

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

**TUESDAY, MAY 14, 2024**

**5:00 PM – 7:00 PM**

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

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

**1. Call to Order**

**2. Acknowledgement of Aboriginal Territory**

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

**3. Changes to the Proposed Agenda**

**4. Adoption of Agenda**

**Proposed Resolution:**

**THAT** the Agenda for this May 14, 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. 13)**

App. 8

**Proposed Resolution:**

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

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

App. 9

**10. Education – Reports from the Superintendent**

A. Career Development Continuous Learning Report 2023-2024 (p. 20)

App. 10A



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

- A. Approve 2024-2025 Annual Budget (p. 57) App. 11A

**Proposed Resolution:**

**THAT** the Board unanimously agrees to give the Annual Budget Bylaw 2024/2025 all three readings at this meeting of May 14, 2024.

**Proposed Resolution:**

**THAT** the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2024-2025 **BE APPROVED** as read a first time;

**THAT** the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2024-2025 **BE APPROVED** as read a second time;

**THAT** the School District No. 8 (Kootenay Lake) Annual Budget Bylaw 2024-2025 **BE ADOPTED** as read a third time.

## 12. Governance and Policy

- A. Approve 2024-2025 Board Meeting Calendar and In-Progress 2024-2025 Governance Framework and Learning Plan (p. 88) App. 12A

**Proposed Resolution:**

**THAT** the 2024-2025 Board Meeting Calendar and In-Progress 2024-2025 Governance Framework and Learning Plan **BE APPROVED**.

- B. Approve 2024-2025 and 2025-2026 Amended School Calendar (p. 110) App. 12B

**Proposed Resolution:**

**THAT** the 2024-2025 and 2025-2026 school calendar amendments **BE APPROVED**.

- C. Policy Approval for Field Testing

- Policy 770: Student Transportation (p. 115) App. 12C

**Proposed Resolution:**

**THAT** policy 770 **BE APPROVED** for field testing.

- D. Policy Approval

- Policy 140: Communication Protocol for Trustees (p. 117) App. 12D.1

**Proposed Resolution:**

**THAT** policy 140 **BE APPROVED**.

- Policy 141: Advocacy for Public Education (p. 122) App. 12D.2

**Proposed Resolution:**

**THAT** policy 141 **BE APPROVED**.

- Policy 121: Committees of the Board of Education (p. 126) App. 12D.3



**Proposed Resolution:**

**THAT 121 BE APPROVED.**

- Policy 123: Board Representation and Liaison (p. 144) App. 12D.4

**Proposed Resolution:**

**THAT policy 123 BE APPROVED.**

- Policy 120: Board Meeting Procedures (p. 156) App. 12D.5

**Proposed Resolution:**

**THAT policy 120 BE APPROVED.**

**13. Human Resources – Nil**

**14. Other Items – Nil**

**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 June 11, 2024 in Creston.

**18. Adjournment of Meeting**



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**SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)**  
**CONSENT PACKAGE – PUBLIC MEETING**  
**MAY 14, 2024**

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**ITEM**

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*The following Consent items are routine items received for information.*

- |   |       |
|---|-------|
| 1. Board Correspondence Package                               | p. 5  |
| 2. <a href="#">Superintendent's Report May 2024</a>           |       |
| 3. Monthly Financial Report – for period ended March 31, 2024 | p. 6  |
| 4. Transactions over 50k – for period ended March 31, 2024    | p. 10 |
| 5. List of Trustee Recusals                                   | p. 12 |



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**SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)**

**BOARD CORRESPONDENCE PACKAGE**

**MAY 14, 2024**

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ITEM	DATE
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Nil



# Monthly Financial Report

For the period ended March 31, 2024



sd8.bc.ca

## COMMENTS

### Operating Expenditure Report

- The budget information is based on the 2023-2024 Amended Budget approved by the Board on February 13, 2024.
- 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 nine months of actual District operations and seven months of School operations.
- The salaries and benefits are trending as expected based on the amended budgeted amounts and the applicable months for principals and vice-principals, teachers, educational assistants, support staff and other professionals. TTOC/relief salaries are trending below the amended budget.
- Although the services and supplies categories show that 32% of the amended budget amount remains available as of March 31<sup>st</sup> with 25% of the year remaining, a higher level of expenditures is incurred in the latter half of the year. Conversely, insurance expenses have a higher level of expenditure in the first half of the year, showing 12% of the amended budget remaining on March 31<sup>st</sup>.

### Special Purpose Expenditure Report

- The budget information is based on the 2023-2024 Amended Budget approved by the Board on February 13, 2024.
- The Special Purpose Expenditure Report reflects nine months of actual District operations and seven months of School operations.
- Higher spending on many of these special purpose funds tends to occur in the last half of the school year.



**OPERATING EXPENDITURE REPORT**

	July to March 2024 Actuals	2023 - 2024 Amended Budget	\$ Available Budget	% Available Budget	Applicable Months
<b>Salaries</b>					
Principal & Vice-Principal Salaries	3,309,503	4,420,655	1,111,152	25%	12
Teacher Salaries	15,747,440	22,759,615	7,012,175	31%	10
Educational Assistants	2,428,116	3,614,535	1,186,419	33%	10
Support Staff	5,474,867	7,440,581	1,965,714	26%	12
Other Professional Salaries	1,979,563	2,602,102	622,539	24%	12
TOCs/Relief Salaries	2,085,475	3,371,661	1,286,186	38%	10
<b>Total Salaries</b>	<b>31,024,964</b>	<b>44,209,149</b>	<b>13,184,185</b>	<b>30%</b>	
<b>Employee Benefits</b>	<b>7,711,868</b>	<b>11,255,197</b>	<b>3,543,329</b>	<b>31%</b>	
<b>Total Salaries and Benefits</b>	<b>38,736,832</b>	<b>55,464,346</b>	<b>16,727,514</b>	<b>30%</b>	
<b>Services &amp; Supplies</b>					
Services	1,780,919	2,552,661	771,742	30%	
Student Transportation	196,506	340,309	143,803	42%	
Professional Development & Travel	456,529	932,742	476,213	51%	
Rentals and Leases	57,725	79,891	22,166	28%	
Dues and Fees	70,274	118,682	48,408	41%	
Insurance	156,473	177,539	21,066	12%	
Supplies	2,658,920	3,745,465	1,086,545	29%	
Utilities	1,246,332	1,774,449	528,117	30%	
<b>Total Services &amp; Supplies</b>	<b>6,623,678</b>	<b>9,721,738</b>	<b>3,098,060</b>	<b>32%</b>	
<b>Total Operating Expense</b>	<b>45,360,510</b>	<b>65,186,084</b>	<b>19,825,574</b>	<b>30%</b>	






**SPECIAL PURPOSE FUND EXPENDITURE REPORT**

	July to March 2024 Actuals	2023 - 2024 Amended Budget	\$ Available Budget	% Available Budget
<b>Ministry of Education and Child Care Funds</b>				
Annual Facilities Grant	179,640	179,640	-	0%
Changing Results for Young Children	-	9,966	9,966	100%
Classroom Enhancement Fund Overhead	158,639	226,647	68,008	30%
Classroom Enhancement Fund Staffing	7,146,809	10,209,705	3,062,896	30%
Classroom Enhancement Remedies	35,938	222,480	186,542	0%
Community Link	425,247	776,078	350,831	45%
Early Care and Learning Fund to Schools	130,873	175,000	44,127	25%
Early Years to Kindergarten	-	19,000	19,000	100%
ECE Dual Credit program	79,282	162,881	83,599	51%
Feeding Futures	294,071	644,263	350,192	54%
First Nation Transportation	1,105	24,697	23,592	96%
Learning Improvement Fund	159,686	233,351	73,665	32%
Mental Health in Schools	47,473	55,000	7,527	14%
OLEP	50,710	115,909	65,199	56%
Ready Set Learn	33,328	43,314	9,986	23%
Seamless Day Kindergarten	33,632	63,872	30,240	47%
StrongStart	111,518	230,549	119,031	52%
Student & Family Affordability Fund	61,330	244,058	182,728	75%
<b>Total MOECC Funds</b>	<b>8,949,281</b>	<b>13,636,410</b>	<b>4,687,129</b>	<b>34%</b>
<b>Other Provincial Special Purpose Funds</b>				
ASSAI	3,552	77,509	73,957	95%
Health Promoting Schools	20,552	27,000	6,448	24%
<b>Total MOECC Funds</b>	<b>24,104</b>	<b>104,509</b>	<b>80,405</b>	<b>77%</b>
<b>Other Special Purpose Funds</b>				
School Scholarships and Bursaries	14,635	38,000	23,365	61%
School Generated Funds	1,276,674	1,250,000	(26,674)	-2%
Donations	8,762	25,000	16,238	65%
<b>Total MOECC Funds</b>	<b>1,300,071</b>	<b>1,313,000</b>	<b>12,929</b>	<b>1%</b>
<b>All Special Purpose Funds</b>	<b>10,273,456</b>	<b>15,053,919</b>	<b>4,780,463</b>	<b>32%</b>





# Monthly Transactions over 50K

For the period ended March 31, 2024

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

DATE	VENDOR	AMOUNT
1-Mar-24	BMO Mastercard	\$87,214.63
6-Mar-24	Pacific Blue Cross	\$145,414.04
6-Mar-24	Pebt In Trust c/o Morneau Shepell	\$110,245.32
6-Mar-24	British Columbia Teacher Federation	\$69,590.92
6-Mar-24	BC Teachers Federation	\$53,451.27
13-Mar-24	Dell Financial Services	\$60,075.29
20-Mar-24	Province of British Columbia	\$191,808.96
20-Mar-24	All Around Septic Services Ltd.	\$77,644.22
27-Mar-24	FortisBC-Natural Gas	\$71,620.12
27-Mar-24	DHC Communications Inc	\$54,203.04



**LIST OF TRUSTEE RECUSALS  
2023-2024**

<b>Date of Meetings held in the absence of the public with one or more declared Conflicts of Interest</b>
September 12, 2023
October 10, 2023
February 12, 2024
March 12, 2024



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

**Board:**

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

**Student Trustees:**

Daisy Lamoureux, J.V. Humphries Secondary  
Micah Luchetta, J.V. Humphries  
Amber Parsons, Kootenay River Secondary  
Cassidy Popoff, Mount Sentinel Secondary

**District Staff:**

T. Smillie, Superintendent  
C. MacArthur, Secretary-Treasurer  
B. Eaton, Director of Instruction - Curriculum, Instruction, and Assessment  
J. Halton, District Diversity Teacher Coordinator (*joined for Agenda Item 10A*)  
G. Higginbottom, District Principal for Aboriginal Education (*joined for Agenda Item 10A*)  
D. Holitzki, Assistant Superintendent  
C. Kerr, Director of Operations  
C. Singh, Director of Human Resources  
K. Tamblyn, District Principal – International Education (*joined for Agenda Item 10A*)  
S. Bruszkowski, Executive Assistant

**Regrets:**

Nil

**1. Call to Order**

The meeting was called to order at 5:01 pm.

**2. Acknowledgement of Aboriginal Territory**

**3. Changes to the Proposed Agenda – Nil**

Item 12A: Approve Policy 130: Trustee Code of Conduct was added to the agenda.

**4. Adoption of Agenda**

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

23/24-047



**THAT** the Agenda for this April 09, 2024 meeting **BE ADOPTED**, as amended.

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**

“An explanation was sought for the \$145,000 payment to the Town of Creston which was provided by the Secretary Treasurer” was added to Section 11A of the minutes.

**UPON** a motion duly made and seconded it was **RESOLVED:** 23/24-048

**THAT** the minutes from the March 12, 2024 Meeting of the Board held in public

**BE ADOPTED**, as amended.

The motion carried unanimously.

**9. Future and Action Item Tracking – Nil**

**10. Education – Reports from the Superintendent**

A. Cultural and Identity Development Continuous Learning Report 2023-2024

District Principals Higginbottom and Tamblyn as well as District Teacher Coordinator Halton presented the Cultural and Identity Development Continuous Learning Report 2023-2024. In alignment with the B.C. Statement of Education Policy Order Mission, School District No. 8 (Kootenay Lake) is working towards students becoming “Educated Citizen” with proficiency in intellectual development – literacy and numeracy – human and social development, and career development. The action plan for Aboriginal education aligns with the Cultural and Identity Development Continuous Learning Report. Highlights from Aboriginal education as well as diversity education in the 2023-2024 school year at School District No. 8 (Kootenay Lake) were provided. Trustees thanked District Principal Higginbottom for her work for the district and wished her all the best for her future endeavours.

B. National Day of Mourning

Superintendent Smillie provided information on the National Day of Mourning. Flags will be lowered on April 28 at schools and worksites to remember and honour those lives lost or injured due to a workplace tragedy, as well as to collectively renew our commitment to improve health and safety in the workplace.

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

A. Preliminary Budget Report 2024-2025

Superintendent Smillie thanked Secretary-Treasurer MacArthur for her level of skills and detail when creating a positive and balanced draft budget. She also thanked the government of BC for their commitment when providing funds for public education. School District No. 8 (Kootenay Lake) has a very low student-per-teacher ratio. The district has worked hard to become an efficient organization.

Secretary-Treasurer MacArthur presented the 2024-2025 draft budget which is aligned to the strategic plan and reflects its strategic priorities. A budget overview was provided on budget considerations and framework assumptions to ensure expenditures stay within the projected funding increases. The structure of the budget is divided into operating funds (including targeted funding), special purpose funds, and capital funds. Despite a slight decline in projected student



enrolment, the total revenue is projected to increase by 0.7%, mainly due to an increase of the basic enrolment-based funding amounts by 3.4% in 2024-2025, compared to the current school year. With the district focusing on maintaining staffing, the ratio of salaries and benefits is projected to increase to 86.3% of total operating expenses in 2024-2025 compared to 85.1% in 2023-2024. Special purpose funds are projected to decrease by \$1.4 million mainly due to changes in the Classroom Enhancement Funds (CEF).

Capital funding for 2024-2025 has been announced, totaling \$3,158,689.

B. School Fees

Secretary-Treasurer MacArthur presented the proposed school fees for 2024-2025 to the Board. For the coming school year, most of the school fees have remained the same across the district. Minimal increases occurred mostly due to an increase in material costs, or the addition of new materials being provided. Where possible, schools have focused on keeping fees unchanged for programs that are required for graduation.

Secretary-Treasurer MacArthur answered Trustees' questions.

**UPON** a motion duly made and seconded it was **RESOLVED:** 23/24-049

**THAT** the 2024-2025 school fees **BE APPROVED** as proposed.

The motion carried unanimously.

C. Capital Budget Bylaw 2024-2025

Secretary-Treasurer MacArthur presented the proposed Capital Budget Bylaw 2024-2025. It contains minor capital projects which have been approved under the School Enhancement Program (SEP), Food Infrastructure Program (FIP), and Carbon Neutral Capital Program (CNCP). These projects are required to be completed by March 31, 2025. Director Kerr provided more detailed information on capital projects at different school sites.

**UPON** a motion duly made and seconded it was **RESOLVED:** 23/24-050

**THAT** the Board of Education proceed to conclude three readings in one evening for the School District No. 8 (Kootenay Lake) Capital Plan Bylaw No. 2024/25-CPSD8-01.

The motion carried unanimously.

**UPON** a motion duly made and seconded it was **RESOLVED:** 23/24-051

**WHEREAS** in accordance with section 142 of the School Act, the Board of Education of School District No. 8 (Kootenay Lake) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

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

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



(d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

**NOW THEREFORE** the Board enacts as follows:

1. The Capital Bylaw of the Board for the 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 March 15, 2024, is hereby adopted.
2. This Capital Bylaw may be cited as School District No. 8 (Kootenay Lake) Capital Bylaw No. 2024/25- CPSD8-01.”

**READ A FIRST TIME** the 9th day of April 2024;

**READ A SECOND TIME** the 9th day of April 2024;

**READ A THIRD TIME, PASSED** the 9th day of April 2024.

The motion carried unanimously.

## 12. Governance and Policy – Nil

### A. Approve Policy 130: Trustee Code of Conduct

Superintendent Smillie presented the revised policy 130.

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

23/24-052

**THAT** Policy 130 **BE APPROVED.**

The motion carried unanimously.

## 13. Human Resources – Nil

## 14. Other Items – Nil

## 15. Trustee Reports

### A. Trustees

- Trustee Trenaman attended the district PAC meeting and gave a shoutout the level of engagement she observed. She highlighted that the voice of parents is very important to the Board. Trustee Trenaman attended a BCSTA bylaw review committee meeting where bylaws and recommendations to the Board of Directors are reviewed. She also gave a shoutout to the Crawford Bay principal and staff for their amazing work.
- Trustee Bremner highlighted the professional development for parents provided through DPAC. The Sustainability Policy Development Committee met for the first time, and it is inspiring to see the level of engagement and the amount of brilliant ideas coming together.
- Trustee Nazaroff highlighted the Academy at MSSS and all the teachers who support the students with their amazing work. She gave a shoutout to Valley Voice for providing media coverage on the students’ work.
- Trustee Shunter attended the first Sustainability Policy Development Committee meeting as the trustee representative. A lot of input was received through a survey which can still be completed until April 12<sup>th</sup>.

### B. Chair

Chair Lang attended the DPAC meeting as well as the Sustainability Policy Development Committee meeting. She met with external facilitators, had a regular meeting with BCPSEA and met with BCSTA in her role as Board chair and KBB President in preparation of the BCSTA Learning Series on May 25 in Nelson.





C. BCSTA – Nil

D. BCPSEA

Trustee Nazaroff reported there will be another BCPSEA AGM where a new Regional Director for the Central Okanagan will be elected.

E. RDCK – Nil

F. Other Committees – Nil

G. Student Trustees

- Mount Sentinel Secondary Student Trustee Popoff provided details on upcoming events. A school wide garbage cleanup is planned for Earth Day on April 22<sup>nd</sup>. Student Council is planning a 30-hour famine where participants donate to an organization that works towards food security. After winning first place at the Regional Skills Competition in Cranbrook, MSSS students were invited to the Provincial Skills Competition in Abbotsford.
- Kootenay River Secondary Student Trustee Parsons reported that with the arrival of spring, the girls' soccer team is now playing outside, with a tournament coming up the next weekend. Badminton and golf season has started. Student Council is organizing a school dance.
- Due to technical difficulties, J.V. Humphries Student Trusties Lamoureux and Luchetta were unable to share and, therefore, submitted their report after the meeting. The elementary school has organized mandatory swimming lessons at the Nelson Community Complex. Presenters are coming mid-April to provide information around emergency health services as well as healthcare fields. Kindergarten has a class performance this April for their families. A 'celebration of learning' day is coming up with presentations, posters, and projects made by all grades shared and showcased to everyone at the school to admire and acknowledge all the hard work that takes place at JVH.

## 16. Comments or Questions from the Public

Secretary-Treasurer MacArthur responded to questions about relief salaries that are trending below the allocated amount in the amended budget. Several other questions were asked by members of the public. The district will follow up and provide responses to the questioners after the meeting.

## 17. Meeting Schedule and Reminders

A. Board Meetings

The next Meeting of the Board held in the public is scheduled for May 14, 2024.

## 18. Adjournment of Meeting

The meeting was adjourned at 6:28 PM.

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Board Chair

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Secretary-Treasurer



Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
<b>Resolutions in Progress</b>						
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"> <li>1. Former Crawford Bay maintenance yard;</li> <li>2. Retallack land;</li> <li>3. Former Yahk Elementary, and;</li> <li>4. Ymir Land;</li> </ol> <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"> <li>1. Former Al Collinson Elementary;</li> <li>2. Former Gordon Sargent Elementary;</li> <li>3. Kin Park in Creston, and;</li> <li>4. Salmo tennis court &amp; pool land</li> </ol>	Secretary-Treasurer	As of April 2023, the following properties have not sold: - Former Crawford Bay maintenance yard; - Retallack II; - Ymir Land - Salmo Tennis Court & Pool Land	In Progress
<b>Standing Resolutions</b>						
<b>Resolutions for Repeal or Replacement</b>						
<b>Completed Resolutions</b>						
April 9, 2024	23/24-052	Approve Policy 130	THAT Policy 130 BE APPROVED.			Complete
April 9, 2024	23/24-051	Approve Capital Bylaw	<p>WHEREAS in accordance with section 142 of the School Act, the Board of Education of School District No. 8 (Kootenay Lake) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,</p> <p>NOW THEREFORE in accordance with section 143 of the School Act, the Board has prepared this Capital Bylaw and agrees to do the following:</p> <ol style="list-style-type: none"> <li>(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;</li> <li>(b) Upon ministerial approval to proceed, commence the project(s) and proceed diligently and use its best efforts to complete each project substantially as directed by the Minister;</li> <li>(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,</li> <li>(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.</li> </ol> <p>NOW THEREFORE the Board enacts as follows:</p> <ol style="list-style-type: none"> <li>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 March 15, 2024, is hereby adopted.</li> <li>2. This Capital Bylaw may be cited as School District No. 8 (Kootenay Lake) Capital Bylaw No. 2024/25-CPSD8-01."</li> </ol> <p>READ A FIRST TIME the 9th day of April 2024; READ A SECOND TIME the 9th day of April 2024; READ A THIRD TIME, PASSED the 9th day of April 2024.</p>			Complete
April 9, 2024	23/24-050	Reading Capital Bylaw	THAT the Board of Education proceed to conclude three readings in one evening for the School District No. 8 (Kootenay Lake) Capital Plan Bylaw No. 2024/25-CPSD8-01.			Complete



FUTURE AND ACTION ITEMS - OPEN BOARD MEETINGS

Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
April 9, 2024	23/24-049	Approve School Fees	THAT the 2024-2025 school fees BE APPROVED as proposed.			Complete
April 9, 2024	23/24-048	Adoption of Minutes	THAT the minutes from the March 12, 2024 Meeting of the Board held in public BE ADOPTED, as amended.			Complete
April 9, 2024	23/24-047	Adoption of Agenda	THAT the Agenda for this April 09, 2024 meeting BE ADOPTED, as amended.			Complete
March 12, 2024	23/24-046	Rescind Policies 210, 270, 720, and 760	THAT policies 210, 270, 720, and 760 BE RESCINDED.			Complete
March 12, 2024	23/24-045	Approve Amended School Calendar for field testing	THAT the 2024-2025 and 2025-2026 school calendars BE POSTED for field testing.			Complete
March 12, 2024	23/24-044	Approve School Calendar	THAT the 2026-2027 school calendar BE APPROVED.			Complete
March 12, 2024	23/24-043	Adoption of Minutes	THAT the minutes from the February 13, 2024 Meeting of the Board held in public BE ADOPTED, as circulated.			Complete
March 12, 2024	23/24-042	Adoption of Agenda	THAT the Agenda for this March 12, 2024 meeting BE ADOPTED, as amended.			Complete
February 13, 2024	23/24-041	Approve Policy 621	THAT Policy 621 BE APPROVED.			Complete
February 13, 2024	23/24-040	Approve Policy 123	THAT Policy 123 BE APPROVED.			Complete
February 13, 2024	23/24-039	Approve School Calendar for field testing	THAT the 2026-2027 school calendar BE APPROVED for posting on the website for field testing beginning on February 13, 2024.			Complete
February 13, 2024	23/24-038	Approve Sustainability Policy Development Public Engagement Process	THAT the Board of Education approves the Sustainability Policy Development Public Engagement Process.			Complete
February 13, 2024	23/24-037	Approval of Amended Annual Budget Bylaw	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.			Complete
February 13, 2024	23/24-036	Reading of Amended Annual Budget Bylaw	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.			Complete
February 13, 2024	23/24-035	BAA Course Approval	THAT the Board Authority Authorized courses •Braille 11 •Adventure Tourism Leadership and Safety 12 BE APPROVED.			Complete
February 13, 2024	23/24-034	Adoption of Agenda	THAT the Agenda for this February 13, 2024 meeting BE ADOPTED, as circulated.			Complete
February 13, 2024	23/24-033	Adoption of Minutes	THAT the minutes from the January 09, 2024 Meeting of the Board held in public BE ADOPTED, as circulated.			Complete
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



**FROM:** Trish Smillie, Superintendent  
**DATE:** May 14, 2024  
**SUBJECT:** Career Development Continuous Learning Report 2023-2024

**For Information**

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## Introduction

This memorandum provides an overview of the [Career Development Continuous Learning Report for 2023-2024](#).

## Background

The mandate of public education is to develop the educated citizen. School District No. 8 (Kootenay Lake) is guided by its vision and core values. All resources and district initiatives are aligned with Ministry of Education and Child Care goals. School learning plans also support the commitment to the “Educated Citizen” mandate that focuses on the intellectual, human and social and career development of every student.

## Information

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

SD8 strives to ensure that all learners graduate with personal career-life development goals through experiential learning, community connections, and authentic evidence of learning. In so doing, SD8 students graduate with dignity, purpose and options. The district goal for careers and transitions is to ensure all learners graduate and have the core competencies to demonstrate their career and life goals.

Action items are prioritized to ensure continuous learning for all learners, including Indigenous learners, learners with diverse abilities, children and youth in care, and English language learners. These action items are connected to the priority areas outlined in the SD8 2023-2024 Enhancing Student Learning Report.

With the implementation of a district-wide literacy coherence model, SD8 is optimistic that all students will be set up for success throughout their K-12 school experience and beyond.

The [Career Development Continuous Learning Report](#) is attached for the Board’s review.





School District 8  
Kootenay Lake

# CAREER DEVELOPMENT CONTINUOUS LEARNING REPORT 2023-2024

MAY 14, 2024



# ACKNOWLEDGMENT

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.





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# EXECUTIVE SUMMARY

## Goals of K-12 Education

School District No. 8 (Kootenay Lake) (SD8) supports all learners to continuously improve so that each learner may graduate with purpose and options for their future. This aligns with the B.C. mandate for public education outlined in the Statement of [Education Policy Order](#), [the Framework for Enhancing Student Learning Policy](#), and [the Declaration of the Rights of Indigenous Peoples Act](#).

*“The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.”*

B.C. Statement of Education Policy Order Mission Statement

To support government to achieve its mission, school districts in B.C. are tasked with educating each child so they can become “the Educated Citizen.” This is a child who throughout their schooling demonstrates intellectual development – literacy and numeracy – human and social development, and career development.

The Framework for Enhancing Student Learning policy requires that boards of education will set, create and maintain a strategic plan that articulates the vision, mission, and values of the school district and identifies priorities that guide the district towards its short and long-term goals.

The Declaration on the Rights of Indigenous Peoples Act represents the province’s reconciliation framework and the commitments that Board of Education must support in furthering reconciliation.

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

## Aligning to Our Strategic Plan

SD8 strives to ensure that all learners graduate with personal career-life development goals through experiential learning, community connections, and authentic evidence of learning. In so doing, SD8 students graduate with dignity, purpose and options. The district goal for careers and transitions is to prepare students to graduate with the competencies necessary to thrive in their life and career.

Aligned with the strategic plan, the implementation of career development strategic priority goals are:

- Empower students to explore diverse, future-oriented career paths
- Enhance real-world, applied financial literacy skills
- Enhance graduation pathways for middle and secondary learners to pursue interests and passions and explore post-secondary opportunities
- Increase collaboration with community partners to create opportunities for learners

This report outlines the district’s career development action plan, including the process for monitoring for continuous improvement.








# EXECUTIVE SUMMARY



## Three-Year Action Plan (2023-2026)

The following table lists actions that promote continuous improvement and the process for monitoring continuous improvement of students' career development. SD8 continually monitors these priorities to ensure continuous improvement for all learners, and particularly for Indigenous learners, learners with diverse abilities, children and youth in care, and English language learners.

	Strategic Plan Goals	Monitoring	Strategies and Actions
1	 <p>Empower students to explore diverse, future-oriented career paths.</p>	<ul style="list-style-type: none"> <li>• Career program participation rates (grades 10-12)</li> <li>• SLS (Student Learning Survey)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a Career &amp; Post-Secondary Youth Advisory Group to ensure student voice is included in planning</li> <li>• Annual career development meetings with counsellors to explore career development opportunities</li> <li>• Support schools in the development and tracking of career exploratory programs</li> <li>• Ensure students have opportunities to explore career pathways through regional, community, and school events</li> <li>• Expand work experience opportunities for students in rural and remote areas</li> <li>• Ensure students have access to digital career exploratory resources</li> </ul>
2	 <p>Enhance real-world, applied financial literacy skills</p>	<ul style="list-style-type: none"> <li>• Career program participation rates (grades 10-12)</li> <li>• YDI (Youth Development Index)</li> <li>• SLS (Student Learning Survey)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a district financial literacy program inventory</li> <li>• Connect with community partners to support and promote financial literacy in schools</li> </ul>
3	 <p>Enhance graduation pathways for middle and secondary learners to pursue interests and passions and explore post-secondary opportunities.</p>	<ul style="list-style-type: none"> <li>• Career program participation rates (grades 10-12)</li> <li>• Career development program and partnership inventory</li> <li>• SLS (Student Learning Survey)</li> <li>• Immediate and 3-year PSI transition rates</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a district graduation pathway success framework</li> <li>• Support schools in the development and tracking of career exploratory programs</li> <li>• Ensure schools have the supports and information regarding post-secondary program planning and scholarship opportunities</li> <li>• Provide information to families through SD8 Parent Engagement Nights (PENs) and website updates for graduation program planning and scholarships</li> <li>• Develop and deepen regional career, dual credit, and trades training program partnerships with colleges and institutes</li> <li>• Ensure students have opportunities to explore career pathways through regional, community, and school events</li> <li>• Ensure barriers are removed for priority learners in accessing career and dual credit programs</li> </ul>



# EXECUTIVE SUMMARY

	Strategic Plan Goals	Monitoring	Strategies and Actions
4	 <p>Increase collaboration with community partners to create opportunities for learners.</p>	<ul style="list-style-type: none"> <li>• Career program participation rates (grades 10-12)</li> <li>• Career development program and partnership inventory</li> <li>• YDI (Youth Development Index)</li> <li>• SLS (Student Learning Survey)</li> </ul>	<ul style="list-style-type: none"> <li>• Work with various community organizations (STEM, Arts, Healthcare, and Entrepreneurship) to develop events, activities, and programs for students</li> <li>• Expand work experience opportunities for students in rural and remote areas</li> <li>• Develop and deepen regional career, dual credit, and trades training program partnerships with colleges and institutes</li> <li>• Enhance regional collaboration with partner districts in providing career and dual credit opportunities for students through regional colleges</li> <li>• Promote regional dual credit, trades training, and career programs to schools and families</li> </ul>
5	 <p>Ensure all students graduate.</p>	<ul style="list-style-type: none"> <li>• Grade to grade transition rates</li> <li>• 5-year and 6-year completion rates</li> <li>• Immediate and 3-year PSI transition rates</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a district graduation pathway success framework</li> <li>• Ensure each student has a 3-year grad plan on file, updated annually</li> <li>• Continue to support annual grade-to-grade transition meetings with a focus on priority learners</li> <li>• Facilitate secondary academic reviews (3 times annually) focusing on priority learners</li> <li>• Continue with school-based and district-based team meetings focusing on priority learners' academic success</li> <li>• Continue to provide Individualized supports for students with Indigenous ancestry, including support from Aboriginal success teachers, and Aboriginal youth and family worker liaisons</li> <li>• Ensure that children and youth in care have individualized student learning plans that outline wraparound supports and progress toward achievement of learning</li> <li>• Provide information to families through Parent Engagement Nights (PENs), digital resources, and website updates for graduation program planning and scholarships</li> <li>• Develop an integrated core competency-based approach to Capstone and Scholarships at the district level</li> <li>• Continue to collaborate with regional colleges for transition supports and bridging strategies focusing on priority learners</li> </ul>





# EXECUTIVE SUMMARY

The action plan is developed on the premise that ensures:

- Students are at the centre of our individual and collective work in SD8, particularly priority learners: Indigenous learners, learners with disabilities and diverse abilities, children and youth in care, and English language learners
- Commitments to SD8 strategic priorities of measuring and reporting on performance in key areas – evidence is robust, timely, and meaningful
- Collaboration with community, regional, and provincial partners
- A sustained focus on a cycle of continuous improvement
- Alignment with the goals and Mandate of the Ministry of Education and Child Care

## A Focus on Student Success

SD8 continues to look for ways to build on strengths and celebrate learner success. By referring to data that informs decision-making, planning and practices, and by working with education partners, the district can make a difference for all SD8 learners. The annual Career Development Continuous Learning Report supports the district's mission and vision:

### MISSION

We inspire and support each learner to thrive in a caring learning environment.

