

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

TUESDAY, JUNE 21, 2022

1:30 PM – 2:30 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 June 21, 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 May 17, 2022 Governance and Policy Committee of the Whole meeting **BE ADOPTED**.

9. Old Business

A. Policies returned after field testing (p. 8)

App. 9A

- Policy 330: Sexual Orientation Gender Identity
- Policy 331: Anti-Racism and Cultural Safety
- Policy 410: School Choice and Catchment
- Policy 450: Equitable and Inclusive Educational Services for Learners
- Policy 791: Naming / Re-Naming of Schools and Facilities

Proposed Resolution:

THAT field tested Policies 330, 331, 410, 450 and 791 **BE RECOMMENDED** to the Board for approval.

10. New Business

A. Committee Structure Follow Up

11. Policy Priority List - Deferred

12. Question Period

The public may post comments or questions in the Question and Answer area on the webinar. These will be read aloud during the meeting.

13. Meeting Schedule & Reminders

The next meeting of the Committee will be at a later date.

14. Adjournment of Meeting



GOVERNANCE AND POLICY COMMITTEE OF THE WHOLE

MEETING MINUTES

TUESDAY, MAY 17, 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
S. Walsh, G&P Committee Chair
D. Lang
A. Gribbin (*via video conference*)
B. Maslechko (*via video conference*)

DISTRICT STAFF:

T. Smillie, Superintendent
J. Gludemans, 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*)
A. Early, CUPE (*via video conference*)
N. Nazaroff, DPAC (*via video conference*)
M. Doyle, KLPVPA (*via video conference*)
D. Kunzelman, KLTF (*via video conference*)

GUESTS:

E. DuPont, *Communications*

REGRETS:

C. Beebe, Trustee
B. Coons, Trustee
S. Chew, Trustee

1. Call to Order

The meeting was called to order at 12:37 PM.

Announced that an updated version of the agenda had been posted.

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 – Nil



4. Adoption of Agenda

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

THAT the agenda for this May 17, 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 March 8, 2022 Governance & Policy Committee of the Whole meeting **BE ADOPTED**.

9. Old Business

A. Policies returned after field testing

No comments were received from field testing. No comments or concerns brought forward by the committee regarding the following policies.

- 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

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

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

B. Policy 330: Sexual Orientation Gender Identity

Recommend changes: Update of terminology and punctuation.

The Superintendent commented that the primary change to this policy was updating the acronym, so it aligns with SOGI initiatives of the Ministry of Education.

It was suggested to waive a portion of Policy 160 Policy Development, to shorten the field-testing time to enable approval of the policies on this agenda before the end of the current school year, however this was not supported by the committee.

A Trustee suggested that the communications processes and placement of policy field testing on the district website be reviewed and brought forward to a future Governance and Policy Committee of the Whole meeting.



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

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

N. Nazaroff, DPAC joined the meeting at 12:55 pm

10. New Business

A. Policy 331: Anti-Racism and Cultural Safety

The Superintendent explained that this policy began with student input and engaged all education partners as well as the public through a survey. Dr. Catherine McGregor, facilitated the development of this draft with the Anti-Racism Advisory Council comprised of trustees, education partners and community representatives.

Recommended Changes; add the following to the definition of Residential Schools:

- “and Day Schools” They were a system of boarding schools *and Day Schools* run by a variety of religious orders that Indigenous children were required by law to attend between 1894 and 1947.”
- new sentence: “*Doukhor children were forced into government-run residential schooling between the years 1953 and 1959.*”

Two small grammatical errors were corrected, and the links to the references will be updated prior to field testing.

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

THAT the new Policy 331: Anti-Racism and Cultural Safety **BE RECOMMENDED** to the Board for field testing.

B. Policy 791: Naming / Re-Naming of Schools & Facilities

- This policy will prevent schools and facilities from being named after people. Existing and rebuilt school facilities will not be renamed, except under exceptional circumstances such as when the existing name no longer serves the needs of the school population or community. The final decision regarding naming or renaming of any Board owned facility will be made by the Board.

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

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

C. Review of Section 400 Policies

- Policy 410: School Choice and Catchment
Policy 410 was sent for legal review to ensure alignment with legislation. In addition to this, additional changes were incorporated: minor spelling, grammatical and punctuation corrections as well as language to address long-term planning.
It was suggested that the school catchment areas be reviewed.



- Policy 411: Schools and Programs of Choice
Recommended change:
 - Correcting the name of the Board.

- Policy 412: Independent Homeschooler
Recommend changes:
 - Correcting the name of the Board.
 - un-bolding the word “register”
 - changing the word “guardian” to lower case.
 - adding a link to the school regulation to the footer
 - Minor formatting corrections

- Policy 430: Fees, Deposits and Financial Hardship
Recommended changes:
 - Correcting the name of the Board.
 - Correcting legislative reference in footer to section 82 from 8.2

- Policy 440: Extra-Curricular and Co-Curricular Activities
Recommended changes:
 - Correcting the name of the Board.
 - Deletion of two sentences referring to other SD8 policies and those of BC School Sports.

- Policy 450: Equitable and Inclusive Educational Services for Learners (Formerly “Student Services”)
Recommended changes: Significant changes are recommended to update this policy to celebrate, honour and respect diverse learners, promote equity in the district and ensure that all learners have a place in SD8 schools and will be supported.

- Policy 451: Physical Restraint and Seclusion of Students
No Changes

- Policy 460: Language
Recommended Changes:
 - Minor language changes.

- Policy 480: Parent Advisory Councils/District Parent Advisory Council
Recommended Changes:
 - Correction to the name of the Board.

- Policy 490: School Closure
Recommended Changes:
 - Correction to the name of the Board.

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

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



11. Policy Priority List

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

To be determined. We anticipate a meeting will occur in June.

14. Adjournment of Meeting

The meeting was adjourned at 2:13 PM.



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 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 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.

Related Legislation: [Canadian Charter of Rights and Freedoms \[Section 15 \(1\)\]](#); [BC Human Rights Code](#)
Related Contract Article: Nil
Related Policy: Policy 310: Code of Conduct, Policy 580 Respectful Workplace
Adopted: February 24, 2015
Amended: October 9, 2018 - February 26, 2019 - April 28, 2020



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 honour 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 conviction¹. 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

¹ 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](#)

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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 and day 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.

Doukhobor children were forced into government-run residential schools between the years 1953 and 1959.

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

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



was written into law and is called The Declaration on the Rights of Indigenous People Act (DRIPA). It was adopted in 2019.

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 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 of the student or child.”
- 1.8. “ordinarily resident,” is the location where the student normally resides, and is deemed to be that of the student’s parent or guardian unless evidence is produced that the student’s ordinary

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 74.1, 85.3\]](#), [Family Law Act](#)

Related Contract Article: Nil

Adopted: May 27, 2003

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



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;

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 out 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 30th.

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 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.

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 74.1, 85.3\]](#), [Family Law Act](#)

Related Contract Article: Nil

Adopted: May 27, 2003

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



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, to a child 16 or older if that student is 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 or is under suspension from a B.C. school and/or has been refused an educational program by a B.C. public school as per s.85 (3) of the School Act.

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.



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](#).

Related Legislation: [Special Education Services](#), [Human Rights Code](#)
Related Contract Article: Nil
Adopted: September 1, 1999
Amended: December 11, 2018 - May 28, 2019 - June 9, 2020



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.

