

Wednesday, February 13, 2013
6:00 p.m.

District Education Office
22225 Brown Avenue
Boardroom

A G E N D A

*“It’s only by starting in a place of peace that we find our purpose and power”
~ Martha Beck*

A – OPENING PROCEDURES

1. Call to Order
2. Correspondence ITEM 1
 - i. Patti Bacchus, Chair – School District No. 39 (Vancouver)
 - ii. Betty Baxter, Vice-Chair – School District No. 46 (Sunshine Coast)
 - iii. Tina Last, Chair – School District No. 52 (Prince Rupert)
 - iv. Mike Murray, Chair – School District No. 42 (Maple Ridge-Pitt Meadows)
3. Ordering of Agenda
4. Invitation for Public Input to matters on the Agenda

B – CONFIRMATION OF MINUTES

1. January 30, 2013 ITEM 2

C – PRESENTATIONS

1. Mentoring Update – Craig Mitchell, District Helping Teacher ITEM 3
2. “Kids in the Know – Safety Program” – Jo-Anne Landolt

D – DELEGATIONS

E – CHAIR REPORT

F – DEFERRED ITEMS

G – TRUSTEE MOTIONS

H – CHIEF EXECUTIVE OFFICER’S REPORT

1. Decision Items
 - a) Superintendent of Schools
 - i. Proposed BAA Courses – Stewart Sonne, ITEM 4
Director of Instruction, Secondary and Adult Education
 - b) Deputy Superintendent

- c) Secretary Treasurer
 - i. Re-numbering Policies ITEM 5
 - ii. Rescinding Policies ITEM 6
- 2. Information Items
 - a) Superintendent of Schools
 - b) Deputy Superintendent
 - i. Kindergarten Update ITEM 7
 - c) Secretary Treasurer

I – COMMITTEE BUSINESS

- 1. Committees of the Whole
 - a) 2012 - 2013 Finance
 - b) 2013 - 2014 Budget
 - i. Budget Process (*Separate handout*)
 - ii. Enrolment Projections (*Separate handout*)
 - c) 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

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 Provincial Council
- 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:
 - http://www.mapleridge.ca/EN/main/municipal/728/9982/spac_agenda_minutes.html
- 8. Tzu Chi Foundation
- 9. Youth Society
- 10. Other Board Liaison Representative Reports
 - a) Good News Items
 - b) Public Disclosure of Closed Meeting Business ITEM 8

L – OTHER BUSINESS

M – ADJOURNMENT

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



ITEM 1

To: Board of Education

From: Chairperson
Mike Murray

Re: **OPENING PROCEDURES**

Date: February 13, 2013
(Public Board Meeting)

Information/Decision

1. CALL TO ORDER

2. CORRESPONDENCE (Information Item)

1. Patti Bacchus, Chair – SD39 (Vancouver)
2. Betty Baxter, Chair – SD46 (Sunshine Coast)
3. Tina Last, Chair – SD52 (Prince Rupert)
4. Mike Murray, Chair – SD42 (Maple Ridge-Pitt Meadows)

RECOMMENDATION

THAT the Board receive all correspondence for information.

Attachments

3. ORDERING OF AGENDA (Decision Item)

RECOMMENDATION:

THAT the Agenda be ordered as circulated.

4. Invitation for Public Input to matters on the Agenda



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

February 4, 2013

The Honourable Don McRae
Minister of Education
PO Box 9045 Stn Prov Govt
Victoria BC V8W 9E2

Dear Minister McRae:

Re: 2012/2013 Funding Recalculation

On December 14, 2012, the Ministry of Education announced the 2012/2013 funding recalculations for school districts based on actual September, 2012 enrolment and educator salary data (see attached letter).

As part of that announcement, the Ministry distributed a portion of the Holdback Allocation Funds as a supplementary grant to school districts at a rate of \$96 per full-time equivalent school-age student. For the Vancouver Board of Education (VBE), this equates to a holdback allocation of \$4.97 million. However, as the VBE is currently in funding protection, our funding protection grant was reduced by an equivalent amount. Accordingly, the VBE did not receive a net gain as a result of the holdback allocation and additional funds will remain available within the provincial funding envelope for school districts. As many districts are in funding protection, this would likely be a common situation with other districts.

The December 14, 2012 announcement also indicated that \$26.3 million remains in the provincial holdback funds. It was mentioned that this amount is higher than projected and is intended to be used to address budget pressures and/or unanticipated enrolment growth in the February and May, 2013 enrolment counts. Given that some school districts are facing funding shortfalls for the current year and that most districts will face funding shortfalls for next year, the Ministry of Education should immediately release as much of the remaining holdback funds as possible so that districts can take these amounts into account in their current budget planning.

In addition, in the December 14, 2012 announcement, the Ministry advised that they were using \$2.1 million of the holdback allocation to cover the 2012/2013 allocation to BC Public School Employers' Association (BCPSEA) for their operating costs. This cost was previously paid for directly by the Ministry. This change results in a downloading of costs from the Ministry to school districts and was made without notice or consultation with school districts.

.../2

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

The Honourable Don McRae
Minister of Education
February 4, 2013
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In summary, as most school districts are facing funding shortfalls for this year and/or next year, the Vancouver Board of Education requests that the Ministry of Education immediately release to school districts all possible provincial holdback funds, including the \$2.1 million that was used to fund BCPSEA's operating costs.

Sincerely,



Patti Bacchus
Chairperson

Enclosure

cc: Board of Trustees
Steve Cardwell, Superintendent of Schools
Rick Krowchuk, Secretary Treasurer
All BC Boards of Education, c/o BCSTA



VIA EMAIL
Ref: 164278

December 14, 2012

To: All Secretary-Treasurers
All School Districts

Re: 2012/13 Recalculated Funding Allocations

The 2012/13 recalculated funding allocations have been determined based on actual September 28, 2012 enrolment and educator salary data.

The complete package is located on our website at: <http://www.bced.gov.bc.ca/k12funding>. Where indicated, these tables will be updated for funding adjustments resulting from the February and May 2013 enrolment counts.

Grant adjustments will be disbursed to school districts on the following basis:

April, May and June 2013	33.3 percent each month
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Holdback Allocation

Holdback Allocation Funds are being distributed as a supplemental grant at \$96 per full-time equivalent school-age student. A total of \$26.3 million remains in the holdback. This amount is higher than projected earlier to address budget pressures and/or unanticipated enrolment growth in the February 2013 and May 2013 enrolment counts.

The Ministry is also using \$2.1 million of this holdback allocation to cover the 2012/13 BCPSEA operating cost. This is in addition to the \$51 million being released allocated at this time.

Targeted Funding

The minimum spending amount for Aboriginal Education programs is identified in Table 4b, as prescribed under Section 106.4 of the *School Act*. This amount has been recalculated based on actual September 2012 enrolment data.

If you have any questions about the funding allocations, please contact Dave Duerksen, Director, Funding & Compliance Branch or Michael Lebrun, Senior Funding and Policy Analyst at (250) 356-2588.

Amended budget instructions for 2012/13 will be provided to school districts within the next few days.

Yours sincerely,

Keith Miller
Assistant Deputy Minister



BOARD OF EDUCATION

Via e-mail: educ.minister@gov.bc.ca

February 1, 2013

Honourable Minister, Don McRae
Ministry of Education
PO Box 9045 STN Prov Govt
Victoria BC V8V 1X4

Dear Minister McRae,

Thank you for your letter of January 23, 2013. Our board appreciates your responsiveness and understanding regarding the fiscal realities of school districts.

However, we're confused by your suggestion for the way forward.

When you initially requested savings plans from boards on December 3, 2012, you recommended "operational cost reductions, increased efficiencies, service redesign, increases in revenue and other initiatives—including from within collective agreements," but with a proviso that we could not reduce service levels.

Your more recent expectation that the Minister of Finance "will direct that any improvements to support staff wages and benefits be achieved through offsetting savings found within the collective agreement" (otherwise known as net-zero), takes your December 3 list and narrows it down to only one: "from within collective agreements."

Furthermore, the new direction seems to abandon any responsibility for the Ministry to identify any central savings, when your December 3 letter had implied that the Ministry would at least try to find 1% (0.5% per year) of the 4% increases being offered to other public sector workers.

We hope this is not the case, and that the Ministry is not relying on collective agreement trade-offs alone as the only possible funding source for a fair and equitable compensation increase for our support staff workers.

We reiterate that one of our most significant concerns with your December request was the timing. It should've (and could've) happened much earlier in the year, in time for our 2012–13 budget process. Finding ongoing savings over a couple weeks in December/January simply wasn't possible. And if taken into our 2013–14 budget process, we listed for you a number of other possible new costs that would make it very difficult for boards to take on without sufficient new funding.

In our December 19 response to you, we made two suggestions, neither of which was to limit potential savings to only net-zero collective agreement trade-offs. In summary:

1. Call on the Ministry of Finance to recognize that Co-operative Gains does not work for the K-12 sector, due to its decentralized and compensation-heavy nature (as you know, there are limited sources for “co-operative gains” when close to 90% of our budgets go to salaries and benefits), and to make funding for K-12 settlements a priority in the upcoming provincial budget. We recognize your statement that “There must not be any incremental cost to boards or the province as a result of collective agreements,” but we are also well aware of the fact that every year both our levels of government have opportunities to set budget priorities and find savings from spending reductions in other areas, service redesigns, anticipated revenue, etc.
2. Have a more flexible discussion with boards about co-operative savings in the context of our 2013–14 budgets, with certainty about any other new costs we will need to incur, and with the intent to coordinate a plan for upcoming teacher bargaining, as well.

Unfortunately, your suggestion to basically shift the mandate to net-zero does not address the concerns that many boards raised to you, but rather limits our options even more. Other boards also raised the concern of “whipsawing,” a possibility that will now be far more likely if the full responsibility for finding savings in collective agreements is downloaded to sixty separate districts with strong wills but varying abilities to compensate our employees fairly, but with no Ministry support and coordination. We are confident BCPSEA will do its best to coordinate provincially, but we also recognize that support staff bargaining is technically local, with each support staff local having independent authority to act as its own bargaining agent.

We understand that half of all BC public sector workers have settled under the Cooperative Gains Mandate, from savings plans that were identified by their respective Ministries. We don’t feel our support staff workers should be denied the same kind of settlement simply because the K-12 service delivery and governance structure is different from other sectors.

We urge you, the Minister of Finance, the Public Sector Employers Council and BCPSEA to reconsider the limitation of support staff bargaining to net-zero trade-offs and instead collaborate centrally to identify savings (i.e. the Deloitte Report?) and potential new funding in order to provide the K-12 sector with an equitable opportunity to compensate our employees commensurate to that of other sectors.

Sincerely,



Betty Baxter
Vice-chair

BB/er

Cc: Patrick Bocking, Superintendent, School District No. 46 (Sunshine Coast)
All boards via British Columbia School Trustees Association (BCSTA)
Michael de Jong, Minister of Finance
Alan Chell, BCPSEA Board Chair
Lee Doney, CEO, Public Sector Employers Council (PSEC)

January 23, 2013

The Honourable Don McRae
PO Box 9045 Stn Prov Gov
Parliament Buildings
Victoria, British Columbia
V8V 1X4

Dear Minister McRae:

Re: 2012/13 Funding Recalculation

I am writing on behalf of the Board of Education of School District No. 52 (Prince Rupert) with respect to the Ministry of Education's December 14, 2012 announcement regarding the 2012/13 Funding Recalculation.

During the teleconference the Ministry announced that the full amount of the 2012/13 holdback would not be released to school districts. Part of the holdback has been earmarked for BCPSEA fees, and another part has been set aside to deal with future cost pressures.

Our school district currently has a significant portion of its operating grant in the category of funding protection. We are in the top five districts in the province for both total dollars and percent of operating grant paid through funding protection. With funding protection now set at 98.5% of the prior year's budget, we are forecasting declining funding for many years to come. We will face difficult decisions in the years ahead as we work to maintain a balanced budget.

The impact of not releasing the full holdback is that our funding protection will not be reduced as quickly as it otherwise would. This will extend the number of years we will face budget reductions.

The Board of Education is asking that all of the holdback funds allocated for 2012/13 be released to school districts, as originally announced by the Ministry.

Yours sincerely,
School District No. 52 (Prince Rupert)



Tina Last
Chair

cc: BCSTA
MLA Gary Coons

January 25, 2013

Honourable Minister, Don McRae
Ministry of Education
P.O. Box 9045 Stn Prov Govt
Victoria, BC V8W 9E2



Dear Honourable Minister McRae:

Re: 2012/2013 Recalculated Funding Allocations

First let me thank you for your response to the concerns expressed by the BCSTA and most Boards of Education in the Province, including this Board, about the Ministry's request to submit savings plans by January 15, 2013. We understand most Boards have responded by indicating they are unable to do so and that you have advised the BCSTA that it is not a requirement that savings plans be submitted.

No doubt the response from so many Boards of Education outlining their budget constraints and uncertainty with respect to matters such as funding teacher pension plan requirements and potential wage settlements has been instructive with respect to the financial pressure being felt by the education system throughout the Province.

Our Board members have subsequently been advised by the Ministry about the 2012/13 recalculated funding allocations. Of course we appreciate the release of holdback funding since it is a requirement to meet our obligations through the rest of the year. Having said that we have some questions for clarification.

We understand the Ministry has not disbursed all of the available holdback funds and is retaining \$26.3 million "to address budget pressures and/or unanticipated enrolment growth in the February and May enrolment counts." Our Board seeks clarification from the Ministry to ensure that language means the funds are being retained to address budget pressures within the education system in the current year and that they will ultimately be disbursed to Boards of Education as Operating Grant funding for 2012/13. We would be very concerned if funding intended for education was redirected elsewhere in government or to future budget years given the pressures we are facing outlined in our previous correspondence.

We are equally concerned funding previously provided by the Province for BCPSEA will now be drawn from funds that were originally intended for distribution to Boards of Education, further eroding our ability to address the pressures identified above. We value the work of BCPSEA on our behalf and would argue the need for even greater support from BCPSEA at local bargaining tables if there is to be a greater degree of local bargaining. Of course this additional support can only be provided at a cost and we look to government to provide that additional funding outside of the envelope intended for distribution to School Districts.

Thank you for considering our perspective on these matters. We look forward to receiving the requested clarification at your convenience.

Sincerely,

Mike Murray, Chairperson

cc: Board of Education
Jan Unwin, Superintendent of Schools
Flavia Coughlan, Secretary Treasurer
BC School Trustees' Association for Dissemination to all School Boards



ITEM 2

To: Board of Education

From: Chairperson
Mike Murray

Re: **CONFIRMATION OF MINUTES**

Date: February 13, 2013
(Public Board Meeting)

Decision

RECOMMENDATION:

THAT the Minutes of the January 30, 2013 Public Board Meeting be approved as circulated.

Attachment

IN ATTENDANCE:

BOARD MEMBERS:

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

STAFF:

Superintendent – Jan Unwin
Secretary Treasurer – Flavia Coughlan
Deputy Superintendent – Laurie Meston
Mgr. of Communications/Community Relations – Irena Pochop
Executive Assistant – Janice Allen

A. OPENING PROCEDURES

Call to Order

The meeting was called to order at 6:00 p.m.
The Chair welcomed and thanked everyone for attending.

1. Correspondence

- a) Don McRae, Honourable Minister – Ministry of Education
- b) Donna Sargent, Chair – Metro Branch Board of Education
- c) Laura Dixon, Chair – SD37 (Delta)
- d) Patti Bacchus, Chair – SD39 (Vancouver)
- e) Michael Ewen, Chair – SD40 (New Westminster)
- f) Melissa Hyndes, Chair – SD43 (Coquitlam)
- g) Dr. Jeanette Scott, Chair – SD47 (Powell River)
- h) Rick Price, Chair – SD48 (Sea to Sky)
- i) Sharel Warrington, Chair – SD57 (Prince George)
- j) G. Wayne Hunter, Chair – SD63 (Saanich)
- k) Michele Babchuk, Chair – SD72 (Campbell River)
- l) Linda Dolen, Chair – SD81 (Fort Nelson)

Moved: Trustee Rempel

Seconded: Trustee Clarkson

THAT the Board receive all correspondence for information.

CARRIED

2. Ordering of Agenda

Moved: Trustee Rempel

Seconded: Trustee Marshall

THAT the Board move the Delegation Nicole Read – Silver Valley School Site - to the top of the presentation order.

CARRIED

Moved: Trustee Rempel

Seconded: Trustee Marshall

THAT the Agenda be ordered as amended.

CARRIED

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

George Serra, President, MRTA spoke to the Powell River letter. The Chair noted the matter was dealt with in a Closed Board meeting and the letter was requested and returned in confidence to BCPSEA.

B. CONFIRMATION OF MINUTES

1. January 16, 2012 Public Board Meeting Minutes

Moved: Trustee Rempel

Seconded: Trustee Clarkson

THAT the Minutes of the January 16, 2012 Public Board Meeting be approved as circulated.

CARRIED

C. DELEGATIONS

Nicole Read – Silver Valley School Site

Ms. Read advised the Board that the decision to release the Silvery Valley school site would have a significant impact in the neighbourhood and there was also a concern of the lack of transparency in reaching this decision. A PowerPoint presentation was provided outlining the concerns of the Action Silver Valley group and asked that the Board reconsider their position. The Chair thanked Ms. Read, requested a copy of the presentation, and advised the Board would take the presentation under advisement.

Moved: Trustee Rempel

Seconded: Trustee Clarkson

THAT the information provided by the delegation be received by the Board.

CARRIED

D. PRESENTATIONS

Learning Centre Update – Halia Hirniak, District Teacher-Librarian

Due to illness the presentation will be rescheduled.

Inquiry Project – Rory Payment, Facilitator Information Technology and
David Vandergugten, Director of Instruction, K-12 Education

Rory Payment advised the Board that the Inquiry Project has been running for four years and involved 850 students in Grades 6 and 7 from across the district. Apple TV technology presentations were made by students from Highland Park, Yennadon and Pitt Meadows Elementary schools highlighting the use of their iPad's showcasing their projects and their ease of discussion and interaction.

Inquiry project empowers students in their ability to learn and collaborate no matter where they are and having access to rich and meaningful context that meets the needs of all the students. It provides, transforms and enhances learning opportunities and real world learning. From a teacher's point of view the inquiry project provides an opportunity for a creative learning environment.

Moved: Trustee Rempel

Seconded: Trustee Palis

THAT the Board receive the Inquiry Project presentation for information.

CARRIED

E. CHAIR REPORT

F. DEFERRED ITEMS

G. TRUSTEE MOTIONS

H. CHIEF EXECUTIVE OFFICER'S REPORT

1. Decision Items

a) Superintendent of Schools

b) Deputy Superintendent – 2013 – 2014 District Local School Calendar

Senior staff is recommending the continued use of a similar calendar structure for the 2013/14 school year. The calendars meet the required minutes of instruction outlined in the regulations. A notation was made of the back-to-back non-instructional days in September with the plan to have Alfie Kohn as the keynote speaker on September 23rd date with a communication plan in place.

The calendars will be shared with the public on the School District website from January 31 to March 1, 2013 with a request for public feedback. The feedback will be reviewed by senior staff and recommendations will be submitted to the Board at the March 13, 2013 Public Board meeting.

Moved: Trustee Rempel

Seconded: Trustee Clarkson

THAT the Board of Education approve the calendars attached to the Agenda, be shared with the public in order to receive public feedback.

CARRIED

c) Secretary Treasurer

2. Information Items

a) Superintendent of Schools

b) Deputy Superintendent

c) Secretary Treasurer

I. COMMITTEE BUSINESS

Inclusive Education Trustee Clarkson advised the next meeting is scheduled for Monday, February 4, 2013 at THSS – 7:00 p.m.

Education Trustee Palis attended the successful French Immersion Kindergarten open meeting noting low attendance.

J. QUESTION PERIOD

A member of the public advised of her concern with the late start practice at secondary schools and questioned why late start was not part of the calendar to which it was responded that late start Friday's were not part of the calendar process and that secondary students were in session seven days longer than in past years so instructional minutes were not lost. Conceptually, late start allows for teacher collaboration which has research based improved results.

K. TRUSTEE REPORTS

Joint Parks and Leisure Services An update was provided on the community garden proposal on land owned by the municipality (Edge Street and 121 Avenue) which will be connected with Eric Langton Elementary and the large senior's population in the area.

Chairperson Murray noted the issue of safety and hygiene had been raised regarding dog use of school playgrounds and park land. There is consideration being made to restricting dogs to certain areas on public property.

Municipal Advisory & Accessibility Trustee Marshall reported on the Kanaka Education and Environmental Partnership Society which has initiated a campaign to rebuild the Bell-Irving Hatchery and construct an accompanying Watershed Stewardship Centre and are seeking funds to complete their project. Donations and information: www.pacificparklands.com

Tzu Chi Foundation The Board Chair was in contact with the Tzu Chi Foundation and was impressed by the number of projects they have underway throughout the Lower Mainland and globally.

Good News Items

Trustee Palis reported on the successful Thomas Haney Secondary "The Call to Action" Personalized Learning Conference where lots of interest was shown from around the Province.

Trustee Carr attended the retirement open house for Don Koehn noting there were many in attendance. Mr. Koehn was very supportive, innovative and will be missed.

Chair Murray reported:

- On the sad loss of one of the School District's custodians, Scott Botterill, expressing condolences to the family;
- He will be moderating a forum with Social Justice on homelessness March 5th at 1:30 p.m.; and
- Commended the elementary class that had been on Skype with Astronaut, Chris Hatfield.

L. OTHER BUSINESS**M. ADJOURNMENT**

Moved: Trustee Rempel

Seconded: Trustee Marshall

THAT the meeting of the Board be adjourned at 7:27 p.m.

CARRIED

Mike Murray, Chairperson

Flavia Coughlan, Secretary Treasurer



ITEM 3

To: Board of Education

From: Board Chairperson
Mike Murray

Re: **PRESENTATIONS**

Date: February 13, 2013
(Public Board Meeting)

Information

Mentoring Update – Craig Mitchell, District Helping Teacher
“Kids in the Know – Safety Program” – Jo-Anne Landolt

RECOMMENDATION:

THAT the Board receive the presentations for information.



To: Board of Education

From: Superintendent
Jan Unwin

Re: **BAA COURSES**

Date: February 13, 2013
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

As per the *School Act*, Boards of Education must approve Board authorized courses, academies, trade and partnership programs in the Spring proceeding their implementation.

