

**GOVERNANCE AND POLICY COMMITTEE OF THE WHOLE  
MEETING AGENDA  
TUESDAY, MAY 17, 2022  
12:30 PM – 2:00 PM**

In person: School Board Office, 811 Stanley Street, Nelson BC  
Via video conference: [Zoom](#) - Webinar ID: 657 3277 9733 – Password: 495118

**1. Call to Order**

**2. Acknowledgement of Aboriginal Territory**

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

**3. Insertions/Deletions to proposed Agenda**

**4. Adoption of Agenda**

**Proposed Resolution:**

**THAT** the agenda for this May 17, 2022 meeting, **BE ADOPTED**, as circulated.

**5. Receiving Presentations**

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

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

**7. Consent Package: Nil**

**8. Adoption of Minutes (p. 3)**

App. 8

**Proposed Resolution:**

**THAT** the minutes from the March 8, 2022 Governance & Policy Committee of the Whole meeting **BE ADOPTED**.

**9. Old Business**

A. Policies returned after field testing (p. 7)

App. 9A

- Policy 250: Tobacco and Electronic Smoking Devices
- Policy 260: Scent Free Environment
- Policy 311: Illegal Use of Drugs and/or Alcohol
- Policy 320: Student Attendance
- Policy 530: Public Interest Disclosure

**Proposed Resolution:**

**THAT** field tested Policies 250, 260, 311, 320 and 530 **BE RECOMMENDED** to the Board for approval.

- B. Policy 330: Sexual Orientation Gender Identity – Committee Chair (p. 18) App. 9B

**Proposed Resolution:**

**THAT** the updated Policy 330: Sexual Orientation Gender Identity **BE RECOMMENDED** to the Board for field testing.

**10. New Business**

- A. Policy 331: Anti-Racism and Cultural Safety (p. 19) App. 10A

**Proposed Resolution:**

**THAT** the new Policy Anti-Racism and Cultural Safety **BE RECOMMENDED** to the Board for field testing.

- B. Policy 791: Naming / Re-Naming of Schools & Facilities (p. 25) App. 10B

**Proposed Resolution:**

**THAT** the updated Policy 791: Naming / Re-Naming of Schools & Facilities **BE RECOMMENDED** to the Board for field testing.

- C. Review of Section 400 Policies – Committee Chair (p. 31) App. 10B

- Policy 410: School Choice and Catchment
- Policy 411: Schools and Programs of Choice
- Policy 412: Independent Homeschooler
- Policy 430: Fees, Deposits and Financial Hardship
- Policy 440: Extra-Curricular and Co-Curricular Activities
- Policy 450: Equitable and Inclusive Educational Services for Learners
- Policy 451: Physical Restraint and Seclusion of Students
- Policy 460: Language
- Policy 480: Parent Advisory Councils/District Parent Advisory Council
- Policy 490: School Closure

**Proposed Resolution:**

**THAT** the updated and renamed Policy 450 and the updated Policies 410, 412, 440, 451 and 460 **BE RECOMMENDED** to the Board for field testing.

- 11. Policy Priority List** (p. 45) App. 11

**12. Question Period**

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

- 13. Meeting Schedule & Reminders** (p. 46) App. 13

The next meeting of the Committee will be scheduled for November 8, 2022.

**14. Adjournment of Meeting**

**GOVERNANCE AND POLICY COMMITTEE OF THE WHOLE  
MEETING MINUTES**

**HELD ON TUESDAY, MARCH 8, 2022**

In person: School Board Office, 811 Stanley Street, Nelson BC  
and via video conference

**BOARD:**

L. Trenaman, Board Chair  
S. Nazaroff, Board Vice-Chair *(via video conference)*  
S. Walsh, G&P Committee Chair  
D. Lang *(via video conference)*  
A. Gribbin *(via video conference)*  
B. Maslechko *(via video conference)*  
B. Coons *(via video conference)*  
S. Chew *(via video conference)*

**DISTRICT STAFF:**

T. Smillie, Superintendent  
T. Stoneman, Interim Secretary-Treasurer  
C. Kerr, Director of Operations  
N. Howald, Director of Information Technology  
C. Singh, Director of Human Resources  
D. Holitzki, Director of Inclusive Education  
B. Eaton, Director of Instruction  
H. Kerr, Executive Assistant  
S. Whale, Executive Assistant

**PARTNERS:**

R. Bens, CUPE *(via video conference)*  
M. Bennett, CUPE *(via video conference)*  
N. Nazaroff, DPAC *(via video conference)*  
K. Mann, DPAC *(via video conference)*  
M. Doyle, KLPVPA *(via video conference)*  
K. Walgren, KLTF *(via video conference)*

**GUESTS:**

J. Hanlon *(via video conference)*  
K. Wray *(via video conference)*  
S. Motoki *(via video conference)*  
S.L. McGregor *(via video conference)*

**REGRETS:**

C. Beebe, Trustee

**1. Call to Order**

The meeting was called to order at 3:05 PM.

**2. Acknowledgement of Aboriginal Territory**

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

### 3. Insertions/Deletions to proposed Agenda

It was noted that some resolutions will be updated.

### 4. Adoption of Agenda

**UPON** a motion duly made and seconded it was **RESOLVED**:

**THAT** the agenda for this March 8, 2022 meeting, **BE ADOPTED**, as circulated.

### 5. Receiving Presentations - Nil

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

### 7. Consent Package - Nil

### 8. Adoption of Minutes

**UPON** a motion duly made and seconded it was **RESOLVED**:

**THAT** the minutes from the October 19, 2021 Governance & Policy Committee of the Whole meeting **BE ADOPTED**.

### 9. Old Business

#### A. Policy 530: Public Interest Disclosure

The Superintendent reported that this policy has been updated, renamed and aligned directly to the legislation.

**UPON** a motion duly made and seconded it was **RESOLVED**:

**THAT** the revised and renamed Policy 530: Public Interest Disclosure **BE RECOMMENDED** to the Board for field testing.

#### B. Policy 660: Provision of Child Care

The Committee Chair explained that this policy went out for field testing in the fall and that no comments were received. A step was skipped by going directly to the Board instead of going to the Committee. The Board approved the revised policy on December 7<sup>th</sup>, 2021 and it was published on the website. The Committee Chair explained that if there were any concerns with this policy, a policy pro forma should be submitted. No Committee Members expressed concerns.

#### C. Policy 642: Procurement and Purchasing

**UPON** a motion duly made and seconded it was **RESOLVED**:

**THAT** the updated Policy 642: Procurement and Purchasing **BE RECOMMENDED** to the Board for approval.

Interim Secretary-Treasurer Stoneman presented one minor change to this policy to reflect recent changes to provincial standards. Due to the nature of this minor change, no field testing was recommended.

A Trustee inquired about the updated Administrative Procedures, which were presented by Interim Secretary-Treasurer Stoneman. The Superintendent reminded the Committee that Administrative Procedures aren't reviewed by the Committee or the Board and the changes

were provided for information. A discussion ensued regarding raising the threshold of publicly reporting district transactions to \$50k.

*The changes circulated in advance were accepted. One Trustee was opposed.*

D. Section 200 Policies

- Policy 250: Tobacco and Electronic Smoking Devices

*All changes except one circulated in advance were accepted. It was decided to retain the current second paragraph in the policy.*

- Policy 251: Cannabis

The Committee discussed whether this policy should be renamed “Substance Use” and / or merged with Policy 311: Illegal Use of Drugs and/or Alcohol and whether both Administrative Procedures would need to be aligned. It was decided to refer this policy back to staff for further review.

- Policy 260: Scent Free Environment

*No changes were circulated in advance.*

The last sentence was updated to: “To assist with the right of employees and students to work in a safe and healthy environment, the Board requests that employees, students and visitors refrain from scented products ~~if and when possible.~~”

A Committee Member requested that a strong Administrative Procedure be developed to inform and educate students, teachers and staff about harmful effects of scented products. The Superintendent acknowledged to have received the feedback and take it in consideration when updating the Administrative Procedure.

