

**THE BOARD OF EDUCATION
OPEN MEETING AGENDA
TUESDAY, NOVEMBER 23, 2021
5:00 PM (PT) – 7:00 PM (PT)**

Via Zoom Webinar: [Zoom](#)- Password: 316245
Due to COVID-19 public attendance is only available via zoom

1. Call to Order

Note: The Secretary-Treasurer shall preside at this meeting until the Board Chair is elected during the meeting. Please refer to Section 1 of Policy 120 for process.

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. Trustee Positions & Appointments

For the election of the Chair, Vice-Chair and Provincial Representatives, the process will be:

- Call for Nominations 1st, 2nd, 3rd time;*
- Confirmation of each Nominee that they accept their nomination;*
- Nominees invited to provide brief statement; and*
- Vote by secret ballot (if there is more than one nominee).*

A. Election of Board Chair

B. Election of Board Vice-Chair

C. Election of Provincial Representative and Alternates

- BCSTA Provincial Councilor
- BCPSEA Representative
- BCSTA Provincial Councilor Alternate
- BCPSEA Representative Alternate

D. Destruction of Ballots (if there is a secret ballot vote held)

Proposed Resolution:

THAT the ballots for the selection of School District No. 8 (Kootenay Lake) 2021-2022 Board Chair, Vice-Chair and Provincial Representatives, **BE DESTROYED.**

E. RDCK Commission Appointments – Board Chair

Proposed Motion:

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

4. Insertions/Deletions to Proposed Agenda

5. Adoption of Agenda

Proposed Resolution:

THAT the Agenda for this November 23, 2021 meeting **BE ADOPTED**, as circulated.

6. Receiving Presentations/Delegations - Nil

7. Opportunity for Comments or Questions by the Public

8. Consent Package (p. 4) App. 8

9. Adoption of Minutes (p. 70) App. 9

Proposed Resolutions:

THAT the minutes from the October 26, 2021 Regular Meeting **BE ADOPTED**.

10. Future and Action Item Tracking (p. 79) App. 10

11. Education

A. COVID-19 Update – Superintendent Smillie (p. 83) App. 11A

B. Early Learning in Schools – Superintendent Smillie (p. 84) App. 11B

C. Class Size Report – Superintendent Smillie (p. 109) App. 11C

D. Winter Concert Schedule – Superintendent Smillie (p. 111) App. 11D

E. Graduation Ceremonies – Superintendent Smillie (p. 112) App. 11E

F. Determination of Special Education Designations and

Support for Students with Special Needs – Superintendent Smillie (p. 113) App. 11F

12. Operations and Finance

A. Capital Operations Plan Update (p. 117) - Secretary-Treasurer McLellan App. 12A

B. 2021/22 Budget Update – Secretary-Treasurer McLellan [Link to Oct 31, 2021 MRP]



13. Governance and Policy

A. Revised Policies (p. 139)

App. 13A

- Policy 120: Board Meeting Procedures Policy
- Policy 130: Trustee Conduct & Code of Ethics

Proposed Resolution:

THAT revised policies 120 and 130 BE APPROVED.

14. Human Resources

A. Staffing Ratios (p. 168)– Secretary-Treasurer McLellan

App. 14A

15. Trustee Reports

A. Trustees

B. Chair

C. BCSTA

D. BCPSEA

E. RDCK

F. Other Committees

G. Student Trustees

16. Public Question Period

17. Meeting Schedule and Reminders (p. 171)

App. 17

A. Board Meetings

The next Open meeting is scheduled for December 7, 2021.

18. Adjournment of Meeting



**SCHOOL DISTRICT 8 KOOTENAY LAKE
CONSENT PACKAGE – REGULAR OPEN
NOVEMBER 23, 2021**

ITEM

The following Consent items are routine items received for information.

- | | |
|---|-------|
| 1. Board Correspondence Package | p. 5 |
| 2. Superintendent's Report | |
| 3. Financial Report for the period ended October 31, 2021 | p. 48 |
| 4. Transactions over 10k | p. 60 |
| 5. ACE Draft Meeting Minutes – November 3, 2021 | p. 66 |



SCHOOL DISTRICT 8 KOOTENAY LAKE
BOARD CORRESPONDENCE PACKAGE
NOVEMBER 23, 2021

ITEM	DATE
1. V. Bullock to Board of Education relative to request for full-time EA	October 8, 2021
2. Board of Education to V. Bullock relative to request for full-time EA	October 26, 2021
3. Board of Education to Chief & Council of LKB relative to Meeting on Oct 22, 2021	October 27, 2021
4. Board of Education to Lectric Avenue relative to student laptops	October 27, 2021
5. Board of Education to Winlaw PAC relative to response to letter dated Sep 24, 2021	October 27, 2021
6. Secretary-Treasurer to Kaslo Homelinks PAC relative to letters dated Oct 1 & Oct 19	October 29, 2021
7. Kaslo PAC to Secretary-Treasurer McLellan relative to Funding with Appendix	November 8, 2021
8. C. St. Thomas to Board of Education relative to School sports spectators	November 13, 2021
9. A. Short to T. Smillie relative to School sports spectators	November 15, 2021
10. R. MacDougall to Board of Education relative to Backpack Buddies with Appendices	November 15, 2021
11. A. Short to Board of Education re School sports spectators 2 nd Email	November 15, 2021
12. Kaslo Homelinks PAC to Board of Education relative to Letters from Children	November 16, 2021

Vanessa Bullock

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

October 8, 2021

Board of Education
250-352-6681
board.education@sd8.bc.ca
School District No. 8, Kootenay Lake
811 Stanley Street
Nelson, BC V1L 1N8

Dear Board Trustees,

Re: Request for a full-time Educational Assistant (EA)

I am writing to you today to request the implementation of a full-time Educational Assistant (Monday-Thursday) for our primary Creston Wildflower class. Our goal is to continue and grow the nourishing atmosphere our founder, Liz Tanner, worked so hard to create many years ago. Her letter (see enclosed) sums up Wildflower's philosophy beautifully in that we want "to create a learning community built on mutual respect and support" and foster a "life-long love of learning".

Wildflower prides itself on its focus of "whole-child" learning and honor of the family unit as the most effective learning group. It is a multi-age classroom of primary and intermediate students with a wide range of learning styles, personalities, and behaviors. Wildflower is a teacher-led curriculum that meets Education Ministry Outcomes and establishes opportunities for leadership, interdependence, mentor-ship and personalized learning. These opportunities are achieved through daily circle time, place based learning, learning together in groups, and individual inquiry with an emphasis on problem solving and critical thinking. Wildflower understands that everyone learns best in a supportive environment, which is where Wildflower's core values come into action. The core values are: humility, courage, empathy, nourishment, relationship, and understanding (see enclosed Core Values document). It is our goal to model these values not only in the classroom environment, but also in our families at home and among our community. Wildflower is a choice and our family is proud to be a part of it.

A full-time Educational Assistant in our primary class would make it so that both our classrooms and teachers will have the full support they need in delivering key learning concepts and material, as well as have an extra body to ensure the safety and supervision of our students at recess and lunch times. It has come to our attention that



we will not be getting a full-time EA for our younger class this year, creating a situation in which the EA from the intermediate classroom is now being expected to split her time. This sharing of resources brings about a multitude of concerns. First, an EA is a crucial part of our children's education in the fact that they can provide one-on-one assistance in situations where students may need extra direction, clarification, or instruction. If one EA is being shared between two classes, the worry is that when that EA is not available to provide crucial assistance, students will "slip through the cracks" or fall behind because they are too afraid to ask for help. We currently have two "designated" students (one in the primary class, one in the intermediate class), as well as two more waiting to be assessed making it even more important to have full support in both classrooms.

Additionally, an Educational Assistant is specifically trained in certain areas of behaviour management and knows the policies and procedures of the school. An EA can help with unexpected situations such as if a child or teacher becomes ill, needs to use the washroom, or when a behavioral situation arises and needs to be dealt with outside of the group. If there is only one EA to supervise two classrooms, who is there to oversee the rest of the students, or vice versa, be able to step away with an individual? Our situation is unique in that we currently reside in two classrooms at the Creston Valley Secondary School (CVSS) and our Principal has had to pull resources from the high school to help in these unfortunate circumstances. Understandably, this has not been very well received. Wildflower's "mother" school is located in Nelson, as is the school Principal, Secretary, multiple teachers and EA's, and other learning support individuals. The Creston Wildflower School currently only has one primary teacher, one intermediate teacher, and one shared EA, with no other support staff on location. Due to these unique circumstances, the number of adult to student ratio is not only a safety issue, but also one of liability.

Without the help and stability of a full-time Educational Assistant in the primary classroom, the worry is that the mental and emotional well-being of not only our students, but teachers and EA will be compromised. An over-worked, stretched thin, and exhausted instructor and assistant can lead to burnout or stress-leave. An unsupported child can easily become overwhelmed or over-stimulated, robbing them of their desire to attend school; they struggle to learn, spend most of their time dysregulated, and in extreme cases, feel unsafe. This goes against our goal of establishing a "life-long love of learning" and all six core values of humility, courage, empathy, nourishment, relationship, and understanding. The fear is that many families may feel it best to pull their children from the school and turn to different learning opportunities, which also goes against everything we stand for as a Wildflower community. A full-time EA can remedy all of these issues.

Thank you for taking the time to read this letter and consider our request. Please call or email me using the contact details above. I look forward to hearing from you.



Sincerely,

Vanessa Bullock

Vanessa Bullock

Domestic Engineer, member of Wildflower PAC, and proud mother of three

Enclosures:

- Liz Tanner's Letter
- Wildflower Core Values

NATASHA HUSCROFT

TRACI STONEHOUSE

Nicole Genam

Colleen Bayly

Katie Reves

Jessica Birdwell

CARINA ROGERS

Jordana Champagne

Brad Bayly

Nicole Weatherby-Elliott

Chelsea Proskow

Donna Miller

DOUG REVES

CLT

Mathilde Armour Piccirilli

Christi-Ann Durlerna

November 2, 2021

Leidunas



Sunday, November 21, 2004

What is Wildflower? It is a multi-age classroom that includes both primary and intermediate aged children. It is a learning community built on mutual respect and support. I work from the assumption that the family is the most effective learning unit possible. I try to imitate some of that natural ease and assumption that learning is organic.

I do want to be clear. The Wildflower teacher is in charge and sets curriculum. As attractive a model as "non-coercive" education is, it is not in my realm of interest nor capability.

We all learn best in supportive environments. My eye is always on the prize—life long love of learning. The importance of the mix of ages is very important to the premise that they are all intelligent beings with lots to offer. They are progressing as they should in their own time. Most of the time they should be working at a small stretch, some of the time they will be asked to make big leaps, and some of the time they need to breathe deep and stay still to cement their understandings.

A major theme is chosen for each school year. I choose a theme that interests me that I believe will work in the mixed group. It also must be a good umbrella for delivering subjects that will meet Education Ministry Outcomes. We will stay on a subject until it is coming out our pores. How much of what we learn quickly do we remember? I don't set any deadlines for myself as I build curriculum. I find no point in stopping lessons because I've reached an end to the week or month. We will move on when it feels appropriate. Where possible our songs and art support the theme.

You've received a Message from a TELUS phone.

Vous avez reçu un Message d'un téléphone TELUS.



Just as I strive for wholeness in the big scope of the school year, I am always looking to balance each day and each week. I have the luxury of having very few interruptions to my day. Therefore I can and do shape it in a way that I believe suits the children's needs. Everyday we work on slow to build concepts and quick fun facts. The learning is sedentary and active. Things are presented to advantage for the visual and the aural learner. There will be artistic and intuitive requirements and analytical and methodical ones. They will be asked to work alone, in small groups and in the large group. I look for opportunities for each child to lead and to follow. There are noisy times and quiet ones. I'm big on ritual and at minimum we begin and end each day with a circle and morning and closing verses.

Part of the beauty of combining the ages is that, I believe, that all concepts can and should be taught in a style that is often relegated to primary school only. The lessons are hands on whenever possible, moving from the concrete to the abstract. My older students never balk at the primary style because they see that I enjoy it.

This is another hugely important issue for me. The eleven and twelve year old children at Wildflower are responsible and capable. However, none of them are eleven going on seventeen. They get to be children. The six year olds get the respect they deserve from the older ones and dividing up exclusively by age on gender is not the rule.

What are the negative possibilities of this system? There are compromises in curriculum. A child receives a fraction of what the Ministry sets out for their age level each year. This is because I work across grade level lines to find the material to suit yearly themes. I cannot offer the amount to repetition necessary for some early primary children to grasp literacy. I'm not certain this is an issue in the long run; however, we ^{live} in a culture that has very set ideas about what they should be able to do at a given age. Also, as much as I love the mix, some children don't find a best friend as easily as they would in a class with twenty-four others at the same age.

I, however, deeply believe that my gifted and challenged students alike find their way with confidence.



Our Wildflower School Core Values

Humility: *Of the earth; grounded in knowing who you are*

We are individuals within a community. Our own needs are in balance with the needs of the community. We have an important role within our community and yet, it is not more important than another's role.

Courage: *To lead with heart*

Life presents many difficult situations where we need to choose our course of action. Courage allows us to listen to the heart and act from intuition and clarity, even when the outcome is unknown.

Empathy: *Feeling into another; self-activation*

Empathy connects a part of self with the self of another; it is a choice to actively engage in listening and responding to another. While children learn empathy from the adults around them, adults can also learn empathy from children.

Nourishment: *The process of caring for and encouraging the growth or development of something or someone*

To nourish is to attune to the needs of another and act on the needs. Nourishment takes many different forms—holding close, gentle nudges, naming truths, boundaries, letting go. Time, patience and deep listening inform the practices aligned with nourishment.

Relationship: *A bringing back, restoring; connection, balance*

Everyone has a gift, and everyone has a responsibility. Being in relationship means that we have purpose in the world, in our community. When we share our gifts and uphold our responsibilities, we build our capacity for connection and gratitude.

Understanding: *To stand in the midst of, under-between, among*

To truly understand we need to be engaged in all ways of knowing. We need time and space to explore, to be inspired and to embody teachings. We need to make connections to know where and who we are in all of it.



October 26, 2021

Vanessa Bullock
447 Rocky Point Rd
Creston, BC V0B 1G8
[REDACTED]

Dear Ms. Bullock and PAC members:

Thank you for your correspondence dated October 8, 2021, regarding the request for an additional educational assistant allocation at Creston Wildflower.

Based on the concerns identified in your letter, district staff has reviewed the specific needs of students in the classroom, and it has been determined that the levels of support provided are consistent with the staffing levels across the district. Specific to the Creston Wildflower program, additional support from school administration is in place, as well as additional support from the Aboriginal Language teacher, Inclusion Support Teacher, and other district staff. Additional support is also being provided for Creston Wildflower program through lunch and recess.

Thank you for taking time to advise me of your concerns. Through the Principal, district staff will monitor the staffing levels throughout the school year.

Thank you,

[REDACTED]
Trish Smillie
Superintendent of Schools

cc: Board of Education

October 27, 2021

Lower Kootenay Band Administration
[REDACTED],
[REDACTED]

Dear Chief and Council of Lower Kootenay Band,

Thank you for meeting with SD8 on Friday, October 22, 2021. Our hope at this meeting was to share some highlights from September start up regarding Lower Kootenay Band students, introduce Trish Smillie, as new Superintendent of SD8 and review the Kootenay Lake Board of Education draft policy on naming school and facilities.

We understand that our role is to listen to Lower Kootenay Band as a step forward in Reconciliation. We understand we have work to do together, and we are committed to taking steps forward as a district, in this important relationship. We hope that over time, our relationship can be strengthened.

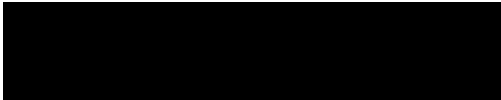
The board is committed to ensuring supports for students from Lower Kootenay Band are in place, as a top priority. We were proud to share highlights from this year which include a BCTEA Joint application for nearly \$30,000 for individualized transportation to/from school and home for all Lower Kootenay Band students. This is the second year of this transportation service, and it has been very well received with families. We were also proud to share that we are committed to ensuring Continuity of Learning for all Lower Kootenay Band students, which will be formalized plans between the high school, staff, and families. This will ensure there will be no disruption to learning should any interruptions happen due to the pandemic. We look forward to sharing these with Chief and Council very soon. We also feel very thankful for the hard work of Lower Kootenay Band staff, including Heather Suttie and Rhonda Basil, to ensure the Nominal Role processes are accurate and jointly reviewed, as part of fall start up. We share these student-centered highlights to ensure you are kept aware of our commitment to support students from your community on their pathways to graduation, in the highest priority. We are also hopeful that we may come together to continue the Local Education Agreement this year, which is about halfway drafted. We are committed to an LEA, to help frame district commitments to Lower Kootenay Band, annually.

During the meeting you advised us that the draft policy on school naming, specifically the section on Indigenous Gifting of Names was inappropriate, offensive and oppressive. We appreciate hearing this feedback from you and this is our learning we are committed to doing. It was not our intention to offend you and this paragraph will not be put forward to the Board for their approval.

It was also mentioned during this meeting that the School District does not understand the creation story of the Ktunaxa and that it is not currently shared at schools. The Board of Education would be grateful for the opportunity to have Lower Kootenay Band share this story district wide. We would be honoured if this story could be part of the full district professional development day on April 25, 2022, where the full district will be in attendance. Please let us know if this might be a good step forward and who might be best to share this.

While we have made mistakes along the way, we are here to listen and to grow. We may not have all the answers, but our hope is to keep trying. We are here to try to grow stronger and to step forward in Reconciliation. At all times, we are here to hear your feedback so we can continue to do our work wisely and with deep reflection.

With respect,


Lenora Trenaman
Chair, Board of Education

cc: Board of Education Trustees

LT/sw



October 27, 2021

Lectric Avenue Electronics LTD
The Directors

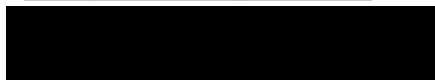


Dear Ian, Floris & Rene,

Thank you for your correspondence dated October 14, 2021 expressing your interest in future bidding on laptops.

For your information, our Board of Education follows [Policy 642: Procurement and Purchasing](#) in procurement of goods and services. The District's procurement activities are conducted with integrity and the highest standard of ethical conduct. If an opportunity becomes available for you to express your interest in the future, your bid will be reviewed at that time.

Thank you for your interest,



Lenora Trenaman
Chair, Board of Education

cc: Board of Education Trustees

LT/sw



October 27, 2021

Winlaw School PAC

Email: [REDACTED]

Dear Marya & Winlaw School PAC,

Thank you for your letter dated September 24, 2021. The Board appreciates that you took time to share your thoughts and concerns regarding cultural safety.

It is evident from your correspondence that you perceive the Board as not doing enough to address and prevent racialized, oppression-based conflict and have asked several questions to assess the current actions of the Board of Education.

Although at this time, the Board of Education is not able to provide specific answers to your questions, you can be assured that preventing and addressing racism in schools is a priority. During this school year, the Board will work with education partners to develop an anti-racism policy and supporting procedures to guide our school district in this important area.

Because this work will be extremely important to the culture and climate of our schools, you can anticipate that education partners will be invited to participate in its development.

Thank you for taking time to share your concerns,

[REDACTED]

Lenora Trenaman
Chair, Board of Education

cc: Board of Education Trustees

LT/sw

October 29, 2021

Via Email

Kaslo Homelinks
Parent Advisory Committee

Re: Your letters of October 1, 2021 and October 19, 2021

Dear Parent Advisory Committee;

Thank you very much for your detailed letters. I appreciate the time you took to share your concerns. In response, I would like to clarify some areas within your letters:

- I can confirm that SD8 receives \$6,360 for each distributed learning student, including Elev8 Homelinks students. This compares with the average of approximately \$15,000 SD8 will receive for each regular student enrolled in SD8 schools in 2021-2022, not including capital funding.
- In the past two years, the District allocated budgets to the Kaslo Homelinks school as follows:
 - 2019-2020: \$1,193 per Kaslo Homelinks student
 - 2020-2021: \$1,173 per Kaslo Homelinks student

In each of these past years, the above budgets included \$600 family discretionary, \$400 supplies & activities and \$52 curriculum and learning resources, plus office expenses and emergency supplies funding. Note that the actual spending by the Kaslo Homelinks in these years exceeded these amounts, and the school ran a deficit in those years.

- For 2021-2022, the District has allocated budgets to Kaslo Homelinks as follows:
 - 2021-2022: \$875 per each student, including \$600 family discretionary, \$150 supplies & activities and \$87 curriculum and learning resources, plus office expenses and emergency supplies funding.
- Regarding the variance in budget this year as compared to prior year, the above 2021-2022 allocation represents an approximate 25% decrease in district allocated as compared to 2020-2021, which is in line with spending reductions across the District, as well as being in line with spending patterns throughout the district. Firstly, reductions were deemed necessary by the Board in the 2021-2022 budget because of how constrained the funding is for 2021-2022, and there have been reductions in nearly all discretionary spending categories. Please see the [2021-2022 SD8 Budget Discussion](#) and the [September 30, 2022 SD8 Financial Report](#) for more information. Secondly, spending of district allocated budgets at SD8 schools has substantially decreased due to impacts of COVID-19, and most schools ran surpluses in 2020-2021, and would have

been expected to do so again in 2021-2022 without these reductions in supplies/activities budgets.

- Regarding other expenses you mentioned that SD8 incurs with respect to the Homelinks school:
 - The teacher allocation for Homelinks in Kaslo is a 0.7 full-time equivalent (FTE) position. The average teacher salary and benefits cost in British Columbia is approximately \$100,000 per annum.
 - Kaslo Homelinks is provided exclusive use of a classroom in J.V. Humphries school, plus access to the gym, library and use of other common areas of the school and property, including playgrounds. The average operating cost of SD8 facilities, divided by the number of operated classrooms in SD8, including utilities, custodial, maintenance, grounds maintenance, but not including any capital costs of maintaining facilities or site administration expenses, exceeds \$1,600 per annum.
 - At no time in 2020-2021 or otherwise was Homelinks in Kaslo not able to access its classroom; the sole restriction on use of the J.V. Humphries facilities was the requirement in 2020-2021 for staggered use of the playground by both J.V. Humphries school students and Homelinks school students, so that the total number of children using the playground at once did not exceed the mandated maximum cohort per the Provincial Health mandate at that time, which has now expired and is no longer in effect.
- For further information with respect to the \$600 per student family discretionary amounts allocated to Homelinks students, which you have noted is “mandated provincially”, it is important to note that this is not mandated provincially, and is, in fact, alluded to in the policy as the “maximum” amount a district is allowed to provide to families for third-party service providers. It is not a fixed amount, and public programs within the province provide a wide range of amounts to support the use of third-party resources, from the maximum amount of \$600.00. This policy dissuades programs from competing for enrolments through the use of financial incentives.

I have attached a link to the provincial general [Online Learning policy](#), which includes a section on the use of third party resources. I have included that section below:

Reimbursements to third party service providers

If a Board uses a third party to provide educational services or learning support, materials, or resources to learners, the Ministry expects the Board to do the following:

- *Ensure that the educational services, materials, and resources are part of the educational program supervised by a Board employee who is a BC certified teacher or Letter of Permission holder.*
- *Pay only the third party directly and not the parent, learner or any other person*



- *Ensure that parents and third party service providers clearly understand their roles and responsibilities for student safety and security*
- *Clearly describe the Board's responsibility to provide the program outlined in a student's learning plan or Individual Education Plan separately from additional services the student may receive from the third party service provider.*

If a Board uses a third party to provide educational services or learning support, materials, or resources to learners, the Ministry expects the Board to pay only up to a maximum of \$600 per FTE in grades K-12 for reimbursements to third party resources and service providers.

This limit to the amount of the operating grant to be used for third party resourcing would not apply to:

- *Supporting students with special needs in levels 1, 2 and 3 special needs supplementary funding categories and special needs categories K,P,Q,R, in achieving the curricular learning standards and/or goals in their Individual Education Plans (see the [Ministry's Special Education Services: A Manual of Policies, Procedures and Guidelines](#))*
- *Career technical centre program courses*
- *Post-secondary transition program courses*
- *A portion of the family's Internet connection costs if required to participate in an online learning program or course.*

Limits to financial assistance for learners or their parents

The Ministry expects that Boards will not provide financial payments or reimbursements to learners or their parents, nor use any amount of money budgeted to support an educational program as an incentive to have a learner enrol in an online learning program or course.

A Board may provide financial assistance to learners or their parents for a portion of the one-time internet connection fees, if and only if the learner requires an internet connection to participate in an educational program delivered in whole or in part through online learning. Connection means cost of the household connection to the internet. It does not include ongoing maintenance.

A Board may lend, but not give, equipment with an asset value (such as a computer that is required for participation in an online learning program or course) to learners or to parents or families of learners.





If you have any further questions regarding these policies, for future management and allocation of budgets or for planning of groups activities, please contact Rob Simpson, District Principal Elev8 - Homelinks.

Again, thank you for taking the time to share your concerns.



Michael McLellan
Secretary-Treasurer

Cc: Board of Education
Cc: Trish Smillie, Superintendent
Cc: Rob Simpson, District Principal Elev8 Homelinks



Kaslo Homelinks
Parent Advisory Council

SD8 Secretary-Treasurer/CFO Michael McLellan
Cc: Rob Simpson, Homelinks Principal
SD8 Superintendent Trish Smillie
Trustees of SD8, Kootenay Lake
SD8 District PAC

November 7, 2021

Dear Mr. McLellan,

Thank you for your letter responding to our earlier communications. It seems that there are significant discrepancies between what you are saying and numbers we have been given by the district, as well as previous guarantees of continued program funding. We will outline these inconsistencies below. For your reference, we are attaching Appendix A—which consists of emails between our teacher, Sarah Keenan, and Principal Rob Simpson, as well as Catherine Locke from the Nelson Homelinks program—and Appendix B (further down in the same document)—which is a letter dated September 2014 from then-Principal Kimberly Jones to then-Nelson Homelinks PAC chair Ms. Kroll, outlining funding details for the Homelinks program.

1. With respect to bullet point two of your response letter, in which you stated that in the 2019/20 school year, the Kaslo Homelinks school was allocated \$1,193 per student, and for the 2020/21 school year, \$1,173: please refer to the email sent May 22nd, 2019 from Rob Simpson to Catherine Locke and Sarah Keenan (Appendix A). This email confirms the \$1,425 budget that we were allocated for 2019/20, which was confirmed by you. As you can see, Kaslo Homelinks was told that their amount per student for 2019/20 would be the same as Nelson's, which would be equivalent to the amount set in 2014 of \$1,425 per student (Appendix B). At no time was either our teacher or our PAC informed that there were cuts occurring in these years. Your recent letter lists entirely different amounts.
2. Based on this \$1,425 that was confirmed, we did not overspend, as you indicate. It is disingenuous to claim that our school ran a deficit when our spending matched what we were told had been allocated to us, and to expect us to compensate now with deeper cuts. How can a competently-run administration fail to inform the staff carrying out a program that its funding is being cut—in fact, communicate directly that the funding is *not* being cut—and continue to supply said funding over a two-year period without comment, then assign responsibility for overspending to the program?

Please note that the 2014 letter from Ms. Jones clearly states that this funding allocation would be maintained in “subsequent years if the needs remain the same throughout the program.” Our needs have clearly stayed the same.

3. With respect to bullet point three of your recent letter, we must point out further inconsistencies. Your numbers do not match those given to us by Principal Simpson.

Here is the per-student funding allocation you indicated in your recent response:



- \$600 – family funds
- \$150 – supplies and activities
- \$87 – curriculum & learning resources
- Unspecified amount – office expenses

Here is what we were told by Mr. Simpson:

- \$600 – family funds
- \$150 – group activity fund
- \$75 – curriculum resources
- \$0 – general accounting, including classroom and office supplies etc.

