

Board of Education Meeting (open to the public)

Agenda



Board of Education Meeting

October 18, 2016, 6:30 pm

École Christine Morrison Elementary, 32611 McRae Avenue, Mission, BC

1. CALL TO ORDER

The Board Chair will acknowledge that this meeting is being held on Traditional Territory.

2. ADOPTION OF AGENDA

3. APPROVAL OF MINUTES

Page

3.1 Board of Education Meeting Minutes, September 20, 2016 Action 1

4. REPORTING OUT FROM IN-CAMERA MEETING(S) - *Superintendent*

5. EDUCATION

5.1 International Travel Application: J. Pearce, Principal, MSS Action 8

5.2 Draft Board Meeting Proceedings Policy Action 22

5.3 Draft Strategic Plan Action 47

5.4 Public Sector Executive Compensation Reporting Action 56

5.5 Solar Arrays Action 67

5.6 District Parent Advisory Council Update Information 68

6. UNFINISHED BUSINESS

6.1 BC School Trustees' Association ("BCSTA") – Withdrawal Action 71

6.2 Facility Bookings – School District Staff Action 73

6.3 Long Service Employee Recognition Action 74

6.4 Board Correspondence to Hon. Minister Bernier Information 76

7. CORRESPONDENCE

Information 79

7.1 Ministry of Education, Hon. Min. M. Bernier: Student Reporting 80

7.2 Ministry of Education, M. Nyikes, Director, 81

Standards and Construction Branch: Policy for Testing

Lead Content in Drinking Water

7.3 School District No. 5 (Southeast Kootenay): Submission Deadlines 90

7.4 School District No. 38 (Richmond): Select Standing Committee 92

7.5 School District No. 43 (Coquitlam): Budget 2017 Consultations 95

7.6 School District No. 46 (Sunshine Coast): Select Standing Committee 100

7.7 School District No. 69 (Qualicum): Foundation Skills Assessment 103

7.8 School District No. 69 (Qualicum): Select Standing Committee 104

8. COMMITTEE/TRUSTEES REPORTS

9. QUESTION PERIOD

Questions asked must be related to items discussed on the Agenda. Personnel, land and legal issues will not be discussed.

10. ADJOURNMENT

Board of Education Meeting
September 20, 2016 6:30 pm
Fraserview Learning Centre, 32444 Seventh Avenue, Mission, BC

Members Present:

Chair Rick McKamey
Vice-Chair Tracy Loffler
Trustee Randy Cairns
Trustee Shelley Carter
Trustee Jim Taylor

Staff Present:

Superintendent Angus Wilson
Secretary Treasurer Corien Becker
Assistant Superintendent Larry Jepsen
Assistant Secretary Treasurer Derek Welsh
Executive Assistant Tracy Orobko (Recorder)

Guests:

Heidi Owen, CPA, CA, Senior Manager, KPMG

1. Call to Order

The meeting was called to order at 6:36 p.m. by the Board Chairperson. The Chair acknowledged that we are on unceded ancestral territory of the Sto:lo people and that our School District is on Kwantlen, Leq'a:mel, Matsqui and Scowlitz territories.

2. Adoption of Agenda

One Item was added:

- 4.1 Property Disposition – Cade Barr, Durieu, Nicomen, Stave Falls – *Handout Provided*

MOTION (TL/SC)

THAT the Agenda be approved as amended.

CARRIED

3. Approval of Minutes

MOTION (TL/RC)

THAT the Board of Education meeting minutes of June 21, 2016, be approved as presented.

CARRIED

4. Reporting Out From In-Camera Meeting

Property Disposition – Cade Barr, Durieu, Nicomen, Stave Falls

The Secretary Treasurer introduced the item referring to a handout provided. A key component in maintaining school sites is the long term educational purposes. It is the Secretary Treasurer's recommendation to that the two properties, Cade Barr and Nicomen, be offered for disposition immediately.

Stave Falls: Significant expressions of interest have been received. Concerns with growth population and community use for the area have been expressed. As it may be required for education purposes in future, (students returning from Maple Ridge), and population growth, it has been determined to retain the site at present. It has further been determined that a review is to be held as well as conversations with the District of Mission and School District No. 42 (Maple Ridge-Pitt Meadows).

Durieu: Majority of comments received encourage community use for the facility. There is also a water source on the property. Prior to returning to the Board with a recommendation, staff feel it is prudent to enter into conversations with the Fraser Valley Regional District.

The next step is conducting due diligence of the Board.

MOTION (TL/SC)

THAT the Board of Education authorize the issuance of a Request for Offers for the disposition of the following properties:

1. **Nicomen Island School, 40071 Nicomen Island Trunk Road, Lot 4, Plan NWP29588, Part SW ¼, District Lot 474, Section 36, Township 20, Group 1, New Westminster Land District PID 009-023-623;**
2. **Cade Barr School, 33447 Dewdney Trunk Road, Parcel A, Lot 1, Plan NWP2184, Section 28, Township 17, New Westminster Land District, PID 012-547-565;**

AND THAT the Board of Education authorize staff to enter into discussions with the District of Mission and the School District No. 42 (Maple Ridge-Pitt Meadows) regarding potential disposition or use of the Stave Falls Elementary School for community use or educational purposes and provide a report to the Board on the discussion and potential options;

AND THAT the Board of Education authorize staff to enter into discussions with the Fraser Valley Regional District regarding the potential disposition of the Durieu Elementary School for community use, and provide a report to the Board on the discussion and potential options.

CARRIED (Opposed: Trustee Cairns)

5. Superintendent of Schools

School Opening Report

The Superintendent reported on:

- New Senior Team – June; Staff has been welcoming and supportive;
- Enrolment is up approximately 140 students overall - almost entirely at elementary level. The growth is at a sustainable level however, unevenly distributed;
- Busing announcement: Modest Government funding; buses are operating at capacity level; reminder that registration is still required although fees are not;
- Thanked the District team for a smooth startup;
- The District will be reviewing assessment and changing models of assessment;
- Road safety; commended staff for supporting the two students involved in recent injury incidents;
- Sept. 30 Orange Shirt Day – Commensuration of impact of residential schools (Heritage Park Middle School). Reminder: This is not a celebration but a remembrance ceremony.

6. Audit

2015-2016 Audited Financial Statements – KPMG in Attendance

The Secretary Treasurer provided an overview of the statements. The School District has received a clean audit report.

Key points: Analysis and Impact (page 7). The District has managed to secure more cash in the bank to manage liabilities.

The Secretary Treasurer further reviewed the annual operating surplus, accumulated operating surplus, and contingency boundaries. Once the Board approves the statements, Auditors can issue their audit letter and the statements can be submitted to the Ministry of Education.

The Secretary Treasurer and Board members thanked Assistant Secretary Treasurer, Derek Welsh, and his financial team.

MOTION (SC/TL)

THAT the draft 2015 / 2016 Financial Statements be accepted; and

THAT the final 2015 / 2016 Financial Statements including the audit report be submitted to the Ministry of Education.

CARRIED

7. Education

Governance/Board Meeting Proceedings

The Secretary Treasurer wishes to hold a meeting with the Board and partner groups on at the School Board Office on Tuesday, September 27, 2016, at 3:30 – 5:30 pm. A complete review of meeting procedures will be conducted. The Agenda will be posted to the School District website. The meeting will be open to the public.

MOTION (JT/RC)

THAT the Board of Education receive the Secretary Treasurer's report on Board Governance and Operations Procedure dated September 20, 2016 for information.

CARRIED

Budget Timelines

The Secretary Treasurer reported on budget activities and the development of a guide to assist with the amended and preliminary budget processes.

MOTION (TL/JT)

THAT the Board of Education receive the Secretary Treasurer's proposed timelines for information.

CARRIED

Five Year Capital Plan

The Secretary Treasurer reported on the Five Year Capital Plan which will assist with long range planning.

MOTION (SC/JT)

THAT the Five Year Capital Plan dated September 20, 2016 be approved; and

THAT the Five Year Capital Plan be submitted to the Ministry of Education for consideration.

CARRIED

Ministry of Education Clarification – Seismic Mitigation Funding

The Secretary Treasurer reported on school utilization rates and seismic upgrades. Correspondence from BC School Trustees' Association Chair, Teresa Rezansoff, was attached to the Agenda.

Student Transportation Funding

The Secretary Treasurer indicated staff has been reviewing the proposed funding announcement in August and analyzing how that would be used. Eliminating busing fees has negatively impacted the School District. Buses are now exceeding capacity and an additional bus is now required. The Manager of Transportation has been trying to schedule routes with minimal operation impact. Staff is in the process of drafting a report for the Ministry of Education.

MOTION (TL/JT)

THAT the Board of Education communicate to the Ministry of Education the actual cost impact of the student transportation funding and in no way addresses the actual cost of transportation in our School District.

CARRIED

The Board agreed to write a letter to the Ministry of Education indicating the cost implications of the Ministry's announcement and expectations.

MOTION (JT/TL)

THAT the Board of Education receive for information the Secretary Treasurer's report on Student Transportation Funding dated September 20, 2016.

CARRIED

District Parent Advisory Council Update

The Chair referred to the report in the Agenda.

DPAC is pleased to present Dr. Charles Ungerleider at the Clarke Theatre on November 28, 2016, at 7:00 pm. Free child care will be provided.

8. Business

Exempt Staff Compensation Scale – Transition Plan

The Secretary Treasurer reported that during summer months, BC Public School Employers' Association communicated School Districts have approval from PSEC to grant compensation to the Exempt staff. The majority of Principals and Vice-Principals are earning less than scale. Four (4) Exempt staff are below step '0' of salary ranges. The School District must now move into a transition plan submission and staff recommends Option 3 in the Agenda. At this point, the School District does not have authorization to move staff through the grid and will be receiving instructions in the next few months.

MOTION (SC/TL)

THAT the Salary Ranges for Principals and Vice Principals, Effective August 1st, 2016 be approved; and

THAT the Salary Ranges for Excluded Staff, Effective July 1st, 2016 be approved; and

THAT the Exempt Staff Compensation Transition Plan Option #3 for Mission Public School District be submitted to BCPSEA for review and approval.

Trustee Taylor proposed an amendment to Option #3 (original wording is *italicized*):

“This option will allocate most of the increased costs between two school years, with incremental increases of no more than 5% in July 2017 (*from no year indicated*) each year for exempt staff and August for principals and vice principals, and a final adjustment in January 2019 (*from 2018*) for exempt staff and February for principals and vice principals. All adjustments that are less than \$1,000 are to be paid in full in 2017 (*from 2016*).”

MOTION (RC/JT)

THAT the Board of Education refer the matter to a future meeting of the Board.

MOTION FAILED (Opposed: Five Trustees)

AMENDMENT

MOTION (JT/) No seconder

THAT the Salary Ranges for Principals and Vice-Principals, Effective August 1st, 2016 be approved; and

THAT the Salary Ranges for Excluded Staff, Effective July 1st, 2016 be approved; and

THAT the Exempt Staff Compensation Transition Plan Option #3 as amended, for Mission Public School District be submitted to BCPSEA for review and approval.

MOTION FAILED

MOTION (SC/TL)

THAT the Salary Ranges for Principals and Vice Principals, Effective August 1st, 2016 be approved; and

THAT the Salary Ranges for Excluded Staff, Effective July 1st, 2016 be approved; and

THAT the Exempt Staff Compensation Transition Plan Option #3 for Mission Public School District be submitted to BCPSEA for review and approval.

CARRIED (Opposed: Trustee Taylor)

There has been a significant freeze across the board for exempt employees. Attracting and retaining staff is difficult due to our size.

In summary, the scale is approved; the transition plan has yet to be submitted.

MOTION (TL/) No seconder

THAT the Board of Education direct staff to draft an Exempt Staff Compensation and Benefits Policy, incorporating the compensation scales submitted by BCPSEA, and return it to the Board for future discussion and approval.

MOTION FAILED

Banking Resolution

MOTION (JT/TL)

THAT the Banking Resolution between the Bank of Nova Scotia for Account No 03020 05604 13 (Summit Learning Centre) dated September 20, 2016 be approved; and

THAT the Banking Resolution between the Bank of Nova Scotia for all other general banking purposes dated September 20, 2016 be approved.

CARRIED

Committee/Trustee Reports

Trustees reported on:

- Fraserview's walking trail ground breaking;
- A visit to Riverside College and the International Education program;
- Aboriginal Education: Reconciliation and "Truth";
- Strategic Planning day of the Board;
- Thanked staff for the Mission Secondary Commencement in June;
- Mission Community Garden project at Mission Central;
- Principal/Vice-Principal Summer hirings/interviews;
- Fraser Valley BCSTA Branch Chair/Elections Engagement Committee: Trustee Carter;
- Dewdney wetlands;
- Deroche waterways with the painted turtle and working with the Dept. of Fisheries and Oceans.

9. Question Period

Questions asked must be related to items discussed on the Agenda and related to the Agenda. Personnel, land and legal issues will not be discussed.

A question was asked regarding pay increases to exempt staff; requested the Board write a letter for the \$6500 busing and half million cost for wages.

A question was asked for the Board to write a letter to BCPSEA suggesting CUPE's interest in a wage reopener to review wage parody: losing custodians from the School District to Municipal. It was acknowledged that 6K student District compared to 30K - difference in pay. A question was asked as to who sits on the BCPSEA committee that makes this decision. Answer: An outside source was used. It was also acknowledged that the Superintendent and Secretary Treasurer do not receive increases.

A question was asked regarding the increase of 140 students and how it equates to in teaching and support staff time? The Superintendent indicated he will send an email with information regarding staffing. The School District is still waiting for final numbers after 1701s are filed.

A question was asked if schools were being closed schools would the District still be giving significant wages? The Superintendent responded smaller Districts are struggling closing schools and having to meet salary adjustments.

Minutes



A question was asked regarding busing, increased ridership and monitors. Are students at risk? The Secretary Treasurer indicated that as the school year started, the plan was to have monitors in place to control and moderate behavior.

A question was asked regarding busing and if ridership has increased with kids moving back because busing is free to which it was responded that the District has not made that correlation.

A question was asked regarding busing options and elimination of fees to which the Superintendent responded the School District has an obligation to provide transportation to your local school and that if a student takes something somewhere else, they have to pay.

A question was asked if bus ridership continues to increase, what will happen next year? Will parents line up waiting for seats? The Board Chair responded with what was presented this year is for this year. With not charging, the District has higher ridership. The process will have to be reviewed. Hopefully in six months the District will have a better idea.

10. Adjournment

MOTION (SC/JT)

THAT the meeting adjourn at 8:47 pm.

CARRIED

Chairperson

Secretary Treasurer

ITEM 5.1 Action

TO: Education Committee
FROM: Assistant Superintendent of Schools
SUBJECT: International Travel Application – Jim Pearce, Principal, Mission Secondary
 - Island Nation of Fiji

Recommendation

THAT Mission Secondary School’s international field trip for up to twenty-five (25) students in Grades 10 and 11 to travel to the Island Nation of Fiji June 28 to July 12, 2017 for a total of 14 days, be approved.

Summary:

The travel is part of a Global Education course. The students will be building a computer classroom in the primary aged Wainikoro Public School, which is close to Labassa in Fiji.

Outline of Supervisor’s Background:

Kevin Matheny – projects completed in Dominican Republic, Guatemala, Nigeria (2), Lao, Fiji (2) Morocco, Malaysia, Paraguay, Mongolia, Botswana, Sri Lanka, Jamaica, Samoa, Bhutan, India.

Analysis and Impact:

See Attachment B

Policy, Regulation, Legislation:

Administrative Procedure #209

Public Participation:

At this time the public participation in the decision regarding

Implementation:

Once approved, the travel arrangements will be confirmed, fund raising will begin, and all other arrangements and approvals will be completed.

Attachments:

- A. Extended or International Travel Application Form
- B. Area of Learning: Social Studies – Global Education Handout
- C. Administrative Procedure #209

EXTENDED OR INTERNATIONAL TRAVEL
APPLICATION FORM

Date Submitted: September 27, 2016

1. Sponsoring School(s): *Mission Secondary School*

2. Destination: *Island nation of Fiji*

3. Departure and arrival times:
June 28th – July 12th, 2017

4. Dates of Excursion and Number of Instructional Days (if any): Dates June 28th-July 12th, 2017
No. of Days 14

5. Description of activity (name of event if known; program/team involved; etc)
Global Education Course. – Building a computer classroom in a primary school called Wainikoro Public School (close to Labassa in Fiji).

6. Number and Grade Level of Students:
Currently there are 23 students. There are 21 grade 10 students and 2 grade 11 student's.

7. Plans for curricular/instruction/assignment make-up:
As this is a locally developed course, there was no existing curriculum. It was created by Kevin Matheny. (see attached course outline that was distributed to the students).

8. Names of Supervisors (names and indicate whether parent or teacher):
Kevin Matheny – Teacher
Peter Anderson – Teacher
TBD – a third teacher will be added.

9. Outline past experiences of supervisor(s) / coach(es):
Kevin Matheny – projects completed in Dominican Republic, Guatemala, Nigeria-(2), Lao, Fiji-(2), Morocco, Malaysia, Paraguay, Mongolia, Botswana, Sri Lanka, Jamaica, Samoa, Bhutan, India (as of March 2017).

10. Method of Travel and Name of Carrier(s):
Airplane – Air Canada / Fiji Airlines
Local Hired Bus

11. APPROPRAITE FUNDING PRACTICES

- a) What is the total per pupil cost for the excursion?
\$3550 (note: \$50 of these dollars will be exchanged into Fijian dollars on the student's behalf so they have some spending money).
- b) Of the total per pupil cost, how much is each pupil required to pay?
\$3550
- c) What is the source of funds when there is a difference between (a) & (b)?
Students will engage in fundraising activities to help offset the cost of their trip.
- d) How much is each supervising staff required to pay?
\$1000

- e) What is the total cost of the excursion?
\$90,500 (note: there are some variables that can not be determined at this time ie water, food in the village)
- f) If a tour or travel agency has been used to assist in the arrangements, what is the name of that agency? Who is the contact person?
*Action Travel (Steveston)- Jeanette Farquhar
Paul Rec -Crusoe's Retreat*
- g) If other agencies are contributing to costs of the excursion, please identify agencies and their estimated contributions.
Will be approaching Rotary Club as well as Mission Foundation. Others community supporters to be determined. Have already received a donation for all the insurance.

12. APPROPRAITE LIABILITY COVERAGE

- a) Have arrangements been made to assure that all students and supervising staff have:
 - i) accident insurance? *Yes*
 - ii) health insurance? *Yes*
 - iii) cancellation insurance? *Yes*

13. APPROPRIATE ACCOMMODATION ARRANGEMENTS

Describe the accommodation arrangements. (If your students are being billeted, a contact name is needed for each billet).

We will be staying at Wainikoro Primary School while building our project. They have dorms that our group can use. We also will be staying at Crusoe's Retreat in the second half of our trip, which has many local (traditional) Fijian activities ie weaving.

14. APPROPRIATE ACCOMMODATION ARRANGEMENTS

- a) What is the ratio of supervisor/student? *7.5 to 1*
- b) What strategies have the supervisors / coaches planned to assure the safety and appropriate supervision of the students? *Students will remain in groups at all times. They will not be able to move around or spend time by themselves. There will be regular attendance taken at multiple times of the day and the guidelines of all activities will be clearly stated. The traffic patterns will be stressed to the students on many occasions.*

15. If traveling out of the country, what provisions have been made regarding proof of citizenship or immigration status?

Each student and supervisor will have a valid passport, which will allow them to travel abroad. Preparations of permission to enter Fiji will be done well in advance. Canadians do not require a visa to enter Fiji.

16. APPROPRIATE PARENT INPUT

- a) Have parents been surveyed regarding their support for this trip? *Yes -Parent Meeting. (See enclosed). There will be further meetings as we approach the departure date.*

- b) Will parents be asked to contribute either time or funds? (please explain) **Yes - we are asking Parents to help their sons and daughters will raising funds through their network.**

17. APPROPRAITE USE OF THE INSTRUCTIONAL/LEARING TIME

- a) What specific section of the curriculum is related to this excursion? **The curriculum was developed by Kevin Matheny. It is included in the course outline (see attached). This course would be closely related to Social Justice as well as Sociology and Geography.**
- b) What are the learning outcomes planned for this excursion? **The curriculum was developed by Kevin Matheny. The learning outcomes are included in the course outline.**
- c) How will the students' success in achieving the outcomes be measured? **Through various means. This information is included in the course outline.**
- d) Describe the educational preparation students will receive prior to the excursion **The contact minutes will be achieved through two classes per week. Either Monday / Wednesday or Tuesday / Thursday depending on the week. The contact minutes are extensive while in Fiji. Consider Fiji a mobile classroom.**
- e) What follow-up educational activities are planned for the students? **Presentations will be made by all students through various avenues both within the school and in the community and an exit interview will occur for each student to determine what they have learned. The students in this class will be required to show younger grades what they learned through their experiences.**
- f) What monitoring activities are planned during the excursion to assure that students are achieving the educational experience intended? **Blogs will be completed by each student that show what they are learning throughout the school year. This will appear on a program website. There will be interviews and small group work as well as other monitoring activities. All of these methods are available in the course outline, which is enclosed.**

18. APPROPRIATE USE OF STAFF TIME

- a) What evidence is there that the supervising staff has the expertise to assist the students in the educational outcomes intended? **Kevin Matheny has been teaching this course for many years. He also has a Post Graduate Diploma from Simon Fraser University in Global Education.**
- b) If students regularly assigned to supervising staff will not be participating in the excursion, what measures have been taken to assure that the quality of instruction these children will receive during staff absence is suitable? **Alternative assignments will be provided for students that are unable to participate in the excursion.**

19. APPROPRIATE STUDENT ACCESS

- a) What are the qualifying factors (if any) required of participating students? **Students must attend this curricular course regularly. The School Administration must also be comfortable with the students selected for this type of learning and**

travel. Students will need to participate in the fundraising efforts in order to raise enough money for the project we are building in Fiji.

b) Have any students been excluded because of an inability to pay?

No

c) What arrangements have been made for students who require financial assistance?

Students are able to fundraise in various ways to help offset the overall cost.

d) If substitute time is required, how will the cost be borne?