**UPON** a motion duly made and seconded it was **RESOLVED**:

**THAT** the updated Policies 250 and 260 **BE RECOMMENDED** to the Board for field testing.

## 10. New Business

A. Section 300 Policies

- Policy 310: Code of Conduct

*No changes were circulated in advance nor at the meeting.*

The Committee Chair noted that this policy may need to be aligned with the Anti-Racism Policy once that policy has been developed. At this time there were no changes suggested.

- Policy 311: Illegal Use of Drugs and/or Alcohol

*The changes circulated in advance were accepted.*

- Policy 320: Student Attendance

*The changes circulated in advance were accepted.*

- Policy 321: Student Withdrawal

*The changes circulated in advance were accepted, i.e., it is recommended that this policy be rescinded and become an AP.*

- Policy 330: Sexual Orientation Gender Identity

The Committee decided to leave the last sentence in the policy and re-phrased it. Furthermore, it was discussed whether the term LGBTQ+ would be current. The Superintendent suggested to take this back to staff to confirm.

- Policy 340: Communication

*No changes were circulated in advance nor at the meeting.*

**UPON** a motion duly made and seconded it was **RESOLVED**:

**THAT** the updated Policies 311 and 320 **BE RECOMMENDED** to the Board for field testing.

**UPON** a motion duly made and seconded it was **RESOLVED**:

**THAT** policy 321 be recommended to the Board to be rescinded and further that the contents of the policy be reviewed by staff for possible inclusion in an Administrative Procedure.

## 11. Policy Priority List

The Committee Chair advised that the Policy Priority List would be updated to note that Policies 330 251 would be referred to staff for further review.

## 12. Question Period - Nil

## 13. Meeting Schedule & Reminders

The next meeting of the Committee will be scheduled for May 17, 2022.

## 14. Adjournment of Meeting

The meeting adjourned at 4:09 PM.

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Committee Chair

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Past Interim Secretary-Treasurer

## **POLICY 250: Tobacco and Electronic Smoking Devices**

[As an employer, the Board of Education of School District No. 8 \(Kootenay Lake\) 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.](#)

The Board of Education of School District 8 (Kootenay Lake) recognizes the health hazards of tobacco products and the use of smokeless tobacco products and electronic smoking devices.

The Board of Education is committed to its responsibility of enforcing a smoking- (tobacco)- and vaping (vapour products)-free environment, as required under the *Tobacco and Vapour Products Control Act*.

Related Legislation: Tobacco and Vapour Products Control Act  
Related Contract Article: Nil  
Adopted: April 21, 2015  
Amended: May 8, 2018  
Amended: October 9, 2018  
[Amended: March 8, 2022](#)

## **POLICY 250: Tobacco and Electronic Smoking Devices**

As an employer, the Board of Education of School District No. 8 (Kootenay Lake) 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.

The Board of Education of School District 8 (Kootenay Lake) recognizes the health hazards of tobacco products and the use of smokeless tobacco products and electronic smoking devices.

The Board of Education is committed to its responsibility of enforcing a smoking- (tobacco)- and vaping (vapour products)-free environment, as required under the *Tobacco and Vapour Products Control Act*.

Related Legislation: Tobacco and Vapour Products Control Act  
Related Contract Article: Nil  
Adopted: April 21, 2015  
Amended: May 8, 2018  
Amended: October 9, 2018  
Amended: March 8, 2022



## **POLICY 260: Scent Free Environment**

The Board of Education of School District No. 8 (Kootenay Lake) 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 requests that employees, students and visitors refrain from scented products ~~if and when possible~~.

## **POLICY 260: Scent Free Environment**

The Board of Education of School District No. 8 (Kootenay Lake) 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 requests that employees, students and visitors refrain from scented products.

Related Legislation: Nil  
Related Contract Article: Nil  
Adopted: February 24, 2015  
Amended: March 10, 2020  
Amended: March 8, 2022

## **POLICY 311: Illegal Use of Drugs and/or Alcohol**

The Board of Education of School District No. 8 (Kootenay Lake) does not condone any illegal use of drugs and/or alcohol by students. Drug and/or alcohol abuse by students while in attendance at school or a school sponsored function will result in consequences 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.

~~[Move to AP: 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, or from, school or at any school sponsored activity.](#)~~

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 85 \(1.1\)\]](#)

Related Policies: [251: Cannabis](#) (linked), [310: Code of Conduct](#) (linked)

Related Contract Article: Nil

Adopted: September 27, 2004

Amended: June 21, 2005

Amended: April 8, 2008

Amended: October 9, 2018

Amended: February 26, 2019

Amended: April 28, 2020

## **POLICY 311: Illegal Use of Drugs and/or Alcohol**

The Board of Education of School District No. 8 (Kootenay Lake) does not condone any illegal use of drugs and/or alcohol by students. Drug and/or alcohol abuse by students while in attendance at school or a school sponsored function will result in consequences 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.

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 85 \(1.1\)\]](#)

Related Policies: [251: Cannabis](#) (linked), [310: Code of Conduct](#) (linked)

Related Contract Article: Nil

Adopted: September 27, 2004

Amended: June 21, 2005

Amended: April 8, 2008

Amended: October 9, 2018

Amended: February 26, 2019

Amended: April 28, 2020

Amended: March 8, 2022

## **POLICY 320: Student 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.

The Board of Education of School District No. 8 (Kootenay Lake) believes that students' knowledge, skills and attitudes are enhanced through regular school attendance.

~~MOVE TO AP: There is an expectation that all schools in the district establish, communicate and enforce fair and consistent attendance procedures.~~

~~Parents/guardians of students shall be informed of absenteeism in a timely fashion in order to support learning and student safety.~~

## **POLICY 320: Student 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.

The Board of Education of School District No. 8 (Kootenay Lake) believes that students' knowledge, skills and attitudes are enhanced through regular school attendance.

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 85 \(2\)\(c\)\(iii\)\]](#)

Related Contract Article: Nil

Adopted: September 15, 2015

Amended: October 9, 2018

Amended: February 26, 2019

Amended: April 28, 2020

Amended: March 8, 2022

## **POLICY 530: Public Interest Disclosure~~Whistleblower Protection~~**

The Board of Education of School District No. 8 (Kootenay Lake) is committed to honesty, integrity, and accountability in its operations, programs, and services and to promoting a culture of openness and transparency. School District No. 8 (Kootenay Lake) encourages and supports all personnel in bringing forward reports of unlawful acts and acts of wrongdoing in a manner consistent with the provisions of the British Columbia *Public Interest Disclosure Act* (“PIDA”).

The purpose of this Policy and related Procedures is to establish a process, in compliance with the PIDA, for employees and trustees to report, in good faith, wrongful or unlawful conduct without fear of retaliation or reprisal.

The Board of Education is committed to supporting ethical conduct in its operations and seeks to foster a culture in which employees and trustees are encouraged to disclose wrongdoing, including by receiving, investigating and responding to disclosures and by providing information and training about the PIDA.