It is difficult to trust the accuracy of numbers we are getting from you when you aren't even in agreement with each other on what amounts we have been allocated.

4. Regarding bullet point four of your letter: You told us in the board meeting and over the phone that our decrease represented a 14% district-wide cut; now you are saying it is a 25% reduction. In either case, it's important to note that justifying your perspective with percentage amounts does not acknowledge the cut we are experiencing on the ground, from \$1,425 to \$875-ish. This amounts to a 39% cut of our usable funding; a small program such as ours, with lower overhead and a higher proportion of its funding going directly to student learning needs, should not be cut more than the average school.

You claim in your letter that “all discretionary spending categories” have been reduced. It is critical to point out that our activity funds are not discretionary; they are fundamental to running our program. We expressed this clearly in our letter and through several phone conversations, but this message does not appear to have been received. It is alarming to see that you still seem to see this portion of our funding as discretionary. The letter from Kim Morris (Appendix B) clearly indicates that the activities fund is not discretionary but rather is part of our core program budget.

5. With respect to bullet point five, first subheading, which concerns our teacher's salary: this \$100,000 BC average is irrelevant and misleading. It does not reflect our teacher's actual salary. We are aware that each district in BC has their own salary grid, which is based on different levels of education and years of experience at full time equivalency. Our teacher receives only a 0.7 FTE salary according to the SD8 salary grid, at a Step 3, Category 5.

Regarding the second and third subheadings of bullet point five: if it does indeed require \$1,600 per student to cover our use of the school, then this amount is amply covered by our contribution to general revenues. Further, you claim that “at no time in 2020-21 or otherwise was Homelinks in Kaslo not able to access its classroom.” This is simply wrong, and it is a critically important inaccuracy. In the 2020/21 school year, we did not fit into JVH's learning cohorts due to COVID and thus could not access the resources you describe (breakout classroom, gym, library, etc.). Also, in all past years we have



relied fundamentally on parent volunteers in order to run our programs in the classroom. Because of our diverse age range (K–9), one teacher is simply not enough to run programming that would meet the educational needs of these different age groups simultaneously. Last year, because parents were not allowed into the building, and due to learning cohort restrictions, we were not able to run our program at the school at all, and set up community-based activities as an alternative. With the many unknowns in this current school year, we have continued to run our activities in the community rather than in the school, so our classroom use is currently restricted to occasionally accessing materials in our curriculum resource library, and meeting with our teacher for term meetings.

It is vital to highlight that we are aware of a long-term pattern of Homelinks funding being cut and PACs having to fight for this funding. We are happy to provide further documentation of this if you wish. As individual taxpayers and parents of children within your system, we are exercising our right to better transparency and accountability around these financial systems.

We are requesting a clear and exact accounting of how the \$6,350 per student is allocated by the district. We continue to request that our \$1,425 budget be reinstated as per Appendices B, in which it was clearly stated that this funding level would be maintained unless program needs changed.

Sincerely,

Kaslo Homelinks PAC



10/30/21, 9:23 PM

10/30/21, 9:23 PM

Appendix #

Mail - Sarah Keenan -
Outlook

Re: Nelson Homelinks budget Rob Simpson [REDACTED] Thu
5/30/2019 12:29 PM To: Sarah Keenan [REDACTED]

Hi Sarah: Just letting you know I was able to confirm budget amounts for next year, and Kaslo Homelinks will receive the same allocation as Nelson Homelinks. As I mentioned to Catherine, please be aware the Ministry was quite adamant, when I was speaking to them last week, about the \$100.00 available for internet. They were quite clear the funds are only to be used for "a one time connection fee, and is not to be used for ongoing access."

Let me know if you have any
questions.

Rob Simpson District Principal -
School District No 8 Distributed
Learning/MyEd BC [REDACTED]
[REDACTED]

From: Sarah Keenan Sent:
Friday, May 24, 2019 11:15 AM
To: Rob Simpson Subject: FW:
Nelson Homelinks budget

Hi Rob.

Just sending this again in hope of a confirmation
email. Thanks.

Sarah Keenan Teacher Liaison - Kaslo
Homelinks [REDACTED]
<https://sd8learns.sd8.bc.ca/homelinkskaslo>

From: Sarah Keenan Sent:
Wednesday, May 22, 2019 6:27
PM To: Rob Simpson



[REDACTED] Subject:
FW: Nelson Homelinks budget

Hi Rob,

Catherine forwarded me your email below. Can you confirm for me that Kaslo's budget will be \$1425/student again next year? Thanks!

Sarah Keenan Teacher Liaison -
Kaslo Homelinks [REDACTED]
<https://sd8learns.sds.bc.ca/homelinkskaslo>

<https://outlook.office.com/mail/id/AAQKAGY3M211MjZiLTZyYjUtNDAYNS1iZWVjLTVKNGEzNmQ2NDgzZgAQAH6yIOvYjkFPnhxATYXiP38%3D>

11/5/21, 5:40 PM
Mail - Sarah Keenan - Outlook

1/2

From: Catherine Locke Sent: Wednesday, May 22, 2019 5:49 PM To: Sarah Keenan
[REDACTED] Subject: Fwd: Nelson Homelinks budget

Begin forwarded message:

From: Rob Simpson [REDACTED] Date: May 22, 2019 at 4:35:09 PM PDT To: Catherine Locke [REDACTED] Cc: Tatiana Krol [REDACTED] Subject: Nelson Homelinks budget

Hi Catherine: Just letting you know, I have clarified with Michael the budget for next year, and it will continue to be the same amounts, as indicated in the letter from Kim Morris, dated September 29, 2014.

Just an FYI, related to budget, I was on on call with the Ministry on Friday, and one point they reiterated several times, was the question regarding internet reimbursement. Theresa McClintick stated "*reimbursement is only for one time connection fee, and not for ongoing access*" It appears, from the responses on the call, this is an ongoing conversation for programs around the province, both public and independent programs. Just thought I would pass this on to everyone.

With regards to guidelines for the use of learning funds, I am adjusting a few, based on conversations with staff and parents, and will get out to everyone ASAP.



Thanks

Rob Simpson District Principal -- School District No 8 Distributed Learning/MyEd BC

<https://outlook.office.com/mail/d/AAQKAGY3M211MjZiLTZyYjUtdNDYNS1iZWVjLTVKNGEZNmQ2NDgzZgAQAH6ylOvYjkFPnhxATYXiP38%3D>
2/2

Appendix B

mcr

School District No. 8 (Kootenay Lake)
South Nelson Elementary School

' Nelson Homelinks 814 Latimer Street, Nelson, BC V1L 4I7
*Telephone: (250) 354-4139 Fax: (250) 354-4407 Academic
Successo Creativity and Imagination Citizenship Resiliency*

September 29, 2014

PAC-Homelinks Nelson c/o 616 Mill Street Nelson BC V1L 454

ATTENTION: PAC Chair

Dear Ms. Kroll:

RE:



Homelinks and Independent Studies Funding Your Letter Dated April 15, 2014

I am in receipt of the subject letter and offer the following response. I apologize for the lateness of this response as I know you have been waiting some time. This letter is being sent after considerable consultation with the Kim Morris, Secretary Treasurer and Ben Eaton, Director of Independent Learning,

As you know, school budgets are set by the school Principal. Hence my response to the subject letter sent by PAC to Kim Morris and Ben Eaton.

Currently the Homelinks annual district budget allocation is \$1,150 per pupil. In the subject letter you have requested an annual allocation of \$1,650. While the annual allocation is a guideline for all Homelinks sites throughout the District we recognize that there are areas with greater need in the program and other areas where the needs are such that the full allocation is not being utilized.

Therefore on a one-time basis for 2014-2015, and subsequent years if the needs remain the same throughout the program, the District is able to offer Homelinks Nelson the following allocation:

2013-2014 Allocation

\$ 800

75

Allocation Description Family Account Curriculum General Supplies Activity Account

Internet Extra-Curricular Total Allocation

2014-2015 Requested

\$ 600

200 150 450 200

50 \$1,650 (43% increase) | |

2014-2015 Offered i.

\$ 600

75 150

500 100 per family

150 125

0

\$1,150

\$1,425 (24% increase)

Our Mission: "We focus on excellence for all learners in a nurturing environment."



Rationale:

1. Family

Account:

Ministry of Education dictates the amount and the offer agrees with the proposal. 2. Curriculum:

- The \$75 allocation is adequate as evidenced by the expenditures in the Homelinks

School at all locations. Therefore no change to this allocation is offered. 3. General Supplies

. Offer agrees with the proposal. 4. Activity Account

- Offer is \$50 more than proposal in an effort to recognize the case made by the parents in demonstrating need in this

area. 5. Internet

- The \$100 allocation is a 'per family' allocation; not a 'per student' allocation. The \$100

represents \$10 per month for 10 months and can only be claimed by submitting invoices/receipts to the Homelinks principal in

September/October. Applications for

internet after October will not be

accepted. 6. Extra-Curricular

Extra-curricular is not a required nor allowable expense of Distributed Learning funding and may be taken up by the activity account. It is noted that many PACS make monetary contributions to schools' extra-curricular activities as well as user fees paid by

parents and Homelinks would be viewed the same in this

category. 7. Total

The offer is approximately \$225/pupil less than the proposal. The offer is approximately \$275/pupil greater than the current allocation. This increase represents approximately \$9,000 in increased funding to Homelinks Nelson.

If the offered allocation meets the needs of the Homelinks Nelson PAC the Homelinks Nelson budget will be increased accordingly. If the allocation does not meet the needs of the PAC and PAC wishes to appeal this decision please contact Kim Morris, Secretary Treasurer to discuss the process of appeal.

Yours
truly,



Kimberly
Jones
Principal

Cc:
Kim Morris, Secretary Treasurer
Ben Eaton, Director of Independent
Learning

Our Mission: "We focus on excellence for all learners in a
nurturing environment."



From: [Trustee Forwards](#)
To: [SD8 - Trustees](#)
Subject: FW: No spectaculars
Date: Saturday, November 13, 2021 10:17:43 AM

From: Christina St.Thomas [REDACTED]
Sent: Saturday, November 13, 2021 10:17:37 AM (UTC-08:00) Pacific Time (US & Canada)
To: Board of Education <board.education@sd8.bc.ca>
Subject: No spectaculars

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

This new no spectacular rule is NOT okay, this is not about health all these restrictions are doing is more damage to our children, you have kids that are starting to fall behind because they are getting so depressed, these masked are proving to be more harmful to kids it does not stop a virus even the box will tell ya that. Our kids are so happy to finally get to play sports again and now they have nobody to cheer them on, what about our kids with high needs that play that need to look up and see a parent... what about our kids with anxiety (this just adds to it) that need that parent there who knows how to help them through it... taking away more rights rfrom everyone is causing more damage but nobody care about that part.. push the vax on our kids.

There are more people at this point that are being harmed from getting the vax but are not being heard. We have a 44 year old mother of 3 die after getting her shot, a 47 year old mother of 2 die after her shot within hrs, my daughter has a 13 yr of friend in hospital with heart issues after his shot, a friend have strokes an hr after her shot she cant function for herself anymore, I in total know 6 people who have been harmed from this the sid affects are not rare so dont tell me to put any of that near my children. I know 12 people still get covid being fully vaxed, in all i know 29 ppl that had covid and no 1 in the hospital and mild symptoms.

So I get to drive my kids to their sporting events and sit in my car? Come on. This is not okay... this is NOT for the better of anyone, our kids are being punished. This world is all about bullying, bribery, corrosion none of this is about health more damage is being done then helping. Tell our lids you can't eat out, movies etc until you comply is not okay. You can still get covid and still pass it on even if your vaxed, so if you get vaxed you can come in even if ypu have covid but ypu cant if your not vaxed... makes zero sense. If should be about choice. Restrictions on our kids is causing damage to them and your a school... this is not for them. Nothing about this is okay I'm so mad I'm so sick of this, our need there parents in the stand. Im not hoing to have my kids say my parents never watched me play, i had that as a kid and it DOES do damage. I have NEVER missed my kids game practices etc never, I do whatever it takes to be there for them more people need to starting standing up for whats right and what our kids REALLY need, and get life back to normal for them...I am so sick of this world and what's happening in it, its not a good place and a horrible place to raise them.

Get [Outlook for Android](#)



From: [Trustee Forwards](#)
To: [SD8 - Trustees](#)
Subject: FW: School sports spectators
Date: Monday, November 15, 2021 7:28:57 PM

From: Christina St.Thomas <larrychris06@hotmail.com>
Sent: Monday, November 15, 2021 7:28:51 PM (UTC-08:00) Pacific Time (US & Canada)
To: Board of Education <board.education@sd8.bc.ca>
Subject: Fwd: School sports spectators

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From: Alex or Rick Short [REDACTED]
Sent: Monday, November 15, 2021 7:26:05 PM
To: [REDACTED]
Subject: Fwd: School sports spectators

Sent from my iPhone

Begin forwarded message:

From: Alex or Rick Short [REDACTED]
Date: November 15, 2021 at 9:47:38 AM PST
To: trish.smillie@sd8.bc.ca
Subject: School sports spectators

Good morning. As a parent of two LVR students grade 10 and 12 I have learned through another parent at another school in District 8 that parents are no longer allowed to watch school sports. This has not been conveyed to parents up to this point and I was only made aware as it came along the game notification to the other parent. I would like a clear explanation as to what precipitated the decision to ban parents and spectators during school sporting events. Please explain to me what the change was from last week when I was able to be in a gym and watch my friend's daughter play volleyball. Have there been outbreaks amongst parents and families attending as spectators? Have there been outbreaks amongst school teams that was being passed onto the parents and spectators? Are parents and



spectators bringing covid into school settings? What occurred the last week? We as parents and as students have been given no explanation. I do not feel that if the district is truly doing what is in the best interest of students not only physically but mentally and emotionally they are fulfilling this obligation. Children and youth need parental support and if parents choose to be there and support their children the school district should not be blocking this. I still attend my daughters' events and they are in high school. I cannot imagine both for them and myself as a parent not being able to attend and support them especially if they were in elementary school. I feel this is an extreme knee jerk reaction to a problem that I frankly don't see existing. You are willing to ban parents, the majority of whom have been vaccinated but you are not willing to mandate teachers to get vaccinated. You need to pick a lane. You cannot as the head of this district, have it both ways. This entire crisis has taken a huge mental and emotional toll on our children and youth and I feel this move by the district is adding to that. Parental support is key for students especially now and you are knowingly removing this for what appears to be no apparent reason. This is wrong and I request an explanation not only for myself and my daughters who start basketball this week but for the other hundreds of parents and students in this district that have been blindsided by a policy that appears to have been quietly enacted with zero transparency. I look forward to your timely response.

Alex Short



From: [Trustee Forwards](#)
To: [SD8 - Trustees](#)
Subject: FW: School sports spectators
Date: Monday, November 15, 2021 7:57:15 PM

From: Alex or Rick Short [REDACTED]
Sent: Monday, November 15, 2021 7:57:08 PM (UTC-08:00) Pacific Time (US & Canada)
To: Board of Education <board.education@sd8.bc.ca>
Subject: Fwd: School sports spectators

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Please see attached email to share with the board. Original email is on bottom of the thread.
Thank you

Alex Short

Sent from my iPhone

From: Alex or Rick Short [REDACTED]
Date: November 15, 2021 at 2:29:34 PM PST
To: Trish Smillie <Trish.Smillie@sd8.bc.ca>
Subject: Re: School sports spectators

Thank you for your reply but I do question the inability to make this known to parents and to in fact have parents and spectators attended up until November 15. The communication coming from schools indicates this is a change. The message indicates a change in school district 8s policy so to parents that doesn't convey this has been in effect for nearly two years. If it is in fact not a change why the sudden enforcement? It was not a risk for the first two and a half months of school but suddenly becomes one? The lack of logic, transparency and communication is mind boggling from a parent's point of view. Again I reiterate this is not in the best interest of students which the district claims it's decisions are based upon. These are moments in students lives you are taking away for what appears to be a spur of the moment decision to either implement or enforce a policy that has zero logic attached. From a risk standpoint it doesn't make sense.

Alex Short



Sent from my iPhone

On Nov 15, 2021, at 1:40 PM, Trish Smillie
<Trish.Smillie@sd8.bc.ca> wrote:

Hi Alex-

Thank you for reaching out. Spectators have not been able to be in schools since March of 2019. Updated guidelines regarding school sports were posted on our website in August of this year. The decision to not allow spectators outside of the immediate team and team support staff and volunteers is as a result of the inability to follow current health orders within our staffing.

I appreciate the time you have taken to voice your concerns. I, like you, look forward to the return to a more normal look for schools in the future. Please continue to check in with your school's principal about current health and safety guidelines the district is required to follow.

Thank you,

Trish Smillie | Superintendent of
Schools
(she/her/hers)

School District No. 8 (Kootenay Lake)
811 Stanley Street, Nelson, BC. V1L 1N8
Phone: 250-352-6681
Email: trish.smillie@sd8.bc.ca
Web: www.sd8.bc.ca

I gratefully 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 (Kootenay Lake).

<image001.png>



From: [Trustee Forwards](#)
To: [SD8 - Trustees](#)
Subject: FW: Backpack Buddies - Weekend Meals for Students
Date: Monday, November 15, 2021 10:44:03 AM
Attachments: [Flyer with contact info.pdf](#)
[About Backpack Buddies \(1\).pdf](#)

From: Rachelle MacDougall [REDACTED]
Sent: Monday, November 15, 2021 10:43:19 AM (UTC-08:00) Pacific Time (US & Canada)
To: Board of Education <board.education@sd8.bc.ca>; Trish Smillie <Trish.Smillie@sd8.bc.ca>; Gail Higginbottom <gail.higginbottom@sd8.bc.ca>; Clerical Adam Robertson (Mary) <clerical.are@sd8.bc.ca>; Clerical Blewett Elementary (Jane) <clerical.bes@sd8.bc.ca>; Clerical Brent Kennedy Elementary (Nette) <clerical.bke@sd8.bc.ca>; Clerical Canyon Elementary (Rachel) <clerical.cle@sd8.bc.ca>; Clerical Erickson Elementary (Kori) <clerical.ees@sd8.bc.ca>; Clerical Hume Elementary (Arlene) <clerical.hes@sd8.bc.ca>; Clerical Jewett Elementary (Marlene) <clerical.jes@sd8.bc.ca>; Clerical Wildflower Elementary (Anne) <clerical.wfs@sd8.bc.ca>; Clerical Winlaw Elementary (Sharon) <clerical.win@sd8.bc.ca>; Clerical Crawford Bay (Shelby) <clerical.crb@sd8.bc.ca>; Clerical JV Humphries (Marlene) <clerical.jvh@sd8.bc.ca>; Clerical WE Graham (Shannon) <clerical.weg@sd8.bc.ca>; Clerical Mount Sentinel 1 (Susan) <clerical.mss1@sd8.bc.ca>; Clerical CVSS 2 (Bev) <clerical.cvs2@sd8.bc.ca>; Clerical Salmo Secondary (Abby) <clerical.sss@sd8.bc.ca>
Subject: Backpack Buddies - Weekend Meals for Students

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

[About Backpack Buddies \(1\).pdf](#)
[\(1.145K\)Flyer with contact info.pdf](#)
[\(5.421K\)](#)

Hi, my name is Rachelle MacDougall, and I am the new Program Coordinator for Backpack Buddies for Central Kootenays.

Backpack Buddies is a not-for-profit organization, originating from the Lower Mainland, whose mission is to provide WEEKEND meals to students in need. At no cost to families and to schools, we provide a bag of 'easy to prepare' meals for students in need. These students are recommended by school staff.

My role as the coordinator is to get in touch with each school, coordinate how many bags are needed, and have them delivered before the weekend (usually Friday mornings).

All I need from each school is to fill in a weekly Google Doc with a number of bags needed, then make sure these students receive the bag! My goal is to make it as simple as possible for school staff.

As a teacher, and a mom, I've seen first hand the needs of students in all communities, and I want to help as much as I can.

Please look at the attached information sheets, our website, and social media accounts. If you have questions, and if you want to participate, please reach out, and we will get started!

Sincerely,



Rachelle MacDougall (She/Her/Hers)
Program Coordinator, Central Kootenay
| mobile: [REDACTED]
| site: www.backpackbuddies.ca



BACKPACK BUDDIES



Central Kootenay Contact: Rachelle MacDougall

(250) 551-1134

rachelle@backpackbuddies.ca

Website: www.backpackbuddies.ca

Facebook: <https://www.facebook.com/BackpackBuddiesVancouver/>

Instagram: <https://www.instagram.com/backpackbuddiesbc/>

Twitter: https://twitter.com/bpbuddies_

Hi, we are Backpack Buddies!

Backpack Buddies is a weekend food program, and **our mission** is to ensure food security for every school aged child in British Columbia.

We are fairly new to the Kootenays, and we hope to help relieve some stress on families by providing barrier-free access to food for the students in our community and district.

How does the program work? Backpack Buddies work with donors to raise food and funds to fill bags with enough food for the weekend, plus snacks! We coordinate with schools to ensure that we deliver an adequate number of bags to meet the needs of students. The bags of food are delivered to the participating schools, by Friday morning, at no cost!

What's in a bag? Each bag contains at least two breakfasts, two lunches, two dinners, snacks, a juice box, and some fresh fruit. Some examples are

<input type="checkbox"/> Chef Boyardee	<input type="checkbox"/> Rice
<input type="checkbox"/> Canned Beans	<input type="checkbox"/> Goldfish Crackers
<input type="checkbox"/> Campbell's Soup	<input type="checkbox"/> Fruit Strips
<input type="checkbox"/> Instant Oatmeal Packets	<input type="checkbox"/> Apple
<input type="checkbox"/> Juice Box	<input type="checkbox"/> Orange

***We are able to try and accommodate dietary needs too (Gluten free, allergies, vegetarian...)**



Backpack Buddies



WEEKLY IMPACT

4,000 36,000

Children supported

Meals Distributed

140 Distribution Locations

31 Communities served across B.C.

Based on April 2021 - these numbers fluctuate weekly

Our mission is to ensure food security for every vulnerable child in B.C.

Many children rely heavily on school meal programs but over the weekend may not eat at all until school starts again on Monday. This is 'the weekend hunger gap.'

With our community of donors, volunteers and caring partners, Backpack Buddies addresses this crisis by filling backpacks every Friday for students in need with enough meals and snacks to last the weekend. Our priority is to continue scaling up our services to meet the growing needs of the communities we serve.



November 23, 2021

Abbotsford
Agassiz
Alert Bay
Boston Bar
Burnaby
Campbell River
Comox Valley
Coquitlam
Gold River

Hope
Langley
Maple Ridge
Mission
Nelson
New Westminster
North Vancouver
Pitt Meadows
Port Alberni





What's in a Backpack Buddies Bag?

Our bags contain 9 meal items plus fresh fruit and snacks, enough to last a child an entire weekend and beyond. Each item is child-friendly and easily consumable, meaning that if an adult is not present, the child is able to prepare the meal for themselves.

Examples: oatmeal, tuna and crackers, soup, canned beans, fruit bars, granola bars, fresh fruit.

Do you use actual backpacks?

No, we pack our bags in disposable, biodegradable plastic bags that children can easily put into their backpacks every Friday before they go home. These bags also ensure that we're able to follow hygiene protocols and maintain anonymity and discretion.

How do bags get to kids?

Our trucks and transportation partners drive through Metro Vancouver, Vancouver Island, and the Sunshine Coast delivering bags of food to recipient schools. The deliveries are met by a school representative who takes them to a discrete location for distribution to students as they head home on Friday afternoons.

How do you choose the kids who will receive your bags?

Our partnerships with BC schools and districts are critical to ensuring that children gain access to the food they need for the weekend. We work with teachers, administrators, and social workers who advise us on the needs of their students and help identify those who could benefit most from receiving a bag.

How much does a bag cost?

There are no costs associated for schools or families when receiving support from Backpack Buddies. We work with donors to cover the costs of the bags.



I like the program.

I like playing with the
kids.

WILLIAM
grade 1



Tues. September 27, 2021

I like to have programs with the
other kids. I would feel sad
if they stopped.

→ From Mike
9th grade

Kilroy



I liked learning
how to paint cards
on activity days,
I will be sad
if I CAN'T see my
friends every week.



ANNA Eisenhauer

Grade 2



Program days are fun. Seeing my friend
is important to me. I learn survival skills and
get exercise that is good for my health. I
really enjoy activity days and want to keep
doing them.

From Ben Brown



Last year in Homelinks, I
enjoyed learning all sorts of
interesting things in a fun and
creative way. It would be terrible
if I couldn't learn with my
friends this year. Please don't
cut out funding. Cece
Craford
Grade 5



To Whom it may concern,
I love the ^{Hamelinks} activities, the Carving,
the dancing, the pottery, the
shelter building, the survival and
etc. Its awesome to be with friends
on a regular weekly basis. It would be
terrible and totally boring if we
werent able to do the Hamelinks
activities.

Whole-heartedly devastated,

Mr. Henry Eisenhauer, Grade 6,
age eleven.



I love homelinks Because
there is so many different
fun and enjoyable exercises
and i have lerned so many usful
Skills. we would love it if you
would not cut our funding

Senserly, Jambiel e. Speirs
4th grade

In Homelinks I have been able
to do tons of fun activitys, and
learned many useful thags. Please
refrain from cutting our funding.
Because if you do we will have no
way to enjoy the great Program.

Sincerly Eling R. Speirs



TO Whom It May Concern,

I have really enjoyed learning in our Home Links program. I think it's a very cool opportunity to connect with other kids, and still do my schooling the rest of the week. Also it's very fun learning outside as well as inside. Please don't change it.

Isaac Bettes



Homelinks:

Written by Miranda Halliday
Grade 9

Over the five years I have been in Homelinks I have enjoyed the nice mix of learning and socialization it provides. But there are many factors that make this a truly great program; A: The money individual students are given to help their learning and schooling process and the opportunities this provides them with, like other public school and distance ed or online programs do. The funding students receive helps to provide students who are in this program with opportunities they should have and necessary materials for their learning and subsequent schooling. B: The activities that students get to partake in through Homelinks are extremely important, as they provide socialization and learning opportunities. Students in Homelinks already receive a fraction of the funding and resources that public school students are provided, and already it is hardly reasonable, so to further reduce and/or completely remove what our program previously had to give the students a reasonable education and fair opportunities would greatly affect the learning opportunities for students and would also negatively affect the education that all children should receive. C: Some parents and families in such a small community are not as wealthy as others, but still they do their best to teach their children. So when they enroll said child in a program that provides their kid with reasonable opportunities and learning resources that every child in Canada should have access to, the parent should not have to pay for their student to have access to learning opportunities that children in other programs and public school legally, by law, reasonably receive.





School District 8
Kootenay Lake

Monthly Financial Report

For the period ended October 31, 2021



sd8.bc.ca



Financial Report, Discussion & Analysis

For the 4-Month Period Ended October 31, 2021

Prepared November 17, 2021

This financial report, discussion & analysis is for the 4-Month period ended October 31, 2021. References throughout this document to changes in financial results are in comparison to the same 4-Month period last year, ended October 31, 2020. Occasionally, comparisons are made to the year ended June 30, 2021, and are stated as such.