School Fund and fundraising. There are no days that require coverage.

(NOTE: Please attach a copy of the itinerary)

20. SIGNATURES FOR THE APPLICATION

Principal: _____

Teacher Sponsor(s): Kevin Matheny

Peter Anderson

Third Teacher to be determined

Board / Superintendent (or Designate) Approval: _____

Date: _____



Area of Learning: SOCIAL STUDIES – Global Education

Grade 12

BIG IDEAS

The causes of poverty are compounded by many issues

Social interaction with others is vital to the development of society

All human beings are interconnected

Interacting with societies different from our own will make us broaden our perspectives

| Learning Standards | |
|---|---|
| Curricular Competencies | Content |
| <p><i>Students will be expected to be able to do the following:</i></p> <ul style="list-style-type: none"> • Analysis and compare the significance of poverty in our world • Show empathy for other people in their own community and the world • Assess the complex global problem and provide solutions • Use inquiry processes and skills to gather information on foreign lands and draw comparisons both positively and negatively to their own country. • Compare and assess the ever-changing landscape of our world with a cause and effect understanding. • Determine the long and short term effects of changes in a community and society • Assess and compare the impact of people with influence in society • Create and implement an action plan to tackle social issues both locally and internationally | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • key demographics of various countries such as birth rate, death rate, literacy rate, geography, history, economics and others • role and values of volunteerism as well as humanitarian • Canada's role as a wealthy nation in the world • mechanisms that allow for social change • roles of government and other organizations in developing change • how to promote social change in a positive manner • what their connection and role is to community and society |

Field Trips

(Including athletics competition trips, instructional and student field trips, and extended or international travel.)

The Board of Education supports field trip activities that complement the schools' instructional programs and enrich the educational opportunities of students.

Instructional Activity Field Trip – a planned excursion away from the school taken by the students, under the direction or supervision of a teacher to enrich and extend the classroom instructional program and to give students practical application of the ideas and theories they are studying.

Student Activity Field Trip – a planned excursion away from the school taken by the students under the direction or supervision of a teacher in support of academics, athletics, performing or fine arts groups, or other sponsored student activities.

Extended or International Travel - the Board of Education recognizes that extended or international travel can provide participating students the opportunity to acquire a deeper understanding of other cultures, and enrich and expand their educational and cultural learning experiences.

This procedure is divided into the following sections:

- A. General Safety Guidelines
- B. Low Risk Field Trips
- C. High Risk Field Trips
- D. Planning Elements for Field Trips
- E. Guidelines for Parent Information Letters
- F. Roles and Responsibilities
- G. Criteria for Denying Student Participation
- H. Transportation Regulations

A. General Safety Guidelines

- Well defined procedures are necessary to minimize the potential of serious harm to the health and safety of students and teachers.
- Prior to the field trip activity application to the principal, teachers must review the [Field Trip Overview Checklist](#).
- All field trip activities must have approval of the school principal. Changes to the approved field trip activity must have the approval of the principal.
- All field trip activities must have active written parental (guardian) consent for students to participate (see Guidelines for Parent Information Letters below).
- Extra medical insurance is mandatory for students when participating in school district activities outside of Canada (including to Washington State), no matter the length of the activity.

B. Low Risk Field Trips

Low risk field trips are for one day, stay within the Fraser Valley and Metro Vancouver and do not involve high risk activities or overnight stays.

Examples of low risk field trips include, but are not limited to, community visits to the local fire hall, police station etc., travelling to local destinations such as other schools, museums, libraries, historical sites, musical/drama events, parks, farms, pumpkin patch, on-going activities such as beach/seaside studies, wetlands, sporting events, man-made indoor/outdoor ice-skating rinks, roller blading and swimming in supervised pools with certified lifeguards e.g. municipal pools.

The [Consent Notice to Parents – Low Risk Field Trips](#) form must be completed for all low risk field trips. This form may also be used by a classroom teacher for several very low risk activities of a like nature (for example, grade 7 walk/run trips away from the school) and by a sponsoring teacher/athletic teacher for several sport team related activities of a like nature (for example, volleyball games).

C. High Risk Field Trips

High risk field trips include one or more of the following characteristics: are for more than one day (overnight), involve high risk activities, involve travel outside of the Fraser Valley and Metro Vancouver.

Examples of high risk activities include, but are not limited to: out of province and/or international travel, camping, hiking, orienteering, outdoor rock climbing, horseback riding, cycling, mountain biking, boat trip, canoeing, kayaking, sailing, windsurfing, natural outdoor ice-skating, skiing, snowboarding, snow shoeing, swimming in natural settings or water parks e.g. Bridal Falls or Cultus Lake.

As part of the planning for high risk activities, the principal and teacher-in-charge must:

- Determine age appropriateness of the activity.
- Determine skill level needed to participate in the activity.
- Identify and assess students' potential exposure to injury.
- Weigh the risks against the educational value.
- Identify risk management strategies to reduce or remove the risk of harm.
- Select and implement appropriate strategies to reduce or remove the risk of harm.
- Communicate risk potential and management strategies to parents and students (see [Consent and Waiver Notice to Parents – High Risk Field Trips](#) form).
- Ensure that consent forms include specific risks and potential injuries associated with the activity or trip.

For high risk activities, in addition to the written signed Consent and Waiver Notice form, a pre-trip briefing meeting must be held with parents and students. The pre-trip briefing meeting is to ensure parents and students have all the appropriate information with respect to the trip that parents know and accept the level of risks involved in the activity and that the school and district code of conduct prevails.

The teacher-in-charge must have the training and knowledge appropriate for leading the trip and must have visited the location of the off-site activity prior to the trip and be familiar with the seasonal conditions at the time of the trip.

The volunteers selected must be appropriate for the activity and must be provided with direction as to the requirements of the trip and their responsibilities before the departure of the off-site activity.

Students must wear appropriate clothing and safety equipment recommended for the activity.

D. Planning Elements for Field Trips

- Students should participate in out of school learning experiences that further the goals of the school.
- All field trips that require students to miss class time must be related to the curriculum or to goals of the school. In order to minimize the loss of instructional time and disruption at school, excursions should be organized to include weekends and/or school holidays.
- Early notification and effective communication by the coordinating teacher to all teachers and parents is essential.
- Concepts developed and tentative scheduling of field trips must be discussed and planned through the department at the secondary level, and through the administrator at the elementary level.
- Times during the year when field trips should not take place:
 - During the months of January and June in order that secondary students can prepare for final and provincial exams.
 - On the seven school days prior to the marks cut off day for that term in order that secondary students can prepare for term exams and unit projects (please refer to yearly calendar).
 - Possible exceptions include work experience and competitions (Music, Athletics, Drama, Car Racing, etc.) with other schools.
- Trips should focus on the curriculum and all trips should be planned to minimize disruption to students' regular instructional program.
- Each school funded trip should have a post trip educational evaluation.
- The ability of a student to pay should not be a factor in determining participation in a trip.
- Appropriate supervision must be provided to minimize the risks to students.
- Where the excursion is an overnight co-educational trip, the supervision team will include both male and female supervisors. Where only male students are involved, there will be at least one adult male supervisor; and where only female students are involved, there will be at least one adult female supervisor.
- Sponsoring teachers must fill out the appropriate field trip application form and have the required approvals before commencing fundraising activities for the trip.
- An itinerary must be available in the school office for all overnight trips, including contact information in the event of an emergency.
- Students participating in extended or international travel must complete a [Medical History](#) form.
- Health Canada Travel Advisory information will be considered whenever travel is out of province and/or the country.
- Low-risk activities occurring less than twenty (20) minutes from first responders should have at least one person accessible (not necessarily part of the group) with at least some basic emergency first aid understandings and skills.
- High-risk activities or where the activity is more than twenty (20) minutes from first responders should have at least one person accessible with Standard First Aid Training.
- Volunteers must undergo a Criminal Record Check in accordance with the [Criminal Record Checks Administrative Procedure #105](#).

- Communication protocols consistent with [Safety Procedures for Employees Working Alone Administrative Procedure #112](#) will be established for overnight or isolated field trips.
- Field Trip Application Short Trip - required for trips involving 3 days or less within BC and Washington State – approved by the Principal.
- Field Trip Application Long Trip - required for trips involving 4 to 5 days within British Columbia and Washington State, or, any travel outside BC but within Canada – approved by the Superintendent or designate.
- Field Trip Application Extended or International Trip - required for trips greater than 5 days within Canada, or, any travel outside of Canada and Washington State – approved by the Board of Education.

E. Guidelines for Parent Information Letters

The following are intended to help teachers create parent information letters that will clearly outline the criteria for students going on the field trip.

- Criteria by which teachers may deny participation - see section G.
- Classes or groups involved (including grade levels).
- Destination, including address or nearest locatable centre.
- Purpose and objectives of the trip, including curricular learning outcomes where relevant.
- Dates and times (arrival at school, departure for trip, arrival back at school, departure for home).
- Transportation/travel arrangements.
- Lead teacher's name and supervision arrangements (e.g. ratio or number of supervisors anticipated).
- Key activity involved.
- Potential known risks.
- Notification of the existence of a safety plan.
- Notification of the existence of an emergency transport to medical services in the event that the student is injured and the parents/guardians will be responsible for any costs associated with such transport.
- Student conduct expectations and consequences.
- What to bring (e.g. types of clothing, water food).
- Financial arrangements (e.g. cost to the student, when fee is due).
- Notification that an alternative activity will be provided for students unable to attend the trip.
- School contact name and number for more information.
- Include some form of permission statement.

F. Roles and Responsibilities

Student

It is expected that students participating in any school-sponsored activity will abide by their school's code of conduct and the district's [District Code of Conduct Policy #19](#). For high risk field trips and extended or international travel, parents and students will be expected to sign a [Field Trip Guidelines and Regulations](#) form.

Teacher

- Teachers sponsoring trips requiring the [Field Trip Application Long Trip](#) will make initial application for approval six to twelve months before the event.
- Supervisors must ensure that a proposed itinerary of student activities and schedules is provided for each day of the trip with the application. If required, the Board will request the final itinerary three months prior to the trip.
- Supervisors will establish a phone tree with parents of all participants as part of the field trip application before it is given final approval.
- Supervisors will establish emergency administrative contact in planning for all trips.
- Supervisors will establish with an administrative officer at least one telephone debriefing (the time of which will be established beforehand).
- **The teacher sponsor will register the trip with the Canadian Embassy – ADD TO CHECKLIST.**
- Supervisors must ensure that all methods of transportation are provided in accordance with the Transportation Section of this procedure.
- Supervisors must have the ability to be contacted by, and to communicate, with students at any time (for example, pay phone or cell phone).
- Supervisors must organize/coordinate/attend at least two team/group meals per day.
- Supervisors shall meet daily with all fellow supervisors to review/debrief the day's activities (student reps to be included) and confirm the supervision schedule for the following day.
- Supervisors shall have the right to send students home at any time for reasons of student misconduct after discussion with the principal.
- Supervisors will indicate to students the specific times at which first hand contact is expected.
- Supervisors will ensure that group medical insurance has been provided for all students.
- Supervisors will provide at least two room checks to take place within one hour after the curfew established in the itinerary.
- Supervisors will be provided with a list of all students, contact #'s, brief medical history or alert and space to add in Room #'s or Billets #'s for overnight stays. (Provide a compact, one page list for supervisors when on trips for easy reference.)

G. Criteria for Denying Student Participation

Any teacher with a concern about a particular student participating on a field trip (see criteria below) must see the sponsor teacher to try and resolve this problem. If this does not appear to be successful, consult the administrator at least two weeks in advance of the field trip so that he/she may have an opportunity to resolve the situation.

1. Current academic achievement is not at an acceptable (passing) level.
2. Effort on the previous term was "N" and no improvement has been noted in the current term.
3. Scheduled term reviews create conflict, and alternate arrangements have not been made with the teacher.
4. Assigned work from previous field trips was not completed.
5. The student has **excessive** unexcused absences in the month prior to the trip.
6. The student is currently under suspension or has been withdrawn for disciplinary reasons from participating in school events and activities as a result of gross misconduct.

H. Transportation Regulations

The Board will endeavour to provide busing services on a cost recovery basis for schools. Dangerous articles such as skis, ski poles, hockey sticks, skateboards, etc. shall not be allowed in the passenger area of buses. Ice skates shall be allowed if equipped with blade guards. Should alternate transportation be arranged, Novice (“N”) drivers will not be used to drive students.

School Organized Transportation by Bus

Whenever the school and sponsoring teacher are involved in arranging student travel transportation it must be in accordance with this section of these regulations. Student transportation shall be subject to the following conditions:

- Normally, travel to school sponsored instructional and student activity field trips will be by certified school bus or charter bus driven a qualified driver.
- Where the administrative officer decides the number of students involved or the distance traveled does not warrant the provision of a bus, or where a bus is not available, private transportation may be used, provided that the regulations stipulated under the ‘School Organized Transportation by Private Vehicle’ section of this administrative procedure.
- Whenever practicable, trips will be arranged so that Mission Public School buses can be used.
- Only Mission Public School drivers will be used on district owned buses.
- The transportation supervisor shall be responsible to make all necessary scheduling arrangements for district-owned buses or charter buses.
- Road conditions, weather reports, distances involved, duration of the trip and overall safety factors shall be considered by the transportation supervisor, who will make the final choice as to the type of bus transportation used.
- Where bus charters are to be used, the transportation supervisor will ensure they have a valid School Bus Permit from the Motor Vehicle Branch.
- Request for the use of district owned buses or of charter buses to transport students on field trips or student trips, must be approved by the school principal and submitted to the transportation supervisor through a NetFacilities Transportation Request at least two weeks before the event.
- Cancellation of transportation requests shall be by request to the transportation supervisor normally 48 hours before the scheduled trip departure.
- At least one member of the teaching staff must be present in each bus to provide prime responsibility for the supervision of students to and from the activity.
- The school field trip supervisor must provide a complete manifest of riders to the bus driver. A copy must be left at the school office.

School Organized Transportation by Private Vehicle

Volunteer drivers must complete a [Volunteer Driver](#) form and undergo a Criminal Records Check in accordance with the [Criminal Record Checks Administrative Procedure #105](#). Where school or charter buses are not used to transport students, travel by private vehicle may be used subject to the following conditions:

- Travel by private vehicle is limited to local trips and must not be beyond east of Hope, west of Vancouver, south of the border and north of Horseshoe Bay.
- For small groups such as teams and alternate programs of up to 30 students travelling within Abbotsford, Agassiz, Maple Ridge and Mission and participating in low risk activities.
- All equipment must not be transported within the passenger component of the vehicle.
- The administrative officer is designated as the supervisor for school authorized instructional and student activity transportation and must ensure that the [Volunteer Driver](#) form is signed and understood by each volunteer driver.
- A volunteer driver must possess a valid class 5 BC driver's license, be at least nineteen (19) years of age, and have provided a criminal record search.
- Category "N" (Novice) drivers and student drivers will not be used as volunteer drivers.
- No vehicle can carry more than 10 passengers including the driver and all occupants must use seatbelts.
- 15 passenger vans are not permitted to be used.
- Effective July 1, 2008, a booster seat must be used when transporting students who weigh between 18 and 36 kg (40 to 80 lbs) and are less than 145cm (4'9" tall). The provision of the child safety seat is the responsibility of the child's parent or guardian. A student who weighs less than 18 kg (40lbs) must be transported in a CSA approved child safety seat. The provision of the child safety seat is the responsibility of the child's parent or guardian.
- A passenger list must be left with the school office.
- School personnel who transport students by private vehicle must meet the above criteria.
- Special third party Comprehensive Liability insurance is provided by the district that increases the personal liability coverage of a volunteer driver's vehicle. The special insurance is applicable only for travel directly to and from an event.
- Road conditions, weather reports, and overall safety factors shall be considered by the administrative officer, who will make the final decision as to whether travel by private vehicle will be cancelled.
- Parents or guardians *must* provide authorization, for their children to travel with a volunteer driver (see [Consent and Waiver Notice to Parents](#) form).

Parent / Student Organized Transportation

Where participation on student activity field trips (school athletic teams) is voluntary, the school or sponsoring teacher may place responsibility for transportation to and from an event with the parents and students in accordance with the following:

- The school or sponsoring teacher must not be involved in arranging transportation.
- Parents and students must be informed in writing that it is their responsibility to get to and from an activity and that the school and sponsoring teacher are not responsible for student transportation.
- Parents and students must be informed that, since they are not acting as volunteer drivers for the school, they will not be covered by the school district's third party Comprehensive General Liability Insurance program.
- Student drivers may provide transportation and must comply with their driving license restrictions. It is recommended that:
 - The student driver and one passenger must be direct participants in the activity to which they are travelling.

- Student drivers may only transport students to approved senior secondary school activities and grade 11 and 12 level physical education courses, excluding all ski trips.
- Travel is restricted to east of Hope, west of Vancouver, south of the border and north of Horseshoe Bay.

Exemption to this procedure may be granted by the superintendent or designate.

Date Adopted: May 2001

Date Amended: September 2009

Definitions:

- *Low Risk – no greater than participants would face in everyday life and can be carried out with minimal planning and preparation.*
- *Inherent Risk – risk that cannot be removed without changing the nature and value of the activity.*

Cross Reference: [Criminal Record Checks Administrative Procedure #105](#)

[District Code of Conduct Policy #19](#)

[Safety Procedures for Employees Working Alone Administrative Procedure #112](#)

ITEM 5.2 Action

TO: Education Committee
FROM: Secretary Treasurer
SUBJECT: Board Meeting Procedures Policy

Recommendation

THAT the draft Board Meeting Procedures policy be approved in Principle;

AND THAT the draft Board Meeting Procedures policy be referred to the public for comment;

AND THAT the public comments be referred to the Education Committee to be considered with the draft Board Meeting Procedures policy at the November 29, 2016 meeting;

AND THAT the final Board Meeting Procedures policy be returned to the Board for consideration at the December 13, 2016 Board meeting.

Executive Summary:

The Board of Education is dedicated to providing effective Governance for the Mission Public School District recognizing the responsibility it has to the public and education partners.

To conduct its business in a manner that supports and respects the relationships and responsibilities of the Board, clear meeting procedures are needed. The draft Board Meeting Procedure policy being developed in consultation with interest groups, is ready for review with the public, prior to any final amendments and presentation to the Board for approval.

Background:

At the September 13, 2016, Business and Education Committee meetings, the Secretary Treasurer introduced her research findings conducted with respect to surrounding School Districts' Board governance and procedures.

The first draft of the policy was considered at the September 27, 2016 Board Policy Development Committee meeting. Suggested amendments to the policy have been incorporated into the draft policy. A black-lined copy is attached that highlights the changes.

Options:

1. The draft policy can be referred to the Board meeting as presented; or
2. The draft policy can be referred to the Board with further amendments; or
3. The draft policy could be rejected, and the current policy remain in place, with or without amendments.

Analysis and Impact:

The revised policy is designed to support a more open and transparent meeting process, and to outline key rules for the Board to consider for meetings. The policy could be amended to achieve additional objectives of the Board, or to specifically alter or clarify meeting procedures as outlined in "Roberts Rules of Order".

The draft policy has been developed in some consultation with partner groups. Further public consultation may highlight other issues for consideration.

Strategic Priority:

The Board has indicated its desire to operate in a more open and transparent process. Although the strategic plan is still in a draft state, the draft policy is in alignment with this objective.

Policy, Regulation, Legislation:

Section 67 (5) of the *School Act* requires a Board to establish procedures governing the conduct of meetings and must permit any person to inspect those procedures.

The Board currently operates under Board Organization and Operation Bylaw #1 – 2012, also referred to as Policy #8. The meeting procedures may be set by policy only, and do not require a separate Bylaw.

The policy is placed on the School District's website, making the policy publicly available. The new policy would be put on the website as well.

Public Participation:

The School District invited the public and education partners to attend the Board Policy Development Committee meeting for the first review of the policy. Presentation and review of the policy at the Education Committee will provide further opportunity for public participation in the development of the Policy. A third opportunity will exist with presenting the policy to the public for further comment prior to final approval.

Attachments:

- A. Draft Board Meeting Procedures Policy
- B. Draft Board Meeting Procedures Policy – blacklined
- C. Policy #8 - Board Organization and Operation Bylaw #1 - 2012

Implementation:

1. Forward the draft policy to the October Board meeting for Approval in Principle.
2. Solicit public feedback and comments on the draft policy – District website, newsletters to parents, direct referral to partner groups and interested agencies. Comments to be received prior to November 15, 2016.
3. Compile comments with final report for Education Committee meeting on November 29, 2016.
4. Forward the final draft of the policy from the Education Committee to the Board meeting on December 13, 2016.

Board Meeting Procedures

Policy #XXXX

Purpose

The provisions of this policy outline the conduct and procedures for meetings of the Board of Education and Committees of the Board.

General Policy

The business of the Board of Education will be conducted in accordance with the procedures outlined in this policy in an open and transparent manner whenever possible, with the exception of issues that are to be discussed in a Closed meeting as outlined in this policy.

Procedures

1. Meetings

1.1 Inaugural

- 1.1.1 The inaugural meeting of the Board of Education (the "Board") will be open to the public and be held on the third Tuesday in November of an election year (every four years);
- 1.1.2 The purpose of the Inaugural meeting is for the Trustees;
 - 1.1.2.1 To make a prescribed oath of office, by oath or solemn affirmation; and
 - 1.1.2.2 To elect the Chairperson ("Chair") and Vice-Chairperson ("Vice-Chair") of the Board.
- 1.1.3 The Secretary Treasurer will give notice of the Inaugural meeting.
- 1.1.4 Each Trustee will take the oath of office immediately after the meeting is called to order.
- 1.1.5 The Secretary Treasurer will act as the Chair of the meeting until the Board Chair is elected.

1.2 Organizational

- 1.2.1 The organizational meeting of the Board will be open to the public and be held at the Regular Board meeting in December other than in an election year.
- 1.2.2 The purpose of the organizational meeting is to elect the Chair and Vice-Chair of the Board for the following year.
- 1.2.3 The Secretary Treasurer will give notice of the organizational meeting.
- 1.2.4 The Secretary Treasurer will act as the Chair of the meeting until the Board Chair is elected.

