

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

TUESDAY, FEBRUARY 13, 2024

5:00 PM – 7:00 PM PST

6:00 – 8:00 PM MST

In person: School Board Office, 811 Stanley Street, Nelson BC

Via video conference: [Zoom](#) - Webinar ID: 657 3277 9733 – Password: 495118

1. Call to Order

2. Acknowledgement of Aboriginal Territory

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

3. Changes to the Proposed Agenda

4. Adoption of Agenda

Proposed Resolution:

THAT the Agenda for this February 13, 2024 meeting **BE ADOPTED**, as circulated.

5. Receiving Presentations – Nil

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

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

7. Consent Package (p. 4) App. 7

8. Adoption of Minutes (p. 16) App. 8

Proposed Resolution:

THAT the minutes from the January 09, 2024 Meeting of the Board held in public **BE ADOPTED**, as circulated.

9. Future and Action Item Tracking (p. 21) App. 9

10. Education – Reports from the Superintendent

- | | |
|---|----------|
| A. <u>Connected Learners Continuous Learning Report 2023-2024</u> (p. 23) | App. 10A |
| B. <u>International Education Annual Report</u> (p. 24) | App. 10B |
| C. <u>Board Authority Authorized Course Approval</u> (p. 25) | App. 10C |
| D. <u>School Completion Results 2022-2023</u> (p. 55) | App. 10D |



11. Operations and Finance – Reports from the Secretary-Treasurer

- A. 2023-2024 Amended Annual Budget (p. 63) App. 11A

Proposed Resolution:

THAT the Board of Education proceed to conclude three readings in one evening for the School District No. 8 (Kootenay Lake) Amended Annual Budget Bylaw for fiscal year 2023/2024.

Proposed Resolution:

- i. **THAT** the 2023-2024 Amended Budget Bylaw BE APPROVED as read a first time;
- ii. **THAT** the 2023-2024 Amended Budget Bylaw BE APPROVED as read a second time;
- iii. **THAT** the 2023-2024 Amended Budget Bylaw BE ADOPTED as read a third time.

12. Governance and Policy

- A. Sustainability Policy Development Public Engagement Process (p. 89) App. 12A

Proposed Resolution:

THAT the Board of Education approves the Sustainability Policy Development Public Engagement Process.

- B. Draft School Calendar 2026-2027 Approval for Consultation (p. 96) App. 12B

Proposed Resolution:

THAT the 2026-2027 school calendar **BE APPROVED** for posting on the website for field testing beginning on February 13, 2024.

- C. Policy Approval

- Policy 123: Board Representation and Liaison (p. 101) App. 12C.1
- Policy 621: Accumulated Operating Surplus (p. 113) App. 12C.2

Proposed Resolution:

THAT Policies 123 and 621 **BE APPROVED**.

13. Human Resources – Nil

14. Other Items

- A. Response to BC Office of Human Rights – Chair (p. 117) App. 14A

15. Trustee Reports

- A. Trustees
- B. Chair
- C. BCSTA
- D. BCPSEA
- E. RDCK



F. Other Committees

G. Student Trustees

16. Comments or Questions from the Public

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

17. Meeting Schedule and Reminders

A. Board Meetings

The next Meeting of the Board held in the public is scheduled for March 12, 2024.

18. Adjournment of Meeting



SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)
CONSENT PACKAGE – PUBLIC MEETING
FEBRUARY 13, 2024

ITEM

The following Consent items are routine items received for information.

- | | |
|--|-------|
| 1. Board Correspondence Package | p. 5 |
| 2. Superintendent's Report February 2024 | |
| 3. Monthly Financial Report – for period ended December 31, 2023 | p. 9 |
| 4. Transactions over 50k – for period ended December 31, 2023 | p. 13 |
| 5. List of Trustee Recusals | p. 15 |
| 6. List of approved Administrative Procedures | |
| <ul style="list-style-type: none"> • AP 1000: Strategic Plan and Enhancing Student Learning Report Continuous Learning Monitoring Cycle • AP 1001: School Learning Plans • AP 1002: School Calendar Approval Process • AP 1106: Parent Involvement in Education • AP 1405: Memorials for Deceased Members of the School Community • AP 1600: Emergency Preparedness • AP Appendix 1600 A: Emergency Preparedness Manual • AP Appendix 1600 B: Emergency Preparedness Flipchart • AP Appendix 1600 C: Bomb Threat Checklist • AP 1601: School Bus Accident • AP Appendix 1601 A: Motor Vehicle Accident Investigation Checklist • AP Appendix 1601 B: Mechanic Motor Vehicle Incident Checklist • AP Appendix 1601 C: Motor Vehicle Incident Office Checklist • AP Appendix 1601 D: On-Scene Motor Vehicle Incident Form • AP 3202: Provision of Menstrual Products to Students • AP 3303: Duty of Care • AP 3304: Child Abuse and Neglect | |



SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)**BOARD CORRESPONDENCE PACKAGE****FEBRUARY 13, 2024**

ITEM	DATE
1. L. Trenaman to Commissioner Kim Palfenier, RDCK Recreation #10 related to resignation from Recreation Commission 10 Committee.	January 12, 2024
2. Correspondence Chair Lang and BCSTA Administrator Maggie Yuen Re: Information for New Board Chairs	December 6, 2023





School District 8
Kootenay Lake

January 12, 2024

Commissioner Palfenier, Chair, & Commissioners,
RDCK Recreation # 10, Area E, East

RE: Letter of Resignation

Dear Commissioner Palfenier, Chair,

Recently, RDCK Director Cheryl Graham “paused” the Recreation Commission 10 (Rec 10). Since the commission has not been dissolved, the exact meaning of being “paused” is unclear. The current or future purpose of Rec 10 has not been clarified. Considering this significant shift and the uncertain future purpose of the commission and, consequently, my role as a commissioner representing the Board of Education, SD8 (Kootenay Lake), I am resigning as Rec 10 commissioner, effective immediately. Serving on the Rec 10 Commission throughout this past decade alongside the other commissioners has been my privilege. Your mentorship and modelling have been invaluable. With abundant appreciation and gratitude, I thank Ramona Faust for reinstating the service in 2013 and all Rec 10 commissioners for your work ever since. Your leadership, advocacy and steadfast commitment to our communities provide untold support and ongoing benefits; working with you was an honour. Sincerely,

Lenora Trenaman
Trustee, Crawford Bay, East & North Shores
SD8, (Kootenay Lake)

Cc:
Board of Education, SD8, (Kootenay Lake)
Joe Chirico, General Manager of Community Services, RDCK

From: Maggie Yuen <myuen@BCSTA.ORG>
Sent: Wednesday, December 6, 2023 11:29 AM
To: Dawn Lang <Dawn.Lang@sd8.bc.ca>
Subject: RE: Information for new board chairs

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.

Hi Dawn,

Congratulations on your new role with Kootenay Lake! I'm happy to share some of the board chair responsibilities and commitments with BCSTA:

- Attend BCSTA board chairs virtual meeting (monthly during school year) – I will add you to the meeting invitations from January – June 2024.
 - The intent of these meetings is usually information sharing and emergent issue discussion. The information typically shared at those meetings can be circulated to your board, unless it is indicated confidential.
 - In addition, sometimes MECC may call a virtual board chair meeting (announcements, emergent issue). We will send out invitations for those meetings as they come up.
- Attend BCSTA board chairs in-person meetings (last meeting was scheduled in Oct 2023 – Advocacy Day in Victoria). There are plans to have one in conjunction with AGM. More details to come.
- Attend Partner Liaison Meeting (next one scheduled in Feb 2024). Whenever possible, BCSTA would schedule a board chair meeting in conjunction with Partner Liaison Meetings. However, we did not schedule one for Feb 2024, as the board chairs had their in-person meeting in October 2023 in Victoria.
- Connect with board of director liaison regularly regarding any emergent issues with their board. Board liaison will send emails/call with questions. KB's board liaison is Director Jen Mezei.

Please let me know if you have further questions. Have a great day!

MAGGIE YUEN

Executive Administrator

T: 604-235-2297 | C: 604-356-2240 | [@BCSTA_News](#) | She / Her



We acknowledge that our office is located on the unceded traditional territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətaʔ (Tsleil-Waututh) Nations.



From: Dawn Lang <Dawn.Lang@sd8.bc.ca>
Sent: Wednesday, December 6, 2023 8:20 AM
To: Maggie Yuen <myuen@BCSTA.ORG>
Subject: [External Email] Information for new board chairs

Hi, Maggie – I have been elected as the board chair and I'd like to know what responsibilities and commitments lie ahead for me in the next year. Does BCSTA have an annual work plan for board chairs, or could you tell me what's scheduled for meetings upcoming?

Thanks for your help!

Regards, Dawn

Dawn Lang | Chair
(she/her/hers)
School District No. 8 (Kootenay Lake)
811 Stanley Street, Nelson, BC. V1L 1N8
Board Office: 250-352-6681
Cell: 250-353-7315
Email: dawn.lang@sd8.bc.ca
Web: www.sd8.bc.ca

I 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).



Monthly Financial Report

For the period ended December 31, 2023



COMMENTS

Operating Expenditure Report

- The budget information is based on the 2023-2024 Annual Budget approved by the Board on May 9, 2023.
- The last column shows whether the salaries expense is incurred based on the School calendar (10 months), or for the whole year (12 months), or a combination of both.
- The Operating Expenditure Report reflects six months of actual District operations and four months of School operations.
- The salaries and benefits are trending as expected based on the budgeted amounts and the applicable months for teachers, educational assistants, support staff and TTOC/relief salaries. The principal and vice-principals and other professional salaries are trending above budget due to some medical leaves and two positions missing in the original budget.
- Although the services and supplies categories show that 56% of the annual budget is remaining as at December 31st, a higher level of expenditures are incurred in the latter half of the year.

Special Purpose Expenditure Report

- The budget information is based on the 2023-2024 Annual Budget approved by the Board on May 9, 2023.
- The Special Purpose Expenditure Report reflects six months of actual District operations and four months of School operations.
- Additional funding above the original budget have been confirmed for the Classroom Enhancement Fund (\$1.8 million) and Early Care and Learning (ECL) Funding to Schools (\$0.2 million)
- Additional carry forward funding from the prior year which was not included in the original budget is also available for the Student & Family Affordability Fund (\$0.2 million) and Strong Start (\$70K).
- Spending on many of these special purpose funds tends to occur in the last half of the school year.



OPERATING EXPENDITURE REPORT

	July to December 2023 Actuals	2023 - 2024 Annual Budget	\$ Available Budget	% Available Budget	Applicable Months
Salaries					
Principal & Vice-Principal Salaries	2,224,031	4,356,162	2,132,131	49%	12
Teacher Salaries	9,053,929	23,869,156	14,815,227	62%	10
Educational Assistants	1,321,437	3,271,177	1,949,740	60%	10
Support Staff	3,283,368	7,417,949	4,134,581	56%	12
Other Professional Salaries	1,361,680	2,584,129	1,222,449	47%	12
TOCs/Relief Salaries	1,210,860	3,347,730	2,136,870	64%	10
Total Salaries	18,455,305	44,846,303	26,390,998	59%	
Employee Benefits	4,164,699	11,135,793	6,971,094	63%	
Total Salaries and Benefits	22,620,003	55,982,096	33,362,093	60%	
Services & Supplies					
Services	1,129,378	2,184,518	1,055,140	48%	
Student Transportation	110,656	340,309	229,653	67%	
Professional Development & Travel	313,432	717,176	403,744	56%	
Rentals and Leases	20,735	34,441	13,706	40%	
Dues and Fees	54,936	89,682	34,746	39%	
Insurance	156,423	177,539	21,116	12%	
Supplies	1,574,474	3,403,049	1,828,575	54%	
Utilities	537,790	1,871,625	1,333,835	71%	
Total Services & Supplies	3,897,824	8,818,339	4,920,515	56%	
Total Operating Expense	26,517,827	64,800,435	38,282,608	59%	



SPECIAL PURPOSE FUND EXPENDITURE REPORT

	July to December 2023 Actuals	2023 - 2024 Annual Budget	\$ Available Budget	% Available Budget
Ministry of Education and Child Care Funds				
Annual Facilities Grant	279,640	279,640	-	0%
Classroom Enhancement Fund Overhead	90,651	226,647	135,996	60%
Classroom Enhancement Fund Staffing	4,083,890	8,597,418	4,513,528	52%
Classroom Enhancement Remedies	12,865	-	(12,865)	0%
Community Link	240,882	723,464	482,582	67%
Early Care and Learning Fund to Schools	69,980	-	(69,980)	0%
ECE Dual Credit program	39,253	140,340	101,087	72%
Feeding Futures	171,275	644,263	472,988	73%
First Nation Transportation	1,105	21,566	20,461	95%
Learning Improvement Fund	98,427	233,351	134,924	58%
Mental Health in Schools	26,340	55,000	28,660	52%
OLEP	21,473	82,879	61,406	74%
Ready Set Learn	9,862	39,200	29,338	75%
Seamless Day Kindergarten	19,337	55,400	36,063	65%
StrongStart	79,060	160,000	80,940	51%
Student & Family Affordability Fund	23,858	-	(23,858)	0%
Total MOECC Funds	5,267,898	11,259,168	5,991,270	53%
Other Provincial Special Purpose Funds				
ASSAI	-	62,500	62,500	100%
Health Promoting Schools	11,409	27,000	15,591	0%
Total MOECC Funds	11,409	89,500	78,091	87%
Other Special Purpose Funds				
School Scholarships and Bursaries	36,397	38,000	1,603	4%
School Generated Funds	652,467	1,250,000	597,533	48%
Donations	8,761	25,000	16,239	0%
Total MOECC Funds	697,625	1,313,000	615,375	47%
All Special Purpose Funds	5,976,932	12,661,668	6,684,736	53%



Monthly Transactions over 50K

For the period ended December 31, 2023

PAYMENTS IN DECEMBER OVER \$50K (CHEQUES AND EFT)

Vendor Name	Amount
BMO Mastercard	\$87,860.05
Province of British Columbia	\$259,870.29
Pebt In Trust c/o Morneau Shepell	\$109,069.04
Pacific Blue Cross	\$139,950.89
British Columbia Teacher Federation	\$65,882.29
BC Teachers Federation	\$53,497.35
North Mountain Construction Ltd	\$412,530.32
Pebt In Trust c/o Morneau Shepell	\$108,757.48
Pacific Blue Cross	\$137,108.32
British Columbia Teacher Federation	\$64,873.43
BC Teachers Federation	\$52,934.16
All Around Septic Services Ltd.	\$80,305.74



LIST OF TRUSTEE RECUSALS
2023-2024

Date of Meetings held in the absence of the public with one or more declared Conflicts of Interest
September 12, 2023
October 10, 2023

**MEETING OF THE BOARD HELD IN PUBLIC
MINUTES
TUESDAY, JANUARY 09, 2024**

Board:

D. Lang, Chair *(via video conference)*
J. Bremner, Vice Chair *(via video conference)*
K. Etheridge *(via video conference)*
A. Gribbin *(via video conference)*
S. Nazaroff *(via video conference)*
M. Shunter
L. Trenaman

Student Trustees:

Amber Parsons, Kootenay River Secondary
Cassidy Popoff, Mount Sentinel Secondary
Calvin Vander Horst, Mount Sentinel Secondary

District Staff:

T. Smillie, Superintendent
C. MacArthur, Secretary-Treasurer
B. Eaton, Director of Instruction – Innovative Learning Services
D. Holitzki, Director of Instruction – Equity, Inclusion, and Reconciliation
C. Kerr, Director of Operations
C. Singh, Director of Human Resources *(for agenda item 11A)*
K. Wiens, District Principal – Online Learning and Student Information
S. Bruskowski, Executive Assistant

Regrets:

M. J. Blackmore
S. Chew

1. Call to Order

The meeting was called to order at 5:00 PM.

2. Acknowledgement of Aboriginal Territory

3. Changes to the Proposed Agenda

4. Adoption of Agenda

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

23/24-024

THAT the Agenda for this January 09, 2024 meeting **BE ADOPTED**, as circulated.

The motion carried unanimously.

5. Receiving Presentations – Nil

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



7. Consent Package – Nil

8. Adoption of Minutes

UPON a motion duly made and seconded it was **RESOLVED:** 23/24-025

THAT the minutes from the December 12, 2023 Meeting of the Board held in public

BE ADOPTED, as circulated.

The motion carried unanimously.

9. Future and Action Item Tracking – Nil

10. Education – Reports from the Superintendent

A. Online Learning Continuous Learning Report

Superintendent Smillie welcomed Director Eaton and District Principal Wiens who provided the Online Learning Continuous Learning Report. In the 2023-2024 school year online learning shifted to Provincial Online Learning Schools. This enables the district to provide online learning opportunities for any student residing in BC. School District No. 8 (Kootenay Lake) offers programs through the fully online Elev8 DESK program as well as through ELEV8 Homelinks which is a blended learning program. Recent developments and future action items were presented to the Board.

B. Kindergarten Registration

Director Holitzki outlined that kindergarten registration opened as of January 2nd, 2024. Information is posted on the school district website as well as on all elementary schools' websites. Enrolment projections will help with budget planning while the enrolment process is still ongoing. The district provides resources to support children and their families as they transition into kindergarten.

11. Operations and Finance – Reports from the Secretary-Treasurer

A. Budget Development Process 2024-2025

Secretary-Treasurer MacArthur presented the budget development process as outlined in the agenda package.

B. Capital Plans – Amended 2023-2024 Funding Agreement

In October, the Board approved an additional funding request to advance the work on the sprinkler system at Trafalgar Middle School. This request was approved by the Ministry of Education and Child Care and the Board was asked to pass an amended Capital Plan Bylaw as the final step for receiving the additional funds.

UPON a motion duly made and seconded it was **RESOLVED:** 23/24-026

THAT the Board of Education proceed to conclude three readings in one evening for the District's Capital Plan Bylaw No. 2023/24-CPSD8-03.

The motion carried unanimously.

UPON a motion duly made and seconded it was **RESOLVED:** 23/24-027

WHEREAS in accordance with section 142 of the School Act, the Board of Education of School District No. 08 (Kootenay Lake) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,



NOW THEREFORE in accordance with section 143 of the School Act, the Board has prepared this Capital Bylaw and agrees to do the following:

- a. Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- b. Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- c. Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- d. Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board for the 2023/24 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated December 21, 2023, is hereby adopted.
2. This Capital Bylaw may be cited as School District 08 (Kootenay Lake) Capital Plan Bylaw No. 2023/24-CPSD8-03.

READ A FIRST TIME THE 9th DAY OF January 2024;

READ A SECOND TIME THE 9th DAY OF January 2024;

READ A THIRD TIME, PASSED THE 9th DAY OF January 2024.

The motion carried unanimously.

C. Appointment of Auditor

UPON a motion duly made and seconded it was **RESOLVED:** 23/24-028

THAT the Board approve appointment of KPMG (Kelowna Office) as the auditor for SD8 for the three fiscal years beginning with 2023-2024.

The motion carried unanimously.

12. Governance and Policy

A. Policy Approval

Superintendent Smillie provided information on the revised policies and outlined the insignificant changes that were brought forward to the Board for approval.

- The wording of Policy 110: Vision and Mission Statement was aligned to the new Strategic Plan.
- Policy 124: Minute Taking Standards for Board and Committee Minutes referred to former Administrative Procedure (AP) 124.1 which was worked into the policy and no longer exists as an AP.

UPON a motion duly made and seconded it was **RESOLVED:** 23/24-029

THAT policies 110 and 124 **BE APPROVED.**

B. Policy Approval for Field Testing



Superintendent Smillie outlined that Policy 621: Accumulated Operating Surplus was revised to align with changes in legislation.

UPON a motion duly made and seconded it was **RESOLVED:** 23/24-030

THAT policy 621 **BE APPROVED** for field testing.

The motion carried unanimously.

C. Rescind Policies

Superintendent Smillie outlined that the Policy Review Committee has reviewed policies and found some of them to be operational in nature. The Committee, therefore, proposed to rescind the policies below.

- Policy 230: Child Abuse and Neglect
- Policy 240: Anaphylaxis
- Policy 311: Illegal Use of Drugs and Alcohol
- Policy 810: Use of Information and Communications Technology
- Policy 820: Freedom of Information and Protection of Privacy
- Policy 830: Wireless Technology in Schools
- Policy 831: Cell Phones and Personal Electronic Devices
- Policy 850: Cyber-misconduct
- Policy 860: Social Networking-Media

Discussion took place whether Administrative Procedure (AP) 3304 fully covered all aspects of Policy 230. As a result of the discussion, the rescinding of Policy 230 was singled out in a separate motion.

