



## **REGULAR BOARD MEETING AGENDA**

TUESDAY, JUNE 28, 2016

7:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

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1. **ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

2. **CALL TO ORDER AND INTRODUCTIONS**

3. **ADOPTION OF THE AGENDA**

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) adopt the agenda as presented (*or...as amended*).

4. **APPROVAL OF THE CONSENT AGENDA**

- |    |  |         |
|----|--|---------|
| a. | Approval of Regular Board Meeting Minutes: May 24, 2016                          | p 1-9   |
| b. | Ratification of In Camera Board Meeting Minutes: May 17, 2016                    | p 10    |
| c. | Ministry of Education News Releases  |         |
|    | • Provincial exams on core skills, parents to be consulted on reporting          | p 11-14 |
|    | • Administrative savings from school districts being redirected back to students | p 15    |
|    | • \$6m to help connect students with coding, new curriculum and computers        | p 16-18 |
|    | • Rural Education Enhancement Fund to keep rural schools open                    | p 19-22 |
| d. | Reports from Board Representatives to Outside Organizations                      |         |
|    | • French Immersion Advisory Committee – Trustee Gair                             | p 23    |
|    | • Oceanside Building Learning Together Society – Trustee Young                   | p 24    |
|    | • Curriculum Implementation Committee (May and June)– Trustee Young              | p 25-26 |
| e. | Status of Action Items - June 2016   | p 27    |

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of June 28, 2016, as presented (*or, as amended*).

5. **DELEGATIONS/PRESENTATIONS (10 MINUTES)**

- a. **“Our Spirit of Canada” Performances - CEAP Elementary Students**

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**6. BUSINESS ARISING FROM THE MINUTES****a. SPOT Vision Screening***(Rollie Koop)**Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) enter into an agreement with the Parksville Lions Club to partner on a one-year pilot of the SPOT Vision Screening program, beginning in September 2016, with an option for the parties to renew the agreement on mutually satisfactory terms if it is determined that the pilot year was well-received and worked well in schools.

**7. TRUSTEE HIGHLIGHTS****8. MOUNT ARROWSMITH TEACHERS' ASSOCIATION****9. CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)****10. DISTRICT PARENTS ADVISORY COUNCIL****11. PUBLIC QUESTION (WRITTEN) AND COMMENT PERIOD****(10 MINUTES)****12. ACTION ITEMS****a. 2016-17 Enhancing Student Learning – School Plans***Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) approve the 2016-17 Enhancing Student Learning School Plans as reviewed by members of the Board at each school from June 3 to June 20, 2016.

**b. Capital Project Bylaw 15/16-CP-SD69-01***(Ron Amos)***p 28-31***Recommendation:*

**THAT** the Board of Education of School District 69 (Qualicum) approve all three readings of the School District No. 69 (Qualicum) Capital Project Bylaw 15/16-CP-SD69-01 for the 2015/16 fiscal year at its Regular Board Meeting of June 28, 2016.

**(MOTION TO BE CARRIED UNANIMOUSLY)**

**THAT** the Board of Education of School District 69 (Qualicum) give first reading to adopt the School District No. 69 (Qualicum) Capital Project Bylaw 15/16-CP-SD69-01 in the amount of \$536,855 for the 2015/16 fiscal year.

**THAT** the Board of Education of School District 69 (Qualicum) give second reading to adopt the School District No. 69 (Qualicum) Capital Project Bylaw 15/16-CP-SD69-01 in the amount of \$536,855 for the 2015/16 fiscal year.

**THAT** the Board of Education of School District 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Capital Project Bylaw 15/16-CP-SD69-01 in the amount of \$536,855 for the 2015/16 fiscal year

- c. Use of Restricted Capital** (Ron Amos) p 32-33  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve the use of \$300,000 from the District's Operating Surplus to fund local capital projects of boiler replacements and Information Technology Infrastructure improvements.
- 13. INFORMATION ITEMS**
- a. Educational Programs Update** (Gillian Wilson)  
**b. Education Planning Update** (Rollie Koop)
- 14. CORRESPONDENCE ATTACHED**
- a. Letter from Ministry re: Use of Restricted Capital for Construction of a new drop off and parking area at Errington Elementary School** (Ron Amos) p 34
- 15. POLICY/ADMINISTRATIVE PROCEDURE** (Chair Flynn) p 35-38
- a. Board Policy 4001: Capital Projects – Tendering, Purchasing and Disposal**  
*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 4001: *Capital Projects - Tendering, Purchasing and Disposal* and its attendant Administrative Procedure, at its Regular Board Meeting of June 28, 2016.
- b. Board Policy 4005: New/Repurposed Facilities** p 39-41  
*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 4005: *New/Repurposed Facilities* and its attendant Administrative Procedure, at its Regular Board Meeting of June 28, 2016.
- c. Administrative Procedure: Rental and Use of School Facilities and Equipment (Previously Board Policy 4015)** p 42-45  
*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) approve second reading to adopt the Administrative Procedure: *Rental and Use of School Facilities and Equipment*, at its Regular Board Meeting of June 28, 2016.

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- d. Administrative Procedure: Sports Grounds and Site Playgrounds (Previously Board Policy 4026)** p 46  
*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) approve second reading to adopt the Administrative Procedure: *Sports/Grounds Areas and Site Playgrounds*, at its Regular Board Meeting of June 28, 2016.
- e. Administrative Procedure: Lasqueti Island Teacherage (Housing) (Previously Board Policy 4055)** p 47  
*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) approve second reading to adopt the Administrative Procedure: *Lasqueti Island Teacherage (Housing)*, at its Regular Board Meeting of June 28, 2016.
- f. Administrative Procedure: Security of Property and Assets (Previously Board Policy 4012)** p 48-50  
*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) approve second reading to adopt the Administrative Procedure: *Security of Property and Assets*, at its Regular Board Meeting of June 28, 2016.
- g. Board Policy 4014: Video Monitoring** p 51-53  
*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) approve second reading to adopt Board Policy 4014: *Video Monitoring* and its attendant Administrative Procedure, at its Regular Board Meeting of June 28, 2016.
- h. Board Policy 4100: Sustainable Practices** p 54-57  
*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) approve second reading to adopt Board Policy 4100: *Sustainable Practices* and its attendant Administrative Procedure, at its Regular Board Meeting of June 28, 2016.
- i. Administrative Procedure: Section 177 - Exclusion Order** p 58-59  
*Recommendation:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) approve first reading to adopt the Administrative Procedure: *Section 177 - Exclusion Order*, at its Regular Board Meeting of June 28, 2016.

**Notice of Motion** to hold Second and Third Reading at the August Regular Board Meeting to meet Ministry timeline requirements.

**16. TRUSTEE ITEMS**

**a. Trustee Handbook 2016**

*(Chair Flynn)*

**p 60-78**

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the Trustee Handbook 2016 as presented to be used as the formal reference document for all current and future School District 69 (Qualicum) Trustees, subject to annual review.

**b. 2016/17 Board Meetings Schedule**

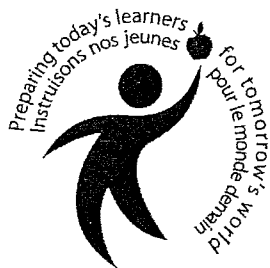
*(Chair Flynn)*

**p 79-80**

**17. NEW OR UNFINISHED BUSINESS**

**18. PUBLIC QUESTION PERIOD**

**19. ADJOURNMENT**



**REGULAR BOARD MEETING MINUTES**

TUESDAY, MAY 24, 2016

7:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

**ATTENDEES**

**Trustees**

|               |                  |
|---------------|------------------|
| Eve Flynn     | Chairperson      |
| Elaine Young  | Vice Chairperson |
| Julie Austin  | Trustee          |
| Jacob Gair    | Trustee          |
| Barry Kurland | Trustee          |

**Administration**

|                |   |
|----------------|---|
| Rollie Koop    | Superintendent of Schools                 |
| Ron Amos       | Secretary Treasurer                       |
| Gillian Wilson | Assistant Superintendent                  |
| Chris Dempster | General Manager of Operations             |
| Karin Hergt    | Executive Assistant (Recording Secretary) |

**Education Partners**

Mount Arrowsmith Teachers' Association (MATA)  
Qualicum District Principals/Vice Principals' Association (QDPVPA)  
District Parent Advisory Council (DPAC)

**1. CALL TO ORDER**

Chair Flynn called the meeting to order at 7:00 p.m.

**2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

Chair Flynn acknowledged that the Board was meeting on the traditional territory of the Coast Salish people and thanked the Qualicum and Nanoose First Nations for sharing their shared territories with the District.

**3. ADOPTION OF THE AGENDA**

**16-46R**

*Moved* Trustee Austin      *Seconded* Trustee Gair

**THAT** the Board of Education of School District No. 69 (Qualicum) adopt the agenda as amended.

**CARRIED UNANIMOUSLY**

**4. APPROVAL OF THE CONSENT AGENDA**

- a. Approval of Regular Board Meeting Minutes: April 26, 2016
- b. Approval of Special Budget Board Meeting Minutes: April 19, 2016
- c. Ratification of In Camera Board Meeting Minutes: April 19, 2016
- d. Ratification of Special In Camera Board Meeting Minutes: April 19, 2016
- e. Approval in principle for a Ballenas Secondary School student field trip to New York from March 15-20, 2017
- f. Ministry of Education News Releases
  - British Columbia students to become Masters of Disaster
  - \$500,00 for early childhood educator training
  - Scotiabank now helping kids connect with \$1200 education grant
- g. Reports from Board Representatives to Outside Organizations
  - Oceanside Building Learning Together Society – Trustee Young
  - First Nations Education Advisory Committee – Trustee Flynn
- h. Status of Action Items - May 2016

**16-47R***Moved* Trustee Austin *Seconded* Trustee Gair

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of May 24, 2016, as presented.

CARRIED UNANIMOUSLY

**5. DELEGATIONS AND PRESENTATIONS**

- a. **A District Vision for Eye Care – Parksville Lions Club**  
Mike Garland, outlined a proposal from the local Lions Clubs (Parksville, Qualicum Beach and Nanoose Bay) to partner with the District and facilitate the screening (not testing) of students to detect potential indications of some common vision problems.

The Board Chair thanked Mr. Garland for his presentation and advised that the Board was very interested in the proposal. After further consideration of the logistics involved, Mr. Garland will be contacted to advise him of the Board's decision.

**6. BUSINESS ARISING FROM THE MINUTES**

None

**7. TRUSTEE HIGHLIGHTS****Trustee Austin**

- Enjoyed her attendance at the BC Recreation and Parks 'Elevating Recreation' Symposium held on April 27-29, 2016 which focused on physical literacy. She is grateful for the many opportunities the location of School District 69 and its collaboration with local organizations provide to students in the area of physical/outdoor recreation. Many other Districts in the province do not have that same structure or relationship in sharing of fields and resources with municipal partners.

**Trustee Young**

- Announced a fundraising campaign by the Oceanside Building Learning Together to 'Build OUR Bus' to retrofit a new WOW bus. Anyone matching or superseding her \$100 donation would receive a coveted 'I am building OUR bus!' badge.

**Trustee Flynn**

- Recognized the Parksville Lions Club President, Tom Roy, who has been driving the WOW Bus for many years.
- Acknowledged the members of the Policy Advisory Committee who have been working through the Board's Policies and Bylaws to revise them from weighty policy documents to short policy statements with attendant administrative procedures. The Committee has completed the Board Bylaws and section 3000 (Governance) and is nearing completion of the review of section 4000 (Administration and Facilities).

**Trustee Kurland**

- Enjoyed participating in the exit interviews of the Qualicum Secondary graduating students. It was wonderful to see how focused the students were and to hear their future plans and dreams.

**Trustee Gair**

- Echoed Trustee Kurland's comments regarding the exit interviews which he found fantastic.
- Participated in the District Scholarship interviews and thoroughly enjoyed that opportunity to speak with the candidates from the three secondary schools.
- Was dunked at the Qualicum Beach Elementary School Carnival held on May 6<sup>th</sup>.
- Wrote a letter to the editor which was published in the PQB News May 24<sup>th</sup>.

**8. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)**

Norberta Heinrichs, President, reported on the following:

- Elections were held at the MATA AGM two weeks prior and Ms. Heinrichs was re-elected as President and Ms. Comer was re-elected as Vice President for 2016/17.
- Retirees were recognized at the AGM and teachers new to the profession were acknowledged for their participation.
- The school-based professional development day held May 13<sup>th</sup> was successful with teachers focusing on their professional needs at the school and working with staff and their peers in smaller groups.
- Teachers are taking advantage of the In-District professional development opportunity to purchase professional summer reading.
- Concerns from some teachers regarding information received from the provincial level that some districts have been asked to roll out the Next Generation Network (NGN) as a device ratio at school.

*Assistant Superintendent Wilson clarified that the NGN is a network (or 'highway') which is replacing the former PLNet. There is no direct correlation to devices in schools. The infrastructure was put in place. She noted that there are some concerns for some teachers who have computers in their classrooms which are*



*outdated and won't take new imaging, updates, or security programs and that is causing problems in terms of spam and phishing so they not being protected by the infrastructure. The District has been working on providing a solid infrastructure so that devices function properly and Wi-Fi access can be increased over the summer.*

*Administrators are also identifying a number of ways to support teachers in making the necessary type and number of devices available to teachers for their classrooms. Teachers should contact their administrators to determine their needs. Consideration also must be given to how many devices are in a school as there are only so many staff available to provide support and maintenance for the devices. Staff are determining a reasonable number of devices to have in buildings so students have access to them when they need them. Schools are also working on 'Bring Your Own Device' (BYOD); however, many families cannot afford to provide their child(ren) with a device so the district needs to ensure that all students have access either through a loan from the office or library. Techs from each building are providing information to the District Technology Committee and the results of the technology survey will be reviewed to determine how teachers are using technology in their classrooms and how best to support that technology.*

- Concerns that there appears to be a reorganization of education assistants' hours at a time when classes are being organized for the upcoming year. Assistant Superintendent Wilson provided details on the education assistant posting and filling process during her Education Programs Update.
- MATA has initiated conversations with senior administration and the Human Resources department on behalf of Speech & Language Pathologists to discuss inequity in terms of remuneration and status comparable to that of teachers in other districts throughout the province.

**9. CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)**

No report

**10. DISTRICT PARENT ADVISORY COUNCIL (DPAC)**

Jalyn Sorg, Co-Chair, reported on the following:

- The next DPAC meeting will be held on Wednesday, May 25<sup>th</sup> at 7:00 p.m.
- Ms. Sorg and Angie Carlyle attended the BC Confederation of Parent Advisory Councils (BCCPAC)'s Annual Spring Conference and AGM which was held in Kelowna April 29 – May 1, 2016.
- Ms. Sorg acknowledged all the volunteer parents of the BCCPAC who are spending their time, energy and own money to advocate for increased funding and resources for all students in the province.

**11. PUBLIC QUESTION (WRITTEN) AND COMMENT PERIOD**

**(10 MINUTES)**

None

**12. ACTION ITEMS****a. School Fees****16-48R***Moved* Trustee Young *Seconded* Trustee Gair**THAT** the Board of Education of School District 69 (Qualicum) approve the 2016/17 School Fees as presented.

CARRIED UNANIMOUSLY

**13. INFORMATION ITEMS****a. Educational Programs Update**

Assistant Superintendent Wilson reported on the following district initiatives:

- The District is in the midst of Round Two of the Staffing Process. Acknowledged the work of the Principals and Vice Principals to get the postings ready and the HR staff for their work and support of that process.
- The Education Assistants have received layoff notices or adjustment notices of an increase or decrease in hours at some sites. The Education Assistant hours for the entire system will remain the same next year as this year; however, they will be distributed based on the needs of the schools as identified from school reviews and what is known so far about students who are exiting or entering the system and who have submitted cross-boundary requests to attend a different school in the District.
- Following the *First Steps to School Fair* with Pete the Cat, *Welcome to Kindergarten* programs, with support from the Learning Partnership, are being held at all elementary schools. Teachers are meeting with the District's newest learners and their families.
- Schools are in the midst of participating in and planning end of year field trips with outdoor activities that are solidifying learning that students have been doing in the classroom.
- Acknowledgement of staff and administrators from Ballenas Secondary School, one of ten schools selected to attend the Networks of Inquiry and Innovation and the Aboriginal Enhancement Schools Network, who presented a session titled: *School Structures to Support Transitions* which provided attendees with information on Ballenas Secondary is engaging and supporting Aboriginal students in Grade 10 to increase their transition to post-secondary and the school structures - Collaboration, Flex Learning, SEL focused LINK (Advisory Model), Aboriginal Enhancement Agreement and team, and the Spirals of Inquiry - come together in a learning community to support the transition of all students.
- As part of the Ballenas Music Programs concert series trip to Alberta, Mr. Robson's senior high band performed at the elementary school he used to attend in his home town of Hinton.
- Following conversations regarding how to communicate student learning to parents, a grant application has also been submitted to SetBC to support two learning classrooms, one for FreshGrade and one for Scholantis digital portfolio programs.
- Work is being done to provide summer professional learning opportunities for teachers in the areas of numeracy, writing, DRC resources, and the FreshGrade and Scholantis e-portfolio programs.
- The Becoming and Belonging Research Project will host a community event at the Parksville Community & Conference Centre. The event

celebrates Oceanside youths'. The event will showcase a series of short digital stories (films) and a photovoice gallery created by youth and celebrate youths' perspective on the mental health challenges youth can face and recommendation for a more inclusive community.