### VISION

Our learners grow as global citizens in an innovative and inclusive community.

This report outlines how SD8 increases learner success in physical and mental well-being through social-emotional learning and creating inclusive and caring learning communities.





# INTRODUCTION

Effective career development activities and the development of core competencies can help students develop a better understanding of the relationship between education and employment, broaden their career aspirations and help them develop a more informed understanding of what they need to do in order to achieve their career and life goals.

According to the Organization for Economic Co-operation and Development (OECD), “The career aspirations of young people matter. A series of longitudinal studies have shown that teenage career aspirations are a good predictor of the jobs that students go on to occupy as adults.”<sup>1</sup>

When students complete secondary school, they should have developed:

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

This report looks at how SD8 learners perceive their readiness for the future of work and learning, with a focus on graduation program pathways, graduation completion, and post-secondary participation. The report provides a description of the supports, resources, and goals that comprise SD8’s commitment to ensuring that students graduate with dignity, purpose, and options.

The report is comprised of district career education and transitions data from the following provincial data, instruments and assessments:

- ◆ Student Learning Surveys (SLS) is administered annually to students in grades 3 or 4, 7, 10 and 12. The SLS asks students questions about their school experiences. Student participation is voluntary.
- ◆ Youth Development Index (YDI) The YDI is a self-report questionnaire that measures the health and well-being of Grade 11 students in BC.
- ◆ Grade to Grade Transitions is the number and percentage of students who are completing grade to grade transitions on time.
- ◆ Five-Year Completion Rate is the cohort of students who begin grade eight at the same time, and graduate within five years with a B.C. Certificate of Graduation (“Dogwood”).
- ◆ Six-Year Completion Rate is the proportion of students who take longer to complete high school, over the five-year expected period, and includes both the B.C. Certificate of Graduation (“Dogwood”) or B.C. Adult Graduation Diploma (“Adult Dogwood”). The BC Ministry of Education uses this model as a benchmark of student success.
- ◆ Transition to B.C. Public Post-Secondary Institutions (PSI) is information on students’ immediate transition to post-secondary institutions per school year and per school district
- ◆ Career and Trades Program Participation is the number of students who are enrolled in career, trade, and dual credit programs as reported to the Ministry of Education and Child Care (MOECC).

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1 [OECD, Dream Jobs: Teenagers’ Career Aspirations and the Future of Work](#)





# ALIGNMENT TO STRATEGIC PRIORITY

SD8’s existing and emerging areas of need are identified through an analysis of evidence in provincial assessments, the district’s [Enhancing Student Learning Report](#), ongoing district continuous learning reports and school learning plans.

SD8 endeavours to provide opportunities for all students to reach their goals, with a system-wide focus is on intellectual, human and social, and career development. SD8’s work in providing opportunities for all students to reach their goals is connected both to the district’s 2024–2029 strategic plan, and also reflects the goals and objectives of the Ministry of Education and Child Care’s Ministry Service Plan 2023–2025. The Ministry of Education and Child Care aims for the education system to provide equity of access, opportunity, and outcomes for all learners, from early years to graduation.

Specifically, the province is focusing on partnerships and programs that will equip students with skills for emerging sectors as part of the [StrongerBC: Future Ready Action Plan](#) designed to remove barriers and create more career-building opportunities for BC K-12 students.

Aligned with the Strategic Plan, the implementation of career development includes:

- ◆ Empower students to explore diverse, future-oriented career paths.
- ◆ Enhance real-world, applied financial literacy skills.
- ◆ Enhance graduation pathways for middle and secondary learners to pursue interests and passions and explore post-secondary opportunities.
- ◆ Increase collaboration with community partners to create opportunities for learners.

## Strategic Priority: Career Development



**Goal: Empower students to explore diverse, future-oriented career paths.**

	Strategic Plan Goals	Monitoring	Strategies and Actions
1	Empower students to explore diverse, future-oriented career paths.	<ul style="list-style-type: none"> <li>• Career program participation rates (grades 10–12)</li> <li>• SLS (Student Learning Survey)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a Career &amp; Post-Secondary Youth Advisory Group to ensure student voice is included in planning</li> <li>• Support schools in the development and tracking of career exploratory programs</li> <li>• Ensure students have opportunities to explore career pathways through regional, community, and school events</li> <li>• Expand work experience opportunities for students in rural and remote areas</li> <li>• Ensure students have access to digital career exploratory resources</li> </ul>





# ALIGNMENT TO STRATEGIC PRIORITY

This priority connects to the [SD8 Enhancing Student Learning Reporting Order](#) for:

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

It also connects to the [BC Mandate for the School System goal](#) shared among schools, family and the community for:

- ◆ Career Development – to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

The strategies and actions will ensure that student voice is incorporated meaningfully into planning, that middle and secondary schools have embedded career exploration into programming, and that students have the opportunity to explore careers through events, activities and digital resources.



## Goal: Enhance real-world, applied financial literacy skills.

	Strategic Plan Goals	Monitoring	Strategies and Actions
2	Enhance real-world, applied financial literacy skills	<ul style="list-style-type: none"> <li>• Career program participation rates (grades 10-12)</li> <li>• YDI (Youth Development Index)</li> <li>• SLS (Student Learning Survey)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a district financial literacy program inventory</li> <li>• Connect with community partners to support and promote financial literacy in schools</li> </ul>

This priority connects to the [SD8 Enhancing Student Learning Reporting Order](#) for:

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

It also connects to the [BC Mandate for the School System goal](#) shared among schools, family and the community for:

- ◆ The Educated Citizen: skilled and who can contribute to society generally, including the world of work
- ◆ Career Development – to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

The strategies and actions will ensure that there is a robust inventory of financial literacy opportunities for students from K-12, with a focus on middle years and secondary, and that community partners and organizations augment with real-world financial literacy connections.





# ALIGNMENT TO STRATEGIC PRIORITY



**Goal: Enhance graduation pathways for middle and secondary learners to pursue interests and passions and explore post-secondary opportunities.**

	Strategic Plan Goals	Monitoring	Strategies and Actions
3	Enhance graduation pathways for middle and secondary learners to pursue interests and passions and explore post-secondary opportunities.	<ul style="list-style-type: none"> <li>• Career program participation rates (grades 10-12)</li> <li>• Career development program and partnership inventory</li> <li>• SLS (Student Learning Survey)</li> <li>• Immediate and 3-year PSI transition rates</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a district graduation pathway success framework</li> <li>• Support schools in the development and tracking of career exploratory programs</li> <li>• Ensure schools have the supports and information regarding post-secondary program planning and scholarship opportunities</li> <li>• Provide information to families through SD8 Parent Engagement Nights (PENs) and website updates for graduation program planning and scholarships</li> <li>• Develop and deepen regional career, dual credit, and trades training program partnerships with colleges and institutes</li> <li>• Ensure students have opportunities to explore career pathways through regional, community, and school events</li> <li>• Ensure barriers are removed for priority learners in accessing career and dual credit programs</li> </ul>

This priority connects to the [SD8 Enhancing Student Learning Reporting Order](#) for:

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

It also connects to the [BC Mandate for the School System goal](#) shared among schools, family and the community for:

- ◆ The Educated Citizen: skilled and who can contribute to society generally, including the world of work
- ◆ Career Development – to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

The strategies and actions will ensure that students and families have the knowledge to make educational decisions for career goals and programs, and that there is a seamless career development pathway from middle years through to post-secondary in partnership with schools, community organizations, and post-secondary institutes.





# ALIGNMENT TO STRATEGIC PRIORITY



**Goal: Increase collaboration with community partners to create opportunities for learners.**

	Strategic Plan Goals	Monitoring	Strategies and Actions
4	Increase collaboration with community partners to create opportunities for learners.	<ul style="list-style-type: none"> <li>• Career program participation rates (grades 10-12)</li> <li>• Career development program and partnership inventory</li> <li>• YDI (Youth Development Index)</li> <li>• SLS (Student Learning Survey)</li> </ul>	<ul style="list-style-type: none"> <li>• Work with various community organizations (STEM, Arts, Healthcare, and Entrepreneurship) to develop events, activities, and programs for students</li> <li>• Expand work experience opportunities for students in rural and remote areas</li> <li>• Develop and deepen regional career, dual credit, and trades training program partnerships with colleges and institutes</li> <li>• Enhance regional collaboration with partner districts in providing career and dual credit opportunities for students through regional colleges</li> <li>• Promote regional dual credit, trades training, and career programs to schools and families</li> </ul>

This priority connects to the [SD8 Enhancing Student Learning Reporting Order](#) for:

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

It also connects to the [BC Mandate for the School System goal](#) shared among schools, family and the community for:

- ◆ The Educated Citizen: skilled and who can contribute to society generally, including the world of work
- ◆ Career Development – to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

The strategies and actions will ensure that learners will have access to in-demand, diverse, and emerging career program opportunities through leveraging partnerships with local and regional community partners and organizations.







# ALIGNMENT TO STRATEGIC PRIORITY



Goal: Ensure all students graduate.

	Strategic Plan Goals	Monitoring	Strategies and Actions
5	Ensure all students graduate.	<ul style="list-style-type: none"> <li>• Grade to grade transition rates</li> <li>• 5-year and 6-year completion rates</li> <li>• Immediate and 3-year PSI transition rates</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a district graduation pathway success framework</li> <li>• Ensure each student has a 3-year grad plan on file, updated annually</li> <li>• Continue to support annual grade-to-grade transition meetings with a focus on priority learners</li> <li>• Facilitate secondary academic reviews (3 times annually) focusing on priority learners</li> <li>• Continue with school-based and district-based team meetings focusing on priority learners' academic success</li> <li>• Continue to provide Individualized supports for students with Indigenous ancestry, including support from Aboriginal success teachers, and Aboriginal youth and family worker liaisons</li> <li>• Ensure that children and youth in care have individualized student learning plans that outline wraparound supports and progress toward achievement of learning</li> <li>• Provide information to families through Parent Engagement Nights (PENs), digital resources, and website updates for graduation program planning and scholarships</li> <li>• Develop an integrated core competency-based approach to Capstone and Scholarships at the district level</li> <li>• Continue to collaborate with regional colleges for transition supports and bridging strategies focusing on priority learners</li> </ul>

This priority connects to the [SD8 Enhancing Student Learning Reporting Order](#) for:

- ◆ **Educational Outcome 4:** Students will graduate.
  - ◆ **Measure 4.1:** Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8.
- ◆ **Educational Outcome 5:** Students will have the core competencies to achieve their career and life goals.
  - ◆ **Measure 5.1:** Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years





# ALIGNMENT TO STRATEGIC PRIORITY

It also connects to the [BC Mandate for the School System goal](#) shared among schools, family and the community for:

- ◆ Students who are able to learn and to think critically, and who can communicate information from a broad knowledge base

The strategies and actions will ensure that learners have a personalized career program pathway whether it is workforce entry, college or university, or entrepreneurial in nature. It will also ensure that our priority learners are centered in our supports and planning for graduation and career programs. Finally, it will ensure that all learners will have an opportunity for a capstone and scholarship presentation demonstrating their core competencies, and confirming their readiness to graduate with dignity, purpose, and options.



# EVIDENCE OF LEARNING

## Career Development

### EDUCATIONAL OUTCOME 4: STUDENTS WILL GRADUATE

Grade to grade transitions, graduation rates, and school completion rates are indicators of success. SD8’s commitment to continuous improvement in academic success for all students requires an ongoing analysis of school district and provincial grade-to-grade rates, five-year (first-time) graduation and six-year completion rates as a measure of student success.

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.

### GRADE-TO-GRADE TRANSITIONS

Grade-to-grade transitions indicate the number of students who transition successfully into the next grade level the first time, from grade nine onward per school year. Successful grade-to- grade transitions are an indicator of success for first time graduation.

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

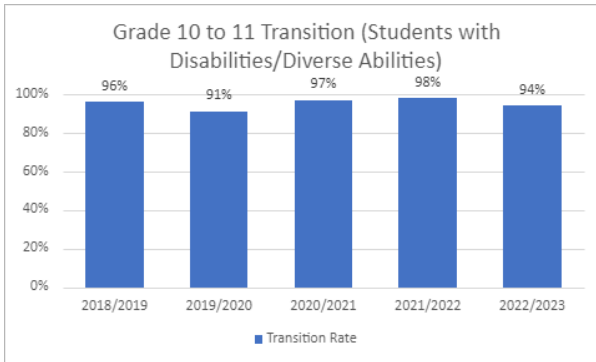
Grade-to-Grade Transitions: Number and percentage of students who are completing transitions on time (students in Grade 10-11 and 11-12) in School District No. 8.

### Grade 10-11 Transitions

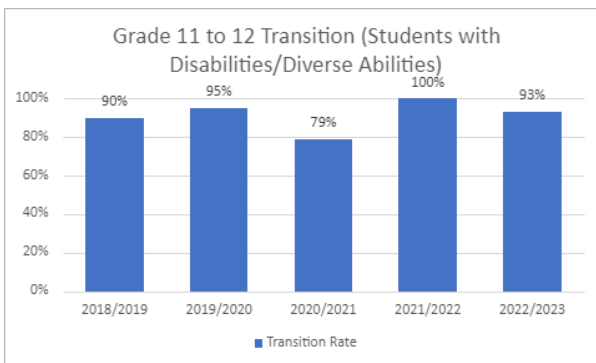
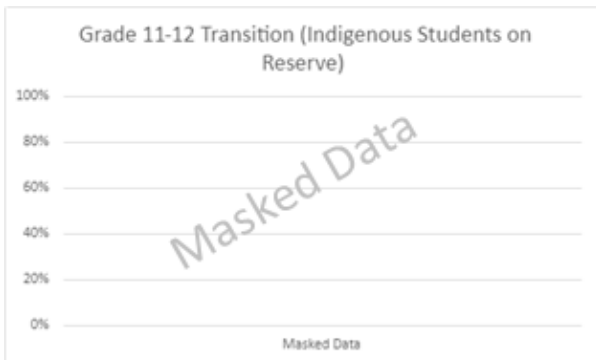
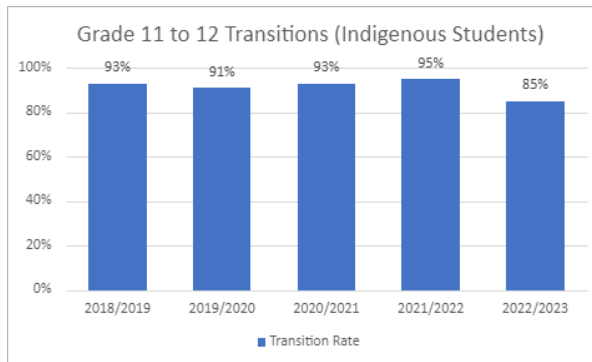
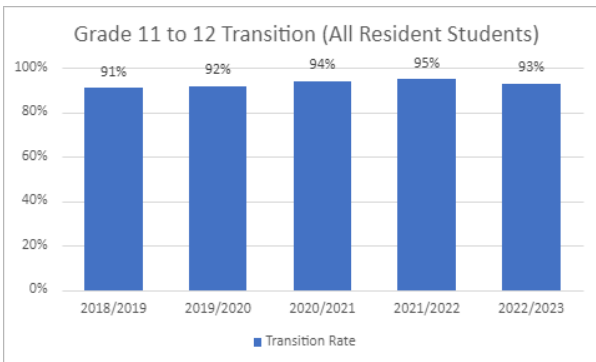




# EVIDENCE OF LEARNING



## Grade 11-12 Transitions





# EVIDENCE OF LEARNING

## SD8 GRADE TO GRADE TRANSITIONS 2023–2024

### Sources of Data and Evidence Analyzed:

The data encompasses district-level grade-to-grade transitions, specifically focusing on students in grades ten, eleven, and twelve, with a timeframe extending from the 2018–2019 to the 2023–2024 academic years. Within this dataset, particular attention is given to sub-populations, including Indigenous students (on reserve and not on reserve), children and youth in care and students with diverse abilities, to ensure a comprehensive analysis of student progress. Individual student data was also analyzed during the annual graduation review process to ensure students are on track to graduation. Finally, Student Learning Survey (SLS) data for the question, “At school, I have felt well supported when I moved to a higher grade by having course choices and timetables or calendars explained” was also analyzed for grade 10 and 12 all resident students.

### Missing or Masked Data:

Data sets masked from the analysis include transitions from grade ten to eleven, and eleven to twelve for specific sub-populations. These sub-populations include Indigenous students living on reserve, and children and youth in care. The district is working toward individualizing transition supports for this population of students.

### Trends Emerged from the Analysis:

In the 2022–2023 academic year, the transition rates from grade ten to eleven for all resident students, Indigenous all students, and students with diverse abilities have achieved parity in the 95% range for all sub-populations. There is a slight drop in the grade eleven to grade twelve transition rates, and a minor disparity between the all-resident and Indigenous student populations in 2022–2023, while diverse abilities students remained at 93%. Students in grades 10 through 12 indicated on the SLS that an average of 50% of students expressed a positive response in being supported in moving from grade 10 to 11 and grade 11 to 12.

### Inequities of Learning Outcomes:

The data underscores inequities in learning outcomes among student populations. Specifically, transition rates for students with diverse abilities have seen a decline, moving from 98% in the 2021–2022 academic year to 94% in 2022–2023. Similarly, the transition rates for Indigenous students have experienced a decrease, dropping from 95% in 2021–2022 to 85% in 2022–2023. These figures highlight disparities for priority learners, underscoring the need for continued targeted supports to address these challenges. These trends highlight the critical challenges and disparities faced by these groups, emphasizing the urgent need for targeted strategies, supports and interventions to support equitable learning outcomes and ensure that all students have the opportunity to successfully graduate.

### Stories Revealed about District’s Approaches to Supporting Teaching and Learning:

The story for students in grades 10 to 12 from the 2018–2019 to the 2023–2024 academic years reveals a stable transition rate for the all resident student population. However, it uncovers disparities among sub-populations, notably Indigenous students and those with diverse abilities. While the all resident student population maintains steady progress, these specific subpopulations have experienced declining transition rates with Indigenous students’ transitions dropping in recent years. This data story highlights a need to further scrutinize the grade eleven to twelve transition, including targeted supports to address these inequities and ensure all students have equitable opportunities to succeed in their educational pathways.





# EVIDENCE OF LEARNING

## Current Approaches to Equity of Learning:

To achieve academic success, cultural engagement, and well-being for Indigenous students, equitable supports and individualized graduation pathways are provided, involving three-year planning to explore career options and workforce entry. This reflects the district's dedication to addressing the varied needs of our students.

Transition planning, vital for navigating educational and life transitions, includes yearly planning for student placement and involves principals, inclusion support teachers, counselors, classroom teachers, and Aboriginal Education staff to determine optimal classroom settings, particularly for those with complex needs. This process extends to arranging school visits for a smooth adjustment to new schools within SD8. Emphasis is placed on early engagement and parental involvement.

For students nearing adulthood, early coordination with Community Living BC (CLBC) and other agencies facilitate a seamless transition to post-school life. This includes setting specific IEP goals and organizing information sessions with community agencies to support students and families during this critical period.

## Key Actions & Strategies

- ◆ Develop a district graduation pathway success framework.
- ◆ Support schools in the development of career exploratory programs.
- ◆ Ensure each student has a 3-year grad plan on file, updated annually.
- ◆ Continue to support annual grade-to-grade transition meetings with a focus on priority learners.
- ◆ Facilitate secondary academic reviews (3 times annually) focusing on priority learners.
- ◆ Continue with school-based and district-based team meetings focusing on priority learners' academic success.
- ◆ Ensure that children and youth in care have individualized student learning plans that outline wraparound supports and progress toward achievement of learning goals.
- ◆ Continue to provide individualized supports for students with Indigenous ancestry, including support from Aboriginal success teachers, and Aboriginal youth and family worker liaisons.
- ◆ Provide information to families through Parent Engagement Nights (PENs), digital resources, and website updates for graduation program planning and scholarships.

## Completion Rates

Completion rates are indicators of graduation with either a B.C. Certificate of Graduation ("Dogwood") or B.C. Adult Graduation Diploma ("Adult Dogwood").

Education Outcome 4: Students will graduate.

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



# EVIDENCE OF LEARNING

The five-year graduation and six-year completion rates are two of several indicators that demonstrate how well the school system is serving students:

- ◆ **Five-Year Completion Rate** is the cohort of students who begin grade eight at the same time, and graduate within five years with a B.C. Certificate of Graduation (“Dogwood”).
- ◆ **Six-Year Completion Rate** is the proportion of students who take longer to complete high school, over the five-year expected period, and includes both the B.C. Certificate of Graduation (“Dogwood”) or B.C. Adult Graduation Diploma (“Adult Dogwood”). The BC Ministry of Education uses this model as a benchmark of student success.

Most students will complete high school within the expected five-year period. Some students will take longer (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) for either the B.C. Certificate of Graduation or B.C. Adult Graduation Diploma. Our district aim is to have most students graduate with the B.C. Certificate of Graduation.

British Columbia offers three pathways towards school completion:

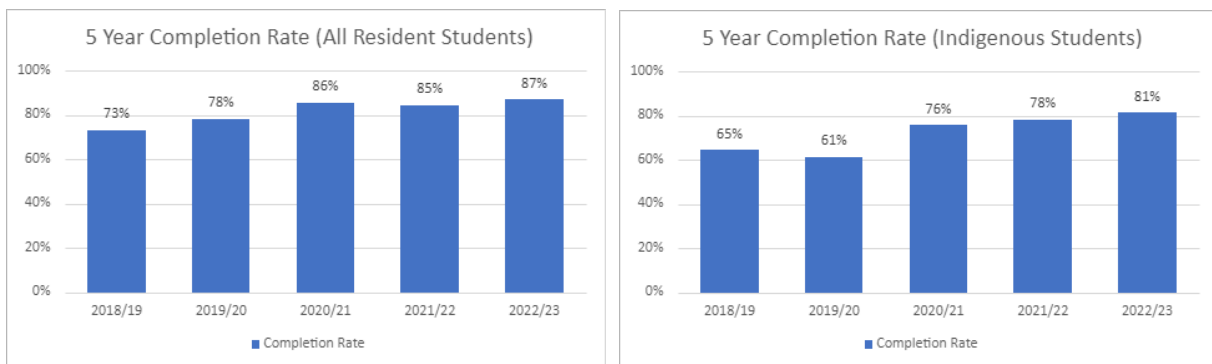
1. **BC Certificate of Graduation**, or “Dogwood Diploma,” is awarded to students who successfully complete the provincial graduation requirements. Students require a minimum of 80 credits to graduate.
2. **BC Adult Graduation Diploma**, also known as the “Adult Dogwood”, is for adult learners (18 years 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. Students on an Evergreen Certificate are not counted in the completion rates.

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

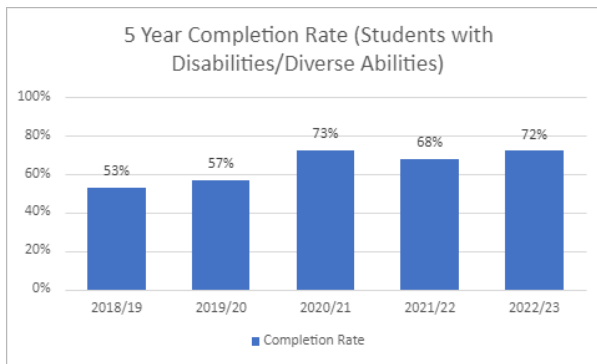
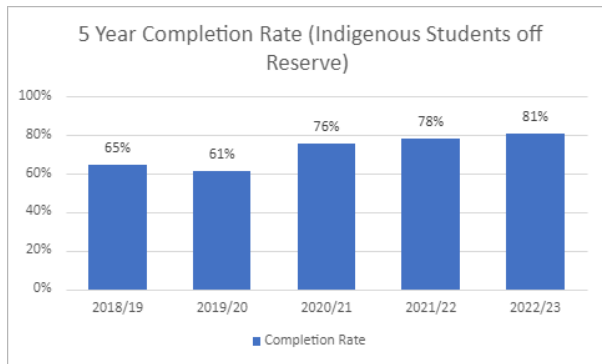
Education Outcome 4: Students will graduate.

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

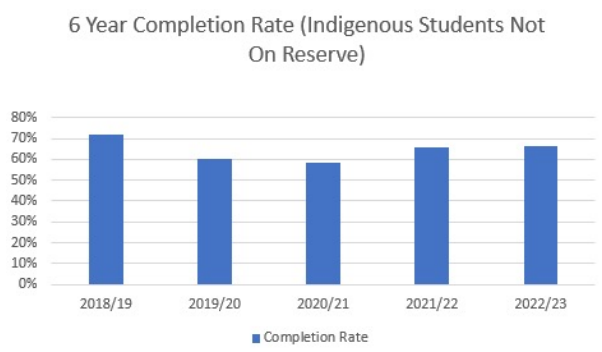
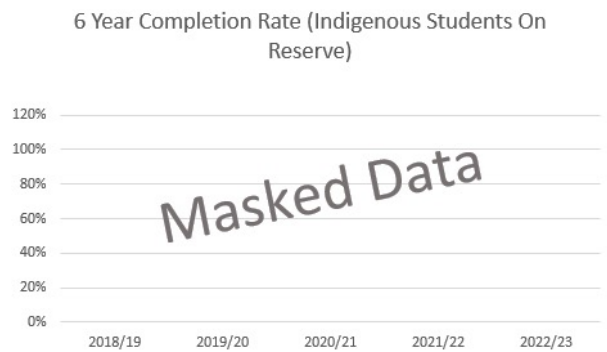
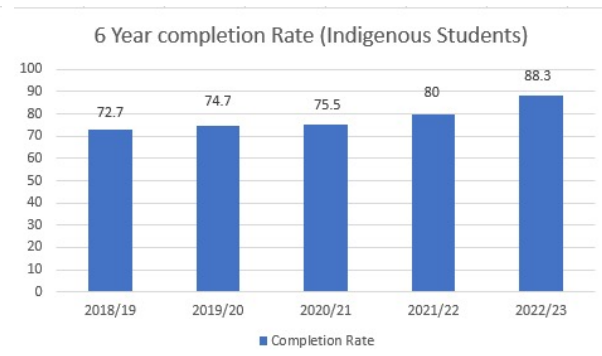
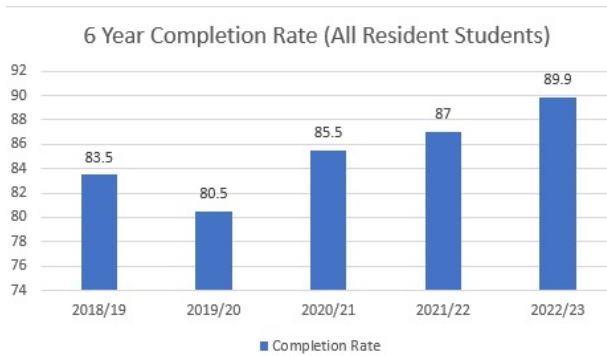
## Five-Year Completion Rates



# EVIDENCE OF LEARNING

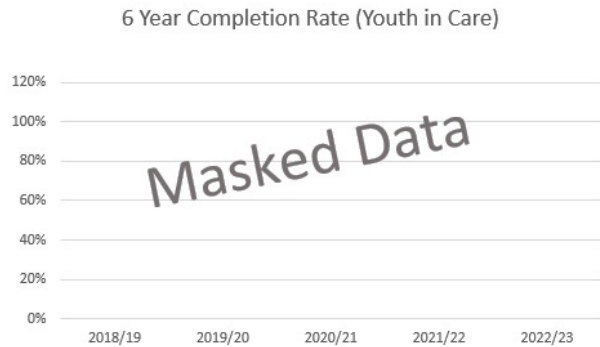
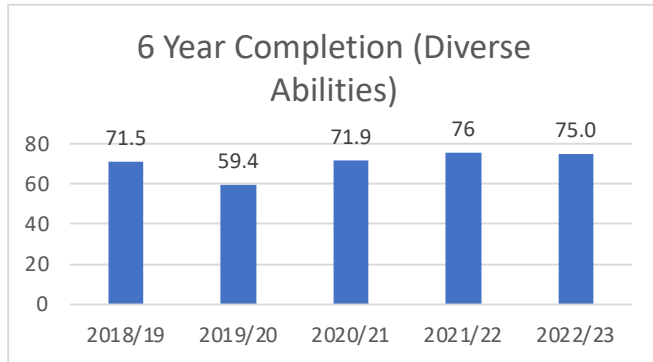


## Six-Year Completion Rates





# EVIDENCE OF LEARNING



## SD8 COMPLETION RATES 2023–2024

### Sources of Data and Evidence Analyzed:

The data analyzed included five-year completion rates and six-year completion rates. Sub-populations that were of particular focus were Students with Indigenous ancestry (all, on reserve, and not on reserve), Students with Disabilities/Diverse abilities and Children/Youth in Care. Other data sources incorporated into the analysis and action plan are the Youth Development Index (YDI) and Student Learning Survey (SLS) for career education and post-secondary preparation.

### Missing or Masked Data

Data sets for Indigenous students on reserve and for youth in care students rely heavily on local knowledge. The district has a high level of confidence in the accuracy of that knowledge.

### Trends Emerged from the Analysis

The data indicates overall improvement in completion rates for all students over time, with notable gains among Indigenous students and students with diverse abilities. There's a consistent increase in the five-year completion rate from 73% in 2018–2019 to 87% in 2022–2023. For Indigenous students (all), starting at 65% in 2018–2019 and increasing to 81% in 2022–2023, there's a clear upward trend, while students with diverse abilities have stabilized at 72% in 2022–2023. Six-year completion rates are the highest for the district to date, increasing from 83.5% in 2018–2019 to 89.9% in 2022–2023 for all resident students, and to 88% for Indigenous (all) students. Students with diverse abilities have also typically benefited from an additional year to complete.

### Inequities of Learning Outcomes

The continuation of lower completion rates among priority learner populations relative to the all resident completion rates points to ongoing equity challenges. Of note are the inconsistent rates for youth in care and the lower completion rates for Indigenous students on reserve, which require targeted interventions to ensure these students are supported effectively.

### Stories Revealed about District's Approaches to Supporting Teaching and Learning

The five-year completion rate has generally improved, especially for Indigenous students overall. The six-year completion rates show that providing additional time can significantly benefit priority learner populations, particularly Indigenous students, suggesting that flexible pathways to graduation are an effective tool in



# EVIDENCE OF LEARNING

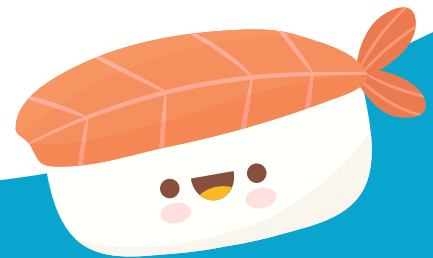
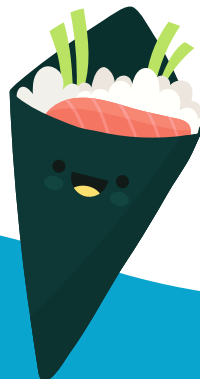
improving equity and student success. However, the data also highlights the need for continued focus on tailored support strategies to address the unique needs of these groups to achieve true educational equity.

