

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

TUESDAY, JUNE 21, 2022

5:00 PM – 7:00 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. Changes to the Proposed Agenda

4. Adoption of Agenda

Proposed Resolution:

THAT the Agenda for this June 21, 2022 meeting **BE ADOPTED**, as circulated.

5. Receiving Presentations – Nil

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

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

7. Consent Package (p. 4)

App. 7

8. Adoption of Minutes (p. 11)

App. 8

Proposed Resolution:

THAT the minutes from the May 24, 2022 Meeting of the Board held in public **BE ADOPTED**.

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

App. 9

10. Education – Reports from Superintendent

A. 2021/2022 Enhancing Student Learning Report and 2022/2023 School Learning Plans (p. 22) App. 10A

Proposed Resolution:

THAT the 2021/2022 Enhancing Student Learning Report and 2022/2023 School Learning Plans **BE APPROVED**.

B. Provincial Online Learning Update (p. 82)

App. 10B

11. Operations and Finance – Reports from Secretary-Treasurer

A. 2022/2023 School-Initiated Facility Projects (p. 83)

App. 11A

B. 2021/2022 Video Surveillance (p. 86)

App. 11B

- C. 2022-2023 School Fees (p. 87) App. 11C

Proposed Resolution:

THAT the 2022-2023 School Fees **BE APPROVED** as proposed.

- D. Trustee Indemnity (p. 104) App. 11D

Notice of Motion:

THAT the term average indemnity in Policy 131 is to be changed to median indemnity to take effect at the end of the 2021/2022 school year, **BE APPROVED**.

- E. Auditors Terms of Engagement (p. 107) App. 11E

Proposed Resolutions:

THAT the proposal of BDO Canada, made pursuant to the Auditor Terms of Engagement issued on March 31, 2021 **BE APPROVED** by the Board.

- F. School District No. 8 (Kootenay Lake) Trustee Elections Bylaw No. 1-2022 (p. 141) App. 11F

Proposed Resolutions:

THAT the School District No. 8 (Kootenay Lake) Trustee Elections Bylaw No. 1-2022 **BE ADOPTED** by the Board.

12. Governance and Policy:

- A. Board Calendar (p. 148) App. 12A

Proposed Resolution:

THAT the 2022-2023 Board Calendar **BE APPROVED** as proposed.

- B. Policies returned after Field Testing (p. 153) App. 12B

- 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 & Facilities

Proposed Resolution:

THAT Policies 330, 331, 410, 450 and 791 **BE APPROVED**.

- C. Board Policies for Approval (p. 166) App. 12C

- Policy 120: Board Meeting Procedures
- Policy 121: Committee Structure
- Policy 160: Policy Development

Proposed Resolution:

THAT the updated Policies 120, 121 and 160 **BE APPROVED**.



13. Human Resources

Nil

14. Trustee Reports

A. Trustees

B. Chair

C. BCSTA

D. BCPSEA

E. RDCK

F. Other Committees

G. Student Trustees

15. Comments or Questions from the Public

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

16. Meeting Schedule and Reminders (p. 182)

App. 16

A. Board Meetings

The next Meeting of the Board held in the public is scheduled for September 13, 2022.

17. Adjournment of Meeting



SCHOOL DISTRICT 8 KOOTENAY LAKE
CONSENT PACKAGE – REGULAR OPEN
June 21, 2021

ITEM

The following Consent items are routine items received for information.

- | | |
|---|---------|
| 1. Board Correspondence Package | p. 5 |
| 2. Superintendent's Report | |
| 3. Monthly Financial Report – for period ended May 31, 2022 | Handout |
| 4. Transactions over 10k | p. 9 |



**SCHOOL DISTRICT 8 KOOTENAY LAKE
BOARD CORRESPONDENCE PACKAGE**

June 21, 2021

ITEM		DATE
1.	L. Trenaman to The Honourable Jennifer Whiteside, Minister of Education and Child Care related to the 2022/2023 Operating Budget.	June 21, 2022
2.	L. Trenaman to The Honourable Jennifer Whiteside, Minister of Education and Child Care related to 2021 PSO Climate Change Accountability Report.	June 21, 2022



June 21, 2022

Hon. Jennifer Whiteside
Minister of Education and Child Care
Room 306 Parliament Buildings
Victoria BC V8V 1X4

Via Email: educ.minister@gov.bc.ca

Dear Minister Whiteside,

The Board of Education of School District No. 8 (Kootenay Lake) approved the operating budget for the 2022-23 School Year. Our funding is restricted including a declining enrollment in particular for students having unique needs as well as a loss of funding protection for declining enrollment for a previous year. We fully understand that these reductions are caused by the declining enrollment, and we adjusted our budget accordingly.

However, when it comes to the base per student funding, we are struggling with the fact that no increases have been provided on a per student basis. We are experiencing an increased cost all across the board for such expenses as paper, supplies, schoolbooks etcetera.

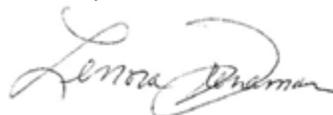
In addition to this the vast majority of our schools are small schools in a rural setting which were built many years ago. The cost increases for heating (oil and gas) are even beyond the regular inflation numbers.

The same applies to our School Transportation, which because of the remoteness of our schools. Our district due to our remoteness, is required to spend more on transportation as compared to its overall budget than schools in rural settings, so the increased costs for fuel have an even greater impact than elsewhere.

The Board of Education of School District No. 8 (Kootenay Lake) seeks your support advocating for an increase in the per student amount as well as an increase in the amounts for unique geographical factors to allow us to defray these costs that if not funded will directly impact the access for our students to the services they are accustomed to possibly affecting educational outcomes.

Thank you for your support in responding to this request.

Sincerely,

A handwritten signature in black ink that reads "Lenora Trenaman". The signature is fluid and cursive, with the first name being more prominent.

Lenora Trenaman
Board Chair, Board of Education
School District No. 8 (Kootenay Lake)

hk/LT

cc: BCSTA



June 21, 2022

Hon. Jennifer Whiteside
Minister of Education and Child Care
Room 306 Parliament Buildings
Victoria BC V8V 1X4

Via Email: educ.minister@gov.bc.ca

Dear Minister Whiteside,

The Board of Education of School District No. 8 (Kootenay Lake) recently reviewed the *2021 PSO Climate Change Accountability Report*. School District No. 8 (Kootenay Lake) covers an extensive geographic area in a rural and remote setting. Many of the smaller schools were built in the fifties and sixties. In School District No. 8 (Kootenay Lake) we support the vision of the province in working towards reaching its Carbon Neutral goals and have been doing our part by retrofitting building exteriors including windows and doors, renewing HVAC systems, and implementing solar support systems. We have several projects that are supporting this work including a solar project at Mount Sentinel Secondary School, investing in hybrid district fleet vehicles as well as one fully electric SUV, and are eagerly awaiting the arrival of our two new electric busses.

From a funding perspective, we recognize that our opportunities are severely restricted by funding amounts that do not take into account the smaller size of our schools or remoteness of the district. From a cost perspective however, these factors do increase our costs of implementation relative to districts with a higher student density in a substantial manner.

The Board of Education of School District No. 8 (Kootenay Lake) seeks your support in developing a funding allotment for carbon neutral projects that consider a remoteness factor for rural school districts. This would benefit school districts such as ours and allow us to catch up on the efforts made by school districts with a higher population density.

Thank you for your support in responding to this request.

Sincerely,



Lenora Trenaman
Board Chair, Board of Education
School District No. 8 (Kootenay Lake)

hk/LT

cc: BCSTA

CHEQUE FUND : 0 Operating
 SORT BY : CHEQUE NUMBER

CHEQUE	CHQ DATE	VENDOR	NAME	AMOUNT
199517	05/04/2022	() 999-0010	Kootenay Lake Teachers Federat	22,243.85
199521	05/04/2022	() 999-1003	Municipal Pension Fund	21,730.68
199522	05/04/2022	() 999-1002	Municipal Pension Fund	83,187.79
199525	05/04/2022	() -1023	Receiver General RP0002	117,609.70
199526	05/04/2022	() -1024	Receiver General RP0001	741,412.24
199527	05/04/2022	() -1025	Receiver General RP0003	11,334.02
199531	05/04/2022	() 387-1002	Teachers' Pension Fund	680,168.50
199538	04/01/2022	(800) 263-2263	BMO Mastercard	65,214.81
199560	05/11/2022	() 999-1002	Municipal Pension Fund	81,866.31
199563	05/11/2022	() -1023	Receiver General RP0002	113,601.73
199564	05/11/2022	() -1024	Receiver General RP0001	215,000.00
199565	05/11/2022	() -1025	Receiver General RP0003	61,898.74
199575	05/11/2022	() 387-1002	Teachers' Pension Fund	32,258.72
199602	05/01/2022	(800) 263-2263	BMO Mastercard	75,837.61
199603	05/26/2022	(2) 022-0524	Across The Board Creations Inc	11,200.00
199607	05/26/2022	() 669-0311	Education Perfect Ltd.	12,195.75
199608	05/26/2022	(604) 551-8690	Paul Fairweather Barrister	10,796.80
199620	05/26/2022	() 999-1002	Municipal Pension Fund	82,512.38
199622	05/26/2022	() -1023	Receiver General RP0002	117,386.84
199623	05/26/2022	() -1025	Receiver General RP0003	12,321.96
199625	05/26/2022	() 428-9393	Royal Bank of Canada	11,074.28
199647	06/01/2022	() 999-0010	Kootenay Lake Teachers Federat	21,450.28
199651	06/01/2022	() 999-1003	Municipal Pension Fund	23,836.30
199653	06/01/2022	() -1024	Receiver General RP0001	745,763.86
199659	06/01/2022	() 387-1002	Teachers' Pension Fund	676,273.60
199683	06/08/2022	() 999-1002	Municipal Pension Fund	81,066.86
199686	06/08/2022	() -1023	Receiver General RP0002	112,808.65
199687	06/08/2022	() -1025	Receiver General RP0003	73,134.72
199690	06/08/2022	() 387-1002	Teachers' Pension Fund	37,108.79
199699	06/15/2022	() -1024	Receiver General RP0001	215,000.00

CHEQUE TOTAL (EXCLUDE VOIDED CHEQUES) = 4,567,295.77

CHEQUE TOTAL (INCLUDE VOIDED CHEQUES) = 4,567,295.77



PAYMENT DATE	FILE CREATION #	VENDOR NAME	ePAYMENT #	AMOUNT	VOIDED	BATCH #
04/21/2022	623 () 294-6000	D.G. MacLachlan Limited	50046	13,519.30		33571
04/21/2022	623 (877) 272-2012	Dell Financial Services	50048	21,614.46		33571
04/21/2022	623 (250) 762-9993	Falcon Engineering Ltd	50051	12,399.74		33571
04/21/2022	623 () 684-6633	Harris & Company	50058	10,290.03		33571
04/21/2022	623 (604) 654-2311	Pacific Blue Cross	50079	103,656.18		33571
04/21/2022	623 (250) 365-5185	Rocky Mountain Energy	50085	14,146.29		33571
04/21/2022	623 (250) 365-2009	Twin Rivers Controls Ltd.	50102	40,152.00		33571
04/27/2022	624 () 428-5357	FortisBC Inc.	50173	13,663.45		33583
04/27/2022	624 (2) 021-1208	Lifeworks Ltd.	50195	10,507.27		33583
04/27/2022	624 (888) 500-4566	Ricoh Canada Inc.	50210	11,531.99		33583
05/04/2022	625 () 731-8121	BC Teachers Federation	50283	45,177.42		33601
05/04/2022	625 (800) 663-9163	British Columbia Teacher Federatio	50284	53,780.52		33601
05/04/2022	625 (250) 352-5511	City Of Nelson	50291	28,564.77		33601
05/04/2022	625 () -1333	Canadian Union Of Public Employees	50296	17,334.77		33601
05/04/2022	625 (250) 428-5357	FortisBC-Natural Gas	50301	51,686.60		33601
05/04/2022	625 (604) 654-2311	Pacific Blue Cross	50318	17,772.32		33601
05/04/2022	625 (604) 913-7782	Pebt In Trust c/o Morneau Shepell	50320	104,327.07		33601
05/04/2022	625 (604) 369-4820	Frameworkx	50337	11,835.04		33601
05/04/2022	625 (416) 974-8475	The Manufacturers Life Ins Co	50340	12,277.40		33601
05/11/2022	626 () -1333	Canadian Union Of Public Employees	50442	17,207.33		33620
05/11/2022	626 () 428-5357	FortisBC Inc.	50448	15,171.94		33620
05/11/2022	626 (250) 387-0763	Ministry of Finance	50484	34,880.00		33620
05/11/2022	626 (604) 654-2311	Pacific Blue Cross	50491	102,921.30		33620
05/11/2022	626 (250) 365-5185	Rocky Mountain Energy	50499	13,175.67		33620
05/11/2022	626 (888) 997-9901	Superior Propane Inc	50514	14,200.62		33620
05/18/2022	627 (855) 718-9787	Caliber Sport System	50588	14,106.68		33630
05/18/2022	627 (877) 272-2012	Dell Financial Services	50599	21,614.46		33630
05/18/2022	627 () 352-6665	Regional Dist Of Central Kootenay	50633	11,188.80		33630
05/26/2022	628 () -1333	Canadian Union Of Public Employees	50707	17,701.09		33645
05/26/2022	628 () 428-5357	FortisBC Inc.	50712	11,363.77		33645
05/26/2022	628 (250) 354-2758	McLaren Bobcat Service Ltd	50741	11,179.76		33645
05/26/2022	628 (604) 913-7782	Pebt In Trust c/o Morneau Shepell	50750	101,808.18		33645
05/26/2022	628 (888) 500-4566	Ricoh Canada Inc.	50758	13,235.63		33645
05/26/2022	628 (250) 365-5185	Rocky Mountain Energy	50761	13,703.29		33645
06/01/2022	629 () 731-8121	BC Teachers Federation	50809	44,889.65		33657
06/01/2022	629 (800) 663-9163	British Columbia Teacher Federatio	50810	54,052.99		33657
06/01/2022	629 (250) 352-5511	City Of Nelson	50817	22,915.96		33657
06/01/2022	629 () 99-9182	Minister of Finance	50818	68,355.00		33657
06/01/2022	629 (604) 654-2311	Pacific Blue Cross	50857	120,623.91		33657
06/01/2022	629 () 99-9432	Province of British Columbia	50858	258,737.15		33657
06/01/2022	629 (416) 974-8475	The Manufacturers Life Ins Co	50870	12,367.31		33657
06/01/2022	629 (250) 542-0249	Western Canadian Learning Network	50876	10,972.50		33657
06/08/2022	630 () -1333	Canadian Union Of Public Employees	50911	17,303.20		33671
06/08/2022	630 (250) 428-5357	FortisBC-Natural Gas	50915	44,136.57		33671
06/08/2022	630 (877) 763-1540	S.C.Restorations Ltd.	50971	21,157.50		33671
06/15/2022	631 () 226-5511	Cayenta N. Harris Computer Corp	51031	90,595.96		33685
06/15/2022	631 (250) 762-9993	Falcon Engineering Ltd	51042	12,253.56		33685
06/15/2022	631 () 428-5357	FortisBC Inc.	51044	13,632.58		33685
06/15/2022	631 (888) 265-7641	Powerschool Canada ULC	51069	11,694.07		33685
06/15/2022	631 (250) 365-5185	Rocky Mountain Energy	51075	12,958.04		33685
06/15/2022	631 () 9-6039	Telus Mobility (BC)	51080	11,075.59		33685
ePAYMENT TOTAL: 1,835,416.68						
VOID TOTAL: 0.00						
NET TOTAL: 1,835,416.68						



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

HELD ON TUESDAY, MAY 24, 2022

In person at the School Board Office and via video conference

Board:

- L. Trenaman, Chair
- S. Nazaroff, Vice-Chair
- D. Lang (*via video conference*)
- S. Walsh
- B. Coons (*via video conference*)
- A. Gribbin (*via video conference*)
- B. Maslechko (*via video conference*)
- C. Beebe (*via video conference*)

District Staff:

- T. Smillie, Superintendent
- J. Gludemans, Secretary-Treasurer
- N. Howald, Director of Information Technology
- D. Holitzki, Director of Inclusive Education
- C. Singh, Director of Human Resources
- B. Eaton, Director of Innovative Learning
- C. Kerr, Director of Operations
- F. Maika, Manager of Public Engagement
- M. Choudhary, Manager of Finance
- H. Kerr, Executive Assistant
- S. Whale, Executive Assistant

Student Trustees: Nil

Partners:

- K. Wilson, KLTF (*via video conference*)
- R. Sherman, KLPVPA (*via video conference*)
- D. Adams, KLPVPA (*via video conference*)

Guests:

- J. McMurray (*via video conference*)
- T. Harper (*via video conference*)

Regrets: S. Chew

1. Call to Order

The meeting was called to order at 5:00 p.m.

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.

The Chair called for one minute of silence in honour of the Robb Elementary School shooting in Texas.



3. Changes to the Proposed Agenda

Additions:

Financial Report, 11E

Notice of Motion, 12F

4. Adoption of Agenda

UPON a motion duly made and seconded it was **RESOLVED:** 21/22-044

THAT the Agenda for this May 24, 2022 meeting **BE ADOPTED**, as amended.

5. Receiving Presentations – Nil

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

7. Consent Package

8. Adoption of Minutes

UPON a motion duly made and seconded it was **RESOLVED:** 21/22-045

THAT the minutes from the April 26, 2022 Meeting of the Board held in public **BE ADOPTED**.

9. Future and Action Item Tracking

A Trustee questioned item 18/19 -092. Should this tracking item be deferred, or is it considered completed?

The Superintendent shared on behalf of the Secretary-Treasurer that no further properties are for sale.

The Ymir land is currently in action.

It was noted that item 17/18-78 is now complete.

10. Education

A. International Education Memo

The Superintendent shared that the Kootenay Lake International Program contributes to our communities and the region by fostering social, cultural, and economic benefits. We hope that our International Students will choose to settle in this region after they graduate and further stimulate our economy and participate in our communities. District Principal, International Education sent regrets to attend the meeting.

B. Student Excursions Outside of Kootenay Lake Zone

The Superintendent shared that as per Administrative Procedure 440.1 – Extra and Co-Curricular Activities – trips approved by the Superintendent; outside the zone will be reported to the Board.



This excursion has been approved in principle at this time. There will be a second approval process once the Administrative Procedure has been updated. The trip outside the zone has been put forward by L.V. Rogers Secondary School. It is a trip to Belize from March 13 to 21, 2023.

C. Cultural Connection Camp and Legend Lake Tours

The Chair asked that this item be placed on the agenda. For the Board to spend money outside of its policy, it requires a motion from the Board of Education.

UPON a motion duly made and seconded it was **RESOLVED:** 21/22-046

THAT Trustee’s expenses, assigned from the Trustee’s professional development account, to attend this camp **BE ADOPTED.**

11. Operations and Finance

The Secretary-Treasurer provided a presentation overview of the 2022-2023 Budget in the amount of \$71,383,736 which included:

- Budget development process and schedule
- Annual budget summary
- Operating Revenue
- Operating expenses composed of salaries and benefits, special purpose funds, and services and supplies.
- Capital expenses
- Budget bylaw
- Operating surplus, carry forwards, and remaining operating surplus.

UPON a motion duly made and seconded it was **RESOLVED:** 21/22-047

- i. **THAT** the Board unanimously agrees to give the Annual Budget Bylaw 2022/2023 all three readings at this meeting of May 24, 2022.

The Chair stated that a letter will be written on behalf of the Board of Education and the District to the Ministry and Government in regard to our concerns of not being funded appropriately with respect to inflationary costs.

UPON a motion duly made and seconded it was **RESOLVED:** 21/22-048

- ii. **THAT** the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2022-2023 **BE APPROVED** as read a first time;
THAT the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2022-2023 **BE APPROVED** as read a second time;



THAT the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2022-2023 **BE ADOPTED** as read a third time.

B. 2022-2027 Five-Year Capital Plan Update

The Secretary-Treasurer provided an overview of the Five-Year Capital Plan memorandum. The Director of Operations provided a summary of the 2022- 2027 5-Year Capital Plan which included:

- Annual Funding Grant (AFG) Operating Fund
- Annual Funding Grant (AFG) Capital Fund
- School Enhancement Program (SEP) and Carbon Neutral Capital Program (CNCP)
- Major Capital Projects
- The focus in the district will be more HVAC systems
- Moving forward Operations will work on projects in a phased approach while ensuring a contingency is being created within the budget.

UPON a motion duly made and seconded it was **RESOLVED:** 21/22-049
THAT the 2022-2027 Five-Year Capital Plan Update **BE APPROVED.**

C. 2022-2023 School Fees

The motion will be brought forward at a future meeting.

D. 2021 PSO Climate Change Accountability Report

The Secretary-Treasurer provided an overview of the PSO Climate Change Accountability Report which included:

- An overview of work that took place over 2021/2022 at schools
- That the activities resulted in a withdrawal of a 2.604 TC02 equivalent valued at \$25 per ton which represents a total offset investment of \$65,500
- The report will be submitted to the Province and added to the SD8 website.

E. Monthly Financial Report

The Secretary-Treasurer responded to questions from trustees to clarify capital funds.

The Director of Operations shared that we have asked for an extension on Capital Projects funding from the Ministry.



12. Governance and Policy:

A. Policies returned after field testing

The Superintendent introduced policies that have been out for field testing and shared that no further input was provided and recommends that they be approved.

- 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:** 21/22-051

THAT Policies 250, 260, 311, 320 and 530 **BE APPROVED**.

B. Policy 330: Sexual Orientation Gender Identity

UPON a motion duly made and seconded it was **RESOLVED:** 21/22-052

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

C. Policy 331: Anti-Racism and Cultural Safety

The Superintendent introduced the new policy, sharing that this is groundbreaking exceptionally progressive work put forward by the Board of Education in the area of Anti-Racism. This policy was student led, included development of materials and has reached most members of our school community. This was then put forward to an Anti-Racism council that involved all of our partner groups as well as community experts. This group developed this policy and was assisted by Dr. Katherine McGregor who is an expert in this area and assists other districts.

UPON a motion duly made and seconded it was **RESOLVED:** 21/22-053

THAT the new Policy 331 Anti-Racism and Cultural Safety **BE APPROVED** for field testing.

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

The Superintendent introduced this new policy which speaks to the naming and renaming of schools and facilities as outlined in the Naming Privilege Policy by the Government. The Board of Education is entitled to name or rename their facilities.



UPON a motion duly made and seconded it was **RESOLVED:** 21/22-054

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

E. Review of Section 400 Policies

The Superintendent shared that the Board does a regular review of all policies. Section 400 of policies has been updated and it is recommended that the following policy be approved.

- 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

UPON a motion duly made and seconded it was **RESOLVED:** 21/22-055

THAT the updated policies 411, 412, 430, 440, 451, 460, 480 and 490 **BE APPROVED** and;

THAT the updated and renamed Policy 450 and the updated Policy 410 **BE APPROVED** for field testing.

A Trustee provided a notice of motion as follows:

THAT the term average indemnity in Policy 131: Trustee Indemnity is to be changed to median indemnity to take effect at the end of the 2021/2022 school year.

The Superintendent will provide full analysis of what other districts are doing with respect to this proposal in order to make an informed decision.

13. Human Resources: Nil



14. Trustee Reports

A. Trustees

Trustee Lang attended CUPE labour management meetings, a personnel review, participated in consultation for a principal, agenda setting, participated in budget webinars, pow wow teachings and received kit to make an orange shirt pin.

Trustee Walsh attended PAC meetings, the South Nelson PAC meetings in person, the virtual pow wow teachings, a staff retirement celebration and a JSAC meeting.

Trustee Maslechko extended gratitude to staff. Attended the South Nelson Remembrance Day program in memory of those that gave their lives to us.

B. Chair

Chair Trenaman attended the virtual pow wow activities, a retirement at ARES, Nelson maintenance retirement, PAC meetings, JSAC meeting and DPAC meeting.

C. BCSTA - Nil

D. BCPSEA - Nil

E. RDCK

The Chair attended a Recreation Commission 10 (Area E East) where grants were allocated for local recreation and after school programs.

F. Other Committees - Nil

G. Student Trustees - Nil

15. Comments or Questions from the Public

Nil

16. Meeting Schedule and Reminders

A. Board Meetings

The next Meeting of the Board held in the public is scheduled for June 21, 2022.

17. Adjournment of Meeting

The meeting was adjourned at 6:49 pm.



Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
Resolutions in Progress						
May 24, 2022	21/22-055	Policy Approved and going for Field Testing	THAT the updated policies 411, 412, 430, 440, 451, 460, 480 and 490 BE APPROVED and; THAT the updated and renamed Policy 450 and the updated Policy 410 and BE APPROVED for field testing	Superintendent	- Posted for field testing	In Progress
May 24, 2022	21/22-054	Policy Field Testing	THAT the new Policy 791: Naming / Re-Naming of Schools & Facilities BE RECOMMENDED to the Board for field testing.	Superintendent	- Posted for field testing	In Progress
May 24, 2022	21/22-053	Policy Field Testing	THAT the new Policy 331 Anti-Racism and Cultural Safety BE APPROVED for field testing.	Superintendent	- Posted for field testing	In Progress
May 24, 2022	21/22-052	Policy Field Testing	THAT the updated Policy 330: Sexual Orientation Gender Identity BE APPROVED for field testing.	Superintendent	- Posted for field testing	In Progress
May 24, 2022	21/22-051	Policy Approval	THAT Policies 250, 260, 311, 320 and 530 BE APPROVED.	Superintendent	- Posted to website	Complete
May 24, 2022	21/22-049	2022-2027 Five Year Capital Plan	THAT the 2022-2027 Five-Year Capital Plan Update BE APPROVED.	Secretary-Treasurer	- Approved	Complete
May 24, 2022	21/22-048	Annual Budget Bylaw	THAT the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2022-2023 BE APPROVED as read a first time; THAT the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2022-2023 BE APPROVED as read a second time; THAT the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2022-2023 BE ADOPTED as read a third time.	Secretary-Treasurer	- Approved	Complete
May 24, 2022	21/22-047	Annual Budget Bylaw	THAT the Board unanimously agrees to give the Annual Budget Bylaw 2022/2023 all three readings at this meeting of May 24, 2022.	Secretary-Treasurer	- Approved	Complete
May 24, 2022	21/22-046	Trustee Expenses	THAT Trustee's expenses, assigned from the Trustee's professional development account, to attend this camp BE ADOPTED.	Secretary-Treasurer	- Approved	Complete
October 26, 2021	21/22-008	Policies Section 200	THAT policies 250, 251 and 260 BE REVIEWED by staff.	Superintendent	- 250 and 260 approved - 251 will be reviewed fall 2022	In Progress
June 15, 2021	20/21-064	Resolutions rescinded, report showing school catchments	THAT resolution 12/13-061, BE RESCINDED; THAT resolution 10/11-156, BE RESCINDED; AND THAT staff prepare and submit to the Board a report showing overlaid maps of the District, school catchments, and District and RDCK electoral boundaries.	Secretary-Treasurer	- Resolutions rescinded at June 15, 2021 board meeting. -Map creation in process (Status May 24)	In Progress
February 26, 2019	18/19-092	Properties Sell or Defer	WHEREAS there are nine Board owned properties under consideration for sale in the existing 2016-2026 Facilities Plan, which the Board has previously resolved to sell; WHEREAS the Board is currently in the process creating a new facilities plan (the "2019-2029 Facilities Plan"), for which it is currently consulting with stakeholders and has contracted Baragar Systems to provide long-range enrolment projections and demographic analysis; Moved by Trustee Lang , seconded by Trustee Chew: NOW THEREFORE BE IT RESOLVED THAT in line with past Board resolutions, the following property interests be sold forthwith: 1. Former Crawford Bay maintenance yard; 2. Retallack land; 3. Former Yahk Elementary, and; 4. Ymir Land; THAT the sale of the following property interests be deferred until the Board adopts the new 2019-2029 Facilities Plan: 1. Former AI Collinson Elementary; 2. Former Gordon Sargent Elementary; 3. Kin Park in Creston, and; 4. Salmo tennis court & pool land	Secretary-Treasurer	-LRFP adopted Dec 10, 2019 -Appraisals for 8 properties received. -Quotes received from realtors. -Discussions in process with various interested buyers/lessors. -Properties to be leased (licensed) are licensed, including the former AI Collinson, former Gordon Sargent. -Properties to be sold have been put up for sale as of September 2020. - Johnstone Road property sold February 2021. - Kinsmen Park property sold February 2022. - Yahk property sold February 2022. - Retallack I property sold September, 2021.	In Progress
Standing Resolutions						

FUTURE AND ACTION ITEMS - OPEN BOARD MEETINGS

Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
June 23, 2020	19/20-079	Acknowledgement of systemic racism	MOVED by Trustee Walsh, seconded by Trustee Nazaroff, and RESOLVED: THAT the Board of Education of School District No. 8 (Kootenay Lake) HEREBY ACKNOWLEDGES the existence of systemic racism, bigotry, hatred and prejudice and the harmful impact it has on our students, staff and the families in our communities, DENOUNCES all forms of racism, bigotry, hatred and prejudice, AND COMMITS to finding ways to strengthen a culture of inclusion that respects and embraces diversity and supports a hopeful future for all.	Superintendent	<ul style="list-style-type: none"> - "Different Together" pledge, media release, website banners. - "Anti-Racism and Intercultural Day of Learning" event on October 23, 2020. - Anti-Racism Framework - Interculturalization workshop by S. Prentice - Anti-Racism Tool Kit "Tending the Fire" launched Jan 26, 2022, spread to all School Staff, District Staff, Trustees, Student Trustees - Anti-Racism Advisory Council founded to create an Anti-racism policy - Policy approved for field testing on May 24, 2022 	In Progress for 2021-2022

Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
Resolutions for Repeal or Replacement						
Completed Resolutions						
May 24, 2022	21/22-045	Adoption of Minutes	THAT the minutes from the April 26, 2022 Meeting of the Board held in public BE ADOPTED.			Complete
May 24, 2022	21/22-044	Adoption of Agenda	THAT the Agenda for this May 24, 2022 meeting BE ADOPTED, as amended.			Complete
April 26, 2022	21/22-043	Capital Project Bylaw No. 2022/23- CPSD8-01 / Part III	READ A FIRST TIME the 26th day of April 2022; READ A SECOND TIME the 26th day of April 2022; READ A THIRD TIME, PASSED the 26th day of April 2022.			Complete
April 26, 2022	21/22-042	Capital Project Bylaw No. 2022/23- CPSD8-01 / Part II	WHEREAS in accordance with section 142 of the School Act, the Board of Education of School District No. 8 (Kootenay Lake) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications, NOW THEREFORE in accordance with section 143 of the School Act, the Board has prepared this Capital Bylaw and agrees to do the following: (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital projects(s) contemplated by the capital plan or the capital plan with modifications; (b) Upon ministerial approval to proceed, commence the project(s) and proceed diligently and use its best efforts to complete each project substantially as directed by the Minister; (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and, (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister. NOW THEREFORE the Board enacts as follows: 1. The Capital Bylaw of the Board for the 2022/23 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent dated March 15, 2022, is hereby adopted. 2. This Capital Bylaw may be cited as School District No. 8 (Kootenay Lake) Capital Bylaw No. 2022/23- CPSD8-01."			Complete
April 26, 2022	21/22-041	Capital Project Bylaw No. 2022/23- CPSD8-01 / Part I	THAT the Board of Education unanimously agrees to give the Capital Project Bylaw No. 2022/23- CPSD8-01 all three readings at this meeting of April 26, 2022.			Complete
April 26, 2022	21/22-040	Appointment of Chief Election Officer	THAT the Board of Education of School District No. 8 (Kootenay Lake) appoint Johan Glaudemans as Chief Election Officer for the School Trustee Election on October 15, 2022, and that Johan Glaudemans be granted authority to appoint poll clerks and/or a Deputy Chief Election Officer, should the need arise.			Complete
April 26, 2022	21/22-039	Adoption of Minutes	THAT the minutes from the March 8, 2022 Meeting of the Board held in public and the March 28, 2022 Special Meeting of the Board held in public BE ADOPTED.			Complete
April 26, 2022	21/22-038	Adoption of Agenda	THAT the Agenda for this April 26, 2022 meeting BE ADOPTED, as amended.			Complete
March 28, 2022	21/22-037	3-year School Calendar approval	THAT the 3-year School Calendars for the District, Distributed Learning and Wildflower BE APPROVED.			Complete

FUTURE AND ACTION ITEMS - OPEN BOARD MEETINGS

Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
March 28, 2022	21/22-036	Adoption of Agenda	THAT the Agenda for this March 28, 2022 meeting BE ADOPTED, as circulated.			Complete
March 8, 2022	21/22-035	Policy approval	THAT the updated Policy 642 BE APPROVED.		Not required to send for field testing as changes were minor	Complete
March 8, 2022	21/22-034	Policy approval for field testing	THAT the updated Policies 311 and 320 BE APPROVED for field testing; and THAT Policy 321 BE RESCINDED; and THAT the contents of Policy 321 be reviewed by staff for inclusion in Administrative Procedures.			Complete
March 8, 2022	21/22-033	Policy approval for field testing	THAT the revised and renamed Policy 530: Public Interest Disclosure BE APPROVED for field testing.			Complete
March 8, 2022	21/22-032	Policy approval for field testing	THAT updated Policy 250 and 260 BE APPROVED for field testing.		Policy 251 sent back to staff for further review	Complete
March 8, 2022	21/22-031	Rescind Resolution 16/17-036	THAT Resolution 16/17-036: 'The Board have an annual meeting in each family of schools to talk about the Facilities Plan.', BE RESCINDED.		Spring 2023 include Facility feedback from public in Budget Survey	Complete
March 8, 2022	21/22-030	Adoption of Minutes	THAT the minutes from the February 15, 2022 Meeting of the Board held in public and the February 24, 2022 Special Meeting of the Board held in public BE ADOPTED.			Complete
March 8, 2022	21/22-029	Adoption of Agenda	THAT the Agenda for this March 8, 2022 meeting BE ADOPTED, as circulated.			Complete
February 24, 2022	21/22-028	3-year School Calendar posting	THAT the Board approve the 3-year School Calendar for posting publicly.			Complete
February 24, 2022	21/22-027	Adoption of Agenda	THAT the Agenda for this February 24, 2022 special public meeting BE ADOPTED, as circulated.			Complete
February 15, 2022	21/22-026	Amended Budget Bylaw 2021/2022	THAT the 2021-2022 Amended Budget Bylaw may be read three times at this meeting; ii. THAT the 2021-2022 Amended Budget Bylaw BE APPROVED as read a first time; iii. THAT the 2021-2022 Amended Budget Bylaw BE APPROVED as read a first time; iv. THAT the 2021-2022 Amended Budget Bylaw BE ADOPTED as read a third time.			Complete
February 15, 2022	21/22-025	Adoption of Minutes	THAT the minutes from the January 18, 2022 Meeting of the Board held in public BE ADOPTED.			Complete
February 15, 2022	21/22-024	Adoption of Agenda	THAT the Agenda for this February 15, 2022 meeting BE ADOPTED, as circulated.			Complete
January 18, 2022	21/22-023	2022-2023 Budget Development Process	THAT the Board of Education adopt the 2022/2023 Budget Development Process as circulated in the January 18, 2022 agenda.			Complete
January 18, 2022	21/22-023	2022-2023 Budget Development Process	THAT the Board of Education adopt the 2022/2023 Budget Development Process as circulated in the January 18, 2022 agenda.			Complete
January 18, 2022	21/22-022	Provincial Online Learning School	THAT, if selected by the Ministry of Education to operate a Provincial Online Learning School, the signing of a Memorandum of Understanding and a three-year agreement with the Minister of Education to operate the school, BE APPROVED.			Complete
January 18, 2022	21/22-021	Adoption of Minutes	THAT the minutes from the December 7, 2021 Meeting of the Board held in public BE ADOPTED as amended.			Complete
January 18, 2022	21/22-020	Adoption of Agenda	THAT the Agenda for this January 18, 2022 meeting BE ADOPTED, as circulated			Complete
December 7, 2021	21/22-019	Policy 660 approval	THAT revised policy 660 BE APPROVED.			Complete
December 7, 2021	21/22-018	Creston Valley School re-naming	THAT the secondary school in Creston be permanently named <u>Kootenay River Secondary School</u> .			Complete
December 7, 2021	21/22-017	Adoption of Minutes	THAT the minutes from the November 23, 2021 Regular Meeting BE ADOPTED			Complete
December 7, 2021	21/22-016	Adoption of Agenda	THAT the Agenda for this December 7, 2021 meeting BE ADOPTED, as amended.			Complete
November 23, 2021	21/22-015	Revised Policy	THAT revised policies 120 and 130 BE APPROVED.			Complete
November 23, 2021	21/22-014	Adoption of Minutes	THAT the minutes from the October 26, 2021 Regular Meeting BE ADOPTED			Complete
November 23, 2021	21/22-013	Adoption of Agenda	THAT the Agenda for this November 23, 2021 meeting BE ADOPTED, as circulated.			Complete
November 23, 2021	21/22-012	RDCK Commission Appointments	THAT the Regional District of Central Kootenay be requested to appoint the following School District No. 8 (Kootenay Lake) representative to the relevant Recreation Commissions for the term January 1, 2022 to December 31, 2023: □ Chair Trenaman: Recreation Commission No. 10 - Balfour & Area E East			Complete

FROM: Trish Smillie, Superintendent of Schools
DATE: June 21, 2022
SUBJECT: 2021-22 Enhancing Student Learning Report and 2022-23 School Learning Plans

For Approval

Introduction

This memorandum provides an overview of the 2021-22 Enhancing Student Learning Report and 2022-23 Student Learning Plans.

