



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

TUESDAY, JANUARY 13, 2026

5:00 PM – 7:00 PM PST

6:00 PM – 8:00 PM MST

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

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

1. Call to Order

2. Acknowledgement of Aboriginal Territory

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

3. Changes to the Proposed Agenda

4. Consent Package Questions (p. 4)

App. 4

5. Adoption of Agenda

Proposed Resolution:

THAT the Agenda for this January 13, 2026 meeting **BE ADOPTED**, as circulated.

6. Receiving Public Presentations – Nil

7. 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.

8. Adoption of Minutes (p. 26)

App. 8

Proposed Resolution:

THAT the minutes from the December 9, 2025 Meeting of the Board Held in Public **BE ADOPTED**, as circulated.

9. Future and Action Item Tracking (p. 30)

App. 9

10. Education – Reports from the Superintendent

A. Online Learning Continuous Learning Report (p. 31)

App. 10A

B. Kindergarten Registration 2026-2027 (p. 54)

App. 10B



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

- A. Budget Development Process and Schedule (p. 56) App. 11A

12. Governance and Policy

A. Policy Approval for Field Testing

- Policy 490: School Closure (p. 57) App. 12A.1

Proposed Resolution:

THAT policy 490 **BE APPROVED** for field testing.

- Policy 610: Fiscal Management (p. 64) App. 12A.2

Proposed Resolution:

THAT policy 610 **BE APPROVED** for field testing.

- Policy 611: Capital Planning (p. 70) App. 12A.3

Proposed Resolution:

THAT policy 611 **BE APPROVED** for field testing.

- Policy 430: Fees, Deposits and Financial Hardship (p. 73) App. 12A.4

Proposed Resolution:

THAT policy 430 **BE APPROVED** for field testing.

- Policy 650: Disposal of Real Property and Improvements (p. 74) App. 12A.5

Proposed Resolution:

THAT policy 650 **BE APPROVED** for field testing.

B. Policy Approval

- Policy 112: Governing Principles (p. 82) App. 12B.1

Proposed Resolution:

THAT policy 112 **BE APPROVED**.

- Policy 121: Committees of the Board of Education (p. 87) App. 12B.2

Proposed Resolution:

THAT policy 121 **BE APPROVED**.

13. Human Resources – Nil

14. Trustee Verbal Reports

- A. Student Trustees
- B. Trustees
- C. Chair
- D. British Columbia School Trustee Association (BCSTA)
- E. British Columbia Public School Employers' Association (BCPSEA)
- F. District Parent Advisory Committee (DPAC)
- G. Other



15. Comments or Questions from the Public

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

16. Meeting Schedule and Reminders

A. Board Meetings

The next Meeting of the Board held in Public is scheduled for February 10, 2026.

17. Adjournment



SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)
CONSENT PACKAGE – PUBLIC MEETING
JANUARY 13, 2026

ITEM

The following Consent items are routine items received for information.

- | | |
|---|-------|
| 1. Board Correspondence Package | p. 5 |
| 2. Superintendent's Report January 2026 | |
| 3. Monthly Financial Report – for period ended November 30, 2025 | p. 19 |
| 4. Transactions over 50k – for period ended November 30, 2025 | p. 23 |
| 5. List of Trustee Recusals | p. 25 |
| 6. Indigenous Education Council (IEC) Meeting Minutes | |
| 7. List of approved Administrative Procedures - Nil | |

SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)

BOARD CORRESPONDENCE PACKAGE

JANUARY 13, 2026

ITEM		DATE
1.	Letter from BC Ombudsperson Chalke to Chair re: Quarterly Report	October 31, 2025
2.	Letter from Minister Beare to Chair Chew re: Inclusive Education Funding Model	December 3, 2025
3.	Letter from Chair Chew to KLTF re: Response to Advocacy Request Regarding the KRSS Field and Highway 3 Bypass Proposal	December 18, 2025
4.	Letter from Chair Chew to Nelson & Area Community Transportation (NACT) re: Response to Request for Support for Local Cycling and Active Transportation Initiatives	December 18, 2025
5.	Letter from SD5 Chair McPhee to Board of Education re: Support for Request to Review Inclusive Education Funding Model	January 6, 2026



OMBUDSPERSON BRITISH COLUMBIA

The *Ombudsperson Act* requires that investigations be conducted in private. Ombudsperson investigation documents are not available through the *Freedom of Information and Protection of Privacy Act* and may be subject to rules preventing their use in court and tribunal proceedings. **Please contact the Office of the Ombudsperson before disclosing this document, or any responses, to any third parties.**

October 31, 2025

Lenora Trenaman
Chair
School District 08 (Kootenay Lake)
811 Stanley Street
NELSON BC V1L 1N8

Dear Lenora Trenaman:

Re: Office of the Ombudsperson Quarterly Report: July 1 - September 30, 2025

This package of documents details the complaint files the Office of the Ombudsperson closed for School District 08 (Kootenay Lake) between July 1 and September 30, 2025. Though no action is required on your part, we hope that you will find this information useful and share it within your organization.

These reports provide information about the complaint files we closed regarding your organization within the last quarter, including both files we investigated and files we closed without investigation. Files currently open with the office are not included in these reports.

If you would like further information about the complaints our office received about your organization, or you have identified inaccuracies in the data, please contact our office's Policy, Research and Continuous Improvement team. They can provide further details upon request and can be reached at PRCI@bcombudsperson.ca or by phone at 250-953-4171.

Enclosed you will find detailed reports containing the following:

- A one-page report listing the number of files closed and the category under which they were closed. The categories we use to close files are based on the sections of the *Ombudsperson Act*, which gives the Ombudsperson the authority to investigate complaints from the public regarding authorities under our jurisdiction. A more detailed description of our closing categories is available on our website at: <https://bcombudsperson.ca/assets/media/QR-Glossary.pdf>.
- If applicable: Copies of closing summaries written about the complaint files we investigated. These summaries provide an overview of the complaint received, our investigation and the outcome. Our office produces closing summaries for investigated files only, and not for enquiries or those complaints we chose not to investigate.

Mailing address: PO Box 9039 Stn Prov Govt • Victoria BC V8W 9A5
Phone in Victoria: 250-387-5855 • Toll-Free: 1-800-567-3247 • Fax: 250-387-0198 • bcombudsperson.ca





- If applicable: A summary of the topics identified in the complaint files closed during the quarter. We track general complaint topics for all complaints we receive, and when applicable, we include authority-specific and/or sector-specific topics for your organization and/or sector. Our office tracks the topics of complaints we investigate and those we close without investigation, but not for enquiries. Because complaints to our office are confidential, we do not share complaint topic information if we received too few complaints to preserve the complainants' anonymity.

If you wish to update your organization's contact information, please contact us by email at info@bcombudsperson.ca.

To learn more about educational opportunities on administrative fairness provided by our office, or if you wish to consult with our office to enhance fairness within your organization's policies or procedures, our Public Authority Consultation and Training (PACT) Team can assist you. Please contact them by email at consult@bcombudsperson.ca or by phone at 250-508-2950.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Jay Chalke".

Jay Chalke
Ombudsperson
Province of British Columbia

Enclosures





OMBUDSPERSON BRITISH COLUMBIA

Quarterly Report for 1 July - 30 September, 2025
School District 08 (Kootenay Lake)

Type of complaint closure for Authority: School District 08 (Kootenay Lake)

closed

Enquiries – Many people who contact us are not calling to make a complaint, but are seeking information or advice. These contacts are classified as *Enquiries* to distinguish them from *Complaints*, which are requests that our office conduct an investigation.

1

Complaints with No Investigation – Our office does not investigate every complaint it receives. First, we determine whether we have authority to investigate the complaint under the *Ombudsperson Act*. We also have discretion to decline to investigate for other reasons specified in the *Ombudsperson Act*.

0

Early Resolution Investigations – Early Resolution investigations provide an expedited process for dealing with complaints when it appears that an opportunity exists for the authority to take immediate action to resolve the issue. Typical issues that are addressed through Early Resolution include timeliness, communication, and opportunities for internal review.

0

Complaint Investigations – When we investigate a complaint we may conclude with a determination that a complaint is not substantiated, or with a negotiated settlement of the complaint, or with public findings and recommendations. We may also exercise discretion to cease investigation for a number of other reasons specified in the *Ombudsperson Act*.

0

Reason for closing an Investigation

Pre-empted by existing statutory right of appeal, objection or review.

0

Investigation ceased with no formal findings under the *Ombudsperson Act*.

More than one year between event and complaint

0

Insufficient personal interest

0

Available remedy

0

Frivolous/vexatious/trivial matter

0



Can consider without further investigation	0
No benefit to complainant or person aggrieved	0
Complaint abandoned	0
Complaint withdrawn	0
Complaint settled in consultation with the authority – When an investigation leads us to conclude that action is required to resolve the complaint, we try to achieve that resolution by obtaining the voluntary agreement of the authority to settle the complaint. This allows matters to be resolved fairly for the complainant and authority without requiring a formal finding of maladministration.	0
Complaint substantiated with formal findings under the <i>Ombudsperson Act</i> .	0
Complaint not substantiated under the <i>Ombudsperson Act</i> .	0
Ombudsperson Initiated Investigations – The Ombudsperson has the authority to initiate investigations independently from our process for responding to complaints from the public. These investigations may be ceased at the discretion of the Ombudsperson or concluded with formal findings and recommendations.	0





OMBUDSPERSON BRITISH COLUMBIA

Complaints Closed from 1 July - 30 September, 2025
School District 08 (Kootenay Lake)

The tables below summarize the complaint topics we are tracking for your sector and/or authority and the number of times this topic was identified in the files (investigated and non-investigated complaints) that were closed in the most recent quarter.

If you would like more information on the types of complaints we receive, please contact our Public Authority Consultation and Training Team: email us at consult@bcombudsperson.ca or call us at 250-508-2950.

Sector-Specific Complaint Topics – All School Districts

Enrolment/Registration	1	3%
Other	12	36%
School Closures	1	3%
Special Education	3	9%
Student Safety	6	18%
Student Suspension or Exclusion	10	30%

General Complaint Topics – All School Districts

Accessibility	3	5%
Communication	6	11%
Delay	2	4%
Disagreement with Decision or Outcome	14	25%
Discrimination	3	5%
Employment or Labour Relations	2	4%
Process or Procedure	15	27%
Review or Appeal Process	5	9%
Treatment by Staff	5	9%





December 3, 2025

Ref: 313891

Susan Chew, Chair
Board of Education
School District No. 8 (Kootenay Lake)
Email: c/o STOffice@sd8.bc.ca

Dear Susan Chew:

Thank you for your letter of November 6, 2025, outlining the Board of Education's concerns and recommendations regarding the Inclusive Education funding model. I appreciate the thoughtful advocacy for the unique realities faced by rural and remote districts and the commitment of School District No. 8 (Kootenay Lake) to ensuring equitable access to education for all learners.

The Ministry of Education and Child Care funds school districts primarily through an enrolment-based model – which means the number of students that need education programs and services – not based on individual district spending decisions or costs. The funding model includes unique district factors that provide supplements for items that are relevant to rural and remote areas of the province.

Under the *School Act*, the Ministry sets education standards and provides funding that goes directly to boards of education. BC's school districts and their elected boards are responsible for making budgetary spending decisions that make sense for their community. Boards decide how best to allocate funding to meet the needs of students and early learners across the school district, including decisions about the selection of resources, programs, staffing, and services offered to their students to deliver the provincial curriculum.

As you may know, the K-12 Public Education Funding Model Review (FMR) was completed in 2018. The FMR was designed to improve allocation of existing resources, not to increase the total amount of funding. FMR Recommendation six, related to Inclusive Education, was that the Ministry should create a single Inclusive Education Supplement with the intent that funding be established by a predictable population-based model but services and supports would be delivered to all students with identified learning needs through a needs-based model and assessment.

.../2



Several of the FMR recommendations were implemented including:

- The Equity of Opportunity Supplement (\$28 million) which recognizes that school districts provide supports and services to children and youth in care, students with mental health challenges, and those living in low-income families;
- Increased targeted funding for Indigenous students so they will benefit from additional culturally appropriate support and services; and
- New policies to improve accountability, transparency, and financial management at the school district level – ensuring all school board decisions are focused on student needs, while giving parents opportunities for early and ongoing input before budgets are set.

The Ministry has also worked with partners to update the Inclusive Education [Policy Manual](#) to increase system accountability and knowledge of the K-12 system.

Thank you again for your leadership and commitment to students and for taking the time to write.

Sincerely,



Lisa Beare
Minister

cc: Trish Smillie, Superintendent, School District No. 8 (Kootenay Lake)
British Columbia School Trustees' Association



Kootenay Lake Teachers Federation
Co-Presidents Doug Kunzelman and Carla Wilson
Representative teachers Nicol, Takeda, and Bala
Via Email

December 18, 2025

Dear KLTF Co-Presidents Kunzelman and Wilson and Representative Teachers Nicol, Takeda, Bala:

Re: Advocacy Request Regarding the Kootenay River Secondary School Field and Highway 3 Bypass Proposal

Thank you for your recent presentation regarding your understanding of the Highway 3 Bypass project by the Ministry of Transportation and Transit as it impacts Kootenay River Secondary School (KRSS) field. Your recent presentation requested that the Board of Education advocate to the Ministry of Transportation and Transit and the Town of Creston about potential adjustments to the Highway 3 Bypass project.

Following your presentation, additional information was sought from the Town of Creston and the Ministry of Transportation and Transit. Attached is a letter from the Town of Creston outlining details about this project. They state that there are no plans to proceed with this project at this time. The Town also states that, “there are currently no plans that would impact Kootenay River Senior Secondary School to such an extent. While I understand and acknowledge the apprehensions regarding potential effects, I wish to clarify that we would not advocate for this project if it threatened the school's continued functional use of its outdoor space.”

The Ministry of Transportation and Transit intends to set up a meeting with the Board in spring 2026 to provide an update. At this time, The Board of Education will continue to advocate for safe and accessible school grounds and seek more specific information on a possible project and potential timeline.

Both the Ministry and the Town of Creston have indicated that if the realignment or bypass were determined to be feasible, then extensive stakeholder and public consultation would be undertaken with the school district, the public, Indigenous communities and business operators. It would be many years in the future, following extensive consultation and multiple approvals.

Should the Ministry, the Town, or any level of government advance this project in the future, School District No. 8 (Kootenay Lake) will ensure that all partner groups including all KRSS and

Wildflower Creston staff, the KRSS and Wildflower Creston Parent Advisory Council are fully involved in consultation and engagement processes.

Thank you again for bringing your concerns forward. We appreciate your continued advocacy for safe and accessible learning environments for students and staff.