1.3 Regular

- 1.3.1 The purpose of the Regular Board meeting is to conduct the business of the Board.
- 1.3.2 All Regular meetings will be open to the public.
- 1.3.3 Regular Board meetings are held according to a schedule approved by the Board each June, generally to be held at 6:30 p.m. on the third Tuesday of a month.
- 1.3.4 The Board may, by motion, alter the schedule as deemed appropriate.
- 1.3.5 Meetings will not proceed past 9:00 p.m. unless a motion to extend the meeting is passed by a minimum two-thirds (2/3) majority of the Trustees present.

1.4 Special

- 1.4.1 Occasionally, unanticipated or emergent issues require immediate attention and/or action. The Board Chair, the majority of the Trustees in writing, or the Superintendent in consultation with the Chair, may call a Special meeting of the Board.
- 1.4.2 The Board may, by unanimous consent of all the Trustees, waive notice and hold a meeting at any time. Such consent will be noted in the minutes of the meeting.
- 1.4.3 Unless considering an issue that is subject to being dealt with in a Closed meeting, all Special meetings are open to the public.
- 1.4.4 No business other than that for which the meeting was called will be discussed without unanimous consent of the Trustees.
- 1.4.5 All Trustees must be notified at least forty-eight (48) hours in advance of a Special meeting.
- 1.4.6 Whenever practicable, the notice of the meeting should contain an Agenda, as well as supporting documentation for the items to be discussed.

1.5 Committee of the Whole

- 1.5.1 Committee of the Whole meetings are to seek clarification on issues, to obtain input from the public, or to provide information to the public. The Committee of the Whole will make recommendations to the Board for consideration and decision.
- 1.5.2 All Trustees are members of the Committee of the Whole.
- 1.5.3 Unless considering an issue that is subject to being dealt with in a Closed meeting, all Committee of the Whole meetings are open to the public.
- 1.5.4 Committee of the Whole meetings are held according to a schedule approved by the Board each June, generally to be held at 3:30 p.m. on the first Tuesday of a month.
- 1.5.5 Committee of the Whole meetings will not proceed past 6:00 p.m. unless a motion to extend the meeting is passed by a minimum two-thirds (2/3) majority of the Trustees present.

1.6 Closed

- 1.6.1 As per Section 69 of the *School Act*, if, persons other than Trustees may be excluded from a meeting. The Secretary Treasurer or designate must be present at the time that a decision of the Board is rendered and must record any decision.
- 1.6.2 Unless otherwise determined by the Board, meetings will be closed to the public:

- 1.6.2.1 For legal issues when confidentiality is necessary;
- 1.6.2.2 For student and personnel issues where information related to specific identifiable individuals is presented;
- 1.6.2.3 For property issues where negotiations in the public could harm the interest of the School District;
- 1.6.2.4 For the provision of services where negotiations in the public could harm the interest of the School District; and
- 1.6.2.5 To discuss with the Auditor the Auditor's report on the annual financial audit.
- 1.6.3 The Board will only discuss the matter which gave rise to the Closed meeting.
- 1.6.4 Closed Board meetings are held as needed, prior to a Regular or Committee of the Whole meeting.
- 1.6.5 No Trustee or staff will disclose the proceedings of a Closed meeting unless a resolution has been passed at the Closed meeting allowing disclosure of a particular motion or action.
- 1.6.6 In accordance with Section 72(3) of the *School Act*, the Board will prepare a record containing a general statement as to the nature of the matters discussed and the general nature of the decisions reached at a Closed meeting.
- 1.7 Advisory Committees
 - 1.7.1 The Board may establish advisory committees for specific purposes.
 - 1.7.2 Advisory committees must have at least five members comprised of at least one Trustee, members of the public or partner groups, or others as determined by the Board. Any and all Trustees may attend any or all Advisory Committee meetings.
 - 1.7.3 The Advisory Committee members will elect a Chair and Vice Chair at the first meeting of the committee.
 - 1.7.4 A staff member will be appointed by the Superintendent as a staff liaison for the committee.
 - 1.7.5 All advisory committees must operate under terms of reference approved by the Board and the meeting procedures outlined in this policy.

2 Election of Chair and Vice-Chair

- 2.1 At its inaugural meeting following a general local election, and for each organizational meeting in December of the following three years, the Board will elect one of its members to serve as Board Chair and one of its members to serve as Vice-Chair for the following year.
- 2.2 Process for Election of Chair and Vice-Chair:
 - 2.2.1 The Secretary Treasurer will call three times for nomination for the position of Board Chair.
 - 2.2.2 Any Trustee may be nominated by any Trustee. No seconder is required.
 - 2.2.3 After all nominations have been received the Secretary Treasurer will ask for a motion for nominations to cease.
 - 2.2.4 Nominees will be asked in alphabetical order if they accept their nomination.

- 2.2.5 If there is more than one nomination, all nominees will be provided an opportunity to speak to their nomination for the position.
- 2.2.6 The Secretary Treasurer will conduct a vote by ballot (unless a nominee is acclaimed to the position of Chair).
- 2.2.7 If more than two nominations are received, the person receiving a clear majority of votes will be elected Board Chair for the ensuing year.
- 2.2.8 Balloting will continue until one Trustee receives a clear majority of votes. The name of the Trustee receiving the least votes will be dropped from the list of nominees for each succeeding ballot. In the event that two Trustees are tied for the least number of votes and there is not a clear majority of votes, a special ballot will be taken for the purpose of determining which name is to be dropped.
- 2.2.9 If no person receives a clear majority, further ballots will be taken until a clear majority is achieved or if after at least four ballots a tie continues to occur the election will be decided by a lot draw.
- 2.2.10 Upon completion of the voting for the Chair, the Chair will continue with the same process for the election of Vice-Chair.
- 2.2.11 A motion to destroy the ballots following any voting will be requested.

3. Agenda

- 3.1 Items may be placed on the Agenda in one of the following ways:
 - 3.1.1 By notifying the meeting Chair at least seven (7) days prior to the meeting.
 - 3.1.2 By notice of motion at the previous meeting.
 - 3.1.3 As a request from a committee of the Board.
 - 3.1.4 As outlined in items 3.3, 3.4 and 3.5.
- 3.2 The Agenda Setting Committee, consisting of the meeting Chair, Vice-Chair, Superintendent and Secretary Treasurer, will review items and establish the Agenda for each meeting. The Agenda items will be generally set as follows:
 - 3.2.1 Approval of Agenda
 - 3.2.2 Acknowledgment of First Nations Territory
 - 3.2.3 Delegations / Presentations
 - 3.2.4 Unfinished Business
 - 3.2.5 Staff Reports
 - 3.2.8.1 Education
 - 3.2.9.2 Business
 - 3.2.6 New Business
 - 3.2.7 Minutes of previous meeting(s),
 - 3.2.8 Information Items
 - 3.2.9 Correspondence

3.2.10 Committee Minutes and Liaison Reports

3.2.11 Announcements

3.2.12 Question Period

3.2.13 Adjournment

3.3 Issues that require action may arise after the Agenda has been prepared. The meeting Chair will ask for additions to and/or deletions from the Agenda prior to asking for a motion to approve the Agenda. Changes to the Agenda are to be approved by the majority of those Board or Advisory Committee members present.

3.4 The meeting will follow the order of business set by the Agenda unless the order is altered or new items are added by agreement of the Board or Committee Members.

3.5 During the course of the meeting, the majority of Trustees or Committee members present may request that items be placed before the Board or Committee for discussion and / or action or to provide direction.

3.6 The Agenda will be supported by copies of letters, reports, contracts and other materials as are pertinent to the business of the Board or Committee.

3.7 The Agenda information package, containing the Agenda and supporting information, will be distributed to each Trustee and Committee members at least four days in advance of meetings.

4 Notice of Meetings

4.1 Notice of meetings will be posted on the School District website at least seven (7) days before a regularly scheduled meeting and, if possible, at least forty-eight (48) hours before a Special meeting.

4.2 Agendas for meetings that are open to the public will be posted on the School District website at least 48 hours before a meeting.

5 Quorum

5.1 A meeting quorum is three (3) of the five (5) Trustees, the majority of the Trustees holding office at the time of the meeting of the Board if less than five (5) Trustees are on the Board, or the majority of Committee members present.

5.2 If a quorum is not present thirty (30) minutes after the time appointed for the meeting, then the meeting will stand adjourned to a date to be fixed by the Chair, or until the next scheduled meeting. The Secretary Treasurer or recorder will record the names of the Trustees or Committee members present at the expiration of the thirty minutes.

6 Electronic Participation in Meetings

6.1 To ensure quorum is achievable, electronic participation in Board, Committee of the Whole, and Advisory Committee meetings will be supported when voting and non-voting members are unable to attend in person.

6.2 Electronic participation includes telephone, video, audio, or other electronic conferencing devices.

7 Rules of Order

- 7.1 In all meetings of the Board, this policy governs points of order and procedures not provided for or specified by the *School Act*. Where there is an inconsistency, the *School Act* will apply. For situations not addressed by the *School Act* or policy, 'Robert's Rules of Order' will prevail.

8 Motions

8.1 Notice of Motion

- 8.1.1 The notice of motion serves to put an item on the Agenda of the next or a future Regular meeting and gives notice to all Trustees of the item to be discussed. A notice of motion is not debatable and may not be voted on.

8.2 General

- 8.2.1 Before a motion is made, an opportunity will be provided for questions and clarification.
- 8.2.2 All matters for decisions will be by a motion that has been moved and seconded before debating.
- 8.2.3 All comments and discussion are to be addressed to the meeting Chair.
- 8.2.4 Motions are to be phrased in a clear and concise manner to express an opinion or to achieve a result. A preamble does not form part of a resolution.
- 8.2.5 The Chair or recording secretary may request that the mover put the motion in writing.
- 8.2.6 The meeting Chair may divide a motion containing more than one subject if the Chair believes this would produce a fairer or clearer result. The divided motion will be voted on in the form in which it is divided.
- 8.2.7 A motion to table is not debatable other than as to propriety. There is no set time limit.
- 8.2.8 A motion to postpone is debatable. It can be postponed indefinitely or to a certain time.
- 8.2.9 Before the motion is stated by the Chair, a motion may be withdrawn or modified by the mover without the consent of anyone. Once the motion has been stated by the Chair, it belongs to the assembly and a majority vote is needed to withdrawal the motion.
- 8.2.10 An amendment to a motion does not require notice. Only one amendment to an amendment will be allowed. The amending motion must be dealt with before the original amendment is decided. An amendment may not change the intent of the original motion.
- 8.2.11 All motions to amend Board policy will be submitted in writing to the Secretary Treasurer and presented to the Board at the Regular meeting immediately preceding the meeting at which they are to be discussed (Notice of Motion). The written Notice of Motion to amend Board policy will contain the proposed action and rationale.

8.3 Reconsideration and rescinding

- 8.3.1 No motion other than to postpone consideration of a question, or a procedural motion, will be repeated during the school year (July to June) except by the reconsideration or rescinding process.
- 8.3.2 A motion to reconsider cannot be applied to an action that cannot be reversed; for example, entering into a contract.

- 8.3.3 A motion to reconsider a motion must be made within thirty (30) days of the original motion being voted upon and by a member who voted on the prevailing side.
- 8.3.4 No motion can be reconsidered twice in a school year.
- 8.3.5 A motion to rescind will be considered only if a notice has been given at the previous meeting or in the call for the present meeting. A motion to rescind may be moved by any Trustee, regardless of the original vote.

9 Debate

- 9.1 Debate must be strictly relevant to the motion.
- 9.2 No person will speak until recognized by the Chair.
- 9.3 A motion must be made by a Trustee who has the floor while no question on a motion is pending. The maker of the motion, if he/she desires may speak first.
- 9.4 No Trustee will speak for a period in excess of five (5) minutes at one time.
- 9.5 Subject to the discretion of the Chair, no person will speak to a motion more than twice unless a motion to extend the debate is carried, except the mover of the motion who will have the right to reply after all Trustees who wish to speak have spoken.
- 9.6 No Trustee will interrupt another Trustee who has the floor except to raise a point of order or a point of privilege.
- 9.7 A matter of privilege (a matter dealing with the rights or interests of the Board as a whole or of a Trustee personally) may be raised at any time and will be dealt with before resuming business.
- 9.8 Debate may be closed by a motion to end debate. The motion must be seconded, it is not debatable, and it must be passed by a minimum two-thirds (2/3) majority vote.

10 Voting

- 10.1 No decision of the Board will be valid or binding unless voted on during a Regular, Closed, or Special Board meeting.
- 10.2 All Trustees present at a meeting are expected to vote; although, a Trustee must abstain from voting if he/she has a conflict of interest by reason of having a direct pecuniary interest in a vote (*School Act*, Section 58). A Trustee may also abstain from voting if he/she states at the meeting her/his reasons thereon prior to a vote being taken.
- 10.3 Voting will be conducted by a show of hands. Only the results will be recorded, unless a Trustee requests that names be recorded. If a record of names is requested, only negative votes and abstentions will be recorded. Upon request, where a conflict exists, the reason(s) for an abstention will be recorded.
- 10.4 All questions will be decided by a majority of the votes of the Trustees present and voting except as otherwise provided by this policy or the *School Act*.
- 10.5 In the case of a tie vote for and against a motion, the motion fails.
- 10.6 Where an interpretation is required, the question on the motion will be postponed until the following meeting or, if emergent, to the end of the meeting to allow staff to research the appropriate interpretation based on 'Robert's Rules of Order'. The resulting interpretation may

require a change to this policy and, if so, this will be done by notice of motion. A notice of motion to update this policy will be made subsequent to the question at hand being dealt with.

11 Public Participation

11.1 Delegations

- 11.1.1 The Board will receive representations and delegations on any subject pertinent to Board business provided the item has been placed on the Agenda.
- 11.1.2 Requests to present will be made in writing to the Secretary Treasurer or designate seven (7) days prior to a board meeting. In order to assist delegations with their presentations, "Guidelines for Delegations", will be made available at the time the request to present is made. Delegations may be referred to a Committee of the Whole or a Closed meeting if necessary.
- 11.1.3 The delegation must identify a contact and spokesperson to present the information to the Board.
- 11.1.4 Regular meeting delegations and presentations will be limited to ten (10) minutes. Information presentations greater than ten (10) minutes will be scheduled for a Committee of the Whole meeting.
- 11.1.5 Any presentations will be taken under advisement. The Board may take action after due deliberation, refer the item to the Committee of the Whole, an advisory committee, or to staff for review or action.
- 11.1.6 At the discretion of the Board, an individual or group may appear before the Board at a Regular meeting without prior notice
- 11.1.7 The Board or Committee reserves the right to limit the number of delegations appearing at a particular meeting.

11.2 Questions

- 11.2.1 Questions that relate to Regular meeting Agenda items may be asked by members of the public and the media. Question period will be restricted to questions only - statements and debate will not be permitted.
- 11.2.2 At the discretion of the Board Chair, questions will be limited to one (1) minute per person.
- 11.2.3 At the discretion of the Board, questions may be answered or referred to staff for review and response. The Board will not debate questions.

11.3 Committees

- 11.3.1 Committee meetings are less formal meetings designed to facilitate greater public participation and discussion on important issues. The meeting Chair will manage the conduct of the committee meetings to support public participation in the discussions.

12 Minutes

- 12.1 The Board will maintain and preserve a record of its proceedings and resolutions. The recording of minutes will include:
 - 12.1.1 Date, time and place of meeting;

- 12.1.2 Type of meeting (Regular, Special, Closed, Committee of the Whole or Advisory Committee);
 - 12.1.3 Name of meeting Chair;
 - 12.1.4 Names of those Trustees and District Education Office staff in attendance;
 - 12.1.5 Approval of preceding minutes;
 - 12.1.6 Resolutions and recommendations;
 - 12.1.7 Points of order and appeals;
 - 12.1.8 Approval of committee minutes and reports;
 - 12.1.9 Summary of Board liaison appointment reports;
 - 12.1.10 Announcements; and
 - 12.1.11 Trustee declaration pursuant to section 56, 57, or 58 of the *School Act*.
- 12.2 The minutes will:
- 12.2.1 Be prepared as directed by the Secretary Treasurer;
 - 12.2.2 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
 - 12.2.3 Be the official and sole record of the Board's business, upon adoption by the Board.
- 12.3 The Secretary Treasurer will:
- 12.3.1 Ensure, upon acceptance by the Board, that appropriate signatures are affixed to the concluding page of the minutes;
 - 12.3.2 Establish and maintain a file of all Board minutes and maintain a record of all motions.
- 12.4 All committees of the Board, unless otherwise directed, will prepare and submit minutes to the Board.
- 12.5 Upon adoption by the Board, the minutes will be open to public scrutiny at the Board office at all reasonable times.
- 12.6 Copies of the minutes adopted by the Board will be added to the School District website.

Date of Board Approval:

Date Amended:

Legal Reference: *School Act, Sections 65 – 72*

Board Meeting Procedures

Policy #XXXX

Purpose

The provisions of this policy outline the conduct and procedures for meetings of the Board of Education and Committees of the Board.

General Policy

The business of the Board of Education will be conducted in accordance with the procedures outlined in this policy in an open and transparent manner whenever possible, with the exception of issues that are to be discussed in a Closed meeting as outlined in this policy.

Procedures

1. Meetings

1.1 Inaugural

- 1.1.1 The inaugural meeting of the Board of Education (the "Board") will be open to the public and be held on the third Tuesday in November of an election year (every four years);
- 1.1.2 The purpose of the Inaugural meeting is for the Trustees;
 - 1.1.2.1 To make a prescribed oath of office, by oath or solemn affirmation; and
 - 1.1.2.2 To elect the Chairperson ("Chair") and Vice-Chairperson ("Vice-Chair") of the Board.
- 1.1.3 The Secretary Treasurer will give notice of the Inaugural meeting.
- 1.1.4 Each Trustee will take the oath of office immediately after the meeting is called to order.
- 1.1.5 The Secretary Treasurer will act as the Chair of the meeting until the Board Chair is elected.

1.2 Organizational

- 1.2.1 The organizational meeting of the Board will be open to the public and be held ~~on the second Regular Board meeting Tuesday~~ in December other than in an election year.
- 1.2.2 The purpose of the organizational meeting is to elect the Chair and Vice-Chair of the Board for the following year.
- 1.2.3 The Secretary Treasurer will give notice of the organizational meeting.
- 1.2.4 The Secretary Treasurer will act as the Chair of the meeting until the Board Chair is elected.

1.3 Regular

- 1.3.1 The purpose of the Regular Board meeting is to conduct the business of the Board.
- 1.3.2 All Regular meetings will be open to the public.
- 1.3.3 Regular Board meetings are held according to a schedule approved by the Board each June, generally to be held at 6:30 p.m. on the third Tuesday of a month.
- 1.3.4 The Board may, by motion, alter the schedule as deemed appropriate.
- 1.3.5 Meetings will not proceed past 9:00 p.m. unless a motion to extend the meeting is passed by a minimum two-thirds (2/3) majority of the Trustees present.

1.4 Special

- 1.4.1 Occasionally, unanticipated or emergent issues require immediate attention and/or action. The Board Chair, the majority of the Trustees in writing, or the Superintendent in consultation with the Chair, may call a Special meeting of the Board.
- 1.4.2 The Board may, by unanimous consent of all the Trustees, waive notice and hold a meeting at any time. Such consent will be noted in the minutes of the meeting.
- 1.4.3 Unless considering an issue that is subject to being dealt with in a Closed meeting, all Special meetings are open to the public.
- 1.4.4 No business other than that for which the meeting was called will be discussed without unanimous consent of the Trustees.
- 1.4.5 All Trustees must be notified at least forty-eight (48) hours in advance of a Special meeting.
- 1.4.6 Whenever practicable, the notice of the meeting should contain an Agenda, as well as supporting documentation for the items to be discussed.

1.5 Committee of the Whole

- 1.5.1 Committee of the Whole meetings are to seek clarification on issues, to obtain input from the public, or to provide information to the public. The Committee of the Whole will make recommendations to the Board for consideration and decision.
- 1.5.2 All Trustees are members of the Committee of the Whole.
- 1.5.3 Unless considering an issue that is subject to being dealt with in a Closed meeting, all Committee of the Whole meetings are open to the public.
- 1.5.4 Committee of the Whole meetings are held according to a schedule approved by the Board each June, generally to be held at 3:00 p.m. on the first Tuesday of a month.
- 1.5.5 Committee of the Whole meetings will not proceed past ~~5:30~~ 6:00 p.m. unless a motion to extend the meeting is passed by a minimum two-thirds (2/3) majority of the Trustees present.

1.6 Closed

- 1.6.1 As per Section 69 of the *School Act*, if, persons other than Trustees may be excluded from a meeting. The Secretary Treasurer or designate must be present at the time that a decision of the Board is rendered and must record any decision.
- 1.6.2 Unless otherwise determined by the Board, meetings will be closed to the public:

- 1.6.2.1 For legal issues when confidentiality is necessary;
- 1.6.2.2 For student and personnel issues where information related to specific identifiable individuals is presented;
- 1.6.2.3 For property issues where negotiations in the public could harm the interest of the School District;
- 1.6.2.4 For the provision of services where negotiations in the public could harm the interest of the School District; and
- 1.6.2.5 To discuss with the Auditor the Auditor's report on the annual financial audit.

- 1.6.3 The Board will only discuss the matter which gave rise to the Closed meeting.
- 1.6.4 Closed Board meetings are held as needed, prior to a Regular [or Committee of the Whole Board](#) meeting.
- 1.6.5 No Trustee or staff will disclose the proceedings of a Closed meeting unless a resolution has been passed at the Closed meeting allowing disclosure of a particular motion or action.
- 1.6.6 In accordance with Section 72(3) of the *School Act*, the Board will prepare a record containing a general statement as to the nature of the matters discussed and the general nature of the decisions reached at a Closed meeting.