~~The Board of Education of School District No. 8 (Kootenay Lake) is committed to the highest standards of ethical conduct, integrity and accountability.~~

~~The Board has a responsibility for the stewardship of the District. The Board encourages and supports employees to report, while acting in good faith, and consistent with their applicable Code of Ethics, what they reasonably believe to be substantive improper activity.~~

### Reportable Activities related to carrying out professional duties might include:

- ~~• An unlawful act, whether civil or criminal;~~
- ~~• Abuse of an imbalance of power;~~
- ~~• Actions detrimental to students or staff;~~
- ~~• Questionable accounting practices;~~
- ~~• Falsifying District records;~~
- ~~• Theft of cash, goods, services, time, or fraud;~~
- ~~• Inappropriate use of District assets or funds;~~
- ~~• Decision-making for personal gain;~~
- ~~• A dangerous practice likely to cause physical harm or damage to property; and,~~
- ~~• Retaliation, repercussion or reprisal for reporting under this policy.~~

~~*This list is not all-inclusive but is intended to give an indication of the kind of conduct which may be considered as a ‘reportable activity’.*~~

### Authority

~~The responsibility for the day-to-day administration and enforcement of this policy rests with the Superintendent/CEO as authorized by the Board of Education.~~

Related Legislation: Public Interest Disclosure Act (PIDA)  
Related Contract Article: Nil  
Adopted: September 11, 2018  
Amended: May 28, 2019  
Amended: September 22, 2020

~~The provisions of this policy are independent of and supplemental to, the provisions of collective agreements between the Board and its Unions relative to grievance procedures, and to any other terms and conditions of employment.~~

## Duty to Disclose

~~The Board encourages any employee who is aware of or witnesses any improper activity to bring the matter to the attention of the Superintendent or Board Chair. The District will investigate and take corrective actions appropriate to the circumstances. All reports are considered confidential.~~

## Protection of Employee and Employer

### Employee

~~Any employee(s) who files a report under this policy will be protected if the employee(s):~~

- ~~• Believes it to be substantially true;~~
- ~~• Does not act maliciously or make false allegations; and,~~
- ~~• Does not seek any personal or financial gain.~~

~~All reports under this policy will be handled with strict confidentiality and personally identifiable information from the report will only be shared to the extent necessary to conduct a complete and fair investigation according to the law.~~

~~No retaliation, including dismissal or demotion may result from reporting in good faith under this policy.~~

### Employer

~~Nothing in this policy shall be deemed to diminish or impair the rights of the District to manage its employees under any policy or collective agreement; or to prohibit any personnel action which otherwise would have been taken regardless of the reporting of the information.~~



## **POLICY 530: Public Interest Disclosure**

The Board of Education of School District No. 8 (Kootenay Lake) is committed to honesty, integrity, and accountability in its operations, programs, and services and to promoting a culture of openness and transparency. School District No. 8 (Kootenay Lake) encourages and supports all personnel in bringing forward reports of unlawful acts and acts of wrongdoing in a manner consistent with the provisions of the British Columbia *Public Interest Disclosure Act* (“PIDA”).

The purpose of this Policy and related Procedures is to establish a process, in compliance with the PIDA, for employees and trustees to report, in good faith, wrongful or unlawful conduct without fear of retaliation or reprisal.

The Board of Education is committed to supporting ethical conduct in its operations and seeks to foster a culture in which employees and trustees are encouraged to disclose wrongdoing, including by receiving, investigating and responding to disclosures and by providing information and training about the PIDA.

Related Legislation: Public Interest Disclosure Act (PIDA)  
Related Contract Article: Nil  
Adopted: September 11, 2018  
Amended: May 28, 2019  
Amended: September 22, 2020  
Amended: March 8, 2022

## POLICY 330: Sexual Orientation / Gender Identity (SOGI)

The Board of Education of 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* and the *British Columbia Human Rights Code*, the Board values ~~all of all its~~ students and employees.

The Board recognizes that some students and employees may identify as Two Spirit, Lesbian, Gay, Bisexual, Transgender, Queer and/or Questioning, or other affirmative ways in which people choose to self-identify (2SLGBTQ+). 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, 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 SOGI-based discrimination are taken seriously and dealt with effectively and in a timely fashion through consistently applied policy and administrative procedures; 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.

The Board will strive to ensure that professional development and training is provided for staff to develop the awareness, knowledge, ~~skills~~, and attitudes to accomplish the above.

## **POLICY 331: Anti-Racism and Cultural Safety**

Racism exists. It has existed historically and continues to be embedded within cultures, communities and in individuals. It has deeply harmed countless people and communities. It has been operationalized in all systems, including systems of education. Settlers have benefited from these systems of exclusion, so learning about how systems discriminate and exclude through existing rules and procedures is also essential. Sometimes these are easily identified, and sometimes they are not, they can be hidden or less obvious. An ongoing commitment to actively review and then enact processes that are inclusive is essential. The Board of Education of School District No. 8 (Kootenay Lake) (“The Board”) commits to eliminating racism in all of its forms.

The Board is committed to becoming anti-racist and to working with its communities to ensure all identities are valued and that all learners and members of the school district community feel safe, included, and welcome. The Board is committed to cultural humility—a way of humbly acknowledging a need to listen and learn about each other’s experiences—and to take actions that honours the wisdom and experiences of its diverse communities. The Board will also authentically and purposefully respond to the calls for action and reconciliation with Indigenous peoples of Canada. Anti-racism work is liberatory and makes communities richer, safer, and enables connections for everyone in a globally, interconnected world.

The Board recognizes that some students, staff, and school community members experience racism by virtue of visible and less visible perceived differences in race, skin colour, ancestry, ethnicity and/or culture, including Canada’s Indigenous peoples. It also recognizes that racism and stereotyping is harmful to everyone in the educational community, and requires a deep, shared commitment with persistent, ongoing actions to dismantle its effects.

Racism presents itself in many forms. The racism of low expectations has been identified as a pattern in BC schools, where Indigenous children/learners are assumed to need remediation or extra help because of their culture or family practices. It also exists in systems—such as assigning all children of colour into an English as a second language class. Racism isn’t always intentional, but it always harms.

The Board recognizes its obligations in the context of Canada’s Charter of Rights and Freedoms, the BC Human Rights Code and the Canadian Human Rights Act, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), The Declaration on the Rights of Indigenous Peoples Act (DRIPA), and the BC Multiculturalism Act and accepts its responsibility to live to the spirit and intentions of these legislative tools.

### **Apology and Recognition of Harm**

The Board recognizes its current and historical role in discriminating against peoples on the basis of their race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, gender identity or expression, sexual orientation, age, or criminal conviction<sup>1</sup>. In particular, it recognizes that education has been an instrument of significant harm to Indigenous peoples. As a Board we apologize for our complicity with these discriminatory practices, acknowledge the significant

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<sup>1</sup> Grounds for protection against discrimination are fully described in the BC and Canadian Human Rights Code; they are abbreviated here.

Related Legislation: Canadian Charter of Rights and Freedoms, BC Human Rights Code, Canadian Human Rights Act, United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), Declaration on the Rights of Indigenous Peoples Act (DRIPA), Multiculturalism Act

Related Policy: Policy 580: Respectful Workplace, Policy 310: Code of Conduct

Related Contract Article: Nil

Adopted: xxx

and ongoing harm experienced as a result by members of Indigenous, Black, Persons of Colour and Lesbian, Gay, Bisexual, Transgendered, Queer and Two-spirited (IBPOCQ2+) communities, and commit to leading and empowering all members of our communities in ensuring we create inclusive, safe, and welcoming spaces for all. The Board of Education commits to addressing all educational recommendations in the Truth and Reconciliation Commission Report and to the implementation of the Declaration on the Rights of Indigenous Peoples Act (DRIPA BC Implementation Plan).