Sincerely,



Susan Chew, Chair
Board of Education
School District No. 8 (Kootenay Lake)

cc. Board of Education Trustees, School District No. 8 (Kootenay Lake)
Darryl Adams, Principal of KRSS
District Parent Advisory Council
KRSS Parent Advisory Council
Mayor DeBoon, Town of Creston
Minister Farnworth, Ministry of Transportation and Transit
Trish Smillie, Superintendent of Schools/CEO
Wildflower Creston Parent Advisory Council



Nelson & Area Community Transportation (NACT)
Selena Davis
Via Email

December 18, 2025

Dear Nelson & Area Community Transportation Community Partners,

Re: Request for Support for Local Cycling and Active Transportation Initiatives

Thank you for your letter outlining NACT's plans to enhance bike education, promote active transportation, and support safe cycling for children and families in the Nelson area. The SD8 Board of Education appreciates your commitment to student safety, physical wellness, and sustainable transportation options in our communities.

The Board supports your initiative and recognizes its alignment with our ongoing work to develop Active and Safe Routes to School programs and to partner with local organizations that help students build cycling skills and confidence. We will ensure that information about your education and training programs is shared with our schools so they can encourage student participation and reinforce bike-safety learning.

With respect to your specific requests:

District representation in bike education programming:

SD8 will ensure that staff are made aware of opportunities to collaborate, promote, and participate in NACT's bike education and curriculum-aligned programming, as appropriate within school schedules and staffing capacity.

Support for "Bike to School" Week in June:

Schools may choose to take part in Bike to School Week activities. Where feasible, SD8 will encourage administrators to integrate events within existing operational plans, where it fits within school-based schedules and resources.

Infrastructure around schools:

Safe access to schools is a priority for SD8. While the Board is not in a position to fund additional initiatives at this time, active transportation improvements align with the Board's ongoing capital planning, sustainability policy, and with school operational considerations. We will continue to encourage participation in collaborations that support safer walking and cycling routes for students.

Program-related expenses:

Although the Board cannot commit to new funding for equipment, professional development, or services, schools may independently choose to participate in activities or training that align with existing budgets, grants, or external partnerships.

Follow up information or requests can be sent to the Superintendent's Office at ea.superintendent@sd8.bc.ca.

We value NACT's leadership in promoting healthier, safer, and more sustainable transportation options for students. Thank you for including SD8 in this collaborative effort to support cycling education and community well-being.

Sincerely,



Susan Chew, Chair
Board of Education
School District No. 8 (Kootenay Lake)

cc: Trish Smillie, Superintendent of Schools/CEO
Board of Education Trustees, School District No. 8 (Kootenay Lake)





SCHOOL DISTRICT 5

S O U T H E A S T K O O T E N A Y

January 6, 2026

The Kootenay Lake (SD8) Board of Education,
c/o Susan Chew, Board Chair
811 Stanley Street, Nelson BC
V1L 1N8

Dear Ms. Chew,

RE: Support for Request to Review Inclusive Education Funding Model

At the School District 5 (SD5), Southeast Kootenay public Board Meeting of December 9th, 2025, the Board carried the following motion:

THAT a letter of support be written to School District No. 8 to support the Request to Review the Inclusive Education Funding Model.

Our Board is in full support of your request to Hon. Minister Beare to undertake a comprehensive review of the provincial funding model related to inclusive education. Our Board believes that:

- Funding does not keep pace with actual costs.
- Additional costs to rural and remote districts as well as socio-economic and mental health demographics must be considered and addressed.
- Stable and consistent funding is required.
- A move away from the medical and toward the social model of disability would enable needed supports for K – 3 students,

Doug McPhee (Chair) • Trina Ayling • Bev Bellina • Irene Bischler • Alysha Clarke
• Nicole Heckendorf • Chris Johns • Sarah Madsen • Wendy Turner



enabling students to receive early intervention, when it is most effective.

- Equal access across the province to assessment and specialized services needs to be a priority for government.
- Uniform evaluation is necessary, and ongoing support for districts using evaluation tools the province does not ultimately adopt will be needed.

Our Board has written numerous letters to government over the years and submitted motions to the BCSTA AGM regarding inclusive education in the past. We will continue to advocate and support the advocacy of other districts on this important issue.

Sincerely,



Doug McPhee, Board Chair

Cc*: Trish Smillie, Superintendent of Schools
British Columbia School Trustees' Association

Doug McPhee (Chair) • Trina Ayling • Bev Bellina • Irene Bischler • Alysha Clarke
• Nicole Heckendorf • Chris Johns • Sarah Madsen • Wendy Turner



Monthly Financial Report

For the period ended November 30, 2025



COMMENTS

Operating Expenditure Report

- The budget information is based on the 2025-2026 Budget approved by the Board on May 13, 2025.
- 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 five months of actual District operations and three months of School operations.
- The salaries and benefits are trending as expected based on the budgeted amounts and the applicable months for all employee groups.
- Other than dues and fees, the spending on services and supplies generally occurs during the school year, resulting a higher % of available budget for the remaining portion of the year.

Special Purpose Expenditure Report

- The budget information is based on the 2025-2026 Budget approved by the Board on May 13, 2025.
- The Special Purpose Expenditure Report reflects five months of actual District operations and three months of School operations.
- Other than the Annual Facility Grant and Early Care and Learning Fund to Schools, spending on the special purpose funds generally occurs during the school year, resulting in a higher % of available budget for the remaining portion of the year.



OPERATING EXPENDITURE REPORT

	November 2025 Actuals	2025 - 2026 Budget	\$ Available Budget	% Available Budget	Applicable Months
Salaries					
Principal & Vice-Principal Salaries	1,888,287	4,526,079	2,745,983	61%	12
Teacher Salaries	7,003,900	23,220,748	16,198,698	70%	10
Educational Assistants	1,020,553	3,922,744	2,902,191	74%	10
Support Staff	2,268,916	8,002,570	5,733,654	72%	10/12
Other Professional Salaries	982,706	2,514,236	1,505,512	60%	12
TOCs/Relief Salaries	837,683	3,408,703	2,462,829	72%	10/12
Total Salaries	14,002,045	45,595,080	31,548,867	69%	
Employee Benefits	3,574,525	11,457,615	7,874,049	69%	10/12
Total Salaries and Benefits	17,576,570	57,052,695	39,422,916	69%	
Services & Supplies					
Services	715,548	2,466,803	1,751,255	71%	
Student Transportation	56,973	340,421	283,448	83%	
Professional Development & Travel	205,691	652,735	447,044	68%	
Rentals and Leases	50,576	122,551	71,975	59%	
Dues and Fees	63,375	99,940	36,565	37%	
Insurance	202,404	225,000	22,596	10%	
Supplies	1,290,147	3,316,709	2,026,562	61%	
Utilities	409,988	1,829,201	1,419,213	78%	
Total Services & Supplies	2,994,702	9,053,360	6,058,658	67%	
Total Operating Expense	20,571,272	66,106,055	45,481,574	69%	



SPECIAL PURPOSE FUND EXPENDITURE REPORT

	November 2025 Actuals	2025 - 2026 Budget	\$ Available Budget	% Available Budget
Ministry of Education and Child Care Funds				
Annual Facilities Grant	279,640	129,640	(150,000)	-116%
Classroom Enhancement Fund	3,135,928	9,833,908	6,697,980	68%
Community Link	173,572	759,048	585,476	77%
Early Care and Learning Fund to Schools	72,916	175,000	102,084	58%
Early Years to Kindergarten	86	19,000	18,914	100%
Feeding Futures	188,306	597,706	409,400	0%
First Nation Transportation	-	26,863	26,863	100%
Health Career Work Experiential Learning	-	-	-	0%
Learning Improvement Fund	21,318	218,308	196,990	90%
Mental Health in Schools	22,917	55,000	32,083	58%
OLEP	36,676	115,835	79,159	68%
National School Food Program	23,259	122,231	98,972	81%
Professional Learning Grant	22,504	200,000	177,496	89%
Ready Set Learn	6,004	41,650	35,646	86%
Seamless Day Kindergarten	22,883	55,400	32,517	59%
StrongStart	23,608	160,000	136,392	85%
Student & Family Affordability Fund	-	50,000	50,000	100%
Work Experience Enhancement Initiative	-	-	-	0%
Total MOECC Funds	4,029,617	12,559,589	8,529,972	68%
Other Provincial Special Purpose Funds				
ASSAI	6,135	50,000	43,865	88%
Health Promoting Schools	-	27,000	27,000	100%
Total MOECC Funds	6,135	77,000	70,865	92%
Other Special Purpose Funds				
School Scholarships and Bursaries	40,785	30,000	(10,785)	-36%
School Generated Funds	469,436	1,615,000	1,145,564	71%
Donations	-	10,000	10,000	100%
Total MOECC Funds	510,221	1,655,000	1,144,779	69%
All Special Purpose Funds	4,545,973	14,291,589	9,745,616	68%



Monthly Transactions over 50K

For the period ended November 30, 2025

PAYMENTS IN NOVEMBER 2025 OVER \$50K (CHEQUES AND EFT)

Vendor Name	Amount
BMO Mastercard	87,458.33
Teachers' Pension Fund	801,894.01
Municipal Pension Fund	90,487.97
Receiver General RP0002	130,602.25
Receiver General RP0001	625,528.27
Pacific Blue Cross	194,428.89
British Columbia Teacher Federation	62,846.56
BC Teachers Federation	53,699.11
Harris School Solutions	16,414.65
Receiver General RP0003	59,120.40
Municipal Pension Fund	90,509.03
Receiver General RP0002	129,558.99
Receiver General RP0001	215,000.00
Peht In Trust c/o Morneau Shepell	122,327.79



LIST OF TRUSTEE RECUSALS
2025-2026

**Date of Meetings held in the
absence of the public with one or
more declared Conflicts of Interest**

NIL

**MEETING OF THE BOARD HELD IN PUBLIC
MINUTES
TUESDAY, DECEMBER 9, 2025**

Board:

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

Student Trustees:

M. Andersen, LVR
I. Hamilton, CBESS
K. Keyes, MSSS

District Staff:

T. Smillie, Superintendent
C. MacArthur, Secretary-Treasurer
L. Carriere, Director of Aboriginal Education (*via video conference*)
B. Eaton, Director of Instruction - Curriculum, Instruction, and Assessment
D. Holitzki, Assistant Superintendent
C. Kerr, Director of Operations
C. Makeiv, District Teacher Coordinator
T. Malloff, District Principal – Innovative Learning
S. Bruskowski, Executive Assistant

Regrets:

S. Chew, Chair
C. Singh, Director of Human Resources

1. Call to Order

In absence of Chair Chew, Vice Chair Bremner chaired the meeting.
The meeting was called to order at 5:00 PM.

2. Acknowledgement of Aboriginal Territory**3. Changes to the Proposed Agenda – Nil****4. Consent Package Questions – Nil****5. Adoption of Agenda**

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

25/26-016

THAT the Agenda for this December 9, 2025 meeting **BE ADOPTED**, as circulated.

The motion carried unanimously.



6. Receiving Public Presentations – Nil

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

8. Adoption of Minutes

UPON a motion duly made and seconded it was **RESOLVED:** 25/26-017

THAT the minutes from the November 4, 2025 Meeting of the Board Held in Public

BE ADOPTED, as amended.

The motion carried unanimously.

9. Future and Action Item Tracking

10. Education – Reports from the Superintendent

A. Early Years Continuous Learning Report 2025-2026

Assistant Superintendent Holitzki and District Teacher Coordinator Makeiv presented the *Early Years Continuous Learning Report 2025-2026*, outlining the district's goals to improve K-3 literacy and numeracy and support priority learners. She noted that the report reviews key assessment data and describes initiatives, professional learning, and resources used to strengthen early learning. She confirmed that the report aligns with SD8's strategic priorities and the ministry's *Educated Citizen* mandate.

In response to Trustees' questions, Assistant Superintendent Holitzki outlined that early registration supports effective planning and staffing, and communication with families occurs through flyers, social media, and newspapers. Data also shows that parents reading to their children has a significant positive impact on academic success.

B. Child Care Provision Update

Assistant Superintendent Holitzki presented the *Child Care Provision Update* and summarized SD8's licensed child care programs and initiatives for 2025-2026. She highlighted the mix of district-operated and third-party child care centers, ongoing collaboration with community partners, and the identified need for additional child care spaces in several communities. She noted that SD8 plans to apply for ChildCareBC New Spaces Funding in 2026 to support expanding child care options on school grounds.

In response to Trustees' questions, Assistant Superintendent Holitzki and Superintendent Smillie provided information related to \$10 per day child care and initiatives around expanding childcare in the region.

C. Graduation Ceremonies 2026

Superintendent Smillie presented the *Graduation Ceremonies 2026* memorandum and shared the upcoming ceremony dates for all secondary schools. She noted that trustees were invited to attend and that a trustee representative would speak at each ceremony.

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

A. Quarterly Capital Update

Director Kerr presented the *Quarterly Capital Update* and outlined progress on projects within the Minor Capital Operations program, the Annual Facility Grant, and the Food Infrastructure Program. He highlighted ongoing work such as lighting upgrades, HVAC



improvements, water system updates, and district-wide initiatives including charging station installations and flagpole replacements.

12. Governance and Policy

A. Announce Committee Representatives

Vice Chair Bremner announced the appointments of committee representatives and alternates:

- Accessibility Committee: Trustee Nazaroff (Rep), Trustee Etheridge (Alternate)
- Joint Safety Advisory Committee: Trustee Trenaman (Rep 1), Trustee Shunter (Rep 2)
- Policy Review Committee: Trustee Etheridge (Chair of Policy, Operations and Finance Committee), Chair Chew (Board Chair), Trustee Lang (Trustee appointment)

13. Human Resources

A. SD8 Recruitment and Retention Framework

Superintendent Smillie presented the *SD8 Recruitment and Retention Framework* and outlined strategies the district adopted to address ongoing challenges in recruiting, retaining, and engaging staff. She highlighted key initiatives underway across focus areas such as training, leadership development, and employee engagement.

Trustees were informed that the district made extra recruitment efforts for bus drivers.

14. Trustee Verbal Reports

A. Student Trustees

• MSSS (Student Trustee Keyes)

Student Trustee Keyes reported that Mount Sentinel hosted the Senior Girls A Provincials, where students supported ceremonies, game operations, and media production, giving many a chance to develop leadership skills. Students created a festive school atmosphere through Christmas activities, including a large school tree and a student-run Christmas market to support the grad class. The Academy PM program earned notable provincial film nominations, recognizing students' hard work, creativity, and dedication.

• LVR (Student Trustee Andersen)

Student Trustee Andersen reported that LVR's arts programs were active with fundraisers, performances, and collaborations, including jazz band, dance, drama, and senior art classes. Sports activities continued with the Junior Boys Basketball invitational and the launch of a new student-led cheer squad. The Health Hub remained busy and that students and staff worked to complete coursework ahead of the winter break.

