



**PUBLIC MEETING
OF THE BOARD OF EDUCATION**

Wednesday, April 11, 2012
6:00 p.m.

District Education Office
22225 Brown Avenue
Boardroom

A G E N D A

"Coming together is a beginning. Keeping together is progress. Working together is success"
~ Henry Ford

A – OPENING PROCEDURES

1. Call to Order
2. Correspondence
 - i. William VanOsch, Chairperson – School District No. 27 (Cariboo-Chilcotin)*
 - ii. Patti Bacchus, Chairperson – School District No. 39 (Vancouver)*
3. Ordering of Agenda

B – CONFIRMATION OF MINUTES

1. March 28, 2012*

C – PRESENTATIONS

1. Alternate Education and Community Connections – Michelle Schmidt

D – DELEGATIONS

E – CHAIR REPORT

1. Safe Schools Update

F – DEFERRED ITEMS

G – TRUSTEE MOTIONS

H – CHIEF EXECUTIVE OFFICER'S REPORT

1. Decision Items
 - a) Superintendent of Schools
 - b) Deputy Superintendent
 - c) Secretary Treasurer
 - i. Proposed Draft Policies: Stakeholder and Senior Team Feedback*
 - ii. Budget Process Bylaw (2nd Reading)*

2. Information Items
 - a) Superintendent of Schools
 - b) Deputy Superintendent
 - c) Secretary Treasurer

I – COMMITTEE BUSINESS

1. Committees of the Whole
 - a) 2011 - 2012 Finance
 - b) 2012 - 2013 Budget
 - c) Advocacy
 - d) Human Resources
2. Committee & Advisory Committee Reports
 - a) Aboriginal Education
 - b) Board Policy Development
 - c) District Student Advisory
 - d) Education
 - e) French Immersion Advisory
 - f) Inclusive Education
 - g) Transportation

J – QUESTION PERIOD

1. Trustee Questions
2. Staff Questions
3. Employee Group Questions
4. DPAC Questions
5. Public Questions

K – TRUSTEE REPORTS

1. BC School Trustees' Association
 - a) 2012 BCSTA Annual General Meeting Motions – Trustee Clarkson

Note: Due to the volume of documents, the motions are not provided in this package however, are available on the School District website attached to the electronic Agenda package
2. District Parent Advisory Council
3. Joint Parks and Leisure Services
4. Municipal Advisory & Accessibility
5. Ridge Meadows Community Arts Council
6. Ridge Meadows Education Foundation
7. Social Planning Advisory
8. Tzu Chi Foundation
9. Youth Society
10. Other Board Liaison Representative Reports
 - a) Good News Items
 - b) Public Disclosure of Closed Meeting Business*

L – OTHER BUSINESS

M – ADJOURNMENT

Every student deserves safe and supportive learning environments free of bullying behaviours

**Attachment*



To: Board of Education

From: Chairperson
Mike Murray

Re: **CORRESPONDENCE**

Date: March 28, 2012
(Public Board Meeting)

Information

- i. William VanOsch, Chairperson – School District No. 27 (Cariboo-Chilcotin)
 - (March 22, 2012)
- ii. Patti Bacchus, Chairperson – School District No. 39 (Vancouver)
 - (March 27, 2012)

RECOMMENDATION:

THAT the Board receive all correspondence for information.

Attachments



Board of Education of
School District No. 27 (Cariboo-Chilcotin)

P: 250.398.3833
F: 250.392.3600
350 Second Avenue N
Williams Lake, BC V2G 1Z9

22 March 2012

The Honorable George Abbott
Minister of Education
PO Box 9058 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Abbott:

Re: Support for Mediated Settlement

The Board of Education for School District 27 (Cariboo-Chilcotin) received a letter from the Cariboo-Chilcotin Teachers' Association requesting support for a mediated settlement in the labour dispute with the provincial government. The Board granted its support at the February open board meeting.

The Board feels the approach of both parties in contract negotiations continues to be ineffective and believes a more serious effort must be made to solve the dispute. Issues including wages, learning environments and economic austerity must be openly and honestly addressed.

Boards of Education in BC work with teachers every day, and as employers they must resolve problems as they arise with fairness and integrity. The approach the provincial government is taking with this dispute is eroding the relationship between boards and teaching staff. Under the labour relations model the provincial government is using, Boards are responsible for all aspects of employment except compensation. There is a disconnection between boards, government and teachers which is creating dysfunction in the relationship between the partners involved in education.

The responsibility for a fair and appropriate resolution to the dispute with teachers falls squarely on the provincial government's shoulders. The province is the authoritative body and must find a way to resolve the situation. The current banter is unproductive and the struggle for favourable public opinion is tiresome.

Yours truly,

FOR THE BOARD OF EDUCATION

William VanOsch
Chair

WV:ok

cc: Trustees, School District No. 27 (Cariboo-Chilcotin)
Mr. Bob Simpson, MLA
Ms. Donna Barnett, MLA
BC Boards of Education via BCSTA
Ms. Joan Erb, CCTA President

"Learning, Growing and Belonging Together"



Vancouver Board of Education

School District No. 39

BOARD OF SCHOOL TRUSTEES

1580 West Broadway

Vancouver, B.C. V6J 5K8

Telephone: 604-713-5000

Fax: 604-713-5049

March 27, 2012

Honorable George Abbott
Minister of Education
PO Box 9045, STN PROV GOVT
Victoria, BC
V8W 9E2

Dear Minister Abbott:

Re: Bill 22 – Education Improvement Act

I am writing on behalf of the Vancouver Board of Education regarding Bill 22 (Education Improvement Act).

On March 26, 2012, the Board passed a resolution directing me to write to you a letter outlining the Board's objections to Bill 22 and to make that correspondence available to the public.

I will also reiterate the Board's position that the current labour dispute must be resolved through negotiation, not legislation.

The Education Improvement Act is already causing disruption and damage to our otherwise world-class public education system. We fear it will continue to do so at a time in this province's history that requires all education partners to work respectfully, thoughtfully and collaboratively to achieve the system redesign that will allow today's students to meet their full potential as engaged and productive members of tomorrow's communities and economy.

We have worked hard in Vancouver to form successful and positive relationships with our employee groups that have enabled us to work together to find the best solutions to our shared challenges. Now Bill 22 is causing our valued education partners to feel bullied and disempowered, putting any real improvement to our education system in peril.

We support and respect the rights of employees to freely and collectively bargain the terms of their employment and we ask you to do the same.

The VSB has also passed a resolution calling for the appointment of an independent mediator. The mediator needs to be able to proceed without the parameters set by government that pre-determine the outcome of the process.

The VSB strongly opposes the Bill's provision for providing compensation to teachers who accept over-sized classes. Paying off teachers for working in overcrowded classes creates poor learning conditions, which is a betrayal of students and harmful to the quality of our schools.

Bill 22 (2012) provides no solution to the flaws in Bill 33 (2006).

Board of School Trustees:

Patti Bacchus - Chairperson

Mike Lombardi - Vice-Chairperson

Fraser Ballantyne Ken Clement Ken Denike

Cherie Payne Allan Wong Sophia Woo

Rob Wynen

.../2

Honourable George Abbott, Minister of Education
March 27, 2012
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In 2006, Bill 33 was passed over the objections of most education partners and all groups representing families of students with special needs. Many were vocal at the time in noting it was discriminatory in nature. It provided no assurance of appropriate supports for students with special needs. Combined with the past decade of chronic funding shortfalls, those students are worse off than ever. Bill 22 and the inadequate Learning Improvement Fund (LIF) are not solutions to this urgent issue.

The last thing our public education system needs is more conflict at the provincial level and more costly and time-consuming legal challenges.

Creating a demoralized teaching force that feels disrespected by its employers is not how we take our education system from good to great. Let's look to Finland's example of building positive relationships based on respect and trust, instead of the opposite direction you are taking us with Bill 22.

The VSB supports the Vancouver District Parent Advisory Council's request for the removal of Bill 22.

We appreciate that these are challenging times and repealing Bill 22 will take courage. A negotiated resolution will also take compromise. It will be worth it. Our kids and their future deserve nothing less.

Sincerely,



Patti Bacchus
Chairperson

cc: Trustees
Steve Cardwell, Superintendent of Schools
Rick Krowchuk, Secretary Treasurer
Vancouver DPAC
All BC School Boards
Vancouver MLAs
News Media



To: Board of Education

From: Chairperson
Mike Murray

Re: **ORDERING OF AGENDA**

Date: April 11, 2012
(Public Board Meeting)

Decision

RECOMMENDATION:

THAT the Agenda be ordered as circulated.



To: Board of Education

From: Chairperson
Mike Murray

Re: **APPROVAL OF MINUTES**

Date: April 11, 2012
(Public Board Meeting)

Decision

RECOMMENDATION:

THAT the Minutes of the March 28, 2012 Public Board Meeting be approved as circulated.

Attachment



PUBLIC MINUTES OF THE
BOARD OF EDUCATION MEETING
Wednesday, March 28, 2012 (6:00 PM)
DEO Board Room

IN ATTENDANCE:

BOARD MEMBERS:

Board Chairperson – Mike Murray
Vice-Chairperson – Eleanor Palis
Trustee – Susan Carr
Trustee – Ken Clarkson
Trustee – Kathy Marshall

STAFF:

Superintendent – Jan Unwin
Assistant Secretary Treasurer – Peter Bullock
Deputy Superintendent – Laurie Meston
Mgr. of Communications/Community Relations – Irena Pochop
Executive Assistant – Tracy Orobko

ABSENT:

Secretary Treasurer – Wayne Jefferson
Trustee Sarah Nelson
Trustee Dave Rempel

A. OPENING PROCEDURES

Call to Order

The meeting was called to order at 6:02 p.m.

The Chair welcomed and thanked everyone for attending.

1. **Correspondence**

- George Abbott, Honourable Minister – Ministry of Education (March 9, 2012)
Subject: Shared Services
- George Abbott, Honourable Minister – Ministry of Education (March 13, 2012)
Subject: BC Education Plan and Foundation Skills Assessment
- George Abbott, Honourable Minister – Ministry of Education (March 16, 2012)
Subject: Bill 22 – Education Improvement Act
- Art Erasmus, Chair – School District No. 82 (Coast Mountains) (March 14, 2012)
Subject: – Savings from Teachers' Strike

Moved: Trustee Clarkson

Seconded: Trustee Carr

THAT the Board receive all correspondence for information

CARRIED

2. **Ordering of Agenda**

Additions/Amendments:

Trustee Motions: Trustee Carr

Moved: Trustee Marshall

Seconded: Trustee Clarkson

THAT the Agenda be ordered as amended.

CARRIED

The Chair opened the floor to others wanting to speak to the Agenda.

B. CONFIRMATION OF MINUTES

1. March 7, 2012 Public Board Meeting Minutes

Moved: Trustee Palis

Seconded: Trustee Clarkson

THAT the Minutes of the March 7, 2012 Public Board Meeting be approved as circulated.

CARRIED

C. PRESENTATIONS

Pat Atkins, Registered Social Worker – Education, Awareness & Change:
BC Responsible & Problem Gambling Program

Ms. Atkins handed out information packages and began her presentation indicating the program is gambling neutral: neither promoting nor prohibiting gambling and further provided a power point on youth gambling highlighting the signs and sources of same.

Ms. Atkins attends schools, PAC groups and is interested in meeting with teachers to provide further assistance in bringing awareness to the matter through professional development. One of the programs offered at the secondary level includes use of an Ipad called, "Gam_iQ" – Gambling Awareness for Secondary Schools. www.bcreponsiblegambling.ca

The Chair opened the floor to questions and comments.

The Superintendent offered to provide a package to the Chair of the District Parent Advisory Council.

Moved: Trustee Palis

Seconded: Trustee Carr

THAT the Board receive the presentation for information.

CARRIED

D. DELEGATIONS

E. CHAIR REPORT

2012 Graduation Schedule

Discussion regarding the graduation scheduled ensued agreeing to provide reasonable opportunity for all Trustees to attend and/or provide a speech at the ceremonies.

F. DEFERRED ITEMS

G. TRUSTEE MOTIONS

Moved: Trustee Carr

Seconded: Trustee Palis

THAT the Board direct the Board Chair to send a letter to the Minister of Education indicating the Board's disappointment with the process that led to the mediator selection. While we are hopeful the mediator will have success it was our request in a letter dated March 8, 2012 that a mediator be selected that is acceptable to all parties.

CARRIED

H. CHIEF EXECUTIVE OFFICER'S REPORT

1. Decision Items

- a) Superintendent of Schools
- b) Deputy Superintendent
- c) Secretary Treasurer

2. Information Items

- a) Superintendent of Schools

Safe Schools Policy

The Superintendent provided a broader view of safe schools policies. School Districts will receive further information from the Ministry of Education regarding Government initiatives in due course.

