

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

TUESDAY, MARCH 9, 2021

12:30 PM (PT) – 2:00 PM (PT)

Video Conference: [Zoom](#) - Meeting ID: 684 5368 8313 – Password: 953306

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. Election of the Chair of the Governance and Policy Committee of the Whole

4. Destruction of Ballots (Electronic Voting)

Proposed Resolution:

THAT the electronic voting information for the selection of Chair of the Governance and Policy Committee of the Whole, **BE DELETED**.

5. Insertions/Deletions to proposed Agenda

6. Adoption of Agenda

Proposed Resolution:

THAT the agenda for this March 9, 2021 meeting, **BE ADOPTED**, as circulated.

7. Receiving Presentations

8. Opportunity for Comments by the Public

9. Consent Package: Nil

10. Adoption of Minutes (p. 3)

App. 10

Proposed Resolution:

THAT the minutes from the November 10, 2020 Governance & Policy Committee of the Whole meeting **BE ADOPTED**.

11. Old Business

A. Policy 580: Discrimination and Harassment – Director of Human Resources (p. 7)

App. 11A

Proposed Resolution:

THAT updated Policy 580 **BE RECOMMENDED** to the Board for approval.

12. New Business

A. 700 Policies – Director of Operations MacLean (p. 15)

App. 12A

- Policy 720: Asbestos

- Policy 730: Pesticides
- Policy 740: Playground Equipment
- Policy 750: Heritage
- Policy 760: Animals on School District Property
- Policy 770: Student Transportation
- Policy 771: Transportation for Independent School Students
- Policy 780: Transportation Assistance
- Policy 790: Anti-Idling of School Vehicles

Proposed Resolution:

THAT updated Policies 720, 730, 740, 750, 760, 770, 771, 780, and 790 **BE RECOMMENDED** to the Board for approval.

- B. Data Analysis – Superintendent Perkins (p. 24) App. 12B
- Understanding School District Data
- C. Running Effective Meetings and Dealing with Reputation: Issue & Crisis – Supe. Perkins
- “How to Eat an Elephant: Linking with Owners” by J. Moore (p. 59) App. 12C
 - [“Reputation Risk as a Board Concern” by H. Ristuccia and M. Rossen](#) [linked]
 - [Running Effective Meetings Guidebook](#) [linked]
 - [A Guide to the Principals of Good Practice](#) [linked]
- 13. Policy Priority List/Annual Plan** (p. 62) App. 13
- 14. Question Period**
- 15. Meeting Schedule & Reminders** (p. 64) App. 15
- The next meeting of the Committee is scheduled for May 11, 2021 via video conference.
- 16. Adjournment of Meeting**



**GOVERNANCE AND POLICY COMMITTEE OF THE WHOLE
MEETING AGENDA
HELD ON TUESDAY, NOVEMBER 10, 2020**

BOARD:

L. Trenaman
S. Walsh
S. Chew
D. Lang
B. Maslechko (*via video conference*)
A. Gribbin (*via video conference*)
S. Nazaroff (*via video conference*)
B. Coons (*via video conference*)
C. Beebe (*via video conference*)

DISTRICT STAFF:

C. Perkins, Superintendent
M. McLellan, Secretary-Treasurer
N. Howald, Director of Information Technology
D. Holitzki, Director of Inclusive Education
C. Singh, Director of Human Resources (*via video conference*)
R. Krulitsky, Executive Assistant

PARTNERS:

M. Bennett, CUPE
A. Early, CUPE
R. Bens, CUPE (*via video conference*)
N. Nazaroff, DPAC (*via video conference*)
C. Wilson, KLTF (*via video conference*)
D. Kunzelman, KLTF (*via video conference*)
E. DuPont (*via video conference*)

1. Call to Order

The meeting was called to order at 12:35 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

The Committee Chair provided an overview of procedures for the meeting:

- Virtual attendees to keep their microphones muted
- Raise hand or use Zoom chat function to ask questions
- Trustee Gribbin is participating as an observer only due to censure



It was noted that item 9A would be removed from this agenda and postponed until the next meeting.

4. Adoption of Agenda

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

THAT the agenda for this November 10, 2020 meeting, **BE ADOPTED**, as amended.

5. Receiving Presentations: Nil

6. Opportunity for Comments by the Public: Nil

7. Consent Package: Nil

8. Adoption of Minutes

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

THAT the minutes from the September 22, 2020 Governance & Policy Committee of the Whole meeting **BE ADOPTED**.

9. Old Business: Nil

10. New Business

A. Section 600 – Finance and Business Operations

- Policy 610: Fiscal Management
No changes were made to this policy.
- Policy 615: Board Signing Authority
The changes suggested in advance were accepted.
- Policy 620: Budget Development, Monitoring and Reporting
The changes suggested in advance were accepted.
- Policy 621: Accumulated Operating Surplus
The changes suggested in advance were accepted.
- Policy 640: Acquisition-Disposal of Board Assets
The changes suggested in advance were accepted.

Trustee Beebe entered the video conference at 12:40 PM.
- Policy 641: Gifts
The changes suggested in advance were accepted.
- Policy 642: Procurement and Purchasing
The changes suggested in advance were accepted.
- Policy 650: Disposal of Real Property and Improvements
The changes suggested in advance were accepted. Additionally, the final paragraph was updated to read ‘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.’



A Trustee inquired whether the district ever signs a lease over ten years. The Secretary-Treasurer said no, but clarified that you can have an annual lease that you renew annually for twenty years without exceeding the Ministry threshold for a deemed sale.

- Policy 660: Child Care Providers in Schools
The changes suggested in advance were accepted.
- Policy 680: Business, Service Group and Community Sponsorship and Partnership
The changes suggested in advance were accepted.

A community partner inquired about some items that had been removed from Policy 680. The Secretary-Treasurer noted those items had been moved into Administrative Procedures.

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

THAT Policies 610, 615, 620, 621, 640, 641, 642, 650, 660 and 680 **BE RECOMMENDED** to the Board for approval, as amended.

Trustee Coons temporarily exited the video conference at 12:40 PM.

B. Emotional Skills for the Board Room: Know the Rules

The Superintendent exited and re-entered the room at 12:54 PM.

Trustee Coons re-entered the video conference at 1:00 PM.

- [“12 emotional habits of effective board members” by L. Gershfeld](#)
- [“Emotional Intelligence in the Boardroom” by D. Rosati](#)

The Superintendent introduced the above governance topics, gave time for attendees to read through both, and then broke everyone into groups for discussion.

The Superintendent thanked everyone for participating.

C. The Ethical Imperative and the Environment, Social and Governance Imperative

- “The Directors College Code of Ethical Conduct”
- “The Legal and Fiduciary Duties of Directors”
- “Sustainability: Environmental and Social Issues Briefing”

The Superintendent requested that attendees share their thoughts on how the district is environmentally focused. The following feedback was received:

- Pride in food security programming, poverty reduction, green initiatives
- Celebrating student activism, engagement, and voice
- Thoughtfulness of Aboriginal Education department in thinking about who their audience is and how best to connect



- New busses
- Inclusion of technology – ie: Zoom, less travelling
- Positive switch to LED lighting
- Use of social media platforms to share content
- Sharing of information regarding grants, social networking opportunities

11. Policy Priority List/Annual Plan

12. Question Period

The Board Chair made a note that Committee Chairs will be elected at the next meeting in March.

13. Meeting Schedule & Reminders

The next meeting of the Committee is scheduled for March 9, 2021 at the Nelson Board Office.

14. Adjournment of Meeting

The meeting was adjourned at 2:03 PM.



POLICY 580: ~~Discrimination and Harassment~~ Respectful Workplace

The Board of Education for School District No. 8 (Kootenay Lake) recognizes the right of all members of the school community, including employees, students, parents, **guardians, visitors, consultants, contractors** and volunteers, to learn, work, consult and otherwise associate in an environment free from harassment and discrimination.

