

**GOVERNANCE AND POLICY COMMITTEE OF THE WHOLE MEETING  
AGENDA**

**TUESDAY, DECEMBER 10, 2019**

**12:30 PM (PT) – 2:00 P.M. (PT)**

In person: School District 8 Kootenay Lake, Board Office, 811 Stanley Street, Nelson, B.C., V1L 1N7

By video conference: Prince Charles Secondary, Room 104, 223 18 Ave S, Creston, BC, V0B 1G0

**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. Insertions/Deletions to proposed Agenda**

**4. Adoption of Agenda**

**Proposed Resolution:**

**THAT** the agenda for this December 10, 2019 meeting, **BE ADOPTED**, as circulated.

**5. Receiving Presentations: Nil**

**6. Opportunity for Comments by the Public**

**7. Consent Package: Nil**

**8. Adoption of Minutes (p. 3)**

App. 8

**Proposed Resolution:**

**THAT** the minutes from the October 22, 2019 Governance & Policy Committee of the Whole Minutes meeting **BE ADOPTED**.

**9. Old Business**

A. **New Policies**

- Policy 210: Provision of Menstrual Products to Students (p. 7) App. 9A-1
- Policy 270: Memorials for Deceased Students or Staff (p. 8) App. 9A-2
- Policy 850: Cyber-misconduct (p. 16) App. 9A-3
- Policy 860: Social Networking-Media (p. 17) App. 9A-4

**Proposed Resolution:**

**THAT** the above policies be **RECOMMENDED** to the Board for approval.

**10. New Business:**

- A. Governance: Literature review on the linkages between high-quality public education and governing school boards (V. Overgaard) – Superintendent Perkins

B. Policy Pro Forma

Policy 100: Framework for Reconciliation (p. 18)

App. 10B

**Proposed Resolution:**

**THAT** the Committee **RECOMMEND** to the board that Policy 100: Framework for Reconciliation be sent out for field testing.

C. Review of Policies

- Policy 910: Distance Learning – Rob Simpson (p. 23) App. 10C-1
- Policy 660: Child Care Providers in Schools – Sec.-Treas. McLellan (p. 26) App. 10C-2

**Proposed Resolution:**

**THAT** the above policies be sent for field testing.

**11. Policy Priority List/Annual Plan (p. 28)**

App. 11

**12. Question Period**

**13. Meeting Schedule & Reminders (p. 29)**

App. 13

The next meeting of the Committee is scheduled for March 10, 2020 at 12:30 pm at the Nelson Board Office.

**14. Adjournment of Meeting**

**GOVERNANCE AND POLICY COMMITTEE OF THE WHOLE MEETING  
MINUTES**

**TUESDAY, OCTOBER 22, 2019**

In person: Prince Charles Secondary, Room 104, 223 18 Ave S, Creston, BC, V0B 1G0

By video conference: School District 8 Kootenay Lake, Board Office, 811 Stanley Street, Nelson, B.C., V1L 1N7

**BOARD:**

L. Trenaman  
S. Walsh  
B. Maslechko (*via video conference at the SBO*)  
D. Lang (*via video conference*)  
A. Gribbin  
S. Nazaroff  
B. Coons  
C. Beebe  
S. Chew (*joined via video conference at 12:37 pm*)

**DISTRICT STAFF:**

M. McLellan, Secretary-Treasurer  
B. Eaton, Director of Instruction – Innovative Learning Services  
D. Holitzki, Director of Instruction – Inclusion  
N. Howald, Director of Information Technology  
S. Whale, Executive Assistant  
R. Krulitsky, Executive Assistant  
C. Riehl, IT Technician  
P. Carpendale, IT Technician

**PARTNERS:**

N. Nazaroff, DPAC (*via video conference*)  
S. Metcalf, DPAC (*via video conference*)  
D. Kunzelman, KLTF  
C. Wilson, KLTF (*joined via video conference at the SBO at 12:35 pm*)

**REGRETS:**

C. Perkins, Superintendent  
B. MacLean, Director of Operations  
B. Reimer, CUPE  
V. McAllister, KLPVPA  
R. Bens, CUPE  
M. Bennett, CUPE  
A. Early, CUPE  
S. Kalabis, KLPVPA  
J. Konken, KLPVPA

**1. Call to Order**

Committee Chair Walsh called the meeting to order at 12:34 pm.

**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. Insertions/Deletions to proposed Agenda**

**4. Adoption of Agenda**

**Moved** by Trustee Beebe, seconded by Trustee Coons, **AND RESOLVED:**

**THAT** the agenda for this October 22, 2019 meeting, **BE ADOPTED**, as circulated.

**5. Receiving Presentations: Nil**

**6. Opportunity for Comments by the Public: Nil**

**7. Consent Package: Nil**

**8. Adoption of Minutes**

Correction on page 2 “C. Wilson, DPAC” changed to “C. Wilson, KLTF”.