UPON a motion duly made and seconded it was **RESOLVED:** 23/24-031

THAT policies 240, 311, 810, 820, 830, 831, 850, and 860 **BE RESCINDED**.

The motion carried unanimously.

UPON a motion duly made and seconded it was **RESOLVED:** 23/24-032

THAT policy 230 **BE RESCINDED**.

The motion carried with three opposed.

13. Human Resources – Nil

14. Other Items – Nil

15. Trustee Reports

A. Trustees

- Trustee Trenaman reported from the Crawford Bay concert. It was great to see the community gather for the event.

B. Chair

Chair Lang reported from two meetings with BCSTA. One was in her role as KBB President to prepare for the May 25 Learning Series in Nelson. The second meeting was with BCSTA President Broady who is reaching out to all new Board Chairs.

C. BCSTA – Nil

D. BCPSEA



Trustee Nazaroff will register for the BCPSEA AGM.

E. RDCK – Nil

F. Other Committees – nil

G. Student Trustees

- Calvin Vander Horst reported that “The Wall Between” authors Jeffrey Wilkinson and Raja Khouri visited Mount Sentinel Secondary last month. They provided historic context around the Palestine-Israel conflict. Students participated in sessions about anti-racism, inclusion, and avoiding hate. In presentations from Freedom Quest and Anchors, students learned about services these organizations offer around prevention and harm reduction.
- Cassidy Popoff added that Mount Sentinel Secondary hosted the Single A Volleyball Provincials and expressed gratitude for all the support received, including transportation. Mount Sentinel participated with a new team and feels prepared for next year’s provincials.
- Amber Parsons from Kootenay River Secondary provided information on school events to get students involved in activities such as card making, lunch time programs, winter dance, or the Environmental Club/Green Team. The boys’ volleyball team won two provincials.

16. Comments or Questions from the Public – Nil

17. Meeting Schedule and Reminders

A. Board Meetings

The next Meeting of the Board held in the public is scheduled for February 13, 2024.

18. Adjournment of Meeting

The meeting was adjourned at 6:19 PM.

Board Chair

Secretary-Treasurer



Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
Resolutions in Progress						
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	<p>As of April 2023, the following properties have not sold:</p> <ul style="list-style-type: none"> - Former Crawford Bay maintenance yard; - Retallack II; - Ymir Land - Salmo Tennis Court & Pool Land 	In Progress
Standing Resolutions						
Resolutions for Repeal or Replacement						
Completed Resolutions						
January 9, 2024	23/24-032	Rescind Policy 230	THAT policy 230 BE RESCINDED.			Complete
January 9, 2024	23/24-031	Rescind Policies 240, 311, 810, 820, 830, 831, 850, and 860	THAT policies 240, 311, 810, 820, 830, 831, 850, and 860 BE RESCINDED.			Complete
January 9, 2024	23/24-030	Approve Policy 621 for Field Testing	THAT policy 621 BE APPROVED for field testing.			Complete
January 9, 2024	23/24-029	Approve policy 110 and 124	THAT policies 110 and 124 BE APPROVED.			Complete
January 9, 2024	23/24-028	Appoint Auditor	THAT the Board approve appointment of KPMG (Kelowna Office) as the auditor for SD8 for the three fiscal years beginning with 2023-2024.			Complete

FUTURE AND ACTION ITEMS - OPEN BOARD MEETINGS

Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
January 9, 2024	23/24-027	Approve Amended Capital Bylaw	WHEREAS in accordance with section 142 of the School Act, the Board of Education of School District No. 08 (Kootenay Lake) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications, NOW THEREFORE in accordance with section 143 of the School Act, the Board has prepared this Capital Bylaw and agrees to do the following: a. Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications; b. Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister; c. Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and, d. Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister. NOW THEREFORE the Board enacts as follows: 1. The Capital Bylaw of the Board for the 2023/24 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated December 21, 2023, is hereby adopted. 2. This Capital Bylaw may be cited as School District 08 (Kootenay Lake) Capital Plan Bylaw No. 2023/24-CPSD8-03. READ A FIRST TIME THE 9th DAY OF January 2024; READ A SECOND TIME THE 9th DAY OF January 2024; READ A THIRD TIME, PASSED THE 9th DAY OF January 2024.			Complete
January 9, 2024	23/24-026	Reading Amended Capital Bylaw	THAT the Board of Education proceed to conclude three readings in one evening for the District's Capital Plan Bylaw No. 2023/24-CPSD8-03.			Complete
January 9, 2024	23/24-025	Adoption of Minutes	THAT the minutes from the December 12, 2023 Meeting of the Board held in public BE ADOPTED, as circulated.			Complete
January 9, 2024	23/24-024	Adoption of Agenda	THAT the Agenda for this January 09, 2024 meeting BE ADOPTED, as circulated.			Complete
December 12, 2023	23/24-023	Adoption of Minutes	THAT the minutes from the November 14, 2023 Meeting of the Board held in public BE ADOPTED, as amended.			Complete
December 12, 2023	23/24-022	Adoption of Agenda	THAT the Agenda for this December 11, 2023 meeting BE ADOPTED, as circulated.			Complete
November 14, 2023	23/24-021	Adoption of Minutes	THAT the minutes from the October 10, 2023 Meeting of the Board held in public BE ADOPTED, as circulated.			Complete
November 14, 2023	23/24-020	Adoption of Agenda	THAT the Agenda for this November 14, 2023 meeting BE ADOPTED, as circulated.			Complete
November 14, 2023	23/24-019	Destruction of Ballots	THAT the ballots for the selection of School District No. 8 (Kootenay Lake) 2023-2024 Board Chair, Vice-Chair and Provincial Representatives, BE DESTROYED.			Complete
October 10, 2023	23/24-018	Rescind Policies 320, 340, 412, 440, 451	THAT Policies 320, 340, 412, 440, and 451 BE RESCINDED.			Complete
October 10, 2023	23/24-017	Approve Policy 113	THAT Policy 113 BE APPROVED.			Complete
October 10, 2023	23/24-016	Submit 2024/25 Minor Capital Plan (FIP)	THAT the Minor 2024/25 (FIP) Capital Plan Submission Summary totalling \$137,900 be approved for submission to the Minister of Education and Child Care. READ A FIRST TIME THE 10th DAY OF October 2023; READ A SECOND TIME THE 10th DAY OF October 2023; READ A THIRD TIME, PASSED THE 10th DAY OF October 2023.			Complete
October 10, 2023	23/24-015	Submit 2024/25 Minor Capital Plan (BUS, CNCP, SEP)	THAT the Minor 2024/25 (BUS, CNCP, SEP) Capital Plan Submission Summary totalling \$3,145,386 be approved for submission to the Minister of Education and Child Care. READ A FIRST TIME THE 10th DAY OF October 2023; READ A SECOND TIME THE 10th DAY OF October 2023; READ A THIRD TIME, PASSED THE 10th DAY OF October 2023.			Complete
October 10, 2023	23/24-014	Reading of Minor Capital Plan Submissions	THAT the Board of Education conclude three readings at this meeting for the approval of the submission of the Minor 2024/25 (BUS, CNCP, SEP) Capital Plan and the Minor 2024/25 (FIP) Capital Plan Submission Summaries.			Complete



From: Trish Smillie, Superintendent
Date: January 24, 2024
Subject: Connected Learners Continuous Learning Report 2023-2024

For Information

Introduction

This memorandum outlines the [Connected Learners Continuous Learning Report](#) for the 2023-2024 school year.

Background

The [Connected Learners Continuous Learning Report](#) reflects School District No. 8 (Kootenay Lake)'s commitment to enhancing the educational journey of our learners. This report aligns with the B.C. mandate for public education and SD8's strategic plan for 2024-2029. It underscores our dedication to inspire and support each learner to thrive in a caring learning environment.

Key elements of the report include a detailed action plan for the 2023-2024 school year, prioritizing the support of school program development, professional learning for educators, and coordination with community partnerships. The report presents a thorough analysis of student learning data, reflecting on the effectiveness of implemented strategies. It highlights our efforts to inspire learners to become curious, critical and creative stewards of the natural world and the local and global community.





From: Trish Smillie, Superintendent
Date: February 13, 2024
Subject: International Education Annual Report

For Information

Introduction

This memorandum provides an overview of the School District No. 8 (Kootenay Lake) International Education Annual Report for the 2023-2024 school year.

Background

Established in 2000, the Kootenay Lake International Education Program has been a cornerstone in promoting cultural diversity and educational excellence within the district. Welcoming students from continents like Asia, South America, and Europe, the program has played a pivotal role in enriching the educational landscape of Kootenay Lake. It emphasizes not only academic achievement but also the social and economic benefits to the school district and the broader community.

The [International Education Annual Report 2023-2024](#) has been attached for the Board's review.



From: Trish Smillie, Superintendent

Date: January 24, 2024

Subject: Board Authority Authorized Course Approval

For Information

Introduction

This memorandum provides an overview of the requirements, development and approval process for Board Authority Authorized (BAA) Courses. These locally developed courses are designed to help provide local community needs while offering choice and flexibility for students.

Grade 10, 11 and 12 BAA Courses should follow the requirements set by the Ministry of Education as outlined in [Board/Authority Authorized Courses Requirements and Procedures Guidebook](#)

BAA Courses must be authorized by Boards of Education according to requirements set by the Ministry of Education.

For complete policy information, please see:

- Board/Authority Authorized Courses Policy
<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/board-authority-authorized-courses>
- The School Act
<https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/revisedstatutescontents.pdf>
- Independent School Act
www.bced.gov.bc.ca/legislation/schoollaw/independent_school_act_contents.pdf
- Board Authorized Course Ministerial Order
http://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m285_04.pdf
- Handbook of Procedures for the Graduation Program
www.bced.gov.bc.ca/exams/handbook/handbook_of_procedures.pdf

BAA Content Requirements

BAA courses provide an opportunity for educators to explore content beyond the boundaries of Ministry of Education and Child Care curriculum. BAA Courses help educators respond to the local needs of schools and their communities, and to provide choice and flexibility for students. BAA Courses may overlap with Big Ideas and Curricular Competencies of Ministry of Education courses.



BAA courses are not:

- Courses with significant overlap with provincial curriculum content.
- Remedial courses or those preparatory in nature
- An adapted course
- A modified course

Graduation requirements

Students may earn elective credits toward graduation by successfully completing BAA Courses. There is no limit to the number of BAA Courses which may be used to satisfy the 28 credits of electives required for graduation. In some cases, at the Grade 11 level only, BAA Courses may be used to satisfy the Arts Education and/or Applied Design, Skills and Technologies (ADST) requirement towards graduation. Grade 12-level BAA Courses may count towards the 16 Grade 12-level credits required for graduation.

BAA Subject Areas and Requirements

In response to local needs and student interests, Boards of Education may authorize a broad variety of BAA courses focused on content not offered in Ministry of Education developed courses. Examples of BAA courses include Hockey Skills, Peer Tutoring, and Learning Strategies.

The following 10 components are required for BAA Courses.

1. A Course Title
2. Grade Level
3. Number of Credits
4. Course Synopsis
5. Goals and Rationale
6. Aboriginal Views and Perspectives
7. Organizational Structure
8. Recommended Instructional Component
9. Recommended Assessment Component
10. Learning Resources

Development and Approval Process for BAA Courses

The Grade 10-12 provincial curricula give teachers a significant amount of flexibility to customize course content, precluding the need for a separate BAA Course. Before developing a new BAA course, schools should explore whether the content could be incorporated into an existing Ministry of Education developed course.

Schools are required to follow [APP 2202: Board/Authority authorized Courses](#) and submit a completed [BAA Course Framework Template](#) and [BAA Course Form](#) to the Director of Innovative Learning for review to ensure the criteria is met. The Superintendent submits the approved BAA Course Framework along with the BAA Course Form to the Board of Education for approval.

Schools must have the approval of their Boards of Education prior to offering a BAA Course, regardless of whether the course has already been approved in another jurisdiction.



The following courses have been submitted to the Superintendent for approval by the Board of Education for the 2023/24 academic year:

- Braille 11 (see attached)
- Adventure Tourism Leadership and Safety 12 - Revised January 2024 (see attached)

School District No. 8 (Kootenay Lake) offers the following locally developed BAA Courses which are reviewed annually in February [SD8 BAA Courses](#).



Braille 11 (ECC-VI-BRL) Board/Authority Authorized Course Framework

School District/Independent School Authority Name: Kootenay Lake	School District/Independent School Authority Number (e.g. SD43, Authority #432): No. 8
Developed by: Provincial Resource Centre for the Visually Impaired (PRCVI) in collaboration with BC Teachers of Students with Visual Impairments	Date Developed: May 2021
School Name: LV Rogers Secondary School	Principal's Name: Dan Rude
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Expanded Core Curriculum - Braille 11 (ECC-VI-BRL)	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None.

Special Training, Facilities or Equipment Required:

This course requires a qualified teacher of students with visual impairments who is proficient in braille and access technologies. The students are taught using direct instruction on an individual basis (one-on-one) as there is usually only one student with a visual impairment in each school. Braille is scheduled as one of the electives and the teacher of students with visual impairments meets with the student during the appointed block.

Course Synopsis:

Students will be introduced to the foundations of Unified English Braille (UEB) and continue to develop proficiency in reading and producing braille with a variety of low- and high-tech devices. Students will also have opportunities to reflect on their learning by critically examining



the uses of braille in their daily lives. They will explore curriculum themes, develop projects, and research topics of personal interest. Finally, students will begin to foster connections with peers and mentors who are proficient braille readers.

Goals and Rationale:

This course has been developed so that students who are blind or visually impaired continue to develop competencies in braille reading and writing. It will provide students with skills that will allow them to continue to access and enjoy a variety of literacy materials in an efficient reading medium.

There are several possible motivations for students to learn braille reading and writing skills in Grade 11. Students may use braille as their primary or secondary literacy medium for accessing learning materials in their coursework. They may also acquire braille reading and writing skills in advance of post-secondary education, entry into the workforce, or to access community-based activities and programs.

Across curricular areas, braille remains one of the most effective and pedagogically sound formats for non-visual access to learning content. This course continues the student's journey to becoming proficient in braille reading and writing within their secondary school career and beyond.

Indigenous Worldviews and Perspectives:

The course touches upon deeper issues and understandings that align with several First Peoples Principles of Learning.

- 1) Learning is embedded in memory, history, and story.

By learning the braille code, the student is part of a proud tradition of individuals with visual impairments gaining independent access to the written word, which dates back over two centuries. The course content emphasizes a historical study of braille as well as an examination of the role of braille in contemporary life. This content enables the student to feel better connected to the story of braille, the impact braille has had on the world, and the impact it can have in their own lives.

- 2) Learning requires exploration of one's identity.

For a learner to acquire the braille code at the secondary school level, it is likely that the student has experienced a significant change to their sensory profile that now requires non-visual access to learning materials. Learning the braille code does not happen in isolation from the socioemotional implications that vision loss can have for young people. This course emphasizes a grounded approach to learning braille by examining how braille is represented in our society and provides learners with the information and perspective needed to speak to their families and peers with confidence about the importance of braille. The course also emphasizes the importance of experienced mentors who read braille - not only to provide technical support but to also provide learners with a positive model.

- 3) Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

One of the key features of ECC-VI-BRL 11 is that the course is taught by a qualified teacher of students with visual impairments. Knowledge and fluency in the use and instruction of the braille code requires intense study and practice. In this way, the content of the course is shared only in the context of the relationship between the learner and the qualified teacher of students with visual impairments.



BIG IDEAS

Braille reading and writing are essential skills for students requiring non-visual access to learning materials.

Braille reading and writing take place in social, cultural and historical contexts and are connected to feelings and attitudes toward visual impairment and its impact on the individual.

Learners can use multiple sensory modalities (vision, hearing, touch) to gather information in the learning environment.

Technology for braille reading and writing is vital to the learner’s ability to access and analyze information at home, school, in the community, and in the workplace.

Connections to the braille-reading community contextualize and enrich braille usage for the individual learner



Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Problem Solving and Critical Thinking</p> <ul style="list-style-type: none"> Students will engage in problem solving when applying rules of UEB and braille formats to their reading and writing. Students will use critical thinking and analysis to determine which braille writing/production tool or device best meets their needs when completing a range of writing tasks. Students will determine which advocacy techniques are available for articulating their accessible alternate format requirements at school and in the community. <p>Comprehend and Connect (Reading, Writing, Drawing)</p> <ul style="list-style-type: none"> Students will continue to work through a sequential process to learn the UEB code and rules. Students will use systematic tactile strategies to explore and interpret tactile graphics, diagrams, and drawings. Students will explore various methods and materials to create tactile drawings and diagrams. <p>Reflect and Project</p> <ul style="list-style-type: none"> Students will reflect on the role of braille in their own learning process and will critically examine how braille reading and writing will factor into their projected (future) plans. Students will reflect on new technological developments in braille reading and writing in a socio-historical context. Students will continue to expand their usage of UEB beyond academic tasks by connecting with mentors and peers who read braille, and by exploring options for using braille in leisure activities. 	<p><i>Students are expected to know the following:</i></p> <p>Unified English Braille (UEB) Code Knowledge</p> <ul style="list-style-type: none"> Signs, symbols, and basic usage rules including expanded knowledge of UEB math/technical symbols and rules. Formatting rules and guidelines. <p>Braille Technology</p> <ul style="list-style-type: none"> Use of low tech, manual braille production. Use of higher tech digital file access with refreshable braille display. <p>Social and Historical Contexts of Braille</p> <ul style="list-style-type: none"> Knowledge of the story of Louis Braille and how the code has developed over the last two centuries. The implications of braille to early advances in education for learners with visual impairments. Continued exploration of braille in our world. Looking ahead to new developments and trends. <p>Personal Connections</p> <ul style="list-style-type: none"> Understand how braille fits into a “toolkit” for accessing information. Understand how braille reading and writing will factor into future plans (e.g., post-secondary education, workplace). Understanding how to advocate for accessible format needs at the school and community levels.



Big Ideas - Elaborations

- 1) Braille reading and writing are essential skills for students requiring non-visual access to learning materials.
 - Despite the proliferation of text-to-speech options available for accessing texts in digital format, braille remains the most pedagogically sound means of providing access to learning materials for students who require non-visual access to learn along with their typically sighted peers.
- 2) Braille reading and writing take place in social, cultural and historical contexts and are connected to feelings and attitudes toward visual impairment and its impact on the individual.
 - When braille is acquired as a new literacy medium at the secondary level, it is often in response to a change in the student's level of functional vision. As a result, there are a number of socio-emotional considerations that enter into braille instruction at the secondary level. Teachers of students with visual impairments must address socio-emotional considerations in tandem with braille code acquisition.
- 3) Learners can use multiple sensory modalities (vision, hearing, touch) to gather information in the learning environment.
 - Braille reading and writing requires the learner to use the sense of touch to gather rich information and to use other senses in coordination to access learning opportunities and curricular content. In learning to read and write in braille, tactile input takes on special significance for non-visual access as compared with the role of tactile input for visual access to learning content.
- 4) Technology for braille reading and writing is vital to the learner's ability to access and analyze information at home, school, in the community, and in the workplace.
 - Technology to support braille reading and writing is essential for efficient and effective access across a variety of settings. Developments in braille technology have greatly increased the breadth and depth of access to literacy materials for learners with visual impairments. In today's world, braille usage and technology are increasingly inextricable.
- 5) Connections to the braille-reading community contextualize and enrich braille usage for the individual learner.
 - Many students will be the only student in his or her school or community who reads and writes in braille. Therefore, it is critical that braille-reading students be connected to their peers who read braille as well as more experienced mentors. Community connections provide motivation, support, and connect the learner to a broader reality where braille is an inextricable part of everyday living.



Curricular Competencies - Elaborations

Problem Solving and Critical Thinking

- Determine locations and instances where braille could be used in everyday life and suggest other uses to improve accessibility.
- Understand and articulate the differences between the variety of braille technologies available on the market.
- Use a variety of low- and high-tech devices for reading and writing braille.
- Create different types of simple tactile diagrams to represent information.
- Analyze own work to identify and correct errors.
- Assess own reading and writing skills and determine areas for improvement or skill development.
- Build strategies for accessing printed information in a medium is compatible with accessibility needs.

Comprehend and Connect (Reading, Writing, Drawing)

- Build increasing speed and accuracy in braille reading and writing.
- Locate and read a variety of braille materials.
- Become familiar with formatting rules in a variety of braille materials.
- Develop skills for efficiently skimming and scanning braille materials.
- Create braille documents that can be back translated to print accurately.
- Understand and apply word processing concepts (e.g., styles, link text).
- Develop strategies for to effectively create, organize, and implement writing projects using braille.