The Board recognizes their role in actively supporting employees' work to prevent discrimination, **and harassment and bullying** of **the school community, including employees, students, parents, guardians, visitors, consultants, contractors and volunteers**, ~~students and their families~~. The Board will strive to ensure that professional development and training is provided for staff to develop the awareness, knowledge, skills and attitudes to accomplish ~~this~~ **above**.

To accomplish these goals, the Board will endeavor to promote Professional Development opportunities for staff to learn more about social justice issues and different forms of oppression. The Board will encourage staff to build upon their knowledge and to increase their awareness and strategies in these areas.

The Board of Education will also work with education and community partners to endeavor to ensure that classroom and library resources reflect the diversity of society and are free from **discrimination based on race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical disability, mental disability, sex, gender identity or expression, sexual orientation, age, criminal conviction, lawful source of income, cultural, racial and gender bias**. The Board believes that our students can learn best when they see themselves and the lives of their families accurately reflected within the curriculum.

Everyone is vulnerable to harassment or discrimination, which could occur between members of the same **sexgender**, as well as between members of **a different the opposite gendersex** or members of a sexual minority including but not limited to lesbian, gay, bisexual, transgender, and transsexual individuals.

A harasser can be a superior (supervisor or teacher) or a peer (fellow student or co-worker) or a subordinate, or anyone coming into contact with another person, regardless of the relationship.

To this extent, the Board will not tolerate any conduct that could be classified as harassment, sexual harassment, discrimination or bullying and will make every reasonable effort to ensure that no employee, student, ~~or parent, or guardian, visitor, consultant, contractor, and volunteer~~ is subjected to such behaviours. The Board complies with the B.C. Human Rights Code and is committed to providing healthful environments in which fairness and respect are both taught and modeled.

All persons while on Board premises, ~~or~~ while working for the Board or **while involved** in Board-sponsored programs or activities are covered by this policy. This includes, but is not limited to, students, employees, parents, **guardians**, volunteers, medical practitioners, permit holders and contractors.

The Board of Education for School District No. 8 (Kootenay Lake) has a “zero tolerance” policy for any form

Related Legislation: Human Rights Code [RSBC 1996, Chapter 210, Sections 7 & 8 11 to 14]

Related Legislation: WorkSafeBC Bullying & harassment

Related Contract Article: Nil

Adopted: January 26, 1999

Amended: February 26, 2008

Amended: October 29, 2008

Amended: May 10, 2010

Amended: October 9, 2018

Amended: February 26, 2019 (former policy 340)

Amended: September 22, 2020

Amended: November 10, 2020

Amended: March 9, 2021



of racism, violence and harassment at the District workplaces or events.

Prevention and Response

~~1. The District will establish and maintain a program(s) to prevent Discrimination, Bullying and Harassment, that will include but not be limited to the following elements:~~

- ~~i) assessing and managing risk;~~
- ~~ii) providing appropriate education and training to the District Community regarding this policy; and,~~
- ~~iii) establishing procedures for reporting, investigating and documenting incidents of Discrimination, or Bullying and Harassment in a prompt and sensitive manner, and in accordance with WorkSafeBC regulations and policies where applicable;~~
- ~~iv) ensuring that appropriate corrective actions are taken in response to incidents of Discrimination or Bullying and Harassment; and~~
- ~~v) process for District staff at each site shall to review this policy on a yearly basis at the first regular staff meeting to ensure that all employees are informed of the content of the Discrimination and Harassment-Respectful workplace policy.~~

~~2. The District will establish and maintain an Administrative(SW1) Procedure to~~

~~ensuring that appropriate corrective actions are taken in response to incidents of Discrimination, or Bullying and Harassment; and~~

District staff at each site shall review this policy on a yearly basis at the first regular staff meeting to ensure that all employees are informed of the content of this Respectful Workplace policy.

~~Related Legislation: Human Rights Code [RSBC 1996, Chapter 210, Sections 7 & 8 11 to 14]~~

~~Related Legislation: WorkSafeBC Bullying & harassment~~

~~Related Contract Article: Nil~~

~~Adopted: January 26, 1999~~

~~Amended: February 26, 2008~~

~~Amended: October 29, 2008~~

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AP 580.1: ~~Discrimination and Harassment~~ **Respectful Workplace Program**

1. Definitions

1.1. Harassment: For the purpose of this policy, harassment shall be defined as including:

- 1.1.1. any improper behaviour that is directed at or is offensive to any person and is unwelcome and which the person knows or ought reasonably to know would be unwelcome.
- 1.1.2. objectionable conduct, comment, materials or displays made on either a one (1)-time or continuous basis that demeans, belittles, intimidates, or humiliates another person.
- 1.1.3. the exercise of power or authority in a manner which serves no legitimate work purpose and which a person ought reasonably to know is inappropriate.
- 1.1.4. such misuses of power or authority that could reasonably be interpreted as intimidation, threats, coercion and/or blackmail.

1.2. Discrimination: ~~Unfair treatment of a person or group on the basis of prejudice.~~ **Discrimination in employment within the meaning of the BC Human Rights Code, is discrimination based on a person's sex, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sexual orientation, gender identity or expression, age, or criminal conviction which is unrelated to the person's employment. Discrimination permitted by the BC Human Rights Code is not a breach of the Policy (i.e., where a bona fide occupational requirement is established, or where the alleged discrimination relates to a bona fide pension plan or group insurance plan). Discrimination includes sexual harassment, as defined below.**

1.3. Sexual Harassment:

- 1.3.1. any comment, look, suggestion, physical contact or real or implied action of a sexual nature which creates an uncomfortable working environment for the recipient, made by a person who knows or ought reasonably to know such behaviour is unwelcome.
- 1.3.2. any circulation or display of written or visual material of a sexual nature that has the effect of creating an uncomfortable learning or working environment.
- 1.3.3. an implied promise of reward for complying with a request of a sexual nature.
- 1.3.4. a sexual advance made by a person that includes or implies a threat or an expressed or implied denial of an opportunity which would otherwise be granted or available and may include reprisal or a threat of reprisal made after a sexual advance is rejected.

1.4. Bullying:

- 1.4.1. Bullying is verbal or physical behaviour by one (1) or more people who appear to be more powerful in some way than their victim. Bullying makes the victim feel uncomfortable, embarrassed and/or unsafe and can interfere with the victim's success at school or work.

1.5 Complainant: A person who files a complaint. In some instances, the District may act as a complainant where it becomes aware of allegations of discrimination or bullying or harassment that, if true, would violate this policy but no person comes forward with a complaint, or where an



investigation is required by law.

- 1.6 **Complaint:** A formal written complaint containing allegations of discrimination, bullying or harassment or other violation(s) of this policy.
- 1.7 **Director of Human Resource Services:** The District's Director of Human Resource Services or designate.
- 1.8 **Employee:** An employee of the District, including administrators, teachers and staff.
- 1.9 **Investigator:** A person appointed by the District to investigate a Complaint.
- 1.10 **Respondent(s):** A person or persons alleged to have engaged in conduct that violates this policy.
- 1.11 **Retaliatory Action:** Any adverse action taken against a person because that person reports or alleges a violation of this policy, seeks advice on making a complaint, makes a complaint, or cooperates in an investigation of a complaint.
- 1.12 **False Complaints:** A frivolous, vexatious, or malicious complaint.