- The IT Department staff are working on a new version of the internal staff portal which will be launched within the next week. Staff are encouraged to access it via STARTsd69.bc.ca.

**b. Education Planning Update**

**i. ThoughtExchange Surveys**

Superintendent Koop reported that he has received the results from the ThoughtExchange process which surveyed the District's students from Grades 6 to 12. Students responded to three questions after which they were given the opportunity to help prioritize the responses received by the use of 'stars'.

The data has already been shared with school administrators who will take that information to guide their work with their own leadership teams and with parents. The Superintendent will also be reviewing the data with the Board at its Informal Meeting on Friday, May 27<sup>th</sup> to discuss the responses, what has been or could be done to address concerns raised, and how to communicate the results to the students and the public.

The Superintendent stated that he will also be working on an Executive Summary of the data which will be written in student-friendly language

He then advised that a second public consultation has been initiated for all staff, trustees, parents and the broader community to provide feedback on their experiences this year – what they think the District did well and where there is room for improvement. Staff received the link on May 20<sup>th</sup>, and a communication to parents would be sent out in the next day or two inviting them to contribute their thoughts as well. A few weeks later, everyone will be invited to join Step 2 of the process to review and help prioritize the thoughts generated during Step 1. ThoughtExchange staff will aggregate the data for a presentation to administrators in either early July or late August.

**ii. School-Based Conversations for Enhancing Student Learning**

Superintendent Koop stated that he and Assistant Superintendent Wilson had completed their school-based conversations with the Principal & Vice Principal teams to determine what they know about their learners and how that will shape their actions and how those actions would relate to the Strategic Plan.

Trustees will be visiting each school during the first two weeks of June to meet with school administrators, staff and some parents to review and discuss their plans for enhancing student learning.

**c. 2015 Carbon Neutral Action Report**

Secretary Treasurer Amos presented the 2015 Carbon Neutral Action Report, highlighting some of the energy savings initiatives that the District has put in place and reviewing some of the savings realized from those initiatives. The Report has

been submitted to the Ministry of Environment's office of the Climate Action Secretariat.

**14. CORRESPONDENCE ATTACHED**

None

**15. POLICY**

**a. Board Policy 4001: Capital Projects – Tendering, Purchasing and Disposal**

**16-49R**

*Moved* Trustee Flynn *Seconded* Trustee Kurland

**THAT** the Board of Education of School District No. 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 4001: *Capital Projects - Tendering, Purchasing and Disposal* and its attendant Administrative Procedure, at its Regular Board Meeting of May 24, 2016.

CARRIED UNANIMOUSLY

**b. Board Policy 4005: New/Repurposed Facilities**

**16-50R**

*Moved* Trustee Flynn *Seconded* Trustee Gair

**THAT** the Board of Education of School District No. 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 4005: *New/Repurposed Facilities* and its attendant Administrative Procedure, at its Regular Board Meeting of May 24, 2016.

CARRIED UNANIMOUSLY

**c. Administrative Procedure: Rental and Use of School Facilities and Equipment (*Previously Board Policy 4015*)**

**16-51R**

*Moved* Trustee Flynn *Seconded* Trustee Young

**THAT** the Board of Education of School District No. 69 (Qualicum) approve first reading to adopt the Administrative Procedure: *Rental and Use of School Facilities and Equipment*, at its Regular Board Meeting of May 24, 2016.

CARRIED UNANIMOUSLY

**d. Administrative Procedure: Sports Grounds and Site Playgrounds (*Previously Board Policy 4026*)**

**16-52R**

*Moved* Trustee Flynn *Seconded* Trustee Gair

**THAT** the Board of Education of School District No. 69 (Qualicum) approve first reading to adopt the Administrative Procedure: *Sports Grounds and Site Playgrounds*, at its Regular Board Meeting of May 24, 2016.

CARRIED UNANIMOUSLY

e. **Administrative Procedure: Lasqueti Island Teacherage (Housing)**  
(Previously Board Policy 4055)

16-53R

*Moved* Trustee Flynn *Seconded* Trustee Kurland

THAT the Board of Education of School District No. 69 (Qualicum) approve first reading to adopt the Administrative Procedure: *Lasqueti Island Teacherage (Housing)*, at its Regular Board Meeting of May 24, 2016.

CARRIED UNANIMOUSLY

f. **Administrative Procedure: Security of Property and Assets**  
(Previously Board Policy 4012)

16-54R

*Moved* Trustee Flynn *Seconded* Trustee Young

THAT the Board of Education of School District No. 69 (Qualicum) approve first reading to adopt the Administrative Procedure: *Security of Property and Assets*, at its Regular Board Meeting of May 24, 2016.

CARRIED UNANIMOUSLY

g. **Board Policy 4014: Video Monitoring**

16-55R

*Moved* Trustee Flynn *Seconded* Trustee Kurland

THAT the Board of Education of School District No. 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 4014: *Video Monitoring* and its attendant Administrative Procedure at its Regular Board Meeting of May 24, 2016.

CARRIED UNANIMOUSLY

h. **Board Policy 4100: Sustainable Practices**

16-56R

*Moved* Trustee Flynn *Seconded* Trustee Kurland

THAT the Board of Education of School District No. 69 (Qualicum) approve first reading to adopt Board Policy 4100: *Sustainable Practices* and its attendant Administrative Procedure at its Regular Board Meeting of May 24, 2016.

CARRIED UNANIMOUSLY

Trustee Gair suggested that input from district students regarding ideas for environmentally sustainable initiatives be welcomed and given serious consideration.

16. **TRUSTEE ITEMS**

None

17. **NEW OR UNFINISHED BUSINESS**

None

**18. PUBLIC QUESTION PERIOD**

Trustees/senior administrators received comments and/or answered questions on the following topics:

- Bulk Purchase of School Supplies

**19. ADJOURNMENT**

Trustee Gair moved to adjourn the meeting at 8:21 p.m.

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CHAIRPERSON

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SECRETARY TREASURER



**IN-CAMERA MEETING**

**SECTION 72 REPORT**  
May 17, 2016

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**ATTENDEES:**

**Trustees**

|               |            |
|---------------|------------|
| Eve Flynn     | Chair      |
| Elaine Young  | Vice-Chair |
| Julie Austin  | Trustee    |
| Jacob Gair    | Trustee    |
| Barry Kurland | Trustee    |

**Administration**

|                 |   |
|-----------------|---|
| Rollie Koop     | Superintendent of Schools                 |
| Ron Amos        | Secretary Treasurer                       |
| Gillian Wilson  | Assistant Superintendent                  |
| JoAnne Shepherd | Director of Human Resources               |
| Karin Hergt     | Executive Assistant (Recording Secretary) |

The Board of Education discussed the following matter(s):

- Land
- Personnel/Labour Relations
- District Scholarship Recipients

The Board of Education approved motions regarding the following matter(s):

- Personnel
- District Scholarship Recipients

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Chairperson

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Secretary Treasurer



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## NEWS RELEASE

For Immediate Release  
2016EDUC0041-000860  
May 26, 2016

Ministry of Education

### **Provincial exams on core skills, parents to be consulted on reporting**

VICTORIA – Connecting students with the skills they need to succeed in our changing world is the priority for British Columbia’s new curriculum. Education Minister Mike Bernier announced today changes are coming to B.C.’s education system to boost that connection.

Designed by teachers, B.C.’s new curriculum will teach students the basics of reading, writing and arithmetic in a way that connects them to collaboration, communication, and critical thinking skills they will need to succeed after high school. New curriculum will be fully implemented in the K-to-9 years this fall, and will be available in draft for teachers to use for grades 10 to 12 at the same time.

With redesigned curriculum being implemented, we need to ensure how we measure student success keeps pace. That’s why changes are starting this coming school year to our assessment practices, reporting and graduation program. Key changes include:

- Provincial exams: Previous five exams replaced with assessments of the core math and literacy skills that are the foundation for all subjects. During their graduation program years, students will write provincial exams of both math skills and literacy.
- Classroom assessment: Student progress in subjects like science, social studies, and language arts will be assessed in the classroom.
- Report cards: From late June to October, parents will be consulted on what they want to know about their child’s progress and how they want to get that information.
- Career Education: Starting in the 2017-18 school year, students will take this course to graduate. What they learn will show them the link between the classroom and their opportunities in life.

As well, post-secondary institutions in B.C. and outside the province have been consulted about the new curriculum – and the changes will improve the seamless path for students headed to university, college and trades training.

As British Columbia enters Year Two of the three-year transition to new curriculum, B.C. is building on some of the best student outcomes in the world to make them better. The new curriculum fits in with the key goals of B.C.’s Skills for Jobs Blueprint to re-engineer education to ensure young people have the skills they need for in-demand careers.

Parents, grandparents and guardians can check out the entire new curriculum – by grade, by subject, as well as assessment and graduation – online: <https://curriculum.gov.bc.ca/>



## **Quotes:**

### **Mike Bernier, Minister of Education –**

“We owe it to parents and to the next generation to make sure we are setting up a clear path for kids to follow their dreams and succeed. Whether they want to design computer programs, build skyscrapers, or start a business, our new curriculum and our incredible teachers will help students build the foundation they need to make that happen.”

### **Teresa Rezansoff, president, BC School Trustees Association –**

“Today’s announcement from the Ministry of Education is another positive step toward ensuring B.C.’s education system is reframed to meet the needs of students over the next 40 years, not the last 40 years. We are encouraged that parents, educators and school trustees will continue to have a major role in shaping the final product. Continued consultation is required to ensure there is confidence in what is recognized as one of the world’s best K-12 education systems.”

### **Sherry Elwood, president, British Columbia School Superintendents Association –**

“The redesigned curriculum will support our learners today as we help them become ready for a future which will demand different skills and contributions. We will focus on providing our students with every opportunity to find their strengths, to be creative and to master their challenges. Working together with our partners, we can provide world class future ready education for all of the students in our province!”

### **Doug Lauson, president, Federation Independent School Associations –**

“Students in school today have the challenge of developing their skills to face the rapidly changing world of tomorrow. The new curriculum is designed to provide students with choice over the way they learn, developing and expanding their skill sets without abandoning the fundamental pillars of the 3Rs. The personalized learning model uses technologies as tools to build and supplement the foundational content with creativity and innovation. Both teachers and students will be able to pursue new ways of teaching and learning.”

## **Learn More:**

B.C.’s new curriculum: <https://curriculum.gov.bc.ca/>

New Curriculum Announced: <https://news.gov.bc.ca/releases/2015EDUC0057-001418>

Training support for new curriculum: <https://news.gov.bc.ca/releases/2015EDUC0063-001605>

A backgrounder follows.



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## BACKGROUND

For Immediate Release  
2016EDUC0041-000860  
May 26, 2016

Ministry of Education

### Backgrounder

The Ministry of Education has developed a multi-year provincial curriculum, assessment and reporting implementation strategy to bring the modernized education system to life.

#### New Curriculum

- **With the new curriculum being implemented, what and how will students learn?**

The world is changing and it's our duty to make sure kids are ready to succeed in that changing world. That is why we are bringing in a new curriculum to B.C. schools.

Students will learn the basics of reading, writing and math in a way that connects them with the collaboration, critical thinking, and communications skills they'll need to succeed after high school.

The new curriculum is focused 100% on students and will prepare students for success through personalized learning.

New Kindergarten to Grade 9 curriculum will be fully implemented in classrooms in fall 2016. Draft curriculum for grades 10 to 12 is ready for teachers to use in classrooms in the 2016-17 school year and will be fully implemented in 2017-18.

#### Assessment and Reporting

- **How will we measure student success?**

Assessment practices need to be streamlined with the new curriculum.

Starting in the 2016-17 school year, instead of five provincial exams required from grades 10 to 12, students will complete two provincial assessments focused on math skills and literacy. The rest of the assessments will be done in class. Teachers are in the best position to evaluate their students and report cards will continue to be issued.

The new reporting structure aligned with the new curriculum will be designed to better meet the needs of parents and students and, like the new curriculum itself, it is more flexible and adaptable to the individual needs of the student.

The Government of B.C. invites the public to give feedback on what they want to see changed in formal and informal reports. Parent engagement will begin in Fall 2016.

## Path to Graduation

- **How will the new curriculum prepare students for the future?**

The future our children must succeed in is different from the one we envisioned even 10 or 15 years ago. It is our job to prepare all children for success in whatever life path they choose.

Under new curriculum, the path to graduation is more flexible. The grad program still spans Grades 10, 11, and 12, but a student's path to their Dogwood may be more varied and flexible than before. Teachers and students will now have more opportunity to explore learning outside of the classroom and build on each student's potential. To graduate, students will still need to complete 80 credits. That hasn't changed.

The new curriculum aims to connect students with the skills they need to succeed in their next chapter. That's why, starting in the 2017-18 school year, every student will have to take Career Education to graduate. What they learn will show them the link between the classroom and their opportunities in life.

Post-secondary institutions have been consulted to ensure the changes we are making to curriculum, assessments and the grad program maintain a seamless path to education beyond high school.

### **Media Contact:**

Media Relations  
Government Communications and Public  
Engagement  
Ministry of Education  
250 356-5963

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## NEWS RELEASE

For Immediate Release  
2016EDUC0044-000893  
May 31, 2016

Ministry of Education

### **Administrative savings from school districts being directed back to students**

SURREY – The Government of British Columbia is redirecting \$25 million in administrative savings from school districts back into frontline services for students.

Education Minister Mike Bernier said districts can use the funding any way they see fit – for hiring new teachers, for programs, or for maintaining schools despite falling enrolment in certain regions.

“Our government is committed to ensuring that maximum education dollars go into services for students,” Bernier said. “Districts worked hard to reduce their administrative costs and we are pleased to be able to direct that \$25 million back to programs and initiatives that will directly benefit the kids of B.C.”

Districts made real efforts to reduce spending on their administration costs – and those efforts have made it possible to help flow those resources into classrooms and services for students. The amount of money being left with districts is equal to the Year 2 of Administrative savings districts were asked to find.

“The BC School Trustees Association is pleased that the Ministry of Education and government have been responsive to our ongoing advocacy,” said BC School Trustees Association president Teresa Rezanoff. “We thank them for engaging in open dialogue with us regarding the funding concerns of school districts. Local autonomy to allocate the money based on local priorities is important.”

School districts have been informed that they will not have to pay their share of \$25 million worth of provincial charges this year, and instead can redirect that money into frontline services for students.

“We are giving districts the ability to invest in their individual priorities,” Bernier added. “This provides a great opportunity for each district to spend the money in a way that will best meet the needs of the students of that district.”

#### **Media Contact:**

Government Communications and Public  
Engagement  
Ministry of Education  
250 356-5963



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## NEWS RELEASE

For Immediate Release  
2016PREM0065-000994  
June 10, 2016

Office of the Premier  
Ministry of Education

### **\$6 million to help connect students with coding, new curriculum and computers**

BURNABY – Connecting students with the skills they need to succeed in our changing world is the key goal of British Columbia’s new curriculum – and \$6 million announced today by Premier Christy Clark will invest in training for teachers to teach coding and the new curriculum, as well as for computers for classrooms.

“Supporting the new curriculum just makes sense – for our students today and for our success as a province tomorrow,” Premier Clark said. “Coding and our new curriculum are connecting students with the problem-solving and critical-thinking skills they need to thrive – no matter what path they choose.”

By the end of Grade 9, every student in British Columbia will take a module of basic coding under B.C.’s new curriculum. Coding is a hands-on way of teaching students how to analyze a problem, determine the steps to fix that problem and then create directions so a machine can carry out those steps. Whether or not students pursue careers in the tech sector, these are vital analysis and critical thinking skills for future success.

“The world is changing and we need to move forward so students have the skills they need to succeed in that changing world,” Education Minister Mike Bernier said. “Preparing our kids for their future is our most important job, and getting teachers trained to teach coding and the new curriculum is just one way we are doing that.”