**Moved** by Chair Trenaman, seconded by Trustee Beebe, **AND RESOLVED:**

**THAT** the minutes from the September 10, 2019 Governance & Policy Committee of the Whole Minutes meeting **BE ADOPTED**, as amended.

**9. Old Business**

A. Review of Policies

- Policy 840: Use of Video Surveillance

*Trustee Chew joined the meeting at 12.37 pm.*

Suggested change: include legislation reference in Policy and Administrative Procedures.

First paragraph: **“to the extent that** its benefit outweighs ~~its~~ **the** impact on the privacy of those being ~~observed~~ **surveyed.**”

Various corrections were suggested to the Admin. Procedures section, and It was noted that the Admin. Procedures section would not be part of policy.

**Moved** by Secretary-Treasurer McLellan, seconded Trustee Coons **AND RESOLVED:**

**THAT** the amended Policy 840: Use of Video Surveillance **BE RECOMMENDED** to the Board for approval.

## 10. New Business:

### A. Policy Pro Formas

- Policy 210: Provision of Menstrual Products to Students (Ministry mandated)  
Correction first paragraph: added School District No. 8 (Kootenay Lake).

- Policy 270: Memorials for Deceased Students or Staff (from S. Rothermel)

Replaced Paragraph 2 with:

“The Board is committed to ensuring that potential impacts of memorials on staff, students and families affected by a death are fully considered, and to ensuring that staff make connections, as possible, to appropriate school and community resources.”

Delete last sentence of paragraph 3, “Please see Administrative Procedures...”.

Modifications were suggested to the Admin. Procedures section:

Change instances of CIRT to either “DCIRT” or “SCIRT”.

- Policy 850: Cyber-misconduct (from Director Howald)

2<sup>nd</sup> paragraph last sentence: “..to the ~~school~~ District and/or:”

Change 3<sup>rd</sup> paragraph to read: “The ~~school~~ district will investigate ~~or~~ and take action...”

Change sub-paragraph 2: “...if, in the opinion of the ~~Principal~~ Board, the behavior will have an impact on the ~~school~~ District environment.”

Add references at bottom to Policies 130 and 310.

- Policy 860: Social Networking-Media (from Director Howald)

Add “Trustees” and “Staff” at two places to read: “The Board of Education of School District No. 8 (Kootenay Lake) recognizes that it is important that staff, **Trustees**, students, and parents engage, collaborate, learn and share in the digital environment.”

“...between its schools and their communities (teachers, students, parents and **trustees**), by providing guidelines for effective digital participation.”

Changed to read: “The Board encourages staff, schools and ~~the board~~ District departments to communicate...”

The Committee decided to move everything starting at 1. Personal Responsibilities to Administrative Procedures.

**Moved** by Trustee Beebe seconded by Director Holitzki, **AND RESOLVED:**

**THAT** the amended policies **BE RECOMMENDED** to the Board for approval for field testing.

B. Review of Bylaws

Secretary-Treasurer McLellan requested that Bylaw No. 2: Local School Calendar be removed from the agenda and moved to the next meeting on December 10, 2019.

- Bylaw No. 1: Student-Parent Appeal

D. Kunzelman requested to have Bylaw #1 reviewed to reflect a letter of understanding with respect of the collective agreement from June 1997, page 92. This paragraph is regarding teachers being notified by the Superintendent if an appeal against the teacher is in process. Secondly, the teacher would be given access to documentation, and the teacher would respond if appeal heard.

The Committee decided to move Bylaw No. 1 and No. 2 to the next meeting.

- Bylaw No. 3: Indemnification of Employees & Trustees
- Bylaw No. 4: Trustee Elections

No new changes were suggested for Bylaw #3 & #4.

**Moved** by Trustee Beebe, seconded by Trustee Walsh, **AND RESOLVED:**

**THAT** revised Bylaws No. 3 and No. 4 **BE RECOMMENDED** to the Board for approval.

C. Literature review on the linkages between high-quality public education and governing school boards (V. Overgaard) – Superintendent Perkins

Agenda item removed.

**11. Policy Priority List/Annual Plan**

**12. Question Period**

**13. Meeting Schedule & Reminders**

The next meeting of the Committee is scheduled for December 10, 2019 at 12:30 pm at the Nelson Board Office.

**14. Adjournment of Meeting**

The meeting adjourned at 2:02 pm.

## **POLICY 210: Provision of Menstrual Products to Students**

The Board of Education of School District No. 8 (Kootenay Lake) believes that students in British Columbia should have access to healthy and effective learning environments. The school system is expected to promote gender equality and create an inclusive learning experience. Lack of access to menstrual products can negatively impact students' school attendance and their social-emotional well-being. Providing all students with convenient access to free menstrual products helps to support their full participation in school activities, reduces stigma and promotes gender equality. The Board of Education of School District No. 8 (Kootenay Lake), in keeping with Ministry of Education Policy, will ensure that schools provide menstrual products to students of all gender identities and expressions using delivery methods that:

- Are free of charge;
- Protect privacy;
- Are barrier free, consistent in delivery, and easily accessible;
- Are non-stigmatizing;
- And that take into account the developmental levels of the student population.