Background

The [Framework for Enhancing Student Learning Policy](#) came into effect on July 6, 2020. Boards of Education are responsible for developing a strategic plan and reporting annually on plans for improving the educational outcomes for all students and improving equity for Indigenous students, children and youth in care, and student with diverse abilities.

The [Enhancing Student Learning Reporting Order](#) requires information on student performance which includes educational outcomes and measures in the areas of intellectual development, human and social development and career development.

The annual school planning cycle develops School Learning Plans, incorporating school goals, objectives and strategies that are aligned with the district's plan to develop the Educated Citizen.

Information

The [2021-22 Enhancing Student Learning Report](#) is SD8's public commitment to work together with education partners to continuously improve learning. The framework also addresses long-standing differences in performance among particular groups of students, most notably Indigenous students, children and youth in care, and students with diverse abilities.

All decisions in SD8 are guided by a clear vision, core values, based on evidence and extensive consultation. District initiatives and resources align with Ministry of Education and Child Care goals. SD8's [School Learning Plans](#) aim to develop each student's individual potential in acquiring knowledge, skills and abilities. These plans are approved by the Board of Education and updated annually.

SD8 thanks the Board of Education for focusing on excellence for all learners in a nurturing environment. The district also acknowledges the dedicated work of all employees. Thank you to the Kootenay Lake Teachers' association (KLTF); CUPE 748; Kootenay Lake Principals' and Vice-Principals' Association (KLPVPA); the Lower Kootenay Band, the Aboriginal Education Council (ACE), including the Okanagan Nation Alliance, West Kootenay Metis, and Sinixt (Lakes); the District Parent Advisory Council (DPAC); the school Parent Advisory Councils (PACs), Student Trustees; exempt staff; and especially students.



Recommendation

THAT the Board approves the 2021-22 Enhancing Student Learning Report and 2022-23 School Learning Plans.





School District 8
Kootenay Lake

Enhancing Student Learning Report 2021-2022

Prepared June 10, 2022





ACKNOWLEDGEMENT

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



GRATITUDE

School District No. 8 (Kootenay Lake) (SD8 or the district) thanks our Board of Education for focusing on excellence for all learners in a nurturing environment. The district also acknowledges the dedicated work of all employees. Thank you to the Kootenay Lake Teachers' Association (KLTF); CUPE 748; Kootenay Lake Principals' and Vice-Principals' Association (KLPVPA); the Lower Kootenay Band; the Aboriginal Education Council (ACE), including the Okanagan Nation Alliance; West Kootenay Métis; Sinixt (Lakes); the District Parent Advisory Council (DPAC); the school Parent Advisory Councils (PACs); Student Trustees; exempt staff; and especially students. Your success is the district's collective aim.



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EXECUTIVE SUMMARY

The 2021–22 Enhancing Student Learning Report reflects School District No. 8 (Kootenay Lake) (SD8) strategic priorities for all learners. These priorities are also guided by the district’s vision and values, supported by school learning plans.

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

In addition, the Aboriginal Education program focus areas of belonging, success, truth before reconciliation, and history and culture are congruent with SD8’s Strategic Plan and the Ministry Service Plan. The district continues to support and implement practices resulting in learning success for Indigenous students and in improved graduation rates for all learners.

For the 2022–2023 school year, the School Learning Plan Framework has been re-envisioned to reflect a new structure with a focus on equity and district-wide alignment with district and ministry goals.

SD8 works together with education and community partners to support student learning. Student success is maximized when relationships are collaborative and focused.

The Enhancing Student Learning Report and Continuous Learning Reports show the data analysis and interpretation of trends over time. Data has been drawn from both provincial and district sources. Action items have been developed to meet the expected provincial educational outcomes and measures in intellectual, human and social development and career development.

By ensuring that school learning plans, operational plans, and continuous improvement reports support and align with the Board of Education’s strategic plan, there is opportunity for coherence in planning and use of resources to create efficiency and to build towards student success.

Action items will be prioritized for the 2022–2023 school year. SD8 continually monitors these priorities to ensure continuous improvement for all students including Indigenous students, students with diverse abilities, children and youth in care and English language learner students.

Priority areas are addressed by the following:

- Implement 3-year literacy and numeracy plans to improve literacy and numeracy.
- Increase graduation rates for all students and ensure parity between Indigenous and non-Indigenous learners.
- Ensure that all students are supported through social emotional learning and trauma-informed practice.
- Enhance equity for all learners including Indigenous students, students with diverse abilities, English language learners and children and youth in care.

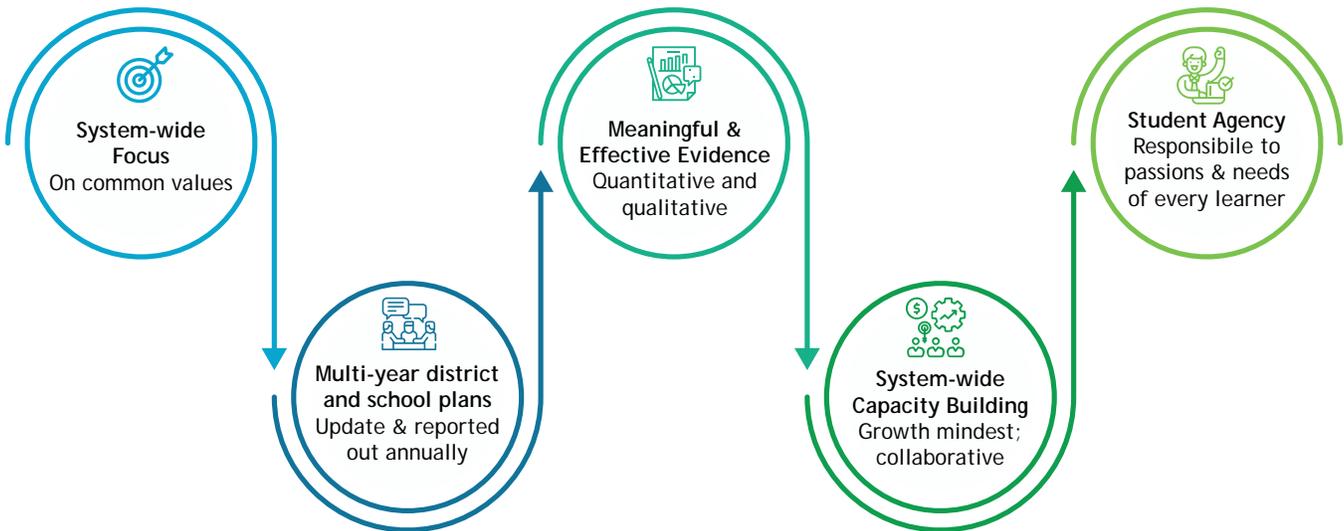
SD8 continues to look for ways to build on strengths and celebrate student success. By referring to data which informs decision making, planning and practices and by working together with education partners, the district can make a difference for all SD8 students.





WHAT IS THE FRAMEWORK FOR ENHANCING STUDENT LEARNING?

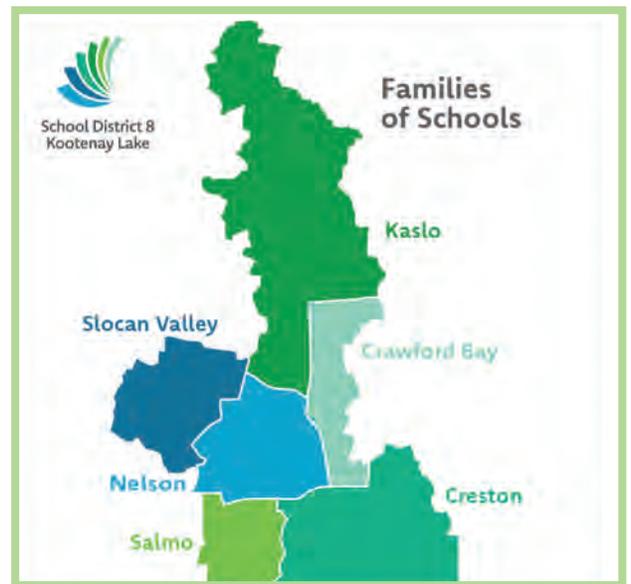
The Framework for Enhancing Student Learning is SD8's public commitment to work together with education partners to continuously improve learning for each student. The framework also addresses long-standing differences in performance among particular groups of students, most notably Indigenous students, children and youth in care, and students with diverse abilities.



Aligned with Local Education Agreements.



District Context



SD8 meets the learning needs of about 4700 students. The district serves an area of 55,000 square kilometres which includes the two main population centres of Nelson and Creston, and the surrounding rural areas.

SD8 Schools

- 14 elementary schools
- 2 online learning schools
- 1 middle school
- 6 secondary schools
 - 2 elementary-secondary schools from K-12
 - 1 middle-secondary school
 - 2 secondary schools

SD8 employs approximately 900 staff. The district's overall operating budget for 2021–2022 is \$73 million.

All SD8 decisions are guided by a clear vision and core values and are based on evidence and extensive consultation. District initiatives and resources align with Ministry of Education and Child Care goals. SD8 school plans aim to develop each student's individual potential to acquire knowledge, skills and abilities. These will help students contribute to a healthy society, and a prosperous and sustainable economy.

The Enhancing Student Learning Report reflects the district's strategic priorities for all learners. These priorities are also guided by SD8's vision, mission and values, supported by school learning plans.



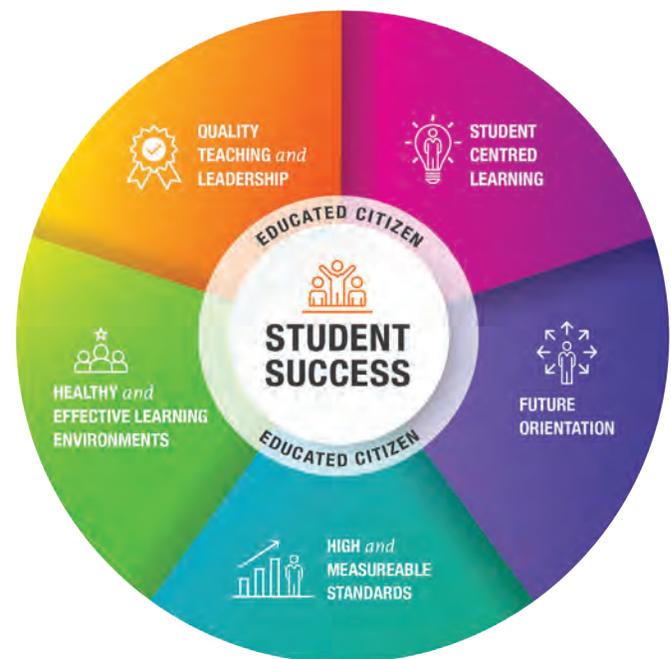
Coherence and Alignment

SD8's goals and priorities, aligned with the Ministry Service Plan, demonstrate the district's sector commitments, such as:

- Ministry Policy for Student Success: Educated Citizen, Intellectual Development, Human and Social Development, Career Development
- Provincial legislation, priorities, and policy direction
- Annual School Learning Plans – reports on Early Learning; Literacy; Numeracy; Trades and Career Education; and Aboriginal Education
- Local Education Agreement
- Aboriginal Committee of Education Guiding Principles and Protocols

Goal #1: Ensure Students Become Educated Citizens

Goal #2: Support Healthy and Effective Learning Environments



SD8's Strategic Plan goals are literacy, numeracy, inclusion, and Indigenization. The district vision is to focus on excellence for all learners in a nurturing environment. These goals and vision align with the goals of the Ministry of Education and Child Care's Service Plan.

In addition, the Aboriginal Education program focus areas of belonging, success, truth before reconciliation, history and culture are congruent with SD8's Strategic Plan and the Ministry Service Plan. The district continues to support and implement practices resulting in learning success for Indigenous students and in improved graduation rates for all learners. School learning plans focus on the Enhancing Student Learning Report and on ensuring that strategies and structures support the learning success of individual Indigenous students, students with diverse abilities, and children and youth in care within each school.

For the 2022–2023 school year, the School Learning Plan Framework has been re-envisioned to reflect a new structure, equity focus, and district-wide alignment with the district's goals and the ministry's goals.



Strategic Engagement

Engagement brings education partners together to participate in a cycle of continuous improvement for positive change.

SD8's education partners collaborate regularly during the year in the Education Committee of the Whole. The committee members are from the following:

- Board of Education
- SD8 Senior team
- Kootenay Lake Teachers' Association (KLTF)
- Canadian Union of Public Employees (CUPE) 748
- Kootenay Lake Principals' and Vice-Principals' Association (KLPVPA)
- District Parent Advisory Council (DPAC)
- Student trustees
- Members of exempt staff

SD8 continues to engage Indigenous communities through the Aboriginal Committee of Education (ACE) and meetings with the Lower Kootenay Band's Aboriginal Committee of Education to support Indigenous student success.



SD8 focuses on equity, diversity, inclusion and Indigenization through all professional development and events. For example, the Aboriginal Education department holds cultural learning events including:

- Métis Awareness Month, 2SLGBTQ+ teachings
- Residential School Awareness and district-wide acknowledgement of Orange Shirt Day
- Moosehide Campaign
- Lessons on Missing and Murdered Indigenous Women and Girls and Two Spirit Peoples (MMIWG2S)
- District-wide Reconciliation Run wuqanqankimik, inspired by local Chief Jason Louie’s teachings: “to walk with long strides—to take big steps”
- Virtual series of the SD8 Culture Camp with traditional and contemporary Indigenous teachings and a week-long Pow Wow

In spring of 2021, Elder Robert Louie Sr. shared teachings from Lower Kootenay Band and the Ktunaxa Creation Story as an afternoon keynote. In fall 2021, SD8 was honoured to welcome the Honourable Murray Sinclair as the district keynote speaker for a Professional Development (Pro-D) day. Following that, the district honoured 2SLGBTQ+ month by increasing awareness in all schools and communities.

In 2021–2022, SD8 committed to developing an anti-racism policy. This student-led process resulted in the “Students Tending the Fire” toolbox to educate, inform and personalize anti-racism for SD8 learning communities. This process highlighted student voice and agency to lead district anti-racism work. In addition, an Anti-racism Advisory Council was established to draft a district policy. Membership on this council included school trustees, district principals of Aboriginal Education and International Education, school leaders, unions, parent advisory committees, the Lower Kootenay Band, Ministry of Children and Family Development including Child and Youth Mental Health (CYMH), students, Intercultural Kootenays, West Kootenay People for Racial Justice and West Kootenay BIPOC Community representatives.

Engaging with Partners

SD8 works together with education and community partners to support student learning. Student success is maximized when relationships are collaborative and focused. For example, the district hosts year-long digital parent education awareness webinars. Relationships extend to families, teachers, support staff, the district’s Indigenous partners, villages, towns, cities, mayors and councils, the Regional District of Central Kootenay (RDCK), Ministry of Children and Family Development (MCFD) including Child and Youth Mental Health (CYMH), First Nations Health Authority (FNHA), Interior Health Promoting Schools (HPSC), Safe Kids and Youth Network (SKY), Ktunaxa Kinbasket Child and Family Services, and the extended Kootenay Boundary region including School Districts 5, 6, 10, 20 and 51.



SD8 continues to develop relationships with post-secondary institutions across the province and country. This has redirected attention to post-secondary transitions for students and allowed the district to foster a special relationship with those closest to us:

- Selkirk College
- University of British Columbia (UBC)—West Kootenay Teacher Education Program (WKTEP)
- College of the Rockies
- UBC Okanagan
- Okanagan College
- Thompson Rivers University

SD8 monitors engagement and participation of the Board of Education, student trustees, District Student Voice, Parent Advisory Committees (PACs) and District Parent Advisory Committee (DPAC). Public consultation includes all partners in education through channels and tools such as meetings, in-person discussions, and surveys on related budget, policy, and professional development to garner feedback from all partners and the larger community. SD8 continues to work to improve engagement practices to build on relationships that are important to meeting district goals and supporting student success.

Strategic Engagement			
Partners in Education			
Internal		External	
Board of Education	Indigenous Community Elders	Indigenous Community Organizations	Ministry of Labour
Student Trustees	Ktunaxa Nation Education Sector	Chamber of Commerce	RCMP/Nelson police
District Staff	Teachers/Teachers' Union	Employers/Community futures	Neighbours
Principals' and Vice Principals' Association	CUPE	Community organizations with a child/youth focus	Seniors
Lower Kootenay Band	District Parent Advisory Committee	Local service club	Early Children Providers Media
Okanagan Nation Alliance	Students	Residents/public	Public Libraries
West Kootenay Metis	Parents	Municipalities	Non-profit group
	Local Government	Post-secondary Institutions	Fine Arts Communities
		Vocational Schools	Tourism sector
		Health and Social Agencies	WorksafeBC
		Ministry of Children & Families	Regional District of Central Kootenay





DATA

General Notes on Use of Data in this Report

The Ministry of Education and Child Care provides both masked and raw unmasked data to school districts to facilitate the preparation of the Enhancing Student Learning report. As the report is a public document the charts and tables in this report use only data available from the unmasked data set. Where appropriate, the unmasked data set was used to validate assumptions about trends documented in the report. Data has been drawn from provincial sources including Sharepoint, Power BI, and Aboriginal How Are We Doing Report (HAWD) as well as district sources. Where needed, data has been manually calculated to reflect accurate results. From 2018–2021, reporting language has shifted and therefore the district has adjusted data calculations with asterisks below tables to clarify.

Note: Data pertaining to children and youth in care is currently unavailable and so does not appear in any of the data tables in this report.

Informed Evidence

The Enhancing Student Learning Report and the Continuous Learning Reports show the data analysis and interpretation of trends over time.

Provincial education measures:

- SD8 Enhancing Student Learning Report Data
- Early Development Instrument (EDI)
- Middle Years Development Instrument (MDI)
- Student Learning Survey
- Completion Rates
- Foundation Skills Assessment (FSA)
- Graduation Assessments
- Educational Outcomes 1 and 2

Multiple sources of evidence include relevant locally developed measures:

- Early Literacy Profile (ELP)
- Student Symposium
- Equity Scan
- Formative and Summative Communications of Student Learning





EVIDENCE OF LEARNING: Literacy

Intellectual Development

Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level.

Measure 1.1: Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending literacy expectations as specified in provincial assessments.

Measure 1.2: Current year and 3-year trend for the number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessments.



Early Development Instrument(EDI): Percentage of Kindergarten students vulnerable in language and communication skills.



	wave6	wave7	wave8
INDICATOR OF IMPROVEMENT	2013–2016	2016–2019	2019–2022
Language and Cognitive	8%	7%	9%
Communication Skills	11%	9%	9%

The EDI is administered by school districts in a 3-year cycle, called a “wave.” In SD8, EDI data is collected every 2 out of 3 years. SD8 Kindergarten teachers completed the EDI in 2019–20 and in 2020–21.

In 2020, the Early Literacy Profile (K–3) was introduced district-wide as part of a 3-year literacy coherence model for primary students.

Report Card Data: *Percentage of Primary students meeting and exceeding expectations in Language Arts by the end of the school year*

Report Card – Language Arts		2018–2019	2019–2020	2020–2021
Kindergarten	All Resident Students	72 %	78 %	71 %
	Indigenous Students	56 %	72 %	57%
	Students with Diverse Abilities	44%	44%	83%
Grade 1	All Resident Students	62 %	71 %	64 %
	Indigenous Students	68 %	47 %	54 %
	Students with Diverse Abilities	35%	55%	50%
Grade 2	All Resident Students	61 %	63 %	63 %
	Indigenous Students	53 %	56%	88 %
	Students with Diverse Abilities	26%	48%	40%
Grade 3	All Resident Students	64%	59%	66 %
	Indigenous Students	75%	49 %	59 %
	Students with Diverse Abilities	26%	27%	36%

Note: 2018–19 data reflects a combination of proficiency scales and letter grade scales (C+ and above; meeting, exceeding and extending expectations).





Report Card Data: *Percentage of Intermediate students proficient and extending Language Arts expectations by the end of the school year.*

Report Card – Language Arts		2018–2019	2019–2020	2020–2021
Grade 4	All Resident Students	78%	61%	59%
	Indigenous Students	75%	60%	47%
	Students with Diverse Abilities	51%	31%	18%
Grade 5	All Resident Students	79%	76%	68%
	Indigenous Students	82%	62%	71%
	Students with Diverse Abilities	48%	38%	18%
Grade 6	All Resident Students	72%	78%	74%
	Indigenous Students	68%	71%	63%
	Students with Diverse Abilities	32%	44%	34%
Grade 7	All Resident Students	75%	74%	73%
	Indigenous Students	70%	71%	64%
	Students with Diverse Abilities	37%	35%	25%
Grade 8	All Resident Students	70%	81%	69%
	Indigenous Students	75%	81%	64%
	Students with Diverse Abilities	66%	67%	42%
Grade 9	All Resident Students	79%	73%	71%
	Indigenous Students	67%	66%	66%
	Students with Diverse Abilities	46%	53%	48%



Foundation Skills Assessment: *Current Year and 3-year trends for the percentage of students in Grades 4 and 7 on track and extending expectations in reading comprehension.*

FSA Reading Grade 4		% of Students On Track and Extending	Provincial %
2020–2021	All Resident Students	81%	82%
	Indigenous Students	71%	72%
	Students with Diverse Abilities	63%	64%
2019–2020	All Resident Students	75%	74%
	Indigenous Students	77%	61%
	Students with Diverse Abilities	56%	64%
2018–2019	All Resident Students	70%	76%
	Indigenous Students	59%	62%
	Students with Diverse Abilities	26%	65%



FSA Reading Grade 7		% of Students On Track and Extending	Provincial %
2020–2021	All Resident Students	76%	78%
	Indigenous Students	67%	62%
	Students with Diverse Abilities	42%	62%
2019–2020	All Resident Students	71%	76%
	Indigenous Students	67%	60%
	Students with Diverse Abilities	35%	58%
2018–2019	All Resident Students	81%	77%
	Indigenous Students	64%	62%
	Students with Diverse Abilities	70%	60%



Student Learning Survey: Percentage of students indicating a positive response to the statement, “I continue to get better at reading.”

		2018–2019	2019–2020	2020–2021	Provincial 2020–2021
Grade 4	All Resident Students	83%	77%	78%	77%
	Indigenous Students	78%	84%	77%	75%
	Students with Diverse Abilities	67%	69%	74%	70%
Grade 7	All Resident Students	59%	63%	64%	68%
	Indigenous Students	64%	61%	64%	64%
	Students with Diverse Abilities	30%	58%	52%	61%
Grade 10	All Resident Students	62%	71%	56%	62%
	Indigenous Students	47%	56%	56%	56%
	Students with Diverse Abilities	44%	n/a	42%	52%
Grade 12	All Resident Students	57%	50%	63%	63%
	Indigenous Students	71%	60%	63%	58%
	Students with Diverse Abilities	44%	n/a	65%	57%



Foundation Skills Assessment: Current Year and 3-year trends for the percentage of students in Grades 4 and 7 on track and extending expectations in writing.

FSA Grade 4 Writing	2018–2019	2019–2020	2020–2021	Provincial 2020–2021
All Resident Students	87%	85%	79%	82%
Indigenous Students	91%	86%	86%	70%
Students with Diverse Abilities	73%	86%	63%	69%

FSA –Grade 7 Writing	2018–2019	2019–2020	2020–2021	Provincial 2020–2021
All Resident Students	84%	84%	82%	85%
Indigenous Students	80%	82%	79%	72%
Students with Diverse Abilities	74%	52%	55%	69%



Student Learning Survey: Percentage of students indicating a positive response to the statement, “I continue to get better at writing”

SLS		2018–2019	2019–2020	2020–2021	Provincial 2020–2021
Grade 4	All Resident Students	69%	70%	65%	68%
	Indigenous Students	73%	54%	43%	64%
	Students with Diverse Abilities	52%	56%	63%	59%
Grade 7	All Resident Students	63%	58%	58%	70%
	Indigenous Students	62%	55%	64%	63%
	Students with Diverse Abilities	44%	46%	39%	57%
Grade 10	All Resident Students	61%	65%	65%	67%
	Indigenous Students	58%	56%	62%	59%
	Students with Diverse Abilities	53%	n/a	50%	53%
Grade 12	All Resident Students	74%	61%	70%	69%
	Indigenous Students	86%	80%	70%	63%
	Students with Diverse Needs	67%	n/a	53%	58%



Report Card Data: Percentage of students achieving a C+ or better in their English course final mark.

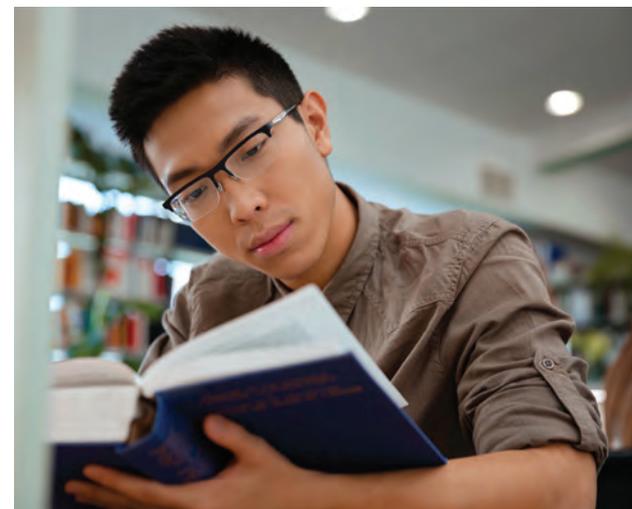
Report Cards		2018–2019	2019–2020	2020–2021
Grade 10 English	All Resident Students	n/a	71%	77%
	Indigenous Students	n/a	68%	70%
	Students with Diverse Abilities	n/a	38%	55%
Grade 11 English	All Resident Students	n/a	n/a	76%
	Indigenous Students	n/a	n/a	62%
	Students with Diverse Abilities	n/a	n/a	50%
Grade 12 English	All Resident Students	n/a	n/a	n/a
	Indigenous Students	n/a	n/a	n/a
	Students with Diverse Abilities	n/a	n/a	n/a

Notes: Incomplete data is due to historical marks available for active students only. Sample size is not reflective of enrolment numbers. Data must be re-sourced.

Grade 10 Provincial Literacy Assessment: Current year and 3-year trend for the number and percentage of students who scored proficient or extending as specified in the Grade 10 literacy assessment.

Provincial Literacy Assessment	2018–2019	2019–2020	2020–2021	Provincial 2019–2020
All Resident Students	n/a	112 students 71%	386 students 74%	22,419 students 74%
Indigenous Students	n/a	22 students 68%	76 students 75%	2184 students 56%
Students with Diverse Abilities	n/a	17 students 61%	43 students 52%	2797 students 55%

Note: Incomplete data is due to historical marks available for active students only.



Student Performance and Achievement Trends in Literacy

2020–21 Summary of Key Findings for Literacy

Overall Literacy: *Kindergarten*

During the 3 most recent EDI waves, 9% of SD8 Kindergarten children indicate vulnerability in their overall literacy skills (language, cognitive development and communication skills). The 2020–2021 report card data shows that 66% of Grade 3 students transitioned from primary into intermediate, meeting or exceeding expectations in literacy.

Reading Comprehension: *Grade 4*

In FSA reading comprehension, Grade 4 Indigenous students achieved 10% lower and students with Diverse Abilities achieved 16% lower compared to their peers. However, SD8 Grade 4 results are on par with the province for all resident students, Indigenous students, and students with Diverse Abilities.

Writing: *Grade 4*

In FSA writing, SD8 Grade 4 Indigenous students achieved 7% higher compared to their peers and 16% higher compared to Indigenous students provincially. In SD8, students with diverse abilities achieved 18% lower than their peers; this achievement gap is also reflected in provincial data when comparing students with diverse abilities.

Language Arts: *Grades 4–6*

Report card Language Arts data for Grades 4–6 also indicates a need for improvement, based on the percentage of students who are proficient. It is interesting to note that there is approximately a 20% difference between student report card data versus FSA performance in Grade 4. Also, Student Learning Survey data indicates that Grade 4 students self-report a higher average of getting better at reading compared to getting better at writing.

Reading Comprehension: *Grade 7*

In FSA Grade 7 reading comprehension data for SD8 all resident students are on par with the province. However, Indigenous students achieved 9% lower than their peers and students with diverse abilities achieved 34% lower compared to their peers. Sixty-four percent of SD8 Grade 7 students self-report on the Student Learning Survey that they continue to get better at reading.

Writing: *Grade 7*

In FSA writing, SD8 Grade 7 Indigenous students achieved 3% lower and students with diverse abilities achieved 27% lower than their peers. Results for all resident students and Indigenous students is on par with the province. However, SD8 students with diverse abilities achieved significantly lower than their similar aged peers across the province. In addition, Grade 7 students self-report a higher belief that they are getting better at reading compared to their writing on the Student Learning Survey. Overall, SD8 Grade 7 report card Language Arts data aligns with FSA data.



Literacy: Grade 10

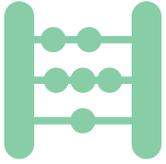
Grade 10 provincial literacy assessment data shows that students with diverse abilities achieved significantly lower in their literacy levels compared to Indigenous students and their similar aged peers. Literacy levels among Indigenous students increased by 7% in 2020–2021 compared to the 2019–2020 school year.

With the overarching belief that literacy is fundamental to learning and to student success in school and beyond, SD8 has set a goal of improving literacy proficiency for all learners. To that end, an improvement in both student participation rates on all provincial assessments and overall achievement for all students is desired.

Action Items for Literacy

- Continue with targeted interventions for literacy at the elementary level with a focus on Indigenous learners, students with diverse abilities and English language learners
- Implement a 3-year District Literacy Plan focused on improving literacy outcomes for all K-12 learners, in consultation with Aboriginal Education staff, district Itinerant staff, and school teams
- Support school teams in developing objectives and strategies to support their school literacy goal within the context of their School Learning Plan
- Support literacy for K-12 school teams, district itinerant staff, and Aboriginal Education staff in improving literacy proficiency for all learners
- Improve student participation rates on provincial assessments and student self assessment instruments
- Implement district literacy assessments at the primary (K-3) and intermediate (Grades 4-6) levels
- Expand the SD8 Early Literacy Profile to encompass Kindergarten to Grade 3
- Continue to strengthen SD8 community partnerships that support literacy from birth to Grade 12
- Develop an online literacy resource hub to support all classroom and non-enrolling teachers





EVIDENCE OF LEARNING: NUMERACY

Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level.

Measure 2.1: Current year and 3-year trend for the number and percentage of students in Grades 4 and 7 on track or extending numeracy expectations as specified in provincial assessments.

Measure 2.2: Current year and 3-year trend for the number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments.



Numeracy: *Percentage of Primary students meeting and exceeding expectations in numeracy by the end of the school year.*

Report Card Numeracy		2018–2019	2019–2020	2020–2021
Kindergarten	All Resident Students	79%	84%	74%
	Indigenous Students	71%	79%	60%
	Students with Diverse Abilities	50%	66%	67%
Grade 1	All Resident Students	79%	76%	83%
	Indigenous Students	81%	55%	78%
	Students with Diverse Abilities	60%	64%	36%
Grade 2	All Resident Students	74%	72%	77%
	Indigenous Students	82%	70%	58%
	Students with Diverse Abilities	64%	54%	48%
Grade 3	All Resident Students	74%	65%	73%
	Indigenous Students	77%	55%	64%
	Students with Diverse Abilities	36%	36%	56%

Report Card Data: *Percentage of Intermediate students proficient and extending expectations by the end of the school year.*

Report Card Numeracy		2018–2019	2019–2020	2020–2021
Grade 4	All Resident Students	90%	73%	69%
	Indigenous Students	86%	78%	59%
	Students with Diverse Abilities	62%	78%	41%
Grade 5	All Resident Students	86%	73%	74%
	Indigenous Students	71%	60%	82%
	Students with Diverse Abilities	68%	69%	82%
Grade 6	All Resident Students	75%	76%	76%
	Indigenous Students	73%	66%	70%
	Students with Diverse Abilities	45%	49%	30%
Grade 7	All Resident Students	73%	77%	74%
	Indigenous Students	59%	71%	63%
	Students with Diverse Abilities	46%	50%	79%

Note: 2018–19 data reflects a combination of proficiency scales and letter grade scales (C+ and above; meeting, exceeding and extending expectations)



Foundation Skills Assessment: Current year and 3-year trend for the percentage of students in Grades 4 and 7 On Track and Extending in FSA Numeracy expectations

FSA Numeracy Grade 4		Number and % of Students On Track and Extending	Provincial %
2020–2021	All Resident Students	181 students 72%	72%
	Indigenous Students	23 students 74%	56%
	Students with Diverse Abilities	10 students 53%	60%
2019–2020	All Resident Students	194 students 70%	68%
	Indigenous Students	36 students	52%
	Students with Diverse Abilities	7 students 39%	55%
2019–2018	All Resident Students	190 students 62%	67%
	Indigenous Students	42 students	48%
	Students with Diverse Abilities	5 students	50%
2018–2017	All Resident Students	186 students	65%
	Indigenous Students	37 students	46%
	Students with Diverse Abilities	3 students	52%
2020–2021	All Resident Students	179 students 60%	68%
	Indigenous Students	35 students 45%	46%
	Students with Diverse Abilities	11 students 33%	50%
2019–2020	All Resident Students	182 students 57%	64%
	Indigenous Students	44 students 53%	40%
	Students with Diverse Abilities	10 students 32%	45%
2019–2018	All Resident Students	168 students 53%	66%
	Indigenous Students	37 students 44%	41%
	Students with Diverse Abilities	11 students 33%	47%

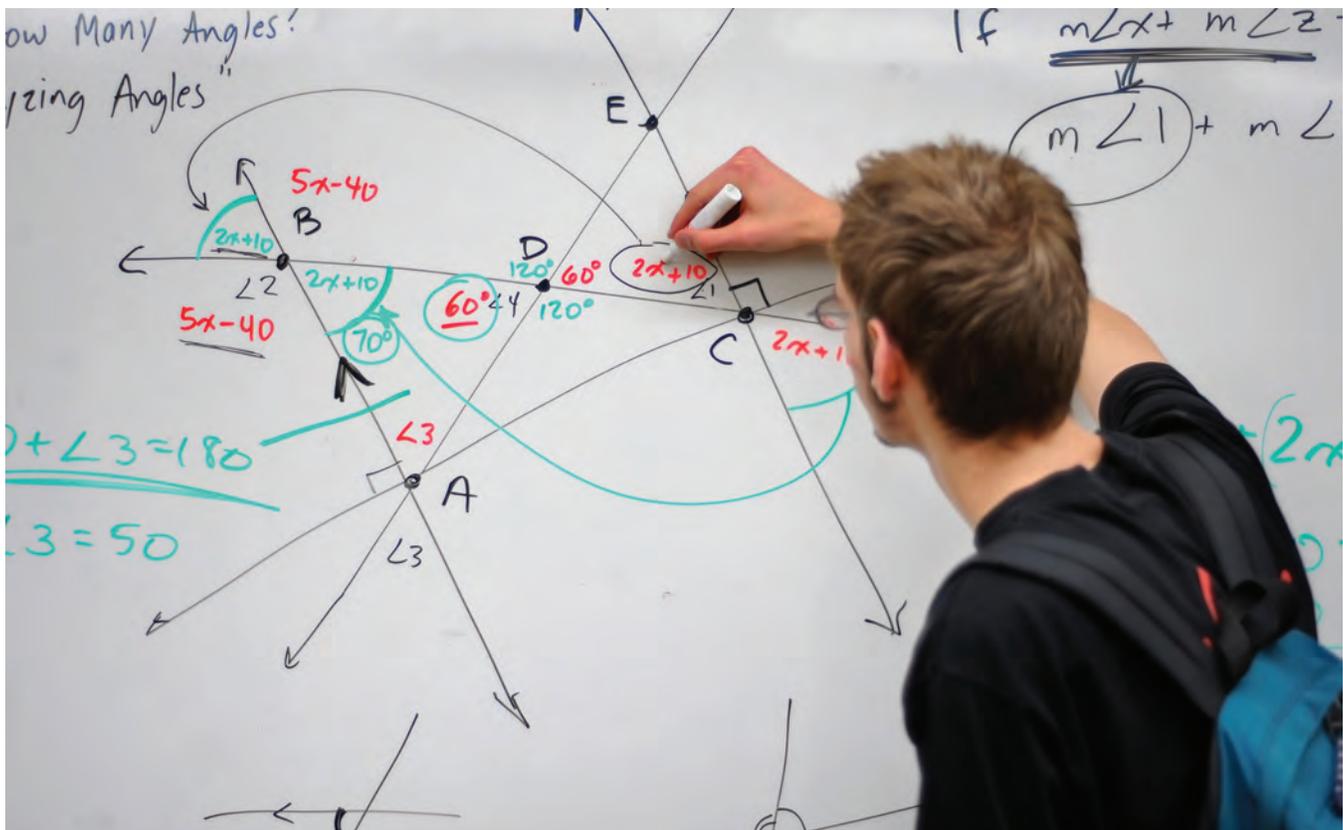


Grade 10 Graduation Numeracy Assessment (GNA) and Student Learning Survey (SLS)

Numeracy Data 2019–2020 and Student Learning Survey Data 2020–2021

GNA 10 Numeracy*	Participation Rate	Meeting Grade Level Expectations (Proficient)
All Students	36.7%	37.6%
Students with Indigenous Ancestry	31.9%	31%
Students with Diverse needs	44%	9.1%
Students Learning Survey 10: "I continue to get better at mathematics"	Students who Agree/ Strongly Agree	
All Students	67%	56%
Students with Indigenous Ancestry	22%	50%
Students with Diverse needs	Not Available	Not Available

Note: Student Learning Surveys (SLS) is administered annually to students in Grades 3 or 4, 7, 10 and 12. The SLS asks students questions about their school experiences. Student participation is voluntary.



Numeracy: Percentage of students achieving a C+ or better on their final report card in all math courses.