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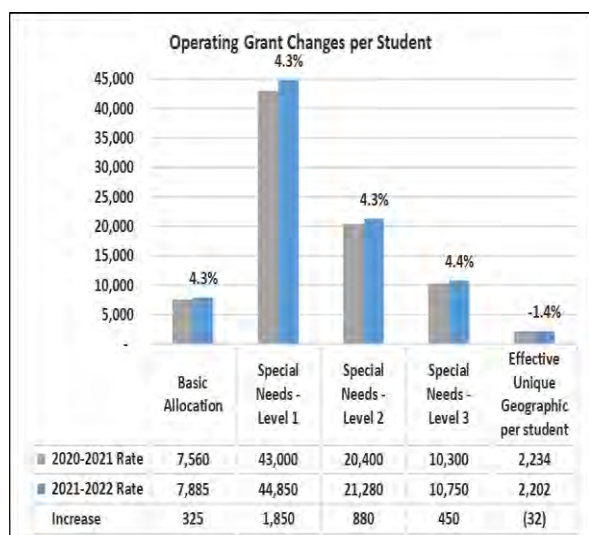
Executive Summary

2021-2022 is a constrained budget year. Overall, the Board will receive approximately 2% less revenues than the prior year, while salaries and benefits costs have increased between 2% to 4% per position, and services and supplies costs are expected to increase 2% to 5% due to inflation. In short, expenses have markedly increased relative to revenues. This was reflected in the Board's Annual Budget for 2021-2022, adopted on May 14, 2021. And thus far, there are no new sources or increases in funding to change that.

2021-2022 Revenues

The following table shows budgeted 2021-2022 revenues, with lines for important variances as compared to the prior year.

Revenues	2020-2021 Actual	2021-2022 Budget	Variance to Prior Year	
	\$	\$	\$	%
Operating Block, including DISC/LEA recovery	54,327,557	56,719,987	2,392,430	4%
Funding Protection	710,275	-	(710,275)	-100%
Labour Settlement Funding	1,338,788	-	(1,338,788)	-100%
Other MoE Operating Revenues	908,519	792,274	(116,245)	-13%
Provincial Safe Return to School	437,667	-	(437,667)	-100%
Federal Safe Return to Class	1,778,384	-	(1,778,384)	-100%
Other MoE Special Purpose Revenues	6,954,340	6,557,068	(397,272)	-6%
Total MoE Revenues	66,455,530	64,069,329	(2,386,201)	-4%
International Program	638,519	1,128,700	490,181	77%
CSF93 & LEA	546,058	480,799	(65,259)	-12%
Rental & Investment Income	165,921	178,000	12,079	7%
All Other Operating & Special Purpose Revenues	1,678,234	2,592,200	913,966	54%
Gain/Loss on Disposal of Tangible Capital Assets	104,955	-	(104,955)	-100%
Amortization of Deferred Capital Revenue	2,725,519	2,771,209	45,690	2%
Total Revenues All Funds - Statement 2	72,314,736	71,220,237	(1,094,499)	-2%



Despite headline increases in per student operating grant funding for 2021-2022 of greater than 4% in most categories (see chart to left), these increases were more than offset by decreases in special purpose grant funding (see chart above).

Specifically, in the prior year, in just three Ministry grants – Labour Settlement, Safe Return to Class and Safe Return to Schools funds – the Board received \$3,554,839, for which there is no replacement this year.

Additionally, in the prior year, the Board received funding protection of \$710,275 due to enrolment decline in 2020-2021 versus 2019-2020. In the current year, total enrolment is projected to total 4,795 FTE for 2021-2022, as compared with a final 4,776 FTE in 2020. With enrolment increasing slightly this year, the Board does not expect to receive “funding protection” funding this year.

As we move into the fall and student enrolment and revenues have been confirmed, we have not seen an overall increase or decrease in available revenues as compared to budget. On the downside, September 30th student enrolment counts, on which most of the District's funding is based, were lower than forecast by 79.75 FTE, resulting in roughly \$528,000 less operating grant revenues than forecast. Unique needs funding was also approximately \$410,000 less than forecast. Offsetting, on the upside, is an expected \$850,000 additional Classroom Enhancement Fund revenues as compared to budget, \$210,000 additional aboriginal education revenues, and \$360,000 additional tuition revenues, due to an increase from 45 FTE to 60 FTE expected international student enrolment.



Also, since the approval of the 2021-2022 budget, the Board has received confirmation of an additional \$129,932 in Mental Health funding, \$136,601 Restart funding, and \$50,000 Seamless Day funding. Further, the Ministry has approved the use of \$1,298,379 of Restricted Capital funding for capital projects, per the Board's approved [2021 Capital Operations Plan](#).

Most of these new revenues have specific spending requirements, and do not alleviate core budget pressures. Taking all the above revenue changes together, 2021-2022 will remain a "tight" financial year, as budgeted.

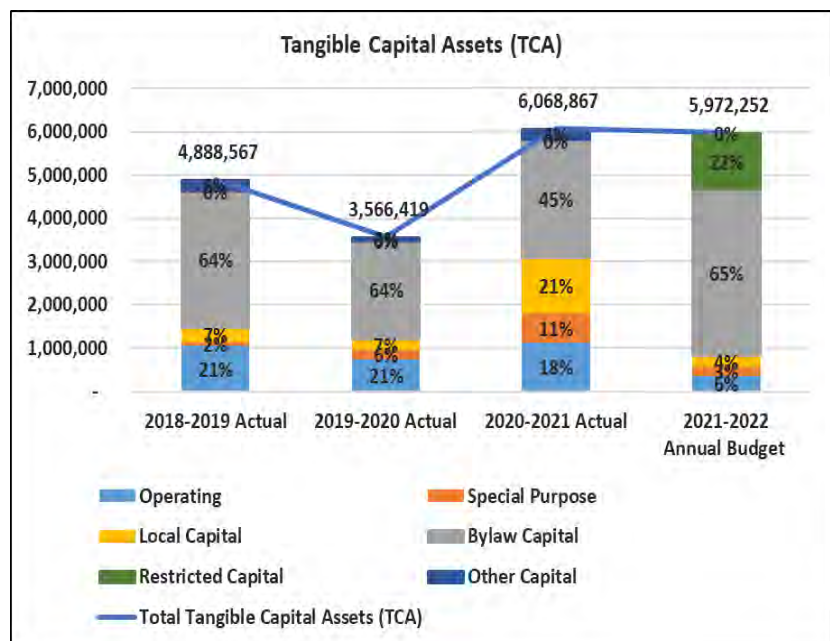
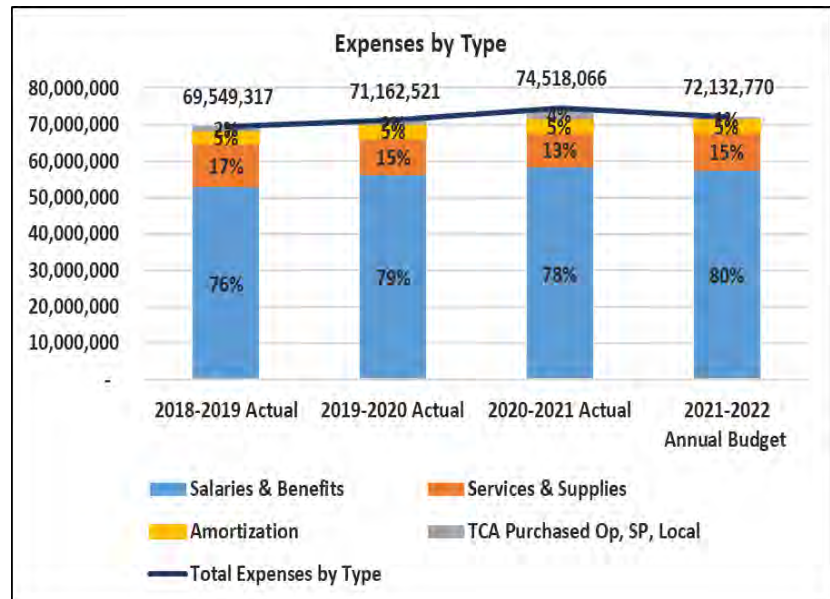
2021-2022 Expenses

The Board's Annual Budget Bylaw for 2021-2022, adopted May 14, 2021, authorized total expenditures of \$72,132,770. This represents a 3.2% decrease in overall spending compared with the prior year, reflecting the overall decrease in available revenues.

The total budget authorization of \$72,132,770 is comprised of \$71,317,528 non-capital expenses plus \$815,242 tangible capital asset purchases. The \$815,242 can be further broken down as \$363,653 capitalized purchases from the operating fund, \$201,586 from the Annual Facilities Grant special purpose fund, and \$250,000 of local capital.

As can be seen in the chart (top right), the share of Board spending this year on salaries and benefits is budgeted to increase. In other words, due to the reduction in available revenues, the Board had to reduce its budgeted spending, and the Board retained as many positions as possible and reduced staffing budgets by less than it reduced its services and supplies budgets.

Bus driver and custodian staffing this year are aligned with the prior year's staffing – higher than pre-pandemic levels – to continue managing the impact and protocols of safely operating schools during COVID-19. Paid medical and administrative leaves are also expected to continue to be well above pre-pandemic levels, at significant expense to the Board. The Board has also continued to invest in purchases of emergency supplies including personal protective equipment, additional custodial supplies, as well as various other emergency supplies to ensure schools are operated safely this year.



A total of \$5,972,252 capital spending is planned (see chart bottom right), which includes the \$815,242 of capitalized authorized budget expenses (included in chart top right), plus \$3,858,631 in Bylaw Capital (AFG, CNCP, SEP, BUS and PEP), and \$1,298,379 in Restricted Capital. Other Capital grants in prior years were from the Ministry of Children and Family Development and the Industry Training Authority.

Year-to-Date Spending vs. Budget - Summary by Department

The table below shows departmental budget spending, compared to budget and to the prior year. At this point in the year, there is still a much greater range in Budget Remaining or variances in spending compared to budget or to the prior year, due to a limited number of months of spending to average out to form a trend. That said, all departmental budgets are being executed within range, and in line with expectations for this point in the year.

Responsible Department	Oct 31, 2020 Year to Date	2020-2021 Actual	Remain- ing	Where are we at in our budget?			
				Spending		Budget	
				Oct 31, 2021 Year to Date	2021-2022 Budget	Budget Remaining	
	\$	\$		\$	\$	\$	
1 Schools	327,711	1,660,015	80%	259,438	1,765,578	1,506,140	85%
School Generated Funds	184,885	1,046,168	82%	199,210	2,005,000	1,805,790	90%
2 Innovative Learning Services	190,202	432,118	56%	107,003	389,263	282,260	73%
Teacher & School Clerical Staffing	6,187,417	30,367,424	80%	6,001,525	28,546,116	22,544,591	79%
Strong Start (408)	21,328	155,078	86%	31,972	160,000	128,028	80%
Ready, Set, Learn (409)	8,794	35,822	75%	1,857	129,000	127,143	99%
Federal French (OLEP) (440)	8,740	52,810	83%	10,516	103,437	92,921	90%
Scholarships	25,890	38,363	33%	22,898	60,000	37,102	62%
Focus-Learn-Excel	76,080	267,381	72%	93,786	263,996	170,210	64%
Safe Return to School / Class	418,275	2,293,827	82%	-	-	-	0%
3 Inclusion Educational Services	89,422	474,225	81%	96,224	366,343	270,119	74%
Student Supports Staffing	1,623,209	8,527,459	81%	1,370,245	10,406,416	9,036,171	87%
CommunityLINKS (410)	47,621	623,381	92%	129,317	650,695	521,378	80%
4 Aboriginal Education	150,936	1,240,524	88%	189,168	1,225,395	1,036,227	85%
5 Elev8 - DESK	364,831	898,111	59%	292,813	823,429	530,616	64%
6 International	265,272	871,865	70%	388,672	1,192,237	803,564	67%
7 Educational Administration	1,969,181	6,054,494	67%	1,962,819	5,996,821	4,034,002	67%
8 Business Administration & Governance	407,079	1,387,262	71%	482,391	1,402,842	920,451	66%
Contractual Professional Development	10,090	34,770	71%	35,251	120,000	84,749	71%
Donations	21,053	22,547	7%	54,048	52,000	(2,048)	-4%
9 Human Resources	186,203	861,029	78%	187,026	652,943	465,917	71%
10 Operations & Maintenance	1,943,268	7,329,330	73%	2,045,468	6,948,326	4,902,858	71%
11 Transportation	732,971	2,710,558	73%	722,979	2,907,087	2,184,108	75%
12 Information Technology	702,221	2,021,960	65%	626,121	1,982,515	1,356,394	68%
13 Capital - AFG Operating Portion	132,297	279,588	53%	174,517	279,588	105,071	38%
Capital - Amortization	1,181,787	3,545,361	67%	1,239,622	3,453,742	2,214,120	64%
Local Capital	-	1,286,599	100%	-	250,000	250,000	100%
Total Approved Budget	17,276,763	74,518,067	77%	16,724,887	72,132,770	55,407,882	77%
Total New Capital	2,611,062	2,987,119	13%	1,870,966	5,157,010	3,286,044	64%

New capital includes Bylaw Capital and Other Capital revenues received, as well as approved Ministry Restricted Capital. These amounts are deferred and recognized as deferred capital revenue amortization pursuant to Ministry of Education guidelines



All Funds – Statement of Operations (Income Statement)

All Funds (Operating, Special Purpose & Capital)											
	Oct 31, 2020	2020-2021	Remain		Special		Oct 31, 2021	2021-2022			
	Year to Date	Actual	ing	Operating	Purpose	Capital	Year to Date	Budget	Budget Remaining		
	\$	\$	%	\$	\$	\$	\$	\$	\$	\$	%
Revenues											
Provincial Grants											
Ministry of Education	13,880,883	66,455,530	79%	12,412,832	1,353,048	-	13,765,880	64,069,329	50,303,449	79%	
Other	83,431	447,483	81%	93,808	-	-	93,808	359,482	265,674	74%	
Tuition	166,027	685,219	76%	698,129	-	-	698,129	1,178,700	480,571	41%	
Other Revenue	358,031	1,730,109	79%	133,629	263,733	-	397,362	2,663,517	2,266,155	85%	
Rentals and Leases	35,507	71,315	50%	20,551	-	-	20,551	116,000	95,449	82%	
Investment Income	(56,676)	94,606	160%	4,224	12,408	6,974	23,606	62,000	38,394	62%	
Gain (Loss) on Disposal of Cap. Assets	1,250	104,955	99%	-	-	-	-	-	-	0%	
Amortization of Deferred Cap. Rev.	908,506	2,725,519	67%	-	-	918,739	918,739	2,771,209	1,852,470	67%	
Total Revenue	15,376,959	72,314,736	79%	13,363,173	1,629,190	925,712	15,918,075	71,220,237	55,302,162	78%	
Expenses											
Instruction	11,711,724	53,237,709	78%	9,474,955	1,413,255	-	10,888,211	53,352,555	42,464,344	80%	
District Administration	1,012,448	3,206,904	68%	1,166,341	-	-	1,166,341	3,263,089	2,096,748	64%	
Operations and Maintenance	2,436,796	8,676,558	72%	2,501,278	215,935	-	2,717,213	8,332,079	5,614,866	67%	
Transportation and Housing	656,387	2,769,786	76%	670,244	-	-	670,244	2,916,063	2,245,819	77%	
Amortization of Capital Assets	1,181,787	3,545,361	67%	-	-	1,239,622	1,239,622	3,453,742	2,214,120	64%	
Total Expense	16,999,143	71,436,318	76%	13,812,818	1,629,190	1,239,622	16,681,630	71,317,528	54,635,898	77%	
Net Revenue (Expense)	(1,622,184)	878,418		(449,645)	-	(313,910)	(763,555)	(97,291)	666,264		
Net Transfers (to) from other funds											
Cap. Assets Purchased - Operating	(173,393)	(1,115,874)		(43,257)			(43,257)	(363,656)	(320,399)		
Cap. Assets Purchased - Special Purpos	(104,226)	(679,276)			-		-	(201,586)	(201,586)		
Cap. Assets Purchased - Local Capital	-	(1,286,598)				-	-	(250,000)	(250,000)		
Invested in Capital Assets	277,619	3,081,748				43,257	43,257	815,242	771,985		
Total Net Transfers	-	-		(43,257)	-	43,257	-	-	-		
Surplus (Deficit), for the period	(1,622,184)	878,418		(492,903)	-	(270,653)	(763,555)	(97,291)	666,264		
Surplus (Deficit), beginning of period	25,152,209	25,152,209		1,308,703	-	24,721,924	26,030,627				
Surplus (Deficit), end of period	23,530,025	26,030,627		815,800	-	24,451,271	25,267,072				

All Funds Revenues

Provincial grants from the Ministry of Education are consistent with the prior year. The increase in Other Provincial Grants is due to the timing of revenues received from the MCFD (they didn't pay as early in the prior year re Early intervention and School Age Therapy contract). The increase in Tuition revenues is due to an increase in international student enrolment.

Other Revenues have increased slightly due to increased revenues from Conseil Scolaire Francophone 93 (CSF93), per the agreement whereunder CSF93 claims the enrolment for "double dogwood students" (student who are working towards earning both regular and Français Première Langue diplomas).

Rentals and leases are consistent with the prior year. Investment income has increased due to recording unrecognized gains in the prior year. Amortization of Deferred Capital Revenue is consistent with the prior year due to similar Deferred Capital Revenue spending year over year.



All Funds Expenses

Instruction expenses have decreased slightly due to lower enrolment and slightly lower teacher staffing and educational assistant staffing compared to the same period last year.

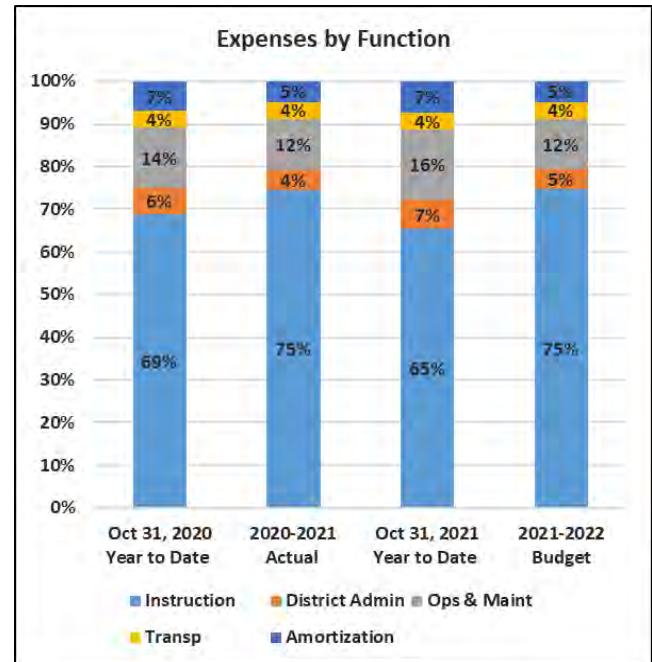
District Administration expenses have increased slightly due to general wage and step increases.

Operations and Maintenance expenses have increased slightly due to an increase in services and supplies costs, as well as increased grounds/paving expenditures for the LVR Tennis Courts and Salmo Skate Park projects.

Transportation and Housing expenses have increased slightly due to the technology system for ridership tracking.

The increase in Amortization of Tangible Capital Assets is due to an increase in Tangible Capital Assets purchased in the prior year.

For additional detailed information on the operating results, see: Schedule A – Schools’ District Budget Allocations, Schedule B – Salaries & Benefits, and Schedule C – Trustee Expenses.



All Funds – Statement of Financial Position (Balance Sheet)

As at Oct 31, 2021							
	As at Oct 31, 2020	As at June 30, 2021	Operating	Special Purpose	Invested in Tangible Capital Assets	Local Capital	Total All Funds
	\$	\$	\$	\$	\$	\$	\$
Financial Assets							
Cash and Cash Equivalents	6,726,605	10,478,024	6,542,527	1,164,713	-		7,707,240
Accounts Receivable							
Due from Province - Ministry of Education	1,938,794	254,410	679,363	-	-		679,363
Due from Province - Other	-	158,931	158,931	-	-		158,931
Other	860,578	488,298	437,107	22	-		437,129
Portfolio Investments	397,475	447,231	-	456,540	-		456,540
Due To/Due From Funds	-	-	(2,280,661)	1,413,555	858,261	8,846	0.00
Total Financial Assets	9,923,453	11,826,894	5,537,268	3,034,829	858,261	8,846	9,439,203
Liabilities							
Accounts Payable and Accrued Liabilities							
Other	3,793,783	5,201,771	3,007,390	-	-	-	3,007,390
Unearned Revenue	287,424	772,143	696,774				696,774
Deferred Revenue	3,544,648	2,444,676		3,034,829			3,034,829
Deferred Capital Revenue	50,692,098	49,959,847		-	50,471,957		50,471,957
Employee Future Benefits	912,147	1,011,453	1,017,304	-	-		1,017,304
Total Liabilities	59,230,100	59,389,890	4,721,467	3,034,829	50,471,957	-	58,228,253
Net Financial Assets (Debt)	(49,306,647)	(47,562,996)	815,800	-	(49,613,696)	8,846	(48,789,050)
Non-Financial Assets							
Sites	9,039,595	8,970,507			8,970,507		8,970,507
Buildings	59,370,239	60,036,102			60,962,982		60,962,982
Furniture & Equipment	872,765	839,162			799,040		799,040
Vehicles	2,630,575	2,328,434			2,221,255		2,221,255
Computer Hardware	923,498	1,207,316			1,102,338		1,102,338
Tangible Capital Assets	72,836,672	73,381,521	-	-	74,056,122	-	74,056,122
Prepaid Expenses	-	212,105	-	-	-		-
Total Non-Financial Assets	72,836,672	73,593,626	-	-	74,056,122	-	74,056,122
Accumulated Surplus (Deficit)	23,530,025	26,030,630	815,800	-	24,442,426	8,846	25,267,072

Compared with the same period last year, Total Financial Assets have decreased due mainly to the timing of payments to suppliers, resulting in lower Accounts Payable and Accrued Liabilities. As well, the decrease can be attributed to the use of restricted capital funds for capital projects approved by the Ministry. The Due to/Due from line indicates the amount of funds held in operating fund accounts on behalf of the special purpose and capital funds.

As for liabilities, Unearned Revenues are higher due to higher international enrolment and Deferred Revenues have decreased because we aren't receiving special purpose Safe Return to Schools or Safe Return to Class funding. The remaining Deferred Revenues includes \$1.53 million in accrued school generated funds and \$669,000 in scholarship held in trust. Employee future benefits have increased for expected future sick accrual payments as per the actuarial estimates pursuant to Ministry of Education guidelines.

Non-Financial Assets have increased due to investments made to improve the Board's facilities – purchases of tangible capital assets – under the Board's [Capital Operations Plan](#).



Capital Operations Plan & Investment in Tangible Capital Assets

Investments in facilities under the Board's 5-Year [Capital Operations Plan](#), approved June 15, 2021, are underway. Over the course of summer 2021 numerous capital projects were completed at nearly every school, however, due to major increases in prices and quotes received on projects put out to tender (Trafalgar, Central, MSSS, CVSS and W.E. Graham) many projects were pared back in size or delayed until plans could be revised to fit within budget or alternative lower-cost suppliers can be found. Further projects have continued while school is in session - as possible so as to not disrupt learning.

For additional details on capital investments made this year see the Memorandum to the Board of Education: [District Summer Capital Projects Update dated September 15, 2021](#).

	Sites	Buildings	Furniture & Equipment	Vehicles	Computer Hardware	Oct 31, 2021 Year to Date	2021-2022 Budget	Remaining	%
	\$	\$	\$	\$	\$	\$	\$	\$	%
Capital									
Bylaw Capital - AFG		619,539				619,539	1,160,210	540,671	47%
Bylaw Capital - SEP/CNCP		811,274				811,274	2,137,154	1,325,880	62%
Bylaw Capital - PEP			35			35	165,000	164,965	100%
Bylaw Capital - Vehicles				-		-	396,266	396,266	100%
Other Capital		-				-	-	-	0%
MoE Restricted Capital		440,117				440,117	1,298,379	858,262	66%
Local Capital		-	-			-	250,000	250,000	100%
Total Capital	-	1,870,931	35	-	-	1,870,966	5,407,009	3,536,044	65%
Operating									
Buildings		-				-			
Furniture & Equipment			-			-			
Vehicles				43,257		43,257			
Computer Hardware					-	-			
Total Operating	-	-	-	43,257	-	43,257	363,656	320,399	88%
Special Purpose									
AFG & SR2CG		-			-	-	201,586	201,586	100%
Total Special Purpose	-	-	-	-	-	-	201,586	201,586	100%
Total Tangible Capital Assets Purchased	-	1,870,931	35	43,257	-	1,914,223	5,972,251	4,058,028	68%

Building Additions

Bylaw Capital building additions this year include School Enhancement Program (SEP) and Carbon Neutral Capital Plan (CNCP) projects for mechanical/HVAC upgrades at Trafalgar and Mt. Sentinel, electrical upgrades at various sites, and capital expenditures at all sites funded by the capital portion of the Annual Facilities Grant.

Restricted Capital additions include the Trafalgar renovation project, Central building accessible washroom project, and WE Graham ventilation upgrade project.

Furniture, Equipment, Vehicles & Computer Hardware

Bylaw Capital furniture and equipment is a small purchase towards the ARES playground funded under the Ministry's Playground Enhancement Program (PEP).

Operating funded vehicle additions include the purchase of a work truck.



Schedule A – Schools' District Budget Allocations

Schools' 2021-2022 District Budgets (see chart below) do not include any School Generated Funds (Trust Account) budgets, which are now expected to be approximately an aggregate \$1.5 million in 2021-2022. (There was \$2 million School Generated Funds expected in the original 2021-2022 Budget, but due to the continue impacts of the pandemic, expectations for activities, field trips and events have been curtailed).

The chart below has been updated to reflect actual enrolment based on the September 30, 2021 enrolment count. Further changes (increases) to these budgets throughout the year can be expected as follows:

- As additional students may arrive during the year, additional per/student budgets will be added;
- For each international student who arrives at a school, the school is provided with additional supplies/resource funds;
- The Aboriginal Education department distributes supplies/resource funds to schools for various initiatives;
- Special purpose budget allocations to schools (e.g. LINKS, Federal French); and
- Various other grants the individual schools receive.

	FTE Enrolment			All Funds (Operating, Aboriginal Education, & Special Purpose)						
	Projected for Original Budget*	Actual Sept 2021 1701**	Variance	Oct 31, 2020 Year to Date	2020-2021 Actual	Oct 31, 2021 Year to Date	2021-2022 Budget	Updated 2021-2022 Budget***	Budget Remaining	
				\$	\$	\$	\$	\$	\$	%
Adam Robertson	312.00	314.00	2.00	20,668	66,483	20,633	78,407	85,864	65,231	76%
Blewett	127.00	125.00	(2.00)	9,785	48,812	6,230	31,608	27,492	21,262	77%
Brent Kennedy	213.00	205.00	(8.00)	11,143	85,192	3,013	54,021	51,681	48,668	94%
Canyon/Lister	114.00	117.00	3.00	12,214	70,157	10,223	78,520	91,061	80,838	89%
Crawford Bay	77.00	65.69	(11.31)	13,199	46,480	6,387	18,096	12,161	5,774	47%
Erickson	192.00	184.00	(8.00)	8,758	60,748	14,425	47,908	47,382	32,957	70%
Elev8 - DESK	174.00	187.44	13.44	63,795	160,804	29,732	85,237	70,398	40,666	58%
Elev8 - Homelinks	258.00	197.06	(60.94)	19,556	176,017	15,336	194,332	166,681	151,345	91%
Hume	218.00	221.00	3.00	15,188	64,878	12,999	38,581	34,524	21,525	62%
JV Humphries	196.00	208.31	12.31	5,698	95,140	7,061	69,454	58,329	51,268	88%
Jewett	11.00	9.00	(2.00)	(2,027)	6,323	381	3,968	3,804	3,423	90%
L.V. Rogers	526.00	492.25	(33.75)	44,029	249,474	27,358	167,069	163,009	135,651	83%
Reach	7.00	6.00	(1.00)	1,603	7,545	186	1,417	1,113	927	83%
Mt. Sentinel	269.00	270.81	1.81	16,340	102,737	16,225	65,331	57,154	40,929	72%
Sequoia	15.00	14.00	(1.00)	714	3,704	-	4,618	4,896	4,896	100%
CVSS	514.00	510.69	(3.31)	32,290	239,670	38,323	299,944	339,708	301,385	89%
Redfish	111.00	98.00	(13.00)	6,831	30,273	2,330	25,428	27,928	25,598	92%
Rosemont	124.00	113.00	(11.00)	5,572	35,833	5,556	26,211	26,038	20,482	79%
Salmo Elem	141.00	142.00	1.00	9,530	46,362	6,171	49,463	52,180	46,009	88%
Salmo Sec	142.00	141.00	(1.00)	8,473	67,049	13,180	54,470	44,909	31,729	71%
South Nelson	205.00	212.00	7.00	19,239	75,719	7,714	35,147	31,251	23,537	75%
Trafalgar	535.00	582.00	47.00	32,760	140,936	32,048	112,313	174,851	142,803	82%
WE Graham	84.00	97.00	13.00	10,569	105,351	7,093	75,801	121,228	114,135	94%
Winlaw	88.00	87.00	(1.00)	34,064	83,862	11,054	19,932	15,826	4,772	30%
Wildflower Nelson	169.00	152.00	(17.00)	12,941	54,189	7,600	29,339	7,854	254	3%
Wildflower Creston	44.00	44.00	-	-	12,665	961	10,174	18,410	17,449	95%
Total	4,866.00	4,795.25	(70.75)	412,930	2,136,403	302,220	1,676,791	1,735,732	1,433,512	83%

*Includes PVP estimates refined after the 2021-2022 Budgeted enrolment was published in the March 2021 Ministry funding tables. The refining of enrolment estimates by PVP was used for school budgets projections, which is why there is a slight difference in the shown decrease in enrolment of 70.75 FTE above, as compared with the 79.75 FTE decrease between budget and September 30th enrolment counts.