Reflect and Project

- Self-reflect on the learning process and the role of braille and braille technology.
- Incorporate braille into their school, home, and community activities.
- Continue to assess the influences of braille reading on their own literacy development and access to learning.
- Assume greater independence in researching braille technology and assessing the goodness of fit between this technology and current and future needs.
- Use braille technology to communicate with a mentor who uses braille.
- Use braille technology to communicate with peers who also read braille (i.e., as pen pals).
- Begin to examine, promote, and advocate for enhancing braille awareness and sharing of braille writing in the school and in the larger community.



Content - Elaborations

Unified English Braille (UEB) Code Knowledge

- Signs/notation and usage rules.
 - Continued introduction of braille contractions, punctuation, and indicators as well as code rules through a systematic program of braille instruction.
- Formatting rules and guidelines.
 - Continued development of skills in braille formats for increasingly complex learning materials at the secondary level (e.g., textbooks).
 - Awareness of different braille codes and systems (e.g., braille ASCII, foreign language codes, music code) and research on resources that would assist in learning specialized codes or symbols (e.g., online resources, user manual for braille technologies).
 - Continued exploration in techniques used for creating more complex tactile images, diagrams, and graphs.

Braille Technology

- Low tech, manual braille production.
 - Developing proficiency in the use of the manual Perkins braillewriter.
 - Awareness of the slate and stylus and handheld braille labellers.
 - Basic knowledge and use of braille learning tools (e.g., braille rulers, models with braille labels).
- Higher tech digital file access/production with refreshable braille display.
 - Exposure to the use of refreshable braille and the various ways in which it can be used (e.g., standalone notetaking device, braille display paired with computer or mobile device).
 - Exposure to other braille technologies (e.g., braille embosser, braille translation programs) and knowledge of scenarios in which they are used.

Social and Historical Contexts of Braille

- The story of Louis Braille and how the code has developed over the last two centuries.
 - Reading and discussing documents that examine the establishment of braille as the tactile reading medium worldwide (e.g., the “War of the Dots”).
 - Discussion and exploration of the development of braille codes around the world as well as specialized codes used internationally (e.g., music braille code).
 - The rationale for the adoption of UEB in Canada and around the world and awareness of braille authorities (e.g., Braille Literacy Canada, the International Council on English Braille).
- The implications of braille to early advances in education for learners with visual impairments.
 - Reading and discussion of biographies that demonstrate the impact of braille in the lives of braille readers.
 - Continued exploration and discussion of the limitations on the availability of braille and inclusive access for individuals with visual impairments as content for discussions on social justice and accessibility.
- Continued exploration of braille in our world.
 - Explore texts and online content (e.g., blogs, videos) to learn about how braille is produced around the world.
 - Examine global, national, regional, and local issues facing individuals with visual impairments in accessing braille.
 - Begin to formulate potential solutions to these issues.



Content - Elaborations

- Looking ahead to new developments and trends.
 - Discuss and develop strategies for keeping up-to-date with developments in new braille technology and major code changes.
 - Research the latest prototypes and speculative developments in braille technology and evaluate the prospective advantages and disadvantages to each.
 - Social justice and accessibility discussions (e.g., steps to address discrimination facing braille readers in Canada and/or abroad).

Personal Connections

- Begin to understand how braille fits into a “toolkit” for accessing information.
 - Continue to develop knowledge, skills, and experience to determine the combinations of accessible formats that maximize comprehension and efficiency.
- Understand how braille reading and writing will factor into plans for the future (e.g., postsecondary education, workplace).
 - Develop strategies to independently access print materials (e.g., OCR software, accessible library services) and independently produce print materials (e.g., essays back-translated from a braille notetaker).
- Understand strategies for advocating independently for accessible format needs at the school and community levels.
 - Continued practice in articulating arguments that support the provision of accessible alternate format materials (e.g., presentations to teachers or community groups).



Recommended Instructional Components:

Unit 1: Exploration

Students will explore the history of braille and its development. They will begin to learn the braille code and consider ways in which braille could be used throughout their daily life.

Unit 2: Tactile Discrimination/Interpretation

Students will learn how to discriminate the different textures, lines, and characters used in tactile graphs, charts, and diagrams. They will begin to analyze information that is presented in a tactile format as well as create their own simple tactile graphics. Students will learn how to interpret tactile information in a format that they understand and relate to others.

Unit 3: Production

Students will develop braille writing and production skills using low- and high-tech devices. Students will be able to use the braillewriter to begin to produce material using the braille code.

Unit 4: Braille Reading

In this unit, students will continue to master their knowledge of the braille code. Students will also focus on increasing their speed and accuracy in braille reading.

Unit 5: Braille Writing

In this unit, students will produce braille with a high degree of accuracy. They will use braille to produce a variety of materials for leisure and school activities, including the use of technology for production.

Unit 6: Social/Emotional Components of Braille Reading/Writing

In this final unit, students will connect with other braille users, peer and adult mentors, and reflect on their own experiences learning and using braille.



Recommended Assessment Components:

Ensure alignment with the [Principles of Quality Assessment](#)

Type of Assessment	Category	Details	Weighting (%)
Formative	Practical applications	Teacher-created assignments	40%
	Teacher rating scale	End of Units 1-6	40%
Summative	Final assessment	Reading	10%
		Writing	10%
Total:			100%

Eighty per cent (80%) of the grade will be based on evaluations conducted throughout the course. This portion of the grade will reflect the students' most consistent level of achievement throughout the course, although special consideration will be given to the more recent evidence of achievement. Twenty per cent (20%) of the grade will be based on a final evaluation of knowledge of UEB and other braille codes.

Performance Methods

- Braille code knowledge
- Projects
- Portfolio/binders/computer files
- Braille products evaluation
- Presentation of completed works
- Maintaining assignments on note taker

Personal Communication

- Student/instructor/mentor dialogue
- Logbook reflection
- Self-evaluation
- Teacher evaluation

Other

- Weekly assessment
- Teacher anecdotal records
- Teacher log
- Checklists
- Rubrics
- Rating scales



Learning Resources:

- Farrenkopf, C. (2015). Assessment of Braille Literacy Skills: UEB and EBAE. (3rd Ed.). Houston, TX: Region 4 Education Service Center.
- Holbrook, M. C. & D'Andrea, F. M. (2014). Ashcroft's Programmed Instruction: Unified English Braille. Germantown, TN: SCALARS Publishing.
- International Council on English Braille (2014). Guidelines for Technical Material. Retrieved from http://www.iceb.org/guidelines_for_technical_material_2014.pdf
- International Council on English Braille (2013). Rules of Unified English Braille. (2nd Ed.). Retrieved from <http://www.iceb.org/Rules%20of%20Unified%20English%20Braille%202013.pdf>
- Wormsley, D. P. (2016). I-M-ABLE: Individualized Meaning-Centered Approach to Braille Literacy Education. Louisville, KY: American Foundation for the Blind.

Additional Information:



School District/Independent School Authority Name: Kootenay Lake	School District/Independent School Authority Number: SD8
Developed by: Graeme Marshall, BA, B.Ed., M.Ed. Revised by Dan Rude	Date Developed: First Developed - February 2006 Revised - April 2019 Revised - January 2024
School Name: LV Rogers Secondary	Principal's Name: Mr. Dan Rude
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: April 23, 2019	Board/Authority Chair Signature:
Course Name: Adventure Tourism Leadership and Safety	Grade Level of Course: 12
Number of Course Credits: 8	Number of Hours of Instruction: 280 hours - plus

Board/Authority Prerequisite(s):

- Application process (application process includes student questionnaire / medical form / consent form / 2 required reference letters, Acknowledgment of Risk form)
- Approved students will be required to attend an information meeting prior to the start of ATLAS. At least one parent / guardian must accompany students.
- students must be intermediate skiers / snowboarders or above
- Applicants must be in good health and reasonably good physical condition. positive attitude
- A demonstrated interest in, and aptitude for, outdoor work is essential as much of the work is done in the field, often under adverse and arduous weather conditions.

Special Training, Facilities or Equipment Required:

- **Lead Teacher / Instructor Requirements and Training:**

*It should be obvious that the teacher is a critical element in the success and safety of this course. Therefore, the following are considered by the employer.

Outdoor Teaching / Guiding / Facilitation Experience

- ❑ Certified Teacher with the BC College of Teachers
- ❑ Experience working in the outdoor recreation industry for at least 2 years with reputable organizations (i.e. NOLS, Outward Bound, COLT))
- ❑ Familiarity with and able to adhere to *Youth Safe Outdoors* procedures and recommendations
- ❑ Adherence to SD 8's current fieldtrip guidelines, policies, and administrative procedures
- ❑ Teaching and group facilitation experience
- ❑ Outdoor leadership experience
- ❑ Ability to work within a team
- ❑ Effective communicator in small groups and one on one
- ❑ Ability to work with a variety of people
- ❑ Competence with map and compass navigation (chart reading for water activities) under difficult conditions, including darkness and inclement weather
- ❑ Knowledge of trip area hazards and localized weather patterns
- ❑ Ability to accurately assess and manage risks and environmental hazards inherent in the trip area (i.e. weather, rock fall, avalanche, river crossings, wildlife, etc.)
- ❑ Ability to use and maintain equipment in the field
- ❑ Commitment to minimum impact backcountry practices
- ❑ Ability to assess and make appropriate decisions regarding demonstrated group ability and readiness, route selection and staff ability and readiness.
- ❑ Ability to clearly establish limits and boundaries for student behavior and independence
- ❑ Minimum 50 days extended backcountry travel experience in multiple seasons
- ❑ Documented history of sound assessment and judgment skills
- ❑ Demonstrated the ability to ensure student safety in the appropriate environment
- ❑ Instructors should have a good working knowledge of local natural history, flora and fauna
- ❑ Instructors must be sufficiently fit to participate in all activities on trip and maintain ample energy, strength and focus to assist with physical and emotional obstacles/ emergency response



First Aid Knowledge and Training:

- ❑ Ability to prevent, evaluate and care for medical problems in wilderness settings
- ❑ Minimum 50 hrs First Aid Training, and valid CPR certificate (Advanced Wilderness First Aid or Occupational First Aid Level 3 preferable)
- ❑ Manage emergency situations and utilize appropriate rescue resources

Rock Climbing Experience

- ❑ Working knowledge of climbing techniques and pedagogy, top rope systems, and rescue procedures
- ❑ Successful completion of Association of Canadian Mountain Guides - Top rope Climbing Instructor Course

Winter Travel, Winter Camping and Avalanche Awareness

- ❑ Experience and ability in avalanche assessment and forecasting (Level 2 CAA - Professional Member of the Canadian Avalanche Association)
- ❑ Avalanche Skills Training Instructor
- ❑ Extensive winter mountaineering/ ski touring experience traveling and camping in a variety of conditions
- ❑ Familiarity with travel in a variety of terrain and snow conditions for the particular activity and trip area
- ❑ Competence in the winter, mountain environment
- ❑ Sufficient personal winter backcountry skills to safely lead novices on downhill terrain and cross-country travel. Safely move novices across winter, mountain terrain, down steep snow (25-45 degrees), be personally competent at ski/ snowboard/ snowshoe descents in a variety of snow conditions and be able to construct a variety of snow shelters.

Canoeing Experience and Instructor Certification

- ❑ Experience and ability in leading novice paddlers on large lakes and class 1 rivers
- ❑ Experience in teaching canoe safety and techniques
- ❑ Lakewater Canoe Instructor certification (Recreational Canoeing Association of British Columbia - RCABC)
- ❑ Canoe Tripping Instructor certification (Recreational Canoeing Association of British Columbia - RCABC)



Facilities:

- Access to a classroom for in school instructional days
- Climbing gym
- Access to School District No.8 approved areas

Equipment:

- Communication devices (i.e. satellite messaging system, VHF radio, cell phone etc.)
- First aid kit and supplies suitable for activity
- class set of avalanche transceivers, probes, shovels
- Extensive gear rental program (i.e. Valhalla Pure Outfitters; Rivers Oceans and Mountain shop)
- Winter tents
- Camp stoves and cooking gear
- Personal flotation devices (PFDs) and requisite canoeing safety equipment
- Canoe paddles
- Tarps
- Climbing helmets
- Climbing harnesses
- Climbing ropes and hardware

*Students will be required to possess basic outdoor clothing, boots, and standard ski / snowboard gear, backpack, sleeping bag etc.

*Students who require prescription medicine must bring two sets to the course. One set to be carried by the students in order to administer their own medication, and the other set to be carried by the teacher(s) as back up.



Course Synopsis:

ATLAS 12 is designed for students who have a strong personal interest in outdoor recreation. Moreover, students may have a desire to pursue a career in the field of adventure tourism / recreation or a related area. These occupations could include but are not limited to mountain guiding, ski patrol, park warden, outdoor educator, park naturalist, wild land fire fighter, and field assistant.

This course will introduce students to the technical skills required for a variety of adventure-based industries. This opportunity will facilitate students to develop their “outdoor skills resume”, a requirement for many adventure tourism post-secondary programs. Furthermore, in order to increase the likelihood of students gaining employment in this industry and / or furthering their studies in adventure tourism, ATLAS 12 would, subject to alignment with legislation and School District No. 8 Board Policy & Administrative Procedures, provide successful students with the following certification:

- Avalanche Skills Training Level 1 sanctioned by Avalanche Canada
(subject to alignment with legislation and Board policy and School District No. 8 administrative procedures)
- Companion Rescue Course sanctioned by Avalanche Canada
(subject to alignment with legislation and Board policy and School District No. 8 administrative procedures)
- Managing Avalanche Terrain sanctioned by Avalanche Canada
(subject to alignment with legislation and Board policy and School District No. 8 administrative procedures)
- Advanced Wilderness First Aid sanctioned by Canadian Red Cross
- Bear Awareness and Safety Course
- Flat Water Level 1 sanctioned by the Recreational Canoeing Association of British Columbia (RCABC)
- Canoe Tripping Paddler - sanctioned by the Recreational Canoeing Association of British Columbia (RCABC)

The above certifications are baseline, industry standards for general employment in the field of adventure tourism / recreation and prerequisites for more advanced training / certification in these fields.

A variety of fieldtrips to adventure tourism-based businesses along with interaction with employees and owners of these businesses is also a key component of ATLAS 12 to familiarize students with the possibilities and realities of a career in adventure tourism locally and abroad.

Local Businesses that may provide work experience opportunities for ATLAS:

- Whitewater Winter Resort
- Ministry of Transportation Snow Avalanche Program
- Nelson Cycling Club



Goals and Rationale:

To meet the demands of the rapidly expanding adventure tourism industry, ATLAS 12 gives students the opportunity to begin acquiring the requisite skills needed to work in outdoor adventure related fields.

The Kootenay region of BC is a haven for Adventure Tourism. Tourism is the fastest growing industry in BC with Adventure Tourism leading the sector. Furthermore, the demand for skilled leaders in the outdoor field is growing rapidly in our communities.

“Locally and worldwide employment opportunities are extremely good in an industry that has a chronic shortage of fully qualified mountain guides. In British Columbia, alpine guides, ski guides and mountain guides are in high demand and short supply, particularly in the ski guiding industry.” (Thompson Rivers University web site)

In British Columbia alone there are five post-secondary institutions offering adventure tourism-based programs, Thompson Rivers University, College of the Rockies, Selkirk College, North Island College, and Langara College. These programs are natural progressions for students who take ATLAS 12. Many students who apply for these programs are denied due to a lack of outdoor experience.

Not only will this program prepare students for future careers and continuing education in the outdoor field, but also it will give them the skills necessary to enjoy the backcountry safely as recreationalists. Every year in the West-Kootenay, backcountry users are injured or killed by hazards. Many of these people do not have the knowledge and understanding of the terrain they are getting into. Since this area is one of the best wilderness recreation areas in the world, students are *already* participating in these types of activities. The ATLAS Academy is designed to provide students with knowledge of health and safety issues, responsible backcountry practices, as well as outdoor and organizational skills they need to participate safely and responsibly in these lifelong outdoor activities.

In addition to the career preparation and recreation training students will receive from this course, they will have the opportunity to learn in a unique educational setting. Students will be engaged with the curriculum through a hands on, experiential delivery model, which will motivate students through intellectual, physical, and emotional challenges, thus making the curriculum relevant to their daily lives. Many of the students that have expressed an interest in the program are kinesthetic learners, so the experiential model works well for many of our students.

There is a high demand for this program at LV Rogers.

For these reasons, the ATLAS Academy is a life enriching experience for SD 8 students and a benefit to the community at large.

Indigenous Worldviews and Perspectives:

Smudging ceremony prior to field days led by Aboriginal Educator with LV Rogers Discussion of respect for the land and those who came before us

Snowshoeing

Canoeing and camping along Kootenay Lake, a trade route of the Ktunaxa people with pictographs. Minimum impact camping techniques

Shelter building with only naturally available resources Fishing on canoe expedition



BIG IDEAS

Introduce students to technical skills and the decision making required for safe wilderness travel.	Provide students an opportunity to develop and practice leadership skills in the outdoor arena that will lead to more self-reliance, resiliency, and self-discipline.	Team building - through various activities students will have the opportunity to work closely with others and work towards common goals.	Provide students with basic certification required for employment in the field of Outdoor Recreation and Adventure Tourism.	Learn by doing
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Learning Standards

Curricular Competencies	Content
<p><u>Key Study Areas / Modules</u></p> <p><i>Outdoor Living:</i></p> <ul style="list-style-type: none"> <i>self-care and sanitation and hygiene</i> <i>nutrition and rations</i> <i>equipment and clothing - care and selection</i> <i>stove use and care</i> <i>outdoor mindset</i> <p><i>Minimum Impact Camping:</i></p> <ul style="list-style-type: none"> <i>leave no trace principles</i> <i>plan ahead and prepare</i> <i>travel and camp on durable surfaces</i> <i>dispose of waste properly</i> <i>leave what you find</i> <i>minimize campfire impacts</i> <i>respect wildlife</i> <i>consideration of other user groups</i> 	<ul style="list-style-type: none"> Demonstrate a level of skill performance for a specific activity Assess, and maintain personal fitness using principles of training Demonstrate a willingness to participate in a wide range of activities Apply leadership skills and decision making related to activity Demonstrates an ability for self-reflection and personal challenge Demonstrates personal management, professionalism, preparedness and independence Select and apply rules, and procedures of safety in a variety of settings Demonstrate code of responsible behaviour in the outdoor environment



Hiking / Snow Travel:

- *packing and carrying backpack*
- *energy conservation, rest-step*
- *pacing*
- *route selection*
- *terrain classification*

Backcountry Navigation:

- *topographical map reading*
- *compass use*
- *GPS navigation*
- *route finding*
- *route plans*

Avalanche Skills Training:

(Subject to relevant legislation, Board policy and School District No. 8 administrative procedures)

- *identify types of avalanches and avalanche terrain*
- *avalanche formation and release*
- *use appropriate travel techniques in avalanche terrain*
- *recognizing avalanche terrain and danger - decision making, use of avalanche bulletins and the Avaluator*
- *avalanche safety equipment uses*



Ski/Snowboard Touring within locations approved by School District No. 8:

- *group travel*
- *group gear*
- *equipment use, care, and selection*
- *hazard evaluation*
- *route finding skills and safe group travel*
- *track setting*
- *winter shelters*

Advanced Wilderness First Aid and CPR:

- *planning and accident prevention*
- *hazard assessment*
- *patient assessment*
- *airway emergencies*
- *breathing and circulation emergencies*
- *cardiac and respiratory arrest (includes CPR-C)*
- *wound care*
- *head and spine injuries*
- *bone, muscle and joint injuries*
- *sudden medical emergencies*
- *environmental emergencies*
- *poisons*
- *extended patient care*
- *evacuation: transporting the ill or injured person*



Rock Climbing:

- *care and use of climbing equipment*
- *hazard evaluation*
- *knots, rope handling and rope systems*
- *signals and belaying*
- *rock climbing techniques*
- *rappelling and anchors*

Canoeing Skills:

- *forward, stopping and reverse*
- *basic turns while paddling forward*
- *spins and Sideslip maneuvers*
- *capsizes and Rescues*
- *canoeing Safety guidelines and equipment*
- *paddles, PFDs and other gear*
- *storing and waterproofing gear*
- *paddling positions and boat trim*
- *handling waves and wind*
- *launching and landing*

Canoe Expedition Skills:

- *properly loading canoes and waterproofing gear*
- *rescues of loaded canoes*
- *menu and food preparation, cooking and food safety*
- *navigation and group travel and safety*
- *environmental considerations*
- *campsite selection*



Survival Skills:

- *survival psychology - fear, will to live,*
- *STOP acronym*
- *energy budget*
- *The Ten Essentials*
- *possible sources of food and water*
- *signaling for help & rescue*
- *building emergency shelters with tarps and debris*
- *snow shelter construction*
- *basic knots for most common outdoor applications*
- *fire-starting in all conditions*
- *Survival Pattern concept*
- *demonstrate acceptable survival techniques in a supervised survival scenario*

Bear Awareness:

- *human safety risk from bears*
- *main situations leading to human injury*
- *bears, what are they all about?*
- *bear characteristics*
- *distinguishing between grizzly & black bear & their habitat requirements.*
- *bear society & bear to bear interaction*
- *needs and motivations of bears*
- *bear to human interaction*
- *human habituation*
- *human food-conditioned*
- *human avoidance*
- *what to do in a bear encounter*
- *bear deterrents and practice with inert bear spray*
- *preventing encounters with bears & field safety*



Environmental / Community Service and Educational Outreach:

- *Student presentations delivering the Hug-a-Tree and Survive program to various Grade 3 classes throughout School District #8.*
- *Hug-a-Tree and Survive is an AdventureSmart program that helps lost children survive in the woods. It teaches children how not to become lost in the woods, and what to do should they become lost.*
- *service projects - student led projects*
- *ATLAS Legacy Projects*



Big Ideas - Elaborations

ATLAS is a place based, outdoor education academy that predominantly takes place in outdoor and wilderness settings. It is a “career prep” course designed for students who have a strong personal interest in adventure recreation or a desire to seek employment in any of the related fields of adventure tourism.