Premier Clark and Bernier were joined by education partners to announce critical supports for coding and the new curriculum at Taylor Park Elementary school in Burnaby. At today’s event, students in grades 4 to 7 from Taylor Park showcased their coding and robotics projects developed with the help of secondary students from Byrne Creek Community school - just one example of B.C.’s innovative learning in action.

“This is great news for educators and students across our province. Learning to code and the critical thinking skills it develops has multiple benefits for young minds,” said Patrick Sauriol, DigiBC executive director. “Children throughout British Columbia will learn technology fundamentals that they can use to pursue interesting and high-paying careers, such as creating video games, the next generation of robotics, or new technologies for established B.C. industries, like forestry, mining or energy production.”

The Province will support coding and the new curriculum in 2016-17 by providing:

- \$2 million for teacher training, specifically for the coding curriculum,
- \$2 million to help school districts purchase equipment and resources to support coding instruction, and
- \$2 million to help teachers bring the new curriculum to life in their classrooms, building

on the \$1 million provided this past year, and the dedicated professional training time (worth \$100 million) made available to teachers over three years.

“The introduction of an expanded IT curriculum for B.C. students will help to prepare them for careers in the 21st-century economy,” said Teresa Rezanoff, president of the BC School Trustees Association (BCSTA). “Today’s announcement supports BCSTA’s request for the funding needed by school districts to bring this new curriculum to life.”

Designed by teachers, B.C.’s new curriculum will teach students the basics of reading, writing and arithmetic in a way that connects them to collaboration, communication and critical thinking skills they will need to succeed after high school.

“As you can see at this showcase, the children of today are already living in the future, and in many cases teaching us adults how to do things,” said Burnaby Board of Education chair Ron Burton. “A coding module in B.C.’s new curriculum provides students the opportunity to further develop problem-solving skills to explain the world and ultimately broaden their horizons.”

Teaching children coding is part of the #BCTECH Strategy, a key component of the B.C.’s Jobs Plan to support the growth of B.C.’s vibrant technology sector and strengthen British Columbia’s diverse knowledge-based economy. The multi-year strategy includes a \$100-million BC Tech Fund and initiatives to increase talent development and market access for tech companies that will drive innovation and productivity throughout the province.

**Learn More:**

B.C.’s new curriculum: <https://curriculum.gov.bc.ca/>

#BCTECH Strategy: [www.bctechstrategy.ca](http://www.bctechstrategy.ca)

Connect with the Province of B.C. at: [www.gov.bc.ca/connect](http://www.gov.bc.ca/connect)

A backgrounder follows.

**Media Contacts:**

Stephen Smart  
Office of the Premier  
778 389-6202

Media Relations  
Ministry of Education  
250 356-5963

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Connect with the Province of B.C. at: [www.gov.bc.ca/connect](http://www.gov.bc.ca/connect)



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## BACKGROUND

For Immediate Release  
2016PREM0065-000994  
June 10, 2016

Office of the Premier  
Ministry of Education

### **Coding, teacher training readies students, educators for new curriculum**

- Each district will decide when students, between grades 6 to 9, will do the coding module which forms part of the Applied Design, Skills and Technologies curriculum.
- Part of the funding will allow a number of key educators in every district to get intensive training and become the trainers in their own communities, for their own colleagues.
- Coding curriculum is now available for B.C. teachers and students as part of the new and redesigned Applied Design, Skills and Technologies curriculum, launched in fall 2015.
- Last year, a wide-ranging support plan was introduced so teachers get the information and training they need to bring B.C.'s new curriculum to life in their classrooms. The support plan included \$1 million to fund targeted training this school year, as well as dedicated time.
- New Kindergarten to Grade 9 curriculum will be fully implemented in classrooms in fall 2016.
- Draft curriculum for grades 10 to 12 is ready for teachers to use in classrooms in the 2016-17 school year and will be fully implemented in 2017-18.
- The Ministry of Education is working directly with more than 250 teachers on 20 curriculum teams to develop the new curriculum.
- The new curriculum fits in with the key goals of B.C.'s Skills for Jobs Blueprint to re-engineer education to ensure young people have the skills they need for in-demand careers.

### **Media Contacts:**

Stephen Smart  
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778 389-6202

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## NEWS RELEASE

For Immediate Release  
2016PREM0067-001044  
June 15, 2016

Office of the Premier  
Ministry of Education

### **Rural Education Enhancement Fund to keep rural schools open**

QUESNEL – To help rural schools in British Columbia stay open, Premier Christy Clark announced a new Rural Education Enhancement Fund today.

Districts outside Greater Victoria, the Lower Mainland, and Kelowna will be able to apply for ongoing provincial funding that recognizes the unique challenges faced in keeping schools open in rural communities.

“Closing the only high school or elementary school in a rural community has a large impact on that local economy,” Premier Clark said. “With Canada’s strongest economy it’s important that we make sure the benefits are shared by rural communities throughout our province to ensure they have the infrastructure they need to grow, attract talent, and provide critical services like health care. Our rural education strategy will help us accomplish this.”

The amount of funding districts will be eligible for is to be equal to their expected savings from closing the school. Districts would be able to apply annually for Rural Education Enhancement Funding if they meet the following criteria:

- In a rural community or sub-community outside Greater Victoria, the Lower Mainland, and Kelowna areas with a population less than 15,000;
- Closure would eliminate specific grades within the community;
- Funding is used to keep the school open; and
- Closures due to facility condition or extreme enrolment decline are not included.

While the ongoing Rural Education Enhancement Fund will help keep schools open starting this coming school year, Premier Clark also tasked newly appointed parliamentary secretary for rural education Linda Larson and parliamentary secretary for rural development Donna Barnett to conduct a full study of rural education funding in the province to seek a long-term solution.

The Rural Education Strategy will look at rural school district budgets and the role education and schools play in communities outside the Lower Mainland, Greater Victoria, and Kelowna. The strategy will aim to find solutions for the unique challenges facing rural school districts while recognizing the economic impact of single schools in small communities. Details of the review will be announced in the near future.

“For students, families, and rural areas, the local school is the centre of the community and the local economy. In my time as minister I’ve seen that our education funding model doesn’t take all the unique rural factors into account,” Minister of Education Mike Bernier said. “My ministry will work with the parliamentary secretaries to take a hard look at how we can make sure the unique community and economic role of rural schools is supported in how we fund school districts.”



**FREQUENTLY ASKED QUESTIONS**  
**Rural Education Enhancement Fund**

**1) What is the Purpose of the Rural Education Enhancement Fund (REEF)?**

The Rural Education Enhancement Fund was announced on June 15, 2016. It is designed to recognize the significance of preserving schools in small rural communities (less than 15,000 population) for community viability and sustainability.

Rural school districts can make application to the Ministry of Education to access ongoing funding to help keep schools open in these communities, as the Ministry works with its partners to undertake a review of rural schooling and rural school funding, with an aim to developing a Rural Education Strategy. Approximately \$2.5M has been set aside for this program for the 2016/17 school year.

**2) Which school districts are eligible to make application to the Rural Education Enhancement Fund?**

School districts outside of the Lower Mainland, Greater Victoria, and Kelowna may make application to the REEF for specific schools, provided that the following eligibility criteria are met:

- In a rural community or sub-community with a population of less than 15,000 residents;
- School is at risk of closure, where the result would be loss of grades within that community or sub-community, and where the closure would threaten the ongoing viability of the community; and
- Facility condition issues, extremely low enrolment (or extreme enrolment decline) are not the primary drivers for school closure.

For the purposes of this Fund, a sub-community is defined as an area within a community with a distinct economic area, or an area that is physically separated from neighbouring schools by unique geographic features (i.e. major highway, railway, of body of water), posing accessibility issues for students. Combining schools/grades from two or more schools into one school, that serves the same community area, would not be eligible for funding.

Note that the **Rural Education Enhancement Fund** is not intended to reimburse school districts for any costs incurred as a result of a school closure process.

**3) What if there is a school in my school district that meets the eligibility criteria, but was not included on the list attached to the news release?**

- The list of schools included with the new release was based on an initial scan of available data within the Ministry and the eligibility criteria.
- There may be schools that were not included in that list because data was not yet with the Ministry. If a school district feels that an application should be made for a particular school based on the eligibility criteria outlined in this letter, then they are encouraged to make application for those schools.

**4) How and by when should school districts submit applications to the Rural Education Enhancement Fund, and what information should be included in the application?**

- Applications for the 2016/17 school year should be submitted electronically to the Sector Resourcing & Service Delivery Branch of the Ministry of Education at [EDUC.SectorResourcingandServiceDeliveryBranch@gov.bc.ca](mailto:EDUC.SectorResourcingandServiceDeliveryBranch@gov.bc.ca) **no later than June 24, 2016**
- It is up to each school district making application to the REEF to demonstrate that the school(s) in question is/are at risk of school closure in the 2016/17 school year.
- At a minimum, the following information is required as part of the application process:
  - i. School district name and key contact person (including contact information)
  - ii. List of school(s) for which funds are being requested under the REEF
  - iii. Overview of local community context (i.e. location of schools, community engagement/consultation processes, etc.)
  - iv. Overview of school district and school context (i.e. current enrolment, historical enrolment trends, forecast enrolment, facility information, etc.)
  - v. Rationale outlining why the school is at risk of being closed (i.e. implications for students and community if school is closed)
  - vi. Outline of expected savings from closing the school (see below)
  - vii. Identification of the schools within the areas that have capacity to receive the students, the distance between schools and any unique geographic features for consideration.

**5) How should school districts calculate expected savings from closing the 'eligible' school?**

Expected savings from closing the 'eligible' school should include savings estimates in the following categories:

- Salaries and benefits of all staff that would not otherwise be redeployed to other locations within the school district
- Supplies
- Utilities
- Grounds and maintenance
- Transportation

Please note that estimated savings may be reduced by the financial impact of loss of Small Community Grant supplemental funding, and Funding Protection calculations will not be affected.

**6) Are incremental capital funds being provided in addition to the Rural Education Enhancement Fund (operating) to address ongoing maintenance of these facilities?**

The REEF provides operating funding only. School districts can apply through the School Enhancement Fund (capital) for the schools in question, and are asked to prioritize their submissions accordingly. If keeping these schools open is a priority, then details regarding the strategic significance of the school in its community should be included in your school district's capital submission.

- It is important to remember that school closures due to poor facility condition are excluded from the Rural Education Enhancement Fund – school districts should consider this when determining whether to make application to the program.

**7) What is the evaluation process for Rural Education Enhancement Fund applications?**

- Ministry staff will review applications to ensure that eligibility criteria are being met.
- If there are questions about the information included in a particular school district's application, follow-up conversations may be required with school district staff.
- Applications will be assessed with priority given to those schools with the greatest potential for community impact and greatest alignment with the criteria established.
- The Minister of Education will review the prioritized eligible projects and render final decision based on the availability of funding.

**8) Are funds ongoing?**

- Yes, schools that qualify will receive ongoing funding.

**9) When will school districts know whether their applications have been approved?**

- The Ministry of Education will communicate application decisions to school districts as soon as possible and **no later than June 30th, 2016.**

**10) How will additional funds be provided to school districts, if applications are approved? Are there restrictions on how the funds can be used?**

- The Ministry will issue a Special Purpose Grant under Section 115(1) of the *School Act*.
- Grants from this Fund would not meet the definition of a restricted contribution and therefore must not be reported on Schedule 3A but on Schedule 2A – “Annual Budget – Schedule of Operating Revenue by Source” instead.
- Additional funding provided through the REEF can only be used for the purpose of keeping the school in question open.

**11) What is the Rural Education Strategy, and how will school districts be involved?**

- The Minister of Education and Ministry staff will be working the newly-appointed Parliamentary Secretary for Rural Education and the Parliamentary Secretary for Rural Development to develop a longer-term Rural Education Strategy, which will consider a range of factors within the K-12 sector context, including (but not limited to overall impacts on community health, financial challenges/opportunities, and educational challenges/opportunities).
- School districts will have opportunities to provide input into the process as it moves forward – additional details will be provided by the Ministry of Education shortly.



SD69 QUALICUM

## Board and Trustee Representative Committee Report

**Trustee Representative:** Jacob Gair  
**Committee Name:** French Immersion Advisory Committee  
**Meeting Location:** École Oceanside Elementary  
**Meeting Time:** May 4, 2016

### Committee Report:

- The French Immersion Advisory Committee awaits news of its request of the Board to look into a late immersion program in our district (see last report for more details on this subject).
- Oceanside has had lots of interest in French Immersion as of late. Efforts have been made to focus learning supports on primary grades to ease transitions to secondary level and reduce secondary's need for learning supports.
- Quebec\BC student exchange program has accepted three students from BSS for next year. This is a three month program.
- French Immersion staffing is currently stable and almost all teachers now have access to an iPad.
- Concerns raised about redesigned curriculum and its effects on Immersion. A French Immersion teacher was brought to the district for a discussion on the effects of the new curriculum on Immersion programs.
- There was continued discussion on semester vs. linear program. Many immersion students do not receive any French instruction in later grades for whole semesters as they complete all their French courses in one semester. This leads to them going several months without any French instruction and they may lose some of the language during this period.
- Difficulty finding an intermediate learning assistance teacher with French language skills - can we find someone in the process of being trained that has knowledge of French Language? They may need a letter of permission from the board. District did advertise for a French Language learning assistance position but did not find any applicable candidates. District will already take those currently taking learning assistance courses so long as their skills are applicable.
- Need more resources in French to support redesigned curriculum. Many teachers recreate parallel resources in French to support new curriculum. This means many immersion teachers are putting twice the work necessary to have resources for classes. Level of French resources does not match the level of resources needed to properly support the students, either too high or low.



SD69 QUALICUM

## Board and Trustee Representative Committee Report

**Trustee Representative:** R. Elaine Young  
**Committee Name:** Building Learning Together Coalition  
**Meeting Location:** Family Place  
**Meeting Time:** June 02 2016 (From notes/minutes as Trustees were unable to attend)

The Oceanside Building Learning Together (OBLT) is our early learners program, which is operated as a non-profit society. The Coalition includes community groups, government and others who are interested in early learning in District 69. OBLT operates Munchkinlands at Qualicum Commons and Family Place as well as Storybook Village.

**Storybook Village Summer Schedule:** Tuesday/Wednesday/Thursday from July 11 to August 18 from 10am -12pm. Please sign up and/or let Judi Malcolm know asap

### **Roger Hart workshop on Child Friendly Communities**

- Looked at the greatest negative and positive changes in communities/society between generations (regarding childhood experience in community)
- Used a tool to compare and flag issues related to community planning and how generally, childhoods are very different currently than they were 30 – 50 years ago, but the planning hasn't changed along with the childhood experiences (parental fears, safety, traffic, public spaces, etc.)
- This tool was originally used to get children's input into how the community was helping or not helping their experiences in their neighborhood and beyond
- Would like to use the tool to ask children, adults and elders in our community – how is this community working for you?

**Next Pete the Cat Event** - It's a GO! Thursday, April 20, 2017 from 5pm -7pm  
Feedback from past event identified the need for

- A Quiet room
- Menu for parents to review who is there,
- More people out in the foyer
- Well received by the kids!

### **Goals for upcoming year –**

- Early Years Strategic Plan, State of the Child Report:
- Heart Mind actions that address EDI, Social Emotional & Physical Health and Wellbeing.
- K teachers – bridging ECE & Early Primary grades o Transitions

### **Next Meeting**

Thursday, September 15, 2016, at 12:00 p.m. in Room 130 at Family Place



SD69 QUALICUM

## Board and Trustee Representative Committee Report

**Trustee Representative:** R. Elaine Young  
**Committee Name:** Curriculum Implementation Advisory Committee  
**Meeting Location:** DRC  
**Meeting Time:** May 30, 2016

*Note that the written report is based on the May 30 meeting.*

### **Where are we at with Curriculum Implementation?**

Reviewed the recent Curriculum Implementation Day and some of the follow up that has been done by individual educators. Overall, educators are welcoming a redesigned curriculum. Packaged resources are very expensive and we need to be very careful of what we purchase. Resources can include more collaboration or mentoring for educators. DRC staff have been very involved in cataloguing our resources and identifying our resources inventory.

### **Where are we going?**

The committee has not yet reached a consensus on how best to support educators in the implementation of new ideas and curriculum. A proposal system to access monetary resources is currently being discussed and worked through. After considerable discussion, the following motion was passed:

Moved that the co-chairs develop a draft protocol based on the conversation today that will be sent out to the committee before the end of the school year”

There were no recommendations coming forward to the Board at this point.

Next Meeting: Monday, June 20 at 3:30 at DRC.



SD69 QUALICUM

## Board and Trustee Representative Committee Report

**Trustee Representative:** R. Elaine Young  
**Committee Name:** Curriculum Implementation Advisory Committee  
**Meeting Location:** DRC  
**Meeting Time:** June 20, 2016

This is based on the discussion at the June 20 meeting. Minutes have not been sent out yet.