Moved: Trustee Palis

Seconded: Trustee Clarkson

THAT the Board receive the Timeline and Process for addressing a Safe Schools policy that includes but is not limited to language on Sexual Orientation/Gender Identity for information.

CARRIED

- b) Deputy Superintendent
- c) Secretary Treasurer

2012-2013 Operating Budget Funding Announcement Overview

The Assistant Secretary Treasurer provided an overview of the funding announcement stating it is where staff expected it to be. Funding protection is in place due to the enrollment decline and the District is waiting for clarification from the Ministry of Education concerning the Administrative processes around administering of the newly identified funding categories: Learning Improvement Fund; Vulnerable Students; and Education Plan Supplement. Staff anticipates receiving answers which will be presented to the Budget Committee of the Whole on April 4, 2012.

Moved: Trustee Clarkson

Seconded: Trustee Carr

THAT the Board receive the Secretary Treasurer's report on the 2012-2013 Operating Budget funding announcement for information.

CARRIED**I. COMMITTEE BUSINESS****J. QUESTION PERIOD****K. TRUSTEE REPORTS**

BC School Trustees' Association. Trustee Clarkson confirmed an email will be sent regarding motions for the upcoming Annual General Meeting requesting the Board to review and provide questions for candidates.

Joint Parks and Leisure Services. Chair Murray reviewed park designs and reported on new sites in Silver Valley; also passed on the School District's appreciation for the organization of programs during the teachers' job action and during Spring Break.

Ridge Meadows Community Arts Council. Chair Murray commented on the recent successful fundraising event.

Youth Centre Society. Trustee Carr referred to the report included with the Public Agenda. Michelle Schmidt, District Vice-Principal Alternate Education and Community Connections, will be attending the next meeting; Route 29 (a project supporting housing for 17-24 year olds where prior support has been suspended to due age restrictions), is seeking donations of household items assisting with residences.

Good News Items.

Trustee Palis commented on an upcoming Alouette Addictions presentation for parents at Pitt Meadows Secondary School on Wednesday, April 4, 2012.

Trustees Carr, Palis and Chair Murray attended Maple Ridge Secondary School's Comparative Civilization's EPIC Project citing the powerful message behind the project acknowledging Mr. Beale and his class for the great work.

Trustee Carr reported on the Spring Break RCMP Youth Academy where her daughter attended offering a note of thanks to all of those involved with the program benefiting students. One of the largest contingencies of students was from School District No. 42.

Grade 10 Planning session job interviews are now in progress. The Board wished to thank all the staff who coordinate these events for the students.

Chair Murray congratulated the Pitt Meadows Secondary School boys on their success at a recent tournament paying tribute to those working with the basketball program.

L. OTHER BUSINESS

M. ADJOURNMENT

Moved: Trustee Clarkson

Seconded: Trustee Carr

THAT the meeting of the Board be adjourned at 6:58 p.m.

CARRIED

Mike Murray, Chairperson

Wayne Jefferson, Secretary Treasurer



To: Board of Education

From: Chairperson
Mike Murray

Re: **PRESENTATION**

Date: April 11, 2012
(Public Board Meeting)

Information

1. Alternate Education and Community Connections
- Michelle Schmidt, District Vice-Principal

RECOMMENDATION:

THAT the Board receive the presentation for information.



To: Board of Education

From: Chairperson
Mike Murray

Re: **CHAIR REPORT**

Date: April 11, 2012
(Public Board Meeting)

Information

RECOMMENDATION:

THAT the Board receive the Chairperson's verbal update regarding 'safe schools' for information.



To: Board of Education

From: Secretary Treasurer
Wayne Jefferson

Re: **PROPOSED DRAFT POLICIES:
STAKEHOLDERS AND
SENIOR TEAM FEEDBACK**

Date: April 11, 2012
(Public Board Meeting)

Decision

In accordance with the Board Policy Development Committee ("committee"), the attached draft policies and procedures (7110, 7110.1, 7210, and 7210.1), have been circulated by email to the stakeholders and Senior Team for feedback:

CUPE: Leslie Franklin, President
DPAC: Michelle Larose, Chairperson
MRTA: George Serra, President
MRPVPA: Shannon Derinzy, President
SR. TEAM: Jan Unwin, Superintendent
Wayne Jefferson, Secretary Treasurer
Laurie Meston, Deputy Superintendent
Dana Sirsis, Director of Human Resources
Stewart Sonne, Director of Instruction, Secondary and Adult Education
David Vandergugten, Director of Instruction, K-12 Education

The attached policies are now being presented to the Board for the public review portion of the process. Following the review process, the committee will have another opportunity to review the policies before they are again presented to the Board for approval.

The attached procedures are included for information only.

RECOMMENDATION:

THAT the Board Policy Development Committee recommends policies 7110 and 7210 as presented to the committee at its February 29, 2012 meeting, be received by the Board for continuation with the consultation process.

Attachments



SD 42 POLICY: 7110

WHISTLE BLOWER PROTECTION

PHILOSOPHY

The Board of Education (“Board”) is strongly committed to upholding ethical standards in the School District and will foster and maintain an environment where employees can work safely and appropriately without fear or retaliation. All employees, and others performing work on behalf of the School District, are expected to conduct themselves in a professional manner, adhere to applicable laws and Board Policies and Procedures that apply to their work activities in addition to demonstrating ethical behavior in all their decisions and interactions.

The Board expects employees, and others that we deal with, who have serious concerns about any aspect of the School District’s operations with respect to potential evidence of wrongdoing, to come forward and voice those concerns.

AUTHORITY

The responsibility for the day to day administration and enforcement of this Policy rests with the Superintendent of Schools and the Secretary Treasurer as authorized by the Board of Education. Reports of workplace wrongdoings may be made to the Board Chairperson or with the Superintendent or Secretary Treasurer.

The provisions of this Policy are independent of, and supplemental to, the provisions of collective agreements between the School District and its Unions relative to grievance procedures and to any other terms and conditions of employment.

POLICY VIOLATIONS

It is a violation of the Policy for anyone to knowingly make a false complaint of wrongdoing or to provide false information about a complaint. Individuals who violate this Policy are subject to disciplinary and/or corrective action, up to and including termination of employment.

APPROVED:



SD 42 PROCEDURE: 7110.1

WHISTLE BLOWER PROTECTION

INTRODUCTION

The Board of Education (“Board”) is committed to the highest standards of openness, honesty and accountability. Employees are often the first to realize there may be something seriously wrong within the School District (“District”). The Board encourages employees, acting in good faith, to report what the employee reasonably believes to be true and reasonably believes to be an improper activity by District officers or employees.

DEFINITIONS

For the purpose of this procedure:

Board – is the Board of Education, School District No. 42 (Maple Ridge-Pitt Meadows)

Employee – applies to all officers, directors and employees of the District as well as to all other stakeholders having an interest in the District including suppliers, consultants and contractors.

Good Faith – is evident when a report is made without malice or consideration of personal benefit and the employee has a reasonable basis to believe the report is true.

Reportable Activity – is any unlawful, illegal, unwanted action or inappropriate/unethical behavior and can include:

- An unlawful act, whether civil or criminal;
- Questionable accounting practices;
- Falsifying District records;
- Theft of cash, goods, services, time or fraud;
- A dangerous practice likely to cause physical harm or damage to property; and
- Retaliation, reverberation or reprisal for reporting under the Policy.

This list is not all inclusive but is intended to give an indication of the kind of conduct which may be considered as ‘reportable activity’.

This does not include personal actions taken in the course of conducting the District’s business where such matters are most appropriately addressed by reference to the applicable collective agreement or employment contract.

Report – is an oral or written disclosure of information made through the processes described below.

DUTY TO DISCLOSE

THE Board expects that an employee who is aware/witnessed of any improper activity or wrongdoing will bring the matter to the attention of the Board and give the District a reasonable opportunity to investigate and take corrective actions appropriate to the circumstances.

PROTECTION OF EMPLOYEE AND EMPLOYER

Employee:

Any employee who files a report or raises a concern under this Policy will be protected if the employee:

- Provides the information in good faith;
- Believes it to be substantially true;
- Does not act maliciously or make false allegations; and
- Does not seek any personal or financial gain.

All reports under this Policy will be handled with strict confidentiality and personally identifiable information from the report will be shared only to the extent necessary to conduct a complete and fair investigation.

If an employee files a report or raises a concern under this Policy, the District will not retaliate against him or her in any manager, including dismissal or demotion, because of the reporting.

If an investigation reveals that the report was frivolously fraudulent or malicious complaint made or undertaken for improper motives or made in bad faith or without reasonable and probable basis, disciplinary action may be taken.

Employer:

Nothing in the Policy shall be deemed to diminish or impair the rights of the District to manage its employees under any Policy or collective agreement; or to prohibit any personnel action which otherwise would have been taken regardless of the reporting of information.

REPORTING A COMPLAINT

Employees and stakeholders may submit a complaint about any Reportable Activity to the Board Chairperson ("Chair"), Superintendent or Secretary Treasurer at the School Board Office, in either of the following ways:

- Confidential email; and
- Completing a Complaint Report Form by regular mail.

INVESTIGATION

Upon receiving a complaint, Chair, the Superintendent or Secretary Treasurer will record the receipt of the complaint and determine whether the matter is, in fact, a Reportable Activity under this Procedure.

If the Chair, Superintendent or Secretary Treasurer determines the complaint is a legitimate Reportable Activity, he or she will open a file and commence an investigation in a timely manner.

The investigation generally will include, but will not be limited to, discussions with the reporting employee, the party against whom the allegations have been made and witnesses, as appropriate. Employees shall not obstruct or impede any investigation. Reasonable actions will be taken to prevent retaliation against anyone making a good faith report or participating in an investigation.

The Chair, Superintendent or Secretary Treasurer may enlist Senior Management and/or outside legal, accounting or other advisors, as appropriate, to assist in conducting any investigation. All investigators shall be independent and unbiased both in fact and appearance. Investigators have a duty of fairness, objectivity, thoroughness and observance of legal and professional standards.

It is the obligation of all employees to cooperate in any investigation. Those responsible for the investigation will maintain confidentiality of the allegations and the identity of the person involved, subject to the need to conduct a full and impartial investigation and remedy any violations of law or the Board's policies.

If an investigation establishes that an employee has engaged in improper activity or reportable activity the Board will take immediate and appropriate corrective action.

RECORD OF PROCEEDINGS

Records of all formal and informal resolutions, hearings, and reviews will be kept by the appropriate person: Chair, Superintendent or Secretary Treasurer.

Any records concerning employees will be maintained in accordance with all applicable laws and regulations.

ANNUAL REPORT

The Chair, Superintendent or Secretary Treasurer shall submit to the Board, in a Closed Board meeting, an annual summary of actions taken under this Policy. The summary will include reports received and acted upon during the school year, July 1st to June 30th.

APPROVED:



SD 42 POLICY: 7210

PERSONAL/SEXUAL HARASSMENT

The Board of Education (“Board”) recognizes the right of all persons associated with the School District to learn, work, conduct business and otherwise associate in an environment that is free from personal/sexual harassment. The Board is committed to a workplace and school system free from personal/sexual harassment.

Another form of harassment, cyberstalking, also occurs in both the workplace, and school environment, either because the perpetrator is unhappy, frustrated, upset or disappointed with management, a fellow worker or fellow student.

The Board believes personal/sexual harassment of an employee interferes with the right of that person to work in the position of their choice.

The Board believes personal/sexual harassment of a student interferes with the right of that student to receive an equal educational opportunity.

The Board believes employees and students should be protected against personal/sexual harassment regardless of whether the perpetrator is an employee or a student.

The Board believes the District may prevent personal/sexual harassment from occurring through greater awareness and sensitivity to the issue and will endeavor to empower people to handle potential personal/sexual harassment situations themselves.

The Board believes training programs for employees are desirable and that informational programs for students are desirable.

The Board expects all employees and students will refrain from engaging in personal/sexual harassment behaviours and all employees will provide positive role models to the students in their care.

Allegations of personal/sexual harassment will be treated seriously. All personnel are responsible for ensuring any allegation of harassment is dealt with immediately and confidentiality in accordance with this policy and regulation.

Protection against harassment extends to incidents occurring at or away from the workplace or school, during or outside working, or instruction hours provided the acts are committed within the course of the employment or teacher/student relationship.

APPROVED:

SD 42 PROCEDURE: 7210.1

PERSONAL/SEXUAL HARASSMENT

1. PREAMBLE

Harassment is usually a statement about power and the victim is hesitant to seek help out of fear of reprisal. Harassment should be considered intolerable for it is only by changing attitudes that the workplace and schools will ever be free of harassment.

2. DEFINITION

Personal/sexual harassment is any unwanted and/or inappropriate comment, conduct or action of a personal sexual nature which has the purpose or effect of detrimentally affecting the working/learning environment or leads to adverse job-related or schooling-related consequences for the victim of harassment.