1.7 Advisory Committees

- 1.7.1 The Board may establish advisory committees for specific purposes.
- ~~1.7.2~~ [1.7.2](#) Advisory committees must have at least five members comprised of at least one Trustee, members of the public or partner groups, or others as determined by the Board. ~~and a~~ [Any and all Trustees may attend any or all Advisory Committee at any time meetings.](#)
- ~~4.7.21.7.3~~ [1.7.3](#) [The Advisory Committee members will elect a Chair and Vice Chair at the first meeting of the committee.](#)
- ~~4.7.31.7.4~~ [1.7.4](#) A staff member will be appointed by the Superintendent as a staff liaison for the committee.
- ~~4.7.41.7.5~~ [1.7.5](#) All advisory committees must operate under terms of reference approved by the Board and the meeting procedures outlined in this policy.

2 Election of Chair and Vice-Chair

- 2.1 At its inaugural meeting following a general local election, and for each organizational meeting in December of the following three years, the Board will elect one of its members to serve as Board Chair and one of its members to serve as Vice-Chair for the following year.
- 2.2 Process for Election of Chair and Vice-Chair:
 - 2.2.1 The Secretary Treasurer will call three times for nomination for the position of Board Chair.
 - 2.2.2 Any Trustee may be nominated by any ~~other~~ Trustee. No seconder is required.
 - 2.2.3 After all nominations have been received the Secretary Treasurer will ask for a motion for nominations to cease.

- 2.2.4 Nominees will be asked in alphabetical order if they accept their nomination.
- 2.2.5 If there is more than one nomination, all nominees will be provided an opportunity to speak to their nomination for the position.
- 2.2.6 The Secretary Treasurer will conduct a vote by ballot (unless a nominee is acclaimed to the position of Chair).
- 2.2.7 If more than two nominations are received, the person receiving a clear majority of votes will be elected Board Chair for the ensuing year.
- 2.2.8 Balloting will continue until one Trustee receives a clear majority of votes. The name of the Trustee receiving the least votes will be dropped from the list of nominees for each succeeding ballot. In the event that two Trustees are tied for the least number of votes and there is not a clear majority of votes, a special ballot will be taken for the purpose of determining which name is to be dropped.
- 2.2.9 If no person receives a clear majority, further ballots will be taken until a clear majority is achieved or if after at least four ballots a tie continues to occur the election will be decided by a lot draw.
- 2.2.10 Upon completion of the voting for the Chair, the Chair will continue with the same process for the election of Vice-Chair.
- 2.2.11 A motion to destroy the ballots following any voting will be requested.

3. Agenda

- 3.1 Items may be placed on the Agenda in one of the following ways:
 - 3.1.1 By notifying the Board Chair at least seven (7) days prior to the ~~Board~~ meeting.
 - 3.1.2 By notice of motion at the previous meeting ~~of the Board~~.
 - 3.1.3 As a request from a committee of the Board.
 - 3.1.4 As outlined in items 3.3, 3.4 and 3.5.
- 3.2 The Agenda Setting Committee, consisting of the ~~meeting Board~~ Chair, Vice-Chair, Superintendent and Secretary Treasurer, will review items and establish the Agenda for each ~~Board~~ meeting. The Agenda items will be generally set as follows:
 - 3.2.1 Approval of Agenda
 - 3.2.2 Acknowledgment of First Nations Territory
 - 3.2.3 Delegations / Presentations
 - ~~3.2.8~~ 3.2.4 Unfinished Business
 - ~~3.2.9~~ 3.2.5 Staff Reports
 - ~~3.2.9.13~~ 3.2.8.1 Education
 - 3.2.9.2 Business
 - ~~3.2.10~~ 3.2.6 New Business
 - ~~3.2.4~~ Consent Items
 - ~~3.2.5~~ 3.2.7 Minutes of previous meeting(s),

Formatted: Normal, Outline numbered + Level: 3 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.63" + Indent at: 1.13", Tab stops: 0.25", Left + Not at 0.75"

Formatted: Indent: Hanging: 0.5"

Formatted: Outline numbered + Level: 3 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.63" + Indent at: 1.13", Tab stops: 0.25", Left + Not at 0.75"

Formatted: Normal

- ~~3-2-63.2.8~~ Information Items
- ~~3-2-73.2.9~~ Correspondence
- ~~3-2-143.2.10~~ Committee Minutes and Liaison Reports
- ~~3-2-123.2.11~~ Announcements
- ~~3-2-133.2.12~~ Question Period
- ~~3-2-143.2.13~~ Adjournment

Formatted: Outline numbered + Level: 3 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.63" + Indent at: 1.13", Tab stops: 0.25", Left + Not at 0.75"

- 3.3 Issues that require ~~Board~~ action may arise after the Agenda has been prepared. The meeting Chair will ask for additions to and/or deletions from the Agenda prior to asking for a motion to approve the Agenda. Changes to the Agenda are to be approved by the majority of those Board or Advisory Committee members present.
- 3.4 The meeting Board will follow the order of business set by the Agenda unless the order is altered or new items are added by agreement of the Board or Committee Members.
- 3.5 During the course of the ~~Board~~ meeting, the majority of Trustees or Committee members present may request that items be placed before the Board or Committee for discussion and / or action or to provide direction.
- 3.6 The Agenda will be supported by copies of letters, reports, contracts and other materials as are pertinent to the business of the Board or Committee.
- 3.7 The Agenda information package, containing the Agenda and supporting information, will be distributed to each Trustee and Committee members at least four days in advance of Regular Board meetings.

4 Notice of Meetings

- 4.1 Notice of meetings will be posted on the School District website at least seven (7) days before a regularly scheduled meeting and, if possible, at least ~~four~~ty-eight (48) hours before a Special meeting.
- 4.2 Agendas for meetings that are open to the public will be posted on the School District website at least 48 hours before a meeting.

5 Quorum

- 5.1 A meeting quorum is three (3) of the five (5) Trustees, ~~or~~ the majority of the Trustees holding office at the time of the meeting of the Board if less than five (5) Trustees are on the Board, or the majority of Committee members present.
- 5.2 If a quorum is not present thirty (30) minutes after the time appointed for the meeting, then the meeting will stand adjourned to a date to be fixed by the Chair, or until the next Regular scheduled meeting. The Secretary Treasurer or recorder will record the names of the Trustees or Committee members present at the expiration of the thirty minutes.

6 Electronic Participation in Meetings

- 6.1 To ensure quorum is achievable, electronic participation in Board, Committee of the Whole, and Advisory Committee meetings will be supported when voting and non-voting members are unable to attend in person.
- 6.2 Electronic participation includes telephone, video, audio, or other electronic conferencing devices.

7 Rules of Order

- 7.1 In all meetings of the Board, this policy governs points of order and procedures not provided for or specified by the *School Act*. Where there is an inconsistency, the *School Act* will apply. For situations not addressed by the *School Act* or policy, 'Robert's Rules of Order' will prevail.

8 Motions

8.1 Notice of Motion

- 8.1.1 The notice of motion serves to put an item on the Agenda of the next or a future Regular meeting and gives notice to all Trustees of the item to be discussed. A notice of motion is not debatable and may not be voted on.

8.2 General

- 8.2.1 Before a motion is made, an opportunity will be provided for questions and clarification.
- 8.2.2 All matters for decisions will be by a motion that has been moved and seconded before debating.
- 8.2.3 All comments and discussion are to be addressed to the meeting Chair.
- 8.2.4 Motions are to be phrased in a clear and concise manner to express an opinion or to achieve a result. A preamble does not form part of a resolution.
- 8.2.5 The Chair or recording secretary may request that the mover put the motion in writing.
- 8.2.6 The meeting Chair may divide a motion containing more than one subject if the Chair believes this would produce a fairer or clearer result. The divided motion will be voted on in the form in which it is divided.
- 8.2.7 A motion to table is not debatable other than as to propriety. There is no set time limit.
- 8.2.8 A motion to postpone is debatable. It can be postponed indefinitely or to a certain time.
- 8.2.9 Before the motion is stated by the Chair, a motion may be withdrawn or modified by the mover without the consent of anyone. Once the motion has been stated by the Chair, it belongs to the assembly and a majority vote is needed to withdrawal the motion.
- 8.2.10 An amendment to a motion does not require notice. Only one amendment to an amendment will be allowed. The amending motion must be dealt with before the original amendment is decided. An amendment may not change the intent of the original motion.
- 8.2.11 All motions to amend Board policy will be submitted in writing to the Secretary Treasurer and presented to the Board at the Regular meeting immediately preceding the meeting at which they are to be discussed (Notice of Motion). The written Notice of Motion to amend Board policy will contain the proposed action and rationale.

8.3 Reconsideration and rescinding

- 8.3.1 No motion other than to postpone consideration of a question, or a procedural motion, will be repeated during the school year (July to June) except by the reconsideration or rescinding process.
- 8.3.2 A motion to reconsider cannot be applied to an action that cannot be reversed; for example, entering into a contract.

- 8.3.3 A motion to reconsider a motion must be made within thirty (30) days of the original motion being voted upon and by a member who voted on the prevailing side.
- 8.3.4 No motion can be reconsidered twice in a school year.
- 8.3.5 A motion to rescind will be considered only if a notice has been given at the previous meeting or in the call for the present meeting. A motion to rescind may be moved by any Trustee, regardless of the original vote.

9 Debate

- 9.1 Debate must be strictly relevant to the motion.
- 9.2 No person will speak until recognized by the Chair.
- 9.3 A motion must be made by a Trustee who has the floor while no question on a motion is pending. The maker of the motion, if he/she desires may speak first.
- 9.4 No Trustee will speak for a period in excess of five (5) minutes at one time.
- 9.5 Subject to the discretion of the Chair, no person will speak to a motion more than twice unless a motion to extend the debate is carried, except the mover of the motion who will have the right to reply after all Trustees who wish to speak have spoken.
- 9.6 No Trustee will interrupt another Trustee who has the floor except to raise a point of order or a point of privilege.
- 9.7 A matter of privilege (a matter dealing with the rights or interests of the Board as a whole or of a Trustee personally) may be raised at any time and will be dealt with before resuming business.
- 9.8 Debate may be closed by a motion to end debate. The motion must be seconded, it is not debatable, and it must be passed by a minimum two-thirds (2/3) majority vote.

10 Voting

- 10.1 No decision of the Board will be valid or binding unless voted on during a Regular, Closed, or Special Board meeting.
- 10.2 All Trustees present at a meeting are expected to vote; although, a Trustee must abstain from voting if he/she has a conflict of interest by reason of having a direct pecuniary interest in a vote (*School Act*, Section 58). A Trustee may also abstain from voting if he/she states at the meeting her/his reasons thereon prior to a vote being taken.
- 10.3 Voting will be conducted by a show of hands. Only the results will be recorded, unless a Trustee requests that names be recorded. If a record of names is requested, only negative votes and abstentions will be recorded. Upon request, where a conflict exists, the reason(s) for an abstention will be recorded.
- 10.4 All questions will be decided by a majority of the votes of the Trustees present and voting except as otherwise provided by this policy or the *School Act*.
- 10.5 In the case of a tie vote for and against a motion, the motion fails.
- 10.6 Where an interpretation is required, the question on the motion will be postponed until the following meeting or, if emergent, to the end of the meeting to allow staff to research the appropriate interpretation based on 'Robert's Rules of Order'. The resulting interpretation may

require a change to this policy and, if so, this will be done by notice of motion. A notice of motion to update this policy will be made subsequent to the question at hand being dealt with.

11 Public Participation

11.1 Delegations

- 11.1.1 The Board will receive representations and delegations on any subject pertinent to Board business provided the item has been placed on the Agenda.
- 11.1.2 Requests to present will be made in writing to the Secretary Treasurer or designate seven (7) days prior to a board meeting. In order to assist delegations with their presentations, "Guidelines for Delegations", will be made available at the time the request to present is made. Delegations may be referred to a Committee of the Whole or a Closed meeting if necessary.
- 11.1.3 The delegation must identify a contact and spokesperson to present the information to the Board.
- 11.1.4 Regular meeting delegations and presentations will be limited to ten (10) minutes. Information presentations greater than ten (10) minutes will be scheduled for a Committee of the Whole meeting.
- 11.1.5 Any presentations will be taken under advisement. The Board may take action after due deliberation, refer the item to the Committee of the Whole, an advisory committee, or to staff for review or action.
- 11.1.6 At the discretion of the Board, an individual or group may appear before the Board at a Regular meeting without prior notice
- 11.1.7 The Board or Committee reserves the right to limit the number of delegations appearing at a particular Board meeting.

11.2 Questions

- 11.2.1 Questions that relate to Regular meeting Agenda items may be asked by members of the public and the media. Question period will be restricted to questions only - statements and debate will not be permitted.
- 11.2.2 At the discretion of the Board Chair, questions will be limited to one (1) minute per person.
- ~~11.2.2~~11.2.3 At the discretion of the Board, questions may be answered or referred to staff for review and response. The Board will not debate questions.

11.3 Committees

- 11.3.1 Committee meetings are less formal meetings designed to facilitate greater public participation and discussion on important issues. The meeting Chair will manage the conduct of the committee meetings to support public participation in the discussions.

12 Minutes

- 12.1 The Board will maintain and preserve a record of its proceedings and resolutions. The recording of minutes will include:
 - 12.1.1 Date, time and place of meeting;
 - 12.1.2 Type of meeting (Regular, Special, Closed, Committee of the Whole or Advisory Committee);
 - 12.1.3 Name of meeting Chair;
 - 12.1.4 Names of those Trustees and District Education Office staff in attendance;
 - 12.1.5 Approval of preceding minutes;
 - 12.1.6 Resolutions and recommendations;
 - 12.1.7 Points of order and appeals;
 - 12.1.8 Approval of committee minutes and reports;
 - 12.1.9 Summary of Board liaison appointment reports;
 - 12.1.10 Announcements; and
 - 12.1.11 Trustee declaration pursuant to section 56, 57, or 58 of the *School Act*.
- 12.2 The minutes will:
 - 12.2.1 Be prepared as directed by the Secretary Treasurer;
 - 12.2.2 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
 - 12.2.3 Be the official and sole record of the Board's business, upon adoption by the Board.
- 12.3 The Secretary Treasurer will:
 - 12.3.1 Ensure, upon acceptance by the Board, that appropriate signatures are affixed to the concluding page of the minutes;
 - 12.3.2 Establish and maintain a file of all Board minutes and maintain a record of all motions.
- 12.4 All committees of the Board, unless otherwise directed, will prepare and submit minutes to the Board.
- 12.5 Upon adoption by the Board, the minutes will be open to public scrutiny at the Board office at all reasonable times.
- 12.6 Copies of the minutes adopted by the Board will be added to the School District website.

Date of Board Approval:

Date Amended:

Legal Reference: School Act, Sections 65 – 72

Board Organization and Operation Bylaw #1 - 2012

The Board of Education will establish by bylaw, procedures and guidelines for the organization and operation of its standing committees and business meetings.

Meetings

Regular Meetings

If no alternative regular meeting dates are set, regular meetings of the board shall be held on the second Tuesday of each month. Meeting dates will be published in September of each school year.

Rules of Order

In all meetings of the Board of Education, procedures shall be governed by *Roberts Rules of Order*, except where provisions of the bylaws of the board or the *School Act* may conflict, in which case the latter shall prevail.

Special Meetings

A special meeting of the board to deal exclusively with an emergent issue may be called by the board chair, or by the vice chair upon the request of three trustees.

Notice of Meetings

Forty-eight hours notice shall be given of each regular and special meeting of the board. Notice of any special meeting of the board may be waived provided that reasonable steps shall have been taken to notify all trustees of the meeting and that not less than the number of trustees required to make a quorum agree to the waiving of the written notice.

Quorum

A quorum shall be a majority of trustees holding office at the time of the meeting.

If, thirty minutes after the time appointed for the meeting of the board, there is not a quorum present then the meeting shall stand adjourned to a date in the month of the adjourned meeting to be fixed by the chair, or, in default of the chair's fixing the same, then until the next regular meeting. The secretary-treasurer shall record the names of the trustees present at the expiration of such thirty minutes.

No act or proceeding shall be valid or binding on the board unless such act or proceeding shall have been adopted at a regular, in camera or special meeting called and held as herein provided.

In-Camera Session

All matters coming before the board shall be considered at public sessions except the following:

- Personnel Matters
- Legal Matters
- Student Matters
- Property Matters
- Initial Examination of the Auditors' Management Letter

A trustee may make a motion to place an in-camera item of business on to the agenda of the public session and, upon the motion being seconded and discussed, a simple majority vote in favor of the motion shall be sufficient cause to move the item into the public session.

Subject to appropriate sections of the *School Act*, its attendant regulations, and existing contracts, the board may excuse from attendance at an in-camera meeting an employee under consideration by the board relative to his salary, promotion or termination, efficiency, discipline, retirement or any other matter directly concerning the employee.

Inaugural Meeting

Time of Meeting

The inaugural meeting of the board shall be held in December of each year at the time, place and date determined in accordance with the process herein provided; and in the event that the board shall not so determine, then such meeting shall be held at the hour of 7:00 pm in the board room of the second Tuesday in December.

Election of Officers

The secretary-treasurer shall call the meeting to order and shall preside at such meeting until a board chair shall have been elected.

A trustee-elect shall become a trustee upon making the prescribed Oath of Office, by oath or solemn affirmation, and signing the Trustees' Code of Ethics.

Election of Board of Education Chair

The presiding official shall then conduct the election of a board chair according to the rules provided herein. Upon election, the board chair shall assume the chair and shall immediately conduct the election of the vice-chair.
Appointment of Committee Membership and Chair

The board chair shall then appoint committee members and chairs as are required by this bylaw and shall name the board's appointees to liaison schools and other boards and organizations as are required. The appointments shall be made by the board chair only after trustees have had an opportunity to make their preferences known. All the appointments made by the board chair shall be subject to the approval of the board. The meeting shall then proceed with such other matters as are properly brought before it.

Election Procedure

The procedure for election of board chair, or such other board officer as may be required from time to time shall be as follows:

- Any trustee may be nominated by any other trustee and no seconder shall be required.
- Nominations shall be called three times unless a motion is passed that nominations cease.
- A motion that nominations cease shall always be in order and, upon being seconded, shall be voted on without debate.
- All voting shall be by ballots.
- Should more than two nominations be received, balloting shall continue until one trustee receives a clear majority of the votes. The name of the trustee receiving the least number of votes shall be dropped from the list of nominees for each succeeding ballot. In the event of two trustees being tied for the least

number of votes, a special ballot shall be taken for the purpose of determining which name shall be dropped.

Procedure of Appointing Committee Members

In order to assist the board chair in making the appointments required as outlined above, at least one week prior to the Inaugural Meeting, the secretary-treasurer shall provide each trustee and trustee-elect with a copy of this bylaw and a form on which are listed all of the standing committees of the board and all of the special appointments.

Committees

Standing Committees

The standing committees of the board shall be the Education Committee and the Business Committee.

Standing Committee Members

At the Inaugural Meeting of the board, the board chair shall appoint two trustees to serve on each of the standing committees. Standing committees shall meet as required.

Board Chair Ex Officio

The chair of the board shall be ex officio member of all committees.

Quorum

For all committees, a quorum shall require a trustee member of the committee.

Vacancies

Should a vacancy occur on any committee, the board chair shall solicit a successor from fellow trustees and so name that person.

Report

All committees shall report to the board on a regular basis. A minority of any committee may also report. Standing committees shall consider and make recommendations to the board in matters assigned to them or in other matters within their jurisdiction. No action shall be taken on the report of any committee until the report has been formally approved by the board.

The superintendent of schools and/or secretary-treasurer and/or assistant superintendent(s) shall confer with and keep all chair of committees informed on matters within the jurisdiction of the committee, and shall meet with the committee at such times as the committee may desire.

No trustee shall serve as chair of more than one standing committee.

Termination of Committees

All committees of the board shall be automatically discharged on November 30 of each year or at such earlier date as the work of the committee has been completed.

Special Committees

Special committees may be appointed for any purpose by the board.

Functions and Jurisdiction of Standing Committees

Jurisdiction of the Education Committee

The Education Committee shall meet with appropriate staff to review and recommend to the board policies, budgets and actions pertaining to educational programs, student services, schools and other matters as referred by the board.

Jurisdiction of the Business Committee

The Business Committee shall meet with appropriate staff to review and recommend to the board policies, budgets and actions pertaining to long range planning, board bylaws, business services, personnel and other matters as referred by the board.

Minutes

Records of minutes will be kept in accordance with *Roberts Rules of Order*.

Passage and Amendments of Bylaws

Before it is passed, a bylaw of the board must be given 3 distinct readings. Subject to subsection (3), at each of the readings of a bylaw, the bylaw must be read in full. A reading of a bylaw may, if a written or printed copy of a bylaw is in the possession of each trustee and is available to each member of the public in attendance at the meeting at which the bylaw is to be read, consist of a description of the bylaw by (a) its title, and (b) a summary of its contents. The board may not give a bylaw more than 2 readings at any one meeting unless the members of the board who are present at the meeting unanimously agree to give the bylaw all 3 readings at that meeting.

Date of Board Approval: January 2012

Date Amended: February 2012

Legal Reference: School Act, Sections 65-67

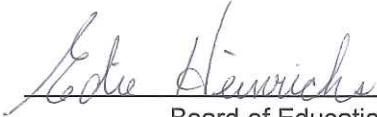
BOARD ORGANIZATION AND OPERATION BYLAW #1 - 2012

This bylaw may be cited for all purposes as "School District No. 75 (Mission)'s Board Organization and Operation Bylaw #1 - 2012" and is in all respects in accordance with the provisions of the School Act.

Read a first time the 24th day of January, 2012.

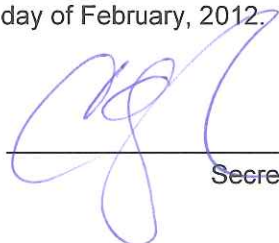
Read a second time the 24th day of January, 2012.

Read a third time, passed and adopted the 21st day of February, 2012.


Board of Education Chair


Secretary-Treasurer

I HEREBY CERTIFY that this is a true copy of School District No. 75 (Mission)'s Board Organization and Operation Bylaw #1 - 2012 adopted by the Board of Education on the 21st day of February, 2012.


Secretary-Treasurer

ITEM 5.3 Action

TO: Business Committee
FROM: Secretary Treasurer
SUBJECT: Strategic Plan

Recommendation:

THAT the draft Strategic Plan be approved in Principle; and

AND THAT the draft Strategic Plan be referred to the public for comment;

AND THAT the public comments be referred to the Education Committee to be considered with the draft Strategic Plan at the November 29, 2016 meeting;

AND THAT the final Strategic Plan be returned to the Board for consideration at the December 13, 2016 Board meeting.