**POLICY 270: Memorials for Deceased Members of the School Community**

The purpose of this policy is to clarify the criteria and the approval for proposed memorials for students or staff.

The Board is committed to ensuring that potential impacts of memorials on staff, students and families affected by a death are fully considered, and to ensuring that staff make connections, as possible, to appropriate school and community resources.

Sometimes, in the immediate aftermath of a critical incident or death, memorials are proposed without full consideration of the potential implications for students, staff, families, and the community. This policy provides District parameters to guide decision-making regarding school-related memorials.



## AP 270.1: Memorials and Procedures

### 1. Definition

- 1.1. **Memorials:** Objects or activities to remember a deceased person or an event that resulted in death.
- 1.2. **School Critical Incident Response Team (SCIRT):** A designated group of staff members, within each school building, who plan and implement mental health support for grief recovery.
- 1.3. **Critical Incident:** Any natural disaster or unexpected event that negatively affects a student, a staff member or a significant group of the school population and usually involves serious emotional, psychological and/or physical injury or death.
- 1.4. **Impact:** The magnitude of the potential loss or seriousness of the critical incident.
- 1.5. **District Critical Incident Response Team (DCIRT):** A designated group of staff members who develop and execute district-wide procedures for the handling of mental health needs during the recovery phase of a critical incident needing grief support.

### 2. Administrative Procedures

- 2.1. **Approval:** Memorial activities that take place at school must be approved and coordinated through the DCIRT. The DCIRT will assist families and students in selecting memorial activities that are appropriate for school and will assist students in healthy bereavement.

In recognition that schools are designed primarily to support learning, school sites should not serve as the main venue for the memorializing of students or staff.

- 2.2. **Temporary school memorials;** as approved by the school principal, may be displayed until the day of the funeral and will then be given to the family. Allowable temporary memorials are flower arrangements, banners, pictures, notes, and locker and student desk displays. Any plans to sell memorial items must receive prior approval from administration. Memorial symbols displayed by individual students or staff on school grounds will be limited in duration to one month past the funeral and must have prior approval of the school principal.
- 2.3. **Permanent memorials for deceased;** students and staff are limited to endowments, scholarships, plantings and books or items with educational significance. Scholarship and endowment memorials may be established either as one-time or perpetual awards, with a description of the purpose of the endowment or scholarship. The school district reserves the right to accept or decline permanent memorials.
- 2.4. **Spontaneous memorials defined:** i.e. Graduation dedications in the school yearbook are subject to the approval of the DCIRT.

Erecting memorials may have the potential for re-traumatizing both students and staff who knew the victim. Memorials erected at schools will be a constant physical reminder of the victim

and may continue to trigger trauma responses in students and staff long after the event took place.

## 2.5. **Management of Spontaneous Memorials**

When schools do not engage students in the process of planning for commemorative and memorial activities, there is a greater risk that spontaneous, informal memorials will appear in the school or community. These might include collections of notes, flowers, photos, stuffed animals, or something associated with the interests of the person who died. It may also involve the writing of messages and notes directly on the student's locker or desk, or at the site of death.

Often, these spontaneous memorials appear almost immediately after notification occurs. When this happens, it is important to communicate appropriate limits. For example, no permanent writing on property may be permitted. Objects left at the memorial cannot be perishable or pose a risk to safety (e.g., lit candles, alcoholic beverages).

If on school grounds, the memorial may not block exits, hallways, or access to student lockers. Temporary memorials should generally not be in locations where all students pass regularly, such as cafeterias or main hallways. If necessary, work with students to relocate a temporary memorial to another site.

Monitor the site regularly. Inappropriate material, whether written comments or objects, should be removed promptly.

Discuss with students how long such a memorial will be left in place (generally, a few days to a week). Let them know when they may have access to the memorial and what will happen with the items left at the site. For example, the family of the deceased student might be offered a special scrapbook created using photos taken of the memorial.

It is useful to involve students in these plans as much as possible. This helps students feel that decisions made are respectful of their wishes.

Spontaneous memorials constructed in the community can be problematic, especially if they are placed in dangerous locations, such as busy intersections or railroad tracks where the student died. These also may become sites for future risktaking behaviors, including substance abuse.

- 2.6. **School district facilities;** will not be used for memorial services or funerals. Exceptions may be made for rental of school facilities by private parties with the approval of the superintendent. In addition, the superintendent, in consultation with the District Critical Incident Intervention Response Team, has the discretion to approve school wide memorial activities in certain extenuating circumstances, such as when a critical incident or death of a student or staff member has a significant impact on a majority of students, staff, and community.

- 2.7. **Anniversary:** School staff will monitor anniversary dates and may provide small group or individual counseling and/or other supportive activities to friends of the deceased in order to assist with grief recovery. School-wide recognition of anniversary dates will not occur.