		2018–2019	2019–2020	2020–2021
Grade 10 Math	All Resident Students	57%	68%	75%
	Indigenous Students	60%	70%	80%
	Students with Diverse Abilities	66%	54%	62%
Grade 11 Math	All Resident Students	Data incomplete	Data incomplete	75%
	Indigenous Students	Data incomplete	57%	73%
	Students with Diverse Abilities	Data incomplete	50%	69%
Grade 12 Math	All Resident Students	Data incomplete	Data incomplete	Data incomplete
	Indigenous Students	Data incomplete	Data incomplete	Data incomplete
	Students with Diverse Abilities	Data incomplete	Data incomplete	Data incomplete
Grade 10 Workplace Math	All Resident Students	73%	61%	69%
	Indigenous Students	100%	60%	71%
	Students with Diverse Abilities	50%	50%	69%
Grade 11 Workplace Math	All Resident Students	75%	58 %	75%
	Indigenous Students	0%	66 %	74%
	Students with Diverse Abilities	n/a	50%	68 %
Grade 12 Workplace Math	All Resident Students	n/a	n/a	n/a
	Indigenous Students	n/a	n/a	n/a
	Students with Diverse Abilities	n/a	n/a	n/a



Numeracy: *Students achieving a C+ or better on their final report card in Workplace Math*

		2018–2019	2019–2020	2020–2021
Grade 10 Workplace Math	All Resident Students	73%	61%	69%
	Indigenous Students	100%	60%	71%
	Students with Diverse Abilities	50%	50%	69%
Grade 11 Workplace Math	All Resident Students	75%	58 %	75%
	Indigenous Students	0%	66 %	74%
	Students with Diverse Abilities	n/a	50%	68 %
Grade 12 Workplace Math	All Resident Students	n/a	n/a	n/a
	Indigenous Students	n/a	n/a	n/a
	Students with Diverse Abilities	n/a	n/a	n/a

Report Card Data: *Students achieving a C+ or better on their final report card in Foundations of Math and Pre-Calculus*

		2018–2019	2019–2020	2020–2021
Grade 10 Foundations and Pre-Calc	All Resident Students	54%	71%	78%
	Indigenous Students	33%	76%	83%
	Students with Diverse Abilities	100%	33%	65%
Grade 11 Foundations and Pre-Calc	All Resident Students	0%	50%	71%
	Indigenous Students	0%	0%	43%
	Students with Diverse Abilities	No data	No data	No data
Grade 12 Foundations and Pre-Calc	All Resident Students	100%	No data	100%
	Indigenous Students	No data	No data	No data
	Students with Diverse Abilities	No data	No data	No data



Provincial Assessment: Current year and 3-year trend for the number and percentage of students proficient or extending in numeracy expectations as specified in the Grade 10 numeracy assessments.

Grade 10 Numeracy		Number and % of Students On Track and Extending	%	Provincial %
2020–2021	All Resident Students	143	30%	39%
	Indigenous Students	27	21%	20%
	Students with Diverse Abilities	8	16%	27%
2019–2020	All Resident Students	135	39%	40%
	Indigenous Students	n/a	n/a	18%
	Students with Diverse Abilities	11	9	28%
2018–2019	All Resident Students	207	23%	28%
	Indigenous Students	n/a	n/a	11%
	Students with Diverse Abilities	14	14%	20%
2017–2018	All Resident Students	157	26%	33%
	Indigenous Students	n/a	n/a	13%
	Students with Diverse Abilities	10	30%	29%





STUDENT PERFORMANCE AND ACHIEVEMENT TRENDS

2020–2021 Summary of Key Findings for Numeracy

Overall, EDI Numeracy data indicates that within the basic numeracy and interest in numeracy and memory, Kindergarten learners have remained consistent from 2016 through 2021.

Furthermore, compared to Kindergarten children across BC, an EDI data analysis of 2019–2021 data indicates that SD8 Kindergarten children are less vulnerable in all areas compared to the provincial average.

Report card numeracy results for all Kindergarten students lowered by 10% from the previous year. Indigenous students achieved 19% lower in 2021 compared to the previous school year and students with diverse abilities results rose slightly. In the primary years, a noticeable achievement gap exists with both Indigenous students and students with diverse abilities.

Grade 4

Grade 4 report card numeracy results declined for all students. Intermediate report card numeracy results are inconsistent through the past 3 years of data; however, Indigenous students rose by 12% in Grade 5 and students with diverse abilities in Grade 7 rose by 29% in the past 3 years.

FSA numeracy Grade 4 Indigenous students achieved 2% higher and students with diverse abilities achieved 19% lower compared to their peers. SD8 Grade 4 results in FSA numeracy are on par with the province for all resident students, Indigenous students, and students with diverse abilities.

Grade 7

FSA numeracy Grade 7 Indigenous students achieved 12% lower and students with diverse abilities achieved 27% lower compared to their peers. SD8 Grade 7 results in numeracy are 8% lower provincially compared to all resident students, Indigenous students and students with diverse abilities.

Grades 10, 11, 12

Report Card results in math for Grade 10,11 and 12 students reflect an increase in achievement for all students, including Indigenous students and students with diverse abilities.

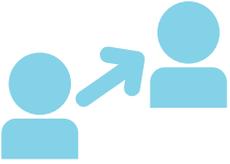
The Graduation Numeracy Assessment 10 participation rates for Indigenous students are below those of non-Indigenous students. The participation rates for students with diverse abilities must be increased. Students with diverse abilities fall significantly behind other students in achievement at the proficient level (9.1%). Indigenous students are behind their peers in achievement and self-efficacy. In Grade 10, students overall feel more confident that they are improving in mathematics (56%) compared to what the actual achievement results show at a proficiency level (36.7%).



Action Items for Numeracy

- Develop a 3-year district numeracy plan focused on improving numeracy outcomes for all K-12 learners, in consultation with Aboriginal education staff, district itinerant staff, and school teams
- Support the development of a district-wide numeracy community of practice to implement and guide the district numeracy plan
- Support school teams in developing objectives and strategies to support their school numeracy goal within the context of their School Learning Plan
- Implement a K-9 district level numeracy assessment
- Continue to strengthen SD8 community, regional, and provincial connections that support numeracy from early years to Grade 12
- Develop an online numeracy resource hub to support all classroom and non-enrolling teachers





GRADE-TO-GRADE TRANSITIONS

Measure 2.3: Number and percentage of students who are completing grade-to-grade transitions on time.

Grade-to-Grade Transitions: Number and percentage of students who are completing transitions on time (students in Grade 8-11)

Grade-to-Grade Transitions		Enrollment	Success Count	% Rate	Provincial %
2020–2021	All Resident Students	1568	1501	96%	96.4
	Indigenous Students	364	381	96%	91.7
	Students with Diverse Abilities	153	162	94%	95.3
2019–2020	All Resident Students	1473	1570	94%	96.3
	Indigenous Students	365	393	93%	92
	Students with Diverse Abilities	150	159	94%	94.5
2018–2019	All Resident Students	1412	1501	94%	95.9
	Indigenous Students	347	368	94%	91.3
	Students with Diverse Abilities	141	158	89%	94.3



Student Performance and Achievement Trends

2020–21 Summary of Key Findings for Grade-to-grade Transitions

Grade-to-grade transitions indicate that SD8 is on par with the provincial average.

In addition, the Student Learning Survey (SLS) indicates that overall, SD8 was 6–8% below the provincial average in “School Belonging” for all residents, and 7% lower for students with diverse abilities in 2019–2020. Finally, in 2019–2020, only half of the respondents in Grade 10 indicated they felt well-supported when they moved to a higher grade level (through course choice, timetables explained, clubs and sports teams). This has been a consistent trend since 2016–2017. In Grade 12, students were still below the provincial average by an average of 5% over three years in terms of “Agree” or “Strongly Agree” for feeling well-supported in their transition to Grade 12.

Action items for Grade-to-Grade Transitions

Although the pandemic may have contributed to this circumstance, the following strategies will both mitigate and improve grade-to-grade transitions and completion rates:

- Bi-annual academic reviews of every student in the graduation program — a collaboration between the district team, school-based teams, and the district’s Online Learning School
- 3-Year graduation plans for every student, reviewed and updated annually
- School connectedness, mental health literacy, and trauma-informed practice professional development
- Early and continuous intervention and collaboration between school-based teams and the district-based team, with a focus on inclusivity and Indigenous students
- A continued focus on Trades Training Programs and Dual Credit Program pathways



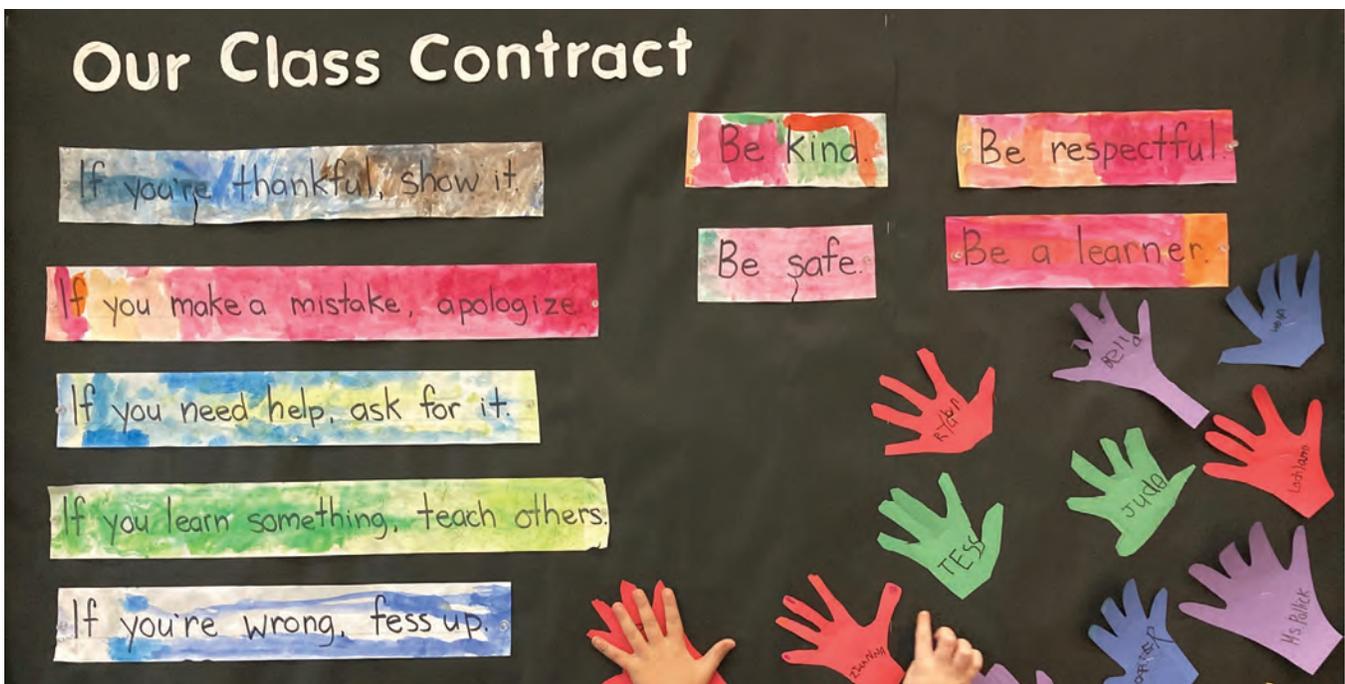
Human and Social Development

Educational Outcome 3: Students will feel welcome, safe and connected to their school.

Measure 3.1: Number and percentage of students in Grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school.

Student Learning Survey: “Do you feel welcome at your school?”

SLS—All students		Number of students reporting feeling welcome at school	%	Provincial Average
2020–2021	Grade 3 and 4	165	74	78%
	Grade 7	155	55	65%
	Grade 10	131	56	63%
2019–2020	Grade 3 and 4	148	74	76%
	Grade 7	130	59	65%
	Grade 10	21	64	62%
2018–2019	Grade 3 and 4	222	75	78%
	Grade 7	170	60	66%
	Grade 10	106	57	61%
2017–2018	Grade 3 and 4	196	76	78%
	Grade 7	139	57	68%
	Grade 10	118	62	62%



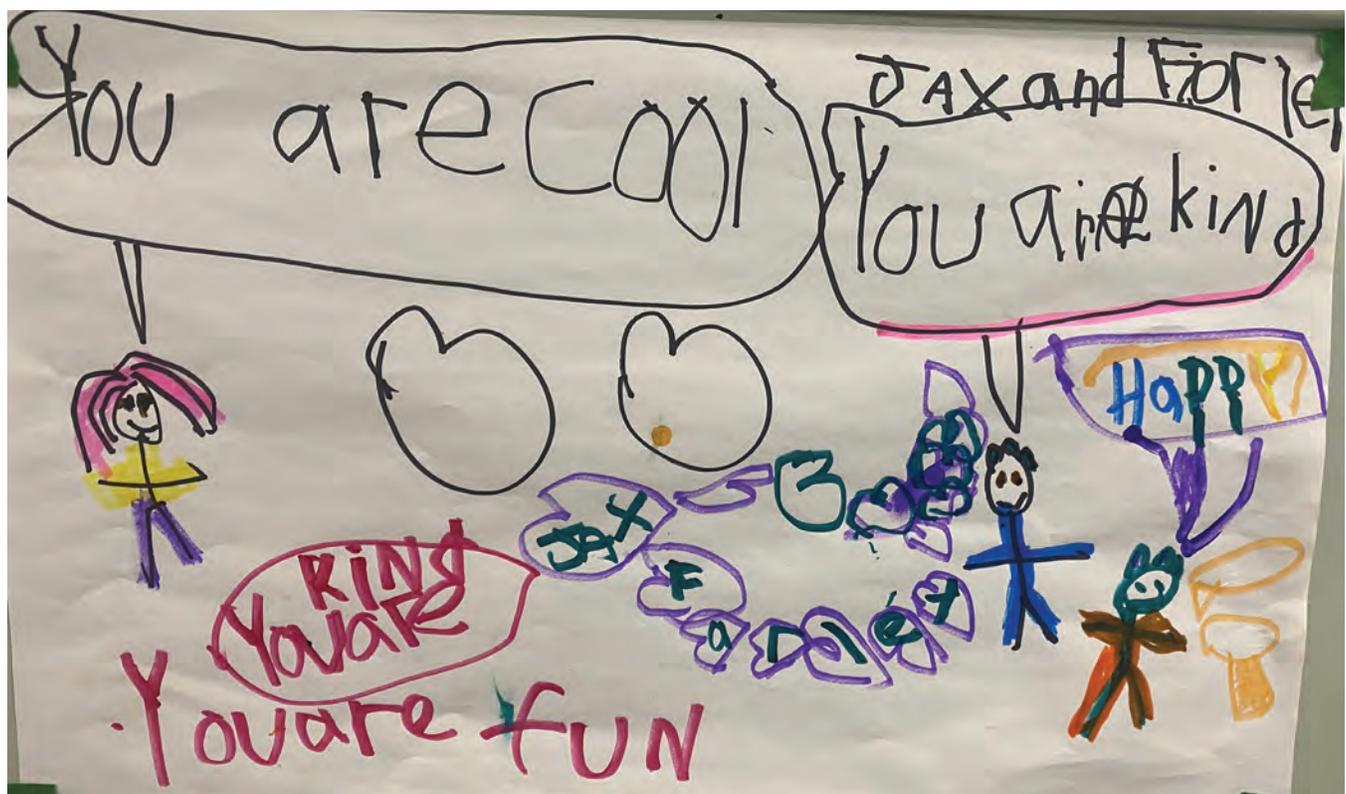
SLS— Indigenous Students		Number of students reporting feeling welcome at school	%	Provincial Average
2020–2021	Grade 3 and 4	22	67	71
	Grade 7	41	56	54
	Grade 10	20	38	43
2019–2020	Grade 3 and 4	22	59	69
	Grade 7	25	40	51
	Grade 10	masked	masked	40
2018–2019	Grade 3 and 4	47	72	70
	Grade 7	29	42	50
	Grade 10	12	32	40

SLS— Students with Diverse Abilities		Number of students reporting feeling welcome at school	%	Provincial Average
2020–2021	Grade 3 and 4	11	58%	69
	Grade 7	21	68%	60
	Grade 10	13	50%	59
2019–2020	Grade 3 and 4	11	69%	67
	Grade 7	13	50%	58
	Grade 10	1	100%	55
2018–2019	Grade 3 and 4	17	61%	69
	Grade 7	16	59%	58
	Grade 10	7	39%	57



Student Learning Survey: Number and percentage of students in Grades 4, 7 and 10 who feel safe at school SLS: “Do you feel safe at school?”

SLS—All students		Number reporting feeling safe at school	%	Provincial Average
2020–2021	Grade 3 and 4	177	78	79
	Grade 7	173	63	70
	Grade 10	165	71	73
2019–2020	Grade 3 and 4	150	75	77
	Grade 7	143	65	69
	Grade 10	24	73	73
2018–2019	Grade 3 and 4	235	81	80
	Grade 7	175	62	71
	Grade 10	130	71	72
2017–2018	Grade 3 and 4	203	81	80
	Grade 7	149	63	71
	Grade 10	146	77	72



SLS— Indigenous Students		Number reporting feeling safe at school	%	Provincial Average
2020–2021	Grade 3 and 4	24	71	76
	Grade 7	48	66	63
	Grade 10	36	69	64
2019–2020	Grade 3 and 4	24	71	73
	Grade 7	38	60	61
	Grade 10	masked	masked	66
2018–2019	Grade 3 and 4	44	83	76
	Grade 7	38	60	62
	Grade 10	26	70	66
2017–2018	Grade 3 and 4	31	76	76
	Grade 7	29	50	63
	Grade 10	26	79	65

SLS— Students with Diverse Abilities		Number reporting feeling safe at school	%	Provincial Average
2020–2021	Grade 3 and 4	177	77	79
	Grade 7	173	62	70
	Grade 10	165	70	73
2019–2020	Grade 3 and 4	150	75	77
	Grade 7	143	65	69
	Grade 10	24	71	73
2018–2019	Grade 3 and 4	235	79	80
	Grade 7	175	61	71
	Grade 10	130	71	72



Measure 3.2: Number and percentage of students in Grades 4, 7, and 10 who feel there are two or more adults at their school who care about them.

Student Learning Survey: *Students reporting 2 adults or more in response to “How many adults at your school care about you?”*

SLS—All students		Number reporting 2 or more adults who care	%	Provincial Average
2020–2021	Grade 3 and 4	139	62	66%
	Grade 7	183	66	62%
	Grade 10	144	62	60%
2019–2020	Grade 3 and 4	130	65	70%
	Grade 7	139	63	66%
	Grade 10	23	68	65%
2018–2019	Grade 3 and 4	208	70	74%
	Grade 7	187	65	65%
	Grade 10	117	63	63%
2017–2018	Grade 3 and 4	176	69	75%
	Grade 7	158	65	67%
	Grade 10	117	62	64%



SLS— Indigenous Students		Number reporting 2 or more adults who care	%	Provincial Average
2020–2021	Grade 3 and 4	18	51	67
	Grade 7	51	70	62
	Grade 10	33	63	60
2019–2020	Grade 3 and 4	26	70	70
	Grade 7	42	66	64
	Grade 10	masked	masked	63
2018–2019	Grade 3 and 4	49	75	73
	Grade 7	45	65	61
	Grade 10	23	61	63
2017–2018	Grade 3 and 4	42	70	75
	Grade 7	44	64	65
	Grade 10	23	66	64

SLS— Students with Diverse Abilities		Number reporting 2 or more adults who care	%	Provincial Average
2020–2021	Grade 3 and 4	10	53%	68%
	Grade 7	23	74%	66%
	Grade 10	15	58%	64%
2019–2020	Grade 3 and 4	10	63%	69%
	Grade 7	18	69%	67%
	Grade 10	n/a	n/a	66%
2018–2019	Grade 3 and 4	18	64%	65%
	Grade 7	17	63%	64%
	Grade 10	14	78%	65%



Measure 3.3: MDI (Connected, Safe, Welcome)

Measure 3.1: Percentage of students in grades 4 and 7 who feel welcome and safe at school, who have a sense of belonging in their school, and who believe there are adults at school care about them. MDI is completed every 3 years.

Middle Years Development Instrument

Grade 4	2017–2018	2020–2021	Province
2020–2021			
Connectedness with adults	90%	95%	96%
School belonging	85%	85%	85%
School climate	93%	91%	97%

Grade 7	2017–2018	2020–2021	Province
2020–2021			
Connectedness with adults	87%	93%	96%
School belonging	77%	71%	75%
School climate	80%	77%	77%



Summary of Key Findings – Human and Social Development

Students who feel welcome at school

SD8 focuses on strengthening connections and fostering a sense of belonging for all learners K-12. Data from provincial instruments such as the Middle Years Developmental Instrument (MDI) and the Student Learning Survey (SLS) are used to create goals and action plans for improvement. MDI data provide another data set for exploring whether students feel welcome, safe, and have a sense of belonging at school. Results are available from 2017–18 and 2020–21 (2 Waves) and are reported for grades 4 and 7 students. Grade 4 student results were very similar in 2020–21 with the rest of the province, with a slightly decreased score in school climate. The results for Grade 4 students were also very similar in 2020–21 compared with 2017–2018, with an increase in connectedness with adults. This result is interesting, given that SLS data showed a lower sense of connectedness as outlined previously.

Overall, students who feel welcome at school has improved from 2019–20 to 2020–21, although SD8 results are lower in grades 3 and 4, 7 and 10 than provincial results.

Students who feel safe at school

Students who feel safe at school has improved slightly in 2019–20 to 2020–21, except in Grade 7 students where the percentage of students who feel safe at school declined in 2020–21. Indigenous students reported a higher sense of safety in grades 7 and 10 year-over-year; and the percentage of Indigenous students at Grade 7 and Grade 10 who feel safe in SD8 is higher than the province in 2020–2021.

Students who report at least 2 adults care about them

Students who report at least 2 adults care about them at school had varied results, with improvements from 2019–20 to 2020–2021 in Grade 7 and a decrease for both grades 3 and 4 and 10. In 2020–21, SD8 students scored higher than the provincial level in this question in grades 7 and 10. Indigenous students who report that at least 2 adults care about them at school also had varied results.

In grades 3 and 4, similar to non-Indigenous students, there is a decrease from 2019–20 to 2020–21. Additionally, results from grade 3 and 4 students in the district are significantly lower than in the provincial level (51% compared with 67%). However, in grades 7 and 10, results are very similar year over year and are higher than provincial results for this question. An area to further explore is why the percentage of students in grades 3 and 4 who do not indicate there are 2 adults who care about them at school has increased by 16% in one year. The district speculates that the pandemic may have had an impact on students at this level in the past year.

In Grade 7, MDI data, student scores were higher in 2020–2021 compared with 2017–2018 in connectedness with adults, and slightly lower in school belonging and school climate. SD8 results were comparable with those of the province, although slightly lower in both school connectedness and school belonging.

In all domains, the district is moving forward in establishing programming and supports that meet the diverse abilities of learners. Creating a climate that supports children, youth and families that is respectful, welcomes diversity and acknowledges cultural consideration is paramount. The classroom educators and school leaders are valued conduits for such programming. Therefore, ongoing professional development opportunities to increase capacity and foster understanding are crucial. Valued partnerships with the Lower Kootenay Band, as well as other Indigenous partners are critical to SD8 increasing its ability to support Indigenous students. Finally, community agencies continue to help the district support the needs of children, youth and families so that all students thrive.

SD8 will continue to engage with district student leaders to hear directly from lived experience about how to make schools and classrooms more inclusive, fostering connection, pride and a sense of belonging for all students. Of particular importance is hearing directly from Indigenous students so all district staff understand how to offer the right support at the right time.



Pandemic Effect

The effects of the pandemic are not fully known at this time. The pandemic has impacted students' day-to-day living, social lives, families, and opportunities to connect with peers in positive activities such as sports, music and arts programming. While the restrictions of the pandemic have likely increased the amount of time students spend connecting with each other on various social media platforms, through the provision of significant additional supports, SD8 has been successful in helping students navigate the pandemic with resilience. The district has maintained face-to-face schooling throughout last year and will continue to do so this year. Communities continue to benefit from after-school programming for elementary students at several campuses. School teams have continued to practice at the middle and secondary school levels. Programs such as band and drama continue. Students have had amazing opportunities to be outside learning with their peers. At all levels, students are learning and moving toward accomplishing their goals.

Health and Well-being

SD8's goal is to ensure that students have the support they need to thrive. By focusing on priority needs such as prevention, promoting mental well-being, and reducing the stigma that is often associated with mental illness and addictions, students are learning how to recognize mental wellness. They are also learning when to seek help from others, how to access supports and how to proactively and confidently address issues.

To support students in human and social development, especially in "Educational Outcome 3: Students will feel welcome, safe and connected to their school," SD8 provides several resources. SD8 also focuses on implementing the BC Ministry of Education and Child Care Mental Health in Schools Strategy. This includes cultivating system-wide well-being through compassionate leadership through targeted professional development including:

- Resilience
- Trauma-informed practice
- Self-regulation

It also includes providing schools with the tools and supports to build capacity for mental health promotion, including professional development targeted towards the following:

- Social emotional learning
- Mental health literacy
- Trauma-informed practice
- Self-regulation training, embedding mental well-being throughout learning environments

And, finally, it includes providing students and staff with the tools to understand, respect and respond to diversity. All learners are welcomed and supported through compassionate, professional and responsive learning environments; safe, inclusive and welcoming schools and programs; and voice, choice and flexibility for all learners:

- Implementing an anti-racism toolkit for all stakeholders, including staff and students.



Action Items – Human and Social Development

SD8 is implementing the following in schools:

Behaviour

- Positive Behavioural Interventions and Supports (PBIS) – elementary schools.
- MindUp – teaches the skills and knowledge children need to regulate their stress and emotion, form positive relationships, and act with kindness and compassion. MindUp is being implemented as a pilot program in elementary schools.
- Self-regulation: most Inclusion support staff in schools and many education assistants have received several training sessions in Executive Function strategies. These strategies assist students with self-regulation, identifying “first/then,” and help students to navigate the classroom environment more effectively.
- Open Parachute: students in several schools learn about mental health, the signs and symptoms of mental illness, how to reduce stigma, strategies for maintaining positive mental health, and how to access suitable resources to address mental health concerns.

Conflict Resolution

- WITS (Walk away, ignore, talk it out and seek help): teaches students to have positive relationships, and use peaceful resolution to solve peer conflict and develop social/emotional skills. Resources used in WITS kits include Aboriginal content. Some schools have started to use WITS in the past year.
- Aboriginal Indigenization Coordinator and Aboriginal Academic Success teachers support Indigenous learners and their families throughout the district.
- Aboriginal Youth and Family Liaison workers support SEL for students and learning and engagement for families.

International and ELL

- International Program teacher provides support and activities for international students and builds capacity for staff working with international students. This helps international students develop connections and belonging in schools and the district.
- English Language Learner (ELL) language support provides direct support for English language learners in their schools. ELL support teachers help foster belonging and connection for students in their neighbourhood school.

Social Thinking

- Social Thinking: led in part by district occupational therapists and speech language pathologists, some elementary schools are implementing programs such as Incredible Flexible You to promote self-regulation, social thinking and related social skills, which in turn promote belonging and connectedness.
- Increasing capacity in learning and using trauma-informed practices through Complex Trauma Resources (CTR).
- Increasing awareness, support, and education for and with students who identify as 2SLGBTQ+.
- Work with students and staff in schools to help them complete projects in their schools – such as PRIDE flag installations, bathroom signage, identification of school allies and SOGI groups, PRIDE rainbow painting, and other activities.

Social and Emotional Learning

Programming to foster social and emotional learning for families includes parent engagement sessions:

- Aboriginal Youth and Family Liaison workers act as liaisons between the home and school. They connect with families to notify them of supports available to them within the school and community.



- Aboriginal Academic Success teachers and the Aboriginal Indigenization Coordinator act as liaisons between schools and families to build positive connections and access support.
- School district and community agency partners collaborate to support family and student well-being through both in-school and community programming.
- Mental Health and Addictions Coordinator and the Manager of SafeSchools regularly host family information nights and present at school PAC and at DPAC meetings throughout the year to provide information and support engagement.
- Everyday Anxiety Strategies for Educators (EASE). EASE helps educators teach students in elementary grades strategies to address the thoughts, feelings and behaviours associated with anxiety, while also supporting social and emotional learning and mental health literacy of educators through a professional development course.
- Connection and collaboration with local agencies (i.e. MCFD, Child Youth Mental Health, Nelson Community Services, FreedomQuest, ANKORS, Kootenay Art Therapy Institute and others) to provide supports for students.
- Connection with agencies and families to secure supports and services in person and virtually (through PEACE program, COINS, Community Living BC, The Foundry, Children's Help Line, Valley Community Services, WEG Community Services, BC Children's Hospital and others).
- In the Slocan Valley, LINKS funding supports art therapy and counselling services for students.
- After school programs—the LINKS contract in Slocan supports an active after school program for students, with a transportation link for students in the lower Slocan Valley to participate. This program provides a variety of activities for students—helping to support connections and engagement for students.
- The Aboriginal Indigenization Coordinator supports Indigenous students and provides one to one support for students to help with referrals to outside agencies.

Professional Learning for Staff

- Compassionate Systems Leadership.
- Everyday Anxiety Strategies for Educators (EASE).
- Mental Health Literacy—staff training provided through Selkirk College.
- Counsellors receive training in mental health curriculum through the Coordinator of Mental Health and Addictions.
- Staff training in Violence Threat Risk Assessment through the Manager of Safe Schools.
- Staff training in Crisis Prevention and Intervention (CPI).
- UBC Mental Health Literacy course.
- Trauma-Informed Practice through Complex Trauma Resources (CTR).
- ACEs (Adverse Childhood Experiences) training.
- ASIST suicide prevention training—future training and refreshers for staff.

Targeted Ministry Funded Programs

- LINKS funding provides targeted supports offered by a contracted Child and Youth Mental Health clinician in Creston, through Strengthening Families.
- LINKS funding provides targeted supports are offered at the HUB at Kootenay River Secondary School.



Programming for Trauma-Informed Practice (TIP) with educators

- Trauma-informed professional development workshop for school administrators, teachers and education assistants.
- Mental health clinicians offer professional development sessions to staff.
- Ministry of Education and Child Care trauma-informed webinars are made available to staff.
- Aboriginal Youth and Family Liaison workers and Aboriginal education assistants have been given access to trauma-informed practices online courses.
- Indigenous Focused Professional Development Day: Keynote speakers, Justice Murray Sinclair on September 24, 2021.

Programming for drug and alcohol education for students

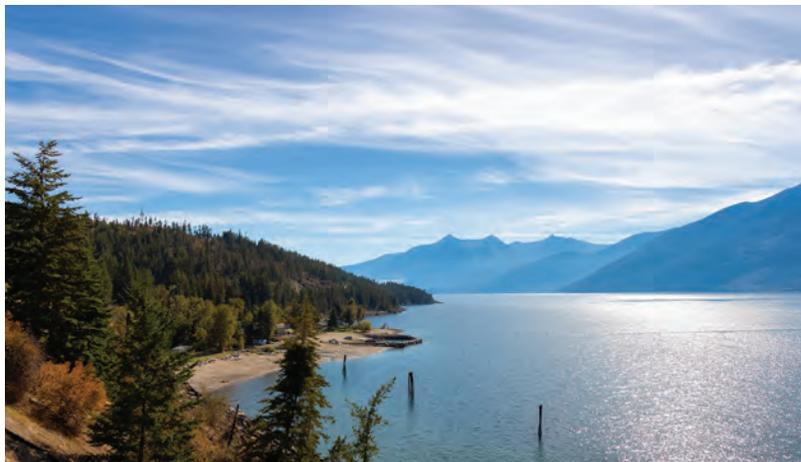
- District-wide vaping education curriculum has been developed for grade 6-10 students.
- Mental Health and Addictions coordinator works with staff in presenting information and supports for students with addictions.
- District Based Team (DBT) meets regularly and supports students referred with drug and/or alcohol addictions—providing resources, support, and referral assistance for outside agency intervention (e.g., ANKORS).

Programming for drug and alcohol education for educators

- Training and support from Interior Health—Health Promoting Schools.
- Training and support provided by Mental Health and Addictions coordinator and Manager of Safe Schools.

Programming for drug and alcohol for parents/families includes parent engagement activities:

- Parent engagement sessions each year on vaping, substance misuse and mental health.
- Parent sessions/training on trauma-informed practices.
- Parent sessions/training on addictions, including digital addictions.



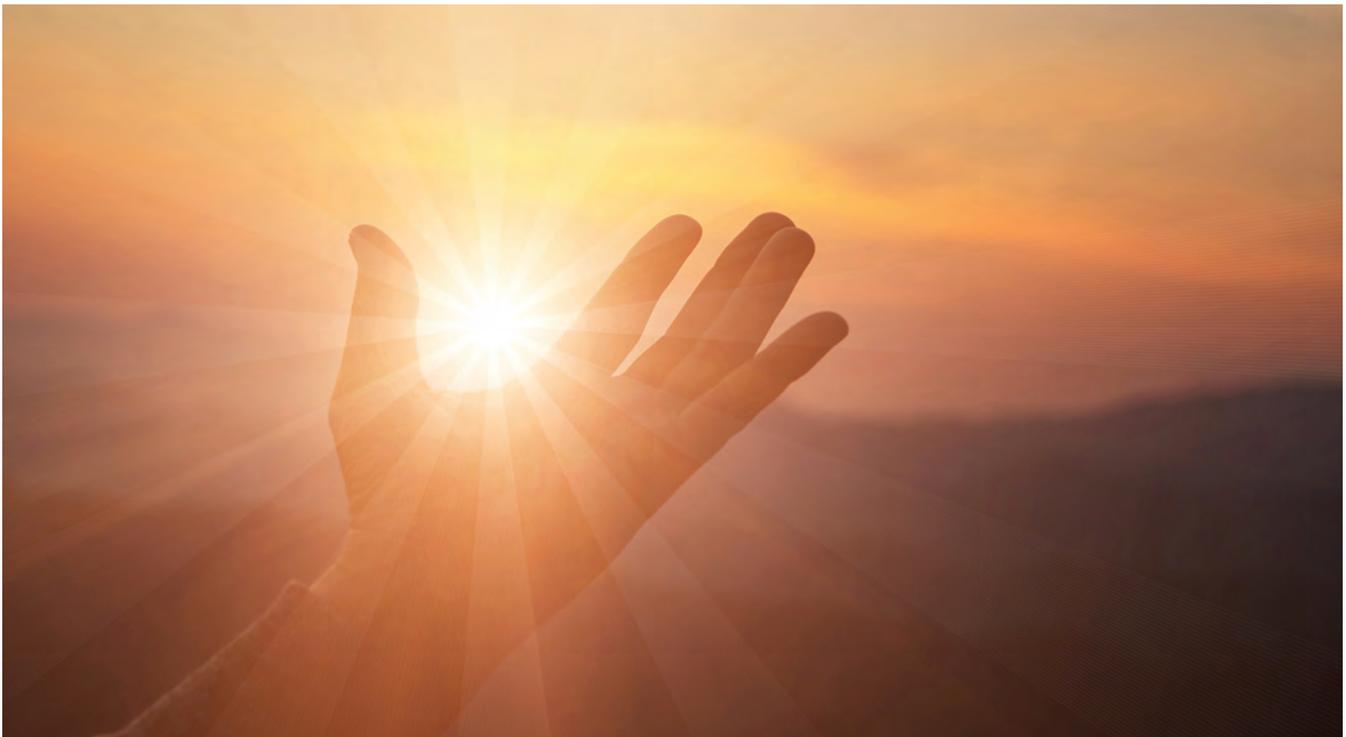


FUTURE GOALS AND SUCCESS MEASURES

The district's overall goal is 100% graduation for all students.

Specific goals:

- Improving Student Learning Survey results for children and youth in care through tracking and specific, targeted supports
- Increasing the number of students in grades 3 and 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school, especially in grades 3 and 4
- Increasing adeptness for all staff in creating welcoming, safe, and connected learning environments
- Providing workshops on Mental Health Literacy, Mental Health First Aid, CPI, Trauma-Informed Practices, Anxiety and SEL for educators and students
- Further implementation of the Mental Health Curriculum and SEL in classrooms
- Increasing Sexual Orientation and Gender Identity (SOGI) supports, activities, and education for students, staff and parents





CAREER DEVELOPMENT AND TRANSITIONS

Career development is one of the goals of the British Columbia education system, shared by schools, family and community. Education programs in BC schools help prepare students for successful employment when they leave the K-12 school system.

When students complete secondary school, they should have developed:

- Competencies to be self-directed, responsible individuals who can set and meet career goals.
- Knowledge of a range of career choices, and actions needed to pursue those choices.
- Employability skills required to work effectively and collaboratively in a workplace.

SD8 strives to ensure that all learners graduate with personal career-life development goals through experiential learning, community connections, and authentic evidence of learning in order to develop and reflect upon their core competencies. In so doing, SD8 students graduate with dignity, purpose and options.





COMPLETION RATES

Educational Outcome 4: Students will graduate.

Measure 4.1: Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8.