The Education Committee has met, reviewed and approve the attached course outlines and recommends implementation.

RECOMMENDATION:

That the Board ratify the following BAA courses:

- Cosmetology / Hairdressing / Esthetics Academy Model
- Plumbing / Piping – Level 1
- Music History II
- Criminology 12
- International Language, Culture & Travel
- Leadership 12.

Attachments

**COSMETOLOGY / HAIRDRESSING / ESTHETICS
ACADEMY MODEL
PARTNERSHIP FRAMEWORK**

PREPARED BY: Ron Lancaster

Maple Ridge Secondary

Maple Ridge

November, 2012

Partnership Framework
Vancouver Community College / School District 42 – Maple Ridge/Pitt Meadows

District Name: Maple Ridge School District

District Number: SD 42

Developed by: Ron Lancaster

Date Developed: November, 2012

School Name: Maple Ridge Secondary

Principal's Name: Shannon Derinzy

Board/Authority Approval Date: _____

Board/Authority Signature: _____

Course Name: Cosmetology / Hairdressing/ Esthetics Academy Model

Grade Level of Course: 11, 12

Number of Course Credits: 32 Grade 12 credits

Number of Hours of Instruction: 30hrs per week

Prerequisite(s): Grade 10 Completion

Special Training, Facilities or Equipment Required:

Grade 10 completion

Good physical health

Provide a resume and an admission interview

Cost

Books and supplies \$1,285

Academy \$4,500

Recommended characteristics

To be successful in the Skin and Body Therapy Certificate it is recommended students possess the following characteristics:

- Ability to understand instruction in English;
- Genuine interest in administering personal services;
- Good interpersonal and communication skills;
- Pleasant and out-going personality;
- Good hand and eye coordination;
- Manual dexterity and creative ability;
- Normal colour vision;
- Ability to stand for a long periods of time;
- Ability to plan and work independently;
- Self-motivation and a sense of responsibility;
- Basic writing and numerical skills.

Challenges

Student recruitment (16 students)

Capital costs for setup – Estimated \$25,000

Student cost for the academy and supply kits

No additional ACE-IT for the program



Develop and Expand Options for Learners

Trades' training puts students on a pathway to in-demand careers

School District 42's career education programs provide secondary school students with the knowledge, skills, attitudes and experience to further their education and employment opportunities. Students receive industry certification, post-secondary course credits in addition to meeting graduation requirements.

Expanding Options (Cosmetology – Hairdressing/ Esthetics Academy Model)

Proposal

To offer a **Skin and Body Therapy** Career Certificate program (formerly called Esthetics) at Maple Ridge Secondary School in partnership with Vancouver Community College.

Start-up date

September 2013

Program Description

The Skin and Body Therapy (formerly Esthetics) program will provide students the knowledge and practical experience to launch a career in this ever-changing industry. Vancouver Community College will provide current curriculum and instructional practices to ensure graduates have a competitive edge to succeed in the spa business or other related fields.

Practical training would be conducted in a fully equipped spa where treatments would be offered to the public, providing authentic industry experience preceded by the necessary theory. Related theoretical content is delivered through lectures, demonstrations and various teaching aids in the classroom and is continuously integrated into the practical work.

Participation is integral to the development of practical skills in this program therefore; students assume the role of client, therapist and spa coordinator (similar format to our Salon 42 program).

A work practicum will offers students spa industry work experience, opportunities to practice knowledge and skills learned in the college program and develop potential contacts for employment.

VCC's Skin and Body therapy certificate program

- Students gain skills and knowledge through class time and practical skills development time
- Students train in a spa facility, which provides services to the public
- The program is recognized as one of the top esthetics industry training programs in B.C.

Admission Requirements

- Grade 10 completion
- Good physical health
- Provide a resume and an admission interview

Recommended characteristics

To be successful in the Skin and Body Therapy Certificate it is recommended students possess the following characteristics:

- Ability to understand instruction in English;
- Genuine interest in administering personal services;
- Good interpersonal and communication skills;
- Pleasant and out-going personality;
- Good hand and eye coordination;
- Manual dexterity and creative ability;
- Normal colour vision;
- Ability to stand for a long periods of time;
- Ability to plan and work independently;
- Self-motivation and a sense of responsibility;
- Basic writing and numerical skills.

Credentials

Dual credit for high school (32 grade 12 credits) and a college certificate from Vancouver Community College.

Program Length & Location

The program length is 9 months with 30 hours of instruction per week, delivered by Vancouver Community College at Maple Ridge Secondary. First priority of seats would go to SD 42 students and any other seats would be offered to fee payers in the community. Students would be encouraged to take both the hairdressing program and esthetics program over a 2 year period. The program would be offered in the afternoon (12:00 - 7:00) to allow students to take academic courses in the morning.

Cost

\$1,285.00 for books and supplies

\$ 4,500 for the Academy

Program Content

Anatomy & Physiology

Safe Practices

Body Therapy

Intro to Skin and Nails Treatment

Skin Treatment 1

Hair Removal

Body Treatment

Hand and Nail Treatment

Makeup

Skin Treatment 2

Practicum

Salon Management and Retailing

Specialized Treatment

PLUMBING / PIPING – LEVEL 1
PARTNERSHIP FRAMEWORK

PREPARED BY: Ron Lancaster

Maple Ridge Secondary

Maple Ridge

November, 2012

Partnership Framework
Kwantlen / School District 42 – Maple Ridge/Pitt Meadows

District Name: Maple Ridge School District

District Number: SD 42

Developed by: Ron Lancaster

Date Developed: November, 2012

School Name: Maple Ridge Secondary

Principal's Name: Shannon Derinzy

Board/Authority Approval Date: _____

Board/Authority Signature: _____

Course Name: Plumping / Piping – Level 1

Grade Level of Course: 12

Number of Course Credits: 20 Grade 12 credits

Number of Hours of Instruction:

Prerequisite(s): Grade 11 Completion (Math 11C)

Special Training, Facilities or Equipment Required:

Grade 11 completion (math 11 c)

Good physical health

Willing to travel to Kwantlen University as part of the training (4 weeks on a school bus)

Enroll in Work Experience 12A

Provide a resume and an admission interview

Cost

Books and supplies \$500

Refundable toolbox deposit \$300

Work book and steel toe boots are required

Challenges

Student Recruitment (16 students)

Capital costs:

1. Shop equipment \$44,300
2. Hand Tools \$9,500
3. Student work benches \$7,500



Trades training puts students on a pathway to in-demand careers

School District 42's career education programs provide secondary school students with the knowledge, skills, attitudes and experience to further their education and employment opportunities. Students receive industry (apprenticeship) certification, post-secondary course credits in addition to meeting graduation requirements.

Expanding Options

Plumbing/Piping level one apprenticeship training at Maple Ridge Secondary in partnership with Kwantlen University.

Start-up date

September 2013

Accelerated Credit Enrolment in Trades Training (ACE IT)

School District 42 works with the Industry Training Authority (ITA) to secure funding to support the program. Pre-approval has been given to develop this program from the apprenticeship board.

In addition to their apprenticeship credits, a Kwantlen certificate; students also earn 20 grade 12 high school credits. The program will provide a unique learning environment that connects them to industry certified and experienced instructors. The program will also provide linkages to further skill training and/or employment opportunities.

Admission Requirements:

Grade 11 completion (Math 11C)

Good physical health

Willing to travel to Kwantlen University as part of the training (4 weeks on a school bus)

Enroll in Work Experience 12A

Provide a resume and an admission interview

Credentials:

Dual credit for high school and Level 1 Apprenticeship credits and a certificate from Kwantlen University.

Program Length & Location:

The program length is twenty-five (25) weeks, delivered by Kwantlen University at Maple Ridge Secondary. This would include four weeks at Kwantlen's trades' campus in Cloverdale and a three (3) week work experience arranged by SD 42. Like our BCIT electrical and automotive programs students would complete their core academics during the summer, at CE during second semester or on-line. The program would be district based and recruitment would come from around the district with students being able to graduate from their home schools.

Cost:

The cost of the program is \$500 for books and supplies, plus a \$300 refundable toolbox deposit; a work book and steel toe boots are also required.

Program Content:

Plan the design, installation and service of various types of piping systems; work with water heating systems, water supply and drainage, blueprint reading, drafting and sketching.

Plumbing at Kwantlen University - Foundation Description

Students will develop the necessary habits concerning safety and the proper use of time, tools, materials, and the work skills required to be a competent trade's person in today's workforce. Students who successfully complete the Plumbing Foundation program will receive Level 1 in-school technical training credit and 375 work-based hours towards completion of the Plumber Apprenticeship program. Students are able to follow one of the four certification streams; plumbing, pipefitting, gas fitting and sprinkler fitting.

Program Content:

Safety

Organization of Work

Prepare & Assemble Plumbing Components

Tools & Equipment

Note: Students must achieve a 70% (B-) cumulative grade in order to successfully complete the program.

Upon successful completion, Kwantlen will also report your technical training completion information to the Industry Training Authority (ITA) in order for the ITA to issue credit towards the designated apprenticeship.



This partnership between Kwantlen University C and School District No. 42 provides a unique opportunity for secondary school students* to complete Grade 12 graduation requirements while earning post-secondary credits and certification in the Plumbing/ Pipe fitting field. Additionally, students will acquire job-ready skills to enter the job market or pursue other post-secondary education.

**Adult students and graduating students may be eligible for the program funding*

Students will develop the necessary habits concerning safety and the proper use of time, tools, materials, and the work skills required to be a competent trade's person in today's workforce. Students who successfully complete the Plumbing Foundation program will receive Level 1 in-school technical training credit and 375 work-based hours towards completion of the Plumber Apprenticeship program. Students are able to follow one of the four certification streams; plumbing, pipefitting, gas fitting and sprinkler fitting.

The program

Basic theory and related information along with hands-on shop practice enable students to become competent in basic plumbing methods. Good hand/eye coordination and good physical condition are desirable to successfully complete this program.

Program Content

The standard 5 month (September through January) program consists of a work experience practicum and the following course content:

Safety

Organization of Work

Prepare & Assemble Plumbing Components

Tools & Equipment

Grading

The minimum grade for individual courses is 64 percent. An overall GPA of 70 percent or better is required. All courses must be passed in order to successfully complete the program.

Dual Credit

Students who successfully complete program will have completed 5 courses for 20 credits on the secondary school graduation transcript. They will also receive a Kwantlen University certificate and apprenticeship level one

Where can the program lead?

- To a career as a plumber / pipe fitter or prepare for one of the many other related careers
- Level 2 Apprenticeship training
- To other Kwantlen programs

What are the requirements for entry into the program?

Course pre-requisites:

- A Math 11
- English 11 or Communications 11
- Science 11
- SS 11
- A Grad Transition plan in place
- Courses in Tech Ed. are highly recommended

Students must have:

- Successfully completed Grade 11
- Consideration may be given to mature students who have completed grade 10
- Good physical condition
- High degree of commitment and maturation

What are the costs?

Students are responsible for the purchase of books and supplies (\$500 is a general estimated cost, which is subject to change).

Application fee: \$75.00

Tuition: n/a

How does this program benefit students?

- Receive credit for post-secondary courses and towards a secondary school graduation
- Complete level 1 of the Plumbing apprenticeship training with no tuition fees (a savings of over \$2,500)
- Direct entry to work

Job Opportunities

Training in this program prepares students for entry-level employment as plumbers. Upon successful completion of the program, students may seek employment as level I apprentices.



What is the process for application?

- Completion of Grade 11
- Current graduates under 19 as of July 1, may apply
- Mature grade 10 students with special permission may apply
- Grade 11 students must provide a course of study so that upon completion of high school they have their grade twelve graduation

Prepare application to the program to include:

- Most recent school transcript of grades
- Resume
- KPU application form
- Cover letter indicating motivation and interest in the program
- Application fee \$75.00

Send your completed application to:

Ron Lancaster, Coordinator
Samuel Robertson Technical Secondary
10445 245 Street
Maple Ridge, BC V2W 2G4
Tel: 604-466-8409
Fax: 604-466-8604

Deadline: March 30

Selection priority will be:

- School District 42 students selected by a joint KPU/ Maple Ridge advising group (this includes adult non-grads)
- Out-of-district secondary school students are eligible and may apply through a joint KPU / Maple Ridge advising group



Plumbing

Trades Training

Certificate Program

For

Secondary School Students

A joint initiative of

Kwantlen University

and

School District No. 42
(Maple Ridge – Pitt Meadows)

and

Maple Ridge Secondary School

MUSIC HISTORY 11

BAA APPLICATION

PREPARED BY: Jodi Dahle

**Garibaldi Secondary
Maple Ridge**

November, 2012

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**BAA Course Framework
BC Ministry of Education**

District Name: Maple Ridge School District

District Number: SD 42

Developed by: Jodi Dahle

Date Developed: November, 2012

School Name: Garibaldi Secondary

Principal's Name: Grant Frend

Board/Authority Approval Date: _____

Board/Authority Signature: _____

Course Name: Music History 11 (Can be taken in grade 10, 11 or 12)

Grade Level of Course: 11

Number of Course Credits: 4

Number of Hours of Instruction: 120hrs

Prerequisite(s): None

Special Training, Facilities or Equipment Required:

The student should have a basic music notation/reading skills are recommended.

The teacher should have a music degree and substantial knowledge of both Western and Non-Western Music.

Student Texts: William Alves, *Music of the Peoples of the World*

Roger Kamien, *Music: An Appreciation*

Other Equipment Required:

- An assortment of Dover Scores for music analysis in class
- A music library of CD's for listening assignments
- A good quality stereo system to play audio recordings
- A TV and DVD player

Course Synopsis:

Upon completion of this course students will have a better understanding of what music is. Students will be able to listen to music with an open mind. They will develop skills that will enable them to listen to music critically and understand how music interacts with culture and society. Students will be able to make musical links between different musical time periods and cultures. Students will be encouraged to have a lifelong enjoyment of the arts.

BAA Course Description

1) Course Name

Music History 11

2) Grade Level

Grade 11

3) Number of Credits

4 credits

4) Course Synopsis

Upon completion of this course students will have a better understanding of what music is. Students will be able to listen to music with an open mind. They will develop skills that will enable them to listen to music critically and understand how music interacts with culture and society. Students will be able to make musical links between different musical time periods and cultures. Students will be encouraged to have a lifelong enjoyment of the arts.

5) Rationale

Why is it important for students to take this course?

This course is designed to introduce students to a wide range of musical styles from many different cultures and time periods. Basic music theory will be presented to help students better understand the music that they are studying. Students will be encouraged to openly explore music and culture from around the world. One of the main purposes of this course is to break down the barriers and have students objectively listen to different styles and understand how culture influences the music of our world. Students will be exposed to music from the middle ages to present day.

6) Organizational Structure

Curriculum Organizer: Total = 120 hours

Unit 1: Basic Music Theory: 10 hours

Overview – Students will be introduced to the basic music theory/notation skills that they will need to apply to later analysis of music covered.

It is expected that students will:

- have a basic understanding of all written clefs
- have a basic understanding of basic music notation (pitch, rhythm etc.)
- be able to identify basic chord structure of a given piece
- be able to identify key signature/time signature
- understand and apply transposition

Unit 2: Western Music, The Middle Ages: 10 hours

Overview – Students will be introduced to the music of this time period. Introduction of Roman music, Gregorian chant, birth of polyphony, development of music notation.

It is expected that students will:

- be able to identify the periods major composers
- be able to identify the periods major works
- understand culturally and historically what was happening during this time period
- be able to analyze the structure of the music introduced
- give a definition for new works introduced e.g. the main components of Gregorian Chant

Unit 3: Western Music, High Renaissance and Baroque: 15 hours

Overview – Students will be introduced to the music of this time period. New music techniques such as homophonic ideal replaces the polyphonic structure of earlier music, rise of instrumental technique, word painting, imitative counterpoint and terraced dynamics. Introduction of the major works of the period such as the mass, motet, madrigal, opera, choral and church cantata, oratorio. Introduction to major composers of the period such as Josquin, Palestrina and Morley.

It is expected that students will:

- be able to identify the periods major composers
- be able to identify the periods major works
- understand culturally and historically what was happening during this time period
- give a definition for new works introduced e.g. the main components of a madrigal

Unit 4: Western Music, Enlightenment / “Classical” Period: 20 hours

Overview - An introduction of the important forms that developed during this period such as sonata form, rondo form, theme and variations, minuet and trio, the classical symphony and the classical concerto. An introduction of the new musical techniques employed during this time period such as richness of harmony, melodic lyricism and nationalism and exoticism. An introduction to the major composers of this time period such as Haydn, Mozart and Beethoven.

It is expected that students will:

- be able to identify the periods major composers
- be able to identify the periods major works
- understand culturally and historically what was happening during this time period
- define and describe the major works of this time period
- give a definition for new works introduced e.g. the main components of a classical symphony

Unit 5: Western Music, 20th Century/Modern Music: 25 hours

Overview - An introduction of the important new musical techniques employed during this time period such as modern formalism, polyrhythm, polytonality, atonality, serialism, and minimalism. An introduction of the important new types of music of this period such as chance music, electronic music, jazz, ragtime, blues and microtonal music. An introduction of the major composers of this time period such as Stravinsky, Schoenberg, Glass and Gershwin.

It is expected that students will:

- be able to identify the periods major composers
- be able to identify the periods major works
- understand culturally and historically what was happening during this time period

Unit 6: World Music, Music of Sub-Saharan Africa: 20 hours

Overview - Geography and History, an introduction to the region, characteristics of traditional African music, traditional African instruments and Africa drumming techniques and function.

It is expected that students will:

- be able to identify recordings and identify the region that they originate from
- have a basic understanding of the cultural significance of different musical works
- understand and be able to re-create simple drum patterns from different regions
- make musical and cultural connections between western and non-western music

Unit 7: World Music, Music of China, Japan and Indonesia: 20 hours

Overview - Geography and History , and introduction to the region, characteristics of traditional music and traditional instruments of China, Japan and Indonesia.

China – Folk and Contemporary music and dramatic music.

Japan – Ancient court orchestral music, Japanese instrumental music and the music of Japanese Theatre.

Indonesia – Characteristics of Gamelan music and instruments.

It is expected that students will:

- be able to identify recordings and identify the region that they originate from
- have a basic understanding of the cultural significance of different musical works
- identify the characteristics of a regions music
- have an appreciation of different musical scales and instruments
- make musical and cultural connections between western and non-western music

7) Instructional and Assessment Component

Instructional Component:

- direct instruction
- indirect instruction
- interactive instruction
- modeling
- listening
- creating
- discussion
- brainstorming
- group work
- music analysis – skills taught and then applied by the students
- listening assignments
- analysis of own and other recordings and performances

Assessment Component:

- 70% of the course grade will be based on evaluations of student project work throughout the course.
- 30% of the course grade will be based on tests and quizzes throughout the course.

70% evaluations based on:

- listening assignments
- musical links investigation paper
- cultural and historical research
- daily work habit mark from student and teacher
- self evaluation of projects
- composer class presentations

30% evaluations based on:

- listening quizzes
- musical analysis test
- quizzes
- tests

Learning Resources:

Books

William Alves, *Music of the Peoples of the World*
Roger Kamien, *Music: An Appreciation*

Other Resources:

An assortment of Dover Scores for music analysis in class
A music library of CD's for listening assignments

CRIMINOLOGY 12

BAA APPLICATION

PREPARED BY: Gary Hallate

**Westview Secondary
Maple Ridge**

November 16, 2012

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**BAA Course Framework
BC Ministry of Education**

District Name: Maple Ridge School District

District Number: SD 42

Developed by: Gary Hallate

Date Developed: November 16, 2012

School Name: Westview Secondary

Principal's Name: Trevor Connor

Board/Authority Approval Date: _____

Board/Authority Signature: _____

Course Name: Criminology 12

Grade Level of Course: 12

Number of Course Credits: 4

Number of Hours of Instruction: 120hrs

Prerequisite(s): None

Special Training, Facilities or Equipment Required: none

Course Synopsis:

Criminology is the study of crime, the explanation of crime and the examination of crime reduction. Through readings, guest speakers, film, video and class discussions, students will examine the interactions between law and society, law and crime, law and the Criminal Justice System, and the Criminal Justice System and society. Criminology 12 differs from Law 12 in that Criminology is not interested in knowing the law; rather it focuses on the dynamics behind the law.

BAA Course Description

1) Course Name

Criminology 12

2) Grade Level

Grade 12

3) Number of Credits

4 credits

4) Course Synopsis

Criminology is the study of crime, explanations of crime and the examination of crime reduction. Through readings, guest speakers, film, video and class discussions, students will examine the interactions between law and society, law and crime, law and the Criminal Justice System, and the Criminal Justice System and society. Criminology 12 differs from Law 12 in that Criminology is not interested in knowing the law; rather it focuses on the dynamics behind the law.

5) Rationale

Criminology will offer students a unique interdisciplinary opportunity to explore crime and criminality. Students will be able to leave the course with a thorough understanding of the social and scientific theories that help explain crime by looking at the relationships between gender, education, geography, occupation and delinquency. Students will be able to discuss how crimes affect society, the victims and the victims' families. This course would be distinct from Law 12 as Law would examine what the "law" says about certain crimes and would not enable students to make the connections that criminology does. Criminology will offer a superior investigation into the cause and function of crime, which will allow students to generate ideas to reduce crime in Canada, British Columbia and locally in Maple Ridge.

Furthermore, in a large school, with a diverse population, an additional senior course in Social Studies that does not have the pressures of a provincially examinable course will allow for more options for students. Also, as a grade 12 course, the learning outcomes will help emphasize the district's graduation profile by creating ethical, respectful and democratic citizens. Finally, the interdisciplinary nature of this course allows for outcomes and strategies in Psychology, Biology, Geography, Planning and Law to be reinforced.

6) Organizational Structure

See Appendix A.

7) Learning Outcomes

See Appendix B

8) **Instructional and Assessment Component**

Instructional Component:

The material taught in this course will fall into traditional modes of instruction. Discussions will be based on course readings that will come from textbooks, photocopying (following Copyright laws), newspaper articles and court documents. There will be written assignments in which students will share knowledge, insights and opinions they have developed through reading and research. Further, active learning will take place in the form of multimedia presentations, research, videos/films and guest speakers (police, corrections and criminology professors) who will provide students with a variety of perspectives on various topics while addressing various learning styles.