## Current Approaches to Equity of Learning

Currently, the district continues to facilitate graduation program academic reviews three times during the year to ensure all students, especially priority learners, are on track to graduate. Students with Indigenous ancestry, including on reserve and not on reserve, are tracked and supported for academic success, cultural opportunities, and health and well-being to ensure they are on track to graduate. Finally, expansion in career programs, such as dual credit and trades training has been of benefit. This includes removing barriers to tuition and ancillary costs and encouraging individualized graduation pathways through three-year graduation program planning supports priority learners in career exploration and workforce entry.

## Key Actions & Strategies

- ◆ Develop a district graduation pathway success framework.
- ◆ Ensure each student has a 3-year graduation plan on file, updated annually.
- ◆ Continue to support annual grade-to-grade transition meetings with a focus on priority learners.
- ◆ Facilitate secondary academic reviews (3 times annually) focusing on priority learners.
- ◆ Continue with school-based and district-based team meetings focusing on priority learners' academic success.
- ◆ Continue to provide individualized supports for students with Indigenous ancestry, including support from Aboriginal success teachers, and Aboriginal youth and family worker liaisons.
- ◆ Ensure that children and youth in care have individualized student learning plans that outline wraparound supports and progress toward achievement of learning goals.
- ◆ Provide information to families through Parent Engagement Nights (PENs), digital resources, and website updates for graduation program planning and scholarships.
- ◆ Develop an integrated core competency-based approach to Capstone and Scholarships at the district level .
- ◆ Continue to collaborate with regional colleges for transition supports and bridging strategies focusing on priority learners.



# EVIDENCE OF LEARNING

## EDUCATIONAL OUTCOME 5: LIFE AND CAREER CORE COMPETENCIES

### POST-SECONDARY TRANSITIONS

Educational Outcome 4: Students will graduate.

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

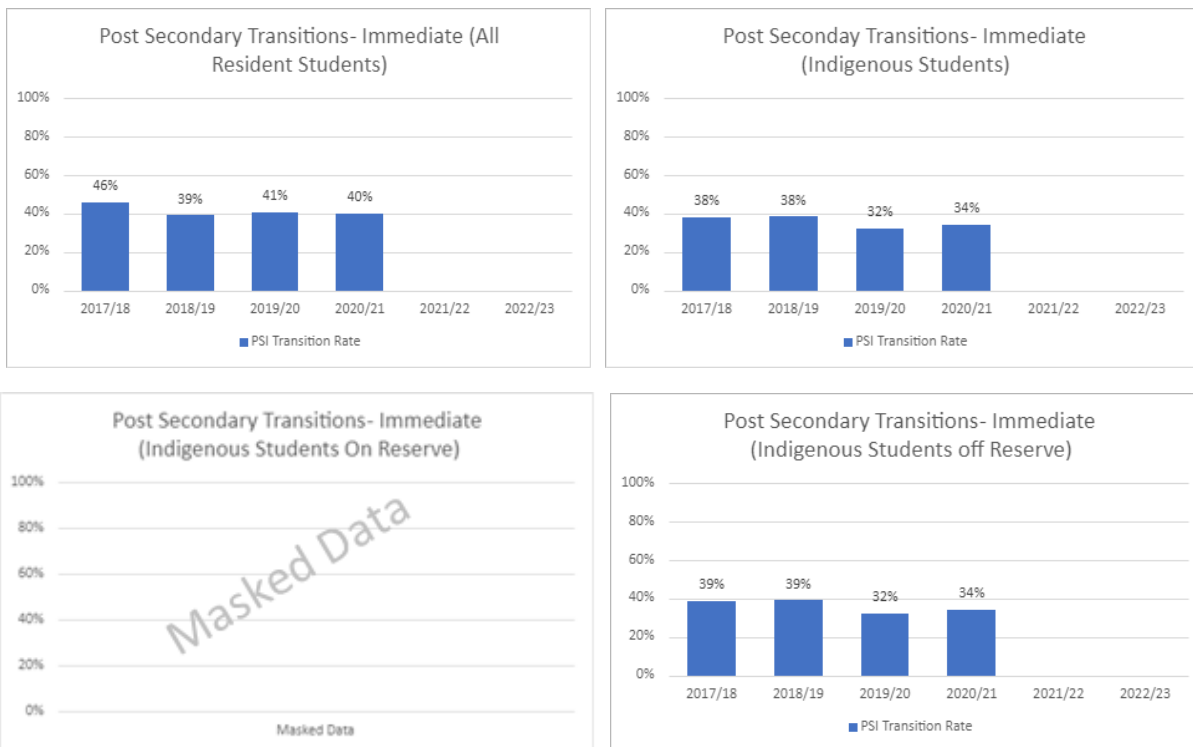
The Post-Secondary Institute (PSI) Transition is a measure that examines the number of students who are eligible to graduate and identifies the proportion of those students who make a transition to a B.C. public post-secondary institution.

### Post-Secondary Immediate Transition Rate Post-Secondary 3-Year Transition Rate

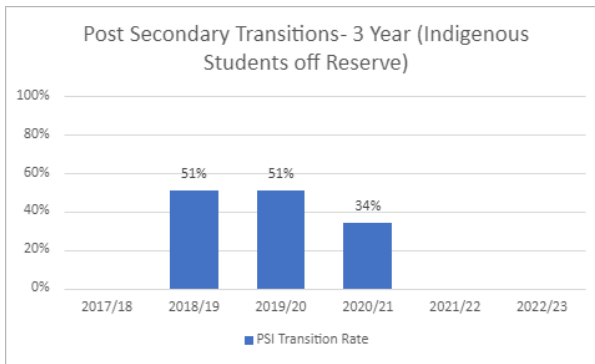
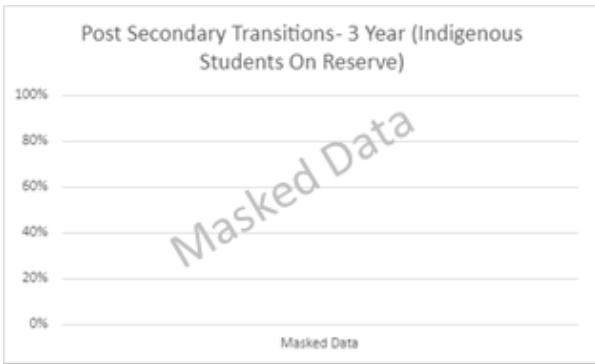
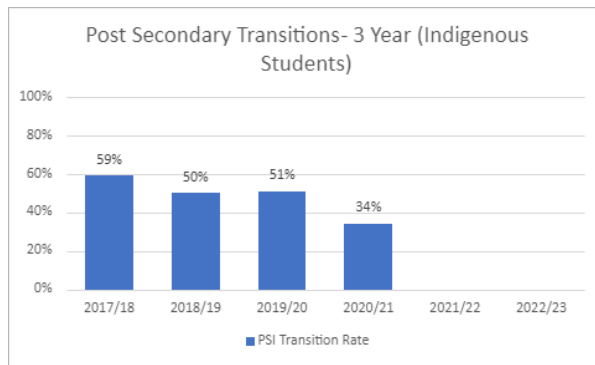
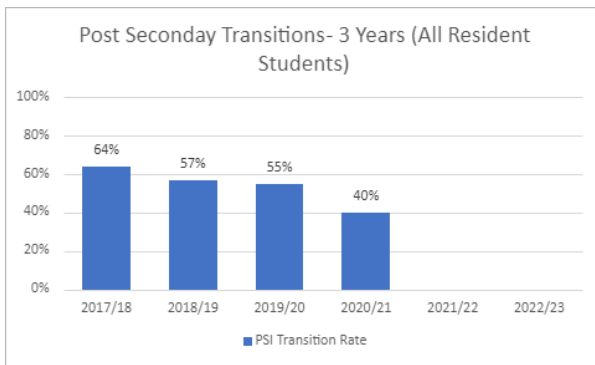
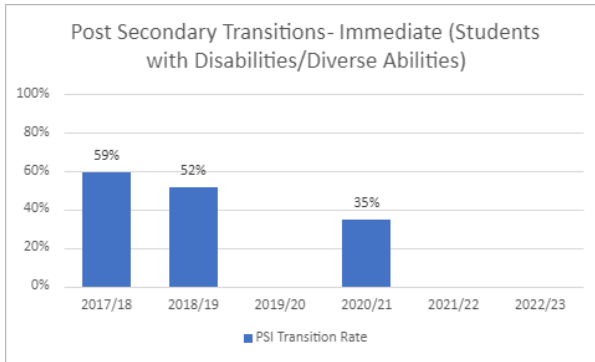
In reviewing the PSI data as provided by the Ministry of Education, students who enrol in trades partnership programs with public post-secondary institutions before meeting graduation requirements are captured in both the “immediate” and “3-year” PSI data. Over the period 2018–2019 to 2022–2023, an average of 40 district students per school year enrolled in public post-secondary trades partnership programs before meeting graduation requirements.

## Educational Outcome 5: Life and Career Core Competencies

### Measure 5.1: Transitioning to Post-Secondary

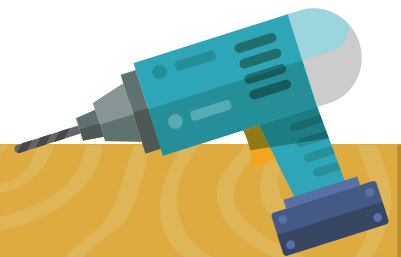


# EVIDENCE OF LEARNING



Meeting of the Board Held in Public

May 14, 2024



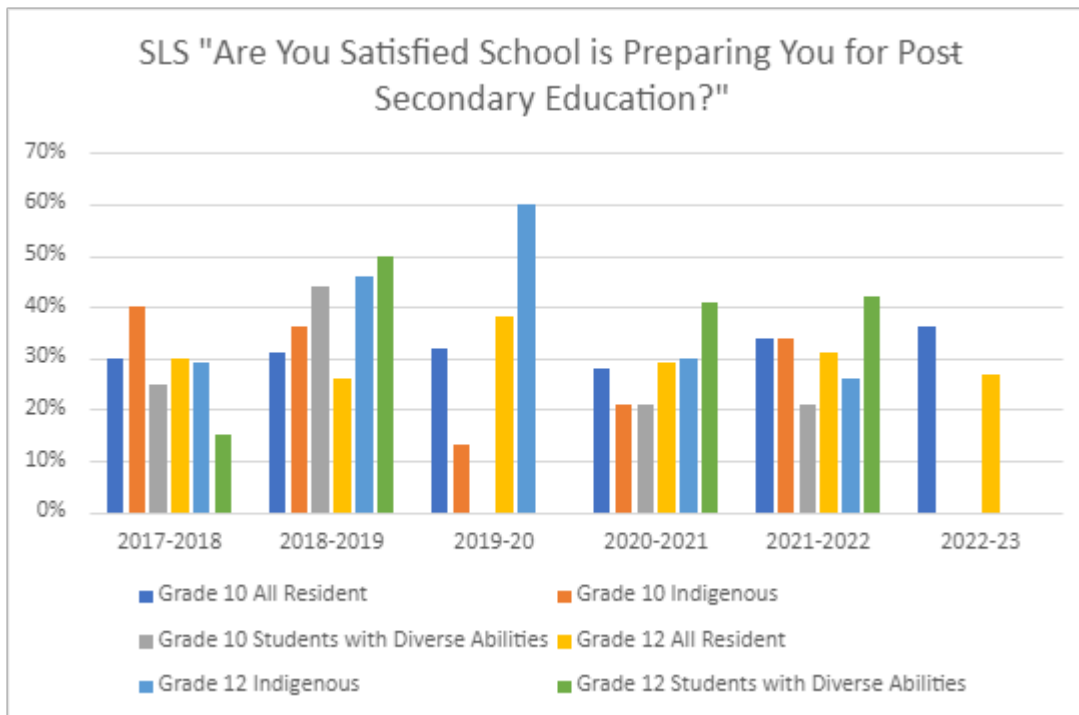
# EVIDENCE OF LEARNING

## Student Learning Surveys (SLS) Grade 10 and 12

The BC Student Learning Survey is administered annually to students in grades 3 or 4, 7, 10 and 12. The SLS asks students questions about their school experiences. Student participation is voluntary.

*% of students indicating positive response to “Are you satisfied that school is preparing you for post-secondary education (college, university, trade school)?”*

SLS	Subsets	Years				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Grade 10	All Resident Students	31%	32%	27%	34%	36%
	Indigenous Students	36%	13%	21%	34%	n/a
	Students with Diverse Abilities	44%	n/a	21%	20%	n/a
Grade 12	All Resident Students	26%	38%	29%	30%	27%
	Indigenous Students	46%	60%	30%	26%	n/a
	Students with Diverse Abilities	50%	n/a	41%	46%	n/a





# EVIDENCE OF LEARNING

## SD8 POST-SECONDARY TRANSITIONS 2023-2024

### Sources of Data and Evidence Analyzed:

The data analyzed included immediate and three-year post-secondary transition rates. Sub-populations that were of particular focus were students with Indigenous ancestry (all, on reserve, and not on reserve), Students with Disabilities/Diverse abilities and Children/Youth in Care. Other data sources incorporated into the analysis and action plan are the Youth Development Index (YDI) and Student Learning Survey (SLS) for career education and post-secondary preparation.

### Missing or Masked Data

Data sets that remain challenging to procure are those students who attend post-secondary institutions outside of B.C. as data is not readily accessible through the current data systems. Data sets for Indigenous students on reserve and for youth in care students rely heavily on local knowledge; it is currently challenging to determine the PSI transition rates for these sub-populations.

### Trends Emerged from the Analysis

PSI data indicates that overall, an average of 40% of students are entering post-secondary studies immediately after high school, with a slight uptick in the delayed (three year) entry into post-secondary studies. Students with Indigenous ancestry, and those with diverse abilities lag behind their counterparts in PSI entry, for immediate and three-year transition rates. Data from the Youth Development Index(YDI) for 2022-2023 indicates that 40-50% of students plan to work or take time off to travel, with nearly 50% planning to attend university, 31% college, and 14% trades schools. Student learning survey data indicates that overall, students in grade 12 feel they can be better prepared for post-secondary education.

### Inequities of Learning Outcomes

Indigenous students (all) fall slightly below their all resident counterparts in immediate PSI transitions at below 40%. The gap closes slightly for three-year PSI transitions. Students with diverse abilities are a smaller sub-set for PSI transitions and have been on par with their Indigenous (all) counterparts for the 2021-2022 immediate transition. Generally, they have improved their participation in three-year PSI transition rates, through the most recent year, 2020-2021 did not show any changes from the immediate PSI rate.

### Stories Revealed about District's Approaches to Supporting Teaching and Learning

Priority learners have been increasingly tracked to ensure academic achievement and graduation program success through academic reviews and other means. As mentioned in the analysis, there is a general trend to delay post-secondary entry. Opportunities for trades training and dual credit continue to show promise and growth, with low attrition rates, and high engagement and satisfaction.

### Current Approaches to Equity of Learning

Graduation program academic reviews are conducted three times during the year to ensure all students, especially priority learners, are on track to graduate. Students with Indigenous ancestry, including on reserve and not on reserve, are tracked and supported for academic success, cultural opportunities, and health and well-being to ensure they are on track to graduate. Expansion in dual credit and trades training, removing barriers to tuition and ancillary costs, and encouraging individualized graduation pathways through three-year graduation program planning supports priority learners in career exploration and workforce entry.





# EVIDENCE OF LEARNING

## Key Actions & Strategies

- ◆ Develop a district graduation pathway success framework.
- ◆ Ensure each student has a 3-year graduation plan on file, updated annually.
- ◆ Continue to support annual grade-to-grade transition meetings with a focus on priority learners.
- ◆ Facilitate secondary academic reviews (3 times annually) focusing on priority learners.
- ◆ Continue with school-based and district-based team meetings focusing on priority learners' academic success.
- ◆ Continue to provide individualized supports for students with Indigenous ancestry, including support from Aboriginal success teachers, and Aboriginal youth and family worker liaisons.
- ◆ Ensure that children and youth in care have individualized student learning plans that outline wraparound supports and progress toward achievement of learning goals.
- ◆ Provide information to families through Parent Engagement Nights (PENs), digital resources, and website updates for graduation program planning and scholarships.
- ◆ Develop an integrated core competency-based approach to Capstone and Scholarships at the district level.
- ◆ Continue to collaborate with regional colleges for transition supports and bridging strategies focusing on priority learners.

## CAREER AND DUAL CREDIT PROGRAMS

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

Career exploratory programs help students determine their educational or workforce trajectory. Career programs include dual credit programs that offer students the opportunity to enrol in college level programs while in high school, while gaining credit for both. Dual credit programs are tuition-free in SD8.

The SD8 Trades Training program supports a scaffolded entrance<sup>1</sup> to a career in the trades at the graduation program level in grades ten through twelve and beyond. SD8 students in the graduation program have opportunities through multiple regional college partners to participate in both dual credit career programs and dual credit Youth Train in Trade programs (in partnership with [Skilled Trades BC](#), the organization that advances B.C.'s trades training system).

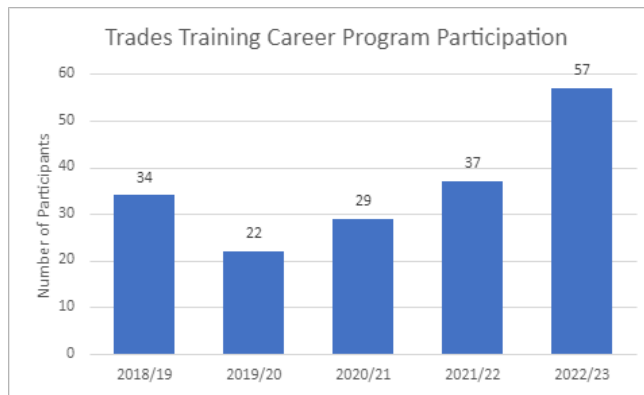
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<sup>1</sup> Previous career metaphors refer to a career “ladder.” The metaphor of scaffolding is more apt, as it allows for a broader base of supports, lateral movement as well as upward movement.



# EVIDENCE OF LEARNING

## Skilled Trades BC Trades Training Pathways



All career programs that are currently tracked in SD8 through the Ministry of Education and Child Care 1701 process<sup>2</sup> at the district level are listed in the table below. The career programs are generic categories and represent participation in both school-based and dual credit exploratory programs.

### SD8 Career Program Participation Rates<sup>3</sup>

Year	# Students	CP Tourism, Hospitality & Foods	CP Trades & Technology	CP Liberal Arts	CP Business	CP Health & Human Services	Totals
2023-2024	88	4	81	0	3	0	88
2022-2023	124	48	53	16	3	4	124
2021-2022	54	5	46	0	0	3	54
2020-2021	50	9	41	0	0	0	50

<sup>2</sup> The information collected on Form 1701 is used in the calculation of Full Time Equivalent (FTE) students for public schools. The FTE values are then used to determine funding levels based on School Type.

<sup>3</sup> CP = career preparation





# EVIDENCE OF LEARNING

2019-2020	0	4	10	0	0	0	14
2018-2019	26	1	25	0	0	0	26

Career Programs in SD8 are comprised of secondary school electives that are specifically tied to a post-secondary program and career goal. The Youth Train in Trades programs, which take place at a regional college, and provide credit for both post-secondary and high school (dual credit) include the following: Automotive Technician, Carpentry, Electrical, Fine Woodworking, Hairdressing, Heavy Duty Mechanic, Metal Fabrication, Millwright Machinist, Professional Cook, Welding, and Motorcycle Technician. In addition, SD8 has partnered with regional colleges to offer a dual credit Early Child Care Education (ECCE) assistant program, and a single dual credit Business Administration course. Post-Secondary partners include College of the Rockies, Selkirk College, BCIT, Okanagan College, and Thompson Rivers University.

To provide a scaffolded pathway to secondary career programs, elective and exploratory programs at middle and secondary levels remain a key factor in supporting career development awareness. In addition, guest speakers and local events such as [Made for Trades Day](#) and the [Skills BC Regional Competition](#) ensure that students in the trades training pathway have the opportunity to both explore trades and participate in showcasing their skills.

For more information see: [SD8 Dual Credit Programs](#) and [SD8 Trades Training Programs](#)

## Student Learning Surveys (SLS) Grade 10 and 12

The BC Student Learning Survey is administered annually to students in grades 3 or 4, 7, 10 and 12. The SLS asks students questions about their school experiences. Student participation is voluntary.

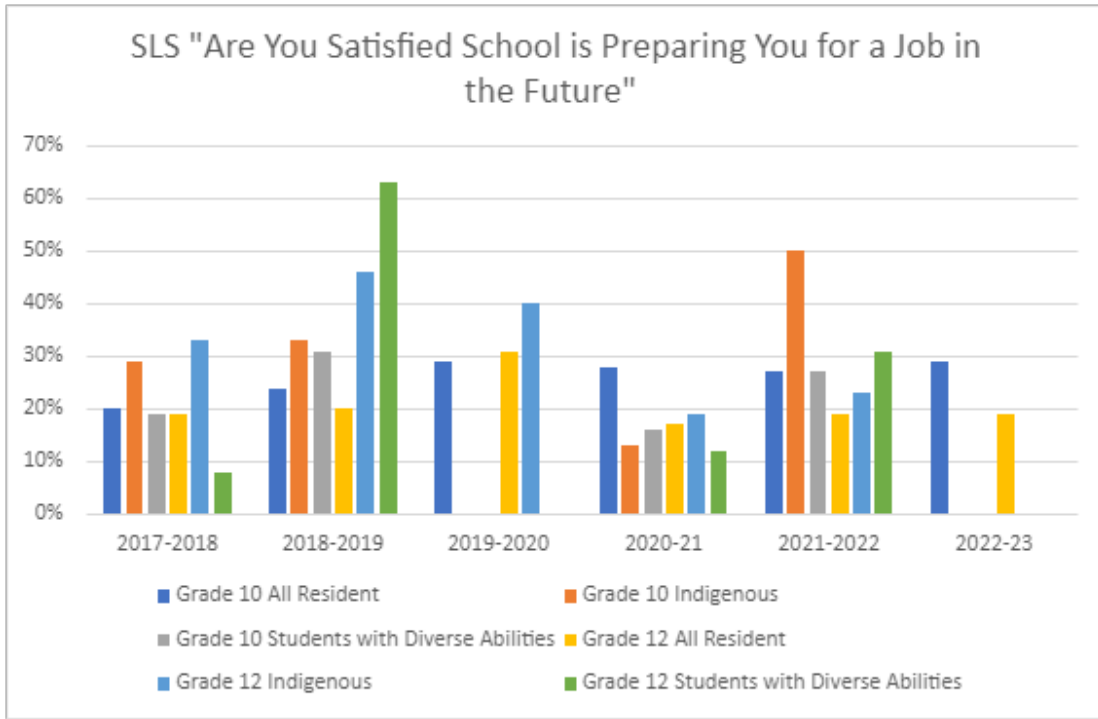
*% of students indicating positive response to “Are you satisfied that school is preparing you for a job in the future?”*

SLS	Subsets	Years				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Grade 10	All Resident Students	24%	29%	28%	27%	29%
	Indigenous Students	33%	n/a	13%	50%	n/a
	Students with Diverse Abilities	31%	n/a	16%	27%	n/a
Grade 12	All Resident Students	20%	31%	17%	19%	19%
	Indigenous Students	46%	40%	19%	23%	n/a
	Students with Diverse Abilities	63%	n/a	12%	31%	n/a





# EVIDENCE OF LEARNING



## Sources of Data and Evidence Analyzed:

The data analyzed included career program participation rates in general, and trades training programs, specifically. Other data sources incorporated into the analysis and action plan are the YDI (Youth Development Index) and SLS (Student Learning Survey) for career education and post-secondary preparation.

## Missing or Masked Data

Data sets that are not explicitly tracked are students with Indigenous ancestry, students with diverse abilities, and children/youth in care sub-populations. However, anecdotal data indicates a higher proportion of students with diverse abilities gravitate toward the career and trades training programs in general. In addition, schools will continue to be supported in assigning career program codes where applicable in order for the district to glean more accurate information for overall participation rates.

## Trends Emerged from the Analysis

Participation in career programs in general continues to rise at the secondary program level, with a couple of minor anomalies in reporting data. Trades training career program participation has generally risen over the years, with an all-time high of 57 cohort participants in 2022-2023. However, student perceptions on the Student Learning Survey (SLS) for “are you satisfied that school is preparing you for a job in the future” indicate a lag in positive responses, and drop between grade 10 and 12, respectively. The Youth Development Index (YDI), in a random sample, shows that an average of 11% of students plan to enrol in a trade school or apprenticeship, indicating this is an area of focus, and that 79% of SD8 student respondents indicated that they agreed “a little” or “a lot” with the statement Life Skills (e.g., trades, cooking, etc.) contributed to their well-being. This indicates a positive attitude toward career program electives.





## Inequities of Learning Outcomes

Through anecdotal data and observations at the school level, it is clear that students with diverse abilities tend to gravitate toward trades training and apprenticeship programs; therefore, it is important that these priority populations are supported in their career program trajectory. Generally speaking, there are few inequities of learning outcomes in this program area due to tuition funding and augmented sponsorship supports. Anecdotally, college partners have identified that preparedness for the rigour of college programs is essential in determining student success, as is student self-advocacy.

## Stories Revealed about District's Approaches to Supporting Teaching and Learning

Students in SD8 are supported in their career program pathways, especially in the trades training program pathway. Beginning in middle years, through to secondary schools, students have the opportunity to begin a staged entry into the skilled trades through exploratory programs such as the Skills Explore and the Trades Sampler, and then into the Youth Train in Trades dual credit college program. The SD8 Trades Training Coordinator oversees the promotion of the program and general supervisory/administrative oversight of students, ensuring their success. Tuition is free-of-charge and supports for equipment and other course supplies are supported for low-income families.

## Current Approaches to Equity of Learning

Current approaches to equity include identifying students who attend or participate in local or regional career events, and then supporting them through three-year graduation planning to ensure they are on track for their career program goals. Secondary academic reviews reveal students' intention for the career and trades programs, and confirm, especially for priority learners, that they have the necessary supports in place to succeed. The role of the SD8 Trades Training Coordinator remains essential to their success, in partnership with school teams. Finally, tuition is free for dual credit programs, and supports for equipment and other course supplies are supported for low-income families.

## Key Actions and Strategies

- ◆ Develop a Career and Post-Secondary Youth Advisory Group to ensure students are included as participants in planning.
- ◆ Support schools in the development and tracking of career exploratory programs.
- ◆ Expand work experience opportunities for students in rural and remote areas.
- ◆ Ensure students have access to digital career exploratory resources.
- ◆ Develop a district graduation pathway success framework.
- ◆ Support schools in the development and tracking of career exploratory programs.
- ◆ Ensure schools have the supports and information regarding post-secondary program planning and scholarship opportunities.
- ◆ Provide information to families through SD8 Parent Engagement Nights (PENs) and website updates for graduation program planning and scholarships.
- ◆ Develop and deepen regional career, dual credit, and trades training program partnerships with colleges and institutes.
- ◆ Ensure students have opportunities to explore career pathways through regional, community, and school events.



# EVIDENCE OF LEARNING

- ◆ Ensure barriers are removed for priority learners in accessing career and dual credit programs.
- ◆ Work with various community organizations (STEM, Arts, Healthcare, and Entrepreneurship) to develop events, activities, and programs for students.
- ◆ Expand work experience opportunities for students in rural and remote areas.
- ◆ Develop and deepen regional career, dual credit, and trades training program partnerships with colleges and institutes.
- ◆ Enhance regional collaboration with partner districts in providing career and dual credit opportunities for students through regional colleges.
- ◆ Promote regional dual credit, trades training, and career programs to schools and families.

## CAREER PROGRAMS (FINANCIAL LITERACY)

Financial literacy is a key component of numeracy, literacy, and having the skills to participate meaningfully in work and society for one’s well-being. Financial literacy is the ability to understand and use various financial skills, including personal financial management, budgeting, and investing.

**Financial literacy education is supported through the following curriculum and programs:**

Curriculum or Program	Financial Literacy Topic
Intermediate Mathematics (Grades 4-6)	Making change with money
Middle Years Mathematics (Grades 7-9)	Percentage as applied to finance, simple budgeting, sales tax, tips, discounts
Workplace Mathematics 10 and 11	Gross and net pay, personal investments, loans, and budgeting
Career Life Education 10 and Career Life Connections 12	Financial planning tools Investments, budgeting, taxes

In addition, Junior Achievement BC (JABC) has been a partner organization in supplementing financial literacy and entrepreneurship at both middle years and secondary programs in past years.

For more information see: [Junior Achievement BC](#) and [BC Curriculum](#)

## Student Learning Surveys (SLS) Grade 10 and 12

The BC Student Learning Survey is administered annually to students in grades 3 or 4, 7, 10 and 12. The SLS asks students questions about their school experiences. Student participation is voluntary.



# EVIDENCE OF LEARNING

*% of students indicating positive response to “I am satisfied that in school I am learning basic life skills that I need for the future (for example, skills for financial planning, budgeting, taxes, independent living)”*

		SD8 Kootenay Lake				
SLS	Subsets	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Grade 10	All Resident Students	28%	19%	26%	25%	30%
	Indigenous Students	25%	25%	24%	27%	15%
	Students with Diverse Abilities	34%	0%	31%	20%	35%
Grade 12	All Resident Students	19%	20%	19%	18%	21%
	Indigenous Students	23%	40%	22%	16%	15%
	Students with Diverse Abilities	33%	0	39%	30%	34%

## Sources of Data and Evidence Analyzed:

Data analyzed included a brief scan of financial literacy programs and curriculum and the Student Learning Survey (SLS) for the question regarding satisfaction for learning basic life skills for the future.

## Missing or Masked Data

At this time, there is no relevant data for Indigenous students on reserve and not on reserve or youth in care.

## Analysis and Trends

Satisfaction levels fluctuate from 28% in 2018–2019 with a notable dip in 2019–2020 to 19% and a gradual increase to 30% by 2022–23 for all resident students in grade 10. For students in grade 12, the low point was in 2021–2022 rising to 21% in 2022–2023. Students with Indigenous ancestry expressed a much less positive perspective in 2022–2023 at 15% for both grade 10 and grade 12 students. Students with diverse abilities, however, overall expressed the highest level of satisfaction, though still in the mid-thirties as a percentage of students who responded positively. Across all populations, satisfaction levels remain relatively low, with the highest percentage at the 35% threshold. This suggests that improvement in financial literacy is a general area to focus on in the curriculum to better prepare students with life skills essential for their future.

## Inequities of Learning Outcomes

Inequities in learning outcomes is an area for further exploration and does not have data to report on to date.

## Stories Revealed about District’s Approaches to Supporting Teaching and Learning

A brief scan of the BC curriculum and career education programs indicates that financial literacy is a component of several programs as noted. Students in the Youth Train in Trades (YTT) program do have a financial literacy component as part of their Career Life Connections (CLC) 12 program. An anecdotal scan also indicates that financial literacy is targeted at the secondary level in career education programs, and in the Workplace Math 10–11 curriculum. The discrepancy between student perceptions of having financial literacy instruction and the curriculum and programming merits further investigation.





# EVIDENCE OF LEARNING

## Current Approaches to Equity of Learning

Consistency in curriculum and career education programming ensures equity of learning. SD8 would benefit from exploring opportunities to expand partnerships to enhance curriculum and program delivery and to better develop financial literacy achievement metrics for more meaningful reporting. Junior Achievement BC (JABC) is one organization that has partnered with district schools in prior years; however, after the pandemic, connections with the organization have been sporadic.

