manos Unidas service trip)
Kathi Knapik was supervising teacher on all of these.

10. Tentative GIE Calendar of Dates, FYI:
   ... anticipate voluntary service events, too!
   (? = not sure of actual date within this timeframe; TBA = to be announced)

   Fri. June 15, 2018 - travel deposit $300 due
   Tues. June 26, 2018 - class meeting. Central School. 10am
   Wed. August 15, 2018 - travel deposit $300 due
   Tues. Sept. 4 - Google Hangout. 7pm.
   Sat. September 15, 2018 - travel deposit $300 due
   September, 2018 - Apple and pear picking; press cider event, Slocan Park. Details TBA
   September 28/29 - overnight Retreat. Details TBA.
   Thurs. Oct. 4 - Google Hangout. 7 pm.
   Sun. Oct. 7 - Mandatory Parent/Student meeting. 4pm. Location TBA.
   Sun. Nov. 4 - Borscht (soup) making. 10am - 3:30pm. Mt. Sentinel.
   Early/mid Nov. Purdy’s (chocolate sales) Christmas deadline. Details TBA.
   Fri./Sat. Dec. 7/8 - Tourtiere (meat pies) making. 4-8pm; 10am-2pm.
Fri. Jan. 4 - Google Hangout. 4pm (note earlier time).
Mon. Feb. 4 - Google Hangout 7pm.
Mon. March 4 - Google Hangout 7pm.
Sun. March 10 - Official Parent/Student meeting. Attendance required. Details TBA.

10. NAMES AND SIGNATURES OF EXCURSION PLANNING COMMITTEE

<table>
<thead>
<tr>
<th>Names</th>
<th>Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathi Knapik</td>
<td></td>
</tr>
</tbody>
</table>

11. Principal’s Signature (Sandy Prentice)

Date: Oct 21, 18
Superintendent’s Report

October 9, 2018

Submitted by: Dr. Christine Perkins, Superintendent/CEO
LEARNING

CRESTON FAMILY OF SCHOOLS

ADAM ROBERTS ELEMENTARY

- Outdoor learning for several intermediate classes - community forests, learn to fish program on the Kootenay River (Old Ferry landing), Salmon run at Kokanee park, Annual senior class hikes on the Summit (before any snow!)
- Local area visits to support learning at the Creston Museum, Railway museum in Cranbrook
- Emphasized whole school celebrations and recognitions - Terry Fox Run, Orange Shirt Day
- Supported by district Pro D - several staff attending a variety of opportunities in September including workshops from our Innovative Learning Department (robotics, French, etc). Staff have been excited to attend and share out at the school. Brent Firske has been supporting the grade 6/7 classes with the trades as students try their hand at electrical work!! Students are very engaged!!

CANYON LISTER ELEMENTARY

- As the only UNESCO member school in BC, we are committed to taking positive action in support of the UN Sustainable Development Goals. Some this month are the following:
  - Signed up for and participating in Recycling BC’s Waste Reduction Week (Oct 15th-20th) with our Litter-less Lunch campaign.
  - Moving forward with our school greenhouse - plastic roof was put on by parent volunteers/BBQ by PAC to thank volunteers last week, and cedar has arrived for raised beds.
  - First meeting of the year held of the student Be the Change group, where we explored which areas we would be supporting this year through raising awareness and fundraising.
- New Twitter (@CanyonLister) and Instagram (canyonlister) accounts to go with our updated school website and school Facebook account.

CRESTON HOMELINKS

N/A

ERICKSON ELEMENTARY

- On Oct 26, 2018 we participated in the Terry Fox run, with all students doing an approximately 2 km walk/run.
- On Oct 26th we had an assembly for the students explaining the meaning behind Orange Shirt Day. Trustee Rebecca Hushcroft attended. Students were encouraged to wear orange on Friday the 28th.
- Cross country running has started for grade 4-7 students. Currently the athletes are scheduled to take part in 3 separate runs.
PRINCE CHARLES SECONDARY
- 24 students in our offsite Compass program.
- YETI enrollment and participation showing a huge increase in numbers.
- Full slate of Fall sports being offered, girls’ and boys’ volleyball and boys’ soccer. Tournaments underway.
- The Hub at PCSS is participating in the IPSER Project in partnership with College of the Rockies (COTR) to provide practicum opportunities for a wide range of Human Service professions; nursing, HSW...
- Very positive feedback from students and staff for our new school schedule.

WILDFLOWER CRESTON
- A positive transition of Wildflower programming into the PCSS building. The staff are starting to explore collaborative relationships and utilization of space that may exist between the PCSS and Wildflower programs.

CRAWFORD BAY FAMILY OF SCHOOLS
CRAWFORD BAY ELEMENTARY-SECONDARY
- We have a Junior Girls and Junior Boys team registered in the West Kootenay Volleyball Playday series
- From now until mid-November with the playoff dates following
- One kindergarten student raised more money for the Terry Fox run than all members of the school combined! She raised over $400 through her adult-sponsored FB page.
- Grade 12 student Jackson Wilkinson is undefeated in West Kootenays cross country! Makaylie Wilkinson came 2nd!

SALMO FAMILY OF SCHOOLS
SALMO ELEMENTARY
- Sept 20 combined an ice cream social and our Meet the Teacher event. It was a great way to come together to celebrate the start of a new school year.
- October is Safety Month! Students and staff are practicing a drill a week to ensure our community is ready in the unlikely event of an emergency.
- Thanks to Tony Musa and Martin Vanlerberg for running the Salmo Elementary Cross Country team. Our twice weekly practices are helping prepare for the elementary district runs.

SALMO SECONDARY
- We had a very successful Icebreaker day on Sept 12 where all students participated in team building and fun activities. A great culture building activity for our school, and a nice way to bring the incoming gr 7 (and new students) into our community.
• Thurs Sept 20 we hosted a “Meet the Teacher” night which was attended by approximately 60 parents and students. Lots of information for families, introductions of new and returning staff, an opportunity to mingle and ask questions.

• Sept 20 we also hosted a “welcome back dance” for all students, gr 7-12. Thanks to all the staff who volunteered their time to supervise and help out, including our great DJ Trestan Shunter who kept everyone going.

KASLO FAMILY OF SCHOOLS

JEWETT ELEMENTARY

• Jewett School received a $1000 grant from the Canada Post Community Foundation for upgrades to our Library.

• Jewett School is continuing and extending our Take Me Outside Fridays with a 5 week program called Little Mountain Chickadee. So far we have built an outside shelter, did a Macro-Invertebrate study. This week is The Incredible Water Journey.

• Our Observation Bee Hive is buzzing. Students are working with the Beekeepers Association and fundraising for our WE Schools Initiative to raise awareness of the plight of the Honey Bee.

J.V. HUMPHRIES ELEMENTARY-SECONDARY

• Strong and collaborative staff very committed to learning and supporting students.

• ‘Student Leadership Facilitator’ Position of Special Responsibility.

• Use of LINKS funding to create one day per week Youth & Family Worker CUPE position to support students’ mental health.

• Career Education 8-12 programming as 11 full days (approx. once per month) programming to get students out into the world, working on authentic projects, and bring in presenters/workshops. First date was Sept. 27.

SLOCAN VALLEY FAMILY OF SCHOOLS

BRENT KENNEDY ELEMENTARY

• StrongStart will be coming to Brent Kennedy school this fall!

  o In partnership with W.E. Graham Community Services, we are in the process of advertising and interviewing for the position of a program facilitator.

  o The program will start in early November on Monday’s

• Orange Shirt Day

  o A very successful Orange Shirt Day assembly was thoughtfully organized and facilitated by Aboriginal Education Success Teacher, Ms. Andrea Mann. A special thank you to Danica Weager for also working in partnership with Ms. Mann to help our school community understand what Orange Shirt Day means and how we can work together, everyday, to “hold each other up” and to bring awareness about the strength and resilience of Aboriginal cultures.
Superintendent’s Report

- Learning Outdoors in our Community
  - Three primary classes visited Kokanee Creek Park to learn about the Kokanee Fish Life Cycle. They came back to school inspired to write and draw about what they learned. Our grade 5’s participated in Forestry Day and helped open the day drumming and singing the welcoming song with Gail Higgenbottom.

MT. SENTINEL SECONDARY
N/A

W.E. GRAHAM ELEMENTARY-SECONDARY

- First week long Outing for the Valhalla Wilderness Program. All children returned very happy with their trip. A big conversation was about the wind. Apparently, one of the nights had some very strong winds and the kids were huddled in their tents.
- Our OELP Outdoor Education Leadership Program (Grade 6,7,8) went on their first overnight camping trip at Roseberry Provincial Park. They had to do all of the camping on their own. And for the most part, all tents were set up, and they were able to feed themselves and stay warm (it was close to 0 that night). They did two day hikes around the valley as well.
- Grade 3-6 Class had their Harvest Moon Luncheon. Each child was responsible for part of the meal. They made some amazing squash soup! Earlier in the week they attended the Forestry Day at Kokanee Park.
- Kindergarten - Grade 2 class took their first outing to Kokanee Park where they visited the spawning channel and also hiked to the waterfall!
- Busy Outdoor Learning at WEG!

WINLAW ELEMENTARY

- Over 200 students signed up for the Winlaw School Cross Country event on Oct 2nd. Great way to bring together our Valley Schools.
- Multi-Age activities starting up. Wednesday afternoon we split the school into 7 multi-age grouping. Each group focuses on a Project focused around the new Core Competencies. We finish the projects with an exhibition of learning at the Christmas Concert.
- Winlaw PAC - We had over 15 parents at our first PAC meeting - lots of great ideas and many new faces.

NELSON FAMILY OF SCHOOLS

BLEWETT ELEMENTARY

- Blewett School held a school-wide Terry Fox run on Sept. 24th at Lakeside Park and raised $204.00 for the Terry Fox Foundation.
- The Grade 4/5 Class is taking part in the Nelson Public Library Reading Challenge again this year. Blewett School holds the title of Reading Challenge Champions from last year!
41 Grade 1-5 students have been practicing hard at lunchtimes for the upcoming SD8 cross-country meets. Go runners!

HUME ELEMENTARY

- Grand opening of the playground was on Thursday, Sept 27. The playground was funded by the PAC and the students are enjoying it immensely. Special thanks to Matthew Gringras who prepared the site.
- Service is alive and well at Hume with over $1000 raised for Terry Fox this month. Coming up, the fourth annual Halloween for Hunger food drive takes place during the day on October 31st. Each class is responsible for an area of the Fairview neighbourhood and the community has begun to anticipate the food drive by dropping off things at the school.
- The Nelson Firefighters will be onsite on October 11th to support fire safety week.

L.V. ROGERS SECONDARY

- LV Rogers Secondary was the recipient of a $25,000 scholarship fund from The Kootenay Advocacy Network, which has provided a $1000 scholarship to LVR over the years. Chair Vince DeVito, a well-respected community business owner and parent, presented the cheque to Principal Tamara Malloff at a celebratory evening with several community agencies and parents of students with special needs in attendance. The society has formally disbanded, and funds were distributed to several community and educational organizations. The scholarship fund will go to students pursuing post-secondary primarily in the area of special education.
- LV Rogers Secondary fall sports programs are in full swing! The Field Hockey Team won the South Okanagan Field Hockey Tournament this past weekend against formidable opponents. LV Rogers is proud to have an integrated team of several international and domestic students playing a sport they love.
- Classes at LV Rogers had the opportunity to participate in a Reconciliation activity on Orange Shirt Day that included thoughtful responses to what reconciliation meant to them. The wall outside of our AbEd Room was papered in orange with the statements on display. AbEd students served fried bread and bannock. Many thanks to our AbEd team including Jesse Halton, Toni Appleby, and Ryan Oliver.

REDFISH ELEMENTARY

- We had our Orange Shirt Day gathering out in our field where all students offered corn and a good intention, then we sang the Travelling Song to help our good intentions on the journey as we join in Reconciliation.
- We have invited all of this year’s WKTEP teacher candidates to our Fall into Nature Day. All of our students will go through stations to where they will practice learning outside in a safe and engaged way.
- Our grade 4/5 class is gardening every week at a community garden. After they have worked for about 90 minutes, they have a talk from a local expert on gardening. Our students have learned all about tomatoes, how fertilizers work, the range of root vegetables and seed saving.

ROSEMONT ELEMENTARY
Superintendent’s Report

- Working on a plan for an outdoor classroom, meeting with a rock supplier to discuss the first phase of flagstone for a seating circle
- Principal Mushumanski is the honourary chair of the Nelson Committee on Homelessness’s Homelessness Action Week on October 8 to 12.
- Rosemont staff are working on some anxiety workshops for parents based on a bookstudy they did during the summer time.

SOUTH NELSON ELEMENTARY

- Gr. 4/5 classes have been focusing on Forestry Days, inviting guests in to the school and enjoying culminating activities at Kokanee Park.
- Gr. 2/3 class went to the Chamber of Minds for one of their “Walking Wednesday” destinations.
- Gr. ½ and 2/3 have been learning about the life cycle of salmon sparked by a visit to Kokanee Park. A number of buddy-learning opportunities have resulted from that initial joint venture.

TRAFALGAR MIDDLE

- Trafalgar computer lab has been de-commissioned and we have added to our laptop fleet two new chrome labs. The labs are now in heavy use and teachers are moving towards using the G-Suite features.
- We had a very successful Terry Fox run on Sept. 24. All students participated, with some even completing a 5km run. The event ended with cookies and milk at the finish line.
- Orange Shirt Day awareness was well represented. All teachers engaged students in provocative and moving lessons throughout the week to raise awareness. The whole school assembly was a success and included a reconciliation drumming circle.

WILDFLOWER NELSON

- Transition of programming has gone well and classes are underway. A big focus for Wildflower in the 2018-2019 is “Building a Community” as we navigate new staffing, new students, new programming, and a new floor.

ABORIGINAL EDUCATION

- We are finalizing #’s of students in the district who will be enrolled in the Aboriginal Education Supports available at schools. This year, all schools have a new format for the Aboriginal School based action plans, which align with District goals and District Aboriginal Enhancement Agreement goals, and District Aboriginal department goals.
- The total # of students with ancestry K-12 in the district this year is 969. Not all students with ancestry choose to enroll in the additional supports available at their schools.
- Orange Shirt Day was honoured across the district with assemblies, school displays, and honest reflections and learnings at all levels of the district.
INTERNATIONAL PROGRAM

N/A

INCLUSIVE EDUCATION

- We are working hard on organizing a great Pro-D opportunity (Oct. 19th) regarding all components of Down Syndrome.

- Speech and Language in Creston has begun using the Integrated Listening System program to determine the application of its benefits on school age children with severe apraxia (oral motor speech planning) and severe phonological skill deficits. Once we have the data to show its use with children in connection with speech and literacy skills, perhaps OT and SLP staff can extend its use at more schools to assist learning with children in Tier 2 and 3 (1:1 assist).

  The program incorporates the theories of neuroplasticity by using auditory stimulation with motor sequencing activities to improve/increase neuro connectivity in the brain. This can be practiced with content (speech therapy, OT and literacy objectives) specific lessons while headphones are stimulating brain function with music. Very interesting and kids seem to love it.

- School district 8 and 20 are gathering students from 5 different districts and taking them to Revelstoke on Sept. 18th to ride the Mountain coaster. Research shows that same age peer connections is one of the best ways to increase identity as a deaf or hard of hearing child. It increases intrinsic motivation and self-esteem. It opens conversations and teachable moments up for self-advocacy, direct lessons on the anatomy of the ear, reading audiogram reports, and sharing experiences and strategies for how to be successful in the classroom. This adventure will teach lessons on new vocabulary, language, math and science and will introduce and continue friendships.

INNOVATIVE LEARNING SERVICES

- Sept 21st District Professional Development Day: We had over 340 participants at the ProD day in Creston, including 58 WKTEP teacher candidates and staff from Yaqan Nukiy School. The Superintendent opened with an overview of “All things New” in our District followed by an awesome day of professional learning from renowned speakers: Leyton Schnellert, Faye Brownlie, Carole Fullerton, Kyra Garson, and Vanessa Wolff.

- Sept 27 & 28: Glenda Hanna, Ph.D. facilitated 2 workshops for Teachers and PVP’s on “Youth Safe Outdoors”. Staff from school districts 10, 20, 5, 6 and 51 also attended.

- Oct 3 & 4: Salmo Secondary School hosted 2 inspiring days of professional learning from Dr. Linda Kaser and Dr. Judy Halbert on Creating a Growth Mindset Culture in schools.
ORGANIZATIONAL EXCELLENCE

SECRETARY-TREASURER

- Auditors Report has been Submitted to the Ministry of Education
- Classroom Enhancement Fund Report has been submitted to Ministry of Education
- We welcome back Penny bush to the Finance Department.

HUMAN RESOURCE SERVICES

- 1701 Snapshot day was September 28 and files were due to the Ministry on October 5th. HR and other departments will be analyzing the data and will provide details to the board once the information is finalized
- New Teacher Orientation day is on October 17, in both Creston and Nelson, jointly presented by the KLTF and by SD8
- Fall Celebration is on October 10 at the Prestige Nelson, for ALL staff, from 4pm to 7pm

OPERATIONS

- Driver training session on September 21, 2018 with presentation by SafeSchools coordinator, Scott Rothermel
- New clerical assistant Stacy Finley (assisting with the transportation department)
- Operations ProD session October 19, 2018 including the annual school bus rodeo.