Assessment Component

Students will be assessed using a variety of activities (both formative and summative) that will allow the student to demonstrate what they have learned and their ability to make connections to various topics. Such activities will include:

- written work (e.g.. summaries, journaling, response questions, case briefs, reports, articles)
- oral presentations/group discussion (e.g. debates, reports, dramatizations, talk-about, group discussions)
- visual displays (e.g. graphs, charts, video documentaries)
- research surveys designed to test theories or school, teacher, parent or community attitudes on a specific topic

The teacher may then employ the following strategies to record evidence of this learning:

- rating scales and rubrics
- checklists
- conferences and interviews
- objective summative testing
- teacher log – tracking feedback and anecdotal notes of achievement

Students will be assessed formatively and summatively.

1. Formative: participation in discussion, homework, feedback (noting improvement in ability on specific skill/concept) blogs
2. Summative: quizzes, tests, assignments, projects, presentations, debates

9) **Learning Resources**

See Appendix C, D and E.

10) **Additional Information**

In my four years of teaching Law 12, I have found that approximately 1/3 of the students are interested in a career in policing, corrections or law and are heading to College or University to study criminology. My purpose in creating this course is to introduce students to criminology and higher level thinking, thus preparing them for life after high school and giving these students a leg up in their criminology courses.

Appendix A

Curriculum Organizer: Total = 120 hours

Foundations of Criminology	Explanations/Perspectives of Crime	Responses to Criminal Behaviour	Future Directions in Criminology
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Foundations of Criminology: 30 hrs

The prescribed learning outcomes in this organizer provide an overview of the themes, theories and skills necessary to study the interrelationships of crime, society, behaviour and responses to crime. Ultimately this is the knowledge base for context essential for the successful completion of the course. The outcomes of this organizer will be carried out throughout the duration of the course.

Themes: Themes in this case refers to the understanding of what crime is. This organizer will introduce students to Criminal Law and provide them with the requisite background of what Law is, as well as the punishments, parties to offences and sentences for breaking the law.

Theories: Criminology is a study of crime and therefore has a variety of different theoretical models in which Criminology has its roots. The theories of Criminology in this case are Classical School, Positive School and Chicago School. These will provide a framework for students to build upon the founding theories to understanding the differing perspectives/explanations of crime.

Skills: Criminology students will develop skills that are integrated throughout all of the curriculum organizers that will allow them to acquire, organize, evaluate, and use legal and criminology information both inside and outside the classroom. These skills will be achieved through research projects, presentations, role-plays and field trips.

Explanations/Perspectives of Crime: 50 hrs

This curriculum organizer will expose students to the three main perspectives that Criminology uses to explain crime: sociological, biological and psychological. Students will be expected to examine the interactions between society and the offender in each perspective, all the while evaluating the perspective's contribution to reducing crime.

Sociological: This perspective will examine the cultural, economical and sociological explanations of crime focusing on gender, education, occupation (employment), geography, race, and rearing of the offender. Students will focus on Control Theory, Conflict Theory and Differential Opportunity Theory to fully appreciate this perspective.

Biological: This perspective will examine the biological influences acting upon criminals to act in a certain way. Further exploration of the Positive School will facilitate understanding by specifically examining the role of nutrition on brain development.

Psychological: This perspective will explore selected developmental and behavioural theories to help students make connections between internal and external forces acting on individuals to commit crime. The key theories to focus on will be: Classical/Operant Conditioning, Social Learning Theory and Moral Development Theory.

Responses to Criminal Behaviour: 25 hrs

Under this organizer students will examine and evaluate the various levels of responses to criminal behaviour and society's perception of the validity of the responses. This organizer consists of three subtopics: Victimology, Role of Community Policing, and Young Offenders.

Victimology: In this subtopic students will explore the role of the victim in crime, their treatment within the Justice System and the public's willingness to report crime. Areas of interest include: Victim Services and Victim Impact Statements.

Role of Community Policing: Students will examine a number of current issues in community policing such as its role, limitations problem oriented policing in Maple Ridge. To achieve a thorough understanding of these issues students will work on a project where they have to identify local areas of concern in Maple Ridge and work with existing resources to assess how best to alleviate these issues.

The offender and the Criminal Justice system: The way Canada approaches Corrections is unique as they take a rehabilitative approach. This approach has sparked much debate over time. Students will focus on the rehabilitation vs. punishment debate. Recidivism rates will be examined along with comparisons with other jurisdictions. Students will also analyze current programs and services available to inmates.

Future Directions in Criminology: 15 hrs

As a concluding topic in the curriculum, this organizer will allow students to make broad conclusions as to the causes of crime and offer suggestions for change in the Criminal Justice System. Students will examine the Administration of Justice, focusing on policy formation, reactions from special interest groups and engage in their own legal research to offer quantitative, qualitative, deductive and inductive reasons for crime and the need for change or ways to reduce crime. A key component to this section will be the use of restorative justice as an alternative for the criminal justice system.

Appendix B

Prescribed Learning Outcomes: Criminology 12

Foundations of Criminology

It is expected that students will:

- A1. Describe the principles of criminology, including
 - Crime
 - Delinquency
 - Social control
- A2. Examine different theories that explain crime
 - Hagan's Varieties
 - Social Control
- A3. Evaluate the use of crime statistics
 - Dark numbers
 - Trends over time
- A4. Researching factors for developing a research questionnaire
- A5. Analyzing the inter-relationship between different reasoning
 - Quantitative
 - Qualitative
 - Deductive
 - Inductive

Explanations of Crime

- B1. Analyze and compare the different Biological theories of crime
 - Darwin
 - Lombroso
 - Nutrition
 - Chemical Imbalance
- B2. Analyze and compare the different Psychological theories of crime
 - Deviant
 - Social Control
 - Moral Development
 - Personality Disorders
- B3. Analyze and compare the different Social theories of crime
 - Cultural
 - Sociological
 - Economical
 - Bystander Effect
- B4. Analyze the relationship between
 - Crime and gender
 - Crime and education
 - Crime and geography

Prescribed Learning Outcomes: Criminology 12

Responses to Criminal Behavior

- C1. Analyze the nature, purpose and effects of policing on society including
 - Use of deadly force
 - Impact of police scandals
 - Lack of transparency
- C2. Analyze the effectiveness of Community policing
- C3. Compare and Analyze different police forces/policing around the world
- C4. Analyze various methods to reduce crime in society
- C5. Analyze the inter-relationship between
 - Crime
 - Victim
 - Criminal
- C6. Understand the term 'victimology'
- C7. Analyze the treatment of the victim in the Criminal Justice System
- C8. Evaluate the efficiency of the Correctional Service of Canada
- C9. Compare the following models of Corrections
 - Rehabilitation
 - Punishment
- C10. Describe the terms
 - Parole
 - Probation
 - Incarceration
 - Recidivism

Future Directions in Criminology

- D1. Analyze issues relating to gangs, including
 - Structure
 - Process of joining
 - Gang values
 - Recruitment
- D2. Evaluate the impact gangs have on society
- D3. Analyze the methods police use to combat gangs
- D4. Analyze the media's role in promoting the life of gangsters

Westview Secondary School

Course Outline 2011/2012

Course Title: Criminology 12

Teacher: Mr. Hallate

Course Summary:

Criminology is the study of crime, the explanation of criminal behaviour and the examination of crime reduction. Criminology 12 differs from Law 12 in that Criminology is not interested in knowing the law; rather it focuses on the dynamics behind the law. Criminology examines the interactions between law and society, law and crime, law and the Criminal Justice System, and the Criminal Justice System and society. Criminologists focus on the criminal act, the factors causing crime and the impact crime has on society.

Of most importance, Criminology 12 will seek to answer questions such as: Who is a criminal? What forces are causing one to gravitate to crime? What can be done to avoid, reduce or eliminate crime? A thorough investigation into theories of crime, deviance, and explanations of crime (psychological/sociological/biological) will assist us in answering these key questions.

Criminology 12 will also examine the communal responses to crime – the agencies, police, courts, prisons, and researchers (criminologists) – and determine how effective these are in reducing crime. Criminology will address some of the key issues plaguing Canada's Criminal Justice System and discuss reform strategies through the analysis of crime statistics, justice models, and different perspectives of criminology (ex: critical criminology).

Course Outline:

Unit One: Introduction to Criminology

Topic One: Intro to Criminology and Research Methods

- What is Criminology? Who studies Criminology?

Topic Two: Criminal Law

- What is crime? What are the principles of crime?
- How do we measure crime/ Statistics/ Recidivism Rates

Topic Three: Early Theories of Criminology

Unit Two: Current Issues in Criminology

Topic One: Victimology

- Role of victim in crime, treatment within the CJS, reporting crimes

Topic Two: Role of the Police

- Corruption, use of deadly force, accountability, corruption, community policing
- Comparative police/justice systems
- Crime reduction

- Topic Three:** Role of Corrections
- Rehab/Punishment
 - Comparative: Canada/USA
 - Sentencing/Alternatives to incarceration/institutional programs
 - Wrongful Convictions

Unit Three: Explanations of Crime

- Topic One:** Biological Perspectives of Crime
- Positive School of Thought – Darwinian theories, Lombroso etc.
 - Biochemical imbalances – deficiencies associated with development that could lead one into crime
 - Nutrition – issues of brain development

- Topic Two:** Psychological Perspectives of Crime
- Application of Psychological Theories to help explain crime
 - Deviant, Social Learning, Moral Development, Personality Disorders
 - Behavioral Theories – Classical/Operant conditioning

- Topic Three:** Sociological Perspectives of Crime
- Cultural, Sociological, Economical explanations of crime
 - Gender and crime, education and crime, occupation and crime, geography and crime
 - Sociological theories – Control Theory, Conflict Theory, Differential Opportunity etc.

Unit Four: Future Directions

- Topic One:** Organized Crime
- Gangs, Mafia, Cartels and Triads
 - Political response to gangs/How to stop gangs

**INTERNATIONAL LANGUAGE, CULTURE &
TRAVEL
BAA APPLICATION**

PREPARED BY: Lesley Liversidge

**Westview Secondary
Maple Ridge**

October, 2012

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BAA Course Framework
BC Ministry of Education

District Name: Maple Ridge School District

District Number: SD 42

Developed by: Lesley Liversidge

Date Developed: 2012-10-19

School Name: Westview Secondary

Principal's Name: Trevor Connor

Board/Authority Approval Date: _____

Board/Authority Signature: _____

Course Name: International Language, Culture and Travel

Grade Level of Course: 11 (Available to all grade levels)

Number of Course Credits: 3 - 4

Number of Hours of Instruction: 120hrs

Prerequisite(s): None

Special Training, Facilities or Equipment Required:

Access to computers, LCD projector, mini stereo, DVD player.

Course Synopsis:

This course has been developed to encourage students to explore International cultures, history, geography and languages.

The course can be delivered in a traditional classroom or as a hybrid/blended classroom with a balance of online and face to face meeting time. Inquiry based learning will be integrated into the Geography, History, Art and Media component of the course.

The four courses involve an in-class or on-line portion and a practical portion where students will travel on a guided tour for 10 - 14 days in an International country.

Students who are not participating in a SD42 organized trip or exchange can choose to complete the three credit course.

Students will learn basic vocabulary and phrases useful for travel in the European country. They will examine various aspects of culture such as history, geography, art and architecture, music, film, and cuisine. Students will be encouraged to use technology to present their research projects.

This course is available to all grade levels.

BAA Course Description

1) Course Name

International Language, Culture and Travel

2) Grade Level

11 (Available to all grade levels)

3) Number of Credits

3 – 4 credits

4) Course Synopsis

This course has been developed to encourage students to explore International cultures, history, geography and languages.

The course can be delivered in a traditional classroom or as a hybrid/blended classroom with a balance of online and face to face meeting time. Inquiry based learning will be integrated into the Geography, History, Art and Media component of the course.

The four courses involve an in-class or on-line portion and a practical portion where students will travel on a guided tour for 10 - 14 days in an International country.

Students who are not participating in a SD42 organized trip or exchange can choose to complete the three credit course.

Students will learn basic vocabulary and phrases useful for travel in the European country. They will examine various aspects of culture such as history, geography, art and architecture, music, film, and cuisine. Students will be encouraged to use technology to present their research projects.

This course is available to all grade levels.

5) Rationale

This course has been developed to introduce students to the languages and cultures of international countries and increase awareness of their importance to Western Civilization. As their knowledge of these cultures increases, so does their ability to make observations about their own cultures. They will examine various aspects of culture through media such as the internet, print material, movies and songs. They will have discussions, research, and give oral presentations utilizing a variety of technology.

6) Organizational Structure

Curriculum Organizer: Total = 120 hours

Unit/Topic	Title	Time
Unit 1	Language for Travel	30
Unit 2	Geography, History, Art and Media	40
Unit 3	Trip planning, travel preparation and safety	20
Unit 4	10 - 14 days of travel	30
Total Hours		120

Unit 1: Language for Travel: 30 hours

Students will learn useful words and expressions for travel. They will also study pronunciation. Emphasis will be on oral and aural proficiency. Some reading and writing will also be taught.

Unit 1 will be divided into the following curriculum organizers: greetings, numbers, time, currency, prices, meals and food, at the hotel, shopping, directions, sightseeing and transportation.

It is expected that students will:

- communicate information orally, using common expressions and vocabulary
- respond to and ask simple questions
- exchange information using familiar words and simple phrases
- use appropriate greetings and expressions of politeness
- make simple requests
- ask for simple information
- participate in short conversations
- show cultural sensitivity in everyday situations through appropriate behaviours and language

Unit 2: Geography, History, Art and Media: 40 hours

This portion of the course will have an inquiry based project which will involve students making presentations to their peers.

A) Curriculum Organizer: Geography

Students will study the geography of the target country through mapping activities and creating a guided tour of a region highlighting points of interest.

It is expected that students will:

- be able to identify the regions of the country
- identify elements that contribute to the regional, cultural, and ethnic diversity of the country's society
- demonstrate an understanding of similarities and differences between the regions in the country
- communicate effectively in written and spoken English
- gather and process information about a the country's regions from a variety of sources, including the Internet
- employ technology to communicate independent research results

B) Curriculum Organizer: History

Students will be exposed to a survey of the country's history and examine important historical figures.

It is expected that students will:

- be able to list the main events in the country's history
- understand the key characteristics and significance of these periods
- gather and process information about historical figures from a variety of sources, including the Internet
- employ technology to communicate independent research results
- communicate effectively in written and spoken English
- examine the importance of the various influential figures in this country's history

C) Curriculum Organizer: Art and Architecture

Students will examine the following periods in this country's Art and Architecture: ex. Classical Antiquity, Byzantine, Romanesque, Gothic, Early Renaissance, High Renaissance and Baroque. They will study one artist or one architectural structure and present their research to the class.

It is expected that students will:

- identify and apply basic analytical concepts in examining works of art as expressions of culture
- examine works of art created by artists from this country
- communicate effectively in written and spoken English
- gather and process information about an Italian artist from a variety of sources, including the Internet
- employ technology to communicate independent research results
- explore various secular structures in this country
- gather and process information about the secular structure from a variety of sources, including the Internet
- analyse styles of buildings (ex. cathedrals and churches)
- gather and process information about the architecture from a variety of sources, including the Internet

D) Curriculum Organizer: Media

Students will be exposed to a variety of media such as music or films (e.g. Cinema Paradiso, La vita e bella, Il Postino), songs (e.g. Andrea Bocelli, Eros Ramazzotti, Il Divo, Umberto Tozzi), and books/magazines (on line and in print).

It is expected that students will:

- analyse and respond to cultural films
- identify how the films reflect the culture of the given period
- be exposed to a variety of cultural music
- demonstrate an appreciation of traditional and contemporary cultural music

Unit 3: Trip Planning and Preparation

The logistics involved in planning an international trip can be overwhelming, but the more prepared you are to visit the foreign country, the greater your chances are of having a successful trip that lives up to your expectations. In this unit the students work through the required steps to plan a successful trip to a foreign country.

It is expected that students will:

- choose a destination and dates
- choose a travel company and arrange for transportation
- plan an itinerary
- set a budget
- get their documents in order - passports / visas
- investigate travel advisories and other relevant information on the Canadian Government websites
- be able to give advice for before and during travel (ex. how to deal with medical conditions, food allergies).
- be aware of travel safety tips

Unit 4: Optional Travel Component (for the 4 credit course)

Students will spend 10 - 14 days traveling in a European country.

It is expected that students will keep a daily journal connecting their experiences during the trip with the lessons on history, geography, art, architecture and media they completed prior to their trip.

Students will apply the language lessons by asking for directions, ordering meals etc. in the target language.

7) Instructional and Assessment Component

Instructional Component:

The student will be exposed to a variety of learning experiences both in the classroom, and in the country we will visit.

The classroom teacher may use (but is not limited to):

- Direct teaching
- Indirect teaching
- Brainstorming
- Modeling
- Group work
- Presentations
- Practical experiences
- Video and DVD presentations
- Individual and cooperative activities
- Guest speakers
- Field-trip excursions

Assessment Component:

Student evaluation is based on the student meeting the learning outcomes, and will be done on an on-going basis including regular self- assessment by the students. Both assessment **of** and **for** learning will be employed by the teacher, with an emphasis on **formative assessment** throughout the course and during the activities. **Summative assessment** will also occur throughout the course to determine the students' learning at a given point in time. A variety of assessment methods to fit the unique learning out- comes and performance nature of this course is used and may include:

- Teacher observation
- Logs/journals
- Written assignments
- Skits
- Journals / Blogs
- Presentations
- Projects
- Reviews and summaries of articles and speakers
- Demonstrations of practical skills

Affective Domain: 30%

The affective domain evaluates the student's level of participation, involvement, and skill level.

The following criteria will be considered:

- On task behaviour/responsible behaviour
- Enjoyment, interest, positive attitude
- Level of participation or involvement; completes assigned work, participates in discussions, actively engaged in activity.
- Performance-demonstration of skills; includes daily assessment of individual skills in each adventure discipline, using a 1 to 5 scale of criteria.
- Cooperation; volunteers for special tasks, enjoys helping others
- Leadership; shows concern for the welfare of others
- Displays safety conscious attitude during all activities

Cognitive Domain:

The cognitive domain will assess understanding in the theoretical and practical aspects of the course curriculum. A trip log will be required as a record of the activities in which the students are involved and a summary of what they learned during the experience.

Assignments	20%
Inquiry Projects	25%
Presentations and skits	15%
Trip logs	10%

Learning Resources:

Textbook will not be required

Internet

Magazines (in print and on internet)

Examples of Book Resources:

Bonfante-Warren, Alexandra. The Louvre. Hugh Lauter Levin Associates: New York, 2000

Eyewitness Travel Guides. Spain. Dorling Kindersley Ltd.: London, 2004

Fodor's, Exploring Italy. Fodor's Travel Publications: New York, 2000

Gast, Dwight V. A Portrait of Italy. Todtri Book Publishers: New York, 1999

Hartt, Frederick. Art-A History of Painting, Sculpture, Architecture Volumes I&II. Prentice-Hall: New York, 1976

Hoving, Thomas. Greatest Works of Art of Western Civilization. Artisan: New York, 1997

Insight Guides. Spain. Apa Productions: Hong Kong. 1987

Ivory Michael. National Geographic Traveler-Germany. National Geographic Society: Verona, 2004

Jacobs, Jay. Great Cathedrals. Horizon Magazine: New York, 1984

National Geographic Society. The Renaissance: Maker of Modern Man. National Geographic Society: 1977

Poli, Doretta. Arts and Crafts in Venice. Konemann: Cologne, 1999

Toman, Rolf. Romanesque Architecture Sculpture Painting. Konemann: Cologne, 1997

Other Resources:

Songs

Film

LEADERSHIP 12

BAA APPLICATION

PREPARED BY: Lesley Liversidge

**Westview Secondary
Maple Ridge**

November 14, 2012

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BAA Course Framework

BC Ministry of Education

District Name: Maple Ridge School District

District Number: SD 42

Developed by: Lesley Liversidge

Date Developed: November 14, 2012

School Name: Westview Secondary

Principal's Name: Trevor Connor

Board/Authority Approval Date: _____

Board/Authority Signature: _____

Course Name: Leadership 12

Grade Level of Course: 12

Number of Course Credits: 4

Number of Hours of Instruction: 120 hrs

Prerequisite(s): (Recommended)

Special Training, Facilities or Equipment Required: None.

Course Synopsis:

This course is intended to provide students with the opportunity to build on and apply the knowledge and skills acquired in Leadership 11 towards individual and group initiatives within the school and throughout the community. This course is very self-directed in nature and requires a significant commitment on the part of the students to use the course to practical advantage for both themselves and the larger community. There is also a service component to the course, which will involve students providing volunteer service to school and community groups.

BAA Course Description

1) Course Name

Leadership 12

2) Grade Level

12

3) Number of Credits

4

4) Course Synopsis

This course is intended to provide students with the opportunity to build on and apply the knowledge and skills acquired in Leadership 11 towards individual and group initiatives within the school and throughout the community. This course is very self-directed in nature and requires a significant commitment on the part of the students to use the course to practical advantage for both themselves and the larger community. There is also a service component to the course, which will involve students providing volunteer service to school and community groups.

5) Rationale

The need to facilitate the development of leadership skills and attitudes in today's youth is well documented in research. Students are faced with a wide variety of situations which require them to make decisions based not only on their own best interests but also based on the "greater good" as directed by our society. The need to make choices based on thoughtful analysis combined with the confidence to, in a moral and ethical manner, direct others is key to developing leaders in our country. If we do not give students the necessary skills and attitudes, as well as provide them with the opportunity to practice and apply them to real life leadership opportunities, we run the risk of depriving many individuals of realizing their own goals in life, and also depriving our society of the direction and guidance offered by positive, proactive leaders.

6) Organizational Structure

Unit 1: Characteristics and qualities of a leader	5 hours
Unit 2: Management and Planning	10 hours
Unit 3: Group dynamics	15 hours
Unit 4: Moral and Ethical Issues Associated with Leadership	15 hours
Unit 5: Self-directed development projects	75 hours

Curriculum Organizer: Total = 120 hours

Unit 1: Characteristics, Qualities and Nature of a Leader Time: 5 hours

Students will review the characteristics and qualities of leaders throughout history, and remind themselves of the various theories associated with the nature of leadership. Students will then create their own leadership profile and articulate their position on a variety of issues.