Executive Summary:

The Board initiated the development of the Strategic plan in 2015. The completion of the plan was delayed until the new senior staff was hired. The Board and senior staff reviewed the draft plan in August 2016, and referred the draft plan to the education team to develop the tasks for the Framework for Learning. The plan is now in a final draft form to initiate the public consultation process.

Background:

The Board initiated the development of a strategic plan shortly after being elected. With the change of staff, the completion of the strategic plan was delayed.

The strategic plan is intended to be used to guide organizational decisions.

Options:

1. Approve the plan as submitted;
2. Consult with the public and partner groups in the review of the draft plan. Make revisions to the draft plan considering the public comments.
3. Engage the public and partner groups in a different planning process.

Analysis and Impact:

The draft plan provides a starting point for including a strategic planning focus of decisions of the Board. An approved strategic plan will form the basis for future budgets and work plans. Delaying the adoption of a strategic plan would delay the incorporation of a strategic focus on future decisions.

Strategic Priority:

The adoption of a strategic plan will provide a focus for future decisions.

Policy, Regulation, Legislation:

There is no requirement for a Board to have a strategic plan in place.

Public Participation:

The recommendation is to consult with the public and partner groups in the finalization of the strategic plan. The presentation of the draft report at the Education Committee is the first step in the consultation process. Following approval in principle, the opportunity will exist for public comment prior to final approval.

IAP2 Spectrum of Public Participation



Attachments:

1. Draft Strategic Plan

Implementation:

1. Forward the draft strategic plan the October Board meeting for Approval in Principle.
2. Solicit public feedback and comments on the draft Strategic Plan – District website, newsletters to parents, direct referral to partner groups and interested agencies. Comments to be received prior to November 15, 2016.
3. Compile comments with final report for Education Committee meeting on November 29, 2016.
4. Forward the final draft of the policy from the Education Committee to the Board meeting on December 13, 2016.



BOARD OF EDUCATION STRATEGIC PLAN (2016 – 2018)

Mission Public School District serves a diverse student population, aiming to inspire learning through inclusive high quality learning environments so that every student can reach their full potential.

INTRODUCTION

The Mission Board of Education is responsible for the governance of the Mission Public School District (MPSD). This responsibility includes setting the operating and governance framework for the organization. Good governance practices recommend identifying and communicating priorities for an organization through a strategic plan.

In the fall of 2015, the Board of Education initiated the process of creating a strategic plan to set direction for the School District and guide decisions over the next three years. Through the process, the Board committed to focus on student learning, and to keep student learning at the forefront of Board decision-making.

The pages that follow reflect the Boards' understanding of the current state of MPSD, and the priorities to best serve our students in the coming years. The Board values the collaborative working relationships that are growing among all education partners, parents, and the community. The Board will continue to nurture these relationships by providing opportunities for meaningful dialogue and collaboration as we move forward with our goal of providing high quality inclusive learning environments that will result in greater success for our students.

**Mission Public School District
~ Board of Education**



BOARD OF EDUCATION STRATEGIC PLAN (2016 – 2018)

OUR VALUES

As we lead the Mission Public School District, we will:

ACCOUNTABLE

- Be transparent in our decision-making.
- Seek information in order to base decisions on an informed understanding.
- Accept ownership of the results of our decisions.
- Establish processes to review key decisions so that we may better understand and learn from the outcomes we achieve.
- Make every effort to fulfill our promises and commitments.

COLLABORATIVE

- Work together in an open-minded way that is respectful of other perspectives and points of view.
- Be receptive to new ideas and provide opportunities for two-way dialogue.
- Make every effort to engage in clear open communication.
- Ask for feedback and be open to suggestions. We will seek opportunities to listen to and involve others in decision-making.

ETHICAL

- Engage in principle-based decision-making.
- Demonstrate an unbiased, open, honest, non-judgmental, trustworthy and balanced approach.
- Act in accordance with the ethical professional standards and values that we have agreed upon.
- Acknowledge the un-ceded ancestral territory of the Sto:lo people

COMPASSIONATE

- Have empathy for others.
- Seek to understand and respect various cultural perspectives and divergent points of view.
- Be caring, supportive, sympathetic, and respectful.

STRATEGIC PRIORITIES

The Board identified six strategic priorities for 2016 – 2018. With this Strategic Plan, the Board directs the development of plans and programs for the 2016/2017 and 2017/2018 school years to help achieve the goals.

The Superintendent is tasked with leading to the School District's administration in the development of plans and programs that align with these priorities and the identified actions.

1. A FRAMEWORK FOR LEARNING

Student learning is the central focus of the School District. In accordance with the Ministry of Education's Mandate for the School System, we want to provide our students with an educational environment that nurtures the development of an Educated Citizen.

Goal:

The development of citizens who are:

- thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;
- creative, flexible, self-motivated, and who have a positive self-image;
- capable of making independent decisions;
- skilled and who can contribute to society generally, including the world of work;
- productive, who gain satisfaction through achievement and who strive for physical well-being;
- co-operative, principled, and respectful of others regardless of differences;
- aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.

To support this, the School District encourages multiple pathways to graduation and post-secondary options.



Actions:

In collaboration with education leaders and partners, develop a 3-5 year implementation plan for the new curriculum that includes:

- full implementation of the [Aboriginal Enhancement Agreement](#) by 2019;
- respecting and implementing the [First Peoples' Principles of Learning](#);
- equitable access to resources to support the development of the Educated Citizen through the redesigned curriculum;
- quality assessment in accordance with the Ministry of Education that informs meaningful instruction. School-based, School District and provincially developed assessment will provide information for students and families which reflects student progress and achievement.

In collaboration with education leaders and partners, develop a strong support system considering the needs of students that includes:

- effective services and initiatives that support our Aboriginal Enhancement Agreement Goals (1. Honouring Culture, 2. Meaningful Contributions, 3. Positive Learning Experiences, 4. Looking to the Future);
- a sense of belonging and ensuring successful transition for Aboriginal students;
- information in order to inform, understand, and develop support plans when students are struggling to achieve;

- a process to support a student's education program when assessments indicate that support is necessary to advance student learning;
- engaging the entire spectrum of learners with the design and implementation of rigorous academic programs and co-curricular opportunities;
- striving for inclusion by providing all students equitable access to learning, achievement and the pursuit of excellence in all aspects of their school experience.

(Source: Special Education Services: A manual of policies, procedures and guidelines).

2. HUMAN RESOURCES TO SUPPORT STUDENT LEARNING

Employees bring the skills and talents that will move us closer to achieving our goal for student learning. Students benefit from working with well-trained educators, support staff, and leaders.

Goal:

We have engaged, well-educated, and committed employees to support student learning.

Actions:

To support School District employees through:

- effective recruitment, retention, and succession planning strategies;
- a program of collaboratively developed on-going professional development for educators, leaders, and education support staff;
- supporting all employees with health and wellness initiatives;
- provision and funding of time for teachers to collaborate and implement new initiatives; and
- strong, productive working relationships with employees, unions, and employee groups.



3. PLAN FOR TECHNOLOGY

The Board recognizes the need for a plan to address the acquisition and use of technology to support the School District.

Goal:

In a fiscally responsible manner, use technology to provide more effective support for student learning and more efficient business services.

Action:

Develop a plan to upgrade and expand the use of technology in order to enhance student learning *and* improve business processes. The plan must include funding and implementation.



4. COMMUNICATION AND ENGAGEMENT

Effective communication, both internal and external to the School District, and effective public engagement is critical for success in all areas of the organization.

Goal:

To enhance the School District's communication and public engagement processes.

Actions:

Develop a communication plan that outlines key communication objectives and strategies for the School District including specifying the way in which the website, social media and traditional media will be used.

Develop a public participation process for decision making to more effectively engage with students, staff, parents, employee organizations, and the general public. Consider the IAP2 spectrum of public participation.

IAP2 Spectrum of Public Participation



5. ECONOMIC SUSTAINABILITY

The Board works diligently to ensure fiscal responsibility attaining a balanced budget.

Goal:

To maintain a healthy financial position and at the same time provide the resources necessary to support student learning and effective School District operations.

To ensure School District assets are readily available to support student learning.

Using an open and transparent process, develop an annual balanced budget that provides for efficient operations, enhanced student learning, while achieving the objectives of the new curriculum.

Develop short and long-term plans for the optimal use of School District assets and resources. This includes identifying emerging demographic changes that will affect both the affordability and sustainability of School District assets and resources.

Actions:

6. GOVERNANCE

The Board is dedicated to providing effective Governance for the Mission Public School District recognizing the responsibility we have to the public and education partners.

The Board is committed to working strategically and cooperatively with the Superintendent, recognizing the need for productive working relationships.

Ultimately, the Board must make decisions and be held accountable for those decisions.

Goal:

To provide effective governance for the Mission Public School District, by working with and listening to our education partners.

To ensure that the School District needs are held paramount in the co-governance model with the BC Ministry of Education.

Actions:

Review, revise and create policy and committee structures that contribute to effective governance and operational direction. Policies will be reviewed and revised ensuring transparent participation.

Roles and responsibilities will be clear and articulated to match the values of the Board of Education.



End Notes:

Framework for Learning: Assessment and Curriculum.

ⁱ According to the Ministry of Education, Assessment and curriculum are interconnected. Provincial exams and classroom assessments are being redesigned to align with new curriculum content. Equally importantly, our new provincial graduation exams will align not only with new curriculum, but with research on best practice, which highlights student centered and personalized ways of learning. Exams will continue to be rigorous and based on learning standards evaluating student achievement, core competencies, essential learning and literacy and math skills. However, more flexibility will be introduced into the assessment process wherever possible.

Quality assessment is fair, transparent, meaningful and responsive to all learners

- Focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day to day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves student in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

Source: Ministry of Education

ITEM 5.4 Action

TO: Business Committee
FROM: Assistant Secretary Treasurer
SUBJECT: Public Sector Executive Compensation Reporting (“PSEC”)

Recommendation:

**THAT the Public Sector Executive Compensation Report dated October 18, 2016 be approved; and
THAT the Public Sector Executive Compensation Report be submitted to the BC Public School
Employers’ Association.**

Executive Summary:

Boards of Education are required to complete the Public Sector Executive Compensation (“PSEC”) Disclosure Report for fiscal 2015-2016, (year ending June 30, 2016). This executive compensation disclosure process was brought into effect in 2008 through the enactment of amendments to the Public Sector Employers Act; boards completed the first executive compensation reporting at the close of the fiscal year 2007-2008.

The disclosure requirements apply to chief executive officers and the next four highest paid executives, where these positions are paid an annual base salary of \$125,000 or more. It should be noted that even if the Superintendent does not earn an annual salary of \$125,000 or more, there is still a requirement to file a disclosure report for that position.

Background:

Underlying the Board’s compensation philosophy and approach is the understanding that legal and regulatory mandates are considered a baseline for implementing any compensation plan or practice. Compensation administration in the K-12 public education sector currently operates within the following context:

- The *Public Sector Employers Act*, which establishes the legislative policy framework for exempt staff compensation administration in the public sector.
- The BCPSEA exempt staff compensation management plan (Policy 95-06, *Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement*), which is an approved compensation plan under the legislation.
- The provincial government Management Compensation Freeze, implemented in September 2012.

Under the current compensation administration system in the K-12 sector:

- The Board of Education is accountable to the public and must adhere to proper human resources practices with respect to executive and exempt staff compensation.
- The Board of Education is solely responsible for the establishment and maintenance of compensation levels for the position of Superintendent of Schools.
- The Board must submit proposed compensation adjustments for all other executive and exempt positions in the district to BCPSEA for review and approval prior to implementation.

Options:

The Executive Compensation Disclosure Report is required to be updated for 2015-2016 (year ending June 30, 2016) with submission to BCPSEA as soon as possible but no later than Friday, October 21, 2016.

Analysis and Impact:

The report provides detail on executive compensation for 2015-16, for the purpose of meeting annual disclosure reporting requirements. Failure to submit the report to BCPSEA by October 21, 2016 may place the district in the position of non-compliance with respect to the related legislative provisions under the Public Sector Employers Act.

Strategic Priority:

As the strategic plan is currently in the development stage, this report is not linked to the strategic priorities.

Policy, Regulation, Legislation:

School boards are required annually to submit the Public Sector Executive Compensation Disclosure Report to BCPSEA, who facilitate the reporting process with PSEC, to fulfill the intent of the legislative provisions under the Public Sector Employers Act.

Public Consultation:

The issuance of this report is within the “inform” category of the IAP2 spectrum of public participation.

Implementation:

Once the report is accepted, it will be forwarded to BCPSEA no later than Friday, October 21, 2016.

Attachments:

- A. Reporting Requirements – BCPSEA Exempt Staff Issues Bulletin 2016-05
- B. Public Sector Executive Compensation Report
- C. Attestation letter to be signed by the Board Chair

2016-05 July 25, 2016

By E-mail: Four Pages plus attachments

Reporting Requirements — Compliance with Legislative Provisions

The *Public Sector Employers Act* requires ongoing reporting on compensation matters for executive and exempt employees. The Public Sector Employers' Council (PSEC) has requested that we work with school districts in order to fulfill the intent of these legislative provisions.

1. Annual Public Sector Executive Compensation Disclosure Reporting — Including District-Specific Excel Workbook

Background

Boards of Education are required to complete the Public Sector Executive Compensation Disclosure Report for fiscal 2015-2016 (year ending June 30, 2016). This executive compensation disclosure process was brought into effect in 2008 through the enactment of amendments to the *Public Sector Employers Act*; boards completed the first executive compensation reporting at the close of the fiscal year 2007-2008.

The disclosure requirements apply to chief executive officers and the next four highest paid executives, where these positions are paid an annual base salary of \$125,000 or more. It should be noted that even if the Superintendent does not earn an annual salary of \$125,000 or more, there is still a requirement to file a disclosure report for that position.

It should also be noted that a position filled or function being performed by a direct or indirect contractor who meets the disclosure requirements referenced above is to be disclosed. Footnotes may be employed in the disclosure report to clarify the individual's status as a contractor.

Reporting Process

Attached with this bulletin is a district-specific Excel Workbook prepared by the PSEC Secretariat to assist employers in providing compensation disclosure information in a consistent format that will be more accurate, efficient, and reflective of the [Public Sector Executive Compensation Reporting Guidelines](#).

The Excel Workbook includes a Summary Compensation Table at Tab 4, pre-loaded with executive compensation disclosure information that was provided by the district last year (reporting year ending June 30, 2015), as prepared by the PSEC Secretariat.

ALL tabs in the Excel Workbook must be completed and the Summary Compensation Table at Tab 4 must be copied and pasted into your district's executive disclosure report for 2015-2016. The Excel Workbook provides further details and instructions.

Boards should also review their prior year's report to ensure that the text portion of the disclosure report continues to reflect the approach to executive compensation and make any applicable amendments.

Please also note that the disclosure report must include an attestation letter signed by the Board Chair or designate to confirm the Board is aware of the executive compensation paid in the relevant fiscal year and to verify that the compensation was within the approved compensation plan(s).

For ease of reference, the BCPSEA *Template Disclosure Form 2015-2016* including a sample attestation letter is also attached.

Submission Process to BCPSEA

Please submit the district's completed documents, which must include:

- The annual disclosure report, which must incorporate the copied and pasted Summary Compensation Table from Tab 4 of the Excel Workbook
- The attestation letter signed by the Board Chair or designate
- The completed Excel Workbook

to the BCPSEA office to the attention of:

Deborah Stewart, Senior Human Resources Consultant, deborahs@bcpsea.bc.ca

as soon as possible but no later than **Friday, October 21, 2016**.

BCPSEA will then provide all districts' disclosure documents to PSEC in accordance with the process established by the PSEC Secretariat.

PSEC will post the disclosure forms for the public school sector on their website, consistent with the approach for executive disclosure for all other public sector organizations. School districts are also required to post the executive disclosure report on their websites OR [link to the PSEC website](#).

BCPSEA will advise Secretary Treasurers by e-mail when PSEC anticipates posting the disclosures to their website (typically early to mid-December).

2. Additional Reporting Requirements for Senior Employees

PSEC Senior Employee Compensation Database

Under sections 14.6 and 14.7 of the *Public Sector Employers Act*, all public sector employers in British Columbia are required to report the terms and conditions of employment for their "senior employees," and provide copies of the senior employees' employment contracts. By [Order in Council 1030](#) dated November 28, 2002, "senior employee" is defined as any employee employed by a public sector employer who earns \$125,000 or more in base salary.

This reporting, including copies of employment contracts and any other relevant supporting documentation (policies, contract amendments, severance letters, settlement agreements, etc.) must be provided to the PSEC Secretariat in the following instances:

- **New Hire** — Within 15 days after a new contract of employment is entered into with a new senior employee.
- **Changes to Terms and Conditions of Employment** — Within 15 days of a change to any term or condition of a senior employee's employment (including where an employee becomes a "senior employee" by virtue of a salary increase, etc.).
- **Termination of Employment** — Within 15 days of the termination of a senior employee's employment.

This reporting requirement remains in force and effect via the [PSEC Senior Employee Compensation \(SEC\) Database](#). Districts should update information in the database on an ongoing basis as necessary, in accordance with the criteria as outlined above.

All districts should by now have created an account and uploaded the required information.

Employers are able to use the SEC database to view their historical and active records. If you have any database-related questions, please contact Pratibha Bhatnagar at the PSEC Secretariat at 250 356 0156 or email pratibha.bhatnagar@gov.bc.ca.

Employment Contracts Must be Made Available for Public Inspection

The *Public Sector Employers Act* also provides as follows:

14.8(2) Each senior employee's contract of employment is deemed to include a provision that the contract is a public document and the public sector employer must make the contract, together with any report filed with the chief executive officer of the council in relation to it, available for public inspection in accordance with this section.

14.8(3) A public sector employer must make available for public inspection during normal business hours information in contracts of employment and reports referred to in subsection (2) that would otherwise be available to an applicant making a request under the *Freedom of Information and Protection of Privacy Act*.

For all positions captured under the definition of a "senior employee" (those earning more than \$125,000 annual base salary), **the district must make a copy of the employment contract available for inspection at the school district office during normal business hours.**

With respect to employment contracts in general, most (but not all) of the information contained in exempt staff employment contracts would be subject to disclosure under the *Freedom of Information and Protection of Privacy Act*.

That Act states that local public bodies, which include boards of education, must provide copies of records on request; however, there are some specific exceptions to disclosure:

- disclosures harmful to personal privacy (including where personal information relates to employment or educational history or describes personal finances (s. 22(3))
- disclosures that could reasonably be expected to harm the financial or economic interests of a public body (s. 71)
- information that, within 60 days after the applicant's request is received, is to be published or released to the public (s. 20).

With respect to the first bullet above, disclosure of personal information is not an unreasonable invasion of a third party's personal privacy if the information is about the third party's position, functions, or remuneration as an officer, employee or member of a public body, or reveals financial and other details of a contract to supply goods and services to a public body (s. 22(4)(e), (f)).

Accordingly, most information contained in the employment contract (other than, for example, the employee's home address) would be considered to be related to "position, function, or remuneration." Employment contracts should be carefully reviewed to ensure that personal information is not made available.

3. For Action

- **Executive Disclosure:** The Executive Compensation Disclosure Report is required to be updated for 2015-2016 (year ending June 30, 2016) with submission to BCPSEA as soon as possible but no later than **Friday, October 21, 2016**.

As noted above, please note that districts must submit to BCPSEA the Report, the attestation letter signed by the Board Chair or designate, AND the district-specific Excel Workbook.

- **Senior Employee Compensation Reporting:** There is an ongoing requirement to update and maintain the information for Senior Employees in the PSEC Senior Employee Compensation (SEC) database (<https://pseclrrs.gov.bc.ca/SEC>). There is also an ongoing requirement to ensure that the employment contracts of positions that fall under the definition of senior employee are made available for public inspection at the school district office (with personal information deleted).

Your assistance in meeting these statutory reporting requirements is very much appreciated.

4. Submissions and Questions

Please direct any questions, and forward all Executive Compensation Disclosure reporting documents, to:

Deborah Stewart, Senior Human Resources Consultant, 604 730 4506,
deborahs@bcpsea.bc.ca.

Attachments:

- BCPSEA *Template Disclosure Form 2015-2016* including sample attestation letter
- District-specific Excel Workbook

Public Sector Executive Compensation Report Disclosure Form 2016

The Board of Education encourages and adopts practices that enable the district to attract, retain, incent, and reward qualified, high-performing employees who are critical to the delivery of quality public education programs to students in School District No. 75 (Mission).

A key component of this approach is the development and maintenance of a framework for executive and exempt staff compensation that is rational, defensible, competitive and able to be effectively administered.

Compensation Philosophy

The Board's compensation philosophy aligns with the statutory system of exempt staff compensation administration in the K-12 public education sector and the BC Public School Employers' Association (BCPSEA) exempt staff compensation management plan (BCPSEA Policy 95-06, *Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement*).

The Board's philosophy is based upon a set of principles that guide development, maintenance, and decision-making. At its core is an integrated view of compensation and rewards — not only traditional, quantifiable elements such as salary and benefits (compensation), but also more intangible elements such as career opportunities, learning and career development, work challenge, and supportive culture (rewards). This total rewards model further integrates with plans that establish the Board's overall education, business, and human resources strategies and objectives.

Inherent in the Board's compensation philosophy are the following objectives:

- To attract and retain qualified, experienced, motivated, and high-potential employees who are committed to the Board's overarching goal of delivering a high-quality public education experience to our students.
- To support employees through the provision of meaningful career growth and development opportunities, and a performance-based organizational culture.

Labour Market Comparators

Key to the compensation philosophy is the need to maintain a meaningful level of competitiveness with the external labour market. Consistent with industry standards, "labour market" is defined in the British Columbia Public School Employers' Association (BCPSEA) sectoral exempt compensation management plan (Policy 95-06, *Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement*) as:

- The recruitment pool for these employees
- The destination sector for these employees.