2. Examples of Discrimination, ~~and~~ Harassment and Bullying

Specific examples of harassment, sexual harassment, bullying: Sexual or personal harassment may include, but is not limited to behaviours, whether intentional or unintentional, which are perceived by the recipient as unwelcome. Examples of such behaviours include, but are not limited to:

- 2.1 remarks or correspondence with sexual overtones
- 2.2 jokes that cause awkwardness or embarrassment
- 2.3 innuendoes, taunting or intimidation, based on one's real or perceived identity
- 2.4 gender-based, gender identity or sexual orientation-based remarks of a derogatory or sexual nature, or general insulting remarks
- 2.5 proposal of intimacy of a sexual nature
- 2.6 repeated unwelcome invitations, request for dates or sexual favours
- 2.7 leering, patting, pinching, touching, hugging, brushing against
- 2.8 displays of materials, pictures, cartoons or sayings of a derogatory, sexist, homophobic, transphobic, racist, pornographic or otherwise demeaning nature
- 2.9 calling someone names
- 2.10 spreading rumors
- 2.11 stealing or extorting someone's lunch or other property
- 2.12 vandalizing District and/or personal belongings
- 2.13 exclusion from groups



3. What does not constitute discrimination or harassment?

- 3.1. an occasional compliment
- 3.2. flirtation or banter when it is mutually acceptable between/among peers or friends
- 3.3. normal exercise of supervisory responsibilities, including disciplining, when warranted
- 3.4. any reasonable action taken by a District administrator or supervisor relating to the management and direction of employees or the place of employment
- 3.5. expression of reasonable opinions freely and courteously; or
- 3.6. respectful engagement in honest differences of opinion.

4. Procedure for informal resolution of a complaint

Complainants are encouraged, but not required, to immediately tell the other person when his/her behaviour is considered inappropriate and unwanted and ask that the unwanted conduct stop. Persons should comply immediately with the request without retaliation. If the complaint is not resolved, the following procedures should be followed:

4.1 Procedures for teachers

Complaints involving teachers will be subject to the provisions of the Collective Agreement with the employer.

4.2 Procedures for C.U.P.E. Employees

Complaints involving C.U.P.E. members will be subject to the provisions of the Collective Agreement with the employer.

4.3 Procedures for Students

A student may choose to speak to a teacher or another adult that they are comfortable in approaching with a complaint. When the complaint is reported to a teacher or another adult, the information will be brought to the attention of the Principal or Vice-Principal who is required to investigate the matter and strive to bring about a resolution. Alleged harasser(s) will be informed, after consideration of the safety of the complainant, that a complaint has been filed against them. The student will be informed of the progress made toward resolving the complaint. Staff will strive to prevent acts of retaliation and any such acts will receive consequences.

4.4 Procedures for Parents/Volunteers/Others

A parent or volunteer should report the incident to the Principal, Vice-Principal or a Supervisor who is required to investigate the matter. Alleged harasser(s) will be informed, after consideration of the safety of the complainant, that a complaint has been filed against them. The appropriate person will report back in writing to the complainant regarding progress made toward resolving the complaint.

4.5 Procedures for Exempt Employees

The District encourages prompt reporting of all alleged violations of this policy, regardless of whether the person reporting the alleged violation is a victim or observer of such conduct.

4.5.1 Informal Resolution

4.5.1.1 An Employee who believes they have been subject to bullying, harassment or discrimination is encouraged to attempt to resolve the matter informally, by bringing the matter to the



attention of the person who has engaged in the conduct, advising them that the conduct is unwelcome and contrary to this Policy, and asking that the conduct cease immediately. The employee should keep a written record of the steps taken to alleviate the problem.

4.5.1.2 The employee may ask their supervisor to assist in attempting to resolve the matter informally.

4.5.1.3 If the matter cannot be resolved informally, or if the employee does not wish to pursue informal resolution, the employee may file a Complaint in accordance with the procedure outlined below.

4.6 Filing a Complaint

4.6.1 An Employee who believes they have been subject to bullying and harassment or discrimination or has otherwise been affected by a violation of this policy, may file a complaint under this policy by submitting a Complaint in writing to the Director of Human Resources Services.

4.6.2 If the Director of Human Resources Services is a Respondent, the Complaint should be filed with the Superintendent & Chief Executive Officer who will then perform the duties of the Director of Human Resources Services under this policy.

4.6.3 If the Superintendent & Chief Executive Officer is a respondent, the Complaint should be filed with the BCPSEA and BCPSEA will facilitate the investigation in accordance with this policy.

4.5.2.4 The Complaint should set out the relevant details regarding the alleged bullying and harassment or discrimination, or other alleged violation of this policy. The Complaint should include a list of any potential witnesses, along with a description of the information those witnesses are expected to provide. Any relevant documents, including any social media communications, should also be included with the Complaint.

4.5.2.4 A Complainant has the right to withdraw a Complaint at any stage of the process. However, the District may continue to act on the issue identified in the Complaint to comply with its obligations under law or this policy.

4.7 Time Limit for Filing Complaints

4.7.1 A Complaint should be filed within 12 months of the alleged incident(s). If the Complaint involves a series of related incidents, the Complaint should be filed within 12 months of the most recent incident.

4.7.2 The District has the discretion to accept a Complaint for filing after the expiry of the time limit described above, if the District determines that the delay in filing was reasonable and justified, and that no person would be prejudiced by the late filing.

4.8 Initial Review

4.8.1 Upon receipt of a Complaint, the Director of Human Resources Services will conduct an initial review to determine whether the allegations in the complaint fall within the scope of this policy. This review will occur promptly but not later than 30 calendar days of receiving a Complaint, unless exceptional circumstances exist that prevent the Director of Human Resources Services from meeting this timeline, in which case the Director of Human Resources Services will contact the Complainant in writing as soon as possible to inform them of the revised timeline.

4.8.2 If the Director of Human Resources Services determines that the complaint falls within the scope of this Policy, the Director of Human Resources Services will do as below:

- a. For unionized employees - act in accordance with the applicable collective agreement provisions.
- b. For Exempt employees
 - i) appoint an Investigator to investigate the Complaint; or
 - ii) refer the matter to the alternative resolution process described below.

4.8.3 If the Director of Human Resources Services determines that the allegations in the Complaint do not fall within the scope of this Policy, the Director of Human Resources Services will advise the



Complainant of the decision along with reasons. If the Director of Human Resources Services believes that the complaint discloses other kinds of misconduct or information that District may need to act on under another District policy or process, the Director of Human Resources Services may refer the complaint or the relevant portions of the complaint to the appropriate District authority. When appropriate, the Director of Human Resources Services will consult with the employee making the complaint before referring it elsewhere.

4.9 Alternative Resolution Process

4.9.1 If the Director of Human Resources Services believes that an alternative resolution process may be appropriate in the circumstances, the Director of Human Resources Services will discuss this option with the Complainant. If the Complainant agrees that an alternative resolution process may be appropriate, the Director of Human Resources Services will contact the Respondent to advise them that a Complaint has been made and will discuss this option with the Respondent. If the Respondent agrees to participate in an alternative resolution process and the Director of Human Resources Services is satisfied that an alternative resolution process is appropriate, then the Director of Human Resources Services will explore the options available and, with the agreement of both parties, will refer the matter to that process for resolution.

4.9.2 Participation in an alternative resolution process is voluntary.

4.10 Investigation

4.10.1 If an alternative resolution process is not pursued or does not resolve the matter, the Director of Human Resources Services will appoint an internal or external Investigator to investigate the Complaint.

4.10.2 The Investigator will advise participants in the investigation process of the option to have a support person present for interviews. For unionized employees, this would normally be a steward or union representative. For Employees who are administrators, another administrator may act as support person. For students, the support person would normally be the PAK member, parent, or a counselor. The investigator has discretion to consider requests for others to be support persons.

4.9.3 Except in exceptional circumstances, investigations (including the preparation of the Investigator's report) will be completed within 120 calendar days of the investigator's receipt of the complaint. If, during the course of the investigation, the investigator believes that this timeline cannot be met, the Investigator will contact the Complainant, the Respondent, and the Director of Human Resources Services as soon as possible to inform them of the revised timeline.