5 Year Completion	Cohort	% Rate	Provincial %	
2020–2021	All Resident Students	412	80.2	85.6
	Indigenous Students	90	67.2	63.4
	Students with Diverse Abilities	76	59.9	64.7
2019–2020	All Resident Students	419	75.2	85.1
	Indigenous Students	94	68	62
	Students with Diverse Abilities	71	57.5	64.2
2018–2019	All Resident Students	452	81.3	84.2
	Indigenous Students	107	68.3	60.2
	Students with Diverse Abilities	59	70.8	62.6
2017–2018	All Resident Students	430	75.9	83.2
	Indigenous Students	95	55.1	59.7
	Students with Diverse Abilities	62	40.5	61.1



6 Year Completion		Cohort	% Rate	Provincial %
2020-2021	All Resident Students	409	85.5	90.1
	Indigenous Students	87	75.5	72.5
	Students with Diverse Abilities	75	71.9	74.2
2019-2020	All Resident Students	422	80.5	89.6
	Indigenous Students	94	74.7	71.1
	Students with Diverse Abilities	72	59.4	73.9
2018-2019	All Resident Students	456	83.5	88.8
	Indigenous Students	109	72.7	69.5
	Students with Diverse Abilities	58	71.5	71.4
2017-2018	All Resident Students	434	81.6	88.5
	Indigenous Students	92	63.6	69.6
	Students with Diverse Abilities	63	53.5	71

Student Performance and Achievement Trends for Completion Rates

2020-2021 Summary of key findings for Completion Rates

SD8 students performed at a rate 5% lower than the province for the BC Dogwood Diploma within 6 years of starting Grade 8. Completion rates have been rising in the past five years for students with diverse abilities. The district is confident that this upward trend will continue.





POST-SECONDARY TRANSITIONS

Educational Outcome 5: Students will have the core competencies to achieve their career and life goals.

Measure 5.1: Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years.

The Post-Secondary Institute Transition (PSI) is a measure that examines the number of students who are eligible to graduate and identifies the proportion of those students who make a transition to a B.C. public post-secondary institution.

The rate of immediate transition to post-secondary for SD8 students continues to fall short of the provincial average. The data on this measure for the Diverse Abilities subgroup parallels the trend over time for the All Resident Students group. Data for the Indigenous subgroups is masked, as per ministry requirements.

As for the proportion of graduating students who make a transition to a B.C. public post-secondary institution within three years of graduating, the rate for district resident students has remained flat over the five-year period of the available data. Similar to the PSI immediate transition data, the three-year transition data shows district students transitioning at a rate lower than the provincial average. Again, the data on this measure for the Special Needs subgroup parallels the trend over time for the All Resident Students group.

Post-Secondary (PSI) Immediate Transition Rate Post-Secondary (PSI) 3-Year Transition Rate

In reviewing the PSI data as provided by the Ministry of Education, students who enrol in trades partnership programs with public post-secondary institutions before meeting graduation requirements are being captured in both the “immediate” and “3-year” PSI data. Over the period 2017-2018 to 2020-2021, an average of 40 district students per school year enrolled in public post-secondary trades partnership programs before meeting graduation requirements.



Student Performance and Achievement Trends for Post-Secondary Transitions

Summary of Key Findings for Post-Secondary Transitions

Over the past five years Ministry of Education and Child Care data shows an 8% lower than provincial average transition to post-secondary for all resident students. Ministry data only includes British Columbia post-secondary institutions. In eastern B.C., further data is needed to reflect post-secondary student transitions to Alberta, Eastern Canada, and the United States. Also, the Ministry data terminates in 2017-2018 so is not current. The district would like to see a more immediate and comprehensive tracking of students to post-secondary institutes, especially with respect to students who transfer to out-of-province post-secondary institutions.

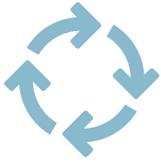
For students with diverse abilities, the post-secondary institution transition rate for 2017-2018 was 17% higher than the provincial average.

Student Learning Surveys (SLS) for post-secondary preparation had few respondents for 2019-2020; however, the general trend over the past four years shows School District 8 Kootenay Lake below the provincial average by an average of 10% for “Strongly Agree” or “Agree” for feeling satisfied that school is preparing them for post-secondary education. In terms of future work, School District No. 8 (Kootenay Lake) still lags behind the province for feeling satisfied that school is preparing them for a job in the future. Clearly, Trades Training and Dual Credit programs will continue to play an important role in post-secondary and career planning.

The following strategies will ensure more successful post-secondary program transitions:

- Three-year Graduation Plans for every student, updated and reviewed annually
- Improved collaboration and partnerships with local colleges for dual credit programs and bridging strategies (Academic Upgrading, University Transfers, Dogwood Completion)
- A continued focus on developing Trades Training Programs and Dual Credit Program pathways
- Improved scholarship opportunities, including an Equity Framework and procurement strategy. Individualized support for Indigenous students



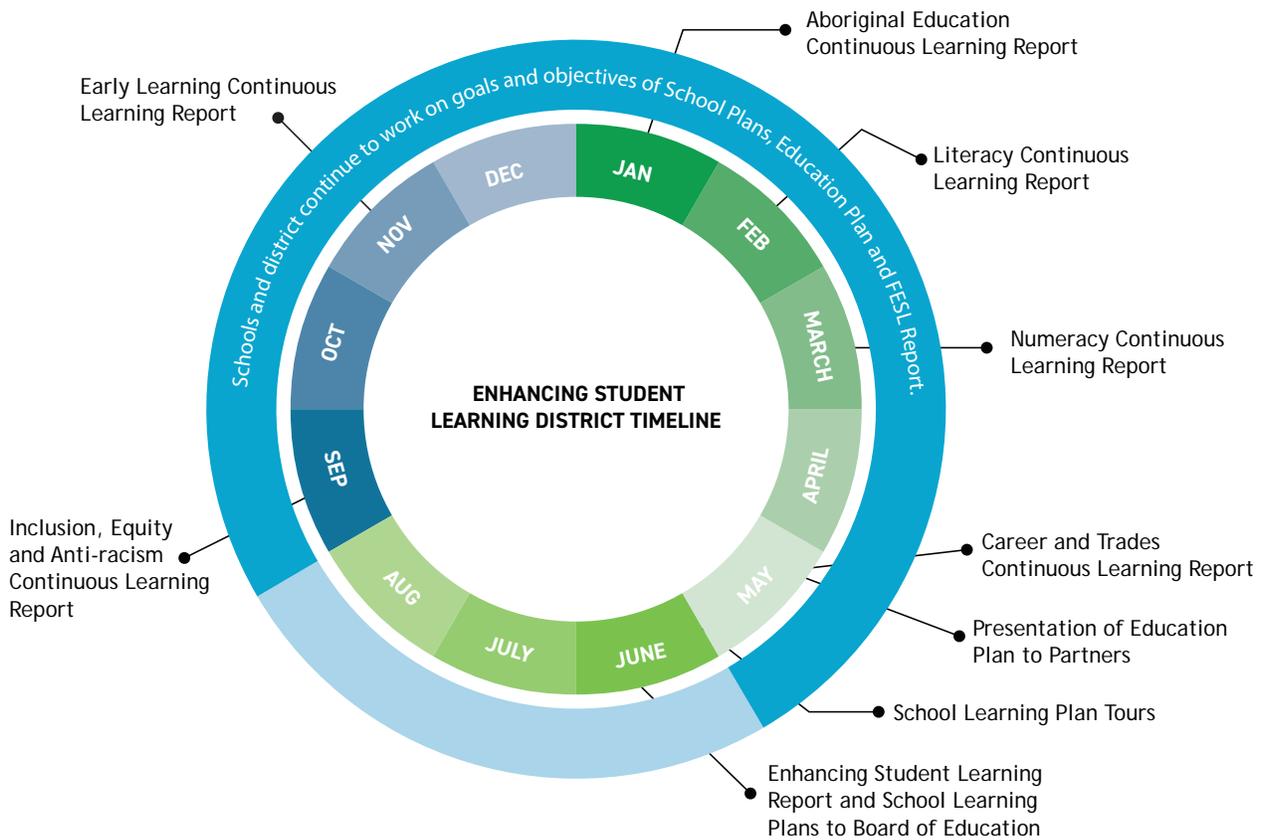


CYCLE OF IMPROVEMENT

SD8’s Strategic Plan follows a five-year cycle which ends in 2023. All British Columbia school districts are required by the Ministry of Education and Child Care to produce an annual Enhancing Student Learning report which aligns with the District Strategic Plan and the Ministry of Education Framework for Enhancing Student Learning, and the Ministry Service Goals.

SD8 has developed an annual planning cycle for Enhancing Student Learning. The cycle includes ongoing data analysis and consultation. Development and design phases of both school and district plans occur annually. School Learning Plans follow a three-year cycle and are used along with consultation and data analysis to create an annual Enhancing Student Learning report.

The Enhancing Student Learning report is adopted and approved by the Board of Education and then submitted to the Ministry. Implementation of the action items in the report takes place throughout the school year. Annual reports on Aboriginal Education, at a public meeting to monitor implementation of the Enhancing Student Learning Report.



Continuous Improvement Through Coherence

District goals are identified through analysis of the evidence through the Enhancing Student Learning Report, Continuous Learning Reports, Operational Reports and School Learning Plans. In order to enhance the learning for all students and ensure that each student is able to graduate with dignity, purpose, and options.

SD8's four learning goals include numeracy, literacy, inclusion and Indigenization and can be found in the District Strategic Plan. Within these four learning goals, SD8 specifically focuses on fostering equity for all learners.



By ensuring that school learning plans, operational plans, and continuous improvement reports support and align with the Board of Education's strategic plan, there is opportunity for coherence in planning and use of resources to create efficiency and build towards student success.

Learning Plans

- Annual School Learning Plans
- School District 8 Kootenay Lake – Support Student Learning

Continuous Learning Reports

- Early Learning Report
- Literacy Report
- Numeracy Report
- Equity, Inclusion and Anti-racism Annual Continuous Improvement Report
- Aboriginal Education Report
- Trades and Career Report

Operational Alignment Reports

- Long-range Facilities Plan
- Capital Operations Plan
- Climate Change Accountability Report
- Technology Plan

Equity Scan for Indigenous students

- Continuous participation in the provincial Equity Scan, 2020–2021 Equity in Review.



Children and Youth in Care

- Full time Mental Health and Addictions Coordinator
- Working with ministry to improve engagement with Ministry of Children and Family Development (MCFD) and Child Youth Mental Health (CYMH). Currently, there is limited sharing of information
- Collaboration with local delegated authorities such as Kinbasket Child and Family Services

Students with Disabilities and Diverse Abilities

- Identification and support of students with diverse abilities
- School based team and district-based team regular training and meetings
- Review of students with diverse abilities four times a year with principals of each school

Overall Student Success

- Continuous focus on achievement and learning agenda
- District wide professional development through “Focus.Learn.Excel.”
- Academic reviews ensuring increased graduation and completion rates



Indigenous Learners

SD8 commits to the focus areas of Aboriginal education, built from extensive community, student and parent consultations: belonging, success, truth before reconciliation, and history and culture.

To support belonging, each school's Aboriginal Education Action Plan designs supplemental and a continuum of supports to increase self-identified students' sense of belonging. Activities include land-based learning, circle learning, and small group academic and cultural support at lunch and after school. The district designs "Culture Camp" learning opportunities on topics such as storytelling, music, Elder connections, and Two-Spirit role models. Each year, the district hosts an annual Pow Wow, where students design personalized regalia, learn dances and teachings from knowledge keepers. Also, at the Pow Wow, there is an Aboriginal Grad Honoring, a grad public acknowledgement, and an honour dance for Aboriginal Grads. Métis Awareness Month is an annual Métis awareness opportunity with honoured Elder teachings, Métis history and culture teachings including handwork, jigging, fiddling and storytelling. The district hosts the wuqanqankimik Walk/Run/Wheel event, honouring teachings from Chief Jason Louie from Lower Kootenay Band: "to take long strides" toward Reconciliation.

To support Success, the district offers students several program paths leading to graduation: through secondary schools, Homelinks Learning, Elev8 online courses, Dual Credit Programs, and Trades programs. For all First Nations students on-reserve, Individual Continuity of Learning Plans support communication between family and school as well as proactively build concrete individual supports. Supplemental tutoring supports are offered as part of the Aboriginal Education program on an individual basis. The Ministry of Education and Child Care provides annual data on the district's six-year completion rate.

The overall six-year completion rate for all students, has increased over the past five years and was at 88% in June 2021. Improving the rate for Indigenous students, which currently is 76%, continues to be a priority for the district. The six-year completion rate for Indigenous students has risen from 58% to 76% in the past five years. Each senior student's Transcript Verification Record (TVR) is reviewed three times per year with a team at each school site, comprised of district staff, the Aboriginal Education school supports, counsellors and principals. These "academic reviews" determine student readiness for meeting graduation requirements and individualize support plans for at-risk students with a concrete plan of action. In addition, these reviews create a team-based approach between the district, district departments, and schools to ensure everyone is working together to support students.

Next year's plan includes:

- Establishing and sharing the Aboriginal Education Focus Areas district wide and creating tools such as shared resources and shared rubrics to grow, assess, and monitor Aboriginal students' pathways to graduation.
- Continuing to build network of Indigenous Education allies and leaders across the district through professional development, district offerings, guests in schools, learning resource sharing, anti-racism actions, and equity actions.
- Continuing to improve graduation rates for Indigenous Learners supporting all schools with the Aboriginal Education annual action plans while individualizing supplemental student supports.
- Continuing to strengthen relationships with territory partners through ACE (Aboriginal Council of Education) and the Lower Kootenay Band Education Committee.





FUTURE DIRECTIONS

SD8 focuses on three priority areas which are described in this report and continually monitors these priorities to ensure continuous improvement for all students including Indigenous students, students with diverse abilities, children and youth in care and English language learner students. Sustained planning, actions, and resource allocation are a priority in the year ahead.

SD8’s “Focus.Learn.Excel” initiative concentrates on learning goals from the Board of Education Strategic Plan.

These areas are addressed by the following:

- Improving Learning and Assessment
- Supporting Vulnerable Students
- Literacy and Numeracy
- Enhancing Student Supports

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

“Ongoing professional learning communities are the bedrock of the work that creates a whole school of effective teachers” (Routman, 2012). Through a “Community of Practice” model of professional development, SD8 is investing funds to support teachers in their professional practice as they in turn support all learners in safe, responsive, equitable, and inclusive learning environments.

SD8 continues to look for ways to build on strengths and to celebrate student success. By referring to data which informs decision making, planning and practices and by working together with education partners, the district can make a difference to life outcomes and educational satisfaction of Kootenay Lake students.

¹ Routman, Regie. 2012. [Mapping A Pathway to Schoolwide Highly Effective Teaching](#)



GLOSSARY

Children and Youth in Care (CYIC): Children and youth may be in care through a court order for protection reasons (89%) or through either a Voluntary Care or Support Needs Agreement with parents (11%). Of all court order induced in care admissions, the most common reason is due to neglect with 83% overall CYIC, 84% Indigenous CYIC and 81% non- Indigenous CYIC.

DPAC: District Parent Advisory Committee is comprised of elected parent representatives from PACs and serves as an umbrella organization for the PACs in their school district. The DPAC is governed by its own Constitution and Bylaws.

Early Development Instrument (EDI): a short questionnaire completed by kindergarten teachers across Canada and internationally which measures children's ability to meet age- appropriate developmental expectations.

Early Literacy Profile (ELP): is a tool to guide assessment to inform responsive instruction that honours where children are at and where our teaching might next guide them.

Educational Outcomes: the desired learning objectives and educational results that schools and teachers want students to achieve.

Equity Scan: defines a collective and collaborative decision-making process for school districts to enter into a genuine and meaningful self-assessment dialogue about the experience of education for Indigenous learners and to respond in strategic ways to create conditions for success.

Foundation Skills Assessments (FSA): administered annually to students in Grades 4 and 7. It provides district level information on student achievement in the foundational areas of reading comprehension, writing and numeracy.

Graduation Numeracy Assessment (GNA): a new provincial assessment written in Grade 10. It is a graduation requirement. The GNA is based on mathematical concepts learned across multiple subjects from kindergarten to Grade 10, with an emphasis on K-9. It is required for graduation.

Indigenous Students: students are classified as Indigenous (Aboriginal) when they identify themselves as such – in other words, they self-identify as Aboriginal or Indigenous.

Middle Years Development Instrument (MDI): a self-report questionnaire completed by children in Grades 4 through 8. It asks them how they think and feel about their experiences both inside and outside of school. Both the Grade 4/5 questionnaire and the Grade 6/7/8 questionnaire include questions related to the five areas of development that are strongly linked to well-being, health and academic achievement.

Student Learning Survey: an annual province-wide census of Grades 4, 7, 10 and 12 students, their parents and staff in public schools. The questions were developed with input from partner groups, teachers and experts in educational measurement and special education.



Memorandum to the Board of Education Public

FROM: Trish Smillie, Superintendent of Schools
DATE: June 21, 2022
SUBJECT: Provincial Online Learning Schools Notification

For Information

Introduction

This memorandum provides notification on the district's expression of interest to operate as a Provincial Online Learning School (POLS).

Background

At the April 26, 2022 Meeting of the Board Held in Public, the Board was informed the Ministry of Education and Child Care would notify school districts by the end of the year if they were chosen to operate a Provincial Online Learning School.

At the January 12, 2022 Meeting of the Board Held in Public, the Board approved the signing of the Memorandum of Understanding and a three-year agreement with the Ministry to operate a POLS. School districts have been anticipating a response to expressions of interest submitted to the Ministry.

Information

The Ministry has provided notification that SD8 has been successfully chosen as a POLS provider.

The Ministry will be providing information about next steps to school districts on the implementation process. Full implementation of the POLS will occur for 2023-24.



Memorandum to the Board of Education Open

FROM: Johan Glaudemans, Secretary-Treasurer
DATE: June 21, 2022
SUBJECT: School-based Summer Projects Update

For Information

Introduction

This memorandum outlines outdoor and activity facility projects initiated and supported by school communities.

Background

School-based outdoor and activity facility projects are initiated, planned, and funded primarily by the individual schools in conjunction with their Parents Advisory Committee, and approved and implemented by the Operations department. These outdoor projects are completed during the summer months to minimize disruption during the school year.

Information

- Brent Kennedy Elementary - Sensory Path

School staff at Brent Kennedy came up with an interesting idea for students to enjoy a colorful and interactive way to release stress and cope with different emotions by following a colorful interactive sensory path that allows them to hop, tip toe, or crawl through floors and lean against the walls in varying fashion.

Over the winter break Operations staff stripped the floor of the hallway, Principal Kooznetsoff came in and installed the stickers, and the custodians then re-waxed the floor over the stickers thereby protecting them for years to come. Feedback from the teachers and kids has been extremely positive as well. In addition to this, the project provided a fun training opportunity for custodial staff to properly refinish a floor.

- Canyon Lister Elementary - Accessible Pathways and ramps.

The school with the help of Operations are installing ramps from the school and the teepee platform along with pathways to create an accessible trail. The pathway system is also the initial step for the ongoing accessible playground project that is expected to be supported with capital funds during the 2022-23 school year.

- Wildflower school - Wildflower Wildscape Project.

The scope of this project is to enhance the outdoor play area for the Wildflower students. The Green Committee is comprised of school staff and parents, The design focuses on the southwest corner of the property.



The parking area will be reconfigured to accommodate a basketball court, ball hockey, a “wild play area” including a natural playground with central playing hill, and perennial perimeter gardens.

- Erickson Elementary - Elder Teaching Platform.

The Elder teaching platform is a stage designed for the Elders to come and speak with the kids or as an outdoor learning space. The school raised the funds and Operations constructed it on the green space to the west side of the school adjacent to the wetlands.

- Hume Elementary - Outdoor Mural Project.

A mural will be painted on the south wall of Hume Elementary School facing the old museum along Anderson Street. The mural has been a team effort between the school, the Aboriginal Education department, the Nelson & District Arts Council, and the Lower Kootenay Band.

- Kootenay River Secondary - Canoe Storage.

The Canoe Storage Quonset is a collaborative initiative between the District, Kootenay River Secondary School (KRSS), and the Lower Kootenay Band (LKB). This Quonset will store the canoes for the Aboriginal Education Canoe Counselling program providing access to the river through a joint land use agreement with the LKB. The LKB, also through a true act of generosity cleared the site, prepped the land for the foundations, and donated docks and floats.

Operations is teaming up with staff and students From KRSS at the end of June to assemble the Quonset completing this incredible collaborative.

- Kootenay River Secondary - Bouldering wall.

The bouldering wall was a proposal that came forward from the student group and supported and funded through the PAC. Its location is on the north wall of the field house and being an external installation can be used year-round the school community.

There were challenges to be resolved related to delays in the schedule as a result of the wall requiring an asbestos abatement. The wall is being installed by the equipment provider and the crash pads which will meet safety guidelines will be installed by Operations. The bouldering wall is currently expected to be completed within a few weeks.

- Mount Sentinel Secondary - Media Arts Stage

The Media Arts program recently constructed a backdrop of a room with three walls including drywall, finishings and windows. This project took up most of the music space and with the music program now expanding a solution was needed to allow for the activities to share the space. Operations, with help from the school is modifying the walls so of a modular design which can be folded up and tucked away safely when not in use in order to open up the space.



- Redfish Elementary - Outdoor Garden

The PAC has begun design of a fenced in garden on the North side of the school towards the highway. A raised bed design is being considered, with individual areas for each class to tend to. Operations is considering adjustments to the sprinkler system allowing for watering during the summer.

- Salmo Elementary - Outdoor Garden and playground expansion

The PAC began enhancing the outdoor area with improvements to the garden area, playground, and around the gazebo. This project includes expansion of the playground with new wood chips and a natural play area, rebuilt raised bed gardens, various plants and wood chips around the gazebo to clean up the space. Continued plans include a new swing set, some picnic tables, and general beautification of the area.

- Salmo Secondary - Soccer field rejuvenation

The PAC is looking into a project to begin upgrading the field to a level that will allow for it to accommodate community soccer events. This requires leveling, top dressing, fracturing, and some seeding. The PAC is working with Operations on the logistics of this undertaking to make it a successful project

- Various Sites - Ga-Ga Ball “Pit”

A Ga-Ga- Ball pit is a wooden hexagon fence about 36” high, the size of the court varies depending on age group and intended number of players. To date these popular pits can be found at Canyon Lister, Ecole des Sentiers-Alpins, Erickson, and Rosemont.



Memorandum to the Board of Education Public

FROM: Johan Glaudemans, Secretary-Treasurer
DATE: June 21, 2022
SUBJECT: Use of Video Surveillance 2021-22

For Information

Introduction

This memorandum provides the information on the use of video surveillance within the school district as outlined in Policy 840: Use of Video Surveillance and School Act 74.01 (3) of the School Act.

Information

The regular review of video surveillance for the 2021-22 school year has been conducted. Video surveillance has been utilized in the following locations over the past year:

- Blewett Elementary School (2665 Blewett Road, Nelson)
- J.V Humphries Elementary and Secondary School (500 - 6th Street, Kaslo)
- L.V. Rogers Secondary School (1004 Cottonwood Street, Nelson)
- Mount Sentinel Secondary School (1014 Playmor Road, South Slokan)
- Kootenay River Secondary School (223 - 18th Avenue South, Creston)
- Rosemont Elementary School (1605 Crease Avenue, Nelson)
- Salmo Secondary School (715 Davies Street, Salmo)
- Trafalgar Middle School (1201 Josephine Street, Nelson)
- Wildflower Nelson/School Board Office (811 Stanley Street, Nelson)
- Operations-Nelson (90 Lakeside Drive, Nelson, BC)
- Operations-Creston (1427 Northwest Boulevard, Creston)

Video footage from SD8's video surveillance is overwritten roughly every two weeks to two months. The time range is impacted by how much storage is available and how many motion events occur. Motion events like rain, snow or a nearby bee's nest can all be recorded and use up a lot of storage space causing the overwriting time to be reduced. Access to the video recordings systems are restricted to principals and designated district personnel staff on a strictly as needed basis.

This memorandum has been provided for the Board's information.



FROM: Johan Glaudemans, Secretary-Treasurer
DATE: June 21, 2022
SUBJECT: School Fees

For Approval

RATIONALE

This memorandum provides information to the Board of Education on the school fees by school, course, and the Trades and Transition programs for the 2021-2022 school year.

BACKGROUND

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

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

[Policy 430: Fees, Deposits and Financial Hardship](#) outlines that schools may charge for optional activities, project material choices, or goods and services related to the curriculum and that all fees charged to parents must be reasonable and must reflect the actual costs of the services provided. The charging of fees and deposits must not become a barrier for student participation in curricular activities or programs.

In accordance with the procedures of [AP 430.1: Fees, Deposits and Financial Hardship](#), each school's schedule of fees has been presented at a public meeting of its Parent Advisory Council, and each school has a financial hardship provision in place to ensure equitable access to enhancement activities and optional goods and services.

For the coming school year, the majority of school fees have remained the same across the District with a few exceptions. The general reasoning for an increase in course fees is due to an increase in material costs or the addition of new materials being provided. Some examples of changes are as follows:

- Increased costs for Art supplies,
- Increased costs for Woodworking supplies
- Increased costs of foods

Where possible, schools have focused keeping fees unchanged for programs that are required for graduation.



The Trades and Transitions program costs are relatively unchanged, with only a minimal increase for inflation. Fees for materials and supplies have risen or dropped program by program by a modest amount based on anticipated needs for the upcoming year.

Please note that the fees are determined by the principals of the individual schools in the district based on consultation with teaching staff and parent committees. This allows the schools to focus on meeting the expectations of their students and parents.

A complete account of the proposed enhancement fees is included in this memorandum for the Board of Education's reference.

RECOMMENDATION

As per [Policy 430: Fees, Deposits and Financial Hardship](#) and in accordance with the procedures, it is recommended that the 2022-23 be approved.





School District No. 8 - Kootenay Lake
2022-2023 School Fees



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School District No. 8 - Kootenay Lake																				
2020-2022 School Generated Funds																			School Generated Funds	
9-Month Period Ended March 31, 2022																				
	Other Fees	Agenda & General Supplies Fees	Field Trip & Activity Fees	Academies & Sports	Curricular Supplies Fees	Total Student Fees Revenue	Fundraisin g	Sales	Donations	Grants	Staff Fees	Interest	Total Other Revenue	March 31, 2022 Year to Date	Student FTE - May 2022	Avg. Fees per Student FTE	June 30, 2021 Year to Date	2019-2020	2018-2019	Variance to prior year period
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$		\$	\$	\$	\$	\$
Adam Robertston	4,035	8,920	-	-	-	12,955	-	5,303	13,644	-	425	-	19,372	32,327	316.00	41	64,290	66,262	61,077	(31,963)
Blewett	2,540	4,215	-	-	-	6,755	6,030	-	2,150	-	288	-	8,467	15,222	120.00	56	40,925	42,843	37,731	(25,703)
Brent Kennedy	4,069	5,310	14,575	-	-	23,954	3,276	-	1,000	4,544	180	14	9,015	32,968	206.00	116	36,819	37,938	42,238	(3,851)
Canyon Lister	2,170	1,155	-	-	-	3,325	1,703	232	1,687	11,150	-	-	14,772	18,097	134.00	25	28,571	29,622	38,536	(10,475)
Crawford Bay	-	1,600	2,467	-	-	4,067	4,745	3,417	10,215	-	-	95	18,472	22,538	67.00	61	21,559	21,980	54,043	979
Erickson	453	5,659	-	-	-	6,112	974	3,580	2,000	-	-	6	6,560	12,672	180.00	34	43,487	45,722	29,990	(30,815)
Homelinks	4,326	-	-	-	2,140	6,466	40	-	-	-	-	-	40	6,506	213.31	30	5,819	1,219	2,386	687
Hume	15,304	8,852	-	-	-	24,156	-	126	631	-	-	-	757	24,913	224.00	108	40,519	60,194	39,979	(15,606)
Jewett	200	240	-	-	-	440	300	-	1,715	4,000	-	2	6,017	6,457	10.00	44	5,430	6,825	11,461	1,028
JV Humphries	4,292	4,680	10,375	24	75	19,446	10,897	4,248	10,085	5,290	-	26	30,545	49,991	211.00	92	71,706	83,247	99,214	(21,715)
LV Rogers	15,708	-	5,020	20,280	25,039	66,047	119,315	48,768	14,364	-	1,055	-	183,502	249,549	523.00	126	512,976	553,866	954,810	(263,427)
Mount Sentinel & S	8,659	10,520	12,257	9,615	12,500	53,551	2,235	44,394	2,565	3,405	275	9,404	62,278	115,829	271.00	198	122,873	124,068	289,490	(7,045)
Prince Charles	14,883	8,025	7,424	10,085	8,830	49,247	11,995	21,059	7,891	-	-	1,978	42,924	92,170	515.00	96	325,167	363,021	521,366	(232,997)
REACH	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8.00	-	5,225	6,241	4,063	(5,225)
Redfish	3,526	3,250	-	-	-	6,776	510	-	-	1,400	-	-	1,910	8,686	96.00	71	13,282	16,379	23,636	(4,595)
Rosemont	335	3,580	1,830	-	-	5,745	1,504	3,786	1,891	-	-	-	7,181	12,926	115.00	50	21,149	21,149	19,821	(8,223)
Salmo Elementary	106	3,995	4,126	-	-	8,227	1,407	3,223	2,278	-	-	11	6,920	15,147	145.00	57	14,861	18,998	16,751	285
Salmo Secondary	650	175	5,940	1,507	485	8,757	5,370	1,583	1,705	-	-	4	8,663	17,419	137.00	64	18,085	20,042	43,576	(665)
South Nelson	6,272	8,035	-	-	-	14,307	1,078	-	-	-	-	-	1,078	15,385	210.00	68	34,488	41,037	36,821	(19,103)
Trafalgar	14,727	10	32,327	6,430	39,305	92,799	261	60,273	3,739	-	90	-	64,362	157,160	583.00	159	178,724	182,503	230,397	(21,564)
WE Graham	3,000	360	3,739	-	3,240	10,339	6,831	348	7,500	-	-	18	14,697	25,036	97.00	107	51,209	52,128	63,492	(26,173)
Wildflower	2,954	12,180	100	-	-	15,234	-	-	-	3,500	-	-	3,500	18,734	194.00	79	20,122	20,760	32,976	(1,388)
Winlaw	5,064	1,280	10,574	-	-	16,918	-	6,011	-	715	-	6	6,732	23,650	88.00	192	27,606	30,435	43,698	(3,956)
Investment unrealized (gain) loss						-						-	-	-	-	-	-	-	-	-
	113,273	92,041	110,753	47,941	91,614	455,622	178,470	206,350	85,060	34,004	2,313	11,564	517,761	973,383	4,663	209	1,704,893	1,846,479	2,697,552	(731,510)

School District No. 8 - Kootenay Lake									Secondary & Middle Schools
2022-2023 School Fees									Secondary & Middle Schools
Secondary & Middle Schools									
School	Fee Type	Fee Description	Grade(s)	2022-2023 Fee Amount	2021-2022 Fee Amount	2020-2021 Fee Amount	2019-2020 Fee Amount	Comment	
				\$	\$	\$	\$		
Crawford Bay - Secondary									
Crawford Bay - Secondary	Supplies	Supplies	7	45.00	50.00	50.00	50.00	Cost recovery - school covers cost if family is unable	
Crawford Bay - Secondary	Supplies	Supplies	8	45.00	50.00	50.00	50.00	Cost recovery - school covers cost if family is unable	
Crawford Bay - Secondary	Supplies	Supplies	9	45.00	50.00	50.00	50.00	Cost recovery - school covers cost if family is unable	
Crawford Bay - Secondary	Supplies	Supplies	10	45.00	50.00	50.00	50.00	Cost recovery - school covers cost if family is unable	
Crawford Bay - Secondary	Supplies	Supplies	11	45.00	50.00	50.00	50.00	Cost recovery - school covers cost if family is unable	
Crawford Bay - Secondary	Supplies	Supplies	12	45.00	50.00	50.00	50.00	Cost recovery - school covers cost if family is unable	
Crawford Bay - Secondary	Courses	Art/Foods/Drama	7-12	-	30.00	30.00	30.00	Cost recovery - school covers cost if family is unable	
Crawford Bay - Secondary	Courses	Metalwork/Woodwork/Outdoor Ed	7-12	-	40.00	40.00	40.00	Cost recovery - school covers cost if family is unable	
Crawford Bay - Secondary	Activities	Skiing x 4	7-12	up to \$176	up to \$176	up to \$176	up to \$176	Cost recovery - school covers cost if family is unable	
Elev8-DESK - Secondary									
Elev8-DESK - Secondary	General	Textbook Deposit English 12	12	None	None	None	100.00	Deposit	
Elev8-DESK - Secondary	General	International student course	10-12	1,000.00	1,000.00	1,000.00	600.00		
JV Humphries - Secondary									
JV Humphries - Secondary	Courses	Outdoor Adventures (outdoor education)	9-12	-	750.00	750.00	TBD	Board pays \$750 per student. Some fundraising when needed for outdoor education.	
JV Humphries - Secondary	Supplies	Locks	8-12	20.00	5.00	5.00	5.00	Cost recovery	
JV Humphries - Secondary	Supplies	Computer Mouse	8-12	-	7.00	7.00	7.00	Cost recovery	
JV Humphries - Secondary	Activities	Skiing - WH20	8-12	170.00	170.00	170.00	set by WH20)	need through WH20 & school	
JV Humphries - Secondary	Activities	Skiing - Revelstoke	8-12	200.00	200.00	200.00	200.00	Transportation Fund covers bussing, coverage for families in need through WH20 & school	
JV Humphries - Secondary	Lunches	meals - pay per use	8-12	5.00	5.00	5.00	5.00	Typically once per week, prepared by secondary students	
JV Humphries - Secondary	Lunches	meals - available in freezer	8-12	-	-	-	-	- Prepared by Foods class	
JV Humphries - Secondary	Breakfast Club	meals	8-12	-	-	-	-	- Covered through LINKS, grants, trust	
JV Humphries - Secondary	Veggie Program	meals	8-12	-	-	-	-	- Available at front office	
JV Humphries - Secondary	Trades Trip	Spokane industry tour	9-12	-	150.00	150.00	TBD	Optional trip to Spokane to visit trades businesses/organizations - food, lodging, activities	
JV Humphries - Secondary	Supplies	Shop Materials	9-12	up to 25.00	25.00	25.00	TBD	Cost recovery for some students who complete more complex projects	
JV Humphries - Secondary	Graduation	Fees for events, gift to school	12	125.00	125.00	125.00	125.00	Banquet meal, gown, decorations, grad tree & grad gift	
JV Humphries - Secondary	School Sports	Volleyball	8-12	-	100.00	100.00	TBD	\$50 per tournament per player - food, lodging	
JV Humphries - Secondary	School Sports	Soccer	8-12	-	100.00	100.00	TBD	\$50 per tournament per player - food, lodging	
JV Humphries - Secondary	School Sports	Basketball	8-12	-	100.00	100.00	TBD	\$50 per tournament per player - food, lodging	

School District No. 8 - Kootenay Lake									Secondary & Middle Schools
2022-2023 School Fees									Secondary & Middle Schools
Secondary & Middle Schools									
School	Fee Type	Fee Description	Grade(s)	2022-2023 Fee Amount	2021-2022 Fee Amount	2020-2021 Fee Amount	2019-2020 Fee Amount	Comment	
				\$	\$	\$	\$		
LV Rogers									
LV Rogers	Courses	ATLAS Academy (outdoor education)	12	500.00	1,400.00	1,400.00	TBD	Board pays \$1,000 per student. Certification fees, travel, overnight expenses, supplies, equipment.	
LV Rogers	Courses	Art/Studio Arts/Drawing/Painting	10-12	40.00	25.00	25.00	25.00	cost recovery for paper, coloured pencils/pastels-- school covers any hardship	
LV Rogers	Courses	Ceramics	11/12	60.00	45.00	45.00	45.00	Cost recovery for clay expense-- fee reduced due to clay recycling program	
LV Rogers	Courses	Computer Technology CISCO FIT	11/12	25.00	25.00	25.00	25.00	Cost for examination -- elective for students	
LV Rogers	Courses	Dance Academy - (per semester)	10-12	250.00	250.00	250.00	250.00	Costume fees -- \$400 for full semester academy	
LV Rogers	Courses	Dance Company Costume Rental	10-12	75.00	75.00	75.00	75.00	non-refundable costume fee; school covers hardship	
LV Rogers	Courses	Dance Foundations	10-12	40.00	40.00	40.00	40.00	non-refundable costume fee; school covers hardship	
LV Rogers	Courses	Drafting - optional 3D/printing	10-12	25.00	25.00	25.00	25.00	Toner & 3D printing materials; school covers hardship	
LV Rogers	Courses	Foods	10-12	40.00	25.00	25.00	40.00	Funded in part by Cafeteria revenue -- one meal per week per semester	
LV Rogers	Courses	Media Arts	10-12	30.00	30.00	30.00	30.00	recovery)	
LV Rogers	Courses	Metal Fabrication	10/11	30.00	30.00	30.00	30.00	Cost recovery--consumables, metal, sauder, etc. school covers hardship	
LV Rogers	Courses	Mountain Bike Program	10-12	100.00	150.00	150.00	200.00	Personal 1st aid kits, basic equipment; bike rentals available upon request; school covers hardship	
LV Rogers	Courses	Active Living (Physical Education 11)	11	65.00	-	-	60.00	Covered through Transportation fund	
LV Rogers	Courses	Active Living (Physical Education 12)	12	65.00	-	-	60.00	Covered through Transportation fund	
LV Rogers	Courses	photography (photo development)	10-12	-	-	-	25.00	Excess in trust last year; no need to charge fees	
LV Rogers	Courses	Power Tech/Auto Tech	10-12	40.00	30.00	30.00	30.00	Consumable supplies; school covers hardship	
LV Rogers	Courses	Recreation Leadership	11/12	25.00	25.00	25.00	25.00	Community recreation fee; school pays hardship	
LV Rogers	Courses	Rugby Fitness Program	10-12	100.00	250.00	250.00	350.00	Fitness program and facilities rental; school covers hardship	
LV Rogers	Courses	Sewing/Textiles/Crafts	10-12	30.00	25.00	25.00	25.00	Consumable supplies (fabric, sewing kit, sundries); school covers hardship	
LV Rogers	Courses	Volleyball Academy (new members)	10-12	100.00	200.00	200.00	250.00	Uniform, personal volleyball and travel to UBCO Heat Clinic	
LV Rogers	Courses	Woodwork/Carpentry	10-12	50.00	40.00	40.00	40.00	Basic wood project & consumables; school pays hardship	
LV Rogers	General	Band - optional instrument rental	10-12	100.00	100.00	100.00	100.00	Optional rental; school covers hardship	
LV Rogers	General	Student-General Fee	10-12	-	10.00	10.00	25.00	locker/lock maintenance/replacement, student activities/cultural performances	
LV Rogers	Workbook	Biology - optional purchase	12	20.00	20.00	20.00	20.00	Optional workbook purchase--copies on hand for students	
LV Rogers	Workbook	Chem - optional purchase	11	25.00	27.00	27.00	27.00	Optional workbook purchase--copies on hand for students	
LV Rogers	Workbook	Chem - optional purchase	12	20.00	20.00	20.00	20.00	Optional workbook purchase--copies on hand for students	
LV Rogers	Workbook	Math--optional purchase	10-12	25.00	25.00	25.00	25.00	Optional workbook purchase--copies on hand for students (equity -- school pays for Workplace Math 10/11)	