The Committee has decided to offer an opportunity for Educators to access funds to support Curriculum Implementation.

We hope to offer monies twice in the 2016-17 School year. A form will be available on the website shortly that will give further information about proposal dates and applications.

While funds are limited, we hope that educators will take advantages of these opportunities.

SCHOOL DISTRICT 69 (QUALICUM)

STATUS OF ACTION ITEMS

| Action Item   | Responsibility | Status   | Proposed Deadline |
|---|----------------|--|-------------------|
| Thoughtexchange – Year End Survey/Student Survey Results          | Superintendent | In progress  | Fall 2016         |
| Establishment of Performance Assessment Committee (June 24, 2014) | Senior Staff   | In abeyance pending Ministry of Education's review of assessment, evaluation and reporting | In abeyance       |





SD69 QUALICUM

**Ron Amos, Secretary-Treasurer**

# Memo

**Date:** June 28, 2016  
**To:** Board of Education  
**cc:** Rollie Koop, Superintendent  
**From:** Ron Amos, Secretary Treasurer  
**Re:** Capital Bylaw No. 15/16-CP-SD69-01 2015/16 Capital Plan

**Background/Rationale:**

The Ministry of Education has changed the capital bylaw process for funding approved projects. In the past, separate bylaws were required for each Ministry supported project. Starting with the 2015/16 Capital Plan, only one bylaw is required, adopting all Ministry supported projects. From the attached May 24, 2016 letter, the Ministry is supporting the following projects:

| Program                        | School Name                | Project Type                | Funding           |
|--------------------------------|----------------------------|-----------------------------|-------------------|
| School Enhancement Program     | Nanoose Bay Elementary     | Mechanical Upgrade (Boiler) | \$ 144,000        |
| School Enhancement Program     | Bowser Elementary          | Mechanical Upgrade (Boiler) | \$ 143,000        |
| Carbon Neutral Capital Program | Errington Elementary       | Lighting Upgrade            | \$ 60,000         |
| Carbon Neutral Capital Program | École Oceanside Elementary | Lighting Upgrade            | \$ 60,000         |
| Bus                            | Unit #4691                 | Type C (70-75 passenger)    | \$ 129,855        |
|                                |                            | <b>GRAND TOTAL</b>          | <b>\$ 536,855</b> |

**Recommendation:**

**THAT** the Board of Education of School District 69 (Qualicum) approve all three readings of the School District No. 69 (Qualicum) Capital Project Bylaw 15/16-CP-SD69-01 for the 2015/16 fiscal year at its Regular Board Meeting of June 28, 2016.



May 24, 2016

Ref: 186886

To: Secretary-Treasurer and Superintendent  
School District No. 69 (Qualicum)

**Re: Ministry Response to Annual Capital Plan Submission**

This letter is in response to the Board's Annual Capital Plan submission and provides direction as to the next steps for advancing capital projects that align with provincial capital priorities.

The Ministry reviewed all the 5-year Capital Plan submissions across the participating 60 school districts to determine priorities for available capital funding in the programs of:

- Seismic Mitigation & Safety,
- Expansion,
- Building Envelope,
- Carbon Neutral Capital,
- School Enhancement, and
- Buses

I am pleased to advise Ministry support for advancing project development or delivery of the following projects:

| <b>SCHOOL PROJECT(S)</b>   |                        |   |
|----------------------------|------------------------|---|
| <b>School Name</b>         | <b>Project Type</b>    | <b>Next Steps &amp; Timing</b>                                      |
| Nanoose Bay Elementary     | School Enhancement     | Proceed to design, tender & construction and complete by March 2017 |
| Bowser Elementary          | School Enhancement     | Proceed to design, tender & construction and complete by March 2017 |
| Errington Elementary       | Carbon Neutral Capital | Proceed to design, tender & construction and complete by March 2017 |
| École Oceanside Elementary | Carbon Neutral Capital | Proceed to design, tender & construction and complete by March 2017 |

.../2

|                              |   |  |  |
|------------------------------|---|--|--|
| <b>Ministry of Education</b> | Capital Delivery Branch<br>Planning and Major Projects Division | Mailing Address:<br>PO Box 9151 Stn Prov Govt<br>Victoria BC V8W 9H1 | Location:<br>5 <sup>th</sup> Floor, 620 Superior St<br>Victoria BC V8V 1V2 |
|------------------------------|---|--|--|

| BUS PROJECT(S)         |                      |   |
|------------------------|----------------------|---|
| Existing Bus - Fleet # | Replacement Bus Type | Next Steps & Timing   |
| 4691                   | C (70-75)            | Proceed to ordering the school buses by June 30, 2016, through the list of approved vendors available at the ASTSBC website <a href="http://www.astsbc.org">http://www.astsbc.org</a> |

Follow-up meetings will be scheduled by your assigned Regional Director to confirm scope, schedule, budget and the terms of project approval for the projects listed above. **No works or expenditures can proceed without a signed project agreement or other signed authorization from the Ministry.**

As a brief follow-up from a recent correspondence, the Ministry has recently revised the procedures on the Bylaws and the Annual Capital Plan submission which are briefly summarized below;

1. The Ministry eliminated the requirement for the Boards of Education to pass Bylaws for each individual capital project. For additional information, please visit our website at:

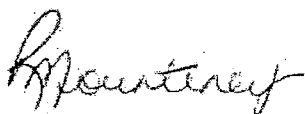
<http://www2.gov.bc.ca/gov/content/education-training/administration/resource-management/capital-planning/capital-bylaws>

2. The Annual Capital Plan submission deadline was initially revised to August 31, 2016, and based on recent feedback, the submission deadline will now be extended to September 9, 2016, to better align school district capital planning with government's fiscal cycle. The Capital Plan Instructions will be issued to you shortly with further details.

Should you have any questions regarding the Ministry's Capital Plan process, we would be more than happy to set-up a meeting with you to go over any questions you may have. At any time, please do not hesitate to contact your Regional Director, Rachelle Ray at [Rachelle.Ray@gov.bc.ca](mailto:Rachelle.Ray@gov.bc.ca) to schedule a time to meet to discuss your inquiries.

Thank you for your dedication to the students of the Qualicum School District.

Sincerely,



Renée Mounteney, MBA  
Executive Director, Capital Delivery Branch  
Planning and Major Projects Division

Cc: Rachelle Ray, Regional Director, Capital Delivery Branch  
Damien Crowell, Planning Officer, Capital Delivery Branch

**CAPITAL BYLAW NO. 2015/16-CP-SD69-01**

**CAPITAL PLAN 2015/16**

A BYLAW by the Board of Education of School District No. 69 (Qualicum) (hereinafter called the "Board") to adopt a Capital Plan of the Board pursuant to Sections 143 (2) and 144 (1) of the *School Act*, R.S.B.C. 1996, c. 412 as amended from time to time (called the "Act").

WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the "Minister") has approved the Board's Capital Plan on May 24, 2016.

NOW THEREFORE the Board agrees to the following:

- (a) authorizes the Secretary-Treasurer to execute project agreements related to the expenditures contemplated by the Capital Plan;
- (b) upon approval to proceed, commence the Project and proceed diligently and use its best efforts to complete each Project substantially as directed by the Minister;
- (c) observe and comply with any rule, policy or regulation of the Minister as may be applicable to the Board or the Project(s); and,
- (d) maintain proper books of account, and other information and documents with respect to the affairs of the Project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board approved by the Minister that specifies the supported projects in the Ministry's letter of approval 5/24/16 from the 2015/16 Capital Plan is hereby adopted.
2. This Bylaw may be cited as School District No. 69 (Qualicum) Capital Bylaw No. 2015/16-CP-SD69-01.

READ A FIRST TIME THE \_\_\_\_ DAY OF \_\_\_\_\_, 20\_\_;

READ A SECOND TIME THE \_\_\_\_ DAY OF \_\_\_\_\_, 20\_\_;

READ A THIRD TIME, PASSED AND ADOPTED THE \_\_\_\_ DAY OF \_\_\_\_\_, 20\_\_.

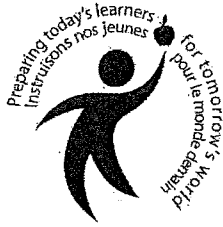
**CORPORATE SEAL**

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 69 (Qualicum) Capital Bylaw No. 2015/16-CP-SD69-01 adopted by the Board the \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Secretary-Treasurer



SD69 QUALICUM

**Ron Amos, Secretary-Treasurer**

**Memo**

**Date:** June 28, 2016  
**To:** Board of Education  
**cc:** Rollie Koop, Superintendent  
**From:** Ron Amos, Secretary Treasurer  
**Re:** Request for Using Reserve for Capital Projects – Transfer to Local Capital

**Background/Rationale**

**a. Boiler Replacement:**

The Ministry of Education recently announced the projects to be funded through the School Enhancement Program (SEP) funds. Among the Projects Identified for our School District was the second phase funding for the Boiler Replacements at Bowser and Nanoose Bay Elementary Schools. Using 15/16 Annual Facility Grant funds, we have also identified to replace the boilers at Kwalikum Secondary.

During the tender process we became aware that costs for the 3 projects were going to be higher than anticipated. The Ministry staff were made aware but indicated that since the SEP program was fully subscribed, districts were to find the funds locally.

| Project                     | Funding Source   |                    |                |                | Expenditures       | Diff           |
|-----------------------------|------------------|--------------------|----------------|----------------|--------------------|----------------|
|                             | Phase 1<br>15/16 | Phase 2<br>16/17 * | AFG<br>16/17   | Total          | Estimated<br>Total |                |
| <u>Boiler Replacements:</u> |                  |                    |                |                |                    |                |
| Bowser Elementary           | 220,000          | 143,000            |                | 363,000        | 401,832            | -38,832        |
| Nanoose Bay Elementary      | 89,000           | 144,000            |                | 233,000        | 223,386            | 9,614          |
| Kwalikum Secondary          |                  |                    | 185,000        | 185,000        | 253,956            | -68,956        |
|                             | <u>309,000</u>   | <u>287,000</u>     | <u>185,000</u> | <u>781,000</u> | <u>879,174</u>     | <u>-98,174</u> |

**b. IT Infrastructure Projects:**

In the past 3 years, the District has been undergoing a refresh of its Information Technology equipment; computers, laptops, servers, switches and other equipment have been upgraded to meet the growing demands of the new curriculum. As well the Ministry of Education has recently invested in replacing its Provincial network with the Next Generation Network (NGN). These internal and external upgrades have resulted in the identification of some shortfalls which exist within our schools. Many of our schools were built with CAT5 wiring and are now requiring a fiber optic backbone to take advantage of the new technologies. The work to rewire a school can cost between \$150K and \$250K.

Some of the work continues to be supported using the Annual Facility Grant but it is hoped that Local Capital could also be used to reduce the time horizon to a 5-year plan.

| IT Infrastructure upgrades (5 year Plan, costs as estimated): |         |
|---|---------|
| Oceanside   | 150,000 |
| Springwood  | 150,000 |
| Arrowview   | 150,000 |
| Errington   | 150,000 |
| BSS   | 250,000 |

**Recommendation:**

**THAT** the Board of Education of School District 69 (Qualicum) approve the use of \$300,000 from the District's Operating Surplus to fund local capital projects of boiler replacements and Information Technology Infrastructure improvements.



June 3, 2016

Via EMAIL  
Ref: 188227

Eve Flynn, Board Chair  
School District No. 69 (Qualicum)  
100 Jensen Ave East  
Parksville, BC V9P 2G5  
Email: [eflynn@sd69.bc.ca](mailto:eflynn@sd69.bc.ca)

Dear Ms Flynn:

**Re: Request for Use of Restricted Capital**

---

Thank you for your email sent June 3, 2016, regarding the request to access \$150,972 in Restricted Capital funding for an improvement project at Errington Elementary.

I understand these funds will be used as a contribution to the \$350,000 project that involves the construction of a new drop off and parking area at this location to address traffic congestion, provide for the safe drop off and pick up of students and reduce emissions from idling. I have reviewed this request and support the use of Restricted Capital for this project.

The approval to access the funds is subject to the successful application for the Crown Land Grant and that \$200,000 to be used from the Annual Facility Grant as identified in your request and Annual Facility Grant spending plan.

If you have any questions regarding this, please feel free to contact me directly at [Rachelle.Ray@gov.bc.ca](mailto:Rachelle.Ray@gov.bc.ca) or 778-677-6219.

Sincerely,

Rachelle Ray, Regional Director  
Capital Delivery Branch

pc: Shanna Mason, Assistant Deputy Minister  
Renée Mounteney, Executive Director, Capital Delivery Branch  
Damien Crowell, Planning Officer, Capital Delivery Branch

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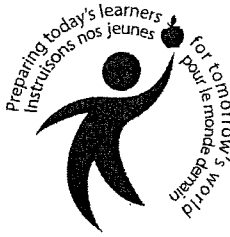
Ministry of  
Education

Capital Delivery  
Planning and Major Projects  
Division

Mailing Address:  
PO Box 9151 Stn Prov Govt  
Victoria BC, V8W 9H1

Location:  
5<sup>th</sup> Floor, 620 Superior St  
Victoria BC V8V 1V2

**CAPITAL PROJECTS: TENDERING, PURCHASE AND DISPOSAL**



The Board of Education authorizes the Secretary Treasurer to act on behalf of the Board in all matters relating to the capital construction, purchase and disposal of lands or improvements.

The Board of Education further recognizes its responsibility to develop and implement and administrative procedures with respect to tendering for services and the disposal of land or improvements.

The Board of Education recognizes its responsibility to carefully manage public funds and therefore requires that fair and transparent processes be developed, implemented and regularly reviewed to ensure best value to the Board for both tendering and disposal.

**Reference(s):**

*Administrative Procedures: Capital Projects: Tendering, Purchase and Disposal*



# SCHOOL DISTRICT No. 69 (QUALICUM)

## ADMINISTRATIVE PROCEDURES

### CAPITAL PROJECTS: TENDERING, PURCHASING AND DISPOSAL

Page 1 of 3

#### I. AUTHORITY

1. The Secretary Treasurer or his/her designate is authorized to approve the expenditure of funds within approved Capital Budgets for all project work.
2. The Secretary Treasurer or his/her designate will have authority to accept and approve individual change orders to capital projects, providing that funds are available.
3. The Secretary Treasurer shall report to the Board, for information, capital expenditures which are of significance and of public import whereby the resulting expenditure has an affect of enhancement of the district's capital facilities.

#### II. TENDERING

1. All projects having an estimated value in excess of \$50,000.00 that would be funded through the Capital Plan or Local Capital budget shall be subject to a full public tender and tendered as a "Stipulated Sum Contract".
2. Projects having an estimated value of up to \$50,000.00 may be handled by selective tenders from a minimum of three bidders if possible. Only bidders appropriately qualified to perform the work or provide the service should be considered. Full tender documentation would not be required in this instance.
3. All invitations to tender shall be circulated as widely as possible.
4. Invitations to tender shall be open for a minimum of fifteen working days from the date the invitations were made public.
5. All tenders shall be submitted on the documentation provided and in a sealed envelope clearly marked "Tender: Do Not Open". Tenders submitted by facsimile and received by tender closing will be accepted.
6. Tenders received shall be clearly marked with the date and time of receipt and held unopened until the official tender closing. Tenders received after the tender closing time shall be marked "Late Tender", remain unopened and returned to the bidder by the Secretary Treasurer or his/her designate.

#### III. OPENING OF TENDERS

1. The Board shall be made aware of all tender closings.
2. The Board shall be represented at the opening of tenders by the consultant, if applicable, Secretary Treasurer or designate, and the Properties Department designated contact person.
3. The consultant shall submit a written recommendation regarding the award of contract within forty-eight hours following the close of tenders.

## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURES

#### CAPITAL PROJECTS: TENDERING, PURCHASING AND DISPOSAL

Page 2 of 3

4. The lowest qualified tender received, that is supported by a recommendation from the consultant shall form the contract, providing that it is within the budget approved.
5. Tenders funded from a Capital Plan must receive Ministry of Education approval.
6. To award a contract to other than the low bidder, it must first be approved by the Board and supported by a written recommendation from the Secretary Treasurer or his/her designate, giving full justification for the recommendation.