4.9.3 Investigations are not an adversarial process, and hearings will not be held as part of the investigatory process. Formal rules of evidence commonly associated with a civil or criminal trial will not be applied.

4.9.4 In all investigations, the Respondent will be informed of the allegations made against them and will be given a full opportunity to respond.

4.9.5 The investigator will conduct the investigation in a procedurally fair manner, using a process determined by the investigator.

4.9.6 The investigation will include interviews with the complainant, the respondent, and any witnesses. The investigator will also review any evidence, such as emails, handwritten notes, photographs, text messages, photographs, or physical evidence like vandalized object.

4.9.7 Employees are expected to cooperate with investigators and provide any details of incidents they have experienced or witnessed.

4.9.7 At the completion of the investigation, the investigator will submit a written report to the Director of Human Resources Services.

4.9.8 The complainant and respondent will be advised of the investigation findings in writing by the Director of Human Resources Services.



4.11 Confidentiality

Information about complaints and incidents shall be kept confidential to the extent possible. Information obtained about an incident or complaint of discrimination or bullying and harassment, including identifying information about any individuals involved, will not be disclosed unless disclosure is necessary to protect employees, to investigate the complaint or incident, to take corrective action or otherwise as required by law.

While the investigation is on-going, Complainant, the Respondent and any witnesses should not discuss the incident, complaint or the investigation with each other or with other employees or witnesses unless necessary to obtain advice about their rights. The investigator may discuss the investigation and disclose the incident or complaint-related information only as necessary to conduct the investigation.

All records of the investigation will be kept confidential.

5. Retaliatory Action, Breaches of Confidentiality, and Frivolous or Vexatious Complaints

- 5.1 The District has a ZERO tolerance policy for any kind of Retaliatory Action.
- 5.2 If any employee of the District is engaged in any kind of Retaliatory Action, or violated the confidentiality of the investigation, the District will take appropriate disciplinary action.
- 5.3 If the Investigator determines that the Complaint was frivolous, vexatious, or vindictive in nature, the District will take appropriate disciplinary action against the Complainant.

6. Appeal

- 6.1 A Complainant or Respondent may appeal the investigation findings or the decision to the next level of authority. For example, if the initial complaint was made to the Director of Human Resources Services, the appeal would be made to the Superintendent and CEO.
- 6.2 The Appeal must be submitted in writing within ten (10) working days of the decision being received by the Complainant/Respondent and must provide specific grounds for the appeal, describing how this policy was incorrectly applied and/or due process was not followed.
- 6.3 The person deciding the appeal will review the appropriateness of the process followed during the investigation and give reasons for the decision in writing within 30 working days.

7. Independent Investigation ~~Report~~

Employees, students, parents, and volunteers may choose to present the complaint to the police or Human Rights commissioner under the terms of the Human Rights Act.



POLICY 720: Asbestos

The Board of Education of School District No. 8 (Kootenay Lake) endeavors to maintain an asbestos free school environment. When this is not possible, a containment and labeling program shall be established and monitored by the Health, Wellness & Safety Officer. **As opportunities arise due to renovations or construction, asbestos containing building materials will be replaced with ones that are free of asbestos.**



POLICY 730: Pesticides

The Board of Education of School District No. 8 (Kootenay Lake) values the environment and aims to keep grounds safe, healthy and accessible ~~to~~for all. In the interest of health and safety of staff and students, school grounds maintenance and pest and weed problems will be conducted using an Integrated Pest and Weed Management approach.

An Integrated Pest and Weed Management approach is the best combination of behavioural, chemical, cultural, biological, mechanical and genetic methods to reduce pest and weed populations to acceptable levels. Non-toxic or lower-toxic methods shall be given priority to other methods where possible.



POLICY 740: Playground Equipment

The Board of Education of School District No. 8 (Kootenay Lake) believes that all playground equipment must be of a safe nature. Accordingly, district staff shall approve the construction and location of all playground equipment.

Once placed on school property, all playground equipment shall become the property of School District No. 8 (Kootenay Lake) and the maintenance of such equipment shall be under the supervision of district operations staff.



POLICY 750: Heritage

The Board of Education of School District No. 8 (Kootenay Lake) supports the retention and preservation of educational artifacts and archival records that document the historical heritage of schooling in the School District 8 (Kootenay Lake) area.

Guidelines[SW1]

1. The School District will encourage the compilation, collection, restoration and preservation of significant records, major reports, textbooks, school and classroom furnishings and objects, as well as and any other item that has relevance to education in this region.
2. Identified Items will be screened by a qualified external resource, to be selected by the Superintendent or designate, to determine historical value and appropriate means for storage.
3. Space in a school district facility may be designated for the safekeeping of relevant educational artifacts and records.
4. The District will support the efforts of historical societies and museums in all communities served by the District to preserve and maintain the educational heritage of the area.



POLICY 760: Animals on School District Property

The Board of Education of School District No. 8 (Kootenay Lake) is responsible for maintaining a safe and healthy learning environment at all schools and School District sites.

In School District No. 8 (Kootenay Lake), Municipal and Regional District of Central Kootenay bylaws, with respect to animal control, will apply to all School District property and school sites.

Specifically, all dogs on school district property must be kept on a leash with a person on the other end of the leash, and under the immediate and effective control of a responsible person ~~on school district property~~. In the event a dog defecates on school district property, the responsible person in control of the dog must immediately remove and dispose of the defecated matter in a sanitary manner.

Assistance dogs may be brought into schools, subject to [Administrative Procedure 760.1: Assistance Dogs](#).

Animals may be brought into schools, subject to [Administrative Procedure 760.2: Animals in Schools](#).

Notwithstanding this policy, under the School Act, the principal of the school has the authority to remove any ~~person / [SW1]~~ animal which poses a safety or health concern to the school learning environment.

Information which may support local school conversations and planning can be found at:

[The City of Nelson Animal Regulation and Control Bylaw](#)
[Town of Creston Animal Care and Responsibility Bylaw](#)
[Regional District of Central Kootenay Dog Control Bylaw \(Areas E and F\)](#)
~~[SW2]~~ [Village of Kaslo Licensing and Control of Dogs Bylaw](#)



POLICY 770^[SW1]: Student Transportation

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

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



POLICY 771: Transportation for Independent School Students

The Board of Education of School District No. 8 (Kootenay Lake) may provide transportation to students who attend independent schools located within the boundaries of the School District^[SW1].

Guidelines^[SW2]

1. Students who attend independent schools may ride District buses provided that there is room on the bus, and the school that the student attends pays a monthly fee, linked to the fee charged on public transit, payable to School District No. 8.
2. Fees will be assessed annually and communicated to schools by March 15th.
3. Busing requests from individual parents or students must be channeled through the independent school.
4. In the event that space becomes unavailable, the independent school will determine which of its students will continue to ride the bus.
5. Students who ride the buses must abide by the rules set out by the District and are subject to Board bus discipline procedures.
6. Supervision of students while waiting for a bus is the responsibility of the parents or the independent school.



POLICY 780: Transportation Assistance

The Board of Education of School District No. 8 (Kootenay Lake) may provide transportation assistance to parents or guardians who transport students where no District transportation is available.

To qualify for transportation assistance a pupil must: live within the boundaries of the School District; live beyond the walk limits from the nearest School District No. 8 school in their attendance area; have no District pupil transportation services provided; live beyond 2.5 kilometers from the nearest bus stop; and, be normally in full time attendance at a School District No. 8 school.

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

For the purposes of this policy, walk limits are 2.5 km for primary students and 3.0 km for intermediate and secondary students. These distances are measured by the nearest passable road, which is defined as a street, road, highway, lane or walkway, that has been established as a pedestrian or vehicular route by the Municipality or the Province of British Columbia.