School District No. 8 - Kootenay Lake									
2022-2023 School Fees									
Secondary & Middle Schools									
School	Fee Type	Fee Description	Grade(s)	2022-2023 Fee Amount	2021-2022 Fee Amount	2020-2021 Fee Amount	2019-2020 Fee Amount	Comment	
				\$	\$	\$	\$		
Mount Sentinel									
Mount Sentinel	Courses	Art Fee	7/8	12.50	12.50	12.50	12.50	Cost recovery on materials/consumables for multiple take home projects	
Mount Sentinel	Courses	Art Fee	9	25.00	25.00	25.00	25.00	Cost recovery on materials/consumables for multiple take home projects	
Mount Sentinel	Courses	Art Fee	10	25.00	25.00	25.00	25.00	Cost recovery on materials/consumables for multiple take home projects	
Mount Sentinel	Courses	Art Fee	11	25.00	25.00	25.00	25.00	Cost recovery on materials/consumables for multiple take home projects	
Mount Sentinel	Courses	Art Fee	12	25.00	25.00	25.00	25.00	Cost recovery on materials/consumables for multiple take home projects	
Mount Sentinel	Courses	Ceramics	10-12	50.00	45.00	-	-	Popular program with expensive material costs.	
Mount Sentinel	Courses	Computer Lab/Printing Fees	7	15.00	15.00	15.00	15.00	Papercut costs on printed student work	
Mount Sentinel	Courses	Computer Lab/Printing Fees	8	15.00	15.00	15.00	15.00	Papercut costs on printed student work	
Mount Sentinel	Courses	Computer Lab/Printing Fees	9	15.00	15.00	15.00	15.00	Papercut costs on printed student work	
Mount Sentinel	Courses	Computer Lab/Printing Fees	10	15.00	15.00	15.00	15.00	Papercut costs on printed student work	
Mount Sentinel	Courses	Computer Lab/Printing Fees	11	15.00	15.00	15.00	15.00	Papercut costs on printed student work	
Mount Sentinel	Courses	Computer Lab/Printing Fees	12	15.00	15.00	15.00	15.00	Papercut costs on printed student work	
Mount Sentinel	Courses	Drama	7/8	12.50	12.50	12.50	12.50	Helps subsidize all drama related additional costs due to performances eg: Scripts, set design, costumes, etc..	
Mount Sentinel	Courses	Foods	7/8	12.50	12.50	12.50	12.50	Helping to subsidize actual cost on consumable food for students	
Mount Sentinel	Courses	Foods	9	35.00	35.00	35.00	35.00	Helping to subsidize actual cost on consumable food for students	
Mount Sentinel	Courses	Foods	10	35.00	35.00	35.00	35.00	Helping to subsidize actual cost on consumable food for students	
Mount Sentinel	Courses	Foods	11	35.00	35.00	35.00	35.00	Helping to subsidize actual cost on consumable food for students	
Mount Sentinel	Courses	Foods	12	35.00	35.00	35.00	35.00	Helping to subsidize actual cost on consumable food	
Mount Sentinel	General	Library Card - One time/refundable	7	10.00	10.00	10.00	10.00	Refundable fee if all Library books returned or helps to subsidize replacement cost	
Mount Sentinel	General	Performing Arts/Cultural Activity	7	5.00	5.00	5.00	5.00	Helping to subsidize actual cost of bringing in additional performers at an assembly	
Mount Sentinel	General	Performing Arts/Cultural Activity	8	5.00	5.00	5.00	5.00	Helping to subsidize actual cost of bringing in additional performers at an assembly	
Mount Sentinel	General	Performing Arts/Cultural Activity	9	5.00	5.00	5.00	5.00	Helping to subsidize actual cost of bringing in additional performers at an assembly	
Mount Sentinel	General	Performing Arts/Cultural Activity	10	5.00	5.00	5.00	5.00	Helping to subsidize actual cost of bringing in additional performers at an assembly	
Mount Sentinel	General	Performing Arts/Cultural Activity	11	5.00	5.00	5.00	5.00	Helping to subsidize actual cost of bringing in additional performers at an assembly	
Mount Sentinel	General	Performing Arts/Cultural Activity	12	5.00	5.00	5.00	5.00	Helping to subsidize actual cost of bringing in additional performers at an assembly	
Mount Sentinel	Courses	Shop	7	12.50	12.50	2.50	2.50	Cost recovery on materials/consumables for multiple take home projects	
Mount Sentinel	Courses	Shop	8	12.50	12.50	10.00	10.00	Cost recovery on materials/consumables for multiple take home projects	
Mount Sentinel	Courses	Shop	9	30.00	25.00	25.00	25.00	Cost recovery on materials/consumables for multiple take home projects	
Mount Sentinel	Courses	Shop	10	30.00	25.00	25.00	25.00	Cost recovery on materials/consumables for multiple take home projects	
Mount Sentinel	Courses	Shop	11	30.00	25.00	25.00	25.00	Cost recovery on materials/consumables for multiple take home projects	
Mount Sentinel	Courses	Shop	12	30.00	25.00	25.00	25.00	Cost recovery on materials/consumables for multiple take home projects	
Mount Sentinel	General	Students Council	7	10.00	10.00	10.00	10.00	Helping to cover costs with student organised activities for all grades	
Mount Sentinel	General	Students Council	8	10.00	10.00	10.00	10.00	Helping to cover costs with student organised activities for all grades	
Mount Sentinel	General	Students Council	9	10.00	10.00	10.00	10.00	Helping to cover costs with student organised activities for all grades	
Mount Sentinel	General	Students Council	10	10.00	10.00	10.00	10.00	Helping to cover costs with student organised activities for all grades	
Mount Sentinel	General	Students Council	11	10.00	10.00	10.00	10.00	Helping to cover costs with student organised activities for all grades	
Mount Sentinel	General	Students Council	12	10.00	10.00	10.00	10.00	Helping to cover costs with student organised activities for all grades	
Mount Sentinel	General	Textbook/Device Deposit Fee	7	25.00	25.00	25.00	25.00	Refundable fee if all textbooks and/or digital devices returned or helps to subsidize replacement cost	
Mount Sentinel	General	Textbook/Device Deposit Fee	8	25.00	25.00	25.00	25.00	Refundable fee if all textbooks and/or digital devices returned or helps to subsidize replacement cost	
Mount Sentinel	General	Textbook/Device Deposit Fee	9	25.00	25.00	25.00	25.00	Refundable fee if all textbooks and/or digital devices returned or helps to subsidize replacement cost	
Mount Sentinel	General	Textbook/Device Deposit Fee	10	25.00	25.00	25.00	25.00	Refundable fee if all textbooks and/or digital devices returned or helps to subsidize replacement cost	
Mount Sentinel	General	Textbook/Device Deposit Fee	11	25.00	25.00	25.00	25.00	Refundable fee if all textbooks and/or digital devices returned or helps to subsidize replacement cost	
Mount Sentinel	General	Textbook/Device Deposit Fee	12	25.00	25.00	25.00	25.00	Refundable fee if all textbooks and/or digital devices returned or helps to subsidize replacement cost	
Mount Sentinel	General	Grad	12	75.00	75.00	50.00	50.00	Helps to cover Grad related expenses	

School District No. 8 - Kootenay Lake									
2022-2023 School Fees					Secondary & Middle Schools				
Secondary & Middle Schools									
School	Fee Type	Fee Description	Grade(s)	2022-2023 Fee Amount	2021-2022 Fee Amount	2020-2021 Fee Amount	2019-2020 Fee Amount	Comment	
				\$	\$	\$	\$		
Mount Sentinel	Courses	VAMT	9	25.00	25.00	25.00	25.00	Cost recovery on materials/consumables for multiple take home projects	
Mount Sentinel	Courses	VAMT	10	25.00	25.00	25.00	25.00	Cost recovery on materials/consumables for multiple take home projects	
Mount Sentinel	Courses	VAMT	11	25.00	25.00	25.00	25.00	Cost recovery on materials/consumables for multiple take home projects	
Mount Sentinel	Courses	VAMT	12	25.00	25.00	25.00	25.00	Cost recovery on materials/consumables for multiple take home projects	
Mount Sentinel	Courses	PM Academy	9-12	400.00	350.00	350.00	350.00	Covers cost of trip to Vancouver/Hotel/Food	
Mount Sentinel	Courses	Outdoor Education	11-12	50.00	50.00	-	-	Cover costs of specialized equipment use and rental. User fees attached to facilities in community.	
Mount Sentinel	Courses	Band - without an instrument	7-12	100.00	100.00	-	-	This fee will not cover the instrument rental. This is a small percentage of the rental, cost of sheet music and repairs. It is only \$25 is you have your own instrument.	
Mount Sentinel	Courses	Band - with an instrument	7-12	25.00	100.00	-	-	Cost for sheet music, minor equipment repair and maintenance	
Mount Sentinel	Breakfast for Learning	Meals per student	7-12	-	-	-	-	Supported by LINKS funds	
Mount Sentinel	Hot Lunch Program	Meals per student	7-12	7.00	5.00	4.50 per meal	4.50 per meal	Subsidised by LINKS funds	
Creston Valley (named Prince Charles until 2021)									
Creston Valley	Courses	YETI program (outdoor education)	10-12	1,000.00	1,000.00	1,000.00	1,000.00	Board pays \$1,000 per student.	
Creston Valley	Courses	Shop project purchase	9-10	30.00	30.00	25.00	25.00	Auto, materials for personal use/consumables	
Creston Valley	Courses	Shop project purchase	11-12	30.00	30.00	30.00		Auto, materials for personal use/consumables	
Creston Valley	Courses	Shop project purchase	9-10	30.00	30.00	25.00	25.00	Metal, Materials for personal use/consumables	
Creston Valley	Courses	Shop project purchase	11-12	30.00	30.00	30.00		Metal, Materials for personal use/consumables	
Creston Valley	Courses	Shop project purchase	9-10	30.00	30.00	25.00	25.00	Wood, materials for personal use/consumables	
Creston Valley	Courses	Shop project purchase	11-12	30.00	30.00	30.00		Wood, materials for personal use/consumables	
Creston Valley	Courses	Food supplies	9-10	15.00	15.00	15.00		Foods, materials for student consumables	
Creston Valley	Courses	Food supplies	11-12	25.00	25.00	25.00		Foods, materials for student consumables	
Creston Valley	General	Band instrument cleaning	7	-	-	-	20.00	No band at this time	
Creston Valley	Athletic	Bantam/Ir/Sr per sport	8-12	75.00	75.00	75.00	75.00	1st sport 75.00, 2nd sport 50.00, 125.00 max 200 max/family	
Creston Valley	General	Grad	12	75.00	75.00	75.00	75.00	Costs associated with Graduation Ceremony	
Creston Valley	General	Student	8-12	30.00	30.00	30.00	30.00	Lockers & locks, student ID and student activities	
Creston Valley	General	Class Trips (eg. PE)	8-12	3.00+	3.00+	3.00+		Cost recovery for ex. skate rentals, bowling etc	
Creston Valley	Supplies	Art supplies	9	10.00	10.00	10.00	10.00	Art 9	
Creston Valley	Supplies	Art supplies	10	10.00	10.00	10.00	10.00	Art 10	
Creston Valley	Supplies	Art supplies	11	15.00	15.00	15.00	15.00	Art 11	
Creston Valley	Supplies	Art supplies	12	15.00	15.00	15.00	15.00	Art 12	
Creston Valley	Skiing	Ski trips - optional	8-12	\$30-\$45	\$30-\$45	\$30-\$45	\$30-\$45	Cost recovery - lift tickets/rentals/lesson	
Creston Valley	Sports Trips	Sports trips	8-12	\$40+	\$40+	\$40+	varied	Cost recovery - hotel expenses	

School District No. 8 - Kootenay Lake								Secondary & Middle Schools
2022-2023 School Fees								Secondary & Middle Schools
Secondary & Middle Schools								
School	Fee Type	Fee Description	Grade(s)	2022-2023 Fee Amount	2021-2022 Fee Amount	2020-2021 Fee Amount	2019-2020 Fee Amount	Comment
				\$	\$	\$	\$	
Salmo Secondary								
Salmo Secondary	Courses	Outdoor Education	10-12	1,000.00	1,000.00	1,000.00		- Board pays \$1,000 per student.
Salmo Secondary	General	Grad		50.00	50.00	50.00	50.00	t-shirt, certificate holder, composite picture
Salmo Secondary	General	Gym locker		-	-	-	5.00	
Salmo Secondary	Supplies	Locker Locks (if needed)		-	-	-	6.00	
Salmo Secondary	General	Sport - per sport (Basketball/Vball)	7-9	30.00	30.00	30.00	30.00	Entry fees, reffing costs, Max \$100/family, Transportation budget covers transportation
Salmo Secondary	General	Sport - per sport(Basketball/Vball)	10-12	50.00	50.00	50.00	50.00	Entry fees, reffing costs, Max \$100/family, Transportation budget covers transportation
Salmo Secondary	General	Sport - Cross country	7-12	30.00	30.00	30.00	50.00	Entry fee for meets
Salmo Secondary	General	Student		25.00	25.00	25.00	25.00	Monies to support Exploratory and Inquiry learning & activities
Salmo Secondary	Supplies	Safety glasses		-	-	-	5.00	
Salmo Secondary	Workbook	Chem	11	-	-	-	25.00	
Salmo Secondary	Workbook	Chem	12	-	-	-	25.00	
Salmo Secondary	Workbook	Math	7	-	-	-	15.00	
Salmo Secondary	Workbook	Math	8	-	-	-	15.00	
Salmo Secondary	Workbook	Math	9	-	-	-	15.00	
Salmo Secondary	Workbook	Math	10	20.00	20.00	20.00	20.00	Math A & W 10 workbook, cost covered for students in need
Salmo Secondary	Workbook	Math	11	20.00	20.00	20.00	20.00	Math A & W 10 & 11 / Math Foundations 11 workbook, cost covered for students in need
Salmo Secondary	Workbook	Math	12	20.00	20.00	20.00	20.00	Math A & W 12 workbook, cost covered for students in need
Salmo Secondary	Workbook	Physics	11	-	-	-	25.00	
Salmo Secondary	Workbook	Physics	12	-	-	-	25.00	
Salmo Secondary	Workbook	Science	10	-	-	-	15.00	
Salmo Secondary	Activities	Skiing (Salmo)	7-12	-	5.00	5.00		\$5/time - cost includes rental of the hill, rentals extra (\$8-10) Transportation Fund covers bussing and generally 5-7 students are funded (below the poverty line)
Salmo Secondary	Activities	Skiing (Whitewater/Red)	7-12	\$35/\$35 (rentals)	\$25/\$35 (rentals)	\$25/\$35 (rentals)	15.00 / 10.00 (rentals)	Cost covers lift ticket and lesson/ additional cost for rental -Transportation Fund covers bussing and generally 5-7 students are funded (below the poverty line)
Salmo Secondary	Breakfast Club	Breakfast	7-12	-	-	-		- Links funding.
Salmo Secondary	Lunch Program	Lunch - pay per use	7-12	2.00	4.00	4.00	3.00	Supported through links funding for students in need
Salmo Secondary	School Clothing	SSS Signia Clothing	7-12	-	-	-		- Individually purchased by youth / staff
Salmo Secondary	Drama Trip	Shakesfest (Vernon)	7-12	-	150.00	150.00	150.00	Actual cost: \$400/st subsidized by Fundraising/Grants, Transportation by transportation fund
Salmo Secondary	Post Secondary	University Tours	7-12	150.00	150.00	150.00		Actual cost: \$400/st - subsidized by fundraising/Grants/ABED funding, Transportation covered by - transportation fund
Trafalgar								
Trafalgar	Athletics	X Curricular fee	6, 7, 8, 9	50.00	50.00	50.00	50.00	Note: Only when a student joins Volleyball, Basketball or X-Country, etc.
Trafalgar	General	Band	6	Free	Free	Free	Free	
Trafalgar	General	Band	7	25.00	Free	Free	Free	
Trafalgar	General	Band	8, 9	100.00	100.00	100.00	100.00	Please note, this does not cover the instrument rental. This is a small percentage of the rental, cost of sheet music and repairs. It is only \$25 is you have your own instrument.
Trafalgar	General	Life Long Explorations (LLE)	6, 7, 8, 9	50.00	50.00	50.00	50.00	areondek chairs home), food for international cuisine (and kids get to eat what they make), materials for stich
Trafalgar	General	Locks/lock repairs	6, 7, 8, 9	Free	10.00	10.00	10.00	We no longer use locks
Trafalgar	General	Applied Skills/Fine Arts (Electives)	6, 7, 8, 9	50.00	50.00	50.00	50.00	paint, clay and mediums used in art which students take home, sewing materials, sewing machine repairs, all
Trafalgar	Optional	TMS Logo Gym Strip	6, 7, 8, 9	35.00	35.00	35.00		Trafalgar emblazoned logo tshirt and shorts for gym strip, athletic quality. ***This is optional
Trafalgar	General Fees Collection Comment.							Trafalgar collects approx. 60% of the fees assessed / 40% not paying.

School District No. 8 - Kootenay Lake									Secondary & Middle Schools
2022-2023 School Fees									Secondary & Middle Schools
Secondary & Middle Schools									
School	Fee Type	Fee Description	Grade(s)	2022-2023 Fee Amount	2021-2022 Fee Amount	2020-2021 Fee Amount	2019-2020 Fee Amount	Comment	
				\$	\$	\$	\$		
WE Graham - Secondary									
WE Graham - Secondary	Courses	Valhalla Wilderness Program (outdoor education)	9-10	1,050.00	1,050.00	1,050.00	1,050.00	Board pays \$1,000 per student.	
WE Graham - Secondary	General	OELP (outdoor education)	6-8	250.00	250.00	250.00	250.00	Board pays \$200 per student.	
WE Graham - Secondary	Meals	Hot lunch		\$4 or \$5 per meal	Cost recovery				
WE Graham - Secondary	Workbook	Math	10					- Cost recovery	
WE Graham - Secondary	Activity	Skiing	7-10	72.20 to 214.75	72.20 to 214.75	72.20 to 214.75	\$72.20 to 207.75	cost recovery - based on what child needs to rent.	
WE Graham - Secondary	Courses	Shop	7-10	50.00	50.00	50.00		If child wants advanced project	
WE Graham - Secondary	Trip	Year end Trip - Vancouver	7-8	-	-	-	150.00	Travel every other year - students raise funds - COVID cancelled 19-20	

School District No. 8 - Kootenay Lake										
2022-2023 School Fees										Creston Family of Schools - Elementary
Creston Family of Schools - Elementary										
School	Fee Type	Fee Description	Grade(s)	2022-2023 Fee Amount	2021-2022 Fee Amount	2020-2021 Fee Amount	2019-2020 Fee Amount			Comment
				\$	\$	\$	\$			
Adam Robertson										
Adam Robertson	Activities	Field trips - year end	K-7	-	-	-	-	event specific		Expected to be fundraised with minimal to no cost to families
Adam Robertson	Agenda	Back and forth calendar/communication book		-	-	-	-			20/21 - costs covered by school. not all classes use a commercially produced agenda, some classes use on line communication
Adam Robertson	Activity	Downhill skiing	3-7	124.00	124.00	124.00	124.00			Different ski hills can be lower cost
Adam Robertson	Activity/program	Swimming	1-7	3.00	3.00	3.00	3.00			PAC supported
Adam Robertson	program	Theatre performance (Spokane)	7	-	-	-	70.00			Unlikely to happen this year, fundraising to support this is expected, PAC supports with some funds reducing amount for each student
Adam Robertson	Activity	Bowling	3-7	5.50	5.50	5.50	5.50			Activity cost (PAC Supported)
Adam Robertson	Activity	Museum	3-6	5.00	5.00	5.00	5.00			Activity cost (PAC Supported)
Adam Robertson	Activity	Salmon Run	4-5	5.00	5.00	5.00	5.00			Activity cost (PAC Supported)
Adam Robertson	General	Band instrument cleaning	7	-	-	-	20.00			We never charged a cleaning fee in the last 2 years. Can't speak to prior years
Adam Robertson	Supplies	Supplies	K-7	40.00	40.00	40.00	40.00			Consumables, class learning supplies
Adam Robertson	Supplies	Workbooks, pens, pencils etc (list available)	1	40.00	40.00	40.00	20.00			20-21 fees included pencils and agendas. parents bought everything else
Adam Robertson	Supplies	Workbooks, pens, pencils etc (list available)	2	40.00	40.00	40.00	20.00			
Adam Robertson	Supplies	Workbooks, pens, pencils etc (list available)	3	40.00	40.00	40.00	20.00			
Adam Robertson	Supplies	Workbooks, pens, pencils etc (list available)	4	40.00	40.00	40.00	20.00			
Adam Robertson	Supplies	Workbooks, pens, pencils etc (list available)	5	40.00	40.00	40.00	29.00			
Adam Robertson	Supplies	Workbooks, pens, pencils etc (list available)	6	40.00	40.00	40.00	20.00			
Adam Robertson	Supplies	Workbooks, pens, pencils etc (list available)	7	40.00	40.00	40.00	20.00			
Adam Robertson	Transport	Extra-curricular transportation	K-7	-	-	-	43,502.00			Transportation fund is used first. To date no bus fees have been requested.
Adam Robertson	After school sports	Extra curric	4-7	-	-	-	-			Transpportation fund if needed. Often bussing co-ordinates with after school bussing.
Canyon-Lister										
Canyon-Lister	Supplies	Consumable school supplies and agenda included	K	40.00	40.00	40.00	40.00			throughout the year as items are used up. Additionally it includes supplies such as notebooks, duotangs,
Canyon-Lister	Supplies	Consumable school supplies and agenda included	1	40.00	40.00	40.00	40.00			throughout the year as items are used up. Additionally it includes supplies such as notebooks, duotangs,
Canyon-Lister	Supplies	Consumable school supplies and agenda included	2	40.00	40.00	40.00	40.00			throughout the year as items are used up. Additionally it includes supplies such as notebooks, duotangs,
Canyon-Lister	Supplies	Consumable school supplies and agenda included	3	40.00	40.00	40.00	40.00			throughout the year as items are used up. Additionally it includes supplies such as notebooks, duotangs,
Canyon-Lister	Supplies	Consumable school supplies and agenda included	4	40.00	40.00	40.00	45.00			throughout the year as items are used up. Additionally it includes supplies such as notebooks, lined paper,
Canyon-Lister	Supplies	Consumable school supplies and agenda included	5	40.00	40.00	40.00	45.00			throughout the year as items are used up. Additionally it includes supplies such as notebooks, lined paper,
Canyon-Lister	Supplies	Consumable school supplies and agenda included	6	40.00	40.00	40.00	45.00			throughout the year as items are used up. Additionally it includes supplies such as notebooks, lined paper,
Canyon-Lister	Supplies	Consumable school supplies and agenda included	7	40.00	40.00	40.00	45.00			throughout the year as items are used up. Additionally it includes supplies such as notebooks, lined paper,
Canyon-Lister	Extra-curricular	basketball, track and field) transportation	4-7	Free	Free	Free	-			- Transportation Fund
Canyon-Lister	Extra-curricular	Swimming, gymnastics, skating	All	Free	Free	Free	-			- PAC raised money for activity costs, transportation through Transportation Fund
Canyon-Lister	Extra-curricular	Downhill skiing (inc equipment rental)	All	125.00	125.00	120.00	Varies			ski days per child. Transportation Fund covered cost of bus. Cost varied per student based on lift and
Canyon-Lister	Extra-curricular	Summit Creek trip	5-7	Free	Free	Free	-			- Transportation Fund, CBEEN
Canyon-Lister	Extra-curricular	Pow Wow transportation	All	Free	Free	Free	NA			Transportation Fund
Canyon-Lister	Extra-curricular	Singing at Swan Valley	5-7	Free	Free	Free	-			- Transportation Fund
Canyon-Lister	Extra-curricular	Focus on Youth	All	Free	Free	Free	-			- Transportation Fund
Canyon-Lister	Extra-curricular	End of year trips	All	Free	Free	Free	Varies			Fundraising, Transportation Fund, PAC
Canyon-Lister	Celebration	Gr 7 celebration	7	Free	Free	Free	-			- PAC
Canyon-Lister	activity	Therapeutic horse-riding	Various	100-200	79.50	79.50	79.50			parents to pay. If a student can't pay, the school covers the cost. The school usually pays for 2 of the 4
Canyon-Lister	Meals	Breakfast program, some lunches	All	Free	Free	Free	-			- LINKS, grants
Canyon-Lister	activity for some	Swimming social skills program	All	3.50	3.00	3.00	3.00			Students pay, Transportation Fund
Canyon-Lister	Extra-curricular	Be the Change activities	4-7	Free	Free	Free	-			- Transportation Fund, fund-raising

School District No. 8 - Kootenay Lake					Creston Family of Schools - Elementary				
2022-2023 School Fees					Creston Family of Schools - Elementary				
School	Fee Type	Fee Description	Grade(s)	2022-2023 Fee Amount	2021-2022 Fee Amount	2020-2021 Fee Amount	2019-2020 Fee Amount	Comment	
				\$	\$	\$	\$		
Canyon-Lister	School event	Lister Park school picnic	All	Free	Free	Free	-	Transportation Fund	
Canyon-Lister	School event	Centennial Park Water Day	All	Free	Free	Free	-	Transportation Fund	
Erickson									
Erickson	Agendas	Agendas	K	included below	included below	included below	6.00	PAC sometimes picks up this cost	
Erickson	Agendas	Agendas	1	included below	included below	included below	6.00	PAC sometimes picks up this cost	
Erickson	Agendas	Agendas	2	included below	included below	included below	6.00	PAC sometimes picks up this cost	
Erickson	Agendas	Agendas	3	included below	included below	included below	6.00	PAC sometimes picks up this cost	
Erickson	Agendas	Agendas	4	included below	included below	included below	6.00	PAC sometimes picks up this cost	
Erickson	Agendas	Agendas	5	included below	included below	included below	6.00	PAC sometimes picks up this cost	
Erickson	Agendas	Agendas	6	included below	included below	included below	6.00	PAC sometimes picks up this cost	
Erickson	Agendas	Agendas	7	included below	included below	included below	6.00	PAC sometimes picks up this cost	
Erickson	General	Sketch books	5	included below	included below	included below	8.00		
Erickson	General	Sketch books	6	included below	included below	included below	8.00		
Erickson	Supplies	Supplies/consumables/agendas	K	40.00	40.00	40.00	34.00	General supplies like pencils, pens, notebooks, crayons, felts, some craft supplies for art, agenda	
Erickson	Supplies	Supplies/consumables/agendas	1	40.00	40.00	40.00	34.00	General supplies like pencils, pens, notebooks, crayons, felts, some supplies for art, pencil crayons, agenda	
Erickson	Supplies	Supplies/consumables/agendas	2	40.00	40.00	40.00	34.00	General supplies like pencils, pens, notebooks, crayons, felts, some supplies for art, pencil crayons, agenda	
Erickson	Supplies	Supplies/consumables/agendas	3	40.00	40.00	40.00	5.00	General supplies like pencils, pens, notebooks, crayons, felts, some supplies for art, pencil crayons, agenda	
Erickson	Supplies	Supplies/consumables/agendas	4-7	40.00	40.00	40.00	5.00	duotangs, binders, sketchbooks, agenda	
Erickson	Intermediate fun days	Skiing	4-7	125.00	110.00	110.00	110.00	Choice between this and below. School finds means to cover cost or helps out when needed.	
Erickson	Intermediate fun days	Bowling/swimming/Skating	4-7	48.00	45.00	45.00	45.00	See above	
Erickson		Extra curricular travel		-	-	-		Travel grant	
Erickson		Gymnastics	K-7	-	-	-	15.00	PAC has paid	
Erickson		Spokane trip	4-7	-	-	-	100.00	Optional trip that occurs some years	
Erickson		Swimming	3-7	3.00	3.00	3.00			
Wildflower									
Wildflower	General	General	K	40.00	40.00	40.00			
Wildflower	General	General	1	40.00	40.00	40.00			
Wildflower	General	General	2	40.00	40.00	40.00			
Wildflower	General	General	3	40.00	40.00	40.00			
Wildflower	General	Summer/Winter activities (nordic, skiing, bowling, swim	K-3	10.00	10.00	10.00			
Wildflower	General	General	4	40.00	40.00	40.00			
Wildflower	General	General	5	40.00	40.00	40.00			
Wildflower	General	General	6	40.00	40.00	40.00			
Wildflower	General	General	7	40.00	40.00	40.00			
Wildflower	Workbook	Math	K-7	25.00	25.00	25.00	25	math work-booklet (consumable and optional)	
Wildflower	General	Summer/Winter activities (nordic, skiing, bowling, swim	Gr. 4-7	10.00	10.00	10.00			

School District No. 8 - Kootenay Lake				Slocan Valley, Salmo, Kaslo & Crawford Bay Family of Schools - Elementary				
2022-2023 School Fees				Slocan Valley, Salmo, Kaslo & Crawford Bay Family of Schools - Elementary				
School	Fee Type	Fee Description	Grade(s)	2022-2023 Fee Amount	2021-2022 Fee Amount	2020-2021 Fee Amount	2019-2020 Fee Amount	Comment
				\$	\$	\$	\$	
Brent Kennedy								
Brent Kennedy	Activities	Skiing	5	up to 172.00	up to 172.00	up to 172.00	up to 172.00	support available.
Brent Kennedy	Activities	Skiing	6	up to 172.00	up to 172.00	up to 172.00	up to 172.00	support available.
Brent Kennedy	Activities	Swimming	K-6	50.00	50.00	50.00	50.00	Cost recovery to provide 7 lessons. Financial support available.
Brent Kennedy	Activities	Winter	K-4	25.00	25.00	25.00	25.00	available.
Brent Kennedy	Supplies	School supplies/school orders	K-6	up to 40.00	up to 40.00	up to 40.00	40.00	Cost recovery. All supplies are purchased on behalf of families. Financial support available.
Brent Kennedy	Activities	Skiing	4	up to 172.00	up to 172.00	up to 172.00	up to 172.00	support available.
Crawford Bay - Elementary								
Crawford Bay - Elementary	Supplies	Supplies	K	45.00	40.00	40.00	40.00	Cost recovery - school covers cost if family is unable
Crawford Bay - Elementary	Supplies	Supplies	1	45.00	40.00	40.00	40.00	Cost recovery - school covers cost if family is unable
Crawford Bay - Elementary	Supplies	Supplies	2	45.00	40.00	40.00	40.00	Cost recovery - school covers cost if family is unable
Crawford Bay - Elementary	Supplies	Supplies	3	45.00	40.00	40.00	40.00	Cost recovery - school covers cost if family is unable
Crawford Bay - Elementary	Supplies	Supplies	4	45.00	40.00	40.00	40.00	Cost recovery - school covers cost if family is unable
Crawford Bay - Elementary	Supplies	Supplies	5	45.00	40.00	40.00	40.00	Cost recovery - school covers cost if family is unable
Crawford Bay - Elementary	Supplies	Supplies	6	45.00	40.00	40.00	40.00	Cost recovery - school covers cost if family is unable
Crawford Bay - Elementary	Supplies	Supplies	7	45.00	35.00	35.00	35.00	Cost recovery - school covers cost if family is unable
Crawford Bay - Elementary	Activities	Swimming	K-3	40.00	40.00	40.00	40.00	Cost recovery - school covers cost if family is unable
Crawford Bay - Elementary	Activities	Skiing	4-7	\$124-\$176	\$124-\$176	\$124-\$176	\$124-\$176	Cost recovery - school covers cost if family is unable
Jewett								
Jewett	Supplies	Supplies	K-5	40.00	40.00	40.00	40.00	All supplies provided - school covers cost if family is unable
Jewett	Lunch Program	Two per month	K-5	-	-	-	40.00	Balance funded through Community Initiatives and affected area grant.
JV Humphries - Elementary								
JV Humphries - Elementary	Activities	Skating	K-3	-	-	-	-	Village grant applied for each year.
JV Humphries - Elementary	Activities	Skiing	2-7	170.00	170.00	170.00	set by WH20	need through WH20 & school
JV Humphries - Elementary	Lunches	Meals - pay per use	K-7	5.00	5.00	5.00	5.00	Typically once per week, prepared by secondary students
JV Humphries - Elementary	Lunches	Meals - available in freezer	K-7	-	-	-	-	Prepared by Foods class
JV Humphries - Elementary	Trips	Class year-end trips	K-7	-	-	-	-	Paid through fundraising, Transportation Fund
JV Humphries - Elementary	Breakfast Club	Meals	K-7	-	-	-	-	Covered through LINKS, grants, trust
JV Humphries - Elementary	Veggie Program	Meals	K-7	-	-	-	-	Available at front office
JV Humphries - Elementary	General	Supplies	K-7	40.00	40.00	40.00	40.00	All supplies provided - school covers cost if family is unable
Salmo Elementary								
Salmo Elementary	Agendas	Agenda	1	-	5.00	5.00	5.00	Cost recovery - school covers cost if family is unable
Salmo Elementary	Agendas	Agenda	2	-	5.00	5.00	5.00	Cost recovery - school covers cost if family is unable
Salmo Elementary	Agendas	Agenda	3	-	5.00	5.00	5.00	Cost recovery - school covers cost if family is unable
Salmo Elementary	Agendas	Agenda	4	-	5.00	5.00	5.00	Cost recovery - school covers cost if family is unable
Salmo Elementary	Agendas	Agenda	5	-	5.00	5.00	5.00	Cost recovery - school covers cost if family is unable
Salmo Elementary	Agendas	Agenda	6	-	5.00	5.00	5.00	Cost recovery - school covers cost if family is unable
Salmo Elementary	Supplies	Supplies	K	40.00	40.00	40.00	40.00	All supplies provided for this amount - school covers cost if family is unable
Salmo Elementary	Supplies	Supplies	1	40.00	40.00	40.00	10.00	All supplies provided for this amount - school covers cost if family is unable
Salmo Elementary	Supplies	Supplies	2	40.00	40.00	40.00	10.00	All supplies provided for this amount - school covers cost if family is unable
Salmo Elementary	Supplies	Supplies	3	40.00	40.00	40.00	10.00	All supplies provided for this amount - school covers cost if family is unable

School District No. 8 - Kootenay Lake				Slocan Valley, Salmo, Kaslo & Crawford Bay Family of Schools - Elementary				
2022-2023 School Fees				Slocan Valley, Salmo, Kaslo & Crawford Bay Family of Schools - Elementary				
School	Fee Type	Fee Description	Grade(s)	2022-2023 Fee Amount	2021-2022 Fee Amount	2020-2021 Fee Amount	2019-2020 Fee Amount	Comment
				\$	\$	\$	\$	
Salmo Elementary	Supplies	Supplies	4	40.00	40.00	40.00	10.00	All supplies provided for this amount - school covers cost if family is unable
Salmo Elementary	Supplies	Supplies	5	40.00	40.00	40.00	10.00	All supplies provided for this amount - school covers cost if family is unable
Salmo Elementary	Supplies	Supplies	6	40.00	40.00	40.00	10.00	All supplies provided for this amount - school covers cost if family is unable
Salmo Elementary	Downhill skiing - Salmo	Activity - PE Curriculum	4-6	22.00	15.00	15.00	5.00	contribution
Salmo Elementary	Swimming lessons - Salmo	Activity - PE Curriculum	K-6	15.00	15.00	15.00	12.00	8 sessions, PAC Pays half - Cost is covered if family is unable
Salmo Elementary	Cross-country skiing - Salmo	Activity - PE Curriculum	K-6	39.00	30.00	30.00	10.00	3 times (cost covers rentals, instruction, trail fee) Cost is covered if family is unable, some PAC Contribution
Salmo Elementary	Skating - Fruitvale	Activity	K-6	6.00	6.00	6.00	-	supply skates / FREE when teachers use local outdoor skating rink
Salmo Elementary	Sports Teams - basketball, cross country, etc		K-6	-	-	-	-	
Salmo Elementary	Archery Club	Team	K-6	-	-	-	-	Free - equipment purchased by fundraising
Salmo Elementary	Art Therapy	program	K-6	-	-	-	-	By referral to school based team
Salmo Elementary	Breakfast Program	Meals	K-6	-	-	-	-	LINKS - FREE to students in need/cost is covered if family is unable OR if student forgot lunch
Salmo Elementary	Lunch Program	Meals	K-6	\$3-5	\$3-5	\$3-5	-	LINKS - FREE to students in need
Salmo Elementary	Veggie Program	Meals	K-6	-	-	-	-	FREE for all students - supported by Fruit and Veg BC
Salmo Elementary	Trips	Year end Trip - Mirrow Lake	5-6	TBD	60.00	60.00	60.00	cost includes camping (2nights), food, ainsworth, tour SS Moyie/ Transportation fund covers transportation
Salmo Elementary	Trips	Year end Trip - Pines Camp	5-6	TBD	200.00	200.00	-	Student fundraising
WE Graham - Elementary								
WE Graham - Elementary	Activity	Swimming - Adventure	K-3	5.00	5.00	5.00	5.00	Cost recovery (five trips)
WE Graham - Elementary	Activity	Skating	K-6	8.00	8.00	8.00	8.00	Cost recovery
WE Graham - Elementary	Hot Lunch	Meals	K-10	\$4 or \$5 per meal	\$4 or \$5 per meal	\$4 or \$5 per meal	\$4 or \$5 per meal	Cost recovery
WE Graham - Elementary	Activity	SKIing	K-10	72.20 to 114.75	72.20 to 114.75	72.20 to 114.75	\$72.20 to 207.75	cost recovery/sliding scale based on what child needs to rent.
WE Graham - Elementary	Bulk Supplies	Supplies	K-6	40.00	40.00	35.00	35.00	Cost recovery
WE Graham - Elementary	Trips	Year end trip	3-6	-	-	-	-	Students fund raised and paid for trip
WE Graham - Elementary	Trips	Year end trip	6,7,8	-	-	-	-	Students fund raised and paid for trip
Winlaw								
Winlaw	Activities	Swimming	K-6	60.00	60.00	55.00	50.00	7 lessons at Castlegar pool/ cost recovery/ school pays when family can't afford
Winlaw	Activities	Winter	K-6	45.00-200.00	45.00 - 265.00	45.00 - 265.00	40 to 245.42	45.00-200.00 cost recovery/sliding scale based on what equipent the student needs to rent
Winlaw	General	Year End Pines Camp	4	110.00	110.00	110.00	100.00	Did not attend last year or this year due to Covid
Winlaw	General	Year End Pines Camp	5	110.00	110.00	110.00	100.00	Did not attend last year or this year due to Covid
Winlaw	General	Year End Pines Camp	6	110.00	110.00	110.00	100.00	Did not attend last year or this year due to Covid
Winlaw	School Supplies	School supply bulk order	K	40.00	40.00	35.00	25.00	Cost recovery
Winlaw	School Supplies	School supply bulk order	1	40.00	40.00	40.00	35.00	Cost recovery
Winlaw	School Supplies	School supply bulk order	2	40.00	40.00	40.00	35.00	Cost recovery
Winlaw	School Supplies	School supply bulk order	3	40.00	40.00	40.00	35.00	Cost recovery
Winlaw	School Supplies	School supply bulk order	4	40.00	40.00	40.00	35.00	Cost recovery
Winlaw	School Supplies	School supply bulk order	5	40.00	40.00	40.00	35.00	Cost recovery
Winlaw	Breakfast Program	Meals	K-6					Links funding for vulnerable students/grants and donation to provide universally
Winlaw	Lunch Program	Meals	K-6	4.00-7.00	4.00-7.00	4.00-6.00	4.00-6.00	students forget to bring a lunch; PAC freezes lunches which school purchases for a minimal cost of \$2.
Winlaw	Fruit and Veggie Progr	Meals	K-6					Free for all students