Curriculum Organizer: Understanding of qualities and nature of leadership

It is expected that students will:

- Explain theories pertaining to leadership and the attributes and skills that are associated with leaders
- Identify their major leadership style
- Articulate the role of leadership in initiating and implementing change in our society

Curriculum Organizer: Application of qualities and nature of leadership

It is expected that students will:

- Develop a profile of leadership that suits their own nature and interests.

Unit 2: Managing and planning a project Time: 10 hours

Students will review the key organizational skills that are available to leaders in our society. They will also teach the many styles of management, which influence group dynamics and effectiveness, as well as a variety of inter-personal and communication skills that new students will use in several class projects.

Curriculum Organizer: Understanding management and planning skills

It is expected that students will:

- Describe the major organizational skills necessary to plan and manage initiatives within groups
- Identify and assess new management and planning skills useful in leadership initiatives

Curriculum Organizer: Apply management and planning skills

It is expected that students will:

- Apply a variety of organizational skills to plan a class project
- Explain the major management styles
- Assess the nature and importance of inter-personal and communications skills in leadership
- Create a personal management style and structure for themselves
- Demonstrate in a series of lessons the importance of planning in the success of an initiative
- Evaluate the effectiveness of their own personal planning/management style

Unit 3: Group Dynamics Time: 15 hours

Students will continue their understanding of leadership theories by investigating the new theories of group dynamics. They will experience first-hand the “dynamic” nature of groups through the planning and implementation of a class project and management of

group and individual needs. They will also explore several group theories and develop their own structures for monitoring group activity, reaching consensus, problem solving and decision-making.

Curriculum Organizer: Awareness of skills relating to group dynamics

It is expected that students will:

- Identify relevant information on new theories of group dynamics
- Outline the structures available for monitoring group activity
- Identify potential areas of conflict in groups and develop a set of skills for resolving conflict in group situations

Curriculum Organizer: Understanding of skills relating to group dynamics

It is expected that students will:

- Explain the nature of decision-making and articulate the elements necessary for effective decision making

Curriculum Organizer: Application of skills relating to group dynamics

It is expected that students will:

- Demonstrate a variety of problem-solving strategies that occur when working with groups

Unit 4: Moral and Ethical Issues Associated with Leadership Time: 15 hours

Students will investigate the nature of both individual and societal goals and be able to clearly explain the connection between rights and responsibilities in our society. They will then be provided with a number of “moral conflicts” which they must clarify based on a set of guiding principles. Each student will develop a personal “code of ethics” which will guide their decisions in future projects.

Curriculum Organizer: Awareness of Moral and Ethical Issues

It is expected that the students will:

- Outline the similarities and differences between personal and societal responsibility
- Identify areas of moral conflict in our society
- Describe the major moral and ethic issues relating to leadership in our society

Curriculum Organizer: Understanding of Moral and Ethical Issues

It is expected that the students will:

- Explain the connections between rights and responsibilities in our society
- Explain the importance of morality and ethics in leadership
- Explain the differences between “doing things right” and “doing the right thing”

Curriculum Organizer: Application of Moral and Ethical Issues

It is expected that the students will:

- Evaluate/Demonstrate belief associated with a moral/ethical issue
- Develop a code of ethics to guide their decisions

Unit 5: Self-directed Learning Projects Time: 75 hours

Students will be expected to apply their learning and experience to a number of individual and group projects of their own creation. Each project will be presented to the teacher and/or school administration for feedback and approval. It is expected that students will be able to draw on their community service for contacts, and will continue to reflect on their learning through their journals. For their final “interview”, each student must provide evidence of personal growth, service experience and personal leadership initiatives.

Curriculum Organizer: Application of leadership

It is expected that students will:

- Apply knowledge, skills and attitudes they have developed to a variety of personal projects; and
- initiatives throughout the school and community
- Record, monitor and evaluate their personal leadership development through advisor / student
- meetings and reflective journals
- Critically evaluate the effectiveness of their development as a leader in our school and community

7) Instructional and Assessment Component

Instructional Component:

1. Direct instruction
2. Interactive instruction
3. Reflective writing
4. Individual and Group Activities
5. Independent instruction
6. Individual student meetings and conferences

Assessment Component:

1. Reflective journals
2. Student portfolios (electronic/conventional)
3. Service record
4. Projects and assignments
5. Evaluative interview

Approximate Percentage of Total Mark by Category:

- Journals / Portfolio 20-25%
- Volunteer service 10%
- Class Assignments/Projects 10-15%
- Self-Directed Projects 45-60%
- Final Interview 20%

Learning Resources:

For Teacher Reference:

- Apps, Jerold W. *Leadership for the Emerging Age*. San Francisco: Bass, 1994
- Blair, Gerard M. *Starting to Manage: the essential skills*. IEE Press: Piscataway, NJ, 2003
- Bryson, John M. and Crosby, Barbara C. *Leadership for the Common Good*. Jossey-Bass, 1992.
- Burns, James MacGregor. *Leadership*. Harper Colophon, 1978.
- Covey, Stephen R. *The Seven Habits of Highly Effective People*. New York: Simon & Schuster, 1989.
- Covey, Stephen R. *Principle-Centered Leadership*. New York: Summit Books, 1990.
- Clemmer, Jim. *Leading in Turbulent Times*. Kitchener, Ont. 2004 De Pree, Max. *Leadership Is An Art*. Dell, 1990.
- Dreher, Diane. *The Tao of Personal Leadership*. New York: Harper Business, 1996.
- Fevgas, Vasilios. *Eight Tips for Successful Team Leadership*. Tech.Learning. 2003
- Hesselbein, Frances; Goldsmith, Marshall; and Beckhard, Richard (eds.). *The Leader of the Future*. San Francisco: Jossey, 1996.
- Hickman, Craig R. *Mind of a Manager, Soul of a Leader*. John Wiley, 1990.
- Kotter, John P. *Leading Change*. Boston: Harvard Business School Press, 1996.
- Kouzes, James J. and Posner, Barry A. *The Leadership Challenge: How to Get Extraordinary Things Done in Organizations*. San Francisco: Jossey-Bass, 1990.
- Lewis, C. Patrick. *Building a Shared Vision: A Leader's Guide to Aligning the Organization*. Portland, Oregon: Productivity Press, 1997.
- Parker, Glenn M. *Team Players and Teamwork*. San Francisco: 1990
- Peters, Tom J. and Austin, Nancy K. *A passion for Excellence*. New York: Warner Books, 1989.
- Schon, Donald A. *The Reflective Practitioner: How Professionals Think in Action*. Basic, 1983.

Other Resources:



To: Board of Education

From: Secretary Treasurer
Flavia Coughlan

Re: **BOARD POLICY DEVELOPMENT
COMMITTEE RECOMMENDED
POLICIES FOR RE-NUMBERING**

Date: February 13, 2013
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The Board Policy Development Committee has reviewed and recommends the re-numbering of the following policies in order to remain consistent with new policy creation:

- 2919 – (Formerly “BBFA”): Trustees’ Code of Conduct;
- 5310 – (Formerly “DN”): Disposal of Equipment;
- 7213 – (Formerly “GBCA”): Conflicts of Interest – District Staff;
- 7220 – (Formerly “GBMA”): Dangerous Weapons;
- 9925 – (Formerly “IICD”): Non-District Sponsored Activities Including Students;
- 9420 – (Formerly “JFCJ”): Dangerous Weapons in Schools.

It is recommended the following policies, which were void of a reference, be numbered as follows:

- 5700.1 – Access to and Management of Public Information of the Board FOIPP-1;
- 5700.2 – Collection, Protection of and Access to Personal Information of Board Employees FOIPP-2
- 5700.3 – Management of Information of Board Employees FOIPP-3
- 5700.4 – Collection, Protection of and Access to Personal Information of Private Individuals FOIPP-4
- 5700.5 – Management of Personal Information of Private Individuals FOIPP-5
- 6810 – Disposal of Land or Improvements (Approved – June 10/09)
- 9415 – Inclusive Schools (Approved – June 14/06)
- 4415 – District Funded Attendance at Functions (Approved – October 29/08)
- 4410 – Travel Expenses (Approved – October 29/08)
- 5905 – Alcohol – Consumption, Possession and Storage (Approved – June 13/07)
- 9610 – Health Care Needs (Approved November 8/06)
- 5575 – Nutrition (Approved – December 13/06)
- 10820 – Political Activities (Approved – November 22/06)

This action to renumber previously adopted policies and replace them with recommended renumbered policies should improve the efficiencies and management of the Board's governance model.

Once approved, the attached policies will replace the originally numbered policies on the website.

The Committee will continue to review and forward policies for the Board's future consideration.

RECOMMENDATION:

THAT the Board approve the re-numbering, replacement and re-posting of policies to the website as follows:

- 2919 – (Formerly “BBFA”): Trustees’ Code of Conduct;
- 5310 – (Formerly “DN”): Disposal of Equipment;
- 7213 – (Formerly “GBCA”): Conflicts of Interest – District Staff;
- 7220 – (Formerly “GBMA”): Dangerous Weapons;
- 9925 – (Formerly “IICD”): Non-District Sponsored Activities Including Students;
- 9420 – (Formerly “JFCJ”): Dangerous Weapons in Schools.
- 5700.1 – Access to and Management of Public Information of the Board FOIPP-1;
- 5700.2 – Collection, Protection of and Access to Personal Information of
Board Employees FOIPP-2
- 5700.3 – Management of Information of Board Employees FOIPP-3
- 5700.4 – Collection, Protection of and Access to Personal Information of
Private Individuals FOIPP-4
- 5700.5 – Management of Personal Information of Private Individuals FOIPP-5
- 6810 – Disposal of Land or Improvements (Approved – June 10/09)
- 9415 – Inclusive Schools (Approved – June 14/06)
- 4415 – District Funded Attendance at Functions (Approved – October 29/08)
- 4410 – Travel Expenses (Approved – October 29/08)
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- 5575 – Nutrition (Approved – December 13/06)
- 10820 – Political Activities (Approved – November 22/06).

Attachments

SD 42 POLICY: 2919

TRUSTEES' CODE OF CONDUCT

The Trustee Code of Conduct is based on the respect and consideration for the responsibilities and rights of each Trustee. Trustees have the responsibility to know and observe the rules and regulations of the Corporate Board as they carry out the work of the Corporate Board.

A. Code of Conduct

- 1.00 The Board expects of itself and its members ethical and businesslike conduct. This commitment includes proper use of authority and respect in group and individual behaviour when acting as Board members.
- 1.01 Board members shall respect the decisions of the corporate board.
- 1.02 Trustees will honour confidentiality regarding:
 - (i) matters discussed at Closed Meetings;
 - (ii) correspondence, reports, e-mails and other information placed in confidence with Trustees.
- 1.03 Board members shall avoid conflict of interest with respect to their fiduciary responsibility. Conflict of interest is defined as:
 - (a) Where a member has any pecuniary interest, direct or indirect, in any matter, the member must disclose the general nature of interest before any consideration of the matter. The member must not take part in any consideration or discussion of, or vote on any question in respect to the matter, and must not attempt in any way before, during or after the meeting to influence the voting.
 - (b) If the meeting is not open to the public, the member must leave the meeting during the time the matter is under discussion. Note: Meeting is defined to "include any regular, special, committee or other meeting" of the Board.
 - (c) If absent from a meeting, members of the Board must disclose their interest at the first meeting attended after such meeting.
 - (d) Declarations of pecuniary interest and the general nature thereof must be recorded in the minutes of the open meetings. Every declaration of interest made in private meetings, but

not the general nature of the interest, must be recorded in the minutes of the next open meeting.

- 1.04 Trustees shall comply with the provisions of the *School Act, Freedom of Information and Protection of Privacy Act*, and any other relevant legislation.
- 1.05 Board members shall not attempt to exercise individual authority over the organization.
 - (i) Trustee interaction with the Superintendent of Schools and staff is encouraged; however, individual Board members or groups of Board members shall recognize authority over the Superintendent of Schools or staff is only through the corporate body.
 - (ii) Board members' interaction with the public, media or other entities shall recognize the same limitation and similar inability of any Board member or Board members to speak for the Board.
 - (iii) Board members will voice no judgements on individual staff performance except as that performance is assessed against explicit Board policies by the official process.
- 1.06 Trustees shall at all times act with decorum and shall be respectful of other Trustees and members of staff, as well as the public.
 - (i) A Trustee may comment on, or disagree with, a decision taken by the Board. In expressing such comment or disagreement, a Trustee may not make disparaging remarks about a Trustee(s), or individual, nor speculate on the motives of a Trustee or individual.
 - (ii) Any member who resists the rules of the Board, uses offensive language, disobeys the decision of the Chair/Acting Chair of the Board on points of order, or makes any disorderly noise or disturbance may, by resolution of the Board, be ordered to leave for all or part of the remainder of the meeting. (Such removal is to be recorded in the minutes of the meeting).

B. Breach of Conduct

2.00 Process for Investigation of Allegations of Breach of Conduct

- (i) The Chair of the Board has the authority to investigate allegations of breaches of the Code of Conduct and shall, where appropriate, consult with the Vice Chair regarding course of action.
- (ii) The Chair has the authority to invoke consequences (a) and (b); but consequences (c) and (d) require Board resolution. The consequences invoked will depend on the seriousness of the conduct or breach. Where the alleged breach of conduct has been committed by the Chair of the Board, the Board shall empower the Vice Chair to perform the above responsibilities of the Chair.

2.01 Consequences of Breach of Conduct

Consequences should be representative of the infraction and may include:

- (a) a verbal warning
- (b) a letter outlining the breach or concern
- (c) a recommendation for public censure of the Trustee
- (d) in respect of a Trustee's failure to comply with the duty of confidentiality as stated in 1.02 above, the following additional sanctions may be pursued by the Board:
 - (i) The Board may pursue available legal avenues where a Trustee has breached his/her duty of confidentiality.
 - (ii) The Board will not compensate a Trustee for legal costs incurred in response to any action pursued as per (i).

Notwithstanding this procedure, it is the intent of the Board to provide a fair and just review of the concern respecting the Trustee's right to due process, including:

- being advised of the specifics of the allegations
- the right to make a presentation before the Board
- appropriate notice

An appeal to the Board of any consequences applied by the Chair may be made at the next Closed Meeting of the Board. Consequences applied by the Board are not subject to appeal.

2.02 Procedure to Invoke Consequences for Breach of Conduct

When appropriate, the Board may exercise its corporate authority over individual members. Accordingly:

- (i) The Board may, by special motion duly passed, declare the office of the Chair and/or Vice Chair to be vacant effective as of the date of passage of the resolution, where such person:
 - becomes qualified as a Trustee;
 - deliberately breaches any relevant legislation or Board policy; and/or
 - acts in such a manner as to lose the confidence of the Board.

If such a resolution is passed, the Board shall, at the same meeting, elect a new Chair and/or Vice Chair respectively as the case may be following the election process set out in Procedural Bylaw B Part B.

- the Board may, by special motion duly passed, remove a Trustee from a Board Committee. If such resolution passed, the Board shall, at the same meeting, elect a new Trustee to fill the vacancy on that committee.
- (ii) The Board may, by special motion duly passed either in a Public Meeting, or a Closed Meeting, censure a Trustee for:
 - breach of Procedural Bylaws and/or policy; and/or
 - breach of relevant legislation

Note: For the purpose of this section, a "special motion" is interpreted as a motion duly moved, seconded, and adopted by a two-thirds majority of the entire members present. The topic to be decided by "special motion" must appear on the distributed agenda for the meeting or all Trustees have advised within 48 hours of the commencement of the meeting for the matter to be added to the agenda if approved by those members present.

APPROVED:

SD 42 POLICY: 5310

DISPOSAL OF EQUIPMENT

It is the general intent of the Board to dispose of furniture and equipment in a manner that is in the best interest of the District.

The Secretary Treasurer is authorized to make arrangements for disposal.

Arrangements for disposal of equipment and furniture which is judged to be beyond further use and value will be undertaken by the Secretary Treasurer using the following sequence of priorities:

- 1.00 In cases of replacement, items shall first be offered for trade-in purposes with proceeds used to reduce the cost of the replacement items.
- 1.01 If the trade-in value is not in the District's best interest and the item can be utilized by a school for school purposes, the item shall be transferred for official District use.
- 1.02 If the item appears to be of no further use to the District, arrangements for a suitable sale through a bid process shall be made. Board employees are permitted to participate in the bidding process. Trustees must meet the requirements of the School Act.
- 1.03 If sale of the item has proven unsuccessful, the item may be donated to local non-profit organizations with emphasis on historical societies.
- 1.04 If all attempts of dispositions have failed, the item shall be offered for recycling or shall be discarded.

The Secretary Treasurer shall maintain accurate records in respect to all dispositions.

APPROVED:



SD 42 POLICY: 7213

CONFLICTS OF INTEREST – DISTRICT STAFF

The Board expects the highest standards of conduct from its employees and views such behavior as paramount in developing and maintaining the public's trust and confidence in the District. The requirements for compliance with the high standards of conduct established by the Board are a condition of employment. Employees are expected to comply with the standards and expectations expressed in this policy and to generally exhibit these qualities and values within their daily activities as they relate to District business. Employees should contact their immediate supervisor for advice and assistance regarding the interpretation or application of this policy.

The issue of conflict of interest is a delicate one that must be handled with the utmost care and consideration for employees while adhering to an unwavering commitment to high standards of employee conduct including but not limited to the following:

1.00 District employees have a duty of loyalty to the District as their employer. This duty requires employees to provide services to the best of their ability regardless of their own personal perspectives of Board direction or policy. The honesty and integrity of District employees must be above reproach and coupled with impartiality in the conduct of their duties to ensure that their actions are above public suspicion. The actions and conduct of employees must be such as to instill within the public a sense of trust and confidence in the District.

1.01 It is essential that employees recognize their responsibility to ensure that confidential information received as a result of employment with the District remain confidential, and not be divulged to anyone other than individuals authorized to receive such information. Disclosure of confidential information may put employees in a position of conflict of interest, and great care must be taken when communicating with individuals inside and outside the District.

1.02 A conflict of interest may also occur when an employee's private affairs or financial interests are in conflict, or could result in a perception of conflict, with the employee's duties or responsibilities in such a way that:

- the employee's ability to act in the public interest could be impaired; or
- the employee's actions or conduct could undermine or compromise:
- the public's confidence in the employee's ability to discharge work responsibilities, or
- the trust that the public places in the public service.

While the Board recognizes the right of public service employees to be involved in activities as citizens of the community, conflict must not exist between employees' private interests and the discharge of their job related duties. Upon accepting a position in the District, employees must arrange their private affairs in a manner that will prevent conflicts of interest, or the perception of conflicts of interest, from arising.

Examples of conflicts of interest include, but are not limited to, the following:

- an employee uses District property or the employee's position to pursue personal interests;
- an employee is under obligation to a person who might benefit from or seek to gain special consideration or favor;
- an employee, in the performance of duties, gives preferential treatment to an individual, corporation or organization, including a non-profit organization, in which the employee, a relative, or friend, of the employee, has an interest, financial or otherwise;
- an employee benefits from, or is reasonably perceived by the public to have benefited from, the use of information acquired solely by reason of the employee's employment;
- an employee benefits from, or is reasonably perceived by the public to have benefited from, a government transaction over which the employee can influence decisions (for example, investments, sales, purchases, borrowing, grants, contracts, regulatory or discretionary approvals, appointments);
- an employee requests or accepts from an individual, corporation or organization, directly or indirectly, a personal gift or benefit that arises out of their employment in the District, other than:
 - the exchange of normal hospitality between persons doing business together,
 - gifts exchanged as part of protocol, including the normal presentation of gifts to persons participating in public functions.

1.03 Employees are in a conflict of interest when dealing with direct relatives or individuals who permanently reside with them when the following working relationships exist:

- a reporting relationship exists where one employee has influence, input or decision-making power over the other employee's performance evaluation, salary, premiums, special permissions, conditions of work and similar matters; or
- the working relationship affords an opportunity for collusion between the two employees that would have a detrimental effect on the Employer's interest.

The above restriction on working relationships may be waived provided that the Superintendent or Secretary-Treasurer are satisfied that sufficient safeguards are in place to ensure that the Employer's interests are not compromised.

1.04 Employees are to disqualify themselves as participants in personnel decisions when their objectivity would be compromised for any reason, benefit or perceived benefit, could accrue to them. For example, employees are not to participate in staffing actions involving direct relatives or persons living in the same household.

1.05 Employees may engage in remunerative employment with another employer, carry on a business, receive remuneration from public funds for activities outside their position, or engage in volunteer activities without there being a conflict of interest, provided it does not:

- interfere with the performance of their duties as an employee of the District;
- bring the District into disrepute;
- represent a conflict of interest or create the reasonable perception of a conflict of interest;
- appear to be an official act or to represent District direction or policy;
- involve the unauthorized use of work time or District premises, services, equipment or supplies to which they have access by virtue of their employment with the District; or
- gain an advantage that is derived from their employment with the District

APPROVED:

SD 42 POLICY: 7220

DANGEROUS WEAPONS

It is the policy of the school district to maintain a positive, safe, secure learning and working environment. In striving to attain such an environment, the district takes the position of no tolerance for weapons in our schools. All weapons or instruments that have the appearance of a weapon are prohibited within all school environments and the school zone, except for educational purposes as authorized in advance by the school principal or designate. School environments include, but are not limited to, district-owned buildings; leased or rented facilities; school-sponsored activities; field trips; school vehicles and school buses rented or owned. Anyone found to be in possession of a weapon in any area defined in this policy, before, during, or after school hours is subject to administrative and/or legal action.

The school administration shall ensure that this policy is brought to the attention of all students, parents and staff members on a regular basis.

Students and non-students, including employees and other adults, are forbidden to knowingly or voluntarily possess, store in any area subject to one's control, handle, transmit, or use any instrument that is considered a weapon or "look-alike" weapon in any of the school environments listed above.

"Weapon" means any firearm whether loaded or unloaded; any chemical, substance, device, or instrument designed as a weapon or through its use capable of threatening or producing bodily harm or death; or any device or instrument that is used to threaten, strike terror, or cause bodily harm or death.