- 2.8. **Social Media:** Be Aware of Social Media; Students increasingly utilize social media as a means to commemorate and memorialize those who have died. They might continue to post messages to a deceased student's personal site, or create a new site for this purpose.

It is important that schools be aware of any such sites used or visited by students for this purpose. Speak with students to gain information about what is being communicated. The goal is not to police the site, but rather to maintain a level of general awareness.

Ask students to bring any comments that are worrisome, destructive, or troubling to the attention of an adult - for example, suicidal or homicidal intentions, or comments about the deceased that are highly critical.

Memorials established prior to the initial adoption of this policy are not affected by this policy.

## AP 270.2: School (SCIRT) and District (DCIRT) Critical Incident Response Team Roles

### 1. District Critical Incident Response Team (DCIRT) Team Members

Ben Eaton, Director of Instruction

Scott Rothermel, Manager of Safe Schools

Javier Gonzales, Coordinator of Mental Health and Addictions

Gail Higginbottom, District Principal Aboriginal Education

School Based Psychologist

Senior District Administrator and/or School Board Principal/Vice-Principal

### 2. Roles and Responsibilities

- Consult with school and district administration to determine appropriate support response.
- Support the School Critical Incident Response Team (SCIRT) through phone consultation or on-site service.
- Provide on-site debriefing for staff, students and parents/guardians, as required.
- Provide information and resources for staff, students and parents/guardians.
- Assist in planning for follow-up support.
- Connect schools with appropriate community resources.
- Provide ongoing updates to district administration throughout the response.
- Debrief with district administration following a response in order to refine CIRT practices.

Contact can be made through your Superintendent or directly with Director of Instruction, Ben Eaton.

### 3. School Principal/Vice Principals

- Call 911, if appropriate, with as much information as possible
- Gather and verify preliminary information about the incident.
- Contact the school based SCIRT Coordinator.
- Ensure accurate information is passed on. Leave a number where you can be reached at all times.
- Determine, in consultation with DCIRT Coordinator what support may be required (District Critical Incident Response Team, community services).
- Direct media to the Superintendent's Office, 250-505-9625
- Activate School Critical Incident Response Team and determine what needs to be done by whom.

- Arrange for a staff meeting to pass on information and outline the plan for handling the situation.
- Make note of staff who are having difficulty handling the news and may need short term TOC relief.
- In consultation with DCIRT, write script for classroom teachers or counsellors to read the students informing them of the situation. Ensure that students do not leave the school without this information.
- In consultation with DCIRT, write a letter to parents/guardians, if appropriate, to inform them of the incident and what the school is doing in response.
- Set up gathering places/counselling centers, if appropriate.
- Contact staff who are absent from school to inform them of the incident.
- Develop a plan for immediate and follow-up support, including access of district/community resources, if appropriate.
- Make sure student is taken out of auto-dialer for absences.
- Clear out locker for family during non-instructional time

#### 4. Office Staff

Under the direction of the Principal.

- Call 911 if necessary.
- Follow directions of administration.
- Obtain and follow a script from the school administrator to guide response to calls from parents/guardians and the community. Pass along ONLY information approved by administrator.
- Direct media to the Superintendent's Office.
- Copy and distribute letters to go home to parents/guardians, as directed by the administrator.

In the event that the school administration is not available, share this checklist with the Teacher in Charge (TIC) and:

- Call 911 if necessary.
- Call your DCIRT Coordinator.
- Get an informational script from DCIRT to be shared with parents/guardians and community.
- Direct media to Superintendent's Office, 250-505-9625.
- Call the school counsellor and request his/her assistance.
- Upon return of a school administrator, provide an accurate account of what has occurred to that point and follow further direction.
- Keep notes of what has been done and of any questions arising from the situation.

## 5. School Critical Incident Response Team

- Respond to the school administrator's call.
- Develop a plan of action.
- Determine roles and responsibilities.
- Implement an appropriate action plan that may include:
  - Communicating with staff.
  - Reassigning responsibilities of those most closely affected by the incident.
  - Completing an impact and needs assessment of staff and students.
  - Planning counselling services and setting up counselling areas.
  - Implementing plans for support for staff.
  - Talking with students.
  - Informing parents/guardians.
  - Reviewing team performance after the critical incident is over.
  - Developing a plan for long-term support and monitoring.

The DCIRT will be made available as quickly as possible.

## 6. School Counsellors

- Report to the administrator(s) at the school involved.
- Meet as part of School Critical Incident Response Team.
- Attend emergency staff meeting.
- Assist teachers in the delivery of script informing students of the incident, as needed.
- Coordinate counselling services for students, staff and parents/guardians, as needed.
- Monitor counselling services as the day unfolds.
- Compile a list of at-risk students.
- Develop a list of community resources available to support student needs.
- Assist in the development of a plan for long-term support services for students, staff, and parents/guardians, as needed. "
- Seek support from the District Critical Incident Response Team, as needed.

## 7. Staff

- Send staff or student to the office to inform school administration of incident and to get assistance.