INFORMATION TECHNOLOGY

- Successful launch of Helpdesk system
- Upgrade of network plan completed for PCSS and Redfish
- Reimage of LVR lab with new imaging solution.
ENGAGEMENT

BCSSA - Our Senior team, supported by school teams, attended the Kootenay-Boundary BCSSA Fall Chapter Meeting which featured A Morning with David Istance, co-author Teachers as Designers of Learning Environments: The Importance of Innovative Pedagogies, OECD.

In addition, the meeting included presentations by:

- Pat Duncan, Superintendent of Learning: Ministry Updates re: Learning Progressions, K-9 Reporting Pilot, Provincial Assessments, Grade 10-12 Curriculum
- Duncan Whittick, CBEEN and our KBEE - Environmental Education Update
- More David Istance, Teachers as Designers of Learning Environments: The Importance of Innovative Pedagogies, OECD - What does deep learning look like?
- Leyton Schnellert, UBC, Academic Advisor, UBC-West Kootenay Teacher Education Program and Eleanor Rix Professor of Rural Teacher Education: Teacher Education and School District Collaboration: How Do We Support leadership and innovation from pre-service teaching to K-12?

DIRECTORS & SENIOR LEADERSHIP TEAM - Education-portfolio Directors have been assigned “Mentors” through BCSSA this year. In addition, all Directors have been given clarity around roles and assigned areas of focus. The Senior Leadership Organization Chart has also been updated.

LEADERSHIP TEAM (PVPs) - The Leadership team are on-boarding all new teachers, welcoming new families to their schools, gathering data for Ministry collection, and ensuring all our children are settled in. Superintendent led discussion and modelling around Progressive Discipline. Other work involved a presentation from the Transportation department, and all things HR, Financial, and Inclusion needed for start-up.

MINISTRY OF EDUCATION - September has been busy with Back to school, finalizing hiring, Data collection, signing on for Ministry Literacy Assessment, Early Years Reporting, promotion of New Curriculum, and supporting upcoming Trustee Elections.

PARENTS (PACs) AND DPAC - Superintendent presented an overview at DPAC of Year 1 and beginning of Year 2 to 18 plus parents present plus 4-6 on the phone. Guest speaker was Parent Advocacy specialist, Susan Wilson. Names have been gathered of PAC Chairs and all have been invited to attend DPAC. In addition, parents are all invited to a Parent Night Out. For information check our new website and the link: https://www.sd8.bc.ca/announcement/parent-night-out-october-18th

SUPERINTENDENT TOURS AT SCHOOLS - Superintendent has been to all Creston, Crawford Bay, Kaslo, Salmo, and Slocan Families of Schools. Visits to Nelson Family of Schools will take place in October.

SELKIRK COLLEGE - Superintendent met with Pat Bidart from Selkirk College re: signing a MoU in order to move forward with more Dual-credit programs.

STUDENTS - Connections have been made with our new Student Trustees, students involved in ??? at Salmo Secondary, and several of our new International students.
WKTEP (West Kootenay Teacher Education Program) - The WKTEP Fall Symposium was held with regional Superintendents and UBC. In addition, the Superintendent was able to see new teacher candidates from WKTEP in situ with our students at Mt. Sentinel Secondary. Thank you to all teachers who hosted. It was a wonderful experience.
RELATIONSHIPS

DISTRICT - We celebrated and remembered:

September 28 - Orange Shirt Day (Sept. 30) - Orange Shirt Day is a legacy of the St. Joseph Mission (SJM) residential school commemoration event held in Williams Lake, BC, Canada, in the spring of 2013. It grew out of Phyllis’ story of having her shiny new orange shirt taken away on her first day of school at the Mission, and it has become an opportunity to keep the discussion on all aspects of residential schools happening.

The date was chosen because it is the time of year in which children were taken from their homes to residential schools, and because it is an opportunity to set the stage for anti-racism and anti-bullying policies for the coming school year. It also gives teachers time to plan events that will include children, as we want to ensure that we are passing the story and learning on to the next generations.

Orange Shirt Day is also an opportunity for First Nations, local governments, schools and communities to come together in the spirit of reconciliation and hope for generations of children to come.

http://www.orangeshirtday.org/

October 5 - World Teacher’s Day - Thank you to all our highly-qualified and talented teachers. We appreciate your hard work and dedication each and every day.

In 1994, UNESCO inaugurated October 5 as World Teachers’ Day to commemorate the joint UNESCO and International Labour Organization’s (ILO) signing of the Recommendations Concerning the Status of Teachers.

World Teachers’ Day represents a significant token of the awareness, understanding and appreciation displayed for the vital contribution that teachers make to education and development. On October 5, along with over 100 countries around the world, the Canadian Teachers’ Federation and its Member organizations across the country celebrate World Teachers’ Day through a public awareness campaign that highlights the contributions of the teaching profession.

https://www.ctf-fce.ca/en/Pages/Events/WTD.aspx
FINANCE AND OPERATIONS COMMITTEE OF THE WHOLE
2018/2019 TERMS OF REFERENCE
September 25, 2018

I. PURPOSE

The purpose of the Finance and Operations Committee of the Whole is to:
- monitor significant financial planning, management and reporting matters of the District;
- develop annual operating, special purpose and capital budgets;
- make recommendations and deliver reports to the Board of Education;
- serve as the Board’s audit committee and provide surplus allocation recommendation, if applicable; and
- provide strategic direction and recommendations in regard to planning and management of School District facilities, properties and student transportation to best meet student needs.

II. COMPOSITION AND OPERATIONS

A. The Committee shall be composed of all trustees of the Board, Directors, Superintendent and Secretary-Treasurer and two representatives from each of the KLTF, KLPVPA, CUPE Local 748 and the Kootenay Lake DPAC.

B. The Committee will be chaired by a trustee elected at the first Committee meeting each year following the inaugural meeting of the Board.

C. The Committee quorum will consist of the Trustee Committee Chair or Chair designate, Superintendent or designate, a minimum of 4 (four) trustees and one member from any two of the stakeholder groups.

D. Committee members are voting members of the Committee.

E. The Committee will strive to make decisions by consensus; failing consensus, committee decisions will be made by a majority of votes cast.

F. The Committee shall operate in a manner that is consistent with Board Policy 121: Committee Structure and Board Policy 160: Policy Development.

G. The Committee will normally meet every month. An annual schedule will be provided by the Board to the Committee following the adoption of the Board’s annual Board meeting schedule.

(i) Additional meetings will be scheduled as necessary;
(ii) Special meetings may be held at the discretion of the Board Chair and the Committee Chair or upon the written request to the Board Chair from a majority of the Committee members.

H. The Committee will establish an Annual Plan at the first committee meeting of the school year which includes:
(i) Goals and objectives for the year  
(ii) Strategies and structures to achieve goals  
(iii) Communication strategies  
(iv) Schedule of meeting dates

I. The Annual plan will be developed and approved by the committee and then be submitted to the Board for approval.

J. The Committee may create ad hoc sub-committees which will report to the Finance and Operations Committee of the Whole.

K. The Finance and Operations Committee of the Whole Terms of Reference, Annual Plan and meeting minutes will be posted on the District website.

III. DUTIES AND RESPONSIBILITIES

The Committee has the responsibility to:

A. Make recommendations for Board approval and/or deliver reports to the Board in the following areas:
   (i) Annual operating, special purpose and capital budgets  
   (ii) Annual audited financial statements  
   (iii) Appointment of auditors  
   (iv) Policies related to financial management, facilities management and student transportation  
   (v) Facilities, student transportation vehicles and property inventory, usage, and condition  
   (vi) Project development related to the Annual Facilities Grant and Capital Projects  
   (vii) Development of the Annual Capital Plan and all other Ministry required plans.

B. Provide information to the Board relative to:
   (i) Significant financial planning, management and reporting issues  
   (ii) Interim financial reports  
   (iii) Reports from auditors and senior management on internal control issues and other matters

C. Serve as the Audit Committee to:
   (i) Review the audit tender process;  
   (ii) Recommend the appointment of an auditing firm to the Board as outlined in A. (iii);
(iii) Meet with the external auditors to ensure that:
   a) The Board has implemented appropriate systems to identify, monitor and mitigate
      significant business risk
   b) The appropriate systems of internal control, which ensure compliance with board
      policies and procedures, are in place and operating effectively
   c) The Board’s annual financial statements are fairly represented in all material
      respects in accordance with generally accepted accounting principles
   d) Any matter that the external auditors wish to bring to the attention of the Board
      has been given adequate attention
   e) The external audit function has been effectively carried out.

D. Consultation for the development of the annual operating, special purpose and capital budgets.

IV. Accountability

All meetings will be open to the public, with the exception of property items which will be in closed
meetings. The Committee shall report its discussions to the Board by maintaining minutes of its
meetings.

All approved Finance and Operations Committee of the Whole meeting minutes will be posted to the
District’s website in a timely manner.
FINANCE & OPERATIONS COMMITTEE OF THE WHOLE

2018-2019 ANNUAL PLAN
As at September 25, 2018

Goals & Objectives
1. Implementation of Finance Department 2018-2018 Plan Summary, Goals & Objectives
2. Other Plan Goals & Objectives TBD (Submissions Requested by November 21, 2018)

Strategies & Structures to Achieve Goals
1. Strategies Outlined in Finance Department 2018-2019 Plan Summary, Goals & Objectives
2. Other Strategies & Objectives TBD (Submissions Requested by November 21, 2018)

Communication Strategies
1. Committee Meetings
2. Website
3. Meetings with Municipal partners
4. DPAC meetings by invite
5. Staff meetings by invite
6. Facilities Meetings in each Family of Schools or Stakeholder Community
7. Open door policy

Meeting Dates
1. September 25, 2018
2. November 27, 2018
3. January 8, 2019
4. February 12, 2019
5. March 12, 2019
6. April 9, 2019
7. May 14, 2019
8. June 11, 2019
FINANCE DEPARTMENT
2018-2019 ANNUAL PLAN SUMMARY

September 25, 2018

Goals & Objectives

1. Financial Accounting
   a. General Ledger Coding Review & Update
      i. Ministry of Education General Ledger Coding Implementation
   b. General Ledger Reconciliation to Published Financial Statements (MoE Format)

2. Financial Reporting Upgrade
   a. Monthly Financial Statement
   b. Departmental/Program Budget & Spending Visibility
      i. eFunds to All Department/Program Leaders
   c. Routine Departmental/Program Budget & Spending Meetings
   d. F&O Committee
      i. User-friendly Monthly Reports
      ii. KPIs
      iii. Trustee Financial Review Meetings (Upon Request)

3. Internal Controls
   a. Implement appropriate segregation of duties
   b. Systems User Permissions Review & Admin Change
   c. Cheque Printer

4. Environments to Support Learning (Facilities)
   a. Facilities plan review
   b. Increase credible funding applications
   c. Inventory and Dispose of Land & Excess Property

5. Systems
   a. Full Digitization All Financial & Legal Records
      i. New shared folder workflows
      ii. Laserfische or Alternative for DL Students
   b. Credit card Payment for Students & Parents at Schools
   c. School District Credit Card Roll-out Completion

6. Budgeting
   a. Multi-year Budget
   b. Incorporate Long-term Facility Plans
### Operating Surplus (Deficit)

<table>
<thead>
<tr>
<th></th>
<th>2017-2018</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Operating Surplus</td>
<td>2,028,857</td>
<td>2,194,191</td>
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<td>Annual Operating Surplus</td>
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<td>Closing Surplus</td>
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### Proposed Appropriation

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<tr>
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<th>2016-2018</th>
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<tr>
<td>Schools</td>
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<td>14,562</td>
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<tr>
<td>Aboriginal Education</td>
<td>8,098</td>
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<tr>
<td>International</td>
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<td>Community Grants</td>
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<td>BC Supplement for Education</td>
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<td>Contractual Pro-D</td>
<td>117,904</td>
<td>66,240</td>
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<td>Reserve - General</td>
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<td>500,000</td>
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<tr>
<td>Technology Projects Not Completed</td>
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<td>Student Learning Fund</td>
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<td>Transformative Learning Environments Grant</td>
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#### Sub-Total Carry-Forwards

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<td>866,396</td>
<td>1,173,623</td>
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<tr>
<th>Other</th>
<th>2017-2018</th>
<th>2016-2018</th>
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<tbody>
<tr>
<td>Website</td>
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<tr>
<td>Asset Management Phase 1</td>
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<td>Asset Management Phase 2</td>
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<td>Network Upgrades</td>
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<td>L4U/Convergence</td>
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<td>Information Technology Upgrade Projects</td>
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<td>GL Structure - Align to Ministry of Education</td>
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<td>Student/Parent Credit Card Payment</td>
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<td>Facilities Plan</td>
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<td>Operations &amp; Grounds Equipemnt</td>
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<td>Staffing</td>
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<td>Student Assessment Resources</td>
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<td>Sub-Total Other Appropriations</td>
<td>656,000</td>
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### TOTAL 2017-2018 Surplus Appropriations

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<th>2017-2018</th>
<th>2016-2017</th>
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<tr>
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<td>1,522,396</td>
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### REMAINDER Un-Appropriated

<table>
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<tr>
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<th>2017-2018</th>
<th>2016-2017</th>
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<tbody>
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<td>528,149</td>
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### Kootenay Lake

**Contact:**
- **Name:** Bruce MacLean
- **Email:** bmaclean@sd8.bc.ca
- **Phone:** 2503544871

<table>
<thead>
<tr>
<th>Facility Name</th>
<th>Description of Work</th>
<th>Estimated Cost</th>
<th>AFG Category</th>
<th>VFA Requirement (Yes/No)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trafalgar</td>
<td>Gymnasium</td>
<td>$100,000</td>
<td>Roof Replacement</td>
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<tr>
<td>Winlaw</td>
<td>Gymnasium</td>
<td>$60,000</td>
<td>Roof Replacement</td>
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<tr>
<td>District</td>
<td>Asbestos Management Program - All Schools</td>
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<td>Asbestos Abatement</td>
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<tr>
<td>District</td>
<td>Preventative Mnce - Cross Connections</td>
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<td>Mechanical System Upgrade</td>
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<tr>
<td>Brent Kennedy</td>
<td>New Well &amp; Water Treatment System</td>
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<td>Health and Safety Upgrade</td>
<td>Yes</td>
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<tr>
<td>Adam Robertson</td>
<td>Mould Remediation - Changeroom</td>
<td>$10,000</td>
<td>Health and Safety Upgrade</td>
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<td></td>
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<tr>
<td>Adam Robertson</td>
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<tr>
<td>J.V. Humphries</td>
<td>Decommission Lift Station &amp; Septic Tank</td>
<td>$2,500</td>
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<td>LV Rogers</td>
<td>Cafeteria Fire/Venting Suppression</td>
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<td>Loss Prevention</td>
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<td>District</td>
<td>Fire/Security Alarm Systems - testing/surge protection</td>
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<td>Loss Prevention</td>
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<tr>
<td>J.V. Humphries</td>
<td>Energy Management - changeover to LED T8 Lighting Upgrade</td>
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<td>Electrical System Upgrade</td>
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<tr>
<td>Adam Robertson</td>
<td>Garaventa Upgrade</td>
<td>$60,000</td>
<td>Electrical System Upgrade</td>
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<tr>
<td>Prince Charles</td>
<td>Transformer Upgrade</td>
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<td>Surveillance System Upgrade</td>
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<tr>
<td>J.V. Humphries</td>
<td>Surveillance System Upgrade</td>
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<td>Canyon-Lister</td>
<td>Corridor Repairs</td>
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<td>Canyon-Lister</td>
<td>Gymnasium Floor Replacement</td>
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<td>Erickson</td>
<td>Carpet Removal/Lino Replacement</td>
<td>$8,000</td>
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<tr>
<td>Facility Name</td>
<td>Description of Work</td>
<td>Estimated Cost</td>
<td>AFG Category</td>
<td>VFA Requirement (Yes/No)</td>
<td>Comments</td>
</tr>
<tr>
<td>---------------------</td>
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<tr>
<td>Trafalgar</td>
<td>Carpet Removal/Lino Replacement</td>
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<td>Trafalgar</td>
<td>Flooring - 3 Classrooms</td>
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<td>Flooring</td>
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<td>Door Servicing/Replacement</td>
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<td>South Nelson</td>
<td>Window Replacement Phase II</td>
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<td>Adam Robertson</td>
<td>Repair Roof Canopy at Gym Entrance</td>
<td>$3,000</td>
<td>Roof Replacement</td>
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<tr>
<td>J.V. Humphries</td>
<td>Repair Partition Walls in theatre</td>
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<td>Canyon-Lister</td>
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<td>Roof Replacement</td>
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<td>Hume</td>
<td>Roof Access - Gas Regulations</td>
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<td>Central Education Centre</td>
<td>Roof Access - Gas Regulations</td>
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<td>Trafalgar</td>
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<td>Creston Operations</td>
<td>Exterior Paint</td>
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<td>Prince Charles</td>
<td>Exterior Doors and Panels Paint</td>
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<td>Blewett</td>
<td>Play Structure Paint</td>
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<td>Hallways/Classroom Paint - All Sites by Priority</td>
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<td>Prince Charles</td>
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<td>Mount Sentinel</td>
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<td>Salmo Secondary</td>
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<td>Functional Improvement</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>South Nelson</td>
<td>Gym Floor Repair</td>
<td>$2,142</td>
<td>Functional Improvement</td>
<td>Yes</td>
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<tr>
<td>Blewett</td>
<td>Gym Floor Repair</td>
<td>$2,142</td>
<td>Functional Improvement</td>
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<tr>
<td>Rosemont</td>
<td>Gym Floor Repair</td>
<td>$2,148</td>
<td>Functional Improvement</td>
<td>Yes</td>
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<tr>
<td>Rosemont</td>
<td>Play Structure Repair</td>
<td>$1,000</td>
<td>Functional Improvement</td>
<td>No</td>
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</tr>
<tr>
<td>Blewett</td>
<td>Play Structure Repair</td>
<td>$1,000</td>
<td>Functional Improvement</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Salmo Elementary</td>
<td>Play Structure Repair</td>
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<td>Functional Improvement</td>
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<td></td>
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<tr>
<td>Hume</td>
<td>Play Structure Install - New</td>
<td>$15,000</td>
<td>Functional Improvement</td>
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<td>Prince Charles</td>
<td>Irrigation System Upgrade</td>
<td>$30,000</td>
<td>Mechanical System Upgrade</td>
<td>Yes</td>
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<tr>
<td>LV Rogers</td>
<td>Tennis Court Upgrade</td>
<td>$110,000</td>
<td>Functional Improvement</td>
<td>Yes</td>
<td></td>
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<tr>
<td>Facility Name</td>
<td>Description of Work</td>
<td>Estimated Cost</td>
<td>AFG Category</td>
<td>VFA Requirement (Yes/No)</td>
<td>Comments</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------------------------------</td>
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</tr>
<tr>
<td>Trafalgar</td>
<td>Retaining Wall Repair/Replace</td>
<td>$35,000</td>
<td>Facility Upgrade</td>
<td>Yes</td>
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<td>District</td>
<td>Preventative Mtnce - Shops/Bleachers/Partition Walls</td>
<td>$2,500</td>
<td>Functional Improvement</td>
<td></td>
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<td>District</td>
<td>Carpentry</td>
<td>$85,360</td>
<td>Health and Safety Upgrade</td>
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<td>Trafalgar</td>
<td>Transformer Upgrade</td>
<td>$83,191</td>
<td>Electrical System Upgrade</td>
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<tr>
<td>LV Rogers</td>
<td>Energy Management - changeover to LED T8 Lighting Ugrade</td>
<td>$8,000</td>
<td>Electrical System Upgrade</td>
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<td>W.E. Graham</td>
<td>Energy Management - changeover to LED T8 Lighting Ugrade</td>
<td>$8,000</td>
<td>Electrical System Upgrade</td>
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<td>Winlaw</td>
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<td>$6,000</td>
<td>Electrical System Upgrade</td>
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<td>FACILITY INFORMATION</td>
<td>PROJECT INFORMATION</td>
<td>ADDITIONAL INFORMATION</td>
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<tr>
<td>Facility Name</td>
<td>Description of Work</td>
<td>Estimated Cost</td>
<td>AFG Category</td>
<td>VFA Requirement (Yes/No)</td>
<td>Comments</td>
</tr>
<tr>
<td></td>
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<td>$</td>
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<tr>
<td>Total Estimated Cost</td>
<td>$ 1,350,551</td>
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<td>Total AFG Allocation</td>
<td>$ 1,350,551</td>
<td>$ 1,350,551</td>
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<td></td>
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<tr>
<td>Variance</td>
<td>$ 0</td>
<td>$ 0</td>
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</tbody>
</table>
October 9, 2018