#### IV. PROJECT ARCHITECTS

1. The Architect may be used for projects having an estimated value up to \$500,000.00, without inviting other proposals.
2. Projects having an estimated value over \$500,000.00 require that proposals be requested from at least three appropriately qualified Architects.
3. Architects to be appointed for projects valued over \$500,000.00 require approval from the Board supported by written recommendations from the Secretary Treasurer or designate.
4. Selection of the successful Architect will be based on the following criteria and reference checking by the Secretary Treasurer or designate.
  - (a) Demonstrated ability to discern and translate the educational philosophy and programme needs of the project into the design.
  - (b) Comprehension and analysis of potential problems, strengths and weaknesses of the building or of the site.
  - (c) Awareness of the time factors involved in school projects and one established in co-operation with the Board, a commitment to adhere to the schedule.
  - (d) Creativity in design.
  - (e) Previous experience in building schools and awareness of teaching techniques and methodology.
  - (f) Structural, mechanical and electrical engineering capability.
  - (g) Supervision of construction: frequency of visits to the job site and specialist supervision.
  - (h) Any criteria unique to the project and approved by the Board.

## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURES

#### CAPITAL PROJECTS: TENDERING, PURCHASING AND DISPOSAL

Page 3 of 3

#### V. DISPOSAL OF CAPITAL ASSETS

1. Prior to disposing of any land, buildings, leases, rights-of-way and easements, the Board shall in each such case:
  - a. consider the future educational needs of the school district and the effect of the disposal of same.
  - b. dispose of the land, building, lease, right-of-way or easement by public meeting or public tender with or without accepting any offers or the highest offer;
  - c. dispose of the land, building, lease, right-of-way or easement at the fair market value.
2. Fair market value in the disposal of any land, building, lease, right-of-way or easement shall be determined by a professional appraisal obtained at the direction of the Board and consideration for such value may be comprised of cash, trade, barter or otherwise.
3. The Board shall pass a bylaw authorizing the disposal of any land, building, lease, right-of-way or easement authorizing the disposal of same prior to the disposal.
4. Once the Board has disposed of any land, building, lease, right-of-way or easement, the Board shall provide the Minister of Education with:
  - a. a copy of the authorizing bylaw; and
  - b. written notification of the disposition and allocation of the proceeds of the said sale as required under Section 100 (2) of the *School Act*.

#### References:

- *Board Policy 4001: Capital Projects: Tendering, Purchase and Disposal*
- *School Act*

**NEW/REPURPOSED FACILITIES  
(MERGING OF POLICIES 4005, 4025 AND 4060)**



The Board of Education believes that the collaborative approaches applied in other areas of School District 69 work should also be utilized in planning for new/repurposed facilities and/or major additions to existing facilities.

The Board of Education believes that it is preferable that School District 69 facilities be named after places of local historical or geographical prominence.

The Board of Education expects that all new School District 69 facilities shall have an official opening ceremony carried out within a consistent set of procedures.

**Reference(s):**

*Administrative Procedures: New/Repurposed Facilities*

# SCHOOL DISTRICT No. 69 (QUALICUM)

## ADMINISTRATIVE PROCEDURES

### NEW/REPURPOSED FACILITIES (MERGING OF REGULATIONS FROM POLICIES 4005, 4025, 4060)

Page 1 of 2

#### I. PLANNING

- a. Prior to sketch plans being initiated, a consultation meeting shall take place with the Architect, Principal, the staff assigned to the school or building, students (where appropriate), parents, representatives of the community, Secretary Treasurer, Superintendent of Schools, Assistant Superintendent, or their designates, and Trustees.
- b. From the initial consultation meeting, a Building Project Planning Committee shall be established. The Trustee representative on the Building Project Planning Committee shall regularly report to the Board on the progress of the project until completion.
- c. Consultation with the Building Project Planning Committee shall continue through the working drawings stage to ensure that all requests are considered in the plans and that all specifications are within Ministry of Education guidelines.
- d. The Building Project Planning Committee shall consider all requests which are submitted for inclusion in the design of the new school.

#### II. NAMING

- a. The Superintendent of Schools shall convene a representative committee to collaborate on the naming of each new facility.
- b. The Committee shall present a short list of names, in order of preference, to the Board of Education.
- c. The final decision shall remain the responsibility of the Board.

#### III. OPENING CEREMONIES

- a. A formal request shall be made to the Minister of Education to officially name and open that facility, in accordance with Section 73(1) of the *School Act*.
- b. There shall be an official opening of all new facilities within three months of their completion.
- c. A date for the official opening of the school or facility shall be set in consultation with the Board of Education, staff and partner groups.
- d. A plaque shall be prepared for the official opening which will contain the following information:
  - i. Trustees serving on the Board at the time the tender for the building was let.
  - ii. Ministry official or other dignitary who is invited to open the school.

**SCHOOL DISTRICT No. 69 (QUALICUM)**

**ADMINISTRATIVE PROCEDURES**

**NEW/REPURPOSED FACILITIES**

***(MERGING OF REGULATIONS FROM POLICIES 4005, 4025, 4060)***

Page 2 of 2

- iii. The names of the Superintendent of Schools and the Secretary Treasurer holding office at the time of the tender of the building.
  - iv. Date of the official opening.
  - v. The name of the Architect involved in the construction of the facility.
- e. Cost incurred for refreshments at an official opening shall be at the Board's expense.
- f. Former trustees involved in the planning stages of the facility, the parents of students attending the school, other members of the community, public officials and the media shall be invited to the official opening.

**References:**

*Board Policy 4005: New Facilities*

# SCHOOL DISTRICT No. 69 (QUALICUM)

## ADMINISTRATIVE PROCEDURES

### RENTAL AND USE OF SCHOOL FACILITIES AND EQUIPMENT

Page 1 of 4

#### **PURPOSE**

The Board of Education believes that school facilities, when not required for school use, may be made available for use by the community and that school facilities should be used as extensively as possible. Rental rates and procedures are to ensure there is no additional cost attached to the school district's budget.

#### **PROCEDURES**

1. With the exception of school use, all users must have specific authorization for use of school facilities and equipment.

2. The Board of Education has established the following user priority for the use of school facilities and equipment:

a. **School Programs:**

School programs including extra-curricular activities and school-based organizations. These are programs which support the learning objectives of particular schools and include activities sponsored by PACs, school teams and school clubs.

b. **Youth Programs:**

i. **Volunteer Instructors**

Groups operating solely for youth under 18 and where they use volunteers to organize and teach activities. Eg. Scouts, Girl Guides, district youth sports associations, etc.

ii. **Paid Instructors**

Groups operating solely for youth under 18 and where paid instructors organize and teach activities. Eg. RDN Recreation Commission programs

c. **Non-Profit Organizations/Adult Recreation Groups:**

Groups which have paid instructors or organizers for activities and all adult groups.

d. **Commercial:**

Profit oriented and non-resident individuals and organizations.

Organizations which charge their members/participants and involve paid organizers and/or instructors who are funded either directly or on a fees for services basis. (Political or religious organizations are included in this group).

3. **Applications:**

a. All applications are processed by the School District's General Manager of Operations.

b. Applications must be made at least 21 days prior to the event taking place.

c. The applicant must receive a booking confirmation from the General Manager of Operations prior to using a district facility (*approval from a school principal is not valid.*)

# SCHOOL DISTRICT No. 69 (QUALICUM)

## ADMINISTRATIVE PROCEDURES

### RENTAL AND USE OF SCHOOL FACILITIES AND EQUIPMENT

Page 2 of 4

#### 4. **Bookings:**

- a. Groups who have had a regular booking satisfactory to the Board in the previous school year will have until June 30 to renew their booking. After this date, bookings will be made as they are received.
- b. Preference for early evening times will be given to youth programs.
- c. School principals will advise the Operations & Maintenance Department of space availability by July 1 and January 1 of each year.

#### 5. **Rental Fees:**

- a. Rental fees shall be paid in full at the end of August, the end of December, and the end of June.
- b. Fees will be charged as listed in Schedule "A".
- c. The Board may demand, in full or in part, payment of the rental fee at the time application is made. Should payment be refused on demand, the rental agreement will not be approved.
- d. Bookings may be cancelled without cost if notice of cancellation is received by the Secretary-Treasurer or the Secretary Treasurer's designate 24 hours prior to the booking date. The Renter will pay the full rental fee if notice is not received as stipulated above.
- f. Rental of school buildings does not include use of school or classroom equipment. Use of such equipment and associated costs must be determined in discussion with the school's principal.
- g. School activities, tournaments or other programs (carnivals, auctions, etc.) that require custodial services on Saturdays, Sundays, holidays, or after normal hours shall be invoiced for custodial costs.

#### 6. **User Responsibilities:**

- a. Renters must comply with all Board administrative procedures (including those which prohibit use of tobacco or alcohol on school district property).
- b. Renters may be requested to provide the booking confirmation to the custodian at the site.
- c. Access is limited to the area and times identified by the rental application.
- d. Renters may bring into the school their own equipment or props. Such equipment and props must be removed prior to the following school day unless otherwise authorized by the principal. Failure to do so will result in the equipment or props being removed at the Renter's expense.
- e. The Renter is responsible for any damage and repairs to the premises and the equipment, furniture, fixtures and chattels.
- f. The Renter is responsible for any costs involved in securing facilities left open by the Renter.
- g. Renters must leave the facilities and equipment in the condition and location that they were found.

#### 7. **Supervision:**

- a. The custodian in charge is the Board's representative in monitoring the conduct of the users, to ensure that the regulations are followed, and that no damage is caused to school property.



# SCHOOL DISTRICT No. 69 (QUALICUM)

## ADMINISTRATIVE PROCEDURES

### RENTAL AND USE OF SCHOOL FACILITIES AND EQUIPMENT

Page 3 of 4

- b. A custodian must be on duty at all times when school buildings are in use after school hours, except when otherwise approved by the Operations & Maintenance Manager or his/her designate.
  - c. All groups using school facilities shall:
    - i. identify to the custodian the individual appointed by the organization who is responsible for the group
    - ii. provide adequate security for the area being rented and proper supervision of participants
    - iii. comply with Board administrative procedures and direction from the custodian
- 8. Cancellation:**
- a. School use of facilities shall have priority over community use. Schools must provide to the Operations and Maintenance Department two weeks advance notice of any scheduling changes in order to give community users suitable notice for cancellation.
  - b. The Board reserves the right to terminate any approved rental agreement.
  - c. Users who have not paid in full within 30 days of invoicing shall be excluded from further use until the fee is paid in full.
  - d. Failure to comply with the administrative procedures of the Board may result in cancellation of the rental agreement.
- 9. Insurance and Liability:**
- a. The renter will indemnify the Board from all manner of actions, causes of action, suits, debts, loss, costs, claims and demands whatsoever arising either directly or indirectly as a result of the contract.
  - b. Proof of liability coverage must be provided upon application.
  - c. The renter will provide the District with a Certificate of Insurance with minimum limits of \$5,000,000 prior to using the facility. Such coverage will include Tenants Legal Liability and will name the District as an additional insured.
  - d. The renter shall indemnify and pay to the Board forthwith upon demand for any loss, damage or power wastage occurring to the property of the Board, either directly or indirectly as a result of the use of the facilities under the terms of this agreement.

ADMINISTRATIVE PROCEDURES

RENTAL AND USE OF SCHOOL FACILITIES AND EQUIPMENT

SCHEDULE A  
HOURLY RATES FOR RENT OF FACILITY

**MONDAY TO FRIDAY**

| CATEGORY   | CLASSROOM | ROOM OTHER THAN CLASSROOM | SMALL GYMNASIUM | LARGE GYMNASIUM | AUDITORIUM |
|--|-----------|---------------------------|-----------------|-----------------|------------|
| School Programs                                  | No charge | No charge                 | No charge       | No charge       | No charge  |
| Youth Programs (Volunteer Instructors)           | No charge | No charge                 | No charge       | No charge       | No charge  |
| Youth Programs (Paid Instructors)                | \$5.00    | \$10.00                   | \$15.00         | \$20.00         | \$50.00    |
| Non Profit Organization/ Adult Recreation Groups | \$10.00   | \$20.00                   | \$25.00         | \$35.00         | \$50.00    |
| Commercial                                       | \$25.00   | \$45.00                   | \$55.00         | \$75.00         | \$100.00   |

**WEEKEND/STATUTORY HOLIDAY**

| CATEGORY   | CUSTODIAL SERVICE           | CLASSROOM | ROOM OTHER THAN CLASSROOM | SMALL GYMNASIUM | LARGE GYMNASIUM | AUDITORIUM |
|--|-----------------------------|-----------|---------------------------|-----------------|-----------------|------------|
| School Programs                                  | 4 hrs. min. (when required) | No charge | No charge                 | No charge       | No charge       | No charge  |
| Youth Programs (Volunteer Instructors)           | 4 hrs. min                  | No charge | No charge                 | No charge       | No charge       | No charge  |
| Youth Programs (Paid Instructors)                | 4 hrs. min (when required)  | \$5.00    | \$10.00                   | \$15.00         | \$20.00         | \$50.00    |
| Non Profit Organization/ Adult Recreation Groups | 4 hrs. min.                 | \$10.00   | \$20.00                   | \$25.00         | \$35.00         | \$50.00    |
| Commercial                                       | 4 hrs. min.                 | \$25.00   | \$45.00                   | \$55.00         | \$75.00         | \$100.00   |

# SCHOOL DISTRICT No. 69 (QUALICUM)

## ADMINISTRATIVE PROCEDURES

### SPORTS/GROUNDS AREAS AND SCHOOL SITE PLAYGROUNDS

Page 1 of 1

#### **PURPOSE**

The Board of Education believes that sports/grounds areas and school site playgrounds contribute significantly to the overall physical development of the child and should be built in collaboration with the community, parents, support staff and teachers from the school involved.

#### **PROCEDURES**

1. The proposed design for a sports/grounds area and/or school site playground must be submitted to the ~~Operations & Maintenance Department~~ **General Manager of Operations** for review as to appropriate construction methods and to the Health and Safety Committee for review.
2. The ~~Operations & Maintenance Department~~ **General Manager of Operations**, in consultation with the school Principal, will approve a location for the sports/grounds area and/or school site playground that will not impede future development to a school nor conflict with existing underground services.
3. The ~~Operations & Maintenance Department~~ **General Manager of Operations** will periodically inspect the construction of the sports/grounds area and/or school site playground to ensure that appropriate construction and safety standards are met.
4. The ~~Operations & Maintenance Department~~ **General Manager of Operations** and the appropriate inspection authorities, will provide a final inspection and will provide those building the structure with a written confirmation either accepting the structure or indicating any modifications required to make the structure acceptable.
5. The Board may support the building of a sports/grounds area and/or school site playground with its own equipment and/or materials where such support does not disrupt maintenance work schedules.
6. Work site to meet all Workers Compensation Board regulations and be subject to spot inspections.
7. Site will be subject to inspection by all applicable Inspection Authorities at any time.

# SCHOOL DISTRICT No. 69 (QUALICUM)

## ADMINISTRATIVE PROCEDURES

### LASQUETI ISLAND TEACHERAGES (HOUSING)

Page 1 of 1

#### **PURPOSE**

The Board of Education acknowledges its responsibility to provide teacherages for teaching staff on Lasqueti Island for use when other accommodation is not available.

#### **PROCEDURES**

1. The use of teacherages shall be administered by the Secretary Treasurer.
2. When insufficient teacherage accommodation is available the Principal will have first option on space and thereafter the most senior teacher on the Island.
3. The Board shall determine and fix the rent to be charged in respect of each unit of housing accommodation by dividing the total estimated expenses of the housing accommodation, including:
  - a. amounts payable by the Board for interest and principle
  - b. taxes and other levies
  - c. service and charges
  - d. repairs and maintenance and
  - e. other operational charges expendituresby the number of housing accommodation, whether occupied or not.
4. Terms and Conditions
  - a. Teacherages will be available to teaching staff on an annual basis from August 1st to July 31st.
  - b. The project annual rent will be calculated over a ten month time period.
  - c. The rent shall be paid by the teacher through payroll deduction
  - d. Teaching staff will be refunded for any monthly unused portion of the annual rent.
5. The teacher to whom the teacherage is let shall reside in the teacherage.
6. The teacher shall not sub-let the teacherage or any part thereof.
7. The teacher shall be responsible for telephone services and operational costs in Item 3.
8. The Board shall supply electricity, water and sewer at no charge.
9. Maintenance of Board-owned appliances shall be the Board's responsibility.
10. When vacating a teacherage, notice shall be given one month in advance, and the teacherage shall be inspected by the Operations and Maintenance Department for cleanliness and damage. The inventory of furnishings shall be checked. Any damage in excess of normal wear and tear shall be assessed and the Secretary Treasurer advised so that appropriate financial arrangements can be made with the teacher.
11. The teacher shall vacate the teacherage on termination of his/her teaching assignment.

#### **Reference:**

*Section 105(2), School Act*

# SCHOOL DISTRICT No. 69 (QUALICUM)

## ADMINISTRATIVE PROCEDURES

### SECURITY OF PROPERTY AND ASSETS

Page 1 of 3

#### PURPOSE

The Board of Education believes that access to school district facilities should be controlled, and that a system should be maintained that does not impede access for authorized use.