Personal/sexual harassment, which usually has a negative effect on the victim's ability to learn and/or work, is:

- An expression of power, authority or control through personal or sexual means.
- Coercive in nature.

3. PRACTICES WHICH CONSTITUTE PERSONAL/SEXUAL HARASSMENT

Personal/sexual harassment encompasses situations in which personal sexual demands are foisted on employees or students, or in which they must endure unwanted or unwelcomed sexually-oriented comments or behavior. It is not necessary that tangible economic rewards be attached to involvement in the behavior.

Example of personal/sexual harassment include:

- A personal/sexual advance, a request for sexual favours, other sexually-oriented remarks or behavior which is known, or ought reasonably to have been known, by the person making the advance, request or remarks or engaging in the behavior, to be unwanted or unwelcomed by the recipient.
- A personal/sexual advance, a request for sexual favours, other sexually-oriented remarks or behavior made by a person in a position of trust and/or responsibility with the power to grant, confer or deny a benefit, privilege, or advancement to an individual in a less powerful position, such as a supervisor-employee or teacher-student relationship, where the person making the advance or request knows, or ought reasonable to know, that it is unwanted or unwelcomed by the recipient.

- A personal/sexual advance, a request for sexual favours and/or other verbal or physical conduct of a sexual nature when submission to such conduct is made a term or condition of employment or submission or rejection of such conduct is used as a basis for employment decisions.
- A personal/sexual advance, a request for sexual favours and/or other verbal or physical conduct of a sexual nature when such conduct unreasonably interferes with work or learning performance or creates an intimidating, hostile or offensive working/learning environment.
- A reprisal or threat of reprisal, or the denial of opportunity for the rejection of a sexual advance or request for sexual favours.
- Subjecting an individual to unwanted groping, propositions, leering, inappropriate comments of a sexual nature, off-colour jokes or obscene gestures.
- The display or distribution of sexually demeaning comments, pornographic and/or exploitative pictures, cartoons and graffiti in School District facilities, or on School District technology such as facsimile machines, copiers, and computer or in any material produced on School District premises.

Cooperation with the harassment as a result of threats or promises does not invalidate a claim of personal/sexual harassment.

Some forms of personal/sexual harassment such as child abuse, sexual assault, pornography, libel, slander or defamation of character, may be actionable.

4. GUIDELINES FOR DEALING WITH PERSONAL/SEXUAL HARASSMENT

A student or employee may seek a remedy from several sources:

- Pursuant to the School District's policy and regulation on personal/sexual harassment.
- Under collective agreements.
- Pursuant to applicable College of Teachers by-laws and policies governing the professional conduct of members.
- By the filing of a complaint with the Human Rights Council of British Columbia through the Justice System.

The Board of Education ("Board") is obligated under the *Human Rights Act* to investigate all cases of personal/sexual harassment brought to its attention.

5. INFORMAL RESOLUTION OF A COMPLAINT

Complainants are encouraged, but not required, to immediately tell the other person when his/her behavior is considered inappropriate and unwanted and ask that the unwanted conduct stop. Persons should comply immediately with the request without retaliation.

A complaint may be brought to the attention of any employee at the school or district level should the complainant not wish to file a formal written complaint.

The complainant may request that the employee meet with the alleged harasser with a view to obtaining an apology and an assurance that the offensive conduct will not be repeated.

The complainant may request that the employee meet with the alleged harasser with a view to obtaining an apology and an assurance that the offensive conduct will not be repeated.

The complainant may request that the employee meet with the alleged harasser with a view to arranging a meeting where the complainant can advise the alleged harasser of his/her discomfort and concern with the employee in attendance. The employee could then assist both parties to reach an acceptable resolution.

Alleged harassers will be informed immediately when a complaint has been filed against them.

6. FILING A FORMAL COMPLAINT

A complaint is to be filed, in writing, with the complainant's school Principal or department supervisor, unless the Principal/Supervisor is the alleged perpetrator in which case the complaint is to be filed with the Superintendent or Secretary Treasurer. Alleged harassers will be informed immediately that a complaint has been filed against them.

Within five (5) days of receiving the complaint a meeting will be held with the complainant, followed within ten (10) days by a meeting with the alleged harasser who will be provided a written statement of the allegations and afforded an opportunity to respond. Both parties have the right to have a second party of their choosing attend each meeting.

If a mutually acceptable solution is not achieved the matter will be referred to the Superintendent or Secretary Treasurer within ten (10) days of the meeting with the alleged harasser. The written complaint, the alleged harasser's written account of the incident(s) and a summary of discussions to date will be forwarded with the referral to the Superintendent/Secretary Treasurer. The Superintendent/Secretary Treasurer will convene a meeting within five (5) days and recommend action(s) to the Board of Education except in situations where an MRTA or CUPE member may be disciplined, in which case the Superintendent/Secretary Treasurer will adhere to the respective collective agreement.

Incidents of personal/sexual harassment will be documented and placed on the employee's file. Where the employee is covered by a collective agreement, the provisions of the collective agreement with respect to the employee's file, will apply.

Reports of personal/sexual harassment will be kept completely confidential, involving as few people as possible, with the goal of protecting both parties and stopping the behavior.

Retaliation in any form against any person who has filed a complaint relating to personal/sexual harassment is forbidden. If it occurs, it could be considered grounds for dismissal of staff or removal from the education setting for a student.

It is recognized that false or malicious complaints may damage the reputation of, or be unjust to other persons. Should a person be found to be making false allegations, he/she may be subject to disciplinary action.

7. INDEPENDENT INVESTIGATION

In certain instances the Board of Education may appoint an outside investigator.

APPROVED:



To: Board of Education

From: Secretary Treasurer
Wayne Jefferson

Re: **BOARD POLICY DEVELOPMENT
COMMITTEE RECOMMENDED
CHANGES – GOVERNANCE MODELLING**

Date: April 11, 2012
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

At the February 29, 2012 Public Board meeting, the Board adopted the motion to rescind the Budget Process Bylaw by approving first reading.

The reasons to rescind the bylaw and create a Board Policy are still valid and therefore, the recommendation is to move second reading.

RECOMMENDATION:

THAT the Board rescind Annual Budget Bylaw: November 10, 2008 and replace with a Board policy as per the Procedure Bylaw on Non-Financial Bylaws under Part E – section 3.01 (d).

IT IS FURTHER RECOMMENDED THAT the attached Budget Process Bylaw, November 10, 2008, be rescinded as read a second time.

Attachments



COPY

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Wayne Jefferson

Re: **BOARD POLICY DEVELOPMENT
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Date: February 29, 2012
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Decision

BACKGROUND/RATIONALE:

All Boards of Education in the Province are governed by the Provincial *School Act* (the “Act”) and Regulations. Under Part 6 – Boards of Education section of the Act, the Act sets out the broad terms of reference for the governance role of Boards and the role of Trustees.

To be legally binding, all Board of Education decisions must be made by formal resolution or bylaw at a properly constituted Board meeting (section 65 (4) of the Act). Both methods carry equal weight as a Board enacts its authority under the *School Act*.

A formal resolution requires a motion be moved and seconded, and to receive a majority of votes cast following an opportunity for debate and amendment, and one reading of the final motion.

A bylaw also needs to be moved and seconded but it requires majority approvals at three readings, bylaws being usually reserved for matters of more formal and continuous nature than resolutions. For example, regulations governing the use of Board property or for setting Board meeting procedures.

The use of bylaws is also required for certain Board actions, as specified in the *School Act* by Regulations:

- Adoption of annual or amended operating budgets (section 113, the Act);
- Establishment of student and parent appeal procedures against decisions made by Board employees (section 11(3), the Act);
- Implementing of the Board’s capital project plan by means of a capital borrowing and expenditure bylaw (section 143, 144 the Act); and
- Acquisition or disposal of Board property (section 86(5), the Act); and establishment of Trustee elections arrangements (sections 45, 46, the Act).

A bylaw may not receive more than two readings at any one Board meeting unless all of the Trustees present agree to hold all three readings at that meeting. The bylaw must be read in full at each reading unless there is a written copy of the bylaw or each Trustee and or each member of the public present at the meeting in which case a reading may consist of the bylaw's title and a summary of its contents (section 68, the Act).

A policy will be more consistent with the Board's approach to governance through policy development, while still ensuring opportunities to consider further at a future Board meeting, similar to a bylaw. The proposed policy which will replace the bylaw will more accurately reflect the current practices of the Board with respect to the budget development and monitoring. One of the significant changes is that the Budget Development committee, which is a Committee of the Whole, will replace the District Executive committee described in the bylaw and this change will ensure a greater degree of Board involvement at all stages of the budget development. The increased reporting will also allow for greater transparency throughout the process.

PROPOSED ACTION

The following bylaw is proposed to be considered for rescinding:

Annual Budget Bylaw – November 10, 2008

To be replaced by the following policy:

Operating Budget – 4203

It is further recommended the Board review other bylaws to improve the effectiveness and efficiencies of conducting the Board's business at its meetings. The Board Policy Development Committee will forward other bylaws for the Board's consideration in the future.

This action to rescind or amend a previously adopted bylaw and replace the rescinded bylaw with Board Policy through Board approved resolutions should greatly improve the efficiencies and management of the Board's governance model.

RECOMMENDATION:

THAT the Board rescind Annual Budget Bylaw: November 10, 2008 and replace with a Board policy as per the Procedure Bylaw on Non-Financial Bylaws under Part E – section 3.01 (d).

IT IS FURTHER RECOMMENDED THAT the attached Budget Process Bylaw, November 10, 2008, be rescinded as read a first time.

Attachments

BUDGET PROCESS BYLAW

GENERAL

- 1.0 The Board of Education of School District No. 42 (Maple Ridge - Pitt Meadows) believes that an inclusive cost centre based budget aligned with Board Goals and Ministry guidelines is an imperative. To this end the Board recognizes its responsibility to pass a balanced budget while holding student success and achievement paramount.
- 2.0 The Board will approve two budgets annually a Preliminary Budget which must be passed by June 30 of each year and a final budget. The Preliminary Budget is based on Ministry projections and funding allocations provided in the spring of each year. A final budget which is typically passed in February, based on actual enrolment numbers and final funding based on the Autumn Recalculation.
- 3.0 The Board further believes that performance reporting should connect financial and non-financial information. Of particular relevance is point five of the BC Reporting Principles, which speaks to linking resources, strategies and results, to stress the importance of showing the way in which resources influence results and how efficiently those results are achieved.

The BC Reporting Principles are to be incorporated in annual and financial reports.

1. Explain the public purpose served.
2. Link goals and results.
3. Focus on the few, critical aspects of performance.
4. Relate results to risk and capacity.
5. Link resources, strategies and results.
6. Provide comparative information.
7. Present credible information, fairly interpreted.
8. Disclose the basis for key reporting judgements.

TIME LINES

- 1.0 Preparation of the Preliminary Budget will generally align to the time line attached as Appendix "I". Dates will be amended to conform to Board Meeting days, Ministry guidelines, statutory holidays and weekends.

PROCESS

- 1.0 Two Trustees will be appointed by the Board - the Chair of the finance committee and one other - to attend all budget deliberations of the District Executive Committee and keep the Board informed on proceedings.
- 2.0 Stakeholder Groups and the public will have the opportunity to provide input into the Budget Process prior to the completion of a Draft Preliminary Budget and prior approval by the Board of the Preliminary and Final Budgets.
- 3.0 Budget Managers will be responsible for preparing Preliminary Budgets reflecting their needs for delivering the outcomes of their budgets.
- 4.0 Each Budget Manager is responsible for ensuring that the budget approved for the Cost Centre they are responsible for is not overspent and that anticipate outcomes are achieved.
- 5.0 Budget Managers are responsible for developing and presenting a Preliminary Budget that aligns with Board Goals and highlights.
- 6.0 Budget Managers will present and defend budget proposals at the District Executive Committee. Budget submissions will be prepared utilizing the forms attached as Appendix "II".
- 7.0 The District Executive Committee will, on a yearly basis, review and where appropriate modify the Districts funding algorithms for funding of schools.
- 8.0 The District Executive Committee will prioritize and recommend for the Boards approval both a Preliminary Budget and Final Budget detailing all funding requested and additions or deletions made to Cost Centre Budgets at each budget meeting of the District Executive Committee. Final versions of the Preliminary and Final Budgets will include: Cost Centre Budget Summaries, detailed representations of budget additions, and deletions by date as decided by the District Executive Committee and a copy of the budget in the Ministry format.
- 9.0 The final approved budget as detailed in 8.0 will be made available to the public and posted on the District Website.
- 10.0 Once a year an outcomes based report of achievements and funding will be prepared for the Board in a format similar to that of Appendix "III".