Students participate in a variety of group-based activities and adventures that emphasize leadership, team building, and risk management.

Curricular Competencies - Elaborations

The educational philosophy in ATLAS blends academic study (lecture, reading, writing, etc.) with an experiential or “learn by doing” approach.

Content – Elaborations



Recommended Instructional Components:

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Students will be assessed and evaluated in a variety of forms consistent with those promoted by the Ministry of Education and other outdoor educational organizations.
- Evaluation will often be criterion-referenced
- Final evaluation will include a student self-evaluation, an anecdotal report, final test, graded report card.
- In class, pre-trip assignments (SLOMOS, menus, equipment checks, post trip evaluations, avalanche skills training, mapping assignments, first aid, etc.) **50%**

Practical components for day trips and out-trip skills
(5Ps - punctual, prepared, polite, positive, professional) **50%**



Learning Resources:

Books

- Outdoor Leadership: Techniques, Common-sense, Self-confidence
 - Advanced Wilderness and Remote First Aid Manual - Red Cross
 - Avaluator V2.0 - Avalanche Canada
 - Avalanche Skills Training - Avalanche Canada
 - Recreational Canoeing Association of BC - Instructor Manual
 - Mountaineering: Freedom of the Hills
 - Google Earth
 - Avalanche Canada website
-

Additional Information:

- The objectives of ATLAS 12 are flexible to the needs and skills of the students; therefore, some modifications to the curriculum may be made during the course.
- As this is an outdoor based course, weather events may cause the cancellation of some field days. In the event of such circumstances school-based activities / instruction can be expected.
- Safety policies and procedures will follow current accepted industry standards, Kootenay Lake School District's Administrative Procedure 2300 - Student Field Trips, and Youth Safe Outdoors procedures and recommendations as they relate to the course.
- Due to the nature of this course some, units will occur simultaneously. (I.E. GSAR and safe travel skills and navigation)
- It is strongly recommended that this course operate with no more than 15 students for safety/hazard management. Any changes to this would need to be in agreement with the principal and teacher.



From: Trish Smillie, Superintendent
Date: January 24, 2024
Subject: 2022-2023 First Time Graduation Rates and Six-Year Completion Rates

For Information

Introduction

This memorandum outlines the SD8 (Kootenay Lake) First Time Graduation and Six-Year Completion Rates for the 2022-2023 school year and provides the historical rates for comparison from 2018-2019 to 2022-2023.

Background

The First-Time Graduation and Six-Year Completion Rates are two of several indicators that demonstrate how well the school system is serving its students.

The First-Time Graduation Rate is a measure of the students who are recorded as being in Grade 12 for the first-time in September and who then graduate in that same school year.

Another descriptor of school completion is Six-Year Completion Rates. Most students will complete high school within the expected five-year period. Some students will take longer to complete their Dogwood (e.g., students who take a year off to play sports or study abroad; or those who require an additional year to successfully finish one or two required courses).

British Columbia offers three pathways towards school completion:

1. BC Certificate of Graduation, or “Dogwood Diploma”, is awarded to students who successfully complete the provincial graduation requirements. Students require a minimum of 80 credits to graduate.
2. BC Adult Graduation Diploma, also known as the “Adult Dogwood”, is for adult learners (18 years of age and older) who want to take courses to complete high school and obtain their adult high school diploma.
3. BC School Completion Certificate, or “Evergreen Certificate”, is intended to celebrate success in learning and accomplishments of students with diverse needs. The Evergreen Certificate does not represent graduation and therefore is not equivalent to a BC Certificate of Graduation (Dogwood Diploma).

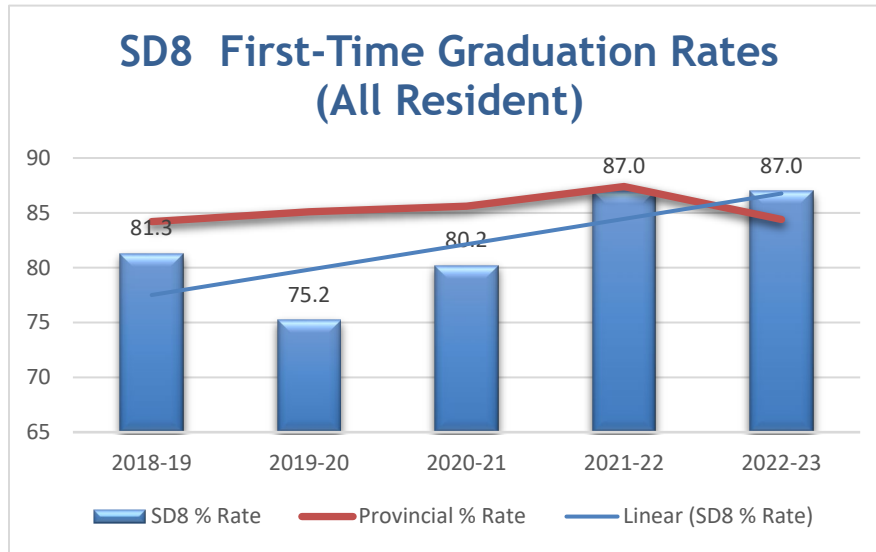
For more information on the [K-12 graduation program](#).

Information

First-Time Graduation Rates and Six-Year Completion Rates are provided at the provincial and school district levels for all students and are further broken down by Indigenous students and students with diverse abilities reporting groups.



2022-23 First-Time Graduation Rates - SD8 and Province (All Resident)



All Resident	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
SD 8	81.3	75.2	80.2	87.0	87.0
Province	84.2	85.1	85.6	87.4	84.4

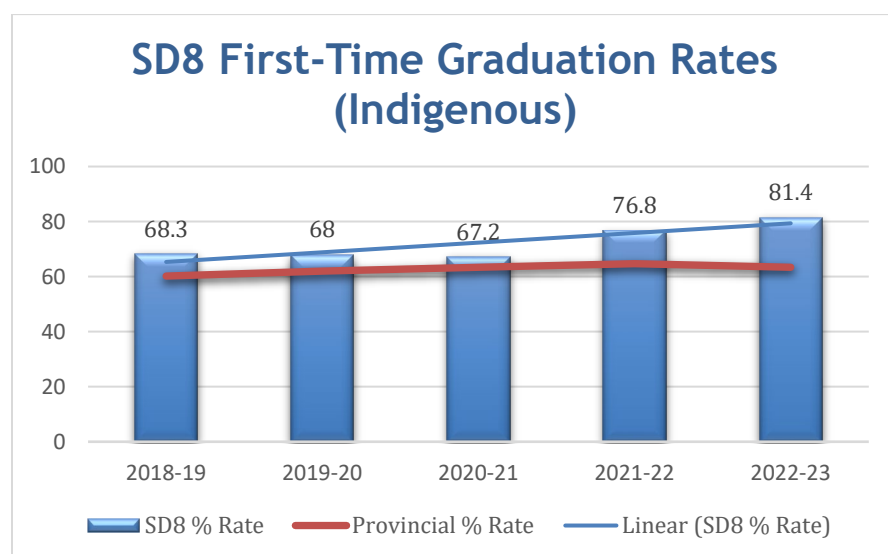
The 2022-2023 First Time Graduation Rates (All Resident) for SD8 in comparison with the Province indicate:

- SD8's overall first-time graduation rate has improved and stabilized in the last two years
- The province's first-time graduation rate has remained fairly stable at an average at 85.3%
- In 2022-2023, SD8 outperformed the province for the first time

It is expected the trendline for SD8 will continue to rise in the coming years as indicated by the linear trendline.



2022-2023 First Time Graduation Rates - SD8 and Province (Indigenous)



Indigenous	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
SD 8	68.3	68.0	67.2	76.8	81.4
Province	60.2	62.0	63.4	64.7	63.4

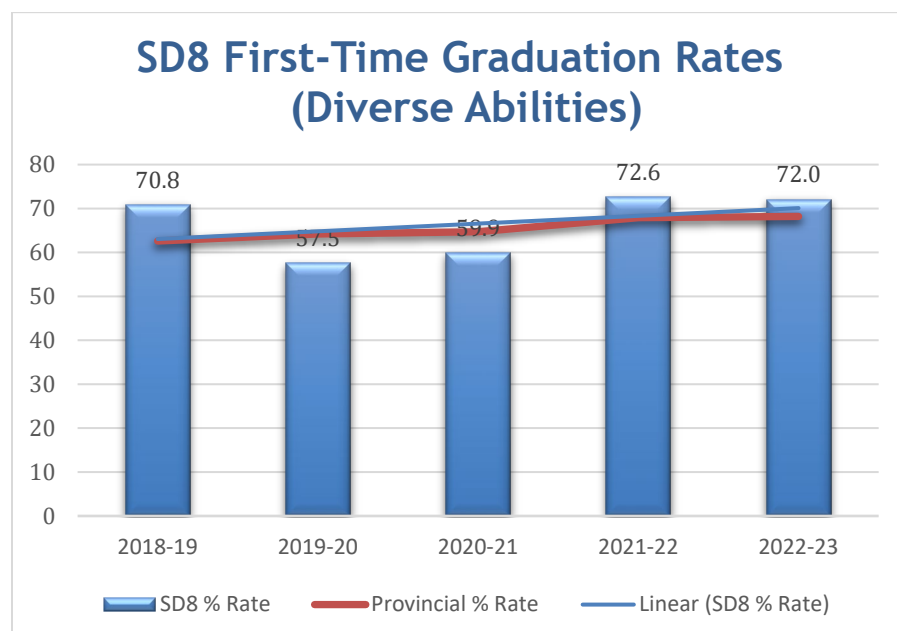
The 2022-2023 First-Time Graduation Rates (Indigenous) for SD8 in comparison with the Province indicate:

- SD8's overall first-time graduation rate has shown an overall increase over the past five years
- The province's first-time graduation rate has remained fairly flat at an average of 63%
- In 2022-2023, SD8 outperformed the province by a margin of 18%

It is expected the trendline for SD8 will continue to rise in the coming years as indicated by the linear trendline.



2022-2023 First-Time Graduation Rates - SD8 and Province (Diverse Abilities)



Diverse Abilities	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
SD 8	70.8	57.5	59.9	72.6	72.0
Province	62.6	64.2	64.7	67.9	68.2

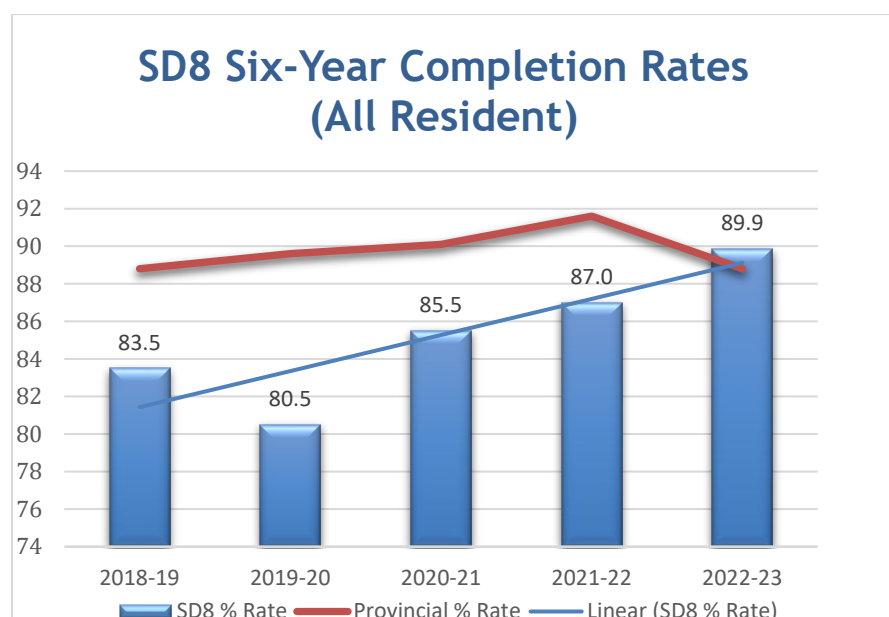
The 2022-2023 First-Time Graduation Rates (Diverse Abilities) for SD8 in comparison with the Province indicate:

- SD8's overall first-time graduation rate has shown an overall improvement, with the exception of a couple of years
- The province's first-time graduation rate has also improved, with an average of 65.5% success
- In 2022-2023, SD8 outperformed the province by a margin of nearly 4%

It is expected the trendline for SD8 will continue to rise in the coming years as indicated by the linear trendline.



2022-2023 Six-Year Completion Rates - SD8 and Province (All Resident)



All Resident	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
SD 8	83.5	80.5	85.5	87.0	89.9
Province	88.8	89.6	90.1	91.6	88.8

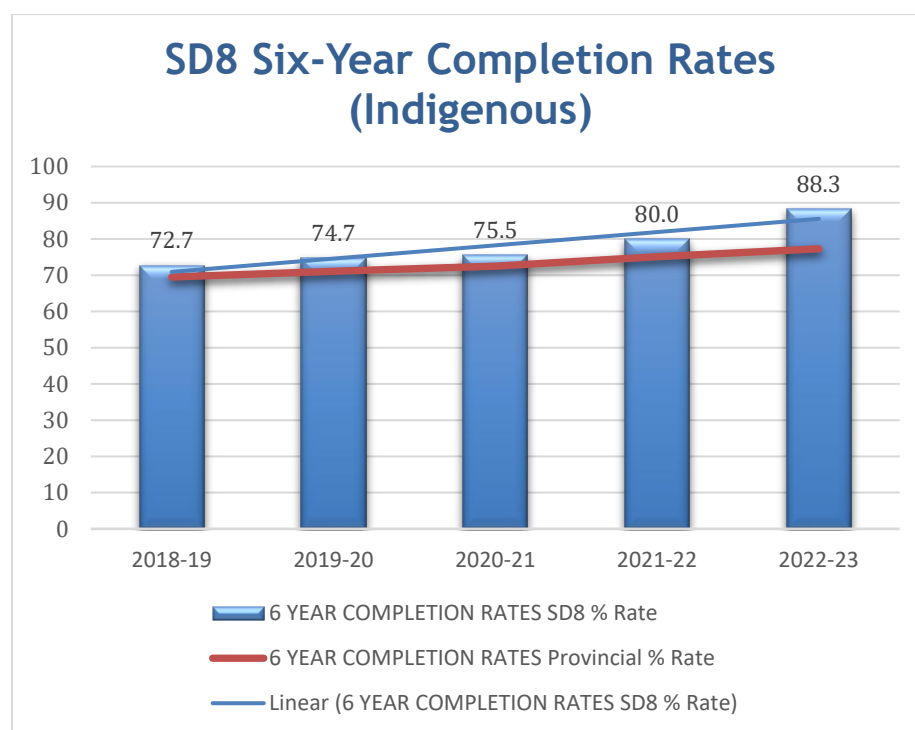
The 2022-2023 Six-Year Completion Rates for SD8 in comparison with the Province indicate:

- SD8's overall six-year completion rate has shown an overall rise of nearly 6.5% in the last five years
- The province's six-year completion rate has dipped slightly in the last three years
- In 2022-2023, SD8 has outperformed the province for the first time

It is expected the trendline for SD8 will continue to rise in the coming years as indicated by the linear trendline.



2022-2023 Six-Year Completion Rates - SD8 and Province (Indigenous)



Indigenous	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
SD 8	72.7	74.7	75.5	80.0	88.3
Province	69.5	71.1	72.5	75.1	77.3

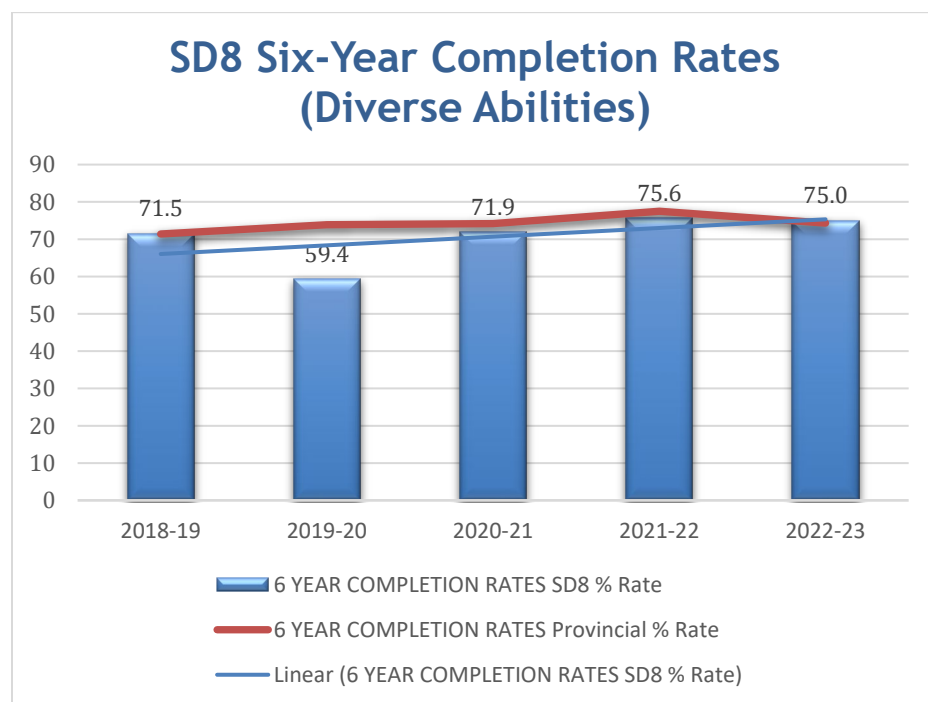
The 2022-2023 Six-Year Completion Rates for SD8 in comparison with the Province indicate:

- SD8's overall six-year completion rate has shown an overall rise of over 15.5% in the last five years for students of Indigenous ancestry
- The province's six-year completion rate has risen incrementally by 7.8%
- Since 2018-2019, SD8 has outperformed the province each year in six-year completion rates for students with Indigenous Ancestry

It is expected the trendline for SD8 will continue to rise in the coming years as indicated by the linear trendline.



2022-2023 Six-Year Completion Rates - SD8 and Province (Diverse Abilities)



Diverse Abilities	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
SD 8	71.5	59.4	71.9	75.6	75.0
Province	71.4	73.9	74.2	77.5	74.3

The 2022-2023 Six-Year Completion Rates for SD8 in comparison with the Province indicate:

- SD8's overall six-year completion rate has shown an incremental improvement of 3.5% over the last five years
- The province's six-year completion rate for students with diverse abilities has averaged 74% over the last five years
- In 2022-2023, SD8 has improved over the provincial rate for the first time

It is expected the trendline for SD8 will continue to rise in the coming years as indicated by the linear trendline.



A five-year comparison from 2018-2019 to 2022-2023 continues to demonstrate an upward trend in completion rates for all students, Indigenous students, and students with diverse needs.

SD8's commitment to continuous improvement in academic success for all students requires an ongoing analysis of school district and provincial completion and graduation rates as one measure of student success.