**Includes actual September enrolment count FTE plus February and May enrolment projections for Elev8.

***Includes actual carry-forwards, grants, and other budgets allocated to schools throughout the year.

The decrease in school spending compared to the prior year period is due to reduced allocations to schools to acquire personal protective equipment (PPE) and for other pandemic associated costs as there was last year, as well as generally reduced spending in a constrained budget year.



Schedule B – Salaries & Benefits

Staffing Summary		Oct 31, 2020 Year to Date	2020-2021 Actual		Oct 31, 2021 Year to Date*	2021-2022 Budget		
		Salaries & Benefits	Salaries & Benefits	Remain ing	Salaries & Benefits	Salaries & Benefits	Budget Remaining	
		\$	\$	%	\$	\$	\$	%
Other Professionals								
	Board	57,505	175,100	67%	60,051	175,912	115,861	66%
	Exempt	807,552	2,440,328	67%	808,987	2,459,825	1,650,838	67%
PVP								
	PVP	1,650,872	5,106,059	68%	1,677,903	5,102,140	3,424,237	67%
Teachers								
	Teachers	6,391,452	33,278,677	81%	6,226,364	32,987,428	26,761,064	81%
Educational Assistants								
	Educational Assistants	1,086,726	5,584,576	81%	933,035	4,536,583	3,603,549	79%
Support Staff								
	District Clerical	174,561	443,816	61%	112,917	428,813	315,896	74%
	School Clerical & Accounting	335,416	1,585,764	79%	345,450	1,688,603	1,343,152	80%
	Finance & IT personnel	330,648	967,826	66%	322,435	1,011,925	689,490	68%
	O&M & Transportation personnel	2,044,054	6,688,232	69%	2,023,057	6,813,393	4,790,336	70%
Substitutes								
	Teacher & CUPE Relief	571,060	2,413,720	76%	487,262	2,523,475	2,036,214	81%
	TOTALs	13,449,845	58,684,098	77%	12,997,461	57,728,097	44,730,637	77%

*Includes Teachers, PVP & Exempt up to October 31, 2021 (prior year to October 31, 2020). Includes CUPE up to October 30, 2021 (prior year to October 31, 2020).

Staffing in all categories is in line with the 2021-2022 Annual Budget for this point in the year.

There have been significant, expected benefits premium savings this year for both Exempt/Teachers and Support Staff, due to a secular decrease in benefits usage in the prior year due to the pandemic, which has resulted in a decrease in the salaries and benefits costs to date in Teachers and Support Staff categories.

There has been an unusually high number of Support Staff positions this year that have been unfilled due to timing of bumping and posting, which have now been filled or are expected to be filled soon. However, there has been greater educational assistant hiring than budgeted, which offsets these savings.

There has continued to be substantial increases in paid medical and administrative leaves compared with pre-pandemic levels, which are being monitored.



Schedule C – Trustee Expenses

	Oct 31, 2020 Year to Date	2020-2021 Actual	Remaini ng	Oct 31, 2021 Year to Date	2021-2022 Budget	Budget Remaining	
	\$	\$	%	\$	\$	\$	%
2018-2022 Board of Trustees							
Allan Gribbin, South Rural Zone	-	402	100%	510	4,100	3,590	88%
Becky Coons, Town of Creston	-	901	100%	438	4,100	3,662	89%
Bill Maslechko, City of Nelson / Bealby Point	-	102	100%	-	4,100	4,100	100%
Cody Beebe, South Rural Zone	221	471	53%	200	4,100	3,900	95%
Dawn Lang, Village of Kaslo & North Rural Zone-Area D	387	1,542	75%	832	4,100	3,268	80%
Lenora Trenaman, Crawford Bay, East & North Shore	834	1,491	44%	687	4,100	3,413	83%
Sharon Nazaroff, Slocan Valley / Bonnington	150	1,306	89%	1,096	4,100	3,004	73%
Sheri Walsh, City of Nelson / Bealby Point	200	252	21%	150	4,100	3,950	96%
Susan Chew, Salmo, Taghum & Blewett	350	452	22%	195	4,100	3,905	95%
Total Trustee Expenses	2,141	6,918	69%	4,109	36,900	32,791	89%

Trustee expenses are for travel, professional development and technology expenses.

Travel and professional development costs are for conferences and academies held by the BC School Trustees Association and the Ministry of Education, which all Trustees are encouraged to attend, to contribute to the improvement of governance of Boards of Education across the province.

For example, this year there has been a BCSTA-organized joint partner liaison meeting attended by the Ministry of Education along with all Board Charis, Superintendents and Secretary-Treasurers across the Province. A BCSTA Trustee Academy is scheduled for December 2021. A minor part of travel and professional development expenses is for Trustees' travel to attend Board meetings and other functions within the District. The change in the prior year comparative column compared to the Sept 2021 Financial Report is due to a formula error in the earlier report that has been corrected.

CHEQUE PROCESS NUMBER: 33022

CHQ/ePAYMT	TY	VENDOR	NAME	AMOUNT
198842	CH	█ ████	Municipal Pension Fund	84,496.26
198847	CH	█ █ ███	Receiver General RP0002	116,819.63
198848	CH	█ █ ███	Receiver General RP0001	215,000.00
198849	CH	█ █ ███	Receiver General RP0003	36,751.73
198854	CH	█ ████	Teachers' Pension Fund	18,181.62
198857	CH	█ ████	Worksafe BC	87,189.81
47052	EP	████████	Arrow Professional Landscaping Ltd.	23,625.00
47062	EP	████████	Cover Architectural Collaborative	20,160.00
47067	EP	█ █ ███	Canadian Union of Public Employees	17,337.89
47072	EP	█ ████	FortisBC Inc.	13,317.15
47084	EP	████████	Inland Allcare	17,118.94
47108	EP	████████	Nelson Building Centre Ltd.	12,265.87
47114	EP	████████	Peht In Trust c/o Morneau Shepell	101,708.74
47136	EP	████████	Trainor Mechanical Contractors Ltd	410,592.14

				1,174,564.78



CHEQUE PROCESS NUMBER: 33036

CHQ/ePAYMT	TY	VENDOR	NAME		AMOUNT
47200	EP	█	FortisBC Inc.	18,877.42	18,877.42
47203	EP	█	Grand & Toy Ltd	11,312.24	11,312.24
47207	EP	█	Rimkus Consulting Group Canada Inc	13,125.00	13,125.00
47222	EP	█	Mountain Mechanical Sales&Serv. Ltd	10,669.00	10,669.00
47228	EP	█	Rocky Mountain Energy	10,161.74	10,161.74
47236	EP	█	S.C.Restorations Ltd.	24,976.96	24,976.96
47245	EP	█	Trainor Mechanical Contractors Ltd	22,221.50	22,221.50

					111,343.86



CHEQUE PROCESS NUMBER: 33063

CHQ/ePAYMT	TY	VENDOR	NAME	AMOUNT
198902	CH	█ ████	Municipal Pension Fund	84,628.94
198906	CH	█ █ ███	Receiver General RP0002	110,972.03
47283	EP	█ █ ███	Canadian Union Of Public Employees	17,040.79
47328	EP	████████	Peht In Trust c/o Morneau Shepell	103,340.96
47333	EP	████████	Red Dog Carpentry Ltd	57,379.36
47336	EP	████████	Ricoh Canada Inc.	16,449.66
47338	EP	████████	Rocky Mountain Energy	20,492.62
47359	EP	████████	Janet wall	10,166.66

				420,471.02



CHEQUE PROCESS NUMBER: 33091

CHQ/ePAYMT	TY	VENDOR	NAME	AMOUNT
198928	CH	█	Kootenay Lake Teachers Federation	21,765.14
198930	CH	█	Municipal Pension Fund	25,246.51
198935	CH	█	Receiver General RP0001	450,380.19
198941	CH	█	Teachers' Pension Fund	684,462.57
47404	EP	█	BC Teachers Federation	44,558.47
47405	EP	█	British Columbia Teacher Federation	50,993.11
47406	EP	█	1174199 BC Ltd O/A BOM Contracting	11,417.00
47408	EP	█	Camfil Canada Inc.	11,547.63
47411	EP	█	City of Nelson	25,439.78
47421	EP	█	Falcon Engineering Ltd	85,853.92
47423	EP	█	FortisBC-Natural Gas	23,619.60
47441	EP	█	Kootenay Kids Society	12,716.60
47469	EP	█	The Manufacturers Life Ins Co	11,781.69
47472	EP	█	Valley Community Services	18,000.00
47474	EP	█	W E Graham Community Service	16,000.00

				1,493,782.21



CHEQUE PROCESS NUMBER: 33119

CHQ/ePAYMT	TY	VENDOR	NAME	AMOUNT
198969	CH	█	Municipal Pension Fund	83,837.80
198973	CH	█	Receiver General RP0002	111,468.15
198974	CH	█	Receiver General RP0001	220,497.80
198975	CH	█	Receiver General RP0003	59,029.25
198981	CH	█	Teachers' Pension Fund	35,761.48
47519	EP	█	College Of The Rockies	54,890.31
47523	EP	█	Canadian Union Of Public Employees	17,012.75
47529	EP	█	FortisBC Inc.	12,990.45

				595,487.99



CHEQUE PROCESS NUMBER: 33132

CHQ/ePAYMT	TY	VENDOR	NAME		AMOUNT
47680	EP	(888) 997-9901	Superior Propane Inc	20,109.53	20,109.53
47681	EP	() 352-6600	Robin Swift Inc.	12,000.00	12,000.00
47684	EP	(250) 352-7588	Trainor Mechanical Contractors Ltd	148,036.04	148,036.04

					180,145.57



School District No. 8 (Kootenay Lake)
Aboriginal Education

Aboriginal Committee of Education (ACE) Guiding Principles and Protocols

Mandate

To provide a venue where all voices are heard for shared decision-making between the Aboriginal Committee of Education and the School District.

Values

Together we believe in:

- Honouring the peoples on whose traditional territories we are honoured to work upon and recognizing the importance of their leadership role in Indigenous Education;
- Honoring partnerships with the Metis Nation;
- Making “Our children our focus” - we will focus our discussion on the educational needs of our students, not on political issues;
- Protecting the integrity and accountability of targeted funding for Aboriginal Education;
- Sharing Indigenous worldviews;
- Sharing responsibility in providing quality education for our children and families;
- Respecting and honouring the teachings from territory partners and cultural diversity with the Indigenous community;
- Working together in the spirit of cooperation ensuring a safe, respectful environment for voices to be heard

Responsibilities

We will work in partnership to:

- Support the District Aboriginal Education team
- Support and provide feedback for the revision and renewal of District Aboriginal Education goals
- Identify needs and gaps in services for Aboriginal students
- Provide general advice and direction around Aboriginal Education
- Support the development of localized resources

Decision Making Process

In alignment with BC Tripartite Education Agreements, decisions will be made ideally through consensus; however, if consensus is unable to be reached a vote will be called by the Chairperson. Voting will take place with those present at the meeting. With over 50% in favour the decision will be documented in the minutes. Final recommendations will be brought to the Board of Education by the District team.

Composition

- District Principal of Aboriginal Education
- 2 Trustees
- 1 Principal or Vice Principal
- 2 KLTF Representatives
- 1 CUPE Representative
- 1 Representative from each Nation: Ktunaxa - Lower Kootenay Band, Sinixt (Lakes), Syilx (Okanagan), Secwepemc (Shuswap), and Metis Nation • Elders and/or Knowledge Keepers
- 2 Aboriginal Education Students
- District Indigenization Coordinator

Chairperson Role Description

The meetings will be chaired by the District Principal of Aboriginal Education or Indigenization Coordinator/s. The chairperson will ensure that meetings are respectful and that each participant's voice is heard. The chairperson will ensure that meetings start and end on time. The chairperson will develop the agenda for each meeting and share ahead of time with ACE members.

Communication

Agendas and minutes from previous meetings will be sent out one week before the meeting. Agenda request items can be emailed to the Chairperson at least two weeks prior to the meeting date. Meeting dates will be determined at the first meeting for the remainder of the school year. Minutes from each meeting will be provided to the Board of Education and will be posted on the SD8 website.

Code of Conduct

Treat people with respect, caring, and kindness

- Bring out concerns in a good way

- Be considerate of others
- Reciprocal respect to all members of the committee

Be respectful of all cultural beliefs and customs

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

Respect opposing points of view and work cooperatively towards a common goal

- Be appreciative of diversity, honest with opinion, and respectful of others even in disagreement

Provide support for one another by:

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

Approach discussions with a clear mind by:

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

Duty

Each member will act in utmost good faith. No member shall place himself in a position where there is a conflict between duties as a council member and other interests including positions within the district.

Disclosure

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

Time of Declaration

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

Confidentiality

The following are not within our mandate as a group:

- Personnel matters: HR and Labour Management issues
- Personal and confidential information on students, parents, teachers, other employees, and members of the school community
- Performance or conduct of individual employees, students, parents, and members of the school community
- Terms and conditions of employment contracts: CUPE, TF, PVP/Exempt

Members will not divulge information that has been termed confidential concerning any matter, e.g. students, staff, projects, proposal submissions to any person, whether they are directly involved or not.

Reviewing the Guiding Principles and Protocols

This document will be reviewed annually

**THE BOARD OF EDUCATION
OPEN MEETING HELD IN PUBLIC
TUESDAY, OCTOBER 26, 2021
MINUTES**

In person at the School Board Office – 811 Stanley Street, Nelson and via video conference

BOARD:

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

DISTRICT STAFF:

T. Smillie, Superintendent
M. McLellan, Secretary-Treasurer
B. Eaton, Director of Innovative Learning Services
C. Kerr, Acting Director of Operations
C. Singh, Director of Human Resources
D. Holitzki, Director of Inclusive Education
N. Howald, Director of Information Technology
R. Simpson, District Principal Distributed Learning/MyEd BC
T. Malloff, District Principal Innovative Learning Services
N. Ross, District Principal Innovative Learning Services
J. Stein, Innovative Learning Services
Stefanie Whale, Executive Assistant

PARTNERS

A. Early, CUPE (*via videoconference*)
C. Wilson, KLTF (*via videoconference*)
D. Kunzelman, KLTF (*via videoconference*)
M. Bennett, CUPE (*via videoconference*)

GUESTS:

M. Cinq
S.-L. McGregor, Teacher
J. Adams, Vice Principal
R. Sherman, Vice Principal
S. Maloff, Principal
A. Strachan, Principal
J. Cat
Cari-Lynn
C. Bayly
L. Douglas
J. McMurray
Maria
S. Keenan
Shelby
D. Reiner
S. Faken
J. Speirs
V. Bullock
N. Brown





Satsi
F. Cursors
Heather
Chris
Alexandra
Jam
Megan
Munby
Rob
J. Arrowsmith
L. Bourassa
D. Boyer
Jeff
N. Robertson
S. Solomon

REGRETS:

S. Chew, Trustee

1. Call to Order

The meeting was called to order at 5:14pm.

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. Introductions

4. Insertions/Deletions to Proposed Agenda

- Item 10A removed: COVID Update.
- Two handouts were uploaded to the website:
 - For Consent Package: Financial report for the period ended September 30, 2021
 - For Item 10C: Detailed Enrolment Report by School

5. Adoption of Agenda

UPON a motion duly made and seconded it was **RESOLVED:** 21/22-006

THAT the amended Agenda for this October 26, 2021 meeting **BE ADOPTED**, as amended.

6. Receiving Presentations/Delegations - Nil

7. Opportunity for Comments or Questions by the Public - Nil

8. Consent Package

Letters listed as items 1, 2, 3, 4, 7 and 8 in the consent package were requested to be pulled from the correspondence package, as was the Budget Development Schedule.

A Trustee inquired if responses to these letters had been sent out.

Guests from the public N. Robertson and S. Solomon left the meeting at 5:18pm.



The Superintendent responded that responses have been drafted and be circulated through the Board. One Trustee inquired if staff could provide overview of Homelinks funding and new supervisory structure regarding letter number 4 & 5.

The Superintendent invited the District Principal of Homelinks to speak to these changes. The District Principal of Homelinks reported that traditionally Nelson, Creston and Kaslo were all separate Ministry Education codes, over summer this shifted to one Ministry School.

The Secretary-Treasurer added that it appeared there might be a misconception on how much funding was allocated per student historically, and reported that this year the funding amounts in Homelinks were reduced to approximately 800 per student, down from 900 per student, which is approximately a 14% decrease.

A Trustee inquired about the group activity funding is and why it was withdrawn.

The Superintendent responded that it is a funding portion by each online learning student given to District as result of enrolment.

The Secretary-Treasurer added that the district allocation was reduced this year but not withdrawn. All schools across the District this year have a tighter district-allocated budgets. He noted that use of activity funding was expected to be down this year like last year due to COVID 19, as the district has seen much lower use of activity budgets. Additionally, he noted that Kaslo Homelinks had a negative carry forward from the prior year due to the school running a deficit in the prior year, which would possibly help explain reduction.

A Trustee asked for clarification in the Budget Development Schedule on page 33, asking about the survey scheduled for April 1st if it would be too late.

The Chair responded that survey would be sent out with preliminary budget draft by April 1st to public asking for feedback and that staff would be working to get balanced budget together afterwards.

9. Adoption of Minutes

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

21/22-007

THAT the minutes from the September 21, 2021 Regular Meeting **BE ADOPTED.**

10. Future and Action Item Tracking

It was requested to move Resolution 20/21-065 from “completed” to “in progress” which the Secretary-Treasurer acknowledged.

11. Education

A. COVID-19 Update and Vaccine Mandate – Superintendent Smillie

The Chair explained why this topic has been moved to a closed meeting as it is related to sensitive labour issues and not appropriate to discuss in public.

The Superintendent provided a COVID Update:

- cases in our region are turning down
- Number of cases lit to cases in schools are much fewer than in community
- K-5 mask mandate is going well
- Work with students in inclusive type of situation that have wonderful learning experience
- Information from BCPSEA received that provide us with information and guidelines that are available to public relative to contemplating mandatory vaccine polices for staff.

B. 2020-2021 FSA Report – Superintendent Smillie

The Superintendent informed that FSA is an annual process in BC where Gr 4 and 7 take an exam which provides a snapshot for province and district on student performance and helps in strategy building. She handed it over to the District Principal Innovative Learning Services and Principal who presented the results in detail and shared slides on the screen.

Trustees asked various questions:

- Why numeracy drop in Gr 4 and 7 aren't consistent both provincially and SD8
- If there are strategies and alignment of resources moving forward with low numbers of indigenous students
- How we are supporting students with diverse needs in Elev8 and Desk
- Whether identified diverse needs or regular student write the same test

C. 2021-2022 Enrolment Report – Superintendent Smillie

The Superintendent reminded that there was a new handout posted to the website in addition to the one memo on this topic attached to the agenda.

She pointed out the importance of the confirmed enrollment as the budget depends on this heavily. She reported that the total enrolment increased by 21 FTE compared to last year and analyzed results in more detail.

The Board posed various questions:

- Impact on staffing

- Why projected numbers are off from actual enrolment numbers
- Why REACH has seen a drop in enrolment numbers
- Why students with unique needs last spring had higher number projected

D. Remembrance Day Schedule – Superintendent Smillie

The Superintendent explained that Remembrance Day is held in schools each year as a requirement in school regulation and Trustees are invited to attend the ceremonies. She referred to the attached schedule.

12. Operations and Finance

A. Capital Operations Plan Update:

- Wildflower Facilities Update – Secretary-Treasurer McLellan
- Salmo Project Update – Secretary-Treasurer McLellan

The Secretary-Treasurer noted that this is a standing item on agenda and that there is relatively little new information since the last meeting when all of the work completed during the summer was announced. He referred to the attached memos Wildflower Project Appendix 11A-1 and the Salmo Sports Courts and Skate Park Appendix 11A2 to find details.

A Trustee asked how much of the previously approved “up to \$50,000” has been spent on the Salmo project. The Secretary-Treasurer stated the funding for the Salmo project has not all been spent yet, but would be expected to be fully spent by next spring.

B. Ventilation Improvements – Secretary-Treasurer McLellan

The Director of Operations provided an update on ventilation in schools work completed by the operations team to meet ministry requirements to provide fresh air.

C. 2021/22 Budget Update – Secretary-Treasurer McLellan

The Secretary-Treasurer shared his screen to present the monthly financial report September 30, 2021 which was posted as a handout. He reminded that it's a constrained budget year and that the District has about 2% less revenue and at the same time all costs are about 4-5% more. He summarized the reasons why the district will receive significantly less revenues this year.

A Trustee inquired about support staff ratio on page 5 vs page 11 on the report. Secretary-Treasurer explained how the categories of employee are different on each page.



13. Governance and Policy

A. Section 200 Policies

- Policy 210: Provision of Menstrual Products to Students
- Policy 220: Maintenance of Order
- Policy 230: Child Abuse and Neglect
- Policy 240: Anaphylaxis
- Policy 270: Memorials for Deceased Members of the School Community

UPON a motion duly made and seconded it was **RESOLVED:** 21/22-008

THAT updated Policies 210, 220, 230, 240 and 270 **BE APPROVED.**

A Trustee inquired about Policy 270 and if it wasn't decided to take this back to staff. In answer to this query, the Chair stated that there might be a Policy Pro Forma coming but there are no changes at this point.

- Policy 250: Tobacco and Electronic Smoking Devices
- Policy 251: Cannabis
- Policy 260: Scent Free Environment

UPON a motion duly made and seconded it was **RESOLVED:** 21/22-009

THAT policies 250, 251 and 260 **BE REVIEWED** by staff.

B. Policy 660: Provision of Child Care

UPON a motion duly made and seconded it was **RESOLVED:** 21/22-010

THAT the Field testing of revised Policy 660 **BE APPROVED.**

A discussion ensued and one Trustee expressed concern with incorporating Child Care in our facilities regarding the pressure of funding.

The Superintendent responded that such service would come from outside revenues and wouldn't affect SD8's funding.

The Chair noted that this policy is only going out for field testing and that this concern could be addressed at a later point.

The Trustee reminded that he would like an amended motion to this policy at later point.

C. De-amalgamation – Chair Trenaman

The Chair asked the Vice-Chair to take over the Chair.

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

21/22-011

THAT the Superintendent investigates, through the Ministry of Education, the possibility for de-amalgamation and evaluates the impact of de-amalgamation on Education, Operations, and Finance.

A Trustee spoke to the motion and presented the following statement:

“In 1996 School District 86, Creston-Kaslo was amalgamated with School District 7, Nelson, which then became the new School District 8, Kootenay Lake we have today.

Since his election in 2018 Trustee Gribbin has been promoting and advocating for the de amalgamation of Creston from SD8.

In an effort to fully understand his view, November 2018 I suggested he place this topic as an item on a public meeting agenda however he declined and now I am doing so 3 years later.

In April 2019 and again October 2020 Trustee Gribbin submitted articles to the Creston Valley Advance focused on de amalgamation.

This new district, he informed us, would be a smaller one which would only include the students and schools in the Creston Valley; it would not include those of Crawford Bay or Kaslo which had been a part of the former SD86.

Trustee Gribbin has canvassed for support for this initiative from both MLA and Town of Creston Councilor candidates. He has made it very clear that he will make this a focal discussion for the next Board of Education trustee elections in 2022.

I believe that those who run for the office of school trustee are motivated by a passion to support students in their education, from my perspective it follows then, that Trustee Gribbin must believe de amalgamation would be in the best interest of Creston Valley students.

Although I don't agree with many statements Trustee Gribbin has made regarding the history or current delivery of education since amalgamation, I would agree that the amalgamation of school district 86 with school district 7 and creating such a geographically massive district, one with the highest mountain pass in BC and a 104 km lake in the middle, as well as having 2 time zones for half the year, didn't and still doesn't make sense. So maybe trustee Gribbin is right; maybe it would make sense to de amalgamate and students would be better served. I would like to know the potential ramifications.

If de amalgamation is a primary focus of the 2022 trustee elections, I believe that both the Creston Valley trustee candidates, and the Creston Valley constituents should have some concept of what it is they are being encouraged to support.

It should be noted that only the provincial government has the power to determine school district boundaries.

What might be gained or lost for the students of Creston Valley? Will students have more or better opportunities? Will there be better outcomes for students' success? Will there be more, or better services or resources provided to students?

I think it is important that everyone have a common understanding of the potential impacts to the learning and working environments in both resulting new districts. The Board has the means to provide this information through the expertise of our staff.

I believe it is our duty as trustees to make accurate information accessible to everyone

I ask for you to support this motion to help inform current and future trustees, as well as the public so that they are confident that the Board of Education is well informed and supports the best possible learning and working environments for our students and staff.

A discussion ensued and various questions were asked what that would entail and if the timing might be not ideal.

One Trustee abstained the motion.

14. Human Resources

A. Staffing Ratios – Secretary-Treasurer McLellan

The Secretary-Treasurer shared on the screen the memo from the agenda, which is the same analysis of exempt and PVP staffing ratios, as compared to other districts in the province, that was presented at the O&F Committee Meeting on October 19th, 2021.

15. Trustee Reports

A. Trustees

Several Trustees provided updates on various professional development training opportunities attended by the Board, BCSTA Trustee Academy, Truth & Reconciliation Ceremony, C.O.I.N.S. ceremony, as well as Kootenay Boundary Branch, CUPE, PAC, FAC meetings and Hiring interviews.

B. Chair

Chair Trenaman provided an overview of various meetings attended including the Board Working Session, Truth & Reconciliation Ceremony, Consultation Meeting with LKB, as well as BCSTA Board Chairs / Partners Liaison, BCASBO and PAC meetings.

C. BCSTA

D. BCPSEA

The Chair noted that a symposium is coming up soon.

E. RDCK

F. Other Committees

G. Student Trustees

2021-2022 Student Trustees have not yet been selected.

16. Public Question Period

The Board and staff responded to questions from members of the public, including with respect to:

- Homelinks funding appearing to have decreased by 70%
- When the letters addressed to the Board are expected to be replied by

17. Meeting Schedule and Reminders

A. Board Meetings

The next Open meeting is scheduled for November 23, 2021.

18. Adjournment of Meeting

The meeting was adjourned at 7:12 PM.