• CBESS (Student Trustee Hamilton)

Student Trustee Hamilton reported that the school focused on reducing its environmental impact in November following an assembly from local recycling staff, implementing improved sorting systems that successfully cut garbage output by half. Students were preparing enthusiastically for the upcoming Christmas play and beginning rehearsals for the larger annual production.



B. Trustees

- Trustees Nazaroff, Trenaman, Shunter, and Blackmore shared their learnings from attending the BCSTA Trustee Academy.
- Trustee Trenaman was involved in the PVP Pool interview process and gave a shoutout to DPAC for their work.
- Trustee Shunter attended 2 Remembrance Day ceremonies. Learning for Sustainable Future (LSF) sponsored a BC knowledge mobilization session.
- Trustee Blackmore attended a Remembrance Day Assembly.
- Trustee Lang attended a student led Remembrance Day ceremony. She attended the BCPSEA Symposium together with Trustee Gribbin and noted the upcoming BCPSEA AGM in January which will be held online to reduce travel costs.

C. Chair

Vice Chair Bremner attended the BCSTA Trustee Academy and highlighted the role of advocacy for public education in BC. She attended Indigenous Education Council (IEC) meetings and acknowledged all the work IEC members put in, some of them as members of multiple IECs.

D. British Columbia School Trustee Association (BCSTA)

Trustee Shunter reported that the next Provincial Council meeting will be February 20, 2026 on Zoom.

E. British Columbia Public School Employers' Association (BCPSEA)

Trustee Gribbin informed the Board of the BCPSEA symposium which was held virtually and thereby reduced costs and carbon footprint.

F. District Parent Advisory Committee (DPAC)

Vice Chair Bremner reported that DPAC had their AGM, congratulated the DPAC Chair Michelle Harris to her re-election and expressed her gratitude for the DPAC's efforts towards student success.

G. Other – Nil

15. Comments or Questions from the Public

Superintendent Smillie informed a member of the public that information related to financial reports are published on the district website.

16. Meeting Schedule and Reminders

A. Board Meetings

The next Meeting of the Board held in Public is scheduled for January 13, 2026.

17. Adjournment

The meeting was adjourned at 7:05 PM.

Board Chair

Secretary-Treasurer



Board Meeting	Resolution #	Resolution Summary	Resolution	Assignment	Action Taken w/ Date	Complete
Resolutions in Progress						
February 26, 2019	18/19-092	Properties Sell or Defer	<p>WHEREAS there are nine Board owned properties under consideration for sale in the existing 2016-2026 Facilities Plan, which the Board has previously resolved to sell;</p> <p>WHEREAS the Board is currently in the process creating a new facilities plan (the "2019-2029 Facilities Plan"), for which it is currently consulting with stakeholders and has contracted Baragar Systems to provide long-range enrolment projections and demographic analysis;</p> <p>Moved by Trustee Lang , seconded by Trustee Chew:</p> <p>NOW THEREFORE BE IT RESOLVED</p> <p>THAT in line with past Board resolutions, the following property interests be sold forthwith:</p> <ol style="list-style-type: none"> 1. Former Crawford Bay maintenance yard; 2. Retallack land; 3. Former Yahk Elementary, and; 4. Ymir Land; <p>THAT the sale of the following property interests be deferred until the Board adopts the new 2019-2029 Facilities Plan:</p> <ol style="list-style-type: none"> 1. Former Al Collinson Elementary; 2. Former Gordon Sargent Elementary; 3. Kin Park in Creston, and; 4. Salmo tennis court & pool land 	Secretary-Treasurer	<p>As of April 2023, the following properties have not sold:</p> <ul style="list-style-type: none"> - Former Crawford Bay maintenance yard; - Retallack II; - Ymir Land - Salmo Tennis Court & Pool Land 	In Progress
Standing Resolutions						
Completed Resolutions						
December 9, 2025	25/26-017	Adoption of Minutes	THAT the minutes from the November 4, 2025 Meeting of the Board Held in Public BE ADOPTED, as amended.			Complete
December 9, 2025	25/26-016	Adoption of Agenda	THAT the Agenda for this December 9, 2025 meeting BE ADOPTED, as circulated.			Complete
November 4, 2025	25/26-015	KBB Motion Building - Advocate for Child Care Funding	<p>THAT the BCSTA requests that the Ministry of Education and Child Care, Ministry of Infrastructure, and the Ministry of Finance considers a funding model that provides for the BC Education and Child Care funding model to provide for predictable, sustainable funding and capital project funding for development of child care spaces and expands 10-dollar-a-day child care and learning in school facilities; and</p> <p>THAT this proposal be brought forward to the BCSTA Kootenay Boundary Branch meeting for consideration for a motion to be brought forward to the BCSTA.</p>			Complete
November 4, 2025	25/26-014	KBB Motion Building - Advocate for Child Care	<p>THAT the BCSTA:</p> <ul style="list-style-type: none"> •Review the BCSTA Policy Book to ensure that child care is represented in its foundational statements; •Updates its Policy Book to make current the name "Ministry Education and Child Care"; •Define roles and responsibilities of school districts; and, •Ensure that advocacy for child care and learning is represented in its policy statements; and <p>THAT this proposal be brought forward to the BCSTA Kootenay Boundary Branch meeting for consideration for a motion to be brought forward to the BCSTA.</p>			Complete
November 4, 2025	25/26-013	Adoption of Minutes	THAT the minutes from the October 14, 2025 Meeting of the Board Held in Public BE ADOPTED, as circulated.			Complete
November 4, 2025	25/26-012	Adoption of Agenda	THAT the Agenda for this November 4, 2025 meeting BE ADOPTED, as amended.			Complete
October 14, 2025	25/26-011	Add Agenda Item	THAT item "KBB Member at Large" be added to the agenda of this meeting.			Complete
October 14, 2025	25/26-010	Adoption of Minutes	THAT the minutes from the September 9, 2025 Meeting of the Board Held in Public BE ADOPTED, as circulated.			Complete
October 14, 2025	25/26-009	Adoption of Agenda	THAT the Agenda for this October 14, 2025 meeting BE ADOPTED, as circulated.			Complete



Memorandum to the Board of Education Public

From: Trish Smillie, Superintendent
Date: January 13, 2026
Subject: Online Learning Continuous Learning Report

For Information

Introduction

This memo provides an overview of the [Online Learning Continuous Learning Report](#), reflecting the strategic priorities for online learning in School District No. 8 (Kootenay Lake) (SD8) for the 2025-2026 school year.

Background

In alignment with the British Columbia mandate for public education, our district is steadfast in its commitment to enhancing online learning opportunities through our strategic plan, which supports equitable, diverse, and continuous learning experiences.

The report celebrates the successes of SD8's online programs, Elev8 DESK and Elev8 Homelinks, which have been instrumental in providing flexible learning options that cater to the varied needs of our students, including those from Indigenous backgrounds and learners with diverse abilities. It highlights our progress in expanding course offerings and promoting inclusivity within our online learning environments.

The Elev8 DESK program has experienced a shift in cross-enrolment figures, reflecting its growing reputation as a flexible and accommodating option for students. The Elev8 Homelinks program effectively implements blended learning instruction, emphasizing the importance of parental involvement and tailored educational pathways.

As we move forward, SD8 remains dedicated to supporting the academic journey of our students by building upon their strengths, celebrating their achievements, and ensuring that every learner is equipped to become an educated and connected citizen.





School District 8
Kootenay Lake

ONLINE LEARNING CONTINUOUS LEARNING REPORT 2025-2026

January 13, 2026





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 with continuous improvement in their learning 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 their 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.

Aligning to Our Strategic Plan

SD8’s Strategic Plan clearly defines its mission, vision, values, and priorities, serving as a foundation for the continued development of online learning across the district.

The School District No. 8 (Kootenay Lake) Elev8 program, now in its third year of operation as a Provincial Online Learning School (POLS), continues to grow in strength and scope through its alignment with the district’s strategic plan. Learners in this program are supported in becoming lifelong learners who are connected to others within a caring and inclusive community. They are prepared for life after graduation as culturally aware and identity-sensitive individuals, ready to pursue meaningful careers—achieving these goals through pathways distinct from traditional brick-and-mortar schools.

This Online Continuous Learning Report highlights how online learning is being used to address and support the diverse learning needs of students across the district.



EXECUTIVE SUMMARY

Action Plan (2024-2027)

The Online Continuous Learning Report outlines strategies and actions toward continuous improvement. The action plan identifies online learning priorities for the 2025–2026 school year, building on the progress made through previous years’ initiatives. SD8 progress to ensure ongoing growth and success for all learners—including Indigenous learners, students with diverse abilities, children and youth in care, and English language learners.

Online learning within the district is delivered through two distinct programs—Elev8 DESK and Elev8 Homelinks—and specific priorities and approaches vary between programs. Five key online learning priorities are aligned with the district’s five strategic priorities in the following table:

	Online Action Item	Strategic Priority
1	Ensure all course offerings are robust, relevant, and beneficial to students.	<ul style="list-style-type: none"> ♦ Lifelong learners ♦ Connected Learners ♦ Cultural and Identity Development ♦ Career Development
2	Expand course choices to make SD8 online programs more diverse and attractive.	<ul style="list-style-type: none"> ♦ Lifelong learners ♦ Connected Learners ♦ Cultural and Identity Development ♦ Career Development
3	Provide a welcoming and inclusive learning experience for all.	<ul style="list-style-type: none"> ♦ Caring and Inclusive Learning Culture ♦ Cultural and Identity Development
4	Develop clear vision for each program (Elev8 DESK and Elev8 Homelinks).	<ul style="list-style-type: none"> ♦ Lifelong learners ♦ Connected Learners ♦ Caring and Inclusive Learning Culture ♦ Cultural and Identity Development ♦ Career Development
5	Increase public awareness of the Elev8 program and what it offers around the province.	<ul style="list-style-type: none"> ♦ Connected learners



EXECUTIVE SUMMARY

A Focus on Student Success

SD8 remains committed to building on its strengths and celebrating learner success. Using data to inform decisions, guide planning, and shape practices—and by collaborating closely with educational partners, the district continues to make a meaningful difference for all learners.

The annual Online Continuous Learning Report reinforces SD8'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 highlights how SD8 supports learner success through its online learning programs.



INTRODUCTION

SD8's two online learning programs, Elev8- DESK and Elev8 Homelinks, each have a unique approach to student services and delivery methods.

Background

DESK

Elev8 DESK, originally known as the *Correspondence School of the Kootenays*, has been part of provincial learning initiatives since the 1970s. During the 1990s, the program was restructured and renamed the *Distance Education School of the Kootenays (DESK)*. It operated under this name until 2019, when the district undertook a comprehensive redesign and rebranding, resulting in the program's current identity as Elev8¹.

Elev8 was created to manage, operate, and further develop the district's two distinct online learning programs: the fully online program formerly known as DESK, and the district's blended-learning Homelinks programs.

In 2023, SD8 entered into a three-year agreement with the Ministry of Education and Child Care, through which Elev8 was designated a Provincial Online Learning School (POLS). This designation encompasses both Elev8 DESK and Elev8 Homelinks and enables Elev8 to enrol students from across British Columbia.

Homelinks

The Homelinks program has been in operation since the early 1990s and has been established in several communities, including Creston, Nelson, Kaslo, and the Slocan Valley—with Creston serving as the largest and longest-running location. What sets Homelinks apart from the DESK program is its distinctive blended-learning model, which combines at-home, face-to-face, and classroom-based learning each week.

Students in the program may attend school for up to 49% of the regular school week for in-person support, while most of their learning and coursework takes place at home. Parental involvement is an essential component of this model, as parents actively participate in the design and implementation of each student's Individual Student Learning Plan (SLP).

Provincial Online Learning School (POLS)

Provincial requirements to maintain a POLS designation include:

- Use of a provincially supported Learning Management System (LMS).
- Assurance of support for Indigenous online learners.
- Assurance of support for diverse online learners.

Twenty-one public POLS and 16 independent POLs are available to students across B.C. The Elev8 DESK and Elev8 Homelinks programs are two designated public POLS. Having this designation allows SD8 to grow online education opportunities inside and outside the district through these two unique programs.

¹ Elev8 can be seen as a portmanteau of the French word for student, "élève" and School District No. 8, as well evoking elevated learning through remote and online access.



ALIGNMENT TO STRATEGIC PRIORITIES

School District No. 8 (Kootenay Lake) endeavours to provide interest-based, competency-based, flexible and innovative approaches to teaching and learning in an online environment. The unique programming that online learning provides ties to each of the five SD8 strategic priorities identified in the district's strategic plan:

Lifelong Learning

- Unique course offerings
- Flexible scheduling
- Interest-based course material
- Multiple ways of demonstrating learning

Connected Learners

- Digital citizenship
- Electronically connected to local and global communities

Caring and Inclusive Learning Culture

- Self-paced learning
- The teaching and use of accessibility tools

Cultural and Identity Development

- BC First Peoples 12, English First Peoples 12 and Contemporary Indigenous Studies 12 courses offered
- Safe learning environment

Career Development

- Variety of course selections of interest to students
- Career-Life Education, Career Life Connections courses offered



EVIDENCE OF LEARNING

Learning Engagement

Homelinks

POLS Data	Non-Indigenous Students			Indigenous (In Year) Students (First Nations, Inuit, & Métis)			First Nations Students who are ordinarily resident on reserve (in year)		
One-Year Course Completion Rates (%)	2023-24	2024-25	2025-26	2023-24	2024-25	2025-26	2023-24	2024-25	2025-26
	8-9	8-9	8-9	8-9	8-9	8-9	8-9	8-9	8-9
	100%	100%		100%	100%				
	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12
	98%	96%		100%	95%		100%		

DESK

POLS Data	Non-Indigenous Students			Indigenous (In Year) Students (First Nations, Inuit, & Métis)			First Nations Students who are ordinarily resident on reserve (in year)		
One-Year Course Completion Rates (%)	2023-24	2024-25	2025-26	2023-24	2024-25	2025-26	2023-24	2024-25	2025-26
	8-9	8-9	8-9	8-9	8-9	8-9	8-9	8-9	8-9
	100%	100%		100%	100%				
	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12
	91%	95%		87%	93%				

As seen in the charts above, the majority of students who enrol in a course complete it within one year of starting.

Strategies to facilitate learning engagement and success include providing each of our younger learners and their families with a letter of expectations that outlines roles and responsibilities within the learning process. For grades 10–12, policies and guidelines define expectations for students, staff, and parents regarding engagement and participation in online learning.

A pacing and progress tool has also been introduced to help students monitor their own learning and stay on track with goals, expectations and tasks. Teaching staff maintain regular check-ins with all students. When a teacher identifies a concern with progress, the matter is discussed with a school-based team to explore additional strategies for support. The Indigenous Support Teacher is also notified when Indigenous students experience challenges with progress.