- When dealing with students, handle the situation calmly yet clearly, keeping personal safety paramount.
- Model control through calm, decisive directions; do not demand it through ultimatums.
- Attend staff meetings to ensure accurate, updated information is received.
- Read DCIRT script to students informing them of incident. If this is too difficult, as for school counsellor or district critical incident response team member to assist with this. Pass on information only if it has been confirmed as fact.
- Lead a class discussion, as appropriate.
- Alert School Critical Incident Response Team or counsellors of any students who seem vulnerable or at-risk.
- Contact parents/guardians of at-risk students if requested to do so by the counselling team or administrator.
- Direct all inquiries to the school Principal/Vice Principal.
- Document incident where appropriate.
- Reflect on personal needs and seek support as needed.
- Ask for help from school team.

## 8. After an Incident

**The importance of the development of a plan to provide both immediate and follow-up support to students and staff following a traumatic incident cannot be over-stated.**

This plan should:

- Help staff, parents/guardians and students understand how youth react to critical incidents;
- Help staff members deal with their own reactions to the critical incident/loss through debriefing and support services;
- Help students and families adjust after the critical incident/loss through the provision of both immediate and follow-up support;
- Connect students and families to community resources where support beyond that which the school can offer is needed;
- Help victims and family members of victims re-enter the school environment;
- Help students and staff address the return of a student removed because of an incident.

## **POLICY 850: Cyber-misconduct**

Cyber-misconduct refers to the use of information and communication technology to bully, embarrass, threaten or harass another. It also includes the use of information and communication technology to engage in conduct or behavior that is derogatory, defamatory, degrading, illegal, and/or abusive.

School District No. 8 (Kootenay Lake) will not tolerate the publication, via computer and/or other multi-media devices of materials that create, or is likely to create an environment which negatively impacts or causes significant disruption to the district and/or:

1. Is abusive, demeaning, hateful or insulting, or
2. Is threatening, bullying or intimidating, or
3. Incites harmful behavior towards others, or
4. Discriminates, or harasses on the basis of race, religion, sex, sexual orientation, disability or for any other reason set out in the Human Rights Code of British Columbia.

The district will investigate and take action, as appropriate, in situations where such material is published:

1. Through networks hosted by the school district
2. Through other networks and electronic communication devices if, in the opinion of the district, the behavior will have an impact on the district environment.

Students who violate this are subject to discipline in relation to the school's code of conduct and [Policy 310: Code of conduct](#).



## **POLICY 860: Social Networking/Media**

The Board of Education of School District No. 8 (Kootenay Lake) recognizes that it is important that staff, trustees, students, and parents engage, collaborate, learn and share in the digital environment. School District No. 8 (Kootenay Lake) supports safe and secure two-way communication between the district and its community, and between its schools and their communities (teachers, students, parents and trustees), by providing guidelines for effective digital participation. The Board encourages schools and District departments to communicate information and activities by developing and maintaining websites and social media accounts.

## Policy Pro Forma

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For more information on policy development and revision, please see Policy 160: Policy Development.

Title of proposed policy (new policy) or title of existing policy (policy revision):

Purpose and rationale for the proposed new policy or the proposed policy revision:

Suggested wording:

Submitted by:

Name

Date

Please save and email your policy pro forma to [stefanie.whale@sd8.bc.ca](mailto:stefanie.whale@sd8.bc.ca) or print and mail to:  
School District 8 Kootenay Lake, 570 Johnstone Road, Nelson, BC V1L 6J2

## POLICY 100: Framework for Reconciliation

To support the Board of Education of School District No. 8 (Kootenay Lake)'s goal of reconciliation, this Reconciliation Framework commits to a shared responsibility across all levels of the district.



### Territory Acknowledgement

We acknowledge, respect and honour the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District #8.

### Reconciliation

“Reconciliation is about establishing and maintaining a mutually respectful relationship between Aboriginal and non-Aboriginal peoples in this country.” -TRC

\*This important work was based on Syeyutsus Reconciliation Framework from SD68

\*Artwork Acknowledgement: Freya Emery, student from Mount Sentinel Secondary School, 2019

## SD8 Kootenay Lake Reconciliation Framework

This Reconciliation Framework is meant to be a significant step forward for the Kootenay Lake School District. The goal of reconciliation was established in collaboration with SD8 Kootenay Lake Aboriginal Council of Education (ACE), community partners, students, parents, and staff in response to Canada's Truth & Reconciliation Calls to Action, United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and Missing Murdered Indigenous Women and Girls Calls to Justice. We commit to working together on the journey of Reconciliation.

Continuing with the four goals of the original Enhancement Agreements, this Framework honours students at the centre of our learning circle as and takes into account feedback from the community, families, staff, and students. This policy commits to a shared responsibility, as we collectively strive toward a more enriched learning environment focusing on the following goals for Aboriginal learners:

1. Belonging - Enhancing Aboriginal students sense of belonging, pride and identity.
2. Success - Addressing the achievement/opportunity gap for all Aboriginal learners.
3. Connections -improving connections between Aboriginal students, families, communities and schools.
4. Awareness - Improving awareness of history, culture, and diversity inside Aboriginal Canada and the local land, as related to students.