## Key Actions & Strategies

- ◆ Develop a district financial literacy program inventory
- ◆ Connect with community partners to support and promote financial literacy in schools





# CONCLUSION

School District No. 8 (Kootenay Lake) is committed to enhancing graduation pathways, empowering students to explore diverse, future-oriented career paths, to ensuring all students have opportunities to learn about post-secondary and career opportunities, and to ensuring students graduate. The action plan is focused on providing opportunities for students to explore their interests and passions through partnerships with community organizations and post-secondary institutions, as well as providing support and information to students and families regarding post-secondary programs and scholarship opportunities. The continued importance of individualized supports for students with diverse needs and Indigenous ancestry remains a focus. Overall, the action plan aims to prepare students for successful employment and career development beyond the K-12 school system as aligned with the district’s strategic plan.



## CORE COMPETENCIES

**Gathering student feedback on meaningful integration at the secondary program level**





# GRATITUDE

SD No. 8 Kootenay Lake is pleased to collaborate with the following partner organizations:

British Columbia Institute of Technology (BCIT)

College of the Rockies

Columbia Basin Trust

Junior Achievement BC (JABC)

Kootenay Association for Science and Technology (KAST)

Kootenay Career Development Society (KCDS)

Ministry of Education and Child Care (MOECC) – Dual Credit

Okanagan College

Osprey Foundation

Thompson River University

Skilled Trades BC

UBC Okanagan

West Kootenay Science Fair

WorksafeBC

WorkBC Youth Employment Program





**FROM:** Trish Smillie, Superintendent  
**DATE:** May 14, 2024  
**SUBJECT:** Approve 2024-2025 Annual Budget

**For Approval**

## Introduction

This memorandum outlines the recommended Annual Budget 2024-2025.

## Background

The Ministry of Education and Child Care requires every school district to submit a balanced budget for the next school year by June 30. The Board of Education of School District No. 8 (Kootenay Lake) is therefore required to approve and submit its 2024-2025 budget on or before June 30, 2024.

In preparation of the 2024-2025 annual budget, a detailed review was performed of ancillary budgets and programming budgets, and despite financial pressures, the district has ensured that resources were focused on classroom support.

The budget process is based on the following main considerations:

- Alignment to the 2024-2029 Strategic Plan and maintaining a focus on the new strategic priorities of: Lifelong Learners, Connected Learners, Caring and Inclusive Learning Culture, Cultural and Identity Development, and Career Development.
- Board consultation with key partners in April of each year: Kootenay Lake Principals and Vice Principals, Kootenay Lake Teachers' Association, CUPE Local 748, Aboriginal Education Council, Lower Kootenay Band, Kootenay Lake District Parent Advisory Committee, and students as well as the public.
- A public survey that provides feedback from parents and other partners on the annual budget.
- A recognition that teachers and education assistants in school classrooms and virtual spaces are vital to the success of our students.

As a result of these considerations, the district ensured that the expenditures related to the classroom were maintained and that the budget supported the Board of Education's 2024-2029 mission, "To inspire and support each learner to thrive in a caring learning environment."



## Recommendation

Attached is the School District No. 8 (Kootenay Lake) Annual Budget Bylaw for fiscal year 2024/2025 for the Board's consideration and approval.

To approve the Bylaw in one evening requires unanimous consent of the Board. The motion below and the attached 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).

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 08 (KOOTENAY LAKE) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2024/2025 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 Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 08 (Kootenay Lake) Annual Budget Bylaw for fiscal year 2024/2025.
3. The attached Statement 2 showing the estimated revenue and expense for the 2024/2025 fiscal year and the total budget bylaw amount of \$85,002,642 for the 2024/2025 fiscal year was prepared in accordance with the Act.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2024/2025.

READ A FIRST TIME THE 14th DAY OF MAY, 2024;

READ A SECOND TIME THE 14th DAY OF MAY, 2024;

READ A THIRD TIME, PASSED AND ADOPTED THE 14th DAY OF MAY, 2024.



Annual Budget

**School District No. 08 (Kootenay Lake)**

June 30, 2025

DRAFT



# School District No. 08 (Kootenay Lake)

June 30, 2025

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



## ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 08 (KOOTENAY LAKE) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2024/2025 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 Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 08 (Kootenay Lake) Annual Budget Bylaw for fiscal year 2024/2025.
3. The attached Statement 2 showing the estimated revenue and expense for the 2024/2025 fiscal year and the total budget bylaw amount of \$85,002,642 for the 2024/2025 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2024/2025.

READ A FIRST TIME THE 14th DAY OF MAY, 2024;

READ A SECOND TIME THE 14th DAY OF MAY, 2024;

READ A THIRD TIME, PASSED AND ADOPTED THE 14th DAY OF MAY, 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) Annual Budget Bylaw 2024/2025, adopted by the Board the \_\_\_\_\_ DAY OF \_\_\_\_\_, 2024.

---

Secretary Treasurer



# School District No. 08 (Kootenay Lake)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
<b>Ministry Operating Grant Funded FTE's</b>		
School-Age	4,753,000	4,823,438
Adult	1,750	1,750
<b>Total Ministry Operating Grant Funded FTE's</b>	<b>4,754,750</b>	<b>4,825,188</b>
<b>Revenues</b>	<b>\$</b>	<b>\$</b>
Provincial Grants		
Ministry of Education and Child Care	76,036,264	77,303,500
Other	413,984	400,685
Tuition	1,196,250	1,198,450
Other Revenue	1,848,398	1,848,368
Rentals and Leases	90,000	90,000
Investment Income	402,000	508,000
Amortization of Deferred Capital Revenue	2,976,801	3,002,516
<b>Total Revenue</b>	<b>82,963,697</b>	<b>84,351,519</b>
<b>Expenses</b>		
Instruction	62,552,540	62,869,316
District Administration	4,838,570	4,774,110
Operations and Maintenance	13,087,974	13,130,755
Transportation and Housing	3,711,558	3,474,128
<b>Total Expense</b>	<b>84,190,642</b>	<b>84,248,309</b>
<b>Net Revenue (Expense)</b>	<b>(1,226,945)</b>	<b>103,210</b>
<b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>	<b>1,154,408</b>	
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(72,537)</b>	<b>103,210</b>
<b>Budgeted Surplus (Deficit), for the year comprised of:</b>		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(72,537)	103,210
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(72,537)</b>	<b>103,210</b>



# School District No. 08 (Kootenay Lake)

Annual Budget - Revenue and Expense  
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
<b>Budget Bylaw Amount</b>		
Operating - Total Expense	66,637,000	65,186,084
Operating - Tangible Capital Assets Purchased	662,000	1,000,000
Special Purpose Funds - Total Expense	13,684,304	15,053,919
Special Purpose Funds - Tangible Capital Assets Purchased	150,000	100,000
Capital Fund - Total Expense	3,869,338	4,008,306
<b>Total Budget Bylaw Amount</b>	<b>85,002,642</b>	<b>85,348,309</b>

**Approved by the Board**

\_\_\_\_\_  
Signature of the Chairperson of the Board of Education

\_\_\_\_\_  
Signature of the Superintendent

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Signature of the Secretary Treasurer

\_\_\_\_\_  
Date Signed

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# School District No. 08 (Kootenay Lake)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)  
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
<b>Surplus (Deficit) for the year</b>	<u>(1,226,945)</u>	<u>103,210</u>
<b>Effect of change in Tangible Capital Assets</b>		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(812,000)	(1,100,000)
From Deferred Capital Revenue	(3,158,689)	(4,514,362)
<b>Total Acquisition of Tangible Capital Assets</b>	<u>(3,970,689)</u>	<u>(5,614,362)</u>
Amortization of Tangible Capital Assets	3,869,338	4,008,306
<b>Total Effect of change in Tangible Capital Assets</b>	<u>(101,351)</u>	<u>(1,606,056)</u>
	-	-
<b>(Increase) Decrease in Net Financial Assets (Debt)</b>	<u>(1,328,296)</u>	<u>(1,502,846)</u>

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# School District No. 08 (Kootenay Lake)

Schedule 2

Annual Budget - Operating Revenue and Expense  
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education and Child Care	63,605,094	63,567,090
Other	324,850	296,176
Tuition	1,196,250	1,198,450
Other Revenue	548,398	551,368
Rentals and Leases	90,000	90,000
Investment Income	380,000	483,000
<b>Total Revenue</b>	<b>66,144,592</b>	<b>66,186,084</b>
<b>Expenses</b>		
Instruction	49,022,573	48,019,734
District Administration	4,838,570	4,774,110
Operations and Maintenance	9,088,996	8,942,809
Transportation and Housing	3,686,861	3,449,431
<b>Total Expense</b>	<b>66,637,000</b>	<b>65,186,084</b>
<b>Net Revenue (Expense)</b>	<b>(492,408)</b>	<b>1,000,000</b>
<b>Budgeted Prior Year Surplus Appropriation</b>	<b>1,154,408</b>	
<b>Net Transfers (to) from other funds</b>		
Tangible Capital Assets Purchased	(662,000)	(1,000,000)
<b>Total Net Transfers</b>	<b>(662,000)</b>	<b>(1,000,000)</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>

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# School District No. 08 (Kootenay Lake)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source  
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
<b>Provincial Grants - Ministry of Education and Child Care</b>		
Operating Grant, Ministry of Education and Child Care	62,906,594	61,835,495
ISC/LEA Recovery	(87,632)	(87,632)
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	43,200	52,410
Equity Scan Grant	-	5,000
<b>Total Provincial Grants - Ministry of Education and Child Care</b>	<u>63,605,094</u>	<u>63,567,090</u>
<b>Provincial Grants - Other</b>	<u>324,850</u>	<u>296,176</u>
<b>Tuition</b>		
Continuing Education	40,000	40,000
International and Out of Province Students	1,156,250	1,158,450
<b>Total Tuition</b>	<u>1,196,250</u>	<u>1,198,450</u>
<b>Other Revenues</b>		
Other School District/Education Authorities	367,018	367,018
Funding from First Nations	87,632	87,632
Miscellaneous		
Private School Bussing	67,348	67,348
Cultural Grants	10,500	10,370
Other Fees	11,900	15,000
After School Program Fees	4,000	4,000
<b>Total Other Revenue</b>	<u>548,398</u>	<u>551,368</u>
<b>Rentals and Leases</b>	<u>90,000</u>	<u>90,000</u>
<b>Investment Income</b>	<u>380,000</u>	<u>483,000</u>
<b>Total Operating Revenue</b>	<u>66,144,592</u>	<u>66,186,084</u>



# School District No. 08 (Kootenay Lake)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object  
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
<b>Salaries</b>		
Teachers	23,281,146	22,759,615
Principals and Vice Principals	4,393,591	4,420,655
Educational Assistants	3,925,608	3,614,535
Support Staff	8,112,498	7,440,581
Other Professionals	2,938,064	2,602,102
Substitutes	3,317,015	3,371,661
<b>Total Salaries</b>	<u>45,967,922</u>	<u>44,209,149</u>
<b>Employee Benefits</b>	<u>11,582,652</u>	<u>11,255,197</u>
<b>Total Salaries and Benefits</b>	<u>57,550,574</u>	<u>55,464,346</u>
<b>Services and Supplies</b>		
Services	2,423,721	2,552,661
Student Transportation	377,202	340,309
Professional Development and Travel	673,745	932,742
Rentals and Leases	120,751	79,891
Dues and Fees	101,485	118,682
Insurance	200,000	177,539
Supplies	3,419,644	3,745,465
Utilities	1,769,878	1,774,449
<b>Total Services and Supplies</b>	<u>9,086,426</u>	<u>9,721,738</u>
<b>Total Operating Expense</b>	<u>66,637,000</u>	<u>65,186,084</u>

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# School District No. 08 (Kootenay Lake)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	19,711,835					2,574,257	22,286,092
1.03 Career Programs							-
1.07 Library Services				87,732			87,732
1.08 Counselling	393,228						393,228
1.10 Inclusive Education	2,227,407		3,724,832	51,313		268,735	6,272,287
1.31 Indigenous Education	948,676		200,776			3,205	1,152,657
1.41 School Administration		3,973,702		1,425,899	439,759	50,000	5,889,360
1.62 International and Out of Province Students		184,594		83,637			268,231
<b>Total Function 1</b>	<b>23,281,146</b>	<b>4,158,296</b>	<b>3,925,608</b>	<b>1,648,581</b>	<b>439,759</b>	<b>2,896,197</b>	<b>36,349,587</b>
<b>4 District Administration</b>							
4.11 Educational Administration		235,295			707,607		942,902
4.40 School District Governance					180,793		180,793
4.41 Business Administration				352,984	1,154,317		1,507,301
<b>Total Function 4</b>	<b>-</b>	<b>235,295</b>	<b>-</b>	<b>352,984</b>	<b>2,042,717</b>	<b>-</b>	<b>2,630,996</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration				31,886	343,596	3,000	378,482
5.50 Maintenance Operations				3,850,645		221,646	4,072,291
5.52 Maintenance of Grounds				188,448		5,172	193,620
5.56 Utilities							-
<b>Total Function 5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4,070,979</b>	<b>343,596</b>	<b>229,818</b>	<b>4,644,393</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration				90,555	111,992		202,547
7.70 Student Transportation				1,949,399		191,000	2,140,399
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,039,954</b>	<b>111,992</b>	<b>191,000</b>	<b>2,342,946</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>23,281,146</b>	<b>4,393,591</b>	<b>3,925,608</b>	<b>8,112,498</b>	<b>2,938,064</b>	<b>3,317,015</b>	<b>45,967,922</b>

# School District No. 08 (Kootenay Lake)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>						
1.02 Regular Instruction	22,286,092	5,526,278	27,812,370	2,027,125	29,839,495	30,884,852
1.03 Career Programs	-	-	-	-	-	2,000
1.07 Library Services	87,732	25,004	112,736	61,903	174,639	289,159
1.08 Counselling	393,228	97,521	490,749	-	490,749	148,181
1.10 Inclusive Education	6,272,287	1,692,346	7,964,633	318,329	8,282,962	7,300,457
1.31 Indigenous Education	1,152,657	293,288	1,445,945	228,330	1,674,275	1,568,284
1.41 School Administration	5,889,360	1,393,350	7,282,710	198,484	7,481,194	6,806,260
1.62 International and Out of Province Students	268,231	42,595	310,826	768,433	1,079,259	1,020,541
<b>Total Function 1</b>	<b>36,349,587</b>	<b>9,070,382</b>	<b>45,419,969</b>	<b>3,602,604</b>	<b>49,022,573</b>	<b>48,019,734</b>
<b>4 District Administration</b>						
4.11 Educational Administration	942,902	201,692	1,144,594	236,549	1,381,143	1,372,518
4.40 School District Governance	180,793	40,678	221,471	248,063	469,534	488,319
4.41 Business Administration	1,507,301	333,899	1,841,200	1,146,693	2,987,893	2,913,273
<b>Total Function 4</b>	<b>2,630,996</b>	<b>576,269</b>	<b>3,207,265</b>	<b>1,631,305</b>	<b>4,838,570</b>	<b>4,774,110</b>
<b>5 Operations and Maintenance</b>						
5.41 Operations and Maintenance Administration	378,482	84,212	462,694	282,948	745,642	770,573
5.50 Maintenance Operations	4,072,291	1,140,282	5,212,573	776,562	5,989,135	5,785,290
5.52 Maintenance of Grounds	193,620	70,409	264,029	135,000	399,029	428,685
5.56 Utilities	-	-	-	1,955,190	1,955,190	1,958,261
<b>Total Function 5</b>	<b>4,644,393</b>	<b>1,294,903</b>	<b>5,939,296</b>	<b>3,149,700</b>	<b>9,088,996</b>	<b>8,942,809</b>
<b>7 Transportation and Housing</b>						
7.41 Transportation and Housing Administration	202,547	50,568	253,115	28,506	281,621	245,269
7.70 Student Transportation	2,140,399	590,530	2,730,929	674,311	3,405,240	3,204,162
<b>Total Function 7</b>	<b>2,342,946</b>	<b>641,098</b>	<b>2,984,044</b>	<b>702,817</b>	<b>3,686,861</b>	<b>3,449,431</b>
<b>9 Debt Services</b>						
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>45,967,922</b>	<b>11,582,652</b>	<b>57,550,574</b>	<b>9,086,426</b>	<b>66,637,000</b>	<b>65,186,084</b>



# School District No. 08 (Kootenay Lake)

Schedule 3

Annual Budget - Special Purpose Revenue and Expense  
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education and Child Care	12,431,170	13,736,410
Other	89,134	104,509
Other Revenue	1,300,000	1,297,000
Investment Income	14,000	16,000
<b>Total Revenue</b>	<b>13,834,304</b>	<b>15,153,919</b>
<b>Expenses</b>		
Instruction	13,529,967	14,849,582
Operations and Maintenance	129,640	179,640
Transportation and Housing	24,697	24,697
<b>Total Expense</b>	<b>13,684,304</b>	<b>15,053,919</b>
<b>Net Revenue (Expense)</b>	<b>150,000</b>	<b>100,000</b>
<b>Net Transfers (to) from other funds</b>		
Tangible Capital Assets Purchased	(150,000)	(100,000)
<b>Total Net Transfers</b>	<b>(150,000)</b>	<b>(100,000)</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>

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# School District No. 08 (Kootenay Lake)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2025

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
	\$	\$	\$	\$	\$		\$	\$	\$
<b>Deferred Revenue, beginning of year</b>	-	-	700,000	1,400,000	-	-	-	-	-
<b>Add: Restricted Grants</b>									
Provincial Grants - Ministry of Education and Child Care	279,640	223,017			160,000	39,200	89,101	750,517	233,446
Other			30,000	1,245,000					
Investment Income			9,000	5,000					
	279,640	223,017	39,000	1,250,000	160,000	39,200	89,101	750,517	233,446
<b>Less: Allocated to Revenue</b>	279,640	223,017	39,000	1,250,000	160,000	39,200	89,101	750,517	233,446
<b>Deferred Revenue, end of year</b>	-	-	700,000	1,400,000	-	-	-	-	-
<b>Revenues</b>									
Provincial Grants - Ministry of Education and Child Care	279,640	223,017			160,000	39,200	89,101	750,517	233,446
Provincial Grants - Other									
Other Revenue			30,000	1,245,000					
Investment Income			9,000	5,000					
	279,640	223,017	39,000	1,250,000	160,000	39,200	89,101	750,517	233,446
<b>Expenses</b>									
Salaries									
Teachers							18,952	51,454	
Principals and Vice Principals									
Educational Assistants		173,554					27,324	335,243	172,223
Support Staff									
Other Professionals									
Substitutes						13,123			
	-	173,554	-	-	-	13,123	46,276	386,697	172,223
Employee Benefits		49,463				4,254	13,717	108,305	47,127
Services and Supplies	129,640		39,000	1,250,000	160,000	21,823	29,108	255,515	14,096
	129,640	223,017	39,000	1,250,000	160,000	39,200	89,101	750,517	233,446
<b>Net Revenue (Expense) before Interfund Transfers</b>	150,000	-	-	-	-	-	-	-	-
<b>Interfund Transfers</b>									
Tangible Capital Assets Purchased	(150,000)								
	(150,000)	-	-	-	-	-	-	-	-
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-



**School District No. 08 (Kootenay Lake)**

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2025

	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)
	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>	-	-	-	-	-	-	-	-	-
<b>Add:</b> Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	10,411,633	-	24,697	55,000	-	55,400	80,156	200,000	19,000
Other									
Investment Income									
	10,411,633	-	24,697	55,000	-	55,400	80,156	200,000	19,000
<b>Less:</b> Allocated to Revenue	9,376,906	-	24,697	55,000	-	55,400	80,156	200,000	19,000
<b>Deferred Revenue, end of year</b>	<b>1,034,727</b>	-	-	-	-	-	-	-	-
<b>Revenues</b>									
Provincial Grants - Ministry of Education and Child Care	9,376,906	-	24,697	55,000	-	55,400	80,156	200,000	19,000
Provincial Grants - Other									
Other Revenue									
Investment Income									
	9,376,906	-	24,697	55,000	-	55,400	80,156	200,000	19,000
<b>Expenses</b>									
Salaries									
Teachers	7,513,546			44,070					
Principals and Vice Principals									
Educational Assistants						38,534			
Support Staff									
Other Professionals									
Substitutes									
	7,513,546	-	-	44,070	-	38,534	-	-	-
Employee Benefits	1,863,360			10,930		10,982			
Services and Supplies			24,697			5,884	80,156	200,000	19,000
	9,376,906	-	24,697	55,000	-	55,400	80,156	200,000	19,000
<b>Net Revenue (Expense) before Interfund Transfers</b>	-	-	-	-	-	-	-	-	-
<b>Interfund Transfers</b>									
Tangible Capital Assets Purchased									
	-	-	-	-	-	-	-	-	-
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-





# School District No. 08 (Kootenay Lake)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2025

	ECL Early Care & Learning	Feeding Futures Fund	After School Sports & Arts Grant	Donations	Health Promoting Schools	Work Experience Enhancement	Health Resource Entered	TOTAL
	\$	\$	\$	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>	-	-	-	-	-	50,000	5,000	2,155,000
<b>Add: Restricted Grants</b>								
Provincial Grants - Ministry of Education and Child Care	175,000	615,090	62,134	25,000	27,000	-	-	13,525,031
Other								1,275,000
Investment Income								14,000
	175,000	615,090	62,134	25,000	27,000	-	-	14,814,031
<b>Less: Allocated to Revenue</b>	175,000	615,090	62,134	25,000	27,000	50,000	5,000	13,834,304
<b>Deferred Revenue, end of year</b>	-	-	-	-	-	-	-	3,134,727
<b>Revenues</b>								
Provincial Grants - Ministry of Education and Child Care	175,000	615,090				50,000	5,000	12,431,170
Provincial Grants - Other			62,134		27,000			89,134
Other Revenue				25,000				1,300,000
Investment Income								14,000
	175,000	615,090	62,134	25,000	27,000	50,000	5,000	13,834,304
<b>Expenses</b>								
<b>Salaries</b>								
Teachers					21,635			7,649,657
Principals and Vice Principals	142,857							142,857
Educational Assistants								574,655
Support Staff								172,223
Other Professionals		81,885						81,885
Substitutes		18,077						31,200
	142,857	99,962			21,635			8,652,477
Employee Benefits								2,108,138
Services and Supplies	32,143	515,128	62,134	25,000	5,365	50,000	5,000	2,923,689
	175,000	615,090	62,134	25,000	27,000	50,000	5,000	13,684,304
<b>Net Revenue (Expense) before Interfund Transfers</b>	-	-	-	-	-	-	-	150,000
<b>Interfund Transfers</b>								
Tangible Capital Assets Purchased								(150,000)
	-	-	-	-	-	-	-	(150,000)
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-



# School District No. 08 (Kootenay Lake)

Schedule 4

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget			2024 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
<b>Revenues</b>				
Investment Income		8,000	8,000	9,000
Amortization of Deferred Capital Revenue	2,976,801		2,976,801	3,002,516
<b>Total Revenue</b>	<b>2,976,801</b>	<b>8,000</b>	<b>2,984,801</b>	<b>3,011,516</b>
<b>Expenses</b>				
Amortization of Tangible Capital Assets				
Operations and Maintenance	3,869,338		3,869,338	4,008,306
<b>Total Expense</b>	<b>3,869,338</b>	<b>-</b>	<b>3,869,338</b>	<b>4,008,306</b>
<b>Net Revenue (Expense)</b>	<b>(892,537)</b>	<b>8,000</b>	<b>(884,537)</b>	<b>(996,790)</b>
<b>Net Transfers (to) from other funds</b>				
Tangible Capital Assets Purchased	812,000		812,000	1,100,000
<b>Total Net Transfers</b>	<b>812,000</b>	<b>-</b>	<b>812,000</b>	<b>1,100,000</b>
<b>Other Adjustments to Fund Balances</b>				
<b>Total Other Adjustments to Fund Balances</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(80,537)</b>	<b>8,000</b>	<b>(72,537)</b>	<b>103,210</b>

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# 2024-2025 Annual Budget Superintendent's Recommendations





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## Gratitude

The Board of Education is grateful for the dedication to the students of SD8 by all employees, Indigenous rights holders and partners, and education partners. Thank you to the Kootenay Lake Teachers' Association (KLTF); CUPE 748; Kootenay Lake Principals' and Vice-Principals' Association (KLPVPA); the Lower Kootenay Band; the Okanagan Nation Alliance; West Kootenay Métis; Sinixt (Lakes); Secwepemc (Splatsin); the District Parent Advisory Council (DPAC); the school Parent Advisory Councils (PACs); Student Trustees; exempt staff; and especially students.

## District Context

School District No. 8 (Kootenay Lake) (SD8) is a rural area comprising six unique school communities. Within the district lies the highest mountain pass in British Columbia, spanning two different time zones. Nestled between the Selkirk and Purcell mountain ranges, Kootenay Lake stands as one of the largest lakes in British Columbia, a widening of the Kootenay River, which in turn drains into the Columbia River system.

SD8 meets the learning needs of approximately 4,800 students across 21 schools. The district serves an area of approximately 15,000 square kilometers which includes the two main population centres of Nelson and Creston, and 11 elementary schools, 1 online learning school, 3 elementary-secondary schools (K-12), 1 middle school, 1 middle-secondary school and 4 secondary schools. SD8 employs about 900 staff.

SD8 serves the Lower Kootenay Band located in Creston, BC. According to the BC Adolescent Health Survey for SD8, of the Indigenous student population, which constitutes 15% of the student body, 56% identified as First Nations, 45% as Métis, and 8% as having another Indigenous background (including Inuit). Additionally, 9% of students are identified with diverse abilities, and less than 1% of students are identified as children and youth in care.

Climate change is raising the risk of more frequent and severe wildfires, consequently affecting the summer months with smoke from these fires and surrounding areas. Within the Kootenay Lake area, there is the highest median age of all the economic regions in the province. Unemployment in this region has consistently been higher than the provincial average. Workforce recruitment challenges impact the district.





# School District No.8 (Kootenay Lake)

## Families of Schools

SD8 operates six families of schools to serve students and families in five municipalities and more than 15 rural communities across the Regional District of Central Kootenay

**6**  
municipalities

**21**  
schools

**15+**  
rural communities

**1**  
blended online learning school

**900**  
employees

**1**  
provincial online learning school

**4800**  
students

**15,000**  
square kilometres

**Provincial  
Context**

**60**  
school districts in BC

**15th**  
largest in geographic size

**28th**  
by # of students enrolled





## District Strategic Plan 2024-2029

The 2024-2025 Annual Budget is guided by the district’s strategic priorities outlined in the SD8 Strategic Plan. These priorities are guided by SD8’s vision, mission and values, supported by school learning plans. All SD8 decisions are guided by a clear vision and core values and are based on evidence and extensive consultation. District initiatives and resources align with Ministry of Education and Child Care goals.

**School District 8  
Kootenay Lake**

**Mission**  
We inspire and support each learner to thrive in a caring learning environment.

**Vision**  
Our learners grow as global citizens in an innovative and inclusive community.

**Values**  
Our values help shape the culture of our schools and workplaces. By upholding these beliefs and attitudes, we can build learning communities that will lead to the fulfilment of our mission.

**Strategic Priorities**

- Lifelong Learners**  
We aim to improve student learning through interest-based, competency-based, flexible and innovative approaches.
- Connected Learners**  
We aim to inspire learners to become curious, critical, and creative stewards of the natural world and the local and global community.
- Caring and Inclusive Learning Culture**  
We aim to foster compassionate learners and to promote physical and mental well-being through social-emotional learning.
- Cultural and Identity Development**  
We aim to include Indigenous worldviews and ways of knowing in our teaching and learning.
- Career Development**  
We aim to prepare students to graduate with options for their future life and career goals.



## 2024-2025 Budget Alignment to Continuous Student Learning

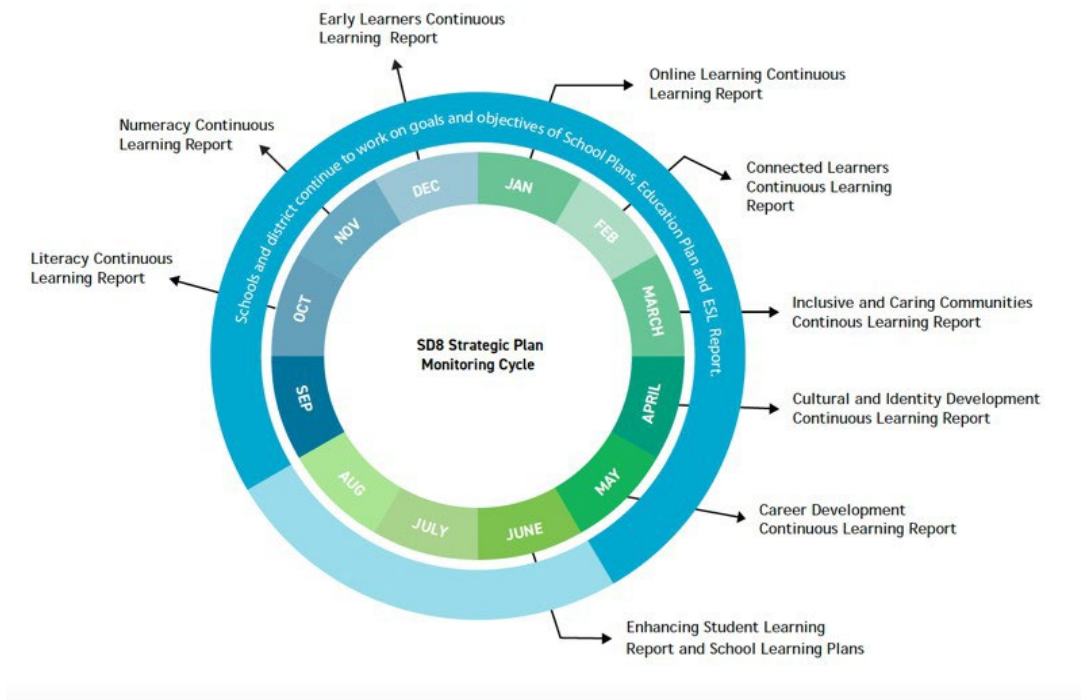
The mandate for public education is outlined in the Statement of [Education Policy Order](#), the [Framework for Enhancing Student Learning Policy](#), and the [Declaration of the Rights of Indigenous Peoples Act](#). SD8 supports this public education mandate.

The preamble to the School Act and the Statement of Education Policy Order states the purpose of the British Columbia school system is to enable all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic, and pluralistic society and a prosperous and sustainable economy. To achieve this purpose, there is a collective mandate to develop the Educated Citizen defined as the intellectual, human, and social and career development of every student.

SD8 has a continued focus on improving learning, inclusion and equity based on the Educated Citizen using high yield research-based strategies that are consistent with the Provincial curriculum. Since 2022-2023, SD8 has seen improved student outcomes in literacy, school completion, Indigenous student success, assessment participation and reliability, and monitoring of student learning initiatives.

The following annual cycle illustrates how continuous student learning is monitored:

### Enhancing Student Learning Report, Continuous Learning Reports and School Learning Plans





## Budget Process

The Ministry of Education and Child Care requires every school district to submit a balanced budget for the next school year by June 30. The Board of Education of School District No. 8 (Kootenay Lake) is therefore required to approve and submit its 2024-2025 budget on or before June 30, 2024.

In preparation of the 2024-2025 annual budget, organizational efficiencies were achieved through a detailed review of ancillary budgets and programming budgets, and despite financial pressures, the district has ensured that resources were focused on classroom support.