School District No. 8 - Kootenay Lake					Nelson Family of Schools - Elementary			
2022-2023 School Fees					Nelson Family of Schools - Elementary			
Nelson Family of Schools - Elementary					Nelson Family of Schools - Elementary			
School	Fee Type	Fee Description	Grade(s)	2022-2023 Fee Amount	2021-2022 Fee Amount	2020-2021 Fee Amount	2019-2020 Fee Amount	Comment
				\$	\$	\$	\$	
Blewett								
Blewett	Activities	Spring	K-5	20.00	20.00	20.00	20.00	option to choose Examples: mountain biking, parkour, tawkwondo, circus silks, makerspace, skateboarding,
Blewett	Activities	Winter	K-5	Free-170	Free-170	Free-170	40 to 170	student/50 students *There is always a free option for families to choose (free:snowshoeing, skiing:65-170,
Blewett	Activities	X-Country skiing	K-5	12.00	12.00	12.00	12.00	\$13 per session This is a teacher-organized field trip that not all classes do
Blewett	Activities	Grade 5 Year End field trip	5	balanced to 0.00	balanced to 0.00	balanced to 0.00		- parents have fundraised, and the PAC contributes so there is a \$0 cost to families for this trip
Blewett	Supplies	Classroom Supplies for student use	K-5	45.00	40.00	40.00	50.00	duotangs, paper, pens, lined paper, notebooks, paint
								Blewett School subsidizes (covers) approx. 15% of fees
Elev8-DESK - Elementary								
Elev8-DESK - Elementary	General	International student course	k-7	-	-	-	-	
Hume								
Hume	Activities	Yoga, pottery, swimming lessons, sledding	K-5	-	-	-	-	covered by the parents and a minimal charge was made to cover the bussing. Activies included swimming
Hume	Supplies	Supplies	K	40.00	40.00	40.00	50.00	to parents is for a backpack, lunchkit and shoes. The \$40 does not cover the entire cost of school supplies.
Hume	Supplies	Supplies and student planner	1,-5	40.00	40.00	40.00	60.00	is for the backpack, lunchkit and shoes. The \$40 does not cover the entire cost of school supplies for each
Hume	Transport	Extra-curricular transportation - student in town	K-5	-	-	-	-	- District transportation allocation paid for all transportation costs
Hume	Transport	Extra-curricular transportation - student out of town	K-5	-	-	-	-	- District transportation allocation paid for all transportation costs
Hume	Winter activities	Curling, skiing (Downhill/X-c)	1,-5	\$10-\$100	\$10-\$100	\$10-\$100	\$10-\$100	lessons/rentals and grade 4-5 paid max \$100 for rentals/lessons.
Hume	Year end trip	Skiing	5	150.00	147.00	147.00	200.00	pandemic is over, the students will go for the day to the ski hill, twice. They will not go overnight. The fee
Redfish								
Redfish	Supplies	Supplies and student planner	K-7	40.00	40.00	40.00	40.00	families who ask for financial support
Redfish	Winter activities	60% of cost of activities choice of skiing, parkour, skatin	44568	35.00	35.00	35.00	20.00	Depends on grants - likely \$35 but could be less.
Redfish	activities	cross country skiing - 4 days	44599	10.00	10.00	10.00	10.00	School fundraising subsidizes extra costs
Redfish	activities	Swimming lessons 7 lessons	K-7	-	-	-	-	PAC helps with costs through grants, transportation is part of school allocated budget
Redfish	End of year intermediate field trip		Sr.	50.00	50.00	50.00		This is a worse case scenario.
Rosemont								
Rosemont	Activities	Skating	K-2	20.00	20.00	12.60	15.00	4 sessions
Rosemont	Activities	Curling	3	21.00	21.00	21.00	20.00	4 sessions
Rosemont	Activities	Cross-country skiing	4	42.00	42.00	42.00	40.00	4 sessions
Rosemont	Activities	Downhill skiing	5	58-167	58-167	58-167	58-167	4 sessions
Rosemont	Activities	Swim lessons	K-5	42.00	42.00	42.00	40.00	7 lessons in 18/19 and 8 lessons in 19/20
Rosemont	Supplies	Supplies	K-5	40.00	40.00	40.00	40.00	sharpener, rulers, scissors, glue, pencil crayons, crayons, markers, paints, pastels, workbooks, duotangs,
South Nelson								
South Nelson	Winter Activity	Snow shoeing	3-5			30.00	30.00	2020-21 winter activities fees covered by PAC, school, grant - cross-country skiing, WH20, archery
South Nelson	Winter Activity	Cross Country skiing	K-5			60.00	60.00	4 sessions
South Nelson	Winter Activity	Gymnastics	3-5			65.00	60.00	4 sessions
South Nelson	Winter Activity	Skating	K-5			30.00	30.00	4 sessions
South Nelson	Winter Activity	Soccer	K-5			30.00	30.00	4 sessions
South Nelson	Winter Activity	Skiing/snowboarding	k-5	58-167		43.00-123.00	43.00-123.00	4 sessions
South Nelson	Activities	Swimming	3-5	21.00		42.00	42.00	8 sessions
South Nelson	Activities	Swimming	1-2	21.00		42.00	40.00	8 sessions
South Nelson	Class Activity	Cross Country skiing	2-4	39.00		48.00	40.00	4 sessions

School District No. 8 - Kootenay Lake								Nelson Family of Schools - Elementary
2022-2023 School Fees								Nelson Family of Schools - Elementary
Nelson Family of Schools - Elementary								
School	Fee Type	Fee Description	Grade(s)	2022-2023 Fee Amount	2021-2022 Fee Amount	2020-2021 Fee Amount	2019-2020 Fee Amount	Comment
				\$	\$	\$	\$	
South Nelson	Supplies	Student Planner	1-5	-			7.00	
South Nelson	Supplies	K-5 Bulk order and Student Planner	K-5	40.00	40.00	40.00	40.00	Heavily subsidized by school budget and PAC (\$2500 overage)
Wildflower								
Wildflower	General	General	K	40.00	40.00	40.00	75.00	
Wildflower	General	General	1	40.00	40.00	40.00	75.00	
Wildflower	General	General	2	40.00	40.00	40.00	75.00	
Wildflower	General	General	3	40.00	40.00	40.00	75.00	
Wildflower	General	General	4	40.00	40.00	40.00	75.00	
Wildflower	General	General	5	40.00	40.00	40.00	75.00	
Wildflower	General	General	6	40.00	40.00	40.00	75.00	
Wildflower	General	summer/winter activities - museum, trolley, swimm	K-1	10.00	10.00	10.00		
Wildflower	General	summer/winter activities - nordic, museum, swimming	Gr.2-6	20.00	20.00	20.00		
Wildflower	General	General	7	40.00	40.00	40.00	100.00	
Wildflower	General	General	8	40.00	40.00	40.00	100.00	
Wildflower	General	General	9	40.00	40.00	40.00	100.00	
Wildflower	General	(The CUBE),	7-9	35.00	35.00	35.00		- PE excursion - Nordic skiing (4 weeks of lessons), climbing wall admissions (exploratories),
Wildflower	Workbook	Math	2	25.00	25.00	25.00	25.00	Math work-booklet (consumable and optional)
Wildflower	Workbook	Math	3	25.00	25.00	25.00	25.00	Math work-booklet (consumable and optional)
Wildflower	Workbook	Math	4	25.00	25.00	25.00	25.00	Math work-booklet (consumable and optional)
Wildflower	Workbook	Math	5	25.00	25.00	25.00	25.00	Math work-booklet (consumable and optional)
Wildflower	Workbook	Math	6	25.00	25.00	25.00	25.00	Math work-booklet (consumable and optional)
Wildflower	Workbook	Math	7	25.00	25.00	25.00	25.00	Math work-booklet (consumable and optional)
Wildflower	Workbook	Math	8	25.00	25.00	25.00	25.00	Math work-booklet (consumable and optional)
Wildflower	Workbook	Math	9	25.00	25.00	25.00	25.00	Math work-booklet (consumable and optional)

Memorandum to the Board of Education Public

FROM: Johan Glaudemans, Secretary-Treasurer
DATE: June 21, 2022
SUBJECT: Trustee Remuneration

For Approval

Introduction

This memo is based on a trustee inquiry to review of how trustee remuneration is handled elsewhere in the Province and takes into account the motion proposed by a Trustee to change trustee remuneration from an amount based on the average of trustee remuneration paid in the Province to the median of trustee remuneration paid.

Background

The Board of Education of each school district in the province spends a significant amount of time and effort in discharging the responsibilities entrusted to the Board as part of the governance process. There is a recognition however that the duties performed by Trustees take a considerable amount of time and effort and that the remuneration should reflect this commitment.

Information

School districts in the province were not able to provide rationale as the setting of the basis of the remuneration and how it was set originally. As a result, it is suggested that SD8 remain with its current baseline and focuses on the method of annual adjustments.

If the median were used rather than the average the trustee remuneration would be lowered by approximately 12%.

In a review of trustee remuneration, it was found that in the majority of districts, trustee remuneration was increased on an annual basis through Consumer Price Index annual adjustment or a regional variety thereof. The advantage is that these amounts are determined by Statistics Canada and as such objective.

In a minority of districts annual change is linked to wage analysis or an alignment with union settlements.

A very small group uses comparisons with their region.

While it may seem that basing the SD8 wage increases to overall province wide amounts (either as an average as currently used or as a median as currently proposed) this approach has its shortfalls. For instance, it means that the trustee indemnity annual adjustment is in part influenced by Vancouver CPI and Abbotsford wage adjustments, these adjustments have no meaning in SD8. SD8 is an outlier in the way it calculates trustee indemnities.

Based on the analysis the Board is presented with two options that better align its Trustee Indemnity policy with other districts.



Option 1.

Annual adjustment on July 1 based on the year over year change from December 31, prior. This calculation is straightforward and will capture the cost of living increase annually. As an added benefit the amounts of the trustee indemnities can easily be budgeted for as they can be calculated with certainty during the budget process since the change is based on December 31 numbers.

British Columbia Consumer Price Index	Index	-	year-over-year increase
December 31, 2017	125.2		
December 31, 2018	129.0	-	3.035%
December 31, 2019	131.7	-	1.062%
December 31, 2020	132.8	-	0.835%
December 31, 2021 (base for 2022-23)	138.0	-	3.916%

If the notice of motion is passed, the trustee remuneration would increase by 3.916% for the 2022-23 school year.

	Current Remuneration	With Option 1 Increase
Chair	\$21,342	\$22,178
Vice-Chair	\$19,328	\$20,085
Trustee	\$18,490	\$19,214

Option 2.

Annual adjustment based on salaries. There is a limited amount of regional salary data available which makes general comparisons difficult to achieve. However, teacher salaries are easily available and as such a salary adjustment based on teachers' union negotiated increases could be performed. As a result of this the Board's remuneration changes would be aligned with those of teachers. On the downside there would be delays in receiving increases as the Board, would now be indirectly dependent on the teachers ratifying the Board's increases. The contract is currently being negotiated.

Recommendation

Motion 1

THAT trustee remuneration be calculated, prior to the beginning of a new school year, based on the change between the most recent December 31, BC CPI published rate as compared to the December 31, BC CPI to the year prior **BE APPROVED.**

OR

THAT trustee remuneration be calculated to match the percentage increase of the teachers' union contract for the school year for the same period **BE APPROVED.**



Motion 2

THAT Policy 131: Trustee Indemnity be updated to reflect that recalculated trustee indemnities be effective July 1st each year and reflective of the annual calculation method.

Memorandum to the Board of Education Public

FROM: Johan Glaudemans, Secretary-Treasurer
DATE: June 21, 2022
SUBJECT: Annual Financial Statement Audit 2021-22

For Approval

Introduction

This memorandum outlines the background related to the Annual Financial Statement audit requirements, as well as the annual audit plan as presented by the external auditors engaged by SD8.

Background

Following a competitive bidding process prior to the end of the 2020-21 school year, SD8 engaged BDO to audit the Annual Financial Statements for a period of three consecutive years. The 2021-22 fiscal year is the second year in this competitive process.

Upon completion of every school year all school districts in the Province are required to submit Audited Financial Statements to the Ministry of Education and Child Care.

The audit plan lays out the audit process for 2022, including the steps to be followed. Planning is a required part of the audit process and allows for an efficient audit process to ensure a timely completion within the parameters set out. Following the completion of the audit the auditors will present the results of the audit and their audit findings to the Board in September 2022.

The Audit Plan 2021-22 is attached for the Board's review.

Recommendation

Be it **RESOLVED** that the 2021-22 audit plan as presented by BDO on June 21, 2022 be **APPROVED**.



School District No. 8 (Kootenay Lake)

Audit planning report to the Board of Trustees
for the year ended June 30, 2022

START



To the Board of Trustees of School District No. 8 (Kootenay Lake)

We are pleased to provide you with this planning report to highlight and explain key issues which we believe to be relevant to the audit of School District No. 8 (Kootenay Lake) (the “Entity”) financial statements for the year ended June 30, 2022.

The enclosed planning report includes our approach to your audit, the significant risks we have identified and the terms of our engagement. At the year-end meeting, we will provide you with a copy of our draft audit opinion and discuss the nature, extent and results of our audit work. We will also report any significant internal control deficiencies identified during our audit and reconfirm our independence.

Our audit and therefore this report will not necessarily identify all matters that may be of interest to the Trustees in fulfilling its responsibilities. This report has been prepared solely for the use of the Board of Trustees and should not be distributed without our prior consent. Consequently, we accept no responsibility to a third party that uses this communication.

We look forward to completing our draft audit report opinion and discussing our conclusions with you. In the meantime, please feel free to contact us if you have any questions or concerns.

Yours truly,

BDO Canada LLP

June 21, 2022





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Audit at a glance

LEAD PARTNER ON YOUR AUDIT	Sinéad Scanlon CPA, CA
	E: sscanlon@bdo.ca
	T: 778-214-41212
START DATE	July 25, 2022
END DATE	August 5, 2022

Your dedicated BDO audit team

Sinéad Scanlon, CPA, CA
Audit Partner

T: 778-214-1212
E: sscanlon@bdo.ca

Sinéad Scanlon has over 17 years of audit experience, working with various organization in the NPO, District and municipal environment. This experience allows her to address the unique audit and operating needs her clients have.

Sinéad will be the Engagement Partner for your assurance services. She will assume ultimate responsibility for the provision of all services, monitoring and controlling costs to ensure you receive quality, effective, and value-added service.

Kayla Northcote, CPA, CA
Audit Manager

T: 236-700-0115
E: knorthcote@bdo.ca

Kayla Northcote has over 8 years of audit experience, working with various organizations in the profit and not for profit environments.

Kayla will be the Engagement Manager for your assurance services. She will assume responsibility for the supervision of the audit team, including corresponding with management and working with Sinéad to ensure the highest level of quality is brought to the audit of the School District.

Pan Jiang
Audit Senior

T: 250-766-3999
E: pjiang@bdo.ca

Pan Jiang will be the Audit Senior in charge of performing the audit work and will be the main point of contact with management.

Pan will work closely with other junior staff members as well as with Kayla and Sinead to ensure that the audit runs smoothly and all audit engagement objectives are performed, both remotely and in the field at the District office.

Our independence



We have complied with relevant ethical requirements and are not aware of any relationships between School District No. 8 (Kootenay Lake) and our Firm that may reasonably be thought to bear on our independence.



Audit timeline



BDO'S DIGITAL AUDIT SUITE APT Next Gen

We use our APT Next Gen software and documentation tool to save time, streamline processes, and go paperless with your audit.

[LEARN MORE](#)

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DIGITAL DIFFERENCE





Auditor's responsibilities: financial statements

We are responsible for forming and expressing an opinion on the financial statements that have been prepared by management, with oversight by those charged with governance. The audit of the financial statements does not relieve management or those charged with governance of their responsibilities. The scope of our work, as confirmed in our engagement letter attached as Appendix A to this letter, is set out below:

Year-End Audit Work

- ▶ Work with management towards the timely issuance of the financial statements.
- ▶ Provide timely and constructive management letters. This will include deficiencies in internal control identified during our audit.
- ▶ Present significant findings to the Trustees including key audit and accounting issues, any significant deficiencies in internal control and any other significant matters arising from our work.



We are required to obtain an understanding of the system of internal control in place in order to consider the adequacy of these controls as a basis for the preparation of the financial statements, to determine whether adequate accounting records have been maintained and to assess the adequacy of these controls and records as a basis upon which to design and undertake our audit testing.

We are required to report to you in writing about any significant deficiencies in internal control that we have identified during the audit.



Auditor's responsibilities: fraud

We are responsible for planning and performing the audit to obtain reasonable assurance that the financial statements are free of material misstatements, whether caused by error or fraud, by:

- ▶ Identifying and assessing the risks of material misstatement due to fraud;
- ▶ Obtaining sufficient and appropriate audit evidence regarding the assessed risks of material misstatement due to fraud, through designing and implementing appropriate responses; and
- ▶ Responding appropriately to fraud or suspected fraud identified during the audit.

The likelihood of not detecting a material misstatement resulting from fraud is higher than the likelihood of not detecting a material misstatement resulting from error because fraud may involve collusion as well as sophisticated and carefully organized schemes designed to conceal it.

Behind the audit report



Learn how we audit your financial statements

[SEE OUR PROCESS](#)



Auditor's responsibilities: fraud

Throughout our planning process, we performed risk assessment procedures and related activities to obtain an understanding of the entity and its environment, including the Entity's internal control, to obtain information for use in identifying the risks of material misstatement due to fraud and made inquiries of management regarding:

- ▶ Management's assessment of the risk that the financial statements may be materially misstated due to fraud, including the nature, extent and frequency of such assessments;
- ▶ Management's process for identifying and responding to the risks of fraud in the Entity, including any specific risks of fraud that management has identified or that have been brought to its attention, or classes of transactions, account balances, or disclosures for which a risk of fraud is likely to exist;
- ▶ Management's communication, if any, to those charged with governance regarding its processes for identifying and responding to the risks of fraud in School District No. 8 (Kootenay Lake); and
- ▶ Management's communication, if any, to employees regarding its view on business practices and ethical behavior.

We are not currently aware of any fraud affecting the Entity. If you are aware of any instances of actual, suspected, or alleged fraud, please let us know.



Significant risks and planned responses

We have identified the following significant risks that require special audit consideration. These risks were identified based on our knowledge of the Entity, our past experience, and input from management. Please review these significant risks and let us know your thoughts on these or any other areas of concern.

Financial statement areas	Risks noted	Audit approach
Fraud Risk due to Management Override of Controls	Management is in a unique position to perpetrate fraud because of management’s ability to directly or indirectly manipulate accounting records and prepare fraudulent financial statements by overriding controls that otherwise appear to be operating effectively.	Review of transactions recorded in various ledgers for unusual non-recurring adjustments that are not addressed by other audit procedures. Test the appropriateness of key estimates.
General Presumption of Possible Fraud in Revenue	The ordinary presumption of fraud risk in relation to revenue recognition in the Canadian Audit Standards.	Review and evaluate revenue transactions or assertions that give rise to such fraud risks, including review of deferred revenue items.

[Back to contents](#)

Materiality

We determined preliminary materiality to be \$1,700,000, based on 2.5% of expenses.

Misstatements are considered to be material if they could reasonably be expected to influence the decisions of users based on the financial statements.

Our materiality calculation is based on the Entity's preliminary results. If actual results change significantly, we will communicate those changes to the Board of Trustees as part of our year-end communication.

We will communicate all corrected and uncorrected misstatements identified during our audit to the Trustees, other than those which we determine to be "clearly trivial."

We encourage management to correct any misstatements identified throughout the audit process.



Using the work of others

Experts - Mercer (Canada) Limited

To complete the audit of your financial statements, we will rely in part on the work of experts. Canadian generally accepted auditing standards require us to communicate with the expert. We propose to discuss the following with :

- ▶ The objective and nature of our audit engagement and how we intend to use the expert's findings and report.
- ▶ Our assessment of the significant and risk aspects of the engagement that will affect the expert's work.
- ▶ The requirement to advise us if they have any relationship with Mercer which could impair their judgment or objectivity in the conduct of their engagement.
- ▶ The nature, timing and extent of the expert's work and our planned review of it, possibly including review of their working papers.
- ▶ Confirmation that the assumptions used in their calculations are consistent with those used in the prior periods and with industry standards.
- ▶ Their obligation to advise BDO Canada LLP of any matters up to the estimated audit report date that may affect their calculations and their report.

We ask that the appropriate level of management review the data provided to and that they also review the assumptions used and results reported by Mercer (Canada) Limited.





Recommended resources

Key changes to financial reporting



When the rules of reporting change, you may need to fine-tune how to present financial statements and govern the organization.

[ACCESS OUR KNOWLEDGE CENTRE](#)

The latest tax pointers



Corporate. Commodity. Transfer pricing. International tax. Government programs. Together they add up to immense differences on the organization's bottom line. Our tax collection keeps you current.

[STAY ON TOP OF TAXES](#)

7 powerful steps to financial audit readiness



Getting and staying prepared for an audit simplifies the process, cuts turnaround time, and improves your chances of overall success. Learn how you can be audit ready.

[7 STEPS](#)

Asset Retirement Obligations (ARO): A Practical Approach to Section PS 3280



This publication will walk through a practical approach to applying Section PS 3280 including: identification, recognition and measurement of an obligation, and the different options available to entities on transition.

[READ ARTICLE](#)



How we audit financial statements: Our six-step audit process

IDENTIFY AND ASSESS RISK

Focus on those areas of financial statements that contain potential material misstatements as a consequence of the risks you face

OBTAIN AUDIT EVIDENCE

Perform audit procedures while maintaining appropriate degree of professional skepticism, to conclude whether or not the financial statements are presented fairly

REPORT

Communicate our opinion and details of matters on which we are required to report

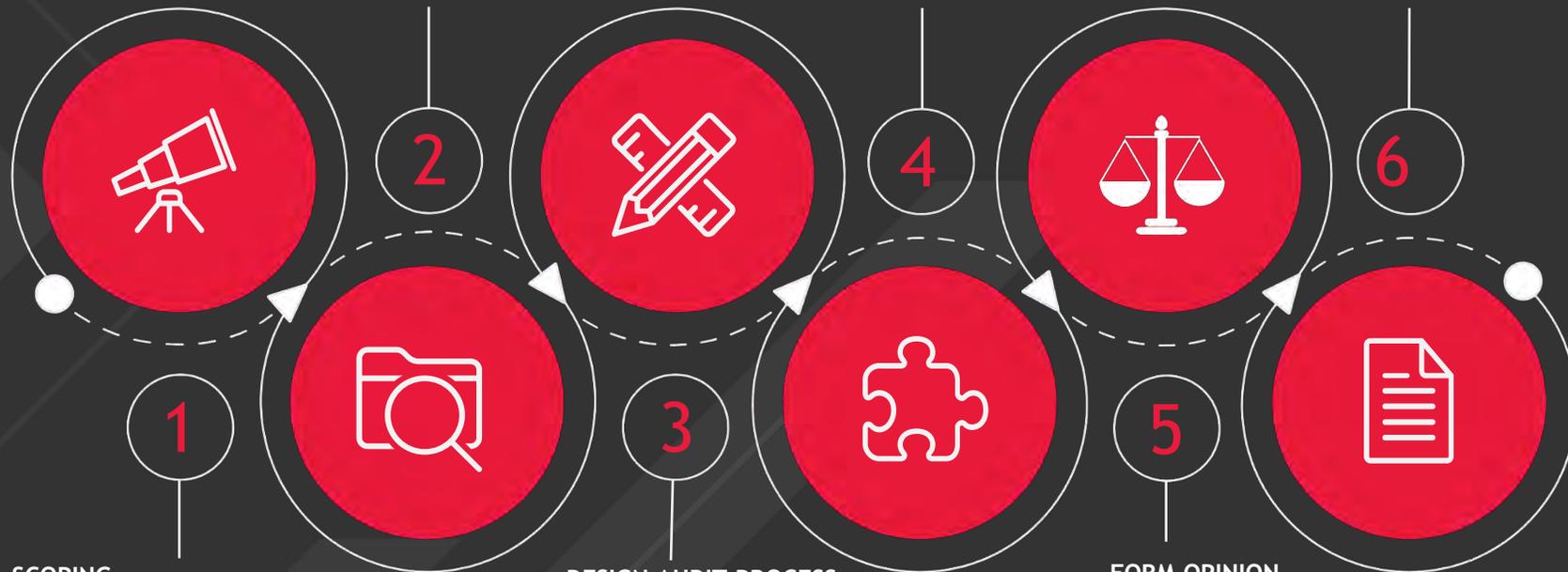
New Standard for Audit Quality



ISQM 1

The quality of an audit depends not only on the people conducting it—but also on the systems underpinning it. These new rules up the ante for your audit quality.

[SEE THE STANDARD](#)



SCOPING

Complete a preliminary review to plan the audit, determine the materiality level, and define the audit scope

DESIGN AUDIT PROCESS

Design an appropriate audit strategy to obtain sufficient assurance and enable us to report on the financial statements

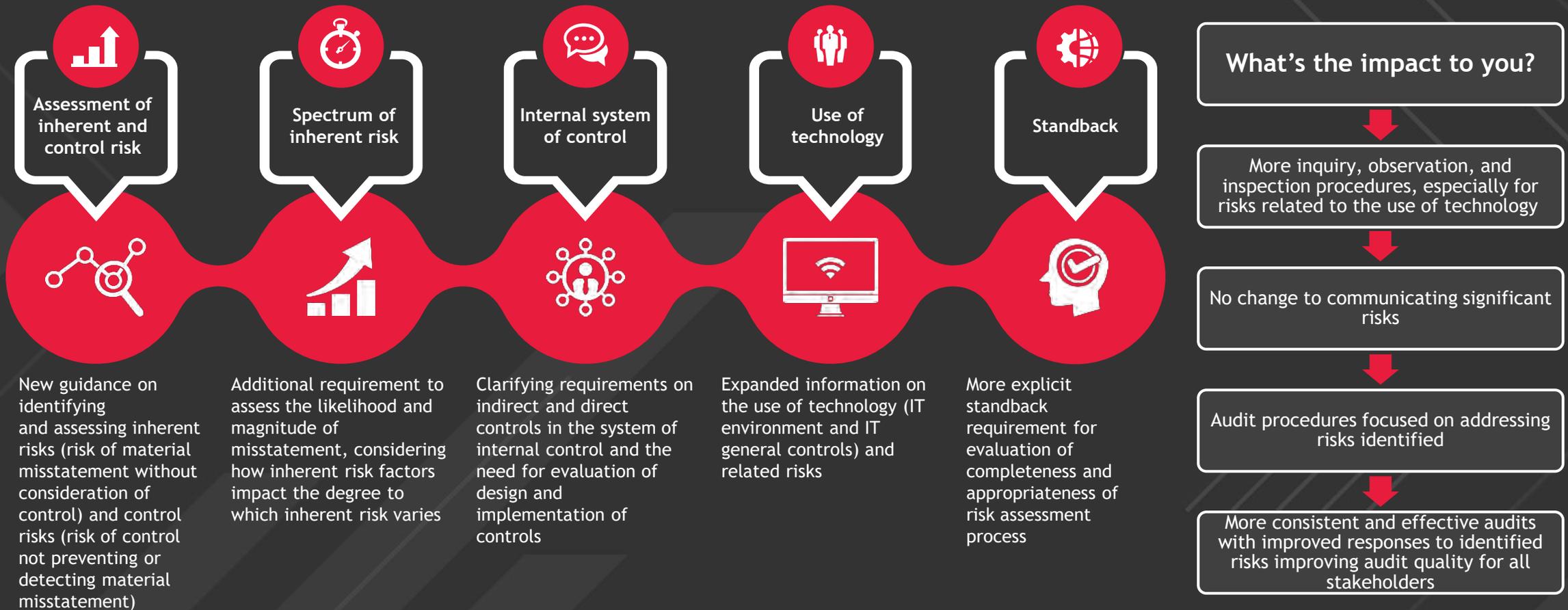
FORM OPINION

Evaluate whether we have enough evidence to conclude that the financial statements are free from material misstatement, and consider the effect of any potential misstatements found



Coming soon: Updates to our audit process

Canadian Auditing Standard 315, *Identifying and Assessing the Risks of Material Misstatement*, was significantly revised with a greater focus on more robust risk identification, assessment and response procedures. The standard will be effective for periods beginning on or after December 15, 2021. Key enhancements include:



Spotlight on Sustainability

Transformative world events—an international health crisis, social movements, shareholder and investor values, global supply chains, energy transition, smart cities, and sustainable finance—are transforming Canadian business.

Standards and regulations are rapidly changing to reflect the goals of all of your stakeholders. Organizations, investors, and customers are embracing environmental, social, and governance (ESG) considerations as important measures of success. Non-financial and financial information is becoming more interconnected.

How climate change became a business issue worth reporting



[READ ARTICLE](#)

Why manufacturers should be reviewing their ESG strategy now



[READ ARTICLE](#)

What executives need to do to align ESG with strategy



[READ ARTICLE](#)

5 reasons why businesses should care about ESG



[READ ARTICLE](#)

How does COVID-19 impact the environment?



[READ ARTICLE](#)

BDO Global Sustainability Resource Hub



[EXPLORE NOW](#)

June 21, 2022

ESG, and the business case for dealing with climate change



[READ ARTICLE](#)

Spotlight on School Districts

A wave of accounting changes are on the horizon, the magnitude of impacts are as follows:

	SIGNIFICANT IMPACT	MODERATE IMPACT	MINOR IMPACT
Section PS 3280, Asset Retirement Obligations (effective April 1, 2022)			
Section PS 3250, Financial instruments and related standards (effective April 1, 2022)			
Section PS 3400, Revenue (effective April 1, 2023)			
Section PS 3160, Public Private Partnership (effective April 1, 2023)			
PSG-8, Purchased Intangibles (effective April 1, 2023)			

Spotlight on Public Sector

PS 3280 is effective for March 31, 2023, and December 31, 2023, year ends, therefore entities must consider identification and recognition now to ensure a smooth transition. Check out the four-step approach below as an aid through the transition process:

IDENTIFICATION

Potential AROs:

- Solid waste landfill closure and post closure liabilities
- Removal of asbestos
- Retirement of sewage treatment plants
- Removal of fuel tanks
- Removal of customizations/leasehold improvements from a leased premises

SUBSEQUENT MEASUREMENT

Year-to-year changes in the liability from:

- Revisions to timing, the original estimate of undiscounted cash flows or the discount rate
- The passage of time as an accretion expense

Four-step approach to AROs

RECOGNITION

- There is a legal obligation to incur retirement costs
- The past transaction or event giving rise to the liability has occurred
- It is expected that future economic benefits will be given up
- A reasonable estimate can be made

INITIAL MEASUREMENT

Best estimate of future costs:

- Any costs directly attributable to the asset retirement activities
- Any costs required in existing agreements, contracts, legislation, etc.

A present value technique is often the best method to estimate the liability. Engineers or other experts will likely be needed for estimates.

PS 3280, Asset Retirement Obligations



It is important to understand the scope of the new standard and how it interacts with previous sections under PSAS, such as Section PS 3270 and Section PS 3260.

STANDARD AT A GLANCE

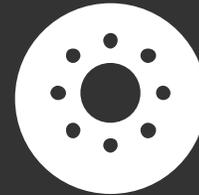
Spotlight on Public Sector

Key identification considerations include:



ASSET MANAGEMENT PLANS

Review any asset management plans in place for the retirement or remediation of assets and engage functions outside of finance (e.g. public works and engineering).



CONTAMINATED SITES

Determine if there are any known contaminations associated with assets that remain in productive use, which are scoped out of PS 3260, but scoped into PS 3280.



ASSESSMENT OF ASBESTOS

Complete an assessment of all buildings and other infrastructure to determine if there is any asbestos.



LEGISLATION, AGREEMENTS, CONTRACTS

Consider relevant legislation, lease agreements, contracts and obligation studies previously completed to identify any assets that require retirement or remediation.



REVIEW OF INFRASTRUCTURE FOOTPRINT

Complete a review of infrastructure footprint (e.g. survey maps, physical inspection, historical data, etc.) to determine if there are any unknown, off-book assets (e.g. equipment, subsurface infrastructure, etc.) that will require clean up or retirement.



MINISTRY CORRESPONDENCE

Consider any past correspondence from Ministries and legal counsel for legal obligations to retire an asset or regarding funding to remediate potential environmental obligations.

Appendices

- ▶ Appendix A: Engagement Letter
- ▶ Appendix B: Independence Letter



Appendix A: Engagement Letter



Tel: 250 763 6700
Fax: 250 763 4457
Toll-free: 800 928 3307
www.bdo.ca

BDO Canada LLP
1631 Dickson Avenue, Suite 400
Kelowna, BC V1Y 0B5 Canada

March 30, 2022

School District No. 8 (Kootenay Lake)
811 Stanley St.
Nelson, BC
V1L 1N8

Dear Sirs/Mesdames:

We understand that you wish to engage us as the auditors of School District No. 8 (Kootenay Lake) for its fiscal year ended June 30, 2022 and subsequent years.

We are pleased to perform the engagement subject to the terms and conditions of this Agreement, to which the attached Standard Terms and Conditions form an integral part. The definitions set out in the Standard Terms and Conditions are applicable throughout this Agreement. This Agreement will remain in place and fully effective for future years until varied or replaced by another relevant written agreement.

Sinéad Scanlon, CPA, CA will be the Engagement Partner for the audit work we perform for you. The Engagement Partner will call upon other individuals with specialized knowledge to assist in the performance of services.

Our Role as Auditors

We will conduct our audit(s) in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia are free from material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. Our audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by you, as well as evaluating the overall financial statement presentation.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, there is an unavoidable risk that some material misstatements, whether by fraud or error, may not be detected, even though the audit is properly planned and performed in accordance with Canadian generally accepted auditing standards.

In making our risk assessments, we consider internal control relevant to your preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of your internal controls. However, we will communicate to you concerning any significant deficiencies in internal controls relevant to the audit of the financial statements that we have identified during the audit.

We will also communicate matters required by professional standards, to the extent that such matters come to our attention, to you, those charged with governance and/or the Board of Trustees.





Reporting

Our audit will be conducted on the basis that the financial statements have been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Our independent auditor's report will be substantially in the form set out in Canadian Auditing Standard (CAS) 700. The form and content of our report may need to be amended in the light of our audit findings. If we are unable to issue or decline to issue an audit report, we will discuss the reasons with you and seek to resolve any differences of view that may exist.

Role of Management and Those Charged with Governance

You acknowledge and understand that you have responsibility for:

- (a) the preparation and fair presentation of the financial statements in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia. The audit of the financial statements does not relieve you of your responsibilities;
- (b) such internal controls as you determine are necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error; and
- (c) providing us with:
 - access, in a timely manner, to all information of which you are aware that is relevant to the preparation of the financial statements such as records, documentation and other matters;
 - additional information that we may request for the purpose of the audit;
 - unrestricted access to persons within the entity from whom we determine it is necessary to obtain audit evidence;
 - financial and non-financial information (other information) that will be included in document(s) containing financial statements and our audit report thereon prior to the date of our auditor's report. If it is not possible to provide all the other information prior to the date of our auditor's report, you are responsible for provision of such other information as soon as practicable; and
 - written confirmation concerning representations made to us in connection with the audit. If appropriate and adequate written representations are not provided to us, professional standards require that we disclaim an audit opinion.