#### SECURITY

1. The Operations and Maintenance Department shall:
  - a. Be responsible for the cutting and distributing of all keys within School District No.69 (Qualicum).
  - b. Be responsible for providing keys to district office staff as required.
  - c. Ensure that a record is kept of all keys cut and distributed to the schools or district staff.
  - d. Ensure that District alarm systems are properly maintained and monitored.
  - e. Advise principals in writing of all improper or unauthorized access as reported by the monitoring service.
  
2. Each Principal or designate shall:
  - a. Be responsible for the distribution of all door and alarm keys for their school staff, except to Operations and Maintenance staff and custodians.
  - b. Ensure his/her staff are aware of the opening and closing procedures and aware of this policy.
  - c. Maintain an up-to-date registry of all keys within his/her jurisdiction.
  - d. Maintain a daily register of building entries after hours.
  
3. Staff members shall:
  - a. Arrange access by obtaining an entry/alarm key from the school Principal or Designate
  - b. Disarm the alarm system upon entering the building and ensure the front door remains locked or that access is controlled and the facility is secured during the period of their use.
  - c. Enter name and details of visit in register, giving time of entry and departure.
  - d. Upon departure ensure that:
    - i. there are no persons in the building
    - ii. the alarm system is activated
    - iii. the building is secure
  
4. The Monitoring Service shall:
  - a. Monitor district alarm systems.
  - b. Report all fault (trouble) alarms to the Operations and Maintenance Department.
  - c. In the first instance report all fire alarms to the relevant fire hall and then to the Operations and Maintenance Department emergency phone number.
  - d. Report all intruder alarms to the district security runner service.
  - e. Report all personal panic alarms to the district security runner service.

## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURES

#### SECURITY OF PROPERTY AND ASSETS

Page 2 of 3

- f. Report all high water-high sewer alarms in the first instance to the district security runner service and then to the Operations and Maintenance Department emergency phone number.
  - g. Report all buildings with low temperature alarms to the Operations and Maintenance Department emergency phone number.
5. The District Security Runner Service shall:
- a. Respond to alarm calls from the monitoring service.
  - b. Respond to calls from designated district staff for emergent work.
  - c. Send regular reports to the Operations and Maintenance Office.
6. Access to district facilities during non-operating hours is restricted to authorized school district employees.
7. Authorized access is granted by the Secretary Treasurer or designates (principal, vice-principal).
8. Staff wishing to access the school during Christmas, Spring or Summer breaks must confirm with the General Manager of Operations or designate to ensure there will be no conflict with the safety, security, planned maintenance or renovation projects.. Facility uses must be scheduled and booked as per Administrative Procedure – Rental and Use of School Facilities and Equipment.
9. A key control system is to be established by district administration in accordance with administrative procedures approved by the Board.
10. Community Use
- a. Keys will be issued by the Operations and Maintenance Department Office for:
    - i. facilities use as required and returned after use is complete.
    - ii. joint use through the District 69 Recreation Commission.
11. Lost Keys
- Individuals or groups who lose a key may, as required to maintain the security of district assets, be subject to either of the following at the discretion of the General Manager of Operations:
- a. \$50.00 charge.
  - b. actual cost of re-keying any or all buildings.
12. Any person not complying with proper entry procedures, which results in a runner service callout, will be held responsible for absorbing the cost incurred by the District, and will be invoiced by School District 69 (Qualicum). A first warning will be provided before invoicing for cost recovery.

## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURES

#### SECURITY OF PROPERTY AND ASSETS

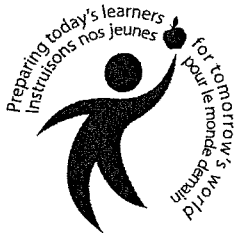
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13. ~~General distribution of Keys:~~
- a. ~~District Grand Master Keys:~~  
Superintendent of Schools, Secretary Treasurer, Assistant Secretary Treasurer, Assistant Superintendent, Director of Instruction, Operations & Maintenance Manager, Transportation Manager, Information Technology Services Manager, Operations and Maintenance Staff, Fire Department, B.C. Hydro, R.C.M.P., Security Patrol, Custodial Staff, Information Technology Staff and Operations & Maintenance Spares.
  - b. ~~District School Board Office:~~  
Trustees and support staff.
  - c. ~~Schools:~~
    - i. ~~School Master Keys:~~  
Principal, Vice Principal(s), and other staff as approved by the Principal
    - ii. ~~School Entry/Alarm:~~  
To be distributed by the Principal or designate
    - iii. ~~School Internal Designated Areas:~~  
(Zones) to be distributed by the Principal.
  - d. ~~Transportation/Maintenance Facility~~
    - ~~As assigned by the Operations and Maintenance Manager~~
    - ~~Custodial staff keys will be assigned by the Operations and Maintenance Manager or designate~~

#### **DAMAGE TO BUILDINGS AND EQUIPMENT**

The Board of Education believes that a student who has caused willful damage to school property shall make restitution be subject to engaging in restorative processes including restitution for damage caused.

1. When a student has been identified as having damaged buildings and/or property, the principal will contact the parents by phone and/or registered letter indicating the circumstances involved and the school's procedure in assessing damages.
2. The Superintendent of Schools will be notified by telephone and by letter of the student involved and the extent of the damage.
3. The Properties Department shall assess the cost of repair and/or replacement.
4. The Secretary Treasurer will **may** invoice the student/**parent** for the cost of the damage indicating that an appeal may be made through the Secretary Treasurer to the Board of Education. ~~If the invoice is not paid within thirty (30) days, the parents or guardian will then be invoiced for the cost of the damage.~~
5. **This does not limit School Protection Branch from further civil action.**
6. In special circumstances, a student may negotiate school/community service as a form of compensation.



## SCHOOL DISTRICT No. 69 (QUALICUM)

### BOARD POLICY 4014

### VIDEO MONITORING

Page 1 of 1

The Board of Education believes that schools and other work sites should be safe and secure environments for students, staff, parents and community members. In order to ensure safety and to protect district property from theft or vandalism, the Board of Education supports the judicious use of video monitoring systems in the District.

The Board of Education also believes that the privacy of individuals should be protected and therefore the use of video monitoring must be strictly controlled by Administrative Procedures in compliance with the *Freedom of Information and Protection of Privacy Act* (FOIPP Act) guidelines.

#### **References:**

*The School Act, Sections 74-01*

*Freedom on Information Protection of Privacy Act*

*Board Policy 4014: Video Monitoring*



# SCHOOL DISTRICT No. 69 (QUALICUM)

## ADMINISTRATIVE PROCEDURE

### VIDEO MONITORING

Page 1 of 2

#### 1. **Written Policy**

- a. Each site using video monitoring systems shall prepare written procedures consistent with Board policy and the administrative procedure and the *Freedom of Information and Protection of Privacy Act* (FOIPP Act).
- b. All staff shall be made aware of the policy and administrative procedure.
- c. Policies and administrative procedure will be made available through the District website.
- d. All policies and administrative procedures shall be subject to review on a regular basis at each site.

#### 2. **Camera Location, Operation and Control**

- a. The installation of new and permanent video monitoring equipment at a school may only occur if the ~~School Planning Council (SPC)~~ **Parent Advisory Council (PAC)** approves.
- b. Cameras shall only be installed in identified public areas.
- c. Areas chosen for monitoring shall be where monitoring is a necessary and viable deterrent.
- d. Cameras shall not be positioned in areas where individuals have a right to expect privacy, i.e. washrooms, change rooms, staff rooms.
- e. Cameras shall not be directed so as to monitor private property.
- f. Only authorized personnel shall have access to the video monitoring equipment.

#### 3. **Protection of Information and Disclosure**

- a. Security and retention of recorded images will be the responsibility of a designated Principal/Vice Principal or management employee.
- b. Disposal and destruction of recorded images shall be consistent with Board Policy No. 9004.
- c. Monitors shall be located in a secure area and positioned in such a way as to avoid public viewing.
- d. Disclosure of information shall be consistent with the FOIPP Act.

#### 4. **Public Awareness**

- a. The public shall be made aware of the existence of video monitoring by signage at visible points.

#### 5. **Audits**

- a. The use of video monitoring systems shall be subject to audit at all times by both school and district administrative staff.
- b. The Office of the Information and Privacy Commissioner may conduct periodic audits of video monitoring systems.

# SCHOOL DISTRICT No. 69 (QUALICUM)

## ADMINISTRATIVE PROCEDURE

### VIDEO MONITORING

Page 2 of 2

#### 6. Review

- a. Under the terms of the School Act, the Board must conduct an annual review that assesses whether the installation and operation of video monitoring equipment is accomplishing the purposes set out in the opening paragraph of the policy statement.

#### 7. Use of Information Collected

- a. Use of video monitoring in the District shall at all times comply with the FOIPP Act guidelines for the collection of information.
- b. Video monitoring may be used to detect or deter crime; for inquiries and proceedings related to law enforcement; and for research (i.e. the nature of area usage, traffic patterns, or particular camera systems).

#### 8. Access to Personal Information

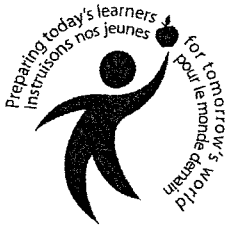
- a. Individuals subject to video monitoring have the right to request access to recorded images under Section 5 of the FOIPP Act.

#### References:

*Board Policy 4014: Video Monitoring*

*The School Act, Sections 74.01*

*Freedom on Information Protection of Privacy Act*



## SCHOOL DISTRICT No. 69 (QUALICUM)

### BOARD POLICY 4030 4100

## RECYCLING SUSTAINABLE PRACTICES

The Board of Education recognizes the importance of environmental sustainability in meeting the needs of the present generation without compromising the ability of future generations to meet their own needs. The Board acknowledges that environmental sustainability is a joint responsibility of Trustees, **Senior Staff, Principals/Vice Principals**, administrators, teachers, students and support personnel.

The Board of Education defines Sustainable Practices as those business and individual practices that minimize energy, waste and water consumption, resulting in utility cost savings and a smaller carbon footprint for the school district through initiatives aimed at creating a culture of conservation, guided by the three R's of sustainability: reduce, reuse and recycle.

The Board supports opportunities for the school district to reduce operational and life-cycle costs, lessen the impact on our domestic energy infrastructure, and provide environmental stewardship through lower carbon emissions.

The Board is committed to environmental sustainability and ensures that every effort is made to conserve energy and natural resources while exercising sound financial management.

The Board authorizes the Superintendent of Schools and the Secretary Treasurer to establish **administrative** procedures in support of the goals of this policy.

The Board is committed to the following guiding principles:

- A strategic approach to energy management, including assessing baseline performance, setting goals and targets, creating an energy management plan, tracking performance and communicating results.
- The review and continuous improvement of the school district's energy management plan within the financial resources available.
- The development and delivery of educational programs, activities and initiatives that enable students to develop the skills, knowledge and attitudes that will help sustain the environment.
- The encouragement of students and staff to be aware of the Sustainable practices policy and associated administrative procedures.
- Communicating environmental sustainability initiatives, and consulting, where appropriate, with partner groups on the implementation of new initiatives.
- The encouragement of students and staff to be cognizant of their energy use and material consumption.
- The integration of environmentally sustainable considerations into the operations and business decisions of the school district.
- The selection of equipment and systems in consideration of energy issues, product incentives and rebates from utility providers.

### References:

*Administrative Procedure: Sustainable Practices*  
*Sustainable Schools Best Practices Guide, Ministry of Education*



The Board of Education believes in the need to develop environmental responsibility and to preserve resources, and supports the need for recycling initiatives.

### **REGULATIONS**

1. ~~All district and school staff shall participate in a fine paper recycling program by reducing the amount of paper used, reusing where possible, and recycling fine papers following the guidelines of the program.~~
2. ~~The district wide paper recycling program shall be maintained at the School Board Offices and at schools and they shall be equipped with the following items that support the collection of fine paper for recycling:
  - a. ~~A blue box for each collection area/classroom;~~
  - b. ~~A two wheeled tote for collecting materials from blue box.~~~~
3. ~~Administrators shall encourage participation and involvement of all staff and students in the recycling program and identify volunteer site contacts to be in charge of the building recycling programs.~~
4. ~~Site contact persons shall make themselves known to the Custodial Services Department which will coordinate a district wide collection of paper and inform sites of collection dates.~~
5. ~~Site contacts shall ensure that paper from individual areas within buildings is collected or deposited in totes prior to collection day.~~
6. ~~Site contacts shall ensure that totes are easily accessible for pick-up on collection day.~~
7. ~~A regular district wide collection will take place not less than once per month.~~
8. ~~As part of the recycling program, the staff is encouraged to discuss with students the need to reduce, reuse and recycle.~~
9. ~~Administrators responsible for purchasing shall, where possible, purchase:
  - a. ~~Products made from recycled or post-consumer waste.~~
  - b. ~~Copy paper that is not coloured, or unbleached.~~~~

# SCHOOL DISTRICT No. 69 (QUALICUM)

## ADMINISTRATIVE PROCEDURE

### SUSTAINABLE PRACTICES

Page 1 of 2

#### ENVIRONMENT

1. It is the collective responsibility of all district personnel to educate students such that they will develop an innate responsibility to conservation, both inside and outside of the school district.
2. The fulfillment of this mandate is the joint responsibility of the Board of Education, Senior Staff, Principals/Vice Principals, teachers, students and support personnel. The Secretary-Treasurer (or designate) shall establish an energy management plan that includes, but is not limited to, the following components:
  - a. Integration of environmentally sustainable considerations into the school district's business decisions related to:
    - Lighting
    - Heating, ventilation, air conditioning systems
    - Renovation and new construction
    - Recycling programs
  - b. Purchasing policies that encourage suppliers to meet or exceed the district's environmental management standards.
  - c. Mechanisms to regularly assess and continually improve the district's environmental sustainability performance.
3. The General Manager of Operations (or designate) will be responsible for managing all expenditures, and for formulating and implementing the energy management plan.
4. The General Manager of Operations (or designate) will be responsible for tracking and monitoring energy consumption, and for coordinating energy management and sustainability activities with principals/vice principals, teachers, support staff and students.
5. The school principal will facilitate energy management programs and procedures at the school. Efficient use of the various energy systems of each school will be the joint responsibility of the principal and the General Manager of Operations.
6. Teachers and support staff will use a variety of curricular materials to provide the opportunity for students to participate in energy management initiatives.
7. The District shall encourage the use of an environmental theme, at every level, as a focus for integrating existing curriculum.
8. The District shall encourage the use of locally developed Environmental Studies courses and/or units in schools.

**SCHOOL DISTRICT No. 69 (QUALICUM)**

**ADMINISTRATIVE PROCEDURE**

**SUSTAINABLE PRACTICES**

Page 2 of 2

9. The District shall support learning activities that utilize a wide range of appropriate environmental field trips.

**References:**

*Board Policy 4100: Sustainable Practices*

*Sustainable Schools Best Practices Guide, Ministry of Education*

# SCHOOL DISTRICT No. 69 (QUALICUM)

## ADMINISTRATIVE PROCEDURE

### SECTION 177 – EXCLUSION ORDER

Page 1 of 2

#### **Purpose**

Section 177 of the *School Act* is intended to prevent the disruption of schools and school functions, and to ensure the protection of students and staff. This section allows the principal or other school administrator to direct a person to leave school property, and prevents the person from returning without prior approval of the principal or administrator. It also enables the principal or administrator to call for assistance from law enforcement if necessary. If a person contravenes this section of the *School Act*, he or she commits an offence. The purpose of providing this authority to principals and other administrators is to maintain order on school premises and to ensure the protection of students and staff.

The purpose of providing this authority to principals and other administrators is to maintain order on school premises and to ensure the protection of students and staff. Section 177 may be used, for example, to prevent a stranger who presents a threat to student safety from accessing school property. However, there may also be circumstances where persons associated with the school, such as parents, employees, or volunteers, are denied access to school property under section 177. It is important to note that this section is intended to be used only in exceptional circumstances, where there is a risk to student/staff safety or significant and ongoing disruption to the educational programs offered by the school.

The Board of Education is responsible for establishing and communicating procedures for application of section 177 of the *School Act* within School District 69.

#### **Guidelines**

Section 177 exclusion orders may be issued in circumstances where a person of authority with the school district determines that a person's actions:

- Pose a risk to the safety of students, staff or others in the school community
- Present significant and ongoing disruption to the educational programs offered by the school

Those persons within the school district who have authority to direct individuals to leave school property under the terms of section 177 of the *School Act* within School District 69 are:

- Superintendent
- Assistant Superintendent
- Directors or Managers
- Principals and Vice-Principals

#### **Procedures to be followed when a person is excluded from school property under the terms of section 177 of the *School Act*:**

1. Where practicable, seek approval of the Superintendent or Assistant Superintendent prior to issuing a section 177 exclusion order.