Board Chair

Secretary-Treasurer

FUTURE AND ACTION ITEMS - OPEN BOARD MEETINGS

Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
Resolutions in Progress						
October 26, 2021	21/22-011	Policy Field Testing	UPON a motion duly made and seconded it was RESOLVED: 21/22-010	Superintendent	-Sent for field testing	In Progress
October 26, 2021	21/22-010	Policy Field Testing	UPON a motion duly made and seconded it was RESOLVED: THAT the Field testing of revised Policy 660 BE APPROVED.	Superintendent	-Sent for field testing	In Progress
October 26, 2021	21/22-008	Policies Section 200	UPON a motion duly made and seconded it was RESOLVED: THAT policies 250, 251 and 260 BE REVIEWED by staff.	Superintendent	-Staff review in process	In Progress
June 15, 2021	20/21-065	Resolution 19/20-067 updated	UPON a motion duly made and seconded it was RESOLVED: THAT the deadline for Resolution 19/20-067, regarding the Education Committee of the Whole reviewing school calendar options, including but not limited to increased online and decreased in-school hours (i.e. blended learning), a four-day week and balanced calendars by December 2021, BE EXTENDED to December 2022.	Superintendent		In Progress
June 15, 2021	20/21-064	Resolutions rescinded, report showing school catchments	UPON a motion duly made and seconded it was RESOLVED: 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.	In Progress
September 22, 2020	20/21-011	Board contributes to Salmo Project	UPON a motion duly made and seconded it was RESOLVED: THAT a contribution of up to \$50,000 by the Board towards the Salmo Tennis, Basketball & Skate Park Project under the Board's 5-Year Capital Operations Plan BE APPROVED.	Secretary-Treasurer	-The Village of Salmo, Columbia Basin Trust and the Recreation Commission for Salmo & RDCK Area G, and the RDCK Area G, announced they will make a contribution. -Media release announcing project and partners March 1, 2021. -Significant work was completed during summer 2021, with completion expected spring 2022. -See Memo in Agenda Package for Oct 26, 2021 Open Board Meeting.	In Progress
January 28, 2020	19/20-038	Winlaw Elem. modular approved	Upon a motion duly moved and seconded, it was RESOLVED: THAT the installation of a customized modular building, approximately 1500 square feet in size, be installed at Winlaw Elementary, at a cost of approximately \$450,000, AND THAT beginning for the 2020-2021 School Year, Winlaw Elementary "Seamless Day" BE APPROVED. A Trustee abstained. Motion carried.	Secretary-Treasurer	-New Spaces funding, CBT grant were approved. -Modular building installed, services and other setup in process. - Board to receive an update at an upcoming meeting - Opening soon when licensing and staffing have been finalized.	In Progress

FUTURE AND ACTION ITEMS - OPEN BOARD MEETINGS

Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
February 26, 2019	18/19-092	Properties Sell or Defer	<p>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;</p> <p>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;</p> <p>Moved by Trustee Lang, seconded by Trustee Chew:</p> <p>NOW THEREFORE BE IT RESOLVED</p> <p>THAT in line with past Board resolutions, the following property interests be sold forthwith:</p> <ol style="list-style-type: none"> 1. Former Crawford Bay maintenance yard; 2. Retallack land; 3. Former Yahk Elementary, and; 4. Ymir Land; <p>THAT the sale of the following property interests be deferred until the Board adopts the new 2019-2029 Facilities Plan:</p> <ol style="list-style-type: none"> 1. Former Al Collinson Elementary; 2. Former Gordon Sargent Elementary; 3. Kin Park in Creston, and; 4. Salmo tennis court & pool land 	Secretary-Treasurer	<ul style="list-style-type: none"> -LRFP adopted Dec 10, 2019 -Appraisals for 8 properties received. -Quotes received from realtors. -Discussions in process with various interested buyers/lessors. -Properties to be leased (licensed) are licensed, including the former Al Collinson, former Gordon Sargent. -Properties to be sold have been put up for sale as of September 2020. - Johnstone Road property sold February 2021. -Agreement to sell in place for Kinsmen Park, subject to MoE and various other conditions. -Agreement to sell Yahk in place, subject to MoE approval. - Retallack I property sold September, 2021. 	In Progress
July 12, 2016	16/17-024	REEF for Jewett and Closure	<p>WHEREAS the Board of Education:</p> <ol style="list-style-type: none"> 1. On May 3, 2016, advanced Draft 2 of its Facilities Plan by board motion; 2. Between May 4 and July 4, 2016, considered the closure of Jewett Elementary School; and 3. was successful in securing Rural Education Enhancement Funding for 2017-2018 and subsequent school years; <p>NOW THEREFORE the Board's final facilities plan as it relates to the Crawford Bay/Kaslo Family of Schools shall be status quo with no changes to school opening or closing; nor school configuration until such time as:</p> <ol style="list-style-type: none"> 1. Rural Education Enhancement Funding ceases; 2. REEF funding is sourced from inside the Ministry of Education block funding; or 3. Accepting REEF funding negatively impacts the overall district average capacity utilization for capital planning purposes and space renewal in School District No. 8; <p>AND FURTHER that the Board continue to explore options for transfer of title or financial burden that would maintain stable and sustainable K-5 educational programming in the Lardeau Valley community.</p>	Secretary-Treasurer	<ul style="list-style-type: none"> -REEF Funding terminated at end of 2019-2020. -Jewett enrolment has increased to 10 students for 2020-2021 year -Awaiting further information regarding funding model review equity. 	In Progress
Standing Resolutions						
June 23, 2020	19/20-079	Acknowledgement of systemic racism	<p>MOVED by Trustee Walsh, seconded by Trustee Nazaroff, and RESOLVED:</p> <p>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.</p>	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 	Complete
January 9, 2018	17/18-078	Annual Reporting on Facilities Plan implementation	Resolution 16/17-035 be amended to: The Board direct staff to annually report back to the Board on the status of the Facilities Plan implementation including enrolment projections, property disposal status, capacity utilization, facility condition index (FCI), programming and transition update, and capital planning status.	Secretary-Treasurer	<ul style="list-style-type: none"> -2020-2021 Complete -2021-2022 Long-Range Facilities Planning process scheduled for spring 2022 	In Progress for 2021-2022
July 12, 2016	16/17-036	Facilities Plan Meetings - Each Year in Each Family of School	The Board have an annual meeting in each family of schools to talk about the Facilities Plan.	Secretary- Treasurer	<ul style="list-style-type: none"> -2020-2021 Complete -2021-2022 Facilities Consultation Meetings schedule published here: www.sd8.bc.ca/facilities 	In Progress for 2021-2022



FUTURE AND ACTION ITEMS - OPEN BOARD MEETINGS

Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
Resolutions for Repeal or Replacement						
Completed Resolutions						
October 26, 2021	21/22-008	Policies Section 200	UPON a motion duly made and seconded it was RESOLVED: THAT updated Policies 210, 230, 240 and 270 BE APPROVED.			Complete
October 26, 2021	21/22-007	Adoption of Minutes	UPON a motion duly made and seconded it was RESOLVED: THAT the minutes from the September 21, 2021 Regular Meeting BE ADOPTED.			Complete
October 26, 2021	21/22-006	Adoption of Agenda	UPON a motion duly made and seconded it was RESOLVED: THAT the amended Agenda for this October 26, 2021 meeting BE ADOPTED, as amended.			Complete
September 21, 2021	21/22-005	Temporary Superintendent Succession Plan	UPON a motion duly made and seconded it was RESOLVED: THAT the Temporary Superintendent Succession Plan BE APPROVED.			Complete
September 21, 2021	21/22-004	Public Engagement Framework	UPON a motion duly made and seconded it was RESOLVED: THAT the Public Engagement Framework BE ADOPTED, as referenced in Handout 13A.			Complete
September 21, 2021	21/22-003	Surplus Rescriptions, Financial Statements approved	UPON a motion duly made and seconded it was RESOLVED: THAT the Surplus Restrictions BE APPROVED as proposed; and THAT the Audited Financial Statements and Financial Discussion & Analysis for the year ended June 30, 2021 BE APPROVED.			Complete
September 21, 2021	21/22-002	Adoption of Minutes	UPON a motion duly made and seconded it was RESOLVED: THAT the minutes from the June 15, 2021 Regular Meeting BE ADOPTED.			Complete
September 21, 2021	21/22-001	Adoption of Agenda	UPON a motion duly made and seconded it was RESOLVED: THAT the Agenda for this September 21, 2021 meeting BE ADOPTED, as amended.			Complete
June 15, 2021	20/21-057	Name change of secondary school in Creston	UPON a motion duly made and seconded it was RESOLVED: THAT, effective immediately, the regular usage (i.e. non-legal usage) by the District of the name of the secondary school in Creston (including the signage at the school) no longer include "Prince Charles", and, rather the school be referred to temporarily as "Creston Valley" Secondary School. AND THAT Staff investigate the process for the name change of the school and report back to the Board forthwith.	Superintendent	-MoE has confirmed the Board can change a school's name without any further required authorizations. -The former name was removed ceremoniously from the building. -The school is being referred to as Creston Valley Secondary School by all staff and students. -Staff to report to Board on name change process on October 26, 2021.	Complete
June 15, 2021	20/21-066	2021-2022 Board Meeting Schedule approved	UPON a motion duly made and seconded it was RESOLVED: THAT the 2021-2022 Board and Committee Meeting Schedule BE APPROVED.			Complete
June 15, 2021	20/21-063	2021-2022 School Fees approved	UPON a motion duly made and seconded it was RESOLVED: THAT the 2021-2022 School Fees BE APPROVED as proposed.			Complete



FUTURE AND ACTION ITEMS - OPEN BOARD MEETINGS

Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
June 15, 2021	20/21-062	2022-2023 Capital Plan approved	UPON a motion duly made and seconded it was RESOLVED: THAT the 2022-2023 Capital Plan Summary BE APPROVED for submission to the Ministry of Education.			Complete
June 15, 2021	20/21-061	Capital Plan Bylaw No. 2021/22-CPSD8-01 approved	UPON a motion duly made and seconded it was RESOLVED: i. THAT Capital Plan Bylaw No. 2021/22-CPSD8-01 be given FIRST READING; ii. THAT Capital Plan Bylaw No. 2021/22-CPSD8-01 be given SECOND READING; iii. THAT Capital Plan Bylaw No. 2021/22-CPSD8-01 go forward to THIRD READING; iv. THAT Capital Plan Bylaw No. 2021/22-CPSD8-01 be given THIRD READING.			Complete
June 15, 2021	20/21-060	Capital Operations Plan approved	UPON a motion duly made and seconded it was RESOLVED: THAT the 2021 5-Year Capital Operations Plan BE APPROVED; AND THAT the use of \$250,000 of Local Capital and \$1,298,000 of Restricted Capital be used to execute the capital projects identified in the plan for completion in 2021-2022.			Complete
June 15, 2021	20/21-059	2021-2022 FESL approved	UPON a motion duly made and seconded it was RESOLVED: THAT the School District No.8 (Kootenay Lake) Framework for Enhancing Student Learning for 2021-2022 BE APPROVED.			Complete
June 15, 2021	20/21-058	Adoption of Minutes	UPON a motion duly made and seconded it was RESOLVED: THAT the minutes from the May 11, 2021 Regular Meeting, and the May 14, 2021 Special Meeting, BE ADOPTED.			Complete
June 15, 2021	20/21-056	Adoption of Agenda	UPON a motion duly made and seconded it was RESOLVED: THAT the Agenda for this June 15, 2021 meeting BE ADOPTED, as circulated.			Complete



Memorandum to the Board of Education Open

FROM: Trish Smillie, Superintendent
DATE: November 15, 2021
SUBJECT: Communicable Disease – COVID-19 Update and Vaccine Mandate

For Information

Introduction

This memorandum will provide information on SD8's ongoing response to the communicable disease, COVID-19 and response to the BC Province.

Background

On Friday, October 1st, the Ministry of Education updated the [Provincial COVID-19 Communicable Disease Guidelines for K-12 Settings](#) to include a mask requirement for students in Kindergarten to grade 12, visitors, and staff. Following this, SD8 updated documents on the COVID-19 webpage, including [SD8 Communicable Disease Plan](#) and other supporting information can be found in the [COVID section](#) on our website. Schools implemented the new mask guidelines on October 4, 2021 and continue to support students in a manner that encourages connection and safety.

Information

Several additional SD8 health and safety documents were updated over the last month, to support schools in ensuring that communicable disease response protocols are in place for field trips, community use in schools, and sports events hosted by the school district. These forms are found on the district's website.

1. In addition to field trip form requests, schools are asked to complete the [COVID-19 Overnight Field Trip Permission](#) forms, if this applicable.
2. To support safe community use in school facilities, the [Communicable Disease Checklist for Community Use](#) outlines requirements that must be in place by school and event organizers to align to Provincial Health Orders.
3. To support staff that are hosting school sporting events, the [COVID-19 Checklist for Hosting School Events – Sports](#) form outlines requirements that must occur to ensure appropriate health and safety measures.

International field trips will not be approved during the 2021-22 school year as a result of the inability to provide safe isolation for students or staff that become ill while travelling and a result of uncertainty around border requirements.



Memorandum to the Board of Education Open

FROM: Trish Smillie, Superintendent
DATE: November 23, 2021
SUBJECT: Early Learning Report 2021-22

For Information

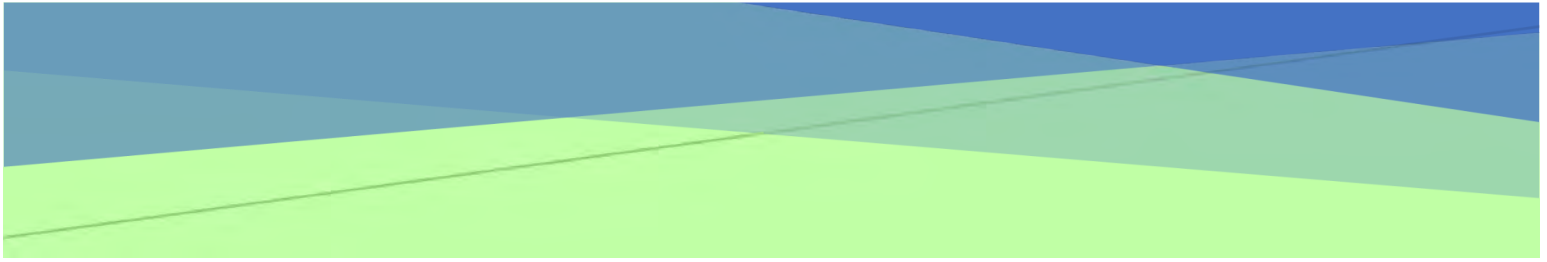
Introduction

This memorandum introduces the Early Learning Report 2021-22.

Information

Rich early learning experiences, in the significant years of birth to eight years old, support children's learning and development. Programs are designed and implemented to support children to strengthen individual social, cultural and linguistic identities, as well as to support the physical, social, intellectual, and emotional development. The Early Learning Report 2021-22 summarizes early learning programs and services in SD8.





EARLY YEARS REPORT 2021-22

Abstract

Early Years initiatives are an integral part of SD8 with a focused goal to provide accessible and inclusive programs for children in partnership with provincial, regional and community-based organizations.



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INTRODUCTION

Each year, SD8 plans for system improvement. Traditionally, our guiding documents relate directly to our learners throughout kindergarten to grade twelve. However, in recent years, school districts have been tasked provincially with looking outside the K-12 model to ensure that we are meeting the needs of not only our current learners, but those who are about to become our students.

This report looks at the provincial Early Learning Framework as well as our SD8 Early Learning programs, projects and initiatives. To better illustrate the SD8 partnerships between departments and within our larger community, a section on community partnerships is also included.

Without the support of provincial initiatives, regional partners, our communities, and our committed early learning specialists, this work would not be possible. Through our connection to the Early Development Instrument (EDI), developed through the University of British Columbia, we know that good quality nurturance and attentive support lead to healthy brain development in preschool-age children. In fact, UBC states that for every dollar we spend in the early years supporting our children, the return on investment is between four and eight dollars we do not need to spend in future years for these children. This investment ensures positive outcomes for children because of their access to quality [early years programs](#).

GOALS:

The goals for the work of our SD8 Early Years team are as follows:

- 1. Develop a repository of data sets to allow schools and district staff to better understand the scales and indexes representative of our early learners' developmental stages.*
- 2. Participate in provincial programs based on proven practices to improve student connectedness to schools.*
- 3. Build and strengthen our community partnerships as we know that schools alone cannot reach all learners before kindergarten.*

Measuring our key performance indicators is a challenge as many of our programs focus on children who are not yet in our school system. Regardless, we will begin by choosing indicators to which we have access.

Our key performance indicators include the development of greater access to SD8 programs and partner programs. Over the next three years, we will strengthen our data retrieval systems and disaggregate the data sets to allow us to plan for system improvement. In addition, we will continue to play a lead part in provincial, regional, and community partnerships.



FUNDING

The Ministry of Education supports school district early learning through several funds contained within our Transfers Under Agreement.

Transfer Under Agreement: Capacity Building

- o Early Learning Framework (ELF)
- o Changing Results for Young Children (CR4YC)
- o Strengthening Early Years to Kindergarten Transitions (SEY2K)

Transfer Under Agreement: Early Learning Programs

- o StrongStart
- o Ready, Set, Learn

Programs and projects are supported through the University of British Columbia's Human Early Learning Partnership (HELP), such as the Early Development Instrument (EDI).

Other program and projects are supported by our strong Early Years community as noted in the **Community Collaboration** section of this report.

ASSESSMENTS

Early Development Instrument (EDI)

The Early Development Instrument (EDI) is a short questionnaire completed by kindergarten teachers in the second half of the school year. This instrument is used not only across our school district, but across Canada and internationally. The purpose of the questionnaire is to measure a child's ability to meet age-appropriate developmental expectations. This information is collected yearly or biennially in order to determine trends across time. The following notes the five developmental areas measured by the EDI and offers a sample question for each.

- o **Physical Health and Well-Being**
Sample EDI question: *Would you say that this child is well coordinated? (moves without running into things or tripping over things)*
- o **Social Competence**
Sample EDI question: *Would you say that this child is able to follow one-step instructions?*
- o **Emotional Maturity**
Sample EDI question: *Would you say that this child comforts a child who is crying or upset?*
- o **Language and Cognitive Development**
Sample EDI question: *Would you say that this child is able to read simple words?*



o Communication Skills and General Knowledge

Sample EDI question: *How would you rate this child's ability to tell a story?*

The following table is from 2020-2021. The complete data package can be found [here](#).

SCHOOL DISTRICT ■ KOOTENAY LAKE

TOTAL EDI W2: 892 W3: 546 W4: 299 W5: 277 W6: 314 W7: 277



Extrapolated data is below:

NEIGHBOURHOOD ■ CRESTON

TOTAL EDI W2: 253 W3: 166 W4: 83 W5: 66 W6: 94 W7: 81



NEIGHBOURHOOD ■ KOOTENAY LAKE RURAL

TOTAL EDI W2: 408 W3: 235 W4: 139 W5: 119 W6: 145 W7: 112



NEIGHBOURHOOD ■ NELSON

TOTAL EDI W2: 231 W3: 145 W4: 77 W5: 92 W6: 75 W7: 84



The purpose of HELP's EDI is to improve our understanding of children's development as they start school. Information from the EDI is important to educators, school districts, health professionals, early years care providers and community members in planning programs and services for children and families.

- SD8 uses EDI information (data) in our school district planning.
- Our region and communities use EDI information to understand how children are doing in key areas of development and to plan interventions.
- Our province uses the information from the EDI to support provincial investment, policy development, and program planning and evaluation.

In January of 2022, kindergarten teachers who are new to the EDI will participate in training on the purpose of EDI as well as how to complete the questionnaire. In February, SD8 kindergarten teachers will complete the questionnaire online based on their observations of each student in their class. Students are not directly involved in the completion of the questionnaire.

A short video on the EDI can be found [here](#).

ACTION ITEMS:


- Train Kindergarten teachers who are new to the Early Development Instrument (EDI). The focus includes the process for completing the instrument as well as the purpose of the EDI.
- Plan focus sessions to analyze the data with school Principals, educators and district staff.



Childhood Experiences Questionnaire (CHEQ)

The CHEQ is a questionnaire completed by the parents or guardians of kindergarten-aged children in the fall of the child's kindergarten year. The CHEQ focuses on early experiences in key areas of development. These developmental areas can be correlated to the well-being, health, education and social outcomes for the child. The questionnaire takes approximately thirty minutes to complete, and schools receive instant individual reports including school-level and classroom-level summaries.

The CHEQ was first piloted in 2017 by three school districts. It has since expanded to 19 school districts. To date, SD8 has not participated in the CHEQ. The CHEQ will provide SD8 with important data about our incoming kindergarten students as well as enable us to look for correlations and trends between the CHEQ data and EDI data in order to better support our learners.



The CHEQ at a glance

- Completed by parents and caregivers at the beginning of the school year.
- Completed online at school or home.
- Takes approximately 30 minutes to complete.
- Gathers information on children's experiences that are important to their healthy development and well-being. Includes COVID-19 related questions to help us understand the secondary impacts of the pandemic on children and families.
- Information is summarized in individual, classroom, school and district reports.
- Used by schools and communities to provide targeted supports and services to children and their families.

ACTION ITEMS:

- During the 2021-22 school year, SD8 will request permission from UBC-HELP to participate in CHEQ for the upcoming 2022-23 school year.
- Host focus sessions to analyze the data with school Principals, educators and district staff.



DISTRICT & PROVINCIAL PROGRAMS

SD8 participates in a number of partnerships, both between departments and in our local and regional communities. The school district departments of Innovative Learning, Aboriginal Education, and Inclusive Education work together to ensure our students have the supports they need for success. Our partnerships in the community further enhance learning experiences for our current and our soon-to-be students as well as their families.

StrongStart

StrongStart provides rich learning experiences designed to support early learning in a variety of developmental areas including physical, cognitive, social and emotional, and language. Our programs are supported by qualified Early Childhood Educators (ECEs). The ECEs work closely and communicate frequently with SD8 staff in the primary years, particularly the District Principal of Early Learning/Elementary Education, elementary school principals, and kindergarten teachers.

GOAL:

To support the positive transition to kindergarten by providing children the opportunity to make friends and continue their learning journey in a good way.

This year, our Early Years team has made it a priority to collaborate with the Aboriginal Education department to support our early years learners and their families. We anticipate that this collaborative initiative will help to build capacity in developing and enhancing relationships with local Indigenous communities and to develop deeper ties with our Elders, storytellers, and language keepers. Please refer to the section on **Community Partnerships** for a list of the organizations we collaborate with.

SD8 uses third party contractors to operate and manage our StrongStart Outreach programs. These third-party contractors are responsible for hiring and managing ECE staff who facilitate our StrongStart programs. The District Principal of Early Learning/ Elementary Education oversees the third-party contracts. This includes monthly check-ins with community-based Executive Directors and StrongStart facilitators to share ideas and insights, troubleshoot challenges, and to create a positive Community of Practice amongst our SD8 StrongStart Outreach communities.



SD8 has 12 StrongStart Outreach programs:

StrongStart Nelson:

Operator: Kootenay Kids Society
Locations: Redfish Elementary, Hume Elementary, Rosemont Elementary, Blewett Elementary

StrongStart Crawford Bay:

Operator: Kootenay Kids Society
Location: Crawford Bay Elementary/Secondary School

StrongStart Kaslo and Meadow Creek:

Operator: North Kootenay Lake Community Services Society
Locations: J.V. Humphries Elementary/Secondary School, Jewett School

StrongStart Slocan Valley:

Operator: W.E. Graham Community Services Society
Locations: W.E. Graham School, Winlaw School, Brent Kennedy Elementary

StrongStart Creston:

Operator: Valley Community Services
Locations: Canyon Lister Elementary, Creston Education Centre



Welcome to StrongStart

Early Learning in School District No. 8 (Kootenay Lake)

SD8 StrongStart Contact:
Naomi Ross
District Principal
Early Learning and Elementary
250-505-7008
naomi.ross@sd8.bc.ca

StrongStart BC programs provide school-based, early learning experiences for pre-school aged children (0-5 years) and their caregivers.
StrongStart BC fosters positive social interactions for children and their caregivers in high quality learning environments.

Day	Location	Address	Location in School	Time
Monday	Blewett Elementary	315 Brian Rd., Nelson	Location in School	9:30 am - 11:30 am
Tuesday	Blewett Elementary	3665 Blewett Rd., Nelson	Location in School	9:30 am - 11:30 am
Wednesday	Rosemont Elementary	1605 Crossview, Nelson	Location in School	9:30 am - 11:30 am
Thursday	Rosemont Elementary	1602 Crossview, Nelson	Location in School	9:30 am - 11:30 am
Friday	Hume Elementary	319 Nelson Ave., Nelson	Location in School	9:30 am - 11:30 am
Monday	Canyon Lister Elementary	4975 Canyon Lister Rd., Creston	Location in School	9:30 am - 11:30 am
Tuesday	Creston Education Centre	617 11th Ave., Creston	Location in Centre	9:30 am - 11:30 am
Wednesday	Creston Education Centre	617 11th Ave., Creston	Location in Centre	9:30 am - 11:30 am
Thursday	Canyon Lister Elementary	4975 Canyon Lister Rd., Creston	Location in School	9:30 am - 11:30 am
Monday	Crawford Bay School	16150 Walkers Rd., Crawford Bay	Location in School	9:30 am - 11:30 am
Tuesday	Crawford Bay School	16150 Walkers Rd., Crawford Bay	Location in School	9:30 am - 11:30 am
Wednesday	Crawford Bay School	16150 Walkers Rd., Crawford Bay	Location in School	9:30 am - 11:30 am
North Lake Outreach Please contact North Kootenay Lake Community Services at 250-351-7891				
Monday	Brent Kennedy	1092 Hwy 6, Creston Valley	Location in School	9:30 am - 11:30 am
Tuesday	W.E. Graham	15 Harold St., Slocan	Location in School	9:30 am - 11:30 am
Wednesday	Winlaw	5604 Winlaw Bridge Rd., Winlaw	Location in School	9:30 am - 11:30 am
Thursday	Outblaze	20000 Highway 1, Outblaze	Location in School	9:30 am - 11:30 am
Friday	Winlaw	5604 Winlaw Bridge Rd., Winlaw	Location in School	9:30 am - 11:30 am

Register online at:
<https://innovativelearning.sd8.bc.ca/strongstart-registration>
No fee - the program is FREE!
You will need your child's Birth Certificate and BC CareCard to register.



We will continue to grow programs in all of our communities to ensure that as many families as possible have an opportunity to participate in our StrongStart Outreach programs. We will also continue to explore opportunities for additional StrongStart Outreach locations to best meet the needs of families in all our SD8 communities.

Last year was challenging for our SD8 StrongStart Outreach programs due to the COVID19 pandemic. At the beginning of the year, StrongStart was offered virtually for families. As the year progressed, we were able to offer face to face StrongStart programming outdoors. This primarily entailed nature walks and socially distanced outdoor play opportunities as well as providing learning activities for families to complete at home. In addition, facilitators limited the number of families at each location to ensure that health and safety measures for families and facilitators were followed. As a result, attendance for all programs, while maximized at each location, was lower than prior years when there were no limits in place.

This year StrongStart has returned to indoor programming in schools. Based on current Health and Safety guidelines, we are keeping StrongStart sizes low based on the occupancy capacity of the room where StrongStart is being held, as well as requiring families to sign up ahead of time and to attend only one location.



ACTION ITEMS:

- Create a district electronic registration platform for all families who are new to StrongStart. We anticipate that electronic registration will simplify the process for families.
- Explore opportunities for additional StrongStart Outreach locations in SD8 to best meet the needs of families in all our communities.
- Provide families with Indigenous ancestry information on how to access the “Metis Early Years Program” and the Ktunaxa Kinbasket Child & Family Services Society.
- Offer families an opportunity to access the “Feelings First” online resource for social and emotional development in young learners.
- Liaise with local community colleges to support ECE practicum placements in SD8.