SD 8 Kootenay Lake commits to honouring these goals and using the SD8 Reconciliation Framework to guide this important work.

*Read about Kootenay Lake's "The story of Reconciliation Framework" below.*

\*This important work was based on Syeyutsus Reconciliation Framework from SD68

\*Artwork Acknowledgement: Freya Emery, student from Mount Sentinel Secondary School, 2019

## Story of SD8 Kootenay Lake Reconciliation Framework (A Story in Progress)

Our journey began in early 2018, with the start of the new year and with our students at the centre. The Aboriginal Education Department created a timeline for working towards a renewed Enhancement Agreement - our third agreement. We first started in winter of 2018 by meeting with the Salmo, Slocan Valley, and Kaslo Family of Schools. In attendance were parents, grandparents, students, community advocates, Aboriginal Education department staff, school trustees, principals and vice-principals, and the superintendent. Some of these gatherings attracted more people than others; however, discussions related to the efficacy of the 2014-2019 Enhancement Agreement ensued and the voices present were heard.



In the spring of 2018, the District Principal of Aboriginal Education and the Superintendent of Schools began visiting with community partners in their communities, to introduce SD8 Kootenay Lake and extend an invitation to help provide guidance to our district.

In the fall of 2018, community consultations resumed and at this point they were held in Creston and Nelson. Discussions and consultations were then held at the Aboriginal Education Advisory Committee and Elders' Council (AEACEC). In the winter of 2019, Aboriginal student leadership groups from Nelson and Kaslo were consulted for their feedback and ideas.

Thematically, at all consultations, we heard that the goals of the 2014-2019 EA were still relevant; perhaps the ways in which we had been going about achieving these goals had been shifting. Since the time of writing that Enhancement Agreement, much has evolved and much progress has occurred, such as Canada's signing of the United Nations Declaration on the Rights of Indigenous Peoples.

\*This important work was based on Syeyutsus Reconciliation Framework from SD68

\*Artwork Acknowledgement: Freya Emery, student from Mount Sentinel Secondary School, 2019

(UNDRIP), the BC Auditor General's Report (2015), the Truth and Reconciliation (TRC) launch of the Calls to Action, the Missing and Murdered Indigenous Women and Girls Calls to Justice, the Indigenization of BC's new curriculum, and the shift in expectations from the Ministry of Education regarding Enhancement Agreements.

Although our partners shared that the meaning behind the goals was still important, we were in need of a new way of working towards these goals. This process ended with a commitment to work together on a journey of Reconciliation through the SD8 Kootenay Lake Reconciliation Framework - a district policy framework.

### Essential Reading:

UNDRIP, United Nations Declaration on the Rights of Indigenous Peoples:

[https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP\\_E\\_web.pdf](https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf)

TRC, Truth and Reconciliation Commission of Canada: <http://www.trc.ca/>

MMIWG, Missing Murdered Indigenous Women and Girls: <https://www.mmiwg-ffada.ca/final-report/>

BC Curriculum: <https://curriculum.gov.bc.ca/>

BC Auditor's Report:

[https://www.bcauditor.com/sites/default/files/publications/reports/OAGBC%20Aboriginal%20Education%20Report\\_FINAL.pdf](https://www.bcauditor.com/sites/default/files/publications/reports/OAGBC%20Aboriginal%20Education%20Report_FINAL.pdf)

## **POLICY 910: Distance Learning**

The Board is committed to providing quality Distance Learning opportunities to students in School District No. 8 (Kootenay Lake). The Board believes that a well-developed Distance Learning program is an essential part of a comprehensive 21st century educational system and is critical in meeting the learning needs of a wide variety of students.

The Board of Education commits to offering a Distance Learning program that supports both fully-registered students and students registered in neighbourhood schools who choose individual courses to augment their learning through Distance Education. This program will serve school-aged and adult students both within the district and beyond district borders. Further, the Board of Education commits to support continued course and program development within the Distance Learning program so that students have the best possible Distance Learning experience.

Related Legislation: School Act, Section 1, 3.1, 6, School Act, Section 17 and School Regulation School Act, Section 75 (4.1, 8) School Act, Section 82, 106. 3, School Act, Section 168 (2 [a], 2 [b], 3, 5)

Related Contract Article:

Ministerial Order 302/02 - Graduation Program Ministerial Order 320/04 - British Columbia Adult Graduation Requirements

Ministerial Order 295/95 - Required Areas of Study in an Educational Program

Ministerial Order 638/95 - Individual Education Plan

Adopted: xxx

## AP 910.1: Distance Learning

### 1. Guiding Principles

1.1. Distance Learning provides an opportunity for students and families to exercise choice with respect to the environment, methods and structures through which students are able to achieve their educational goals. Such choice is important for a variety of reasons, including, but not limited to, the following:

- 1.1.1. All or part of an educational program may be provided by means of Distance Learning.
- 1.1.2. Distance Learning improves the equity of access to education, providing an option to students who may be unable to work entirely within a conventional classroom setting;
- 1.1.3. Distance Learning provides flexibility for students who, while attending neighbourhood schools, wish to pursue a course or multiple courses through Distance Learning in order to overcome timetable challenges, to access unique course opportunities, or to gain valuable learning skills through working in an online environment.
- 1.1.4. Students who study through Distance Learning are afforded an enhanced opportunity to develop as 21st Century learners, acquiring technical skills, research and study skills, and learning strategies that will increase their opportunities for success in their future educational and work-related endeavours.
- 1.1.5. Courses and programs offered through Distance Learning must comply with best practice and current pedagogical methods in order to ensure that students who study through Distance Learning are given the best possible educational experience.

The Board, in accordance with the commitment made by the British Columbia Ministry of Education, believes that it is important to provide options to adult learners who are in pursuit of their adult graduation requirements and acknowledges the importance of Distance Learning as one such option.

A more detailed and comprehensive overview of administrative procedures is contained within the [School District #8 Distributed Learning \(DL\) Administration Manual of Procedures and Guidelines](https://www.sd8.bc.ca/node/36848), which can be found at <https://www.sd8.bc.ca/node/36848>.

### 2. Distributed Learning Agreement

- 2.1. All policy and procedures pertaining to the Distance Learning program in School District No 8 - Kootenay Lake will be in accordance with the British Columbia Ministry of Education Distributed Learning Agreement.

### 3. Program Structure

- 3.1. The Distance Learning program will be offered exclusively through the district's Elev8 program, which is comprised of DESK (Distance Education School of the Kootenays) and Homelinks.
- 3.2. Some Distance Learning courses offered by Elev8 may be taught from within neighbourhood schools, either as stand-alone courses or in partnership with Elev8.
- 3.3. Elev8 will offer curriculum via Distance Learning methods (online/web-based courses or, where online options are unavailable, print-based courses) and will adhere to requirements for content and delivery outlined by Ministry of Education policy.
- 3.4. Distance Learning courses and programs will be created and taught based upon current best practice standards in Distance Learning (at time of writing, the Standards for K-12 Distributed Learning in British Columbia).



## 4. Access to Distance Learning

- 4.1. School-aged students who are ordinarily resident in British Columbia may register for Distance Learning courses/programs at Elev8 at no charge.
- 4.2. Adult non-graduate students who are ordinarily resident in British Columbia may register for Distance Learning courses that lead to graduation at Elev8 at no charge.
- 4.3. Adult students who have already graduated from secondary school may register for Distance Learning courses at Elev8. Courses which are authorized by the British Columbia Education Guarantee will be offered to such students at no charge to the student; courses which are not authorized by the British Columbia Education Guarantee may be offered to such students for a tuition fee to be established by the school.
- 4.4. Students who register for Elev8 courses will be required to pay a deposit for materials where applicable.

## 5. Registration and Enrolment

- 5.1. Registration and enrolment in the Elev8 Distance Learning program will occur at the school level.
- 5.2. Students will be informed of the attributes that are suited to success in the Distance Learning model of instruction.
- 5.3. Students will be accepted on the basis of capacity in Distance Learning (as defined by the Ministry of Education).
- 5.4. Where capacity is limited, students from within School District No 8 catchment will be given priority over students who reside outside of the School District No 8 catchment area.
- 5.5. Students may register for individual Distance Learning courses or for complete Distance Learning programs, as allowed by Ministry of Education.

## 6. Cross-enrollment and Partnerships with Neighbourhood Schools

- 6.1. Students who are enrolled at a neighbourhood school (either within Saanich or outside of the district) may enroll in the Elev8 Distance Learning program for courses (as per rules set by the Ministry of Education).
- 6.2. Where a student whose School of Record is a neighbourhood school, Elev8 will communicate course progress and results with the School of Record in addition to reporting to parents as per the School Act.
- 6.3. Elev8 and School District No 8 neighbourhood schools will work together to formalize partnership structures, where resources (i.e., staffing, timetable availability, physical space) are available, to support students in their pursuit of Distance Learning opportunities.

## **POLICY 660: Child Care Providers in Schools**

Quality accessible and affordable child care and early learning programs provide significant social and economic benefits for the community. Research shows that quality child care and early learning programs have a direct relationship to school readiness, literacy development, poverty reduction, and community engagement.

The funding and regulation of licensed child care is primarily a provincial government responsibility, and the Board recognizes that its primary obligation is to provide school age educational programs; however, the District along with community stakeholders can play an important role in planning, developing and coordinating childcare for children in our region.

The District shall not directly provide licensed child care, however it is supportive of third-parties that deliver quality, accessible and affordable child care in District facilities. Schools shall release and/or share available space on a cost-recovery basis for that purpose, and, where possible, new school construction or renovations will incorporate designated and/or shared space for child care services.