## SCHOOL DISTRICT No. 69 (QUALICUM)

### ADMINISTRATIVE PROCEDURE

#### SECTION 177 – EXCLUSION ORDER

Page 2 of 2

2. If necessary, call for assistance from the RCMP if the person refuses to leave the grounds or premises after being directed to do so or if there is reason to be concerned about a threat from the individual.
3. Report the incident to the Superintendent or Assistant Superintendent.
4. Provide written notification to the excluded person as soon as possible, including reasons for and length of exclusion, date for review, and information about avenues of appeal (A template letter for use by authorized staff is available on the District Sharepoint site).
5. **Prepare a report on the incident/s, including the following information at a minimum:**
  - Name of school
  - Date, time, and location of incident or incidents
  - Description of incident or incidents (i.e. what happened, who was involved, etc.)
  - Name (and contact information, when possible) of person excluded under section 177
  - Name of principal or other authorized staff member who directed the person to leave school property
  - Length of exclusion
  - Date for review of decision to exclude
  - Means of delivering the exclusion order letter
  - RCMP file number for incident (If a file was opened by the RCMP) and name of the attending officer
  - Name of person completing document
6. Submit a copy of this report to the Administrative Assistant to the Superintendent.
7. File a ***Schools Protection Program*** incident report.

#### **Process for appealing an exclusion order issued under the terms of section 177 of the *School Act*:**

1. An individual who receives an exclusion order may appeal that decision through the process outlined in ***Board Policy 6240 - Resolution of Concerns***. Such an appeal would begin at Step 3 – School District Review.
2. The School District is subject to the ***Freedom of Information and Protection of Privacy Act***. Accordingly, Complaint documentation may be subject to access and disclosure under this legislation. For more information see the School District's Privacy Policy at [www.sd69.bc.ca](http://www.sd69.bc.ca)

#### **References:**

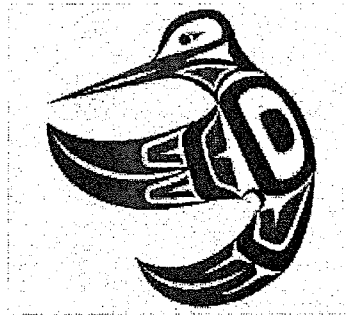
- *School Act: Section 177*
- *Board Policy 6240: Resolution of Complaints*
- *Board Bylaw 5: Board Appeals*





# TRUSTEE HANDBOOK

2016



# INTRODUCTION

This Trustee Handbook has been generated to highlight and support the very important governance function of the Board. In addition to clearly defining the role of the Board, the role of the Superintendent and the delegation of authority from the Board to the Superintendent, it includes the following as policies:

- Foundational statements which provide guidance and direction;
- Directions for how the Board itself is to function and how individual trustees are to conduct themselves; how Board committees and representatives are to function;
- Non-delegable matters such as school closures and policy-making; and,
- Specific matters which the Board has chosen not to delegate to the Superintendent.

# ROLE OF THE BOARD

As the corporate body elected by the voters, the Board of Education is responsible for the development of goals and policies to guide the provision of educational services to students attending District schools and programs, in keeping with the requirements of government legislation and the values of the electorate.

## SPECIFIC AREAS OF RESPONSIBILITY

### 1. Accountability to Governments

The Board shall:

- 1.1 Act in accordance with all statutory requirements of federal and provincial legislation to implement educational standards and policies.
- 1.2 Perform Board functions required by governing legislation and existing Board policy.

### 2. Accountability to and Engagement of Community

The Board shall:

- 2.1 Make decisions that address the needs and demands of the entire District.
- 2.2 Establish processes and provide opportunities for community input
- 2.3 Communicate the District Strategic Plan, and achievements of students and staff to the community, at least annually.
- 2.4 Develop procedures for and hear appeals as required by statute and/or Board policy.
- 2.5 Provide for two-way communication between Board and stakeholder groups.
- 2.6 Meet regularly with municipal governments and other educational/public service or business governing authorities to achieve educational ends.
- 2.7 Model a culture consistent with District values.

### 3. Planning

The Board shall:

- 3.1 Provide overall direction for the District by establishing a vision, values and strategic issues to be addressed.
- 3.2 Develop and approve the District's long term Strategic Plan.
- 3.3 Annually set District goals and key results, aligned with the District's Strategic Plan
- 3.4 Monitor progress toward the achievement of student outcomes and other desired results.
- 3.5 Annually evaluate the effectiveness of the District in achieving established goals and desired results.

### 4. Policy

The Board shall:

- 4.1 Identify the purpose to be achieved and the criteria for a new policy.
- 4.2 Make the final decision as to the approval of all policy statements.
- 4.3 Evaluate policy impact to determine if policy has created the desired change.
- 4.4 Determine policies which outline how the Board is to function.
- 4.5 Delegate authority to the Superintendent and define commensurate responsibilities.

**5. Board/Superintendent Relations**

The Board shall:

- 5.1 Select the Superintendent
- 5.2 Provide the Superintendent with clear corporate direction.
- 5.3 Delegate in writing, administrative authority and identify responsibility subject to the provisions and restrictions in provincial legislation and regulations.
- 5.4 Evaluate the Superintendent and review compensation in accordance with the Superintendent's contract.
- 5.5 Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions which are exercised within the delegated discretionary powers of the position.

**6. Political Advocacy**

The Board shall:

- 6.1 Address external issues in a manner consistent with District values.
- 6.2 Make decisions regarding British Columbia School Trustee Association (BCSTA) and British Columbia Public Sector Employees' Association (BCPSEA) issues.
- 6.3 Advance District positions and priorities through relevant provincial organizations and associations.

**7. Board Development**

The Board shall:

- 7.1 Annually evaluate the Board's effectiveness.
- 7.2 Annually develop a Board development plan aligned with District priorities.

**8. Fiscal Accountability**

The Board shall:

- 8.1 Approve process and timelines for budget deliberations.
- 8.2 In collaboration with the Superintendent, identify assumptions and draft priorities for the creation of the annual budget.
- 8.3 Approve the annual budget which aligns with key goals and the Strategic Plan.
- 8.4 Annually approve the District's facilities planning document.
- 8.5 Annually appoint or reappoint the auditor and approve the terms of engagement.
- 8.6 Review annually the audit report and management letter.
- 8.7 Provide direction regarding the mandate for local employee negotiations.
- 8.8 Make decisions regarding ratification of memoranda of agreement with bargaining units.
- 8.9 Approve the acquisition and disposition of District land and buildings.
- 8.10 Approve tender selection for contracts over \$50,000 (fifty thousand dollars)
- 8.11 Approve construction projects in excess of \$500,000 (five hundred thousand dollars)

### **Selected Responsibilities**

1. Establish parameters for early retirement incentive plans.
2. Approve local school calendars, as requested in accordance with legislation.
3. Approve Board/Authority Authorized Courses
4. Hear appeals on the reconsideration of resource materials which are challenged.
5. Approve the naming of educational facilities and land.
6. Recognize students, staff and community members.
7. Approve school catchment areas.
8. Approve transportation service level changes.
9. Approve District partnerships.

*Legal Reference: Section 85, School Act*

# **ROLE OF THE BOARD CHAIR**

1. The Board establishes policies for conducting its business. It elects a Chair to provide leadership in complying with these policies, or a reasonable interpretation of them. It is the responsibility of the entire Board to support the Chair in exercising these duties.
2. The Chair shall protect the integrity of the Board's process, represent the Board at outside events, and speak on behalf of the Board.
3. Ensure that meeting agendas and discussions are limited to those issues which are within the Boards jurisdiction.
4. Keeps deliberation timely, fair, orderly, thorough, efficient, and to the point.
5. Ensure that each trustee has a full and fair opportunity to be heard and understood by the other members of the Board in order that collective opinion can be developed and a corporate decision reached.
6. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events.
7. Act as the chief spokesperson for the Board.
8. Ensure that the Board engages in regular assessments of its effectiveness as a Board.
9. Meetings will be conducted under Roberts Rules of Order.

# ROLE OF THE SUPERINTENDENT

The Board recognizes the need for one person to be in charge of the management of the District in order to provide coordinated leadership. Therefore, the Board designates the Superintendent as Chief Executive Officer of the Board and the Chief Education Officer of the District and delegates to the Superintendent responsibility for overall administration of the District. The Superintendent makes reports which focus on governance implications and is accountable to the corporate Board for the conduct and operation of the District, for providing leadership in administration and instructional programs for students, and for ensuring compliance with legislative requirements. All Board authority delegated to the staff of the District is delegated through the Superintendent.

## SPECIFIC AREAS OF RESPONSIBILITY

### 1. Leadership and District Culture

The Superintendent shall:

- 1.1 Provide leadership in all matters relating to education in the District.
- 1.2 Implement directions established by the Ministry and make the Board aware of pertinent legislative changes.
- 1.3 Establish a learning environment that supports the general well-being of students.
- 1.4 Implement the Strategic Plan and report annually on results achieved.
- 1.5 Identify future issues and challenges.

### 2. Policy and Governance

The Superintendent shall:

- 2.1 Proactively facilitate planning, development, implementation and review of Board policies.
- 2.2 Inform the Board of any changes made to administrative procedures.
- 2.3 AS appropriate, involve stakeholders in the development and review of administrative procedures.
- 2.4 Establish and maintain positive professional working relations with the Board.
- 2.5 Respect and honour the Board's role and responsibilities, and facilitate the implementation of that role as defined by Board policy.
- 2.6 Keep the Board informed through appropriate monitoring reports which focus on governance implications of developments within the District.

### 3. Communications and Community Relations

The Superintendent shall:

- 3.1 Take appropriate actions to ensure positive internal and external communications are developed and maintained and act as one of the Board's spokespersons as required on District matters in concert with the Chair.
- 3.2 Develop and maintain positive and effective relations with provincial and municipal government administrators.
- 3.3 Respond in an ethical and skilled way to electronic and print media.
- 3.4 Demonstrate consensus building, collaboration and conflict mediation.

#### **4. Organizational Management**

The Superintendent shall:

- 4.1 Demonstrate effective organizational skills resulting in District compliance with all legal, Ministerial and Board mandates and timelines.
- 4.2 Report to the Minister with respect to matters identified in and required by the School Act.
- 4.3 Define processes for gathering, analyzing and using data for decision-making
- 4.4 Provide the Board with a recommended annual operating budget, such capital expenditures as may be required, and periodic statements of revenue and expenditures
- 4.5 Ensure the District operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- 4.6 Ensure the facilities adequately accommodate District students.

#### **5. Curriculum Planning and Development**

The Superintendent shall:

- 5.1 Ensure that curriculum design, delivery and integration is in alignment with the BC Ministry of Education prescribed learning outcomes and the *BC Education Plan*.

#### **6. Instructional Management and District Accountability**

The Superintendent shall:

- 6.1 Support instructional strategies, assessment and resources that reflect sensitivity to diversity and incorporate themes such as inclusion, respect and acceptance.
- 6.2 Promote awareness of current research and best practices in support of curriculum and instruction.
- 6.3 Engage in professional development activities to ensure currency in educational practices.

#### **7. Human Resources Management**

The Superintendent shall:

- 7.1 Have overall authority and responsibility for all personnel-related matters, except development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
- 7.2 Promote at all times a high standard of collaborative professional leadership, effective human relationships, and a spirit of educational innovation and advancement throughout the District.
- 7.3 Monitor and improve the performance of all staff.

#### **8. Values and Ethics of Leadership**

The Superintendent shall:

- 8.1 Practice leadership in a manner that is viewed positively and has the support of those with whom he works most directly in carrying out the directives of the Board and the Minister.
- 8.2 Model appropriate value systems, ethics and moral leadership.
- 8.3 Coordinate social agencies and human services to help each student grow and develop as a caring, informed citizen.
- 8.4 Make provision for the safe, healthy and caring environment for students in schools and on District property and transportation.



# **ROLE OF THE SECRETARY TREASURER**

1. The Secretary Treasurer is the statutory corporate financial officer of the Board of Education, responsible to the Board and the Ministry of Education for financial statements, corporate records, minutes and procedural documents of the district.
2. The School Act requires the Secretary Treasurer to preside over the official records of the district, including Board minutes, all legal documentation and the budget. As such, the Secretary Treasurer can be requested to report directly to the Minister of Education.
3. In most districts, the Secretary Treasurer is also the chief business official, and heads the district's business division, which is responsible for finance, facilities and support services.
4. The Secretary Treasurer attends all Board meetings and officially endorses all corporate minutes, documents and financial transactions.
5. The Secretary Treasurer reports to the Superintendent except on matters relating to the role as corporate financial officer. Regardless of the structure approved by the Board, clarity of role and responsibility is essential.
6. In most districts, the Secretary Treasurer, Superintendent and Board work together closely to prepare agendas, schedule meetings and ensure that the Board and its administrative staff execute their responsibilities effectively. For this team process to work well, trustees must ensure that clear, open communication prevails, and that there is a cooperative working relationship.

# **BOARD CHAIR AND SUPERINTENDENT**

These two leaders will need to communicate frequently to discuss many matters including:

- Items to be placed on the Board agenda, the order or sequence of agenda items and what Board action is recommended for each item;
- What role the Superintendent (as well as the Secretary-Treasurer or other senior staff) will play at Board meetings and how union representatives outside consultants may participate in Board meetings;
- How to handle emergency situations that might arise;
- Dealings with the news media and the role of the Chair as spokesperson for the Board.

# ROLE OF THE TRUSTEE

The Foundational Principles (SD69) and The *School Act* give no individual authority to trustees. As members of the corporate board, trustees are accountable to the public for the collective decisions of the Board and for the delivery and quality of educational services. A trustee must serve the community as an elected representative, but the trustee's primary task is to act as a member of a corporate board. A trustee acting individually has only the authority and status of any other citizen in the District.

## **Specific Responsibilities:**

1. Support the decision of the Board and monitor progress to ensure decisions are implemented.
2. Strive to develop a positive and respectful learning and working culture both within the Board and the District.
3. Become familiar with, and adhere to, the Trustee Code of Ethics.
4. Bring to the attention of the Board any issues that may significantly affect the District, and interpret the needs of the community to the Board.
5. Refer queries, issues or problems raised by a parent or community member about a teacher or classroom, to the teacher or about a principal or a school, to the principal and, where appropriate, inform the Superintendent or designate. Also refer to School District 69 Board Policy 6240: *Process for Resolution of Concerns*.
6. Act as a liaison to assigned schools according to purpose and parameters as outlined in Liaison Schools- Purpose and Parameters document.
7. Keep the Board and the Superintendent informed in a timely manner of matters coming to his/her attention that might affect the District.
8. Provide the Superintendent with counsel and advice, giving the benefit of the trustee's judgment, experience and familiarity with the community.
9. Come prepared to Board meetings, participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for the education of children within the District.
10. If a personal disagreement arises between a member of the team and another member, a one to one meeting between the two should be arranged to deal with and resolve the disagreement.
11. If there is any doubt about contacting employees of the district, the Superintendent or the Secretary Treasurer should be contacted first.
12. Strive to develop a positive and respectful learning and working culture both within the Board and the District.
13. Each member of the Board has the responsibility of being loyal to the District.

# TRUSTEE CODE OF ETHICS

It is vital that the Board of Education commits itself and its members to conduct which is appropriate and ethical. All personal interactions should be respectful and should acknowledge the worth of each person.

Trustees will endeavor to ensure that all schools in School District 69 (Qualicum) provide the best quality education possible for all of our students regardless of their ability, sex, creed, social standing or any disability conditions.

Trustees must devote time, thought and study to the duties and responsibilities of being a trustee so as to be able to render effective and competent decisions.

Trustees must come to meetings prepared.

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

Trustees must work together to communicate to the electorate the facts about our schools.

Trustees must recognize that an individual Trustee has no legal authority outside of the meetings of the Board, unless so designated and approved by the Board. Relationships with school staff, local citizens, and the media will be conducted based on this fact.

Trustees must practice discretion where confidential Board matters are concerned.

Trustees must respect the Chief Executive Officer's (Superintendent of Schools) responsibility for the day-to-day administration of the District.

Trustees must refer all complaints and criticisms to the Chief Executive Officer, who will inform the appropriate individual(s).

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

Trustees should avail themselves of opportunities to increase their potential as board members through participation in professional development such as conferences, workshops and training made available through BCSTA and other local and provincial agencies.