Ready, Set, Learn

Ready, Set, Learn is a Ministry of Education program that provides for family-oriented events for children between the ages of three and five.

GOAL:

To support the transition of students to kindergarten.

Specifically, Ready, Set, Learn helps our youngest learners in the following areas:

- confidence
- relationships with friends
- language development
- the ability to communicate needs, wants and thoughts to adults and children
- the ability to follow instructions and routines
- a setting that encourages creativity, motivation, cooperation and persistence

A child learns to prepare for school through play. Families who attend Ready, Set Learn events participate in play-based activities while learning about early years programs and services. SD8 uses Ready, Set Learn funding to partner with local community organizations such as the Columbia Basin Alliance for Literacy (CBAL) in order to offer literacy programs and activities for families of preschool aged children. These programs are free of charge for families. Programs such as “Come Read with Me” and “Come do Math with Me” are very well received by families. In addition, last year CBAL offered outdoor family opportunities such as StoryWalks on school grounds.

An informative parent booklet is available in a variety of languages to ensure our parents can access this important information. The parent booklet can be found [here](#).



Each year, SD8 also uses Ready, Set, Learn funds to host “Transition to Kindergarten” events at each elementary school. This event is scheduled in the late spring, and welcomes incoming kindergarten families to meet the kindergarten teacher, the school Principal and to have a school tour. The event also includes a visit to the kindergarten classroom where the children participate in interactive centers and stations while parents connect with the teacher.

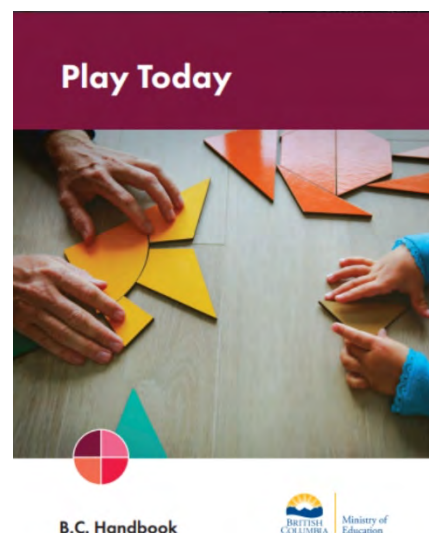
Each incoming kindergarten student is also given a cloth tote bag. The cloth bag contains several items to support school preparedness including 3-sided crayons, scissors, playdough and an early learning storybook. Included in the tote bag is an SD8 kindergarten brochure entitled “Kindergarten: Let’s Get Started!”. The brochure introduces families to the exciting world of SD8 and “all things kindergarten”. Families look forward to the “Transition to Kindergarten” event each year as it helps to ease children’s and their caregivers’ anxiety about what to expect when starting school in September.

Each elementary school also has created a [short video](#) “storywalk” about their school which is sent to caregivers of incoming kindergarten learners. The video includes photos of the kindergarten classroom, kindergarten cubbies, the library, gymnasium, the school bus location and the playground. This video “storywalk” also serves to ease the transition of children and their families into their kindergarten year as it can be viewed many times by the family.

In addition, during the 2021-22 school year we will be piloting a district-wide electronic registration platform for incoming kindergarten families and any family new to SD8. We anticipate that this will streamline the registration format for all families.

ACTION ITEMS:

- Plan, organize and host face to face “Transition to Kindergarten” events at each SD8 elementary school.
- Supply each new kindergarten family with a “Transition to Kindergarten” tote bag complete with educational and kindergarten readiness materials.
- Give transitioning kindergarten families an opportunity to access “Kindergarten: Let’s Get Started”, “Metis Early Years Program”, Ktunaxa Kinbasket programming, “Play Today” and “Feelings First”.
- Update each elementary school’s video storywalk and post on the school’s website.
- Pilot a district-wide electronic registration platform for incoming kindergarten families and any family new to SD8.

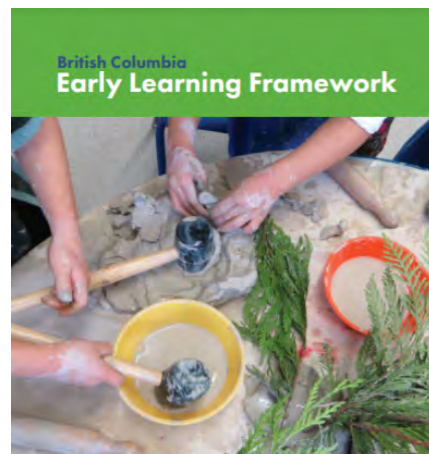


Early Learning Framework (ELF)

In 2019, the Ministry of Education published an update to the British Columbia Early Learning Framework (ELF). The update represented a collaborative process between members of the early childhood community including educators, Indigenous organizations, Elders, government and other stakeholders. An earlier version of the Early Learning Framework (2008) introduced a plan for children from birth to five years. The 2019 ELF update delves deeper into new concepts and connections and widens the scope to include children in all primary grades.

In particular, the new Early Learning Framework:

- Expands the focus on children from birth to five years in the original framework to children birth to eight years. This means the vision, principles, and context articulated here are relevant to working with children (and their families) from birth to grade three.
- Connects with BC's New Curriculum and Core Competencies (BC Ministry of Education, 2018). Concepts in the framework can be interwoven with the BC Curriculum to inspire both early childhood educators and educators working with children in Kindergarten to Grade 3.
- Resists language, concepts, and pedagogies that perpetuate legacies of colonization and marginalization of Indigenous people. To support this effort, the new framework was developed in consultation with the BC Aboriginal Child Care Society, the First Nations Education Steering Committee, and Métis Nation BC.
- Strives to contribute to lasting reconciliation with Indigenous people, which is anchored by the province's cross-government commitment to fully adopt and implement the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and the Calls to Action of the Truth and Reconciliation Commission (TRC). Recognizing and acknowledging how Euro-western practices are embedded in mainstream educational pedagogy, this framework's intention is to contribute to reconciliation through implicitly and explicitly honouring Indigenous authorities in education.
- Strengthens the vision of inclusive spaces and practices for all children, including children with diverse abilities and needs.
- Envisions learning and being as a holistic process that happens as children and adults come together in relationship with each other, ideas, materials, places, and histories.
- Introduces language that may be new to some educators. The use of this language is intentional as it helps in expressing new ways of thinking about the complexities of childhood care and learning. Using new language can offer different ways of seeing, which can inspire new conversations.

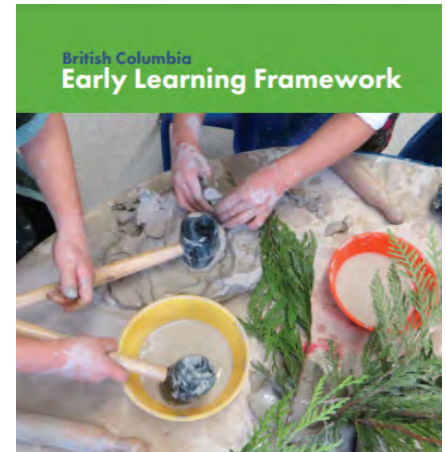


- Uses the term “living inquiries” (known as “areas of learning” in the 2008 Early Learning Framework) and “pathways” (known as “learning goals” in the 2008 Early Learning Framework) to help describe the thinking, doing, and learning that happens as children, educators, materials, and ideas interconnect.

Throughout this report, programs and initiatives weave together the connection between District-level work, our [Framework for Enhancing Student Learning](#) and the direction from the Ministry of Education.

The key principles underlying the Early Learning Framework are:

- Children are strong, capable in their uniqueness, and full of potential.
- Families have the most important role in contributing to children’s well-being and learning.
- Educators are researchers and collaborators.
- Early years spaces are inclusive.
- People build connection and reconnection to land, culture, community and place.
- Environments are integral to well-being and learning.
- Play is integral to well-being and learning.
- Relationships are the context for well-being and learning.
- Learning is holistic.



GOALS:

The Ministry of Education Early Learning Framework (ELF) has set forth the following goals for school districts:

1. Increase the quality of early learning through increased awareness of ELF principles and the [First Peoples Principles of Learning](#).
2. Continue to develop the ability of educators to practice critical reflection through pedagogical narration and similar strategies involving a Community of Practice.
3. Improve the quality of early childhood education leading to better outcomes in school for children.
4. Encourage families to support play-based learning at home.
5. Improve children’s transitions from home to school.

Each month, the District Principal of the Early Years/ Elementary Education meets virtually with StrongStart facilitators to collaborate, share ideas, best practices and to discuss the principles of the ELF in relation to StrongStart. In addition, SD8 Early Years staff regularly collaborate with community and regional Early Years partners on a variety of projects and initiatives, including an Early Years Community of Practice and an outdoor education initiative.

The new ELF can be found online [here](#).



ACTION ITEMS:

- Develop and deliver a professional learning series focused on the principles of the Early Learning Framework (ELF).
- Provide Early Years partners and facilitators access to the online resource “Feelings First” and are aware of the “Metis Early Years Program” available in their respective communities.
- Provide copies of “Play Today” and “The Early Learning Framework” for primary teachers.
- Collaborate with Early Years community partners through a Community of Practice model to explore the Early Learning Framework (ELF) and share pedagogical and practical applications of the ELF in our contexts as well as their implications for learners aged 0-8.
- Team with Early Years community partners to increase awareness about the importance of literacy and provide literacy support for all ages.
- Collaborate with Early Years community partners to embed outdoor play in the early years and encourage opportunities for outdoor play-based programs.
- Develop a framework for surrounding school districts to connect on a quarterly basis to discuss Early Learning initiatives that impact our Kootenay Boundary region.



Changing Results For Young Children (CR4YC):

Changing Results for Young Children (CR4YC) is a Ministry of Education funded project.

GOALS:

1. To increase the social and emotional well-being of young children.
2. To improve the quality of practices associated with teaching social and emotional wellbeing.
3. To increase collaboration and strengthen relationships between early childhood educators and primary teachers.
4. To use the science and research of social and emotional well-being to improve both educators' practice and social and emotional outcomes for children.
5. To provide young children with opportunities and specific skills that foster their social and emotional competence through positive human qualities: happiness,



self-regulation, kindness, empathy, sense of belonging, altruism, sense of agency, compassion, sense of identity, and building relationships (Changing Results for Young Children report, p. 3).

The CR4YC report can be found [here](#).

In SD8, CR4YC is a collaborative inquiry project bringing together community-based Early Childhood Educators, StrongStart facilitators, and Kindergarten teachers who are released to work collaboratively in six joint professional learning sessions - four of these are provincially-based sessions and two of these are regionally-based sessions that include surrounding School Districts 20 and 51.

This year SD8 has 7 teams participating:

- Brent Kennedy
- Winlaw
- Salmo Elementary
- Crawford Bay Elementary/Secondary
- Hume
- Redfish
- Erickson

One of the CR4YC goals is to identify and apply a consolidated understanding of quality practices associated with improving the social and emotional well-being of young children. Another goal is to increase the coherence in pedagogy between Early Childhood Educators and Primary Educators.

During the 2020-21 school year, two teacher educators from Brent Kennedy School were showcased in the final CR4YC provincial celebration. Their project which focused on "Resilience: Empower Young Children", can be viewed here:

[Brent Kennedy Wild Wednesday](#)

SD8 will continue to participate in provincial and regional sessions that support Early Learning. A final report will be created at the end of the 2021-22 school year. Findings of the report will be shared, and a series of action items will be developed.

Strengthening Early Years to Kindergarten Transition (SEY2K)

Strengthening Early Years to Kindergarten Transition (SEY2K) is a Ministry of Education supported project.

GOAL:

Improve the social, emotional and academic learning outcomes for early learners.

The SEY2K project uses a Community of Practice format that focuses on a [Compassionate Systems Leadership](#) model of collaborative, multi-partner, inquiry-based professional learning. Districts that are selected for the pilot receive a small grant to promote effective



transitions for all pre-kindergarten children and their families. SD8 has SEY2K projects in the Salmo community and the Creston community.

The Salmo SEY2K project is in its third year. It focuses on ongoing collaboration between community ECE's from the Salmo Children's Centre, Salmo community organizations, and the primary teachers at Salmo Elementary School in order to support families as they transition their pre-school aged children from their home environments to kindergarten. Play-based opportunities such as "Play in the K" where families and their children are able to join the kindergarten class to play games together in the classroom and "Pop up Play" events in various community locations are fostered.

The Creston SEY2K project is in its second year. The Creston SEY2K project involves members from the Creston Early Years Advisory, primary teachers and school principals from each of the Creston elementary schools including Creston HomeLinks and Creston Wildflower, and the Creston StrongStart facilitators. Last year the Creston SEY2K project focused on making connections between the community Early Years partners. This collaboration helped to strengthen community relationships and the sharing of early years information between community partners.

For the 2021-22 school year, both SD8 SEY2K projects will continue. A year-end report will be provided by the Ministry of Education for all districts participating in SEY2K.

ACTION ITEMS:

- Participate in provincial and regional sessions to support early learners, such as Strengthening Early Years to Kindergarten Transitions (SEY2K) and Changing Results for Young Children (CR4YC).
- To further support the Creston SEY2K project, a community-based Early Years SEY2K coordinator will be contracted for the 2021-22 school year.

SD8 Kindergarten Transition Initiative

We know that transitions can be exciting and challenging for families and one of the first transitions for young learners is attending Kindergarten. This transition can be a time filled with anxiety for families and children.

GOAL:

To effectively transition children into kindergarten by collaboratively sharing information between families, community partners, and SD8 staff.

SD8 focuses on finding ways to ease the transition to kindergarten and celebrate the accomplishment of coming to school. Each spring "Transition to Kindergarten" events are held at each elementary school. In addition, Kindergarten teachers meet with individual families in either the spring or early fall to ensure a seamless transition from home to school. SD8 Inclusive Education staff are also frequently included in student transition to kindergarten meetings.



Over the past three years SD8 EDI data shows that our Kindergarten children across the district are needing support with their co-regulation skills. Regulation skills help children more readily to attend to their learning. To help ease the transition of kindergarten children into the formal classroom setting, SD8 provides wrap around staff support in kindergarten classrooms. As a result of the kindergarten wrap-around support, we anticipate that we will see increased regulation skills for our learners as indicated by improved district EDI scores.

ACTION ITEMS:

- Use EDI data to assess the reduction in vulnerabilities in social-emotional learning for our kindergarten students.
- Prior to the beginning of kindergarten, district staff will communicate with local children's centres to understand the needs of the upcoming group.
- In the spring, schools will host Transition to Kindergarten meetings for all families.

Literacy Coherence for Primary Learners:

GOAL:

Improve literacy proficiency for K-3 learners.

Background:

In recent years, our SD8 Kindergarten Assessment and Read by Grade Three data showed that a significant number of primary learners in SD8 were performing below grade level in reading and writing. Furthermore, the data also indicated that many children who were performing below grade level in the primary years transitioned to the intermediate grades still not confident or proficient in their reading and writing skills. Therefore, in 2020, SD8 embarked on piloting a district-wide initiative in primary classrooms to help us better understand the challenges each child may be having in literacy learning and mitigate those challenges by supporting teachers with necessary resources and tools.

By engaging the expertise of primary literacy consultant and UBC-Okanagan professor Dr. Donna Kozak, SD8 created a series of targeted professional development opportunities for K-3 teachers and Inclusion Support Teachers (ISTs) in addition to utilizing the professional capacities of district Inclusion Support staff using a three-year project model. During the 2020-21 school year, Dr. Kozak focused on providing professional development targeted to K/1 classroom teachers and Inclusion Support Teachers who work in K/1 classrooms. Dr. Kozak also introduced a literacy assessment tool for primary grades, called the "Early Literacy Profile K-3" (ELP). The ELP was piloted by K/1 teachers during the 2020-21 school year. We are optimistic that the ELP will help to bring literacy coherence across our SD8 primary program.



In addition to Dr. Kozak's workshops, SD8 focused on using the expertise of staff in our district. For example, one of our teachers participating in the Aspiring Leaders Program collaborated with the Innovative Learning and Inclusive Education staff to create a series of after school hands-on workshops designed for primary teachers. During these literacy workshops, called "Make & Takes", primary teachers were led through a series of literacy centres and stations. They were then provided with their own toolkit of literacy resources so that they could replicate these literacy centres in their own classrooms to support their literacy program.

SD8 also provided professional literacy resources for primary teachers to support them with their professional practice. In addition, an inventory was completed at each elementary school to determine the quality and quantity of primary levelled readers in K-3 classrooms. Subsequently, an action plan was created to provide funding to those schools that lacked sufficient literacy resources in primary, thus creating equity across the district.

Another result of the Primary Literacy Coherence initiative has been the strong collaboration between Inclusive Education and Innovative Learning staff. For example, Innovative Learning District staff meet regularly with District Inclusion Support Teachers and Speech Language Pathologists (SLPs) to share information in order to help ensure that literacy supports are being targeted to the schools that are in need.

The Primary Literacy Coherence model also shifts the way Inclusion Support Teachers spend their time in school. The new "push-in" model of support focuses on the IST collaborating with the primary classroom teacher to co-plan, co-teach and co-assess based on learners' strengths and challenges identified in the class profile. Furthermore, dedicating 2/3 of their time in primary classrooms focuses the support in the early years. This model of primary support draws on the strength of a collaborative primary team working together to best meet the needs of all learners in the classroom.

Our Primary Literacy Coherence model is a 3-year initiative. For the 2021-22 school year, our focus is on building capacity in our grade 1 and 2 classroom teachers. Next year, the focus will shift to our grade 2 and 3 teachers.

We are also creating a District Primary Literacy resource database that will be available on the SD8 website. This digital database will be a "one stop shop" for primary teachers and Inclusion Support Teachers to support them with designing and teaching a balanced literacy program in their classrooms in order to best meet the needs of all of their learners. The database includes videos of past presentations, resource lists and information supportive of literacy centres, numeracy and social emotional learning.

In addition, we are building an online data platform which will enable SD8 staff to analyze our reading and writing data in the primary grades in order to ensure that we are aligning our resources to meet the needs of our learners.

ACTION ITEMS:

- Expand the Early Literacy Profile (ELP) initiative to encompass Kindergarten to Grade 2 with the intention of adding grade 3 next year.



- Work with primary literacy consultant Dr. Donna Kozak to support the implementation of the ELP in K-Grade 2 classrooms.
- Provide phonemic and phonological awareness resources for primary teachers and Inclusion Support Teachers. This skillset is a building block of reading and is often overlooked after kindergarten.
- Create equity in primary literacy classroom resources across SD8 based on the Spring 2021 Primary Levelled Reader Inventory data.
- Implement a district data platform (CLEVR) as a database for storing and analyzing K-3 literacy data.
- Develop a plan for analyzing K-3 district literacy data in order to align our resources to meet the needs of our learners.
- Develop goals and a work plan for district Early Literacy Support teachers who directly support SD8 primary teams with the goals, structures and implementation of the ELP in their schools.
- Continue a model of ongoing collaboration between SD8 Innovative Learning staff and SD8 Inclusion staff (SLPs, OTs and District Inclusion support teachers) to share information in order to ensure district-wide coherence and support in meeting the needs of all primary learners.
- Commence and implement a plan for supporting SD8 school-based Inclusion Support Teachers (ISTs) teams for allocating 2/3 of Inclusion Support Teacher time in primary (K-3) classrooms.
- Facilitate monthly Literacy Community of Practice sessions for primary teachers consisting of after school collaborative sessions.
- Implement ongoing consultation with elementary Principals at their school sites to assist them as they support their primary teams.
- Provide opportunities for primary classrooms teachers to reflect on their practice through providing in situ learning opportunities for UBC-WKTEP elementary teacher candidates.
- Develop an SD8 online database of resources to support primary teachers and IST's.



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Growing Innovations in Rural Sites of Education:

GOAL:

To provide an opportunity for teachers in rural communities to learn from one another using an inquiry model of researching and learning that focuses on collaboration and community engagement.

SD8 teachers have participated in Growing Innovations in Rural Sites of Education projects for many years. This provincial initiative provides small grants for innovative projects across BC rural communities. Meeting several times a year, the final symposium is a celebration of rural learning in BC. This year, there are two SD8 funded inquiry Early Years projects:

- Primary Literacy Coherence
- BK Project WILD

ACTION ITEMS:

- Provide an opportunity for teachers to showcase their Growing Innovations Inquiry projects at the district and provincial level as an opportunity to further grow innovation and collaboration district-wide.



Conclusion

SD8 staff strive to sustain and expand Early Years initiatives to ensure children and families have a seamless transition into school and are supported throughout their primary years. Through partnerships with provincial, regional and community services, we endeavor to enable children and families to enter kindergarten with confidence and we focus on supporting them so that they are able to thrive throughout their K-12 education experience and beyond.

Supported initiatives demonstrate the positive difference collaboration makes to children. In our second year with the Literacy Coherence Model using the Early Literacy Profile, we are anticipating improvement in the literacy skills of students as this program becomes embedded across all of our schools. As well, adjusting staffing within the school to provide wrap-around support for kindergarten students reflects a commitment to supporting the transitional kindergarten year.

A new initiative we will undertake this year through UBC's CHEQ questionnaire will allow us to collect information regarding our youngest learners so we can focus our support. This survey shows great promise in providing data to school and district teams as we plan appropriately for children.

Within the Early Learning Framework, there is commitment to collaborate with community organizations both provincially and regionally. Interweaving community partnerships throughout this geographically broad district takes committed time and effort and we see the benefits when children continue their successful learning journey through SD8 schools.

SD8 is proud to collaborate with communities across our region to provide educational services to learners and their families. [Research](#) continues to demonstrate the critical importance of learning from birth to age 8. As a province, acknowledgement and funding of initiatives in Early Learning is ongoing to both school districts and community providers. It is essential to have inclusive and adaptable programs to allow every child to find success in our programs. In doing so, it is evident our work does not happen in isolation; rather, it is the result of a community weaving together supports for our youngest learners and their families. Through this process, we continue to strengthen partnerships to enrich the way we lead, learn and work. With the ongoing support of the Early Learning Framework, project dollars, and assistance from programs within the community, we can offer sustainable initiatives to allow our children to thrive.



COMMUNITY PARTNERSHIPS

SD8's community partnerships are a key component of our ongoing success with early years programs. Working with our community not only benefits our early learners and their families, but also supports our Framework for Enhancing Student Learning. We thank our community partners for the important work they do within our region.

SD8 works collaboratively with many community partners including:

[Circle of Indigenous Nations Society \(COINS\)](#)

[College of the Rockies](#)

[Columbia Basin Alliance for Literacy \(CBAL\)](#)

[Columbia Basin Environmental Educators Network \(CBEEN\)](#)

[Creston Valley Youth Network](#)

[Early Years tables:](#) Slocan Valley, Salmo, Creston, Nelson, Kaslo

[East Kootenay Teacher Education Program \(UVic\)](#)

[East Kootenay Child Care Resource and Referral \(CCRR\)](#)

[Interior Health \(IHA\)](#)

[Kootenay Kids Society](#)

[Ktunaxa Kinbasket Child and Family Services Society](#)

[Ministry of Children and Family Development](#)

[Nelson & District Youth Centre](#)

[North Kootenay Lake Community Services Society](#)

[Selkirk College](#)

[West Kootenay Child Care Resource and Referral \(CCRR\)](#)

[West Kootenay Teacher Education Program \(UBC\)](#)



RESOURCE LIST & LINKS

[Compassionate Systems Leadership](#) is one of three parts of the Mental Health in Schools strategies from the Ministry of Education. Included with Mental Health in the Classrooms and Capacity Building, it is part of the coherent, system-wide focus on Mental Health and Education.

[Early Years Framework](#) is a collaborative effort between multiple governmental ministries to develop cohesive support for children 0 to 8 and their families.

[Early Literacy Profile](#) was developed in conjunction with Dr. Donna Kozak and the staff of SD23. This profile is a teaching and assessment tool for Kindergarten to Grade 3 and goes with the child through their primary grades. Assessment tasks are provided for teachers so they can identify the growth of the child over time in the building blocks of literacy including Phonological Awareness, Oral Language skills, Letter and sight word development and writing. Teachers in SD8 can find full documentation and video links at the SharePoint site under Innovative Learning.

[Feelings First](#) is a campaign to introduce concepts around Social and Emotional Development in the early years. Developed by the BC Healthy Child Development Alliance- a partnership of organizations supporting healthy child development in BC.

[Growing Innovations in Rural Sites of Education](#) began as a collaboration with UBC and the BC Ministry of Education. Supporting schools with small grants for innovative projects K-12, the network meets regularly with participants to encourage and embrace rural innovations.



GLOSSARY OF ACRONYMS

CHEQ: Childhood Experience Questionnaire for more information can be found [here](#).

CR4YC: Changing Results for Young Children- Ministry of Education Program

CSL: Compassionate Systems Leadership is one of the three main elements from the Ministry of Education Mental Health In Schools Strategy (the other two being capacity building and mental health is school buildings).

Early Learning: The knowledge and dispositions that preschool children acquire in the years before school entry in key developmental domains (cognitive, physical, language and communications social and emotional. Defined in Section 1 of the School Act.

ECE: Early Childhood Educator.

EDI: Early Development Instrument. More information can be found [here](#).

ELF: Early Learning Framework- Ministry of Education

ELP: Early Learning Profile developed by a team of educators in SD23 and used in SD8 as part of the Literacy Coherence Model

HELP: Human Early Learning Partnership: University of British Columbia ([link](#))

RSL: Ready, Set, Learn- a Ministry of Education funded initiative.

SEY2KT: Strengthening Early Years to Kindergarten Transitions- a Ministry of Education funded initiative.

StrongStart: Parent and child program for 0 to 5 housed within schools. a Ministry of Education funded initiative.



Memorandum to the Board of Education Open

FROM: Trish Smillie, Superintendent
DATE: November 23, 2021
SUBJECT: Class Size Report 2021-22

For Information

Introduction

This memorandum will provide information on the average class sizes within the School District No. 8 (Kootenay Lake).

Background

Class size maximums are determined by [School Act](#) and the [LOU No.17 - Education Fund and Impact of the Court Cases](#). A summary of the class size requirements are as follows:

K-7 Class Sizes:	Maximum Student Enrolment	Overall average for indicated class(es)
	*By headcount	*Combined average of all classes in this category - for grades 4-12, classes CAN be at 30 so long as the OVERALL average for that group of classes is as below
Kindergarten classes (only K)	20	20
Kindergarten/Grade 1 classes	20	20
Grades 1-3 (single grade classes)	22	22
Grades 1-3 (multi-grade classes)	22	22
Primary Combinations with K: K/1 K/1/2/3	21	22
Intermediate (4-7)	30	27
Intermediate Combinations: 4/5/6/7	30	27
Primary/Intermediate Combinations with K: Eg: K/1/2/3/4 or higher	22	22
Primary/Intermediate Combinations no K: Eg: 1/2/3/4 or higher	24	24

Grade 8-12 class sizes:	Maximum Students (headcount)	Overall average for class(es) indicated in school
Humanities (English or Social Studies)	30	26 average of all classes with 26 in the school (not just in this section)
Shops classes (eg: mechanics, carpentry, textiles, home ec, cafeteria, art, etc)	30	24 average of all classes with 24 in the school (not just in this section)
Laboratory classes (eg: grade 10-12 science classes, media arts, etc),	30	24 average of all classes with 24 in the school (not just in this section)
Beginning band/guitar	30	24 average of all classes with 24 in the school (not just in this section)
All other grade 8-12 classes (includes everything else - languages, PE, law, math, etc etc)	30	28 average of all classes with 28 in the school

Information

SD8 class size averages are well below the maximum limits for class size requirements. This is as a result of smaller, community-based schools that support smaller school populations. All class sizes are reported by school and the district to the Ministry of Education annually to ensure compliance with the School Act.