The following considerations guide articulation of the relevant labour market:

- Degree of recruitment from these jurisdictions
- Transferability of skills
- Comparability of qualifications and experience
- Comparability of authority and consequence of error.

For executive and exempt staff positions in the BC K-12 public education sector, the relevant labour market is:

1. Other BC school districts (primary labour market)

2. Other Canadian school districts (To the extent that BC school districts recruit from and lose employees to these jurisdictions, this segment of the labour market is weighted to Alberta and Ontario (and to a lesser extent, Saskatchewan) consistent with the industry-standard definition of labour market)
3. Other public sector organizations
4. Selected private sector organizations.

The Board's approach includes:

- a) Consideration of all components of the total rewards model.
- b) Consideration of the relevant labour market for compensation comparison purposes.
- c) Linking pay ranges to neutral, relevant factors (e.g., required skill level, required competencies, job content, required qualifications).
- d) Ensuring appropriate relationships exist between positions in the district's compensation hierarchy.
- e) Considering the ways in which appropriate organizational and individual performance measures may be linked to the administration of the compensation system.

In balancing external competitiveness with internal equity, the Board typically has determined that the reference point for executive and exempt total compensation is the median of the relevant comparator labour market. The Board's total compensation package for executive staff is comprised of the following elements.

Cash compensation

Total cash compensation includes annual base salary and monthly vehicle allowance.

- a) **Annual base salary** - Annual base salary is considered in the context of the total compensation package. Generally, base salary is targeted at the 50th of the comparator labour market. The base salary structure is a three-step pay band with a range spread that is consistent with the compensation bands provided in the Fraser Valley.
- b) **Vehicle allowance** - Due to the diverse geography of the district and the need to visit schools and other district worksites, the Board provides a monthly vehicle allowance to the Superintendent and other senior management positions. The monthly vehicle allowance is set at a level competitive with the vehicle allowances provided to Superintendents and other senior managers in districts of similar size and geography.

Non-cash compensation

The non-cash elements of the total compensation package include:

- a) **Health and welfare benefits**, such as basic medical, extended medical, dental, group life, short-term and long-term disability, employee and family assistance program, etc. consistent with such benefits as offered in the K-12 sector generally.
- b) **Pension benefits** — executive employees are enrolled in either the Teachers' Pension Plan or the Municipal Pension Plan.
- c) **Paid time off**, including an annual vacation entitlement of 30 – 35 days (based upon the position). Pursuant to the *Public Sector Employers Act*, carry forward of unused accumulated vacation is not permitted. If, however, the individual employment contract does allow for carry forward of unused accumulated vacation, then such vacation may be carried forward for one year only and at the end of that year, the unused accumulated vacation must be used in full, paid out, or a combination of the two.

Compensation Administration

The Board engages in consistent and ongoing administration of the compensation structure to ensure that reality matches philosophy and that equity is maintained. An ongoing system of compensation review ensures that total compensation levels are benchmarked externally against the appropriate labour market and internally against appropriate job evaluation criteria.

The Board works with BCPSEA to obtain information and advice relating to the executive and exempt compensation structures. In addition, the Board utilizes the BCPSEA *Report on Total Compensation Paid to Exempt Employees* — the results of BCPSEA's triennial survey of total compensation paid to exempt benchmark positions in BC public school districts as well as school districts in Alberta, Saskatchewan, and Ontario, and other relevant public sector employers.

- a) **Annual base salary administration** - In 2016 the Board moved from a single salary structure to a pay band structure. The salary structure for the position of Superintendent of Schools (and other management positions) is based on placement at the appropriate pay band in the structure reflective of labour market competitiveness and internal equity.

Placement and progression through the steps on the pay band is dependent upon competency growth and performance. The maximum point on the pay band typically represents the job rate for the position, defined as the salary that should be paid to an incumbent who has established him/herself as meeting all the goals and expectations of the position in a fully satisfactory manner. New hires are generally not placed at the job rate on commencement of employment, although due to the key leadership roles and responsibilities, such individuals are generally recruited at a highly competent level and are often placed at the mid- to maximum point in the pay band reflective of the required competence, qualifications, and experience.

The decision whether to grant a salary increase is at the sole discretion of the Board. In determining whether a salary increase is warranted, the Board considers such factors as performance, competence, external competitiveness, and internal equity including the maintenance of appropriate salary differentials through the organization. Increases are considered within the Board's overall compensation budget.

The Board is in the process of designing the performance management plan for progression through the scale.

Accountability

Underlying the Board's compensation philosophy and approach is the understanding that legal and regulatory mandates are considered a baseline for implementing any compensation plan or practice. Compensation administration in the K-12 public education sector currently operates within the following context:

- the Public Sector Employers Act, which establishes the legislative policy framework for exempt staff compensation administration in the public sector.
- the BCPSEA exempt staff compensation management plan (Policy 95-06, Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement), which is an approved compensation plan under the legislation.
- the provincial government Management Compensation Freeze, implemented in September 2012.

Under the current compensation administration system in the K-12 sector:

- the Board of Education is solely responsible for the establishment and maintenance of compensation levels for the position of Superintendent of Schools. As elected school trustees, we are accountable to our public and therefore ensure that we adhere to proper human resources practices with respect to executive and exempt staff compensation.
- the Board must submit proposed compensation adjustments for all other executive and exempt positions in the district to BCPSEA for review and approval prior to implementation.

| Name and Position (a) | Salary (b) | Holdback / Bonus / Incentive Plan Compensation (c) | Benefits (d) | Pension (e) | All Other Compensation (expanded below) | 2015/16 Total | Previous Two Years Totals | |
|---------------------------------------|---------------|--|-----------------|----------------|--|------------------|---------------------------|------------|
| | | | | | | | 2014/15 | 2013/14 |
| Angus Wilson, Superintendent | \$ 11,875 | \$ - | \$ 1,636 | \$ 1,737 | \$ - | \$ 15,248 | \$ - | \$ - |
| Corien Becker, Secretary Treasurer | \$ 7,665 | \$ - | \$ 1,244 | \$ 870 | \$ 600 | \$ 10,379 | \$ - | \$ - |
| Larry Jepsen, Director of Instruction | \$ 124,000 | \$ - | \$ 11,333 | \$ 19,785 | \$ 20,595 | \$ 175,713 | \$ 160,321 | \$ 147,532 |
| Bill Fletcher, Superintendent | \$ 108,000 | \$ - | \$ 7,878 | \$ 17,195 | \$ 4,500 | \$ 137,573 | \$ 197,182 | \$ 182,527 |
| Randy Huth, Assistant Superintendent | \$ 130,000 | \$ - | \$ 11,170 | \$ 20,479 | \$ 6,000 | \$ 167,649 | \$ 177,635 | \$ 166,897 |
| Wayne Jefferson, Secretary Treasurer | \$ 104,250 | \$ - | \$ 3,592 | \$ - | \$ 10,888 | \$ 118,730 | \$ 157,860 | \$ 149,069 |

Summary Other Compensation Table at FISCAL, 2016

| Name and Position (a) | All Other Compensation | Severance (f) | Vacation payout (g) | Leave payout (h) | Vehicle / Transportation Allowance (i) | Perquisites / other Allowances (j) | Other (k) |
|---------------------------------------|---------------------------|------------------|---------------------------|------------------------|---|---|--------------|
| Angus Wilson, Superintendent | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Corien Becker, Secretary Treasurer | \$ 600 | \$ - | \$ - | \$ - | \$ 600 | \$ - | \$ - |
| Larry Jepsen, Director of Instruction | \$ 20,595 | \$ - | \$ 10,850 | \$ - | \$ 6,000 | \$ - | \$ 3,745 |
| Bill Fletcher, Superintendent | \$ 4,500 | \$ - | \$ - | \$ - | \$ 4,500 | \$ - | \$ - |
| Randy Huth, Assistant Superintendent | \$ 6,000 | \$ - | \$ - | \$ - | \$ 6,000 | \$ - | \$ - |
| Wayne Jefferson, Secretary Treasurer | \$ 10,888 | \$ - | \$ 6,388 | \$ - | \$ 4,500 | \$ - | \$ - |

Notes:

| | |
|---------------------------------------|---|
| Angus Wilson, Superintendent | |
| Corien Becker, Secretary Treasurer | |
| Larry Jepsen, Director of Instruction | Other compensation is retro pay under the PSEC approved Interim Relief program |
| Bill Fletcher, Superintendent | |
| Randy Huth, Assistant Superintendent | |
| Wayne Jefferson, Secretary Treasurer | |



October 18, 2016

Christina Zacharuk
Interim President and CEO
Public Sector Employers' Council Secretariat
Suite 201, 880 Douglas Street
Victoria, BC
V8W 2B7

Dear Ms. Zacharuk:

This will confirm that the Board of Education of School District No. 75 (Mission) is aware of the total compensation paid to executive staff during the 2015-2016 fiscal year and further, that we verify the amount of compensation paid was within the compensation plan as approved by the Board and as reported in the Summary Compensation Table .

Yours truly,

Rick McKamey,
Board Chairperson

RM/to

ITEM 5.5 Action

TO: Board of Education
FROM: Education Committee
SUBJECT: Solar Arrays

Recommendation

THAT a report will the following information be presented to the Board of Education for consideration early in the budget deliberation process:

- a) Identification of the School District buildings that are best suited for solar energy retrofits;
- b) Design options for solar energy retrofits, such as photovoltaic panels and solar hot water or heat;
- c) The estimated cost and cost recovery / economic return for different options, including the identification of the most economical option.

Board of Education Meeting (Regular) October 18, 2016



ITEM 5.6 Information

TO: Board of Education
FROM: District Parent Advisory Council ("DPAC")
SUBJECT: District Parent Advisory Council Update

Submitted on Behalf of Cyndi Polovina, Chair

A report is attached to the Agenda.

Upcoming Event:

Date: November 28, 2016

"Supporting School Success: What Parents Should Know and Be Able to Do"

Mission DPAC is pleased to present Dr. Charles Ungerleider, one of Canada's best known and most highly respected researchers in the field of learning and education.

Dr. Ungerleider has written about a range of topics in education from assessment to xenophobia. He is author of *Failing our Kids: How we are ruining our public schools*, a critical examination of the state of public schooling in Canada, and numerous publications in scholarly, professional, and popular media. He has taught about the principles of teaching, the sociology of education, the social and organizational context of education in Canada, and educational governance and politics in Canada. He is also a former Deputy Minister of Education in the Province of British Columbia (1998 - 2001).

FREE child care is available at this event!

Doors open at 6:30 pm.

Event: 7:00 – 8:00 pm

Donations to the food bank will be collected.

Attachments:

- A. DPAC Report – September
- B. Community Event Poster – Dr. Charles Ungerleider – *What Parents Should Know and Be Able to Do*.

DPAC REPORT September 2016

Attendees Present: 23 parents from 13 schools were present (see far bottom for detail) as well as Superintendent Angus Wilson and a representative from MTU.

Reports:

Superintendent: Angus Wilson thanked everyone for a welcoming transition. Does not foresee any massive changes in the future, but are working through current issues. Discussed Board Strategic planning for transparency. Enrolment is up for the year, and so are bus riders due to the fees being dropped. Concern for Road Safety was reported, mentioned to keep an eye out. Upcoming Orange Shirt day remembrance event in Heritage Park will be held at 12:30pm on September 30th.

Chair's Report: Cyndi went over the Sept 9th executive meeting and discussed the preliminary budget, and how the Parent Education Event was decided and which arrangements are being made. Discussed goals for the year, including the aspiration to have 2 education events this year. Gave notice to the amendments to the constitution that will voted on during the October meeting. Emphasized the need to spend the accumulated grant money from previous years. Thanked Superintendent Wilson for setting the meeting schedule throughout schools in the district.

Treasurers Report: Jessica is applying for a \$2500 grant, mentioned a chance of being denied due to the accumulated \$3600 on the gaming account. Jessica will be contacting grant facility to request money if they do not deposit it by the deadline of September 30th. Regular checking has \$2648.00 and is from donations to DPAC and not used very often. Discussed the cheque management problem regarding last year's 'Good Dinosaur' movie rental. Requested that schools who have had their cheques returned to them please re-issue them as they are expired and please submit to DPAC.

Communications Report: Clare Seeley taking over for Laura Wilson

Education Committee Report: Cyndi Polovina reported out from the meeting; highlights are: "Curriculum connections" is accessible via a link on mpsd.ca website. New Sec. Treasurer, Corien Becker presented the Budget Time lines & the 5 year Capital plan. Transportation funds. An expected upcoming policy change will increase transparency of information, collaboration and reporting out "committee of the whole." The BC School Trustees Association is interested in making sure that education is a topic of interest during the upcoming provincial elections. Potential sale of properties was discussed. New "Innovation and Technology District Principal" position.

Elections: The two vacant executive positions were filled. Congratulations to Karah McLean (secretary) and Raymond Kwong (Member at Large)

Next DPAC meeting: October 24, 2016 at 7:00pm at Heritage Park Middle School

Attendance: Kristine Mattysen (Albert McMahon), David Mathiesen, Tracy Maddison (Cherry Hill), Karen Thompson (École Christine Morrison), Sheneal Anthony (DPAC MatL) and Laurena Gagno (Edwin S. Richards), Chrystal McCallum (Deroche), Destiny Cunningham (DPAC MatL) (Dewdney), Heather Burke (Hatzic Elementary), Cyndi Polovina (DPAC Chair) (Hillside Traditional Academy), Deanna Zgrablic (Silverdale), Ilona Schmidt (West Heights Community), Karah McLean (DPAC Secretary) (Heritage Park Middle School), Dionne Hairsine & Lori McComish (Heritage Park Middle School), Clare Seeley (DPAC Communications Coordinator) (École Mission Secondary), Superintendent of Schools Angus Wilson, MTU Representative Ann Titford, HTA parent Jessica Weismiller (DPAC Treasurer), ESR parent Raymond Kwong (DPAC MatL), Windebank parent Dan Masse, Windebank parent Michelle Masse, Early Childhood Committee/ Riverside parent: Laura Wilson, HPMS parent Tanya Konings



MISSION DPAC IS PLEASED TO PRESENT
DR. CHARLES UNGERLEIDER

SUPPORTING SCHOOL SUCCESS



What parents should know and be able to do.

Dr. Charles Ungerleider, one of Canada's best known and most highly respected researchers in the field of learning and education.



Formerly a professor of the Sociology of Education at the University of British Columbia, from 1998 until 2001, Dr. Ungerleider also served as Deputy Minister of Education for the Province of British Columbia.

Ungerleider's writing has been published in scholarly, professional and popular media. He has taught about the principles of teaching, the sociology of education, the social and organizational context of education in Canada, and educational governance and politics in Canada.

November 28th

**6.30PM DOORS OPEN
7.00-8.00PM PRESENTATION**

Free Child Care

**PROVIDED BY ECE TRAINED STAFF
6.45-8.00PM**

Clarke Theatre

**33700 PRENTIS AVENUE
MISSION**

FREE EVENT BUT

Donations

FOR FOOD BANK ACCEPTED

Please email dpac@mpsd.ca with any questions.

ITEM 6.1 Action

TO: Board of Education
FROM: Public Board Meeting – May 17, 2016
SUBJECT: BC School Trustees' Association ("BCSTA") - Withdrawal

Recommendation

The following resolution is for the Board's consideration:

THAT the Board of Education approve the immediate withdrawal from membership in the British Columbia School Trustees' Association ("BCSTA").

Summary:

At the May 2016 Public Board meeting, Trustee Cairns put forward the above resolution for the Board to consider. Trustee Cairns provided the following rationale:

"While BCSTA is a resource for Trustees, it is also a vehicle for advocating for public education. It has shown to have serious shortcomings in its advocacy role. Boards have other means of resources and this membership money can be utilized in a more meaningful way within the School District".

The Board deferred considering the motion:

***"THAT the Board of Education defer the motion to the October Public Board meeting.
CARRIED"***

Background:

In 1905, 20 school Trustees from around BC met at the Vancouver School Board office. These Trustees, from eight boards – Grand Forks, Kamloops, Ladysmith, Nanaimo, Nelson, New Westminster, Vancouver and Victoria – discussed common problems and ways to improve public education. Agreeing to continue working together on matters of shared concern, they formed BCSTA, the first school Trustees' Association in Canada. BCSTA was formally incorporated in 1956 by the BC Government. In 1998, members approved the concept of Boards' key work – *improving student achievement through community engagement.*

Options:

1. The School District has the option of continuing with the membership services of BCSTA.
2. A second option could be to withdraw from BCSTA and eliminate services provided.

Analysis and Impact:

Excerpt from BCSTA's website:

"BCSTA serves and supports our members, BC's Boards of Education, in their key work of improving student achievement. At the local level, BCSTA provides professional development, legal counsel and communications. Provincially, our non-profit Association acts as Boards' strong, unified voice in advocating to government, other education partners, and the public on matters affecting public education.

Our members set the directions for advocacy and all other aspects of BCSTAs work on their behalf. Members do this via resolutions at our annual general meeting in the spring, and at smaller Provincial Council governance meetings over the year.

Members enact bylaws to govern BCSTA's internal procedures, and policies to guide our advocacy.

In addition to the annual membership cost, charges are incurred for annual events such as the December Trustee Academy, Provincial Council meetings, Board Chairs' meetings, and the Annual General Meeting held in April.

The following summarizes the costs (including GST) incurred during the 2015/2016 year.

| | | |
|---------------------------|----|-------------|
| Memberships Fee | \$ | \$35,792.65 |
| Attendance at meetings | \$ | \$518 |
| AGM Conference | \$ | \$5,543 |
| Annual Training (Academy) | \$ | \$8,007 |

Strategic Priority:

The mission of BCSTA is to support and advocate for effective public Boards of Education in British Columbia. The BCSTA also addresses issues affecting funding and provincial regulation for all school boards.

The BCSTA mission is driven by the following beliefs:

1. A high-quality public education system is the foundation of a democratic society.
2. Improving student achievement is the key work of locally elected Boards of Education.
3. The interests of BC students are best met through local decision-making with an engaged community.
4. Providing a strong, representative voice for Boards of Education throughout the province is important.
5. Helping to build effective Boards of Education by providing development, communications, and support services continues to be a vital role.

Policy, Regulation, Legislation:

The BC Government formally incorporated BCSTA by an *Act of the Legislature* in 1956.

Implementation:

Should the Board of Education approve the withdrawal of membership, staff will work with the Board Chair to draft correspondence to BCSTA to withdraw from the association. Alternatively, should the motion to withdrawal fail to pass, the Board will continue with its relationship with BCSTA accordingly.

Information:

For complete information regarding the British Columbia School Trustees' Association, please visit their website: <https://www.BCSTA.org>.

Board of Education Meeting (Regular)

October 18, 2016



ITEM 6.2 Action

TO: Board of Education
FROM: Business Committee
SUBJECT: Facility Bookings – School District Staff

Recommendation

THAT any action on the motion approved on March 8, 2016, *THAT the Board of Education direct staff to bring back all bookings and use of School District facilities agreements under Mission Public Schools' District staff and process. Staff will implement and process to start September 2016 for the 2016/2017 school year. No new agreements or renewal of expired use and funding agreements on the use or operation of School District facilities will be initiated.* be postponed until the end of the 2016/2017 school year.

AND THAT during this postponement that the Secretary Treasurer review all existing *shared use of facilities, fields and equipment with the District of Mission* and return to the Board a recommendation for a long-term usage agreement that, considering the School District's primary objective of supporting education, would provide for community use of School District facilities, equipment and fields.

ITEM 6.3 Action

TO: Board of Education
FROM: Education Committee
SUBJECT: Long Service Employee Recognition

Recommendation

THAT staff draft an Employee Long-Service Recognition policy for employees that have been employed with the Mission Public School District for a minimum of 15 years;

AND THAT the draft policy be returned to a meeting in January for consideration.

Summary:

Over the past few months, the Education Committee has considered information on an employee recognition program. The Committee indicated that the Board needs to decide philosophically how to proceed – do they want to develop a program or not. If so, staff recommends providing direction on the development of a formal policy to be returned to the Board for consideration.

Background:

At the May 3, 2016 Education Committee meeting, the committee requested feedback from the partner groups regarding employee recognition programs. Discussion ensued on past practices and costs of a program. It was proposed the partner groups seek feedback from their members/cohorts and bring feedback. At the June 7, 2016, Education Committee, CUPE reported their feedback on the types of recognition preferred by their members:

- Gift cards;
- Recognition Dinners (as indicated surrounding districts conduct); and
- Cash (most favoured).

DPAC requested and reviewed information on employee statistics and budget implications.

Staff recognition has been a past practice of the School District, usually in the form of pins or certificates presented by Trustees at their liaison schools or at the employee BBQ. However, in 2013/14 due to budget deficits affecting many areas of the School District, the cost of the recognition program was under review. At the time, the cost was approximately \$3,700 (pins).

The program continued in abeyance in 2014, due to the teacher labour dispute.

The landscape of employee/employer relations has changed over the years.

Private organizations retain such programs to support employees, but they operate with a very different source of funding.

The committee indicated a desire to work with staff on finding a satisfactory way to commemorate and celebrate all employees, particularly is recognizing their long service contribution to the School District. At the October 4, 2016 Education Committee meeting, discussion continued regarding recognition and it was determined the Board needs to decide philosophically how to proceed.

Options:

1. The School District could develop a policy to reinstate an employee recognition program:
 - a. based on length of service such as ten or more years of service; or

- b. recognition of employees who go 'above and beyond' the call of duty for the sake of students in the School District; or
 - c. some other type of recognition.
2. The School District continue without a specific program for employee recognition

Analysis and Impact:

As with any staff recognition program, there is a financial cost. Cost will vary depending on the form of recognition. Financial cost implications would be presented for consideration with different options. An effective program can significantly increase employee job satisfaction and engagement. A program, if perceived to be insincere, could significantly compromise employee satisfaction and engagement. In addition, once a program is in place, removing it at a later date could compromise employee satisfaction and engagement.

Strategic Priority:

The Draft Strategic plan recognizes the need for “engaged, well-educated, and committed employees.” An effective staff recognition program aligns with this goal.

Policy, Regulation, Legislation:

The School District does not currently have a policy that provides for employee recognition.