Guideline [SW1]s

1. Payments will be made only to individual parents or guardians.
2. The transportation assistance paid will be based on current District rate/kilometer to a maximum of \$12.00/family for each day that the student(s) is in attendance.
3. Application for transportation assistance shall be made annually to the Secretary-Treasurer on the prescribed form.
4. The school that the student attends shall submit a monthly attendance record to the Secretary-Treasurer in order for the assistance to be paid.
5. Transportation assistance will not be paid retroactively beyond 30 days prior to the receipt of the application at the Board office.



POLICY 790: Anti-Idling of School Vehicles

The Board of Education of School District No. 8 (Kootenay Lake) seeks to reduce student and driver exposure to exhaust particulate matter, reduce the environmental impact of ~~s~~School ~~D~~istrict operations and reduce fuel expenses~~;~~ by limiting unnecessary idling of all School District ~~No.#_8~~ owned, leased or rented vehicles.

Related Legislation: ~~Nil Occupational Health and Safety Regulation 6.1-6.32~~
Related Contract Article: Nil
Adopted: April 10, 2018
Amended: October 9, 2018



Understanding School Data

School District 8 - Kootenay Lake

Spring 2021

Dr. Christine Perkins - Superintendent and CEO



data, *n*, *pl.*

- Information used as the basis for inference
 - Where we are now (information)
 - Where we might go next
- Facts and Statistics collected together for reference or analysis



Data types:

- Satellite data- 100,000 metres (Google maps/provincial) - helps us implement supports
- Map - 60,000 metres - district & school level - (School-wide writes; K-9 Numeracy assessment; Grad rates) - more targeted supports
- Street data - individual learning and “their own story” (Academic Review - every student) - helps us implement more personal supports



How can we use school data?

- To do collectively at the school/district level what teachers do at the classroom level but making decisions about the school rather than individual students
- To stimulate discussion, self-assessment
- To adjust or plan further instruction or instructional programs
- To set, monitor and adjust, evaluate and report on school goals



Two caveats about using school data:

- Assessment for learning, not just assessment of learning
- Formative mostly - Summative rarely
- Not all decisions have to be “data-driven”



“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide:

- where the learners are in their learning,
- where they need to go,
- and how best to get there.”

UK Assessment Reform Group, 2002



Data - based decision making

(using assessment data to stimulate self-assessment, guide decision-making, monitor results)

- not new
- should occur at all levels - classroom, school, district, province
- not all decisions should be driven by assessment data



Who interprets school data?

- Some or all of:
 - Teaching staff
 - Principals and Vice-Principals
 - PAC / DPAC
 - Ministry of Education
 - Media
 - Public



What do we need to interpret school data?

- an appropriate context
- appropriate data

What is an appropriate context?

- one that is set by the school community/district
- one that reflects what the school community/district values

Ask the question: What do we care about and value?



What is appropriate data?

- Data that is dependable and valid
- Measures that are aligned with the curriculum
- Leading, intermediate, as well as, trailing indicators
- Measures that have positive effects on student self-esteem, and motivation
- Multiple data sources for important items



	What teachers Teach and assess	What the FSA assesses
Reading	<p>Strategies and approaches</p> <p>Comprehension</p> <p>Response</p>	Comprehension only
Writing	All stages of the writing process	First draft writing only
Numeracy	All stages of the numeracy process	Word problems on some aspects of numeracy

Leading indicators

- “input” variables, e.g., course offerings, resources, policies about which students can access programs or courses



Intermediate indicators

- what is actually happening in classrooms and schools, e.g., analysis of key or typical assignments, frequency of completed assignments, school-wide reading conferences



Trailing indicators

- “outside” indicators with little local context, e.g.: isolated tests, provincial exams, and FSA

For students there are no meaningless or trivial assessments. What testers see as the simple collection of data may be a profound event for the learner. Common negative effects of testing include:

- narrowing of instruction and instructional methods
- less successful students concluding they are unable to succeed, reducing effort
- students inappropriately focused on short-term performance goals “What’s on the test?”
- test anxiety
- students, parents and others inappropriately generalizing test results to overall “value” or “intelligence”



Sources of school data

- Collected by the Ministry of Education:
 - Foundations Skills Assessment (FSA)
 - Provincial exams (scores and participation rates)
 - Satisfaction surveys (students, parents, staff)
 - Transition rates
 - Graduation rates
- Collected by the school district:
 - All of the above
 - All of the below
- Collected by the school:
 - Report card data (aggregated)
 - Attendance data
 - Performance standards/Core Competencies



25% of Grade 10's do not meet grade level expectations for reading.

Foundation Skills Assessment (FSA) 2000



BC 16 year olds are the second best readers
in the world.

Program for International Student Assessment (PISA) 2000



Foundation Skills Assessment

- Annual provincial assessments going on now, results in TBD
- Reading comprehension, first draft writing, some aspects of numeracy
- Grades 4 and 7
- Provincial, district, school and individual students results
- Individual student results do not count toward report card marks



Tips for interpreting FSA results

- Recognize limitation of assessments
- reading comprehension only, no strategies or response
 - first draft impromptu writing only, not full writing process
 - some aspect of numeracy only, all “word problems”
- Need three years or more data before looking for a trend



- Check if year-to-year changes and differences between school and district or province are statistically significant
- Check participation rates, e.g., Did an increased score come as a result of a drop in participation rates?
- Check the data for sub-populations, e.g., Inclusion, First Nations, ELL, etc.



- Compare to other data sources, e.g., report card marks, exam results, district-wide assessments, data collected using Core Competencies, etc.
- Ask questions, and generate alternate inferences and hypotheses
- Plan for improvement based on the data



Graduation Assessments

- Grade 10 Literacy and Numeracy
- Grade 12 Literacy - will be implemented 2021-22; piloted this year)
- Although individual student results do not count toward report card marks, graduation assessments are listed on transcripts on proficiency scale-
- Also do not count toward university entrance at this point



Satisfaction Surveys

- Annual MoE surveys started in 2002, administered in February
- Students in Grades 4, 7, 10, and 12(also parents and staff)
- Provincial, district and school results in late Spring



Tips for interpreting data from satisfaction surveys

- Look at raw data rather than ministry rating: ask “Is this good enough?”
- Be wary of looking for trends before you have three years of data
- Be aware of lack of randomness in parent sample, especially if low participation rate
- Plan ways to increase participation rate of parents
- Plan for improvement based on the data



Tips for interpreting transition rates and graduation rates

- Recognize limitations of data, e.g., students who move out-of-province, take longer to complete, etc.
- Check the data for sub-populations, e.g., Inclusion, First Nations, ELL, etc.
- Ask questions, and generate alternate inferences and hypotheses
- Plan for improvement based on the data



Tips for interpreting report card data

- Recognize that this data is more valuable for individual students than when aggregated up to the school level
- Check the data for sub-populations, e.g., Inclusion, First Nations, ELL, etc.
- Compare to other data sources, e.g., FSA results, district-wide assessments, data collected using B.C. performance standards, etc.
- Ask questions, and generate alternate inferences and hypotheses
- Plan for improvement based on the data



Updated Proficiency scale...

- describes student progress in relation to grade level expectations in all curricular areas. The proficiency scale and strengths-based descriptive feedback are used to communicate individual progress and identify specific next steps to support learning.



Performance standards

- Non-mandatory classroom assessment tools for teacher
- Reading Writing, Numeracy and Social Responsibility K-10
- Capture teachers' collective professional judgment about standards and expectations
- Attempt to “show” various levels of achievement with sample of student work
- Four categories:
 - Emerging,
 - Developing,
 - Proficient,
 - Extending
- Help identify students for intervention



Provincial Proficiency Scale

An updated proficiency scale describes student progress in relation to grade level expectations in all curricular areas. The proficiency scale and strengths-based descriptive feedback are used to communicate individual progress and identify specific next steps to support learning.