Formal written learning updates are provided three times per year, with additional progress reports shared as needed. The grade 10–12 clerical team notifies teachers when a student approaches the one-year mark in a course, though this information is also accessible to educators within the district's Student Management System (SMS). When other interventions are unsuccessful, administration engages directly with students and families to identify barriers to success and develop alternative strategies to support learning. Most K-7 students currently have received final grades of Proficient or Extending in Literacy and Numeracy on their final Learning Updates (see graphs). With support and adaptations in both programs, 100% of the grade 10-12 students have achieved a passing grade as their final course mark. A tally of graduation assessments are visible in the accompanying charts.

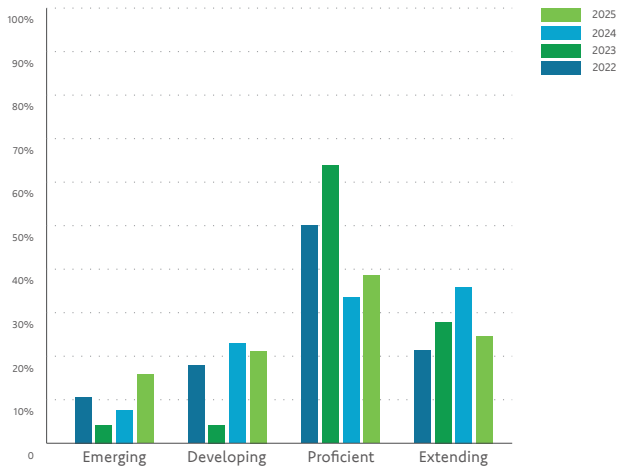


EVIDENCE OF LEARNING

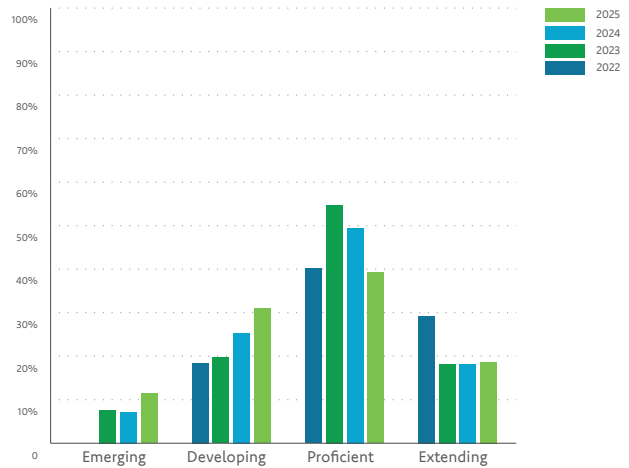
As a result of these combined efforts on the part of educators, administrators, support staff, students and families, we have observed increased student engagement, improved learning outcomes, and higher levels of overall achievement.

Learning Updates (Numeracy)

DESK K-7 Math Learning Update Final Grade

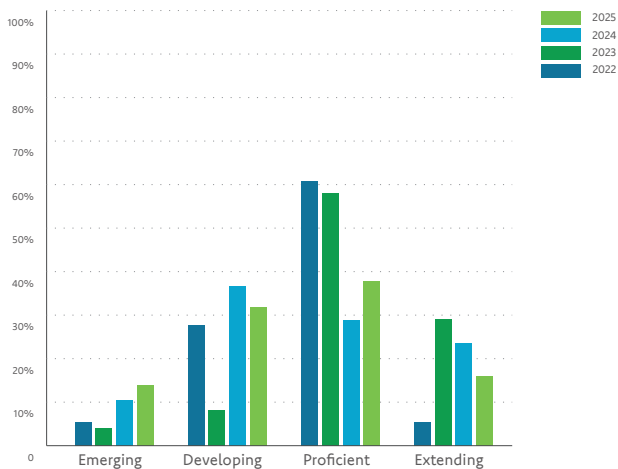


Homelinks K-7 Math Learning Update Final Grade

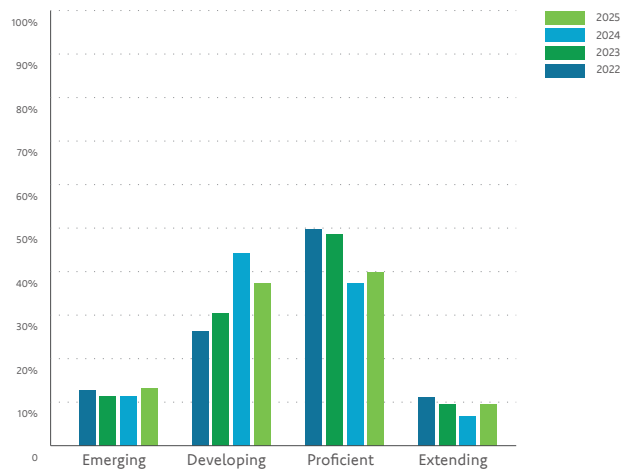


Learning Updates (Literacy)

DESK K-7 LA Learning Update Final Grade



Homelinks K-7 English Learning Update Final Grade





EVIDENCE OF LEARNING

Graduation Assessments

Most grade 10–12 Elev8 students are cross enrolled with their school² of record. This means many Elev8 students take their numeracy and literacy assessments through that school of record rather than through the online program.

Numeracy 10 Assessment (Proficient or Extending)

	Elev8 Homelinks		Elev8 DESK	
	Number of Students	Percentage	Number of Students	Percentage
2020–2021	5/30	17%	6/14	43%
2021–2022	10/26	38%	4/9	44%
2022–2023	7/18	39%	4/5	80%
2023–2024	6/15	40%	3/3	100%

Literacy 10 Assessment (Proficient or Extending)

	Elev8 Homelinks		Elev8 DESK	
	Number of Students	Percentage	Number of Students	Percentage
2020–2021	25/38	66%	8/10	80%
2021–2022	21/26	81%	5/5	100%
2022–2023	14/19	74%	4/6	67%
2023–2024	11/15	73%	4/5	80%

Literacy 12 Assessment (Proficient or Extending)

	Elev8 Homelinks		Elev8 DESK	
	Number of Students	Percentage	Number of Students	Percentage
2021–2022	7/10	70%	5/5	100%
2022–2023	2/3	67%	4/5	80%
2023–2024	6/7	86%	4/6	67%

² A school of record is the school where the student shows as enrolled in My Education (MyEd) BC, the secure, web-based student information management system.





EVIDENCE OF LEARNING

Foundation Skills Assessments (FSA)

Online learning students complete most of their coursework at home. However, the Homelinks program provides opportunities for in-person learning, which influences how students and families engage with assessments such as the Foundation Skills Assessment (FSA). Despite having the option to participate, overall participation in the FSA among students and families has remained low.

Other Provincial Assessment Tools (Student Learning Survey, EDI, MDI, YDI)

Students participating in online learning complete most of their studies at home, as both DESK and Homelinks operate as non-attending programs. Collecting assessment data can be challenging, as many families view certain assessments as optional. Consequently, families often consider these assessment tools non-essential and frequently choose not to participate when invited by the school.

Funding Model for Online Learning

Online learning programs receive funding from the Ministry of Education and Child Care at four different times during the year: September, February, May and July, to accommodate continuous enrolment.

While funding levels are consistent through all grades, at \$7280.00 per FTE, there are differences in how this funding is calculated, depending on the grade levels. It is also important to note that a bricks and mortar school is funded at \$9015.00 per FTE.



EVIDENCE OF LEARNING

Kindergarten to Grade 7

Students in kindergarten to grade 7 are funded per program. The district must demonstrate active involvement in the K-7 program to claim funding for the student. If a student joins the K-7 program after the initial September funding count, they are then funded at half the original funding level, or \$3640.00. If the student enrolls following the February funding count, they are then funded through the May count, at a third of the original funding level, \$2426.67. Provincial funding in February or May only occurs if the student enrolls from outside SD8.

Grades 8 and 9

Students in grades 8 and 9 are funded on a combination of program and course-based models. They are funded at 0.25 FTE per course until they are enrolled in 4 courses. Students with four or more courses are all funded at 1.0 FTE. The same funding reductions that apply to K-7 programs for the February and May count also occur. Students must be enrolled from out of district to be funded in either February or May count.

Grades 10 to 12 and Adults

Students in grades 10 to 12, as well as adults, are funded strictly based on course enrolment, with each course the equivalent to 0.125 FTE. This funding model applies to all three funding periods.

Enrolment

Over time, enrolment has fluctuated within SD8's online learning programs. Lately, we have experienced a large growth in enrolment our Elev8 DESK program and a slight decline in Elev8 Homelinks.

POLS Data	2023-2024			2024-2025		
Number of distinct students enrolled in DESK	K-9	10-12	Other*	K-9	10-12	Other*
	107	513	80	127	819	104
Total	697			1,040		

POLS Data	2023-2024			2024-2025		
Number of distinct students enrolled in Homelinks	K-9	10-12	Other*	K-9	10-12	Other*
	136	83	0	128	68	6
Total	219			200		

*"Other" includes Elementary Ungraded (EU), Secondary Ungraded (SU), and Graduated Adult (GA)



EVIDENCE OF LEARNING

FTE (Total)

Year	School	Sept	Feb	May	Total
2025-2026	DESK	167.25			
	Homelinks	135.935			
	Total	303.185			
2024-2025	DESK	136.75	69.125	53.125	259.000
	Homelinks	130.8125	11.9375	4.6875	147.4375
	Total	267.5625	81.0625	57.8125	406.4375
2023-2024 (First Year as a POLS)	DESK	125.1875	43.0625	32.6875	200.9375
	Homelinks	153.625	12.9375	5.5625	172.125
	Total	278.8125	56.000	38.25	373.0625
2022-2023	DESK	75.1875	26.8125	21.000	123.000
	Homelinks	159.625	22.875	11.625	194.125
	Total	234.8125	49.6875	32.625	317.125

Indigenous Ancestry Head Count

Year	School	Sept	Feb	May
2025-2026	DESK	55		
	Homelinks	31		
	Total	86		
2024-2025	DESK	43	61	61
	Homelinks	34	39	35
	Total	77	100	96
2023-2024 (First Year as a POLS)	DESK	36	38	39
	Homelinks	41	40	32
	Total	77	78	71
2022-2023	DESK	30	36	26
	Homelinks	46	46	44
	Total	76	82	70



EVIDENCE OF LEARNING

Inclusive Education Head Count

Year	School	Sept	Feb	May
2025-2026	DESK	6		
	Homelinks	13		
	Total	19		
2024-2025	DESK	10	6	8
	Homelinks	16	18	18
	Total	26	24	26
2023-2024 (First Year as a POLS)	DESK	6	5	8
	Homelinks	13	12	12
	Total	19	17	20
2022-2023	DESK	8	8	8
	Homelinks	17	20	18
	Total	25	28	26

ELEV8 DESK

The Elev8 DESK kindergarten to grade 9 (K-9) program is comprised entirely of full-time (1.0 FTE) learners. Most grade 8 and 9 students are also enrolled full-time, with a small number of cross-enrolled learners. While most students come from within SD8 boundaries, the creation of the POLS designation has led to a growing number of students joining from outside the district. Applications are received throughout the year as families seek alternative learning options, particularly during the middle school years. Consequently, end-of-year enrolment in these grades is typically higher than the September count. Families choose Elev8 DESK K-9 for the flexibility it offers in terms of time, location, and learning pace, allowing education to adapt to each family's lifestyle. Some learners are also drawn to the program as an alternative to the traditional classroom setting.

The Elev8 DESK 10-12 program serves learners from across the province. Some students continue with the Elev8 online program after completing grade 9 with DESK. Most students in grades 10-12 are not enrolled fulltime with Elev8 DESK. The majority take only a few courses and are cross enrolled with another provincial school. Elev8 DESK's diverse and flexible course offerings continue to attract strong enrolment, with over 300 more active courses this year compared to the same time last year.

Because the Elev8 DESK 10-12 program operates on a continuous enrolment model, learners can begin their courses at any point in the year and progress at their own pace, completing them within a 12-month period. As a result, teaching and learning takes place year-round, including during the summer months.

Elev8 DESK has experienced steady growth over the last four years, with over double the number of courses registered in 2025-2026 than in 2022-2023. Much of the increase appears to come from grade 10-12 students who reside out of SD8 boundaries. These students are cross enrolled in SD8 for a few courses at a time.



EVIDENCE OF LEARNING

ELEV8 Homelinks

Learners often choose the Elev8 – Homelinks program for its flexible design that promotes connections to home. As Elev8 Homelinks is a blended program, families often choose it for the flexibility it offers and the family's involvement in the learner's experience. All K-9 learners in Elev8 Homelinks are 1.0 FTE. In contrast, grade10-12 learners may be 1.0 FTE but are often cross-enrolled with the local high school.

Over the last four years, Elev8 Homelinks has experienced a decrease in enrolment each year. The rate of enrolment decrease is greater than SD8's overall decrease over this same time. The overall decrease in FTE at Elev8 Homelinks may be a result of a decrease in student population in the area; an uptake in fully online learning; families returning to bricks and mortar schools after COVID; various changing dynamics at other local schools; or other reasons not considered at the time of writing this report.

Indigenous Ancestry

Over the past four years, the number of students in our courses who self-identify as having Indigenous ancestry has increased at a similar rate to the overall full-time equivalent (FTE) enrollment.

A variety of initiatives and supports have been established to assist our Indigenous learners. The Indigenous Academic Success Teacher connects with all families of school-aged students who have self-identified as Indigenous, offering supports to those who express interest in building that connection. This teacher provides academic assistance, sends regular email updates, and has created an Indigenous Landing Page within the D2L platform. They also collaborate with teachers to adapt or modify coursework to meet individual learning needs and to ensure that Indigenous content is represented across subjects. At Elev8 Homelinks, Indigenous themed experiences and teachings are provided in person by the Indigenous Support Teacher.

To enhance communication with Indigenous families, an Indigenous Landing Page in D2L has been created, and the Indigenous Academic Success teacher distributes a regular newsletter to share relevant updates and information. Both the classroom teacher and the Indigenous Academic Success Teacher maintain consistent contact with families.

The Director of Instruction – Indigenous Education and Learning Services meets regularly with and supports the Indigenous Academic Success Teacher to ensure that the needs of Indigenous learners are being met. The Director also reaches out to any First Nations communities where students may reside on reserve, following up with the Principal as needed. In addition, the Director works within the Indigenous Education Council (IEC) and maintains communication with the local First Nations community through the Local Education Agreement (LEA) process and the LEA Oversight Team.





EVIDENCE OF LEARNING

Students with Diverse Needs

The number of students supported through the Inclusive Education Department has remained relatively consistent over the past four years.

Elev8 continues to have an Inclusion Support Teacher (IST) dedicated to assisting identified students. When concerns arise or students experience challenges, classroom teachers bring these cases to the School-Based Team to discuss possible support and, when appropriate, initiate an assessment process. Classroom teachers, the Indigenous Academic Success Teacher, and the Inclusion Support Teacher maintain communication with families, documenting all relevant discussions and follow-up actions.