Legislative Assembly of British Columbia
Select Standing Committee on Finance and Government Services
c/o Parliamentary Committees Office
Room 224, Parliament Buildings
Victoria, BC V8V 1X4

Dear Select Standing Committee on Finance and Government Services,

My name is Lenora Trenaman and I am Chair to the Board of Trustees for School District No. 8 (Kootenay Lake). Thank you for the opportunity to speak to you in person while you were in Nelson last month.

Please understand the priority for School District No. 8 (Kootenay Lake) is that all money is spent in the best interest of students. To that end, a less restrictive system of financial allocation would enable Districts to best allocate to serve the needs of our own K-12 system. In asking for this flexibility, there are several areas I would like to mention. School District No. 8 (Kootenay Lake) has some weathered and full facilities. We would like to move more freely around renovations and construction of crowded schools, as some of our projects have been on the list for the last 10 years. Removal of barriers would ensure that our School District capital projects would proceed more efficiently.

Our District has unique rural complexities. We have 5,000 students in 23 schools operating in 6 municipalities and 1 regional district, K-12, K-10, K-5, K-6, K-7, 6-8, 7-12, 9-12 configurations, and 2 Distributed Learning Programs in 5 Sites. Our District encompasses a large geographic area, time change, long distances for curricular/extra-curricular travel, recruitment and retention challenges in remote schools, and program delivery challenges in remote schools.

Because of our rural setting recruitment and retention of staff is critical. We would like more stable and predictable funding to allow us to have 3-5 year sustainable plans and programming. Because of geographic challenges being able to ensure equity of transportation is critical in our District. Fully funding all new collective agreements and future considerations around mental health and early childhood education must be considered in order to ensure the high quality education we are known for in BC.

In closing, School District No. 8 (Kootenay Lake) would like to suggest that our Indigenous and Inclusion students are protected and that Boards of Education are provided greater flexibility to spend money to meet locally determined needs of students; Our District’s mission is to focus on excellence for all learners in a nurturing environment. We wish to continue to follow this mission without restrictive policies.

Yours truly,

SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)

Lenora Trenaman
Board Chair
ltrenaman@sd8.bc.ca

cc: Board of Education, School District No. 8 (Kootenay Lake)
<table>
<thead>
<tr>
<th>Description</th>
<th>Meeting Description/Tasks</th>
<th>Attendees</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>F&amp;O Meeting</td>
<td>Process Development and Finalization</td>
<td>Committee Members</td>
<td>November 27, 2018</td>
<td>4:30 PM</td>
<td>Nelson</td>
</tr>
<tr>
<td>F&amp;O Meeting</td>
<td>Data analysis update. Review updated Superintendent’s Recommendations.</td>
<td>Committee Members</td>
<td>January 8, 2019</td>
<td>4:30 PM</td>
<td>Nelson</td>
</tr>
<tr>
<td>Invitation</td>
<td>Invitation to Public to Make Budget Submissions (website and media release); collating responses for Committee use (if needed).</td>
<td>Staff</td>
<td>January 28, 2019</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>F&amp;O Meeting</td>
<td>Enrolment Update / Revenue Projections/ Student Symposium Summary / Learning Initiatives</td>
<td>Committee Members</td>
<td>February 12, 2019</td>
<td>4:30 PM</td>
<td>Nelson</td>
</tr>
<tr>
<td>MoE Deadline</td>
<td>3 Year Enrolment Projections Due to Ministry</td>
<td>Staff</td>
<td>February 14, 2019</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Internal Consultation #1</td>
<td>Dinner event.</td>
<td>Committee Members, DPAC, KLTF, PVPA, CUPE</td>
<td>February 19, 2019</td>
<td>5:00 PM</td>
<td>TBD</td>
</tr>
<tr>
<td>Special F&amp;O Meeting</td>
<td>Budget Shortfall / Balancing Strategies / Public Presentation (if any) / Drafts to MoE</td>
<td>Committee Members</td>
<td>March 12, 2018</td>
<td>1:00 PM</td>
<td>Nelson</td>
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<tr>
<td>Internal Consultation #2</td>
<td>Draft Budget Discussion.</td>
<td>Staff &amp; PVP</td>
<td>April 11, 2018</td>
<td>TBD</td>
<td>TBD</td>
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<tr>
<td>Regular Open Board Meeting</td>
<td>Readying #1, Reading #2 Part I</td>
<td>Board</td>
<td>April 23, 2018</td>
<td>5:00 PM</td>
<td>Nelson</td>
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<tr>
<td>Internal Consultation #3</td>
<td>Superintendent’s Recommendations</td>
<td>Trustees, Senior Staff &amp; PVP</td>
<td>May 9, 2018</td>
<td>TBD</td>
<td>TBD</td>
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<tr>
<td>F&amp;O Meeting</td>
<td>Superintendent’s Recommendations</td>
<td>Committee Members</td>
<td>May 14, 2018</td>
<td>4:30 PM</td>
<td>Nelson</td>
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<tr>
<td>Regular Open Board Meeting</td>
<td>Reading #2 Part II, Reading #3</td>
<td>Board</td>
<td>May 28, 2018</td>
<td>5:00 PM</td>
<td>Nelson</td>
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<tr>
<td>F&amp;O Meeting</td>
<td>Debrief</td>
<td>Committee Members</td>
<td>June 11, 2018</td>
<td>4:30 PM</td>
<td>Nelson</td>
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</tbody>
</table>
## 2018-2019 Facilities Plan
### Family of Schools Consultation Meetings Schedule
As at October 9, 2018

<table>
<thead>
<tr>
<th>Family of Schools</th>
<th>Meeting 1</th>
<th>Meeting 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salmo</td>
<td>February 19, 2019</td>
<td>May 21, 2019</td>
</tr>
<tr>
<td>Kaslo</td>
<td>January 30, 2019</td>
<td>June 4, 2019</td>
</tr>
<tr>
<td>Nelson</td>
<td>February 5, 2019</td>
<td>June 18, 2019</td>
</tr>
<tr>
<td>Creston</td>
<td>January 15, 2019</td>
<td>June 19, 2019</td>
</tr>
<tr>
<td>Slocan</td>
<td>February 6, 2019</td>
<td>June 5, 2019</td>
</tr>
<tr>
<td>Crawford Bay</td>
<td>January 29, 2019</td>
<td>May 22, 2019</td>
</tr>
</tbody>
</table>
POLICY AND GOVERNANCE COMMITTEE OF THE WHOLE
2018/2019 TERMS OF REFERENCE

September 25, 2018

I. PURPOSE

The purpose of the Policy and Governance Committee of the Whole is to assist the Board in fulfilling its obligations by providing a focus on governing through policy that is intended to enhance the Board of Education’s governance of the District.

II. COMPOSITION AND OPERATIONS

A. The Committee shall be composed of all trustees of the Board, Directors, Superintendent and Secretary-Treasurer and two representatives from each of the KLTF, KLPVPA, CUPE Local 748 and the Kootenay Lake DPAC.

B. The Committee will be chaired by a trustee elected at the first Committee meeting each year following the inaugural meeting of the Board.

C. The Committee quorum will consist of the Trustee Committee Chair or Chair designate, Superintendent or designate, and a minimum of 4 (four) trustees and one member from any two of the stakeholder groups.

D. Committee members are voting members of the Committee.

E. The Committee will strive to make decisions by consensus; failing consensus, committee decisions will be made by a majority of votes cast.

F. The Committee shall operate in a manner that is consistent with Board Policy 121: Committee Structure and Board Policy 160: Policy Development.

G. The Committee will meet monthly during the school year, with the exception of March and December. An annual schedule will be provided by the Board to the Committee following the adoption of the Board’s annual Board meeting schedule.
   (i) Additional meetings will be scheduled as necessary;
   (ii) Special meetings may be held at the discretion of the Board Chair and the Committee Chair or upon the written request to the Board Chair from a majority of the Committee members.
   (iii) Confidential matters such as: property, personnel, litigation or situations involving individual staff or students (i.e., appeals) will not be discussed by the Committee.

H. The Committee will establish an Annual Plan at the first committee meeting of the school year which includes:
   (i) Goals and objectives for the year
   (ii) Strategies and structures to achieve goals
   (iii) Communication strategies
   (iv) Schedule of meeting dates

I. The Annual plan will be developed and approved by the committee and then be submitted to the Board for approval.
J. The Committee may create ad hoc sub-committees which will report to the Policy and Governance Committee of the Whole.

K. The Policy and Governance Committee of the Whole Terms of Reference, Annual Plan and meeting minutes will be posted on the District website.

III. DUTIES AND RESPONSIBILITIES

The Committee has the responsibility to:

A. Facilitate the review annually, for Board approval, Board policies, and bylaws by which the Board will operate.

B. Develop District policies that relate to the governance of the District. Specifically:

   (i) Any person in the District may request development of a policy or policy revisions by submitting a Policy 160 Pro Forma to the Board of Education.
   (ii) Board approved Policy Pro Formas will be referred to the Committee for consideration.
   (iii) Drafting of a policy and revisions will be the Superintendent’s responsibility.
   (iv) The Committee will determine whether further information or consultation is required.
   (v) Once stakeholder comments have been taken into account, the policy will be finalized and recommended by the Committee to the Board for approval.

C. Support the Board in the alignment of policy and governance.

D. Review Draft Administration Regulation and provide input.

IV. Accountability

All meetings will be open to the public. The Committee shall report its discussions to the Board by maintaining minutes of its meetings.

All approved Policy and Governance Committee of the Whole meeting minutes and all Board policies and procedures will be posted to the District’s website in a timely manner.
# POLICY AND GOVERNANCE COMMITTEE OF THE WHOLE
## 2018-2019 ANNUAL PLAN
### September 25, 2018

<table>
<thead>
<tr>
<th>Policy No.</th>
<th>Policy Name</th>
<th>Status</th>
<th>Originating</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>-</td>
<td>Annual Student Symposia</td>
<td>Each Committee of the Whole is scheduling an annual Student Symposia</td>
<td>P&amp;G Committee to host 2018/19</td>
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<tr>
<td>-</td>
<td>Child Care Providers in schools</td>
<td>Mar 26/13 Board Referral</td>
<td>Michael to Draft Policy</td>
<td></td>
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<tr>
<td>-</td>
<td>Authority to Superintendent and Secretary-Treasurer to sign documents on behalf of Board</td>
<td>Recommended by our Lawyer, Ron Bogusz</td>
<td>New policy</td>
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<tr>
<td>-</td>
<td>Board/Chair Evaluation &amp; Monitoring Plan</td>
<td>Nov 4/14 - Prioritized To be done October 9, 2018</td>
<td>Board</td>
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<tr>
<td>420</td>
<td>Distributed Learning</td>
<td>As per DL Audit, Principal Simpson to create DL policies.</td>
<td>Audit</td>
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<tr>
<td>Section 200</td>
<td>Health &amp; Safety</td>
<td>November 2018 - Review</td>
<td>P&amp;G Committee</td>
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<tr>
<td>Section 300</td>
<td>Students</td>
<td>January 2018 - Review</td>
<td>P&amp;G Committee</td>
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<tr>
<td>Section 400</td>
<td>Instruction and School Organization</td>
<td>February 2018 - Review</td>
<td>P&amp;G Committee</td>
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<td>Section 500</td>
<td>Human Resources</td>
<td>April 2018 - Review</td>
<td>P&amp;G Committee</td>
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<tr>
<td>Section 600</td>
<td>Finance and Business Operations</td>
<td>May 2018 - Review</td>
<td>P&amp;G Committee</td>
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<tr>
<td>Section 700</td>
<td>Facility Operations and Transportation</td>
<td>June 2018 - Review</td>
<td>P&amp;G Committee</td>
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<tr>
<td>Section 800</td>
<td>Information and Communications Technology</td>
<td>June 2018 - Review</td>
<td>P&amp;G Committee</td>
<td></td>
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</tbody>
</table>
POLICY 220: Maintenance of Order

The Board of Education for School District No. 8 (Kootenay Lake) is committed to providing a safe and healthy study and work environment for its students, staff members, volunteers and others in the school community. The School Act provides authority for a Principal, Vice-Principal or Director of Instruction, or a person authorized by the Board of Education, to direct a person to leave school property or school function or program in order to maintain order and to ensure a secure environment. It also enables such persons to call for assistance from law enforcement.

The Board of Education of SD#8 (Kootenay Lake) authorizes the following individuals to issue orders pursuant to Section 177 of the School Act:

a. Superintendent of Schools or duly authorized designate;
b. Deputy, Associate and Assistant Superintendent of Schools; and
c. Principal and Vice Principals

Orders under Section 177 of the School Act may be issued when the actions of an individual pose a risk to the safety of students, staff or others in the school community; or present significant and/or ongoing disruption to the operation of a school, a school function or an educational program.

Guidelines

1. Where practicable, before issuing an order pursuant to Section 177 of the School Act:
   1.1. The responsible school official should first attempt to resolve the situation without issuing such an order; and
   1.2. Should communicate to the Superintendent of Schools or designate the intention to issue an order pursuant to Section 177 of the School Act.

2. For clarity, the responsible school official may issue a Section 177 order without first completing the process outlined in subsections 1(a) and (b) of these regulations if in the opinion of the responsible school official, it is not practicable to complete the process outlined in 1(a) and 1(b) in the circumstances.

3. Where a person refuses to leave school district property after being directed to do so pursuant to Section 177, or where there is reason to believe an individual may pose a threat to themselves, others or to property, the responsible school official shall call for assistance from a peace officer.

4. The responsible school official shall confirm any order issued pursuant to Section 177 of the School Act in writing. The notice shall include the following:
   4.1. The name and address of the school or school district property from which the person is to be excluded;
4.2. The name of the person excluded from the school or school district property, with contact information if known;

4.3. A summary of the circumstances giving rise to the issuance of the order, including, as applicable, the date, time and location of any incident or incidents, witnesses to the incident, and a general statement as to the nature of the disruption to the school, school function or educational program;

4.4. The name and title of the person issuing the order and preparing the written notification of it;

4.5. The duration of the order (if applicable);

4.6. The date by which the order will be reviewed; and

4.7. A statement that the order pursuant to Section 177 may be appealed and the process for such appeal.

5. Where an order is issued pursuant to Section 177, the responsible school official shall inform the Superintendent of Schools or designate without delay. The Superintendent or designate will retain copies of the Section 177 orders that have been issued within the school district.