A. Category 1 Weapons

The district does not tolerate the following objects:

- 1.00 All firearms, whether loaded or unloaded, etc.
- 1.01 Other guns of all types including pellet, B-B, stun, look-alike, and non-functioning guns that could be used to threaten others, etc.
- 1.02 Knives, switchblades or automatically opening blades, daggers, swords, razors, etc.
- 1.03 Artificial knuckles or other objects designed to be worn over the fist or knuckles, etc.

- 1.04 Blackjacks, clubs, numchucks, throwing stars, etc.
- 1.05 Explosives
- 1.06 Poisons, chemicals, or substances capable of causing bodily harm
- 1.07 Bow and arrows, sling-shots, etc.
- 1.08 Any other device or instrument used to intimidate, threaten or inflict harm.

B. Category I Violation by Youths and Adults, Including Employees

- 1.00 Immediate police involvement with recommendation to charge.
- 1.01 Employees will also be subject to district investigation and application of relevant disciplinary procedures.

C. Category 2 Weapons-Possession of Objects That May or May Not Be Considered Weapons

While this policy represents a “no tolerance” position on weapons and/or look-alike weapons, there are several objects that are questionable regarding whether they are considered weapons and whether the presence of these objects requires activation and enforcement of this policy. The administrator may use his or her discretion when interpreting use and intent with such objects. Such potentially dangerous objects may include, but are not limited to:

- 1.00 Small pocket knives
- 1.01 Fireworks, fire crackers, and smoke bombs
- 1.02 Throwing darts
- 1.03 Nuisance items and toys
- 1.04 Unauthorized tools
- 1.05 Mace

APPROVED:

SD 42 POLICY: 9925

NON-DISTRICT SPONSORED ACTIVITIES INCLUDING STUDENTS

No employee or person who works at a school shall take part in the organization or operation of non-district activities which may include the involvement of students, unless it has been made clear that School District 42 is in no way involved with the activity and it is not a school sponsored event.

If individuals undertake such activities, they must ensure that necessary procedures are followed both to make potential users of the activity aware that the School District is not involved and to ensure that School District 42 is not held liable for any occurrences.

Individuals who arrange non-district sponsored activities which may involve students must take steps to make it clear the activity is not sanctioned by the School District and it is not in connection with school studies. Such steps include the following:

- 1.00 Individuals must send letters of permission by mail, rather than by students taking letters home for sanction.
- 1.01 Letters to parents are to follow the suggested parental approval form identified as Appendix 'A' attached to this policy.
- 1.02 Activities are to be organized outside regular class time.
- 1.03 Meetings or other arrangements in connection with the planning of the activity are not to be held at school.
- 1.04 Trips are to depart from a location other than a school.

APPENDIX A

I (or name of organization) will be starting canoeing this fall. It will occur at different times and stages depending on the availability of the free canoes. The paid canoes are used from behind Rainbow Canoes on Katzie Slough.

You must remember that this is NOT a school sponsored event nor is it in any way connected with the School Board and I am not acting as an employee or agent of the School Board in arranging this event.

I leave the (location of departure) at 2:30 p.m. and come back at 5:30 p.m., depending on the daylight. Cost is \$2/hour each. Children are responsible for their own transportation.

Date

Signature of Sponsor

-----cut-----

I HEREBY REQUEST PERMISSION FOR _____

TO GO CANOEING _____, 20____. I UNDERSTAND THAT THIS EVENT IS NOT IN ANY WAY CONNECTED TO OR SPONSORED BY (name of school) OR THE SCHOOL BOARD AND THAT (name of employee or volunteer) IS NOT ACTING AS AN EMPLOYEE OR AGENT OF THE SCHOOL BOARD IN ARRANGING THE EVENT.

Parent or Guardian

I WOULD LIKE TO PARTICIPATE _____(X)

APPROVED:

SD 42 POLICY: 9420

DANGEROUS WEAPONS IN THE SCHOOLS

It is the policy of the school district to maintain a positive, safe, secure learning and working environment. In striving to attain such an environment, the district takes the position of no tolerance for weapons in our schools. All weapons or instruments that have the appearance of a weapon are prohibited within all school environments and the school zone, except for educational purposes as authorized in advance by the school principal or designate. School environments include, but are not limited to, district-owned buildings; leased or rented facilities; school-sponsored activities; field trips; school vehicles and school buses rented or owned. Anyone found to be in possession of a weapon in any area defined in this policy, before, during, or after school hours is subject to administrative and/or legal action.

The school administration shall ensure that this policy is brought to the attention of all students, parents and staff members on a regular basis.

Students and non-students, including employees and other adults, are forbidden to knowingly or voluntarily possess, store in any area subject to one's control, handle, transmit, or use any instrument that is considered a weapon or "look-alike" weapon in any of the school environments listed above.

"Weapon" means any firearm whether loaded or unloaded; any chemical, substance, device, or instrument designed as a weapon or through its use capable of threatening or producing bodily harm or death; or any device or instrument that is used to threaten, strike terror, or cause bodily harm or death.

A. Category 1 Weapons

The district does not tolerate the following objects:

- 1.00 All firearms, whether loaded or unloaded, etc.
- 1.01 Other guns of all types including pellet, B-B, stun, look-alike, and non-functioning guns that could be used to threaten others, etc.
- 1.02 Knives, switchblades or automatically opening blades, daggers, swords, razors, etc.
- 1.03 Artificial knuckles or other objects designed to be worn over the fist or knuckles, etc.
- 1.04 Blackjacks, clubs, numchucks, throwing stars, etc.

- 1.05 Explosives
- 1.06 Poisons, chemicals, or substances capable of causing bodily harm
- 1.07 Bow and arrows, sling-shots, etc.
- 1.08 Any other device or instrument used to intimidate, threaten or inflict harm.

B. Category 1 Violation by Students

The procedure for all offences is:

- 1.00 Confiscation of the weapon (if it can be done safely), or call 911 and request assistance if needed.
- 1.01 Notification of the Superintendent or designates.
- 1.02 Inform the student of the policy provision that has been violated
 - Confront the student with the evidence
 - Provide an opportunity for the student to respond to the allegations.
- 1.03 Notify the parent/guardian.
- 1.04 Initially, suspension from school for an indefinite period (more than 10 days).
- 1.05 Involvement of police with recommendation to charge.
- 1.06 Recommendation to the Superintendent regarding expulsion.
- 1.07 A hearing with the Suspension Review Committee arranged.

C. Category I Violation by other Youths and Adults, Including Employees

- 1.00 Immediate police involvement with recommendation to charge.
- 1.01 Employees will also be subject to district investigation and application of relevant disciplinary procedures.

D. Category 2 Weapons-Possession of Objects That May or May Not Be Considered Weapons

While this policy represents a “no tolerance” position on weapons and/or look-alike weapons, there are several objects that are questionable regarding whether they are considered weapons and whether the presence of these objects requires activation and enforcement of this policy. The administrator may use his or her discretion when interpreting use and intent with such objects. Such potentially dangerous objects may include, but are not limited to:

- 1.00 Small pocket knives
- 1.01 Fireworks, fire crackers, and smoke bombs

- 1.02 Throwing darts
- 1.03 Nuisance items and toys
- 1.04 Unauthorized tools
- 1.05 Mace

E. Category 2 Violation by Students

The procedure for offenses if deemed a weapon is provided for under Category I. The procedure for offenses if deemed to be “unsafe” or contrary to school rules is:

- 1.00 Confiscation of object (if it can be done safely)
- 1.01 Notification of parent/guardian
- 1.02 Inform the student of the policy provision that has been violated
 - Confront the student with the evidence
 - Provide an opportunity for the student to respond to the allegations.
- 1.03 If appropriate, initial suspension from school for up to 10 days.
- 1.04 If appropriate, involvement of police with recommendation to charge.

APPROVED:

SD 42 POLICY: 5700.1

ACCESS TO AND MANAGEMENT OF PUBLIC INFORMATION OF THE BOARD

The Board supports the procedure for managing official requests.

The following procedure is established for managing formal applications for access to personal information of the Board made under the *Freedom of Information and Protection of Privacy Act*, hereafter referred to as "*the Act*".

1.00 Every official application made under *the Act* for access to information must be passed in the first instance to the Freedom of Information Co-ordinator for registration. A copy of the request will then be directed to the appropriate department for action.

1.01 The decision for granting the complete or partial access, or refusing the request, will be made by the Superintendent (Head) in consultation with the Freedom of Information Coordinator and guided by the relevant clauses of *the Act*.

1.02 In the event that the cost involved in processing a response to a request is estimated to be equal to or in excess of twenty-five dollars, the Freedom of Information Coordinator shall be notified. No further action should be taken until otherwise advised by the coordinator. The coordinator shall give the individual making the request written notice of the estimated costs and a request for the individual's authorization to complete processing the request.

APPROVED:

SD 42 POLICY: 5700.2

COLLECTION, PROTECTION OF AND ACCESS TO PERSONAL INFORMATION OF BOARD EMPLOYEES

The Board supports the procedure for managing official requests. Personal information includes recorded information which could identify an individual. It includes such things as name, address, telephone number, employment history, marital or family status, sexual orientation, race, colour or any other such information that has been provided.

1.00 In accordance with the *Freedom of Information and Protection of Privacy Act*, hereafter referred to as "*the Act*", the Board will ensure the confidentiality of personal information of its staff.

1.01 The Board shall safeguard the confidentiality of personal information pertaining to board employees.

1.02 Personal information may only be obtained as authorized in *the Act* and used for the specific purposes for which it is gathered. The management and safekeeping of such information is the responsibility of employees designated by the Superintendent of Schools. Confidentiality must be protected by each employee who is authorized to have access to this information for the purposes of personnel management, the provision of personnel services or administrative services.

1.03 Access to an employee's personal information can be gained during normal business hours, upon appointment and is available to:

- a) The employee, in the presence of the personnel officer;
- b) Other parties (e.g. legal counsel of the employee) with the specific written consent of the employee;
- c) An employee's principal, or in the case of administrative and support staff, the supervisor on a need-to-know basis in the presence of the personnel officer; and
- d) Supervisory officers or the board's legal counsel, subject to the approval of the Superintendent of Schools.

NOTE: Access to personnel files by anyone other than the employee should be on a need -to-know basis only (ie required information should be made available, not the entire file).

1.04 Any personal information of an employee that is no longer required for either administrative, financial, legal or historical purposes and retention of which is not regulated by any statute, may be destroyed in a confidential manner.

1.05 The Superintendent of Schools is authorized to issue any procedures required to support this policy.

APPROVED:

SD 42 POLICY: 5700.3

MANAGEMENT OF INFORMATION OF BOARD EMPLOYEES

The Board supports the procedure for managing official requests. The following procedure is established for managing formal applications for access to personal information of board employees made under the *Freedom of Information and Protection of Privacy Act*, hereafter referred to as "*the Act*", to fulfill our obligations under *the Act*.

1.00 All written applications for access to personal information of a board employee made under *the Act* will be passed in the first instance to the Freedom of Information Coordinator for registration. The request will then be directed to the Personnel department for action.

1.01 The decision for granting the complete or partial access or refusing the request will be made by the Superintendent (Head) in consultation with the Freedom of Information Coordinator and guided by the relevant clauses of *the Act*.

1.02 All responses to an application for access to information, whether granted or denied, shall be directed to the Freedom of Information Coordinator for review and final documentation and then forwarded to the individual making the request within thirty days after receipt of the application.

1.03 In the event that a response to an application for access cannot be completed within the thirty day limit, the Freedom of Information Coordinator must be notified. Under the limited circumstances specified in Section 10 of *the Act*, the coordinator will provide the individual making the request written notice of the extension setting out:

- a) the length of the extension;
- b) the reasons for the delay; and
- c) the person's right of appeal to the Freedom and Privacy Commissioner to review the extension.

APPROVED:

SD 42 POLICY: 5700.4

COLLECTION, PROTECTION OF AND ACCESS TO PERSONAL INFORMATION OF PRIVATE INDIVIDUALS

Personal information includes recorded information which could identify an individual. It includes such things as name, address, telephone number, employment history, marital or family status, sexual orientation, race, colour or any other such information that has been provided.

1.00 In accordance with the *Freedom of Information and Protection of Privacy Act*, hereafter referred to as "*the Act*", employees of the Board responsible for collecting personal information on private individuals, will do so in accordance with *the Act* and to the best of their abilities and knowledge, ensure the accuracy of that information.

1.01 The Board shall safeguard the confidentiality of personal information pertaining to private individuals.

1.02 Personal information may only be obtained as authorized in *the Act* and used for the specific purpose for which it is gathered. The management and safekeeping of such information is the responsibility of each designated employee. Confidentiality must be protected by each employee who is authorized to have access to this information for the purposes for which it was collected.

1.03 Access to an individual's personal information can be gained during normal business hours, upon appointment and is available to:

- a) The individual, in the presence of the appropriate manager or a designate;
- b) Other parties (e.g. legal counsel for the individual) with the specific written consent of the individual.

1.04 Copies of any personal information will only be provided to the individual or his/her agent with the specific written consent of the individual. A record of all such transactions must be kept in the file where the information resides.

1.05 Each file shall be maintained in a comprehensive manner and shall contain a record of those employees who have had access to it that would usually not have access.

1.06 Any personal information of a private individual that is no longer required for either administrative, financial, legal or historical purposes and its retention is not regulated by any statute, may be destroyed in a confidential manner (ie. shredding).

1.07 The Superintendent of Schools is authorized to issue any procedures required to support this policy.

APPROVED:

SD 42 POLICY: 5700.5

MANAGEMENT OF PERSONAL INFORMATION OF PRIVATE INDIVIDUALS

The Board supports the procedure for managing official requests.

The following procedure is established for managing formal applications for access to personal information of board employees made under the *Freedom of Information and Protection of Privacy Act*, hereafter referred to as "*the Act*", to fulfill our obligations under *the Act*.

1.00 All written applications for access to personal information of a private individual made under *the Act* will be passed in the first instance to the Freedom of Information Coordinator for registration. The request will then be directed to the appropriate department for action.

1.01 The decision for granting the complete or partial access, or refusing the request, will be made by the Superintendent (Head) in consultation with the Freedom of Information Coordinator and guided by the relevant clauses of *the Act*.

1.02 All responses to an application for access to information, whether granted or denied, shall be directed to the Freedom of Information Coordinator for review and final documentation and then forwarded to the individual making the request within thirty days after receipt of the application.

1.03 In the event that a response to an application for access cannot be completed within the thirty day limit, the Freedom of Information Coordinator must be notified. Under the limited circumstances specified in Section 10 of *the Act*, the coordinator will provide the individual making the request written notice of the extension setting out:

- a) the length of the extension;
- b) the reasons for the delay; and
- c) the person's right of appeal to the Freedom and Privacy Commissioner to review the extension.

APPROVED:

SD 42 POLICY: 6810

DISPOSAL OF LAND OR IMPROVEMENTS

Disposals of land or improvements in School district No. 42 will be guided by the following principles.

Board responsibility

The Board of Education is responsible for the disposal (including by sale, leases or the granting of a charge) of real property and may dispose of land or improvements (such as buildings affixed to land) subject to the orders of the Minister of Education.

If the Board, after considering future educational needs of the District, deems property (other than property subject to a Crown grant and held in trust for educational purposes) to be no longer required for educational purposes, it may dispose of such property, subject to the Orders of the Minister.

The Minister's Order (Disposal of Lands or Improvements Order) requires boards of education to develop and implement policies and procedures with respect to disposal of land or improvements and make them publicly available. The Board enacts this policy and the accompanying procedures accordingly.

Not applicable to Crown Grants

This policy and accompanying procedures do not apply to a disposal of property originally acquired by way of a Crown grant that is subject to a trust for educational purposes.

Consent of the Minister

In accordance with the orders of the Minister, the Board must obtain approval of the Minister of Education for a fee simple sale or a lease of 10 years or more (including all options and rights of renewal) (a "**long term lease**" in this policy and accompanying procedures) of land, improvements or both, unless the disposal is to another board or an independent school for educational purposes.

Delegation

The Board of Education may not delegate to staff the responsibility to finally approve disposals of real property or to deem property to be no longer required for educational purposes and the Board must authorize disposals by bylaw as required by the *School Act*. Subject to this requirement, the Secretary Treasurer is authorized to act on behalf of the Board and to enter into

agreements on behalf of the Board, except where this policy or accompanying procedures refers to approval or waiver or consideration by the Board.

Disposals by fee simple sale or long-term lease

For disposals requiring the Minister's approval, the Board will abide by any applicable Minister's orders and any terms or conditions imposed by the Minister on the disposal.

Consideration for disposals

The Board recognizes its responsibility for stewardship of educational assets. When educational assets are disposed of (including temporary disposals by lease), the Board is responsible for ensuring that the value of those assets will be available for other educational use in the school district. In determining value, the Board may take into consideration any compensating benefits to the Board or a specific school.

Consultation

The Board may undertake consultation of the nature and to the extent that it considers appropriate to the property concerned before entering into a fee simple sale or a long term lease of property no longer required for the Board's educational use, or may dispense with consultation on the disposal.

Open process

Except for disposals to the Conseil scolaire francophone or other boards of education or to an independent school, fee simple sales and long-term leases will be conducted through a process that enables the community to know when the property is being offered for sale or long term lease and provides an opportunity for members of the public to acquire the property. The Board may authorize other specific exceptions to this requirement on terms that in the Board's opinion reflect fair market value, including, without limitation, a disposal:

- (a) to a nonprofit organization, public authority, government organization or community agency, for educational or community use;
- (b) as part of an exchange of land or improvements;
- (c) that is a further long term lease to an existing tenant; or
- (d) to an owner of adjoining land for the purpose of consolidating the adjoining land.

Financial viability

Any proposed transferee or lessee is expected to provide evidence that it has the ability to meet its financial obligations to the Board.

Transparency

The Board recognizes that information about pending disposals must be kept confidential in many circumstances when negotiations are ongoing in order to protect the Board's interests, but will report out to the extent it considers possible without prejudicing those interests and will ensure that information on completed transactions is accessible to the public.

Disposals by granting of charges

Disposals by the granting of charges on land, such as rights of way, easements, and covenants, will be based on compensation or benefit to the Board. A disposal should not prejudice any educational use of the related property. Legal and administrative costs incurred by the Board in granting a right of way or easement should normally be the responsibility of the grantee. Compensation will be based on fair market value (or the impact of the granting of the charge on fair market value of the site) unless waived by the Board for the specific disposal.

Short term leases

Disposals by lease of less than 10 years including all rights or options to renew (“**short term leases**”) will be guided by the following principles:

Cost recovery

Leases should generally recover all costs; the Board will not subsidize community use of facilities or sites from educational resources. Exceptions must be specifically authorized by the Board.

Short term leases of space within schools

Lease rates and conditions (including acceptable use) may take into account benefit to the school.

Compatible uses

Permitted uses under leases of premises within a school during regular hours or that involve common use with a school must not compromise safety of students attending the school and should be compatible with the school’s functioning.

Alternative community or educational use

The Board will grant short term leases to the following types of entities the Conseil scolaire francophone or a board of education or school district business company or school district foundation nonprofit organizations providing local services and activities, local government and local government agencies such as (but not limited to) recreation commissions, health and social service agencies (restricted to providing services restricted to children and/or youth if space is within a school) businesses and organizations providing childcare and early learning programs organizations serving adult learners (other than in a school that includes K-10 students), independent schools and other educational institutions, other community agencies or organizations specifically approved by the Board

PROCEDURES

1. DEFINITIONS

1.1 “Long term lease” means a lease that is for 10 years or more, including the cumulative total of all rights or options to renew.

1.2 “Short term lease” means a lease that is not a long term lease.

1. BYLAWS

2.1 All disposals of real property (land, interest in land, or improvements) must be authorized by Board bylaw.

1. SALES AND LONG TERM LEASES

The procedure to dispose of surplus land or improvements by sale and transfer of fee simple or by long term lease, (including leases of part of a building), is as follows:

3.1 Step 1. Identification of property as subject of possible disposal

3.1.1 The Board receives a report or reports that confirm the state of title and whether the property is subject to a Crown grant trust include projections of future enrollment growth or decline (including K-12, adult programs and early learning) as they affect the Board’s need for the property in question.

3.1.2 The Board decides whether to:

- (a) pursue or continue with short term arrangements, including short term leases, or
- (b) consider long term lease or fee simple sale of the property and if so, whether to consult on disposal and alternate community use. (Consultation may be required by Board policy, by the Minister of Education as a condition of approval, or may be specifically directed by the Board even if not otherwise required.)

3.2 Step 2: Consultation on disposal and alternate community use (if required or if directed by the Board)

3.2.1 The Board establishes a consultation period to consult with the local community about the Board’s proposed disposal and provides any specific directions

3.2.2 Consultation with the community shall include consideration of future enrollment growth in the district (including K-12, adult and early learning programs), if relevant to the property in question

- notification of local governments, and others whom the Board or board officers identify as community agencies or organizations that might be interested in a short term lease of the property or part of it
- notification of any existing tenants or licensees of space in the facility (other than casual users). The Board may (but not must) also notify any known interested parties.
- opportunity for the public to respond to the Board’s proposed disposal
- the Board’s consideration of input received as it relates to:
 - a decision whether to dispose of the property
 - a decision whether to proceed with short term arrangements for alternative community use

3.2.3 Newspaper advertisements may be placed and public meetings may be held, if necessary in the opinion of the Board (or the board officer acting on behalf of the Board), to adequately inform the public and facilitate input.

3.3 Step 3: Decision on disposal and instructions to Secretary Treasurer

3.3.1 The Board considers the input from the consultation process.

3.3.2 Having considered enrolment trends and the input from the consultation process, if the Board wishes to proceed with disposal of the property, it passes a resolution confirming that the property is not required for future educational purposes, instructing the Secretary Treasurer to proceed to make arrangements for disposal of the property, and providing any specific directions.

3.3.3 If the discussion is held *in camera* to protect the privacy or confidentiality of information and protect the interests of the Board, then the decision to proceed with arrangements for disposal shall be reported out, although specific directions given to the Secretary Treasurer may be withheld if necessary to protect the interests of the Board.

3.4 Step 4: Request for Ministry approval and other preliminary matters

3.4.1 If the Board decides to proceed with arrangements to dispose of the property, the Secretary Treasurer:

- (a) arranges for title search, one or more written appraisals, and site plan as required;
- (b) establishes allocation of the proceeds from the sale of the disposed property to the appropriate capital reserve in accordance with the *School Act*;
- (c) if required, requests the Minister of Education to approval disposal of the property;
- (d) carries out other preliminary matters.