District Averages:

Grade Level	Class Size Averages 2021-22
Kindergarten	18.5
Grades 1 - 3	20.2
Grades 4 - 7	23.1
Grades 8 - 12	20.8

There are currently three classes that are over class size maximums, which often occurs in band or health and physical education classes at secondary school to support the desired educational programming. Other over-sized classes are approved with the consultation of the teacher at the secondary level to support a diversity of programming in the school overall.

1. Creston Valley Secondary - Physical and Health Education 10/11 / Active Living 10/11 (32)
2. Creston Valley Secondary - Pre-Calculus 11 (31)
3. J V Humphries Elem-Secondary - Career Education and Career Life Connections (40)

When this class size maximums exceed the requirements, teachers are compensated according to a remedy formula.



Memorandum to the Board of Education Open

FROM: Trish Smillie, Superintendent
DATE: November 12, 2021
SUBJECT: Winter Celebrations

For Information

Introduction

This memorandum outlines that 2021 winter celebrations at schools will occur in a format consistent with Communicable Disease protocols.

Information

Winter celebrations may be held by schools as a tradition to celebrate the end of the year. With COVID-19 protocols in place, celebrations will be held in a manner that supports the health and safety of staff and students.

Trustees are invited to attend or view their school's celebration and will be contacted directly by school leaders once final arrangements have been confirmed.



Memorandum to the Board of Education Open

FROM: Trish Smillie, Superintendent
DATE: November 12, 2021
SUBJECT: Graduation Ceremonies 2022

For Information

Introduction

This memorandum provides the schedule of 2022 Graduation Ceremonies at secondary schools.

Information

Trustees are invited to attend graduation ceremonies. With COVID-19 protocols in place, the ceremonies will be held in a manner that supports the health and safety of staff and students. As the end of the year approaches, the manner in which the ceremonies occur will be reviewed according to the most up to date health and safety guidelines.

The Graduation Ceremony schedule is provided for the Board's review. Times and locations will be confirmed closer to the event.

2022 Graduation Ceremony Information

Name of School	Date of Ceremony
Crawford Bay Secondary	No grade 12's for 2022
Creston Homelinks	June 16, 2022
Creston Valley Secondary	June 17, 2022
J.V. Humphries Secondary	June 18, 2022
L.V. Rogers Secondary	June 10, 2022
Mount Sentinel Secondary	June 17, 2022
Salmo Secondary	June 18, 2022



MEMO

FROM: Trish Smillie, Superintendent of Schools

DATE: November 10, 2021

SUBJECT: Determination of Designations and Support for Students with Special Needs

For Information

Introduction

This memorandum provides an overview of the process for student designation and the process for determining inclusive education supports in School District No. 8 (Kootenay Lake).

Background

SD8 follows the direction of the BC Ministry of Education with regard to determination of special needs designations for students. The Ministry's [Special Education Policy Manual](#) describes the expectations of the Ministry of Education to fully include students with special needs and support student graduation.

The Ministry of Education expects that districts create an inclusive education system where "students with special needs are fully participating members of a community of learners". In the inclusive system, "all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs".

The Ministry of Education's direction to school districts is to "provide a student who has special needs with an educational program in a classroom where the student is integrated with other students who do not have special needs, unless the educational needs of the student with special needs or other students indicate that the educational program for the student with special needs should be provided otherwise".

Districts who have students with an approved Ministry of Education special needs designation may receive supplemental funding from the Ministry of Education, depending on the student's Ministry designation. This supplemental funding to districts is described by the Ministry of Education in [K-12 Funding - Special Needs](#). Unique student funding is determined by the number of students who meet criteria as Level 1, 2 or 3 unique needs. These funds are not given to individual students, rather they form a portion of the district's operating funds. Unique funding is provided in the following categories:

- **Level 1-** Includes students with multiple needs who are Physically Dependent or DeafBlind
- **Level 2-** Includes students with Moderate/Profound Intellectual Disabilities, with Physical Disabilities or Chronic Health Impairments, with Visual Impairments, with Autism Spectrum Disorder, or students who are Deaf or Hard of Hearing



- **Level 3-** Includes students requiring Intensive Behaviour Interventions or students with Serious Mental Illness

The district is not provided supplemental funding for all special education designations. Designation categories K-R included as part of regular operational funds.

Regardless of district funding from the Ministry of Education, students are supported according to their presented needs, through classroom adaptations to curriculum and environment, technology, and in some cases, district staff support.

Each student with a Ministry of Education special needs designation has an annually updated Individual Education Plan (IEP) that provides information about the student's strengths, interests, stretches and needs, and guides school and district staff in supporting the student. As the Ministry notes, "some students require small adaptations and minimum levels of support; other students with more complex needs may require detailed planning. The IEP will reflect the complexity of the student's need".

Students with special needs are supported in classrooms in a variety of ways. In its fundamental competency-based approach, [BC's new curriculum](#) has built-in supports for all students including those with special needs. All students are supported to learn about big ideas and to develop their core competencies and curricular competencies. The IEP for students with special needs describes supplemental strategies to support this development and describes possible supports that students may access. In the classroom, these supports may include materials adapted by the teacher, adapted assessment strategies, learning environment changes, seating changes, augmentative technology, software and hardware in the classroom, tools that support function, and other accommodations based on the student's learning profile.

All education staff support students with special needs. The classroom teacher is the primary support for students with special needs and is responsible for designing programs for students with special needs. The teacher's role is described in Sections 17(1) and (2) of the [School Act](#) and the attendant [School Regulation](#) Section 4, which prescribe that "the teacher responsible for a student with special needs is responsible for designing, supervising and assessing the educational program for that student". School principals have a significant role in supporting students with special needs, including "ensur[ing] that a school-based team is operational in the school and facilitating the collaborative efforts of the team members in meeting the special needs of students".

Education Assistants are another support for many students with special needs. Section 18 of the [School Act](#) describes that "a board may employ persons other than teachers to assist teachers in carrying out their responsibilities and duties" and that education assistants "shall work under the direction of a teacher and the general supervision of a teacher or school principal".

Further background information describing inclusion, IEPs, student supports and roles and responsibilities of staff is included in the linked SD8 documents: [Inclusion in School District 8](#), the [Inclusive Education Guide for Parents](#), and the [Education Assistant /Youth and Family Worker Handbook](#).

Information

SD8 promotes learning and well-being for all students including those with with designations and works to build staff capacity to support students with designations in schools. SD8 provides



resources and supports to help the few students who require intensive interventions beyond our schools. Students and school staffs are supported by the District's Inclusive Education Department. This support is in a variety of areas, such as the review and approval of files seeking a Ministry of Education designation, the review and confirmation of a level of support for students, the allocation of resources requested by schools, specialized consultation in strategies to support students, the provision of specialized support/interventions for students, and in the provision of professional learning, training and mentoring for staff. Inclusive Education staff also work closely with parents, outside agencies, and other government supports (such as Community Living BC).

For most students with designated special needs, classroom teachers design learning experiences that allow students to access the curriculum and demonstrate learning in ways best suited to them. For students with designated special needs, Individual Education Plans (IEPs) provide the classroom teacher with information and strategies they can use to create meaningful and effective learning opportunities tailored to students' needs. Each student in SD8 with a Ministry of Education designation has an IEP. This document is a collaborative effort amongst classroom teachers, Inclusion Support teachers in schools, the school counselor, the school principal, District Inclusive Education specialist staff, the involved Education Assistants, the student and student's family. In addition to collaboration amongst the team above, some IEPs draw recommendations for accommodations from psycho-educational testing reports generated from the School Psychologist. On a yearly basis, the IEP is updated to reflect the student's growing strengths, interests, stretches, and needs and how these will be supported within the student's classroom.

There are many forms of support provided to students with special needs in SD8, including teaching strategies, environmental changes to the classroom and seating, technological resources (such as Google Read and Write), structural changes such as break times, and adaptations to classroom materials (such as one-point rubrics, different access points for curriculum, etc). In some classrooms with students with special needs, Education Assistants have been assigned to provide universal supports (to all/groups of students) and potentially essential supports (for some students with specific needs). These essential supports draw information from the student's IEP and are guided by the classroom teacher and the Inclusion Support teacher.

In order to support schools with the provision of additional resources for each student with special needs through the IEP and other information, the parameters from the Ministry of Education regarding audit criteria for each designation, the Board of Education's budget determinations, and timelines that guide our work, the District undertakes a comprehensive process each year to provide an allocation for staffing levels that may include Education Assistants and/or Youth and Family Workers.

Collection and Review of Student Files (Red Binders)

In preparation for the following year's compliance with the Ministry of Education's September 1701's, Inclusive Education works with school staff starting in early spring each year. According to the [Ministry of Education Special Education Category Checklists](#), staff at schools must submit complete information to Inclusive Education for each student for whom a special needs designation is being sought. The principal at each school must verify that the information submitted is complete, accurate, and meets the category checklist.



Submitted binders are reviewed at the district office by a team of school and district staff, and either approved or not approved depending on whether the specific designation category checklist is complete and accurate. Binders not approved are returned to schools to be updated, completed, and re-submitted for a further review. Further information is available through the Inclusive Education website in the document [Red Binder Process for Determination of Designations](#).

Assignment of Allocations to Schools for Support

The process to allocate inclusive education supports to schools begins with determining enrolment projections in February of each year. Once enrolment projections are received, they form part of the yearly SD8 budget approval process. The Board of Education approves the budget, including a budgeted amount for teacher and Education Assistant staffing.

Allocations to schools are determined by a team comprised of district and school staff, based on the overall budget amount, the [SISAR \(School Inclusion Support Allocation\) form](#) which is completed for each Level 1, 2, and 3 student. Principals determine the type of support needed at the school in order to support the inclusion of students with funded special needs. If principals request staffing to be allocated, Inclusive Education determines how many staff will be allocated (Inclusion Support teacher and possibly Education Assistants). Further information is available through the Inclusive Education website in the document [Assignment of Allocations to Schools for Support](#), and the document [Frequently Asked Questions for Support and Allocations](#).

Comparison 2021-22 versus 2020-21 - Education Assistant Staffing Levels

There are fewer Education Assistants in SD8 this school year compared to last year. The adjustment is a result of fewer students with designated special needs in the district than the previous school year. As well, in the 2020-21 school year, COVID-19 funds supported additional Education Assistant positions and there was a one-time transfer of teacher staffing funds to Education Assistant staffing to provide added positions.

2020-21	Education Assistants in schools:	105 FTE
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2021-22	Education Assistants in schools:	94 FTE
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SD8 provides support to students with designated special needs in a variety of ways including inclusive educational staffing such as Inclusion Support Teachers and Education Assistants. Staff support all students in their classrooms with their peers to fully include students in schools where possible. The reduction in staffing is appropriate to the enrolment and demographics of SD8.

2021 Capital Operations Plan

A 5-Year Plan for 2021-2026

Plan approved by the Board on June 15, 2021
Progress Report as at October 31, 2021

Link: [5-Year Capital Operations Plan](#)

5-Year Capital Ops Plan

Summary of Expenditures Year-to-Date



- **TOTAL 5-Year Capital Plan = \$23,009,143**
 - **All funding sources (MoE, Board, Grants & Donations)**
 - 2021-2022 Approved Spending = \$5,480,700*
 - 2021-2022 Oct 31, 2021 Year-to-Date = \$2,113,740
 - 2021-2022 Budget remaining = \$3,366,960 = 61%

[Click here for details of approved Plan:
5-Year Capital Operations Plan \(Approved June 15, 2021\)](#)

**5-year Capital Plan estimated \$5,231,695 capital spending in 2021-2022. Approved spending reflects the 2021-2022 actual revenues.*

5-Year Capital Ops Plan

Breakdown of Expenditures YTD by Funding Source

- **5-Year MoE Programs = \$20,435,764**
 - **AFG, SEP, PEP, CNCP, BUS**
 - 2021-2022 Approved Spending = \$4,132,321*
 - 2021-2022 Oct 31, 2021 Year-to-Date Spent = \$1,605,366
 - 2021-2022 Budget remaining = \$2,526,955 = 61%
- **5-Year SD8 Board Additional Commitment = \$2,573,379**
 - **Operating, Local Capital, Restricted Capital, Property Disposals**
 - 2021-2022 Approved Spending = \$1,323,379*
 - 2021-2022 Oct 31, 2021 Year-to-Date Spent = \$483,374
 - 2021-2022 Budget remaining = \$840,005 = 63%
- **5-Year Other Funding = \$0**
 - **Grants & Donations**
 - 2021-2022 Approved Spending = \$25,000*
 - 2021-2022 Oct 31, 2021 Year-to-Date Spent = \$25,000
 - 2021-2022 Actual budget remaining = \$0 = 0%

**5-year Capital Plan estimated for 2021-22: \$3,658,316 MoE programs, \$1,573,379 Board commitment, and no donations or grants. Approved spending reflects the 2021-2022 actual revenues.*

5-Year Cap Ops Plan Funding Update



Local Capital - Property Sales

- Majority of Funding Comes from MoE Annual Programs, Operating Funding, Restricted Capital, plus Local Capital Fund contribution.
- Contribution from property disposals = \$600,000* over five years.
 - 2021-2022 5-Year Capital Plan estimate = \$250,000
 - 2021-2022 Actual disposal proceeds = \$0
 - 2021-2022 Expected disposal proceeds = \$600,000

**5-year Capital Plan estimated \$1,250,000 Local Capital contribution. Per subsequent review, actual expected Local Capital contribution is \$600,000 over 5-years.*

Facilities Projects

2021-2022 Completed Projects

- Adam Robertson Elementary - Basement renovation
- Blewett Elementary - Field access, “Emerson’s ramp”, playground curb
- Canyon Lister Elementary - Playground upgrades
- Creston Valley Secondary - Fitness Centre rubber flooring
- Creston Valley Secondary - Theatre screen
- Creston Valley Secondary - Natural Playground
- Creston Valley Secondary - New trees and Irrigation
- Erickson Elementary - Septic Replacement
- Hume Elementary - Oak Tree revitalisation including irrigation
- L.V. Rogers Secondary - International Program Move
- L.V. Rogers Secondary - Sidewalk replacement
- Rosemont Elementary - Exterior paint and revitalisation
- Wildflower School - Renovation of Learning Commons to Classroom
- W.E.Graham Elementary Secondary - HVAC Upgrade

Facilities Projects

2021-2022 Ongoing Projects

- All applicable Sites - MERV 13 filters
- Central Building - Learning Environment Upgrades to stage area, HVAC upgrade, and potential Washroom Expansion
- Creston Valley Secondary - Field House Ventilation Upgrade
- Creston Valley Secondary - Wood Planer Room
- Creston Valley Secondary - Support for the construction of the new canoe shed
- Mount Sentinel Elementary Secondary - HVAC Upgrade and Boiler Replacement
- Trafalgar Middle School - Classroom Renovations, HVAC/Dust Collector upgrade, and phase I Sprinkler installation
- Winlaw Elementary - Seamless Day modular, final details

Facilities Projects

2021-2022 Upcoming Projects



- Adam Robertson Elementary - New Universally Accessible Playground
- Erickson Elementary - Flooring in the library, adjacent classroom, offices scheduled for Christmas break
- J.V.Humphries - HVAC DDC Upgrade
- Mount Sentinel Secondary - Solar Panel Installation - scheduled for spring, subject to engineering
- Mount Sentinel Secondary - Phase 2 of the HVAC Upgrades
- Redfish Elementary - HVAC DDc Upgrade
- Trafalgar Middle School - Phase 2 of the HVAC Upgrades
- Creston and Nelson Operations - New Charging Stations for the much anticipated electric buses

Transportation

- 2 New Electric Buses and 1 Diesel Bus
- Purchased new work truck
- Zonar bus pass program



Various Sites

Install MERV 13 filters (MERV 13 on the right)



Blewett Elementary

New park curb



Blewett Elementary

Honorary Foreman Emerson during ramp construction



Canyon-Lister Elementary

New flag mount made by students



Hume Elementary

The iconic Oak tree with irrigation and new green space for hydration



Open Board Meeting



November 23, 2021

L.V. Rogers Secondary

International Department Offices Move



Open Board Meeting



November 23, 2021

L.V. Rogers Secondary

New Sidewalk



Open Board Meeting



November 23, 2021

Mount Sentinel Secondary

Boiler Upgrade



Open Board Meeting



November 23, 2021



Page 132 of 171

Rosemont Elementary

Exterior newly painted



Trafalgar Middle School

Dance floor in progress



Trafalgar Middle School

New classroom



Open Board Meeting



November 23, 2021

Trafalgar Middle School

New Air Handling Unit and Dust Collector



Trafalgar Middle School

Progress in the new wood shop



W.E. Graham Elementary Secondary

HVAC upgrade



Policy Manual

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) for the ensuing year 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 will remain in office until the first Meeting of the Board held in Public the following November.
- 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]

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



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/Delegations
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. BCSTA
 - 14.4. BSPSEA
 - 14.5. PAC/DPAC
 - 14.6. RDCK
 - 14.7. Other Committees
 - 14.8. 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 \$10,000, the Superintendent's Report, and any correspondence addressed to the Board as per Sections 6.5 and 6.6.

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]

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



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/Delegations
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.

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 undebateable.

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]

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



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 meeting as it deems necessary and is confirmed by resolution of 2/3rds majority vote

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]

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



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 Superintendent & 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

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]

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



Superintendent & Secretary-Treasurer no later than 8AM the morning of the agenda setting meeting. The agenda and accompanying materials, including correspondence received before the agenda is prepared, 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 will 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 senior staff immediately, pursuant to Policy 140: Communication Protocols for Trustees.
- 7.2. All correspondence received from the public will be included in the agenda package for an upcoming Board meeting. Whether the correspondence shall be included in an agenda package for a Meeting of the Board held in Public or for a Closed Board meeting will be determined at an agenda setting meeting as per Section 6.
- 7.3. At the Agenda Setting meeting, the Chair and Vice Chair will determine if the correspondence should be:
 1. Referred to staff for response;
 2. Board Chair response;
 3. Received and filed as information; or
 4. Referred to a working session for further discussion.

This required action will be outlined in the correspondence package provided in the consent package to the Board of Education. The Board will strive to respond or answer questions once it is determined how to proceed.

- 7.4. Names and correspondence content will be included in the record verbatim, however, contact information that is included in the correspondence will be removed.
- 7.5. 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.
- 7.6. 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.

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]

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



- 7.7. 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 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 may not 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 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.

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]

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



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.





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) for the ensuing year 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 will remain in office until the first ~~Regular Meeting of the Board~~ meeting held in Public the following November.-
- 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 ~~Regular Meeting of the Board~~ meeting held in Public in November until a Board Chair is elected. The Chair shall then proceed as per Section 1.6 above.
- 1.10. When the elections are completed, the Board will proceed with its ~~Regular Board Meeting of 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]

Related Contract Article: Nil

Adopted: May 22, 2001

~~Previously~~ Amended: June 2, 2009

~~Amended:~~ February 12, 2010

~~Amended:~~ November 28, 2017

~~Amended:~~ June 12, 2018

~~Amended:~~ April 23, 2019

~~Amended:~~ April 6, 2021

Last Amended: November 23, 2021





Board held in Public.

Regular Board

2. Meetings of the Board held in Public

- 2.1. ~~Regular~~ 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. ~~Insertions/Deletions~~Changes to the Proposed Agenda
4. Adoption of Agenda
5. Receiving Presentations/Delegations
6. ~~Opportunity for~~ Comments or Questions ~~by~~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. BCSTA
 - 14.4. BSPSEA
 - 14.5. PAC/DPAC
 - 14.6. RDCK
 - 14.7. Other Committees
 - 14.8. Student Trustees
15. Comments or Questions from the Public ~~Question Period~~
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. After This includes motions to move items from the Consent Package onto the agenda has been adopted by majority vote for which, at the discretion of the Board, it may Chair, such motions shall be varied by unanimous consent or by a resolution of the Board, requiring 2/3 majority vote undebatable.

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]

Related Contract Article: Nil

Adopted: May 22, 2001

~~Previously~~ Amended: June 2, 2009

~~Amended:~~ February 12, 2010

~~Amended:~~ November 28, 2017

~~Amended:~~ June 12, 2018

~~Amended:~~ April 23, 2019

~~Amended:~~ April 6, 2021

Last Amended: November 23, 2021





-
- 2.3. The Consent Package ~~will~~shall include but not be limited to the following information items: ~~the~~a Monthly Financial Report, a list of Transactions over \$10,000, the Superintendent's Report, and any correspondence addressed to the Board ~~in accordance with timelines outlined in Sections~~as per Sections 6.5 and 6.6.
-

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]

Related Contract Article: Nil

Adopted: May 22, 2001

~~Previously~~ Amended: June 2, 2009

~~Amended:~~ February 12, 2010

~~Amended:~~ November 28, 2017

~~Amended:~~ June 12, 2018

~~Amended:~~ April 23, 2019

~~Amended:~~ April 6, 2021

Last Amended: November 23, 2021



3. Closed Board Meetings

3.1. The order of business will be as follows:

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

3.2. The Consent Package will include confidential information items and correspondence.-

~~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.~~

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 undebateable.

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~~office).

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

Students

~~3-7-1. matters~~Matters pertaining to individual students or potentially identifiable students, including but not limited to the conduct, performance, discipline, suspension or

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]

Related Contract Article: Nil

Adopted: May 22, 2001

~~Previously~~ Amended: June 2, 2009

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~~Amended:~~ April 6, 2021

Last Amended: November 23, 2021





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

~~3-8-2.~~ the~~The~~ conduct, efficiency, discipline, suspension, termination, retirement of employees or appeals;

~~3-9-3.~~ staff~~Staff~~ changes, including appointments, transfers, resignations, promotions and demotions;

~~3-10-4.~~ changes~~Changes~~ to exempt staff compensation;-

~~3-11-5.~~ the~~The~~ Superintendent's evaluation;

Labour

~~3-12-6.~~ salary~~Salary~~ claims and adjustments, and the consideration of requests of employees and Board offers;

Property

~~3-13-7.~~ matters~~Matters~~ pertaining to the safety, security or protection of Board property;

~~3-14-8.~~ purchase~~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;

~~3-15-9.~~ lease~~Lease~~, sale or exchange of real property prior to the finalization thereof;

Legal

~~3-16-10.~~ litigation~~Litigation~~ or potential litigation affecting the district;

~~3-17-11.~~ the~~The~~ receipt of advice subject to solicitor - client privilege;
~~3-18-~~

~~12.~~ health~~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;

~~3-19-13.~~ business information~~Information~~ that is prohibited, or information that if it were presented in a document would be prohibited, from disclosure under s. 21 of the Freedom of Information and Protection of Privacy Act;

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]

Related Contract Article: Nil

Adopted: May 22, 2001

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~~3-20-14. a~~ 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) ~~of that Act~~;

~~3-24-15. the~~ 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;-

~~3-22-16. matters~~ Matters that, under law, is are such that that the public must be excluded from the meeting; and

Other

~~3-23-17.~~ Notwithstanding the foregoing, the Board may consider other items in a closed meeting as it deems necessary and is confirmed by resolution of 2/3rds 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:

~~i-1.~~ i-1. already has knowledge of the confidential information;

~~ii-2.~~ ii-2. is a lawyer attending to provide legal advice in relation to the matter; or

~~iii-3.~~ iii-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 ~~Public or Special Closed meetings~~ 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 ~~the~~ Trustees.

5.3. The purpose of the Meeting must be specified in the meeting notice and no other business

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]

Related Contract Article: Nil

Adopted: May 22, 2001

Previously Amended: June 2, 2009

Amended ~~1~~ February 12, 2010

Amended ~~1~~ November 28, 2017

Amended ~~2~~ June 12, 2018

Amended ~~2~~ April 23, 2019

Amended ~~1~~ April 6, 2021

Last Amended: November 23, 2021



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.

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]

Related Contract Article: Nil

Adopted: May 22, 2001

[Previously](#) Amended: June 2, 2009

[Amended:](#)₁ February 12, 2010

[Amended:](#)₁ November 28, 2017

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[Amended:](#)₁ April 6, 2021

[Last Amended: November 23, 2021](#)



6. Agenda Setting

- 6.1. The purpose of an agenda setting meeting is to create ~~the board 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 Superintendent & Secretary-Treasurer.
- 6.3. The Chair of an agenda setting meeting shall be the Chair of the Board or Committee ~~meeting~~ for which the ~~Agenda Setting Committee is meeting to prepare an~~ 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 Superintendent & Secretary-Treasurer no later than 8AM the morning of the agenda setting meeting. The agenda and accompanying ~~material~~materials, including correspondence received before the agenda is prepared, shall be distributed on the Wednesday preceding ~~a~~ Board ~~Meeting~~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 ~~only~~who are not in conflict with respect to the item.
- 6.6. Correspondence received after the agenda is finalized will be distributed at a subsequent Board meeting, unless it is ~~of an emergent~~ in nature, in which case ~~it will in may~~ be added as to an agenda ~~insertion per Section 7.1 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 senior staff immediately, pursuant to Policy 140: Communication Protocols for Trustees.
- 7.2. All correspondence received from the public will be included in the agenda package for an upcoming Board meeting. Whether the correspondence shall be included in an agenda package for a Meeting of the Board held in Public or for a Closed Board meeting will be determined at an agenda setting meeting as per Section 6.
- 7.3. At the Agenda Setting meeting, the Chair and Vice Chair will determine if the correspondence

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]

Related Contract Article: Nil

Adopted: May 22, 2001

~~Previously~~ Amended: June 2, 2009

~~Amended:~~₁ February 12, 2010

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should be:

1. Referred to staff for response;
2. Board Chair response;
3. Received and filed as information; or
4. Referred to a working session for further discussion.

This required action will be outlined in the correspondence package provided in the consent package to the Board of Education. The Board will strive to respond or answer questions once it is determined how to proceed.

7.4. Names and correspondence content will be included in the record verbatim, however, contact information that is included in the correspondence will be removed.

7.5. 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.

7.6. 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.

7.7. 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.

7.8. General Procedures for Meetings-

7.1.8.1. Meetings of the Board or 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~~Chair may allow further discussion.-

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]

Related Contract Article: Nil

Adopted: May 22, 2001

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2. ~~4.~~ 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 may not 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.

7.2.8.2. 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.

7.3.8.3. A majority of votes cast shall be sufficient to pass a motion~~-, unless otherwise indicated 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.-

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]

Related Contract Article: Nil

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Amended:₁ April 6, 2021

Last Amended: November 23, 2021





8.9. Presentations/Delegations at Board or Committee Meetings

8.1-9.1. A maximum of 2 presentations may be scheduled per meeting.-

Delegations

8.2-9.2. Individuals or delegations shall be allocated ~~up to 5 minutes~~ to 10 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.

8.3-9.3. Individuals or delegations wishing to make a presentation at a Board Meeting or Committee meeting shall make their request to the Superintendent, who will consult with the Board meeting Chair and schedule the presentation at the earliest practicable Board Meeting. Presentations meeting. Approved presentations on behalf of groups delegations will be presented by the spokesperson(s) or spokespersons of that group the delegation, who will be identified on the agenda._

8.4-9.4. ~~Presenters are requested to~~ Once a presentation is scheduled, individuals or delegations shall provide written and presentation materials to be circulated with the agenda. Written materials must be submitted within at least eight days prior to the timelines outlined in 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.

9.10. Comments or Questions from the Public-Question Period

9.1-10.1. All comments and questions shall be directed to the Chair, who may call upon individual Trustees ~~or Senior Management, the Superintendent or the Secretary-Treasurer~~ to answer the question.

9.2-10.2 No matter pertaining to complaints about ~~District Personnel~~ 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.