We continue to follow SD8 policies and guidelines, ensuring open communication and consent regarding Individual Education Plans (IEPs). We currently use a competency-based IEP model. Meetings with guardians take place at both the beginning and end of the school year. All student assessments go through a district-level vetting process to ensure compliance with provincial requirements and to confirm that appropriate communication with guardians has occurred. District support includes adapted programming, access to an Integration Support Teacher, and access to district itinerant staff, such as Speech and Language Support or Occupational Therapy. The Homelinks program also provides Educational Assistant support during the blended learning component of the program.

To help identify emerging needs of students, Primary Success Meetings and Academic Reviews continue to play a valuable role early in the school year. Ongoing monitoring by teachers and the school-based team allows for timely implementation of strategies and support as required.

A focused effort is underway to ensure all DESK students in grades 10–12 are progressing through their courses and are on track to graduate with their peers. This involves a detailed review of graduation plans, followed by discussions with learners and their guardians as needed.





EVIDENCE OF LEARNING

Course Offerings

The Elev8 Homelinks program offers a broad range of courses, with the flexibility to expand as needed. For students in grades K–9, the program provides all the courses necessary for a complete and well-rounded year of study. Through a strong partnership between school and home, learners benefit from a balanced and comprehensive educational experience.

Currently, 35 different courses are available to grade 10–12 students in Elev8 Homelinks. This diverse selection allows learners to meet all graduation requirements while pursuing their individual interests. When appropriate, students may also cross-enrol with the local secondary school (Kootenay River Secondary School) to access additional courses that align with student goals and learning needs.

In the Elev8 DESK program, K–9 learners engage in a comprehensive curriculum that fully supports their academic development and provides complete coverage of the provincial learning outcomes for their grade level.

At the grade 10–12 level, Elev8 DESK currently offers 39 courses, including two new additions introduced at the start of this year. This variety allows students to select courses that both fulfil graduation requirements and reflect their personal interests. Most DESK learners focus on one or two courses at a time while remaining cross-enrolled with other secondary schools across the province. Fewer than one-quarter of grade 10–12 learners list Elev8 DESK as their school of record. The program also serves adult learners who are completing their graduation programs or taking additional courses. Many cross-enrolled students come from throughout British Columbia, including other schools within School District 8.



EVIDENCE OF LEARNING

Future Directions

Provincial Online Learning Schools (POLS)

Looking ahead, a significant development is the Ministry of Education and Child Care's revision of the Online Learning Policy and Guidelines (formerly known as the Distributed Learning Policy). These updates establish clear and consistent expectations for the operation of online learning programs across the province, in both public and independent sectors. In July 2023, Elev8 DESK and Homelinks were designated as one of twenty-one (21) public Provincial Online Learning Schools (POLS) authorized to provide programming to students throughout British Columbia.

The three-year action plan for online learning focuses on the 5 priorities in the table below.

	Online Action Item	Strategic Priority
1	Ensure all course offerings are robust, relevant, and beneficial to students.	<ul style="list-style-type: none"> ♦ Lifelong learners ♦ Connected Learners ♦ Cultural and Identity Development ♦ Career Development
2	Expand course choices to make SD8 online programs more di-verse and attractive.	<ul style="list-style-type: none"> ♦ Lifelong learners ♦ Connected Learners ♦ Cultural and Identity Development ♦ Career Development
3	Provide a welcoming and inclu-sive learning experience for all.	<ul style="list-style-type: none"> ♦ Caring and Inclusive Learning Culture ♦ Cultural and Identity Development
4	Develop clear vision for each program (Elev8 DESK and Elev8 Homelinks).	<ul style="list-style-type: none"> ♦ Lifelong learners ♦ Connected Learners ♦ Caring and Inclusive Learning Culture ♦ Cultural and Identity Development ♦ Career Development
5	Increase public awareness of the Elev8 program and what it offers around the province.	<ul style="list-style-type: none"> ♦ Connected learners



EVIDENCE OF LEARNING

1. Ensure Course Offerings Are Robust, Relevant, and Beneficial to Students

An ongoing comprehensive review of current course offerings will be conducted to ensure that each course remains engaging, meaningful, and aligned with learner’s needs. This review will:

- Identify factors influencing enrolment levels in individual courses
- Assess the relevance of course content to current learner interests and goals
- Evaluate whether the delivery methods are engaging and effective for students
- Ensure teaching resources are allocated efficiently to maximize impact and reach

2. Expand Course Choices to Enhance Diversity and Appeal

To attract new learners and better serve existing ones, we will broaden our range of courses. Decisions about new courses will be guided by learner inquiries, emerging societal needs, and areas of secondary school student interest. Time and resources will be prioritized strategically to support program diversity and efficiency.

3. Provide a Welcoming and Inclusive Learning Experience for All

Guided by SD8’s strategic plan—which emphasizes inclusivity in its mission, vision, and values, Elev8 DESK and Elev8 Homelinks are committed to meeting the needs of every learner. Both programs will continue to apply inclusive teaching practices and ensure access to assistive technologies and support for students with diverse abilities.

4. Develop a Clear Vision for Each Program: Elev8 DESK and Elev8 Homelinks

As of September 2023, both Elev8 DESK and Elev8 Homelinks operate under the Provincial Online Learning School (POLS) framework. To strengthen identity and efficiency, each program will refine its distinct vision, outlining its specific student services, programming, and instructional approaches. This clarity will support enhanced learner experiences and operational effectiveness.

5. Increase Public Awareness of the Elev8 Program and Its Offerings

A targeted public awareness campaign will be launched to promote Elev8’s programs and attract new learners. This initiative will highlight the program’s strengths and opportunities through advertising, social media, word of mouth, and other communication channels, with the goal of increasing enrollment and community engagement.





CONCLUSION

SD8 is dedicated to providing inclusive, caring, and high-quality learning opportunities that prepare all students for lifelong learning and future career pathways. With the designation as a Provincial Online Learning School (POLS), new opportunities for growth and innovation have emerged. The continued development, expansion, and evaluation of the Elev8 programs align closely with the School District 8 (Kootenay Lake) 2024–2029 Strategic Plan, which emphasizes fostering lifelong learners who are well-prepared for success beyond graduation.

Within SD8, online learning aims to be the preferred choice for learners across the province, recognized for its commitment to quality, inclusivity, and diverse educational offerings.





GRATITUDE

SD8 thanks the following agencies and community partners for supporting SD8 learners:

Creston Valley Gleaners Society

Elev8 DESK Parent Advisory Council

Elev8 Homelinks Parent Advisory Council

Ktunaxa Kinbasket Child and Family Services Society

Learning Management System (LMS) Technical Committee

Ministry of Children and Family Development

Ministry of Education and Child Care

Provincial Online School (POLS) Administration Working Group



Memorandum to the Board of Education Public

FROM: Trish Smillie, Superintendent
DATE: January 13, 2026
SUBJECT: Kindergarten Registration 2026-2027

For Information

Introduction

This memorandum provides an overview of the kindergarten registration process for the 2026-2027 school year in School District No. 8 (Kootenay Lake) (SD8).

Background

Kindergarten registration assists with school planning and district budget planning processes. Kindergarten registration for the upcoming 2026-2027 school year opens on January 5, 2026. Children who turn five by December 31, 2026 are eligible to enrol in kindergarten for the 2026-2027 school year.

Parents/legal guardians must register their child at their neighbourhood catchment school.

[SD8 Policy 410 \(School Choice and Catchment\)](#), [Administrative Procedure 3100 \(Eligibility for Ministry Funded Enrolment\)](#), and [Administrative Procedure 3101 \(School Choice, Student Transfer, and Catchment\)](#) provide relevant definitions, describe the SD8 school catchment areas, provide information about school registration, and outline the application for transfer process for families who would like have their child attend a school other than their catchment school. Information can be found on the SD8 website - [School Registration](#).

Information

SD8 kindergarten registration is advertised through local media and is posted on the SD8 website and all SD8 elementary school websites. In addition, local child care programs, StrongStart programs, and the West Kootenay Child Care Resource and Referral (WKCCRR) are provided with information about kindergarten registration to share with their networks.

During the months of January through March, elementary schools provide their kindergarten enrolment projections to the district office to assist with SD8 planning processes.

SD8 provides opportunities for families to learn about kindergarten at their catchment school. In April, May, and/or June each year, each elementary school will host a **“Welcome to Kindergarten” event or events**, to welcome incoming kindergarten families. During these events, each child who has registered for kindergarten and their caregivers have an opportunity to meet the kindergarten teacher, school principal, other school and district staff, and familiarize themselves with their new school. Each family also receives items to support transition into school, including the pamphlet: [Kindergarten - Let's Get Started](#).



Transition items for children entering kindergarten include handy lists of school and community resources, one or more books that teachers will use in kindergarten, numeracy games that children can play at home, manipulatives that help students learn fine motor skills, the alphabet, number sense, and more.

Each of these items helps children get ready for kindergarten in SD8.



In addition, each elementary school creates a [social story](#) about their school which is included in the Welcome to Kindergarten bag. This social story includes photos of the school such as the kindergarten classroom, library, gymnasium, school bus location and playground and provides visual information that helps children learn about their school before starting kindergarten.

These school social stories are on each elementary school's website.

Provincially, the transition to kindergarten is supported by the child-friendly [When I go to Kindergarten](#) document, the parent/caregiver [Full Day Kindergarten Program Guide](#), the Ministry of Education and Child Care's [Support the Transition to Kindergarten](#) information page, and the [Kindergarten Curriculum Guide](#).

SD8 staff strive to ensure children and their families/caregivers enter kindergarten each September with confidence, anticipation, and excitement. Assisting families/caregivers with the registration process as well as hosting kindergarten transition open house events and individual school/family meetings all help to ensure a seamless transition into kindergarten each year.



Memorandum to the Board of Education Public

FROM: Cathy MacArthur, Secretary-Treasurer
DATE: January 13, 2026
SUBJECT: 2026 - 2027 Budget Development Process and Schedule

For Information

Introduction

This memorandum provides information on the 2026 - 2027 Budget Schedule.

Background

An internal and public consultation process is undertaken to identify budget priorities. The district incorporates those priorities into the preliminary operating budget as directed by the Board. By June 30th each year, the Board must adopt a budget for the upcoming school year.

Information

The public budget consultation process for the 2026-2027 school year is scheduled to commence on March 12, 2025. The schedule as outlined in the table below was approved at the May public Board meeting.

Date	Time	Meeting	Meeting Description/Tasks	Attendees/Responsible	Location
March 10, 2026	n/a	Surveys to KLPVPA, Students & Public	Invitation to comment. Preliminary Draft Budget Posted Online.	Public, Partner Groups and Students	Online Survey & Invitation to Comment
April 14, 2026	9:00PM – 3:00PM	Board Working Session	Preliminary Draft Budget Review.	Trustees	Board Office & Zoom
April 21, 2026	11:00AM – 12:30PM	Indigenous Education Council, KLPVPA, CUPE, KLTF, DPAC	Focused Draft Budget Discussions.	Trustees, Senior Staff & Partner Groups	Board Office & Zoom
April 21, 2026	1:00PM – 2:00PM	Policy, Operations & Finance Partner Advisory Committee Meeting	Preliminary Draft Budget Review.	Trustees, Senior Staff & Committee Members	Board Office & Zoom
April 21, 2026	6:00PM – 7:30PM	Public Webinar	Presentation of Updated Budget, Survey Results, Public Q&A.	Partner Groups & Public	Zoom Webinar
May 12, 2026	1:30PM – 2:30PM	Policy, Operations & Finance Partner Advisory Committee Meeting	Superintendent's Recommended Budget.	Committee Members	Board Office & Zoom
May 12, 2026	5:00PM – 7:00PM	Meeting of the Board held in Public	Superintendent's Recommended Budget. Planned Readings 1, 2 & 3 of Budget Bylaw.	Trustees	Board Office & Zoom



POLICY 490: Permanent School Closure

The Board may decide to permanently close a school, following a school closure public consultation process, and must provide written notification to the Minister of Education and Child Care.
At times, the Board may consider permanent closure of schools.

~~The Board of Education of School District No. 8 (Kootenay Lake) believes that consultation with staff, parents and the public is essential when considering decisions that involve closing schools. Such considerations will be subject to the Administrative Procedures associated with this policy.~~
The Board of Education of School District No. 8 (Kootenay Lake) believes that consultation with staff, parents and the public is essential prior to the Board making its final decision with respect to the closure of that school and follows the SD8 public Engagement Framework.

School closure is defined as the school building not being used for educational programs for students permanently. Schools will only be considered for closure if enrolment projections do not forecast the reopening of the school in the future or other pertinent reasons.

~~Permanent closure means that for a period of more than twelve (12) months the building will not be used to provide educational programs to students, except where the Board intends to reopen the school following renovations or repairs. The Board may decide to permanently close a school, following a school closure public consultation process, and must provide written notification to the Minister of Education and Child Care.~~

~~The Board of Education of School District No. 8 (Kootenay Lake) believes that consultation with staff, parents and the public is essential when considering decisions that involve closing schools prior to the Board making its final decision with respect to the closure of that school.~~
~~Such considerations will be subject to the Administrative Procedures associated with this policy.~~

~~Following the consultation process, the Board will make a decision on the possible closure of the school.~~

~~Efforts will be made to ensure that all persons in the community who could be affected by a school closure are given an adequate opportunity to comment on the proposal before a final decision is made.~~

Schools will not be considered for closure if enrolment projections forecast the reopening of the school in the near future.

The final decision regarding closure of a school or schools shall be made before April 30 to give sufficient notice to account for impacts to families to facilitate the closure and staff to facilitate operational requirements of the closure.

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 73\(1\)\]](#)

Related Contract Article: Nil

Adopted: April 22, 2003

Amended: February 17, 2004 - Amended: December 11, 2018 - Amended: June 9, 2020 - May 24, 2022

Definitions

Permanent School Closure: The closing of a school used for the purpose of providing an educational program to students for a period exceeding 12 months.

Procedures

1. The Superintendent will provide the Board with information about a potential school closure in a closed meeting of the Board.

Following consideration of the Board, the Superintendent may recommend to the Board at a public meeting consideration of schools for closure. Any such recommendation will also be communicated to the affected school communities.