3.5 Step 5: Disposal Process

3.5.1 Subject to exceptions provided for in the Policy, the Secretary Treasurer implements a disposal process that is likely in his or her judgment to provide a fair opportunity for members of the public to acquire the property and for the Board to obtain a fair market value for the property.

3.5.2 The Secretary Treasurer or designate proceeds to negotiate with potential purchasers; the Secretary Treasurer may enter into an interim agreement of sale (or lease as the case may be) on behalf of the Board, provided that it includes a condition precedent for passage of an authorizing bylaw.

3.6 Step 6: Disposal Bylaw

3.6.1 The Board enacts a bylaw to authorize the disposal of the property on the agreed terms and conditions. This normally follows removal of all other subject clauses and conditions precedent. The bylaw must include:

- (a) confirmation that the Board will not require the property for future educational purposes (or, for a long term lease, that the Board will not require the property for future educational use for the term of the lease.)
- (b) the name and facility number of the property,
- (c) the address and legal description of the property, and site plan if required to identify the property
- (d) the agreed terms and conditions, and
- (e) authority to the Secretary Treasurer to execute on behalf of the Board all related documentation required to complete the terms of the agreements.

3.6.2 If enacted in closed meeting, the disposal shall be reported at the Board's next open meeting.

3.7 Step 7: Execution of Documentation and completion of transaction; allocation of proceeds

3.7.1 All necessary documents will be executed within required time lines as required

3.7.2 Proceeds of sale or lease over five years are to be allocated between the restricted capital reserve ("sharable") and the local capital reserve ("non-sharable") in accordance with *School Act* s. 100.

3.8 Step 8: Notice to the Minister

3.8.1 Upon disposal of the property, the Secretary Treasurer promptly provides the Minister with:

- (a) a copy of the Board's bylaw authorizing disposal of the property, and (b) written notification of the disposal and the allocation of the proceeds to the appropriate capital reserves

1. **ROAD AND UTILITY DEDICATIONS; OTHER CHARGES ON TITLE; SHORT TERM LEASES**

The procedure to dispose of property by way of a short term lease, a land dedication or a charge on title is as follows.

4.1 Step 1: Approval in principle

4.1.1 For a charge or road dedication, the Board considers the request, taking into consideration the impact on the property if the request is granted. The Board may provide approval in principle and make any specific directions.

4.2 Step 2: Negotiation

4.2.1 The Secretary Treasurer negotiates a lease or agreement consistent with Board policy and directions.

4.2.2 If money is to be paid, the Secretary Treasurer ascertains the allocation of proceeds.

4.3 Step 3: Bylaw

4.3.1 The Board passes a bylaw authorizing the lease, dedication or granting of charge

4.4 Step 4: Execution of documents and completion of transaction

4.5 Step 5: Notification of Minister

4.5.1 The Secretary Treasurer notifies the Minister including a copy of the bylaw and a notification of the disposal and allocation of any proceeds as required by the *School Act*.

APPROVED:

SD 42 POLICY: 9415

INCLUSIVE SCHOOLS

The Board believes all students are entitled to learn together in an inclusive environment for their shared benefit. Inclusive schools celebrate uniqueness and diversity and enhance the dignity and self-respect of all students.

"Celebrating Uniqueness"

Guiding Principles

Inclusive schools:

- have environments that are flexible, provide for age-appropriate placement, transcend location and support student learning;
- have educators who seek to understand and accommodate the diverse learning needs of all students to support individual academic, social and personal growth;
- actively support, promote and welcome collaborative consultation with parents/guardians and all educational partners;
- require a flexible learning environment where curriculum adaptations and modifications are assumed, ensuring curriculum relevance and accessibility for all students;
- actively work with other agencies and community organizations to facilitate access to services for children and families.

APPROVED:

SD 42 POLICY: 4415

DISTRICT FUNDED ATTENDANCE AT FUNCTIONS

The Board believes that District representation at events sponsored by organizations that contribute significantly to schools or District programs be supported through **District** funding for such representation.

Guiding Principles

1. The function must be related to District or school goals and advance the achievement of these goals, or in some manner be related to the curriculum and students.
2. The staff member must be representative of the District or the school and attendance must not be for personal benefit of the staff member.
3. The function must have prior approval of the appropriate supervisor.
4. The cost must be reasonable, and if payment bestows a personal benefit such as a tax deduction, that portion is not reimbursable.
5. The payment is not to include payment for alcohol. **Additional costs for alcohol will not be reimbursed.**
6. Application is made through the appropriate senior team member.
7. Student generated funds or money intended for students is not to be utilized for such events. This includes student raised funds, beverage machine funds, revenue generation funds, PAC donations or school budgets.

APPROVED:

SD 42 POLICY: 4410

TRAVEL EXPENSES

The Board believes that travel may be necessary for employees and trustees and that appropriate expenses incurred during such travel must be reimbursed. In incurring expenses trustees and staff will be cognizant of their accountability for public funds and always utilize optimum discretion in ensuring the appropriateness and efficiency of expenditures.

Guiding Principles

Kilometres

1. Employees required to travel by automobile will be reimbursed for travel at the rate of \$0.52/km. as adjusted from time to time to be equal to the higher of the rate negotiated in either the MRTA or CUPE contract.
2. Trustees will be reimbursed for travel by automobile outside of the District at the rate of \$0.52/km. as adjusted from time to time to be equal to the higher of the rate negotiated in either the MRTA or CUPE contract.
3. Staff provided with a vehicle allowance will be reimbursed for travel by automobile outside of Metro Vancouver at the rate of \$0.52/km. as adjusted from time to time to be equal to the higher of the rate negotiated in either the MRTA or CUPE contract.
4. Kilometres shall be calculated from the District Education Office to the destination or if closer, the employee/trustee home if departure is from there.
5. Employees and trustees who utilize their private vehicles for Board of Education business must obtain business insurance for a minimum of \$1 million third party liability.
6. Claims for increased costs due to the upgrade to business insurance from to and from work insurance, must be made annually on the renewal of insurance.

Air Travel Expense

7. On occasion, due to distance, time commitment, cost, and individual workload it may be most efficient to use air travel. In all cases, economy class is to be used. Exceptions require the approval of the immediate supervisor.
8. Airline tickets must be billed directly to the District or purchased through a District credit card.
9. All out of province travel must be approved by the employee's immediate supervisor or in the case of the superintendent, the Board of Education, prior to the trip.

Hotel Accommodation

10. Hotel accommodation must be booked in hotels that offer a government rate. The choice of hotel and room must be the most economical choice possible.
11. Hotel costs should be billed directly to the District or a District credit card must be used.
12. Hotel accommodation should be limited only to the time necessary to conduct Board of education business. If employees/trustees choose to stay longer than the time required to conduct business, the District is not to be billed for this cost. Employees/Trustees are not expected to subsidize the District's cost of doing business nor are they expected to incur unnecessary cost for the District.

Meals

13. While on travel involving Board of Education business, the cost of meals will be reimbursed for employees and trustees. Only those meals actually purchased will be reimbursed, and must be accompanied by the detailed bill listing all purchases. If the bill is for more than the claimant, all other individuals' names must be included on the bill. Alcohol cannot be claimed and tips must be limited to 20% maximum.
14. Meals may be claimed without receipts if the employee/trustee is entitled to claim the meal. The cost cannot exceed the prescribed allowance for that meal and the cost of the meal must not have been included as part of a course, meeting or other event.
15. Recognizing that meals in some urban centres may exceed the prescribed meal allowance employees/trustees should strive to choose restaurants where prices are not excessive.
16. Meal allowances are as follows:

School District 42

Breakfast \$10.00

Lunch \$14.00

Dinner \$30.00

Miscellaneous Expenses

17. Employees/trustees who require the use of a rental vehicle for the purposes of conducting business, and if it is the most efficient and cost effective means of transportation, should acquire the type of vehicle most fitting to the need at the lowest cost. Approval of the supervisor should be sought prior to renting the vehicle and the cost should be billed back to the District or charged to a purchase card.

18. Costs for parking, internet, and other incidentals will be reimbursed at cost with the provision of a receipt. If receipts are not available, claims will be limited to \$15.00 maximum per item, per day.
19. Reasonable personal long distance calls to home will be reimbursed as well as any charge for local calls.
20. The cost of taxi, ferry and toll charges will be reimbursed at cost with the production of receipts.
21. All expense claims must be submitted on District forms immediately following the trip or no later than monthly.
22. **District** credit card and direct billings to the District should be used whenever possible. Travel miles or other points earned on travel or other expenses are to be utilized for District business only.
23. When choosing the means and route of transportation the most direct or cost effective option should be chosen.
24. Extended stays for personal reasons may be attached to trips. However, these require the approval of the supervisor and must not add additional cost to the District.
25. Travel advances **may** be obtained with the approval of the supervisor providing all previous conditions have been complied with.

APPROVED:

SD 42 POLICY: 5905

ALCOHOL – CONSUMPTION, POSSESSION AND STORAGE

The Board believes that the consumption and storage of alcohol on District premises should be consistent with community norms and may only be allowed within the following guiding principles and approvals.

Guiding Principles

1. Consuming alcohol during school hours is not consistent with community norms and expectations and typically will not be permitted on school property during school hours.
2. Staff serving alcohol to staff on school premises is not permitted as it puts the District in a position of considerable liability.
3. The District will only approve applications where appropriate steps have been taken to mitigate to the greatest extent possible, the District's exposure to liability.
4. The applicant and the holder of the 'Serve It Right' certificate must recognize that in the event of any litigation or liability they will be solely responsible.

APPROVED:

SD 42 POLICY: 9610

HEALTH CARE NEEDS

The Board is committed to providing a safe environment for all students who have potential and identified health care needs.

Guiding Principles

1. The School District expects that the parent/guardian is the primary care giver to their child and is responsible for his/her health care needs.
2. It is recognized that there may be situations where it is necessary that the health care needs must be supported during school hours and where a parent is not available.
3. The Principal or designate, will implement the required medical intervention when:
 - A parent/guardian has given his/her written authorization on the appropriate medical procedure form.
 - Staff have received adequate instruction from the parent and assistance from the public health nurse, where necessary, concerning the medical intervention.
4. More than one employee at a school will be adequately instructed in the medical intervention in order to provide an alternate person in case of absences or unavailability.
5. Every employee has a duty to render assistance to a student in emergency situations including medical interventions where necessary.
6. Every employee has a duty to maintain the confidentiality of students' personal health information.

APPROVED:



SD 42 POLICY: 5575

NUTRITION

The Board and all schools promote and support the role nutrition plays in developing and sustaining students' learning potential and healthy active lifestyles.

Guiding Principles

1. Schools will provide offerings of nutritious and healthy food and beverage alternatives.
2. The school will work cooperatively with families and the broader community to strengthen connections and services and to nurture healthy active lifestyles.
3. Schools, in consultation with parents, staff and students will ensure students receive positive nutritional messages that are consistently reinforced throughout the school environment.

APPROVED:



SD 42 POLICY: 10820

POLITICAL ACTIVITIES

The Board believes that schools are a place for students to learn about civics and our democratic system of government to help them become engaged responsible citizens.

Schools shall not be used for partisan political activities.

APPROVED:



To: Board of Education

From: Secretary Treasurer
Flavia Coughlan

Re: **BOARD POLICY DEVELOPMENT
COMMITTEE RECOMMENDED
POLICIES FOR RECINDING**

Date: February 13, 2013
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The Board Policy Development Committee (the “Committee”) has worked diligently reviewing the Board’s policies for currency and relevancy. After consulting with Senior Team, it has been proposed to rescind the following policies:

BHD: Board Member Compensation and Expenses;
CFA: School Building Administration Positions of Special Responsibility;
CFCD: Threats;
CGB: Community Education Administration;
DBL: Trust Funds;
DIEA: Audits – School Accounts;
DLCA: Executive Staff Remuneration and Expenses;
ECAB: General Property Damage and Vandalism;
EG: Office Services Management;
FB: Facilities Utilization;
FL: Energy Management Conservation;
GBEA: Threats;
GBEC: Employee First Aid;
JHCB: Student First Aid;
GDP: Recognition of Retirees;
IGAH: Family Life Education;
IGAHA: Alternative Delivery Option for Personal Planning K-7 and
Career & Personal Planning 8-12;
IGCF: Correspondence and Distance Learning Program;
IHB: Class Space and Facility Limitations;
INDC: Official School Opening;
JECB: Admission of Non-Resident Students;
JF: Appeal Process;
JFCK: Intimidation, Harassment, Bullying and Violence in Schools;

JFD: Adult Students Enrolling in Local High Schools;
KGB: Public Conduct on School Property;
KMI: Relations with Political Organizations;
Learning Resources (Approved - June 14, 2006);
Proposing a Local School Calendar (Approved – June 14, 2006); and
Business Activities (Approved – November 22, 2006).

This action to rescind previously adopted policies and replace them with Committee recommended policies should greatly improve the efficiencies and management of the Board's governance model. The Committee will continue to review and forward policies for the Board's future consideration.

RECOMMENDATION:

THAT the Board rescind policies BHD: Board Member Compensation and Expenses; CFA: School Building Administration Positions of Special Responsibility; CFCD: Threats; CGB: Community Education Administration; DBL: Trust Funds; DIEA: Audits – School Accounts; DLCA: Executive Staff Remuneration and Expenses; ECAB: General Property Damage and Vandalism; EG: Office Services Management; FB: Facilities Utilization; FL: Energy Management Conservation; GBEA: Threats; GBEC: Employee First Aid; JHCB: Student First Aid; GDP: Recognition of Retirees; IGAH: Family Life Education; IGAHA: Alternative Delivery Option for Personal Planning K-7 and Career & Personal Planning 8-12; IGCF: Correspondence and Distance Learning Program; IHB: Class Space and Facility Limitations; INDC: Official School Opening; JECB: Admission of Non-Resident Students; JF: Appeal Process; JFCK: Intimidation, Harassment, Bullying and Violence in Schools; JFD: Adult Students Enrolling in Local High Schools; KGB: Public Conduct on School Property; KMI: Relations with Political Organizations; Learning Resources (Approved - June 14, 2006); Proposing a Local School Calendar (Approved – June 14, 2006); and Business Activities (Approved – November 22, 2006).

Attachments

TRUSTEE REMUNERATION AND EXPENSES

General

The Board believes that the size and complexity of School District 42 (Maple Ridge-Pitt Meadows) can reasonably be comparable to other school districts in the mainland and as such, annual remuneration should be similar.

Remuneration

The Board in determining remuneration shall be guided by the average remuneration received by the average trustee, Chair and Vice Chair, in the following school districts:

School District No. 34 (Abbotsford)
School District No. 35 (Langley)
School District No. 36 (Surrey)
School District No. 37 (Delta)
School District No. 38 (Richmond)
School District No. 40 (New Westminster)
School District No. 41 (Burnaby)
School District No. 43 (Coquitlam)
School District No. 44 (North Vancouver)
School District No. 75 (Mission)

Expenses

Trustees are encouraged to attend seminars, meetings and conferences that will enhance their effectiveness as Trustees. Reimbursement for expenses incurred shall be on a per diem basis and the amount shall be determined annually by the Board.

Trustees shall receive an annual vehicle allowance to cover in-district travel costs required to discharge their respective duties within the School District, or at their option, shall be reimbursed for actual kilometers traveled at the established School District 42 (Maple Ridge-Pitt Meadows) rate, for official Board business.

The following regulations shall apply regarding payment of Trustee remuneration and authorized expenses incurred by Trustees in discharging their respective duties as provided in the School Act and stipulated by the Board.

A. Remuneration

1.00 Remuneration shall be payable on a bi-weekly basis.

B. Reimbursement for Vehicle Expenses

- 1.00 All Trustees shall receive a monthly allowance to cover in-district travel expenses equal to 15% of a mid-size vehicle whose cost shall be determined according to the B.C.A.A. This allowance shall be payable on a bi-weekly basis.
- 1.01 Travel costs incurred by Trustees for out-of-district business shall be calculated on the basis of a per kilometer rate, pursuant to Policy DLC, when a personal automobile is used, or at reasonable costs if other forms of transportation are utilized.

C. Reimbursement for Other Expenses

1.00 Out-of-District-Expense

Expenses incurred for official School District duties as Trustee, shall be made in accordance with provisions of Exhibit "A".

1.01 In-District Expense

Reasonable expenses will be reimbursed to Trustee for official School District duties, upon submission of a duly completed expense claim to the Secretary Treasurer's office in accordance with provisions of Exhibit "B".

TRUSTEE EXPENSE REGULATIONS OUT-OF-DISTRICT

As a general rule, the claimant pays all expenses at time incurred. An exception is hotel accommodation, where reservation arrangements are made through the Secretary Treasurer's office in advance of the function.

To ensure prompt and efficient processing, please submit travel and expense claims within one week of incurring expenses.

When completing your expense claim, please note the following:

1.00 Travel Costs (except for private vehicles)

Claim amounts paid for transportation (planes, train, bus, rental car, ferry) and attach all bills, receipts or ticket stubs. Claim amounts paid for airport limousines, taxis to train or bus and attach receipts when obtainable. Air travel is limited to economy class.

1.01 Mileage Costs (private vehicle)

Claim current per kilometer/mile rate on official School District business.

1.02 Per Diem

Claim \$47.00 per day for each full day while on Board business and for each partial day where overnight stay is required before a session commences.

1.03 Accommodation

Claim the actual costs of the hotel, less any personal items charged to the room.

Where arrangements are made for direct billing to the School District, only room and telephone costs associated with Board business will be authorized. Room service costs shall be arranged under a separate billing and payable by the claimant.

1.04 Other Expenses

Claim amounts paid for parking, telephone calls on Board business, valet, etc., with a short description of each item.

1.05 International Travel

Claim cost of any currency exchange using the first day of travel as the basis for exchange rate calculations.

TRUSTEE IN-DISTRICT EXPENSE REGULATIONS

As a general rule, a Trustee that incurs out-of-pocket in-District expenses should submit a monthly expense claim within one week of the last day of each month, listing all expenses to be billed to the School District.

1.00 Mileage

If applicable, claim current approved per kilometer/mile rate for all travel with private vehicle for official District duties.

1.01 In-District Meals

Where out-of-pocket expenses are incurred in line with official School District duties, claim maximum of: breakfast \$8.00; lunch \$12.00; dinner \$27.00. These maximum rates cover cost of food and gratuity only and no receipts are required.

In each instance where a meal claim is made, the purpose of the claim shall be indicated.

1.02 Other Expenses

Full details are to be provided for other expenses not covered by mileage and/or meals and are to be supported by receipts. Each expense will be considered separately as to eligibility for reimbursement.

**TRUSTEES, EXECUTIVES AND STAFF
IN-DISTRICT EXPENSE REGULATIONS**

As a general rule, an executive officer who incurs out-of-pocket in-District expenses should submit a monthly expense claim within one week of the last day of each month, listing all expenses to be billed to the School District.

1.00 Mileage

If applicable, claim current approved per kilometre/mile rate for all travel with private vehicle for official District duties.

2.00 In-District Meals

Where out-of-pocket expenses are incurred in line with official School District duties, claim maximum of: breakfast \$8.00; lunch \$12.00; dinner \$27.00. These maximum rates cover cost of food and gratuity only and no receipts are required.

In each instance where a meal claim is made, the purpose of the claim shall be indicated.

3.00 Other Expenses

Full details are to be provided for other expenses not covered by mileage and/or meals and are to be supported by receipts. Each expense will be considered separately as to eligibility for reimbursement.

SCHOOL BUILDING ADMINISTRATION
POSITIONS OF SPECIAL RESPONSIBILITY*

The Board recognizes that the size and nature of schools directly impact on the amount of administration needed to ensure the needs of pupils and teachers are met. The Board further recognizes that it is important to provide opportunities for teachers to exercise school-based leadership.

The Board endorses the administrative team concept in schools; headed by a school Principal and supported by a variety of positions of special responsibility, consistent with Board policy and supported through budget. The Board, therefore, authorizes the Superintendent to recommend teachers to positions of special responsibility in schools in consultation with the Principal and in keeping with Board approved policies.

*Definition: Positions of Special Responsibility are Vice Principal, Vice Principal (2), Department Head, Head Teacher, Teacher-In-Charge, Resource Teacher, Helping Teacher, and Elementary Counsellor.

- 1.00 The Superintendent shall recommend and the Board shall approve all positions of special responsibility involving extra compensation.
- 1.01 Subject to budget restrictions, full or part-time positions of special responsibility shall be provided to all schools of more than 450 pupils.
- 1.02 Consideration will be given to the provision of positions of special responsibility in schools of 350 pupils if one or more of the following conditions is/are present:
 - French Immersion program
 - District Special Education program
 - Transiency rate in top quartile of District's schools
 - School submits a School Improvement Plan that establishes special need
- 1.03 The Principal shall develop a job description for all positions of special responsibility in his/her school.

THREATS

Threats are to be taken seriously whether involving students, employees, parents or other members of the school community

A. Procedure

Principal or Vice Principal is to be notified immediately and is to take steps to protect the safety of all concerned.

RCMP involvement should be seriously considered in all cases.

COMMUNITY EDUCATION ADMINISTRATION

The Board authorizes the establishment of a department of Community Education to make available educational opportunities to the community at large.

Administration of the department shall be in accordance with general guidelines for community education and adult education as established by the Ministry of Education, supplemented with District regulations developed by the Superintendent.

TRUST FUNDS

The Board will include in its annual budget provision for District programs that are required to be administered as trust funds with the approval of the Ministry of Education.

Where donations are received from employees, groups, organizations, or any other source, and when the donation is approved pursuant to Policy KH by the Board, proceeds of the donation together with allocation of funds shall be administered by the Secretary Treasurer through a trust fund established for that purpose.

An annual report of source and application of trust funds shall be prepared by the Secretary Treasurer for Board and public information.

A. Ministry of Education Mandated Trust Funds

- 1.00 The Secretary Treasurer shall establish the necessary numbers and types of trust funds as required by the Ministry of Education accounting policies/regulations.
- 1.01 All financial transactions shall be recorded as to source and application of funds within each established trust.
- 1.03 Annual financial statements prepared by the Secretary Treasurer shall include information concerning transactions of each trust account as to source and application of funds.