SD8's efforts to improve graduation rates and completion rates continue to focus on the following strategies, structures and supports:

- Each secondary school develops a [three-year graduation plan](#) for each student that is updated and reviewed twice annually by the school and district academic review team. The [graduation program](#) sets the requirements to exit the K-12 education system and ensures students are graduating with the knowledge, competencies, and skills they will need to transition successfully into higher education, training or the workforce.
- Collaboration and partnerships are supported with local colleges for dual credit programs and bridging strategies (Academic Upgrading, University Transfers, Dogwood Completion).
- Continued focus on developing [Trades Training Programs](#) and [Dual Credit Programs](#).
- Individualized supports for Indigenous students, including support from Aboriginal Success Teachers, Educational Assistants and/or Aboriginal Youth and Family Worker Liaisons.
- Wrap-around District Based Team that meets monthly with school staff to provide additional supports for individual students with diverse needs to support graduation.
- Improved scholarship opportunities.

Conclusion

Graduation and completion rates serve as valuable indicators of success for SD8. An analysis of results over the past five years reveals a positive trend in overall graduation and completion rates for students within SD8. However, the completion rates for Indigenous students and students with diverse abilities will continue to remain a focus. To foster continued enhancement in graduation and completion rates, SD8 is committed to maintaining a robust focus on the support of foundational skills and core competencies across all grade levels.



FROM: Cathy MacArthur, Secretary-Treasurer
DATE: February 13, 2024
SUBJECT: 2023-2024 Amended Annual Budget

For Approval

Background

This memorandum provides information on SD8's proposed 2023-2024 Amended Annual Budget Bylaw.

Information

During the May 9, 2023 Meeting of the Board Held in Public, the Board approved the 2023-2024 Annual Budget. This budget was based on the best information available at that time, including estimated enrolment information. Revenues were based on this estimate. Every year at the end of September all districts perform a student enrolment count and subsequently report the count to the Ministry of Education and Child Care. Provincial grants are adjusted based on the actual enrolment numbers and the Board approves the Amended Annual Budget Bylaw in February each year.

The attached Amended Annual Budget Bylaw and Amended Budget Discussion provide more information on the amended budget compared to the original budget approved at the May 9, 2023 Meeting of the Board Held in Public.

Recommendation

Attached is the School District No. 8 (Kootenay Lake) Amended Annual Budget Bylaw for fiscal year 2023-2024 for the Board's consideration and approval. To approve the Bylaw in one evening requires unanimous consent of the Board. The motions below and the attached Annual Capital Bylaw is presented for the Board's consideration and approval:

...**THAT** the Board of Education proceed to conclude three readings in one evening for the School District No. 8 (Kootenay Lake) Amended Annual Budget Bylaw for the fiscal year 2023-2024.

...**THAT** the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2023-2024 BE APPROVED as read a first time;

...**THAT** the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2023-2024 BE APPROVED as read a second time;

...**THAT** the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2023-2024 BE ADOPTED as read a third time.



Amended Annual Budget

School District No. 08 (Kootenay Lake)

June 30, 2024

DRAFT



School District No. 08 (Kootenay Lake)

June 30, 2024

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*NOTE - Statement 1, Statement 3, Statement 5 and Schedules 4A - 4D are used for Financial Statement reporting only.



AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 08 (KOOTENAY LAKE) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2023/2024 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 08 (Kootenay Lake) Amended Annual Budget Bylaw for fiscal year 2023/2024.
3. The attached Statement 2 showing the estimated revenue and expense for the 2023/2024 fiscal year and the total budget bylaw amount of \$85,348,309 for the 2023/2024 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2023/2024.

READ A FIRST TIME THE _____ DAY OF _____, 2024;

READ A SECOND TIME THE _____ DAY OF _____, 2024;

READ A THIRD TIME, PASSED AND ADOPTED THE _____ DAY OF _____, 2024;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 08 (Kootenay Lake) Amended Annual Budget Bylaw 2023/2024, adopted by the Board the _____ DAY OF _____, 2024.

Secretary Treasurer



Statement 2

Year Ended June 30, 2024

ases
ome
f Deferred Capital Revenue

Administration
Maintenance
and Housing

(Deficit), for the year

(Deficit), for the year comprised of:

Surplus (Deficit)
e Fund Surplus (Deficit)
surplus (Deficit)

olus (Deficit), for the year

School District No. 08 (Kootenay Lake)

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	65,186,084	64,800,435
Operating - Tangible Capital Assets Purchased	1,000,000	194,000
Special Purpose Funds - Total Expense	15,053,919	12,561,668
Special Purpose Funds - Tangible Capital Assets Purchased	100,000	100,000
Capital Fund - Total Expense	4,008,306	3,944,300
Total Budget Bylaw Amount	85,348,309	81,600,403

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

DRAFT



School District No. 08 (Kootenay Lake)

Statement 4

Amended Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2024

	2024 Amended Annual Budget \$	2024 Annual Budget \$
Surplus (Deficit) for the year	103,210	(662,220)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(1,100,000)	(294,000)
From Deferred Capital Revenue	(4,514,362)	
Total Acquisition of Tangible Capital Assets	(5,614,362)	(294,000)
Amortization of Tangible Capital Assets	4,008,306	3,944,300
Total Effect of change in Tangible Capital Assets	(1,606,056)	3,650,300
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(1,502,846)	2,988,080

DRAFT



School District No. 08 (Kootenay Lake)

Schedule 1

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2024

	Operating Fund \$	Special Purpose Fund \$	Capital Fund \$	2024 Amended Annual Budget \$
Accumulated Surplus (Deficit), beginning of year	5,159,703		20,764,811	25,924,514
Changes for the year				
Net Revenue (Expense) for the year	1,000,000	100,000	(996,790)	103,210
Interfund Transfers				
Tangible Capital Assets Purchased	(1,000,000)	(100,000)	1,100,000	-
Net Changes for the year	-	-	103,210	103,210
Budgeted Accumulated Surplus (Deficit), end of year	5,159,703	-	20,868,021	26,027,724

DRAFT



School District No. 08 (Kootenay Lake)

Schedule 2

Amended Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	63,567,090	62,366,493
Other	296,176	296,176
Tuition	1,198,450	1,654,150
Other Revenue	551,368	513,616
Rentals and Leases	90,000	64,000
Investment Income	483,000	100,000
Total Revenue	66,186,084	64,994,435
Expenses		
Instruction	48,019,734	48,504,413
District Administration	4,774,110	4,266,862
Operations and Maintenance	8,942,809	8,680,585
Transportation and Housing	3,449,431	3,348,575
Total Expense	65,186,084	64,800,435
Net Revenue (Expense)	1,000,000	194,000
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(1,000,000)	(194,000)
Total Net Transfers	(1,000,000)	(194,000)
Budgeted Surplus (Deficit), for the year	-	-



School District No. 08 (Kootenay Lake)

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2024

	2024 Amended Annual Budget \$	2024 Annual Budget \$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	61,835,495	61,649,241
ISC/LEA Recovery	(87,632)	(68,880)
Other Ministry of Education and Child Care Grants		
Pay Equity	300,996	300,996
Funding for Graduated Adults	14,147	14,147
Student Transportation Fund	419,602	419,602
FSA Scorer Grant	8,187	8,187
Labour Settlement Funding	1,018,885	-
NGN Self-Provisioned Sites	52,410	43,200
Equity Scan Grant	5,000	-
Total Provincial Grants - Ministry of Education and Child Care	63,567,090	62,366,493
Provincial Grants - Other	296,176	296,176
Tuition		
Continuing Education	40,000	40,000
International and Out of Province Students	1,158,450	1,614,150
Total Tuition	1,198,450	1,654,150
Other Revenues		
Other School District/Education Authorities	367,018	367,018
Funding from First Nations	87,632	68,880
Miscellaneous		
Private School Bussing	67,348	67,348
Cultural Grants	10,370	10,370
Other Fees	15,000	-
After School Program Fees	4,000	-
Total Other Revenue	551,368	513,616
Rentals and Leases	90,000	64,000
Investment Income	483,000	100,000
Total Operating Revenue	66,186,084	64,994,435



School District No. 08 (Kootenay Lake)

Schedule 2B

Amended Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
	\$	\$
Salaries		
Teachers	22,759,615	23,869,156
Principals and Vice Principals	4,420,655	4,356,162
Educational Assistants	3,614,535	3,271,177
Support Staff	7,440,581	7,417,949
Other Professionals	2,602,102	2,584,129
Substitutes	3,371,661	3,347,730
Total Salaries	44,209,149	44,846,303
Employee Benefits	11,255,197	11,135,793
Total Salaries and Benefits	55,464,346	55,982,096
Services and Supplies		
Services	2,552,661	2,184,518
Student Transportation	340,309	340,309
Professional Development and Travel	932,742	717,176
Rentals and Leases	79,891	34,441
Dues and Fees	118,682	89,682
Insurance	177,539	177,539
Supplies	3,745,465	3,403,049
Utilities	1,774,449	1,871,625
Total Services and Supplies	9,721,738	8,818,339
Total Operating Expense	65,186,084	64,800,435



School District No. 08 (Kootenay Lake)

Schedule 2C

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	20,234,424					2,732,338	22,966,762
1.03 Career Programs							-
1.07 Library Services	71,151			89,039			160,190
1.08 Counselling	115,089						115,089
1.10 Special Education	1,448,709		3,486,649	17,048	189,835	252,633	5,394,874
1.30 English Language Learning							-
1.31 Indigenous Education	731,066	161,168	127,886			12,018	1,032,138
1.41 School Administration		3,940,935		1,315,243		29,652	5,285,830
1.62 International and Out of Province Students	69,176	180,993		81,516			331,685
Total Function 1	22,669,615	4,283,096	3,614,535	1,502,846	189,835	3,026,641	35,286,568
4 District Administration							
4.11 Educational Administration	90,000	137,559			680,643		908,202
4.40 School District Governance					176,761		176,761
4.41 Business Administration				368,649	1,111,571		1,480,220
Total Function 4	90,000	137,559	-	368,649	1,968,975	-	2,565,183
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				31,005	333,590		364,595
5.50 Maintenance Operations				3,578,544		214,820	3,793,364
5.52 Maintenance of Grounds				198,961			198,961
5.56 Utilities							-
Total Function 5	-	-	-	3,808,510	333,590	214,820	4,356,920
7 Transportation and Housing							
7.41 Transportation and Housing Administration				54,361	109,702		164,063
7.70 Student Transportation				1,706,215		130,200	1,836,415
Total Function 7	-	-	-	1,760,576	109,702	130,200	2,000,478
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	22,759,615	4,420,655	3,614,535	7,440,581	2,602,102	3,371,661	44,209,149



School District No. 08 (Kootenay Lake)

Schedule 2C

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2024 Amended Annual Budget	2024 Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	22,966,762	5,709,542	28,676,304	2,208,548	30,884,852	29,096,138
1.03 Career Programs	-	-	-	2,000	2,000	-
1.07 Library Services	160,190	64,869	225,059	64,100	289,159	574,914
1.08 Counselling	115,089	32,892	147,981	200	148,181	653,098
1.10 Special Education	5,394,874	1,616,765	7,011,639	288,818	7,300,457	8,648,188
1.30 English Language Learning	-	-	-	-	-	42,248
1.31 Indigenous Education	1,032,138	243,056	1,275,194	293,090	1,568,284	1,454,794
1.41 School Administration	5,285,830	1,265,668	6,551,498	254,762	6,806,260	6,643,098
1.62 International and Out of Province Students	331,685	59,599	391,284	629,257	1,020,541	1,391,935
Total Function 1	35,286,568	8,992,391	44,278,959	3,740,775	48,019,734	48,504,413
4 District Administration						
4.11 Educational Administration	908,202	184,930	1,093,132	279,386	1,372,518	1,398,315
4.40 School District Governance	176,761	11,858	188,619	299,700	488,319	350,051
4.41 Business Administration	1,480,220	337,922	1,818,142	1,095,131	2,913,273	2,518,496
Total Function 4	2,565,183	534,710	3,099,893	1,674,217	4,774,110	4,266,862
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	364,595	79,551	444,146	326,427	770,573	884,748
5.50 Maintenance Operations	3,793,364	1,005,512	4,798,876	986,414	5,785,290	5,370,406
5.52 Maintenance of Grounds	198,961	52,524	251,485	177,200	428,685	377,994
5.56 Utilities	-	-	-	1,958,261	1,958,261	2,047,437
Total Function 5	4,356,920	1,137,587	5,494,507	3,448,302	8,942,809	8,680,585
7 Transportation and Housing						
7.41 Transportation and Housing Administration	164,063	39,345	203,408	41,861	245,269	230,457
7.70 Student Transportation	1,836,415	551,164	2,387,579	816,583	3,204,162	3,118,118
Total Function 7	2,000,478	590,509	2,590,987	858,444	3,449,431	3,348,575
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	44,209,149	11,255,197	55,464,346	9,721,738	65,186,084	64,800,435



School District No. 08 (Kootenay Lake)

Schedule 3

Amended Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	13,736,410	11,259,168
Other	104,509	89,500
Other Revenue	1,297,000	1,297,000
Investment Income	16,000	16,000
Total Revenue	15,153,919	12,661,668
Expenses		
Instruction	14,849,582	12,133,815
District Administration	-	49,475
Operations and Maintenance	179,640	356,812
Transportation and Housing	24,697	21,566
Total Expense	15,053,919	12,561,668
Net Revenue (Expense)	100,000	100,000
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(100,000)	(100,000)
Total Net Transfers	(100,000)	(100,000)
Budgeted Surplus (Deficit), for the year	-	-



School District No. 08 (Kootenay Lake)

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2024

Schedule 3A

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
Deferred Revenue, beginning of year	-	-	696,218	1,434,416	70,549	4,114	26,808	42,624	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	279,640	233,351	-	-	160,000	39,200	129,101	733,454	226,647
Provincial Grants - Other			38,000	1,245,000					
Other			11,000	5,000					
Investment Income	279,640	233,351	49,000	1,250,000	160,000	39,200	129,101	733,454	226,647
Less: Allocated to Revenue	279,640	233,351	38,000	1,250,000	230,549	43,314	115,909	776,078	226,647
Recovered							40,000		
Deferred Revenue, end of year	-	-	707,218	1,434,416	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	279,640	233,351			230,549	43,314	115,909	776,078	226,647
Provincial Grants - Other			27,000	1,245,000					
Other Revenue			11,000	5,000					
Investment Income	279,640	233,351	38,000	1,250,000	230,549	43,314	115,909	776,078	226,647
Expenses									
Salaries									
Teachers							22,324	51,200	
Principals and Vice Principals									
Educational Assistants		175,056					28,420	395,804	
Support Staff									167,207
Other Professionals									
Substitutes						14,500	2,500		
	-	175,056	-	-	-	14,500	53,244	447,004	167,207
Employee Benefits		58,295				4,700	14,521	143,614	45,752
Services and Supplies	179,640		38,000	1,250,000	230,549	24,114	48,144	185,460	13,688
	179,640	233,351	38,000	1,250,000	230,549	43,314	115,909	776,078	226,647
Net Revenue (Expense) before Interfund Transfers	100,000	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	(100,000)								
	(100,000)	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-



School District No. 08 (Kootenay Lake)

Schedule 3A

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2024

	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Seamless Day Kindergarten	Early Childhood Education Dual Credit Program	Student & Family Affordability	SEY2KT (Early Years to Kindergarten)
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	52,020	-	-	9,966	8,472	108,594	244,058	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	10,209,705	222,480	24,697	55,000	-	55,400	80,000	-	19,000
Provincial Grants - Other									
Other									
Investment Income									
	10,209,705	222,480	24,697	55,000	-	55,400	80,000	-	19,000
Less: Allocated to Revenue	10,209,705	222,480	24,697	55,000	9,966	63,872	162,881	244,058	19,000
Recovered		52,020							
Deferred Revenue, end of year	-	-	-	-	-	-	25,713	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	10,209,705	222,480	24,697	55,000	9,966	63,872	162,881	244,058	19,000
Provincial Grants - Other									
Other Revenue									
Investment Income									
	10,209,705	222,480	24,697	55,000	9,966	63,872	162,881	244,058	19,000
Expenses									
Salaries									
Teachers	8,233,695			43,990			12,245		
Principals and Vice Principals							80,583		
Educational Assistants						45,842			
Support Staff									
Other Professionals							17,158		
Substitutes		185,398			8,305				
	8,233,695	185,398	-	43,990	8,305	45,842	109,986	-	-
Employee Benefits	1,976,010	37,082		11,010	1,661	15,260	24,045		
Services and Supplies			24,697			2,770	28,850	244,058	19,000
	10,209,705	222,480	24,697	55,000	9,966	63,872	162,881	244,058	19,000
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-



School District No. 08 (Kootenay Lake)

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2024

Schedule 3A

	ECL Early Care & Learning	Feeding Futures Fund	After School Sports & Arts Grant	Donations	Health Promoting Schools	TOTAL
	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	62,134	38,972	-	2,798,945
Add: Restricted Grants						
Provincial Grants - Ministry of Education and Child Care	175,000	644,263				13,286,938
Provincial Grants - Other			15,375		27,000	42,375
Other				25,000		1,308,000
Investment Income						16,000
	175,000	644,263	15,375	25,000	27,000	14,653,313
Less: Allocated to Revenue	175,000	644,263	77,509	25,000	27,000	15,153,919
Recovered						92,020
Deferred Revenue, end of year	-	-	-	38,972	-	2,206,319
Revenues						
Provincial Grants - Ministry of Education and Child Care	175,000	644,263				13,736,410
Provincial Grants - Other			77,509		27,000	104,509
Other Revenue				25,000		1,297,000
Investment Income						16,000
	175,000	644,263	77,509	25,000	27,000	15,153,919
Expenses						
Salaries						
Teachers					21,810	8,385,264
Principals and Vice Principals	96,700					177,283
Educational Assistants		114,755				759,877
Support Staff	47,280					214,487
Other Professionals		98,360				115,518
Substitutes						210,703
	143,980	213,115	-	-	21,810	9,863,132
Employee Benefits	31,020	46,885			5,190	2,415,045
Services and Supplies		384,263	77,509	25,000		2,775,742
	175,000	644,263	77,509	25,000	27,000	15,053,919
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	100,000
Interfund Transfers						
Tangible Capital Assets Purchased						(100,000)
	-	-	-	-	-	(100,000)
Net Revenue (Expense)	-	-	-	-	-	-



School District No. 08 (Kootenay Lake)

Schedule 4

Amended Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2024

	2024 Amended Annual Budget			2024 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Investment Income		9,000	9,000	
Amortization of Deferred Capital Revenue	3,002,516		3,002,516	2,988,080
Total Revenue	3,002,516	9,000	3,011,516	2,988,080
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	4,008,306		4,008,306	3,944,300
Total Expense	4,008,306	-	4,008,306	3,944,300
Net Revenue (Expense)	(1,005,790)	9,000	(996,790)	(956,220)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	1,100,000		1,100,000	294,000
Total Net Transfers	1,100,000	-	1,100,000	294,000
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	-
Budgeted Surplus (Deficit), for the year	94,210	9,000	103,210	(662,220)





School District 8
Kootenay Lake

2023-2024 Amended Budget

Prepared February 13, 2024



sd8.bc.ca



2023-2024 Amended Budget Superintendent's Recommendations

Prepared February 13, 2024

Prepared for the Operations & Finance Partner Advisory Committee and Board Meeting on February 12th, 2024.

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2023-2024 Amended Annual Budget Summary

MOE Funded Full-Time Equivalents (FTE)

The table below shows anticipated enrolment of 4,825.188 FTEs. The additional enrolments are primarily related to the on-line learners.

	2023-2024 Amended Budget	2023-2024 Annual Budget	Increase	
	FTEs	FTEs	FTEs	%
Ministry Operating Grant Funded FTEs				
School Age	4,823.4380	4,777.000	46.438	1.0%
Adult	1.7500	2.000	(0.250)	0
Total Ministry Operating Grant Funded FTEs	4,825.1880	4,779.000	46.188	1.0%

Overview of the Amended Annual Budget and Budget Bylaw Amounts

The table below provides an overview of the 2023-2024 amended annual budget and budget bylaw amounts. The district continues to maintain focus on providing excellent student program delivery by keeping emphasis at the classroom level.