EMERGING	DEVELOPING	PROFICIENT	EXTENDING
The student demonstrates an INITIAL understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a PARTIAL understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a SOLID understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a SOPHISTICATED understanding of the concepts and competencies relevant to the expected learning.

Student Self-assessment of the Core Competencies

Core competencies are intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep, life-long learning. The ultimate goal is for learners to employ the core competencies in all curriculum areas and in their lives. During the school year, students will select evidence of and reflect on their core competency development.



Innovative Learning Services
250.352.6681

COMMUNICATING STUDENT LEARNING IN SCHOOL DISTRICT 8

Shifting the way we communicate student learning

British Columbia's curriculum has been redesigned around an "Understand-Know-Do" model to support a competency-driven, concept-based approach to learning. What our students are expected to understand, know, and be able to do (learning standards), requires new ways of assessing and reporting. School District 8 supports teaching and assessment practices that make students' learning visible, celebrating their growth and successes.

Goals for communicating student learning

Effective communication between home and school is central to student success.

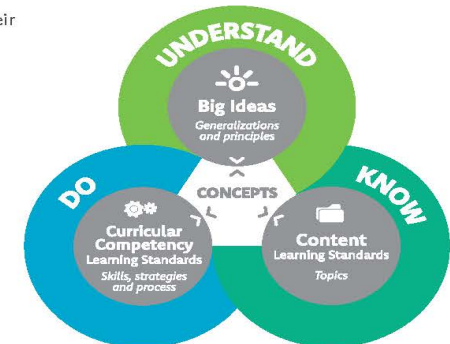
Our goals for communication:

- Parents are well informed about their child's progress
- Parents are involved as partners in a dialogue about their child's progress and the best ways to support learning
- Students are provided with information that is meaningful to them and helps them improve their own learning

This information should:

- Be descriptive, and include suggestions regarding ways that parents can support their child
- Reinforce the importance of self-assessment and goal setting

- Include feedback from multiple sources, as appropriate, including the student, teacher, peers and parents
- Encourage students to work towards their goals and build student ownership
- Where appropriate, take advantage of current technological tools to promote and support communicating student learning in a variety of ways



Communicating student learning K-9

Communication of Student Learning **MUST** occur a minimum of 5 times per year:

- 4 Points of Progress
- 1 Summary of Progress

Curriculum the parent can expect	4 Points of Progress (Must include 2 written & Other communications)				Summary of Progress
	November <small>May be Written Proficiency scale</small>	January (Mid-Year) <small>Written in MyEdBC Proficiency scale</small>	March (before spring break)	April <small>May be Written Proficiency scale</small>	
English Language Arts	●	●	●	●	●
Numeracy	●	●	●	●	●
Science	<i>Not required to report in each curricular area.</i>	●	<i>Not required to report in each curricular area.</i>	<i>Not required to report in each curricular area.</i>	●
Social Studies		●			●
PE		●			●
Core French		●			●
Arts Education		●			●
Applied Design Skills and Technology	<i>Communication is intended to be responsive to teachings and learning.</i>	●	<i>Communication is intended to be responsive to teachings and learning.</i>	<i>Communication is intended to be responsive to teachings and learning.</i>	●
Career Education		●			●
Descriptive Feedback on Student Engagement & Behavior		●			●
Student Self Assessment of Core Competencies	In the spring, include student self-selected evidence of and reflection on Core Competency development				●

Points of Progress in Communications of Learning:

Communicating student learning throughout the year reflects four essential criteria:

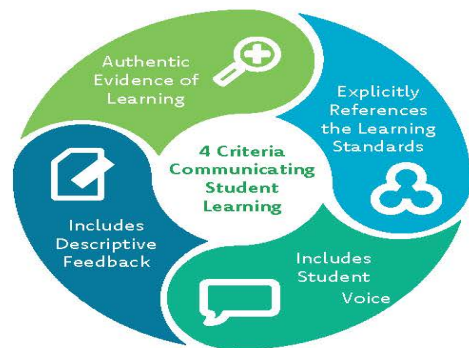
- learning standards
- authentic evidence of learning
- student voice
- descriptive feedback.

Descriptive feedback identifies for the student what is going well, what needs improvement, and next steps for learning. Also included is a description of how learning is impacted by student engagement and behavior.

Points of progress communication may include, but are not limited to, the following:

- Student created work samples
- Celebrations of learning
- Learning portfolios
- Student led conferencing
- Student demonstrations of learning
- Face to face conferencing
- Virtual conferencing
- Email and telephone communication

During COVID-19 other communications may include: Virtual Student led conferences, virtual parent-teacher night, email/phone calls/socially distanced face to face contact, portfolios, MyBluePrint, demonstrations of learning such as virtual Science Fairs, performances, etc.



Innovative Learning Services
250.352.6681



Ethical use of school level data:

To plan for greater equity of educational opportunity, more effective programming, and more focused instruction.

- NOT to judge children, teachers, or communities; or compete for rankings.

In Closing ...

- Sound educational assessment is based on a variety of tools
- Different types of assessments serve different purposes
- Assessment needs to be meaningful and purposeful for students
- Assessment should focus on improving student learning
- Effective assessment is teacher driven and supports learning and instruction



Thank you.

Dr. Christine Perkins | Superintendent & Chief Executive Officer
(she/her/hers)

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School District 8
Kootenay Lake



Observations on tackling one of the board's toughest jobs

How to Eat an Elephant: Linking with Owners

by Jannice Moore

One of the board's most important jobs is crafting Ends policies, which set forth explicitly the difference the organization will make and drive the work of the CEO and staff. How the board gathers the information that will inform these policies is critical. A number of sources can be tapped for information and advice, including experts in the field, written publications, and, of course, the knowledge and experience of staff. However, some information can be obtained from only one very important source: the owners, those people on whose behalf the organization exists.

TRYING TO CONNECT with the entire ownership is rather like attempting to eat an elephant. The task seems so large and daunting one does not know where to begin. As in eating an elephant, you simply have to start somewhere and take a bite. This article focuses on some bite-sized elements of linking with the owners, in particular the portion of linkage concerned with obtaining from owners information that will help the board make well-informed Ends decisions.

Bite 1: Know Whose Job it Is

Establishing a linkage with the owners is board work, not staff work. The staff can assist the board in such matters as the mechanics of helping the board select a representative sample, the administrative tasks related to setting up focus groups, and sending out invitations. But the initiative needs to come from the board. Staff should not decide the questions to be asked, be used as facilitators for a focus group, or asked to produce an edited summary of responses. Using staff for these tasks produces a filter between the board and the owners, so that rather than the board's hearing directly from the owners, its members hear through the perspective of what the staff heard.

Employees also have linkages, sometimes with the same people with whom the board has owner linkages. It can be confusing to know whether "linkage" is a board or a staff role if the same people wear both "owner" and "customer" hats.

For example, in a membership organization, the members have an owner role and a customer role. In a public organization such as education or health, the same members of the public may have an owner role and may also be customers of the organization's services. Ownership linkage refers to the board's getting input from the ownership about needs that the organization might meet and demonstrating accountability to the ownership. The staff may have linkages with the same people, but in their role as customers. Therefore, the CEO may structure linkage opportunities with customers to determine the preferred method of achieving a consumer result, for instance, while the board's linkage with owners would be about which results and consumers or the priorities among them.

While individual board members' casual connections with owners may yield some random information, they should not take the place of formal ownership linkage. The board as a whole needs to determine how it will connect with the owners. Then, as part of the board's plan, individual board members may be assigned specific linkage tasks.

Bite 2: Get Representative Input

Representative ownership input (perhaps more accurately described as input reflective of ownership diversity, in that it is not necessarily rigorously representative in the statistical sense) means that

the board has obtained information from the entire spectrum of the ownership, not just a small subsection, a special interest group, the squeaky wheels, or individuals who of their own accord request to speak with the board. Good board decisions begin with having information that reflects the diversity of ownership. The board then needs to educate itself regarding the implications of various options, so that it can make the decision that is most reflective of the ownership as a whole. Unless the board does this, it is not fulfilling its accountability to those for whom it holds the organization in trust.