**GOVERNANCE AND POLICY COMMITTEE OF THE WHOLE  
2019-2020 ANNUAL PLAN**

**1. Policy Priority List**

Policy No.	Policy Name	Status	Originating	Assignment
Policy 540	Supervisory Conflict of Interest	Completed September 2019 – left from May 2019 Review	Board	G&P Committee
Policy 730	Pesticides	Completed September 2019 – left from June 2019 Review	Board	G&P Committee
Section 800	Information and Communications Technology	Completed September 2019 - Review	Board	G&P Committee
Bylaws	Bylaw #3, #4	October 2019 – Review	Board	G&P Committee
Policy 270	Memorials for Deceased Students or Staff	October 2019 reviewed and out for field testing	SafeSchools – New Policy	S. Rothermel (Manager Safe School)
Policy 350	Provision of Menstrual Products to Students	October 2019 reviewed and out for field testing	Ministry - New Policy	G&P Committee
Policy 840	Use of Video Surveillance	October 2019 – left from Sept 2019 Review	Board	G&P Committee
Policy 850	Cyber-misconduct (from Director Howald)	October 2019 reviewed and out for field testing	Board Referral – New Policy	G&P Committee
Policy 860	Social Networking-Media	October 2019 reviewed and out for field testing	Board Referral – New Policy	G&P Committee
Bylaws	Bylaw #1, #2	December 2019 – Review	Board	G&P Committee
Section 900	Distributed Learning	December 2019 - Onboard by G&P Committee	New policies	G&P Committee
Policy 660	Child Care Providers in Schools	December 2019 – Board Referral	New policy	M. McLellan
Policy xxx	Reconciliation	December 2019 – Board Referral	New policy	G. Higginbottom
-	Annual Student Symposia	Each Committee of the Whole is scheduling an annual Student Symposia – February 12, 2020 tbc		G&P Committee to host 2019/20
Section 200	Health & Safety	March 2020 - Review	Board	G&P Committee
Section 300	Students	April 2020 – Review	Board	G&P Committee
Section 400	Instruction and School Organization	June 2020 – Review	Board	G&P Committee
Section 500	Human Resources	2020-2021 - Review	Board	G&P Committee
Section 600	Finance and Business Operations	2020-2021 - Review	Board	G&P Committee
Section 700	Facility Operations and Transportation	2020-2021 - Review	Board	G&P Committee

## **2. Governance Topics**

- a. Literature review on the linkages between high-quality public education and governing school boards (V. Overgaard)
- b. Advocacy: Engaging the public (PACs and DPACs) – Strategies for all
- c. A Journey Towards Truth and Reconciliation (Ontario)
- d. District Leadership That Works: Striking the Right Balance (Chapter 1)- R. Marzano
- e. 20 Essential Questions Directors of not-for-profit organizations should ask about strategy – Dr. Chris Bart
- f. School Board Finance
- g. Role of Audit Committees
- h. Trustees and HR/BCPSEA and beyond

**2019-2020****BOARD & COMMITTEE MEETINGS SCHEDULES**

DATE	TIME	LOCATION	MEETINGS	COMMENT
September 10, 2019	12:30 pm – 6:00 pm	Board Office, Nelson	Committees of the Whole	
	6:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	Audited Financials Approved
October 1, 2019	1:00 pm – 7:00 pm	Board Office, Nelson	Closed & Open Board Meetings	Working Session
October 22, 2019	12:30 pm – 6:00 pm	PCSS, Creston	Committees of the Whole	
	6:00 pm – 7:00 pm	PCSS, Creston	Open Board Meeting	
November 19, 2019	1:00 pm – 7:00 pm	Board Office, Nelson	Closed & Open Board Meetings	Working Session
December 10, 2019	12:30 pm – 6:00 pm	Board Office, Nelson	Committees of the Whole	
	6:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	
<i>Winter Break</i>				
January 28, 2020	3:30 pm – 5:00 pm	Board Office, Nelson	Operations & Finance Committee of the Whole	
	5:30 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	Amended Budget
February 18, 2020	1:00 pm – 7:00 pm	Board Office, Nelson	Closed & Open Board Meetings	Working Session
March 10, 2020	12:30 pm – 6:00 pm	Board Office, Nelson	Committees of the Whole	
	6:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	
<i>Spring Break</i>				
April 7, 2020	1:00 pm – 7:00 pm	PCSS, Creston	Closed & Open Board Meetings	Working Session
April 28, 2020	12:30 pm – 6:00 pm	Board Office, Nelson	Committees of the Whole	
	6:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	
May 19, 2020	1:00 pm – 7:00 pm	Board Office, Nelson	Closed & Open Board Meetings	Budget Approval, Working Session
June 9, 2020	12:30 pm – 6:00 pm	Board Office, Nelson	Committees of the Whole	
	6:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	
June 23, 2020	1:00 pm – 7:00 pm	Board Office, Nelson	Closed & Open Board Meetings	Working Session
<i>Summer Break</i>				