	Operating	Special Purpose	Capital	2023-2024 Amended Budget	2023-2024 Annual Budget	Increase (Decrease)	
	\$	\$	\$	\$	\$	\$	%
Revenues							
Provincial Grants							
Ministry of Education and Child Care	63,567,090	13,736,410	-	77,303,500	73,625,661	3,677,839	5%
Other	296,176	104,509	-	400,685	385,676	15,009	4%
Tuition	1,198,450	-	-	1,198,450	1,654,150	(455,700)	(28%)
Other Revenue	551,368	1,297,000	-	1,848,368	1,810,616	37,752	2%
Rentals and Leases	90,000	-	-	90,000	64,000	26,000	41%
Investment Income	483,000	16,000	9,000	508,000	116,000	392,000	338%
Amortization of Deferred Capital Revenue	-	-	3,002,516	3,002,516	2,988,080	14,436	0%
Total Revenue	66,186,084	15,153,919	3,011,516	84,351,519	80,644,183	3,707,336	5%
Expenses							
Instruction	48,019,734	14,849,582	-	62,869,316	60,638,228	2,231,088	4%
District Administration	4,774,110	-	-	4,774,110	4,316,337	457,773	11%
Operations and Maintenance	8,942,809	179,640	4,008,306	13,130,755	12,981,697	149,058	1%
Transportation and Housing	3,449,431	24,697	-	3,474,128	3,370,141	103,987	3%
Total Expense	65,186,084	15,053,919	4,008,306	84,248,309	81,306,403	2,941,906	4%
Surplus (Deficit) before Inter-fund Transfers	1,000,000	100,000	(996,790)	103,210	(662,220)	765,430	(116%)
Net Transfers (to) from other funds							
Tangible Capital Assets Purchased	(1,000,000)	(100,000)	1,100,000	-	-	-	0%
Budgeted Surplus (Deficit), for the year	-	-	103,210	103,210	(662,220)	765,430	(116%)
Budget Bylaw Amount							
Operating - Total Expense	65,186,084	-	-	65,186,084	64,800,435	385,649	1%
Operating - Tangible Capital Assets Purchased	1,000,000	-	-	1,000,000	194,000	806,000	415%
Special Purpose Funds - Total Expense	-	15,053,919	-	15,053,919	12,561,668	2,492,251	20%
Special Purpose Funds - Tangible Capital Assets Purchased	-	100,000	-	100,000	100,000	-	0%
Capital Fund - Total Expense	-	-	4,008,306	4,008,306	3,944,300	64,006	2%
Total Budget Bylaw Amount	66,186,084	15,153,919	4,008,306	85,348,309	81,600,403	3,747,906	5%

In the 2023-2024 Amended Annual Budget, the Board will have an additional \$3.7 million in resources when compared to the original 2023-2024 Annual Budget. The provincial grants from the Ministry of Education and Child Care (MOECC) account for the increase in budgeted revenue. The other significant changes in budgeted revenues mostly offset each other. Tuition from international students is budgeted to be \$0.5 million lower due to lower enrolments while investment income is budgeted \$0.4 million higher due to higher investment balances and interest rates.



The Board anticipates additional expenses above the original annual budget of \$3.0 million comprised of:

- an increase in budgeted instructional expenses of \$2.2 million that relates to additional salaries and benefits from unanticipated wage increases and an existing position missed in the original budget (\$2.0 million) and instructional supplies (\$0.2 million).
- an increase in budgeted district administration of \$0.5 million that relates to salaries and benefits from unanticipated wage increases and an existing position missed in the original budget (\$0.2 million) and governance, legal, software licenses, staff training, and professional development (\$0.3 million).
- an increase in budgeted operations and maintenance expenses of \$0.1 million that relates to higher costs for software licenses, website hosting and development, waste management and operational supplies offset by lower utility costs.
- an increase in budgeted transportation and housing expenses of \$0.1 million that relates to additional salaries and benefits and bus repair costs.

The resulting surplus before inter-fund transfers is \$0.1 million. It consists of an operating surplus of \$1.0 million, a surplus in the Special Purpose funds of \$0.1 million and a deficit in the Capital Fund of \$1.0 million.

Operating and Special Purpose Fund Revenues

Provincial Grants from the MOECC

As noted in the overview of the 2023-2024 Amended Annual Budget and Budget Bylaw Amounts discussion, the main increase in budgeted revenue relates to provincial grants from the MOECC as shown in the table below.

	2023-2024 Amended Budget	2023-2024 Annual Budget	Increase (Decrease)
	\$	\$	\$
Operating Fund			
Operating Grant, Ministry of Education and Child Care	61,835,495	61,649,241	186,254
ISC/LEA Recovery	(87,632)	(68,880)	(18,752)
Other Ministry of Education Grants			
Pay Equity	300,996	300,996	-
Labour Settlement Funding	1,018,885	-	1,018,885
Funding for Graduated Adults	14,147	14,147	-
Student Transportation Fund	419,602	419,602	-
NGN Self Provisioned Sites	52,410	43,200	9,210
FSA Scorer Grant	8,187	8,187	-
Equity Scan Grant	5,000	-	5,000
Total for Operating Fund	63,567,090	62,366,493	1,200,597
Special Purpose Funds			
Annual Facility Grant	279,640	279,640	-
Classroom Enhancement Fund	10,658,832	8,824,065	1,834,767
Community Link	776,078	723,464	52,614
Early Care & Learning (ECL) Funding to Schools	175,000	-	175,000
Early Years to Kindergarten (SEY2KT)	19,000	-	19,000
Feeding Futures Fund	644,263	644,263	-
First Nation Student Transportation	24,697	21,566	3,131
Learning Improvement Fund	233,351	233,351	-
Mental Health in Schools	55,000	55,000	-
Changing Results for Young Children*	9,966	-	9,966
Early Childhood Education Dual Credit Program*	162,881	140,340	22,541
OLEP*	115,909	82,879	33,030
Ready, Set, Learn*	43,314	39,200	4,114
Seamless Day Kindergarten*	63,872	55,400	8,472
Strong Start*	230,549	160,000	70,549
Student & Family Affordability Fund*	244,058	-	244,058
Total for Special Purpose Funds	13,736,410	11,259,168	2,477,242
Total Provincial Grants - Ministry of Education and Child Care	77,303,500	73,625,661	3,677,839

*Note - Additional revenue relates to carry forwards from prior year not included in original budget



Overall, provincial grants from the MOECC have increased by \$3.7 million compared to the original budget for a total budgeted annual amount of \$77.3 million. This is a 5.0% increase in overall non-capital funding as compared to the original 2023-2024 Annual Budget.

For the Operating Fund, provincial grants from the MOECC are budgeted \$1.2 million higher than the original budget. Additional labour settlement funding accounts for \$1.0 million and additional operating grant funding due to higher enrolments accounts for \$0.2 million. For the Special Purpose Funds, provincial grants from the MOECC are budgeted \$2.5 million higher than the original budget. The majority of the increase relates to the Classroom Enhancement Fund (\$1.8 million), Early Care and Learning (ECL) (\$0.2 million) and carry forward funding from the prior year for various grants.

Operating and Special Purpose Fund Expenses

The expense summary below shows the 2023-2024 Amended Budget for all expenses and changes as compared to the original 2023-2024 Annual Budget.

	2023-2024 Amended Budget	2023-2024 Annual Budget	Increase	
	\$	\$	\$	%
Salaries and Benefits	67,742,523	65,977,994	1,764,529	3%
Services and Supplies	12,497,480	11,384,109	1,113,371	10%
Total Expenses	80,240,003	77,362,103	2,877,900	4%

The total expenses are budgeted at \$2.9 million (4%) higher than the original budget. Approximately \$1.8 million of the increase relates to salaries and benefits and \$1.1 million of the increase relates to the services and supplies category which include services, student transportation, professional development and travel, rentals and leases, dues and fees, insurance, supplies, and utilities. These two components are described in more detail below.

Salaries and Benefits

The table below shows a breakdown of total staffing expenses in the 2023-2024 amended budget and changes as compared to original 2023-2024 annual budget.

	2023-2024 Amended Budget	2023-2024 Annual Budget	Increase	
	\$	\$	\$	%
Salaries				
Teachers	31,144,879	31,063,856	81,023	0%
Principals and Vice-Principals	4,597,938	4,388,017	209,921	5%
Educational Assistants	4,374,412	3,877,323	497,089	13%
Support Staff	7,655,068	7,585,156	69,912	1%
Other Professionals	2,717,620	2,589,785	127,835	5%
Substitutes	3,582,364	3,364,730	217,634	6%
Total Salaries	54,072,281	52,868,867	1,203,414	2%
Employee Benefits	13,670,242	13,109,127	561,115	4%
Total Salaries and Benefits	67,742,523	65,977,994	1,764,529	3%

Salaries and benefits are budgeted \$1.2 million and \$0.6 million above the original budget respectively with higher salaries in all staffing categories.



For all categories of staffing, the original budget assumed a wage level increase that was slightly lower than the actual negotiated wage level increases, causing higher salaries in the amended budget than the original budget. In addition, the remainder of the increase for each staffing group relates to:

- Principals and Vice-Principals - Salaries are budgeted \$0.2 million higher than the original budget due to some additional coverage for medical leaves and one existing position missed in the original budget.
- Educational Assistants - Salaries are budgeted \$0.5 million higher than the original budget due to additional positions.
- Other professionals are budgeted \$0.1 million higher than the original budget due to one existing position being missed in the original budget.
- Substitutes - Salaries are budgeted \$0.2 million higher than the original budget due to higher salary levels.

Supplies and Services

The table below shows a breakdown of the services and supplies expenses in the 2023-2024 amended budget and changes as compared to original 2023-2024 annual budget.

	2023-2024 Amended Budget	2023-2024 Annual Budget	Increase (Decrease)	
	\$	\$	\$	%
Services and Supplies				
Services	2,910,648	2,446,328	464,320	19%
Student transport	361,865	361,865	-	0%
Professional development and travel	932,742	717,176	215,566	30%
Rentals and leases	79,891	34,441	45,450	132%
Dues and fees	118,682	89,682	29,000	32%
Insurance	177,539	177,539	-	0%
Supplies	6,141,664	5,685,453	456,211	8%
Utilities	1,774,449	1,871,625	(97,176)	(5%)
Total Services and Supplies	12,497,480	11,384,109	1,113,371	10%

The budgeted changes in services and supplies relate to:

- Services – Additional expenses of \$0.5 million relate to software licenses, legal, website hosting and development, waste management, and equipment repairs.
- Professional development and travel – Additional expenses of \$0.2 million relate to training for all employee groups and additional travel/district mileage.
- Rental and leases – Additional expenses of \$45K relate to new leases.
- Dues and fees – Additional expenses of \$29K align with the June 30, 2023 actuals.
- Supplies – Additional expenses of \$0.5 million relate to operations supplies and instructional supplies (including \$0.1 million for the special purpose funds).
- Utilities – Lower expenses of \$0.1 million relate to lower estimated electricity, natural gas, and propane than originally budgeted.

Capital Fund

Revenue, Expenses, and Surplus (Deficit)

The table below shows the budgeted revenue, expenses and surplus (deficit) for the capital fund.

	2023-2024 Amended Budget	2023-2024 Annual Budget	Increase
	\$	\$	\$
Revenues			
Investment Income	9,000	-	9,000
Amortization Revenue	3,002,516	2,988,080	14,436
	3,011,516	2,988,080	23,436
Expenses			
Amortization Expense	4,008,306	3,944,300	64,006
Deficit before Inter-fund Transfers	(996,790)	(956,220)	(40,570)
Interfund Transfers	1,100,000	294,000	806,000
Surplus (Deficit) after Inter-fund Transfers	103,210	(662,220)	765,430

Amortization expense is an accounting entry that recognizes use of capital assets over time. It does not require any cash outlay. Amortization revenue is an accounting entry that recognizes the related funding over time. It does not involve any cash inflows. The amortization revenue has increased by \$14K and amortization expense has increased by \$64K compared to the original budget. The amended budget also includes \$9K of additional investment income.

The Deficit before Inter-fund Transfers is \$1.0 million as originally budgeted. Budgeted capital acquisitions have increased by \$0.8 million from \$0.3 million to \$1.1 million with a resulting Surplus after Inter-fund Transfers of \$0.1 million.

Capital Acquisitions

The table below shows the capital acquisitions and their funding sources.

Description of Capital Asset	Transfer from			Total
	Transfer from Operating Fund	Special Purpose Funds	Bylaw Capital	
	\$	\$	\$	\$
Classroom Furniture and Equipment	550,000			550,000
Operations Equipment and Vehicles	300,000			300,000
Technology Equipment	150,000			150,000
Building Upgrades		100,000	3,399,442	3,499,442
Buses			919,920	919,920
Playground Equipment			195,000	195,000
	1,000,000	100,000	4,514,362	5,614,362

The amended budget shows \$1.1 million in tangible capital asset purchases from the operating and special purpose funds compared to \$0.3 million in the original annual budget. The budgeted tangible capital asset purchases from the operating and special purpose funds include classroom furniture and equipment, operations equipment, vehicles, building upgrades and technology assets. The amended budget also includes \$4.5 million of additional capital expenditures funded from MOECC Bylaw Capital for building upgrades, buses, and playground equipment.



Amended Annual Budget Bylaw Summary

The table below summarizes the district's total 2023-2024 Amended Annual Budget Bylaw Amounts.

	2023-2024 Amended Budget	2023-2024 Annual Budget	Increase (Decrease)	
	\$	\$	\$	%
Budget Bylaw Amounts				
Operating - Total Expense	65,186,084	64,800,435	385,649	1%
Operating - Tangible Capital Assets Purchased	1,000,000	194,000	806,000	415%
Special Purpose Funds - Total Expense	15,053,919	12,561,668	2,492,251	20%
Special Purpose Funds - Tangible Capital Assets Purchased	100,000	100,000	-	0%
Capital Fund - Total Expense	4,008,306	3,944,300	64,006	2%
Total Budget Bylaw Amounts	85,348,309	81,600,403	3,747,906	5%

The Amended Budget Bylaw Amount of \$85.3 million has increased by \$3.7 million due to additional expenditures in the Operating, Special Purpose, and Capital Funds (\$2.9 million) and additional budgeted purchases of tangible capital assets from the Operating Fund (\$0.8 million).

FROM: Trish Smillie, Superintendent
DATE: February 13, 2024
SUBJECT: Sustainability Policy Development Public Engagement Process

For Information

Introduction

This memorandum will describe the process to develop a sustainability policy (placeholder name) for School District No. 8 (Kootenay Lake).

Background

[SD8's Strategic Plan](#) commits to responding to climate change. By developing policy in this area, the Board of Education will set a vision for the school district to respond to climate change and set a direction for the district to develop operational plans and procedures to mitigate the impacts of climate change through preparedness and adaptation, and to contribute to climate solutions.

The Ministry of Education and Child Care supports a focus in this area by partnering with the Climate Action Secretariat to ensure K-12 education remains aligned with provincial climate strategies and helps educators, students, families, and communities understand climate impacts, identify actions to prepare and adapt to climate change, and build climate resilience.

Information

The Board of Education will undertake a comprehensive public engagement process to develop a sustainability policy. The public engagement plan is attached for the Board's review.

The Board of Education will strike a Sustainability Advisory Council to provide advice on the development of a policy related to responding to climate change in SD8, facilitated by an expert in policy development facilitation.

The Council will meet every few weeks during the spring of 2024 to:

1. Define sustainability.
2. Review existing reporting tools and policies related to sustainability.
3. Recommend areas of focus for a sustainability policy.
4. Review current best practices for school districts in the area of sustainability.
5. Recommend a draft sustainability policy.

The Board will invite several partners to participate in the council, including trustees and senior administrators, employee representatives, parent representatives, rights holders, community organizations, academic experts and students. The Council will evaluate feedback from students, staff, and other education partners in the development of the policy.



Recommendation:

THAT the Board of Education approves the Sustainability Policy Development Public Engagement Process.



Draft Public Engagement Plan - Sustainability Policy

Project: Sustainability Policy Public Engagement Plan

Dates: Fall 2023 -Fall 2024

PHASE 1

Timeline	Partners
<ul style="list-style-type: none">• Define contributors• Outline necessary information• Define expertise for every individual• Build good questions	<p><i>Exploring through reflection, research, and analysis of relevant information</i></p> <ul style="list-style-type: none">• Board of Education• District and School Leaders• Education Partners

Actions and Communication

- Superintendent to engage a facilitator for the Sustainability Policy Advisory Committee
- Superintendent to develop the draft Sustainability Policy Advisory Committee Terms of Reference
- Superintendent to meet with district sustainability leads to support the work of the Sustainability Policy Advisory Committee to make policy recommendations to the Board
- The Director of Instruction will engage the District Student Voice in seeking sustainability priorities from students for the Student Leadership Conference.
- An Engagement Webpage will post all new items to the Sustainability Policy Public Engagement page. A webform and posted FAQs and comments from the public as they are received.



SUSTAINABILITY POLICY DEVELOPMENT PHASE 2

Timeline		Partners
<ul style="list-style-type: none"> Envision ideal outcome Create meaningful and inclusive engagement opportunities Archive process and publicly post feedback 		<p><i>Engage with our partners and communities, record and share our journey</i></p> <ul style="list-style-type: none"> Exploring through reflection, research, and analysis of relevant information Board of Education Indigenous Leadership and Communities School Communities: Students, Staff, Parents Advisory Groups Community Partners
Actions and Communication Summary: This student-led process will develop resources materials that will create a shared dialogue throughout the school district and engage educational partners in the development of a collaborative policy.		
Month (Approximate, subject to change)	Actions	
November 2023 - February 2024	<ul style="list-style-type: none"> Research and engage policy facilitator Review Sustainability Policy public engagement planning with the Board of Education Student conference related sustainability priorities in the school district 	
February- April 2024	<ul style="list-style-type: none"> Build TOR + invite the members of the Sustainability Policy Advisory Council to participate Survey and communication items will be posted on webpage to engage public input School leaders will receive information on the Sustainability Policy development and will engage their staffs at the next staff meeting. Individual Indigenous partners meetings will begin, facilitated by the District Principal of Aboriginal Education. Indigenous partner groups will include Education coordinators and students. Rights holder and Metis consultation. The Sustainability Policy Advisory Committee, including subject-area experts, will begin meetings. The District Student Voice Council will review the BC Sustainable Schools Best Practice Guide and make recommendations based on this to the Policy Advisory Committee. A DPAC session will be held to engage parent partners in the Sustainability Policy discussion. PACs will receive this through the principal. 	
May - June 2024	<ul style="list-style-type: none"> All data from student, parent, and staff groups will be reviewed by the Advisory Committee The Advisory Council will provide to the board for March G&P Meeting/Partner Advisory Meeting and following Board meeting 	
August - September 2024	<ul style="list-style-type: none"> Board and Partner Advisory Review 	
October 2024	<ul style="list-style-type: none"> Board approval of new policy for field testing and review with the Policy Partner Advisory Council 	

SUSTAINABILITY POLICY DEVELOPMENT PHASE 3



Timeline	Partners
<ul style="list-style-type: none"> • Decision and rationale • Outcome and process forward • Celebration 	<p><i>Formalize, celebrate, and take action on our new path forward</i></p> <ul style="list-style-type: none"> • Board of Education • District Leaders • Contributors
Actions and Communication	
<ul style="list-style-type: none"> • Board to receive a presentation on the Sustainability Policy process and draft policy • Board to post for field testing and review with the Policy Partner Advisory Council • Board to adopt new Sustainability policy • Thank you letters sent to Sustainability Policy Advisory Council, Green Teams and a thank you posted for questions and comment on the webpage. 	



DRAFT TERMS OF REFERENCE - January 23, 2024 DRAFT

Kootenay Lake (SD8) Sustainability Policy Development Advisory Group

The Board of Education is undertaking a comprehensive process to develop a sustainability policy. A Sustainability Policy Development Advisory Group has been tasked with providing advice to the Board of Education on the development of this Policy.

The intention of the policy is to identify areas of focus to improve sustainability in SD8 and support a response to climate change.

This work aligns with SD8 Strategic Plan 2024-29 values and commitments regarding responding to climate change.

SD8 - Sustainability Policy Development Advisory Group Terms of Reference	
Purpose	<ul style="list-style-type: none">The <i>Sustainability Policy Development Advisory Group (SPDAG)</i> is an ad hoc Board Committee convened to make recommendations on a sustainability policy that will assist in identifying areas of focus to improve sustainability in SD8 and support a response to climate change. The SPDAG will focus on developing policy statements that guide the vision and strategic direction, not the operational decisions or implementation plans, of the district in responding to climate change.
Guiding Principles The SPDAG's work will be guided by SD8 Public Engagement Guiding Principles:	<ul style="list-style-type: none">TransparentRespectfulInclusiveOptimisticSupportiveActive
Desired Process Outcomes	<ul style="list-style-type: none">Student success is primaryVoices are heard and people feel valuedThe importance of education is highlightedFeedback, information, and resources are providedOutcomes are attained
SPDAG Objectives	<ol style="list-style-type: none">Define sustainability.Review existing reporting tools and policies related to sustainability.Review current best practices for school districts in the area of sustainability.Recommend areas of focus for a sustainability policy.Recommend a draft sustainability policy.
SPDAG Deliverables	<ul style="list-style-type: none">Draft language for SD8 sustainability policyAdvisory Group draft policy presented to Board of Education for approval for field testing and for presentation to the Policy Partner Advisory Meeting.