The Superintendent, in making a recommendation for consideration for closure may assess factors such as (some of which may not be applicable to a specific closure consideration):

- 1.1 Program offerings.
 - 1.2 Space available in nearby schools.
 - 1.3 Distances between schools.
 - 1.4 Traffic and travel patterns and safety of access for students being relocated.
 - 1.5 Current and projected enrolment levels.
 - 1.6 Class size.
 - 1.7 Funding formula considerations.
 - 1.8 Age of the building, physical plant maintenance and operating costs of the facility, including the need for seismic upgrades.
 - 1.9 Potential re-uses of school facilities and sites.
 - 1.10 Other factors that may be applicable in the circumstances.
2. The Board will consider the information provided by the Superintendent and either:
 - 2.1 Conclude that no action or further study is required, or
 - 2.2 Initiate a public consultation process by passing a motion at a public meeting of the Board.
 3. The Superintendent will notify the Principal(s) and the Parent Advisory Council(s) in writing that the school has been identified for possible closure. The Board will notify the school community, including employees, and the public about the school closure public consultation process through various means including parent newsletters and information posted on the district website.
 4. The Board shall allow a period of at least sixty (60) days for the public consultation process to take place.

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 73\(1\)\]](#)

Related Contract Article: Nil

Adopted: April 22, 2003

Amended: February 17, 2004 - Amended: December 11, 2018 - Amended: June 9, 2020 - May 24, 2022



5. The Board shall take the following steps to ensure that public consultation will take place:

5.1 Make available, in writing, the rationale for the proposed school closure considered by the Board, including, but not limited to information with respect to the following factors:

5.1.1 The number of students who would be affected, at both the school to be closed and surrounding schools.

5.1.2 Enrolment trends and utilization for the school and surrounding area.

5.1.3 Availability of space at receiving schools.

5.1.4 Proximity to possible receiving schools and the routes to schools.

5.1.5 Financial considerations including anticipated cost savings.

5.1.6 Facility age and condition.

5.1.7 District Choice and Special Programs offered at the school.

5.1.8 Impacts on surrounding schools.

5.1.9 Impacts on community users operating in the schools offered at the school.

6. Once a school closure public consultation process has been initiated, at least one (1) public consultation meeting will be held to discuss the proposed closure in the catchment area/community [communities] where the school is located.

7. The time and location of the school closure public consultation meeting(s) shall be advertised to notify the community at least 14 days in advance. This may include signage at the school, written notification to parents/guardians of students currently attending and registered to attend the school, notices to neighbouring schools, Parent Advisory Councils, employee groups and information posted on the District website and to social media.

8. The Board shall present the following at the beginning of the public meeting:

8.1 Rationale for the proposed closure, including, but not limited to the pertinent facts and information related to the factors identified within the policy.

8.2 The timing of the proposed closure and the implications for the placement of students.

8.3 Possible alternative community use for all or part of the school.

9. Notes will be kept of the public meeting to record concerns or options raised regarding the proposed closure. Following the public meeting(s), the Board will give consideration to all input prior to making its final decision with respect to the school closure.

9.1 The Board shall provide an opportunity for written responses to the Board regarding the proposed school closure. The Board will provide information and directions on how to submit the written responses. Written submissions will be summarized and will be acknowledged as received.

10. The final decision on a school closure will be made through the first, second, and third and final reading of a School Closure Bylaw at a public Board meeting. Following a decision to close a school, the Board will provide, without delay, written notification to the Minister of

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 73\(1\)\]](#)

Related Contract Article: Nil

Adopted: April 22, 2003

Amended: February 17, 2004 - Amended: December 11, 2018 - Amended: June 9, 2020 - May 24, 2022

Education and Child Care of its decision containing the following information:

10.1 The school's name;

10.2 The school's facility number;

10.3 The school's address; and

10.4 The date on which the school will permanently close.

2.11. Alternate use of a closed facility will be determined by the Board after receiving a recommendation from the Superintendent.

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 73\(1\)\]](#)

Related Contract Article: Nil

Adopted: April 22, 2003

Amended: February 17, 2004 - Amended: December 11, 2018 - Amended: June 9, 2020 - May 24, 2022

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Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 73\(1\)\]](#)

Related Contract Article: Nil

Adopted: April 22, 2003

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POLICY 490: Permanent School Closure

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The Board of Education of School District No. 8 (Kootenay Lake) believes that consultation with staff, parents and the public is essential prior to the Board making its final decision with respect to the closure of that school and follows the SD8 public Engagement Framework.

School closure is defined as the school building not being used for educational programs for students permanently. Schools will only be considered for closure if enrolment projections do not forecast the reopening of the school in the future or other pertinent reasons.

The final decision regarding closure of a school or schools shall be made to give sufficient notice to account for impacts to families to facilitate the closure and staff to facilitate operational requirements of the closure.

Definitions

Permanent School Closure: The closing of a school used for the purpose of providing an educational program to students for a period exceeding 12 months.

Procedures

1. The Superintendent will provide the Board with information about a potential school closure in a closed meeting of the Board.

Following consideration of the Board, the Superintendent may recommend to the Board at a public meeting consideration of schools for closure. Any such recommendation will also be communicated to the affected school communities.

The Superintendent, in making a recommendation for consideration for closure may assess factors such as (some of which may not be applicable to a specific closure consideration):

- 1.1 Program offerings.
- 1.2 Space available in nearby schools.
- 1.3 Distances between schools.

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 73\(1\)\]](#)

Related Contract Article: Nil

Adopted: April 22, 2003

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- 1.4 Traffic and travel patterns and safety of access for students being relocated.
 - 1.5 Current and projected enrolment levels.
 - 1.6 Class size.
 - 1.7 Funding formula considerations.
 - 1.8 Age of the building, physical plant maintenance and operating costs of the facility, including the need for seismic upgrades.
 - 1.9 Potential re-uses of school facilities and sites.
 - 1.10 Other factors that may be applicable in the circumstances.
2. The Board will consider the information provided by the Superintendent and either:
 - 2.1 Conclude that no action or further study is required, or
 - 2.2 Initiate a public consultation process by passing a motion at a public meeting of the Board.
 3. The Superintendent will notify the Principal(s) and the Parent Advisory Council(s) in writing that the school has been identified for possible closure. The Board will notify the school community, including employees, and the public about the school closure public consultation process through various means including parent newsletters and information posted on the district website.
 4. The Board shall allow a period of at least sixty (60) days for the public consultation process to take place.
 5. The Board shall take the following steps to ensure that public consultation will take place:
 - 5.1 Make available, in writing, the rationale for the proposed school closure considered by the Board, including, but not limited to information with respect to the following factors:
 - 5.1.1 The number of students who would be affected, at both the school to be closed and surrounding schools.
 - 5.1.2 Enrolment trends and utilization for the school and surrounding area.
 - 5.1.3 Availability of space at receiving schools.
 - 5.1.4 Proximity to possible receiving schools and the routes to schools.
 - 5.1.5 Financial considerations including anticipated cost savings.
 - 5.1.6 Facility age and condition.
 - 5.1.7 District Choice and Special Programs offered at the school.
 - 5.1.8 Impacts on surrounding schools.

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 73\(1\)\]](#)

Related Contract Article: Nil

Adopted: April 22, 2003

Amended: February 17, 2004 - Amended: December 11, 2018 - Amended: June 9, 2020 - May 24, 2022

5.1.9 Impacts on community users operating in the schools offered at the school.

6. Once a school closure public consultation process has been initiated, at least one (1) public consultation meeting will be held to discuss the proposed closure in the catchment area/community [communities] where the school is located.
7. The time and location of the school closure public consultation meeting(s) shall be advertised to notify the community at least 14 days in advance. This may include signage at the school, written notification to parents/guardians of students currently attending and registered to attend the school, notices to neighbouring schools, Parent Advisory Councils, employee groups and information posted on the [District website](#) and to social media.
8. The Board shall present the following at the beginning of the public meeting:
 - 8.1 Rationale for the proposed closure, including, but not limited to the pertinent facts and information related to the factors identified within the policy.
 - 8.2 The timing of the proposed closure and the implications for the placement of students.
 - 8.3 Possible alternative community use for all or part of the school.
9. Notes will be kept of the public meeting to record concerns or options raised regarding the proposed closure. Following the public meeting(s), the Board will give consideration to all input prior to making its final decision with respect to the school closure.
 - 9.1 The Board shall provide an opportunity for written responses to the Board regarding the proposed school closure. The Board will provide information and directions on how to submit the written responses. Written submissions will be summarized and will be acknowledged as received.
10. The final decision on a school closure will be made through the first, second, and third and final reading of a School Closure Bylaw at a public Board meeting. Following a decision to close a school, the Board will provide, without delay, written notification to the Minister of Education and Child Care of its decision containing the following information:
 - 10.1 The school's name;
 - 10.2 The school's facility number;
 - 10.3 The school's address; and
 - 10.4 The date on which the school will permanently close.
11. Alternate use of a closed facility will be determined by the Board after receiving a recommendation from the Superintendent.

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 73\(1\)\]](#)

Related Contract Article: Nil

Adopted: April 22, 2003

Amended: February 17, 2004 - Amended: December 11, 2018 - Amended: June 9, 2020 - May 24, 2022

POLICY 610: Financial Planning and Reporting

The Board establishes strategic priorities and associated operational plans that enhance student educational outcomes. The Board aligns funding and resources to those strategic priorities, and engaging in multi-year financial planning, are crucial for the effective operation of the school district and provision of quality educational programs and learning environments for students and staff. This policy responds to the Ministry of Education and Child Care requirement for financial planning, as stipulated within Ministry policies.

The Board will develop, implement and provide to the Ministry of Education and Child Care a financial plan spanning three years. This financial plan will outline financial strategies to address long-term financial goals, including how funding and resources will be used to support the strategic plans and operational needs of the district. Prominent among these strategic plans and operational needs will be enhancing student educational outcomes.

The Board represents the community and will be open and transparent on the resource allocations, along with seeking community input on those allocations. To support meaningful engagement and promote transparency, materials and reports will be developed in a manner that will enhance readers' understanding of the school district's financial position and changes to its financial position.

1. Financial Plan Principles

- 1.1 The Board commits to developing the financial plan in a consultative and open manner with appropriate engagement of schools, staff, Indigenous Education Council and education partner groups.
- 1.2 The Board will establish an engagement process to receive input from staff, Indigenous Education Council, education partner groups and the community on the strategic priorities, resource priorities and allocation options as outlined in the Timeline and Engagement Opportunities for Financial Planning and Reporting.
- 1.3 When developing the financial plan, the Board will become familiar with and ensure that information and engagement opportunities are provided throughout the process. Specific dates and times will be published about key opportunities for staff, Indigenous Education Council, education partner groups, and the community to receive information, provide input and raise questions.
- 1.4 The Board will align to s. 87.001(1) of the School Act, to ensure that the Indigenous Education Council advises on grants provided under the School Act in relation to Indigenous students and approve plans, spending and reporting of targeted grants related to Indigenous students.

Related Legislation: Budget Transparency and Accountability Act [RSBC 2000]
Related Contract Article: Nil
Adopted: October 9, 2001
Amended: October 9, 2018
Amended: June 25, 2019
Reviewed: November 10, 2020



- 1.5 Throughout the fiscal year, management will provide regular financial reporting. This financial reporting will compare actual and forecasted expenditures to the budget plan and progress to the achievement of the operational plans.
- 1.6 Management will produce a Financial Statement Discussion and Analysis report to assist readers in understanding the financial position, financial performance and cash flows presented in the financial statements. This report is one element of the robust annual school district financial reporting framework established by the Ministry of Education to address the reporting requirements, as specified in the School Act and to align with the Budget Transparency and Accountability Act.
- 1.7 The Board will amend the budget plan as conditions change and will formally approve an annual budget plan by June 30 and amended budget plan by February 28.
- 1.8 Annually, management will report on the alignment of resources with strategic goals.
- 1.9 The Board will report annually to the Indigenous Education Council, education partner groups, and the community on the progress towards meeting Board objectives as outlined in the Financial Plan.
- 1.10 The Board will evaluate the financial and budget planning processes on an annual basis, identifying lessons learned and revisions for future consideration.

Timeline and Engagement Opportunities for Financial Planning and Reporting

<u>Date</u>	<u>Action Item</u>	<u>Consultation/Reporting</u>
<u>March</u>	<u>Budget Survey</u>	<u>Indigenous Education Council, education partners, posted publicly</u>
<u>April</u>	<u>Preliminary Draft Budget Consultation</u>	<u>Public Webinar, Operations and Finance Committee Meeting</u>
<u>May</u>	<u>Presentation of and approval of recommended Budget including Planned Readings 1, 2 and 3 of Budget Bylaw</u>	<u>Meeting of the Board Held in Public</u>
<u>June 30th</u>	<u>Ministry deadline for submission of annual budget</u>	<u>Submission to Ministry</u>
<u>February</u>	<u>Adoption of amended budget including planned readings 1, 2, and 3 of Budget Bylaw</u>	<u>Meeting of the Board Held in Public</u>
<u>February 28th</u>	<u>Ministry deadline for submission of amended budget</u>	<u>Submission to Ministry</u>

Related Legislation: Budget Transparency and Accountability Act [RSBC 2000]
 Related Contract Article: Nil
 Adopted: October 9, 2001
 Amended: October 9, 2018
 Amended: June 25, 2019
 Reviewed: November 10, 2020



<u>September</u>	<u>Presentation and approval of audited financial statements and Financial Analysis and Discussion Report</u>	<u>Meeting of the Board Held in Public</u>
<u>September 30th</u>	<u>Ministry deadline for submission of Audited Financial Statements and Financial Analysis and Discussion Report</u>	<u>Submission to Ministry</u>

Signing Authority

The signing officers of the Board are responsible for approving certain documents, such as: budgets, amended budgets, bylaws, financial statements, and other financial reports.

The signing officers of the Board are:

1. Chair of the Board; or, in their absence,
2. Vice-Chair of the Board

POLICY 610: Fiscal Management

~~The Board of Education of School District No. 8 (Kootenay Lake) recognizes its responsibility to ensure that the School District's fiscal management complies with the requirements of the Ministry of Education and Public Sector Accounting Standards.~~

~~Further, the Board supports the Taxpayer Accountability Principles established by government that strengthen accountability, cost effectiveness, and commitment to operate in the best interest of taxpayers. These principles include:~~

- ~~• efficiency~~
- ~~• accountability~~
- ~~• appropriate compensation~~
- ~~• service~~
- ~~• respect~~
- ~~• integrity~~

Related Legislation: Budget Transparency and Accountability Act [RSBC 2000]
 Related Contract Article: Nil
 Adopted: October 9, 2001
 Amended: October 9, 2018
 Amended: June 25, 2019
 Reviewed: November 10, 2020



POLICY 610: Financial Planning and Reporting

The Board establishes strategic priorities ~~and associated operational plans~~ that enhance student educational outcomes. The Board aligns funding and resources to those strategic priorities, and engaging in multi-year financial planning, are crucial for the effective operation of the school district and provision of quality educational programs and learning environments for students and staff. This policy responds to the Ministry of Education and Child Care requirement for financial planning, as stipulated within Ministry policies.

The Board will develop, implement and provide to the Ministry of Education and Child Care a financial plan spanning three years. This financial plan will outline financial strategies to address long-term financial goals, including how funding and resources will be used to support the strategic plans and operational needs of the district. Prominent among these strategic plans and operational needs will be enhancing student educational outcomes.