The Board as a whole has to take responsibility to resolve potentially dysfunctional situations and strive to build dynamics that demonstrate:

- A commitment to collaborative decision-making
- A commitment to doing the homework and sharing responsibility
- A commitment to contributing to public meetings in a way that earns public confidence in the work of the Board
- A commitment to put the good of the school system before individual political agendas
- A commitment to focus at least as much on assessing the value of initiatives as in controlling costs

- A commitment to be open-minded to the views of fellow Board members

## **RELATIONSHIP BETWEEN BOARD AND SENIOR STAFF**

The other non-voting members of the school district governing team are the Superintendent, Secretary Treasurer and sometimes Directors and the Executive Assistant. Trustees need to remember that no one trustee, not even the Chair, has the authority to direct the Superintendent or other staff. The Superintendent reports to the whole Board.

Under the *School Act*, both the Superintendent and Secretary Treasurer report to the Board, and either or both may be required to report to the Minister at the Minister's request. In addition, at the district level, senior education administrators must maintain the respect and loyalty of the other district staff, yet follow policy directions mandated by the Board of Education, as well as the Ministry of Education.

# LEGAL ISSUES FOR TRUSTEES

(from BCSTA Legal Counsel)

## Meetings and Confidentiality

1. What is a meeting and why does it matter?
2. Should we be discussing this in camera?
3. Open or closed: How do we decide?
4. What are my options if I think the public needs to know?
5. What might be consequences if I "leak" confidential information?

## Conflict of Interest

1. How do I recognize a conflict of interest
2. Scenario 1  
Budget: I have an immediate family member who is a Board employee, when will I have a conflict of interest in the budget?
3. Scenario 2  
Collective Bargaining: I am a union member but I do not work for the school district. Do I have a conflict of interest in provincial or local collective bargaining?
4. Trustee obligations: What do I have to do if I have a conflict?
5. Avoiding conflicts over conflicts. Who decides? What can the Board do?
6. What other (non-pecuniary) conflicts are there?

## Risk and Liability

1. What liability insurance or other protection do we have as trustees?
2. What if I am sued?
3. When am I not covered?

# A RELATIONSHIP CHECKLIST

- ✓ Do we have clarity about the roles and responsibilities of all parties?
- ✓ Are our policies up to date and included in orientation materials for new trustees?
- ✓ Are we getting complaints from members of various stakeholder groups, or are there any patterns in the complaints that we should be paying attention to (e.g. increasing in numbers, disproportionately relating to one issue or area, etc.)?
- ✓ How is our group process in the Board meeting? Is everyone being heard and have we done an annual self-assessment that includes a focus on group dynamics?
- ✓ Is conflict constructive and are dissenting voices heard with respect?

# DISTRICT SCHOOL CALENDAR

Number of days in Session: 188

Number of days of Instruction: 180

|                       |                |  |
|-----------------------|----------------|--|
| <b>September 2015</b> | 8              | Schools Re-open (Start one hour later; end one hour earlier) Ballenas and Kwalikum Secondary – Grade 8 |
|                       | 9              | Ballenas and Kwalikum Secondary – First day for Grades 9-12  |
| <b>October</b>        | 2              | School-based Professional Development Day  |
|                       | 5              | District-wide Planning Day   |
|                       | <b>12</b>      | <b>THANKSGIVING DAY</b>  |
|                       | 22             | Fall Conferencing Day  |
|                       | 23             | Provincial Professional Development Day  |
| <b>November</b>       | 2-3            | Secondary Provincial Exams   |
|                       | <b>11</b>      | <b>REMEMBRANCE DAY</b>   |
| <b>December</b>       | 18             | Last day of classes prior to Winter Vacation   |
|                       | Dec 21 – Jan 1 | Winter Vacation Period   |
| <b>January 2016</b>   | 4              | Schools re-open after Winter vacation  |
|                       | 25-28          | Secondary: Internal and Provincial Exams   |
|                       | 29             | Secondary Semester II Starts   |
| <b>February</b>       | <b>8</b>       | <b>BC FAMILY DAY</b>   |
|                       | 22             | Professional Development Day   |
| <b>March</b>          | 4              | Spring Conferencing Day  |
|                       | 11             | Last day of classes prior to Spring Vacation Period  |
|                       | 14             | Spring Vacation Period Commences   |
|                       | <b>25</b>      | <b>GOOD FRIDAY</b>   |
|                       | <b>28</b>      | <b>EASTER MONDAY</b>   |
|                       | 29             | Schools re-open after Spring Vacation  |
| <b>April</b>          | 7-8            | Secondary Provincial Exams   |
| <b>May</b>            | 13             | Professional Development Day   |
|                       | <b>23</b>      | <b>VICTORIA DAY</b>  |
| <b>June</b>           | 22             | Secondary: Last Day prior to Exams   |
|                       | 23-29          | Secondary: Internal and Provincial Exams   |
|                       | 29             | Final Day for Students – schools dismiss three hours early   |
|                       | 30             | Administrative Day   |



# LIAISON SCHOOLS – Purpose and Parameters

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

1. To provide the Board with an opportunity to have a 'face' and a presence at each school:
  - To participate in school activities as requested or invited by the school
  - To see and hear from members of the school community as decisions by the Board are put into practice in the school community.
2. Trustees would like to make it clear that the role of Trustee Liaison is not intended to undermine or supersede the role of the principal, PAC Chair, or other staff. A Trustee Liaison does not interfere with:
  - The day to day operations of the school
  - The defined process for resolution of parent or others' concerns as outlined in Policy 6240, or
  - Other processes for discussing concerns by staff.
3. Attendance at school events by the Trustee Liaison would vary in detail from school to school, and this would be clearly defined through discussion with the school principal, and possibly other school groups, as is deemed appropriate by the principal.
4. Trustees will also be clear that as an individual Trustee, they have no authority. Issues or questions will be dealt with through usual processes, and can then be brought to the Board if appropriate, for Board consideration. A decision by the Board would lead to direction to staff to develop a course of action.
5. In summary, the role of Trustee Liaison is intended to strengthen the bond and further communications between schools and the Board of School Trustees in a manner that demonstrates the work of Boards while clearly respecting the role and authority of school administrators and staff.

# BOARD ANNUAL WORK PLAN

## August

- Yearly Election of Board Chair and Vice Chair after August Regular Board Meeting
- Appoint Trustee representatives to District and external committees

## September

- Submit Executive Compensation Disclosure to Public Sector Employers' Council
- Receive Audited Financial Statements (Regular) and Management Letter (In Camera) – for submission to Ministry of Education
- Request carry-forward of any surplus Aboriginal Education funds
- First Nations, Metis and Inuit Education Enhancement Agreement (update or new)

## October

- Approve 5-year capital plan for submission to Ministry of Education
- Approve School Codes of Conduct (due to Superintendent by October 15 for approval by Board at October Board Meeting)
- Receive Superintendent Report on organization of classes (information only)
- Board Representative attends BCPSEA Symposium
- Board Representative attends BCSTA Provincial Council Meeting
- Complete Superintendent's Performance Management Review with Director of Human Resources

## November

- Board and Senior Staff Budget Retreat
- Receive current year's budget status report (for information)
- Board Self Evaluation

## December

- Attend BCSTA Trustee Academy
- Receive Statement of Financial Information (SOFI) Report for submission to Ministry of Education
- Distribute Christmas oranges to each site

## January

- Represent Board at BCPSEA AGM
- Circulation of Draft Budget Schedule to stakeholders/community
- Receive current year's budget status report (for information)

## February

- Receive Update of Superintendent Report on organization of Semester 2 classes (info only)
- Approve Amended Annual Budget Bylaw for current fiscal year
- Board representative attends BCSTA Provincial Council Meeting
- Host Budget information sessions – staff and public
- Provide direction through the Board's representative to BCSTA Provincial Council Meeting regarding provincial policy matters
- Attend District Budget Committee meetings
- Undertake Superintendent's Performance Management Review with Director of Human Resources

### March

- Receive preliminary budget revenue information for upcoming year's preliminary budget – Ministry of Education funding announcement
- Approve DRAFT local school calendar (District, False Bay School, CEAP and PASS) prior to distribution to parents/guardians
- Current year budget status report

### April

- Attend BCSTA AGM
- Attend Special Public Budget Meetings for review of draft preliminary budget
- Approve local school calendars (CEAP, PASS, FBS)
- Approve preliminary budget for upcoming fiscal year
- Receive report from Superintendent on receipt of School Codes of Conduct

### May

- Approve terms of engagement and appoint/reappoint auditor for next fiscal year
- Receive current year's budget status report (for information)
- Continue Superintendent's Performance Management Review with Director of Human Resources

### June

- Recognize Long-Service/Retiring Employees
- Review Draft Trustee Meeting schedule for upcoming year and distribution to stakeholder groups and public
- Receive District Literacy Plan for information

### Ongoing

- Board Policy Committee Meetings (fourth Friday of each month)
- Policy Advisory Committee Meetings (second Wednesday of each month)
- Trustee Informal (second Friday of each month)
- Coffee With Trustees (at least once at each school throughout the year)
- Attend school functions as invited
- Review District Strategic Plan
- Hear appeals as required
- Recognize school and community highlights
- Attend Board Liaison meetings as outlined on Board Meeting Schedule
- Attend Trustee development/orientation sessions
- Approval of Board Authority/Authorized Courses (BAAC)

**SCHOOL DISTRICT NO. 69 (QUALICUM)  
TRUSTEE CALENDAR 2016-17**

| <b>AUGUST 2016</b>    |   |                 |                             |
|-----------------------|---|-----------------|-----------------------------|
| 30                    | In Camera Meeting   | Room 100        | 3:30 pm                     |
| 30                    | Regular Board Meeting   | The Forum       | 7:00 pm                     |
| 30                    | Special Board Meeting – Annual Election of Chair/Vice Chair             | The Forum       | After Regular Board Meeting |
| <b>SEPTEMBER 2016</b> |   |                 |                             |
| 9                     | Trustee Informal  | Room 205        | 9:30 am                     |
| 20                    | In Camera Board Meeting   | Room 100        | 3:30 pm                     |
| 23                    | Board Policy Committee  | Room 205        | 9:30 am                     |
| 27                    | Coffee with Trustees – Arrowview  |                 | 2:45 pm                     |
| 27                    | Regular Board Meeting   | The Forum       | 7:00 pm                     |
| <b>OCTOBER 2016</b>   |   |                 |                             |
| 10                    | <i>Thanksgiving Day</i>   |                 |                             |
| 11                    | Coffee with Trustees – Bowser El  |                 | 2:55 pm                     |
| 12                    | Policy Advisory Committee   | Room 200        | 3:30 pm                     |
| 14                    | Trustee Informal  | Room 205        | 9:30 am                     |
| 18                    | In Camera Board Meeting   | Room 100        | 3:30 pm                     |
| 25                    | Regular Board Meeting   | The Forum       | 7:00 pm                     |
| 28                    | Board Policy Committee  | Room 205        | 9:30 am                     |
| <b>NOVEMBER 2016</b>  |   |                 |                             |
| 8                     | Coffee with Trustees – Ballenas Sec                                     |                 | 3:05 pm                     |
| 9                     | Policy Advisory Committee   | Room 200        | 3:30 pm                     |
| 11                    | <i>Remembrance Day</i>  |                 |                             |
| <b>TBD</b>            | Trustee Informal  | Room 205        | 9:30 am                     |
| 15                    | In Camera Board Meeting   | Room 100        | 3:30 pm                     |
| 22                    | Coffee with Trustees – Kwalikum Sec                                     |                 | 3:00 pm                     |
| 22                    | Regular Board Meeting   | The Forum       | 7:00 pm                     |
| 25                    | Board Policy Committee  | Room 205        | 9:30 am                     |
| <b>DECEMBER 2016</b>  |   |                 |                             |
| 3-7                   | Learning Forward Conference (w/BCSTA)                                   | Vancouver       |                             |
| 6                     | Coffee with Trustees – Errington El                                     |                 | 2:00 pm                     |
| 9                     | Trustee Informal  | Room 205        | 9:30 am                     |
| 13                    | In Camera Board Meeting   | Room 100        | 3:30 pm                     |
| 13                    | Regular Board Meeting followed by Yearly Elections for Chair/Vice Chair | The Forum       | 7:00 pm                     |
| 14                    | Policy Advisory Committee   | Room 200        | 3:30 pm                     |
| <b>*TBD</b>           | <b>Board Policy Committee</b>   | <b>Room 205</b> | <b>9:30 am</b>              |
| 19-Jan 2              | <i>Winter Break</i>   |                 |                             |
| <b>JANUARY 2017</b>   |   |                 |                             |
| 10                    | Coffee with Trustees – Oceanside El                                     |                 | 2:35 pm                     |
| 11                    | Policy Advisory Committee   | Room 200        | 3:30 pm                     |
| 13                    | Trustee Informal  | Room 205        | 9:30 am                     |
| 17                    | In Camera Board Meeting   | Room 100        | <b>1:00 pm</b>              |
| 24                    | Coffee with Trustees – CEAP El  |                 | 9:15 am                     |
| 24                    | Coffee with Trustees – Qualicum Beach El                                |                 | 2:50 pm                     |
| 24                    | Regular Board Meeting   | The Forum       | 7:00 pm                     |
| 27                    | Board Policy Committee  | Room 205        | 9:30 am                     |
| 31                    | Coffee with Trustees – Nanoose Bay El                                   |                 | 2:05 pm                     |

**SCHOOL DISTRICT NO. 69 (QUALICUM)  
TRUSTEE CALENDAR 2016-17**

| <b>FEBRUARY 2017</b> |                                       |           |                |
|----------------------|---------------------------------------|-----------|----------------|
| 8                    | Policy Advisory Committee             | Room 200  | 3:30 pm        |
| 10                   | Trustee Informal                      | Room 205  | 9:30 am        |
| 13                   | <i>BC Family Day</i>                  |           |                |
| 14                   | Coffee with Trustees – Springwood El  |           | 2:45 pm        |
| 21                   | In Camera Board Meeting               | Room 100  | <b>1:00 pm</b> |
| 24                   | Board Policy Committee                | Room 205  | 9:30 am        |
| 28                   | Regular Board Meeting                 | The Forum | 7:00 pm        |
| 28                   | Coffee with Trustees – PASS/Woodwinds |           | 3:30 pm        |
| <b>MARCH 2017</b>    |                                       |           |                |
| 8                    | Policy Advisory Committee             | Room 200  | 3:30 pm        |
| 10                   | Trustee Informal                      | Room 205  | 9:30 am        |
| 13-24                | <i>Spring Break</i>                   |           |                |
| 28                   | In Camera Board Meeting               | Room 100  | <b>1:00 pm</b> |
| 28                   | Regular Board Meeting                 | The Forum | 7:00 pm        |
| <b>31 TBC</b>        | Board Policy Committee                | Room 205  | 9:30 am        |
| <b>APRIL 2017</b>    |                                       |           |                |
| 12                   | Policy Advisory Committee             | Room 200  | 3:30 pm        |
| <b>TBD</b>           | Trustee Informal                      | Room 205  | 9:30 am        |
| 14                   | <i>Good Friday</i>                    |           |                |
| 17                   | <i>Easter Monday</i>                  |           |                |
| 18                   | In Camera Board Meeting               | Room 100  | <b>1:00 pm</b> |
| 20-23                | BCSTA 111 <sup>th</sup> AGM           | Richmond  |                |
| 25                   | Regular Board Meeting                 | The Forum | 7:00 pm        |
| 28                   | Board Policy Committee                | Room 205  | 9:30 am        |
| <b>MAY 2017</b>      |                                       |           |                |
| 10                   | Policy Advisory Committee             | Room 200  | 3:30 pm        |
| 12                   | Trustee Informal                      | Room 205  | 9:30 am        |
| 16                   | In Camera Board Meeting               | Room 100  | 3:30 pm        |
| 22                   | <i>Victoria Day</i>                   |           |                |
| 23                   | Regular Board Meeting                 | The Forum | 7:00 pm        |
| 26                   | Board Policy Committee                | Room 205  | 9:30 am        |
| <b>JUNE 2017</b>     |                                       |           |                |
| 9                    | Trustee Informal                      | Room 205  | 9:30 am        |
| 14                   | Policy Advisory Committee             | Room 200  | 3:30 pm        |
| 20                   | In Camera Board Meeting               | Room 100  | 3:30 pm        |
| 23                   | Board Policy Committee                | Room 205  | 9:30 am        |
| 27                   | Regular Board Meeting                 | The Forum | 7:00 pm        |
| <b>AUGUST 2017</b>   |                                       |           |                |
| 29                   | In Camera Board Meeting               | Room 100  | 1: 15 pm       |
| 29                   | Regular Board Meeting                 | The Forum | 7:00 pm        |

**Dates to Add/Confirm:**

- Coffee with Trustees – False Bay School (spring 2017)
- District Budget Committee Meetings
- Public Budget Information Session(s)
- Special Board Meetings - Budget
- District Retirement/Long Service Dinner
- Graduation/Awards Ceremonies