6. An order issued pursuant to Section 177:

6.1. May be appealed within 30 days of its issuance, unless the responsible individual or panel considering the appeal considers a further appeal period is appropriate.

6.2. Where the order issued pursuant to Section 177 of the School Act may significantly affect the education, health or safety of a student, the student or the student’s parent(s) may appeal the decision pursuant to Section 11 of the School Act in accordance with School District #8 (Kootenay Lake) appeal Bylaw #1 Student/Parent Appeal.

6.3. Where the order may not significantly affect the education, health or safety of a student, the order may be appealed to the next level of administration issuing the order (i.e., an order of a principal may be appealed to a director of instruction; an order of an assistant superintendent may be appealed to the Superintendent of Schools; an order the Superintendent of Schools may be appealed to the Board of Education of SD#8 (Kootenay Lake).

6.4. The Board of Education of SD#8 (Kootenay Lake) may establish procedures for the conduct of each appeal to ensure fairness and that the excluded individual has the opportunity to fairly respond to the decision to grant the order, including whether the appeal shall be conducted in writing or whether an oral hearing will be granted.

6.5. An appeal will normally be heard within thirty (30) days of being filed, unless such time limit is extended on reasonable grounds.

6.6. A decision on the appeal shall be rendered in writing, with reasons, within 14 days of the hearing of the appeal.
6.7. A decision of the appeal is final and may not be appealed further, except that decisions appealed pursuant to Section 11 may, if permitted by the School Act and Appeals Regulation to appealed to the Superintendent of Appeals.

7. Any information in relation to Section 177 order will only be collected, used or disclosed in accordance with the provision of the Freedom of Information and Protection of Privacy Act. Such information may be collected to maintain a safe, orderly and effective educational environment at schools and on school district property.
POLICY 230: Child Abuse and Neglect

The Board of Education for School District No. 8 (Kootenay Lake) recognizes its obligation to ensure the safety and physical and emotional well-being of all students within its jurisdiction. Employees who have reason to believe that a child has been or is likely to be abused or neglected, or may need protection, are to promptly report the matter to a child protection social worker.

The purpose of this policy is to support a comprehensive, coordinated and collaborative approach for responding to child abuse and neglect by:

- providing child abuse prevention programs to students;
- providing school officials, employees and other persons working in schools with training in recognizing signs of child abuse and neglect;
- providing school officials, employees and other persons working in schools with direction and training on their legal obligation to report child abuse and neglect to a Child Welfare Worker under the Child, Family and Community Service Act, to the police where the child is in immediate danger, and to school officials;
- requiring school officials to investigate and/or report to the police allegations of child abuse involving current and former school district employees, volunteers or contract service providers;
- establishing a child abuse/neglect reporting and investigation protocol with other responsible agencies, to identify the roles and responsibilities of school officials and personnel from other agencies, in responding to allegations of child abuse or neglect; and
- providing assistance to victims of child abuse and neglect by counselling and referrals to other agencies, as appropriate.

Guidelines

1. Recognizing, reporting, investigating and dealing with abuse and neglect are addressed in a Trilateral Protocol Agreement.

2. The Superintendent is responsible for the implementation of procedures for management of alleged sexual abuse by a student.
POLICY 240: Anaphylaxis

The Board of Education for School District No. 8 (Kootenay Lake) has the responsibility to be prepared to respond to medical emergencies such as anaphylaxis. The Board recognizes the right of children and staff to attend school and to work in a safe environment. As a result, the Board will take steps to alter the environment to accommodate children and staff who are susceptible to anaphylaxis in the school setting. While it is impossible for the Board to ensure an allergen-free environment, the Board is committed to making schools as safe as possible for children and staff.

Anaphylaxis, the medical term for “allergic shock” can be rapid and deadly. Microscopic amounts of the allergen can be fatal since a reaction can develop within seconds of exposure.
POLICY 250: Tobacco and Electronic Smoking Devices

The Board of Education for School District 8 (Kootenay Lake) recognizes the health hazards of tobacco products and the use of smokeless tobacco products and electronic smoking devices. As an employer, the Board has a duty to ensure the safety of the workplace. As an educational authority, the Board has a responsibility to provide educational leadership and its employees have a responsibility to act as positive role models while in the workplace.

Therefore, to ensure a safe and healthy environment for students, employees and others, the Board will prohibit smoking, the use of smokeless tobacco products, electronic smoking devices (i.e. cigarettes, vapor cigarette, or personal vaporizers) in all District facilities, vehicles, on all District grounds and at all District sponsored events, in accordance with local by-law regulations.

The use of tobacco may be permitted for traditional ceremonial activities of recognized cultural groups with prior written approval from the Superintendent or designate.
POLICY 260: Scent Free Environment

The Board of Education for School District No. 8 (Kootenay Lake) Education recognizes that health concerns may arise from exposure to some scented products. To assist with the right of employees and students to work in a safe and healthy environment, the Board will request employees, students and visitors to refrain from wearing scented products if and when possible.

Guidelines

1. The goals of these Regulations are to reduce the use of:
   1.1. perfume, cologne/aftershave, scented air fresheners, scented candles and potpourri;
   1.2. heavily scented personal hygiene products such as hair products, lotions/creams and deodorant; and
   1.3. heavily scented flowers in the workplace such as lilacs, hyacinth, flowering broom, etc.

2. District staff, with the support of the Health and Safety Supervisor, will:
   2.1. Raise awareness of the scent reduction policy.
   2.2. Educate employees, students and visitors about the use and effects of scented products through notices and pamphlets.

3. Supervisors (Principals, Vice-Principals, department directors and managers, facilities supervisors, foremen, lead hands and any other direct supervisors) will request that products used by staff are fragrance free, when possible.

4. Employees will:
   4.1. Be made aware of the Policy and Regulations regarding scented products.
   4.2. Report any concerns to their supervisor.

5. Students and parents will be made aware of this policy and provide information on the use and effects of scented products annually.

6. Facilities will:
   6.1. Use products and ensure contractors use products that are scent free, when possible.
   6.2. Notify appropriate personnel when work is to take place that may involve the use of scented products or products that contain an odour or chemical(s) that may affect the health of staff. Notification should allow a reasonable time frame for staff accommodation to take place, if necessary.
6.3. Provide appropriate signage for all District schools, facilities and vehicles, including school buses.
POLICY 310: Code of Conduct

Overview

School District No. 8 (Kootenay Lake) Code of Conduct has been established to maintain a safe, caring and healthy learning environment.

It is the shared responsibility of students, staff, parents/guardians and the broader community (school community), to demonstrate positive conduct while attending any school or District related activity, at any location.

All members of the school community have an obligation to:

- Support learning
- Promote Safety
- Respect property, environment, personal space and privacy
- Model courtesy, compassion and respect.

All members of the school community must refrain from engaging in any in-person or digital communication or behavior that is considered to be:

- Interfering with the learning and working of others
- Bullying, harassing, intimidating, retaliating, discriminating or violence
- Unsafe or illegal including the possession, use or distribution of illegal or restricted substances, or the possession of weapons or replicas.

All members of the school community are expected to comply with the purpose and spirit of the BC Human Rights Code, including not engaging in discriminatory conduct on the basis of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age.

Every effort will be made to support individuals and to determine the root causes of behavior. If the safety or educational program of others is compromised, or if there is an ongoing failure to meet the expectations of the Code of Conduct, a range of consequences will follow. Whenever possible, incidents will be resolved by discussion, mediation and restitution.

Policy

The Board of Education, School District No. 8 (Kootenay Lake), expects students to treat others with respect and courtesy and to conduct themselves in a manner which contributes to and promotes a safe, caring and orderly learning environment in schools and at school activities.

The Board considers the conduct of any member of the school community that adversely affects the school environment to be a breach of the District Code of Conduct and to warrant appropriate forms of
intervention. Special consideration may apply to students with special needs if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

The Board of Education believes all individuals in the school district have the right to an environment free from discrimination and acknowledges that certain kinds of discrimination as prohibited by the BC Human Rights Code must be a part of a district and schools code of conduct.

The Board of Education therefore expects students to not, without a bonafide and reasonable justification, publish, issue or display, or cause to be published, issued or displayed, any statement, publication, notice, sign, symbol, emblem or other representation that:

1. indicates discrimination or an intention to discriminate against a person or class of persons;

2. exposes a person or group or class of persons to hatred or contempt because of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age.

The prohibited grounds for discrimination are to be addressed by schools in their code of conduct.

District Code of Conduct

Expected Behavior

1. Respect
   Students are expected to show respect for people, property, and the school's code of conduct. They are expected to act in a responsible manner and be respectful of the rights of others at school and school activities wherever held.

2. Responsibility
   Students are expected to gradually assume more responsibility for themselves, as individuals and members of society. They are expected to become more responsible for undertaking, organizing and completing their school work and for contributing to and promoting a safe, caring and positive school environment.

3. Commitment
   Students are expected to strive for excellence in all their school endeavors and comply with school expectations and rules for student work, attendance, behaviour, and deportment.

4. Attitude
   Students are expected to participate willingly and diligently in their assigned work and to undertake school activities with a spirit of cooperation and fair play.
Compliance with the District Code of Conduct

It is expected that students will abide by the District and School Code of Conduct going to and from school, on school buses, at school, and at school activities wherever held.

Retaliation Concerns

Schools and the district will take necessary measures to prevent retaliation by an individual against a student who has made a complaint of a breach of code of conduct.
POLICY 311: Use of Illegal Drugs and Alcohol

The Board of Education for School District No. 8 (Kootenay Lake) does not condone student use of illegal drugs or alcohol. The Board recognizes that drug and alcohol abuse by students while in attendance at school or a school sponsored function requires discipline as well as support and guidance.

The Board believes that every effort must be made to assist students in maintaining their connection with the school while ensuring that appropriate steps are taken to assist the student.

In applying this policy, the Principal has discretion to take into account the age of the student and the factors and issues that may be affecting the student who is under the influence, or appears to be under the influence, or in the possession of drugs and/or alcohol while in attendance or on route to school or at any school sponsored activity.

Guidelines

1. The following steps will apply to students who are under the influence, or appear to be under the influence, or in the possession of drugs and/or alcohol while in attendance or on route to school or at any school sponsored activity.

1.1. First Offense:

1.1.1. The principal or designate will meet with the student and determine to the best of his or her ability whether or not the student is under the influence of an illegal substance or alcohol.

1.1.2. The principal or designate must inform the parents/guardians as soon as practicable that the student appears to be under the influence or in possession of an illegal substance and must be picked up at school. If the parents cannot be reached or are unable to pick up the student, the student will be isolated pending a decision by the parents as to transportation home.

1.1.3. The parents/guardians will be asked to meet as soon as practicable at a time determined by the Principal or designate, to develop a plan of action to assist the student and to return the student to school as soon as possible.

1.1.4. The student may be suspended from school until such time as the meeting can be arranged with parents/guardians to develop a plan of action. The plan of action may include some form of restitution, involvement with an outside agency, or some plan other than suspension. If the student is suspended, an educational program must be provided to the student.

1.1.5. If the student is in possession of what appears to be an illegal substance, the RCMP or Nelson City Police will be notified.

1.1.6. The student will return to school when the plan is agreed to.
1.2. Subsequent offenses:

1.2.1. The principal or designate will meet with the student and determine to the best of his or her ability whether or not the student is under the influence of an illegal substance or alcohol.

1.2.2. The principal or designate must inform the parents/guardians as soon as practicable that the student appears to be under the influence or in possession of an illegal substance, and must be picked up at school. If the parents cannot be reached or are unable to pick up the student, the student will be isolated pending a decision by the parents as to transportation home.

1.2.3. The student will be suspended;

1.2.3.1. Until such a time a meeting can be arranged with the parents/guardians and student to develop some form of drug and alcohol intervention, or

1.2.3.2. Until the student attends a meeting with the Discipline Committee. The Committee will meet as soon as possible to determine the appropriate actions which may include some form of drug and alcohol intervention.

1.2.4. If the suspension is longer than three days an educational program must be provided to the student.

2. Trafficking or Selling Drugs or Alcohol - The following steps will apply to students who are trafficking or selling drugs and/or alcohol at any time during school hours, including traveling to and from school, or in attendance or participation at any school function.

2.1. The RCMP or Nelson City Police, as appropriate, will be consulted.

2.2. The principal or designate must inform the parents/guardians that the student has been caught trafficking in drugs or alcohol and parents/guardians will be requested to pick up the student at school. If the parents cannot be reached or are unable to pick up the student, the student will be isolated pending a decision as to transportation home.

2.3. The student will be suspended indefinitely and will be referred to the Discipline Committee.

2.4. During the period of suspension, a program will be provided. If the student is 19 years of age or older, no program will be provided by the Board.

2.5. The Discipline Committee will review the circumstances of the infraction and apply the consequences which may include further suspension up to and including a recommendation to the Board for expulsion.
3. At any time when a student is suspended under this Policy, the parents/guardians must be informed in writing giving the details of the incident, the steps in the process and the possible consequences for the student’s action.

4. A copy of the Appeal By-Law will be attached to the written decision by the Discipline Committee.
POLICY 320: Student Attendance

The Board of Education for School District No. 8 (Kootenay Lake) believes that students’ knowledge, skills and attitudes are enhanced through regular school attendance.

The School Act of British Columbia and its accompanying Regulations are explicit about each school-age student’s compulsory attendance at school, except when excused under those exemptions permitted by legislation. Under legislation, parents or guardians are responsible for ensuring that school attendance requirements are fulfilled as prescribed.

There is an expectation that the schools in the district establish, communicate and enforce fair and consistent attendance procedures.

Parents/guardians of students be informed of absenteeism in a timely fashion in order to support learning and also student safety.
POLICY 330: Sexual Orientation / Gender Identity

The Board of Education for School District No. 8 (Kootenay Lake) is committed to providing a safe, positive, and inclusive learning and working environment for all students and employees regardless of their sexual orientation or gender identity. In accordance with the Canadian Charter of Rights and Freedoms (CCRF) and the B.C. Human Rights Act, the Board values all of its students and employees “...without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.” (section 15(1) CCRF).

The Board recognizes that some students and employees may identify as: Lesbian, Gay, Bisexual, Transgender, Transsexual, Two-Spirit, Queer (LGBTQ+), or who are questioning their sexual orientation or gender identity. Therefore, it is expected that the District will:

- Ensure inclusion of all students and employees in all aspects of school life regardless of their sexual orientation, including the right for students to participate in extracurricular activities;
- Define appropriate terms (definitions), behaviours, and actions in order to prevent discrimination, harassment, and exclusion through greater awareness of, and responsiveness to, their harmful effects;
- Ensure that complaints about homophobia are taken seriously and dealt with effectively and in a timely fashion through consistently applied policy and administrative regulations; and
- Raise awareness and improve understanding of the lives of individuals who are discriminated against, harassed, excluded, or feel unsafe based on their sexual orientation.

Guidelines

1. Definitions

Asexual: A person who is not sexually attracted to any gender or sex. Asexual people may still be romantically attracted to people of a variety of genders and sexualities and have romantic, non-sexual relationships.

Bisexual: A person who is attracted to both women and men.

Gay: A person who is attracted to someone of the same sex and/or gender as themselves. This word can be applied to all genders of relationships, but has primarily been used in reference to men.

Gender: A socially constructed concept of identity based on roles, behaviours, activities, and appearance such as masculine, feminine, androgynous, etc.

Gender expression: The ways a person presents their sense of gender to others (for example, through clothes, hairstyle, mannerisms, etc.).

Gender identity: A person’s internal sense of being a man, a woman, genderqueer etc. This is not the same thing as a person’s biological sex, and may not be consistent with how they are perceived by others.
Gender nonconforming: A term that often refers to children who express gender in ways that differs from societal expectations of the sex and gender assigned to them at birth. For the purposes of this policy and accompanying regulations gender nonconforming children are included under the term trans*.

Homophobia: The fear, ignorance and mistreatment of people who are, or are perceived to be, lesbian, gay or bisexual. This often leads to bias, discrimination, hatred, harassment and violation of the human rights of lesbian, gay or bisexual people. Homophobic bullying can also be targeted against any individual, regardless of perceived sexual orientation.

Intersex: Refers to people whose reproductive or sexual anatomy is not easily defined as male or female. There are a variety of ways someone can be intersex, ranging from having ambiguous genitalia to having mixture of XX and XY chromosomes. Intersex individuals have historically been mistreated in North American society (i.e. being forced to have “corrective” genital surgeries as infants). The term Disorders of Sexual Development is being used increasingly amongst medical professionals in reference to intersex conditions, however, this term has not been fully adopted by intersex communities at the time this policy is being written. The word hermaphrodite was historically used to describe intersex individuals, however, this term is considered highly offensive.

Lesbian: A woman who is attracted to other women.

LGBTQQ+: An acronym that in this case stands for lesbian, gay, bisexual, trans*, Two-Spirit, and queer/questioning. There is a wide range of other terms often included in this acronym (often referred to by queer communities as “the alphabet soup”) such as asexual, and this acronym tends to vary depending on the source. The plus sign (+) indicates the inclusion of all sexual and gender identities.