The budget process is based on the following main considerations:

- Alignment to the 2024-2029 Strategic Plan and maintaining a focus on the strategic priorities of: Lifelong Learners, Connected Learners, Caring and Inclusive Learning Culture, Cultural and Identity Development, and Career Development.
- Board consultation with key partners in April of each year: Kootenay Lake Principals and Vice Principals, Kootenay Lake Teachers' Association, CUPE Local 748, Aboriginal Committee of Education, Lower Kootenay Band, Kootenay Lake District Parent Advisory Committee, and students as well as the public.
- A public survey that provides feedback from parents and other partners on the annual budget.
- A recognition that teachers and education assistants in school classrooms and virtual spaces are vital to the success of our students.

As a result of these considerations, the district ensured that the expenditures related to the classroom were maintained and that the budget supported the Board of Education's 2024-2029 mission, "To inspire and support each learner to thrive in a caring learning environment."

## Student Enrolments

SD8 is predicting an enrolment decline over the next several years; however, the decline will not be as rapid or as large as expected due to the population growth of British Columbia and some shifting of population between urban and rural centres.

The table below shows a district enrolment decline of 70.438 FTE (1.5%) for school aged students and no change in adult learners with total enrolments declining from 4,825.188 in 2023-2024 to 4,754.75 in 2024-2025.

	2024-2025	2023-2024	Increase (Decrease)	
	Annual Budget	Amended Budget	\$	%
<b>MoECC Grant Funded Student FTEs</b>				
School-Age	4,753.000	4,823.438	(70.438)	(1.5%)
Adult	1.750	1.750	-	0.0%
<b>Total MoECC Grant Funded Student FTEs</b>	<b>4,754.750</b>	<b>4,825.188</b>	<b>(70.438)</b>	<b>(1.5%)</b>



## All Funds

The table below shows district revenues, expenses, and surpluses (deficits) for the Operating, Special Purpose, and Capital Funds and transfers between funds for the 2024-2025 Annual Budget and the 2023-2024 Amended Budget.

	Operating Fund	Special Purpose Funds	Capital Fund	2024-2025 Annual Budget	2023-2024 Amended Budget	Increase (Decrease)	
	\$	\$	\$		\$	\$	%
<b>Revenues</b>							
Provincial Grants - MoECC	63,605,094	12,431,170	-	76,036,264	77,303,500	(1,267,236)	(1.6%)
Provincial Grants - Other	324,850	-	-	324,850	400,685	(75,835)	(18.9%)
Tuition	1,196,250	89,134	-	1,285,384	1,198,450	86,934	7.3%
Other Revenue	548,398	1,300,000	-	1,848,398	1,848,368	30	0.0%
Rentals and Leases	90,000	-	-	90,000	90,000	-	0.0%
Investment Income	380,000	14,000	8,000	402,000	508,000	(106,000)	(20.9%)
Amortization Revenue	-	-	2,976,801	2,976,801	3,002,516	(25,715)	(0.9%)
<b>Total Revenue</b>	<b>66,144,592</b>	<b>13,834,304</b>	<b>2,984,801</b>	<b>82,963,697</b>	<b>84,351,519</b>	<b>(1,387,822)</b>	<b>(1.6%)</b>
<b>Expenses</b>							
Instruction	49,022,573	13,529,967	-	62,552,540	62,869,316	(316,776)	(0.5%)
District Administration	4,838,570	-	-	4,838,570	4,774,110	64,460	1.4%
Operation and Maintenance	9,088,996	129,640	3,869,338	13,087,974	12,997,986	89,988	0.7%
Transportation and Housing	3,686,861	24,697	-	3,711,558	3,606,897	104,661	2.9%
<b>Total Expenses</b>	<b>66,637,000</b>	<b>13,684,304</b>	<b>3,869,338</b>	<b>84,190,642</b>	<b>84,248,309</b>	<b>(57,667)</b>	<b>(0.1%)</b>
<b>Surplus (Deficit) Before Inter-fund Transfers</b>	<b>(492,408)</b>	<b>150,000</b>	<b>(884,537)</b>	<b>(1,226,945)</b>	<b>103,210</b>	<b>(1,330,155)</b>	<b>(1288.8%)</b>
Tangible Capital Assets Purchased	(662,000)	(150,000)	812,000	-			
<b>Budgeted Surplus (Deficit) After Inter-fund Transfers</b>	<b>(1,154,408)</b>	<b>-</b>	<b>(72,537)</b>	<b>(1,226,945)</b>	<b>103,210</b>	<b>(1,330,155)</b>	<b>(1288.8%)</b>
Budgeted Prior Year Surplus Appropriation	1,154,408	-	-	1,154,408	-	-	
<b>Budgeted Surplus (Deficit) After Appropriations</b>	<b>-</b>	<b>-</b>	<b>(72,537)</b>	<b>(72,537)</b>	<b>103,210</b>	<b>(1,330,155)</b>	<b>(1288.8%)</b>

The Board will have \$1.4 million less resources in 2024-2025 compared to the 2023-2024 Amended Budget. Special Purpose Fund grants from the Ministry of Education and Child Care (MOECC) account for \$1.3 million of the decrease in budgeted revenue. The remaining \$0.1 million decrease in revenue relates to lower investment income due to lower interest rates.

The expenses are budgeted to decrease by \$0.5 million relating to:

- an increase in salaries and benefits of \$0.5 million,
- a decrease in supplies and services of \$0.5 million, and
- a decrease in amortization of \$0.1 million.

The Operating Fund Deficit Before Inter-Fund Transfers of \$0.5 million relates to additional labour settlement costs. The MoECC has confirmed that these costs will be funded through a special labour settlement grant which will be reflected in the 2024-2025 amended budget, eliminating the Operating Fund Deficit Before Inter-Fund Transfers.

The inter-fund transfer of \$0.7 million from the Operating Fund to the Capital Fund for capital purchases will be funded from Opening Accumulated Surplus. Opening Accumulated Surplus amounts were internally restricted by the Board for future capital purchases on September 12, 2023. The Capital Fund Deficit After Inter-fund Transfers as shown above is \$0.1 million.



## Operating Fund Revenue

The operating revenues as shown below are projected to decrease by \$41K (0.1%) compared to 2023-2024.

	2024-2025 Annual Budget	2023-2024 Amended Budget	Increase (Decrease)	
	\$	\$	\$	%
<b>Revenue</b>				
Provincial Grants - MoECC	63,605,094	63,567,090	38,004	0.1%
Provincial Grants - Other	324,850	296,176	28,674	9.7%
Tuition	1,196,250	1,198,450	(2,200)	(0.2%)
Other Revenue	548,398	551,368	(2,970)	(0.5%)
Rentals and Leases	90,000	90,000	-	0.0%
Investment Income	380,000	483,000	(103,000)	(21.3%)
<b>Total Revenue</b>	<b>66,144,592</b>	<b>66,186,084</b>	<b>(41,492)</b>	<b>(0.1%)</b>

The MoECC has increased the block funding per student by 3.4%. The district's reduction in enrolments of 70.438 student FTEs is offsetting the increase in revenue for per student funding.

The block funding increase covers wage increases of 2% for teachers, support staff and non-educator exempt positions and other inflationary cost increases. The additional 1% COLA increase for the teachers, support staff and non-educator exempt positions and the 3% increase for educator exempt positions will be received from the MoECC as a special grant and reflected in the 2024-2025 Amended Budget. The additional estimated revenue of \$0.5 million will increase the Provincial Grants-MoECC by \$0.5 million to \$64.1 million (an increase of 0.8% over 2023-2024).

Investment income is projected to decrease due to lower interest rates.

## Operating Fund Expenses

The operating expenses as shown below are projected to increase by \$1.5 million (2.2%) compared to 2023-2024.



	2024-2025 Annual Budget	2023-2024 Amended Budget	Increase (Decrease)	
	\$	\$	\$	%
<b>Salaries</b>				
Teachers	23,281,146	22,759,615	521,531	2.3%
Principals and Vice-Principals	4,393,591	4,420,655	(27,064)	(0.6%)
Educational Assistants	3,925,608	3,614,535	311,073	8.6%
Support Staff	8,112,498	7,440,581	671,917	9.0%
Other Professionals	2,938,064	2,602,102	335,962	12.9%
Substitutes	3,317,015	3,371,661	(54,646)	(1.6%)
<b>Total Salaries</b>	<b>45,967,922</b>	<b>44,209,149</b>	<b>1,758,773</b>	<b>4.0%</b>
Employee Benefits	11,582,652	11,255,197	327,455	2.9%
<b>Total Salaries and Benefits</b>	<b>57,550,574</b>	<b>55,464,346</b>	<b>2,086,228</b>	<b>3.8%</b>
<b>Services and Supplies</b>				
Services	2,423,721	2,552,661	(128,940)	(5.1%)
Student Transportation	377,202	340,309	36,893	10.8%
Professional Development and Travel	673,745	932,742	(258,997)	(27.8%)
Rentals and Leases	120,751	79,891	40,860	51.1%
Dues and Fees	101,485	118,682	(17,197)	(14.5%)
Insurance	200,000	177,539	22,461	12.7%
Supplies	3,419,644	3,745,465	(325,821)	(8.7%)
Utilities	1,769,878	1,774,449	(4,571)	(0.3%)
<b>Total Services and Supplies</b>	<b>9,086,426</b>	<b>9,721,738</b>	<b>(635,312)</b>	<b>(6.5%)</b>
<b>Total Operating Expenses</b>	<b>66,637,000</b>	<b>65,186,084</b>	<b>1,450,916</b>	<b>2.2%</b>

Expenditures are focused on maintaining staffing levels across the district despite lower enrolments. The salaries and benefits are projected to increase by \$2.1 million (3.8%). As a percentage of total operating expenses, they have increased from 85.1% in 2023-2024 to 86.4% in 2024-2025.

Salaries and wages for all staffing groups have been increased by 3% as per the collective agreements and BCPSEA directive for exempt staff. In addition to this change, other changes include:

- Replacement of one District Principal position with a Director of Instruction which shifts salaries from Principals and Vice-Principals to Other Professionals
- Increase in Educational Assistants funded through the Operating Fund which were previously funded from Special Purpose Funds
- Anticipated higher levels of filled positions which shifts wages from substitutes to support staff

Services and Supplies are projected to decrease by \$0.6 million (6.5%) due to the elimination of one-time costs, more virtual and in-house embedded learning for professional development, shifting from leasing to purchasing technology assets, savings from contract re-negotiations, and utility savings (HVAC upgrades).



## Special Purpose Funds

The revenue from Special Purpose Funds as shown below is projected to decrease by \$1.3 million (8.7%) compared to 2023-2024.

	2024-2025	2023-2024	Increase (Decrease)	
	Annual Budget	Amended Budget	\$	%
After School Sports & Arts Grant	\$ 62,134	\$ 77,509	(15,375)	(19.8%)
Annual Facility Grant	279,640	279,640	-	0.0%
Classroom Enhancement Fund	9,610,352	10,658,832	(1,048,480)	(9.8%)
Community Link	750,517	776,078	(25,561)	(3.3%)
ECE Dual Credit Program	80,156	162,881	(82,725)	(50.8%)
Early Care & Learning (ECL) Funding to Schools	175,000	175,000	-	0.0%
Feeding Futures Fund	615,090	644,263	(29,173)	(4.5%)
Learning Improvement Fund	223,017	233,351	(10,334)	(4.4%)
Mental Health in Schools	55,000	55,000	-	0.0%
OLEP	89,101	115,909	(26,808)	(23.1%)
Seamless Day Kindergarten	55,400	63,872	(8,472)	(13.3%)
Student & Family Affordability Fund	200,000	244,058	(44,058)	(18.1%)
Strong Start	160,000	230,549	(70,549)	(30.6%)
School Generated Funds	1,250,000	1,250,000	-	0.0%
Work Experience Enhancement	50,000	-	50,000	0.0%
Other Special Purpose Funds under \$100K	178,897	186,977	(8,080)	(4.3%)
	<b>13,834,304</b>	<b>15,153,919</b>	<b>(1,319,615)</b>	<b>(8.7%)</b>

The most significant decrease of \$1.0 million (9.8%) relates to the Classroom Enhancement Fund which provides additional funding for teachers based on required class size and composition.

Decreases in the After School Sports & Arts Grant, Early Childhood Education Dual Credit Program, OLEP, Seamless Day Kindergarten, and Student & Family Affordability Fund, totalling \$0.2 million relate to the assumption of no carry forward amounts being available in 2024-2025 compared to 2023-2024.

The remaining decrease in Community Link, Feeding Futures Fund and Learning Improvement Fund, totalling \$0.1 million relates to lower funding due to lower enrolments.

## Capital Fund

### Capital Acquisitions

The Board is scheduled to receive three new buses and will continue to upgrade its facilities during the 2024-2025 school year investing \$3,970,689.





	Transfer from Operating Fund	Transfer from Special Purpose	Bylaw Capital	Total
	\$	\$	\$	\$
Classroom Furniture and Equipment	350,000	-	-	350,000
Operations Equipment and Vehicles	-	80,000	-	80,000
Technology Equipment	312,000	70,000	-	382,000
Building Upgrades	-	-	3,020,789	3,020,789
Kitchen Upgrades	-	-	137,900	137,900
<b>Total Capital Purchases</b>	<b>662,000</b>	<b>150,000</b>	<b>3,158,689</b>	<b>3,970,689</b>

### Capital Revenue and Expenses

The Capital Fund Deficit After Inter-fund Transfers as shown below is \$0.1 million.

	2024-2025 Annual Budget	2023-2024 Amended Budget	Increase (Decrease)
	\$	\$	\$
<b>Revenues</b>			
Amortization of Deferred Capital Revenue	2,976,801	3,002,516	(25,715)
Investment Income	8,000	9,000	(1,000)
<b>Total Revenue</b>	<b>2,984,801</b>	<b>3,011,516</b>	<b>(26,715)</b>
<b>Expenses</b>			
Amortization Expense	3,869,338	4,008,306	(138,968)
<b>Total Expenses</b>	<b>3,869,338</b>	<b>4,008,306</b>	<b>(138,968)</b>
<b>Surplus (Deficit) Before Inter-fund Transfers</b>	<b>(884,537)</b>	<b>(996,790)</b>	<b>112,253</b>
Inter-Fund Transfers	812,000	1,100,000	(288,000)
<b>Surplus (Deficit) After Inter-fund Transfers</b>	<b>(72,537)</b>	<b>103,210</b>	<b>(175,747)</b>

The Capital Fund Deficit Before Inter-Fund Transfers of \$0.9 million relates to applying the prescribed accounting standards to amortization expense and amortization of deferred capital revenue and is permitted by the MoECC. This is offset by transfers from the Operating and Special Purpose Funds of \$0.8 million for the purchase of capital assets.

### Annual Budget Bylaw Summary

The table below is a breakdown by bylaw category of the district's total Annual Budget Bylaw in the amount of \$85,002,642 for the 2024-2025 fiscal year.

	2024-2025 Annual Budget	2023-2024 Amended Budget	Increase (Decrease)
	\$	\$	\$
<b>Budget Bylaw Amounts</b>			
Operating - Total Expense	66,637,000	65,186,084	1,450,916
Operating - Tangible Capital Assets Purchased	662,000	1,000,000	(338,000)
Special Purpose Funds - Total Expense	13,684,304	15,053,919	(1,369,615)
Special Purpose Funds - Tangible Capital Assets Purchased	150,000	100,000	50,000
Capital Fund - Total Expense	3,869,338	4,008,306	(138,968)
	<b>85,002,642</b>	<b>85,348,309</b>	<b>(345,667)</b>





## Conclusion

The 2024-2025 Annual Budget supports SD8's focus on continuous student learning and ensuring students are at the centre of all planning and decision making. SD8's Strategic Plan 2024-2029 guides the district in the delivery of educational programming.



**FROM:** Trish Smillie, Superintendent  
**DATE:** May 14, 2024  
**SUBJECT:** Approve 2024-2025 Board Meeting Calendar and In-Progress 2024-2025  
 Governance Framework and Learning Plan

**For Approval**

**Introduction**

This memorandum outlines the meeting schedule used to develop the 2024-2025 Board Meeting Calendar and In-Progress 2024-2025 Governance Framework and Learning Plan.

**Information**

To support the effective and efficient operations of the Board of Education, the following meeting structure was used to develop the 2024-2025 Board meeting calendar:

1. Meetings of the Board Held in Public and Closed Board Meetings

Meetings of the Board Held in Public and Closed Board Meetings held on the 2<sup>nd</sup> Tuesday of each month from September to June. The meetings will be scheduled at the School Board Office, except for the October and June Board meetings, which will occur in Creston.

2. Partner Advisory Committee Meetings

Partner Advisory Committee Meetings will be held prior to the Board meetings approximately every second month (September, November, February, March, April, May). Policy and O&F Partner meetings will be combined into one committee meeting to ensure regular contact with partners on this topic.

SEPTEMBER	<ul style="list-style-type: none"> <li>• Policy, O&amp;F Partner Advisory Committee Meeting (Annual Audited Financial Statements)</li> <li>• Education Partner Advisory Committee Meeting (School Learning Plans and Continuous Improvement Reports)</li> </ul>
NOVEMBER	<ul style="list-style-type: none"> <li>• Education Partner Advisory Committee Meeting (Strategic Plan and Continuous Improvement Reports)</li> </ul>
FEBRUARY	<ul style="list-style-type: none"> <li>• Policy, O&amp;F Partner Advisory Committee Meeting (Amended Budget and Budget Consultation Plan)</li> </ul>
MARCH	<ul style="list-style-type: none"> <li>• Education Partner Advisory Committee Meeting (Strategic Plan and Continuous Improvement Reports)</li> </ul>
APRIL	<ul style="list-style-type: none"> <li>• Policy, O&amp;F Partner Advisory Committee Meeting (Preliminary Budget Consultation)</li> </ul>





MAY	<ul style="list-style-type: none"> <li>• Policy, O&amp;F Partner Advisory (Annual Budget)</li> <li>• Education Partner Advisory Committee Meeting (Enhancing Student Learning Report)</li> </ul>
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3. Other Committees and Meetings

- Agenda setting will be held on the 4<sup>th</sup> Tuesday of the month
- Other committee meetings will be held on the 3<sup>rd</sup> Tuesdays of the month as much as possible

The 2024-2025 Board Meeting Calendar and In-Progress 2024-2025 Governance Framework and Learning Plan is provided for the Board’s review.

**Recommendation**

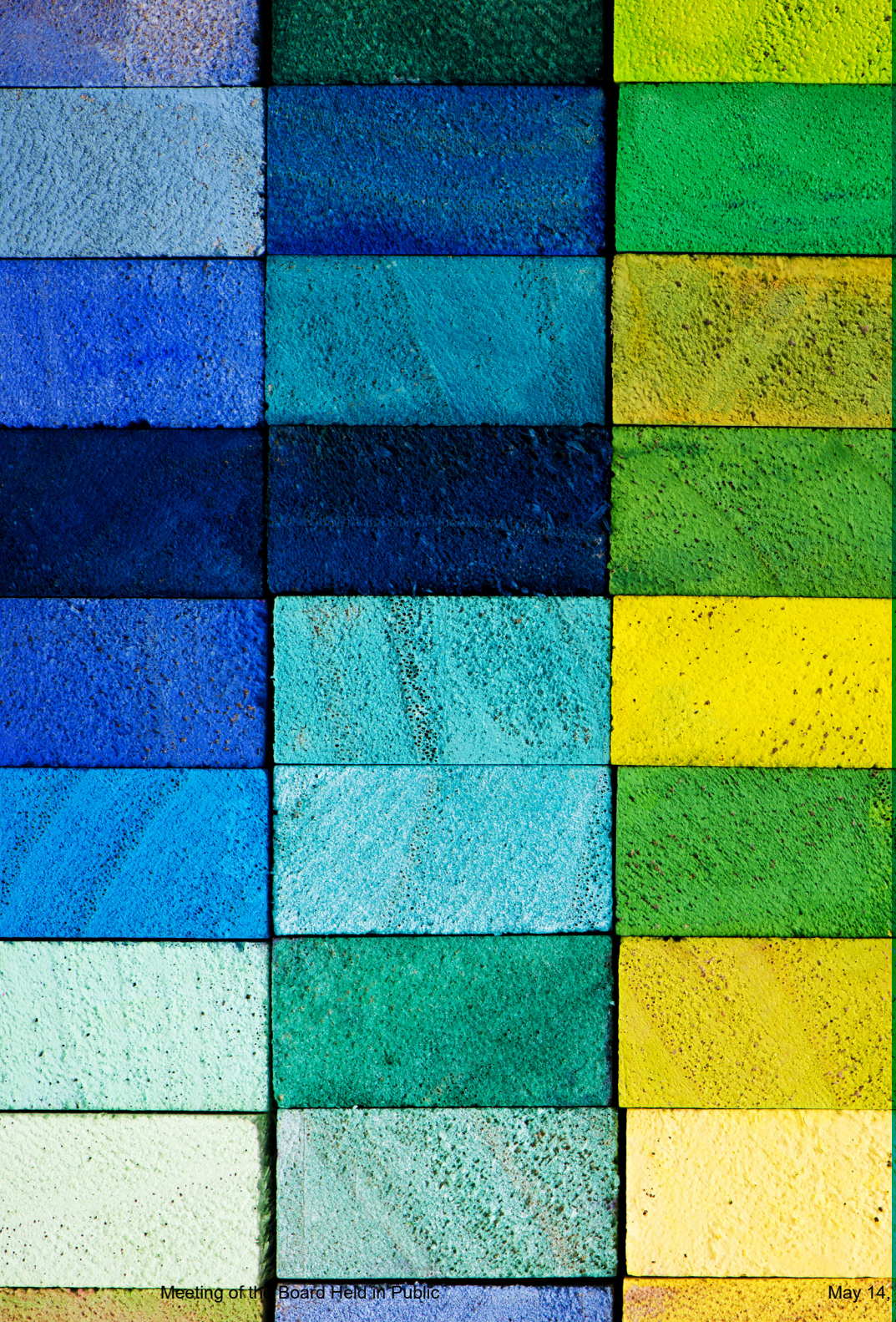
THAT the 2024-2025 Board Meeting Calendar and In-Progress 2024-2025 Governance Framework and Learning Plan BE APPROVED.



DATE	TIME	LOCATION		COMMENTS
<b>AUGUST</b>				
August 27, 2024	9:00 - 10:30 am	Board Office, Nelson	Agenda Setting Meeting	
August 27, 2024	11:00 am - 2:00 pm	Board Office, Nelson	Board Working Session	
<b>SEPTEMBER</b>				
September 10, 2024	12:00 - 1:30 pm	Board Office, Nelson	Closed Board Meeting	
	2:00 - 3:00 pm	Board Office, Nelson	Education Partner Advisory Committee	
	3:30 - 4:30 pm	Board Office, Nelson	Policy, O&F Partner Advisory Committee	
	5:00 - 7:00 pm	Board Office, Nelson	Public Board Meeting	
September 17, 2024	9:00 - 10:30 am	Board Office, Nelson	Standing Committees	Policy Review Committee
September 19, 2024	10:00 am - 12:00 pm	Board Office, Nelson	Standing Committees	Joint Safety Advisory Committee (JSAC)
September 19, 2024	6:00 - 8:00 pm	Online Meeting	District Parents' Advisory Council	
September 20-21, 2024	10:00 am - 12:00 pm	Nakusp (+ hybrid option?)	Kootenay Boundary Branch AGM	
September 24, 2024	9:00 - 10:00 am	Board Office, Nelson	Agenda Setting Meeting	
<b>OCTOBER</b>				
October 8, 2024	11:00 am - 2:00 pm	Creston	Board Working Session	
	3:00 - 4:30 pm	Creston	Closed Board Meeting	
	5:00 - 7:00 pm	Creston	Public Board Meeting	
October 17, 2024	6:00 - 8:00 pm	Online Meeting	District Parents' Advisory Council	
October 22, 2024	9:00 - 10:30 am	Board Office, Nelson	Agenda Setting Meeting	
October 25-26, 2024	all day	BCSTA Provincial Council		
<b>NOVEMBER</b>				
November 5, 2024		Mt Sentinel	Student Leadership Conference	
Nov 7-8, 2024		Coast Coal Harbour, Vancouver, BC	BCPSEA Fall Symposium	Vancouver
November 12, 2024	1:00 - 2:30 pm	Board Office, Nelson	Closed Board Meeting	
	3:00 - 4:30 pm	Board Office, Nelson	Education Partner Advisory Committee	
	5:00 - 7:00 pm	Board Office, Nelson	Inaugural & Public Board Meeting	Elect Chair and Vice-Chair, Committee Reps
November 19, 2024	9:00 - 10:00 am	Board Office, Nelson	Agenda Setting Meeting	
November 21, 2024	6:00 - 8:00 pm	Online Meeting	District Parents' Advisory Council	
November 21-23, 2024		Westin Bayshore, Vancouver, BC	Trustee Academy	
November 28, 2024	9:00 - 12:00 pm	Board Office, Nelson	Standing Committees	Joint Safety Advisory Committee (JSAC)
<b>DECEMBER</b>				
December 10, 2024	11:00 am - 2:00 pm	Board Office, Nelson	Board Working Session	
	3:00 - 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 - 7:00 pm	Board Office, Nelson	Public Board Meeting	
December 11, 2024	9:00 - 10:00 am	Board Office, Nelson	Agenda Setting Meeting	
	1:00 - 2:30 pm	Board Office, Nelson	Standing Committees	Policy Review Committee
<i>Winter Break (December 23 – January 3)</i>				
<b>JANUARY</b>				
January 14, 2025	11:00 am - 2:00 pm	Board Office, Nelson	Board Working Session	
	3:00 - 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 - 7:00 pm	Board Office, Nelson	Public Board Meeting	
January 16, 2025	6:00 - 8:00 pm	Online Meeting	District Parents' Advisory Council	
January 18, 2025		Online Meeting	KBB Motion Building	
January 21, 2025	9:00 - 10:30 am	Board Office, Nelson	Agenda Setting Meeting	
January 30 - 31, 2024		Online Meeting	BCPSEA AGM	

FEBRUARY				
February 11, 2025	1:00 - 2:30 pm	Board Office, Nelson	Closed Board Meeting	
	3:00 - 4:30 pm	Board Office, Nelson	Policy, O&F Partner Advisory Committee	
	5:00 - 7:00 pm	Board Office, Nelson	Public Board Meeting	
February 18, 2025	9:00 - 10:30 am	Board Office, Nelson	Standing Committees	Policy Review Committee
February 20, 2025	6:00 - 8:00 pm	Online Meeting	District Parents' Advisory Council	
February 25, 2025	9:00 - 10:30 am	Board Office, Nelson	Agenda Setting Meeting	
MARCH				
March 6, 2025	9:00 - 11:00 am	Board Office, Nelson	Standing Committees	Joint Safety Advisory Committee (JSAC)
March 7, 2025	TBD	TBD	Board Chairs and MOECC Partner Liaison	According to Ministry of Education and Child Care, date still pending
March 11, 2025	1:00 - 2:30 pm	Board Office, Nelson	Closed Board Meeting	
	3:00 - 4:30 pm	Board Office, Nelson	Education Partner Advisory Committee	
	5:00 - 7:00 pm	Board Office, Nelson	Public Board Meeting	
March 12, 2025	9:00 - 10:00 am	Board Office, Nelson	Agenda Setting Meeting	
			Budget Survey posted publicly	
March 13, 2025	6:00 - 8:00 pm	Online Meeting	District Parents' Advisory Council	
<i>Spring Break (March 17 – 28)</i>				
APRIL				
April 8, 2025	11:00 am - 2:00 pm	Board Office, Nelson	Board Working Session	Preliminary Draft Budget Review
	3:00 - 4:30 pm	Board Office, Nelson	Closed Board Meeting	
	5:00 - 7:00 pm	Board Office, Nelson	Public Board Meeting	
April 15, 2025	9:00 - 10:30 am	Board Office, Nelson	Standing Committees	Policy Review Committee
April 17, 2025	6:00 - 8:00 pm	Online Meeting	District Parents' Advisory Council	
April 22, 2025	9:00 - 10:30 AM	Board Office, Nelson	Agenda Setting Meeting	
	11:00 AM - 12:30 PM	Board Office, Nelson	O&F and Partner Advisory Committee - Budget Consultation	
	6:00 - 7:30 pm	Online Meeting	Public Budget Webinar	
April 24-27, 2025		Westin Bayshore, Vancouver, BC	BCSTA AGM	
MAY				
May 13, 2025	11:30 am - 1:00 pm	Board Office, Nelson	Closed Board Meeting	
	1:30 - 2:30 pm	Board Office, Nelson	Education Partner Advisory Committee	
	3:00 - 4:30 pm	Board Office, Nelson	Policy, O&F Partner Advisory Committee	
	5:00 - 7:00 pm	Board Office, Nelson	Public Board Meeting	
May 15, 2025	6:00 - 8:00 pm	Online Meeting	District Parents' Advisory Council	
May 20, 2025	9:00 am - 12:00 pm	Board Office, Nelson	Standing Committees	Joint Safety Advisory Committee (JSAC)
May 27, 2025	9:00 - 10:00 am	Board Office, Nelson	Agenda Setting Meeting	
JUNE				
TBD	TBD	TBD	Graduation Ceremonies	
June 2, 2025	9:00 - 11:00 am	WEG	School Learning Tour	Slocan Family of Schools
June 2, 2025	1:00 - 3:30 pm	Rosemont	School Learning Tour	Nelson Family of Schools
June 3, 2025	9:00 am - 11:30 am	ARES	School Learning Tour	Creston Family of Schools
June 4, 2025	1:00 pm - 2:30 pm	JVH	School Learning Tour	Salmo, Kaslo and Crawford Bay Family of Schools
June 10, 2025	3:00 - 4:30 pm	Creston	Closed Board Meeting	
	5:00 - 7:00 pm	Creston	Public Board Meeting	
June 19, 2025	6:00 - 8:00 pm	Online Meeting	District Parents' Advisory Council	
<i>Summer Break (June 26 - September 1, 2025)</i>				





School District 8  
Kootenay Lake

**IN-PROGRESS**

**2024 - 2025**

**Kootenay Lake Board  
of Education**

**GOVERNANCE  
FRAMEWORK  
AND ANNUAL  
LEARNING PLAN**





# THE IMPORTANCE OF A GOVERNANCE FRAMEWORK AND LEARNING PLAN

Effective Boards of Education have a governance structure that is designed to result in strong decisions that flow from a strategic direction supported by quality information and transparency. This clear governance framework has been used to establish the board's annual learning plan and is designed to demonstrate to the public how the work of the board supports these principles.

**The Board of Education, working hand- in-hand with the superintendent and senior staff, accomplish their work in the following ways:**

- Setting the strategic direction in the context of the district and province;
- Monitoring the performance of the system and adjust plans as necessary;
- Attending to both internal and external compliance and accountability;
- Engaging effectively with Indigenous rights holders and partners and the public and operate on a basis of transparency; and
- Advocating for public education locally and provincially.

In the annual learning plan, the activities of the Board, both annual and emergent, are identified for the coming year as a way to communicate the work of the Board and as a way to operate on the basis of transparency.

In each month, the work of the board is aligned to the governance framework. While many issues overlap, the broad categories operate as an efficient and effective organizer for the work of the board.



# BOARD'S VISION AND GOALS

Annually, the board refines and establishes its goals, to support the overall district vision:

***“We inspire and support each learner to thrive in a caring learning environment”.***

We realize this vision through the following strategic priorities:

**Lifelong Learners:** We improve student learning through interest-based, competency-based, flexible and innovative approaches.

**Connected Learners:** We inspire learners to become curious, critical, and creative stewards of the natural world and the local and global community.

**Caring and Inclusive Learning:** We promote physical and mental well-being through social-emotional learning to foster compassionate learners.

**Culture Cultural and Identity Development:** We promote a positive sense of identity in culturally safe and responsive communities of learning.