B. School District Trust Funds

- 1.00 The Board may establish trust accounts as deemed necessary upon recommendation of the Secretary Treasurer and upon approval of the Ministry of Education.
- 1.01 District trust funds, where duly established, shall be kept as separate accounts that include both revenue received and disbursements made from that fund.
- 1.02 In establishing trust funds that are funded from donations by individuals, groups, firms, employees or other sources, the Board shall approve guidelines and conditions for use by staff in the expenditure of these funds as deemed necessary and that take into account any condition that is specified by the donor.

- 1.03 All donations to established trust funds from sources noted in B 1.02, shall be made to the District through the Secretary Treasurer. Tax receipts shall be issued pursuant to conditions of a registered charity as determined by the Federal Government.
- 1.04 The Secretary Treasurer shall provide annual financial reports as to source and application of funds within each trust for Board and public information.
- 1.05 The Board may as often as necessary review the overall intent and guidelines of trust funds established under part A and B above, and may make changes deemed appropriate to reflect the then prevailing circumstances recognizing the main intent of the trust.

AUDITS - SCHOOL ACCOUNTS

The Board endeavours to maintain an on-going policy of audits for all school funds.

The Secretary Treasurer is authorized to prepare and implement regulations and procedures necessary for the audit of school funds. The general Board policy is that audits of all schools be undertaken generally on a once each three year basis. Audits are to be undertaken when a new principal is appointed.

The Secretary Treasurer has jurisdiction and the authority to commission either internal or external audits as deemed necessary.

EXECUTIVE STAFF REMUNERATION AND EXPENSES

General

The Board of School Trustees recognizes that Executive Officers must frequently accompany Trustees to conferences and other Trustee functions and hereby authorizes reimbursement of expenses incurred by senior District officials at the rate applicable to Trustees.

The Board further recognizes that the District will benefit by the attendance of senior District officials at other conferences, seminars and workshops not normally attended by Trustees and hereby authorizes reimbursement of expenses at the same rate as applicable to Trustees.

The following regulations shall apply regarding payment of Executive Officer remuneration and authorized expenses incurred in discharging their respective duties as provided in the School Act and stipulated by the Board.

A. Reimbursement for Vehicle Expenses

- 1.00 Travel costs incurred by District Executive officials for out-of-district business shall be calculated on the basis of a per kilometer rate, pursuant to Policy DLC, when a personal automobile is used, or at reasonable costs if other forms of transportation are utilized.

B. Reimbursement for Other Expenses

1.00 Out-of-District-Expense

Expenses incurred for official School District duties as District Executive Officers, shall be made in accordance with provisions of Exhibit "A".

1.01 In-District Expense

Reasonable expenses will be reimbursed to District Executive Officers for official School District duties, upon submission of a duly completed expense claim to the Secretary Treasurer's office in accordance with provisions of Exhibit "B".

EXECUTIVE EXPENSE REGULATIONS OUT-OF-DISTRICT

As a general rule, all expenses of an Executive Officer are paid by the claimant at time incurred, with cash or with a District credit card. Where expenses are paid with cash, reimbursement will be made upon submission of this form. Where a credit card is used, copies of invoices should be attached to this claim for reference purposes.

1.00 Submission of Expense Claim

To ensure prompt and efficient processing, please submit your claim within one week after expenses are incurred.

1.01 Travel Costs (by private or District auto)

Claim amounts paid for transportation (planes, train, bus, rental car, ferry) and attach all bills, receipts or ticket stubs. Claim amounts paid for airport limousines, taxis to train or bus and attach receipts when obtainable. Air travel is limited to economy class.

1.02 Mileage Costs (by private auto)

Where applicable, reimbursement will be made on the basis of current approved per kilometer/mile rate.

1.03 Per Diem

Claim \$47.00 per day for each full day while on Board business and for each partial day where overnight stay is required before a session commences.

1.04 Accommodation

As a general guide, when out-of-district business is sufficiently extended beyond the normal working day to warrant overnight stay, or when further business the following day is required, the Board will refund accommodation costs.

1.05 Other Expenses

- a) Claim amounts paid for parking, telephone, valet, porters, etc. and attach receipts where applicable.
- b) Claim currency exchange rate for out-of-country approved travel expense using the first day of travel as the basis for exchange rate calculation.

EXECUTIVE IN-DISTRICT EXPENSE REGULATIONS

As a general rule, an Executive Officer that incurs out-of-pocket in-District expenses should submit a monthly expense claim within one week of the last day of each month, listing all expenses to be billed to the School District.

1.00 Mileage

If applicable, claim current approved per kilometer/mile rate for all travel with private vehicle for official District duties.

1.01 In-District Meals

Where out-of-pocket expenses are incurred in line with official School District duties, claim maximum of: breakfast \$8.00; lunch \$12.00; dinner \$27.00. These maximum rates cover cost of food and gratuity only and no receipts are required.

In each instance where a meal claim is made, the purpose of the claim shall be indicated.

1.02 Other Expenses

Full details are to be provided for other expenses not covered by mileage and/or meals and are to be supported by receipts. Each expense will be considered separately as to eligibility for reimbursement.

GENERAL PROPERTY DAMAGE AND VANDALISM

The Board encourages the development of programs to encourage individual students, teachers and community members to treat school property with care and respect.

The Board endorses the proposal that if students cause damage in or to the schools and/or grounds, their particular parents/guardians should be assessed for the damages. Attempts to collect for such damages and related problems should be resolved at the school level. The Board should be used as a last resort.

OFFICE SERVICES MANAGEMENT

Office services will be provided to expedite the ongoing business of the District and to make the most effective use of staff time, including the time of teachers who are engaged by the Board to provide instruction and not perform routine office operations.

Arrangements for services shall be undertaken by the Secretary Treasurer in consultation with the appropriate Zone Superintendent to:

- 1.00 Maintain a continuing assessment of fluctuating office services needs at all school locations and business offices.
- 1.01 Seek the maximum standardization and coordination of office procedures and systems.
- 1.02 Employ flexible staffing patterns to accommodate office needs in the most efficient but economical manner.
- 1.03 Conduct periodic studies and prepare periodic recommendations concerning such matters as word processing, office machine utilization, the use of contracted office services, and the like.

FACILITIES UTILIZATION

The effective and efficient utilization of buildings owned and leased by School District 42, including schools, will be reviewed annually by the Board.

By November 30th of each year, the Secretary Treasurer will provide the Board with a report regarding the effective and efficient utilization of schools and other buildings owned or leased by the Board. Recommendations for efficiencies will be brought forward by the Secretary Treasurer, at that time.

ENERGY MANAGEMENT CONSERVATION

The Board of School Trustees takes it as its responsibility to ensure that every effort is made to conserve energy and natural resources while exercising sound financial management.

The implementation of this policy is the joint responsibility of the Trustees, administrators, teachers, students and support personnel and its success is based on cooperation at all levels.

The District will maintain accurate records of energy consumption and cost of energy and will provide periodic reports on the goals and progress of the energy conservation program.

The Director of Properties will facilitate energy management programs and procedures at the school with annual energy audits being conducted and conservation program outlines being updated. Judicious use of the various energy systems of each school will be the joint responsibility of the school administration and the Director of Properties to ensure that an efficient energy posture is maintained on a daily basis.

Curriculum will be developed to provide the opportunity for students to participate in the energy management program in the District as an "energy saver" (SAGE Model Foundation).

The District's energy management conservation program depends on full participation. Every employee should be expected to contribute to energy efficiency and be an "energy saver".

Through the implementation of this policy the District will provide leadership in developing a realistic energy ethic and awareness of energy needs and costs.

These Regulations supercede all previous instructions.

It is essential that these Energy Management Conservation Regulations be observed for the operation of energy consuming equipment in order that the objectives of the Board's policy be realized.

The administrative officer in charge of the facility shall have overall responsibility for energy usage of the facility and for the implementation of the energy conservation program. The administrator will be supported in this responsibility by the Director of Properties. The administrative officer will determine individual responsibilities of personnel to maximize energy conservation techniques.

The responsibility for effecting "systems" changes that will improve energy efficiency is delegated to the Director of Properties.

The Director of Properties will ensure that the efforts of maintenance staff are continued to improve the efficiency of mechanical, electrical and structural systems. Detailed records, kept by the department will identify initiatives to conserve energy that have been undertaken at each District facility.

A. Lighting

- 1.00 Effective immediately, all unnecessary lighting will be turned off, particularly in unoccupied areas.
- 1.01 With the exception of lights required for security and safety, all lights will be turned off when students, teachers and other employees leave the room, school or other district facilities.
- 1.02 Janitorial or other employees should turn on lights only in areas in which they are working or where specific lighting is required for security and safety reasons.
- 1.03 Parking lot and other outdoor lighting controlled via photocells and time clocks will be set to operate as follows:
 - a) Mondays to Fridays
 - morning start-up at 0630 hours and shutdown when daylight is sufficient
 - afternoon start-up at twilight and shutdown at 2330 hours
 - b) Holidays and Weekends
 - off
- 1.04 All outside lights should be turned off during daylight hours.

B. All Heating, Ventilation, Air Conditioning Systems

- 1.00 Thermostats and other control equipment set points for heating, ventilation and air conditioning equipment (HVAC) are not to be altered by anyone other than those authorized and/or trained by physical plant staff.
- 1.01 The school administrative officer, Director of Properties and maintenance staff shall be jointly responsible for the facilities HVAC start-up and setback procedures and schedules.
- 1.02 To maintain an environment that is conducive to the educational process and that will meet all current indoor air quality standards, all facilities where possible and practical, will function within the following temperature ranges:
 - a) average temperatures during occupied periods:
 - 20 - 22 degrees C (heating season)
 - 24 - 26 degrees C (cooling season)
 - in gymnasium, shop areas, etc. - 15 - 18 degrees C
 - b) night, holiday and weekend setback for all areas: 13 degrees C
 - c) where air conditioning is available, mechanical cooling will not start until inside temperature exceeds 25 degrees C

- d) where no air conditioning but ventilation is available, fresh air will be introduced into the room to attempt to maintain comfort conditions
- e) heating, ventilation and, where available, air conditioning systems are scheduled to operate as follows:

Start - Whenever necessary (after 0400 hours) on Mondays to Fridays in order to reach comfort level by school commencement. Intention would be to start warm up period as late as practical, depending on building equipment and construction type.

Night Setback - Mondays to Fridays at the approximate time students leave school or in the case of an office space, when the office is unoccupied. (Night setback in operation all weekends and holidays).

NOTE: It is recognized that evening programs etc., may require adjustment to setback hours. Such adjustments would be determined by the Maintenance Staff in consultation with arrangements being made at the time of booking.

- 1.03 In buildings with unsealed windows, circulating fans and air conditioners controlled by on/off switches and individual non-programmable controls, personnel should:

- a) refrain from turning the air conditioning equipment on until the outdoor temperature exceeds 25 degrees C. Temperature control should be achieved by the use of fans and window adjustments where possible
- b) where practical, and when consistent with the educational activity taking place in the room, close all windows and doors when the heating or air conditioning system is operating
- c) turn off air conditioning equipment at the approximate time students leave school, or in the case of an office space, when the office is unoccupied
- d) refrain from using air conditioning equipment in classrooms during summer months unless the classroom is being used for summer school or WCB regulations and/or collective agreements require otherwise.
(Note: When budget allows, and where practical and safe, portable fans may be used for "Spot Cooling").

- 1.04 The operation of heating equipment in schools should adhere to the following principles.

- a) thermostat controls should be set no higher than 20 - 22 ° C;
- b) individual classroom and office doors should be closed when heating equipment is in operation when such practice is consistent with the educational activity taking place in the room and the mechanical systems design;
- c) similar procedures should be followed for offices and other heated areas with manual thermostats.
- d) untrained staff must not adjust thermostats or other control devices where that particular thermostat or control device controls more than one occupied space (e.g. A thermostat in one room controlling 4 or 5

other classrooms). Programmable thermostats shall be adjusted and calibrated by trained staff only.

C. Purchasing

The purchasing operating philosophy and selection priority is best described as life cycle valuation, if this valuation process affords us the opportunity to select products and services which address all of the implications for the District. Energy consumption is one of the factors considered as we proceed through product selection and may be the determining factor in some selections. We of course support the fundamental tenants of conservation which are to reduce, reuse, and recycle.

Energy consumption is considered both a cost and environmental consideration. Other considerations are:

- a) what is the recycled component content?
- b) is there a hazardous material component?
- c) does the product or service conform with anticipated needs ?
- d) are there banned substances in the product ?
- e) is the product energy efficient ?
- f) is the product designed for easy maintenance and repair ?
- g) are replacement parts reconditionable ?
- h) have Environmental Choice Program (ECP) guidelines such as ECP-35, ECP-40, ECP-45 been considered?
- i) have the R-2000 and C-2000 building programs been considered?

The bottom line is selecting and evaluating products which meet the District's needs? Chief among those needs is environmental impact.

D. Renovations And New Construction

All new school construction, including renovation projects, will be designed and built to meet both B.C. Hydro Power Smart Program and current District specification guidelines to the extent possible within the current Ministry of Education guidelines and funding envelope.

E. Miscellaneous

- 1.00 As much as possible, start-up of Industrial Education equipment should be staggered to avoid higher than normal electrical energy demand.
- 1.01 Where possible and where the indoor air quality is not compromised, exhaust fans for kitchen, washrooms, shops and gymnasium shall be turned off whenever the area or equipment is not in use.
- 1.02 Personal computers, terminals, electric typewriters and most printers should be turned off at the end of the day, and when not in use for any extended period of

time. The school office and district DIGITALVAX computers must not be turned off.

- 1.03 Administrative officers are encouraged to develop checklists to assist them in turning off or shutting down unnecessary energy using equipment.

F. Energy Audits

Energy audits will be performed periodically for each facility by the Director of Properties. A copy of the energy audit form will be provided to the applicable administrative officer.

THREATS

Any employee, in the course of their duties, who is threatened with harm is to notify his/her principal or supervisor immediately and steps are to be taken at once to protect the employee's safety.

EMPLOYEE FIRST AID

The District shall ensure that all employees have access to First Aid Services and that these services are offered in accordance with the WCB Occupational First Aid Regulations.

The District shall ensure that the designated occupational First Aid attendants provide first aid services to injured staff as required through, and in compliance with, WCB Occupational First Aid Regulations.

The District shall also ensure that the availability and accessibility of first aid services are communicated to all employees of the District.

A. District Employee First Aid Requirements

Each site shall receive an initial first aid kit which meets the specifications detailed within the WCB Occupational First Aid Regulations.

Schools with less than 51 staff and located less than 20 minutes surface time from a hospital must have a Level 1 first aid attendant on site and immediately available to respond to staff requests during regular hours of operation.

Schools with more than 50 staff and located less than 20 minutes surface time from a hospital must have a Level 2 first aid attendant on site and immediately available to respond to staff requests during regular hours of operation.

Schools with more than 50 staff shall also have a dressing station, as defined under Provincial WCB Occupational First Aid Regulations, available and accessible to staff.

In the event that an injured worker requires immediate medical attention, the District shall ensure the provision of, and payment for, emergency transportation.

Reference and Cross Reference Materials:

WCB Occupational Health and Safety Regulations
Part 33, Sections 33.1 - 33.52 re Occupational First Aid

District #42 Employee Health and Safety Manual:
Policy/Procedure #EHS:30200 Employee First Aid
Policy/Procedure #EHS:30300 First Aid Attendants
Policy/Procedure #EHS:30400 Receiving First Aid

STUDENT FIRST AID

The District recognizes that students may become ill or injured during their attendance at a school. Therefore, it encourages the staff to take such actions that they would expect to be consistent with the parents' wishes.

The District recognizes that expectations may vary from parent to parent. Therefore, it will endeavour to establish procedures in regulations to this policy to ensure that the interest of pupils, parents and teachers are adequately protected.

The District believes that each school staff must have at least two people qualified to administer first aid.

The District, to the limit of current budget, will pay tuition for staff members who volunteer to undertake training in first aid.

A. Children Who Become Ill at School

The principal will decide whether the student should remain at school or under school supervision.

1.00 Should the student remain at school:

- a) The student should be placed in a suitable area that is regularly supervised by a responsible person. The frequency of observation should not be less than once every five minutes for the first 20 minutes. (A "suitable area" shall be readily available in all schools.)
- b) If the student is unable to resume normal activity within approximately 20 minutes, a parent (or doctor if a parent cannot be reached) should be contacted.
- c) A record must be kept of action taken.

1.01 Should it be decided that the student should NOT remain at school:

- a) A parent or guardian should be contacted immediately.
- b) If no parent or guardian can be reached, then a doctor (preferably the family doctor) should be contacted.
- c) If an emergency situation develops, the ambulance should be called immediately and a parent informed.
- d) A record of action taken must be kept .

- 1.02 No internal medication must be given to any student except in accordance with Policy JHCD and its regulations.
- 1.03 A record of action should be kept in the student's G.4 folder.
- 1.04 The student's medical alert card, which is to be kept up-to-date in the school office, must be consulted. The alert card should contain information relating to such things as allergies, diabetic condition, epilepsy, heart conditions, etc.
- 1.05 No ill or injured student shall be sent home unaccompanied.
- 1.06 Cost of ambulance service, if required, will be assumed by the District.

B. Children Who are Injured at School

When a student is injured at school or under school supervision:

- 1.00 The teacher or principal, having a duty of care, should, if necessary, administer basic first aid treatment, i.e. start the breathing, stop the bleeding, and treat for shock by keeping the patient warm and comfortable.
- 1.01 The teacher or principal should then make a decision based upon personal considered opinion to:
 - a) Call the ambulance and inform a parent, or
 - b) Call a doctor and inform a parent, or
 - c) Take the student to a hospital and inform a parent, or
 - d) Contact a parent
 - e) Return the student to normal activity, or
 - f) Place the student in a suitable area that is regularly supervised by a teacher. The frequency of observation should not be less than once every five minutes for the first 20 minutes. If the student is unable to resume normal activity within 20 minutes, then one of the actions (a) to (d) above, should be taken. (A "suitable area" shall be readily available in all schools.)
- 1.02 The teacher or principal must complete an accident report form as soon as it is practicable to do so and in any event no later than 48 hours from the time of injury.
- 1.03 If the injury is serious, the teacher or principal must inform the Superintendent or Secretary Treasurer immediately.
- 1.04 No ill or injured student shall be sent home unaccompanied.
- 1.05 Cost of ambulance service, if required, will be assumed by the District.

C. District First Aid Requirements

Each elementary school (with 10 - 50 employees) must have at least two staff members with a Level 1 certificate or, preferably, a Level 2 First Aid certificate.

Each elementary school must have and keep stocked a Level 1 unit (or better) First Aid Kit for use by staff and students and a portable Level 1 kit for field trips/games.

Each secondary school with 800 plus pupils must have at least three staff members with Level 2 First Aid certificates. Each secondary school with less than 800 pupils must have at least two staff members with Level 2 First Aid certificates and a Level 2 equipment kit of First Aid supplies, or better.

Each secondary school must have and keep stocked a Level 2 equipment (or better) First Aid Kit and a dressing station or First Aid supplies and/or kits must be located and kept stored in classrooms, labs or shops where more serious accidents are possible (Chemistry, Industrial/Technology Education, Physical Education, Teaching Kitchens, Home Economics). An accident report book must be kept up-to-date at each of these additional locations and a portable Level 2 kit for field trips/athletic events.

RECOGNITION OF RETIREES

The District shall recognize employees who retire from service, at a retirement function in June of each year.

- 1.00 To be eligible for retirement recognition, an employee shall be 55 years or over and have provided three or more years of service to the District and be entering retirement.
- 1.01 Employees shall provide notice of retirement by May 15 to be eligible for the function.
- 1.02 Each retiring employee shall be invited to bring a guest to the function.
- 1.03 Each retiree shall be presented with a modest gift.
- 1.04 Employees shall normally attend the function in the school year during which they retire.

FAMILY LIFE EDUCATION

The need for a strong family institution in which the members can live together in dignity and with respect for themselves and each other is of great importance to the strength of society as a whole. The Board, therefore, supports school and community groups working in harmony to develop and implement Family Life Education programs.

- 1.00 Parents shall be invited to participate in the process of designing school-based Family Life Education courses or units of study.
- 1.01 The proposed Family Life Education course or unit of study must be approved in advance by the Superintendent. Written requests, with all necessary documentation, must be made by the principal of the school proposing introduction of the course or unit of study.
- 1.02 Once approval is granted, the school principal is responsible and accountable for ensuring the course or unit offered remains consistent with that proposed and approved for offering. The classroom teacher similarly is responsible and accountable for ensuring that only approved content, materials and resources are used, regardless of whether or not additional resource personnel are involved.
- 1.03 The parents/guardians of all pupils for whom the course or unit is intended, must be given written notice of the proposal and be invited to a school meeting to discuss the topic. During the meeting, course content, including all resource materials authorized for use in teaching, must be made available for scrutiny by the parents/guardians.
- 1.04 The parents/guardians of all pupils for whom the course or unit is intended must be provided with an authorization form requesting that they either approve or disapprove of their child's involvement. No pupil shall take part in the course or unit except if he/she has on file with the school a signed authorization by the parent/guardian for his/her involvement. (No reply shall be interpreted as a "NO" response).
- 1.05 Every pupil who is excused from the Family Life Education course or unit must be provided with an alternative course or unit of study.

**ALTERNATIVE DELIVERY OPTION FOR
PERSONAL PLANNING K-7 AND
CAREER AND PERSONAL PLANNING 8 TO 12**

The Personal Development component of CAPP 8 to 12 addresses topics which may be a source of sensitivity for some students and their parent/guardians (e.g. self image, human sexuality, or violence in relationships). In these cases, students, with their parent/guardians' consent and in consultation with their school, may choose not to participate in classes when these topics are discussed and, instead, address the topics in an agreed upon alternative manner.

- 1.00 It is expected that students will complete the related learning outcomes and demonstrate their knowledge of the Personal Development topic(s) they have chosen to learn in an alternative manner.
- 1.01 This option is only available for topics which are part of the Personal Development component. This option is not intended for the Personal Planning, Career Development or Work Experience components.
- 1.02 There are several options that a school may provide for students who request the opportunity to complete sensitive topics outside of regular classroom instruction. Examples include:
 - home instruction using a school-determined package of materials or other agreed upon materials
 - distance education (CAPP 11/12)
 - self-directed studies
- 1.03 The Ministry's equivalency policy permits students to gain recognition for credentials they have acquired outside of school. A school may elect to use equivalency as a way to recognize learning that students have acquired at organizations and institutions in the community.
- 1.04 Through an application at the home school, the student or parent will provide a written explanation of how the student will complete the learning outcomes and demonstrate the knowledge of the Personal Development topic(s) that he/she has chosen to learn in an alternative manner.