### **Board of Education of School District No. 8 (Kootenay Lake) Commitments:**

The Board commits to championing anti-racism and leading courageous conversations in order to end racism, marginalization, bias, and exclusion by incorporating the following principles, values, and actions:

1. Celebrating, recognizing, and honouring all diverse identities as a means of instilling pride in all who are a part of the school district community.
2. Ensuring equity for all by identifying and removing barriers of exclusion, overcoming implicit and explicit bias, creating anti-racist, inclusive programming and creating cultures of belonging in every school and worksite in the district.
3. Ensuring trauma-informed practices, reconciliation, cultural humility, and restorative justice are core features of all approaches to personal and collective forms of learning about anti-racism. These practices will be focused on opportunities to learn and grow rather than punishment or shame.
4. Learning about racism, in the past and present, and engaging in future focused efforts, including righting past wrongs.
5. Ensuring that education resources honour the diverse understandings people may have.
6. Ensuring accessible and inclusive language, resources, tools, and spaces for diverse audiences, including students, parents, and community members.
7. Honouring and acknowledging the wisdom and experiences of IBPOCQ2+ community members as partners in our anti-racism work, without relying on their unpaid labour to benefit those with privilege.
8. Ensuring commitments to reconciliation and Indigenization are incorporated into our shared responsibilities and accountabilities.
9. Ensuring that cultural competencies, diverse knowledges, and ways of being are embedded within activities undertaken to support this anti-racism policy.
10. Ensuring accountability and measures of success in implementing this policy are developed and fully integrated into ongoing public reporting mechanisms.
11. Ensuring diverse communities and organizations are included in formal and informal district deliberations and processes of consultation and recognized as collaborators in building equitable and inclusive education.

### **Definitions/Glossary**

At the time of its initial adoption, the terminology and language used in this policy were considered acceptable by most. As much as possible, the following definitions seek to provide clear and basic understandings of ideas included in this policy document. It is recognized that language changes with time, and therefore this policy should be regularly reviewed, and its terms and definitions revised as appropriate.

Please note that definitions are grouped and not necessarily in alphabetical order.

Related Legislation: Canadian Charter of Rights and Freedoms, BC Human Rights Code, Canadian Human Rights Act, United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), Declaration on the Rights of Indigenous Peoples Act (DRIPA), Multiculturalism Act

Related Policy: Policy 580: Respectful Workplace, Policy 310: Code of Conduct

Related Contract Article: Nil

Adopted: xxx

**Anti-racism** - Actions to end racism and to commit to learning about how to be non-discriminatory to all persons and groups. It also means committing to ongoing education and learning that requires thinking frequently about our assumptions and beliefs and how these create barriers to inclusion.

**Racism** - The belief that different races possess distinct abilities, qualities, or features that make them inferior or superior to one another.

**White Supremacy** - White supremacy is the belief that white people are superior to all others and should therefore dominate or control how society and systems operate. It gives a structural and social advantage to white people and communities.

**Systemic Racism** - Racism that is embedded within organizational structures, processes, procedures, or ideas that perpetuates inequalities for racial minorities or those with non-dominant identities. This form of racism is organized and persistently maintains racial advantage for some dominant cultures.

**Anti-Indigenous Racism** - Anti-Indigenous racism is ongoing race-based discrimination or injustice experienced by Indigenous Peoples. It includes practices or ways of thinking that maintain and perpetuate power imbalances, inequitable outcomes, and systemic barriers.

**Unintentional Racism** - These are racist acts that are reflected in unquestioned personal assumptions or beliefs; often they happen as a part of everyday actions. They are not intentionally understood by the perpetrator to be racist.

**Racism of Low Expectations** - The Auditor General of British Columbia released a report in 2015 that documented the gap in achievement between Indigenous and non-Indigenous students in British Columbia's education system. The gap between students' levels of achievement was seen to be directly related to a belief that Indigenous learners could not achieve at the same rate as non-Indigenous learners. This belief led to the creation of lower expectation pathways for students; for example, an over-representation of Indigenous children in modified programs or graduation programs with modified/lowered expectations.

**Bias** - Bias is favouring of one thing against another, a person, or a group. Generally understood to be unfair or unjustified. Bias can be explicit (such as using a person's identity to deny them services) or implicit (such as unconsciously favoring someone on the basis of their name being familiar)

**Discrimination** - The prejudicial treatment of a group of people or things on the basis of their identity or category. Examples include race, age, sex, or ability.

**Microaggressions** - Racial microaggressions are persistent expressions of racism or bias that are repeatedly faced by minority peoples. For example, jokes that rely on stereotypes or involve assumptions about a person's place/country of origin are a type of microaggression. Microaggressions harm deeply over time as a result of their repetitive nature.

**Privilege** - Often described as white privilege, privilege is about the advantage earned by an individual's skin colour or the benefits that come from one's position within society. The term 'unearned privilege' is also used when one's privilege flows from being a member of a dominant community. Often privilege is invisible - because as a member of the dominant culture, you can 'count' on your status to assist you in

Related Legislation: Canadian Charter of Rights and Freedoms, BC Human Rights Code, Canadian Human Rights Act, United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), Declaration on the Rights of Indigenous Peoples Act (DRIPA), Multiculturalism Act

Related Policy: Policy 580: Respectful Workplace, Policy 310: Code of Conduct

Related Contract Article: Nil

Adopted: xxx

your daily life without having reason to be concerned someone is discriminating against you on the basis of your membership in a minority group.

**Cultural Safety** - Cultural safety involves the creation of space for everyone, regardless of their culture and heritage to feel welcomed as participants in respectful dialogue that values and acknowledges diverse perspectives and views. Cultural safety allows everyone to feel they can safely raise concerns and have their perspectives respected.

**Cultural Humility** - Cultural humility is a way of engaging in self-reflection about one's own beliefs, understandings, and assumptions in order to better understand how to accept and recognize diverse ways of being in the world. Cultural humility seeks to create spaces for different and sometimes competing perspectives and doesn't assume there is only one way to know/be in the world. It is a lifelong process of learning and involves a commitment to being open to learning about others.

**Liberatory** - Liberatory is to be free from domination and to work with others to ensure the freedom of all. The principles of equitable social change and an end to oppression are envisioned by principles of liberation.

**Reconciliation** - This word is meant to focus on the achievement of mutual regard and understanding between Indigenous and non-Indigenous peoples. Education is a central feature of reconciliation work.

**Restorative Justice** - Restorative justice seeks to repair the harm caused by violence, discrimination, bias, or marginalization. It is based on the principle of bringing together victims and perpetrators in culturally safe environments where the impacts of the harm can be fully understood, and to develop some form of restitution so the harm will not be repeated. In many Indigenous communities, healing or talking circles are used to help offenders, victims, families, and supporters to enable a deep form of listening and learning.

**Indigenization** - This is the process of intentionally integrating Indigenous knowledge, perspectives, and worldviews into educational curricula and methods of teaching. It is meant to be culturally inclusive; that is, it seeks to explicitly include diverse forms of cultural knowledge, rather than relying solely on Western knowledge systems.

**Decolonization** - Decolonization is a term used to describe how one interrogates, reveals, makes evident or public how systems of thinking, practices and organizational processes are aligned with Western (or European/Colonial) ways of knowing and doing. When a system is attempting to decolonize its approaches, it seeks to find alternatives to established ways of doing things which have limited the ability of diverse communities to fully access benefits of the system; it essentially is a way of thinking through how white privilege and colonial power has been operationalized.

**Trauma-informed Practice** - This is a strength-based practice designed to understand and be responsive to the impacts of trauma experienced by individuals, communities, or groups of people. Its emphasis is on creating emotionally safe environments so survivors can rebuild or experience a sense of control and empowerment.

**Allyship** - An ally is someone who promotes and aspires to advancing a culture of inclusion through intentional and positive means. Allyship is not an identity but is a lifelong process of working with non-dominant communities and individuals in relationship and in collective efforts to achieve inclusivity. An ally

Related Legislation: Canadian Charter of Rights and Freedoms, BC Human Rights Code, Canadian Human Rights Act, United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), Declaration on the Rights of Indigenous Peoples Act (DRIPA), Multiculturalism Act

Related Policy: Policy 580: Respectful Workplace, Policy 310: Code of Conduct

Related Contract Article: Nil

Adopted: xxx

often uses their power and privilege as a means to question the status quo and advocate with others to end discrimination or marginalization.