The Board represents the community and will be open and transparent on the resource allocations, along with seeking community input on those allocations. To support meaningful engagement and promote transparency, materials and reports will be developed in a manner that will enhance readers' understanding of the school district's financial position and changes to its financial position.

1. Financial Plan Principles

- 1.1 The Board commits to developing the financial plan in a consultative and open manner with appropriate engagement of schools, staff, Indigenous Education Council and education partner groups.
- 1.2 The Board will establish an engagement process to receive input from staff, Indigenous Education Council, education partner groups and the community on the strategic priorities, resource priorities and allocation options as outlined in the Timeline and Engagement Opportunities for Financial Planning and Reporting.
- 1.3 When developing the financial plan, the Board will become familiar with and ensure that information and engagement opportunities are provided throughout the process. Specific dates and times will be published about key opportunities for staff, Indigenous Education Council, education partner groups, and the community to receive information, provide input and raise questions.
- 1.4 The Board will align to s. 87.001(1) of the School Act, to ensure that the Indigenous Education Council advises on grants provided under the School Act in relation to Indigenous students and approve plans, spending and reporting of targeted grants related to Indigenous students.

Related Legislation: Budget Transparency and Accountability Act [RSBC 2000]
Related Contract Article: Nil
Adopted: October 9, 2001
Amended: October 9, 2018
Amended: June 25, 2019
Reviewed: November 10, 2020



- 1.5 Throughout the fiscal year, management will provide regular financial reporting. This financial reporting will compare actual and forecasted expenditures to the budget plan and progress to the achievement of the operational plans.
- 1.6 Management will produce a Financial Statement Discussion and Analysis report to assist readers in understanding the financial position, financial performance and cash flows presented in the financial statements. This report is one element of the robust annual school district financial reporting framework established by the Ministry of Education to address the reporting requirements, as specified in the School Act and to align with the Budget Transparency and Accountability Act.
- 1.7 The Board will amend the budget plan as conditions change and will formally approve an annual budget plan by June 30 and amended budget plan by February 28.
- 1.8 Annually, management will report on the alignment of resources with strategic goals.
- 1.9 The Board will report annually to the Indigenous Education Council, education partner groups, and the community on the progress towards meeting Board objectives as outlined in the Financial Plan.
- 1.10 The Board will evaluate the financial and budget planning processes on an annual basis, identifying lessons learned and revisions for future consideration.

Timeline and Engagement Opportunities for Financial Planning and Reporting

Date	Action Item	Consultation/Reporting
March	Budget Survey	Indigenous Education Council, education partners, posted publicly
April	Preliminary Draft Budget Consultation	Public Webinar, Operations and Finance Committee Meeting
May	Presentation of and approval of recommended Budget including Planned Readings 1, 2 and 3 of Budget Bylaw	Meeting of the Board Held in Public
June 30th	Ministry deadline for submission of annual budget	Submission to Ministry
February	Adoption of amended budget including planned readings 1, 2, and 3 of Budget Bylaw	Meeting of the Board Held in Public
February 28 th	Ministry deadline for submission of amended budget	Submission to Ministry

Related Legislation: Budget Transparency and Accountability Act [RSBC 2000]
 Related Contract Article: Nil
 Adopted: October 9, 2001
 Amended: October 9, 2018
 Amended: June 25, 2019
 Reviewed: November 10, 2020



September	Presentation and approval of audited financial statements and Financial Analysis and Discussion Report	Meeting of the Board Held in Public
September 30 th	Ministry deadline for submission of Audited Financial Statements and Financial Analysis and Discussion Report	Submission to Ministry

Signing Authority

The signing officers of the Board are responsible for approving certain documents, such as: budgets, amended budgets, bylaws, financial statements, and other financial reports.

The signing officers of the Board are:

1. Chair of the Board; or, in their absence,
2. Vice-Chair of the Board

Related Legislation: Budget Transparency and Accountability Act [RSBC 2000]
 Related Contract Article: Nil
 Adopted: October 9, 2001
 Amended: October 9, 2018
 Amended: June 25, 2019
 Reviewed: November 10, 2020



Policy 611: Capital Planning

Capital planning and approval of capital projects are significant activities that Boards of Education undertake when managing the district's asset base of buildings and land. The purpose of this policy is to outline the Board's responsibilities related to capital planning, approval of capital submissions, and capital bylaw.

The Secretary-Treasurer will establish procedures for the acquisition and disposal of equipment and supplies.

Equipment purchased by outside groups/organizations such as: Parent Advisory Councils, service clubs and community organizations that are placed in a school or district facility, or on school or district property, will become the property of the school district.

The Board of Education will adopt a bylaw approving the disposition of real property.

1. Long-Range Facilities Plan

- 1.1 The district will develop and publish a Long-Range Facilities Plan (LRFP) in place with at least a ten-year planning horizon with consideration of other longer-term factors.
- 1.2 The LRFP will align the strategies that the district has in place for managing its capital assets with the educational programming goals in the district's strategic plan. With that alignment, the district will be able to demonstrate that the district is using its facilities effectively and efficiently in support of those educational goals.
- 1.3 The LRFP will provide the rationale for a district's capital investment decisions by including detailed information on the current condition of existing facilities (including seismic needs), sustainability and climate adaptation and mitigation, efficiency, projected student enrolment, educational programming, anticipated changes in land use and other long-term factors.
- 1.4 The process for developing or updating the LRFP will include consultation with students, staff, parents, community agencies, local government, Indigenous Education Council, and all other engaged members within the educational community.

2. Capital Programs

2.1 The Ministry classifies capital programs under three categories:

2.1.1 Major Capital Programs



- 2.1.1.1 Seismic Mitigation Program (SMP) - The Seismic Mitigation Program (SMP) is a major province-wide initiative to make schools in earthquake zones safer by minimizing the probability of structural collapse during a seismic event.
- 2.1.1.2 Expansion Program (EXP) - EXP projects include a new school, an addition to an existing school, or the acquisition of a school site for a new or expanded school. All EXP requests must be supported by the need to accommodate student enrolment in a permanent education setting.
- 2.1.1.3 School Replacement Program (REP) - REP projects include a full replacement school or a partial replacement of an existing school.
- 2.1.1.4 Rural Districts Programs (RDP) - the RDP provides funding for the full and partial demolition of Board-owned buildings, as well as for capital projects such as renovations associated with the consolidation of under-utilized schools to allow for appropriate educational programming to occur when student populations are combined.

2.1.2 Minor Capital Programs

- 2.1.2.1 School Enhancement Program (SEP) - SEP provides capital funding specifically for projects that improve the safety, facility condition, operational efficiency, and functionality of existing schools to extend their useful physical life.
- 2.1.2.2 Carbon Neutral Capital Program (CNCP) - A program that provides capital funding specifically for energy-efficiency projects that lower a school district's carbon emissions.
- 2.1.2.3 Bus Acquisition Program (BUS) - the BUS program funds replace buses that have reached a certain age and/or mileage or have major safety or mechanical issues or to acquire new school buses.
- 2.1.2.4 Playground Equipment Program (PEP) - PEP was established to provide playground equipment systems at schools that do not currently have one, or to replace ageing playground equipment systems that may pose health and safety hazards or to support inclusion and accessibility for all students.
- 2.1.2.5 School Food Infrastructure Program (FIP) - The FIP is a new ministry capital program that is associated with the province's Feeding Futures Food initiative announced in April 2023.

2.1.3 Other Capital Programs



- 2.1.3.1 Building Envelope Program (BEP) - BEP was established in 2002 to help BC school districts with remediation of schools suffering water damage due to premature building envelope failure.
- 2.1.3.2 Annual Facilities Grant (AFG) - AFG funding is provided to Boards of Education to be used at their discretion to address repair and maintenance priorities at schools to ensure these facilities are safe and functioning well. There are nine main categories of eligible AFG expenditures: accessibility upgrades, asbestos abatement, electrical upgrades, exterior wall system upgrades, HVAC upgrades, interior construction upgrades, plumbing upgrades, roofing upgrades and site upgrades.

2.1.4 Submission Requirements

- 2.1.4.1 As required under Section 142(1) of the *School Act*, the Board will approve by resolution and submit capital plans to the minister when required.
- 2.1.4.2 The ministry submission deadline for Major Capital Program projects for the year following the upcoming school year is June 30th.
- 2.1.4.3 The ministry submission deadline for Minor Capital Program projects for the year following the current school year is September 30th.

2.1.5 Capital Plan Bylaw Requirements

- 2.1.5.1 Upon receipt of the Capital Plan Response Letter from the ministry outlining the Major Capital Programs that are supported for further business case development and the Minor Capital Programs that are approved for procurement and capital funding, the Board will adopt a single Capital Plan Bylaw in accordance with section 143(1) of the *School Act*.
- 2.1.5.2 The capital bylaw will reference the funding agreements referred to in the response letter, including the Annual Program Funding Agreement associated with the supported Minor Capital Programs.
- 2.1.5.3 The Annual Funding Program Agreement which details the conditions for completion of projects will be approved by the Board by resolution, signed by the Board chair and secretary-treasurer, and returned to the ministry for countersigning.



POLICY ~~612430~~: Fees, Deposits and Financial Hardship

~~The Board of Education of School District No. 8 (Kootenay Lake) commits to provide free instruction and educational resource materials to students, in accordance with the School Act, Regulations and Ministerial Orders.~~

In accordance with the BC School Act, the Board will approve school fees annually.

The charging of fees and deposits must not become a barrier for student participation in curricular activities or programs.

All fees charged to parents must be reasonable and must reflect the actual costs of the services provided.

The Board of Education expects that there is transparency and accountability for all curricular, extra - and co-curricular fees collected.

Related Legislation: [School Act \[RSBC 1996, Part 6, Division 2, Section 82, 82.1, 82.2, 82.3, 82.31, 82.4\]](#)

Related Contract Article: Nil

Adopted: November 12, 2002

Amended: November 3, 2009 - December 11, 2018 - April 23, 2019 - May 24, 2022

Reviewed: June 9, 2020

~~POLICY 650: Disposal of Real Property and Improvements~~

~~The Board of Education of School District No. 8 (Kootenay Lake) seeks to ensure ownership of real property and improvements is managed in the best interest of the District.~~

~~In order to reduce operating costs and utilize facilities effectively, the Board will consider the disposal of its surplus properties in accordance with Ministry policy, orders and regulations, provided that there is not an anticipated need for the use of the space to attend to future educational and/or operational purposes.~~

~~For the purposes of this policy, any lease for a term, including the cumulative total of all options and rights to extend or renew the lease for a period of more than ten years and/or which provide for an option or right to purchase, shall be treated as a disposal (a deemed disposition).~~

~~Prior to the sale of a property or a lease of a property exceeding ten years, the Board of Education will adopt a by-law approving the disposition or deemed disposition.~~

POLICY 650: Disposal of Land or Improvements

When land or improvements owned by the Board (collectively "the Real Property") becomes surplus to the needs of the School District, the surplus property may be disposed of in accordance with the School Act, applicable Ministerial Orders and this Policy and related Regulations.

The Board has the responsibility for the disposal of its Real Property and may, after considering future educational needs and school space requirements for the School District, deem a property no longer required for further educational purposes or other Board purposes and determine to proceed to dispose of such property.

In accordance with the School Act and applicable Ministerial Orders, the Board must not dispose of land or improvements by sale or transfer in fee simple or by way of lease of ten years or more unless such disposal is provided for in the Disposal of Land or Improvements Ministerial Order M193/08 or is approved by the Minister. The Board can dispose of land or improvements by way of lease, other than a lease of ten years or more, if such disposition is to an agency or organization for alternative community use.

The procedure to dispose of Real Property by sale or transfer in fee simple or by way of lease of 10 years or more is as follows:

Related Legislation: Sections 22, 23, 65, 85, 96, 100, 106.2, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 117, 118 School Act Ministerial Order M193/08

Related Legislation: School Act [RSBC 1996, Part 7, Division 1, Section 96]

Related Contract Article: Nil

Adopted: February 26, 2008

Amended: January 14, 2014

Amended: November 10, 2020

Reviewed: December 6, 2022



1.0 Definitions

1.1 Fee simple: a permanent and absolute tenure in land and improvements with the freedom to use it and dispose of it without restriction in any way, except the usual laws, bylaws or building codes

1.2 Real property: land, including the land itself and any structures, fixtures, and rights associated with it.

2.0 Determination of Ownership

4.2.1 Prior to initiating the disposal of any Real Property, the Board will conduct a title search to confirm that the property is registered in the name of the Board of Education of School District No. 8 (Kootenay Lake) with fee simple ownership. The title search should include a determination as to whether the Real Property is held in trust by grant from the Crown, or subject to any registered charges or covenants.

3.0 Consultation

3.1 Once ownership has been determined in accordance with 2.1 above, prior to disposing of Real Property, the Board shall undertake, with education partners, Indigenous Rightsholders, local governments, community organizations and/or the public, such consultations as the Board may consider appropriate with respect to the Real Property involved. This consultation process shall include:

3.1.1 Consideration of future enrolment growth in the school district, including K-12, child care, adult programs and early learning;

3.1.2 Consideration of alternative community use of surplus space in school buildings and other facilities;

3.1.3 A fair consideration of the community's input and adequate opportunity for the community to respond the Board's plan for the Real Property.

4.0 Disposal Process

4.1 Following consultation, if the Board passes a resolution declaring the Real Property surplus to the needs of the School District and instructing School District staff to proceed with the Real Property disposal process, the School District staff shall:

Related Legislation: Sections 22, 23, 65, 85, 96, 100, 106.2, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 117, 118 School Act Ministerial Order M193/08

Related Legislation: School Act [RSBC 1996, Part 7, Division 1, Section 96]

Related Contract Article: Nil

Adopted: February 26, 2008

Amended: January 14, 2014

Amended: November 10, 2020

Reviewed: December 6, 2022



4.1.3 When required pursuant to the School Act and applicable Ministerial Order, apply to the Minister for approval of the disposal.

4.1.2 Undertake necessary steps to subdivide the Real Property to be disposed of, if it is to be subdivided from a “parent” property to remain in the ownership of the Board.

5.0 Disposal Proceeds

5.1 The disposition will be at fair market value, except as set out below. Fair market value means the amount, price, consideration or rent that would be obtained by the District of Education and Child Care in an arm’s length transaction in the open market between willing parties acting in good faith.

5.2 Considerations regarding market value and highest and best use could be superceded at the discretion of the district if:

5.2.1 The property could generate ongoing funding for the district through an educational partnership, or the property could generate ongoing funding, savings, or provide shared services to the district through partnership with other public bodies (e.g. lease arrangement with BC Transit).

5.2.2 The property has a history of a community relationship and past-usage with a committed organization in the community.