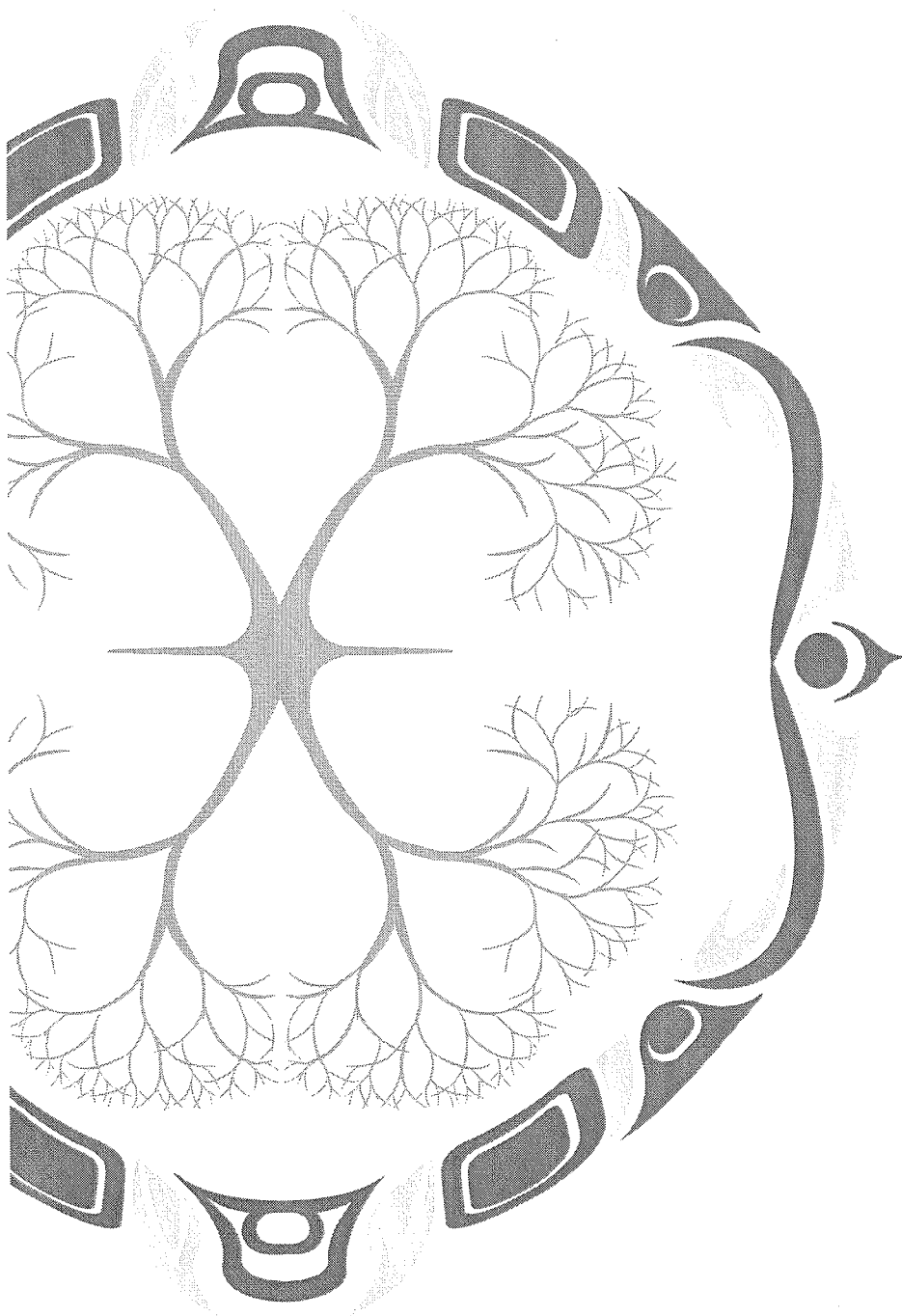
BUDGET PROCESS BYLAW – NOVEMBER 2008

A BYLAW by the Board of Education of School District No. 42 (Maple Ridge - Pitt Meadows) (hereinafter called the "Board") is to rescind the attached Budget Process Bylaw – November 2008.

Read a second time the 11th day of April, 2012.

IBCSTA

2012 AGM Motions



108th Annual General Meeting
April 26-29, 2012
Hyatt Regency, Vancouver

Honouring Traditional Learning
in the 21st Century:
A Journey of Discovery

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Extraordinary Motions

E1. POLICY BOOK – REPEAL AND REPLACE POLICY BOOK

Submitted by: BCSTA Board of Directors

Be it resolved:

That BCSTA repeal its existing policies and replace them with the proposed foundational statements and policies as attached.

Rationale:

Following on the work of BCSTA's Ad Hoc Committee on BCSTA Policies, at AGM 2011, amendments to BCSTA's bylaws were adopted that:

- give the Legislative Committee the responsibility of maintaining the Association's policies and making recommendations for changes to the Board of Directors
- create two types of policies that would continue in force until repealed and would act as an ongoing guide to the actions and advocacy of the Association: Foundational Statements and Policies
- give the Board of Directors authority to adopt operational guidelines to provide ongoing guidance to the Board and to the staff with respect to carrying on the business of the Association
- require the Board of Directors to report to the AGM on Operational Guidelines adopted during the year.

Foundational Statements are enacted by the membership in general meeting by extraordinary motion (2/3 majority) using a ballot vote. They reflect the Association's core beliefs and values. These are numbered with an **FS** in the new policy book.

Policies are enacted by the membership in general meeting or by Provincial Council on an interim basis. They should be consistent with Foundational Statements and will be included in the policy book with the relevant Foundational Statement (except for interim policies that must be confirmed at the next Annual General Meeting). These are numbered with a **P** in the new policy book.

Process

It has been the Legislative Committee's task during this past year to revise the BCSTA policy book to reflect the new categories, and to update, consolidate and archive to make a coherent document that will be a reference point for AGM and PC motions. Most of the proposed policies are based on the existing policies, often consolidated and reworked to update language, clarify intent, and eliminate duplication.

Foundational statements were drafted either using wording from the existing policies or by synthesizing the underlying principles from existing policies.

There are also some policies shown as "new": these have been taken from AGM resolutions from recent years that appear to have been intended to operate as policy, even if they did not specify that they were being adopted as policy, or from current BCSTA advocacy.

AGM 2012 Motions
Extraordinary Motions

Because of the amount of consolidation and re-ordering, the entire set of policies will be repealed and replaced.

During the past year, the Legislative Committee has consulted with the Education Committee, Finance Committee and the Aboriginal Education Committee about policies specifically related to their jurisdictions, the Board of Directors and Provincial Council.

BCSTA's existing policies can be accessed online (http://www.bcsta.org:8080/docushare/dsweb/Get/Document-43186/2009_BCSTA_Policies.pdf), and the proposed new *Association Policies* is attached.

AGM 2012 Motions
Extraordinary Motions

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BCSTA's existing policies can be accessed online (http://www.bcsta.org:8080/docushare/dsweb/Get/Document-43186/2009_BCSTA_Policies.pdf), and the proposed new *Association Policies* is attached.



British Columbia
School Trustees
Association

Draft Updates to Policy Book 2012

BCSTA POLICIES

Policy statements express the beliefs and objectives of the BCSTA membership pertaining to relevant matters.

The policies of the Association provide an ongoing guide to the actions of the Association. The following comprise the policies of the Association:

- a. Foundational Statements enacted by the membership in general meeting by extraordinary motion to express the Association's core beliefs and values. These are numbered with an FS in blue.;
- b. Policy Resolutions passed by the membership in general meeting or on an interim basis by Provincial Council. These are numbered with a P in orange.

Policies continue in force until repealed by the members.

Provincial Council may also enact policy in accordance with its authority under the bylaws to establish criteria for payment of expenses and levying of dues, set investment policy and limits on borrowing, and regulate its meetings. (cross link to Bylaw 7 & 14)

The Legislative Committee is responsible for the maintenance of the Association's policies, and may recommend changes to the Board of Directors for presentation to the membership.

The policy statements contained in this manual are categorized under nine major headings. It is intended that they will serve as a framework of continuous action on the part of elected officials of the Association, its staff, and trustees in every part of British Columbia; also, that the policies will be added to and amended as directed by the membership.

1. BCSTA

1.1FS Mission

The mission of the BC School Trustees Association (BCSTA) is to support and advocate for effective public boards of education in British Columbia.

The mission of BCSTA is driven by the following beliefs:

- a. We believe that a high-quality public education system is the foundation of a democratic society.
- b. We believe that improving student achievement is the key work of locally elected boards of education.
- c. We believe that the interests of BC students are best met through local decision-making with an engaged community.
- d. We believe that an important role of BCSTA is to provide a strong, representative voice for boards of education throughout the province.
- e. We believe that an important role of BCSTA is to help build effective boards of education by providing development, communications, and support services.

1.2FS Values

As the provincial organization for school trustees in British Columbia, the BC School Trustees Association believes:

- a. that school trustees and boards are our valued clients;
- b. that serving the needs of school districts is our prime focus;
- c. that value for investment by members is our commitment;
- d. that positive communication among all the educational partners, including government, is necessary;
- e. that collaboration and cooperation are essential common goals;
- f. that the Association must act with integrity, endorse an open style, and respect the diversity of regions and communities.

1.3FS Representation Mandate

In its advocacy, BCSTA will preserve and promote the following principles:

- a. publicly-elected control of education in accordance with principles of co-governance
- b. appropriate local autonomy in decision-making and practice
- c. public influence and involvement in establishment of education policy.

BCSTA will assist member boards of education to promote community acceptance of the above principles, and will represent its member boards in advocacy with respect to matters affecting public education, provincial decision-making, relevant legislation, and government policies and practices affecting public education.

1.3.1P BCSTA Communications

BCSTA is committed to communicating with internal and external audiences on matters of concern to BC boards of education.

BCSTA's internal audience includes trustees, member boards of education, and those boards' senior staff. External audiences include the education partners, other levels of government, special interest groups, media and the general public.

1.3.2P BCSTA Sponsorship Requests

BCSTA only financially supports events where it is directly involved in the planning or delivery.

1.3.3P External Advocacy

BCSTA maintains full responsibility for, and control of, the Association's advocacy activities. It does not participate in the advocacy activities of other organizations except where specifically approved by the Board of Directors.

1.3.4P Collective and Individual Voice of Members

BCSTA is the voice of elected public boards of education in BC and is recognized as such by the Ministry of Education. BCSTA also recognizes that individual boards have the right to directly present their views to the Minister and Ministry and the public, whether or not they agree with BCSTA stated positions.

1.4FS Stewardship

Careful stewardship of its resources increases BCSTA's ability to serve its member boards, and increases the effectiveness of its advocacy on behalf of public education. Fair allocation of BCSTA resources for the benefit of members increases member satisfaction.

Note: According to BCSTA bylaws, Provincial Council has responsibility for investment policy and member fee allocation criteria. These can be found in the section for Provincial Council policies.

1.4.1P Kilometrage Rate

The benchmark for BCSTA's kilometrage rate is the federal government's maximum allowable kilometrage rate for income tax purposes.

Note: Regulation 7306 of the *Income Tax Regulations* provides for a maximum amount per kilometer (regularly adjusted) that can be claimed as a deduction from business income for use of an automobile for income tax purposes.

2. PUBLIC EDUCATION GOVERNANCE

2.1FS Co-Governance

BCSTA believes that the British Columbia public education system is most effectively served when the relationship between the boards of education and the Province is one of co-governance.

Co-governance is the sharing of governance responsibility between two agencies, each having responsibility within their respective spheres, but sharing the same goals and objectives. It does not assume equality of authority. In the relationship between the Province and the boards of education, it is recognized that the Province can, through legislation, change the sphere of responsibility of the boards.

The *School Act* establishes a co-governance model for public education in BC.

New Foundational Statement

2.1.1P Co-Governance Principles

A co-governance model should operate in accordance with the following principles:

- a. Separate and complementary spheres of decision-making
 - i. Co-governance partners accept and respect each other's legitimate roles.
 - ii. Boards of education function as a link between a community and the provincial education system, and are a means by which citizens hold the education system accountable.
 - iii. Co-governance partner responsibilities are interdependent, not mutually exclusive.
 - iv. Authority, responsibility and accountability must be aligned.
- b. Communication and consultation between partners
 - i. Co-governance partners should communicate regularly and frequently and seek to work cooperatively.
 - ii. Co-governance implies appropriate inclusion in decision-making, which requires a practice of involving boards in planning and seeking input prior to provincial decision-making, particularly for decisions that may significantly impact the boards.
 - iii. Co-governance attempts to reduce surprises and enhance stability. Through formal and informal communication, partners should be kept apprised of actions that may impact each other.
 - iv. Communications are respectful, timely, and partner-to-partner.
 - v. Formal processes bring partners together to communicate, plan and renew their mutual goals.