SD8 - Sustainability Policy Development Advisory Group Terms of Reference

Membership	<p>The Working Group will be comprised of the following representatives:</p> <ul style="list-style-type: none"> • Trustee Chair of the Policy Partner Advisory Committee • Trustee Representative • Director of Operations • Director of Innovative Learning • District Principal of Aboriginal Education • District Principal of International Education • Elementary principal representative (1) • Secondary principal representative (1) • CUPE representative (1) • KLTF representative (1) • DPAC representative (1) • Rights-holder representatives (7) • Student representatives (2) • Community Organization Reps: <ul style="list-style-type: none"> ○ West Kootenay Climate Hub Representatives (3) ○ Academic expert ○ Wildsight
Advisory Group Member Commitment	<ul style="list-style-type: none"> • Attend all meetings (or by alternate) • Represent your organization; provide updates to your organization on the the work and discussions of the Advisory Group; and solicit feedback throughout the process.
Governance	<ul style="list-style-type: none"> • This Advisory Group will work together through a consultative process as defined in the IAP2 Spectrum of Public Participation and will seek consensus through an informed, inclusive and transparent process that considers partner needs and concerns. Partner feedback will be incorporated in the draft and final reports. Advisory Group members will have an opportunity to review the draft report and any dissenting opinions will be documented. • The Chair of the Advisory Group will be Trish Smillie, SD8 Superintendent.
Meetings and Timeline	<ul style="list-style-type: none"> • Meeting dates and timing: <ul style="list-style-type: none"> ○ March 15, 2024, 9 AM - Noon ○ April 15, 2024, 1-4 PM ○ April 29, 2024, 1-4 PM • Meetings to be held via Zoom with meetings links circulated in advance. • It is anticipated that findings and recommendations will be reported to the Board of Education in October 2024. • Meetings will follow International Association of Public Participation (IAP2) practices and may include opportunities for break out group discussions and development of additional input through survey, interview or focus group work.
Resource Materials and Notifications	<ul style="list-style-type: none"> • Meeting materials including Meeting Agendas, Meeting Summaries and relevant materials for Advisory Group members to review will be posted on the SD8 Public Engagement Page. Membership will be notified when new materials have been added.





FROM: Trish Smillie, Superintendent
DATE: February 13, 2024
SUBJECT: Draft School Calendar 2026-2027 Approval for Consultation

For Approval

Introduction

This memorandum provides an overview of the 2026-2027 School Calendars.

Information

[The School Act](#) requires that all school districts in British Columbia develop their own school calendars. School calendars must provide the minimum number of prescribed instructional hours identified in the [School Calendar Regulation B.C. Reg. 314/12](#).

The public consultation process is outlined as follows:

- 5(1) For the purposes of section 87.01 (7) [*school calendar*] of the Act, a board must make publicly available a school calendar that it proposes to submit to the minister under section 87.01 (5) or (6) of the Act at least one month before the date the school calendar must be submitted to the minister.
- (2) The board must provide an opportunity to (a) the parents of the students enrolled in each school to which the proposed school calendar is to apply, and (b) representatives of employees of the board assigned to the school to provide comments to the board with respect to the school calendar made publicly available under subsection (1).

Features of the Proposed Calendar

The District has met with the KLTF, CUPE, KLPVPA to develop the proposed 2026-2027 calendars. The proposed school calendar is similar to previous years' calendars in the placement of breaks and non-instructional days. The anticipated placement of winter, spring break, and some of the non-instructional days is the same as surrounding districts. It is the intention of surrounding districts to have similar calendars, although this is determined through a local consultation process.

The draft calendars are provided for the Board's review.

Publicly Available Draft

Once approved by the Board for public posting, the recommended calendars will be posted on the website with a webform for feedback. This will be shared with DPAC and PACs to provide comments on the draft calendars.



One month following the posting online, Board members will be provided with feedback and the final calendars will be brought to the Board for approval at a meeting of the Board held in public. This meeting will be scheduled in March 2024.

Recommendation

It is recommended

THAT the 2026-2027 school calendar BE APPROVED for posting on the website for field testing beginning on February 13, 2024.



2026 - 2027 GENERAL SCHOOL CALENDAR

Weekends*
Statutory Holidays*
School Vacation Periods*
Administrative Day**
District Pro-D Days (NI Days)**
School Pro-D and Planning Days (NI Days)**
Early Dismissal (one hour early)
School Planning Day (NI Day)**

*schools closed

**school not in session - staff only in attendance

September	7	Labour Day
September	8	First Day of School
September	25	School Planning Day
September	30	National Day for Truth and Reconciliation
October	12	Thanksgiving Day
October	14	Early Dismissal Day (1 hour early)
October	15	Early Dismissal Day (1 hour early)
October	23	PSA Day (Provincial Specialist Assoc.) Pro-D Day
November	19	Remembrance Day
December	18	Last day of school before winter vacation
December	21	Winter vacation begins
December	25	Christmas Day
December	26	Boxing Day
January	1	New Year's Day
January	1	Winter vacation ends
January	4	Schools Re-Open
January	18	District Pro-D Day
February	12	School-Based Pro-D Day
February	15	Family Day
March	12	Last day of school before spring break
March	15-19	Spring Break
March	22-26	School Closure Week
March	26	Good Friday
March	29	Easter Monday
March	30	School Re-opens
April	21	Early Dismissal Day (1 hour early)
April	22	Early Dismissal Day (1 hour early)
April	26	District Pro-D Day
May	24	Victoria Day
May	31	School-Based Pro-D Day
June	29	Last Day of Classes
June	30	Administrative Day
July	1	School Closed for Summer Vacation

Days of Instruction	179
Non-Instructional Days (Pro-D Days)	6
Administrative Day	1
Total Days in Session	186

JULY 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2026						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2027						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2027						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2027						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE 2027						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			





School District 8
Kootenay Lake

2026 - 2027 ONLINE LEARNING CALENDAR

Weekends*
Statutory Holidays*
School Vacation Periods*
Administrative Day**
District Pro-D Days (NI Days)**
School Pro-D and Planning Days (NI Days)**
Early Dismissal (one hour early)
School Planning Day (NI Day)**

*schools closed

**school not in session - staff only in attendance

September	7	Labour Day
September	8	First Day of School
September	25	School Planning Day
September	30	National Day for Truth and Reconciliation
October	12	Thanksgiving Day
October	23	PSA Day (Provincial Specialist Assoc.) Pro-D Day
November	11	Remembrance Day
December	18	Last day of school before winter vacation
December	21	Winter vacation begins
December	25	Christmas Day
December	26	Boxing Day
January	1	New Year's Day
January	1	Winter vacation ends
January	4	Schools Re-Open
January	18	District Pro-D Day
February	12	School Based Pro-D Day
February	15	Family Day
March	12	Last day of school before spring break
March	15-19	Spring Break
March	22-26	School Closure Week
March	26	Good Friday
March	29	Easter Monday
March	30	School Re-opens
April	26	District Pro-D Day
May	24	Victoria Day
May	31	School-Based Pro-D Day
June	29	Last Day of Classes
June	30	Administrative Day
July	1	Schools Closed for Summer Vacation

Days of Instruction	225
Non-Instructional Days (Pro-D Days)	6
Administrative Day	1
Total Days in Session	232

(22)

JULY 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

(20)

AUGUST 2026						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

(19)

SEPTEMBER 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

(20)

OCTOBER 2026						
S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

(20)

NOVEMBER 2026						
S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

(14)

DECEMBER 2026						
S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

(19)

JANUARY 2027						
S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

(18)

FEBRUARY 2027						
S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

(12)

MARCH 2027						
S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

(21)

APRIL 2027						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

(19)

MAY 2027						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

(21)

JUNE 2027						
S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			





School District 8
Kootenay Lake

2026 - 2027 WILDFLOWER CALENDAR

Weekends*
Statutory Holidays*
School Vacation Periods*
Administrative Day**
District Pro-D Days (NI Days)**
School Pro-D and Planning Days (NI Days)**
Early Dismissal (one hour early)
School Planning Day (NI Day)**

*schools closed

**school not in session - staff only in attendance

September	7	Labour Day
September	8	First Day of School
September	18	Homeschool Conferences - NI Day
September	25	School Planning Day
September	30	National Day for Truth and Reconciliation
October	12	Thanksgiving Day
October	23	PSA Day (Provincial Specialist Assoc.) Pro-D Day
November	11	Remembrance Day
December	11	Last day of school before winter vacation
December	14-18	Non-Instructional Days
December	21	Winter vacation begins
December	25	Christmas Day
December	26	Boxing Day
January	1	New Year's Day
January	1	Winter vacation ends
January	4	Schools Re-Open
January	18	District Pro-D Day
January	22	Strategic Planning Session
February	12	School Based Pro-D Day
February	15	Family Day
March	12	Last day of school before spring break
March	15-19	Spring Break
March	22-26	School Closure Week
March	26	Good Friday
March	29	Easter Monday
March	30	School Re-opens
April	26	District Pro-D Day
May	24	Victoria Day
May	31	School-Based Pro-D Day
June	23	Last Day of Classes
June	24	Administrative Day
June	25	School Closed for Summer Vacation

Days of Instruction	168
Non-Instructional Days (Pro-D Days)	8
Administrative Day	1
Total Days in Session	177

JULY 2026						
S	M	T	W	T	F	S
			1	2	3	4
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26	27	28	29	30	31	

AUGUST 2026						
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30	31					

SEPTEMBER 2026						
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27	28	29	30			

OCTOBER 2026						
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NOVEMBER 2026						
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DECEMBER 2026						
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JANUARY 2027						
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FEBRUARY 2027						
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MARCH 2027						
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28	29	30	31			

APRIL 2027						
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25	26	27	28	29	30	

MAY 2027						
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23	24	25	26	27	28	29
30	31					

JUNE 2027						
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20	21	22	23	24	25	26
27	28	29	30			



POLICY 123: Board Representation and Liaison

The Board of Education of School District No. 8 (Kootenay Lake) wishes to maintain good rapport and communication with organizations and educational institutions within the communities the district serves.

The Chair shall appoint, or cause to be elected, annually, a representative to various organizations who will represent the interest of the Board of Education.

Representatives will provide regular reports to the Board at Meetings of the Board Held in Public regarding developments or events pertaining to the governance role of the Board of Education and will keep the Board informed of any developments which have potential impact on the delivery of public education.

Matters discussed confidentially by an organization that are relevant to the district shall be reported in closed meetings.

In response to requests from external organizations or agencies, the Board will give consideration to naming representatives to various external committees, agencies and organizations. Such representation is established at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the district and other organizations.

The Board will determine the process for appointing each representative as per policy 120: Board Meeting Procedures. The Board shall be guided by the following principles when naming representatives to other organizations:

- The Board's decision-making role can be exercised only by the Board as a whole, not by an individual trustee or committee;
- The Board's function is governance, rather than administration/operations;
- Responsibilities placed on trustees are to be closely related to the Board's central role as per Policy 111: Roles and Responsibilities of the Board.

The Superintendent may appoint personnel to work with the representative and shall determine the roles, responsibilities and reporting requirements of personnel.

The following organizations/committees will have Board representation as identified normally at the annual Inaugural Meeting or alternatively at a subsequent meeting of the Board.

External Committees

1. BC School Trustees' Association (BCSTA) Provincial Council.

Purpose:

- To represent the Board of Education at the British Columbia School Trustees Association (BCSTA).

Duties:

Related Legislation: Sections 8.4, 8.5, 22, 65, 74, 85 School Act, Ministry of Education and Child Care website

Adopted: April 28, 1997

Amended: June 12, 2018; January 9, 2024



- Attend Provincial Council meetings.
- Represent the Board's positions and interests at the provincial level.
- Communicate to the Board the work of the Provincial Council.
- Bring recommendations to the Board as and when necessary.
- Build positive relationships with BCSTA.
- Provide district report at the KBB meeting.
- Membership:
 - One (1) trustee; one (1) alternate; elected by the Board for one year.
- Meetings:
 - As called by Provincial Council. (Usually 4 per year, one at the AGM)

2. BC Public School Employers' Association (BCPSEA).

- Purpose:
 - To represent the Board of Education at the British Columbia Public School Employers' Association (BCPSEA).
- Duties:
 - Attend the BCPSEA meetings as required. Meetings are usually 4 -6 times per year (Symposium, AGM, budget telecon pre-AGM, regional meetings as and when needed, voting meetings, if needed)
 - Represent the Board's positions and interests at BCPSEA meetings.
 - Communicate to the Board the work of BCPSEA.
 - Bring recommendations to the Board as and when necessary.
 - Build positive relationships with BCPSEA.
- Membership:
 - One (1) trustee; one (1) alternate elected by the Board for one year.
- Meetings:
 - As called by BCPSEA; usually 4-6 per year (Symposium, AGM, budget phone conference pre-AGM, regional meetings as and when needed, vote meeting if needed).

3. Kootenay Boundary Branch (KBB) Branch of the BC School Trustees' Association.

- Purpose:
 - To represent the Board of Education at the Kootenay Boundary Branch (KBB) Executive meetings.
- Duties:
 - Represent the Board's positions and interests at KBB Branch meetings.
 - Bring recommendations to the Board as and when necessary.
 - Build positive working relationships with other Boards.
- Membership:
 - One (1) trustee; appointed by the Board Chair for one year if no Trustee is elected to an executive position at the KBB AGM.
- Meetings:

Related Legislation: Sections 8.4, 8.5, 22, 65, 74, 85 School Act, Ministry of Education and Child Care website

Adopted: April 28, 1997

Amended: June 12, 2018; January 9, 2024



- Four (4) meetings per year or as called by the KBB Branch President.

4. Municipal Authorities and External Organizations

The Board seeks to have a mutually beneficial relationship with municipal authorities and other external organizations when common purpose can be identified. To that end the Board welcomes invitations to have District representation on such agencies.

If such agencies deal only with administrative matters, the Board of Education shall be represented by administrative staff selected by and reporting to the Superintendent. Where such agencies deal with governance issues, trustee representation may be considered, the terms of reference for the representative shall be as follows:

- Purpose:
 - Represent the Board's positions and interests to the agency.
- Duties:
 - Identify to the agency that the Board's decision-making role can be exercised only by the Board as a whole, not by an individual trustee representative and that the Board's function is governance, rather than administration or operational.
 - Communicate to the Board the work of the agency.
 - Bring recommendations to the Board as and when necessary including any need for the Board to establish positions on specific issues.
 - Build productive relationships which advance the interests of the Board.
- Membership:
 - One trustee as determined by the Board Chair as required.
- Meetings:
 - At the call of the external committee chair.

5. District Parent Advisory Council (DPAC)

- Purpose:
 - Represent the Board's positions and interests to the agency.
- Duties:
 - Represent the Board at DPAC meetings
 - Communicate the work of the Board to DPAC when requested
 - Attends DPAC meetings;
 - Communicates to DPAC the work of the Board
 - Builds positive working relationships with DPAC.
- Membership:
 - Vice Chair and one alternate as determined by the Board Chair as required. Other Trustees may attend as observers.
- Meetings:
 - Monthly or as called DPAC Chair.

Related Legislation: Sections 8.4, 8.5, 22, 65, 74, 85 School Act, Ministry of Education and Child Care website

Adopted: April 28, 1997

Amended: June 12, 2018; January 9, 2024



6. School Liaison Trustee Role

- 6.1 While a trustee serves the communities they are elected to represent, a trustee's primary role is to act as a member of the corporate Board.
- 6.2 The School Act gives no individual authority to an individual trustee. As a member of the corporate Board, trustees are accountable to the public for collective decisions of the Board, and for the delivery and quality of education services.
- 6.3 Trustees must always be guided by the Trustee Code of Conduct including confidentiality and the Oath of Office.
- 6.4 Trustees must represent the best interests of the entire School District. This representation must supersede any conflicting loyalty such as that to advocacy or interest groups, other Boards or staff, or third-party users of the School District's services.
- 6.5 Liaison opportunities for individual trustees provide for increased communication between trustees and school communities. Schools within in School District are divided between trustees to ensure the trustees have knowledge of their electoral area liaison schools and the programs and initiatives that are achieving the School District's goals.
- 6.6 The rationale, purposes and parameters of trustees, being the liaison between the Board and assigned schools, is provided as follows:
 - 6.6.1.1 To provide the Board with an opportunity to have a presence at each school.
 - 6.6.1.2 The trustee liaison participates in school activities as requested or invited by the school principal.
 - 6.6.1.3 The trustee liaison must follow the Board communication policy and procedures.
 - 6.6.1.4 Trustees can show appreciation and support and help celebrate student, staff, and community successes. Parents, caregivers, and community members are then aware of their Liaison Trustee contact. Trustees are not invited to operational or administrative functions of the school, such as staff meetings or meetings related to the management of the school.
 - 6.6.1.5 When the trustee liaison hears any emerging issues at assigned schools or sites; it is their responsibility to advise the Superintendent of Schools/CEO and Board Chair for immediate handling.

7. The role of the trustee liaison is not intended to undermine or supersede the role of the school principal, Parent Advisory Committee Chair or other staff.

7.1 A Trustee adheres to their role within governance as outlined in Policy 111: Roles and Responsibilities of the Board of Education;

Related Legislation: Sections 8.4, 8.5, 22, 65, 74, 85 School Act, Ministry of Education and Child Care website

Adopted: April 28, 1997

Amended: June 12, 2018; January 9, 2024



7.2 The defined process for resolution of parent/caregiver concerns is outlined in [AP 1310 - Communication](#) and the [SD8 Communication Protocol](#); or through other processes for discussing concerns by the school or district staff.

8. Trustees must respect the Superintendent of Schools/CEO's responsibility for the day-to-day administration of the School District. . Complaints and criticisms from parents, staff or the public for the Superintendent should be forwarded to the Superintendent for the Superintendent's handling.
9. Trustees must not attempt to exercise individual authority over the organization and recognize that they do not direct staff.
10. Attendance at school events by the trustee liaison would vary in detail from school to school, and this would be clearly defined through discussion with the School Principal, as is deemed appropriate by the Superintendent.
11. Should a trustee wish to visit a school that is not included within their specific school assignment, they may do so with an invitation from that school's principal. Such a request should be initiated by contacting the Superintendent of Schools.
12. The role of trustee liaison is intended to strengthen the bond and further communications between schools and the Board in a manner that demonstrates the work of Boards while clearly respecting the role and authority of school administrators and staff.
13. Trustee Liaison Checklist:
 - Become familiar with and adhere to the Trustee Code of Conduct.
 - Ensure clarity and understanding of the trustee liaison role. Liaison school visits should be with a purpose or intent.
 - Be cautious about interrupting the learning environment. Staff will understand that they do not need to interrupt their day-to-day activities when a trustee visits their school.
 - The trustee liaison must ensure they sign in and sign out at the school's main office in adherence to all school visitor safety protocols.
 - Where possible, the trustee liaison will take part in activities at other schools throughout the district by invitation or as requested.
 - The trustee will attend school Parent Advisory Committee meetings when invited. If invited, the PAC Chair will contact the trustee liaison and the trustee will ensure that they attend as observers or to represent areas related to governance. All items brought forward of an operational nature will be directed to the principal.

Related Legislation: Sections 8.4, 8.5, 22, 65, 74, 85 School Act, Ministry of Education and Child Care website

Adopted: April 28, 1997

Amended: June 12, 2018; January 9, 2024



POLICY 123: Board Representation and Liaison

The Board of Education of School District No. 8 (Kootenay Lake) wishes to maintain good rapport and communication with organizations and educational institutions within the communities the district serves.

The Chair shall appoint, or cause to be elected, annually, a representative to various organizations who will represent the interest of the Board of Education.

Representatives will provide regular reports to the Board at ~~open meetings~~ Meetings of the Board Held in Public regarding developments or events pertaining to the governance role of the Board of Education and will keep the Board informed of any developments which have potential impact on the delivery of public education.

Matters discussed ~~In-Camera~~ confidentially by an organization that are relevant to the district shall be reported in ~~camera-closed meetings when permission is granted.~~

In response to requests from external organizations or agencies, the Board will give consideration to naming representatives to various external committees, agencies and organizations. Such representation is established at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the district and other organizations.

The Board will determine the process for appointing each representative as per policy 120: Board Meeting Procedures. The Board shall be guided by the following principles when naming representatives to other organizations:

- The Board's decision-making role can be exercised only by the Board as a whole, not by an individual trustee or committee;
- The Board's function is governance, rather than administration/operations;
- Responsibilities placed on trustees are to be closely related to the Board's central role as per Policy 111: Roles and Responsibilities of the Board.

The Superintendent may appoint personnel to work with the representative and shall determine the roles, responsibilities and reporting requirements of personnel.

The following organizations/committees will have Board representation as identified normally at the annual Inaugural Meeting or alternatively at a subsequent meeting of the Board.