## Historical Terms

**Residential Schools** - Residential schools were established by the Government of Canada. They were a system of boarding schools run by a variety of religious orders that Indigenous children were required by law to attend between 1894 and 1947. Their purpose was to culturally assimilate all Indigenous children - to “take the Indian out of the child”. Children were forbidden to speak their own languages and required to embrace Christianity. More than 4,100 children died in Canadian residential schools (National Centre for Truth and Reconciliation). There were 139 residential schools in Canada: the last one closed in 1997.

**Truth and Reconciliation Commission Report** - The Truth and Reconciliation Commission created a historical, truthful record of the residential school system in Canada. Between 2007 and 2015, the Commission heard submissions from residential school survivors across Canada, a total of more than 6,500 witnesses. It also hosted many national events to help educate the public about the history and the legacy of residential schools. *The Truth and Reconciliation Commission Report* summarized the findings of the Commission. This multi-volume report included 94 “Calls to Action” for all sectors of Canadian society, including education.

**Colonialism** - Colonialism is the historic practice of European expansion into territories already occupied by Indigenous peoples; in general, the intention of colonizers was to claim the territory and its resources as their own. It also involved the violent suppression of Indigenous peoples’ cultures, languages, governance systems, and social structures. “Colonialism remains an ongoing process, shaping both the structure and the quality of the relationship between settlers and Indigenous peoples” (TRC Final Report, 2016).

**Settlers/colonizers** - These terms are often used interchangeably and refer to Canadians/peoples who are descended from those of European ancestry who have claimed ownership of Indigenous lands or have become members of the dominant society. Settlers often think of themselves as being the first to inhabit an area, even if it was previously occupied by Indigenous peoples.

## Identity Abbreviations

**IBPOCQ2+** - This is a term that abbreviates marginalized communities including people who are: Indigenous, Black, Indigenous, a person of colour, queer (lesbian, gay, bisexual, asexual, transgender, non-binary) or two-spirited.

## Legislation

**UNDRIP** - The United Nations Declaration on the Rights of Indigenous Peoples was adopted by the United Nations in September 2007 as a standard to ensure the survival of Indigenous peoples. 144 nations around the world adopted the standards, although Canada did not do so until 2016. In British Columbia, UNDRIP was written into law and is called The Declaration on the Rights of Indigenous People Act (DRIPA). It was adopted in 2019.

Related Legislation: Canadian Charter of Rights and Freedoms, BC Human Rights Code, Canadian Human Rights Act, United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), Declaration on the Rights of Indigenous Peoples Act (DRIPA), Multiculturalism Act

Related Policy: Policy 580: Respectful Workplace, Policy 310: Code of Conduct

Related Contract Article: Nil

Adopted: xxx

**DRIPA Implementation Plan** - This action plan was released by the Government of BC in March 2022. It is designed to assist government bodies across British Columbia to address the principles of UNDRIP, including ongoing consultation and cooperation with Indigenous Peoples, annually reporting on progress towards the goals of UNDRIP, ensuring the alignment of BC laws with these intentions, and ensuring that the rights, interests, priorities, and concerns of First Peoples are considered in the actions taken by government and government agencies.

**BC Human Rights Code** - The BC Human Rights Code is a law designed to protect and promote human rights. It helps to protect individuals from discrimination and harassment. It is managed by the BC Human Rights Tribunal; individuals or groups can launch a complaint under the Human Rights Code, and it will be investigated. There are a variety of protected grounds in the BC Human Rights Code, including: race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, gender identity or expression, sexual orientation, age, or criminal conviction.

**Multiculturalism Act** - This Act was passed by the government of Canada in 1988. It was designed to promote and maintain a diverse, multicultural society and assure the cultural freedom of all Canadians. Originally the Act was seen as a means of assisting cultural and ethnic groups in overcoming barriers to participation in Canadian Society. These rights are also affirmed in the Canadian Charter of Rights and Freedoms.

**Canadian Charter of Rights and Freedoms** - The Charter is part of the Canadian Constitution. It protects all Canadian citizens, permanent residents and newcomers to the rights set out in the Charter. It came into effect in 1982. Democratic rights, mobility rights, language rights, equality rights, legal rights, and enforcement provisions are set out in the Charter.

**Canadian Human Rights Act** - This Act was passed in 1985 and sets out the principles of human rights protections on the basis of race, national or ethnic origin, colour, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, pregnancy or childbirth, genetic characteristics, disability, or conviction for an offence for which a pardon has been granted. The BC Human Rights Code has similar protections.

Related Legislation: Canadian Charter of Rights and Freedoms, BC Human Rights Code, Canadian Human Rights Act, United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), Declaration on the Rights of Indigenous Peoples Act (DRIPA), Multiculturalism Act

Related Policy: Policy 580: Respectful Workplace, Policy 310: Code of Conduct

Related Contract Article: Nil

Adopted: xxx



## **POLICY 791: Naming / Re-Naming of Schools & Facilities**

The Board of Education of School District No. 8 (Kootenay Lake) recognizes that District facilities are an integral part of the community in which they are situated, and acknowledges the importance of naming schools and other facilities to enhance the sense of ownership and identification the community has with its school. The Board believes that the naming of schools, specific parts of schools, and other District facilities should be undertaken following broad-based consultation.

### **Guiding Principles**

The following are guiding principles for persons wishing to propose the naming or re-naming of district facilities:

1. School district facilities will not be named after living or deceased persons.
2. Existing and rebuilt school facilities/parts of facilities will not be re-named except in exceptional circumstances.
3. Proposals to re-name a school or other District facility will be considered only in cases where the existing name is deemed to no longer be serving the needs of the school population or the community. For example, when the name of a facility becomes offensive or controversial to society.
4. In all cases, the final decision on naming or re-naming any Board-owned facility or part of a facility, will be made by the Board.

## POLICY 410: School Choice and Catchment

The Board of Education of School District No. 8 (Kootenay Lake) has established that student admission to district schools ~~is~~shall be guided by the following ~~principles~~:

- The admission process should maximize the number of students able to attend their catchment area school in accordance with their wishes.
- The admission process should maximize the student's and parent's ability to choose the school and education program which best meets the student's educational needs.
- The admission process should enable school and District staff to plan the allocation of space and instructional resources to best accommodate demand and to minimize the adjustments required at the beginning of the year.
- The ~~board~~Board reserves the right to alter school catchment boundaries ~~when deemed necessary at any time and shall determine the nature of any such changes.~~

### 1. Definitions

1.1. "catchment area student" means a person who is:

- of school age, and;

~~1.1.1.~~ is ordinarily resident in the catchment area of the school.

1.2. "continuing student" means a school age student in attendance at the school or a designated feeder school who is expected to continue in the educational program for the succeeding school, but does not include a non-District student, a student who withdraws or transfers from the school or educational program before the end of the previous school year, or a student who attended the previous year on a disciplinary transfer.

1.3. "District choice programs" are unique programs approved by the Board, such as Late French Immersion, Outdoor Programs, and Academies which are offered at individual schools.

1.4. "feeder schools" are schools whose students would normally proceed to the next higher grade in a "receiving school."

1.5. "non-catchment area student" means a person of school age, resident in the School District who is not a resident in the catchment area of the school.

1.6. "non-district student" means a person of school age, resident in British Columbia who is not a resident in the School District.

1.7. "parent" means "(a) a parent or other person who has guardianship or custody of the student or child, other than a parent or person who, under an agreement or order made under the Family Law Act that allocates parental responsibilities, does not have parental responsibilities in

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 74.1\]](#)

Related Contract Article: Nil

Adopted: May 27, 2003

Amended: October 12, 2010 - December 11, 2019 - April 23, 2019 - June 9, 2020

relation to the student's or child's education, or (b) a person who usually has the care and control of the student or child.”<sup>1</sup>

1.8. “ordinarily resident,” ~~for purposes of this policy, a student's place of residence is the location where the student normally resides, and~~ is deemed to be that of the student's parent unless evidence is produced that the student's ordinary place of residence during the school year is elsewhere.