New Policy Statement

2.1.2P Roles & Responsibilities

BCSTA believes that the roles of the provincial and local governors of the public education system can be broadly defined as follows:

- a. The provincial government is responsible for creating, reviewing, and refining a legislative framework that:
 - i. mediates among the competing interests and values manifested by various public constituencies and translates public priorities into strategies to achieve such objectives;
 - ii. enshrines the rights and responsibilities of the participants in public education, and provides them with the authority to fulfil their responsibilities;
 - iii. establishes standards for educational programs.
- b. The provincial government is also responsible to:
 - i. provide funding that allows students across the province to have equitable access to an appropriate quality of programs and services in keeping with the standards articulated in the legislative framework;
 - ii. ensure that boards of locally elected school trustees are held accountable for the delivery of required programs and services, and that boards have the flexibility necessary to deliver a range of programs and services that respond to local situations and priorities.
- c. The provincial government is accountable to the provincial electorate for the framework it sets, and for the quality of program and service delivery achieved in the province as a whole.
- d. Boards of education are responsible for:
 - i. implementing provincial requirements in locally responsive ways;
 - ii. mediating among the competing interests and values within a community, and translating community priorities into locally responsive programs and services;
 - iii. ensuring that learning outcomes and standards for educational programs and services are achieved;
 - iv. making effective use of funding to provide district students with equitable access to these programs and services;
 - v. ensuring that district schools are accountable for the programs and services they deliver, and that educators have the flexibility necessary to deliver the services in responsive ways; and
 - vi. ensuring that the local electorate has adequate information about the functioning of the board to hold the board accountable for the standard of program and service delivery achieved in the district's schools.

2.1.3P Flexibility

Boards require maximum flexibility to carry out their responsibilities and respond to the needs of students and communities.

2.1.4P Communication with the Minister

Recognizing the co-governance model for education in this province, the Minister of Education should meet regularly with board representatives and the BCSTA Board of Directors to discuss issues in public education.

New Policy from Resolution L42 of 2006 AGM

3. BOARDS OF EDUCATION

3.1FS Accountability of Boards of Education

Boards are accountable:

- a. to the provincial government for the expenditure of provincial education funding ;
- b. to local communities for the effective and efficient use of board resources;
- c. to the provincial government for implementing provincial programs and achieving provincial standards; and
- d. to local communities for doing so in ways that reflect local priorities and values.

3.1.1P Regionalization of Services

BCSTA opposes any initiative by the provincial government to force the regionalization of any K-12 educational, instructional or support services.

3.1.2P District Boundaries and Amalgamations

BCSTA believes in the preservation of local autonomy. BCSTA will only support amalgamation of existing school districts when the change will be to the total educational and economic advantage of the districts concerned, including an improvement in the local educational environment that would not be possible at similar cost within current school district boundaries.

No amalgamation or district boundary change should be implemented without prior consultation with and among all districts involved.

3.1.3P Board of Education Communications

BCSTA encourages each board of education to develop appropriate policy to guide communications practices used by the board of education and by school district staff.

4. STUDENTS

4.1FS Purpose of Public Education

The purpose of the British Columbia public school system is to enable all learners to develop their individual potential and to acquire knowledge, skills and attitudes that will contribute to a healthy, democratic, pluralistic and sustainable society.

4.2FS Development of Student Potential

BCSTA believes in the dignity and worth of each individual student.

The public school system should strive to challenge, encourage and support all students to maximize their individual potential. This calls for development of the whole child, including intellectual, social, emotional and physical development. This responsibility is shared by the school system, family and community.

4.2.1P Intellectual Development

Public schools should develop the ability of students to analyze critically, reason, think and learn independently, communicate effectively, and appreciate and employ different forms of inquiry, thought, expression and understanding.

4.2.2P Health-Promoting Schools

Schools should promote student achievement and health through teaching and learning, school environment, culture and organization, partnerships, supports and services.

4.2.3P Preventive Health Care Programs

BCSTA recognizes the importance of preventive health care and educational programs and supports the cooperation of the Health, Social Development and Education Ministries in establishing, funding and reviewing programs designed to maintain wellness, and prevent injury and other debilitating conditions.

4.2.4P Substance Misuse Prevention

BCSTA endorses:

- a. Curriculum that informs students about substance misuse, encouraging attitudes and behaviours that reduce or eliminate the non-therapeutic use of chemicals;
- b. Provision of sufficient legal and regulatory powers to school authorities in order to protect the learning environment from disruption arising from substance misuse;
- c. Treatment of victims of substance abuse by health and social agencies to whom schools can refer;
- d. Demonstrable commitment by adults in schools, board employees, trustees and others, to substance misuse prevention so that their examples serve to reinforce program objectives.

4.2.5P Sodium Reduction Strategy

BCSTA supports the goal of reducing sodium intake of Canadians.

New Policy from Resolution 11 of 2011 AGM

4.2.6P Student Sexual Orientation and Gender Identity

BCSTA encourages and supports school district policies that specifically address the safety concerns of, and prohibit discrimination against lesbian, gay, bisexual, and trans-gendered students, as well as students who are questioning their sexual orientation or gender identity and those who are harassed due to perceptions of their gender identity or sexual orientation.

New Policy from Resolution 5 of 2005 AGM

4.3FS Child Poverty and Learning

Given that socioeconomic status has a strong correlation with student achievement, personal well-being, and access to education services, BCSTA supports the elimination of child poverty in Canada.

4.4 FS Student Assessment and Evaluation

Student assessment is an important aspect of accountability of the education system for student achievement. It is appropriate that the schools, the districts, and provincial authorities are involved.

New Foundational Statement

4.4.1P Principles of Student Assessment and Evaluation

Assessment* and evaluation** methods and tools should:

- a. Be grounded in solid knowledge of how students learn;
- b. Be based on clear and realistic expectations related to the aims of the curriculum;
- c. Be used in ways that are consistent with the purposes and limitations of the methods and tools used;
- d. Be flexible enough to meet the needs of a diverse student body;
- e. Be designed to determine whether or not standards of performance are achieved, rather than rank-order students or schools.

One form of assessment and evaluation used is provincial examinations.

Note:

***Assessment:** *The systematic gathering of evidence about what a student knows and is able to do; a statistical measure.*

****Evaluation:** *The making of judgments about the quality of a student's performance (e.g., the quality of a demonstration, the appropriateness of an attitude or behaviour, or the correctness, completeness or depth of an answer).*

4.5FS Child Protection

BCSTA believes that boards of education play an important role in supporting the prevention, detection and treatment of child abuse.

4.5.1P Child Protection

BCSTA believes that boards of education and school authorities should:

- a. Provide training for students and employees in the avoidance, detection and reporting of child abuse;
- b. Ensure that suspected cases of child abuse are reported to the appropriate authorities in keeping with legal requirements and agreed protocols;
- c. Assist health and social service professionals in the treatment of students who are victims of child abuse by providing appropriate support to those children in the school environment;
- d. Work with other public and private agencies in the delivery of child abuse prevention programs, reporting and investigation procedures, and professional development activities.

4.6FS Services for Students

BCSTA believes in inter-ministerial cooperation and collaboration for the benefit of students.

New Foundational Statement

4.6.1P Coordination of Services

BCSTA is committed to the following principles with regard to services to students:

- a. Boards and agencies need to take a coordinated and comprehensive approach to the provision of social, health and other support services to students;
- b. Services need to be provided by individuals or agencies with the appropriate expertise; and
- c. The costs of providing social, health and other support services for students that are outside the mandate of the Ministry of Education should be the responsibility of the appropriate agencies.

4.6.2P Support for Immigrant and Refugee Programs

BCSTA believes that there needs to be a clear recognition in public policy and funding that boards of education:

- a. are front-line settlement service providers and partners in the process whereby immigrant and refugee students and their families are assisted in efforts to become integrated members of Canadian society;
- b. play a key role in the settlement process which goes beyond simply helping students to develop their English language skills – the only function for which school districts are currently funded – and to become productive, effective participants in the local, regional and national economies.

New Policy from Resolution 11 of 2006 AGM

4.6.3P Neighbourhood Learning Centres

BCSTA supports the Neighbourhood Learning Centre (NLC) concept and advocates for NLC development in existing facilities where possible as well as in new ones. . The Ministry of Education should take the lead in developing a cross-ministerial policy that would inform and encourage participation of other ministries, local governments, and community entities and provide a framework for planning and development that is supported by appropriate funding,

New Policy from Resolution 4 of 2010 AGM

5. EDUCATIONAL PROGRAMS

5.1FS Educational Programs Objectives

BCSTA believes that the educational programs should address literacy, critical thinking and problem-solving, communication, collaboration, and creativity and innovation, as well as aesthetic, cultural, numerical, scientific and technological literacies.

5.1.1P Provincial Curriculum Development, Funding and Implementation

BCSTA believes that the introduction of new provincial curricula or programs should be based on a sound rationale, and that these require corresponding financial resources for school districts for initial and continuing in service opportunities and instructional resources so that educators can implement the programs effectively.

5.1.2P Rural Education

BCSTA believes in equitable access to quality public education for rural students in their local communities.

New Policy from Resolution 5 of 2010 AGM **5.2FS Addressing Student Differences**

BCSTA supports the use of a variety of instructional strategies for addressing student differences, including the adaptation of learning resources, timelines, assessment and evaluation strategies and pedagogical techniques.

5.3FS Aboriginal* Education

BCSTA respects the heritage, histories, and cultures of Aboriginal peoples.

BCSTA encourages and promotes active participation of Aboriginal peoples in all aspects of the public education system of British Columbia.

*"Aboriginal" includes First Nations, status and non status; Métis; and Inuit. In the BC school system, students are identified as of Aboriginal ancestry based on self-identification.

5.3.1P Aboriginal education and General Curriculum

BCSTA supports the inclusion of Aboriginal perspectives within the broader curriculum.

5.3.2P First Nations' Languages

BCSTA supports initiatives and programs that will ensure the survival and revitalization of First Nations' languages in British Columbia.

5.4FS Multiculturalism

BCSTA believes public schools should recognize and value the multicultural reality of Canada and British Columbia.

5.4.1P Multiculturalism: Goals and Objectives

BCSTA supports the following goals and objectives with regard to multiculturalism:

- a. That all students should understand and appreciate core Canadian values as reflected in the *Canadian Charter of Rights and Freedoms*.
- b. That all students should learn to appreciate and value the historical, current and future contributions of the diverse cultural, linguistic and ethnic communities to the social and economic well-being of Canada.
- c. In supporting these goals, it is recognized that objectives and programs should be developed and implemented that will:
 - i. help students develop a personal sense of identity through becoming acquainted with their cultural heritage;
 - ii. assist students in learning to understand and appreciate the perspectives of different ethnic and cultural groups;
 - iii. integrate culturally sensitive programs and practices within the curriculum and learning environment of the school.
 - iv. assist in integrating immigrants into Canadian society and in raising awareness and understanding of immigrant issues.

It is recognized that strategies to achieve these goals and objectives include the development of school district policies that describe beliefs, goals and objectives, implementation strategies and evaluation methods in relation to the promotion of multiculturalism.

5.5FS Program Evaluation

Programs delivered in the public school system of British Columbia should be assessed and evaluated regularly for the purpose of improving the quality of education.

5.5.1P Principles of Program Evaluation

BCSTA believes that program assessment* and program evaluation** should be based on the following principles:

- a. Assessment instruments must be appropriate to the purposes of the assessment and used in ways consistent with the limitations of the instruments.
- b. The number and nature of assessments should not place undue pressure on instructional time or financial resources.
- c. It is the responsibility of the locally elected board of education to evaluate the effectiveness of schools, programs and locally developed curriculum.
- d. It is the responsibility of the Education Ministry to evaluate provincial achievement levels and provincially developed curriculum.
- e. Assessment of student achievement, whether measured by provincial examinations or standardized tests, or other means, is not, by itself, a sufficient means of evaluating people, schools or curriculum. Student achievement is influenced by many variables, of which staff performance and curriculum are only two.
- f. Evaluations of staff performance and curriculum must not be based on student achievement alone.

Note:

**Program Assessment: A statistical measure of an education program.*

***Program Evaluation: A judgment of quality of an educational program.*

6. TEACHERS

6.1FS Teacher Education and Professional Growth

BCSTA believes boards of education have a responsibility to support the training of teachers, and to provide a working environment that promotes ongoing professional growth.

6.1.1P Teacher Development

BCSTA believes that:

- a. The ultimate purpose of teacher in-service programs is the improvement of student achievement.
- b. It is the professional responsibility of teachers to participate regularly in in-service programs to remain current with the most recent teaching methods, materials, and programs.
- c. All teacher in-service programs should have clearly defined purposes and be evaluated appropriately.