Public Participation:

The draft policy could be developed in consultation, involvement or in collaboration with partner groups. Alternately, public participation would be considered as informing and consulting, after a draft policy is presented.

IAP2 Spectrum of Public Participation



Implementation:

| | |
|------------------------|--|
| Oct – Dec 2016 | Researching options, consulting, involving, or collaborating with partner groups |
| January 2017 | Drafting policy and Report with options |
| February Committee Mtg | Review draft policy and report |
| February Board Mtg | Approve |
| March – June | Implement |

Board of Education Meeting (Regular) October 18, 2016



ITEM 6.4 Information

TO: Board of Education
FROM: Secretary Treasurer
SUBJECT: Board Correspondence to the Ministry of Education

The following recommendation was passed at the September 20, 2016 Public Board meeting:

THAT the Board of Education communicate to the Ministry of Education the actual cost impact of the student transportation funding and in no way addresses the actual cost of transportation in our School District.

CARRIED

Attached is a copy of the letter as transmitted to the Honourable Minister's office.

Attachment:

A: Board Correspondence dated October 13, 2016.

October 13, 2016

Ministry of Education
PO Box 9045 Stn Prov Govt
Victoria, BC
V8W 9E2

Attention: Honourable Mike Bernier, Minister of Education

Dear Honourable Minister:

Re: Student Transportation Funding

The Mission Public School District (School District No. 75) recently submitted a Transportation Plan to receive the additional funding to support student transportation needs. In considering the options for the plan, the Board discussed the significant cost of providing student transportation in Mission. In the 2015/2016 school year, the School District's transportation costs exceeded \$1 million. This new Provincial funding covers approximately 19% of the total cost of the service, and primarily replaces user fee funding.

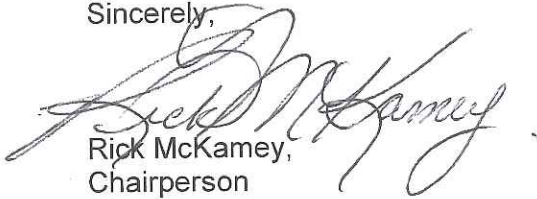
The Mission School District is certainly appreciative of the funding the Ministry of Education has provided to support parents transporting children to school. However, it has come at a cost to other programs funded by the School District. While the increased funding for busing service is appreciated, it has a negative effect on our ability to provide other programming.

The requirement to eliminate the transportation fees levied to parents created an increased demand to provide busing services. As parents no longer have to pay for busing fees out of their pocket, many have registered their children for busing. The increased demand is causing additional financial challenges for our School District as the cost of this increased service exceeds the additional funding received and the School District must divert funding from other areas to support busing. The School District now has a waiting list for busing services, which may trigger the need for additional buses in the near future. If the funding is not sustainable in the future, this of course could lead to a rollback of transportation services, and/or the reintroduction of user fees, neither of which would be welcome.

Our School District informally sought input from stakeholders on the use of these additional funds. First Nations' communities and other rurally located students' families advocated for additional transportation so they could fully partake in extra curricular activities, tutoring and other academic supports, and additional counselling. A number of parents also advocated for additional bus runs for safety issues (eg. bears and wildlife), while others demanded shorter walk limits or transportation to optional programming like French Immersion. Several school Principals hoped for additional supervisors for our long bus rides to improve safety and reduce the chances of bullying. In short, there were many ideas that went far beyond what the fund could offer, but perhaps they demonstrate the broad view of needs that many School Districts face.

Again, we wish to emphasise our gratitude for the additional funds, but hope that future funding announcements will be relayed a little earlier, with some consideration of the hidden impacts of sudden funding. Use of avenues such as the Technical Review Committee might assist the Ministry as it continues to deliberate on funding to support education in the Province. We thank you for your ongoing commitment to improving public education in British Columbia.

Sincerely,



Rick McKamey,
Chairperson

RM/to

cc: Board of Education
BCSTA: All Boards of Education
Angus Wilson, Superintendent of Schools
Corien Becker, Secretary Treasurer
Derek Welsh, Assistant Secretary Treasurer

Board of Education Meeting (Regular) October 18, 2016



ITEM 7 Information

TO: Board of Education
FROM: Secretary Treasurer
SUBJECT: Correspondence

Items 7.1 – 7.8 are presented for information.

Attachments:

- 7.1 Ministry of Education, Honourable Minister, M. Bernier: October 4, 2016
Subject: Parent Engagement on Student Progress
- 7.2 Ministry of Education, M. Nyikes, Director, Standards and Construction Branch: September 27, 2016
Subject: Policy for Testing Lead Content in Drinking Water of School Facilities
- 7.3 School District No. 5 (Southeast Kootenay): September 20, 2016
Subject: Submission Deadlines of September 30, 2016
- 7.4 School District No. 38 (Richmond): September 21, 2016
Subject: Select Standing Committee on Finance and Government Services
- 7.5 School District No. 43 (Coquitlam): September 20, 2015
Subject: Budget 2017 Consultations
- 7.6 School District No. 46 (Sunshine Coast): October 6, 2016
Subject: Select Standing Committee on Finance and Government Services
- 7.7 School District No. 69 (Qualicum): October 4, 2016
Subject: Foundation Skills Assessment
- 7.8 School District No. 69 (Qualicum): October 4, 2016
Subject: Select Standing Committee on Finance



*Message from
Education Minister Mike Bernier*

October 4, 2016

Dear Parent,

I'm writing today to ask you to share your opinions with the Ministry of Education as we work to update student reporting in kindergarten through Grade 9. Students in these grades are experiencing B.C.'s new curriculum in classrooms in every part of the province.

We are adapting the curriculum in B.C. schools so kids learn the skills they need to succeed in our changing world. This means we also need to develop a new reporting approach. Right now the progress of your child is reported in many different ways, including report cards, parent teacher meetings, and regular student/parent/teacher check-ins.

Reporting is all about keeping parents like you informed, and we want you to tell us HOW you want to be informed and keep track of your child's progress. Until February 28 next year you can submit your thoughts online at engage.gov.bc.ca/yourkidsprogress.

As well, community meetings will be held in 10 communities across the province over the coming months so parents can ask questions and share their input. Check the website for times and locations as they are scheduled.

The ultimate goal of this engagement is to develop a student reporting process that gives families a deeper understanding of their child's progress at school through timely and comprehensive information. We'll gather the feedback and share our plan next June.

Our education system is one of the most highly ranked in the world. Students are finding success in music, in academics, in sports – and in every subject in between. Together parents, teachers, and the education system are making sure we build on that for an even better tomorrow.

For more details on our new curriculum, please visit www.curriculum.gov.bc.ca.

Thanks for your help,

A handwritten signature in black ink, appearing to read "Mike Bernier".

Mike Bernier
Minister of Education



September 27, 2016

VIA EMAIL
Ref: 190736

To: All Superintendents
All Secretary-Treasurers
All School Districts

Re: Policy for Testing Lead Content in Drinking Water of School Facilities

Having safe and well-functioning school facilities is a priority for the Ministry of Education.

As expressed in the Ministry's letter dated February 24, 2016, school districts were reminded of the importance for ensuring water quality within all schools to reduce or eliminate any risks to students and staff, and were encouraged to work with their local health authorities to establish a plan to evaluate and mitigate any issues.

School districts are the owners and operators of schools, and under the *School Act* responsible for complying with all legislation and regulations from safety and health authorities. This includes conducting tests and remediation of issues, such as lead in water, if they believe it exists.

To provide guidance to school districts with this process, the Ministry of Education has developed the attached *Policy for Testing Lead Content in Drinking Water of School Facilities*.

The policy outlines the minimum requirements for risk assessment, water testing, mitigation strategies, as well as communication and reporting requirements. The policy is also available online at [Public Schools Policies](#).

There are two key aspects of the policy which school districts must fulfill and that are in effect as of the policy's "came into force" date of September 26, 2016;

- *School districts must complete lead content testing on all school facilities once every 3 years. Therefore a minimum of 1/3 (or 33%) of the school facilities in a school district's inventory must be tested each year.*
- *School districts must submit all of their lead content testing results annually to the Ministry by March 30th using the "Report for Testing Lead Content in Drinking Water of School Facilities" spreadsheet.*

.../2

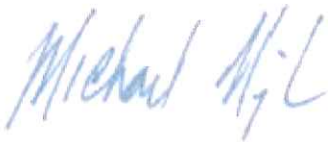
To assist school districts in the requirement to submit their testing results, the Ministry has developed a fillable spreadsheet entitled *Report for Testing Lead Content in Drinking Water of School Facilities* that is available at [Current Resources](#).

To support school districts in ensuring safe and well-functioning schools, the Ministry of Education provides funding through the Annual Facility Grant (AFG) for minor projects that will extend the life of the school or address any health, safety, or emergent issues that may arise. School districts may utilize funds in their AFG to cover costs associated with the testing and remediation of issues, such as lead content in drinking water of school facilities.

School districts also have an opportunity to apply for funding of future capital projects (such as plumbing upgrades) through the School Enhancement Program (SEP), in their annual Five-Year Capital Plan submission to the Ministry of Education.

Should you have any questions, please feel free to contact me at Michael.Nyikes@gov.bc.ca

Sincerely,



Michael Nyikes, Director
Standards and Construction Branch

Attachments: *Policy for Testing Lead Content in Drinking Water of School Facilities*
#186335 Deputy Minister's Letter to Superintendents Secretary-Treasurers

Pc: Dave Byng, Deputy Minister, Ministry of Education
Shanna Mason, Assistant Deputy Minister, Capital Division
Ryan Spillett, Acting Executive Director, Capital Delivery Branch
Carlo Vijandre, Manager, Facility Condition, Standards and Construction Branch
All Regional Directors & Planning Officers, Capital Delivery Branch

Date came into force or revised: **September 26th, 2016**

Policy statement

School districts must test for lead content in drinking water in their school facilities to ensure quality meets established guidelines under applicable provincial and federal legislation, and report results annually to the Ministry of Education (Ministry).

School districts must take reasonable steps necessary to resolve elevated lead levels that are outside established guidelines on any drinking water quality test results.

Rationale or purpose of policy

This policy provides minimum requirements for testing lead content in drinking water of school facilities, reporting of the results, and mitigation strategies to eliminate or reduce any risks to students and staff.

This policy specifically addresses lead content in drinking water. The Ministry expects school districts to mitigate other issues that affect the quality of water as prescribed under applicable provincial and federal legislation.

Authority

[Drinking Water Protection Act](#)

[Drinking Water Protection Regulation](#)

[Public Health Act](#)

[School Act](#)

Policy in full

All water suppliers in the province are required to test their water regularly. This includes small private systems (such as restaurants), cooperatively owned systems (such as strata properties), and larger municipal systems owned by local governments.

School districts are responsible for ensuring the quality of water within their systems and plumbing.

The Ministry is responsible to provide oversight to ensure public schools are safe and well-functioning for students and staff across the province. As such, the Ministry has established minimum requirements for lead testing in schools built prior to 1990; due to the use of lead in plumbing materials.

School districts must consult with their Regional Health Authority to develop a water quality lead testing program for their school facilities that would outline the following;

1. Risk assessment
2. Water testing
3. Communication plan
4. Mitigation strategies

A contact list for Regional Health Authorities are provided in the Contacts section of this policy.

Procedures related to policy

School districts must establish a water quality lead testing program that includes;

Risk Assessment

Must include assessment of the school district's facilities inventory including the school (building) age, historical testing results and recent improvements. This information will indicate which facilities are required to be tested for lead content in drinking water as set in the following requirements below.

All plumbing systems that provide drinking water in school facilities shall be tested for lead content where the;

1. Plumbing systems were installed before January 1, 1990.
2. School has any history of elevated lead levels.

Water Testing Requirement

School districts are to work with their Regional Health Authority to determine a testing program in the school districts portfolio of school facilities. The testing procedure and amount of samples taken at each facility shall be determined in collaboration with the Regional Health Authority, and be based on risk.

School districts must conduct lead content testing in drinking water if the facility is being regularly utilized by students and/or staff. School district may also disable fountains and water systems to eliminate the risk of lead exposure. In this case, testing is no longer required.

School districts must complete lead content testing on all school facilities once every 3 years. Therefore a minimum of 1/3 (or 33%) of the school facilities in a school district's inventory must be tested each year.

Mitigation Strategies

If sample results reveal lead levels above the maximum allowable concentration of 0.010 mg/L as stated from the [Guidelines for Canadian Drinking Water Quality](#) by Health Canada, the school district in consultation with their Regional Health Authority must commence daily flushing immediately, or deactivate and place a "Not in Use" sign on the water source.

Mitigation solutions may include;

1. Flushing regimes
2. Deactivation of water sources and supplemental signage
3. Installation of filtration systems
4. Plumbing upgrades
5. Or other steps that result in reducing the exposure to lead to acceptable levels

Communication and Reporting Requirements

Should testing result in elevated levels of lead, the school district must immediately inform the Ministry of the issue.

School districts shall collaboratively work with their Regional Health Authority to communicate the results of testing lead content in drinking water with parents, students and staff by describing the following;

- Rationale for testing lead in drinking water
- Identify partnership with the Regional Health Authority in solutioning
- State results of sampling
- Identify mitigation strategies implemented or being consider by the Board
- Provide contact information for the school district and the Regional Health Authority for parents, students and staff to request further information

School districts must submit all of their testing results annually to the Ministry by March 30th using the “Report for Testing Lead Content in Drinking Water of School Facilities” spreadsheet, as provided.

Links to related policies

N/A

Resources - Links to program areas, manuals, etc.

[Investigating Elevated Copper and Lead Levels In School Drinking Water](#)

[Guidelines for Canadian Drinking Water Quality - Summary Table](#)

[Minimizing Exposure to Lead from Drinking Water Distribution Systems](#)

[Guidelines for Canadian Drinking Water Quality: Guideline Technical Document – Lead](#)

[Guidance on Controlling Corrosion in Drinking Water Distribution Systems](#)

Contacts

A current contact list for Regional Health Authorities can be found at;

[Regional Health Authorities](#)



February 24, 2016

Ref: 186335

All Superintendents
All Secretary-Treasurers

At the request of the Provincial Health Officer, I am writing to remind all school districts of the importance of ensuring water quality within all schools complies with Water Management Best Practices and the *Drinking Water Protection Act*.

While we have no evidence of children being adversely affected in BC, it is nonetheless important to reduce population lead exposure. The extent to which the potential for lead to enter the water supply varies depending on the type of water (soft water), acidity and length of exposure.

School Districts should work with local health authorities to establish a plan to evaluate water quality especially in schools built before the 1989 revision of the BC Plumbing Code restricting the use of lead and potable water lines, as well as to mitigate any risks identified. The plan should include:

1. Evaluating and prioritizing facilities based on age and water supply.
2. Establishing and carrying out testing of priority facilities.
3. Mitigating risks.
4. Regularly re-sampling to verify effectiveness.
5. Communicating findings.
6. Establishing a long-term management plan.

If elevated lead levels are found, a number of actions can be taken to mitigate risk. The most appropriate actions for your facilities will depend on a number of factors and should be discussed with your local drinking water officer

.../2

Should you have questions, I am providing the following Health Authority Contacts:

| | |
|------------------------------|----------------------------------|
| Fraser Health: | 1-604-587-3828 or 1-604-527-4806 |
| Interior Health: | 1-866-457-5648 |
| Island Health: | 1-866-665-6626 |
| South Island | 1-866-665-6626 |
| Central Island | 1-866-770-7798 |
| North Island | 1-877-887-8835 |
| Northern Health: | 1-250-565-2000 |
| Vancouver Coastal Health: | 1-604-675-3900 or 1-604-527-4893 |

Thank you to your attention to this important matter.

Sincerely,



Dave Byng
Deputy Minister



SCHOOL DISTRICT 5

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

September 20th, 2016

Honourable Mike Bernier
 Minister of Education
 PO Box 9045 Stn. Prov. Govt
 Victoria BC V8W 9E2

Dear Minister Bernier:

RE: Submission Deadlines of September 30th, 2016

At the September 13th School District 5 (SD5) Southeast Kootenay Board meeting, the Board carried the following motion:

That the Board write a letter to the Ministry of Education re: the lack of adequate time given to Boards of Education to do their due diligence prior to the unreasonably tight deadlines given for submission by government for the newly introduced Capital Plan, School Enhancement Program and Transportation Grant

Our Board is appreciative that government recognizes the dire need of school districts for these additional funding dollars, and as such will make every effort to meet these deadlines while exercising our due diligence.

We would like however, to point out the difficulty for both our excellent administrative staff and our Board in exercising this due diligence, given both the time of year and the tight deadline of this funding.

As you must be aware, professionals in the field of education—including administration, exempt staff and Trustees—typically must reserve their vacation time for July and August in order to accommodate the school calendar and educational needs of their Districts. Summer is also an extremely busy time for Administration who, between trying to squeeze in much needed –and deserved–rest and relaxation, have the daunting task of staffing and preparing schools for the upcoming school year, overseeing capital projects, preparing for financial audits, etc.

In September, this already formidable workload increases, as staff must also focus on welcoming students and adjusting staffing, class configurations, instructional blocks etc. to maximize student opportunities within tight budget constraints.

To request that staff –and Boards-- perform additional research, analysis, planning and coordination at this time of year in order to meet an arbitrary September 30th deadline for monies which government should have recognized as necessary well before the lead-up to or end of summer illustrates a serious lack of planning on the part of government and is disrespectful of the careful planning and hard work demonstrated by Districts and staff across the province.

Again, while we appreciate that government has finally acknowledged *some* of the financial dire straights experienced by Districts across the province, we respectfully request that government reexamine how they fund Districts and instead provide the **stable, predictable and adequate funding** recommended to government by the Select Standing Committee on Finance and Government Services (SSCFGS) in 2015.

Sincerely,

Frank Lento, Board Chair,
SD5

CC: Select Standing Committee on Finance and Government Services
Christy Clark, Premier, BC
Mike DeJong, Minister of Finance
Bill Bennett, MLA Kootenay East BC
John Horgan, Leader, BC New Democratic Party
Rob Fleming, Education Critic, BC New Democratic Party
Teresa Rezasnoff, President, BCSTA
BCSTA for distribution to member Boards of Education
Mike Lombardi, Chair, Vancouver School Board
Glen Hansman, President BC Teachers' Federation
John Bird, President, BCCPAC
Shelley Balfour & Christina Smith, CFTA Co-Chairs
Debbie Therrien, DPAC Chair
Aaron Thorn, President, SD5 Administrators' Association
Charlie Beresford, Columbia Institute
Catherine Shaw, FACE BC Vancouver
Media

September 21, 2016

Select Standing Committee on Finance and Government Services
 Room 224, Parliament Buildings
 Victoria, B.C., V8V 1X4

Dear Committee Members:

Thank you for the opportunity to present our views on the needs of the K-12 public education system, and in particular, the specific need of students in Richmond.

As in previous years, this brief is presented to the Select Standing Committee on Finance and Government Services jointly by the Board of Education of School District 38 (Richmond), the Richmond District Parents Association, the Richmond Association of School Administrators, the Richmond Teachers Association, CUPE Local 716 and the Richmond Management and Professional Staff. Our joint presentation demonstrates the strong commitment to collaboration and cooperation that is shared by all associated with the Richmond School District – we are truly “focused on the Learner”.

Recommendations

Our school district has presented to the Select Standing Committee each year for the last five years, whether in person or through a written brief. We believe that you have heard us, and the other advocates of the public school system in BC, since your recommendations have consistently supported the need for adequate and sustainable funding of both school operations as well as capital and maintenance needs.

1. Provide Increased Funding For Student Instruction and Support

We feel we must continue our advocacy for adequate and consistent funding, because our need has not diminished in any significant way. Funding for the public education system in BC continues to lag behind that of other provinces in Canada, and the requirement that school districts reduce administration costs, imposed as part of Budget 2015, has further exacerbated the budget management problem for districts through out the province. While the decision by the provincial government to reinvest \$25 million of the \$54 million in administration costs that had been cut has helped, school districts need to have the entire \$54 million returned to the system. In addition, education funding has not kept up with inflation for many years, which has eroded the ability of school districts to provide the level of services required by our students.

Board of Education:

Debbie Tablotney - Chairperson
Donna Sargent – Vice Chairperson
Ken Hamaguchi Jonathan Ho Sandra Nixon
Eric Yung Alice Wong

Funding levels simply have not kept up with the service demands that school districts face. We continue to have an increasing number of students with complex needs, students who face mental health issues and a changing curriculum that demands more personalization and new approaches to learning. We cannot implement the new curriculum and provide the services that our students require without sustained additional funding. This needs to be remedied as soon as possible.

The Auditor General for BC has recently published a report on budget and expense management practices in BC school districts, and has concluded that districts do a good job in this area. As one of the school districts that was part of the AG's audit, we believe that this is an important report for us as a sector, since it gives the public assurance that monies are managed well. Additionally, a report on administrative costs, commissioned by the BC Association of School Business Officials, has documented evidence that administrative costs in BC are the lowest in all of Canada, and amongst the lowest in North America. Reports such as these demonstrate the efficiency with which the public education sector operates, and suggest that additional funding to the public education sector will be money well spent.

2. Institute Funding For Technology Investment

We appreciate the Select Standing Committee's strong support for the need to integrate technology and technology-related skills in the classroom. Technology is not a luxury – for our students in the modern world, technology is an absolute necessity. Currently, school districts are expected to fund technology acquisition from existing budgets. As previously demonstrated, existing budgets are insufficient to keep up with inflation, let alone provide funding for ongoing investments in technology tools for education. We ask that the provincial budget provide new funding targeted for technology investment, that would allow school districts to acquire, maintain and replace technology so that students are best prepared for the new curriculum and are able to acquire the skills demanded by modern society.

3. Increase Capital Funding For Facilities

The Select Standing Committee has consistently supported the need of school districts across the province for capital funding to meet emergent needs, especially as they relate to the need for space and seismic remediation. In Richmond, 23 of our 38 elementary schools have been evaluated to be of high seismic risk. Factoring in the possible liquefaction of soils in the Richmond area makes these high risk schools even more vulnerable. We also recognize that our schools will need to be an integral part of any local community support plan in the event of an earthquake, so the need to ensure that they are safe is paramount. Our district has therefore been working very closely with the Capital Branch of the Ministry of Education to develop a plan to remediate our schools.