It is a mistake to think that because the members of the board themselves are reflective of the ownership's diversity, the linkage job is done. Having that diversity on a board is very helpful in that issues can be seen from a variety of perspectives. However, this does not absolve the board of its responsibility to connect with the wider ownership. The individual on the board who comes from a particular segment of the ownership is not the sole repository of information about the perspectives of that ownership segment.

One area that boards with accountability to the general public need to consider relates to ways in which they might hear from the "unheard voices"—the marginalized of society. Is there a way of going to them rather than expecting them to come to the decision makers? Health and social services consumers, in their ownership role, tend to be relatively powerless since many are from disadvantaged and marginalized groups. They have little experience in expressing themselves in a formal public context; are further threatened by class and culture barriers such as having to attend formal meetings or speak into microphones; and from experience have little reason to believe that they can make a difference. A board might try tailoring opportunities to the time and interests of particular segments of owners rather than taking an all-or-nothing approach. This may be a starting point for examining ways to obtain the input of such groups.

Boards in the public sector, whether elected, appointed, or voluntary, generally have an ownership that might be



described as the “general public.” Membership organizations (unless they are regulatory bodies) usually have an ownership of “members.” In both cases, the challenge is similar: how to connect with the owners in a meaningful way that separates their ownership interests from their interests as customers or consumers of the organization’s products or services.

Bite 3: Learn to Walk Before You Run

Starting small is better than not starting at all. The challenge of ownership linkage may seem so daunting that a board may keep putting it off. It will not likely be possible to do everything right immediately. Children learn to crawl and then walk. So it is with ownership linkage. Begin small: obtaining some ownership input is better than obtaining none. Initial efforts will probably not be perfect. Don’t worry about that. Learn from experience, and keep improving your methods.

Starting small is better than not starting at all.

Ownership linkage is a long-term process. Concentrate on developing an initial plan. After some experience, develop a multiyear plan. Most boards lack the experience or the resources to fully develop linkages with a completely representative selection of owners immediately. Over a period of several years, you should be able to systematically connect with a good sample of your ownership.

In an ideal world, boards beginning to use Policy Governance would first do ownership linkage, and then develop the Ends. However, if that order were used initially, many boards would never get to the point of having Ends. Therefore, the more usual approach is for boards to develop an initial set of Ends, based on the knowledge they already have, and then initiate deliberate ownership linkage, being prepared to modify the Ends if the information they collect warrants a change.

Shortly after implementing Policy Governance, a board should be considering ways to validate the initial Ends it has developed. Do the owners think you are on the right track with your Ends? The key is to ask questions that will focus owners on their role as owner rather than as customer of the organization’s services. Begin small. The first efforts should be a pilot to try different approaches. Skill will develop with experience, ultimately resulting in a linkage plan that truly reflects the diversity of the ownership. However, this will not be accomplished overnight. What is important at this stage is to begin. Do not get caught in the trap of thinking that if you simply listen to people who come to you, as an individual board member, or even as a board, you have satisfied your need for ownership linkage. Very likely, you have listened only to squeaky wheels.

Bite 4: Take One Step at a Time

There is not one right way to link with owners, and the possibilities are limited only by a board’s creativity. To get you started, I offer some steps that have proven successful with many boards:

Step 1: Identify groups or segments within the ownership. Brainstorm a list of all the types of individuals and groups that make up your ownership and might be contacted for input. Look for ways to segment the owners into manageable “bites” that are likely to be similar on one or more characteristics. You might segment the group by geographical area, groups with specific types of values, or another specific characteristic relevant to your organization. Choose two or three segments that make the most sense and are likely to give you the most useful input initially. Over time, add others so that you get a sample that represents the diversity of the ownership. Within each segment, do your best to get a representative sample of that segment.

Step 2: Determine the best way to get to them. What will work with which group? For some groups, a survey might work well. For others, inviting representatives of specific groups within the ownership to meet with your board over lunch or coffee

to discuss future visions of how the organization could benefit the community might be appropriate. Individual board members might talk with selected groups or individuals, asking a series of questions developed by board as a whole. You might establish one or more advisory committees. Focus groups are often one of the best ways of obtaining representative input on key issues. In particular, consider how you will hear from the “unheard voices.” If you are a membership organization, try revamping your annual general meeting. Instead of listening to the usual series of “reports,” ask every participant to select and attend a focus group to discuss specific questions related to an End. Keep notes of all of the discussions, and add this information for consideration at a future board meeting.

Step 3: As a board, develop questions to get input on Ends issues. Individual board members will likely gain an impression of ownership opinion from their personal contacts with various individuals. However, it is quite likely that many, if not most, of these contacts will be about personal concerns—the “what’s in it for me” thinking of the customer. To help the public think like an owner (“What results for whom are worth what?”), your board needs to develop some specific questions. When everyone contacted is asked a similar set of questions, you have a much more representative picture of the ownership thinking on an issue. Focus questions on the future, such as, “What do you think will be the biggest challenges your community will face over the next five years that our organization might be able to help with?” Avoid questions that will be likely to generate means-focused responses, such as, “What do you think we should do about x?”

Step 4: Develop a multiyear plan for comprehensive linkage. Most boards do not have the time or resources to connect with every group or segment of the ownership in a year. A three- or four-year plan may be realistic for you. Aim to make each part of the plan as representative as possible, and be prepared to modify your thinking as you continue to collect input. One workable approach is to develop the

(continued on back page)



Linking with Owners

(continued from page 7)

broad outline of a three-year plan, fleshing out the details of the first year, including specific questions to ask and detailed processes to use. For the second and third years, identify general groups that you plan to approach and the most likely method to reach them. Near the end of the first year, reflect on your experience; then flesh out the details for Year Two, which will now become the new Year One, and add a new third year. This provides a perpetual plan that is always updated.

Step 5: Implement the plan. Having a plan is great. But until the plan has legs, you have no basis for knowing if the decisions you are making about Ends are consistent with your owners' wishes. Simply start.

Step 6: Discuss the owner input at one or more board meetings. Schedule a good chunk of time at board meetings to discuss what you have heard from owners and the implications for your Ends. Use a simple system to keep track of the implications of what you hear as you debrief each portion of ownership linkage. When you have accumulated sufficient information to feel reasonably confident that you have tapped your ownership's diversity, amend the Ends as necessary.

Step 7: Let the owners know what happened to their input. Nothing will turn off the flow of useful information from the owners more quickly than asking for information and then failing to let them know what you did with it. This does not mean that the board has to act on every suggestion from the ownership. It does mean that you provide a timely response to let them know how their information was used in your decision making. Never let the owners feel that their input has gone into a black hole.

Eating the Elephant Is Possible!

These basic elements and steps should help any board tackle the "elephant" of ownership linkage with increased confidence. Remember that this is one of the board's most important jobs—important enough to spend time learning to do well.

Jannice Moore is president of the Governance Coach. She can be contacted at jannice-moore@governancecoach.com.

New Zealand

(continued from page 5)

implement it faithfully. A number of agencies we work with already have bits of Policy Governance thinking sprinkled in their existing documentation. This has often been dropped in by someone such as a board member or consultant who found it on the Web and thought it looked like "good stuff," but without reading further.

New Zealand is achieving a critical mass for the Carver model, as well as gaining credibility for Policy Governance practitioners and boards.

Through this work over the past decade, we can report that New Zealand is achieving a critical mass for the Carver model, as well as gaining credibility for Policy Governance practitioners and boards. This leads neatly onto the future challenges for New Zealand. We are at a tipping point of awareness, presenting opportunity to be built on in coming years.