Perceived as LGBTQQ+: Refers to someone who is treated as if they are LGBTQQ+ even if they do not identify as such.

Pronouns: The words one uses to refer to themselves (e.g. he/him/his; she/her/hers; they/them/theirs; xe, xem, xyr, etc.)

Sex: A biological classification based on physical attributes such as sex chromosomes, hormones, internal reproductive structures, and external genitalia. At birth, it is used to identify individuals as male or female. For those whose sex is not easily categorized as male or female see Intersex.

Sexual Orientation: Refers to a person’s attraction towards a particular gender or sex. Someone may identify as lesbian, gay, bisexual, queer, pansexual, etc. It is important to remember that sexual identity and gender identity are separate.

SOGI: Sexual Orientation and Gender Identity

Trans*: (also Trans, Transgender, Transsexual) An umbrella term that can be used to describe people whose gender identity and/or gender expression differs from what they were assigned at birth. Some trans* people may choose to medically transition by taking hormones, having surgery. Some trans* people may choose to socially transition by changing their name, clothing, hair, etc.
Transphobia: Fear, ignorance and mistreatment of people who are, or are perceived to be, trans* or gender nonconforming. This often leads to bias, discrimination, hatred, harassment and violation of the human rights of transgender or gender nonconforming people. Transphobic bullying can also be targeted against any individual, regardless of perceived gender expression.

Transition: A term most commonly used to refer to someone transitioning from one gender to another. Transition often consists of a change in style of dress, selection of a new name, and a request that people use the correct pronoun when describing them. Transition may, but does not always, include medical care like hormone therapy, counseling, and/or surgery.

Two-Spirit: An Aboriginal term describing the embodiment of both masculine and feminine spirits. This identity is not limited to gender expression or sexuality, but encompasses them both while incorporating a spiritual element. It is a standalone identity, not an Aboriginal term for gay or lesbian.

2. Safety/Anti-Harassment

2.1. Any language or behaviour that deliberately degrades, denigrates, labels, stereotypes, incites hatred, prejudice, discrimination, harassment towards students or employees on the basis of their real or perceived sexual orientation or gender identification will not be tolerated and will be addressed as outlined in Policy 203 – Discrimination and Harassment and the related Administrative Regulations.

2.2. Schools will be required to specifically include the prohibition of such language and behaviour in their student Codes of Conduct.

3. Counselling and Student Support

3.1. All counsellors in the district shall be educated in the knowledge and skills required to understand LGBTQ+ issues concerning students, staff and families.

3.2. Counsellors will be informed and familiar with all policies with respect to human rights, homophobia, heterosexism, hate literature, discrimination and harassment.

3.3. Counsellors will be sensitive to LGBTQ+ students as well as students from LGBTQ+ headed families.

3.4. Elementary and secondary schools will appoint a staff person to be a safe contact for students who identify themselves as LGBTQ+ and those who are questioning. School administrators will inform students and other staff about the location and availability of this contact person.

3.5. Schools are encouraged to provide identified “safe places” for LGBTQ+ students as well as students from LGBTQ+ headed families and where students who identify as straight may seek support and find answers to questions they may have.

3.6. Where students request and staff are willing to volunteer their time, gay/straight alliance clubs (GSAs) will be encouraged at secondary schools in the district and clubs which respect
and celebrate all forms of diversity will be encouraged for intermediate elementary school students.

4. Counselling and Staff Support

4.1. All staff in the District will be made aware of the Employee & Family Assistance Program, where they may access support in understanding LGBTQ+ for themselves, to provide understanding regarding a family member, or to gain understanding about how to support LGBTQ+ students.

5. Staff and Professional Development

5.1. The district shall provide and promote opportunities for staff to increase their awareness and understanding of the scope and impact of discrimination against LGBTQ+ people.

5.2. The district shall provide and promote opportunities for staff to increase their knowledge and skills in promoting respect for human rights, supporting diversity, and addressing discrimination in schools.

6. Washroom and Change Room Accessibility

6.1. The use of washrooms and change rooms by transgender students and staff shall be assessed on a case-by-case basis, ensuring the staff member or student’s safety and comfort, minimizing stigmatization and providing equal opportunity to participate in physical education classes and sports.

6.2. Students and Staff shall have access to the washroom and change room that corresponds to their gender identity. Those who desire increased privacy will be provided with a reasonable alternative washroom and/or changing area. Any alternative arrangement will be provided in a way that protects the individual’s ability to keep their gender identity status confidential.

6.3. The decision with regard to washroom and change room use shall be made in consultation with the individual.

6.4. The Board will strive to make available single stall universal washrooms at all school locations and worksites during renovations or rebuilds.

7. Access to Academic, Physical Education and Sports

7.1. Schools will reduce or eliminate the practice of segregating students or staff by sex. In situations where students or staff are segregated by sex, trans students and staff will have the option to be included in the group that corresponds to their gender identity.

7.2. Where possible, students and staff will be permitted to participate in any sex-segregated recreational and competitive athletic activities, in accordance with their gender identity. Due to issues of disclosure and safety, some individuals may wish to participate in a sex-segregated activity that is not aligned with their gender identity.
7.3. Trans students and staff shall be provided the same opportunities to participate in physical education as all other students and staff, shall not be asked or required to have physical education outside of the assigned class time, and shall be permitted to participate in any sex-segregated activities in accordance with their gender identity if they so choose.

8. Dress

8.1. Students and staff have the right to dress in a manner consistent with their gender identity or gender expression. This includes students who may dress in a manner that is not consistent with societal expectations of masculinity/femininity.

9. Confidentiality and Privacy

9.1. A student or staff member’s trans* status, legal name, or gender assigned at birth may constitute confidential personal information that will be kept confidential unless its disclosure is legally required or unless the individual, or in the case of a student, the student’s parent(s)/guardian have given authorization.

9.2. In situations where school staff or administrators are required by law to use or to report an individual’s legal name or sex, such as for purposes of data collection, school staff and administrators will adopt practices to avoid the inadvertent disclosure of such information.

9.3. Students’ and staff member’s rights to discuss and express their gender identity and/or gender expression openly and to decide when, with whom, and how much private information to share will be respected.

10. Names and Pronouns

Trans* students and staff will be addressed by the names and pronouns prefer to use.

11. Official Records and Student Information

11.1. Whenever possible and permitted by law, requests made by a student, or the parent/guardian, to change the student’s official record to reflect their preferred name and/or gender identity will be accommodated.

11.2. Whenever possible, at the request of a student or of a students’ parent(s)/guardian, the student’s preferred name and/or gender identity will be included on class lists, timetables, student files, identification cards, etc.

11.3. Unless the student or the student’s parent/guardian has specified otherwise, communications between school and home shall use a student’s legal name and the pronoun corresponding to the student’s gender assigned at birth.
POLICY 340: Discrimination and Harassment

The Board of Education for School District No. 8 (Kootenay Lake) recognizes the right of all members of the school community, including employees, students, parents and volunteers, to learn, work, consult and otherwise associate in an environment free from harassment and discrimination.

The Board recognizes their role in actively supporting employees work to prevent discrimination and harassment of students and their families. Teachers should be encouraged to embed anti-bullying lessons into their existing curricula at all grade levels. Specifically, this includes, but is not limited to, teaching all students about the harmful effects of racism, sexism, homophobia, transphobia and ableism (abilities and disabilities). This also includes teaching students strategies to help protect themselves from these forms of harassment and discrimination.

To accomplish these goals, the Board will endeavor to promote Professional Development opportunities for teachers to learn more about social justice issues and different forms of oppression. We will encourage teachers to build upon their knowledge and to increase their teaching strategies in these areas.

The Board will also work with education and community partners to endeavor to ensure that classroom and library resources reflect the diversity of society and are free from cultural, racial and gender bias. The Board believes that our students can learn best when they see themselves and the lives of their families accurately reflected within the curriculum.

To this extent, the Board will not tolerate any conduct that could be classified as harassment, sexual harassment, discrimination or bullying and will make every reasonable effort to ensure that no employee, student, or parent is subjected to such behaviours. The Board complies with the B.C. Human Rights Code and is committed to providing healthful environments in which fairness and respect are both taught and modeled.

Guidelines

1. Definitions

1.1. Harassment: For the purpose of this policy, harassment shall be defined as including:

1.1.1. any improper behaviour that is directed at or is offensive to any person and is unwelcome and which the person knows or ought reasonably to know would be unwelcome.

1.1.2. objectionable conduct, comment, materials or displays made on either a one (1)-time or continuous basis that demeans, belittles, intimidates or humiliates another person.

1.1.3. the exercise of power or authority in a manner which serves no legitimate work purpose and which a person ought reasonably to know is inappropriate.

1.1.4. such misuses of power or authority as intimidation, threats, coercion and/or blackmail.

Related Legislation: Human Rights Code [RSBC 1996, Chapter 210, Sections 7 & 8]
Related Contract Article: Nil
Adopted: January 26, 1999
Amended: February 26, 2008
Amended: October 29, 2008
Amended: May 10, 2010
Amended: XXX, 2018
1.2. **Discrimination:** Unfair treatment of a person or group on the basis of prejudice.

1.3. **Sexual Harassment:**

1.3.1. any comment, look, suggestions, physical contact or real or implied action of a sexual nature which creates an uncomfortable working environment for the recipient, made by a person who knows or ought reasonably to know such behaviour is unwelcome.

1.3.2. any circulation or display of written or visual material of a sexual nature that has the effect of creating an uncomfortable learning or working environment.

1.3.3. an implied promise of reward for complying with a request of a sexual nature.

1.3.4. a sexual advance made by a person that includes or implies a threat or an expressed or implied denial of an opportunity which would otherwise be granted or available and may include reprisal or a threat of reprisal made after a sexual advance is rejected.

1.4. **Bullying:**

1.4.1. Bullying is verbal or physical behaviour by one (1) or more people who appear to be more powerful in some way than their victim. Bullying makes the victim feel uncomfortable, embarrassed and unsafe and can interfere with the victim's success at school or work.

2. **Specific examples of harassment, sexual harassment, bullying:** Sexual or personal harassment may include, but is not limited to behaviours, whether intentional or unintentional, which are perceived by the recipient as unwelcome. Examples of such behaviours:

2.1 remarks or correspondence with sexual overtones

2.2 jokes that cause awkwardness or embarrassment (dirty, ethnic or religious jokes)

2.3 innuendoes, taunting or intimidation, based on one's real or perceived identity

2.4 gender-based, gender identity or sexual orientation-based remarks of a derogatory or sexual nature, or general insulting remarks

2.5 proposal of intimacy of a sexual nature

2.6 repeated unwelcome invitations, request for dates or sexual favours

2.7 leering, patting, pinching, touching, hugging, brushing against

2.8 displays of materials, pictures, cartoons or sayings of a derogatory, sexist, homophobic or transphobic, racist, pornographic or otherwise demeaning nature

2.9 calling someone names

Related Legislation: Human Rights Code [RSBC 1996, Chapter 210, Sections 7 & 8]  
Related Contract Article: Nil  
Adopted: January 26, 1999  
Amended: February 26, 2008  
Amended: October 29, 2008  
Amended: May 10, 2010  
Amended: XXX, 2018
2.10 spreading rumours
2.11 stealing or extorting someone’s lunch or other property
2.12 exclusion from groups

3. What does not constitute harassment?
3.1. an occasional compliment
3.2. flirtation or banter when it is mutually acceptable between/among peers or friends
3.3. normal exercise of supervisory responsibilities, including disciplining, when warranted.

4. Coverage of the policy
4.1 All persons while on Board premises or while working for the Board or in Board-sponsored programs or activities are covered by this policy. This includes, but is not limited to, such categories as students, employees, parents, volunteers, school nurses, permit holders and contractors.
4.2 Everyone is vulnerable to harassment or discrimination, which could occur between members of the same sex, as well as between members of the opposite sex or members of a sexual minority including but not limited to lesbian, gay, bisexual, transgender, and transsexuals.
4.3 A harasser can be a superior (supervisor or teacher) or a peer (fellow student or co-worker) or a subordinate, or anyone coming into contact with another person, regardless of the relationship.

5. Procedure for informal resolution of a complaint

Complainants are encouraged, but not required, to immediately tell the other person when his/her behaviour is considered inappropriate and unwanted and ask that the unwanted conduct stop. Persons should comply immediately with the request without retaliation. If the complaint is not resolved the following procedures should be followed:

5.1 Procedures for teachers -
Complaints involving teachers will be subject to the provisions of the Collective Agreement with the employer.

5.2 Procedures for C.U.P.E. Employees -
Complaints involving C.U.P.E. members will be subject to the provisions of the Collective Agreement with the employer.

5.3 Procedures for Students -

Related Legislation: Human Rights Code [RSBC 1996, Chapter 210, Sections 7 & 8]
Related Contract Article: Nil
Adopted: January 26, 1999
Amended: February 26, 2008
Amended: October 29, 2008
Amended: May 10, 2010
Amended: XXX, 2018
A student may choose to speak to a teacher or another adult that they are comfortable in approaching with a complaint. When the complaint is reported to a teacher or another adult, the information will be brought to the attention of the Principal or Vice-Principal who is required to investigate the matter and strive to bring about a resolution. Alleged harasser(s) will be informed, after consideration of the safety of the complainant, that a complaint has been filed against them. The student will be informed of the progress made toward resolving the complaint. Acts of retaliation will be disciplined appropriately.

5.4 Procedures for Parents/Volunteers/Others -
A parent or volunteer should report the incident to the Principal, Vice-Principal or a Supervisor who is required to investigate the matter. Alleged harasser(s) will be informed, after consideration of the safety of the complainant, that a complaint has been filed against them. The appropriate person will report back in writing to the complainant.

6. Independent Investigation Report

Employees, students, parents and volunteers may choose to present the complaint to the police or Human Rights commissioner under the terms of the Human Rights Act.

7. District staff at each site shall review this policy on a yearly basis at the first regular staff meeting to ensure that all employees are informed of the content of the Discrimination and Harassment policy.
POLICY 451: Physical Restraint and Seclusion in School Settings

The Board of Education for School District No. 8 (Kootenay Lake) is committed to providing a safe, secure and respectful environment for students and staff. Positive and least restrictive approaches in the provision of student supports are considered best practice. The purpose of these provisions is to promote a response that protects both the individual and others’ safety and well-being.

Individuals/staff who work directly with a student in situations where there is a potential for imminent danger of serious physical harm to the student or others must be familiar with the Provincial Guidelines - Physical Restraint and Seclusion in School Settings, B.C. Ministry of Education June 3, 2015 http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/diverse-student-needs/physical-restraint-seclusion-guidelines.pdf

Physical restraint or seclusion is used only in exceptional circumstances where the behaviour of a student poses imminent danger of serious physical harm to self or others and where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm.

Schools will have access to individuals, preferably staff members, who are trained in positive behaviour intervention supports, conflict and crisis de-escalation and non-violent crisis intervention techniques.

All staff working directly with a student where there is a potential for imminent danger of serious physical harm to self or others will be provided the opportunity to participate in training regarding the use of physical restraint and seclusion.


1. Definitions:

1.1. “Behaviour” the actions by which an individual adjusts to his or her environment. It is commonly understood that behaviour is communication. It is the impact of the behaviour that dictates whether the behaviour is negative or positive.

1.2. “Physical Restraint” is a method of restricting another person’s freedom of movement or mobility in order to secure and maintain the safety of the person or the safety of others. The provision of a physical escort (i.e. temporary touching or holding of a student’s hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location) does not constitute physical restraint. Neither is the provision of physical guidance or prompting of a student when teaching a skill, redirecting attention, or providing comfort.

1.3. “Seclusion” is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving. Behaviour strategies, such as “time out”, used for social reinforcement as part of a behaviour plan, are not considered “seclusion”. Neither is it considered seclusion where a student has personally requested to be in a different/secluded location or space.

1.4. “Time-out” is the removal of a child from an apparently reinforcing setting to a presumably non-reinforcing setting for a specified and limited period of time.
POLICY 510: Employee Recognition

The Board of Education of School District No. 8 (Kootenay Lake) recognizes the valuable contributions made by all employees of the District to students and learning. The Board promotes a culture of employee recognition within the District and will formally recognize employees of the District who:

- have provided long service to the students of the District; and
- are retiring from the District.

Related Legislation: Nil
Related Contract Article: Nil
Adopted: May 22, 2001
Amended: February 9, 2016
Amended: XXX, 2018
POLICY 520: Human Resources Employment Practices

The Board of Education of School District No. 8 (Kootenay Lake) seeks to operate with consistent personnel practices; accordingly, the Board authorizes the following practices:

A. Home Office

The Board recognizes that its professional employees may choose to maintain an office with appropriate technology in their place of residence at no cost to the Board of Education.

B. Work From Home

A work from home strategy is intended to create flexible conditions that will assist the School District in a more effective accomplishment of our services, access to a broader pool of talent and support for our employees. Successful work at home arrangements will serve the needs of employees and the organization.

C. Private Vehicles

Employees so designate may be required to maintain and operate a vehicle at their own expense for use as required in the performance of their duties with the Board of Education. Such designated employees will be supplied with a T2200 by the Board of Education, if requested.