Financial Statement Services

We will obtain your approval, if during the course of our engagement we:

- (a) prepare or change a journal entry; or
- (b) prepare or change an account code or a classification for a transaction.





Tax Services

Our audit is conducted primarily to enable us to express an opinion on the financial statements. The audit process is not designed to provide us with a full understanding of your tax situation and in particular, to allow us to determine whether the entity has specific tax compliance issues. We understand that you are not looking to BDO to provide you with any guidance or advice in regard to tax planning or compliance.

Additional Services

We are available to provide a wide range of services beyond those outlined in this Agreement. To the extent that any additional services that we provide to you that are not provided under a separate written engagement agreement, the provisions of this Agreement will apply to the services.

Fee Estimation

The estimated fee for this engagement is as follows:

- Audit services: \$23,000

For each future year we will issue a Summary of Services providing details of our Services and fees.

Our estimated fee is based on an assumed level of quality of your accounting records, the agreed upon level of preparation and assistance from your personnel and adherence to the agreed-upon timetable. Our estimated fee also assumes that your financial statements are in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia and that there are no significant new or changed accounting policies or issues or internal control or other reporting issues. We will inform you on a timely basis if these factors are not in place. Should our assumptions with respect to the quality of your accounting records be incorrect or should the conditions of the records, degree of cooperation, results of audit procedures, or other matters beyond our reasonable control require additional commitments by us beyond those upon which our estimated fees are based, we may adjust our fees and planned completion dates.

Our professional fees will be based on our billing rates which depend on the means by which and by whom our Services are provided. Our billing rates may be subject to change from time to time at our discretion with or without notice to you.

We will also bill you for our administrative and technology charge, and applicable Goods and Services Sales Tax, Harmonized Sales Tax, Quebec Sales Tax and Provincial Sales Tax. Our administrative and technology charge is calculated as 7% of our professional fee and represents an allocation of estimated costs associated with our technology infrastructure and support staff time costs.

Our fees will be invoiced and payable as follows:

- \$7,500 interim invoice issued in June, 2022;
- \$4,000 interim invoice issued in July, 2022;
- \$10,000 interim invoice issued in August, 2022;
- \$1,500 within 10 days after issuance of our final invoice along with any additional required final payments





Our accounts are due when rendered and invoiced amounts are deemed to be earned when paid. BDO may suspend the performance of Services in the event that you fail to pay an invoice when it is due. Fees that are not paid within 30 days of an invoice or by a specified payment deadline will be considered delinquent. Interest may be charged at the rate of 12% per annum on all accounts outstanding for more than 30 days.

Standard Terms and Conditions

A copy of our Standard Terms and Conditions is attached as Appendix 1. You should ensure that you read and understand them. **The Standard Terms and Conditions include clauses that limit our professional liability.**

Please sign and return the attached copy of this Agreement to indicate your agreement with it. If you have any questions concerning this Agreement, please contact us before signing it.

It is a pleasure for us to be of service and we look forward to many future years of association with you.

Yours truly,

BDO Canada LLP

Chartered Professional Accountants

Agreement of all the terms and conditions in this Agreement is hereby acknowledged by:

DocuSigned by: <i>Jeanette Hanlon</i> <small>Signature</small>	2022-04-01 08:12:12 PDT <small>Date</small>
Jeanette Hanlon <small>Name (please print)</small>	Interim Secretary Treasurer <small>Position</small>

Please carefully review this Agreement, which includes the attached Standard Terms and Conditions, prior to signing it. A complete copy of the signed engagement letter should be returned to us.





Appendix 1 - Standard Terms and Conditions

1 Overview and Interpretation

1.1 This Agreement sets forth the entire agreement between the parties in relation to Services and it supersedes all prior agreements, negotiations or understandings, whether oral or written, with respect to Services, including without limitation any non-disclosure agreements entered into in advance of this Agreement. This Agreement applies to Services whenever performed (including before the date of this Agreement). To the extent that any of the provisions of the accompanying letter conflict with these Standard Terms and Conditions, these Standard Terms and Conditions shall prevail. This Agreement may not be changed, modified or waived in whole or part except by an instrument in writing signed by both parties.

1.2 In this Agreement, the following words and expressions have the meanings set out below:

This Agreement - these Standard Terms and Conditions, the letter to which they are attached, supporting schedules or other appendices to the letter, and any Summary of Services letters issued in future years

Services - the services provided or to be provided under this Agreement, and any other services which we agree to provide to you subsequent to the date of this Agreement that are not covered by a separate engagement letter

We, us, our, BDO - refer to BDO Canada LLP, a Canadian limited liability partnership organized under the laws of the Province of Ontario

You, your - the party or parties contracting with BDO under this Agreement. You and your does not include BDO, its affiliates or BDO Member Firms

BDO Member Firm or Firms - any firm or firms that form part of the international network of independent firms that are members of BDO International Limited

Confidential Information - all non-public proprietary or confidential information and Personal Information, including Client Documents

Personal Information - personal information that is or could be attributed to identifiable individuals

Client Documents - information (including internal financial information and internal records and reports) provided to us by you or on your behalf in connection with the performance of the Services

2 BDO Network and Sole Recourse

2.1 BDO is a member of BDO International Limited, a UK company limited by guarantee, and forms part of the international network of independent member firms (i.e. BDO Member Firms), each of which is a separate legal entity.

2.2 We may use other BDO Member Firms or subcontractors to provide Services; however, we remain solely responsible for Services. You agree not to bring any claim or action against another BDO Member Firm (or their partners, members, directors, employees or subcontractors) or our subcontractors in respect of any liability relating to the provision of Services.





- 2.3 You agree that any of our affiliates, subcontractors, and other BDO Member Firms and any subcontractors thereof whom we directly or indirectly involve in providing Services have the right to rely on and enforce Section 2.2 above as if they were a party to this Agreement.

3 Respective Responsibilities

- 3.1 We will use reasonable efforts to complete, within any agreed-upon time frame, the performance of Services.
- 3.2 You shall be responsible for your personnel's compliance with your obligations under this Agreement. We will not be responsible for any delays or other consequences arising from you not fulfilling your obligations.

4 Working Papers and Deliverables

- 4.1 **Ownership** - Any documents prepared by us, or for us, in connection with Services belong solely to us.
- 4.2 **Oral advice and draft deliverables** - You should not rely upon any draft deliverables or oral advice provided by us. Should you wish to rely upon something we have said to you, please let us know and, if possible, we will provide the information that you require in writing.
- 4.3 **Translated documents** - If you engage us to translate any documents, advice, opinions, reports or other work product of BDO from one language to another, you are responsible for the accuracy of the translation work.
- 4.4 **Reliance by Third Parties** - Our Services will not be planned or conducted in contemplation of or for the purpose of reliance by any party other than you. Items of possible interest to a third party will not be addressed and matters may exist that would be assessed differently by a third party, possibly in connection with a specific transaction.
- 4.5 **Consent to use the Report** - Nothing in this Agreement shall be construed as consent to the use of our report in connection with a continuous disclosure document, a public or private offering document, an annual report or any other document and we expressly do not provide such consent. If you request consent for the use of our report, we will consider, at the relevant time, providing consent and any conditions that we may attach to such consent. Our consent must be in writing.
- 4.6 **Consent requests** - In order to provide consent, professional standards require that we read the other information in the related document and consider whether such information is materially inconsistent with the related financial statements. Any consent request must be made on a sufficiently timely basis to allow us to consider your identification and resolution of events occurring in the period since the date of our report, and to obtain updated written representation letters. Such procedures will be performed at your cost and will be documented in a separate engagement letter.

5 Confidentiality

- 5.1 We will use Confidential Information provided by you only in relation to the Services or for internal and administrative purposes. We will not disclose any Confidential Information, except where required by law, regulation or professional obligation. You agree, however, that we may disclose Confidential Information to other BDO Member Firms or other





subcontractors assisting us in providing Services, provided that such parties are bound by reasonable confidentiality obligations no less stringent than in this Agreement.

6 Analytics

- 6.1 Notwithstanding any other provision, BDO uses Confidential Information to develop, enhance, modify and improve technologies, tools, methodologies, services and offerings and for data analytics and other insight generation, including by aggregating de-identified data. Information developed in connection with these purposes may be used or disclosed to current or prospective clients as part of service offerings, however BDO will not use or disclose any Confidential Information in a way that would permit you to be identified.

7 Privacy and Consent for Use of Personal Information

- 7.1 In order to provide our Services, we may be required to access and collect Personal Information of individuals that is in your custody. You agree that we may collect, use, store, transfer, disclose and otherwise process Personal Information as required for the purpose of providing the Services. Personal Information may be processed in various jurisdictions in which we or applicable BDO Member Firms and subcontractors providing Services operate and as such Personal Information may be subject to the laws of such jurisdictions. Personal Information will at all times be collected, used, stored, transferred, disclosed or processed in accordance with applicable laws and professional regulations and we will require any service providers and BDO Members that process Personal Information on our behalf to adhere to such requirements. Any collection, use, storage, transfer or disclosure of Personal Information is subject to BDO's Privacy Statement available at www.bdo.ca/privacy.

- 7.2 You represent and warrant that:

- (a) you have the authority to provide the Personal Information to us in connection with the performance of our Services, and
- (b) the Personal Information provided to us has been provided in accordance with applicable law, and you have obtained all required consents of the individuals to whom such Personal Information relates in order to permit BDO to collect, use and disclose the Personal Information in the course of providing the Services.

8 Independence

- 8.1 Professional and certain regulatory standards require us to be independent, in both fact and appearance, with respect to our clients in the performance of our Services. We will communicate to you any relationships between BDO (including its related entities) and you that, in our professional judgment, may reasonably be thought to bear on our independence.

9 Offers of Employment

- 9.1 Any discussions that you, or any party acting on your behalf, have with professional personnel of our Firm regarding employment could pose a threat to our independence. Your recruitment of an engagement team member from the current or prior year's engagement may compromise our independence and our ability to render agreed Services to you. Engagement team members may include current and former partners and staff of BDO, other BDO Member Firms and other firms who work under our direction. Therefore,





you agree to inform us prior to any such discussions so that you and we can implement appropriate safeguards to maintain our independence.

10 Professional and Regulatory Oversight and Legal Processes

- 10.1 As required by legal, regulatory, or professional authorities (both in Canada and abroad) and by BDO policy, our client files must periodically be reviewed by practice inspectors to ensure that we are adhering to professional and BDO standards. It is understood that by entering into this Agreement, you provide your consent to us providing our files relating to your engagement to the practice inspectors for the sole purpose of their inspection.
- 10.2 Certain law enforcement, regulatory and other governmental bodies may also have the right under law or regulation to conduct investigations of you, including the Services provided by us. To the extent practicable and permitted by law or regulation, we will advise you of any such document request or production order we receive in connection with any such investigation prior to providing any documents in response to such request or order.
- 10.3 We are sometimes required by law, regulation, subpoena or other legal process, or upon your request, to produce documents or personnel as witnesses in connection with legal or regulatory proceedings. Where BDO is not a party to such proceedings, you shall reimburse us at our current standard billing rates for professional time and expenses, including without limitation, reasonable legal fees, expenses and taxes incurred in responding to such compelled assistance or request by you.

11 Electronic Communications

- 11.1 Both parties recognize and accept the security risks associated with email communications, including but not limited to the lack of security, unreliability of delivery and possible loss of confidentiality and privilege. Unless you request in writing that we do not communicate by internet email, you assume all responsibility and liability in respect of risk associated with its use.

12 Limitation of Liability

- 12.1 In any dispute, action, claim, demand for losses or damages arising out of the Services performed by BDO pursuant to this Agreement, BDO's liability will be several, and not joint and several, and BDO shall only be liable for its proportionate share of the total liability based on degree of fault as determined by a court of competent jurisdiction or by an independent arbitrator, notwithstanding the provisions of any statute or rule of common law which create, or purport to create, joint and several liability.
- 12.2 In no event shall BDO be liable for indirect, consequential, special, incidental, aggravated, punitive or exemplary damages, losses or expenses, or for any loss of revenues or profits, loss of opportunity, loss of data, or other commercial or economic loss or failure to realize expected savings, including without limitation expected tax savings, whether or not the likelihood of such loss or damage was contemplated.
- 12.3 BDO shall in no event be liable under this Agreement or otherwise in connection with the Services for any actions, damages, claims, fines, penalties, complaints, demands, suits, proceedings, liabilities, costs, expenses, or losses (collectively, "Liabilities") in any way arising out of or relating to the Services performed hereunder for an aggregate amount of more than the higher of:





- (a) three times the fees paid to BDO by you, in a twelve consecutive month period, for the Services provided pursuant to this Agreement giving rise to the claim; and
- (b) \$25,000.

- 12.4 The limitations of liability in this section apply whether or not the Liabilities asserted by you against BDO are incurred by you directly or as a result of a claim or demand against you by a third party.
- 12.5 No exclusion or limitation on the liability of other responsible persons imposed or agreed at any time shall affect any assessment of our proportionate liability hereunder, nor shall settlement of or difficulty enforcing any claim, or the death, dissolution or insolvency of any such other responsible persons or their ceasing to be liable for the loss or damage or any portion thereof, affect any such assessment.
- 12.6 You agree claims or actions relating to the delivery of Services shall be brought against us alone, and not against any individual. Where our individuals are described as partners, they are acting as one of our members.
- 12.7 For purposes of this Section, the term “BDO” shall include BDO Canada LLP and its subsidiaries, associated and affiliated entities and their respective current and former partners, directors, officers, employees, agents and representatives. The provisions of this Section shall apply to the fullest extent of the law, regardless of the form of the claim, whether in contract, statute, tort (including without limitation, negligence) or otherwise.

13 Indemnity

- 13.1 To the fullest extent permitted by applicable laws, in the event of a claim or demand by a third party against BDO that arises out of or relates to the Services, you agree to indemnify and hold harmless BDO from and against all losses, costs (including solicitors' fees), damages, or expenses resulting from such third party claim or demand, except to the extent that the same is finally determined to have resulted from BDO's negligence or intentional misconduct.

14 Alternative Dispute Resolution

- 14.1 Both parties agree that they will first attempt to settle any dispute arising out of or relating to this Agreement, including any question regarding its existence, interpretation, validity, breach or termination, or the Services provided hereunder, through good faith negotiations.
- 14.2 In the event that the parties are unable to settle or resolve their dispute through negotiation, such dispute shall be subject to mediation using a mediator chosen by mutual agreement of the parties.
- 14.3 All disputes remaining unsettled for more than 60 days following the parties first mediation session with a mediator, or such longer period as the parties mutually agree upon, shall be referred to and finally resolved by arbitration. The parties agree that one arbitrator shall be appointed within twenty (20) days of receipt of the request for arbitration. If the parties cannot agree on the appointment of an arbitrator in such period then either party may immediately apply for the appointment of an arbitrator to a court of competent jurisdiction in the Province of the governing law as contained herein pursuant to such Province's applicable *Arbitration Act*. The place of arbitration shall be in the capital of the Province of the governing law as contained herein. Unless the arbitrator otherwise





determines, the fees of the arbitrator and the costs and expenses of the arbitration will be borne and paid equally by the parties. Such arbitration shall be final, conclusive and binding upon the parties, and the parties shall have no right of appeal or judicial review of the decision whatsoever. The parties hereby waive any such right of appeal or judicial review which may otherwise be provided for in any provincial arbitration statute. Judgement upon the award, including any interim award, rendered by the arbitrator may be entered in any court having jurisdiction. The arbitration shall be kept confidential and the existence of the arbitration proceeding and any element thereof (including but not limited to any pleadings, briefs or other documents submitted and exchanged and testimony and other oral submissions and any awards made) shall not be disclosed beyond the arbitrator(s), the parties, their counsel and any person to whom disclosure is necessary to the conduct of the proceeding except as may be lawfully required in judicial proceedings relating to the arbitration or otherwise.

15 Limitation Period

- 15.1 You shall make any claim relating to Services or otherwise under this Agreement no later than one year after you became aware or ought reasonably to have become aware of the facts giving rise to any such claim.
- 15.2 You shall in no event make any claim relating to the Services or otherwise under this Agreement later than four years after the completion of the Services under this Agreement.
- 15.3 To the extent permitted by law, the parties to this Agreement agree that the limitation periods established in this Agreement replace any limitation periods under any limitations act and/or any other applicable legislation and any limitation periods under any limitations act and/or any other applicable legislation shall not alter the limitation periods specified in this Agreement.

16 Québec Personnel

- 16.1 We may sometimes have individual partners and employees performing Services within the Province of Québec who are members of the Ordre des comptables professionnels agréés du Québec. Any such members performing professional services hereunder assumes full personal civil liability arising from the practice of their profession, regardless of their status within our partnership. They may not invoke the liability of our partnership as grounds for excluding or limiting their own liability. Any limitation of liability clauses in this Agreement shall therefore not apply to limit the personal civil liability of partners and employees who are members of the Ordre des comptables professionnels agréés du Québec.

17 Termination

- 17.1 This Agreement applies to Services whenever performed (including before the date of this Agreement).
- 17.2 You or we may terminate this Agreement at any time upon written notice of such termination to the other party. We will not be liable for any loss, cost or expense arising from such termination. You agree to pay us for all Services performed up to the date of termination, including Services performed, work-in-progress and expenses incurred by us up to and including the effective date of the termination of this Agreement.





18 Governing Laws

18.1 The terms of our engagement shall remain operative until amended, terminated, or superseded in writing. They shall be interpreted according to the laws of British Columbia in which BDO's principal Canadian office performing the engagement is located, without regard to such province/territory's rules on conflicts of law.

19 Survival

19.1 The provisions of this Agreement that give either of us rights or obligations beyond its termination shall continue indefinitely following the termination of this Agreement. Any clause that is meant to continue to apply after termination of this Agreement will do so.

20 Force Majeure

20.1 We will not be liable for any delays or failures in performance or breach of contract due to events or circumstances beyond our reasonable control, including acts of God, war, acts by governments and regulators, acts of terrorism, accident, fire, flood or storm or civil disturbance.

21 Assignment

21.1 No party may assign, transfer or delegate any of the rights or obligations hereunder without the written consent of the other party or parties. BDO may engage independent contractors and BDO Member Firms to assist us in performing the Services in this Agreement without your consent.

22 Severability

22.1 If a court or regulator with proper jurisdiction determines that a provision of this Agreement is invalid, then the provision will be interpreted in a way that is valid under applicable law or regulation. If any provision is invalid, the rest of this Agreement will remain effective.

Version: v3 202202





Appendix B: Independence Letter



Tel: 250 763 6700
Fax: 250 763 4457
Toll-free: 800 928 3307
www.bdo.ca

BDO Canada LLP
1631 Dickson Avenue, Suite 400
Kelowna, British Columbia
V1Y 0B5

June 21, 2022

Members of the Board
School District No. 8 (Kootenay Lake)

Dear Members of the Board of Trustees:

We have been engaged to audit the financial statements of School District No. 8 (Kootenay Lake) (the "Entity") for the year ended June 30, 2022.

Canadian generally accepted auditing standards require that we communicate at least annually with you regarding all relationships between the Entity and our Firm that, in our professional judgment, may reasonably be thought to bear on our independence.

In determining which relationships to report, the standards require us to consider independence rules and interpretations of the CPA profession and relevant legislation and relevant rules and related interpretations prescribed by the appropriate provincial institute/order, covering such matters as:

- Holding a financial interest, either directly or indirectly in a client;
- Holding position, either directly or indirectly, that gives the right or responsibility to exert significant influence over the financial or accounting policies of the client;
- Personal or business relationships of immediate family, close relatives, partners or retired partners, either directly or indirectly, with a client;
- Economic dependence on a client; and
- Provisions of services in addition to the audit engagement.

We have prepared the following comments to facilitate our discussion with you regarding independence matters.

We are aware of the following relationships between the Entity and us that, in our professional judgment, may reasonably be thought to have influenced our independence. The following relationships represent matters that have occurred from September 21, 2021 to June 21, 2022.

This letter is intended solely for the use of the Board of Trustees, management and those charged with governance of the School District and should not be used for any other purpose.

Yours truly,

BDO Canada LLP

Chartered Professional Accountants



Memorandum to the Board of Education Public

FROM: Johan Glaudemans, Secretary-Treasurer
DATE: June 21, 2022
SUBJECT: School District No. 8 (Kootenay Lake) - Trustee Elections - BYLAW NO. 1-2022

For Approval

Introduction

This memorandum outlines the Trustee Elections Bylaw which must be approved by the Board of Education before the Local Election Bylaw Adoption deadline of July 4, 2022.

Information

Every four years elections are held for School Districts in the Province, at a date to coincide with the Municipal Elections.

On October 15, 2022 elections will be held in the District to for the Board of Education. The Bylaw enclosed is part of the Provincial requirements surrounding the election process and lays out the Election Districts, the Number of Trustees per District as well as a number of specific requirements including advance polling, who is eligible to be a trustee, and the voting process.

Recommendation

Be it **RESOLVED** that the District No. 8 (Kootenay Lake) - Trustee Elections - BYLAW NO. 1-2022 be **APPROVED**.



SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)

TRUSTEE ELECTIONS

BYLAW NO. 1-2022

A bylaw to provide for the determination of various procedures for the conduct of general school elections and other trustee elections.

Preamble:

Under the *School Act*, a board of education may, by bylaw, determine various procedures and requirements to be applied in the conduct of trustee elections.

In School District No. 8 (Kootenay Lake), trustee elections are held in the following trustee electoral areas:

TEA #	Trustee electoral area description:	# of trustees
1	<i>City of Nelson / Bealby Point</i>	<i>Two</i>
2	<i>Salmo, Taghum & Blewett</i>	<i>One</i>
3	<i>Slocan Valley / Bonnington</i>	<i>One</i>
4	<i>Crawford Bay, East Short & North Shore</i>	<i>One</i>
5	<i>South Rural Zone</i>	<i>Two</i>
6	<i>Town of Creston</i>	<i>One</i>
7	<i>Village of Kaslo & North Rural Zone – Area D</i>	<i>One</i>

Boundaries as defined in the Metes and Bounds of the School District:

City of Nelson / Bealby Point

City of Nelson, Bealby Point, North Shore to 3-Mile and West to Grohman Narrows – part of Electoral Areas E and F of Regional District of Central Kootenay.

Salmo, Taghum & Blewett

Village of Salmo and that portion of Electoral Area "G" and that portion of Electoral Area "F": West of Nelson, including Blewett, Taghum and Beasley.

Slocan Valley / Bonnington

That portion of Electoral Area "H," including the Village of Slocan, Winlaw, Slocan Park, Crescent Valley and South Slocan.

That portion of electoral Area "F": to Falls Creek, including Bonnington.

Crawford Bay, East and North Shore

That portion of Electoral Area "A" North of Sanca Creek, including Boswell, Crawford Bay and Riondel and that portion of Electoral Area "F" that includes the North Shore from 3-Mile North to Coffee Creek South, including Balfour and Procter.



South Rural Zone

That portion of Electoral Area "A" South of Sanca Creek, including Wynndel; Electoral Area "B" East to Irishman's Creek, including Yahk, Kitchener, Erickson, Canyon, Lister and Arrow Creek; Electoral Area "C," including West Creston and Lakeview.

Town of Creston

Town of Creston boundaries.

Village of Kaslo & North Rural Zone – Area D

Village of Kaslo and Electoral Area "D," including Ainsworth in the South, to Gerrard in the North, including Lardeau, Argenta and Meadow Creek.

The Board of Education of School District No. 8 (Kootenay Lake) wishes to establish various procedures and requirements under the authority of the *School Act* for trustee elections.

The Board of Education of School District No. 8 (Kootenay Lake) in an open meeting of the Board, enacts as follows:

1. Definitions

The terms used in this bylaw shall have the meanings assigned by the *School Act*, the *Local Government Act*, and the *Local Elections Campaign Financing Act*, except as the context indicates otherwise.

- “Board” or “School Board” means the Board of Education of School District No. 8 (Kootenay Lake).
- “by-election” means a trustee election to fill a vacancy on the Board in any of the circumstances described in section 36 of the *School Act*.
- “election” means a trustee election.
- “general voting day” means the date on which general voting for a trustee election is to take place, whether part of the general school elections or a by-election.
- “Minister” means the Minister of Education.
- “Municipality” means the Town of Creston, Village of Kaslo, City of Nelson, Village of Salmo, Village of Slocan.
- “Regional District” means the Regional District of Central Kootenay.
- “TEA” means Trustee Electoral Area.

2. Application

This bylaw applies to both general school elections and by-elections, except as otherwise indicated in this bylaw.

3. Required Advance Voting Opportunities



- 3.1 Unless the Board is exempted from the requirement by Order of the Minister of Education, an advance voting opportunity will be held on the tenth day before general voting day.
- 3.2 Unless the Board is exempted from the requirement for an additional advance voting opportunity by Order of the Minister of Education, or unless s. 3.3 applies, an additional advance voting opportunity will be held on:
 - i. in Trustee Electoral Area #1 (municipal TEA), the date specified in the bylaws of the City of Nelson.
 - ii. in Trustee Electoral Area #6 (municipal TEA), the date specified in the bylaws of the Town of Creston.
- 3.3 In Trustee Electoral Areas #2, 3, 4, 5 and 7 (non-municipal TEA's), the required advance voting opportunity will be held on the tenth day before general voting day and no other advance voting opportunity will be held, except any that are established by the chief election officer.

4. Order of Names on the Ballot

- 4.1 In Trustee Electoral Area #1, the order of names of candidates on the ballot will be determined by lot.
- 4.2 In Trustee Electoral Areas #2, 3, 4, 5, 6 and 7, the order of names of candidates on the ballot will be alphabetical.

5. Resolution of Tie Vote after Judicial Recount

In the event of a tie vote after a judicial recount, the tie vote will be resolved by lot in accordance with the *Local Government Act*.

6. Nomination Deposit

No nomination deposit is required for nomination for the office of school trustee.

7. Number of Nominators

The minimum numbers of qualified nominators for a trustee candidate is two.

8. Website Access to Candidate Nomination Documents and Campaign Financing Disclosure Statements

- 8.1 The Board authorizes public access, during the regular office hours at the Board's office, to nomination documents of trustee candidates by internet or other electronic means until 30 days after declaration of the election results.



- 8.2 In accordance with the *Local Elections Campaign Financing Act*, the Board will make available to the public for inspection during the regular office hours of the Board's head office, the trustee candidates' campaign financing disclosure statements and supplementary reports until 5 years after general voting day for the election to which the trustee's campaign financial disclosure statements and supplementary report relate either by providing
- (a) access by internet, or
 - (b) a copy of that information for inspection
- 8.3 Before providing the services under section 8, the Board, requires the person requesting the service to
- (a) satisfy the Board that any purpose for which personal information is to be used is permitted by section 63 of the *Local Elections Campaign Financing Act*, and
 - (b) provide a signed statement that
 - (i) the individual, and
 - (ii) if applicable, any individual or organization on whose behalf the first individual is accessing, inspecting or obtaining the copy or other record

will not use personal information included in the copy or other record except for a purpose permitted under the *Local Elections Campaign Financing Act*.

9. Application of Local Government Bylaws

- (a) In Trustee Electoral Area #1 the election bylaws of the City of Nelson, including bylaws that address the use of voting machines, apply to trustee elections conducted by the City of Nelson, except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.
- (b) In Trustee Electoral Area #2, 3, 4, 5, 7, the election bylaws of the Regional District of Central Kootenay, including bylaws that address the use of voting machines, apply to trustee elections conducted by the Regional District of Central Kootenay, except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.



- (c) In Trustee Electoral Area #6 the election bylaws of the Town of Creston, including bylaws that address the use of voting machines, apply to trustee elections conducted by the Town of Creston, except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.
- (d) In Trustee Electoral Area #7 the election bylaws of the Village of Kaslo, including bylaws that address the use of voting machines, apply to trustee elections conducted by the Village of Kaslo, except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.

10. Elections conducted by the Board

The following additional provisions apply to those trustee elections that the Board conducts on its own behalf except where the Board has adopted a local government bylaw to apply to the trustee election.

10.1 Additional Advance Voting Opportunities

The chief election officer is authorized to establish additional advance voting opportunities for each election and to designate the voting places, establish the date and the voting hours for these voting opportunities.

10.2 Additional General Voting Opportunities

The chief election officer is authorized to establish additional general voting opportunities for general voting day for each election and to designate the voting places and voting hours, within the limits set out in the *Local Government Act*, for such voting opportunities.

10.3 Voting Divisions

The Board authorizes the chief election officer to establish voting divisions for each election, subject to any requirements, limits and conditions established by law.

10.4 Provincial List of Voters becomes the Register of Resident Electors and Voter Registration

Pursuant to *Section 76(2)* of the *Local Government Act*, the Provincial list of voters becomes the register of resident electors no later than 52 days before general voting day for any election which the bylaw applies.



10.5 Number of Scrutineers at Voting Places

The number of scrutineers for each candidate that may attend at an election is a maximum of one (1) scrutineer for each ballot box in use.

11. Title

This bylaw may be cited as “School District No. 8 (Kootenay Lake) Trustee Elections Bylaw No. 1-2022.”

12. Repeal

School District No. 8 (Kootenay Lake) Elections Bylaw #4 – 2018, dated June 12th, 2018, is hereby repealed.

READ A FIRST TIME THE 21st DAY OF JUNE, 2022;

READ A SECOND TIME THE 121st DAY OF JUNE, 2022;

READ A THIRD TIME, PASSED AND ADOPTED THE 21st DAY OF JUNE, 2022.

Chairperson of the Board

(Corporate seal)

Secretary-Treasurer



Memorandum to the Board of Education Public

FROM: Trish Smillie, Superintendent
DATE: June 21, 2022
SUBJECT: Board Meeting Calendar 2022-23

For Approval

Introduction

This memorandum outlines the meeting schedule used to develop the 2022-23 Board meeting calendar. This schedule supports [Policy 121: Committee Structure](#).

Information

To support the effective and efficient operations of the Board of Education, the following meeting structure was used to develop the 2022-23 Board meeting calendar.

1. Regular Meetings Held in Public and Closed Board Meetings

Regular Meetings Held in Public and Closed Board Meetings held on the 2nd Tuesday of each month from September to June.

2. Partner Advisory Committee Meetings

Partner Advisory Committee Meetings will be held prior to the Board meetings.

September	<ul style="list-style-type: none"> O&F Partner Advisory Committee Meeting (2021-2022 Annual Audited Financial Statements)
December	<ul style="list-style-type: none"> Education Partner Advisory Committee Meeting (School Learning Plans and Continuous Improvement Reports) Policy Partner Advisory Committee Meeting
January	<ul style="list-style-type: none"> O&F Partner Advisory Committee Meeting (2022-2023 Amended Budget Consultation) Policy Partner Advisory Committee
March	<ul style="list-style-type: none"> O&F Partner Advisory Committee Meeting (2023-2024 Preliminary Annual Budget) Policy Partner Advisory Committee Meeting
May	<ul style="list-style-type: none"> O&F Partner Advisory Committee Meeting (2023-2024 Annual Budget) Education Partner Advisory Committee Meeting (District and School Learning Plans)

3. Other Committees and Meetings

Agenda setting will be held on the 4th Tuesday of the month at 9:00 am



Standing committee meetings will be held primarily on Tuesdays:

- French Advisory Committee (FAC) (Meets four times annually)
- Aboriginal Committee on Education (ACE) (Meets four times annually)
- Joint Safety Advisory Committee (JSAC) (Meets four times annually)
- Policy Review Committee (Meets four times annually)

Recommendation

It is recommended the Board of Education approves the attached 2022-23 Board Calendar.



2022-2023 Board Calendar

DATE	TIME	LOCATION	MEETINGS	COMMENTS
AUGUST				
August 30, 2022	11:00 am - 2:00 pm	Board Office, Nelson	Board Working Session	Board Calendar, School Start Up, Student Trustee Program
August 31, 2022	9:00 - 10:00 am	Board Office, Nelson	Agenda Setting Meeting	
SEPTEMBER				
September 10, 2022	10:00 am - 12:00 pm	Zoom Meeting	Kootenay Boundary Branch AGM	
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	
	5:00 - 7:00 pm	Board Office, Nelson	Public Board Meeting	
September 15, 2022	6:00 - 8:00 pm	Zoom Meeting	District Parents' Advisory Council	
September 20, 2022	1:00 - 4:00 pm	Board Office, Nelson	Standing Committees	Aboriginal Committee on Education (ACE)
September 22, 2022	9:00 am - 12:00 pm	Board Office, Nelson	Standing Committees	Joint Safety Advisory Committee (JSAC)
September 27, 2022	9:00 - 10:00 am	Board Office, Nelson	Agenda Setting Meeting	
OCTOBER				
October 11, 2022	11:00 am - 2:00 pm	Board Office, Nelson	Board Working Session	
	3:00 - 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 - 7:00 pm	Board Office, Nelson	Public Board Meeting	
October 18, 2022	9:00 - 10:30 am	Board Office, Nelson	Standing Committees	Policy Review Committee
	1:00 - 2:30 pm	Board Office, Nelson	Standing Committees	French Advisory Committee
October 20, 2022	6:00 - 8:00 pm	Zoom Meeting	District Parents' Advisory Council	
October 25, 2022	9:00 - 10:00 am	Board Office, Nelson	Agenda Setting Meeting	
NOVEMBER				
November 7 & 8, 2022		Coast Coal Harbour, Vancouver, BC	BCPSEA Fall Symposium	Vancouver
November 8, 2022	11:00 am - 12:30 pm	Board Office, Nelson	Board Working Session	
	1:00 - 2:30 pm	Board Office, Nelson	Inaugural Meeting	Elect Chair and Vice Chair
	3:00 - 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 - 7:00 pm	Board Office, Nelson	Public Board Meeting	
November 17, 2022	9:00 - 12:00 pm	Board Office, Nelson	Standing Committees	Joint Safety Advisory Committee (JSAC)
	1:00 - 4:00 pm	Board Office, Nelson	Standing Committees	Aboriginal Committee on Education (ACE)
	6:00 - 8:00 pm	Zoom Meeting	District Parents' Advisory Council	
November 22, 2022	9:00 - 10:00 am	Board Office, Nelson	Agenda Setting Meeting	
	1:00 - 4:00 pm	TBD	Board of Education Orientation	Governance Session
	5:00 - 6:30 pm	TBD	Board of Education Orientation	Dinner Session with Parliamentarian
November 23, 2022	9:00 - 10:30 am	TBD	Board of Education Orientation	Governance Session (Con't)
	11:00 - 12:00 pm	TBD	Board of Education Orientation	Legal Considerations of Boards and Board Members
	1:00 - 3:00 pm	TBD	Board of Education Orientation	Strategic Planning and Financial Alignment

	3:30 - 5:00 pm	TBD	Board of Education Orientation	Respectful Workplace Training
DECEMBER				
December 1, 2022	10:00 am - 2:00 pm	Board Office, Nelson	Board Working Session	Trustee Governance Orientation and Strategic Planning in Vancouver
December 1 - 3, 2022		Westin Bayshore, Vancouver, BC	Trustee Academy/Provincial Council	
December 13, 2022	10:30 am - 12:00 pm	Board Office, Nelson	Education Partner Advisory Committee	
	12:30 pm - 2:00 pm	Board Office, Nelson	Policy Partner Advisory Committee	
	3:00 - 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 - 7:00 pm	Board Office, Nelson	Public Board Meeting	
December 14, 2022	9:00 - 10:00 am	Board Office, Nelson	Agenda Setting Meeting	
	1:00 - 2:30 pm	Board Office, Nelson	Standing Committees	Policy Review Committee
<i>Winter Break (December 19 – 3 January)</i>				
JANUARY				
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	
January 17, 2023	1:00 - 2:30 pm	Board Office, Nelson	Standing Committees	French Advisory Committee
	9:00 - 12:00 pm	Board Office, Nelson	Strategic Plan Consultation	Partner Groups and PAC Reps
January 19, 2023	6:00 - 8:00 pm	Zoom Meeting	District Parents' Advisory Council	
January 24, 2023	9:00 - 10:00 am	Board Office, Nelson	Agenda Setting Meeting	
January 26 - 27, 2023		Coast Coal Harbour, Vancouver, BC	BCPSEA AGM	Vancouver
FEBRUARY				
TBD	TBD	TBD	Board Chairs and MOECC Partner Liaison	
February 7, 2023	9:00 am - 3:00 pm	Board Office, Nelson	Strategic Plan Consultation	Community Focus Groups
February 14, 2023	11:00 am - 2:00 pm	Board Office, Nelson	Board Working Session	
	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
February 16, 2023	9:00 - 10:30 am	Board Office, Nelson	Standing Committees	Joint Safety Advisory Committee (JSAC)
	6:00 - 8:00 pm	Zoom Meeting	District Parents' Advisory Council	
February 21, 2023	9:00 - 10:30 am	Board Office, Nelson	Standing Committees	Policy Review Committee
	1:00 - 2:30 pm	Board Office, Nelson	Standing Committees	French Advisory Committee
February 28, 2023	9:00 - 10:00 am	Board Office, Nelson	Agenda Setting Meeting	
February 28, 2023	10:30 am - 2:00 pm	Board Office, Nelson	Strategic Plan Consultation	Employee Groups
MARCH				
March 7, 2023	9:00 - 11:00 am	Board Office, Nelson	Standing Committees	Joint Safety Advisory Committee (JSAC)
	1:00 - 4:00 pm	Board Office, Nelson	Standing Committees	Aboriginal Committee on Education (ACE)
March 14, 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	

March 14, 2023	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
March 15, 2023	9:00 - 10:00 am	Board Office, Nelson	Agenda Setting Meeting	
March 16, 2023	6:00 - 8:00 pm	Zoom Meeting	District Parents' Advisory Council	
<i>Spring Break (March 20 – 31)</i>				
APRIL				
April 11, 2023	11:00 am - 2:00 pm	Board Office, Nelson	Board Working Session	
	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
April 18, 2023	9:00 - 10:30 am	Board Office, Nelson	Standing Committees	Policy Review Committee
	1:00 - 2:00 pm	Board Office, Nelson	Standing Committees	French Advisory Committee
April 19, 2023	9:00 - 3:00 pm	Board Office, Nelson	Budget	
April 20, 2023	6:00 - 8:00 pm	Zoom Meeting	District Parents' Advisory Council	
April 25, 2023	9:00 - 10:00 AM	Board Office, Nelson	Agenda Setting Meeting	
	6:00 - 7:30 pm	Zoom Meeting	Public Webinar	
April 27 - 30, 2023		Westin Bayshore, Vancouver, BC	BCSTA AGM	
MAY				
May 9, 2023	11:30 – 12:30 pm	Board Office, Nelson	Education Partner Advisory Committee	Strategic Plan
	1:00 – 2:30 pm	Board Office, Nelson	O&F Partner Advisory Committee	Annual Budget
	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
May 16, 2023	1:00 - 4:00 pm	Board Office, Nelson	Standing Committees	Aboriginal Committee on Education (ACE)
	9:00 - 12:00 pm	Board Office, Nelson	Standing Committees	Joint Safety Advisory Committee (JSAC)
May 18, 2023	6:00 - 8:00 pm	Zoom Meeting	District Parents' Advisory Council	
May 23, 2023	9:00 - 10:00 am	Board Office, Nelson	Agenda Setting Meeting	
	1:00 pm - 2:30 pm	Salmo Secondary	School Learning Tour	Salmo, Kaslo and Crawford Bay Family of Schools
May 24, 2023	9:00 am - 11:30 am	Canyon Lister Elementary	School Learning Tour	Creston Family of Schools
May 25, 2023	9:00 - 11:00 am	Brent Kennedy Elementary	School Learning Tour	Slocan Family of Schools
May 26, 2023	9:00 - 12:00 pm	South Nelson Elementary	School Learning Tour	Nelson Family of Schools
JUNE				
TBD	TBD	TBD	Graduation Ceremonies	
June 13, 2023	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	Strategic Plan Approval
June 15, 2023	6:00 - 8:00 pm	Zoom Meeting	District Parents' Advisory Council	
<i>Summer Break (July 3 - September 5, 2023)</i>				

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](#)

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 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.