**Career Develop Development:** We prepare students to graduate with options for their future life and career goals.

## Our Commitments

- Our commitment is to ensure that each learner has the opportunity to be successful and is supported with high-quality services; that resources are distributed equitably; and, that students are at the centre of everything we do.
- Our commitment is to ensure support for a strong and thriving workforce. We believe that learners thrive when employees thrive. An exemplary workforce, operational excellence, and meaningful partnerships will strengthen our ability to keep our commitment.
- Our commitment will be demonstrated through services to schools, our adherence to sound financial practices, as well as how we recruit, hire, and develop the best staff in education.
- Our commitment is to responding to climate change and this will be demonstrated in our services.
- ~ Our commitment will be sustained by measuring and reporting on our performance in key areas. Doing so reflects our responsibility to communities and our assurance to continuous improvement to support the success of our students.
- We are excited to work alongside our partners in implementation of these strategic priorities. This is a collaborative effort, and we will hold ourselves accountable to the vision, mission, values and strategic priorities.





# FROM GOVERNANCE AND STRATEGIC VISION TO A STRATEGIC BOARD LEARNING PLAN

As part of effective governance, each year the Board of Education completes a self-evaluation identifies strategic learning and advocacy plans for the year ahead.

This plan is tailored to the events and activities are on the board's horizon while attending to the ongoing governance and compliance issues that are annual in nature.

## Annual learning plan

The learning plan is determined through the Board's self-evaluation process and the Board's advocacy plan. In addition to the annual learning plan, the board regularly engages in working sessions and professional development activities to both inform the board in a deeper way about the monthly governance work, but also as a way to support individual trustees as they work to continually support quality public education.

These working session opportunities are an important supporting structure for the board's work. These sessions help deepen the board's understanding of the context of School District No. 8 (Kootenay Lake) and to address any questions or issues that the Board may have. In each month of the year, there is generally a theme for the Board activities.



## Board's Governance Activities

- ~ Strategic direction and system planning and monitoring
- ~ External compliance and accountability
- ~ Engagement with partners and public recognition events
- ~ Policy, advocacy for public education and Board learning plan

These sections of the annual learning plan, aligned with strong governance themes, are outlined in monthly and ongoing activities of board governance.

## Trustee Working Sessions

*The ongoing work of the board is supported by targeted regular working sessions. These activities are listed in this section of the annual work plan and are intended to support the governance activities in that current month.*

It is important to note that at each monthly Meeting of the Board Held in Public, trustees report out on a range of activities and events in addition to receiving reports on updates on continuous improvement in learning, budget and capital.





# THE BOARD'S WORK PLAN

The Board of Education schedules meetings in a predictable cycle and seeks to reduce barriers to attendance and participation. The Board will adjust their meeting cycle as necessary to attend to emergent items.

## Meetings of the Board Held in Public and Closed Board Meetings

Board meetings are scheduled on the 2nd Tuesday of each month between September and June. Meetings of the Board Held in Public are convened in a hybrid format to reduce barriers to attendance. Meetings are held within the School Board Office in Nelson, except for two meetings held in Creston (in October and June).

## Board Working Sessions

Working Sessions are held prior to Board meeting approximately every second month (August, October, December, January, April).

## Partner Advisory Committee Meetings

Partner Advisory Committee Meetings will be held following Closed Board meetings approximately every second month (September, November, February, March, April, May).

<b>SEPTEMBER</b>	<ul style="list-style-type: none"> <li>• Policy, O&amp;F Partner Advisory Committee Meeting (Annual Audited Financial Statements)</li> <li>• Education Partner Advisory Committee Meeting (School Learning Plans)</li> </ul>
<b>NOVEMBER</b>	<ul style="list-style-type: none"> <li>• Education Partner Advisory Committee Meeting (Strategic Plan and Continuous Improvement Reports)</li> </ul>
<b>FEBRUARY</b>	<ul style="list-style-type: none"> <li>• Policy, O&amp;F Partner Advisory Committee Meeting (Amended Budget Consultation)</li> </ul>
<b>MARCH</b>	<ul style="list-style-type: none"> <li>• Education Partner Advisory Committee Meeting (Strategic Plan and Continuous Improvement Reports)</li> </ul>
<b>APRIL</b>	<ul style="list-style-type: none"> <li>• Policy, O&amp;F Partner Advisory Committee Meeting (Preliminary Annual Budget)</li> </ul>
<b>MAY</b>	<ul style="list-style-type: none"> <li>• Policy, O&amp;F Partner Advisory (Annual Budget)</li> <li>• Education Partner Advisory Committee Meeting (Enhancing Student Learning Report)</li> </ul>

## Additional Committee Meetings

- Other committee meetings will be held on the 3rd Tuesdays of the month

## Other Meetings Where Trustees Participate

- Joint Safety Advisory Committee (JSAC) (Meets four times annually)
- Accessibility Committee (October, May)
- Other ad hoc meetings as required





# JULY AND AUGUST 2024

*Theme: Board meetings are in abeyance over summer, the work of the Board and our educational programs continue under the guidance of the Board and staff.*

The end of August formally starts the beginning of a new school year with the Board having their first Working Session late August.

<p>BOARD CALENDAR</p> <p><b>August 27 – Board Working Session</b></p>	Strategic Direction and Continuous Learning	Board Governance Framework and Learning Plan Review
	External Compliance and Accountability	Financial and capital implications for the year ahead Board policy work
	Engagement with Partners and Public Events	Welcome letter partners and invitation to participate in Partner Advisory Committee Meetings
	Policy, Advocacy for Public Education, and Board Learning Plan	Accumulated Operating Surplus Provincial/ BCSTA advocacy



# SEPTEMBER 2024

## Theme: Enrolment and Setting the Stage

September is a month where we welcome approximately 4700 students return to our schools. This is when we assess enrolment and place students in classes to set the stage for the coming year. It is also a time for the Board to review the previous school year's audited financial statements.

KEY DATES	
<b>September 3 – First Day of School</b>	<b>Strategic Direction and Continuous Learning</b>
<b>September 10</b>	<b>External Compliance and Accountability</b>
<ul style="list-style-type: none"> <li>• Policy, O&amp;F Partner Advisory Committee</li> <li>• Education Partner Advisory Committee</li> <li>• Meeting of the Board Held in Public and Closed Board Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Receive report on summer facilities work</li> <li>• Receive report on School Food Programs</li> <li>• Receive report on Student Trustee Program</li> <li>• National Day of Truth and Reconciliation School Events</li> </ul>
<b>September 17</b>	<b>Engagement with Partners and Public Events</b>
<ul style="list-style-type: none"> <li>• Policy Review Committee</li> <li>• Joint Safety Advisory Council</li> </ul>	<ul style="list-style-type: none"> <li>• Submit Executive Compensation Disclosure to Public Sector Employers' Council</li> <li>• Approve the Statement of Financial Information (SOFI) report for submission to Ministry of Education and Child Care</li> <li>• Approve the Audited Financial Statements for the previous school year for September 30</li> <li>• Approve the Minor Capital submission</li> </ul>
<b>September 19 – DPAC</b>	<b>Policy, Advocacy for Public Education, and Board Learning Plan</b>
<b>September 20 – School Planning Day</b>	<ul style="list-style-type: none"> <li>• Welcome letter to employees, parents, and community</li> <li>• Recognize National Day for Truth &amp; Reconciliation and Orange Shirt Day</li> <li>• Student Trustee introductions and orientation</li> </ul>
<b>September 20-21 – Kootenay Boundary Branch AGM</b>	<ul style="list-style-type: none"> <li>• Review draft sustainability policy</li> <li>• Capital planning and the annual capital cycle</li> <li>• Policy review</li> </ul>
<b>September 30 – National Day of Truth and Reconciliation</b>	



# OCTOBER 2024

**Theme: Professional Development - Planning and Adjusting**

After submitting our enrolment on September 30 that will determine our annual funding. The Board begins the annual cycle of monitoring continuous learning.

KEY DATES	
<p><b>October 8</b></p> <ul style="list-style-type: none"> <li>• Board Working Session</li> <li>• Meeting of the Board Held in Public and Closed Board Meetings Held in Creston</li> </ul> <p><b>October 17: DPAC</b></p> <p><b>October 25: Non-Instructional Day</b></p> <p><b>October 25 – 26: Provincial Council</b></p>	<p><b>Strategic Direction and Continuous Learning</b></p> <ul style="list-style-type: none"> <li>• Receive the Literacy Continuous Learning Report</li> <li>• Receive the Inclusive Education support information</li> </ul> <p><b>External Compliance and Accountability</b></p> <ul style="list-style-type: none"> <li>• Receive preliminary enrolment and analysis projections vs. actual and budget implications</li> </ul> <p><b>Engagement with Partners and Public Events</b></p> <ul style="list-style-type: none"> <li>• Recognize World Teachers’ Day</li> <li>• BCSTA Provincial Council</li> </ul> <p><b>Board Learning Plan and Advocacy for Public Education</b></p> <ul style="list-style-type: none"> <li>• Review the regional and provincial motions</li> <li>• Finalize the Board Self-Evaluation Framework</li> <li>• Approve sustainability policy and ongoing policy work</li> <li>• Learning Plan topic -</li> <li>• Advocacy topic -</li> </ul>



# NOVEMBER 2024

*Theme: Budget adjustment, Provincial Liaison and Selection of Chair and Vice-Chair*

With enrolment submitted, the district receives its annual budget. Final adjustments are made, and the Board engages on the provincial scene to advocate for public education.

KEY DATES	
<p><b>November 7-8:</b> BCPSEA Fall Symposium</p>	<p><b>Strategic Direction and Continuous Learning</b></p> <ul style="list-style-type: none"> <li>• Receive Numeracy Continuous Learning Report</li> <li>• Receive Inclusion and Diversity Education Report</li> </ul>
<p><b>November 12:</b></p> <ul style="list-style-type: none"> <li>• Board Working Session</li> <li>• Meeting of the Board Held in Public and Closed Board Meetings Held</li> </ul>	<p><b>External Compliance and Accountability</b></p> <ul style="list-style-type: none"> <li>• Elect Board Chair and Vice-Chair and other committees</li> <li>• Receive trustee representation on committee list for information</li> </ul>
<p><b>November 21:</b> District Parents' Advisory Council</p>	<p><b>Engagement with Partners and Public Events</b></p> <ul style="list-style-type: none"> <li>• Attend Remembrance Day ceremonies in the communities</li> <li>• Begin meetings with Rights Holders</li> <li>• Attend Student Leadership Conference</li> </ul>
<p><b>November 22-23:</b> BCSTA – Trustee Academy</p>	<p><b>Board Learning Plan and Advocacy for Public Education</b></p> <ul style="list-style-type: none"> <li>• Attend BCSPEA Fall Symposium</li> <li>• Trustee on-boarding (if required)</li> <li>• Policy review continued</li> </ul>



# DECEMBER 2024

*Theme: Celebrating our Schools*

December is a month with numerous school and community events. Trustees participate and celebrate the winter season in schools and through school-based and community events.

KEY DATES	
<p><b>December 10:</b></p> <ul style="list-style-type: none"> <li>• Board Working Session</li> <li>• Meeting of the Board Held in Public and Closed Board Meetings Held</li> </ul>	<p><b>Strategic Direction and Continuous Learning</b></p> <ul style="list-style-type: none"> <li>• Receive Early Learners Continuous Learning Report</li> <li>• Receive Child Care Provision report</li> </ul>
<p><b>December 11:</b> Policy Review Committee</p>	<p><b>External Compliance and Accountability</b></p> <ul style="list-style-type: none"> <li>• Receive Quarterly Capital Update</li> <li>• Complete Board Self-Evaluation with External Facilitator</li> </ul>
<p><b>December 20:</b> Last Day of School Before Winter Vacation</p>	<p><b>Engagement with Partners and Public Events</b></p> <ul style="list-style-type: none"> <li>• Attend Student Winter Fine Arts Performances and Events</li> <li>• Attend December social events as invited</li> </ul>
	<p><b>Board Learning Plan and Advocacy for Public Education</b></p> <ul style="list-style-type: none"> <li>• Policy review continued</li> <li>• Trustee on-boarding continued (if required)</li> <li>• Board Learning topic:</li> <li>• Board Advocacy topic:</li> </ul>



# JANUARY 2024

*Theme: Kindergarten Registration and BC School Trustee Motions*

January is a time to welcome kindergarten and French Immersion registration across the district. It is also a time where the board refines and focuses on the motions they wish to present at the annual BC School Trustee AGM in April.

KEY DATES	
<p><b>January 6:</b> Schools Re-Open</p> <p><b>January 6:</b> Kindergarten and French Immersion Registration begins</p> <p><b>January 14:</b></p> <ul style="list-style-type: none"> <li>Working Session</li> <li>Meeting of the Board Held in Public and Closed Board Meetings Held</li> </ul> <p><b>January 16:</b> District Parent Advisory Council Meetings</p> <p><b>January 23:</b> British Columbia Public Schools Employer Association Meetings</p>	<p><b>Strategic Direction and Continuous Learning</b></p> <ul style="list-style-type: none"> <li>Approve Board Authorized Courses for following school year</li> <li>Recieve Online Learning Continuous Learning Report</li> <li>Review kindergarten registration process</li> </ul> <p><b>External Compliance and Accountability</b></p> <ul style="list-style-type: none"> <li>Review budget process</li> </ul> <p><b>Engagement with Partners and Public Events</b></p> <ul style="list-style-type: none"> <li>British Columbia School Trustees Association Kootenay Boundary Branch Motion Building Meeting</li> <li>Board to host the District Parent Advisory Council.</li> </ul> <p><b>Board Learning Plan and Advocacy for Public Education</b></p> <ul style="list-style-type: none"> <li>Prepare submission of motions to BCSTA AGM</li> <li>Board Learning topic:</li> <li>Board Advocacy topic:</li> </ul>



# FEBRUARY 2024

*Theme: Community Budget Consultation and Liaison Meetings*

February is a time to review the current year’s amended budget and finalize enrolment for the upcoming year.

KEY DATES	
<p><b>February 11:</b></p> <ul style="list-style-type: none"> <li>• Policy, Operations &amp; Finance Partner Advisory Committee Meetings</li> <li>• Meeting of the Board Held in Public and Closed Board Meetings Held</li> </ul> <p><b>February 18:</b> Policy Review Committee</p> <p><b>February 20:</b> District Parent Advisory Council Meeting</p>	<p><b>Strategic Direction and Continuous Learning</b></p> <ul style="list-style-type: none"> <li>• Receive the Connected Learners Continuous Learning Report</li> <li>• Receive the International Education Annual Report</li> <li>• Approve Board Authority Authorized Courses</li> <li>• Review School Completion results</li> </ul> <p><b>External Compliance and Accountability</b></p> <ul style="list-style-type: none"> <li>• Approve the amended annual budget and bylaw for submission to the Ministry of Education and Child Care</li> <li>• Post draft School Calendar for feedback (3 years in advance)</li> </ul> <p><b>Engagement with Partners and Public Events</b></p> <ul style="list-style-type: none"> <li>• Recognize Pink Shirt Day - anti-bullying</li> </ul> <p><b>Board Learning Plan and Advocacy for Public Education</b></p> <ul style="list-style-type: none"> <li>• Ongoing policy work</li> <li>• Board learning topic:</li> <li>• Advocacy topic:</li> </ul>





# MARCH 2024

**Theme: Receipt of Budget and Calendar Approval**

In March of each year the district receives its preliminary budget for the coming year. Our public budget consultations are initiated. The system pauses for a spring break.

KEY DATES	
<p><b>March 11:</b></p> <ul style="list-style-type: none"> <li>• Policy, Operations &amp; Finance and Education Partner Advisory Committee Meetings</li> <li>• Meeting of the Board Held in Public and Closed Board Meetings Held</li> </ul>	<p><b>Strategic Direction and Continuous Learning</b></p> <ul style="list-style-type: none"> <li>• Receive the Inclusive and Caring Communities Continuous Learning Report</li> <li>• Receive the Accessibility Report</li> <li>• Approve District Calendar</li> </ul>
<p><b>March 12:</b> Public Budget Survey Posted for feedback</p>	<p><b>External Compliance and Accountability</b></p> <ul style="list-style-type: none"> <li>• Review Enrolment Projections and Projected Revenue and Budget Survey</li> <li>• Review Trustee Remuneration Report</li> <li>• Receive Quarterly Capital Update</li> <li>• Receive Information Technology Annual Report</li> </ul>
<p><b>March 13:</b> District Parent Advisory Council Meeting</p>	<p><b>Engagement with Partners and Public Events</b></p> <ul style="list-style-type: none"> <li>• Public Budget Survey posted publicly</li> </ul>
<p><b>March 17 – 28:</b> Spring Break</p>	<p><b>Board Learning Plan and Advocacy for Public Education</b></p> <ul style="list-style-type: none"> <li>• BCSTA motions to propose – provincial direction</li> <li>• Review – BCSTA Provincial Council</li> </ul>



# APRIL 2024

**Theme: Budget Implications and Staffing Processes**

With the preliminary budget received, the board begins its final adjustments to the budget based on district priorities, partner group and community consultations meetings. This planning initiates our annual staffing processes and hiring begins for the coming year.

KEY DATES	
<p><b>April 8:</b></p> <ul style="list-style-type: none"> <li>Working Session</li> <li>Meeting of the Board Held in Public and Closed Board Meetings Held</li> </ul>	<p><b>Strategic Direction and Continuous Learning</b></p> <ul style="list-style-type: none"> <li>Receive the Cultural and Identity Development Continuous Learning Report</li> <li>Receive National Day of Mourning report</li> </ul>
<p><b>April 15:</b> Policy Review Committee</p>	<p><b>External Compliance and Accountability</b></p> <ul style="list-style-type: none"> <li>Review the Preliminary Budget Report</li> <li>Approve Capital Budget Bylaw</li> <li>Approve School Fees</li> </ul>
<p><b>April 17:</b> District Parent Advisory Council Meeting</p>	<p><b>Engagement with Partners and Public Events</b></p> <ul style="list-style-type: none"> <li>Public Budget Webinar and meetings</li> </ul>
<p><b>April 22:</b> Budget Consultation for O&amp;F Partner Advisory Committee and Partner Groups</p>	<p><b>Board Learning Plan and Advocacy for Public Education</b></p> <ul style="list-style-type: none"> <li>Review draft Board calendar and work plan for upcoming year</li> <li>Ongoing policy work</li> <li>Board Learning topic:</li> <li>Board Advocacy topic:</li> </ul>
<p><b>April 22:</b> Recommended Budget Public Webinar</p>	
<p><b>April 24 - 27:</b> British Columbia School Trustees Association AGM</p>	



# MAY 2024

*Theme: Approve Budget and Set Governance Framework*

The Board will set the Board for the upcoming year to allow for district planning to commence.

KEY DATES		
<p><b>May 13:</b></p> <ul style="list-style-type: none"> <li>• Education Partner Advisory Committee</li> <li>• Policy, Operations &amp; Finance Partner Advisory Committee</li> <li>• Meeting of the Board Held in Public and Closed Board Meetings Held</li> </ul>	<p><b>Strategic Direction and Continuous Learning</b></p> <p><b>External Compliance and Accountability</b></p>	<ul style="list-style-type: none"> <li>• Receive Career Development Continuous Learning Report</li> <li>• Approve Board Calendar</li> <li>• Approve Annual Budget Bylaw</li> <li>• Approve Major Capital submission</li> <li>• Review audit plan</li> </ul>
<p><b>May 15:</b> District Parent Advisory Council</p>	<p><b>Engagement with Partners and Public Events</b></p>	<ul style="list-style-type: none"> <li>• Partner Consultation Meetings</li> <li>• Family of Schools Learning Tours</li> </ul>
<p><b>May 28 – 30:</b> School Learning Tours</p>	<p><b>Board Learning Plan and Advocacy for Public Education</b></p>	<ul style="list-style-type: none"> <li>• Policy work continues</li> <li>• Board Learning Plan:</li> <li>• Board advocacy plan:</li> </ul>



# JUNE 2024

**Theme: Annual Capital Plan and Governance Framework**

June is a time to celebrate commencement ceremonies in schools and to approve both the Annual Capital Plan and the Governance Framework for the coming school year. From Adult Education to our Indigenous Peoples Honouring Ceremony, trustees will attend many events to celebrate our students, staff and community.

KEY DATES	
<p><b>Graduation Ceremonies Occur Across the District</b></p> <p><b>June 10:</b></p> <ul style="list-style-type: none"> <li>Meeting of the Board Held in Public and Closed Board Meetings Held</li> </ul> <p><b>June 19:</b> District Parent Advisory Council</p> <p><b>June 25:</b> Last Day of School</p>	<p><b>Strategic Direction and Continuous Learning</b></p> <ul style="list-style-type: none"> <li>Approve the Enhancing Student Learning Report and School Learning Plans</li> </ul> <p><b>External Compliance and Accountability</b></p> <ul style="list-style-type: none"> <li>Receive Video Surveillance Report</li> <li>Receive Quarterly Capital Plan</li> <li>Receive 5-Year Capital Plan</li> <li>Receive Carbon Neutral/Climate Change Report</li> </ul> <p><b>Engagement with Partners and Public Events</b></p> <ul style="list-style-type: none"> <li>Attend Graduation Ceremonies</li> </ul> <p><b>Board Learning Plan and Advocacy for Public Education</b></p> <ul style="list-style-type: none"> <li>Review draft Board calendar and work plan for upcoming year</li> </ul>



# BOARD MEETING DATES

Board meetings will be held a 5 PM PT in the boardroom at the  
School Board Office located at 811 Stanley Street, Nelson, B.C.

Or

in Creston during the months of October and June

*Meeting locations of the Board Held in Public in Creston are posted on the district website at [sd8.bc.ca](http://sd8.bc.ca).*

The public is welcome to attend regular board meetings or join online via webinar.



**FROM:** Trish Smillie, Superintendent  
**DATE:** May 14, 2024  
**SUBJECT:** Approve 2024-2025 and 2025-2026 Amended School Calendar

**For Approval**

## Introduction

This memorandum provides an overview of amendments to the 2024-2025 and 2025-2026 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](#).

For a Board to amend a school calendar, the following regulation applies:

- 6 (1) For the purposes of section 87.02 [school calendar – amendment] of the Act, a board must make publicly available proposed amendments to a school calendar at least one month before making the amendments.

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).

## Amendments to the Proposed Calendars

The District has met with the KLTF, CUPE, KLPVPA to amend the proposed 2024-2025 and 2026-2027 school calendars. The proposed school calendars have changed dates for the early dismissal days in currently in November. To align to the new Reporting Order introduced in 2023-2024, educators have requested that early dismissal dates be held in October. In the Wildflower calendar, the number of days were aligned. In addition, the end of the 2024-2025 last day of school has been moved forward to align to the number of days on the calendar.



### Publicly Available Draft

The recommended calendars were posted on the website with a webform for feedback since March 9, 2024.

The following feedback was received:

- A comment about the difficulty of working parents to find child care during pro-d days, early dismissal days, etc., noting the need afterschool care, before school care, and options for school breaks.

### **Recommendation**

It is recommended that the Board approve the 2024-2025 and 2025-2026 school calendar amendments.



## 2024-2025 GENERAL CALENDAR

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

\*schools closed

\*\*school not in session - staff only in attendance

September	3	First Day of School
September	20	School Planning Day
September	30	National Day for Truth and Reconciliation
October	14	Thanksgiving Day
October	16	Early Dismissal Day (1 hour early)
October	17	Early Dismissal Day (1 hour early)
October	25	PSA Day (Provincial Specialist Assoc.) Pro-D Day
November	11	Remembrance Day
December	20	Last day of school before winter vacation
December	23	Winter Vacation Begins
December	25	Christmas Day
December	26	Boxing Day
January	1	New Years Day
January	3	Winter Vacation Ends
January	6	Schools Re-open
January	20	District Pro-D Day
February	14	School-Based Pro-D Day
February	17	Family Day
March	14	Last day of school before spring break
March	17-21	Spring Break
March	24-28	School Closure Week
March	31	Schools Re-open
April	7	District Pro-D Day
April	18	Good Friday
April	21	Easter Monday
April	23	Early Dismissal Day (1 hour early)
April	24	Early Dismissal Day (1 hour early)
May	19	Victoria Day
May	26	School-Based Pro-D Day
June	25	Last Day of Classes - dismissal 3 hours early
June	26	Administrative Day
June	27	School closed for summer vacation

**JULY 2024**

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**AUGUST 2024**

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**SEPTEMBER 2024**

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**OCTOBER 2024**

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**NOVEMBER 2024**

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**DECEMBER 2024**

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**JANUARY 2025**

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**FEBRUARY 2025**

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**MARCH 2025**

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**APRIL 2025**

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**MAY 2025**

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**JUNE 2025**

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22	23	24	25	26	27	28
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Days of Instruction	179
Non-Instructional Days (Pro-D Days)	6
Administrative Day	1
Total Days in Session	186





## 2024-2025 WILDFLOWER CALENDAR

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

\*schools closed

\*\*school not in session - staff only in attendance

September	3	First Day of School
September	20	School Planning Day
September	27	Home School Conferences
September	30	National Day for Truth and Reconciliation
October	14	Thanksgiving Day
October	25	PSA Day (Provincial Specialist Assoc.) Pro-D Day
November	11	Remembrance Day
December	13	Last day of school before winter vacation
December	16-20	Non-Instructional Days
December	23	Winter vacation begins
December	25	Christmas Day
December	26	Boxing Day
January	1	New Years Day
January	3	Winter vacation ends
January	6	Schools Re-open
January	20	District Pro-D Day
January	17	Strategic Planning Session
February	14	School-Based Pro-D Day
February	17	Family Day
March	14	Last day of school before spring break
March	17-21	Spring Break
March	24-28	School Closure Week
March	31	Schools Re-open
April	7	District Pro-D Day
April	18	Good Friday
April	21	Easter Monday
May	19	Victoria Day
May	26	School-Based Pro-D Day
June	19	Last Day of Classes
June	20	Administrative Day
June	23	School closed for summer vacation

### JULY 2024

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### AUGUST 2024

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### SEPTEMBER 2024

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### OCTOBER 2024

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### NOVEMBER 2024

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### DECEMBER 2024

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### JANUARY 2025

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### FEBRUARY 2025

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### MARCH 2025

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### APRIL 2025

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### MAY 2025

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### JUNE 2025

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Days of Instruction	168
Non-Instructional Days (Pro-D Days)	8
Administrative Day	1
Total Days in Session	170



## 2025 - 2026 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)**
School Planning Day (NI Day)**
Early Dismissal

\*schools closed

\*\*school not in session - staff only in attendance

September	1	Labour Day
September	2	First Day of School
September	19	School Planning Day
September	30	National Day for Truth and Reconciliation
October	13	Thanksgiving Day
October	15	Early Dismissal Day (1 hour early)
October	16	Early Dismissal Day (1 hour early)
October	24	PSA Day (Provincial Specialist Assoc.) Pro-D Day
November	11	Remembrance Day
December	19	Last day of school before Winter Vacation
December	22	Winter Vacation begins
December	25	Christmas Day
December	26	Boxing Day
January	1	New Year's Day
January	2	Winter Vacation ends
January	5	Schools re-open
January	19	District Pro-D Day
February	13	School-Based Pro-D Day
February	16	Family Day
March	13	Last day of school before Spring Break
March	16-20	Spring Break
March	23-27	School Closure Week
March	30	Schools re-open
April	3	Good Friday
April	6	Easter Monday
April	13	District Pro-D Day
April	22	Early Dismissal Day (1 hour early)
April	23	Early Dismissal Day (1 hour early)
May	18	Victoria Day
May	25	School-Based Pro-D Day
June	24	Last Day of Classes
June	25	Administrative Day
June	26	Schools Closed for Summer Vacation

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

### JULY 2025

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 2025

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 2025

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 2025

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 2025

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 2025

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 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

### FEBRUARY 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

### MARCH 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				

### APRIL 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		

### MAY 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						

### JUNE 2026

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				



## POLICY 770: Student Transportation

~~The Board of Education of School District No. 8 (Kootenay Lake) will establish and maintain a system of pupil transportation, as required, that will qualify for the funding provided by the Ministry of Education.~~

~~The Board expects the system to be efficiently scheduled and functioning with clean, safe vehicles operated by approved drivers.~~

The Board of Education will provide access to student transportation to and from a student's catchment school on a district-operated system optimized for safety, cost-efficiency, and environmentally conscious ~~ness-district-operated transportation system in clean and safe buses.~~

### Procedures:

1. The district transportation system may be used for student transportation to and from school sponsored curricular and co-curricular activities within or outside the boundaries of the School District.
2. For the purposes of this policy, walk limits are 2.5 km for primary students and 3.0 km for intermediate and secondary students. These distances are measured by the nearest passable road, which is defined as a street, road, highway, lane or walkway, that has been established as a pedestrian or vehicular route by the Municipality or the Province of British Columbia.
3. The Board of Education of School District No. 8 (Kootenay Lake) may provide transportation assistance to parents or guardians who transport students where no District transportation is available. To qualify for transportation assistance a student must: live within the boundaries of the School District; live beyond the walk limits from the nearest School District No. 8 school in their attendance area; have no District student transportation services provided; live beyond 2.5 kilometers from the nearest bus stop; and be normally in full time attendance at a School District No. 8 school.

~~Transportation assistance will be paid for the entire distance from the student's residence to the nearest bus stop, if the nearest bus stop is more than 2.5 kilometers from the residence. Transportation assistance will be paid for the entire distance from the student's residence to the nearest school if the distance from the residence to the nearest school in their attendance area exceeds the walk limits and no District pupil transportation services are provided.~~

4. The Board of Education of School District No. 8 (Kootenay Lake) may provide transportation to students who attend independent schools located within the boundaries of the district provided the Board recovers all of its costs for provision of these services.

Related Legislation: Nil  
Related Contract Article: Nil  
Adopted: November 20, 2001  
Amended: October 9, 2018; March 9, 2021; May 14, 2024



## POLICY 770: Student Transportation

The Board of Education will provide access to student transportation to and from a student's catchment school on a district-operated system optimized for safety, cost-efficiency, and environmental consciousness.

### Procedures:

1. The district transportation system may be used for student transportation to and from school sponsored curricular and co-curricular activities within or outside the boundaries of the School District.
2. For the purposes of this policy, walk limits are 2.5 km for primary students and 3.0 km for intermediate and secondary students. These distances are measured by the nearest passable road, which is defined as a street, road, highway, lane or walkway, that has been established as a pedestrian or vehicular route by the Municipality or the Province of British Columbia.
3. The Board of Education of School District No. 8 (Kootenay Lake) may provide transportation assistance to parents or guardians who transport students where no District transportation is available. To qualify for transportation assistance a student must: live within the boundaries of the School District; live beyond the walk limits from the nearest School District No. 8 school in their attendance area; have no District student transportation services provided; live beyond 2.5 kilometers from the nearest bus stop; and be normally in full time attendance at a School District No. 8 (Kootenay Lake) school.
4. The Board of Education of School District No. 8 (Kootenay Lake) may provide transportation to students who attend independent schools located within the boundaries of the district provided the Board recovers all of its costs for provision of these services.

Related Legislation: Nil  
Related Contract Article: Nil  
Adopted: November 20, 2001  
Amended: October 9, 2018; March 9, 2021; May 14, 2024



## POLICY 140: Communication Protocol for Trustees

The Board of Education of School District No. 8 (Kootenay Lake) will foster a positive environment of communication to enhance trust and build relationships in order to support the district vision, strategic goals and the community of learners. and its administration value an environment of open communication.

### Guidelines

#### 1. Board communications will:

- Board communications should reflect the key messages, positions, intents, goals and objectives of the strategic plan and Board decisions.
- Board communications should contribute to positive relationships.
- Board communications should support the enhancement of trust and relationships across the district.
- Board communications should be inclusive and designed to meet the differing needs of rights holders and partners in terms of content and timelines.