D. Vandalism

If an employee’s vehicle is damaged due to vandalism while on school property or while the employee is on school business, upon receipt of evidence, the Board will reimburse the employee the lesser of actual vehicle damage repair costs, or the cost of any deductible portion of insurance coverage on that vehicle up to a maximum of $600.

E. First Aid

The Board agrees to underwrite, upon successful completion, the registration expense of at least one employee on each staff who agrees to enroll in a district approved first aid course and act as the school First Aid Attendant. Course classifications may vary dependent on WorkSafeBC. Candidates for the course will be approved by the Superintendent.
POLICY 521: Relocation Assistance for Senior Management

The Board of Education of School District No. 8 (Kootenay Lake) recognizes the need to attract the best qualified people for positions in senior management. To this end, the Board will provide relocation assistance for incoming senior management (Superintendent, Secretary-Treasurer, Assistant Superintendent and Directors).

Guidelines

1. The incoming senior staff member shall obtain at least two (2) quotations from moving companies. The Board will pay the lesser of the lowest quote, or $7,000.

2. The senior staff member may elect to receive payment directly from the Board, upon presentation of receipts and quotations, or for the moving company to be paid directly.
POLICY 540: Supervisory Conflict of Interest

The Board of Education of School District No. 8 (Kootenay Lake) prohibits employment situations where employees occupy positions where a Direct Supervisory Relationship exists between family or significant others. Exceptions to this policy will only be considered in rare and extraordinary circumstances where staff shortages exist. This policy will not affect such working relationships that were established prior to August 1, 2014, however any transfers or promotions of these employees will be subject to the new policy.

Guidelines

1. Definitions

   • Close Associate for the purpose of this policy, is defined as a business associate, or someone in a close personal relationship

   • Family for the purpose of this policy, is defined as all relatives, such as, but not limited to the following: spouses, domestic partners, children, parents, grandparents and siblings.

   • Significant others for the purpose of this policy, includes individuals involved in an intimate relationship but may or may not reside together.

   • Direct Supervisory Relationship for the purposes of this policy, refers to an employment relationship where one employee does or could have authority over another employee’s performance evaluation, salary, work hours, working assignments or other conditions of employment.

2. Employees of the Board who are in a position to hire or contract full-time, part-time, occasional, contract or summer staff/students will not hire members of their immediate or extended family to work for them directly.

3. An employee must ensure there is no participation in the hiring process when the employee and prospective employee are family members or close associates.

4. Employees and prospective employees will not seek positions where one family member may have a direct supervisory role over another family member or close associate. However, should this be impossible to avoid, the Superintendent will ensure sufficient safeguards are in place to ensure that the District’s interests are not compromised.

5. Where there is a situation where an employee may have a direct supervisory role over another family member or close associate as a result of circumstances ranging from the implementation of a collective agreement to a change in status within a worksite and newly-developed relationships each employee shall report this conflict in writing to the Director, Human Resources who will then determine if any action is required.
POLICY 550: Non-Contractual Leaves of Absence

The Board of Education of School District No. 8 (Kootenay Lake) authorizes the Superintendent or designate to approve professional staff leave of absences after the needs of the students, school and District have been assured.

Regulations

1. Staff requesting leave for a year’s duration or the extension of a year’s leave, shall notify the Superintendent no later than March 31st of that year, or a date mutually agreed to with the Superintendent.

2. Leaves under this policy may include, but not be limited to:

   2.1. personal leave
   2.2. early summer school leave
   2.3. Department of National Defense/Exchanges

3. Leaves for a second year will only be granted in exceptional circumstances.

4. Except as where contract provisions apply, people returning from leave of absence shall be assigned a position in the district and (where possible), an appropriate position within the same community or zone in which he/she was teaching. 

   • Slocan Valley Family of Schools
   • Creston Family of Schools
   • Nelson Family of Schools
   • Salmo Family of Schools
   • Crawford Bay Family of Schools
   • Kaslo Family of Schools
POLICY 560: Appointment of Principals and Vice-Principals

The Board of Education of School District No. 8 (Kootenay Lake) has the authority to appoint Principals and Vice-Principals but delegates the responsibility for the process of hiring and/or placement of school-based administrators to the Superintendent of Schools subject to the following guidelines.

The Board desires to promote change and growth for both administrators and schools through the process of administrative transfers. Prior to a vacancy being determined, Principals and Vice-Principals may be transferred through self or Board initiated action during their administrative tenure with the District. The Board may also transfer administrators due to restructuring, financial or contractual reasons.

Guidelines

1. The Superintendent may transfer Principals and Vice-Principals from one school to another, prior to determining any competitions for District school-based administrative positions.

2. The Superintendent may create a Qualified Principal/Vice-Principal Applicant Pool from existing District #8 employees, who may proceed directly to the interview stage in any competition for District school-based administrative positions.

3. When a vacancy for a Principal or Vice-Principal is determined, meaningful advisory input and/or representation from trustees, parents and school staff shall be included during the initial consultation phase, the long-listing phase and during the interviewing of candidates.

3.1. When a vacancy for a high school Principal or Vice-Principal is determined, meaningful advisory input/or representation from secondary students shall whenever possible, be included during the initial consultation phase and during the interviewing of candidates.

4. Upon the completion of the candidate evaluation process, the Superintendent, taking into account the views of the interview panel, shall provide final recommendations to the Board of Education for approval.

Input at each Stage/Phase of the Hiring Process

| Initial consultation | - district staff, students, parents, union reps, trustee reps |
| Long list            | - district staff, parents, union reps, trustee reps          |
| Short list           | - district staff, trustee reps                                |
| Interviews           | - district staff, students, parents, union reps, trustee reps |
POLICY 570: Prevention of Violence in the Workplace

The Board of Education of School District No. 8 (Kootenay Lake) recognizes the right of all employees to work in an environment free from violence. The Board is committed to protecting employees from incidents of violence in the workplace, and as a result will conduct risk assessments when there is any risk of injury to workers from violence arising out of their employment.

It is the responsibility of all personnel to identify situations of risk so that appropriate planning for prevention, intervention and follow-up can be undertaken.

Guidelines

1. “violence” means the attempted or actual exercise by a person, other than a worker, of any physical force so as to cause injury to a worker and includes any threatening statement or behaviour which gives a worker reasonable cause to believe that he or she is at risk of injury.

2. The Superintendent will be responsible to maintain current Violence Threat Risk Assessment procedures.

3. Fair notice shall be provided annually to parents, students and the community that schools will not ignore any threat of violence.

Related Legislation: Occupational Health and Safety Regulation 4.27-4.31
Related Contract Article: Nil
Adopted: November 23, 1999
Amended: June 2, 2009
Amended: XXX, 2018
POLICY 610: Fiscal Management

The Board of Education of School District No. 8 (Kootenay Lake) recognizes its responsibility to ensure that the School District’s fiscal management complies with the requirements of the Ministry of Education and Public Sector Accounting Standards.

Further, the Board supports the Taxpayer Accountability Principles established by government that strengthen accountability, cost effectiveness, and commitment to operate in the best interest of taxpayers. These principles include:

- efficiency
- accountability
- appropriate compensation
- service
- respect
- integrity

Guidelines

1. The Secretary-Treasurer will be responsible to ensure the District’s fiscal management system complies with Ministry requirements, is modelled after the best generally accepted accounting practices (GAAP) and is maintained in a current status.

2. The Secretary-Treasurer will provide, for the information of the Board, monthly financial statements showing the financial condition of the School District as at the previous month, as well as other financial records, as determined by the Board.
POLICY 620: Budget Development, Monitoring and Reporting

The Board of Education of School District No. 8 (Kootenay Lake) believes that a fundamental aspect of the duties of the Board is to establish and monitor the District’s annual budget.

The Board must receive sufficient information to fulfill its fiduciary responsibilities and be satisfied that revenues and expenditures are aligned with the strategic priorities of the Board. The Board must ensure that appropriate processes are established to maintain the fiscal integrity of the District.

The Board expects that Administration will not cause or allow any financial activity that materially deviates from the budget adopted by the Board, cause or allow any fiscal condition that is inconsistent with achieving the expectations and strategic priorities the Board has set out, or that places the long-term financial health of the organization in jeopardy.

Guidelines

1. All plans, assumptions, implementation strategies, and risks are to be fully-disclosed with the Board prior to approval of budget documents. At a minimum, these disclosures should include:

   1.1. key budget assumptions, such as student enrolments, grant rate changes, salary increases and inflation rates;

   1.2. financial and business risks, such as changes in interest rates and changes in fuel prices; and

   1.3. specific strategies explaining how the budget supports the school district’s strategic plan/direction

2. Budget update materials should be prepared monthly and provided to the Board in a timely manner.

   2.1. The updates should include a comparison to the original budget and forecasts to the end of the school year in the following areas:

       2.1.1. revenues

       2.1.2. expenses

       2.1.3. accumulated operating surplus or deficit

   2.2. The updates should also include an explanation of significant variances, such as variances greater than 10%.

   2.3. The budget updates should be formally received by the board, and Administration should review the changes with trustees to make sure they are aware of the current situation and the impact of the changes on the fiscal plan.

3. The Secretary-Treasurer will establish effective budgetary controls including:
3.1. clearly defined managerial responsibilities
3.2. plans for individual budget sites
3.3. responsibility for adhering to the budget
3.4. monitoring performance against the budget
3.5. corrective action if results differ significantly from the budget
3.6. permitting significant departures from the budget with the approval by the board
3.7. investigating unexplained variances from the budget
POLICY 621: Accumulated Operating Surplus

The Board of Education for School District No. 8 (Kootenay Lake) believes that adequate surplus levels are important in achieving educational goals and addressing financial health, stability and risk; and, the allocation of surplus funds supports long-term planning by mitigating changes in revenue and making provision for contingencies for unexpected events.

The Board of Education is responsible for ensuring the district is protected financially from forecasting risk and unforeseen circumstances that could negatively impact resources available for the education of students.

The Board’s accumulated operating surplus will serve as:

1. a contingency reserve for the risks associated with unexpected increases in expenses and/or decreases in revenues;
2. one-time costs not included in the annual operating budget; and
3. intermittent projects and initiatives.

Definitions

Unrestricted Surplus: the accumulated operating surplus built up in the School District’s operating fund that has not been designated for specific uses.

Restricted Surplus: the accumulated operating surplus built up in the School District’s operating fund that has been designated for specific uses.

Guidelines

1. The Accumulated Operating Surplus will align with and consider:
   1.1. District Vision and Mission Statement;
   1.2. District Strategic Plan;
   1.3. District Facilities Plan; and
   1.4. Current and projected financial health of the district.

2. The Secretary-Treasurer shall be responsible to:
   2.1. Recommend the appropriate balances to be maintained in both the unrestricted and restricted accumulated operating surplus;
   2.2. Recommend the necessary increases/decreases and transfers from Restricted and Unrestricted Operating surplus;
   2.3. Secure Board approval for the transfer of surplus operating funds; and
2.4. Benchmark actual surplus balances with other school districts and with pre-determined targets on an ongoing basis to gauge whether financial health is being achieved.

3. Annual and/or periodic increases to the restrictions on the Accumulated Operating Surplus shall be specific to each category of restriction, as approved by the Board through the School District’s annual financial planning/budgeting process.

4. Accumulated Operating Surplus balances and changes will be reported in the Annual Financial Statements.
POLICY 640: Acquisition-Disposal of Board Assets

The Board of Education of School District No. 8 (Kootenay Lake) recognizes that all sites, buildings and equipment (excluding consumable supplies) are assets of the School District.

The Secretary-Treasurer will establish procedures for the acquisition and disposal of equipment and supplies.

Equipment purchased by outside groups/organizations such as: Parent Advisory Councils, service clubs and community organizations, that are placed in a school or District facility, or on school or district property, will become the property of the School District.
POLICY 641: Gifts

The Board of Education of School District No. 8 (Kootenay Lake) values the contribution from our communities and welcomes gifts of materials, equipment and funds (money) to the School District in accordance with the following guidelines.

Guidelines

1. **Ownership**
   
   1.1 All gifts of materials, equipment and money, when accepted, will become the property of the Board. The donor may designate to which school or for which purpose the gift will be given.

2. **Approval**

   2.1 All offers of gifts, materials, equipment and money must be approved by the Superintendent/CEO, the Secretary-Treasurer or a designate, in consultation with the Principal(s)/Supervisor(s) of the receiving school(s)/department(s), prior to the acceptance of the gift. If there is any doubt to the usefulness or appropriateness of the gift, or if there is any concern that the Board may incur additional costs for liability as a result of the gift, the gift may be declined.

   2.2 All materials, books, equipment, etc. donated must meet the same standard as selection criteria (educational, safety, etc.) applied to all School District purchases.

3. **Receipt for Tax Purposes**

   3.1 If donors request a receipt for tax purposes, the following will apply:

   1. Tax receipts will not be issued for donations of less than twenty-five dollars ($25).

   2. Cash donations must be made payable to School District No. 8 (Kootenay Lake) and forwarded to the School Board Office for receipt. The donations will be allocated to the school or program for which they were intended.

   3. Donations in kind will be evaluated by a person or persons knowledgeable in that area, designated by the Secretary-Treasurer, prior to a receipt being issued.

   4. Tax receipts will not be issued to parents/guardians for payment of fees or donations that benefit their own child(ren).

4. **Disposal**

   4.1 As the equipment donated becomes obsolete or has completed its useful life, it may be disposed of, in accordance with Board policy.
POLICY 642: Procurement and Purchasing

The Board of Education of School District No. 8 (Kootenay Lake) has, as its over-arching purchasing objective, to satisfy the operational needs of the School District while realizing overall best value for goods and services using best practice and professional judgement. The Board assigns to the Secretary-Treasurer responsibility for those judgements.

The Board of Education of School District No. 8 (Kootenay Lake) will tender banking and audit requirements every three (3) years.

The Board values the District’s purchasing function’s contribution to educational and operational programs through:

- Application of specialized professional knowledge
- Development of district-wide experiential knowledge
- Utilization of public purchasing standards
- Efficiency of acquisition of goods and services
- Realization of best value in acquiring goods and services

The District’s procurement activities must be conducted with integrity and the highest standard of ethical conduct. All individuals involved with the District’s procurement activities must act in a manner that is consistent with the principles and objectives of this policy.

The Board believes the school district should participate with other public authorities in a cooperative way and take full advantage of shared opportunities and services, when appropriate.

Guidelines

1. The Secretary-Treasurer will be responsible for ensuring that purchasing procedures are established so that all supplies, services and equipment required for the operation of the School District’s schools and educational programs are obtained at the best price available with free opportunity, whenever practicable, for all interested vendors to make proposals for supply.

   1.1. The School District will purchase locally, whenever and wherever possible; however, the School District’s first consideration must be value for money spent. For this reason, local suppliers and contractors will be given preference only as other conditions are comparable.

   1.2. The Board will, whenever practical, join in cooperative purchasing with other School Districts or agencies to take advantage of lower prices for bulk purchasing and to reduce the administrative costs in tendering.

   1.3. The Secretary-Treasurer will provide to the Board a monthly printout of all expenditures in excess of ten thousand dollars ($10,000) for information.

2. The Secretary-Treasurer will be responsible for ensuring that tendering procedures are established (see Accounting Procedures Manual) for the District.

   2.1. Tender calls will be made in accordance with the B.C. Government Public Sector purchasing requirements.

Related Legislation: Nil
Related Contract Article: Nil
Adopted: XXX, 2018

October 9, 2018
Board Meeting
2.2. Tender calls for banking services will be invited from financial institutions within the School District that can comply with the Ministry of Education requirements for banking.

2.3. Tender calls for audit services will be invited from accounting firms within the School District that hold a chartered accountant designation and can comply with the Ministry of Education requirements for auditing school districts.
POLICY 650: Disposal of Real Property and Improvements

The Board of Education of School District No. 8 (Kootenay Lake) seeks to ensure ownership of real property and improvements are managed in the best interest of the District.

In order to reduce operating costs and utilize facilities effectively, the Board will consider the disposal of its surplus properties in accordance with Ministry policy, orders and regulations, provided that there is not an anticipated need for the use of the space to attend to future educational and/or operational purposes.

For the purposes of this policy, any lease for a term, including the cumulative total of all options and rights to extend or renew the lease for a period of more than ten years and/or which provide for an option or right to purchase, shall be treated as a disposal.

Guidelines

1. Prior to the disposition of surplus property, the Board of Education will:
   1.1. Consider future enrolment growth in the District, including Kindergarten to Grade 12, adult programs, and early learning;
   1.2. Consider alternative community use of surplus space in school buildings and other facilities;
   1.3. Give fair consideration to community input, and adequate opportunity for the community to respond to the Board of Education’s plans for the property;
   1.4. Complete full title search;
   1.5. Request an independent appraisal of the property; and
   1.6. Seek approval from the Minister as required.

2. The method of disposition of surplus properties will be through a public process that may include:
   2.1. Public advertising;
   2.2. Public tender;
   2.3. Public auction;
   2.4. Request for proposals; or
   2.5. Listing with real estate agencies.