1.9. “previous school year” means the school year previous to the school year for which the student is applying to enroll in an educational program.

1.10. “school district student” means a catchment area student or a non-catchment area student who is ordinarily resident within the boundaries of the School District.

## 2. Determination of Available Space and Facilities

2.1. The School Act establishes priorities for enrolment to apply If the Board determines space and facilities are available in a school.

2.2. For the purposes of the School Act, space and facilities are available to enroll a student if:

2.2.1. there is capacity to provide the student with an educational program appropriate to the student's needs;

2.2.2. there are both physical and educational resources after reasonable enrollment projections have been made, to allow for accommodating of continuing students and district programs located in the school; and,

2.2.3. if applicable, there is a Kindergarten program adequate to accommodate the projected enrollment of catchment area students.

2.3. The Board of Trustees delegates to the Superintendent of Schools or their designate, the decisions whether space and facilities are available in individual schools and educational programs for the purposes of the School Act, in accordance with paragraphs 2.1. and 2.2.

2.4. Decisions will be made in consultation with the Principal of the affected school and will be based on program capacity, including consideration of the following factors in order:

2.4.1. the operating capacity of the school, as ~~defined~~determined by the ~~Ministry of Education~~District;

2.4.2. staff assigned to the school by the District;

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<sup>1</sup>[School Act \[RSBC 1996, Part 1\]](#) (linked)

2.4.3. the physical space in which instructional programs operate in the school;

~~2.4.4. the number of diverse needs students already enrolled in a class;~~

~~2.4.5.~~

~~2.4.4.~~ the ability of the school to provide an appropriate educational program for the applicant and other students; and,

~~2.4.6~~5. the needs of other programs located in the school.

~~2.5. Notwithstanding 2.4 above, in particular instances where the welfare of the student is perceived to be at risk, every effort will be made to accommodate a transfer request.~~

~~2.5. Schools will be organized to provide space for a new catchment cohort of sufficient size to allow the sustainable operation of the school in future years. The size of the new catchment cohort will be established by the Superintendent of Schools or designate.~~

~~2.6. Schools at, or approaching, capacity may be designated as 'full' by the District. Management of enrolment at schools determined to be full will be overseen by the District. The acceptance of any new cohort of catchment and/or late transfer applicants will be severely restricted and possibly prohibited altogether at these school sites.~~

~~2.6-2.7.~~ If space and facilities are determined to be available, enrollment in educational programs at the school will be offered in the following priority order and deadlines, provided that application deadlines and other application requirements are met:

2.67.1. Firstly, any students in attendance in the previous year at ~~athe~~ school or continuing on to the secondary or middle school from the feeder elementary school;

2.67.2. Secondly, new catchment area students or siblings of students who were in attendance in the previous year at a school or continuing on to the middle or secondary school from the feeder elementary school;

2.67.3. Thirdly, new non-catchment area students, provided they have made their application between 9:00 AM (PT) on the first Monday in January and 4:00 PM (PT) on the last Friday in March;

2.67.4. Fourthly, new non-district students provided they have made their application between 9:00 AM (PT) on the first Monday in January and 4:00 PM (PT) on the last Friday in March;

~~2.7-2.8.~~ Students who apply after the deadlines will ~~still~~ be considered in priority order after students who registered prior to the set deadlines have been placed.

~~2.8-2.9.~~ Waitlists will be established for those not accepted, to be maintained until September 30<sup>th</sup>.

~~2.9-2.10.~~ Re-evaluation of space availability will take place periodically from ~~the last Friday in~~ March ~~30<sup>th</sup>~~ until the Friday of the first week of school to ensure maximum numbers of requests

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 74.1\]](#)

Related Contract Article: Nil

Adopted: May 27, 2003

Amended: October 12, 2010 - December 11, 2019 - April 23, 2019 - June 9, 2020

are met at the earliest time possible.

~~2-10-2.11.~~ Applicants for enrolment in ~~K-12 programs and~~ District choice programs will be separately prioritized.

### 3. Tie-breaking

When applications made otherwise have the same priority, the time and ~~ate~~date of application will determine priority between them, unless changes in the School Act allow a determination to be made by the Board, the Superintendent or the Superintendent's designate to determine priority.

### 4. Guarantee of an Educational Program

School District students who apply for enrolment in an educational program will be provided with an educational program in the District, unless a parent of the student consents to a placement outside the School District.

### 5. Commitment

5.1. Students may apply for more than one educational program but may only be enrolled in one. When a student is offered and accepts enrollment in an educational program (in or out of the District), applications for the other programs become invalid.

5.2. The Superintendent or designate is authorized to enter into reciprocal agreements with other School Districts to review waitlists and enrollment information in order to enforce this policy.

### 6. Program Requirements

Applicants for enrolment must meet all program requirements for the requested educational program and will be subject to any selection process established for that program.

### 7. Discretionary Acceptances: Suspended or Expelled Non-District Students

7.1. Enrolment applications from non- District children may be refused, if the child is: under suspension from a B.C. ~~school public school or School District~~ and/or has been refused an educational program by a B.C. public school under s.85 (3) of the School Act for refusing to comply with the code of conduct ~~and/or~~ other rules and policies of the Board, or has failed to apply themselves to their studies.

7.2. Such application will be referred to the Superintendent or designate for a decision on admission. Admissions may be made subject to terms and conditions.

### 8. Communication

Application periods and enrolment dates will be communicated to the school communities and to the community at large and may also be communicated to other communities within and outside the School District.

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 74.1\]](#)

Related Contract Article: Nil

Adopted: May 27, 2003

Amended: October 12, 2010 - December 11, 2019 - April 23, 2019 - June 9, 2020

## POLICY 410: School Choice and Catchment

The Board of Education of School District No. 8 (Kootenay Lake) has established that student admission to district schools shall be guided by the following:

- The admission process should maximize the number of students able to attend their catchment area school in accordance with their wishes.
- The admission process should maximize the student's and parent's ability to choose the school and education program which best meets the student's educational needs.
- The admission process should enable school and District staff to plan the allocation of space and instructional resources to best accommodate demand and to minimize the adjustments required at the beginning of the year.

The Board reserves the right to alter school catchment boundaries at any time and shall determine the nature of any such changes.

### 1. Definitions

1.1. "catchment area student" means a person who is:

- of school age, and;
- is ordinarily resident in the catchment area of the school.

1.2. "continuing student" means a school age student in attendance at the school or a designated feeder school who is expected to continue in the educational program for the succeeding school, but does not include a non-District student, a student who withdraws or transfers from the school or educational program before the end of the previous school year, or a student who attended the previous year on a disciplinary transfer.

1.3. "District choice programs" are unique programs approved by the Board, such as Late French Immersion, Outdoor Programs, and Academies which are offered at individual schools.

1.4. "feeder schools" are schools whose students would normally proceed to the next higher grade in a "receiving school."

1.5. "non-catchment area student" means a person of school age, resident in the School District who is not a resident in the catchment area of the school.

1.6. "non-district student" means a person of school age, resident in British Columbia who is not a resident in the School District.

1.7. "parent" means "(a) a parent or other person who has guardianship or custody of the student or child, other than a parent or person who, under an agreement or order made under the [Family Law Act](#) that allocates parental responsibilities, does not have parental responsibilities in relation to the student's or child's education, or (b) a person who usually has the care and control

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 74.1\]](#)

Related Contract Article: Nil

Adopted: May 27, 2003

Amended: October 12, 2010 - December 11, 2019 - April 23, 2019 - June 9, 2020

of the student or child.”<sup>1</sup>

- 1.8. “ordinarily resident,” is the location where the student normally resides, and is deemed to be that of the student’s parent unless evidence is produced that the student’s ordinary place of residence during the school year is elsewhere.
- 1.9. “previous school year” means the school year previous to the school year for which the student is applying to enroll in an educational program.
- 1.10. “school district student” means a catchment area student or a non-catchment area student who is ordinarily resident within the boundaries of the School District.