1. Trustees shall not discuss Board matters outside of convened Board meetings. Email between trustees is to be used for matters related to planning or logistics.

2. Digital communication will not be used for deliberation and debate regarding Board decisions outside of convened Board meetings and as aligned to Policy 130: Code of Conduct and Policy 120: Board Meeting Procedures.

3. When an event occurs in the School District which is of significant public interest, the Superintendent will ~~shall immediately contact trustees and~~ provide a brief synopsis of the situation in a timely manner.

2. Speaking on Behalf of the Board

4.

2.1.4.1. The Board Chair or trustee designate will act as the spokesperson for the Board. The Superintendent of Schools or designate will act as spokesperson for the school district. Inquiries from the media regarding policies governance are to be directed to the Board Chair and inquiries regarding programs or services operations are to be directed to the Superintendent of Schools.

Related Legislation: Nil  
Related Contract Article: Nil  
Adopted: October 15, 2002  
Amended: May 12, 2009  
Amended: June 12, 2018  
May 28, 2019



## ~~3.5.~~ Trustee Inquiries

~~3.4.5.1.~~ All requests for information regarding Governance matters shall will be directed to the Board Chair. Requests for information regarding Operational matters shall will be directed to the Superintendent. All rResponses will be copied to all trustees.

~~3.2.5.2.~~ Requests for information that may require significant staff time and effort may be referred to the Board for Board direction.

## ~~8~~ Correspondence

~~8.1~~ Correspondence addressed to the Board of Education or the Board Chair will officially be received by the Board of Education. Correspondence received at least one week prior to a monthly Board meeting, will be officially received at the following regular open or closed meeting of the Board. The Agenda Review Committee may determine placement on an appropriate Board agenda.

~~8.2~~ Correspondence received after the one week prior deadline but prior to the regularly scheduled Board meeting, and is deemed urgent or emergent by the Board Chair and District Staff, may be considered for late placement on the Board agenda; otherwise the correspondence will be considered for the following month's agenda.

~~8.3~~ Correspondence addressed to a trustee or a group of trustees is under the control of the said trustee(s) and does not constitute correspondence addressed to the Board. The individual trustee(s) have the option to bring the correspondence formally to the Board for receipt or consideration.

~~8.4~~ A trustee may, at any time, request the Agenda Setting Committee consider any correspondence for placement on an agenda. A trustee also has the option, to make a Notice of Motion at the time of meeting that the correspondence be brought forward at the next meeting of the Board for discussion or action. If action is recommended, the trustee must put forth in the Notice of Motion what action is to be considered.

## ~~4.~~ Trustee Communication Equipment ~~Notification of Significant Events~~

### ~~6.~~

~~When an event occurs in the School District which is of significant public interest, the Superintendent shall immediately contact trustees and provide a brief synopsis of the situation.~~

Related Legislation: Nil  
Related Contract Article: Nil  
Adopted: October 15, 2002  
Amended: May 12, 2009  
Amended: June 12, 2018  
May 28, 2019



- 6.1. Equipment provided to Trustees will remain the property of the school district and will be returned to the school district upon completion of the Trustee's term of office.
- 6.2. The school district ~~shall~~will provide Trustees with a laptop computer and necessary supplies. Other equipment needs will require Board approval through the budget process.
- 6.3. All trustee computers will be formatted with a complete suite of productivity tools and will be preconfigured to securely connect to the school district's wireless networks and computing services. The installation, set-up, maintenance and operational costs are the responsibility of the school district.
- 6.4. Trustees ~~shall~~will receive \$600.00 per year to help offset external communication fees associated with their responsibilities.
- 4.1-6.5. At the end of the Trustee's term of office, the Trustee may purchase equipment at the ~~depreciated~~fair value as determined by the Secretary-Treasurer.
- 6.6. To ensure compliance with Board contracts and security practices, all Board licensed software and service connectivity ~~shall~~will be removed from equipment at the end of the term before any purchased equipment is transferred to the trustee.

Related Legislation: Nil  
Related Contract Article: Nil  
Adopted: October 15, 2002  
Amended: May 12, 2009  
Amended: June 12, 2018  
May 28, 2019



## **POLICY 140: Communication Protocol for Trustees**

The Board of Education of School District No. 8 (Kootenay Lake) will foster a positive environment of communication to enhance trust and build relationships in order to support the district vision, strategic goals and the community of learners.

### Guidelines

#### 1. Board communications will:

- reflect the key messages, positions, intents, goals and objectives of the strategic plan and Board decisions.
- contribute to positive relationships.
- support the enhancement of trust and relationships across the district.
- be inclusive and designed to meet the differing needs of rights holders and partners in terms of content and timelines.

2. Digital communication will not be used for deliberation and debate regarding Board decisions outside of convened Board meetings and as aligned to Policy 130: Code of Conduct and Policy 120: Board Meeting Procedures.

3. When an event occurs in the School District which is of significant public interest, the Superintendent will provide a brief synopsis of the situation in a timely manner.

#### 4. Speaking on Behalf of the Board

4.1. The Board Chair or trustee designate will act as the spokesperson for the Board. The Superintendent of Schools or designate will act as spokesperson for the school district. Inquiries from the media regarding governance are to be directed to the Board Chair and inquiries regarding operations are to be directed to the Superintendent of Schools.

#### 5. Trustee Inquiries

5.1. All requests for information regarding governance matters will be directed to the Board Chair. Requests for information regarding operational matters will be directed to the Superintendent. All responses will be copied to all trustees.

5.2. Requests for information that may require significant staff time and effort may be referred to the Board for Board direction.

Related Legislation: Nil  
Related Contract Article: Nil  
Adopted: October 15, 2002  
Amended: May 12, 2009  
Amended: June 12, 2018  
May 28, 2019





## 6. Trustee Communication Equipment

- 6.1. Equipment provided to Trustees will remain the property of the school district and will be returned to the school district upon completion of the Trustee's term of office.
- 6.2. The school district will provide Trustees with a laptop computer and necessary supplies. Other equipment needs will require Board approval through the budget process.
- 6.3. All trustee computers will be formatted with a complete suite of productivity tools and will be preconfigured to securely connect to the school district's wireless networks and computing services. The installation, set-up, maintenance and operational costs are the responsibility of the school district.
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- 6.6. To ensure compliance with Board contracts and security practices, all Board licensed software and service connectivity will be removed from equipment at the end of the term before any purchased equipment is transferred to the trustee.

Related Legislation: Nil  
Related Contract Article: Nil  
Adopted: October 15, 2002  
Amended: May 12, 2009  
Amended: June 12, 2018  
May 28, 2019



## POLICY 141: Advocacy for Public Education

The Board of Education of School District No. 8 (Kootenay Lake) supports positive advocacy to enhance public education in the province of BC. The Board's advocacy for public education is based on respect for democratic processes and on the goal of building a healthy public education system in general, specifically through the provision of adequate funding and strengthening ~~equality and~~ equity within the system.

The Board's advocacy will support the mandate for public education as outlined in the Statement of [Education Policy Order](#), the [Framework for Enhancing Student Learning Policy](#), and the [Declaration of the Rights of Indigenous Peoples Act](#) aligned to the Board's Strategic Plan with alignment to the Board Work Plan. As stated in the Education Policy Order, "the purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy".

The Board of Education will support an advocacy approach in advancing public education, ~~as opposed to a stance of~~ and will refrain from lobbying or activism.

### Procedures:

Support for advocacy may occur through a variety of avenues, such as urging the ~~federal, provincial, and local governments and local MLAs~~, building awareness and developing ~~strategic relationships and~~ informed allies among local governments and community groups, and positioning the district as an engaged and cooperative community resource.

Internally, the Board's advocacy ~~should will~~ be focussed on continuing to build respectful awareness and building relationships with rights holders and partner groups through a practice of continuous engagement.

The Board of Education will develop or renew its advocacy plan each December and report its progress in May.

### Definitions

**Advocacy:** Advocacy seeks to create change through building understanding and advancing relationships over time. Advocacy comes from a place of partnership and is more often about finding mutual ground and focusing on win-win outcomes.

Advocacy promotes the role (and necessity) of Boards of Education by:

- Championing public education,
- Establishing credibility within and beyond the community,
- Building trust and confidence,
- Nurturing and enhancing internal and external relationships, and
- Sharing and amplifying student and community voices and needs.

Related Legislation: Nil  
Related Documents: Nil  
Adopted:



Advocacy should:

- Align with the district's mission and vision statements,
- Align with the district's strategic plan, and
- Adhere to the district's policy.

Lobbying: Lobbying is an attempt to directly influence specific legislation through meetings or communications with a politician. Lobbyists are paid to communicate or arrange a meeting for the purposes of lobbying with a public office holder to influence any matters set out in the Lobbyists Transparency Act. Lobbyists in B.C. must register with the Office of the Registrar of Lobbyists of B.C. Registered lobbyists must submit monthly reports about whom they met with and why, which you can view on the registrar's website. There are separate regulations for federal lobbyists.

Lobbying is:

- Often reactive, in response to specific legislation
- A targeted strategy
- A specific plan, one outcome
- More successful post-advocacy

Activism: Activism is an active process that often includes petitions, letter-writing campaigns, boycotts, rallies and more. Activism is a form of campaigning for change based on direct action.



## **POLICY 141: Advocacy for Public Education**

The Board of Education of School District No. 8 (Kootenay Lake) supports positive advocacy to enhance public education in the province of BC. The Board's advocacy for public education is based on respect for democratic processes and on the goal of building a healthy public education system in general, specifically through the provision of adequate funding and strengthening equity within the system.

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The Board of Education will support an advocacy approach in advancing public education and will refrain from lobbying or activism.

### Procedures:

Support for advocacy may occur through a variety of avenues, such as urging the federal, provincial, and local governments, building awareness and developing strategic relationships and informed allies among local governments and community groups, and positioning the district as an engaged and cooperative community resource.

Internally, the Board's advocacy will be focussed on continuing to build respectful awareness and building relationships with rights holders and partner groups through a practice of continuous engagement.

The Board of Education will develop or renew its advocacy plan each December and report its progress in May.

### Definitions

**Advocacy:** Advocacy seeks to create change through building understanding and advancing relationships over time. Advocacy comes from a place of partnership and is more often about finding mutual ground and focusing on win-win outcomes.

Advocacy promotes the role (and necessity) of Boards of Education by:

- Championing public education,
- Establishing credibility within and beyond the community,
- Building trust and confidence,
- Nurturing and enhancing internal and external relationships, and

Related Legislation: Nil

Related Documents: Nil

Adopted:



- Sharing and amplifying student and community voices and needs.

Advocacy should:

- Align with the district's mission and vision statements,
- Align with the district's strategic plan, and
- Adhere to the district's policy.

**Lobbying:** Lobbying is an attempt to directly influence specific legislation through meetings or communications with a politician. Lobbyists are paid to communicate or arrange a meeting for the purposes of lobbying with a public office holder to influence any matters set out in the Lobbyists Transparency Act. Lobbyists in B.C. must register with the Office of the Registrar of Lobbyists of B.C. Registered lobbyists must submit monthly reports about whom they met with and why, which you can view on the registrar's website. There are separate regulations for federal lobbyists.

Lobbying is:

- Often reactive, in response to specific legislation
- A targeted strategy
- A specific plan, one outcome
- More successful post-advocacy

**Activism:** Activism is an active process that often includes petitions, letter-writing campaigns, boycotts, rallies and more. Activism is a form of campaigning for change based on direct action.

Related Legislation: Nil  
Related Documents: Nil  
Adopted:



## POLICY 121: Committees of the Board of Education

~~The Board of Education of School District No. 8 (Kootenay Lake) recognizes the importance of contributions from partners and community. As much as possible, the Board's business of governance will be conducted by the full Board of Education. The Board may establish committees of the Board when necessary to assist it with governance functions. The Board may delegate specific powers and duties to committees of the Board that are established by the Board, subject to the restrictions on delegation in the *School Act*.~~

~~The primary purpose of all committees of the Board shall will be to act in an advisory capacity to the Board. Unless specific powers have been delegated by the Board, the power of all committees shall will be limited to making recommendations to the Board and shall will not include that of acting on behalf of the Board. The Chair of the committee shall will place all minutes in the Consent Package at the following Meeting of the Board Held in Public.~~

~~Trustees not appointed to a committee may attend meetings of any committee of the Board as observers and will only but will not be allowed to take part in any discussion if called upon by the committee chair.~~

### Resource Personnel

~~The Superintendent shall will appoint resource personnel to work with committees and the Superintendent shall will determine the roles, responsibilities, and reporting requirements of the resource personnel.~~

~~The wisdom, values and experiences of our communities and partners create a context for our the Board's operations governance. Our Partner Advisory Committee structure brings together the Board of Education with partners on the topics of Education, Operations & Finance, and Policy. Additional committees are established as needed.~~

### Guidelines

- ~~1.~~
1. The Board establishes committees and appoints committee members for a variety of purposes. The Board shall will create standing committees, advisory committees and ad hoc committees and as necessary and shall will prescribe their purpose, duties, membership and meetings.
2. The Board Chair shall will act as an ex-officio non-voting member of all Board committees.
3. Staff will distribute all meeting materials, including but not limited to schedules, meeting locations, agendas and minutes to all representatives and alternates.
- ~~2.~~ Terms of Reference of Board committees are determined and approved by the Board.
- ~~4.~~

Related Legislation: Nil

Related Contract Article: Nil

Adopted: May 22, 2001

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



~~5. The Board Chair shall~~will appoint the Chair and members of any standing, ad hoc or advisory committee.

~~1. The Chair may appoint an ad hoc committee of the Board where deemed advisable. Short-term, ad hoc committees may be excepted from the requirements of Section 2 but will report to the entire Board.~~

~~2.~~

~~The Terms of Reference are determined by the Board. Feedback on the Terms of reference can be provided to the Board as per policy 160.~~

~~1. Each committee will review the terms of reference held within this Policy (including its purpose, decision-making model, input process, and procedures) at its first meeting each school year. Suggested revisions to this policy shall be submitted to the Board for approval and a hyperlink to the Terms of Reference will be updated within this policy.~~

~~3. Minutes of committee meetings will be submitted to the Board.~~

~~4. The Chair shall make Trustee appointments for Trustee representatives and alternates to committees as well as for other Trustee representatives as required. Names of committee appointments, including alternates, will be distributed to senior staff through the Superintendent. Staff will distribute all meeting materials, including but not limited to schedules, meeting locations, agendas and minutes to all representatives and alternates.~~

~~5.~~

~~6. The term of Trustee appointments to committees is 24 months. The term of Trustee appointments to ad hoc committees is for the duration of the ad hoc committee.~~

~~3.6.~~ The Chair, in making appointments, ~~shall~~will use the following procedures:

~~6.1~~ At the Board's inauguration Meeting, the Secretary-Treasurer ~~shall~~will provide each Trustee with a list of all Board committees.

~~6.1~~

~~6.2~~ Each Trustee ~~shall~~will indicate their first and second preferences for committee appointments to the Chair at least two (2) weeks prior to the next Board Meeting.

~~6.2~~

~~6.3~~ The Chair ~~shall~~will make and announce the committee appointments at the next Board Meeting.

~~6.3.6.4~~ For committee appointments that become available between terms, the Chair will request interest from Trustees and announce the committee appointment at the next Meeting of the Board Held in Public.

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

~~4.7.~~ Committee representatives and alternates will keep each other informed, as necessary.

Related Legislation: Nil

Related Contract Article: Nil

Adopted: May 22, 2001

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



8. Standing Board Committees are committees of the Board that meet regularly, either as an ongoing function of the Board or for a period of time.

### 8.12 Policy Review Committee

#### Purpose:

- To provide ongoing review and revision of Board policies
- This committee provides recommendations to the Board.

#### Duties:

- Trustees provide recommendation to the Board.

#### Membership:

- Superintendent, Secretary Treasurer, (3) Trustees (Board Chair or designate, Policy Partner Advisory Committee Chair, and a trustee appointed by the Board Chair)

#### Meetings:

- Chaired by the Secretary- Treasurer
- Meets four times annually or as required
- Meetings procedures are outlined in Policy 160

9. Advisory Committees are Committees of the Board structured in a manner that allows partner groups and/or other invited guests to share their perspectives, evaluate issues, and/or develop recommendations in a focused structure about a specific topic or theme. Advisory Committees may be ongoing or for a specific period of time.

### 9.1 Partner Advisory Committees (the Education Partner Advisory Committee and the Policy, ~~Finance Operations~~ and ~~Finance Operations~~ Partner Advisory Committee)

#### Purpose:

- The Partner Advisory Committee will provide feedback to the Board on specific topics that are relevant to the Board's governance responsibilities. The Partner Advisory Committee will offer an opportunity for the Board to engage with partner groups around a specific topic.

#### Duties:

- Trustees receive advice from partner representatives.

#### Membership:

- Board of Education, the Senior Leadership Team, (2) Principal or Vice- Principal reps, (2) KLTF reps, (2) CUPE reps, (2) DPAC reps, and Indigenous rights holders

#### Meetings:

- Chaired by elected Trustee
- Meets ~~up to~~ four times annually or as required.

9.1.1 Closed meetings are scheduled before Partner Advisory Committee Meetings during the same day of the Board meetings.

Related Legislation: Nil

Related Contract Article: Nil

Adopted: May 22, 2001

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





- 9.1.2 Partner Advisory Committee meetings are open to the public and ~~shall~~will be held according to a schedule published by June 30<sup>th</sup> of each school year.
- 9.1.3 The Terms of Reference of a Partner Advisory Committee ~~shall~~will be outlined as below:

### Purpose

The Partner Advisory Committee will provide ~~feedback~~advice to the Board on specific topics that are relevant to the Board's governance responsibilities. The Partner Advisory Committee will offer an opportunity for the Board to engage with partner groups around a specific topic.

Discussions will ~~be~~ held in a manner that builds trust and sustains strong functional relationships and ~~strengthening~~strengthens communication and information sharing. The discussions will be purposeful and constructive.

### Scope

Partner Advisory Committee input will be considered in matters related to the district but will not replace the accountability of district management and the Board of Education in decision-making. The Partner Advisory Committee does not have the authority for decision-making and no motions will be brought forward.

### Committee Membership

Chair: Trustee Elected by the Board

Members:

- Board of Education
- Senior Leadership Team
- 2 Principal or Vice- Principal reps
- 2 KLTF reps
- 2 CUPE reps
- 2 DPAC reps
- Indigenous Rights Holders Representatives

### Terms of Reference

An annual schedule of meetings will be developed and approved by the Board.

The Partner Advisory Committee will meet up to four times per year during the period when schools are in session.

Related Legislation: Nil

Related Contract Article: Nil

Adopted: May 22, 2001

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



An agenda will be developed prior to each meeting to meet the Board's accountabilities. ~~Committee participants~~ Partner representatives may bring forward ~~of~~ topics of interest for consideration as it aligns to the purpose of the Committee. These items will be brought forward to the Partner Advisory Committee Chair and Superintendent two weeks prior to the committee meeting or at the Partner Committee for consideration at agenda setting to be considered for following relevant meetings. A rationale will be provided if an item is not placed on the agenda for the following meetings. Operational issues, labour relations or personnel matters will not be addressed.

To facilitate open discussion, summary minutes ~~shall~~ will be recorded, following the minute-taking standards in Policy 124.

9.1.1—The order of business will be as follows:

9.1.2—

## Procedures

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

9.1.39.1.4

- ~~• Call to Order~~
- ~~•~~
- ~~• Acknowledgement of Aboriginal Territory~~
- ~~• Changes to Proposed Agenda~~
- ~~•~~
- ~~• Adoption of Agenda~~
- ~~• Receiving Presentations/Delegations~~
- ~~• Opportunity for Comments from the Public regarding items on this Agenda~~
- ~~•~~
- ~~Correspondence~~
  - ~~• Adoption~~Changes or omissions to Minutes
  - ~~• Unfinished Business~~
  - New or Ongoing Business
  - Comments or Questions from the Public regarding items on this Agenda
  - Meeting Schedule and Reminders
  - ~~•~~ Adjournment

10. Ad Hoc Committees may be established to assist the Board on a specific project for a specific period of time. The terms of reference for each committee will be established by Board motion at the time of the formation. Ad hoc committees ~~shall~~ will make recommendations to the Board. Such committees ~~shall~~ will cease to exist when the

Related Legislation: Nil

Related Contract Article: Nil

Adopted: May 22, 2001

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





purpose has been achieved. The Chair of the Board shall will appoint membership and the Chair of the committee.

11. Committee invitation for Trustee participation: Other groups may invite Board members to attend a committee. These may be regular or established for a period of time. These are not considered Board committees. In these cases:

11.1. The Chair will appoint participants based on invitation to the Board.

11.2. Trustees, other than the participant of the committee, may not attend as an observer.

11.3 Trustees will report to the Board at a Meeting of the Board Held in Public, activities of the committee.

Proposed Change: move 11.4 Joint Safety Advisory Council to Policy 123: Board Representation and Liaison

11.4 Joint Safety Advisory Council

Purpose:

To deal with issues related to employee safety at the work site.

WorkSafe BC Regulations guide decision making process.

This committee provides operational advice to the District.

Duties:

Invited by the Joint Safety Advisory Council Chair, as per the CUPE Collective Agreement.

Trustees attend as observers and non-voting members.

Membership:

Director of Operations, District Safety Officer, (2) Principal or Vice-Principals, (2) KLTF reps, (2) CUPE reps

Meetings:

Chaired by Union Representative, alternating CUPE and KLTF

Meets four times annually

Terms of Reference

Related Legislation: Nil

Related Contract Article: Nil

Adopted: May 22, 2001

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





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

~~Call to Order~~

~~Acknowledgement of Aboriginal Territory~~

~~Changes to Proposed Agenda~~

~~Adoption of Agenda~~

~~Receiving Presentations/Delegations~~

~~Opportunity for Comments from the Public regarding items on this Agenda~~

~~Correspondence~~

~~Adoption of Minutes~~

~~Unfinished Business~~

~~New Business~~

~~Comments or Questions from the Public~~

~~Policy Schedule~~

~~Meeting Schedule and Reminders~~

~~Adjournment~~

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

~~Call to Order~~

~~Acknowledgement of Aboriginal Territory~~

~~Changes to Proposed Agenda~~

~~Adoption of Agenda~~

~~Receiving Presentations/Delegations~~

~~Opportunity for Comments from the Public regarding items on this Agenda~~

~~Correspondence~~

Related Legislation: Nil

Related Contract Article: Nil

Adopted: May 22, 2001

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





[Adoption of Minutes](#)

[Unfinished Business](#)

[New Business](#)

[Comments or Questions from the Public](#)

[Meeting Schedule and Reminders](#)

[Adjournment](#)

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Related Legislation: Nil

Related Contract Article: Nil

Adopted: May 22, 2001

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



## APPENDIX A: Committees of the Board

<u>Committee</u>	<u>Members</u>	<u>Scope</u>	<u>Meeting Frequency and Chair</u>
<u>Joint Safety Advisory Council</u> <del>ACE-Aboriginal Committee of Education</del>	<u>Director of Operations</u> <u>District Safety Officer</u> <u>2 Principal or Vice-Principals</u> <u>2 KLTF reps</u> <u>2 CUPE reps</u> <u>2 Trustees (non-voting) District Principal of Aboriginal Education</u> <u>2 Trustees</u> <u>1 Principal or Vice-Principal</u> <u>2 KLTF reps</u> <u>1 CUPE</u> <u>1 Representative per Nation</u> <u>Elders and/or Knowledge Keepers</u> <u>2 Aboriginal Education Students</u> <u>Indigenization Coordinator</u> <u>Superintendent</u>	<u>To deal with issues related to employee safety at the work site.</u> <u>WorkSafe BC Regulations guide decision-making process.</u> <u>This committee provides operational advice to the District.</u> <u>To provide support, guidance, and wisdom between Aboriginal communities and the District.</u> <u>Makes recommendations to the Board.</u>	<u>Chaired by Union Representative, alternating CUPE and KLTF</u> <u>Meets four times annually</u> <u>Terms of Reference</u> <u>Chaired by District Principal of Aboriginal Education</u> <u>Meets four times annually</u> <u>Terms of Reference</u>
<u>Policy Review Committee</u> <del>French Advisory Committee</del>	<u>Superintendent</u> <u>Secretary-Treasurer</u> <u>3 Trustees (Board Chair, Policy Partner Advisory Committee Chair, and a trustee appointed by the Board Chair)</u> <u>Director</u>	<u>To provide ongoing review and revision of Board policies</u> <u>This committee provides recommendations to the Board.</u>	<u>Chaired by the Secretary-Treasurer</u> <u>Meets four times annually</u> <u>Chaired by Director of</u>

Related Legislation: Nil

Related Contract Article: Nil

Adopted: May 22, 2001

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



<u>Committee</u>	<u>Members</u>	<u>Scope</u>	<u>Meeting Frequency and Chair</u>
	<p><u>of Innovative Learning Services</u></p> <p>1 Trustee</p> <p>1 Principal or Vice-Principal rep from each French Immersion school</p> <p>1 Teacher rep from each French Immersion school</p> <p>2 Parents from French Immersion schools and/or 1 Canadian Parents for French rep</p>	<p>To address issues related to French Immersion.</p> <p>This Committee provides recommendations to the Board.</p>	<p>Innovative Learning</p> <p>Meets four times annually</p> <p><u>Terms of Reference</u></p>
<p><u>Partner Advisory Committees Joint Safety Advisory Council</u></p>	<p><u>Board of Education</u></p> <p><u>Senior Leadership Team</u></p> <p><u>2 Principal or Vice-Principal reps</u></p> <p><u>2 KLTF reps</u></p> <p><u>2 CUPE reps</u></p> <p><u>2 DPAC reps</u></p> <p><u>Indigenous Rights-holder reps</u></p> <p>Director of Operations</p> <p>District Safety Officer</p> <p>2 Principal or Vice-Principals</p> <p>2 KLTF reps</p> <p>2 CUPE reps</p>	<p><u>As per Appendix B</u></p> <p>To deal with issues related to employee safety at the work site.</p> <p>WorkSafe BC Regulations guide decision making process.</p> <p>This committee provides operational advice to the District.</p>	<p><u>Chaired by elected Trustee</u></p> <p><u>Meets four times annually</u></p> <p>Chaired by Union Representative, alternating CUPE and KLTF</p> <p>Meets four times annually</p> <p><u>Terms of Reference</u></p>

Related Legislation: Nil

Related Contract Article: Nil

Adopted: May 22, 2001

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



<u>Committee</u>	<u>Members</u>	<u>Scope</u>	<u>Meeting Frequency and Chair</u>
	2 Trustees (non-voting)		
Policy Review Committee	Superintendent Secretary-Treasurer 3 Trustees (Board Chair, Policy Partner Advisory Committee Chair, and a trustee appointed by the Board Chair)	To provide ongoing review and revision of Board policies  This committee provides recommendations to the Board.	Chaired by the Secretary-Treasurer  Meets four times annually
Partner Advisory Committees	Board of Education Senior Leadership Team 2 Principal or Vice-Principal reps 2 KLTF reps 2 CUPE reps 2 DPAC reps 2 ACE reps	As per Appendix B	Chaired by elected Trustee Meets four times annually

<u>Ad Hoc Committees</u>			
Created when the Board determines an ad hoc committee is needed to address specific issues.  Examples: Anti-racism	Members determined by the Board, based on the needs of the ad hoc committee.	Mandate determined by the ad hoc committee. These committees provide recommendations to the Board.	Terms of reference determined by the ad hoc committee.

Related Legislation: Nil

Related Contract Article: Nil

Adopted: May 22, 2001

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





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Advisory Council			
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Related Legislation: Nil  
Related Contract Article: Nil  
Adopted: May 22, 2001  
Amended: June 2, 2009 - February 12, 2010 - November 28, 2017 - June 12, 2018 - October 9, 2018 -  
February 26, 2019 - April 23, 2019 - July 12, 2019 - June 21, 2022



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

### ~~Purpose~~

~~The Partner Advisory Committee will provide advice to the Board on specific topics that are relevant to the Board's governance responsibilities. The Partner Advisory Committee will offer a venue for parties to discuss ways to work together in support of students, the school district and public education. Discussions will be focused on building trust and sustaining strong functional relationships and strengthening communication and information sharing. The discussions will be purposeful, constructive and team building in nature.~~

### ~~Scope~~

~~Partner Advisory Committee input will be considered in all matters related to the district but will not replace the accountability of district management and the Board of Education in decision making. The Partner Advisory Committee does not have the authority for decision-making and no motions will be brought forward.~~

### ~~Committee Membership~~

#### ~~Chair:~~

~~\_\_\_\_\_ Trustee Elected by the Board~~

#### ~~Members: \_\_\_\_\_~~

~~Board of Education~~

~~Senior Leadership Team~~

~~2 Principal or Vice-Principal reps~~

~~2 KLTF reps~~

~~2 CUPE reps~~

Related Legislation: Nil

Related Contract Article: Nil

Adopted: May 22, 2001

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



~~2 DPAC reps~~

~~2 ACE reps/Indigenous Rights-holder Representatives~~

## ~~Terms of Reference~~

~~An annual schedule of meetings will be developed and approved by the Board.~~

~~The Partner Advisory Committee will meet four times per year during the period when schools are in session.~~

~~An agenda will be developed prior to each meeting to meet the Board's accountabilities.~~

~~To facilitate open discussion, summary minutes shall be recorded, following the minute-taking standards in Policy 124.~~

~~Operational issues, labour relations or personnel matters will be addressed through district labour management meetings and other district communication processes.~~

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Related Legislation: Nil

Related Contract Article: Nil

Adopted: May 22, 2001

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



## POLICY 121: Committees of the Board of Education

As much as possible, the Board's business of governance will be conducted by the full Board of Education. The Board may establish committees of the Board when necessary to assist it with governance functions. The Board may delegate specific powers and duties to committees of the Board that are established by the Board, subject to the restrictions on delegation in the *School Act*.

The primary purpose of all committees of the Board will be to act in an advisory capacity to the Board. Unless specific powers have been delegated by the Board, the power of all committees will be limited to making recommendations to the Board and will not include that of acting on behalf of the Board. The Chair of the committee will place all minutes in the Consent Package at the following Meeting of the Board Held in Public.

Trustees not appointed to a committee may attend meetings of any committee of the Board as observers and will only take part in discussion if called upon by the committee chair.

### Resource Personnel

The Superintendent will appoint resource personnel to work with committees and the Superintendent will determine the roles, responsibilities, and reporting requirements of the resource personnel.

### Guidelines

1. The Board will create standing committees, advisory committees and ad hoc committees as necessary and will prescribe their purpose, duties, membership and meetings.
2. The Board Chair will act as an ex-officio non-voting member of all Board committees.
3. Staff will distribute all meeting materials, including but not limited to schedules, meeting locations, agendas and minutes to all representatives and alternates.
4. Terms of Reference of Board committees are determined and approved by the Board.
5. The Board Chair will appoint the Chair and members of any standing, ad hoc or advisory committee.
6. The Chair, in making appointments, will use the following procedures:
  - 6.1 At the Board's inauguration Meeting, the Secretary-Treasurer will provide each Trustee with a list of all Board committees.
  - 6.2 Each Trustee will indicate their first and second preferences for committee appointments to the Chair at least two (2) weeks prior to the next Board Meeting.
  - 6.3 The Chair will make and announce the committee appointments at the next Board Meeting.

Related Legislation: Nil

Related Contract Article: Nil

Adopted: May 22, 2001

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



6.4 For committee appointments that become available between terms, the Chair will request interest from Trustees and announce the committee appointment at the next Meeting of the Board Held in Public.

7. Committee representatives and alternates will keep each other informed, as necessary.
8. Standing Board Committees are committees of the Board that meet regularly, either as an ongoing function of the Board or for a period of time.