BCSTA encourages boards of education to:

- a. Provide practicum opportunities to student teachers in collaboration with teacher education programs.
- b. Support exemplary teachers to serve as sponsor teachers and mentors.
- c. Promote opportunities for teachers serving as mentors and/or sponsor teachers.
- d. Develop and maintain liaison with institutions providing teacher education.

BCSTA encourages faculties of education to:

- a. Remove from teacher training as early as possible those students who, through evaluation, are deemed unlikely to be successful.
- b. Facilitate the continued professional growth of teachers by expanding the accessibility of their credit and non-credit course offerings.

6.1.2P Teacher Training for Special Needs Students

Faculties of education in BC should provide mandatory training and strategies for working with students with special needs.

New Policy from Resolution 10 of 2009 AGM

7. PERSONNEL AND EMPLOYEE RELATIONS

7.1FS Collective Bargaining

BCSTA believes that boards of education, collectively or as individual boards, have the responsibility for bargaining with their employees.

7.1.1P Role of Locally Elected Boards of Education in Bargaining

Any provincial bargaining with employee groups should be done under the collective direction of boards of education through BC Public School Employers' Association (BCPSEA) as their representative. Any local bargaining should be done under the direction of the district's board of education.

7.1.2P Collective Bargaining Objective

The objective of collective bargaining is to achieve collective agreements that promote and foster harmonious employer-employee relations and enable the provision of quality educational services to learners.

7.1.3P Teacher Bargaining

BCSTA supports some form of bargaining of collective agreements with teachers on a province-wide basis to enable boards to maintain their shared goals and objectives.

Any teacher bargaining system in BC should include a process that allows for meaningful input from every board.

8. EDUCATION FINANCE

8.1FS Government Support for Education

BCSTA believes the government must provide predictable, stable, sustainable funding, allocated equitably and transparently, that meet the needs and priorities of boards of education to provide high quality educational programs for all students.

New Foundational Statement

8.1.1P Private Education

BCSTA believes that government funds for education should be used only to support public education, including First Nations schools, not private education.

New Policy from Resolution 29 of 2007 AGM

8.1.2P One-Time Grants

The Minister of Education should, whenever possible, provide ongoing block increases rather than one-time or application-based grants, recognizing that locally elected boards of education are in the best positions to allocate funds appropriately to meet local needs and priorities.

New Policy from Resolution 21 of 2005 AGM

8.1.3P Targeted Funding for Aboriginal Education

BCSTA supports-Ministry of Education targeted funding for Aboriginal education.

New Policy from Resolution 22 of 2005 AGM

8.1.4P Fully Funded Mandates for Boards of Education

When the mandate of boards of education is expanded, the government should provide boards with additional funds to cover the necessary costs of the expansion.

New Policy from Resolution 15 of 2009 AGM

8.1.5P Inflation

Government should fully fund boards of education for the increases in their costs attributable to inflation.

New Policy from Resolution 26 of 2011 AGM

8.2FS Tax Exemptions

BCSTA supports the principle that all expenditures for construction and operation of public schools are in the public interest, and should accordingly be exempted from all federal and provincial sales taxes.

8.3FS Special Education

BCSTA believes that provincial funding should be provided for the full costs associated with supporting students with special needs.

9. SCHOOL PREMISES, FACILITIES, SERVICES

9.1FS Safe Environment

All students and staff are entitled to a safe learning and working environment.

New Foundational Statement

9.1.1P Earthquake Protection

BCSTA strongly endorses the general principle that structural and non-structural seismic upgrading of schools and emergency preparedness are a high priority for school districts.

Substantive Motions: Boards of Education/Trustees

2. MINISTRY REPORTING REQUIREMENTS

Submitted by: Cowichan Valley Board of Education

Be it resolved:

That BCSTA request the Ministry of Education decrease ministry reporting requirements

Rationale:

This motion seeks to decrease ministry reporting on the rationale that we are as boards and districts swimming in an overwhelming and unfunded obligation to report on a variety of matters to the ministry which do not positively impact our kids in the classrooms, but rather reduce our ability to deliver the real substance of learning.

The expense of this paperwork is building in a further shortfall as we continue to attempt to meet the needs of our kids and our staff without acknowledgement of the cost of these time and effort demands within our operating grant.

Substantive Motions: Student/Curriculum

3. RECOGNITION OF ABORIGINAL LEARNERS' DEMONSTRATED KNOWLEDGE OF CULTURE AND TRADITIONS

Submitted by: Aboriginal Education Committee

Be it resolved:

That BCSTA urge the Ministry of Education, in its initiative to broaden recognition of learning that takes place outside of educational programs provided by boards of education, to fairly recognize and acknowledge within the BC Education Plan the Aboriginal culture and traditional experiences of learners.

Rationale:

BC's Education Plan will mean more choice for students and families with respect to how, when and where learning takes place.

The BC Education Plan states, "We will expand our current learning credential program to better recognize learning that takes place outside of the classroom – like arts, sports, science and leadership programs – so that students are fairly acknowledged for this work."

The provincial Aboriginal cultures and traditions provide many valuable and legitimate learning opportunities for their students. The BC Education Plan should include examples of traditional learning opportunities that may be recognized with credit.

4. INTEGRATED SYSTEM OF EARLY CARE AND LEARNING

Submitted by: Education Committee

Be it resolved:

That BCSTA request:

- 1. that the provincial government assign the responsibility and targeted funding for all early childhood programs to the Ministry of Education. They are currently the responsibility of multiple ministries including Ministry of Health, Ministry for Children and Family Development and Ministry of Education.**
- 2. that early childhood programs and funding be administered by local boards of education.**

Rationale:

The Education Committee considered this referred motion at its meetings of October and December 2011. After much discussion, the Committee recommends that the motion be returned to AGM for further consideration and action. The rationale for returning the motion to AGM is:

1. Education Committee members were unable to find any consensus amongst their branch members on whether to approve or endorse the motion;
2. Education Committee members themselves were unable to reach consensus on approval or endorsement of the motion;
3. During their investigation of the matter, Education Committee members came to understand that a unified approach to early childhood care and education under the control of the Ministry of Education is a highly complex matter, for example:
 - a. Moving resources and personnel from one ministry to another is a sensitive political matter that would require extensive negotiation;
 - b. Some of the information and services for children currently under the control of other ministries is highly sensitive and confidential, so moving them to the Ministry of Education would require new protocols and assurances of continued privacy;
 - c. Changing the focus of the ministry from education to childhood programs, while it may have some advantages, is also a major adjustment in emphasis.

Therefore the Education Committee passed the following motion at its meeting of February 23, 2012.

That the committee chair and vice-chair bring the referred motion back to the AGM and that the Senior Director, Education advise the Legislative Committee about this motion and seek advice on proper process including whether to inform the originating board.

5. BC EDUCATION PLAN IMPLEMENTATION AND FLEXIBILITY

Submitted by: Northern Interior Branch

Be it resolved:

That BCSTA work with the Ministry of Education to identify and resolve issues surrounding the implementation process of the BC Education Plan; and

That BCSTA work with the Ministry of Education to ensure that boards of education have the necessary flexibility to address local circumstances and needs.

Rationale:

Throughout the province there are many unknowns regarding the plan and its implementation, specifically:

- Relationship among Project Based Learning Assessment, IRPs, and provincial examinations;
 - Equitable access to learning resources such as bandwidth, technology, and teacher training.
-

6. IMPACT OF BC EDUCATION PLAN

Submitted by: Kootenay Boundary Branch

Be it resolved:

That BCSTA work with the Ministry of Education and boards of education to study the possible financial impact of the proposed changes by the Ministry arising from the BC Education Plan, and that BCSTA report back the results of the study to the membership no later than AGM 2013.

Rationale:

The BCSTA should explore the cost of implementation to the districts: curriculum development; reorganization of the marking system; impact on special needs students; and the process of development of individual plans and cost of resources.

7. POVERTY AND STUDENT ACHIEVEMENT

Submitted by: Kootenay Boundary Branch

Be it resolved:

That BCSTA request the Ministry of Education to provide boards of education with the necessary resources to enable them to address the effects of child poverty on student achievement in British Columbia and to report on the plan for doing so by September 2012.

Rationale:

Poverty has a clear impact on student achievement. Children in poverty do not have equal access to educational opportunities when they come to school hungry and do not have necessary access to technology. Breakfast programs are needed in many schools; existing LINK funding is not sufficient to meet the many and varied needs identified by school authorities.

8. CHILD POVERTY REDUCTION PLAN

Submitted by: Northern Interior Branch

Be it resolved:

That BCSTA urge the government to include trustees as active partners in the development of specific, meaningful targets and timelines for a comprehensive child poverty reduction plan.

Rationale:

- As co-governors of public education we believe that trustees need be partners in decisions that affect students in our care. Key pieces are missing if local education communities are not at the table.
- According to Statistics Canada, child poverty in British Columbia went from 14.5 per cent to 16.5 per cent, increasing every year for eight consecutive years.
- The private member Bill M209, *Poverty Reduction Act* (http://www.leg.bc.ca/39th4th/1st_read/m209-1.htm), was introduced by NDP MLA Shane Simpson and given first reading in the Legislature on November 23, 2011. If enacted, it would require a lead minister to be appointed to develop a poverty reduction strategy and for that minister to appoint an advisory committee from a specified list of stakeholders. Boards of education were not specifically included in that list.

9. BC TECHNOLOGY EDUCATION ADVISORY COMMITTEE

Submitted by: Nanaimo-Ladysmith Board of Education

Be it resolved:

That BCSTA support the immediate establishment of a provincial program advisory committee as recommended in the *Best Practices Guide* of the BC Technology Education Association to assist in the establishment of a basic equipment inventory that school districts could use to develop realistic budgets. The committee would be composed of representatives from industry, post-secondary training, and teachers of technology education.

Rationale:

The British Columbia Technology Education Association, a BC Teachers' Federation Provincial Specialist Association, produced a Best Practices Guide (www.bctea.org/best-practices-guide) in October 2011 that reported on the state of technology education in BC schools. The report recommended a number of measures be taken to improve the equipment, teaching qualifications and safety practices in providing technology education to students.

It also recommended the establishment of a "provincial program advisory committee to assist in the establishment of a basic equipment inventory that school districts could use to develop realistic budgets. This group ... would have a good understanding of costs related to tools and equipment necessary to carry out technology education programs. The advisory committee's recommendations and opinions should carry the weight of practitioners with industry experience."

The Nanaimo/Ladysmith Board of Education supports the formation of such a committee as we believe the support for technology education has fallen over time, and it is critical that districts have the teachers, equipment and programs to provide students with opportunities to become qualified tradespeople in the near future. Vancouver Island will be receiving \$8 billion in federal shipbuilding contracts and, currently, does not have adequate numbers of skilled tradespeople to fill the positions that will be created by these contracts.

The province needs to show leadership in the improvement of technology education in BC schools. It should work collaboratively with technology educators to ensure that our students are able to take advantage of the opportunities that a 21st century trades training can provide.

10. SCHOOL CHOICE AND SCHOOL SPORTS

Submitted by: Kootenay Boundary Branch

Be it resolved:

That BCSTA request BC School Sports to review the rules and regulations governing student athlete eligibility to give greater weight to the maximization of opportunities for students to participate and compete in extracurricular sports not offered at their “home” schools.

Rationale:

Since 2002, BC students have had the right to attend schools outside of their catchment areas or school districts subject to availability of space and facilities. Students and families make choices based on a wide variety of factors. Student athletes are restricted in their choices by rules requiring them to sit out a year of eligibility for BCSS competition if they transfer from the school at which they started Grade 8, if they have competed for that school in that sport, except in very limited circumstances or as approved by the Eligibility Committee.

There is provision for schools in small rural or isolated communities to apply to jointly sponsor a team but there is no general right to compete on the team of a neighbouring school if the student’s home school does not offer a team for the desired sport.

The purpose of the rules restricting transfers is expressed to be “to ensure fair and equitable competition for all student athletes participating in BCSS restricted competition.” The rules give little weight to the maximization of the opportunities for students to participate on school teams. Students whose “home” schools do not offer competitive teams in a school sport should be enabled to play the sport for a neighbouring school, or to change schools for the purpose of playing a sport not offered at their “home” school.

11. RIGHT TO BIKE: A PROVINCIAL YOUTH CYCLING FRAMEWORK

Submitted by: Vancouver Board of Education

Be it resolved:

That BCSTA request the provincial government to work with the BC Cycling Coalition (BCCC) to establish a comprehensive cycling education framework including standards and a certification program.

Rationale:

The Vancouver School Board is committed to clean, green and healthy transportation and aims to be a leader in providing staff and students with opportunities to adopt an active transportation lifestyle that results in long-term behaviour changes and healthier citizens. Providing consistent youth bicycle and traffic safety education across the province based on best practices and successful modelling will have a positive impact on the health, well-being and development of children in British Columbia.