5.2.3 The property is the only public facility in the community that is suitable for community use.

5.2.4 The planned use of the property would have significant positive effect on a large number of citizens that could not be gained in other ways.

5.2.5 The property would be used by another district (including the Conseil Scolaire Francophone) or independent school for educational purposes; or local government or community organization for alternative community use.

5.06.0 Bylaw Requirement

6.1 Upon completion of the process outlined in 3.0 above, (and upon notification of Ministerial approval where applicable), the Board shall adopt a Bylaw (the “Real

Related Legislation: Sections 22, 23, 65, 85, 96, 100, 106.2, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 117, 118
School Act Ministerial Order M193/08

Related Legislation: School Act [RSBC 1996, Part 7, Division 1, Section 96]

Related Contract Article: Nil

Adopted: February 26, 2008

Amended: January 14, 2014

Amended: November 10, 2020

Reviewed: December 6, 2022



Property Disposal Bylaw") authorizing the disposal of the Real Property. The Real Property Disposal Bylaw will include:

- i) Confirmation that the Board will not require the land or improvements for future educational purposes;
- ii) The name and the facility number, if any; and
- iii) The address and legal description of the Real Property.

7.0 Notification to Minister of Education

7.1 Upon adoption of the Real Property Disposal Bylaw by the Board, the Board will provide without delay the following documentation to the Minister:

- i) A copy of the Board's Real Property Disposal Bylaw authorizing disposal of the property; and
- ii) Written notification of the disposition and allocation of the proceeds as required under section 100(2) of the School Act.

8.0 Transfer of Title

8.1 Where disposal is by sale or transfer, the transfer of title shall be completed in accordance with the terms of the agreement entered into with the purchaser.

9.0 Notification of Public

9.1 The Board advises the public as to the results of the sale or transfer.

Related Legislation: Sections 22, 23, 65, 85, 96, 100, 106.2, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 117, 118 School Act Ministerial Order M193/08

Related Legislation: School Act [RSBC 1996, Part 7, Division 1, Section 96]

Related Contract Article: Nil

Adopted: February 26, 2008

Amended: January 14, 2014

Amended: November 10, 2020

Reviewed: December 6, 2022



POLICY 650: Disposal of Land or Improvements

When land or improvements owned by the Board (collectively "the Real Property") becomes surplus to the needs of the School District, the surplus property may be disposed of in accordance with the School Act, applicable Ministerial Orders and this Policy and related Regulations.

The Board has the responsibility for the disposal of its Real Property and may, after considering future educational needs and school space requirements for the School District, deem a property no longer required for further educational purposes or other Board purposes and determine to proceed to dispose of such property.

In accordance with the School Act and applicable Ministerial Orders, the Board must not dispose of land or improvements by sale or transfer in fee simple or by way of lease of ten years or more unless such disposal is provided for in the Disposal of Land or Improvements Ministerial Order M193/08 or is approved by the Minister. The Board can dispose of land or improvements by way of lease, other than a lease of ten years or more, if such disposition is to an agency or organization for alternative community use.

The procedure to dispose of Real Property by sale or transfer in fee simple or by way of lease of 10 years or more is as follows:

1.0 Definitions

- 1.1 Fee simple: a permanent and absolute tenure in land and improvements with the freedom to use it and dispose of it without restriction in any way, except the usual laws, bylaws or building codes
- 1.2 Real property: land, including the land itself and any structures, fixtures, and rights associated with it.

2.0 Determination of Ownership

- 2.1 Prior to initiating the disposal of any Real Property, the Board will conduct a title search to confirm that the property is registered in the name of the Board of Education of School District No. 8 (Kootenay Lake) with fee simple ownership. The title search should include a determination as to whether the Real Property is held in trust by grant from the Crown, or subject to any registered charges or covenants.

3.0 Consultation

Related Legislation: Sections 22, 23, 65, 85, 96, 100, 106.2, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 117, 118
School Act Ministerial Order M193/08
Adopted: February 26, 2008
Amended: January 14, 2014
Amended: November 10, 2020
Reviewed: December 6, 2022



3.1 Once ownership has been determined in accordance with 2.1 above, prior to disposing of Real Property, the Board shall undertake, with education partners, Indigenous Rightsholders, local governments, community organizations and/or the public, such consultations as the Board may consider appropriate with respect to the Real Property involved. This consultation process shall include:

3.1.1 Consideration of future enrolment growth in the school district, including K-12, child care, adult programs and early learning;

3.1.2 Consideration of alternative community use of surplus space in school buildings and other facilities;

3.1.3 A fair consideration of the community's input and adequate opportunity for the community to respond the Board's plan for the Real Property.

4.0 Disposal Process

4.1 Following consultation, if the Board passes a resolution declaring the Real Property surplus to the needs of the School District and instructing School District staff to proceed with the Real Property disposal process, the School District staff shall:

4.1.3 When required pursuant to the School Act and applicable Ministerial Order, apply to the Minister for approval of the disposal.

4.1.2 Undertake necessary steps to subdivide the Real Property to be disposed of, if it is to be subdivided from a "parent" property to remain in the ownership of the Board.

5.0 Disposal Proceeds

5.1 The disposition will be at fair market value, except as set out below. Fair market value means the amount, price, consideration or rent that would be obtained by the District of Education and Child Care in an arm's length transaction in the open market between willing parties acting in good faith.

5.2 Considerations regarding market value and highest and best use could be superceded at the discretion of the district if:

5.2.1 The property could generate ongoing funding for the district through an educational partnership, or the property could generate ongoing funding, savings, or provide shared services to the district through partnership with other public bodies (e.g. lease arrangement with BC Transit).



- 5.2.2 The property has a history of a community relationship and past-usage with a committed organization in the community.
- 5.2.3 The property is the only public facility in the community that is suitable for community use.
- 5.2.4 The planned use of the property would have significant positive effect on a large number of citizens that could not be gained in other ways.
- 5.2.5 The property would be used by another district (including the Conseil Scolaire Francophone) or independent school for educational purposes; or local government or community organization for alternative community use.

6.0 Bylaw Requirement

- 6.1 Upon completion of the process outlined in 3.0 above, (and upon notification of Ministerial approval where applicable), the Board shall adopt a Bylaw (the "Real Property Disposal Bylaw") authorizing the disposal of the Real Property. The Real Property Disposal Bylaw will include:
 - i) Confirmation that the Board will not require the land or improvements for future educational purposes;
 - ii) The name and the facility number, if any; and
 - iii) The address and legal description of the Real Property.

7.0 Notification to Minister of Education

- 7.1 Upon adoption of the Real Property Disposal Bylaw by the Board, the Board will provide without delay the following documentation to the Minister:
 - i) A copy of the Board's Real Property Disposal Bylaw authorizing disposal of the property; and
 - ii) Written notification of the disposition and allocation of the proceeds as required under section 100(2) of the School Act.

8.0 Transfer of Title

- 8.1 Where disposal is by sale or transfer, the transfer of title shall be completed in accordance with the terms of the agreement entered into with the purchaser.

9.0 Notification of Public

Related Legislation: Sections 22, 23, 65, 85, 96, 100, 106.2, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 117, 118
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9.1 The Board advises the public as to the results of the sale or transfer.

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Related Legislation: Sections 22, 23, 65, 85, 96, 100, 106.2, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 117, 118
School Act Ministerial Order M193/08
Adopted: February 26, 2008
Amended: January 14, 2014
Amended: November 10, 2020
Reviewed: December 6, 2022



POLICY 112: Governing Principles

The Board of Education is responsible for governing the school district based on the educational aspirations of local communities and in accordance with the policy direction established by government. The respective responsibilities of the Ministry of Education and Child Care and Boards of Education are detailed in the School Act.

The Board will set, create and maintain a Strategic Plan, annually report on student outcomes and put systems in place to continuously improve the educational outcomes for all students and improve equity for Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

1. The power and authority of the Board only exists when it acts as a whole. As individuals, Trustees exercise no power or authority in the organization and therefore cannot act or speak for the Board unless specifically delegated to do so by the Board.
2. The only decisions of the Board are those made by the Board in a legally convened session through its accepted decision-making processes.
3. The Board's role is to oversee the strategic direction of the organization and maintain effective relationships with Rightsholders and partners.
4. In carrying out its work, it is essential that the Board prescribes clear, measurable outcomes to be achieved in relation to the Board's Strategic Priorities. The Board will adopt policies that aid in the achievement of outcomes.
5. The work to be done by the Board is determined by its mandate and its purpose (as stated in legislation), which is to govern, and consequently, is different to the work to be done by the district management, which is management and operations.
6. Trustees commit to partnering with each other and with the Superintendent of Schools/CEO to engage in actions and decisions that contribute to building and maintaining a healthy and effectively functioning Board and organization.
7. The Superintendent of Schools/CEO is the Board's only employee;
 - 7.1 who is directed by and who reports to the Board;
 - 7.2 with whom the Board communicates and interacts regarding the management, administration and operation of the organization; and
 - 7.3 who the Board holds accountable for organizational performance.

Related Legislation: Sections 22, 65, 74, 85 [BC School Act](#)

Adopted: March 14, 2023

Revised: October 8, 2024; February 11, 2025; April 8, 2025



8. At the Board's request or on the initiative of the Superintendent of Schools/CEO, relevant school district staff may be invited to attend a Board or Committee meeting to provide information relevant to their area of expertise or job responsibility, so as to assist the Board or a Committee in its discussion of a matter under its consideration.
9. The Board will ensure that an annual assessment and evaluation of Board performance is conducted (as per Policy 113: Board Evaluation and Monitoring).
10. The Board governs through policy.
11. The Board will govern in accordance with its Strategic Plan which outlines the Board's monitoring cycle.
12. All Board authority delegated to staff is delegated through the Superintendent of Schools/CEO.
13. The Board delegates and assigns to the Chair the following powers and duties:
 - 13.1 Prior to each Board meeting, meet with the Vice-Chair, the Superintendent of Schools/CEO and Secretary-Treasurer to determine the items to be included in the agenda.
 - 13.2 To chair all public and closed Board meetings and ensure that such meetings are conducted in accordance with the School Act, the bylaws, policies and procedures as established by the Board and that meetings are chaired according to Robert's Rules of Order.
 - 13.3 To perform the following duties during Board meetings:
 - 13.3.1 Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated.
 - 13.3.2 To ensure that issues being presented for the Board's consideration are clearly articulated and explained.
 - 13.3.3 Display firmness, courtesy, tact, impartiality, and willingness to give everyone an opportunity to speak on the subject under consideration in order that a Board decision can be reached.
 - 13.3.4 To direct the discussion by Trustees to the topic being considered by the Board.
 - 13.3.5 Decide questions of order and procedure, subject to an appeal to the rest of the Board. They will speak to points of order in preference to other members.

Related Legislation: Sections 22, 65, 74, 85 [BC School Act](#)

Adopted: March 14, 2023

Revised: October 8, 2024; February 11, 2025; April 8, 2025



13.3.6 Determine disposition of each motion by a formal show of hands except where a ballot is required/used.

13.4 To bring to the Board all matters requiring a corporate decision of the Board.

13.5 To act as chief spokesperson for the Board by stating positions consistent with Board decisions and policies (except for those instances where the Board has delegated this role to another individual or group).

13.6 To act as a signing officer for the Board of Education.

13.7 To represent the Board, or arrange alternative representation, at Board events, meetings with other levels of government or other organizations or at hearings.

13.8 The Chair shall share with the Board all information from meetings with other levels of government or external organizations at which the Chair attended as the Board's representative.

13.9 To ensure that the Board engages in regular assessments of its effectiveness as a Board.

13.10 Make Trustee appointments to:

13.10.1 Be Representative to organizations; and

13.10.2 Board committees.

13.11 Address inappropriate behaviour on the part of a Trustee as per Policy 130: Trustee Code of Conduct.

14. The Board delegates and assigns to the Vice-Chair the following powers and duties:

14.1 The Vice-Chair will act on behalf of the Board Chair, in the latter's absence or upon request and will have all the duties and responsibilities of the Board Chair in such instances.

14.2 The Vice-Chair will assist the Board Chair in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Board.

14.3 The Vice-Chair will act as the Board of Education District Parent Advisory Representative.

14.4 The Vice-Chair will support committee chairs in their duties and act as

Related Legislation: Sections 22, 65, 74, 85 [BC School Act](#)

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committee chair in their absence.

14.5 Prior to each Board meeting, the Vice-Chair will meet with the Chair, the Superintendent and the Secretary-Treasurer to review the agenda.

14.6 The Vice-Chair will act as the Board's signing authority in the absence of the Chair or when two signatures are required from the Board of Education.

15. Board directions or requests for information from staff must be related to the Board's mandate or execution of the Strategic Plan and occur through the Superintendent of Schools/CEO as per Policy 140: Trustee Communication.

16. The Board is responsible for setting and approving its own agenda.

17. The performance of the Superintendent of Schools/CEO is measured in relation to the direction as articulated in the Board's Strategic Plan, policies, and employment contracts.

18. The Board establishes for each of its committees a clear mandate, timelines, parameters, any power or authority delegated to it, reporting procedures and expectations regarding results.

19. It is the Board's responsibility to identify and request from the Superintendent of Schools/CEO the information it requires to enable it to create policies or make informed decisions.

20. The Board and individual Trustees will value and work through productive disagreement, diverse, opposing or contrary points of view, and conflict as long as it is not personal, disrespectful or injurious to others.

21. Trustees adhere to the SD8 Board Norms:

a. Trustees understand, trust, and support the role of the Board, the role, and responsibilities of the Chair of the Board, of Trustees, of Committees, and of the Superintendent.

b. Trustees arrive at meetings early and Trustees are fully prepared, present, and ready to participate.

c. Trustees commit to a safe environment for Trustees and for Staff, and create a culture that allows for open, honest communication.

d. Trustees ensure positive decorum through respectful inquiry, positive reinforcing language, ensuring psychologically safe spaces for Trustees and staff.

Related Legislation: Sections 22, 65, 74, 85 [BC School Act](#)

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- e. Trustees debate and discuss issues not people. Trustees are hard on problems not on people.
- f. Trustees ensure confidentiality.
- g. Trustees come to discussions and deliberations with an open mind to make thoughtful and informed decisions at the Board table not beforehand.
- h. Trustees welcome and value the voices of our Rights Holders and partners. Trustees work with them to ensure there is clear understanding around the Board's duties under the School Act and core mandate to support the success of all students.

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Related Legislation: Sections 22, 65, 74, 85 [BC School Act](#)
Adopted: March 14, 2023
Revised: October 8, 2024; February 11, 2025; April 8, 2025



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 - May 14, 2024



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, Operations & Finance 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 - May 14, 2024



- 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 30th 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

Meetings

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 - May 14, 2024



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 or observation: 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. An example of this committee is the Indigenous Education Council. 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 - May 14, 2024