## 8.1 Policy Review Committee

### Purpose:

- To provide ongoing review and revision of Board policies
- This committee provides recommendations to the Board.

### Duties:

- Trustees provide recommendation to the Board.

### Membership:

- Superintendent, Secretary Treasurer, (3) Trustees (Board Chair or designate, Policy Partner Advisory Committee Chair, and a trustee appointed by the Board Chair)

### Meetings:

- Chaired by the Secretary- Treasurer
- Meets four times annually or as required
- Meetings procedures are outlined in Policy 160

9. Advisory Committees are Committees of the Board structured in a manner that allows partner groups and/or other invited guests to share their perspectives, evaluate issues, and/or develop recommendations in a focused structure about a specific topic or theme. Advisory Committees may be ongoing or for a specific period of time.

## 9.1 Partner Advisory Committees (the Education Partner Advisory Committee and the Policy, Operations and Finance Partner Advisory Committee)

### Purpose:

- The Partner Advisory Committee will provide feedback to the Board on specific topics that are relevant to the Board's governance responsibilities. The Partner Advisory Committee will offer an opportunity for the Board to engage with partner groups around a specific topic.

### Duties:

- Trustees receive advice from partner representatives.

### Membership:

- Board of Education, the Senior Leadership Team, (2) Principal or Vice- Principal reps, (2) KLTF reps, (2) CUPE reps, (2) DPAC reps, and Indigenous rights holders

### Meetings:

- Chaired by elected Trustee

Related Legislation: Nil

Related Contract Article: Nil

Adopted: May 22, 2001

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



- Meets four times annually or as required.
- 9.1.1 Closed meetings are scheduled before Partner Advisory Committee Meetings during the same day of the Board meetings.
  - 9.1.2 Partner Advisory Committee meetings are open to the public and will be held according to a schedule published by June 30<sup>th</sup> of each school year.
  - 9.1.3 The Terms of Reference of a Partner Advisory Committee will be outlined as below:

### **Purpose**

The Partner Advisory Committee will provide advice to the Board on specific topics that are relevant to the Board's governance responsibilities. The Partner Advisory Committee will offer an opportunity for the Board to engage with partner groups around a specific topic.

Discussions will be held in a manner that builds trust and sustains strong functional relationships and strengthens communication and information sharing. The discussions will be purposeful and constructive.

### **Scope**

Partner Advisory Committee input will be considered in matters related to the district but will not replace the accountability of district management and the Board of Education in decision-making. The Partner Advisory Committee does not have the authority for decision-making and no motions will be brought forward.

### **Committee Membership**

Chair: Trustee Elected by the Board

Members:

- Board of Education
- Senior Leadership Team
- 2 Principal or Vice- Principal reps
- 2 KLTF reps
- 2 CUPE reps
- 2 DPAC reps
- Indigenous Rights Holders Representatives

### **Terms of Reference**

An annual schedule of meetings will be developed and approved by the Board.

Related Legislation: Nil

Related Contract Article: Nil

Adopted: May 22, 2001

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



The Partner Advisory Committee will meet up to four times per year during the period when schools are in session.

An agenda will be developed prior to each meeting to meet the Board's accountabilities. Partner representatives may bring forward topics of interest for consideration as it aligns to the purpose of the Committee. These items will be brought forward to the Partner Advisory Committee Chair and Superintendent two weeks prior to the committee meeting or at the Partner Committee for consideration at agenda setting to be considered for following relevant meetings. A rationale will be provided if an item is not placed on the agenda for the following meetings. Operational issues, labour relations or personnel matters will not be addressed.

To facilitate open discussion, summary minutes will be recorded, following the minute-taking standards in Policy 124.

9.1.4 The order of business will be as follows:

- Call to Order
- Acknowledgement of Aboriginal Territory
- Receiving Presentations/Delegations
- Changes or omissions to Minutes
- New or Ongoing Business
- Comments or Questions from the Public regarding items on this Agenda
- Meeting Schedule and Reminders
- Adjournment

10. Ad Hoc Committees may be established to assist the Board on a specific project for a specific period of time. The terms of reference for each committee will be established by Board motion at the time of the formation. Ad hoc committees will make recommendations to the Board. Such committees will cease to exist when the purpose has been achieved. The Chair of the Board will appoint membership and the Chair of the committee.

11. Committee invitation for Trustee participation: Other groups may invite Board members to attend a committee. These may be regular or established for a period of time. These are not considered Board committees. In these cases:

11.1. The Chair will appoint participants based on invitation to the Board.

11.2. Trustees, other than the participant of the committee, may not attend as an observer.

11.3 Trustees will report to the Board at a Meeting of the Board Held in Public, activities of the committee.

Related Legislation: Nil

Related Contract Article: Nil

Adopted: May 22, 2001

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



## 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; February 13, 2024; May 14, 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:



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

#### 4. Joint Safety Advisory Council

##### Purpose:

- To deal with issues related to employee safety at the work site.
- WorkSafe BC Regulations guide decision making process.
- This committee provides operational advice to the district.

##### Duties:

- Invited by the Joint Safety Advisory Council Chair, as per the CUPE Collective Agreement.
- Trustees attend as observers and non-voting members.

##### Membership:

- Director of Operations, District Safety Officer, (2) Principal or Vice-Principals, (2) KLTF reps, (2) CUPE reps

##### Meetings:

- Chaired by Union Representative, alternating CUPE and KLTF
- Meets four times annually

#### 4.5. 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.

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; February 13, 2024; May 14, 2024



## 5.6. 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.

## 6.7. 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 To provide the Board with an opportunity to have a presence at each school.
  - 6.6.2 The trustee liaison participates in school activities as requested or invited by the school principal.
  - 6.6.3 The trustee liaison must follow the Board communication policy and procedures.
  - 6.6.4 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.

6.6.5 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.

~~7.8.~~ 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;

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.

~~8.9.~~ 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.

~~9.10.~~ Trustees must not attempt to exercise individual authority over the organization and recognize that they do not direct staff.

~~10.11.~~ 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.

~~11.12.~~ 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.

~~12.13.~~ 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.

~~13.14.~~ 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

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; February 13, 2024; May 14, 2024



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.

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## **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.

##### 1.1. Purpose:

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

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; February 13, 2024; May 14, 2024



- 1.2. Duties:
  - 1.2.1. Attend Provincial Council meetings.
  - 1.2.2. Represent the Board's positions and interests at the provincial level.
  - 1.2.3. Communicate to the Board the work of the Provincial Council.
  - 1.2.4. Bring recommendations to the Board as and when necessary.
  - 1.2.5. Build positive relationships with BCSTA.
  - 1.2.6. Provide district report at the KBB meeting.
- 1.3. Membership:
  - 1.3.1. One (1) trustee; one (1) alternate; elected by the Board for one year.
- 1.4. Meetings:
  - 1.4.1. As called by Provincial Council. (Usually 4 per year, one at the AGM)
2. BC Public School Employers' Association (BCPSEA).
  - 2.1. Purpose:
    - 2.1.1. To represent the Board of Education at the British Columbia Public School Employers' Association (BCPSEA).
  - 2.2. Duties:
    - 2.2.1. 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)
    - 2.2.2. Represent the Board's positions and interests at BCPSEA meetings.
    - 2.2.3. Communicate to the Board the work of BCPSEA.
    - 2.2.4. Bring recommendations to the Board as and when necessary.
    - 2.2.5. Build positive relationships with BCPSEA.
  - 2.3. Membership:
    - 2.3.1. One (1) trustee; one (1) alternate elected by the Board for one year.
  - 2.4. Meetings:
    - 2.4.1. 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.
  - 3.1. Purpose:
    - 3.1.1. To represent the Board of Education at the Kootenay Boundary Branch (KBB) Executive meetings.
  - 3.2. Duties:
    - 3.2.1. Represent the Board's positions and interests at KBB Branch meetings.
    - 3.2.2. Bring recommendations to the Board as and when necessary.
    - 3.2.3. Build positive working relationships with other Boards.
  - 3.3. Membership:
    - 3.3.1. One (1) trustee; appointed by the Board Chair for one year if no Trustee is elected to an executive position at the KBB AGM.



### 3.4. Meetings:

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

## 4. Joint Safety Advisory Council

### 4.1. Purpose:

- 4.1.1. To deal with issues related to employee safety at the work site.
- 4.1.2. WorkSafe BC Regulations guide decision making process.
- 4.1.3. This committee provides operational advice to the district.

### 4.2. Duties:

- 4.2.1. Invited by the Joint Safety Advisory Council Chair, as per the CUPE Collective Agreement.
- 4.2.2. Trustees attend as observers and non-voting members.

### 4.3. Membership:

- 4.3.1. Director of Operations, District Safety Officer, (2) Principal or Vice-Principals, (2) KLTF reps, (2) CUPE reps

### 4.4. Meetings:

- 4.4.1. Chaired by Union Representative, alternating CUPE and KLTF
- 4.4.2. Meets four times annually

## 5. 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:

### 5.1. Purpose:

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

### 5.2. Duties:

- 5.2.1. 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.
- 5.2.2. Communicate to the Board the work of the agency.
- 5.2.3. Bring recommendations to the Board as and when necessary including any need for the Board to establish positions on specific issues.
- 5.2.4. Build productive relationships which advance the interests of the Board.

### 5.3. Membership:

- 5.3.1. One trustee as determined by the Board Chair as required.

### 5.4. 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; February 13, 2024; May 14, 2024





5.4.1. At the call of the external committee chair.

## 6. District Parent Advisory Council (DPAC)

### 6.1. Purpose:

6.1.1. Represent the Board's positions and interests to the agency.

### 6.2. Duties:

6.2.1. Represent the Board at DPAC meetings

6.2.2. Communicate the work of the Board to DPAC when requested

6.2.3. Attends DPAC meetings;

6.2.4. Communicates to DPAC the work of the Board

6.2.5. Builds positive working relationships with DPAC.

### 6.3. Membership:

6.3.1. Vice Chair and one alternate as determined by the Board Chair as required. Other Trustees may attend as observers.

### 6.4. Meetings:

6.4.1. Monthly or as called DPAC Chair.

## 7. School Liaison Trustee Role

7.1. 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.

7.2. 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.

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

7.4. 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.

7.5. 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.

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

7.6.1. To provide the Board with an opportunity to have a presence at each school.

7.6.2. The trustee liaison participates in school activities as requested or invited by the school principal.

7.6.3. The trustee liaison must follow the Board communication policy and procedures.

7.6.4. 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

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

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- operational or administrative functions of the school, such as staff meetings or meetings related to the management of the school.
- 7.6.5. 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.
8. 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.
- 8.1. A Trustee adheres to their role within governance as outlined in Policy 111: Roles and Responsibilities of the Board of Education;
- 8.2. 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.
9. 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.
10. Trustees must not attempt to exercise individual authority over the organization and recognize that they do not direct staff.
11. 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.
12. 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.
13. 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.
14. 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.

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

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## POLICY 120: Board Meeting Procedures

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

### 1. Inaugural Meeting and Election of Board Officers

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

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

Related Contract Article: Nil

Adopted: May 22, 2001

Previously Amended: June 2, 2009 - February 12, 2010 - November 28, 2017 - June 12, 2018 - April 23, 2019 - April 6, 2021 - November 23, 2021 - June 21, 2022

Last Amended: May 14, 2024



## 2. Meetings of the Board held in Public

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

1. Call to Order
2. Acknowledgement of Aboriginal Territory
3. Changes to the Proposed Agenda
- ~~4. Consent Package Questions~~
- ~~4.5. Adoption of Agenda~~
- ~~5.6. Receiving Public Presentations~~
- ~~6.7. Comments or Questions from the Public regarding items on this Agenda~~
- ~~7. Consent Package~~
8. Adoption of Minutes
9. Future and Action Item Tracking
10. Education
11. Operations and Finance
12. Governance and Policy
13. Human Resources
14. Trustee Verbal Reports
  - ~~14.1. Student Trustees~~
  - ~~14.1.14.2. Trustees~~
  - ~~14.2.14.3. Chair~~
  - ~~14.3.14.4. British Columbia School Trustee Association (BCSTA)~~
  - ~~14.4.14.5. British Columbia Public School Employers' Association (BCPSEA)~~
  - ~~14.5.14.6. Parent Advisory Committee/District Parent Advisory Committee (PAC/DPAC)~~
  - ~~14.6. Regional District of Central Kootenays (RDCK)~~
  - ~~14.7. Partner Advisory Committees~~
  - ~~14.8.14.7. Other Committees~~
  - ~~14.9.1.1 Student Trustees~~
15. Comments or Questions from the Public
16. Meeting Schedule and Reminders
17. Adjournment

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

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

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

Related Contract Article: Nil

Adopted: May 22, 2001

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Last Amended: May 14, 2024



## 3. Closed Board Meetings

3.1. The order of business will be as follows:

1. Call to Order
2. Acknowledgement of Aboriginal Territory
- ~~3. Changes to the Proposed Agenda~~
- 4.3. Closed Meeting Process
- 5.4. Adoption of Agenda
- 6.5. Receiving Presentations
- ~~7. Consent Package~~
- 8.6. Adoption of Minutes
- 9.7. Future and Action Item Tracking
- 10.8. Students
- 11.9. Labour/Staff
- 12.10. Property
- 13.11. Legal
- 14.12. Other Items
- 15.13. Verbal Reports
- 16.14. Meeting Schedule and Reminders
- 17.15. Adjournment

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

~~3.3.3.2. After the agenda has been adopted by majority vote of the Board, it may be varied by unanimous consent or by a resolution of the Board, requiring 2/3 majority vote. This includes motions to move items from the Consent Package onto the agenda for which, at the discretion of the Chair, such motions shall will be undebatable.~~

~~3.4.3.3. All discussions at Closed meetings will be confidential unless the Board determines otherwise through resolution.~~

~~3.5.3.4. Trustees are responsible for ensuring that a confidential environment is maintained for closed meetings not conducted in person (e.g. using headphones for teleconferences or videoconferences outside the Board office).~~

~~3.6.3.5. The following subject matter shall will be considered in a meeting closed to the public.~~

### *Students*

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

### *Labour/Staff*

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

Related Contract Article: Nil  
Adopted: May 22, 2001

Previously Amended: June 2, 2009 - February 12, 2010 - November 28, 2017 - June 12, 2018 - April 23, 2019 - April 6, 2021 - November 23, 2021 - June 21, 2022

Last Amended: May 14, 2024



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

### *Property*

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

### *Legal*

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

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

Related Contract Article: Nil

Adopted: May 22, 2001

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Last Amended: May 14, 2024



## Other

17. Notwithstanding the foregoing, the Board may consider other items in a closed meeting as it deems necessary and is confirmed by resolution of 2/3 majority vote of the Board at the acceptance or change of the agenda.

## 4. Other persons attending Closed Meetings

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

## 5. Special Meetings

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

## 6. Agenda Setting

- 6.1. The purpose of an agenda setting meeting is to complete the administrative task of creating an agenda and set the order of business for meetings of the Board and Committees of the Board, and to ensure meeting agendas are drafted to follow Board policy, Robert's Rules of Order, and the School Act, as applicable.
- 6.2. Agenda items are generally scheduled according to the annual Board governance framework and learning plan.
- 6.3. Additional agenda item requests will be considered for the Board agenda if they meet one or more of the following criteria. The item:
  - is related to governance (strategic vision/direction);

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

Related Contract Article: Nil

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- is concerned with board level policies governing the organization;
- involves an issue or matter that will affect the direction, public image or viability of the organization;
- involves monitoring or assessment of either board or the Superintendent performance;
- involves a board committee or report requiring the consideration of or action by the board;
- involves the relationship with the Superintendent and/or Secretary-Treasurer;
- involves activities or events specific to the board that require discussion and decision-making by the board (appointment of board members to a committee or to represent the board at some function);
- involves a review of one or more of the strategies achieving the board's stated Strategic Priorities;
- involves reviewing budget.

6.4. Requested items or materials for inclusion on the agenda must be submitted to the Superintendent of Schools, Secretary-Treasurer and/or Executive Assistant to the Secretary-Treasurer no later than 8AM the morning of the agenda setting meeting. If a requested agenda item is not added to an agenda, a written rationale will be provided by the Board Chair to the Trustee who requested adding the item and the Board will be informed.

6.5. The agenda and accompanying materials will be distributed on the Wednesday preceding Board meeting(s) held the following Tuesday. Agenda packages and non-confidential correspondence will be distributed to Trustees, senior management, partner groups and the media. Confidential agendas and materials will be circulated only to Trustees, the Superintendent and Secretary-Treasurer, and other senior leaders, as required.

6.2-6.6. The agenda setting meeting shall will be between the Chair of the Committee (if applicable), the Board Chair, Board Vice-Chair, Superintendent, Secretary-Treasurer, and Executive Assistant to the Secretary-Treasurer.

6.3-6.7. The Chair of an agenda setting meeting shall will be the Chair of the Board or Committee for which the agenda is being prepared.

6.4-6.8. An agenda setting meeting shall will take place two weeks prior to the Board Meeting or Committee meeting, or on another day agreeable to those who will attend the meeting. The Board of Education will be made aware if the agenda setting meeting date is changed.

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

6.5-6.9. Correspondence received after the agenda is finalized may be distributed at a subsequent Board meeting, unless it is emergent in nature, in which case it may be added to an agenda as determined by the Board or Committee Chair, as applicable.

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

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## 7. Board Correspondence

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

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

- 7.3. For correspondence addressed to the Chair (~~that~~ may or may not have been copied to all Trustees) the Chair ~~shall will exercise some discretion on the matter in consultation~~ consult with the Vice-Chair and/or Superintendent or Secretary-Treasurer as to how the response should be handled.  
If the correspondence is an operational complaint, the Chair will provide information ~~may respond with direction~~ to contact the Superintendent. ~~The Chair will provide “direction but not a position” on the matter.~~ The response from the Chair will be copied to all Trustees, the Superintendent and Secretary-Treasurer.
- 7.4. Correspondence received after the one-week prior deadline but prior to the regularly scheduled Board meeting that is deemed urgent or emergent by the Board Chair and District Staff, may be considered for late placement on the Board agenda; otherwise, the correspondence will be considered for the following month’s agenda.
- 7.5. Correspondence addressed to a trustee or a group of trustees is under the control of the said trustee(s) and does not constitute correspondence addressed to the Board. The individual trustee(s) have the option to bring the correspondence formally to the Board for receipt or consideration.
- 7.6. ~~At any time, a~~ trustee may request that specific correspondence be considered at an Agenda Setting meeting for placement on a specific agenda. ~~If the correspondence is not placed on the agenda, the Chair will review the rationale with the trustee. A trustee also has the option to request that an amendment to the agenda be made or that a Notice of Motion be brought forward at the next meeting of the Board for discussion or action. If action is recommended, the trustee must put forth in the Notice of Motion what action is to be considered.~~
- 7.7. Invitations to all Trustees will not be included in a Board meeting Correspondence Package. The correspondence ~~shall will~~ be forwarded to the Secretary-Treasurer for event attendance coordination purposes.

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

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Last Amended: May 14, 2024



7.8. In the case of correspondence that the Board has directed the Chair to send on the Board's behalf during ~~the course of~~ a Board meeting, the Chair can either prepare a draft and forward this to the Secretary-Treasurer for signature or send it to the Secretary-Treasurer to arrange for the letter to be written for the Chair's signature. If the letter is more sensitive in nature (e.g., a letter to the Minister of Education and Child Care) expressing the Board's opinion on a matter, a draft should be prepared either by the Chair or Secretary-Treasurer (at the Chair's discretion) and reviewed and edited as required.

## 8. General Procedures for Meetings

8.1. Meetings of the Board or Board committees ~~shall will~~ be conducted in accordance with the BC School Act, Board policy, and where the policy is silent, using the latest version of Robert's Rules of Order, ~~with the following exceptions, including the following:~~

1. Each member, including the Chair has a right to speak twice on the same question but may not speak a second time until everyone who wishes to speak has spoken. Each trustee will have 2 minutes to speak. The Chair may allow further discussion.
2. A notice of motion is encouraged to provide adequate time for research and compilation of relevant information. Notice of motion may be used to provide for consideration and public notice. It may be given orally and will be recorded and circulated as part of the minutes of the meeting. The notice should reflect the substance of the motion to be served at the next meeting but does not have to be the exact wording.
3. An amendment must not be contrary to the intent of the main motion.
4. Trustees alert the Board Chair of any additions prior to the convening of the meeting. At the agenda item, "Adoption of the Agenda", items may be placed on the agenda prior to its adoption without requiring a supplemental motion to add the item.
5. A consensus decision may be accepted if there is no objection by any Trustee.
6. All three readings of a bylaw may occur at one meeting if there is unanimous approval of a motion to proceed to third reading. The first reading will be read out loud in its entirety by the mover of the motion.
7. Trustees or committee members (as applicable) may participate and be counted as part of the quorum in a meeting, or part of a meeting by telephone or electronic connection.

8.2. Meetings of the Board held in Public ~~shall will~~ be set for two hours and will not exceed three hours unless a motion to extend ~~a meeting~~ is passed by a majority vote.

8.3. A majority of votes cast shall will be sufficient to pass a motion and any abstention will be counted in the affirmative. , unless otherwise indicated elsewhere in this policy. Abstentions from voting will not be counted in the affirmative or the negative. A tie vote is a defeated motion. Where a member abstains from voting or objects to a motion, the number of members who objected or abstained to that motion shall will be recorded in the minutes.

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

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8.4. No question once decided by the Board will be reconsidered or rescinded within 12 months in which the said question was decided unless:

1. New and relevant information is received, and
2. That new information is provided to the Board at a Closed Meeting to determine whether or not it is suitable for reconsideration, and
- 4.3. The motion for any such reconsideration or rescission is approved by the majority of the Board at a closed meeting.

## 9. Presentations at Board or Committee MeetingsReceiving Public Presentations

9.1. Individuals or delegations wishing to make a presentation at a Board or Committee meeting align to the public education mandate ~~shall~~will make their request to the Superintendent, who will consult with the meeting Chair and schedule the presentation at the earliest practicable meeting. Approved presentations on behalf of delegations will be presented by a spokesperson or spokespersons of the delegation, who will be identified on the agenda.

9.2. A maximum of 2 receiving presentations may be scheduled per meeting.

9.3. Individuals or delegations ~~shall~~will be allocated 5 minutes to present, followed by a maximum of 5 minutes for discussion. In special circumstances, by request, the Board or Committee may schedule additional time for receiving presentations from the public.

~~4.2. Individuals or delegations wishing to make a presentation at a Board or Committee meeting shall will make their request to the Superintendent, who will consult with the meeting Chair and schedule the presentation at the earliest practicable meeting. Approved presentations on behalf of delegations will be presented by a spokesperson or spokespersons of the delegation, who will be identified on the agenda.~~

9.4. Once a receiving presentation is scheduled, individuals or delegations ~~shall~~will provide written and presentation materials to be circulated with the agenda at least eight days prior to the meeting / two days prior to the agenda package being sent out as per Section 6.5.

9.5. The Board or Committee ~~shall~~will provide a response to any questions or requests from the individual or delegation at a future meeting; the Board or Committee ~~shall~~will not respond to any such questions or requests at the meeting where the presentation is given.

## 10. Comments or Questions from the Public

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

10.2 Virtual attendees must provide their full name and affiliation, if appropriate. Comments or questions from a member of the public attending a meeting online will be read out loud by school district staff at the agenda section for questions and comments by the public.

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

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- 10.3 No matter pertaining to complaints about district personnel, collective agreement issues or any other matters deemed confidential as per Section 3.6-5 ~~shall~~will be heard at a public meeting; these matters ~~shall~~will be dealt with by staff or in accordance with board policies governing the matter.
- 10.4 The Chair ~~shall~~will determine when a comment or question has been given sufficient time.
- 10.5 The period allotted for public comments or questions ~~shall~~will not exceed 20 minutes.

~~Comments or questions from a member of the public attending a meeting online will be read out at the meeting by school district staff.~~

## 11. Working Sessions

- 11.1. The ongoing work of the board is supported by targeted regular in-service and professional development. Activities in working sessions are intended to support the governance activities of the Board. The Board will not decide or debate motions or confidential matters in the working sessions.

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

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## POLICY 120: Board Meeting Procedures

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

### 1. Inaugural Meeting and Election of Board Officers

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

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

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## 2. Meetings of the Board held in Public

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

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

2.2. After the agenda has been adopted by majority vote of the Board, it may be varied by unanimous consent or by a resolution of the Board, requiring 2/3 majority vote. will

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

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

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### 3. Closed Board Meetings

3.1. The order of business will be as follows:

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

3.2. After the agenda has been adopted by majority vote of the Board, it may be varied by unanimous consent or by a resolution of the Board, requiring 2/3 majority vote. will

3.3. All discussions at Closed meetings will be confidential unless the Board determines otherwise through resolution.

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

3.5. The following subject matter will be considered in a meeting closed to the public.

#### *Students*

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

#### *Labour/Staff*

2. The conduct, efficiency, discipline, suspension, termination, retirement of employees or appeals;
3. Staff changes, including appointments, transfers, resignations, promotions, and demotions;
4. Changes to exempt staff compensation;

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5. The Superintendent's evaluation;
6. Salary claims and adjustments, and the consideration of requests of employees and Board offers;

## *Property*

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

## *Legal*

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

## *Other*

17. Notwithstanding the foregoing, the Board may consider other items in a closed meeting as it deems necessary and is confirmed by resolution of 2/3 majority vote of the Board at the acceptance or change of the agenda.

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## 4. Other persons attending Closed Meetings

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

## 5. Special Meetings

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

## 6. Agenda Setting

- 6.1. The purpose of an agenda setting meeting is to complete the administrative task of creating an agenda and set the order of business for meetings of the Board and Committees of the Board, and to ensure meeting agendas are drafted to follow Board policy, Robert's Rules of Order, and the School Act, as applicable.
- 6.2. Agenda items are generally scheduled according to the annual Board governance framework and learning plan.
- 6.3. Additional agenda item requests will be considered for the Board agenda if they meet one or more of the following criteria. The item:
  - is related to governance (strategic vision/direction);
  - is concerned with board level policies governing the organization;
  - involves an issue or matter that will affect the direction, public image or viability of the organization;
  - involves monitoring or assessment of either board or the Superintendent performance;
  - involves a board committee or report requiring the consideration of or action by the board;
  - involves the relationship with the Superintendent and/or Secretary-Treasurer;
  - involves activities or events specific to the board that require discussion and decision-

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making by the board (appointment of board members to a committee or to represent the board at some function);

- involves a review of one or more of the strategies achieving the board's stated Strategic Priorities;
- involves reviewing budget.

6.4. Requested items or materials for inclusion on the agenda must be submitted to the Superintendent of Schools, Secretary-Treasurer and/or Executive Assistant to the Secretary-Treasurer no later than 8AM the morning of the agenda setting meeting.

If a requested agenda item is not added to an agenda, a written rationale will be provided by the Board Chair to the Trustee who requested adding the item and the Board will be informed.

6.5. The agenda and accompanying materials will be distributed on the Wednesday preceding Board meeting(s) held the following Tuesday. Agenda packages and non-confidential correspondence will be distributed to Trustees, senior management, partner groups and the media. Confidential agendas and materials will be circulated only to Trustees, the Superintendent and Secretary-Treasurer, and other senior leaders, as required.

6.6. The agenda setting meeting will be between the Chair of the Committee (if applicable), the Board Chair, Board Vice-Chair, Superintendent, Secretary-Treasurer, and Executive Assistant to the Secretary-Treasurer.

6.7. The Chair of an agenda setting meeting will be the Chair of the Board or Committee for which the agenda is being prepared.

6.8. An agenda setting meeting will take place two weeks prior to the Board Meeting or Committee meeting, or on another day agreeable to those who will attend the meeting. The Board of Education will be made aware if the agenda setting meeting date is changed.

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

## 7. Board Correspondence

7.1. To ensure that correspondence is addressed, correspondence will be forwarded to the Board and the Superintendent, Secretary-Treasurer, and the Executive Assistant to the Secretary-Treasurer immediately.

7.2. At the Agenda Setting meeting, the Chair and Vice-Chair will determine if the correspondence should be:

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

Certain correspondence items may be placed in the Consent Package of a Meeting of the Board

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

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held in Public as determined at the Agenda Setting meeting. This correspondence will be related to issues of public interest, such as use of budgets or impacts on facilities.

- 7.3. For correspondence addressed to the Chair (that may or may not have been copied to all Trustees) the Chair will consult with the Vice-Chair and/or Superintendent or Secretary-Treasurer as to how the response should be handled.  
If the correspondence is an operational complaint, the Chair will provide information to contact the Superintendent. The response from the Chair will be copied to all Trustees, the Superintendent and Secretary-Treasurer.
- 7.4. Correspondence received after the one-week prior deadline but prior to the regularly scheduled Board meeting that is deemed urgent or emergent by the Board Chair and District Staff, may be considered for late placement on the Board agenda; otherwise, the correspondence will be considered for the following month's agenda.
- 7.5. Correspondence addressed to a trustee or a group of trustees is under the control of the said trustee(s) and does not constitute correspondence addressed to the Board. The individual trustee(s) have the option to bring the correspondence formally to the Board for receipt or consideration.
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  1. Each member, including the Chair has a right to speak twice on the same question but may not speak a second time until everyone who wishes to speak has spoken. Each trustee will have 2 minutes to speak. The Chair may allow further discussion.
  2. A notice of motion is encouraged to provide adequate time for research and compilation of relevant information. Notice of motion may be used to provide for consideration and public notice. It may be given orally and will be recorded and circulated as part of the

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minutes of the meeting. The notice should reflect the substance of the motion to be served at the next meeting but does not have to be the exact wording.

3. An amendment must not be contrary to the intent of the main motion.
  4. Trustees alert the Board Chair of any additions prior to the convening of the meeting. At the agenda item, "Adoption of the Agenda", items may be placed on the agenda prior to its adoption without requiring a supplemental motion to add the item.
  5. A consensus decision may be accepted if there is no objection by any Trustee.
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- 8.3. A majority of votes cast will be sufficient to pass a motion and any abstention will be counted in the affirmative. will
- 8.4. No question once decided by the Board will be reconsidered or rescinded within 12 months in which the said question was decided unless:
1. New and relevant information is received, and
  2. That new information is provided to the Board at a Closed Meeting to determine whether or not it is suitable for reconsideration, and
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## 9. Receiving Public Presentations

- 9.1. Individuals or delegations wishing to make a presentation at a Board or Committee meeting align to the public education mandate will make their request to the Superintendent, who will consult with the meeting Chair and schedule the presentation at the earliest practicable meeting. Approved presentations on behalf of delegations will be presented by a spokesperson or spokespersons of the delegation, who will be identified on the agenda.
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- 9.4. Once a receiving presentation is scheduled, individuals or delegations will provide written and presentation materials to be circulated with the agenda at least eight days prior to the meeting / two days prior to the agenda package being sent out as per Section 6.5.
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- 10.3 No matter pertaining to complaints about district personnel, collective agreement issues or any other matters deemed confidential as per Section 3.5 will be heard at a public meeting; these matters will be dealt with by staff or in accordance with board policies governing the matter.
- 10.4 The Chair will determine when a comment or question has been given sufficient time.
- 10.5 The period allotted for public comments or questions will not exceed 20 minutes.

## 11. Working Sessions

- 11.1. The ongoing work of the board is supported by targeted regular in-service and professional development. Activities in working sessions are intended to support the governance activities of the Board. The Board will not decide or debate motions or confidential matters in the working sessions.

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

Related Contract Article: Nil

Adopted: May 22, 2001

Previously Amended: June 2, 2009 - February 12, 2010 - November 28, 2017 - June 12, 2018 - April 23, 2019 - April 6, 2021 - November 23, 2021 - June 21, 2022

Last Amended: May 14, 2024