External Committees

1. BC School Trustees' Association (BCSTA) Provincial Council.

Purpose:

Related Legislation: Sections 8.4, 8.5, 22, 65, 74, 85 School Act, Ministry of Education and Child Care website

Adopted: April 28, 1997

Amended: June 12, 2018; January 2, 2024



- To represent the Board of Education at the British Columbia School Trustees Association (BCSTA).
- Duties:
 - Attend Provincial Council meetings.
 - Represent the Board's positions and interests at the provincial level.
 - Communicate to the Board the work of the Provincial Council.
 - Bring recommendations to the Board as and when necessary.
 - Build positive relationships with BCSTA.
 - Provide district report at the KBB meeting.
- Membership:
 - One (1) trustee; one (1) alternate; elected by the Board for one year.
- Meetings:
 - As called by Provincial Council. (Usually 4 per year, one at the AGM)

2. BC Public School Employers' Association (BCPSEA).

- Purpose:
 - To represent the Board of Education at the British Columbia Public School Employers' Association (BCPSEA).
- Duties:
 - Attend the BCPSEA meetings as required. Meetings are usually 4 -6 times per year (Symposium, AGM, budget telecon pre-AGM, regional meetings as and when needed, voting meetings, if needed)
 - Represent the Board's positions and interests at BCPSEA meetings.
 - Communicate to the Board the work of BCPSEA.
 - Bring recommendations to the Board as and when necessary.
 - Build positive relationships with BCPSEA.
- Membership:
 - One (1) trustee; one (1) alternate elected by the Board for one year.
- Meetings:
 - As called by BCPSEA; usually 4-6 per year (Symposium, AGM, budget phone conference pre-AGM, regional meetings as and when needed, vote meeting if needed.

3. Kootenay Boundary Branch (KBB) Branch of the BC School Trustees' Association.

- Purpose:
 - To represent the Board of Education at the Kootenay Boundary Branch (KBB) Executive meetings.
- Duties:
 - Represent the Board's positions and interests at KBB Branch meetings.
 - Bring recommendations to the Board as and when necessary.
 - Build positive working relationships with other Boards.
- Membership:

Related Legislation: [Sections 8.4, 8.5, 22, 65, 74, 85 School Act, Ministry of Education and Child Care website](#)

Adopted: April 28, 1997

Amended: June 12, 2018; [January 2, 2024](#)





- One (1) trustee; appointed by the Board Chair for one year if no Trustee is elected to an executive position at the KBB AGM.
- ~~Any trustee may attend the KBB meeting; however, one (1) trustee elected by the Board as representative to KBB Branch.~~
- Meetings:
 - Four (4) meetings per year or as called by the KBB Branch President-as scheduled.

4. Municipal Authorities and External Organizations

The Board seeks to have a mutually beneficial relationship with municipal authorities and other external organizations when common purpose can be identified. To that end the Board welcomes invitations to have District representation on such agencies.

If such agencies deal only with administrative matters, the Board of Education shall be represented by administrative staff selected by and reporting to the Superintendent.

Where such agencies deal with governance issues, trustee representation may be considered, the terms of reference for the representative shall be as follows:

- Purpose:
 - Represent the Board's positions and interests to the agency.
- Duties:
 - Identify to the agency that the Board's decision-making role can be exercised only by the Board as a whole, not by an individual trustee representative and that the Board's function is governance, rather than administration or operational.
 - Communicate to the Board the work of the agency.
 - Bring recommendations to the Board as and when necessary including any need for the Board to establish positions on specific issues.
 - Build productive relationships which advance the interests of the Board.
- Membership:
 - One trustee as determined by the Board Chair as required.
- Meetings:
 - At the call of the external committee chair.

5. District Parent Advisory Council (DPAC)

- Purpose:
 - Represent the Board's positions and interests to the agency.

Related Legislation: [Sections 8.4, 8.5, 22, 65, 74, 85 School Act, Ministry of Education and Child Care website](#)

Adopted: April 28, 1997

Amended: June 12, 2018; [January 2, 2024](#)





- Duties:
 - Represent the Board at DPAC meetings
 - Communicate the work of the Board to DPAC when requested
 - Attends DPAC meetings;
 - Communicates to DPAC the work of the Board
 - Builds positive working relationships with DPAC.
- Membership:
 - ~~One trustee~~ Vice Chair and one alternate as determined by the Board Chair as required. Other Trustees may attend as observers.
- Meetings:
 - Monthly or as called DPAC Chair.

6. School Liaison Trustee Role

6.1 While a trustee serves the communities they are elected to represent, a trustee's primary role is to act as a member of the corporate Board.

6.1

6.2 The School Act gives no individual authority to an individual trustee. As a member of the corporate Board, trustees are accountable to the public for collective decisions of the Board, and for the delivery and quality of education services.

6.2

6.3 Trustees must always be guided by the Trustee Code of Conduct including confidentiality and the Oath of Office.

6.3

6.4 Trustees must represent the best interests of the entire School District. This representation must supersede any conflicting loyalty such as that to advocacy or interest groups, other Boards or staff, or ~~user~~ third-party users of the School District's services.

6.4

6.5 Liaison ~~opportunities~~ for individual trustees provide for increased communication between trustees and school communities. Schools within in School District are divided between trustees to ensure the trustees have knowledge of their electoral area liaison schools and the programs and initiatives that are achieving the School District's goals.

Related Legislation: [Sections 8.4, 8.5, 22, 65, 74, 85 School Act, Ministry of Education and Child Care website](#)

Adopted: April 28, 1997

Amended: June 12, 2018; [January 2, 2024](#)





6.5

6.6—The rationale, purposes and parameters of trustees, being the liaison between the Board and assigned schools, is provided as follows:

6.6

6.6.1.1—To provide the Board with an opportunity to have a presence at each school.:

6.6.1.1

6.6.1.2—The trustee liaison participates in school activities as requested or invited by the ~~S~~school ~~P~~principal.:

6.6.1.2

6.6.1.3—The trustee liaison must ~~follow not speak on behalf of the Board.~~ ~~T~~the Board communication policy and procedures—~~must be followed.~~

6.6.1.3

6.6.1.4—Trustees can show appreciation and support and help celebrate student, staff, and community successes. Parents, caregivers, and community members are then aware of their Liaison Trustee contact. Trustees are not invited to operational or administrative functions of the school, such as staff meetings or meetings related to the management of the school.

6.6.1.4

6.6.1.5 When the trustee liaison hears any emerging ~~-issues at assigned schools or sites;~~ it is their responsibility to advise the Superintendent of Schools/CEO and Board Chair for immediate handling.

2-7. The role of the trustee liaison is not intended to undermine or supersede the role of the school principal, Parent Advisory Committee Chair or other staff.

- 7.1 A ~~Trustee adheres to their role within governance as outlined in Policy 111:~~ Roles and Responsibilities of the Board of Education;

.The defined process for resolution of parent/caregiver concerns is outlined in AP 1310 - Communication and the SD8 Communication Protocol; or,





7.2 Through other processes for discussing concerns by the school or district staff.

8. Trustees must respect the Superintendent of Schools/CEO's responsibility for the day-to-day administration of the School District. ~~Trustees must refer complaints or criticisms received to the Superintendent, who will inform the appropriate individual(s).~~ Complaints and criticisms from parents, staff or the public for the Superintendent should be forwarded to the Superintendent for the Superintendent's handling.

9. Trustees must not attempt to exercise individual authority over the organization ~~and except as explicitly set forth in Board policies. Trustees will~~ recognize that they do not direct staff.

10. Attendance at school events by the trustee liaison would vary in detail from school to school, and this would be clearly defined through discussion with the School Principal, as is deemed appropriate by the Superintendent.

~~Trustees will be clear, that as an individual trustee, they have no authority. Issues or questions will be dealt with through usual processes. If the issue is in the area of the Board's governance role and responsibility, it can be brought to the Board for consideration.~~

3. Should a trustee wish to visit a school that is not included within their specific school assignment, they may do so with an invitation from that school's principal. Such a request should be initiated by contacting the Superintendent of Schools.

11.

4. The role of trustee liaison is intended to strengthen the bond and further communications between schools and the Board in a manner that demonstrates the work of Boards while clearly respecting the role and authority of school administrators and staff.

12.

13. Trustee Liaison Checklist:

- Become familiar with and adhere to the Trustee Code of Conduct.
- Ensure clarity and understanding of the trustee liaison role. Liaison school visits should be with a purpose or intent.
- Be cautious about interrupting the learning environment. Staff will understand that they do not need to interrupt their day-to-day activities when a trustee visits their school.
- ~~• The trustee liaison will be provided with a visitor badge/lanyard which should be worn at all times when visiting a school.~~

Related Legislation: [Sections 8.4, 8.5, 22, 65, 74, 85 School Act, Ministry of Education and Child Care website](#)

Adopted: April 28, 1997

Amended: June 12, 2018; [January 2, 2024](#)





- The trustee liaison must ensure they sign in and sign out at the school's main office in adherence to all school visitor safety protocols.
- Where possible, the trustee liaison will take part in activities at other schools throughout the district by invitation or as requested.
- The trustee will attend school Parent Advisory Committee meetings when invited. If invited, the PAC Chair will contact the trustee liaison and the trustee will ensure that they attend as observers or to represent areas related to governance. All items brought forward of an operational nature will be directed to the ~~Principal~~principal.

DRAFT



POLICY 621: Accumulated Operating Surplus

This policy ensures accountable and transparent financial planning and ensures compliance with the Ministry of Education and Child Care's Accumulated Operating Surplus Policy by:

- guiding the accumulation, spending, and reporting of operating surplus;
- outlining how inter-fund transfers will be managed; and
- guiding how the Board will engage with local community and education partner groups, and rights holders as defined by Declaration on the Rights of Indigenous Peoples Act (DRIPPA).

The Board of Education for School District No. 8 (Kootenay Lake) (the "Board") has the responsibility under the School Act to prepare balanced budgets. Revenues plus appropriated surpluses must fully fund the annual operating, special purpose and capital fund expenses, and tangible capital asset acquisitions.

Definitions

- A. **Accumulated Operating Surplus:** represents the extent to which operating revenue from all previous years exceeds operating expenditures from all previous years after any inter-fund transfers. The ability to approve inter-fund transfers and use previous year's operating surplus in future years enables the Board to mitigate financial risk, support consistent programs and services to all students, and engage in long-term planning.
- B. **Restricted Operating Surplus:** means a portion of an Accumulated Operating Surplus that has been set aside through a board motion for specified use in future years.
- C. **Unrestricted Operating Surplus:** means the accumulated Operating Surplus built up in the School District's Operating Fund that has not been designated for specific uses.

1. Restricted Operating Surplus

Categories of internally restricted operating surplus include:

1.1 Restricted Due to the Nature of Constraints on the Funds

- 1.1.1 The Board may receive grants or other revenue for specific or targeted purposes. The Board will maintain a surplus within a special purpose fund where it is beneficial to do so in achieving the intent of that fund and permitted by the grantor. If these grants/funds are not spent, the balance is internally restricted

Related Legislation: [School Act \[RSBC 1996, Part 8, Division 8\]](#), [K-12 Public Education Accumulated Operating Surplus Policy](#), [K-12 Public Education Financial Planning and Reporting Policy](#), [Declaration on the Rights of Indigenous Peoples Act \(DRIPPA\)](#)

Related Contract Article: Nil

Adopted: October 9, 2018

Revised: November 10, 2020; January 10, 2022; January 9, 2024

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to be used for the specified use in future years. Examples include:

- 1.1.1.1 Contractual obligations (i.e. professional development);
- 1.1.1.2 Indigenous Education targeted funding; or
- 1.1.1.3 School generated funds (not externally restricted).

1.2 Restricted for Anticipated Unusual Expenses Identified by the Board

1.2.1 To support effective planning, there will be situations where the District has identified one-time and intermittent projects that will not be funded by revenues in that year or where, if they are funded from annual Provincial Operating grants, this may cause fluctuations or reductions in educational service levels. Examples include:

- 1.2.1.1 Self-insurance for minor equipment loss and breakage;
- 1.2.1.2 Implementation of new initiatives; or
- 1.2.1.3 Impact of emerging events (i.e. global pandemic).

1.3 Restricted for Operations Spanning Multiple School Years

1.3.1 To support effective operational planning, there will be situations where operating surplus funds may need to be carried over to future years, such as:

- 1.3.1.1 Future years' operations/budget;
- 1.3.1.2 Schools and department surplus/carryforwards;
- 1.3.1.3 Operating projects in progress;
- 1.3.1.4 Technology, utilities, equipment and capital projects, including amounts to be transferred to local capital;
- 1.3.1.5 Purchase order commitments; or
- 1.3.1.6 Educational programs spanning multiple years.

1.4 Restricted for Future Capital Cost Share

1.4.1 To support major capital projects as identified in the Board's 5-year Capital Plan and approved by the Ministry of Education and Child Care for concept plan or business case development, the Board may restrict operating surplus at the time the project is brought forward for funding approval.

2. Unrestricted Operating Surplus (Contingency Reserve)

The Board is responsible for ensuring the district is protected financially from extraordinary circumstances which would negatively impact operations and the education of students. To discharge this responsibility, the Board will strive to maintain a contingency reserve of

Related Legislation: [School Act \[RSBC 1996, Part 8, Division 8\]](#), [K-12 Public Education Accumulated Operating Surplus Policy](#), [K-12 Public Education Financial Planning and Reporting Policy](#), [Declaration on the Rights of Indigenous Peoples Act \(DRIPPA\)](#)

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at least 3% of operating expenditures and not exceeding 5% of operating expenditures. The Board may approve the use of contingency reserve under the following circumstances:

2.1 Emergent Operating Issues

Major non-recurring costs related to emergency events or situations which cannot be anticipated and budgeted for or when it may not be feasible to absorb the cost of such events in other budget areas. Examples include:

- 2.1.1 Extraordinary costs associated with severe inclement weather, forest fires etc.;
- 2.1.2 Coverage for disaster recovery expenditures;
- 2.1.3 Replacement of equipment essential to the continuation of safe operations of District facilities;
- 2.1.4 Coverage for unexpected additional capital project costs not funded by the Ministry of Education and Child Care; or
- 2.1.5 Extraordinary or unknown cost pressures not known at time of budget development.

2.2 Offset Unrealized Revenues

Some revenue sources are cyclical in nature and subject to downturns in the economy and other factors. The Board cannot always anticipate such fluctuations or rely on budgetary savings or other revenues to offset these shortfalls. In these cases, the Board can use contingency funds to continue to provide educational services and maintain operations without implementing one-time service cuts. In recognizing that the use of the contingency reserve represents a one-time source of funding, the Board will incorporate strategies to re-establish the contingency reserve into its annual budget planning processes. Such strategies may be implemented over a period of three years.

3. Inter-Fund Transfers

Inter-Fund Transfers are funds transferred from one fund to another (e.g. between Operating Fund and Capital Fund/Local Capital). Inter-fund transfers must be made through board resolution. Approval of Inter-fund Transfers related to confidential matters or land, legal or personnel matters shall be considered in a closed board meeting.

4. Consultation and Engagement

Prior to approval of the annual budget, the Board will consult and engage with local community and education partner groups, and rights holders as defined by the Declaration on the Rights of Indigenous Peoples Act (DRIPPA) on proposed uses of the accumulated operating surplus. Consultation will include opportunities to provide input, feedback and

Related Legislation: [School Act \[RSBC 1996, Part 8, Division 8\]](#), [K-12 Public Education Accumulated Operating Surplus Policy](#), [K-12 Public Education Financial Planning and Reporting Policy](#), [Declaration on the Rights of Indigenous Peoples Act \(DRIPPA\)](#)

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ask questions regarding the Board's annual budget and operating surplus accumulation, reporting and planned use.

5. Reporting Requirements

The reporting of surpluses and Inter-fund Transfers are publicly provided through both the financial statement and budget reporting processes. The district budget reporting process outlines the initial plan for surpluses and transfers. The financial statements report on actual surpluses and transfers in any given budget year.

APPROVED FOR
FIELD TESTING

Related Legislation: [School Act \[RSBC 1996, Part 8, Division 8\]](#), [K-12 Public Education Accumulated Operating Surplus Policy](#), [K-12 Public Education Financial Planning and Reporting Policy](#), [Declaration on the Rights of Indigenous Peoples Act \(DRIPPA\)](#)

Related Contract Article: Nil

Adopted: October 9, 2018

Revised: November 10, 2020; January 10, 2022; January 9, 2024

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From: Policy OHRC:EX <Policy@bchumanrights.ca>
Sent: Wednesday, November 1, 2023 12:15 PM
To: Dawn Lang <Dawn.Lang@sd8.bc.ca>
Cc: Policy OHRC:EX <Policy@bchumanrights.ca>
Subject: RE: Request to discuss School Liaison Officers with the Kootenay Boundary Branch of the BC School Trustees Association

Hi Dawn,
Thanks for getting back to us. I or someone else on our policy team can help schedule something if/when appropriate.
Alexi

Alexi White (*he/him*)
Acting Executive Director, Research & Policy
BC's Office of the Human Rights Commissioner
Phone: 236-455-1848
bchumanrights.ca | [@humanrights4bc](https://twitter.com/humanrights4bc)



British Columbia's
**Office of the Human Rights
Commissioner**

To the Indigenous peoples of this place we now call British Columbia: Today we turn our minds to you and to your ancestors. You have kept your unceded homelands strong. We are grateful to live and work here.

BC's Office of the Human Rights Commissioner's email font size and colour contrast reflect current accessibility best practices. We welcome feedback about how we can make our communications more accessible: info@bchumanrights.ca

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From: Dawn Lang <Dawn.Lang@sd8.bc.ca>
Sent: Tuesday, October 31, 2023 7:53 AM
To: Govender, Kasari 2 OHRC:EX <commissioner@bchumanrights.ca>
Cc: Dawn Lang <Dawn.Lang@sd8.bc.ca>
Subject: RE: Request to discuss School Liaison Officers with the Kootenay Boundary Branch of the BC School Trustees Association

Dear Ms. Govender – Thank you for your email. I will respond to your request after discussions with BCSTA and our Kootenay Boundary Branch executive. Due to scheduling, my response will likely happen after the new year.

Regards, Dawn

From: Govender, Kasari 2 OHRC:EX <commissioner@bchumanrights.ca>
Sent: Thursday, October 26, 2023 10:27 AM
To: Dawn Lang <Dawn.Lang@sd8.bc.ca>; Sharon Nazaroff <Sharon.Nazaroff@sd8.bc.ca>



Cc: Policy OHRC:EX <Policy@bchumanrights.ca>

Subject: Request to discuss School Liaison Officers with the Kootenay Boundary Branch of the BC School Trustees Association

Dear Dawn Lang and Sharon Nazaroff,

As you know, Indigenous, Black and other marginalized students—as well as their parents and communities—have raised significant concerns about the harm caused by having police in schools. Last year I [wrote to all school board trustees](#) in B.C. about the lack of evidence to support the notion that School Liaison Officer (SLO) programs make schools safer. I recommended that, out of respect for the rights of our students, all school districts end the use of SLOs until the impact of these programs can be established empirically.

As I stated in my letter to trustees, my Office recently funded [independent research on the state of SLO programs in Canada](#). The author, Dr. Kanika Samuels-Wortley, concluded that there are no peer-reviewed studies that explore the impact of SLOs on marginalized students in Canada and that some of the most methodologically sound research finds no evidence to support the notion that SLO programs make schools safer. Conversely, there is ample evidence that the presence of police in B.C. communities impacts different racialized groups differently, including [work recently conducted by my office](#) showing, for example, that Indigenous people are 16 times more likely to be detained by police in Vancouver than non-Indigenous people. Though we do not know for certain that this extends to the school environment, this evidence—along with the concerns raised by marginalized students and their families—strongly suggest this may be the case.

As Human Rights Commissioner, it is my statutory responsibility to act as an impartial advocate for the promotion and protection of human rights. I believe this is best accomplished through two-way, proactive engagement whenever possible.

As such, I am writing to you in your capacities as President and Vice-President of the Kootenay Boundary Branch to request the opportunity to attend one of your meetings this fall. I wish to explain in greater detail my perspective on this issue, address any questions or concerns, and hear from trustees about their experiences. I hope that a dialogue on human rights and the role of police in schools will be of use to the members of your branch.

Please let me know if you are open to my participation and my staff will work with you to find a suitable date and time.

Best regards,

Kasari Govender (*she/her*)

Human Rights Commissioner

BC's Office of the Human Rights Commissioner

Office: 1-844-922-6472





To the Indigenous peoples of this place we now call British Columbia: Today we turn our minds to you and to your ancestors. You have kept your unceded homelands strong. We are grateful to live and work here.

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