As a Board, we recognize that the Ministry must have guidelines to ensure that facilities are well utilized in all school districts, so that investment in infrastructure is made efficiently. We welcome the Minister of Education's recent announcement that the 95% capacity target will no longer be in place, since we believe that the target afforded districts little flexibility in dealing with changing student demographics. Our community places a tremendous value on daycare and preschool programs that are located in schools – we believe that these uses should also be given value when determining appropriate utilization levels.

We urge the ministry to work with individual school districts to determine what a reasonable utilization rate is, taking into account local circumstances, including community uses that may fall outside of the direct mandate of the Ministry of Education.

Our Board has been working hard on a public consultation process over school closures. We expect to have a final decision within the next month, and are looking forward to sharing our long range facilities plan with the Ministry of Education. For our students, it is imperative that the approval of seismic remediation projects occurs on an urgent basis, and that there be flexibility around the determination of appropriate capacity utilization levels.

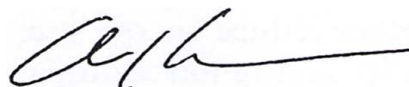
Conclusion

We appreciate the opportunity to present the Standing Committee with this brief. Trustees, staff and parents in Richmond are committed to ensuring that our K-12 system continues to be strong, vibrant and efficient. We are hopeful that our continued advocacy will result in improved funding for our sector, because we believe that there is no better investment than an investment in the children of BC.

Sincerely,



Debbie Tablotney, Chairperson
On Behalf of the Board of Education
(Richmond)



Al Klassen, President
Richmond Teachers' Association



Ross McLuskie, President
CUPE Local 716



Sean Harrington, President
Richmond Association of School
Administrators



Dionne McFie, President
Richmond District Parents Association



Joel Canlas, Richmond Management &
Professional Staff Representative

Cc Trustees
Superintendent of Schools
Stakeholder Presidents
Secretary Treasurer
Richmond MLAs
House Leader, Official Opposition
Education Critic, Official Opposition
BCSTA - For Distribution



550 Poirier Street, Coquitlam, BC Canada V3J 6A7 • Phone: 604-939-9201 • Fax: 604-937-6758

Learning for a Lifetime

September 20, 2015

Select Standing Committee on Finance and Government Services
Room 224, Parliament Buildings
Victoria, B.C. V8V 1X4

RE: Budget 2017 Consultations

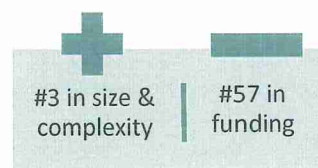
Dear Committee Members,

This letter is our formal written submission to the Select Standing Committee on Finance and Government Services by five key stakeholder groups within School District No. 43 - Coquitlam (SD43). We outline three serious concerns about the state of education funding in B.C. and specifically our district. We also offer three thoughtful recommendations.

CONCERNS

1. Education Underfunding Overall

Fairness and equity in funding B.C.'s 60 school districts is imperative. SD43 is B.C.'s third largest school district (of 60) with one of the most diverse and complex demographic profiles and population growth projections significantly higher than 97% of all school districts. Yet we are in the bottom 2% of all school districts for funding on a per student basis. SD43 has a balanced budget, sound fiscal management practices, proactive capital improvement plans, revenue generation successes, and some of B.C.'s highest student academic outcomes but we appear to be financially penalized for our efforts and successes compared to all other school districts.



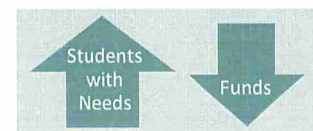
2. CommunityLINK Funding

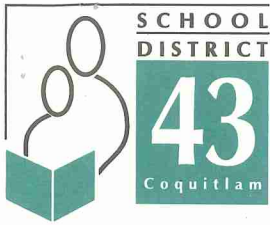
CommunityLINK and Vulnerable Student Supplement funding are important for supporting vulnerable students. However, both are significantly underfunded, there are allocation inequities among school districts, and the allocation method for the Vulnerable Supplement of redirecting existing money from within a school district's regular operational budget to its own Vulnerable Student program budget is ineffective and defeats the purpose.



3. Mental Health Support Funding

The Select Standing Committee on Children and Youth has identified that the support for students with mental health related challenges should be a number one priority. The rise of students who are struggling with anxiety, depression, suicidality, psychosis and other mental health and behavioral challenges is well documented. By many anecdotal accounts in SD43 and other school districts, these students are some of the most challenging for teachers, counsellors, administrators and schools to support. The numbers are overwhelming; many staff also do not feel equipped or trained to effectively work with these children. The existing funding is inadequate to support the increasing number of students and their increasingly challenging needs.





RECOMMENDATIONS

1. Education Underfunding Overall

Update the Ministry of Education K-12 funding allocation system and funding formulae including supplementary grants to attain equity across B.C.'s school districts, and more fairly allocate funding to larger school districts that have more complex challenges, diverse student populations, and higher costs of service delivery. Fund SD43 at least at the average level of school district funding. As one of the largest and fastest growing school districts with some of the most diverse and complex demographic profiles, SD43 is significantly underfunded to effectively deliver education services that are mandated by the Ministry of Education and needed and demanded by our communities.

2. CommunityLINK Funding

Increased funding to both the CommunityLINK and the Vulnerable Student Supplement and provide a more equitable allocation process among school districts, especially in growing districts such as SD43, to better support the increasing number of students in CommunityLINK and vulnerable students programs. Compounding the increasing amount of students are increases in salaries, fuel, and other related costs while funding has remained virtually unchanged. This has resulted in overall decreased service provision in each of the two programs.

The table below outlines SD43's Community Link and Vulnerable funding over the last 5 years as supporting information to our recommendation.

| Year | Community Link | Vulnerable | SD43 Total |
|------|----------------|------------|------------|
| 2011 | 1,415,180 | 1,076,932 | 2,492,112 |
| 2012 | 1,415,180 | 1,076,932 | 2,492,112 |
| 2013 | 1,406,433 | 1,076,932 | 2,483,365 |
| 2014 | 1,426,643 | 1,076,932 | 2,503,575 |
| 2015 | 1,422,270 | 1,076,932 | 2,499,202 |

The table below left compares the per capita funding based on SSI numbers from five different school districts to SD43. There is a large variance in the per capita funding. While the Social Services Index (SSI) is not the single and only indicator of vulnerability, it is an important one because it directly relates to financial needs of students. The table below right shows the increase in SSI students in SD43 from 2013 to 2015 (54; or; 4.6%).

| School District | 2014 SSI #s | Per Capita SSI Funding |
|-----------------|-------------|------------------------|
| Richmond | 517 | \$4,145.27 |
| Burnaby | 1,160 | \$2,339.99 |
| Coquitlam | 1,200 | \$2,086.31 |
| Gr. Victoria | 1,208 | \$3,166.60 |
| Vancouver | 2,693 | \$3,301.36 |
| Surrey | 3,943 | \$1,814.20 |

| Year | #SSI SD43 Students |
|------|--------------------|
| 2013 | 1,155 |
| 2014 | 1,200 |
| 2015 | 1,209 |

Furthermore, the increase in SSI numbers in Coquitlam has been different than the trend in Provincial population and SSI changes – while provincially the numbers are decreasing, in SD43 they are increasing. The chart below illustrates that as population increases or decreases, logically so does the SSI population. In SD43, an increasing student population over the years also reflects an increase in students reflected in the SSI yet our funding has essentially remained unchanged – resulting in less funding and service per student.

| Year | Provincial Student Numbers | Change | Provincial SSI Numbers | Change |
|------|----------------------------|----------------|------------------------|----------------|
| 2008 | 596,139 | | 35,900 | |
| 2014 | 510,422 | 14.4% decrease | 30,546 | 14.9% decrease |

| Year | SD43 Student Numbers | Change | SD43 SSI Numbers | Change |
|------|----------------------|----------------|------------------|----------------|
| 2008 | 29,998 | | 1,070 | |
| 2014 | 33,516 | 11.7% increase | 1,200 | 12.1% increase |

In 2012, the Ministry of Education added funding to school districts to support vulnerable students (Vulnerable Student Supplement, VSS), however the funding amounts for districts should be monitored and changed as vulnerable student numbers change.

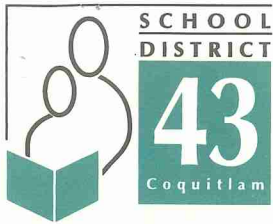
It is clear that SD43’s need to support vulnerable students is increasing, and that the allocations to districts have become inequitable. For SD43, an increase is needed to prevent the effectiveness of the grant from being diminished.

3. Mental Health Support Funding

Increase funding to support students with mental health related challenges and provide a model that will work with the Ministries of Children and Family Development and Health to provide wrap-around support for students. The increasing number of students who are struggling with anxiety, depression, suicidality, psychosis and other mental health and behavioral challenges is well documented. The numbers are overwhelming; many staff also do not feel equipped or trained to effectively work with these children.

In 2015 the programs local to SD43, Child and Youth Mental Health and START (formerly the Child and Youth Crisis Program), saw 652 and 425 youth respectively. These numbers may not fully reflect youth who attended hospitals for mental health concerns but did not subsequently access resources. However, using these numbers as a baseline and subscribing to the statistic that only 25% of youth with mental health concerns are accessing services, there are conceivably over 3000 students in the Tri-Cities not accessing mental health support.

The impact of adverse mental health on a student’s school attendance, safety, and academic success and even on a school’s culture and climate, is significant. In our current structure we are unable to meet the needs of many of these students, from helping them arrive to school regularly, and supporting students for re-integration after hospitalization or work with mental health professionals, to supporting academic progress and helping all students manage stress, anxiety etc.



550 Poirier Street, Coquitlam, BC Canada V3J 6A7 • Phone: 604-939-9201 • Fax: 604-937-6758

Learning for a Lifetime

There is no consistent provincial-wide plan for re-integration into the school setting, and no consistency or understanding of building protective factors and curriculum at the classroom level for students who struggle with mental health. The need is significant at middle and at secondary schools, and staff require additional expertise in dealing with these issues at the school level. Many school sites are establishing preventative approaches and climates to promote positive well-being, but there is little consistency and accountability in methodology. Many elementary aged children exhibit problematic behavior and inappropriate conduct and would benefit from CBT or other coordinated therapies in a school setting. Middle and high school aged children are falling out of school due to anxiety/depression issues and most recently, gaming addictions. School districts lack the expertise, training and the resources to attend to these children with a systemic, therapeutic approach.

As part of the solution, SD43 has proposed to the Ministry of Education to develop and run a provincially-funded pilot program in this area and are waiting to hear back on our proposal.

CONCLUSION

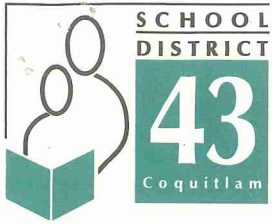
These reasonable, attainable and financially viable recommendations, if implemented, would provide SD43 with:

- Funding at a level that is at the average for all BC school districts – versus near the lowest funding level.
- The ability to better support vulnerable students, mental health and related social issues in schools.
- The ability to better support local, regional and provincial educational initiatives such as the new curriculum.
- The ability to undertake additional capital projects to meet seismic requirements and enrolment growth.
- The ability to meet the significant projected student enrolment growth over the next 20 years.

A robust K-12 education system that is adequately and equitably funded across school districts contributes to the personal, social and economic success of students, families, and the residents the school districts serve. In the case of SD43, as B.C.'s third largest school district, we serve three large urban centres and two suburban regions with a diverse population of almost 225,000, 70 schools, 33,000 students and 3,900 dedicated employees. The population is expected to grow by 140,000 by 2041 and this requires proactive planning and increased funding.

We understand the cost pressures that the B.C. Provincial Government faces. We also acknowledge the commitment by the B.C. Government for a \$564 million funding increase for K-12 education over the current three-year fiscal plan. However, it simply does not go far enough in addressing the serious overall funding shortfalls and inequity that some school districts face, especially SD43. When compared to much smaller school districts, with fewer schools, lower enrolment, and fewer challenges such as significant population growth, diverse and complex demography, increasing mental illness and related social issues in our region and schools, SD43 is not adequately or equitably funded.

In closing, we note that the Select Standing Committee on Finance and Government Services has acknowledged the cost pressures on school districts across B.C. and has recommended that the budget reflect increased funding for the public education system. We encourage the committee to also consider modifications to the funding allocation system and formulae to bring added fairness and equity to the system as well.



SCHOOL
DISTRICT
43
Coquitlam

550 Poirier Street, Coquitlam, BC Canada V3J 6A7 • Phone: 604-939-9201 • Fax: 604-937-6758

Learning for a Lifetime

We look forward to these recommendations being implemented in the upcoming budget, and thank you in advance for your efforts to maximize the resources available for public education in B.C. and for SD43.

Respectfully,

Judy Shirra
Chair
Board of Education

Ken Christensen
President
Coquitlam Teachers
Association

Dave Ginter
President
CUPE Local 561

Mark Clay
President
Coquitlam Principals'
and Vice-Principals'
Association

Craig Woods
President
District Parent
Advisory Council

cc SD43 Trustees
Ms. Patricia Gartland, CEO and Superintendent of Schools
Mr. Mark Ferrari, Secretary Treasurer
District MLAs
District Mayors and City Councillors
BCSTA



BOARD OF EDUCATION

Delivered via email: FinanceCommittee@leg.bc.ca

October 6, 2016

Select Standing Committee on Finance and Government Services
 Room 224, Parliament Buildings
 Victoria, B.C., V8V 1X4

Dear Chair Hamilton and Committee Members,

Thank you for the opportunity to submit input for the 2017–18 provincial budget deliberations. We appreciate the committee's careful discussion and the inclusion of public input.

School District No. 46 (Sunshine Coast) includes coastal communities of Langdale and Gibsons northwest through Roberts Creek, Sechelt and Halfmoon Bay to Pender Harbour and Egmont. Like elsewhere in British Columbia, there is evidence in our district of decreased resources for public education. Through careful strategic planning, tremendous community support and level enrolment numbers for the past couple of years, our district has consistently balanced our budget and provided outstanding educational opportunities for our students. To continue to offer excellence in all we do, we respectfully submit the following for your consideration.

Funding Stability

In 2016 The Ministry of Education has continued a recent trend of sudden and surprising policy changes for funding re capital projects, small rural schools and transportation. Although it was a great relief to see the end of administrative savings requirements, this and other positive funding announcements have been made mid year well after we have done extensive community consultation and made difficult decisions re the allocation of limited resources. This is disrespectful of our communities and of the tremendous efforts of staff to meet Ministry imposed deadlines for budget and calendar. We need increased funding for operational costs, such as Hydro increases, Next Generation Network, MSP premium increases, and WorkSafe BC premiums. These costs have been downloaded to the local level with a big impact on our budget. These pressures and the unpredictability of Ministry decisions impede community confidence in public education and strong relationships within our district with community partners.

Like other school districts we have aging facilities and there is increasing uncertainty regarding funding for capital projects and upgrades available. Once again, we request that the Ministry of Education increase funding for public education in British Columbia, establish that funding once per year and avoid policy changes within the school year. We need clarity regarding capital funding provided by the Ministry of Education. The past few years have seen several policy changes and created great uncertainty. A predictable multi-year funding model would help us to plan and implement facility replacements and upgrades in a much more efficient and inclusive manner.

New Curriculum Implementation

We appreciated the contribution announced in the fall of 2015 for funding support for the training of teachers on the new curriculum. Personalized learning, trades and technology and English language

support are areas that need stable funding in addition to the training of teachers in the new curriculum. We recognize that these requests have been made in the past and the need is still rising every year. Given that teachers will be implementing a new curriculum for the next few years, funding for new curriculum materials would help immensely to move through this major change to our education system. Greater and consistent funding for professional learning is essential and it must include more than teaching staff. Education assistants are important players in the support of students. Additional funds to train Education Assistants in the new curriculum would ease the transition.

Investment in Special Education

Our district regularly spends more money than we receive from the Ministry to ensure the needs of our most vulnerable students are met. The most severe structural deficit in the K–12 funding formula is the targeted funding we receive compared to the costs of sufficiently supporting students with needs that cannot be met with a regular program. The Learning Improvement Fund does not cover the shortfall. The proportion of special needs and vulnerable students has been rising on the Sunshine Coast (confirmed by provincial audits and UBC’s Early Development and Middle Years Development Indicator data).

We recognize and support the Ministry of Education’s study of self-regulation as an effective intervention for special needs students. This approach should be adopted as a universal classroom practice. Student mental health is a growing concern throughout the province. Preventative measures to help young people cope with these issues, particularly stress and anxiety are far more cost effective than trying later to support them as adults who lack coping strategies. As a rural district we do not have access to specialists such as psychiatrists to help youth. Greater funds dedicated to prevention in the early years would be a big step forward.

In contrast, the cancellation of funding available for specialized equipment makes it more difficult to support students on an individualized basis.

Adult Basic Education

We recommend reinstating tuition free upgrading for adult basic education. When adults want to upgrade to improve their prospects for good employment we want to support them however we can. The tuition requirement puts one more hurdle in front of these students and adds administrative load of regulating and collecting fees to our district.

Aboriginal Education

A commitment to implementing the actions of the Truth and Reconciliation Commission regarding indigenous people in Canada is a worthy step for every stakeholder in public education. We are proud of our district’s program for Aboriginal Education but recommend funding to allow school districts from across the province to move further ahead in helping communities learn and change by implementing the education related points proposed in the TRC recommendations.

To improve our delivery of fine education our province needs improved government investment. Public education for the children and families of the province is best way to assure a prosperous, healthy future.

Thank you for your consideration.

Sincerely,



Betty Baxter
Board Chair

pc: Trustees, Board of Education of School District No. 46 (Sunshine Coast)
Patrick Bocking, Superintendent of Schools
Nicholas Simons, MLA, Powell River-Sunshine Coast
All Boards of Education via BCSTA



SCHOOL DISTRICT No.69 (QUALICUM)

October 4, 2016

Honourable Mike Bernier
Minister of Education
PO Box 9150, Stn Prov Govt
Victoria, BC V8W 9H1

Dear Minister Bernier:

RE: Foundation Skills Assessment (FSA)

In a year of new curriculum implementation and the corresponding changes throughout the BC education system, our Board believes the traditional FSA to be an outdated and non-productive tool for assessing student learning.

You have acknowledged yourself that the broader objective of modernizing the education system requires a different measuring stick. We are aware that a redesigned FSA is to be piloted this fall in some districts and schools. Despite the acknowledgement that the current FSA is outdated, all districts are still required to administer the current FSA in January 2017.

At the regular board meeting of School District 69 on September 27, 2017 the following motion was passed:

***THAT** the Board of Education of School District 69 (Qualicum) support government collaborative approaches, including pilot programs, to find ways to approach provincial assessment as it relates to the newly designed curriculum. However, the Board does not support the added expense and time associated with the administration of an FSA test which the government acknowledges as outdated and incongruent with the re-designed curriculum. The Board requests that the Minister of Education exempt all districts from administering the January/February 2017 Foundation Skills Assessment.*

Your consideration of our request to remove the requirement for districts to administer this year's FSA is appreciated.

Sincerely,

Eve Flynn, Board Chair

c: SD69 Board of Education
Rollie Koop, Superintendent of Schools
Ron Amos, Secretary Treasurer
Norberta Heinrichs, President, Mount Arrowsmith Teachers' Association
Andrea Button, President, District Parent Advisory Council
Troy Forster, President, CUPE Local 3570
BC Boards of Education (via BCSTA)
Michelle Stilwell, MLA, Parksville-Qualicum
Scott Fraser, MLA, Alberni-Pacific Rim

File: 0530-10



SCHOOL DISTRICT No.69 (QUALICUM)

October 4, 2016

Honourable Mike Bernier
 Minister of Education
 PO Box 9150, Stn Prov Govt
 Victoria, BC V8W 9H1

Dear Minister Bernier:

RE: Select Standing Committee on Finance

As the province moves into its 2017-18 budget cycle, the Select Standing Committee on Finance and Government Services is seeking input from all sectors of the province. Input received is a valuable tool to assist the government in making the often times difficult decisions necessary for BC to be a vibrant and successful province.

From an educational perspective, the Select Standing Committee made the following three main recommendations for consideration within the context of Provincial Budget development:

1. *Provide adequate capital funding to school districts for facility improvements, seismic upgrades and additional schools in rapidly-growing communities.*
2. *Provide stable, sustainable and adequate funding to enable school districts to fulfil their responsibility to continue to provide access to quality public education, with recognition of the increased costs that school districts have incurred.*
3. *Review the Ministry of Education funding formula for programs and services, as well as administrative staff compensation levels to ensure adequate and competitive compensation.*

We understand that your ministry has had informal discussions and conversations with some districts and entities. Before we make a submission to this year's Select Standing Committee on Finance and Government Services, we request a written response to last year's recommendations.

Our School District recognizes and appreciates some targeted financial resources that have been released in the last few months to help alleviate some of the many challenges we are facing in areas such as transportation and capital projects that have been languishing due to lack of financial resources. Though targeted funding can help, it does not recognize the importance of school district specific needs and initiatives.

1. Is the government considering changes to the funding formula that will better reflect unique needs in individual districts? Some of this shift may include less targeted funding, with more funding that is at the discretion of each school district.

2. Though exempt staff salaries have been unfrozen, is the government willing to help districts with the associated costs of the implementation of regional principal/vice principal and district exempt compensation grids?
3. Will the government commit to stable, sustainable and adequate funding that will help districts with their operations that directly support services to students?

Thank you for your attention and we look forward to your response.

Sincerely,



Eve Flynn, Board Chair

- c: Premier Christy Clark
Honourable Michael De Jong, Minister of Finance
Michelle Stilwell, MLA, Parksville-Qualicum
Scott Fraser, MLA, Alberni-Pacific Rim
SD69 Board of Education
Rollie Koop, Superintendent of Schools
Ron Amos, Secretary Treasurer
Norberta Heinrichs, President, Mount Arrowsmith Teachers' Association
Andrea Button, President, District Parent Advisory Council
Troy Forster, President, CUPE Local 3570
BC Boards of Education (via BCSTA)

File: 0530-10