9.3-10.3 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]

Related Contract Article: Nil

Adopted: May 22, 2001

Previously Amended: June 2, 2009

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POLICY 130: Trustee Conduct and Code of Ethics

1. Conduct of Trustees

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

Accordingly, Trustees are expected to:

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

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

Related Contract Article: Nil

Adopted: September 9, 1997

Amended: June 12, 2018

Amended: May 28, 2019



2. Code of Ethics

A. Confidentiality

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

B. Decision Making

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

C. Ethical and Respectful Behavior

Trustees will maintain the highest standards of civility and respect accorded to public office and refrain from unwarranted criticism of fellow Board members, or district employees. Trustees will work with their fellow board members in a spirit of harmony and co-operation.

D. Legal Authority

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

E. Integrity

Trustees will act with the highest standards of professional integrity and in a manner that inspires public confidence in the board and dignity of the office of School Trustee.

F. Inclusivity

Trustees will welcome and encourage active participation by community residents, organizations, learners, parents, guardians and staff in the district in order to develop and support the best programs which meet the educational needs of all learners.

G. Responsibility

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

H. Financial Stewardship

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

I. Conflict of Interest

Whenever a decision is required on any matter, Trustees are to declare any conflict of interest and will not participate in, vote on, or exert influence on, the decision in which the trustee has a conflict of interest.

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

Related Contract Article: Nil

Adopted: September 9, 1997

Amended: June 12, 2018

Amended: May 28, 2019



3. Guidelines

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

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

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

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

4. Breach of the Trustee Conduct and Code of Ethics

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

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

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

Procedures

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

Conciliatory measures will normally include:

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

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

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

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

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

Related Contract Article: Nil

Adopted: September 9, 1997

Amended: June 12, 2018

Amended: May 28, 2019



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

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

Related Contract Article: Nil

Adopted: September 9, 1997

Amended: June 12, 2018

Amended: May 28, 2019



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

Draft

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



POLICY 130: Trustee Conduct and Code of Ethics

1. Conduct of Trustees

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

Accordingly, Trustees are expected to:

- ~~1.1.1.~~ Operate within the parameters of the *School Act* and Board policies and practices, including the Trustee Code of Ethics;
- ~~2.1.2.~~ Recognize that the individual Trustee has no authority to act on behalf of School District No. 8 (Kootenay Lake) or the Board unless so approved by the Board and/or Board Chair;
- ~~3.1.3.~~ Execute their duties in a professional and respectful manner that does not denigrate the office of School Trustee;
- ~~4.1.4.~~ Develop an awareness of education issues;
- ~~5.1.5.~~ Confine Board action primarily to policy making, planning and evaluation of the overall operation of the School District, respecting the Chief Executive Officer's responsibility for the day-to-day administration of the School District;
- ~~6.1.6.~~ Maintain effective communication with the Board and senior leadership between meetings by regular monitoring of Board ~~e-mail~~email and responding in a timely manner;
- ~~7.1.7.~~ Attend Board and Committee meetings fully prepared to discuss the agendas;
- ~~8.1.8.~~ Inform the Board Chair of the reason if unable to attend any meeting or function;
- ~~9.1.9.~~ Provide notification to the Board if they expect to be absent from the District or otherwise unable to attend any statutory function for a period of more than 30 days; and
- ~~10.1.10.~~ Use social media responsibly, including an acknowledgement that opinions expressed are those of the individual and not the Board.

Related Legislation: Specifically but without limitation Parts 4 and 5 of the *School Act* [RSBC 1996, Part 5, Sections 55-64, 65, 85, 94, 95].

Related Contract Article: Nil

Adopted: September 9, 1997

Amended: June 12, 2018

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2. Code of Ethics

A. Confidentiality

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

B. Decision Making

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

C. Ethical and Respectful Behavior

Trustees will maintain the highest standards of civility and respect accorded to public office and refrain from unwarranted criticism of fellow Board members, or district employees. Trustees will work with their fellow board members in a spirit of harmony and co-operation.

D. Legal Authority

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

E. Integrity

Trustees will act with the highest standards of professional integrity and in a manner that inspires public confidence in the board and dignity of the office of School Trustee.

F. Inclusivity

Trustees will welcome and encourage active participation by community residents, organizations, learners, parents ~~and~~, guardians and staff in the district in order to develop and support the best programs which meet the educational needs of all learners.

G. Responsibility

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

H. Financial Stewardship

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

I. Conflict of Interest

Whenever a decision is required on any matter, Trustees are to declare any conflict of interest and will not participate in, vote on, or exert influence on, the decision in which the trustee has a conflict of interest.

Related Legislation: Specifically but without limitation Parts 4 and 5 of the School Act [RSBC 1996, Part 5, Sections 55-64, 65, 85, 94, 95].

Related Contract Article: Nil

Adopted: September 9, 1997

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3. Guidelines

~~1-3.1.~~ Should a ~~trustee~~Trustee be absent from ~~three consecutive Closed, Regular, Committee~~the Board meetings (Meetings of the ~~Whole Board Held in Public, Closed Meetings~~ or Special Meetings) on ~~three consecutive~~ Board meeting days, the Board may review the circumstances. ~~A and a~~ prorated reduction of stipend may be imposed by Board resolution based on this review.

~~1-1-3.1.1.~~ ~~The~~For the purposes of the proration of stipend contemplated in Section 3.1, the calculation of the time of absence shall be from 30 days ~~from following the end of the day of the meeting~~ last attended ~~special or regular~~by the Trustee to the next Board meeting ~~attended by the Trustee~~.

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

~~2-1-3.2.1.~~ The Board, by resolution, may grant a leave beyond three months to any Trustee for any reason deemed acceptable to the Board.

4. Breach of the Trustee Conduct and Code of Ethics

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

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

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

Procedures

~~1-4.1.~~ Those with concerns are encouraged to seek appropriate conciliatory measures prior to commencing an official complaint with regard to a breach of ~~The~~the Code.

~~1-1-~~ Conciliatory measures will normally include:

~~1-1-1-4.1.1.~~ The person who believes a breach of ~~The~~the Code has occurred may engage in a ~~confidential~~ and informal private conversation with the Trustee affected.

~~1-1-2-4.1.2.~~ Failing resolution through the private conversation, the parties will engage the Board ~~Chair or Vice-Chair~~ to gain resolution. If the concern is with the Board Chair, the concern ~~will be raised with the Vice-Chair~~.

~~1-1-3-4.1.3.~~ The Chair and at the Chair's option, the Chair and Vice-Chair will attempt to resolve ~~the matter to the satisfaction of the trustees involved~~.

Related Legislation: ~~Specifically but without limitation Parts 4 and 5 of the School Act [RSBC 1996, Part 5, Sections 55-64, 65, 85, 94, 95]~~.

Related Contract Article: Nil

Adopted: September 9, 1997

Amended: June 12, 2018

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

2.4.2. The agreement of the Trustee that the infraction of ~~The~~ Code occurred and the sanctions or measures imposed shall be reported at a Closed meeting of the Board and no further action in respect to the infraction shall be taken.

3.4.3. If the matter is not resolved to the satisfaction of the trustees involved, then the matter will be considered by the Board at a Closed meeting.

3.1.4.3.1. The Chair shall compile the information obtained in the originating notification of the alleged breach and any actions the Chair may have taken to address the allegation, and make a confidential report to the Board in a Closed Meeting.

4.4.4. If the Board concludes, by majority vote at a Closed meeting, that a breach of ~~The~~ Code may have occurred, the Board may direct the conduct of an investigation. For that purpose, the Board may retain an independent investigator or conduct an internal investigation for the purposes of determining whether a breach has occurred and by whom.

4.1.4.4.1. The investigator shall conduct an investigation and submit a report of findings to the Board Chair and the Superintendent of Schools.

4.2.4.4.2. The Board Chair shall present the report of the investigator at a Closed meeting of the Board. If the report concludes that a breach has occurred, the Trustee or Trustees responsible shall be provided the opportunity to provide any further relevant information to the Board prior to the Board's deliberation.

5.4.5. Following its deliberation, the Board may institute by majority vote at a Closed meeting, without limiting what follows, any or all of the following sanctions appropriate to the severity of the breach:

5.14.5.1. The issuance of a public or private, as appropriate, apology by the Trustee responsible.

5.24.5.2. Having the Board Chair write a letter of concern/warning;

5.34.5.3. Having the Board Chair write a letter of censure;

5.44.5.4. Having a motion of censure passed and removing the trustee from some or all Board committees —or other appointments of the Board.

4.5.5. Temporary or indefinite suspension of the trustee from attendance at In-Camera meetings

4.5.6. including receipt of materials pertaining to In-Camera meetings.

4.5.7. Temporary or indefinite suspension of the trustee from attendance at public meetings

4.6. The Board may, in its discretion, make public its findings where the Board has not upheld the complaint alleging a violation of the Board's Code of Conduct, where there has been a withdrawal of the complaint, or under any other circumstances that the Board deems reasonable and appropriate to indicate publicly its disposition of the complaint. Before making its findings public, the Board will provide the affected trustee with the opportunity to address

Related Legislation: Specifically but without limitation Parts 4 and 5 of the School Act [RSBC 1996, Part 5, Sections 55-64, 65, 85, 94, 95].

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the Board on this issue. In no event will the Board act in a manner which would contravene its obligations under the Freedom of Information and Protection of Privacy Act.

6-4.7. The Trustee or Trustees who are the subject of the alleged breach of ~~The~~the Code shall not participate in any deliberations with respect to the matter nor shall they remain in the room while the matter is ~~debated~~discussed.

7-4.8. Where a breach of ~~The~~the Code has occurred, and the Board has determined a censure of the Trustee, the Chair will inform the trustee in a letter, marked "Personal and Confidential." This action shall be reported at the next Public Meeting of the Board.

Related Legislation: Specifically but without limitation Parts 4 and 5 of the School Act [RSBC 1996, Part 5, Sections 55-64, 65, 85, 94, 95].

Related Contract Article: Nil

Adopted: September 9, 1997

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Amended: May 28, 2019



Memorandum to the Operations & Finance Committee

FROM: Michael McLellan, Secretary-Treasurer
DATE: November 17, 2021
SUBJECT: Trustee Inquiry: All Staff Provincial Staffing Ratios Comparison

For Information

Introduction

The District periodically compares its staffing strategies and levels overall and in its individual departments and schools and compares these strategies and levels to those in other districts across the province. In so doing, the District is provided with a starting point for the assessment of its own staffing strategies.

Background

To facilitate a comparison of the District's exempt staffing with other districts, the District has drawn from various data sources, including:

- BCPSEA compiled EDAS (Employment Data and Analysis System) data, September, 2021
- Ministry of Education compiled budget and enrolment projections from Districts, March, 2021
- Ministry of Education compiled BC schools data, 2020-2021 download (precise date unknown)

Information

Please see attached Provincial Comparison of All Major Staffing Categories.

The demographic "type" of district is a categorization by the Ministry of Education to segregate districts into like districts of comparable student enrolment and geographic density. SD8 is a "Medium Rural Climate", indicating it is "medium" in enrolment and large geographically.

Students/School Ratio. SD8 has fewer students per school with a ratio of 174.93 Students/School as compared to an average 207.93 93 Students/School in the Medium Rural Climate group or 355.83 Students/School provincially. (Note that in the comparison, if you reduce the number of SD8's distributed learning schools from 4 to 2 schools for Elev8 DESK and Homelinks as a single school, SD8's students per school ratio increases to 188.93 93 Students/School, which is still materially fewer students per school than in the group or provincial averages.)

In these Students/School numbers we see a reflection of SD8, a relatively spread out district that has a larger number of schools with fewer student.

Students/Total Exempt Staff Ratio SD8 has fewer management employees when compared to a higher Students/Exempt Staff ratio at 93.34 students per each exempt staff, as compared to the average of 82.29 Students/Exempt Staff in the Medium Rural Climate Group. However, it has significantly greater management employees as compared to the provincial average, which is 124.42 Students/Exempt Staff.

Students/Teacher Ratio. SD8 has average teacher staffing when compared to both the Medium Rural Climate group and the province with 15.85 Students/Teacher.

Students/Support Staff Ratio. SD8 has similar levels of support staff per student as the provincial average, but fewer when compared to the Medium Rural Climate group, with 21.31 Students/Support Staff.



Students/All Staff Ratio. SD8 has slightly greater staffing per student than the provincial average, with 8.29 Students/All Staff, which compares with 8.68 Students/All Staff Ratio provincially. However, SD8 has fewer staff overall as compared to the Medium Rural Climate group, where the average is 7.46 Students/All Staff. This variance is comprised of SD8's lower Exempt Staff and Support Staff numbers, as compared to other districts in its group.

Conclusion

SD8 has overall staffing levels in line with overall staffing levels provincially.

District			Demography	Enrolment*	Number of Schools**							Teachers		CUPE			
							Exempt	PVP (Non-Unionized Educators)		TOTAL EXEMPT	(Unionized Educators)		(Unionized Support Staff)		ALL STAFF		
							Students / Total						Support Staff (Unionized)		Students /		
No.	Name	Type	2020-2021 (FTE)	Total Number of School	Number of Schools	Exempt	Students / Total Exempt	PVP	Students / Total PVP	TOTAL EXEMPT = Exempt + PVP	Students / Total Exempt	Teachers (Unionized Educators)	Students / Teacher	Support Staff (Unionized Support Staff)	Support Staff	ALL STAFF	Students / FTE Staff
87	Stikine	Extra Small Rural	168.3125	4.0000	42.08	2.00	84.16	6.00	28.05	8.00	21.04	15.50	10.86	14.24	11.82	37.74	4.46
49	Central Coast	Extra Small Rural	230.6250	5.0000	46.13	4.00	57.66	6.00	38.44	10.00	23.06	28.40	8.12	50.17	4.60	88.57	2.60
92	Nisga'a	Extra Small Rural	380.8750	5.0000	76.18	7.00	52.17	8.00	47.61	15.30	24.89	33.00	11.54	32.22	11.82	80.52	4.73
84	Vancouver Island West	Extra Small Rural	381.1250	7.0000	54.45	1.00	381.13	14.00	27.22	15.30	25.41	35.00	10.89	32.34	11.78	82.34	4.63
50	Haida Gwaii	Extra Small Rural	439.7500	7.0000	62.82	6.20	70.93	8.00	54.97	14.20	30.97	43.32	10.15	46.11	9.54	103.63	4.24
10	Arrow Lakes	Extra Small Rural	515.1572	6.0000	85.86	5.80	88.82	8.00	64.39	13.80	37.33	37.55	13.72	32.99	15.61	84.34	6.11
81	Fort Nelson	Extra Small Rural	634.8125	5.0000	126.96	6.40	99.19	7.00	90.69	13.40	47.37	44.46	14.28	48.73	13.03	106.59	5.96
19	Revelstoke	Extra Small Rural	1,022.3130	4.0000	255.58	3.93	260.22	8.00	127.79	11.93	85.70	74.13	13.79	52.09	19.63	138.15	7.40
74	Gold Trail	Small Rural	1,042.0625	9.0000	115.78	7.00	148.87	14.00	74.43	21.00	49.62	75.30	13.84	113.79	9.16	210.09	4.96
85	Vancouver Island North	Small Rural	1,208.3750	10.0000	120.84	4.00	302.09	17.00	71.08	21.00	57.54	77.20	15.65	89.33	13.53	187.53	6.44
51	Boundary	Small Rural	1,241.1250	11.0000	112.83	24.99	49.67	11.00	112.83	35.99	34.49	88.49	14.03	62.89	19.73	187.36	6.62
64	Gulf Islands	Small Rural	1,430.8125	10.0000	143.08	11.79	121.40	18.00	79.49	29.79	48.04	94.58	15.13	75.45	18.96	199.82	7.16
78	Fraser-Cascade	Small Rural	1,638.7500	11.0000	148.98	4.00	409.69	16.00	102.42	20.00	81.94	137.10	11.95	140.17	11.69	297.27	5.51
52	Prince Rupert	Small Rural	1,831.0000	9.0000	203.44	14.00	130.79	17.50	104.63	31.50	58.13	132.63	13.81	100.04	18.30	264.16	6.93
54	Bulkley Valley	Small Rural	1,931.0000	9.0000	214.56	11.40	169.39	17.00	112.59	28.40	67.99	111.44	17.33	132.80	14.54	272.64	7.08
58	Nicola-Similkameen	Small Rural	2,089.3750	12.0000	174.11	20.13	103.80	17.00	123.90	37.13	56.27	144.28	14.48	100.08	20.88	281.48	7.42
53	Okanagan Similkameen	Small Rural	2,416.9375	13.0000	185.92	7.20	335.69	18.00	134.27	25.20	95.91	164.72	14.67	137.93	17.52	327.85	7.37
47	Powell River	Small Rural	2,969.1880	10.0000	296.02	13.57	218.74	20.75	143.09	34.32	86.50	155.36	19.11	110.85	26.79	300.53	9.88
46	Sunshine Coast	Medium Rural Climate	3,218.1875	15.0000	214.55	12.20	263.79	22.00	146.28	34.20	94.10	226.42	14.21	175.21	18.37	435.83	7.38
6	Rocky Mountain	Medium Rural Climate	3,304.1880	18.0000	183.57	46.34	71.30	30.00	110.14	76.34	43.28	206.07	16.03	172.01	19.21	454.42	7.27
59	Peace River South	Medium Rural Climate	3,558.0625	19.0000	187.27	35.72	99.60	30.00	118.60	65.72	54.14	209.77	16.96	229.63	15.49	505.12	7.04
82	Coast Mountains	Medium Rural Climate	3,859.5000	20.0000	192.98	15.74	245.16	33.80	114.19	49.54	77.90	290.22	13.30	232.26	16.62	572.02	6.75
91	Nechako Lakes	Medium Rural Climate	3,989.3750	19.0000	209.97	19.00	209.97	30.00	132.98	49.00	81.42	254.65	15.67	262.62	15.19	566.27	7.04
27	Cariboo-Chilcotin	Medium Rural Climate	4,464.9375	25.0000	178.60	13.60	343.46	36.00	124.03	49.00	91.12	278.53	16.03	237.22	18.82	564.75	7.91
8	Kootenay Lake	Medium Rural Climate	4,723.1900	27.0000	174.93	16.00	284.53	34.00	138.92	50.60	93.34	297.34	15.88	221.65	21.31	569.59	8.29
5	Southeast Kootenay	Medium Rural Climate	5,596.1250	20.0000	279.81	17.50	319.78	39.00	143.49	56.50	99.05	345.49	16.20	302.47	18.50	704.46	7.94
60	Peace River North	Medium Rural Climate	6,267.3750	23.0000	272.49	21.89	286.32	44.60	140.52	66.49	94.26	348.44	17.99	320.82	19.54	735.74	8.52
83	North Okanagan-Shuswap	Medium Rural Climate	6,475.8125	26.0000	249.07	16.04	403.80	46.00	140.78	62.04	104.39	424.83	15.24	461.41	14.03	948.28	6.83
93	Conseil scolaire francophone	Medium Rural Climate	6,478.8125	45.0000	143.97	28.50	227.33	61.30	105.69	89.80	72.15	479.95	13.50	345.36	18.76	915.11	7.08
28	Quesnel	Medium Rural	2,926.7500	16.0000	182.92	9.50	308.08	24.00	121.95	33.50	87.37	203.67	14.37	192.25	15.22	429.42	6.82
20	Kootenay-Columbia	Medium Rural	3,880.7500	11.0000	352.80	15.58	249.03	24.00	161.70	39.58	98.04	257.80	15.05	181.94	21.33	479.33	8.10
70	Pacific Rim	Medium Rural	3,951.3125	14.0000	282.24	7.20	548.79	25.60	154.35	32.80	120.47	234.16	16.87	131.23	30.11	398.19	9.92
69	Qualicum	Medium Rural	4,386.9375	13.0000	337.46	14.00	313.35	29.00	151.27	43.00	102.02	275.42	15.93	192.34	22.81	510.76	8.59
48	Sea to Sky	Medium Rural	5,350.4000	16.0000	334.40	20.00	267.52	34.00	157.36	54.00	99.08	326.89	16.37	171.58	31.18	552.47	9.68
72	Campbell River	Medium Rural	5,545.0000	20.0000	277.25	18.83	294.51	35.00	158.43	53.83	103.01	345.70	16.04	242.83	22.83	642.36	8.63
67	Okanagan Skaha	Medium Rural	5,601.0625	24.0000	233.38	16.50	339.46	33.37	167.84	49.87	112.31	334.21	16.76	246.96	22.68	631.04	8.88
75	Mission	Medium Rural	6,307.6880	19.0000	331.98	14.20	444.20	39.00	161.74	53.20	118.57	394.47	15.99	364.06	17.33	811.73	7.77
79	Cowichan Valley	Medium Rural	8,223.8540	26.0000	316.30	18.00	456.88	51.00	161.25	69.00	119.19	528.37	15.56	357.81	22.98	955.18	8.61
22	Vernon	Medium Rural	8,600.0000	24.0000	358.33	12.00	716.67	51.00	168.63	63.00	136.51	557.78	15.42	333.16	25.81	953.93	9.02
71	Comox Valley	Medium Rural	9,885.8750	23.0000	429.82	22.00	449.36	34.00	183.07	76.00	130.08	558.02	17.72	382.32	25.86	1,016.34	9.73
40	New Westminster	Medium Urban	6,786.5625	18.0000	377.03	22.00	308.48	53.00	205.65	55.00	123.39	429.24	15.81	349.28	19.43	833.52	8.14
45	West Vancouver	Medium Urban	7,072.8125	18.0000	392.93	21.60	327.45	43.00	164.48	64.60	109.49	430.87	16.42	262.18	26.98	757.66	9.34
63	Saanich	Medium Urban	7,776.4375	17.0000	457.44	32.50	239.28	44.00	176.74	76.50	101.65	483.01	16.10	327.80	23.72	887.31	8.76
62	Sooke	Medium Urban	11,449.5630	28.0000	408.91	44.00	260.22	70.00	163.57	114.00	100.43	720.18	15.90	518.48	22.08	1,352.66	8.46
57	Prince George	Medium Urban	12,994.6875	43.0000	302.20	56.90	228.38	76.90	168.98	133.80	97.12	836.97	15.53	593.00	21.91	1,563.76	8.31
33	Chilliwack	Medium Urban	14,041.4000	30.0000	468.05	31.60	444.35	71.00	197.77	102.60	136.86	852.00	16.48	536.40	26.18	1,491.00	9.42
68	Nanaimo-Ladysmith	Medium Urban	14,555.7500	38.0000	383.05	31.40	428.11	75.00	194.08	109.00	133.54	861.21	16.90	548.73	26.53	1,518.94	9.58
73	Kamloops-Thompson	Medium Urban	15,066.4375	47.0000	320.56	32.60	462.16	90.00	167.40	122.60	122.89	912.82	16.51	590.39	25.52	1,625.81	9.27
42	Maple Ridge-Pitt Meadows	Medium Urban	15,266.8130	34.0000	449.02	35.00	436.19	68.25	223.69	103.25	147.86	1,029.17	14.83	846.19	18.04	1,978.61	7.72
44	North Vancouver	Medium Urban	15,612.0000	33.0000	473.09	40.00	390.30	85.00	183.67	115.00	124.90	948.78	16.45	631.56	24.72	1,705.35	9.15
37	Delta	Medium Urban	16,135.2500	34.0000	474.57	33.00	488.95	78.40	205.81	122.40	144.84	1,052.34	15.33	595.21	27.11	1,758.94	9.17
61	Greater Victoria	Large Urban	19,443.6300	48.0000	405.08	42.00	462.94	116.00	167.62	158.00	123.06	1,225.74	15.86	800.74	24.28	2,184.48	8.90
34	Abbotsford	Large Urban	19,789.8750	48.0000	412.29	38.00	520.79	92.00	215.11	130.00	116.33	1,239.09	17.31	739.09	26.78	2,032.23	9.74
38	Richmond	Large Urban	20,564.8751	51.0000	403.23	51.00	403.23	103.70	198.31	154.70	132.93	1,365.17	15.06	842.17	24.42	2,362.05	8.71
35	Langley	Large Urban	21,374.6875	50.0000	427.49	47.00	454.78	100.20	213.32	147.20	125.12	1,509.38	14.16	816.71	26.17	2,473.29	8.64
23	Central Okanagan	Large Urban	23,475.0000	47.0000	499.47	32.50	722.31	106.50	220.42	139.00	168.88	1,501.67	15.63	960.04	24.45	2,600.71	9.03
41	Burnaby	Large Urban	24,278.3127	55.0000	441.42	44.60	544.36	87.00	279.06	131.60	148.49	1,638.15	14.82	1,023.81	23.71	2,793.56	8.69
43	Coquitlam	Large Urban	31,784.4375	76.0000	418.22	55.00	577.90	130.50	243.56	185.50	171.34	1,980.48	16.05	1,236.45	25.71	3,402.44	9.34
39	Vancouver	Large Urban	49,405.4376	110.0000	449.14	146.06	336.98	198.00	249.52	344.06	229.55	2,909.66	16.98	2,293.55	21.54	5,547.27	8.91
36	Surrey	Large Urban	73,611.4000	135.0000	545.27	106.60	690.54	272.80	269.84	379.40	194.02	4,534.06	16.24	2,978.56	24.71	7,892.01	9.33
TOTALS			558,652.16	1,570.00	355.83	1,511.01	369.72	2,979.17	187.52	4,490.18	124.42	35,254.68	15.85	24,619.72	22.69	64,364.57	8.68
Demographic Type Averages:																	
	Extra Small Rural		471.62	5.38	93.76		136.78	8.13	59.90	12.70	36.97	38.92	11.67	38.61	12.23	90.24	5.92
	Small Rural		1,779.86	10.40	171.65	11.81	191.00	16.63	105.87	28.43	63.64	118.11	15.00	106.33	17.11	252.87	6.04
	Medium Rural Climate</																



DATE	TIME	LOCATION	MEETINGS	COMMENT
September 21, 2021	1:30 – 2:30 pm	Board Office, Nelson	Closed Board Meeting	
	3:00 pm – 4:30 pm	Board Office, Nelson	Operations and Finance	Audited Financials Recommendation
	5:00 – 7:00 pm	Board Office, Nelson	Open Board Meeting	Audited Financials Approval
October 19, 2021	12:30 – 4:30 pm	Board Office, Nelson	Committees of the Whole	
October 26, 2021	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Open Board Meeting	
November 23, 2021	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Open Board Meeting	
December 7, 2021	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Open Board Meeting	
<i>Winter Break (December 19 – January 3)</i>				
January 18, 2022	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Open Board Meeting	
February 15, 2022	2:00 – 3:00 pm	Board Office, Nelson	Closed Board Meeting	<i>If needed</i>
	3:30 – 4:30 pm	Board Office, Nelson	O&F Committee Meeting	Amended Budget Recommendation
	5:00 – 7:00 pm	Board Office, Nelson	Open Board Meeting	Amended Budget Approval
March 8, 2022	1:00 – 2:00 pm	Mt. Sentinel, Slocan	Closed Board Meeting	<i>If needed</i>
	2:00 – 4:30 pm	Mt. Sentinel, Slocan	Edu. and G&P Committees	
	5:00 – 7:00 pm	Mt. Sentinel, Slocan	Open Board Meeting	
<i>Spring Break (March 12 – 27)</i>				
April 26, 2022	1:30 – 3:00 pm	Crawford Bay School	Closed Board Meeting	
	3:30 – 4:30 pm	Crawford Bay School	O&F Committee Meeting	Preliminary Draft Budget Review
	5:00 – 7:00 pm	Crawford Bay School	Open Board Meeting	
May 17, 2022	12:30 – 5:00 pm	Board Office, Nelson	Committees of the Whole	O&F – Supt’s Recommended Budget
May 24, 2022	3:30 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 – 7:00 pm	Board Office, Nelson	Open Board Meeting	2022-2023 Budget Approval
June 21, 2022	3:00 – 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	
<i>Summer Break</i>				