The BCCC in its document *Right to Bike: A Provincial Cycling Framework* (www.vsb.bc.ca/sites/default/files/12Jan30_op_comml_Item1.pdf) recommends that a lead organization, supported by a board of partners and stakeholders, establish and coordinate a standard for cycling skills and safety education for BC. The proposed standard would include a linear progression of levels, mirroring children's physical and cognitive levels, that would allow anyone to progress at their own pace to the level that suits their needs and ability. A certification program tied to the standard would be licensed to parties interested in delivering certified cycling training.

12. ELIMINATION OF FOUNDATION SKILLS ASSESSMENT TESTING

Submitted by: Cowichan Valley Board of Education

Be it resolved:

That BCSTA call for the elimination of the Foundation Skills Assessment.

Rationale:

Personalized learning will require personalized assessment. Foundation Skills Assessment is an outdated model that is not appropriate or useful to Personalized Learning.

13. HISTORY OF BRITISH COLUMBIANS OF CHINESE DESCENT AND OF THE INDIGENOUS PEOPLE

Submitted by: Vancouver Board of Education

Be it resolved:

That BCSTA request the Ministry of Education to review and incorporate the history of British Columbians of Chinese descent and of the Indigenous People into the learning objectives of BC school curriculum. This includes their contributions and recognizes the adverse effects of BC's policies on their respective communities.

Rationale:

In BC, the history of Chinese is very much intertwined with that of the Indigenous people, e.g., they were both denied free land given to new settlers, they were both denied voting in BC until the late 1940s, they intermarried, etc. The current BC curriculum essentially refers to what the federal government did to the Chinese, i.e., the Chinese Head Tax, *Chinese Exclusion Act*, and building the CPR. In doing so, it makes no reference to BC's past policies and their adverse effects on the Chinese. Regarding Indigenous people, the current curriculum focuses on their contribution and cultures in Social Studies 8-10. Social Studies 11 starts talking about Aboriginal issues but fails to present how BC became a province by signing treaties on a few hundred square miles of land. An understanding of the vast contributions and the injustices of the past, particularly in the local context (BC), is vital to guide students' actions in the future. Yet, there currently is inadequate information in the BC curriculum about the full extent of the history of Canadians of Chinese and Indigenous decent in BC. General lack of acknowledgement of their local histories entrenches prejudices and alienates the people. Including this history in BC's curriculum would enrich our understanding of our collective past and go a long way to the goal of reconciliation.

Rationale to support acknowledgement of Chinese history in BC:

1. Chinese and Indigenous people are the two oldest non-European people groups in BC. The earliest recorded presence of Chinese in BC dates back to 1788, when 30-50 Chinese shipwrights built the first European-type vessel in Nootka Sound.
2. Chinese presence in early BC was significant. According to the 1881 census, the Chinese population in BC was 20 percent of the non-Aboriginal population, a percentage higher than even now.
3. While various ethnic groups suffered some inequities in BC, the Chinese are the only group subjected to a century of state-sponsored discriminatory policies, which ended only in 1967.
4. BC was in the forefront among all provinces in urging the federal government to restrict Chinese employment and immigration. BC's history and social studies need to reflect that.
5. Along the West Coast, a wave of awakening to those missing histories began in California in the 1970s. That led to the State of California's passage of ACR 42 in July 2009, which expressed a formal apology to the Chinese communities for that state's past discriminatory policies. In September 2010, the City of New Westminster expressed a similar historical apology. Then in May 2011, amidst other redemptive actions in the State of Washington, the City of Bellingham expressed a formal apology for expelling the Chinese in 1885-6. That leaves BC as one of the few remaining West Coast jurisdictions that still have not acknowledged their history with respect to the Chinese.
6. The missing piece of BC's history with respect to Chinese immigrants is well known in China. Today, with BC engaged in much trade with China, and with it designated as a tourist destination by China, tens and thousands of British Columbians are and will be making contacts with Chinese from China.

AGM 2012 Motions

Substantive Motions: Student/Curriculum

It would simply be prudent for our students to gain an understanding of this province's history with respect to its Chinese immigrants to avoid any blunders.

Rationale to support acknowledgement of the Indigenous history in BC:

1. With Canada signing UN's *Declaration on the Rights of Indigenous People* in 2010, it is incumbent upon the Ministry of Education to implement the spirit of that *Declaration* within BC's curriculum. Since human rights abuses committed against Canada's Indigenous People are increasingly being appealed to the UN, Organization of American States (OAS), Geneva, etc., the international law and community will judge all of us if we remain oblivious to the history of injustice and continue discrimination against Indigenous People.
2. Still unknown to many, the unjust treatment of BC's Indigenous people has created horrific injustice and harm.
3. Others' ignorance and disrespect for their history results in poor self-image among Indigenous students. Their high school completion rate in BC is unacceptably low.
4. As the Indigenous population is statistically the fastest-growing group in BC, the education system must empower their youths so they can become constructive members of our society and we can grow together as a community.
5. We should not allow ignorance of history to breed bullying and discrimination from school playground to boardrooms.
6. For nation-building, we need to be honest about BC's history in order to bring about reconciliation and peace.

Substantive Motions: Teacher/Employee

14. ENGLISH LANGUAGE LEARNERS (ELL) PROGRAM: PRE-SERVICE TEACHER TRAINING

Submitted by: West Vancouver Board of Education

Be it resolved:

That BCSTA work with the BC Teachers' Council and the Faculties of Education at post-secondary institutions throughout BC to increase awareness of the need for English Language Learners (ELL) program training for all educators and to implement a more comprehensive module of instruction as part of their degree- and/or certificate-granting programs.

Rationale:

- Figures for 2010/2011 show 64,457 ELL were enrolled in BC public education schools.
- In three Lower Mainland districts, the number of ELL whose home language is not English now represent over 50 percent of district enrollment and the number is on the rise in others.
- ELL conditions and needs are now the reality for almost every classroom teacher in the Lower Mainland, across all curriculum areas, and the challenge is likely to increase to other districts throughout the province.
- If educators are not provided with more thorough pre-service ELL program training, the challenges they will face as new district employees in multicultural, diverse classrooms will be magnified.
- Failure to adequately equip educators with the skills they need for the classroom realities they face shifts the burden and onus of training to school districts without providing additional funding to make up for pre-service training shortcomings.
- Educators who are better prepared for the reality of today's classrooms will be more successful in meeting the needs of their students and to contribute more effectively to the success of the K-12 public education system.

15. REQUEST FOR POSITION ON CURRENT BARGAINING BETWEEN BCPSEA AND BCTF

Submitted by: Cowichan Valley Board of Education

Be it resolved:

That BCSTA affirm its strong support for a just collective agreement with our teachers that immediately includes improved classroom supports, restored services for students and a fair wage rise.

Further, if BCSTA is unable to persuade the provincial government to stand down from the net-zero mandate model, that BCSTA request the provincial government to have the BC Public School Employers' Association step away from its role as bargaining agent for boards of education so the BC Teachers' Federation and the provincial government can negotiate directly.

Rationale:

The Board of Education in Cowichan believes trustees share our teachers' concerns for quality classroom conditions. Further, we understand our students and our staff are counting on us to press for their best interests and the earliest possible resolution to this dispute. As trustees are responsible for the conditions of learning and working in our schools, we believe the BCSTA is obligated to press this matter.

We are aware this motion may in fact be irrelevant by the time the AGM occurs and in that case it may be set aside. But in the meantime, we look to our representative organization, BCSTA, to make a strong commitment to a fair and early resolution for all parties.

16. DANGEROUS OFFENDERS

Submitted by: Kootenay Boundary Branch

Be it resolved:

That BCSTA meet with appropriate parties to work on legislation so that when all dangerous offenders are released on bail, local law enforcement notify the school district in that area immediately upon the offenders' release. Discussions should also include the protection of schools 30 minutes or further away from local law enforcement or their probation officer.

Rationale:

Now only those offenders who have committed crimes against children are brought to the attention of local school authorities. Others could even take up residence close to schools.

Substantive Motions: Finance

17. FUNDING FOR CURRICULUM AND COUNSELLING SERVICES FOR ABORIGINAL STUDENTS

Submitted by: *Nisga'a Board of Education*

Be it resolved:

That the Operating Grant formula be amended to provide Supplementary Funding for the design, production, and delivery of authentic and culturally responsive curriculum and counselling services for Aboriginal students.

Rationale:

1. Though districts, schools, and teachers are keen to incorporate culturally responsive curriculum into the learning environment, there is often a paucity of authenticated, culturally specific resources available for reference across the disciplines. Teachers and administrators need to be assured such resources are current and authentic.
2. This will provide secure and predictable funding that will allow districts to strategically plan for the development of culturally responsive resources.
3. The province, and its Ministry of Education, have a global obligation to ensure the cultures of Aboriginal people are properly represented in its learning resources:

UN Declaration on the Rights of Indigenous Peoples (2007)

Article 15

Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

UN Declaration on the Rights of the Child (1990)

Principle 7

The child shall be given an education which will promote his general culture and enable him, on a basis of equal opportunity, to develop his abilities, his individual judgment, and his sense of moral and social responsibility, and to become a useful member of society.

4. Authentic, culturally specific learning resources will contribute to student self-identity and resilience to those matters that detract from student success.
5. These resources will contribute to education equity for Aboriginal people and aid districts to respond to the education expectations of the Aboriginal community.
6. They will broaden the resource base necessary to support broad Aboriginal student engagement.

AGM 2012 Motions**Substantive Motions: Finance**

7. They will enable students distant from their homeland to remain connected with the culture of their People and will offer a form of redress to the historic education experience that devalued and eroded indigenous culture and worldview.
8. Currently school counselling services are overwhelmed by the needs presented by Aboriginal students. There need to be knowledge, networking and training resources available that will enable effective and trusted counselling practices to respond specifically to the Aboriginal education experience and intergenerational consequences as expressed in the Truth and Reconciliation Commission findings.
9. Boards are provided with additional targeted funding of \$1,160/headcount for Aboriginal students. This supports a wide variety of program supports but is not adequate to provide for the in-depth work that is needed.

18. FUNDING FOR FIRST NATIONS LANGUAGE CURRICULUM AND INSTRUCTION

Submitted by: *Nisga'a Board of Education*

Be it resolved:

That the Operating Grant formula be amended to provide Supplementary Funding for First Nations Language Curriculum Development and Instruction.

Rationale:

1. Numerous First Nations languages in the province are endangered. Though Aboriginal students may have access to instruction, the quality of curriculum, instructional resources, and instruction falls short of providing a foundation for language fluency.
2. This will provide secure and predictable funding that will allow districts to strategically plan for curriculum design, resource development, and effective and fluent instructors.
3. The province, and its Ministry of Education, have a global obligation to properly provide quality language learning opportunities for Aboriginal students:

UN Declaration on the Rights of Indigenous Peoples (2007)

Article 14

States (*read Provinces*) shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

UN Declaration on the Rights of the Child (1990)

Article 30

In those States (*read Provinces*) in which ... persons of indigenous origin exist, a child ... who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to ... use his or her own language.

4. The province and its Ministry of Education have tripartite responsibility to the modern treaties (five to date). In these treaties the specific First Nation language is the recognized official language with English, the broadly spoken second language, defaulting to everyday use.
5. Mastery of a respectfully recognized First Nation's language will contribute to student self-identity, and resilience to those matters that detract from student success.
6. A quality language program will broaden the resource base necessary to support Aboriginal student engagement. Adequate resources will permit hosting First Nations language courses online, thereby enabling greater access to First Nations' language learning. Students distant from their homeland will be able to remain connected with the language of their People.

AGM 2012 Motions

Substantive Motions: Finance

7. Well-resourced, quality, First Nations language programs will provide a form of redress to the historic education experience that devalued and systematically eroded indigenous languages.
8. First Nations language funding within the Operating Grant system will demonstrate to Aboriginal people that the ministry is serious about serving the needs and aspirations of Aboriginal people and that it understands the costs associated with developing and authenticating language revitalization resources.
9. Boards are provided with additional targeted funding of \$1,160/headcount (2011) for Aboriginal students. This supports a wide variety of program supports but is not adequate to provide for the in-depth work that is needed.

19. FRENCH AS A SECOND LANGUAGE

Submitted by: Northern Interior Branch

Be it resolved:

That BCSTA urge the Ministry of Education to provide additional funds to facilitate the delivery of Grade 9 FSL through Distance Education to ensure equal access in rural schools with limited enrollment.

Rationale:

French is an official language of Canada. Therefore, instruction should be accessible to all students. The current dilemma for Grade 9 students is that when there are few enrolled in a school the only option is distance education. The current funding model does not support this program or opportunity because Grade 9 is funded on a program basis, not a course basis. Thus there are no compensatory savings to fund the costs of providing a Grade 9 distance education course.