## 2. Determination of Available Space and Facilities

- 2.1. The School Act establishes priorities for enrolment to apply If the Board determines space and facilities are available in a school.
- 2.2. For the purposes of the School Act, space and facilities are available to enroll a student if:
  - 2.2.1. there is capacity to provide the student with an educational program appropriate to the student’s needs;
  - 2.2.2. there are both physical and educational resources after reasonable enrollment projections have been made, to allow for accommodating of continuing students and district programs located in the school; and,
  - 2.2.3. if applicable, there is a Kindergarten program adequate to accommodate the projected enrollment of catchment area students.
- 2.3. The Board of Trustees delegates to the Superintendent of Schools or their designate, the decisions whether space and facilities are available in individual schools and educational programs for the purposes of the School Act, in accordance with paragraphs 2.1. and 2.2.
- 2.4. Decisions will be made in consultation with the Principal of the affected school and will be based on program capacity, including consideration of the following factors in order:
  - 2.4.1. the operating capacity of the school, as determined by the District;
  - 2.4.2. staff assigned to the school by the District;
  - 2.4.3. the physical space in which instructional programs operate in the school;

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<sup>1</sup>[School Act \[RSBC 1996, Part 1\]](#) (linked)

- 2.4.4. the ability of the school to provide an appropriate educational program for the applicant and other students; and,
  - 2.4.5. the needs of other programs located in the school.
  - 2.5. Schools will be organized to provide space for a new catchment cohort of sufficient size to allow the sustainable operation of the school in future years. The size of the new catchment cohort will be established by the Superintendent of Schools or designate.
  - 2.6. Schools at, or approaching, capacity may be designated as 'full' by the District. Management of enrolment at schools determined to be full will be overseen by the District. The acceptance of any new cohort of catchment and/or late transfer applicants will be severely restricted and possibly prohibited altogether at these school sites.
  - 2.7. If space and facilities are determined to be available, enrollment in educational programs at the school will be offered in the following priority order and deadlines, provided that application deadlines and other application requirements are met:
    - 2.7.1. Firstly, any students in attendance in the previous year at the school or continuing on to the secondary or middle school from the feeder elementary school;
    - 2.7.2. Secondly, new catchment area students or siblings of students who were in attendance in the previous year at a school or continuing on to the middle or secondary school from the feeder elementary school;
    - 2.7.3. Thirdly, new non-catchment area students, provided they have made their application between 9:00 AM (PT) on the first Monday in January and 4:00 PM (PT) on the last Friday in March;
    - 2.7.4. Fourthly, new non-district students provided they have made their application between 9:00 AM (PT) on the first Monday in January and 4:00 PM (PT) on the last Friday in March;
  - 2.8. Students who apply after the deadlines will be considered in priority order after students who registered prior to the set deadlines have been placed.
  - 2.9. Waitlists will be established for those not accepted, to be maintained until September 30<sup>th</sup>.
  - 2.10. Re-evaluation of space availability will take place periodically from the last Friday in March until the Friday of the first week of school to ensure maximum numbers of requests are met at the earliest time possible.
  - 2.11. Applicants for enrolment in District choice programs will be separately prioritized.
3. Tie-breaking

When applications made otherwise have the same priority, the time and date of application will

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 74.1\]](#)

Related Contract Article: Nil

Adopted: May 27, 2003

Amended: October 12, 2010 - December 11, 2019 - April 23, 2019 - June 9, 2020



determine priority between them, unless changes in the School Act allow a determination to be made by the Board, the Superintendent or the Superintendent's designate to determine priority.

#### 4. Guarantee of an Educational Program

School District students who apply for enrolment in an educational program will be provided with an educational program in the District, unless a parent of the student consents to a placement outside the School District.

#### 5. Commitment

5.1. Students may apply for more than one educational program but may only be enrolled in one. When a student is offered and accepts enrollment in an educational program (in or out of the District), applications for the other programs become invalid.

5.2. The Superintendent or designate is authorized to enter into reciprocal agreements with other School Districts to review waitlists and enrollment information in order to enforce this policy.

#### 6. Program Requirements

Applicants for enrolment must meet all program requirements for the requested educational program and will be subject to any selection process established for that program.

#### 7. Discretionary Acceptances: Suspended or Expelled Non-District Students

7.1. Enrolment applications from non- District children may be refused, if the child is: under suspension from a B.C. school and/or has been refused an educational program by a B.C. public school under s.85 (3) of the School Act for refusing to comply with the code of conduct or other rules and policies of the Board, or has failed to apply themselves to their studies.

7.2. Such application will be referred to the Superintendent or designate for a decision on admission. Admissions may be made subject to terms and conditions.

#### 8. Communication

Application periods and enrolment dates will be communicated to the school communities and to the community at large and may also be communicated to other communities within and outside the School District.

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 74.1\]](#)

Related Contract Article: Nil

Adopted: May 27, 2003

Amended: October 12, 2010 - December 11, 2019 - April 23, 2019 - June 9, 2020

## POLICY 411: Schools and Programs of Choice

The Board of Education ~~for~~of School District No. 8 (Kootenay Lake) recognizes its obligation, consistent with the School Act and relevant provincial legislation, to provide an educational program for all students of school age. It is the goal of the Board to offer programs promoting excellence in instruction and optimal achievement for all students.

The Board recognizes that there may be staff, parental and/or student interest in having the district make available District, school or program options with a particular philosophy, service delivery model, or focus. The Board believes that full consideration should be given to educational options for students where these options are sound and sustainable, and where the options clearly enhance educational opportunities available to students.

For the purposes of this policy, the term “options” refers to programs within a school, or entire school or District programs, based on alternative educational models. Examples of such programs or models include outdoor programs, academies and the French Immersion Program. Any group or individual may present a proposal for a new educational option to the Board.

With regard to any Board-approved option, the Board will not generally provide a level of funding exceeding that which would normally be provided to that school or program.

The Board will provide to the applicant group/individual<sup>7</sup> any reasons for rejection of a proposal.

Subsequent to approving an option<sup>7</sup> or following implementation of an option, the Board may at any time in the current school year or in a future year<sup>7</sup> review the option to determine whether or under what conditions the option will continue to be approved.

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 75\]](#)

Related Contract Article: Nil

Adopted: August 30, 2005

Amended: April 8, 2008 - Amended: December 11, 2018 - Amended: May 28, 2019

Reviewed: June 9, 2020

## POLICY 412: Independent Homeschooler

The Board of Education ~~for~~of School District No. 8 (Kootenay Lake) will provide Independent Homeschoolers registered in the School District access to educational services in accordance with the *School Act*. An Independent Homeschooler is defined as a student registered at a public school whose instruction is delivered at home. Parents ~~and~~and Guardians of ~~registered~~ homeschooled children are responsible for the complete education of their children. Parents ~~and~~and Guardians have the responsibility to provide and supervise the educational program.

Related Legislation: [School Act \[RSBC 1996, Part 2, Division 4, Sections 12-14\]](#), [Part 2, Division 1, Section 3](#), School Regulation Section 3  
Related Ministry Policy: Homeschooling Policy  
Related Contract Article: Nil  
Adopted: June 28, 2016  
Amended: December 11, 2018 - May 28, 2019 - June 9, 2020

## **POLICY 430: Fees, Deposits and Financial Hardship**

The Board of Education ~~for~~of School District No. 8 (Kootenay Lake) commits to provide free instruction and educational resource materials to students, in accordance with the School Act, Regulations and Ministerial Orders.

The charging of fees and deposits must not become a barrier for student participation in curricular activities or programs.

All fees charged to parents must be reasonable and must reflect the actual costs of the services provided.

The Board of Education expects that there is transparency and accountability for all curricular, extra - and co-curricular fees collected.