Currently four New Zealanders have attended the Policy Governance Academy taught by John and Miriam Carver. We are informally in contact with each other and more recently have been discussing whether to develop a New Zealand or Australasian linkage to the International Policy Governance Association, thereby developing local networks to ensure support and shared learning.

The Policy Governance model has global relevance, and in New Zealand, we need to work together to capture local language and implementation issues that maintain the model's integrity. This has the potential to fundamentally transform governance across a range of key organizations. □

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BOARD LEADERSHIP

POLICY GOVERNANCE IN ACTION

JOHN CARVER AND MIRIAM CARVER,

Executive Coeditors

NUMBER 101, JAN.–FEB. 2009

*To Create a New Standard of
Excellence in Governance*

BOARD LEADERSHIP

ISSN 1061-4249 (print) ISSN 1542-7862 (online)

JOHN CARVER, PH.D., is widely regarded as the world's most provocative authority on the governing board role. His Policy Governance® model has been called the only existing theory of governance. Miriam Carver is a consultant, author, and authoritative source on the Policy Governance model.

Dr. Carver is author of *Boards That Make a Difference* (1990, 1997, 2006), *John Carver on Board Leadership* (2002), the audio program *Empowering Boards for Leadership* (1992), and co-author with Caroline Oliver of *Corporate Boards That Create Value* (2002). Miriam Carver is co-author with Bill Charney of *The Board Member's Playbook* (2004). Dr. and Mrs. Carver together co-authored *A New Vision of Board Leadership* (1994), *Reinventing Your Board* (1997, 2006), and the *CarverGuide Series on Effective Board Governance* (1999). They have both authored numerous articles.

Both Carvers consult widely for nonprofit, governmental, and equity corporate organizations in Asia, Europe, South America, and North America. Together, in the Policy Governance Academy, they teach advanced Policy Governance theory and practice to consultants and other leaders.

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Published bimonthly. Individual subscriptions (one copy of each issue) are \$169 in the United States, Canada, and Mexico and \$205 in all other countries. Board subscriptions (six copies of each issue) are \$216 in the United States and Canada, and \$276 in all other countries. Discounts on additional board subscriptions are available. Call the circulation manager at (415) 782-3232.

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Board Leadership is indexed in Current Abstracts (EBSCO).

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GOVERNANCE AND POLICY COMMITTEE OF THE WHOLE 2020-2021 ANNUAL PLAN

Goals & Objectives

1. Completion of two-year Policy update and complete legal review of all policies including:
 - a. Remaining sections 500-700;
 - b. Policy 100.
2. Governance training for all district partner leaders (G & P Committee and DPAC/PAC Presidents)

Strategies & Structures to achieve Goals

1. Governance Training and Leadership Development
2. Strategic Plan – guiding all decisions (preparation for next Strategic Plan)
3. Legal Review

Communication Strategies

4. Governance and Policy Committee Meetings
5. Media, website and other digital media
6. DPAC/PAC meetings
7. Staff Meetings
8. Meetings w/ community partners as needed

1. Policy Priority List

Policy No.	Policy Name	Status	Originating	Assignment
Policy 580	Discrimination and Harassment	Review March 2021	Board	G&P Committee
Section 700	Facility Operations and Transportation	Review March 2021	Board	G&P Committee
Policy 530	Whistleblower Protection	Review May 2021 (pending Attorney General)	Board	G&P Committee
Section 800	Information & Communications Technology	Review May 2021	Board	G&P Committee
Policy 100	Reconciliation	Review Pending. Assigned by Board in November 2019.	Board Referral - New policy	G&P Committee
Bylaws	Bylaw #1	Review Pending.	Board	Board
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	Completed October 2019	Board	G&P Committee
Policy 840	Use of Video Surveillance	Completed October 2019	Board	G&P Committee
Policy 210	Provision of Menstrual Products to Students	Completed November 2019	Ministry - New Policy	G&P Committee
Policy 850	Cyber-misconduct (from Director Howald)	Completed November 2019	Board Referral – New Policy	G&P Committee
Policy 860	Social Networking-Media	Completed November 2019	Board Referral – New Policy	G&P Committee
Bylaws	Bylaw #2	Repealed	Board	Not Applicable
Policy 270	Memorials for Deceased Students or Staff	Completed December 2019	SafeSchools – New Policy	S. Rothermel (Manager Safe School)
Section 900	Distributed Learning	Completed December 2019	New policies	G&P Committee
Policy 660	Child Care Providers in Schools	Completed December 2019	New policy	M. McLellan
-	Annual Student Symposium	Completed February 2020. O&F Committee to Host in 2021.		G&P Committee hosted in 2019/20
Section 200	Health & Safety	Completed March 2020	Board	G&P Committee
Section 300	Students	Completed April 2020	Board	G&P Committee
Section 400	Instruction and School Organization	Completed June 2020	Board	G&P Committee
Section 500	Human Resources	Completed September 2020	Board	G&P Committee
Section 600	Finance and Business Operations	Completed November 2020	Board	G&P Committee

2. Governance Topics

- a. Terms of Reference – Completed September 22, 2020
- b. Review Annual Plan – Completed September 22, 2020
- c. Emotional Skills for the Board Room: Know the Rules – Completed November 10, 2020
- d. The Ethical Imperative and the Environment, Social and Governance Imperative – Completed November 10, 2020
- e. Data Analysis – March 9, 2021
- f. Running Effective Meetings and dealing with reputation: Issue & Crisis – March 9, 2021
- g. Strategic Planning – May 11, 2021
- h. Establishing priorities and financial commitments – May 11, 2021



2020-2021 BOARD & COMMITTEE MEETINGS SCHEDULES

DATE	TIME	LOCATION	MEETINGS	COMMENT
September 22, 2020	10:00 am – 12:00 pm	Board Office, Nelson	Closed Board Meeting	
	12:30 pm – 4:30 pm	Board Office, Nelson	Committees of the Whole	
	5:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	Audited Financial Statements
October 13, 2020	3:00 pm – 4:30 pm	PCSS, Creston	Closed Board Meeting	Working Session
	5:00 pm – 7:00 pm	PCSS, Creston	Open Board Meeting	
November 10, 2020	12:30 pm – 4:30 pm	Board Office, Nelson	Committees of the Whole	
	6:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	
December 8, 2020	3:00 pm – 4:30 pm	Board Office, Nelson	Closed Board Meeting	Working Session
	5:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	
<i>Winter Break (December 19 – January 3)</i>				
January 12, 2021	3:00 pm – 4:30 pm	Board Office, Nelson	Closed Board Meeting	Working Session
	5:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	
February 9, 2021	2:15 pm – 3:15 pm	Board Office, Nelson	Closed Board Meeting	Working Session: 2020-2021 Amended Budget
	3:30 pm – 5:00 pm	Board Office, Nelson	O&F Committee Meeting	
	5:30 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	
March 9, 2021	12:30 pm – 4:30 pm	Zoom Video Conference	Committees of the Whole	
	6:00 pm – 8:00 pm	Zoom Video Conference	Open Board Meeting	
<i>Spring Break (March 13 – 28)</i>				
April 6, 2021	3:00 pm – 4:30 pm	Zoom Video Conference	Closed Board Meeting	Working Session: 2021-2022 Budget
	5:00 pm – 7:00 pm	Zoom Video Conference	Open Board Meeting	
May 11, 2021	12:30 pm – 4:30 pm	Zoom Video Conference	Committees of the Whole	
	6:00 pm – 7:00 pm	Zoom Video Conference	Open Board Meeting	2021-2022 Budget
June 15, 2021	3:00 pm – 4:30 pm	Zoom Video Conference	Closed Board Meeting	Working Session
	5:00 pm – 7:00 pm	Zoom Video Conference	Open Board Meeting	
<i>Summer Break</i>				