20. RETENTION OF CARBON OFFSET CHARGES

Submitted by: Vancouver Board of Education

Be it resolved:

That BCSTA request the province to allow each board of education to retain its carbon offset charges to be targeted for emission reduction projects.

Rationale:

School districts are inadequately funded by the Province through the Annual Facility Grant (AFG) to make significant gains to reduce carbon footprint.

If school districts received adequate AFG funding, reasonable steps would be to install high-efficiency boilers, install additional insulation, reduce air leakage in building envelopes, and take other measures to use renewable energy sources where possible to reduce carbon footprint. Not receiving sufficient funds for school districts to make progressive changes is exacerbated by having to pay a carbon offset charge back to the province.

Allowing school districts to retain carbon offset charges would permit them to more effectively reduce their carbon footprint by investing in technologies to make necessary renovations to schools.

21. FUNDING FOR PLAYGROUNDS

Submitted by: Vancouver Board of Education

Be it resolved:

That BCSTA approach the Ministry of Education for more funding for playgrounds, with allocation priority given to playgrounds that have been or will be closed for safety reasons.

Rationale:

In 2011, the province identified \$8M funding for playground equipment for school grounds. The first group of recipients for this new funding were school districts in the province not having playground equipment at some of their schools. The second group received funds to reimburse schools and PACs having fundraised to purchase playground equipment in the first three quarters of 2011.

What is remaining of the \$8M fund is understood to be intended to fund the purchase and installation of new playground equipment for schools yet to be named. While the province has taken a first important step to identify the need for school grounds to have playground equipment, the remaining funds of the original \$8M allocated will not be enough to cover the cost to upgrade all playgrounds in the province requiring equipment replacement for safety reasons.

Much of the playground equipment requiring replacement is not CSA-approved. As such, repairs cannot be undertaken on this equipment without school districts incurring liability. The best and most sustainable option in most instances is to remove equipment that has exceeded useful life and to replace with CSA-approved equipment meeting today's exacting safety standards.

Without further commitment from the province to fund the necessary replacement of aged infrastructure not meeting current safety standards, PACs will again need to fundraise for playground equipment. This will create an inequity for those just having received funding for recently completed playgrounds and those having to raise funds for new playground equipment.

22. CROSS-BOUNDARY COURSE FUNDING FLEXIBILITY

Submitted by: West Vancouver Board of Education

Be it resolved:

That BCSTA encourage the Ministry of Education, via the Technical Review Committee, to institute a funding policy change that would enable students from one district to pursue face-to-face instruction in a course or courses, where those courses are unique, in another district.

Rationale:

In his remarks to the BCSTA AGM in April 2011, Minister Abbott identified collaborative change as the only enduring change, emphasized the importance of building more pathways to success, and supported the concept of empowering students to explore their passions.

However, under the current funding model there are barriers that prevent students from exploring the option of attending high school for part of the day in one district and then pursuing their passion for other fields of study in another district where the courses offered may be unique.

Currently, students may take courses at a bricks-and-mortar school in one district, and then take courses at any distance-learning school in the province, and each district receives per course funding, in Grades 10 – 12, for each course the student undertakes to complete.

The same funding option does not exist when the mode of learning preferred is face-to-face instruction. In that scenario, only one of the two districts may claim funding for the students' course selections.

The model, as it is now structured, means it is easier for a Lower Mainland student to take an online course offered by any other district in the province than it is for that same student to take a course at a high school in a neighbouring district.

To ensure that the funding formula supports students' needs and learning interests, per-course funding rules that currently apply to Grades 10-12 DL courses should apply to all schools.

23. ADVANCE FUNDING FOR PROJECT DEFINITION REPORTS

Submitted by: Vancouver Board of Education

Be it resolved:

That BCSTA request the province to immediately reverse its decision requiring boards to fund costs in advance for the completion of Project Definition Reports for capital projects.

Rationale:

The completion and submission of a Project Definition report (or feasible study) to support seismic upgrades or other capital projects is mandated by the ministry per Capital Plan submission guidelines. The cost to complete a PDR as prescribed by the ministry is a percentage of the project's estimated construction budget. For example, the cost of a feasibility study for a \$20 million elementary school would be \$200,000.

In the past, school districts have been funded for the development of PDRs prior to the commencement of PDRs. Recently, the province has requested that school districts fund the PDRs, and seek reimbursement from the province after capital projects have been supported. For many school districts, this imposes an undue financial hardship and can lead to the delay in the start date of ministry-mandated seismic work.

The province should undertake to fund PDRs as it has in the past for school districts to complete PDR documentation, so as to not unreasonably delay seismic upgrades or new school additions to meet student safety needs.

24. FUNDING FOR FURNITURE & EQUIPMENT TO MEET NEW EDUCATION PLAN

Submitted by: Vancouver Board of Education

Be it resolved:

That BCSTA approach the Ministry of Education to fund boards of education for furniture and equipment to meet the challenges of the new BC Education Plan.

Rationale:

Earlier this year, the province published the BC Education Plan, which introduced the notion of Personalized Learning. New funding from the province, however, was not identified to support the necessary changes to schools requiring new furniture and equipment to ensure that boards of education could meet the new mandate for Personalized Learning.

Currently, a school that is replaced or renovated for seismic reasons receives little or no funds for furniture replacement. The expectation is that furniture from the replaced school is to be utilized in the new school regardless of the age or condition of the furniture. More often than not, this furniture does not meet the requirements for new personalized learning spaces.

If the province is serious about making changes to affect greater ability for children to succeed, it should provide more than a document; it should provide the necessary funding for furniture and equipment to outfit new types of learning spaces to enact a change in educational delivery.

25. AFG FUNDING TO MAINTAIN SCHOOL ASSET VALUES

Submitted by: Vancouver Board of Education

Be it resolved:

That BCSTA request the province to adequately fund boards of education through the Annual Facilities Grant (AFG) to ensure that the school Facility Condition Indices (FCI) do not continue to rise due to deferred maintenance.

Rationale:

In 2011, the government requested VFA Ltd., a company specializing in facility audits, to review the condition of all BC public schools.

Many school districts are inadequately funded by the province through the Annual Facility Grant (AFG) to maintain stable Facility Condition Indices (FCI).

A school's FCI is calculated by dividing Deferred Maintenance by Replacement Value. BC Housing has published a document that discloses the negative effect on occupants when FCI exceeds certain thresholds.

At the Vancouver Board of Education, the average age of school buildings is just over 70 years. The Facility Condition Index averaged for all schools has risen from approximately 0.4 to 0.5 since the Ministry VFA report was completed last year. Based on values derived from the VFA report, the Vancouver Board of Education currently receives only one-tenth of the AFG funds required to maintain a stable FCI.

At the current rate of Ministry AFG investment in existing schools, the Vancouver Board of Education will have an average school FCI of 1.0 by 2029. At this point of time, it will cost the same to replace all 109 Vancouver schools as it would to catch up on all deferred school maintenance due to inadequate AFG funds. More importantly, the poor condition of these schools over this period of time will adversely affect quality of education and overall safety for students.

As a point of reference, UBC has a published FCI of approximately 0.21 and is targeting to reduce the FCI to 0.1 for all UBC campus buildings.

Substantive Motions: Capital/Facilities/Transportation

26. SALE OF SURPLUS BUILDINGS AND LANDS

Submitted by: Northern Interior Branch and Prince Rupert Board of Education

Be it resolved:

That BCSTA request the Ministry of Education to relax the restrictions placed on boards regarding the sale of surplus buildings and lands;

That BCSTA urge the Ministry of Education to support districts by permitting the proceeds from the sale of buildings and/or lands to be used within the districts as needed; and

That BCSTA work with the Ministry of Education to identify sources of funds for the demolition of closed school properties.

Rationale:

Vacant buildings must continue to be maintained to preserve any value. Extreme climatic conditions in harsher climates without occupancy accelerate the rate of depreciation and lower the value of properties. There is no funding support provided for vacant buildings; districts are required to pay for upkeep of vacant building from operating funds generated by student enrollment. In some cases buildings become eyesores and need to be demolished. One potential source of funds to cover demolition costs is the sale of surplus properties.

If the ministry allowed the sale of closed school properties, a new owner would likely re-develop the properties to the benefit of the community. The sale of surplus properties will ultimately provide local capital funds that the district can use for other needed infrastructure.

27. IMPROVED SERVICES TO INTERNET ACCESS

Submitted by: Aboriginal Education Committee

Be it resolved:

That BCSTA urge the provincial government to ensure that the most rural and remote areas, including First Nations communities, are included in the improved services to Internet access.

Rationale:

BC's Education Plan will mean more choice for students and families with respect to how, when and where learning takes place.

The province's new agreement with TELUS to provide all telecommunications services for government will allow for improved access to the Internet in BC schools, but the most rural and remote communities, many of which are First Nations communities, do not have adequate Internet access that would allow them to participate in learning outside school that utilizes internet access.

AGM 2012 Motions

Substantive Motions: Capital/Facilities/Transportation

Provincial Aboriginal students' success rates are lower than those of their non-Aboriginal counterparts, and without equal access to the Internet this will add to the obstacles Aboriginal learners need to overcome.

28. NEW TRANSPORTATION FUNDING FORMULA

*Submitted by: Peace River South Board of Education and
Peace River North Board of Education*

Be it resolved:

That BCSTA request that the funding formula for transportation be fairly developed to represent the cost of providing transportation based on the location of students in relation to their schools in order to provide adequate funding for rural students to access educational programs. Any formula should be agreed to by the Technical Review Committee.

Rationale:

- Rural students require transportation over large geographic areas
- Public transportation in rural areas is not an option
- In rural areas, lack of bus transportation severely impairs access to public education
- Absence of district transportation forces increased private vehicle use, thus increasing risk to students and the carbon footprint
- Mode of transportation impacts costs.

29. PROVINCIAL EMERGENCY PREPAREDNESS & RESPONSE PLANS

Submitted by: North Vancouver Board of Education

Be it resolved:

That BCSTA urge the Minister of Education to develop an Emergency Response and Preparation Plan template that considers an all hazards approach to emergencies and distribute it to all 60 school districts in BC.

Rationale:

Emergency Management BC actively encourages and promotes all school districts to proactively enhance emergency preparedness in BC. Emergency Management BC encourages schools, boards of education and school communities to adopt six principles (comprehensive, risk based, multi-hazard, incident command system, and volunteerism and community partnerships) to advance safety and emergency preparedness for staff and students. There is no mandate or direct support to school districts from either Emergency Management BC or local municipalities to assist in developing comprehensive multi-hazard emergency management plans, therefore leaving schools districts with the need for basic-to-comprehensive emergency response action and response guidelines, including exercises and drills. This gap needs to be fulfilled to ensure the safety of students and staff in the event of an emergency or disaster.

North Vancouver and West Vancouver are recognized as leaders in school emergency management. Both school districts have funded the development of their own plans as there is no special targeted funding for the development of emergency management plans. Although the Ministry of Education has created and is implementing a structural seismic upgrading program to assess and seismically upgrade all schools in the province, this program is not comprehensive and only addresses a single hazard. For example, all staff must know what the basic response actions and procedures would be for their own safety and protection and that of all students in their school and district. An integral part of this plan requires a method/system of student release forms (completed by parents annually). In the event of an emergency or disaster, students would be released to authorized parents and/or pre-authorized guardians to pick up their child in a safe and orderly manner. These procedures need to be exercised by schools to involve school staff but also parents, bringing home the message of working together at all levels, for safe family reunification and relieving extended pressure on schools.

The Ministry of Education should take the lead and through working collaboratively with EMBC and Public Safety BC under the new Ministry of Justice to ensure that not only are our school buildings safe, but that there are consistent emergency response and release plans throughout the province in BC schools. This will provide our families and communities with a sense of security each day that their child is entering and exiting British Columbia school district facilities.

Reference: <http://www.bced.gov.bc.ca/sco/guide/scoguide.pdf>

Note – As of February 8, 2012 the Ministries of Public Safety and Solicitor General and the Attorney General were amalgamated under the new Ministry of Justice.

“The development of this new ministry does not change the context for EMBC. EMBC is a part of the new ministry and continues to have the same Minister and Deputy Minister and holds the same portfolios. EMBC's leadership role in ensuring public safety remains a priority of this government.”

RECORD

2011-2012

Pursuant to provisions of 72 (1) of the *School Act*, the following report is a general statement of: (a) matters discussed; and (b) the general nature of decisions resolved at the following meetings from which persons other than Trustees or officers of the Board, or both were excluded:

March 28, 2012

Call to Order
Motion of Exclusion
Correspondence
Ordering of Agenda
Confirmation of Minutes – March 7, 2012
Chair Report
Superintendent Information Item
Adjournment

Meeting called to order at 1:25 p.m.
Approved
Received
Approved as circulated
Approved as circulated
Approved
Received
Adjourned at 3:47 p.m.