3. The Board will apply the following criteria regarding disposals:

Related Legislation: School Act [RSBC 1996, Part 7, Division 1, Section91]
Related Contract Article: Nil
Adopted: February 26, 2008
Amended: January 14, 2014
Amended: XXX, 2018
3.1. The decision to sell or lease the property is consistent with Ministry policy, orders and regulations;

3.2. The business case for selling the property is demonstrable and supportable after consideration of future enrolment growth, alternative community use and input, environmental issues, title searches, independent appraised value, and offers;

3.3. The disposition will be at fair market value, except as set out below. Fair market value means the amount, price, consideration or rent that would be obtained by the Board of Education in an arm’s length transaction in the open market between willing parties acting in good faith;

3.4. That considerations regarding market value and highest and best use could be superseded at the discretion of the Board of Education if:

3.4.1. The property could generate ongoing funding for the district through an educational partnership, or the property could generate ongoing funding, savings, or provide shared services to the District through partnership with other public bodies (e.g. lease arrangement with BC Transit),

3.4.2. The property has a history of a community relationship and past-usage with a committed organization in the community,

3.4.3. The property is the only public facility in the community that is suitable for community use;

3.4.4. The planned use of the property would have significant positive effect on a large number of citizens that could not be gained in other ways;

3.4.5. The property would be used by another Board of Education (including the Conseil Scolaire Francophone) or independent school for educational purposes; or local government or community organization for alternative community use.

3.5. The Board of Education will adopt a by-law approving the disposition;

3.6. The Board of Education will provide the Minister of Education with a copy of the Disposition By-law and written notification of the disposition and allocation of the proceeds.

4. Subject to section 5, if the Board of Education receives funds in respect of the disposition of any asset that was the subject of a capital expenditure, the funds must be allocated between the Board of Education and the minister according to the Board of Education’s contribution and the minister’s contribution to the capital expenditure.

5. The Minister may allocate the money between the minister and the Board of Education if:

5.1. The minister is not able to determine the Board of Education’s contribution or the minister’s contribution to the capital expenditure, or
5.2. In the opinion of the minister, the allocation is not appropriate in the circumstances.

6. Money allocated to the minister must be used by the Board of Education only
   6.1. for capital projects, and
   6.2. with the minister’s approval.

7. Money allocated to the Board of Education must be used by the Board of Education only for capital projects, and allocated by Board motion.

8. The Board of Education of Education may allocate money received in respect of a lease to either operating or capital expenditures if the lease
   8.1. is for a term, including the cumulative total of all options and rights to extend or renew the lease, of not more than ten (10) years, and
   8.2. does not provide for an option or right to purchase.
POLICY 680: Business Community Advertising Sponsorship

The Board of Education of School District No. 8 (Kootenay Lake) acknowledges that businesses and service groups may from time to time choose to support, financially and materially, public school activities through sponsorships or partnerships. The Board supports the development of sustainable education-business relationships between the Board, its schools and the community, and encourages community groups, businesses, corporations, labour groups, civic organizations, industries, government agencies, colleges, universities and others to join in developing education-business relationships with the Board and/or its schools through various types of sponsorship/partnership arrangements for the benefit of the school community.

Acceptable sponsorship/partnerships provide benefits to the educational, cultural, artistic or athletic programs of students through the donation/contribution of products, services or money to a school or the district. The Board wishes to secure sponsorships/partnerships that are consistent with the values, principles and objectives of the District. Revenues acquired through sponsorships will be used to complement and not replace public funding for education.

It is the obligation of the Board to protect the welfare of School District #8 (Kootenay Lake) students and the integrity of the learning environment. When working together, schools, community groups and businesses must ensure that educational values are not distorted in the process. These relationships must be ethical and structured in accordance with the following principles:

1. Will not lead to the exploitation of the students;
2. Minimizes the implication that the Board of Education or the school endorses particular businesses, organizations, products or services;
3. Offers significant educational, cultural, artistic or athletic benefits or social values for students;
4. Expected acknowledgement is dignified, modest, reasonable and consistent with this policy;
5. Must be structured to meet an identified educational need;
6. Ensures protection against claims that are false or misleading;
7. Involves minimal intrusion into instructional time;
8. School or District has sufficient resources to pay for cost of installation, on-going maintenance, repairs and training;
9. Donated goods and services are held to the same standard used for the selection and purchase of curriculum materials.

Definitions

Related Legislation: Nil
Related Contract Article: Nil
Adopted: October 26, 2004
Amended: January 10, 2017
Amended: XXX, 2018
A. **Advertising:** Advertising is the oral, written or graphic statement made in any manner in connection with the solicitation of business by promoting goods and/or services to encourage the public to buy or to patronize in exchange for financial payment.

B. **Sponsorship:** Sponsorship is an agreement between an individual school, the Board of Education and an individual group, organization or community-based group in which the sponsor provides financial or resource support in exchange for the recognition.

C. **Partnership:** is a collaborative relationship between the Board and an organization or business wherein the resources of the Board and the partner are combined to enhance the quality and relevance of the educational program provided by the Board.

D. **Donation:** refers to a gift or contribution of money, goods or services, voluntarily transferred to a school or the school district which is given without expectation of something of value in return.

Advertising or sponsorship is not the sale of goods/services to the district, the school or the parent advisory councils for market value where items have brand names, trademarks, logos or tags for product/service identification. These shall be governed by the purchasing policies of the district, the schools or the parent advisory councils.
POLICY 720: Asbestos

The Board of Education of School District No. 8 (Kootenay Lake) endeavors to maintain an asbestos free school environment. When this is not possible, a containment and labeling program shall be established and monitored by the Health, Wellness & Safety Officer.

Related Legislation: Occupational Health and Safety Regulation 6.1-6.32
Related Contract Article: Nil
Adopted: March 27, 1998
Amended: XXX, 2018
POLICY 730: Pesticides and Herbicides

The Board of Education of School District No. 8 (Kootenay Lake) values the environment and aims to keep grounds safe, healthy and accessible for all. In the interest of health and safety of staff and students, school grounds maintenance and pest problems will be conducted through an Integrated Pest management approach.

An Integrated Pest Management approach is the best combination of cultural, biological, and genetic methods for the most effective control of pests.
POLICY 740: Playground Equipment

The Board of Education of School District No. 8 (Kootenay Lake) believes that all playground equipment must be of a safe nature. Accordingly, district staff shall approve the construction and location of all playground equipment.

Once placed on school property, all playground equipment shall become the property of School District No. 8 (Kootenay Lake) and the maintenance of such equipment shall be under the supervision of district operations staff.
POLICY 750: Heritage

The Board of Education of School District No. 8 (Kootenay Lake) supports the retention and preservation of educational artifacts and archival records that document the historical heritage of schooling in the School District 8 (Kootenay Lake) area.

Guidelines

1. The School District will encourage the compilation, collection, restoration and preservation of significant records, major reports, textbooks, school and classroom furnishings and objects and any other item that has relevance to education in this region.

2. Identified items will be screened by a qualified external resource, to be selected by the Superintendent or designate, to determine historical value and appropriate means for storage.

3. Space in a school district facility may be designated for the safekeeping of relevant educational artifacts and records.

4. The District will support the efforts of historical societies and museums in all communities served by the District to preserve and maintain the educational heritage of the area.
POLICY 760: Animals on School District Property

The Board of Education of School District No. 8 (Kootenay Lake) is responsible for maintaining a safe and healthy learning environment at all schools and School District sites.

In School District No. 8 (Kootenay Lake), Municipal and Regional District of Central Kootenay bylaws, with respect to animal control, will apply to all School District property and school sites.

Specifically, all dogs must be kept on a leash with a person on the other end of the leash, and under the immediate and effective control of a responsible person on school district property. In the event a dog defecates on school district property, the responsible person in control of the dog must immediately remove and dispose of the defecated matter in a sanitary manner.

Assistance dogs may be brought into schools, subject to Administrative Procedure 760.1: Assistance Dogs.

Animals may be brought into schools, subject to Administrative Procedure 760.2: Animals in Schools.

Notwithstanding this policy, under the School Act, the principal of the school has the authority to remove any person / animal which poses a safety or health concern to the school learning environment.

Information which may support local school conversations and planning can be found at:

The City of Nelson Animal Regulation and Control Bylaw
Town of Creston Animal Care and Responsibility Bylaw
Regional District of Central Kootenay Dog Control Bylaw.
POLICY 770: Student Transportation

The Board of Education of School District No. 8 (Kootenay Lake) will establish and maintain a system of pupil transportation, as required, that will qualify for the funding provided by the Ministry of Education.

The Board expects the system to be efficiently scheduled and functioning with clean, safe vehicles operated by approved drivers.
POLICY 771: Transportation for Independent School Students

The Board of Education of School District No. 8 (Kootenay Lake) may provide transportation to students who attend independent schools located within the boundaries of the School District.

Guidelines

1. Students who attend independent schools may ride District buses provided that there is room on the bus, and the school that the student attends pays a monthly fee, linked to the fee charged on public transit, payable to School District No. 8.

2. Fees will be assessed annually and communicated to schools by March 15th.

3. Busing requests from individual parents or students must be channeled through the independent school.

4. In the event that space becomes unavailable, the independent school will determine which of its students will continue to ride the bus.

5. Students who ride the buses must abide by the rules set out by the District and are subject to Board bus discipline procedures.

6. Supervision of students while waiting for a bus is the responsibility of the parents or the independent school.
POLICY 780: Transportation Assistance

The Board of Education of School District No. 8 (Kootenay Lake) may provide transportation assistance to parents or guardians who transport students where no District transportation is available.

To qualify for transportation assistance a pupil must: live within the boundaries of the School District; live beyond the walk limits from the nearest School District No. 8 school in their attendance area; have no District pupil transportation services provided; live beyond 2.5 kilometers from the nearest bus stop; and, be normally in full time attendance at a School District No. 8 school.

Transportation assistance will be paid for the entire distance from the student(s’) residence to the nearest bus stop, if the nearest bus stop is more than 2.5 kilometers from the residence. Transportation assistance will be paid for the entire distance from the student(s’) residence to the nearest school if the distance from the residence to the nearest school in their attendance area exceeds the walk limits and no District pupil transportation services are provided.

For the purposes of this policy, walk limits are 2.5 km for primary students and 3.0 km for intermediate and secondary students. These distances are measured by the nearest passable road, which is defined as a street, road, highway, lane or walkway, that has been established as a pedestrian or vehicular route by the Municipality or the Province of British Columbia.

Guidelines

1. Payments will be made only to individual parents or guardians.
2. The transportation assistance paid will be based on current District rate/kilometer to a maximum of $12.00/family for each day that the student(s) is in attendance.
3. Application for transportation assistance shall be made annually to the Secretary-Treasurer on the prescribed form.
4. The school that the student attends shall submit a monthly attendance record to the Secretary-Treasurer in order for the assistance to be paid.
5. Transportation assistance will not be paid retroactively beyond 30 days prior to the receipt of the application at the Board office.
POLICY 790: Anti-Idling of School Vehicles

The Board of Education of School District No. 8 (Kootenay Lake) seeks to reduce student and driver exposure to exhaust particulate matter, reduce the environmental impact of school district operations and reduce fuel expenses; by limiting unnecessary idling of all School District #8 owned, leased or rented vehicles.
POLICY 830: Wireless Technology in Schools

The Board of Education for School District No. 8 (Kootenay Lake) Education is committed to providing and improving technology to support teaching and learning, and which keeps our schools current in a communications-rich environment. Further, the Board recognizes that mobile devices support student engagement in flexible ways and can provide seamless access to web-based technologies, rather than through periodic use of technology in dedicated computer labs or single user classroom stations. It is understood that wireless networks allow schools to offer enhanced learning opportunities in a flexible environment.

The Board acknowledges the potential for staff members and visitors to work in environments where Wireless networks will support access to web-based technologies, data and information.

It is expected that radio frequency energy levels from Wi-Fi (wireless) equipment in all areas accessible by students, staff and the general public are required to meet Health Canada’s safety guidelines (Safety Code 6). Decisions about the installation of wireless networks must be made in accordance with the safety standards set by Health Canada and In
POLICY 831: Cell Phones & Digital Devices

The Board of Education for School District No. 8 (Kootenay Lake) Education believes that appropriate use of cell phones and other digital devices plays an important role in communications. However, the use of cell phones and digital devices can be disruptive and, in some cases, unsafe.

Student use of cell phones and digital devices is permitted in schools and on school trips, and functions at the discretion of the school staff.

Cell phone use by staff, trustees, parents, or volunteers, while driving a vehicle is restricted by law.
POLICY 121: Committee Structure

The Board of Education of School District No. 8 (Kootenay Lake) recognizes the importance of contributions from stakeholders and community. The wisdom, values and experiences of our communities and stakeholders create a context for our operations. Our committee structure includes three standing ‘Committees of the Whole’, bringing together the Board of Education with stakeholders on the topics of Education, Finance and Operations and Policy and Governance. Additional working committees are established as needed.

Guidelines

1. The Board establishes committees and appoints committee members for a variety of purposes. The Chair may appoint an ad hoc committee of the Board where deemed advisable and ad hoc committees will report back to the entire Board.

2. Each committee will review its purpose, decision making model, input process, and decision making/voting procedure at its initial meeting each year. The Board recognizes that each committee may need to follow different processes to work within its mandate and terms of reference.

3. Committees will provide minutes and/or reports at subsequent Board meetings to be received and filed as information.

4. At the first Regular Board Meeting in November following the Board’s inauguration, the Chair shall announce the members and representatives to active committees for the ensuing 24 months. At the last meeting in November of the following year, the Chair shall announce the new committee and representative appointments for the remaining 24 months of the Board's electoral term.

5. Trustees who are not appointed members of a Board committee may attend as observers.

Procedures

1. **Education Committee of the Whole** meetings are open to the public and shall be held according to a schedule published by June 30th of each school year. The order of business will be as follows:
   1. Call to Order
   2. Acknowledgement of Aboriginal Territory
   3. Insertions/Deletions to Proposed Agenda
   4. Adoption of Agenda
   5. Receiving Presentations/Delegations
   6. Opportunity for Comments by the Public
   7. Correspondence
   8. Adoption of Minutes
   9. Old Business - Action and Information
   10. New Business - Action and Information
   11. Question Period

Related Legislation: Nil
Related Contract Article: Nil
Adopted: May 22, 2001
Amended: June 2, 2009
Amended: February 12, 2010
Amended: November 28, 2017
Amended: June 12, 2018
Amended: XXX, 2018
12. Meeting Schedule and Reminders
13. Adjournment

2. **Policy and Governance Committee of the Whole** meetings are open to the public and shall be held according to a schedule published by June 30th of each school year. The order of business will be as follows:
   1. Call to Order
   2. Acknowledgement of Aboriginal Territory
   3. Insertions/Deletions to Proposed Agenda
   4. Adoption of Agenda
   5. Receiving Presentations/Delegations
   6. Opportunity for Comments by the Public
   7. Correspondence
   8. Adoption of Minutes
   9. Old Business - Action and Information
   10. New Business - Action and Information
   11. Policy Priority List
   12. Question Period
   13. Meeting Schedule and Reminders
   14. Adjournment

3. **Finance and Operations Committee of the Whole** meetings are open to the public and shall be held according to a schedule published by June 30th of each school year. The order of business will be as follows:
   1. Call to Order
   2. Acknowledgement of Aboriginal Territory
   3. Insertions/Deletions to Proposed Agenda
   4. Adoption of Agenda
   5. Receiving Presentations/Delegations
   6. Opportunity for Comments by the Public
   7. Consent Package
   8. Adoption of Minutes
   9. Old Business - Action and Information
   10. New Business - Action and Information
   11. Question Period
   12. Meeting Schedule and Reminders
   13. Adjournment
### APPENDIX A: District Board Committees

#### Standing Committees of the Board

<table>
<thead>
<tr>
<th>Committee</th>
<th>Members</th>
<th>Mandate</th>
<th>Terms of Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education Committee of the Whole</strong></td>
<td>All Trustees, All Directors, Superintendent, Director of Innovative Learning, 2 PVP reps, 2 DPAC reps, 2 KLTF reps, 2 CUPE reps</td>
<td>To provide direction for learning and achievement in the District and to support and promote student achievement initiatives.</td>
<td>Chaired by a trustee elected by members of the committee. Meets monthly. Makes recommendations to the Board.</td>
</tr>
<tr>
<td><strong>Policy and Governance Committee of the Whole</strong></td>
<td>All Trustees, All Directors, Superintendent, Secretary-Treasurer, Director of Operations, 2 PVP reps, 2 DPAC reps, 2 KLTF reps, 2 CUPE reps</td>
<td>To review, develop and field-test District policy and procedures for Board approval and adoption.</td>
<td>Chaired by a trustee elected by members of the committee. Meets monthly. Makes recommendations to the Board.</td>
</tr>
<tr>
<td><strong>Finance and Operations Committee of the Whole</strong></td>
<td>All Trustees, All Directors, Superintendent, Secretary-Treasurer, Director of Operations, 2 PVP reps, 2 DPAC reps, 2 KLTF reps, 2 CUPE reps</td>
<td>To monitor significant financial planning, management and reporting matters. Serves as the Audit Committee.</td>
<td>Chaired by a trustee elected by members of the committee. Meets monthly. Makes recommendations to the Board.</td>
</tr>
</tbody>
</table>

#### Working Committees

<table>
<thead>
<tr>
<th>Committee</th>
<th>Members</th>
<th>Mandate</th>
<th>Terms of Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aboriginal Education Advisory Committee and Elders Council (AEACEC)</strong></td>
<td>District Principal of Aboriginal Education, 2 Trustees, 1 Principal or Vice-Principal, 1 Teacher</td>
<td>To provide a venue for shared decision-making, goal setting and communication between all Aboriginal</td>
<td>Chaired by District Principal of Aboriginal Education. Meets four times annually.</td>
</tr>
</tbody>
</table>
### Committee