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

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 120: Board Meeting Procedures

The Board of Education of School District No. 8 (Kootenay Lake) meetings shall be conducted in a democratic and expeditious manner, with an intent to serve students and the public.

1. Inaugural Meeting and Election of Board Officers

- 1.1. The inaugural meeting of the Board of Education of School District No. 8 (Kootenay Lake) shall be held as soon as possible, and no later than thirty days from the date the new board begins its term of office.
- 1.2. The Secretary-Treasurer or designate shall call the meeting to order and shall preside until a Chair has been elected.
- 1.3. The Secretary-Treasurer or designate shall administer the Oath of Office to the newly elected Trustees as required by the School Act.
- 1.4. The Secretary-Treasurer or designate shall call for nominations for the position of Board Chair for the next year. After all nominations are received, the Secretary-Treasurer or designate will request each candidate to accept or decline their nomination. The nominees shall be invited to make a brief statement.
- 1.5. The Secretary-Treasurer or designate shall then conduct a vote by secret ballot. The Secretary-Treasurer may designate two or more staff members as scrutineers to count the ballots. A person receiving a clear majority of votes cast shall be elected Board Chair. If no person receives a majority, further ballots shall be taken, with the person with the fewest votes being dropped from the ballot. If a tie should occur, the vote will be repeated. If a tie occurs twice more, the election shall be decided by drawing of lots. The Secretary-Treasurer or designate shall declare the duly elected Chair of the Board for the ensuing year and shall vacate the Chair.
- 1.6. Upon assuming the chair, the Board Chair shall call for nominations for Vice-Chair, and then for the BCSTA Provincial Councilor and BCPSEA representative (and their alternates) and partner advisory committee chairs and shall conduct each election in the same manner as described in 1.4 and 1.5 above.
- 1.7. The Chair and Vice-Chair of the Board, the BCSTA Provincial Councilor and BCPSEA representatives (and their alternates) will remain in office until the first Meeting of the Board held in Public the following November. The Partner Advisory Committee Chairs shall remain in office for 24 months.
- 1.8. All ballots shall be destroyed by motion of the Board.
- 1.9. In the years when no inaugural meeting is required, the Secretary-Treasurer or designate shall preside as Chair at the first Meeting of the Board held in Public in November until a Board Chair is elected. The Chair shall then proceed as per Section 1.6.
- 1.10. When the elections are completed, the Board will proceed with its Meeting of the Board held in Public.

Related Legislation: [School Act \[RSBC 1996, Part 4, Division 6, Section 50; and Part 6, Division 1, Sections 65-72\]](#) and [Local Government Elections Regulation](#), [Freedom of Information and Protection of Privacy Act](#), [Ombudsperson Act](#)

Related Contract Article: Nil

Adopted: May 22, 2001

Previously Amended: June 2, 2009, February 12, 2010, November 28, 2017, June 12, 2018, April 23, 2019, April 6, 2021

Last Amended: November 23, 2021, June 21, 2022



2. Meetings of the Board held in Public

2.1. Meetings of the Board held in Public are open to the public and shall be held according to a schedule to be published by June 30th of each school year. The order of business will be as follows:

1. Call to Order
2. Acknowledgement of Aboriginal Territory
3. Changes to the Proposed Agenda
4. Adoption of Agenda
5. Receiving Presentations
6. Comments or Questions from the Public regarding items on this Agenda
7. Consent Package
8. Adoption of Minutes
9. Future and Action Item Tracking
10. Education
11. Operations and Finance
12. Governance and Policy
13. Human Resources
14. Trustee Verbal Reports
 - 14.1. Trustees
 - 14.2. Chair
 - 14.3. British Columbia School Trustee Association (BCSTA)
 - 14.4. British Columbia Public School Employers' Association (BCPSEA)
 - 14.5. Parent Advisory Committee/District Parent Advisory Committee (PAC/DPAC)
 - 14.6. Regional District of Central Kootenays (RDCK)
 - 14.7. Partner Advisory Committees
 - 14.8. Other Committees
 - 14.9. Student Trustees
15. Comments or Questions from the Public
16. Meeting Schedule and Reminders
17. Adjournment

2.2. After the agenda has been adopted by majority vote of the Board, it may be varied by unanimous consent or by a resolution of the Board, requiring 2/3 majority vote. This includes motions to move items from the Consent Package onto the agenda for which, at the discretion of the Chair, such motions shall be undebatable.

2.3. The Consent Package shall include but not be limited to the following information items: a Monthly Financial Report, a list of Transactions over \$50,000 Committee Meeting Minutes, the Superintendent's Report, and any correspondence addressed to the Board as per Section 7.

Related Legislation: [School Act \[RSBC 1996, Part 4, Division 6, Section 50; and Part 6, Division 1, Sections 65-72\]](#) and [Local Government Elections Regulation](#), [Freedom of Information and Protection of Privacy Act](#), [Ombudsperson Act](#)

Related Contract Article: Nil

Adopted: May 22, 2001

Previously Amended: June 2, 2009, February 12, 2010, November 28, 2017, June 12, 2018, April 23, 2019, April 6, 2021

Last Amended: November 23, 2021, June 21, 2022



3. Closed Board Meetings

3.1. The order of business will be as follows:

1. Call to Order
2. Acknowledgement of Aboriginal Territory
3. Changes to the Proposed Agenda
4. Closed Meeting Process
5. Adoption of Agenda
6. Receiving Presentations
7. Consent Package
8. Adoption of Minutes
9. Future and Action Item Tracking
10. Students
11. Labour/Staff
12. Property
13. Legal
14. Other Items
15. Verbal Reports
16. Meeting Schedule and Reminders
17. Adjournment

3.2. The Consent Package will include confidential information items and correspondence as per Section 7.

3.3. After the agenda has been adopted by majority vote of the Board, it may be varied by unanimous consent or by a resolution of the Board, requiring 2/3 majority vote. This includes motions to move items from the Consent Package onto the agenda for which, at the discretion of the Chair, such motions shall be undebatable.

3.4. All discussions at Closed meetings will be confidential unless the Board determines otherwise.

3.5. Trustees are responsible for ensuring that a confidential environment is maintained for closed meetings not conducted in person (e.g. using headphones for teleconferences or videoconferences outside the Board office).

3.6. The following subject matter shall be considered in a meeting closed to the public.

Students

1. Matters pertaining to individual students or potentially identifiable students, including but not limited to the conduct, performance, discipline, suspension or expulsion, attendance, enrolment, or registration of individual students, or appeals of students or parents made pursuant to Section 11 of the School Act;

Labour/Staff

2. The conduct, efficiency, discipline, suspension, termination, retirement of employees or appeals;

Related Legislation: [School Act \[RSBC 1996, Part 4, Division 6, Section 50; and Part 6, Division 1, Sections 65-72\]](#) and [Local Government Elections Regulation](#), [Freedom of Information and Protection of Privacy Act](#), [Ombudsperson Act](#)

Related Contract Article: Nil

Adopted: May 22, 2001

Previously Amended: June 2, 2009, February 12, 2010, November 28, 2017, June 12, 2018, April 23, 2019, April 6, 2021

Last Amended: November 23, 2021, June 21, 2022



3. Staff changes, including appointments, transfers, resignations, promotions, and demotions;
4. Changes to exempt staff compensation;
5. The Superintendent's evaluation;
6. Salary claims and adjustments, and the consideration of requests of employees and Board offers;

Property

7. Matters pertaining to the safety, security, or protection of Board property;
8. Purchase of real property, including the designation of new sites, consideration of appraisal reports, consideration of amounts claimed by owners, determination of Board offers and expropriation procedures;
9. Lease, sale, or exchange of real property prior to the finalization thereof;

Legal

10. Litigation or potential litigation affecting the district;
11. The receipt of advice subject to solicitor - client privilege;
12. Health and medical reports and other confidential reports; law enforcement, if the Board considers that disclosure could reasonably be expected to harm the conduct of an investigation or enforcement of an enactment;
13. Information that is prohibited, or information that if it were presented in a document would be prohibited, from disclosure under the [Freedom of Information and Protection of Privacy Act](#);
14. A matter that is being investigated under the [Ombudsperson Act](#) of which the Board has been notified under that Act, section 14 (Ombudsperson to notify authority);
15. The consideration of information received and held in confidence in relation to negotiations between the District and the provincial government or the federal government or both, or between a provincial government or the federal government or both and a third party;
16. Matters that, under law, are such that that the public must be excluded from the meeting; and

Other

17. Notwithstanding the foregoing, the Board may consider other items in a closed

Related Legislation: [School Act \[RSBC 1996, Part 4, Division 6, Section 50; and Part 6, Division 1, Sections 65-72\]](#) and [Local Government Elections Regulation](#), [Freedom of Information and Protection of Privacy Act](#), [Ombudsperson Act](#)

Related Contract Article: Nil

Adopted: May 22, 2001

Previously Amended: June 2, 2009, February 12, 2010, November 28, 2017, June 12, 2018, April 23, 2019, April 6, 2021

Last Amended: November 23, 2021, June 21, 2022



meeting as it deems necessary and is confirmed by resolution of 2/3 majority vote of the Board at the acceptance or change of the agenda.

4. Other persons attending Closed Meetings

- 4.1. If all or part of a meeting is closed to the public, the Board may allow one or more district officers and employees to attend or exclude them from attending, as it considers appropriate.
- 4.2. If all or part of a meeting is closed to the public, the Board may allow a person other than school district officers and employees to attend, if the person:
 1. already has knowledge of the confidential information;
 2. is a lawyer attending to provide legal advice in relation to the matter; or
 3. in other cases, if the board considers this necessary.

5. Special Meetings

- 5.1. Special Meetings are any Board meetings held between the regularly scheduled meetings.
- 5.2. Special Meetings may be called by the Board Chair or by the Superintendent at any time, or, by the Secretary-Treasurer upon the written request of a simple majority of Trustees.
- 5.3. The purpose of the Meeting must be specified in the meeting notice and no other business may be conducted at the Meeting, unless agreed by 2/3rds majority vote of the Board.
- 5.4. The Notice of a Special Meeting will normally be provided in the same manner as for Regular Meetings. Notice provisions may be waived or varied providing all reasonable steps have been taken to notify Trustees.

6. Agenda Setting

- 6.1. The purpose of an agenda setting meeting is to create an agenda and set the order of business for meetings of the Board and Committees of the Board, and to ensure meeting agendas are drafted to follow Board policy, Robert's Rules of Order, and the School Act, as applicable.
- 6.2. The agenda setting meeting shall be between the Chair of the Committee (if applicable), the Board Chair, Board Vice-Chair, Superintendent, Secretary-Treasurer, and Executive Assistant to the Secretary-Treasurer.
- 6.3. The Chair of an agenda setting meeting shall be the Chair of the Board or Committee for which the agenda is being prepared.
- 6.4. An agenda setting meeting shall take place two weeks prior to the Board Meeting or Committee meeting, or on another day agreeable to those who will attend the meeting.
- 6.5. Requested items or materials for inclusion on the agenda must be submitted to the Superintendent of Schools, Secretary-Treasurer and/or Executive Assistant to the Secretary-

Related Legislation: [School Act \[RSBC 1996, Part 4, Division 6, Section 50; and Part 6, Division 1, Sections 65-72\]](#) and [Local Government Elections Regulation](#), [Freedom of Information and Protection of Privacy Act](#), [Ombudsperson Act](#)

Related Contract Article: Nil

Adopted: May 22, 2001

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Last Amended: November 23, 2021, June 21, 2022



Treasurer no later than 8AM the morning of the agenda setting meeting. The agenda and accompanying materials shall be distributed on the Wednesday preceding Board meeting(s) held the following Tuesday. Agenda packages and non-confidential correspondence will be distributed to Trustees, senior management, partner groups and the media. Confidential agendas and materials will be circulated only to Trustees and Senior Management who are not in conflict with respect to the item.

- 6.6. Correspondence received after the agenda is finalized may be distributed at a subsequent Board meeting, unless it is emergent in nature, in which case it may be added to an agenda as determined by the Board or Committee Chair, as applicable.

7. Board Correspondence

- 7.1. To ensure that correspondence is addressed, correspondence will be forwarded to the Board and the Superintendent, Secretary-Treasurer, and the Executive Assistant to the Secretary-Treasurer immediately.
- 7.2. At the Agenda Setting meeting, the Chair and Vice-Chair will determine if the correspondence should be:
 1. Referred to staff for response;
 2. Responded to by the Board Chair;
 3. Received and filed as information; or
 4. Referred to a working session for further discussion.

Certain correspondence items may be placed in the Consent Package of a Meeting of the Board held in Public as determined at the Agenda Setting meeting. This correspondence will be related to issues of public interest, such as use of budgets or impacts to facilities.

- 7.3. For correspondence addressed to the Chair (may or may not be copied to all Trustees) the Chair shall exercise some discretion on the matter in consultation with the Vice-Chair and/or Superintendent or Secretary-Treasurer as to how the response should be handled. If the correspondence is an operational complaint, the Chair may respond with direction to contact the Superintendent. The Chair will provide “direction but not a position” on the matter. The response from the Chair will be copied to all Trustees, the Superintendent and Secretary-Treasurer.
- 7.4. Correspondence received after the one-week prior deadline but prior to the regularly scheduled Board meeting that is deemed urgent or emergent by the Board Chair and District Staff, may be considered for late placement on the Board agenda; otherwise, the correspondence will be considered for the following month’s agenda.
- 7.5. Correspondence addressed to a trustee or a group of trustees is under the control of the said trustee(s) and does not constitute correspondence addressed to the Board. The individual trustee(s) have the option to bring the correspondence formally to the Board for receipt or consideration.
- 7.6. At any time, a trustee may request that specific correspondence be considered at an Agenda Setting meeting for placement on a specific agenda. If the correspondence is not placed on the

Related Legislation: [School Act \[RSBC 1996, Part 4, Division 6, Section 50; and Part 6, Division 1, Sections 65-72\]](#) and [Local Government Elections Regulation](#), [Freedom of Information and Protection of Privacy Act](#), [Ombudsperson Act](#)

Related Contract Article: Nil

Adopted: May 22, 2001

Previously Amended: June 2, 2009, February 12, 2010, November 28, 2017, June 12, 2018, April 23, 2019, April 6, 2021

Last Amended: November 23, 2021, June 21, 2022



agenda, the Chair will review the rationale with the trustee. A trustee also has the option to request that an amendment to the agenda be made or that a Notice of Motion be brought forward at the next meeting of the Board for discussion or action. If action is recommended, the trustee must put forth in the Notice of Motion what action is to be considered.

- 7.7. Invitations to all Trustees will not be included in a Board meeting Correspondence Package. The correspondence shall be forwarded to the Secretary-Treasurer for event attendance coordination purposes.
- 7.8. In the case of correspondence that the Board has directed the Chair to send on the Board's behalf during the course of a Board meeting, the Chair can either prepare a draft and forward this to the Secretary-Treasurer for signature or send it to the Secretary-Treasurer to arrange for the letter to be written for the Chair's signature. If the letter is more sensitive in nature (e.g., a letter to the Minister of Education) expressing the Board's opinion on a matter, a draft should be prepared either by the Chair or Secretary-Treasurer (at the Chair's discretion) and reviewed and edited as required.

8. General Procedures for Meetings

- 8.1. Meetings of the Board or Board committees shall be conducted in accordance with Board policy, and where the policy is silent, using the latest version of Robert's Rules of Order, with the following exceptions:
 1. Each member, including the Chair has a right to speak twice on the same question but may not speak a second time until everyone who wishes to speak has spoken. Each trustee will have 2 minutes to speak. The Chair may allow further discussion.
 2. Notice of motion may be used to provide for consideration and public notice. It may be given orally and will be recorded and circulated as part of the minutes of the meeting. The notice should reflect the substance of the motion to be served at the next meeting but does not have to be the exact wording.
 3. An amendment must not be contrary to the intent of the main motion.
 4. At the agenda item, "Adoption of the Agenda", items may be placed on the agenda prior to its adoption without requiring a supplemental motion to add the item.
 5. A consensus decision may be accepted if there is no objection by any Trustee.
 6. All three readings of a bylaw may occur at one meeting if there is unanimous approval of a motion to proceed to third reading.
 7. Trustees or committee members (as applicable) may participate and be counted as part of the quorum in a meeting, or part of a meeting by telephone or electronic connection.
- 8.2. Meetings of the Board held in Public shall not exceed three hours unless a motion to extend a meeting is passed by a majority vote.
- 8.3. A majority of votes cast shall be sufficient to pass a motion, unless otherwise indicated

Related Legislation: [School Act \[RSBC 1996, Part 4, Division 6, Section 50; and Part 6, Division 1, Sections 65-72\]](#) and [Local Government Elections Regulation](#), [Freedom of Information and Protection of Privacy Act](#), [Ombudsperson Act](#)

Related Contract Article: Nil

Adopted: May 22, 2001

Previously Amended: June 2, 2009, February 12, 2010, November 28, 2017, June 12, 2018, April 23, 2019, April 6, 2021

Last Amended: November 23, 2021, June 21, 2022



elsewhere in this policy. Abstentions from voting will not be counted in the affirmative or the negative. A tie vote is a defeated motion. Where a member abstains from voting or objects to a motion, the number of members who objected or abstained to that motion shall be recorded in the minutes.

9. Presentations at Board or Committee Meetings

- 9.1. A maximum of 2 presentations may be scheduled per meeting.
- 9.2. Individuals or delegations shall be allocated 5 minutes to present, followed by a maximum of 5 minutes for discussion. In special circumstances, by request, the Board or Committee may schedule additional time for presentations.
- 9.3. Individuals or delegations wishing to make a presentation at a Board or Committee meeting shall make their request to the Superintendent, who will consult with the meeting Chair and schedule the presentation at the earliest practicable meeting. Approved presentations on behalf of delegations will be presented by a spokesperson or spokespersons of the delegation, who will be identified on the agenda.
- 9.4. Once a presentation is scheduled, individuals or delegations shall provide written and presentation materials to be circulated with the agenda at least eight days prior to the meeting / two days prior to the agenda package being sent out as per Section 6.5.
- 9.5. The Board or Committee shall provide a response to any questions or requests from the individual or delegation at a future meeting; the Board or Committee shall not respond to any such questions or requests at the meeting where the presentation is given.

10. Comments or Questions from the Public

- 10.1. All comments and questions shall be directed to the Chair, who may call upon individual Trustees, the Superintendent, or the Secretary-Treasurer to answer the question.
- 10.2. No matter pertaining to complaints about district personnel, collective agreement issues or any other matters deemed confidential as per Section 3.6 shall be heard at a public meeting; these matters shall be dealt with by staff or in accordance with board policies governing the matter.
- 10.3. The Chair shall determine when a comment or question has been given sufficient time.
- 10.4. The period allotted for public comments or questions shall not exceed 20 minutes.
- 10.5. Comments or questions from a member of the public attending a meeting online will be read out at the meeting by school district staff.

Related Legislation: [School Act \[RSBC 1996, Part 4, Division 6, Section 50; and Part 6, Division 1, Sections 65-72\]](#) and [Local Government Elections Regulation](#), [Freedom of Information and Protection of Privacy Act](#), [Ombudsperson Act](#)

Related Contract Article: Nil

Adopted: May 22, 2001

Previously Amended: June 2, 2009, February 12, 2010, November 28, 2017, June 12, 2018, April 23, 2019, April 6, 2021

Last Amended: November 23, 2021, June 21, 2022



POLICY 121: Committees of the Board of Education

The Board of Education of School District No. 8 (Kootenay Lake) recognizes the importance of contributions from partners and community. The wisdom, values and experiences of our communities and partners create a context for our operations. Our Partner Advisory Committee structure brings together the Board of Education with partners on the topics of Education, Operations & Finance, and Policy. Additional committees are established as needed.

Guidelines

1. The Board establishes committees and appoints committee members for a variety of purposes. The Chair may appoint an ad hoc committee of the Board where deemed advisable. Short-term, ad hoc committees may be excepted from the requirements of Section 2 but will report to the entire Board.
2. Each committee will review the terms of reference held within this Policy (including its purpose, decision-making model, input process, and procedures) at its first meeting each school year. Suggested revisions to this policy shall be submitted to the Board for approval and a hyperlink to the Terms of Reference will be updated within this policy.
3. Minutes of committee meetings will be submitted to the Board.
4. The Chair shall make Trustee appointments for Trustee representatives and alternates to committees as well as for other Trustee representatives as required. Names of committee appointments, including alternates, will be distributed to senior staff through the Superintendent. Staff will distribute all meeting materials, including but not limited to schedules, meeting locations, agendas and minutes to all representatives and alternates.
5. The term of Trustee appointments to committees is 24 months. The term of Trustee appointments to ad hoc committees is for the duration of the ad hoc committee.
6. The Chair, in making appointments, shall use the following procedures:
 - 6.1. At the Board's inauguration Meeting, the Secretary-Treasurer shall provide each Trustee with a list of all Board committees.
 - 6.2. Each Trustee shall indicate their first and second preferences for committee appointments to the Chair at least two (2) weeks prior to the next Board Meeting.
 - 6.3. The Chair shall make and announce the committee appointments at the next Board Meeting.

Trustees who are not appointed members of a committee may attend committee meetings as observers.

7. Committee representatives and alternates will keep each other informed, as necessary.

Procedures

1. Education Partner Advisory Committee meetings are open to the public and shall be held according to a schedule published by June 30th of each school year. The Terms of Reference shall include Appendix B. The order of business will be as follows:

Related Legislation: Nil

Related Contract Article: Nil

Adopted: May 22, 2001

Amended: June 2, 2009 - February 12, 2010 - November 28, 2017 - June 12, 2018 - October 9, 2018 - February 26, 2019 - April 23, 2019 - July 12, 2019, June 21, 2022



1. Call to Order
 2. Acknowledgement of Aboriginal Territory
 3. Changes to Proposed Agenda
 4. Adoption of Agenda
 5. Receiving Presentations/Delegations
 6. Opportunity for Comments from the Public regarding items on this Agenda
 7. Correspondence
 8. Adoption of Minutes
 9. Unfinished Business
 10. New Business
 11. Comments or Questions from the Public
 12. Meeting Schedule and Reminders
 13. Adjournment
2. Policy Partner Advisory Committee meetings are open to the public and shall be held according to a schedule published by June 30th of each school year. The Terms of Reference shall include Appendix B. The order of business will be as follows:
1. Call to Order
 2. Acknowledgement of Aboriginal Territory
 3. Changes to Proposed Agenda
 4. Adoption of Agenda
 5. Receiving Presentations/Delegations
 6. Opportunity for Comments from the Public regarding items on this Agenda
 7. Correspondence
 8. Adoption of Minutes
 9. Unfinished Business
 10. New Business
 11. Comments or Questions from the Public
 12. Policy Schedule
 13. Meeting Schedule and Reminders
 14. Adjournment
3. Finance and Operations Partner Advisory Committee meetings are open to the public and shall be held according to a schedule published by June 30th of each school year. The Terms of Reference shall include Appendix B. The order of business will be as follows:
1. Call to Order
 2. Acknowledgement of Aboriginal Territory
 3. Changes to Proposed Agenda
 4. Adoption of Agenda
 5. Receiving Presentations/Delegations
 6. Opportunity for Comments from the Public regarding items on this Agenda
 7. Correspondence
 8. Adoption of Minutes
 9. Unfinished Business
 10. New Business
 11. Comments or Questions from the Public
 12. Meeting Schedule and Reminders
 13. Adjournment

Related Legislation: Nil

Related Contract Article: Nil

Adopted: May 22, 2001

Amended: June 2, 2009 - February 12, 2010 - November 28, 2017 - June 12, 2018 - October 9, 2018 - February 26, 2019 - April 23, 2019 - July 12, 2019, June 21, 2022





APPENDIX A: Committees of the Board

<u>Committee</u>	<u>Members</u>	<u>Scope</u>	<u>Meeting Frequency and Chair</u>
ACE - Aboriginal Committee of Education	<ul style="list-style-type: none"> • District Principal of Aboriginal Education • 2 Trustees • 1 Principal or Vice-Principal • 2 KLTF reps • 1 CUPE • 1 Representative per Nation • Elders and/or Knowledge Keepers • 2 Aboriginal Education Students • Indigenization Coordinator • Superintendent 	<ul style="list-style-type: none"> • To provide support, guidance, and wisdom between Aboriginal communities and the District. • Makes recommendations to the Board. 	<ul style="list-style-type: none"> • Chaired by District Principal of Aboriginal Education • Meets four times annually • Terms of Reference
French Advisory Committee	<ul style="list-style-type: none"> • Director of Innovative Learning Services • 1 Trustee • 1 Principal or Vice-Principal rep from each French Immersion school • 1 Teacher rep from each French Immersion school • 2 Parents from French Immersion schools and/or 1 Canadian Parents for French rep 	<ul style="list-style-type: none"> • To address issues related to French Immersion. • This Committee provides recommendations to the Board. 	<ul style="list-style-type: none"> • Chaired by Director of Innovative Learning • Meets four times annually • Terms of Reference
Joint Safety Advisory Council	<ul style="list-style-type: none"> • Director of Operations • District Safety Officer • 2 Principal or Vice-Principals • 2 KLTF reps • 2 CUPE reps • 2 Trustees (non-voting) 	<ul style="list-style-type: none"> • To deal with issues related to employee safety at the work site. • WorkSafe BC Regulations guide decision making process. • This committee provides operational advice to the District. 	<ul style="list-style-type: none"> • Chaired by Union Representative, alternating CUPE and KLTF • Meets four times annually • Terms of Reference

Related Legislation: Nil

Related Contract Article: Nil

Adopted: May 22, 2001

Amended: June 2, 2009 - February 12, 2010 - November 28, 2017 - June 12, 2018 - October 9, 2018 - February 26, 2019 - April 23, 2019 - July 12, 2019, June 21, 2022





<u>Committee</u>	<u>Members</u>	<u>Scope</u>	<u>Meeting Frequency and Chair</u>
Policy Review Committee	<ul style="list-style-type: none"> • Superintendent • Secretary Treasurer • 3 Trustees (incl. Policy Chair) 	<ul style="list-style-type: none"> • To provide ongoing review and revision of Board policies • This committee provides recommendations to the Board. 	<ul style="list-style-type: none"> • Chaired by the Secretary-Treasurer • Meets four times annually • Terms of Reference
Partner Advisory Committees	<ul style="list-style-type: none"> • Board of Education • Senior Leadership Team • 2 Principal or Vice-Principal reps • 2 KLTF reps • 2 CUPE reps • 2 DPAC reps • 2 ACE reps 	<ul style="list-style-type: none"> • As per Appendix B 	<ul style="list-style-type: none"> • Chaired by elected Trustee • Meets four times annually

Ad Hoc Committees			
<p>Created when the Board determines an ad hoc committee is needed to address specific issues.</p> <p>Examples: Anti-racism Advisory Council</p>	<ul style="list-style-type: none"> • Members determined by the Board, based on the needs of the ad hoc committee. 	<ul style="list-style-type: none"> • Mandate determined by the ad hoc committee. • These committees provide recommendations to the Board. 	<ul style="list-style-type: none"> • Terms of reference determined by the ad hoc committee.

Related Legislation: Nil

Related Contract Article: Nil

Adopted: May 22, 2001

Amended: June 2, 2009 - February 12, 2010 - November 28, 2017 - June 12, 2018 - October 9, 2018 - February 26, 2019 - April 23, 2019 - July 12, 2019, June 21, 2022



Appendix B: Board of Education Partner Advisory Committees Terms of Reference

1. The Partner Advisory Committee is an advisory group and is chaired by the elected Trustee. In the absence of the elected Trustee the Board Vice-Chair will assume the chair.
2. The purpose of the Partner Advisory Committee is to bring together, on an ongoing basis, partner groups, senior staff, and the Board of Education to have informal discussions about how to support the district and provide advice to Board.
3. The Partner Advisory Committee will offer a venue for parties to discuss ways to work together in support of students, the school district and public education, building trust and sustaining strong functional relationships, and strengthening communication and information sharing. The discussions will be purposeful, constructive and team building in nature.
4. Partner Advisory Committee input will be considered in all matters related to the district but will not replace the accountability of district management and the Board of Education in decision making.
5. An annual schedule of meetings will be developed by the Chair of the committee, in collaboration with the Board Chair. An agenda will be developed for each meeting. To facilitate open discussion, summary minutes shall be recorded, following the minute-taking standards in Policy 124.
6. Labour relations or personnel matters will be addressed through district labour management meetings.

Related Legislation: Nil

Related Contract Article: Nil

Adopted: May 22, 2001

Amended: June 2, 2009 - February 12, 2010 - November 28, 2017 - June 12, 2018 - October 9, 2018 - February 26, 2019 - April 23, 2019 - July 12, 2019, June 21, 2022



POLICY 160: Policy Development

The Board of Education of School District No. 8 (Kootenay Lake) believes that one of its primary functions is to set policy in accordance with both local circumstances and provincial directions.

The Board further believes that its policies are detailed expressions of intent and must be based upon the Board's own Mission, Values, and Vision. Board policies also reflect the community's views, with input from partner groups. Formal publication of Board policy is necessary in order that the community may hold the Board accountable.

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

It is the responsibility of the Superintendent of Schools to recommend a program of regular evaluation and consultation to review Board policies to ensure they remain current and relevant. The process of policy development and review shall include open and authentic communication between the Board and its partners. This communication shall ordinarily proceed through the representatives on the Policy Partner Advisory Committee.

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

Guidelines

1. Development of New Policy

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

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

Once the new draft has been completed, the Superintendent shall present this draft to the Policy Review Committee. The Policy Review Committee will recommend the policy to the Board at a meeting of the Board Held in Public for approval for field testing and review by the Policy Partner Advisory Committee. The Board will approve the policy for field testing and for review by the Policy Partner Advisory Committee.

- 1.3. During the 4-week field testing period, the draft policy will be reviewed by the Policy Partner Advisory Committee. The advice from the Policy Partner Advisory Committee and other feedback will be returned to the Superintendent who may recommend revisions to the draft policy to the Policy Review Committee, if needed.

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

Related Contract Article: Nil

Adopted: September 15, 2015

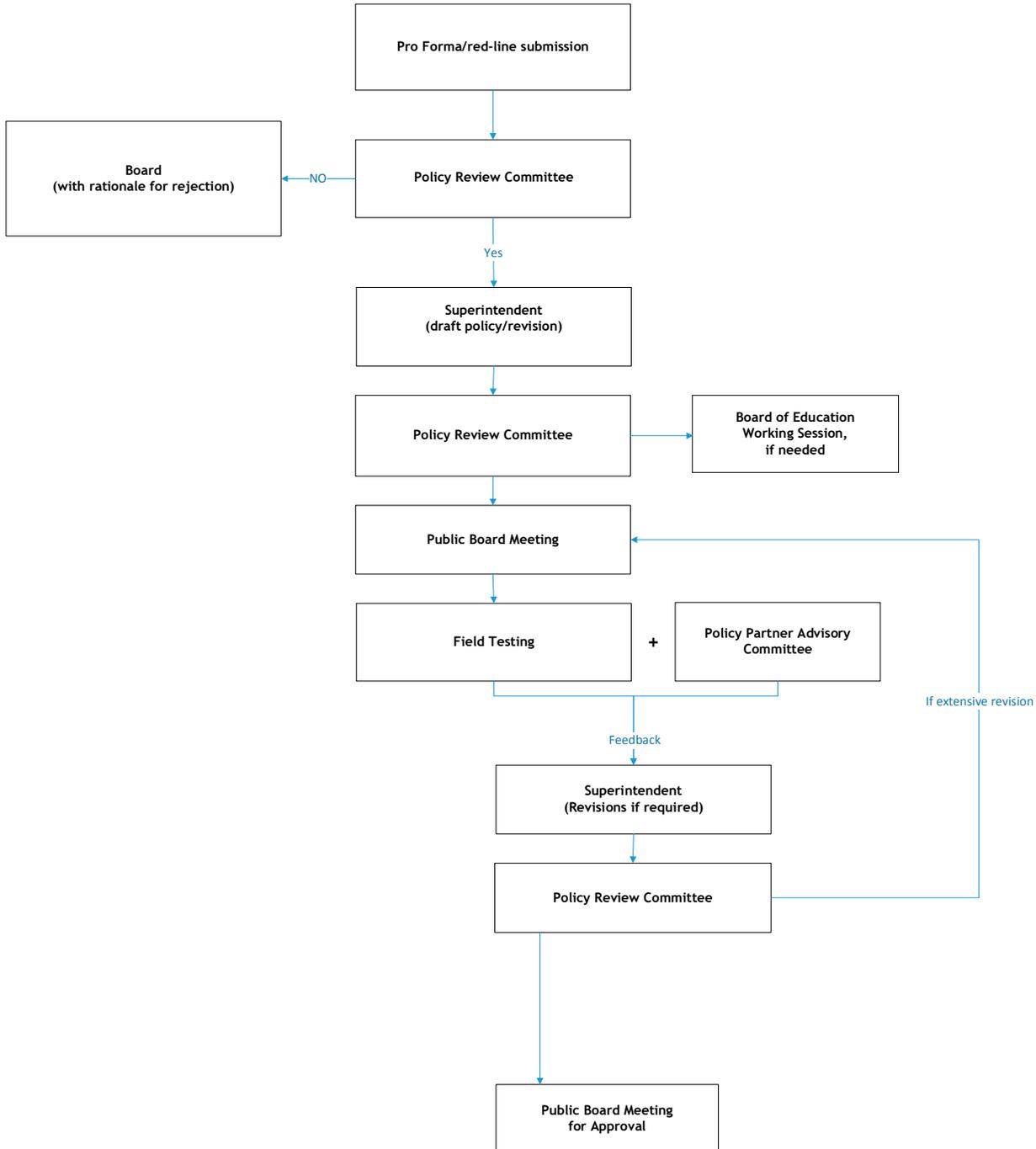
Amended: June 12, 2018, June 21, 2022



- 1.4. The feedback and revisions will be provided for the consideration of the Board at a Meeting of the Board Held in Public prior to approval at the Board Meeting held in Public approving the policy.
 - 1.5. When the initial draft requires extensive revision, a revised draft may be recirculated for four (4) additional weeks. Feedback will be returned to the Superintendent who may recommend revisions to the draft policy, if needed.
 - 1.6. Where feedback consists of spelling, formatting, grammar and/or minor wording suggestions, the revised policy may be forwarded directly to the Board for approval at the next Meeting of the Board Held in Public.
2. Revision of Policy
 - 2.1. Policy revision shall follow the same procedures as in policy development commencing at the step described in Section 1.
 - 2.2. Policy revisions which are routine in nature may be made without field testing.
3. Administrative Procedures
 - 3.1. Administrative Procedures may be developed and issued by the Superintendent to articulate operational processes.
 - 3.2. It is the responsibility of the Superintendent to develop a process that ensures appropriate consultation occurs.
 - 3.3. New and significantly revised Administrative Procedures will be posted on the Consent Agenda of Meetings of the Board Held in Public.
 - 3.4. Administrative Procedures shall be posted on the district website, unless the procedures are restricted to specific staff in order to support school or student safety.
4. Suspension of Policies
 - 4.1. In special circumstances, the operation of any section or sections of Board policy not bound by law or contract may be temporarily suspended by a two-thirds majority vote of the Board.



APPENDIX A: Policy Flow Chart



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



2022-2023 Board Calendar

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	
	5:00 – 7:00 pm	Board Office, Nelson	Public Board Meeting	
November 15, 2022	1:00 – 2:30 pm	Board Office, Nelson	Policy Partner Advisory Committee	
	3:00 – 4:30 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</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>				