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 8.2, 82.1, 82.2, 82.3, 82.31, 82.4\]](#)

Related Contract Article: Nil

Adopted: November 12, 2002

Amended: November 3, 2009 / Amended: December 11, 2018 / Amended: April 23, 2019

Reviewed: June 9, 2020

## **POLICY 440: Extra-Curricular and Co-Curricular Activities**

The Board of Education ~~for of~~ School District No. 8 (Kootenay Lake) recognizes that extra-curricular and co-curricular activities are an integral part of school programs and believes that participation in such activities benefit students.

Although participation in extra-curricular activities must be open to all students registered in School District No. 8, eligibility decisions are generally made by individual schools. ~~Such decisions will be guided by district policies regarding Code of Conduct, Youth Safe Outdoors, and Policy 430, and implementation will follow the associated Administrative Procedures.~~

To support student travel needs, the Board shall establish an annual budget to be distributed under the direction of the Superintendent of Schools.

~~The policies of BC School Sports regarding eligibility for participation in sports are recognized and supported by the Board.~~

Related Legislation: [Code of Conduct, Youth Safe Outdoors, Policy 430](#) Nil  
Related Polices: [Policy 310: Code of Conduct, Policy 430: Fees, Deposits and Financial Hardship](#)  
Related Contract Article: Nil  
Adopted: June 9, 1999  
Amended: October 7, 2008 - June 29, 2010 - December 11, 2018 - June 9, 2020

**POLICY 450: ~~Student~~Equitable and Inclusive Educational Services for Learners**

The Board of Education ~~for of~~ School District No. 8 (Kootenay Lake) supports equitable access to education for all learners, while honouring the practice of diversity each learner contributes<sup>[DH1]</sup> to our society. The District promotes understanding, acceptance, dignity, respect, and inclusion ~~by serving students with diverse needs in order to create equitable school communities. Learners are included in settings that are the least restrictive and most enabling, and are supported through a continuum of service delivery in regular classrooms throughout the district, provided the needs of all can be met and a safe effective learning environment can be maintained.~~District.

~~Student services will be provided~~The District is guided in its work to provide equitable, inclusive educational services<sup>[DH2]</sup> in accordance with the BC Ministry of Education's SPECIAL EDUCATION SERVICES: A Manual of Policies, Procedures and Guidelines.

Related Legislation: Special Education Services, Human Rights Code  
Related Provincial Policy: Special Education Services Manual

Related Contract Article: Nil

Adopted: September 1, 1999

Amended: December 11, 2018 - May 28, 2019 - June 9, 2020

## **POLICY 450: Equitable and Inclusive Educational Services for Learners**

The Board of Education of School District No. 8 (Kootenay Lake) supports equitable access to education for all learners, while honouring the diversity each learner contributes to our society. The District promotes understanding, acceptance, dignity, respect, and inclusion in order to create equitable school communities. Learners are included in settings that are the least restrictive and most enabling, and are supported through a continuum of service delivery throughout the District.

The District is guided in its work to provide equitable, inclusive educational services in accordance with the BC Ministry of Education's [SPECIAL EDUCATION SERVICES: A Manual of Policies, Procedures and Guidelines](#).

## **POLICY 451: Physical Restraint and Seclusion in School Settings**

The Board for Education of 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.

Related Legislation: Nil

Related [Provincial Guidelines - Physical Restraint and Seclusion in School Settings, B.C. Ministry of Education June 3, 2015](#)

Related Contract Article: Nil

Adopted: October 9, 2018

Amended: May 28, 2019 - June 9, 2020



## **POLICY 460: Language**

The Board of Education ~~for~~of School District No. 8 (Kootenay Lake) expects all students to achieve proficiency in the English language. The Board will offer students ~~Core~~ French as a second language.

Other languages may be offered through ~~Distributed~~Online Learning and/or at the school according to the associated Administrative Procedures.

Related Legislation: [School Act \[RSBC 1996, Part 2, Division 1, Section 5\]](#)  
Related Contract Article: Nil  
Adopted: June 23, 1998  
Amended: December 11, 2018 - May 28, 2019 - June 9, 2020

## **POLICY 460: Language**

The Board of Education of School District No. 8 (Kootenay Lake) expects all students to achieve proficiency in the English language. The Board will offer students French as a second language.

Other languages may be offered through Online Learning and/or at the school according to the associated Administrative Procedures.

## **POLICY 480: Parent Advisory Councils/District Parent Advisory Councils**

The Board of Education ~~for~~of School District No. 8 (Kootenay Lake) believes that parents are partners in the educational system and that parental involvement helps to promote a positive learning environment. The Board supports the establishment of a District Parents' Advisory Council (DPAC) and Parents' Advisory Councils (PAC) at each school.

Related Legislation: School Act [RSBC 1996, Part 2, Division 2, [Sections 8 & 8.4](#)]  
Related Contract Article: Nil  
Adopted: May 4, 2004  
Amended: December 11, 2018 - May 28, 2019 - June 9, 2020

## **POLICY 490: School Closure**

The Board of Education ~~for~~of School District No. 8 (Kootenay Lake) believes that consultation with staff, parents and the public is essential when considering decisions that involve closing schools. Such considerations will be subject to the Administrative Procedures associated with this policy.

Permanent closure means that for a period of more than twelve (12) months the building will not be used to provide educational programs to students, except where the Board intends to reopen the school following renovations or repairs.

Efforts will be made to ensure that all persons in the community who could be affected by a school closure are given an adequate opportunity to comment on the proposal before a final decision is made.

Schools will not be considered for closure if enrolment projections forecast the reopening of the school in the near future.

The final decision regarding closure of a school or schools shall be made before April 30.

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 73\(1\)\]](#)  
Related Contract Article: Nil  
Adopted: April 22, 2003  
Amended: February 17, 2004 - Amended: December 11, 2018 - Amended: June 9, 2020

**GOVERNANCE AND POLICY COMMITTEE OF THE WHOLE  
2021-2022 Policy Priority List**

<b>Policy No.</b>	<b>Policy Name</b>	<b>Status</b>	<b>Originating</b>	<b>Assignment</b>
Policy 530	Public Interest Disclosure	Field testing until April 11 Committee Review May 2022	Board (legislation)	G&P Committee
Policy 250	Tobacco and Electronic Smoking Devices	Field testing until April 11 Committee Review May 2022	G&P Committee	G&P Committee
Policy 251	Cannabis	Staff review.	G&P Committee	Superintendent
Policy 260	Scent Free Environment	Field testing until April 11 Committee Review May 2022	G&P Committee	G&P Committee
Policy 311	Illegal Use of Drugs and/or Alcohol	Field testing until April 11 Committee Review May 2022	G&P Committee	G&P Committee
Policy 320	Student Attendance	Field testing until April 11 Committee Review May 2022	G&P Committee	G&P Committee
Policy 321	Student Withdrawal	Policy Rescinded Staff to prepare Administrative Procedure	G&P Committee	Superintendent
Policy 330	Sexual Orientation Gender Identity	Staff review. Committee Review May 2022	G&P Committee	Superintendent
Policy 791	Naming/Renaming Schools and Facilities	Pending further review. Committee review May 2022	Board New policy	G&P Committee
Section 400	Instruction & School Organization	Review May 2022	Board	G&P Committee
Policy 410	School Choice and Catchment	Review May 2022 Pending legal review	Board	G&P Committee
Section 500	Human Resources	Completed September 2020	Board	G&P Committee
Section 600	Finance & Business Operations	Completed November 2020	Board	G&P Committee
Section 700	Facility Operations & Transportation	Completed March 2021	Board	G&P Committee
Section 800	Information & Communications Technology	Completed May 2021	Board	G&P Committee
Section 900	Online Learning	Completed October 2021	Board	G&P Committee
Section 200	Health & Safety	Completed October 2021	Board	G&P Committee
Section 300	Students	Completed March 2022	Board	G&P Committee

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