<table>
<thead>
<tr>
<th>Committee</th>
<th>Members</th>
<th>Mandate</th>
<th>Terms of Reference</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>communities and the District.</td>
<td>Makes recommendations to District staff and the Board.</td>
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<td></td>
<td>1 CUPE</td>
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<tr>
<td></td>
<td>1 Representative from each Nation: Ktunaxa - Lower Kootenay Band, Sinixt (Lakes), Syilx (Okanagan), Secwepemc (Shuswap), and Metis Nation</td>
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<tr>
<td></td>
<td>Elders and/or Knowledge Keepers</td>
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<tr>
<td></td>
<td>2 Aboriginal Education Students</td>
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<tr>
<td></td>
<td>Indigenization Coordinator</td>
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</tr>
<tr>
<td>French Advisory Committee</td>
<td>Director of Innovative Learning Services</td>
<td>To address issues related to French Immersion.</td>
<td>Chaired by Director of Innovative Learning Services.</td>
</tr>
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<td></td>
<td>1 Trustee</td>
<td></td>
<td>Meets two times annually.</td>
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<tr>
<td></td>
<td>1 Principal or Vice-Principal rep from each French Immersion school</td>
<td></td>
<td>Makes recommendations to District staff and the Board.</td>
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<td></td>
<td>1 Canadian Parents for French rep</td>
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<tr>
<td></td>
<td>1 Teacher rep from each French Immersion school</td>
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<tr>
<td></td>
<td>1 Parent from each French Immersion school</td>
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</tr>
<tr>
<td>Joint Safety Advisory Council</td>
<td>Director of Operations</td>
<td>To deal with issues related to employee safety at the work site.</td>
<td>Chaired by Union Representative, alternating CUPE and KLTF.</td>
</tr>
<tr>
<td></td>
<td>District Safety Officer</td>
<td>WorkSafe BC Regulations guide decision making process.</td>
<td>Meets four times annually.</td>
</tr>
<tr>
<td></td>
<td>2 Principal or Vice- Principals</td>
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<td>Makes recommendations to District staff and the Board.</td>
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<tr>
<td></td>
<td>2 KLTF reps</td>
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<tr>
<td></td>
<td>2 CUPE reps</td>
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<tr>
<td></td>
<td>2 Trustee reps (non-voting)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Related Legislation: Nil
Related Contract Article: Nil
Adopted: May 22, 2001
Amended: June 2, 2009
Amended: February 12, 2010
Amended: November 28, 2017
Amended: June 12, 2018
Amended: XXX, 2018

October 9, 2018
Board Meeting
<table>
<thead>
<tr>
<th>Committee</th>
<th>Members</th>
<th>Mandate</th>
<th>Terms of Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labour Management Committee KLF</td>
<td>• Director of Human Resources&lt;br&gt;• 1 Trustee&lt;br&gt;• Superintendent or designate&lt;br&gt;• 2 KLF co-presidents</td>
<td>• To discuss and attempt to settle all disagreements that may arise out of the Collective Agreement, and to settle any interpretation of differences that may arise, excepting cases where grievance procedures have been instituted.</td>
<td>• Chaired by Director of Human Resources. &lt;br&gt;• Meets two times monthly.</td>
</tr>
<tr>
<td>Labour Management Committee CUPE</td>
<td>• Director of Human Resources&lt;br&gt;• Director of Inclusion&lt;br&gt;• 1 Trustee&lt;br&gt;• 1 Principal or Vice-Principal&lt;br&gt;• Director of Operations&lt;br&gt;• Manager of Transportation and Custodial Services&lt;br&gt;• 4 CUPE reps</td>
<td>• To discuss and attempt to settle all disagreements that may arise out of the Collective Agreement, and to settle any interpretation of differences that may arise, excepting cases where grievance procedures have been instituted.</td>
<td>• Chaired by Director of Human Resources. &lt;br&gt;• Meets monthly.</td>
</tr>
<tr>
<td>Ad Hoc Committees</td>
<td></td>
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<tr>
<td>Created when the Board determines an ad hoc committee is needed to address specific issues.</td>
<td>• Members determined by the Board, based on the needs of the ad hoc committee</td>
<td>• Mandate determined by the ad hoc committee.</td>
<td>• Terms of reference determined by the ad hoc committee.</td>
</tr>
</tbody>
</table>
Aboriginal Education Advisory Committee and Elders’ Council

Terms of Reference
“Guiding Principles and Protocols”

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

Values
Our Aboriginal Education Advisory Committee and Elders’ Council (AEACEC) believes in:

- Honouring the traditional territory of Sinixt (Lakes), the Syilx (Okanagan), the Ktunaxa, and the Secwepemc (Shuswap) peoples on whose traditional territories we are honoured to work upon and recognizing the importance of their leadership role in Aboriginal Education;
- Honoring partnerships with the Metis Nation;
- Making “Our children our focus” - the AEACEC 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

Our Aboriginal Education Advisory Committee and Elders’ Council (AEACEC) will work in partnership with School District #8 to:

- Support the District Aboriginal Education team
- Support and provide feedback for the revision and renewal of our Enhancement Agreement
- 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
Composition

The composition of the AEACEC is determined under Board Policy 121 and reviewed by the Board of Trustees.

- District Principal of Aboriginal Education
- 2 Trustees
- 1 Principal or Vice-Principal
- 1 Teacher
- 1 CUPE
- 1 Representative from each Nation: Ktunaxa - Lower Kootenay Band, Sinixt (Lakes), Syilx (Okanagan), Secwepemc (Shuswap), and Metis Nation
- Elders and/or Knowledge Keepers
- 2 Aboriginal Education Students
- Indigenization Coordinator

We ask all members to attend four meetings per year and guests travelling from partnership nations at distances greater than the boundaries of SD8 to attend the Annual General Meeting only in November of each year. An invitation to participate via distance technology will be extended for all other meetings. Members will agree to sit on the AEACEC for a two-year term. Membership is voluntary. Members of the public are welcome to attend as members of the gallery.

Chairperson Role Description

The meetings will be chaired by the District Principal of Aboriginal Education. The chairperson will ensure that meetings are respectful and that each members’ voice is heard. The chairperson will ensure that meetings start and end on time. The chairperson will develop the agenda for each meeting with the support of a district secretary.

Clerical Assistance

Clerical assistance will be provided to the AEACEC through district secretarial support. The secretary will be responsible for preparing and sending out agendas, taking and creating minutes, sending out meeting invitations, booking rooms, and ordering lunch.

Elder and Knowledge Keeper Role Description

The AEACEC believes that we cannot do this work without the support and guidance from our Aboriginal Elders and Knowledge Keepers. We deeply honour and respect the Elders and Knowledge Keepers in our community and are grateful for their engagement with SD8. Elders/Knowledge Keepers will be supported to attend meetings and will be compensated with an honorarium for their time in addition to travel expenses. Elders and/or Knowledge Keepers will be identified by their communities and invited to join the AEACEC by the District Principal of Aboriginal Education. It is essential that our community voices are heard and respected at the meetings and each meeting will include a standing agenda item of “Elders and/or
Knowledge Keepers Perspective” to ensure that our Elders have space to share and contribute.

SD8 Student Role Description

Aboriginal students are invited to participate on the AEACEC for a one-year term. Students will be supported and encouraged to attend by a youth worker/teacher/principal at their school and this person can liaise with the chairperson to ensure students are able to attend. Students will be asked to provide guidance and advice on issues relevant to Aboriginal students in SD8. Students will be provided with transportation to attend meetings.

Meetings

- Four meetings per year including one Annual General Meeting with Nation representatives, outside SD8 boundary.
- Meetings held at SD8 school board office in Nelson, unless otherwise noted.
- Meetings run from 12:30-3:00 and include lunch

Communication

Agendas and minutes from previous meetings will be sent out one week before the meeting. Agenda request items must be emailed to Chair Person at least two weeks prior to the meeting date. Meeting invites will be sent out at the beginning of each school year via calendar invite. Minutes from each meeting will be provided to the Board of Education by the secretarial support.

Code of Conduct

Treat people with respect, caring, and kindness
- Bring out concerns in a good way
- Be considerate of others
- Reciprocal respect to all members of the committee

Be respectful of all cultural beliefs and customs
- Have respect and honour for all beliefs and customs
- Act and speak with pride and dignity of all peoples
- Honour the belief of supporting unity amongst all people

Respect opposing points of view and work cooperatively towards a common goal
- Be appreciative of diversity, honest with opinion, and respectful of others even in disagreement

Provide support for one another by:
- Working cooperatively with each other to solve problems and support mutual concerns.
- Honouring and respecting commitments to family, community and organizations.
- Supporting and working towards ongoing development of the program.
Recognizing that all individuals bring benefits and insight to the circle from their diverse life experiences.

Committing to information sharing, cultural reinforcement, life-long learning and a holistic approach to child and family development.

**Approach discussions with a clear mind by:**
- Attending meetings on time, in a proper frame of mind.
- Welcoming information and guidance from all.
- Constructively sharing points of view and suggestions.
- Recognizing that time and energy may be limited.
- Endeavoring to keep disagreements and controversies impersonal and thereby promote unity.

**Conflict of Interest**

**Duty**
Each member will act in utmost good faith towards the AEACEC. No member shall place themself in a position where there is a conflict between duties as a AEACEC member and other interests including positions within the district.

**Disclosure**
There may be times at which a member may find themself within a possible conflict of interest. Every AEACEC member will disclose any possible conflict of interest and remove his/herself from the discussion until the conflict matter has been dealt with.

**Time of Declaration**
A member will disclose any conflict of interest at the first possible meeting when the issue will be discussed.

**Confidentiality**

The following are not within the mandate of the AEACEC:
- Personnel matters: HR and Labour Management issues
- Personal and confidential information on students, parents, teachers, other employees, and members of the school community
- Performance or conduct of individual employees, students, parents, and members of the school community
- Terms and conditions of employment contracts: CUPE, TF, PVP/Exempt

Members will not divulge information that has been termed confidential concerning any matter, e.g. students, staff, projects, proposal submissions to any person, whether they are directly involved or not. Any member who breaks confidentiality may be removed from the AEACEC.

**Reviewing the Guiding Principles and Protocols**

The AEACEC will review this document each year at the September meeting and suggestions for changes will be communicated to the Board of Education.
Employment Equity – Recommendation from Aboriginal Education

As guided by the Aboriginal Education Advisory Committee and Elders Council, the Aboriginal Education department would like to recommend School Board support of an Aboriginal Equity Hiring Framework in SD8 Kootenay Lake. Aboriginal self-identified employees are underrepresented across BC, creating inequity of service delivery in programs, including education. In order to improve equity in SD8 Kootenay Lake, a formal Aboriginal equity agreement is essential. The hope in an Aboriginal Equity Agreement, would be to see an increase of Aboriginal staff and an opportunity to hire Aboriginal staff within the Aboriginal Department and within the school district in general, who meet qualifications and self-identify as Aboriginal (Metis, Status, Non-Status and Inuit). A formal support from the School Board, would align directly with the Truth and Reconciliation Calls to Action, Section 2 #8 “We call on the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians”. Furthermore, a formal support from the School Board, would also align with United Nations Declaration on the Rights of Indigenous Peoples, adopted by General Assembly (2007), Article 21: “Indigenous Peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health, and security.

Thank you for your consideration of this recommendation.

With respect,

Gail Higginbottom
<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>COMMITTEE OF THE WHOLE MEETINGS</th>
<th>BOARD MEETINGS</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 11</td>
<td>1:00 pm - 2:30 pm</td>
<td></td>
<td></td>
<td>Flex Meeting (Optional Use)</td>
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<tr>
<td></td>
<td>3:00 pm - 4:00 pm</td>
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<td></td>
<td>Closed Board Meeting</td>
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<td></td>
<td>5:00 pm - 7:00 pm</td>
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<td></td>
<td>Regular Board Meeting</td>
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<tr>
<td>September 25</td>
<td>11:00 am - 12:00 pm</td>
<td>Special Closed Board Meeting</td>
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<td></td>
<td>12:30 pm - 2:00 pm</td>
<td>Policy &amp; Governance</td>
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<td>2:30 pm - 4:00 pm</td>
<td>Education</td>
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<td></td>
<td>4:30 pm - 6:00 pm</td>
<td>Finance &amp; Operations</td>
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<td></td>
<td>6:00 pm - 7:00 pm</td>
<td>Special Open Board Meeting</td>
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<tr>
<td>October 9</td>
<td>1:00 pm - 2:30 pm</td>
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<td>Flex Meeting (Optional Use)</td>
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<td>Closed Board Meeting</td>
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<td></td>
<td>5:00 pm - 7:00 pm</td>
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<td>Regular Board Meeting</td>
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<tr>
<td>October 20</td>
<td></td>
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<td>General Local Elections</td>
</tr>
<tr>
<td>November 13</td>
<td>12:00 pm - 2:00 pm</td>
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<td></td>
<td>Trustee Oaths &amp; Orientation</td>
</tr>
<tr>
<td></td>
<td>2:00 pm - 2:30 pm</td>
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<td>Special Open Board Meeting</td>
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<td>3:00 pm - 4:00 pm</td>
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<td>Closed Board Meeting</td>
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<td></td>
<td>5:00 pm - 7:00 pm</td>
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<td></td>
<td>Regular Board Meeting</td>
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<tr>
<td>November 20</td>
<td>9:00 am - 12:00 pm</td>
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<td>Trustee Orientation</td>
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<tr>
<td>November 27</td>
<td>12:30 pm - 2:00 pm</td>
<td>Policy &amp; Governance</td>
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<td></td>
<td>2:30 pm - 4:00 pm</td>
<td>Education</td>
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<tr>
<td></td>
<td>4:30 pm - 6:00 pm</td>
<td>Finance &amp; Operations</td>
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<tr>
<td>December 11</td>
<td>1:00 pm - 2:30 pm</td>
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<td>Flex Meeting (Optional Use)</td>
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<td></td>
<td>5:00 pm - 7:00 pm</td>
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<td></td>
<td>Regular Board Meeting</td>
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<tr>
<td>December 25</td>
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<td>No Meetings - Winter Break</td>
</tr>
<tr>
<td>DATE</td>
<td>TIME</td>
<td>COMMITTEE OF THE WHOLE MEETINGS</td>
<td>BOARD MEETINGS</td>
<td>OTHER</td>
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<tr>
<td>January 8</td>
<td>12:30 pm - 2:00 pm</td>
<td>Policy &amp; Governance</td>
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<td></td>
<td>2:30 pm - 4:00 pm</td>
<td>Education</td>
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<tr>
<td></td>
<td>4:30 pm - 6:00 pm</td>
<td>Finance &amp; Operations</td>
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</tr>
<tr>
<td>January 22</td>
<td>1:00 pm - 2:30 pm</td>
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<td></td>
<td>5:00 pm - 7:00 pm</td>
<td>Regular Board Meeting</td>
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<tr>
<td>February 12</td>
<td>12:30 pm - 2:00 pm</td>
<td>Policy &amp; Governance</td>
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<td>2:30 pm - 4:00 pm</td>
<td>Education</td>
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<tr>
<td></td>
<td>4:30 pm - 6:00 pm</td>
<td>Finance &amp; Operations</td>
<td></td>
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</tr>
<tr>
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<td>3:00 pm - 4:00 pm</td>
<td>Closed Board Meeting</td>
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<td>5:00 pm - 7:00 pm</td>
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<tr>
<td>March 12</td>
<td>1:00 pm - 2:30 pm</td>
<td>Finance &amp; Operations</td>
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<td></td>
<td>3:00 pm - 4:00 pm</td>
<td>Closed Board Meeting</td>
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<td>5:00 pm - 7:00 pm</td>
<td>Regular Board Meeting</td>
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<tr>
<td>March 26</td>
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<tr>
<td>March 26 - No Meetings - Spring Break</td>
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<tr>
<td>April 9</td>
<td>12:30 pm - 2:00 pm</td>
<td>Policy &amp; Governance</td>
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<tr>
<td></td>
<td>2:30 pm - 4:00 pm</td>
<td>Education</td>
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<td></td>
<td>4:30 pm - 6:00 pm</td>
<td>Finance &amp; Operations</td>
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<tr>
<td>April 23</td>
<td>1:00 pm - 2:30 pm</td>
<td>Flex Meeting (Optional Use)</td>
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<td>5:00 pm - 7:00 pm</td>
<td>Regular Board Meeting</td>
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<tr>
<td>DATE</td>
<td>TIME</td>
<td>COMMITTEE OF THE WHOLE MEETINGS</td>
<td>BOARD MEETINGS</td>
<td>OTHER</td>
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<td>May 14</td>
<td>12:30 pm - 2:00 pm</td>
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<td>2:30 pm - 4:00 pm</td>
<td>Education</td>
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<td>4:30 pm - 6:00 pm</td>
<td>Finance &amp; Operations</td>
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<td>May 28</td>
<td>1:00 pm - 2:30 pm</td>
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<tr>
<td>June 11</td>
<td>12:30 pm - 2:00 pm</td>
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<td>Education</td>
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<td>4:30 pm - 6:00 pm</td>
<td>Finance &amp; Operations</td>
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<td>June 25</td>
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<td>5:00 pm - 7:00 pm</td>
<td>Regular Board Meeting</td>
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