The student will adhere to the following in pursuing the alternative delivery option in the Personal Development Component of Personal Planning K-7 and Career and Personal Planning (CAPP) 8-12:

- a) Intention to opt for alternative delivery of the Personal Development component of CAPP or Personal Planning should be declared at the commencement of the course.

- b) The student or parent/guardian identifies the specific “sensitive areas” of the Personal Development component of the Personal Planning or CAPP Program.
- c) Parents/guardians consent to opt for alternative delivery of Learning Outcomes as described in the Personal Development Learning Outcomes of CAPP or Personal Planning.
- d) The student or parent/guardian consults with the school personnel in choosing not to participate in specific classes when these “sensitive areas” are discussed.
- e) The school, student and/or parent/guardian agree on the option chosen for alternative delivery and the method of demonstration of met Learning Outcomes. Alternative options might include:
 - home instruction using a school-determined package of materials or other agreed upon materials
 - distance education (CAPP 11/12)
 - self-directed studies
- f) The alternative delivery plan is filed in the Student Learning Plan.
- g) Responsibility for demonstrating completion of these Learning Outcomes is that of the student and/or parent/guardian. All Learning Outcomes will be completed for the Personal Development component of Personal Planning or CAPP.

**APPLICATION FORM FOR ALTERNATIVE DELIVERY OPTION
(PERSONAL PLANNING K-7 AND CAREER AND PERSONAL PLANNING 8 TO 12)**

Please complete all relevant sections of this form.

Name: _____ Female ____ Male ____

(Please Print)

Date of Birth: _____ Personal Ed. Number _____

Mailing Address: _____

City: _____ Province _____ Postal Code _____

Name of Parent/guardian: _____

School _____ last _____ attended:

Checklist

1. Meet with school personnel and parent/guardian/guardian to discuss concerns regarding the Personal Development section of the CAPP Program at the commencement of the course.
2. Identify the section of CAPP Program, and specific Learning Outcomes of the Personal Development Component for the Alternative Delivery Option.

3. List the details agreed upon for the alternative delivery option as per the discussion with student, parent/guardian/guardian and school personnel.

Method of program delivery:

Assessment Criteria for completed Learning Outcomes:

Timeline for completion of Alternative Delivery Option:

4. Signatures of Agreement: We support _____'s request to complete
(Student's name)
the related learning outcomes and demonstrate his/her knowledge of the Personal Development topic(s) identified above in the manner described here.

Signature of Parent/guardian/Guardian: _____

Signature of Student: _____

Signature of CAPP Teacher or School Counsellor: _____

Signature of Principal: _____

5. Attach this Alternative Delivery Option form to the Student Learning Plan.

CORRESPONDENCE AND DISTANCE LEARNING PROGRAM

The Board of School Trustees concurs with the Ministry of Education that the purpose of the Correspondence and Distance Learning Program is to provide an alternative education program for those students who for various reasons are unable to participate in the regular school system. In addition, Correspondence and Distance Learning may provide access to a broader range of course offerings particular to a student's career and educational objectives.

A. Eligibility

A school aged student is eligible to enrol in correspondence courses provided that the student is:

- registered and in attendance at the school or is a home study student
- required to take the course for graduation or as part of a program leading to graduation
- demonstrating a career or educational need for a course not offered, or
- unable to be appropriately timetabled in a particular instance

B. Procedure

1.00 Students and their parents/guardians are required to complete the official Ministry application form (Form MR2095) and have it approved by the principal or designate.

1.01 Students are free to enrol in one correspondence course upon:

- a) completion of the application form
- b) payment of the textbooks deposit fee

The District will not pay for courses that fall under the following conditions:

- a) courses for Visa students
- b) courses for general interest
- c) courses for students that are not registered in the District

1.02 If textbooks are not available at the school, the student will be required to pay the textbook rental charged by the Fraser Valley Regional Correspondence School (Chilliwack). This rental fee is due and payable at the time the application is submitted to the school for final authorization.

1.03 Students not registered in a school and all adult students, will register directly with the Fraser Valley Regional Correspondence School.

C. Tuition Fees

- 1.00 Tuition fees for courses that are not being paid for by the District, are to be collected by the school before the application is forwarded to the Fraser Valley Regional Correspondence School.
- 1.01 All tuition fees will be collected by the schools' correspondence program designate and forwarded to the office of the Secretary Treasurer.

D. Textbooks

- 1.00 Textbooks will be provided on a loan basis either from the correspondence branch or from the school.
- 1.01 Students are required to pay a deposit of 50% of the cost of the books provided by the school. Refunds will be given by the school when the textbooks are returned in good condition.
- 1.02 Students will be required to pay the loan deposit for the rental of books obtained from the Fraser Valley Regional Correspondence School. This will be collected by the school and forwarded to the office of the Secretary Treasurer.

CLASS SIZE & FACILITY LIMITATIONS

<p>Student enrollment in classes shall be governed either by legislation or by circumstances affecting the learning situation of the class.</p>

The Ministry of Education has established the following guidelines and limits to class size starting in September 2002:

- Kindergarten district average class size must not exceed 19, but an individual class may extend to 22 students.
- Primary district average class size must not exceed 21 students, but an individual class may extend to 24 students.
- Intermediate and secondary district average class size must not exceed 30 students.

In order to facilitate accurate district averages, once a class enrollment has been established and reported to the DEO any new registrations must be reported to the Assistant Superintendent in the regular month end reports. At that time, it will be determined if the district average has been exceeded. It may be necessary at that time to increase staffing somewhere in the district to accommodate the increase in student enrollment. In the event that the district is below the average limit but the class is beyond the individual Primary or Kindergarten class limit, it may also be necessary to enroll students in a neighbouring school.

The legislation does not place a "top limit" on intermediate or secondary classes. However, it may at some time become necessary to consider a class "full" in order to maintain a satisfactory learning situation. This decision will be made in consultation with the Assistant Superintendent. Factors such as, but not limited to the following will be considered by the Assistant Superintendent:

- age of the class of students involved
- class composition factors
- the physical size of the particular classroom and available resources at the school
- any unusual but pertinent circumstances

OFFICIAL SCHOOL OPENING

The Board will endeavor to conduct an official school opening ceremony when a new school is opened or additions are added to existing schools which result in the creation of a new program or programs for that school. School additions that increase pupil capacity and extend existing program facilities will not be eligible for an official opening ceremony.

Arrangements for the official opening of a school will be made by the Superintendent.

ADMISSION OF NON-RESIDENT STUDENTS

The Board believes that public schools exist primarily for the education of students whose primary residence is in the District. Non-resident students must have written authority from the Superintendent to be accepted for registration.

- 1.00 All requests from non-resident students for registration or for letters or statements of eligibility and/or acceptance to a school shall be referred to the Superintendent, who has the sole authority for issuing such statements.
- 1.01 In exercising this authority the Superintendent shall consider such factors as availability of space, program suitability, transportation requirements, and associated legal and funding implications.
- 1.02 Students from other countries must possess a valid Student Visa or Ministerial permit issued by Employment and Immigration Canada in order to be considered for registration in the District.
- 1.03 The fee schedule is set annually by the Board.

APPEAL PROCESS – EDUCATION MATTERS

In keeping with the fundamental right of fairness, students and their parent/guardians may appeal a decision of an employee of the Board which significantly affects the education, health or safety of the student.

The following decisions shall be deemed to significantly affect the education, health or safety of a student:

- disciplinary suspension from school (for a period in excess of 5 consecutive days);
- suspension from school for a health condition;
- placement in an educational program;
- grade promotion and graduation;
- refusal to offer an educational program to a student 16 years of age or older;
- any other decision that in the opinion of the School Board or the designate, significantly affects the education, health or safety of a student.

The Board may refuse to hear an appeal where:

- the appeal has not been commenced within a reasonable time from the date the decision significantly affecting the student's education, health or safety was made; or
- the student and/or parent or guardian has refused or neglected to discuss the decision under appeal with the person(s) directed by the Board or its designate; or
- the decision does not significantly affect the education, health or safety of the student.
- any other decision that in the opinion of the School Board or the designate, significantly affects the education, health or safety of a student.

Parents/guardians or students who disagree with the actions taken by administrators or teachers are expected to seek a resolution of their concerns. Action should proceed from the classroom (teacher), to school (administrator) to Assistant Superintendent and then to the Board if the dispute is unable to be resolved at another level.

A. Classroom Problem

1.00 Conference with the teacher most directly involved.

1.01 If the matter can not be resolved, then discuss it with the school principal.

- 1.02 If there is still dissatisfaction, then discuss the issue with the Superintendent or designate.
- 1.03 Unresolved points of dispute may then be directed to the Board. The Board may deal with the matter directly or through a committee.

B. School Problem

- 1.00 Discuss the concern with the principal whose policy or procedure is being questioned.
- 1.01 If the issue is not settled at this level, then contact the Superintendent or designate.
- 1.02 If the issue is not resolved at the Superintendent's level, then the issue may be taken to the Board .

C. Suspension Problems

- 1.00 Parents/guardians who choose to appeal the decision of the District Suspension Committee must file their written appeal with the Board through the Secretary Treasurer's office within 10 days of receipt of the registered letter detailing the decision of the District Suspension Committee.

D. Written Notice of Appeal

Every appeal to the Board must be sent through the Secretary Treasurer's office with a written Notice of Appeal (attached) which shall state:

- 1.00 The name and address of the student and/or parent/guardian bringing the appeal and, where the parent/guardian is initiating the appeal on behalf of the student, the name of the student.
- 1.01 The current placement of the student (i.e. school, grade and homeroom teacher).
- 1.02 The decision which is being appealed and the date the student and/or parent or guardian bringing the appeal was informed of the decision.
- 1.03 The name of the Board employee(s) who made the decision being appealed.
- 1.04 The grounds for the appeal and the relief sought.

E. Discussion, Decision and Resolution

The Board or Committee of the Board will establish a hearing date, time and place at which both parties will elaborate on their case and answer questions of the Board. Following the review meeting, the Board, within 72 hours, will communicate its decision to both parties.

School District No.42 (Maple Ridge-Pitt Meadows)

NOTICE OF APPEAL

Please ensure that you have read Policy JF in its entirety before completing this form.

1. Information about the person(s) bringing the appeal:

Name of Student: (First)_____ (Last) _____

Student address: (If different from parent/guardian)
(Street) _____
(Postal Code) _____ (Phone) _____

Student birthdate: (Year) ____ (Month) ____ (Day) ____ Student Grade: ____

Parent/Guardian Name:
(First)_____ (Last)_____

Parent/Guardian address:
(Street) _____
(Postal Code) _____ (Phone) _____

2. Information about the employee(s) involved:

List of employee(s) whose decision is being appealed.

<u>Employee Name</u>	<u>Employee Position/Job</u>
----------------------	------------------------------

_____	_____
_____	_____
_____	_____
_____	_____

List the employee(s) with whom you have consulted about the decision.

<u>Employee Name</u>	<u>Employee Position/Job</u>
----------------------	------------------------------

_____	_____
_____	_____
_____	_____
_____	_____

3. Information about the decision being appealed.

Date you were informed of the decision: _____

Describe the decision: _____

Give your grounds for appealing the decision: _____

Suggest a solution to the problem which would satisfy you: _____

Signature of Student

Date Appeal Submitted

Signature of the Parent/Guardian

Send to:

Secretary Treasurer's Office
School District 42 (Maple Ridge-Pitt Meadows)
22225 Brown Avenue
Maple Ridge, B.C.
V2X 8N6

INTIMIDATION, HARASSMENT, BULLYING and VIOLENCE IN SCHOOLS

It is the policy of School District 42 to foster and maintain a safe environment for students, staff and the community. Students and staff must be able to work, learn and plan without threat of physical or psychological harm.

The Board of School Trustees considers intimidation, harassment, bullying, any acts of violence or the possession or use of a weapon by anyone on school property, or at a school event to be a serious threat to both students and staff.

- A violent activity is characterized by verbal or written threats, physical, emotional, sexual abuse, or harassment, by an individual or group of individuals which may impair the health or welfare of any student or staff member.

- Bullying is a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another where there is a power imbalance.

- Harassment is an unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person particularly if it continues after requests to stop.

- Intimidation is the act of instilling fear in someone as a means of controlling that person. (As defined in the MoE document, *Focus on Harassment and Intimidation*).

It is expected that measures such as: the establishment of preventative programs, the provision of appropriate early intervention procedures and the documentation of disciplinary action in accordance with the School Act, Board Policies and other appropriate legislation.

Principals will address these issues by involving the school staff, students and community in:

- establishing procedures designed to encourage a positive school climate;
- establishing procedures in which staff shall intervene in situations involving intimidation, harassment, threats, bullying and violence;
- fair and consistent disciplinary action in response to such actions.

Related policies:

Policy CFCD - Threats

Policy JFC – Student Code of Conduct

Policy JFCJ – Dangerous Weapons in Schools

ADULT STUDENTS ENROLING IN LOCAL HIGH SCHOOLS

The policy of the District regarding adult student programs is to accommodate as many students as government grants will allow in the most effective and cost efficient way possible. As adult students register in both secondary schools and off site facilities operated by the Community/Adult Education Department, and as government has established a funding cap for adult students in determining grants to School Districts, it is the policy of the District that all adult students registering for a course or program of studies are required to enrol with the Community Education Department to ensure that co-ordination of the program is undertaken as effectively and efficiently as possible.

- 1.00 Adult students who wish to enrol in any program or school within the District must register with the Community Education Department. Adult students are defined as those students who are 19 years of age as of July 1st of the current school year in which they enrol (July 1st – June 30th).
- 1.01 Adult students, including those in local high schools, are required to have the approval of the Director of Community Education prior to registration.
- 1.02 Adult students who are enrolled at high schools are to complete the Community Education tracking form "Adult Student Taking a Course at Secondary School" requiring approval of the school Principal and Director of Community Education Department. (see attached form).
- 1.03 Adult students who are taking courses at local high schools are to take only those courses required for completion of secondary school graduation.
- 1.04 All adult students on the District count at the end of September in any given year will be added to the Community Education Department as part of September's 1701 district enrolment snapshot.
- 1.05 Adult Students who have graduated and are taking courses at a local high school will be required to pay course fees.
- 1.06 Adult students may be subject to the same criteria as volunteers.

ADULT STUDENT TAKING A COURSE AT A SECONDARY SCHOOL <i>(only for high school students who have <u>not</u> graduated)</i>
--

_____ is an adult student who is to be registered in the Community Education Department. He/she is requesting to attend a high school course offered at _____ Secondary School for the _____ term.

Permission of the Director of Community Education is required for any adult student wishing to attend a secondary school. Such permission will be granted subject to available space. This letter certifies that the above-named student has permission to take a course at _____ Secondary School. It acknowledges that this student is a Community Education student and will be registered in the Adult Education enrolment for the Community Education department in the September 30th Enrolment Count (1701 Data Collection).

Approval of the School Principal

Approval of the School Counsellor

Date

Date

Courses required from the high school to complete graduation: (to be completed by the Secondary School)
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> _____ _____ _____ </div> <div style="width: 45%;"> _____ _____ _____ </div> </div>
PLEASE ATTACH COPY OF SCHOOL TIMETABLE FOR <u>FULL</u> YEAR

**Approval of the Director of
 Community Education**

Date

PUBLIC CONDUCT ON SCHOOL PROPERTY

All members of the public while in a school building or on a school site, are subject to all rules and regulations established by the Board or its agent.

The Board authorizes principals, vice principals, teachers, custodians and all others in its employ to make such directions and to follow such courses of actions deemed appropriate for the protection of pupils and maintenance of order. This resolution also authorizes police officers to act on behalf of the Board. The Board declares that this resolution constitutes an authorization pursuant to the School Act.

This authorization is as follows:

- administrative officers, and in the event of their absence,
- police officers
- teachers
- school secretaries
- custodian
- another Board employee

RELATIONS WITH POLITICAL ORGANIZATIONS

The Board, while recognizing that students should acquire an appreciation of the democratic processes and the principles of a free election, believes the public school system is not a vehicle for the conduction of political campaigns.

No school or classroom shall be used to announce, post, promote, or distribute election materials.

The Board will make available to the appropriate authorities, school buildings for the actual conduct of elections as required.



Subject: Learning Resources

References: School Act s.168, Ministerial Order, section 3-3333/99
Ministry of Education: Evaluating, Selecting and
Managing Learning resources: A Guide RB0142 (Revised
2002)

See Policy(ies):

See Procedure(s): Selecting Learning Resources, Challenging Ministry
Recommended and District Approved Learning Resources

Policy Statement

The Board believes in the importance of providing engaging, current, varied and effective learning resources to meet the diverse needs of students.

Guiding Principles

1. Learning Resource materials that have not been evaluated by the Ministry and do not have a Ministry recommended status can be approved for use in schools through a district approval process.
2. The district approval process, for district approved resources, includes an evaluation process following the Ministry guidelines and criteria as outlined in the District Procedure – Selecting Learning Resources.
3. The Ministry is responsible for dealing with formal complaints about the use of Recommended Learning Resources.
4. It is the responsibility of each school board to have in place a district process for dealing with complaints about district approved resources.

Subject: Proposing a Local School Calendar

References: School Act s. 78, 175; School Calendar Regulation 166/02

See Other Policy(ies):

See Procedures: Proposing a Local School Calendar (including Extended Day and Year Round Schooling)

Scheduled Daily Opening and Closing of Schools

Policy Statement

The Board recognizes that individual school communities have differing needs with respect to their local school calendar. The Board believes all changes in respect to its local school calendar should be based primarily on improving student learning.

Guiding Principle

When a school is proposing the implementation of a school calendar or when the District is considering the implementation of a local school calendar to improve student learning, students, parents and employee groups will first be consulted.



Subject: Business Activities

References: Upcoming order or regulation, School Act

See Other Policy (ies):

See Procedure (s):

Policy Statement

The Board believes when business opportunities/activities are practical and not in conflict with the K-12 mandate and/or District goals, vision or mission, staff should be encouraged to pursue such opportunities.

The Board believes that if partnerships or other forms of legal or contractual arrangements can support the business activities of the District, without detracting from or interfering with governance or policy matters, the opportunities should be fully investigated, assessed and presented to the Board for consideration.

Guiding Principles

When there is any risk associated with the business activity or the activity jeopardizes the charitable donation status of the District, the activity should be assigned to the School District No. 42 Business Company to pursue.

1. Maximization of profit, cost effectiveness and efficiency will be paramount in the pursuit of business activities/initiatives. Overhead and administrative costs must be contained to ensure maximum surplus funds/benefits for the District.
2. Any and all District costs associated with the business activity/initiative will be funded from the proceeds of the business activity/initiative. No costs will be borne by the District.
3. All contracts or legal agreements will be approved by the Board Chair and Secretary Treasurer subsequent to Board approval.
4. Profit maximization or maximization of benefit to the District will be an imperative for all business activities/initiatives.



To: Board of Education

From: Deputy Superintendent
Laurie Meston

Re: **KINDERGARTEN REGISTRATION**
INTERIM REPORT

Date: February 13, 2013
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

At the time of posting this information, the Kindergarten registration process is not yet complete and therefore the attached report is an interim report as of February 7, 2013.

Due to the fact that we have all students register at their catchment school and then we develop the "School of Choice" lists, it takes some time to determine the accurate number of registrations at each school. Registration for choice programs – French, Montessori, and Environmental school has again exceeded the number of spaces available. The school administration and support staff have done an excellent job in assisting parents in registering their children in kindergarten in our schools.

These numbers are preliminary and are subject to further checking over the coming days and the Board will be kept apprised of development and updated at a future Board meeting.

RECOMMENDATION:

THAT the Board receive the attached interim report on Kindergarten registration as of February 7, 2013 for information.

Attachment

PUBLIC BOARD MEETING Kindergarten Registration Update – February 7th, 2013

Please find below a VERY preliminary overview of Kindergarten Registration. As registration is continuing through the rest of this week, these numbers are very tentative at this time and will increase over the next few months. In the next two weeks we will be filling as many requests for other schools as possible.

School	13/14 Soft cap	Total Regs #	Of the total regs, # that are requesting another school	Notes
Albion	57	62	4	
Alexander Robinson	57	53	10	
Alouette	38	25	2	
Blue Mountain	19	27	10	
Davie Jones	38	36	8	
Edith McDermott	38	27	4	
Environmental	15	15	0	12 on waitlist
Eric Langton EN	24	16	7	
Eric Langton FR	32	32	0	8 on waitlist
Fairview	32	26	3	
Glenwood	50	50	12	
Golden Ears	57	39	3	
Hammond	38	31	8	6 on MONT w/l
Hammond Mont.	20	20	0	
Harry Hooge	38	38	5	1 out of distr pend
Highland Park	50	26	8	
Kanaka Creek	76	55	1	
Laity View EN	25	25	0	
Laity View FR	65	69	0	
Maple Ridge Elem.	50	34	3	
Pitt Meadows Elem EN	24	12	1	5 on waitlist
Pitt Meadows Elem FR	50	50	0	
Webster's Corner	19	30	12	
Whonnock	38	32	1	
Yennadon	70	78	5	1 req out of dist
Total	1020	908	107	

RECORD

2012-2013

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:

January 30, 2013

Call to Order	Meeting called to order at 3:10 p.m.
Motion of Exclusion	Approved
Correspondence	Received for information
Ordering of Agenda	Approved as circulated
Confirmation of Minutes – January 16, 2013	Approved as circulated
Confirmation of Minutes – January 23, 2013	Approved as circulated
Chair Report	Received for information
Motion to Extend the Meeting	Approved
Superintendent Decision Item	Approved
Secretary Treasurer Decision Item	Approved
Motion to Recess	Approved to recess at 4:50 p.m.
Motion to Reconvene	Approved to reconvene at 7:34 p.m.
Secretary Treasurer Information Item	Received for information
Committee Business	
Trustee Reports	
Adjournment	Adjourned at 7:55 p.m.